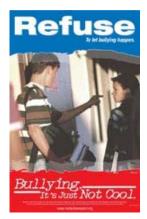
PROJECT RESPECT

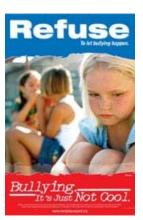
A community-wide effort to create a safe, trusting environment.

- Project Respect is a community and school-based program that works with students, teachers, parents, and community members to promote respect, tolerance, and social responsibility.
- The goal is to create a safe community environment of mutual support, kindness and respect by: teaching children and social and emotional skills; supporting teachers, parents, and other adults; and, engaging community members to be part of the solution.
- Project components:
 - Steps to Respect and Second Step curriculum for children in grades preK-8
 - o Curricula and training with teachers and staff
 - Preschool meetings and back-to-school presentations with families
 - o Bullying...It's Just Not Cool public awareness campaign
 - Policy and systems change advocacy with Board of Supervisors, School Board and other public and private entities.
- Sample outcomes:
 - O During the 2009-2010 school year, elementary students in third, fourth, and sixth grades had a higher rate of perceived assertiveness after receiving the Steps to Respect curriculum, than prior to receiving the curriculum. That is, students reported it would be easier for them to assert themselves against students who were ganging up on them, telling lies about them, or passing mean notes about them in class.

I see the importance of
Project Respect. If at all
possible, get this into your
schools! Don't give up the first
year you attempt this. You
may see only little leaps of
success, but don't be
disappointed. If you have a
plan, you will see that it will
begin to work."

Monica Fieldsted, Principal Woodland Elementary School





Campaign posters

During the 2009-2010 school year, middle School students
 in sixth, seventh, and eighth grade who received the Second Step
 curriculum had less acceptance of social exclusion at the end of the school year than they did at the
 beginning of the school year. In addition, these students had a greater ability to think of more than one way
 to solve a problem, after receiving the curriculum.

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Project Respect Logic Model

Population or Group: Mariposa County Preschool/Elementary/Middle School Students (PreK-8)

Goal Statement: To create a safe community environment of mutual support, kindness and respect by: teaching children and social and emotional skills; supporting teachers, parents, and other adults; and, engaging community members to be part of the solution.

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Inputs	Needed Capacity	Strategies/ Activities	Outputs	Outcomes		
MCDVCC MCS staff Project Respect Coaches Steps to Respect and Second Step curriculum Two demonstration schools Public Awareness campaign materials AERIES Database Project Respect Committee	Methods of encouraging teachers to deliver Second Step and Steps to Respect curriculum without assistance Coaching Model Full training and implementation at school sites Parent education and involvement More specific school district bullying policy	Individual Level: • Steps to Respect and Second Step curriculum for children in grades preK-8 Relationship Level: • Teachers and staff: Curricula and training • Family: Preschool meetings/Back to School Presentations Community Level: • "Bullyinglt's Just Not Cool" Public Awareness Campaign • Policy and systems change advocacy with Board of Supervisors, School Board and other public and private entities	Individual Level: • 80% students participate in Second Step or Steps to Respect curriculum Relationship Level: • 70% teachers and staff participate in Project Respect staff curriculum • 5 formal preschool meetings/trainings and 10 information sessions given by preK teachers Community Level: • 1 banner displayed at school sites and 1 poster within each classroom • Campaign materials (pencils, stickers, etc.) distributed to students • 8 articles in newspapers and newsletters • Actions to advocate for policy and systems change	Short-term Relationship Level: 75% of participating school staff will demonstrate: Increased knowledge of skills and strategies for communicating with students about bullying and violence Increased skills in teaching students to use anti-bullying strategies Increased understanding of the link between bullying and intimate partner violence	Individual Level: 75% of grade school students will demonstrate: • An increase in anti-bullying strategy skills, including:	Individual Level: • 25% decrease in the incidence of bullying among K-8 th graders. Relationship Level: Parents • Increased communication between parents and children about bullying and violence • Increased support to children in using antibullying strategies • Increased intervention in bullying behavior when witnessed by family members. School staff • Increased communication between staff and students about bullying and violence • Increased support to students in using antibullying strategies • Increased intervention in bullying behavior when witnessed by school staff. Community Level: • Passage and implementation of anti-bullying policies in all Mariposa elementary/middle schools

Contextual and Influential Factors

Living in a small rural community where many people are neighbors and friends

Bullying has been found to be a precursor to intimate-partner violence. Using violence in relationships is a risk factor for IPV.

Attitudes that tolerate bullying and violence; social isolation