INTRODUCTION

Adolescent Dating Abuse (ADA) Facts

- Among high school students (N = 9,900), approximately 1 in 5 female students and 1 in 10 male students reported being victims of physical and/or sexual violence during the past 12 months

  Vagi, O'Malley Olsen, Basile, and Vivolo-Kantor (2015)

- Among middle school youth (i.e., sixth, seventh, and eighth grade students) (N = 1,653) living in high-risk, urban communities, 33% reported that they perpetrated physical violence, 77% reported perpetrating verbal abuse, 15% reported perpetrating sexual violence, 20% reported threatening their partner, and 6% reported stalking their partner

  Niolon et al. (2015)

- Females ages 12 to 18 (N = 5,681) who experienced both physical and psychological violence victimization had increased odds of reporting depressive symptoms and suicidal ideation while males who were victimized by psychological violence were more likely to report suicidal ideation than non-victims

  Exner-Cortens, Eckenrode, and Rothman (2013)

Purpose of the Proposed Project

- Implement a comprehensive, school-based, ADA prevention program in Hartman Middle School in Redondo Beach, California

- Identify potential sources for funding the program

- Write a grant to obtain funding to implement the prevention program
SOCIAL WORK RELEVANCE

The social work profession is poised to effect change with regards to ADA as the National Association of Social Workers (NASW) seeks to:

Make adolescent health a national, state, and local policy priority by strengthening adolescent health service delivery systems, with an emphasis on developing programs that includes a continuum of evidence-based prevention, early intervention, and treatment approaches to meet the unique physical and behavioral health needs of adolescents. (2015, p. 5)

In adopting this position and fulfilling the core value of service for social work, school social workers must work to develop early intervention methods rooted in evidence-based practice to combat the social problem of ADA and help adolescents in need.
While ADA impacts youth of all different backgrounds, specific populations are at higher risk for experiencing ADA. Black and Hispanic male students reported experiencing more physical and sexual violence victimization than White male students while Black male and female adolescents were found to be 4 times more likely to perpetrate physical violence than their White counterparts (Foshee, McNaughton Reyes, & Ennett, 2010; Vagi et al., 2015).

Similarly, Loeb, Deardorff, and Lahiff (2014) found that Native American and multi-racial students reported having the highest incidence of physical violence victimization by racial groups. These findings highlight the need for targeted interventions that support these vulnerable groups or, in the case of a school-based, universal approach intervention, the need for program facilitators to be mindful of individuals who may need greater support.
METHODS

Target Population
- Sixth-, seventh-, and eighth-grade students at Hartman Middle School in Redondo Beach, California

Strategies Used to Identify Funding Source
- This grant writer used the search engine Google to conduct an Internet search of public, government, and non-profit agency websites. Search terms included teen dating violence, relationship abuse, intimate partner violence, prevention, youth, children, teens, and relationships
- This grant writer also used the California State University, Long Beach library website to locate previous grants provided by foundations to non-profit and public-sector programs

Strategies Used to Select Funding Source
- This grant writer researched the funding agency’s mission statement and values, grant eligibility criteria, and previous programs funded
- Funders selected allocated grant amounts that met or exceeded the amount needed for the proposed program
- Funders selected were the closest fit with the proposed program in regards to purpose and values, allocated funding amount, and populations served by the funding agency
METHODS (CONTINUED)

Funding Source Selected
- The W.K. Kellogg Foundation

Sources Used for Needs Assessment
- Centers for Disease Control and Prevention data
- Current literature on ADA
- California Healthy Kids Survey
- California Department of Education website

Projected Budget Range and Categories
- Total Amount Requested: $172,398
  - Salaries and Benefits
  - Direct Program Costs
  - Indirect Program Costs
  - In-Kind Resources
Program Description and Population Served

The purpose of the proposed project is to implement a comprehensive, school-based, adolescent dating abuse prevention program in Hartman Middle School in Redondo Beach, California. The program will educate 972 middle school youth from grades 6 through 8 on healthy and abusive dating relationships and dating abuse and its causes and consequences. The program will also equip students with skills to develop healthy dating relationships and to intervene when dating abuse occurs. The proposed program will consist of a nine-lesson dating abuse prevention curriculum. One lesson will be taught each week for 9 weeks during students’ physical education classes. The program will run for the entire school year and will consist of two rounds, the first of which will be during the fall semester and the second during the spring semester.

The program will utilize an ecological systems framework that incorporates building relationships between students and the school at large, parents, teachers, and the community. As such, the program includes a 45-minute play about dating abuse, a poster contest, a six-session parent workshop series, a six-session teacher workshop series, and appointing students as brand ambassadors for healthy adolescent dating relationships. Program staff will also connect with local community agencies to help develop events and activities that coincide with the school-based program and promote healthy adolescent dating relationships.

The proposed program will require hiring a Licensed Clinical Social Worker to be the program director as well as a Master of Social Work practitioner to be the program associate. Finally, an evaluation will be conducted following both rounds of lessons to determine if goals and objectives were met.
GRANT PROPOSAL (CONTINUED)

Program Objectives

- Students will gain increased awareness of healthy versus abusive dating relationships, causes, and consequences of dating abuse, and how gender stereotypes impact dating relationships
- Students will develop increased skills in positive communication, anger management, conflict resolution, and intervening in situations when dating abuse occurs
- Students will participate in a theatrical play about dating abuse, a poster contest about dating abuse prevention, and as brand ambassadors for promoting healthy adolescent dating relationships
- Parents will gain increased awareness of ADA, confidence in talking to their youth about dating abuse, and competence in helping their youth when dating abuse occurs
- Teachers will gain increased awareness of ADA, confidence in talking with students about dating abuse, and competence in helping youth when dating abuse occurs
- Community agencies will promote activities, events, and services for students that promote healthy adolescent dating relationships and provide opportunities for mentorship

Program Evaluation

- Students, caregivers, and teachers will be administered pre- and post-tests to measure if goals have been achieved
- A mid-year evaluation on 1st-round participants and an end-of-year evaluation on 2nd-round participants will be conducted by program director
- Data from both rounds of participants will be used to compile a comprehensive final evaluation of the program

Sustainability

- The program director will locate and apply for grants that fit the criteria for the initial grant
- The director will also reach out to local businesses for potential sponsorship and will develop and utilize relationships with parent-teacher associations and the city educational foundation to explore potential funding opportunities
Lessons Learned

- This grant writer experienced a great deal of push-back from the host agency when requesting to use a middle school’s name for the purposes of the current project. This grant writer realized the stigma that continues to surround intimate partner violence and learned that agencies, especially those in affluent areas, will refuse to be associated with certain issues to preserve a specific image.

- This grant writer learned about the experience of “selling a program” to stakeholders and was reminded of the skills that are needed to successfully gain buy-in from stakeholders, such as using creative language to “market” supports and services to potential clients (i.e., “building healthy teen relationships” versus “teen dating violence prevention”).

- This grant writer realized the grant writing project process may have been easier if the location for a proposed program had been selected first and then a needs assessment was conducted on that area to determine a program that addressed that area’s identified needs.

Implications for Social Work

- Considering the prevalence rates of IPV and assault in the United States, it is important for social workers to promote early intervention programs that help foster healthy adolescent dating relationships.

- Through grant writing, social workers shed light on and build community awareness of social problems that may have gone unnoticed otherwise.

- Harnessing the grant writing skill of developing a service program enables social workers to take on leadership roles in the community and effect change on a larger scale, thus bringing greater attention to social problems that warrant our support.


