



COMMUNITY SOLUTIONS' YOUTH EDUCATION AND PREVENTION PROJECT: HEALTHY RELATIONSHIPS

A PROJECT FUNDED BY THE SANTA CLARA COUNTY OFFICE
OF GENDER-BASED VIOLENCE PREVENTION AND
IN PARTNERSHIP WITH GILROY UNIFIED SCHOOL DISTRICT





HEALTHY RELATIONSHIPS CAMPAIGN

In July of 2019, Community Solutions' received a primary prevention grant from the Santa Clara County Office of Gender-Based Violence Prevention with a letter of support and a commitment from Gilroy Unified School District. This project is a comprehensive program designed to increase knowledge and skills of healthy nonviolent intimate relationships; increase comfort in talking about healthy relationships with one another; and create dialogues and identification of domestic and sexual violence as issues. This project will have several components: (1) school-based prevention curriculum at the high schools in Gilroy Unified School District; (2) trainings to school staff; (3) workshops to parents of students within GUSD; and (4) community awareness building activities during Teen Dating Violence Awareness Month (TDVAM).

After conversations with school and GUSD district staff the program was launched at Christopher High School, Mt Madonna High School, and TJ Owens Gilroy Early College Academy (GECA). In Spring of 2021, Gilroy High School was added. The program would be held in selected physical education classes on each campus. Community Solutions' staff worked with schools within the GUSD district to host parent workshops. In January, Community Solutions' staff joined the GUSD yearly school training day to host workshops on our campaign and tips to engage with students about healthy relationships. Lastly, TDVAM Community Solutions has held poster contests, video contests, created a handbook for parents, and developed a school-wide toolkit for schools.

TEEN DATING VIOLENCE AWARENESS MONTH ACTIVITIES

Part of the Healthy Relationships Campaign is community awareness building activities during Teen Dating Violence Awareness Month (TDVAM). We worked with staff and art teachers within GUSD to promote poster contests for students 6th-12th grade. (The images highlighted in this document are some of those poster entries.) We created school toolkits with activities and morning announcements schools could use to promote TDVAM. In February of 2021 we launched #LoveWeek where we highlighted a week within February with activities schools can do to promote healthy relationships. We worked with ASB and school staff to adopt and promote #Loveweek on campuses. Additionally, our staff tabled on several campuses during lunch to promote TDVAM. Lastly, we created a parent toolkit that highlights ways parents can talk with their youth from ages 0-17 about healthy relationships. For more check out <https://www.communitysolutions.org/prevention-services/>



WHAT
Create a poster of what "Lead with Strengths" means to you, in Honor of Teen Dating Violence Awareness Month

DEADLINE INFORMATION
Submit all entries by February 28th to the front office on your school campus

WIN A GIFT CARD TO AMAZON
1st Place: \$250
2nd Place: \$100
3rd Place: \$50
All winning posters will be featured at all GUSD Campuses

QUESTIONS?
YOLANDA.LOPEZ@COMMUNITYSOLUTIONS.ORG OR 669-945-8250



WHO IS ELIGIBLE
GUSD STUDENTS GRADES 6—12

ARTWORK GUIDELINES
11" x 17" Poster Size
Drawing, Painting, or Mixed Media.

Crayons, Paint, Pencils, Pastels, Charcoal, or any combination of the above is allowed.

Please create an original artwork, that follows the theme of "Lead with Strengths."

CONTEST RULES

Must have release signed by parent/guardian and current contact information for each entry. Please make sure the



HABLAR CON SUS HIJOS ACERCA DE LAS RELACIONES

TALKING TO YOUR CHILDREN ABOUT HEALTHY RELATIONSHIPS

A TOOLKIT FOR PARENTS



The Timeline

- L** Monday Febru. Practice Self-C
- L** Tuesday Febr Learn about F
- O** Wednesday F Orange Day
- V** Thursday Feb Value your Re
- E** Friday Februa Express your

#LOVE WEEK

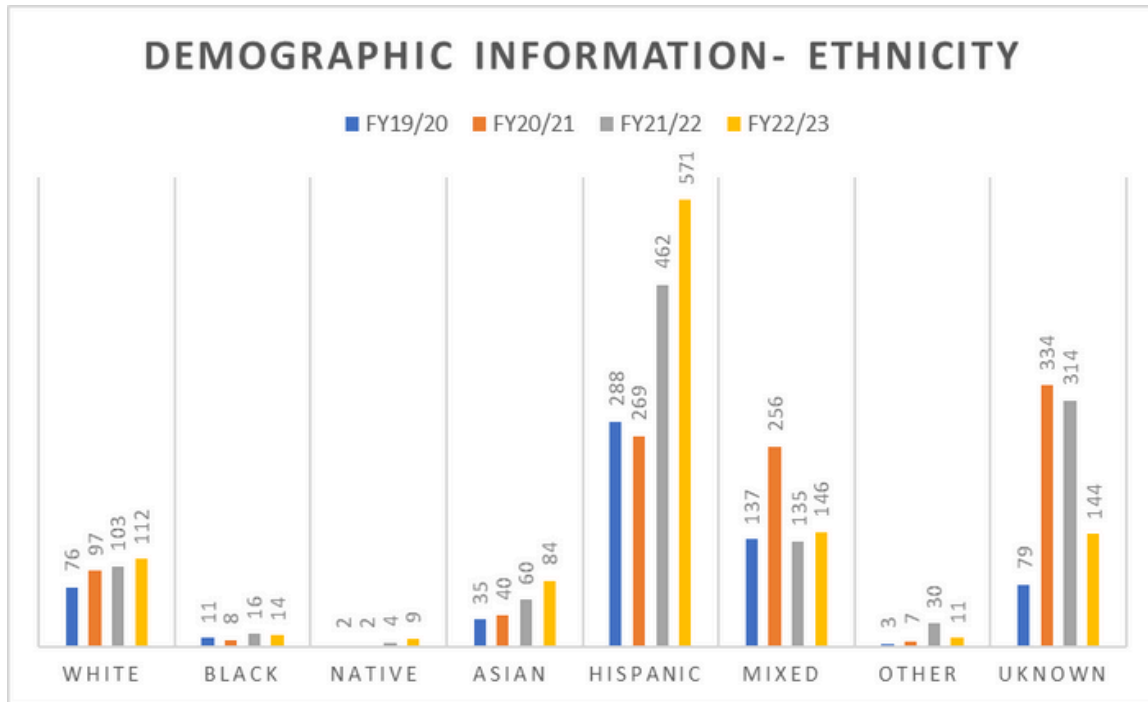
A TOOLKIT FOR FOR SCHOOLS TO PROMOTE TEEN DATING VIOLENCE AWARENESS MONTH

Community Solutions GUSD Quality of Family Office Office of Family Sexual Violence Prevention

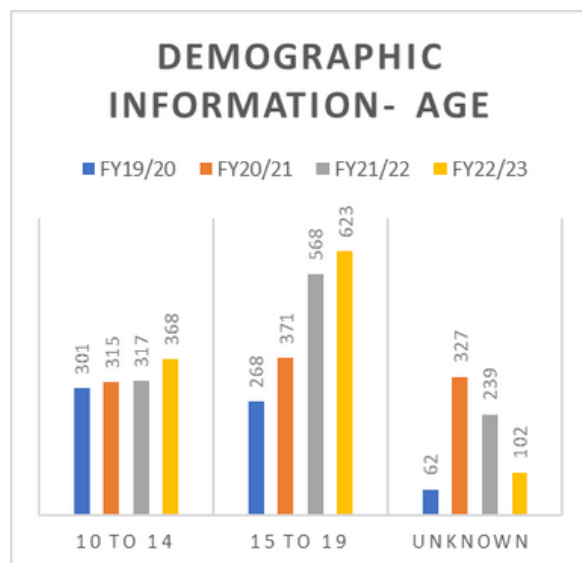
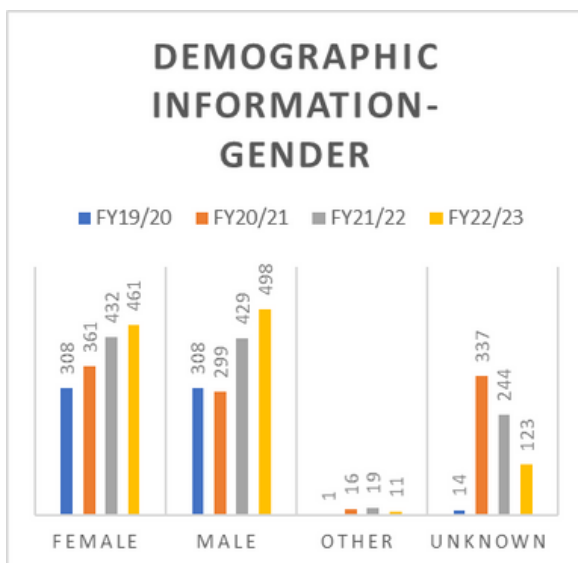
Community Solutions GUSD Quality of Family Office Office of Family Sexual Violence Prevention

THE NUMBERS

OUR STATISTICS



NUMBER OF STUDENTS IN ITWT CLASSES BY FISCAL YEAR:
 FY 19/20 = 631 FY20/21= 1013 FY 21/22= 1124 FY 22/23= 1093



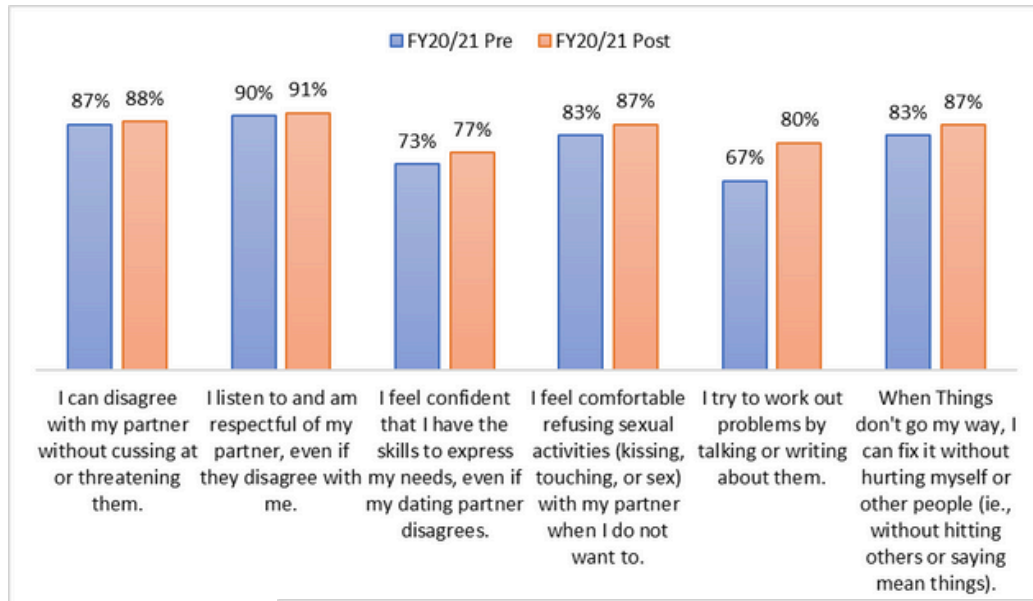
For this project we used the In Touch With Teens curriculum for all of our classroom based lessons. The curriculum is 12 sessions and it includes interactive activities and discussions around:

- Roots of Violence
- Power and Control
- Bullying
- Pros and Cons of Social Media
- Relationship Violence
- Cycle of Violence
- Healthy Relationships
- Sexual Harassment
- Sexual Assault & Respectful Sexuality
- Becoming an Upstander
- Becoming a Changemaker

At Gilroy High School and GECA the program is provided in a 50 minute PE class each week. For Mt Madonna the program is provided in a weekly leadership class. At Christopher High School the program is provided during a block period class every other week. We work with each school to determine the number of classes and schedule that works best.

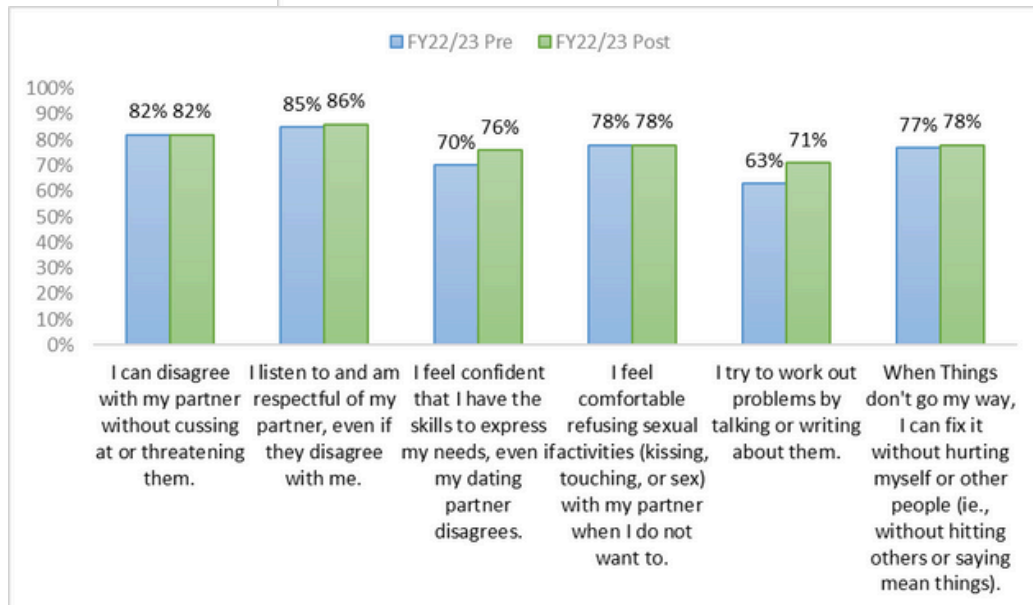
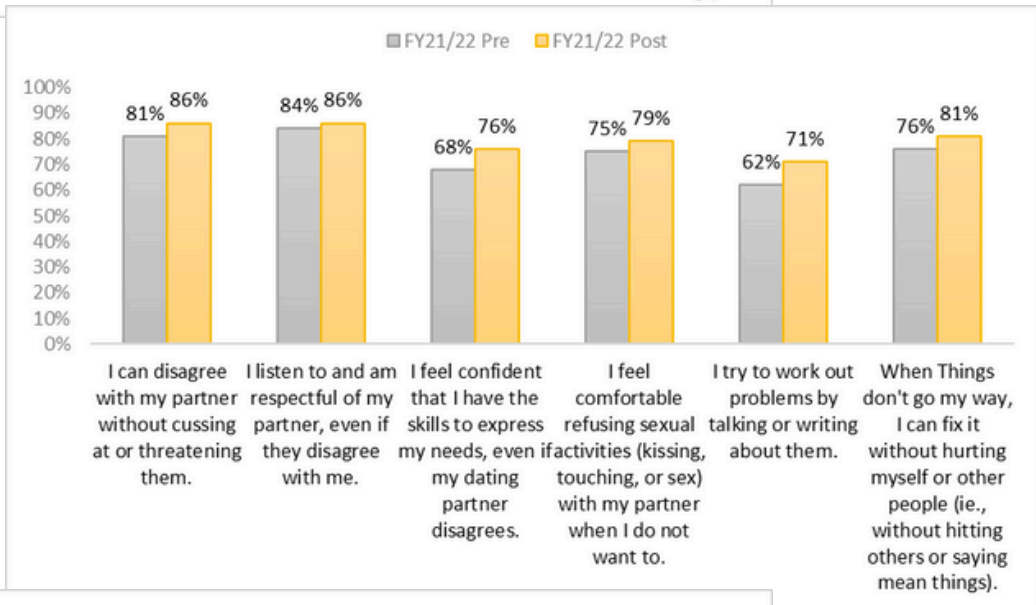
Students in the program complete pre/posttests at during the first and last session to evaluate the programs efficacy. During the posttest students are also prompted to give qualitative answers about the impact of the program. Pre and posttests surveys are then matched and evaluated.

School Year	Total Number of Students	Number of Pre/Posttest Matched	Explanation
2019/2020	631	238	During mid-March 2020 the pandemic hit and all programming stopped. <i>Important to note: the pre/posttest survey was changed at the end of this school year and therefore not included in this report.</i>
2020/2021	1013	373	Program was transitioned fully online. Many students did not complete the pre/posttest test or were absent on one of the days offered.
2021/2022	1124	639	Program transitioned back to in-person and we had more success collecting both pre/posttests.
2022/2023	1093	605	Program was all in-person. Gilroy High School students were in class throughout school-year which caused issues with data since students changed classes and moved around.



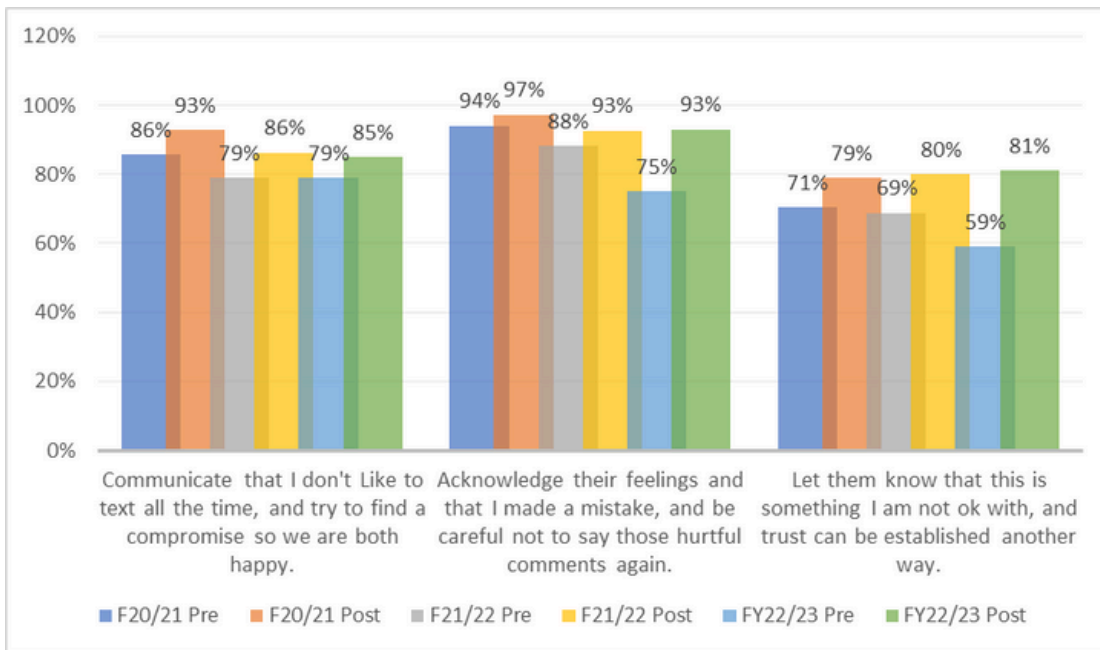
Students could choose between a Likert scale from strongly agree to strongly disagree. The answers below reflect the student's choices of strongly agree/agree. During FY20/21, all programming was provided online.

Students could choose between a Likert scale from strongly agree to strongly disagree. The answers below reflect the student's choices of strongly agree/agree. During FY21/22, all programming was provided in-person and was first year students transitioned back after pandemic.

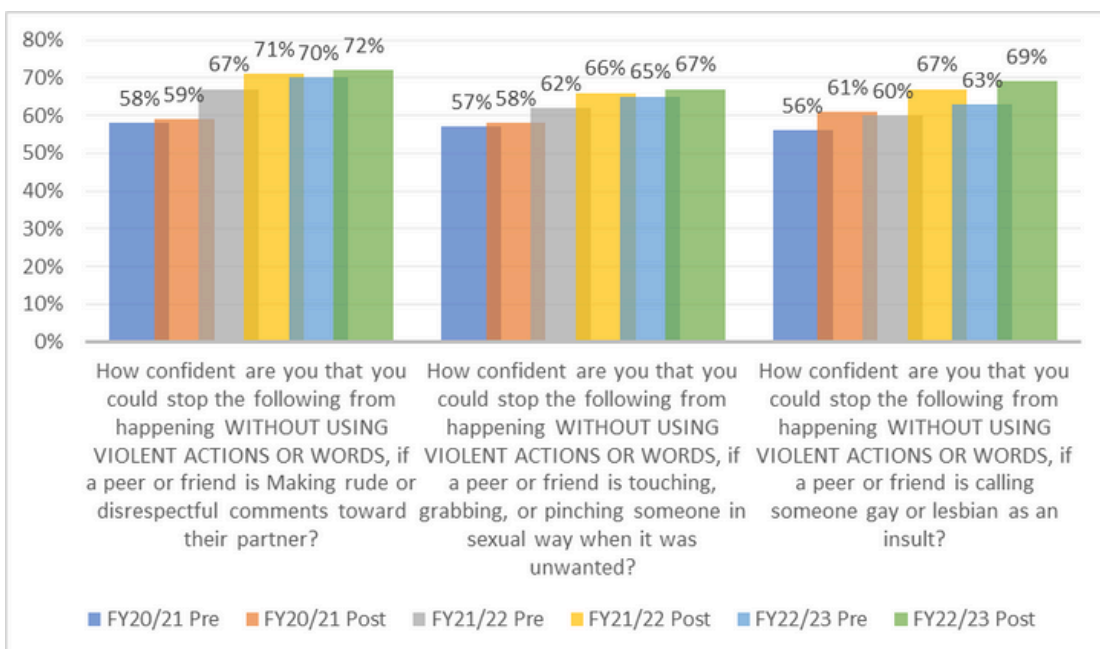


Students could choose between a Likert scale from strongly agree to strongly disagree. The answers below reflect the student's choices of strongly agree/agree. During FY22/23 all programming was provided fully in-person.

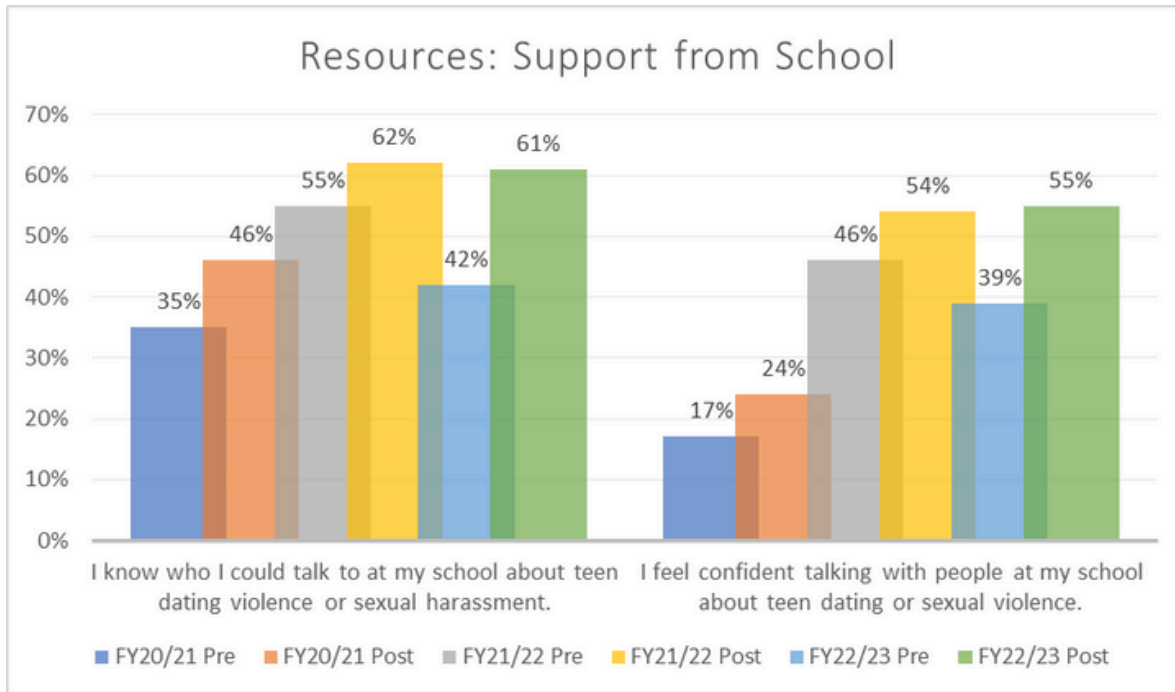
Students were asked to answer how they would handle different dating scenarios with their partner. The first scenario asked, "Lately, my partner and I are arguing all the time. They think I am trying to hook up with the people on my Insta, they asked for all of my passwords for social media. I can..." The second question scenario asked students, "My partner and I got in an argument and then I told all of our friends rude and hurtful things about my partner. When my partner found out, they were very upset. I can.." The third scenario asked, "My partner wants to spend all day texting back and forth, every few minutes. When I don't reply fast enough, they feel like I don't care about them. I can.." The answer in the tables are the healthy choice option for each question.



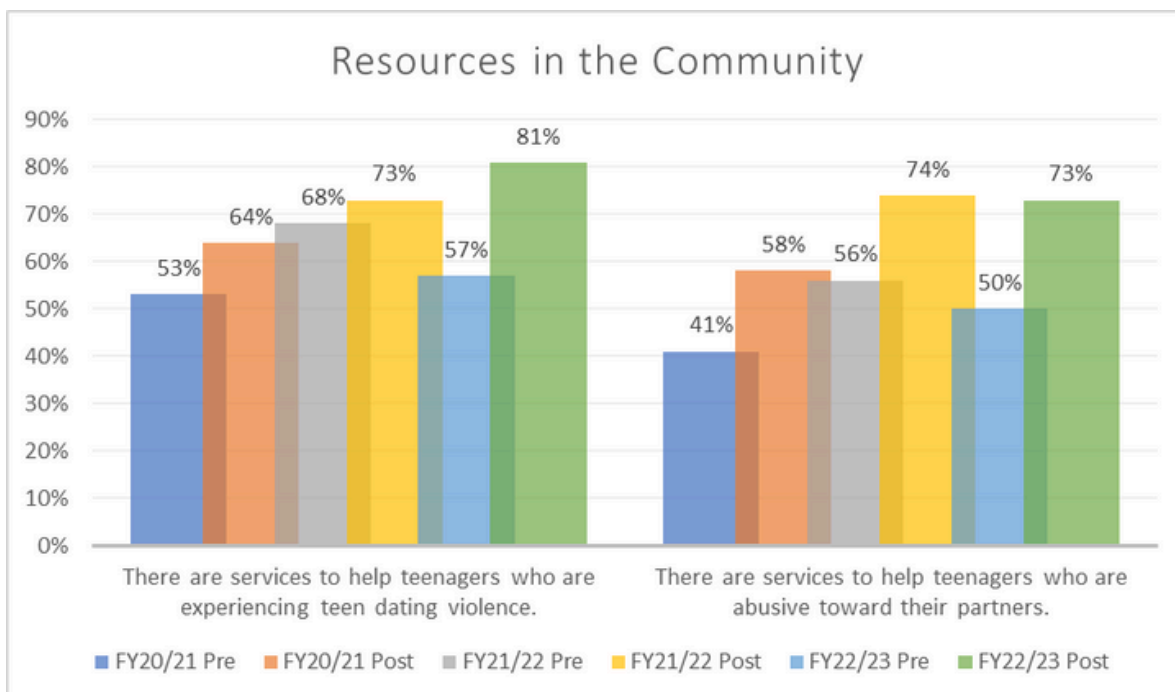
Students were asked to answer how confident they would feel to intervene with their peers or friends in different scenarios, without using violent words or actions. The answers below reflect the number of students who stated they would feel completely or somewhat confident.



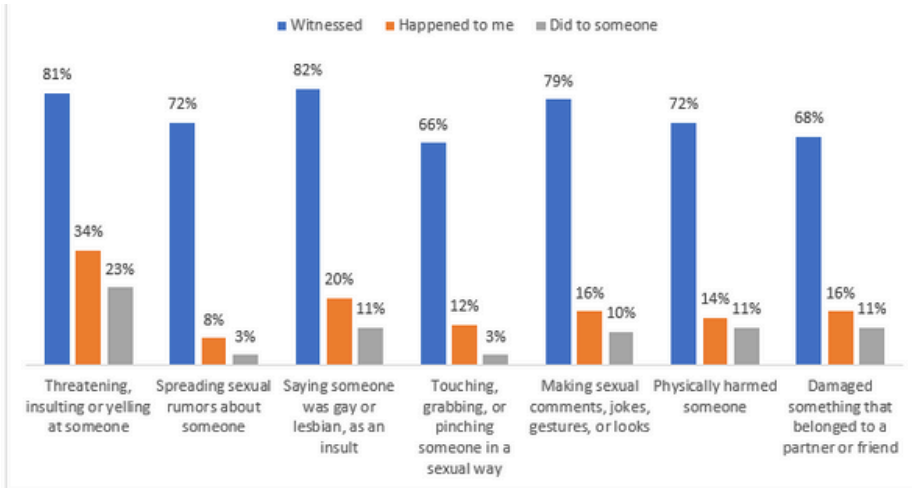
Students were asked about receiving support from school staff and how to access help. Students could choose between a Likert scale from strongly agree to strongly disagree. The answers below reflect the student's choices of strongly agree/agree.



Lastly, students were asked about resources within the community and how to access help. Students could choose between yes, no, or I don't know. The answers below reflect the student's choices of yes.

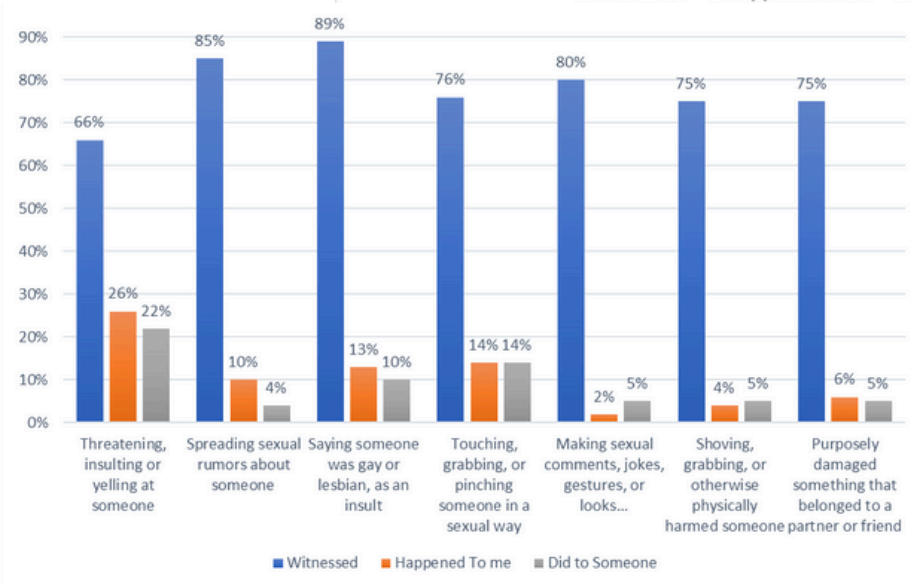


The following tables were collected from the posttests results only. Students were asked, "reflect back on situations you have been in over the last month and check the response that you feel fits your experience best." Students could check as many boxes that apply to them or leave boxes blank.



Answers collected from matched posttests during FY20/21 school year.

Answers collected from matched posttests during FY21/22 school year.



Answers collected from matched posttests during FY22/23 school year.

RESULTS

Our results showed that students consistently felt more confident in their skills to express their needs, even if their partner disagreed (4% change in FY20/21, 8% change in FY21/22, and 6% change in FY22/23). Additionally, students showed significant change in learning options to deal with conflict: as reflected in their answers to “I try wot work out problems by talking or writing about them” (13% change in FY20/21, 9% change in FY21/22, and 8% change in FY22/23); and “when things don’t go my way I can fix it without hurting myself or other people” (4% change in FY20/21, 5% change in FY21/22, and 1% change in FY22/23).

When students were asked to apply the skills, they learned in class by recognize healthy ways to resolve conflict in relationships with scenario questions, our results showed that students had learned healthier ways to address problems in class. One scenario asked, “My partner wants to spend all day texting back and forth, every few minutes. When I don't reply fast enough, they feel like I don't care about them. I can..” we saw an increase (7% in FY20/21, 7% in FY21/22, and 6% in FY22/23) in the student’s choice towards the healthier option of “Communicate that I don't like to text all the time, and try to find a compromise so we are both happy.” For the second scenario asked, “My partner and I got in an argument and then I told all of our friends rude and hurtful things about my partner. When my partner found out, they were very upset. I can...” we saw an increase (3% in FY20/21, 5% in FY21/22, and 18% in FY22/23) in the student’s choice towards the healthier option of “Acknowledge their feelings and that I made a mistake, and be careful not to say those hurtful comments again.” Another scenario asked, “Lately, my partner and I are arguing all the time. They think I am trying to hook up with the people on my Insta, they asked for all of my passwords for social media. I can...” we saw an increase (8% in FY20/21, 11% in FY21/22, and 22% in FY22/23) in the student’s choice towards the healthier option of “Let them know that this is something I am not ok with, and trust can be established another way.”

Another set of questions students were asked to answer is how confident they would feel to intervene with their peers or friends in different scenarios, without using violent words or actions. Students could answer completely confident, somewhat confident, somewhat not confident, or not confident. One scenario asked, “if a peer or friend was making a rude or disrespectful comment towards their partner” our posttests reflected a change of 1% for FY20/21, 1% for FY21/22, and 2% for FY22/23. The second scenario asked, “if a peer or friend is touching, grabbing, or pinching someone in a sexual when when it was unwanted” our posttests reflected a change of 4% for FY20/21, 4% for FY21/22, and 2% for FY22/23. The last scenario asked, “if a peer or friend is calling someone gay or lesbian as an insult” our posttests reflected a change of 9% for FY20/21, 6% for FY21/22, and 6% for FY22/23.

Another set of questions, asked students about receiving support from school staff regarding teen dating violence or sexual harassment. Students could choose between a Likert scale from strongly agree to strongly disagree. The posttests reflected a change of 11% for FY20/21, 7% for FY21/22, and 19% for FY22/23 when students were asked if they know who they could talk to at their school. When students were asked if they felt confident talking with people at their school, the posttests reflected a change of 7% for FY20/21, 8% for FY21/22, and 16% for FY22/23.

Students were then asked about if they knew of resources in the community that could help teenagers who were experiencing teen dating violence or who were abusive to their partners. Students could answer yes, not, or I don't know. When students were asked about services to help teens experiencing abuse, the posttests reflected a change of 11% for FY20/21, 5% for FY21/22, and 24% for FY22/23. When students were asked about services to help teens who were abusive to their partners, the posttests reflected a change of 17% for FY20/21, 18% for FY21/22, and 29% for FY22/23.

Additionally, on the posttests we collected qualitative responses from students about the In Touch with Teens program. We asked students who participated: What will you share with people in your life about this program? Here are some of their answers:

"A great way to understand whats wrong and right when it comes to relationships and friendship from a different perspective" -GHS Student

"I will share how to have a healthy relationship with someone whether it be a partner, friend, or family memeber." -CHS student

"A program that teaches you the importance of healthy relationships with friends, family, and partners." -GECA student

"That helping others and keeping people safe is more important than making people happy" -GHS Student

"I think it's a really great educational program that everyone should take. Although you may know a bit about how to keep a teen relationship stable, it's important to know more and more about what could happen and how the power of communication can really" -GHS Student

"I will share information about what microaggressions are and how sexual assault and harassment is not always straight forward." -CHS Student

"i would say this class helps with building and making healthier relationships" -MT Madonna Student

"It's a great learning experience, even if you aren't experiencing anything negative, you will have resources ready if someone else in your life needs them." -GECA Student

DISCUSSION

The In Touch With Teen program has shown to change students knowledge of healthy nonviolent relationships. The program has helped to provide students with alternative options to violence. Posttest analysis shows a change in students ability to choose non-violent solutions to interactions with their peers and partners. Additionally, students have learned more about community resources and feel more confident in reaching out to staff on their campuses.

In our pre/posttest we also included a question for students to "reflect back on situations you have been in over the last month and check the response that you feel fits your experience best." Students could check as many boxes that apply to them or leave boxes blank (see tables on page 9). We noticed that students who answered have witnessed high percentage of different types of harassments and violence in the past month. A significant amount of students stated they had experienced harm by someone (12%/12%/14% have been touched or grabbed in s sexual way, 14%/12%/4% have been physically harmed someone, and 12%/12%/6% had something damaged by a partner or friend, recognized they had been harmed and/or harmed someone. Additionally, a similarly high number of students identified that they had harmed someone in the above mentioned way. It is important that we are aware of the number of students impacted by daily trauma's within our community. Continuing to build on conversations around healthy relationships and violence prevention is essential to reducing negative behaviors and providing essential non-violent skills.

