

Initial Report on Childhelp Speak Up Be Safe Curriculum and Evaluation Findings



SIRC OFFICE OF EVALUATION AND PARTNER CONTRACTS

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A R I Z O N A S T A T E U N I V E R S I T Y

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Background

Childhelp Speak Up Be Safe is a child-focused, school-based curriculum designed to build safety skills within children. The overarching goal of this curriculum is to provide children with the skills to identify and be able to approach a safe adult should they ever be in a situation in which they or someone they know are in danger.



Childhelp, the nation's oldest and largest nonprofit advocating for abused and neglected children, and the Arizona State University (ASU) Southwest Interdisciplinary Research Center (SIRC) are partnering to review, revise and align the Speak Up Be Safe curriculum and facilitator training since it is now expanded to Pre-Kindergarten through twelfth grades. Additional efforts focus on incorporating evaluation standards to reinforce program goals and especially to measure the degree of effectiveness as an evidence-based program.

The curriculum has grown from its initial version delivered by the Monique Burr Foundation in 2010 to a more research-based comprehensive prevention curriculum that empowers PreK through 12th grade youth with the skills they need to play a significant role in the prevention or interruption of abuse, neglect, bullying, and promotion of internet safety. This updated version of Speak Up Be Safe emphasizes the role of adult/community responsibility in keeping children safe. Additionally, the program aligns with Common Core State Standards (CCSS) and national health and safety standards.

This report documents the work already undertaken by Childhelp and SIRC. Following a formal evaluation to be conducted by SIRC, results can be helpful in securing additional support from a broad base of schools and from stakeholders and funders. Indeed, more schools may want to implement the program, and thus many more children will be able to identify unsafe situations and have the resources to seek help.

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Introduction

This report details the progress made towards the goals of this project. The two goals begun in 2016 are as follows:

Goal 1: Building Childhelp Speak Up Be Safe into an evidence-based program.

In collaboration with Childhelp, SIRC is working to submit the Brady Education Foundation grant due August 15, 2016. A portion of the grant is providing a substantive literature review. SIRC has finalized the required literature review on child welfare as well as two other literature reviews that focus on curriculum design and stages of child development. In addition, these reviews along with a logic model (shown herein) will inform future work on the curriculum which will be made after the pilot data are gathered and analyzed.



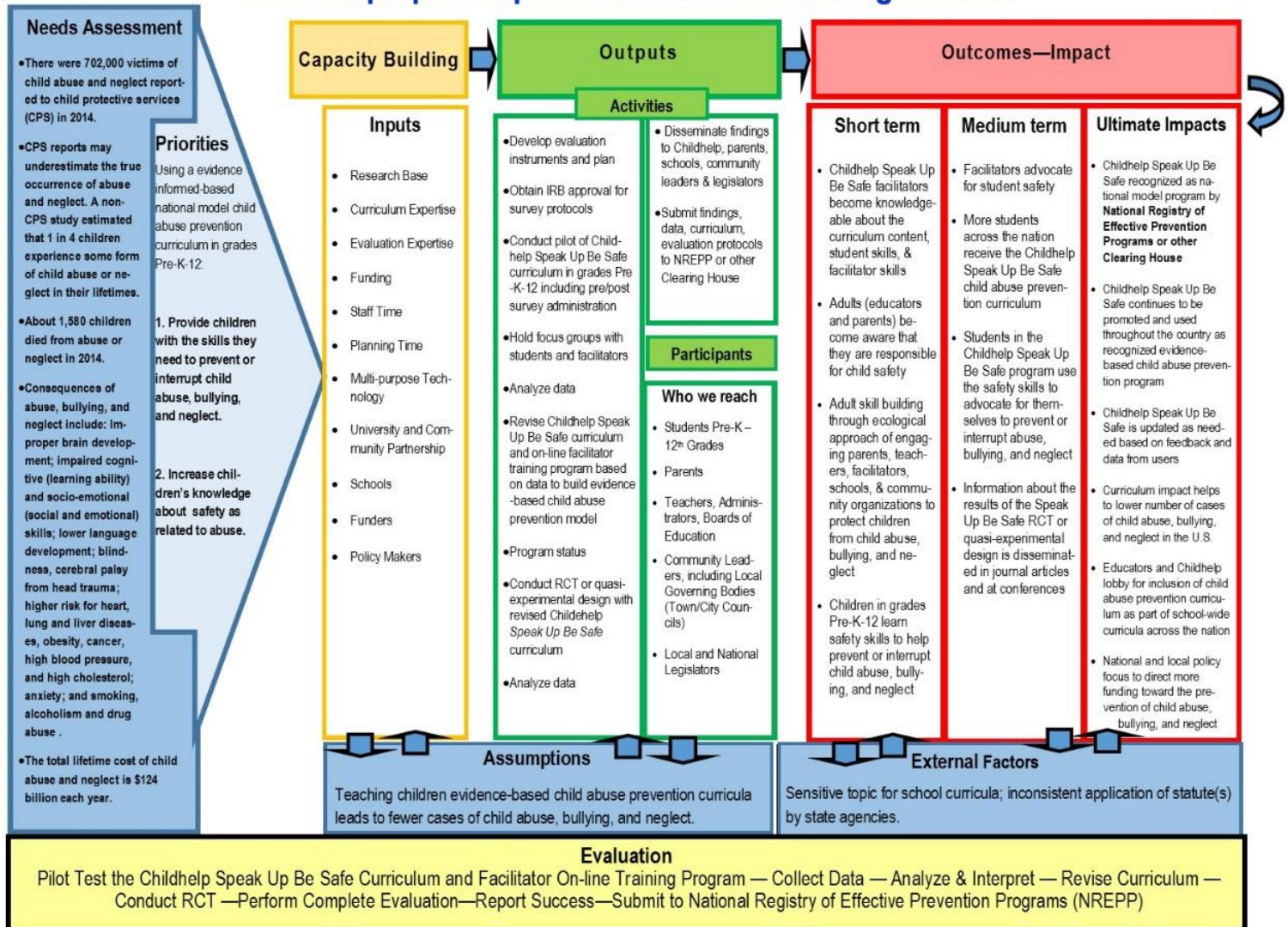
Designs of the research methodology for both the pilot study and the randomized control trial (RCT) study are also completed. The pilot study, to be conducted during the fall of 2016, includes the administration of pilot student surveys and administration of pilot teacher surveys. Presently, the elementary schools have been selected with the high school final choice to be determined. The initial ASU Institutional Review Board (IRB) Human Subjects application was submitted but will need to be modified for the pilot study and for the RCT.

Goal 2: Develop Pilot for revised curriculum and facilitator measures built out between Childhelp and ASU this past year.

SIRC has completed the pilot survey questions for PreK to 12th grades. Additionally, facilitator survey measures on knowledge and satisfaction are completed with the 10 question satisfaction survey to be added at the end of the training. Also completed is the facilitator Lesson Feedback Form to gain information from facilitators as to their fidelity to teaching the lessons as designed as well as their satisfaction with the lessons.

Logic Model

Childhelp Speak Up Be Safe Curriculum Logic Model



Steps in Curriculum Development

During the summer of 2015, the SIRC team worked on two aspects of Speak Up Be Safe:

- (1) Review of all lesson documents (facilitator script, student handouts, digital flip chart, and parent information sheets), for PreK – 12th grades; and,
- (2) Review and development of online facilitator training program. Through the three summer months, the SIRC team made and completed edits and revisions to all lessons of the curriculum and created an online Facilitator Training program which consists of three universal modules and five grade-level specific modules.



Curriculum Review and Revision

Content: To ensure accurate and comprehensive information, the SIRC team performed the following steps:

- Reviewed content for accuracy and age-appropriateness;
- Added curriculum big ideas section;
- Revised developmental characteristics for age group to include categories (movement and motion, communication and language, social and emotional, routines and structure, cognitive);
- Created a glossary with definitions of lesson vocabulary;
- Added question prompts and possible answers to lesson scripts;
- Revised wrap-up activities so that students summarize their own learning; and,
- Identified grade-level lesson overlaps.

Format: Once the content was confirmed, the SIRC team enhanced the curriculum through the following format adjustments:

- Added icons to script to indicate slide, activity or exercise, turn and talk, and questions to ask students;
- Created a lesson layout chart that guided Facilitators to identify the section, note the timing, attend to the slide/activity/materials and, read the added Facilitator notes.

Facilitator Training

Online Facilitator Training Program

Content: reviewed Childhelp module and did a gap analysis; designed three universal modules and five grade-level specific modules for future facilitators;

Format: created PowerPoint slides (content and illustrated format), including voice-over script; and embedded module quizzes.

Universal Modules

- Background and Foundation segments: The Child Abuse Epidemic; The Childhelp Story; Curriculum Overview; The Issues of Child Abuse; How to Handle Disclosure
- Learning Theory and Curriculum Structure segments: Learning Theories; Curriculum Structure
- Role of the Facilitator segments: Facilitator, Lesson and Student Skills; Nine Facilitator Tasks; Connections to Safety Rules

Grade-Level Specific Modules

Distinct and separate modules created:

- PreK-2nd grades;
- 3rd-5th grades;
- 6th-8th grades;
- 9th and 10th grades; and,
- 11th and 12th grades



All Grade-Level Specific Facilitator Training Modules Highlight –

lesson goals; implementation fidelity (following the script); facilitator preparation; curriculum components (i.e., Speak Up Be Safe Safety Rules or Principles); lesson length, student learning goals; key terms; materials preparation; student developmental characteristics; facilitator notes; introducing the lesson; establishing classroom rules; modeling behaviors; student engagement strategies; lesson wrap-ups; reinforcement activities; post lesson facilitator to-do's.

Facilitator Data

Facilitator Measure: Knowledge Items

At the end of each online curriculum training module there were questions asked of participants to gauge the extent of knowledge gained regarding content presented in that module. The participants completed these survey questions online. The following data highlight a snapshot of the initial findings from the first groups of participants to complete the revised online curriculum training in fall 2015 and spring 2016. Not all collected data were able to be analyzed due to the format in which the data were collected and the small number of responses for some groups. That is, the number of available questions for PreK-2nd was too small to calculate a representative average percentage correctly. Moreover, due to small response numbers, no data are reported for 9th-10th and 11th -12th.

The data presented represent responses collected from completed online curriculum training between October 6, 2015 and April 8, 2016. Participation numbers ranged from four for 11th/12 Grades to 64 for Universal Module 1 (UM1). Please note that participation numbers also include Childhelp staff.

Table 1: Number of Participants per Course by Dates

Course	N	Dates
<i>Universal Module 1</i>	64	October 27, 2015 - April 6, 2016
<i>Universal Module 2</i>	45	October 6, 2015 - March 30, 2016
<i>Universal Module 3</i>	43	October 27, 2015 - March 30, 2016
<i>PreK-2nd Grades</i>	30	October 27, 2016 - April 8, 2016
<i>3rd-5th Grades</i>	21	October 27, 2016 - March 21, 2016
<i>6th-8th Grades</i>	9	October 27, 2016 - March 9, 2016
<i>9th-10th Grades</i>	4	October 27, 2016 - January 11, 2016
<i>11th-12th Grades</i>	8	October 27, 2016 - March 3, 2016

There were approximately **sixty** organizations that registered for online curriculum training. Table 2 provides a list of all participating organizations across modules.

Table 2: List of Organizations that Participated in Online Curriculum Training	
ORGANIZATION NAME	
6Connex	Fairfax County DFS
Adams County Children's Advocacy Center	Fairfax County Government
Albany Unified School District	Fleishman Hillard DC
Arizona State University	Ford Elementary School
Arnold Mill ES	Free Home Elementary School
Avery	GoDaddy
Avery County Schools	Hampton Elementary Charter School
Avery Elementary School	Hellgate Elementary School
Ball Ground Elementary	Hickory Flat Elementary School
Bascomb ES	Holly Springs
Boston Elementary	JACY House
CAPC	Kids Have Hope
Carmel	Liberty Elementary
Carmel ES	Lindsey Steiner Elementary
Cherokee County School District	Little River Elementary
Cherokee County Schools	LR Tippens Education Center
Child Abuse Prevention Council	Macedonia Elementary
Child Abuse Prevention Council of Contra Costa County	Mountain Road Elementary
Child and Family Support Center	Oak Grove Elementary
Child Protection Center	Rancho Solano Preparatory School
Childhelp	Safe and Sound CAC
Children's Advocacy Center of Eastern Arkansas	Safe and Sound Child Advocacy Center
Clark Creek	SEDOL
Clayton Elementary	Shelter Home of Caldwell County
Department of Family Services	Special Education District of Lake County
DFS	Stepping Stones Child Advocacy Center
Dotiwalla Home School	The Child Protection Center
Fairfax County	West Nairobi School
Fairfax County Body Safety Program	Woodstock Elementary School

Knowledge was assessed at the end of each training module through a series of questions. Due to electronic platform constraints, not all data were able to be captured properly. Thus, not all questions were included in analyses. For questions that were able to be analyzed, an individual percent correct was calculated. Next, across all questions analyzed within each training module, an average knowledge percent correct was calculated. The following graph represents the average knowledge percent correct for each module. Average knowledge percentages ranged from 38% to 50% correct.

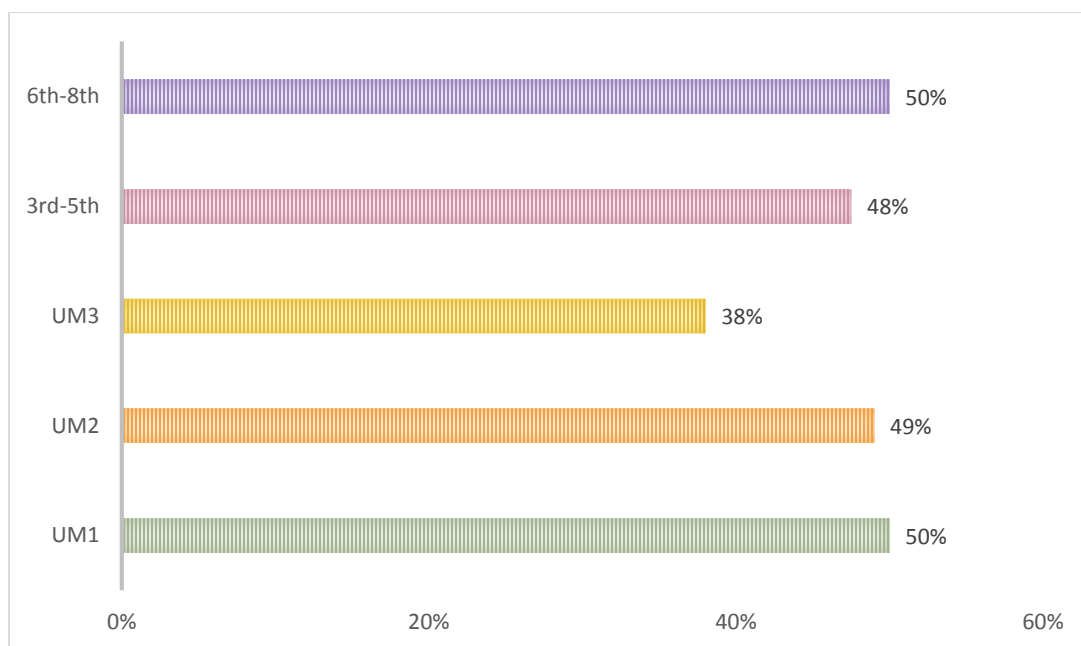


Figure 1. Post-Training Knowledge Average Percent Correct

Note: UM = Universal Module

Childhelp Speak Up Be Safe Littleton ESD Data

In 2016, the SIRC Office of Evaluation and Partner Contracts was included as the evaluator for an Arizona Parents Commission on Drug Education and Prevention, Governor's Office of Youth, Faith and Family grant awarded to Childhelp, Inc. The grant was awarded for the six-month continuation of the 12-month 2015 implementation of Childhelp Speak Up Be Safe in the Littleton Elementary School District (LESD) which also had been evaluated by SIRC. The goals of this project were as follows:



- 1) Provide children with the skills they need to play a significant role in the prevention or interruption of abuse, neglect, bullying and internet-related abuse crimes;
- 2) Increase awareness among educators of the impact of child abuse and neglect, as well as identification and reporting of abuse; and

Childhelp chose the Littleton Elementary School District for implementation. The program was offered to students in five to six LESD schools depending on grade. The program served students in grades 1st through 6th. Educators and staff in the LESD were offered the opportunity to learn about the program through an informational session. Parents of students who participated in the program were given informational handouts and a voluntary survey to complete.

Littleton 2016 Data Summary of Findings

The following are highlights of the Childhelp Speak Up Be Safe program implemented in the Littleton Elementary School District and provides an overview of the 2016 outcomes for students, parents, and educators.

- The program was implemented in six schools in LESD.
- Students completed Pre and Post Surveys
 - Pre Survey: 911 students
 - Post Survey: 832 students
- Over 50% of students showed knowledge and awareness of child abuse, neglect, bullying, internet safety and safety concepts.
 - For 11 of the 15 knowledge items included in the surveys, at least 75% of students selected the correct response related to knowledge and awareness of child abuse, neglect, bullying, internet safety and safety concepts.
- On average, 80% of students were able to identify the correct Safety Rule that would apply when given a scenario.
- A total of 11 Parent Surveys were completed and returned.
 - ALL parents (100%) reported that they were glad their child(ren) participated in the program, that they discussed the information in the handouts, that they received the handouts. and that they were aware their child participated in the program.
- There were 24 LESD educators in attendance at the Educator Informational Sessions.
 - Overall, 100% of educators demonstrated increased knowledge of child abuse issues, prevention education and mandatory reporter requirements. (Educators who reported already knowing the information were excluded from this analysis.)



Literature Reviews

SIRC staff completed three major reviews of the literature on the following topics: *child abuse*, *stages of child development*, and *curriculum development*. The staff compiled and read a number of articles, fact sheets, books, summarized findings, and created folders for each topic with PDF copies as well as web links to the manuscripts. Information from all three reviews was used to shape the on-line facilitator training modules. In particular, facilitators learn about the stages of brain growth, adolescent development, and the potential life-long effects of neglect and abuse related to social, emotional, and academic growth. They also learn strategies to keep students engaged in curriculum activities. For future work on the curriculum, learning principles, age-specific student traits, resiliency skill development, and curriculum dosage will be used as frameworks as the curriculum is edited and revised after the pilot data is gathered and analyzed. A more detailed description of each literature topic search follows with the complete review provided to Childhelp in a separate document along with copies of the articles and manuscripts.

1. Child Abuse

- 63 articles, fact sheets, manuscripts reviewed
- Subtopics include:
 - overview of child abuse;
 - problem and definitions of types of child abuse;
 - statistics related to child abuse;
 - effects of child abuse; risk and protective factors of children and adults who have suffered abuse; ways to build resilience; results of studies and effective prevention programs; miscellaneous manuscripts/fact sheets; costs of child abuse; and cyberbullying and online predators.
- Annotated bibliography of prevention programs.



2. Stages of Child and Adolescent Development

- 23 articles, fact sheets, manuscripts reviewed.
- Subtopics include: overview of child development; stages of development from birth to late adolescence; adolescent brain development; categories of development (physical, emotional, cognitive, and social); environmental factors that promote healthy growth and development; the effects of toxic stress on child and adolescent development; importance of establishing national and local policies to eliminate maltreatment and to promote positive nurturing environments for children and adolescent growth and development.

3. Curriculum Development

- 22 articles, PowerPoints, and manuscripts; 3 books reviewed.
- Subtopics include: theory and research-based Principles of Learning; creating a brain-based classroom; models for curriculum development; types of curriculum; curriculum guide rating scale; backward design of curriculum construction; curriculum development process; identifying aims, goals, and objectives; domains of learning (cognitive, affective, and psychomotor); Bloom's taxonomy revised; integrating curriculum; personalizing learning; models of teaching; making instructional decisions; the flipped classroom; learning styles; learner engagement strategies.

Surveys

Pre and post survey items were developed to evaluate the revised and newly expanded curriculum. As mentioned earlier in this report, previously for a grant with the Arizona Governor's Office for Youth Faith and Family, SIRC developed Pre and Post surveys for grades 1st through 6th. The surveys were implemented in the Littleton Elementary School District in Avondale, Arizona, during 2015-2016. Once the curriculum was expanded and revised to reach all grade levels PreK through 12, new survey items were needed and developed as a part of this project. Survey items were developed to match the Childhelp Speak Up Be Safe curriculum revisions. In total, nine different surveys were developed across the grade levels.

Table 3: List of Surveys

• PreK and Kindergarten
• 1st Grade
• 2nd Grade
• 3rd Grade
• 4th Grade
• 5th Grade
• 6th Grade
• 7th and 8th Grades
• 9th through 12th Grades

The questions contained within each survey include items that measure demographics, knowledge, attitudes, behaviors and safety related questions. The questions were developed based on examining the "Big Ideas" and "Key Terms" within the lessons for each grade. See Appendix A for a grid listing Key Terms in Curriculum by Grade. Additionally, scenario type questions also are included within each survey to measure students' decision making and behavioral intentions when presented with a safety related situation. Items were written to ensure measurement of the goals and objectives of the program.

The Childhelp Speak Up Be Safe program has two main goals and four objectives related to preventing or interrupting child abuse, neglect, bullying, and safety as related to abuse. The proposed goals and objectives for this project are as follows:

Goal 1: To provide children with the skills they need to prevent or interrupt child abuse, neglect, and bullying.

1.1 By December 31, 2017, children in grades PreK through 12th in a School District will increase their knowledge by 5% regarding child abuse, neglect, and bullying after completion of the Childhelp Speak Up Be Safe program.

1.2 By December 31, 2017, children in grades PreK through 12th in a School District will have a 5% positive change in their attitudes regarding child abuse, neglect, and bullying after completion of the Childhelp Speak Up Be Safe program.

1.3 By December 31, 2017, children in grades PreK through 12th in a School District will have a 5% positive change in their behavior regarding child abuse, neglect, and bullying after completion of the Childhelp Speak Up Be Safe program.

Goal 2: To increase children's knowledge about safety as related to abuse.

2.1 December 31, 2017, children in grades PreK through 12th in a School District will increase their knowledge by 5% regarding safety as related to abuse after completion of the Childhelp Speak Up Be Safe program.

Survey items were written to be age and grade level appropriate. The readability levels for each item were examined and items were modified to match as close as possible to the appropriate grade level. As a sample of survey items, Table 4 lists questions contained in the 9th through 12th grade survey.

Table 4. 9th through 12th Grade Survey Items

Abuse is when someone who has power or authority over a young person intentionally does something to cause serious harm.
Abuse is usually committed by someone the victim knows.
I deserve to be safe.
Child abuse means to hurt a child on purpose.
There are safe adults.
Personal safety is an adult-adolescent shared responsibility.
There are things I can do to help keep me (myself) safe.
There are principles that can help keep me safe.
There are 10 Childhelp Speak Up Be Safe Rules I can use to keep me safe.
Abuse is when someone who has power or authority over a young person intentionally does not do something to protect the young person from harm.
Physical abuse always leaves a bruise, a broken bone, cuts or burns.
I should give my personal information to anyone who asks me for it.
Words can be abusive if kids are told bad things about themselves over and over again.
Bullying is when someone makes fun of me once.
Bullying, emotional abuse, and sexual abuse can all happen over the internet.
Many states have anti-bullying laws that include cyberbullying.
Child neglect is not getting expensive clothes when I want them.
Emotional abuse is when someone is repeatedly told bad things about themselves such as they can't do anything right or they are stupid.
Sexual abuse is anyone touching private body parts in a way that is harmful or without consent.
Any sexual activity between an adult and a minor is illegal and abusive.
Child abuse is against the law in all 50 states.
An internet predator is someone trying to steal your computer.
Consent means that both parties involved have given explicit verbal agreement to be involved in sexual activity.
Part of grooming is isolating victims from family, friends, and loved ones who can help.
Autonomy means that an individual can make his/her own decisions.
Once I send something using technology, I can delete it and the other person can no longer see it.
<i>R=Run</i>
<i>E=Escape</i>
<i>S=Scream</i>
<i>I=Ignore</i>
<i>S=Stay</i>
<i>T=Tell someone</i>

Scenario Survey Items

In addition to child abuse and neglect related survey items, scenario type questions were developed to measure how a student might behave given a particular safety related situation. For each grade's survey, age appropriate scenarios were developed based in part on the scenarios presented within the curriculum. Depending on grade level, three to five scenarios are included in each survey. Moreover, the number of answer choices increases from three to four starting in 3rd grade. Students are presented a safety related scenario and then given a list of answer choices. Students are asked to select the best choice given the scenario. The following are sample scenarios for grades 1st, 4th, 7th, and 12th grades. The correct answer is in bold.

1st Grade Scenario:

Scenario: A stranger asks Joe if he wants a car ride.

What should Joe do?

- a. **Tell a safe adult.**
- b. Get in the car.
- c. Joe should go with the stranger.



4th Grade Scenario:

If someone tries to touch your private body parts or asks you to touch their private body parts, that person is not safe.

If this happens to you, what should you do?

- a. **Remember, it's your body and tell someone.**
- b. Pretend that it didn't happen.
- c. Eat some ice cream.
- d. Laugh a lot.

7th Grade Scenario:

Mary's friend had been sad a lot recently and missing school. Mary's friend mentioned a few times that no one seemed to care about her at all. She wrote bad things about herself on a piece of paper and then threw it away after showing Mary. She seemed to be getting more distant and sad every day and was not calling Mary back.

What should Mary do?

- a. Mary should do nothing.
- b. Mary should try to cheer her friend up with snacks.
- c. **Mary can help her friend by telling someone.**
- d. Mary can avoid her friend.

12th Grade Scenario:

Matt just got his first job, and he loves it, but his boss keeps touching him and making him feel uncomfortable. The boss says she will give him better shifts if he just keeps quiet.

How can Matt best manage this situation?

- a. Enjoy the attention from his boss.
- b. Call in sick to work and go to the movies instead.
- c. Get a new job and do nothing even though this person may treat others this way.
- d. **Speak to someone in authority and ask for help.**

Post Evaluation Items

In addition to knowledge, attitude, behavior and safety related items, the post surveys contain questions for students to evaluate the program. Post survey program evaluation items include:

- I learned a lot about ways to prevent child abuse.
- The program was interesting.
- The activities were fun.
- I am glad that I participated in this program.
- I would recommend this program to a friend.
- What did you like BEST about the program?
- What one thing would you change about the program?
- Anything else that you would like to share?

Next Steps

SIRC is pleased to continue its partnership with Childhelp. This section identifies the upcoming steps to be accomplished as part of the Childhelp Speak Up Be Safe curriculum and evaluation efforts.

Brady Education Foundation Grant

By early August, SIRC in collaboration with Childhelp, will finalize the Brady Education Foundation Existing Program Evaluation, Stage 1 Application. SIRC through ASU will submit the completed application by the August 15th, 2016 deadline. Meeting this submission deadline date is dependent on accomplishing the following:

- Childhelp selecting the research project schools.
- Selected schools providing written commitment to the research project prior to the August 15, 2016 deadline.

Assuming all goes well, SIRC in collaboration with Childhelp will submit for the August 15 deadline, or otherwise wait to submit the application until the next rolling deadline of December 15, 2016.

Pilot Implementation 2016-17

In **July 2016**, Childhelp and SIRC will finalize details with the Roosevelt Elementary School District which was selected for the elementary grades component of the pilot project. Childhelp will select a high school for the pilot.

In **August and September 2016**, in preparation for the implementation of the pilot phase of the project, SIRC will coordinate with pilot schools for survey training and calendaring of program implementation. Childhelp will ensure that the school district staff responsible for implementing the pilot will complete the online curriculum training. SIRC will train school district staff on how to track and administer Pre and Post surveys.



In **September through December 2016**, implementation of the pilot study occurs based on school calendars and class schedules. Pre and Post survey data will be collected by school district staff and secured by SIRC.

In **January through March 2017**, the pre and post survey data entered by SIRC are cleaned and analyzed. Where possible, an online data gathering program, such as Qualtrics, will be utilized to decrease time and resources spent. Facilitator data from training and feedback forms are also cleaned and analyzed. Reporting of data findings begins.



In **April through July 2017**, changes to the Childhelp Speak Up Be Safe curriculum and surveys will be made based on evaluation findings in preparation for the fall 2017 randomized control trial (RCT). Submit new Institutional Review Board application for upcoming RCT.

Randomized Control Trial (RCT) and Reporting 2017 and beyond

In **August 2017**, the schools and procedures are confirmed and prepared for RCT implementation.

In **September through December 2017**, the first phase of the RCT implementation of the Childhelp Speak Up Be Safe curriculum begins in schools.

In **2018 and beyond**, SIRC will complete the RCT, analyze data, write reports, submit findings for publication, and propose submission to the National Registry of Evidenced-based Programs and Practices (NREPP). Appendix C presents the expanded timeline for the Childhelp and SIRC curriculum and evaluation project.

Appendix A – Key Terms in Curriculum by Grade

KEY TERMS	PREK / K	1ST	2ND	3RD	4TH	5TH	6TH	7TH/ 8TH	9TH- 12TH
Abuse	X	X	X	X	X	X	X		
Abuse to bodies			X						
Abuse with words			X						
Autonomy									X
Bribes						X			
Bullying			X	X	X	X	X	X	X
Choices				X					
Consent									X
Cyber abuse									X
Cyberbullying				X	X	X	X	X	X
Emotional abuse				X	X	X	X	X	X
Force				X	X	X			
Gifts						X			
Grooming									X
Healthy relationships									X
Internet Predators						X		X	
Manipulation							X		
Neglect			X	X	X	X	X	X	
Personal Boundaries						X	X	X	
Personal Info		X							
Personal safety	X	X	X	X	X	X	X		
Physical abuse		X	X	X	X	X	X	X	X
Physical Safety	X	X							
Pornography							X		
Prevention							X		
Private body parts	X	X	X	X	X	X			
Puberty							X		
Public and Permanent Info									X
RESIST					X	X	X	X	X
Respect					X				
Safe adult	X	X	X	X	X	X	X	X	X
Safety Net					X				
Secrets	X	X	X			X			
Secrets and Promises				X	X				
Sexual abuse							X	X	X
Soc. Networking						X	X	X	
Trick	X	X	X	X	X	X			

Appendix B –Childhelp and SIRC Meetings

CHILDHELP MEETINGS 2016

JANUARY							FEBRUARY							MARCH							APRIL							MAY							JUNE							
M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	
				1	2	3	1	2	3	4	5	6	7		1	2	3	4	5	6					1	2	3							1			1	2	3	4	5	
4	5	6	7	8	9	10	8	9	10	11	12	13	14	7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	
11	12	13	14	15	16	17	15	16	17	18	19	20	21	14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
18	19	20	21	22	23	24	22	23	24	25	26	27	28	21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
25	26	27	28	29	30	31	29							28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				
																												30	31													

MEETING DATES	STARTING	ENDING	MEETING DATES	STARTING	ENDING
JANUARY 19	10:00am	12:00pm	APRIL 5	10:00am	12:00pm
FEBRUARY 16	9:30am	10:30am	APRIL 14	1:30pm	2:00pm
FEBRUARY 23	2:00pm	2:30pm	APRIL 19	10:00am	1:00pm
MARCH 2	2:00pm	3:30pm	APRIL 20	1:30pm	2:30pm
MARCH 8	1:30pm	3:30pm	APRIL 22	2:30pm	3:00pm
MARCH 22	3:30pm	4:30pm	APRIL 25	10:00am	12:00am
MARCH 29	12:00pm	2:00pm	APRIL 26	12:00pm	3:00pm

MEETING DATES	STARTING	ENDING
MAY 3	2:00pm	2:30pm
MAY 10	9:30pm	11:30pm
MAY 13	1:30pm	2:30pm
MAY 24	1:30pm	3:30pm
JUNE 7	1:30pm	3:00pm
JUNE 8	2:00pm	3:00pm
JUNE 14	1:30pm	4:00pm

Appendix C – Timeline

Timeframe	Curriculum Development- SIRC	Evaluation-SIRC	Childhelp
June to August 2015	Developed facilitator training	Developed facilitator measures	Finalized facilitator training
	Reviewed PreK-12 curriculum		Finalized and made available PreK-12 curriculum
January to June 2016 (work began in March)	Literature Review	Design PreK-12 surveys	PreK-12 curriculum available
	Logic Model	Design Pilot test methodology	Secure Pilot test schools
		Design long-term research study	Secure long-term research trial schools
		Submission of documents to IRB	Secure IT platform
		Analyze data on facilitator measures	Collect facilitator data, 3 measures
		Write Brady Foundation grant to submit 8/15/16	
		Submit report 6/30/16	
July – August 2016	Examine results from facilitator surveys and plan for changes	Finalize and submit Stage 1 Evaluation funding proposal to Brady Education Foundation	Assist in proposal submission
		Finalize pilot schools protocols	Coordinate pilot schools implementation
		Submit Brady Education Foundation grant 8/15/16	
September – December 2016	Plan for data review and curriculum changes	Conduct Pilot Test: Collect data from pilot test of PreK-12 th grade curriculum	Oversee pilot test of PreK-12 th grade curriculum in schools
December 15, 2016		If invited, submit Stage 2 Brady Education Foundation grant	Assist in grant submission
January - March 2017	Begin data reviews	Conduct data analyses of PreK-12 th grade student pilot data	
		Conduct data analyses of facilitator fidelity and satisfaction data	
April – July 2017	Revision of all grades curriculum	Revision of all student instruments	Participate in curriculum revision process

Timeframe	Curriculum Development- SIRC	Evaluation-SIRC	Childhelp
	Revision of facilitator curriculum	Revision of facilitator instruments	Participate in facilitator revision process
	Finalize revised curriculum and trainings	Finalize instruments	Finalize new curriculum and facilitator training
		Modification to IRB	Work with IT Platform to upload revised facilitator training and curriculum
July-August 2017		Confirm school procedures	Confirm school procedures
July – August 2017		Approximate beginning of Brady Education Foundation Evaluation funding	
September – December 2017		Begin to Conduct Research Study	
		Develop databases, data entry procedures	Consent forms to schools
October 2017		Implement pre surveys at test schools & comparison schools	Implement curriculum at test schools
October-November 2017		Implement post surveys at test schools & comparison schools	
January-May 2018		Data entry, data cleaning begins	
March- May 2018	Review findings to decide on revisions needed		Review findings to decide on revisions needed
May 2018		Follow-up Surveys administered at 6 mo.	
June – July 2018	Decide on curriculum and training revisions needed	Data entry, cleaning	Decide on curriculum and training revisions needed
August – December 2018	Make final revisions to curriculum and training	Analysis and Evaluation report writing	Comparison schools get curriculum
		Make final revisions to instruments	Curriculum dissemination documents finalized
January - December 2019		Final reports, conferences, journal articles written, sent to publisher	Final curriculum available
January – June 2020		Submission to NREPP or other appropriate Clearinghouse	