



FUNDING ASSISTANCE GUIDE

Monique Burr Foundation for Children (MBF) Prevention Education Programs, including *MBF Child Safety Matters™* for elementary school and *MBF Teen Safety Matters™* for middle school, are comprehensive, research-based programs that educate and empower children and teens to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of abuse, and digital dangers.

The programs are provided at no cost to Florida public schools through a generous appropriation by the Office of the Florida Attorney General. Private schools, public schools outside of Florida, and organizations wanting to partner with their local schools may purchase the programs at a nominal cost.

The following information is provided to assist those that may be seeking funding to implement MBF Prevention Education Programs. The information and text may be copied directly, or edited as needed, to complete grant applications or apply for funding through other sources.

Introduction

The Need for Prevention Education

A high need exists for prevention education in schools as abuse, bullying, and other types of victimization affect students' physical and emotional health, as well as their academic success. Children comprise only about 25% of the U.S. population, however they are the most victimized segment of our society.

- » 1 in 10 children will be sexually abused before they reach their 18th birthday.¹
- » The 4th most frequently searched term online by children 7 and under is the word "porn."²
- » 160,000 students stay home from school every day for fear of being bullied.³
- » The Department of Justice reports that 1 in 4 children is or will be bullied, and 1 in 5 cyberbullied.⁴

Consequences of Victimization

The correlation between abuse, bullying, and other types of victimization and poor health outcomes is widely acknowledged. Victims may suffer from physical, emotional, social, or behavioral consequences across the lifespan. Academic achievement may also be negatively impacted.

According to the National Child Traumatic Stress Network, one out of every four children attending school has been, or will be, exposed to a traumatic event.⁵ While the goal of schools is to educate students, trauma negatively impacts the academic achievement of children.

Research shows that trauma is the greatest cause of underachievement in schools. According to multiple sources, including the report by the Kauffman Foundation, *Set for Success*, trauma impacts neural development in the brain. Therefore, emotional and behavioral consequences are usually evident and school readiness and behavior are affected.⁶ Some of the indicators or consequential behaviors include:

- » Hypervigilance or always being on alert. Abused and bullied children may constantly be in "fight or flight" mode making it hard for them to relax and concentrate on schoolwork.
- » Displaying aggression and social anxiety.
- » Lacking behavioral self-regulation; expressing emotions and behaviors in ways that lack control.
- » Displaying an inability to relate with others such as lacking trust and misreading others' intentions.
- » Expecting the worst from all situations.
- » Suffering from learning difficulties.



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School-based Prevention Education

Research also shows schools are the best place to implement prevention programs,⁷ and polyvictimization research supports using a comprehensive program with universal rules and strategies applicable to all types of victimization, rather than separate programs for each.⁸ Schools that consistently use a comprehensive, research-based prevention program will generally experience knowledge, attitude, and behavior changes including:

- » Improved academic achievement
- » Improved social skills
- » Safer environments

Program Overview

MBF Prevention Education Programs, including *MBF Child Safety Matters™* and *MBF Teen Safety Matters™*, are comprehensive, research-based, primary prevention programs that educate and empower students, school personnel, and parents/guardians with information and universal Safety Rules and strategies to prevent all types of victimization. The programs are effective, yet also practical and easy for schools to implement.

- » *MBF Child Safety Matters* (grades K-5) covers bullying, cyberbullying, all types of child abuse, digital abuse, and other digital dangers in two classroom lessons ranging from 35-55 minutes (or in 4 shorter lessons).
- » *MBF Teen Safety Matters* (grades 6-8) covers all the topics above, as well as relationship abuse, sexual assault, and sex trafficking in three 45-minute lessons (or 6 shorter lessons).

The programs are RESEARCHED. They are research-based and utilize prevention research best practices.

The programs are PRACTICAL. They were developed with schools, not for schools, and make the best use of existing resources. This ensures schools have usable programs that will reach and protect children rather than sit on classroom shelves. The programs also help schools meet statutes regarding the provision of abuse and/or bullying prevention education, and required instruction statutes for health education.

The programs are SUPPORTED. They have been reviewed and their use in schools is endorsed by national subject matter experts, including: David Finkelhor, Ph.D., Director, Crimes Against Children Research Center; Sameer Hinduja, Ph.D., Director, Cyberbullying Research Center; and Sharon W. Cooper, MD, FAAP, CEO, Developmental and Forensic Pediatrics and Consultant, Internet Crimes Against Children and National Center for Missing and Exploited Children. They are trusted and supported by many experts and agencies in the education and prevention fields, as well as by parents, schools, and administrators. For states with mandates from Erin's Law, MBF Prevention Education Programs are approved and recommended by Erin Merryn, founder of Erin's Law.

Other programs may claim efficacy and high numbers served, however MBF Prevention Education Programs have outcome data showing more than 2800 facilitators trained and nearly two million students reached since the programs began in 2010, indicating a true partnership with schools.



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Program Elements

Learning Objectives

Students will:

- demonstrate increased knowledge about various types of abuse and victimization.
- recognize and respond appropriately to Red Flags and unsafe situations.
- demonstrate an increase in skilled response to unsafe situations using 5 Safety Rules.
- identify Safe Adults and demonstrate good communication skills with Safe Adults.
- demonstrate increased communication with parents/guardians regarding their safety.

Schools will:

- create a safe and supportive environment to protect children and provide for their safety.
- demonstrate increased communication with parents/guardians regarding child safety.

Parents/Guardians will:

- demonstrate increased communication with children regarding their safety.
- demonstrate an increased capacity to educate and protect children and provide for their safety.

Safety Rules

MBF Prevention Education Programs are based on 5 Safety Rules that help students prevent, recognize, and respond appropriately to any unsafe situation or person.

Safety Rule #1 – Know What’s Up. Know personal information and general safety information and procedures.

Safety Rule #2 – Spot Red Flags. Recognize warning signs for yourself and others.

Safety Rule #3 – Make a Move. Respond to Red Flag warning signs and unsafe situations to stay safe.

Safety Rule #4 – Talk It Up. Use your voice to say NO, to be an Upstander for others, and to talk to a Safe Adult.

Safety Rule #5 – No Blame | No Shame. If you are ever hurt, you are never to blame, and you should never be ashamed to tell.

Topics

All grade levels in the MBF Prevention Education Programs cover the same topics. However, the content is presented in an age and developmentally appropriate way for each grade level. Cultural and gender differences are respected throughout the curriculum and reinforcement materials. Male and female adults and children of varying ethnicities and cultures are visually represented in all materials.

MBF Child Safety Matters is presented in two classroom lessons in varying times from 35 minutes each in kindergarten to 55 minutes each in fifth grade. Topics covered include:

- General safety and prevention
- Social-emotional learning skills
- Healthy relationships
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Bullying
- Cyberbullying
- Digital abuse and other digital dangers
- Digital citizenship



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MBF Teen Safety Matters is presented in three 45-minute classroom lessons. Topics covered include::

- General safety and prevention
- Social-emotional learning skills
- Healthy relationships
- Relationship abuse
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Sexual assault
- Sexual exploitation/Sex trafficking
- Bullying
- Cyberbullying
- Digital abuse and other digital dangers

Curriculum Materials

MBF Prevention Education Programs provide essential materials for implementing programs in schools via grade level kits or school bundles. Lessons are provided to students sequentially in individual classrooms (vs. groups or assemblies) using turnkey scripts and PowerPoints.

MBF Child Safety Matters is available in grade level kits for each grade, K-5, or as a school bundle for all grades, K-5. Materials include:

- » Curriculum Book with Facilitator Manual
- » Facilitator Flash Drive with Scripts and Classroom PowerPoints as well as additional materials and resources
- » Parent Opt-Out and Welcome Forms
- » Parent Information and Activity Sheets
- » Safe Adult Bookmarks
- » Student Safety Rules/Coloring Bookmarks
- » Classroom Posters
- » 3-year online access to password-protected Facilitator Portal
- » Safety Rules Banner*
- » Facilitator Tote Bag*

MBF Teen Safety Matters is available in grade level kits for each grade, 6-8, or as a school bundle for all grades, 6-8. Materials include:

- » Curriculum Book with Facilitator Manual
- » Facilitator Flash Drive with Scripts and Classroom PowerPoints as well as additional materials and resources
- » Parent Opt-Out and Welcome Forms
- » Parent Information and Activity Sheets
- » Student Think-Learn-Do Sheets
- » Student Reinforcement Items
- » Classroom Posters
- » 3-year online access to password-protected Facilitator Portal
- » Safety Rules Banner*
- » Facilitator Tote Bag*

**Available as part of school bundle or for purchase separately.*

Site licenses with online access are also available for districts or states where multiple sites will use programs, resulting in a substantial cost-savings.



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Reinforcement Materials

Student, parent, and school reinforcement materials are included to foster adult/child communication, reinforce the Safety Rules, keep parents the ultimate authority in a child's life, and assist parents and schools with protecting children.

Materials are provided to parents/guardians prior to student participation and after each lesson. Parents also have access to additional resources on a website and free mobile app. Parent materials are available in English, Spanish, Portuguese, and Haitian-Creole.

Research and Evaluation

Program Evaluation

MBF programs were created based on the latest research and best practices in prevention education and in consultation with leaders and subject matter experts in both the education and prevention fields. This, along with ongoing program evaluation ensures the programs are the most up-to-date and comprehensive programs available.

In 2015, Florida State University's School of Teacher Education evaluated the program and found it to be an effective program.⁹ During the 2016-2017 and 2017-2018 school years, David Finkelhor, PhD, Director of the Crimes Against Children Research Center, with three researchers from the University of Florida, is conducting a randomized control study.

The programs are updated periodically based on extensive facilitator feedback, substantial literature reviews, and input from noted education and child abuse prevention subject matter experts. MBF is also committed to ongoing evaluation to further ensure the programs remain the best programs available.

Student Evaluation

To ensure learning objectives are met in the classroom, student evaluations may be completed before and after classroom implementation using provided pre- and post-test assessments. These measures were developed in consultation with experts in research design and are age and developmentally appropriate.

Program Sustainability

Program sustainability refers to the continuation of a project's goals, principles, and efforts to achieve desired outcomes and is an important consideration in seeking funding. There is no one organizational structure, staffing mix, type of partnership or coalition, or funding strategy that works in every situation. Beginning projects or programs may want to concentrate on sustaining their activities or infrastructure once initial funding ends. Experienced programs may want to enlarge their target population or build new relationships with other schools or agencies.

To ensure sustainability, MBF Prevention Education Programs are cost-effective and are provided to schools or organizations for a period of three-years. Beyond the initial three-year period, schools and organizations have the option to purchase continued online access or to use the curriculum as is and print reinforcements and other needed materials without having to repurchase the programs. This ensures that implementing the program is a cost-effective and sustainable project.



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References

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- ²National Center for Injury Prevention and Control. (2014). Child Maltreatment: Facts at a Glance. Retrieved from <http://www.cdc.gov/violenceprevention/pdf/childmaltreatment-facts-at-a-glance.pdf>
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- ⁴National Center for Education Statistics and Bureau of Justice Statistics, School Crime Supplement, 2011.
- ⁵National Child Traumatic Stress Network Schools Committee. (October 2008). Child Trauma Toolkit for Educators. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress.
- ⁶Kauffman Foundation. (2002). Set for Success: Building a Strong Foundation for School Readiness Based on the Social-Emotional Development of Young Children. Kansas, MO.
- ⁷Tutty, L., et al. (2005). School based Violence Prevention Programs: A Resource Manual. Project RESOLVE: Research and Education for Solutions to Violence and Abuse, Alberta, CA.
- ⁸Finkelhor, D., Turner, H., Hamby, R., Ormrod, R. (2011). Polyvictimization: Children's Exposure to Multiple Types of Violence, Crime, and Abuse. Retrieved from <http://www.ojp.usdoj.gov>.
- ⁹Jones, I., Ah Jung, Y. (2015). Keeping Children Safe: An Evaluation of the MBF Child Safety Matters™ Program. Florida State University College of Education, School of Teacher Education, Tallahassee, FL.

Appendices

- » Potential Funding Sources
- » Program Goals and Objectives
- » Sample Logic Model
- » Curriculum Standards & Research Alignment - *MBF Child Safety Matters*
- » Curriculum Standards & Research Alignment - *MBF Teen Safety Matters*



POTENTIAL FUNDING SOURCES

There are a variety of funding sources available for prevention education programs. Below is a list of some potential funding sources, but you may also search for other grant opportunities using key terms such as bullying or abuse prevention, public health education, prevention education, etc.

School/District Sources

- » School or district operational budget
- » PTA budget
- » School fundraisers
- » Every Student Succeeds Act (ESSA) funds

Local/Community Sources

- » Parent sponsor(s)
- » Community groups (Rotary, Junior League)
- » Local retail partners (Target, Walmart)
- » Other local organization/corporate sponsor(s)
- » Child Advocacy Center partnerships/grants

State/National Sources

- » State Children's Trust Funds - <http://www.cfalliance.org>
- » State Departments of Health - <https://www.ehdp.com/links/us-shas.htm>
- » The Annie E. Casey Foundation - <http://www.aecf.org/>
- » National Service Learning Clearinghouse - <http://www.servicelearning.org/>
- » The Pew Charitable Trusts - <http://www.pewtrusts.org/>
- » Robert Wood Johnson Foundation - <http://www.rwjf.org/>
- » W.K. Kellogg Foundation - <https://www.wkkf.org>

National/Federal Grant Databases

- » Grants Office of Safe and Drug Free Schools, US Department of Education - <https://www2.ed.gov/about/offices/list/osdfs/index.html>
- » Office of Juvenile Justice and Delinquency Prevention (OJJDP) - <http://ojjdp.ncjrs.org/>
- » GrantsNet - <http://www.hhs.gov/grantsnet/>
- » Grants.gov - <http://grants.gov/>

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PROGRAM GOALS & OBJECTIVES

MBF Prevention Education Programs are best practice, research based, comprehensive prevention programs designed to educate and empower students and relevant adults. The programs teach students in grades K-8 universal Safety Rules and strategies to prevent and respond appropriately to all types of victimization, including bullying, cyberbullying, all types of child abuse, and digital dangers.

Program Principles

- » Designed for school-wide engagement using practical, research-based programs, implemented by trained facilitators.
- » Educate and empower students to recognize and respond effectively to unsafe situations using 5 Safety Rules.
- » Promote bullying prevention and response through empathy and character building, and upstander versus bystander training.
- » Engage parents/caregivers through home Safety Connection materials and website resources.
- » Help schools meet statute and policy requirements for prevention education and General Education/Health Instruction Standards.
- » Create sustainable change for students, parents/guardians, schools, and communities.

Learning Objectives

Students will:

- » demonstrate increased knowledge about various types of abuse and victimization.
- » recognize and respond appropriately to Red Flags and unsafe situations.
- » demonstrate an increase in skilled response to unsafe situations using 5 Safety Rules.
- » identify Safe Adults and demonstrate good communication skills with Safe Adults.
- » demonstrate increased communication with parents/guardians regarding their safety.

Schools will:

- » create a safe and supportive environment to protect children and provide for their safety.
- » demonstrate increased communication with parents/guardians regarding child safety.

Parents/Guardians will:

- » demonstrate increased communication with children regarding their safety.
- » demonstrate an increased capacity to educate and protect children and provide for their safety.



PROGRAM GOALS & OBJECTIVES

Long-term Goals	Short-term Goals	Objectives	Interventions
<p>Goal 1: Increase the capacity of children to recognize and respond appropriately to unsafe situations including bullying, cyberbullying, child abuse, and digital abuse.</p>	<p>G1.1: Educate and empower students to recognize and respond appropriately to unsafe situations, including bullying, cyberbullying, all types of child abuse, and digital abuse, using 5 Safety Rules.</p> <p>G1.2: Empower students to identify and communicate with Safe Adults.</p>	<p>» O1.1.1: All eligible students will be educated and empowered to use 5 Safety Rules to recognize and respond to Red Flags and unsafe situations and people as evidenced by attending all classroom lessons.</p> <p>» O1.2.1: Students will identify at least 2 Safe Adults and demonstrate appropriate communication with Safe Adults as evidenced by participation in program activities.</p> <p>» O1.2.2: Students will distribute their Safe Adult bookmarks to 2 Safe Adults, preferably one inside the home, and one outside the home.</p> <p>» O2.1.1: All school administrators will be educated regarding program implementation and best practices as evidenced by attendance at a training and/or receipt of program information materials.</p> <p>» O2.2.1: All school staff will be educated about the program and the 5 Safety Rules as evidenced by attendance at a training and/or receipt of program materials such as the Safety Brief for Teachers.</p>	<p>» 1.1.1.1.1: Facilitators will implement the program in classrooms using program scripts and PowerPoints.</p> <p>» 1.1.2.1.1: Facilitators will introduce students to the concept of Safe Adults using scripted program lessons.</p> <p>» 1.1.2.1.2: Facilitators and teachers will help students identify two Safe Adults.</p> <p>» 1.1.2.2.1: Facilitators and teachers will help students complete their Safe Adult bookmarks and encourage students to give them to their Safe Adults.</p> <p>» 1.2.1.1.1: Facilitator will identify and provide opportunities to share the program and other safety messages with schools/ administrators using program materials. Facilitator may host an optional staff training.</p> <p>» 1.2.2.1.1: Facilitator will identify and provide opportunities to share the program and other safety messages with all school staff using program materials. Facilitator may host an optional staff training.</p>
<p>Goal 2: Enhance the capacity of schools to protect children and provide for their safety.</p>	<p>G2.1: Administrators will support school and facilitator efforts to implement MBF Prevention Education Programs.</p> <p>G2.2: Teachers and school staff will support program implementation and will consistently use and reinforce the 5 Safety Rules to better protect children.</p>	<p>» O2.1.1: All school administrators will be educated regarding program implementation and best practices as evidenced by attendance at a training and/or receipt of program information materials.</p> <p>» O2.2.1: All school staff will be educated about the program and the 5 Safety Rules as evidenced by attendance at a training and/or receipt of program materials such as the Safety Brief for Teachers.</p>	<p>» 1.2.1.1.1: Facilitator will identify and provide opportunities to share the program and other safety messages with schools/ administrators using program materials. Facilitator may host an optional staff training.</p> <p>» 1.2.2.1.1: Facilitator will identify and provide opportunities to share the program and other safety messages with all school staff using program materials. Facilitator may host an optional staff training.</p>



PROGRAM GOALS & OBJECTIVES

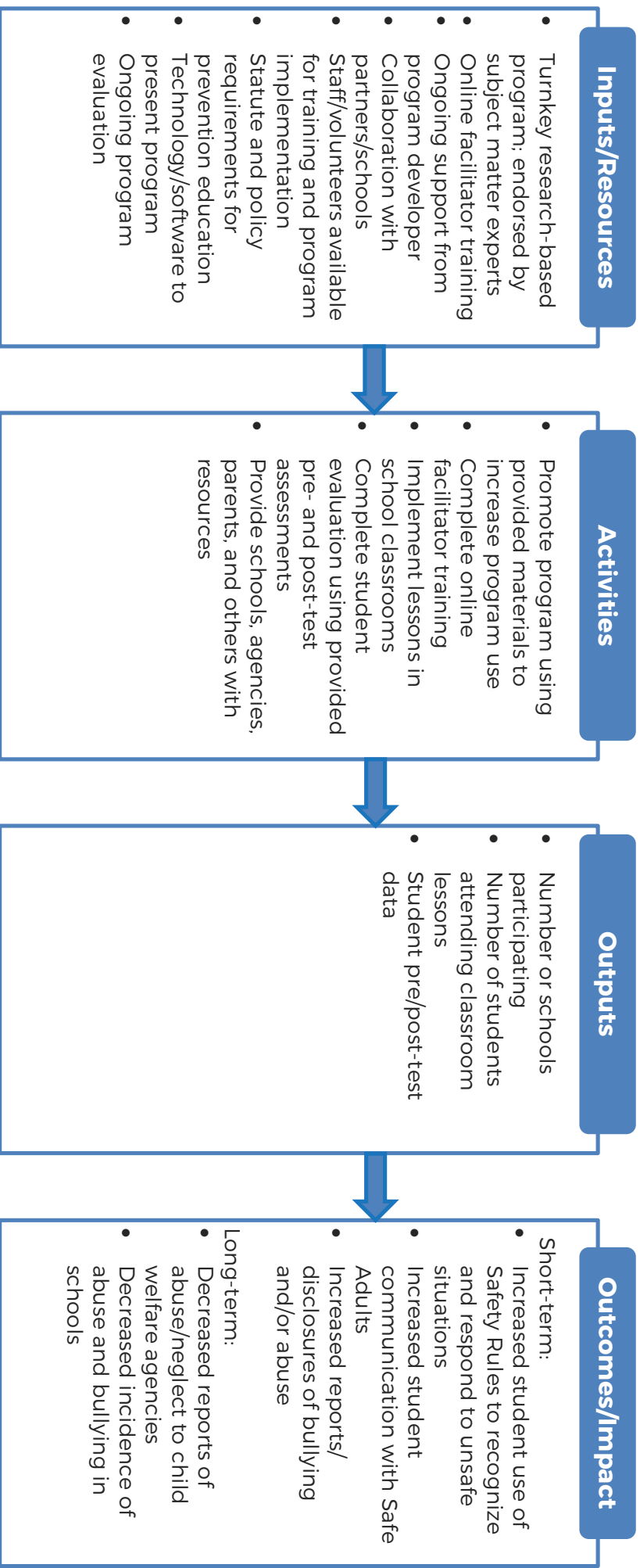
Long-term Goals	Short-term Goals	Objectives	Interventions
<p>Goal 3: Enhance the capacity of parents/ guardians to protect children and provide for their safety.</p>	<p>G3.1: Parents/guardians will support school and facilitator efforts to implement MBF Prevention Education Programs.</p>	<p>» O3.1.1: All parents/guardians will be educated regarding program implementation as evidenced by attendance at a parent presentation and/or receipt of program information materials.</p> <p>» O3.1.2: All parents/guardians will have access to online resources to supplement classroom lessons as evidenced by attendance at a parent presentation and/or receipt of program information materials.</p> <p>» O3.2.1: All parents/guardians will be educated about the program and the 5 Safety Rules as evidenced by attendance at a parent presentation and/or receipt of program information materials.</p>	<p>» 1.3.1.1.1: Facilitator will distribute Safety Connection materials, including Parent Welcome & Opt-Out and Parent Information Sheets. Facilitator may host an optional parent safety presentation.</p> <p>» 1.3.1.2.1: Facilitator will communicate the availability of online websites, resources, and mobile app by distributing Parent Welcome & Opt-Out and Parent Information Sheets. Facilitator may host an optional parent safety presentation.</p> <p>» 1.3.2.1.1: Facilitator will educate parents about the 5 Safety Rules by distributing Safety Connection materials, including Parent Welcome & Opt-Out and Parent Information Sheets. Facilitator may host an optional parent safety presentation.</p>
<p>G3.2: Parents/guardians will use and reinforce the 5 Safety Rules to better protect children.</p>			

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LOGIC MODEL

Purpose: The National Child Traumatic Stress Network reports that 1 out of 4 children has been, or will be, exposed to some type of maltreatment or trauma. In an effort to prevent the victimization of children, the Monique Burr Foundation for Children (MBF) provides MBF Prevention Education Programs, including *MBF Child Safety Matters™* for grades K-5 and *MBF Teen Safety Matters™* for grades 6-8. The programs are designed to educate and empower students and relevant adults with information and strategies to prevent, recognize, and respond appropriately to bullying, cyberbullying, all types of child abuse, exploitation, relationship abuse, digital abuse, and other digital dangers.



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Curriculum Standards & Research Alignment

	THEORETICAL FRAMEWORK AND ACADEMIC STANDARDS																
	Theoretical Foundation				Common Core Sids		National Health Education Standards										
<p>MBF Child Safety Matters™ is a research-based, primary prevention program that addresses bullying, cyberbullying, digital dangers, and all types of child abuse. The program was developed using the following theoretical foundations and is aligned with the following academic and health standards.</p>	Public Health Model/ Social-Ecological Theory	Developmental Theory & Normative Sexual Development	Social - Emotional Learning	Cognitive - Behavioral Theory/ Problem - Solving Strategies	Six Protective Factors	Character Development	Polyvictimization Prevention Research	Trauma - Informed Prevention Research	CCSS.SL Standards for Speaking and Listening	CCSS.L - Language Standards	Std. 1 – Comprehend concepts R/T health promotion and disease prevention to enhance health.	Std. 2 – Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.	Std. 3 – Demonstrate the ability to access valid information, products and services to enhance health.	Std. 4 – Demonstrate the ability to use interpersonal communication skills to enhance health & avoid or reduce health risks.	Std. 5 – Demonstrate the ability to use decision-making skills to enhance health.	Std. 7 – Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Std. 8 – Demonstrate the ability to advocate for individual, peer, school, family, and community health.
Program Component																	
Kindergarten	X	X	X	X		X	X		SL.K.1 SL.K.1A SL.K.2 SL.K.3 SL.K.6	L.K.1	1.2.1	3.2.1	4.2.1 4.2.2 4.2.3 4.2.4	5.2.1 5.2.2	7.2.1 7.2.2	8.2.1 8.2.2	
Grade 1	X	X	X	X		X	X		SL.1.1 SL.1.1A SL.1.1B SL.1.1C SL.1.2 SL.1.3	L.1.1	1.2.1	3.2.1	4.2.1 4.2.2 4.2.3 4.2.4	5.2.1 5.2.2	7.2.1 7.2.2	8.2.1 8.2.2	
Grade 2	X	X	X	X		X	X		SL.2.1 SL.2.1A SL.2.1B SL.2.1C SL.2.2 SL.2.3	L.2.1 L.2.3 L.2.6	1.2.1	3.2.1	4.2.1 4.2.2 4.2.3 4.2.4	5.2.1 5.2.2	7.2.1 7.2.2	8.2.1 8.2.2	
Grade 3	X	X	X	X		X	X		SL.3.1 SL.3.1B SL.3.2 SL.3.3 SL.3.6	L.3.1 L.3.3	1.5.1	2.5.3	4.5.1 4.5.2 4.5.3 4.5.4	5.5.2 5.5.3 5.5.5	7.5.1 7.5.2 7.5.3	8.5.1 8.5.2	
Grade 4	X	X	X	X		X	X		SL.4.1 SL.4.1B SL.4.3	L.4.1	1.5.1	2.5.3	4.5.1 4.5.2 4.5.3 4.5.4	5.5.2 5.5.3 5.5.5	7.5.1 7.5.2 7.5.3	8.5.1 8.5.2	
Grade 5	X	X	X	X					SL.5.1 SL.5.1B	L.5.1	1.5.1	2.5.3	4.5.1 4.5.2 4.5.3 4.5.4	5.5.2 5.5.3 5.5.5	7.5.1 7.5.2 7.5.3	8.5.1 8.5.2	
Supplemental Materials and Trainings	X	X	X	X	X	X	X	X									

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