

City of Seattle 2011 Families and Education Levy
Request for Qualification
Social, Emotional, Behavioral, and Family Support

ATTACHMENT 1: COVER SHEET

Applicant Information:

Applicant Name	Projects for a Civil Society
Applicant Address Including city, state, zip code	8023 10 th Avenue N.W. Seattle, WA 98117
Web address, if applicable	http://projectsforacivilsociety.org

Primary Contact Information:

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Title	Executive Director		
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Secondary Contact Information:

Contact Person	Jennifer Hoock, MD, MPH		
Title	Director of Community Training, Faculty at Group Health Family Medicine Residency; Adjunct Associate Professor, Department of Community and Family Medicine, University of Washington; Co- Founder and Director of Development, Guatemala Village Health		
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Signature Block:

	Date: 9-30-2014
Signed:	
Describe your legal status and, if applicable, state of incorporation (for example, Washington State non-profit corporation, Washington State partnership, sole proprietorship):	
Washington State non-profit corporation	

Attachment 2

The Transforming Power Project
Increasing Self-esteem, resilience, empathy, community, and connection

City of Seattle 2011 Families and Education Levy
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Reducing violence, conflict, disruption, and nonacademic barriers to learning

A. Program Overview: The Transforming Power Project (“TPP”) is a blending of the curricula and resources of two national programs with a long history of success: the Alternatives to Violence Project (“AVP”) and the Help Increase the Peace Project (“HIPP”). AVP has been leading experiential workshops for going on 40 years years and is now in over 30 states and more than 50 countries. It reflects a melding of the Creative Conflict Resolution for Children program and the training of the Student Nonviolent Coordinating Committee HIPP is a youth focused experiential learning program derived from AVP in 1990. It is in schools, shelters, community centers and detention centers in over 20 states.

Through a carefully designed 18 to 24 hours experiential workshop, participants are brought through a series of light hearted games, personal sharing exercises, role playing scenarios and deep interpersonal communication experiences. Participants consistently report a much stronger sense of connection and community, greater self-esteem, and sense of belonging. Experience shows they also have greater empathy, resiliency, reduced anger and substantially fewer disciplinary problems. These positive outcomes displace alienation, anger, and other destructive tendencies. This is coupled with positive conflict skills. The result is often a complete change in individual behavior and even a cultural shift in the school. All of which, of course leads to greatly improved outcomes under the Families and Education Levy Outcomes and Indicators.

The power and adaptability of these curricula and programs is incredible. AVP has been used with former child soldiers as part of their reintegration into schools in Colombia and Africa. It has been used in a school district in Australia that held over 1200 school workshops. It has been used in Rwanda to bring the victims and perpetrators of genocide back into community through reconciliation. AVP and HIPP are being used for gang intervention in the U.S. and Central America. AVP is in numerous prisons. HIPP is in schools and communities in many of the most economically disadvantaged and dangerous neighborhoods in America. If these programs can make profound changes in these most challenging situations, they can certainly effect needed changes in our schools.

B. Key People – The project principals are Roger Kluck and Dr. Jennifer Hoock. The project will be able to draw on the cadre of ***Help Increase the Pace*** and ***Alternatives to Violence Project*** facilitators. These facilitators include students and youth, former gang members, formerly incarcerated, police officers and facilitators from a wide range of racial, ethnic, and economic communities. The facilitator teams will be assembled based on availability and the specific program needs identified by the school liaison with the project principals.

Roger Kluck is a past President of the ***Alternatives to Violence Project- USA***, and as such oversaw the administration and agenda for the organization’s 1600 facilitators in the United States, and coordinated with the international program (now in over 50 countries). He is a mediator, nonviolence and conflict transformation trainer and facilitator. In addition to working with schools, colleges, and prisons in the U.S, he has

City of Seattle 2011 Families and Education Levy
Request for Qualification
Social, Emotional, Behavioral, and Family Support

done nonviolence training with youth from Guatemala, El Salvador, Mexico, Myanmar, Brazil, and Iraq; and adults from Afghanistan, Pakistan, Syria, Indonesia, Trinidad, Sri Lanka, Kenya and numerous other African nations. He is a retired attorney with over 20 years of experience in public interest law and project management. He served several years as a scout leader and was a wilderness expedition team leader for teens.

Dr. Jennifer Hoock, Director of Community Training, Faculty at Group Health Family Medicine Residency Adjunct Associate Professor, Department of Community and Family Medicine, University of Washington Co-Founder and Director of Development, Guatemala Village Health. Dr. Hoock is certified AVP Facilitator.

David McIntosh Student Development Coordinator/Teacher at Seattle Urban Academy – a school for at risk youth. David's career has included work as Resident Manager at the Renton Friends of Youth housing program, Education Coordinator at the Union Gospel Mission Youth Reach Out Center, Residential Manager for the Seattle YMCA Young Adult Transition program, and Site Manager and Job Specialist for Seattle Goodwill Adult Basic Education Centers. David McIntosh is certified AVP Facilitator.

Charlotte Carroll , M.A./ABS - is currently working with Vashon Youth and Family Services as a counselor while building a coalition of youth service providers to create HIPP workshops for youth on the island. She is also a member of the AVP/USA Communications Committee. Char designed and presented the pre-conference workshop on Gender at the National AVP Conference in SF, CA last year. She is a counselor, mediator, cultural competency trainer and consultant. She has facilitated AVP and HIPP workshops for over 20 years. Char has worked with both youth and adults in prisons, in homeless shelters, in mental health agencies, and in non-profit social service organizations. She has designed and facilitated trainings about oppression issues including racism, sexism, homophobia, age-ism and class-ism for the private and public sectors.

C. Previous Experience – The Transforming Power Project (“TPP”) is designed to offer intensive experiential social emotional training workshops calculated to overcome many nonacademic barriers to learning. TPP combines curricula and staff from the **Help Increase the Peace Project** (“HIPP”) and the **Alternatives to Violence Project** (“AVP”). Both of these programs have decades of experience providing conflict transformation, and violence reduction programming to youth, teachers, and schools. AVP has been providing programs for 39 years in over 30 states, and is now in over 50 countries. AVP has done work in numerous schools around the country and internationally. One school district in new South Wales in Australia undertook 1200 workshops over several years. Over AVP's history approximately 250,000 people have taken AVP workshops in the U.S. and another 250,000 internationally. HIPP was derived from AVP in 1990 in response to the murder of a youth program participant and has been providing programming in schools, detention centers, and communities in some 20 states since then.

City of Seattle 2011 Families and Education Levy
Request for Qualification
Social, Emotional, Behavioral, and Family Support

See as an example of AVP's school work

<http://www.theatlantic.com/national/archive/2013/07/a-philadelphia-schools-big-bet-on-nonviolence/277893>

HIPP and **AVP** both change the culture in schools, detention centers and institutions. These programs increase self-esteem, reduce fighting, reduce bullying, reduce disciplinary actions, and class room and in school disruptions. Tackling these nonacademic barriers to learning has profound results. With reduced conflict, violence, and disciplinary problems, students are freed to concentrate more on their academic success. Alienation, fear and anxiety are greatly decreased leading to less truancy. Anger levels are substantially reduced. Nearly all students are connected to the community and relationships with teachers and administration are improved. Truancy, suspensions and expulsions are reduced, leading to higher grade completion rates. Criminal justice system involvement is greatly decreased and gang involvement also.

Through a carefully and thoroughly designed and tested set of **experiential** exercises, fun activities and **discovery based** learning, students develop self-esteem, empathy, community connection, and positive constructive approaches conflict. The AVP/HIPP experience is that students begin to work more cooperatively, become less accepting of bullying and teasing, and work to solve conflicts on their own. One principal reports that with HIPP and peer mediation, her school went from 100 fights a year to only one! A short video about HIPP with this school principal is available here: <http://video.google.com/videoplay?docid=986121472284220107>

A fundamental principle of AVP is to include facilitators from the community we serve to assure the experience is relevant and in tune with the participants' culture. Thus, our workshop teams include youth close in age to the participants who also come from similar backgrounds and experience. Participants are also encouraged to become facilitators in the program. Facilitator training and experience for student facilitators provides powerful leadership training and even greater self-esteem and skill levels. Facilitating opportunities do not require previous academic success, but frequently correlate with future academic success and provide an avenue to leadership training values unavailable elsewhere for many students. Youth facilitators, after their training, are paid as professionals. A significant portion of the program funds will be going to youth facilitators as compensation. Meaningful employment is another powerful correlate to academic success and the outcomes and indicators.

The program is also self-replicating. That is, if staff and students are trained to be program facilitators, they may establish their own program and take over the administration of the workshops themselves to establish an ongoing program. No continuing contract or levy money is required should the school desire to continue with its own program.

AVP conducted 1086 workshops across the US in 2013 and 1044 workshops in 2012. <http://avpusa.hostasaurus.com/downloadit.php?f=2013CLARGreport.pdf> , <http://avpusa.hostasaurus.com/downloadit.php?f=2012CLARGreport.pdf> . HIPP's records are less centralized, making annual figures unavailable, but a sampling can be seen here: <http://www.promotingpeace.org/2006/2/liss.html>.

City of Seattle 2011 Families and Education Levy
Request for Qualification
Social, Emotional, Behavioral, and Family Support

D. Tracking to Success – Our program is evidently quite different than most of the programs you are used to considering. You speak of daily and weekly tracking and such that do not apply to our work. We do 3 day experiential workshops, generally from one to three times in an academic year. We evaluate our data measures pre and post workshop. Our post workshop evaluations are usually done more than once to assure that observed increases and decreases in measures do not wane significantly over time. Thus, we have tracked trait anger reductions a full two years out from our workshop administration to confirm reductions are lasting. (They are.)

Typically we track individual students' attendance, discipline record, grade completion, etc. in addition to measures such as Trait Anger using the State and Trait Anger Inventory 2, and empathy. Sometimes we compare criminal justice system involvement of workshop participants with a similarly situated control group.

Since its inception 39 years ago AVP has required post workshop evaluation forms to be completed by participants to identify which portions of the workshop were found effective and which needed improvement. The curriculum has been steadily modified to adapt to these improvements.

It is important to stress that the Transforming Power Project is aimed at nonacademic barriers to learning. There is considerable research demonstrating a clear connection between social-emotional skills and traits and the desired outcomes and indicators of the FEL. It is well known that self-esteem, empathy, community connection, friendships, appropriate anger and frustration skills, conflict skills, resiliency and the like lead to higher academic performance, less truancy, and fewer behavioral problems in the school environment, leading to greater grade completion rates.

Considerable data has been collected demonstrating AVP and HIPP's effectiveness in all the areas above. This experience and these organizations' resources will be available to track success in any school selecting TPP under the Levy.

AVP-USA has a national research committee that has been collecting data and examining ever new ways to prove itself evidence-based and to assist in developing research protocols, assessment surveys and evaluation tools and to consult on several ongoing studies around the country.

AVP effectiveness has been evaluated using a number of quantitative measures and a large body of qualitative and testimonial material speaks to its effectiveness. A fair sampling of this material can be found at <http://www.avpav.org/studies.php>. AVP derived programs have been evaluated in schools: **Project WIN Evaluation Shows Decreased Violence and Improved Conflict Resolution Skills for Middle School Students** http://www.amle.org/portals/0/pdf/rmle/rmle_vol30_no8.pdf
In a far more difficult environment, AVP has been studied in prison with violent populations and found to reduce recidivism by 46%. www.avpusa.org/ftp/recidivismreport.pdf The results of research in another prison using the well-established State-Trait-Anger-Index (STAXI-2) have also just been

City of Seattle 2011 Families and Education Levy
Request for Qualification
Social, Emotional, Behavioral, and Family Support

published We are finding AVP brings trait anger down substantially and it remains lowered two years after the workshops.

<http://traumapro.net/wp-content/uploads/2014/06/IJTRP-V1-I1.pdf> (at page 5). Empathy being one of the best measures of tendency towards violence and anger, AVP has just recently adopted the Empathy Survey developed by Karen E. Gerdes, Elizabeth A. Segal, & Cynthia A. Lietz at Arizona State University www.jsswr.org/article/download/8143/6202 .

There is also a body of research examining HIPP's effectiveness and HIPP derived programs. <http://www.mendeley.com/research/help-increase-peace-youthfocused-program-peace-education> ; <http://education.iupui.edu/cume/publications/pdf/plc.pdf>

The Transforming Power Project partners therefore have a long history of study design and data tracking which will be brought to bear in the Levy project. In addition the two principals for the Transforming Power Project have considerable education and training in statistics and mathematical modeling and study design. When we add this to the support of the research resources from the two national organizations, we are well equipped to work with school and levy staff to design and execute studies to track measures such as truancy, disciplinary record improvement, academic grade improvement, grade completion and advancement, and similar measures. All workshops offered include a portion of the budget for administration of assessment tools and tracking of results.

Resources and Links

HIPP:

Program Description <http://www.promotingpeace.org/2006/2/liss.html>

Workshop Video

<http://video.google.com/videoplay?docid=986121472284220107>

AVP

CBC - Prison in Canada <http://vimeo.com/27793169>

Trauma Healing in Rwanda <http://vimeo.com/12297593>

AVP International <http://avpinternational.org>

AVP-USA <http://avpusa.org>

AVP Studies <http://www.avpav.org/studies.php>

Attachment 4

Women and minority Inclusion; Nondiscrimination – The Transforming Power Project will draw from pool of previously trained and certified facilitators to create workshop facilitation teams. The project will not be subcontracting to other businesses. The project draws on the facilitator pools of the two national organizations: AVP and HIPP. The facilitator pools of these two organizations are diverse and include facilitators of most all races, ethnic groups, sexual orientation, economic situation, and ages. We have access to a wide range of facilitators that include former gang members, police officers, the formerly incarcerated, recovered substance abusers, and young people. We also will be training students in the schools to become paid facilitators in the program. These students will be selected to be representative of the composition and diversity of their schools.