

**stopbullying.gov**

# Community Action Toolkit

## Community Action Toolkit

The Community Action Toolkit includes materials to create a community event using the research, ideas and bullying prevention and response strategies that you learned about in the Training Module. Using this Toolkit will help you plan, execute and assess your community event to prevent and stop bullying. The Community Action Toolkit includes the following components:

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### Community Event Action

- V. **Action Planning Matrix** – A tool to help identify the tangible action steps that stakeholders can take to prevent and stop bullying ..... 17
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## I. Landscape Assessment

### Why perform a landscape assessment?

Advantages to conducting a landscape assessment at the onset of planning for a community event include:

- Identifying local data relevant to your effort
- Understanding the needs and capacities that exist within the community
- Learning about opportunities to build interest and unity among key stakeholders

### How do you use the results of a landscape assessment?

Results from the landscape assessment will enable you to:

- Show the value of using data from national, regional, and local sources to define the problem and detect possible causes and risks in youth settings
- Guide planning decisions by multi-disciplinary groups or coalitions
- Assess capacity of community organizations to carry out successful prevention strategies

### What topics are addressed in a landscape assessment?

The guidance in this landscape assessment will help address the following topics:

- Using Data to Understand the Problem
  - National and Regional Studies
  - School-based Information
- Determining Community Perceptions about Bullying
- Assessing Existing Bullying Prevention Strategies and Capacities
- Selecting Community Settings
- Looking Ahead

### Using Data to Understand the Problem

The national research described in this training provides findings on how often and in what ways youth are bullied. But it's also important to measure and provide a local context behind bullying. Local data can either reinforce the national estimates on bullying prevalence or reveal slightly different trends.

To get a better sense of the environment in which bullying occurs locally, you may want to gather information through interviews, focus groups, polls or surveys. Examples of questions to include:

- How many children and youth are bullied, and how often?
- In what ways are they bullied?
- What differences exist in bullying behaviors across different ages, genders, races and ethnicities?
- Are there children and youth who face higher risks of bullying and being bullied?
- What are common circumstances around bullying incidents (e.g. where does it occur, are certain individuals or groups involved, is the form of bullying similar by age and gender)?
- How sympathetic are youth to those who are bullied?
- How do children and youth respond when they witness bullying?
- How afraid are youth of being bullied by their classmates (or others)?
- What is bullying's impact on individuals and their learning environments?

When planning community events and prevention strategies, please consider the data sources listed below.

### **National and Regional Studies**

National research surveying a representative sample of youth over time provides valuable information on the prevalence and types of bullying across different ages, genders, and ethnicities. You can access this research through several agency websites:

*Indicators of School Crime and Safety* – [<http://bjs.ojp.usdoj.gov/content/pub/pdf/iscs10.pdf>] is an annual report that profiles crime before, after and during school hours. Produced jointly by the Bureau of Justice Statistics and the National Center for Education Statistics, the report includes data on how often students were bullied over the course of the school year, how they were bullied and whether or not they encountered cyberbullying.

*High School Youth Risk Behavior Survey* – [[www.cdc.gov/healthyyouth/yrbs/](http://www.cdc.gov/healthyyouth/yrbs/)] is a school-based survey of students (grades 9-12) administered by the Centers for Disease Control and Prevention every two years since 1991.<sup>i</sup> An interactive *Youth Online: YRBS* feature allows you to customize tables comparing survey findings by state, regions and for 33 select counties and districts.<sup>ii</sup> The 2009 survey focuses on where bullying occurred over a 12-month time period (CDC, 2009).

### **School-based Information**

It may be possible to retrieve official reports of bullying incidences through school district offices or to search for electronic versions on state education websites. Keep in mind that different schools may define bullying differently. There may also be differences in how reporting is recorded.

To better inform your prevention and awareness strategies, you will likely want to supplement any reports that you find with other local data sources, including student surveys and focus groups. Schools already implementing anti-bullying programs and curricula may survey students regularly to measure the impact of their efforts. Many school-wide bullying prevention programs also include anonymous survey instruments on bullying, and schools are increasingly administering school climate surveys to identify potential areas of disruptions among students' learning and social environments.

The National Center for Injury Prevention and Control's publication, *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools*—[\[www.cdc.gov/violenceprevention\]](http://www.cdc.gov/violenceprevention) is a great source for exploring valid survey instruments on bullying and related behaviors.

## Determining Community Perceptions About Bullying

Your coalitions and planning groups should investigate beliefs and critical events that could affect prevention efforts. Perceptions about bullying can have powerful influences on youth and adults. You may need to address some myths before you implement your prevention strategies. In addition, a single tragic event or local media coverage on bullying can likewise affect how receptive a community is to the prevention messages and strategies proposed. Surveys and interviews about the attributes of school climates and, more generally, about youth culture may provide insights on the opportunities and challenges you can expect.

Exploring the following questions may lead to perceptions that will be helpful for you to capture:

- Do youth perceive most adults to be caring and trustworthy?
- Do adults show respect and support for the contributions of youth?
- To what extent are the energies and attributes of youth valued by the community?
- Are adolescents generally perceived to be involved in drugs, crime and delinquency?
- What critical incidents or media portrayals have happened recently (in last two years) to enhance or weaken these perceptions?
- How receptive are adults to creating safe places for children and youth?
- Do adults intervene when bullying happens?

## Assessing Existing Bullying Prevention Strategies and Capacities

A community's capacity to address bullying depends on the prevention foundation that already exists. You will want to investigate whether other coalitions or organizations have previously mobilized stakeholders in planning prevention strategies. To avoid duplicating efforts, you will want to tap these groups for their knowledge and resources. Their advice will save you time and provide insights on the pitfalls and challenges they encountered.

Questions to consider when identifying and describing current initiatives include:

- Does your school/organization have policies prohibiting bullying and harassment and procedures for addressing behaviors and reporting incidents?
- What safeguards and initiatives are in place to prevent bullying and other forms of youth violence?
- Do you offer programs or curricula to equip students with knowledge and skills (e.g., character education, social emotional learning, and problem-solving skills) that will strengthen their resilience, bolster their self-esteem, and reduce risky behaviors?
- How aware and concerned are members of your group/organization about bullying and its effect on children and adolescents? If you work directly with youth, do you have, or ever had, an initiative to prevent bullying or other forms of youth violence?
- Has your agency conducted or sponsored a social media campaign to change attitudes and behaviors that are risky or unhealthy? If so, is there a willingness to assist with plans and messages for bullying prevention?

This inventory should provide an overview of current and recent initiatives that are directly or indirectly related to bullying, some preliminary information about agency capabilities in prevention, indications of how aware and interested organizations are in planning responses to the problem and, perceptions about the gaps in resources and expertise.

## Selecting Community Settings

To have the greatest impact on the youth in your community, you will want to target organizations where youth gather and where large amounts of children and adolescents can be reached. Readiness assessments can be useful tools to share with schools and other youth-serving organizations as a way to identify needed abilities and practices that are in place or are required to effectively implement bullying prevention strategies.

## Looking Ahead

Every phase of community assessment, planning and evaluation entails a process of shared decision-making and coordination in carrying out the tasks assigned. Conducting a landscape assessment of bullying prevention strategies that may already exist in your community will inform your own efforts and provide a better understanding of how receptive your community will be to a bullying prevention campaign.<sup>iii</sup>

## References

Centers for Disease Control and Prevention. (2009). Youth Risk Behavior Survey. Available at: [www.cdc.gov/yrbs](http://www.cdc.gov/yrbs). Accessed on 3/27/12.

Hamburger, M.E., Basile, K.C., & Vivolo, A.M. (2011). Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control.

National Center for Education Statistics (NCES). *Indicators of School Crime and Safety: 2010, Appendix B: Glossary of Terms*, p. 2. Accessed on 3/27/12 at: [www.nces.edu.gov](http://www.nces.edu.gov).

Robers, S. & Truman, J. et al. (2010). *Indicators of School Crime and Safety: 2010* Washington, DC, Bureau of Justice Statistics.

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- <sup>i</sup> The High School YRBS is part of the national surveillance system to track priority health-risk behaviors of youth and young adults. Questions on school bullying were added in 2009, previously under the topics of “unintentional injuries and violence” data was collected on physical forms of fighting and injury at school, and school absences of 1 or more in the past 30 days due to feeling unsafe coming to and from, and on school grounds.
- <sup>ii</sup> GLSEN conducted a national survey of elementary school climates in 2010 by surveying students, teachers and school administrators on homophobia and gender-nonconformity in elementary schools entitled, *Playgrounds and Prejudice: Elementary School Climate in the United States*.
- <sup>iii</sup> In addition to using the landscape assessment it may be helpful to use a variety of tools, such as a Political, Economic, Social, and Technological (PEST) analysis, Strengths, Weaknesses/Limitations, Opportunities, and Threats (SWOT) analysis, the Community Health Environmental Scan Survey (CHESS) and/or the Social Ecological Model.

## II. Template Community Event Agenda

### 5 – 10 minutes Welcome and Introductions

Welcome participants  
Introduce speakers and partners

**Event overview:**

This event is an opportunity to talk about how bullying affects youth in our communities and what we can do to change the attitudes of those who tolerate bullying behavior. We want to hear your concerns and establish a plan to support ongoing efforts in bullying prevention and response.

### 5 – 10 minutes Ice Breaker Exercise

Why are you here today? Encourage community members to share their reasons for attending to get a better sense of their concerns.

### 15 minutes Introduction to Bullying

Provide an overview of bullying's various forms and facilitate a brief discussion on how it impacts our community.

**Resources:**

Bullying Prevention & Response Base Training Module Slides 5-15

### 20 – 25 minutes What We Need to Know About Bullying

**Finding #1:** Many children are involved in bullying

**Finding #2:** There are similarities and differences among boys and girls in their experiences of bullying

**Finding #3:** Children's experiences of bullying vary by age

**Finding #4:** There are multiple risk factors for bullying

**Finding #5:** Although any child may be targeted, some children are at particular risk for being bullied

**Finding #6:** Bullying can affect the health, mental health, and academic well-being of children who are targeted

**Finding #7:** Children who bully are more likely than others to be engaged in other antisocial behavior

**Finding #8:** Many children do not report bullying experiences to adults

**Finding #9:** Many children and youth are concerned about bullying

**Finding #10:** A variety of laws in the U.S. address bullying

**Resources:**

Bullying Prevention & Response Base Training Module Slides 16-60

## 20 – 25 minutes **Small Group Breakout Discussions**

Assign 1-2 questions to each breakout group and spend 10 minutes reporting out on each group's thinking. What types of bullying does our community face? Where is it happening? How is bullying affecting our community? Who in the community is already addressing bullying? What is your role in addressing bullying?

**Resources:**

Landscape Assessment

## 10 – 15 minutes **Preventing and Stopping Bullying: Do's and Don'ts**

An overview of best practices on how to establish and enforce rules, coordinate local programs, train staff and other adults, collect data and more. What policies and practices are ineffective and/or counter-productive in reducing bullying?

**Resources:**

Bullying Prevention & Response Base Training Module Slides 61-73

Misdirections in Bullying Prevention & Response Video Slide 74

Bullying and Suicide: Cautionary Notes

## 15 – 20 minutes **Group Brainstorm and Developing Our Call-to-Action**

Facilitate group discussion on the different ways community members can get involved and begin taking action. What are our short-term and long-term goals in addressing bullying? How can we leverage community resources? What are the key next steps to achieving our goals? Assign roles and responsibilities for continuing the effort and set a time to convene again to follow up on actions taken.

**Resources:**

Bullying Prevention & Response Base Training Modules Slides 82-91

Guide to Mobilizing Communities in Bullying Prevention

Action Planning Matrix

Community Engagement Tip Sheet

Tips for Working with the Media

Funding Ideas for Future Bullying Prevention Efforts

## 5 – 10 minutes **Workshop Feedback and Distribution of Handouts and other Resources**

Learn more about where to find information and how to address bullying in the community.

**Resources:**

Feedback Forms

[www.StopBullying.gov](http://www.StopBullying.gov) Resources

## III. Community Engagement Tip Sheet

This tip sheet is designed to help you create a diverse network of supporters and advocates who can help address bullying in your community. Successful community-wide bullying prevention and response efforts can achieve far-reaching results and can be implemented by taking the following steps:

### 1. Identify Stakeholders

The issue of bullying affects everyone, and all community members have important roles to play in developing approaches to address and prevent it. Participants for a community-wide bullying prevention effort should include invitations to the following groups:

- Elected Officials/Community Leaders
- Health & Safety Professionals
- Law Enforcement Officials
- Child Care/After School & Out of School Professionals
- Faith Leaders
- Corporate & Business Professionals
- Mental Health & Social Service Professionals
- Educators (including Special Education Professionals)
- Parents & Caregivers
- Youth Leaders Organization Members
- City/County Recreation Professionals
- Others

### 2. Develop Outreach Strategies

Once you have identified stakeholders, it is important to develop separate engagement strategies. You should have strategies for individuals you already know versus those you will be reaching out to for the first time. You should prioritize outreach activities to ensure that you stay within your timeline. You should also build in time for marketing the community events to generate interest. This will involve identifying what different stakeholders have to gain by participating and promoting different aspects of the event. For example, parents may be most interested in learning about cyberbullying. Meanwhile, educators may be more interested in learning about classroom prevention strategies. The next steps, outlined below, are designed to help you to build an ongoing community effort.

### 3. Build Strategic Partnerships

Creating alliances and partnerships among individuals and organizations is a critical component of successful community engagement efforts. Effective partnerships present opportunities for collaborating, sharing ideas, and supporting one another's efforts. Partnerships should be pursued based on an organization's ability to reach stakeholders and help prevention efforts throughout the community. In the world of bullying prevention, a partnership could mean presenting training on bullying, co-hosting a webcast, or helping an individual find reliable resources. It is important to remember that preventing and addressing bullying is a shared responsibility of many stakeholders. You will want to consider building partnerships with a variety of community organizations, such as: (See Guide for Mobilizing Community Stakeholders in the Community Action Toolkit for a complete list.)

- Teachers Unions
- Local employers and businesses
- Chambers of Commerce
- Parent-teacher associations
- Sports teams and associations
- Faith-based youth groups
- Community and youth-focused organizations

### 4. Take Advantage of What's Around You

You can also leverage your community's communication channels to get your message out.

**List-servs and community newsletters** - List-servs and newsletters can provide a great opportunity to reach an extremely targeted population. Most list-serv managers and newsletter editors are open to including your information. You just need to provide them with clear and compelling content. Be sure to include all relevant event and contact information, including time, date, and place. Organizations that will likely have list-servs and newsletters that you can contact may include:

- Local PTA chapters
- K-12 schools and school districts
- Health and Education departments at area universities and community colleges
- Recreation centers and after-school care programs

**Media** - The media is a great outlet for spreading the word about your bullying prevention efforts. You should consider advertising town hall events or other activities in your community papers. You should also consider pitching reporters who cover local issues or education, or writing opinion pieces and submitting letters to the editor. By highlighting recent bullying trends, explaining why this issue is relevant to your community, and making yourself available as an expert, you can get your efforts covered.

**Social media** - Social media is an inexpensive, engaging way to connect with members of your community. Do some research to determine which individuals/organizations are driving conversations in your community through social media platforms like Facebook or Twitter. You will also need to familiarize yourself with the key conversation terms – or hashtags –to ensure that bullying becomes part of ongoing online conversations.

## 5. Know Your Issues

As you begin your efforts to mobilize community stakeholders, you will want to make sure to be informed. The information presented to you today, as well as the resources available on [www.StopBullying.gov](http://www.StopBullying.gov) contain trends, data, and research on how to address bullying among a variety of audiences.

## 6. Be Compelling

Make sure to communicate clearly and concisely when talking about bullying prevention. Weaving in personal stories will also help make the issue more relevant to individuals who are not familiar with it. Finally, when you are speaking with individuals or groups, make sure to have a clear ask in mind to keep your supporters engaged on how they can contribute to the effort. For help, please refer to the Action Planning Matrix in the Community Action Toolkit.

Community engagement is an ongoing process. Keep records of your outreach. This will help you easily monitor your progress in building and maintaining these critical relationships.

## IV. Guide to Mobilizing Communities in Bullying Prevention

This guide will help you identify the individuals and organizations you will want to connect with as part of your bullying prevention program. Working with a diverse group of audiences can help empower other community members to join your effort. They can also help provide unique resources and expertise, creating an effective and collaborative effort.

Before completing your action plan, consider reaching out to the following stakeholders:

### Elected Officials/Community Leaders

- Elected officials
- State/local Dept. of Health officials
- State/local Dept. of Education officials
- State/local Dept. of Social Service and Mental Health officials
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Health & Safety Professionals

- School nurses
- Local doctors or pediatricians
- Local fire responders
- EMT responders
- Substance abuse organizations/coalitions
- Dating violence organizations
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Law Enforcement Officials

- Local police
- Sheriff
- Youth Court
- School resource officers
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Child Care/After School & Out-of-School Care Professionals

- After and out-of-school caretakers
- Local Boy Scouts and Girl Scouts chapters
- YMCAs and YWCAs
- Volunteer mentor groups (Big Brothers, Big Sisters, Boys & Girls Clubs of America)
- Local youth LGBTQ organizations (GLSEN and Anti-Defamation League chapters)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Faith Leaders

- Leaders of faith-based community organizations
- Youth leaders of faith groups
- Inter-faith coalitions
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Corporate & Business Professionals

- Local business alliances
- Trade associations
- Professional membership organizations
- Civic organizations (Rotary Club, Service Sororities, United Way, etc.)
- Media companies
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Mental Health & Social Service Professionals

- Local chapters of mental health organizations
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Educators

- Teachers
- Teachers' aides
- District administrators
- Principals
- Special education professionals
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Parents & Caregivers

- Parent –Teacher Organizations
- Parent Advocacy Groups (Pro Parents)
- Guardians Program
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## Youth Leaders Organization Members

- 4-H
- Student government/councils
- Local youth LGBTQ organizations
- Youth safety organizations (NOYS, Students Against Destructive Decisions)
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## City/County Recreation Professionals

- Youth camps
- Recreation programs
- City/county sports leagues
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## V. Action Planning Matrix

This matrix provides guidance on the roles we all play in community-wide bullying prevention and awareness efforts. The suggested action steps are divided into two categories, including ideas for raising awareness about bullying and also ideas for taking action through prevention and response. Identify and engage the audiences listed down the side of the page and then determine areas of collaboration and next steps by reading across the top of the page.

After completing the matrix, use check marks to assign groups of individuals into smaller breakout teams. Then, decide on the immediate next step to achieve the goals across the top of the page, and assign roles, responsibilities, and deadlines.

**Awareness Raising Action Planning Matrix [1 of 2]**

	Hold an anti-bullying day in schools	Create local fund for businesses to support bullying prevention	Create a community newsletter	Provide information on state/local bullying laws	Create an interfaith alliance	Host a town hall or community event
Elected Officials/Community Leaders						
Health & Safety Professionals						
Law Enforcement Professionals						
Child Care/After School & Out-of-School Care Professionals						
Faith Leaders						
Corporate & Business Professionals						
Mental Health & Social Services Professionals						
Educators						
Parents & Caregivers						
Youth Leaders Organization Members						
City/County Recreation Professionals						

**Awareness Raising Action Planning Matrix [2 of 2]**

	Submit op-eds and letters to the editor to local media	Help youth develop a media campaign	Hold a PSA contest			
Elected Officials/ Community Leaders						
Health & Safety Professionals						
Law Enforcement Professionals						
Child Care/After School & Out-of -School Care Professionals						
Faith Leaders						
Corporate & Business Professionals						
Mental Health & Social Services Professionals						
Educators						
Parents & Caregivers						
Youth Leaders Organization Members						
City/County Recreation Professionals						

**Prevention and Response Methods Action Planning Matrix [1 of 2]**

	Develop a taskforce to assess bullying in schools	Conduct team-building exercises with youth	Create a safety plan for children who are bullied	Develop screening processes to promote early detection and intervention	Train adults on gathering and utilizing bullying data	Develop a follow-up procedure to monitor youth who have been bullied
Elected Officials/Community Leaders						
Health & Safety Professionals						
Law Enforcement Professionals						
Child Care/After School & Out-of-School Care Professionals						
Faith Leaders						
Corporate & Business Professionals						
Mental Health & Social Services Professionals						
Educators (including special education professionals)						
Parents & Caregivers						
Youth Leaders Organization Members						
City/County Recreation Professionals						

**Prevention and Response Methods Action Planning Matrix [2 of 2]**

	<b>Establish in-school committees</b>	<b>Monitor internet activities and mobile devices</b>	<b>Sponsor training sessions for adults on best practices in bullying prevention, intervention, and crisis planning</b>			
<b>Elected Officials/ Community Leaders</b>						
<b>Health &amp; Safety Professionals</b>						
<b>Law Enforcement Professionals</b>						
<b>Child Care/After School &amp; Out-of -School Care Professionals</b>						
<b>Faith Leaders</b>						
<b>Corporate &amp; Business Professionals</b>						
<b>Mental Health &amp; Social Services Professionals</b>						
<b>Educators (including special education professionals)</b>						
<b>Parents &amp; Caregivers</b>						
<b>Youth Leaders Organization Members</b>						
<b>City/County Recreation Professionals</b>						

## VI. Tips for Working with the Media

Working with the media can be a helpful, cost-free way to build awareness about your community initiative. This tip sheet offers ideas for media outreach and a guide to help you write and distribute your own press release.

Before you begin reaching out to media contacts, you need to determine your pitch. A pitch is language that you use to pique a reporter's interest in your announcement, story or event. It should communicate what makes your story compelling and clearly define your "ask." An ask is what you hope to get out of your request, whether it's getting a reporter to interview one of your key stakeholders or attend an event. The sections below provide more information on what should comprise your pitch, and offers best practices for reaching out.

### Crafting your Pitch

**Create a news hook.** Events, announcements, and statements on relevant local issues will make media more interested in your initiative.

**Develop a set of core messages/talking points.** These materials will keep you focused on what you want to publicize as you reach out to reporters. If you're promoting a town hall or event, you'll want to make sure your talking points include all key logistics (who, what, when, where, why). Talking points can also help you navigate the fine line between raising awareness of the issue and exploiting those victimized by bullying. While it's important to point to real-world examples of the lasting effects bullying can have on individuals and communities, you'll want to do it in a way where you can connect these stories to the importance of prevention and response. Please see the "Danger Zones" document for additional guidance on ways to talk about these sensitive issues.

**Know your story.** Talk through what you want to say with a friend or co-worker before you get on the phone. The goal is to be able to identify for a reporter or producer why this topic is relevant for his or her audience. You will also want to remember that bullying is a complicated issue involving multiple topic areas. The information in the training module and other federal resources on [www.StopBullying.gov](http://www.StopBullying.gov) contains trends, data, and other research-based background information you can cite as you interact with media. You should also feel free to refer media contacts to these resources for additional information.

**Identify spokespeople.** Since bullying affects everyone, many different community members can speak to the issue through the media. Engaging a public health official, educator, parent, or other local spokesperson will make your story more compelling. You can also match spokespeople with a reporter's beat or publication's focus area. For example, education writers

will want to speak with educators and administrators, while health reporters will appreciate you connecting them to a public health official or pediatrician. Make sure to brief your spokespeople with your talking points and community event details before you begin outreach.

## Reaching Out

**Develop a local media list of education, health, or community news/metro contacts, including** those at daily and weekly newspapers, television and radio stations, blogs and any other local outlets. The easiest way to do this is to call an outlet's main news line or check their website to find the appropriate person.

**Contact them at the right time.** Daily newspaper and TV reporters work on tight deadlines and are best reached in the late morning. Weekly newspapers, magazines, and local cable and radio shows require longer lead times, so be sure to contact them as soon as possible.

**Be persistent and resilient.** It's okay if a reporter is not initially interested in your pitch or does not have time to talk to you. Ask if you can call again at a better time or if it would be better to speak to a different reporter.

**Aim to be an asset for your contact.** Offer to send additional background information, including images, graphics, research, spokesperson interviews, etc.

## Following Up

**If members of the media agree to cover your town hall or event,** be sure they have the resources needed to tell the full story. Give them your contact information in advance so that they can call you when they arrive. Try to facilitate interviews on-site if appropriate, or set up a time the next day for a phone interview. Prepare your spokespeople before the event with the press release and a Q&A document.

## Other Media Opportunities

**Op-eds and opinion pieces** are another way to publish your message. Most local newspapers and online news outlets welcome pieces written by local community members. Writing an op-ed and submitting it in conjunction with a bullying prevention event or announcement is another way to promote and publicize your initiative's goals. The most compelling opinion pieces are relevant to issues and policies currently affecting the community and include personal anecdotes and stories. We recommended that you contact the target outlet for information on submission deadlines, word count and other requirements before you start writing your piece.

**Letters-to-the-editor (LTE)** are efficient and effective ways to communicate your position on bullying prevention. Letters can applaud a publication's coverage of bullying issues or connect bullying to a relevant, recently covered topic.

Commenting on relevant blogs and other online stories are quick and easy ways to make your voice heard, initiate conversations and engage with community members in real-time.

## Tips for Writing and Distributing a Press Release

Writing and sending press releases to your local media contacts is an important step in letting reporters know about an event or announcement. The following tips will help you draft and distribute your release.

- **Present your information quickly and clearly.** Don't bury the critical information – a strong summary that follows your headline should answer the key questions of who, what, when, where, why and how.
- **Localize it.** Local media like a story with local appeal.
- **Keep it simple.** Try to keep your release to one page, if possible.
- **Include a quote.** A short, substantive quotation from a key individual written into the third paragraph is standard.
- **Show the immediate news value.** A release will only be relevant for a certain period of time. Follow up with your contacts ASAP, and don't forget to include your name, phone number and email address in the contact section.

Amplifying your message through the media is a great way to reach a large group of those invested in bullying prevention. Good luck securing media coverage for your community event.

## VII. Bullying and Suicide: Cautionary Notes

Publicity around a number of tragic suicides by youth who were bullied by peers has led some members of the media and the general public to assume that bullying frequently leads directly to youth suicide. These assumptions are not supported by research and may be harmful to efforts to effectively address bullying.

### How common is suicide and what are its causes?

Suicide is the third leading cause of death among 15- to 24-year olds. Fifteen percent of high school students seriously considered suicide in the previous 12 months, and 7% reported making at least one suicide attempt in the previous year (Centers for Disease Control and Prevention [CDC], 2009).

According to the CDC (n.d.), “a combination of individual, relational, community, and societal factors contribute to the risk of suicide,” including a family history of suicide or child maltreatment, a history of mental disorders (especially depression) or alcohol and substance abuse, feelings of hopelessness, impulsive or aggressive tendencies, isolation, loss, physical illness, local epidemics of suicide, and easy access to lethal methods.

### Links Between Bullying and Suicide

More and more researchers are investigating possible links between involvement in bullying and suicide among children and youth. To date, findings indicate that:

- Children who are involved in bullying (as victims of bullying, perpetrators of bullying, or both) are more likely than those who are not involved in bullying to be depressed, have high levels of suicidal thoughts, and have attempted suicide (e.g., Annenberg Public Policy Center, 2010; Arseneault & Shakoor, 2010; Eisenberg, Newmark-Sztainer, & Story, 2003; Hinduja & Patchin, 2010; Kim, Leventhal, Koh, & Boyce, 2009; Klomek, Marrocco, Kleinman, Schoenfeld, & Gould, 2007, 2008; Pranjic & Bajraktarevic, 2010; Rigby & Slee, 1999; Roland, 2002; van der Wal, 2005). These findings do not mean, however, that bullying causes suicidal thoughts and behaviors.
- Children who bully and who also are bullied by peers (often referred to as “bully-victims”) appear to be at the greatest risk for suicidal thoughts and behavior (see review by Kim et al., 2009).

- Mental health concerns, such as depression, may serve as an important link between bullying and suicidal thoughts or behavior. For example, researchers have found that high school students who experienced bullying and also other mental health problems (such as depression or suicidal thoughts) were more depressed, had more substance problems, were more functionally impaired, and had worse scores on measures of suicidal ideation for years later, compared to high school students who were involved in bullying but did not exhibit these mental health problems (Klomek et al., 2011).

There are a number of important limits to research:

- Most studies are correlational (they examine the association between bullying and suicide); very few studies have followed children and youth over time. As a result, although involvement in bullying is related to the greater likelihood of suicidal thoughts and behavior, one cannot conclude from these studies that experience with bullying causes suicidal thoughts and behaviors.
- Several researchers note that children’s experience with bullying explained only a very small amount of the variance in suicidal thoughts and behaviors (e.g., Hiduja & Patchin, 2010). In other words, there are other factors, such as mental health problems, that play much larger roles in predicting suicidal thoughts and behavior than bullying.

## Cautionary Notes

Because members of the media and general public may connect bullying behavior directly to cases of student suicide, community leaders may find it helpful to:

- **Avoid (and encourage others to avoid) using the term “bullycide”** which is increasingly used to describe cases of suicide that some feel were “caused” by bullying. Use of the term is misleading, as it implies that there is one, and only one, cause of a suicide.
- **Explain and reinforce that suicide is a complex issue** and that there are many individual, relational, community, and societal factors that may contribute to a youth’s risk of suicide.
- **Reinforce that suicide requires a comprehensive prevention approach.** School personnel and other adults who actively work to prevent bullying, who are watchful for possible bullying, and who work quickly to stop bullying are taking logical steps to help prevent bad outcomes for children and youth, including suicide. However, bullying prevention efforts do not, in and of themselves, constitute comprehensive suicide prevention efforts.

- **Familiarize yourself with media guidelines and best practices for reporting on mental health issues.** Organizations such as, the World Health Organization and American Foundation for Suicide Prevention, have resources for media professionals available online:
  - The World Health Organization’s *Preventing Suicide: A Resource for Media Professionals*, available online at: [http://www.who.int/mental\\_health/media/en/426.pdf](http://www.who.int/mental_health/media/en/426.pdf)
  - American Foundation for Suicide Prevention’s Reporting on Suicide resources, available online at: [http://www.afsp.org/index.cfm?fuseaction=home.viewPage&page\\_id=0523D365-A314-431E-A925C03E13E762B1](http://www.afsp.org/index.cfm?fuseaction=home.viewPage&page_id=0523D365-A314-431E-A925C03E13E762B1)
- Adults also should be cautioned against exposing children and youth to plays, videos, or other materials that depict the site, method, or other details of a completed suicide. Research has indicated that there may be a “contagion” effect of these resources that may increase the likelihood that other youth consider or attempt suicide (Romer, Jamieson, & Jamieson, 2006).
- Remember to always be aware of the warning signs and if you, or someone you know, is in a suicidal crisis or emotional distress, please call 1-800-273-TALK (8255). You can find out more information regarding warning signs and risk factors at: [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org).

## References and Resources

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## VIII. Funding Ideas for Supporting Bullying Prevention Efforts

You can raise money for your community events through a variety of sources and donors. Before you start approaching potential funders, we recommend that you prepare a fundraising action plan along with your proposed budget. The steps outlined below will help you develop a process for getting the funding you need to support and sustain your effort. Feel free to add your own ideas to the plan as you move forward. Good luck!

### Leverage Community Resources

Local organizations are a great place to start your fundraising outreach. Funders tend to view successful fundraising as a demonstration of community support, and provide the in-kind and matching funds needed to be competitive for most grants. As you ask individuals and organizations to partner in this effort, see what they can reasonably offer in terms of their expertise, available staff time, financial contributions, and access to additional support (e.g., grants, donations, volunteers, etc.).

Community support can come in many forms. If you are unable to meet your resource needs by working with your partners, you can reach out to other community organizations by writing proposals or requests for assistance. Businesses and other groups that cannot provide financial support may be able to contribute a variety of supplies, including meeting space, refreshments for an event and free publicity. These donations will help lower the costs of holding a community event or can supplement a school's existing budget for bullying prevention programs.

Nonprofit and faith-based groups that work with youth also make excellent partnerships. Their expertise is invaluable and easily accessible since nearly every community has a YMCA, YWCA, Boys & Girls Club, or scouting and recreation programs. What these organizations may lack in financial resources, they make up for in their ability to gather support and large groups of volunteers. You should also consider seeking financial awards and grants from national affiliates and sponsors. For example, the National Students Against Destructive Decisions (SADD) recently issued grants for its chapters to address bullying awareness and other topics concerning youth.

Other community and corporate donors to consider are:

- Community Foundations, Children's Trusts and United Way agencies
- Healthcare providers and associations, including public health departments, hospitals, medical auxiliaries, insurance companies and HMOs

- Civic clubs, chambers of commerce and business associations
- National corporations that offer grants to communities with retail stores or regional distribution centers
- Local business alliances and trade associations
- Professional membership organizations
- Media companies

The following sources can help you identify relevant national and local grants and funders:

- **The Foundation Center** [[www.foundationcenter.org](http://www.foundationcenter.org)] offers a searchable database of private foundations and corporate donors.
- **National Network of Grantmakers** [[www.nng.org](http://www.nng.org)] is a group of private national, state and regional grantmakers. It features a standard application form and searchable directory of participating foundations and donors.
- **School Grants** [[www.schoolgrants.com](http://www.schoolgrants.com)] shares information on where and how to secure-12 public and private schools can request funding.
- **Guide Star** [[www.guidestar.gov](http://www.guidestar.gov)] provides national listings of nonprofit and charitable organizations, including every tax exempt (501C3) agency.

## Government Grants: Federal and State

Several federal agencies provide financial support for bullying prevention. Register at: [www.grants.gov](http://www.grants.gov) for information on funding alerts and how to apply for related grants. You can also visit FindYouthInfo.gov for resources on government funding and youth programs, including a grants search tool [<http://www.findyouthinfo.gov/funding-information-center/grants-search>].

Several states that have anti-bullying laws allow their departments of education to offer funding to public schools that train their staff in detecting and preventing bullying. Colorado created the Colorado Trust [[www.coloradotrust.org](http://www.coloradotrust.org)] to support youth programs about bullying and violence prevention. Several other states use public-private partnerships to fund their prevention initiatives. Contact your state's department of education, health and social services, or attorney general's office for more information.

## References and Resources

U.S. Department of Education, Office of Communications and Outreach, Guide to U.S. Department of Education Programs, Washington, D.C., 2011.

Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado at Boulder, *Safe Communities—Safe Schools Factsheet: Funding Resources for Prevention Programs*, 2010.

## IX. StopBullying.gov Resources

There are a variety of free bullying prevention and response resources available at: [www.StopBullying.gov](http://www.StopBullying.gov). This comprehensive inventory includes federal and non-federal training materials, evidence-based program directories, articles, and other tools that you may find helpful in addressing bullying and identifying prevention and response strategies. Included below is a step-by-step guide to help you access these resources and navigate the directory efficiently and effectively.

### Step 1

Click “Resources” on the top of the [www.StopBullying.gov](http://www.StopBullying.gov) page. [This page can also be accessed directly at: <http://www.stopbullying.gov/resources>.]



## Step 2

You have two options to locate resources once you open the page:

1. You can click “View All” to sort and filter materials using several different types of criteria. This page can be directly accessed at: [www.stopbullying.gov/resources/all](http://www.stopbullying.gov/resources/all).
2. You can search by keyword using the search box in the middle of the page.

The screenshot shows the stopbullying.gov website. At the top, there is a blue header with the logo and navigation links: Home | Newsroom | Videos | Resources | Policies & Laws. A 'Kids' button is also present. Below the header is a dark blue navigation bar with categories: WHAT IS BULLYING, CYBER BULLYING, WHO IS AT RISK, PREVENT BULLYING, RESPOND TO BULLYING, and GET HELP NOW. The main content area has a breadcrumb trail: Home > Resources. There are text size controls (A A A) and social sharing icons (Print, Send, Post, Tweet, Share). The title is 'Resources'. The text reads: 'Get tips, facts, toolkits, training materials, and more by entering a topic related to bullying in the keyword search below. This comprehensive inventory includes federal and non-federal training materials, evidence-based program directories, articles, and other resources that you may find helpful in addressing the problem of bullying. We also welcome nominations of resources to add to the inventory.' Below this is a 'Find Resources' section with a 'Keyword' search box, a 'Search' button, and a 'View All' link. A red arrow points to the 'View All' link.

### Step 3

You can search and filter resources by the criteria listed below.

- Topic Area (e.g., Prevention, Schools, LGBT, Cyberbullying, etc.)
- Source (e.g., Toolkit, Podcasts, Webinar, Tips & Facts, etc.)
- Federal and Non-Federal Source Types
- Publication Date

Home > Resources > Resource Results

Text Size: **A** **A** **A**

**All Resources**

Title	Type	Contributor	Year
▶ Cyberbullying: Tips for Intervention and Prevention	Tips & Facts	Anti-Defamation League	
▶ Taking a Stand: A Student's Guide to Stopping Name-Calling and Bullying	Tips & Facts	Anti-Defamation League	
▶ What Can be Done About Name-Calling and Bullying? Some best practices	Tips & Facts	Anti-Defamation League	
▶ Bullying Prevention and Summer Camp Programs	Tips & Facts	American Camp Association	
▶ Curriculum Connections: Cyberbullying: Understanding and Addressing Online Cruelty	Toolkit & Training	Anti-Defamation League	
▶ Curriculum Connections: Words That Heal	Toolkit & Training	Anti-Defamation League	
▼ It's Your Life	Tips & Facts	American Bar Association	
<p>It's Your Life helps LGBTQ youth in foster care navigate the child welfare system. Explore this site to understand your rights and receive the care and attention you are entitled to.</p> <p>Topics: LGBT, Policies &amp; Laws</p> <p>For more info please visit <a href="http://new.abanet.org/child/Pages/lgbtq.youth.aspx">http://new.abanet.org/child/Pages/lgbtq.youth.aspx</a></p>			
▶ See a Bully, Stop a Bully, Make a Difference	Campaign	American Federation of Teachers	
▶ Blueprints for Violence Prevention	Evidence-based Programs	Center for the Study and Prevention of Violence, University of Colorado	
▶ Brain Works & Coping Skills for Kids	Toolkit & Training	Brain Works Project	

Previous 1 2 3 4 5 6 7 8 9 10 11 12 Next

Nominate Resources for Consideration

**View All**

Search

**Topic(s):**

- Development (10)
  - Healthy
  - Relationships (9)
  - Violence (9)
  - Policies & Laws (8)
  - Gender (2)
  - Teen Dating

**Type(s):**

Check All | Uncheck All

- Tips & Facts (46)
- Toolkit & Training (21)
- Campaign (19)
- Research (14)

**Source Type(s):**

Check All | Uncheck All

- NonFederal (70)
- Federal (50)

**Date(s):**

- 2012 (6)
- 2011 (21)

## Step 4

StopBullying.gov also welcomes resource nominations to add to the online directory. If you would like to share a research or evidence-based tool or best practice that has helped address the issue of bullying in your community, please fill out the Resource Submission Form. Please carefully review the linking policy specified on the form. The form is located at: [www.stopbullying.gov/resources/new](http://www.stopbullying.gov/resources/new).

Home > Resources > Resources Submission Form

Text Size: **A** **A**     

### Resource Submission Form

We welcome suggestions of resources to add to the inventory. Please only submit links to resources that are hosted by government or non-profit organizations. Links will not be accepted if they promote specific legislation, commercial services or products, opinions, vulgar or abusive language, personal attacks, offensive terms that target specific groups or individuals, or content not directly related to bullying. Materials must demonstrate a foundation in best available research or evidence, reflect best practices in communication science, and reasonably be determined to not cause harm. Copyrighted material will require the permission of its owner to be considered for posting.

**Note:** Listing of resources on StopBullying.gov does not constitute an endorsement by the U.S. Federal Government or the member agencies of the StopBullying.gov.

Name:

Email:

Title of resource:

Author of resource:

Link to resource:

Year resource was developed or last updated (optional):

Description: (max 4000 characters)

## X. Instructions for Submitting Feedback Forms

Thank you for participating and learning about strategies to address bullying in your community. Your feedback on the Training Module and Community Action Toolkit is key to understanding the impact of our resources and your bullying prevention efforts.

### Feedback Forms for Training Module Participants

- **Feedback Form A**—to be completed after the Training Module which allows participants to assess the quality and usefulness of the training  
Available in this Toolkit or online at: <http://www.surveymonkey.com/s/KFCK7T6>
- **Feedback Form B**—to be completed four months after the training to gain an understanding of how helpful the resources were in meeting your goals  
Available in this Toolkit or online at: <http://www.surveymonkey.com/s/MCRCFDB>

### Feedback Forms for Community Event Participants

- **Feedback Form C**—to be completed after the community event to assess the success of the event and participants' interest in being involved in community bullying prevention efforts  
Available in this Toolkit or online at: <http://www.surveymonkey.com/s/MC26XSW>
- **Feedback Form D**—to be completed four months after the training to gain an understanding of event participants' contributions to the communitywide initiative  
Available in this Toolkit or online at: <http://www.surveymonkey.com/s/NMHKHL3>

Feedback forms can be submitted either via email to [bullyingtraining@hrsa.gov](mailto:bullyingtraining@hrsa.gov) or by using the appropriate survey link. Thank you for your time in providing feedback on the content and quality of the resources shared during the training.

**Public Burden Statement:** An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB control number for this project is 0915-0212. Public reporting burden for this collection of information is estimated to average .25 hours per response, including the time for reviewing instructions, searching existing data sources, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to HRSA Reports Clearance Officer, 5600 Fishers Lane, Room 10-29, Rockville, Maryland, 20857.

Approved OMB # 0915-0212 Exp. Date 07/31/2015

# Form A: Feedback Form for Bullying Prevention Training Module Participants

*(Completed Immediately After the Training)*

Thank you for your participation in the Bullying Prevention Training. This form will be used to assess the Training Module and Community Action Toolkit resources. Your feedback on the content and quality of the Training Module and Community Action Toolkit is appreciated. This form can be submitted via email to [bullyingtraining@hrsa.gov](mailto:bullyingtraining@hrsa.gov) or completed online at: <http://www.surveymonkey.com/s/KFCK7T6>.

## Participant Information

Please provide your name and email address for follow-up in 4 months.

Trainee Name: (OPTIONAL) \_\_\_\_\_

Email: (OPTIONAL) \_\_\_\_\_

Name/Address of Organization: (OPTIONAL) \_\_\_\_\_

1. What profession/sector do you represent? (if applicable):

- Education
- Government & Elected Officials
- Health & Safety
- Law Enforcement
- Child Care/After School & Out-of-School Care
- Faith-Based
- Corporation or business
- Mental Health & Social Service
- Parents & Caregivers
- Youth Leaders Organizations
- City/County Recreation
- Other (explain) \_\_\_\_\_

2. Date/Location of Training: \_\_\_\_\_

## Training Satisfaction

3. Please rate how satisfied you are overall with the Training Module and Community Action Toolkit.

	Not Satisfied	Neutral	Satisfied
Bullying Defined	1	2	3
Description of the Many Forms of Bullying	1	2	3
Ten Key Findings About Bullying	1	2	3
Best Practices in Bullying Prevention & Response	1	2	3
Misdirections in Bullying Prevention & Response (video)	1	2	3
Case Studies: What's Working in Bullying Prevention & Response	1	2	3
Action Planning & Group Brainstorm	1	2	3
Next Steps: Putting What You Learned Into Practice	1	2	3
Community Action Toolkit	1	2	3

4. Before this training, how knowledgeable were you about the issue of bullying and best practices in bullying prevention and response?

- Extremely knowledgeable about best practices
- Very knowledgeable about best practices
- Somewhat knowledgeable about best practices
- Limited knowledge about best practices

5. After this training, how knowledgeable are you overall about the issue of bullying and best practices in bullying prevention and response?

- Extremely knowledgeable about bullying and best practices
- Very knowledgeable about bullying and best practices
- Somewhat knowledgeable about bullying and best practices
- Limited knowledge about bullying and best practices

6. What did you like the most about the Training Module and Community Action Toolkit?

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7. What changes or additions would most improve the Training Module and Community Action Toolkit?

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8. How likely would you be to use the Training Module and Community Action Toolkit to:

	Not likely at all	Somewhat likely	Very likely
a. Acquaint colleagues/staff about bullying	1	2	3
b. Conduct bullying awareness workshop at regional or national conferences	1	2	3
c. Hold a bullying awareness workshop for a local chapter/association/meeting of colleagues (single sector)	1	2	3
d. Organize a multi-agency/discipline group to convene a town hall or community event to raise awareness	1	2	3
e. Organize a multi-agency/discipline group to convene a community event and facilitate action plans for prevention responses	1	2	3
Other (please specify):	1	2	3

9. Do you plan to hold a community event on bullying when you return to your community?
- Yes
  - No
  - Not Sure

10. What additional information or support do you need to be able to assume the roles and carry out tasks you have indicated an interest in doing?

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**Thank you for taking the time to provide feedback!**

**Public Burden Statement:** An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB control number for this project is 0915-0212. Public reporting burden for this collection of information is estimated to average .25 hours per response, including the time for reviewing instructions, searching existing data sources, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to HRSA Reports Clearance Officer, 5600 Fishers Lane, Room 10-29, Rockville, Maryland, 20857.

# Form B: Evaluation Form for Bullying Prevention Training Module Participants

*(Completed Four Months After the Training Module)*

Thank you for your participation in a Bullying Prevention Training approximately four months ago. This form will be used to gain an understanding of how helpful the Training Module and Community Action Toolkit was in meeting your bullying prevention and response goals.

Information and feedback on the accomplishments and the challenges you faced, or may be facing, in organizing and sustaining a community-wide bullying response and prevention effort is appreciated.

This form can be submitted via email to [bullyingtraining@hrsa.gov](mailto:bullyingtraining@hrsa.gov) or completed online at: <http://www.surveymonkey.com/s/MCRCFDB>.

1. How many community events have taken place since you participated in the Bullying Prevention Training Module? \_\_\_\_\_
2. Please provide information below about each community event that has occurred or is in the planning stages. If there were more than three events, describe the three most recent.

	Event 1	Event 2	Event 3
What was the target area for the event and/or initiative? (Note: Your answer could describe a geographic area or one/several institutions or agencies.)			
What was/is the date of the event?			
Briefly describe the nature of the event. (e.g., a town hall meeting, workshop)			
What was/is the target audience(s) for the event?			

	Event 1	Event 2	Event 3
Explain strategies in planning and organizing the event(s): (e.g., was it planned by a single agency or by a coalition?)			
What were the objectives of the event?			
How many individuals were engaged in the planning and organization of the event?			
How many attended?			
Did this number meet your expectations?	<input type="radio"/> Below my expectations <input type="radio"/> Met my expectations <input type="radio"/> Exceeded my expectations	<input type="radio"/> Below my expectations <input type="radio"/> Met my expectations <input type="radio"/> Exceeded my expectations	<input type="radio"/> Below my expectations <input type="radio"/> Met my expectations <input type="radio"/> Exceeded my expectations
How many of the objectives of the town hall meeting(s) or other community event(s) were met?	<input type="radio"/> All objectives were met <input type="radio"/> Most of the objectives were met <input type="radio"/> Some of them <input type="radio"/> None of them	<input type="radio"/> All objectives were met <input type="radio"/> Most of the objectives were met <input type="radio"/> Some of them <input type="radio"/> None of them	<input type="radio"/> All objectives were met <input type="radio"/> Most of the objectives were met <input type="radio"/> Some of them <input type="radio"/> None of them
What long-term goals were established by the participants?			

3. Considering all events described in Question 2, identify which tools from the Community Action Toolkit have been used (check box in 1st column) and rate the overall usefulness. For each attribute, use the 3-part scale of: **0=not applicable or cannot say/...1= little to not at all.../2=somewhat.../3=very...** (Circle best response from 0 to 3)

✓ If used	Tools	Usefulness NA/ not useful to very useful
	Template Community Event Agenda	0 1 2 3
	Landscape Assessment	0 1 2 3
	Community Engagement Tip Sheet	0 1 2 3
	Guide To Mobilizing Communities In Bullying Prevention	0 1 2 3
	Action Planning Matrix	0 1 2 3
	Tips for Working With The Media	0 1 2 3
	Funding Ideas For Supporting Bullying Prevention Efforts	0 1 2 3
	Bullying and Suicide: Cautionary Notes	0 1 2 3
	Evaluation Handouts	0 1 2 3

4. Thinking of community events you described in Question 2, how satisfied were you with the outcomes and plans for future efforts?

Outcomes & Future Efforts	Dissatisfied	Neutral	Satisfied
Commitment of core partners/stakeholders was strengthened by the turnout and/or interest expressed by participants	1	2	3
Additional stakeholders joined and offered to help because of the event(s)	1	2	3
Participants agreed to reach out to the community, share the knowledge, hold similar events, or fundraise	1	2	3
Consensus by the larger group was shown on the proposed goals for community resources and prevention efforts	1	2	3
Other (please specify):	1	2	3

5. How important was the information below (as presented at the Bullying Prevention Module Training) in meeting your needs, or those of your group/agency.

Training & Event Elements	Very unimportant	Somewhat unimportant	Somewhat important	Very important
Bullying Defined	1	2	3	4
Description of the Many Forms of Bullying	1	2	3	4
Ten Key Findings About Bullying	1	2	3	4
Best Practices in Bullying Prevention & Intervention	1	2	3	4
Misdirections in Bullying Prevention & Intervention (video)	1	2	3	4
Case Studies: What's Working in Bullying Prevention and Response	1	2	3	4
Action Planning & Group Brainstorm	1	2	3	4
Next Steps: Putting What You Learned Into Practice	1	2	3	4
Community Action Toolkit	1	2	3	4

6. What do you think are the **two** main obstacles to success in planning and implementing your community's response strategies?

- a. \_\_\_\_\_ Interest and commitment by community leaders is too low
- b. \_\_\_\_\_ Community agencies lack the time and resources
- c. \_\_\_\_\_ Prevention capacity of critical agencies/organizations is weak
- d. \_\_\_\_\_ Conflicting priorities and scarce resources at schools and most youth-serving agencies and community groups
- e. \_\_\_\_\_ Mistrust and/or competitiveness makes coalition-building difficult
- f. \_\_\_\_\_ Other: \_\_\_\_\_
- g. \_\_\_\_\_ Other: \_\_\_\_\_

7. What other information, materials or resource needs would be helpful in organizing awareness-raising events and community prevention responses?

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8. How have you, or your group/agency, applied the information you gained at the initial community event to your work?

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9. As a result of your efforts to raise awareness about bullying and develop a call-to-action for your sector/community, do you believe that your organization's priorities in bullying prevention have changed from six months ago to now:

- Remains a very important priority
- Has become very important
- Has become somewhat important
- Has become a priority, yet not an important one
- Remains not a priority at all

**Thank you for taking the time to provide feedback!**

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## Form C: Feedback Form for Community Event Participants

*(Completed Immediately After the Event)*

You just attended a community event that used a resource called: Bullying Prevention Training Module and Community Action Toolkit. Your feedback on the content and quality of this event is appreciated.

This form can be submitted via email to [bullyingtraining@hrsa.gov](mailto:bullyingtraining@hrsa.gov) or completed online at: <http://www.surveymonkey.com/s/MC26XSW>.

Event title: \_\_\_\_\_ Date: \_\_\_\_\_

Participant Name: \_\_\_\_\_

Email: \_\_\_\_\_

Event Convener: \_\_\_\_\_

Event Location: \_\_\_\_\_

1. How did you learn about this event?

- In the media
- Colleague, co-worker or friend
- Invited by a community member, group or agency
- Invited by event organizers
- Helped to organize or host the event
- Other (explain) \_\_\_\_\_

2. What did you expect to bring to and/or take away from the event? (Select all that apply.)

- Expand my understanding on the problem of bullying among youth
- Learn about what can be done to prevent bullying
- Network and make contact with community partners/agencies
- Give support to the bullying prevention initiative
- Offer advice on bullying prevention (or related area) from my expertise or profession
- Other (explain) \_\_\_\_\_

3. How satisfied were you with the event logistics and the training?

<b>Planning &amp; logistics</b>	<b>Dissatisfied</b>	<b>Neutral</b>	<b>Satisfied</b>
Publicity for the event(s)	1	2	3
On-site facilities	1	2	3
Number of participants	1	2	3
<b>Content &amp; Delivery</b>	<b>Dissatisfied</b>	<b>Neutral</b>	<b>Satisfied</b>
Quality/Clarity of presentation	1	2	3
Length of the entire program	1	2	3
Content of the training	1	2	3
Quality of the materials	1	2	3

4. What did you like the most about the event?

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5. What changes or additions would have improved the event?

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6. Rate the extent to which your knowledge about bullying prevention and response **increased** as a result of this event.

Knowledge Areas	Learned <u>nothing new</u>	Learned <u>some new things</u> , but knew much of what was shared.	Learned a <u>great deal</u>
a. What is bullying and how can it be detected?	1	2	3
b. What is the prevalence of bullying among youth for different age groups, and for girls and boys?	1	2	3
c. What are the possible consequences for children who bully, are bullied, and are bully/victims?	1	2	3
d. What are the elements of best practice in bullying prevention and response?	1	2	3
e. What misdirections should be avoided in bullying policies and practices?	1	2	3
f. Why are community strategies in bullying prevention needed and being advocated for?	1	2	3

7. How willing are you to play an active role in advocating for or participating in the bullying prevention initiative?

- Extremely committed and interested
- Somewhat interested in assisting
- Not interested
- Interested, but unable to assist at this time

8. If you responded that you are willing to play an active role in this community initiative, please indicate the ways you want to assist. (Select all that apply.)

- Assist with outreach and/or publicity for future events
  - Serve as a spokesperson for my group, agency or sector
  - Assist in planning and organizing another event
  - Serve on the coalition or group planning the community initiative
  - Contribute materials, services or financial resources in support of the initiative
  - Other (explain)
-

*If you represent a group, business or agency, please answer the following questions. If not, please skip the next two questions.*

9. Describe the type of organization that you are with or represent. Check all that apply.

- Education
  - Government & Elected Officials
  - Health & Safety
  - Law Enforcement
  - Child Care/After School & Out-of-School Care
  - Faith-Based
  - Corporation or business
  - Mental Health & Social Service
  - Parents & Caregivers
  - Youth Leaders Organizations
  - City/County Recreation
  - Other (explain)
- 

10. In your opinion, how important a priority is bullying prevention for your group or agency currently?

- Very important priority
- Somewhat important priority
- Not an important priority
- Not a priority at all

**Thank you for taking the time to provide feedback!**

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# Form D: Feedback Form for Community Event Participants

*(Completed Six Months After the Initial Community Event)*

You attended an event about six months ago that was convened by

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[NAME OF CONTACT PERSON & AGENCY]

to share information about the issue of bullying among youth and what can be done to prevent it.

We are interested in your feedback on the information and resources that were shared at this event and would like to know what further actions you, or the organization that you work for or represent, may have taken in support of this community initiative.

This form can be submitted via email to [bullyingtraining@hrsa.gov](mailto:bullyingtraining@hrsa.gov) or completed online at: <http://www.surveymonkey.com/s/NMHKHL3>

## Background Information

1. Please select the sector that best describes the organization you are primarily affiliated with

<ul style="list-style-type: none"><li><input type="radio"/> Elected officials &amp; government</li><li><input type="radio"/> Educators</li><li><input type="radio"/> Health &amp; safety professionals</li><li><input type="radio"/> Law enforcement officials</li><li><input type="radio"/> Mental health &amp; social services professionals</li><li><input type="radio"/> Faith-based</li></ul>	<ul style="list-style-type: none"><li><input type="radio"/> City/county recreation</li><li><input type="radio"/> Parents &amp; caregivers</li><li><input type="radio"/> Corporate &amp; business professionals</li><li><input type="radio"/> Child care/after school &amp; out-of-school care professionals</li><li><input type="radio"/> Youth leaders organizations</li></ul>
<ul style="list-style-type: none"><li><input type="radio"/> Other (describe)</li></ul>	

2. Do you currently live and/or work in the target area for the bullying prevention event and initiative?

- Yes, I live and work in the target area
- I live outside of the target area, but my work covers this area
- No, I live and work outside of the target area

### Activities Following the Initial Community Event

3. To your knowledge, have there been follow-up initiatives or activities in your community that have focused on the issue of bullying among children and youth?

- Yes
- No (If no, skip to question 5)

4. Please describe the nature of any follow-up initiative or activities in your community.

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5. Were these initiatives or activities coordinated by a group or a coalition?

- Yes - Name: \_\_\_\_\_
- No
- I'm not sure

6. Have you (or the group/agency you represent) participated in any of these initiatives or activities?

- Yes
- No

7. If you answered yes to question 6, please describe roles you or your organization played in these initiatives or activities. (Select all that apply.)

- Recruited participants, sponsors or partnering agencies for subsequent activities
- Helped to plan another awareness-raising event
- Joined the coalition/group that is planning the community prevention initiative
- Contributed time, materials or financial resources to the initiative
- Other (describe)

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- Other (describe)

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8. If you answered yes to question 5, how would you characterize the work of this group/coalition's bullying prevention initiative? Rate the following qualities as **not at all true** to **very true**.

The planning group/coalition...	Not at all true	Somewhat true	Very True
a. Facilitates group communications and consensus-building with respect and inclusiveness	1	2	3
b. Reaches out and draws in a diverse and committed group of stakeholders and community leaders	1	2	3
c. Maximizes the strengths of individuals and agencies in assigning tasks	1	2	3
d. Sets clear objectives and action steps	1	2	3
e. Organizes efficient meetings and well-managed events	1	2	3
f. Collects and uses data to inform decisions, and constantly improve strategies and outcomes	1	2	3

9. How have you, or your group/agency, applied the information you gained at the initial community event to your work?

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10. What additional information and resources are needed to proceed with next steps in implementing prevention plans and strategies in your community?

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Thank you for taking the time to provide feedback!

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# Health Resources and Services Administration SUPPORTING STATEMENT

## Bullying Prevention Training Modules Feedback Forms

### A. Justification

#### 1. Circumstances of Information Collection

The Health Resources and Services Administration (HRSA) currently has approval under the generic clearance, Office of Management and Budget (OMB) Control No. 0915-0212, to conduct customer satisfaction surveys and focus groups. This collection of information helps fulfill the requirements of:

- a. Executive Order 12862, “Setting Customer Service Standards,” which directs Agencies to continually reform their management practices and operations to provide service to the public that matches or exceeds the best service available in the private sector.

This is a request for OMB approval of qualitative voluntary customer satisfaction surveys under HRSA’s generic clearance. HRSA’s Maternal and Child Health Bureau (MCHB) will obtain feedback from consumers of a resource titled *Bullying Prevention Training Modules and Community Action Toolkit*. Production of this new resource was funded through HRSA’s contract entitled *Communications Management Services to Support the HRSA National Bullying Prevention Campaign*, contract number GS23F0141L. The statement of work for this current contract includes both the production and dissemination of the training modules project, to include Power Point slides and a step-by-step guide for conducting a community event addressing bullying. This contract has been extended through September 22, 2013.

Executive Order 12862 directs agencies that “provide significant services directly to the public” to “survey customers to determine the kind and quality of services they want and their level of satisfaction with existing services”. The objective of surveying the consumers of the *Bullying Prevention Training Modules and Community Action Toolkit* is to provide insight regarding user opinions, experiences and perceptions of the new resource. This information will inform revision of the product in order to ensure that the target audience’s needs are being effectively met. Target audiences for this resource include community members of all different backgrounds: elected officials, faith leaders, youth leaders, and professionals in education, health and safety, law enforcement, child care and out-of-school care, mental health and social services, local recreation offices, as well as leaders of the local business community.

2. Purpose and Use of the Information

As local communities respond to increased awareness about the negative impact of bullying on youth, they actively seek bullying prevention expertise to provide evidence-informed, accurate information to inform prevention efforts. HRSA's new *Bullying Prevention Training Modules and Community Action Toolkit* responds to this need by distilling the latest evidence and expert opinion

3. Use of Improved Information Technology

The surveys will employ technology by being accessible via an online survey application (i.e., Survey Monkey). In addition, the forms will be available for download as a Word document to increase user accessibility. The Word document version will be accepted via email to HRSA's contractor. In both methods of feedback (online survey and Word document), all data will be extracted and compiled into one spreadsheet for analysis.

4. Efforts to Avoid Duplication

Each survey is designed to collect user feedback at a different stage in the implementation of the *Bullying Prevention Training Modules and Community Action Toolkit*. Form A will be used immediately after receiving the training while Form B will be used four months later to assess the utility of the resource in planning a community event. Form C will be used immediately after a local community event where the Community Action Toolkit is used, and Form D will be used four months later to assess the utility of the resource among community members who attended a community event. None of the forms are duplicative of any other information collection.

5. Involvement of Small Entities

These surveys will not have a significant impact on small businesses or other small entities.

6. Consequences if Information Collected Less Frequently

Information gathered through these surveys will serve to inform future revisions to the *Bullying Prevention Training Module and Community Action Toolkit*. If the information from the surveys is not collected, program staff will not be informed as to what revisions/improvements need to be made to the toolkit. There are no legal obstacles to reduce the burden.

7. Consistency With the Guidelines in 5 CFR 1320.5(d)(2)

These surveys will be implemented in a manner fully consistent with 5 CFR 1320.5(d)(2).

8. Consultation Outside the Agency

In accordance with 5 CFR 1320.8(d), on April 24, 2009, a 30-day notice was published in the *Federal Register* (Vol. 74, Page 18726) for HRSA's generic clearance, OMB Control No. 0915-0212. No public comments were received.

9. Remuneration of Respondents

Respondents are not remunerated.

10. Assurance of Confidentiality

This proposed collection of information will involve the names of respondents, their email address and their organization's name in order to conduct follow up outreach using Forms B-D included in this package. This collection will fully comply with all aspects of the Privacy Act, and will be conducted by HRSA's contractor. Participation is fully voluntary, and personally identifiable information will not be shared with HRSA staff. Respondents will be assured that neither their participation/non-participation nor any responses to items will have any effect on their participation in HRSA programs. All raw data will be destroyed.

11. Questions of a Sensitive Nature

The surveys do not contain questions of a sensitive nature.

12. Estimates of Annualized Hour Burden

*Respondents:*

The total respondent burden for the customer satisfaction surveys is estimated to be 175 hours. We expect a total of 700 respondents to use the *Bullying Prevention Training Module and Community Action Toolkit* and to provide user feedback: 50 respondents from the pool of individuals that access the resource (both immediately after training and at 4 months for follow-up), and 300 respondents who attend a community event employing the resource (both immediately after the event and at 4 months for follow-up).

*Annual burden estimates:*

Type of Collection	Number of Respondents	Responses per Respondent	Total Responses	Hours per Respondent	Total Burden Hours	Wage Rate	Total Hour Cost
Form A: Feedback Form for Bullying Prevention Training Module Participants	50	1	50	0.25	12.5	\$44/hr	\$550
Form B: Feedback Form for Bullying Prevention Training Module Participants (follow-up)	50	1	50	0.25	12.5	\$44/hr	\$550
Form C: Feedback Form for Community Event Participants	300	1	300	0.25	75	\$44/hr	\$3300
Form D: Feedback Form for Community Event Participants (follow-up)	300	1	300	0.25	75	\$44/hr	\$3300
Total	350	--	700	--	175	--	\$7700

The total burden anticipated through collecting this user feedback is approximately 175 hours, totaling \$7700 in total hour cost. All members of the public will have access to the *Bullying Prevention Training Module and Community Action Toolkit*, and participation in survey activities will not be required in order to use the resources.

*Planned frequency of information collection:*

This information will be collected in stages: after initial training, four months later, after initial community event using the training resources, and four months later.

13. Estimates of Annualized Cost Burden to Respondents

The only associated cost to respondents is their time to provide the requested information.

14. Estimates of Annualized Cost to the Government

The surveys will be accessible through the StopBullying.gov website. Collection and analysis of the data, including the storage and destruction of personally identifiable information, will be performed by HRSA's bullying prevention contractor. This activity fits within the existing scope of work and award of this contract with an estimated annual cost of \$20,000.

15. Change in Burden

Not Applicable. This is a new activity under HRSA's generic clearance and will be included in the total burden currently approved by OMB under OMB Control No. 0915-0212.

16. Plans for Analysis and Timetable of Key Activities

All data will be collected by HRSA's contractor and will occur in the stages outlined previously. The HRSA contractor will compile information from the online survey database and surveys received in Word document format via a secure email account. Personally identifiable information will be destroyed as it is no longer needed for follow up. After 12 months of collection, the contractor will deliver the full data analysis to HRSA. Findings will only be used for internal service improvement and will not be generalized to the public. There are no plans for publication of any survey results.

17. Exemption for Display of Expiration Date

No exemption is being requested. The expiration date will be displayed.

18. Certifications

This information collection activity will comply with the requirements in 5 CFR 1320.9.