

*Early Relationship Abuse
Prevention Program (Early RAPP):*
**Effectiveness in Preventing
Dating Violence Among
Middle School Students**

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**Mayor's Office to
End Domestic and
Gender-Based Violence**

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Executive Summary

This report summarizes the effectiveness of the Early Relationship Abuse Prevention Program (Early RAPP) in teaching middle school students about healthy relationships and preventing dating violence. The program helps students identify unhealthy behaviors and build healthy relationship skills. Community Educators run interactive workshops for students, parents, and school staff, covering topics like consent and dating violence.

To measure the program's impact, surveys are administered to students before and after the workshops. The surveys consist of fourteen questions, each containing a statement. Students are then asked to determine if the statement is true or false, or to categorize it as healthy, unhealthy, or not sure, depending on the specific question (see Table 1 for the questions). The results from these surveys, taken from January 2019 through June 2024, show a statistically significant, meaningful, increase in students' knowledge and understanding after the workshops, proving the program's effectiveness. The report also includes testimonials on the impact of the program for students and staff.

Background

Teen relationship abuse is a pervasive issue affecting a significant proportion of adolescents in the United States. This abuse can have long-lasting effects on individuals and communities, including emotional trauma and the perpetuation of violence into adulthood. A nationally representative survey found that among dating teens, 69% reported lifetime victimization and 63% reported perpetration of relationship abuse (Taylor & Mumford, 2016). While psychological abuse was most common, physical and sexual abuse were also substantial, with 18% reporting victimization in each category (Taylor & Mumford, 2016).

In 2019, over 1 in 10 New York City high school students who dated reported being physically hurt by their partner.¹ Students who experienced dating violence were more likely to have poor emotional health, with over twice as many feeling persistently sad (15% vs. 6%) and almost five times more likely to have attempted suicide (34% vs. 7%) compared to those who hadn't experienced dating violence.² These students also felt less safe, with victims being four times more

¹ New York City Department of Health and Mental Hygiene. (n.d.). Visualizations. Retrieved December 23, 2024 from <https://a816-health.nyc.gov/hdi/epiquery/visualizations?PageType=ps&PopulationSource=YRBS>. See question "Experienced physical dating violence", 2019. The dating violence survey question: "During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)"

² New York City Department of Health and Mental Hygiene. (n.d.). Visualizations. Retrieved December 23, 2024, from <https://a816-health.nyc.gov/hdi/epiquery/visualizations?PageType=ps&PopulationSource=YRBS>. Felt sad question: "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activities?" Attempted suicide question: "During the past 12 months, how many times did you actually attempt suicide?" Miss school question: "During the past 30 days, on how many days did you not go to school because you felt you would be unsafe at school or on your way to or from school?" Bullied on school property question: "During the past 12 months, have you ever been bullied on school property?" E-bullied question: During the past 12 months, have you ever been electronically bullied? (Count being bullied through texting, Instagram, Facebook, or other social media.)" Carry firearm question: During the past 12 months, on how many days did you carry a gun? (Do not count the days when you carried a gun only for hunting or for a sport, such as target shooting.)" Carry a weapon question: During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?.

likely to miss school because they felt unsafe (34% vs. 8%), and three times more likely to be bullied, both in-person (22% vs. 7%) and online (23% vs. 7%). Additionally, they were almost seven times more likely to carry a firearm (53% vs. 8%) and four times more likely to bring a weapon to school (36% vs. 8%). Lastly, these victims were nearly four times more likely to get into physical fights compared to students who hadn't experienced dating violence (22% vs. 6%).

The prevalence of this issue highlights the need for universal prevention programs. School-based workshops offer a crucial platform for educating adolescents about healthy relationships and preventing abuse. These workshops can effectively engage students in discussions about consent, healthy relationship behaviors, and the importance of respect. They can also provide students with the skills and knowledge needed to recognize and address abusive behaviors in their relationships.

Understanding the context and meaning of violence for young people is crucial. Factors such as gendered power relations and teenagers' own experiences should be considered when addressing this complex issue (Barter, 2007). These findings emphasize the importance of comprehensive approaches to prevent and address teen relationship abuse. Early intervention through school-based education is essential to mitigate these impacts and foster a culture of respect and consent among young people.

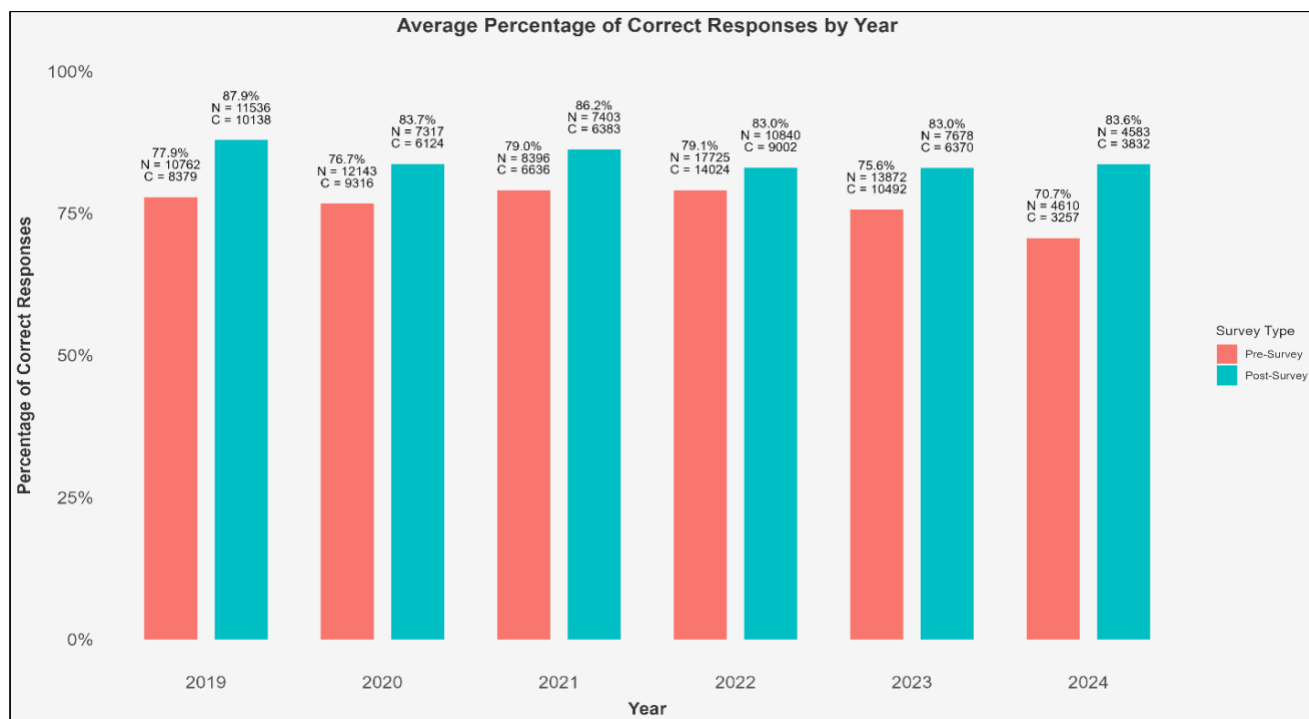
The Early Relationship Abuse Prevention Program (Early RAPP) is designed to address these issues by providing evidence-based, trauma-informed education to middle school students in New York City. The program's mission is to prevent teen relationship abuse before it starts, by promoting healthier relationship behaviors through interactive workshops and connecting students and families to critical support services and counseling.

Findings

Overall Change in Correct Response in Pre- and Post-Surveys

Comparing the percentage of correct answers between pre- and post-surveys reveals that students significantly increased their understanding of dating violence and healthy relationships. For the 2019 to 2024 period, the average percentage of correct responses increased from 77.2% in the pre-survey to 84.8% in the post-survey – a 7.6-percentage point increase. Chart 1 provides an annual comparison of pre- and post-survey scores, which reflects a recent trend of a decrease in the average percentage of correct answers in the pre-survey from 79.1% in 2022, 75.6% in 2023 to 70.7% in 2024. At the same time, the percentage of correct answers in the post-survey remained consistent during that time (an average of 84.6% correct responses from 2022 through 2024). In 2024, despite the decrease in pre-survey scores, there was a 12.9 percentage point increase between pre- and post-survey scores – the largest increase observed in any year.

Chart 1: Average Percentage of Correct Responses by Year



Overall, the bar chart visually confirms the statistical analysis findings (see Appendix, Table A2), showing a consistent and significant increase in the percentage of correct responses from pre- to post-surveys each year. This demonstrates the Early RAPP program's effectiveness in enhancing students' knowledge and understanding of healthy relationships and dating violence.

Question Level Changes in Pre- and Post-Surveys

At the question level, students' understanding of dating and healthy relationships improved across all 14 questions in the pre- and post-survey (details in Appendix, Tables A1 and A2). Table 1 below highlights the positive impact of the program on students' understanding of various aspects of dating violence and healthy relationships. For most statements, students showed a small but statistically significant improvement in their correct responses from pre-survey to post-survey. For the following question, students showed the most improvement between the pre- and post-survey:

- *Checking a dating partner's phone to see who they're texting* (answer options are healthy, unhealthy, not sure and the correct answer is unhealthy): Survey scores increased by 15.8 percentage points, from 51.2% on the pre-survey to 67.0% on the post- survey.
- *Hanging out with friends without your dating partner there* (answer options are healthy, unhealthy, not sure and the correct answer is healthy): Survey scores increased by 11.6 percentage points, from 60.2% on the pre-survey to 71.8% on the post- survey.
- *Continuing to ask someone to do something until they say yes* (answer options are healthy, unhealthy, not sure and the correct answer is unhealthy): Survey scores increased by 11.7 percentage points, from 75.7% on the pre-survey to 87.4% on the post- survey.
- *Agreement is necessary to engage in any act (physical or non-physical) with our partners and our friends* (answer options are true or false and the correct answer is true): Average

survey scores increased by 9.3 percentage points, from 74.8% on the pre-survey to 84.1% on the post- survey.

- *I know how to how to help a friend who may be in an unhealthy relationship* (answer options are true or false and the correct answer is true): Survey scores increased by 9.1 percentage points, from 75.8% on the pre-survey to 84.9% on the post- survey.

The program effectively enhanced students' knowledge and attitudes towards healthy relationships and dating violence.³

Table 1: Comparison of Pre- and Post-Survey Correct Answer by Question

Question	Correct Answer	% Pre-Survey Correct	% Post-Survey Correct	Percentage Point Change	Magnitude of Change
1. Abuse is not always physical violence	Agree	79.8%	87.3%	+7.5	Small
2. Relationship abuse can happen in LGBTQ relationships	Agree	90.3%	95.7%	+5.4	Small
3. People should always dress in a way that makes their dating partner comfortable	Disagree	72.3%	79.4%	+7.1	Small
4. If someone stays in abusive relationship, then it probably means they are okay with the abuse	Disagree	89.1%	93.7%	+4.6	Small
5. In general, men should have more control than women	Disagree	88.8%	93.8%	+5.0	Small
6. Friends who trust each other must share their social media passwords with each other	Disagree	91.1%	94.7%	+3.6	Small
7. I can solve problems with people without using violence or insults	Agree	83.4%	87.4%	+4.0	Small
8. If I saw another student getting bullied, I would tell an adult at school	Agree	80.7%	83.7%	+3.0	Small
9. I know how to how to help a friend who may be in an unhealthy relationship	Agree	75.8%	84.9%	+9.1	Moderate
10. Agreement is necessary to engage in any act (physical or non-physical) with our partners and our friends	Agree	74.8%	84.1%	+9.3	Moderate

³ To interpret the magnitude of the differences using Cohen's d, typically the following thresholds are used: (1) Small change equates to a Cohen's d around 0.2, (2) Moderate change equates to a Cohen's d around 0.5 and (3) Large change equates to Cohen's d around 0.8 or higher. See appendix Table 1 for the unpaired t-test results.

11. Checking a dating partner's phone to see who they're texting	Unhealthy	51.2%	67.0%	+15.8	Large
12. Having close friends of any gender while in a dating relationship	Healthy	67.4%	76.2%	+8.8	Small
13. Continuing to ask someone to do something until they say yes	Unhealthy	75.7%	87.4%	+11.7	Moderate
14. Hanging out with friends without your dating partner there	Healthy	60.2%	71.8%	+11.6	Moderate

Program Testimonials

The following are testimonials provided by students who participated in the program and staff from schools who hosted the program. The testimonials were collected by the Early-RAPP providers and submitted to ENDGBV. Additional testimonials can be found in the appendix of the report.

Students

Anonymous Student: Early RAPP helped me get out of an abusive relationship and it helped me lead healthier relationships with individuals that I don't get along with.

Anonymous Student: "Early RAPP has helped me understand how to help friends. When they are going through a tough break-up."

Anonymous Student: "One thing I learned from your workshop is to never judge a person based on their opinion or idea and to never let anyone bully you or make yourself feel bad. Another thing I learned in your workshop is that if you're in any kind of relationship, you and your partner should be both working together on building up your relationship and making it stronger."

Staff

Special Education/SEL Teacher: "Early RAPP has transformed school and classroom culture by fostering a sense of community, empathy, and accountability among students. These initiatives have helped reduce disciplinary issues by promoting open dialogue and collaborative problem-solving. Having an open and knowledgeable facilitator (omitted) makes the class enjoyable by creating a safe, engaging environment where students feel heard and respected."

Teacher: "Lots of participation from students who normally don't speak up on certain topics [...]. Lots of great discussion between students during these workshops. Many students were very genuinely interested and curious throughout every single workshop. The progression gave students a chance to be more comfortable when discussing more complex topics [...]."

School Counselor: "Our partnership with Day One has been an incredible asset to our school. With their engaging approach to educating students about important topics that are relevant to their lives, they have fostered productive and insightful discussions on topics such as teen dating violence, healthy relationships, and teen advocacy."

Policy Intervention and Recommendations

The positive impact of Early RAPP on students' knowledge and attitudes towards dating violence and healthy relationships underscores the importance of continuing and expanding such programs. Based on the findings, the following policy recommendations are proposed:

1. **Expansion of Early RAPP in Schools:** Extend the program to more schools across New York City to reach a broader student population, including those in underserved areas.
2. **Integration into School Curriculum:** Incorporate Early RAPP workshops into the standard school curriculum to ensure all students receive consistent education on healthy relationships.
3. **Expansion of Early RAPP in Community:** Extend the program to reach young people outside of schools. Youth sports leagues, community centers, public housing, and youth or family shelters could provide new opportunities to educate young people about healthy relationships and violence prevention.

Conclusion

The Early Relationship Abuse Prevention Program (Early RAPP) has proven to be a highly effective initiative for teaching middle school students about healthy relationships and preventing dating violence. Through interactive workshops, students, parents, and school staff have gained critical insights into topics like consent and dating violence. Surveys conducted before and after these workshops from 2019 to 2024 indicate significant improvements in students' knowledge and understanding, underscoring the program's success. Teen relationship abuse remains a pervasive issue in the U.S., affecting a considerable number of adolescents and resulting in long-lasting impacts. The findings from Early RAPP highlight the importance of early, school-based interventions to foster healthier relationship behaviors. Students have shown significant increases in correct responses regarding various aspects of dating violence and healthy relationships, with notable improvements in recognizing non-physical abuse and understanding the importance of consent. The program's continued effectiveness suggests the necessity of its expansion and integration into the school curriculum to ensure all students benefit from this crucial education. Overall, Early RAPP demonstrates a significant positive impact on students' attitudes and knowledge, promoting a culture of respect and healthy relationships.

Methodology

Data Collection

The data for this analysis were collected from pre- and post-workshop surveys administered to middle school students participating in Early RAPP workshops from January 2019 to June 2024. The surveys comprised fourteen questions designed to assess students' knowledge and attitudes towards various aspects of dating violence and healthy relationships. Response options included "Agree/Disagree" and "Healthy/Not Sure/Unhealthy."

Data Processing and Analysis

The survey data was processed and analyzed using statistical methods to ensure accuracy and reliability. Key steps included:

1. **Data Cleaning:** Removing incomplete responses and standardizing answer formats.
2. **Encoding:** Converting survey answers to numeric values based on correct responses provided in the answer keys.
3. **Statistical Analysis:** Two main analyses were conducted. The t-test results provide rigorous statistical evidence of differences, while the bar chart highlight year-to-year variations and trends.
 - T-Test Analysis: An unpaired t-test was performed to compare the mean differences in correct responses between pre-test and post-test surveys for various relationship behavior questions.
 - Descriptive Analysis: A bar chart was created to visualize the average percentage of correct responses for pre-test and post-test surveys across the years, along with the number of participants each year.

References

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Appendix

Overview of Early RAPP Organizations

About Steps at Rising Ground

STEPS to End Family Violence - Rising Ground's anti-intimate partner violence program - offers a variety of healing-centered, anti-oppressive programming for survivors of every age who are impacted by abusive partner behavior; training intended to increase awareness regarding the epidemic of gender-based violence and services focused on the prevention of abuse. To this end, STEPS has deliberately created a collection of diverse and complementary programs. STEPS' prevention programming includes the school-based Relationship Abuse Prevention Program (RAPP) and Early Relationship Abuse Prevention Program, which works exclusively with adolescents in 64 middle schools. Early RAPP values compassionate prevention education for youth related to Consent, Gender Identity, Healthy Boundaries and Bullying Prevention as they begin to explore different types of relationships. Using a healthy relationship training model, Early RAPP Community Educators provide workshops for students, school staff, parents, and community members during the academic year, and facilitate summer programming for students throughout NYC. For more information, visit www.risingground.org/program/steps

About The Urban Resource Institute

The Urban Resource Institute (URI) helps transform the lives of domestic violence survivors and homeless families, with a focus on communities of color and other vulnerable populations, to end cycles of violence, poverty, and trauma. As the largest provider of domestic violence shelter services in the U.S., and a leading provider of homeless services, URI's innovative programs impact more than 40,000 individuals annually through prevention, intervention, education, and direct services in both residential and non-residential settings. With a trauma-informed approach to program development and service delivery, URI is uniquely equipped to provide solutions to the challenges affecting New York City's most vulnerable populations while influencing service delivery in other parts of the U.S. and the world. For more information, visit www.urinyc.org

About Day One

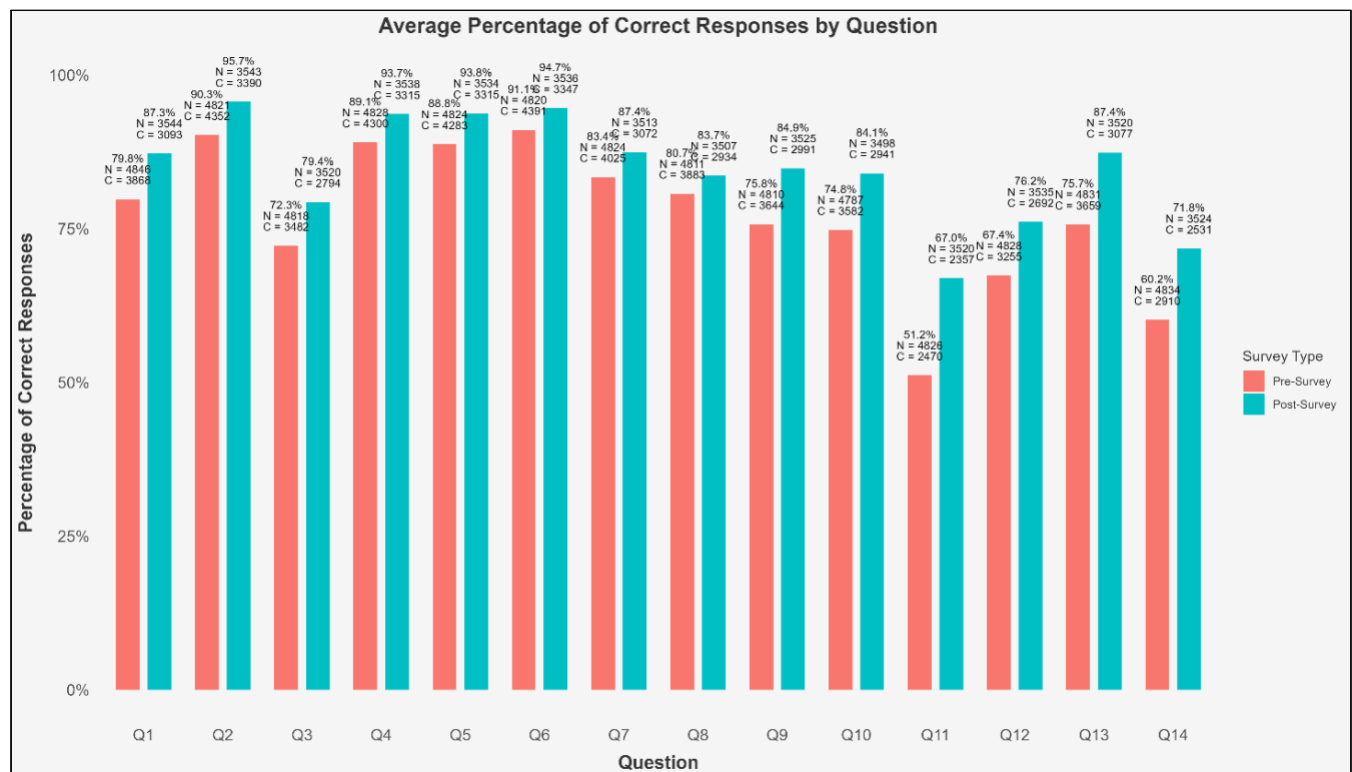
Day One provides therapeutic counseling, case management, and legal advice and representation to survivors of IPV, aged 24 and under. All their direct services programming is specialized to address the patterns of abuse, youth dynamics, and relief available within their target age group. Day One specializes in assisting students, minors, and young parents navigating abusive relationships. They help clients obtain criminal and family court orders of protection and related orders for custody, visitation, and child support. They also provide crisis counseling, therapy, case management, and support groups, in English and Spanish to survivors 24 years of age and under, at no cost. Day One's preventive program uses role-plays and interactive tools to educate youth and train adults to respond to dating violence. Workshops teach teens about controlling behavior and gender dynamics that could lead to abuse. Day One builds skills among adult teachers, parents, law enforcement, and social workers—to identify risk factors for dating abuse, conduct safety planning, make appropriate referrals, and offer supportive guidance to youth. For more Information, visit: www.dayoneny.org

Table A1: Early RAPP Pre- and Post- the Unpaired t-test Results

Variable	Mean Difference	t- Statistic	p- Value	CI Lower	CI Upper	Cohen's d
Abuse is not always physical violence	-0.075	-8.755	0.000	-0.092	-0.058	-0.201
Relationship abuse can happen in LGBTQ relationships	-0.052	-8.816	0.000	-0.063	-0.040	-0.202
People should always dress in a way that makes their dating partner comfortable	-0.076	-7.785	0.000	-0.095	-0.057	-0.179
If someone stays in abusive relationship, then it probably means they are okay with the abuse	-0.045	-6.949	0.000	-0.058	-0.032	-0.160
In general, men should have more control than women	-0.050	-7.762	0.000	-0.063	-0.038	-0.178
Friends who trust each other must share their social media passwords with each other	-0.036	-6.100	0.000	-0.048	-0.025	-0.140
I can solve problems with people without using violence or insults	-0.038	-4.629	0.000	-0.053	-0.022	-0.106
If I saw another student getting bullied, I would tell an adult at school	-0.029	-3.274	0.001	-0.046	-0.012	-0.075
I know how to how to help a friend who may be in an unhealthy relationship	-0.094	-10.230	0.000	-0.112	-0.076	-0.235

Agreement is necessary to engage in any act (physical or non-physical) with our partners and our friends	-0.098	-10.557	0.000	-0.116	-0.080	-0.242
Checking a dating partner's phone to see who they're texting	-0.163	-14.632	0.000	-0.185	-0.141	-0.336
Having close friends of any gender while in a dating relationship	-0.088	-8.612	0.000	-0.109	-0.068	-0.198
Continuing to ask someone to do something until they say yes	-0.116	-13.061	0.000	-0.133	-0.099	-0.300
Hanging out with friends without your dating partner there	-0.122	-11.242	0.000	-0.143	-0.100	-0.258

Figure A2: Average Percentage of Correct Responses by Question



Program Testimonials

Students- Rising Ground

Anonymous Student 1: “Early RAPP helped me get out of an abusive relationship and it helped me lead healthier relationships with individuals that I don’t get along with.”

Anonymous Student 2: “Her classes helped me a lot over time and when I get home I tell family members what I learned and I love the teacher’s energy and she just has a good vibe and makes me excit[ed] to go to her class.”

Anonymous Student 3: “Early RAPP helped me better understand and improve my relationships with my teachers/peers/family.”

Anonymous Student 4: “Early RAPP has led me to understand what abusive, non-abusive and healthy relationships are. It also helps me understand power.”

Anonymous Student 5: “Early RAPP has helped me understand how to help friends. When they are going through a tough break-up.”

Anonymous Student 6: “I hope you are well. I have enjoyed your classes so far. One thing I learned is that healthy relationships should make you feel good, you should not be ashamed or embarrassed about that relationship. I also learned there should be equal power in a healthy relationship and your opinion matters. Thank you!”

Anonymous Student 7: “In the many weeks you taught us, the one thing I really learned from you is that having the confidence to speak about how you’re feeling is important. I feel like this lesson was hidden in everything you taught us. You are a lovely teacher and are very good at what you do.”

Anonymous Student 8: “Thank you for your amazing classes for Advisory. You were a wonderful person to learn from, and work with as we went into the topics of honesty, consent, power, and respect. One thing I learned from your RAPP classes is how important it is to communicate, which you said throughout our topics. In healthy relationships, you have to communicate to understand each other, have equal power, and respect and be honest with each other. Good communication is key to any good relationship, and pretty much all things in life. I hope we have more RAPP classes later in the year, because I really and truly enjoyed them.”

Anonymous Student 9: “One thing I learned from your workshop is to never judge a person based on their opinion or idea and to never let anyone bully you or make yourself feel bad. Another thing I learned in your workshop is that if you’re in any kind of relationship, you and your partner should be both working together on building up your relationship and making it stronger.”

Anonymous Student 10: “I very much enjoyed your fun workshops every week. I waited for the day of the workshop every week. I think my favorite part of your workshops was when we first discussed our moods with the photos. I think that some photos were very fun.”

Staff

Day One

School Social Worker: “I had the opportunity to participate in the Day One's Youth Workshop at (omitted) with middle school students that range from 11-14 years old, and I can honestly say it was an incredibly impactful experience. The workshop provided a safe and open space for young people to explore the complexities of relationships in a healthy, constructive way.

What stood out to me the most was how the facilitators created an environment that encouraged honest discussions about healthy communication/relationships, respect, boundaries, and emotional intelligence. We were given practical tools and advice that I know will help our students build and maintain more positive relationships in the future. It wasn't just about romantic relationships—it covered friendships, family dynamics, and even how we relate to ourselves.

I appreciated how the workshop emphasized the importance of mutual respect and understanding in all kinds of relationships. It helped our students recognize the signs of unhealthy dynamics and gave them the confidence to speak up when something doesn't feel right.

The interactive exercises were particularly valuable—they allowed the students to apply the concepts in real-time, which made the lessons stick. And the sense of community in the room made it easy to connect with others who were navigating similar challenges

I would highly recommend this workshop to any young person looking to improve their relationship skills and keep them safe whether in their personal life, at school, or in their family. The skills and insights they gained will definitely be useful for years to come.

In addition to supporting students, Day One provided support to our staff and parent/caretaker community in learning about technology abuse and internet safety. Day One educated us on what tech abuse is, signs of tech abuse in a relationship and taught us on how to protect children and teens from technology abuse. Day One empowered us to support our children and students in navigating digital spaces in safety and recognize when things might be going too far. We truly appreciate our partnership in supporting our community.”

School Counselor: “Our partnership with Day One has been an incredible asset to our school. With their engaging approach to educating students about important topics that are relevant to their lives, they have fostered productive and insightful discussions on topics such as teen dating violence, healthy relationships, and teen advocacy. (Omitted), in particular, is someone who makes our students feel comfortable while they tackle these heavy subjects. Her work with our students has been a wonderful addition to our school.”

Assistant Principal: “My name is (omitted), and I am the Assistant Principal of Pupil Personnel Services at (omitted) . I have had the pleasure of having (omitted) speak to my staff two years in a row to help our students understand dating abuse and the resources available to them.

(Omitted) is truly a gem. She has attended two meetings for our guidance counselors and social workers two years in a row at the beginning of the academic year. She has presented on issues regarding dating abuse and what signs to look out for to support our students. I also appreciated that she took a fully comprehensive approach to maintaining a consistent narrative at home and at

school. (Omitted) was professional, efficient and mindful of how to present this information to our counselors. It can be difficult to reach teenagers at times, especially for a topic like this, but (omitted) made the process accessible by helping us relate to their world. She is a fantastic asset for the (omitted) community. I am looking forward to our continued partnership.”

Rising Ground

Principal: “Students actively engage in lessons that explicitly teach them about self worth, confidence building, healthy relationships/abuse, boundaries, acceptance and inclusion. This experience allows for students to speak more freely about topics that sometimes go unspoken about and support healthy interactions with their peers.”

Special Education/SEL Teacher: “Early RAPP has transformed school and classroom culture by fostering a sense of community, empathy, and accountability among students. These initiatives have helped reduce disciplinary issues by promoting open dialogue and collaborative problem-solving. Having an open and knowledgeable facilitator (omitted) makes the class enjoyable by creating a safe, engaging environment where students feel heard and respected.”

School Social Worker/Special Education Coordinator: “I am honored to share my heartfelt testimonial in support of (omitted) and the incredible work she does for our school community. As the Early Rapp [Community Educator] at (omitted), (omitted) dedication, passion, and unwavering positivity make a profound impact every day. She approaches each challenge with sleeves rolled up, ready to work tirelessly to support both students and staff.

Through her workshops, small group circles, and 1:1 student support [...], (omitted) has truly made a difference in the lives of many. Her workshops are not just informative—they are engaging, impactful, and provide real value to both students and parents. She takes the time to connect with each individual, ensuring that they feel heard, understood, and empowered.

Her work doesn't stop with students— (omitted) has also led transformative professional development sessions for staff, bringing her deep knowledge and expertise to help us grow in our roles. Her positive energy and genuine warmth infuse every room she enters, regardless of the challenges she may face. (Omitted) ability to build trust and foster a sense of community is unmatched, and she does so with a constant smile, even when the weather isn't always perfect.

(Omitted) is truly a gem in the (omitted) community. She is not only an asset to our school, but also a source of inspiration to everyone around her. It is vital that we continue to support and uplift the work she does, as it has a lasting and positive impact on our entire school community. Thank you, (Omitted), for everything you do—you are truly appreciated.”

School Counselor: (Omitted) is truly an energetic dedicated educator who continues to make positive impression on our learning community at (omitted) through her creative workshops for students/parents, helpful resources shared and her willingness to facilitate helpful workshops tailored to our school community needs.

Principal: “The Rising Ground [ERAPP] program has been successfully implemented in our middle school, equipping students with essential life skills. It addresses conflict resolution, bullying prevention, diversity appreciation, and social-emotional development. The program's interactive

and engaging nature has resonated well with our students [...] Investing in such programs is an investment in the future of our society.”

Science Teacher: “I found that my students were more aware of things and they held each other accountable for negative behavior. Also, they have a better understanding of what healthy/unhealthy relationships are.”

School Counselor: “Students were more open to talking to adults about the relationships they have with others.”

Teacher: “These sessions were a great conversation starter and would give us a lot to refer back to in future advisory lessons. It provided helpful language for teachers to have convos with students about sensitive topics.”

Teacher: “Students were much more open and comfortable speaking their truth. They were also more accepting of each other and their experiences without judgement.”

Special Ed/General Education Teacher: “Students felt extremely comfortable expressing themselves and admitting what they did not know as well as asking questions that they would normally be uncomfortable asking. Miss Jay created an environment that students felt truly free to be themselves.”

Teacher: “The way students talk about consent and conflict has a more empowered perspective.”

Teacher: “Lots of participation from students who normally don't speak up on certain topics [...]. Lots of great discussion between students during these workshops. Many students were very genuinely interested and curious throughout every single workshop. The progression gave students a chance to be more comfortable when discussing more complex topics [...].”

Teacher: “1. The students are playful and curious. 2. We reference the lessons in homeroom, in discussing how characters speak and behave. (Passive, Passive-Aggressive, Assertive, Aggressive.). It's really sticking.”

Social Worker: “Students wanted to continue to discuss the topics during class when she was not presenting.”

Social Worker: “(Omitted) was able to speak to the kids about these subjects in a way that allowed them to learn about the topics in a safe and comfortable way. In addition, he created small boys groups where his lessons and activities enlightened the young men in our community and as a result they were kinder/ more appropriate with in the class/community”

School Social Worker: “I know that having this class with (omitted) really helped build cohesion and kindness among the classes after having missed so much time together with COVID. I do work with one 8th grader in particular who has some cognitive challenges and was still able to connect (omitted) healthy relationships curriculum with her own life - That was pretty amazing and showed me that the curriculum and (omitted) teaching is super accessible to all kinds of students.”