

25 years | a generation of change





*Our mission is to promote the safety, well-being, and social development of children by creating quality educational programs for educators, families, and communities.*

Committee for Children, a nonprofit organization, is an international leader in social, emotional, and academic learning. Our award-winning programs and prevention curricula focus on the topics of youth violence, bullying, child abuse, personal safety, and emergent literacy. Each year, our programs reach millions of children and educators throughout the world.

Committee for Children has been partnering with experts at leading universities since the 1970s and continues to explore healthy child development in the academic, home, and community environments. Our programs focus on the essential competencies of empathy, impulse control, anger management, problem solving, personal safety, and emergent literacy. Each program takes a unique approach that is based on extensive research.

Programs are the first step. Effecting real change requires more. Committee for Children also conducts evaluation research, provides assessment tools for schools and agencies, and offers training and ongoing support to educators and parents.



Dear Friends:

We have reached an important milestone at Committee for Children. This year marks our twenty-fifth anniversary of partnering with you to create a safer world for our children. I would like to recognize and thank you all—children, parents, teachers, and child advocates—for a generation of work to prevent violence, bullying, and child sexual abuse. I'd also like to thank all of the staff and board members, past and present, whose passion, expertise, and ceaseless efforts have brought us this far.

Children are our responsibility today and our hope for a better future. We must nurture and protect them. We believe that teaching social and emotional skills helps prevent violent and abusive behavior and sets children on pathways toward positive development. Children deserve the opportunity to learn all the skills they need to succeed socially and emotionally as well as academically—today and for a lifetime.

Over the past 25 years, Committee for Children has built a reputation for developing programs based on current research in the field and on developmentally appropriate teaching and learning strategies. We work hand-in-hand with schools to pilot lessons, activities, and tools, refining them so they work in the classroom. We consult with diversity experts to ensure that our curricula embrace all children. And then we evaluate the effectiveness of our programs and continually revise them to reflect best practices.

As we move ahead, we plan to step up dissemination of these critical programs. Our growing challenge and commitment is to support schools and communities in implementing and sustaining their prevention efforts. We are working to increase our understanding of how our programs can be adapted to different settings and supported over multiple years. And we are closely examining our responsibility to serve as advocates who will stand up and speak out about the importance of child safety and social and emotional development.

Twenty-five years represents an entire generation of children who have benefited from our prevention efforts. We are strengthened by the knowledge that our work is built on our partnership with you. We look forward to another 25 years of working together to unlock the potential in the next generation. Again, I want to thank you for all you do every day to improve the lives of our children.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark W. Crawford', written in a cursive style.

Mark W. Crawford  
Executive Director  
Committee for Children



Jennifer James forms Committee for Children in response to her work with victims of child sexual abuse.

## Teaching safety, changing lives

The Washington State Migrant Council (WSMC) serves migrant and seasonal farmworkers' families through its five Head Start programs, eight ECEAP programs, and summer-seasonal Head Start.

Lori Charvet, Education Coordinator for WSMC, finds that the transitional nature of migrant workers' lives sometimes prevents them from learning about and teaching their children safety rules, including car safety rules such as wearing seatbelts. For that reason, Charvet says, the safety lessons in the *Talking About Touching* program are invaluable.

"The *Talking About Touching* curriculum is a good fit for us. It's culturally sensitive and integrates safety, social-emotional learning, and health," says Charvet.

Most of the children WSMC serves are learning touching-safety rules for the first time when they participate in the *Talking About Touching* program. Charvet has visited classrooms several days after a lesson and observed children practicing their skills. To transfer the learning, teachers will ask, "What do you do if...", filling in the sentence with a safety issue, such as "What do you do if a bigger person you don't know offers to buy you an ice-cream cone?" And the children will stand up tall and say "No!" Charvet says, "The kids pick up on the skills really quickly."

Within the last three years, six children have come forward to disclose issues of child sexual abuse or domestic violence. Sometimes they disclose to teachers and sometimes to parents. Since parents have been educated as well, they know to take their concerns to WSMC, where there are comprehensive support systems in place to help children and their families.

"I haven't seen any other program out there that is developmentally appropriate for young children," Charvet adds. "It's been an excellent tool for our staff, our parents, and our children."

1981



The *Talking About Touching* personal safety program is launched.

1983



The country awakens to the problem of child sexual abuse after numerous large-scale cases come to light. Committee for Children is invited to appear on the *Today Show* to discuss this issue.

This year, 491,565 children across North America have learned personal safety and assertiveness skills.



***Talking About Touching: A Personal Safety Curriculum***

This comprehensive program creates a safe context for discussing the sensitive subject of child sexual abuse. It helps teachers, child-care providers, and parents work together to provide the rules, information, encouragement, and practice that children need to protect themselves. Children learn and practice personal safety and assertiveness skills.

1985



Committee for Children begins to research school violence prevention.



This year, 7,753,563 children learned violence prevention skills. More than 20,000 schools in the United States are now using the *Second Step* program.

***Second Step: A Violence Prevention Curriculum***

This award-winning program uses photo-lesson cards, engaging videos, and take-home materials to teach children how to deal with emotions, resist impulsive behavior, resolve conflict, solve problems, and understand the consequences of their actions. Children experience growth in self-confidence and gain a readiness for academic learning.

1989



The *Second Step* violence prevention program is launched.

1994



PARTNERS project is developed to help financially needy schools use our programs.

## Fewer conflicts, more cooperation

When Shelley Berman, former president of Educators for Social Responsibility, joined the Hudson School District in Massachusetts as superintendent in 1993, the first thing he was asked to address was the issue of discipline. He convened a group of teachers and administrators and asked, “What is the problem?” The answer they came up with was that the elementary schools needed stronger and more consistent discipline codes.

“It’s okay to tighten up the discipline handbook and create consistent rules, but the real task was prevention,” Berman says. As the group discussed various possible prevention alternatives, they realized that the students were good kids, but they didn’t have the skills they needed to resolve conflicts.

Berman was familiar with the *Second Step* program and had been impressed by its developmental concepts and direct skill instruction. He asked a school counselor to pilot the program in the elementary school with the highest discipline referrals and worst behavior problems.

The teachers liked how the program helped children learn how to resolve conflicts peacefully, so it moved quickly into the kindergarten center, all three elementary schools, and the middle school.

“We saw results very quickly. Fewer conflicts, more cooperation, recognition of feelings, and kids starting to use a common language to communicate about feelings and problems. These became consistent

patterns,” Berman says. “And Hudson schools have seen a significant increase in test scores. You have to think as carefully about the social environment as you do the academic environment.”

When asked what students think of the *Second Step* program, Berman responds: “Kids who go through our schools don’t know anything different. This is normal for them. Many of our middle school students have been part of the *Second Step* program for seven years.”

Back in 1993, Hudson School District lost 100 out of about 2400 students to school choice; now, they take in about 100 new students a year. That says a lot about how parents view the district today.

1996



Committee for Children begins to research bullying prevention in the schools.

The *Talking About Touching* program is revised to reflect the latest research and best practice.

1998



The *Second Step* program is described by the White House *1998 Annual Report on School Safety* as a “model program” for school violence prevention.

## Going schoolwide, preventing bullying

In 1999, the state of California awarded grants for schools to use toward violence prevention. Some schools installed metal detectors, but West Covina Unified School District purchased *Second Step: A Violence Prevention Curriculum* and later added *Steps to Respect: A Bullying Prevention Program*.

To ensure success, then-superintendent Steve Fish hired Dr. Judith McBride, a retired school psychologist and veteran *Second Step* trainer, to lead program implementation. After successfully implementing the *Second Step* program districtwide, McBride piloted the *Steps to Respect* program. Today it's part of a schoolwide approach to violence prevention in all eight elementary schools.

When asked what she thinks makes the *Steps to Respect* program successful, McBride says, “When principals agree to coach kids who bully instead of punishing them, a real shift in thinking occurs. The goal is to change a child’s behavior rather than to take punitive measures, such as detention and suspension.”

McBride says that one principal credits the coaching model for revolutionizing the way he works with kids. “When a principal says ‘I want to work with you on changing your behavior’ and then follows up with the student and compliments him or her on behavior changes, that is just so much more powerful than the punishment model.”

When McBride trains educators, she talks about the predictable outcomes for children who are bullied, which easily convinces them of the need for a bullying prevention program. Then she talks about the predictable outcomes for children who bully.

“Those are also our kids,” McBride says. “We are obliged to do something about violence in the schools not just for the sake of the kids who are bullied but also for the sake of the kids who are doing the bullying. We have to help them change and make good choices, or they’ll be on the road to abusive behaviors and possibly prison. I feel a real responsibility to those kids, not just the kids they’re picking on. They’re all our kids, and they’re changeable at this point. And we can do something.”

2000



Committee for Children begins to research emergent literacy and its links to social and emotional learning.

2001



The *Steps to Respect* bullying prevention program is launched.

The *Talking About Touching* program is revised to reflect the latest research and best practices.

This year, 464,565 children learned to recognize, refuse, and report bullying. So did their teachers and families.



***Steps to Respect: A Bullying Prevention Program***

This unique program engages the entire school in bullying prevention. The *Steps to Respect* program includes skill and literature lessons for students, materials for parents, workshops and training for all adults in the school, and step-by-step procedures to help school leaders put anti-bullying policies into action. Children gain skills to make good choices, deal with their emotions, make friends, and become responsible individuals.

2001



The *Second Step* program is rated “Exemplary” by the U.S. Department of Education’s 2001 Expert Panel on Safe, Disciplined, and Drug-Free Schools.



The *Second Step* program is revised to reflect the latest research and best practices.

Reading First and Early Reading First are signed into law.

2002



The *Woven Word* program was just launched in May 2004 after an extensive pilot, and it is already teaching more than 6,000 children social, emotional, and emergent literacy skills.

***Woven Word: Early Literacy for Life***

The new *Woven Word* program promotes emergent literacy in young learners while strengthening their social and emotional skills. With beautifully written and illustrated children’s books, shared reading at home and school, dialogue, and social-skills instruction, this program powerfully integrates both areas of learning.

2003

OJJDP  
Exemplary Program

Researchers at the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention award the *Second Step* program “Exemplary.”

2004



The *Woven Word* early literacy and social and emotional learning program is launched.

## Partnering with parents, sharing stories

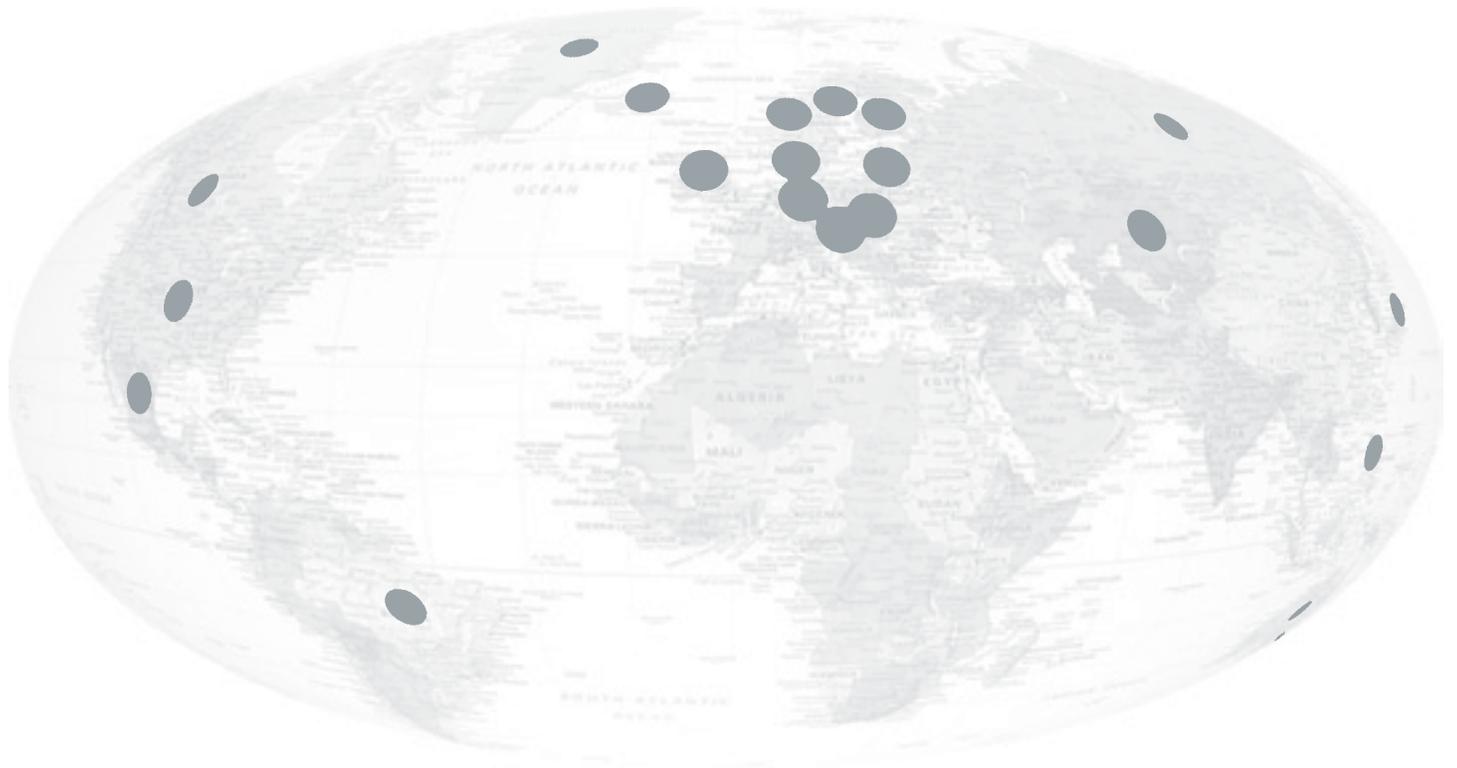
Western Community Action (WCA) is a nonprofit agency in southwestern Minnesota. One of their programs is Head Start, through which they serve Caucasian, Hispanic, Hmong, Laotian, Somali, and Vietnamese families. After nine years of using the *Second Step* program, WCA is now adding the brand-new *Woven Word* program to their curriculum, piloting it in seven different locations.

Susan Bruss and Judy Timmerman recently trained ten Head Start teachers, who are now starting to read their first *Woven Word* books to the children. The teacher training included instruction on using dialogic reading, a shared-reading technique that is a key component of the program.

Since an important goal of Head Start is to increase the school readiness of young children from low-income families, Head Start believes parent involvement is very important. “Parents are a child’s first teacher,” Bruss says. “That’s an important part of our philosophy.” Timmerman adds, “We work together to move ahead.” Head Start teachers are training parents to use the dialogic reading technique at home.

“Parents know that they should read to their kids, but they don’t always understand the reasoning behind this,” Timmerman says. Parents who attended the training said, “My girls are a little older and they read a lot of books, but now I see that it’s very important for me to read books with my kids,” and, “I read, but I never realized how important it is to ask my child questions about the story.”

“A big reason we chose the *Woven Word* program is because of the success we’ve had with the *Second Step* program. It definitely fits into the competencies for Head Start. We just had an in-depth review of our program. Our reviewers were so impressed they asked for more information about Committee for Children. We’re proud of our work with ‘*Second Step*,’” Bruss says. “Working with children, we know that a good start in building literacy skills is important, and when you add concepts like empathy and problem solving, which build on social skills, it increases a child’s chances for success.” That’s what WCA is doing by using the *Second Step* and *Woven Word* programs together.



## Changing the ways we solve problems, internationally

Committee for Children programs are now used in 21 countries. We are excited about the growth of interest in social and emotional learning around the world. Our vision is that children of all nations will learn skills to get along with each other and solve problems as alternatives to violence.

Over the years, we have formed partnerships with Denmark, Finland, Germany, Greenland, Iceland, Japan, Lithuania, Norway, Slovakia, and Sweden. These partners have culturally adapted and translated the *Second Step* program and provide training and implementation support to educators. Our international partners have

gathered three times this year to share practices for supporting and sustaining implementation of social and emotional learning programs in schools. Discussions have begun about forming an international collaborative for social and emotional learning, research, and practice. In May 2004, our international partners met in Stockholm, Sweden. This meeting was followed by a symposium of European *Second Step* researchers in Copenhagen with special guests Dr. Joe Zins of the United States, Dr. Katherine Weare of the United Kingdom, and Dr. Terje Ogden of Norway. As interest in social and emotional learning programs grows in schools around the

world, so do contributions to the growing body of research in the field. Our partners in Europe are currently considering the potential for a common framework for research projects and are examining the possibility of a cross-boundary study of the *Second Step* program.

Our collaboration with international partners offers us new perspectives and reminds us that violence prevention can reach beyond borders and nationalities. These partnerships encourage us to keep asking questions about cultural adaptations and the fidelity of our programs.

# Best practice starts with research and continues with evaluation

Research is the cornerstone of all Committee for Children programs. Our curricula are based on solid research foundations pertaining to social development, aggression prevention, bullying behavior, child abuse, and the effectiveness of school-based programs in addressing these issues.

## New evaluation studies

The *Journal of Applied Developmental Psychology* soon will publish a study that tested both *Second Step* effectiveness and the theoretical model that serves as the foundation for the program. The *Second Step*

program was found to reduce aggression and the need for adult intervention during conflicts. After one year of program participation, teachers in the *Second Step* schools rated their students as more socially competent and less antisocial than teachers in the control schools did. The program also had a positive impact on empathic reasoning, positive goal-setting, and the perceived satisfaction of cooperative outcomes, indicating that classroom lessons can affect children's motivation to cooperate. Tests of the underlying theory confirmed the importance of motivation in children's

behavior and of programs that aim to foster positive youth development.

Scientific peers are currently reviewing a rigorous evaluation of the *Steps to Respect* program, "Reducing Playground Bullying and the Beliefs That Support It." This is a randomized controlled trial that includes playground observations of 600 students and surveys of more than a thousand. The initial reception from other scientists has been enthusiastic, and the results are encouraging. More details will be released once the study is accepted for publication.

## 03-04 highlights

We launched a brand-new program, *Woven Word: Early Literacy for Life*, a preschool-kindergarten curriculum that promotes emergent literacy in young learners while strengthening their social and emotional skills.

Researchers at the U.S. Department of Justice Office of Juvenile Justice and Delinquency Prevention awarded the *Second Step* program "Exemplary" status, making a total of three federal Exemplary awards for this program.

The *Second Step* program was named as the subject of a new longitudinal study funded by the Centers for Disease Control and Prevention and the U.S. Department of Education.

The Roman Catholic Archdiocese of Boston implemented the *Talking About Touching* program in all of its schools and religious education settings, joining numerous other dioceses across the United States.

We entered into a partnership with the Massachusetts Children's Trust Fund to bring the *Talking About Touching* program into schools and community agencies across the state of Massachusetts.

## Research

Our researchers conducted a symposium entitled "Policy to action: Bullying prevention in the real world" at the annual meeting of the Society for Prevention Research in Quebec City, Canada in May, 2004.

Our researchers also developed two educator training modules for CASEL (Collaborative for Academic, Social, and Emotional Learning) on the topics of bullying and empathy; produced a brochure and recommendations about playground safety; and developed new assessment and evaluation tools to support practitioners using the *Second Step* and *Steps to Respect* programs.

## Training

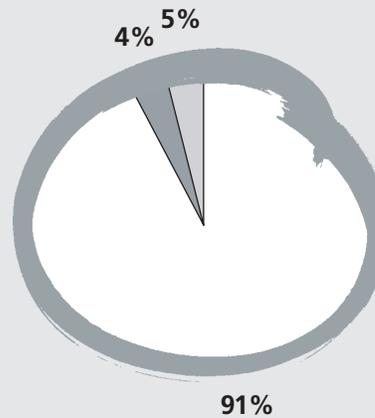
We now offer a new training to our *Steps to Respect* clients: a regional facilitator training that helps educators prepare their schools for an effective bullying prevention campaign.

## Implementation Support

Quality implementation is key to the ongoing success of our programs. Our commitment to implementation support is at the heart of what we do. We're proud of our partnerships: The Los Angeles Unified School District has a mandate to implement the *Second Step* program with fidelity in all 450 elementary schools and 100 middle schools. Connecticut Children's Medical Center has teamed up with the town of Meriden to do a full community implementation of the *Second Step* program, which includes teaching the program in all of the schools and supporting student skill use within the community.

### 03-04 Operating Support and Revenue

Sales of Educational Materials	10,426,702
Training Fees	552,476
Investments, Contributions, and Other Income	471,364
<b>Total</b>	<b>11,450,542</b>



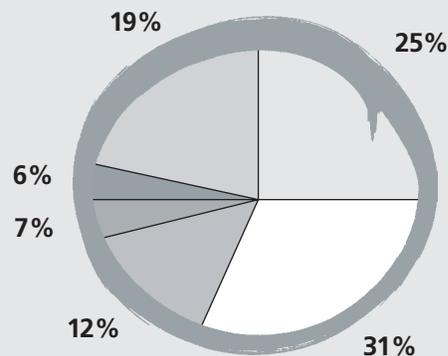
### 03-04 Operating Support and Revenue

- Sales of Educational Materials | 91%
- Training Fees | 5%
- Investments, Contributions, and Other Income | 4%

Investing in our children's future

### 03-04 Program Expenses

Production of Educational Materials	3,165,619
Training and Implementation Support	2,629,551
Administration and Fundraising	1,944,323
Community Education	1,233,246
Program Development	738,346
Research and Evaluation	654,651
<b>Total</b>	<b>10,365,736</b>



### 03-04 Program Expenses

- Production of Educational Materials | 31%
- Training and Implementation Support | 25%
- Administration and Fundraising | 19%
- Community Education | 12%
- Program Development | 7%
- Research and Evaluation | 6%



## Executive Staff

Mark W. Crawford  
*Executive Director*

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Claudia Glaze  
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**Educating the *heart* and mind**



Committee for Children is a nonprofit organization seeking to improve children's lives by providing research-based violence prevention, anti-bullying, child abuse prevention, and emergent literacy programs for schools, families, and communities. Our award-winning curricula are now used in more than 20,000 schools across North America. They have been translated into several languages and are taught to schoolchildren in countries throughout the world.

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