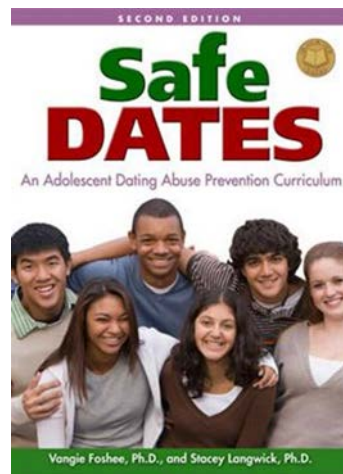


*Safe Dates*  
An Adolescent Dating Abuse  
Prevention Curriculum

Grant Writing Toolkit



## Contents

<b><i>Safe Dates: An Overview</i></b> .....	3
<b>Introduction to the <i>Grant Writing Toolkit</i></b> .....	3
<b>The Grant Application Process</b> .....	4
<b>Additional Resources</b> .....	5
<b>Components of a Typical Grant Application</b> .....	5
<b>Fact Sheet: <i>Safe Dates</i></b> .....	8
<b>National Needs Assessment Information</b> .....	8
<b>Program Description and Goals</b> .....	9
<b>Implementation</b> .....	10
<b>Budget Considerations</b> .....	10
<b>Sample Letters for Grant Applications</b> .....	15
<b>References</b> .....	17

## ***Safe Dates: An Overview***

Thank you for your interest in bringing *Safe Dates* to your community. As you know, too many teens and young adults encounter emotional and physical abuse by their dating partners. In fact, teen dating abuse is getting attention at the national level. Since 2006, the first week of February has been declared “National Teen Dating Violence Awareness and Prevention Week” by the federal government. Fortunately, Hazelden Publishing offers *Safe Dates*, the only dating violence prevention curriculum recognized by the National Registry of Evidence-based Programs and Practices.

An increased awareness of teen dating abuse and its devastating effects has helped open federal, state, and local funding sources for groups seeking to acquire effective prevention programs and curriculum. Hazelden Publishing prepared this toolkit to assist your funding efforts and to facilitate successful implementation of *Safe Dates*. Easy-to-follow instructions, sample wording, and Web site references are included to help with portions of the application requiring information unique to you program.

### ***Introduction to the Grant Writing Toolkit***

This *Grant Writing Toolkit* provides information about the grant-application process and sample text for a grant writer to use in applications for funding to implement *Safe Dates*. Add specific details about your school to help the grant reviewer envision the *Safe Dates* program at your school or organization and to understand that your school or organization is an ideal recipient for funding. It will take time and effort to assemble sufficient details and specificity. It is also vital that you understand the mission and goals of each funder to which you apply, and then use that information to clearly show the connections between the funder’s purpose and your school or organization’s unique situation.

Once you decide to seek grant funds, Hazelden Publishing staff can offer technical assistance as you prepare grant applications. Your regional sales representative can help you select materials and put together a budget to address your needs. You can find an updated list of regional sales representatives at [www.hazelden.org/web/public/pub\\_outreachsales.page](http://www.hazelden.org/web/public/pub_outreachsales.page) or by calling 800-328-9000.

### ***Grant Writing Viewed through a Reviewer’s Eyes***

Grant writers should always consider their proposals from the reviewer’s perspective. Remember that grant reviewers are people, too. Make your grant application concise, compelling, and interesting. A grant is an investment that should further the funding source’s goals and objectives in measurable ways. The grant writer’s job is to show how the proposed grant will be a good investment for the funding source, as well as a good project for the grant recipient.

Funding sources receive many applications, and the process for securing grant funding is highly competitive. The reviewer's job is to select the highest quality applications for final review by the funder. A successful application will be complete, concise, and consistent with the elements in the application form. *Each funding source will have specific and unique requirements—follow all directions exactly.* If you have questions, contact the funder's grant reviewer or other staff member. Reviewers are usually happy to answer applicants' questions. Do not submit an incomplete or ineligible application or any additional or unrequested materials. Unrequested materials will not be reviewed.

### **The Grant Application Process**

Before deciding to seek funding for the implementation of *Safe Dates*, consider all of the tasks involved. The following are four vital steps in typical proposal writing and grant contract management processes.

#### ***Pre-approvals and Letters of Commitment***

Before you begin writing grant applications, you must obtain the necessary authorization to do so; you do not want to be in the position of having to decline awarded grant funds because a top authority does not agree to the project. You will also need to obtain and submit letters of commitment from key people or partners who will be responsible for the implementation of *Safe Dates*. The Fact Sheet in this toolkit will be useful as you seek this support. Once you have obtained support from your own school or organization, you can proceed to the grant application stage. You might need to return to the same people later to obtain more specific letters of commitment required for individual grant applications.

#### ***Grant Application Committee***

Your school or organization should form a Grant Application Committee of three to five reliable people who will assume responsibility for completing the required steps of the grant application.

#### ***Needs Assessment***

The Grant Application Committee will develop a qualitative and quantitative description of the specific problems and conditions at your school that *Safe Dates* could resolve and improve. This is the most important component of the grant application and will likely require the most time. Show a direct connection between the anticipated outcomes of *Safe Dates* and your school or organization's needs assessment. The Fact Sheet included in this toolkit provides relevant information and resources to help you define the nature and scope of the problem(s) at your school or organization.

#### ***Grant Management***

The Grant Application Committee will develop, assemble, submit, and track the ongoing status of all applications. Once approved and funded, you will need to:

- Obtain the grant agreement (and request for payment) from the funding source. You may also need to negotiate the final terms of the grant agreement.
- Gather data on outcomes to send to the funder as required.
- Supervise and track all grant activities.
- Submit periodic financial accounting reports to the funding source.
- Report the results of the *Safe Dates* evaluation to funders, as required by the grant agreement.
- Complete all grant closeout requirements as stipulated in the funder's agreement.
- Maintain all records as specifically stated in each funder's agreement.

### ***Contract Management***

Your school or organization will be responsible for entering into a contract with Hazelden Publishing to implement training and to obtain all *Safe Dates* materials, as well as for contracting with evaluators and other independent contractors as necessary for implementing the grant.

### ***Identifying Potential Funding Sources***

When identifying potential funding sources, there must be a clear match between the objectives of *Safe Dates*, the nature and scope of your school or community particular problem(s), and the mission of potential funding sources. You must also verify that your proposal is eligible for funding from each potential source. Hazelden Publishing staff may be able to inform you of grant opportunities. Call 800-328-9000 to talk with your Hazelden regional sales representative.

### **Additional Resources**

The Internet has many resources for writing effective grant applications. The Substance Abuse and Mental Health Services Administration (SAMHSA) offers an excellent resource, *Developing Competitive SAMHSA Grant Applications*. This comprehensive online manual can help you acquire skills and resources for planning, writing, and preparing your grant application. It may be downloaded and ordered at <http://store.samhsa.gov/product/Developing-Competitive-SAMHSA-Grant-Applications/SMA07-4274>. Please refer to the References section of this toolkit for more resources.

### **Components of a Typical Grant Application**

#### ***Needs Assessment***

##### ***A. National and International Information***

In the needs assessment portion of your grant application, you will focus on the school's situation at the national and/or international level. You may refer to the Fact Sheet in this toolkit to find information that may be used in this section of your application.

##### ***B. State Information***

In this portion of your grant application's needs assessment, you will focus on the situation in your state. Your state's Department of Education or Department of Health and Human Services may have useful data available. Here are some sources that may also be helpful:

- Substance Abuse and Mental Health Services Administration (SAMHSA)
- Office of Alcohol and Drug Abuse Prevention in your state

### *C. Local Information*

Be as specific as you can when you describe the situation at your school or in your community. Don't assume the grant reviewer knows anything about your community. Avoid dwelling on the negative or presenting your case as one that's too overwhelming to solve. Briefly and concretely describe the needs, showing that they can be addressed if your school or organization can implement *Safe Dates*. After compiling your local data, present it in a form consistent with your national and state data.

Data specific to your school or community might include:

- Trends in substance use and attitudes among the population your school or organization will be serving
- Data and information about the kinds of behaviors your school will be addressing by implementing *Safe Dates*
- A statement from key staff or an example case from your school
- A description of how your school, organization, or community compares to state and national data
- The results of any survey or other data that your school, organization, or community has collected

Demographic information should include:

- The number of people who will be served
- Your school's location (rural, urban, or suburban)
- Relevant demographic data about diversity, crime, substance use, mobility rates, socioeconomic conditions in your community, and so on

### ***School, or Organization Capacity***

In this section of your grant application, you will show your capacity to successfully implement *Safe Dates*. Most grants are highly competitive—you must convince reviewers that your school or organization is worthy of their investment and will be a good steward of their funding.

Describe clearly how your plan will meet *their* goals and mission.

Show that your school is well-positioned for success with *Safe Dates*. Give a brief history of any other efforts your school or community has in place that align with *Safe Dates*. List the key staff members who will participate in the implementation of *Safe Dates*, detailing their qualifications and indicating the percentage of time each will dedicate to this project. Identify any additional

supportive resources, such as other community schools, parent and volunteer groups, neighborhood leaders, and so on.

You should also indicate any *Safe Dates* support components you plan to use as resources. The Hazelden Publishing website (<http://www.hazelden.org/safedates> ) provides full background and purchasing information for *Safe Dates*.

Describe how you came to your selection of *Safe Dates* in terms of its evidence-based approach, demonstrated effectiveness, and national recognition. Details on these features may be copied from the Fact Sheet in this toolkit and pasted directly into your grant application.

### ***Goals and Objectives***

In this section of your grant application, you will outline the goals and objectives that *Safe Dates* will help you achieve. You will find a list of possible goals and objectives in the Fact Sheet in this toolkit. You may copy and paste these directly into your grant application, and should accompany them with a brief narrative of why these goals/objectives are important to your school or organization.

### ***Implementation Plan and Timeline***

The Fact Sheet in this toolkit includes the recommended timeline for implementation. This recommended timeline will benefit from the addition of specific details regarding your school or organization and your unique vision. Remember, the goal is to get the grant reviewer to visualize and value your plans. Be sure to include any grant-management tasks in your timeline that are specific to the opportunity you are applying for and consider any unique situations that may influence your plan. Also make sure that you include enough time for your program to show successful results.

### ***Budget Considerations***

The budget considerations in the Fact Sheet provide an easy way to estimate the costs of implementing *Safe Dates*. As you complete your grant application, be sure to account for additional costs, such as fees, stipends, printing expenses, and so on.

### ***Attachments***

Other items to include with typical grant applications:

- Cover letter/transmittal letter (keep it brief)
- Letters of commitment from key partners
- Resumes and/or biographies of key parties
- Project overview: When your application is completed, you may want to include a general summary of your plans.

- Post–grant period activities: A funder may want to see how their investment is sustained beyond the term of the grant. Describe how you will continue implementing *Safe Dates* after the grant period has ended.

**Fact Sheet: *Safe Dates***  
**National Needs Assessment Information**

Dating abuse is a serious issue that can touch the life of any teen. Adolescents of all races and income levels are at risk for being involved in an abusive relationship. Both males and females can be abused, and both males and females can be the abusers.

The proportion of high school students found to ever have been a victim of dating violence ranges from 10% to 38%. Among students who are *currently* dating, as many as 59% have experienced physical violence, and 96% have experienced psychological or emotional abuse.<sup>1</sup>

Dating abuse includes any behaviors that are used to control and manipulate a dating partner. These may include:

- physically abusive behaviors such as hitting, shaking, throwing things, forcing unwanted sexual actions, choking, and using a weapon
- emotionally abusive behaviors such as ignoring a date’s feelings, insulting a date’s beliefs or values, isolating a date from others, displaying inappropriate anger, damaging personal property, humiliating a date in public or private, and threatening to hurt oneself

Health news, Youth Risk Behavior Survey identifies devastating impact dating violence problems<sup>1</sup>:

- Each year, approximately 1.5 million high school students nationwide will experience dating abuse.
- 1 in 10 high school students who dated someone in the past 12 months reported being slapped or purposefully hit and physically hurt by a romantic partner.
- . Girls between ages 16 and 24 are more prone to dating violence.
- Adults who physically abuse their partners typically enact a first episode of dating violence by age 15.

In 2015, Journal of Adolescent Health commissioned a Search of Teen Dating Violence Typologies on teen dating abuse.<sup>2</sup> The findings were alarming<sup>2</sup>:

- 27% of women and 12% of men in the United States have experienced intimate partner violence with one or more associated negative impacts, (fear, injury, post-traumatic stress symptoms, depression, and substance use).
- One in five teens (21%) has been in a relationship with someone who tried to prevent them from seeing their family and friends.
- 21% of female and 10% of male adolescents reported having experienced some form of physical and/or sexual teen dating violence in the past 12 months.

During the spring of 2010, RESPECT presented educational theatre presentations to 6<sup>th</sup>-12<sup>th</sup> grade students. This is what the survey concluded<sup>3</sup>:

- 73% of students reported they currently or have previously been involved in dating relationships.
- 12% reported they had been afraid on a date.



- 18% reported they had been physically abused by a date at least once. 88% of students who were physically abused did not ask for help.
- 24% reported they had been verbally abused by date at least once. 82% of students who were verbally abused did not ask for help.
- 12% reported they had been sexually abused by a date at least once. 87% of the students who were sexually abused did not ask for help.

New state laws will require school policies and programs that address dating violence. For example in 2007 Rhode Island instituted the "Lindsay Anne Burke Act" which requires the Department of Education to develop a model dating violence policy to assist school districts in developing policies for dating violence reporting and response. Each school district's policy should include a policy for responding to incidents of dating violence and to provide dating violence education to students, parents, staff, faculty and administrators, in order to prevent dating violence and to address incidents involving dating violence. Virginia also passed similar laws that require that any family life education curriculum offered by a local school division is to include the standards of learning objectives related to dating violence and the characteristics of abusive relationships to be taught at least once in middle school and at least twice in high school. For more information on other state laws, visit this site: <http://www.cpedv.org/blog-post/school-based-dating-abuse-prevention-laws-state>.

### **Program Description**

*Safe Dates* has been implemented in all 50 States and has reached an estimated 20 million students. The program also has been implemented in a U.S. Department of Defense school in Bad Kissingen, Germany; in Canada; and in the Netherlands Antilles (Sint Eustatius and Sint Maarten).

*Safe Dates* is a research-based program with strong, long-term outcomes. It has been identified as a model program in the National Registry of Evidence-based Programs and Practices (NREPP) as well as many other federal and foundation-funded publications.

*Safe Dates* was the subject of substantial formative research in fourteen public schools in North Carolina using a rigorous experimental design. The program was found to be effective in preventing dating abuse perpetration and victimization among teens already involved in dating abuse. Adolescents participating in the program, as compared with those who did not, also reported less acceptance of dating abuse, less of a tendency to gender stereotype, and a greater awareness of community services for dating abuse.

Researchers studied the same group of students four years after implementation and found that students who participated in the *Safe Dates* program reported 56 percent to 92 percent less physical, serious physical, and sexual dating violence victimization and perpetration than teens

who did not participate in *Safe Dates*. The program has been found to be equally effective for males and females and for minority and non-minority adolescents.

### **Program Goals and Outcomes**

The goals of this program are to

- raise students' awareness of what constitutes healthy and abusive dating relationships
- raise students' awareness of dating abuse and its causes and consequences
- equip students' with the skills and resources to help themselves or friends in abusive dating relationships
- equip students' with the skills to develop healthy dating relationships, including positive communication, anger management, and conflict resolution

### **Implementation Timeline**

Prior to implementing *Safe Dates*, schools or organizations are encouraged to schedule a two-day training. This training is offered to help schools implement *Safe Dates* with fidelity. This training program will equip you with the necessary resources to implement an effective social and emotional learning program in an interactive and engaging way.

- Cite the outcome data that shows *Safe Dates* success
  - Teach the fundamental elements of social and emotional learning through developmentally appropriate activities
  - Help students understand what constitutes healthy relationships.
  - Provide students with the skills to resist substance abuse, conflict, negative peer pressure and influence.
  - Facilitate the curriculum and integrate the program throughout the school
  - Use student and teacher checklists and implementation tools to measure successful implementation of the program

The *Safe Dates* curriculum is a ten-session program that deals with attitudes and behaviors associated with dating abuse and violence. Each session is approximately fifty minutes in length. *Safe Dates* is designed to fit various schedule formats (e.g., daily or weekly programs).

## **Budget Considerations**

The one-day training for *Safe Dates* costs \$3,500 (plus travel expenses) and accommodates up to 30 participants. This training fee covers the training materials, certificates of completion, and trainer. Travel is estimated at \$1,500 per training but is billed at actual cost, including airfare, car rental, hotel, meals, and incidentals for the trainer.

Consultation services are also available but please call Hazelden Publishing at 651-213-4460 for a quote on these services before submitting your grant proposal.

These fees do not include the *Safe Dates* curriculum. The curriculum retails for \$249.00.

### **What are the Components of the Program Materials?**

*Safe Dates* is intended for teachers of and youth in grades 6-12. The curriculum of five components:

- a ten-session dating abuse curriculum
- a play about dating abuse
- a poster contest
- parent materials, including a letter, newsletter, and the Families for *Safe Dates* program
- an evaluation questionnaire

All the materials needed to implement the program are included in the *Safe Dates* binder. *Safe Dates* can be used as a dating abuse prevention tool for both male and female middle-and high-school students. *Safe Dates* would fit well within a health education, family life skills, or general life skills curriculum.

*Safe Dates* is evidence-based curriculum with strong, long-term outcomes. It was the subject of substantial formative research in fourteen public schools in North Carolina using a rigorous experimental design. The curriculum was found to be effective in both preventing and reducing perpetration among teens already using violence against their dates.

Adolescents participating in the curriculum, as compared with those who did not participate also reported:

- less acceptance of dating violence
- stronger communication and anger management skills
- less gender stereotyping
- greater awareness of community services for dating abuse

Researchers studied the same group of students four years after implementation and found that students who participated in the *Safe Dates* curriculum reported 56% to 92% less physical,

serious physical, and sexual dating violence victimization and perpetration than teens that did not participate in *Safe Dates*. The curriculum has been found to be equally effective for males and females and for whites and non-whites.

Funders recognize the value of dating violence prevention. The Robert Wood Johnson Foundation (RWJF) includes *Safe Dates* in its recommended strategies. In 2008, New Jersey Health Initiatives (part of RWJF) Awarded eight grants of \$240,000 to \$400,000 each to projects that implemented *Safe Dates* to prevent dating violence among teens.

Why do evaluators, funders, and legislators endorse *Safe Dates*? It is the only evidence-base teen dating abuse curriculum recognized by the National Registry of Evidence-based Programs and Practices. *Safe Dates* effectively reduces dating violence.

- Four years after *Safe Dates* participation, students' report 56% to 92% less physical and sexual dating violence than peers who did not participate.
- *Safe Dates* is proven effective with both boys and girls.
- *Safe Dates* is an effective tool for both prevention and intervention.
- Students learn to discern between health, caring, supportive relationships and controlling, manipulative, abusive relationships.

### **National Recognition of the *Safe Dates* Program**

*Safe Dates* has received recognition from the following organization:

- Recognized as an effective program by the National Registry of Evidence-based Programs and Practices (NREPP)  
[http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM\\_ID=84](http://www.nrepp.samhsa.gov/programfulldetails.asp?PROGRAM_ID=84)
- Recognized as a Promising Program by the Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- Recognized as an effective program by National Institute of Justice, crimesolutions.gov
- Recognized as a promising program by Blueprints for Violence Prevention.
- Listed on the Clearinghouse for Military Family Readiness.

### **Academic Achievement**

Within the context of providing for safe, disciplined, and drug-free schools as required by the No Child Left Behind (NCLB) Act, if serious attention is not given to violence prevention, intervention, and discipline problems, the learning climate will be impacted and the academic achievement goals of NCLB will be at risk. Teen dating abuse most likely impacts academic performance due to inability to pay attention and missed classes.

A major emphasis of the federal No Child Left Behind Act is the involvement of parents and community in a comprehensive plan to prevent violence and illegal use of drugs. Both the community and the home play important roles in collaborating with schools to help diminish the challenges of youth violence and drug abuse. Also, the federal Safe and Drug-Free Schools and Communities Act requires linkages between schools, parents, and the community, thus encouraging a community-wide strategy that supports a comprehensive drug and violence prevention and early intervention plan. *Safe Dates* supports NCLB both as an effective violence prevention program, and as a curriculum that can easily be implemented community-wide.

### **National Education Standards**

*Safe Dates* helps schools meet federal mandates and implement important initiatives such as the Safe and Drug-Free Schools and Communities Act, school connectedness, high-stakes testing, juvenile delinquency prevention, school dropout prevention, school health programs, suicide prevention, and the promotion of developmental assets.

The *Safe Dates* curriculum supports the following National Health Education Standards:

#### **Health Education Standards: (grades 6-8)**

- Knows how to locate and use community health information, products, and services that provide valid health information.
- Knows how cultural beliefs within a community influence the health of its members.
- Understands how peer relationships affect health.
- Knows appropriate ways to build and maintain positive relationships with peers, parents, and other adults (e.g., interpersonal communication).
- Understands the difference between safe and risky or harmful behaviors in relationships.
- Knows techniques for seeking help and support through appropriate resources.
- Knows potential signs of self- and other-directed violence.
- Knows the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict.
- Knows how refusal and negotiation skills can be used to enhance health.

#### **Health Education Standards: (grades 9-12)**

- Knows situations that require professional health services.

- Understand the responsibilities inherent in dating relationships, marriage, and parenthood.
- Knows skills used to communicate effectively with family, friends, and others, and the effects of open and honest communication.
- Understands the role of denial as a negative influence on mental and emotional health, and ways to overcome denial and seek assistance when needed.
- Knows strategies for solving interpersonal conflicts without harming self or others.
- Knows how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations.
- Understands the short- and long-term consequences of safe, risky, and harmful behaviors.
- Knows how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community (e.g., domestic violence, date rape).

### **Life Skills:**

#### *Thinking and Reasoning: (6-8)*

- Identifies alternative courses of action and predicts likely consequences of each.
- Selects the most appropriate strategy or alternative for solving a problem.
- Examines different alternatives for resolving local problems and compares the possible consequences of each alternative.
- Identifies situations in the community and in one's personal life in which a decision is required.
- When appropriate, takes action to implement the decision.

#### *Thinking and Reasoning: (grades 9-12)*

- Applies trouble-shooting strategies to complex real-world situations.

#### *Working with Others: (grades 6-12)*

- Demonstrates respect for others in the group.
- Engages in active listening.
- Communicates ideas in a manner that does not irritate others.
- Determines the causes of conflicts.
- Identifies an explicit strategy to deal with conflict.
- Displays empathy with others.
- Communicates in a clear manner during conversations.

## **Program Support**

- *Safe Dates* trainers can aid in program implementation. Contact Hazelden at 800-328-9000 for more information.
- The Hazelden Publishing Web site (<http://www.hazelden.org/safedates>) provides background information about the program and specific information about purchasing program materials.

### **Endnotes**

1. <http://health.usnews.com/wellness/for-parents/articles/2017-02-21/teen-dating-violence-what-parents-and-teens-should-know>
2. [http://www.expectrespectaustin.org/uploads/general/Reidy et al \(2016\) In search of teen dating typologies.pdf](http://www.expectrespectaustin.org/uploads/general/Reidy_et_al_(2016)_In_search_of_teen_dating_typologies.pdf)
3. <http://respect2all.org/2010-teen-dating-violence-survey/>

## Sample Letters for Grant Applications

### *Sample Cover Letter to go with the Grant Application*

*Please print your letter on letterhead. Thank you.*

**[Insert Date]**

**[Insert Contact Person's complete name, title, and mailing address]**

Re: Grant Application of **[Insert your school's name here]** to Implement *Safe Dates*

Dear **[Contact Person's name]**:

We want to address the substance abuse/use in our community and play a proactive role in prevention at **[Insert the name of your school or organization]**. **[Insert a brief summary of the issue, using your national, state, and local information to paint a picture of the problem. Use statistics, if available.]**

Fortunately, there is a nationally recognized program that can help: *Safe Dates*. Because **[Insert school or organization name]** has limited resources that prevent self-funding of *Safe Dates*, we submit the attached grant application for your consideration.

I have also included letters of commitment from those who will share responsibility for the long-term implementation of *Safe Dates*. I ask that you review our application carefully and consider our deep commitment to this program. We would be delighted to have you award us with the resources needed to address the issue of teen dating violence.

Thank you for your attention to this important matter.

Sincerely,

**[Insert your name and title]**



### *Sample Letter of Commitment*

*Please print your letter on letterhead. Thank you.*

**[Insert Date]**

**[Insert Contact Person's complete name, title, and mailing address]**

Re: Letter of commitment to implement *Safe Dates* at **[Insert the name of your school or organization]**.

Dear **[Contact Person's name]**:

I submit this letter of commitment with full enthusiasm in the hope that **[Insert name of potential funder]** will approve **[Insert the name of your school or organization]**'s application for funds intended to implement the *Safe Dates* curriculum at **[Insert the name of your school]**.

I firmly believe that *Safe Dates* is an effective program that addresses the alcohol and other drug problems we currently have here at **[Insert the name of your school or organization]**.

I am pleased to convey my complete support of the goals and objectives of *Safe Dates* and my ongoing commitment to doing what is necessary to ensure its implementation at **[Insert the name of your school or organization]**. As **[Insert job title]**, I will be one of the people responsible for ensuring that the appropriate staff are also fully committed to the success of the *Safe Dates* program, and I will work to involve the students **[or teenage clients]**, their parents/guardians, and the community.

I understand that this commitment may involve:

- Providing staff time for training
- Working directly with staff in order to successfully implement *Safe Dates*
- Continuing to educate appropriate individuals or departments on how to implement *Safe Dates*
- Coordinating data collection for the evaluation study

I have reviewed the components of *Safe Dates*, and I am aware that it is a program that requires a high level of communication, collaboration, and involvement on the part of those involved.

Rest assured that **[Insert the name of school or organization]** has my ongoing support and gratitude for implementing *Safe Dates* that will benefit **[Insert the name of your school or organization]** as well as the entire community.

Since we lack the financial resources to fund *Safe Dates* internally, we must rely on support from **[Insert name of potential funder]** to fund this remarkable program. I hope you choose to invest in **[Insert the name of your school or organization]**'s efforts.

Thank you for your thoughtful consideration.

Sincerely,

**[Insert your name and title]**

## References

Monitoring the Future, [www.monitoringthefuture.org](http://www.monitoringthefuture.org)  
National Council on Alcohol and Drug Dependence, [www.ncadd.org](http://www.ncadd.org)  
National Institute on Drug Abuse, [www.nida.nih.gov](http://www.nida.nih.gov)  
National Registry of Evidence-Based Programs and Practices (NREPP), [www.nrepp.samhsa.gov](http://www.nrepp.samhsa.gov)  
The Office of National Drug Control Policy, [www.whitehousedrugpolicy.gov](http://www.whitehousedrugpolicy.gov)  
Partnership for Drug-Free Kids, [www.drugfree.org](http://www.drugfree.org)  
Substance Abuse and Mental Health Services Administration (SAMHSA) grants,  
[www.samhsa.gov/grants](http://www.samhsa.gov/grants)