

JOE TORRE

SAFE AT HOME.



SAFE AT HOME

MARGARET'S PLACE PROGRAM

SCHOOLYEAR 2022- 2023



MARGARET'S PLACE

OUR MISSION AND LAYERED PROGRAM MODEL

OUR MISSION

EDUCATE TO END THE CYCLE OF DOMESTIC VIOLENCE AND SAVE LIVES



OUR CORE COMPONENTS

OUR PROGRAM INCLUDES MENTAL HEALTH COUNSELING SERVICES, AN ANTI-VIOLENCE CURRICULUM, SCHOOL-WIDE AWARENESS CAMPAIGNS, A PEER LEADERSHIP TRAINING PROGRAM, AND SEVERAL TRAININGS FOR SCHOOL STAFF, PARENTS, AND PEERS.



OUR PEER LEADERSHIP PROGRAM

PEER LEADERSHIP INCREASES THE KNOWLEDGE, SKILLS, AND SELF-EFFICACY USED TO HELP PREVENT INTERPERSONAL VIOLENCE.



OUR PREVENTION PROGRAMMING FOR YOUTH

WE AIM TO REDUCE THE STIGMA AROUND THE EXPERIENCE OF VICTIMIZATION BY INCREASING UNDERSTANDING OF THE ROOT CAUSES OF VIOLENCE AND INCREASING POSITIVE PEER SUPPORTS.

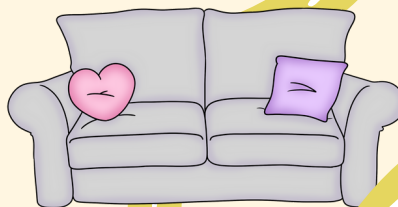
OUR CORE BELIEFS

- VIOLENCE IS NEVER OKAY
- YOU ARE NOT ALONE
- IT IS NOT YOUR FAULT
- TELL SOMEONE YOU CAN TRUST
- YOU CAN GET HELP
- YOU CAN END THE CYCLE



OUR CLINICAL SERVICES

OUR MENTAL HEALTH COUNSELING SERVICES SUPPORT YOUTH TO INCREASE HEALTHY COPING SKILLS, DECREASE THE FREQUENCY AND SEVERITY OF TRAUMA SYMPTOMS, AND HELP YOUTH REACH OUT FOR SUPPORT.



OUR PREVENTION PROGRAMMING FOR PARENTS & STAFF

WE EQUIP PARENTS & STAFF WITH EARLY INTERVENTION STRATEGIES AND AN UNDERSTANDING OF HOW VIOLENCE AND TRAUMA IMPACT YOUTH.



SAFE AT HOME EMPOWERS THE SCHOOL COMMUNITY TO CREATE AN ENVIRONMENT WHERE VIOLENCE AND ABUSE ARE NOT TOLERATED; WHERE YOUTH HARMED BY VIOLENCE ARE SUPPORTED; AND YOUTH LEAD PREVENTION EFFORTS TO FOSTER SAFER SCHOOLS.

MARGARET'S PLACE

PROGRAM REACH 2022-2023

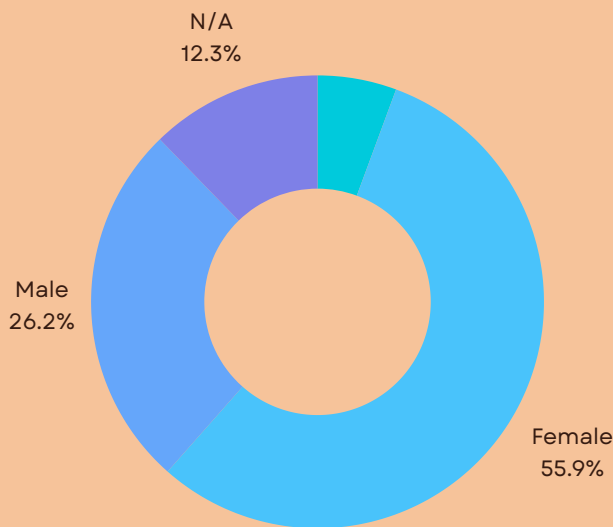
SERVICE TYPE	NUMBER OF ACTIVITIES	NUMBER OF PARTICIPANTS
INDIVIDUAL COUNSELING SESSIONS	3346	509
GROUP COUNSELING SESSIONS	418	192
THERAPEUTIC RECREATION ACTIVITIES	285	840
PREVENTION ACTIVITIES WITHIN THE MARGARET'S PLACE ROOM	414	3737
TOPICAL PREVENTION WORKSHOPS	229	4586
PEER LEADERSHIP MEETINGS	406	127
YES (YOUTH EMPOWERED TO SPEAK) CURRICULUM WORKSHOPS	360	1758
SCHOOLWIDE CAMPAIGN AND OUTREACH ACTIVITIES	344	82026
STAFF WORKSHOPS AND OUTREACH ACTIVITIES	876	4339
PARENT WORKSHOPS AND OUTREACH ACTIVITIES	109	34871
TOTALS	6787	132,985

COUNSELING DEMOGRAPHICS

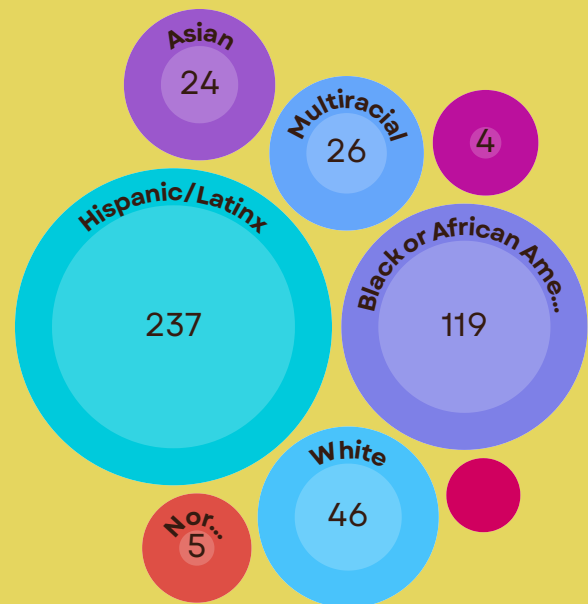


509 students at Margaret's Place engaged in ongoing counseling services. The **majority of clients (about 40%)** sought out counseling services for themselves and **"self-referred" after Margaret's Place outreach**. **27% of clients** were referred by **school support staff and other mental health providers** on-site, and **22% of clients** were referred to services by their **peers**. Another **5% of clients** were referred by their **parents** to Margaret's Place services.

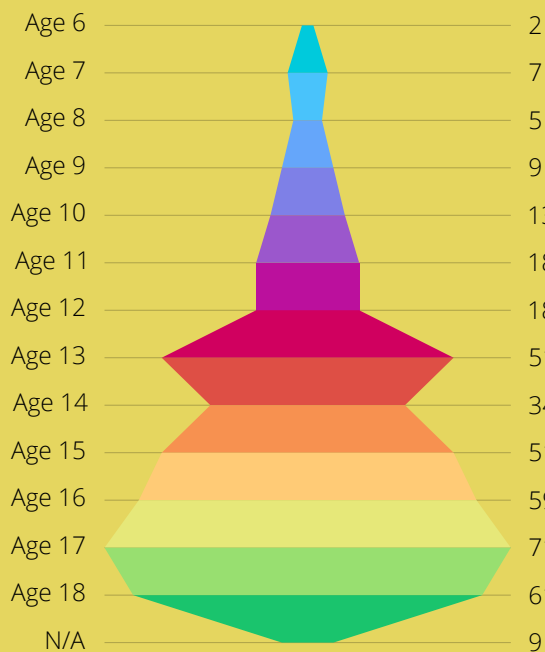
CLIENTS BY GENDER



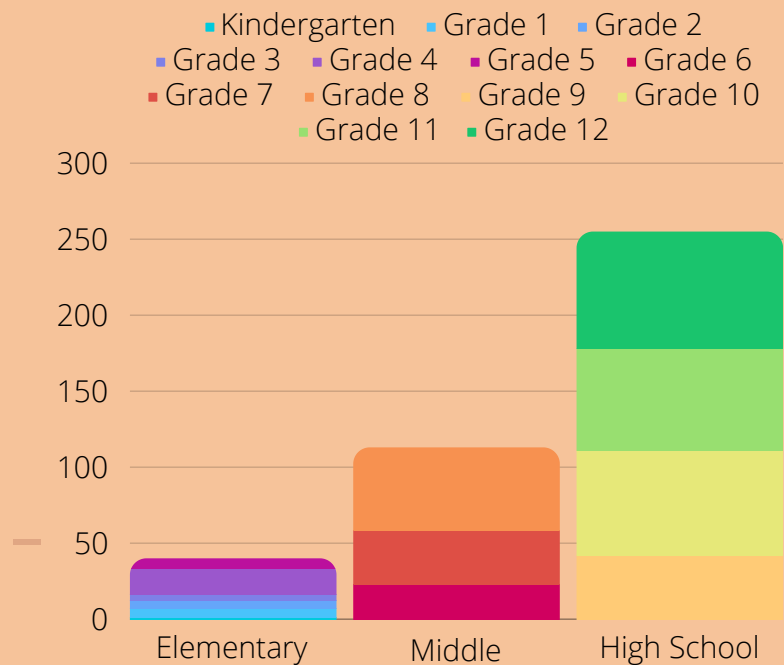
CLIENTS BY RACE/ETHNICITY



CLIENTS BY AGE



CLIENTS BY GRADE



MARGARET'S PLACE CLIENT NEEDS

At Margaret's Place, **students seek healing through counseling** after exposure to violence and trauma. Themes of challenges that **MP students focus their healing work around** include significant **emotional dysregulation, impacts of traumatic stress**, as well as **difficulties creating and maintaining safe and supportive relationships**.

59%

Across all MP sites, 59% of counseling sessions addressed clients' difficulty in maintaining safe, supportive, relationships.

48%

Across all MP sites, 48% of counseling sessions addressed emotional dysregulation in clients.

43%

Across all MP sites, 43% of counseling sessions addressed traumatic stress in clients.

37%

37% of MP Counseling students disclosed **experiencing suicidal ideation** while beginning MP Counseling services.

12%

12% of MP students disclosed **experiencing homicidal ideation** at the beginning of MP Counseling services.

After receiving services from the Margaret's Place Program, **Margaret's Place Counseling supported students in healing**, leading to a reduction in both suicidal and homicidal ideation among clients.

Of those students who reported Suicidal Ideation at intake, **68% of students reported no suicidal ideation at program completion.**

Of those students who reported Homicidal Ideation at intake, **63% of students reported no homicidal ideation at program completion.**

Across all sites, Margaret's Place **students who disclosed trauma or abuse were more likely to report experiencing trauma in multitudes**. Students who disclosed a trauma history reported more than one relationship that was characterized by trauma or abuse.

51%

of counseling students who disclosed trauma histories **reported being impacted by bullying**, including on school grounds and cyber-bullying.

34%

of counseling students who disclosed trauma histories **reported witnessing intimate partner violence or family violence in their homes.**



MARGARET'S PLACE COUNSELING SERVICES



The Strengths and Difficulties Questionnaire (SDQ) is **one of the most widely used measures of child mental health**, and has been translated into more than 80 languages. The Margaret's Place program uses this SDQ as a part of counseling intake as a brief emotional and behavioral screening, including emotional symptoms, conduct challenges, hyperactivity/inattention, peer relationship problems, and prosocial behaviors, to measure and reflect on change and growth through the counseling process.

104 Students completed both an intake and a termination SDQ survey. **From this group of students, we were able to explore measurable outcomes as a result of counseling services at Margaret's Place.**

94%

Based on the initial assessment completed at the start of counseling services, **94% of MP students struggled with emotional or behavioral challenges** in ways that impacted their relationships.

46%

Based on assessment scales strongly linked to diagnostic criteria, **46% of MP Counseling students scored high on the scale for emotional symptoms associated with depression and anxiety.**

32%

32% of MP Counseling students scored high on scales for hyperactivity and peer relationship challenges, which have a tendency to encompass externalized behaviors that impact students day-to-day, stemming from traumatic experiences.

16

Margaret's Place Counseling supports student healing. In the 2022-2023 school year, 97 students completed ongoing counseling through the school year, which included participation in on average, 16 counseling sessions each.

92%

At follow-up, **92% of students identified having gained** several prosocial behaviors as personal strengths, including being considerate, being helpful, kind, and caring for others.

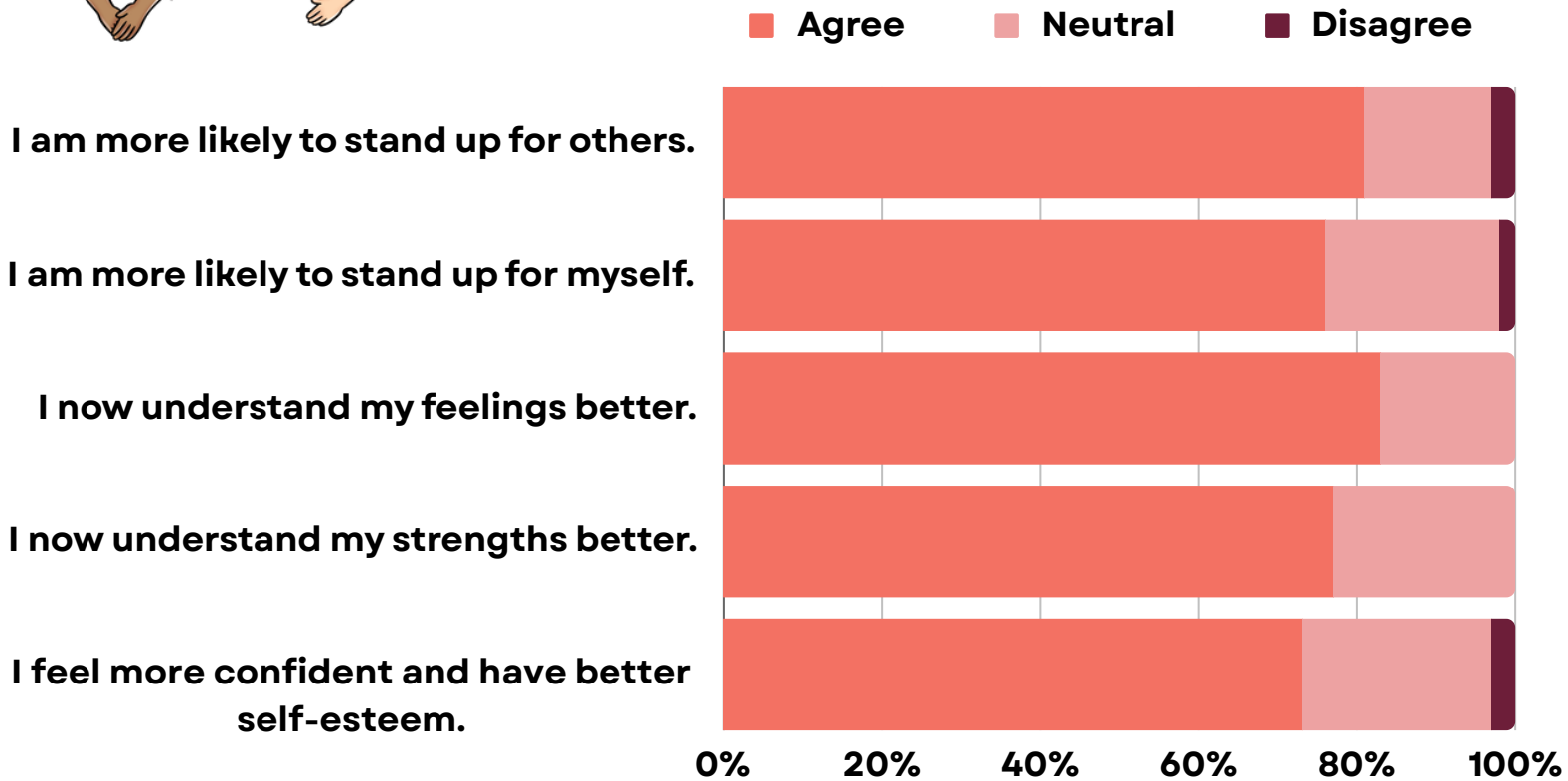
15%

Margaret's Place Counseling supports student healing through short-term counseling. **15% of counseling students saw measurable improvements** after engaging in short-term counseling.

AFTER RECEIVING SERVICES AT MARGARET'S PLACE...



Margaret's Place Participants across all sites shared the impacts of counseling on **skill-building, coping strategies, self-advocacy, and relationships.**



78%

After participating in counseling, 78% of students reported that they now better understand something about somebody else (like their parents, friends, or siblings).

75%

After participating in counseling, 75% of students reported feeling more hopeful.

70%

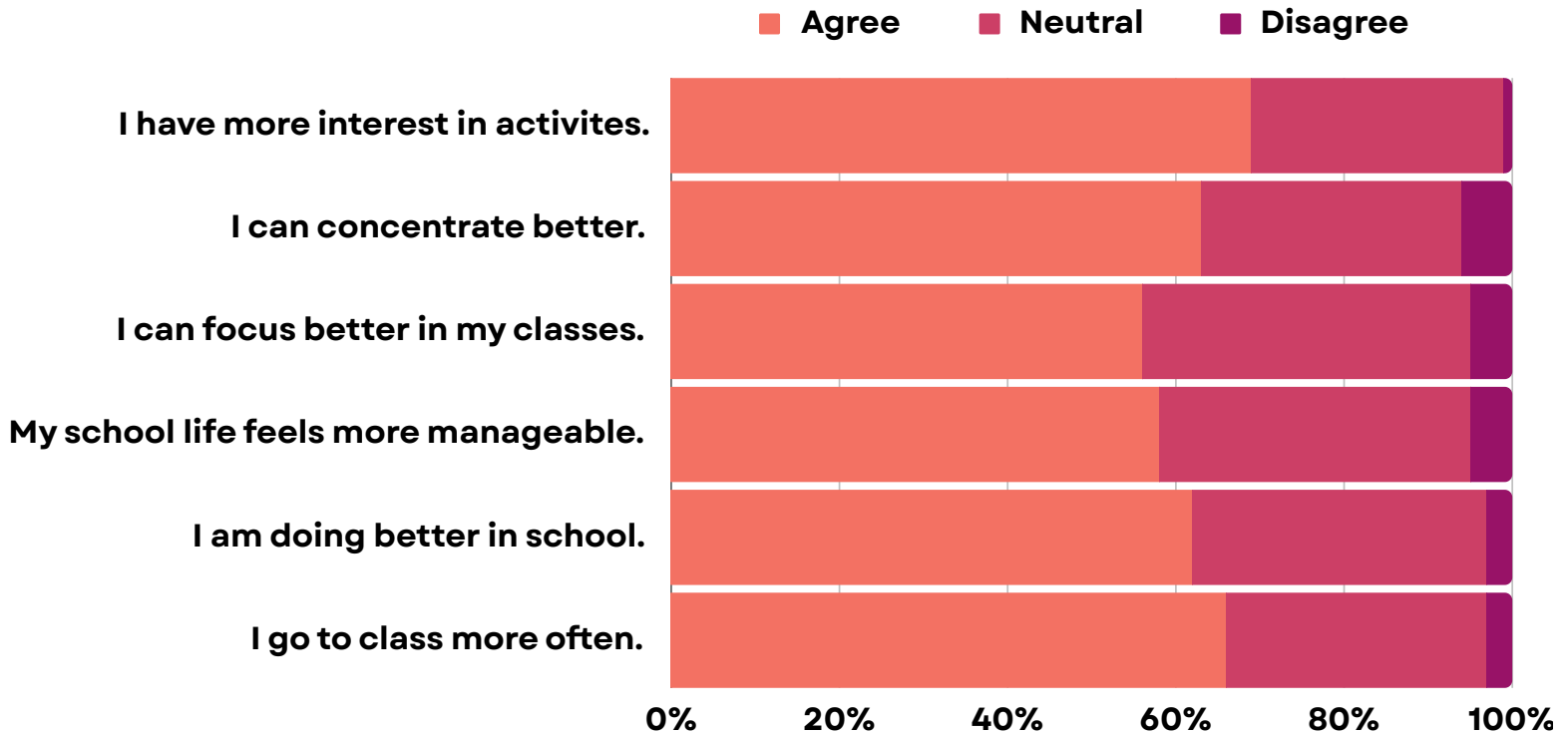
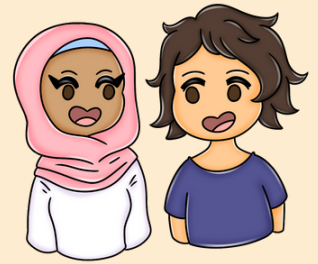
After participating in counseling, 70% of students reported improving their relationships with teachers, peers, and friends.

67%

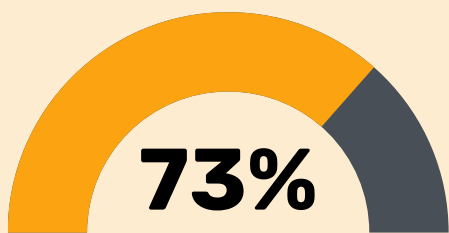
After participating in counseling, 67% of students reported feeling more in control when they get angry.

AFTER RECEIVING SERVICES AT MARGARET'S PLACE...

Across all sites, Margaret's Place students **reported improvements in their school life and academic abilities**, after receiving counseling services.



WE ASKED TEACHERS TO SHARE HOW THEY FEEL ABOUT MARGARET'S PLACE :



73% of teachers would **recommend** that other **school staff refer students to Margaret's Place** for counseling.



63% of teachers reported that **students have an increased ability to solve problems and can focus better in their classes** because of Margaret's Place services.



50% of teachers agree that they have been able to have a **more positive relationship with students** with whom they have referred to Margaret's Place.

YES CURRICULUM IMPACTS

MARGARET'S PLACE
WORDS ARE POWER!



This year at Margaret's Place, 1758 **students engaged in YES Curriculum sessions. 645 students answered the YES Post Survey.** Margaret's Place students improved their ability to **identify healthy and unhealthy relationship behaviors, identify trusted adults, and identify safe intervention strategies.** The statistics below are based on available survey responses.

87%

of students shared that if someone they are dating engages in unhealthy relationship behavior, they would handle the situation in a healthy and positive way.

84%

of students agree that they would make a good role model for others to learn about healthy relationship behaviors in dating relationships.



58%

of students shared that they feel confident they could effectively do something (speak up, or offer support) to one of their peers if they are being hurt either in school or online.

57%

of students agreed that they had the skills to effectively do something (speak up, or offer support) to one of their peers if they are being hurt either in school or online.

YES CURRICULUM IMPACTS



After engaging in the YES Curriculum, students showed improvements in identifying healthy and unhealthy relationship behaviors, identifying trusted adults, and identifying safe intervention strategies.



YES aims to give students the tools to engage in help-seeking behavior.

70%

After YES, **70% of students agree** that there is **an adult outside of their school** that they can turn to for help if they were concerned about **their own safety**.

YES aims to give students the tools to engage in help-seeking behavior.

66%

After YES, **66% of students agree** that there is **an adult outside of their school** that they can turn to for help if they were concerned about **the safety of a friend, peer, or loved one**.

3

On average, students identified **three adults** that they **trust** at their school site who they would **feel comfortable** speaking with **if they were concerned about someone being abused**.

59%

A Responsible Bystander is someone who witnesses an event and does something to help.

After engaging in YES, **59% of students** were able to correctly identify what a **responsible bystander does**. 41% of students answered incorrectly.

YES aims to give students the tools to identify signs of violence.

66%

After engaging in YES, **66% of students** were able to correctly identify the answer choice that was not an example of violence. 34% of students answered incorrectly.

YES aims to give students the tools to feel empowered in promoting healthy relationships.

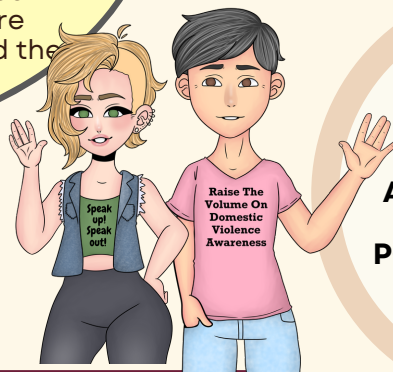
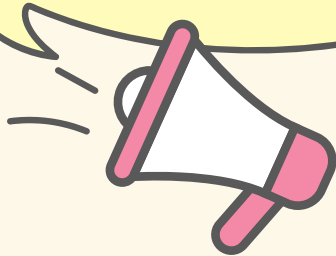
77%

After YES, **77% of students** correctly identified **supportive statements** to say to someone who has experienced abuse.

PEER LEADERSHIP IMPACTS

Peer Leadership aims....

- To foster social consciousness, leadership, and communication skills
- To educate youth about healthy relationships and intimate partner violence
- To provide healthy role models
- To encourage youth to identify and raise awareness about social justice and violence-related issues that are impacting them, their schools, and the communities



80%

OF PEER LEADERS AGREE THAT IF SOMEONE TREATS THEM UNFAIRLY, THEY ARE COMFORTABLE TELLING AN ADULT .

75%

OF PEER LEADERS AGREE THAT THEIR ACTIONS SET POSITIVE EXAMPLES FOR THEIR PEERS.

90%

AFTER PARTICIPATING IN PEER LEADERSHIP, 90% OF PEER LEADERS CORRECTLY IDENTIFIED THE MEANING OF THE TERM 'CONSENT'.

80%

80% OF PEER LEADERS SHARED THAT THE SCHOOLWIDE AWARENESS CAMPAIGNS WERE THE MOST IMPORTANT WORK THEY DID IN PEER LEADERSHIP.

80%

OF PEER LEADERS ARE INTERESTED IN BEING A LEADER AT THEIR SCHOOL.

85%

AFTER PARTICIPATING IN PEER LEADERSHIP, 85% OF PEER LEADERS AGREED THAT THEY COULD DIFFERENTIATE BETWEEN HEALTHY AND UNHEALTHY FRIENDSHIPS.

95%

AFTER PEER LEADERSHIP, 88% OF PEER LEADERS CORRECTLY IDENTIFIED THE BEST SUPPORTIVE STATEMENT TO SAY TO A VICTIM OF ABUSE.

75%

OF PEER LEADERS AGREE THAT THEY ENCOURAGE OTHERS TO JOIN TOGETHER TO HELP THEIR COMMUNITY.



MARGARET'S PLACE COMMUNITY FEEDBACK

Across all Margaret's Place sites, **students and other school community members shared the positive benefits and impacts of having a Margaret's Place room in their school.** Below are selected responses from Margaret's Place Participants.

"The best thing about Margaret's Place is that I had someone who truly understood what I was going through and someone who actually listened rather than judged. I am just happy that I got to work with a program that truly helped me grow into a better person. All my goals that I have set for myself may not be fully reached yet but I did have a great start."

-Duarte Margaret's Place Participant

"I wish Margaret's Place was in more schools!!!"

-Washington Preparatory Margaret's Place Participant

"Margaret's Place gave me hope and helped me heal."

-Peekskill Margaret's Place Participant

"...When I first started therapy, I was in a really bad place emotionally and mentally. My Margaret's Place Counselor helped me so much. I'm happier, I can cope with my emotions and feelings better, I enjoy doing things I didn't before, my relationships have improved a lot, the relationship I have with myself has improved a lot, and in general I'm just doing so much better."

-John Glenn Margaret's Place Participant

"At Margaret's Place, I learned how to speak for myself and notice unhealthy behaviors in me and my friends [and work] to change them."

-Cross Hill Margaret's Place Participant

"When my home wasn't safe, Margaret's Place made me feel safe."

-John Adams Margaret's Place Participant

"...the best thing that Margaret's Place has done for me is give me a space to just relax for a couple minutes. I feel safe and calm in Margaret's Place. It's helped me a lot with my mental health, I feel like I am at peace."

-Bassett Margaret's Place Participant

"I think the best parts of Margaret's place are the people you meet...Margaret's Place is kept afloat by the peers & the community. The activities and the room binds people together in a way... and brings people of different backgrounds together to feel safe & listened to."

-BASE Margaret's Place Participant

"Margaret's Place gave me a place of community and belonging as well as a safe place where I can be with people who are open minded and caring."

-Venice Margaret's Place Participant

"Students seem truly focused due to Margaret's Place guidance. They are making more positive decisions about personal safety and those decisions pertaining to academics. There needs to be more Margaret's Places throughout country."

-Hostos Teacher

THANK YOU

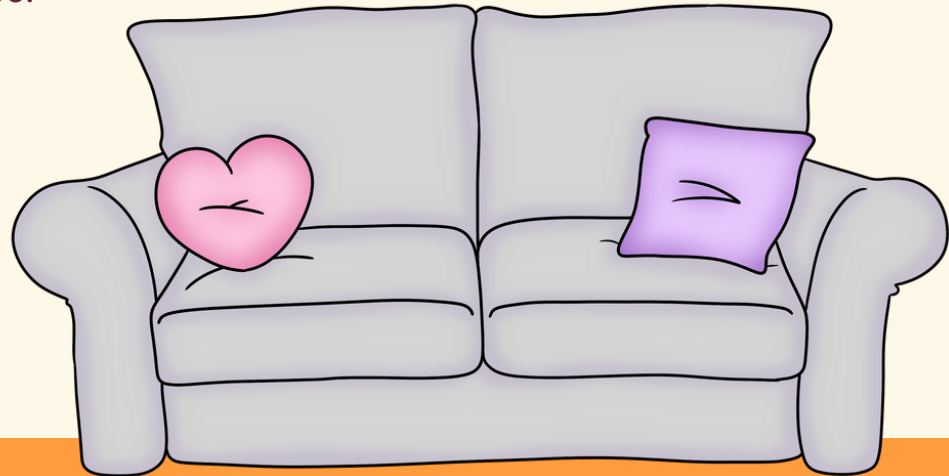
JOE TORRE
SAFE AT HOME.

On behalf of the Joe Torre Safe At Home team and all of the students and communities we support, we want to thank our schools, school districts, and donors for their partnership and collaboration. We look forward to continue working together to expand our reach and impact to end the cycle of violence.

JOE TORRE SAFE AT HOME

55 West 39th Street
Suite 600
New York, NY 10018
(212) 880-7360

joetorre.org



WE THANK YOU FOR YOUR CONTINUED SUPPORT IN OUR PROGRAMS