



## Report to the Community 2010–2011

If we could choose one word to sum up this fiscal year, it would be “success.” Committee for Children has launched lots of new, exciting projects that are resulting in success for children, parents, teachers, and communities, both here at home and around the world.

Most exciting is the total revision of our research-based *Second Step* social-emotional learning program. In April, after years of work that involved every single staff member (plus dozens of consultants, pilot teachers, and students), we released an all-new edition called *Second Step: Skills for Social and Academic Success*.

The program’s updated research base showed us that, to make it truly valuable for students, we needed to introduce skills for learning alongside the social-emotional skills. The enthusiastic response from schools and teachers is telling us that the finished product is exactly what we hoped it would be: a user-friendly program that teaches kids the social-emotional skills they need to achieve success in school and throughout their lives.

You can’t achieve success without help. For us, this came in the form of a generous grant from the Raikes Foundation, which is allowing us to develop a new suite of online tools that will help teachers implement the *Second Step* middle school program more effectively. This key project is helping us pinpoint the most effective and efficient ways to support teachers in improving student achievement, reducing classroom disruption, and enhancing student safety.

Please read on to find out about the other fortuitous changes we and our partners have made—and we think you’ll agree that “success” is an apt description!

Joan Cole Duffell  
Executive Director

Sarah E. Stanley  
President, 2010–2011 Board of Directors

## Success at Home

Seattle-area school counselor Jake Olsen tells how piloting the new *Second Step* program changed him and his school.

"As a counselor and educator, my purpose is to facilitate the academic, social, emotional, and career development of all the students at my school. The new *Second Step* curriculum can help make it happen. The curriculum continually challenges me to think about how students learn and how I teach them. The Skills for Learning and emotion-management and problem-solving skills give me a focus, whether I'm preventively teaching or reactively intervening with students. To be honest, piloting the curriculum and discussing student behavior with colleagues have rejuvenated me as a professional. It's fun, it's exciting, I know it works when it's taught and reinforced consistently, and it's best practice for teaching students academic, social, and emotional skills.

"The benefits of the new *Second Step* program go beyond what it's done for



me as an effective professional. It really has benefited our entire school. It gives us schoolwide common language to use in the classroom, in hallways, and on the playground. This common language carries over to students' homes, too. For many of the teachers I work with, the vocabulary and skills we teach have added to their existing skill set, and in some cases, improved classroom management and teacher-student interactions and relationships. I use the vocabulary and strategies from *Second Step* to help teachers and parents help students learn effectively, manage their emotions, and solve their own problems. School staff and parents have become fluent in things like Listening Rules, Skills for Learning, and How to Calm Down, and integrate them into everyday interactions with children."

## Texas-Sized Success

They say nothing small happens in Texas, and in the case of Austin Independent School District's (ISD's) rollout of social-emotional learning, they're right. Austin was recently named the first recipient of the Collaborative for Academic, Social, and Emotional Learning's (CASEL's) Spotlight District program. The program provides funding for district-wide SEL infrastructures that can then serve as examples of large-scale SEL implementation.

Over the next six years, Austin ISD will provide *Second Step* kits to Austin schools that show a commitment to implementing the program, with Committee for Children providing training and implementation consulting. Four Austin elementary schools helped pilot the *Second Step* K-3 program this year, and are excited to continue with grades 4 and 5. Their staff report drastic drops in referrals and improved school climate. And as the Spotlight program continues, we hope that kind of success will spread all over Austin.



## Success Abroad

In 1997, we began a partnership with the Center for the Prevention and Treatment of Child Sexual Abuse (CPTCSA), whose mission is to fill a gap in services for victims of child sexual abuse in the Philippines. They translated and adapted our *Talking About Touching* program for use with Filipino children—but they didn't stop there.

In 2009, after years of lobbying, CPTCSA convinced the Filipino Department of Education to mandate the use of the program in schools nationwide. They are currently working together to develop a plan for this complex implementation. It includes a gradual, five-year roll-out of the program with extensive teacher training across the country. By the end of the five years, CPTCSA hopes to turn over the entire project to the Department of Education and, in the words of executive director Zenaida S. Rosales, to have “essentially written [them] selves out of a job.” This success will have positive effects on children all over the Philippines.



Our programs are helping children around the world

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Lithuania  
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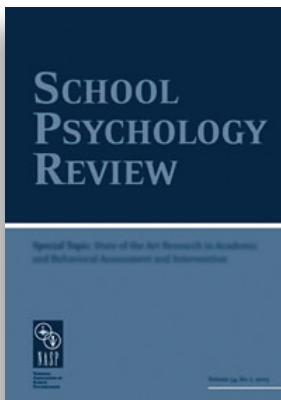
## Success in the Battle Against Bullying

We were honored to be the subject of part of an hour-long documentary titled “Bullying: Breaking the Cycle.” The program was produced by KIRO 7 TV, Seattle’s local CBS affiliate, and aired earlier this year. Watch it online at [www.kirotv.com/bullying](http://www.kirotv.com/bullying).



### Great news!

The fall 2011 issue of *School Psychology Review* features a study that shows 33 percent less physical bullying in schools that used our *Steps to Respect* program compared to those that didn't. It's the largest, most scientifically rigorous study in the U.S. to show positive results from a school-based bullying prevention program. Learn more at [www.cfchildren.org](http://www.cfchildren.org).



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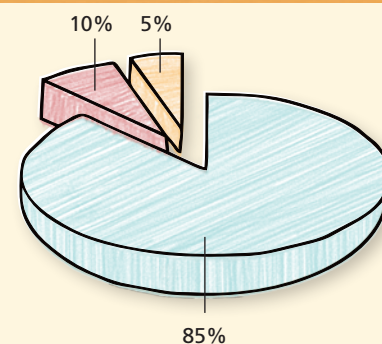
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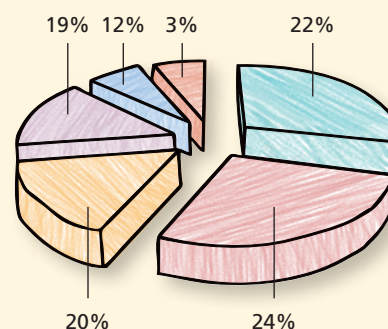
## 2010–2011 Support and Revenue

	Sales of educational materials	\$7,538,781
	Contributions, investments, and other income	\$882,788
	Training fees	\$419,238
<b>Total</b>		<b>\$8,840,807</b>



## 2010–2011 Program and Supporting Expenses

	Production of educational materials	\$2,433,453
	Training and implementation support	\$2,175,884
	Administration and fundraising	\$2,049,212
	Community education	\$1,895,373
	Program development	\$1,151,013
	Research and evaluation	\$345,715
<b>Total</b>		<b>\$10,050,650</b>



We're helping 9 million children in 26 countries develop vital social and emotional skills with our award-winning programs:

### Second Step

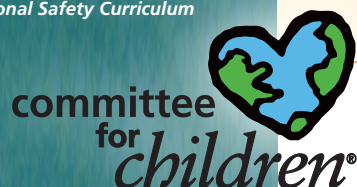
*Skills for Social and Academic Success*

### Steps to Respect

*A Bullying Prevention Program*

### Talking About Touching

*A Personal Safety Curriculum*



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