



2017-2018 Annual Report

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The CRC Mission: Creative Response to Conflict is a global organization that educates individuals and groups to transform conflict into growthful experiences toward a just and peaceful world.

CRC Themes

Cooperation skills are essential in today's collaborative school and workplace environments. CRC cooperation activities build group spirit, support team building, and help participants learn the skills they need to work together towards positive common goals.

Communication skills are fundamental to productive interactions. CRC communication activities provide practice and develop skills in listening, speaking, and observation. CRC's high-participation, interactive approach develops oral language skills while literacy connections support reading and writing.

Affirmation builds on cooperation and communication to help participants feel positive about themselves and others. CRC's approach validates each individual's contribution and highlights strengths and commonalities.

Conflict resolution principles frame conflict as an expected, natural part of life and a pathway to growth, learning, and connection. CRC conflict resolution activities help participants expand their "toolbox" of strategies for responding to conflict. Skills include de-escalating conflict, looking at others' points of view, and developing win-win/fair-fair solutions.

Creative problem-solving skills enable participants to generate creative solutions to conflict. CRC problem-solving activities develop critical thinking capabilities for fluency, flexibility, and elaboration as well as creativity and imagination.

Bias awareness is key in understanding and responding to conflict. CRC activities create a safe environment in which participants explore and celebrate their cultures; examine personal, cultural, and institutional forms of bias; and develop strategies to effectively respond to bias.

Mediation is an approach in which facilitators help those in conflict communicate about the problem and develop creative solutions. CRC has helped many schools establish peer mediation programs, an approach shown to be useful in improving school climate and reducing disciplinary referrals.

Creative responses to bullying incorporate a range of strategies appropriate to a wide variety of bullying situations. CRC's holistic approach takes into account the needs of bullies, those they bully, and bystanders as well as issues of power imbalance and bias. Both prevention and intervention are addressed.

Restorative Practices are intervention measures CRC uses to create and sustain supportive school environments. Our staff incorporates circle keeping practices at a school-wide level: building students' empathy and self-regulation, teachers' classroom management, and nurturing positive school culture through a growth mindset approach.

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Priscilla Prutzman - Co-Founder and Executive Director

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Wilene Joseph—NICE Staff

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Lizzette Ruiz—NICE Staff

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Reinaldo Sanchez--NICE Staff

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Kimberly Rivas-Adames

2017-2018 FUNDING
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Lindley Murray Fund of the New York Yearly Meeting

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Rockland Community College

Rockland Friends Meeting

The United Way of Rockland

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2017 - 2018 CRC Program Report

CRC provides workshops to schools, colleges, faith –based organizations, community centers, colleges and other nonprofits. Our workshops give life lessons in: effective communication skills; resolving conflict; intervening in bullying behaviors at school; how bias negatively affects individuals as well as communities; and solving conflicts big and small through problem solving techniques. Children, young people and adults participate in our workshops through experiential practice. Our trained facilitators use interactive activities, cooperative games, roleplaying that helps build skills in all types of conflicts individuals face in life. Since 2015 CRC has expanded its work in the alternative to conflict resolution field through the implementation of restorative practices throughout Middle and High Schools in New York State. CRC's Nurturing Inclusive Community Environment Program (NICE) supports both Spring Valley and Ramapo High School in the creation of a clear vision towards a culture of respect while facilitating the development of restorative approaches throughout the school community. In NYC, CRC works in six Department of Education schools fostering healthy relationships by using community building circles, and training school staff to use reentry and conflict circles to address disciplinary issues in more restorative ways.

Many of our workshops and training take place in the New York, New Jersey and Connecticut area. Our work also spans throughout the country at conferences and to other countries such as the Peace conferences in India, Spain, and Peru.

Programs

Lunchtime Listeners; Conflict Resolution workshops; Bias Awareness workshops; Bullying Prevention workshops; Peer Mediation training; Problem Solving workshops; Conflict Resolution Education Course, Creative Response to Families and Conflict (CRFC); Couples Mediation; Separation and Divorce Mediation; Parenting and Marital Conflict Workshops; Children's Program; Career Counseling; Finances in the World of Separation; LGBTQQ, Reentry Program, NYC Safe and Supportive Project; Nurturing Inclusive Community Environment Program (NICE); Hudson Youth Leadership Academy (HYLA), and Maintaining a Professional Workplace.

**Safe and Supportive Opportunity Program
Department of Education Restorative Justice Initiative**

The DOE Office of Safety and Youth Development funds this Restorative Justice Initiative program to provide school districts with a new approach to discipline issues. CRC supports the implementation of this program at The Urban Assembly for Green Careers, They Urban Assembly for Media Studies, Catherine Count Basie, Manhattan Business Academy, IS 126 Queens Albert Shanker and J.H.S. 217 Robert A. Van Wyck Q 217. Our approach focuses in training the school community in understanding, practicing and nurturing restorative practices that improve school climate. CRC works in conjunction with school stakeholders to develop action plans that organize, integrate, and sustain school and district-wide efforts to create safe and supportive school environments and coordinate and align student support initiatives.

Nurturing Inclusive Community Environment Program (NICE) Creative Response to Conflict and WEGE Foundation Collaboration

Creative Response to Conflict and We Oppose Violence Everywhere Now (WOVEN) are partnering with the East Ramapo Central School district in creating the NICE program to support healthy, safe, supported, engaged and challenging learning environments that support the academic, emotional and social needs of our students. The NICE Program provides social-emotional support to two high schools in the East Ramapo school district. They achieve this goal primarily through one-on-one counseling, mediations, and community-building circles. This winter the NICE Program has continued to partner with teachers in implementing community-building circles in the classrooms. In both schools, all Health teachers have welcomed the NICE circles into their weekly curriculum. The NICE team at both schools works closely with the Health teachers to combine health-related curriculum with social-emotional support through the circles. In addition, NICE staff has partnered with the ENL department to conduct community-building circles in the native language of many ENL students. At Ramapo high school, the school administration leans heavily on the NICE team to solve student issues through mediation. In contrast, the school administration in Spring Valley high school tends to refer many students to the NICE team for additional support, counseling, and mentoring. Some next steps with the program will be to conduct teacher circles, parent circles, and begin strategic planning for next school year.

Hudson Youth Leadership Academy (HYLA)

Hudson Youth Leadership Academy (HYLA) is a wonderful collaboration between Creative Response to Conflict, Free the Children and Me to We and Rockland Community College. The summer program is designed as a three - day long, social justice - themed day camp, designed to give middle school, high school and college freshmen youth leadership skills and confidence to create change, and the opportunity to become active participants with their local communities. HYLA events happen throughout the year. HYLA sponsored a Martin Luther King event at CEJES Institute which houses African American art works. Speakers from Free the Children and Me To We spoke to several Middle and High School students in March. Schools included Rockland Country Day School, Tappan Zee High School, Suffern Middle School, and Rockland Community College.

Funding for this program is made possible by the generous sponsorship of the Kurz Family Foundation. In-kind donations were given by Rockland Community College.

Reentry

United Way of Rockland continues to fund the reentry program which runs three fourteen week programs a year for 15 formerly incarcerated women and their children. The sessions include information on resume writing, interviewing for jobs, prevention of drug and alcohol abuse, prevention of domestic violence, managing money and improving credit scores, anger management, conflict resolution skills including deescalating violence and self-esteem. The children have art, music, dance, bullying prevention, conflict resolution and self-esteem building.

Conflict Resolution Education Course

**This course is part of the Humanistic and Multicultural Education Program
for the State University of New York at New Paltz**

Students of Elementary Education and Social Work take this course to help teach their prospective students and clients that conflict is not negative, but a natural part of life. The lessons learned from this class help these soon to be practitioners teach productive communication skills, affirmation skills, appreciation of diversity, empathy and creative solutions to problems.

Some of the objectives of the course:

1. Examine our own attitudes and values regarding conflict. (Intellectual growth)
2. Study the rationale for conflict resolution in schools and examine a variety of approaches and skills for dealing with those conflicts.
(inquiry, intellectual growth, professionalism, democratic citizenship)
3. Explore peer mediation programs and develop understanding of how to implement them.
(diversity, democratic citizenship)
4. Examine the implications of nonviolent conflict resolution for both educational and social change.

Some of the text books used in the course are CRC publications: the Friendly Classroom for a Small Planet and the Friendly Classroom Mediation Manual. The course has been very well received at SUNY New Paltz, so CRC is exploring other area colleges to expand this program.

CRC Lunchtime Listener Program

For many students, school lunchtime and recess can be a difficult part of their day. For that reason, about 7 years ago, Creative Response to Conflict developed a program called Lunchtime Listeners. Who is a Lunchtime Listener? They are adults trained in conflict resolution and mediation who volunteer their time during school lunch and recess periods to help students constructively solve disputes and quarrels.

Creative Response to Families and Conflict (CRFC)

CRC created the program CRFC because couples and children need to feel positive about their situation when they begin to transition into separation or divorce. Unlike lawyers, mediators bring about peaceful change in family dynamics. CRFC is located in the tranquil retreat center of Shadowcliff in Nyack, New York. At Shadowcliff, CRFC offers a safe space for mediation, confrontation, argument, strong emotion and discussion of uncomfortable subject matter. We offer several programs to help both individuals come back together peacefully, separate or divorce peacefully and/ or help the children in the family find their voice and heal during transition as well.

Offerings of the CRFC:

1. Couples Mediation
 2. Separation and Divorce Mediation
 3. Parenting and Marital Conflict Workshops
 4. Children's Program
 5. Career Counseling
-

CRC Program Report Fiscal Year 2017-2018

| Month | Number of Participants |
|-----------------------|---|
| <i>July 2017</i> | <i>100 Adults 380 Students</i> |
| <i>August 2017</i> | <i>127 Adults 256 Students</i> |
| <i>September 2017</i> | <i>277 Adults 114 Students</i> |
| <i>October 2017</i> | <i>281 Adults 1,608 Students</i> |
| <i>November 2017</i> | <i>802 Adults 2,888 Students</i> |
| <i>December 2017</i> | <i>516 Adults 1,970 Students</i> |
| <i>January 2018</i> | <i>740 Adults 1,644 Students</i> |
| <i>February 2018</i> | <i>207 Adults 3,462 Students</i> |
| <i>March 2018</i> | <i>1,578 Adults 4,139 Students</i> |
| <i>April 2018</i> | <i>494 Adults 3,424 Students</i> |
| <i>May 2018</i> | <i>879 Adults 3,787 Students</i> |
| <i>June 2018</i> | <i>682 Adults 2,187 Students</i> |
| Totals | 6,683 Adults 25,859 Students |

The number of students served: 25,859

The number of adults served: 6,683

Total: 32,542

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)
 Do not enter social security numbers on this form as it may be made public.
 Information about Form 990 and its instructions is at www.irs.gov/form990.

2016

Open to Public Inspection

Department of the Treasury
 Internal Revenue Service

A For the 2016 calendar year, or tax year beginning 7/01, 2016, and ending 6/30, 2017

B Check if applicable:
 Address change
 Name change
 Initial return
 Final return/terminated
 Amended return
 Application pending

C CREATIVE RESPONSE TO CONFLICT
 60-20 59TH PLACE #1
 BAYSIDE, NY 11360

D Employer identification number
 13-3714986

E Telephone number
 718-894-3201

G Gross receipts \$ 249,030.

F Name and address of principal officer:
 Same As C Above

H(a) Is this a group return for subordinates? Yes No
H(b) Are all subordinates included? Yes No
 If No, attach a list. (see instructions)

I Tax-exempt status: 501(c)(3) 501(c) () * (insert no.) 4947(a)(1) or 527

J Website: N/A

K Form of organization: Corporation Trust Association Other * **L** Year of formation: **M** State of legal domicile: NY

| Part I Summary | | Prior Year | Current Year |
|---|---|--------------------------------------|-------------------------|
| Activities & Governance | 1 Briefly describe the organization's mission or most significant activities: <u>THE PROGRAM PROVIDES SPECIALLY DESIGNED ACTIVITIES IN WHICH ADULTS AND CHILDREN EXPERIENCE NEW WAYS TO EXAMINE CONFLICTS AND DEVELOP STRATEGIES TO RESOLVE THEM.</u> | | |
| | 2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets. | | |
| | 3 Number of voting members of the governing body (Part VI, line 1a)..... | 3 | 7 |
| | 4 Number of independent voting members of the governing body (Part VI, line 1b)..... | 4 | 6 |
| | 5 Total number of individuals employed in calendar year 2016 (Part V, line 2a)..... | 5 | 0 |
| | 6 Total number of volunteers (estimate if necessary)..... | 6 | 0 |
| | 7a Total unrelated business revenue from Part VIII, column (C), line 12..... | 7a | 0. |
| b Net unrelated business taxable income from Form 990-T, line 34..... | 7b | 0. | |
| Revenue | 8 Contributions and grants (Part VIII, line 1h)..... | 53,110. | 40,154. |
| | 9 Program service revenue (Part VIII, line 2g)..... | 61,950. | 208,876. |
| | 10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)..... | | |
| | 11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)..... | | |
| | 12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)..... | 115,060. | 249,030. |
| Expenses | 13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)..... | | |
| | 14 Benefits paid to or for members (Part IX, column (A), line 4)..... | | |
| | 15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)..... | 48,868. | 60,147. |
| | 16a Professional fundraising fees (Part IX, column (A), line 11e)..... | | |
| | b Total fundraising expenses (Part IX, column (D), line 25) = <u>7,721.</u> | | |
| | 17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)..... | 78,845. | 38,868. |
| 18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)..... | 127,713. | 99,015. | |
| 19 Revenue less expenses. Subtract line 18 from line 12..... | -12,653. | 150,015. | |
| Net Assets or Fund Balances | 20 Total assets (Part X, line 16)..... | Beginning of Current Year 24,831. | End of Year 174,846. |
| | 21 Total liabilities (Part X, line 26)..... | 0. | 0. |
| | 22 Net assets or fund balances. Subtract line 21 from line 20..... | 24,831. | 174,846. |

Part II Signature Block
 Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: PRISCILLA PRUTZMAN Date: _____
 Title: Executive Dir.

Paid Preparer Use Only

Print/Type preparer's name: DONALEE R. BERARD Preparer's signature: DONALEE R. BERARD Date: _____
 Firm's name: Berard & Associates CPA's PC Check if self-employed PTIN: P00106728
 Firm's address: 44 Park Ave Firm's EIN: 13-3774222
Suffern, NY 10901 Phone no.: (845) 357-5668