Colorado Teen Dating Violence Prevention Final Report

Primary Prevention of Teen Dating Violence in the Denver-Aurora Community: Best Practices and Strategy Recommendations

Colorado Department of Public Health and Environment
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ACKNOWLEDGMENTS

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In 2009, the Injury, Suicide and Violence Prevention (ISVP) Unit at the Colorado Department of Public Health and Environment (CDPHE) created the Colorado Teen Dating Violence Prevention Initiative (TDVPI) to: 1) raise teen dating violence (TDV) as a public health priority, 2) expand partnerships with key violence prevention and TDV stakeholders; and 3) generate recommendations for the Denver-Aurora community for strengthening community capacity to implement, support and evaluate comprehensive and sustainable TDV prevention programs.

In order to conduct the the various planning activities associated with the TDVPI, the ISVP Unit created a Teen Dating Violence Prevention Team (TDVPT) comprising four interconnected sub-teams: the Executive Team, the State Teen Dating Violence Prevention Team (State Team), the Denver-Aurora Teen Dating Violence Prevention Taskforce (Denver-Aurora Taskforce) and the Denver-Aurora Youth Advisory Committee. Together these teams developed and implemented a Community Needs Assessment that included the following components: 1) an agency survey (environmental scan) that was completed by 153 community based organizations that are implementing violence prevention programming or positive youth development activities in the Denver-Aurora area; 2) a prevention strategies critique; 3) 55 key informant interviews; 4) 15 focus groups (two with parents, two with school personnel, two with prevention experts, and nine with teens); 5) a policy scan; 6) a surveillance system scan; and 7) an organizational capacity assessment. Additionally, the TDVPI provided 22 capacity building sessions for members of the TDVPT and other community partners through a variety of venues including, state conferences, local workshops and meetings.

Based on both adult and youth focus groups and key informant responses, teens in the Denver–Aurora community are involved in many different types of relationships. Though most of the Community Needs Assessment respondents acknowledged that teen relationships are casual and between non-committed partners, many of the youth verbalized that they wanted monogamous, committed relationships with their partners. The majority of teens commented that they would like relationships that are respectful, honest, caring, supportive, accepting and trusting.

According to the Youth Risk Behavior Survey, between 2005 and 2009, the number of Colorado youth self-identify as being a victim of teen dating violence increased by 3.1 percent. Youth and adults that participated in the Community Needs Assessment described the characteristics of teen dating violence in the Denver-Aurora community, including: types of abusive behaviors, intent and severity of the abuse, causes, gender parity, and bi-directionality. The TDVPT explored the CDC-identified risk and protective factors for teen dating violence perpetration, as well as those identified by Community Needs Assessment participants. Additionally, respondents described a number of community factors that may impact teen dating violence, such as: having an absentee father; criminalization of youth; culture, race and ethnicity; homophobia; immigration status; community acceptance of violence; school climate, and socio-economic status.

The TDVPT envisions a Denver-Aurora community where it is the norm for teens to have healthy, non-violent relationships. Recognizing that many of the risk and protective factors for teen dating violence are shared with other youth issues, such as child abuse, youth suicide, and bullying, the TDVPT believes it is critical to combine resources to implement strategies that address multiple issues. Additionally, in order to eliminate TDV in the Denver-Aurora

community, prevention strategies must be implemented at the individual, relationship,

community, and society levels of influence. Therefore, the TDVPT adopted a socio-ecological

framework for the development of prevention strategies to address the primary prevention of

teen dating violence. The TDVPT's recommendations include best practices for strategy

development, as well as program and policy recommendations organized by socio-ecological

level, teen dating violence intervention recommendations, and capacity recommendations.

BEST PRACTICES FOR STRATEGY DEVELOPMENT

❖ **Community TDV primary prevention plans should include strategies that meet these criteria.**
- ✓ Address all socio-ecological levels
- ✓ Can be implemented community-wide
- ✓ Have varied teaching methods
- ✓ Have dosage based on effectiveness
- ✓ Are evidenced/research or theory based if possible
- ✓ Are inclusive of all communities
- ✓ Are tailored to the level of community readiness

❖ **When developing and implementing TDV primary prevention strategies communities should follow these best practices.**

- ✓ Ensure that the targeted community is intrinsically involved at all stages.
- ✓ Ensure that strategies are piloted with target audience at each phase of strategy development.
- ✓ Ensure that strategies are strength-based and based on positive youth development principles.
- ✓ Ensure that strategies are focused on outcomes and address the risk and protective factors for teen dating violence.
- ✓ Develop strategies that promote the development of positive relationships.
- ✓ Ensure that strategies are developed and implemented so that prevention and intervention are integrated and not separate silos.
- ✓ Ensure that strategies are implemented by trained personnel that have expertise in teen dating violence prevention with on-going training and supervision.
- ✓ Ensure that strategies are evaluated.

PROGRAMMATIC AND POLICY RECOMMENDATIONS FOR PRIMARY PREVENTION OF TDV

Individual and Relationship

❖ Implement evidenced-based home visitation programs.

❖ Ensure that early childhood education is accessible for all children.

❖ Implement healthy relationship education and skill building being implemented in schools and youth serving organizations.

❖ Implement bystander intervention programs.

❖ Implement mentoring programs.

❖ Provide education on healthy and unhealthy teen relationships and how to effectively communicate with youth for parents, school personnel and other youth serving providers.

❖ Cultivate positive parent/guardian-child relationships.

❖ Ensure comprehensive services for youth and their family.

Community and Society

❖ Adopt school policies that address implementation of healthy relationship education and skill building.

❖ Implement programming that promotes youth activism and leadership in addressing teen dating violence.

❖ Implement social norms marketing campaign.

PROGRAMMATIC AND POLICY RECOMMENDATIONS FOR RESPONDING TO TDV

❖ Increase accessibility to and availability of community-based services for youth victims and perpetrators.

❖ Develop a coordinated community response to teen dating violence.

NATIONAL, STATE AND LOCAL CAPACITY RECOMMENDATIONS

❖ Develop sustainable funding on national, state, and local level for primary prevention strategies.

❖ Provide state and local level leadership that reflects the diversity of the state and is inclusive of government and community based stakeholders

❖ Develop and/or enhance collaborations that focus on primary prevention of youth violence and address the shared risk and protective factors across issues.

❖ Encourage that state and community level planning be inclusive of all youth violence prevention issues including teen dating violence.

❖ Provide training and technical assistance on teen dating violence primary prevention at the state and community level.

❖ Enhance federal, state and local surveillance systems tools that capture more detailed and contextual information on teen dating violence.

❖ Identify and utilize evaluation tools and processes for measuring the impact of teen dating violence primary prevention strategies.

❖ Advocate for ongoing research on teen dating violence.

INTRODUCTION

Teen dating violence (TDV) is defined as the physical, sexual or psychological/emotional violence between two people, ages of 10-19, that are having, or had, a "dating" relationship.[1] Each year, approximately 10 percent of high school students in the United States report being a victim of physical violence by their "dating" partner.[2] Additionally, one in four youth, ages 11-14, identify physical dating violence as a serious problem for their age group.[3] Recognizing TDV as a public health priority, the Centers for Disease Control and Prevention (CDC) selected Colorado in 2009 as one of six pilot states charged with conducting community assessments and developing recommendations for the primary prevention of teen dating violence in a high-risk urban community.

As a result, the Injury, Suicide and Violence Prevention (ISVP) Unit at the Colorado Department of Public Health and Environment (CDPHE) created the Colorado Teen Dating Violence Prevention Initiative (TDVPI) to: 1) raise teen dating violence as a public health priority, 2) expand partnerships with key violence prevention and TDV stakeholders; and 3) generate recommendations for the Denver-Aurora community for strengthening community capacity to implement, support and evaluate comprehensive and sustainable TDV prevention programs. The ISVP Unit designed the TDVPI to be community driven and owned. Therefore, community participation was a central component of each phase of the community assessment and recommendation development process.

This report is the culmination of 19 months of collaborative work that included an

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[1] Centers for Disease Control and Prevention. *Teen Dating Violence.* Accessed on 7/28/11 at http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html

[2] Centers for Disease Control and Prevention. *Teen Dating Violence.* Accessed on 7/28/11 at http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html

[3] Liz Claiborne, Inc/Teen Research Unlimited. (2008, July). Tween and teen dating violence and abuse study. Retrieved October 10, 2008, from http://loveisnotabuse.com/ surveyresults_2007mstr.htm

environmental scan, a policy scan, a surveillance system assessment, and an organizational capacity assessment. It includes information provided by the Teen Dating Violence Prevention Team, as well as the perspectives of individuals who participated in surveys, key informant interviews and focus groups. The document describes the TDVPI's collaborative partners, the community assessment process, the status of TDV in the Denver-Aurora community, and best practices for prevention strategy development. Additionally, this report provides programmatic and policy recommendations for the primary prevention of TDV, as well as recommendations to improve local intervention services, community partnerships and data capacity.

COLLABORATION

In order to conduct the various planning activities associated with the TDVPI, the ISVP Unit created a Teen Dating Violence Prevention Team (TDVPT) comprising four interconnected sub-teams: the Executive Team, the State Teen Dating Violence Prevention Team (State Team), the Denver-Aurora Teen Dating Violence Prevention Taskforce (Denver-Aurora Taskforce) and the Denver-Aurora Youth Advisory Committee. A brief description of each sub-team follows.

❖ **Executive Team:** The Executive Team was responsible for coordinating the TDVPI and ensuring comprehensive community input at each stage of the assessment and recommendation process. It included the ISVP Unit's injury and violence prevention program manager, the sexual assault program development specialist, an empowerment evaluator, and the Denver-Aurora TDVPI technical assistance provider (Laney Gibbes of Capacity360, LLC).

❖ **Denver-Aurora Teen Dating Violence Prevention Taskforce (Denver-Aurora Taskforce):** The Denver-Aurora Taskforce comprised community-based, youth-serving agencies in Denver-Aurora that have expertise in primary prevention and/or violence

intervention services, as well as the Denver Public Health Department (see Appendix A.1 for a list of members). The Taskforce was responsible for assisting the Executive Team to develop assessment instruments, gather data, and analyze assessment results. The Denver-Aurora Taskforce worked with the Executive Team, the State Team, and the Youth Advisory Committee to develop recommendations based on the results of these assessments to support the implementation and evaluation of Denver-Aurora TDV programs and policy initiatives.

- ❖ **State Teen Dating Violence Prevention Team (State Team):** The State Team included members of the Executive Team and state-level partners with expertise in areas related to TDV, such as domestic violence, sexual violence, youth violence, and positive youth development (see Appendix A.2 for a list of members). The State Team was responsible for assessing, and making recommendations related to, the state level infrastructure, resources, and capacity necessary to support teen dating violence prevention efforts in the Denver-Aurora urban community.

- ❖ **Denver –Aurora Youth Advisory Committee (Youth Advisory Committee**): The Youth Advisory Committee comprised youth ages 14-21 that were demographically representative of the Denver-Aurora community with varied experiences with the issue of TDV. The purpose of the committee was to review and provide input into the TDV community needs assessment results, to review and provide input into prevention strategies, and to assist in developing and reviewing recommendations for TDV primary prevention strategies.

METHODOLOGY FOR RECOMMENDATION DEVELOPMENT

The TDVPI used a community-driven process and implemented multiple data collection tools to assess the status of the capacity of the Denver-Aurora community to support the implementation and evaluation of teen dating violence prevention programs and policies through

surveillance and partnerships. Regular meetings of these vested stakeholders allowed for increased knowledge of the issue, diversity of ideas, and the building of relationships that will promote and enhance future collaboration.

The following assessment tools were drafted by the Executive Team and reviewed for relevancy, accuracy, and ease of use by the Denver-Aurora Taskforce. For copies of the data collection tools, see the Colorado Teen Dating Violence Prevention Initiative Toolkit located at www.coinjuryprevention.org, and click on *Teen Dating Violence Prevention Initiative.*

❖ **Community Needs Assessment:** The Community Needs Assessment included the following components:

1. Agency Survey (Environmental Scan): This survey focused on Denver-Aurora community based organizations that are implementing violence prevention programming or positive youth development activities. The survey gathered data on types of activities, risk and protective factors being addressed, target audience, and how primary prevention and evaluation were incorporated into agency programs and activities. The survey also collected data on community collaborations that may be impacting teen dating violence. The Agency Survey was distributed to over 600 people, and 153 surveys were completed See Appendix C.1 for a summary of the Environmental Scan results.

2. Prevention Strategies Critique: The Prevention Strategies Critique was developed to capture more in-depth information on local teen dating violence prevention programs that were identified through the Agency Survey. The Critique assesses prevention strategies based on: 1) risk and protective factors addressed by strategies; 2) how many of the nine principles of effective prevention strategies are incorporated; and 3) what socio-ecological levels are addressed by the strategies. This tool was used to assess national and

local teen dating violence prevention strategies (see Appendix C.2).

3. <u>Key Informant Interviews:</u> The Executive Team, in conjunction with the Denver-Aurora Taskforce, developed a list of questions and a process for conducting key informant interviews to capture more in-depth information on the status of TDV in the local area, effective prevention programs, and policies related to TDV. Key informants were identified based on the information from the Agency Survey results, and the expertise and knowledge of the Taskforce. Fifty-five key informant Interviews were conducted.

- <u>Focus Groups:</u> The Executive Team, in conjunction with the Denver-Aurora Taskforce, developed questions and a process for conducting focus groups with different communities such as teens, parents, school personnel, and prevention programming staff to capture more in-depth information on the status of local TDV, effective prevention programs, and policies related to TDV. Youth were trained to facilitate the teen groups. Six groups were completed with adults (two with parents, two with school personnel, and two with experts) and nine groups were completed with teens from different communities (African-American; Latino; Asian-Pacific Islander; Lesbian, Gay, Bisexual, Transgender, Queer/Questioning – LGBTQ; Homeless ; all male; middle school girls; youth leaders in teen dating violence; and pregnant/post-partum teens).

❖ **Policy Scan:** The methodology used for completing this scan included internet searches using relevant key words, as well as names of known agencies, school districts, and policy-conscious prevention entities in Colorado. The scan was also guided and informed by responses received from key informant interviews and focus groups with school personnel, domestic violence and sexual assault experts, and prevention and positive youth development experts. Key informant and focus group participants were asked to identify and discuss what

policies, procedures and other guidelines currently impact prevention and particularly teen dating violence prevention in the Denver-Aurora area. Respondents were also asked to provide input about what policies are needed to enhance prevention efforts for teen dating violence. The review of policy documents focused on determining their potential impact on the prevention of TDV. The policies were then summarized in the context of their applicability to current or future policies that would contribute to the primary prevention of TDV perpetration. See Appendix C.3 for a summary of Policy Scan findings.

❖ **Surveillance System Scan (Indicator Inventory):** The Executive Team conducted a surveillance system scan to capture more in-depth information on surveillance systems for TDV, its indicators, and what current evaluation and data collection is being done. The Denver-Aurora Taskforce members used a data surveillance tool assess their own agency data, and the Executive Team reviewed local, state and national surveillance systems that collect data that addresses teen dating violence and its risk and protective factors. See Appendix E. for the Indicator Inventory results).

❖ **Organizational Capacity Assessment**: The Teen Dating Violence Organizational Capacity Assessment was adapted from the National Sexual Violence Resource Center's Sexual Violence Organizational Capacity Assessment Tool and tailored to address TDV. The assessment captured data on the understanding of primary prevention, level of interest in implementing primary prevention strategies and resources available. Thirteen agencies completed it (nine taskforce members and four Denver-Aurora community agencies). See Appendix D for a summary of the Executive Team's review of various state and local capacity and readiness assessments.

❖ **Community Capacity Building**: In addition to developing the prevention recommendations,

the Teen Dating Violence Prevention Initiative also focused on building capacity of the Denver-Aurora community to: 1) conduct community needs assessments; 2) understand the issue, prevalence and incidence of TDV; 3) implement TDV primary prevention strategies; 4) evaluate TDV prevention strategies being implemented; and 5) build youth leadership into TDV primary prevention strategies.

The Initiative provided 22 capacity building sessions through a variety of venues including, state conferences, local workshops and meetings (see Appendix F.3 for a list and description of capacity building trainings). The ISVP Unit is also in the process of developing a section on their website for the Teen Dating Violence Initiative Toolkit, which will include all tools, processes and resources including this report and appendices (see Appendix F.4. for an overview of Toolkit contents).

TEEN DATING VIOLENCE IN THE DENVER-AURORA COMMUNITY

This section summarizes responses from the environmental scan, youth and adult focus groups, and key informant interviews that were conducted in the Denver-Aurora community. A more comprehensive list of responses and several data tables are included in Appendix B.

Denver-Aurora Community

The Denver-Aurora community is located on high rolling plains at the foot of the Rocky Mountains in Colorado, and has a population of over 900,000 according to the United States Census. Table 1 (Appendix B.1) is a snapshot of the demographics of the Denver-Aurora Community.

Types of "Romantic," "Dating," and/or "Sexual" Teen Relationships

Based on both adult and youth focus groups and key informant responses, teens in the Denver–Aurora community are involved in many different types of relationships. Respondents

believed that the majority of teen relationships frequently involve sexual contact, are casual or short-term, and that there are times when the relationship is "unequal" due to one of the partners being uncommitted. Respondents perceived that for heterosexual relationships, teen females tend to be more committed than males, and that males are more vested than females in the relationship having a sexual component. Sexual contact is defined as sexual touching, oral sex or intercourse. Respondents perceived that sexual dating relationships are increasingly beginning as early as middle school. Adult respondents believed that there is more experimentation with same sex, bisexual and polyamorous relationships than when they were young. Adults described a "ping-pong" nature to youth relationships, meaning that they perceive youth as bouncing from one partner to another and back to the first. Technological communication is a key aspect of teen relationships, with technology including cell phone (both voice and texting), and the internet including email and social media such as Facebook, MySpace, Twitter, and YouTube.

Though most of the Community Needs Assessment respondents acknowledged that teen relationships are casual and between non-committed partners, many of the youth verbalized that they wanted monogamous, committed relationships with their partners. The majority of teens commented that they would like relationships that are respectful, honest, caring, supportive, accepting and trusting.

Healthy and Unhealthy Behaviors for Teen "Dating" Relationships

Teens and adult respondents mostly concurred on what constitutes healthy relationship behaviors versus unhealthy and/or abusive, controlling or violent relationship behaviors. The following healthy behaviors were mentioned by the majority of teens: communication, honesty, respect, and trust. The majority of teens were in agreement regarding unhealthy or abusive behaviors and these consisted of being controlling, excessive jealousy, emotional abuse such as

insults and emotional manipulation, and physical and sexual violence. While adults and teens generally agreed on healthy versus unhealthy behaviors, teens perceived that some jealousy and/or controlling behaviors were acceptable (and somewhat endearing) as long as they are not excessive or cause the partner to change behaviors. Frequently adults mentioned safe sex practices when categorizing healthy and unhealthy behaviors while these ideas were not noted by youth. Recognizing that youth and adults may perceive healthy versus unhealthy relationship behavior differently is crucial to developing effective prevention programming that incorporates the youth perspective but also provides critical information to keep youth safe. See Appendix B.3 for a list healthy relationship behaviors as described by teens and adults.

Incidence and Prevalence of Teen Dating Violence

Data sources on TDV are limited. The Youth Risk Behavior Surveillance System (YRBS)[4] is one of the few surveillance systems that collect data over a period of time on this issue. Between 2005 and 2009, the number of Colorado youth self-identify as being a victim of teen dating violence increased by 3.1 percent. This increase is primarily the result of males reporting victimization - especially in 11th grade. The percentage of 11th grade female students who reported being physically forced to have sexual intercourse also increased by 8.8 percent between 2005 and 2009. National data does not reflect these trends. See Appendix B.4 for additional Colorado YBRS data.

Teen Dating Violence Characteristics

The following is information provided by both teens and adults from focus groups and key informant interviews regarding teen dating violence characteristics. Responses from teens and adults were similar so the information is combined.

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[4] Centers for Disease Control and Prevention. *Youth Risk Behavior Surveillance System.* Accessed on 7/28/11 at http://www.cdc.gov/HealthyYouth/yrbs/index.htm

❖ **Types of Abusive Behaviors:** Research has shown that TDV includes emotional/psychological, physical and sexual abuse with emotional and psychological being most commonly perpetrated and severe physical and sexual being least common.[5] The youth that participated in the focus groups reported the same types of abuse as were documented in the research; they reported that mental, emotional, financial, physical and sexual abuse is occurring in teen "intimate" relationships in Denver-Aurora. Teens believed that the mental and emotional abuse are more common and can be very destructive. Youth from the focus groups also reported that they believe that girls tend to use verbal abuse and low level physical abuse (slap, push, scratch), and that the severe physical abuse and sexual violence is perpetrated more often by boys. The youth discussed financial abuse, and felt that this type of abuse was more common if the victim was homeless, or had a child or children with the abuser. Several of the youth mentioned that if the abuser is paying for many things, it can lead that person to feel entitled to control their partner.

❖ **Intent of the Abuse:** When youth were asked about why other youth were violent with their partners, their responses included: mutual violence because they are both angry, the need to be in control as control is equated with respect, the need to feel powerful, and self-defense. The youth thought that girls use violence as a self-defense mechanism more often than males. This data is similar to what the intent for adult domestic violence.

❖ **Causes:** As to the causes of teen dating violence, both adult and youth focus group respondents listed a variety of reasons that would cause someone to become a perpetrator of teen dating violence. Some of the themes identified included: insecurity, the need for control, living in a home impacted by domestic violence and/or child abuse, family problems,

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[5] Offenhauer, P. and A. Buchalter. (2011). *Teen Dating Violence: An Annotated Bibliography.* Federal Research Division, Library of Congress.

spending too much time together with a partner, the perception that violence is the social

norm, verbal abuse by the female partner can lead to physical abuse by the male partner, and

violence is the quickest way to get to the preferred outcome.

❖ **Gender Parity:** Gender parity is when each gender equally perpetrates the targeted

behaviors. Studies report that for TDV, girls use violence as much, if not more, than boys in

their relationships.[6] Teens and adults from the focus groups and key informant interviews

concurred with these studies. They reported that both girls and boys can be abusive, and were

aware of abuse in same-sex relationships. A majority of respondents believed that teen

females use verbal abuse and manipulation more often than physical violence. Many thought

it was even acceptable for females to use low level physical violence such as slapping or

pushing, as they believed that a slap or push by a girl would not "really hurt the guy."

❖ **Patterns in Severity of Abuse**: Youth from the focus groups reported that verbal and

emotional abuse is the most common and many of the youth believed emotional abuse to be

very destructive. The youth did not focus on severe physical violence, use of weapons,

stalking or sexual assaults, nor did they discuss the impact of these types of violence. Adult

respondents from the focus groups and key informant interviews mentioned more severe

forms of physical and sexual violence in teen dating relationships than the youth did, and

shared examples of a girl being shot over a relationship issue or girls reporting being raped.

❖ **Fear Level of Victim**: Both teen and adult respondents from the Community Needs

Assessment believed that perpetrators use fear in an abusive relationship because it gives the

them another method of having power over the victim. The fear level of the victim is

correlated to the level of abuse that they are experiencing: the more severe the abuse, the

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[6] Ibid.

more afraid the victim is going to feel. Both adults and youth discussed situations that adults might consider abusive and frightening, but youth would not, such as some stalking behaviors or "threats". The youth also shared that though someone might be emotionally hurt by the abuse, they generally would not be fearful. Respondents also discussed the fear of disclosure or reporting by the victim. They believed TDV victims were afraid of many of the same things that adult domestic violence victims fear. These include: fear of abuser after disclosure; fear of being discredited by professionals; fear of deportation for undocumented teens; fear of what will happen after disclosure; fear of police and justice system so they do not report; and for gay, lesbian, bisexual, transgender, and queer or questioning (GLBTQ) teens, fear of being "outed" by reporting. Other respondents were concerned that youth are not identifying abusive and violent behavior because consider the behavior "normal".

❖ **Bi-directionality of Teen Dating Violence:** Bi-directional means that being a perpetrator is correlated with being a victim of TDV, i.e. a youth that is a victim of TDV has often also perpetrated the TDV. Adult and teen respondents from focus groups were mixed in their responses to whether teen dating violence is bi-directional. Responses ranged from no, to not necessarily, to I don't know, to sure/yes.

Risk and Protective Factors for Teen Dating Violence Perpetration

The TDVPT explored the CDC-identified risk factors TDV by socio-ecological level.[7] The Team also examined known risk factors for the perpetration of youth violence and sexual assault. Since the CDC has not yet identified protective factors that are specific to TDV, the TDVPT considered the protective factors identified in the literature for youth violence and the

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[7] Jenkins, L. *The Search for Indicators of Teen Dating Violence Power Point Presentation.* Centers for Disease Control and Prevention Teen Dating Violence Meeting in Coralville, IA on April 5, 2011.

Seat Institute's "40 Developmental Assets".[8] A list of these risk and protective factors by socio-ecological level and type of violence is provided in Appendix B.5.

Community Needs Assessment respondents also identified additional risk and protective factors that believed are correlated with TDV. Responses from teens and adults were similar. A list of the combined teen and adult responses in included in Appendix B.6.

Environmental Factors and Community Context that may impact Teen Dating Violence

Community Needs Assessment (both key informant and focus group) respondents shared that a multitude of community factors/norms impact TDV, and should be considered when developing prevention recommendations. Below is a brief description of these factors.

❖ **Absentee Father**: Respondents felt that the lack of a father in the home/community negatively impacts youth and teen relationships, especially if the father has been incarcerated. They believe that the community needs to provide services to help these kids deal with the loss.

❖ **Criminalization of Youth**: Several respondents believed that there is an over criminalization of youth, especially in marginalized communities. Respondents believe better options exist such as restorative justice as an alternative to youth entering the juvenile justice system for truancy, curfew violations, shoplifting, tagging (graffiti), and fighting.

❖ **Culture, Race and Ethnicity**: Research has found that African American youth are at higher risk for dating abuse than any other racial group or ethnicity. Research is mixed on Hispanic and Asian Pacific Islander when compared to Caucasians.[9] Respondents were also mixed as to whether culture, race and ethnicity impact TDV. A summary of the Community Needs

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[8] Search Institute. *The Power of Assets.* Accessed on 7/27/11 at
http://www.search-institute.org/research/assets/assetpower

[9] Offenhauer, P. and A. Buchalter. (2011). *Teen Dating Violence: An Annotated Bibliography.* Federal Research Division, Library of Congress.

Assessment findings related to culture, race and ethnicity is provided in Appendix B.7.

❖ **Gender Role Norms:** Several respondents both from focus groups and key informant interviews mentioned male privilege and gender role norms as contributing factors to teen dating violence.

❖ **Homophobia:** A majority of respondents from focus groups and key informant interviews felt that teen dating violence in same sex relationships is the same as in heterosexual relationships in regards to intent, cause, severity, and fear levels. However, because of homophobia in the community, abusers have additional ways to control and abuse such as "outing" their partner. Homophobia can also contribute to limited resources for victims and victims finding it much more difficult to disclose and seek help.

❖ **Immigration Status:** Though immigration status was not mentioned by many respondents, those who did felt strongly that immigration status needs to be considered when developing prevention and intervention services. An abuser can use the teen's or the teen's family's immigration status as a way to abuse, gain control and keep the teen in the relationship by threatening deportation.

❖ **Acceptance of Violence:** Many Community Needs Assessment respondents mentioned the cultural acceptance of violence, and their perception that violence permeates media. They believed that violence is an acceptable norm in the community, and as a result, many youth do not consider violent and abusive behavior as abnormal.

❖ **School Climate:** Several respondents commented on schools and how they impact teen dating violence. They felt that schools are not prioritizing the physical and emotional health of the students. Respondents acknowledged that schools are underfunded with many mandates, but believe that schools need to address all needs of the students.

❖ **Socio-economic Status:** A number of studies have found that socioeconomic disadvantage is a factor that heightens risk for dating violence.[10] Respondents were mixed as to whether socio-economic status impacts teen dating violence. Many felt that teen dating violence impacts youth regardless of socio-economic status. Other respondents felt that socio-economic status was a risk factor citing the following reasons: 1) decreased parental involvement because the parents in lower socio-economic levels may be working multiple jobs and not at home supervising; 2) financial stress and poverty may cause a person to remain in an abusive relationship because the abuser can provide basic living essentials that the victims may not be able to provide for themselves; and 3) more people from lower-socio-economic levels are arrested and incarcerated than people from higher socio-economic levels.

VISION FOR TEEN DATING VIOLENCE PREVENTION

The TDVPT envisions a Denver-Aurora community where it is the norm for teens to have healthy, non-violent relationships. Teen dating violence cannot be addressed by one person, one agency or even by a group of agencies in a community. A holistic community approach is necessary to shift social norms that condone TDV and provide youth with the positive support they need. Knowing that many of the risk and protective factors for teen dating violence are shared with other youth issues, such as child abuse, youth suicide, and bullying, the TDVPT believes it is critical to combine resources to implement strategies that address multiple issues. Additionally, in order to eliminate TDV in the Denver-Aurora community, prevention strategies must be implemented at the individual, relationship, community, and society levels of influence. Therefore, the TDVPT adopted a socio-ecological framework for the development of prevention strategies. The TDVPT also recognizes that primary prevention cannot operate in a silo. The

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[10] Ibid.

most effective model for eliminating TDV is a collaborative one that addresses the full prevention continuum– primary, secondary, and tertiary prevention- in order to provide comprehensive prevention services across the lifespan.

RECOMMENDATIONS

The intended audience for these recommendations is anyone who is vested in preventing and intervening in TDV, such as state legislators, funders, schools, community based organizations, faith communities, and the criminal justice system. The focus of the recommendations is on implementing primary prevention strategies that prevent the violence from occurring – preventing youth from ever becoming perpetrators. The majority of the strategy recommendations are for a universal target audience in order to assist community members in implementing strategies that preempt abusive and violence behaviors from ever being exhibited. The recommendations presented in this report are categorized by level of influence based on risk and protective factors that are shared across multiple forms of youth violence and are divided into four main categories: 1) best practices for strategy development; 2) programmatic and policy recommendations for primary prevention of TDV; 3) programmatic and policy recommendations for responding to TDV; and 4) national, state and local capacity recommendations. The recommendations listed in the following sections are based on information gathered from the the environmental, policy, and evaluation assessments conducted as part of the Denver-Aurora Community Needs Assessment. A full justification for the selection of each recommendation can be found in the TDVPT's community report, *Primary Prevention of Teen Dating Violence: Best Practices and Strategies,* on the ISVP Unit's website: www.coinjuryprevention.org.

BEST PRACTICES FOR STRATEGY DEVELOPMENT

Although the TDVPT developed the programmatic and policy recommendations

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specifically for the Denver-Aurora area, the Team believed it was important to make some broad
recommendations about best practices for any community to consider when developing a
community TDV prevention plan. The following best practices for TDV prevention strategy
development were identified through a review of the research and from discussion with key
informants, focus group respondents and the TDVPT. For the purpose of this report, *strategy* is
defined as a long term plan of action designed to achieve a particular goal.[11] *Community* is
defined as a group of individuals who are linked by common interests, common location, and/or
common history. Not all of these practices can be applied to every strategy. However, by
ensuring that the community plan encompasses as many of these practices as possible,
community stakeholders will enhance their ability to achieve success at eliminating TDV.

❖ **Community TDV primary prevention plans should include strategies that meet these
criteria.**
- ✓ Address all socio-ecological levels
- ✓ Can be implemented community-wide
- ✓ Have varied teaching methods
- ✓ Have dosage based on effectiveness
- ✓ Are evidenced/research or theory based if possible
- ✓ Are inclusive of all communities
- ✓ Are tailored to the level of community readiness

❖ **When developing and implementing TDV primary prevention strategies communities
should follow these best practices.**
- ✓ Ensure that the targeted community is intrinsically involved at all stages.
- ✓ Ensure that strategies are piloted with target audience at each phase of strategy
development.
- ✓ Ensure that strategies are strength-based and based on positive youth
development principles.

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[11] Rapid Business Intelligence Success. http://www.rapid-business-intelligence-success.com/definition-of-business-strategy.html

✓ Ensure that strategies are focused on outcomes and address the risk and protective factors for teen dating violence.

✓ Develop strategies that promote the development of positive relationships.

✓ Ensure that strategies are developed and implemented so that prevention and intervention are integrated and not separate silos.

✓ Ensure that strategies are implemented by trained personnel that have expertise in teen dating violence prevention with on-going training and supervision.

PROGRAMMATIC AND POLICY RECOMMENDATIONS FOR THE PRIMARY PREVENTION OF TDV

The following programmatic and policy recommendations span from pre-natal to adulthood, and were developed based on research and expertise on effective prevention of youth violence, sexual violence and teen dating violence. The TDVPT believes that the more of these recommendations that are implemented in the Denver-Aurora area, and the more collaboration that exists between the agencies implementing them, the greater the community's effectiveness at eliminating teen dating violence. Therefore, the responsibility for implementing these recommendations rests with the community, as whole.

The recommendations are formatted by socio-ecological level and include a brief description of the recommendation, current status in the Denver-Aurora community based on information from Community Needs Assessment, examples of evidenced-based programming, opportunities and challenges. For purposes of this report, evidenced-based is defined as strategies for which there is consistent scientific evidence showing that they improve outcome.[12]

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[12] Drake, R.R., Goldman, H.H., Leff, H.S., Lehman, A.F., Dixon, L., Mueser, K.T., and W. C. Torrey. (2001). *Implementing evidence-based practices in routine mental health service settings.* Psychiatric Services. 52(2), 179-82.

Summary Chart of Individual and Relationship Level Recommendations

Recommendation	Current Activities in Denver Aurora	Evidence-Based Programs	Opportunities	Potential Collaborators	Challenges
Implement evidenced-based home visitation programs.	Nurse-Family Partnership programs are implemented in the Denver-Aurora community by Denver Health and Hospital Authority, Tri-County Health Department, and Saint Anthony's Hospital. Parents as Teachers, Home Instruction for Parents of Preschool Youngsters, and Early Head Start-Home Based Program are also being implemented in the Denver-Aurora area.	Early Head Start-Home Based Program Family Check Up Healthy Families America Healthy Steps Home Instruction for Parents of Preschool Youngsters (HIPPY) Nurse–Family Partnership Parents as Teachers (PAT) Public Health Nursing-Early Intervention Program	The Affordable Care Act was passed in 2010 and included provisions to support America's Healthy Futures Act, a $1.5 billion dollar 5-year national initiative to support maternal infant and early childhood home visitation programs.	Local Health Departments Early childhood coalitions and providers Domestic and sexual violence programs Schools	Cost, family engagement, staffing, cultural and linguistic diversity, and family conditions that are experienced by many of the participating families, such as domestic violence, maternal depression, and substance abuse
Ensure that early childhood education is accessible for all children.	Currently, early childhood education is being implemented in Denver and Aurora by the public school districts and community based organizations, and Head Start and Incredible Years are available to children.	Chicago Child-Parent Centers Head Start Incredible Years Literacy Express Perry Preschool Project	Colorado is competing for Early Learning Challenge Fund. The Denver Preschool Program (DPP) quality rating search engine.	Local school districts Early childhood coalitions and providers Early Childhood Leadership Commission	Cost, family engagement, cultural and linguistic diversity and staffing

Recommendation	Current Activities in Denver Aurora	Evidence-Based Programs	Opportunities	Potential Collaborators	Challenges
Implement healthy relationship education and skill building being implemented in schools and youth serving organizations.	The following agencies report providing services on their issues of teen dating, TDV, and/or healthy relationships: Boys and Girls Club, Center for Relationship Education, Colorado Anti-Violence Project, Colorado Youth at Risk, DOVE, Gateway, Project PAVE, SafeHouse Denver, The Conflict Center, The Phoenix, University of Colorado's End Violence Program, and Urban Peak.	Safe Dates Fourth R	Funding: Office of Violence Against Women; the CDC; CDPHE's Tony Grampsas and Sexual Assault Prevention Grant Programs Revision of the Colorado Academic Standards: Comprehensive Health & Physical Education (2009) includes topics that promote healthy relationships.	Local schools Domestic and sexual violence organizations, After-school programs Faith youth groups	Academic time during the school day, personnel expertise to implement programming, and the cost of implementation
Implement bystander intervention programs.	Project PAVE provides bystander intervention programming.	Bringing in The Bystander Green Dot Men of Strength Clubs (MOST) Mentors in Violence Prevention (MVP)	Funding: Office of Violence Against Women has funding for school districts to implement TDV prevention programming; Tony Grampsas and; Sexual Assault Prevention Grant Program	Domestic violence and sexual assault, youth serving agencies Schools, universities and colleges Faith communities	Teens think this strategy would be challenging to implement; resources needed to educate teens on intervention skills and strategies that include personal safety for the intervener.

Recommendation	Current Activities in Denver Aurora	Evidence-Based Programs	Opportunities	Potential Collaborators	Challenges
Implement mentoring programs.	Mentoring is highly supported in Colorado and has its own funding stream through the Colorado Youth Mentoring statute. In the Denver Metro area, The Youth Mentoring Collaborative (YMC) seeks to develop alliances both within and in association with the mentoring community. Currently there are more than13 agencies in the Denver-Aurora area providing mentoring programs.	Across Ages Big Brothers Big Sisters	The Tony Grampsas Youth Services Grant Program would be a potential funding source.	The Youth Mentoring Collaborative (YMC) seeks to develop alliances both within and in association with the mentoring community, and provides a website with a list of agencies providing mentoring services	Cost, recruiting adult mentors, and sustaining long-term relationships with mentor and mentee.
Provide education on healthy and unhealthy teen relationships and how to effectively communicate with youth for parents, school personnel and other youth serving providers.	The majority of programs that are doing prevention programming in the Denver-Aurora area do not provide specific TDV prevention programming nor materials to adults, which includes parents, teachers, coaches, school administrators and counselors, and other adult staff that work in youth serving agencies.	Safe Dates	Office of Violence Against Women has funding for school districts to implement teen dating violence prevention programming and the CDC is funding local health departments to pilot a "Safe Dates" model	School districts Youth serving, sexual and domestic violence agencies Parent associations Faith communities	Resources needed in regards to staff time and materials, and participation from school personnel, parents and youth serving providers

Recommendation	Current Activities in Denver Aurora	Evidence-Based Programs	Opportunities	Potential Collaborators	Challenges
Cultivate positive parent/guardian-child relationships	The Denver-Aurora community is implementing many activities that cultivate healthy parent/guardian-child relationships.	Nurse-Family Partnership Incredible Years Perry Preschool Project Strengthening Families Program for Parents and Youth	The Affordable Care Act was passed in 2010 and included provisions to support America's Healthy Futures Act.	Home Visitation programs Local health department Early childhood education coalitions and providers Schools Youth service providers	Cost, family engagement, cultural and linguistic diversity and staffing
Ensure comprehensive services for youth and their family.	Though the Denver-Aurora area has many resources to assist families with basic needs including emergency and transitional housing, food banks, mental health services, and medical care, these resources are not enough to meet the needs and families may need assistance with coordinating services.	School Health Centers Denver 311 Help Center	Current Policies: The School Health Centers statute that establishes the funding for the centers.	Local school districts local health departments, mental health, domestic and sexual violence organizations, housing, social services, medical care providers	Cost, identifying youth and their families and finding enough resources to meet their needs

Summary Chart of Individual and Relationship Level Recommendations

Recommendation	Current Activities in Denver Aurora	Evidence-Based Programs	Opportunities	Potential Collaborators	Challenges
Adopt school policies that address implementation of healthy relationship education and skill building	No schools have been identified that have a specific policy that addresses implementation of healthy relationship education and skill building, but Denver Public Schools did pass the Resolution on Adolescent Sexual and Reproductive Health.	Break the Cycle Model School Policy	Funding: Office of Violence Against Women has funding for school districts to implement TDV prevention programming and the CDC is funding local health departments to pilot a "Safe Dates" model in schools. Policies have been implemented that support healthy relationship education and skill building: Colorado Academic Standards, Sexuality Education, and Denver Public Schools Board Resolution	School districts/ schools Domestic and sexual violence organizations Health and sexuality educators	The legislative mandate is lacking a fiscal note that would support curriculum purchase or development, training and professional development, and implementation
Implement programming that promotes youth activism and leadership in addressing teen dating violence	The Colorado Anti-Violence Program, Branching Seedz of Resistance program is a youth-led project that works to end sexual violence within and against LGBTQQ youth communities by youth-led community organizing, art and media, outreach and education, and participatory action research. The Youth Community Educators Program at Project PAVE trains teens to present on TDV in their community.	Men of Strength Clubs (MOST) Mentors in Violence Prevention (MVP)	Break the Cycle, a national technical assistance provider for teen dating violence, has developed Speak.Act.Change Youth Advocacy Kit to raise awareness of teen dating violence, develop youth leadership, and promote positive development skills. CDPHE's Tony Grampsas Youth Services and the Sexual Assault Prevention Funds are potential sources of funds.	Youth serving organizations Domestic and sexual violence agencies	Cost and recruiting youth

Recommendation	Current Activities in Denver Aurora	Evidence-Based Programs	Opportunities	Potential Collaborators	Challenges
Implement social norms marketing campaign.	Several community groups are in the planning process for developing social norm campaigns that will address domestic and sexual violence, and they include: Colorado Coalition Against Sexual Assault is working with CDPHE and other stakeholders to develop a statewide media campaign, which may utilize the social norms theory and methodology to focus on the primary prevention of sexual violence Project PAVE and The Conflict Center Joint Project are currently working with youth at East and West High Schools on healthy relationships education and social norms change. Denver Domestic Violence Coordinating Council is implementing the New Zealand's The Campaign for Action on Family Violence (the It's not OK campaign) which is a community-driven effort to reduce family violence in New Zealand.	Campaign for Action on Family Violence - the It's not OK campaign Coaching Boys to Men Know Your Power Campaign Sexual Assault Prevention	CDPHE's Tony Grampsas Youth Services and the Sexual Assault Prevention grant programs are possible funding sources.	Domestic and sexual violence agencies Local domestic and sexual violence taskforces or councils Schools, universities and colleges Media Marketing professionals Social norms marketing experts	Cost, and social norms marketing knowledge and expertise for development and implementation

PROGRAMMATIC AND POLICY RECOMMENDATIONS FOR RESPONDING TO TDV

The following are recommendations for responding to TDV.

❖ **Increase accessibility to and availability of community-based services for youth victims and perpetrators.**

❖ **Develop a coordinated community response to teen dating violence.**

  ✓ Develop a non-violence policy that is specifically inclusive of TDV in schools and youth serving organizations.

  ✓ Develop a response protocol for schools and other youth services providers for TDV that is victim sensitive and offender focused including protocols for when a student has a protection order against another student
  .
  ✓ Enhance protection orders for minors by: allowing minors to petition for protection orders on their own behalf, clarify the process, and explicitly detail the relief available.

  ✓ Ensure that there is a consistent and coordinated response to teen dating violence by both community based and criminal justice organizations.

NATIONAL, STATE AND LOCAL CAPACITY RECOMMENDATIONS
        These recommendations focus on national, state and local resources needed to support

state and local efforts in planning and implementing primary prevention strategies for TDV.

❖ **Develop sustainable funding on national, state, and local level for primary prevention strategies.**

  ✓ State level data collection on teen dating violence, possibly enhancing the Youth Behavior Risk Surveillance System or the Healthy Colorado Kids.

  ✓ Program Implementation including personnel and associated costs with an emphasis on 1) schools because of access to youth and; 2) marginalized communities as evidence points to these youth being at increased risk

  ✓ Social marketing and social norm campaigns

  ✓ Training and technical assistance

  ✓ Research on teen dating violence (see section below for areas of research)

  ✓ Evaluation of local teen dating violence primary prevention programs

❖ **Provide state and local level leadership that reflects the diversity of the state and is inclusive of government and community based stakeholders.**

State-level leadership recommendations for CDPHE:

✓ Continue to provide leadership at the state level on the issue of TDV.

✓ Create a state level advisory committee to address a broad range of issues impacting youth including but not limited to positive youth development, sexual health and violence, domestic violence, and teen dating violence. The committee should reflect the diversity of the state and include state level stakeholders from state level agencies, coalitions, legislators, diverse communities, etc. The purpose for the advisory committee would be to provide subject matter expertise in areas of specialty, to assist in providing training and technical assistance, to advocate at the state level for primary prevention matters impacting violence, and to foster collaboration between agencies on issue-related activities.

Denver-Aurora Community leadership recommendations:

✓ Support the Center on Domestic Violence at the University of Colorado Denver which has offered to provide local leadership for the Denver-Aurora community.

✓ Expand the Denver-Aurora Taskforce to include at a minimum the Denver metro area, and possibly other front-range communities if they are interested (such a Boulder, Fort Collins, and Colorado Springs).

❖ **Develop and/or enhance collaborations that focus on primary prevention of youth violence and address the shared risk and protective factors across issues.**

✓ Promote within and across statewide and local community partnerships projects that will focus on positive youth development and the primary prevention of TDV, sexual violence and youth violence with a specific focus on shared risk and protective factors.

✓ Ensure collaborations are representative of the community and inclusive of traditional and non-traditional partner.

❖ **Include all youth violence prevention issues in state and local level strategic plans.**

✓ Plans should be inclusive of policies that create environments on the state and local which promote positive youth development.

✓ Include TDV subject matter experts in any future statewide planning processes that address primary prevention of youth violence or promote positive youth development to ensure that the state has one unified plan that integrates all issues impacting youth health and violence.

✓ Develop a Denver metro-wide primary prevention plan that addresses youth health and violence in accordance with the Best Practices Section of this report.

❖ **Provide training and technical assistance on teen dating violence primary prevention at the state and community level.**

The TDVPT recommends CDPHE do the following to implement this recommendation:

✓ Collaborate with Colorado Coalition Against Sexual Assault, Colorado Coalition Against Domestic Violence, Center for Domestic Violence at the University of Denver, and other state level organizations to provide training and technical assistance to the state and local communities on teen dating violence, primary prevention, surveillance system data, effective prevention practices, and evaluation.

❖ **Enhance federal, state and local surveillance systems tools that capture more detailed and contextual information on teen dating violence.**

✓ The TDVPT recommends supporting the following federal, state and local surveillance systems to collect data in order to gather a more comprehensive picture of teen dating violence in Colorado and especially in the Denver-Aurora community.

National Intimate Partner and Sexual Violence Surveillance Survey (NISVSS)

- Advocate for NISVSS to include data by state, county, and city.

- Conduct trainings on NISVSS regarding how to analyze and use of the data.

- Plan a media campaign when data is released in October.

School Survey

- Administer one collaborative school survey once per year for all health and social issues, and if randomly selected, mandate that the schools participate.

- Revise the YRBS and/or the Healthy Kids Colorado Survey in order to capture more detail and contextual information on teen dating violence, healthy relationships and protective factors.

- Add demographic questions on sexual minorities.

- Provide training for schools about why it is important to participate in the YRBS/Healthy Kids Colorado and how it can benefit them.

✓ Combine data sources on youth violence, including TDV, so that it would be located on one website similar to Kids Count.

- ✓ Provide training on accessing, analyzing and utilizing data.

- ✓ Collect criminal justice statistics on juvenile domestic and sexual violence perpetration and victimization consistently across jurisdictions.

- ✓ Identify what data could be collected by community based organizations that would be helpful and informative on the issue of teen dating violence, and work with funders to capture that data.

- ✓ Identify what data could be captured on TDV from the CDPHE Child Fatality Review, the Metro Denver Domestic Violence Fatality Review, Hospital/Emergency Room/Emergency Medical Technician surveillance systems.

❖ **Identify and utilize evaluation tools and processes for measuring the impact of teen dating violence primary prevention strategies.**

The TDVPT strongly urges organizations to conduct evaluation on their programs, ideally measuring behavior change over a period of years, and supports the following in order to promote this recommendation:

- ✓ Build relationships between community based programs and evaluators at universities and colleges.

- ✓ Develop an evaluation matrix that will include indicator to be measured and relevant assessment tools that have been validated and found reliable. This matrix will be available on the CDPHE website. See Appendix F.1 for list of potential evaluation tools.

- ✓ Recommend specific evaluation tools in which each organization will use at least one or two minimally from the list.

- ✓ Provide training and technical assisting on developing and conducting evaluations.

❖ **Advocate for ongoing research on teen dating violence.**

The TDVPT recommends that research on TDV be conducted in the following areas:

- ✓ Root Causes

- ✓ Risk and protective factors

- ✓ Effective prevention strategies especially for specific populations

Additionally, the TDVPT recommends increasing access to the current research, such as having one point of contact for where to find summary information on issues, annotated bibliography, and/or information on the effectiveness of different prevention strategies.

Teen Dating Violence Prevention Initiative
Denver-Aurora Taskforce

Cassandra Aldridge
SafeHouse Denver, Inc.

Pearl Bell
The Conflict Center

Judy Carrier
SafeHouse Denver, Inc.

Nancy Chavez-Porter
Safehouse Progressive Alliance for Nonviolence

Patti Cummings
Metro Community Provider Network

Eleanor Dewey
Colorado Anti-Violence Program

Adams Evans
Project PAVE

Laney Gibbes
Capacity360, LLC

Linda James
Gateway

Lorrie Johnson
University of Colorado - End Violence Project

Mike Johnson
Project PAVE

Ron Ludwig
The Conflict Center

Joneen Mackenzie
Center for Relationship Education

Agnieszka McCort
Colorado Department of Public Health and Environment

Theresa Mickiewicz
Denver Health

Crystal Middlestadt
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Donna Sims
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Kellie Teter
Denver Health

Ge Thao
Asian Pacific Development Center

Anna VanderKleed
Center for Relationship Education

Julia Vang
Asian Pacific Development Center

Teen Dating Violence Prevention Initiative
State Team

- ❖ Adolescent Health Initiatives, Colorado Department of Public Health and Environment
- ❖ capacity360, LLC
- ❖ Center on Domestic Violence, University of Colorado Denver
- ❖ Colorado Coalition Against Domestic Violence
- ❖ Colorado Coalition Against Sexual Assault
- ❖ Colorado Department of Education
- ❖ Domestic Violence Coordinating Council
- ❖ Domestic Violence Offender Management Board, Colorado Department of Public Safety
- ❖ Domestic Violence Program, Colorado Department of Human Services
- ❖ Injury, Suicide and Violence Prevention Unit, Colorado Department of Public Health and Environment
- ❖ Safehouse Progressive Alliance for Nonviolence
- ❖ School-Based Health Center Programs, Colorado Department of Public Health and Environment
- ❖ Sex Offender Management Board, Colorado Department of Public Safety
- ❖ The Healthy Colorado Youth Alliance
- ❖ Tony Grampsas Youth Services Program, Colorado Department of Public Health and Environment

**Colorado Department
of Public Health
and Environment**

Governor
John Hickenlooper

**Executive Director
/Chief Medical Officer**
Chris Urbina
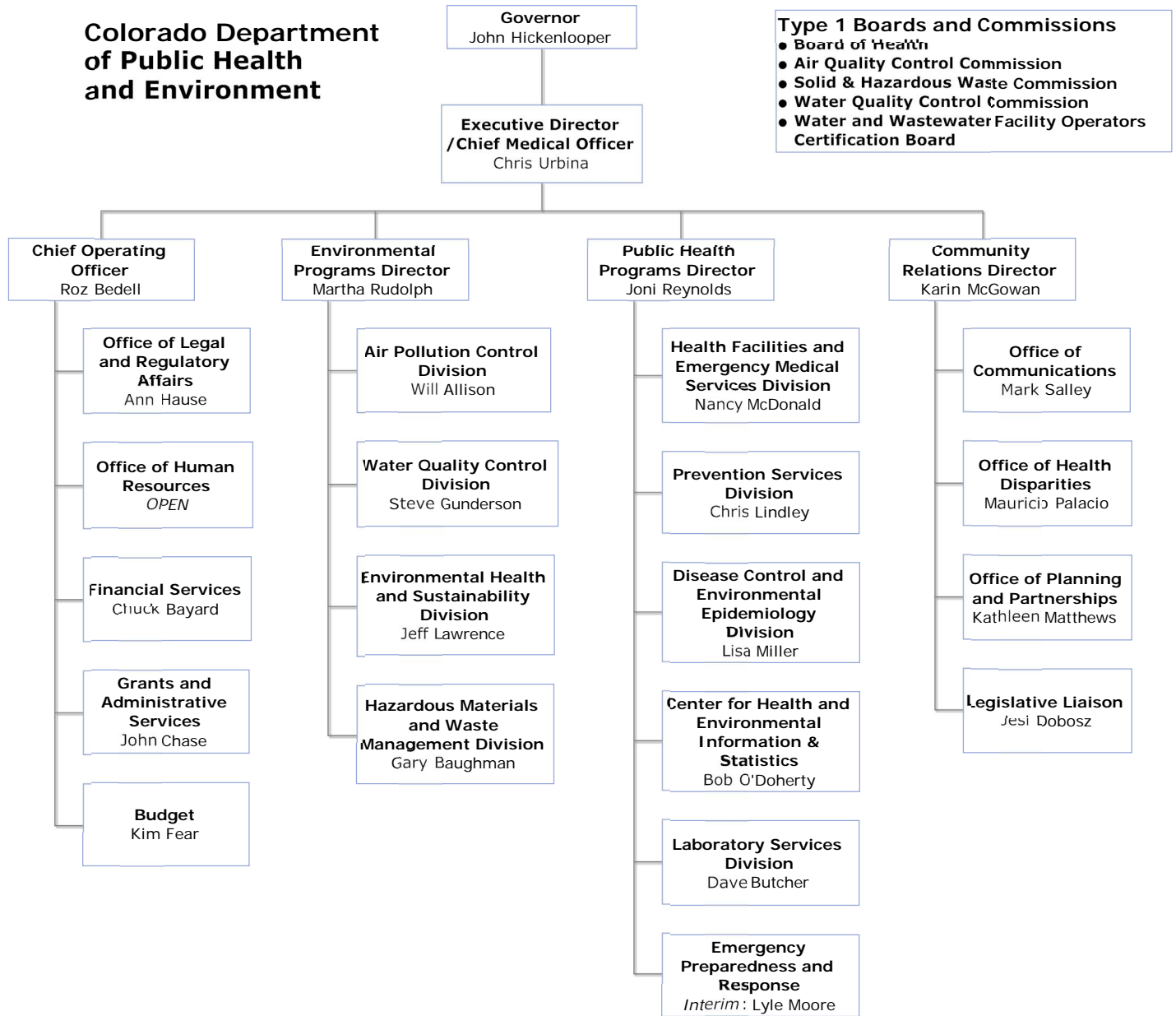
Type 1 Boards and Commissions
- Board of Health
- Air Quality Control Commission
- Solid & Hazardous Waste Commission
- Water Quality Control Commission
- Water and Wastewater Facility Operators Certification Board

**Chief Operating
Officer**
Roz Bedell

- **Office of Legal
and Regulatory
Affairs**
Ann Hause

- **Office of Human
Resources**
OPEN

- **Financial Services**
Chuck Bayard

- **Grants and
Administrative
Services**
John Chase

- **Budget**
Kim Fear

**Environmental
Programs Director**
Martha Rudolph

- **Air Pollution Control
Division**
Will Allison

- **Water Quality Control
Division**
Steve Gunderson

- **Environmental Health
and Sustainability
Division**
Jeff Lawrence

- **Hazardous Materials
and Waste
Management Division**
Gary Baughman

**Public Health
Programs Director**
Joni Reynolds

- **Health Facilities and
Emergency Medical
Services Division**
Nancy McDonald

- **Prevention Services
Division**
Chris Lindley

- **Disease Control and
Environmental
Epidemiology
Division**
Lisa Miller

- **Center for Health and
Environmental
Information &
Statistics**
Bob O'Doherty

- **Laboratory Services
Division**
Dave Butcher

- **Emergency
Preparedness and
Response**
Interim: Lyle Moore

**Community
Relations Director**
Karin McGowan

- **Office of
Communications**
Mark Salley

- **Office of Health
Disparities**
Mauricio Palacio

- **Office of Planning
and Partnerships**
Kathleen Matthews

- **Legislative Liaison**
Jesi Dobosz

Appendix A.4

**Injury, Suicide and Violence Prevention Unit
Center for Healthy Families and Communities
Prevention Services Division**

Shannon Breitzman, Unit Director
Injury, Suicide and Violence Prevention Unit
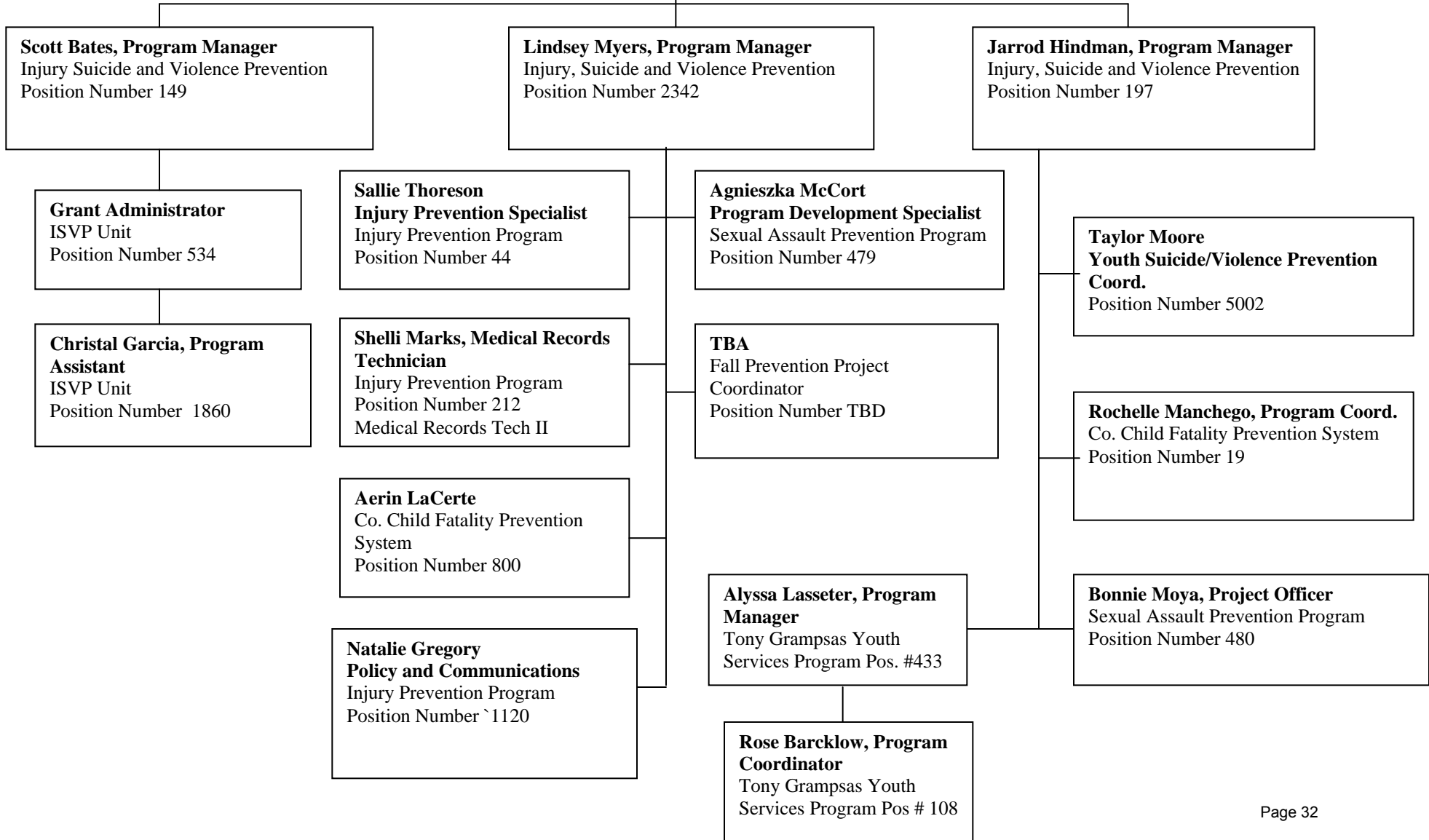Center for Healthy Families and Communities
Position Number 00135

Scott Bates, Program Manager
Injury Suicide and Violence Prevention
Position Number 149

Lindsey Myers, Program Manager
Injury, Suicide and Violence Prevention
Position Number 2342

Jarrod Hindman, Program Manager
Injury, Suicide and Violence Prevention
Position Number 197

Grant Administrator
ISVP Unit
Position Number 534

**Sallie Thoreson
Injury Prevention Specialist**
Injury Prevention Program
Position Number 44

**Agnieszka McCort
Program Development Specialist**
Sexual Assault Prevention Program
Position Number 479

**Taylor Moore
Youth Suicide/Violence Prevention Coord.**
Position Number 5002

Christal Garcia, Program Assistant
ISVP Unit
Position Number 1860

Shelli Marks, Medical Records Technician
Injury Prevention Program
Position Number 212
Medical Records Tech II

TBA
Fall Prevention Project Coordinator
Position Number TBD

Rochelle Manchego, Program Coord.
Co. Child Fatality Prevention System
Position Number 19

Aerin LaCerte
Co. Child Fatality Prevention System
Position Number 800

Alyssa Lasseter, Program Manager
Tony Grampsas Youth Services Program Pos. #433

Bonnie Moya, Project Officer
Sexual Assault Prevention Program
Position Number 480

**Natalie Gregory
Policy and Communications**
Injury Prevention Program
Position Number `1120

Rose Barcklow, Program Coordinator
Tony Grampsas Youth Services Program Pos # 108

Table 1: Denver Aurora Community Demographics[13]

Category	Denver-Aurora	Colorado
Persons under 5 years old, percent 2000	7.45%	6.90%
Persons under 18 years old, percent 2000	24.80%	25.60%
Female persons, percent 2000	50.00%	49.60%
White persons, percent 2000	67.10%	82.80%
Black persons, percent 2000	12.25%	3.80%
American Indian and Alaska Native persons, percent 2000	1.05%	1.00%
Asian persons, percent 2000	3.60%	2.20%
Native Hawaiian and Other Pacific Islander, percent 2000	0.15%	0.10%
Persons reporting two or more races, percent 2000	3.95%	2.80%
Persons of Hispanic or Latino origin, percent 2000	25.75%	17.10%
Foreign born persons, percent 2000	16.80%	8.60%
Language other than English spoke at home, pct age 5+, 2000	24.85%	15.10%
High school graduates, percent of persons age 25+, 2000	81.95%	86.90%
Bachelor's degree or higher, pct of persons 25+, 2000	29.55%	32.70%
Median household income, 1999	$43,003	$47,203
Per capita money income, 1999	$22,598	$24,049
Persons below poverty, percent, 1999	11.60%	9.30%

US Census. *QuickFacts.* Accessed on 7/15/11 at http://quickfacts.census.gov

Types of Teen Relationships

Youth focus group participants identified the following types of teen relationships. Not all of the relationships described are named in the research, but the general themes are consistent with national data

- <u>Friendship</u> – spend time together but no sexual contact
- <u>Crushes/Infatuations</u> – generally an emotional attraction without sexual contact and may be one-sided
- <u>Text Buddies</u> – friends who text each other
- <u>Sexting Buddies</u> – friends who send each other texts of a sexual nature
- <u>Online Relationships</u> – may have met through online games, chat rooms, etc and communicate online via email and social media
- <u>Friends with Benefits</u> – a friendship that includes sexual contact
- <u>One Night Stand/Hooking up/Pleasure Seekers</u> – one-time sexual contact
- <u>Casual /Hooking Up/Hanging Out</u> – sexual contact that may occur on multiple occasions, non-exclusive, and with little to no commitment
- <u>Open Relationship</u> – relationship where at least one of the individuals dates or has sexual contact with more than one partner
- <u>Dating</u> – relationship that is characterized by activities include hanging out, going to sports games, to dinner or a movie, and generally are not exclusive. "Dating" may occur between friends.
- <u>Boyfriend(s)-Girlfriend(s)/Going Out</u> – typically implies a monogamous relationship but not always. Activities may include dating activities, but also may be a relationship that is exclusive to school time or school-related activities.
- <u>Partners/Husband-Wife/Committed</u> – monogamous relationship that is longer term, and typically occurs only after a conscious conversation. This type of relationship is not that common.
- <u>Baby Mama -Baby Daddy</u> – teens that have/had sexual contact resulting in a child, and now are parenting that child.

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Description of Healthy and Unhealthy Relationship Behaviors from Youth and Adult Focus Groups

</div>

Healthy Relationships Behaviors as described by Teens

The following responses are verbatim or paraphrased from teens who participated in the focus groups when asked to describe healthy behaviors in teen "dating, romantic, and/or sexual" relationships:

- Communication such as listening and understanding each other, not fighting
- Controlling behavior that is not excessive can be endearing and shows that your partner loves you
- Faithful
- Feeling valued
- Helping each other—either at school, after school, on the phone, or online
- Honesty
- Jealousy, if not excessive, shows that your partner cares
- Laughing
- Loyal
- Mutual agreements about relationship such as monogamy, having other sexual partners or public displays of affection
- Not handling business on the street [in public], but at home
- Not having to tell your partner something as your partner should know what you are thinking
- Partner cares about your well being
- Respect
- Setting and respecting boundaries
- Sexual abstinence
- Spending time together
- Strong connection with the other person
- The person is always there for them
- Their attitudes
- They are always together
- They are best friends, and nothing seems to be going wrong with them
- They go on dates together
- They just look at each other, and you can tell how they feel about you from how they're smiling
- They say nice things to each other
- They show that they love each other
- They talk to each other and about other things besides sex
- Trust
- Watching movies about dating

Unhealthy/Abusive Behaviors Described by Teens

The following are the responses from teens who participated in the focus groups when they were asked to describe scary, abusive, controlling and/or violent behaviors in teen "dating, romantic, and/or sexual" relationships.

- Arguing
- Controlling
  - Need for power and control
  - Extreme jealousy
  - Not being allowed to talk to other boys or girls
  - Constant calling or texting
  - When the guys are older, they don't want you to go out. They want to control you - about what to wear, what to say, who to hang out with
- Doing drugs
- Economic abuse
  - Being with a guy only because he buys things for you; considering him your "sugar daddy"
- Emotional Abuse
  - Cyberbullying
  - Double standards - not being able to reciprocate the same expectations with your partners.
  - Drastic mood swings when they're happy one minute and then set off by little things a lot
  - Gossip and rumors
  - Making the other person "feel like crap"
  - Mind games and manipulation
  - Not trusting
  - Emotional manipulation such as threatening suicide when the other partner wants to leave, or crying to keep the other person near you
  - Blatant displays of affection with new relationship partner in front of past relationship partner
  - They cheat on each other
  - They "hit on" other people to make the other person jealous
  - They will try to get back at them if they do something wrong
  - Just hurt each others' feeling
  - Ignoring their partner
    - Silent Treatment
    - Not texting back
    - Do not sit next to partner at lunch room
  - Finding your weak spot and using it against you. It was mutual sometimes.
  - Withholding the child from the father when the mother is mad
  - Abusers try to make themselves feel more powerful by playing on their partner's insecurities.
  - Not looking at each other, not talking to each other—but trying to look like they are happy

- o Relationships with much older men
- Sexual Abuse
  - o Females withholding sexual contact in order to get what they want
  - o Manipulating you to have sex with them by making you feel guilty or threatening to break up or saying that you don't love them if you won't have sex
  - o Forcing you to have sex
- The voice the abuser uses - changing the tone of the voice, talking lowly or quietly. It starts slowly and builds.
- They don't talk to each other that much
- Verbal Abuse
  - o Cursing you out
  - o They will fight a lot; they say mean things to each other.
- Violent Behavior
  - o Forcing your partner to do something that you know they do not want to do
  - o Physically battering someone to get what you want
  - o Hitting/slapping/punching
  - o Killing each other

Healthy Teen Relationship Behaviors Described by Adults:

Adult respondents from focus groups and key informant interviews described many of the same healthy relationship behaviors that the teens described, but some differed. Below are those behaviors that adults mentioned but the youth did not.

- Ability to be open with family and not hiding what you are doing
- Ability to say no to something such as sex without having abusive consequences
- Accepting people as they are, and not trying to change them
- Autonomy, egalitarianism, independence is supported
- Being your own person
- Having your own interests and goals
- Encouraging each other to reach goals
- Engaged with school
- Getting to know each other and not rushing into having sex with someone you just met
- Increase positive attributes in each other
- Integrity
- Mutual give and take
- Respect of emotional and physical boundaries
- Respect yourself and who you are is important
- Safe sex

Unhealthy/Abusive Behaviors Described by Adults:

Adult respondents from focus groups and key informant interviews described many of the same unhealthy or abusive behaviors in teen relationships as the teens described. Below are those behaviors that adults mentioned but the youth did not:

- Controlling Behavior
  - Coercive
  - First sign of unhealthy behavior is a "hickey" – equate to marking their territory
  - Wrist bands that show who you belong to
  - Isolating
- Emotional abuse
  - Not trying to understand each other
  - Taking advantage of how someone feels
  - Using Sexting to be abusive
- Lose trust in each other
- Male superiority
- Unequal Power in the relationship – (including power by privilege such as race, financial, or "out" status)
- Sexual Abuse - Coerced unprotected sex
  - Unwanted pregnancy
  - Sexually transmitted infections
- Violent Behavior
  - Biting hard enough to leave a mark as a sign of possession as seen in "Twilight" movies
  - Strangulation

The Youth Behavior Risk Surveillance System Question on Teen Dating Violence

Table 2: During the past 12 months, did your boyfriend or girlfriend ever hit, slap or physically hurt you on purpose?

Colorado Data reported in 2005 and 2009 based on grade

Grade	Gender	2005	2009
Total		**6.0%**	**9.1%**
9th Grade	Total	5.5%	7.7%
	Female	5.6%	5.7%
	Male	5.4%	9.5%
10th Grade	Total	4.3%	7.2%
	Female	4.2%	4.8%
	Male	4.5%	9.3%
11th Grade	Total	6.1%	10.4%
	Female	5.8%	5.9%
	Male	6.6%	14.6%
12th Grade	Total	8.4%	11.5%
	Female	Insufficient Data	11.4
	Male	Insufficient Data	11.5

*Colorado did not have weighted data in 2007.

Table 3: Have you ever been physically forced to have sexual intercourse when you did not want to?

Colorado Data reported in 2005 and 2009 based on grade

Grade	Gender	2005	2009
Total		5.1%	7.7%
9th Grade	Total	5.3%	5.8%
	Female	9.2%	7.9%
	Male	1.6%	3.7%
10th Grade	Total	3.5%	5.7%
	Female	4.7%	7.2%
	Male	2.4%	4.2%
11th Grade	Total	4.3%	10.1%
	Female	6.9%	15.7
	Male	1.8%	4.7%
12th Grade	Total	7.6%	9.6%
	Female	Insufficient Data	14.0
	Male	Insufficient Data	5.2

*Colorado did not have weighted data in 2007.

Risk and Protective Factors for Youth Violence, Sexual Violence, and Teen Dating Violence Identified in the Literature

Risk Factors for Perpetration of Youth Violence	Youth Violence [14]	Sexual Violence [15]	Teen Dating Violence[16] - Victimization and Perpetration
Individual Risk Factors			
History of violent victimization/Childhood history of sexual and physical abuse	X	X	X
Attention deficits, hyperactivity or learning disorders	X		
History of early aggressive/delinquent behavior	X		
Involvement with drugs, alcohol or tobacco	X	X	X
Low IQ	X		
Poor behavioral control	X		
Deficits in social cognitive or information-processing abilities	X		
High emotional distress	X		
Mental Health Problems including suicidal behavior	X		X
Impulsive/Antisocial beliefs, attitudes, tendencies	X	X	X
Exposure to violence and conflict in the family	X	X	X
Coercive sexual fantasies		X	
Preference for impersonal sex		X	
Hostility towards women		X	
Hypermasculinity		X	
Risky Sexual Behavior			X
Weapon Carrying			X
Poor academic performance	X		X
Family Risk Factors			
Authoritarian childrearing attitudes	X		
Harsh, lax or inconsistent disciplinary practices	X		
Low parental involvement	X		X
Low emotional attachment to parents or caregivers/Emotionally unsupportive familial environ	X	X	
Low parental education and income	X		
Parental substance abuse or criminality	X		
Poor family functioning	X		X
Poor monitoring and supervision of children	X		X
Family environment characterized by physical violence and few resources		X	X
Strong patriarchal relationship or familial environment		X	

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[14] Youth Violence - http://www.cdc.gov/ncipc/dvp/yvp/YVP-risk-p-factors.htm
[15] Sexual Violence - http://www.cdc.gov/ViolencePrevention/sexualviolence/riskprotectivefactors.html
[16] Teen Dating Violence - Lynn Jenkins' Power Point from the CDC Meeting in Coralville, IA on April 5, 2011

Single parent household			X
Peer Risk Factors			
Association with delinquent/sexually aggressive peers including gangs	X	X	X
Social rejection by peers	X		
Lack of involvement in conventional activities	X		
School/Community/Societal Risk Factors			
Low commitment to school and school failure	X		X
Diminished economic opportunities	X	X	
High concentrations of poor residents	X		
High level of transiency	X		
High level of family disruption	X		
Low levels of community participation	X		
Socially disorganized neighborhoods	X		X
Lack of institutional support from police and judicial system		X	
Societal norms and general tolerance of sexual violence within the community		X	
Weak community sanctions against sexual violence perpetrators		X	
Poverty		X	X
Societal norms that support male superiority and sexual entitlement		X	
Societal norms that maintain women's inferiority and sexual submissiveness		X	
Weak laws and policies related to gender equity		X	
High tolerance levels of crime and other forms of violence		X	

Protective Factors for Perpetration of Youth Violence	Youth Violence [17]	40 Developmental Assets[18]
Individual Protective Factors		
Achievement Motivation		X
Homework		X
Reading For Pleasure		X
Caring		X
Equality and Social Justice		X
Integrity		X
Honesty		X
Responsibility		X
Restraint		X
Planning and Decision Making		X

[17] Youth Violence - http://www.cdc.gov/ncipc/dvp/yvp/YVP-risk-p-factors.htm
[18] 40 Developmental Assets - http://www.search-institute.org/developmental-assets

Interpersonal Competence		X
Cultural Competence		X
Resistance Skills		X
Peaceful Conflict Resolution		X
Personal Power		X
Self Esteem		X
Sense of Purpose		X
Positive View of Personal Future		X
Intolerant attitude toward deviance	X	
High IQ	X	
High grade point average	X	
Positive social orientation	X	
Family/Peer Protective Factors		
Family Boundaries		X
Consistent presence of parent during at least one of the following: when awakening, when arriving home from school, at evening mealtime or going to bed	X	
Parental Involvement in Schooling		X
Frequent shared activities with parents	X	
Perceived parental expectations about school performance are high	X	
Family Support/Connectedness	X	X
Positive Family Communication	X	X
Time at Home		X
Positive Peer Influence		X
School/Community/Societal Protective Factors		
Other Supportive/Connectedness Adult Relationships	X	X
Adult Role Models		X
High Expectations of youth from Adults		X
Caring School Climate		X
School Boundaries		X
School Engagement	X	X
Bonding to School		X
Neighborhood Boundaries		X
Caring Neighborhood	X	X
Youth Programs		X
Involvement in social activities	X	
Creative Activities		X
Involved in Religious Community	X	X
Community Values Youth		X
Youth as Resources		X
Service to Others		X
Feels Safe in home, school and community		X

Teen Dating Violence Risk and Protective Factors Identified through the Denver-Aurora Teen and Adult Focus Groups and Key Informant Interviews

Risk Factors

Individual
- Anger
- Belief that males are superior and females are inferior
- Belief that when another person wants all your attention, wants to keep you from seeing others, etc, means 'they love me'
- Entitlement
- High level of instability in life
- High mobility rate
- Hyper masculinity
- Inability to socialize

- Isolation
- Jealousy
- Lack of attachment
- Lack of empowerment
- Lack of knowledge about healthy relationships
- Desire to feel powerful
- Low self-esteem
- Need for control
- Lack of caring for others
- Self-centered

Relationship
- Absence of a parent
- Being released from foster care with no support

- Lack of positive relationship with caring adult
- Lack of positive role models at home

Society
- Anti-immigrant attitudes
- Homophobic attitudes
- Misogynistic attitudes
- Non-inclusive attitudes
- Racist attitudes
- Sexist attitudes
- Unhealthy behaviors seen and accepted as the 'norm'
- Violence seen in all forms of media

Protective Factors

Individual
- Awareness of community services for Teen Dating Violence
- Coping skills
- Education
- Ego strength
- Good school performance
- Positive Encouragement
- Positive view of the future
- Resilience Factor
- Respect for women
- Social skills
- Strong sense of racial/ethnic identity for youth of color
- Use of conflict management skills
- Value, respect and empathy for others

Relationship
- Being loved
- Exposure to positive relationships
- Family connectedness
- Having dinner together as a family
- Having positive peer influences and relationships
- Healthy coping skills in family of origins
- Peer mentors
- Positive adult role models
- Positive relationships with adults that youth can trust and talk with such as caregiver, mentor, teacher, spiritual leader
- Raised in home that is loving and communicates well

Community
- Community based learning opportunities
- Community connectedness
- Community resources for teen dating violence
- Ensuring that there are safe places for teens to go outside of school hours
- Having opportunities for healthy choices
- Living in a safe neighborhood
- Supportive community, whether it's family or faith community or club activity

Summary of Key Informant and Focus Group Findings Related to the Impact of Culture, Race, and Ethnicity on Teen Dating Violence.

Research has found that African American youth are at higher risk for dating abuse than any other racial group or ethnicity. Research is mixed on Hispanic and Asian Pacific Islander when compared to Caucasians.[19] Respondents were also mixed as to whether culture, race and ethnicity impact TDV. Many felt that the issue impacts youth regardless of culture, race and ethnicity, and other respondents felt that they were intrinsically linked for the following reasons:

1) Teens that have to deal with racism on a day-to-day basis have increased stress, which can sometimes increase reactions to certain situations.

2) Marginalized communities experience more difficulties because of lack of access to resources and support. They are more likely to experience violence including dating abuse.

3) More people from communities of color are arrested and incarcerated than people from Caucasian communities.

- African American Community - The teens that participated in the focus group for African Americans discussed in detail how perceptions of Black women and girls can impact teen dating violence. They believed that African American girls are aggressive and assertive and "stick up" for themselves more than women from other races or ethnicities. The teens were concerned about boys and other people judging them based on their race and where they lived. One teen responded that African American guys say that African American girls are so … "ghetto and we're gonna kill them in their sleep." Many of the teens felt that because they lived on the east side (of Denver), that people considered them "trash," "hoes," "nasty," and "trouble." The teens felt these perceptions can impact their behavior in relationships.

- Asian Pacific Islander Community – Youth from the Asian Pacific Islander community focus group shared that Teen Dating Violence is not a topic that is easily discussed in this community. The teens that participated in this focus group shared that in some Asian cultures, abuse is generally verbal. The teens also discussed that parents were influential in their decisions around partners. One teen respondent shared that if the girl was dating a guy who would not help her parents, or disrespected her parents, her parents would not want the girl to date him. For most of the teens, their parents were seen as a resource if they were in a violent relationship.

- Latino Community – The youth that participated in the focus group for Latinos shared that the Latino cultural value of males being dominant over females can impact teen dating violence, but did not believe that abuse was more common in their community

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[19] Offenhauer, P. and A. Buchalter. (2011). *Teen Dating Violence: An Annotated Bibliography.* Federal Research Division, Library of Congress.

than any other. They also perceived that verbal and emotional abuse was used more often than physical violence, which is similar to reports from the other cultural, racial, or ethnic specific focus groups.

- <u>Native American Community</u> – In conducting the Community Needs Assessment, multiple attempts were made to outreach to the Native American community which were unsuccessful due to time constraints. Fortunately, one key informant interview was completed and the following reflects this informant's perspective. For the Native American community, race is seen as a correlate to teen dating violence because of the lack of male role models due to many Native American men being incarcerated. The informant stated that reservations are under federal jurisdiction, and that many crimes that are committed are considered felonies on the reservation whereas they would be misdemeanors in state or county jurisdictions. As a result of the felony charges, many males are incarcerated and are not able to provide and/or be available for their families. This not only effects raising their children, but also leads to a vicious cycle of unemployment, drug and alcohol abuse, and crime.

Colorado Teen Dating Violence Prevention Initiative
Denver-Aurora Community Needs Assessment
Executive Summary
3.29.11

The Community Needs Assessment was developed and implemented for the purpose of gathering information on the issue of teen dating violence and effective prevention programming in the Denver-Aurora community in order to generate recommendations for local leaders and partners on the coordination and implementation of primary teen dating violence prevention strategies in the community.

Development and Implementation

The Community Needs Assessment was developed by the CDPHE - ISVP staff, the technical assistance provider and the Denver-Aurora TDV Taskforce and included the following components: 1) an electronic/paper Agency Survey that was distributed to over 600 people and 153 were completed; 2) an assessment of current teen dating violence prevention programming being implemented in the community; and 3) over 50 key informant interviews and 15 focus groups to gather more in-depth qualitative data about the context of teen dating violence in the community and to follow-up on data collected from the Agency Surveys. The focus groups were conducted with different communities such as teens, parents, school personnel, positive youth development and prevention programming staff and experts in domestic and sexual violence. Youth were trained to facilitate the teen groups. Six groups were completed with adults and nine groups were completed with teens from primarily marginalized communities.

Findings

The following is information that was gathered from the sources listed above. This information is inclusive of information from the different agencies participating in the Denver-Aurora Taskforce's but not all ideas are reflective and endorsed by the Taskforce. This document is the result of multiple voices but these voices do not represent all voices of the Denver-Aurora community or all views of a specific community, and the recommendations in the report are recommendations from the community and not necessarily the recommendations that the Taskforce will be supporting.

❖ **Teen Relationships and Teen Dating Violence in Denver-Aurora**

Both teens and adults responded that teens in the Denver – Aurora community are involved in many different types of relationships and that these are similar in nature to adult relationships. They perceive that teen relationships frequently involve sexual contact, are casual or short-term, may be on again-off again, and at least one partner is non-committed. The perception is that teen females tend to be more committed than males, and that males are more interested in the relationship having a sexual component than females. Sexual contact is defined as sexual touching, oral sex or intercourse. Relationships that involve a sexual component are increasingly beginning as early as middle school. Adult respondents believe that there is more experimentation with same sex, bi-sexual and polyandrous relationships, and they described a "ping-pong" nature to youth relationships which was that youth bounce from one to another and back to the first. Communication is a key factor in teen relationships and is done through cell phone, texting, and internet using social media which includes facebook, MySpace, twitter, you tube, and many others.

Though most respondents acknowledged that teen relationships are casual and between non-committed partners, many of the youth verbalized that they wanted monogamous, committed relationships from their partners. The teens commented that they would like relationships that are respectful, honest, caring, supportive, accepting and trusting.

Teens and adults mostly concurred on what were healthy relationship behaviors versus unhealthy/abusive, controlling or violent relationship behaviors. The following are some of the healthy behaviors that both teens and adults listed: communication, faithful, honesty, loyal, no abuse, partner cares about your well being, respect, spending time together, and trust.

The following are responses from the teen focus groups when asked to describe unhealthy or abusive behaviors for teen "intimate" relationships: arguing, controlling behavior such as jealousy though some controlling behaviors are perceived as meaning the person loves them, mind games, emotional manipulation, unfaithful, ignoring their partner, calling you names or cursing at you, fighting a lot, forcing your partner to do something that you know they do not want to do such as having sex, hitting, and slapping.

❖ **Incidence and Prevalence of Teen Dating Violence**

Data sources on teen dating violence are limited and the Youth Behavior Risk Survey is one of the few surveillance systems that have collected data over a period of time. The following is data on victimizations for the State of Colorado in 2005 and 2009. The data shows an increase in reporting of teen dating violence victimization from 2005 to 2009, which is consistent with what respondents reported.

The Youth Behavior Risk Survey asks the following questions regarding Teen Dating Violence:
During the past 12 months, did your boyfriend or girlfriend ever hit, slap or physically hurt you on purpose?
Data reported in 2005 and 2009 based on grade

Grades	2005	2009
Total	6.0%	9.1%
9th Grade	5.5%	7.7%
10th Grade	4.3%	7.2%
11th Grade	6.1%	10.4%
12th Grade	8.4%	11.5%

Data reported in 2005 and 2009 based on gender

Gender	2005	2009
Total	6.0 %	9.1%
Female	6.4%	6.9%
Male	5.8%	11.2%

Have you ever been physically forced to have sexual intercourse when you did not want to?

Data reported in 2005 and 2009 based on grade

Grades	2005	2009
Total	5.1%	7.7%
9th Grade	5.3%	5.8%
10th Grade	3.5%	5.7%
11th Grade	4.3%	10.1%
12th Grade	7.6%	9.6%

Data reported in 2005 and 2009 based on gender

Gender	2005	2009
Total	5.1%	7.7%
Female	8.4%	11.1%
Male	2.1%	4.4%

❖ **Teen Dating Violence Characteristics**

The following is information provided by both teens and adults regarding Teen Dating Violence characteristics. Responses from teens and adults were similar so the information is combined.

Mental, emotional, financial, physical and sexual abuse is occurring in teen "intimate" relationships. Teens feel that the mental and emotional abuse is more common and can be very destructive. The intent of the abuse is for control, to feel powerful, for self-defense, or because they are both angry and the fight is mutual. Causes identified ranged from drug and alcohol abuse to insecurity to its easier than working things out to seeing it at home to is it the social norm. There was general consensus amongst both teens and adults that males and females both can be abusive, and that there can be abuse in same-sex relationships. Majority of respondents did believe that teen females use verbal abuse and manipulation more often than physical violence, but that both males and females abuse verbally, emotionally and physically. As for the severity of the abuse, verbal and emotional abuse is the most common and teens may be emotionally hurt by the abuse but may not be fearful; some verbal and emotional abuse may not even be considered abusive by teens.

❖ **Social Issues that may correlate with Teen Dating Violence**

> "Everyone does it" in reference to relationship violence being the norm

Respondents listed multiple social issues that they believed to be correlated with Teen Dating Violence. These issues include domestic violence, substance abuse, mental health issues such as eating disorders and depression, bullying, participating in a gang and gang violence, homelessness, early and/or risky sexual activity, teen pregnancy and teenage parents, sexual transmitted diseases, and sexual violence perpetration. One respondent commented that multiple issues share many of the same risk and protective factors, and that prevention strategies should not be specific to one issue. Respondents also identified the following environmental factors and community context that they believe impact teen dating violence. These include absentee father, criminalization of youth, culture, race and ethnicity, gender role norms, homophobia, immigration status, acceptance of violence by community and society, school climate and socio-economic status.

Guiding Principles and Recommendations

The following are Guiding Principles and Recommendations that were suggested by the Denver-Aurora community.

❖ **Teen Dating Violence Primary Prevention Strategies: Guiding Principles**

- Strategies need to be inclusive of all communities

- Strategy development and implementation need to have youth intrinsically involved
- Strategy development and implementation need to have men/boys intrinsically involved
- Strategies need to be strength-based and promote positive youth development
- Strategies need to address all socio-ecological models
- Strategies need to designed according to the Principles of Effective Prevention Programming
- Strategies need to be tailored to the developmental stage of target audience
- Strategies need to address the risk and protective markers for Teen Dating Violence
- Strategies need to be evidenced/research based if possible
- Strategies need to be evaluated

❖ **Teen Dating Violence Primary Prevention Strategies for Community and Societal Level**

- Collaboration and Coordination of Prevention Efforts
- Prevention Strategies need to be inclusive and involve diverse communities, organizations and groups.
- Stable Funding Sources for Prevention Programming.
- Develop or revise coordinated surveillance systems so that the surveillance systems document incidence and prevalence of Teen Dating Violence, and then distribute the data statewide.
- Develop and Implement Statutes, Policies and Protocols for the Education and Skill Development with Youth on Healthy Relationships and Sexuality in Schools.
- Develop and Implement Statutes, Policies and Protocols for the Prevention of Violence in Schools and Campuses that specifically including Teen Dating Violence.
- Develop and Implement Statutes, Policies and Protocols for Responding to Teen Dating Violence State Level Policies that that support or have relevance to the Recommendation
- Implement Social Justice and Equality Programming.
- Implement Social Norm/Marketing Campaign.
- Implement a Community-wide Awareness Campaign on Teen Dating Violence and Community Resources.

❖ **Teen Dating Violence Primary Prevention Strategies for Individual and Relationship Level**

- Develop and Implement Bystander Intervention Programs
- Develop Programming that supports dialogue between youth, parents and youth serving providers.
- Develop and Implement Healthy Relationship Building Skills Programming.
- Implement Mentoring Programming
- Develop and Implement Parenting Skills Programming.
- Develop and Implement Youth Peer Leaders
- Develop and Implement strategies that support positive youth development.
- Community and schools provide resources, services and programming that promote the overall well-being of youth and families.
- Implement Teen Dating Violence Prevention Programming.

❖ **Recommendations for Strategy Implementation**

- Prevention Strategies need to be targeted at all youth and adults in the community including diverse communities.
- Prevention strategies need to address youth from at least elementary school through to college age youth.

- Prevention strategies need to educate parents and adult youth serving providers on Teen Dating Violence, how to help youth impacted, and resources available.
- Prevention Strategies need to be developed and implemented that are culturally, linguistically, gender and sexual orientation relevant.
- Teen Dating Violence Prevention Strategies need to be implemented community-wide.
- Prevention Strategies be evidenced based and evaluated when possible.
- Strategy dosage needs to be based on effectiveness.
- Strategy delivery needs to be tailored to the targeted audience and based on what has been proven to be effective.
- Prevention Strategies need to be implemented by trained personnel that have expertise in Teen Dating Violence prevention with on-going training and supervision. Youth need to be intrinsically involved in the implementation of strategies.

Conclusion

These principles and recommendations were made by the individuals who were interviewed and/or participated in the focus groups, and will be considered by the Taskforce in developing the Teen Dating Violence Primary Prevention Strategies for Denver-Aurora. In gathering the data, efforts were identified that are addressing many of these recommendations to some degree but may not be focused specifically on teen dating violence. The Taskforce believes that with this greater understanding of the context of teen dating violence in the community and knowledge of existing policies and programs related to the issue, that they will be able to effectively strategize to eliminate policy and programming gaps and better connect work related to teen dating violence, youth violence and positive youth development in an effort to promote health teen relationships in the community.

Prevention Strategies3

Strategy Name	Description	Contact Info
[Ending Violence]	In 2009, Break the Cycle brought dating violence prevention into the 21st Century with the release of [Ending Violence], an innovative, DVD-based learning tool. Modeled after our evidence-based, written curriculum, [Ending Violence] teaches teens the warning signs of abuse, their legal rights and responsibilities and healthy relationship skills through: - Live action role-play - Animation - Interactive discussions and quizzes - Powerful real-life stories from survivors	Break the Cycle P.O. Box 21034 Washington, DC 20009 202.824.0707 admin 202.824.0747 fax http://www.breakthecycle.org
Across Ages	•Mentoring. Older adults (55+) are recruited from the community, trained and matched as mentors. Mentors spend a minimum of two hours per week in one-on-one contact with the youth. • Community Service. Youth spend 1-2 hours per week performing community service, which includes regular visits to frail elders in community nursing homes. • Social Competence Training. Across Ages utilizes the Social Problem-Solving Module of the Social Competence Promotion Program for Young Adolescents (Weissberg et. al, 1990). The 26 lessons are taught weekly for 45 minutes. • Family Activities. Monthly weekend events are held for youth, their family members and mentors and include activities that are culture-specific as well as recreational, social and sporting events.	Across Ages Training Director Andrea S. Taylor, Ph.D. Temple University Center for Intergenerational Learning 1601 North Broad Street, Room 206 Philadelphia, PA 19122 (215) 204-6708 phone (215) 204-3195 fax
Asian Pacific Development Center	Youth Strengthening Youth Program (YSYP): An innovative leadership and peer-counseling program for AAPI high school students, who attend summer retreat and take part in community service project, ongoing meetings and other activities Asian Youth Mentorship Program: A culturally competent, community-based prevention program providing 1:1 mentoring services for at risk youth. AYMP provides volunteer mentoring and group activities to engage and support youth in the AAPI community. The goal of the program is to reduce juvenile delinquency while improving student's academic achievement. Responsible Leadership and Action for Youth (ReLAY) Program: An intensive mentorship and after-school program that provides mentoring, tutoring, life skills and tobacco prevention for a diverse group of middle school youth. ReLAY is co-located at Merrill Middle School in Denver.	Asian Pacific Development Center Ge Thao Program Coordinator 1544 Elmira Street Aurora, CO 80010 www.apdc.org
Big Brothers Big Sisters	Big Brothers Big Sisters program is developed to provide Littles (the children served) with the experience of a healthy relationship with an adult. The majority of children served are 7 – 12 years old, at least at their introduction to the program. The Bigs (adult mentors) role is to provide support to the Littles especially around their identified deficit areas.	http://www.bbbs.org
Building Power, Sharpening Minds (SOUL)	SOUL started as a summer training program inspired by the Student Non-Violent Coordinating Committee's Freedom Summer. Since that first summer, SOUL has blossomed from a student-based summer program into a year-round community-based organizing and training center for young people. We now run a wide variety of organizing skills trainings, political education programs and technical assistance projects to meet the many needs of the social justice movement in the Bay Area and around the country.	SOUL 1904 Franklin St., Suite 904 Oakland, CA 94612 Phone Number: 510.451.5466 Fax: 510.451.5866 E-mail: info@schoolofunityandliberation.org http://www.schoolofunityandliberation.org/soul_sec/resources/re-shp_manuals.html

Strategy Name	Description	Contact Info
Chicago Child-Parent Centers	The Chicago Child-Parent Centers (CPCs) provide comprehensive educational support and family support to economically disadvantaged children and their parents. The guiding principle of the program is that by providing a school-based, stable learning environment during preschool, in which parents are active and consistent participants in their child's education, scholastic success will follow. The program requires parental participation and emphasizes a child-centered, individualized approach to social and cognitive development. Http://www.cps.edu/Schools/Preschools/Pages/Childparentcenter.aspx	http://www.cps.edu/Schools/Preschools/Pages/Childparentcenter.aspx
Coaching Boys into Men Coaches Leadership Program and Media Campaign	A) CBIM, Leadership Program was developed by FVPF, along with the National High School Athletic Coaches Association, in 2004 and expanded in 2008. The program equips coaches to talk with their athletes about respect for women and girls and that violence doesn't equal strength. It provides weekly objectives, for 11 weeks, to be included in the coaches training sessions. Each weekly discussion, of approximately 10 minutes, addresses respect, integrity, and non-violence for the athlete toward themselves, others, women, and all the girls in their lives. The Coaches Kit includes a CBIM Playbook, which reviews the purpose, goals, how to capitalize on teachable moments, suggestions for activities to reinforce the team's commitment and national resources. It also includes a CBIM card series, which provides preparation guides, the 11 training topics, and illustrations on ways to role model and promote healthy choices and relationships. The Coaches Corner website provides the coaches with access to program materials and tips from fellow coaches on how to implement the program. B) National public service campaign (TV, radio and print media) encourages men to teach boys respect for women and that violence does not equal strength, through 8 methods: Teach Early; Be there; Listen; Tell Him How; Bring it up; Be a Role Model; Teach Often; Become a Founding Father. The ads feature a father teaching his son various sports with the end message: 'Teach him early. Teach him all violence against women is wrong.'	Futures Without Violence 383 Rhode Island St., Suite #304 San Francisco, CA 94103-5133 Phone: (415) 252-8900 Fax: (415) 252-8991 TTY: (800) 595-4889 E-mail: info@endabuse.org
Colorado Anti-Violence Program - Branching Seedz of Resistance	Branching Seeds of Resistance is a youth-led project of the Colorado Anti Violence Program. We work to end sexual violence within and against LGBTQQ youth communities in Colorado. Our fight for liberation requires us to dig deep and find the root causes of violence. Our tactics for preventing violence include youth-led community organizing, art and media, outreach and education, and participatory action research. As we resist and organize to uproot violence, we are also resilient seeking to heal as individuals and as a community.	Crystal Middlestadt PO Box 181085 Denver, CO 80218 303-839-5204 Same for fax (call first) crystal@coavp.org www.coavp.org
Colorado Youth a Risk	Colorado Youth at Risk sponsors Steps Ahead for Youth, Touchstone Program and Youth Leadership Training Program. The organization hosts mentoring programs and works directly with partnering schools who are selected because of their willingness to provide resources and access to students. Volunteers from the community apply, go through training and are then paired with students who are "at-risk," which CYR defines as not necessarily as having only problems with substance abuse, school performance or truancy, but as having any issue fulfilling potential or the need to make positive changes regardless of their circumstances. The mentoring relationship focuses on self-improvement, changing behaviors, and goal setting. The statistical data (i.e. 93% of students in the program graduate from high school) proves the success, but there is also qualitative evidence.	http://coyar.org/

Strategy Name	Description	Contact Info
Dating Matters	DATING MATTERS is a free, online course available to educators, school personnel, youth leaders, and others working to improve the health of teens. It features interviews with leading experts, dynamic graphics and interactive exercises, and compelling storytelling to describe what teen dating violence is and how to prevent it.	http://www.vetoviolence.org/datingmatters/
Early Head Start	Early Head Start (EHS), a federally funded community-based program for low-income pregnant women and families with infants and toddlers up to age 3. Its mission is simple: - to promote healthy prenatal outcomes for pregnant women, - to enhance the development of very young children, and - to promote healthy family functioning. EHS evolved out of Head Start's long history of providing services to infants and toddlers through Parent Child Centers, Comprehensive Child Development Centers (CCDPs) and Migrant Head Start programs.	Early Head Start National Resource Center @ ZERO TO THREE 1255 23rd Street, NW, Suite 350 Washington, DC 20037 Phone: (202) 638-1144 Fax: (202) 638-0851 http://www.ehsnrc.org
Engaging Bystanders in Sexual Violence Prevention	Joan Tabachnicks' book/program, Engaging Bystanders in Sexual Violence Prevention, briefly reviews the concept of bystander, and the research on bystander intervention, discusses the 'Five steps toward taking action', and offers three activities, and additional scenarios, to increase individual likelihood of intervening. 1-2 hour Workshop Objectives: 1.Understand the role of engaged bystanders in preventing sexual violence 2.Use various tools that will help you to teach others about bystander intervention 3.Identify additional intervention opportunities to prevent sexual violence	National Sexual Violence Resource Center 123 North Enola Drive Enola, PA 17025 Phone: 717.909.0710 Fax: 717.909.0714 Toll Free: 877.739.3895
Expect Respect:A School-Based Program	During school hours groups are offered on certain campuses in Austin by a SafePlace counselor; Teachers and School Counselors contact SafePlace to request classroom presentations for middle and high school youth;Summer Teen Leadership Program occurs at SafePlace including a two-night camping trip;Training sessions for school personnel are provided in a individual schools, district-wide sessions, and state and national conferences serving school professionals	Public Education Specialist National Resource on Domestic Violence 6400Flank Drive, Suite 1300 Harrisburg, Pa 17112 (800)537-2238 www.vawnet.org
Family Check-Up	Family Check-Up is designed as a preventative program model to help parents address typical challenges that arise with young children before these challenges become more serious or problematic. The program model focuses on high-risk families, where normative challenges are more likely to lead to unfavorable outcomes, such as child conduct problems. Family Check-Up is made up of three home visits with a parent consultant who has been trained in the program model and has an advanced degree in psychology or a related field. After the three home visits, the parent consultant makes recommendations for a family-based intervention tailored to the needs of the family, such as parent management training, preschool consultation, or community referrals.	The Child and Family Center Family Check-Up Institute 195 West 12th Eugene, OR 97401-3408 Phone: (541) 346-4805 Fax: (541) 346-4858 Website: http://www.uoregon.edu/~cfc/educa-training.htm
Green Dot	The Green Dot strategy is a comprehensive approach to violence prevention that capitalizes on the power of peer and cultural influence across all levels of the socio-ecological model. Informed by social change theory, the model targets all community members as potential bystanders, and seeks to engage them, through awareness, education, and skills-practice, in proactive behaviors that establish intolerance of violence as the norm, as well as reactive interventions in high-risk situations – resulting in the ultimate reduction of violence. Specifically, the program targets influential and respected individuals from across community subgroups.	Dorothy Edwards Violence Intervention Prevention Center University of Kentucky Frazee Hall, Lower Level Lexington, KY 40506-0031 Telephone: 859-257-3564 Fax: 859-323-3646 www.greendotkentucky.com

Strategy Name	Description	Contact Info
Head Start	Head Start promotes school readiness for children, ages three to five, in low-income families by offering educational, nutritional, health, social and other services. Head Start programs promote school readiness by enhancing the social and cognitive development of children through the provision of educational, health, nutritional, social and other services to enrolled children and families. Programs actively engage parents in their children's learning and help them in making progress toward their educational, literacy and employment goals. Significant emphasis is placed on the involvement of parents in the administration of local Head Start programs. Http://eclkc.ohs.acf.hhs.gov/hslc/About%20Head%20Start	http://eclkc.ohs.acf.hhs.gov/hslc/About%20Head%20Start
Healthy Families America	Healthy Families America (HFA) is a nationally recognized home visiting program model designed to work with overburdened families who are at-risk for child abuse and neglect and other adverse childhood experiences. It is the primary home visiting model designed to work with families who may have histories of trauma, intimate partner violence, mental health and/or substance abuse issues. HFA services are offered voluntarily, intensively and over the long-term (3 to 5 years after the birth of the baby).	Http://www.healthyfamiliesamerica.org
Home Instruction for Parents of Preschool Youngsters (HIPPY)	Home Instruction for Parents of Preschool Youngsters (HIPPY) aims to promote preschoolers' school readiness by supporting parents in providing instruction in the home. The program model is designed for parents who lack confidence in their ability to prepare their children for school, including parents with past negative school experiences or limited financial resources. The HIPPY program model offers weekly activities for 30 weeks of the year, alternating between home visits and group meetings (two one-on-one home visits per month and two group meetings per month). HIPPY sites are encouraged to offer the three-year program model serving 3- to 5-year olds, but may offer the two-year program model for 4- to 5-year olds. The home visiting paraprofessionals are typically drawn from the same population that is served by a HIPPY site, and each site is staffed by a professional program coordinator who oversees training and supervision of the home visitors.	HIPPY USA 1221 Bishop Street Little Rock, AR 72202 Phone: (501) 537-7726 Fax: (501) 537-7716 Email: info@hippyusa.org Website: www.hippyusa.org
In Touch with Teens	In Touch With Teens is an eight-unit curriculum that seeks to empower youth to have healthy relationships by providing information about power and control, elements of healthy relationships and healthy sexuality, and media literacy. In addition, education is provided on sexual harassment, sexual assault, and dating violence. The curriculum further address the development of pro-social skills such as empathy, impulse control, effective communication, problem solving and bystander accountability.	Youth Over Violence 1015 Wilshire Blvd. Ste200 Los Angeles, CA 90017 Office number: 213.955.9090 Email:info@peaceoverviolence.org
Incredible Years	Incredible Years training programs give parents and teachers strategies to manage behaviors such as aggressiveness, ongoing tantrums, and acting out behavior such as swearing, whining, yelling, hitting and kicking, answering back, and refusing to follow rules. Through using a range of strategies, parents and teachers help children regulate their emotions and improve their social skills so that they can get along better with peers and adults, and do better academically.	Incredible Years 1411 8th Avenue West Seattle, WA 98119 (888) 506-3562 http://www.incredibleyears.com

Strategy Name	Description	Contact Info
Know Your Power and Bringing in the Bystander	Know Your Power and Bringing in the Bystander is a social marketing campaign that was developed by a team of university students , staff, and faculty at the University of New Hampshire. It consists of 8 images that can be on posters, bookmarks, and table tents depicting possible sexual violence and intimate partner abuse situations and encourages individuals to intervene safely and not just stand by. What distinguishes the Know Your Power social marketing campaign from other campaigns is the extensive evaluation that has been done to assess the effectiveness of the campaigns. Results from a campus study indicate that students who are exposed to the campaign exhibited increased awareness regarding problems with sexual violence, are more knowledgeable of appropriate bystander behaviors, and are more willing to act as a bystander if the situation warrants.	Vicki Banyard 603-862-5023 prevention.innovations@unh.edu http://www.know-your-power.org/
Literacy Express	Literacy Express is a preschool curriculum designed for three- to five-year-old children. It is structured around units on oral language, emergent literacy, basic math, science, general knowledge, and socioemotional development. It can be used in half- or full-day programs with typically developing children and children with special needs. It provides professional development opportunities for staff; teaching materials; suggested activities; and recommendations for room arrangement, daily schedules, and classroom management.	www.literacyexpress.com
Men of Strength Clubs	Men Can Stop Rape's youth development program, the Men of Strength Club, is the country's premier primary violence prevention program for mobilizing young men to prevent sexual and dating violence. The Men of Strength Club, or MOST Club, provides young men with a structured and supportive space to build individualized definitions of masculinity that promote healthy relationships.	Men Can Stop Rape (MCSR) 1003 K Street, NW, Suite 200 Washington, DC 20001 Phone: 202.265.6530 Fax: 202.265.4362 nplayer@mencanstoprape.org. Http://www.mencanstoprape.org
Mentors in Violence Prevention	The Mentors in Violence Prevention (MVP) Model is a gender violence, bullying, and school violence prevention approach that encourages young men and women from all socioeconomic, racial and ethnic backgrounds to take on leadership roles in their schools and communities. The training is focused on an innovative "bystander" model that empowers each student to take an active role in promoting a positive school climate. The heart of the training consists of role-plays intended to allow students to construct and practice viable options in response to incidents of harassment, abuse, or violence before, during, or after the fact. Students learn that there is not simply "one way" to confront violence, but that each individual can learn valuable skills to build their personal resolve and to act when faced with difficult or threatening life situations.	Lordly & Dame, Inc. 1344 Main Street Waltham, MA 02451 Phone: (781) 373-3680 Fax: (781) 373-3681 http://www.lordly.com kmacrae@lordly.com Website: www.jacksonkatz.com - Email: JacksonKatz@aol.com; MVPStrategies@aol.com.
Nurse–Family Partnership	A voluntary, free maternal and childhood health program, Nurse-Family Partnership gives first-time moms valuable knowledge and support throughout pregnancy and until their babies reach two years of age. Partnering first-time moms with caring nurse home visitors empowers these mothers to confidently create a better life for their children and themselves.	http://www.nursefamilypartnership.org
Parents as Teachers	Parents as Teachers is an approved home visiting model meeting the evidence-based criteria of the Maternal, Infant, Early Childhood Home Visiting program (MIECHV) and considered a promising approach for the Tribal Home Visiting Grantees	Parents as Teachers 2228 Ball Drive St. Louis, Mo. 63146 (314) 432-4330 phone (314) 432-8963 fax

Strategy Name	Description	Contact Info
Perry Preschool Project	The school curriculum, originally called the "Cognitive-Oriented Curriculum" and currently named the "HighScope Curriculum," emphasizes an open approach to learning, where children are active participants. There is a consistent daily routine within the classroom, which involves a "plan–do–review" sequence of learning activities. Children's cognitive and social skills are built and supported through individualized teaching and learning. Children are encouraged to engage in play activities that involve making choices and solving problems that contribute to their intellectual, social, and physical development. These components of the program are heavily influenced by research in child, educational, and developmental psychology, which notes that children's innate curiosity and exploration should be incorporated into a formal learning environment. As such, lesson plans are constructed around developmental goals and incorporate the needs and interests of individual children. Teachers structure lesson plans and activities around key experiences.	High/Scope Educational Research Foundation 600 North River Street Ypsilanti MI 48198-2898 Phone: 800.587.5639
Project PAVE - Teen Dating Violence Prevention Program	Teen dating violence prevention/healthy relationships curriculum, Young Women's Lives/Young Men's Work curricula, Youth Community Educators Program (YCEP, peer educator program), Angels Against Abuse (high school student club), and outreach presentations. The curricula (YWL/YMW and TDV) include varied activities, including role plays, kinesthetic learning-type activities, small group work, large group discussions, and journaling. All activities occur within one setting, typically a classroom at a school or organization facility. The TDV curriculum is 6 hours and typically presented in one-hour sessions in as close to 6 consecutive days as possible. YWL/YMW is a 10-12 hour curriculum presented in 1-2 hour sessions spread across a few months, depending upon the schedule of the school/organization.	Adam Evans Mike Johnson 2051 York St. Denver, CO 80205 303-322-2382 303-322-0032 www.projectpave.org
Promoting Alternative Thinking Strategies	The Promoting Alternative THinking Strategies (PATHS) curriculum is a program that promotes emotional and social competencies and reduces aggression and behavior problems in elementary school–aged children, while simultaneously enhancing the educational process in the classroom.	Mark Greenberg Professor Prevention Research Center, Pennsylvania State University 109 Henderson Building South University Park PA 16802-6504 Phone: 814.863.0112 Fax: 814.865.2530
Public Health Nursing - Early Intervention Program	The Early Intervention Program (EIP) targeted pregnant Latina and African American adolescents who were referred to the county health department in San Bernardino, California for public health nursing care. The women were eligible for EIP if they were 14 to 19 years of age; no more than 26 weeks gestation; pregnant with their first child; and planning to keep the infant. Expectant mothers who were chemically dependent or had serious medical or obstetric problems were ineligible. EIP included home visits from mid-pregnancy through the child's first year of life. During home visits, public health nurses used a variety of teaching methods to cover five main content areas: (1) health, (2) sexuality and family planning, (3) maternal role, (4) life skills, and (5) social support systems.	http://broward.org

Strategy Name	Description	Contact Info
Safe Dates	Safe Dates is a ten-session dating abuse prevention program consisting of both school and community components. The school component has a curriculum that is implemented in schools by regular classroom teachers and target primary prevention while the community component targets secondary prevention by providing support groups and activities for youth as well as information for parents. The curriculum in the school component can also be presented by community resource people outside of the school setting. Each session is 45-50 minutes in length and includes the following topics: defining caring relationships, defining dating abuse, why people abuse, how to help friends, helping friends, overcoming gender stereotypes, equal power through communication, how we feel/how we deal, and preventing sexual assault.	Hazelden Publishing 15251 Pleasant Valley Road P.O. Box 176 Center City, MN 55012-0176 800-328-9000
SafeHouse Denver	SafeHouse Denver provides teen dating violence education and intervention services for youth in the City and County of Denver. They offer the Safe Dates program for schools and community groups.	Judy Carrier Director of Counseling and Advocacy SafeHouse Denver, Inc. 1649 Downing Street Denver, CO 80218 303.302.6125 jcarrier@safehouse-denver.org
School-Based Health Centers	School-based health centers provide comprehensive services that compliment services provided by school nurses. School-based primary health care includes physical exams, immunizations, care for acute illness and injury and for chronic conditions such as asthma. Mental health services identify problems early, reduce stigma for getting help (1) and decrease school discipline referrals.(2) Establishing a school-based health center is a community-driven process that requires multiple partnerships - between school districts, the medical and mental health communities and local and state funders - to be effective. The best part about these centers is that they put health care where most kids are - in school.	School-Based Health Centers Colorado Department of Public Health and Environment Prevention Services Division (303) 692-2386
Second Step	Second Step was developed and piloted within the Seattle, Washington School District in 1989. It is a progressive, behavioral-skill, violence prevention, in-school curriculum for Pre-K-8th grade. Weekly lessons of approximately 25 minutes, help children identify emotions, develop empathy, and learn problem-solving skills for social interactions, and teach techniques for managing their personal emotions/behavior. The multi-sensory material includes: scripted lessons, Brain Builder games, academic integration activities, videos, music CD's, skill practices, classroom posters, etc. Topics include: Feelings, Focusing Attention, Handling Being Knocked Down, Similarities and Differences, Showing Compassion, Managing Test Anxiety, Being Assertive, Taking Responsibility for Your Actions, Resisting Revenge, Dealing with Gossip, Disagreeing Respectfully, Recognizing Bullying, Sexual Harassment, and Substance Abuse-Making Good Decisions. Parent educational material is also available. A 4th edition of the Pre-K-5th curriculum is coming out June 2011, and will feature the Pre-K program being subdivided into kindergarten and early learning.	Committee for Children 568 First Avenue South, Suite 600 Seattle, WA 98104-2804 Toll-Free: (800) 634-4449 (x200) Fax: (206) 343-1445 Email: kromstad@cfchildren.org Web site: www.cfchildren.org
See It and Stop It!	Teen Action Campaign c/o Futures Without Violence 383 Rhode Island St, Suite 304 San Francisco, CA 94103 Phone: (415) 252-8900 Fax: (415) 252-8991 Email: info@teenactioncampaign.org	Massachusetts state-wide PR campaign. Web-based.

Strategy Name	Description	Contact Info
Social Norms Campaign	Data from a study published in 2003 suggested that men underestimate the importance that most men and women place on consent and the willingness of most men to intervene against sexual assault (Fabiano et al., 2003). In addition, this study demonstrated men's personal adherence to only consensual activity and their willingness to act as women's allies are strongly influenced by their perceptions of other men's and women's norms. These findings clearly support the proposition that accurate normative data which counter the misperception of rape-supportive environments can be a critical part of campus efforts to prevent sexual violence against women.	http://socialnormsconsultation.com/case_studies/sex_asslt_prev.html
Speak.Act.Change Youth Advocacy Kit	This kit-based initiative challenges youth to create lives and communities free from domestic and dating violence. Youth participate in: •Letter-writing campaigns •Community walks •Art-driven activism •Journalistic assignments •Legislative and school-based advocacy	Break the Cycle P.O. Box 21034 Washington, DC 20009 202.824.0707 admin 202.824.0747 fax http://www.breakthecycle.org
Start Strong	Start Strong utilizes both the Fourth R and Safe Dates curriculum, both of which strive to: educate on healthy relationship development among adolescents; increase effective conflict resolution; develop communication skills and healthy decision-making; promote equitable gender roles; increse self confidence.	Futures Without Violence Start Strong: Building Healthy Teen Relationships Phone: 415-252-8900; Email: info@startstrongteens.org
Strengthening Families Program	The Strengthening Families Program (SFP) is a nationally and internationally recognized parenting and family strengthening program for high-risk and regular families. SFP is an evidence-based family skills training program found to significantly reduce problem behaviors, delinquency, and alcohol and drug abuse in children and to improve social competencies and school performance. Child maltreatment also decreases as parents strengthen bonds with their children and learn more effective parenting skills.	Strengthening Families Program LutraGroup SP 5215 Pioneer Fork Road Salt Lake City, Utah 84108 Phone: (801) 583-4601 Fax: (801)583-7979 Email: hwhiteside@lutragroup.com
The Campaign for Action on Family Violence	The Campaign for Action on Family Violence, the It's not OK campaign, is a community-driven effort to reduce family violence in New Zealand. It is about challenging attitudes and behaviour that tolerate any kind of family violence. The campaign is generating a feeling there is something everyone can do to help and people are more likely to act to prevent family violence. As a result of the campaign more people are seeking help and more people believe they can help others to change. The simplicity of the core campaign message, 'It's not OK' has started people talking and taking action about family violence in New Zealand.	http://www.areyouok.org.nz/home.php
The Conflict Center - Teen Dating Violence Social Norming Campaign	The Collaborative Effort Between The Conflict Center, Project Pave and the Partnership for Families and Children will utilize the knowledge and expertise of all partners to assess dating violence in the East and West High school Community, enaging youth leadership and voice in all aspects of the assessment process. This project will utilize focus groups, surveys and other assessment tools to document teen dating violence incidents; student, school staff and parent attitudes toward teen dating violence; social norms around teen dating violence; and the need for social emotional learning programs.	The Conflict Center Pearl Bell 4140 Tejon St Denver, CO 80211 (303) 433-4983 (303) 466-6166 Pearl.bell@conflictcenter.org www.conflictcenter.org

Strategy Name	Description	Contact Info
The Fourth R: A Relationship-Based Curriculum for Grade 9 Phsyical & Health Education	A comprehensive school-based prevention program based on extensive research and applies best pratices approaches to building skills and reducing ham among adolescents. The foundation is a 21-lesson skill-based curriculum that promotes healhty relationships and targets violence (bullying, peer and dating violence), high-risk sexual beaviour and substance use among adolescents.	The Fourth R 100 Collip Circle, Suite 100 London ON N6G 4X8 Phone-519-858-5144 Fax: 519-858-5149 Email: thefourthr@uwo.ca www.thefourthr.ca www.youthrelationships.org
The Youth Relationship Program Two programs: The Youth Relationship Manual and Fourth R (See Fourth R as its own strategy entry)	Developed as a result of a conference, in 1989, at the Institute for the Prevention of Child Abuse in Toronto, Ontario, Canada. After a 2 day discussion among 20 experts, the committee sponsored a four year pilot program for prevention of violence in relationships for adolescents. It was developed by a team of research and educators at the Western Ontario University in Canada. Initially males 14-16, at risk were targeted for the program, but evolved into male and females and included those at risk, as well as, those interested in the program. In 1996, a manual for the program was published. The program is based on the premise that behavior is a choice, we are all responsible for our own behavior and that there is a proactive window of opportunity during adolescence to learn non-violent means of communication with their current and future partners by understanding power. The Youth Relationship Manual was originally set up in 18, 2 hour, weekly sessions and is now set up as 12 1-hour sessions. (Original manual is still considered relatively current, but the revised edition for 'smaller groups' covers broader issues.) To be lead by co-facilitators, preferably one male and one female and at least one from a relevant community agency that works to end woman abuse. The training guides adolescents through positive roles in dating, peer interactions, and interpersonal style. The program includes three principal sections: informational, skills building, and social action learning opportunities. Teens learn new communication and conflict resolution skills and practice those skills by going out into the community to solve a hypothetical problem. The book is presented in three sections: (1) How To Use This Manual (includes information on implementing the program in schools and in communities); (2) Development of the Youth Relationships Project; and (3) Program Sessions and Exercises. The last section explores, among other subjects: power and its abuse in relationships; breaking the cycle of violence; date rape; gender socialization; sexism; media and sexism; and planning for social action to end relationship violence. Recommended readings and descriptions of videos that can be used with the series are included. For older kids, a second level manual of 12 additional sessions is scheduled for release this summer.	Sage Publications, Inc. 245 Teller Road Thousand Oaks, CA 91320 Phone: 519-858-5161 Fax: 519-858-5149 E-mail order@sagepub.com www.youthrelationships.org
University of Colorado: Center on Domestic Violence -End Violence	END Violence is a training and educational program designed to equip teachers and other school personnel with the skills necessary to identify children who have been exposed to domestic violence and help them and their non-offending parent find services. The program will also facilitate violence prevention programs for students.	Center on Domestic Violence, School of Public Affairs University of Colorado Denver Campus Box 142, P.O. Box 173364 Denver, CO 80217-3364 Phone: 303-315-2489 Fax: 303-315-2054 eMail: cdv@ucdenver.edu domesticviolence.ucdenver.edu

Strategy Name	Description	Contact Info
WAIT Training	WAIT Training aims to reduce the number of adolescents engaging in premarital sexual activity, the incidence of out-of-wedlock pregnancies and lower STD rates among youth by empowering youth to make healthy decisions regarding sexuality and committing to an abstinent lifestyle until marriage. The primary goal of the WAIT Training program is to provide a curriculum-based program targeted to youth in grades 6th – 12th to prevent pre-marital sex and help sexually active youth return to an abstinent lifestyle.	The Center for Relationship Education 8101 E. Belleview Ave Suite D-2 Denver, CO 80237 720-488-8888
When Push Comes to Shove…It is No Longer Love!	When Push Comes to Shove…It's No Longer Love! Is an interactive 2 hour program that helps young men and women explore the dynamics of healthy and unhealthy relationships, and how they can help themselves (or someone they know) out of an unhealthy relationship. The centerpiece of this program is a short documentary film featuring courageous young adults who share their personal cautionary tales of relationship abuse.	Lori Weinstein and Deborah Rosenbloom Jewish Women International Phone 800.343.2823 Email:www.jwi.org

Colorado Teen Dating Violence Prevention Initiative Policy Scan Summary

In order to create a baseline inventory of teen dating violence prevention policies impacting youth in the Denver-Aurora urban area, the Teen Dating Violence Prevention Team (TDVPT) conducted a scan of state and local-level policies that impact the health of youth ages 10-19. For the purpose of this scan, policy was defined as: Colorado Revised Statutes (CRS), rules, regulations, executive orders, mandates, criteria, operating procedures, standards and other guidelines. The findings are organized into topic areas and then into state and community level sections.

A. Policy Inclusion Criteria
The TDVPT chose to employ a broad definition of "teen dating violence prevention policy." Since most local or state-level Colorado policies do not specifically acknowledge teen dating violence, the Team included several existing youth-oriented policies related to the often overlapping concepts of "sexual violence," "domestic violence," "date rape," and "acquaintance rape," as well as even broader references to "youth violence," "school violence," and "violence prevention." Similarly, while the Teen Dating Violence Prevention Initiative is focused on the primary prevention of teen dating violence perpetration in Denver-Aurora, the TDVPT considered the relevance of specific policies that address prevention at any level. Major state-level, prevention-oriented strategic plans that include youth violence prevention policy recommendations were also reviewed.

B. Policies Related to Prevention Program Implementation
Though primary prevention programming specifically for teen dating violence is limited in the Denver–Aurora community based on responses to the Agency Survey, most youth serving agencies are addressing the risk and protective factors. Those that are providing services for teen dating violence are mainly providing education on healthy and unhealthy services in the schools. The state of Colorado has established several state offices and funding sources to address primary prevention of issues that impact youth and violence. These range from the Office of Suicide Prevention at the Colorado Department of Public Health and Environment to the Colorado Department of Education Prevention Initiatives Unit. Examples of funding streams include programs such as the Tony Grampsas Youth Services which funds programming for at-risk youth, Colorado Youth Mentoring, which funds mentoring programs, and Grants for Public Programs which funds substance abuse prevention programming.

   On the community level, only a few policies were identified that support primary prevention of teen dating violence services and they include the *Denver Youth Agenda* and a section in the Denver Public Schools District's Policies and Procedures. These two policies are focused on the general health and well-being of youth in the City and County of Denver. See below for specific statutes and policies that are relevant to services for teen dating violence primary prevention.

C. School Related Policies: Education Content
In 2009, The Colorado Department of Education's Colorado Model Content Standards were revised to include the content area of health education with the new name of "Comprehensive Health and Physical Education." Prior to 2009, there were no standards specific to health education in Colorado. Colorado school districts are required by statute to adopt standards that

meet or exceed these revised standards by December 2011 with implementation scheduled for the 2011-12 school year. Though the new standards do not mention the term teen dating violence specifically they do address educating children and youth on healthy relationships, relationship building skills, sexual health and sexual decision-making, and unhealthy relationships. These standards when combined with the statute on sexual education will provide a foundation for schools to begin implementing prevention education and programming that will directly impact teen dating violence as seen in the Denver Public Schools Board Adolescent Sexual and Reproductive Health Resolution.

D. School Related Policies: Violence Prevention
Colorado has passed several statutes that address safety at the school level including Safe-2-Tell, Safe School Plan, Bullying and a general prohibition against discrimination. On the community level, a review of public school and college campus policies in the Denver-Aurora area revealed that, in general, existing policies do not refer specifically to teen dating violence, using neither that phrase nor other synonymous ones that reference violence within the context of a current or previous romantic relationship. However, all of the policies reviewed were consistent in their prohibition of physical violence, sexual violence, and bullying and generally insistent upon a safe environment for all students, staff, and visitors. Without exception, all of the K-12 school policies included specific and well-articulated policies against bullying behavior and in support of bullying prevention. These anti-bullying policies provide definitions of behaviors that may be considered bullying, descriptions of disciplinary consequences, along with itemized criteria for required prevention education. As advocates of teen dating violence prevention, the work that has been successfully achieved by advocates of bullying prevention in the Denver/Aurora area may be a useful model.

E. Criminal Justice Related Policies
Though the criminal justice response to teen dating violence would not be classified as primary prevention but more as secondary and tertiary, the Teen Dating Violence Prevention Team believes that primary prevention is one portion of a continuum and to eliminate teen dating violence, all aspects of the continuum need to be effective. In reviewing state and local policies, it was found that teen dating violence is not directly addressed though the definition of domestic violence, but that intimate relationship would include teen dating violence. On the local level, Denver and Aurora municipal codes do address criminal behavior that could apply but do not mention the term "teen dating violence" or any like term.

F. Implications
The findings of this scan confirm the need to address the issue of teen dating violence through a combination of state and local policies. Policy development that supports TDV prevention is needed at many levels of society, not just at the level of formal legislation. Often local, organization, or school policies can be the precursors to state-level legislative policy.

In general, Denver-Aurora policies clearly demonstrate an overall prohibition of violence among adolescents, and intend to promote safe and respectful environments whether at school, in the community, or at home. However, the phenomenon of teen dating violence continues to grow in spite of existing policies and laws. The Denver-Aurora community has policies in place, and prevention activities that flow from them, intended to stem the tide of violence in these

communities. However, if those who are communicating, teaching, training, and enforcing the policies are not including the phenomenon of TDV in their definition of violence that actually occurs among adolescents, these policies will do little to affect this form of violence. The near total absence of mention of TDV among all the documented violence-related policies that exist in Denver and Aurora is a strong indicator that the problem of TDV has not reached a necessary level of awareness among practitioners nor policymakers alike. The people who need to know, do not yet know.

Furthermore, the policies we currently rely upon are heavily oriented toward secondary and tertiary prevention of violence. The policies of the future must match our awareness-raising efforts to 'go upstream' – to dilute the potential for a controlling tendency to turn into coercion, for anger to escalate into violence. Policies in Denver-Aurora that further the prevention of TDV will be policies, at all levels, that place as much or more importance on the teaching and molding of healthy relationship skills in young people as they do on disciplining them after one becomes a perpetrator and the other a victim.

Understanding the existing policies related to teen dating violence in the Denver-Aurora area will help the Denver-Aurora Teen Dating Violence Prevention Team identify ways to eliminate policy gaps and better connect work related to teen dating violence

CORE II Grantee Assessment Data Capacity and Readiness Areas for Teen Dating Violence Prevention						
Capacity/Readiness Area	**Identified Urban Area**			**State-Level/System**		
	Findings	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**	**Findings**	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**
Data and Evaluation Ability to use data and evaluation to focus priorities, plan and improve programs and track progress related to TDVP initiatives *Examples of indicators:* ▪ Policies and procedures related to collection and analysis of data and use of data for planning ▪ Integration of violence/TDV- related indicators into ongoing evaluation efforts (e.g. teen pregnancy, substance abuse, HIV/STD, etc.) ▪ Documented Commitment of agency staff resources for data	The Denver-Aurora TDVP Evaluation Subcommittee decided to coordinate outcome evaluation efforts with the Sexual Violence Prevention Program regarding the development of a standardized pre/post survey based on risk and protective factors. The majority of agencies that responded to the TDVP Agency Survey currently use in-house program evaluation staff persons and use evaluation results in ongoing program planning, specifically measuring short and long-term outcomes. More than half of the responding agencies monitor and assess program implementation, data analysis and report evaluation results. Less than half of responding agencies	**Low**	The coordination of violence related data and evaluation can inform the coordination of violence prevention program efforts in Colorado.	The majority of respondents of the individual (n=18) and organizational (n=12) capacity assessments facilitated by the Sexual Violence Prevention (SVP) Program annually in 2007 through 2009 indicated that evaluation is an essential component of prevention programs; however, they needed more information on culturally relevant prevention theories and strategies, program planning, implementation and evaluation. The Training and Technical Assistance Collaborative of the Injury, Suicide and Violence Prevention Unit and Children and Youth Branch is planning to meet this need through regular and ongoing capacity development	**Low**	Coordination of data and evaluation efforts is critical for the enhancement of the existing statewide violence prevention system.

Appendix D

CORE II Grantee Assessment Data Capacity and Readiness Areas for Teen Dating Violence Prevention						
Capacity/Readiness Area	**Identified Urban Area**			**State-Level/System**		
	Findings	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**	**Findings**	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**
and evaluation support	develop program logic models. Key informant respondents (interviews and focus groups) reported that they believe programs need to be evaluated, but the lack of knowledge on how to do evaluation and the financial/staffing resources are challenging. Respondents requested assistance with data collection and evaluation of prevention strategies.			trainings that will include data and evaluation trainings. In conducting a review of national, state and local data sources, the TDVPI found that data on teen dating violence is very minimal. The main source of surveillance data specific to teen dating violence is the Youth Behavior Risk Surveillance System (YRBSS). Six percent of youth surveyed in the 2005 CO YRBS experienced TDV (n=91; Question: During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?). The majority of incidents of TDV affected Hispanic/Latino youth (9.7%), ages 16 or 17 (6.6%) and in 12th		

CORE II Grantee Assessment Data Capacity and Readiness Areas for Teen Dating Violence Prevention						
Capacity/Readiness Area	**Identified Urban Area**			**State-Level/System**		
	Findings	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**	**Findings**	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**
				grade (8.4%). A total of 5.1% of youth surveyed in the 2005 CO YRBS experienced sexual violence (n=75; Question: Have you ever been physically forced to have sexual intercourse when you did not want to?). Nine percent of youth surveyed in the 2009 CO YRBS experienced TDV (n=1506; Question: During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?). The majority of incidents of TDV affected Hispanic/Latino youth (9.5%), ages 16 or 17 (10.6%) and in 12th grade (11.5%). A total of 7.7% of youth surveyed in the 2009 CO YRBS experienced sexual violence (n=1507; Question: Have you ever been physically		

CORE II Grantee Assessment Data Capacity and Readiness Areas for Teen Dating Violence Prevention						
Capacity/Readiness Area	**Identified Urban Area**			**State-Level/System**		
	Findings	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**	**Findings**	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**
				forced to have sexual intercourse when you did not want to?). 2007 YRBS data in Colorado was not weighted. This data in not conclusive because it does not ask questions and non-physical TDV.		
Leadership Support and prioritization of TDVP among organizational, local and state leaders *Examples of indicators:* ▪ Documented strong, recognized, stable leadership for TDVP ▪ Commitment to TDVP as evidenced by dedicated resources, policy and practices and public statements in reports,	TDVP is incorporated into agencies that responded to the TDVP Agency Survey primarily through training. In few responding agencies, TDVP is a part of the agency vision, mission, goals, and objectives.	**Low**		The majority of respondents of the individual (n=18) and organizational (n=12) capacity assessments facilitated by the Sexual Violence Prevention Program annually in 2007 through 2009 indicated that local SVP agency leadership supports prevention efforts; however, the most recent organizational capacity assessment facilitated by the Sexual Violence Prevention Program in 2011 indicated that the majority of agencies not	**Low**	The collaboration of violence prevention and positive youth development efforts among and between leaders in these fields not only bridges violence prevention fields, but can also facilitate better access to

CORE II Grantee Assessment Data Capacity and Readiness Areas for Teen Dating Violence Prevention						
Capacity/Readiness Area	**Identified Urban Area**			**State-Level/System**		
	Findings	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**	**Findings**	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**
documents, etc. ▪ Ability to catalyze and motivate staff to a high performance standard (general)… to engage in TDVP innovations (TDVP-specific)				receiving Sexual Assault Prevention Fund dollars need more access to prevention experts. Programs in rural areas especially need increased support. In addition, these agencies called for prevention leaders to enhance efforts to bridge anti-violence fields (e.g. sexual violence, teen dating violence, and domestic violence prevention).		prevention experts, both of which have been identified as needs in Colorado.
Partnerships Ability to engage new partners or develop existing partnerships for the purpose of building and/or supporting TDVP work *Examples of indicators:* ▪ Partnerships with diverse community sectors, fields	The majority of agencies that responded to the TDVP Agency Survey indicated that they are collaborating with one another on TDVP and related issues (e.g. sexual health, SVP and Domestic Violence Prevention (DVP)). A potential tool to further analyze partnerships in violence prevention	**Low**		The majority of respondents of the individual (n=18) and organizational (n=12) capacity assessments facilitated by the Sexual Violence Prevention Program annually in 2007 through 2009 work with schools, public health and youth serving organizations. The respondents of the most recent	**Low**	Broadening partnerships contributes to bringing in more resources and perspectives will strengthen the ability of agencies to reach across

CORE II Grantee Assessment Data Capacity and Readiness Areas for Teen Dating Violence Prevention						
Capacity/Readiness Area	**Identified Urban Area**			**State-Level/System**		
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and disciplines for the purpose of common TDVP-related goals ▪ Develop and strengthen the capacity of partners to advance TDVP ▪ Have a strategic plan for partnerships	efforts is PARTNER, a Network Partner Analysis instrument developed by Danielle Varda through University of Colorado Denver. Further coordinated and collaborative work will continue throughout 2012 focused on violence prevention evaluation and surveillance between SVP, DVP, and TDVP partners.			organizational capacity assessment facilitated by the Sexual Violence Prevention Program in 2011 indicated that the majority of agencies not receiving Sexual Assault Prevention Fund dollars consider SVP and DVP agencies as supporting partners.		communities and implement multi-faceted prevention strategies.
TDVP/Prevention Integration Integration of TDVP with organizational, local and state structures and other prevention programming and policy *Examples of indicators:*	The SVP Program recently released a pilot funding grant opportunity for Tony Grampsas Youth Services Program qualified applicants in June 2011 to engage in shared risk and protective factor violence prevention work. This is an example of the integration between violence prevention and	**Low**		Members of the SVP Program and the TDVP Initiative are planning for the consolidation of the SVP State Team and the TDVP Taskforce and State Team to focus on shared risk and protective factors and better coordinate violence prevention efforts.	**Not enough information**	The integration of TDVP into existing violence prevention and positive youth development work allows for more enhanced resource sharing

CORE II Grantee Assessment Data Capacity and Readiness Areas for Teen Dating Violence Prevention						
Capacity/Readiness Area	**Identified Urban Area**			**State-Level/System**		
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▪ Integration of TDVP with other prevention efforts (e.g. SV, IPV, teen pregnancy, positive youth development) ▪ Organizational knowledge of emerging practices/directions/ issues in TDVP ▪ Multiple funding streams for TDVP-related efforts	positive youth development work in Colorado. The Denver-Aurora TDVP Evaluation Subcommittee decided to coordinate outcome evaluation efforts with the SVP Program regarding the development of a standardized pre/post survey based on risk and protective factors. This tool will be reviewed by community-based violence prevention and intervention agencies in development and will be made available to all violence prevention and intervention agencies. Technical assistance related to the analysis of the data collected in using this proposed tool will come with a contract with the Colorado Department of Public Health and Environment (CDPHE),			The SVP Program and the DV Program out of the CO Department of Human Service has also started discussions about coordinating the data analysis and reporting of state and national data related to SVP, DV, and TDVP from the National Intimate Partner and Sexual Violence Survey (NISVS).		and a streamlining of efforts to focus on achieving shared outcomes.

Appendix D

CORE II Grantee Assessment Data Capacity and Readiness Areas for Teen Dating Violence Prevention						
Capacity/Readiness Area	**Identified Urban Area**			**State-Level/System**		
	Findings	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**	**Findings**	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**
	unless agencies who are not funded by CDPHE seek out data analysis otherwise. The integration of efforts is also beginning to take place regarding capacity development trainings through the Training and Technical Assistance Collaborative of the Injury, Suicide and Violence Prevention Unit and Children and Youth Branch. It is the intention of this group to utilize the expertise of community stakeholders to facilitate various trainings.					
Capacity Building Demonstrated commitment to and development of organizational, local and state infrastructure for prevention work, particularly TDVP	Ongoing capacity development was facilitated and/or organized by the TDVP Technical Assistance provider to all agencies involved in TDVP efforts and SVP throughout the TDVP Initiative. It is the intention of the Training and Technical	**High**		The SVP Program has offered various trainings to funded community-based agencies for the past five years through the work of the Enhancing and Making Program Outcomes Work to End Rape (EMPOWER)	**Moderate**	Capacity development efforts aid in violence prevention and positive youth development

CORE II Grantee Assessment Data Capacity and Readiness Areas for Teen Dating Violence Prevention						
Capacity/Readiness Area	**Identified Urban Area**			**State-Level/System**		
	Findings	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**	**Findings**	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**
Examples of indicators: ▪ Provision of ongoing training, technical assistance, mentoring and coaching ▪ Ongoing TDVP capacity assessment and quality improvement cycles ▪ Coordination of TDVP capacity building action across the system/state	Assistance Collaborative of the Injury, Suicide and Violence Prevention Unit and Children and Youth Branch to continue this work and utilize the expertise of community stakeholders to facilitate various trainings. The Denver-Aurora TDVP Evaluation Subcommittee decided to coordinate outcome evaluation efforts with the SVP Program regarding the development of a standardized pre/post survey based on risk and protective factors. This tool			project. This has expanded to include partnering positive youth development agencies and will expand to include other non-funded partners in 2012. The Training and Technical Assistance Collaborative of the Injury, Suicide and Violence Prevention Unit and Children and Youth Branch is planning to continue the work of facilitating regular and ongoing capacity development trainings as done by the TDVP Technical Assistance Provider to violence prevention and positive youth development stakeholders statewide.		integration work.
Sustainability Ability to maintain TDVP work	Ten percent of respondents to the TDVP Agency Survey (n=10/103) receive funding specifically to	Low		The SVP Program is engaging in funding diversification efforts in order to build and pilot a		Sustainability efforts focus on providing

CORE II Grantee Assessment Data Capacity and Readiness Areas for Teen Dating Violence Prevention						
Capacity/Readiness Area	**Identified Urban Area**			**State-Level/System**		
	Findings	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**	**Findings**	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**
over time *Example s of indicators:* ▪ Effective prevention efforts are institutionalized ▪ TDVP efforts fill a need or niche, are not duplicative and add value to other prevention efforts ▪ Dedication of resources (money, staff, etc.) to maintain TDVP efforts	provide teen dating violence prevention programming. Of those ten agencies, eight are funded by CDPHE grant funds for sexual violence prevention, TDVP, shared risk and protective factors, and/or the Tony Grampsas Youth Services Program (TGYS).			comprehensive evaluation system and maintain funding for statewide work on shared risk and protective factors. The TDVP Policy Scan yielded the following information regarding the sustainability of violence prevention efforts: 1. Title 25: Health, 25-20.5-(201-205) – Tony Grampsas Youth Services Program: Creates the Tony Grampsas Youth Services Program, which provides state funding for primary and secondary community-based programs that target youth and their families in an effort to	**Moderate**	opportunities for the recommenda-tions developed from the TDVP Initiative to be implemented in Denver-Aurora and statewide.

Capacity/Readiness Area	Identified Urban Area			State-Level/System		
	Findings	How would you rate capacity in each area?	What are some implications of the capacity ratings within each area?	Findings	How would you rate capacity in each area?	What are some implications of the capacity ratings within each area?
				reduce crime and violence standards. 2. Title 25: Health, 25.20.5-203 – Colorado Youth Mentoring Act: Creates a funding stream for youth mentoring programs. 3. Title 25: Health, 25-1-203 – Grants For Public Programs. Mandates education programs regarding the use and abuse of alcohol and drugs and programs for prevention of alcohol and drug abuse. 4. Title 25: Health, 25-20.5-501 – School-Based Health Center Grant Program: Creates the School-Based		

CORE II Grantee Assessment Data
Capacity and Readiness Areas for Teen Dating Violence Prevention

Capacity/Readiness Area	Identified Urban Area			State-Level/System		
CORE II Grantee Assessment Data **Capacity and Readiness Areas for Teen Dating Violence Prevention**						
	Findings	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**	**Findings**	**How would you rate capacity in each area?**	**What are some implications of the capacity ratings within each area?**
				Health Center Grant Program.		

Appendix E: Sources of Data on Teen Dating Violence and Risk and Protective Factors

Name of Source	Potential Sources of Data on Incidence and Prevalence of Teen Dating Violence
Health:	
Youth Risk Behavior Surveillance System (YRBSS) http://www.cdc.gov/yrbs/	**General Information**: YRBSS monitors six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults. YRBSS includes a national school-based survey conducted by CDC and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments. **Target Population:** 9th to 12th Grade Students **Administration:** Self report survey administered in sample schools across the nation **Data Collected:** One question regarding being a victim of physical dating violence "During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose? **Cross Tabulation of Data:** Grade, Gender, race/ethnicity, State, some city data **Challenges:** • Data is only on physical violence • Data is only on victimization • Low participation in Colorado due to ability of schools to opt-out • Due to administration through schools, lack of participation of youth that do not attend school • Difficult to get weighted sample
Behavioral Risk Factor Surveillance System (BRFSS) http://www.cdc.gov/brfss/	**General Information:** The BRFSS is the world's largest, on-going telephone health survey system, tracking health conditions and risk behaviors in the United States yearly since 1984. Currently, data are collected monthly in all 50 states, the District of Columbia, Puerto Rico, the U.S. Virgin Islands, and Guam. **Target Population:** Adults 18 years or older are asked to take part in the survey. Only one adult is interviewed per household. **Administration:** Randomly selected participants participate in telephone interviews that are conducted on a monthly basis **Data Collected:** • Intimate Partner Violence Module has 6 questions and respondents are asked a maximum of 4 or 5. Questions ask about lifetime and last 12 months of victimization of the following: physical violence (threatened, attempted, completed) and provides examples of physical violence, sexual violence (non-consensual sex), and relationship to perpetrator. • Sexual Violence Module has 7 questions total and respondents are asked a maximum of 5 or 6. Questions ask about lifetime and last 12 months of victimization of the following: unwanted sexual touch, non-contact sexual abuse, non-consensual se, attempted non-consensual sex, relationship to perpetrator, age when most recent incident occurred. Colorado implemented the sexual assault module in 2003. 2005. 2007, 2009, and 2011

	Cross Tabulation of Data: State level, types of violence **Challenges:** • Many states do not have any data • Costly • Data collected does not identify specific data on teen dating violence • Data does not non-criminal abuse beyond such as emotional/psychological • Very limited states are implementing the modules • Although Colorado has implemented the sexual assault module several years, the number of respondents to these questions is very small, making analysis difficult. The data has not been helpful in determining the incidence of teen dating violence.
Emergency Department Data	**Target Population:** Statewide, patients that accessed emergency rooms **Administration:** Data collected on usage of emergency rooms (Colorado will have data for the first time starting in 2011) **Data Collected:** Injury-related visits to hospital emergency departments, by sex, age, and intent and mechanism of injury **Cross Tabulation of Data:** Year incident occurred, type of injury (by ICD-9 code), county of residence **Challenges:** • Not specific data to sexual violence, domestic violence or teen dating violence • No information on perpetrator • Many sexual assaults and domestic violence related injuries get coded as assaults • New dataset for Colorado • Potential to look at the V-code for Sane Exams, but have not explored this in Colorado yet • Not available on-line yet
Hospital Discharge Data http://www.cdphe.state.co.us/cohid/injury.html	**Target Population:** Statewide, patients that were admitted to the hospital **Administration:** Colorado hospital association compiles data from all acute care and many specialty hospitals in Colorado about patients who are discharged **Data Collected:** Injury-related hospital admissions, by sex, age, intent and mechanism of injury, procedural, payment and length of stay information. **Cross Tabulation of Data:** Year incident occurred, race/ethnicity, resident and occurrence data, traumatic brain injury, intent of injury **Challenges:** • Not specific data to sexual violence, domestic violence or teen dating violence • No information on perpetrator • Many sexual assaults and domestic violence related injuries get coded as assaults
Death Certificate Data	**Target Population:** Colorado resident deaths. Resident deaths are those who reported being residents of Colorado, even if

http://www.cdphe.state.co.us/cohid/deathmenu.html	the death occurred to residents while outside of Colorado. **Administration:** Death data are compiled from information reported on the Certificate of Death. Information on the certificate concerning the time, place, and cause of death is supplied by medical personnel or coroners. Demographic information, such as age, race/ethnicity, or occupation is generally reported on the certificate by funeral directors **Data Collected:** Cause of death by sex, age, and intent. **Cross Tabulation of Data:** Year death occurred, race/ethnicity, cause of death (ICD-10 codes), County of Death **Challenges:** • Not specific data to sexual violence, domestic violence or teen dating violence • No information on perpetrator • No circumstantial information
EMS Data (MATRIX)	**Target Population:** Statewide, patients that are transported to the hospital **Administration:** EMS agencies are required to report information to the state about patients that are transported. Data is entered electronically into a system called MATRIX **Data Collected:** Cause of injury, demographics, procedures, transport time, number of patients at scene, arrival time, etc. **Cross Tabulation of Data:** Year incident occurred, race/ethnicity, cause of injury **Challenges:** • Not specific data to sexual violence, domestic violence or teen dating violence • No information on perpetrator • Many sexual assaults and domestic violence related injuries get coded as assaults • Data available through request only
Colorado Child Fatality Prevention System	**Target Population:** All children under age 18, who die in Colorado (residents and non-residents) **Administration:** Death certificates are used to identify child deaths. Coroner, law enforcement, child protective services, and hospital records are requested on each death and circumstantial information is abstracted onto a comprehensive data collection tool. A multidisciplinary team reviews each death and makes prevention recommendations. **Data Collected:** Manner and cause of death, child demographic information (including prior criminal, child maltreatment, and DV history as a victim or perpetrator), caregiver demographic information, (including prior criminal, child maltreatment and DV history as a victim or perpetrator), perpetrator information (including prior criminal, child maltreatment and DV history as a victim or perpetrator), circumstance information surrounding the incident. **Cross Tabulation of Data:** Many options—over 2500 variables. **Challenges:** • Data only available by request to the Injury, Suicide and Violence Prevention Unit at CDPHE • Data collection tool does not specifically include variables determine whether a teen died as a result of teen dating violence or sexual assault. However, child sexual assault is captured. The CFPS writes narratives for each of the cases and TDV information as either a direct or precipitating factor leading to the death is captured there.

Colorado Child Health Survey http://www.cdphe.state.co.us/hs/mchdata/mchdata.html	**Target Population:** Parents of children under 15 years of age, who were selected to participate in the Behavioral Risk Factor System survey. **Administration:** Randomly selected participants participate in telephone interviews that are conducted on a monthly basis **Data Collected:** Each year, programs have to apply to have questions placed on this survey, so they vary from year to year. It would be possible to add a question for parents asking about their child's experience with types of violence, or specific risk or protective factors that may be associated with teen dating violence later on. **Cross Tabulation of Data:** Many options **Challenges:** • To date, no questions have been added related to teen dating violence.
Colorado Violent Death Reporting System http://www.cdphe.state.co.us/pp/injepi/cvdrs/index.html	**Target Population:** All violent deaths that occur in the state of Colorado. **Administration:** Death certificates are used to identify all violent deaths (homicides, suicides, and any death involving a firearm). Coroner and law enforcement records are collected on each violent death and reviewed to abstract circumstances on a standardized data collection tool. **Cross Tabulation of Data:** Many options **Data Collected:** Manner and cause of death, demographic information, perpetrator information (age, gender, etc), circumstance information surrounding the incident, including whether or not the incident involved domestic violence. **Challenges:** • Only includes deaths, which would identify data related to only the most severe teen dating violence-related incidents. • There are 16 states that are currently participating in this system, which means that a complete national comparison is not possible. • Data only available by request to the Health Statistics Section at CDPHE
Crime:	
National Survey of Children's Exposure to Violence http://www.unh.edu/ccrc/jvq/natscev-toolkit.html	**General Information:** The National Survey of Children's Exposure to Violence (NatSCEV) is a national incidence and prevalence study to examine comprehensively the extent and nature of children's exposure to violence across all ages, settings, and timeframes. NatSCEV measures the past-year and lifetime exposure to violence for children age 17 and younger across several major categories: conventional crime, child maltreatment, victimization by peers and siblings, sexual victimization, witnessing and indirect victimization (including exposure to community violence and family violence), school violence and threats, and Internet victimization. **Target Population:** NatSCEV includes youth across all developmental stages up to age 17, and is the first nationally representative attempt to measure the cumulative exposure to violence over a child's lifetime. **Administration:** NatSCEV 1 was conducted in 2008 with a follow-up interview approximately 2 years later. NatSCEV 2 is being conducted in 2011. **Data Collected:** The survey asked children and their adult caregivers about not only the incidents of violence that children

	suffered and witnessed themselves but also other related crime and threat exposures, such as theft or burglary from a child's household, being in a school that was the target of a credible bomb threat, and being in a war zone or an area where ethnic violence occurred. **Cross Tabulation of Data:** NatSCEV is also unique in that it collects information on the characteristics of reported incidents, such as where the exposure to violence occurred, whether injury resulted, how often the child was exposed to a specific type of violence, and the child's relationship to the perpetrator. In addition, the survey documents differences in exposure to violence across gender, race, socioeconomic status, family structure, region, urban/rural residence, and developmental stage of the child; specifies how different forms of violent victimization "cluster" or co-occur; identifies individual, family, and community-level predictors of violence exposure to violence among children; examines associations between levels/types of exposure to violence and children's mental and emotional health; and assesses the extent to which children disclose incidents of violence to various individuals and the nature and source of assistance or treatment provided (if any).
National Crime Victimization Survey (NCVS) http://bjs.ojp.usdoj.gov/index.cfm?ty=dcdetail&iid=245	**General Information:** NCVS series, previously called the National Crime Survey (NCS), has been collecting data on personal and household victimization since 1973. An ongoing survey of a nationally representative sample of residential addresses, the NCVS is the primary source of information on the characteristics of criminal victimization and on the number and types of crimes not reported to law enforcement authorities. Twice each year, data are obtained from a nationally representative sample of roughly 49,000 households comprising about 100,000 persons on the frequency, characteristics, and consequences of criminal victimization in the United States. The survey is administered by the U.S. Census Bureau (under the U.S. Department of Commerce) on behalf of the Bureau of Justice Statistics (under the U.S. Department of Justice).The survey categorizes crimes as "personal" or "property." Personal crimes cover rape and sexual attack, robbery, aggravated and simple assault, and purse-snatching/pocket-picking, while property crimes cover burglary, theft, motor vehicle theft, and vandalism. **Target Population:** All household members 12 years old and over. **Administration:** Nationally representative sample participate in in-person interview and then follow-up phone interviews over a three year period. **Data Collected:** Focus of survey is crime victimization and includes questions on: • Physical Violence: 1 gate question - Had something stolen from your or were you attacked or threatened and then by whom • Sexual Violence: 1 gate question and 2 incident questions on forced or unwanted sexual acts and by whom **Cross Tabulation of Data:** Type of Violence including completed vs attempted
National Violence Against Women Survey (NVAW) https://www.ncjrs.gov/pdffiles1/nij/181867.pdf	**General Information:** NVAW captured data on the extent, nature, and consequences of intimate partner violence in the United States. The National Institute of Justice and the Centers for Disease Control and Prevention cosponsored the survey through a grant to the Center for Policy Research. The survey consists of telephone interviews with a nationally representative sample of 8,000 U.S. women and 8,000 U.S. men about their experiences as victims of various forms of violence, including intimate partner violence.

Appendix E: Sources of Data on Teen Dating Violence and Risk and Protective Factors

	Target Population: Adult men and women **Administration:** Randomly selected participants participated in telephone interview in 1995 and 1996 **Data Collected:** Data was collected on prevalence, incidence, and consequences of violence against women, involvement in criminal justice system, loss productivity due to violence, injuries as a result of violence and health care costs **Cross Tabulation of Data:** Gender, Age including minors, type of violence, race/ethnicity
National Intimate Partner and Sexual Violence Survey (NISVS) http://www.cdc.gov/violenceprevention/NISVS/index.html	**General Information:** The Centers for Disease Control and Prevention's National Center for Injury Prevention and Control (NCIPC), in collaboration with the National Institutes of Justice (NIJ), and the Department of Defense (DoD), has developed the National Intimate Partner and Sexual Violence Survey (NISVS). In 2010, NISVS began collecting ongoing population-based surveillance data, generating accurate and reliable incidence and prevalence estimates for intimate partner violence, sexual violence, and stalking victimization. **Target Population:** The survey is conducted among English and/or Spanish-speaking male and female adults (18 years and older) living in the United States. **Administration:** Randomly selected participants that were 18 and above participated in telephone (both landline and cell) interview **Data Collected:** Lifetime and past twelve months. - Physical Violence: 12 behaviorally specific questions includes psychological aggression, coercive control and entrapment - Stalking by any perpetrator - Sexual Violence: 21 behaviorally specific questions on unwanted or uninvited sexual situations, without consent - Context of violence - Focus on perpetrator – behaviors, demographics, relationship, patterns of violence (type, duration, frequency), and impact of violence - Dating Violence - Violence among Elders - Sexual Minorities - Need, Access and Use of Services **Cross Tabulation of Data:** State, Gender, Age (specifically minors), topics (types of violence), lifetime vs past 12 months, sexual minorities
Uniform Crime Reports http://www2.fbi.gov/ucr/cius2009/index.html	**General Information:** The FBI's UCR Program is a nationwide, cooperative statistical effort of nearly 18,000 city, university and college, county, state, tribal, and federal law enforcement agencies voluntarily reporting data on crimes. Within the Uniform Crime Reporting (UCR) Program, there are two methods of collecting crime data: the traditional Summary reporting system and the National Incident-Based Reporting System (NIBRS). **Target Population:** Juvenile and adults crimes **Data Collected:** Data on crimes reported to law enforcement agency

Appendix E: Sources of Data on Teen Dating Violence and Risk and Protective Factors

	Cross Tabulation of Data: State, County, City, Universities/Colleges, Jurisdiction, Adult, Juvenile, type of crime
The Campus Safety and Security Data Analysis Cutting Tool http://ope.ed.gov/security/	**General Information:** Data are drawn from the OPE Campus Safety and Security Statistics website database to which crime statistics and fire statistics (as of the 2010 data collection) are submitted annually, via a web-based data collection, by all postsecondary institutions that receive Title IV funding (i.e., those that participate in federal student aid programs). This data collection is required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act and the Higher Education Opportunity Act. **Target Population:** Crimes reported to postsecondary institutions law enforcement **Administration:** Reports of crimes **Data Collected:** Incidents of sexual violence on campus – forcible vs non-forcible rape
Department of Human Services – Domestic Violence Program (DVP) http://www.colorado.gov/cs/Satellite/CDHS-DVP/DVP/1230640339993	**Target Population:** Victims of domestic violence **Administration:** Self report by victims receiving services from DVP funded programs **Data Collected:** Demographics, types of violence, services provided **Cross Tabulation of Data:** **Challenges:** • Limited to DVP funded programs • Information primarily focused on victim services
Denver Police Department Sex Crimes Unit (DPD/SCU)	**Target Population:** Victims age 11-19 who reported sexual assault in Denver County **Administration:** Reports made to Denver County Police Department's Sex Crimes Unit **Data Collected:** Sexual assaults **Cross Tabulation of Data:** Race, age by year, perpetrator demographics, relationship of offender to perpetrator, and age difference between victim and offender **Challenges:** • Only reported sexual assaults in Denver County • No information regarding sexual orientation of the victims. • No socioeconomic data presented.
Metro Denver Domestic Violence Fatality Review Committee	**Target Population:** Metro Denver Domestic Violence Fatalities **Administration:** Review of domestic violence related fatalities **Data Collected:** Information about and context of domestic violence fatalities
Community –Based Organizations	**Target Population:** Domestic and sexual violence victims and offenders **Administration:** Self report of victims and offenders **Data Collected:** Demographics, types of violence, services provided, risk and protective factors **Cross Tabulation of Data:** Demographics, types of violence
Name of Source	**Potential Sources of Data on Risk and Protective Factors of Teen Dating Violence**

Appendix E: Sources of Data on Teen Dating Violence and Risk and Protective Factors

Kids Count http://datacenter.kidscount.org/data/bystate/Default.aspx	Site has state and community specific data on the following risk and protective factors: • Poverty: Children receiving TANF, WIC, Reduced Lunch, children living in poverty, children utilizing public health insurance • Diminished Economic Opportunities: Unemployment Rate, Poverty Rate • Academic Performance: CSAP Scores, ACT Scores, • Single Parent Household: Births to teen mothers, births to single women, children and family type • Child abuse/low emotional attachment/support from parents: Child Abuse rates, Out of Home Placements, Homeless Students • Children enrolled in pre-school • Low Parental Involvement: Homeless Students, Out of Home Placements, Children under 6 with parents in the labor force • School Connectedness/School Failure: Graduation Rates, Drop-out Rates
US Census Bureau http://www.census.gov/	Site has state, county and city specific data on the following risk and protective factors: • Poverty • Parental education and income • Low emotional attachment with parents: Grandparents as primary caregivers • Gender Equality: Women owned firms
Colorado Bureau of Investigation, Division of Criminal Justice http://cbi.state.co.us/CNC/cic2k9/state%20totals/statewide_juvenile_arrests.html	Site has state specific data on the following risk and protective factors: • Delinquency: Juvenile arrest data • Preference for impersonal sex: Juvenile arrests for prostitution • Involvement with drugs, alcohol, or tobacco: Juvenile arrest data for drug violations, DUI, liquor law violations • Low emotional attachment with parents: Juvenile runaways • Weapon carrying: Juvenile weapons violations In the Domestic Violence Supplemental Report, statistics can be found on incidence, type of crime, gender and race of victim, relationship of victim to offender, injury type and weapon, but does not specify adult versus juvenile.
Healthy Kids Colorado Survey http://www.cde.state.co.us/cdeprevention/healthykidscolo.htm	Site has state specific data on the following risk and protective factors for youth: • Delinquency: bullying • Weapon Carrying • Involvement with drugs, alcohol, or tobacco: used alcohol, drugs or tobacco • Mental Health Problems including suicidal thoughts/behavior
National Partnership for Women and Families	Site has state specific data on the following risk and protective factors for youth: • Gender Equality: Wage gap between male and female

Appendix E: Sources of Data on Teen Dating Violence and Risk and Protective Factors

http://www.nationalpartnership.org/site/DocServer/wf.epd.factsheet.CO.pdf	
US Department of Health and Human Services, Administration for Children and Families http://cwoutcomes.acf.hhs.gov/data/tables/demo_stats?states%5B%5D=6&state=&region=	Site has state specific data on the following risk and protective factors for youth: • History of child abuse: Child Maltreatment victims, Foster care • Low emotional attachment with parents: Foster Care, Adoption

Appendix F.1: Evaluating Effectiveness of Primary Prevention Strategies for Teen Dating Violence Perpetration

Focus of Evaluation	Construct	Examples of Sources of Information or Assessment /Scale	Target Group	Reference Citation[20] or Weblink
Behavior	Aggressive Behavior	Aggression Scale	Students in grades 3-8	1
		Aggression – Problem Behavior Frequency Scale	Middle school students, grades 6-8	1
	Physical Perpetration	Abusive Behavior Inventory	Male batterers	2
		Abuse Within Intimate Relationships Scale (AIRS)	Young adults	2
		National Intimate Partner and Sexual Violence Survey	Adults and Children	http://www.cdc.gov/violence prevention/NISVS/index.html
		Reports: Law Enforcement, Schools	Juvenile offenses	Local community agencies, Uniform Crime Report
		Revised Conflict Scale	Partners in dating, cohabiting, marital relationships	2
		Safe Dates – Physical Violence Perpetration	Male and female students in grades 8-9	2
		Youth Risk Behavior Surveillance System (YRBSS)	High school students	http://www.cdc.gov/yrbs/
	Psychological/ Emotional Perpetration	Abuse Within Intimate Relationships Scale (AIRS)	Young adults	2
		Abusive Behavior Inventory	Male batterers	2
		National Intimate Partner and Sexual Violence Survey	Adults and Children	http://www.cdc.gov/violence prevention/NISVS/index.html
		Revised Conflict Scale	Partners in dating, cohabiting, marital relationships	2
		Safe Dates – Physical Violence Perpetration	Male and female students in grades 8-9	2
	Stalking Perpetration	Composite Stalking Scale	Males and females after a break-up	2
		National Intimate Partner and Sexual Violence Survey	Adults and Children	http://www.cdc.gov/violence prevention/NISVS/index.html
	Sexual Perpetration	National Intimate Partner and Sexual Violence Survey	Adults and Children	http://www.cdc.gov/violence prevention/NISVS/index.html

Appendix F.1: Evaluating Effectiveness of Primary Prevention Strategies for Teen Dating Violence Perpetration

		Revised Conflict Scale	Partners in dating, cohabiting, marital relationships	2
		Sexual Experiences Survey (SES) – Perpetration Version	Male college students	2
Attitudes, Beliefs, and Intentions	Aggression	Acceptance of Couple Violence	Students in grades 8-9	1
		Attitudes Toward Interpersonal Peer Violence	Middle school students, grades 6-8	1
		Beliefs about Aggression and Alternatives	Middle school students, grades 6-8	1
		Normative Beliefs about Aggression	Children in nursery school through college in several countries and with different racial/ethnic groups	1
		Norms for Aggression and Alternatives	Middle school students, grades 6-8	1
		Pre and Post Test	Program participants	Program specific
	Use of Violence	Violent Intentions-Teen Conflict Survey	Middle school students, grades 6-8	1
Knowledge		Pre and Post Test	Program participants	Program specific
Risk and Protective Factors for Teen Dating Violence	Community Involvement	Community Involvement-Chicago Youth Development Study	Middle school students, grades 6-8	1
		Neighborhood Cohesion	Urban residents, aged 18 and older	1
		Neighborhood Disorganization- Rochester Youth Development Study	Parents of youth in grades 7-8	1
	Conflict Resolution Skills	Conflict Resolution-Individual Protective Factors Index	Students in grades 7-11	1
	Delinquency	Friend's Delinquent Behavior-Peer Deviancy Scale	Middle school students, grades 6-8, and their parents	1
		Peer Reactions to Delinquency-Rochester Youth Development Study	Youth in grades 7-8	1
		Self-Reported Delinquency-Problem Behavior Frequency Scale	Middle school students, grades 6-8	1
	Depression	DSM Screener for Depression	Middle school students, grades 6-8	1
	Drug and Alcohol Use	Drug and Alcohol Use – YRBSS	Grades 9-12	1
		Drug and Alcohol Use-Problem Behavior Frequency Scale	Middle school students, grades 6-8	1
	Education and	Commitment to School-Seattle Social	Students aged 11-18	1

Appendix F.1: Evaluating Effectiveness of Primary Prevention Strategies for Teen Dating Violence Perpetration

	School	Development Project		
		Classroom Climate Scale	Middle school students, grades 6-8, and their teachers	1
	Emotional or Psychological Distress	Distress-Weinberger Adjustment Inventory	Sixth grade students	1
		Seattle Personality Questionnaire	Elementary School Children grades 1-6	1
	Empathy	Empathy-Teen Conflict Survey	Middle school students, grades 6-8	1
	Exposure to Violence	National Survey of Children's Exposure to Violence	Children and their parents	http://www.unh.edu/ccrc/jvq/natscev-toolkit.html
	Gangs	Attitudes Toward Gangs	Students in grades 9-12	1
	Gender Roles	Attitudes Toward Women	Students in grades 8-9	1
	Parental Influences	Attachment to Parents-Seattle Social Development Project	Students aged 11-18	1
		Consistency of Discipline-Rochester Youth Development Study	Youths in grades 7-8	1
		Parental-Child Attachment - Rochester Youth Development Study	Youths in grades 7-8, and their parents	1
		Parental Involvement in School	Middle school students, grades 6-8, and their parents	1
		Parental Control	Middle school students, grades 6-8	1
	Personal Safety	Sense of Safety	Students in grade 1-8	1
	Self Efficacy	Self-Efficacy – Teen Conflict Scale	Middle school students, grades 6-8	1
	Self Esteem	Low Self-Esteem-Weinberger Adjustment Inventory	Sixth grade students	1
	Weapons	Attitudes Toward Guns and Violence	Students in grades 3-11	1
		Handgun Access-NYC Youth Violence Survey	Students in grades 9-12	1
		Weapon Carrying – YRBSS	Grades 9-12	1

1) Dahlberg LL, Toal SB, Swahn M, Behrens CB. *Measuring Violence-Related Attitudes, Behaviors, and Influences Among Youths: A Compendium of Assessment Tools, 2nd ed.*, Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2005
2) Thompson, MP, Basile, KC, Hertz, MF, Sitterle D. *Measuring Intimate Partner Violence Victimization and Perpetration: A Compendium of Assessment Tools.* Atlanta (GA): Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2006.

Potential Funding Sources for Teen Dating Violence

The following are funding sources have been identified as potentials for teen dating violence because of their interest in the issue and/or past funding. This list is not meant to be exhaustive but to provide initial direction for those looking to fund teen dating violence prevention programs. Please contact the funder to determine their current funding priorities.

Federal Government: www.grants.gov
- **US Department of Justice**
  - Office of Juvenile Justice and Dependency Neglect:
    - ww.grants.gov
  - Office on Violence Against Women
    - http://www.ovw.usdoj.gov/ovwgrantprograms.htm
    - Campus Grant Program
    - Children and Youth Exposed to Violence Grant Program
    - Services, Training, Education and Policies to Reduce Domestic Violence, Dating Violence, Sexual Assault and Stalking in Secondary Schools Grant Program (STEP)
    - Services to Advocate for and Respond to Youth Grant Program
- **US Department of Health and Human Services**
  - Administration of Children and Families
    - http://www.acf.hhs.gov/grants
  - Center for Disease Control and Prevention
    - www.grants.gov

State Government
- **Colorado Department of Public Health and Environment**
  - Tony Grampsas Youth Services
    - http://www.cdphe.state.co.us/ps/tgys/
  - Sexual Assault Prevention Funds
    - http://www.cdphe.state.co.us/pp/injuryprevention/sexualassault.html

Private Foundations
- **Entertainment Software Association** (ESA) - The ESA Foundation is dedicated to supporting programs and opportunities that make a difference in the lives of America's youth. The Foundation seeks to create a positive social impact in communities. The organization supports geographically diverse projects and programs that benefit American boys and girls of all races and religions.
    - http://www.theesa.com/foundation/application.asp
- **Liberty Media**
    - http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=330500023
- **Mary Byron Foundation, Inc.**
    - http://www.marybyronfoundation.org
- **Mary Kay Foundation**. The Mary Kay Foundation has awarded more than $17.6 million in grant money to shelters for women and children in all 50 states since 2000.
  - http://www.mkacf.org/Pages/WomenAndViolence.aspx
- **Ms. Foundation for Women** - The Ms. Foundation for Women invests in grassroots, Tribal, state and national organizations that are transforming policies and cultural beliefs across the U.S. Our grants -- paired with skills-building, networking and other strategic opportunities -- enable organizations to advance women's grassroots solutions across race and class and to build social movements within and across four areas: Building Democracy, Economic Justice, Ending Violence and Women's Health.
    - http://ms.foundation.org/grants

- **Nicole Brown Simpson Charitable Foundation**
  - http://www.nbcf.org
- **Public Welfare Foundation, Inc.**
  - http://www.publicwelfare.org
- **Robert Wood Johnson**
  - http://www.rwjf.org
- **The R.O.S.E. Fund, Inc.**
  - http://www.rosefund.org

Colorado Teen Dating Violence Prevention Initiative
Capacity Building Workshops

❖ **Community Assessments**
  - When resources are few and the goal is great, learn how to tailor prevention efforts to ensure community-driven, evidence-informed, and sustainable programs. This workshop focused will focus on collecting and analyzing data with communities in order to most effectively and efficiently develop and sustain community-based prevention programming. By using community assessment tools such as needs and resource, capacity, and community readiness assessments, organizations, together with communities, will be able to build and implement informed prevention programming that reaches more people and yields positive prevention outcomes.
  - Provided at the CDPHE - Injury, Suicide, and Violence Prevention Conference
❖ **Continuum of Prevention to Intervention**
  - This workshop will begin by addressing what is primary prevention for domestic and sexual violence, what are the risk and protective factors, and identify best practices. The workshop will then discuss how prevention efforts are interconnected to intervention efforts, and conclude with ways to integrate prevention and intervention strategies in your community.
  - Provided at the CDPHE - Injury, Suicide, and Violence Prevention Conference, and the Colorado Coalition Against Domestic Violence and Colorado Coalition Against Sexual Assault Joint Conference
❖ **Data Collection**
  - This training focused on reviewing data collected by the agency survey.
  - Provided 2 workshops to Denver-Aurora Taskforce members
❖ **Effective Prevention Strategies**
  - William Woodward presented on the Blueprints Project, how to assess effectiveness of Prevention Strategies, elements of effective prevention strategies, modifying or developing strategies to be culturally or community specific, and the impact of modification of strategy effectiveness. He will finish up the workshop with a review of effective prevention programs that address risk and protective factors for Teen Dating Violence, and facilitate a discussion on what would be effective prevention strategies for the Denver- Aurora community.
  - Presented to the Denver-Aurora Taskforce.
❖ **Engaging Youth in Prevention**
  - Colorado Anti-Violence Program staff, Eleanor Dewey and Crystal Middlestadt, will share successes and lessons learned from their new youth violence prevention project, Branching Seedz of Resistance. Participants will gain knowledge and skills to authentically engage youth as leaders in violence prevention efforts and learn concrete steps to build infrastructure to support youth leadership. CAVP is a statewide organization that works to eliminate violence within and against the lesbian, gay, bisexual, transgender and queer communities of Colorado.
  - Provided to the Denver-Aurora community.
❖ **How to do Key Informant Interviews and Focus Groups**
  - This training was on how to do key informant interviews and host/facilitate focus groups.
  - Provided 2 workshops to Denver-Aurora Taskforce members
❖ **Inclusive Approaches to Prevention**
  - This workshop will identify the necessary steps to building an inclusive primary prevention program. Strategies for incorporating social justice values into the design and implementation of violence prevention programs will be explored.
  - Provided to the Denver-Aurora community.
❖ **Prevention 101**
  - This session training discussed the general principles of effective prevention practices, which include being comprehensive by addressing risk and protective factors across the socio-ecological model, having varied

teaching methods, providing sufficient dosage, being theory driven, providing opportunities for positive relationships, being appropriately timed, being socio-culturally relevant, including outcome evaluation, and involving well-trained staff. Knowledge of these principles may help practitioners select, modify or create more effective programs.
- Provided at the CDPHE - Injury, Suicide, and Violence Prevention Conference

❖ **Prevention Strategies Critique Tool**
- This special session is for agencies funded under the Denver/Aurora Teen Dating Violence Prevention Initiative. Participants will receive assistance in completing the Prevention Program Critique Tool for their prevention programs addressing teen dating violence.
- Provided at the CDPHE - Injury, Suicide, and Violence Prevention Conference for the Denver-Aurora Taskforce members.

❖ **Program Evaluation**
- A thoughtful and systematic planning process is the key to generating an evaluation you can actually USE to improve your program. In this workshop will discuss and work with 7 key questions that create the framework for a usable evaluation plan for your own program. Our learning modalities will alternate between instructor presentation, small group work, and large group discussion.
- Provided to the Denver-Aurora community.

❖ **Social Norms as a Violence Prevention Strategy**
- This training provided information on overview of social norms theory, the difference between community awareness and social norms campaign, effectiveness of social norms campaigns, examples of effective social norms campaigns; and Social Norms Implementation 101
- Provided to the Denver-Aurora community.

❖ **Social Norms Campaigns: "How To" Develop and Implement for Violence Prevention**
- Michael Haines, Director of Social Norms Consultation, will walk us through the planning and development of a Violence Prevention Social Norms Campaign for the Denver-Aurora community so that by the end of the day we will have a draft Action Plan. He will provide information and facilitate discussion on the following phases of a social norm campaign's development and implementation: Initial Planning, Data Collection and Analysis, Strategy Development, Implementation and Evaluation.
- Provided to the Teen Dating Violence Prevention Initiative participants

❖ **Surveillance Systems and Evaluation**
- This workshop was on current surveillance systems and evaluation tools that were relevant to teen dating violence and its risk and protective factors.
- Provided to the Denver-Aurora Taskforce.

❖ **Teen Dating Violence: What do we know?**
- This training provided a overview of the Teen Dating Violence Prevention Initiative and what we know from the research about teen dating violence
- Provided workshops (8) to Denver-Aurora community, Colorado State Court Administrator's Office's Probation Services, Denver District Attorney's Office's Victim Services Network, Denver Domestic Violence Coordinating Council, Colorado Organizations for Victim's Assistance Annual Conference, Youth Partnerships for Health, Youth Advisory Committee, ICPG

❖ **Youth Facilitator Training**
- This workshop trained youth in issues of teen dating violence and how to facilitate focus groups with youth on this issue.
- Provided to six youth who facilitated the focus groups with teens

Teen Dating Violence Prevention Initiative Toolkit

Teen dating violence is defined as the physical, sexual, or psychological/emotional violence between two people between the ages of 10-19 that are having or had a "dating" relationship.[1] The incidence of teen dating violence ranges depending on the survey instrument but minimally 10% of teens in the United States are reporting being physically victimized by their "dating" partner. "In a nationwide survey, 9.8 percent of high school students report being hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend in the 12 months prior to the survey,"[2] and "One in four tweens (24%) say dating violence—physically hurting relationship partners—is a serious problem for their age".[3] "Additionally, a study by the Centers for Disease Control and Prevention (CDC) indicates nearly 1.5 million high school students nationwide have experienced physical dating violence.[4] The impact of teen dating violence on victims can include poor academic achievement, substance abuse, suicide ideation, and physical fighting.[5] As these facts demonstrate, teen dating violence is a serious problem in the United States.

In 2009, the Centers for Disease Control and Prevention (CDC) sponsored six pilot sites around the country to conduct community assessments and to develop recommendations for the primary prevention of teen dating violence in an urban catchment area. The Colorado Department of Public Health and Environment's (CDPHE) Injury, Suicide and Violence Prevention Unit (ISVP) was selected as a pilot site, and hence the Colorado Teen Dating Violence Prevention Initiative (TDVPI) was created. The purpose of the Initiative was to raise teen dating violence as a public health priority, expand partnerships with key violence prevention and teen dating violence stakeholders, and generate recommendations for strengthening community capacity to implement, support and evaluate comprehensive and sustainable teen dating violence prevention programs in high risk urban areas. The recommendations were based on a thorough community needs assessment and results of the needs assessment and the recommendations can be found in *Primary Prevention of Teen Dating Violence: Best Practices and Strategies.* This Toolkit contains sample tools that could be used to do a community needs assessment in your community and ideas for organizing your local community taskforce.

Contents

II.   **Collaborative Partners**

❖ **Local Taskforce**: In order to conduct the various planning activities associated with the Teen Dating Violence Prevention Initiative in your community, form a local taskforce that is representative of the community and inclusive of traditional and non-traditional partners. The purpose of the taskforce could be to develop, implement, and analyze assessments such as community needs assessment and then develop recommendations and action plan for implementation. The following disciplines were suggested to be included in the community's teen dating violence initiative. This list is not meant to exhaustive or exclude any group; it is meant to be a guide for outreach and inclusion:

- Animal abuse organizations
- College and universities
- Corrections and Probation
- Domestic violence organizations
- Early childhood education programs
- Elected officials
- Faith communities especially faith community youth leaders
- Funders (private and governmental)
- Gang prevention organizations
- Home visitation programs
- Judicial
- Law enforcement
- Local community role models
- Local Public Health
- Mental Health
- Offender experts
- Organizations serving diverse communities including racial/ethnic, disability, sexual minorities, etc.
- Parents
- Prevention educators
- Prosecutors
- School personnel
- Sexual assault organizations
- Sexual Health Educators
- Social Services
- Youth
- Youth Employers
- Youth Service Providers

❖ **Youth Advisory Committee**: A youth advisory committee comprising youth ages 14-21 that are demographically representative of your community with varied experiences with the issue of teen dating violence may be helpful to your planning and implementation process. The purpose of the committee would be to review and provide input into the community needs assessment results, to review and provide input into prevention strategies, and to assist in developing and reviewing recommendations for teen dating violence primary prevention strategies.   See YAC Consent Form.

III.   Tools

The Teen Dating Violence Prevention Initiative's methodology for the development of recommendations is a community involved process that utilizes multiple data collection tools as described below. Click on the links below to access these sample tools.

❖   **Community Assessment Tools:**
- Research and Literature Review: See *Teen Dating Violence: An Annotated Bibliography.*
- Agency Survey: The purpose of this survey is to gather information about organizations in your community that are implementing violence prevention programming or positive youth development activities. The survey gathers data on types of activities, risk and protective factors being addressed, target audience, and how primary prevention and evaluation were incorporated into agency programs and activities. The survey also collects data on community collaborations that may be impacting teen dating violence. The survey can be done in Survey Monkey and then the link is distributed throughout your community to violence prevention and positive youth development programs.
- Key Informant Interviews: Key informant interviews can be used to capture more in-depth information on local teen dating violence, effective prevention programs, and policies related to teen dating violence. Using your local taskforce members, identify who in your community would be important to conduct a key informant interview. The Key Informant Interview Process and Questions can be used as a sample to create your process and refine your questions.
- Focus Groups: Focus groups can be used to capture more in-depth information on local teen dating violence, effective prevention programs, and policies related to teen dating violence. Youth were trained to facilitate the teen groups. One suggestion is to use the data collected in the Section IV of the Primary Prevention of Teen Dating Violence: Best Practices and Strategies   as a base and ask focus group participants whether this data is representative of your community. This process would mean that you may need to only do one focus group with youth and one with adult stakeholders.   The Focus Group Process and Questions can be used as a sample to create your process and refine your questions.
- Policy Scan**:** The methodology to be used for completing this scan included internet searches using relevant key words, as well as names of known agencies, school districts, and policy-conscious prevention entities in Colorado. The scan is also guided and informed by responses received from key informant interviews and focus groups with school personnel, domestic violence and sexual assault experts, and prevention and positive youth development experts. Please see Section V of the *Primary Prevention of Teen Dating Violence: Best Practices and Strategies*   for more detailed information on state policies.
- Organizational Capacity Assessment:

❖   **Planning Tools**
- Best Practices for Strategy Development Checklist: The Best Practices for Strategy Development Checklist is based on the recommendations in Section VI of the Primary Prevention of Teen Dating Violence: Best Practices and Strategies   . Please see the report for more detailed information on these best practices. The checklist can be used to review your community plan and prevention strategies.
- Program and Policy Recommendations Checklist: The Program and Policy Recommendations Checklist is based on the recommendations in Section VII of the Primary Prevention of Teen Dating Violence: Best Practices and

Strategies   . Please see the report for more detailed information on these recommendations. The checklist can be used to inventory your current community prevention strategies, identify gaps, and determine priorities.

- Risk and Protective Factors for Youth Violence: See *Risk and Protective Factors for Youth Violence*
- TDV Data Sources: See TDV Data Sources for links to data systems that are relevant to teen dating violence.
- TDV Prevention Programs Database and Program Summary Information: For information on evidenced based and promising practices see the TDV Prevention Programs Database and/or the TDV Prevention Programs Summary.
- Evaluation Tools and Process: For evaluation tools, see Evaluation Tools and Processes.
- Teen Dating Violence Prevention Technical Assistance and Training Resources: For additional technical assistance and training, see Teen Dating Violence Prevention Technical Assistance and Training Resources
- Funding Sources: See Funding Sources
- TDV Resources for Youth

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[1] Centers for Disease Control and Prevention. *Teen Dating Violence.* Accessed on 7/28/11 at http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html

[2] Centers for Disease Control and Prevention. *Teen Dating Violence.* Accessed on 7/28/11 at http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html

[3] Liz Claiborne, Inc/Teen Research Unlimited. (2008, July). Tween and teen dating violence and abuse study. Retrieved October 10, 2008, from http://loveisnotabuse.com/ surveyresults_2007mstr.htm

[4] Violence Against Women Online Resources – Research in Brief. (2009). *The Facts about Teen Dating Violence. Accessed on 7/28/11 at http://www.vaw.umn.edu/documents/inbriefs/teendatingviolence/teendatingviolence-color.pdf*

[5] Centers for Disease Control and Prevention. *Teen Dating Violence.* Accessed on 7/28/11 at http://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen_dating_violence.html