

# Weathering Tough Economic Times Through Relationships: Innovations in TDV Prevention with Youth at the Center

2012 Futures Without Violence National Conference on  
Health and Domestic Violence

Anna Nelson, LISW



# What You Will Get From This Session...

This workshop will provide innovative tools and a road map to develop a TDV Strategic Prevention initiative in your communities/states focusing on the first Four Levels of a TDV Spectrum of Prevention. After this workshop, you will be able to confidently...

- Recognize teen dating violence (TDV), its correlations with other adolescent health risks, including teen pregnancy, youth suicide, substance abuse, and its disproportional impact on youth of color
- Administer the RED FLAGS teen dating violence quick screen
- Move past TDV 101 by creating a plan for implementing a cross-disciplinary TDV coordinated community response teams
- Know the tools and resources you need to implement and sustain TDV prevention and intervention in your communities

# Theories and Frameworks Guiding Today's Conversation

## Theories

- Intersectionality
- Critical Race
- Cultural Capital

## Frameworks

- Spectrum of Prevention
- Collective Impact
- NM Strategic Prevention Initiative
- Positive Youth Development

# TDV Spectrum of Prevention as a Foundation

# TDV is a Serious Public Health Concern

- Former New Mexico Governor Richardson's Adolescent Health Priorities:
  - Reduce Teen Pregnancy (4-6x risk), Youth Suicide (8-9x risk), and Overweight/Obesity
- Healthy People 2020
  - Goal to improve the healthy development, health, safety, and well-being of adolescents and young adults.
    - Adolescent Health (AH) Objective 3: Increase the proportion of adolescents who are connected to a parent or other positive adult caregiver
    - AH Objective 5: Increase educational achievement of adolescents and young adults, where TDV victims are more likely than their peers to skip school because of feeling unsafe (New Mexico Youth Risk and Resiliency Survey)
    - AH Objective 10: Decrease proportion of public schools with a serious violent incident
      - Studies show that 42% to 87% of dating violence takes place in a school building or on school grounds (Office of Safe and Drug Free Schools Prevention News Bulletin, Vol. 5, No. 20)
    - AH Objective 11: Reduce adolescent and young adult perpetration of, as well as victimization by, (violent) crimes

# Why a Public Health Approach?

TDV is seen as a major public health concern (Foshee, et al., 2004, & Silverman, 2001)

Between 1 in 4 & 5 teens nationally experience physical or sexual violence by their dating partner. (American Bar Association, 2005)

TDV is nexus for other critical adolescent health risks.

Reduction in TDV prevalence may impact rates of substance use, teen pregnancy, youth suicide and adult intimate partner violence.

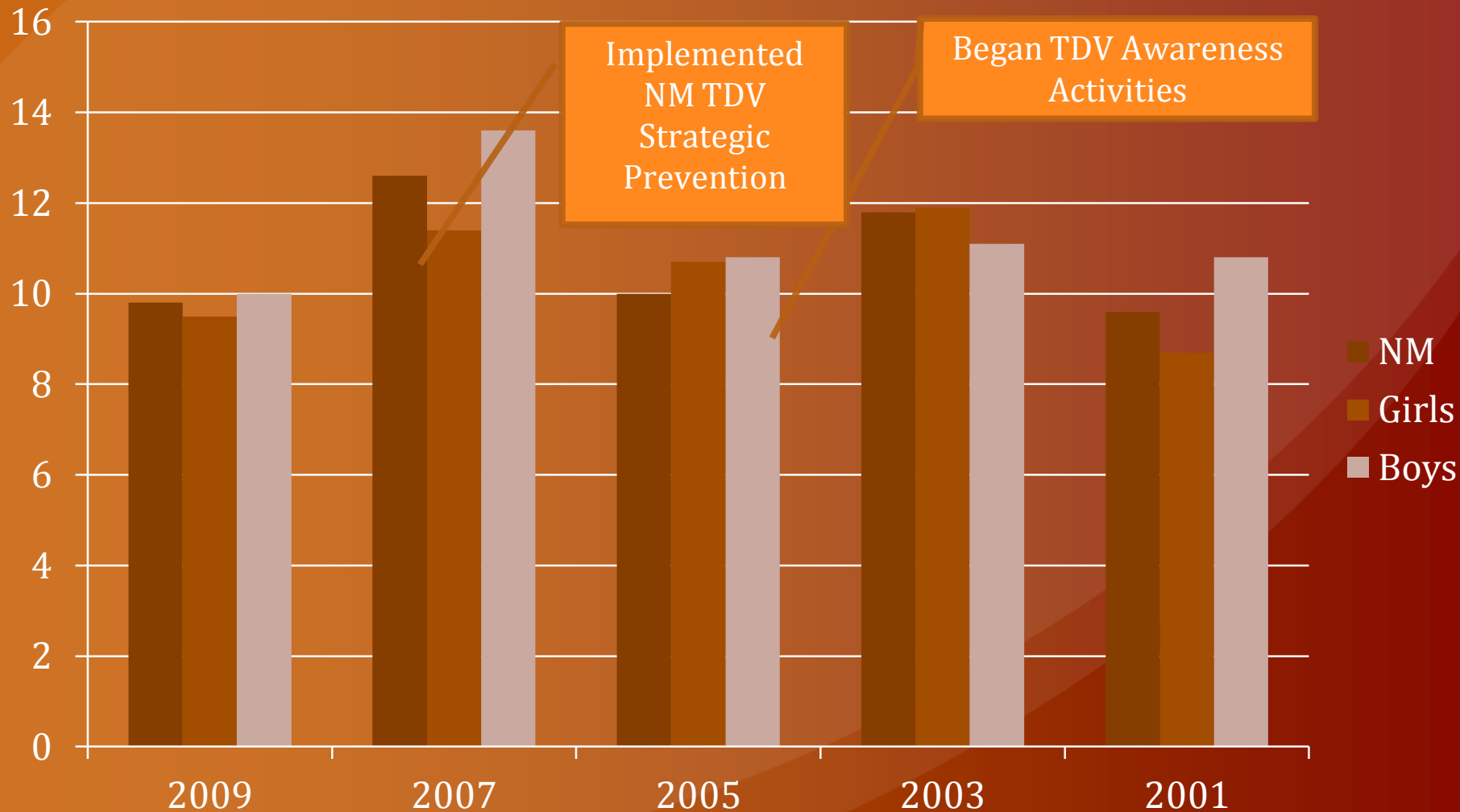


# Spectrum of Prevention: A Public Health Tool to Support TDV Collective Impact

Spectrum Level	Activities
<b>Levels 1 &amp; 2: Strengthening Individual &amp; Community Knowledge &amp; Skills</b>	Increasing knowledge & skills in TDV prevention & early identification. Inspiring change in attitudes, beliefs & behaviors toward positive healthy dating. Promoting use of RED FLAGS among parents, teachers, medical professionals, & other youth-serving providers.
<b>Level 3: Educating Providers &amp; Service Systems</b>	Administering discipline-specific TDV and PYD training & technical assistance to all youth-serving systems.
<b>Level 4: Strengthening Coalitions &amp; Networks</b>	Employing Collective Impact Framework to collaboration. Promoting full youth & youth-serving system inclusion in existing coalitions, networks, & coordinated community response (CCR) teams. Developing & implementing statewide/county TEEN CCR Teams.
<b>Level 5: Changing Organizational Policies &amp; Practices</b>	Encouraging universal TDV screening. Implementing model school policies, protocol & safety plans addressing TDV, sexual assault & stalking.
<b>Level 6: Influencing Policy &amp; Legislation</b>	Developing Dating Violence System Analysis Subcommittees (DVSAS). Providing annual youth & system report on policy & legislative recommendations completed, disseminated. Surveying existing legal remedies for minor victims & advocating for improved laws/state agency policies. Evaluating impact.

# Status of TDV in New Mexico

## NM YRRRS Survey, 2001-2009





# NM TDV Strategic Prevention Initiative

- From 2007 to 2009, New Mexico (NM) realized a 2.8 percent decline in its rate of teen dating violence (TDV), nearly the lowest rate since 2001.
- The *NM TDV SPI* has realized the following outcomes:
  - Training over 6,000 youth peer educators and adults statewide on *TDV* dynamics, risks and safety resources;
  - Creating a cadre of trained workforce to respond to *TDV* in healthcare, school, and *CPS* settings;
  - Developing three tools unique to *NM*, the *RED FLAGS* Screening Tool, *TEEN CCRs*, and *DVSAS*;
  - Realizing a statistically significant decline by 2.8 percent of rate of physical dating violence, reducing our state ranking from 12<sup>th</sup> of 39 states to 31<sup>st</sup> of 42 states in rate of physical dating violence

Full NM SPI can be found at: [http://www.nmforumforyouth.org/documents/tdv/NMTDV\\_PreventionPlan2010.pdf](http://www.nmforumforyouth.org/documents/tdv/NMTDV_PreventionPlan2010.pdf)

# New Mexico Spectrum of TDV Prevention

**Universal Population: All youth, their families and communities in New Mexico**

**Goals: Increase TDV Awareness, Improve Peer and Individual Attitudes, Beliefs and Behaviors that Embrace Healthy Teen Relationships, and Promote Knowledge and Access to Youth-Centered Resources**

**Selected Populations: Adolescents 10-19 years of age, Families, Youth-Serving Organizations and Tribal and State Systems, and Intimate Partner Violence, Sexual Assault, and Stalking Prevention Providers**

**Indicated Population: Youth Impacted by TDV**

**Goals: Increase Access to Culturally-Relevant, Evidence-Based or Promising, Youth-Centered TDV Intervention Programs**

# TDV 101 and Beyond: Addressing the First 2 Levels of the Spectrum

Establishing Common Terminology, Awareness and Understanding of TDV and its Impact on Adolescent Health through Level 1: Strengthening Individual Knowledge and Skills and Level 2: Promoting Community Education

# Reflections from the Field

Initiative Developmental Tasks in Levels 1 & 2 may include:

- Convincing key stakeholders that TDV is an important issue.
- Gaining entry into schools.
- Creating developmentally appropriate TDV messages for elementary and middle school-aged youth (The Bullying/TDV/Sexual Assault Waltz)
- Framing universal awareness messages in congruence with what works and is culturally-relevant.
- Striking a balance between focus on risks versus assets and resiliency.
- Addressing parental/caregiver engagement.
- Ensuring you don't forget youth who are disengaged from schools (teens who are undocumented, teens who are work to support their families, pregnant and parenting teens, teens in shelters or experiencing homelessness, teens who are Juvenile Justice System-involved, etc.)
- Collecting data on change in knowledge, attitudes and beliefs.
- Remembering that work in Levels 1-3 leads to deepening collaborative relationships as a foundation for Level 4: Strengthening/Fostering Coalitions and Networks (regularly communicate with participants, develop discipline-specific and general list-serves, and use social networking sites (Facebook, Twitter, Google + Circles, and LinkedIn) to enhance awareness and information-sharing)

# Teen Dating Violence (TDV)

“A pattern of actual or threatened acts of physical, sexual, emotional and technological abuse perpetrated by {a current or former dating partner against another, where one party is an adolescent} including insults, coercion, social sabotage, sexual harassment, threats and acts of physical, sexual abuse or emotional abuse” and stalking. (National Resource Center on Domestic Violence, 2004)

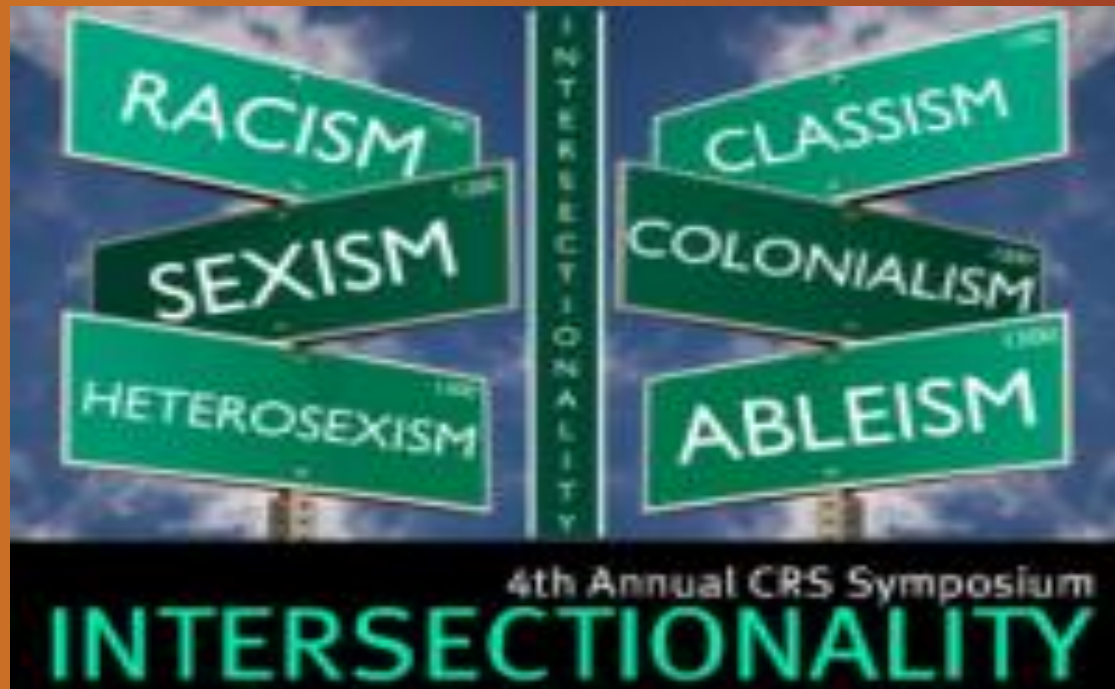
Which Teens are at Greatest Risk?

# Which Teens are at Greatest Risk?

## #1 Risk: Teens whose peers endorse dating violence as normative (Foshee, 2001)

- Teens who use alcohol
- Teens who become sexually active at 13 or younger
- Teens who witnessed parental domestic violence
- Teens who have experienced physical or sexual abuse
- Youth of color in NM are at disproportionately impacted by TDV victimization

# Applying Collins' Intersectionality Theory to Deepen our Understanding of TDV Risk and Resilience





# Intersectionality Through a Youth Lens

A word cloud on a black background with words in various colors (yellow, orange, red, green) representing themes of youth experiences and intersectionality. The most prominent words are 'unsafe', 'school', and 'limited'. Other significant words include 'bullying', 'homelessness', 'poverty', 'loss', 'grief', 'insecurity', 'healthcare', 'racism', 'violence', 'sexism', 'adulthood', 'mentors', 'resources', 'bullying', 'home', 'identity', 'homophobia', 'no time', 'adultism', 'food', 'drugs', 'cultural', 'alcohol', and 'fears'. The words are arranged in a dense, overlapping manner, with 'unsafe' and 'school' being the largest and most central.

unsafe school limited

bullying homelessness poverty future loss adults

home identity homophobia resources grief

no time insecurity mentors

adultism

drugs out healthcare food

cultural alcohol racism

sexism

violence

fears activities about

# Intersectionality and TDV

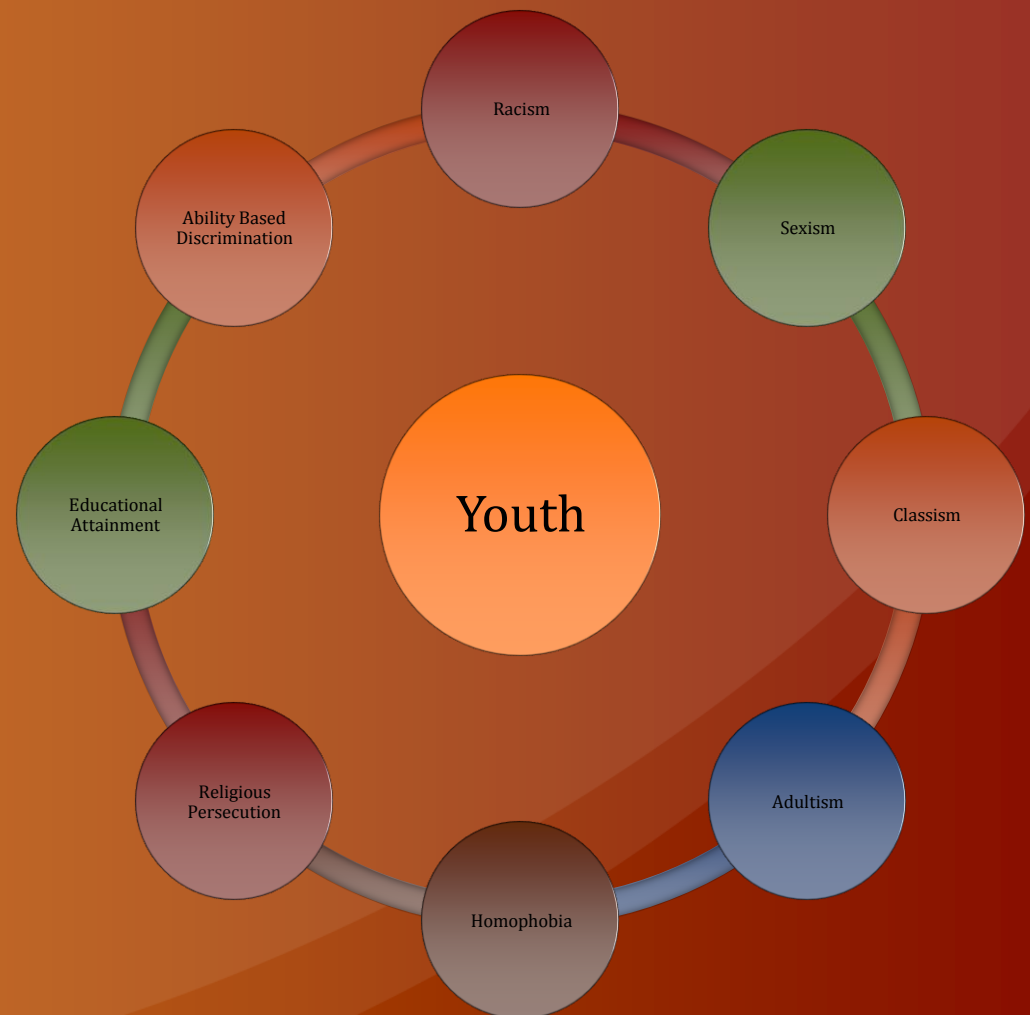
(Corimer & Hankivsky, 2011)

- Sociologist Patricia Hill Collins (2000) defines intersectionality as “particular forms of intersecting oppressions that work together to create injustice.”

- Frames TDV and other race/gender/sexual orientation-based violence as not just a Public Health Crisis, but a Human Rights Violation

- Newly emerging as a policy framework (\*\*See toolkit for Intersectionality Policy Analysis Framework)

- Prioritizes analysis of race, class, gender and sexual orientation intersections to elucidate ideological justifications for specific policy measures that produce undemocratic outcomes and increase risk.




# Applying Critical Race Theory to TDV

AMERICAN COMMUNITIES PROGRAM and CENTER FOR THE STUDY OF GENDERS AND SEXUALITIES PRESENT

## **INTERSECT ONALITY** **ORIGINS AND POSSIBILITIES**

Los Angeles Room, 3rd floor,  
University-Student Union  
Tuesday, April 5 at 6:15 pm



**FEATURING:**  
**ANNA**  
**CARASTATHIS**

**EXPLORING**  
**CRITICAL**  
**RACE**  
**THEORY**



# Critical Race Theory (CRT) (Yosso, 2005)

- CRT was founded as “a race-based, systematic critique of legal reasoning and legal institutions”
- Critical race theorists began to pull away from dominant academia because the critical legal framework restricted their ability to analyze racial injustice (Delgado, 1988; Crenshaw *et al.*, 1995; Delgado & Stefancic, 2001; Crenshaw, 2002).
- Initially, *CRT* scholarship focused its critique on the slow pace and unrealized promise of Civil Rights legislation, where women and People of Color felt their gendered, classed, sexual, immigrant and language experiences and histories were being silenced, challenging a bias toward a Black/White binary.
- They stressed that oppression in the law and society could not be fully understood in terms of only Black and White.

# Solorzano's (1998) 5 Tenets of CRT

(Yosso, 2005)

- CRT, as described by Yosso, informs theory, research, pedagogy, curriculum, programmatic and policy development
  1. *Intercentricity of Race and Racism with other forms of subordination*, or the racialized intersectional relationships among gender, class, immigration status, sexual orientation.
  2. *Challenging Dominant Ideology* that espouses concepts of objectivity, meritocracy, race neutrality and equal opportunity
  3. *Commitment to Social Justice and Empowerment of Marginalized Groups*
  4. *Centrality of Experiential Knowledge*, recognizing the qualitative, experiential knowledge of people who are oppressed is legitimate, appropriate and critical to understanding, analyzing, and teaching about {institutional and individual oppression}
  5. *Transdisciplinary Perspectives* which allow for analysis of oppression (and subsequent violence) across paradigms such as Advocacy, Law, Sociology, Social Work, Public Health, History, Psychology, Film, Theatre.

# What We Know About TDV and Gender, Ethnicity, and Sexual Orientation



- Transcends gender, ethnicity, sexual orientation and socioeconomic status, but youth of color are disproportionately impacted by TDV victimization
- Important differences in types of abuse perpetrated exist among boys and girls
- LGBTQI teens face “outing,” including + status

# TDV is Connected to . . .

- Early sexual activity with multiple partners (Silverman, et al, 2001)
- Increased contraction of sexually transmitted infections (Cocker, et al., 2000)
- Teen pregnancy at a 4 to 6 times greater rate (Silverman, et al., 2001)
- Rapid repeat pregnancy where teens experiencing physical or sexual violence are 3 times more likely to have a rapid repeat pregnancy within 12 months & 4 times more likely to have a rapid repeat pregnancy within 18 months (Jacoby, et al, 1999)
- Truancy and drop-out (National Youth Prevention Resource Center, 2000)
- Tobacco Use (Silverman, et al., 2001)
- Substance and alcohol use (Molidor, Tolman, & Kober, 2000)
- Psychological trauma resulting in behavioral health disorders (Silverman, et al., 2001), leading to poor health outcomes in adulthood (ACEs Study, Jennings)
- Eating disorders, overweight and obesity (Molidor, Tolman, & Kober, 2000 & Silverman, et al., 2001)
- Barriers to educational attainment and sustainable employment (Center for Impact Research, 2000)
- Barriers to accessing health care (March of Dimes, 1999)
- Suicide at an 8 to 9 times greater rate (Silverman, et al, 2001)
- Homicide (Bureau of Justice Statistics, 2001)

# Student Victims of TDV & Other Students (NMYRRS, 2009)

Risk	Victims of TDV	Other Students
Carrying a Weapon to School (Past 30 days)	18.5%	7.0%
Skipping School because of Feeling Unsafe	22.1%	5.5 %
Being in a Physical Fight on School Property	30.4%	13.3%
Bullied on School Property (Last 12 Months)	37%	17.6%
Cigarette Use on School Campus (Past 30 days)	19.2%	7.7%
Alcohol Use on School Campus (Past 30 days)	19.5%	6.9%
Marijuana Use on School Campus (Past 30 days)	25.7%	8.1%
Persistent Feelings of Sadness and Hopelessness	53.1%	27.2%
Seriously Considered Suicide (Past 12 Months)	39.5%	13.3%
Attempted Suicide (Past 12 Months)	30%	7.4%



# Two Unique Aspects: Tech Abuse and Birth Control Sabotage

## Tech Abuse

- The use of technology as a weapon (Texts, Social Networking Sites, GPS tracking technology)
- 33% of young people say their partners text them up to 30 times an hour

### Tech Abuse interferes with:

- Adequate Sleep
- Interactions with Friends and Family
- School Engagement
- Compliance with Juvenile Justice requirements

## Birth Control Sabotage

- Stopping victims from using birth control to prevent pregnancy or protect themselves from diseases through verbal and physical coercion or force.

### This can happen through:

- Throwing BCPs away
- Putting holes in condoms
- Threatening to hurt victim because she wants to use a condom or other birth control
- Sexual Assault

# Adolescent and Adult IPV Differ

- Marginalization based on minor status
- Disparity in access to health (reproductive) and behavioral healthcare
- Systems Involvement
  - Child Protective Services
  - Juvenile Justice
  - Public/Private Education System
- Barriers in accessing youth-centered resources
  - Shelters
  - Orders for Protection
  - Adolescent victimization and perpetration services
  - Workforce readiness
- Confidentiality and consent laws
  - Mandatory reporting practices

# RED FLAGS Screening Tool

A Tool You Can Use

# Universal Screening for TDV

- Endorsed as a best practice by the American Association of Colleges of Nursing, American Nurses Association, American Academy of Pediatrics (AAP), American College of Nurse Midwives, and the National Association of Pediatric Nurse Practitioners. <https://www.accesscontinuingeducation.com/ACE4000/c7/index.htm>

Screening for TDV should be:

- Conducted routinely whether indicators of abuse exist
- Conducted verbally as part of a face-to-face encounter
- Included in all written or computer-based health questionnaires
- Direct and nonjudgmental using language that is culturally, linguistically, and developmentally appropriate and inclusive of sexual orientation/gender identity
- Conducted in private, without friends, family, or caregivers present
- Confidential, where limitations to confidentiality are explained to the youth

(FVPPF, 2007)

# RED FLAGS Universal Screening Tool

- Developed in 2008 in response to professionals' requests for youth-specific tool
- Based on extensive literature review on adolescent and adult risk and lethality factors associated with intimate partner violence
- Skill-based, not validated, tool (Research Plan developed for 2013)
- Questions advised by youth and are meant to act as youth-friendly dialogue prompts
- Identifies TDV early
- Provides safety resources
- Acts as a health promotion tool for building healthy relationships
- Universal application for all adolescents 12-19

# RED FLAGS Universal Screening Tool

- R** Relationship Status  
Respect, Resiliency, and Rights in Relationships
- E** Emotional Abuse  
Educational Sabotage
- D** Drugs and Alcohol Use
- F** Friends and Family
- L** Lethality or Dangerousness Quick Screen
- A** Anger, Arguments, Aggression, Access to Weapons, Animal Cruelty, Attempts or Threats to Harm
- G** Give Youth-Centered Resources
- S** Safety Plan

# Special Note: New Mexico Dating Violence System Analysis Subcommittee Preliminary Findings on TDV- Specific Lethality Indicators

- Perception of pregnancy
- Access to firearms
- Cases involving motor vehicles
- Immigration status?
- Age differential

# Let's Get Interactive!

- Get into small groups of three or four.
- One person act as a youth
- Another person act as an adult using RED FLAGS
- Others in the group act as observers
- Practice using the RED FLAGS tool



# Youth-Centered Safety Planning is Important. . .

- Honor and acknowledge culturally-specific protective and risk factors
- Strategize on involving friends
- Encourage teens to develop code words for parents and friends
- Engage teens in their own safety planning:  
<http://www.thesafespace.org/pdf/handout-safety-plan-workbook-teens.pdf>
- Include tech and internet abuse in safety plan
- Role play with teens on reproductive health needs
- Encourage them to tell someone they trust about the abuse. Breaking the silence saves lives!
- Remind them to keep a cell phone charged with minutes
- Help them to memorize important numbers instead of just storing them in their cell phones

# Educating Providers (Level 3) Using Positive Youth Development (PYD)

# Reflections from the Field

Initiative Developmental Tasks in Level 3 may include:

- Educating adult-serving providers about the unique nature of TDV, its differences from adult intimate partner violence (IPV) or children who witness IPV, challenges facing youth experiencing TDV, and methods for engaging youth.
- Educating providers who are serving youth on authentic youth inclusion and youth-adult partnerships versus adult-service provider/power over youth.
- Educating youth serving providers on the dynamics of TDV and safety risks youth face.

# Positive Youth Development Framework

# Healthy People 2020: Emerging Issues in Adolescent Health

Two important issues will influence how adolescent health will be approached in the coming decade:

1. ***Culture is Health (Gomez, 2011)!*** Adolescent population is increasingly culturally diverse. These demographic shifts compel cultural responsiveness among healthcare professionals, broadening culturally-relevant treatment modalities, and addressing disparate health and academic outcomes which disproportionately impact youth of color.
2. ***Positive Youth Development is Health!*** PYD interventions are the intentional processes of providing all youth with the support, relationships, experiences, resources, and opportunities needed to become successful and competent adults. There is growing empirical evidence that well-designed PYD interventions can lead to positive outcomes.

# What Exactly is PYD?

- Comprehensive assets-based framework for engaging youth by (Catelano, et al, 1998):
  - Fostering resilience
  - Promoting social-emotional competence
  - Inspiring self-determination and efficacy
  - Creating hope for the future
- PYD guides adults, communities and programs in engaging youth
- PYD prepares young people to meet the challenges of adolescence and adulthood

# PYD Builds on Teen Resilience

A word cloud of terms related to youth development and resilience. The words are arranged in a roughly rectangular shape, with varying sizes and orientations. The colors are primarily shades of brown, tan, and orange. The largest word is 'Aspirations' on the left. Other prominent words include 'Community', 'Humor', 'Health', 'Poetry', 'Language', 'Commitment', 'Employment', 'Traditions', 'Passion', 'Engagement', 'Family', 'Culture', 'Love', 'Parents', 'Identity', 'Innovation', 'Resistant', 'Elders', 'Vibrant', 'Meaningful', 'Academic', 'Success', 'Peers', 'Adults', 'Resilience', 'Caring', 'Music', 'Leadership', 'Beliefs', 'Social', 'Capital', and 'Art'.

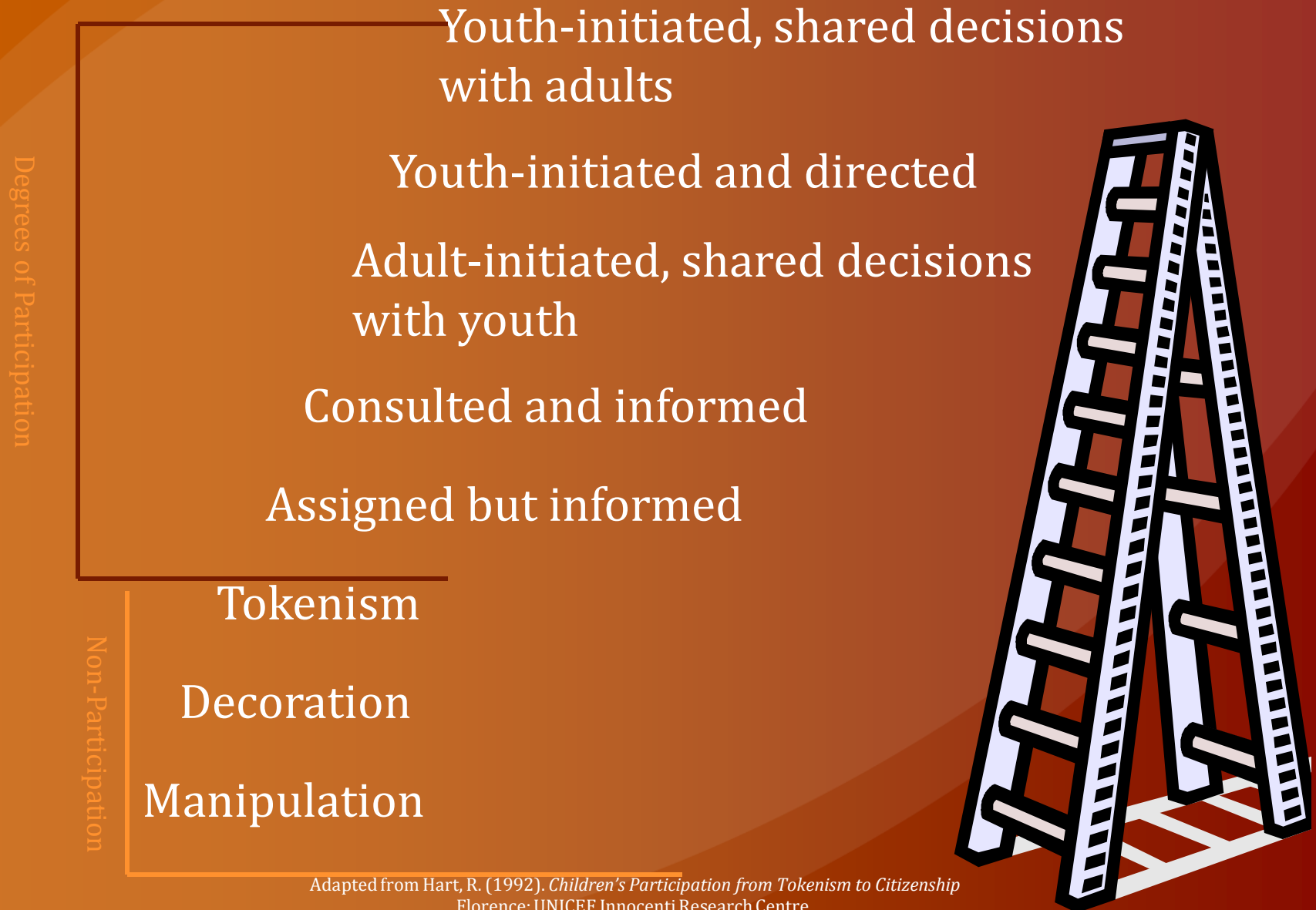
Art Aspirations  
Caring Music  
Leadership Resilience  
Adults Peers  
Success Academic  
Beliefs Social  
Capital Health  
Creativity Poetry  
Language Commitment  
Employment Traditions  
Passion Engagement  
Family Culture  
Love Parents  
Identity  
Innovation Resistant  
Elders Vibrant  
Meaningful

# Youth Engagement

- Youth listen to their peers over adults!
- Key in PYD is Youth Engagement (PYD)
- Youth Engagement involves:
  - Meaningful, sustained participation in a process or activity
  - Seeing youth as contributing citizens, instead of recipients of services, with rights and responsibilities
  - Believing that youth voice and contributions are valuable and necessary to address issues affecting them
  - Engaging youth in activities that are empowering and skill-building
  - Opportunities for sharing their learning with other youth
  - Celebration and recognition of all accomplishments



# Meaningful Youth Engagement: The Ladder of Youth Participation



# Expanding TDV Prevention through Cultural Capital Theory

# Bourdieu's Cultural Capital Theory and TDV

- Bourdieu's (1986) concept of **Cultural Capital** includes:
  - Aspirational Capital- Resiliency and ability to maintain hopes and dreams
  - Familial Capital- Cultural knowledge nurtured among familia/kin that carry a sense of community history, memory and cultural intuition
  - Social Capital- Networks of people and community resources that provide concrete and emotional support
  - Navigational Capital-Skills to maneuver through institutions not created for or by Communities of Color (bicultural skills)
  - Resistant Capital –Skills and knowledge fostered through oppositional behavior that challenges inequality
  - Linguistic Capital- Intellectual and social skills attained through communication experiences in more than one language or style
- Informed heavily by Critical Race Theory Research, these points of Capital are the basis for Community Cultural Wealth and should undergird TDV Prevention efforts at every level of the Spectrum.

# NM HM 53 Logic Model: Contributing Protective Factors

## INDIVIDUAL PROTECTIVE FACTORS

- Individual knowledge and skills for developing healthy communication and relationships (Public Education Health Education Standards, Promotoras)
- Positive adult and peer relationships
- Community and school engagement
- Knowledge of youth-specific resources
- Connection with culture and traditions
- 40 Developmental Assets:  
[http://www.vb.gov.com/file\\_source/dept/yoo/40AssetsList.pdf](http://www.vb.gov.com/file_source/dept/yoo/40AssetsList.pdf)

## ENVIRONMENTAL PROTECTIVE FACTORS

- Caring home and school environments
- Access to health and behavioral health care (School-Based Health Centers)
- Safe school environments (School TDV policies)
- Legal resources (Minor orders for protection)
- Youth shelters and community centers
- Universal TDV screening

Building Momentum from Levels  
1-3 Activities to Strengthen  
Coalitions and Networks (Level 4)

# Reflections from the Field

Initiative Developmental Tasks in Level 4 may include:

- Conducting an Assets Map of existing resources that can be leveraged
- Appealing to existing Coalitions and Networks to embrace TDV Prevention, PYD and Cultural Capital
- Intentionally recruiting youth-serving stakeholders
- Moving from *Doing Business As Is* to embracing the Collective Impact Framework
- Diffusing turfism (Who owns the work? vs. How can we share resources, engaged in mutually reinforcing activities and achieve shared change?)

# Collective Impact Framework

# Isolated vs. Collective Impact

(Hanleybrown, Kania & Kramer, 2012)

## Isolated Impact vs. Collective Impact

### Isolated Impact

- ◆ Funders select individual grantees that offer the most promising solutions.
- ◆ Nonprofits work separately and compete to produce the greatest independent impact.
- ◆ Evaluation attempts to isolate a particular organization's impact.
- ◆ Large scale change is assumed to depend on scaling a single organization.
- ◆ Corporate and government sectors are often disconnected from the efforts of foundations and nonprofits.

### Collective Impact

- ◆ Funders and implementers understand that social problems, and their solutions, arise from the interaction of many organizations within a larger system.
- ◆ Progress depends on working toward the same goal and measuring the same things.
- ◆ Large scale impact depends on increasing cross-sector alignment and learning among many organizations.
- ◆ Corporate and government sectors are essential partners.
- ◆ Organizations actively coordinate their action and share lessons learned.



# Three Community Accelerants that Promote Change

(Hanleybrown, Kania & Kramer, 2012)

- Influential champion(s)
- Robust Capital
  - Must Include Cultural, Human & Financial forms of Capital (Nelson, 2012)
- Catalyst resulting in sense of urgency for change

# Five Conditions of Collective Impact

(Hanleybrown, Kania & Kramer, 2012)

## The Five Conditions of Collective Impact

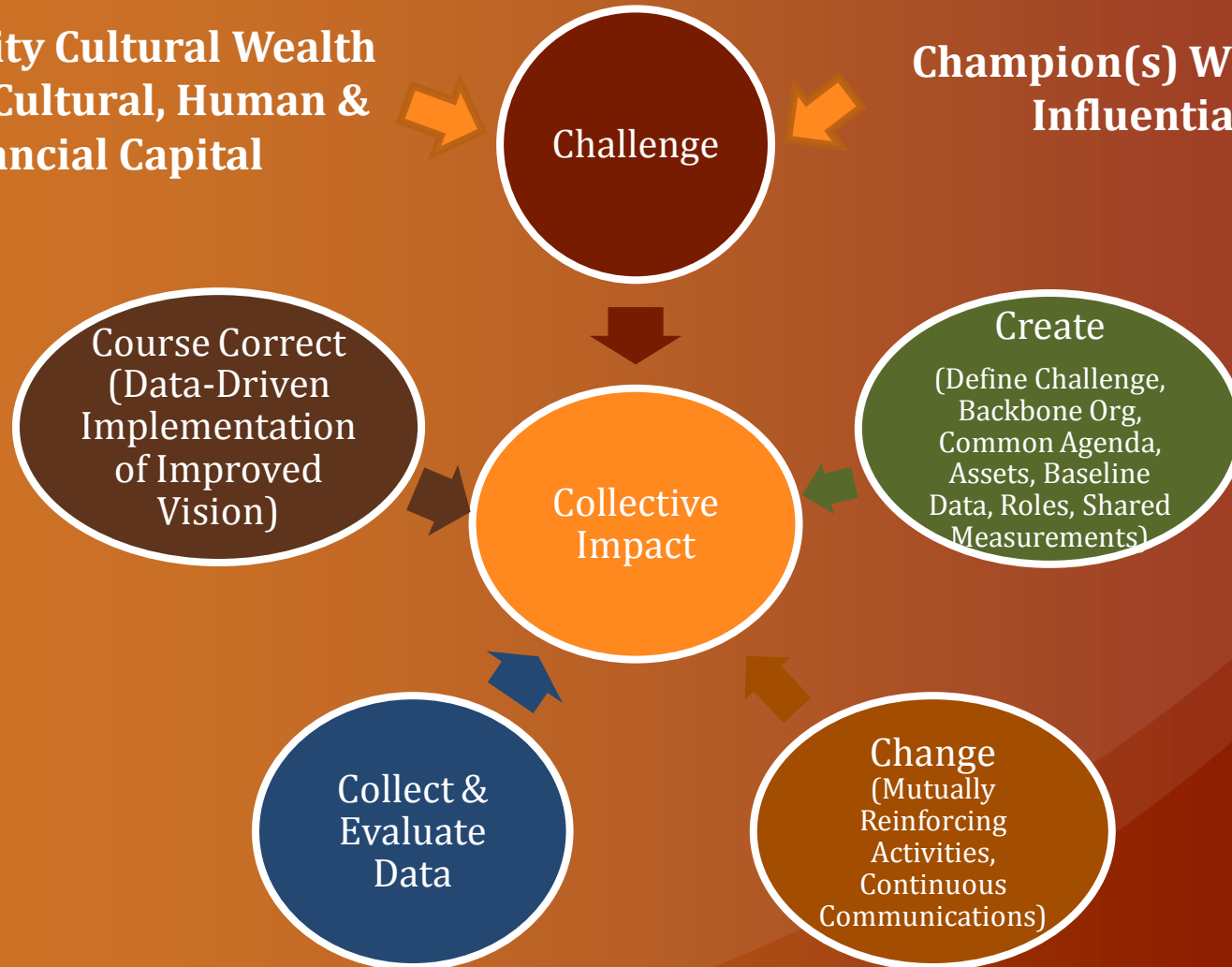
<b>Common Agenda</b>	All participants have a shared vision for change including a common understanding of the problem and a joint approach to solving it through agreed upon actions.
<b>Shared Measurement</b>	Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable.
<b>Mutually Reinforcing Activities</b>	Participant activities must be differentiated while still being coordinated through a mutually reinforcing plan of action.
<b>Continuous Communication</b>	Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and create common motivation.
<b>Backbone Support</b>	Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to serve as the backbone for the entire initiative and coordinate participating organizations and agencies.

# CI Transformative TDV Prevention Framework

Catalyst: Urgency for Change

Community Cultural Wealth  
through Cultural, Human &  
Financial Capital

Champion(s) Who Are  
Influential



# Integrating the Information: Building a Teen Empowerment and Education Coordinated Community Response (TEEN CCR) Team

A Comprehensive Framework for Assets-Based,  
Youth Centered Coordinated Community Response

# Reflections from the Field

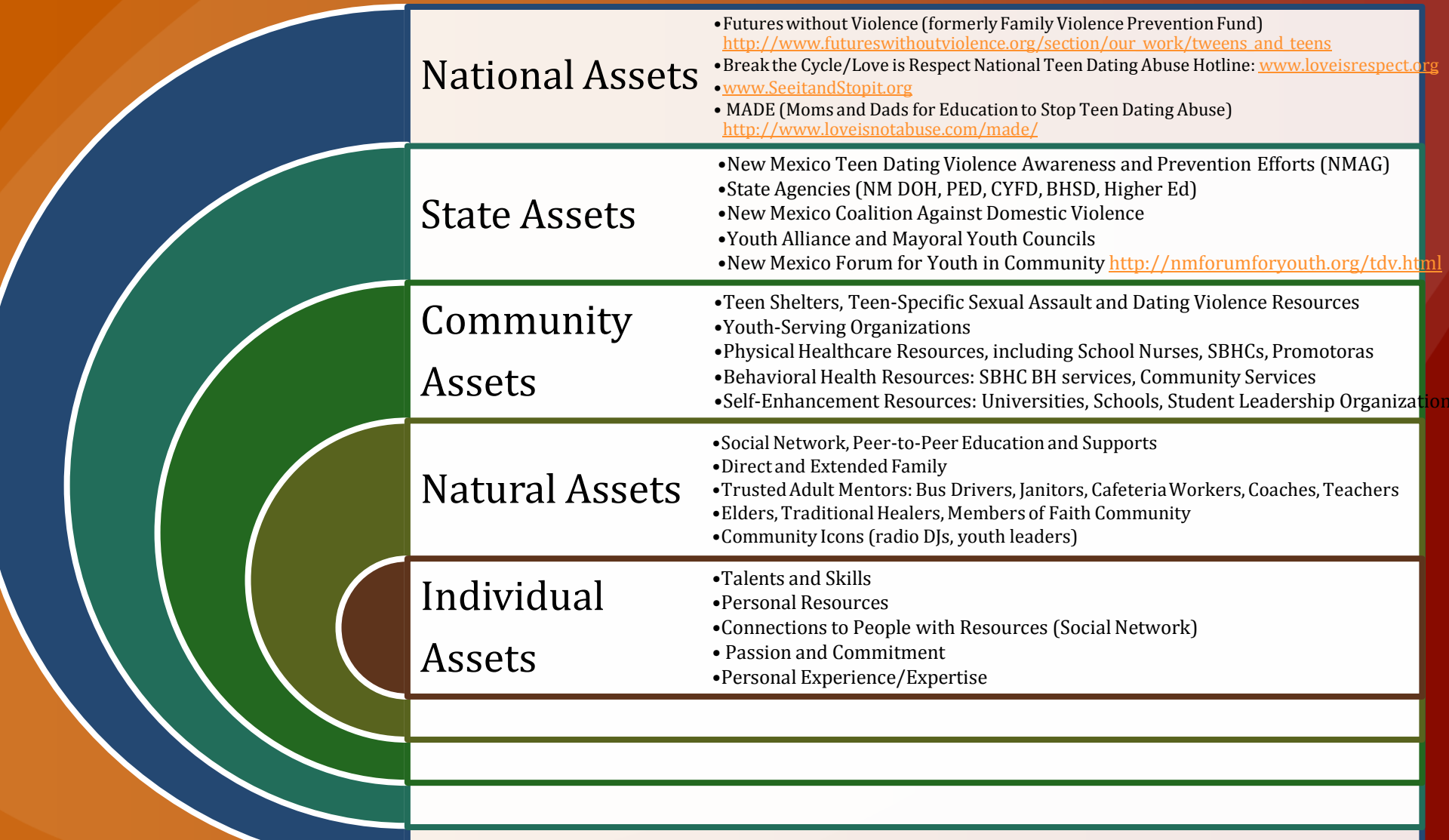
Initiative Developmental Tasks During TEEN CCR Implementation may include:

- Obtaining fiscal resources to support Backbone Organization, provide travel reimbursement and youth incentives, and to generate and disseminate reports/recommendations
- Achieving buy-in from community champions and stakeholders supporting authentic youth engagement and full inclusion of youth and youth-serving stakeholders
- Again, diffusing turfism

# Duluth Coordinated Community Response (CCR) Model: Eight Objectives

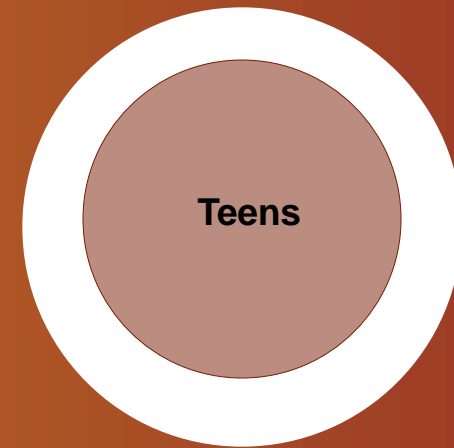
- 1) Creating a coherent philosophical approach which centralizes survivor safety
- 2) Developing "best practice" policies and protocols for intervention agencies
- 3) Reducing fragmentation in the systems responses
- 4) Building monitoring and tracking into the system
- 5) Ensuring a supportive community infrastructure
- 6) Intervening directly with perpetrators to deter violence
- 7) Undoing the harm violence against women does to children
- 8) Evaluating the system's response from the standpoint of the survivor.

# Start with Conducting a TDV Community Assets Map



# Through the Lens of Teens: A Comprehensive CCR Model

- Teens and their children are centric and should drive coordinated community response development
- Pregnant and parenting teens' voices are critical
- Planning for perpetrator resources must be part of the dialogue
- Focus on internal assets and resilience

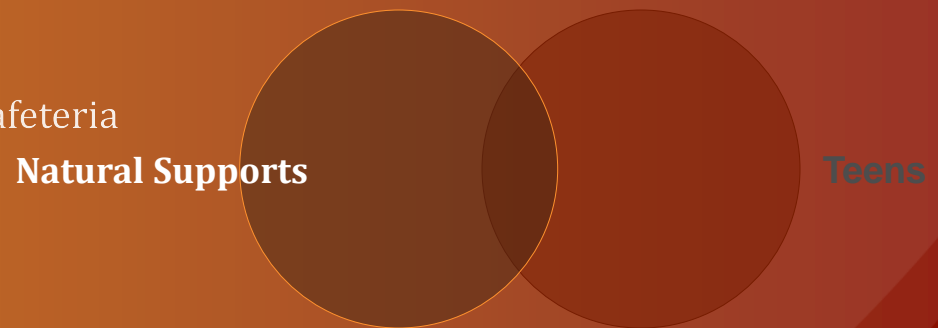




# Through the Lens of Teens: A Comprehensive CCR Model

Natural Supports include:

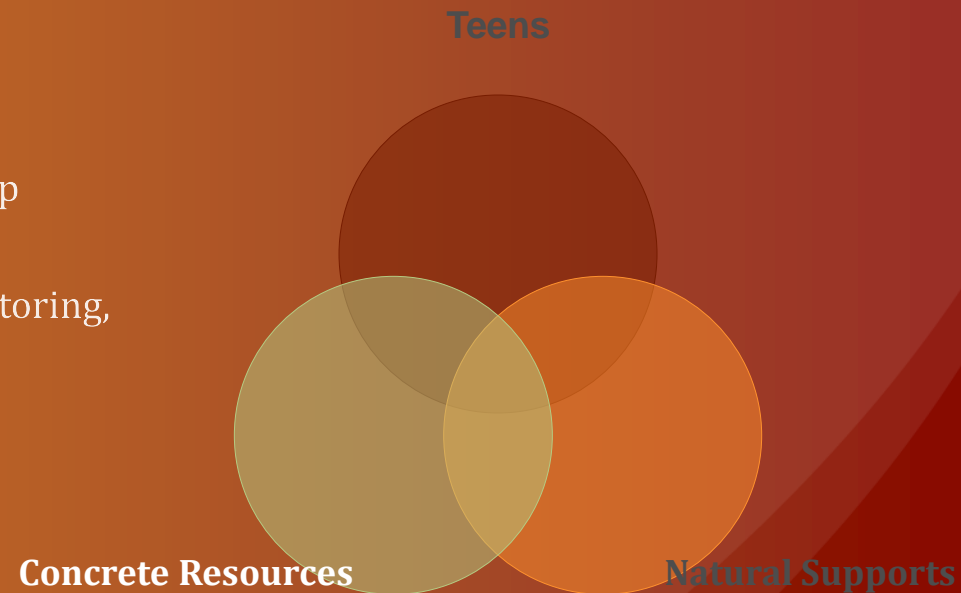
- Social network
- Peer-to-peer education/supports
- Direct and extended family
- Trusted adults (bus drivers, janitors, cafeteria workers)
- Neighbors
- Mentors
- Coaches
- Teachers
- Elders
- Traditional healers
- Members of faith community
- Community icons (radio DJs, youth leaders)



# Through the Lens of Teens: A Comprehensive CCR Model

Concrete Resources include:

- Internet connectivity
- Cell phone accessibility
- Empowerment activities (sports, leadership opportunities)
- Educational resources (service learning, tutoring, higher ed, scholarships)
- After school resources
- Teen Centers (Warehouse 508 & 21)
- Transportation
- Parenting and Male Involvement Supports
- Childcare
- Safe, sustainable housing
- Filial or other resources for emergency assistance
- Vocational and employment opportunities



# Through the Lens of Teens: A Comprehensive CCR Model

Safety Resources include:

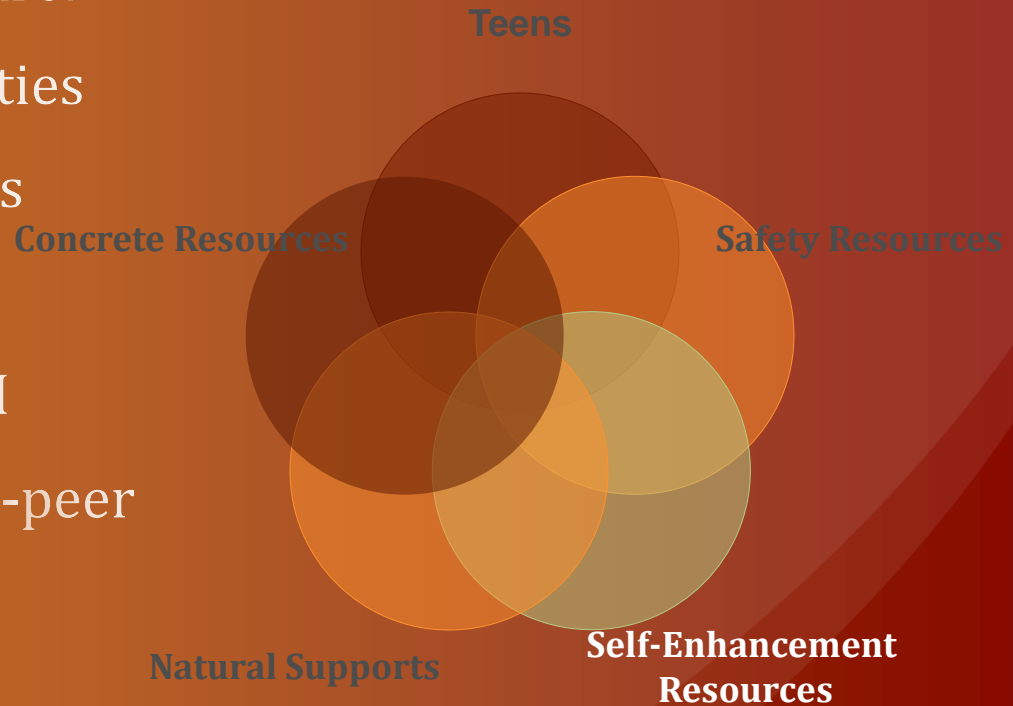
- Access to Law Enforcement or School Resource Officers
- Safe school environment
- Protection through TDV-specific school policies
- Access to fully-funded youth shelter services that are inclusive of safety needs
- Access to legal remedy, like orders of protection, custody and visitation orders



# Through the Lens of Teens: A Comprehensive CCR Model

Self Enhancement Resources are:

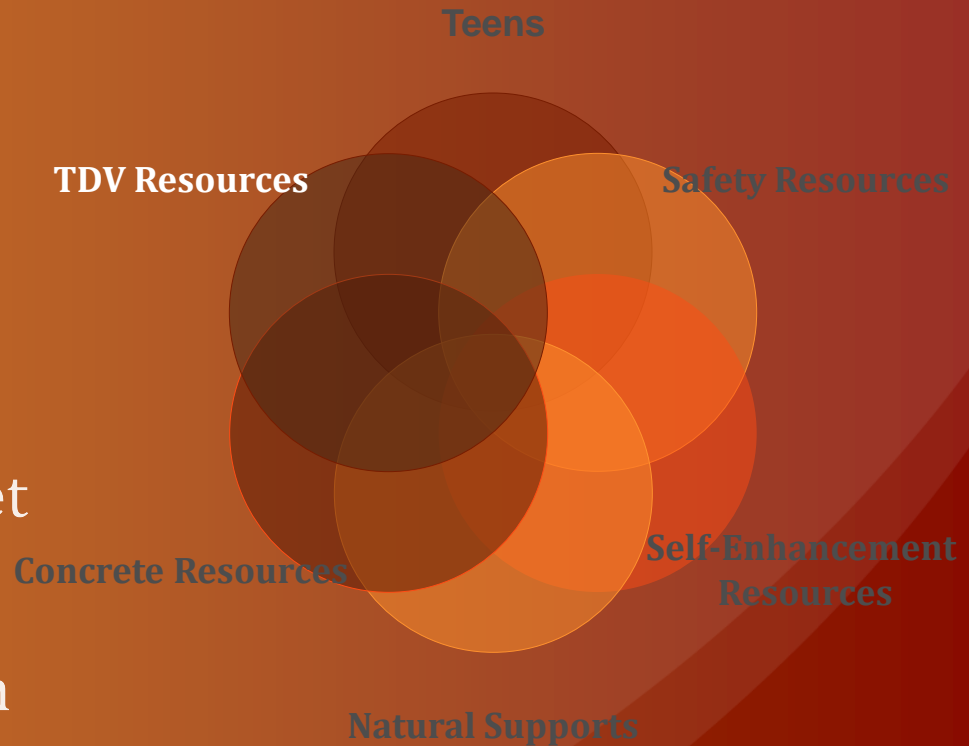
- Service learning opportunities
- Athletic and creative outlets
- Student councils
- Boy/Girl Scouts, YMCA, 4-H
- Natural Helper and peer-to-peer programs
- Leadership programs
- Advocacy and Legislative opportunities
- Life skill enhancement programs



# Through the Lens of Teens: A Comprehensive CCR Model

## TDV Resources

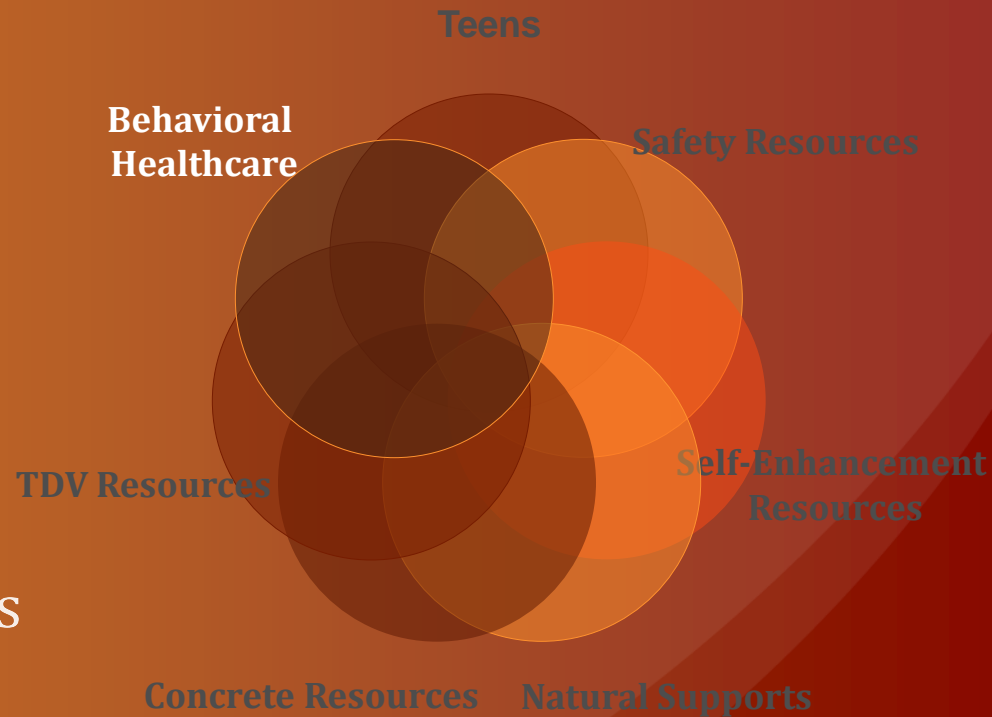
- Sexual assault resources
- Community and school based TDV resources
- Comprehensive access to local, national and internet resources
- TDV prevention education in grades 6-12
- TDV peer and family support groups



# Through the Lens of Teens: A Comprehensive CCR Model

## Teen Behavioral Health Resources

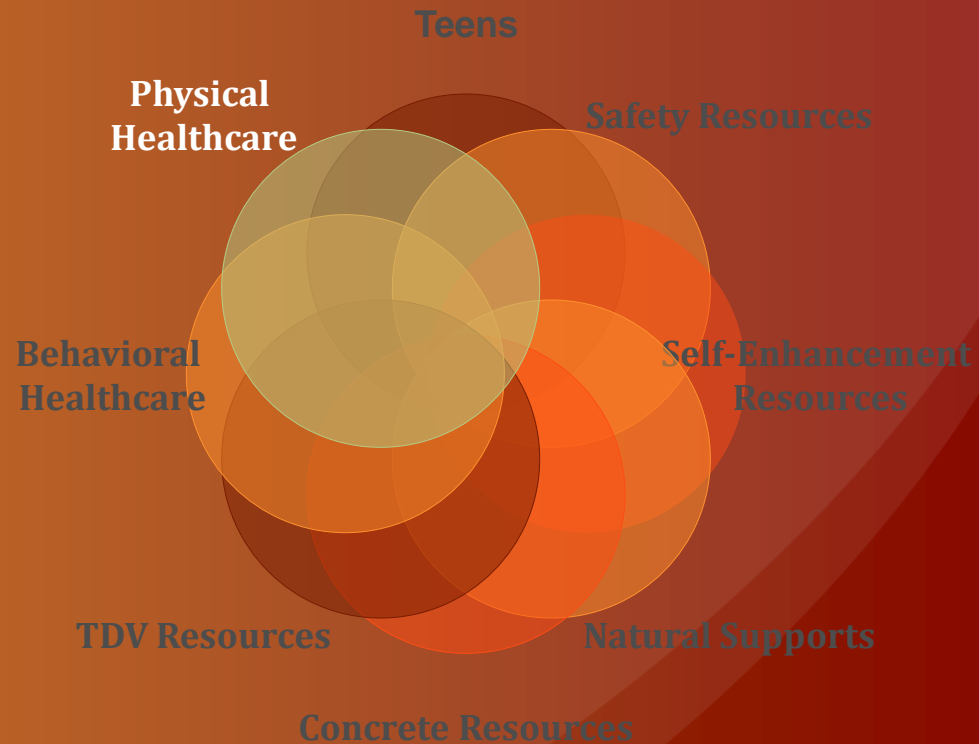
- Peer specialists
- Prevention specialists
- School based and school linked services
- Community based services
- Home based services
- Substance abuse intervention and recovery support services



# Through the Lens of Teens: A Comprehensive CCR Model

## Physical Healthcare Resources

- School Nurses
- School Based Health Centers
- Reproductive healthcare providers
- Health educators
- School based health center personnel
- Primary Care Physicians
- Community-Based Medical Providers
- Promotoras
- Traditional Healers

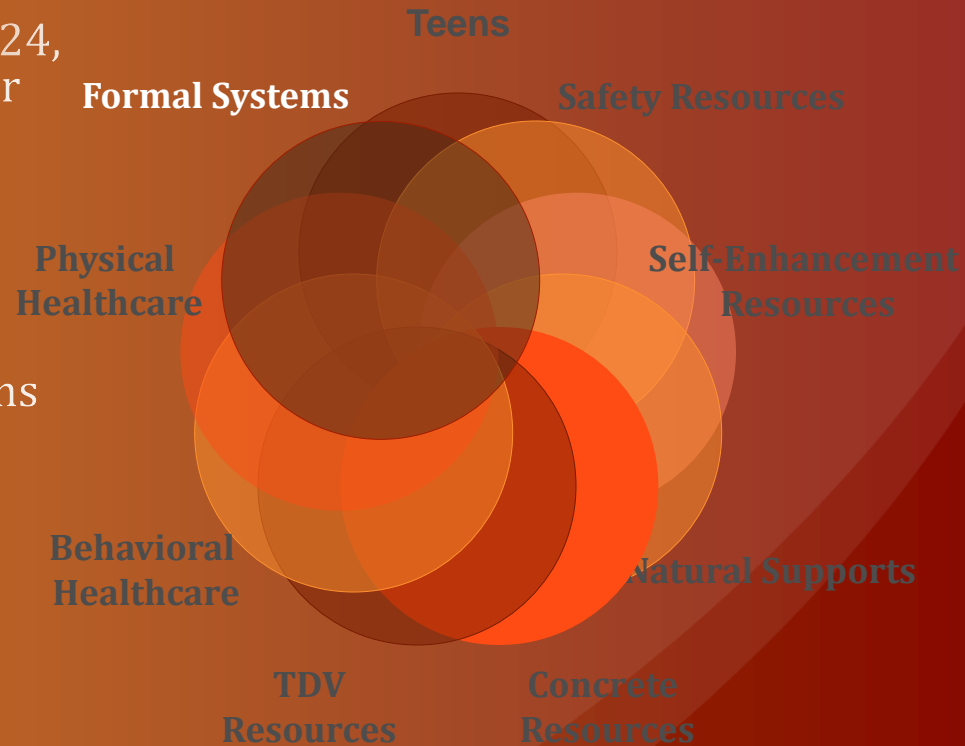


# Through the Lens of Teens: A Comprehensive CCR Model

## Formal Systems

Because adolescence spans ages 10-24, multiple systems may be involved for youth in transition to adulthood:

- Public and private schools
- Law enforcement
- Juvenile, adult, and domestic relations courts
- Department of Corrections
- Child Protective Services
- Juvenile Justice
- Publicly-funded medical and behavioral healthcare, including Medicaid and DOH
- Public benefits



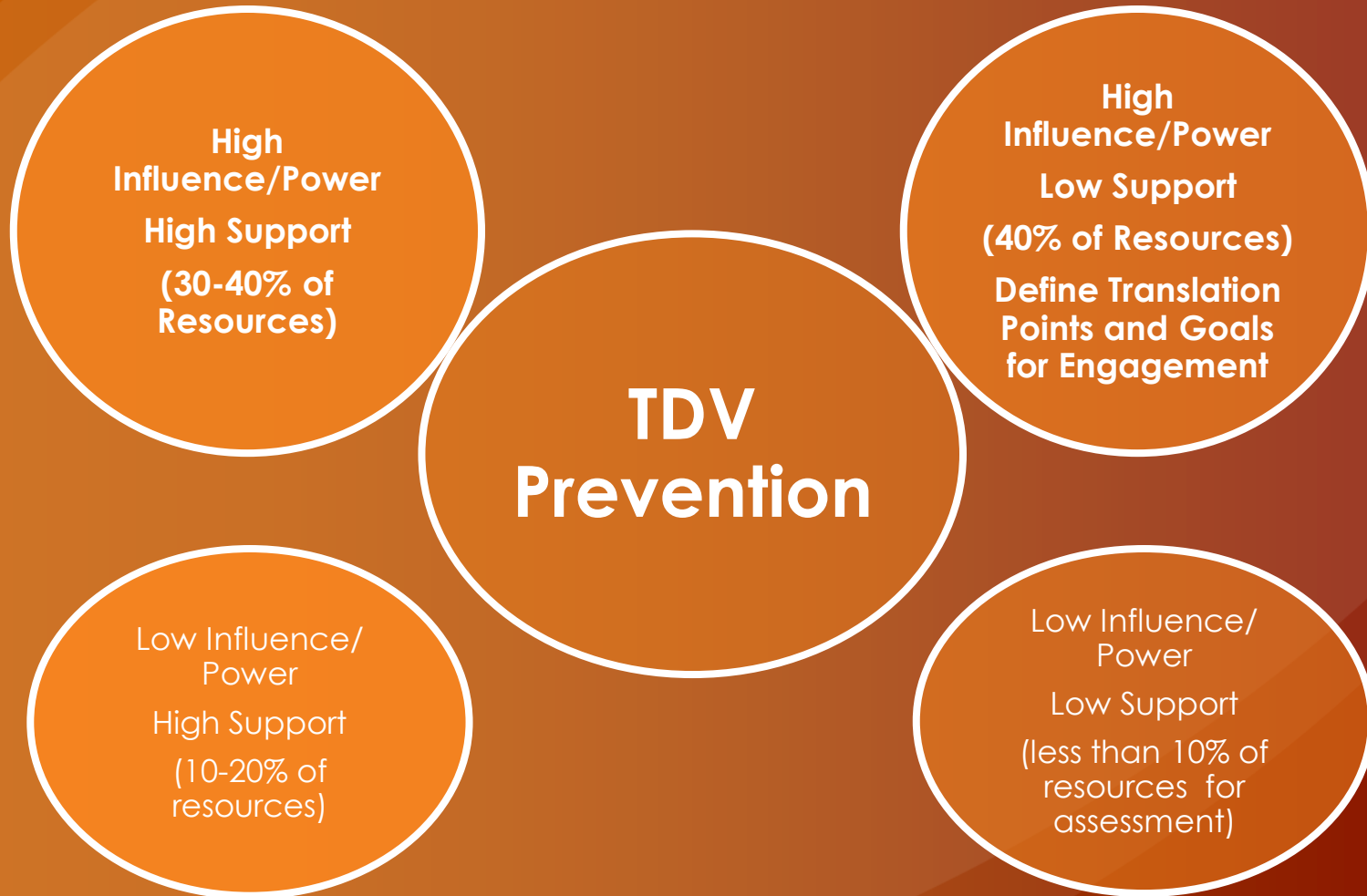


Surveying Your Landscape: Identifying Relationships and Using Data, Fiscal Analysis and Evaluation to Support Your Initiatives

# Innovative Relationships

- **Youth Alliances, Mayoral and Student Councils**
- **State Agencies on African-American, Asian, Latino, Native American Affairs**
- **Agencies serving youth and families who are Immigrants or Undocumented**
- Safe and Drug Free School Programs
- Bullying, Youth Suicide, Substance Abuse and Teen Pregnancy Preventionists
- School Administrator Conference Planners
- School-Based Health and Public Health Clinics
- Public/Private/Charter Middle and High Schools with Service Learning Projects
- Boys and Girls Clubs, YMCA, 4-H, Boy/Girl Scouts
- Summer Recreation Programs
- Public Libraries
- Judicial Conference Planners

# Prioritizing Strategic Relationships through Power-Mapping



# Know Your Numbers! Data-Driven Strategies and Fiscal Analysis

# Resources to Gather Data

- Youth Risk Behavior Survey (behaviors associated with violence, substance abuse, sexual risk taking behaviors):  
<http://www.cdc.gov/HealthyYouth/yrbs/index.htm>
- Teen Pregnancy Data:  
<http://www.thenationalcampaign.org/state-data/default.aspx>
- Youth Suicide Data:  
[http://www.suicidology.org/c/document\\_library/get\\_file?folderId=228&name=DLFE-227.pdf](http://www.suicidology.org/c/document_library/get_file?folderId=228&name=DLFE-227.pdf)
- State Departments of Health

# Fiscal Analysis Supporting TDV Prevention

Estimated costs/benefits of . . .

- TDV prevention and early intervention
- Workforce preparedness
- Service Learning/Volunteerism

Versus Costs of . . .

- Early, unplanned pregnancy and rapid repeat pregnancy
- Youth suicide

\*\*\*\*See toolkit for more detailed information.

# The Future of TDV Prevention: Efficacy, Outcomes and Evaluation

# TDV Prevention with Efficacy: Areas of Quality

- Key messages must address:
  - How adolescent needs/strengths differ from adults
  - How TDV differs from adult IPV or child witness to IPV
  - The mystery of mutual aggression
  - The need to embrace youth-serving collaborative partners
  - Youth-Adult Partnerships
  - Teen-led strategies
  - Peer education and advocacy



# Proposed Shared Measurements for Change

- Outcome 1: Reduce the rate of TDV reported by high school students.
- Outcome 2: Decrease peer and individual perception of adolescents ages 12-19 that abusive behavior is normative in dating relationships.
- Outcome 3: Increase adolescents' knowledge of dynamics of TDV.
- Outcome 4: Increase adolescents' knowledge of youth-centered TDV resources.
- Outcome 5: Increase adolescents' help seeking behavior.
- Outcome 6: Build culturally-relevant, youth-engaged coordinated community and state awareness and capacity to respond to TDV.
- Outcome 7: Develop a culturally-relevant, uniform, coordinated system of statewide surveillance and evaluation.

# Suggested Evaluation Strategies

- Leverage existing opportunities like Youth Focus Groups, Parent Nights, and Online Survey Tools
- Use social networking sites and online resources to gather data
- Propose additional TDV questions to State YRBS, if participating
- At every intervention, measure:
  - Change in Attitudes and Beliefs
  - Change in Knowledge
  - Change in Behavior
- Seek funding to support longitudinal studies on:
  - Programmatic impact
  - Evidence-based practices
  - Long-term changes in knowledge, attitudes, beliefs
  - Correlation between program intervention and reduction TDV and other adolescent health risks

# Your TDV Toolkit!

# Free or Low-Cost TDV Resources

# Break the Cycle Resources

- Ending Violence DVD
- Free Resources with youth-friendly information on healthy relationships, safety information, and more
- State by State Report Cards
- Technical Assistance on TDV



<http://www.breakthecycle.org>

New Mexico  
TDV  
Documentary

**DATE  
VIOLENCE**

Get it at  
[www.safeteennm.org](http://www.safeteennm.org)

# Dating and Violence Should Never Be a Couple DVD

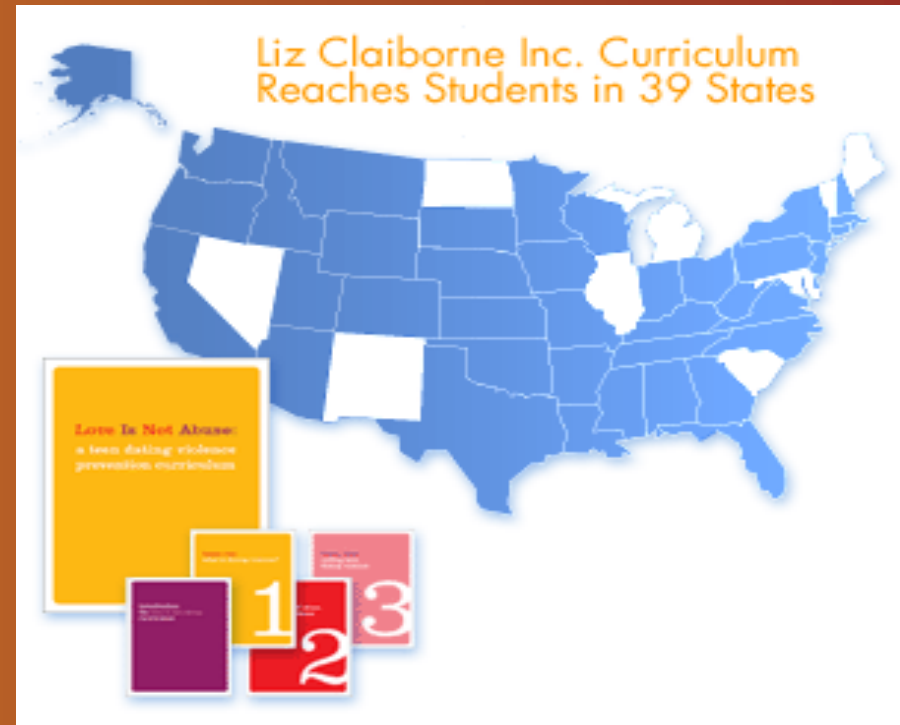


- Developed in collaboration with a Youth Advisory Board
- Diverse array of teens talk about their personal experiences with TDV
- The DVD is \$4.50 with poster included
- To order, visit the [ABA web store](http://www.abanet.org/publiced/teendating.shtml) or call 800-285-2221 (Product Code 3070001)

<http://www.abanet.org/publiced/teendating.shtml>

# Love is Not Abuse Website

- Designed for Teens and Adults
- Love is Not Abuse School Prevention Curriculum implemented in 39 States
- TDV and Tween Surveys
- Parent and Teen Handbooks



<http://loveisnotabuse.com>



# Love Is Respect Hotline & Website



**love is respect** .org

National Teen Dating Abuse Helpline

**1-866-331-9474 1-866-331-8453 TTY**

- In 2007, the Helpline engaged in more than 6,118 telephone and chat contacts
- Linked to social networking sites MySpace, Facebook, & Twitter
- Texting and Live Chats with Peer Advocates
- Toolkit with 10 TDV Facts, 10 Things You Can Do to Promote TDV Awareness, and More

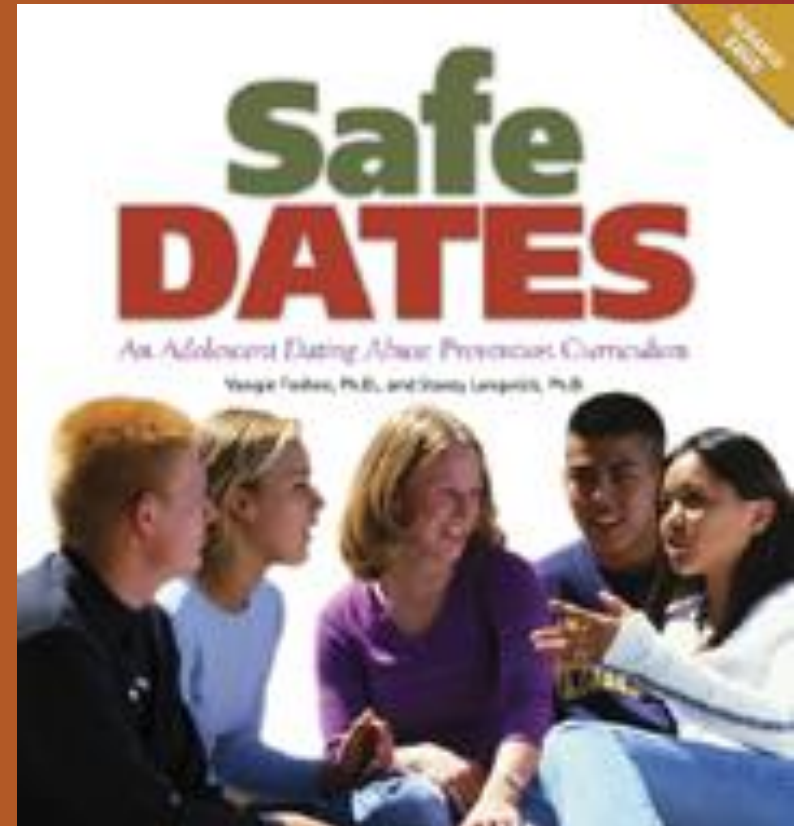
[www.Loveisrespect.org](http://www.Loveisrespect.org)

# Native American Women's Health Education Resource Center

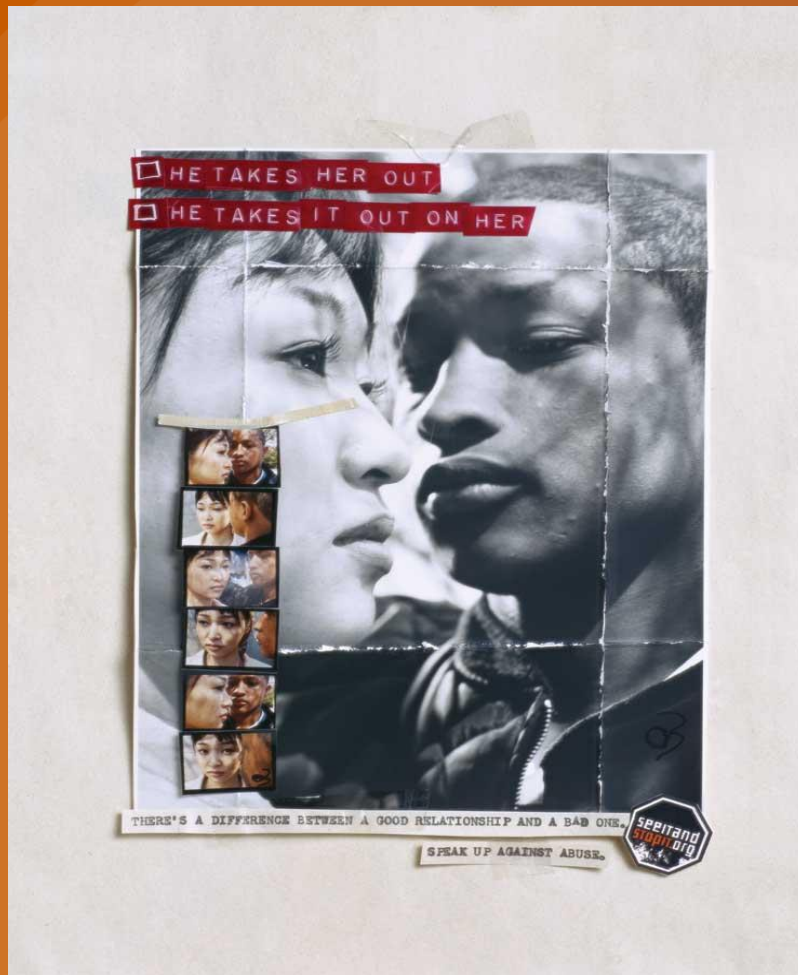
- Teen Dating Violence Prevention Curriculum  
<http://www.nativeshop.org/resources/health-book.html#teen>
- “Let’s Call it What it is” Companion Radio Program with shows on each of the modules  
<http://www.nativeshop.org/programs/dakota-talk-radio/dv-webcast.html>

# Safe Dates Curriculum

- **Research based, promising program** with strong, long-term outcomes.
- 9 session dating abuse curriculum and parent materials.
- Can be intervention tool at schools, domestic violence organizations, juvenile diversion programs, and with survivor support groups.
- Effective in both preventing perpetration and reducing perpetration among teens already using violence against their dates.



# See It and Stop It Website



- Written in Youth Language
- Online Toolkit
- Youth-Led Projects
  - Awareness and Information Events
  - Persuasion and Action Projects
  - Policy Projects
- Fact Sheets
- Brochures and Posters

<http://seeitandstopit.org/pages>

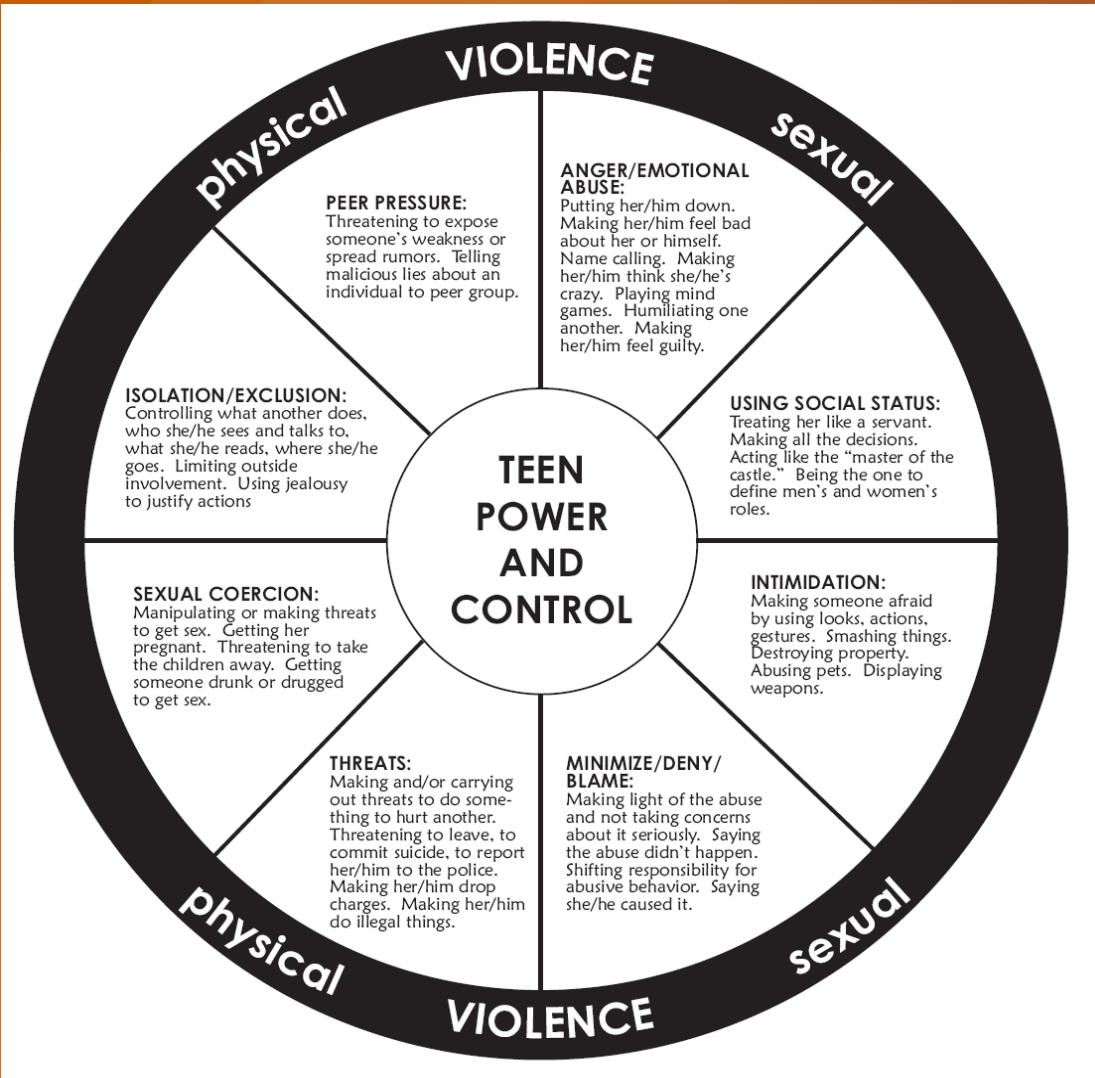
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# Teen Action Toolkit

Resource for implementing PYD in Youth Violence Prevention.

- <http://www.ncvc.org/ncvc/AGP.Net/Components/documentViewer/Download.aspxnz?DocumentID=43491>

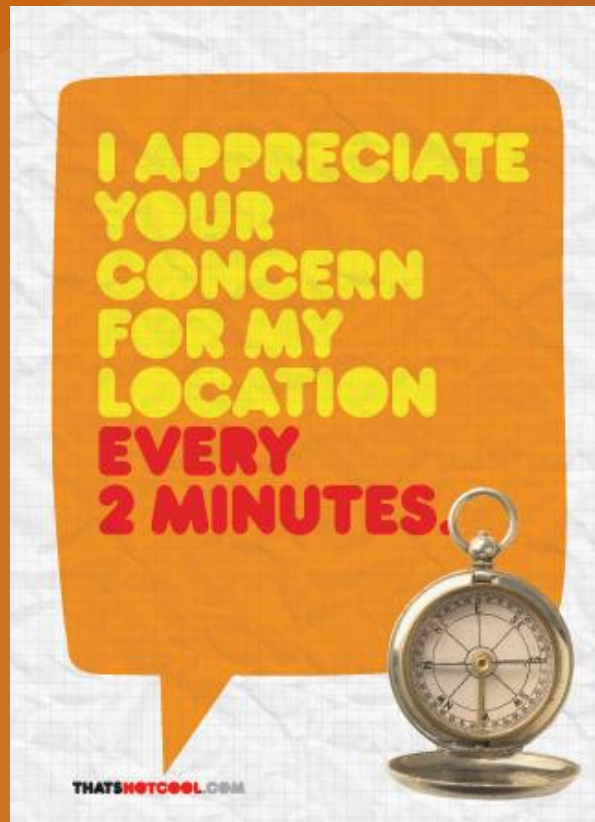
# TDV Power and Control Wheel



- ▶ Anger & Emotional Abuse
- ▶ Using Social Status
- ▶ Intimidation
- ▶ Minimize, Deny & Blame
- ▶ Threats
- ▶ Sexual Coercion
- ▶ Isolation & Exclusion
- ▶ \*\*Peer Pressure\*\*

<http://www.acadv.org/teenpcwheel.html>

# That's Not Cool Campaign



Thatsnotcool.com is sponsored by the Family Violence Prevention Fund and gives teens text or email resources (shout outs) to help support setting boundaries against Tech Abuse.

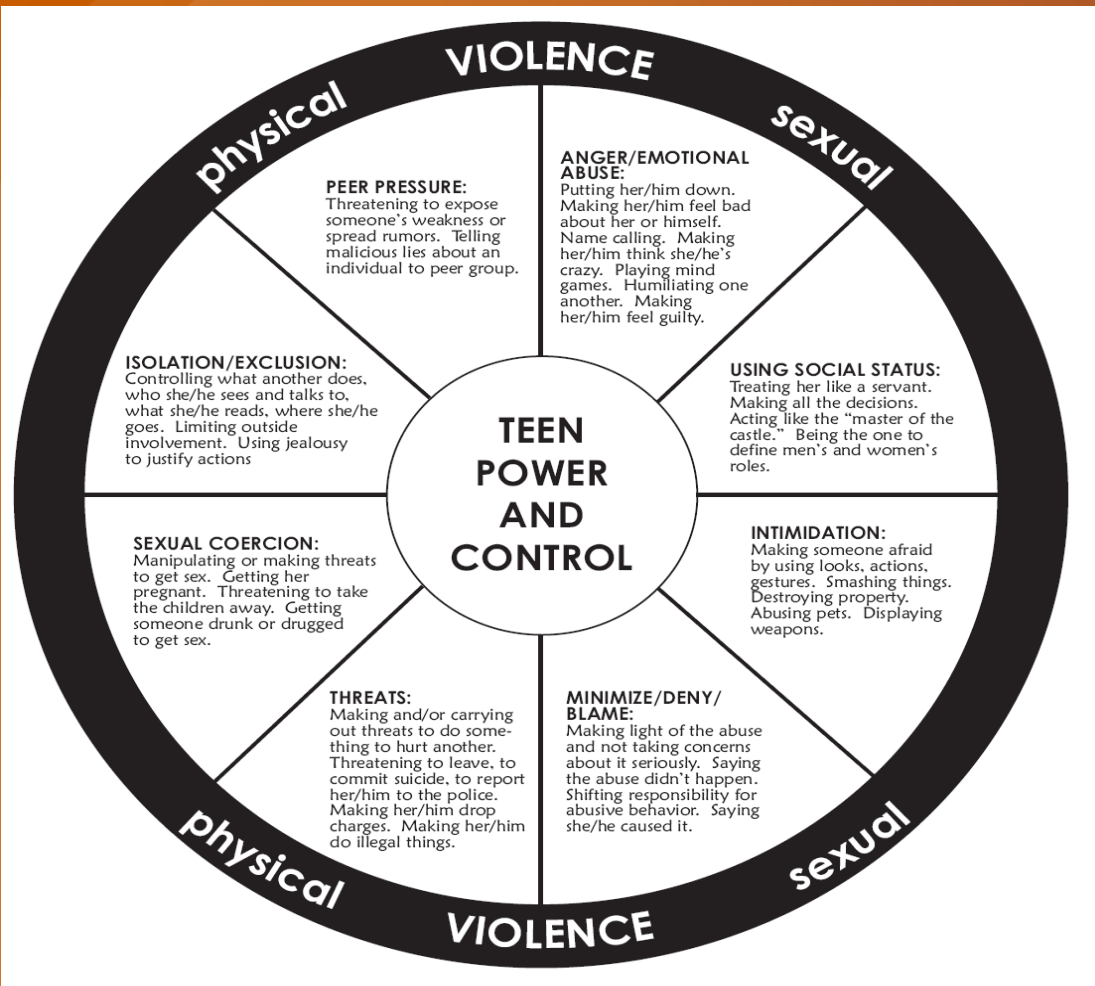
# Think.MTV.com

- Teen and organization-developed PSAs addressing TDV, including:
- Video Handbook for spotting warning signs
- Testimonies from survivors of TDV
- Love Is Respect PSA
- DoSomething.org reenactment of Chris Brown's assault on Rihanna (view first before showing to teens)

<http://think.mtv.com/044FDFFFF01AA10A1001700996CA2/>



# Youth-Specific Power and Control Wheel



- ▶ TDV handouts need to be teen-centered.
- ▶ Both P&C Wheel and Equality Wheel can be found at:

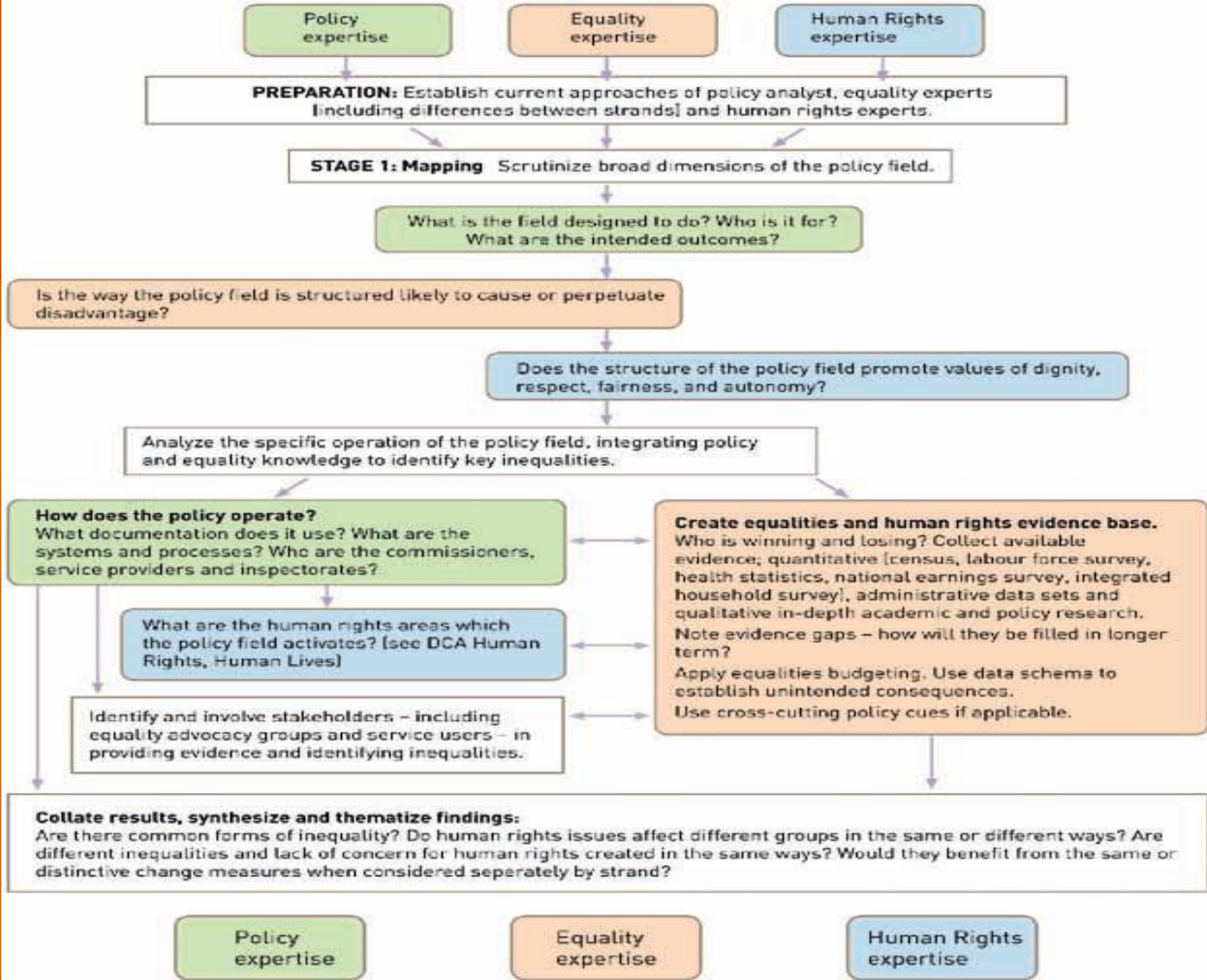
<http://unified-solutions.org/tva/resources.php?searchCatID=21&searchActive=1>

# More on Intersectionality Policy Analysis Tool

# A Contemporary Approach to Intersectionality Policy Analysis

(Corimer & Hankivsky, 2011)

- *Intersectionality Policy Process Analysis (Bishwakarma, Hunt, and Zajicek)*
  - Builds from Dunn's Policy Analysis Framework: 1. Agenda Setting; 2) Policy Formulation; 3) Policy Implementation; and, 4) Policy Assessment/Evaluation
  - Examines each stage of policy process to determine whether intersectionality analysis is both needed and included.
  - Argue that, to be done effectively, “representatives of intersectionally-defined target populations should be included proportionately in the policy process, including the implementation and evaluation stages” (Bishwakarma, Hunt, and Zajicek 2007, 21).
  - Promotes the elimination of policies that are developed for rather than with politically excluded constituencies (Phillips 1995).



**Collate results, synthesize and thematize findings:**

Are there common forms of inequality? Do human rights issues affect different groups in the same or different ways? Are different inequalities and lack of concern for human rights created in the same ways? Would they benefit from the same or distinctive change measures when considered separately by strand?

Policy  
expertise

Equality  
expertise

Human Rights  
expertise

**STAGE 2: Visioning**

With available evidence that you have collected in previous stages, 'vision' changes required at government, local government, and service provider levels of implementation

**STAGE 3: Roadtesting**

Collate 'visioning' and run 'cameos'/scenarios, e.g., will this work for a gay, disabled man, a father of two who is living in a rural area and wants to find and pay for his own carer? Will it work for a single Bangladeshi mother of three on a low income living in Newport who wants to retrain by attending Further Education College?

What services would need to be in place to open access in practice?

Design consultation / engagement with stakeholders [interest groups, equality groups, service providers, service users, inspectorates, on proposed changes to ensure these will have intended benefits

**STAGE 4: Monitoring and Evaluation**

Set equality and Human Rights indicators and outcomes

Identify inspectorates and provide inspection criteria

Set strategy for continuous data collection to ensure new policy and service provision is meeting projected outcomes

Review — use feedback from consultations to refine advice and information cross-strand

# Bringing Collective Impact to Life in TDV Prevention

# Collective Impact Moves TDV Policy Dialogue to Strengths Paradigm

- **Strengths or Assets-Focused Paradigm**

- Envisioning What Might Be
- Dialoguing What Should Be
- Innovating What Will Be
- **Communities, Organizations, Families & People are Mysteries to be Embraced!**

- **Deficits-Focused Paradigm**

- Analysis of Root Causes
- Analysis of Possible Solutions
- Plan of Action (Treatment)
- **Communities, Organizations, Families & People are Problems to be Solved.**

# Bringing Collective Impact to Life

(Hanleybrown, Kania & Kramer, 2012)

- Phase I, *Initiate Action*:
  - Asset Mapping: Understanding landscape of key players and the existing work
  - Gathering baseline data on the challenge/social problem to develop the case for change
  - Crafting governance structure that includes strong and credible champions
- Phase II, *Organize for Impact*:
  - Collaboration and consensus-building among stakeholders toward common goals and shared measures
  - Building and supporting backbone infrastructure,
  - Begin process of aligning the many organizations involved against the shared goals and measures
- Phase III, *Sustain Action and Impact*:
  - Coordinated stakeholder pursuit of prioritized areas for action
  - Systematic data collection
  - Implement sustainable processes that enable active learning and course correcting



# Phases of Collective Impact

(Hanleybrown, Kania & Kramer, 2012)

<b>Phases of Collective Impact</b>			
<b>Components for Success</b>	<b>PHASE I Initiate Action</b>	<b>PHASE II Organize for Impact</b>	<b>PHASE III Sustain Action and Impact</b>
<b><i>Governance and Infrastructure</i></b>	Identify champions and form cross-sector group	Create infrastructure (backbone and processes)	Facilitate and refine
<b><i>Strategic Planning</i></b>	Map the landscape and use data to make case	Create common agenda (goals and strategy)	Support implementation (alignment to goals and strategies)
<b><i>Community Involvement</i></b>	Facilitate community outreach	Engage community and build public will	Continue engagement and conduct advocacy
<b><i>Evaluation and Improvement</i></b>	Analyze baseline data to identify key issues and gaps	Establish shared metrics (indicators, measurement, and approach)	Collect, track, and report progress (process to learn and improve)

# Backbone Organizations

(Hanleybrown, Kania & Kramer, 2012)

Backbone Organizations				
Types of Backbones	Description	Examples	Pros	Cons
<i>Funder-Based</i>	One funder initiates CI strategy as planner, financier, and convener	Calgary Homeless Foundation	<ul style="list-style-type: none"> <li>Ability to secure start-up funding and recurring resources</li> <li>Ability to bring others to the table and leverage other funders</li> </ul>	<ul style="list-style-type: none"> <li>Lack of broad buy-in if CI effort seen as driven by one funder</li> <li>Lack of perceived neutrality</li> </ul>
<i>New Nonprofit</i>	New entity is created, often by private funding, to serve as backbone	Community Center for Education Results	<ul style="list-style-type: none"> <li>Perceived neutrality as facilitator and convener</li> <li>Potential lack of baggage</li> <li>Clarity of focus</li> </ul>	<ul style="list-style-type: none"> <li>Lack of sustainable funding stream and potential questions about funding priorities</li> <li>Potential competition with local nonprofits</li> </ul>
<i>Existing Nonprofit</i>	Established non-profit takes the lead in coordinating CI strategy	Opportunity Chicago	<ul style="list-style-type: none"> <li>Credibility, clear ownership, and strong understanding of issue</li> <li>Existing infrastructure in place if properly resourced</li> </ul>	<ul style="list-style-type: none"> <li>Potential "baggage" and lack of perceived neutrality</li> <li>Lack of attention if poorly funded</li> </ul>
<i>Government</i>	Government entity, either at local or state level, drives CI effort	Shape Up Somerville	<ul style="list-style-type: none"> <li>Public sector "seal of approval"</li> <li>Existing infrastructure in place if properly resourced</li> </ul>	<ul style="list-style-type: none"> <li>Bureaucracy may slow progress</li> <li>Public funding may not be dependable</li> </ul>
<i>Shared Across Multiple Organizations</i>	Numerous organizations take ownership of CI wins	Magnolia Place	<ul style="list-style-type: none"> <li>Lower resource requirements if shared across multiple organizations</li> <li>Broad buy-in, expertise</li> </ul>	<ul style="list-style-type: none"> <li>Lack of clear accountability with multiple voices at the table</li> <li>Coordination challenges, leading to potential inefficiencies</li> </ul>
<i>Steering Committee Driven</i>	Senior-level committee with ultimate decision-making power	Memphis Fast Forward	<ul style="list-style-type: none"> <li>Broad buy-in from senior leaders across public, private, and nonprofit sectors</li> </ul>	<ul style="list-style-type: none"> <li>Lack of clear accountability with multiple voices</li> </ul>

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# More on Community Assets Mapping

# Community Assets Mapping

- Uses data to guide community needs
- Basis of developing CCR to TDV
- Creative and participatory tool used to build capacity and engage youth with their communities
- Looks at existing community resources (traditional and non-traditional), not gaps or deficits.
- Supports community building through developing partnerships between adults and youth in a conversation about issues affecting them.
- Finds resources for youth (green spaces, programs, safe places)
- Relies on the framework of viewing a community from its assets, rather than deficits, in order to utilize and diversify existing resources
- For resources to begin Community Assets Mapping, see:

[http://www.bonner.org/resources/modules/modules\\_pdf/BonCurCommAssetMap.pdf](http://www.bonner.org/resources/modules/modules_pdf/BonCurCommAssetMap.pdf)

[http://www.orau.gov/cdcynergy/demo/Content/activeinformation/resources/SOC\\_assets\\_mapping.pdf](http://www.orau.gov/cdcynergy/demo/Content/activeinformation/resources/SOC_assets_mapping.pdf)

# Basic Principles of Community Assets Mapping

## **Youth Centered and Participatory**

- Engaging and empowering youth through their meaningful involvement

## **Inclusive of Diversity**

- Preserving ethnic, geographic, linguistic integrity throughout process, including learning styles, education and development levels, and traditions

## **Striving for Positive Social Change**

- Promoting community awareness, peer advocacy and fostering community health and strength

## **Sustainability**

- Plan for sustainable initiatives that can adjust and grow with community

## **Community Driven**

- Accessible community based strengths and resources

## **Identifying, Developing and Strengthening Relationships**

- Focus on traditional and non-traditional allies and partners, link existing resources, and providing outreach to underserved/underrepresented members of a community

## **“Multi-spective”**

- Openness to innovation, out-of-the-box thinking and resources

# Applying PYD in the Field

The Starting STRONG! Model

# Applying PYD in the Field: The Starting STRONG! Model

- A model to frame the key elements of successful PYD initiatives
- Integrates primary or universal prevention tools while remaining congruent with PYD and asset-based approaches
- Emphasizes sustainability and evaluation to “know if you are making a difference”
- Suggests that reflection on accomplishments and integration of feedback are forms of continuous programmatic improvement



# The Starting STRONG! Model (Nelson, 2010)

**S**

- Strategic: Youth-defined and led, data-driven, and framed by the Spectrum of Prevention

**T**

- Thriving Youth: Promotes positive youth outcomes where youth thrive through preparedness, connectedness and engagement

**R**

- Resiliency and Assets-Based

**O**

- Ongoing: Starts with sustainability and ways to leverage scarce resources in mind

**N**

- Natural Supports: Identifies allies, map individual, community, state and national assets, and engage them

**G**

- Getting to Actions and Outcomes: Using SMART Goals, an action plan is developed and provides opportunities to reflect on accomplishments and integrate feedback.

# A Starting STRONG! Strategic Tool: The Spectrum of Prevention

## Level 1: Strengthening Individual Knowledge and Skills

- Empower youth with choice in their healthcare and engage their families.
- Support a data-driven youth-selected initiative
- Develop a cadre of youth peer educators

## Level 2: Promoting Community Education

- Develop universal awareness campaign
- Define scope of targeted community education (peers, parents, school personnel, etc.)

## Level 3: Educating Youth-Serving Providers, School Personnel, Community Leaders, & Others

- Making a strategic plan for trainings
- Include evaluation and feedback

## Level 4: Fostering and Strengthening Coalitions and Networks

- Promote Youth Inclusion in Existing Coalitions and Networks
- Start a local Youth-led Coalition or Network

## Level 5: Changing Organizational Practices

- Promote PYD within youth-serving organizations, systems involved in the lives of youth and beyond (ex. Youth Members on Boards, Adolescent Health Councils, or Community/School Health Advisory Councils)

## Level 6: Influencing Organizational and School Policies and Local, State and National Legislation

- Identify and target policies or legislation that promotes risk
- Develop policies or legislation that promotes PYD, youth engagement and resiliency

# Starting STRONG!

## What Young People Need to Thrive

- In order to thrive, young people need their needs met (shelter, food, etc) and feel safe before they can grow and learn.
- Preparedness – Young people need to develop competencies and skills to ready themselves for work and adult life. Competencies range from academic, social, emotional to vocational, cultural.
- Connectedness – Young people need to belong, to be connected to family and community to thrive. A growing body of brain research indicates that we are hardwired to connect. It is a core requisite to learn, develop and interact with the world.
- Engagement – Young people need opportunities to engage in meaningful activities, have a voice, take responsibility for their actions, and actively participate in civic discourse.
- Instead of asking what we can do to prevent and fix behavior problems, we are asking what opportunities, learning experiences, supports do we need to give young people so that they feel connected, prepared and engaged.

# Promoting Positive Youth Outcomes

- Civic and social: To work collaboratively with others for the larger good, and to sustain caring friendships and relationships with others.
- Cultural: To respect and affirmatively respond to differences among groups and individuals of diverse backgrounds, interests, and traditions.
- Physical health: To act in ways that best ensure current and future physical health for self and others.
- Emotional health: To respond affirmatively and to cope with positive and adverse situations, to reflect on one's emotions and surroundings, and to engage in leisure and fun.
- Intellectual well-being: To learn in school and in other settings; to gain basic knowledge needed to graduate high school; to use critical thinking, creative, problem-solving and expressive skills; and to conduct independent study.
- Employability: To gain the functional and organizational skills necessary for employment, including an understanding of careers and options and the steps necessary to reach goals.

# TDV Fiscal Analysis Information

# Fiscal Analysis: Teen Pregnancy Costs

National Health Risk Associated with Dating Violence	Annual Fiscal Costs	Lifetime Social Costs
Teen Pregnancy		
Lifetime Lost Wages for Teen Mothers	\$50,000 to \$120,000	Teen parents tend to have less education and are more likely to live in poverty than their peers.
Lifetime Lost Wages for Children of Teen Parents	\$1,000,000	Infants born to teen mothers are more likely to have health problems at birth and do poorly in school.
Annual Costs of Child Protective Service Resources for Children of Teen Parents	\$1,000,000 to \$2,000,000	Children of teen parents are more likely to experience incarceration.

# Fiscal Analysis: Teen Substance Abuse

National Health Risk Associated with Dating Violence	Annual Fiscal Costs	Lifetime Social Costs
Methamphetamine Use Impact, including costs from addiction, premature death, drug treatment, lost productivity, and the cost of removing children from their parents' homes due to meth use.	\$23,400,000,000	New Mexico high school students reporting physical dating violence also report using methamphetamine at more than 5 times the rate of other students.
Cost of underage drinking.	\$62,000,000,000	High school victims of dating violence report binge drinking at 45% versus 24.7% of other students.
Cost of Alcohol-Related Teen Violence and Delinquency	\$29,400,000,000	

<sup>14</sup> RAND Corporation (2005).

<sup>15</sup> Substance Abuse and Mental Health Services Association (2006). Retrieved June 20, 2010, from [http://www.cspinet.org/new/pdf/youth\\_alcohol.sept08.pdf](http://www.cspinet.org/new/pdf/youth_alcohol.sept08.pdf).

<sup>16</sup> Substance Abuse and Mental Health Services Association (2006). Retrieved June 20, 2010, from [http://www.cspinet.org/new/pdf/youth\\_alcohol.sept08.pdf](http://www.cspinet.org/new/pdf/youth_alcohol.sept08.pdf).

# Fiscal Analysis: Youth Suicide and Juvenile Justice Involvement

National Health Risk Associated with Dating Violence	Annual Fiscal Costs
Attempts	\$1,512,000,000
Lost Productivity	\$32,000,000,000
Medical Costs	\$1,000,000,000
Average Cost for Each Completed Suicide for Youth Ages 10 to 24	\$1,900,000,000 (future work loss) \$ 5,000 (medical costs)
Average Cost for Each Non-Fatal Suicide Attempt for Youth Ages 10 to 24	\$11,000 (work loss) \$9,000 (medical costs)
<b>Juvenile Justice Services</b>	
National costs to victims, including quality of life and productivity losses.	\$6,600,000,000
Individual Cost to Victim	\$16,600 to \$17,700
Juvenile Justice System Cost per Crime	\$44,000
Societal cost of one youth reverting to a life of crime	\$1,900,000 to \$2,600,000

<sup>[1]</sup> National Data, (2003)

<sup>[2]</sup> The Lifeline National Hotline Youth Suicide Facts and Statistics (2008). Retrieved June 20, 2010, from [http://static.doh.wa.gov/hsqa/emstrauma/injury/YSP/YSP\\_Stats.htm](http://static.doh.wa.gov/hsqa/emstrauma/injury/YSP/YSP_Stats.htm).

<sup>[3]</sup> Miller, Fisher & Cohen (2001)

<sup>[4]</sup> Cohen (1998b)

<sup>[5]</sup> Cohen (1998b)

<sup>[6]</sup> Cohen (1998b)



# Fiscal Analysis: Adult Intimate Partner Violence

National Health Risk Associated with Dating Violence	Annual Fiscal Costs	Lifetime Social Costs
Workforce Impact		Victims of intimate partner violence lost a total of 8.0 million days of paid work.
National costs associated annually with domestic violence-related legal and services, law enforcement intervention, incarceration, and shelters, lost earnings and cost of time, employment and workers' productivity.	\$12,600,000,000 to \$329,800,000,000	Women who experienced domestic violence are as likely to be currently employed as other women, but were more likely to have been unemployed in the past, to have health problems and to be welfare recipients.
Estimated State Level Costs	\$14,200,000,000	
Behavioral Health Treatment	\$3,087 per victim	Victims of domestic violence are more likely to experience depression, anxiety, and post-traumatic stress disorder than those who have not experienced abuse.
Medical Costs	\$4,341 per patient	5.3 million acts of intimate partner violence occur each year, resulting in nearly 2 million injuries, more than 550,000 of which required medical attention. Women who are victims of intimate partner violence have 1.6 times higher estimated medical costs compared to other women.

<sup>14</sup> Centers for Disease Control and Prevention (2003)

<sup>15</sup> Women's Advocates Inc. (2002)

<sup>16</sup> Miller, Fisher & Cohen (2001)

<sup>17</sup> Lloyd & Taluc (1999)

<sup>18</sup> State of Pennsylvania, Miller, Fisher & Cohen (2001)

<sup>19</sup> New & Berliner (2000)

<sup>20</sup> Centers for Disease Control and Prevention (2003)

<sup>21</sup> Ulrich et al. (2003)

# Fiscal Analysis: Benefits of Prevention

Benefits of Prevention	Cost Savings
Prevention Initiatives Targeted at Reducing Delinquent Acts	258 serious crimes prevented per \$1,000,000 spent
Incarceration of Juveniles Versus Prevention Costs Over 4 Years	\$25,650 versus \$1,140
Mentorship Programs	\$231 to \$4,651 in net benefits per participant
Intensive Probation as an Alternative to Detention	\$19,106 to \$19,382 in net benefits per participant

<sup>1</sup> Greenwood et al. (1996)

<sup>2</sup> Fass & Pi (2002)

<sup>3</sup> Aos et al. (2001)

<sup>4</sup> Aos et al. (2001)

# ¡Mil Gracias! Thank you!

Direct questions and inquiries to:

Anna Nelson, LISW

E: [anelson@nmforumforyouth.org](mailto:anelson@nmforumforyouth.org)

Text or Call: 505.319.8822