

AGREEMENT FOR SERVICE DELIVERY EXPERIENCE
BETWEEN
VIRGINIA COMMONWEALTH UNIVERSITY
School of Medicine
AND
DEPARTMENT OF JUVENILE JUSTICE

This Agreement is made on _____ between the Virginia Commonwealth University School of Medicine (hereinafter the "School") and the Virginia Department of Juvenile Justice (hereinafter the "Facility").

WHEREAS, Kellie Carlyle, Principle Investigator (PI) of the Office of Juvenile Justice and Delinquency Prevention (OJJDP) sponsored grant, is faculty in the School of Medicine; and

WHEREAS, the grant provides programs and services to girls involved in the Virginia DJJ; and

WHEREAS, the PI desires the assistance of the Facility in providing access to girls housed at Bon Air; and

WHEREAS, the Facility wishes to assist the PI in providing a positive youth development program, "Do You", to girls at Bon Air Juvenile Correctional Center;

NOW, THEREFORE, in consideration of the mutual agreements set forth herein, the School and the Facility agree as follows:

I. Mutual Responsibilities of the School and the Facility.

A. The School and the Facility shall determine the number of program facilitators to be granted access to the Facility for the delivery of the "Do You" program.

B. In accordance with applicable law, neither party will discriminate on the basis of age, color, disability, gender identity or expression, marital status, military status (which includes active duty service members, reserve service members, and dependents), national or ethnic origin, political affiliation, race, religion, sex (including pregnancy), sexual orientation, veteran status or family medical or genetic information in the administration of this Agreement.

II. Responsibilities of the School.

A. The School/PI shall assume the overall responsibility for development and delivery of the program through its designated facilitators.

B. The School/PI shall refer to the Facility only those facilitators who have satisfactorily completed the training to deliver the program.

C. The School/PI shall be responsible for the final evaluation of program.

D. The School/PI shall notify the Facility contact person of its planned schedule of

program session(s), including the dates, times and duration of program sessions and the name(s) of the facilitator(s).

E. The School/PI, through the designated course facilitators, shall provide the Facility with educational objectives and evaluation forms (as appropriate) for the program.

F. The School/PI shall advise the program facilitators assigned to the Facility of their responsibility for complying with the existing rules and regulations of the Facility, including the responsibility for preserving the confidentiality of resident information and for complying with any requirements of the Facility and successful Child Protective Services and criminal background check requirements of the Facility prior to the beginning of program delivery.

G. Facilitators who participate in instructional experiences under this Agreement are covered for professional liability by the Commonwealth of Virginia's Self-Insured Risk Management Plan. Upon request, the School shall furnish the Facility with information regarding such self-insured coverage. (See attached Certificate of Coverage).

H. PREA Compliance. The School/PI will direct its program facilitators to comply with the Prison Rape Elimination Act of 2003 ("PREA," Federal Law 42 U.S.C.15601 et seq.) and with all applicable PREA Standards, DJJ procedures related to PREA and DJJ requirements related to PREA for preventing, detecting, monitoring, investigating, and eradicating any form of sexual abuse within DJJ facilities, programs, and offices whether owned, operated, or contracted. The School's program facilitators will complete the mandatory PREA training that shall be arranged with DJJ's PREA Coordinator. Failure of any program facilitator to comply with PREA, including DJJ's PREA Standard Operating Procedures may result in termination of the Agreement.

I. Mandatory Reporting. The School/PI will inform the program facilitators that they are required by DJJ to comply with the child abuse and neglect mandatory reporting requirements contained in Section 63.2-1509 of the Code of Virginia. DJJ may prohibit any program facilitators from participating in the program if DJJ finds that the program facilitator has violated an applicable law or procedure.

J. The School/PI reserves the right to terminate the program if the School determines that conditions at the Facility are detrimental to program delivery.

K. The School/PI shall present all proposed materials and program descriptions designed to be delivered to the residents to the Health Services Director or designee. The School/PI shall not utilize any materials or implement any programming without the written approval of DJJ's Health Services Director.

III. Responsibilities of the Facility.

A. The Facility shall have ultimate responsibility for providing care to the recipients of its services (hereinafter referred to as "residents").

B. Background Checks. DJJ will complete background check investigations on all program facilitators designated by the School and inform the School/PI whether each program facilitator satisfactorily meets the requirements to work directly with residents.

C. The Facility shall designate personnel to collaborate with program facilitators in planning for the use of facilities and provision of appropriate learning opportunities in accord with the objectives for the program.

D. The Facility shall provide the names of program participants to DJJ's Research Manager in support of aggregate data requests by the School/PI.

E. The Facility reserves the right to request that the School/PI withdraw from the program any facilitator whose health or performance is detrimental to resident well-being or to the operation of the Facility.

F. The Facility shall provide the School/PI with information regarding the availability of first aid and emergency care for program facilitators while on the property of the Facility.

G. DJJ is covered for professional liability by the Commonwealth of Virginia's Self-Insured Risk Management Plan. Upon request, DJJ shall furnish the School with information regarding such self-insured coverage.

H. The Facility will provide written notification to the School/PI promptly if a claim arises involving a program facilitator.

I. DJJ's Health Services Director or designee shall review all proposed materials and program descriptions. Feedback and approval will be provided to the School/PI in writing as indicated in Section II, subsection K above.

IV. Responsibilities of the Program Facilitators.

A. The School/PI shall advise the program facilitators that they are responsible for demonstrating professional behavior appropriate to the environment of the Facility, including protecting the confidentiality of resident information and maintaining high standards of service provision.

B. The School/PI shall advise program facilitators that they are to not to provide personal contact information, to include university email addresses, to any residents or in any way seek to have contact with residents outside the scope of approved onsite sessions, make arrangements for contact at a future point, and/or exchange personal written communication.

V. Term and Termination. This Agreement shall become effective immediately and shall remain in effect for one year unless otherwise sooner terminated as hereinafter provided. Either party may terminate the Agreement with at least sixty (60) days written notice to the other party.

VI. Notice. Any written communication or notice pursuant to this Agreement shall be made to the following representatives of the respective parties at the following addresses:

For the School:
Kellie Carlyle, PhD
VCU School of Medicine
1201 East Marshall Street
Richmond, VA 23298
Tel: 804-828-9788
Email: kellie.carlyle@vcuhealth.org

For the Facility:
Mark Murphy
Virginia Dept. of Juvenile Justice
600 East Main Street
Richmond, VA 23219
Fax: 804-371-6497
Tel: 804-371-0700
Email: Mark.Murphy@djj.virginia.gov

VII. General Confidentiality Requirement. The School and DJJ agree to adhere to all federal and state laws and regulations regarding confidentiality of juvenile offender and resident information.

A. Confidentiality Agreement: The School will inform the program facilitators of DJJ's requirement to sign and return to the designed DJJ contact person a Confidentiality Agreement in the form set forth in Attachment A.

B. Storage: The School will maintain any records that indicate the identity of juveniles in the custody of DJJ in paper form, in a locked file cabinet at all times. Individuals with access to the locked file cabinet will sign a Confidentiality Agreement.

VIII. Drug-Free Workplace. The School acknowledges that the following acts by program facilitators are prohibited:

A. The unlawful manufacture, distribution, dispensing, possession or use of alcohol or other drugs; and

B. Any impairment or incapacitation from the use of alcohol or other drugs except the use of drugs for legitimate medical purposes.

The School further acknowledges that they understand that a violation of these prohibitions constitutes a breach of this Agreement and may result in DJJ seeking default action being taken by DJJ in addition to seeking any criminal penalties that may result from such conduct

IX. Entire Understanding. Unless otherwise specified, this Agreement contains the entire understanding of the parties as to the matters contained herein, and it shall not be altered, amended or modified except by a writing executed by the duly authorized officials of both the School and the Facility.

VIII. Severability. If any provision of the Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms, disregarding such unenforceable or invalid provision.

IX. Captions. The caption headings contained herein are used solely for convenience and shall not be deemed to limit or define the provisions of this Agreement.

X. No Waiver. Any failure of a party to enforce that party's rights under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any of the provisions contained herein.

XI. Applicable Laws. This Agreement shall be governed and construed in accordance with the laws of the Commonwealth of Virginia without effect to any choice or conflict of law provision or rule. The parties will comply with all applicable federal, state, and local laws, rules, and regulations.

XII. Binding Effect. This Agreement shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and assigns.

Virginia Department of Juvenile Justice

Virginia Commonwealth University

Murphy Mark
rjd38587

Digitally signed by Murphy Mark
rjd38587
Date: 2023.05.10 16:05:14 -04'00'

Signature

Signature

Full Name and Title

Full Name and Title

Date: _____

Date: _____

Director, Virginia Department of Juvenile Justice


Signature

Amy M. FLORIANO
Print Full Name

Date: 5/11/2023

Virginia Department of Juvenile Justice
Confidentiality Agreement

I _____ (Receiving Party) hereby enter into this Confidentiality Agreement with the Virginia Department of Juvenile Justice (Department) for the purpose of preventing the unauthorized disclosure of Confidential Information as defined below. I understand that I may learn or have access to Confidential Information and agree to protect Confidential Information against unauthorized access or disclosure.

1. **Definition of Confidential Information.** For the purpose of the Confidentiality Agreement, Confidential Information shall include but is not limited to the offense, social, medical, psychiatric, and psychological reports and records of individuals, whether identifiable or non-identifiable, who are or have been (i) before the court, (ii) under supervision, or (iii) receiving services from a court service unit or who are or have been committed to the Department. (See § 16.1-300 of the *Code of Virginia*.)
2. **Exclusions from Confidential Information.** Receiving Party’s obligations under this Agreement do not extend to information that is:
 - (a) Publicly known at the time of disclosure or subsequently becomes publicly known through no fault of the Receiving Party; or
 - (b) Learned by the Receiving Party through legitimate means other than from the Department or the Department’s representatives.
3. **Obligations of Receiving Party.** Receiving Party shall:
 - (a) Adhere to all federal and state laws and regulations regarding confidentiality of juvenile offender information;
 - (b) Not use the information for any purpose beyond the program;
 - (c) Hold and maintain the Confidential Information in strictest confidence;
 - (d) Agree to have any employee, student, or other individual associated with this project that has or potentially could have access to the data sign a confidentiality agreement;
 - (e) Agree to store all data on a password-protected computer or in a secure location (e.g., locked file cabinet or drawer);
 - (f) Agree to destroy or return to the Department all Confidential Information or data within ten days of any request by the Department;
 - (g) Agree not to publish, copy, or otherwise disclose to others, or permit the use by others any Confidential Information;
 - (h) Agree to refer any person requesting access to Confidential Information to the Department;
 - (i) Agree not to publish, disclose, or associate the Department’s name with any publications arising from information received from the Department without the express written permission of the Director of the Department; and
 - (j) Agree that any publication, presentation, or disclosure of information received from the Department will present the results or findings in aggregate form.
4. **Time Periods.** The nondisclosure provisions of this Agreement shall survive the termination of the Confidentiality Agreement and Receiving Party's duty to hold Confidential Information in confidence shall remain in effect until the Confidential Information is destroyed.

This Confidentiality Agreement and the Receiving Party’s obligations shall be binding on the representatives, assigns, and successors for the Receiving Party.

Program Name: _____

Name Printed: _____

Signature: _____

History of the DO YOU Campaign

To combat the public health problem posed by sexual violence (SV) and intimate partner violence (IPV), Virginia is continually improving services to meet the needs of local communities. In addition, Virginia and other states are continually developing and expanding prevention programs for children, youth, and adults to address the root causes of SV/IPV and shift cultural attitudes that allow SV/IPV to exist within our communities and larger society.

The Virginia Sexual and Domestic Violence Action Alliance (Action Alliance), with community stakeholders, continuously engages in needs assessments and systematic planning processes that improve the response to and prevention of SV/IPV. Over the course of many years, stakeholders identified risk factors correlated with higher perpetration of SV/IPV, as well as protective factors that correlated with healthy relationship outcomes in Virginia. Stakeholders developed a goal specifically focused on reducing risk for and incidence of dating abuse among Virginia's teen populations. The Do You Campaign was born out of this collaborative assessment and systematic planning process.

To support the development and strategic design of the DO YOU Campaign, a Teen Campaign Advisory Committee was created with representation of stakeholders who have specific experience or expertise related to achieving the desired outcomes. These stakeholders include Virginia's sexual and domestic violence member agencies, public policy experts, social justice and violence prevention advocates, college students and youth, campus personnel, youth serving professionals, and several other allies across the state working in the sexual and domestic violence field. The Advisory Committee, with leadership from Action Alliance staff, was tasked with the role of:

- Guiding the goals and messages for a new statewide campaign to address dating violence among teens;
- Determining how the campaign messages are delivered;
- Assisting in the development and implementation of evaluation strategies to measure effectiveness of the campaign

In order to ensure the campaign's success, the advisory committee chose to pursue a community-informed (focus group) process in understanding teen perceptions around dating violence and in developing evidence-based campaign values and goals. Additionally, because statewide data suggests that Black women are disproportionately affected by intimate partner homicide, an intentional focus on Black teen experiences and thus culturally relevant data collection was included.

Under the guidance of the advisory committee, Action Alliance staff conducted 18 focus groups with 118 high school students from across the Commonwealth, with a significant number of these being Black student groups specifically. These groups were organized by the gender identities of the participants. Many key themes arose from the focus groups.

Focus group key findings

The structure, goals, assumptions, and values of the DO YOU Campaign are based on the following key findings from focus groups conducted with more than 100 14- to 16- year olds:

1. Teens can identify healthy characteristics in a relationship, but have low expectations that they will experience healthy relationships.
2. Teens often have different expectations in dating relationships based on their gender identity.
3. Teens want more access to information about healthy relationships and healthy sexuality, and prefer small, same-gender groups to discuss issues related to healthy relationships/sexuality.
4. Teen girls experience violence (and harassment) at an early age; some teens do not feel safe in their community/home.
5. Many teens feel undervalued by adults. Having at least one adult in a teen's life who listens to them and treats them with respect has a profound and positive impact.
6. Teens are actively involved in their communities, but do not have a mechanism to talk about the ways in which they help their communities thrive.
7. Teens enjoy being creative, and often have limited access to creative outlets.
8. Teens use the slang "Just Do You" to describe "do what makes you happy," "be yourself," "be true to yourself," "be an individual"
9. Teens prefer young adults to deliver messages about healthy relationships and healthy sexuality.

Based on these emergent themes, Action Alliance staff and the advisory committee brainstormed asset-building strategies and possible mediums for delivering these (beyond traditional session-based curricula), ultimately landing on the DO YOU campaign.

The UnCurriculum: At a Glance

Youth today live with the daily reality of violence. Much of that violence takes the form of bullying, sexual harassment, dating violence, or witnessing violence. It takes a toll on one's physical and mental well-being and produces negative physical and mental health outcomes that can last a lifetime. Fortunately, youth violence is preventable.

The DO YOU Campaign

The DO YOU Campaign addresses youth violence (dating and sexual violence, sexual harassment, and bullying) by confronting its root causes, challenging risk factors, and building on protective factors and developmental assets (also referred to as "building resilience") to promote positive development and healthy relationships. The target age for this campaign is 13-16 years old.

The UnCurriculum (the facilitator's guide for the DO YOU Campaign) activates primary prevention principles through creative expression to create a strategy that shifts attitudes, behaviors and norms that support and perpetuate root causes of violence and enhance our ability to systemically change conditions that perpetuate violence.

Materials: Facilitators who complete the DO YOU Certification Training receive the following materials to conduct DO YOU in their communities:

- 20 blank zines (booklets teens complete individually)
- The UnCurriculum (Facilitator's Guide)
- Set of DO YOU evaluation tools:
 - Participant Survey
 - Participant post-session feedback form
 - Facilitator post-session feedback form

What is "creative expression"?

We use the term "creative expression" to mean any form of self-expression. This can be through spoken word, visual arts, writing, or dance, and the list goes on and on. Creative expression does not necessarily have to mean art-making in the traditional sense; it can include the creation of anything new, as well as work with one's hands (such as mechanics or gardening).

How does creative expression benefit teens?

The use of creative expression can benefit anyone, including teens, in the following ways:

- expressing feelings safely
- exploring the many facets of one's identity
- discovering what brings one joy
- practicing how to use art as a coping intervention
- building self confidence
- expanding one's tools for communication¹

¹ <http://www.jkp.com/blog/2010/11/creative-expression-activities-for-teens-an-interview-with-ikp-author-bonnie-thomas/>

The Basics

The DO YOU Campaign consists of two phases:

- DO YOU
- DO SOMETHING

DO YOU consists of 10 sessions in small groups. Each of these 10 sessions uses experiential activities and creative expression to build resilience in youth by helping teens:

- Build compassion
- Learn to model fairness and equity
- Feel valued by one's community
- Adapt media literacy tools to critically analyze and deconstruct messaging
- Learn about the six components of healthy sexuality
- Practice two primary communication skills: active listening and assertiveness

DO SOMETHING is a community-level strategy designed by and executed by the teen group members after completing DO YOU.

DO SOMETHING is a way for group members to share with their community what they have learned in DO YOU and to strengthen community relationships that lead to youth feeling more valued. Participants determine the goals (what they'd like to accomplish), and the nature of the project (what form will it take: art, technology, community organizing, etc.)

Participants begin planning for DO SOMETHING as part of Session 3 in the UnCurriculum and execute it within one month of concluding the 10-session UnCurriculum.

Target age: 13-16 year olds.

Group size: 8-10 participants per group.

Setting: The DO YOU Campaign can take place in any setting with facilitators who are experienced in providing a safe, supportive, respectful environment for youth. This includes, but is not limited to: youth centers and youth groups, schools, faith settings, alternative schools, and youth detention centers.

Is DO YOU Evidence-Based?

Is it Evidence-Based?

As the developers of DO YOU: Building Youth Resilience Through Creative Expression, we often get asked questions about how DO YOU has been evaluated, and to what extent it is “evidence-based.” Let us clarify the evidence-base at this stage of the program’s development.

What does “Evidence-Based Practice” Mean?

The concept of evidence-based practice (EBP) has its roots in the medical and public health fields, and can be defined in a number of ways. Generally, evidence-based practice means making decisions based on the best available research and evidence.

As public health research evolved, two equally important components of evidence were identified: practitioner expertise and participant/environmental context. The CDC lists the following as appropriate forms of evidence that should be used to inform violence prevention strategies:

- Best available research evidence comes from relevant literature and research.
- Experiential evidence comes from professionals in the field and includes professional insight, understanding, skill, and expertise.
- Contextual evidence is based on whether the strategy is useful, feasible to implement, and accepted by a particular community.

What forms of evidence were used in the development of DO YOU?

Best available research evidence:

In developing DO YOU, more than 20 sources were consulted to perform a thorough literature review of existing evidence on risk and protective factors, primary prevention strategies, and similar programs.

These sources included:

- Youth Risk Behavior Surveillance System
www.cdc.gov/HealthyYouth/yrbs/index.htm
- Youth Violence: A Report of the Surgeon General
www.ncbi.nlm.nih.gov/books/NBK44294/
- Striving to Reduce Youth Violence Everywhere (STRYVE)
www.vetoviolence.cdc.gov/apps/stryve/
- Blueprints for Healthy Youth Development
www.blueprintsprograms.com/
- Violence Prevention Education Base
www.preventviolence.info/evidencebase.aspx
- Search Institute
www.search-institute.org/
- National Centers of Excellence in Youth Violence Prevention
www.cdc.gov/violenceprevention/ace/index.html

Evidence-Based Decision Making



Each of these sources played an important role in providing information about the best available evidence on violence prevention.

Experiential evidence (from professionals in the field):

DO YOU was created by an Advisory Committee comprised of over 30 experts in the field of primary prevention, public health, and youth program engagement.

Contextual evidence (from the target audience)

DO YOU was developed by talking directly to teenagers all across Virginia and ongoing conversations with teens, facilitators, and the Advisory Committee to determine if this strategy remains useful, is feasible, accepted, and desired. Focus groups were conducted with over 100 14-16 year olds to identify teen perceptions around dating and sexual violence and healthy relationships, and to develop practice-based campaign values and goals. Pre/post-tests, session evaluations, and focus groups were used to evaluate the overall effectiveness of DO YOU in the 2013 pilot and in ongoing evaluation sites.

So, Is DO YOU Evidence-Based?

Yes, largely. However, because none of our data has been collected and peer-reviewed by researchers (or with a control group), at this point it is most accurate to say that DO YOU is an evidence-informed primary prevention strategy.

Session Description	Builds on these <i>Developmental Assets:</i>	Seeks to Challenge these <i>Risk Factors:</i>
<p>1. You-Niverse</p> <p>Create a visual representation of the many facets of my identity.</p>	<ul style="list-style-type: none"> • Sense of Purpose • Interpersonal Competence 	<ul style="list-style-type: none"> • Lack of Empathy • Having few friends and being isolated • Emotional insecurity • Social Isolation/lack of social support
<p>2. I Am From</p> <p>Use a structured process to write lyrics/a poem about my family and culture.</p>	<ul style="list-style-type: none"> • Sense of Purpose • Interpersonal Competence • Cultural Competence • Honesty 	<ul style="list-style-type: none"> • Lack of Empathy • Emotional insecurity • Social Isolation/lack of social support
<p>3. Breaking the Box</p> <p>Think critically about gender socialization and create an illustration on how I would act and feel and what I would say and do in a culture where gender roles didn't exist.</p>	<ul style="list-style-type: none"> • Positive view of personal future • Interpersonal Competence • Cultural competence • Resistance skills • Equality and social justice 	<ul style="list-style-type: none"> • Lack of Empathy • Belief in strict gender roles • Adherence to traditional gender roles • Hyper-masculinity • Hostility towards women • Emotional insecurity • Social Isolation/lack of social support
<p>4. They Say/You Say</p> <p>Learn about assertiveness messages. Create my own examples that illustrate how I can respond assertively to negative and positive messages from peers.</p>	<ul style="list-style-type: none"> • Integrity • Honesty • Peaceful conflict resolution • Personal Power 	<ul style="list-style-type: none"> • Lacking empathy • Having few friends and being isolated • Emotional insecurity • Social Isolation/lack of social support • Lack of non-violent social problem-solving skills
<p>5. In-Crowd/Outsider</p> <p>Process and illustrate what it feels like to identify with marginal and mainstream roles in society.</p>	<ul style="list-style-type: none"> • Cultural Competence • Interpersonal Competence • Caring • Equality and Social Justice 	<ul style="list-style-type: none"> • Lack of empathy • Having few friends and being isolated • Emotional insecurity • Social Isolation/lack of social support • Belief in strict gender roles • Adherence to traditional gender roles • Hyper-masculinity • Hostility towards women

<p>6. Irreplaceable You</p> <p>Learn basic active listening techniques and create an illustration of the important roles I play in my family and community.</p>	<ul style="list-style-type: none"> • Community Values Youth • Youth as Resources • Positive Peer Influence • Caring • Interpersonal Competence • Self-esteem • Positive View of Personal Future 	<ul style="list-style-type: none"> • Lack of empathy • Having few friends and being isolated • Emotional insecurity • Social Isolation/lack of social support
<p>7. The Whole You</p> <p>Make a visual representation of examples of healthy expressions of multiple components of body awareness, relationships, and reproduction and sexual health.</p>	<ul style="list-style-type: none"> • Planning and decision-making • Interpersonal Competence • Cultural Competence • Resistance Skills • Personal Power 	<ul style="list-style-type: none"> • Belief in strict gender roles • Adherence to traditional gender roles • Understanding sexual risk-taking • Coercive sexual activities • Hostility towards women
<p>8. My Roots/My Values</p> <p>Identify and illustrate my personal values, and values that are influenced by my peers, family, and culture.</p>	<ul style="list-style-type: none"> • Integrity • Sense of Purpose • Planning and decision-making 	<ul style="list-style-type: none"> • Lack of empathy • Having few friends and being isolated • Emotional insecurity • Social Isolation/lack of social support
<p>9. Your Anthem</p> <p>Explore the meaning of lyrics in a song that is personally significant to me and create an illustration of my own personal anthem.</p>	<ul style="list-style-type: none"> • Personal Power • Sense of Purpose • Positive View of Personal Future • Equality and Social Justice 	<ul style="list-style-type: none"> • Lack of empathy • Emotional insecurity • Social Isolation/lack of social support
<p>10. Rippling Out</p> <p>Reflect on what I've learned about myself as I created my zine, imagine the change I want to see in my relationships, community, and larger society, and think about the ways I can be a part of that change.</p>	<ul style="list-style-type: none"> • Equality and Social Justice • Sense of Purpose • Personal Power • Positive View of Personal Future • Youth Have Resources 	<ul style="list-style-type: none"> • Lack of empathy • Having few friends and being isolated • Emotional insecurity • Social Isolation/lack of social support • Lack of non-violent social problem-solving skills • General tolerance of sexual violence within the community • Weak community sanctions against Intimate Partner Violence



Content Area	Assessment Items on Exit Survey
Sense of purpose	<ul style="list-style-type: none">● I have control over things that happen to me.● I have high self-esteem.● I believe my life has a purpose.● I believe my future will be good.● I stand up for my beliefs.● I know who I am.● I act on my values.
Greater sense of empathy	<ul style="list-style-type: none">● I think about the feelings of others before I tell someone what's on my mind.● I know it is OK to disagree with someone and still respect them.● When you are having a problem with someone, how easy is it to understand his or her point of view?● I feel that guys and girls should always be treated as equals.● I enjoy getting to know people who are different than me.● Gender role stereotypes are harmful for guys and girls.
Modeling fairness and equality/ Emotional security	<ul style="list-style-type: none">● I show people that I care about their feelings, even if they are not my friends.● I care about how my actions affect others.● Listening to what others say is important to me.● I am comfortable being with people of a different race/ethnicity or culture than mine.● Equality is important me.● I take personal responsibility for my actions.● I try to tell the truth even when it is not easy.● I handle conflicts without using violence.● I can make things better in my school/neighborhood.● I believe it is important to help others in my school/neighborhood.
Valued by community	<ul style="list-style-type: none">● I am able to get my point across when talking with adults.● I can help prevent violence in my school/neighborhood.● I am a valuable member of my school/neighborhood.● Adults that I know value youth.● I believe there are opportunities for me to become a leader in my school/neighborhood.● Adults that I talk to value my opinions.