

# expect RESPECT

## 3 Year Pilot Program Report



### A School-Based Program for Preventing Teen Dating Violence and Promoting Safe and Healthy Relationships



The Consortium for Public Education • Womansplace  
410 Ninth Street • McKeesport PA 15132-4001



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As we reflect on our first three years of implementation, we are pleased to see how far we've come. Through the years, Expect Respect has changed and grown as we learned what would provide schools in Allegheny County with the most comprehensive and effective teen dating violence prevention program we could offer. As we started out, we followed the program exactly as it had been implemented by Safe Place in Austin, Tx. Soon, we discovered that if the program were to work in Allegheny County, we had to adapt and change our strategies. Through our partnership with The Consortium for Public Education, we were able to adjust the program to fit the needs of our local school administrations, making the program possible. You will see the evolution of Expect Respect as you read this report.

What undoubtedly made this program exceed our own expectations were the teens that fully accepted the challenge of changing their schools. Giving up their lunch periods, staying after school and even coming in on their days off seemed to be small sacrifices to these dedicated students. I think we have learned the most valuable lessons from these teens about what we need to do to end the cycle of violence.

As we look to the future, what we have learned during this pilot will shape our efforts and allow us the ability to continue our success with ending teen dating violence.

*Laurie MacDonald*  
*Executive Director*  
*Womansplace*

*Diane Dahm-Martin*  
*Expect Respect Program Coordinator*  
*Womansplace*

## Background of Expect Respect

For many years, Womansplace provided classroom presentations to schools as requested. Advocates would go into the classroom and talk with high school students about dating violence. However, prevention programming ended there. Students were given the information to identify dating violence, but had few resources after that. Due to an increase of teen dating violence incidents in our region and recognizing the need to keep teens and schools safe, Womansplace set out to find a strong, comprehensive teen dating violence program.

After researching many programs, Womansplace, in collaboration with The Consortium for Public Education, selected the Expect Respect program as the most comprehensive and well researched prevention program available. Expect Respect was created by Barbara Ball, PhD and Barri Rosenbluth, LCSW through Safe Place in Texas and has been serving Austin school districts since 1988. Expect Respect has received recognition for its leadership in teen dating violence prevention from several state and national organizations including the Harvard School of Public Health and the National Resource Center on Domestic Violence.

In February 2008, Womansplace and The Consortium for Public Education brought the creators of Expect Respect to our region and along with administrators and staff from five school districts, participated in a three day training to learn about the program. These school administrators, teachers, school counselors and support personnel were clearly struggling to deal with the issues of teen dating violence in their schools and were searching for support as evidenced by the number of schools who immediately signed a letter of agreement to work together toward implementation of the Expect Respect program in their schools.

In the planning phase, small teams of committed people from six school districts in Allegheny County were asked to assist Womansplace and The Consortium for Public Education. It was suggested that these teams include the Superintendent, High School Principal, Student Assistance Program (SAP) Team Chair, Counselor and one other interested person. Schools were chosen based on the documentation of high risk or actual teen dating violence. Districts invited to the meetings were Clairton City, McKeesport Area, Elizabeth Forward, Gateway, South Allegheny and West Mifflin Area. All chose to participate in both days of training with full teams.

Working in collaboration with schools, The Consortium and Womansplace held two key meetings with school teams and one with domestic violence agencies from Western Pennsylvania. Every school was interested in the topic and strategies about how to handle the problems they see in their schools on a daily basis. All schools recognized that they were affected by this issue. Many in the group were especially fearful that they were often entrusted with knowledge about student issues and “sworn to secrecy”. Their concerns were that something might happen to harm a student and they would be neglectful for respecting the teen’s demand for silence.

Integrating prevention, intervention and policy simultaneously was an approach schools believed could produce sustainable results. Schools felt such a three-pronged approach was essential to create a serious response to such an important issue.

## Testimonials

*“The Expect Respect program is an excellent opportunity to change lives and attitudes of our students and our community” (Teacher)*

*“It was all relevant to the community and classroom. If a child feels confident and safe that can only enhance learning. This Expect Respect program should be incorporated into the school district curriculum.” (Teacher)*

*“We need to have a policy on dating violence where students can help educate each other and receive the curriculum to implement the program. The most relevant was the support groups for dating violence, education for students, parents, and the community, the outside resources that can be available and the teen leadership.” (Guidance Counselor)*

*“This is a systematic approach to a serious issue. I will take back and share with my colleagues how we as a district can benefit from this collaboration and a framework to implement the change.” (High School Principal)*

*“All of this was extremely relevant to my work and important to me personally and professionally as an advocate for children. There are great ideas, importance and potential for improvement of schools and youth development.” (Guidance Counselor)*

## Program Overview

Expect Respect program is both a prevention and intervention program. Several program components work together to address the problem of teen dating violence on various levels.

### Support Groups and Counseling

Students who are at risk for falling into abusive relationships are invited to participate in the student support groups. Abuse is not defined by physical assault. A student experiencing controlling behaviors or emotional abuse is eligible for participation in support groups or individual counseling. Trained domestic violence counselors from Womansplace facilitate gender separate groups. The groups are not meant to be therapy or counseling. They provide a more in-depth education on creating and maintaining healthy relationships. Groups meet during school hours, bi-weekly on a rotating schedule so students will not miss the same class continuously. Individual counseling is also available for students who are experiencing abusive in their personal relationships. Students can self-refer to the group or be referred by a teacher, counselor or through the SAP referral process. Some of the topics to be discussed include:

Questioning gender stereotypes

Defining abuse and respect

Recognizing the use and abuse of power

Dealing with stress

Handling anger

Identifying jealousy and control

Resolving conflicts

Setting boundaries

Students create their own group guidelines and learn effective listening skills. The lessons will improve social skills, impact the students' ability to communicate assertively and promote breaking the cycle of violence.

### Teen Leadership Teams

Studies have shown that teen dating violence prevention, to be effective, must engage teens in identifying their own personal needs related to violence and allow them to take on leadership activities. Expect Respect offers students who show leadership qualities to work together for peer awareness. The Teen Leadership Team (TLT) is designed to create role models and leaders in preventing interpersonal violence in their schools and communities. The groups participated in a leadership training provided by The Consortium for Public Education and Womansplace. The eight lessons increase students' knowledge of the characteristics of healthy and abusive relationships. The first six lessons focus on how to recognize and confront potentially abusive situations. The last lessons two help students acquire skills needed for peer support, advocacy and community action.

The goal of the Teen Leadership Team is to reach the entire student body, as well as younger peers and the community, through interactive projects. By raising awareness of the dangers of teen dating violence and its impact on school culture, we can begin to end the cycle of domestic violence.

TLT projects will:

- Be student initiated, driven and executed.
- Meet the needs of the individual school community.
- Maintain the integrity of the overall Expect Respect mission.

## **School-Wide Awareness**

Classroom presentations are an important component of the Expect Respect program as they lay the foundation for future work around teen dating violence. All ninth grade students are presented with the video “*Causing Pain: Real Stories of Teen Dating Violence and Abuse*” at the beginning of the school year. Future classroom presentations are available to schools as well and may focus around the subject areas of the classes they are implemented in.

Womansplace and The Consortium for Public Education also worked to educate teachers, guidance counselors and other school faculty members on teen dating violence in order to create a school-wide culture change.

## **Policy**

Through the Expect Respect program, Womansplace aims to assist schools with the implementation of specific policies to address teen dating violence. These policies will clearly outline the steps to be taken if a student experiences abuse on school grounds. Policy will address strategies of intervention for both the victim and the abuser.

## Teacher Trainings

Ensuring that teachers are familiar with what constitutes dating violence and how Expect Respect program plays a part in their school is an important step in the implementation process. The Expect Respect team from Womansplace and The Consortium for Public Education provided training to teachers, faculty and staff from the following school districts during the first year of implementation:

- ✓ Clairton City
- ✓ Elizabeth Forward
- ✓ Gateway
- ✓ South Allegheny
- ✓ West Mifflin

Training included the warning signs of teen dating violence, the effect of violence on students' academic performance, the emotional impact of abuse and safety planning information. During training, schools were also given step by step instructions on their responsibilities in implementing the Expect Respect program.

Additionally, a workshop was offered to teachers as a part of The Consortium for Public Education's annual "Journey to Learn", a day in which teachers from area school districts come together for a day of training on topics deemed important by the Consortium.

In the 2009/2010 school year, brief announcements were made during teacher staff meetings as a reminder to make referrals to the Expect Respect counseling and support group program. Again, a workshop was offered through Journey to Learn during this school year. A meeting was held midway through the school year for members of the implementation teams from each school in order to update them on any changes to the program. At the end of the school year, implementation team members attended a luncheon during the annual teen leadership event to have an opportunity to network and share their success.

As the program gained momentum, Maureen McGarvey, Clairton City School District's High School Guidance Counselor requested that Womansplace train other school districts on teen dating violence and invited a speaker to the monthly South Hills School District Association (SHSDA) meeting to conduct a three hour workshop with guidance counselors. Womansplace was asked to provide this training at a SHSDA meeting during the 2010/2011 school year as well.

As word spread about the success of Expect Respect, Womansplace was contacted by Thomas Jefferson High School in the 2010/2011 school year and asked to provide an in-service training on teen dating violence. This training was provided to a mix of teachers and guidance counselors at this school district.

## School Wide Presentations

Expect Respect engages students in learning about healthy relationships. Classroom presentations give students the opportunity to share their thoughts about dating, abuse, and respect. Through the video, *Causing Pain: Real Stories of Dating Abuse and Violence*, students are able to see that abusive relationships are not always just physical, but can include any type of controlling behavior such as constant texting, instant messages and phone calls, telling a partner what they can or cannot wear, restricting contact with other friends and peers, or putting a partner down through name calling or insults.

In our first year of implementation, it was important to reach the entire student body. With Expect Respect being a new program, ensuring that all students had the chance to participate in a discussion about dating violence was critical, therefore classroom presentations were implemented in grades 9-12 in the schools we worked with. In subsequent years, classroom presentations were limited to 9<sup>th</sup> graders only.

The following is a breakdown of the students reached through the classroom presentations during the pilot program.

### 2008/2009 School Year

School District	Number of Students Reached	Class Presentation was Implemented in	Additional Presentations
Clairton City	255	English and History	Gender Role presentation in "Healthy Living" classes
Elizabeth Forward	968	History	none
Gateway	1500	School-Wide Assembly	none
McKeesport	480	Gym	none
South Allegheny	884	History	none
West Mifflin	223	Health	none
<b>Total</b>	<b>4310</b>		

2009/2010 School Year

School District	Number of Students Reached	Class Presentation was Implemented in	Additional Presentations
Clairton City	80	History	History of the domestic violence movement in Sociology classes
Elizabeth Forward	471	English	None
Gateway	0*		
McKeesport	210	Health	None
South Allegheny	717	History	Students ran a school-wide assembly as part of an awareness project
West Mifflin	266	Health	History of the domestic violence movement in Sociology classes
<b>Total</b>	<b>1744</b>		

*\*Gateway School District was unable to get approval for classroom presentations due to academic demands*

2010/2011 School Year

College	Number of Students Reached	Class Presentation was Implemented in	Additional Presentations
Clairton City	75	History	None
Elizabeth Forward	0	N/A	None
Gateway	0	N/A	None
McKeesport	0	N/A	None
South Allegheny	810	History	Student leaders ran a school-wide assembly
West Mifflin	317	Health	None
Propel Braddock Hills	99	N/A*	Sexual Harassment classes implemented in all grades
<b>Total</b>	<b>1301</b>		

## Teen Leadership Teams

Teen leadership teams are designed to give students the chance to speak out against dating violence. Through the voices and actions of teens themselves, schools are transformed into safe and supportive environments for victims of dating violence. Peer led projects spread the word that schools will not condone or accept violence, thus transforming the school culture. Students are taught to avoid being bystanders and to take an active role in speaking out against cultural values that support and perpetuate dating violence.

Beginning in the second year of implementation, schools were brought together at the beginning of the year to participate in a comprehensive training on dating violence prevention and leadership skills. They were brought together again at the end of the school year to showcase the projects they had developed throughout the school year. This gave students the opportunity to interact and network with students from other school districts and gain inspiration from one another.

A change that was implemented in the 2009/10 school year was to give students more direction in the development of their projects through “project planning forms” which were submitted to the Expect Respect team at Womansplace and The Consortium for Public Education for final approval. Students were tasked with developing at least two out of three projects from the following areas:

### **School-Wide Awareness:**

Students design and implement a project that will raise awareness among the student body. This project should focus on getting the message out to the entire school in a variety of ways. Some examples would be: posters, Public Service Announcements, distribution of awareness materials, distribution of Expect Respect wristbands, an article in the school newspaper, creating a Clothesline Project display, or a display of silent witness silhouettes.

### **Peer-Education:**

Student design and execute presentations; the peer education project is a more interactive strategy for raising awareness. Leadership team members will choose to concentrate their efforts on a classroom, grade level or select group of students. Students create an activity that enables them to educate students more in-depth about teen dating violence. They may choose to create a classroom lesson, school assembly, create a video, or a play just to name a few.

### **Community Awareness:**

The community awareness project will take the message about teen dating violence outside of the school and into the community. Students create a way to raise awareness among parents and community members. Students are encouraged to help gain the support from those outside of their school to encourage healthy relationships. This outreach could include groups such as the PTA/PTSA, local Rotary/Kiwanis or community youth organizations. Examples include: Community Clothesline Projects, distribution of awareness materials, public assemblies or presentations.

Following the submission of the team’s project planning form, a small amount of funding was distributed to the team’s advisor in order to cover the cost of materials and supplies needed for the creation of the project. Funding was based on the supplies indicated on the project planning form and required prior approval from Womansplace and The Consortium for Public Education.

The following is a breakdown of the number of students involved in the teen leadership teams during each year of the pilot program:

2008/2009 School Year

School District	Number of Students on Leadership Team	Number of Projects Developed	Advisor
Clairton City	26	3	Maureen McGarvey, Guidance Counselor
Elizabeth Forward	N/A	N/A	N/A
Gateway	15	1	Tracy Ricciardi, Teacher
McKeesport	15	0	Renee Amendola, Guidance Counselor
South Allegheny	N/A	N/A	N/A
West Mifflin	13	0	Brian Aufman, Teacher
<b>Total</b>	<b>69</b>	<b>4</b>	

During the 2008/2009 school year, teen leadership teams were slow to emerge. At this point, the program was still unfamiliar to most of the school environment. The addition of the project planning forms helped to give direction to advisors and students alike in subsequent years.

2009/2010 School Year

School District	Number of Students on Leadership Team	Number of Projects Developed	Advisor
Clairton City	24	3	Maureen McGarvey, Guidance Counselor
Elizabeth Forward	25	0	Tim Landy, Teacher
Gateway	15	5	Tracy Ricciardi, Teacher
McKeesport	10	0	Renee Amendola, Guidance Counselor
South Allegheny	18	6	Deidre Manack, Teacher & Pamela Fetch, School Nurse
West Mifflin	11	0	Lisa Musgrave, Guidance Counselor
<b>Total</b>	<b>103</b>	<b>14</b>	

Leadership teams gained momentum during the 2009/2010 school year. With a clearer picture of what was expected, teams were able to develop projects to raise awareness of teen dating violence.

2010/2011 School Year

School District	Number of Students on Leadership Team	Number of Projects Developed	Advisor
Clairton City	25	3	Maureen McGarvey, Guidance Counselor
Elizabeth Forward	20	1	Tim Landy, Teacher
Gateway	10	2	Tracy Ricciardi, Teacher
McKeesport	N/A	N/A	N/A
South Allegheny	20	8	Deidre Manack, Teacher & Pamela Fetch, School Nurse
West Mifflin	4	2	Molly Harbst, Guidance Counselor
Propel Braddock Hills	11	3	Elena Runco, Social Worker
Total	90	19	

### Teen Leadership: Strategies for Success

- ✓ Choosing an advisor with a commitment to the issue of teen dating violence is critical in determining the success of a teen leadership group. When advisors were appointed to the position by school administration, we did not see the same level of success as in the schools that had faculty members volunteer to be a part of Expect Respect.
- ✓ Outlining specific instructions for the development of dating violence awareness projects defines clear parameters for both students and advisors and transforms tasks into manageable steps while still maintaining student creativity.
- ✓ The development of a new student organization focused on dating violence awareness produced better results than integrating dating violence projects into already existing student groups. Elizabeth Forward and West Mifflin School Districts integrated Expect Respect into their Students Against Destructive Decision Making (SADD) student teams while McKeesport attempted to integrate Expect Respect into two different already existing student groups. Gateway, Propel Braddock Hills and South Allegheny School Districts created new, stand alone student groups specifically formed to prevent teen dating violence. Clairton City School District was the exception to this rule, integrating Expect Respect into a student charity organization, Creating Hope and Newfound Courage Everywhere (C.H.A.N.C.E.) while still

managing to develop several projects each year. A factor contributing to their success may have been the strategy to select certain students from C.H.A.N.C.E. that then became the Expect Respect team and met separately from the C.H.A.N.C.E. group as a whole. These students were a subset of the larger team and focused their time only on the issue of dating violence during their meetings.

- ✓ Womansplace and The Consortium for Public Education held annual meetings for advisors of the teen leadership teams beginning in the 2009/2010 school year.
- ✓ Materials were developed to outline the responsibilities of the teen leadership advisor and the student participating on the leadership team in order to set clear expectations from the start.
- ✓ Beginning in the 2009/2010 school year, nomination forms were developed so that faculty members at each school could nominate students they believed would be appropriate for the leadership teams.
- ✓ Bringing students from all participating school districts together to network and work together allowed students to see that others in their age group were committed to preventing teen dating violence.

## Counseling and Group Support

Reaching out to students in need of support has been a goal of the Expect Respect program from the beginning. Changes have been made to the counseling program in order to allow more students to participate. Originally, the Expect Respect program created by Safe Place in Austin, TX implemented a 24 week support group, held on a weekly basis. Students had to be chosen to participate before the start of the group and the group then became closed to additional members. The Austin based group was also extremely confidential and students were unaware of its existence unless they were referred. During our first year of implementation, we attempted to follow this format. However, referrals were low and individual counseling needed to be offered to students referred after the support group had already begun. We soon discovered that we were missing the opportunity to include students referred later in the school year and thus began accepting students into support groups on an ongoing basis. The Expect Respect team also visited each school to set up information tables about the availability of support groups so that students could self-refer. Leadership team members in each school were made aware of the support groups and counseling so that they could spread the word that help is available.

In our second year, the group format changed from a 24 week closed group to a 12 week/6 session open group that students could become a part of immediately after being referred. The group met biweekly on a rotating schedule so that students could join the group without missing more class time than they needed to. In the 2010/2011 school year, a male counselor was hired to increase the number of male students attending support groups. Prior to this, a male staff member working in our shelter was responsible for providing support to male students if they were referred by a school district. Due to time constraints with the shelter schedule, his availability was limited and we were unable to actively recruit male support group members.

Also in the 2010/2011 school year, we began to work with our local magistrates to set up a system of mandated referrals to the support groups with the hope of mandated counseling taking the place of other types of restitution. The following is a breakdown of the students participating in individual and group counseling during the three year pilot:

### 2008/2009 School Year

School District	Number of Female Students Receiving Individual Counseling	Number of Male Students Receiving Individual Counseling	Number of Female Students Participating in Support Groups	Number of Male Students Participating in Support Groups
Clairton City	2	0	6	0
Elizabeth Forward	0	0	0	0
Gateway	2	0	0	0
McKeesport	0	0	0	0
South Allegheny	0	0	0	0
West Mifflin	2	1	0	0

Total	6	1	6	0
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2009/2010 School Year

School District	Number of Female Students Receiving Individual Counseling	Number of Male Students Receiving Individual Counseling	Number of Female Students Participating in Support Groups	Number of Male Students Participating in Support Groups
Clairton City	2	5	9	0
Elizabeth Forward	0	0	0	0
Gateway	3	0	12	0
McKeesport	0	0	0	0
South Allegheny	6	2	0	0
West Mifflin	2	0	0	0
<b>Total</b>	<b>13</b>	<b>7</b>	<b>21</b>	<b>0</b>

2010/2011 School Year

School District	Number of Female Students Receiving Individual Counseling	Number of Male Students Receiving Individual Counseling	Number of Female Students Participating in Support Groups	Number of Male Students Participating in Support Groups
Clairton City	3	1	6	0
Elizabeth Forward	0	0	0	0
Gateway	7	2	5	16
McKeesport	0	0	0	0
South Allegheny	7	3	8	0
West Mifflin	2	2	4	0
Propel Braddock Hills	1	2	9	7
<b>Total</b>	<b>20</b>	<b>10</b>	<b>32</b>	<b>23</b>

## Students Gain Hope and Encouragement From Expect Respect Support Groups

- ✓ *I feel more comfortable talking to my parents about difficult subjects.*
- ✓ *It made me feel like people actually do care*
- ✓ *My relationships have extremely changed. I won't let the guy take over.*
- ✓ *I learned to stand up for my opinions.*
- ✓ *It helps me to have a better relationship and know how to handle certain important things in a relationship.*
- ✓ *I learned to stand up against abuse and that we deserve way better things than to be abused.*

## Support Groups and Counseling: Strategies for Success

- ✓ Allowing for an open group format to accommodate students throughout the school year gave us the opportunity to provide services to a greater number of students.
- ✓ Access to a male counselor opened the door to a greater number of male students participating in groups and counseling.
- ✓ Announcing the support group and counseling availability during classroom presentations, information tables and through the teen leadership teams spread the word that support was available to students.
- ✓ Working with our local magistrates allows at-risk students to access appropriate services and prevent future criminal behavior.

## Policy

Prior to and during the process of implementation of Expect Respect, Womansplace worked with Senator Sean Logan of Monroeville, PA to draft legislation based on Texas HB 121, which mandated all public schools in Texas to implement policy and education around teen dating violence. Senator Logan's legislation (SB 1116) would have amended the Pennsylvania School Code to ensure that all public schools had a policy on teen dating violence, all school personnel were trained on teen dating violence, and that education was implemented as a mandatory part of the curriculum. In addition, schools would be required to partner with their local domestic violence or sexual assault organizations (under the Pennsylvania Coalition Against Domestic Violence (PCADV) or the Pennsylvania Coalition Against Rape (PCAR)) to implement the mandates.

Although SB 1116 did not pass, HB 101, the omnibus education bill that contained provisions on teen dating violence education became law. This bill recommends, but does not require schools to:

### **(1) Have a policy on teen dating violence**

Through consultation with PCADV, The Department of Education has developed a model dating violence policy to be implemented in public school districts. According to HB 101, each school district may establish a policy to address incidents of dating violence involving students at school including, but not limited to:

- A statement that dating violence will not be tolerated
- Violence reporting procedures
- Discipline procedures for students that commit violence at school
- Contact information for and resources available through domestic violence and rape crisis programs

School districts that establish the policy shall:

- Publish the policy in any school district policy or handbook that specifies the comprehensive rules, procedures and standards of conduct for students at school
- Make the policy available on its publicly available internet website
- Provide parents and guardians with a copy of the policy

## **(2) Train school personnel about dating violence**

Under HB 101, it is also recommended that training be provided to guidance counselors, school nurses and mental health staff at the high school level. Upon recommendation of the district superintendent, schools may also train additional staff members. School districts may also provide training to parents. Trainings may include, but need not be limited to:

- Basic principles of dating violence
- Warning signs of dating violence
- The school district's dating violence policy
- Appropriate responses to incidents of dating violence at school
- Services and resources available through domestic violence and rape crisis programs

## **(3) Incorporate dating violence education into the health curriculum for grades 9-12.**

This bill also includes a recommendation for the implementation of age-appropriate dating violence education into the health curriculum in grades 9-12. In the development of this education, the Department of Education, in consultation with at least one domestic violence and one rape crisis center, will assist schools with the development of an instructional program on dating violence. Parents are permitted to review these materials upon request and are able to deny their child's participation in a dating violence lesson held in the school. Schools are required to notify parents of their ability to excuse their child from this education by returning a signed opt-out form. Education may include, but need not be limited to:

- Defining dating violence and recognizing dating violence warning signs
- Characteristics of healthy relationships
- Information regarding peer support and the role friends and peers have in addressing dating violence
- Contact information for and the services and resources available through domestic violence and rape crisis centers including detailed information concerning safety planning, availability and enforcement of protection from abuse orders and the availability of other services and assistance for students and their families

The State Board of Education will also conduct a study of the benefits and detriments of mandatory dating violence education. Within three years of the passage of this bill, the State Board of Education will submit a report with recommendations to the Chairman and Minority Chairman of the Education Committee of both the Senate and the House of Representatives.

Womansplace is proud to have been an integral part of the passage of the very first Teen Dating Violence Prevention bill in the Commonwealth of Pennsylvania.

## Evaluation

Upon implementation of the Expect Respect program, Womansplace and The Consortium for Public Education utilized the surveys developed in Austin, TX by Safe Place. These surveys were developed with the assistance of a team from the University of Texas and proved to be effective in the evaluation of Expect Respect in Austin schools. Again, we learned that changes needed to be made in order for evaluation to be effective with the schools we were working with. One difference between Expect Respect in Austin and our version of the program is the structure of the school districts with which we work. In Austin, there is one school district for the entire county, meaning there is one set of administrators to approve pre and post surveys. In our experience, approval needed to be gained from each district implementing Expect Respect.

Due to approval issues, we altered the surveys based on feedback from school administrators. Some questions could not be approved by school districts due to policies regarding what information can be gathered from students. What we soon had was a collection of information from different school districts that varied considerably from school to school. With our surveys not matching, it became impossible to compare results.

Additionally, after the first year of attempting to utilize the Austin surveys, we found that the questions being asked of students were too broad and did not specifically focus on dating violence, thus skewing our results. The surveys were also lengthy and took up the bulk of a class period to complete. The Expect Respect team from Womansplace and The Consortium for Public Education revised the surveys to reduce the number of questions and to focus the surveys specifically on dating violence. However, our survey redesign tested knowledge of dating violence only and did not properly measure a change in school culture.

To assure proper evaluation of the Expect Respect program, we have engaged the expertise of Dr. Toni Felice of Adagio Health. Dr. Felice has been working to improve the design and effectiveness of the pre/post testing for all aspects of the program. Dr. Felice is also developing data analysis systems in order to ensure the most accurate interpretation of testing results.

Beginning in the 2011/12 school year, the new evaluation tools will be implemented through the use of state of the art technology developed by Quizdom Audience Response Systems. Handheld devices will allow students to respond privately and electronically to pre and post testing questions in the classroom. Their responses will be read and calculated by staff laptops in the classroom thereby eliminating the need for data entry. This system will not only provide the most accurate results by eliminating human error and reducing costly staff time, it will also engage students on the level they know best; through the use of technology. All of this was made possible through a grant from the Heinz Endowments.

## Future Directions

The three year pilot program was a learning experience for all involved. We believe we have now developed a program that works for our school districts in Allegheny County. Womansplace would like to thank The Consortium for Public Education for their support and assistance throughout this three year pilot. From here, we plan to expand what we have already accomplished through the following activities:

- ✓ Beginning in the 2011/2012 school year, Womansplace will be partnering with The Center for Victims of Violence and Crime and Women's Center and Shelter in order to develop a combined effort to reach the Pittsburgh Public Schools as well as additional school districts.
- ✓ Womansplace has trained the Alle-Kiski Hope Center and HAVIN (Helping All Victims In Need) of Armstrong County on the implementation of Expect Respect so that these domestic violence centers may develop similar programs in their school districts.
- ✓ Womansplace, along with the Pennsylvania Coalition Against Domestic Violence, hopes to participate in the study conducted by the State Board of Education to assess the effects of mandatory dating violence education in Pennsylvania school districts.
- ✓ Womansplace hopes to help to spread teen dating violence prevention programs in schools across the Commonwealth thereby insuring that all Pennsylvania students will have the opportunity to learn about healthy relationships and end the cycle of Domestic Violence.