POLICY INVENTORY WORKSHEET

Instructions

Complete the worksheet for each public policy identified and logged in the tracking spreadsheet.

Enter the Policy ID assigned in the Policy Tracking Spreadsheet (Appendix D) in the upper left corner of the Policy Inventory Worksheet. Save a copy of the inventory worksheet for each identified policy using the Policy ID as the document title.

This worksheet includes questions about specific theory-based and evidence-informed policy elements that might be important for developing an effective policy to prevent teen dating violence (TDV) or related outcomes. Review each policy carefully and select the best answer. Review each identified policy carefully to determine the extent to which each contains specific theory-based and evidence-informed elements. Select the best answer to each question.

Policy Inventory Worksheet

1. What is the name of the policy?

2. Indicate the type of policy.

Organizational   Public   Local   State

3. Does the policy include the following basic components?

A. Background information on the burden and negative impacts of TDV (or related topic) and why this policy is necessary

Yes   No   Don't Know

B. Definitions of key terms including or related to TDV

Yes   No   Don't Know

C. Explanation of the scope of the policy (e.g., to what jurisdiction or setting does it apply?)

Yes   No   Don't Know

4. Does the policy address the prevention-intervention spectrum (see definition below) by requiring or encouraging the use of the following approaches?

A. Primary prevention strategies (i.e., those that seek to prevent violence before it occurs) (see definition below)

Yes   No   Don't Know

B. Disciplinary actions for person who perpetrates abuse (i.e., those that seek to prevent further incidents) (see definition in sidebar)

Yes   No   Don't Know   Not Applicable

C. Response actions for teachers, staff, or other adults (see glossary for definition)

Yes   No   Don't Know   Not Applicable

D. Strategies to address the needs of person who experiences abuse

Yes   No   Don't Know

The **Prevention-Intervention Spectrum** states that primary prevention strategies should be used for the general population, while response strategies should be used for exposed youth, with some gradations between depending on the level of exposure in a community.

Response Actions are the variety of actions that can be taken in response to incidents or complaints of dating abuse. These may include implementing disciplinary actions for the perpetration, creating accommodations (e.g., school-based stay away agreements), referring youth to school, or community resources for services such as counseling.

E. Strategies to address the needs of person who perpetrates abuse

Yes   No   Don't Know

F. Universal strategies (i.e., aimed at the general public)

Yes   No   Don't Know   Not Applicable

G. Targeted strategies (i.e., aimed at individuals at risk)

Yes   No   Don't Know   Not Applicable

5. Does the policy address TDV prevention comprehensively by requiring or encouraging the use of the following approaches?

A. Strategies that address the individual level of the social-ecological model (see definition in sidebar)

Yes   No   Don't Know

B. Strategies that address the relationship level of the social-ecological model (see definition in sidebar)

Yes   No   Don't Know

C. Strategies that address the community level of the social-ecological model (see definition in sidebar)

Yes   No   Don't Know

D. Strategies that address the society level of the social-ecological model (see definition in sidebar)

Yes   No   Don't Know

E. Strategies intended for use in multiple settings

Yes   No   Don't Know

F. Coordination and linkages to other prevention efforts

Yes   No   Don't Know

G. Accommodation of adolescent developmental needs (see definition in sidebar)

Yes   No   Don't Know

H. Strategies that use technology (e.g., social media, texting, websites)

Yes   No   Don't Know

6. Does the policy require or encourage the use of evidence-based or evidence-informed prevention strategies (see definition in sidebar)?

Yes   No   Don't Know

7. Does the policy recognize the need to ensure strategies are relevant to or can be adapted for diverse populations, including LGB youth?

Yes   No   Don't Know

8. Does the policy create mechanisms for evaluation by requiring or encouraging the use of the following approaches?

A. Evaluation of implemented strategies

Yes   No   Don't Know

B. The use of an independent third party evaluator

Yes   No   Don't Know

C. Evaluation of TDV-related outcomes at multiple levels (e.g., individual, school, community)

Yes   No   Don't Know

D. Annual report from designated entities (e.g., school districts) on TDV incidents (e.g., number of reports of suspected instances, demographics of alleged People who have experienced or perpetrated violence, location of incidents, how the incident was addressed, previous incidents involving one or more of the same parties)

Yes   No   Don't Know   Not Applicable

E. Annual data collection by designated entities (e.g., school districts) to assess aggregate levels of TDV and/or other youth violence (e.g., Youth Risk Behavior Survey data, indicators of TDV)?

Yes   No   Don't Know   Not Applicable

9. Does the policy identify and engage appropriate key partners by encouraging diverse community partnerships and collaboration with key partners at the local and state level (e.g., education, domestic violence and rape crisis organizations, criminal justice, child welfare services, community resource providers, public health departments/agencies)?

Yes   No   Don't Know

10. Does the policy require or encourage the organization to notify youth, youth's families, and staff of changes in policies related to TDV?

Yes   No   Don't Know   Not Applicable

11. Does the policy require the organization to provide opportunities for youth, youth's families, and staff to review and comment on TDV-related prevention policies?

Yes   No   Don't Know   Not Applicable

12. Does the policy require that individuals that interact with youth (e.g., parents, caregivers, staff) be trained on preventing, identifying, and responding to TDV (or related topics)?

Yes   No   Don't Know   Not Applicable

13. A. Does the policy provide funding?

Yes   No   Don't Know

B. If yes, mark the elements for which the policy provides funding.

Organizational-level policy development and dissemination
Implementation of strategies
Technical assistance
Training
Compliance monitoring and enforcement
Evaluation

If the policy is from an individual school or intended for education agencies (e.g., school districts, boards of education), complete the following section.

S1. A. Does the policy require that school policies address TDV-related prevention?

Yes   No   Don't Know

B. If yes, does the policy require annual verification that TDV-related prevention has been included in the district-level or school-level policy?

Yes   No   Don't Know

S2. Does the policy require the implementation of TDV-related prevention strategies, including curricula?

Yes   No   Don't Know

S3. Does the policy require annual reports verifying compliance with the policy?

Yes   No   Don't Know

S4. A. Does the policy require all school staff to be trained on preventing, identifying, and responding to TDV (or related topics)?

Yes   No   Don't Know

B. If yes, does the policy require annual verification that all school staff receive training on preventing, identifying, and responding to TDV (or related topics)?

Yes   No   Don't Know

S5. Does the policy require annual verification that strategies are implemented for each grade level indicated in the policy?

    Yes   No   Don't Know

Tracking & Implementation

Use this space to briefly document how the policy was created and implemented. It is most efficient to collect this information during the inventory stage. Your responses to these questions will help you prepare for other policy activities.

1. Who initiated the development of this policy and why?

2. What difficulties arose during the development process? How were they addressed?

3. What partners were involved in the development of this policy and why? How were they engaged? What partners were not involved and why?

4. Is the policy associated with a specific initiative or curricula? If yes, please describe.

5. Were the expectations of the partners fulfilled (i.e., is the policy what people wanted)? If not, why and for what reasons?

6. How was the policy disseminated and communicated to the media, the public, and partners?

7. How successfully was the policy adopted and enforced?

8. What difficulties did you face during adoption and enforcement? How were they addressed?

9. Describe any unintended negative or positive consequences of the policy.