**Appendix A**

**Abstraction Form Elements**

* Section 1: *types of schools* covered by a state’s TDV policy as none, public-only, or all schools.
* Section 2: *definitions of TDV* to assess if the policy included statement of purpose and prohibition, discussed all dimensions of TDV harms, had a scope defined as ‘full’, included a definition consistent with the CDC’s definition of TDV, included all electronic vehicles, and enumerated all victim’s characteristics, but did not limit coverage to ‘protected classes’. For example, victims within the LGBTQIA+ community.
* Section 3: *district policies* assessed whether the policy included requirements for districts to adopt local policies and if it specified completion dates, requirements for districts to report incidents of the DOE, and requirements for schools or districts to submit policies for review with sanctions for non-compliance.
* Section 4: *district policy components* assessed whether each policy required districts to establish a TDV definition, whether each district TDV definition:
	+ was consistent with the CDC’s definition
	+ included all electronic communication devices in the definition
	+ required school personnel to report incidents of TDV
	+ required written records
	+ specified the investigation process
	+ included disciplinary actions or other consequences and entailed both punitive and supportive interventions
	+ required districts to provide counseling or other support services to victims,
	+ required the district to circulate TDV education materials
	+ required districts to discuss or review TDV school policies with students and school personnel.
* Section 5: *dating violence prevention education for students* assessed whether policies:
* required TDV prevention education for students
* required TDV education to be age appropriate
* stated the minimum number of years TDV education required
* included recognition and response to incidents of TDV in student education
* defined comprehensiveness of healthy relationship programming
* barred parents from excluding their children in TDV education.
* Section 6 *dating violence prevention education for school staff* assessed if the policies:
	+ require school staff training,
	+ include both recognition and response to incidents of TDV in school staff education,
	+ require all school staff or only some to be trained,
	+ define periodicity for staff training to occur annually or during in-service training,
	+ require teachers to attend TDV training to acquire a teacher’s license.
* Section 7: *protections and legal rights* assessed whether all policies include both in-school protective orders and options for school transfers for victims.

**Appendix B**

Table B.1

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| **TDV Within-State Policy Score Changes** |
| State | Policy Enactment Date | Policy Active Until | Policy Score | Change in Policy Score relative to Prior Policy |
| California | 1/1/94 | 12/31/03 | 5.46 | NA |
|   | 1/1/04 | 12/31/04 | 6.46 | 1 |
|   | 1/1/05 | 12/31/15 | 6.46 | 0 |
|   | 1/1/16 | 12/31/16 | 11.23 | 4.77 |
|   | 1/1/17 | 12/31/17 | 11.23 | 0 |
|   | 1/1/18 | 1/1/19 | 15.31 | 4.08 |
|  |  |  |  |  |
| Connecticut | 7/1/10 | 9/30/14 | 6 | NA |
|  | 10/1/14 | 6/30/17 | 16.85 | 10.85 |
|  | 7/1/17 | 9/30/17 | 16.85 | 0 |
|  | 10/1/17 | 6/10/18 | 16.69 | 0 |
|  | 6/11/18 | 1/1/19 | 16.53 | 0 |
|  |  |  |  |  |
| Delaware | 7/20/12 | 8/8/17 | 22 | 0 |
|  | 8/9/17 | 1/1/19 | 22 | 0 |
|  |  |  |  |  |
| Florida | 7/1/10 | 5/11/14 | 16.69 | 0 |
|  | 5/12/14 | 1/1/19 | 16.69 | 0 |
|  |  |  |  |  |
| Illinois | 1/1/10 | 8/5/13 | 3.54 | NA |
|  | 8/6/13 | 1/1/19 | 16.85 | 13.31 |
|  |  |  |  |  |
| Iowa | 7/1/92 | 6/30/06 | 8.69 | NA |
|  | 7/1/06 | 6/30/07 | 8.69 | 0 |
|  | 7/1/07 | 1/1/19 | 10.69 | 2 |
|  |  |  |  |  |
| Louisiana | 7/1/10 | 7/31/14 | 10.85 | NA |
|  | 8/1/14 | 1/1/19 | 16.85 | 6 |
|  |  |  |  |  |
| Maryland | 6/30/10 | 6/30/12 | 5 | NA |
|  | 7/1/12 | 6/30/17 | 3 | -2 |
|  | 7/1/17 | 1/1/19 | 3 | 0 |
|  | 10/1/09 | 6/29/10 | 3 | 0 |
|  |  |  |  |  |
| Massachusetts | 10/28/10 | 11/3/10 | 4 | NA |
|  | 11/4/10 | 1/1/19 | 8 | 4 |
|  |  |  |  |  |
| New Jersey | 10/20/03 | 5/3/11 | 6 | NA |
|  | 5/4/11 | 1/16/14 | 20.92 | 14.92 |
|  | 1/17/14 | 1/1/19 | 19.85 | -1.07 |
|  |  |  |  |  |
| Ohio | 11/4/12 | 6/19/14 | 20 | NA |
|  | 6/20/14 | 4/5/17 | 24 | 4 |
|  | 4/6/17 | 1/17/18 | 32.85 | 8.5 |
|  | 1/18/18 | 1/1/19 | 33.77 | 0.92 |
|  |  |  |  |  |
| Oregon | 7/1/09 | 12/31/15 | 6.23 | NA |
|  | 1/1/16 | 1/1/19 | 17.85 | 11.62 |
|  |  |  |  |  |
| Rhode Island | 7/3/07 | 7/4/08 | 21.69 | NA |
|  | 7/5/08 | 6/30/11 | 21.85 | 0 |
|  | 7/1/11 | 1/1/19 | 21.85 | 0 |
|  |  |  |  |  |
| Tennessee | 4/16/15 | 4/1/18 | 9.23 | NA |
|  | 4/2/18 | 1/1/19 | 9.38 | 0 |
|  |  |  |  |  |
| Texas | 5/18/07 | 8/31/15 | 14 | NA |
|  | 9/1/15 | 1/1/19 | 15 | 1 |
|  |  |  |  |  |
| Virginia | 7/1/17 | 6/30/18 | 10 | NA |
|  | 7/1/18 | 1/1/19 | 11.38 | 1.38 |
|  |  |  |  |  |
| Wisconsin | 7/1/08 | 4/19/12 | 1 | NA |
|  | 4/20/12 | 1/1/19 | 7 | 6 |

**Appendix C**

Table C.1

|  |
| --- |
| **Full Instrument** |

Teen Dating Violence State Legislation Abstraction & Scoring Form

State: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Abstract completed by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date completed (mm/dd/yy): \_\_\_/\_\_\_/\_\_\_

|  |  |  |
| --- | --- | --- |
| Content (Question Reference) | Rating Criteria |  |
| 1. **Types of schools covered**
 | **0** | **1** | **2** | Assigned Score |
| Public and/or private/charter school enforcement (1a) | No applicable law | Includes language specifying enforcement in public schools (\*\*Assume only public if there is no language specifying all schools) | Includes language specifying enforcement in all schools |  |
|  | Section 1 Subtotal |  |
| 1. **Definitions**
 | **0** | **1** | **2** | Assigned Score |
| Statement of Purpose & Prohibition (2a) | TDV/Healthy Relationships of prohibition nor purpose state | Prohibition or Purpose stated, BUT not both | Both Prohibition and Purpose are stated |  |
| Harms (2b) | No discussion of harms | Discusses TDV harms, BUT is missing some dimension of ham (\*\*Physical, Mental, Short term or Long term) | Discusses all dimensions of TDV harm (\*\*Physical, Mental, Short term and Long term) |  |
| Scope (2c) | No specification of scope | Scope of coverage is specified, but partial (\*\*1 or more of the following is missing: school property, school-sponsored activities/ events, school transportation, electronic/ phone technology or conduct that otherwise disrupts/ endangers school community) | Scope of coverage is specified as full (\*\*on school property, school-sponsored activities/ events, school transportation, electronic/ phone technology or conduct that otherwise disrupts/ endangers school community) |  |
| Accuracy (2d) | No TDV definition included | There is a definition given, BUT it is NOT consistent with the CDC definition of TDV (\*\*physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner (i.e., spouse, boyfriend/girlfriend, dating partner, or ongoing sexual partner)) | The definition given is consistent with the CDC definition of TDV (\*\*physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner (i.e., spouse, boyfriend/girlfriend, dating partner, or ongoing sexual partner)) |  |
| Electronic Component (2e) | No inclusion of electronic vehicles in TDV definition | Only certain electronic vehicles are included in the TDV definition (i.e. only social media or only cell phones or only school computers) | The TDV definition is inclusive of all electronic vehicles |  |
| Prohibited Behaviors (2f) | No enumeration of prohibited behaviors | At least 1, but less that all 4 aspects of TDV are enumerated as prohibited (\*\*physical violence, sexual violence, psychological aggression and stalking) | All 4 aspects of TDV are enumerated as prohibited (\*\*physical violence, sexual violence, psychological aggression and stalking) |  |
| Enumerated Groups (2g) | TDV is not defined in terms of victims’ characteristics  | Enumerates victims’ characteristics but limits coverage to only protected classes | Enumerates victims’ characteristics but does NOT limit coverage to only protected classes |  |
|  | Section 2 Subtotal |  |
| 1. **District Policy**
 | **0** | **1** | **2** | Assigned Score |
| District Policy Requirement (3a) | No mention of requirements for districts to develop or adopt local policies  | Districts are required to adopt local policies, but does not specify completion dates | Districts are required to adopt local policies and completion dates are specified |  |
| District Reporting (3b) | No language related to incident reporting to the Department of Education documenting implementation activities to ensure compliance with state law | Encourages language related to incident reporting to the Department of Education documenting implementation activities to ensure compliance with state law  | Requires explicit language related to incident reporting to the Department of Education documenting implementation activities to ensure compliance with state law |  |
| Review of Policy (3c) | No mention of requirements for schools or districts to submit policies for reviewand sanctions for non-compliance | Encourages schools or districts to submit policies for review and sanctions for non-compliance | Requires schools or districts to submit policies for reviewand sanctions for non-compliance |  |
|  | Section 3 Subtotal |  |
| 1. **District Policy Components**
 | **0** | **1** | **2** | Assigned Score |
| Definitions (4a) | No district TDV definition called for | Encourages districts to establish a TDV definition | Requires districts to establish a TDV definition |  |
| Accuracy (4b) | No parameters given for the district TDV definition | Parameters for the district TDV definition are given, BUT are incomplete relative to the CDC definition (\*\*physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner (i.e., spouse, boyfriend/girlfriend, dating partner, or ongoing sexual partner)) | Parameters for the district TDV definition are given and complete relative to the CDC definition (\*\*physical violence, sexual violence, stalking and psychological aggression (including coercive tactics) by a current or former intimate partner (i.e., spouse, boyfriend/girlfriend, dating partner, or ongoing sexual partner)) |  |
| Electronic Component (4c) | No inclusion of electronic vehicles in district TDV definition parameters | Only certain electronic vehicles are included in the district TDV definition parameters (i.e. only social media or only cell phones or only school computers) | The district TDV definition’s parameters are inclusive of all electronic vehicles |  |
| Reporting (4d) | No explicit requirements for districts related to incident reporting | Encourages reporting by school personnel and outlines specific mechanisms (i.e. designating school personnel or providing for anonymous reporting) | Requires school personnel to report and typically includes immunity clauses; May also address anonymous reporting and confidentiality |  |
| Written Records (4e) | Does not address written documentation for reporting or investigations | Written record procedures are established for reporting or investigations | Written record procedure requirements are specified and language for documentation or forms is outlined (e.g., communicating information on the schools’ response to the parents of victims in writing) |  |
| Investigations & Response (4f) | No inclusion of district requirements related to the investigation of reports | Language related to investigating complaints is included; may designate school personnel to receive reports and  | Specific language outlining the investigation process is included; may include parent notification and safeguards for victims |  |
| Sanctions (4g) | Disciplinary actions or other consequences for the prohibited behavior are not addressed | Requires the inclusion of disciplinary actions or other consequences for the prohibited behavior, BUT focuses on punitive consequences for aggressors only  | Requires the inclusion of disciplinary actions or other consequences for the prohibited behavior, including both punitive sanctions and supportive/remedial interventions for aggressors |  |
| Victim Referrals (4h) | Victim referral to counseling or other support services is not addressed | Encourages districts to address counseling or other support services for victims | Requires districts to provide counseling or other support services to victims |  |
| Educational Materials (4i) | No language calling for teen dating violence educational materials to be circulated by the district | Encourages teen dating violence educational materials to be circulated by the district (either in paper or electronic form) | Requires teen dating violence educational materials to be circulated by the district (either in paper or electronic form) |  |
| Notice to Parents & Students (4j) | Does not outline any requirements for publicizing policies to school personnel and students, uses vague language or only requires that policies be publicly posted  | Gives explicit requirements for communicating policies to school personnel and students in writing and may encourage districts to discuss policies with school personnel and students | Requires that districts actively discuss or review policies with school personnel and students |  |
|  | Section 4 Subtotal |  |
| 1. **Dating Violence Prevention Education for Students**
 | **0** | **1** | **2** | Assigned Score |
| Dating Violence (5a)\*\*If 0, all section 5 questions are to remain unanswered  | No discussion of dating abuse prevention education for students | Dating abuse prevention education is encouraged for students | Dating abuse prevention education is required for students |  |
| Dating Violence Education – Age appropriateness (5b) | Age appropriateness of dating abuse prevention education is not mentioned | Age appropriateness of dating abuse prevention education is encouraged | Age appropriateness of dating abuse prevention education is required |  |
| Potential Grades Taught – select all that apply (5c) | 🢭 K 🢭 1 🢭 2 🢭 3 🢭 4 🢭 5 🢭 6 🢭 7 🢭 8 🢭 9 🢭 10 🢭 11 🢭 12 |
| Minimum Number of years taught (5d) | (0-12, Total check boxes per 5c) |  |
| Dating Violence education – Teen Dating Violence Training (5e) | Neither recognition nor response to incidents of TDV is taught to students | Recognition of incidents of TDV is taught to students | Recognition and response to incidents of TDV is taught to students |  |
| Dating Violence education – Comprehensive Healthy Relationship Programming (5f)\*\*comprehensive being awareness building AND skill building  | No discussion of comprehensiveness | Comprehensiveness is discussed BUT NOT defined | Comprehensiveness is discussed and defined |  |
| Parent Opt-Out of TDV education (5g) | Parents are permitted to opt their children out of TDV education | Parents are permitted to opt their children out of TDV education BUT with some hurdle (e.g., like required justification or a substitute assignment) | Parents are not permitted to opt their children out of TDV education |  |
|  | Section 5 Subtotal |  |
| 1. **Dating Violence Prevention Education for School Staff**
 | **0** | **1** | **2** | Assigned Score |
| Staff Training – Any (6a)\*\*If 0, all section 6 questions are to remain unanswered | No language addressing staff training is included  | Staff training is encouraged; OR Staff training is required but not specified | Staff training is required |  |
| Staff Training – General Statement (6b) | Neither recognition nor response to incidents of TDV is taught to staff | Recognition of incidents of TDV is taught to staff | Recognition and response to incidents of TDV is taught to staff |  |
| Staff Training – All school staff (6c) | No language requiring staff to be trained  | Some staff are required to be trained, BUT NOT all staff | All staff are required to be trained |  |
| Staff Training – Periodicity (6d) | Frequency of staff training or inclusion as part of in-service is not specified  | Staff training is required less than yearly or staff training is encouraged to take place during in-services | Staff training is required yearly or Staff training is required to take place during in-services |  |
| Staff Training – Requirement for Certification (6e)\*\*Itemizing what constitutes an instructor as ‘trained’ does not equate to encouraging or requiring training  | TDV training is not required for teachers | Only some teachers are required to have TDV training for licensure (i.e. only health & wellness teachers or only post-primary educators, etc.) | All teachers are required to have TDV for a license |  |
|  | Section 6 Subtotal |  |
| 1. **Protections and Legal Rights**
 | **0** | **1** | **2** | Assigned Score |
| School-based Alternatives to protective orders (7a) | No language discussing provisions of in-school protective orders or transfer of a perpetrator or a victim to another school | Language discussing provisions of in-school protective orders OR transfer of a perpetrator or a victim to another school | Language discussing provisions of in-school protective orders AND the transfer of a perpetrator or a victim to another school |  |
|  | Section 7 Subtotal |  |
|  | **State Total Score** |  |