COMMUNITY ACTION GUIDE

Centers for Disease Control and Prevention
National Center for Injury Prevention and Control

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INTRODUCTION

Dating Matters: Strategies to Promote Healthy Teen Relationships® (Dating Matters), is a comprehensive teen dating violence (TDV) prevention model developed by the Centers for Disease Control and Prevention (CDC). Using a multi-component, community-driven approach, the Dating Matters comprehensive prevention model provides local health departments or community organizations with the tools they need to implement evidence-based prevention strategies. These strategies focus on 11- to 14-year-old youth and their parents, as well as educators, and in schools and neighborhoods to promote healthy relationships and prevent dating violence before it starts. Dating Matters includes youth and parent programs, educator training, a policy tool, guidance on using health indicator data in communities, a capacity assessment tool, and a youth communications campaign.

Dating Matters was implemented and evaluated in a five-year demonstration project in four communities: Baltimore, MD; Chicago, IL; Ft. Lauderdale, FL; and Oakland, CA. This demonstration project focused on 11– to 14–year-olds in high-risk, urban communities. Evidence suggests that middle school youth in an urban environment may be at increased risk for dating violence; however, there had previously been little evidence about what works to prevent dating violence in urban communities with high rates of crime and economic disadvantage. The CDC's Dating Matters website provides more information on the results of this evaluation.

I2I: WHAT R U LOOKING 4?®

i2i: What R U Looking 4? (*i2i*®) is Dating Matters' multi-faceted youth communications program that promotes respectful, nonviolent dating relationships through the use of in-hand materials, teen "ambassadors," and digital resources to share messages that relate to youth. *i2i* complements the other elements of Dating Matters through a direct-to-youth program with a brand and messages created especially for, and by, youth. Rather than being a program focused on dating violence intervention or response, *i2i* emphasizes primary prevention and the promotion of healthy dating before unhealthy or violent behaviors even begin. *i2i* reaches youth by activating authentic messages and messengers to reinforce healthy behaviors. This is done by engaging communities and partners, utilizing near peers (i.e., slightly older youth, known as "*i2i* Ambassadors"), and providing resources and tools to reinforce healthy dating behaviors in a manner that can be carried out and tailored by individual communities.

A RESEARCH-BASED APPROACH

CDC designed *i2i* based on best practices for developing effective communications programs, theoretical behavior models (e.g., Social Learning Theory, Diffusion of Innovation, Theory of Planned Behavior), and primary and secondary research. This included formative audience research with youth to explore knowledge, attitudes, and behaviors of the primary audience (11- to 14-year-olds) toward dating and relationships; message and concept testing with youth; community capabilities surveys; community audits; a youth-focused audience analysis; and literature reviews on communication campaigns geared towards similar audiences on sensitive topics and key influencers in the lives of high-risk, urban youth. Additionally, CDC consulted with an expert panel on an ongoing basis, which included audience and industry experts from diverse backgrounds. This research informed the development of *i2i*, as well as *i2i* materials.

Key themes and takeaways from the research indicated that teens tend to resist messages from adults or authority figures. Thus, the *i2i* brand needed to be "youth-only" and developed with a look and feel that appealed directly to them in order to increase the chances they would hear—and heed—its

messages. *i2i* was, therefore, developed through co-creation with youth to:

- Ensure brand authenticity among youth, which is essential to creating relevance and credibility;
- Allow them to assert their independence and decision making;
- Powerfully influence the decisions they are making for themselves;
- Prevent any resistance they may have when receiving messages from adults*; and
- Promote program word-of-mouth among their peers.

As it was designed and tested, *i2i* was meant to reach youth ages 11 to 14 with messages about healthy, respectful dating relationships via three core components:

- *i2i* Ambassadors (15–18 year old near peers) and Events
- Social and Digital Media
- Materials (offline and online)

*In communities and organizations that are able to use *i2i* Ambassadors to deliver the primary message and program.

Each of these components is supported and enhanced through the development of **Partnerships** with community organizations that can provide access, expertise, support, or other resources to increase the reach and effectiveness of the program.

In line with the overall objectives of Dating Matters and focus group findings, *i2i* messaging emphasizes prevention and healthy relationship behavior. *i2i* includes the following key areas of messaging:

- **Building Knowledge:** developing a general knowledge base around teen dating by educating youth on healthy, unhealthy, and unsafe dating relationships, excuses and warning signs for unhealthy dating behavior, and the role of technology (texting, social media sites) in dating.
- **Enhancing Self-efficacy:** encouraging youth to trust in what they know, listen to their inner-voice instead of outside pressures, and define their own healthy and safe boundaries and comfort levels in dating and relationships.
- **Taking Action:** empowering youth to take actions that promote the growth of healthy relationships and discourage engagement in unhealthy and unsafe relationships.
- **Resources:** directing youth to people that can help them navigate their dating relationships (e.g., trusted adults) and provides resources (e.g., hotlines, websites) for more information.

CORE COMPONENTS

i2i emphasizes prevention of unhealthy relationships and the promotion of healthy dating relationships at organized events, using a mix of materials, messages, and social and digital media. These components complement one another and carry the *i2i* messages through multiple platforms to reach as many youth as possible where they are—online, in their communities, and when spending time with friends. In addition, these three components are amplified and supported through partnerships that promote the program and its messages and help create networks of resources and assistance. Each of these components includes elements that are fully customizable to best resonate with youth.

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Ambassadors and Events

Ambassadors

Through formative primary and secondary research (e.g., focus groups, white papers, journal articles, and literature reviews), CDC found that near peers greatly impact younger peers' attitudes and perceptions as they relate to dating and relationships. Further research revealed that high school students also saw the benefit in having messages about dating and healthy relationships delivered by their own peers, such as through a peer health or counseling program.

*i2i l*everages the power and influence of near peers (called *i2i* Ambassadors) to become champions of its messages. Having experienced the highs and lows of dating relationships themselves, the Ambassadors are teens in the community ages 15 to 18 who are a trusted, credible source for healthy relationship guidance to middle school youth, ages 11 to 13. Ambassadors host *i2i* events in the community; generate and manage in-person and online conversations; impart wisdom to younger youth (who look up to and confide in their older peers); answer questions; and make it more likely for our target audience to take ownership of campaign messages. Ambassadors can deliver *i2i* messages—at events, through social media, via materials—to provide a level of authenticity to your efforts.

Events

Events allow youth and Ambassadors to interact and share ownership of the *i2i* messages. Events serve as an important opportunity to introduce *i2i* messages; meet and talk with the youth you are seeking to impact; hand out appropriate materials; and help generate discussion about healthy relationships. Events can be as big—or as small—as you and your team feel is appropriate and can support. An *i2i* event can be "stand alone" or done in conjunction with an existing event or program; hosted by just your team or with partners; in-person; or online. Ideally, Ambassadors should plan and be present at these events to serve as authentic deliverers of *i2i* messages and materials. Events not only benefit the younger youth in your community, but also Ambassadors involved in the program who can learn skills in youth leadership and partnership by working with adults who value, respect, and share ownership with them in regard to a common cause or initiative—preventing TDV.

Social and Digital Media

Because 8–18 year olds consume nearly 11 hours of screen time (TV, computer, phone) a day[1], it was important that *i2i* include digital and social media in order to reach youth where they already spend their time. Additionally, by using social and digital media, we are delivering messages from credible sources that are distinct from a voice of "authority" or adults.

The unique challenge of a constantly evolving digital landscape required that *i2i* remain flexible. For example, in planning, *i2i* selected Facebook to be its primary digital platform. But four years later, by the end of implementation, Facebook was no longer where young people commonly congregated online. Therefore, the digital component of *i2i* evolved to be flexible, operating on platforms such as Facebook, Twitter, and Instagram,

1 http://files.eric.ed.gov/fulltext/ED527859.pdf

as well as allowing communities and program facilitators to select the most relevant social and digital platforms for their communities (e.g., Snapchat). You will want to use what works best and is most relevant when you implement the program for the age of the audience you are trying to reach[2].

Regardless of the platform, social and digital media are essential parts of the *i2i* program because they can be used to promote *i2i*, its messages, and events; recruit Ambassadors and keep them engaged; and help your community and potential future partners keep abreast of information and events. As part of the toolkit, we have provided sample social media posts and shareable graphics, but we encourage you to develop your own.

If your community or organization is not active on social media, consider placing *i2i* resources onto an existing website—such as your organization's own—or one that is frequently accessed by youth—such as a local club or community organization.

2 If your primary audience is 13 years old or younger, please be cognizant of social and digital platforms' age limits, as youth younger than 13 are often not permitted on those platforms.

Materials (in-hand and online)

A suite of campaign materials has been developed to disseminate and reinforce *i2i* healthy dating messages (See "Toolkit" on page 18 for a list and description of all materials). These materials were developed over time with the input of youth, the communities, grantee health departments, expert panel advisors, and further focus groups. Materials were designed to be flexible, living both online and in print in order to reach a wide range of young people where they are. Successful materials distribution has included handing them out at events as a way to promote *i2i* messages and the program; distributing materials at local schools and youth gathering spots; and promoting existing materials via social media or websites.

i2i materials have several things in common:

- They focus on message dissemination and education on promoting healthy relationship behaviors;
- They take into account a number of things about their audience, such as literacy levels, youth behavior, and aspirations (e.g., the research finding that young people desired to have materials that were "aged up"); and
- They encourage engagement and dialogue through their unique branding and materials (e.g., stickers, decals, fortune tellers, event toolkits).

These materials are a key delivery method to put *i2i* messages in the hands of youth and have been developed with a look and feel demonstrated to resonate with them.

While many of the materials in the toolkit can be used "as is" and in a variety of combinations, we also encourage you to tailor and use them in a way that best suits your community or organization's needs, personality, and point of view.

Work with your teams or Ambassadors to create supplemental materials for *i2i* as it best relates to the youth in your community. Brand usage guidelines can be found in Appendix A.

Partnerships

Partners are critical to amplifying *i2i* messages and events—from sharing information online or in-person to recruiting participants and Ambassadors. Organizations that have already earned the trust of young people can lend a credible voice to *i2i* messaging as well as help extend the program's reach. During the demonstration project, the four communities identified and worked with various program partners—organizations vested in youth,

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healthy relationships or teen dating violence prevention—to find compelling ways to share *i2i* messaging with a broader youth audience.

Partnerships can also be a key way to help your organization or community with additional support, resources, or expertise. The communities participating in the demonstration project used partnerships in this way as well, working with local organizations to meet important logistical needs related to events and the Ambassador program. This included partners that donated space (e.g., movie theater, skating rink, community center); resources (e.g., food, tables, sound equipment); and support (e.g., community organizations offering expertise or participation in existing events).

Partnerships can help your community meet program needs and extend your program goals. Given that every community is different, every partnership program is unique. No matter your previous experience with partnership building, this guide can help you develop mutually beneficial relationships to fill in gaps and meet program needs.

LESSONS LEARNED

i2i was designed to evolve as the worlds of youth change, communities transform, and opportunities are identified to build on the positive values of each community.

In four years of implementation, *i2i*'s greatest learning and strength is in its flexibility and the unique ways in which it was implemented across the country. Originally *i2i* was developed as a program to be implemented in the same way across all four pilot communities. However, since no community or its youth is identical, *i2i* adapted to be scalable and adjustable to meet different needs. This built-in flexibility allowed communities enough leeway to adapt the program to take advantage of community strengths and manage their resource limitations. To support this flexibility, *i2i* evolved to:

- Provide benchmarks for success, while letting communities develop their own strategies for meeting those metrics.
- Design materials that communities can customize and reuse (e.g., an event toolkit with items to be used at any community event to ensure brand visibility, clear messaging, and provide resources to be used across multiple events).

BEING i2i

Some things to consider when you're creating your i2i program include:

- population density;
- geographical classification (e.g., urban or rural);
- youth demographics;
- cultural customs or preferences;
- transportation (e.g., how youth will get to and from events); and
- potential partners

- Constantly re-evaluate tools used to deliver messaging to ensure they are meeting the audience not only where they are but where they are receptive to prevention information (e.g., expanding to Twitter and Instagram as those platforms became more popular with the *i2i* audience).

In addition to these lessons learned, *i2i* was also evaluated as part of a rigorous program evaluation conducted in the four Dating Matters pilot communities. As you implement *i2i* in your own community, it may be useful to set benchmarks and process measures to help you evaluate, calibrate, and optimize your own efforts.

HOW TO USE THIS GUIDE

This guide, and the accompanying toolkit of materials and messages, allows for the implementation of the next phase of *i2i*—taking *i2i* to new communities that are in need of, and looking for, a way to support healthy relationship building among the youth in their community.

In addition to this guide on implementing *i2i*, implementation guidance is also available for all other elements of Dating Matters.

Because we know communities and organizations will have varying degrees of resources and capacity (e.g., staff, funding, time) to implement a comprehensive TDV prevention program, the *i2i* toolkit, materials, and messages can be used and adapted by communities and organizations. This user guide and the accompanying toolkit of materials and messages employs a tiered approach that allows communities and organizations to adapt the program to their needs, as well as their individual communities.

The materials in the toolkit are also meant to be adaptable to your community's or organization's unique "personality." We encourage you to use these materials in a way you feel will be most successful for reaching your youth. While CDC has gleaned insights and has experience in implementing TDV programs and reaching youth, your organization or community best knows the youth you are trying to reach.

We have provided many fully developed materials in the accompanying toolkit. CDC has also created "templates" that can be used to apply your own unique messages or look and feel. Your community or organization is encouraged to develop materials appropriate for your youth and provide guidance for how to do so. This includes social media platforms and content.

IMPLEMENTATION SPECTRUM

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To help you assess the methods, materials, and channels your community or organization is best equipped to implement, we have developed a modular approach to implementation. First, take the capacity assessment on page 11 to determine your available resources, strengths, potential challenges, and place on the implementation "spectrum." Based on your assessment score, you will be directed to one of three color modules:

Basic implementation of core components (may not include Ambassadors).

Mid-level implementation including all core components plus some additional elements such as a landing page and partnerships.

Full implementation with all core elements plus extensive partnerships and outreach; multiple forms of social media; and large-scale events.

Each component chapter of this user guide describes how the program and toolkit should be implemented, based on your score for each section. Your capacity may vary by program component—for example, you may be a "green" for digital media but an "orange" for partnerships. That's okay! The goal of this assessment is to help your organization or community determine where your strengths currently lie. It is CDC's hope that you will continuously evaluate your efforts and resources with an eye toward moving to a "green" implementation for all components.

As part of Dating Matters, this *i2i* guide joins other implementation guides developed to provide guidance on the youth programs and parent programs. Taken together, these guides emphasize prevention and healthy relationships, and ultimately create an environment in which healthy relationships grow and dating violence is not okay. By bringing everyone together to build a community for healthy relationships, Dating Matters will create a ripple effect throughout the lives of young people and your community. Together, we can create a healthy and safe future for our youth.

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CAPACITY ASSESSMENT

I2I PROGRAM CAPACITY ASSESSMENT AND PLANNING TOOL

Welcome to the *i2i* Program Capacity Assessment and Planning tool. In this tool, "capacity" refers to the information, skills, resources, abilities, and support you need to successfully implement and sustain *i2i* and *Dating Matters*. The following pages consist of three separate assessments that correspond with key parts of *i2i*: Events and Ambassadors; Digital Media Platform Management; and Partnerships.

For each component, you will answer a series of questions that will help you determine your capacity level (orange, blue, green). At the end of the questions in each section, you will be given a total score that corresponds with a specific level of capacity for that piece of *i2i*. Orange is associated with the lowest level of capacity—additional resources are needed to implement *i2i* in your community. Blue is associated with having moderate resources and capacity to implement *i2i* in your community. And green represents the highest level of capacity in bringing *i2i* to your community—with a full implementation of events, Ambassadors, social media, and/or partnerships.

As previously noted, your capacity level may be different for different components—and this program is designed to accommodate ranges of capacity. As you gain experience and resources over time, your goal should be to increase your capacity level and capabilities within each component

On the following pages, circle your answers and tally your corresponding points in the space provided to determine your *i2i* program capacity.

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CAPACITY ASSESSMENT

Circle the answer that best describes your organization or community, then tally up the points at the end of each section.

EVENTS & AMBASSADORS

	1 point: No/low existing capacity	2 points: Basic level of capacity in place	3 points: Moderate level of capacity in place	4 points: High level of capacity in place
Working with Youth Does your organization have experience with, or resources dedicated to, working directly with youth?	No experience working directly with youth.	Some experience working directly with youth, for example through partner organizations, versus working with them on a day-to-day basis.	Previously facilitated or participated in youth-led efforts (e.g., events and event planning in your community).	Regularly facilitate youth-led efforts, including event planning oversight by youth.
Planning Events for Youth What experience does your organization have planning events, particularly planning events for youth?	No experience or limited experience planning events for youth; would need to build event planning infrastructure from the ground up.	Minimal experience planning events for youth; have planned 1-2 events per year in the past but mostly on an ad hoc basis.	Some experience planning events for youth; have experience developing longer-term plans, securing logistics, promoting, and executing events.	Proficient in event planning for youth; have a protocol in place and a network of peers, colleagues, or partners established to help.
Event Planning: Size and Scale What is the scale of previous events you have planned?	Experience planning small-scale events for less than 10 attendees.	Experience planning moderate sized events for up to 30 attendees.	Experience planning events for 30-50 attendees.	Experience planning events for more than 50 attendees.
Recruiting Youth Volunteers Has your organization recruited youth volunteers to support your mission or projects in the past?	No experience recruiting youth volunteers; leaders of the organization own all tasks with little outside help; minimal presence in the larger community (which could make recruiting a challenge).	Minimal experience recruiting youth volunteers; have some presence in the larger community (that could help with recruiting); have leveraged word-of-mouth previously for support, but no formal process in place.	Moderate experience recruiting youth volunteers; have well-known presence in the larger community, particularly for youth, that could boost recruiting; have previously recruited via word-of-mouth; have previously developed a scaled recruitment protocol.	Experience recruiting youth volunteers or additional team members; widely known within the larger community and among youth; can proficiently recruit via word-of-mouth, partner organizations, and an extended network that effectively reaches youth.

EVENTS & AMBASSADORS

	1 point: No/low existing capacity	2 points: Basic level of capacity in place	3 points: Moderate level of capacity in place	4 points: High level of capacity in place
Managing Youth Volunteers and Peer Mentors What capacity does your organization have to oversee youth volunteers?	No experience or minimal bandwidth to oversee youth volunteers.	Some experience overseeing youth volunteers; have worked with youth volunteers previously. Most responsibilities fall into realm of current organizational activities.	Process in place to manage, engage, and hold up to five youth volunteers accountable for a period of six months at a time.	High capacity and ability to manage and hold more than five youth volunteers accountable over the course of a year.
Training and Retaining a Program of Youth Volunteers and Peer Mentors What capacity does your organization have to retain and sustain a program of youth volunteers over time?	No experience or minimal bandwidth to train and retain a group of youth volunteers over time.	Some bandwidth to train and retain a group of youth volunteers over a period of less than six months.	Process in place to train and retain youth volunteers; ability to hold accountable a group of up to five youth for a period of six months at a time; some processes in place to address retention challenges in order to create a sustainable program.	High capacity to train, retain, and create a sustainable program with youth volunteers taking place over the duration of a year; have financial incentives or partnerships in place to help drive retention and engagement over time.

TOTAL POINTS – EVENTS AND AMBASSADORS: _____

Total Points	Level	Description
6-11 Points	**Orange Level**	*i2i* includes hosting at least one event over the course of a school year that promotes *i2i* healthy relationships messaging. While this will ideally be a unique, standalone event driven by *i2i* messages and planned primarily by the program manager, or person overseeing the *i2i* Program implementation, these messages could also be woven into an existing planned event. This is recommended for communities and organizations that want to begin incorporating healthy relationship messaging into their existing programming, but may have limited means of doing so beyond current activities.
12-18 Points	**Blue Level**	*i2i* includes a small-scale ambassador program of up to five youth participating per school year, working to plan, promote, and put on three events throughout the school year. This is recommended for communities and organizations that have the resources to plan and implement a moderate-scale program related to healthy relationships outside of existing day-to-day activities.
19-24 Points	**Green Level**	*i2i* includes a sustained Ambassador program of more than five participating youth over the duration of a school year, actively planning and promoting events. This level of implementation also includes a robust selection of multiple events, with support from partners. This is recommended for communities and organizations that want to create a comprehensive events and youth volunteer program sustained for at least one year, and that have the resources and capacity to do so.

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CAPACITY ASSESSMENT

Circle the answer that best describes your organization or community, then tally up the points at the end of each section.

DIGITAL MEDIA PLATFORM MANAGEMENT

	1 point: No/low existing capacity	2 points: Basic level of capacity in place	3 points: Moderate level of capacity in place	4 points: High level of capacity in place
Social Media Platforms & Message Development Does your organization have the capacity to integrate healthy relationship messaging targeting youth into an existing or new online/digital channel?	No existing social media account or website to feature *i2i* content.	Could feature limited *i2i* content on existing social media accounts and/or website.	Could feature *i2i* content on existing social media accounts and/or websites, or could create unique profiles dedicated to *i2i* messaging.	Can support a robust content strategy where *i2i* messages are either a prominent feature on an existing social media account and/or website or the main focus of a new account or site.
Content Creation What experience does your organization have in creating content for youth? How experienced is your organization in creating content for youth about healthy relationships?	No experience creating content for youth.	Very little experience creating content for youth. No experience developing content for youth specifically about healthy relationships.	Some experience creating content for youth. Some experience developing content for youth specifically about healthy relationships.	Experience developing content for youth; experience developing content specifically about healthy relationships for youth.
Online/Digital Experience & Capacity What experience and capacity does your organization have developing and posting online content for youth?	No online content planning experience or organizational structure in place to post online.	Little experience creating online content for youth; could create and post *i2i* content at least twice a month (to social media or existing website).	Some experience creating online content for youth; resources in place to create and post content at least three times a week, most of which will be sharing existing *i2i* content or third party posts, videos, images, etc.	Experience developing online content for youth; high-level investment in content creation; content includes not just third-party posts but new, unique content exclusive to the social media account (e.g., working with partners to produce videos, engaging YouTube celebrities to create and post content).

DIGITAL MEDIA PLATFORM MANAGEMENT

	1 point: No/low existing capacity	2 points: Basic level of capacity in place	3 points: Moderate level of capacity in place	4 points: High level of capacity in place
Online Community Management What kind of experience and capacity do you have managing online communities targeting youth?	No consistent online community management (engaging with online community targeting youth) presence or protocols setup.	Can only perform online community management when necessary; only in times of emergency or high engagement periods.	Moderate online community management of social media accounts targeting youth; responsive to comments and questions but do not start new conversations.	Resources available and dedicated to online community management; proactive activity on social media, not just focused on community management but includes reaching out to potential partners and stakeholders to foster healthy discussion.

TOTAL POINTS – DIGITAL MEDIA PLATFORM MANAGEMENT: _____

Total Points	Level	Description
4-7 Points	**Orange Level**	*i2i* includes a basic, entry-level digital strategy to promote events or some *i2i* messages. This is recommended for communities and organizations that want to integrate healthy dating information and messages into existing social media accounts or websites, without making it the primary focus of the account.
8-11 Points	**Blue Level**	*i2i* includes a mid-level digital strategy to actively promote events, create *i2i* messages, and create some engagement on social media or websites. This is recommended for communities and organizations that want to build healthy relationship education for youth into existing social media accounts or websites, whether to promote program events or general healthy dating relationships messages and resources.
12-16 Points	**Green Level**	*i2i* includes a high-level digital strategy to actively promote events, create *i2i* messages, and create engagement on social media or websites. Green is recommended for communities and organizations that want to invest heavily in healthy relationship education among youth with a very consistent online presence.

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CAPACITY ASSESSMENT

Circle the answer that best describes your organization or community, then tally up the points at the end of each section.

PARTNERSHIPS

	1 point: No/low existing capacity	2 points: Basic level of capacity in place	3 points: Moderate level of capacity in place	4 points: High level of capacity in place
Community Knowledge How familiar are you with the businesses and organizations around you?	No or very little knowledge of other organizations and businesses.	Aware of community businesses and organizations, but do not know much about them.	Knowledge of some community businesses and organizations and possibly a deep knowledge of a few of them.	Strong familiarity with and deep knowledge of many/most community businesses and organizations.
Working With Youth and Youth-Facing Organizations Does your organization work directly with youth or have you worked with other youth-facing organizations?	Don't work with youth and have no experience working with youth-facing organizations.	Don't work with youth but have some experience working with youth-facing organizations.	Occasionally work directly with youth and have some experience working with youth-facing organizations.	Frequently work directly with youth and/or work regularly with youth-facing organizations.
Organizational Relationships Do you have relationships with other organizations in the community to help support *i2i*?	No relationships with other organizations in the community.	Some relationships with other organizations, but none that could help support *i2i*.	Some relationships with other organizations, including some that could help support *i2i*.	Several relationships with other organizations, many of which could help support *i2i*.
Infrastructure to Support Community Outreach What staff resources do you have to dedicate to community outreach?	No staff available for community outreach role.	Staff available who wear many hats, one of which could be community outreach.	Staff available who have defined role for conducting community outreach as part of their overall responsibilities.	Dedicated staff focused solely or mostly on community outreach.

PARTNERSHIPS

	1 point: No/low existing capacity	2 points: Basic level of capacity in place	3 points: Moderate level of capacity in place	4 points: High level of capacity in place
Partner Engagement How much experience do you have engaging/working with other organizations on a shared effort?	No prior experience working with other organizations on a shared effort.	Some experience working with other organizations on a shared effort, typically in a contributing role (i.e., your organization contributed to an effort led and coordinated by someone else).	Some experience working with other organizations on a shared effort, typically in a leadership role (i.e., your organization led effort and coordinated contributions from others).	Considerable experience working with other organizations on a shared effort, both in leadership and contributing roles.

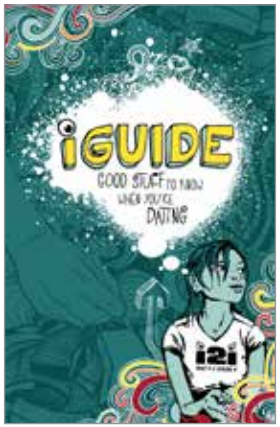
TOTAL POINTS – PARTNERSHIPS: _____

Total Points	Level	Description
5-8 Points	**Orange Level**	*i2i* consists of forming 1-2 partnerships per year with the goal of having those partners help meet singular, specific needs (e.g., provide food at an *i2i* event). This is recommended for communities and organizations that want to begin to build a partnership network to extend the reach of the *i2i* program.
9-15 Points	**Blue Level**	i2i includes the formation of 3-4 partnerships per year with the goal of having those partners help meet multiple needs (e.g., help with several provisions to make an *i2i* event possible). This is recommended for communities and organizations that want to expand their partnership network and further maximize the reach of the *i2i* program.
16-20 Points	**Green Level**	*i2i* includes a robust partner network with the goal of having partners help with two or more elements across the whole *i2i* program. This is recommended for communities and organizations that want to maximize their resources as well as the reach of the *i2i* program by leveraging partner relationships.

03

TOOLKIT

This section provides a description of the items included in the *i2i* toolkit, to be used by program managers and Ambassadors.



PROGRAM MANAGEMENT

iGuide: Core to *i2i*, the iGuide is the primary resource for sharing healthy dating relationship messaging. The iGuide uses compelling content, modules, and authentic language to promote healthy dating relationships. The iGuide is designed to reach across all ages of the youth. It can be printed or accessed online.

Word Template: This template provides a Word document design with colors and background in line with the *i2i* brand. Use this to communicate with your Ambassadors or community youth.

PowerPoint Template: The PowerPoint template (PDF version included) should be used for all *i2i* presentations, with the *i2i* logo and graphic placed throughout the template.

INFOGRAPHICS/POSTERS

"Together" Infographic: An 11" X 17" infographic providing skills to teach healthy relationships to youth. The infographic provides an overview of all the modules in one: start early, continue through adolescence, and carry into adulthood.

Module I Infographic: The Module I infographic provides a condensed version of the Together infographic to only show the "Start Early" module.

Module II Infographic: The Module II infographic provides a condensed version of the Together infographic to only show the "Continue Through Adolescence" module.

Module III Infographic: The Module III infographic provides a condensed version of the Together infographic to show the "Carry into Adulthood" module.

FACT SHEETS

***i2i* Fact Sheet for Youth:** A fact sheet that explains the *i2i* program to youth who may be interested in taking part, either as *i2i* Ambassadors or participants. This fact sheet can be given out in your community when you begin the program, at schools, to partner organizations, or at events.

***i2i* Fact Sheet for Parents:** A fact sheet that explains the *i2i* program to parents of youth who may be interesting in participating. This fact sheet can be given out in your community when you begin the program, at schools, to partner organizations, at events, or sent home with youth.

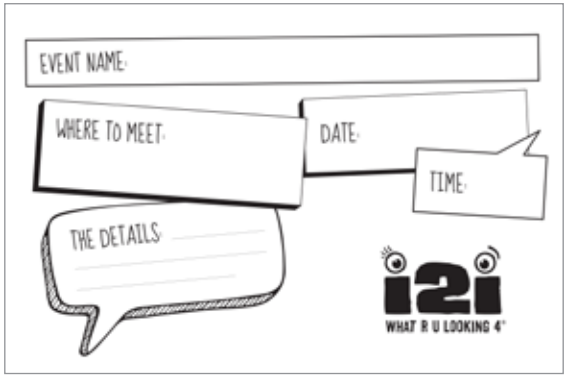
03

TOOLKIT

TOOLKITS

Movie Event Toolkit: This event toolkit is specifically for hosting an *i2i* Movie Event and contains the suite of materials described below.

- **Backdrop (96" x 36"):** A backdrop to be placed at the entrance of the movie event for attendees to take a photo in front of it.
- **Box Label (12" x 10"):** A label to be placed on the outside of the box that holds the copies of the Movie Event Toolkit.
- **Game Card:** For event attendees to fill out while watching the movie to note what scenes and incidents would be considered "Being *i2i*" and "Not *i2i*."
- **Poster:** Promotional poster for the Movie Event with the *i2i* logo.
- **Ticket:** Movie Event ticket to be given to attendees or to be used as decoration around the venue.
- **T-shirt Transfer:** Designed to be printed on a t-shirt or other fabric, either for *i2i* Ambassadors to wear or to be used as give away to event attendees. The t-shirt transfer has the "Keep It 100" design and *i2i* logo.

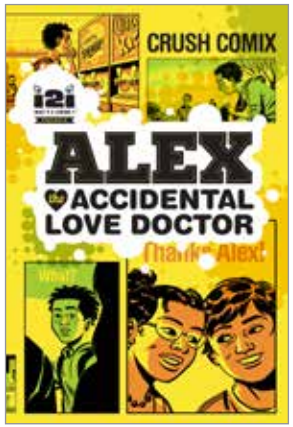


Event Toolkit: The *i2i* event toolkit consists of a suite of materials to be used at i2i sponsored events and contains the suite of materials described below.

- **Backdrop (96" x 42"):** A backdrop to be placed at the entrance or on a wall at the event for attendees to take a photo in front of it. This is modeled after a red carpet with the event name and logos repeated behind the individuals in the photo.
- **Banner (72 ” x 24 ”):** A print ready-banner, with the *i2i* logo, to be hung at the event.
- **Palm card (6” x 9,” printed double sided):** Card to be handed out to event attendees, with a fun quiz about Being *i2i*. The question is located on the front and the correct answer is on the back.
- **Name Tags**: A sheet of eight name tags to be printed and used at the event.
- **Poster Template (11 ” x 17”):** *i2i* event poster template to be filled in with event name, location, date and time, and any additional details necessary.

03

TOOLKIT



ADDITIONAL MATERIALS

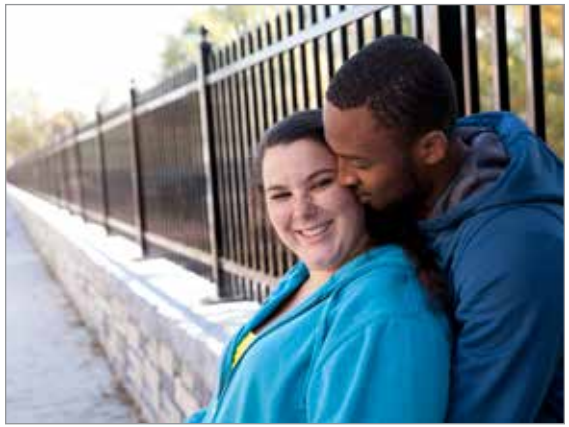
Paper Fortune Teller: A paper fortune teller to be cut out and folded by the youth. The paper fortune teller provides information on what it means to Be *i2i* in a fun and engaging way. The fortune teller presents ways two people can interact in a relationship and how Being *i2i* can help you understand that part of your relationship.

Decals: There are two versions of the *i2i* decal provided in the toolkit: 1) I am *i2i*, and 2) I support *i2i*. These decals can be used for distributing to youth, partners, or other stakeholders of *i2i* to demonstrate their support of the program and/or the messaging.

Comic Book: The comic book is for *i2i* Ambassadors to distribute to the youth for example when attending an *i2i* event. The comic book presents the main character Alex and his interactions with friends and dating advice. In addition to the scripted story, after each scenario there are real world stories from youth that have experienced these situations.

Stickers: : Sheet of i2i images and messages that can be printed on labels.

Textbook Covers: Printable graphic covers for books and textbooks.



SOCIAL MEDIA CONTENT

Social Media Graphics: *i2i* Ambassadors worked with youth participants at an event to capture in a few words what “a healthy relationship” meant to them. Those phrases were used to create shareable graphics.

Facebook Graphics: Suite of *i2i* shareable graphics for Facebook.

Sample Healthy Relationship Tweets: A list of 15 sample tweets to be used on *i2i* program Twitter accounts.

VIDEO

Dating Matters Video: Promotional video for the program, to be shown to *i2i* Ambassadors and program participants as well as to partners and supporters of *i2i*.

04

EVENTS & i2i AMBASSADORS

i2i is a program built around sharing messages and materials about healthy dating and relationships with young people, and what better way to do that than in-person, at events. An important part of *i2i* includes planning, promoting, and hosting events in your community where you will have the chance to meet and talk with your young people about what they experience, believe, and feel.

Events are also a great opportunity for you to act as a convener in your community—bringing young people together to talk to one another about healthy dating and relationships after you have shared *i2i* messages. This peer-to-peer dialogue helps young people explore what it means to be in a healthy relationship, whether that's with their partner, their friends, or their family members. These conversations often continue well after the event ends.

Because we understand that planning an event can take significant time and resources, we designed *i2i* to be flexible and scale to your needs. Communities have had success sharing *i2i* messages and materials through a variety of events: movie nights, skate dates, after-school events and dance parties, and even online video competitions.

Depending on your resources and capacity, the scale of the event and the messenger of *i2i* can vary. For example, if you're looking to do a low-cost, low-lift event, the program manager can plan, promote, and support the event. However, if you have the ability to use Ambassadors within your program (this is encouraged!), those Ambassadors can help plan, promote, and support the event, and then become near peer advisors who serve as trusted and relatable messengers for the *i2i* information.

What will your event look like?

Customization and flexibility are the cornerstones of successfully sharing *i2i* messages and materials, and that applies to events as well. Keep in mind that while we have created toolkits to help you plan an event, the demonstration phase of *i2i* revealed that there isn't one formula for a successful event. You are the best person to determine the type of event, the event location, and which activities will work in your community. As with any youth engagement effort, meeting young people where they are geographically, psychologically, and emotionally is critical. If your young people like to talk to other teens about dating, then be sure to include Ambassadors when putting on an event. If they like movies or music, and it's less important who the messenger is, then partner with a local movie theater to show a movie that demonstrates healthy relationships. After the movie, talk with them about how they related to the characters. And if your young people prefer to interact online rather than in-person, host an online event, like a Twitter party or a Google Hangout, to talk about how they engage with their partners using social media.

What are the *i2i* Ambassadors?

Ideally, *i2i* Ambassadors will be able to help plan and implement these events, serve as the champions of *i2i*, and engage with your community's youth to share *i2i* messaging on a near peer level. The aim of the *i2i* Ambassador Program is to recruit, train, and mobilize youth as strong near peer ambassadors to support the program and share its messages. Because these Ambassadors have experienced the trials and tribulations of dating themselves—and have completed the *i2i* training or received appropriate adult guidance—they are seen as a trusted, credible source of dating advice and can serve as sounding boards for their peers. (CDC realizes that, in some instances, it is not possible to start a program with Ambassadors.

In this case, trusted adults in the community should be the ones delivering the *i2i* messages —with the goal of ultimately making this a peer-led effort.)

Regardless of the scale of your event and your messenger, all events share these basic elements: event planning, event promotion, event support, and wrap up. With additional time and resources, you can supplement these basic elements with additional activities.

The primary elements of *i2i* events and Ambassadors are further explained below, as well as three levels of events that vary in scale and messenger: orange, blue, and green. You'll also find tips, best practices, and things to consider that will help you plan your events, based on best practices learned by communities that have already implemented *i2i*. In addition to putting on *i2i* events, we also recommend weaving *i2i* messaging and materials into other existing events that your program or community might be hosting or participating in.

ORANGE LEVEL

The *i2i* program includes hosting at least one event over the course of a school year that promotes *i2i* healthy relationships messaging. While this will ideally be a unique, stand alone event driven by *i2i* messages and planned primarily by the program manager or person overseeing the *i2i* implementation, these messages could also be woven into an existing planned event.

BLUE LEVEL

The *i2i* program includes a small-scale Ambassador program of up to five youth participating per school year, working to plan, promote, and put on three events throughout the school year.

GREEN LEVEL

The *i2i* program includes a sustained *i2i* Ambassador program of more than five participating youth over the duration of a school year, actively planning and promoting events and Being *i2i*. This level of implementation also includes a robust selection of multiple events, with support from partners.

ORANGE

EVENTS

- Organize at least one event during the school year. (Note: if one event cannot be supported, weave *i2i* messaging and materials into already existing events.)
- This event is planned and organized by the *i2i* program manager, or the individual leading the program in your community, who will:
  - Incorporate event promotion into posts on your community's social media channels (if available) and, ideally, regularly incorporate *i2i* messages into your social or digital platforms.
  - Negotiate and coordinate all event logistics (including permissions—see Appendix B).
  - Ensure that the event itself runs successfully and smoothly, and that *i2i* messages and materials are shared as appropriate.
  - Ensure that all youth are in a safe environment (see Appendix D for safety monitoring plans).

EXAMPLES

- Build *i2i* messaging into an event focused on bullying or teen pregnancy prevention.
- Host a Skate Date at a local rink and every half hour, share healthy relationship messages. Hand out materials as youth leave the event.

RELEVANT TOOLKIT MATERIALS

i2i Word Template, PowerPoint Template, Preventing Teen Dating Violence Fact Sheet, Movie Event Toolkit, Event Toolkit, Paper Fortune Teller, Comic Book, Stickers

BLUE

AMBASSADORS

- Recruit and engage up to 5 *i2i* Ambassadors (or similar near peer volunteers) per school-year. CDC suggests that these *i2i* Ambassadors:
  - Work with the Program Manager to imagine, plan, and staff three events throughout the school year.
  - Include event promotion in your conversation calendar for your social media platforms (if available).
  - Engage youth in activities that incorporate *i2i* messaging or branding, including handing out *i2i* materials at these events.

EVENTS

- Host or participate in three events throughout the school year, planned and executed largely by the *i2i* Ambassadors, with the help of the program manager.

EXAMPLES

- In conjunction with an afterschool program, *i2i* Ambassadors host a skit about healthy relationships and distribute *i2i* materials.
- Plan a night at the movies using the Movie Event Toolkit. Screen a movie that includes themes related to healthy relationships, then hold a Q&A afterward to discuss Being *i2i*.

RELEVANT TOOLKIT MATERIALS

i2i Word Template, PowerPoint Template, Preventing Teen Dating Violence Fact Sheet, Movie Event Toolkit, Event Toolkit, Paper Fortune Teller, Comic Book, Stickers, Ambassador Handbook

GREEN

AMBASSADORS

- Recruit and engage an Ambassador program with 5+ Ambassadors sustained throughout the school year.

EVENTS

- *i2i* Ambassadors plan multiple events during the school year. Include partner organizations when possible to extend the reach and resources available for your event. See Chapter 6 for more information on partnerships and examples.

EXAMPLES

- Working with the local health departments or relevant community organizations, plan a community-wide health fair. Set aside a booth for *i2i* Ambassadors to share information about healthy relationships and Being *i2i*.
- Partner with a local arts organization to host a performance showcase centered on a healthy relationships theme.

RELEVANT TOOLKIT MATERIALS

i2i Word Template, PowerPoint Template, Preventing Teen Dating Violence Fact Sheet, Movie Event Toolkit, Event Toolkit, Decals, Paper Fortune Teller, Comic Book, Stickers, Ambassador Handbook, Sample iGuide for Partners

04

EVENTS & AMBASSADORS | ADDITIONAL INFORMATION

EVENT PLANNING CONSIDERATIONS

When you're planning an event to engage young people, keep the following tips in mind:

- There is no "one size fits all" event. Plan what you think will appeal to the young people in your community. If sports teams are revered in your community, think of how athletes or athletics could be included (see Spotlight on Success below). If faith is important in your community, think of how religious youth groups could spearhead event planning and share *i2i* messaging.

SPOTLIGHT ON SUCCESS

At a community basketball game in Baltimore, *i2i* Ambassadors set up a table to talk to youth and the community about *i2i*. The *i2i* Ambassadors asked attendees to complete Healthy Dating Quizzes and fill out one-word statements of what makes relationships healthy. *i2i* Ambassadors also spoke during halftime. Around 70 people attended the event and received materials about healthy relationships.

- Ensure that the activities planned are age-appropriate based on the youth who will be attending and that the event length and activities will keep your audience's attention. Check the calendar to make sure that the proposed date doesn't conflict with other community events.

Consider what might attract youth to attend so that they can then learn about *i2i* once they're there. Teens are often more intrigued by a "fun, free" event than one that explicitly leads with information on "healthy relationships." Similarly, create event promotions that are creative and appeal to the target audience.

See **Appendix C: Youth Engagement and Event Planning & Promotion** for additional recommendations and best practices for implementing *i2i* events in your community.

SPOTLIGHT ON SUCCESS

Create a Ambassador recruitment plan tailored to fit your community's individual needs. Consider leveraging word-of-mouth recruiting, which has proven to be successful and yields stronger Ambassador candidates than blanket outreach within communities, schools, and organizations.

BRAND AMBASSADORS: SETTING YOURSELF UP FOR SUCCESS

If your community is implementing an *i2i* Ambassador Program (Blue or Green Levels), **Appendix C: *i2i* Ambassador Program Management & Training** includes recommendations and best practices for recruiting and implementing a successful program in your community. This includes how to recruit and retain Ambassadors in your organization or community, the types of youth who make successful Ambassadors, and important takeaways on how to effectively train the Ambassadors on program messaging and their responsibilities.

05

DIGITAL MEDIA PLATFORM MANAGEMENT

Digital components (e.g., websites, social media) are an essential element of *i2i* because they serve many functions—to promote *i2i*, its messages, and events; recruit *i2i* Ambassadors and keep them engaged; and most importantly, reach young people where they are: online. *i2i* was designed to use social media to accomplish these objectives. Since 8-18 year olds consume nearly 15 hours of screen time (TV, computer, phone) a day[1], it is critical that your *i2i* program has a digital component that reaches the target audience where they already spend their time.

Social media is an effective platform to reach youth because of how much they embrace it in their daily lives. Young people check their social media feeds often to see what their friends are posting, what the latest news is on their favorite brands and celebrities, and just to entertain themselves. By having an active presence on social media networks, communities and organizations can regularly engage with youth and provide important messaging about healthy relationships and information about upcoming events. Community-specific social media accounts can provide exclusive and compelling content tailored to your audience.

Through the demonstration period, and working with our grantee communities, we've learned that no one approach to a digital presence, whether through websites or social media, is right. To be successful, you should implement a digital outreach plan that meets the unique needs of your community and your organization. For example, if you already have a social media presence, then you can weave in *i2i* messaging and event promotion. Or, if social media is not within your resources and capacity, you can consider using your website to share *i2i* messages and content. Or, if you have a text message program, you can share *i2i* messages through texts, even if it's just informally. The guidelines in this section introduce several different social and digital channels to consider for your outreach. It is up to you to decide which channels you think will resonate best with your young people.

1 http://www.nhlbi.nih.gov/health/educational/wecan/reduce-screen-time/

ORANGE LEVEL

i2i calls for a basic, entry-level digital strategy to promote events or some *i2i* messages. This is recommended for communities and organizations that want to integrate healthy dating information and messages into existing social media accounts or websites, without making it the primary focus of the account.

BLUE LEVEL

i2i calls for a mid-level digital strategy. This is recommended for communities and organizations that want to build healthy relationship education for youth into existing social media accounts or websites, whether to promote program events or general healthy dating relationships messages and resources.

GREEN LEVEL

i2i calls for a high-level digital strategy. Green is recommended for communities and organizations that want to invest heavily in healthy relationship education among youth with a very consistent online presence.

ORANGE

- Post *i2i* content at least twice a month to your community or organization's website or social media platform(s).
  - Content should be adapted by the community to reflect the existing voice of the accounts/website and localized so that the message is relevant to your followers.
  - Content can include sharing existing *i2i* content, promoting *i2i* events, or commentary on news posts, videos, or images.
- Community management should occur at least on a weekly basis. This includes monitoring and responding to comments and questions, as appropriate.
- Communities and organizations should track basic metrics of social media interactions and growth to measure the success of the program. Appendix E has guidelines for assistance with collecting metrics.

EXAMPLE

- Search "#healthyrelationships" on Twitter and try and find an article or an image you can share on your social media accounts.

RELEVANT TOOLKIT MATERIALS

iGuide (contains similar content used in the appendix); shareable graphics

BLUE

- *i2i* content should be posted at least once a week to your website and/or your social media platforms in order to build a strong following for the content. Platforms that are not regularly updated will lose the interest of followers and become unattractive "to potential new followers.
- Community management monitoring should occur at least every other day or more frequently if a high-level of engagement is expected, such as around event promotion or a particularly news-worthy posting.
- Communities and organizations should analyze the results to see what type of content performs best and adapt the content strategy to reflect those insights. Appendix E has guidelines for assistance with collecting metrics.

EXAMPLE

- Create a video of your community answering questions from followers about healthy relationship topics.

RELEVANT TOOLKIT MATERIALS

iGuide (contains similar content used in the appendix); shareable graphics

GREEN

- *i2i* content should be posted several times a week.
- In addition to providing commentary to relevant third-party posts, create exclusive content unique to your owned online channels, such as interviews, shareable graphics, event photography, thought leadership, or influencers' posts.
- Community management is not just responsive but rather proactive, reaching out and starting conversations daily. This can include commenting on posts by other communities or organizations talking about healthy relationships and discussing with influencers the latest relevant stories.
- Measurement is a big part of the program and strongly impacts the content strategy. By regularly analyzing the performance metrics of your posts, you can better understand the best way to present your content for the best engagement.

EXAMPLE

- Reach out to YouTube influencer who's created videos about teen dating and try to partner on a future video.

RELEVANT TOOLKIT MATERIALS

iGuide (contains similar content used in the appendix); shareable graphics

05

DIGITAL MEDIA PLATFORM MANAGEMENT | ADDITIONAL INFORMATION

DIGITAL CONTENT STRATEGY

Across all levels of implementation, the basic elements of digital media platform management should include the use of a content calendar, some degree of community management, and measurement tracking of content performance.

SPOTLIGHT ON SUCCESS

As a way to engage their Twitter followers in a unique and creative way, the *i2i* Ambassadors of Baltimore created a live video using Periscope, where they acted out scenarios and answered questions from the community.

The level of investment in *i2i* content will depend on which capacity level is appropriate for your community or organization, but the following are content types to consider:

- **Conversation Starters:** Posts that encourage youth to share with one another and spread the word. Includes polls, surveys, open-ended questions, cool facts, and trivia.
- **Online News Stories:** Posts that share news articles, blog posts, or stories by others. Includes sharing links to other Facebook pages, important news, or blogs.
- ***i2i* News:** Posts that share new and exclusive information about *i2i*, including newly available offline materials or upcoming events.
- **Contests or Giveaway Details:** Posts that announce new contests to generate enthusiasm and page activity.
- **Images and Videos:** Posts that share multimedia content in order to create a more visually compelling and interactive social media account.

Conversation calendars are a great way to organize and plan your social media content. See Appendix F for an example layout. Creating content for the conversation calendars, and ultimately for your social media accounts, requires a strong understanding of what teens are experiencing and need to know about healthy dating relationships. Keeping up with news regarding teens and teen dating is one way to find content ideas. For example, interesting or funny articles, blogs, and discussions can be shared as content for the conversation calendar. Other content types, such as conversation starters, require thoughtful questions or stories that readers of the page and encourage them to respond. There are multiple methods that communities and organizations can use to stay up-to-date on relevant news and find content to share on social media. One example is Google Alerts, which are emails sent when Google finds new results—such as web pages, newspaper articles, or blog posts—that match the search term(s) you've selected. To learn how to setup Google Alerts, please refer to the instructions in Appendix E.

Another way to find relevant news and content to share is by taking advantage of the search capabilities of Twitter, Tumblr, Instagram, and YouTube. To learn how to use these search features, please review Appendix E for instructions.

COMMUNITY MANAGEMENT

It is important to set up guidelines as part of the conversation management process. These guidelines create response scenarios for everyday situations, identify relevant contacts for questions, and develop community guidelines for social media accounts to be posted publicly. With these guidelines, the conversation managers can effectively moderate conversations—reading comments from the community, responding to them as appropriate, and deleting inappropriate comments.

Pre-determined protocols for how to handle everything from relationship concerns to program feedback to possible emergency situations are critical for timely management and reaction. Check out Appendix D: Safety Monitoring Plan or Appendix E on response guidelines, which incorporate the use of green, yellow, and red flag designations to demonstrate how the conversation managers could respond and if the post should be escalated.

WAYS TO IMPROVE YOUR SOCIAL MEDIA OUTREACH

Keeping track of how your posts are performing can help you determine what type of content to continue using and what to refine or eliminate. By comparing post performance, you can optimize your content strategy so that you're focusing on *i2i* messages and content your followers respond to positively.

If you see that some topics have low performance, you can test out other ways of sharing that topic with your followers to see if a different method can boost interest and engagement. For example, if articles on healthy dating tips aren't resonating, try sharing videos. Appendix E has instructions on how to access social media post performances on Facebook, Twitter, and Instagram.

It is important to note that digital components will generally only target the *i2i* audience who is over the age of 13, as social media platforms such as Facebook require users to be 13 or older. Additionally, considerations should be made to ensure compliance with the Federal Trade Commission's Children's Online Privacy Protection Act, which regulates mobile applications and websites that collect information from children under the age of 13.

06

PARTNERSHIPS

Partnerships are important tools to the success of *i2i*. As key relationships with other groups or organizations can support the implementation of the *i2i* program in unique ways. Developing and utilizing partnerships can be a powerful program tool; they can add more to what you are already doing, and they can also fill in gaps to cover unmet needs. By forming partnerships, you can build a network of support among organizations that can maximize your resources (e.g., materials or expertise), extend the reach of your program (i.e., how many people know about the program), and lend credibility to your program (i.e., help people realize that your program has the approval of an organization they trust).

i2i partnerships don't fit one specific mold; they vary based on a host of factors. They can be formed to meet a very specific need, or they can be formed to be meet a variety of needs as they arise. Partnerships can exist to provide anything from materials (e.g., a projector and DVD for movie night) to expertise (e.g., a community leader who speaks at a training session) to monetary funding (e.g., funds to cover an event or help incentivize Ambassadors). They can be formed with government and non-profit organizations (such as a city health department, Boys and Girls Club, or church youth programs) or they can be formed with for-profit businesses and organizations (such as an influential local business or a movie theater chain). Regardless of what partnerships look like in action, they are important relationships that can be very helpful to your efforts.

Your partnership program should be customized according to your goals and with your organizational capacity in mind. If yours is an organization with extensive partnership experience or staff dedicated to partnership activities, you can follow Green Level guidance and develop a robust partnership network to help you meet a variety of program needs. If you have some partnership experience and/or capacity to manage partnerships, you can follow Blue Level guidance and identify 3-4 partners who can help you with a certain portion of *i2i*. If your organization doesn't have much experience with or capacity for managing partnerships, you can follow the Orange Level guidance by starting small and pinpointing needs with which 1-2 partners can help. All levels will involve some level of partnership building and maintenance; for more details, please see Appendix F.

i2i calls for 1-2 partnerships per year with the goal of having those partners help meet specific needs.

i2i calls for 3-4 partnerships per year with the goal of having those partners help implement some aspect of *i2i*.

i2i calls for a robust partner network with the goal of having partners within the network help implement various elements across *i2i*.

ORANGE

Form 1-2 partnerships to help meet specific program needs. These partners will be limited engagement partners and may fill a one-time role such as supporting an event or helping spread the word about an event.

EXAMPLES

- A local restaurant provides snacks or catering for an *i2i* event.
- A local business provides their facility as a location to host an *i2i* event.
- A local coffee shop posts fliers or social media content to promote an *i2i* event.

RELEVANT TOOLKIT MATERIALS

Fact sheets; fliers; posters; decals; social media graphics and posts

BLUE

Form 3-4 partnerships to help execute a portion of *i2i*. Rather than meeting a single, specific need, these partners may meet multiple needs.

EXAMPLES

- A local library helps promote *i2i* (e.g., posting fliers and posters) and agrees to distribute its messages and materials.
- A local Y helps you plan and implement a event.
- A local communications firm offers expertise on developing and maintaining a social media presence

RELEVANT TOOLKIT MATERIALS

Fact sheets; fliers; posters; decals; social media graphics and posts

GREEN

Form and maintain relationships with a group of partners to help execute across the entire program, including events and Ambassadors. The development of these partnerships will reflect a shared, mutually beneficial interest between *i2i* and the partner organization.

EXAMPLES

- A network of local churches signs on to help you promote and execute a series of *i2i* events using their facilities, as well as promote them to their youth.
- A local sports league helps you promote *i2i* and its messages to its teen participants.
- A non-profit organization with a large network of teen volunteers helps you recruit Ambassadors for your program or activates their network to serve as Ambassadors.
- A local PTA helps you promote *i2i* among its parent network.

RELEVANT TOOLKIT MATERIALS

Fact sheets; fliers; posters; decals; social media graphics and posts

06

PARTNERSHIPS | ADDITIONAL INFORMATION

Partnerships can be an effective part of *i2i*, but it takes the right mix of tools and resources to make them work correctly. Partnerships don't just happen naturally; they come about through planning and effort. The process below introduces a basic approach for identifying and developing partnerships (which is expanded on in Appendix F):

1. **Conduct a needs assessment.** A partnership should be initiated to meet specific needs. It may be helpful to outline each component of *i2i* to review where you can use additional support. See Appendix F for a list of questions to ask during your needs assessment.
2. **Identify needs that partnerships can help address.** Community partners can help provide a variety of resources to complement your existing community resources, including, but not limited to:
   - Venue space for events, activities, or trainings
   - Food and beverages
   - Help promoting events or program activities
   - Transportation
   - Entertainment (e.g., music, movies, bowling)
   - Gifts/awards/incentives for event- and activity-related contests and games
   - *i2i* Ambassador trainers (for Blue and Green Level communities)
   - Support for recruiting and incentivizing *i2i* Ambassadors (for Blue and Green Level communities)
3. **Identify potential partners.** Possible partners include a variety of organizations, including non-profits, youth organizations, community groups, government organizations, and local businesses. The identification and selection of suitable partner organizations can be done in two general phases as shown below. See Appendix F for more on the two phases of partner identification and selection.
   - Phase One – Background Research: We recommend a preliminary review of the potential community partner to obtain background information, including the organization's current activities, past history, and shared interests.

SPOTLIGHT ON SUCCESS

In Chicago, *i2i* program staff and Ambassadors partnered with vendors, artists, and healthcare professionals to put on a "Mind, Body, and Soul Fair" that included dancing, yoga, and hair care tips—in addition to messages about healthy relationships.

- Phase Two – Evaluation: It is important to explore the strategic benefits and risks involved in implementing a partnership, and evaluate whether the partner has a sincere and credible commitment to *i2i*.

4. **Conduct outreach to potential partners and discuss potential partnership activities.** Once you have evaluated the organization in terms of partnership potential, you can begin outreach to gauge their willingness to be a partner and, if they are, to craft specific programs and activities. See Appendix F for a step-by-step guide to partnership outreach, including:
   - inquiry
   - assessment
   - engagement
   - ongoing communication and
   - evaluation
5. **Implement agreed upon partnership activities.** After the planning is complete, this is the phase during which your ideas become reality. This phase of the approach will look different for every partnership, as it depends on what has been agreed upon between your organizations. For instance, if a partner has agreed to help you host an *i2i* event, this will be the timeframe during which the event will actually take place. If a partner has agreed to help you promote *i2i* by disseminating messages about teen dating violence prevention, this phase will be the one during which that partner will do things such as distribute *i2i* materials or send out an email blast including healthy relationship information.

To form and maintain successful partnerships,

- Prioritize your needs and engage partners according to that priority.
- Think realistically about the level of interest a partner might have and/or what they might be able to provide.
- Assess whether the partnership can be mutually beneficial and incorporate elements to achieve mutual benefit.
- Communicate openly, honestly, and regularly to partners.

07

APPENDIX

07 APPENDIX A

BRAND USAGE GUIDELINES

IDENTITY STANDARDS

The standards outlined here provide instructions on the usage of the *i2i* Youth Communications Program identity to ensure a consistent visual presentation and includes guidance on sizing, color palette, and positioning.

Colors and background

The program identity should appear in black.

The identity can be placed over white or light-colored backgrounds.

If a dark background is absolutely necessary, the identity should be reversed out.

Sizing and positioning

The identity should never be smaller than .85” wide.

Leave clear space equal to the width of the letter “i” in the logo mark on all sides of the identity.

What to avoid

Do not alter the color of the logo. Preference is to use in black.

Always use the logo with the tagline.

Do not alter the proportions of the logo.

Mandatory Registration Statement Use

The superscript registration symbol ® must be used the first time Dating Matters®, *i2i: What R U Looking 4*®, and *i2i*® are mentioned in the body copy (see page 2 for example). Subsequent references of the programs do not require the ® symbol.

The logo must always have the ® mark.

The following registration statement must be used on all materials:

Dating Matters® is registered trademark of the U.S. Department of Health and Human Services (HHS).

i2i: What R U Looking 4® and its logo, *i2i*®, are registered trademarks of the U.S. Department of Health and Human Services (HHS).

These statements should be placed at the bottom of materials or the last content page of multiple page documents set in 8 point type size (see page 81 for example). Note that *i2i* and *i2i: What R U Looking 4* names are always to be set in italics. Dating Matters is not italicized.

07 APPENDIX B

EVENT PLANNING & PROMOTION GUIDE

This section outlines key recommendations and insights on how to engage youth and how to create *i2i* branded events with activities inspired by *i2i* messages and themes. It includes planning tips and event ideas for groups both large and small, as well as recommended monitoring methods for your consideration.

As you look through this information, think about who will be planning and putting on these events. Does this responsibility fall entirely on the plate of the program manager? Will there be colleagues or partners who will be helping? Or does your community have the capacity to have *i2i* Ambassadors who will assist with these events? These are all important questions to keep in mind when reviewing the best practices on the following pages.

If you are managing the *i2i* program on your own, you should consider the following an outline of your roles and responsibilities. This includes the questions to keep in mind when planning the event and key considerations before, during, and afterward.

QUESTIONS TO KEEP IN MIND WHEN PLANNING AN EVENT

1. **Is the event venue easy to get to and appropriate for teens?**
2. **Does the event date/time conflict with any other major community events?**
3. **What length of an event will keep the attention of teens in your community?**
4. **Are there enough activities to fill the time?**
5. **How will activities be structured so that teens stay engaged?**
6. **Are the activities interactive?**
7. **How are *i2i* messages incorporated? Are they noticeable but not overwhelming?**
8. **Does the event support *i2i's* objectives?**
9. **How are the events being promoted?**
10. **How will feedback on the events be collected?**
11. **Is the event in line with your community's safety protocol? Can it effectively be implemented if a situation arises?**
12. **BLUE AND GREEN COMMUNITIES: Are Ambassadors actively engaged in, and enthusiastic about, planning the event? Are they enthusiastic about the event design?**

If you will have partners or Ambassadors working with you, you will be able to divide some responsibility between yourself (the program manager) and those individuals. Your role will primarily be one of oversight—including logistics such as securing the location, creating and obtaining appropriate permission forms, helping distribute promotional materials, and leading planning meetings with the Ambassadors. The Ambassadors should focus on coming up with ideas for and developing the activities for the event, putting together promotional assets (e.g., social media posts and flyers), and engaging with attendees at the event.

BEFORE THE EVENT: PLANNING TIPS AND RECOMMENDATIONS

Thoroughly planning for your events ahead of time will help make each event a success. The more you are able to address in advance of the event, both in terms of logistics and planning as well as potential problem solving, the easier it will be to fill the event and run successful activities and programming. Before the event, you will want to put together a comprehensive promotion plan to ensure the details of your event are reaching prospective attendees. Regardless of whether you are working alone, or with a group of Ambassadors, these are some useful promotional tips:

- **Go to where your audience spends time.** Promote your event where teens are likely to see the flyers or other promotional pieces, not just where the event will be held. This includes where teens gather for activities in and outside of school (e.g., community centers, athletic fields/parks). It also will be largely dependent on what works in your community. Some things to consider:
  - Are youth more likely to hang out with and have friends in their schools or in their neighborhoods? It varies by community and city. Events are more likely to be successful if they are held where youth are likely to bring and encounter their friends. If that's school, try holding an after-school event such as dance or athletic event. If your youth are from close-knit neighborhoods, have an event at a skate park, basketball court, or community center.
  - What's popular with youth in your community? In some communities, sports are tops. In others, music or art may be a bigger draw. A key to success is finding the greatest common interest among your target audience and creating an event or events around those activities.
- **Be creative and make it fun.** Use colorful flyers, artwork, visuals, and graphics to capture attention for the event you are promoting.
- **Lead with event-related details.** Teens are more intrigued by a "fun, free event" than one that explicitly leads with information on "healthy relationships." Ensure messaging around the event speaks to teens, their interests, and underscore any *i2i*-related messaging as a secondary benefit.

07 APPENDIX B

EVENT PLANNING & PROMOTION GUIDE

- **Choose your words carefully.** Don't over-pack the promotional piece with too much information; be selective in the words you choose, and include essential information, such as the event name, location, date, and time. Making the activity fun, offering free food, choosing a convenient location, and inviting friends will make it more likely that youth will attend your event. Market it that way!
- **Use word of mouth.** Use face-to-face opportunities to promote the event, particularly when, the Ambassadors are interacting with the youth.
- **Go online.** Because most teens live on their phones and social media, take advantage of these platforms to promote upcoming events and activities, and to create buzz and interest. If you have partners or Ambassadors, ask them to promote the event on their own platforms to amplify the impact.
- **Create excitement and anticipation.** Use tactics, such as save-the-dates or contests to generate enthusiasm for your upcoming event.

DURING THE EVENT

During the event, youth can enjoy free food, music, games, and activities. All activities should be interesting, appropriate, interactive, and able to sustain the interest of youth. Healthy relationship messaging should be incorporated into each event, but does not need to overpower the event. The messaging should be woven throughout the event without being too obvious so that the teens are having fun at the same time they are learning about *i2i* and its messages.

Lastly, ensure that there is proper supervision during the event. While they are not expected, be prepared to manage difficult situations and/or teens while at the events and ensure your safety monitoring protocol is in place to address these scenarios (see Appendix D for more information).

AFTER THE EVENT: GETTING FEEDBACK

After the event, maintain the energy and enthusiasm from the event through follow-ups and posts on social media, sharing photos and experiences from the event.

Solicit feedback in order to plan your next event. By gathering information on past events to inform future events, you've already started promoting your next event! Consider asking event participants what they would like to see or do at the next event; both positive and negative feedback can be helpful. This can be accomplished informally through conversations at the event or more formally, for instance, on Facebook using a poll.

Over the course of the program, we encourage you to review the success of the events and activities you host with the *i2i* Ambassadors to ensure they are as successful and valuable as possible, and determine if modifications are necessary. For example, taking note of how many teens were invited and comparing it to the actual number of attendees can help you assess the effectiveness of promotional activities. Or evaluating teens' excitement level or interest during an event and at each activity is a quick and easy way to assess the success of the event and/or individual activity.

07 APPENDIX C

AMBASSADOR PROGRAM MANAGEMENT & TRAINING GUIDE

PROGRAM OVERVIEW AND RATIONALE

The aim of the *i2i* Ambassador Program is to recruit, train, and mobilize youth as strong near peer "Ambassadors" for the program and its messages. Research conducted in the planning stages of *i2i* confirms that near peers can greatly impact younger peers' attitudes and perceptions as they relate dating and relationships.

Having experienced the trials and tribulations of being in a relationship themselves, the Ambassadors are viewed as a trusted, credible source of advice or guidance on healthy relationships. They can share key program messages, answer questions, and refer youth to additional resources. The *i2i* Ambassadors should:

- Attend trainings (e.g., an initial training and subsequent refreshers);
- Help plan for and host at least three events per school year; and
- Create content for and manage any social media channels.

Ultimately, your goal as a community will be to have these Ambassadors serve as the voice of the program—as the program was designed to be peer-to-peer. However, CDC understands that because of varying capacity levels, your community may initially have an adult delivering these messages or undertaking these activities—with the goal of working toward having a full Ambassador program over time.

RECRUITMENT

To ensure success with your program, it is important to recruit engaged, enthusiastic, and dedicated teens to serve as Ambassadors. You should create a recruitment plan tailored to fit your community's individual needs. During recruitment you should ensure all candidates are fully aware of the content of the program, the topic, and the level of commitment. Lastly, be ready to address possible barriers, such as meeting time, transportation to meetings, etc.

The following are recommended guidelines to consider while developing a recruitment plan.

- Allow at least 2-3 months for recruitment and keep in mind that certain times of the year (e.g., summer) may prove more challenging for recruitment because of vacation and holidays.
- Work with non-profits and community organizations, such as Boys & Girls Clubs, the Y (formerly YMCA), and after-school programs to identify potential Ambassador candidates. Communities can also work through the schools. For example, reach out to youth in student council or athletic programs. This has proven to be a successful way of securing quality Ambassadors already engaged in their communities.

- *i2i* Ambassadors can also come from existing programs — such a group of peer health counselors. This would allow for the natural inclusion of the program into an existing organization structure, with teens that may already be leaders in their community.
- Actively seek out applicants rather than waiting for youth to respond to a pamphlet or advertisement.

Best Practices for the Application and Selection Process

The application for the *i2i* Ambassador Program and selection of the *i2i* Ambassadors should be developed based on your individual community's needs. The following is a list of research-based, best practice suggestions to help guide the development of the application and selection process.

- Use word-of-mouth to help recruit new Ambassadors, through your organization as well as leveraging existing Ambassadors to get the word out to future Ambassadors. This is highly regarded as one of the best strategies.
- Promote the application widely among the schools in your community.
- Create a competitive environment with the application process. It creates a sense of earned placement that will encourage youth to protect the privilege of being an *i2i* Ambassador and encourages them to adhere to guidelines.
- Be cautious not to ask for personal identifying information, such as social security number; only collect the information that is essential to the program, including contact information and interest in the *i2i* Ambassador program.
- Select both Ambassadors and alternates, as resources allow, accounting for inactivity and attrition.

Before participating in the Ambassador Program, provide *i2i* Ambassadors a copy of a program participation agreement. This can be signed by both the youth and their parent/guardian to provide permission to participate in the activity, and then can be submitted at training.

WHO TO RECRUIT

Recruit youth in your community with:

- Leadership skills;
- Attitudes and beliefs compatible with the program and the topic;
- Similar backgrounds to the target audience to foster acceptance (but from diverse areas in your community);
- The ability to establish good relationships with peers in group settings;
- The ability to serve as a role model; and
- Experience or demonstrated interest in working with peers or in the community.

07 APPENDIX C

i2i AMBASSADOR PROGRAM MANAGEMENT & TRAINING GUIDE

TRAINING

The number and length of trainings will depend on what you plan to discuss at those trainings, the number of Ambassadors recruited, and other factors that are unique to your community. There is not a requirement for the number of trainings your community needs to hold, but it is recommended that the training be as thorough as needed to cover the key topics outlined in this chapter and provide Ambassadors with enough familiarity with, and confidence in, their role as *i2i* Ambassadors.

CDC suggests that i2i Ambassadors be trained on the i2i Ambassador Program, their responsibilities, and i2i in general. CDC suggests that the person leading the training is a familiar, relatable community member, as best practices show that training is most effective when conducted by a trusted and respected member of the community. This could include another leader from your organization, a well-known athletic coach, a youth group leader, a local celebrity/personality (e.g., radio show host), or someone from the health department.

The trainer should be given instruction on:

- How to best educate Ambassadors on teen dating violence (TDV);
- *i2i*: *What R U Looking 4?* and its messaging;
- The roles and responsibilities of an *i2i* Ambassador; and
- Problem solving and remediation to address potential challenges and issues with the Ambassadors such as inappropriate behavior and delinquency.

i2i PROGRAM TRAINING: BEST PRACTICES

CONTENT OF TRAINING

- Introduce Ambassador program, what it is and its benefits, to help youth understand the importance of their role.
- Help youth understand differences and strengths of each person. Open a dialogue to discuss each individual's unique contributions to avoid comparisons among youth.
- Make content culturally and youth relevant (e.g., use pop-culture references, media stories).
- Consider including components such as youth leadership, message development and impact, group facilitation and workshop development, media training, online engagement, and lessons on healthy relationships, TDV, and other relevant issues.
- Return to the key *i2i* messages during trainings to ensure that youth are familiar enough with it that they can use their own words.

TRAINING NEAR PEERS

- Empower youth to make decisions; adults should serve a supportive role.
- Allot adequate time for training, as training always takes longer than anticipated.
- Address the following key topics during the training:
  - Common myths relevant to TDV and healthy dating relationships;
  - Personal thoughts and values;
  - Near peer education, its benefits, and challenges;
  - Simple ground rules for the program; and
  - Additional resources and support services.
- Make the training fun and engaging.
  - Use interactive training exercises, such as icebreakers, brainstorming, small group discussions, or role-playing.
  - Use guest speakers that energize and inspire teens; it also will keep it fresh and introduce new perspectives. Consider slightly older peers (college-aged young adults), as they may be more engaging than an adult.
- Schedule ongoing trainings with regular refresher sessions, not just a one-time session. Ongoing trainings can focus on elaborating more on information shared during the initial training, or addressing issues or topics that arise through the program.

FOLLOW-UP TRAINING

- Hold follow-up trainings and check-ins for continuous optimization of the program.
- Solicit feedback from youth on topics for follow-up trainings to gain buy-in and interest.
- Consider follow-up trainings that may not be directly relevant, but can serve as team builders.

MANAGEMENT

Now that the Ambassadors have been recruited and trained, managing the program and the Ambassadors is the next crucial step. Since the Ambassadors will serve as key point people for the youth in this program and be responsible for many of the key components of the program, they need to receive guidance and be closely managed.

Throughout the implementation of *i2i*, the program manager should:

- Host regular check-ins for monitoring purposes, as well as regular refresher trainings.
  - It is recommended to check in twice a month by phone or through video chats, and at least twice a month in person for a total of four check-ins per month.
  - The in-person check-in should be held at a location that is accessible to all Ambassadors.
  - Phone or in-person check-ins may be more frequent during the planning of an event.
- Refresher training can be a part of the monthly in-person check-ins, and may be as informal as discussing recent work (e.g., positive interactions, issues encountered) or as formal as a guest speaker or training session to reinforce the main training (e.g., communicating effectively, how to develop social media messages, etc.).
- Ensure ongoing supervision of the Ambassadors.

This was originally built as a program where Ambassadors were incentivized by receiving gift cards. CDC found that this was an effective way to engage and retain Ambassadors throughout the program. Feedback from the communities also suggested that without these types of incentives, it would be difficult to ensure Ambassadors remain involved in *i2i* throughout the entire school year.

We recommend coming up with some sort of incentive for the Ambassadors' participation. It doesn't have to be gift cards—other ideas include providing community service credit, sharing that it looks good on job applications, throwing them appreciation pizza parties following successful events, and framing it through the lens of giving back to the community. You can also work with partners who can donate supplemental incentives. To learn more about partnership development, please refer to Chapter 6.

PROGRAM EVALUATION

Over the course of the program, we recommended that you review the *i2i* Ambassador Program to ensure it is meeting the objectives and goals your team sets at the beginning of implementation. This can help you determine if any revisions in your program are necessary and help determine what has worked best to date. The points of measurement will be determined by what fits into your community's goals, and the resources available to help keep track of these numbers over time. This could include snapshots of the recruitment, training, and management processes. More specifically, you may decide to track the number of applicants, the number of Ambassadors that complete the training, the length of training sessions, Ambassador attrition, and Ambassador knowledge and attitudes pre- and post-training.

07 APPENDIX D

SAFETY MONITORING PLAN

The *i2i* Ambassador Program encourages interactions between teens and Ambassadors, whether at events, on social media, or in other communications. Therefore, it is important for you as an *i2i* program leader to teach the Ambassadors how to responsibly interact with youth—in any type of situation. While the focus of *i2i* is on encouraging positive, nonviolent dating relationships, it is possible that the youth participating in your events have had negative experiences with relationships.

Teens may approach you or the Ambassadors to discuss their personal experiences with dating violence, as victims, perpetrators, or witnesses. These conversations can be challenging, so it is important that Ambassadors are prepared and understand the required protocols established by your community.

DEVELOPING A PROTOCOL

To ensure safety, it is important to have a safety protocol in place that dictates how to respond to disclosures, referrals, and distress situations. CDC encourages each community to develop a document with national and local resources. We recommend adapting this for Ambassador use as well. It is important for Ambassadors to be equipped with this information in the event that they are approached by youth seeking additional help.

DISCLOSURES, REFERRALS, AND DISTRESS SITUATIONS

The following provides an overview of the three types of situations in which *i2i* Ambassadors should work with you as the program manager.

Disclosures

A disclosure is when someone reveals or tells an Ambassador something about their personal life. For example, someone may tell the Ambassador about a controlling girlfriend, report that he's seen his parents hit each other, or share that she felt pressured to be intimate.

Every disclosure needs a different response and it is important that you walk Ambassadors through examples of disclosures and how to respond during the introduction training. In walking through disclosures, talk with them about what decisions they will need to make if someone discloses healthy information or unhealthy or unsafe information. It is also important to emphasize with Ambassadors that these protocols still apply if a teen discloses something that has nothing to do with dating (like drug or alcohol use). In all circumstances in which a disclosure is made, Ambassadors should notify the program manager immediately so that they may take appropriate action. Below are examples of decision trees to develop with Ambassadors.

HEALTHY OR GENERAL DISCLOSURES

- Refer them to their iGuide for more info
- Consult Love Is Respect or talk with your *i2i* program lead

UNHEALTHY OR UNSAFE DISCLOSURES

- Talk to your *i2i* program lead immediately
- Your *i2i* program lead will talk with:
  - Additional organization leadership
  - A parent or guardian, as appropriate
  - The teen, as appropriate

07 APPENDIX D

SAFETY MONITORING PLAN

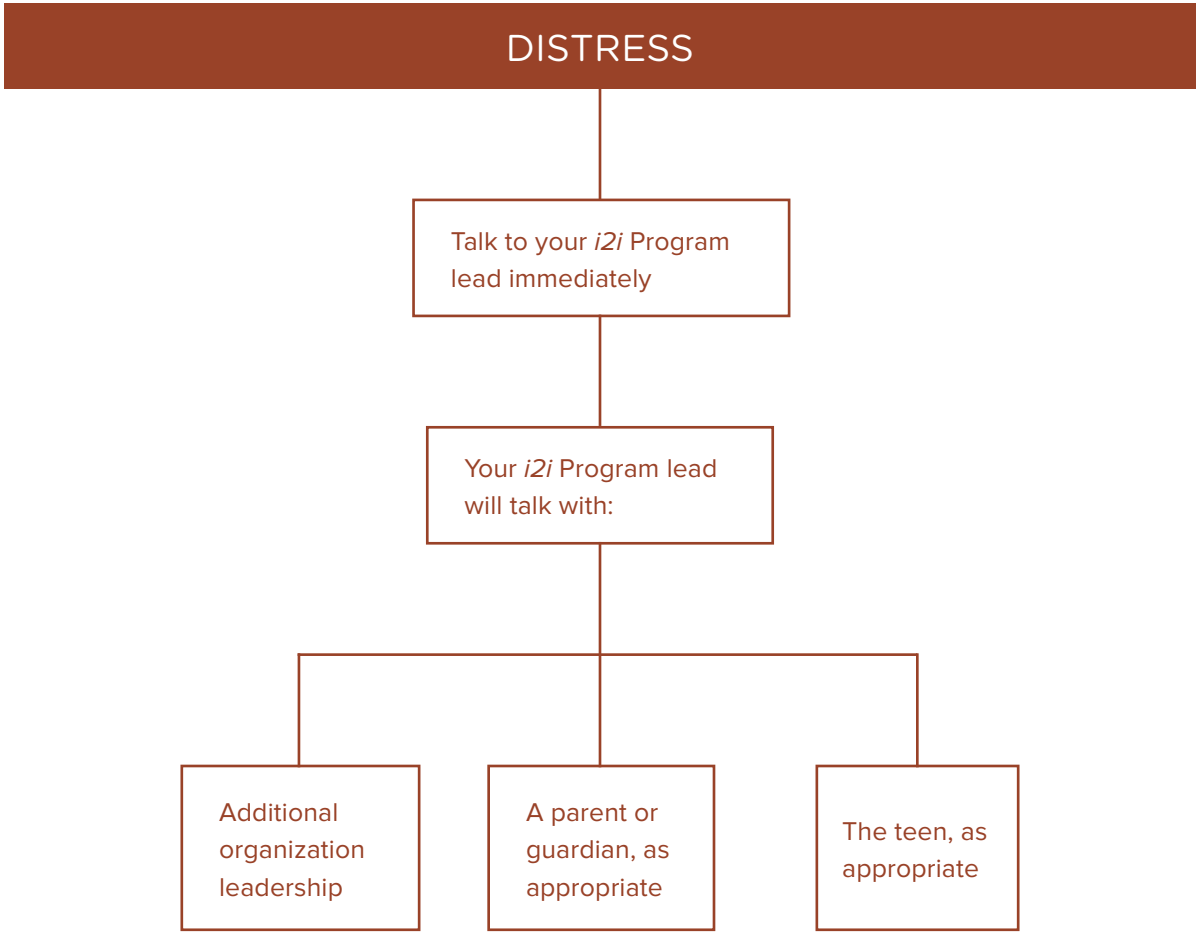
Referrals

A referral is when Ambassadors are asked for additional information or resources without sharing anything about their situation. For example, asking, “Can you tell me how I can find out more about dating abuse or helping a friend who has experienced it?” The person may or may not appear upset when asking for information, but remind Ambassadors that does not mean it’s not a serious situation.

Like disclosures, every referral needs a different response. Talk with Ambassadors about different examples of referrals, how to respond to them, and what decisions the Ambassador will need to make if someone asks for information. Also, you can work with Ambassadors during training to come up with a similar decision tree for referrals.

Distress

Distress means to threaten or cause injury, worry, fear, or suffering. The Ambassadors should report to you immediately in these situations. Unlike disclosures or referrals, there is no healthy distress, so there is only one decision for Ambassadors to make. The chart to the right provides an example decision tree.



TRAINING AMBASSADORS

To help the Ambassadors understand disclosures, referrals, and distress situations, we suggest incorporating scenarios or having them act out situations for each of the topics to help them get a feel for what real life conversations they will be having. You should also teach them about the 4-Ts (see sidebar), the decision process, and when and how they should engage with you or another program leader when a situation calls for it.

4-TS FOR *i2i* AMBASSADORS

TRUST

Trust the resources and information you have been given. If you need extra help, just ask your *i2i* program lead! They are there to help!

TELL

Tell them you are not allowed to keep a secret from the program lead, especially if they are being hurt or if they are feeling unsafe.

TELL

Tell them to talk with an adult that they trust, like a family member, teacher, school counselor, coach, or faith leader. There are people all around who can help.

TELL

Tell your *i2i* program lead. They are there to help not only you, but also the youth you are working with.

07 APPENDIX E

SOCIAL MEDIA, DIGITAL CONTENT STRATEGY & COMMUNITY MANAGEMENT

PLATFORMS TO CONSIDER

The following is basic information about three of the top social media networks as of 2016. Facebook, Twitter, and Instagram all feature community building options, and posts can be tracked for evaluation informally or formally through analytics tools. (Instagram does not have a measurement tool, but likes and comments are visible to everyone.) All three platforms can be used to promote i2i events, share program messaging, and reshare content from outside organizations. The sections below explain the nuances between the three in more detail, but each can uniquely help you reach the youth in your community with key i2i messages. When deciding which platforms to use, you should consider which are most relevant to your end-audience, as well as general community preferences and needs.

Conversely, if you are running this program as an individual, or working with a smaller team, you may want to consider incorporating i2i social media content into existing pages and accounts, or disseminating through partner accounts, rather than starting a new profile from scratch. This allows you to leverage existing audiences versus building a fan base from the ground up. Similarly, if you are working with i2i Ambassadors or other teens in your organization—consider asking them to share program messaging and promote events on their own social media channels.

Snapchat

Snapchat is a free photo, message, and video app that makes "stories" of users' experiences and content. The images and stories follow 24 hours of chronological content. The app has built in filters, lenses, and stickers to create fun custom content. A "Discover" feature allows users to explore content from brands, publishers, and news outlets. Similar to Facebook and YouTube, private individual as well as businesses and organizations can create accounts and upload content. Communities that implement i2i could create shareable graphics, videos from smartphones with messages, or promotions for events.

Why Snapchat?

A reportedly 95% of teens report having or having access to a smartphone. This shift from computer to phone use among teens has made apps like Snapchat popular. According to Snapchat's website, 180 million people use the app every day. 69% of teens say that they use Snapchat, and 35% of teens say they use it the most often compared to other social media[1].

- With the swipe of your finger on your phone screen, you can add filters and artwork based on where you are and what is going on around you
- It is not a public profile- like Instagram or Facebook, and most content is sent privately without public ratings or comments
- Since the content is time-limited and less edited teens feel like the interactions are more authentic and real- with unflattering selfies, embarrassing videos, and everyday life experiences[2].

Effective Snapchat Communication

Snapchat provides a way to share photo and video content with your community through a platform that they are likely members of and use on a regular basis. Young people can view content directly on their smartphone.

1 https:/ /whatis.snapchat.com/

2 http://www.latimes.com/business/la-fi-tn-teens-use-snap-20170227-story.html

Teens who use sites like Snapchat reported feeling like they could better express themselves on this platform, where they felt freed from the social expectations and constraints of Facebook[2].

YouTube

YouTube is a free video sharing website that makes it easy to find and watch videos. Users can also rate, share, add to favorites, report, comment, and subscribe to videos or channels. There are more than 400 hours of content uploaded each minute and over one billion hours of content being played every day. Similar to Facebook, private individuals as well as businesses and organizations can create accounts and upload content and comment on videos. Unregistered users can watch but not post videos on the site. YouTube can be accessed via web or app on smartphones or tablets. Various apps exist to access YouTube, but using the official YouTube app may be the best option to retain all of the intended functionality and capabilities.

Why YouTube?

As with many social media platforms, YouTube usage among youth may vary from community to community. However, 85% of teens say that they use YouTube, and 32% of teens choose it as their primary social network according to a recent Pew Internet Research survey[3]. Young people report preferring YouTube because[4]:

- They perceive YouTube stars as more authentic and candid than traditional celebrities
- They say video content is more engaging
- They like seeing people like them being successful and imagining themselves being able to do the same

Effective YouTube Communication

YouTube is a useful broadcasting tool. It is helpful for videos to start with relatable videos and messages. Conversation managers can use videos and live streaming to share real-time updates during events, share images, and share videos with your community. It is important for communities to consider their capacity for using YouTube as their primary social media channel, since producing videos can be costly. Videos could range from simple phone recorded content with messages or event promotions, or on-screen animations with voiceover depending the resources available to produce the content.

Instagram

Instagram is a free social network, mainly used as a smartphone/tablet application, designed to allow users to crop and filter photos and videos to share with followers. Users can also login via the web, however, they cannot create accounts or upload photos or videos via the web.

Videos on Instagram can be up to 15 seconds long. Instagram allows users to tag locations and people in photos and videos, and share content with other platforms and applications, such as Facebook, Tumblr, Twitter, and Foursquare. Similar to Facebook and Twitter, Instagram is restricted to those ages 13 and above. Instagram users can follow each other, giving them the ability to view, like, and comment on one another's photos. Accounts also can be made private, which requires users to approve follower requests. Similar to Facebook and Twitter, individuals as well as businesses and organizations can create accounts; the process and functionality is the same.

2 http://www.latimes.com/business/la-fi-tn-teens-use-snap-20170227-story.html

3 http://www.pewinternet.org/2018/05/31/teens-social-media-technology-2018/

4 https://variety.com/2014/digital/news/survey-youtube-stars-more-popular-than-mainstream-celebs-among-u-s-teens-1201275245/

07 APPENDIX E

SOCIAL MEDIA, DIGITAL CONTENT STRATEGY & COMMUNITY MANAGEMENT

Why Instagram?

As with many social media platforms, Instagram usage among youth may vary from community to community. Of all U.S. teenage social media users, 52% have Instagram accounts, according to a recent Pew Internet Research study[5]. Fifty-seven percent of Instagram users access the site/app multiple times a day, and the average Instagram user spends 257 minutes per month on the site[6].

Effective Instagram Communication

Instagram provides a way to share photo and video content with your community through a platform that they are likely members of and use on a regular basis. Young people can interact directly with content through the web or their smartphone. Young people who use sites like Instagram reported feeling like they could better express themselves on this platform, where they felt freed from the social expectations and constraints of Facebook.

Facebook

Facebook is a social networking service and website launched in February 2004 that, as of June 2016, has more than 1.6 billion active users. Included in this section is an explanation for using Facebook as a core digital component; suggestions for how the community-specific Facebook pages can be implemented, managed, and monitored; and the types of content that can be developed and shared.

Why Facebook?

Facebook is a place to encourage participation, interaction, and communication between the i2i conversation managers and participating youth 13 years old and older. Youth spend more time on Facebook than any other social network; therefore, the development of Facebook pages enables conversation managers to reach youth where they already spend their time[7].

Research supports the inclusion of Facebook:

Urban youth have regular access to the Internet at home and on mobile phones[8]

More than 80% of teens from lower-income households use social networks[9]

77% of Generation Z prefer Facebook to other platforms[10]

Internet users spend more time on Facebook than on Google[11]

Effective Facebook Communication

To build on the research insights, we conducted an audit on how best to use this platform to connect with youth. Based on these findings, we determined that effective communication on Facebook includes the following best practices:

- Use a casual, familiar, and informal voice in all posts that make youth feel comfortable and more willing to engage with *i2i*.
- Post interactive status updates, such as targeted questions, that speak directly to youth's experiences.
- Share interesting and relevant links on the Facebook wall to help educate youth, while also encouraging them to react to the content shared.
- Create custom content, such as videos or images, and share them on the Facebook page to spark relevant conversation.

5 http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/ (2015)

6 http://jennstrends.com/instagram-statistics-for-2014/ (2014)

7 http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/

8 http://www.pewinternet.org/2015/04/09/mobile-access-shifts-social-media-use-and-other-online-activities/

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10 Pieters, Andrea, Krupin, Christine. "Youth Online Behavior." McAfee. June 1, 2010. Available at: http://safekids.com/mcafee_harris.pdf.

11 http://www.nytimes.com/2016/05/06/business/facebook-bends-the-rules-of-audience-engagement-to-its-advantage.html

07 APPENDIX E

SOCIAL MEDIA, DIGITAL CONTENT STRATEGY & COMMUNITY MANAGEMENT

CONVERSATION CALENDARS

On page 70 is a sample conversation calendar to plan content a week in advance. Conversation calendars allow you to write content and schedule posts ahead of time so you do not need to do so on an ongoing basis. In addition to helping you plan in advance, conversation calendars provide an organized way to help you (or the *i2i* Ambassadors) secure any approvals that may be needed for the content before it is posted. Content should be included within the calendar (as shown) to plan and organize your posts. It is recommended that different types of content be shared throughout the week to keep your fans interested.

How To Find Social Media Content

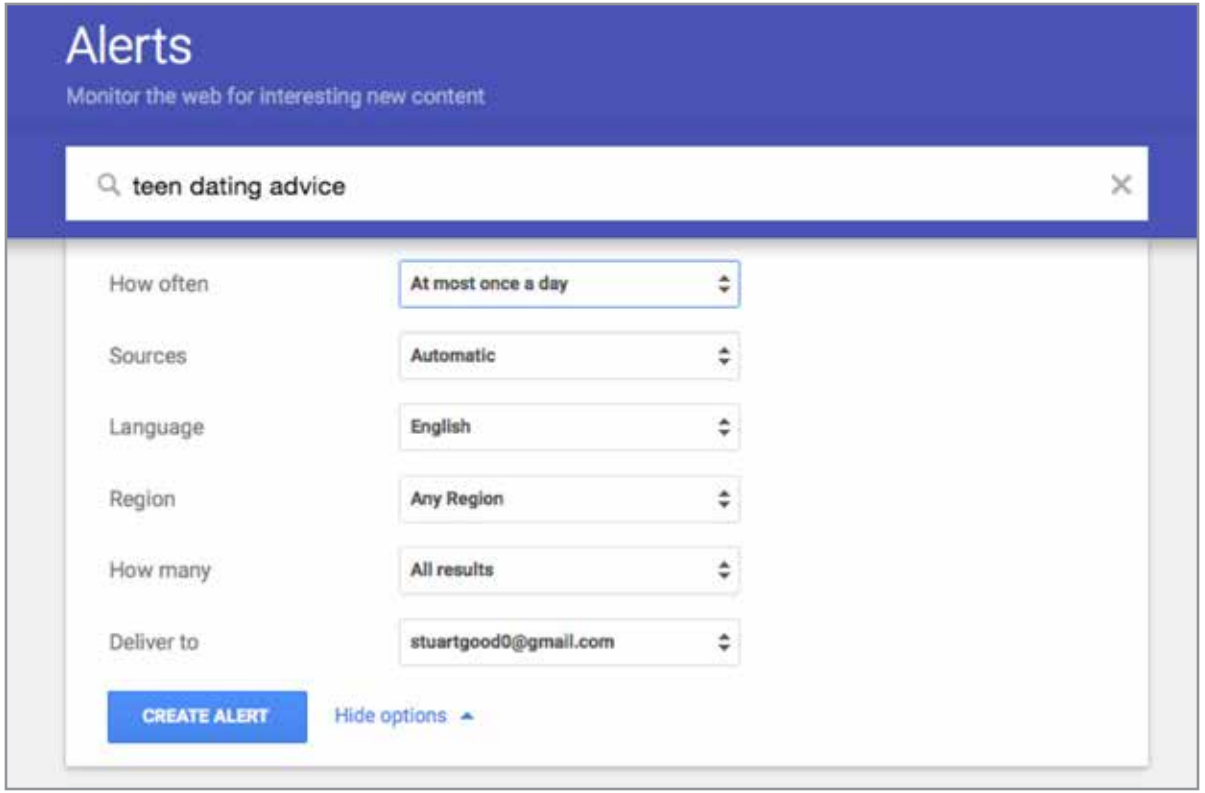
In addition to sharing *i2i* messages, an effective way to find compelling content is to simply "like" relevant Facebook pages such as the *Love is Respect* page, the *Love Is Not Abuse* page, or even media outlet pages. This way, these pages' status updates will appear in your Facebook News Feed, giving the *i2i* Ambassadors or program manager a way to keep up with relevant news. This content can easily be shared on the *i2i* Facebook page simply by clicking the "share" button underneath the status update.

Twitter is also an effective way to keep up with relevant news that could potentially be shared on your social media channels. Assuming the respective *i2i* Ambassador has a Twitter handle, he can simply follow relevant Twitter handles such as @loveisrespect, @HealthyDating, @HealthyTeen, or @USATODAYhealth. This way, when the *i2i* Ambassador or program manager is reading his or her Twitter feed, he or she will be keeping up with relevant news and might come across an interesting link to share on their *i2i* social platform(s).

Setting Up Google Alerts

You can also set up Google Alerts to monitor anything on the web and get inspiration for social media content. Use these steps to set up a Google Alert:

- Go to Google.com/alerts
- Type in a search query (e.g., “teen dating advice”), select show options
- For the How Often box, select Once a Day
- For the Sources box, select Automatic
- For the How Many box, select All Results (change to only the best results if you receive a lot of spam or irrelevant results)
- For the Deliver To box, put in the email address
- Then click on Create Alert
- Repeat these steps for multiple search terms



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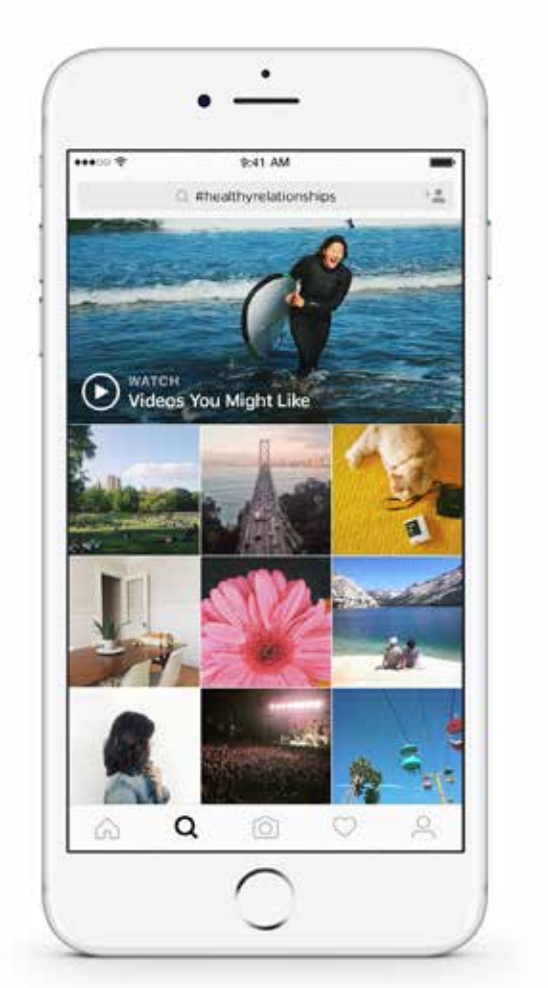
SOCIAL MEDIA, DIGITAL CONTENT STRATEGY & COMMUNITY MANAGEMENT

Using Facebook's search features

1. Go to Facebook.com and on the search bar to the top left, type in hashtags or words that are relevant to the *i2i* program such as "#healthyrelationships" or "healthy relationships."
2. Go through the search results and look for posts that you think would be great to share with your community; be sure to add your own commentary when sharing the post to provide your own point of view. You can even sort the results by "Top," "Latest," "Photos," and more.

Using Instagram's search features

1. Go to Instagram.com and log in to your profile (Note: Instagram.com requires you to sign in to access the search features.)
2. In the search bar at the top of the page, you can search for hashtags or keywords.
3. Go through the results and identify the photos or videos you would like to include in your content calendar



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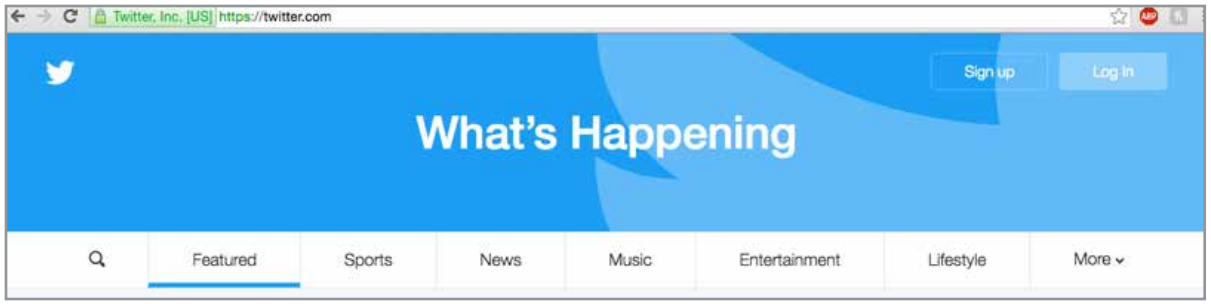
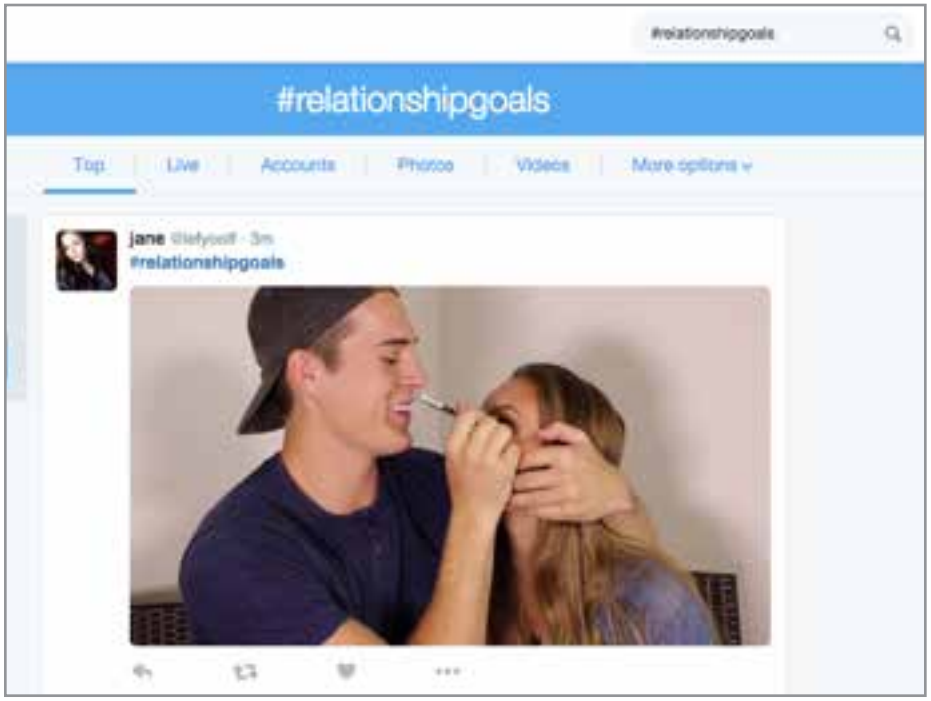
SOCIAL MEDIA, DIGITAL CONTENT STRATEGY & COMMUNITY MANAGEMENT

Using Twitter's search features

1. Go to Twitter.com and you'll find a magnifying glass icon on the top left; click on that and you'll see a search bar appear.
2. In that search bar you can type in hashtags or words, and Twitter will present search results of tweets that use those words. For example try searching for "#relationshipgoals" in the search bar to see what comes up. Try a variety of hashtags and words that relate to the *i2i* program to see what you can come up with.

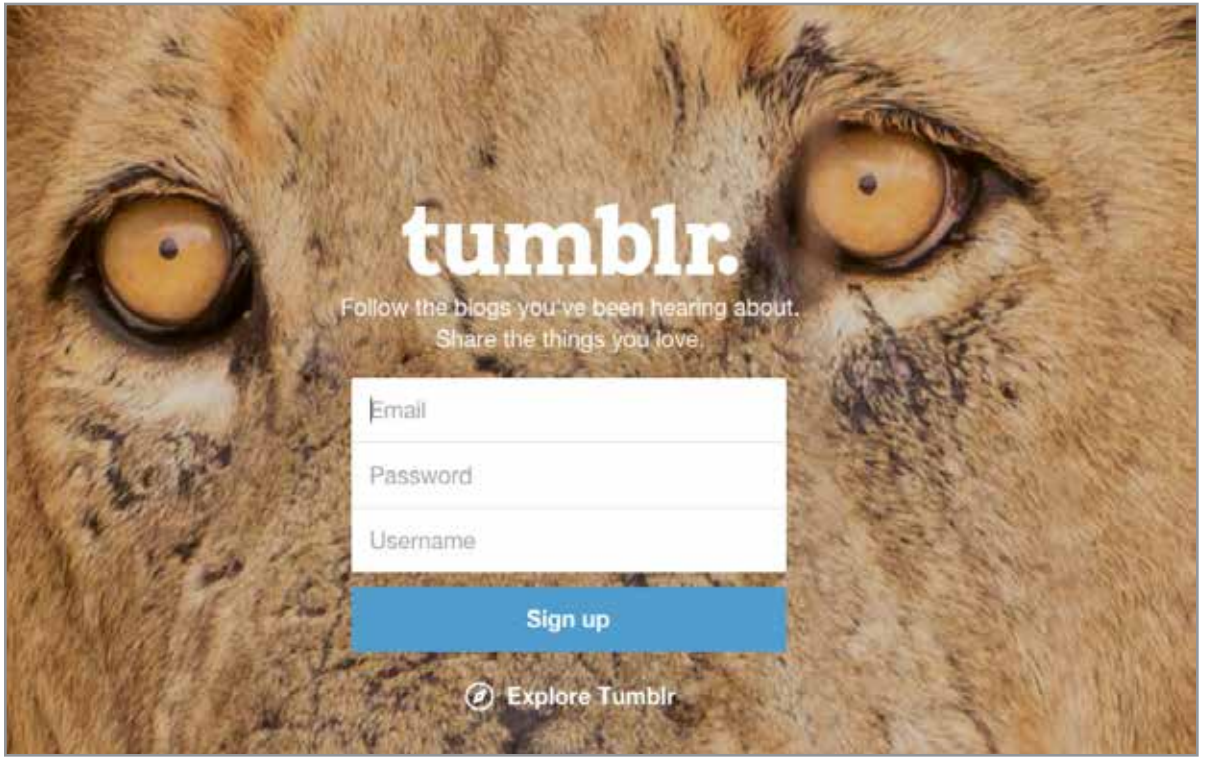




Using Tumblr's search features

1. Go to Tumblr.com on your web browser and login; if you don't have account, simply click on "Explore Tumblr" under the "Sign Up" button.
2. On the next page you'll see the most popular trending posts on Tumblr.

(continued on page 68)



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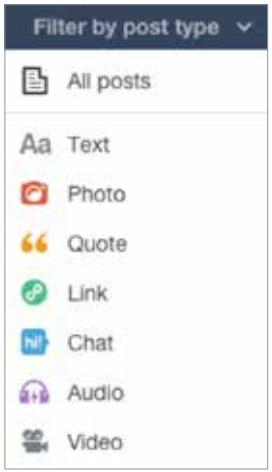
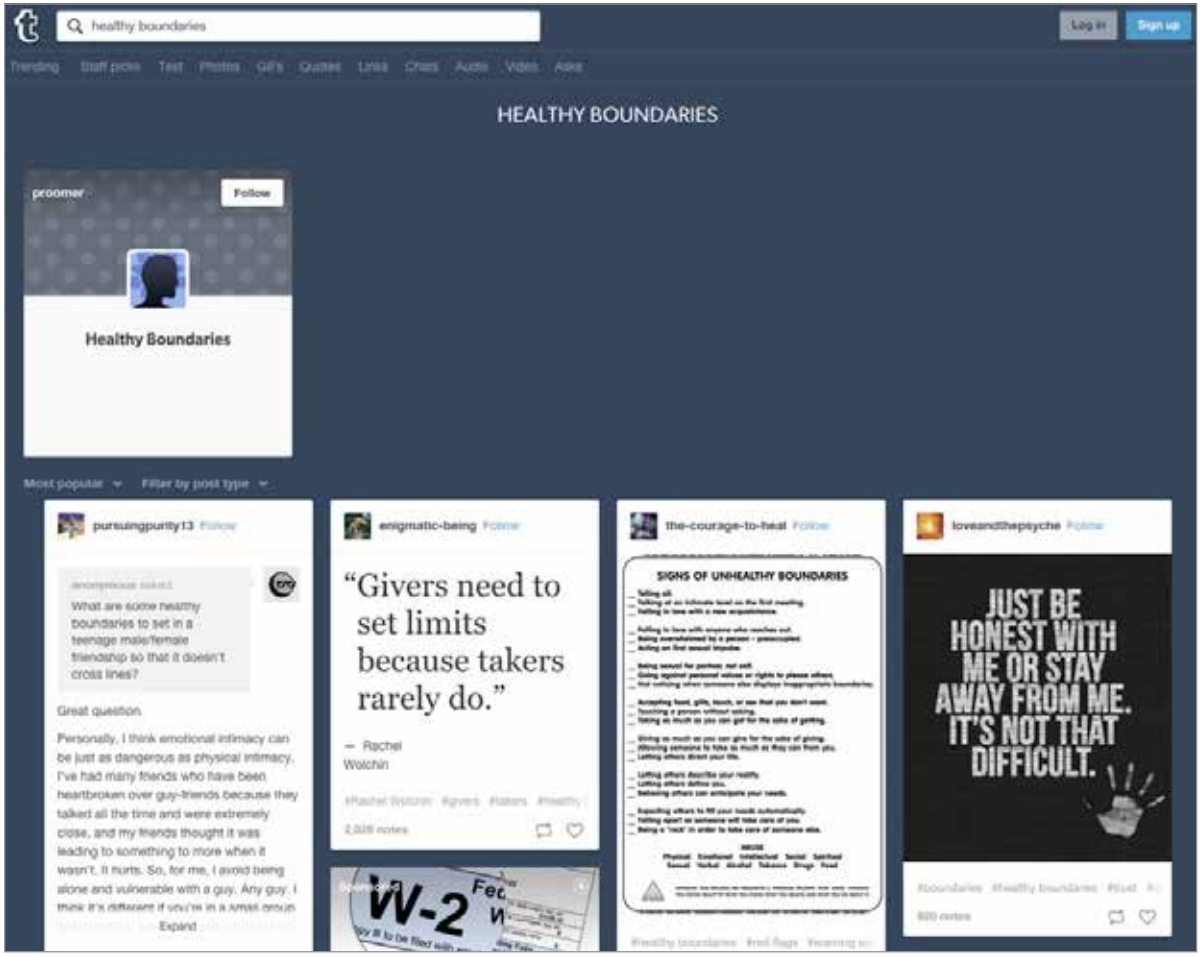
SOCIAL MEDIA, DIGITAL CONTENT STRATEGY & COMMUNITY MANAGEMENT

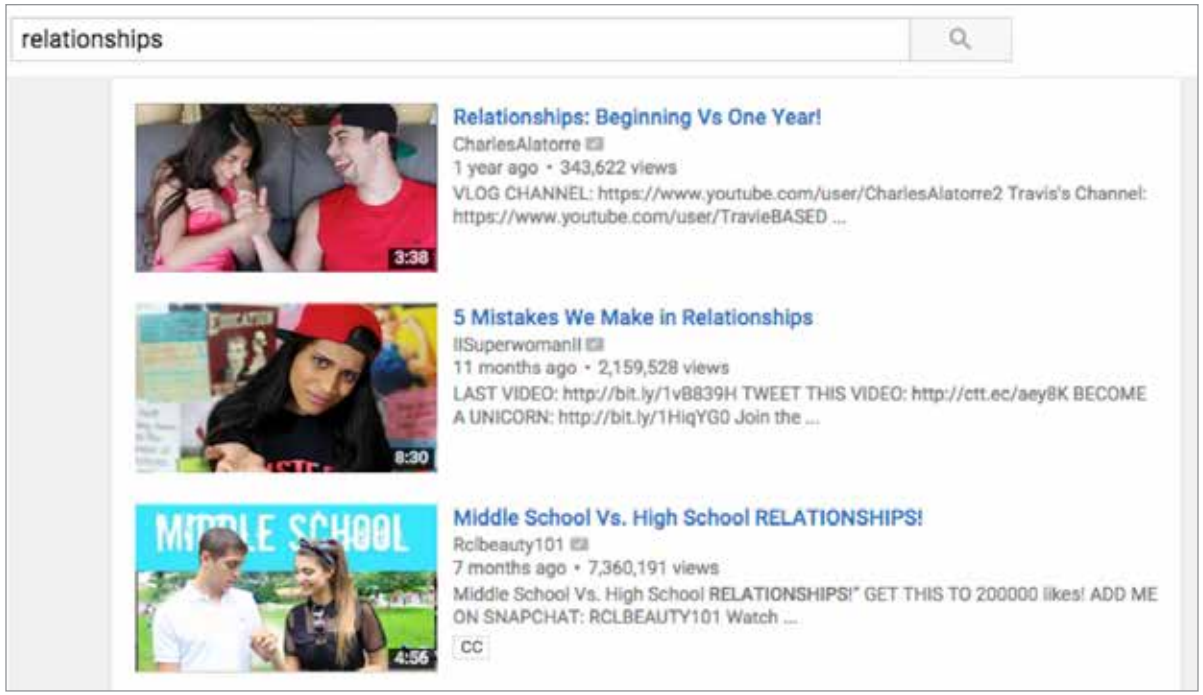
3. On the top right corner there is a search bar; type in hashtags or keywords like “healthy boundaries.”
4. In the search results, you’ll find a series of posts with your search results, and the examples to the right are with the “healthy boundaries” tag. You can even sort by most popular or date, and filter by post type—photos, quotes, links, chat, audio, and video.





Using YouTube's search features

1. Visit YouTube.com on your web browser, and type in a word that relates back to *i2i*, like "relationships," in the search bar.
2. Identify a video from the search results that you think would be a good fit to share on your social profiles.



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SOCIAL MEDIA, DIGITAL CONTENT STRATEGY & COMMUNITY MANAGEMENT

CONVERSATION CALENDAR

CONTENT CATEGORY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
CONVERSATION STARTERS Updates designed to encourage youth to share with one another and spread the word	How do you show someone you respect him or her? [Infographic]				How do you tell someone nicely to give you some space?
RESHARING Posting news articles, blog posts, or stories by others		Check out the latest video from ThatsNotCool.com! [Include URL]			
NEWS New information on *i2i*					Read about what Washington is doing to prevent dating violence.
FEEDBACK Encourage youth on the page to share their content and experiences			Great turnout at the *i2i* movie night—what was your favorite part of the movie?		
CONTESTS OR GIVEAWAY Special offers to encourage youth to enter or pass along				Win movie tickets by posting your healthy dating tips! [Include flyer for event]	
EVENTS/CAMPAIGN Virtual or offline events related to *i2i* in which youth can participate		Join us for an *i2i* skate night! [Include photo]			
AMBASSADOR IMAGES Photo album of the *i2i* Ambassadors and events	Our team had a great discussion about role models for healthy relationships. [Include photo]				
VIDEOS Videos about healthy relationships			Watch what Baltimore is doing to prevent dating violence. [Upload video]		

CONVERSATION MANAGEMENT GUIDELINES

Pre-determined protocols for how to handle everything from relationship concerns to program feedback are critical for timely management and reaction. The following is a guide to help shape those protocols and should be adapted to your community.

LABEL	DESCRIPTION	EXAMPLE	PUBLIC RESPONSE
GREEN FLAG	A positive comment or a simple question that the conversation manager can easily respond to immediately.	"I really love the helpful advice you share every week!"	"Thanks for the compliment! Please let us know if you find any more helpful advice we can share with everyone."
YELLOW FLAG	Comments or questions that require a thoughtful response from a conversation manager.	"I am a parent and want to know why you're telling my kid to date."	"It's nice to meet you and thank you for joining our page. I've asked someone who can help to contact you via Facebook. Please expect a message from them shortly."
RED FLAG	Clearly negative or critical post that definitely requires a response both publicly and individually. Also includes any posts that raise alarm or may be an emergency; in certain situations it's best that the conversation is continued away from the Facebook wall.	"I've been in a relationship with my boyfriend for two months but he puts me down in front of our friends. What should I do?"	"Thanks so much for sharing your experience with us. I'm sorry to hear that you are feeling uncomfortable. Try talking to a trusted adult or visit LoveIsRespect.org for more information."
SPAM	Irrelevant or misleading links posted by fans.	"Visit my website..."	Delete the post.

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SOCIAL MEDIA, DIGITAL CONTENT STRATEGY & COMMUNITY MANAGEMENT

SOCIAL MEDIA MEASUREMENT AND EVALUATION

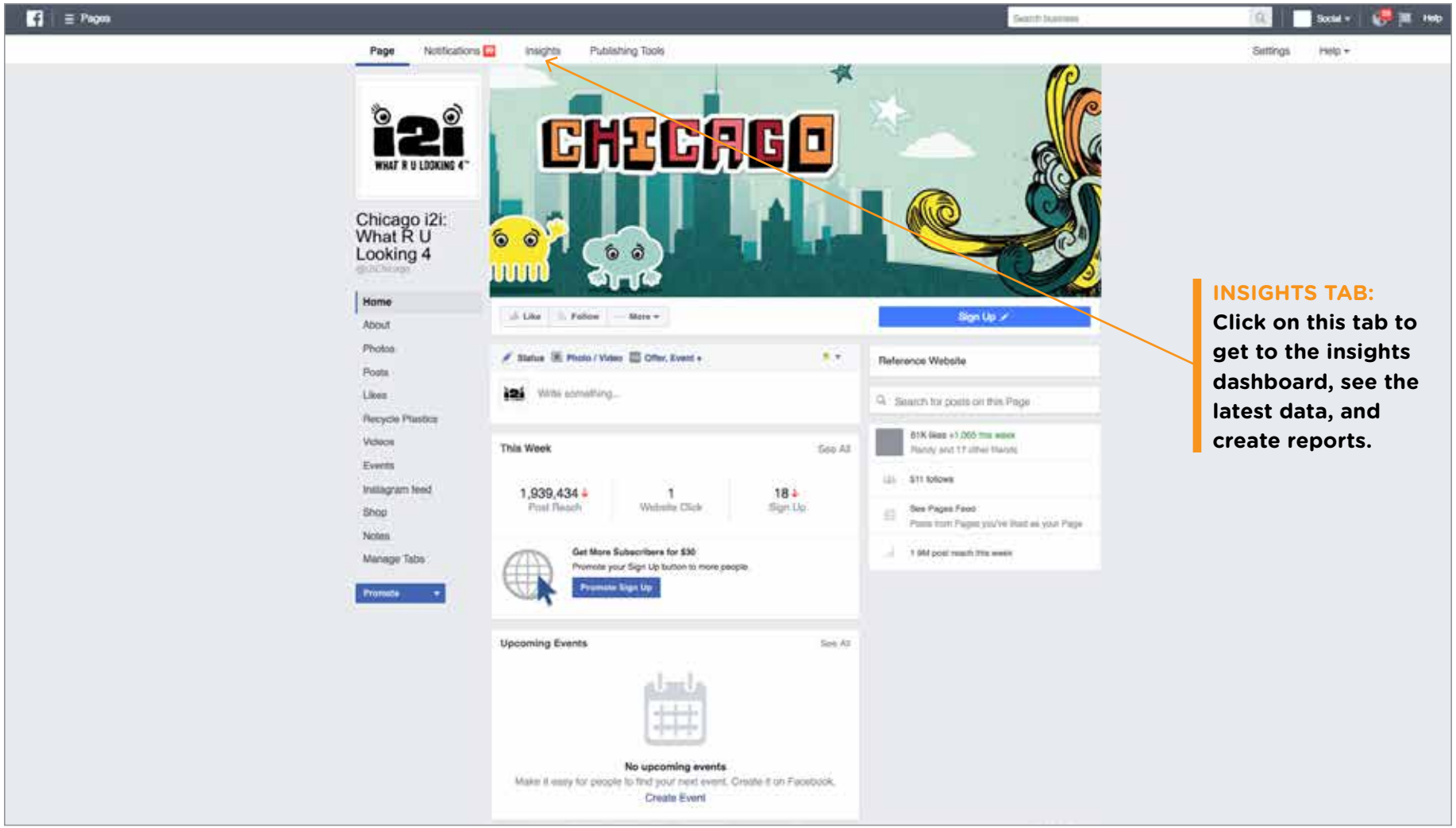
CDC suggests tracking basic metrics of social media interactions and growth to inform the ongoing management of their social media accounts. This will help you determine the reach of your posts, which posts are most well or poorly received by your audience, and how to adjust your social media content accordingly.

Facebook

All of these metrics can be found in a Facebook insights report. The following are suggested metrics to track:

- **Lifetime Total Likes:** The total number of people who have liked the page (Total Count).
- **Daily New Likes:** The number of new people who have liked the page (Unique Users).
- **Daily People Talking About This:** The number of people sharing stories about the page; this includes liking the page, posting to the page's wall, liking, commenting on or sharing one of the page posts, answering a posted question, RSVPing to one of the events, mentioning the page, photo-tagging the page or checking in at the events.
- **Daily Page Engaged Users:** The number of people who engaged with the page, including any click or story created.
- **Daily Total Reach:** The number of people who have seen any content associated with the page.
- **Daily Total Consumers:** The number of people who clicked on any of the content.

To run an Insights Report:



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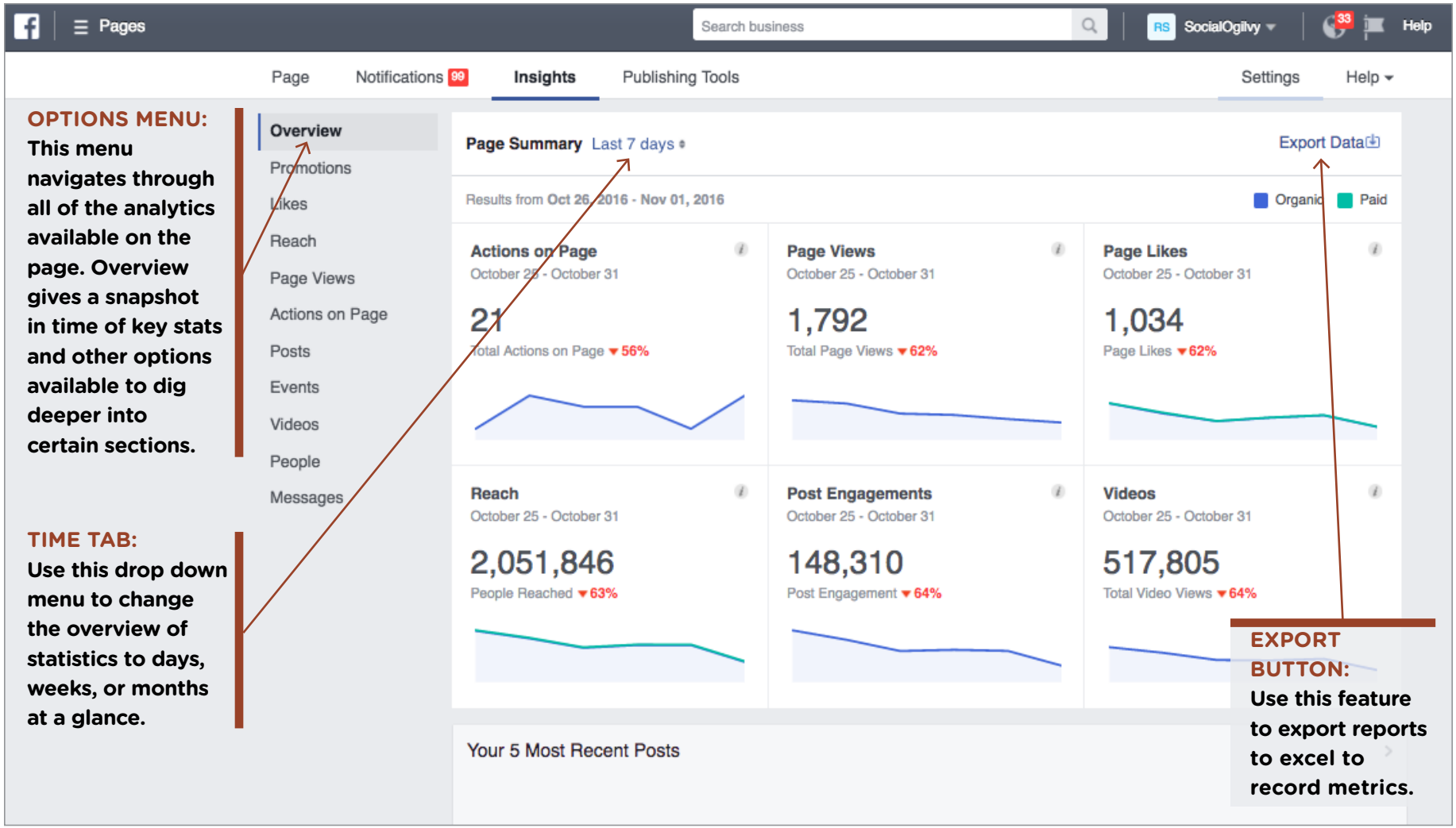
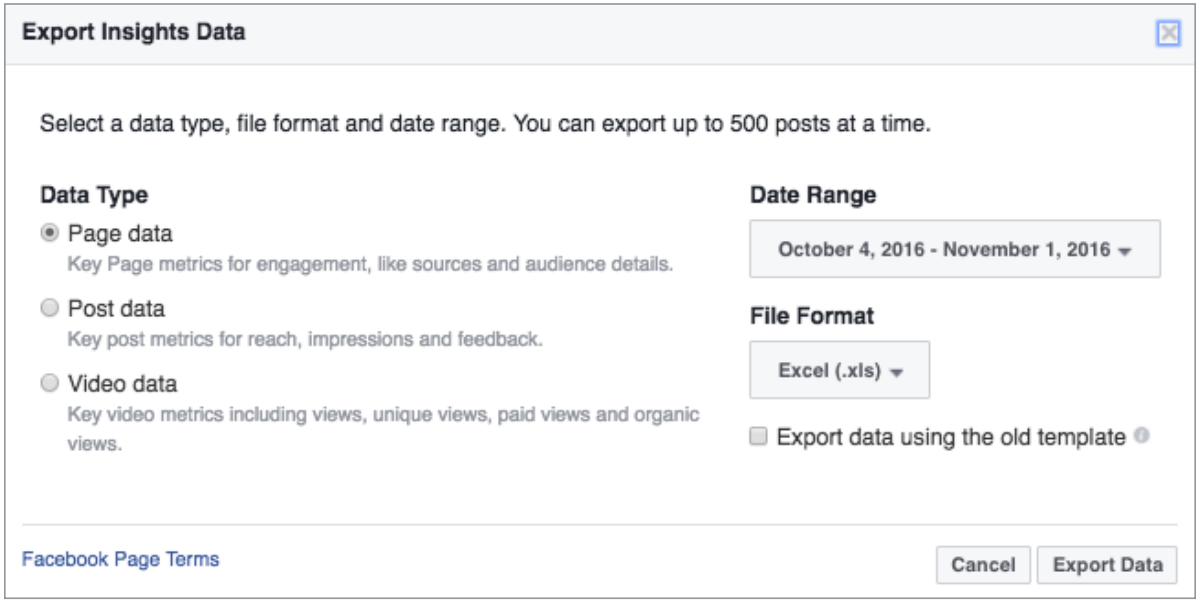
To run an Insights Report:



- The administrators should see the Insights tab at the top of their Facebook page.
- Click the Overview link in the top left menu of the Insights tab.
- In the Time tab, select the timeframe from days, weeks, or months at a glance.
- Select the Export Data button in the top right corner of the page.
- Repeat the process regularly (we recommend weekly) to compare the page interactions and potential growth.

Note: By default, the administrators will notice the page data is selected under data type. The administrators can also select post level data to evaluate which posts performed the best or worst.



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SOCIAL MEDIA, DIGITAL CONTENT STRATEGY & COMMUNITY MANAGEMENT

Twitter

The following are suggested metrics to track:

- Impressions: The number of times a user saw the tweet on Twitter.
- Engagements: The number of times a user has interacted with a tweet (clicks, retweets, replies, follows, and likes).
- Engagement Rate: The number of engagements divided by the number of impressions.

To run a Twitter Insights Report:

- Go to Analytics.Twitter.com and login to your Twitter account.
- In the top navigation bar you will see links for Home, Tweets, Audiences, Events, and More.

- Click on Tweets to see how your tweets have performed; to export the data, adjust the time frame on the right and click Export Data.

Instagram

Instagram currently does not have analytics features.

07 APPENDIX F

PARTNERSHIPS AND OUTREACH

QUESTIONS FOR PARTNERSHIP/ NEEDS ASSESSMENT

When your community is determining whether to pursue a partnership, there are some questions you can ask to determine what is needed. This will help you narrow down what type of organization you may be interested in pursuing a partnership with. Examples of such questions include:

- What are some critical activities that must be sustained, expanded, or improved?
- What activities could be implemented more effectively with a strategic community partner?
- How might a strategic partnership assist in program efforts?
- What are the benefits of a partnership, and are there any costs to consider?
- What resources do we want community partners to bring to the table? Who has those resources?

PARTNER IDENTIFICATION AND SELECTION

By doing some work on the front end of the partner selection process, you will maximize the benefit you ultimately receive from a partnership program. We suggest following a two-phase process to identify and select the most suitable partners:

Phase One – Research

To assess which organizations may hold potential as *i2i* partners, it is important to learn more about them. Learn more about possible partners by getting a better understanding about:

- Organizational history and background
- Current activities
- Initiatives they may be interested in
- Past partnerships
- Potential types of partner activities/ materials/promotions

The results of this research will equip you with the information you need to evaluate potential organizations for their fit with program goals.

Phase Two – Evaluation

Once more is known about each of the potential partner organizations, you can conduct an evaluation of strategic benefits, risks, and competitive environment. This evaluation can help you determine which potential partner organizations have missions and visions that complement and enhance—not compete with—*i2i*. During your evaluation, you should consider the following:

- How can the organization/corporation be part of *i2i* and, in turn, benefit from participation?
- Does the organization understand and support our priorities or have similar priorities?
- What might be some potential strengths and opportunities resulting from partnering with this organization?
- What might be some potential drawbacks in partnering with this organization?
- Do we have a history of good relations with this community partner?

- Is there a person (a champion) who will work to make sure the partnership remains positive and healthy?
- What incentives can we offer the partner to encourage targeted, specific support of the program?
- Is the organization associated with products or services that are not in the public interest or that promote negative relationship behaviors?

After your evaluation, you should have a better idea of where to focus your time when it comes to developing partnerships. Partnership outreach efforts should focus on groups, businesses, and organizations that:

- Exhibit a substantial and sincere commitment to fostering healthy relationships among youth;
- Include youth and their influencers among their target audience(s);
- Have the ability to support the program by providing resources that are not currently available or are available at cost; and
- Have complementary messages and/or products.

PARTNERSHIP OUTREACH GUIDE

While there is no "one size fits all" model governing the partnership process, the steps below should serve as a resource to guide you through the process.

Step One – Kick-Off Calls

After you have selected partners to pursue, the next step is making contact. While you may have a person to reach out to directly and schedule a time to have a conference call, oftentimes your first contact with a partner is with a stranger who is not familiar with you, your purpose, and the benefit of working together.

Even if you do have some background or familiarity with your contact, assume that kick-off calls should cover the following:

- An introduction of who you are and why you're calling
- Background on the *i2i* brand and program
- Why you selected their organization and why you believe working together would be mutually beneficial.

Don't feel pressured to finalize the partnership on the kick-off call. Kick-off calls are not necessarily for discussing how you will work together; they are designed to help you get to know the organization, share your ideas for how they can be involved, and listen to their ideas about how they can work with you. Partnerships are relationships that take time to build and to develop thoughtfully.

Remember to close the kick-off call with actionable and tangible next steps, as well as a tentative time when you will talk next. For instance, if the community partner needs to talk to a colleague before moving ahead, arrange for a time to talk next in a few days or communicate that you will follow up with them next week if you have not heard back from them.

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PARTNERSHIPS AND OUTREACH

Step Two – Making the "Ask"

Community partners should be invited to collaborate on a mutually beneficial partnership. After the partner kick-off meetings, spend time considering how to best work together before the next communication with the partner.

Once you have determined how you might work together with the partner, follow up with them to make the "ask." The ask is the explicit and precise request in which you ask a community partner to participate in an event or activity, or to support a specific element of *i2i*.

After you have prepared, use these tips to make the ask:

- **Be specific.** When communicating with partners, ask for something specific and provide a specific statement of what you will deliver. This may facilitate and streamline the process.
- **Help partners understand the importance of *i2i* to the community.** Emphasize the importance of educating teens in the community about healthy relationships and provide teen dating violence statistics.
- **Highlight the community focus.** Explain that the resources they provide are used to reach teens in your community. This is a unique selling point, as some partners may feel strongly about having their support go directly back to the community.
- **Emphasize other partners.** With their permission, build awareness of the other partners who are pitching in and working together to support *i2i*. This may create a bandwagon effect and help persuade your potential partner to support the program.

Making the ask to a partner is one of the most challenging steps in the partnership process, but don't be intimidated. By preparing and by making the ask mutually engaging and beneficial, you will be able to create effective partnerships on behalf of *i2i*.

Step Three – Formalizing the Partnership

Once an organization has agreed to partner with you, it is important to formalize the relationship. Formalizing the partnership can range from informal agreements to more formal, written agreements, such as memoranda of understanding (MOU), which outlines each party's activities and responsibilities, including the agreed upon level of engagement. This functional document makes the partnership official as well as helps to align expectations.

As part of your agreement, no matter how formal, you should create a set of guidelines that you and your partners should adhere to during the partnership relationship. One way is to develop a community partnership action plan, which could include the following:

- A shared vision or mission statement
- Agreed-upon objectives for the partnership
- Agreed-upon decision-making procedures (e.g., who will decide what and how)
- Ground rules for effective ways of working together
- Anticipated problems or "rough spots" and identified strategies for addressing them
- Additional resources needed to accomplish the goals that are mutually agreed upon

Defining roles and responsibilities is also important; when appropriate, develop timelines, clarify with your community partner who is in charge of each task, and identify a contact person for regular communication.

Before you engage in partnership activities, discuss together how you define success, and agree on how to measure or evaluate the partnership's success. This might include periodic documentation or paperwork (e.g., progress reports).

Step Four – Ongoing Communication

It is important to stay in close contact with community partners to stay informed about the partner's experience, any questions or issues that may arise, and any additional opportunities that may emerge. Ongoing communication with your partners could take many forms, including recurring meetings (weekly, monthly) to check in or regular email updates. As part of ongoing communication, consider the following for your interactions:

- Agree on a mutually convenient time and method for "checking in," either verbally or through email
- Develop a feedback plan for assessing how the partnership is working for both parties
- Respect the partner's boundaries, structure, procedures, and processes
- Express appreciation through verbal or written comments
- Be flexible and open to change as the partnership develops and evolves
- Discuss each partner's goals for the partnership over the long term, and what criteria will be used for continuing the partnership
- Communicate results of partnership activities with partners to show areas of success and areas for improvement

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