the i2i

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WHAT R U LOOKING 4 ®

FACILITATOR GUIDE

for *Dating Matters*® **Communities**

KEEP IT 100

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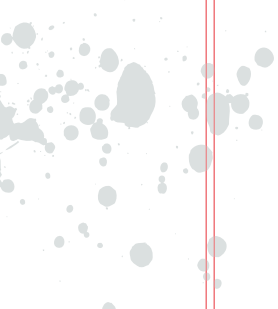National Center for Injury Prevention and Control

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APPENDICES

INTRODUCTION

The Centers for Disease Control and Prevention's (CDC) *Dating Matters®* Strategies to Promote Healthy Teen Relationships (Dating Matters®) is a comprehensive dating violence prevention model based on current evidence about what works in prevention. Dating Matters was developed by CDC and rigorously evaluated in a demonstration project from 2011-2016. Dating Matters provides a comprehensive approach to promote respectful, nonviolent dating relationships and decreases emotional, physical, and sexual dating violence among youth in high-risk, urban communities. It was designed to build local public health capacity to implement evidence-based and evidence-informed violence prevention strategies across the social ecology as well as identify and validate community-level indicators of teen dating violence (TDV). More information about CDC's demonstration project and results from the Dating Matters evaluation can be found on CDC's Dating Matters website. The i2i Youth Communications Program, one component of the Dating Matters comprehensive prevention model, reaches individual relationships, organizations, and neighborhoods through a number of communication strategies designed to achieve these goals.
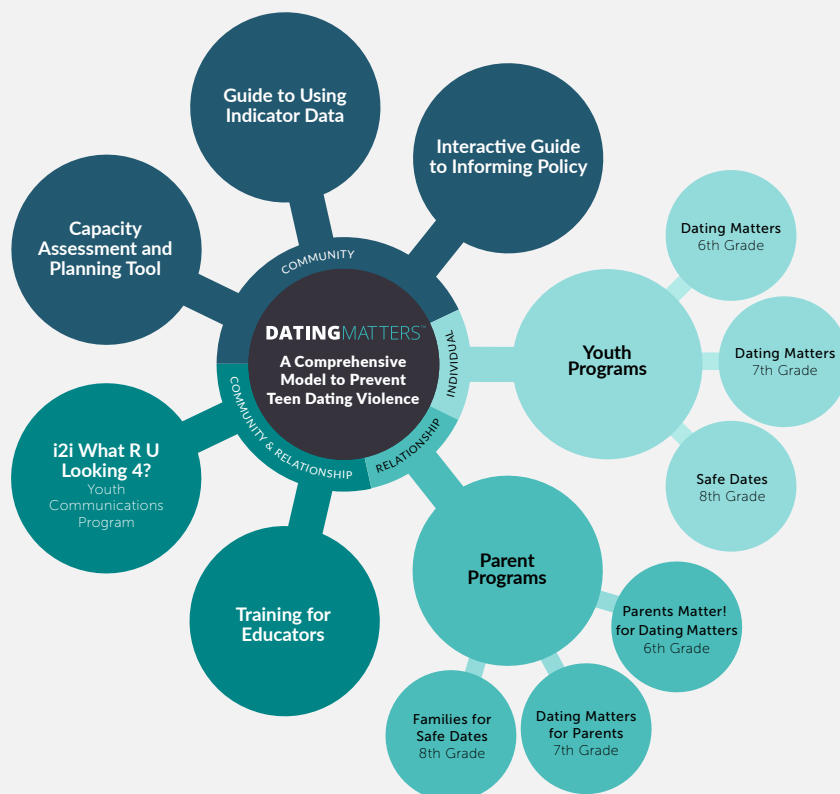
i2i: What R U Looking 4?® is designed to: (1) raise awareness among youth about the importance of healthy relationships; (2) increase the level of knowledge around what constitutes healthy and unhealthy dating relationships; (3) decrease the acceptability of unhealthy dating behaviors in dating relationships; and (4) increase the perception that friends accept only healthy dating behaviors in their relationships.

The communications program has three major components:

The *i2i* Ambassador Program and Events:
The i2i Ambassador Program leverages the power and influence of "near-peers"— slightly older youth, ages 15-18—making them champions of the communications campaign. i2i Ambassadors will impart wisdom to younger youth (who look up to and confide in their older peers), answer questions, and make it more likely for the youth in this program to take ownership of campaign messages.
The iGuide: The iGuide is designed to provide youth with information about healthy dating relationships, TDV, and i2i in a fun and compelling way that generates excitement and raises awareness about the program and healthy dating and relationships.
- **Social and Digital Media:** Digital components in the form of social media channels and digital communication platforms such as text messaging campaigns, allow direct communication and messaging with youth through channels they already use.

What's in This Facilitator Guide?

This guide is intended for use by the i2i Youth Communications Program Facilitator and provides recommendations and directions for integration of the communications program successfully into your community's comprehensive set of Dating Matters prevention activities. This Guide is intended to provide you (the i2i Program Facilitator) with all of the basic information you need to get your community's i2i Youth Communications Program started and set up for continued success and sustainability.

Chapter 1 – Youth Communications Program Overview: Introduces the i2i Youth Communications Program, including information on communicating with youth, the i2i: What R U Looking 4? youth brand, and insights and theory that informed the program design. This chapter also discusses tailoring the program for your community, communicating about your program externally, and an overview of monitoring and evaluation.

Chapter 2 – Using the iGuide: Introduces the iGuide and provides recommendations for distribution and information on process and performance measures.

Chapter 3 – i2i Ambassador Program Management and Training: Provides an overview of the i2i Ambassador Program and recommendations on how best to recruit, train, and manage the i2i Ambassadors. This chapter also discusses how to train i2i Ambassadors to handle sensitive situations that may arise during implementation of the program and information on process and performance measures.

Chapter 4 – Youth Engagement and Event Planning & Promotion: Describes the role of engagement, promotion, and events in the i2i Youth Communications Program with suggestions for specific events, how to plan and promote them, and information on process and performance measures.

Chapter 5 – Partnerships: Describes the important role partnerships can play in implementing the i2i Youth Communications Program and recommendations on how to utilize partners. This chapter also discusses outreach recommendations, partner identification and prioritization, partner engagement and management, ongoing communication, and information on process and performance measures.

Chapter 6 – Social and Digital Media Management: Provides an overview of each digital component including social media, the Text Message Program, and other digital assets. It also includes recommendations on social media conversation management and content creation, text message content creation, and information on process and performance measures.

CHAPTER 1

IN THIS CHAPTER:

- **Theoretical Framework and Logic Model**

- **Research Findings and Insights**

- **i2i: What R U Looking 4? Brand Overview**

- **Tailoring the Program for Your Community**

- **Integrating with Your Community's Existing Efforts**

- **Communicating about Your i2i Youth Communications Program**

- **Monitoring and Evaluation**

CHAPTER 1

Youth Communications Program Overview

The i2i Youth Communications Program includes three major components: the iGuide, i2i Ambassador Program and Events, and social and digital media. This chapter serves as an introduction to the Youth Communications Program, including theory and insights that informed the program design, best practices on communicating with youth, and an overview of the i2i: What R U Looking 4? youth brand. This chapter also discusses tailoring the program for your community, communicating about the program externally, and an overview of monitoring and evaluation.

Theoretical Framework and Logic Model

Three behavior change theories helped inform the development of the i2i Youth Communications Program. A logic model outlining the anticipated impacts of the program is provided on the next page.

The relevant elements include:

- **Social Learning Theory,** with a focus on: (1) self-efficacy, or the belief among youth that they have the ability to act on what they know is right or healthy in their relationships; and (2) utilizing social media as a way of helping to promote healthy actions that other teens are taking, as a way of modeling positive dating behaviors.

- **Diffusion of Innovation Theory,** especially as it relates to harnessing the power of early adopters or key influencers—in our case the i2i Ambassadors—to encourage engagement with the program and its messages.

- **Theory of Planned Behavior,** with a focus on: (1) changing social norms around the acceptability of unhealthy dating behaviors; (2) increasing self-efficacy about youth's ability to act on what they know is right; and (3) leveraging the link between attitude, intention, and behavior change.

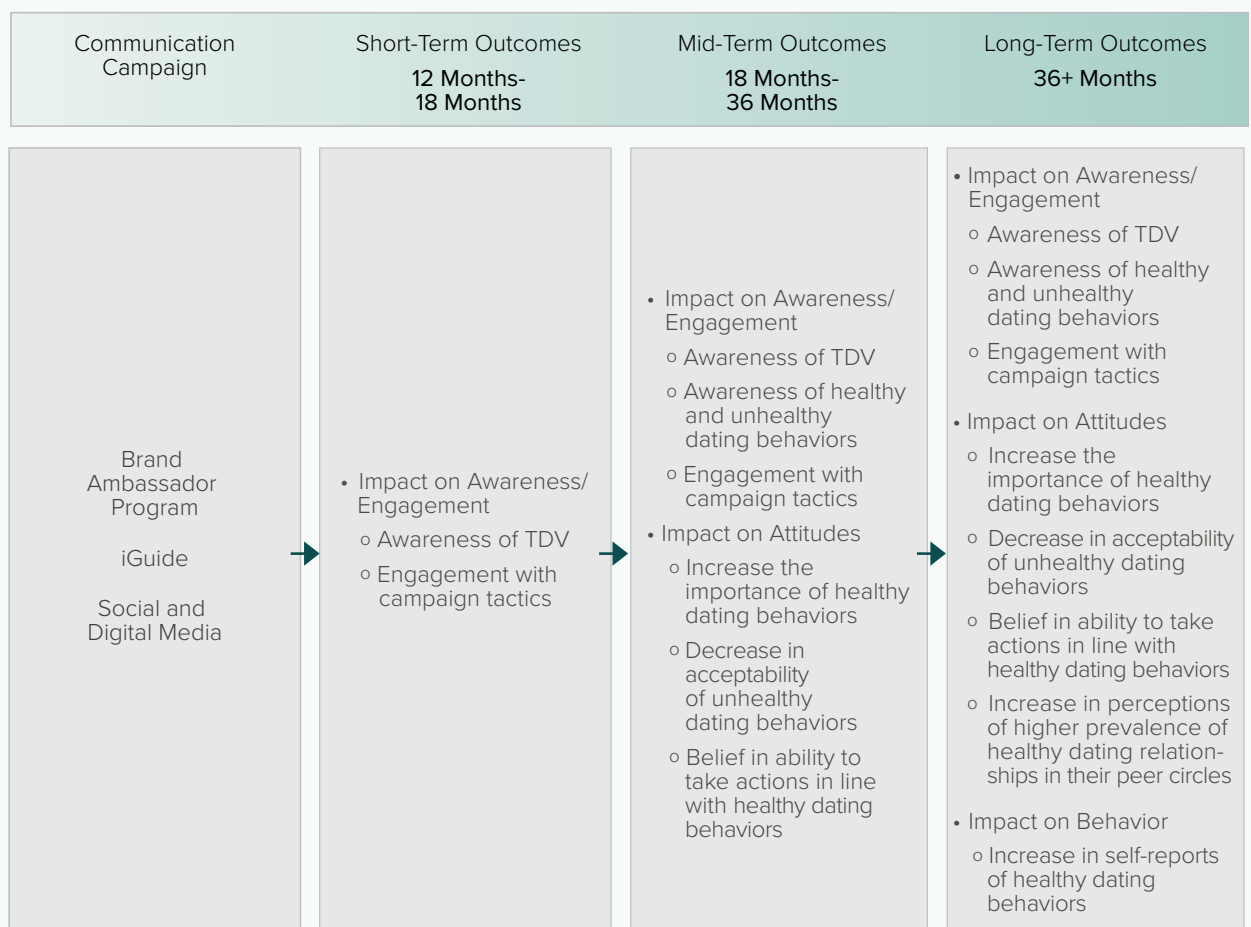Each one of these theories provided a foundation for a number of program development activities, including:

- **Message Strategy and Content Development:** Program strategies, messages, and content fall into categories that each directly relate back to elements of the theories described.

- **Potential Influencer Opportunities:** Diffusion of Innovation Theory in particular guides our recommendations for how to leverage the power of near-peers through the i2i Ambassador Program to help amplify program messaging.

- **Message Channel Selection:** Social Learning Theory guides our suggestions for how to model positive healthy dating behaviors, particularly through social media activities.

i2i YOUTH COMMUNICATIONS PROGRAM LOGIC MODEL

Communication Campaign	Short-Term Outcomes 12 Months- 18 Months	Mid-Term Outcomes 18 Months- 36 Months	Long-Term Outcomes 36+ Months

Brand Ambassador Program
 	
iGuide
 	
Social and Digital Media
	• Impact on Awareness/ Engagement
	  ○ Awareness of TDV
	  ○ Engagement with campaign tactics
		• Impact on Awareness/ Engagement
		  ○ Awareness of TDV
		  ○ Awareness of healthy and unhealthy dating behaviors
		  ○ Engagement with campaign tactics
		• Impact on Attitudes
		  ○ Increase the importance of healthy dating behaviors
		  ○ Decrease in acceptability of unhealthy dating behaviors
		  ○ Belief in ability to take actions in line with healthy dating behaviors
			• Impact on Awareness/ Engagement
			  ○ Awareness of TDV
			  ○ Awareness of healthy and unhealthy dating behaviors
			  ○ Engagement with campaign tactics
			• Impact on Attitudes
			  ○ Increase the importance of healthy dating behaviors
			  ○ Decrease in acceptability of unhealthy dating behaviors
			  ○ Belief in ability to take actions in line with healthy dating behaviors
			  ○ Increase in perceptions of higher prevalence of healthy dating relationships in their peer circles
			• Impact on Behavior
			  ○ Increase in self-reports of healthy dating behaviors

Research Findings and Insights

Cultural Landscape

To evaluate and understand the cultural landscape that impacts the primary audience, we conducted a variety of research scans and audits to provide a snapshot of the various media influences the primary audience is exposed to and experiencing. This formative research, which focused on youth of color residing in high-risk urban areas, informed the development of messages included in the i2i campaign. This research was conducted in 2011 and may need to be updated as part of your community's planning activities to better fit the current behaviors and attitudes of youth in your community. For example, although we refer specifically to Facebook, we realize that youth transition to other social media platforms over time, like Instagram or Snapchat, as the social media landscape changes. You and your i2i Ambassadors know your youth best, so we encourage you to go wherever they are going!

Facebook

As of 2015, 71% of teens ages 13-17 are Facebook users. Facebook users spend the majority of their time on News Feeds; therefore, posts are a great way to interact with fans.[1]

Text Message Programs

Mobile phone texting has become the preferred channel of basic communication between teens and their friends, with phone calls being a close second.[2] In fact, half of teens send 50 or more text messages a day, or 1,500 text messages a month.[3] A few key benefits of text messages are that they are private, engaging, and ubiquitous (i.e., participants may be more willing to send a text message due to the private nature of the subject matter). Text messages are delivered directly to the recipient and do not require logging in to a third-party website. Finally, participants might not have regular Internet access in their home; therefore, text messaging may be the only available digital communication channel. Additionally, in our review, text message programs that include other digital components (e.g., social media accounts or web page customization) tend to be most successful. Although the text messaging campaign was not implemented as part of the Dating Matters demonstration project, guidance was developed for communities interested in utilizing that approach for reaching youth.

1   Pew Research Center's Teens Relationship Survey, Sept. 25-Oct. 9, 2014 and Feb. 10-Mar. 16, 2015 http://www.pewinternet.org/2015/04/09/teens-social-media-technology-2015/#

2   MRI. MRI Teenmark Study. 2008.

3   Lenhart, Amanda. Pew Internet and American Life Project. April 20, 2010. Available at: http://pewresearch.org/pubs/1572/teens-cell-phones-text-messages.

Qualitative Research Findings

The development of the i2i Youth Communications Program was informed by extensive formative and secondary research and previous experience. Youth focus groups were held to explore the knowledge, attitudes, and behaviors of the primary audience toward dating and relationships. Through those discussions, several key themes emerged:

- **The term "dating" has many meanings.** Both older and younger teens have a wide variety of names and slang for relationships that go beyond friendship.

- **Teen relationships are complex.** There are many stages and different types of dating relationships teens encounter that range from the casual hook-up to more serious boyfriend/girlfriend relationships.

- **Teens generally know what is healthy and what is not.** While teens generally understand the difference between healthy and unhealthy dating behaviors, they are unclear about these differences in the digital space.

- **Despite teens' overall understanding of healthy and unhealthy relationship behaviors, their actual behaviors and actions often do not reflect this understanding.** Teens seem not to practice many of the healthy dating behaviors, or act on what they know is right.

- **Teens recognize that the media can have a negative effect on relationships.** Teens were able to identify shows on TV and songs displaying unhealthy relationship behaviors, but they also believe they can differentiate between TV relationships and real-life relationships and do not see similarities in their relationships with what they see on TV.

"Dos and Don'ts"

Insights about Communicating with Youth about Healthy Relationships

DO Collaborate with Youth.
Soliciting help from youth to create and disseminate messaging allows them to become the voice of the program and adds to the credibility of the initiative. As contributors to the program, youth become more invested in both the program process and the outcomes.

DO Think Creatively.
Develop games, interactive materials, and innovative online elements that make it easy and fun for youth to get involved, discuss their experiences, and share with friends.

DO Encourage Them to Act on What They Know and Set Boundaries.
Youth should be encouraged to trust their healthy (or good) instincts in relationships because they know more than they think about what is comfortable for them when they're with another person. Setting appropriate boundaries should be encouraged for all components of dating, from how much time they spend with another person to how many text messages they like receiving in a day.

DO Give Them a Positive Alternative to Bad Influences.
Youth see overly sexualized and unhealthy relationships throughout pop culture—show them what healthy relationships look like.

DO Find the Right Voice.
Using a casual, familiar, and informal voice when writing or talking will make youth feel comfortable and engaged. However, using "teen speak" will come across as phony and not authentic.

DO Understand the Relationship Spectrum.
Dating has many meanings, defined by a number of behaviors and attitudes, that fall into stages of casual, less serious relationships ("hooking up", "friends with benefits") to more serious relationships ("dating", "cuffing"). It is important to acknowledge this and utilize it in communications in an authentic manner—to teens, it's not just dating.

DON'T Be Boring.
Make your communications interactive, frequent, and customized. This is especially true for social media.

DON'T Be the Driver.
Crucial to the i2i Youth Communications Program success is allowing the youth—both the i2i Ambassadors and the primary audience—to be the drivers behind the program. Listen and support teens to make your program as successful as possible.

i2i: What R U Looking 4?

A Unique, Youth-Only Brand

In order to communicate with the youth in this program effectively, we need a clear and concise anchor: a brand designed especially for youth, for all our messages. Because teens tend to resist adult/authority messages, we increase the likelihood of the desired behavior change among the youth by making the brand youth-only. It is important that this brand be unique for youth and not used for other audiences, like adults, because it:

- Ensures brand authenticity among youth, essential to creating relevance and credibility;

- Allows them to assert their independence and decision-making;

- Influences the decisions they are making for themselves;

- Prevents any negative reactions they may have when receiving messages from adults; and

- Promotes program word-of-mouth among their peers.

Therefore, the i2i Youth Communications Program requires all program elements to be developed in a style and voice that will resonate authentically with youth. We want teens to feel ownership of the brand, and that it represents an external expression of their inner values and beliefs.

CDC, with Ogilvy, conducted extensive focus group research with the primary audience to understand their attitudes and knowledge to inform development of the brand, and then tested name, logo, and materials options. In

addition to focus group research, we held co-creation workshops with teens to evolve the brand and ensure its authenticity. Based on this research, we learned:

- While they liked humor and creativity, teens often were very literal in interpreting names. The program name and tagline needed to spark a certain level of curiosity without creating confusion or being too complex.

- Teens appreciated the shorthand style, given its similarity to how they text.

- It is important that the program logo conveys an authentic look, as if it was created by a peer. This reinforces the importance of working with youth to evolve the brand components.

- Teens were most attracted to logos that they viewed as "creative" and/or ones they described as "could have been done by a teen." This translated into the teens preferring concepts with a hand-drawn look and feel, or that they felt didn't look like they were designed by a computer template or program.

From this research, we developed the i2i: What R U Looking 4? brand: it is interesting, but not too complex; utilizes shortened, relatable words;

and has a look that is hand-drawn and unique, but not too young. The i2i brand tone is simple and direct, yet avoids telling youth what to do.

For an in-depth overview of the evolution of the i2i brand, please see Appendix B, i2i: What R U Looking 4?—*The Evolution of the Brand.* Out of the brand development research, we applied our findings to develop the overall i2i identity (also known as "look and feel"), which was tested with youth. The final i2i identity uses images that reflect teens' environment—real youth; doodles and hand-drawn art; textures they are surrounded by; and details from their everyday lives (school, cell phones, notebooks, backpacks)—balanced by humor and graphics to break up the text and improve comprehension. This i2i identity is applied across all of the Youth Communications Program components to provide a consistent look and feel, and was extended to many of the other Dating Matters program materials.

Parameters for Use of *i2i* Identity and Materials

As part of the i2i Program Facilitator Toolkit, we have provided design files for using the i2i identity. Pages 1-15 show the approved brand identity standards and graphic requirements for the i2i: What R U Looking 4? brand. It is important for building awareness and recognition that the i2i brand and identity stay the same every time they are seen or heard. Therefore, do not change the i2i: What R U Looking 4? name by adding or appending additional words or meaning. In addition to the design files for the i2i identity, we have provided printer files for the materials, in case your community would like to print additional quantities of the materials professionally. With the printer files, we have developed specific guidance for printing. Please see your i2i Program Facilitator Toolkit for the printing

{ To customize the *i2i* brand for your community, consider adding your community name when discussing the Youth Communications Program. For example, Washington D.C., Youth Communications Program, i2i: What R U Looking 4?®. }

i2i Youth Communications Program

IDENTITY STANDARDS

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

Logo mark

Tagline

Colors and Background

The program identity should appear in black.

If a color background is used, the background should be light-colored so that the identity can be black.

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

Sizing and Positioning

.85"

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.

Do not alter the proportions of the logo.

Always use the logo with the tagline.

Do not add a ? to the logo.

Do not reverse the logo out in color.

FOR DATING MATTERS COMMUNITIES

specifications. In providing these files, for consistency, it is crucial that the materials stay the same every time they are used or printed. Communities should not take graphics from the materials out of context or use them in a manner, whether related to i2i or not, other than their original format.

Tailoring the Program for Your Community

The development of the i2i Youth Communications Program has been informed by numerous interviews, visits, and ongoing discussions with communities like yours, to ensure successful adaptation and implementation. This guide and the communications program training have been designed to facilitate the adaptation and implementation of the i2i Youth Communications Program.

While the following core components are meant to be implemented consistently across communities, tailoring certain elements is encouraged and, in some cases, vital to the success of your program. The following are examples of how you can tailor elements of each component (please refer to the corresponding chapters for more detail).

Using the iGuide

- Creative and interactive uses of the iGuide.
- Distribution of the iGuide based on your individual program plans.
- Review and evaluation of iGuide to ensure they are meeting program objectives.

i2i Ambassador Program

i2i Ambassador recruitment planning to fit your community's needs (e.g., how best to recruit in your community, where to recruit, who to recruit, etc.).
i2i Ambassador trainer and training venues.
i2i Ambassador group name, i2i Ambassador-led events and activities, and social media content.

Partnerships

- Partner identification, prioritization, and outreach strategy.
- Partner selection and engagement.
- Ongoing partnership communications and monitoring approach.

Digital Components

- Social media moderation, conversation calendar development, and content promotion.
- Text message content (if applicable).

Integrating with Your Community's Existing Efforts

The i2i Youth Communications Program includes elements that may overlap with your health department's or partner organizations' existing programs, for example, building partnerships or a youth ambassador program. While these existing efforts may be complementary to the i2i Youth Communications Program, it is important to remember that this is a communications program, which is different from many public health efforts. Additionally, TDV is an issue that requires a different approach and sensitivities than other public health issues. The following are areas in which you might consider drawing on existing efforts:

- Reaching out to existing partners, as appropriate, to support the i2i Youth Communications Program.

- Drawing on other youth programs to identify youth to help with the recruitment process (e.g., interviewing perspective i2i Ambassadors, spreading the word).

- Identifying new partners, resources, and event venues.

Communicating about Your i2i Youth Communications Program

It is important to manage the information shared about the i2i Youth Communications Program with the public and interested stakeholders. The program may attract inquiries from:

- Programs that share the mission of promoting healthy teen relationships and preventing TDV.

- Businesses and organizations in your community. *(To learn more about Partnership Development, please refer to Chapter 5: Partnerships.)*

- Schools attended by the near-peer i2i Ambassadors

- Family members of youth

- A variety of professionals who may not have direct contact with the i2i Youth Communications Program *(e.g., school officials, teachers, other public health professionals, etc.).*

- Local media outlets.

When addressing these inquires, here are a few basic communication "dos" to keep in mind:

DO communicate clearly to your audience with specifics about what the program is and its communications objectives.

DO develop your "elevator speech," a short summary that you can use quickly (i.e., the length of an elevator ride) and simply explain the program and its intended impact. *(To see a Sample Elevator Speech, please refer to Appendix E.)*

DO share your one-pager about the program. This one-page document provides a brief overview of the *i2i* Youth Communications Program, why it's important, and what role your health department or community organization plays. It can be used as a follow-up to your elevator speech, or to provide additional background information for initial partner outreach. *(To see a Sample One Pager, please refer to Appendix F.)*

DO designate a spokesperson to be the main point of contact for inquiries. This will allow for a consistent voice and messaging when sharing information on the *i2i* program.

DO be timely when responding to inquires, especially from potential community partners or the media. The sooner you respond, the more likely your messages will be heard and shared.

DO follow-up if you feel the program has been misrepresented or miscommunicated. Your community should feel comfortable owning the conversation around the i2i Youth Communications Program and Dating Matters.

Knowing your messages is key to effective communication. Use these talking point guidelines as a start for communicating about the i2i program:

- **i2i Program Mission Statement: i2i: What R U Looking 4?** promotes respectful, nonviolent dating relationships among youth (ages 11-14) through the use of authentic messages and messengers to reinforce healthy behaviors through engaging communities and partners, utilizing near-peers, and providing resources and tools (online and offline).

- **i2i Youth Communications Program Key Audience:** youth, ages 11-14.

- **Dating Matters Mission Statement:** The Centers for Disease Control and Prevention's (CDC) Dating Matters: Strategies to Promote Healthy Teen Relationships (Dating Matters) is a comprehensive dating violence prevention model based on current evidence about what works in prevention. Dating Matters was developed and tested with 11- to 14-year olds in high risk, urban communities to address gaps in existing efforts. It includes preventive strategies for individuals, peers, families, schools, and neighborhoods. Dating Matters is a comprehensive model that was developed to promote respectful, nonviolent dating relationships and decrease emotional, physical, and sexual dating violence among youth; build local public health capacity to implement evidence-based and evidence-informed violence prevention strategies across the social ecology; and identify and validate community-level indicators of teen dating violence (TDV).

- **The i2i Youth Communications Program and Dating Matters:** The direct-to-youth i2i Youth Communications Program works in concert with other components of Dating Matters to promote respectful, nonviolent dating relationships.

For an example on how to communicate this information, please refer to Appendix F: Sample One Pager.

Monitoring and Evaluation

It is important to assess the i2i Youth Communications Program continually through monitoring and evaluation. Regular assessments are important as they can provide valuable information on the performance of i2i.

Evaluation involves the deliberate collection of information about a program or program elements that can help inform decisions.[4] Evaluation can be conducted in many different ways, including needs assessments, surveys, and focus groups. The evaluation method selected depends on what is most appropriate to achieve goals. While there are many approaches to evaluation, we will briefly discuss the aspects that were used in the overall Dating Matters evaluation, as well as additional steps you may take to monitor your communications activities for program improvement.

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4   McNamera, Carter. "Basic Guide to Program Evaluation (Including Outcomes Evaluation)." Adapted from the Field Guide to Nonprofit Program Design, Marketing, and Evaluation. Available from: http://www.cdc.gov/eval/resources/index.htm.

Dating Matters Evaluation

CDC conducted a cross-site outcome and process evaluation of the Dating Matters comprehensive model. Please refer to the CDC's Dating Matters webpage for more detailed information on the evaluation. Aspects of the i2i Youth Communications Program were included in this evaluation. Two instruments were used to monitor and track the program: an i2i Ambassador Implementation Survey and a Communications Program Tracking Form. These instruments are provided as part of the Dating Matters Toolkit: Guide to Implementation. Please see your Prevention Lead for additional information.

The **i2i Ambassador Implementation Survey** helps ensure that the i2i Ambassador program is running as effectively as possible. The evaluation should take place at the mid-point and conclusion of the i2i Ambassador program, annually. The feedback form collects information from i2i Ambassadors related to attitudes on the program, thoughts on what works best about the program, and suggestions for improvement.

The **Communication Program Tracking Form** provides a snapshot of community activities and related process measures. The brief form collects information on the core i2i Youth Communications Program components, such as number of teens that apply to be i2i Ambassadors, number of social media fans or followers, and number and type of materials distributed.

The data collected from these short instruments, in conjunction with other data collection, can help improve your community's programs and assess the reach of the i2i Youth Communications Program.

Improving Your Program

In addition to the instruments described above, you may also choose to monitor i2i activities by using your own methods to track the program and identify areas of strengths or areas for improvement. Tracking and monitoring your activities can provide you with ongoing and valuable feedback that can inform adjustments to the implementation of particular components. For example, metrics related to social media pages can tell you what types of content updates yield the most conversation or tracking i2i Ambassador applications can shed light on the most successful promotion strategies to reach near-peer teens.

Each subsequent chapter in this guide includes suggested approaches to monitoring the individual components of the i2i Youth Communications Program. We encourage you to build off these suggestions to include measures that help inform the implementation of your program.

NOTES

Chapter 2

IN THIS CHAPTER:

- **iGuide Overview**

- **iGuide Distribution**

- **Process and Performance Measures**

Chapter 2

Using the iGuide

Core to the i2i Youth Communications Program, the iGuide is the true delivery mechanism for informing the primary audience about healthy dating relationships. It is fresh, innovative, and creative. The iGuide is youth-driven and interactive, rather than static and delivered in a two-dimensional context.

To ensure the success of the iGuide, we tested the format and messaging with youth through focus group research and co-creation workshops.

iGuide Overview

The iGuide is designed to reach across all ages of the youth in this program, and has the benefit of being an offline, tangible reference guide that does not require access to a computer or the Internet and can be repeatedly referenced or used. The messages the iGuide shares, as well as its look and feel, are amplified by the other program components, including the i2i Ambassador Program (Chapter 3) and the Social and Digital Media Components (Chapter 6).

The iGuide uses compelling content, modules, and authentic language to promote healthy dating relationships. The iGuide includes the following key areas of messages:

Building Knowledge: Focuses on general knowledge 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 in dating.

Enhancing Self-efficacy: Encourages teens to trust in what they know, listening to their inner voice instead of outside pressures, and defining their own healthy and safe boundaries and comfort levels.

Taking Action: Empowers youth to take actions that encourage the development of healthy relationships and discourage engagement in unhealthy and unsafe relationships.

Resources: Directs youth to people that can help them navigate their dating relationships (e.g., i2i Ambassadors, trusted adults), and provides resources (e.g., hotlines, websites) for more information.

Because the iGuide was tested and selected based on teens' preferences, it lends itself to interactivity. For example, a teen may reflect on his or her relationship after checking out the iGuide. It is the opportunity for engagement with, and between, the teens that make the iGuide unique and potentially impactful.

iGuide Distribution

The iGuide requires professional printing to maintain the high-quality, engaging look and feel that was designed by and for youth. Printed copies of the iGuide are available from CDC. Please refer to the Dating Matters section of CDC's Veto Violence webpage (https://vetoviolence.cdc.gov) for detailed ordering information.

While each community should distribute the iGuide based on their individual program plans, we recommend the i2i Ambassadors give away the iGuide at a kick-off event. To generate excitement around the iGuide, it will be important to preview the iGuide with the i2i Ambassadors to gain their buy-in and familiarize the i2i Ambassadors with the content during their training. *(To learn more about the i2i Ambassador Program, please refer to Chapter 3: i2i Ambassador Program Management & Training.)*

Process and Performance Measures

Over the course of the program, we encourage you to review and evaluate the use of iGuide items to ensure it is meeting program objectives and determine if supplemental materials would be beneficial to program success as trends and teen interests change. Note, supplemental materials can be explored through partner support. *(To learn more about partnership development, please refer to Chapter 5: Partnerships.)*

Feedback can be collected through informal means, for example, hosting a poll on social media to ask what teens like best about the iGuide, or asking i2i Ambassadors to report any comments teens have at events. In addition to these informal means, we recommend tracking distribution for process measurement (e.g., How many iGuides have been distributed to date? How many iGuides were distributed at the kick-off event?).

CHAPTER 3

IN THIS CHAPTER:

- **Program Overview and Rationale**
- **Program Organization and Materials**
- **i2i Ambassador Recruitment, Training, and Management**
- **How to Have Challenging Conversations**
- **Process and Performance Measures**

CHAPTER 3

i2i Ambassador Program Management & Training

This chapter provides an overview of the i2i Ambassador Program including: recommendations on how best to recruit, train, and manage the i2i Ambassadors; guidance on how to handle sensitive situations that may arise during implementation of the program; and how to evaluate the program as well as recommended monitoring methods.

Program Overview and Rationale

The aim of the i2i Ambassador Program is to recruit, train, and mobilize slightly older youth (15- to 18-year-olds in each community) to become i2i Ambassadors for the program and its messages. Having experienced the trials and tribulations of dating themselves, teens slightly older than our primary audience, or near-peers ages 15-18, are a trusted, credible source of dating advice or guidance. Research conducted in the planning stages of the i2i Youth Communications Program confirms that near-peers can greatly impact younger peers' attitudes and perceptions as they relate to dating and relationships. The i2i Ambassador Program will leverage the power and influence of these near-peers, by positioning them as champions of the communications program.
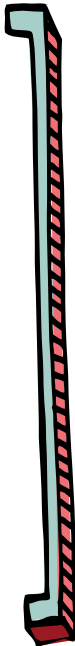
The i2i Ambassadors will be an authentic and credible source of information about the program. They can share key program messages, answer questions, and refer youth to additional resources. The i2i Ambassadors will:

- Attend "training(s)" (e.g., an initial training and subsequent refreshers);

- Help plan and host at least three events, including kick-off and closing events;

- Develop content for the community's i2i social media pages;

- Monitor and respond to social media posts; and

- Help develop content for the Text Message Program (if applicable).

> The *i2i* Ambassador Program leverages the power and influence of near-peers, by positioning them as champions of the communications program and encouraging engagement with youth.
>
> The *i2i* Ambassador Program is not a peer leadership or peer counseling program. Ambassadors are not expected or encouraged to provide counseling or be responsible for youth or their actions in any way.

Through social media channels and events, i2i Ambassadors will serve as key point people, or the face of the program, for youth and be available to answer questions about the program, its materials, and relationships in general. i2i Ambassadors are not expected or encouraged to provide counseling, or be responsible for youth or their actions in any way. However, they will be prepared with the necessary tools and knowledge, including safety protocols, to handle sensitive situations should they arise.
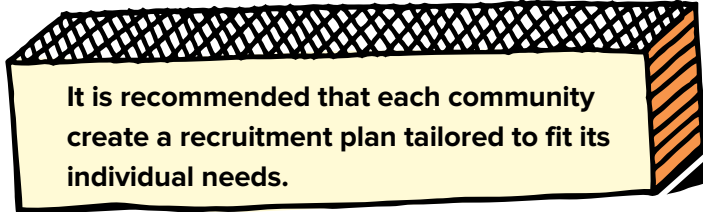
Program Organization and Materials

To help communities implement the i2i Ambassador Program, we developed guidance and resources for i2i Program Facilitators, as well as specific guidance and resources for the i2i Ambassadors. The guidance and resources for i2i Program Facilitators are provided in this chapter and focus on the development, support, and evaluation of the program. The guidance and resources for the i2i Ambassadors are

packaged in the i2i Ambassador Handbook that focuses on how the i2i Ambassadors carry out their roles for the program with the support of the i2i Program Facilitator. It provides i2i Ambassadors with background information on the i2i Youth Communications Program and TDV, as well as training on how to share program content with the primary audience in their community. Ultimately, the i2i Program Facilitator and i2i Ambassadors will work together; however, each group requires unique materials to help inform their specific roles and tasks.

Recruitment

Because much of the success of the i2i Youth Communications Program depends on the success of the i2i Ambassadors, it is crucial to recruit engaged, enthusiastic, and dedicated 15- to 18-year-old teens to serve as i2i Ambassadors.

The following are recommended, research-based guidelines to consider while developing a recruitment plan.

It is recommended that each community create a recruitment plan tailored to fit its individual needs.

How to recruit:

- Promote application opportunities widely among the high schools in your area.

- Recruit youth via word-of-mouth. Note: This is highly regarded as one of the best strategies.

- Work with nonprofits and community organizations, such as Boys & Girls Clubs, the Y (formally YMCA), and afterschool programs,

to identify i2i Ambassador candidates, as their experiences there may indicate that they are already engaged and active in their communities. You can also work with schools in your area to recruit youth in student council or athletic programs.

- Actively seek out applicants rather than waiting for youth to respond to a pamphlet or advertisement.

- Recruit two i2i Ambassadors per school, with three alternates if your resources allow. Alternates can be used to replace any drop-outs or less engaged Ambassadors.

When to recruit:

- Allow at least 2-3 months for recruitment.

- Recruit based on the school calendar to find youth when they are most engaged, as certain times of the year (e.g., summer, holiday breaks) may prove more challenging for recruitment.

During recruitment:

- Ensure all candidates are fully aware of the program, the topic, the level of commitment, the incentive, and any stipulations related to the incentive (described later in this chapter).

- Be ready to address possible barriers, such as meeting time, transportation to meetings, etc.

- Recruit teens from diverse populations.

Look for youth with:

- Leadership skills;

- Attitudes and beliefs compatible with the program and the topic;

- Similar backgrounds to the target audience to foster acceptance;

- 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.

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. CDC provides several templates for fliers that can be tailored to fit your community's i2i Ambassador recruitment strategy. Please see the i2i Program Facilitator Toolkit for additional resources. The following is a list of research-based, best practice suggestions to help guide the development of the application and selection process.

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 encourage them to adhere to guidelines. Use a peer-led interview process, if possible. For example, use youth who may be involved in other youth-led programming at school or from your health department or community organization, who are not planning to become involved with the i2i program, to interview potential i2i Ambassadors. And, in the future, use current i2i Ambassadors to interview the following year's applicants.

Create an application, but remember that literacy does not correlate to influence, so keep it simple. Also, be cautious not to ask for personal identifying information, such as social security numbers; only collect the information that is essential to the program, including their contact information and interest in the i2i Ambassador program. *(To see an example application, please refer to Appendix C: Sample i2i Ambassador Application.)*

Consider asking for a current academic report card, progress report, or transcript to submit with their application. However, it's important to note that academic performance does not necessarily give an accurate picture of their potential in the i2i Ambassador Program.

Before participating in the program, provide i2i Ambassadors with a copy of the assent (signed by them) and consent (signed by their parent/guardian) forms to submit at training.

COMMUNITY SPOTLIGHT:

Training

i2i Ambassador Program Training

The Program Facilitator should work to plan and prepare thoroughly for the i2i Ambassador Program training. During this planning phase, an appropriate and accessible venue to host the training(s) should be determined. Consider location and transportation when selecting the venue. Also, consider time of day and week when scheduling the training to ensure all i2i Ambassadors can attend. Your community may wish to develop and conduct a pre- and post-questionnaire to assess i2i Ambassadors' knowledge, attitudes, and skills—and their growth over the course of the program. If your community opts to conduct a pre- and post-questionnaire, be sure to follow your health department or organization's research protocols. The pre-training questionnaire can help inform topics for the training and the latter can serve as an assessment tool for the training.

IMPORTANT NOTE: The number and length of trainings will depend on the agenda, number of Ambassadors recruited, and other factors that are unique to your community. There is not a requirement for number of trainings your community needs to hold, but it is recommended that the training be as thorough as needed to cover the topics outlined in this chapter and provide Ambassadors with enough familiarity with, and confidence in, their role as *i2i* Ambassadors.
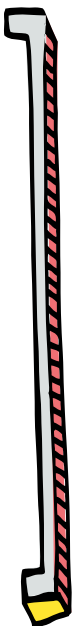
The activities performed during training can, and should be, tailored by the i2i Program Facilitator. CDC provides several templates in Microsoft PowerPoint* that can be tailored to your community's content. Please see the i2i Program Facilitator Toolkit for additional resources.

Consider the following list as a basis for the training:

- Train the i2i Ambassadors on the overall i2i Youth Communications Program, TDV, and the i2i Ambassador's responsibilities, which includes social media page administration and event planning and attendance.

- Ask the group to think of a name for themselves (other than i2i Ambassadors). This can be used as an ice-breaker exercise. The name should be something that excites the i2i Ambassadors and is appropriate as it will be the way they are identified at events and on social media pages.

- Include interactive training exercises such as brainstorming, small-group discussions, role playing, etc. For example, play a game in which teens take turns spinning a wheel that features different dating behaviors, both positive and negative. When the wheel lands on a behavior, the spinner has to agree or disagree with it. This can serve as the basis for a group discussion.

- Ask all i2i Ambassadors to sign a Program Participation Agreement (included in the i2i Ambassador Handbook), which will include an outline of the i2i Ambassadors' responsibilities, expectations, rules of conduct, and incentive structure.

- Take time after the training has concluded to schedule ongoing trainings and check-ins as regular refresher sessions.

Because the i2i Ambassador Program is not a peer leadership or peer counseling program, the training content and setup may be different from other youth development trainings or programs health departments are familiar with.

The following are research-based best practices for approaching training with near-peers, training content, and follow-up training.

COMMUNITY SPOTLIGHT:

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*The i2i Program Facilitator Guide is an independent publication and is neither affiliated with, nor authorized, sponsored, or approved by Microsoft Corporation.

Best Practices for Training Near-Peers

- Empower youth to make decisions; adults should serve a supportive role. This can stem from including youth in planning and conducting the training.

- 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 pitfalls to participants;

  » Simple ground rules for the program; and

  » Additional resources and support services.

- Make the training fun and engaging:

  » Use interactive training exercises such as ice breakers, brainstorming, small group discussions, or role playing.

  » Use guest speakers that energize and inspire teens. This will also 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.

Best Practices for Training Content

- Introduce the i2i Ambassador Program, what it is, and its benefits, to help youth understand the importance of their role.

- Help youth understand the 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 program messages during trainings to ensure that youth are familiar enough with them so that they can use their own words.

Best Practices for 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 i2i Ambassadors have been recruited and trained, managing the program and the i2i Ambassadors is the next crucial step. Since the i2i Ambassadors will serve as key point people for youth and be responsible for many of the key components of the program, they need to receive guidance and be closely supervised.

Throughout the implementation of the program, the i2i Program Facilitator should:

- Host regular check-ins for monitoring purposes, as well as regular refresher trainings.

We recommended that you (the i2i Program Facilitator) and i2i Ambassadors check in at least twice a month by phone and at least twice a month in person for a total of four check-ins per month. In-person check-ins are preferred since they minimize distractions.

» The in-person check-in should be held at a location that is accessible to all i2i 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, and how to develop messages for social media).

Work with i2i Ambassadors to imagine all three events, including the kick-off event. The i2i Program Facilitator is responsible for negotiating and coordinating all event logistics (e.g., venue, food, security, etc.), and ensuring that the event itself runs successfully and smoothly. *(To learn more about event planning, please refer to Chapter 4: Youth Engagement and Event Planning & Promotion.)*

» The kick-off event should be tailored to meet both the interests of the youth in this program and the needs of the health departments or community organizations.

» The venue should be selected based on capacity, accessibility, and authenticity (e.g., Is it a place where youth feel comfortable?). It should also be a place where health departments, or other lead organizations, are comfortable hosting the event. Venues can be secured through partnerships, if necessary. Appropriate venues may include a school auditorium (after school hours), a bowling alley, and restaurants.

» During the event, youth should enjoy free refreshments and activities. All activities should be interesting, appropriate, interactive, and able to sustain the interest of youth ages 11-14.

» Ensure ongoing supervision of the i2i Ambassadors.

» Provide the i2i Ambassadors with adequate support and resources, including assistance with the development of content for social media pages.

Implement monitoring plans, which may include collecting monthly reports from the i2i Ambassadors to ensure they are carrying out the program as planned (e.g., includes materials creation and tracking, content updates to social media channels, and updates on special community events or activities).

Incentives for i2i Ambassadors should be considered for their participation. In the CDC Dating Matters demonstration project, each i2i Ambassador received $500 in pre-paid money cards as compensation for their work on the i2i Ambassador component of the i2i Youth Communications Program. i2i Ambassadors received:

- One $100 card after the kick-off event;

- One $100 card after the completion of at least two more events; and

- One $200 card at the completion of the program and after submitting the required evaluation reports.

Supplemental incentives can be donated by partners. **The actual amount and types of incentives offered will vary by community and are dependent on the resources and funding available.** (*To learn more about partnership development, please refer to Chapter 5: Partnerships.*)

COMMUNITY SPOTLIGHT:

How to Have Challenging Conversations

The i2i Ambassador Program encourages interactions between teens and i2i Ambassadors, whether at events, on social media, or in other communications; therefore, it is important for i2i Program Facilitators to teach the i2i 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 youth the i2i Ambassadors interact with will have had negative experiences with dating.

Teens may approach i2i Ambassadors to discuss their personal experiences with dating violence, as victims, perpetrators, or witnesses. These conversations can be challenging for the Ambassadors, so it is critical that they are prepared and understand the required protocols established by your community.

Developing a Protocol

To ensure safety, it is important to have a protocol in place that dictates how to respond to disclosures, referrals, and distress situations. The Ambassador Handbook provides a worksheet to adapt this protocol for Ambassador use. In addition, 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.

There will be times when the i2i Program Facilitator will need to speak with the Dating Matters Prevention Lead (i.e., person in charge at the local health department or lead agency in charge of implementing Dating Matters in your community), and potentially a student's parent, and even the student themselves. To be prepared for these situations, work with your Dating Matters Prevention Lead to figure out your health department's protocol before program implementation.

Disclosures, Referrals, and Distress Situations

The following provides an overview of the three types of situations in which i2i Ambassadors should work with you (the i2i Program Facilitator and possibly other Dating Matters staff).
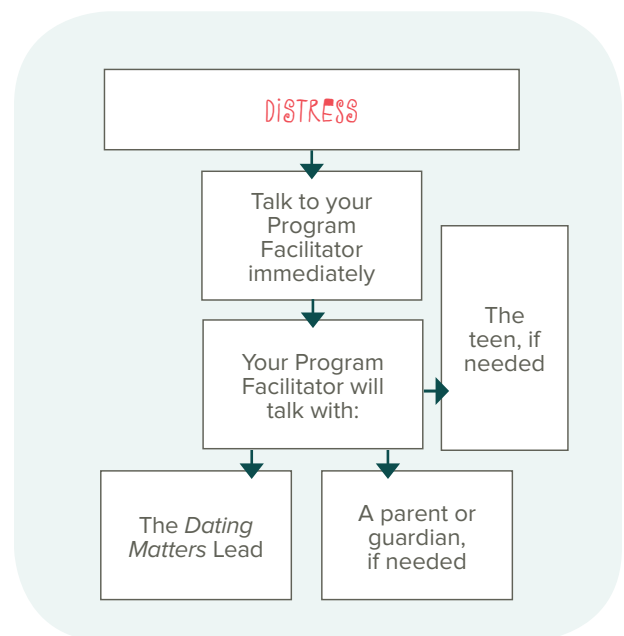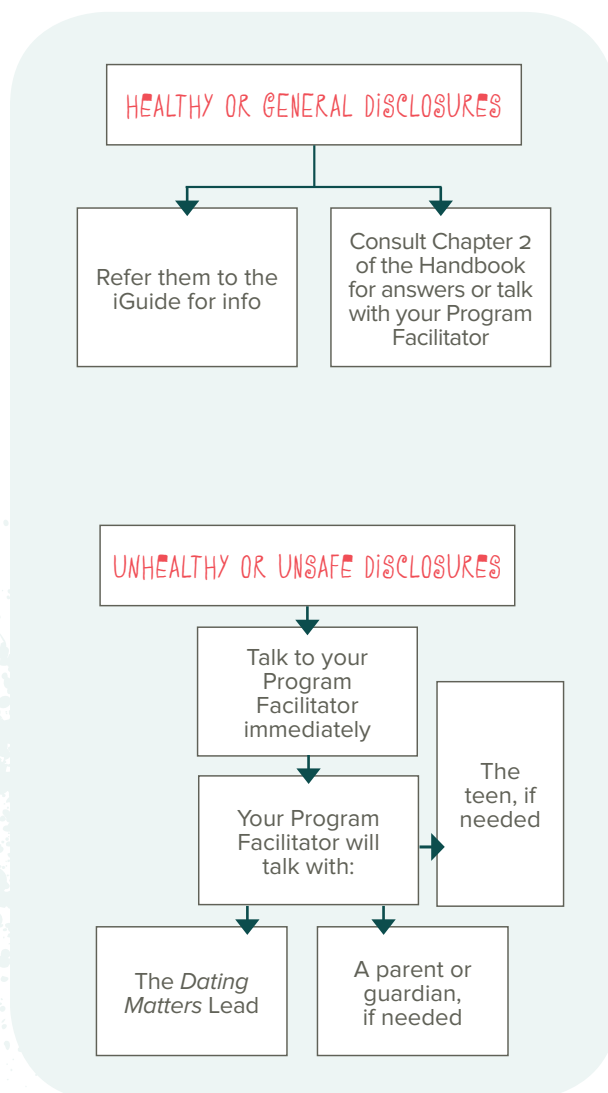
Disclosures – A disclosure is when someone reveals or tells an i2i Ambassador something about their personal life. For example, someone may tell the i2i Ambassador about a controlling girlfriend, report that he's seen his parents hit each other, or share that she felt pressured to be intimate.

Every disclosure needs a different response and it is important that the i2i Program Facilitator walk i2i Ambassadors through examples of disclosures and how to respond during the introduction training. In walking through disclosures, talk with i2i Ambassadors about what decisions the i2i Program Facilitator will need to make if someone discloses healthy information or unhealthy or unsafe information (e.g., reporting to social services, contacting parents). It is also important to emphasize with i2i Ambassadors that these protocols still apply if a teen discloses something that has nothing to do with dating (like drugs or alcohol use). This page provides examples of decision trees to develop with i2i Ambassadors (also provided in Chapter 7 of the i2i Ambassador Handbook).

Referrals – A referral is when i2i 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 i2i Ambassadors that does not mean it's not a serious situation. Like disclosures, every referral needs a different response. Talk with i2i Ambassadors about different examples of referrals, how to respond to them, and what decisions the i2i Ambassador will need to make if someone asks for information. Also, the i2i Program Facilitator can work with i2i 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 i2i Ambassadors should report to their i2i Program Facilitator immediately in these situations. Unlike disclosures or referrals, there is no healthy distress, so there is only one decision for i2i Ambassadors to make. The chart below provides an example decision tree.

HEALTHY OR GENERAL DISCLOSURES

- Refer them to the iGuide for info
- Consult Chapter 2 of the Handbook for answers or talk with your Program Facilitator

UNHEALTHY OR UNSAFE DISCLOSURES

Talk to your Program Facilitator immediately

Your Program Facilitator will talk with:
- The *Dating Matters* Lead
- A parent or guardian, if needed
- The teen, if needed

DISTRESS

Talk to your Program Facilitator immediately

Your Program Facilitator will talk with:
- The *Dating Matters* Lead
- A parent or guardian, if needed
- The teen, if needed

Training i2i Ambassadors

To help equip i2i Ambassadors, Chapter 7 of the i2i Ambassador Handbook discusses disclosures, referrals, and distress situations, important topics to cover during the i2i Ambassador trainings. To help the i2i Ambassadors understand, we recommend 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 below), the decision process, and when and how they should engage the i2i Program Facilitator when a situation calls for it.

4-TS FOR i2i AMBASSADORS

Trust **the resources and information you have been given. Remember that your Handbook has lots of information to help you find the answers you need. And if you need extra help, just ask your i2i Program Facilitator. They are there to help!**

Tell **them you are not allowed to keep a secret from the i2i Program Facilitator, especially if they are being hurt or if they are feeling unsafe.**

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

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

Additionally, there are many activities for you to do with your team of i2i Ambassadors in Chapter 7 of the Handbook. Be familiar with the content, prepare to include these activities in the training, and consider developing trainings of your own to address community-specific needs.

Process and Performance Measures

Over the course of the program, we encourage you to review and evaluate the i2i Ambassador Program to ensure it is meeting program objectives, and determine if modifications are necessary. Monitoring can include snapshots of the recruitment, training, and management processes. For example, you may decide to track the number of applicants, the number of i2i Ambassadors that complete the training, the length of training sessions, i2i Ambassador attrition, and i2i Ambassador knowledge and attitudes pre- and post-training.

In addition to the recommended monitoring, the Dating Matters Guide to Implementation includes collection of the i2i Ambassador Survey described in Chapter 1: Youth Communications Program Overview.

CHAPTER 4

IN THIS CHAPTER:

- **Event Roles and Responsibilities**

- **Planning Tips and Recommendations**

- **Types of Events**

- **Process and Performance Measures**

CHAPTER 4

# Youth Engagement and Event Planning & Promotion

Youth engagement is a process that offers meaningful opportunities for youth participation, leadership, and responsibility in collaboration and partnership with adults who value, respect, and share ownership with them in regards to a common cause or initiative. Many believe that it is also an important element for the ultimate success in the prevention of dating violence, and, therefore, key to the i2i: What R U Looking 4? Youth Communications Program.[5] Throughout the i2i Youth Communications Program, both the youth and the i2i Ambassadors should be considered your allies and partners to contribute in ways described below.

As mentioned in Chapter 3, research conducted during the planning phases of the i2i Youth Communications Program confirms that near-peers greatly impact younger peers' attitudes and perceptions as they relate to dating and

relationships. Near-peers usually have a good sense of what types of events will be appealing to their younger peers. And, they can offer unique insight about how to make activities, messages, and materials relevant to youth. They also can be an important sounding board for strategies to maintain the visibility and appeal of the i2i: What R U Looking 4? program.
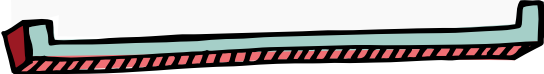
Planning events and activities in collaboration with i2i Ambassadors is especially important because the events allow youth and i2i Ambassadors—the champions of the Youth Communications Program—to interact in person. This collaboration fosters a sense of ownership over the program by the i2i Ambassadors and ensures authentic, fun experiences that promote an understanding of healthy and unhealthy dating relationships among youth.

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5   Centers for Disease Control and Prevention. "A National Strategy to Prevent Youth Violence." November 2009. Available at: http://www.cdc.gov/violenceprevention/pdf/ PreventYouthViolence-a.pdf.
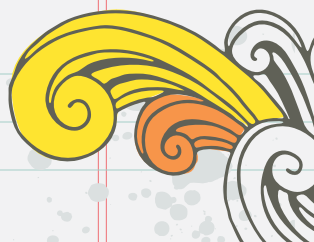
THE POWER OF YOUTH PARTICIPATION

- **Project a powerful voice:** Youth have credibility with peers and community members, which allow them to help educate the community to promote healthier behaviors and norms.

- **Offer energy and vitality:** Youth bring energy to activities and events.

- **Reflect genuine concern:** Youth generally volunteer their time to be involved in causes they care about because they have a stake in their own future.

- **Bring diverse representation and provide generational insight:** Youth can provide important insight about their generation.

- **Invoke creativity and innovation:** Young people naturally challenge the traditional attitudes that may restrict and limit how people think and act. They also add creativity to any program, making it more attractive to other youth.

- **Mobilize their peers:** Youth have the ability to mobilize their peers for activities.

This chapter outlines key recommendations and insights on how to engage youth 11-14 years old and how to create i2i branded events with activities inspired by i2i messaging. It outlines the roles and responsibilities of the i2i Ambassadors and i2i Program Facilitator. Along with planning tips and event ideas for the kick-off event for groups both large and small, it also includes recommended monitoring methods for your consideration.

Event Roles and Responsibilities

While the i2i Ambassadors and the i2i Program Facilitator ultimately work together, each has roles and responsibilities unique to their position.

The i2i Program Facilitator:

- Works with i2i Ambassadors to plan and host one kick-off event and at least two additional events.

- Ensures that event promotion is incorporated into social media and Text Message Program (optional) content management, and is developed with the help of the i2i Ambassadors.

- Negotiates and coordinates all the event logistics (e.g., venue, food, security, etc.).

- Seeks new and manages existing partnerships to acquire any outstanding needs such as transportation

Note: the i2i Program Facilitator can and should encourage i2i Ambassadors to brainstorm potential partnerships and perhaps secure them, but it is the i2i Program Facilitator's responsibility to handle the partnership after initial engagement.

- Obtains all appropriate permissions for venue space (e.g., park permits) and promotional efforts (e.g., in schools), etc.

- Ensures that the event itself runs successfully and smoothly.

- Makes certain that all youth in this program and i2i Ambassadors are in a safe environment, and have proper parental consent.

The i2i Ambassadors:

- Work with the i2i Program Facilitator to imagine, coordinate, and host one kick-off event, and at least two additional events.

- Promote events via social media channels and through the Text Message Program, if used.

- Discuss the i2i: What R U Looking 4? program with youth and generate excitement about being involved.

- Engage youth in activities that incorporate i2i messaging or branding.

- Hand out the iGuide (during events).

- Help youth sign up for the i2i Text Message Program during events (if applicable).

- Show youth the i2i social media channels (during events).

Planning Tips and Recommendations

Thoroughly planning for your events ahead of time will help make each event a success. The more that 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.

Planning for the Event

It is very important that the i2i Ambassadors imagine the event themselves with some guidance (e.g., regarding logistics, realistic expectations) from the i2i Program Facilitator. The more authentic the event, the more successful it will be for the youth who attend.
- All events should be tailored to meet both the interests of the youth and the needs of the health departments or community organizations.

- The venue should be selected based on capacity, accessibility, and authenticity (e.g., Is it a place where youth feel comfortable?). It should also be a place where health departments or community organizations are comfortable hosting this type of event.

  » Venues can be secured through partnerships and could include a school auditorium (after school hours), football fields, public parks, bowling alleys, restaurants, etc.

Partners can help you make an event successful by providing resources that you would otherwise need to find and/or pay for yourselves. Identify partners in your community that may be interested in supporting the i2i program and healthy teen dating relationships. Work with partners to donate and/or rent food, supplies, prizes, and other needs like transportation. *(To learn more about partnership development, please refer to Chapter* 5*: Partnerships.)*
- Promotion of events should be targeted and appropriate for the event being planned.

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 ages 11-14.

- 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 the i2i Youth Communications Program and messages.

- Ensure proper supervision is being carried out 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 protocol is in place to address these scenarios.

After the Event

- Feedback is always helpful for improving events and for planning future events and activities. 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, using a poll on social media.

KEY QUESTIONS TO CONSIDER WHEN PLANNING AN EVENT

- **Are Ambassadors actively engaged in planning the event? Are they enthusiastic about the event?**

- **Is the event venue appropriate? Will it be large enough? Is it easy for teens to get to? Is it a place that teens will feel comfortable?**

- **Does the event date/time conflict with any other major community events?**

- **Should we consider a stop time? How long is too long to retain the attention of our community youth?**

- **Are there enough activities to fill the time?**

- **Will the activities maintain the interest of teens?**

- **Are the activities interactive?**

- **How are i2i Youth Communications Program messages incorporated? Are they noticeable but not overwhelming?**

- **Does the event connect back to *i2i* Youth Communication Program objectives?**

- **Is a promotional plan in place? How are the events being promoted?**

- **How will feedback on the events be collected?**

- **Is the event in line with your community's safety protocol? Can it effectively be implemented if a situation arises?**

Useful Event Promotion Tips

- **Be creative and make it fun.** Use colorful flyers, artwork, visuals, and graphics to capture attention for the event you are promoting.

- **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, and date and time.

- **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.

- **Use Word-of-Mouth.** Use face-to-face opportunities to promote the event, particularly when the *i2i* Ambassadors are interacting with the youth.

- **Go online.** Take advantage of the community social media pages to promote upcoming events and activities, and to create buzz and interest. For example, the Facebook events feature allows you to post on the wall and communicate directly with fans.

- **Create excitement and anticipation.** Use strategies such as save the dates or contests, to generate enthusiasm for your upcoming event.

- **Don't forget post-event promotion.** After the event, maintain the energy and enthusiasm from the event through follow-ups. For instance, on the Facebook Page, share 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!

Types of Events

The Kick-off Event

The kick-off event is the premiere of i2i: What R U Looking 4?, and the time and place you work with the i2i Ambassadors to officially launch the program within your communities. At the kick-off event, the i2i Ambassadors should:

- Meet and talk with the teens in the schools.

- Introduce and explain the i2i: What R U Looking 4? program to the youth and generate excitement.

- Hand out the iGuide.

- Help the teens sign up for the Text Message Program (if your community chooses to do this additional option).

- Show the teens the community social media pages.

All Other Events

The other two (or more) events you plan can be as big or as small as you and your team of i2i Ambassadors thinks they should be. You can host larger events for all of the schools in your community or you can host smaller events at each school. *(For example event ideas, please refer to Appendix D: Sample Events.)*

Here is an example of a kick-off event to help get you thinking:	
Pre-event	Form a partnership with a local bowling alley to donate bowling lanes and food for the event. To promote the event, i2i Ambassadors will create and disseminate flyers and hang posters around schools. The flyers and posters will have language to spark interest and drive youth to the event.
During the event	Youth arrive at the event and show their student ID to a "bouncer" who crosses their name off of a "VIP list." Teams can be formed either by allowing teens to join together on their own or by assigning teams as they arrive. Youth then meet at their designated lane. Waiting for them is an i2i Ambassador who talks about TDV and healthy relationships, distributes materials (including the iGuide and social media addresses to the older teens), and helps older teens sign up for the Text Message Program. The youth enjoy music, free bowling, and food throughout the event, as well as other activities, including a "photo booth"—an area where teens have their picture taken with a sign saying "I heart [complete sentence]" or "I respect [complete sentence]." They can either fill in another teen's name or something that they personally enjoy or respect.
Post-event	As the youth leave, they are handed an i2i postcard asking them to visit the Facebook or other social media pages or school-based comment box, leave a comment on the event, and share ideas for future events. The i2i Ambassadors choose the best idea and the winner is rewarded with a pair of movie tickets donated by a partner.

Process and Performance Measures

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 promotional activities. Or gauging 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.

Additionally, you may want to monitor any fluctuation of social media activity after each event. For example, does the page have more "likes" the day after the function? Or did the youth post photos or videos as requested during the event? And, as previously noted, you may consider gathering feedback after each event. This information can be helpful for you to gauge the success of the event, as well as to know what to improve or enhance for future events and activities.

While these monitoring activities are not required, they are encouraged as the success of these events is vital to the overall success of the i2i program.

CHAPTER 5

IN THIS CHAPTER:

- **Identifying Partnership Needs**

- **Partnership Outreach Recommendations and Criteria**

- **Partnership Management**

- **Process and Performance Measures**

Partnerships

Developing and utilizing partnerships can be a powerful tool to support the implementation of the i2i Youth Communications Program, help disseminate messages, and leverage resources. Partnership outreach and development can help enhance events and provide authentic voices for program communications, among other benefits. To best support you in establishing partnerships or building on existing partnerships for the i2i Youth Communications Program, this chapter outlines recommendations on partnership criteria as well as the process to build partnerships.

Community partners include nonprofits, youth and community organizations, and local businesses, and can help provide a variety of resources to complement your existing community resources, including, but not limited to:

- Venues for events, activities, or trainings
- Food and beverages
- Promotion support
- Transportation
- Gifts/awards/incentives for contests and games that are part of events and/or activities
- Entertainment (e.g., music, movies, bowling)
- i2i Ambassador trainers
- Support for recruiting and incentivizing i2i Ambassadors

Partnership Defined:

A partnership is a voluntary, collaborative agreement between two or more parties in which participants agree to work together to achieve a common purpose or undertake a specific task and to share risks, responsibilities, resources, competencies, and benefits. Partnerships take advantage of each partner's skills and assets to achieve a common goal.[6]

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6   North Carolina State University, Strategic Initiatives & Partnership Development. "Partnerships Defined." 2003. Available at: http://delta.ncsu.edu/sipd/partnerships/defined.html.

COMMUNITY SPOTLIGHT:

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REMEMBER

these recommendations are our suggestions for making partnerships successful based on our experience working with partners. Please make adjustments that best suit your community's needs and resources and that meet your health department's or community organization's processes and procedures. While the following information will be helpful in creating and maintaining partnerships to enhance the _i2i_ Youth Communications Program, you know your community best.

Identifying Partnership Needs

A partnership should be initiated to meet specific needs. Work with members of your Dating Matters team to determine where your community needs additional support to be successful or grow the i2i program.

It may be helpful to outline each component of the i2i Youth Communications Program to review where you can use additional support. The following is an initial list to get you started:

- **iGuide:** This includes the iGuide. Possible needs: additional iGuides or supplemental materials.

- **i2i Ambassador Program:** This includes the recruitment, training, and mobilization of near-peer youth (15-18 year olds) as strong word-of-mouth i2i Ambassadors for the program and its messages. Possible needs: trainer, resources for training (e.g., training space, food), or additional incentives.

- **Events:** Throughout the program, we recommend hosting a kick-off event plus two additional events. Possible needs: event venue, entertainment, promotional support, or transportation support.

- **Digital Components:** This includes the social media pages and Text Message Program. Possible needs: outside vendor to host the social media channels or computer/phone access for i2i Ambassadors.

Assessing the current situation by asking key questions such as the examples below, can help you determine your community's needs:

- Where are we having difficulties reaching our goals and objectives?

- How will a partnership benefit our program as a whole (e.g., extending the reach of our message, providing additional funds, providing access to specific skill sets)?

- Which community partner could help our program better achieve its goals and objectives?

- 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?

When engaging partners, consider how your community's Dating Matters' model is using partners in other areas to capitalize on existing efforts and prevent partner burn-out (i.e., going to the same partner repeatedly).

Partnership Outreach Recommendations and Criteria

Partnership Criteria—Finding the Right Community Partner

It is important to consider a number of issues prior to entering into a potential partnership, including, but not limited to, the risks and strategic benefits of the association. The following guiding principles have been developed to help health departments or community organizations evaluate and participate in partnerships, uphold the i2i Youth Communications Program objectives, support the program's goals, manage the expectations of potential community partners, and manage the implementation of partnerships.

In identifying and prioritizing community partner organizations, we recommend that evaluation of potential community partners be done in two general phases. First, we recommend a preliminary review of the potential community partner to obtain background information including its current activities, past history, and common interests. Second, it is important to explore the strategic benefits and risks involved in developing a partnership, as well as evaluating whether the community partner has a sincere and credible commitment to the i2i Youth Communications Program.

Strategic Partnerships

Organizations taking advantage of strategic partnerships can utilize other companies' strengths to make both stronger in the long run.

STEP 1 – Do your due diligence on the potential community partner, including:

Become familiar with:

- The background of the organization including their history and current activities and initiatives the potential partner may be interested in; and

- The organization's past partnerships, potential types of partnership activities, materials, and promotions.

Partnership outreach efforts should focus on groups, businesses, organizations, and people that:

- Exhibit a substantial and sincere commitment to fostering healthy relationships among youth;

- Include youth and their influencers among their primary audience(s);

- Have the ability to support the campaign by providing resources that are not currently available or are available at cost; and

- Have complementary messages and/or products connected to the primary audiences.

By doing this, you ensure the organization's missions and visions complement and enhance, not compete with, the i2i Youth Communications Program.

STEP 2 – Conduct an evaluation of strategic benefits, risks, and competitive environment, including:

- How can their organization/corporation be part of the i2i Youth Communication Program 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 to encourage targeted, specific support of the program?

- Has the community partner fully disclosed relationships with entities that may be in conflict with our health department's or the program's mission (including funding transparency)?

Determine whether the effect of the community partners' products or services on healthy teen relationships could reflect negatively on the health department or organization or on the i2i Youth Communications Program. The community partner should not be associated with products or services that are not in the public interest or that promote negative relationship behaviors.
- Assess whether the community partner's behavior and business practices comply with all applicable federal, state, and local laws and regulations.

While partnerships are a great option to support and expand the i2i Youth Communications Program, it is important to be conscious of entering into the right type of partnership. We recommend avoiding partnerships with organizations that are not in alignment with the communications program, health department, or organization's goals; request product endorsement or implied endorsement of any product or service; or that require exclusivity in the proposed activity.

In addition, we encourage you to clearly communicate with community partners at the beginning of the relationship that your health department or organization will independently determine if and how to acknowledge the partner in a value-neutral manner as to not endorse or promote a community partner's product or service, and that the community partner will have to obtain prior approval on all activities related to the i2i brand and Youth Communications Program.

Dos and Don'ts of Partnership Engagement

☑ **DO** use community partners to fill in gaps in resources or grow resources.

☑ **DO** be thoughtful in the types of organizations with which you engage.

☑ **DO** your research on a potential community partner before reaching out.

☐ **DON'T** enter into a partnership with an organization not in alignment with your health department or organization, the i2i Youth Communications Program, or the i2i brand.

Partnership Process

Each potential community partner brings different strengths to the table. Therefore, once you have evaluated the relationship through the partnership parameters, it is important to work with each community partner to craft unique and specific programs and activities.

Partnership Management

This section of the guide provides you with a step-by-step process to partnerships, from inquiry and assessments, to engagement, to ongoing communication and evaluation. While there is no "one-size-fits-all model" governing the partnership process, the procedure has been designed to guide you through the process.

Kick-Off Calls

After you have selected community partners to pursue, the next step is making contact. While at times you may have a person to reach out to directly and you can schedule a time to have a conference call, often times your first contact with a partner is with a stranger who is unfamiliar 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 an introduction of who you are and why you're calling, the i2i brand and Youth Communications Program, and why you believe working together would be mutually beneficial. Note: the kick-off calls are not for discussing how you will work together yet.

On Kick-off Calls

☑ **DO** be friendly and outgoing as you introduce yourself and the i2i Youth Communications Program.

☐ **DON'T** be shy about describing all of the work that has gone into developing the program, including the need this program is meeting in your community and how it fits into the larger Dating Matters model. Consider sharing a link to the Dating Matters website or provide a copy of the Dating Matters overview brochure or the At-A-Glance summary of the i2i program—available online or for printing.

☑ **DO** explain why you reached out to the community partner and why you believe it would be a good idea to work together.

☑ **DO** have specific requests or ideas in mind when talking with the community partner, but also be open about hearing their ideas for potential collaborations.

☐ **DON'T** feel pressure to finalize the partnership on the kick-off call. Partnerships are relationships that take time to build and to develop thoughtfully. These meetings will be used to understand community partners' ideas regarding how they would like to be involved, as well as to share your initial ideas for their engagement and potential asks.
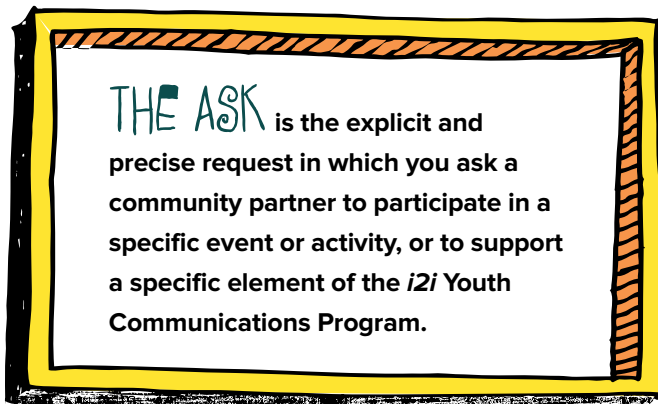
☑ **DO** be respectful of the community partner's time and limit your initial kick-off conversation to 30 minutes. In 30 minutes, you should be able to have a robust conversation and start to get to know one another.

☑ **DO** close the kick-off call with actionable and tangible next steps, as well as a tentative time when you will talk next. If for instance 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.

Developing Mutually Beneficial Community Partner Activities and Making the "Ask"

Community partners should be invited to collaborate on a mutually beneficial partnership. After the partner kick-off meetings, it is important for both you and your Dating Matters team and the community partner to spend time considering how to best work together before the next communication with the community partner where you make the "ask" and determine how you will work together. Keep in mind existing community partners that can be approached with new ideas for collaboration.

THE ASK **is the explicit and precise request in which you ask a community partner to participate in a specific event or activity, or to support a specific element of the _i2i_ Youth Communications Program.**

To prepare for making your ask, consider the following:

- **Do advance research.** Spend some time looking into the community partner organization and person you will be speaking with, how they define value, and the best way to communicate (e.g., formal presentation, phone conversation, email).

- **Develop your key messages.** Create a list of potential questions about the i2i Youth Communications Program, Dating Matters, and your health department or community organization, and prepare your answers. Make sure your answers are short, to the point, and most importantly, convey the intended message. Try to avoid technical language and buzz words. Practice your key messages, but don't try to memorize them word for word—relying on memory can cause you to freeze up. (For more information, review the Sample Elevator Speech in Appendix E and Sample One Pager in Appendix F.)

- **Consider the messenger.** Does someone at your organization have an existing relationship with a community partner? If so, consider tapping their input and influence. Gaining their feedback on outreach approaches and messages are great ways to help ensure that the right messages are being conveyed. You can also consider engaging them to carry your message forward to the community partner. In doing so, make sure they are prepared with your key messages and familiar with the program's materials.

After you have prepared, use these tips for making the ask and engaging:

- **Help community partners understand your previous successes and the importance of your services to the community.** Potential partners want to know they are supporting an accomplished organization, so be sure to clearly articulate what your health department or community organization has achieved in the past. Emphasize the importance of educating teens in the community about healthy relationships and provide TDV statistics.

- **Be specific.** When communicating with community partners, ask for something specific and provide a specific statement of what you will deliver. This may facilitate and streamline the process.

- **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 community partners may feel strongly about having their support go directly back to the community.

- **Emphasize other community partners.** With their permission, build awareness of the other community partners who are pitching in and working together to support an important program. This may create a bandwagon effect, and help persuade your potential partner to support the program.

- **Be creative in how you present information.** Illustrate the program's importance to the community. Tell the story about the i2i Youth Communications Program through an i2i Ambassador's voice.

- **Consider other Dating Matters model's broader needs.** Keep in mind how a community partnership could also serve other components of *Dating Matters*.

Making the ask to a community partner is one of the most challenging steps in the partnership process, but don't be intimidated. By doing your preparation and by making the ask mutually engaging and beneficial, you will be able to engage effective community partnerships on behalf of the i2i Youth Communications Program.

Partnership Agreements and Guidelines

Once an organization has agreed to partner with your program, it is important to establish clear expectations for the relationship. Formalizing the partnership can range from informal agreements to more formal, written agreements such as a 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. The type and length of agreement is dependent upon any requirements from your organization or the potential partner.

As part of your agreement, you should create a set of guidelines that the partners should adhere to during the partnership relationship. One way is to develop a community partnership action plan, which outlines a shared vision or mission statement and agreed-upon objectives for the partnership. 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.

The community partnership action plan might also include:

- 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; and

- Additional resources needed to accomplish the goals that are mutually agreed upon.

Making the Ask – An Example:

In talking with your Dating Matters team, you have determined that the kick-off event, which is to be hosted at a bowling alley, would be greatly enhanced by having some food and beverages to keep the youth excited, engaged, and having fun. After all, bowling takes a couple of hours so the teens will probably get hungry, and you want to try and keep youth at the event, rather than them leaving to find food. The bowling alley, however, that is donating its lanes and space for the event is unable to provide food. In your community, there are a number of local businesses that make great food and also support community youth as local, safe hangouts. Therefore, you come up with the idea to invite a local food establishment to provide food for the kick-off event. You check with the bowling ally to make sure that it is okay with you bringing in another community partner who can provide food.

After doing some research both online and through word-of-mouth, you determine that Jake's Chicken has the best rotisserie chicken around and that Jake's Chicken's owner, Jake Smith, is a local community member who is well-respected and often works with teens in his spare time to better the community that they share. Through a colleague who knows Jake, you set up a time to call him to introduce yourself, the i2i Youth Communications Program and its components, and why you believe Jake's Chicken would make a great community partner for the program.

After a great initial call with Jake, you and Jake are scheduled to talk again tomorrow (about a week after your initial call) and you have spent some time thinking about how to best request his support at the bowling kick-off event. Although you and your team have decided to invite Jake to participate in the kick-off event and ask that his establishment provide food for the event, you believe the best way to decide on what exactly is provided is to collaborate with Jake on what he can provide within his resources and constraints.

In exchange for his help with providing food at the event, you are willing to offer that Jake can use the kick-off event as a promotional opportunity for his business, an offer you believe he will be pleased with because in your kick-off call with Jake you listened and heard him say that in the fall when kids go back to school he often faces a drop in customers after the summer vacations. Jake is happy to talk again and eager to know how he can help such an important cause. You propose that he support the kick-off event and the i2i Youth Communications Program by providing food at the event in exchange for the opportunity to promote Jake's Chicken (during a time of the year that is typically slow for him). Jake agrees to provide food and beverages during the kick-off event in exchange for being able to post a banner promoting his restaurant and providing a coupon to the youth to come in later if they participated at the i2i bowling kick-off. After your call, you and Jake talk frequently to work out a formal agreement and the logistics of the partnership.

Specific to the i2i Youth Communications Program, you may want to include guidelines that community partners should:

- Work with health department or community organization staff to formalize the partnership;

- Display the partnership i2i decal prominently to signify support for the i2i Youth Communications Program;

- Commit to open collaboration with health department or community organization staff and not to act on behalf of the i2i Youth Communications Program without prior approval;

- Invest in supporting events and activities held by the health department or community organization and i2i Ambassadors (e.g., providing in-kind donations, such as food and beverages, event space, or entertainment, where applicable);

- Invest in creative thinking about other potential partners for the i2i Youth Communications Program and making introductions where possible; and

- Agree to periodic check-ins and reviews of the collaboration, as defined by the partnership agreement.

Some organizations may be more comfortable formalizing the partnership through a MOU, contract, or some other written document. If you or your community partner would prefer this, consult your program's legal department for advice on exact wording.

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

Ongoing Communication

Regular communications protocols with community partners are important in order to stay in close contact about the partner's experience, any questions or issues that may arise, and any additional opportunities that may present themselves for the i2i Youth Communications Program or broader Dating Matters activities. A professional partnership takes time, nurturing, and respect.

As part of ongoing communication, consider the following for your interactions:

- Communicate regularly. 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. Build on successes, address problems, and explore ways to enhance the partnership.

- Respect the community 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 community partnership over the long term, and what criteria will be used for continuing the partnership.

- Communicate results of partnership activities with community partners to show areas of success and areas for improvement.

Ongoing communication with your partners could take many forms, including:

- Reoccurring meetings (weekly, monthly, etc.) to check in;

- Working group calls, meetings, webinars, or community partner teleconferences when many partners are working together toward supporting one effort (e.g., event or activity or to share successes and learnings and connect with other partners);

- A listserv of all community partners in order to distribute information that is needed to reach all partners, such as keeping all partners up to date on latest events and activities; and

- A community partner tracking mechanism with an email address that allows all partners, who would like to get involved in the initiative, to be directed to the appropriate contact and to keep track of and manage their level of engagement.

COMMUNITY SPOTLIGHT:

TIP:

To supplement evaluation efforts, you may consider conducting interviews with community partners to gather feedback regarding how the partnership activity went and the status of the relationship. These interviews could take place after key partnership activities have been completed or based on a time line such as every 3 months.

Implementation Timeline

This *sample* implementation timeline provides an overview of the steps and time it takes for the partnership process. Use the form in Appendix G to create your own timeline.

3-6 MONTHS PRIOR TO LAUNCH: Conduct your needs and partnership audit.

- Brainstorm possible partnerships and create a list based on your own experiences and knowledge of the community.

- Conduct a survey of existing community partners held by your health department or organization and (if appropriate) schools to include in your community partnership outreach list.

When conducting partnership outreach, it is important to know what you are asking before you make your ask. During this time, review the different i2i Youth Communications Program components and the broader Dating Matters model to determine where you may need external resources. For example, additional incentives for the i2i Ambassadors, space for your kick-off meeting, or a vendor to host the digital media components.

PRIOR TO PARTNER OUTREACH: Develop community partnership outreach materials.

- Taking time to solidify your partnership materials (e.g., your elevator speech, program overview) before conducting community partnership outreach will make your outreach easier and that much more successful.

AT LEAST 4 MONTHS PRIOR TO LAUNCH: Plan for and begin outreach.

- Beginning of the Month: Prioritize your community partnership outreach. Think through which community partners are the most important to your success, who may take longer to sign-on, and any community partners you have an existing relationship with to use for outreach. Based on priorities, divide your community partnership outreach list into three tiers (high, mid, and low priority).

- Mid-month: After establishing your partnership priorities, start conducting outreach to high-priority community partners.

- End of the Month: Start conducting outreach to mid-priority community partners and follow-up to high-priority community partners.

AT LEAST 3 MONTHS PRIOR TO LAUNCH: Continue outreach and follow-up.

- Beginning of the Month: Start conducting outreach to low-priority community partners and follow-up with mid-priority community partners.

- Start scheduling conversations and meetings to determine the terms of the partnership with community partners who have expressed interest.

- Mid-month: Continue follow-up on all outreach.

- Where you have agreed on terms, formalize the partnership by a MOU or the necessary paperwork based on your health department or community organization's guidelines.

- End of the Month: Continue formalizing partnerships.

PRIOR TO LAUNCH AND ONGOING: Establish means for ongoing communication. Track and evaluate your partnership efforts. Review program needs and conduct outreach.

- Now that community partners are in place, use this time to build your relationships by establishing means for ongoing communications with partners. This may be a weekly or monthly call, partner listservs, or email updates.

- Tracking and evaluation of partnership efforts should begin as soon as you have established community partners.

- As the program evolves, continue to review your resources, determine where there may be gaps, and identify new organizations to engage. You can also approach your existing partners to expand their role and involvement where it makes sense, but be cautious to avoid overwhelming them with too many asks.

DURING and AFTER: Recognize community partners for their contributions.

- Following the first year of the program, or as you see fit, give your community partner credit and recognition in public forums. This may be through a certificate, local media outreach, or in meetings with key stakeholders.

PARTNERSHIP PROCESS OVERVIEW

Identify Partnership Needs

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Research Potential Community Partners

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Establish Partnership Criteria

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Kick-Off Call

↓

Make the Ask

↓

Formalize the Community Partnership

↓

Ongoing Communica-tion

↓

Monitor, Track, & Evaluate

Ending a Community Partnership

When a program outgrows the need for a particular community partnership, or the needs change and the existing partnership is no longer crucial, meet with the partner and talk through the situation. Make sure that the parting is amicable and mutually agreed upon. This leaves the window open for future opportunities to work with that organization. The community partner may have other ideas on how you can continue to collaborate.

If the community partner expresses the desire to continue, the parties should work together to determine ways to maintain a relationship. This may or may not be the same type of partnership. It may be at a less formal or less intensive level, but as long as it is mutually beneficial, it should be considered.

Process and Performance Measures

An important part of program monitoring and optimization includes comprehensive tracking of all partnership engagement activities. You may consider tracking the number of community partners that you engage, as well as tried to engage but did not result in partnerships; the number and type of activities that are conducted on behalf of the communications campaign through these partnerships; and the reach and/or attendance of these activities.

Tracking can be completed through ongoing communication protocols with your community partners, such as regular calls and/or feedback forms developed and tailored specifically for this campaign. Data from calls and forms can be captured in a master spreadsheet that is updated monthly or at the time of contact (phone call, meeting, etc.) with the partner. This spreadsheet can capture:

- The partner name, contact, and contact details (e.g., title, health department lead, preferred method of contact, etc.);

- The partner type (i.e., community partner or national partner);

- The partnership activity or activities the partner is engaged in (e.g., providing venue space for an event or providing food for the kick-off event);

- The date contact was made and the details of the contact/conversation; and

- Next steps required and who is responsible (i.e., the partner or you, the health department or community organization).
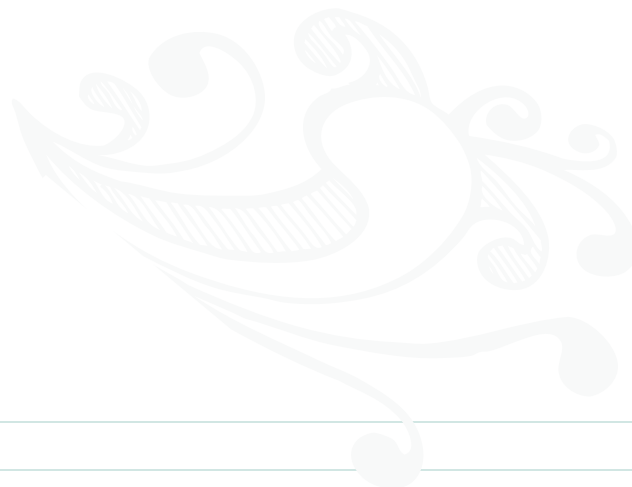
CHAPTER 6

IN THIS CHAPTER:

CHAPTER 6

Social and Digital Media Management

U+ME=i2i?

This chapter outlines the digital components of the i2i Youth Communications Program, which includes community-specific social media pages as well as a Text Message Program. Feel free to adapt the content to the best fit for your community and social media channel, such as Facebook, Instagram, Snapchat, or Twitter. The social media landscape is always changing, so we expect the i2i program to change and adapt to new possibilities. Our best advice is to go wherever your community's youth are going. Since some research suggests that 8- to 18-year-olds consume nearly 11 hours of screen time (TV, computer, phone) a day, it is critical that the i2i Youth Communications Program have a digital component that reaches our audience where they already spend their time.7 Community-specific social media pages will provide exclusive and compelling content tailored to each community's audience. The Text Message,

or Short Message Service (SMS), Program can provide a system that enables youth to receive private messages through their mobile phones.

It is important to note that the digital components will only target the 13- to 14-year-olds and not the 11- to 12-year-olds of the *i2i* primary audience, as the majority of social media platforms requires users to be 13 or older. Additionally, considerations were 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.

7 Rideout, Victoria, Foehr, Ulla, & Roberts, Donald. "Generation M2: Media in the Lives of 8-18 Year-Olds". Kaiser Family Foundation. 2010. Available at http://files.eric.ed.gov/fulltext/ED527859.pdf

Shifting Technologies

In the digital space, technologies are constantly changing and updating. Therefore, both the social media component and the Text Message Program of the i2i Youth Communications Program are created to be flexible and open to change as needed.

Effective Social Media 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, it was determined that effective communication on social media 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 the program.

• Post interactive status updates, such as targeted questions, that speak directly to youth's experiences.

• Share interesting and relevant links 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 to spark relevant conversation.

Community-Specific Social Media Pages

Example Facebook content, including cover and profile images, are provided to communities as part of the i2i Program Facilitator Toolkit, available on the Dating Matters Veto Violence webpage (https://vetoviolence.cdc.gov/dating-matters). Remember to create and set up your community's social media page prior to your kick-off event. At that point, we recommend that the i2i Program Facilitators launch their respective social media pages or accounts using the provided assets. It is important to provide i2i Ambassadors with full access to the social media pages by the kickoff, including site metrics and content editing rights. Once administrative rights are provided, the i2i Program Facilitator and i2i Ambassadors can access the social media page at any time for updates. They are not restricted to a single login or password. In addition to this guide, the i2i Ambassador Handbook outlines best practices and recommendations for i2i Ambassadors in managing and monitoring social media.

Social Media Conversation Management

Conversation management is a recommended system through which the social media pages can be managed by the i2i Ambassadors and i2i Program Facilitator. The goals of conversation management is to activate genuine conversations around healthy dating behaviors, to provide an outlet for youth to communicate with each other, and to update youth on offline i2i offerings such as materials or events. The two main elements of conversation management include conversation calendars and conversation managers.

Conversation Calendars

A conversation calendar is a tool used to plan and manage published content on social media. It also provides new opportunities for engagement and sharing compelling content. Conversation calendars map what content will be posted on what day. Conversation calendars should be completed and approved the week before the content is published, when possible, so that the i2i Ambassadors are able to simply transfer the content from the conversation calendar to the social media channel or page. The i2i Ambassadors and i2i Program Facilitator can meet periodically to discuss the conversation calendar, and to brainstorm content ideas.

On the next page, please find a sample conversation calendar to plan content a week in advance. The numbers indicate the number of updates per content type each day. It is recommended that different types of content are shared throughout the week to keep fans interested. When the conversation calendar is completed each week, it should have the copy for the status update you plan to use in each of the boxes (instead of numbers), as well as who is responsible for posting the content.

Conversation Managers

Conversation managers are the i2i Ambassadors. It is recommended that the i2i Ambassadors are online every day, at least once a day, building engagement with social media communities and managing the conversation. They will represent the i2i Youth Communications Program brand on social media, be immersed in the conversation, and participate in discussions. Weekly responsibilities include creating the conversation calendar, posting approved content, and moderating discussions on the social media pages

Sample Conversation Calendar

Content Category	Monday	Tuesday	Wednes-day	Thursday	Friday	Saturday	Sunday
CONVERSATION STARTERS Updates designed to encourage youth to share with one another and spread the word	1		1		1		
RESHARING Posting news articles, blog posts, or stories by others		1		1			
i2i NEWS New information on *i2i*			1		1		
FEEDBACK Encourage youth on the Page to share their content and experiences	1	1		1			
DIRECT RESPONSE Demonstrates you are listening and value opinions and voices of others	As Required	As Required	As Required	As Required	As Required	As Required	As Required
CONTESTS OR GIVEAWAY Special offers to encourage youth to enter or share	When Available	When Available	When Available	When Available	When Available	When Available	When Available
EVENTS/CAMPAIGN Virtual or offline events related to *i2i* in which youth can participate	When Available	When Available	When Available	When Available	When Available	When Available	When Available
AMBASSADOR IMAGES Photo album of the *i2i* Ambassadors and events	When Available	When Available	When Available	When Available	When Available	When Available	When Available
VIDEOS Videos about healthy relationships	When Available	When Available	When Available	When Available	When Available	When Available	When Available
TEXT MESSAGE PROGRAM Updates regarding the Text Message Program provided by the Program Facilitator	When Available	When Available	When Available	When Available	When Available	When Available	When Available

Conversation Guidelines

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 posts to be posted publicly. This way, the i2i Ambassadors can effectively moderate the social media conversations, read comments from the community and respond when appropriate, and delete inappropriate comments. The i2i Ambassadors should plan to moderate the page once or twice daily with this responsibility divided among the group as determined by the i2i Ambassadors and i2i Program Facilitator. It is important that the i2i Program Facilitator is accessible to the i2i Ambassadors for advice and direction if a question or sensitive situation arises.

Predetermined protocols for how to handle everything from relationship concerns to program feedback are critical for timely management and reaction. The chart on the next page provides an example of response guidelines, incorporating use of green, yellow, and red flag designations to demonstrate how the i2i Ambassadors could respond and if the post should be escalated to the i2i Program Facilitator. The sample below should be adapted based on each community's existing protocols and requirements.

Commenting Policy

As is common with websites, a commenting policy posted on all of your *i2i* program social media pages explains to visitors what is and what is not okay for fans to post. This is a way to control conversations and filter out irrelevant comments or abusive conversation. When developing your commenting policy, start by checking with members from the office of your health department or organization that handles social media to see if there is any existing guidance or rules for you to follow or incorporate.

The following is a sample policy: We reserve the right to delete comments that are obscene, indecent, profane, or vulgar; contain threats or personal attacks of any kind; contain offensive terms directed to ethnic or racial groups; or promote or endorse a product or service. We also reserve the right to ban users who insult, threaten, or bully others.

Sample Conversation Guidelines

Label	Description	Example	Public Response
Green Flag	A positive comment or a simple question that the *i2i* Ambassador 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 response from a Program Facilitator. Ambassadors should share these with Program Facilitators within 24 hours of the posting.	"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 posts that definitely require a response both publicly and individually. Also includes posts that raise alarm or may be an emergency. This should be brought to the attention of a Program Facilitator as soon as possible. The Program Facilitator will then take control of the conversation; in certain situations it's best that the conversation is continued away from the Facebook timeline or social media page.	"I've been in a relationship with my boyfriend for 2 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. It's important to feel good about yourself and feel good about your relationships. Expect a private message to talk about your situation. Hold your head up!"
Spam	Irrelevant or misleading links posted by fans.	"Yankees suck." "Visit my website…"	Delete.

Social Media Content

To avoid encouraging social media use during school, content should only be shared outside of school hours. The community-specific social media pages should be updated once or twice daily with new content. This way, the i2i Ambassadors post a total of five to 14 times each week and respond to comments when appropriate (this number will vary each week). These responsibilities can be divided between the i2i Ambassadors in many different ways as determined by each community. However, we recommend finding and writing the content a week in advance to allow time for i2i Program Facilitator approval. Fans will only be able to respond to Administrator posts, rather than post on the timeline, so it is imperative that the page is frequently updated in order to keep the content fresh and to encourage teens to return to the social media page.

Content Types

Throughout the i2i Youth Communications program, the i2i Ambassadors will work with their i2i Program Facilitator to write and share numerous types of content, which can include:

- **Conversation Starters (about three times a week):** Posts that encourage youth to share with one another and spread the word. Includes polls, surveys, open-ended questions, cool facts, and trivia.

- **Resharing (about two times a week):** Posts that share news articles, blog posts, or stories by others that the i2i Ambassadors or i2i Program Facilitator have found.

- **i2i News (about two times a week):** Posts that share new information about i2i, including newly available offline materials or upcoming events.

- **Feedback (about three times a week):** Posts that encourage youth on social media pages to share their experiences.

- **Responses (as required):** i2i Ambassadors and the i2i Program Facilitator are responsible for deciding when responses to posts are appropriate, and what to say in response. (See Conversation Guidelines for more information about responses.)

- **Contests or Giveaway Details (when available):** Posts that announce new contests to generate enthusiasm and page activity.

- **Images and Videos (when available):** Posts that share multimedia content in order to create a more visually compelling and interactive page.

- **Text Message Program Updates (when available):** Posts that share text message program ratings or updates.

It is critical to have engaging and interesting content to post on social media to successfully engage with youth. This includes images, videos, and graphics.

The table on the next page is an example of social media status updates planned for a week with responsibilities and timing for posting. *Note: Several updates have placeholders for the* i2i *Ambassadors to include links to other content.*

Finding Content

Creating content for the conversation calendar and ultimately the i2i social media pages, requires a strong understanding of what teens are experiencing and need to know about healthy dating relationships. The i2i Ambassadors and i2i Program Facilitator should work together to brainstorm content

ideas as well as share their content successes and failures with each other (e.g., had a lot of comments, likes, and shares) so that the content can be continually improved for the duration of the i2i Youth Communications Program.

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 and feedback, require the team to think of questions or stories that would interest the readers of the page and encourage them to respond. The i2i Program Facilitator will also provide i2i Ambassadors with new i2i information, such as videos or Text Message Program poll results.

To help stay current on dating issues and find content to share on social media, there are multiple methods the i2i Ambassadors and i2i Program Facilitator can use to deliver news and information directly to their inbox on topics they select. In other words, instead of searching every day for relevant news and information on teens and healthy relationships, the i2i Ambassadors and i2i Program Facilitator can receive this information directly. One example is that they can set up Google Alerts. Google Alerts are emails sent when Google finds new results—such as web pages, newspaper articles, or blog posts—that match the search terms. (*To learn how to setup Google Alerts, please refer to the instructions in Appendix H: How-To Steps for Digital Components.*)

Sample Schedule for the Week						
Sunday	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**
1. How do you show someone you respect them? (Jen, AM) 2. Check out the latest video from That's Not Cool! [Include link] (Tom, PM)	1. Come to the Screen on the Green on Dec 5! [Include link] (Michael, AM) 2. Tell a friend to "like" this page today! (Nicole, PM)	1. How do you tell someone nicely to give you some space? (Jen, AM) 2. Read about what Washington is doing to prevent dating violence. (Tom, PM)	1. Win movie tickets by posting your healthy dating tips! (Michael, AM) 2. What's your favorite piece of *i2i* dating advice? [Include URL] (Nicole, PM)	1. Great turnout to Screen on the Green! (Jen, AM) 2. How is Joe being a bad BF in the movie? (Tom, PM)	1. What do you think of this video [insert link]? (Michael, AM) 2. Check out photos from Screen on the Green! (Nicole, PM)	1. Did you like the last *i2i* event? (Jen, AM) 2. What are your ideas for the next event? (Tom, PM)

Social Media Page Promotion

The social media pages can be promoted at the community events by the i2i Ambassadors. The 13- to 14-year-olds can be asked to "like" or "follow" the social media page(s) at the kick-off event and then they can be reminded about the pages at each of the remaining events. i2i Ambassadors can encourage the 13- to 14-year-olds to visit the pages and contribute to the conversation with thoughtful comments and feedback.

Each community can determine how best to promote the page to 13- to 14-year-olds and not the younger teens in attendance. One suggested approach is to use a bracelet system in which attendees receive different colored bracelets based on their age.

Facebook Monitoring

Another effective way to find compelling content is to simply "like" other relevant social media pages or influencers such as the *Love is Respect* page, the *That's Not Cool* page, or even local and national news media outlets pages. This way, these pages' status updates will appear in *i2i* Ambassadors' Facebook News Feed or other feeds, which present an easy way for the *i2i* Ambassadors to keep up with relevant news. This content can easily be shared on the *i2i* social media page simply by clicking the "share" button underneath the status update.

Twitter Monitoring

Twitter is also an effective way to keep up with relevant news and information that could potentially be shared on i2i social media pages and channels. Assuming the respective *i2i* Ambassador has a Twitter handle, they can simply follow relevant Twitter handles such as @loveisrespect, @HealthyDating, @HealthyTeen, or local and national news media outlet. This way, when the *i2i* Ambassador is reading their Twitter feeds, they will be keeping up with relevant news and might come across an interesting link to share on the *i2i* social media page.

Social Media Process and Performance Measures

We recommend that the i2i Program Facilitator track basic metrics of social media interactions and growth to inform the ongoing management of the social media pages. Below is guidance for how to obtain metrics from a Facebook insights report. Please refer to each specific social media platform's metric system for how to obtain similar information. 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 timeline; 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:

• If the administrators do not already see the **Admin Panel** at the top of the Facebook Page (it is a large box of information that includes Notifications, Messages, New Likes, etc.), click on the **Admin Panel** button in the top right

corner of the page. This will enable the Admin Panel to open.

Note: If the administrators find this Admin Panel distracting, it can always be hidden again by clicking on the Hide button in the top right corner.

• Click the **See All** link in the top right corner of the Insights box in the Admin Panel.
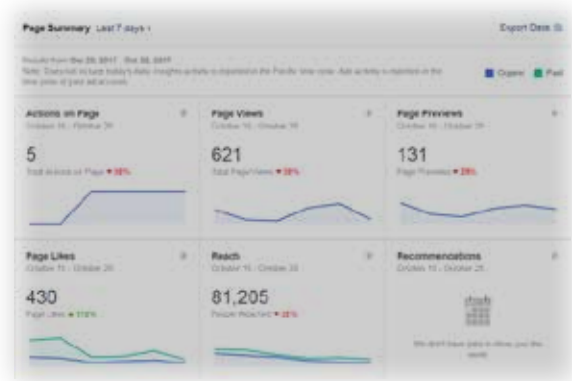
• Select the **Export Data** button in the top right corner of the page.

• In the **Select Data Range,** select the timeframe from the previous month or desired timeframe and click on **Download.**

- Open the spreadsheet, and record the metrics.

- Repeat the process regularly (we recommend monthly) to compare the page interactions and potential growth.

Note: By default, the administrators will notice the Page Level Data is selected under data type. The administrators can also select Post Level Data to evaluate how your posts performed.

Text Message Program

The Text Message Program was not implemented as part of the Dating Matters demonstration project; however, it was developed as a communications strategy and is available to your community. This section is an explanation for using text messages as a digital platform, how the program could be implemented, and the types of content that can be shared.

Why Text Messaging?

Due to the pervasiveness of mobile technology (apps and web) and texting in the life of youth, it is an important communication vehicle to leverage as part of the i2i Youth Communications Program. There is great potential for such texting programs to impact health awareness, behavior change, and social support among teens. This unique communication channel may be effective for many reasons, including:

- **Teens talk via text messages.** Mobile phone texting has become the preferred channel of basic communication between teens and their friends, with phone calling a close second.

- **Teens send 60+ text messages a day.** A typical American teen sends 60 or more text messages a day, and 63% of all teens say that they exchange text messages every day with people in their lives.[8]

- **Text message programs are personal, immediate, and often times solicit high response rates.**

- **Text messages are ubiquitous.** Certain populations do not have regular Internet access in the home and for many segments of the population, text messaging is the only available digital communication channel.

- **Text messages are engaging.** Messages are delivered to the user's phone directly; they do not need to log into a third-party website.

Given the effectiveness of this method of communication, and its popularity among i2i's audience, the use of text messages will be a valuable mechanism to reach teens. The Text Message Program will enhance the i2i Communication Program because:

- Text messages are private. A participant may be more willing to respond to a poll honestly than on a public forum.

- Our primary audience typically owns cell/smart phones and may not have Internet access in their home. Therefore, text messages may be their only available digital communication channel.

- Our primary audience is comfortable with text messages for interpersonal communications.

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8   Pew Research Center. "Teens, Smartphones, & Texting." 19 March 2012. Available at: http://www.pewinternet.org/2012/03/19/teens-smartphones-texting/

Community-Specific Text Messages

Services and applications, some available at low or no cost, can be used to facilitate the distribution of text message campaigns. Such programs allow interested individuals to text a word (e.g., DATE) to a specified phone number to sign up. The Program Facilitator can then send messages to all registered participants. Text messages may be developed by the i2i Ambassadors, but should be reviewed and approved by the i2i Program Facilitator to ensure that they are appropriate. As technology changes quickly, Program Facilitators will need to determine the best available means of reaching youth by text at the time of implementation, given the program's resources and staffing. Communities should also consider whether ethics review or approval for a text messaging campaign is required by the organizations or schools in which i2i is being implemented.

Content Types

Throughout the program, it is suggested that subscribers periodically receive four different types of content.

1. **Promotion of the Youth Brand and Campaign:** The Text Message Program may be an effective way to update the subscribers on the i2i Youth Communications Program, letting them know about offline materials and events, as well as providing updates on the i2i Ambassadors. Examples include:

   • Don't forget, i2i Ambassadors will be hanging out at (insert location name) after school on Thursday. If you will be in the area, drop by
   and say hey!
   • Don't forget to pick up your iGuide!

2. **Social Media Promotion:** Facebook, or any social media platform your community chooses to use is a core component of the digital strategy. Therefore, it is important that the Text Message Program and the social media component work in tandem. As a result, text message reminders should be sent to the subscribers when new compelling content is added to the i2i social media pages. If the subscriber has a smart phone, they will be able to view the content on their mobile phone immediately. Examples include:

   • Check out the latest video posted on the i2i Facebook Page. Post a comment and let us know what's up: [link to Facebook].

   • Where's the line between right and wrong? Check it out on Twitter and tell us what you think in the comments: [link to Twitter].

3. **Dating Ratings:** An automated text containing a multiple-choice question about healthy dating behaviors can be sent out periodically. The participant can be asked to respond with their answer, which will initiate an automated response positively reinforcing healthy answers and providing clarity in an appropriate tone for wrong answers. The results of these texts can be shared on the community social media pages to offer an outlet for participants to discuss and react to the results.

Examples include:

- How many text messages is normal for a boyfriend or girlfriend to send in 1 day? Text back 1, 2, 3, or 4 and then check back on Facebook to see what your friends said:
    1) 5
    2) 10
    3) 15
    4) 20

- Do you post your real relationship status on Facebook?
    1) YES
    2) NO

4. **Healthy Dating Tips Written by i2i Ambassadors:** An automated text can be sent out to all subscribers containing a tip on healthy dating behaviors written by the respective community's i2i Ambassadors. The i2i Ambassador can write the tip and sign it in the text. These tips should be approved by i2i Program Facilitators prior to being sent. Examples include:

Unlimited texting! We want it on our phones... but when it comes to how much you text or how much someone texts you? Sometimes, limits are good. — i2i Ambassador (name)
Need plans for hanging with your gf/bf? Head to The Spot on Friday. — i2i Ambassador (name)

Content Timing and Frequency

To avoid encouraging texting during school hours, text messages should be sent between 4:00 pm and 7:00 pm. It is important that the Text Message Program does not overwhelm subscribers with too frequent or dull texts as this likely will result in a high opt-out rate. Therefore, it is recommended that texts are only sent out a couple times per month and the content is short, compelling, and written using a casual, familiar, and informal voice.

Text Message Process and Performance Measures

Metrics and tracking for the Text Message Program should be optimized by your chosen vendor or platform. Results and key information should be shared with i2i Ambassadors and Program Facilitators for content creation on Facebook and other social media pages. However, we encourage the communities to track the number of texts shared monthly and any informal feedback received through youth conversations with i2i Ambassadors or mentions on social media.

APPENDICES

IN THIS SECTION:

- **Appendix A: Glossary**
- **Appendix B: i2i: What R U Looking 4? — The Evolution of the Brand**
- **Appendix C: Sample *i2i* Ambassador Application**
- **Appendix D: Sample Events**
- **Appendix E: Sample Elevator Speech**
- **Appendix F: Sample One Pager**
- **Appendix G: Partnership Implementation Timeline**

APPENDIX A: Glossary

Boyfriend/Girlfriend (BF/GF)

A term teens use for a more serious dating relationship.

Brand

How your primary audience thinks about your program or service and connects with it emotionally; an individual who connects with your program or messaging is more likely to adopt the messaging and/or target behavior change and tell others about it.

Brand Ambassador

A messenger selected to represent and champion a brand, such as i2i, to increase brand recognition, and increase the adoption of brand-related messaging, such as healthy dating behaviors, among their peers.

Community Partners

Used in the Facilitator Guide to refer to any organization, business, or individuals that support your i2i program through partnerships.

Co-creation Workshops

Sessions designed to work together with the primary audience to develop ideas to inform a program. For i2i, we used co-creation workshops to evolve and finalize the program name.

Content

Information or tools that are used to attract, acquire, and engage a clearly defined audience on social media platforms. Content examples include images or videos posted to social media, social media status updates, and text messages.

Conversation Calendar

A tool used to plan and manage published content on social media, providing new opportunities for engagement and compelling content. Conversation calendars map what content will be posted on what day.

Conversation Management

A system through which the social media pages can be managed by the i2i Ambassadors and the i2i Program Facilitator. In this case, the goal of conversation management is to activate genuine conversations around healthy dating behaviors, to provide an outlet for youth to communicate with each other, and to update youth on offline i2i offerings, such as materials or events.

Conversation Manager

The people responsible for preparing conversation calendars and managing the social media page as an administrator. In this case, the Conversation Managers are the i2i Ambassadors and the i2i Program Facilitator.

Conversation Starters

Posts that encourage youth to share with one another and spread the word. They include polls, open-ended questions, cool facts, and trivia.

COPPA

The Children's Online Privacy Protection Act (COPPA) of 1998 is a United States federal law. The act, effective April 21, 2000, applies to the online collection of personal information by persons or entities under U.S. jurisdiction from children under 13 years of age. COPPA applies to the online collection of personal information from children as well as the type of content that can used when targeting children online.

Dating Matters

The Centers for Disease Control and Prevention's (CDC) Dating Matters: Strategies to Promote Healthy Teen Relationships (Dating Matters) is a comprehensive dating violence prevention model based on current evidence about what works in prevention. Dating Matters was developed for and tested with 11- to 14-year olds in high-risk, urban communities to address gaps in existing efforts. It includes preventive strategies for individuals, peers, families, schools, and neighborhoods. The demonstration phase, which was implemented in middle schools and neighborhoods in four urban areas, aimed to develop, implement, and evaluate a comprehensive approach to promote respectful, nonviolent dating relationships and decrease emotional, physical, and sexual dating violence among youth in high-risk, urban communities, build local public health capacity to implement evidence-based and evidence-informed violence prevention strategies across the social ecology, and identify and validate community-level indicators of teen dating violence. The

Youth Communications Program, i2i: What R U Looking 4?, is one component of Dating Matters. To learn more about the Dating Matters comprehensive prevention model, visit: https://www.cdc.gov/violenceprevention/datingmatters/index.html

Digital Component

A core part of i2i: What R U Looking 4?, the digital components include social media pages, a Text Message Program, and digital content that can be used to communicate with youth through media they already use.

Facebook

A social media platform that enables its users to connect with friends, family, organizations, and businesses. It is the largest social media platform with more than 2 billion active users as of March 2017.

Focus Group Research

A type of qualitative research that involves group discussion led and moderated by a skilled facilitator.

Google Alerts

A service provided by Google that generates emails when Google finds new results—such as web pages, newspaper articles, or blog posts—that match the search term(s) established by a user.

i2i Ambassador Program

A component of the i2i: What R U Looking 4? program led by the i2i Ambassadors ages 15-18 years old who spread messages to younger teens on how to form healthy and respectful relationships and recognize and address red flags that may lead to dating violence.

i2i Communications Program Objectives

The i2i Communications Program objectives work within the context of the larger Dating Matters initiative. Objectives include:

- Raising awareness among youth of the importance of healthy dating relationships;

- Increasing the level of knowledge around what constitutes healthy and unhealthy dating relationships;

- Decreasing the acceptability of unhealthy dating behaviors in dating relationships; and

- Increasing the perception that friends accept only healthy dating behaviors in their relationships.

i2i: What R U Looking 4?

A youth-only brand that promotes respectful, nonviolent dating relationships among high-risk, urban youth ages 11-14 by activating authentic messages and messengers to reinforce healthy behaviors through engaging communities and partners, utilizing near-peers, and providing resources and tools (online and offline).

iGuide

A feature item of the i2i Youth Communications Program is delivering key information on healthy dating relationships. The iGuide will include the following key areas of messages:

- Building Knowledge: Focuses on general knowledge around teen dating by educating youth on healthy and unhealthy dating relationships, excuses and warning signs for unhealthy dating behavior, and the role of technology in dating.

- Enhancing Self-efficacy: Encourages teens to trust in what they know, listening to their inner-voice instead of outside pressures, and defining their own healthy boundaries and comfort levels.

- Taking Action: Empowers youth to take actions that encourage the development of healthy relationships and discourage engagement in unhealthy relationships.

Resources: Directs youth to people that can help them navigate their dating relationships (e.g., i2i Ambassadors, trusted adults), and provides resources (e.g., hotlines, websites) for more information.

Instagram

A social media platform that shares photos, short videos, and captions and allows users to tag their posts with hashtags and location based geo-tags. As of April 2017 the company had 700 million users.

Logo

A graphic or image that visually represents a brand, e.g., the i2i: What R U Looking 4? program logo is:

Memorandum of Understanding (MOU)

A formal agreement that outlines each party's activities and responsibilities, including the agreed-upon level of engagement. This document can be used to make partnerships official and to help to align expectations.

Mission Statement

Communicates the essence of an organization to stakeholders and to the public.

Mobile Applications

Also called mobile apps, mobile applications are Internet applications that run on smart phones and other mobile devices. Mobile applications usually help users by connecting them to Internet services more commonly accessed on desktops or laptops, or help by making it easier to use the Internet on their portable devices.

Mobile Marketing Association

A global nonprofit trade association established to foster growth of mobile marketing. The Mobile Marketing Association's stated goals are to clear obstacles to market development, establish mobile media guidelines and best practices for sustainable growth, and evangelize the use of the mobile channel.

Near-Peer

A slightly older peer than the primary audience, in this case a 15- to 18-year-old, who can impact younger peers' attitudes and perceptions.

Opt-Out Rate

The rate by which participants decide to no longer participate in a program, such as the Text Message Program.

Partner "Ask"

The "ask" is the explicit and precise request in which you ask partners to participate in a specific event or activity, or to support a specific element of the i2i Youth Communications Program. It is when you discuss how you will work together.

Partner Kick-off Calls

Kick-off calls with partners are your first introduction to one another and cover who you are, why you are calling, the i2i brand and Youth Communications Program, and why you believe working together would be mutually beneficial. The kick-off calls do not cover how you will work together yet.

Partnership

A voluntary, collaborative agreement between two or more parties in which participants agree to work together to achieve a common purpose or undertake a specific task and to share risks, responsibilities, resources, competencies, and benefits. Partnerships take advantage of each partner's skills and assets to achieve a common goal.

Partnership Action Plan

A set of guidelines that the partners agree to during the partnership relationship. This plan outlines a shared vision or mission statement and agreed-upon objectives for the partnership.

Partnership i2i Decal

A decal that partners can use to display the organization's commitment to the i2i Youth Communications Program.

Primary Audience

Youth ages 11-14 unless otherwise noted.

Private Message (PM)

A message shared via Facebook or other social media platform from one user directly to another user or users. The message is private and essentially like an email through Facebook or other social media pages.

Process Evaluation

Process measures as part of an evaluation can provide you with ongoing feedback that can inform adjustments to the implementation of particular components to improve the outcomes.

Program Evaluation

There are many reasons for program evaluation, some with emphasis on scientific methods to collect data, some with emphasis on the process of monitoring, and others with emphasis on the use of data to inform i2i Program Facilitators and other key policymakers about how well a program is meeting its goals and objectives. CDC emphasizes evaluation as a way to improve and account for public health actions using methods that are useful, feasible, proper, and accurate. To accomplish this, CDC suggests that specific, systematic evaluations be carried out throughout the life span of a program, from program inception and planning to implementation, sustained delivery, and redesign9. As part of the Youth Communications Program, communities can structure their own program evaluation and complete i2i Ambassador Implementation Surveys and Communications Program Tracking Forms, which are provided to communities as part of the Dating Matters Guide to Implementation and i2i Program Facilitator Toolkit.

i2i Program Facilitator

The person at the health department (or other community organization in charge of implementing Dating Matters) responsible for overseeing the i2i Ambassadors and communications program.

Qualitative Research

Audience research that generally takes the form of interviews, group discussions, and observation, as compared with quantitative research, which generally takes the form of surveys. Qualitative research aims to gather understanding of human behavior and the reasons people behave in specific ways—the why and the how of decision-making. Qualitative research uses small, focused groups and, therefore, the findings cannot be generalized to a population.

Short Code

Short telephone numbers that are used for mobile marketing. For example, a mobile marketing campaign might ask a user to text VOTE to 12345 in order to cast a vote and, in this case, the short code is 12345.

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9   Centers for Disease Control and Prevention. "Framework for Program Evaluation in Public Health." 15 Sept 1999. Available at: http://www.cdc.gov/mmwr/preview/mmwrhtml/rr4811a1.htm.

Shorthand

Another word for "text speak," shortened versions of words designed to facilitate quick typing, most often used in texting.

Smart Phones

Mobile phones with more advanced computing ability and connectivity than standard mobile phones. Androids and iPhones are examples of smart phones.

Social Media

A common term used to encompass current web trends, online tools, and available platforms that allow users to share information, opinions, and experiences with other users.

Social Norm

An expected form of behavior in a given situation; social norm theory examines the impact that norms have on both thought and behavior.

Snapchat

A social media app that allows users to send and receive messages, photos, and videos that disappear from the viewer's device. As of May 2017 Snapchat has 166 million daily active users.

Strategic Partnerships

Organizations taking advantage of strategic partnerships can utilize other companies' strengths to make both stronger in the long run.

Tagline

A "slogan" or phrase that represents a brand (e.g., i2i's tagline is: What R U Looking 4?).

Teens

As used in this guide, teens are youth ages 11-14 unless otherwise noted.

Text Messaging

The exchange of brief written messages between two mobile phones over a network.

Tweens

Guys and girls considered too old to be a child and too young to be a teenager. For the purpose of this guide, tweens are between the ages of 11 and 12.

Twitter

A social media platform and microblogging service that enables its users to send and read text-based posts of up to 140 characters, known as "tweets."

- Twitter Handle: Twitter handle refers to the Twitter username selected by a user, which is reflected in the accompanying URL.

- Twitter Feed: Messages from others you follow will show up in a readable stream on your Twitter homepage.

Venue

A space in your community to host events (e.g., school auditorium, community center, concert hall, etc.).

Youth

As used in this guide, youth are teens ages 11-14 unless otherwise noted.

Youth Communications Program

Known as i2i: What R U Looking 4?, this program is designed to: (1) raise awareness among youth about the importance of healthy relationships, and (2) promote respectful, nonviolent dating relationships among 11- to 14-year-old students at schools in Dating Matters communities. The program has three major components: i2i Ambassador Program, the iGuide, and digital components, including a social media component and a Text Message Program.

NOTES

APPENDIX B:
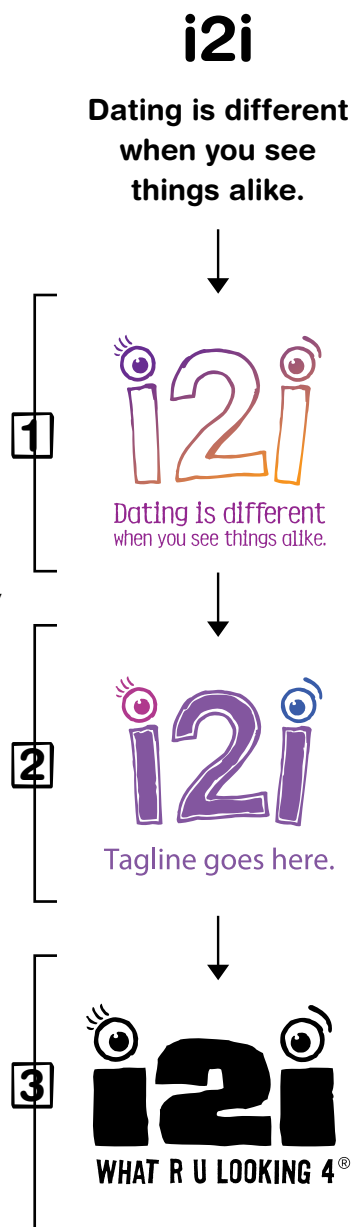# i2i: What R U Looking 4?—
The Evolution of the Brand

The i2i: What R U Looking 4? brand was evolved over the course of focus groups and co-creation workshops. The following provides an overview of the brand's evolution and feedback provided by youth.

In the initial phase of brand testing, the i2i name became the favorite among youth in the Dating Matters communities. Teens commented that they liked the shorthand used in the name, and thought seeing eye to eye was important in relationships. During this round of focus groups, we paired the i2i name with the "Dating is different when you see things alike" tagline. The tagline was not as well received because teens interpreted it to mean that in a relationship you had to like all the same things and have all the same opinions.

The i2i logo option tested (Exhibit 1) was one of the most popular design concepts because of the hand-drawn look and feel because they were seen as fun and clever, largely driven by the use of the two eyes. The only area teens thought could be improved was the use of color—they wanted brighter, more fun colors to go with the overall look of the logo.

Considering this feedback, we developed new tagline options and revised the logo (Exhibit 2) for the co-creation workshops in each community. Between the list of tagline options we developed and the teens created, What R U Looking 4? was selected as a favorite during co-creation workshops. While the evolved logo was also chosen as a favorite logo for the program, we received feedback that it needed to keep the hand-drawn look, but in a more mature way.

After taking into consideration all of the feedback from the research process, the final logo and tagline (Exhibit 3) is interesting, but not too complex; utilizes shortened, relatable works; and has a look that is hand-drawn and unique, but not too young. The i2i brand tone is simple and direct, yet avoids telling youth what to do.

i2i
Dating is different when you see things alike.

↓

1 i2i
Dating is different
when you see things alike.

↓

2 i2i
Tagline goes here.

↓

3 i2i
WHAT R U LOOKING 4®

APPENDIX C: Sample
i2i Ambassador Application

i2i Ambassador Application

Thank you for your interest in the i2i Ambassador Program!

i2i: What R U Looking 4?® is a program created by teens just like you that promotes respectful, nonviolent dating relationships among tweens and teens, ages 11 to 14. As an i2i Ambassador, you'll help teach younger teens in your community how to form healthy and respectful relationships and prep them on knowing what can lead to dating violence.

 Please complete and submit your application to [CONTACT NAME] at [ADDRESS] by [Month XX, 20XX].

All applications must come with [INSERT ANY ADDITIONAL REQUIREMENTS HERE].

Name (first and last): _____ Date: _____

Permanent address: _____

_____

Local telephone number: _____

Additional contact numbers (Cell): _____

Email address: _____

What high school do you attend? _____

What grade are you in? _____

Please list vacation dates and other commitments from [X MONTH] to [X MONTH]:

_____

_____

_____

Please list any activities or trainings you have had that may be important to the _i2i_ Ambassador Program:

_____

_____

_____

_____

_____

_____

_____

Questions

Why do you want to be an _i2i_ Ambassador?

_____

_____

_____

_____

_____

_____

_____

What would make you a good *i2i* Ambassador?

_____

_____

_____

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_____

If you had to plan an event to help educate younger teens about healthy dating relationships, what would you do?

_____

_____

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APPENDIX D: Sample Events

Examples of Big Events for Larger Groups
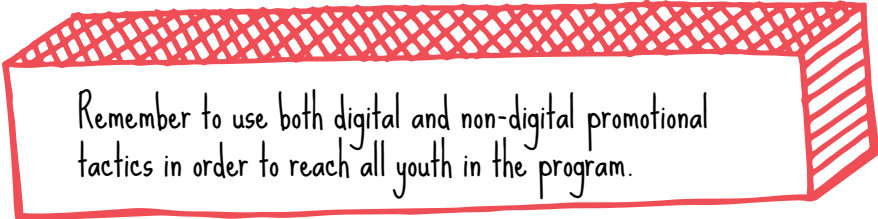
EVENT #1: AT THE CLUB

Pre-event: i2i Ambassadors with the help of the i2i Program Facilitator will find a large, music-friendly venue that will donate its space for the event. The team will also find partners willing to donate food, beverages, and supplies. Since this event will feature music, the team will either find a partner to donate a sound system or decide to use their own. *(Note: does not have to be a sophisticated sound system. A cell phone or MP3 player connected to speakers via an audio-jack or to a bluetooth speaker will do.)* If possible, the team can find a local DJ willing to donate their time and equipment for the event.

Promotion: To help build hype around the event, i2i Ambassadors can create flyers announcing the opening of a "new pop-up club." Teens will be asked via text to post songs featuring healthy relationships they would like to hear at the event on the social media page or share suggestions at i2i Ambassador "comment stations" set up at afterschool activities at schools (pending school permission). Appropriate (radio-edited) songs will be chosen for the event's playlist, and either given to a DJ or downloaded onto a cell phone or MP3 player. i2i Ambassadors will create music posters and "tickets" to post and hand out at the schools.

During the event: Teens will be met at the door by a "bouncer" who will check their names off a "VIP list." Teens will enter the "club" and enjoy free food and beverages. In addition to dancing to the healthy relationship songs they have requested, they can also enjoy a variety of activities around the room including learning how to make cool, non-alcoholic drinks (recipes to be found by i2i Ambassadors online); a songwriting station, where teens can write their own healthy relationship song; and/or a dance lesson led by a high school student or dance coach.

Once the event has concluded, they are given an i2i flyer with information about the next event or that asks social media followers to comment on the event on the social media page (or other channel where the event was promoted).

> Remember to use both digital and non-digital promotional tactics in order to reach all youth in the program.

EVENT #2: SCREEN ON THE GREEN

Pre-event: i2i Ambassadors will decide on a movie that shows negative and positive relationships. The movie should be appropriate for teens and should showcase positive dating behavior and how to address negative behavior. The team will view the movie together and discuss healthy versus unhealthy relationships shown in the movie. Then they will think of discussion questions to post to the community's social media page. The i2i Ambassadors and i2i Program Facilitators will work together to find a location, preferably on a football field or park, to screen the movie. The screen and projector can be rented or loaned via partnerships.

Promotion: i2i Ambassadors will create movie-esque posters for the event to post throughout the schools (with permission) or at afterschool events listing the name of the event, date, location, and time. The teens will receive texts with details of the event (created and sent by the i2i Ambassador team) and will also be able to view details on the social media pages.

During the event: Teens will arrive at the location (with blankets and chairs, if outside). Popcorn and other movie-themed food will be made available through partner donations. Before the movie begins, the i2i Ambassadors will make a short announcement about the movie and the i2i: What R U Looking 4? Youth Communications Program. They will also ask the teens to check the social media page during and after the movie to answer short discussion questions about the movie and the relationships in it.

Once the event has concluded, they are given an i2i flyer with information about the next event or that asks social media followers to comment on the event on the Facebook Page (or other social media page where the event was promoted).

EVENT #3: A DAY IN THE PARK

Pre-event: i2i Ambassadors will locate a community/public park close by. The i2i Program Facilitator will look into any issues related to hosting an event in the space. The i2i Ambassador team will plan for a variety of athletic and team-building activities to take place during the event. i2i Ambassadors should also consider a variety of non-athletic events such as a cooking station or crafts station to keep all teens engaged and active like a field day or fair. Secure partners who can donate food, beverages, supplies, and transportation well in advance of the event.

Promotion: i2i Ambassadors will (with permission) post flyers around the schools, share event details on the social media page, and work with the i2i Program Facilitator to text information about the event to the teens. If allowed, i2i Ambassadors could dress up to match the theme of the event, for instance, wearing athletic gear for a field day event and make an announcement at the schools after school hours.

During the event: Teens will arrive at the park and separate into teams. Each team will go from station to station, which will each have an i2i: What R U Looking 4? theme. For example, teens will pair up for a three-legged race to see how they need to cooperate and compromise to get across the finish line, or be quizzed on healthy behaviors versus unhealthy behaviors. They will receive points for games won or activities completed. Each game or activity should have its own volunteer to teach and judge the event. This person could be a student or coach from the local middle or high school. Teens should be given the option to not participate in the competition and to enjoy another activity like cooking or crafts instead. At the end of the event, i2i Ambassadors tally up the points for each team and the team that wins receives a prize donated by a community partner.

Once the event has concluded, they are given an i2i flyer with information about the next event or that asks social media followers to comment on the event on the Facebook Page (or other social media page where the event was promoted).

EXAMPLES OF SMALL EVENTS FOR SMALLER GROUPS

- **_i2i_ poster design contest.** The teens with the best design will win a prize (donated by a partner) and will have their poster featured on the Facebook Wall or other social media page and be used at the next event.

- **Video contest.** Ask teens to pair or team up and create a short video about healthy dating. The winner will have their video posted on the Facebook wall or Snapchat, broadcast at the next in-person event, and be awarded a prize donated by a partner.
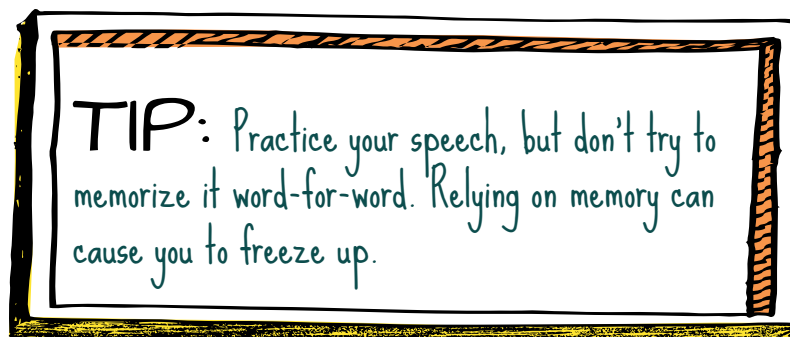
APPENDIX E:
Sample Elevator Speech

If you had the opportunity to be alone in an elevator with the head of the largest organization in your area, in the short time it takes you to arrive at the lobby, what would you say about i2i: What R U Looking 4?

Sample

Did you know that each year about one in four teens reports verbal, physical, emotional, or sexual violence? It can happen to youth at any age, no matter what gender, race, ethnicity, sexual orientation, or religion, and regardless of level of education or economic background. My health department/community organization, **[ORGANIZATION NAME]**, is developing a program designed to: (1) raise awareness among youth in a number of **[SCHOOL DISTRICT NAME]** schools about the importance of healthy relationships, and (2) promote respectful, nonviolent dating relationships. Our program includes a direct-to-youth brand i2i: What R U Looking 4?, which communicates healthy dating relationship messages with youth through a youth *i2i* Ambassador program, iGuide—an educational booklet, social media pages **[SPECIFIC PLATFORM YOUR COMMUNITY USES]**, and a Text Message Program. I would really like the opportunity to talk more with you and your colleagues about the program and see where we might be able to work together, as you are a valuable and respected member of our community and your business has a powerful influence on our youth. When would be a good time for you sometime next week—I'm available next Thursday for lunch if that works.

TIP: Practice your speech, but don't try to memorize it word-for-word. Relying on memory can cause you to freeze up.

APPENDIX F: Sample One Page

i2i Youth Communications Program

i2i: What R U Looking 4?® promotes respectful, nonviolent dating relationships among high-risk, urban youth (ages 11-14) by activating authentic messages and messengers to reinforce healthy behaviors through engaging communities and partners, utilizing near-peers, and providing resources and tools (online and offline).

Why is i2i Important?

Dating violence is the use of abusive behavior by one person in an intimate relationship as a means of gaining power and control over the other person. Recent research released by the Centers for Disease Control and Prevention (CDC) found one in 11 high school students reports physical dating violence victimization within the past 12 months, equating to nearly 1.5 million high school students a year.[1] In addition, youth who report being physically hurt by a boyfriend or girlfriend in the past year were more likely to report binge drinking, suicide attempts, physical fighting, and current sexual activity.

Who is Involved with i2i?

City and county health departments and other community organizations can implement the program as part of CDC's *Dating Matters*, a teen dating violence prevention initiative.

Customization Tip: Add language about your specific community and partners involved to support the program.

i2i in Our Community

i2i is reaching teens at select schools in our community.

Customization Tip: Add language about the role of the i2i program in your community.

{ By educating teens about respectful, nonviolent dating relationships early in life, we can help to reduce levels of intimate partner and sexual violence later in life. }

How Do I Become a i2i Partner?

We are always looking for organizations in our community to join the i2i program. Partners are a powerful tool to support the implementation of the program, help disseminate messages, and leverage our collective resources. In addition, engagement throughout our community with partners will help deliver clear and consistent messaging on healthy relationships to our youth. Partners are needed to provide a range of in-kind and monetary contributions that will allow the program to grow and educate teens in our community.

Customization Tip: List specific needs your community has.

If you are interested in becoming an i2i Partner, please contact: [List specific partner/community liaison and contact information].

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[1] Centers for Disease Control and Prevention. Physical Dating Violence Among High School Students—United States, 2003. Morbidity and Mortality Weekly Report 2006:55:532-535.

APPENDIX G: Partnership Implementation Timeline

The Partnership Implementation Timeline worksheet provides an overview of the partnership steps by month. Use this to help plan your partnership efforts.

_____ **Conduct your needs and partnership audit.**
(MONTH)

☐ Brainstorm and create a list of potential partners relevant and influential in your community.

Conduct a survey of existing partners held by your health department or organization and (if appropriate) schools to include in your partnership outreach list.

☐ When conducting partnership outreach, it's important to know what you are asking before you make your ask. During this time, review the different Youth Communications Program components to determine where you may need external resources. For example, additional incentives for the i2i Ambassadors, space for your kick-off meeting, or a vendor to host the digital media components.

_____ **Develop partnership outreach materials.**
(MONTH)

☐ Taking time to solidify your partnership materials (e.g., your elevator speech, program overview) before conducting partnership outreach will make your outreach easier and that much more successful.

_____ **Plan for and begin outreach.**
(MONTH)

☐ Beginning of the Month: Prioritize your partnership outreach. Think through which partners are the most important to your success, who may take longer to sign-on, and any partners you have an existing relationship with to use for outreach. Based on priorities, divide your partnership outreach list into three tiers (high, mid, and low priority).

☐ Mid-month: After establishing your partnership priorities, start conducting outreach to high-priority partners.

☐ End of the Month: Start conducting outreach to mid-priority partners and follow-up to high-priority partners.

_____ **Continue outreach and follow-up.**
(MONTH)

☐ Beginning of the Month: Start conducting outreach to low-priority partners and follow-up with mid-priority partners.

☐ With partners that have expressed interest, start scheduling conversations and meetings to determine the terms of the partnership.

☐ Mid-month: Continue follow-up on all outreach.

☐ Where you have agreed on terms, formalize the partnership by MOU or the necessary paperwork based on your health department's or community organization's guidelines.

☐ End of the Month: Continue formalizing partnerships.

_____ **AND ONGOING: Establish means for ongoing communication.**
(MONTH)

Track and evaluate your partnership efforts. Review program needs and conduct outreach.

☐ Now that partners are in place, use this time to build your relationships by establishing means for ongoing communications with partners. This may be a weekly or monthly call, partner listservs, or email updates.

☐ Tracking and evaluation of partnership efforts should begin as soon as you have established partners.

☐ As the program evolves, continue to review your resources, determine where there may be gaps, and identify new organizations to engage. You can also approach your existing partners where it makes sense.

DURING & AFTER: Recognize partners for their contributions.

☐ Following the first year of the program, or as you see fit, give your partner credit and recognition in public forums. This may be through a certificate, local media outreach, or in meetings with key stakeholders.

NOTES

FOR DATING MATTERS COMMUNITIES