

## **RAVE REPLICATION MANUAL**

### **Section Abstracts**

#### i) PROGRAM NAME

“R.A.V.E.” is an acronym (Railroaders Against Violence Everywhere) based on the name of the original demonstration site school (Whitehall Junior Senior High School in Whitehall, NY). A new name will be articulated, either overall, or for each new site. As with the original name, any new name will reflect that this is a program that involves students/schools. It will reflect what the program’s core purpose is: The project seeks to prevent men’s violence against women/intimate partner violence (IPV) by helping to build schools that promote gender equity, positive masculinity, and safe & respectful relationships.

#### ii) TABLE OF CONTENTS

The Table of Contents functions as an at-a-glance listing of each section of the manual.

#### 1) INTRODUCTION

This section is a summary of the RAVE Replication Manual and a guide for how to use it. It briefly introduces why school-based programs to proactively prevent IPV are important, i.e. why this manual is of significant value to schools. It introduces what we hope to achieve by the program; and also why a program of this nature developed by a local domestic violence program and its partners participating in the national DELTA initiative is a unique product that cannot be obtained elsewhere.

#### 2) MAKING THE CASE: WHY IS IT A SCHOOL ISSUE?

“Why should schools care?” This section makes the case that schools will benefit by working to prevent IPV. Not only do schools, as a key community sector and leading youth environment, have a pivotal role to play in prevention generally; also, studies show that teen dating violence is linked with school safety and academic achievement. Therefore it is in schools’ best interest to address it. Research shows that currently schools are ill-equipped to deal with teen dating violence. In addition, schools in New York State are required by the Dignity for

All Students Act to address all forms of bullying or harassment of students on any basis; this includes teen dating violence.

### 3) GOALS & OBJECTIVES

This section concisely summarizes, from the preceding sections, the objectives schools can hope to achieve by implementing a program such as RAVE. RAVE helps schools proactively prevent IPV by building capacity to promote gender equity, positive masculinity, and safe & respectful relationships. In so doing the can expect to increase school safety and academic achievement. Conducting the program will also give schools an avenue to address additional state requirements such as the Dignity for all Students Act. Additional possible goals and objectives are explored.

### 4) DELTA PRIMARY PREVENTION PRINCIPLES & THEORIES

This section presents an overview of the public health approach to primary prevention and the theories and models that help shape it. These include a description of how primary prevention enhances and must exist upon a continuum with secondary and tertiary prevention; the makeup of social norms across knowledge, attitudes, beliefs and behaviors (KABBs); the social ecological model (SEM), the Transtheoretical Model of Behavior Change, and others. This section also discusses the DELTA Project, its presence in the nation (administered by the U.S. Centers for Disease Control and Prevention, the CDC), in the state and in communities within New York State (administered by the NY State Coalition Against Domestic Violence, NYSCADV), and how it has supported the development of the RAVE model in Warren and Washington Counties.

### 5) GROUNDING THE VISION IN REALITY

This section links the theory, described in the section above, to the actual RAVE program. It demonstrates how the choices made about the development and implementation of the model (why all boys? why small groups? why peer leaders? why in a school setting? etc.) reflect tested primary prevention principles. For example, this section makes clear the value of spending the first year engaging the adults – as the young men cannot develop to their full peer leadership capacity in isolation without the support of others in their environment.

### 6) THREE-YEAR OUTLINE FOR IMPLEMENTATION

This is a graphic overview of the 3-year implementation timeline. Selected highlights: Year 1 focuses on engaging the adults (including intensive preparation for the Co-Advisors and faculty school-wide training by Men Can Stop Rape) and

building the environment of support for the program. The school launches a Teen Dating Violence Prevention and Intervention (TDVPI) Task Force, and develops TDVPI school-wide policy. In Year 2 the weekly RAVE male student meetings and annual Retreat begin, and all activities continue in parallel. Year 3 builds and continues the momentum with additional complementary activities.

## 7) SCHOOL READINESS CHECKLIST

How does a school know if it is ready to implement RAVE? There is a level of capacity – reflected in human resources, time, funding, and other dedicated resources – which the school must be willing to devote in order to have a chance at successfully implementing this model. The Readiness Checklist helps schools know whether it makes sense to introduce RAVE at this time. The model includes building the school's capacity to run the RAVE program using school personnel, eventually without the presence of DELTA personnel, after several years. This section also includes the Nine Principles of Effective Prevention Programs document as an additional illustration of the capacity level to which schools must be prepared to commit.

## 8) MOU BETWEEN THE SCHOOL and the LOCAL DELTA PROJECT

During this first stage of replication of the RAVE model, interested schools will be selected to engage in a close collaboration with the Warren & Washington Counties DELTA Project (administered by the Domestic Violence Project, a program of Catholic Charities) to implement the RAVE program in their school. The replication plan calls for a close working relationship and a specified role for DELTA personnel in training and preparing the school for the immediate and long-term use of the model. The MOU is a contract between the school and the Warren & Washington Counties DELTA Project outlining the roles and responsibilities of each entity. It includes the benefits schools will be entitled to under the agreement, as well as the agreements and tasks for which they will be responsible.

## 9) EVALUATION PLAN: Infusing Evaluation at Every Stage

As a DELTA activity, the RAVE model was developed, implemented and evaluated within the framework of Getting to Outcomes – a 10-step cycle for getting from needs to goals to outcomes to sustainability. The Empowerment Evaluation (EE) approach supported that process. EE is a system that helps communities discover whether their strategies are working, and make adjustments to help ensure that they are reaching their goals. EE empowers those implementing a program to measure what is most significant to their particular goals and objectives. The RAVE Replication Manual builds this into

the plan for replicating RAVE in new school settings. Evaluation steps will begin at the outset, using surveys and focus groups to capture baseline information about the initial “climate” of the school regarding domestic and dating violence. Built-in process evaluation steps will measure if implementation is staying on course, and helps bring it back on track if it deviates from the plan. Outcome evaluation will measure if the program is having the intended effect – on individuals, their peer and other relationships, the school as an overall community, and broader community-societal norms. DELTA personnel will work with the school to customize the evaluation for that setting and train the school to carry out evaluation over the long term.

#### 10) Teen Dating Violence Prevention & Intervention SCHOOL POLICY-MAKING

This section highlights why schools need a Teen Dating Violence Prevention and Intervention Policy, and provides several evidence-based model policies. It also explores surveying members of the school community to find out what additional policies may be important to supporting a violence-free, gender-equitable environment.

#### 11) PRACTICAL BLUEPRINT FOR RAVE: KEY DESCRIPTIVE DOCUMENTS

This section includes the RAVE Logic Model, the RAVE Core Components document, the RAVE Vision Statement, and other key documents that specifically define and describe RAVE, its goals and objectives, its philosophical basis and theory of change, and how it is generally operated. These documents describe key program elements, such as the functioning of RAVE as a club that meets weekly throughout the school year, and the use of a male and a female adult co-advisor of RAVE, modeling an adult egalitarian relationship. The documents articulate the RAVE vision statement, focused on male student peer leadership to help prevent violence against women by promoting positive masculinity based on strength without violence. They spell out the process for getting there, which includes opportunities for male youth to learn about power and control, the intersectionality of oppressions, non-violence bystander interventions, media literacy, and how to be allies to girls and women; followed by opportunities for RAVE members to put awareness into action as peer leaders in their school, via informal “speaking up” as well as leading planned events.

#### 12) ENGAGING MEN AND BOYS AS ALLIES

RAVE has been inspired by, and created to function within, the nationwide movement to engage men and boys as allies with women and girls in working to proactively prevent men’s violence against women and girls. It is important for sites that wish to implement RAVE to understand this movement and its role

within primary prevention of IPV, and to be trained on strategies, potential obstacles, and suggestions for overcoming those obstacles, in successfully mobilizing and working with men and boys. These include such areas as “making the case” to males that it is a male issue, fostering a male-positive environment, and being prepared for the societal backlash that can stand in the way of males’ involvement. This section leads in and lays the groundwork for the following “How To” sections (Sections 13 and 14), as it is a foundation upon which all the subsequent how-to steps are based.

### 13) FACILITATING A RAVE-LIKE ENVIRONMENT: ENGAGING ADULTS

- a. Engaging Adults in the School: Faculty, Coaches, Administration
- b. Engaging Parents/Caregivers
- c. Engaging Adults in the Community to Support the Effort

This section provides guidance and how-to for the critical step of engaging the adults who make up the “sphere of influence” of the young men who will be engaged, via RAVE, as peer leaders. Our experience shows this is a critical element for the success of the program. The relationship level of the SEM is engaged, using the approach of “multiple messages from multiple messengers” to ensure the young men get consistent and reinforced messages throughout their environment about healthy masculinity, respect for women, etc. Perhaps even more importantly, the adults are the leaders of the school community and the community at large, and as such determine what tone, policies, etc. are set at the community level of the SEM. (This section is included in the manual prior to the how-to section for facilitating the activities with the male youth, to demonstrate that it is imperative to engage the adults as a preparatory step for engaging the male youth.)

### 14) HOW TO: ENGAGING MALE YOUTH & THEIR SCHOOL

- a. RAVE Co-Advisor Manual
- b. Documents Created by RAVE
- c. Sample RAVE Meeting Agendas
- d. Annual RAVE Retreat Agenda & Evaluations
- e. Annual Peace Week & Awareness-to Action Steps
- f. Promoting Youth-led Peer Leadership
- g. Internal RAVE / External RAVE
- h. Engaging Young Women in the School

This section provides specific guidance for operating the day-to-day and year-to-year activities of RAVE. It includes orientation and training for the adult RAVE Co-Advisors, and looks at the commitment to self-examination the adult mentors must make. It includes sample RAVE meeting agendas and activities and explains how to facilitate weekly RAVE meetings, and includes a sample year-long meeting timeline. It discusses avoiding adultism, and fostering youth leadership by the male student members. Documents created by RAVE include Core Values and Agreements articulated by the students. It explains the function of the annual RAVE Retreat and how to plan and conduct the retreat each year. Similar information is provided for annual Peace Week. It looks at what happens in the internal aspect of RAVE, when the young men are meeting as a group, and also what happens as RAVE members take awareness-to-action and act as peer leaders across the school community, along with other ways that RAVE interfaces with the school at large (external aspect of RAVE). It discusses the student-developed process for the group dealing with a RAVE member who acts in a way that is “not RAVE-like”. Finally, it discusses steps that can be taken to assist young women in the school to develop their own, parallel initiative, as they will often want a role to play as well.

#### 15) RAVE PUBLICITY & “THE MAKING OF RAVE” VIDEO

This section includes newspaper clippings, articles and other pieces documenting the impact RAVE has engendered in its community. “The Making of RAVE” is a ten-minute video that evokes the overall sense and purpose of RAVE, and how it came to be.

#### 16) CONNECTION TO THE LARGER ANTI-DOMESTIC VIOLENCE MOVEMENT

This work cannot happen in a bubble. This section provides suggestions for keeping RAVE in a school connected to the larger movement against IPV and violence against women. The male students may wish to host a Walk a Mile in Her Shoes march, participate in the community’s annual Domestic Violence Awareness Month activities, participate in New York’s annual Shine the Light on Domestic Violence campaign, or attend NYSCADV’s annual Violence Against Women Legislative Awareness Day. They may conduct activities during February – annual Teen Dating Violence Prevention & Intervention Month – that link them with other students across the nation. Most importantly, the school-based program should stay connected to the local domestic violence program that serves victims and their families in the community.

#### APPENDICES/ RESOURCES/ CREDITS

This section presents and references a wide range of resources and tools used either in the development of RAVE, used on a regular basis in hands-on RAVE

activities (videos, curricula, etc.), or that otherwise support the model. These include national resources such as: Men Can Stop Rape, a technical assistance program supporting communities to mobilize young men as allies in the prevention of violence against women and girls; and Paul Kivel's "Young Men's Work", a core foundation for the RAVE curriculum. Credit is given to those individuals and organizations that have provided resources assisting the development of the RAVE vision and program.

**For more information:**

***DELTA Project of Warren & Washington Counties NY***

***Sharon King, Youth Services Coordinator/DELTA Associate Coordinator; and  
Jeanne Noordsy, DVCCC/DELTA Coordinator***

***Domestic Violence Project of Warren & Washington Counties, a program of Catholic Charities, (518) 793-9496***

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