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- Lessons from the Field -

Partners in Prevention: Engaging the Campus Community to Prevent Gender-Based Violence

Wednesday, September 14, 2022 | 3:00 – 4:15 PM ET
Transcript

Cindy Carraway-Wilson: Good afternoon, everyone. Welcome to today's webinar, Partners in Prevention: Engaging the Campus Community to Prevent Gender-Based Violence. On behalf of the U.S. Department of Education, including the Office for Civil Rights. We are pleased to have you with us today. In fact, we have about 1,500 people registered for this webinar, so we expect that more people will be joining us shortly. Thank you to all of you who are already logged in with us.

This webinar is part of our Lessons from the Field series, and this series highlights effective tools, techniques, strategies that are employed by everyday practitioners to address the hot topics that are on the top of educators' minds. You can access recordings from these series on the webpage that is now being shared with you in chat.

Today we'll be exploring strategies to prevent gender-based violence. If you have additional strategies that are working for you in your community, please reach out to Bestpracticesclearinghouse@edu... Or, excuse me, @ed.gov to share. That link has now been posted into the chat. We all get stronger when we can share the benefits of effective strategies and work together.

My name is Cindy Carraway-Wilson, and I'm the training specialist at the National Center on Safe Supportive Learning Environments, or NCSSE. NCSSE is funded by the Office of Safe and Supportive Schools within the Office of Elementary and Secondary Education. Please visit our website to learn more about NCSSE and to access a wide range of resources that address school climate and conditions for learning.

To give you a sense of what the website looks like and the contents it contains, here we share an image of our homepage on the right-hand side along with some of our most popular products on the left. We also share latest resources and events coming out of the field via social media, so please follow us.

Please note that all materials you see today, including the slides, referenced resources, and the recorded version of this webinar, will be available on the event webpage within this website. Some items, including the slides and the speaker bios, have already been posted to the site. Please also note that you can access those previous Lessons from the Field sessions by visiting the webinar series webpage, which is also listed here and posted in chat.

Just a little bit about who's in the room... You can see from the poll question we asked you to complete on registration that 29% of you identified as higher-education administrators or educators. 20% of you clicked that other button, and within that other category, you've identified yourself as being attorneys, law enforcement officers, investigators, advocates, prevention staff members, domestic violence staff members, and many, many other different roles.

I do also want you to make note of the other categories we have here represented in the room, including parents and family members. We have a full agenda for the event today, and this just gives you a short overview of what we're going to be doing and how the event will proceed.

The last piece I'd like to talk about today before we get into content is a little bit about the speakers. You can see from this slide that we have a diverse and broad range of expertise here in our room today with us. They will be sharing their expertise with you. You can also click the link now being posted in chat to see the complete bios.

Without further delay, I would like to introduce Ms. Suzanne Goldberg who will be moderating this webinar for us today. Suzanne is the deputy assistant secretary for Strategic Operations and Outreach with the U.S. Department of Education, Office for Civil Rights. Suzanne?

Suzanne Goldberg:

Thank you so much, Cindy. Welcome to everybody. We are so happy that you have been able to take the time to join us today. Without further ado on my part, I would like to introduce you to Rosie Hidalgo. We are honored to have her.

She is special assistant to the president and senior advisor on gender-based violence at the White House Gender Policy Council. She'll add her welcome and help us frame today's discussion. Over to you, Rosie.

Rosie Hidalgo:

Great. Thank you so much. It's my pleasure to have this opportunity to join you all today for this important dialogue on engaging the campus community to prevent gender-based violence. Last year, on International Women's Day,

President Biden signed an executive order to create, for the first time, a White House Gender Policy Council.

The Gender Policy Council leads the administration's efforts to advance gender equity and equality in both domestic and foreign policy as a whole of government commitment. The council released the national strategy on gender equity and equality last October, highlighting 10 key priority areas to advance these goals, including ensuring equal opportunity and equity in education as well as eliminating gender-based violence. We know that these 10 key priority areas are very interconnected and that it's also important to bring an intersectional analysis to this work.

Nearly three decades ago, as a senator, President Biden wrote and championed the original Violence Against Women Act. While a lot of progress has been made since then, we all know that a lot of work remains to be done to address these issues. This past March, President Biden signed into law bipartisan legislation to renew and to strengthen VAWA, which expands prevention efforts and protections for survivors of sexual assault and other forms of gender-based violence.

We're also in the process of developing our country's first ever national action plan on gender-based violence to advance a more comprehensive approach to preventing and responding to GBV. Also, the president established, this past June, a White House Task Force to address online harassment and abuse, which we know is a growing problem that is increasing significantly and that it has a disproportionate harmful impact on women and LGBTQ+ individuals.

One of the things that keeps rising to the surface in all of these efforts is the need to do more on prevention. President Biden believes strongly in the need to improve prevention efforts to advance social norm change so that there is no tolerance for abuse. When he was vice president, he visited many college campuses and heard from student leaders all around the country, noting the importance of calling everyone into the conversation on sexual assault prevention and to be a part of the solution.

Accomplishing this goal requires increased dedication, innovation, and collaboration. I commend all of you here today for your work and your dedication for being important partners in prevention. I look forward to this session today and to hearing the promising practices and the recommendations that emerge to continue advancing these goals together. Thank you very much.

Suzanne Goldberg:

Rosie, thank you so much on behalf of all of us at the Department of Education for joining us today. We so appreciate your presence and your leadership. Thanks again to everybody here for joining us for this important discussion about engaging campus communities in preventing gender-based violence.

We know everybody here knows that sexual violence and other forms of gender-based violence can derail students in their classes, their extracurricular, their co-curricular activities, and their lives in general, and that these acts and experiences can prevent students from participating fully in their education. We also know from many studies that this occurs much more often than reported and has enormous costs for students, their families, their teachers, educational communities.

Title IX, which is the federal law that prohibits sex discrimination in federally-funded education programs and activities, has longstanding regulations that obligate institutions, that obligate all schools that receive federal funding to respond promptly and equitably to complaints of sexual harassment, including sexual violence.

The question in our conversation today and the challenge for every campus is, what steps can be taken to reduce the incidents of gender-based violence? What steps can be taken to support prevention?

Our goal for today, for everyone here, whether you are a student... We know we have students in the house. Whether you are a staff member or a faculty member at a higher-education institution or in any other educational setting, or whether you are working, and, or just interested in these issues, or supporting a student or somebody else related to these issues, our goal is for you to come away with new tools, right, specific activities and projects that you can consider adapting for your campus or school environment, or sharing with others, or working directly to help reduce the incidents of gender-based violence in educational settings.

To help you do this, we have amazing speakers today from the federal Centers for Disease Control, leaders from a diverse array of campuses, and a researcher whose work focuses specifically on prevention programming, all with the goal of helping you expand your own toolkit.

Our format. First, you'll hear from our expert from the Centers for Disease Control, and then we'll turn to our representatives of higher-education institutions, which include many staff members and a student perspective as well, for each of them to share some highlights from their work. We'll follow that with a lightning-round question about a challenge they've faced. We'll hear from a researcher as well, and we hope to have some time for Q & A.

One quick point before I jump into questions, the colleges and university representatives in this webinar are here to share information and activities that may be useful to you. Please note that the Department of Education is not endorsing these activities and information and that each school's participation here today is unrelated to any of the Office for Civil Rights, current or future enforcement, of federal civil rights laws.

With that, I will turn to Dr. Sarah DeGue who is a senior scientist with the Centers for Disease Controls, Division of Violence Prevention, who will talk with us about comprehensive prevention strategies, a CDC technical package, and the CDC's framework for campus sexual violence prevention. Sarah, over to you.

Sarah DeGue:

Thank you so much, Suzanne. I'm really happy to be here today and to have this opportunity to hear from these great panelists about the innovative and interesting work that they're doing on campuses across the country to prevent sexual violence. I'm also happy to be able to help start us off today with a little bit of background about the issue of sexual violence on campus for those who are newer to it and to share some resources that CDC has that may help.

To start, you probably know that we've made so much progress in the last 30 or longer years in terms of understanding and addressing the problem of sexual violence on college campuses and in the community. Unfortunately, the most recent estimates suggest that students are still experiencing sexual violence during college at high rates and as well as sexual harassment.

We still have a lot more work to do. I thank the Department of Education for bringing us together today to do that. This is, of course, not easy work, but we have really learned a lot about what works to prevent sexual violence, and we can use that knowledge, including what we learn from our colleagues today, to guide our next steps and ensure that that progress continues.

One thing that we've learned from across the field of violence prevention is that one program or one intervention alone is not going to be enough for this, right? Instead, the research points to the importance of developing what we call comprehensive prevention strategies. Those are strategies that involve multiple approaches that address risk and protective factors across the social ecology and that work to reinforce and compliment each other.

These comprehensive approaches are helpful because they create layers of protections in our communities, but they also take the work of multiple institutions and multiple sectors working together. Ideally, that work would be informed by research as well.

To help communities develop comprehensive sexual violence prevention strategies, CDC developed the STOP SV technical packets. In it, we identify five broad strategies, informed by the best available research, as well as specific approaches that communities can use to advance each strategy. You could see that in the next slide. There we go. It can be helpful as a starting place, this guide, when thinking about the kinds of activities that can go into building a comprehensive prevention strategy on your campus and in your surrounding community.

The other resource I want to share is a framework for sexual-violence prevention that CDC developed based on the work of a 2015 think tank that we

held with prevention experts, students, higher-ED administrators, and other stakeholders in this space to identify best practices, which includes the comprehensive prevention. If you're interested, both of these resources will be shared in the chat and on the webinar website and are, of course, on the CDC website.

I'm going to turn it back over to Suzanne to get us started, but, first, I just want to thank you all for being here today to learn with us. I would encourage you as you listen to the panel sharing their work and ideas, and maybe thinking about the work that you're already doing on sexual violence prevention, that you think about whether those approaches may fit into a broader comprehensive prevention plan that would allow you and your community partners to really maximize your impact and help us move the needle on sexual violence in higher ed. Thanks.

Suzanne Goldberg:

Sarah, thank you so much. You've teed up the conversation very well for us as we turn to our college and university representatives. I will ask each of them a question. They'll have several minutes to share items from their toolkit that you may want to add to yours. Then as I said, we will come back and continue the conversation. You're also welcome, while we're doing this, to add your questions and comments to the chat.

We'll start with Meg Bossong. Meg, you are the director of the Prevention, Education, and Advocacy, and Community Office, the Peace Office, if I have the acronym right, at Williams College, a private liberal arts college in western Massachusetts with about 2,000 students on your campus. You've been a real leader in thinking about situational interventions. Can you describe what situational interventions are, how you do them, and what impact you see them having on your campus?

Meg Bossong:

Sure. Thank you, Suzanne. Situational prevention or situational intervention focuses on the idea that there are aspects of the environment that are important to understanding how sexual violence or other kinds of intimate violence happen that we can look at. If we think about what Sarah presented to us with the social-ecological model that sits at the nexus of the interpersonal and community levels, this idea that where we spend time, how we spend time in space influences how we act in that space.

We have mixed relationships to this concept as a field because in many ways, it kind of stokes some of the ideas about, well, if we just have better lighting, or more blue lights, or better designed parking garages, that will impact the rates of sexual violence in our communities. At the same time, we also know that when we're trying to find a restaurant to eat at and we are thinking about the vibe of that particular restaurant, that's an example of how the built environment or how what happens in that environment influences our experience of it.

What situational prevention is looking at is built environment policies or practices that influence how people move and operate in spaces. There are a lot of ways to insert situational prevention initiatives or interventions. The first step that's really important is assessing what's going on in that space that is impacting what's happening.

I believe that Henry is going to put in some of the links that we had sent. There's a link to a PreventConnect publication about situational intervention. Many folks might have seen it. There's both a publication of a toolkit and a webinar. It's the enhancing campus sexual assault prevention efforts on that first one. That details in much more specificity than I'm about to, how to approach mapping what's going on in spaces.

The thing that I wanted to mention is that mapping or assessment is something that really allows you to bring in nontraditional campus partners. If you are a campus who has a hospitality program, an environmental design program, an urban planning program, your partners in those programs can really help you think creatively about how to move beyond surveying to understand what's happening in spaces and how making small tweaks to them can change that, so much more about mapping in the Valor or, formerly, PreventConnect publication.

The last thing I wanted to speak about is that situational interventions can happen at both the macro, very large-scale levels, to the micro. Not every intervention will be available to every campus because it really depends on the specifics of your institutional context.

We've had success at the macro level, which has included working with our planning, design, and construction office to look at how we are literally building dorms and student spaces and having design principles embedded in that architecture, everything from... We don't have any more dorms that will ever be built that will have basement spaces.

We are approaching lighting in ways that there will always be mid-lighting between harsh overhead fluorescence and completely turned off. They will be motion-activated. How we address temperature controls in the spaces is built and baked into our design.

We also do things at the micro level. For example, working with students to tie space utilization approval through our Campus Life Office to creating safer party plans that are informed by our situational prevention concepts. I just wanted to introduce a couple of the ways that that's effective. I also added the space toolkit there. They have some great things to add as well. Thanks.

Suzanne Goldberg:

Wonderful. Thank you so much. Just to rename a couple of the tools, thinking about who are the experts on your campus to help as you examine the physical plant of your campus and the situations of your campus and working with

campus facilities to think about future building and also current plan. Thank you.

Let me turn now to Lisa Evaneski who is the... Lisa, you're the Title IX coordinator at the State University of New York at Oswego, a public university in Central New York with about 8,000 students across locations. You have put a special focus on student engagement. Talk to us about what you've done, how you've supported student engagement, and what kind of impact you see this is happening.

Lisa Evaneski:

Sure. Right before the Dear Colleague letter came out in 2011, we actually were thinking about, how are we telling our community about this information, and how can we get people to report? That was our main focus, increasing reporting. Then we realized, "Well, that wasn't very much fun." If we wanted students to get involved in what we were doing, we needed to find other ways for them to get involved.

We started looking at different types of workshops to hold. Then luckily, for us, in 2014, when It's on Us came out with their programs and their pledge to prevent sexual violence and their pledge to intervene when you can, safely, that was our thing. That was the thing that kicked off our engagement with our entire community, not even just students.

Since 2014, we have been doing pledge days every semester. We have students and employees walking around in our T-shirts, with our stickers. I'll get to swag in a minute. That actually became something that they could be proud of, something they can see on a large-scale level. This was going on nationally. They could be a part of it, and then they could be proud that our campus was doing that.

That's really how we got everyone engaged, starting off. When we connected with the One Love Foundation in 2015, we found, oh, we have more types of workshops to do here. We can talk about dating, and domestic violence, and stalking behaviors. We can talk about recognizing signs of unhealthy relationships. Our community really, really got into that as well.

I think finding ways for our students to connect on the campus level with things that are going on nationally was really, really important for us. We still host lots of homegrown programs as well. We do consent workshops. As part of New York Law Article 129-B, we have obligations to train certain groups, but that has expanded out.

I started the first year off saying, "You must go to this training because New York Law says it." Now, by middle of August, I'm getting emails from student groups saying, "When is the training? When can you come to my group, or when can you send us a link to an online program?"

I think it's now part of our culture. It's now part of our traditions. If I haven't put something out on our social media yet about when our big pledge days are or One Love Yards for Yeadley events, I get tons of student emails asking me, "When is this happening? Can I get involved?"

A little bit about Yards for Yeadley, we actually started that in 2016. We thought, "Let's try and get our whole community to come out and walk yards around a campus to raise awareness about dating and domestic violence."

We had no idea if anyone would show up. Our goal was to walk or run 1 million yards in one day. That first time ever, we walked almost 2 million. I think the highest we ever got was almost 10 million.

I think our community has seen that this is important to us. We want our students to be safe. We want our students and employees to know how to report. We are there year round. I heard Sarah talk about, this needs to be year round. It can't be a one-or-done program.

Some other things... We have data from our client survey that shows that the work that we're doing in these prevention workshops matters and that students and employees know how to report. We see that our students believe, both, that other students will intervene in a safe bystander intervention way and that they have intervened.

It's those little nuggets that we're getting from our community, the anecdotal information as well, and also the swag. I'll say this one thing. This is about sharing, right? If anybody needs help starting a workshop, I'll do it for you. If anyone needs swag, I'll send you my designs. If you need a PowerPoint, I'll send you that too. I think it's about sharing the things that are working and then making it work for your own campus.

Suzanne Goldberg:

Lisa, thank you so much. You also shared a lot, and I'll just highlight the idea about pledge helping to shape culture. You mentioned Yards for Yeadley, and the One Love Foundation, and some of the other efforts to connect students with what's happening nationally.

Let's turn to our student representative on the panel. Karla Arango, you are a student at Northern Kentucky University. You are the president of the Norse Violence Prevention Ambassadors Group. You've taken an active role in planning, and developing, and leading student-led programming to prevent sexual violence. Can you talk with us about some of what you've been doing and the impact that the projects you've worked on has had?

Karla Arango:

Of course. Thank you so much. Like mentioned, one of my main roles on my campus has been being a student ambassador at the Norse Violence Prevention Office, which is a confidential resource on my campus that offers supports to all survivors of interpersonal violence.

As a president of our Student Ambassador Program, it has been my responsibility to help create and facilitate workshops for students that discuss bystander intervention, consent, survivorship, healthy relationships, safe sex, and how sexual violence affects various marginalized communities. I have been able to facilitate these in-person workshops to various student groups, all the way from freshmen to Greek life and our student athletes on campus.

Aside from trainings and workshops, I've also been able to help facilitate events for Sexual Assault Awareness Month, one of them being Take Back the Night where students can do a survivor speak-out. They have a safe space where they can share their experiences and bond alongside other survivors on our campus.

Another thing I've been a part of is our student-led student support group, which is a group dedicated to survivors where advocates come in, and we learn about various topics in regards to survivorship and just give each other peer-to-peer support during our healing journeys.

As a student, there is a whole other world I've been able to experience when it comes to gender-based violence. As a freshman, I experienced sexual assault, and I didn't have any knowledge of what to do, what resources existed, or how it was going to end up affecting my college experience, but throughout my survivorship journey, I have been able to discover that my voice has power to it and that it can help other students in ways that I never thought was possible.

I myself am a first-generation Latinx student. Through my intersectionalities of my own identity, I've been able to embed those and embed those intersectionalities within the trainings that we do as well to ensure that all student groups feel represented and heard.

I wanted to make sure that no one felt alone within the prevention and education programs because it's something that is slightly talked about during freshman orientation at my university, but I really wanted to take a more hands-on approach when it came to looking at prevention efforts, moving forward.

I believe that having a student-to-student model on campuses have been able to really show students how valuable their voices are. Whether that's hosting an event, hosting a workshop, or just having conversations amongst friends, I think that that peer-to-peer support makes students feel like they're not alone when it comes to even learning about the topics but, especially, if they were in the situation to experience some sort of interpersonal violence, that they have a platform to go to.

I've been able to learn so, so much about prevention and advocacy throughout my time as a student ambassador for Norse Violence Prevention. I would say the two things that I've learned the most is that gender-based violence affects various communities extremely differently. I, as one student with one identity, cannot appease all those groups.

I've been able to connect with various organizations on campus, whether that's the LGBTQ Office, our African American student initiatives, and anything in-between, in order to make sure that our student ambassadors represent our student population. Then aside from that, I feel like the peer-to-peer support is crucial on college campuses because a lot of the time, when it's an online training, you don't feel that sense of it being real and that it actually affects your campus, but when you have one of your peers or even a guest speaker sharing their stories with you and becoming vulnerable, it really just adds a new sense to the conversation and a more shared sense of community.

Suzanne Goldberg:

Karla, thank you so much for sharing your experience and your leadership. Thank you for the work you do on your campus and clearly beyond.

I want to underscore... You talked about engaging survivors in learning, including learning about prevention, ensuring that the full diversity of students and the full humanity of students is met and encouraged by a diverse group of students with bringing forward intersectional aspects of their identity into the prevention effort, and into the community building, and into the work around helping students not feel alone in both prevention and other issues.

With that, I'm going to turn now to Mia Maxwell. Mia, you are the Title IX coordinator at Tuskegee University, a historically black university, located 20 miles from the city of Auburn, Alabama, with about 3,000 students. Can you talk about some of the highlights from the prevention work that you are doing, including the ways that the work is shaped, if at all, by Tuskegee being an HBCU?

Mia Maxwell:

Hi. Thank you. If you hear sirens, we have a student protest currently going on right now outside of my building. We don't have an engagement problem here.

Here at Tuskegee, our most important initiative in preventing gender violence has been conducting Title IX talks. I call them talks and have them design more as listening sessions because I really want to create a space to educate students on both the purpose and function of Title IX.

People say Title IX, and some people think they know what the office does and what it covers, but I found that there is a big gap in the breadth of knowledge and people's understanding of what Title IX can do, and what we're actually mandated, and what we're prohibited from doing.

With the foundation of understanding that, we move forward in engaging students with information directly related to gender violence. We start with definitions to promote a common understanding because sometimes you find that people don't even understand what gender violence encompasses when you're bringing it to the table.

They don't include, maybe, dating violence. They're only thinking domestic violence. They're thinking that it can't happen on our campuses because what they have in mind doesn't really match the totality of what gender violence is.

So far, the talking sessions have been with small groups who are kind of members of kind of similar identities. We use the band, ROTC, athletics to promote breaking down the students into groups where they already have shared identity, so it takes one of the levels of discomfort out of it when we're wanting to bring in these uncomfortable topics because it's not something they just readily want to sit down and engage with.

One of the things that attracts students to HBCUs, and Tuskegee in particular, is our familiar environment. A lot of our students are legacy students. What that means is that they have a friend, family member, or a close friend of family who has attended Tuskegee already. The experience has kind of already been ingrained and what the expectations are.

We lean into that family culture to foster the sense of a safe space for open dialogue and establishing destinations to seek help without judgment, which is very important when you're coming to the topic of gender violence because it's a lot of shame surrounding it. We come to the conversation of prevention with knowledge of how our student population is affected, particularly.

According to the National Coalition of Domestic Violence, more than 40% of Black women have experienced some type of gender violence. 6% of our student population is Black women. We know two things. A significant portion of our students may have already been victims of gender violence, and there's a likelihood that someone, while enrolled here, may be a victim of gender violence.

Knowing those things, we gear our talks to be honest, direct. We offer tangible solutions for people who may have already been victimized and people who may see, in the future, something may happen to them.

We really focus on removing the shame and the blame because when you can get past those things and get to the education, the small groups kind of take on the life of their own, and they help each other to identify the red flags, understanding the cycles of violence, and recognizing when they need to find help, and finding their own voices to find help when they're in trouble.

That's what we seek around. We're seeing our impact, is that the conversations that we've initiated have kind of ballooned into what we're having today, as students protest here, to kind of get everybody else's attention to what our small groups have been saying. The conversations are continuing, which is great.

Suzanne Goldberg:

Mia, thank you so much. We heard you loud and clear. I just want to, again, pull out a couple of things, thinking about talks as listening sessions, making sure

that people are on the same page because people come in with different knowledge bases.

As you said, really importantly, a lot of students come to campus already having experienced gender-based violence that... particularly at Tuskegee, where Black women are disproportionately affected by gender-based violence and across really every campus. I used to teach a large class in my prior life.

I would know that sitting in my large classroom, there were many students who had experienced or were actively experiencing some form of gender-based violence. Last, the idea of help without judgment, and removing shame and blame, and that that is an intentional piece of the work around prevention as well as response.

I'll turn now to Katryna Sardis. Katryna, you are the director of Relationship and Sexual Violence Prevention Center located on the University of Missouri's Columbia campus, which has approximately 24,000 students. You run a center specifically focused on prevention.

Share with us some of the insights from your center's work and how that looks across the University of Missouri's multiple campuses. Is it different? Is it similar? Share some of what you know so we can further expand our toolkit.

Katryna Sardis:

Yeah. Currently, like I said, I am at the flagship institution here at the University of Missouri. We are the largest of the four. Right now, all four campuses are implementing a new bystander intervention program called Engage, which our state's partners with Prevention Coalition developed.

The way we implement this looks different on all of our different institutions. Columbia being more in the middle of the state, our community is very different than Kansas City and St. Louis, and then even more so different from our specialty School of S&T, which is the state technical institute, a lot of engineering students at that institution.

We're all teaching the same concepts. This program shifted us from Green Dot, which was primarily around sexual violence, stalking, and relationship violence, and now looks at implementing more bystander intervention tactics around a holistic approach.

As it's been said multiple times today, our students are individuals. They really hold multiple and different identities. They lived many different lives, so we can't look at and try to treat the problem as problem specific. We have to work with individuals and work with what they bring to the table.

This new program looks at bystander intervention around alcohol and other drugs, mental health, bias and discrimination, and interpersonal violence, and how they intersect. We have trainings on each of those topics individually. We

have an overview. We have how they intersect. We're building programs around alcohol and sexual violence, alcohol and bias discrimination, and so on and so forth.

Given the different population... For example, UMSL is our St. Louis School, is very much a commuter school. We have students who don't necessarily live on that campus. They implement their program differently than how I do here where a lot of our students live on campus or adjacent to campus.

Here we work with students, I do ask a lot of questions around, "Tell me about your current knowledge base. Tell me where you're at, what you're wanting to learn," because if I can't get them engaged, I'm going to be talking out for an hour, and this program does not work like that.

I need their buy-in. I want to know what they want to do. Our students want to talk. They want to know. They want to help. Being able to hone in on that and move forward with that is probably been one of the best things we've been able to do, and our students are ready to run with it. I've been very fortunate for that.

Suzanne Goldberg:

Great. Thank you so much, Katryna. Again, just to pull out, we have each student is different, and campuses are different. Then just to add a point that even in a school with one campus, if there are undergraduates and grad schools or undergraduates in different types of programs, those may also be differences that shape how effective prevention programming takes place.

Now, Ryan Kane, I'll turn to you. You are the assistant vice president for Equity and Access and the Title IX coordinator at Valencia College in Orlando, Florida. Valencia is a large community college. You have nearly 74,000 students.

You also don't have campus housing, so you're differently positioned from some of the other institutions here. Can you talk about your work leading prevention efforts, how you're engaging students in them, and the impact that you see them as having?

Ryan Kane:

Of course. Thank you for having me be part of the panel. Valencia is spread out. We're seven main learning campuses and centers, as you said, around Orlando. Although most of our students are 18 to 24 years of age, our population is really very different than that of many four-year colleges or universities.

We took a really college-wide approach in our efforts to impact our culture and provide our community with, really, a shared knowledge and language. We looked at a number of different strategies, but one I want to highlight today is our college-wide marketing campaign, which we call Be the One.

The Be the One marketing campaign... It was collaborative. We designed it in-house, launched it in 2016. We chose Be the one as the tagline after focus

groups with students and employees, as it sends a message of empowerment, responsibility, and really makes the connection that we need to be active participants rather than just simply bystanders to this.

Our efforts focused on, really, inclusive language. The first phase centered on sexual violence, consent, and bystander intervention messages. The Be the One line starts all of our tactics, as you can see there.

Our internal marketing team developed a series of messages such as, "Be the one to step in. Be the one to wait for a yes. Be the one to make a call," all with different messaging, but really the same look and feel.

We employed different tactics throughout our campuses. Really, it was embedded into, as I said, our college culture. We had traditional large-frame posters with different messaging, but we also utilized some really unique environmental tactics, really for the purpose of making an impact, so people actually notice them.

Some of the noteworthy examples to share are, "Be the one to step up," which was a series of steps in one of our main grand staircases on one of our campuses. "Be the one to step in," which were some elevator messages that when the elevator doors opened, you saw those. Those all focused on bystander intervention strategies.

We also did things like setting boundaries by lining our parking lot stripes with the same messages. The messages along the stripes were, "Be the one to set boundaries," and with the tagline and information on the other side. Then painted sidewalks with water-activated paint, that you can see on the screen, that only appears when wet.

For those of you who are familiar with Florida, we do get some frequent afternoon showers in Florida. The messaging included, "Be the one to help someone weather the storm or outrun the storm." We had a few different ones. Our marketing team just loved it. They were thrilled to have the opportunity to really expand their creative.

In order to best help them, what we did was we hosted a series of training sessions with the marketing team before we even began so that they could understand the topic. We talked about sexual violence. We talked about stalking, consent, and the appropriate tone and messaging so that they saw what our vision was.

We worked in partnership. We had the different partnerships with our campus leadership about where the messaging should be, what made most sense, where would be most effective. Then Lisa talked about swag. We also had some swag where we used bookmarks. It said, "Be the one to turn the page on stalking," screen wipes that said, "Be the one to know where to turn."

We included all of that in a welcome kit for all of our responsible employees. It was a box with some swag in it and a welcome letter that said, "You're part of our community. Something you probably didn't know about when you signed up was that you're a responsible employee. This is what that means, and here's how to go about the training."

You really can't go anywhere on our campuses without seeing these messages on someone's desk, on a digital space, like in the library, or the tutoring center, or on the walls, or on desks around in public spaces. It's really a fabric of our culture. Now that we're returning in person, we're looking just at new tactics and how to identify those.

Suzanne Goldberg:

Ryan, thank you so much for that and those examples. I had never heard of water-activated paint before you shared that. That is especially intriguing, I'm sure, to many folks who are watching.

I want to underscore that you've also, as some others have, talked about, how do you use the physical spaces on campus to reinforce a culture and a climate that is aware of these issues, and the challenges of prevention, and making prevention part of the everyday conversation.

Also, you and several others have talked about making sure that people are aware of the variety of types of gender-based violence because often, the news headlines are about sexual assault, but stalking, dating violence, domestic violence, also, as we all know, have that derailing effect on students and on a community.

As several of you have talked about, connecting up the work related to gender-based violence prevention with the work related to alcohol on a campus, or related to mental health, or student safety, or other aspects of the work, and bringing in the staff to make sure that they are as invested as others.

With that as a backdrop, I'd like... Before we turn to our next question, I'd like now to invite in Silvia Zenteno. Silvia is the senior director of Education and Research at It's on Us. It's on Us is a non-profit program dedicated to college sexual assault prevention and survivor support.

It recently released a study, It's on US Engaging Men: National Campus Sexual Assault Attitudes and Behaviors Research Report. I've asked Silvia to spend just a couple of minutes giving you the, basically, headlines from the research. The full report will go into the chat so that you can read it at your leisure. Silvia, I'll turn it to you.

Silvia Zenteno:

Thanks so much, Suzanne, and really appreciate having time to share our findings. This year, we released research on whether men on college campuses feel engaged in ending gender-based violence.

Through our work, we recognized that, to date, no major study had been completed to evaluate the attitudes and the perceptions of students who participate in their school's prevention programming and whether this programming impacted their behavior. We decided to collect that data and to share it with the field.

Who we are. It's on Us is a leading nonprofit in college campus sexual assault prevention that was started by the president... Sorry, by President Biden in 2014. Our initial launch was as an initiative of the Obama-Biden White House. This happened following recommendations from the White House Task Force to prevent sexual assault that noted the importance of calling everyone into the conversation on sexual assault prevention.

Sexual assault during college. Sexual violence happens every day in the United States and around the world. It's really clear from our existing approaches... Sorry. It's really clear that our existing approaches are not working.

It is time to do something about it, so we released this report because we really believe that if campuses start implementing these findings and recommendations now, it's possible to prevent an incident from happening tomorrow.

Methodology. For the methodology, we collected information on the types of prevention programming schools are conducting, their effectiveness, the reach, and possible gaps by using an exploratory, qualitative method to better to understand the experiences, attitudes, and behaviors of young college men. A benefit of qualitative research like this is its ability to explain behavior that cannot be easily quantified by allowing participants to detail their experiences and their feelings.

Our key findings. There were several important insights. We found that most participants were unaware of the extent of sexual violence on campus. While some schools have had high-profile incidents, several respondents thought that these were all isolated incidents.

The vast majority of participants reported that the prevention trainings they receive, often online only, were boring and ineffective. Positive prevention education experiences were in person and included the interactive component like a certification.

Men also benefit from close relationships with non-male friends and role models. Co-ed sports teams, for example, foster an equitable and inclusive environment on campus between participants across the gender spectrum.

The men in the study expressed a desire to help but didn't feel that they had the right tools to intervene. The majority see themselves as moral people and want to do the right thing, but they just don't know how.

Recommendations. It's on Us intends to use this study to create actionable change in campus sexual assault prevention education. Schools can do the following. They can implement more creative training methods. They can, whenever possible, hold trainings in person to increase comprehension, and combat assumptions like sexual violence and that it only happens at four-year institutions.

This is going to be key to helping men realize the extent of the problem and, like we said before, to build connections. Men with strong ties to women and other non-male identifying people in their life felt more responsibility towards others and at other men who perpetrate violence and anger at other men who perpetrate.

For further research, schools can use these recommendations to make a change today. However, we will continue to build on this research and conduct a large-scale, quantitative survey to conduct further research of American colleges and universities and develop prevention, education, programming that educates and empowers everyone, including young men, including these young men, to be a part of the solution. That is a quick and easy report. There you go.

Suzanne Goldberg:

Silvia, I know it was neither quick nor easy, so we thank you for trying to condense a huge amount of research into a couple of minutes and really do encourage everybody to take a look at the full report, which is in the chat. Thank you so much, Silvia, for joining us for this.

I'll turn back now to our panelists for a quick follow-up question to our discussion earlier. As I raise the question, I want to note that we've been asked in the Q&A, among other things, what are strategies for getting students to show up at events, particularly if you don't have money for swag or budgets for food? How long did it take to develop the work you're doing? What kinds of activities are you doing for pledge day and other things?

Let me just end that with that. Just in the big picture, ask each of you, what kind of challenges have you faced in doing your prevention work? How have you addressed those challenges? We know this could be trying to address the challenges because the work is full of challenges. Let me turn to Katryna Sardis from the University of Missouri at Columbia to start us off.

Katryna Sardis:

Yeah, if I were to answer both of those, it goes hand in hand. One of the big challenges we've had is students come to our institution with varying levels of previous knowledge on gender-based violence or violence across all spectrums. A lot of what we try to do is, like I said before, talk to them as they're wanting these presentations, knowing the current knowledge level of their group.

What are they wanting to know and learn? Have there been any previous instances that is sparking this current interest? Is there more to the request

than just general knowledge? Also, working with our peer education groups, making sure that our peer educators are highly involved.

Students want to hear from them way more than they want to hear from us. That also increases that attendance. They hear that their friend is the one presenting, or their friend is passionate about this. Utilizing that, honing in on that, as Mia said, for her campus, having those similar identities, bringing in those groups together.

That has seemed to work very well for us, especially on years when budgets are very tight, utilizing students. As Karla said, their voice have power. Utilizing that and encouraging them to utilize that. I think often, they expect us to silence that, but encouraging them to use it and create a wave of prevention across campus as much as we can.

Suzanne Goldberg:

Katryna, thank you so much. I think just to underscore something you said, every campus has tremendous resources, right? Even if it's not the budget, and you don't have the funds to draw students in that way, there's a wealth of friendship networks, of club networks, of other ways in which to get students involved and engaged. Again, peer to peer, of course, being strong among those. Mia Maxwell from Tuskegee University, let me turn it over to you for your thoughts on the challenges and some responses.

Mia Maxwell:

Right now, I would say our biggest challenge is taking the communication off of social media. The topics we deal with are so complex and nuanced. It just really does not lend itself to a back-and-forth on social media. We are really pushing our students to, one, not try to engage in a confidential, nuanced, situational conversation that has tone and energy to it in social media posts.

Really, our slogan is, "Find someone who can affect change. That's who you need to be talking to." Addressing a large social media audience may get you liked, but does it really affect change at the university if you're not bringing it directly to those people who have the decision-making power to make the changes you want to see?

Our biggest challenge is social media and the gap between how young people are communicating these days versus how our administrators are wanting to receive communication. I would say that that's our biggest challenge in this phase.

Suzanne Goldberg:

If I could just ask you a quick, quick follow-up in terms of trying to address that challenge... You mentioned one strategy, which is to get people to interact with each other directly. Have you had other strategies, or can you say just another very quick word about that strategy?

Mia Maxwell:

Well, we were locked down for two years in COVID. We are just now coming back to being on campus. Students knowing that the in-person is back, there's

already an excited energy about it. We use social media to kind of flash out and engage, but we want the conversations offline.

We just keep saying it over and over. We can't say it enough. We don't get tired of saying it. That's just kind of how we message. We just keep pushing that same thing over and over consistently.

Suzanne Goldberg:

Thank you so much. I think it's both, there's a wealth of benefit in the post-pandemic world that people are excited to be together, and, also, you're talking about sort of repetition of message in a way that helps to shape the culture. I think that's been consistent with year round and environmental. Also, Meg Bossong, let me turn to you. Williams College... What challenges have you faced, and how are you trying to overcome them?

Meg Bossong:

Two really quick things. Wanted to dovetail off of, excuse me, Katryna's point, was about, especially as we begin to think of interventions that are a little more upstream, a little less directly, obviously, connected to gender-based violence. We still have, as Katryna said, people who are joining our community who are still thinking very much about everything from harm reduction and risk reduction to needing really basic consent comprehension, and bystander skills, and skills for navigating healthy relationships.

One way we have addressed that is in trying to really leverage our peer educator programs to help welcome new folks into our community, really communicate as peers or near peers about the norms, and the expectations, and the fabric of what we hope for in the community so that we can also keep those same peer educators and other student leaders moving forward and thinking about longer-term prevention strategies that might take two or three years to execute on.

The other strategy I'm thinking about is just the structure of college and university life, how siloed our operations practices are. We know that prevention offices are located throughout universities. Very often, particular issues will get pigeonholed as, well, this is a Res Life issue. It has nothing to do with Title IX, or health ed, or equity, or wherever our offices are located, or this is a planning, design, and construction issue.

We may be in totally different administrative verticals and not even in the same meetings together. Looking for really good, old-fashioned coalition building and community organizing opportunities and building networks of effective coalitions that can keep coming together even across those university silos.

Suzanne Goldberg:

Thank you so much. I think, as you know, right, universities and colleges have a variety of types of landscapes as do school districts, right? If we think about the form, it doesn't necessarily serve the function of addressing prevention.

That often has to take proactive work on behalf of either the students, or the staff members, or the faculty members who are leading some of this work, and also thinking a lot about what happens at the beginning when students first get to campus. How does that shape their experience going forward?

With that, I'd like to turn to Karla Arango from Northern Kentucky University, our student on the panel, to share your thoughts on some of the challenges and how you've worked on overcoming them.

Karla Arango:

Like I mentioned previously, I feel like one of the biggest challenges in the position that I was in was, how do I engage different communities on campus that I myself am not a part of?

One thing that I implemented alongside the advocates in the center was reaching out to various offices on campus, whether that was the Office of Accessibility, Latino student initiatives, African American student initiatives, and everything in-between, and working alongside them as well as the vice president of Student Affairs, to see how we could create focus groups and ask those students exactly, what can our office do to benefit you?

Or, for example, why aren't they applying to be ambassadors? Why do all of our ambassadors and all of our advocates kind of fall within the same couple of intersectionalities? How can we expand outside of that?

Then once we were able to work with a diversity specialists who came in and did ambassador training as well as training for the faculty and staff, it really just expanded our outreach a lot more where we had collaborative events during Homecoming Week, for example, or Sexual Assault Awareness Month, with these other organizations and other offices that allowed us to not only put each other's names out there more, but allowed more students to feel like, "Oh, this is a familiar face from the office that I know, so let me go. I feel like a little bit safer."

It was definitely something that we were able to utilize to our benefit, is just that sense of community, which was a little bit hard with lockdown, but we were able to do it nonetheless.

Suzanne Goldberg:

Thank you so much. There is so much in what you said. I want to draw out just a couple of things. First, that the feeling of safety, at least safety in being able to participate, to listen, to be in conversation is a theme that has run through a lot of what people have shared today.

Thinking about that, that's going to look a little different on different campuses, but often involves the student feeling that they can relate in some meaningful way to other students and other participants. Somebody in the chat raised the question of engaging with male survivors and certainly thinking about how to do

that, which may be different from engaging with other survivors or maybe the same. Again, thinking about being deliberate in the campus setting.

Let me turn now with this question to Ryan Kane from Valencia Community College in Orlando, Florida, to share what kinds of challenges you faced and how you are working to overcome them.

Ryan Kane:

Sure. Well, our academic cycle is different than the many four-year institutions. We have some students who start in the summer. We have students who their first time is part of term class.

We also have to be really cognizant of barriers to education. Prerequisite trainings to happen before you start enrolling, or extensive out-of-class expectations, or sometimes even access to technology before you're a student are real barriers or perceived barriers for students.

What we found is a lot of off-the-shelf trainings that you can purchase don't resonate with our students. As well as, when we have 74,000 students, we have to pay by person, and that's a cost prohibitive.

In true Valencia style, we build our own. We build a primary prevention training for our students. We launch it through our learning management system, which is Canvas. We do that after they're already enrolled in their first term.

What we did is we developed the content. We worked with our Arts and Entertainment Division to really develop the tech, the actors, all of the things, from our students, our recurring and recent grads, and used the talk-show style format. We interlaced all that, the learning, engaged learning opportunities, launched it through Canvas.

Right now... We launched it back in 2018, 2019. 45,000 students took it so far. It's just amazing. We only just give a notice. We don't do holds because that would just be a nightmare to manage. It has been exceptionally successful. Our students are talking about it and giving us great feedback.

Suzanne Goldberg:

Thank you, Ryan. I think that idea of homegrown often feels very relatable. It is tailored to the environment, it's hard work. As all of our colleagues here have said, you can find a lot on everybody's websites, a lot in the chat, so you're not reinventing the wheel. You can start from not scratch if you're thinking about adding some of these tools to your programming.

Lisa Evaneski from State University of New York at Oswego, talk to us about some challenges you've faced and what you're doing to respond to them.

Lisa Evaneski:

Sure. Before COVID, as we all have these realities now, we were getting thousands of students to our in-person workshops because that's all we had

available. We had certain groups that had to get trained, and they were all showing up in person.

When COVID happened, like everyone else, we pivoted, and we went with 10 or 13 online workshops that were still narrated by myself and our advocate that's from an off-campus agency. Still was, hopefully, reasonable enough for them to get through.

Then our students really loved that. They loved that they could do that workshop at midnight. We still had a test they had to take. We had some checks and balances. What we found is once we started to try and go back to normal, which was about a year and a half ago, nobody was showing up for presentations.

Like Karla and others have suggested, what we are doing now this year is just focusing more on collaborations, collaborations with residence hall assistants who have to do programs, with athletics and trying to get some of their captains or other groups through other workshops, and also with student organizations that want to have a more personalized workshop than the online version.

Now we're still hosting some in person, but I think, really, just trying to focus on the people that will get people to the table are our students. That's always been the case.

Suzanne Goldberg:

Great. Thank you so much. I'd like to just do the impossible, which is to ask you each a hard question and have you answer it in under a minute, in 30 seconds, just your top two sentences of your thoughts just to get a few more tools in the toolbox before we close out for today. Super lightning round. Really, two to three sentences.

Karla Arango from Northern Kentucky University, our student perspective, we'll start with you. You've raised the question for us, how can universities and colleges begin centering the margins when it comes to sexual assault prevention and awareness? Sorry, that could take a whole day to respond or more, but a few sentences, please.

Karla Arango:

I highly recommend just utilizing your student voices. There's a lot of them. Even if your school feels tiny, there's definitely a lot of them. Utilizing resources that are created for that specific reason.

For example, there's a really good organization that my school utilizes called End Rape on Campus, where that's their entire mission, is to center those margins. Highly recommend looking them up if you need a little bit more guidance.

Suzanne Goldberg:

Thank you, both for your response and role-modeling the two to three-sentence response. Ryan Kane from Valencia College, you've suggested the question, if

collaboration isn't embedded in your institutional culture, how would you suggest getting buy-in from others?

Ryan Kane:

Sure. I think getting the right people in the room from the start. Who are your allies? Who are your partners? Who are your naysayers? Including the students that are not the typical students that are your student leaders, making sure that you're including other students.

Actually, the buy-in term is something we don't use at Valencia because then, you're buying into my ideas. Instead, how do we make sure that we are co-creating those ideas together and really building those relationships, spending time at the start?

Suzanne Goldberg:

Thank you so much, Ryan. I turn now to Lisa Evaneski from State University of New York at Oswego. What's your advice to those who have limited resources as most institutions do?

Lisa Evaneski:

Right. I think there's a lot of things you can do, some that I know. The question is asked about a pledge day. What if you don't have a budget? You can still host a pledge day and have people sign a poster board. I bet your admin could buy you one of those from Staples or whatever your office supply is.

I think also just the collaborations. When I didn't have a budget, I would go out and ask different departments if they could help fund a T-shirt Day that we were going to do or even just buy me things that I needed to do the prevention workshops with until we could establish an office, and a budget, and things like that.

I think, really, just asking your campus partners to help you get started and then also asking those of us that might have something that you need, like a design about consent, that you can use for a poster. Ask for it. I paid my artist to do it, but I'll send it to you.

Suzanne Goldberg:

Thank you so much. Meg Bossong, Williams College. How does situational prevention work connect to larger prevention and equity initiatives beyond gender-based violence? Again, I just want to say, on everybody's behalf, everybody here could speak for an hour on any of these questions, but just a few sentences, please. Meg, over to you.

Meg Bossong:

So much, when we talk about larger structures like the built environment and how we organize spaces and let people use them or teach people to use them are connected to much larger equity issues on campus. If we are not actively working on those and not actively always remaking the institution for the people who are here today and who will be here in the future, it takes on the air of inevitability that things will always happen this way. We have the opportunity to always just keep remaking it for the community that we are now.

Suzanne Goldberg: Thank you so much, Meg. I want to shift slightly. I know we've seen some questions about response to sexual assault and other gender-based violence in the chat. Since this webinar is focused on prevention, we've mostly been talking about prevention.

Mia Maxwell from Tuskegee, you posed the question for yourself, are asked to share about how colleges and universities can balance the offering of services when you have both victims, or survivors, and alleged perpetrators of gender-based violence who are enrolled students. Again, a big topic, but just a few sentences.

Mia Maxwell: I'll just say quickly. It's easy to get engagement from my victim side. On my accused side, it's a little bit more to pull those people in. In order to prevent a one-sided, kind of lopsided view of dealing with equity and education, I really try to stress balance. I stress the reason why we have to have balance and why we protect everybody's rights. All students' rights are important.

Oftentimes, that gets kind of pushed back past the victim's rights, but it's an important thing that I think we need to keep at the forefront of our conversation because Title IX is about equity. If we're just getting focused on one side of the equation, we might lose out on the opportunity to really educate and bring forward some other information on that opposite side.

Suzanne Goldberg: That links up really nicely with what you said at the outset around education, right, understanding that not everybody comes in with full knowledge and sharing that information. Katryna Sardis, University of Missouri at Columbia, let me turn to you. What is your experience navigating and developing sexual assault response committees involving student leadership? Somewhat follow on to what Mia just shared.

Katryna Sardis: I think, just to really sum up quickly, the best way to do that is really build that rapport with your students first, never letting them feel that you're pulling them off the shelf once something's happened, having them in the forefront of your conversations with your prevention work, your everyday work.

Then when that response happens, those students' voices have already been heard across campus and students will listen. Students will respect them. The students will respect you better. They will respect that you don't feel like your voice is the one that always needs to be heard but that you're sharing that stage. That's kind of what I've always seen work for us.

Suzanne Goldberg: Fundamentally, and this has also been a theme through everybody, when we think about how to build community, it's so much around building trust and co-creating, as Ryan said earlier, and just really thinking about how every institution, how every school setting at any age, at any level can benefit from the sharing of ideas and everybody's expertise who's in that community. An

enormous thank-you to our speakers today for lightning-fast sharing of many different tools and strategies.

I know my toolkit has expanded. I hope yours has as well, for all of you who have joined us today. I want to reinforce that there have been links running through the chat here. There are many links that are on the event webpage. Again, you'll be able to find and please share the recording from today.

I also want to call attention to the higher-ED administrators who are in the room with us, that there is an opportunity linked in the chat to participate in a learning circle conversation, not run by the Department of Education, but a very dedicated learning circle to continue this conversation today.

As you'll see, the resources are provided for your convenience. They're not endorsed by the Department of Education. They're not necessarily a reflection of the department's policies, but I think you may find some of them, at least, very useful to adapt in your own settings.

Again, enormous thank-you to our speakers. Enormous thank-you to all of you who have joined us today. I hope your toolkit is truly enriched. I know mine is. I will turn this back to our colleagues from the National Center on Safe and Supportive Learning Environments at the Department of Education to close us out for today.

Cindy Carraway-Wilson: Thank you so much for that robust presentation. I have to echo Suzanne's thank-you. That was a pretty amazing amount of information. Thank you. We also want to thank all of our audience members. At some points during our time, we had over 700 people in the room. We appreciate your active participation.

We want to bring your attention to the NCSSE website and the Best Practices Clearinghouse website. We encourage you to visit those two sites to find information about this webinar and the recording as well as the rest of the information in the series and all of the resources that were mentioned.

We also want to make sure you all aware that we will have another Lessons from the Field webinar next week, Wednesday, September 21st. This is the third in a series of webinars focusing on Transforming Youth Together: Understanding the Connection Between Substance Use, Mental Health, and Student Learning. This one will be focusing in on how we can secure and leverage funding to support these programs in schools.

Again, thank you so much for working together and coming to the webinar to support students' health and safety in the schools and creating those safe learning environments. Lastly, I'd like to encourage you to click the link that's now in chat to complete the feedback form. We take your feedback seriously, and your feedback provides us information on what we can provide to you in

the future. The Lessons from the Field webinars come from you, from the field, and we bring our experts back to speak with you about the topics you're interested.

In addition, please visit the website for today's presentation which will be posted, and you can listen to the archived presentation there and share it with colleagues who might be interested in the topic. The slides and the speaker bios are already there, and the recording and the resources will be there shortly.

Thank you so much for your time today. We appreciate each and every one of you. We're grateful that you are committed to creating safe educational environments for our young people. Have a wonderful rest of the day.