

January 14, 2005

DIRECTIVE: JOB CORPS PROGRAM INSTRUCTION NO. 04 -10

TO: ALL JOB CORPS NATIONAL OFFICE SENIOR STAFF
 ALL JOB CORPS REGIONAL DIRECTORS
 ALL JOB CORPS CENTER DIRECTORS
 ALL JOB CORPS CENTER OPERATORS
 ALL NATIONAL TRAINING AND SUPPORT CONTRACTORS
 ALL OUTREACH, ADMISSIONS AND CTS CONTRACTORS

FROM: GRACE A. KILBANE
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 Office of Job Corps

SUBJECT: Increasing Student Safety and Sexual Assault Awareness and
 Prevention

1. Purpose. To increase student safety among Job Corps students through enhanced awareness of sexual assaults, and increased efforts to prevent sexual assaults.

2. Background. Despite reports that sexual assault has declined in recent years it continues to be an area of concern, especially for Job Corps-aged youth. In 2002, 247,730 people were raped or sexually assaulted in the United States¹. This represents a 24.6 percent drop over the previous 2 years. Other sexual assault statistics of interest include the following:

- In 2002, 87 percent of rape/sexual assault victims were female, and 13 percent were male.
- Among female rape victims, 44 percent are under the age of 18.
- Date rape incidents are most prevalent in the 16 to 24 year old age group.
- Females 16 to 19 are four times more likely than the general population to be victims of rape, attempted rape or sexual assault.

¹ All statistics are from the National Crime Victimization Survey unless otherwise noted.

- Forty-eight percent of all rapes reported to rape crisis centers are committed by acquaintances; alcohol and drugs were reported as being a factor by 55 percent of victims and 73 percent of assailants.²

The Job Corps Significant Incident Reporting (SIR) system records data for sexual assault and sexual misconduct incidents. In PY 03, 76 incidents of sexual assault/misconduct by a Job Corps student were alleged; 39 percent of the alleged incidents occurred off-center. These numbers do not include the incidents of sexual assault/misconduct committed by non-Job Corps students. The average age of Job Corps sexual assault victims was 18 years and, of Job Corps perpetrators, 19 years. Approximately 50 percent of alleged sexual assault incidents for PY 03 were committed by non-Job Corps students. Data collected for the first quarter of PY 04 indicates an increase in the number of alleged sexual assaults when compared with PY 03 data. The following table compares Job Corps data on sexual assaults to national data.

Sexual Assault Statistics	
Job Corps data:	1.48 incidents per 1,000
National data ³	19.6 incidents per 1,000 (women age 16-24) 1.1 incidents per 1,000 (men and women over age 12)

Special Populations

Males

While the majority of Job Corps sexual assaults involve females as victims, there is a growing concern about male victims. Many do not hear about the topic of male sexual assault. According to the Prevalence, Incidence and Consequences of Violence Against Women 1998 survey, about three percent of American men, a total of 2.78 million men, have experienced an attempted or completed rape in their lifetime. In 2002, one in every eight rape victims was male.

Students with Disabilities

Research indicates that most people with disabilities (especially developmental) are at a substantially greater risk of sexual assault than the general population. Nearly all of the assailants are known to them.

Sexual Orientation

Because of the continuous stigmas associated with being gay or lesbian, such students may be less likely to report sexual assault. Sometimes sexual assaults on gay and lesbian students is a form of bashing motivated by fear.

² National Center for Victims of Crimes.

³ National data is from the 2002 National Crime Victimization Survey (NCVS).

3. Action. Job Corps currently has a sexual assault policy that requires each center to:
- Have a program on sexual assault prevention, counseling, treatment and follow-up care;
 - Develop a sexual assault response team (SART) that involves center staff and outside resources; and,
 - Report sexual assaults immediately to law enforcement authorities and to the National Office through the SIR system (PRH-6: 6.11, R6).

In addition, Job Corps maintains a zero tolerance (ZT) policy for violence and drugs. Sexual assault is a level 1 offense that results in separation from Job Corps.

No uniform approach to sexual assault prevention exists. Differences in geography, culture, gender, age, sexual orientation, and disability status require centers to tailor their sexual assault prevention programs to their student population. However, listed below are some general suggestions for what centers can do to educate staff and students and increase prevention efforts.

Center Level Prevention Efforts

Centers can proactively work toward preventing sexual assaults through the following activities:

- Develop a common vision and policy regarding violent behavior to educate students and staff and prevent sexual assaults. The ZT policy for violence should be clearly explained to students and staff and administered consistently and fairly. Students cannot be expected to take sexual assault and other violence seriously if the center enforces rules inconsistently. Center staff should hold dorm meetings to review center policies and consequences for sexual assault and other violent behaviors.
- Devise clear policies that protect students who intervene in such situations from retaliation by peers or staff.
- Provide information to students regarding high-risk areas off-center. Conduct an environmental risk assessment by simply walking through the center and identifying past incident locations and high-risk areas. Once these locations are identified, increase lighting or decrease landscaping to make it safer.
- Ensure that there is a fully functioning SART that has been trained by the local rape crisis center or the state sexual assault coalition office. The team should be trained to know the relevant state laws and policies, prevention strategies/techniques, and early warning signs; deal with disclosure and confidentiality; develop community resources for victims; and to evaluate the program (if possible). These trainings should be documented.

- Change the perception of the SART's role. On many centers the SART is seen strictly as a response team and not a prevention team. Adequate staff time should be provided to ensure the SART is functioning fully and effectively to provide sexual assault prevention and response.
- Develop a budget for the SART that allows the team to purchase prevention brochures/posters, or other prevention curriculum; develop a peer educator team; attend local trainings; and develop a simple evaluation questionnaire.
- Develop a center strategy to infuse prevention topics into the program once a sexual assault prevention curriculum has been identified and purchased. The counseling department could include the topics with the social skills trainings; integrate the topics with existing student-focused groups in the trainee employee assistance program (TEAP), counseling, residential living, vocation, education, etc.; appoint peer educators with support from counseling and SART to implement the curriculum in each dorm; or consider partnering with the local rape crisis center to co-conduct prevention groups with the peer educators on center.

SART Staff Members

- Include sexual assault prevention as part of the team's activities. Consider developing a fact sheet on sexual assault and date rape and a brochure that includes the warning signs and prevention suggestions listed in this program instruction. Any fact sheets or brochures should include information about how to contact the SART.
- Seek out local community resources to strengthen the SART program, especially support services for victims and prevention speakers.
- Consider developing a sexual assault prevention and response peer team composed of positive peer leaders on center. Contact the Bacchus and Gamma Peer Education Network (www.bacchusgamma.org), an international association of college- and university-based peer education programs dedicated to alcohol abuse prevention and related student health and safety issues, for information/suggestions on establishing peer teams. The local rape crisis center or university/college may also be helpful. See *Student Training-Awareness* below for more information.
- Provide information to students about the SART during the career preparation period. Students should receive information on how to access SART services and the role of confidentiality.

Staff Training

Each Job Corps center should provide 5 hours of training per year on health and mental health issues related to adolescents. Training should include sexual assault prevention and response, behavior management system, ZT policy, sexual harassment and all social skills training, intervention techniques, and safety issues. In addition, all new center employees are required to participate in an orientation program within their first 90 days on center that covers the above topics. This training should be documented and enforced by the center director.

All staff should be encouraged to integrate the information they learn about sexual assault awareness into their respective departments when appropriate. Look for possible ways to disseminate this information during academic and vocational instruction.

Student Training-Awareness

Peer education programs are the best models to raise awareness about the nature of sexual violence; to educate students about making healthy choices in relationships; and to reduce the risk of sexual assault. Peer educators can be powerful voices for discussing highly sensitive topics such as sex, alcohol, drugs, and sexual violence. The center should offer structured *awareness* peer groups that cover the following areas:

- Rape
- Incidence of sexual assault
- Early warning signs of sexual violence
- Attitudes, myths, and rape
- Special populations and sexual assault
- The law and date rape
- Facts about date rape
- Causes of date rape
- Definitions of sexual assault
- Effects of media on sexual assault/date rape
- Relationship among sexual violence, alcohol, and drugs
- Cultural beliefs about power, sexuality, and violence
- Rohypnol (flunitrazepam), the date rape drug

Student Training: Skill Building

Be sure to demonstrate sensitivity to the male student's feelings of being blamed. All topics/strategies should apply to both males and females. Once students understand all of the above topics, the focus should shift to developing the skills needed to reduce vulnerability to sexual violence.

All students receive mandatory training in handling personal relationships, expressing and responding to anger, exerting self-control, and living with laws and norms in the required Social Skills Training (SST). The following is a list of suggested *skill building* topics to include in student trainings.

- Recognizing the difference between passive and assertive responses
- Recognizing mixed signals in relationships - no means no
- Brainstorming ways to avoid date rape at the center and off-center
- Practicing “what if” situations to reinforce ways to avoid date rape
- Recognizing a healthy relationship. What does it look, sound, and feel like?
- Helping male students learn alternative, nonviolent ways to express masculinity
- Responding to sexually aggressive behavior when others display it to a third party in your presence; changing bystander behavior
- Supporting victims

Student Training: Sexual Assault Risk Reduction Behaviors

- Use female self-protection skills.
- Be assertive if another individual’s behavior makes you feel uncomfortable.
- Do not isolate yourself with someone you just met, especially if he/she stands too close and seems to enjoy your discomfort; gives you intimidating stares; calls you names with which you are uncomfortable; blocks your way or follows you; touches you by accident in intimate places; becomes hostile when you do not agree with them; and ignores what you say, or talks as if you are not there.
- Do not over consume alcohol or use drugs.
- Arrange to always have return transportation to the center to avoid relying on someone you do not know well. Inform a center staff person of your destination in the event that they need to come and get you.
- Trust your feelings; if something does not feel right, leave. If you feel like you are being pressured, you probably are.

- Believe in your right to set sexual limits for yourself. Learn how to communicate these limits and say no when you mean no and yes when you mean yes.

Prevention Skills for Male Students

- Know your sexual limits. Be aware that peer pressure can affect your decision-making ability. Remember, it is acceptable not to have sex.
- Accept that when a woman says “No” she means it.
- Never assume previous permission for sexual contact applies to a current situation.
- Assuming that someone wants sex is not the same as knowing for sure. The other individual should communicate clearly as to whether or not he/she wants to have sex.
- Do not use peer pressure to reinforce negative behaviors about women and sex.
- Never force someone to have sex. Be aware of and consider the center and legal consequences of non-consensual sex. Also, having sex with a minor is a felony offense in most states.
- It is never permissible to have sex on center.

Other

- Ensure that sexual assault prevention is an ongoing initiative. A one-time presentation is not sufficient or effective in preventing sexual assaults.
- Be aware of cultural differences that affect personal interactions among youth.
- Make sure prevention information is available in other languages.

The problem of sexual violence must be faced proactively to implement prevention strategies on center. Include these suggestions as part of the SART. The attachment lists sexual assault resources to assist in implementation of all aspects the center’s program.

4. Expiration Date. Until superseded.

5. Inquiries. Any inquiries should be directed to Barbara Grove, RN, at (202) 693-3116, or emailed to grove.Barbara@dol.gov.

Attachment