

DELTA FOCUS Stories: Lessons Learned from 3 community-based initiatives

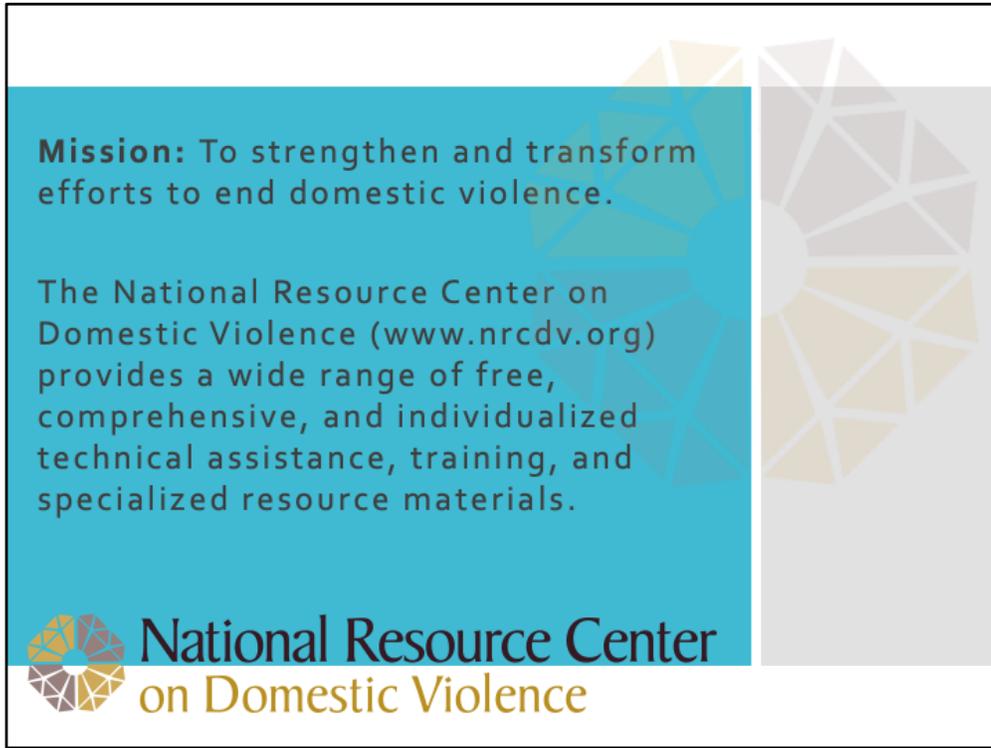
Welcome to today's webinar!

September 12, 2019



Good afternoon. My name is Casey Keene. I'm the director of programs and prevention for the National Resource Center on Domestic Violence. Thank you so much for joining us today and welcome to our webinar DELTA FOCUS Stories, Lessons Learned From 3 Community-Based Initiatives.

Today we're going to hear from preventionists and change makers in Alaska, Rhode Island and North Carolina about their successes, surprises, pivots and points of learning along their journey.

The graphic features a large, stylized sunburst or geometric pattern in shades of blue, yellow, and grey on the right side. The text is set against a blue background on the left.

Mission: To strengthen and transform efforts to end domestic violence.

The National Resource Center on Domestic Violence (www.nrcdv.org) provides a wide range of free, comprehensive, and individualized technical assistance, training, and specialized resource materials.

 **National Resource Center**
on Domestic Violence

Before we begin today's presentation I would like to share a bit about NRCDV and PreventIPV's work. So NRCDV or the National Resource Center on Domestic Violence our mission is to strengthen and transform efforts to end domestic violence and we do so by offering a wide range of technical assistance, training and resources at no cost.



All of the work that we do is grounded by our we stand statement. I'm going to take a moment to read it.

We stand with individuals and groups who have been targeted, degraded, threatened or marginalized because they are Native Americans, people of color, immigrants, women, Muslims, LGBTQ, or people with disabilities.

We stand against white supremacy, racism, misogyny, anti-semitism, homophobia, transphobia, xenophobia and all other forms of structural oppression.

We stand with survivors of domestic and sexual violence especially those most vulnerable and with limited access to services and protection.

We stand together in celebration of the rich diversity of people in this country and the vitality and strength they bring to our communities and society.

We stand with those who embrace self care and community connection as necessary and powerful for social change. And we stand with other activists and organizations who continue to work passionately for gender, racial, economic and social justice for all.

So we stand with you, and we -- in everything that we do here at NRCDV we ground

our work in these statements.

Especially in our prevention work.

Key Initiatives & Special Projects

VAWnet



SAFE HOUSING
PARTNERSHIPS

preventIPV
tools for social change

DOMESTIC
VIOLENCE
AWARENESS
PROJECT

ACE-DV

RHY
TOOLKIT

DOMESTIC VIOLENCE
EVIDENCE PROJECT

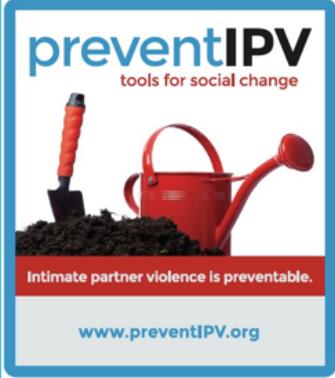


COMMUNITY BASED
PARTICIPATORY RESEARCH

So we do a lot of work across a lot of different areas here at the national resource center, and this slide just gives you a little snapshot of many of our special projects and initiatives.

Advancing a unified national prevention agenda.

The PreventIPV project promotes strategies, tools, and lessons learned by state/territory and community-based prevention programs across the United States.



preventIPV
tools for social change

Intimate partner violence is preventable.

www.preventIPV.org

preventIPV
tools for social change

Today we're here because of the PreventIPV project.

PreventIPV is guided by IPV prevention council, a voluntary association of domestic violence coalition working in partnership with allied national organizations to advance a comprehensive national prevention agenda. The PreventIPV website offers prevention strategies, tools and lessons learned to support prevention across the country.

NRCDV believes prevention is possible and in order to accomplish real social change we must move people to action.



That's why our domestic violence awareness project promotes the equation Awareness + Action = Social Change.

We promote this during domestic violence awareness month and all throughout the year because it's an integration of prevention and awareness work.

*I love this quote from Colleen from the Indiana coalition when she said "Prevention requires us to **shift from a movement based on sharing information to one that shifts power.**"*

We're talking about transitioning our movement work to be action oriented.



As we shift to talk about the DELTA FOCUS project I'd like to take a moment to welcome our CDC partner to today's discussion. Dr. Jessie Crowell is a behavioral scientist in the division of violence prevention. She currently serves as a lead project officer for the domestic violence prevention enhancement and leadership throughout alliances, DELTA, impact program. Which addresses intimate partner violence prevention via the implementation and evaluation of community and societal level primary prevention strategies.

Before Jessie shares a few words with all of us, I would like to share some background information about NRCDV's role in sharing these lessons learned from the DELTA FOCUS project. So DELTA FOCUS which is an acronym for, bear with me, and major points if you know this by heart...



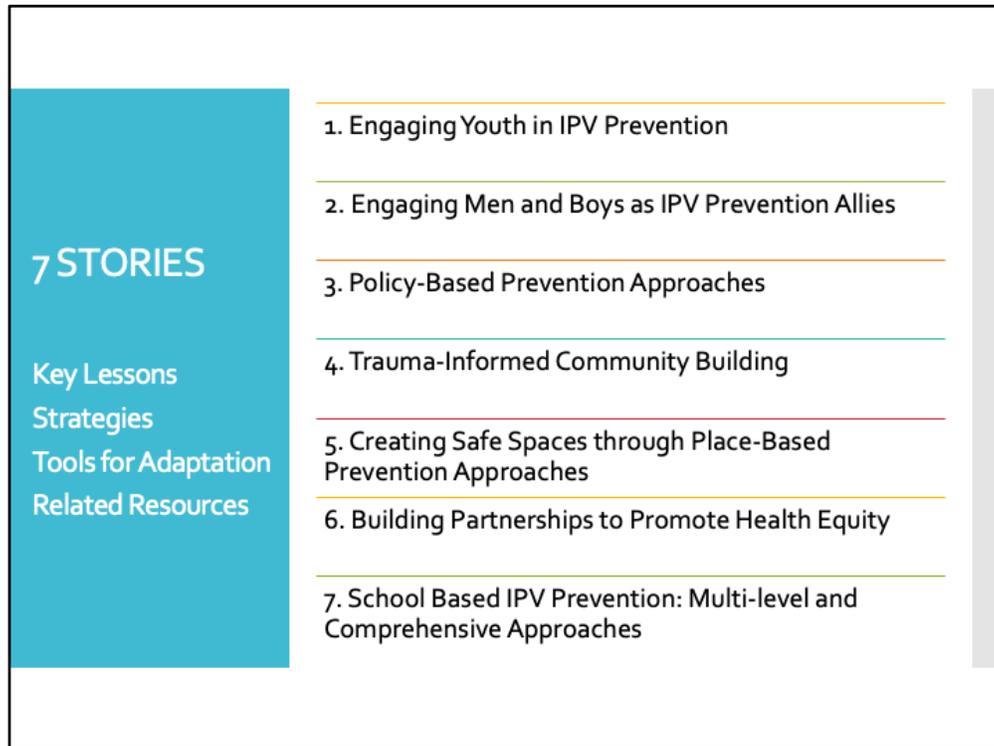
...the [Domestic Violence Prevention Enhancement and Leadership Through Alliances, Focusing on Outcomes for Communities United with States](#)

It's a mouth full.

This program was developed by the the Centers for Disease Control and Prevention (CDC) to identify promising community- and societal-level prevention strategies to prevent intimate partner violence (IPV).

The program funded 10 state domestic violence coalitions for five years which is from 2013 to 2017, and they were funded to implement and evaluate programs and policies to prevent IPV by influencing the environments and conditions in which people live, work, and play.

The CDC has partnered with NRCDDV to help share – to gather and share the lessons learned from this rich project, and so we're very happy to be doing so in a number of ways.



One of the ways is that we -- the CDC has organized and compiled these lessons -- or these key themes or stories into 7 different topic areas.

Each story includes key lessons learned and highlighted strategies, tools for adaptation and related resources from DELTA FOCUS grantees.

So you can see the 7 different topics here that are represented. For each of these themes when you go to the PreventIPV website, you'll find a full story, a summary, key lessons learned will be pulled out for highlighted strategies for how you might adapt those same practices In your program. There's highlighted projects you can look at. There's related resources. All kinds of materials are available so that if you're interested in replicating some of these ideas and projects, you can have the tools that you need to do so.

*We must invest in efforts to engage in **community-level work** to build **community cohesion** as part of our prevention strategy.*
– Lucy Rios, RICADV

1. Prevention work is broad and expansive.
2. Prevention work must be integrated into all that we do.
3. Community partnerships are critical to reaching our prevention goals.
4. Prevention can and must be trauma-informed.
5. Effective changes to policy and practice must include voices at all levels.
6. Prevention work is both challenging and fundamentally just.

Overarching Lessons Learned

So the DELTA FOCUS coalition shared 7 key overarching lessons from their work. Our hope is that these lessons really validate and reinforce what you already know about prevention work so I want to take a moment to review them.

1. Prevention work is broad and expansive.
2. Prevention work must be integrated into all that we do.
3. Community partnerships are critical to reaching our prevention goals.
4. Prevention can and must be trauma-informed.
5. Effective changes to policy and practice must include voices at all levels.
6. Prevention work is both challenging and fundamentally just.

If you want to read more about kind of how those lessons play out for the different coalitions, we have all kinds of beautiful quotes.

One I highlighted here from Lucy Rios says we must invest in efforts to engage in community level work to build community cohesion as part of our prevention strategy.

That community building is prevention work.



So I would like to give Jessie a moment to reflect on [indiscernible] [coughing]. So Jessie if you wouldn't mind sharing what thoughts you have on PreventIPV and how it has shaped the CDC work and what's coming next.

Jessie.

>> Thank you, Casey.

Thank you all for being on this important webinar.

We're so excited to hear all about these stories and we're excited that they're being written and shared with everyone. So I was actually hired on as a project officer in the very last year of DELTA FOCUS, and during that time I worked with compliance officers on DELTA FOCUS to develop the final reporting template and to help aid grantees in telling their final stories for the end of the project.

And in speaking with DELTA FOCUS grantees and CDC staff and leadership, I along with some of my other colleagues started developing the plan for the next iteration of DELTA which as Casey mentioned is DELTA Impact.

So DELTA Impact uses lessons learned from focus and we are happy that the science officers and the focus grantees have put together these stories that are shared for

DELTA Impact recipients and the rest of the IPV prevention field. DELTA Impact continues to fund state domestic violence coalitions to implement many of the same approaches that you're going to be hearing about today so for example for youth engagement several of our recipients are implementing approaches that include engaging youth such as improving safety and monitoring in schools through programs like shifting boundaries, building level intervention or also through men and boys as allies and prevention approaches through programs like boys run in Alaska.

Other men's engagement work includes boys into men which is being implemented by several of our current recipients, and in addition some are implementing novel programs or new programs that are not included in our technical package that we're super excited about such as Ten Men in Rhode Island and the new play book in Ohio.

And finally several of our recipients are working on policy based prevention approaches designed to strengthen economic supports for families including wage equity work, comparable worth policies, paid leave and increasing access to benefits just to name a few.

So thank you again so much, Casey. Thank you NRCDV for organizing this and putting this together. We're excited to showcase the important work that went into DELTA FOCUS and the lessons learned that have come from that, and we here at the CDC are excited for the collaboration, the learning and the enhanced practice that will come from sharing these stories.

So thank you very much.

>> Thank you so much, Jessie.

Really appreciate you being here and the work that you're doing there at the CDC. Yeah, we're super excited too, ...

Welcome Today's Guests!

Sitkans Against Family Violence
SAFETY.
RESPECT.
COMMUNITY.
907-747-3370

Julia Smith & [youth leaders]
Sitkans Against Family Violence
Youth Engagement

RI COALITION AGAINST DOMESTIC VIOLENCE

Krista D'Amico & Cynthia Roberts
Rhode Island Coalition Against Domestic Violence
Men's Engagement

NCCADV

Deena Fulton & Kari Thatcher
North Carolina Coalition Against Domestic Violence
Policy-Based Prevention

...so let's just jump right into it and get to our presenters.

I'd really like to welcome today's guests who have generously agreed to share their experiences with us in the areas of youth engagement, men's engagement and policy-based prevention. So we'll be hearing from Sitkans against family violence, the RICADV and the North Carolina coalition against domestic violence. First to share their youth engagement work I'd like to introduce -- let me just advance the slide here.

I'd like to introduce Julia Smith, Cora Dow, Esther Burdick and Sam O'Brien. Let me take a moment to read the bios because these are amazing people.

Julia Smith is the prevention director at Sitkans against family violence in Sitka, Alaska, where she's work for the last 14 years on the development and implementation of primary prevention programs. She started the local prevention coalition pathways to a safer Sitka over ten years ago and has been using the collective impact framework to mobilize partners and the community in systems level work -- systems level change.

Julia is also the founder of Sitka youth leadership committee, we'll hear from some members today, which has worked to promote diversity, equity and healthy relationships among teens for the last ten years.

Welcome, Julia.

>> Thank you.

>> We also will be hearing from Sam O'Brien who is one of the Sitka youth leadership committee's two adult mentors. Originally from New Jersey Sam graduated from Amherst College in 2018 and moved to Sitka shortly after to take on a fellowship position SAFD.

Since then she has transitioned into the full-time position of youth development coordinator through which she focuses on supporting, is it an acronym we say SAFV?

>> Yes.

>> Okay, their youth prevention programs including FYSC, and healthy relationships in the Sitka high school. So hello, Sam.

>> Thank you.

>> We also have Esther with us who is a 16 year old junior who was born and raised in Sitka, Alaska. She enjoys reading and writing as well as advocating for topics she is passionate about. In her spare time she likes to train and perform with the local cirque -- how do I pronounce that word?

>> Cirque.

>> Awesome.

Multitalented. Esther is part of FYLC because she wants to help build a better world for those who come after her. So welcome Esther.

>> Thank you.

>> We also have Cora Dow who is a senior at Sitka High School in Sitka, Alaska. After graduation she plans to attend college and pursue a career in education. She loves to tutor students at her school. One of her favorite parts of FYLC is the peer education program, but the best part of FYLC is the support system that gives her the confidence to be an active member of her community.

Community building is what it's all about. So thank you, Cora.

>> Thank you.



>> All right. So I'll pass it over to you. Take it away, please.

>> Thanks so much for that introduction, Casey.

We're very excited to be here today and to talk about the the Sitka youth leadership committee which is one of our longest running prevention programs here at SAFV.

SAFV or Sitkans Against Family Violence is a local CCR of the DELTA funding and we've been the recipient of that funding for DELTA funding for over 15 years so longer than I've worked here.

SYLC -- Who are we?

A group of students from around Sitka who are committed to promoting equity and diversity in Sitka and throughout Alaska.



And SYLC started over ten years ago, and it started under some DELTA funding two or three grant cycles ago. Just to give you a little bit of what we'll be talking about today, we're going to give you a little overview and history of the youth leadership program.

We're going to share some processes and strategies that have helped us succeed for the past ten years and hopefully you'll walk away with some tips on how to replicate a similar program if you're interested.

We're going to go over our core philosophies and structures and the processes we use to help identify projects that will help us reach our goal and also the structure that we've instituted to help with overall functionality for the group, and then I'll talk about the most recent projects and the impacts we're having in our community and even statewide and finally we'll share some lessons learned and some of the changes and adaptations we've made over the years to improve our efforts and ultimately reach our goals.

And just so briefly Sitka is located on a remote island in southeast Alaska so you can see it's in the Alaskan panhandle and we're located on the Tongas national forest as well as Alaska native land so Sitka people have lived in Sitka for thousands of years.

>> And it's also important to note that back in 2012 the University of Alaska

Anchorage and the council on domestic violence and sexual assault conducted the Alaska victimization survey in Sitka where we found that over 48% of adult women have experienced intimate partner violence or sexual assault or both in their lifetime and the statewide numbers are over higher at 50% so we know we have some work to do.

And in Sitka one of the ways we're addressing domestic violence and trying to prevent it is collaborating across partners.

Our coalition pathways to a safer Sitka started in 2008 and we've been working collaboratively across our community to prevent first-time occurrences of violence. And this is our comprehensive prevention plan. Our vision over the years has broadened to include addressing the root causes of violence and shifting those environmental factors that contribute to the problem in the first place.

So we really emphasize equity in our work and changing systems so that all individuals have access and support to reach their full potential. And these are our four goals under that prevention community prevention plan and the Sitka youth leadership committee falls under goal two which is in after school settings to support positive peer culture.

>> So SYLC is rooted in the positive youth development theory which basically outlines stepping stones needed to ensuring youth are successful in your program. So the primary thing is establishing a setting and climate in which you feel safe and a sense of belonging and from there we can encourage connections, bonding and positive relationships and then from there meaningful engagement becomes possible so you feel empowered to build skills and take on responsibilities and leadership roles and like really share their voice, opinions about things.

>> Yeah, so we're going to kind of start off with an overview of the origins of SYLC and what we're really committed to doing. We started out with the goal of promoting and increasing positive relationships between the schools in Sitka of which there are three high schools, and the youth in it the group during the early years felt that one of the biggest issues among youth in Sitka at the time was the division and negativity between the high schools.

Since then our mission has evolved based on group interest, and so we -- where we are now is we're kind of working on examining social structures in our community and society, breaking down systems of oppression, celebrating diversity and healthy relationships and working on education for that.

And how people relate to each other on micro and macro scales, so we are a group of students who are committed to promoting equity and diversity in Sitka and

throughout Alaska.

I personally joined SYLC because the peer educators came to my classroom freshman year and I had known about SYLC for a really long time just because my dad is involved with prevention work around town, but I like was really interested in what they were doing in my classroom and I wanted to be part of that.

>> And I joined SYLC because Esther texted the group chat we were in and she encouraged me to join and I saw posters and it made SYLC look really cool so I joined right away.

SYLC's Philosophy

Create space for youth voices

Ensure youth are at the forefront of what we do



The image contains two photographs. The top photograph shows a group of people sitting in a circle in a room with a projector screen, engaged in a discussion. The bottom photograph shows four young women standing together, looking at a poster or document held by one of them.

Okay. So our main philosophy at the core of what we do is that we need to ensure that youth are the forefront of everything. So our youth in the program have a voice in every single campaign we've developed and every poster and every design for those posters, and we basically come up with all the ideas while the adults are just the support system.

Building a positive atmosphere

- Check-ins
- Games
- Guiding Principles



>> Yeah, so one of the most important things that we do in our group is to create our positive atmosphere which is the bottom of the framework that Sam was kind of telling you about. It's really important for us to feel like we belong and that we're connected to each other and to our community and that we're free to be ourselves and so we have a number of ways that we create this positive atmosphere.

Guiding Principles

- **Everything** originates from youth ideas
- Encourages engagement and respect

Values:

Inclusiveness|Integrity|Diversity

Empowerment|Friendship|Acceptance

Equity|Nonviolence|Respect

The first being that we have a set of guiding principles so we know what is expected of us and what we can expect from other people in the group as well as we have things like check-ins at the start of every meeting to kind of like help get things off our chest so we can really focus on the work that needs to get done rather than something that happened at school or whatever. We also have games and, you know, icebreakers and things to get to know each other and get our energy up or get more - - [doorbell sounding] -- about the work that we're doing.

We also have incentives so at the end of the year we get stipends, we get gift cards and things like that, but it's not frivolous because it's what keeps us coming back like knowing there's some community is and what makes all the difference and is why we're excited to do the work that we do.

Youth v Adults in SYLC



Youth:

- Making decisions
- Dreaming up projects
- Facilitating
- Making connections
- Face of SYLC



Adults:

- Asking open-ended questions
- Allowing youth ideas to flow
- Guiding -- **not** paving -- the way
- Teaching skills



>> So there are kind of two extremes for adult allies. One is that adults make all the decisions and youth don't really have any input and the other is that adults kind of get the group together but then don't do anything, which then nothing would get done.

So we kind of created a balance with that so Sam and Julia are our allies and they're kind of the facilitators, but within the meetings the youth make the decisions and dream up projects and even facilitate and we really -- the youth really make the connections between the community and we are the face of SYLC and the adults and just asking open ended questions, they allow our ideas to flow and they guide and don't pave the way.

How does SYLC function?

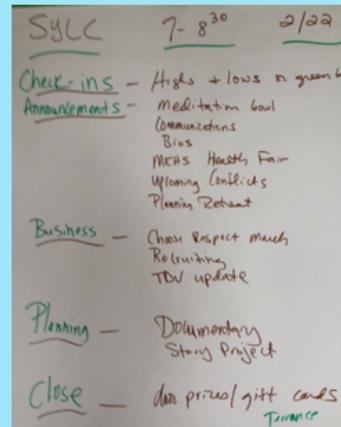
Meeting Structures

Weekly meetings & Monthly extended workshops

Rotating Roles (meetings): Facilitators, meditation bowl

Permanent Roles (yearly): Contract orienter, admin intern, media intern

Name	Email	Phone Number	9/12	9/19	9/26	10/3	10/10
Christine Swadlow	christine@syllc.org	(971) 236-6626	E	E	E	P	P
Naura Fields	naura@syllc.org	(507) 217-7267	E	E	E	E	E
Christine Johnson	christine@syllc.org	(971) 236-6626	P	P	P	P	P
Makayla Myers	makayla@syllc.org	(971) 236-6626	P	P	P	P	P
Aani Perkins	aani.biorika@gmail.com	(971) 599-0398	P	P	P	P	P
Delaney Stafford	delaney@syllc.org	(971) 236-6626	P	P	P	E	E
Coli Tebeard	colitebeard@syllc.org	(971) 236-6626	E	E	E	E	E
Christine Swadlow	christine@syllc.org	(971) 236-6626	E	E	E	E	E



And so during meetings youth have roles as interns, facilitators, orienters, and then there's a meditation role that we're -- we're getting off topics. So youth really are the core of SYLC and of everything we do.

>> So we talked a little bit about how youth are making decisions and are the face of SYLC, so this is just an example of how youth inform some of the structures that guide SYLC in all of our work.

So from the name of the group to the mission to the vision and purpose and the core structure youth have made those decisions, and so I being the adult – the one adult in the beginning came in with prompts or questions to help them think about the kind of values that they wanted to uphold as a group collectively, both individually and as a group.

So at the bottom of the slide here you'll see some of our values that we reference and we work really hard to hold up together, and then I also asked another prompt to help them think about what would get them to SYLC and what would keep them coming back, so they came up with these guiding principles and not only were things like food and fun critical but they also wanted to know that their time was being used well and they wanted to feel a sense of productivity at each meeting, so these are the things that guide us and youth determined those parameters.

>> Yeah, so now we kind of wanted to talk a little bit about how we start or projects and kind of like start to get things done.

At the beginning of the year, we start with what we call our needs assessment where we kind of look at the things that we see youth in our community struggling with or things that we ourselves are struggling with, the current messages that we're receiving from society and then we kind of narrow that down to our top concerns, and then coming up with better messages that we want to be receiving.

And so -- and then the changes that we want to see, we make sure that those line up with the values that we have created as a group. And so last year's goal was to use the power of words to help all people and schools feel connected and equally valuable which we came up with after having a series of conversations about the struggles that we were seeing and then going to a statewide youth leadership conference to further discuss with other students in Alaska to kind of see like what struggles they were seeing in their communities and then we came up with three projects to help us reach that goal.

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Goals & Accountability

- Contract
 - Orientation tool; improves accountability
- Personal Goals
 - Tracks personal growth; Sets expectations for members & selves
- Activity Log
 - Tracks participation & boosts feelings of accomplishment

PERSONAL GOALS	To Succeed, I Need...
TJ Become a better more kind and patient person while getting to know myself more and helping others.	MORAL Support, encouragement and maybe a few words along the way.
E Be more confident with my speaking and focus on SILEN's core values.	Support from SILEN members and coaches.
EB Hold myself to a high standard of leadership and uphold SILEN's core values without being too hard on myself.	Support from SILEN members to help me keep a perspective that I am not perfect but I can go -- and SILEN isn't afraid to make me feel I am being



ACTIVITY	PARTICIPANT INITIALS
Recruitment Presentation (LBS, SGA, PSLA)	AT, ME, EB
Orientation New Lead Workshop @ SGA	ES, DS, MR, APEB, ET, TS
Communication Coordination Session	TS, ME, MM
Political Organization	AP, TS
Lead on Participant	AP, ES, TS
Lead on Presenter	AP, ES, TS
Peer Education	AP, TS, ET, ER, ES, OS
Recruitment Presentation (New Lead)	AP, TS, ER, ES, LB, ET
Communication Coordination New Dec.	AP, TS, ER, ES, LB, ET
Political Organization @ SGA	AP, TS, ER, ES, LB, ET
Political Organization @ SGA	AP, TS, ER, ES, LB, ET

>> So once our youth have established their goals it's sort of like our job as adult facilitators is to help break down these big ideas into manageable tasks and achievable goals and so we'll spend some time putting together a timeline where the youth identify specific milestones that they want to achieve at certain times as well as the activities they want to accomplish throughout the year.

>> So we'll talk a little bit about the projects we came up with last year and that we're still working on.

>> So one of these projects that we came up with was the postcard project which began with one of the reporters from our local radio station came in and talked with us about media and how to influence the messages we see on media, and Esther talked a little bit about the changes we wanted to see in narrative so this project was really targeting those narratives on on social media.

We saw that only people were putting their best self forward and that might not have been their true self. So we want to emphasize that everyone is unique and everyone is equally valuable and we have parts of us that maybe not everyone sees but are equally valuable as the others. So we made these postcards that have a little bit of our story on them so they can be silly things or really deep and meaningful things to us and we posted them on social media to interrupt the flows of restrictive

narratives we saw so we put boxes around town and invited the community to add their stories and we would post those on social media.

>> Yeah.

Another one of our campaigns that we continued this past year from the year before was our equity campaign in which we worked on challenging views of societal power and the definition of an equitable world and how we can help create that and so we focused on power, oppression and privilege and kind of came up with the name of the campaign was know your power -- or know your privilege, share your power.

And so in -- last spring we had a panel discussion and released the materials that we made -- we made a video and posters and bookmarks that went along with the campaign, and we had panels and we got some really, really positive feedback from the community after we released the campaign.

>> And we have a link to that video that we'll share but it's about 7 minutes long. We didn't have time to share it during today's webinar.

>> So another one of our most important campaigns is our healthy relationship campaign which our goal is to make healthy relationships information more available to teens and to provide teens skills and tools to make more informed decisions for themselves. So we shared this info in a lot of different -- or in two main ways.

The first one being a healthy me healthy we campaign which we launched last February with posters and stickers in businesses around Sitka an animated version of our poster in movie theaters in Juneau. And the posters -- the campaign was actually picked up by the council on domestic violence and sexual assault, excuse me, and the posters and stickers were distributed in all middle and high schools throughout Alaska and there were social media adds on Instagram, YouTube and Snapchat and the total statewide reach of the campaign was well over 100,000 people. So we really made a big impact with that one. And then another way that we kind of get this information out there is --

>> Through education.

So we like to go into schools and tell students about these things, about healthy relationships, and we were thinking about branching out but for now it's just healthy relationships.

And our purpose is to get this message across and to feel like we're relating to teens instead of just adults coming in and telling them about these things. So we have some learning objectives and by the ends of a peer education presentation we hope that participants will be able to identify red flags in an unhealthy relationship, play a role in preventing teen dating violence whether romantic or just friendship.

Understand and interrupt the cycle of abuse. Know what resources are available. Identify their own rights and responsibilities in a relationship.

So all these things are also on the poster and again our goal is to make this message stick by repeating it as many times as possible.

>> And so the process of putting together a peer education theory sort of begins by putting together like a smaller group of our SYLC members so about four to five teens meet outside of the SYLC meetings and as the adult facilitator it sort of posed the question of what do you want your peers to know about healthy and unhealthy relationships so from there we established our learning objectives and then came up with activities that tied back to these learning objectives.

>> Just going back to the healthy me, healthy we campaign. Everything on the poster was created and informed by youth. We contracted with a professional graphic designer who facilitated the process. But they were and address needed more with teens.

So some lessons learned and changes and adaptations that we've made over the years.

Recruiting

- Individual Outreach
 - Talking to friends, presenting at StuCo meetings
- Publicity
- Visibility
- Develop a campaign



>> So over the years we have come up with more – with new and more effective recruiting strategies, and we developed a poster that resonated with youth to kind of get them involved and like want to join our group because in the beginning we were kind of just talking to people we knew and this way we can kind of broaden that horizon.

Oh, yeah, so and we're also always looking at who we don't have at the table, and so we're trying to increase diversity in our group and making sure that all voices are heard.

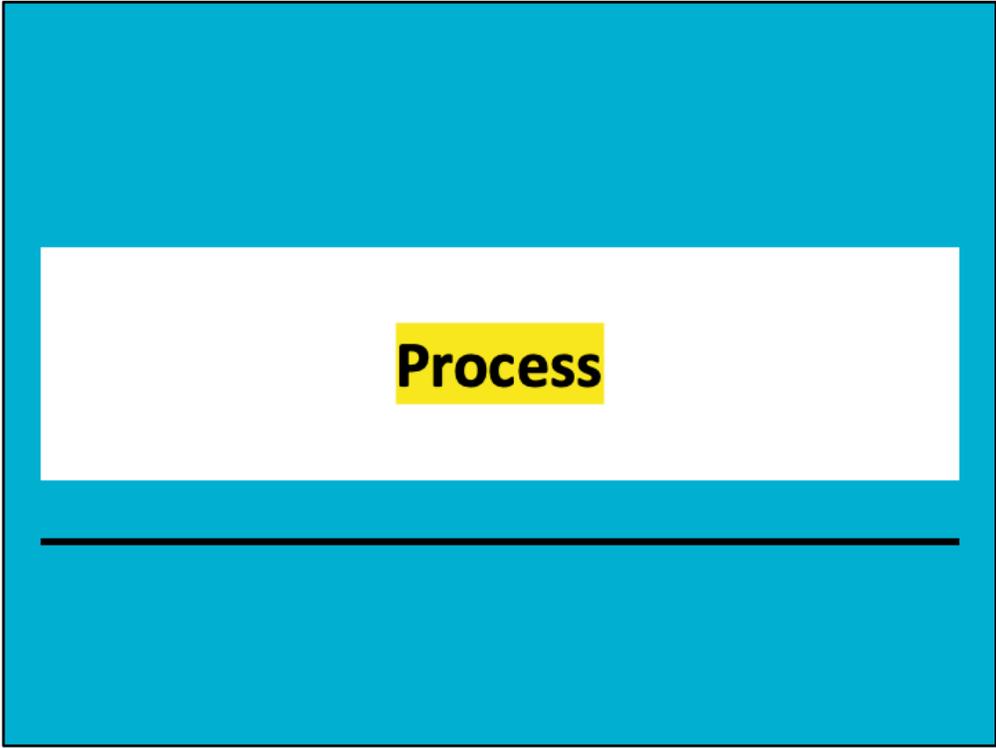
Application Process

1. Develop an application
 - a. Online & hard copy
2. Review applications
3. Make a Decision
 - a. Criteria -- driven by guiding principles
 - b. Group review
4. Orient accepted members w contract



>> Yeah, and so over the years we've also improved the functionality of the group by implementing a variety of systems that have been mainly spearheaded by We've put together a contract with an attendance policy so SYLC members know what they're sinning up from the very beginning. And we also have members write down personal goals at the beginning of the year that they can track and sort of check in with and at the end of the year they rate themselves on.

And we also have an attendance and activity log sort of tracks participation, and encourages more involvement of participants outside of regular SYLC meetings.



Our of order?

Early Stages

Youth Struggles	Current Messages	Top Concerns	Better Messages
drug/alcohol abuse depression pressure to grow up fast being pushed in a specific direction not comfortable sharing	"social justice warrior" "feminism" (and "dirty words") "it's just a joke" "why are you here so sententious" "OUR PRESIDENT"	making fun of mental health "it's just a joke"	"speaking up" to end the cycle of violence

NEEDS ASSESSMENT

LeadOn brainstorm

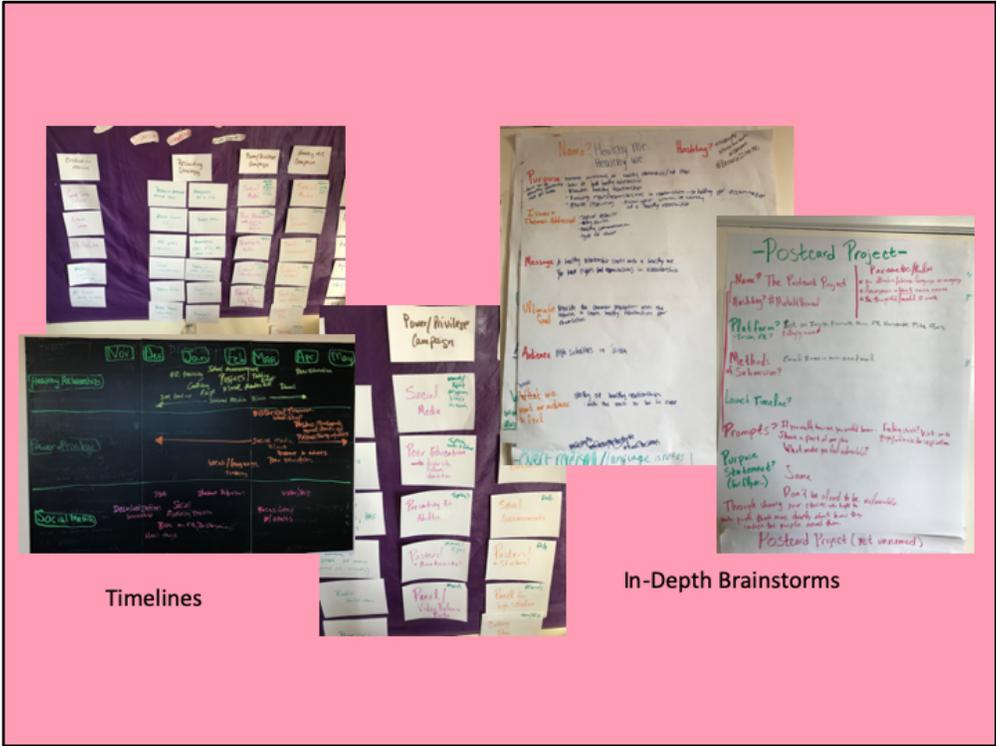
Sharing Out

Sitka

- Needs Assessment
- LeadOn planning tools -- identify goal for year
- Timeline, brainstorm outline for specific projects
- Periodic progress checks

Ensure that everything ties into our core mission as a group

Youth in my community vs I want youth in my community to...



Timelines

In-Depth Brainstorms

Broad tasks---> take tasks and break down in brainstorm phase

People break off into groups based on interests -- still collective effort

Stress attendance policy in ensuring that projects progress



>> Outside of regular SYLC meetings we have weekend workshops once a month. The schedule is very flexible.

We usually ask all the participants in SYLC when would be the best time for them. It used to just be during the week, but this is a recent thing that we've added. And our weekend workshops include internal trainings to increase knowledge or fill in knowledge gaps that our members of the group may not know about.

Project Planning



And we also have times for project planning so we break into small groups and get more things done, and then once we accomplish the things like writing a radio PSA, we come together and share what we've done with the rest of the group.

>> And these workshops have certainly helped us comprehensive with our approach in our work. Prior to the workshops we were doing more surface level activities.

This really deepened the work and increase the impact. So let's talk a little bit about the impact of SYLC. There are a number of ways that we are measuring change and measuring the impact of our work. As a group we debrief throughout the year on the different activities that are implemented. We assess how things are going, what changes may need to be made for next time so it will be even better.

At our events we survey the participants in the room and ask them what they're walking away with or how things went and some of -- if they've increased their knowledge in any way and then at the end of the year we have an end of year survey for all the SYLC members and we're certainly seeing that individuals are

walking away with more skills and feel more confident and feeling more connected to the community and their peers.

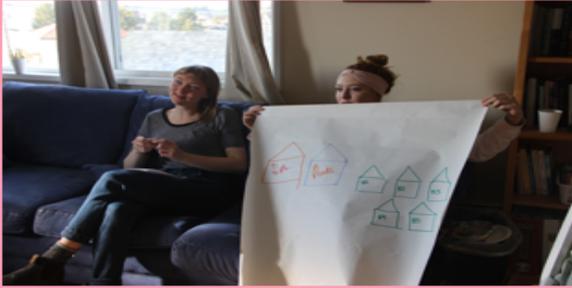
They're feeling like they have the skills to make a difference in their community. They're feeling more knowledgeable about the different issues that we are trying to address, and certainly a sense of belonging and feeling heard and valued within the group.

There's a quote up in the right from a student who just graduated last year.

Project Development



Internal Trainings



Healthy Relationships Campaign



Posters; people training to be peer educators

**A HEALTHY RELATIONSHIP
STARTS WITH
A HEALTHY ME**

My partner respects me, and my relationship supports my individuality. I am complete, with or without my other half.

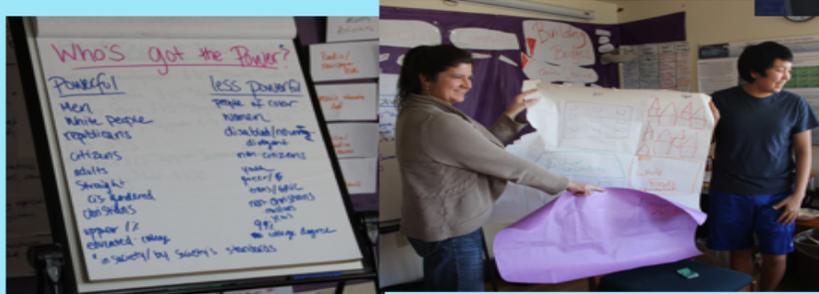
CDVSA

Alaska's Council on
Domestic Violence
& Sexual Assault



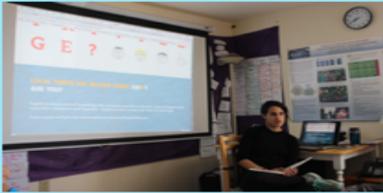
Equity Campaign

- Equity Workshop
 - Brainstorm; privilege walk; systems of power activity/game



- Developed elements of campaign
 - Poster
 - Panel discussion
 - Video

Finalizing Posters, Filming Video, Panel



WHO HAS POWER?

YOUTH ARE TALKING ABOUT IT.
ARE YOU?

TO JOIN THE CONVERSATION ABOUT EQUITY, VISIT
WWW.APOURTABLEAGENCY.COM



How to Move Forward

- Celebration
- Evaluation
 - Participant Survey
- Plans/Changes for next year
- End-of-year debrief



So I'll let you read that while Cora and Esther talk about what they are getting out of SYLC.

>> What I love about SYLC is how supportive everyone is. All the check ins and games we do makes everyone feel heard. Everyone is so nice and just help everyone else out and also when I first came I noticed we actually got things, which was really surprising to me for a group that's mostly youth led.

>> Yeah, and I -- it's really uplifting and heartening

for me to be able to come to a group where like I know that the other people want the same things in the community that I want and that like we're trying -- we're working for the same change.

It's really hard for me to read the news or hear about something that's going on and not like get really mad or sad or just upset but it's really nice to remember that there are other people who are working for the same things that I want to work for and that like I'm not the only person who feels the way I do.

>> So that's all we have today.

Thank you so much for your time and we're open to any questions now or later.

>> Wonderful. Thank you so much.

Your work is so impactful and so impressive and we're just so grateful to you for sharing, you know, your journey with us and everything that you've accomplished together.

And I think you just said it, you know. We are all working toward the same horizon, and that's what this work is all about.

So we actually did have a question come through from a participant. I wonder if you could take a moment to respond to it now.

So Bunny, hi, Bunny asked about -- I know you talked a little about the intentions around building diversity inside of SYLC.

So her question is, do non-traditional student leaders join SYLC? So she's talking about students who are perhaps stereotyped by the school or by teachers as rascals or those who tend to get in trouble, like those kinds of students. She says she knows a lot of programs target and recruit students who are already leaders or considered great student.

So has this come up for you?

>> I mean we have -- I think we have a really good mix of people who are already in traditional leadership positions like we've had student council members in the past, and we've also had people who this is their -- the first thing they've done leadership wise, you know, and everybody has something that they can bring to the table, and we're all working towards the same things and I don't -- it doesn't really make much of a difference.

>> Yeah, we have presented in places like student council and national honor society, but we also go into the schools during lunch and we pass out applications or brochures and talk to students. We have tables at health fairs and we get students to sign up that way.

With our new recruiting campaign the poster in the movie theater ad and the PSAs in

the paper and on the radio we get a few more students through those channels. And then there are a few teachers who actually direct students towards SYLC who think either they might be a good fit or they might benefit a lot out of the group so I think we have increased our outreach strategy so we can diversify the pool of folks and we're not just selecting people from the same background and skills.

And we think about who is not here, who needs to be represented. Typically that's boys and people -- students who are younger like freshmen and sophomores.

>> Sure, yeah, no, that's great.

Thank you so much for your intentional efforts there and for sharing your strategies with us. And thanks for your presentation.

I would encourage people to keep posing your questions in the chat. We will have time for Q and A at the end.

Oh, we did have one just come in.

Ann wants to know where do you hold the meetings with the youth? Where do you hold your meetings?

>> For the last ten years we've been holding them at the shelter. We have -- we've had a meeting space in the building for youth.

On the weekends we usually meet there as well, but sometimes we meet in a public space. Our building is currently under construction right now. We've been renovating and making it more conducive and safer for residents, and I don't think we're going to have the space there that we had before for the meetings.

But there's a youth -- or a teen center now in town so we're considering our options regarding space and where we will start meeting this next year.

>> Great.
Well --

>> We know it's important to have a comfortable space, couches and food and the environment for this type of group is really critical.

>> Yes, and access and transportation and all of those things.

>> Yes.

>> I just want to say I want to appreciate Esther and Cora.
I know you're probably missing school to be with us today so we're just so grateful.
Thank you for, you know, prioritizing this time with us. We really are appreciative.

>> Thank you.

>> Our busy students.



So let's transition and let's learn about men's engagement.

We have Krista D'Amico and Cynthia Roberts who are here to speak with us about their work to engage men and boys. Krista is the director of prevention at the Rhode Island coalition against domestic violence. A native Rhode Islander Krista has been a part of the RICADV team since 2013. Two years after graduating from the University of Rhode Island with a bachelor's of arts in English and a minor in communications.

In her current role Krista coordinates local and statewide activities for the prevention of intimate partner violence, overseeing the organization's prevention initiatives and related training.

Hi, Krista.

>> Hi, Casey.

>> We also have Cynthia Roberts. She's the empowerment evaluator for all programs across the RICADV with a primary focus leading evaluation, planning and implementation for RICADV's federally and locally funded primary prevention strategies particularly the Centers for Disease Control and Prevention funded DELTA Impact project which we heard Jessie talk a little bit about earlier today.

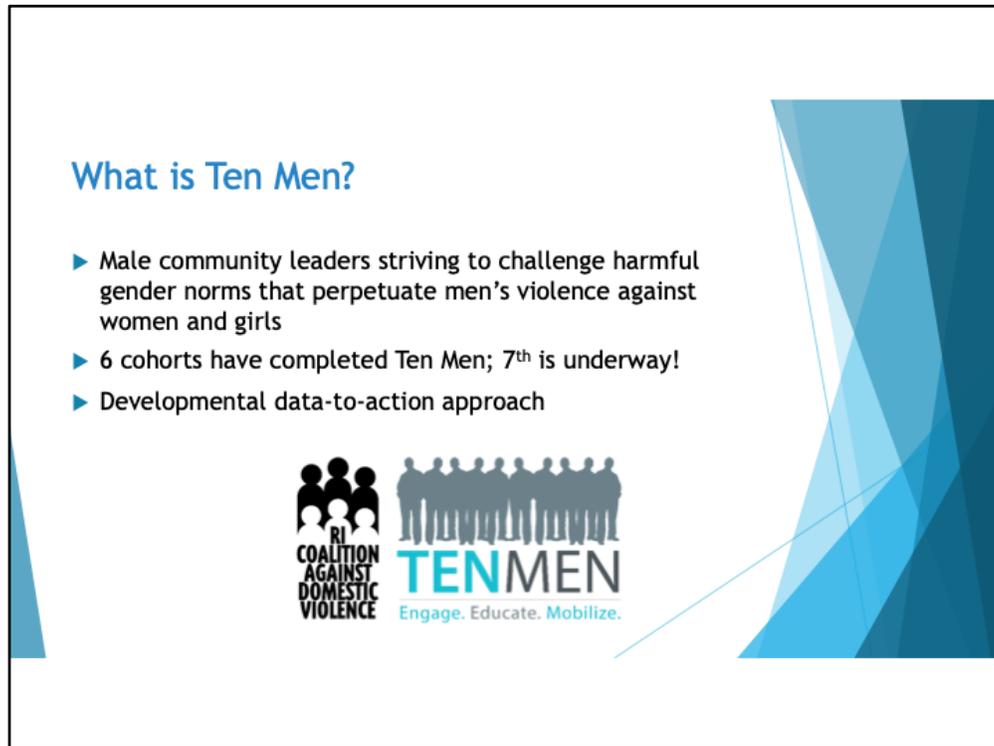
Additionally Cynthia provides empowerment evaluation support to the Newport health equity zone and technical assistance to local, state and national partnering organizations.

So Krista and Cynthia, thanks so much for being here, and you can take it away.

>> Wonderful.
Thank you so much.

>> Thank you.
Happy to be here.

>> It was really inspiring to hear from the youth activists and staff from SYLC and we're really looking forward to hearing from our colleagues in North Carolina as well while we're co-presenting today. It's really nice to be able to be here to listen and learn from you all.



So a little bit about ten men.

It's our statewide prevention initiative that engages local male community leaders in challenging social norms so really the harmful gender norms and privacy norms that contribute to the problem of violence against women and girls.

And ten men members works to raise awareness through campaigns in multimedia.

They also advocate for policy change. And they really work to engage their spheres of influence and their communities in community-based solutions for violence against women.

So six cohorts have completed ten men and the 7th is currently underway. We just held a retreat with our newest group last Saturday so we're just coming off of that awesome rich experience.

Do you want to speak a little bit about the data action?

>> Sure.

So as Krista said, we're into our 7th year now of implementing this strategy, and it's really been a developmental approach to the work so during the DELTA

FOCUS funding the task really was to develop the work and then implement it and iteratively evaluate it to figure out what the key elements are and now under our current funding we're kind of in a deepening phase of that, but those first five years were extremely iterative and developmental and truly came out of our work and interaction with the men so it was not a – we did not have a predetermined approach to it.

With each cohort we've been able to create a culture, approach, a language, even I would say a body and a movement that build on each cohort's participation and our continuously unfolding understanding of what this movement looks like.

>> And when we say cohort the ten men group go through a year long cohort experience together where they meet monthly. They attend different events. We have an annual men's summit they help plan and facilitate. Informal gatherings. Communities conversation. They participate in the public awareness campaign so that's sort of their formal year long cohort experience and then they become part of the larger network of ten men and we'll talk a little bit about the role after they've gone through the cohort experience what that looks like but just to give you a sense of the structure and to Cynthia's point the logo on the slide says ten men and it has the coalition's logo and then engage, educate and mobilize and that is something we came up with through that developmental action approach is through conversations with the ten men and other things we were learning along way.

We did not start out with that defining sort of what the ten men do and it's been really helpful to help ground them.

Emergent Culture Change



What mean need by engage, educate and mobilize and that's something we developed over time.

>> So we added this piece here because our learning has really -- we've learned so much along the way and our learning continues as we continue to implement and evaluate the strategy as Cynthia was just saying.

And we learn by looking backwards as well as looking towards and we also learn a lot by looking within and also without, so in recent years so much has happened on the national and global landscape that has really informed the work as well and that we've wanted to be responsive to and the strategy has really shifted a little bit from feeling like it was, you know, cutting edge in almost a niche in the field and in the dialogue to being -- talking about masculinity and talking about intolerance against women has really become more mainstream and part of the larger part of the dialogue, so almost every day there's something in the headlines where -- related to this issue where we're thinking about, how do we bring that into this work that we're doing and the broader work that we're doing.

>> Uh-huh.

And building on that idea, the work is both planned but it's also in the moment, so sometimes we're making meaning out of something that is happening in the space that we're doing our work with with the men, so sometimes that retrospective

learning is -- it's like you're experiencing it and you just need that step back to reflect on it and even to ask what's happening.

And I think a great example is on this slide the APA guidelines around psychological practice with men and boys or the Gillette campaign. I think that's what the culture is like when you're in it and you see the milestones occurring right in front of you but sometimes as an organizing group we need a little bit of space and distance to even make sense out of what's happening realtime, and I feel like for me in my role in observing this work and being an observer participant, that's what it feels like.

It's not a linear process it's a lot of cycles of learning and a lot like Krista said looking forward and looking backward. So it's very complex and layered even in terms of the timing and the non-linearity of it.

>> Absolutely.

And the Gillette video that came out a few months back earlier this year ago. We so he had it in one of our ten men meetings which of course wasn't planned but we took the opportunity. But we also learned a lot of the conversation and backlash and negative attention that the video received which again just bubbles up the need to be having these conversations and doing this work and so that was one example of something that we were sort of responding to in the moment.



Again just to tie it back to when we do our public awareness activities, these are not messages and role models who are doing this change work in Rhode Island in isolation.

They're connected to this larger social change and conversation. So we're hope that folks are seeing the news story on TV and reading about it and having the conversations and then they go on the social media and and they see the ten men in Rhode Island moving this work here. So it's really the nested nature of the work where they're connect to these different layers as Cynthia was just saying.

And just a plug for some of our awareness materials. If you go to our website, you can watch some of those videos and see more of what that messaging has looked like in the past.

Critical Elements for Success

- ▶ Adapting strategy for local context
- ▶ Developing essential tools
- ▶ Embedding evaluation as an integral part of the strategy
- ▶ Integrating high-quality communications approaches
- ▶ Practicing within an anti-racist organizational culture
- ▶ Recognizing and honoring the deep relational nature of this work



>> So this next slide we wanted to share some of the critical elements for success. So in terms of adapting the strategy for local context, we think that the strength of the ten men approach has been really developing, practicing and reflecting on this work with the local men in the actual context in which we're all living.

Rhode Island as probably most possibly people know is the smallest state in the United States, and there are many different regions of the state with very different groups of people living in them, and so although we're very small, there's a lot of diversity in our state, and having diverse men working with us and shaping this for a Rhode Island audience has been essential to our approach and to the relevance of the people participating in it and receiving the messages.

And then along the way on this developmental path, we have developed tools as solutions to actual problems that we've experienced or challenges, so, for example, we often get asked in national talks, how do you recruit men? How do you get the right people at the table?

And that's also something we've had to develop a screening tool for because at first it was more of an approach, oh, well, if men are well intentioned and want to be part of the strategy, they were pretty much welcome to be in it, but then in practice we realized not everyone is coming to the table with the values or beliefs that are actually needed to do this work together, so we realized we were spending a bit of

time trying to educate or even correct people's assumptions that weren't aligned with our approaches.

So we developed this tool, this screening tool just to make sure we're bringing people in who are ready to do the work according to our values. And I'm just seeing if there are other pieces.

I'm going to take a pause and look at Krista.

>> Sure.

There are some other tools we lift up in these stories engaging men and boys as allies story and I think we can leave it at that. I know -- I'm always interested in hearing you talk about the --

>> Yes, but I'm also conscious of time.

I think this really speaks to the non-linear nature of this work. So at first we were thinking that we would do a pre and see where men were with their attitudes and ideas around, you know, advocacy and their confidence to interrupt and do the work of the ten men, and then we realized that one or two months into the work there were ideas of things were very different.

They started to really learn what is IPV and what are barriers to leaving. And they were unpacking the whole toxic masculinity and culture and it's so complex. So we decided to do a retrospective pre and post approach and we asked them at the same time to reflect on first how they would answer the items on the scales today at the end of the course like after they were with us for a year and thinking back to when they began where were they, and that feels to be a more -- an actual more appropriate measurement of your growth than doing a true pre and post because of the learning curve and the assumptions that they're coming in with.

>> Thank you. And I said I would share just quickly with the alumni role so we do have a ten men alum rule and that's for folks who have been through the year long cohort. Everyone who has been through ten men is considered an alum.

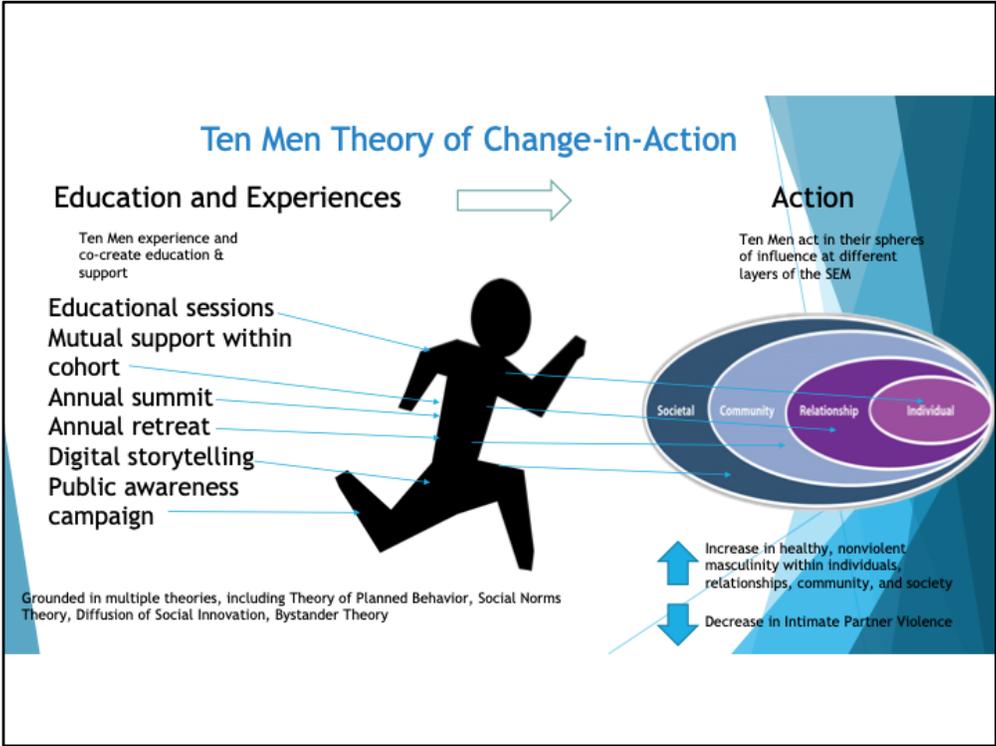
And we have people who want to continue to stay engage. Since raising visibility of men involved in prevention effort is needed because it really is counter cultural to have men involved actively at the table in allied relationship with women and girls who have historically been at the forefront of the movement to be speaking up and being the messengers about harmful gender norms in particular.

And so that piece around communications has been really important. And really helps bring it also from an individual and relationship level to the community and

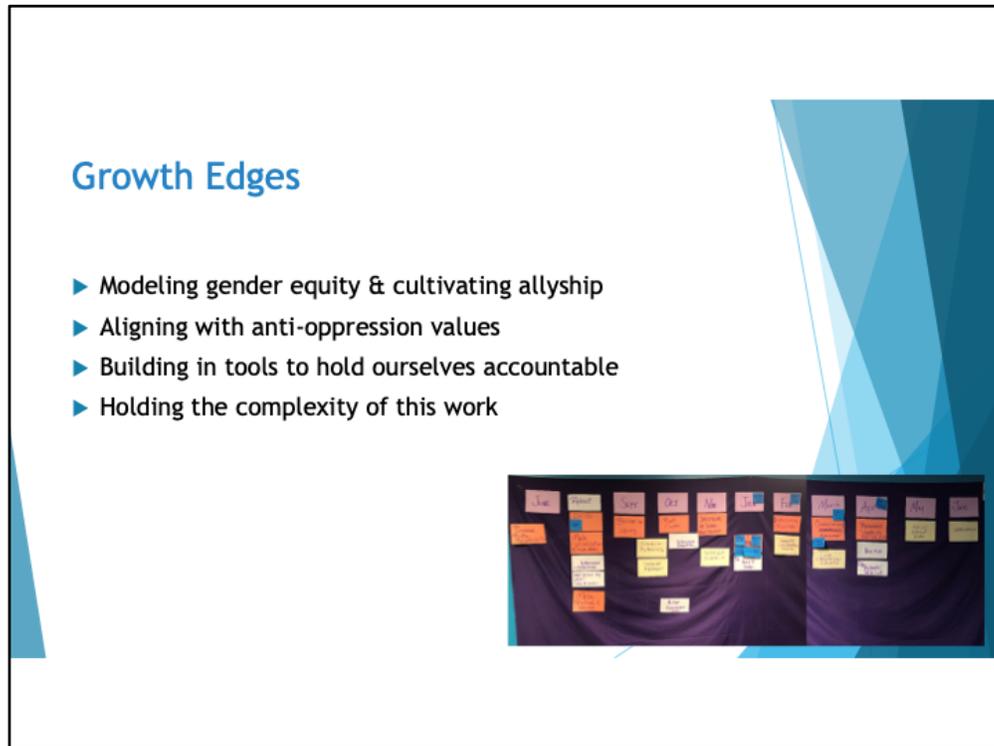
societal level where they're seeing those messages alongside those other conversations that are happening in the national dialogue.

>> In terms of practicing with an antiracist organizational culture within that culture, that's another one where when people ask us about critical elements, the RICADV works within its own culture within our organization and practices and endeavors to practice antiracist approaches to doing our work, and I really appreciated the statements at the beginning of the slides, the NRCDV stands statements, definitely going to look back at those and those are resonating with the ways in which we are also trying to do our work, and so doing this engaging men in culture change work is deeply embedded and related to antiracism work and also we're constantly using lessons that we're learning in those -- they're not separate but sometimes there's very obvious overlap and sometimes some of those approaches feel different like antisexist approaches and then antiracist approaches, so I think that our overarching antiracism work is helping us to be as ethical and do as little harm as possible in this work and specifically what I'm referring to is a national conversation with our peers in this work around the binary nature of so-called engaging men and then we're having conversations in our staff here and with our national colleagues about how we do this work and not do additional harm.

>> Thank you.



And for the sake of time I am going to skip over the theory of change though we would be happy to after this webinar talk about this tool which has also really been critical.



And we'll leave you with a few of the growth edges that Cynthia just mentioned that we're leaning into particularly around modeling gender equity and cultivating allyship at all ten men events and also our internal organizing staff down to who is setting up the food and the logistics and cleaning up the space to who is facilitating the sessions and also partnering with our survivor task force.

They do a piece of our -- they lead a learning component in one of our monthly meetings, and we also repeatedly held a community conversation where store members were present and survivor voices were really included and centered in that dialogue. And Cynthia just spoke about aligning with our anti-oppression values.

We are really intentional with this year's cohort. We added a learning component on moving beyond the binary so the ten men can have a space to learn more about this outside of men's violence against women and make a personal connection to someone's story so we're thinking about bringing in -- similar to the survivor story bringing in an outside perspective in which they can connect with and learn from outside of our staff.

>> And I think one surprise that we've experienced consistently over the years is that men once they have a sense of what it is we're trying to accomplish with them and together, they are actually asking us for more work, so they're asking for articles ahead of time and even asking for homework and really trying to figure out

how it is that they're going to be working in their spheres of influence, and I think that felt like a bit of a surprise because -- and our colleagues have asked us the same thing, how do you know how much is too much to expect of the men that you're engaging?

Every leads busy lives, so I think that's another growth edge is to figure out how to capitalize on that energy and their desire to learn more and do more and figure out what that looks like with them.

>> And I'm conscious of time. I'm not sure how much time we have left. We've been keeping track on our end and it says a few minutes.

I'm not sure if we should keep going.

>> You know, there have been a couple questions that have come in, so I wonder if this might be a good time to pose them with you. I'm so appreciative of the material you presented today and the great work that you're doing with ten men and all the lessons that are coming out of it especially this idea of how our changing understanding of gender fluidity might shape the way we do men's engagement and so excited to hear you're having those conversations and looking forward to learning what comes out of that moving beyond the binary work.

And also really appreciate the antiracism and antiviolenace work.

We're often doing that here at NRC DV and we find that antiracism work is so fundamentally important in terms of advancing prevention goals.

With that said that's just Casey's reflection. That said Chris Moran was chatting a question here around the cohort that you have in ten men and whether they're male driven. So I'm not sure if you want to expand on your question in the chat. We'd love to hear more.

Maybe that's enough for you to respond to, Krista and Cynthia.

>> I think so.

I think that's actually something we're sort of exploring too and unpacking so we do have -- we do have a wonderful colleague Lee who is our men's engagement coordinator and he does quite a bit with the screening and recruiting meeting with people who are interested in becoming part of the initiative.

And we're also in the space as staff who identify as women. Now that we're 7 years

into this initiative and we've had the privilege of having a continuity of staff and funding now we're really leaning into, okay, are we really living and practicing the values that we're looking to create in the world in all of our interactions and in all of our spaces and what that might mean for the work going forward and what that looks like.

Do you want to speak to it as well?

>> Sure, if you look at that theory of change slides you can see some of the activities that we do around educational sessions, mutual support, summit, retreat, digital storytelling and in terms of recruitment, men, prospective men when they express an interest, we have a kind of season for recruitment and we have a form on line which was to try and streamline the expression of interest so we would not get back from people so now that we actually have a program, because it's not a program, it's an integrated approach. But now that we have a way to symbolically communicate about that, it's a little more straightforward.

The digital stories, the theory of change. Ask them some key questions about their reasons for wanting to be part of this and then it starts to create a back and forth conversation about is this something you're interested in?

Is this a place where your values and desire to contribute to this change aligns, so it's much more of a conversation during that recruitment.

>> Right, and we also added the step to have the folks who are interested filling out the forms themselves because in the first few years we were getting names from member programs and board members but it didn't necessarily mean the person was interested. It was just someone who came to mind who they believed was a good fit.

So we added that step so people could make a clear and intentional step.

It is a fairly big timeline ask and it's a volunteer role so it might not line up for what they have going on.

>> And also some of the events we've been having. Last year we had our first community conversation for people of all genders because most of the things like the summit and retreat are for people who identify as men and having those community conversations and seeing who shows up at those and their level of engagement has also been a way to identify kind of in both directions we identify people and then they kind of self select in and begin that so to speak so it is a bit of a process.

>> It's been really cool for people to attend the summit for several years and then become a ten men member eventually.

>> It is a goal to get to ten men. I think last year we had 11, one year we had 12 so it varies.

>> Great.

And thank you for going into the recruitment process a little bit for Katherine. I also want to share that, you know, we do have the full stories which include a lot of lessons learned from ten men available on PreventIPV.org and we'll be sharing those resources as well, and Krista and Cynthia are very accessible so they would be available for follow up conversations if people have follow up questions.

Thank you so much.



We are going to now move into the third topic for today which is policy-based prevention. Our report will be released sometime next week and we'll be sure to share that with you next week. And to speak about their work around policy based prevention, allow me to introduce Deena Fulton and Kari Thatcher.

Deena is the program director at the North Carolina coalition against domestic violence. She graduated from UNC Chapel Hill with a bachelor's in global studies and a masters in public health with a focus on health behavior.

Deena directs programs that focus on changing the systems that enable intimate partner violence to happen. Currently these include primary prevention, economic justice and house access. She is committed to an intersectional antioppression approach to making changes across systems to build a more just and less violent society.

Hi, Deena.

>> Hi.

>> Hi.

We also have Kari who is a prevention and evaluation specialist at the North

Carolina coalition against domestic violence. She specializes in community based participatory research and program evaluation and is driven by a belief in the importance of leadership and capacity building at the neighborhood level. She serves as cochair at the Greensboro health disparities collaborative, a community academic research partnership.

And also works independently training and consulting with organizations and communities working for racial equity.

Welcome, Kari.

>> Hello.

>> Hi.

So without further ado please tell us about the work you've been doing in North Carolina.

>> Thank you.

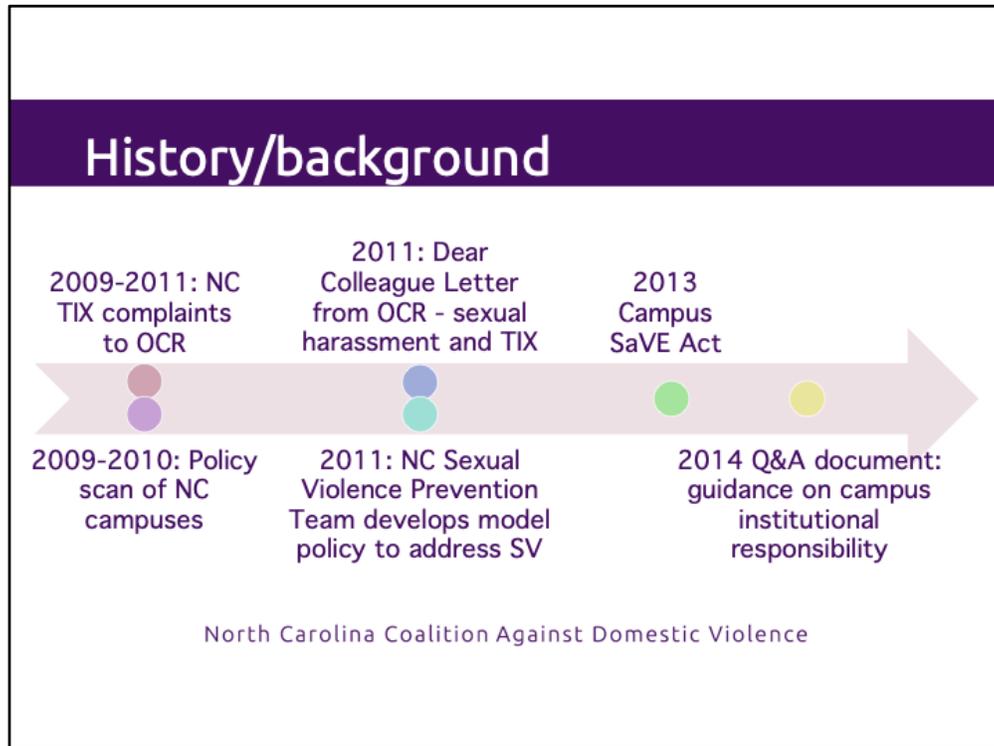
So again my name is Deena.



Policy-based Prevention

Campus model policy and guidance for compliance with Title IX and beyond

And I'm just going to go back for a while and talk about the history of what was going on sort of between 2009 and when we really engaged in this work in 2014, 2015 because like I'm sure as a lot of you remember there was a lot happening in campus sexual assault and policy related to prevention and response and I want to talk about how that influenced the context we were working in and how we were able to sort of expand that lens to include intimate partner violence and not only focus on sexual abuse, prevention and response.



So this slide has a lot of information on it. I'm sorry. It was originally animated but we're just going to go left to right. So in 2009 to 2011 there was a major wave of complaints to the office for civil rights about title nine violations in campuses across North Carolina.

North Carolina has over 100 colleges and universities and there were some pretty high profile cases. I know at USC Chapel Hill there were cases that got major media coverage nationally. Were covered in the hunting grounds, etc.

But this was sort of the era that students who were really pioneering change on campus by taking their frustration with a lack of appropriate institutional response and making some policy appeals to the federal government.

Around that same time, so 2009, 2010, the coalition against domestic violence in partnership with our state sexual violence prevention team conducted a policy scan of North Carolina campuses.

So we looked at the policies that were available online. We called around. We did basically an environmental scan of policies to see who was in compliance with the federal regulations at that time and where people's existing policies were. This was as the rest of the time line will show before a lot of the -- some are still in existence and some are no longer in existence but the additional regulations around sexual violence

and intimate partner violence.

So this policy again was before then, and even then most of campuses were out of compliance. So we saw a major need to come up with some policy template that would make it relatively easy for campuses to take something on paper, adapt it to their context and get a policy path because so many folks were out of compliance.

And then it got more complicated in really good ways because the federal government started responding in multiple ways.

So in 2011 I'm sure a lot of you remember there was a dear colleague letter from the office of civil rights. It clarified under title 9 sexual harassment includes sexual violence.

So sexual violence counts as sexual harassment and that means the title 9 has to respond to sexual violence and also intimate partner violence and stalking. And this was the same time that the sexual violence prevention team developed the template that I was just mentioning, so it was including some of the information that we got from the dear colleague letter but again this was really just about the fact that title 9 applies. And after that the office of civil rights put out a question and answer document that laid out more institutional responsibilities.

So now two and three years after the policy template went out there were more regulations which were good because they supported institutional responsibility, but they also meant that the policy template that we had developed was out of date.

to sexual violence.

And then in 2013 we got the campus save act which

expanded requirements which really expanded requirements

and I'll talk a little bit more about that in just a

moment.

History/background

2013: Campus Sexual Violence Elimination Act. Required colleges and universities that participate in the Federal student aid program to:

- Provide prevention education programs.
- Address victims'/survivors' rights and resources for assistance.
- Outline institutional statistical reporting requirements.
- Specify conduct procedures.
- Publish an annual security report.

North Carolina Coalition Against Domestic Violence



So a little more information about exactly what kinds of things were covered by the campus save act. It required all these things that you're seeing on your screen.

So prevention, that was really big for us that prevention was included in the requirements. Things like rights and resources for survivors, statistical al reporting requirements, specific conduct procedures, annual security reports.

This is a lot of additional sort of administrative work and policy and procedure that campuses needed to engage in and complete in order to be in compliance. So again a lot of additional requirements past what we had in our existing policy template.

So again a lot of additional requirements past what we

had in our existing policy template.

The plan:

Revise and update the existing SV policy template and an opportunity for a more comprehensive approach that was inclusive of IPV and stalking.

North Carolina Coalition Against Domestic Violence



So our plan was to revise and update this existing policy template which was a pretty short document. I think it was maybe a couple of pages and to make it more inclusive intimate partner violence and stalking because of course in life these are interrelated but the context on campuses really lump sexual violence intimate partner violence and stalking together which I think makes a lot of sense but we were working with the coalition against sexual assault in sort of a – not piecemeal but we were like putting things together intentionally and we wanted to make sure that just because the media narratives mostly about campus sexual assault that intimate partner violence wasn't left behind.

Strategy

Develop and disseminate a comprehensive model policy that:

- Supports NC college and university campuses in meeting and exceeding Federal, state, and local requirements for IPV, SV, and stalking prevention and response
- Lays the groundwork for comprehensive campus-based programs and strategies to prevent IPV, SV, and stalking.

North Carolina Coalition Against Domestic Violence



So we wanted to develop and disseminate a comprehensive model policy that supported campuses meeting and exceeding federal and state requirements.

We made a policy template that's really long. I think it's like 60 pages that includes sort of basically like fill in the blanks or choose this word or that word for what's required. And then it also has some additional provisions around what's better and goes beyond what's required.

We wanted to lay the ground work that campuses knew that just having this policy isn't enough. By requiring that campuses engage in prevention that means there's a requirement to do more work. So we wanted to also use this policy template to start building relationships with campuses that we didn't yet have relationships with and just expand their interest and buy in and recognition of their responsibility to engage in broader prevention work.

So we were both interested in the policy template and also opportunities and connections that it would bring.

Key supporters

- NC Campus Consortium
- NC Coalition Against Sexual Assault
- Chrysalis Network

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It's important to note that we had some really key collaborators here so North Carolina campus consortium is a group that's coconvened by the coalition against sexual assault and that is a collaborative of camp based prevention professionals so they were really instrumental in helping us make sure that the policies were going to be relevant and useful and also taking the policy template back to their campuses for dissemination.

The coalition against sexual assault was also really helpful in making sure there was relevant to intimate partner violence and sexual assault. And the chrysalis network is a North Carolina based consulting firm that really focuses on gender based violence on college campuses so they did a lot of the policy work and drafting research with and for us.

Model Policy Development Process

- Attended summit on Campus SaVE Act
- Drafted policy template
 - Identified need for accompanying policy guidance document; drafted policy guidance document
- Expert review
 - Lawyers and ATIXA
 - Representatives from public, private, different sized, community, historically Black, and predominately white colleges and universities
 - Campus advocates and preventionists
- Revised

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So just a little bit about how this actually happened because it was a lot of work when we sort of set out to just update the template, I think I mentioned the first time it was a pretty short document and the second time it was like 60 pages and that's just the tip of the iceberg of how this was a ton of work. The staff attended a summit at Emory University on campus to get an in-depth understanding of what that required because of course federal policy is always hard for non-policy people to understand.

We drafted this policy template that I talked about that actually has the words of the policy and we realized as we were writing this that it would be really difficult for someone who was just a campus administrator and not someone who had any background in intimate partner violence prevention to understand what was important and why.

So we decided to develop a whole additional document called the guidance document that's like 100 pages. So we have the 60-page policy template itself and then 100 pages of why does this matter, why is it important to do this thing instead of that thing, why did we choose this word instead of that word.

Our recommendations that go beyond compliance, why might those be helpful for your campus. So that became a big crux of the work also. We also had a pretty long review process because we wanted this to be really air tight because of course on

college campuses they have lots of lawyers reviewing all of their policies, and we wanted to make sure that anything we recommended would make it through the layers and layers of approval that it takes for a major university or minor university to a small university to get a policy enacted, so we had a bunch of lawyers review and ATIXA, which is the association of title 9 administrators. We had representatives from all kinds of colleges and universities.

As we mentioned North Carolina has a ton of colleges and universities. We had small, medium and large universities. Community colleges. We had several historically black colleges and universities and of course predominantly white colleges and universities and we had review from both advocates and preventionists on campus because we thought both of those perspectives were really important. They're really familiar with what's happening on the ground and how these policies would play out in the campus context, and then we spent a long time revising and revising and revising based on all that input which was helpful because in the end we have a product that's useable, relevant and of course compliant.

I think it was really important to like to acknowledge the time we were in like Rhode Island was talking about sort of this moment of major national attention happening.

That was definitely critical to this work as well. The national media attention on sexual violence opened a lot of doors. It made a lot of colleges and universities invested in improving their response and prevention when they otherwise just wouldn't have been. As evidenced by the complaints filed to OCR in the beginning.

We had a lot of expertise and institutional support. This project became much larger and much larger and much larger as we went along and the leadership really wanted our continuation which was really important. Having that original sexual violence template was a really important starting place and then all of the support we had in terms of training and partnership and reviewers and funding to enable us to understand what we were trying to do and actually have the time to do it.

Facilitators

- National and media attention on SV
- Internal expertise in campus-based prevention, a policy expert, and the support of a legal intern
- Institutional support from NCCADV's leadership despite unanticipated project challenges
- Access to the original SV policy template
- Training to clarify Federal Campus SaVE Act requirements
- Partnership with NCCASA and NC Campus Consortium
- Access to expert reviewers
- Support and funding from CDC

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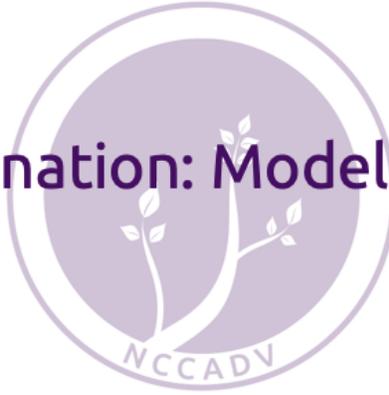


Turn it over to Kari.

>> Yeah, so at the point when I came on staff, it was not too long after all of that major body of work had been sort of winding to the fruition of the document, and we started hearing from some campuses that they had just updated their policies and so what they needed was guidance and information about how to apply their policy.

And other campuses were trying -- wanting to update their policies, so they were looking for a way of understanding what the essence was so they could think about where to go with the details. So I'm going to click forward.

Dissemination: ModelCampus

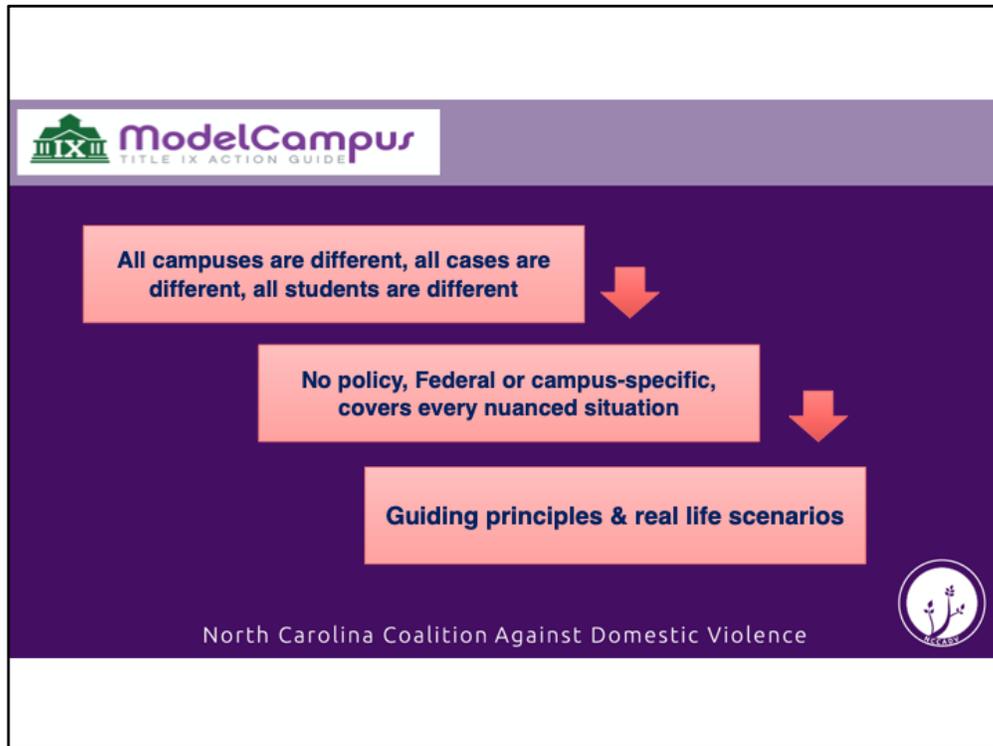


Decision aid tool

- Wanted a static tool that colleges and universities could use to support implementation of compliant policies – not just the letter of the policy, but how to apply the spirit



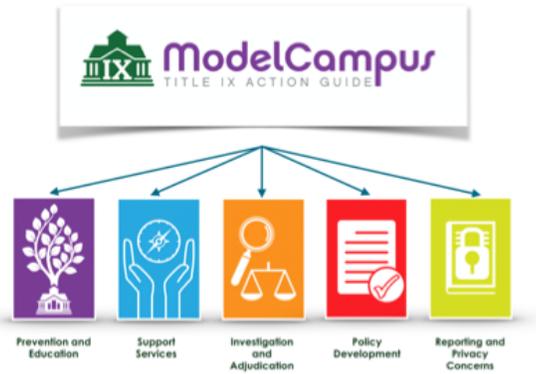
So what we wanted, we wanted a static tool that was going to be like a choose your own adventure kind of way of getting through the maze of what to do under which kind of circumstances and very quickly we realized that not only would that be impossible, but it would not actually [indiscernible] so different and so different amongst themselves, so what we ended up doing is – and we also wanted to make sure the guidance we were offering was really helping them understand and apply the spirit of the policy, not just the complexity of it, so all the campuses are different.



Where we landed in all of this was some guiding principles fulfilling the guidance and the policy itself into a core set of principles that were survivor centered, that were trauma informed, and also compliant.

So we also ended up -- we organized the website around these five areas, right? Prevention and education here, support services, investigation and adjudication, a policy development and reporting and privacy concerns, and I just realized that I skipped the step of explaining that the tool turned into a website so that's the format that we decided to deliver this in.

Overview of Sections



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The website is modelcampus.org and it's got these five areas and underneath each area are the guiding principles for that area as well as some case studies like examples of what it might look like in a particular situation and how to apply the guiding principles in that type of example, but really pointing people back to this is the essence of what you're after and how you're going to do it is going to vary a lot.

And so next.

national organization that consults with title 9 professionals across the country. So some of the specific language recommendations that we put forward in our model policy are sort of – were taken up by a provider across the country.

national organization that consults with title 9

professionals across the country.

So some of the specific language recommendations that we

put forward in our model policy are sort of -- were

taken up by a provider across the country.

Successes

- Recommendations from model policy documents picked up and promoted by ATIXA
- Greater attention to the importance of IPV for higher education administrators
- Greater receptivity to more comprehensive IPV prevention efforts
- Stronger understanding of policy as a prevention strategy among NCCADV members
- Wider network of partners and collaborators in IPV prevention
- Campus SART teams using ModelCampus to inform and guide their work

North Carolina Coalition Against Domestic Violence

The successes, we -- yeah, Deena.

>> Yeah, so some of the recommendations from our model policy document were picked up and promoted by ATIXA the association of title nine administrators which is a >> We found that it was -- we were really, really satisfied and happy with the way that this rolled out. Allowed to raise the profile of raising awareness of IPV on campus especially in the prevention realm and when we were engaging with prevention campuses were a lot more receptive to including intimate partner violence in the conversation.

I mean we still ended up with some challenges we'll talk about in a second.

>> Yeah, I also want to note the stronger understanding of policy is prevention strategy. A lot of us think about policy and especially institutional responsibility and while that does certainly include response work we were able through this project to get people on board with the notion that creating environmental institutional like a demonstration that violence is not acceptable is prevention and that having strong policies is a way to create that safer environment that can facilitate and enable prevention and that was a major transformation both internally and with our members and with campuses.

>> And that was built upon and facilitated by -- and it gave us a way of

engaging our other partners on campus. So talking about trauma-informed policy as a culture change mechanism meant that some of the response folks who might not have otherwise been concerned about prevention now are, okay, I see where my entry point is and then the decision made tool or the model campus website is also a tool for folks who are in the response and prevention role on campus to bring more people to the conversation and advocate for the work amongst administrators and other decision makers who might have a whole bunch of other things on their plate.

And then it's also been really useful for some small campus situations, often the human resources person is saddled with being the title nine person. Who is the person who might not at all be interested in going beyond the minimum is able to say oh I have this really useful tool that will help me do this that I otherwise don't have any skills or training around. At one of the small schools in North Carolina we've also seen their campus sexual assault response team start to organize their working groups around the different categories on the website and work through each of the content areas and guiding principles and that's how they've been structuring their meetings now so it's also been taken up in a really interesting way in that case.

Challenges

- Changes to Title IX
- Changes in college and university buy-in because of different policy context
- Campus staff not recognizing how trauma-informed response connects with prevention
- Changes in funder priorities → less staff time

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>> I'm aware we only have a couple minutes left. I'm sure you're aware there have been changes in title 9.

So those changes to title nine have really changes both campuses engagement in this work of making their protections and institutional responsibilities stronger and just made it sort of less clear what exactly the requirements are and how much we want to support what the requirements are.

And I'll let you --

>> Yeah, so there were some struggles with some campuses who had some limited resources and the person who is doing the work is super dooper overwhelmed and they were all about the ways the policy could help them be more trauma informed in their response work but the prevention part of it wasn't quite soaking in so just the way they talk about it, the way they advocate it wasn't -- they didn't take that part up but the results of them being trauma informed are still going to play out.

>> Yeah, and finally changes in the context nationally and in North Carolina, changes in priorities, changes in our agency strategy have just made us unable to fund staff at the same level as we were before so we have less staff time on this project but we're opening the model changes is a tool and we're honing this will allow us to move this

work forward.

Two more minutes.

All yours, Casey.

>> Thank you so much, Deena and Kari. This has been wonderful to hear about. I love the way you describe proactive policy engagement as a mechanism for cultural change.

I just think that's an amazing way to think about the potential for prevention in our policy effort, so thanks for shedding some light on the great and deep work that you've done in North Carolina.

We really appreciate it. And everyone, you know, can follow up with questions because I know that both of you are very reachable so I really appreciate that.



I just want to share a couple resources with all of you. Thanks so much for engaging with us today. If you want to know more about these projects, you can look at our DELTA FOCUS stories series at PreventIPV.org.

We have two stories released so far in engaging youth in IPV prevention and engaging men and boys as IPV prevention allies.

We also will be releasing coming soon our story number 3 on policy based prevention approaches. So much good stuff inside. We encourage you to look at those.

More from
NRCDV

- DELTA FOCUS Stories Podcast Series:
 - Episode 1: Youth Engagement
 - Episode 2: Men's Engagement
- *Coming Soon:* DELTA FOCUS Story #4 Trauma-Informed Community Building
- DVAM 2019: #1Thing, One Movement Kick-Off Event – September 25th at 3pm EST on Facebook Live
- Awareness + Action = Social Change and #1Thing Resources available at nrcdv.org/dvam

NRCDV
RADIO

You can also check out our DELTA FOCUS stories podcast series through NRCDV radio. I did share those links in the chat and we have two episodes so far so you can learn even more.

You can hear more from Krista on the podcast series. Story number 4 will feature trauma informed community building so lots of good stories on the horizon for you to look out for.

We also want to invite you to join our one thing DVAM kickoff event for domestic violence awareness month.

That's happening on September 25 on Facebook live.

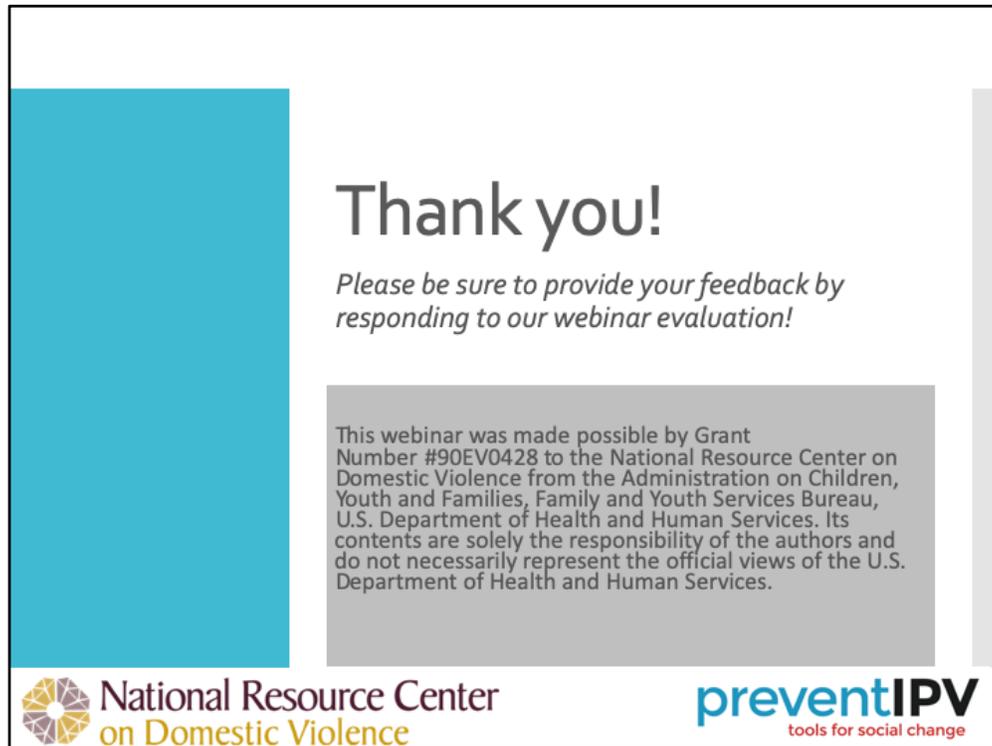
So join us.

We're talking about one thing, one movement can make social change during domestic violence awareness month and beyond.

So please join us for that.

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So please join us for that.



Thank you!

Please be sure to provide your feedback by responding to our webinar evaluation!

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We really encourage you to take a moment and fill out our webinar evaluation when you leave today. It makes a big difference and informs our future programming.

We want to make sure that the work we do at NRCDV is responsive to your needs and that we're addressing the topics of most interest to you.

You can follow up with us with any questions or for technical assistance or materials or training. I would also like to thank all of our presenters, Julia, Sam, Esther, Cora, Cynthia, Deena and Kari and Jessie.

You heard a lot of different voices. You heard a lot of great work that's happening in many different areas and thank you so much to all of you for sharing that with us today.

I also want to thank everyone who worked together to make this webinar possible on staff at the national resource center. Ivonne Ortiz, our training manager. Justine Robillard, and Patty Bronco, our senior TA specialist.

Thanks for all you did to make this happen.

And a very special thank you to Jayne from Paradigm who providing the captioning for today's webinar.



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So with that we're going to close today's session.

We hope you'll stay tuned to see what's next from the PreventIPV project by going to PreventIPV.org or visiting the NRCDV website.

Thanks so much to everybody.

Have a wonderful afternoon and a great fall.

Good-bye.

>> Thank you.

Thank you.

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