

LIGHTLY EDITED FILE

DELTA FOCUS Stories: Lessons Learned From 3
Community-Based Initiatives

NRCDV

Remote CART

September 12, 2019

1:00 p.m. – 2:30 p.m.

* * * * *

This text is being provided in a lightly edited
format.

Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings. Due to the live nature of the event, some names and/or terms may be misspelled, and the text may also contain environmental sounds that occurred during the event.

* * * * *

CART Provided by Jayne Carriker, RPR, CCP

Paradigm Reporting & Captioning, a Veritext Company

612.339.0545

captioning-paradigm@veritext.com

2

>> We'll get started in just a few minutes.

Domestic
I'm Casey from the National Resource Center on

Violence.

We're so happy to have you with us this afternoon.

you
Before we begin, I do want to take a moment and tell

a few things about our webinar system.

and
You should be able to see the full PowerPoint screen

not have to scroll to see all the information.

The title you should see on your screen is DELTA FOCUS
stories, lessons learned from 3 community-based
initiatives.

the
If you cannot see a full PowerPoint screen, click on

the
box in the bottom right corner to change the size of

presentation window.

in

Please feel free to send a message in the public chat

the bottom left of your webinar screen.

We'd love to engage with you throughout the webinar

today so we hope you'll use that chat.

Thank you, please continue to introduce yourselves in

the public chat.

The public chat keep in mind is open and visible to

be

everyone participating in the webinar today so please

careful and mindful about sharing confidential or

all

sensitive information because it will be visible to

participants.

3

You also have the option to send a private message to

the leaders and assistants of this webinar or to each

other.

You can click on the tab marked private and select or

double click on the person's name that you'd like to

message.

So side conversations are encouraged.

If you have questions along the way please submit them in the public chat at any time.

share We'll capture those questions and we'll be able to them and pose them, you know, with the presenters. So we are going to begin recording.

we We're going to just wait until the turn of 2 p.m. eastern, so we'll give it about 30 seconds, and then will start the webinar.

Thanks again and please continue to chat.

Okay.

Good afternoon.

My name is Casey Keene.

I'm the director of programs and prevention for the National Resource Center on Domestic Violence.

3 Thank you so much for joining us today and welcome to our webinar DELTA FOCUS Stories, Lessons Learned From Community-Based Initiatives.

change Today we're going to hear from conventionist and

about

makers in Alaska, Rhode Island and North Carolina

their successes, surprises, pivots and points of learning along their journey.

Before we begin today's presentation I would like to share a bit about NRC DV and PreventIPV's work.

So NRC DV 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 statements.

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.

violence
access
strength

We stand with survivors of domestic and sexual
especially those most vulnerable and with limited
to services and protection.
We stand together in celebration of the rich diversity
of people in this country and the vitality and

5

community
change.
who
do

they bring to our communities and society.
We stand with those who embrace self care and
connection as necessary and powerful for social
And we stand with other activists and organizations
continue to work passionately for gender, racial,
economic and social justice for all.
So we stand with you, and we -- in everything that we
here at NRCDV we ground our work in these statements.
Especially in our prevention work.
So we do a lot of work across a lot of different areas

special

here at the national resource center, and this slide just gives you a little snapshot of many of our projects and initiatives.

Today we're here because of the PreventIPV project. PreventIPV is guided by IPV prevention council. That's a voluntary association of domestic violence coalition working in partnership with allied national organizations to advance a comprehensive national prevention agenda.

strategies,

So the PreventIPV website offers prevention tools and lessons learned to support prevention across the country.

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

6

That's why our domestic violence awareness project promotes the equation awareness plus action equals

social change.

month

We promote this during domestic violence awareness

integration

and all throughout the year because it's an

of prevention and awareness work.

shift

I love this quote from Colleen from the Indiana coalition when she said prevention requires us to

that

from a movement based on sharing information to one

shifts power.

So 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.

leadership

She currently serves as a lead project officer for the domestic violence prevention enhancement and

via

throughout alliances, DELTA, impact program.

Which addresses intimate partner violence prevention

the implementation and evaluation of community and societal level primary prevention strategies.

would

Before Jessie shares a few words with all of us, I

NRC DV's like to share some background information about

7

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.

Leadership Domestic Violence Prevention Enhancement and

Through Alliances focusing on outcomes for communities united with states.

It's a mouth full.

for This is a program that was developed by the Centers

Disease Control and Prevention to identify promising community and societal level prevention strategies to prevent intimate partner violence.

2013 So the program funded 10 state domestic violence coalitions for a period of five years which is from

evaluate to 2017, and they were funded to implement and

programs and policies to prevent intimate partner violence specifically by influencing the environments and conditions in which people live, work and play. The CDC has partnered with NRC DV 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.

and

One of the ways is that we -- the CDC has organized

stories

compiled these lessons -- or these key themes or

into 7 different topic areas.

8

highlighted

Each story includes key lessons learned and

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

practices

lessons learned will be pulled out for highlighted strategies for how you might adapt those same in your program.

There's highlighted projects you can look at.

There's related resources.

so.

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 the DELTA FOCUS coalition shared 6 key overarching lessons from their work.

so

Our hope is that these lessons really validate and reinforce what you already know about prevention work

I want to take a moment to review them.

Number one, prevention work is broad and expansive.

we

Two, prevention work must be integrated into all that do.

Three, community partnerships are critical to reaching our prevention goals.

Four, prevention can and must be trauma-informed.

And I love the direction we're going in in terms of embracing trauma-informed prevention.

Five, effective change of the policy and practice must include voices at all levels.

And six, prevention work is both challenging and fundamentally just.

lessons

If you want to read more about kind of how those

kinds

play out for the different coalitions, we have all

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].

you

So Jessie if you wouldn't mind sharing what thoughts

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

10

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

in prevention approaches through programs like boys run

11

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

as

programs or new programs that are not included in our technical package that we're super excited about such

wage

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

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.

come

We're excited to showcase the important work that went into DELTA FOCUS and the lessons learned that have

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.

right

Yeah, we're super excited too, so let's just jump

12

into it and get to our presenters.

in

I'd really like to welcome today's guests who have generously agreed to share their experiences with us

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.

are

Let me take a moment to read the bios because these 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.

a

She started the local prevention coalition pathways to

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

13

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

which

position of youth development coordinator through

SAFV?

she focuses on supporting, is it an acronym we say

>> Yes.

FYSC,

>> Okay, their youth prevention programs including

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.

for

She enjoys reading and writing as well as advocating

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.

14

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.

pursue

After graduation she plans to attend college and a career in education.

She loves to tutor students at her school.

education

One of her favorite parts of FYLC is the peer

system

program, but the best part of FYLC is the support

of

that gives her the confidence to be an active member 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.

of

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

15

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.

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.

island
And just so briefly Sitka is located on a remote
in southeast Alaska so you can see it's in the Alaskan
panhandle and we're located on the Tungas national

16

forest as well as Alaska native land so Sitka people
have lived in Sitka for thousands of years.
the >> And it's also important to note that back in 2012
University of Alaska Anchorage and the council on
domestic violence and sexual assault conducted the
that Alaska victimization survey in Sitka where we found
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.

2008

Our coalition pathways to a safer Sitka started in

violence.

and we've been working collaboratively across our community to prevent first-time occurrences of

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.

support

So we really emphasize equity in our work and changing systems so that all individuals have access and

to reach their full potential.

And these are our four goals under that prevention

leadership

community prevention plan and the Sitka youth

school

committee falls under goal two which is in after

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.

belonging

So the primary thing is establishing a setting and climate in which you feel safe and a sense of

and

and from there we can encourage connections, bonding

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.

increasing

We started out with the goal of promoting and

positive relationships between the schools in Sitka of which there are three high schools, and the youth in

it

the

the group during the early years felt that one of the biggest issues among youth in Sitka at the time was

division and negativity between the high schools.

Since then our mission has evolved based on group

of

interest, and so we -- where we are now is we're kind

18

community

working on examining social structures in our

and society, breaking down systems of oppression,

celebrating diversity and healthy relationships and

working on education for that.

committed

And how people relate to each other on micro and macro scales, so we are a group of students who are

to promoting equity and diversity in Sitka and throughout Alaska.

came

I personally joined SYLC because the peer educators

SYLC

to my classroom freshman year and I had known about

for a really long time just because my dad is involved

really with prevention work around town, but I like was
I interested in what they were doing in my classroom and
wanted to be part of that.

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

Okay.
that So our main philosophy at the core of what we do is
we need to ensure that youth are the forefront of
everything.

single So our youth in the program have a voice in every
with campaign we've developed and every poster and every
design for those posters, and we basically come up

all the ideas while the adults are just the support

system.

do >> Yeah, so one of the most important things that we

which in our group is to create our positive atmosphere

is the bottom of the framework that Sam was kind of telling you about.

and It's really important for us to feel like we belong

community that we're connected to each other and to our

atmosphere. and that we're free to be ourselves and so we have a number of ways that we create this positive

principles The first being that we have a set of guiding

expect so we know what is expected of us and what we can

things from other people in the group as well as we have

of like check-ins at the start of every meeting to kind

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.

things We also have games and, you know, icebreakers and

we're to get to know each other and get our energy up or get more -- [doorbell sounding] -- about the work that

doing.

get

We also have incentives so at the end of the year we 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

20

do

makes all the difference and is why we're excited to the work that we do.

adults

>> 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

the

and

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 decisions and dream up projects and even facilitate 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.

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.

making >> So we talked a little bit about how youth are 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
and to help them think about what would get them to SYLC
what would keep them coming back, so they came up with
these guiding principles and not only were things like
that food and fun critical but they also wanted to know
a their time was being used well and they wanted to feel
the sense of productivity at each meeting, so these are
things that guide us and youth determined those
parameters.
>> Yeah, so now we kind of wanted to talk a little bit
to about how we start or projects and kind of like start
get things done.
call At the beginning of the year, we start with what we
things our needs assessment where we kind of look at the
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.

>> 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.

came

>> So we'll talk a little bit about the projects we

23

up with last year and that we're still working on.

the

>> So one of these projects that we came up with was

us

postcard project which began with one of the reporters from our local radio station came in and talked with

on

about media and how to influence the messages we see

changes

media, and Esther talked a little bit about the

really

we wanted to see in narrative so this project was

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
oppression
and privilege and kind of came up with the name of the
privilege,
campaign was know your power -- or know your
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.

but
>> And we have a link to that video that we'll share
it's about 7 minutes long.

webinar.

our
make
more
>> So another one of our most important campaigns is
healthy relationship campaign which our goal is to
healthy relationships information more available to
teens and to provide teens skills and tools to make
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.

25

And the posters -- the campaign was actually picked up by the council on domestic violence and sexual assault,

distributed excuse me, and the posters and stickers were

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.

adults

And our purpose is to get this message across and to feel like we're relating to teens instead of just coming in and telling them about these things.

a

So we have some learning objectives and by the ends of 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.

26

Identify their own rights and responsibilities in a relationship.

our

So all these things are also on the poster and again

goal is to make this message stick by repeating it as many times as possible.

like

>> And so the process of putting together a peer education theory sort of begins by putting together

the

a smaller group of our SYLC members so about four to five teens meet outside of the SYLC meetings and as

what

adult facilitator it sort of posed the question of

our

do you want your peers to know about healthy and unhealthy relationships so from there we established

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.

that

So some lessons learned and changes and adaptations

we've made over the years.

>> So over the years we have come up with more -- with new and more effective recruiting strategies, and we

27

of developed a poster that resonated with youth to kind
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.

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

of >> Yeah, and so over the years we've also improved the
functionality of the group by implementing a variety
youth. systems that have been mainly spearheaded by the

policy We've put together a contract with an attendance
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.

of

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

of

>> Outside of regular SYLC meetings we have weekend workshops once a month.

The schedule is very flexible.

28

We usually ask all the participants in SYLC when would be the best time for them.

recent

It used to just be during the week, but this is a thing that we've added.

to

And our weekend workshops include internal trainings increase knowledge or fill in knowledge gaps that our members of the group may not know about.

break
PSA,
rest
level
change
to
and

And we also have times for project planning so we
into small groups and get more things done, and then
once we accomplish the things like writing a radio
we come together and share what we've done with the
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
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
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
be made for next time so it will be even better.
At our events we survey the participants in the room

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.

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.

and
things,

Everyone is so nice and just help everyone else out
also when I first came I noticed we actually got
which was really surprising to me for a group that's
mostly youth led.

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

30

or
that
the

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

sad or just upset but it's really nice to remember

there are other people who are working for the same
things that I want to work for and that like I'm not

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

31

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.

recruit

She says she knows a lot of programs target and

students who are already leaders or considered great student.

So has this come up for you?

the

>> 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 --

and

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

difference.

I don't -- it doesn't really make much of a

into

>> Yeah, we have presented in places like student council and national honor society, but we also go

or

the schools during lunch and we pass out applications

brochures and talk to students.

We have tables at health fairs and we get students to sign up that way.

movie

With our new recruiting campaign the poster in the

we

theater ad and the PSAs in the paper and on the radio

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.

and

Thank you so much for your intentional efforts there

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

33

the youth?

Where do you hold your meetings?

the

>> For the last ten years we've been holding them at

shelter.

for

We have -- we've had a meeting space in the building

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.

where

But there's a youth -- or a teen center now in town so we're considering our options regarding space and 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

I know you're probably missing school to be with us today so we're just so grateful.

us. Thank you for, you know, prioritizing this time with

We really are appreciative.

>> Thank you.

>> Our busy students.

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

here We have Krista D'Amico and Cynthia Roberts who are

to speak with us about their work to engage men and boys.

Island Krista is the director of prevention at the Rhode

coalition against domestic violence.

A native Rhode Islander Krista has been a part of the RICADV team since 2013.

Rhode Two years after graduating from the University of

minor Island with a bachelor's of arts in English and a

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.

35

>> We also have Cynthia Roberts.

across

She's the empowerment evaluator for all programs 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.

technical

Additionally Cynthia provides empowerment evaluation support to the Newport health equity zone and 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 copresenting 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.

36

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.

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

>> 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

we

iterative and developmental and truly came out of our work and interaction with the men so it was not a --

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.

a

>> And when we say cohort the ten men group go through 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.

experience

They participate in the public awareness campaign so that's sort of their formal year long cohort

structure

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

and to Cynthia's point the logo on the slide says ten

men and it has the coalition's logo and then engage,

38

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.

We have another slide.

I don't think it's shared here but we use during the
orientation meeting which describes a little bit more
about what we 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

39

violence 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.

but

And building on that idea, the work is both planned

space

it's also in the moment, so sometimes we're making meaning out of something that is happening in the

back

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

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.

out

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

in

of what's happening realtime, and I feel like for me

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.

of We so he had it in one of our ten men meetings which

course wasn't planned but we took the opportunity.

received But we also learned a lot of the conversation and backlash and negative attention that the video

these which again just bubbles up the need to be having

conversations and doing this work and so that was one example of something that we were sort of responding

to

in the moment.

Skip ahead there.

that's >> It looks like we might be missing a slide but

okay.

We can share it after.

agents We just had a slide that said Rhode Island change

and had some images of a recent campaign.

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 isolation.

in

41

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

TV

was

like in the past.

>> So this next slide we wanted to share some of the critical elements for success.

context,

So in terms of adapting the strategy for local

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.

different

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

and

groups of people living in them, and so although we're very small, there's a lot of diversity in our state,

42

for

having diverse men working with us and shaping this 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

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.

with
where
more

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 us for a year and thinking back to when they began were they, and that feels to be a more -- an actual

44

true

appropriate measurement of your growth than doing a 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.

engage.

And we have people who want to continue to stay

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
--
obvious
they're not separate but sometimes there's very
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
our
engaging men and then we're having conversations in
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

46

this

theory of change though we would be happy to after

been

webinar talk about this tool which has also really

critical.

that

And we'll leave you with a few of the growth edges

our

Cynthia just mentioned that we're leaning into particularly around modeling gender equity and cultivating allyship at all ten men events and also

the

internal organizing staff down to who is setting up

who

food and the logistics and cleaning up the space to

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

47

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

work, and together, they are actually asking us for more
so they're asking for articles ahead of time and even
how asking for homework and really trying to figure out
spheres it is that they're going to be working in their
of influence, and I think that felt like a bit of a
the surprise because -- and our colleagues have asked us
same thing, how do you know how much is too much to
expect of the men that you're engaging?
growth Every leads busy lives, so I think that's another
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.
today I'm so appreciative of the material you presented

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 antiviolenence work. We're often doing that here at NRCDV 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

49

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

staff we've had the privilege of having a continuity of 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?

you

>> Sure, if you look at that theory of change slides

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.

50

The digital stories, the theory of change.

Ask them some key questions about their reasons for

create

wanting to be part of this and then it starts to

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

51

has

in

process.

summit

full

ten

who shows up at those and their level of engagement

also been a way to identify kind of in both directions

we identify people and then they kind of self select

and begin that so to speak so it is a bit of a

>> It's been really cool for people to attend the

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

stories which include a lot of lessons learned from

men available on PreventIPV.org and we'll be sharing

very those resources as well, and Krista and Cynthia are accessible so they would be available for follow up conversations if people have follow up questions. Thank you so much.

today We are going to now move into the third topic for which is policy-based prevention.

we'll Our report will be released sometime next week and be sure to share that with you next week.

And to speak about their work around policy based

52

Kari prevention, allow me to introduce Deena Fulton and Thatcher.

Deena is the program director at the North Carolina coalition against domestic violence.

in She graduated from UNC Chapel Hill with a bachelor's 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

research disparities collaborative, a community academic 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.

about And I'm just going to go back for a while and talk

the history of what was going on sort of between 2009 and when we really engaged in this work in 2014, 2015

was because like I'm sure as a lot of you remember there

a lot happening in campus sexual assault and policy related to prevention and response and I want to talk

in about how that influenced the context we were working

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

54

left to right.

complaints

So in 2009 to 2011 there was a major wave of

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

state

against domestic violence in partnership with our

scan

sexual violence prevention team conducted a policy

of North Carolina campuses.

So we looked at the policies that were available on
line.

We called around.

were.

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

a

This was as the rest of the time line will show before

55

most

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

of campuses were out of compliance.

So we saw a major need to come up with some policy

campuses

template that would make it relatively easy for

of

to take something on paper, adapt it to their context and get a policy path because so many folks were out

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.

that

So sexual violence counts as sexual harassment and

and

means the title 9 has to respond to sexual violence

also intimate partner violence and stalking.

information

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

applies

that we got from the dear colleague letter but again this was really just about the fact that title 9

to sexual violence.

And then in 2013 we got the campus save act which
requirements expanded requirements which really expanded

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

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.

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,

conduct statistical al reporting requirements, specific
procedures, annual security reports.
work This is a lot of additional sort of administrative
engage and policy and procedure that campuses needed to
in and complete in order to be in compliance.

57

So again a lot of additional requirements past what we
had in our existing policy template.
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

sexual

piecemeal but we were like putting things together intentionally and we wanted to make sure that just because the media narratives mostly about campus assault that intimate partner violence wasn't left behind.

comprehensive

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

We made a policy template that's really long.

or

I think it's like 60 pages that includes sort of basically like fill in the blanks or choose this word that word for what's required.

And then it also has some additional provisions around what's better and goes beyond what's required.

58

that

We wanted to lay the ground work that campuses knew 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.

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. So just a little bit about how this actually happened because it was a lot of work when we sort of set out to 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 that as we were writing this that it would be really difficult for someone who was just a campus administrator and

not

and

someone who had any background in intimate partner violence prevention to understand what was important 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.

60

might

on

all

Our recommendations that go beyond compliance, why 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 college campuses they have lots of lawyers reviewing of their policies, and we wanted to make sure that

layers anything we recommended would make it through the
and layers of approval that it takes for a major
to university or minor university to a small university
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.
colleges As we mentioned North Carolina has has a ton of
and universities.
We had small, medium and large universities.
Community colleges.
colleges We had several historically black colleges and
universities and of course predominantly white
of and universities and we had review from both advocates
and preventionists on campus because we thought both
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 that's was helpful because in the end we have a product useable, relevant and of course compliant. I think it was really important to like to acknowledge about the time we were in like Rhode Island was talking sort of this moment of major national attention happening. That was definitely critical to this work as well. a The national media attention on sexual violence opened 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. much We had a lot of expertise and institutional support. This project became much larger and much larger and wanted larger as we went along and the leadership really

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

62

were trying to do and actually have the time to do it.

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.

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 it, the spirit of the policy, not just the complexity of so all the campuses are different.

63

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,
and investigation and adjudication, a policy development
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.

So 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.

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

64

national organization that consults with title 9 professionals across the country.

we

So some of the specific language recommendations that put forward in our model policy are sort of -- were taken up by a provider across the country.

IPV

we

>> 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 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.

the

talk

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

65

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

is prevention now are, okay, I see where my entry point
and then the decision made tool or the model campus
response website is also a tool for folks who are in the
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.
in Who is the person who might not at all be interested
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.
also At one of the small schools in North Carolina we've
to seen their campus sexual assault response team start
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

66

also
case.

they've been structuring their meetings now so it's
been taken up in a really interesting way in that

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

both
stronger

So those changes to title nine have really changes
campuses engagement in this work of making their
protections and institutional responsibilities

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 --

campuses
were

>> Yeah, so there were some struggles with some
who had some limited resources and the person who is
doing the work is super dooper overwhelmed and they

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

results

the way they talk about it, the way they advocate it
wasn't -- they didn't take that part up but the

of them being trauma informed are still going to play
out.

in

>> Yeah, and finally changes in the context nationally
and in North Carolina, changes in priorities, changes

our agency strategy have just made us unable to fund

67

allow

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

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.

engagement

I love the way you describe proactive policy

as a mechanism for cultural change.

thanks

that

I

you.

in

I just think that's an amazing way to think about the potential for prevention in our policy effort, so

for shedding some light on the great and deep work

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

really appreciate that.

I just want to share a couple resources with all of

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

IPV prevention and engaging men and boys as IPV

3

We also will be releasing coming soon our story number

on policy based prevention approaches.

So much good stuff inside.

We encourage you to look at those.

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.

We did get to talk to -- who did we talk to?

We talked to somebody on this webinar in the story series.

We talked to Krista, right?

Yeah, I talked to Krista.

So 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.

69

So please join us for that.

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.

Julia, I would also like to thank all of our presenters,

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

70

providing the captioning for today's webinar.

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 NRC DV website.

Thanks so much to everybody.

Have a wonderful afternoon and a great fall.

Good-bye.

>> Thank you.

Thank you.

format.

[This text is being provided in a lightly edited

Communication Access Realtime Translation (CART) is provided in order to facilitate communication accessibility and may not be a totally verbatim record of the proceedings. Due to the live nature of the event, some names and/or terms may be misspelled, and the text may also contain environmental sounds that occurred during the event.]