

The Vermont Approach:

**A Comprehensive, Collaborative Sexual Violence
Prevention Strategic Plan Implementation Project
2006-2010**

FINAL REPORT

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Written by

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Preface & Acknowledgments

The five year implementation of a statewide strategic plan is an arduous task, particularly with a mission as ambitious as preventing sexual violence. Nevertheless, this is exactly the task we assumed at the start of this project.

Of course, we didn't do this alone. This project was the result of a corporate vision for Vermont that started with a group of at least 14 anti-sexual violence advocates from almost as many state and local organizations that got the ball rolling in June 2004. By the time the implementation of the strategic plan ended, at least 43 organizations (not counting their separate departments) and 98 individuals (some of whom represent the community at large) had participated actively in one or more project strategies. (See Appendix C for a list of these contributors.)

We are at the end of our tenure with this project and as such, we feel a mixture of emotions, with pride, gratitude, nostalgia and hope among the most distinct. It is with pride in all of the work that we present this final report and the state it is in as we pass it on. We express our gratitude for those we have had the incredible opportunities to work with on this project. The nostalgia we feel as we complete this report reflects the significance that the project and the relationships we have made through it have had in our lives. And looking forward, the hope we feel is for the continuation of the momentum that built around the vision of a comprehensive, collaborative Vermont approach to sexual violence and its prevention.

The report is our most recent attempt to tell the story of this project. It has three parts: I. A Strategy by Strategy Narrative, the longest section; II. Synopsis of the Fifth Year Evaluation: A self-study, with a link to the full evaluation report; and III. Sexual Violence Prevention in Vermont: Looking to the Future, which contains recommendations from the Leadership Forum for SVP in Vermont beyond the VT Approach Plan. Three appendices (A, B, C) complete the report.

Respectfully submitted,

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PART I STRATEGY BY STRATEGY NARRATIVE

The strategies framing the plan represent the seven themes that were produced through analysis of the stakeholder interview and focus group responses during the 2005 strategic planning study. These themes were refined further for application by the participants of the strategic planning summit prior to drafting the plan later that year. Similarly, the goals, objectives and activities corresponding to each strategy were produced through the deliberations in that summit. Thus, they represent a corporate intention larger than any one individual or organization and the community accountability measures that guided the plan's implementation.

Throughout the five years of implementing the Vermont Approach plan, the objectives and activities continued to develop in each of the seven strategic plan areas. From the drafting of the plan, authors and contributors understood that its implementation necessarily would combine fidelity with the intentions flexibility in response to changing conditions. In fact, the five years were not seen by the founders as the length of time that it would take to prevent sexual violence or even to fulfill the mission and goals. Indeed, throughout these five years some objectives and activities gained more momentum than others. Many factors contributed to this, including the level of available state and other funding, revised legislative mandates, available staffing and new opportunities that arose.

From the start, stakeholders upheld and committed to use nationally recognized prevention principles. They realized (and continue to understand) that sexual violence is complex and therefore it requires a comprehensive approach (e.g., individual, relational, community, societal; individual knowledge and skills, community, provider education, coalitions and networks, organizational change, policy and legislative change).¹ Thus, one of the pervasive implementation questions was how to insure that the project could support a comprehensive approach with finite resources as a small state, for example in the context of federal funding formulas for sexual violence prevention. At the time, the national sexual violence prevention theory indicated that "preventing [sexual violence] requires an *integrated strategy for action* (multiple methods addressing different social locations and positions of privilege as these are institutionally organized).² This integration theory shaped the way that activities in meeting goals for one strategy in the plan were coordinated so as to have a desirable impact on the objectives guiding other strategies.

¹ Prevention Institute, *Intimate partner violence and sexual violence prevention*. Oakland, CA, 2005, p.36

² Op.cit., p. 65-74

Although this part of the report describes within strategy implementation processes and outcomes, it is important to note these between-strategy relationships. Moreover, the work within and between strategies was grounded both in the principles and objectives set forth in the plan and shaped further by new ideas and emerging issues facing Vermont communities year to year. Table 1 on the next page provides a graphic illustration of some of the key progress markers for each strategy. To convey the connections between strategies on the table, some Progress Markers in one strategy area are followed by bracketed letters indicating other strategies for which that particular marker is also significant.

Table 1. Vermont Approach Progress Markers Years 1-5

Strategy	Sample Progress Markers
Strategy A. Providing Statewide Leadership	<ul style="list-style-type: none"> • Coordinator Hired • Establishment of Leadership Forum • Governance/participatory decision-making documents • Public Education Team charge (C, D, E)
Strategy B. Developing Community SVP Efforts and Allies	<ul style="list-style-type: none"> • Working relationship established with eleven statewide and regional groups • 3 Campus Prevention Institutes (D,E) • Groundwork for collaborative research and grants with youth service providers and refugee women and girls (F)
Strategy C. Changing Media Representations	<ul style="list-style-type: none"> • Changing Media Representations Committee recruited and convened • Media Specialist job description and charge (D,E) • Report from five focus groups on perceptions of media coverage of sv issues
Strategy D. Contributing to State and Local Institutions' SVP Capacity	<ul style="list-style-type: none"> • Collaborative work with seven state agencies (B,E) • Legislative testimony • Early Educator Listening Project (E) • DCF Act 1 Steering Committee (E)
Strategy E. Educating Professionals, Families and Individuals	<ul style="list-style-type: none"> • Sexual Violence Prevention Task Force coordination (D) • Annual Reports to Legislature • K-12 Schools survey (F) • Technical Assistance Resource Guide for K-12 schools (D) • Consent education project (B,D)
Strategy F. Learning from and Developing the Vermont Approach (research/eval)	<ul style="list-style-type: none"> • Schools survey and educator listening project (D,E) • Two LF retreats • National conf. presentations (3) • Fifth Year evaluation
Strategy G. Generating Income and Budgeting resources	<ul style="list-style-type: none"> • Five years of state funding (A) • Collaboration/grant-seeking with state agencies and other partners (B,D,E) • Ten grants submitted to federal and private foundations (Two received) • Sustainability Committee convened

Strategy A: Providing Statewide Leadership [and Staffing]

“Developing and sustaining reflexive, transparent leadership practices that are accountably collaborative and effective in developing and coordinating comprehensive sexual violence approaches.” (The Vermont Approach, p. 7)

The 2006 legislative budget allocated the Anti-Violence Partnership (AVP) at the University of Vermont funds to implement the first year of the Vermont Approach. The AVP Steering Committee served as the leadership body for the first year of the plan’s implementation. In that role, the Steering Committee made decisions about staffing.

Staffing the Project

Project Director. Because the Anti-Violence Partnership is not a fiduciary body per se and has no formal institutional status at UVM, the Steering Committee asked Dr. Susan Roche, of the UVM Department of Social Work (also lead author of the Vermont Approach plan) to serve as the Project Director/Principle Investigator. Thus, Susan and the staff at the Department of Social Work were able to shepherd the project through the university’s grants and contracts protocols. To keep administrative costs down, the Project Director served in that capacity on a very part-time basis (about 5 hours a week when spreading the cost of one course release over the entire academic year). Her primary responsibilities were fiduciary (pertaining to personnel and finances) and contributing to the implementation of the leadership strategy. Her participation in other substantive SVP strategies was limited except where she was able to support these indirectly through her work with the Coordinator and the Leadership Forum or through her research and teaching responsibilities as a UVM professor.

Project Coordinator. The Steering Committee with Susan’s input and following UVM’s personnel policies, created a job description for the full-time Coordinator position, interviewed candidates, and recommended the hiring of Anne Liske as the full-time project Coordinator. Anne had worked for 15 years at the New York State Coalition Against Sexual Assault in a variety of capacities, including as the Executive Director the six years preceding her application for the VT Approach position. She was hired in January 2007 as the Sexual Violence [project] and AVP Coordinator with the responsibilities of coordinating all aspects of the plan’s implementation as well as staffing the AVP Steering Committee³. One of her early tasks was conferring with the

³ This combined role reflects the infrastructure that the AVP provided as sponsor of the VT Approach. All coordination of the AVP was paid for through administrative line items of AVP sponsored project grants. This was a creative budget stretching approach developed by the Steering Committee as a legitimate means of

AVP Steering Committee to finalize the transition of project leadership from the Steering Committee to the Leadership Forum. Anne carried the most central staffing responsibilities for the day-to-day work of the project, including staffing and otherwise supporting the work on every strategy.

Graduate Assistants. In order to stretch the staffing capacity and to contribute sexual violence prevention knowledge to the professional education of social work students, two graduate assistants contributed significantly to the strategic planning process. Kelly Miller was supported for a year through the strategic planning contract budget and Anne Rich was supported for a semester through the generous contribution of the Title IVE Child Welfare Training Project in the UVM Department of Social Work. Hannah Hauser, Becky Ruess, and Charlotte Rochon served as graduate assistants for two years each, from year one through year four. Additionally, Kathryn Braden assisted with writing one of the youth research grant proposals and data analysis of the early educator listening project, both of which are discussed below. Without these graduate assistants, the staffing would have been extremely thin for a project of this size—a 5 hour a week director and a full-time coordinator.

Strategy teams and work groups. Although strictly speaking, there was no additional project staffing, it is important to note that the staffing of this project was hugely augmented by the in-kind contributions of personnel from many state and local organizations, colleges and universities. Their contributions were made primarily through their work on strategy teams, work groups and ad hoc groups. (See Appendix B.) Not every strategy had a standing team or group implementing that part of the plan (e.g., the community strategy), and in those cases, the Coordinator and graduate assistants engaged community members in other capacities as discussed below.

The Leadership Approach & Forum

A shared leadership approach was adopted for this project that involved overlapping aspects of leadership between the Leadership Forum (LF) and the Project Director and Coordinator. The Project Director and Coordinator served as members of the LF and recused themselves from personnel discussions or deliberations of other issues with the potential for a conflict of interest. The AVP practice of university and agency co-chairs was implemented. For the first three years, the Director co-chaired the forum along

ensuring the project had the infrastructure of the AVP and the AVP had a very small coordination capacity, much less than would have attracted an experienced individual of the caliber of these coordinators. This is a good example of how collaborative projects in small states pool and stretch scarce resources.

with Chani Waterhouse of the Vermont Network Against Domestic and Sexual violence (VNADSV) and then, during the last two years with Rebecca Gurney, Executive Director of the YWCA.

The Coordinator staffed the Forum's work and provided regular information about the progression of activities in all areas of the plan. During the first two years, the graduate assistants attended the meetings as a way of learning about the project and providing support staffing when needed. Some LF members served in active liaison roles with strategy teams and ad-hoc work groups based on their various interests, experiences and expertise. LF agenda planning and follow-up were carried out by the co-chairs and the Coordinator.

Leadership Forum activities: The Leadership Forum initially developed a set of guiding policies and practices for that body's governance, including criteria for recruitment of members, terms of service and a schedule of meetings, all based on the objectives set forth in the plan. The policy documents created by the Leadership Forum are included in Appendix A, presented as accountable, guiding practices for ongoing collaborative sexual violence prevention leadership work in Vermont. One specific leadership area which the Leadership Forum was tasked by the plan to develop was a "public education team" to provide consultation and guidance for communities statewide around sexual violence prevention. A draft "charge" for that proposed entity is also included in Appendix A for potential implementation.

Two additional Leadership Forum tasks, developing a sustainability plan and conducting a project evaluation in the fifth year of the Vermont Approach are reported under Strategies F, G and the Evaluation Summary below. (These tasks exemplify the interconnectedness of strategy-specific objectives as discussed above.)

The developmental work of the LF was more tangible in the early years of the project which produced a solid base for making policy decisions for the project and for collaborative inter-organizational SVP practices in Vermont. For the other work groups and the staff tangible activities continued to be a priority. By the last year, attendance at Leadership Forum meetings was sparse. A core group of members continued through to the end, but for a few members, winter storms and full-time work demands resulted in more absences than in previous years. The core group even added a number of phone meetings to their schedule in order to complete evaluation and project ending responsibilities designated in the plan.

A statewide leadership body: The original group of advocates who envisioned this project had instructed the Project Director (while she was still the consultant to the strategic planning process) that one of their intentions was for a statewide sexual violence leadership body akin to the standing domestic violence council to be established by the project's end. Throughout the VT Approach, she assumed that the Leadership Forum would evolve into that group, with some members continuing and others moving off, reflective of the post-project priorities. This was discussed periodically with other LF members. However, by the middle of the fifth year, the LF decided that this decision should be made by the wider community of SVP leaders and stakeholders as part of the larger discussion of what next beyond the VT Approach plan. Therefore, in one of its last tasks, the Leadership Forum hosted a gathering of these leaders and stakeholders on April 28, 2011 to hear the preliminary results of the fifth year evaluation (see Strategy F below), and to begin the transition discussion.

The last task assigned to the Leadership Forum in the plan was to convene a final 5th year summit for stakeholders. The purposes were identified as “discussion of the self-study report..., joint review of [current] SVP trends, SVP progress and obstacles, and ...collaboratively setting new direction, strategic priorities and goals for SVP” (p. 54). When the plan was drafted, this summit was intended to parallel the *Crossing the Lines*, sexual violence prevention summit which launched the planning study in 2007. (Over 100 individuals attended that event, some of whom were national presenters and most of whom were VT stakeholders). After the April 28th meeting, the Leadership Forum opted for a smaller, simpler closing ceremony of the project, scheduled for June 27, 2011. This decision was based on budget realities and current stakeholder priorities.

Strategy B: Developing Community SVP Efforts and New Community SVP Allies

“Engaging, expanding and mobilizing diverse sexual violence prevention stakeholders and allies.” (The Vermont Approach p.7)

This strategy was implemented primarily by the staff rather than a strategy team or work group. The Coordinator took the lead, supported by the Director and the graduate assistants.

A community outreach and organizing approach to sexual violence prevention has been identified and developed as critical for engaging populations around social and cultural changes necessary to reduce the spectrum of sexual offending behaviors. Reflective of the comprehensive conception of sexual violence prevention emphasized nationally, this approach to working with communities goes beyond community *education*, which is

addressed in the education strategy section. The Vermont Approach incorporated this principle in the objectives of Strategy B, recognizing, as the Prevention Institute's *Spectrum of Prevention* adopted by the Centers for Disease Control states:

It is essential that core activities [of prevention]...be conducted within the context of the unique aspects of various populations and communities. Guidance from the population is key in the design, implementation and evaluation of a prevention program...[in order to appropriately] address the different ways communities talk and think about sexual violence.⁴

A parallel factor that the Project Director and Coordinator recognized from the start of the implementation was that for most communities preparing the foundation to be able to engage in dialogues about sexual violence prevention was where the work needed to begin. Regardless of the defining ideas in the plan as outlined by stakeholders, engaging and empowering diverse communities to become allies in the work is challenging and requires a long, persistent and patient process of incremental steps. As our colleagues in Washington State noted when they began this work more than a decade ago,

Communities can be more or less ready to begin a prevention initiative.... The beginning might be developing relationship and discovering allies...Or, with a more prevention ready community, the beginning might be gathering the community and beginning the planning process. Whatever the starting point, remembering that community development is a process, will help all members recognize growth and change and to honor that change as a worthy accomplishment toward prevention readiness.⁵

Key Communities and Populations

The Coordinator focused the efforts on a few communities and populations that were identified through the strategic planning research as high priorities (youth and refugees and immigrants). Given the modest project resources, initial outreach was directed to these communities, with support of the graduate assistants. Fortuitously, youth and refugee women and girls were also two populations about whom competitive federal research and special project grant sources offered potential to support community-based efforts...

⁴ Centers for Disease Control and Injury Prevention. (2004). *Sexual violence prevention: Beginning the dialogue* (p. 3).

⁵ Gayle M. Stringer, M.A. (1999). *Community Development and Sexual Violence Prevention: Creating Partnerships for Social Change* (p.27). Washington Coalition of Sexual Assault Programs.

Youth communities. The project staff worked with community-based youth serving organizations on several proposals to implement youth leadership and youth participatory action research projects with the goal of informing school and community prevention messaging. These are discussed further below under Strategy F. Each of these stretched the thinking of all involved; regrettably none of the proposals were funded.

Refugee women and girls. The first step for working with the refugee women and girls involved a dozen interviews conducted with providers and community leaders about their perception of issues and cultural contexts related to sexual violence and prevention. The staff began to explore the possibility of working with two community partners on a listening project, one in a rural setting with migrant workers and the other in an urban housing project. A small time-limited grant was made available for the work, but relationships for both sites needed more time beyond the projected end of the project to develop and logistics to be planned, so the grant was declined.

Campus communities. Since the project was housed on the UVM campus, and given the high rate of sexual violence on college campuses, one natural opportunity that became obvious was to engage UVM campus prevention partners. The Coordinator served on the UVM Gender and Sexual Violence Committee and reached out to other campuses statewide to share knowledge and capacity building. She conceived of the idea of co-sponsoring campus institutes and her collaborative work on this resulted in three summer Prevention Institutes for campus personnel and community partners, showcasing their multidisciplinary strategies to address sexual violence. UVM, Norwich and Castleton State College rotated hosting and provided resources for these events. Close to two hundred individuals participated across the three gatherings, and the most recent institute was expanded to include a track for middle and high school personnel as well. With the ending of the Vermont Approach staffing, the agreement is for the VNADSV to continue collaborating with campuses statewide to offer these Prevention Institutes annually.

Staffing community-based SVP. Engaging partners for this strategy was fruitful, yet demonstrated clearly the slow and steady nature of both building relationships and capacity to do community sexual violence prevention work. The plan called for the creation of a Community Practitioner to have primary responsibility for this particular strategy. The lack of resources to develop such a position limited the capacity to advance the work beyond these initial pieces. As suggested below, in both the

evaluation findings and the Leadership Forum’s recommendations for moving forward, community outreach and engagement remains a major priority for advancing sexual violence prevention in Vermont.

Strategy C: Changing Media Representations

“Developing values, vision, language, media and other strategies to change the social norms, attitudes and representations that produce and support violence.” (The Vermont Approach, p.7)

Working with the media as allies to change key media representations (e.g., of gender, ethical sexuality, healthy relationships, privilege, and sexual violence) as critical tools for social and cultural change resonated strongly for the original Vermont Approach stakeholders. In 2005, participants in the planning study focus groups and the strategic planning summit emphasized the importance of engaging the media to change images and discourses and thereby norms and attitudes that sustain sexual violence. Their ideas about this were further reinforced recently by the Framework Institute’s first report of a current, collaborative research project with the National Sexual Violence Resource Center. “Our research shows that communications strategies need to address deeper patterns of thinking that undergird attitudes and policy preferences related to sexual violence ...to encourage more systems-thinking so that policy-based and preventative solutions become thinkable.⁶ Or, in the words of one participant in a Vermont Approach media focus group study,

the media can be used for good purposes [and] media sometimes helps advocates in their work as well as survivors. News reports can dispel myths or misinformation, raise public awareness, and inform the public about community response to sexual violence thus urging community involvement (p.9).

Changing Media Representations Committee

As designated by the plan, a Changing Media Representations Committee (CMRC) was formed in the summer of 2007. Sharon Lamb, Ed.D., then Professor of Psychology at St. Michael’s College and member of the AVP Steering Committee, worked with the Coordinator and Leadership Forum to identify a group of media practitioners, analyst/researchers and advocates to form this strategy team. Bethany Pombar, Prevention Specialist at the VNADSV was designated as the co-chair of the group. Over

⁶ Framework Institute. (2010). *American Perceptions of Sexual Violence* (p.5).

the course of almost two years the CMRC met monthly to discuss current perspectives on media's role in public discourse around sexual violence, ways to educate journalists more effectively about sexual violence and discern ways to advance some of the objectives suggested in the plan.

Media Specialist Position

One result of the CMRC's work together was the job description for a statewide SVP media specialist as designated in the plan. Although VT Approach funding did not support the hiring of this position, the committee did provide a well-grounded template for linking the media and SVP practitioners to increase the capacity for mutual engagement and negotiate changes in the negative media messages related to sexual violence and increase effective public SVP issues messaging (see appendix A). Two of the remaining issues for this aspect of comprehensive sexual violence prevention in VT include where best to situate and how to fund such a position. Equally important remains the goal of advocacy work with the media that addresses the "deeper patterns of thinking that undergird attitudes and policy preferences related to sexual violence" and not only media coverage of sexual violence.

Media Coverage of SVP

A second project involved focus group research designed to gather perspectives of Vermont media coverage of sexual violence from different stakeholders. The focus groups took place in the summer and fall of 2009 and transcription and analysis of the data during 2010. The hope is to present the analyzed data at a forum and publish an article; the written report is available on the AVP webpage at:

<http://www.uvm.edu/~socwork/antiviolence/?Page=projects.html>

Engaging and Changing the Advertising and Entertainment Representations

The idea wrapped around this strategy was to pave the way for the social norms and media representations of SVP to become widely understood and adopted. Thus, the plan called for this strategy area to focus on the entertainment industry as well as mainstream and alternative media in Vermont to promote their enthusiasm for and commitment to sexual violence prevention. By the fourth year, the objectives addressed "public relations approaches to countering the power relations of otherness and subordination constituted by media representations of gender, age class, race and sexual orientation" (p.36). Increasing allies in the Vermont arts, entertainment and tourist industry also was to be addressed in the fourth year. By the fifth year, ensuring

comprehensive, transformational [media] approaches to promoting sexual violence prevention against adults, teens and children in Vermont. All of these were assigned in the plan to the Media Specialist as the responsible party. Unfortunately, without the Media Specialist, all of these objectives and activities remain to be accomplished.

Strategy D: Contributing to the SVP Capacity of State and Local Institutions

“Sustaining diverse organizational participation and developing institutional values, vision, language and strategies to change laws, regulations, policies, procedures, and institutional relations to support sexual violence prevention.”

(The Vermont Approach, p. 8)

Work on this strategy focused primarily on the Coordinator engaging state agencies to partner in addressing the Vermont Approach goals and objectives for sexual violence prevention in Vermont, deepening and sustaining collaborative work, a necessary and effective approach when resources are scarce. As noted in the national document Spectrum of Prevention, “Partnerships across sectors and fields can be especially useful for accomplishing a broad range of goals that reach beyond the capacity of any single organization.”⁷

Initial Institutional Activities

The Coordinator, in consultation with the AVP Steering Committee and the Leadership Forum, spent time initially conferring in person and by phone with commissioner and/or relevant division level staff at key state agencies, including the Agency for Human Services, Center for Crime Victim Services, Department for Children and Families, Department of Corrections, Attorney General’s Office, Department of Health, Department of Public Safety and the Women’s Commission, determining their interests and ideas about sexual violence prevention, the Vermont Approach plan, and where the plan’s objectives intersected with current initiatives and priorities for their agencies and local and regional community partners.

In some instances these initial conversations led to follow-up meetings, collaborative project development discussions including community-based partners, grant searches for funding those projects, input on research project designs and consultation/coordination of legislative mandates. While not all of the relationships and

⁷ The National Sexual Violence Resource Center. (2006). *Sexual Violence and the Spectrum of Prevention: Towards a Community Solution*, (p.11).

dialogues resulted in concrete next steps, sexual violence *prevention* gained more notice on the state agency agendas.

Legislative Testimony

The Coordinator also provided testimony about the plan and its progress to several legislative committees at their request, on several occasions, including the Education and Social Services and Judiciary committees in the House, and Judiciary committee in the Senate. Topics included providing information about both the Sexual Violence Prevention Task Force (SVPTF- see details below) schools survey, the SVPTF's concept of a sexual violence prevention toolkit for schools, the importance of building the prevention capacity of adults to take responsibility for sexual violence prevention with children and findings from the interview project with early educators, all of which helped to inform what eventually became components of ACT I of 2009.

Subsequently, the Coordinator testified before a joint House/Senate committees meeting mandated in ACT I, and was involved in the ACT I Steering Committee. This involved meeting on a regular basis with staff from both the Department for Children and Families and the Department of Education to coordinate implementation of pieces of the legislation's various components.

Working with and within the University

In developing the Anti-Violence Partnership, the sponsor of the Vermont Approach project, stakeholders saw the university as a site that provided a neutral place for critically analytical and innovative discussions about anti-violence work. They considered it a place where they could think together outside the usual jurisdictional and organizational boundaries of scarce, competitive resources. They also saw it as a venue within which to reach beyond business as usual relations with each other and to co-create innovative approaches to the challenges of the work to prevent and end violence and promote safety and fundamental rights and freedoms. By the time the plan was adopted, the AVP was seen as an infrastructure for its implementation. Thus it was that the Vermont Approach, was located at UVM.

The project's location in the UVM Department of Social Work has provided a home that shares the same values as the project (e.g., social justice, human rights, gender equality and liberation, safety and agency). Moreover, these shared perspectives have been translated into project supportive activities contributed by the Department staff and faculty. For example, the support staff members in the department consistently

provided their skill and time to produce materials, impart practical advice on fiscal and other policy and procedural matters, and assist with a slew of related activities. The Project Director taught elective courses related to the project. Guest speakers from partner agencies were invited to bring their latest thinking and experiences in SVP into these MSW classes. Access to computer support, the library, internet support and databases, systematic notification of potential funding based on key words related to the project, office space, phones, lights, excellent employee benefits, grad assistants and researchers from other departments all have contributed to the project.

The next phase of SVP statewide leadership is unlikely to be located at the university, but rather be based in agencies whose primary mission is anti-violence work. This will enable organizations to more fully integrate prevention and/or sexual violence priorities into their anti-violence approaches, and to continue to work together in a coordinated manner on sexual, domestic, and other violence prevention goals.

Maintaining and Expanding State Level Work

Maintaining and expanding the foundational state level work of this strategy will enable state agency leaders to help build more capacity at the local community level, where the heart of sustainable sexual violence prevention efforts lie. This remains a key need moving forward, to be accomplished by a commitment to additional resources.

Strategy E: Educating Professionals, Families and Individuals

“Promoting and enhancing the capability and motivation of professionals, family members, and individuals to promote safety, peace with justice and human rights; developing and disseminating new language, information and other resources; facilitating the development of new understandings, attitudes, and skills related to sexual violence prevention.” (The Vermont Approach, p. 8)

The broad purpose of this strategy was written to address prevention education occurring in many settings in the community, engaging audiences of all ages, adults, youth and children. It was directed at various types of education from K-12, to higher education, to continuing education for professionals.

Sexual Violence Prevention Task Force (SVPF)

Included in the same state legislation that funded the first year of the VT Approach plan, was a mandate directing the AVP to establish a specific Sexual Violence Prevention Task

Force (SVPTF) to “inventory” and make recommendations about Vermont schools’ sexual violence prevention efforts and educate about the Vermont’s age of consent law. Several major products were produced by this task force. Indeed, a recent national review of 53 studies of school-based programs intended to prevent violent behavior concluded that the studies provide strong evidence that universal school-based programs are effective in reducing violence.⁸ Positive results were found at all school levels—from prekindergarten through high school. Many programs were found to have beneficial effects on traditional academic outcomes, such as attendance and school performance.

Sexual Violence Prevention Task Force’s Activities

This task force became the work group for the education strategy of the plan. The Coordinator staffed the SVPTF’s ongoing work.

School survey. One of the first major activities of the SVPTF was designing and completing a survey of K-12 public and private VT schools and their community agency partners. The Project Director served as technical advisor on the design of the survey and the Project Coordinator staffed all aspects of its implementation with the staff support of a graduate assistant. The SVPTF discussed the meaning of the results and based on their analyses, made recommendations to the VT state legislature for the next iteration of state policy regarding schools’ participation in sexual violence prevention. The 2008 survey report can be found on the AVP webpage at <http://www.uvm.edu/~socwork/antiviolence/?Page=projects.html>.

Early childhood educators listening project. An ad-hoc SVPTF work group, augmented with some early education professionals, advised a separate project, directed by then UVM early education faculty member Eflada Tolentino, Ed.D. The research team interviewed forty early educators statewide in both home-based and licensed center settings, being sure to reach early educators in every county. The interviews documented participants’ experiences with sexual violence and sexual violence prevention in their work with families and communities they served. This project report can also be found on the AVP webpage at <http://www.uvm.edu/~socwork/antiviolence/?Page=projects.html>.

⁸ Hahn, R. (2007). Effectiveness of universal school-based programs to prevent violent and aggressive behavior: A systematic review, *American Journal of Preventive Medicine*, 33, S114-S129.

ACT I 2009 mandates for school-based SVP. In part informed by recommendations from both of these reports, in 2009 the Vermont Legislature passed ACT I creating some mandates for school-based sexual violence prevention, training schools personnel, early educators, and calling for a public education campaign about child sexual abuse. The SVPTF was directed to accelerate development of a Technical Assistance Resource Guide to assist K-12 schools' sexual violence prevention. Completed in 2010, that document can be found on the Department of Education website at: http://education.vermont.gov/new/html/pgm_health_ed.html#targ.

The Coordinator also worked with the Department for Children and Families to help maintain coordinated messages across the various ACT I mandates. Both agencies will continue this work in collaboration with the SVPTF (through 2013) and community-based partners.

Consent & Consent Law Training

A second ad-hoc work group of the SVPTF focused on the specific task of educating schools to train both adults and youth about consent and the consent law. With a small seed grant from the Vermont Bar Foundation, the group developed and piloted a training module in the fall of 2010 and offered an initial round of regional trainings in the spring of 2011. The VNADSV will carry this work forward, starting with a second series of trainings in the fall of 2011 and providing ongoing technical assistance. Information about the consent campaign at: <http://www.vtnetwork.org/publications/>.

Launch of Literary Anthology: *The Journey of Healing*

As part of the UVM campus observance of April as Sexual Violence Awareness Month in 2010, the Vermont Approach teamed with the UVM Women's Center, and the UVM Women and Gender Studies Program to co-sponsor the launch celebration of a new literary anthology titled *The Journey of Healing: Wisdom from Survivors of Sexual Abuse*. The anthology, edited by Marjorie Ryerson and published by co-sponsor Safer Society Press in Brandon, Vt., is an original collection of 57 pieces of writing by sexual abuse survivors who represent diverse cultures, ages and experiences.

Strategy F: Learning from and Developing the Vermont Approach

“Conducting narrative, evaluation, survey, ethnographic, policy, practice and other forms of research and revising The Vermont Approach based on what is learned.”
(The Vermont Approach, p. 8)

The systematic learning from the Vermont Approach was carried out through a series of strategy-specific research and overall project evaluation activities. These efforts were conducted primarily by strategy groups, the project staff and contracted researchers.

For a brief period, until other project needs and limited time on the project diverted her, the Project Director convened an ad hoc research advisory work group. This group discussed ideas about agency-university research partnerships, the formation of a network of SVP researchers/evaluators and ideas for specific research projects related to the Vermont Approach goals and objectives. These ideas informed some of the research and evaluation described in this section, while other ideas (e.g., a researcher/evaluator resource bank) remain to be mined in the future. One thing that became very clear from the deliberations of this group is that the differences in timing, planning and workload agreement protocols of university and agency employers require a lot of lead time for university-based researchers/evaluators and practitioners/advocates to forge and sustain SVP partnerships. This was not seen as insurmountable however, and the Anti-Violence Partnership was viewed as an experienced context through which to develop these partnerships.

Strategy-Specific Research & Evaluation

Over the five years, the project conducted studies and submitted a series of competitive research proposals. For most of these, whether or not they were externally funded, a research protections protocol also was written and submitted to the UVM Committee on Human Research in Behavioral Sciences. These proposals and protocols were labor-intensive to produce and it is regrettable that so few were selected for funding, although it is fair to say that their development did have positive impact on those who participated and on the project overall.

Three strategy-specific studies were carried out in the course of the project as described above briefly with links to the complete reports: (a) the schools’ survey (b) the early educator listening project and (c) the media focus group study. Additionally, the project director consulted on a Project Safe Choices evaluation at Spectrum that was

legislatively mandated as a budget line item the first two years of the Vermont Approach.

Federal research proposals. In addition, three federal research proposals were written and submitted to the National Institute of Justice (NIJ) and the Office of Victim Services (OVS). The NIJ proposals were for youth participatory action research, the second of which included the contributions of Joan Tabachnick, consultant, trainer and author of *Engaging Bystanders* and Dr. Lynn Bond, Professor, UVM Department of Psychology. The OVS proposal was for a victim services campus curriculum project and co-submitted with the Institute on Domestic Violence and Sexual Assault at the University of Texas-Austin and the VT Center for Crime Victim Services.

Foundation research proposals. One of the first foundation research proposals was submitted in partnership with Missisquoi Valley Union Middle and High School (Swanton, VT), Winooski Middle and High School, and Essex CHIPS to the Robert Wood Johnson Foundation for a proposal development project under the heading of *Building Healthy Teen Relationships*. Another was a concept paper written responding to the request for letters of intent from the Ford Foundation for *Sexuality, Health and Rights Among Youth in the United States*. This letter of intent was co-authored with Joan Tabachnick and titled, *Engaging Adults as Bystanders: Implementation Policy and Practice for Building Community Sexual Violence Prevention Capacity*.

Strategy-specific evaluations. Evaluation forms were provided to participants of the three Prevention Institutes and the consent campaign, and used to review and further develop the on-going work. Likewise, the SVPTF devoted a chapter in the Technical Assistance Resource Guide for schools to a basic approach for evaluating prevention work. The SVPTF also plans to implement a basic evaluation of that document's implementation before the end of their mandate in 2013.

Overall Project Evaluation

As a new project, undertaken primarily to implement the strategic plan, *process or implementation evaluation* was the central type of evaluation employed throughout. "A process evaluation can answer questions regarding program effort; identify processes or procedures used to carry out the functions of the program; and address program operation and performance."⁹

⁹ Retrieved June 21, 2001, from the Bureau of Justice Assistance, <http://www.ojp.usdoj.gov/BJA/evaluation/guide/g4.htm>

To facilitate reflection on the project's work, the Leadership Forum and the Sexual Violence Prevention Task Force used periodic process discussions during their meetings as well as several purposeful retreats to assess how their respective objectives and tasks were progressing. Of particular import was considering how the actual project activities squared with the goals, objectives and activities designated in the plan as well as how to prioritize or revise these given available resources and changing conditions.

Similarly, the SVPTF engaged in two mini-retreats at different points to review the body's mandate and review objectives and tasks related to their on-going work. Reflective of its mandate to continue through 2013, the SVPTF has another planning session scheduled for July 2011 to focus on the remaining objectives through 2013.

Fifth year evaluation: Self-study process. The plan designated that in the last year of the project the Leadership Forum (LF) should "conduct a self-study process as a basis for project renewal and consideration of future directions for this project" (p.54). By the time the evaluation was developed and implemented, it was clear to the Leadership Forum, staff and close stakeholders that the project would end, and a new iteration of statewide sexual violence prevention leadership and initiatives would be pursued. Thus, the original purposes for the self-study evaluation were revised to inform statewide SVP renewal and considerations of future directions beyond the implementation of the VT Approach.

An LF evaluation subcommittee formed to develop the implementation approach to carrying out this responsibility.¹⁰ A parallel LF sustainability subcommittee recommended that an external evaluator be contracted to work with the evaluation subcommittee in designing and to conduct the self-study process as a fifth year project evaluation. Because the original strategic planning process had incorporated appreciative inquiry methodology, Dr. Susan Comerford, Associate Dean of the UVM College of Education and Social Services, was contracted for her expertise and deep experience with this method. The evaluation subcommittee worked with Dr. Comerford for three months to formulate the evaluation scope, main questions, logistics, list of evaluation participants and schedule.

¹⁰ The original evaluation subcommittee consisted of Rebecca Gurney, Sheri Lynne, Anne Liske, Donna McComber, Susan Roche, and Deb Sherrer. As individuals rotated off of the LF or shifter their responsibilities, the final subcommittee consisted of Anne Liske, Donna McComber, Bethany Pombar and Susan Roche.

A synopsis of the fifth year evaluation report is provided below, following the discussion of Strategy G. The entire evaluation report can be found on the AVP webpage: <http://www.uvm.edu/~socwork/antiviolence/?Page=projects.html>

Sharing the Learning

The Vermont Approach received positive responses from within and outside of Vermont in the forms of invitations and selections of proposals to present about it in a variety of venues. This section describes mostly the dissemination of the learning that the staff conducted. With each presentation, audience interest and questions served to encourage the staff's best work and to generate more understanding of the project and of SVP more generally as well as spreading the learning. It also is likely that other VT Approach participants shared their experiences of the project at various meetings and conferences they attended, and therefore, it is difficult to assess the full extent of the project's reach through this strategy alone. We do know that even the unfunded proposals made a mark and served to inform the plan's implementation in VT and the dissemination of what was learned.

TAASA. In early 2007, the Project Director responded to an invitation from the Texas Association Against Sexual Assault to present the VT Approach at a coalition retreat in Austin. Members of that coalition had been working together to design an SVP strategic planning process for a year. By that point, they thought that hearing about Vermont's experience would be helpful to their thinking. One of their most positive responses to the presentation centered on the community organizing approach that was used to produce the plan collaboratively across multiple jurisdictions and organizations. Related to this was the opportunity that VT had to create a plan that was distinctive to the state, rather than from a planning template that was imposed from outside the state.

National conferences. The fairly early drafting of the VT plan (vis-à-vis other states) and the way the plan was perceived initially by folks from other states led to early opportunities to share the learning at national conferences. For example, the Project Director presented the project at two invited CDC Webinar Conferences for Rape Prevention Education and for DELTA grantees, as well as on a peer-reviewed panel on violence against women and children at the Council on Social Work Education annual program meeting. The Coordinator presented about the plan and the SVPTF survey of schools to a 2008 Centers for Disease Control grantee meeting and at the 2008 regional Child Sexual Abuse conference in Burlington. The Coordinator, Researcher for the early

childhood educator listening project, and the Project Director also made a peer-reviewed presentation about the early educator project and the youth participatory action research proposal at the 2009 National Sexual Assault Conference.

Local conferences. Shortly after the launch of the VT Approach to policy makers and stakeholders, Chani Waterhouse who had served as the Network's staff liaison for the strategic planning process and later as the first Co-Chair of the Leadership Forum, and Kelly Miller, the graduate assistant who had worked on the strategic planning process, presented the VT Approach Project at UVM's first Dismantling Rape Culture Conference. The next year, the Project Director and the Project Coordinator made a presentation on human rights and sexual violence prevention at that conference. The Coordinator and a graduate student from the research team also presented about the early educator project at a UVM College of Education and Social Services research symposium.

Strategy G: Generating Income and Budgeting Resources

Garnering and sustaining the necessary funding to carry out the Vermont Approach; developing innovative approaches to funding and diverse resource development to sustain and expand the gains already made in sexual violence prevention in Vermont; and creating relationships with funders that influence them to fund comprehensive approaches and explore promising new strategies (The Vermont Approach, p. 8).

Main Source of Funding and Funding Flows

The main source of funding for the Vermont Approach came from a state grant administered by the Center for Crime Victim Services for the last four years of the project. The first year, it was appropriated through the 2006 Vermont Budget Bill directly to UVM through the Vermont Department of Finance and Management. Funding was slow to be expended that first year, as well, due to the university's conversion of its entire accounting system to People Soft which delayed the hiring of the Coordinator and other critical start-up processes for six months.

After the first year, based on UVM's policy that no state legislative funding go directly to a UVM project but only to its General Fund, the state appropriation was part of the Center for Crime Victim Services budget. In turn, the Center contracted with the

university, designating UVM faculty member, Susan Roche, as the principle investigator and director of the project. Annually, the pre- and post-award accounting was carried out as per UVM policies, at the facilities and administration (F and A) rate for an externally funded public service project.

Project Safe Choices Earmark

In the first two years of the project a portion of the grant was earmarked by the legislature for Project Safe Choices, a prevention project at Spectrum (\$35,000 in the first year and \$10,000 in the second). Expending this money also was delayed due to the accounting system changeover, but ultimately, the money was released to Spectrum and expended as intended.

Fiscal Management and Development

Throughout the project, a primary focus for the Coordinator and Director was to identify potential grant sources and submit proposals as the direction of the plan implementation unfolded. The Coordinator in particular, identified funding opportunities and then worked with the Director and others to pursue these. Ten grants were submitted over the course of four years, involving collaborative planning with university colleagues, state agencies and community-based partners for research and pilot projects. Some of these were discussed under Strategy F above. The list includes submissions to: the National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention, Office for Victims of Crime, Office on Women's Health Region I (funded), the Robert Wood Johnson Foundation, the Ford Foundation, several New England regional foundations, the Vermont Bar Foundation (funded) and a one-time UVM College of Education and Social Services research seed grant offering.

The Coordinator also worked closely with the Department of Social Work office manager to monitor the financial reporting and budget management processes within the University of Vermont and funders. Regular financial reports were provided to the Leadership Forum.

Economic Downturn

In the fourth year of the five year sequence, in reaction to the economic downturn and state budget cuts, the state grant was reduced. Once the 2009 state budget cuts became apparent, the focus shifted to how to manage a potential loss of funding for

completion of the Vermont Approach activities. In order to retain the graduate assistant, the Project Director did not receive fiscal support for her services that academic year. Changing administrative decisions about how much indirect cost to charge for her course release resulted in the project decision to cut her salary as a budget line item. This came after she had carried out her usual responsibilities during the first half of the year. Even so, she maintained the project's fiduciary responsibilities as a university employee during the last half of the year on a pro bono basis. More than once, she raised the possibility of stepping out of the role to redirect the funds supporting her position, and to merge the Director role into the Coordinator's responsibilities. However, after deliberating on this, the Leadership Forum decided it was important to continue the original arrangement, so she continued. Other hoped for expenditures also were cut at this time, such as support for two research assistants,¹¹ travel to promote the project nationally, and the development of funding to support a community organizer or a media specialist.

As part of this story, it is important to note the ways that extraordinary cost savings measures enabled continuation of the project although at greatly under strength. For example, in response to a request from the VT Center for Crime Victim Services, UVM's Office of Sponsored Programs was able to obtain a lower F and A rate as a once only contribution to the project. Likewise, the VT Center for Crime Victim Services was able to restore some of the budget by the second half of the year after it was clear how other expenditures would affect their budget. Also a small subcontract with the Department for Children and Families helped to support the development of the TARG and coordination with other ACT I deliverables. Work that the graduate assistant did for these projects also offset her stipend. Fortunately, for the fifth and final year, the full state grant amount was restored. Note that the investments grid in Appendix B provides additional details.

Sustainability Sub-Committee

In 2008, the Leadership Forum convened an ad hoc sustainability subcommittee to consider the objectives described in the plan for sustaining the work past the VT Approach plan, and developing SVP capacity in Vermont more broadly. As part of its assignment, the Committee held some conversations with fundraising professionals and

¹¹ To build in continuity, in years two and three there were two graduate assistants (a first and second year MSW student). By year four stopgap measures were undertaken to preserve the one graduate assistant who had joined the project in the previous year. By year five, rather than supporting a graduate assistant, the budget supported an external evaluator and the Project Director worked pro bono in June, the last month of the project.)

staff members of the Vermont Community Foundation about how to “package” SVP for donors and funders and discern ways to fund SVP capacity-building and potential statewide SVP projects in ways that would not diminish available funding for the day-to-day support and intervention services of local programs.

Then, as part of preparing for the fifth year evaluation, the committee shifted to look at the meaning of SVP “sustainability” going forward. Akin to the inputs section of a logic model of evaluation,¹² an investments grid was produced to calculate the input of both funding and time and effort that participants invested in the Vermont Approach during the first four years of the project. Almost 2800 hours of individual non-staff time valued at more than \$64,000 (\$23 per hour, Vermont Department of Labor consultant rate), and organizational in-kind space and resources worth \$4,500 both provided critical support to Vermont Approach success. As one participant in the December 6, 2010 evaluation event, noted “this is like sexual violence prevention on a shoestring.”

¹² Logic model evaluation components: Inputs->Activities=> Outputs & Outcomes->Measurement Tools

PART II SYNOPSIS OF THE FIFTH YEAR EVALUATION: SELF-STUDY

Evaluation Purposes, Participants and Methods

The revised purposes for this process expanded the self-study focus originally intended for the project to a larger stakeholder focus. This had bearing on who to include in the evaluation, and how to carry it out.

Evaluation Participants

In reaching more widely than a self-study process might have, the prospective participants in the evaluation included individuals who had a range of experience and familiarity with the plan and the implementation project. Actual evaluation participants totaled 51, representing: project founders; members of VT Approach work groups (the Leadership Forum, Changing Media Representations Committee, and Sexual Violence Prevention Task Force, sustainability subcommittee and evaluation subcommittee); legislators; community and agency allies; campus institute co-sponsors; the Consent Campaign; staff; and former graduate assistants.¹³

Evaluation Methods

Data was collected in a variety of formats including: one large group session (December, 2010 – 38 invites/31 attendees), small group interviews (January, February & March, 2011- 3 groups, 8 participants total), individual interviews and e-interviews (February & March, 2011- 12 participants).

Interview Questions

The evaluation subcommittee worked with Dr. Comerford to define the evaluation questions. The interview questions focused on the following topics: 1) dimensions of project participation; 2) perceptions around relative success of project priorities and goals designated in the VT Approach plan (achievement of a comprehensive Vermont approach to SVP; strengthening the efficacy, collaboration & coordination of SVP; strengthening of institutional commitment & minimizing counterproductive [institutional] practices; and strengthening community commitment & minimizing counterproductive [community] practices); 3) key learning from the Vermont Approach;

¹³ Note: These are not exclusive groups; some individuals who participated in the evaluation were able to discuss their experiences in more than one of these capacities.

4) strengths and challenges with collaboration; and, 5) critical areas to address to take sexual violence prevention forward in Vermont.

Sample of the Findings: Key themes across the data

For brevity, a sample of the findings is included here. As noted above, the full Evaluation Report can be found on the AVP webpage:

<http://www.uvm.edu/~socwork/antiviolence/?Page=projects.html>

1. The Vermont Approach has been successfully conceptualized and framed in *The Plan* as a long-term social change initiative by the majority of participants. A few people did not find the project of much practical value.
2. There is near universal agreement that *The Plan* is still in its early stages of implementation and there is a long way to go to fulfill the promise of *The Plan*. All of the goals are still in process, yet there has been enormous activity across the goal areas.
3. A great deal has been learned during the last five years that will support the ongoing prevention of sexual violence in the state if it is successfully communicated.
4. A challenge exists in being able to value the more abstract, big picture conceptualization, philosophic groundwork, and sustainability work of the leadership forum and its inherent ambiguity, and the concrete, product oriented outcomes generated by the work groups. Awareness needs to be raised about this.
5. The ambiguity is deepened through the use of a collaborative, collective approach. Effectively engaging a more lateral collective approach involves knowledge, skills and values development as it stands in stark relief to the knowledge, skills and values taught in the hierarchical context of the larger culture.
6. Funding commensurate with the task has limited the progress and the collaborative achievements of the Vermont Approach.

Part III SEXUAL VIOLENCE PREVENTION IN VERMONT: LOOKING TO THE FUTURE

As with all other pervasive social and public health issues affecting individuals cradle to grave, and communities across generations, sustained, engaged prevention strategies are critical to reducing their effects. In order to continue to address sexual violence in Vermont and build individual and community capacity to transform those aspects of culture that produce and exacerbate the continuum of sexual violence, the Vermont Approach Leadership Forum strongly recommends the following. These recommendations are informed by:

Ideas Informing 5th Year Leadership Forum Recommendations

- ❖ The mission of The Vermont Approach as originally written,
- ❖ Consideration of the external evaluation of The Vermont Approach
- ❖ Stakeholders' discussion and priorities stated on April 28, 2011, based on the preliminary evaluation report
- ❖ Current national sexual violence prevention theory, research and practice wisdom

And, draw on the following three stakeholder themes reflected in the words of participants in the April 28, 2011 meeting:

SVP Leaders and Stakeholder Themes, April 28, 2011

- 1) **Leadership:** The expressed need to have one representative SVP leadership body
 - "Fewer statewide leadership groups or else formally connect them accessibly"
 - "inclusive of both folks at the local level and state agencies"
 - "clear and transparent"
 - "simple and nimble"
 - "Need clear organized infrastructure for continuity, stability and accountability"
- 2) **Fuel:** Pooled desire to prevent sexual violence
 - "needing each other to keep us going"
 - "the advocates [and] task forces that continue this work every day"
 - "sustain...honest, collaborative conversations"
 - "continue to work our boundaries as individuals and orgs./agencies"
 - "Movement informed orientation"

- 3) **Ripe Opportunity:** Vermont SVP community is on board and well poised for this transition – people in place to reconfigure existing commitment to the work
- “core group of truly bought-in and engaged agencies and individuals”
 - “not allow lack of funds to delay action”
 - “comprehensive yet have different paths for different reasons”
 - “increase the noise communicating and translating our work to our bases”

Two Transition Principles

- 1) **Build on the strengths** of the past five years of SVP organizing in Vermont.
- 2) **Sustain the foundation** of SVP working relationships across sectors (non-governmental, not-for-profit, advocacy, governmental, legislative) and types of organizations (local and statewide) representing different populations and communities.

Leadership Forum Recommendations

- 1) **Sexual Violence Prevention Advisory Board**
- **SVP needs an ongoing state Sexual Violence Prevention Advisory Board to:**
 - Carry the ball on sexual violence best practices
 - Increase capacity of alignment of SVP stakeholder
 - Lead collaborative, coordinated statewide action agendas for SVP stakeholders to embed in their work
 - Sustain mechanisms for increased SVP stakeholder and ally communication / conversations
- 2) **Sexual Violence Coordinated Community Response Council:** Vermont should establish a statewide Sexual Violence Coordinated Community Response Council (on par with the DV Council model) to:
- 3) **Provide support for the Sexual Violence Prevention Task Force/ TARG/ ACT 1** work through to 2013, according to statute
- 4) **Grapple with the reality that SVP requires sustained state funding** – to flow to local/regional programs

5) Develop and keep up to date, an annotated “who’s doing what/where” directory/map of SVP in Vermont

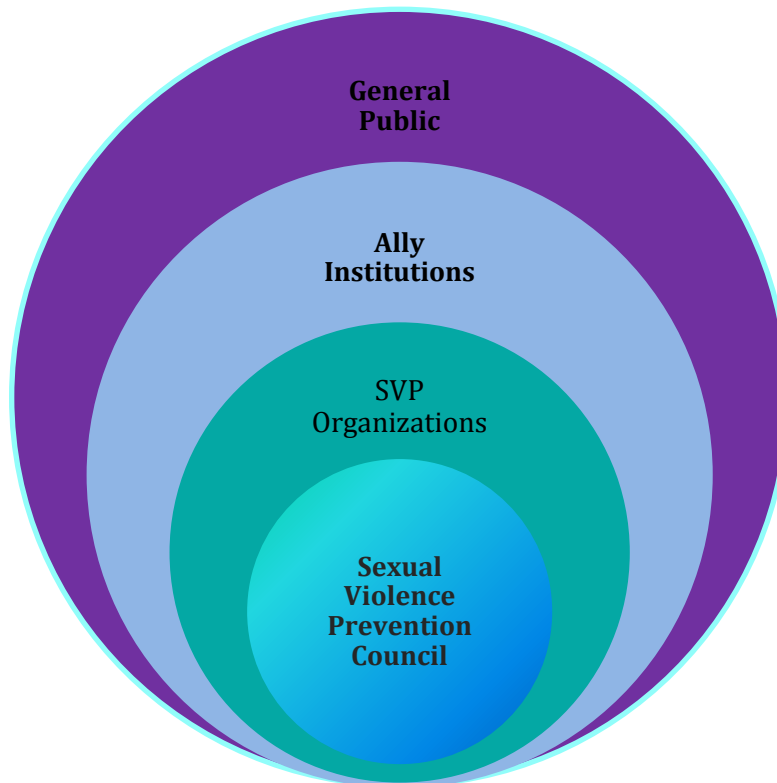
Available Resources to Implement these Recommendations

- ❖ **The Vermont Approach Final Report and Archives** as indicated in the report appendices – includes some additional SVP recommendations and ideas from various strategy teams and work groups
- ❖ **The Vermont Network Against Domestic and Sexual Violence – Commitment to Convene Advisory Group Discussions** about and review Vermont Approach final reports and consider future SVP initiatives in Vermont (hold the creative baton)
- ❖ **The Sexual Violence Prevention Task Force** with a mandate to continue its work on SVP and education through 2012
- ❖ **The Anti-Violence Partnership Steering Committee**
- ❖ **The Caring, Committed and Engaged Sexual Violence Prevention Advocates in Vermont** already doing the day to day work with survivors, perpetrators and their families, friends, institutions, and communities!
- ❖ **The Professional Allies** in schools, health and social service organizations, elected and appointed office, universities and research centers who have related expertise and responsibilities as well as commitment to SVP
- ❖ **The Community Allies and Partners** willing and ready to collaboratively further the Continuum of SVP work in Vermont and beyond

Visual Representation of the Recommended Ongoing SVP Work in Vermont

Figure 1 provides a visual representation of the members of the recommended statewide SVP Collaborative with the recommended sexual violence prevention council located symbolically at the core of the diagram.

Figure 1 A Social Network View of Ongoing Sexual Violence Prevention in Vermont



Recommended Sexual Violence Prevention Council (15-20 members)

- SVP Organizations: Including the Vermont Network and member programs, PCAV, Center for Prevention and Treatment of Sexual Abuse, the Sexual Violence Prevention Task Force...
- Ally Institutions: State and regional offices of state agencies, Executive (Governor's Prevention of Domestic and Sexual violence Task Force) and Legislative branches of state government, schools, campuses, law enforcement, community-based agencies serving diverse communities and populations, media outlets, universities and research centers....
- General Public: Everyone!!!!!!

CONCLUSION

No story like this ever has one narrative. What to tell and what to leave out depends on the writing and the editing and the imagined reading and application of the contents. It also depends on what stands out for the writers and editors at the time of their work and for the actual readers at the time of their reading, their backgrounds, biases and purposes. Each time we have read and revised this something else stood out as important to clarify or to add or delete.

This story could have been told in many different ways, and from so many different points of view. We know with regret that we left out some perspectives by virtue of reporting from our own. We did try to tell this story for the benefit of readers who have a range of familiarity with the project from start to finish, and with the plan from cover to cover. We chose to tell the parts of this story that we both think will be useful to continuing the work, albeit in reconstituted forms. We also intended the writing to reach and have some value to SVP advocates and other stakeholders in and outside of Vermont as well as to sexual violence, strategic planning, feminist social work, and other scholars.

Likewise, no story like this is ever finished. The work and the narratives about its meaning will continue beyond us and our involvement in them. We know this freshly as we remember those who brought us into the work and have moved on, as well as from listening to recent conversations about the next iterations among those who will be leading that phase. From the length of time we have both been part of the anti-violence and feminist human rights movements, we understand very well that how much of what has been established and learned through this project will carry forward is uncertain. In our time, we have seen some efforts that were vital at one time picked up and carried forward while others which were just as life giving be forgotten and reinvented.

To you, the reader, we ask that you mark all over your copy of this report. Highlight what you want to remember, make notations in your planner about what and how you want to do things differently or similarly. Write down your remaining questions in the space below or on post-its that you place all around your creative work spaces. Write to or call us to discuss any of this even if we no longer are attached to an SVP project, per se. Our hearts and minds remain with this work despite where our lives may take us next. Ultimately, we hope you will carry into your own commitments to sexual violence prevention and caring relationships the best of what we have spoken. We trust you will let go of the rest.

APPENDICES

Appendix A. Vermont Approach Leadership Forum Governance Documents

Appendix A includes both the draft Public Education team charge and the CMRC draft Media Specialist job description

Appendix B. Investment Grid

Appendix C. Vermont Approach Implementation Participants: 2007-2011