Primary Prevention Integration Meeting
Wednesday, August 8, 2012

“A project of the California Department of Public Health, Safe and Active Communities Branch, Rape Prevention and Education (RPE) Program, funded by the federal Rape Set-Aside portion of the Preventive Health and Health Services Block Grant.”

Welcome!
California Rape Prevention and Education (RPE) Program

Building State and Local Capacity to End Sexual Violence: A Plan for California 2010-2013

**Goal B:** Integrate sexual violence primary prevention into RPE grantee organizational policies and practices.

What is your Mission?
• The California Coalition Against Sexual Assault provides leadership, vision and resources to rape crisis centers, individuals and other entities committed to ending sexual violence.

Dyad

• Describe your vision of what your community will look like when your agency is successful.
What does it take?

...to end sexual violence

The Whole Thing
Comprehensive
• Intervention, Treatment & Services

• Effective System Response (Accountability)
• Raise Awareness & Reduce Risk

• Promote Healthy Norms and Behaviors

Primary Prevention
Primary Prevention

- a **systematic** process that **promotes** healthy **environments** and behaviors and reduces the likelihood of an incident, condition, or injury **before** it occurs in the first place.

Public Health Types of Prevention

- **Before violence has occurred**
  - Primary Prevention
  - Secondary Prevention
  - Tertiary Prevention

- **Immediate responses**
- **Long-term responses**

**upfront** **In the thick** **aftermath**
• Promote Healthy Norms and Behaviors

Primary Prevention
• Intervention, Treatment & Services
• Effective System Response (Accountability)
• Raise Awareness & Reduce Risk
• Promote Healthy Norms and Behaviors
What supports innovative prevention from taking place?

...their prevention initiatives were driven largely by their own frustrations with the limitations of community education and the desire to have greater impact.

A striking characteristic across these agencies was the fact that 100% of them have institutionalized prevention in their missions and/or vision statements. References to preventing, eliminating and eradicating sexual violence and to building communities free of violence were found on every agency’s website.
In every agency administrative support was a critical factor that allowed these programs to develop innovative approaches to prevention.

...executive directors provide critical leadership and foster the leadership of others.
administrative support was described in terms of the tangible aid staff are given to carry out their work.

...administrators were described as trusting their staff and having confidence in them.

...[providing] the autonomy for staff to do their work in the way they see fit and to build on their individual strengths.
How do we put it together?

Sell it!

How would you, in 3 min or less, convince someone that:

**primary prevention is essential** and

**they have a role** in preventing sexual violence?
Role of Leadership in Integration

Leadership at the Executive Director level

• Make a personal & individual connection and commitment to primary prevention...

Believe that it can work.
Leadership at the Executive and Board Levels

• To continue to fight sexual violence we must change our strategy!

• …we may have to adjust our plan, to become successful in this battle.

Program cohesion

• Consider cross-funding
• Shared responsibility = organizational integration
• “A person does not make a program”
• Break the silos
• Foster team-work
Recognize Talent

- Recognize potential
- Recognize talent

Foster Innovation

- Necessity is the mother of invention
- Be on the look out for trends
- Cease opportunities
Foster leadership

- Get out of the way and allow for stylistic differences
- Intentionally and incrementally nurture new leadership

Develop staff

- Hire proper staff
- Strength-based management
- Facilitate access to training/professional development
- Access to experts
Lunch!

Connecting through Media
Effective Use of Traditional and Social Media in Direct Service & Prevention Education Programs

Overview

Media Relations – Why have a strategy?
What tools and tactics are most effective and important now?
Responsibility, accountability, and shared ownership
Opportunities to expand our work to victims, survivors and our communities
Media Relations

- Opportunity to spread the word about our work
- Fundraising tool
- Public education
- Engagement opportunities
- Marketing tool to attract clients, volunteers and donors
- Reaching specific/targeted audiences

Traditional Media

- Rapidly changing!
- Broad circulation newspapers
- Television
- Radio
- Specialized/targeted print publications
- On-line publications
**Traditional Media**

*Strategies for Success*
- Responsiveness—one media contact
- Competency—ID spokesperson, build skill-set, bilingual capabilities, talking points, nothing is off the record
- Set Boundaries—client and site access, taboo subjects
- Become a resource—help network, stats and research, fact sheets
- Build relationships
- Reactive vs Proactive

**Social Media**

*Rapidly changing!*
- email/eblasts
- Website
- Social networking
- Video sharing
- Twitter
- Texting
- Blogs
Why Social Media?

- 93% of teens 12–17 go online
- 63% of online teens go online daily
- 89% of online teens go online from home most often
- 77% of teens go online at school
- 71% go online from friends or relatives’ houses
- 60% go online from a library
- 27% go online from a mobile phone (increasing rapidly)
- 94% go online for school research, 48% daily
- 31% have looked online for health, dieting or physical fitness information
- 17% have looked online for sensitive health information
Why Social Media?

A typical teen sends about 50 texts per day
The % of teen texters who send that many texts per day

Is Social Media Necessary?

79% of the US population is now online and using some form of social media

While younger individuals are more dominant users, even half of the 65+ population is online

If you are not using social media, you are missing opportunities to inform victims, engage supporters, and attract volunteers and donors.
Social Media Strategy

Different for every organization
Know what you want to accomplish and set goals
Measure your progress - analytics
Know who you are trying to communicate with and adapt appropriately
  * Different audiences use different types of social media
  * Email has the greatest reach
  * 1,000 email subscribers = 100 Facebook Fans = 10 Twitter followers

Social Media Tools

Email—an efficient and effective way to engage and communicate

Collect emails everywhere
Send messages and regular communications
Ask for minimal information to encourage sign-ups
Social Media Tools

Your Website is Your Most Basic Tool

Clients, donors, volunteers and the community are looking for you! Message boards connect clients and donors with you.

Build a Network of Support

Social Networking tools such as Facebook and LinkedIn help you spread the word virally through personal networks.
Social Media Tools

Tweet Your Work

Agency and individual twitter feeds can spread the word, incite action, and keep people connected.

Social Media Tools

Video Sharing Sites

YouTube and others provide free space to upload and share video content such as PSA’s and informational agency videos.
Social Media Tools

Blogs
Allows visitors to comment, and can be shared via other websites. Can be one voice or many.

Texting
To communicate with constituents
Blast texts for advocacy or fundraising
Increasingly necessary with younger generations
History of WEAVE Social Media

Mid-2000’s—Mass email strategies
2006—Online Giving
2007—Facebook Cause Page
2008—Revamped Website & Facebook Page
2008 – YouTube
2010—Agency Twitter
2010 – Texting to Communicate with Coaches, Teachers & Other Allies
2011—Executive Director Twitter
2011 – WEAVE Blog

WEAVE Social Media Strategy

3-Pronged Approach
Social Media Calendar
Social Media Analytics
Social Media Policy
Challenges and Considerations

Privacy and Confidentiality
  Client Safety, Donors, Staff Safety

Maintaining Content
  • Shared responsibility with overarching expectations
  • Generating enough

Approval and Guidelines for Content

Social Media Policy/Acceptable Use

Multiple Admins to Ensure Quality and Variety

Controversial Content
  • We opt to not “censor” unless post is hateful, racist, etc. We let our community respond with us.

Staff as Ambassadors—Like it or Not

Challenges & Considerations

Other Challenges
  Vetting vs Clogging the Pipeline
  Giving Up Control
  Information Overload
  Finding Time
  Allowing Multiple Voices to Be Heard
  Keeping Up With Best Practices
Positives Outweigh the Negatives

New Way For Clients to Reach Out and Reach Us
  • We need to meet clients where THEY are

New Audience for Our Efforts—Easy to Share With Friends and Build a Following

New Source of Donors

Easy and Effective Way to Engage Staff, Volunteers and Survivors and Give them a Voice

Get Info Out FAST!

Thank You!

What questions do you have?
Visibility & Exposure
Branding

I ❤

Insert Appropriate Brand Here!

Staying Current
modern family

Connecting
Motivations for using social networking sites

Based on adults who use social networking sites such as Facebook, MySpace, LinkedIn and/or Twitter

Driving Awareness

Time to think bigger
Shifting Power

Visibility & exposure
Branding
Staying current
Connecting
Driving awareness
Shifting power

Influence Behavior
Leveraging Resources

Verity
Compassion. Safety. Support.

Using a Volunteer Prevention Educator Model

Daniela Bravo
Prevention Education Manager
707 545-7270 x.13 dbravo@ourverity.org
Why have volunteer educators?

- Verity has used this model since 2002
- Increased capacity for services
  - Outreach
  - Tabling Events
  - Education to youth
- Educating Volunteers from the community in effect serves ask primary prevention
- Increased presence of agency in county

Challenges of using volunteer educators

- The use of agency resources for outreach, recruitment, interviews, training, and management
- Nature of Volunteers/Interns
  - Turn over is high
  - Expectations of dependability and reliability different from staff
Challenges of using volunteer educators

- Prevention Department Manager’s time to
  - Recruit
  - Train
  - Manage
  - Retain, Nurture, Support, Redirect

How does it work?

- Outreach and recruitment
- Online
- Professor/School Contacts
- Application Process
- Interview Process
When and where?

• Training is 2x per year
  • At Verity

• Monthly in-service meetings
• Consistent communication throughout the month, week, year, and beyond

Questions?
Using youth as volunteers

• What Are Your Agency’s Volunteer Needs?
• Who Do You Want?
• What Do You Want From Youth?
• How Do You Recruit Youth?
• How Do You Keep Youth?

Volunteer programming

• Sit down with the person in charge of volunteer recruitment and training.
• You can talk to them about the unique skill sets you need in prevention volunteers, as well as their unique training needs and develop a plan for recruitment.

• From Tools for Change: A Guide to Primary Prevention Implementation, by Tim Love of the Texas Association Against Sexual Assault.
Volunteer programming

• Offer to co-create portions of your agency’s volunteer training with coworkers who focus more on crisis oriented work.

  • From Tools for Change: A Guide to Primary Prevention Implementation, by Tim Love of the Texas Association Against Sexual Assault.

Volunteer programming

• By including both crisis intervention and primary prevention content in your volunteer training, you can:
  • offer a variety of options for volunteer involvement in the organization,
  • develop a clearer picture of what sexual violence looks like in your community
  • help your coworker develop a more comprehensive understanding of sexual violence prevention.

  • From Tools for Change: A Guide to Primary Prevention Implementation, by Tim Love of the Texas Association Against Sexual Assault.
Planning for prevention work

Caedy Minoletti
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Muddled mess -> concrete plans

• Organizes thoughts and feelings of entire prevention team into a whole picture.
• Visually explains program goals and requirements.
• Creates vehicle for communication with new staff, administration, other agencies, schools, stakeholders, grantors.
Planning now can help with evaluation later

• Assists in creating evaluation tools.
• Helps programs re-evaluate their goals and re-prioritize their time and resources.

Process can be challenging

• Can be time consuming if done for multiple programs.
• Process can be slow at first.
• Not as productive if done without entire prevention staff.
Striving for excellence together

- Work as a team to create your logic models.
- Pace yourself. Don’t rush the process.
- Keep all programs in mind while creating individual logic models.
- Be realistic.

Mapping the Logic of Your Model

Chad Keoni Sniffen, MPH
Training & Technical Assistance Coordinator

Curiously similar to a presentation given by
Wendi L. Siebold, MA, MPH
Logic Models are not Work Plans

Work plan:
Focuses on implementation... HOW you will get something done (who, what, when, etc.)

Logic model:
Focuses on reasoning... WHY the things you are doing will get you to where you want to go (i.e. the logic behind your actions)

Logic Models: The Maps of Why
Logic Models: The Maps of Why

A road map tells you:

Where you are going

SACRAMENTO

Logic Models: The Maps of Why

What you expect to accomplish

• Along the way
• When you get there

BATHROOM STOPS
LISTEN TO MUSIC
ARRIVE SAFE BY 8:00PM
EATING
Logic Models: The Maps of Why

Helps you make mid-course adjustments (detours)

- Where you are going
- What you expect to accomplish
- Helps you make mid-course adjustments (detours)
A more formal version...

Goal
- I will get from Seattle to Sacramento

Programs or Activities
- Driving

Outcomes
- I will eat at least twice during my trip
- I will have listened to at least 75% of my iPod's playlists
- I will stop to use a bathroom at least 4 times during my trip
- My car will be parked in front of CALCASA by noon

Any shape, usually rectangles...
Simple or complex
Signs Your Logic Model is Working for You

- The last time you looked at your logic model was not the last time you were writing a grant

- Your managers can describe the logic model(s) that are relevant to their responsibilities

- Your three lowest-paid employees can describe the logic model(s) relevant to their responsibilities

Multidisciplinary Training and Workplans
Combining Intervention and Prevention

YWCA Silicon Valley, Rape Crisis Department

• Seven full-time staff; 1 part-time staffer; usually 1-2 yearly JVs
• All with combination intervention & prevention roles
  – People may have preponderance of work in 1 role or another, e.g. as Prevention Services Manager, my first priority is developing and facilitating curriculum, developing staff presentation skills and community relationships
  – With exception of Counseling Services Manager, all handle pager, hotline and SART duties
Benefits to Combination Roles:

• Maximize positive staff reach and impact in the community
• Integrated team
• Shared knowledge
• Team feels effective across the entire violence continuum
• Ability to develop “platforms” of expertise / service
• More opportunity for learning and growth
• Fiscally-efficient

Challenges of Combination Roles

• Prioritizing and intense organization are a must
• Crisis response necessarily trumps all

“Being able to balance prevention with intervention can be difficult at times because I always have the tendency to put my clients first.”
Managing a Combination Role Team

• Define budgets based on funding
• Hire/assign “main hat” role: e.g. Volunteer Coordinator, Senior Assault Prevention Intervention Specialist, etc.
• Determine other hats based on:
  – Need for services
  – Experience
  – Skill set

• Overall hours are understood – overtime etc. parameters are communicated
• Senior staff manage specific areas: e.g. Prevention Services Manager is responsible for ensuring all community prevention needs are met
Combination Roles -- what the team says…

In a way, prevention work sometimes feels like self-care that is necessary to keep me energized to do intervention.

My intervention and prevention roles nourish each other. I can’t imagine only getting to do one part…Exercising both prevention and intervention muscles allows our staff to be the strong well rounded advocates that we are.

Combination Roles -- what the team says…

Prevention makes me feel like this movement is taking a proactive role in ending sexual violence in our communities. Intervention allows me to give clients strength to rebuild their lives… I think seeing both sides of the work makes the job much more rewarding!

Crisis Intervention work can sometimes feel like an endless job… The balance of prevention work allows me to stay passionate while involving the community to help fuel the spark we need to combat and eliminate the issue of sexual violence in our communities.
Staff workplans

- Start by creating or using an existing inventory of:
  - Staff
  - Leadership
  - Deliverables
  - Resources
  - Structures and processes
  - Goals

Creating the workplan

- Revise job descriptions to include prevention activities and responsibilities for all staff
- Involving all staff does not necessarily mean everyone in the agency is implementing prevention programming, but that they are invested in the principles and ultimate goal of social change.
Creating the workplan, continued

- Include professional development and training around primary prevention for each staff member
- Define who will coordinate efforts and monitor progress of workplan

Benefits of increased internal communication

- Creates opportunities to expand partnerships and leverage external resources
• Rely on public education and community outreach staff to help you maintain an accurate and up-to-date understanding of where the community is – its attitudes about sexual violence, what resources are available, and even the impact of our prevention programming


• Creates uniform messaging
• Increases agency cohesion
• Share crisis intervention information as well
• Ask your coworkers if there is some basic information about their programming that you could share with your prevention partners that would give them a better understanding of the full spectrum of programming at your agency.


• Helps agencies to live their message of creating a comprehensive continuum of prevention and intervention services.
• Provide ongoing trainings to all staff to allow counselors and advocates the opportunity to learn more about your work, to shift their own attitudes and beliefs, and to develop their own voice to advocate for the types of changes your programming is focused on.


• Work with counselors to help identify survivors who may be interested in joining your prevention efforts.

• Speak with counselors about your understanding of the causes of sexual violence. This can help give counselors an additional frame of understanding for the sexual violence their clients have survived and help you expand your understanding of the continuum of violence.


• Prevent staff burnout
• Institutionalize self-care
The social activism and change behind prevention programming can also help build resiliency in crisis staff who may become discouraged by the constant flow of people affected by sexual violence. Engaging them in your work makes them a part of a comprehensive effort to end sexual violence while also supporting the healing of its survivors.

Courses

Informational Pages
- About This Site, Topics, Levels, and Roles
- Request a Course Topic
- Prevention Resources Centers

Self Enrollment

Introductory Courses
- Building Blocks of Prevention
- Comprehensive Prevention Efforts

Intermediate Courses
- Community Mobilization and Primary Prevention
- Coordinating Prevention across Sexual and Domestic Violence
- Engaging Bystanders in the Prevention of Sexual and Domestic Violence
- Social Marketing as a Tool in Primary Prevention
- Indicators of Change
- Using Logic Models for Planning Primary Prevention Programs

Advanced Courses
- Putting Social Justice at the Heart of Public Health
Community Mobilization Course

Enroll me in this course
Enroll me

Enrolment options

Self enrolment (Student)

No enrolment key required.

Enrol me

Guidance

Community Mobilization and Primary Prevention

Level: Intermediate

Main Role: Local Prevention Services Provider

This course will support and motivate you as you apply community mobilization theory and techniques in your sexual assault and domestic violence prevention work. We assume that you are familiar with the basic theory and practice of community mobilization, along with general concepts of primary prevention. New learners should complete the Building Blocks of Prevention course before proceeding.

Materials and links open in pop-up windows. If you have a pop-up blocker, you will need to disable it.
About

Courses

Informational Pages
- About This Site, Topics, Levels, and Roles
- Request a Course Topic
- Prevention Resources Centers

Introductory Courses
- Building Blocks of Prevention
- Comprehensive Prevention Efforts

Intermediate Courses
- Community Mobilization and Primary Prevention

Learning Levels and Main Roles

Topic outline

About This Site
Welcome to our learning platform. Through your participation in PreventConnect, you are part of the dynamic and growing field of education committed to the prevention of sexual assault and domestic violence. We encourage you to use these courses as part of your professional growth and skill building. We present them as part of our work to support the growth of a national community of practice among prevention educators.

Each course indicates the topic, learning level, and main role for which the information is most appropriate.

1. Click here to determine your learning level.
2. Click here to determine your role.

Courses guide you through:
- A course lesson
  - This is the core of the course content. Each lesson guides you through a learning process and provides questions to test your knowledge.
## Learning Levels

<table>
<thead>
<tr>
<th></th>
<th>Introductory</th>
<th>Intermediate</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiarity with DV/SA</td>
<td>Little to None</td>
<td>Some</td>
<td>Significant</td>
</tr>
<tr>
<td>Familiarity with Primary Prevention</td>
<td>Little to None</td>
<td>Some</td>
<td>Significant</td>
</tr>
<tr>
<td>Local or Campus Program</td>
<td>0-1 yrs. as prevention staff</td>
<td>1-3 yrs. as prevention staff</td>
<td>3+ yrs. as prevention staff</td>
</tr>
<tr>
<td>State Coalition or Equivalent</td>
<td>N/A</td>
<td>0-2 yrs. as prevention staff</td>
<td>2+ yrs. as prevention staff</td>
</tr>
<tr>
<td>State Health Department or Equivalent</td>
<td>N/A</td>
<td>Manager</td>
<td>SHD Prevention Staff</td>
</tr>
</tbody>
</table>

## Main Roles

Click here to determine your role.

Courses indicate the main roles for which they are appropriate, though all roles have the potential to benefit from all courses. While all courses provide useful information regardless of role, noting which of the following main role categories apply will help you prioritize course offerings:

### Local Prevention Services Provider
- Your work is rooted in the community. You conduct prevention activities directly with local community members and groups. You likely work at a local sexual/domestic violence program or other community-based or campus program. Courses designed for your role will help you understand prevention; assess your communities; plan, implement, and evaluate prevention projects; engage prevention partners and allies; and influence your organization’s approach to prevention.

### State Training and Technical Assistance Provider
- Your work involves building the prevention capacity of local prevention service providers. You likely work at a state domestic/sexual violence coalition providing training and technical assistance to these programs. Courses designed for your role will help you communicate prevention concepts; help local programs develop, enhance and evaluate prevention projects; and continually apply new research findings. You will benefit from reviewing courses designed for the Local PSP role.

State Health Department Prevention Staff
Course Lesson

This lesson provides a comprehensive overview of community mobilization as a strategy for sexual and domestic violence prevention.

Community Mobilization and Primary Prevention
Course Page

3 Additional Materials
The materials can help you develop a deeper understanding of the topic.
- Course Booklet
- Course Workbook
- PreventConnect Wiki Page on This Topic

4 Opportunities to Connect with Others
Learning works best when we can discuss concepts and content with our peers. Look below for several interactive options.
- Post to the PreventConnect Email Group
  The PreventConnect email group is a moderated list to discuss issues related to the prevention of sexual assault and domestic violence. Hundreds of people interested in prevention programs participate in this group. Click the link above to join the group. If you are already a member, send a message to prevent-connect@yahoogroups.com.
- Community Mobilization Discussion Forum
  Discuss community mobilization with other learn.preventconnect.org participants here. Post your questions and comments.
  Click here to tell us that you are interested in participating in further opportunities to learn about and discuss this topic. Future opportunities may include webinars, reading groups, discussions at in-person meetings, and more!
The End

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Integration Plan
GOAL # __: Comprehensively integrate primary prevention into organizational infrastructure.

Objective 1. By October 31, 2012, develop a Primary Prevention Integration Plan that will identify and prioritize targeted strategies and outcomes for integrating primary prevention into organizational policies and practices.

Activities:
1.1 Executive Director and Prevention Coordinator (or staff in equivalent positions as approved by CDPH) will participate in a 1-2 hour web conference.
1.2 Conduct an organizational self-assessment to identify and prioritize needs.
1.3 Executive Director and Prevention Coordinator (or staff in equivalent positions as approved by CDPH) will participate in one-day training in Sacramento.
1.4 Conduct a minimum of 3 planning meetings with internal staff to develop and prioritize strategies, outcomes, and measures.
1.5 Produce final plan to be submitted to CDPH with RPE 2011/12 annual report. (due in October 2012)
Rape Prevention and Education (RPE) Program
Request for Applications (RFA) 2012-2013

- August 3, 2012

For the 2012/13 contract year, CDPH is requiring that all grantees complete one objective with the goal of comprehensively integrating primary prevention into their organizational infrastructures, taking the next step in work begun in the current contract year. This is represented as Goal #1, Objective 1 in the attached Exhibit A Scope of Work page.