The Vermont Approach:
A Strategic Plan for Comprehensive, Collaborative Sexual Violence Prevention in Vermont
2006-2010

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The Vermont Approach: A Strategic Plan for Comprehensive, Collaborative Sexual Violence Prevention

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Acknowledgements & Dedication

This document represents multiple years of effort, so many in fact, that it is impossible to know when and where it all began, or exactly who to credit. Nevertheless, because it has been produced through a collective labor of dedication and love, it would be a mistake not to try at least to acknowledge the many contributors.

The first individuals who must be acknowledged are those who have already been affected by sexual violence, those for whom prevention is too late. They are us.

Many people should be acknowledged for the legacies they passed on to this project. Countless advocates successfully promoted state and federal legislation addressing child abuse and violence against women. Members of Congress passed the Child Abuse Prevention and Treatment Act in 1974 and the Violence Against Women Act in 1994, and subsequent reauthorizations. Also in 1994, a diverse group of Vermonters produced the well researched *Vermont Integrated Action Plan for an Abuse Free State*. Research indicates that the work defined in that plan has reduced the incidence of child sexual abuse and made Vermont safer for children, though reductions in funding have undermined the gains that were made. Thus, “sustaining” is a significant concept employed in the current plan.

In 2004, a group of individuals envisioned and contributed the ideas for the conference and strategic planning that comprised this project, including: TJ Anderson, Vermont Police Academy; Megan Bannan, Outright VT; Leigh Chandler, Planned Parenthood of Northern New England (PPNNE); Celia Cuddy, Women’s Rape Crisis Center (WRCC); Kara DeLeonardis and Clark Sheldon, SafeSpace; Stacey Edmunds, Vermont Center for the Prevention and Treatment of Sexual Abuse (VCPTSA); Linda Johnson and Deborah Rice, Prevent Child Abuse-VT (PCA); Sarah Kenney, Vermont Network Against Domestic and Sexual Violence (VNADSV); Ellen Miley, Vermont Center for Crime Victim Services (VCCVS); Sandy O’Sullivan, Chittenden Unit for Special Investigations; Karin Pelletier, Norwich University; Tracy Phillips, Director of Women’s Health and Preventative Services at the Vermont Department of Health (VDH); and Jo Romano, Division of Alcohol and Drug Abuse Programs (ADAP) at the VDH.

The current plan was developed over an entire year of studying and organizing through concentric rings of participation. There were those at the VDH, the VNADSV, the VCCVS, the VCPTSA, and the University of Vermont Department of Social Work (UVM DSW) who successfully wrote and provided the grants and contracts and the leadership that supported this project.

Individuals from the VNADSV and the UVM DSW teamed with me on the administrative and production details of this project, including: Chani Waterhouse, VNADSV liaison who provided encouragement along the way, Bethany Pombar, who coordinated conference logistics and provided graphic design support, Sarah Kenney, keeper of project history and intentions, Alex Botinelli, Marty Levin, Rose Pulliam, and Amy Torchia, who offered ideas and further encouragement (VNADSV); and Kelly Miller and Anne Rich, MSW graduate research assistants, without whom, I literally could not have completed this much work, as well as Kate Clem, Mary Laskowski, and Susan Haggerty, who provided support staffing (UVM DSW).
My colleagues on the Anti-Violence Partnership (AVP) Steering Committee provided ongoing advising on my role in the project and provided other assistance as needed: Janine Allo, Allo Educational Consulting; Bruce Duncan, University of Vermont Office of Conflict Resolution; Sharon Lamb, St. Michael’s College Psychology Department; Susan Onderwyzer, Vermont Department of Corrections; Rose Pulliam, VNADSV; and Judy Rex, VCCVS. They know how to produce much from little with generosity and creativity.

The wise conference originators and members of the Conference Advisory Committee helped me design and plan *Crossing the Lines: Vermont Sexual Violence Summit*: Leigh Chandler, PPNNE; Karin Pelletier, Norwich University; Tracy Phillips, VDH; Deborah Rice, PCAV; Amy Torchia and Chani Waterhouse, VNADSV; and Celia Cuddy, WRCC.

The dynamic, knowledgeable presenters and moderators at *Crossing the Lines*, along with the participants, made that summit a success, including: Janine Allo, Rose Pulliam, and Judy Rex, AVP Steering Committee; Rick Pouliot, Gedakina; Cassandra Thomas, Houston (TX) Women’s Center; Jetta Bernier, MA Citizens for Children; Karen Jeffreys, RI Coalition Against Domestic Violence; Scott Hampton, Ending the Violence, NH; Larry Cohen, Prevention Institute, CA; Linda Johnson, PCAV; Celia Cuddy, WRCC; Sarah Kenney and Amy Torchia, VNADSV; Sherry Burnette, VDH; Brenda Solomon, JB Barna, and Phyllis Paolucci-Whitcomb, UVM DSW; Meg Kuhner, Battered Women’s Services and Shelter; Jackie Weinstock, UVM Human Development & Family Studies Program; Hannah Hauser, SafeSpace; Gail Rafferty, Early Childhood Program, Baird Center; Debra Rice, PCAV; and Sharon Lamb, St. Michael’s College Psychology Department.

I studied and continue to study the written work of many authors and organizations, some of which is listed in the Reference list and Appendix B at the end of the document. This informed the analyses of the responses from individual interviews and focus groups that comprised the Sexual Violence Prevention Planning Study. Due to the law and UVM policies regarding the protection of research participants, I may not reveal participants’ identities. Nevertheless, I want to acknowledge that their stories and ideas influenced much of the content of the plan, as did those of the participants in the Strategic Planning Summit who are listed in Appendix E at the end of the document.

I thank all of these groups and individuals, and I dedicate this work to my mother, Eunice Anderson Roche (1928-2003), who taught me the significance and power of compassion. Throughout this project I have often thought that if we could just develop and practice compassion for ourselves and others, we would accomplish the mission of ending violence. May it be so.

Susan E. Roche
The Vermont Approach: A Strategic Plan for Comprehensive, Collaborative Sexual Violence Prevention

Executive Summary

The Vermont Approach is a comprehensive five year plan for significantly reducing sexual violence in Vermont. The Approach is aimed at transforming those aspects of culture that produce, take for granted and exacerbate sexual and related forms of violence and degradation against adults, teens and children.

The GOALS of the Vermont Approach are: (a) to achieve comprehensive sexual violence prevention that is multi-dimensional and includes, but is broader than, a solely educational approach; (b) to strengthen and sustain the efficacy, collaboration, and coordination of sexual violence prevention policy makers, practitioners, researchers, funders, & organizations; (c) to strengthen and sustain institutional commitment to, and involvement in, preventing sexual and related forms of violence and minimizing counterproductive institutional practices; and (d) to strengthen and sustain local communities’ commitment to, and involvement in, preventing sexual and related forms of violence and minimizing counter-productive community relations.

STRATEGIES for Sexual Violence Prevention

The Vermont Approach identifies the following seven strategies for achieving its goals, and presents action and timeline recommendations within this framework. Examples of recommended actions are listed under each strategy below:

.strategy A: Providing Statewide Leadership
Developing and sustaining reflexive, transparent leadership practices that are accountably collaborative and effective in developing and coordinating comprehensive sexual violence prevention approaches.

- **Action:** Create a statewide “Leadership Forum” charged with accountability for the success of the five year initiative.
- **Action:** Hire an experienced and highly-skilled Coordinator to perform the intensive administration of the project.

.strategy B: Developing Community SVP Efforts and New Community SVP Allies
Engaging, expanding and mobilizing diverse sexual violence prevention stakeholders and allies.

- **Action:** Create a “Sexual Violence Prevention Alliance” to form a statewide network of stakeholders and allies who can coordinate efforts, share resources and mobilize to promote sexual violence prevention locally and at the state level.
- **Action:** Provide population- and location-specific technical assistance to increase the existence and capacity of local coordinated community responses to sexual violence.

.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 sexual violence.

- **Action:** Create a Media Plan that includes activities such as conducting polling and focus groups; developing and enhancing relationships with key media; and carrying out targeted media campaigns.
- **Action:** Develop funding to support a professional Media Specialist or consolidated office for public media to carry out the technical aspects of this strategy.
- **Action:** Partner with men’s groups to create a social norms mentoring project for boys and young men who are parenting, in transition from substitute care to independence, or reentering communities from juvenile or criminal justice facilities.
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.

- **Action:** Design and provide population-specific technical assistance in why and how to integrate sexual violence prevention into an institution’s policies and procedures.

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.

- **Action:** Develop a population-specific, comprehensive popular education plan targeting communities, professionals, families, and individuals.
- **Action:** Create a statewide comprehensive educational response team which is multidisciplinary and prepared to respond to sensational cases and other opportunities for education and intervention, providing assistance to the full spectrum of organizations and entities impacted by or responding to sexual violence.
- **Action:** Partner with youth-focused organizations to assess, enhance and deliver gender- and age-specific sexual violence prevention curricula for men and boys that use effective peer education and peer discussion group models.

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.

- **Action:** Synthesize current research and practice knowledge of social norms change, media campaigns, community development, institutional change, individual and community education, discourse analysis and collaborative methods related to sexual violence prevention. Use this as an ongoing guide for evaluating Vermont Approach activities and their impact.
- **Action:** Convene meetings of researchers, practitioners, policy makers and funders to design and carry out a series of collaborative research and evaluation projects that will support the goals and the activities of the Vermont Approach.
- **Action:** Conduct a study of the curriculum standards for Vermont schools to identify opportunities for integrating sexual violence prevention throughout all grade levels, reaching potential perpetrators while they are still young enough to be diverted. Employ the findings in enhancing age-specific sexual violence prevention in Vermont schools where it is lacking or inadequate and likely to make a positive difference.

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.

- **Action:** Develop a broad-based funding plan that integrates business partnership, foundation, grant and governmental funding strategies, and identifies opportunities to pool resources and coordinate efforts, to support the activities of the Vermont Approach.
Sexual Violence...

- Experts estimate that one out of every seven adult women in Vermont has been the victim of forcible rape sometime in her lifetime – that’s more than 32,000 women Vermonter. *(Rape in Vermont: a Report to the State, Kilpatrick and Ruggiero, 2003)*

- In 2004, member programs of the Vermont Network Against Domestic and Sexual Violence served 1208 victims/survivors of sexual violence throughout the state; 932 were women, 185 were children and youth, and 91 were men. *(VNADSV 2004 Annual Report)*

- In the year 2004, there were 185 forcible rapes reported to law enforcement in the State of Vermont. This was an increase of more than 50% over 2003, and a 20% increase compared to the previous five years. *(2004 VT Crime Report)*

- Based on Vermont police reports in 2004, on average more than 3 sex crimes are reported every day.

- The average age of victims of incidents of rape that were reported to Vermont police is 21; almost half of these victims were under the age of 18. The victim and the assailant were known to each other in 99% of reported rapes, and in 25% of these crimes the victim and perpetrator were either family members or intimate partners. Firearms were used as a weapon in 9% of aggravated assaults.

...And In the Nation

- 1 of 6 U.S. women and 1 of 33 U.S. men has experienced an attempted or completed rape as a child and/or adult. *(National Violence Against Women Survey, Tjaden and Thoennes, 1998)*

- Four-fifths of all rapes, three-quarters of all physical assaults, and one half of all stalking perpetrated against women are not reported to the police. *(Extent, Nature, and Consequences of Intimate Partner Violence, Tjaden and Thoennes, NIJ/CDC July 2000)*

- For women who report having been raped at some time during their lives, 22% were under the age of 12 at the time of their first rape; 32% were between 12 and 17; 29% were between 18 and 24; and 17% were 25 or older. *(Prevalence, Incidence and Consequences of Violence Against Women: Findings From the National Violence Against Women Survey, Tjaden and Thoennes, 1998)*

- Women with developmental disabilities are sexually assaulted at a rate that is 50% higher than the rest of the population - 68% to 83% will be sexually assaulted in their lifetime. *(Working with Victims of Crime with Disabilities, OVC Bulletin, Tyiska, C., 1998)*

- Alcohol is the most common drug used to facilitate sexual assault. Alcohol use by the victim, perpetrator or both is linked to 75% of rapes of college students. Regardless of a victim’s choice to use alcohol or other drugs, there is no excuse for sexual assault – the victim/survivor is never to blame. *(The National Center on Addiction and Substance Abuse at Columbia University, 1999)*
In June of 2004 the Vermont Department of Health (VDH) and the Vermont Network Against Domestic and Sexual Violence (the Network) convened a multi-disciplinary group of practitioners from around the state to discuss the need for statewide leadership and coordination in anti-sexual violence work in Vermont. Out of that meeting came the Sexual Violence Prevention Project (SVPP), comprising three main goals:

- **Convene a statewide conference on sexual violence prevention**, focused on providing opportunities for a diverse group of practitioners to learn, network and increase coordination of sexual violence prevention work in Vermont;
- **Create a Strategic Plan for sexual violence prevention in Vermont**, drawing on past efforts in Vermont, national research and best-practice recommendations, and the knowledge and experience of current practitioners and thinkers in Vermont;
- **Revitalize statewide leadership on sexual violence prevention** based on the strategic plan’s recommendations.

The VDH funded a planning project focused on the first two goals of the SVPP, through a grant to the Network as part of its Rape Prevention and Education Grant from the U.S. Centers for Disease Control and Prevention. The Network in turn sub-contracted with the Anti-Violence Partnership, through the University of Vermont, to conduct the project, providing technical and logistical support throughout. The project began in early 2005.

**Activities conducted as part of the planning project included:**

- Literature and internet search of sexual violence prevention research, theory, approaches and strategic plans;
- Statewide conference on June 10, 2005 - *Crossing the Lines: Vermont Sexual Violence Prevention Summit*;
- *Sexual Violence Prevention Planning Study*, consisting of focus groups and individual interviews with practitioners and thinkers from many disciplines;
- *Strategic Planning Summit on Sexual Violence Prevention in Vermont*, on December 2, 2005;
The Vermont Approach to sexual violence prevention combines the public health conception of prevention with the post-structural feminist and global human rights perspectives which inform the core philosophy of the Anti-Violence Partnership. “The AVP subscribes to the belief that safety is a fundamental human right and that violence is a violation of that right” (AVP, 2001).

The global public health theory of prevention emphasizes that “when viewing sexual violence prevention through a public health lens, both reducing risk factors and increasing protective factors become paramount” (National Sexual Violence Prevention Resource Center, 2004, p. 7). For example, some of the individual risk factors found to increase men’s risk of committing rape include using alcohol and drugs, lacking inhibitions to suppress associations between sex and aggression, holding attitudes and beliefs that are supportive of sexual violence and hostile towards women, associating with sexually aggressive peers, and having experienced sexual abuse as a child. Societal risk factors that contribute to the occurrence of sexual violence and place certain groups at greater risk include gender-based inequality, magnification of male honor and entitlement, war, and absent or weak sanctions and human services. (p. 7)  The sexual violence prevention principles which follow reflect these concepts and findings.

**Sexual Violence Prevention Principles:**

**Complexity and Comprehensiveness:** Sexual violence is complex and requires a comprehensive approach (e.g., individual, relational, community, societal; individual knowledge & skills, community education, provider education, coalitions & networks, organizational change, policy & legislative change) (Prevention Institute, 2005, p. 36).

**Contingent, Prevailing Social Processes:** The prevailing constructions of sexual violence and safety must be addressed (a trajectory of social, cultural, and physical contributors, and behavioral factors) (pp. 61-62).

**Integrated Strategy:** Preventing [sexual violence] requires an integrated strategy for action (multiple methods addressing different social locations and positions of privilege as these are institutionally organized) (pp. 65-74).

**The Big Picture View:** Prevention requires that practitioners keep their sights on the big picture (Pransky, 1991). In the case of sexual violence prevention, the big picture comprises reducing perpetration while remaining accountable to victims’ and potential victims’ safety and perspectives.
In Vermont, an array of organizations have developed their own ideas and approaches to sexual violence prevention with a heavy reliance on social learning theory. Community, agency, and school-based educational approaches are used to prevent child sexual abuse and sexual assault and harassment of teens and adults. Information and skills thought to prevent these forms of sexual violence have been provided to parents, professionals, and students. The prevention principles guide the expansion of these approaches in the actions proposed in the strategic plan.

This theoretical perspective implies certain analytical and practical tensions for prevention policy makers, practitioners, funders, and researcher/evaluators to anticipate. These tensions reflect the assumption underlying this project that any prevention policies and approaches, including those set forth in the plan that follows, may unintentionally reproduce the very thinking and social relations that produce sexual violence. This is because cultural narratives (e.g., blaming victims for the violence that is perpetrated against them; or more subtly, approaches that place the onus for change on prospective victims) are often so taken for granted that they can be invisible to the members of the culture. Put another way, what may seem like a common sense conclusion about sexual violence and how to prevent it has, in fact, a social history and context that shape what is held to be real.

Cultural beliefs and norms supporting sexual violence are so pervasive that it is difficult to recognize and withstand their logic. The irony for policy makers, practitioners, and researchers who seek to end and prevent sexual violence is that we are members of the cultures we seek to change. We can never entirely separate ourselves from that which we seek to change. If the prevention mission is to be fulfilled, a modicum of reflexivity, self-honesty, and transparency is in order. By the same token a caution is also worth considering. If these three processes are employed too stringently, they can become life alienating processes for ourselves and others. If they are employed with kindness, compassion, joy, and equanimity, they will contribute to a mission of safety, peace, social justice, and non-violence.
Practices of Accountability

Definitions

**Reflexivity** involves reflecting on the ambiguous, constructed nature of the context in which one operates, and uncovering and questioning the taken-for-granted assumptions and privileges establishing one’s own and one’s organization’s practices and impact (Gergen, 1994; Grant & Hardy, 2003). This is undertaken as an attempt to maintain accountability to victims without reproducing oppressive practices toward oneself or others.

**Self-honesty**, for the purposes of this plan, connotes a valued relational position to be taken by individuals and institutions who are influential to the implementation of the Vermont Approach. This position is one of candor with oneself about one’s motives, attitudes, and impact in any given situation related to the project.

**Transparency** is a prescriptive method drawn from narrative approaches to therapy and community intervention practices that is intended to reduce the power inequality between a practitioner and a client or constituent. It is the process of disclosing one’s rationale for specifically asking, saying, or doing something. This is different than the practice of disclosing information about oneself in order to validate another’s experience and reduce the barriers of isolation or attributed deviance.


**Sexual Violence Prevention.** The most up to date practice wisdom and research support "the conception of prevention as a comprehensive approach that should combine individual, institutional, and community practice strategies. Most promising approaches appeared to be those that combine social change and developing individual self-perceptions, knowledge and skill.” (Albee, 1996; Perry & Albee, 1994; Pransky, 1991).
**Vision:** The ultimate aspiration for Vermont; the desired conditions articulated by the participants in the Vermont Sexual Violence Prevention Planning Study (how things should be).

**Mission:** The statement of common purpose regarding what this plan is to achieve, reflective of the many voices of participants in the year-long conference and strategic planning processes (the what and why).

**Philosophy:** The interconnected core values and central beliefs that shape the strategies and actions set forth in the plan (what is good, important, and inspiring).

**Strategic Priorities:** The primary changes that are intended to be accomplished through the deliberate implementation of the plan.

**Goals:** Broad timeless statements that represent desired long-range change.

**Strategies:** How the goals will be accomplished.

**Project Year:** The general timeline delineating projected annual objectives and actions.

**Objectives:** The more concrete statement of how much of what is intended to be accomplished and in which project year.

**Actions:** The specific activities to be undertaken to attain the objectives, and the proposed division of labor among the key participants (who is going to do what by when).
Criteria the Plan is Intended to Fulfill

(Community Toolbox, 2005, p.2)

Completeness: That all the changes, efforts and components of a comprehensive approach that emerged as prioritized in the literature and internet searches and the Sexual Violence Prevention Planning Study are included. A wide variety of strategies and sectors are included.

Clarity: That it is apparent what is projected to be done, by whom, and in what year.

Sufficiency: That if all that is proposed were accomplished, it would meet the Vermont Approach’s mission and goals.

Currency: That the action plan takes into account the recent and current sexual violence prevention work being carried out in Vermont, and anticipates possible future opportunities and barriers.

Flexibility: That the plan is flexible enough and can be modified to respond to changing conditions.
The Vermont Approach to Sexual Violence Prevention

The Vision
We envision creating a safe, socially just, peaceful Vermont, free from sexual violence and all other forms of abuse, coercion, and exploitation.

The Mission
Our mission is to transform those aspects of culture that produce, take for granted, & exacerbate sexual and related forms of violence and degradation against adults, teens and children. Our research and experience indicate that the aspects of culture to be transformed include norms, beliefs, language, visual representations, customs, social relations, and institutional practices.

Philosophy
The philosophical tenets guiding the parameters and ultimate evaluation of this plan and its implementation and impact are safety, accountability, peace with justice, and human rights. This philosophy will be translated into action through the strategies and actions set forth in the plan.

The Strategic Priorities
Changing social norms, beliefs, language, and attitudes that produce and reproduce sexual violence against children, teens, and adults.

Changing social relations of privilege, profit, dominance, and subordination that produce and reproduce sexual violence against children, teens, and adults.

The Goals
The following goals flow from and toward the mission in support of the strategic priorities, are shaped by the philosophy, and provide the framework for the more specific strategies, objectives and actions:

I. To achieve a comprehensive Vermont approach to sexual violence prevention that is multidimensional, and includes but is broader than a solely educational approach.

II. To strengthen and sustain the efficacy, collaboration, and coordination of sexual violence prevention policy makers, practitioners, researchers, funders, and organizations.

III. To strengthen and sustain institutional commitment to, and involvement in, preventing sexual and related forms of violence and minimizing counterproductive institutional practices.

IV. To strengthen and sustain local communities’ commitment to, and involvement in preventing sexual and related forms of violence and minimizing counter-productive community relations.
**Strategy A: Providing Statewide Leadership**
Developing and sustaining reflexive, transparent leadership bodies and practices that are accountably collaborative and effective in developing and coordinating comprehensive SVP approaches

**Strategy B: Developing Community SVP Efforts and New Community SVP Allies**
Engaging and expanding diverse SVP stakeholders and allies; mobilizing stakeholders and allies in meetings, campaigns, and other events

**Strategy C: Changing Media Representations**
Creating media SVP partners; Carrying out media campaigns; promoting media literacy; changing images of explicit, sexualized violence as advertising and entertainment; changing representations of masculinity, childhood, etc. that objectify and exploit people’s identities; spreading transformative messages

**Strategy D: Contributing to the SVP Capacity of State and Local Institutions**
Sustaining diverse organizational participation in preventing sexual violence; developing institutional values, vision, language, and strategies to change laws, regulations, policies, procedures, and institutional relations

**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 SVP

**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 according to what is learned

**Strategy G: Generating Income and Budgeting Resources**
Creating and sustaining relationships with funders that influence them to fund comprehensive approaches and explore promising new strategies; garnering and sustaining the necessary funding to carry out the strategies over multiple years; developing innovative approaches to funding and diverse resource development and pooling resources to sustain and expand the gains already made in SVP in Vermont
Table 1 on the next page presents an overview of the components of the plan identified so far. The rationale for its design and the relationships it portrays has both practical and analytical implications.

The “Xs” in the cells in Table 1 are intended to connote the intentional relationship between the priorities and each strategy and goal. That is to say, the emphasis given to each goal is intended to be multiplied by designing the strategies and the activities ensuing from them so that these will address every goal. On one hand, distinctions between goals and actions are often more conceptual than actual in practice. On the other hand, separating them in rows and columns may offer incentive to those who implement the plan to be intentional about the congruencies and contradictions that are struck between the ends and means. As Pransky (1991) advises, “we would do well to be continually asking ourselves, ‘Are the methods we choose achieving the end? Is what we are doing aligned with the big picture?’” (p. 8).

Although the hinged relationship traditionally assumed between goals and objectives can be useful for planning, the Vermont Approach decouples and inserts the strategies between them. The rationale for this is to allow the leadership the option of approaching each strategy as a project. Organizing people and activities within the frame of discrete, yet integral, projects can be a practical way to partialize the workload projected by this plan. Coordinating the connections and cross-fertilization of the strategies will be the work of the leadership, as will be providing oversight for their cumulative impact. Taken as a whole, the work in the plan might otherwise seem overwhelming at first, especially prior to obtaining funding for some of the most technical and labor intensive coordination. If the leadership opts to treat each strategy as a project, the plan’s design already establishes mini-action plans of objectives and actions to define the aims and tasks to be accomplished by each project.
**Table 1**

**The Framework for the Plan:**
**Mission, Strategic Priorities, Goals, and Strategies**

**MISSION:** Transform norms, beliefs, language, & social relations that produce, take for granted, & exacerbate sexual and related forms of violence against, and degradation of, adults, teens and children.

### Strategic Priorities

Changing social norms, beliefs, language, and attitudes that produce and reproduce sexual violence against children, teens, and adults.

Changing social relations of privilege, profit, dominance, and subordination that produce and reproduce sexual violence against children, teens, and adults.

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<th>II. Strengthen the Efficacy, Collaboration, and Coordination of Sexual Violence Prevention</th>
<th>III. Strengthen Institutional Commitment and Minimize Counterproductive Practices</th>
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<td>B. Communities &amp; New Allies</td>
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<td>C. Media Representations</td>
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<td>G. Income &amp; Resources</td>
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<td><strong>Strategy B:</strong> Developing Community SVP Efforts and New Community SVP Allies</td>
<td>Stakeholder Recruitment; Cultural Responsiveness; Community Organizing, Development &amp; Change; Supporting Task Forces, Coalitions, &amp; Networks; Community Awareness; Providing Com. Education</td>
<td>Identifying community-specific risk factors; Reducing community-specific risk factors; Changing risky, taken-for-granted community relations and practices</td>
<td>Identifying community-specific safety factors; Reducing community-specific safety factors; Extending safe, empowering community relations and practices</td>
</tr>
<tr>
<td><strong>Strategy C:</strong> Changing Media Representations</td>
<td>Targeting Attitudes, Beliefs, Customs, Language News media, Editorials Entertainment media Advertising</td>
<td>Targeting Entertainment media, Advertising, Internet access &amp; other electronic contributors</td>
<td>Targeting Entertainment media Advertising and Internet</td>
</tr>
<tr>
<td><strong>Strategy D:</strong> Contributing to the SVP Capacity of State and Local Institutions</td>
<td>Review, Promotion, &amp; Change of Legislation and Institutional Policies, Procedures, and Relations Protocols; Co-Develop Age-Specific Curriculum Standards</td>
<td>Targeting Employers; Teachers; Clergy; Coaches; Practitioners; Social Control Agents; (police, military, judges, correctional workers)</td>
<td>Targeting Employees, Students, Congregants, Clients, Patients, Inmates</td>
</tr>
<tr>
<td><strong>Strategy E:</strong> Educating Professionals, Families and Individuals</td>
<td>Professional Education, Continuing Education, Classes, In-service Training</td>
<td>Targeting Boys, Men, Masculinity; Parents; Professionals</td>
<td>Targeting Children, Teens, Young &amp; Elderly Women, LGBTQ Individuals</td>
</tr>
<tr>
<td><strong>Strategy F:</strong> Learning from and Developing the Vermont Approach</td>
<td>Lit. &amp; Internet Searches; Formative, Process, Impact, Outcome Evals.; Discourse Analyses; Fiscal/ Resource Audits; Revising the VT Approach</td>
<td>Lit. &amp; Internet Searches; Formative, Process, Impact, Outcome Evals.; Discourse Analyses; Fiscal/ Resource Audits; Revising the VT Approach</td>
<td>Lit. &amp; Internet Searches; Formative, Process, Impact, Outcome Evals.; Discourse Analyses; Fiscal/ Resource Audits; Revising the VT Approach</td>
</tr>
<tr>
<td><strong>Strategy G:</strong> Generating Income and Budgeting Resources</td>
<td>Creating &amp; Sustaining Funding Partners, Fiscal Development, Pooling Resources</td>
<td>Creating &amp; Sustaining Funding Partners, Fiscal Development, Pooling Resources</td>
<td>Creating &amp; Sustaining Funding Partners, Fiscal Development, Pooling Resources</td>
</tr>
</tbody>
</table>
Creating the future that we desire will require tenacious advocates who are willing to commit themselves and their resources for the long term. This is not a program that will be completed in one year or a decade, but a goal that will yield slowly to a lifetime of effort.

(Foege, Rosenberg, & Mercy, as cited in Washington Coalition of Sexual Assault Programs, 2003, p. 3)

To be strategic and worthwhile, and to lead to a significant reduction in sexual violence, a sexual violence prevention plan must be multi-year and continuous. The scope of this project is five years, however, the cutoff of five years is arbitrary. It should not be taken to mean that sexual violence is likely to end, or that the project should be finished in five years. Culture is usually defined as multigenerational, and this project is centered on cultural change.

For ease of reading and to convey the relationships between the goals and strategies across multiple years, the bulk of the plan is presented in tabular form. A new set of objectives and actions appears under each strategy and project year heading. These lists summarize objectives and actions for the first five years of the Vermont Approach. It is assumed that members of the Leadership Forum discussed in the plan will give these objectives and actions even more specificity through annual action plans, expand on them, and adjust the projected timelines and division of labor as the conditions under which the plan is to be implemented become more apparent.
### Strategy A: Providing Statewide Leadership

#### Year One: 2006

<table>
<thead>
<tr>
<th>Leadership Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase and sustain the capacity for accountable, collaborative, effective statewide leadership of comprehensive, coordinated SVP efforts in Vermont.</td>
<td>Form a regionally and institutionally representative Leadership Forum drawn from “anti-violence” and abuse prevention organizations in Vermont.</td>
</tr>
<tr>
<td>2. Increase and sustain current and historic strengths in statewide leadership while minimizing current and persistent limitations.</td>
<td>Facilitate participatory decision-making with the members of the new Leadership Forum in establishing principles for accountable, collaborative leadership of the Vermont Approach.</td>
</tr>
<tr>
<td>3. Ensure accountable, transparent decision-making and leadership that squares with the philosophy and mission of the Vermont Approach.</td>
<td>Create an action plan with specific timelines and feasible division of labor to implement the components of this strategic plan over the next 18 months.</td>
</tr>
<tr>
<td>4. Provide for well-coordinated implementation of the strategic and action plans.</td>
<td>Develop a job description for a Vermont Approach Coordinator to staff the work of the Leadership Forum and carry out the development, coordination, and activities of designated components of the strategic and action plans.</td>
</tr>
<tr>
<td></td>
<td>As the funding is available, advertise, hire, orient, and supervise the Coordinator. Hire an experienced, highly skilled Coordinator with a demonstrated record of working well interdependently and independently.</td>
</tr>
</tbody>
</table>

AVP Steering Committee, VDH Injury Prevention Specialist, and designees

AVP Steering Committee

Leadership Forum

Leadership Forum

Designated Committee and Chair of the Leadership Forum
### Strategy A: Providing Statewide Leadership

**Year Two: 2007**

<table>
<thead>
<tr>
<th>Leadership Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure comprehensive, transformational approaches to preventing sexual violence of adults, teens, and children in Vermont.</td>
<td><strong>Hone the Vermont Approach for SVP:</strong></td>
</tr>
<tr>
<td>2. Increase and sustain current and historic strengths in statewide leadership while minimizing current and persistent limitations.</td>
<td>a. Revise the strategic plan &amp; expand the action plan to cover the last six months of the year according to budgetary &amp; other feasibility considerations.</td>
</tr>
<tr>
<td>3. Establish a strong, valued presence in the state.</td>
<td>b. Begin to apply and test the refined comprehensive approach.</td>
</tr>
<tr>
<td></td>
<td>c. Assess &amp; build on current and historic strengths, minimize current and persistent limitations, and make decisions that square with the philosophy and mission.</td>
</tr>
<tr>
<td></td>
<td><strong>Leadership Forum with Coordinator’s Input</strong></td>
</tr>
<tr>
<td></td>
<td>Meet regularly and participate in related statewide events.</td>
</tr>
<tr>
<td></td>
<td><strong>Leadership Forum and Coordinator</strong></td>
</tr>
<tr>
<td></td>
<td>Create the third year action plan and budget.</td>
</tr>
<tr>
<td></td>
<td><strong>Leadership Forum and Coordinator</strong></td>
</tr>
</tbody>
</table>
## Strategy A: Providing Statewide Leadership
### Year Three: 2008

<table>
<thead>
<tr>
<th>Leadership Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase and sustain the capacity for accountable, collaborative, effective statewide leadership of comprehensive, coordinated SVP efforts in VT.</td>
<td>Evaluate and adjust the Leadership Forum’s practices and impact on SVP facilitation and coordination.</td>
</tr>
<tr>
<td></td>
<td>Coordinator and Alliance Researcher, Leadership Forum</td>
</tr>
<tr>
<td>2. Ensure accountable decision-making by leadership that squares with the philosophy and mission of the Vermont Approach.</td>
<td>Establish expert leadership in legislative sessions and other statewide policy meetings related to SVP.</td>
</tr>
<tr>
<td></td>
<td>Coordinator, other staff, if added</td>
</tr>
<tr>
<td></td>
<td>Make policy leadership reports and recommendations to Leadership Forum.</td>
</tr>
<tr>
<td></td>
<td>Coordinator</td>
</tr>
<tr>
<td>3. Ensure comprehensive, transformational approaches to preventing sexual violence of adults, teens, and children in Vermont.</td>
<td>Evaluate and adjust the practices and impact of the universal and population-specific SVP approaches.</td>
</tr>
<tr>
<td></td>
<td>Leadership Forum with the Assistance of the Coordinator and an AVP or Alliance Researcher</td>
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## Strategy A: Providing Statewide Leadership  
**Year Four: 2009**

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<tr>
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<tbody>
<tr>
<td>1. Increase and sustain the capacity for accountable, collaborative, effective statewide leadership of comprehensive, coordinated SVP efforts in VT.</td>
<td>Evaluate and adjust the Leadership Forum’s practices and impact on SVP facilitation and coordination. &lt;br&gt;Coordinator and Alliance Researcher, Leadership Forum</td>
</tr>
<tr>
<td>2. Ensure accountable decision-making leadership that squares with the philosophy and mission of the Vermont Approach.</td>
<td>Establish expert leadership in institutional partnerships related to SVP. &lt;br&gt;Coordinator, other staff, if added</td>
</tr>
<tr>
<td>3. Ensure comprehensive, transformational approaches to preventing sexual violence of adults, teens, and children in Vermont.</td>
<td>Make policy and institutional leadership reports and recommendations to Leadership Forum. &lt;br&gt;Coordinator</td>
</tr>
<tr>
<td></td>
<td>Create the fifth year action plan and budget. &lt;br&gt;Coordinator and Leadership Forum</td>
</tr>
<tr>
<td></td>
<td>Evaluate and adjust the practices and impact of the universal and population-specific SVP approaches. &lt;br&gt;Leadership Forum with the Assistance of the Coordinator and an AVP or Alliance Researcher</td>
</tr>
</tbody>
</table>
### Strategy A: Providing Statewide Leadership

#### Year Five: 2010

<table>
<thead>
<tr>
<th>Leadership Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Consolidate the capacity for accountable, collaborative, effective statewide leadership of comprehensive, coordinated SVP efforts in VT.</td>
<td>Lead a large scale effort to evaluate the Leadership Forum’s practices and impact on SVP facilitation and coordination in Vermont.</td>
</tr>
<tr>
<td>2. Ensure accountable decision-making by leadership that squares with the philosophy and mission of the Vermont Approach.</td>
<td>Establish expert leadership in professional education partnerships related to SVP.</td>
</tr>
<tr>
<td></td>
<td>Convene a fifth year project summit to review the trends and provide insightful analysis of the progress and constraints in preventing sexual violence in Vermont.</td>
</tr>
</tbody>
</table>
## Strategy B: Developing Community SVP Efforts & New Community SVP Allies

### Year One: 2006

<table>
<thead>
<tr>
<th>Communities &amp; New Allies Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong> Expand the community stakeholders and allies who can be mobilized to promote SVP locally and at the state level through a designated SVP Alliance.</td>
<td>Design the blueprints for a loosely connected SVP network of <em>communities of location</em> and <em>communities of identity</em> across Vermont to be known as the SVP Alliance.</td>
</tr>
<tr>
<td><strong>2.</strong> Ensure relevant access to and participation in the SVP processes by those individuals and communities of identity who have experienced social relations of disadvantage, dispossession, marginalization, and/or racism (White 2003).</td>
<td>Add specific provisions for inclusion to the outreach and recruitment plan according to different local circumstances of stakeholders such as immigrants and refugees, people of color, elders, people with disabilities, LGBTQ people, and low-income citizens.</td>
</tr>
</tbody>
</table>

Leadership Forum
# Strategy B: Developing Community SVP Efforts & New Community SVP Allies

## Year Two: 2007

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<tr>
<th>Communities &amp; New Allies Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Increase the capacity to engage local communities across the state, and recruit and engage new allies representative of multiple stakeholder communities of identity.</td>
<td>Develop a job description for a Community Practitioner, who will maintain focus on cultural responsiveness, organize and develop local community participation in the Vermont Approach and co-organize the SVP Alliance in conjunction with the Coordinator. <strong>Coordinator and Committee of the Leadership Forum</strong></td>
</tr>
<tr>
<td>2. Increase the active participation in SVP at the local community level in Vermont.</td>
<td>Implement the outreach and recruitment plan to form the SVP Alliance. <strong>Coordinator with Assistance from Leadership Forum</strong></td>
</tr>
<tr>
<td>3. Increase the existence and capacity of local coordinated community responses and alternatives to sexual and related forms of violence and degradation.</td>
<td>Provide ongoing technical assistance on collaborative leadership, participatory decision-making, conflict resolution, and related topics of inter-organizational processes. <strong>Leadership Forum, Coordinator, and members of the Alliance who have this capacity</strong></td>
</tr>
<tr>
<td>4. Ensure relevant access to and participation in the SVP processes by those individuals and communities of identity who have experienced social relations of disadvantage, dispossession, marginalization, and/or racism (White 2003).</td>
<td>Add specific provisions for inclusion to the outreach and recruitment plan according to different local circumstances of stakeholders such as immigrants and refugees, people of color, elders, people with disabilities, LGBTQ people, and low-income citizens. <strong>Leadership Forum</strong></td>
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### Strategy B: Developing Community SVP Efforts & New Community SVP Allies

#### Year Three: 2008

<table>
<thead>
<tr>
<th>Communities &amp; New Allies Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
</table>
| 1. Ensure comprehensive, transformational approaches to preventing sexual violence against adults, teens, and children in Vermont. | Hire experienced, competent Community Practitioner.  
Coordinator & Committee of the Leadership Forum  
Gather local input for the community development component of the fifth year action plan and budget.  
Coordinator and Leadership Forum |
| 2. Expand local population-specific SVP approaches. | Build on the past years’ experiences to support the development or expansion of SV perpetrator & victim prevention approaches in local communities, e.g., those which:  
a. Identify community-specific risk factors;  
b. Reduce community-specific risk factors;  
c. Change risky, taken-for-granted community relations and practice;  
d. Increase responsiveness to marginalized groups.  
Coordinator & Leadership Forum  
Begin to develop and launch place-specific programs that key sectors of VT communities can adopt. Provide technical assistance in building a network from such programs with established and new community leaders where needed.  
Coordinator and Others S/he Engages  
Add objectives and actions to the fourth year action plan to improve engagement with underserved or uninvolved groups as participants and as advisors in determining how to better reach their members. Similarly, add objectives and actions to the plan for approaches for groups identified in the research literature and Vermont crime statistics as high risk for victimization (e.g., women, young adults, people with disabilities of all types) and perpetration (e.g., youth involved in the juvenile justice system or aging-out of state custody, teen and young adult fathers, men).  
Community Practitioner |

*Cont....*
### Strategy B: Year Three Cont....

<table>
<thead>
<tr>
<th>3. Assess and expand the number of local school systems which can be counted on to promote expectations, beliefs, language, and social relations that contribute to SVP.</th>
<th>Based on the findings of the state education curriculum standards research activities (outlined in Strategy F. Learning and Development tables below), incorporate objectives and actions in the fourth year action plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperator and Alliance Educators &amp; School Social Workers</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Expand local universal SVP approaches.</th>
<th>Employ community development, community organizing and inter-organizational methods, and SVP content knowledge to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Practitioner and Members of the Alliance</strong></td>
<td></td>
</tr>
<tr>
<td>a. expand universal SV approaches in local communities;</td>
<td></td>
</tr>
<tr>
<td>b. support task forces, coalitions, &amp; networks;</td>
<td></td>
</tr>
<tr>
<td>c. increase community awareness; and</td>
<td></td>
</tr>
<tr>
<td>d. facilitate respectful, peaceful, socially just community relations.</td>
<td></td>
</tr>
</tbody>
</table>
## Strategy B: Developing Community SVP Efforts & New Community SVP Allies

### Year Four: 2009

<table>
<thead>
<tr>
<th>Communities &amp; New Allies Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to broaden the special populations that are being engaged in local and state SVP activities.</td>
<td>Reach out to include a variety of community organizations, such as faith-based and children’s groups: 4-H, Boys/Girl Scouts, Big Brothers/Big Sisters, sports clubs/teams, etc. throughout the year.</td>
</tr>
<tr>
<td></td>
<td>Community Practitioner and SVP Alliance Leaders</td>
</tr>
<tr>
<td></td>
<td>Consider program models of engaging new populations developed in other parts of the country.</td>
</tr>
<tr>
<td></td>
<td>Community Practitioner and SVP Alliance Leaders</td>
</tr>
<tr>
<td>2. Increase and sustain the capacity for accountable, collaborative, effective local leadership of comprehensive, coordinated SVP efforts in VT.</td>
<td>Provide SVP leadership workshops in multiple communities.</td>
</tr>
<tr>
<td></td>
<td>Community Practitioner, Coordinator, &amp; Members of the SVP Alliance</td>
</tr>
<tr>
<td></td>
<td>Consider program models of local SVP leadership from other parts of the country.</td>
</tr>
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<td></td>
<td>Community Practitioner and SVP Alliance Leaders</td>
</tr>
<tr>
<td></td>
<td>Gather local input for the community development component of the fifth year action plan and budget.</td>
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<td></td>
<td>Community Practitioner and Leadership Forum</td>
</tr>
<tr>
<td>3. Ensure comprehensive, transformational approaches to preventing sexual violence against adults, teens, and children in Vermont.</td>
<td>Evaluate and adjust the practices and impact of the universal and population-specific SVP approaches</td>
</tr>
<tr>
<td></td>
<td>Leadership Forum with the assistance of the Community Practitioner and an AVP or Alliance Researcher</td>
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### Strategy B: Developing Community SVP Efforts & New Community SVP Allies
#### Year Five: 2010

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<tr>
<th>Communities &amp; New Allies Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensure comprehensive, transformational approaches to preventing sexual violence against adults, teens, and children in Vermont.</td>
<td>Incorporate the results of the community development actions into the five year report and the recommendations for the future.</td>
</tr>
</tbody>
</table>

Community Practitioner and Coordinator
**Strategy C: Changing Media Representations**  
**Year One: 2006**

<table>
<thead>
<tr>
<th>Media Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase the understanding and priority given SVP in Vermont</td>
<td>Survey members of the AVP and related organizations to identify accessible members of, and potential allies in, the media, entertainment, and related culture-bearing venues.</td>
</tr>
<tr>
<td>2. Pave the way for the social norms and media representations of SVP to become widely understood and adopted.</td>
<td>Locate volunteers from the media and public relations profession who will provide technical advice.</td>
</tr>
<tr>
<td>3. Increase enthusiasm for and commitment to SVP on the part of policy makers and key individuals and entities in the entertainment industry and mainstream and alternative media in Vermont.</td>
<td>Work with the media volunteers to develop a Media Specialist position description and the beginning of a media plan that will address aspects of this strategy such as: conducting polling and focus groups; identifying and prioritizing media or other communication vehicles; developing, testing and redeveloping population-specific messengers and “social messages” designed to change social norms and representations; developing relationships with selected media; and carrying out targeted media campaigns (adapted from Rosewater, pp. 21-22).</td>
</tr>
<tr>
<td></td>
<td>Connect the SVP to policy agendas of members of the Anti-Violence Partnership in order to garner and increase legislative and administrative support for the mission and goals.</td>
</tr>
</tbody>
</table>

Leadership Forum  
Coordinator and Leadership Forum  
Leadership Forum
### Strategy C: Changing Media Representations

#### Year Two: 2007

<table>
<thead>
<tr>
<th>Media Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase the capacity to engage the media and negotiate changes in the negative media messages related to sexual violence.</td>
<td>Develop a job description for a Media Specialist, or a consolidated office for public media, to revise and carry out the technical aspects of the media plan.</td>
</tr>
<tr>
<td></td>
<td>Coordinator and Committee of the Leadership Forum</td>
</tr>
<tr>
<td></td>
<td>Produce a series of print and broadcast announcements, appeals, and longer length stories about the Vermont Approach to garner public interest and support.</td>
</tr>
<tr>
<td></td>
<td>Leadership Forum and Coordinator</td>
</tr>
<tr>
<td></td>
<td>Write the media section of the third year action plan.</td>
</tr>
<tr>
<td></td>
<td>Coordinator</td>
</tr>
</tbody>
</table>
### Strategy C: Changing Media Representations
#### Year Three: 2008

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<tbody>
<tr>
<td></td>
<td>Refine the media section of this year’s action plan to incorporate population-specific social messages for promoting changes in social norms related to the mission and goals of the SVP. As part of this revision, designate actions for mutually determining Alliance membership and ally criteria and expectations for members of the media, entertainment and computer industry.</td>
</tr>
<tr>
<td></td>
<td>SVP Media Specialist with media allies of the project.</td>
</tr>
<tr>
<td>2. Expand the understanding and adoption of the social norms and media representations of SVP.</td>
<td>Advocate for an overall language and perspective that integrates the “best discourses” from child sexual abuse prevention, violence against women, public health spectrum of prevention, and related multi-disciplinary prevention research and theory (i.e., juvenile justice, mental health, resiliency, community assets, and substance abuse prevention) throughout this year.</td>
</tr>
<tr>
<td></td>
<td>Coordinator and Media Specialist.</td>
</tr>
<tr>
<td></td>
<td>Launch the population-specific social messages related to the mission and goals and the objectives and actions designated in the media section of the action plan.</td>
</tr>
<tr>
<td></td>
<td>Media Specialist.</td>
</tr>
<tr>
<td>3. Increase enthusiasm for and commitment to SVP on the part of policy makers and key individuals and entities in the entertainment industry and mainstream and alternative media and in Vermont.</td>
<td>Expand on the series of print and broadcast announcements, appeals directed to all three branches of Vermont state government, and longer length stories about the SVP that were produced in the previous year to garner public interest and support for the SVP.</td>
</tr>
<tr>
<td></td>
<td>Media Specialist.</td>
</tr>
<tr>
<td></td>
<td>Add two statewide public relations events to present sexual violence as a human rights and peace with justice issue, and related SVP messages to the general public.</td>
</tr>
<tr>
<td></td>
<td>Media Specialist and Coordinator.</td>
</tr>
</tbody>
</table>
## Strategy C: Changing Media Representations

### Year Four: 2009

<table>
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<tr>
<th>Media Objectives</th>
<th>Actions &amp; Responsible Parties</th>
<th>Media Specialist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue and renew organized public relations approaches to countering the power relations of otherness and subordination constituted by media representation of gender, age, class, race and sexual orientation.</td>
<td>Design and implement organized public relations approaches to countering the power relations of otherness and subordination constituted by narratives of gender, age, class, race, sexual orientation in the media, entertainment and related venues.</td>
<td>Media Specialist</td>
</tr>
<tr>
<td>2. Expand the understanding and adoption of the social norms and media representations of SVP.</td>
<td>Refine the SVP media section of the fifth year action plan.</td>
<td>Media Specialist</td>
</tr>
<tr>
<td>3. Increase the enthusiasm for and commitment to SVP on the part of policy makers and key individuals and entities in the entertainment industry and mainstream and alternative media Vermont.</td>
<td>Promote an overall language and perspective that integrates “best discourses” from child sexual abuse prevention, teen violence prevention, violence against women, global public health, and related disciplinary prevention research and theory.</td>
<td>Media Specialist with Members of the Alliance</td>
</tr>
<tr>
<td>4. Increase allies in the Vermont arts, entertainment and tourist industry.</td>
<td>Work closely with the Education Response Team, (outlined in Strategy E Education below) and other members of the SVP Alliance to identify and engage the involvement of prospective local allies in the arts, entertainment and tourist industry.</td>
<td>Media Specialist</td>
</tr>
<tr>
<td>5. Reduce support for venues that represent and justify objectification and victimization of children, teens, women and members of other socially oppressed groups as entertainment.</td>
<td>Develop and coordinate a multi-media campaign that promotes respect, safety, peace with justice, and social valuing of children, teens, women, and members of other socially oppressed groups.</td>
<td>Media Specialist</td>
</tr>
</tbody>
</table>
### Strategy C: Changing Media Representations

**Year Five: 2010**

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<tr>
<th>Media Objectives</th>
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<tbody>
<tr>
<td>1. Ensure comprehensive, transformational approaches to preventing sexual violence against adults, teens, and children in Vermont.</td>
<td>Incorporate the results of the media change strategies into the five year report and the recommendations for the future. <strong>Media Specialist and Coordinator</strong></td>
</tr>
<tr>
<td></td>
<td>Assist the Coordinator and Leadership Forum in planning and publicizing the Five-Year Summit, using the publicity and the summit as additional vehicles for promoting the project’s SVP social norms messages. <strong>Media Specialist</strong></td>
</tr>
</tbody>
</table>
### Strategy D: Contributing to the SVP Capacity of State and Local Institutions
#### Year One: 2006

<table>
<thead>
<tr>
<th>Institutional Capacity Objectives</th>
<th>Actions &amp; Responsible Parties</th>
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<tbody>
<tr>
<td>1. Assess, and pave the way to increase, commitment to victim safety, perpetrator accountability, and respect for difference as reflected by institutional policies, procedures, language, forms, and their impact.</td>
<td>Survey AVP membership to determine the active SVP allies among institutions whose missions are generalist or focused on specific issues other than sexual violence. AVP Steering Committee and Leadership Forum</td>
</tr>
<tr>
<td>2. Increase the accessibility of and communication between institutional participants in the Vermont Approach.</td>
<td>Create a Vermont Approach electronic discussion list and web page. Leadership Forum</td>
</tr>
</tbody>
</table>
## Strategy D: Contributing to the SVP Capacity of State and Local Institutions

### Year Two: 2007

<table>
<thead>
<tr>
<th>Institutional Capacity Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
</table>
| 1. Increase SVP capacity of state and local institutions. | Engage institutional allies identified in the first year and with their assistance, develop a plan for increasing opportunities and inroads for:  
   a. expanding prevention knowledge & wisdom in the judicial system and other institutions;  
   b. institution-specific participation, according to their missions, constituents and operational realities; and  
   c. enhanced collaboration among and between participants and prospective participants in the SVP Alliance |
| 2. Increase availability of technical assistance regarding institutional practices of reflexivity and transparency, ongoing exchanges with external constituencies, and opportunities for innovation (i.e. program renewal) related to the SVP mission and goals. | Design and begin to provide population specific assistance in how and why to integrate SVP into an institution’s policies and procedures, for example by  
   a. assessing with schools and other youth-serving institutions the use of language and practices, among personnel and between personnel and those they serve, that are counterproductive to SVP;  
   b. based on such assessments, assisting personnel to incorporate incentives for and markers of respectful relationships throughout their institution and its activities; and  
   c. planning regularly scheduled review of institutional accomplishments regarding reducing conditions that produce sexual violence. |

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

**Year Three: 2008**

<table>
<thead>
<tr>
<th>Institutional Capacity Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
</table>
| 1. Increase and strengthen the unique contributions of allied fields of practice, institutions, disciplines, mandates, practitioners and researchers with less primary responsibility for sexual violence. | Create and disseminate a broad-based shared SVP framework & language within and across institutions identified in the preceding project years that can be employed differentially according to the uniqueness of each.  
**Community Practitioner, Media Specialist, and Coordinator**  
Revise the institutional capacity section of the third year action plan to reflect any technical or discursive improvements that can be made.  
**Community Practitioner**  
Formalize the Alliance connection between these institutions and with the Leadership Forum, establishing a “concentric circle ring” in the SVP Alliance that establishes their location and value in the comprehensive, collaborative approach throughout the year. (See Vermont Approach diagrams.)  
**Coordinator, Community Practitioner, and Leadership Forum**  
Write the institutional capacity section of the fourth year action plan.  
**Community Practitioner with the Coordinator’s input** |
| 2. Promote the integration of SVP norms throughout all levels of education in Vermont. | Complete the systematic study of state education curriculum standards, policies and procedures related to integrating SVP curriculum standards in Vermont schools.  
**AVP Steering Committee, or Coordinator and Contracted**  
Work with allies in the state Department of Education and in select local school districts to develop locally-specific, comprehensive school-based approaches to preventing sexual violence for all grade levels. Incorporate process and impact evaluation activities into these comprehensive approaches to preventing sexual violence.  
**Coordinator, Department of Education partners, and Researchers/Consultants**  
Begin to report the results of this study in professional, state, and local venues that will serve to promote the project mission.  
**Coordinator, Researchers, with input from the Community Practitioner and members of the SVP Alliance** |
## Strategy D: Contributing to the SVP Capacity of State and Local Institutions

### Year Four: 2009

<table>
<thead>
<tr>
<th>Institutional Capacity Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure that Vermont’s ethnic, racial, class, gender, and regional diversity are appropriately represented by the committed participants engaged in SVP efforts within key state and local institutions around the state.</td>
<td>Expand representative participation where this appears necessary, paying particular attention to policies, procedures, languages and relations.</td>
</tr>
<tr>
<td>2. Likewise, ensure that high risk populations are represented appropriate to the mission, strategic priorities and goals of the project.</td>
<td>Employ culturally-specific and age-specific media.</td>
</tr>
<tr>
<td>3. Ensure and enhance meaningful involvement of key stakeholders (service user and provider groups and other constituents of institutions) in supporting and evaluating SVP practices in institutions in Vermont.</td>
<td>Work particularly closely with the SVP Alliance to achieve this objective.</td>
</tr>
</tbody>
</table>

In this work, beware of overlooking some populations, e.g., children and teens, socially isolated young adults, marginalized or invisible families and adults (e.g., those living in economic poverty, or with diagnoses of severe and persistent mental illness); or some practitioner-groups, e.g., law enforcement, clergy, administrators.

Community Practitioner and where it seems indicated, the Coordinator or other members of the SVP Alliance.
### Strategy D: Contributing to the SVP Capacity of State and Local Institutions

**Year Five: 2010**

<table>
<thead>
<tr>
<th>Institutional Capacity Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Ensure comprehensive, transformational approaches to preventing sexual violence against adults, teens, and children in Vermont.</td>
<td>Incorporate the results of the institutional capacity strategies in the five year report and the recommendations for the future.</td>
</tr>
<tr>
<td></td>
<td>Community Practitioner and Coordinator</td>
</tr>
<tr>
<td></td>
<td>Assist the Coordinator, Media Specialist, and Leadership Forum in planning and organizing the Five-Year Summit, using invitational process and the summit as additional vehicles for promoting the project’s SVP institutional capacity norms messages.</td>
</tr>
<tr>
<td></td>
<td>Community Practitioner</td>
</tr>
</tbody>
</table>
## Strategy E: Educating Professionals, Families and Individuals
### Year One: 2006

<table>
<thead>
<tr>
<th>Education Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify gaps and increase the collaboration and technical capacity in SVP education of families and individuals that is both population-specific and intersectional across the state.</td>
<td>Increase understanding of the current SVP education approaches being employed in Vermont and beyond for different forms of sexual violence against adults, teens, children and historically dismissed populations. Survey the members of the AVP and the advisors and participants of the planning year summits, focus groups, and related activities to discover the current and most recent designers, facilitators, content, methods, venues, audiences, and results of SVP education for families and individuals in Vermont. Read the reports and educational materials related to this survey that have been produced through the VDH, Prevent Child Abuse-VT, the VNADSV, KidSafe, Planned Parenthood, DCF, and other organizations. Begin development of a comprehensive (i.e., universal and population-specific) SVP education approach. Inform the development of this approach with a synthesis of the learning from the planning year (2005-06).</td>
</tr>
</tbody>
</table>
## Strategy E: Educating Professionals, Families and Individuals

### Year Two: 2007

<table>
<thead>
<tr>
<th>Education Objectives</th>
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</tr>
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</table>
| 1. Increase statewide capacity to provide comprehensive, skilled SVP education in response to sensational cases, tragedies, and public policy opportunities, thereby meeting demands that overwhelm single organizations or result in missed opportunities for SVP. | Draw on the personnel, experiences, and resources of current SVP programs to create a coordinated, statewide public education response team which is:  
   a. Consistently up to date on what is being learned about specific forms of sexual violence, SVP, and their intersections across the state and beyond;  
   b. Committed to maintaining a consistent SVP policy message; and  
   c. Capable of recognizing and taking advantage of less obvious opportunities for education or intervention.  
   Leadership Forum with input from Coordinator and the SVP Alliance |
| 2. Increase collaboration in, and technical capacity for, SVP community education that is both population-specific and intersectional across the state. | Create a statewide comprehensive educational curriculum which is:  
   Able to respond to a variety of communities and local institutions such as media, community task forces and organizations, schools, faith communities, social services, criminal justice, mental health.  
   Coordinator and the SVP Alliance |
| 3. Begin to understand whether and how to enhance SVP education in the professional and continuing education of practitioners and administrators in Vermont. | Carry out a series of focus-group-style meetings with members of:  
   a. The faculties and student organizations of educational institutions in Vermont including social work, psychology, counseling, teacher education, human services, nursing, criminal justice, medicine, physical therapy, law, public administration, dispute mediation, business, etc;  
   b. Those responsible for continuing education for these professions;  
   to discover the SVP content, messages, and skills that practitioners are receiving in professional and continuing education programs.  
   Likewise, offer guest speakers on comprehensive, collaborative approaches to SVP for classes and meetings.  
   Coordinator and the SVP Alliance |
**Strategy E: Educating Professionals, Families and Individuals**  
**Year Three: 2008**

<table>
<thead>
<tr>
<th>Education Objectives</th>
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</tr>
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</table>
| 1. Increase engagement of boys and men in preventing sexual violence perpetration through social norms change. | Meet with appropriate men’s groups to promote the creation of social norms mentoring project(s) for boys and young men in high risk groups for perpetrating sexual violence (e.g., young fathers, young men in transition from substitute care to independence or reentering communities from juvenile or criminal justice facilities, and youth who have been abused). Likewise, consider, and if indicated, develop and promote social norms mentoring for youth at risk of being victimized.  
Media Specialist & Coordinator |
| 2. Identify and expand the number of religious and cultural institutions that agree to be engaged in promoting norms and social relations that contribute to SVP. | Develop two successful local interfaith SVP initiatives to serve as encouraging models on which to expand in the following year.  
Media Specialist & Coordinator |

*Continued....*
### Strategy E: Educating Professionals, Families and Individuals
#### Year Three: 2008 cont.

<table>
<thead>
<tr>
<th>Education Objectives</th>
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</thead>
<tbody>
<tr>
<td>3. Expand the approach to SVP education to be even more comprehensive, culturally specific, and socially transformative.</td>
<td>Incorporate multiple methodologies drawn from: public awareness, community education, professional and continuing education, in-service training, and family and school-based education. Include priorities, emphases, content and culturally diverse methods and materials drawn from local and national projects and research in community and individual education. Coordinator and SVP Alliance</td>
</tr>
<tr>
<td></td>
<td>Create an ethical sexuality/“sexual manners” paradigm and a practical translation “toolbox” for education in different settings, with groups of participants who were previously not involved in the project. Coordinator and SVP Alliance</td>
</tr>
<tr>
<td></td>
<td>Design and facilitate a popular education campaign that can reach the underserved communities identified in the last project year. Coordinator, Leadership Forum and SVP Alliance</td>
</tr>
<tr>
<td></td>
<td>Evaluate the capacity of SVP education in Vermont to reach populations &amp; address topics identified during the 2005 focus groups and summits, e.g.: Coordinator and Relevant Members of the Alliance</td>
</tr>
<tr>
<td></td>
<td>a. Parents--guidelines for sex talks;</td>
</tr>
<tr>
<td></td>
<td>b. Youth--relationships, boundaries and negotiation of consent;</td>
</tr>
<tr>
<td></td>
<td>c. Youth--sexuality, oppression, gender roles, gender identity and gender expression;</td>
</tr>
<tr>
<td></td>
<td>d. Young women and men who are particularly isolated from mainstream legitimacy (privilege[s])--any SVP topic.</td>
</tr>
</tbody>
</table>
### Strategy E: Educating Professionals, Families and Individuals

#### Year Four: 2009

<table>
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<tr>
<th>Education Objectives</th>
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<tbody>
<tr>
<td>1. Sustain and deepen population-specific understanding of the relationship between</td>
<td>Throughout this and subsequent years of the project, produce population-specific media, art and alternative entertainment (e.g., the First Night approach to drug and alcohol-free New Year’s Eve) that represent people and relationships congruent with the vision, mission and philosophy of this project.</td>
</tr>
<tr>
<td>social norms, cultural representations, sexual violence and the priority given to SVP</td>
<td>Coordinator and Members of the Public Education Response Team</td>
</tr>
<tr>
<td>in Vermont</td>
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</tr>
<tr>
<td>2. Increase the participation in SVP of professional and continuing education in</td>
<td>Create a professional and continuing education and curriculum development plan based on the first two years’ learning about what more is needed from professionals. This could include: Pre-degree or residency training (<em>pre-licensure</em>), Continuing education for individual practitioners (<em>post-licensure</em>), Institutional programs for churches, mental health departments, hospitals, clinics, etc. (<em>institutional</em>), Educational rehabilitation programs for offenders (<em>rehabilitative</em>), and Specialized education and training for professionals who sit on licensing boards, ethics committees, or credentialing committees (<em>specialized education</em>).</td>
</tr>
<tr>
<td>Vermont</td>
<td>Coordinator and key SVP Alliance members</td>
</tr>
<tr>
<td>3. Increase the participation of professional education students (e.g., social work,</td>
<td>Based on the previous study of SVP content in professional and continuing education, work with profession-specific educators and students to develop SVP-related classroom assignments, service learning, and research projects (e.g., theses, final projects, dissertations) reflective of the project mission, philosophy and goals.</td>
</tr>
<tr>
<td>nursing, education, counseling, public health, public administration) in SVP education.</td>
<td>Coordinator, Leadership Forum and key SVP Alliance members</td>
</tr>
</tbody>
</table>
## Strategy E: Educating Professionals, Families and Individuals

### Year Five: 2010

<table>
<thead>
<tr>
<th>Education Objectives</th>
<th>Actions &amp; Responsible Parties</th>
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<tbody>
<tr>
<td>1. Ensure comprehensive, transformational approaches to preventing sexual violence</td>
<td>Incorporate the results of the SVP education strategies in the five year report and the</td>
</tr>
<tr>
<td>against adults, teens, and children in Vermont.</td>
<td>recommendations for the future.</td>
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<tr>
<td></td>
<td>Community Practitioner and Coordinator</td>
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<td></td>
<td>Plan, organize, publicize and facilitate the Five-Year Summit, using this event as an</td>
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<td>additional vehicle for promoting the mission, strategic priorities and goals of the Vermont</td>
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<td></td>
<td>Approach.</td>
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<tr>
<td></td>
<td>Coordinator and Leadership Forum</td>
</tr>
<tr>
<td>Learning &amp; Development Objectives</td>
<td>Actions &amp; Responsible Parties</td>
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<tr>
<td>----------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>1. Enhance the options for learning-as-you-go within the Vermont Approach.</td>
<td>Build reflexive practice and formative evaluation methods into each action plan that is developed (e.g., community development plan, institutional capacity-building plan, etc.)</td>
</tr>
<tr>
<td>2. Adopt an SVP inquiry stance that makes comprehensive research and evaluation vital to answering immediate questions, not just the more abstract ones.</td>
<td>Schedule a reflective retreat at the end of the first and semi-annually in the second year, during which participants analyze and reflect on the work and set objectives for the next 6-12 months. Preserve the importance of this process so as to ensure its institutionalization in the Vermont Approach.</td>
</tr>
<tr>
<td>3. Pave the way to increase the understanding of whether and how state education regulations can be amended to include SVP content.</td>
<td>Obtain funding, form a research team, design, and gain institutional agreements and approval for a systematic study of state education regulations and related policies and procedures related to establishing SVP curriculum standards in Vermont schools.</td>
</tr>
</tbody>
</table>

Leadership Forum with Assistance from the AVP Steering Committee if needed
**Strategy F: Learning from and Developing the Vermont Approach**

**Year Two: 2007**

<table>
<thead>
<tr>
<th>Learning &amp; Development Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
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</table>
| 1. Integrate reflexive, formative, and summative evaluation and development of the implementation of this plan and its impact. | Design the integrated, reflexive and outcome evaluation processes, budget and annual calendar to be followed each fiscal year. (Include methods for uncovering and analyzing taken for granted discourses and practices and their implications for the mission of this project.)

  - Leadership Forum and Coordinator with AVP or Alliance Researchers

  - At least annually, spend a day together reviewing the accomplishments, changing conditions, assumptions behind and impact of the leadership and SVP practices. At the end of each of these “retreats” set a course for the next year’s action plan to begin at the start of the fiscal year.

  - Leadership Forum and Coordinator

| 2. Increase the frequency of dialogue between SVP practitioners, researchers, policy makers, and funders, as well as the number of accountably shared research projects which contribute to the mission of the Vermont Approach. | Participate in the process of forming and expanding university/state anti-violence research partnerships.

  - AVP Steering Committee and Leadership Forum

  - Consider the potential risks, drawbacks, and safeguards for collaborative inquiry and learning projects with researchers. (See for example, the policy document that articulates standards for AVP projects).

  - Convene a meeting of researchers, practitioners, policy makers, and funders to generate a list of possible collaborative projects that will promote the mission and goal of SVP in Vermont and beyond.

  - AVP and Leadership Forum

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<table>
<thead>
<tr>
<th>Learning &amp; Development Objectives</th>
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</thead>
<tbody>
<tr>
<td>3. Develop a general understanding of dominant discourses in Vermont that currently serve to produce, take for granted, and exacerbate sexual and related forms of violence against, and degradation of, adults, teens and children.</td>
<td>Design and obtain institutional review board approval to conduct a comprehensive discourse analysis of norms, beliefs, language, attitudes, and social relations promulgated in Vermont that may produce, take for granted, and exacerbate sexual and related forms of violence against, and degradation of, adults, teens and children. Coordinator and AVP Researchers</td>
</tr>
<tr>
<td>4. Increase the sophistication of knowledge and skill regarding media approaches to cultural transformation as a SVP method.</td>
<td>Synthesize current research and practice knowledge of discourse analysis, social norms change, media campaigns, community development, institutional change, individual &amp; community education, and collaborative methods related to sexual violence and its prevention. Coordinator with AVP Researchers</td>
</tr>
</tbody>
</table>
### Strategy F: Learning from and Developing the Vermont Approach
#### Year Three: 2008

<table>
<thead>
<tr>
<th>Learning &amp; Development Objectives</th>
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<tbody>
<tr>
<td>1. Pave the way to increase key institutions’ active participation in SVP evaluation processes.</td>
<td>Adopt a “grounded theory” approach to longitudinal aggregation of “data” drawn from individuals’ reports to organizations about their lived realities of sexual violence and its correlates, as a basis for determining what is really required to significantly reduce its prevalence. After gaining approval from the relevant I.R.B. committee, test this approach with a few institutions this year, perhaps with the assistance of MSW students who are completing their advanced practice field placements in those organizations. Coordinator and SVP Alliance Researchers</td>
</tr>
<tr>
<td>2. Ensure that each systematic inquiry designed and carried out in this project takes into account the project’s pressing questions and goal of social transformation, as well as paradigmatic understandings surrounding methodological choices and the political ramifications and related implications for vested interests.</td>
<td>Develop and enforce a Vermont Approach policy for the conduct of research and evaluation. Leadership Forum</td>
</tr>
<tr>
<td>3. Likewise, ensure that each systematic inquiry squares with the AVP project standards (document available from the AVP Steering Committee) and the participating institutions’ institutional review requirements for “human subject research.”</td>
<td>Leadership Forum, Coordinator, and Researchers</td>
</tr>
</tbody>
</table>
### Strategy F: Learning from and Developing the Vermont Approach

#### Year Four: 2009

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<tbody>
<tr>
<td>1. Expand dialogue and accountably shared research projects between SVP practitioners, researchers, policy makers, and funders begun during the first year of the project.</td>
<td>Assist organizations working on sexual and related violence and SVP to maintain a wish list of research and evaluation questions and topics that may be pursued with researchers associated with the AVP or the Vermont Approach.</td>
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<td></td>
<td>Through the AVP, extend a call for scholars to join with state and community organizations to collaborate on projects from the wish list.</td>
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<td></td>
<td>Support follow-up activities leading to research and application design, memoranda of agreements, and institutional approval.</td>
</tr>
<tr>
<td>2. Increase the opportunities for shared learning from research and evaluation conducted within the Vermont Approach</td>
<td>Create an accessible archive of Vermont Approach research and evaluation reports.</td>
</tr>
<tr>
<td></td>
<td>Communicate the availability of research and evaluation reports to participants in the Vermont Approach.</td>
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Coordinator or Designee
### Strategy F: Learning from and Developing the Vermont Approach

**Year Five: 2010**

<table>
<thead>
<tr>
<th>Learning &amp; Development Objectives</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthen the capacity for accountable, collaborative, effective statewide leadership of comprehensive, coordinated SVP efforts in VT.</td>
<td>Conduct a self-study process as a basis for project renewal and consideration of future directions for this project. Leadership Forum with Staff and Input from the Alliance and AVP Steering Committee</td>
</tr>
<tr>
<td>2. Ensure accountable decision-making by leadership that squares with the philosophy and mission of the SVP.</td>
<td>Synthesize the learning to date though the use of case study, ethnographic, and narrative methods. Leadership Forum and Staff</td>
</tr>
<tr>
<td>3. Ensure comprehensive, transformational approaches to preventing sexual violence against adults, teens, and children in Vermont.</td>
<td>Use the Five-Year Summit as a forum for discussion of the self-study report, for joint review of SV trends, SVP progress and obstacles, and for collaboratively setting new direction, strategic priorities and goals for SVP. Leadership Forum</td>
</tr>
</tbody>
</table>
## Strategy G: Generating Income and Budgeting Resources

### Year One: 2006

<table>
<thead>
<tr>
<th>Income Objectives</th>
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</thead>
<tbody>
<tr>
<td>1. Increase the capacity of the Vermont Approach to attract broad-based, multi-year funding to support the effective implementation of this strategic plan and sustain the necessary personnel.</td>
<td>As part of the year two action plan, develop a broad-based funding plan that integrates business partnership, foundation &amp; grant funding, and governmental funding strategies to cover the costs of leadership, coordination, media, education, community development and research over the multiple years of this project. Include within the action plan a section on sustainability, to be updated and followed in subsequent years.</td>
</tr>
<tr>
<td>2. Ensure reflexive, transparent, intentional funding practices that are consistent and dependable in all aspects of coordinating the implementation and evaluation of the SVP.</td>
<td>Leadership Forum with Assistance from the AVP Steering Committee, if needed</td>
</tr>
<tr>
<td>3. Expand the concept of funders from a purely utilitarian notion to a cultural notion in which funders share the social commitment to the vision, mission, strategic priorities and goals of SVP.</td>
<td>Begin to identify and court potential funding allies who have a particular commitment to SVP, peace, justice, children, youth, women and other special populations.</td>
</tr>
<tr>
<td></td>
<td>Key AVP members and Leadership Forum</td>
</tr>
</tbody>
</table>
### Strategy G: Generating Income and Budgeting Resources

#### Year Two: 2007

<table>
<thead>
<tr>
<th>Income Objectives</th>
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</tr>
</thead>
</table>
| 1. Ensure responsible budgeting, accounting, funding and contracting practices in line with the mission and philosophy of the Vermont Approach. | Develop a Vermont Approach research and service funding policy regarding percentage of indirect costs allowed.  
  
  Leadership Forum with Assistance from Coordinator and contracted or volunteer Business Manager  
  
  Obtain the voluntary or contracted services of a technically competent accountant to serve as a business manager only as many hours as are necessary (e.g., the RSVP might have a volunteer who could provide these services).  
  
  Develop a budget preparation and review approach that is cyclical and enables responsible stewardship.  
  
  Leadership Forum with Assistance from Coordinator and contracted or volunteer Business Manager  
  
  2. Pave the way for participation of the business community in specific projects of the Vermont Approach. | Work with local United Ways and community-based organizations with missions closely related to SVP to identify socially active businesses that might be interested in collaborating in an SVP initiative.  
  
  Leadership Forum  
  
  3. Increase and sustain capacity to financially support a comprehensive, coordinated approach to SVP. | Obtain adequate funding to support the personnel and other costs of the Vermont Approach.  
  
  Leadership Forum with Assistance from Coordinator |
**Strategy G: Generating Income and Budgeting Resources**  
**Year Three: 2008**

<table>
<thead>
<tr>
<th>Income Objectives</th>
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</thead>
<tbody>
<tr>
<td>1. Strengthen the sustainability of funding to support comprehensive, collaborative SVP in Vermont.</td>
<td>Revise the sustainability plan to take into account the experiences of the project to date.</td>
</tr>
<tr>
<td></td>
<td>Leadership Forum with Assistance from Coordinator</td>
</tr>
<tr>
<td>2. Expand dialogue with funding allies to enhance their collaborative participation in the Vermont Approach.</td>
<td>Create a variety of venues and occasions for engaging funders and prospective funders in identifying with the vision, mission, strategic priorities, and goals of this project.</td>
</tr>
<tr>
<td></td>
<td>Leadership Forum and Coordinator</td>
</tr>
<tr>
<td></td>
<td>Develop a means of recognizing funders and others who contribute fiscal or in-kind resources to the project.</td>
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<tr>
<td></td>
<td>Leadership Forum and Coordinator</td>
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<tr>
<td></td>
<td>In each of these forums, share the limelight and connections with SVP organizations and allied institutions.</td>
</tr>
<tr>
<td></td>
<td>Leadership Forum and Coordinator</td>
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</tbody>
</table>
## Strategy G: Generating Income and Budgeting Resources
### Year Four: 2009

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<tbody>
<tr>
<td>Strengthen the sustainability of funding to support comprehensive, collaborative SVP in Vermont.</td>
<td>Revise the sustainability plan to take into account the experiences of the project to date and the upcoming five year benchmark.</td>
</tr>
</tbody>
</table>

- Leadership Forum with Coordinator’s Assistance

## Strategy G: Generating Income and Budgeting Resources
### Year Five: 2010

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</thead>
<tbody>
<tr>
<td>1. Ensure responsible budgeting, accounting, funding and contracting practices in line with the mission and philosophy of the Vermont Approach.</td>
<td>Prepare a budget section in the five-year project report to show the income and outgo throughout the project, as well as the nature, rationale, and implied impact of the expenditures.</td>
</tr>
</tbody>
</table>

- Coordinator with Business Manager

<table>
<thead>
<tr>
<th>Income Objectives</th>
<th>Actions &amp; Responsible Parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Sustain the dialogue with funding allies to enhance their collaborative participation in the Vermont Approach.</td>
<td>Invite funding allies to participate in the Five-Year Summit as colleagues and, where desirable, as presenters.</td>
</tr>
</tbody>
</table>

- Leadership Forum with Coordinator’s Assistance
The following diagrams portray the social network of the Vermont Approach and the project governance and accountability.

**Figure 1: A Statewide View of the Vermont Approach**

The first figure provides a social network view of the proposed Vermont Approach. The concentric rings indicate the level of participation in the project, from most active to least. The Leadership Forum, staff and AVP Steering Committee occupy the central position in the diagram. Surrounding them are the organizations whose missions are to respond to, end, and prevent sexual and related forms of violence, many of which also would have representation on the Leadership Forum.

Surrounding these organizations are institutions (branches of government, public and private organizations and schools) with other specialist or generalist missions—the institutional allies and prospective allies referred to in this plan. Surrounding the institutions are communities of location (e.g., East Burke or West Pawlet) and identity (e.g., a faith community, a refugee community). The outermost ring surrounding the communities represents the general Vermont public.
The second diagram indicates the lines of responsibility and accountability for the Vermont Approach. The ideal set forth in the plan is that the leadership be geographically, as well as institutionally, representative of sexual violence organizations. The specific division of responsibilities will be determined as the project gets underway. However, the diagram paints with broad brush strokes that will be refined and made more specific by the AVP Steering Committee, the of Health, and the Leadership Forum, as indicated in the Strategies tables.

The nature and frequency of participation will be determined as parts of the plan are implemented. It is likely that the Leadership Forum would need to meet frequently throughout the year, whereas the full SVP Alliance might come together only twice a year. Perhaps the statewide Alliance members could meet together in the forum already provided by the semi-annual Anti-Violence Partnership membership meetings.

Many of the allied institutions already meet in a variety of forums. Items related to the Vermont Approach also could be added to those meeting agendas. Other involvement with the SVP project is likely to be idiosyncratic, according to less routine events, such as workshops or on-site consultations. The involvement of communities will vary similarly. For example, communities might be engaged through local task forces established for the purpose of sexual violence prevention. In other cases, where a local sexual violence treatment and response task force exists, a prevention agenda or subcommittee could be added. This degree of specificity should be institution- and community-specific. Decisions about the form that involvement will take is beyond the bounds of this plan and is more appropriately left to decision making by the Leadership Forum and the local participants. The general public’s involvement most often will be via the strategies outlined in the plan.
The key partners in this project include the Anti-Violence Partnership: A Collaboration at the University of Vermont, the Vermont Department of Health, the Vermont Network Against Domestic and Sexual Violence, and the University of Vermont Department of Social Work.

To date, the related research suggests a variety of programmatic considerations for sexual violence prevention. Although it is beyond the scope of this document to review these, Wolfe and Jaffe (2003) offer a range of considerations that are worth revisiting from time to time. Among these are the following:

A. “…avoiding a ‘one size fits all’ approach that ignores culturally relevant information and differences” (Heppner, Neville, Smith, Kivlighan, & Gershuny, 1999, cited in Wolfe & Jaffe, p. 6);

B. “…the possible interference of ‘backlash,’ which has been noted following education in sexual and physical assault prevention (i.e., boys sometimes get worse in their attitudes after learning more about these issues)” (Hilton, et al., cited in Wolfe & Jaffe, p. 6);

C. “a remaining challenge to ensure programs are implemented on a comprehensive and consistent basis;”

D. “an open, collaborative process based on respect, trust, flexibility, and communication is needed to advance evaluation efforts with community- and school-based programs” (Shapiro & Rinaldi, 2001, cited in Wolfe & Jaffe, p. 6).

Beyond such considerations drawn from the literature search, there remain some sticky issues and dilemmas that will need to be fully addressed by the Leadership Forum. The funding contract that supported the first summit and the strategic planning explicitly excluded “treatment and service provision” from permissible content to include in the plan. However, early in the strategic planning project, an individual with many years of experience in the child abuse prevention field pointed out that the traditional distinctions between primary, secondary, and tertiary prevention are more theoretical than actual. Likewise, the members of a focus group appeared to agree fervently with the comments of one of their colleagues when she stated that

[T]he large percentage of survivors [among the general population], writ broadly, impacts our ability to talk about sexual violence prevention. Our work with them does have implications for prevention, given how they pass on our influence. We should be thinking about how to incorporate them more fully as prevention practitioners.”
Although the plan stays within the parameters set by the contract with regard to this issue, it also refrains from making distinctions between different levels of prevention, and it does not assume sharp separations between prevention, treatment and services. It leaves this issue open to be addressed more directly by those who will lead the project.

Other issues that need further exploration and definition include the issues of risk and deterrence. These issues are connected by the emphasis given by other prevention projects to identifying, and focusing prevention methods at, populations at risk of perpetrating sexual violence. This emphasis is one of deterrence. The distinctions between these topics are subtle perhaps, yet worth considering.

Risk has become the policy preoccupation of the managed care era. Some post-structural feminists like Hall (2004) challenge the uncritical assumption that what she describes as the “vague threats and scare tactics,” of neo-liberal risk management constitute rape prevention (p. 1). One of the grounds on which this critique is made is that “the strategy of appealing to the horror of rape through representations of female suffering has not stopped men from raping women” (p. 14). The rise in police reports of sexual violence in Vermont suggests that Hall is accurate about this. Consequently, the purpose and practices of such methods as speak-outs and victim impact panels in Vermont should be reexamined. At the very best, they do not seem supportable as a prevention method, and at worst, they may have unintended consequences for women and others who are subjugated by virtue of their gender identity and expression.

To interrupt and replace the preoccupation with fear and risk that characterizes most gender-specific prevention approaches, Hall (2003) makes three recommendations that are worth considering by sexual violence prevention leaders in Vermont. These are to focus on three fronts:

A. “shifting the site of social interventions against rape from women to men”;

B. “letting go of the abstract figure of woman as victim” [italics added for emphasis]; and

C. “challenging a public mode of representation in which the performative recurrence of horror secures a sense of rape’s naturalness” (p. 15).
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Human Rights Watch. (2003). *We’ll Kill You If You Cry: Sexual Violence in the Sierra Leone Conflict, 15*(1A).


Discourse, “in general terms, refers to actual practices of talking and writing (Woodilla, 1998 cited in Phillips & Hardy, 2002). For the purposes of The Vermont Approach, it refers to “a set of assumptions, socially shared and often unconscious, reflected in language, that positions people who speak within them and frames knowledge” (Ristock & Pennell, 1996, p. 114).

Discursive practices refers to spoken, written, and imaged activity through which struggles for meaning establish and enforce some norms and actions over others.

Reflexivity involves reflecting on the ambiguous, constructed nature of the context in which one operates, and uncovering and questioning the taken-for-granted assumptions and privileges establishing the practices and impact of an individual and her employing institution (Gergen, 1994; Grant & Hardy, 2003).

Relational practices refer to interpersonal and intergroup processes of navigating multiple discourses and their contexts; and interpersonal and intergroup negotiating, internalizing and resisting of meanings that produce and limit identities and options.

Self-honesty for the purposes of this plan, connotes a valued relational position to be taken by individuals and institutions which are influential to the implementation of the SVP. This position is one of candor with oneself about one’s motives, attitudes, and impact in any given situation related to the SVPP.

Sexual violence is the use of sexual words and actions that are unwanted by or harmful to another person. Examples include rape, incest, commercial exploitation, professional exploitation, ritual sexual abuse, sexual harassment, and sexual violation (MN Department of Health). Sexual violence is viewed as “part of a network of relations, defined by the effects a violent act produces, and …[it] sends messages, messages to the victim and to others as well (e.g., in war time, rape sends messages of defeat)” (Norman, 2004);

Sexual violence prevention practices are the discourses, relationships, and activities promoted by this plan.

Theoretical perspective refers to the ideas, language, beliefs, and values (i.e., discourses) that inform the view of sexual violence and prevention reflected in and promoted by this plan.

Transparency is a prescriptive method drawn from narrative approaches to therapy and community practice that is intended to reduce the power inequality between a professional and a client or constituent. It is the continuous practice of disclosing the specific rationale for asking, saying or doing something. This is different from disclosing information about oneself in order to validate another’s experience and reduce the barriers of isolation or attributed deviance.
Appendix B: Literature Review and Electronic Search

January-December 2005

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Carter, M (2004), Spring/Summer,. Prevention is the key: Opening doors to end sexual violence. The Calcsa vision, 5-6. Available at Calcsa 1215 K street, Suite 1100 Sacramento, CA 95814.


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The Vermont Approach: A Strategic Plan for Comprehensive, Collaborative Sexual Violence Prevention

Sciences, 352-359.


The Vermont Approach: A Strategic Plan for Comprehensive, Collaborative Sexual Violence Prevention


Appendix C. Crossing the Lines: VT Sexual Violence Prevention Summit

June 10, 2005 - Wyndham Hotel, Burlington, VT

**SCHEDULE**

8:30-9:00  Registration & Gallery Walk
9:00-10:15  Opening Plenary & Keynote Address
10:15-10:30  Refreshment Break & Gallery Walk
10:30-11:45  Four Panel Discussions (One out-of-state and one VT presenter on each panel)
11:45-12:45  Lunch
12:45-2:15  Five Workshops (By out-of-state presenters from the morning panels)
2:15-2:30  Refreshment Break & Gallery Walk
2:30-3:50  Six Workshops (By VT presenters who were not on the morning panels)
4:00-5:00  Closing Plenary

**Organized & Convened by:** The Anti-Violence Partnership: A Community Collaborative at the University of Vermont

**Supported by:** Rape Prevention Education Grant #3771, from the U.S. Centers for Disease Control through the VT Department of Health; Legal Assistance to Victims Grant #2001-WL-BX-0053, from the U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office; Children’s Justice Act Grant, from the U.S. Department of Health and Human Services, Administration on Children, Youth and Families through the VT Center for the Prevention and Treatment of Sexual Abuse; VT Network Against Domestic and Sexual Violence, the University of VT Department of Social Work, and the Byrne Grant #2004-DB-BX-0031 from the VT Center for Crime Victim Services through the VT Department of Public Safety.
FOCUS GROUP QUESTIONS

**Introductory Question(s):**
What one or two things should I know about the history and culture of sexual violence prevention practices in Vermont?—What is your vantage point on these?

**Key Questions:**
What practices and policies currently comprise sexual violence prevention in Vermont?

What and who influences these practices and policies?

How would you describe the relationships among sexual violence prevention practitioners, administrators and policy makers in Vermont?

What current practices, policies and relationships would you like the sexual violence prevention plan to continue to emphasize?

What, if anything, new would you like to see proposed in the sexual violence prevention plan?

**Clarifying, Probing, and Follow-Up Questions:**
What are your views on the possibilities of preventing sexual violence?

What do you think a comprehensive approach to preventing sexual violence should address?

Given these ideas about a good comprehensive approach, what do you think a statewide plan for strategically working to prevent sexual violence in Vermont should include?

**Ending Questions:**
Is there anything else I should understand about sexual violence prevention practices and policies in Vermont?

Who else do you think I should involve in the sexual violence prevention planning process?

Who and what do you think should be included in a statewide leadership alliance for coordinating and ensuring implementation of the plan?
Appendix E. Strategic Planning Summit on Sexual Violence Prevention
December 2, 2005 – Woodstock Inn

**SCHEDULE**

10:00  Welcome and Orientation to the Summit  
Janine Allo, Coordinator, Anti-Violence Partnership  
Rick Pouliot, Gedakina

10:15 Where Are We? Report of the Results of the first six months of planning research on SVP  
Susan Roche  
Kelly Miller  
Anne Rich

10:45  Strategic Planning Session I (in work groups)

12:00  Lunch and Discussion (a working lunch)  
Brief Update from Facilitators

1:00   Strategic Planning Session II (in work groups)

2:30   Integrative Planning Session (all participants)  
Susan Roche, Facilitating  
Report from Facilitators  
Discussion with Everyone

3:15   Closing  
Rick Pouliot  
Rose Pulliam

3:30   Adjourn
1. Janine Allo  
   Allo Consulting and Education

2. JB Barna  
   Coordinator, Field Education,  
   Department of Social Work, University of Vermont

3. Autumn Barnett  
   Program Coordinator, Project Safe Choices:  
   Challenging Young Men’s Violence, Spectrum DAEP

4. Sharon Davis  
   Special Projects Coordinator,  
   VT Center for Crime Victim Services

5. Kara DeLeonardis  
   Executive Director, SafeSpace VT

6. Marty Dewees  
   Associate Professor,  
   Department of Social Work, UVM

7. Doug Dows  
   Director, Safe & Healthy Schools,  
   VT Department of Education

8. Chris Dunn  
   Domestic Violence Specialist, DCF

9. Nancy Feinberg  
   Volunteer Coordinator,  
   Project Against Violent Encounters

10. Terry Fiske  
    Director, New Beginnings

11. Kristin Fontaine  
    Chittenden County Outreach Educator,  
    Planned Parenthood of Northern New England

12. Ellen Kryger  
    Washington County Deputy State’s Attorney

13. Sharon Lamb  
    Professor, Dept. of Psychology, St. Michael’s College

14. Mark Larson  
    Batterer Accountability Coordinator,  
    VT State Representative

15. Amy Messina  
    Representative,  
    Vermont Victim/Survivor of Crime Council

16. Kelly Miller  
    Graduate Research Assistant, SVP Project  
    Department of Social Work, UVM

17. Tracy Penfield  
    Director, SafeArt

18. Rick Pouliot  
    Gedakina

19. Kristin Prior  
    Victim Services Coordinator, Agency of  
    Human Services,  
    Vermont Department of Corrections

20. Rose Pulliam  
    Statewide Coordinator,  
    Vermont Network Against Domestic and  
    Sexual Violence

21.  

22.  


23. Jill Richard  
Economic Justice Coordinator, VNADSV

24. Anne Rich  
Graduate Research Assistant, SVP Project

25. Judy Rickstad  
Coordinator, DAEP Franklin County

26. Susan Roche  
Coordinator, Sexual Violence Prevention Planning Project  
Associate Professor, Dept. of Social Work, UVM

27. Cassandra Schaan  
Hotline & Education Advocate,  
Women Helping Battered Women

28. Rick Smith  
Program Chief, Adult Protective Services

29. Chani Waterhouse  
Program Support Coordinator,  
Vermont Network Against Domestic and Sexual Violence

30. Priscilla White  
Executive Director,  
O.U.R. House of Central Vermont, Inc.,  
Children’s Advocacy Center

31. John Zicconi  
VT Press Bureau  
Department of Social Work, UVM
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Sexual Violence Prevention in Vermont
2006-2010

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at the University of Vermont