**PRIMARY PREVENTION STRATEGY PLANNING GUIDE**

Primary Prevention efforts are a critical piece of domestic violence centers’ work to end violence. Primary prevention includes efforts to change the social conditions, policies, practices, as well as beliefs and behaviors that lead to and enable people perpetrating violence. Domestic violence centers in Florida have been working for almost two decades to develop prevention strategies and programming and build Community Action Teams. Prevention efforts work to make the world a safer place for everyone and address some of the inequalities that are highlighted by the pandemic. As such it is critical that centers continue to provide robust and meaningful prevention services, even as those services and strategies adapt to our changing landscape.

Primary prevention is much more than teaching young people about dating violence. It is a comprehensive set of activities, programs and strategies that seek social change. [The CDC has identified several Focus Areas to help frame prevention efforts.](https://www.cdc.gov/violenceprevention/pdf/ipv-technicalpackages.pdf) These may be useful guidance in creating a prevention plan or understanding the wide array of efforts that are primary prevention.

Focus Areas:

* Teach Safe and Healthy Relationship Skills
* Disrupt the Developmental Pathways Towards Partner Violence
* Engage Influential Adults and Peers
* Create Protective Environments
* Strengthen Economic Supports for Families
* Additionally, evidence shows that efforts to increase equity and decrease oppression and inequality are linked to preventing domestic violence.

With this in mind, this guide will assist domestic violence centers in developing a plan to sustain prevention services throughout the year. Each center has created prevention strategies for the past three fiscal years to supplement other deliverables. This year, the prevention strategy is the largest deliverable and drives center prevention strategies for the fiscal year. Centers are encouraged to reflect on their past strategies, their long-term goals, and keep in mind the work that has been built by their past deliverables in developing their plan for the year.

Technical assistance and training is available from the Florida Statewide Domestic Violence Program, and centers are encouraged to discuss their plans with the Prevention Specialist and Social Change and Advocacy Coordinator.

Each center shall submit a prevention plan for the fiscal year 2022 to 2023. The plan must include planned activities for the year, a description of how the activities fit together to work towards the center’s goals, and how the activities will address youth engagement/leadership, community action, and social change.

The questions below will help the center to create a strategic prevention plan. It may be helpful to visualize the plan. One example of this would be:

Another, more familiar visual might be a logic model. Though a logic model is not necessary, it can be helpful for planning purposes. For more guidance on logic models visit: <https://wiki.preventconnect.org/logic-model/>

Effective planning often starts at the end. By beginning to think about your long-term goals, you can work backwards to identify activities that will help move your community closer to those goals.

**Long-Term Goals:** What are the center’s long-term goals? Where would you like to see your county in five years or ten? What would a community without domestic violence look like? In this section dream big. These ideas help you to keep short term goals and actions in perspective. This gives you the destination on your journey.

**1 Year/Short-Term Goals:** Looking at your long-term goals, what are some shorter-term goals that might be possible over a year? Remember that goals are about the change you want to see- not the activities you plan to do. A goal might be that more students receive prevention education or that there is better coordination between agencies with regards to prevention.

**Activities:** Activities are concrete efforts that will move you towards your goals. Looking at your short-term goals, what action steps are needed to move closer to those goals? Be as specific as possible.

Centers may want to refer to Strategic Prevention Solution’s “Prevention Programming Planning and Evaluation Workbook.” Each center received a copy in 2020. Additional resources are also listed below to help centers with planning and capacity building.

After identifying activities for the year, the center shall put those into a plan. A separate template has been provided. The remainder of the guide provides additional information on each section of the template. Centers do not have to use the provided template but should provide a clear view of their plans for the year in the chosen format.

**Plan Template**

**Center Name**

**Prevention Staff Contacts** Include the contact information of any staff who should be included on communications about prevention programming. All prevention staff should be on the prevention listserv as well. If staff have separate roles, consider including those here. This allows DVP to easily stay in communication. Please notify DVP of staff changes so that they can add those additional staff members to the listserv.

**Focus Area/Risk or Protective Factor/Root Case to be addressed:** Considering the focus areas listed above, as well as risk and protective factors, describe the contributing factors of domestic violence to be addressed by this plan. Some focus areas or risk/protective factors may overlap.

A key component of preventing dating and domestic violence is ending systems of oppression. Consider how work for equity and an end to oppression will be woven throughout your programming.

**Goals for the fiscal year:** Goals are the results of the planned activities. Some goals will be concrete and easily quantified, for example: 100 6th grade students will receive 8 sessions of prevention programming, or 5 new members of the Community Action Team will be identified and engaged.

Other goals may be more qualitative, for example: County Middle School will increase its capacity to provide a trauma informed environment to students. These goals help serve as evaluation markers. At the end of the year, these goals could help the center to assess if their completed activities moved them in the direction that they had planned.

**Activities:** Describe the activities to be conducted throughout the year. Keep in mind that activities should address different levels of the social-ecological model, and work towards meeting the 1-year goals of the center.

Consider being as specific as possible. How many rounds of programming would the center plan on conducting? How many schools/teachers/students would you like to reach? These may be written as goals, for example: “Center will conduct rounds of programming with pre—school age kids. Each round will have 8 sessions. The goal is to conduct 5 rounds of programming during the year- 3 at school A and 2 at daycare center B.”

Centers may decide to use past deliverables or strategies as a guide to activities. Some activities may also be more difficult to quantify, for example: “Center has a goal of increasing relationships with local youth serving organizations. This will be worked towards by meeting one on one and in groups with leaders and staff of three local organizations, possibly providing trainings/cross trainings for their staff, and working together to assess the needs and gaps in terms of prevention services for young people.” In this activity, a specific number of trainings or meetings isn’t necessary, because there is information about the purpose of the meetings.

DVP recognizes that activities may change throughout the year. This is a plan and should be used as a guidance document to direct the center’s efforts throughout the year, but new activities can be added as appropriate, and activities may change if needed.

Levels of Change Addressed: Consider the social-ecological model. Comprehensive prevention efforts would address change at all levels of the model. What levels of the SEM does your plan work on?



For more information on the model see: <https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html>

Centers may want to use a work plan to describe their prevention efforts for the year. Centers may use any template that works for them.

Work plans could include Activities, person/people responsible for activities, timeline, evaluation. An example is below. Additional columns may be added to track other aspects of the plan or to create more specific internal deadlines than the ones shown in the example.

|  |  |  |  |
| --- | --- | --- | --- |
| **Activity** | **Who is Responsible?** | **Timeline** | **Output/Evaluation** |
| Round of programming | Youth educator | 1st semester of school | Completed data workbook. 8 sessions conducted |
| Quarterly meetings with prevention subcommittee of DV Task Force | Outreach Director and youth educator | September, January, March, and June | Meeting notes and agenda. Efforts will work to increase partnership from updates to coordination of efforts. |

DV centers have done extensive work over the years to develop their prevention programming based on both the previous deliverables and the needs of the local community. Past deliverables emphasized efforts to engage partners and community members in community action, support young people in learning about dating violence and healthy relationship and begin to develop and support youth leadership, work towards broad social change efforts in the community, and ensure that prevention advocates received support, training, and capacity building. In developing your center’s plan for prevention consider these areas and detail what activities or strategies will address each one.

**Community Action:** What community partners will you be working with? What will that look like? Will you continue Community Action Team meetings? How often? Consider how you will increase partnership and collaboration with others to have meaningful community action.

Comprehensive prevention efforts rely on many organizations and/or community members joining together to create change. Partnerships and collaboration exist on a continuum. Some partners may be in an earlier stage of partnership- providing general information on services

and programs, keeping each other updated. As partnerships increase programs may begin planning events together, getting input on each other’s programs. In a fully collaborative Community Action Team, members would have aligned values and goals related to preventing violence and work together and separately to move towards those goals.

**Youth Engagement Efforts:** Young people are a critical part of social change efforts and the movement to prevent dating and domestic violence. Primary prevention efforts work to change attitudes, beliefs, and behaviors that contribute to domestic violence and to change the social conditions that make violence possible. Young people should be partners in our efforts to prevent violence.

Youth engagement efforts have historically included providing rounds of programming to young people to provide education on understanding and recognizing dating violence, knowing how to help a friend, and learning about healthy relationships. Some youth programming efforts also supported young people as leaders and change makers.

For many centers, school-based, in person prevention education will not be feasible during the current fiscal year due to the pandemic. Consider how your center will continue to engage with young people and support their leadership efforts.

Keep in mind the [9 principles of effective prevention programming.](https://www.wcsap.org/prevention/concepts/9-principles-prevention) Specifically, these principles show that people benefit from multiple doses of information- a multi-session or on-going group with the same group of people makes more change than a number of one time sessions with many different people. Additionally, education and programming should be culturally relevant and age appropriate. Young people of all ages can learn about prevention and healthy relationships- building skills in communication, respect, and consent.

Over the years, Florida DV programs have identified core components of ongoing programs to ensure that education is meaningful.

These are:

* Promotes the Development of Healthy Relationships,
* Focuses on Bystander Behavior,
* Focuses on Oppressive Behavior,
* Addresses the Use of Power and Control in Interpersonal Relationships,
* Supports the Development of a Trusting Relationship Between Youth and Adults,
* Addresses Rigid Gender Stereotypes and Their Impact, and
* Promotes Non-Violence in Relationships.

**Social Change:** Preventing domestic violence requires fundamental changes to our society and cultures. Social change efforts frequently function on the outer layers of the SEM (referenced above). What efforts is the center engaging in to address the community and society levels of the SEM? How do the activities work to change culture, policy, and practices on a broader scale?

For more information on how social change is a part of primary prevention see: <https://preventipv.org/vision>

For an example of social change efforts, see the Idaho Coalition’s work to end gender-based violence. <https://www.idvsa.org/wp-content/uploads/2017/02/OGR_Social-Change-to-End-Gender-Violence-guide.pdf>

The World Health Organization has also conducted research on social change efforts to prevent intimate partner violence. <https://www.who.int/violence_injury_prevention/violence/norms.pdf>

**Capacity Building:**

<http://www.calcasa.org/wp-content/uploads/2012/04/Embracing-Prevention-as-Social-Change-How-to-Build-Organizational-Capacity-for-Prevention.pdf>

<http://www.preventconnect.org/past-web-conferences/>

**Additional Activities/Activities not fitting in other categories:**

Not all prevention efforts may fit easily into the above categories. Include any additional activities here.

**Resources:** To be able to conduct the planned activities, it is important to have the appropriate resources. Use this section to consider what resources the center has and what resources might be needed to effectively implement the above activities. If resources are needed, how will they be obtained?

Resources are not limited to physical things, but could also include training for staff or partners, meeting space, MOUs or other agreements.

**Community Partners:** Who is engaged with the center already? What partnerships can be strengthened? Ask yourself who is missing? What voices and experiences are not a part of your efforts (think about specific community partners that serve/ represent marginalized populations in the community)? How can you work to fill these gaps?

**Anticipated Challenges:** No strategy is without challenges. Some challenges may be easily addressed with appropriate consideration and resources. Other challenges may be ongoing. Either way what challenges are anticipated and what is the centers plan to address these challenges? How might these challenges effect the activities planned? Assess the above activities to see if additional actions need to be planned.

**PREVENTION IMPLEMENTATION PLAN FORM**

|  |  |
| --- | --- |
| **Center Name/ Contract Number:** | **Preparer:** |
| **Fiscal Year:** | **Preparer’s email:** |

**Purpose:** The purpose of this initiative plan is to develop a plan to sustain prevention services throughout the year. Certified domestic violence centers are to reflect on their past strategies, long term goals, and develop this plan for the current fiscal year. This plan must include planned activities for the year, a description of how these activities fit together towards the center’s goals, and how the activities will address the focus areas listed below. **This plan is due on** [insert date here] **to the center’s contract manager at the Department of Children and Families.**

1. **Please describe the following to be addressed by this plan. Please note that some of the following may overlap with one another, please include this in the narrative of each section.** 
   1. **Focus Area(s);**
   2. **Risk and Protective factors addressed;**
   3. **Root causes of Violence addressed;**
   4. **Please describe how your focus area(s), risk and protective factors, and root causes will support one another and the center’s primary prevention goals.**
2. **Please describe the primary prevention goals for the next fiscal year. These may be concrete and quantifiable, or more qualitative. Additionally, please provide a narrative on how the center plans to evaluate the progress of the goals selected.**
3. **Describe the activities to be conducted throughout the year. Keep in mind that these activities should address different levels of the social-ecological model, and work towards meeting the primary prevention goals of the center. Activities for the fiscal year (Include specific activities under the following categories as well as other planned actions). Please be as specific as possible:**
   1. **Youth Engagement/Leadership;**
   2. **Community Action;**
   3. **Social Change;**
   4. **Capacity Building;**
   5. **Additional Activities/Activities not fitting in other categories;**
4. **Please provide a narrative on the anticipated resources, challenges, community partners necessary to accomplish the goals and activities outlined in this initiative plan. Please outline in each section plans and steps that will be taken to overcome challenges and barriers.** 
   1. **Resources;**
   2. **Challenges;**
   3. **Community Partners;**
5. **Please describe how this initiative plan supports the long-term prevention goals of the center. This includes utilizing local or statewide fatality review data, surveys from programming, and other sources of data.**