

Buncombe County Pathway to Prevention

A comprehensive multi-year plan to
prevent sexual violence, domestic violence
and child maltreatment.

*Developed by OurVOICE, Helpmate,
Mountain Child Advocacy Center, and the
SA/DV Prevention Task Force*

Letter from Executive Directors

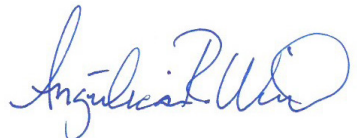
It is our shared and common goal to have a community free from abuse. To end abuse and eliminate the need for *survivor* services, we must focus on how to prevent people from engaging in abusive behaviors. Prevention of perpetration is a complex and challenging problem to address. However, we know that children who are abused learn unhealthy behaviors and develop maladaptive coping skills, which can show up later in their adolescent and adult relationships as intimate partner and/or sexual violence. We also know that what a child abuse victim needs varies substantially from what a sexual violence or domestic violence survivor needs, but that effective tactics to prevent perpetration of these forms of abuse overlap significantly.

To address these complex issues, we have crafted a long-term Plan aimed at preventing perpetration of domestic violence, sexual assault and child maltreatment. This Plan uses proven public health strategies to promote healthy relationships where people live, learn, work, play, and worship. We believe that this multi-faceted approach gives our community the best possible chance of developing families and relationships that are safe and based on equality.

This document represents the tireless work of many dedicated people, specifically the Sexual Assault and Domestic Violence Prevention Task Force, and the significant leadership of two unflinching advocates. Katie May from Our VOICE and Deanna LaMotte from MAHEC called meetings, consolidated feedback, drafted and revised text and spent countless hours researching best practices. Our community owes them a debt of gratitude for their impressive work on this document.

We hope that you will read this Plan and find strategies that you can implement in your own sphere of influence. It will take all of us to create a safer, fairer and healthier community. Thank you in advance for your commitment.

Angélica Reza Wind
Our VOICE



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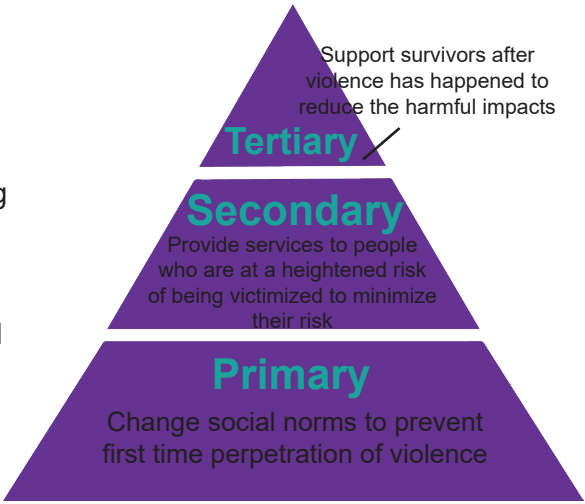


John and Sophia:

One Family’s Story of the Impact of Primary Prevention

When we began to work to overhaul victim assistance and offender accountability systems in Buncombe County in 2014, we did so by looking through the lens of one family’s story. The central people in the story were: Sophia, her husband John, and their 2 children Abe and Mary. On one tragic night, Sophia had to get help from multiple service providers because John had been violent—he committed domestic violence, sexual assault and child maltreatment. His actions forever altered that family’s course and those people’s lives. We tracked Sophia’s journey through the systems designed to help her, and her experience helped us overhaul those systems so that the thousands of victims who come after her are now guaranteed better support.

These system improvements were much needed, and we spent a great deal of time exploring Sophia’s situation. Now, we find ourselves asking a central question. What about John? What happened in his life to lead him towards such destructive behavior? If we could go back in time, how could we have given John more information, better skills, so that he and his family could have lived a happy, safe life?



Path to Peace

John was born to a teenaged mother who knew she couldn’t give him the care he needed. She left him in the care of his aunt, and he was the center of her life. At age 8, John was molested by a neighbor...

Since John’s aunt talked often about boundaries and taught him ways to regulate his emotions, like slowing his breathing, and talking openly about his feelings, he knew this was wrong and he immediately told his aunt what had happened. She was able to get him support and press charges against the neighbor. (Parenting/Family norms)

John joined the little league baseball team a few years later, and was thrilled to find something he was good at and enjoyed...

He looked up to his coach, who noticed that John got angry whenever he lost. The coach took John under his wing and helped him learn how to grow from both wins and losses. His coach helped him manage his frustrations in healthy ways. John was grateful for his kindness and patience, and considered him his role model. (Providers)

Path to Violence

Although John was loved by his aunt and uncle, they didn’t talk about feelings much, and he’s heard his uncle say many times that real men never cry. John was also consistently praised for being “tough.” He was afraid to tell anyone about being molested because it made him feel weak and ashamed, and he didn’t want to lose family he had left.

He looked up to his coach and took it to heart when his coach told him, “don’t throw like a girl” and reprimanded him for “acting like a little bitch” when he cried after losing an important game. John swore he would be so strong no one would ever be able to compare him to a girl again.

Path to Peace

In 7th grade, John discovered he was good at math. He was proud of this, and his classmates noticed. He caught a classmate cheating off of his paper, and John punched him...

John's teacher sent him to the principal and to the school social worker. Instead of being suspended, John was required to participate in peer mediation, and in a restorative justice circle where he learned useful skills about resolving conflicts without violence. (systems)

When he was 15, John was getting ready for his first date with a girl he had had a crush on for ages. He was talking to a group of close friends and getting some advice...

While hanging out, John mentions he's nervous and really hopes to kiss her by the end of the date. In their health class the week before, they had had a series of lessons about healthy relationships and consent. His friends tell him not to worry too much, be himself, and "just ask her!" (education)

In high school, John's best friend, Howard, came out to him as gay. John wasn't sure how he felt about it but agreed to go with his buddy to church on the day that his friend was planning to talk to his pastor...

The pastor told Howard and John that his own niece was transgender and that God's love extended to everyone. The pastor also connected Howard to a local youth group for LGBT teens. John was happy to support his friend and was glad that other people in their community did too. (community support)

Path to Violence

The teacher had a great deal on their plate and so in order to not further distract from class time the teacher did little to acknowledge or intervene in the violence. Because he was not held accountable for his actions, John took this as an indication that his violence was justified, and throughout the year he continued to harass and bully his classmate who had cheated.

While hanging out, John mentions that he really hopes to kiss her by the end of the date. His friends reassure him "...that she better give you a kiss if you're paying for her dinner. " In their health class the week before, they had learned about human reproduction and abstinence, and his friends were cracking jokes about how John should be able to come back from his date and teach them the REAL facts about sex.

The pastor reacted very strongly to Howard's coming out and said that God made men to act a certain way and that Howard was defying God and not being a "real man." John became worried that people would call him gay if he was friends with Howard, so he avoided Howard and laughed along as other people made fun of him.

Path to Peace

John graduated high school and got a baseball scholarship to the university closest to his home...

His college had a service learning requirement. John was a part of the campus' Peer Health Educator group, and taught sexual violence prevention to classes on campus. One night, at a party, while celebrating a baseball game win, John notices his friends and teammates are continuing to give drinks to a very intoxicated girl. He then intervenes, makes sure the girl gets home safe with a friend, and advocates that his team have firmer sexual harassment policies on and off the field. He talked to his baseball team at their next practice and challenged them to push back on the stereotypes of male athletes, and be upstanders in their community. They organized a group photo for the eNOugh awareness campaign and continued to participate in educational classes about violence prevention and led other awareness activities across the university. (youth leadership & org. practices)

When John was 22, his roommate invited him to a New Year's Eve party. At the party, he saw a woman he was interested in, her name was Sophia...

John started up a conversation with Sophia. The two continued to talk throughout the evening, laughing, and sharing stories about their lives, and what they wanted to do after college. Both learned they had a lot in common and even set up a date for the following week. As midnight approached John leaned over and asked Sophia "Would you like to be my New Years kiss?" to which Sophia smiles and says "Absolutely!"

Path to Violence

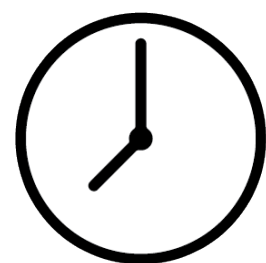
His college had a service learning requirement, but athletes were exempt. John and his team members were only expected to maintain passing grades, attend every practice and game no matter what. One night the baseball team went to a party to celebrate a win. John notices his friend and teammates are continuing to give drinks to a very intoxicated girl. He walks over and suggest they do body shots off of her, stating "Why else would she wear this outfit?" After viewing a video and finding out what had happened to her, the girl reported the incident to campus security. The campus opened an investigation. The investigation resulted in them having to do 2 hours of community service, and they didn't miss a single game. They celebrated the "close call" by having some drinks.

He walked right over to her, gave her his most charming smile, and said "That dress would look better on my bedroom floor." Sophia ignored his comment and turned away from him. Throughout the night John continued to interrupt her and her friends, and made a point to insistently ask her out whenever she stepped away from her friends. Her friends recognized that he was bothering her, but they told her they thought he was cute and reminded her that he is senior on the baseball team. At the end of the evening he stated "I won't take no for an answer, I know how you girls like to play hard to get" after which Sophia finally assented to go on a date the following week.

The Case for Prevention in Buncombe County NOW

Prevention is powerful. In 1965, nearly 45% of American adults smoked tobacco. A combination of education, awareness campaigns, medical interventions, and policies that reduce the visibility and accessibility of cigarettes and ban smoking in public places has brought that rate steadily downward to around 15% today (only 11% use among youth). In 1965, tobacco use was deeply ingrained in American culture, modeled by our most revered political and entertainment icons, and was generally learned from parents and neighbors, not to mention being physically and psychologically addictive. Still, rates plummeted due to coordinated, long-term prevention efforts.¹

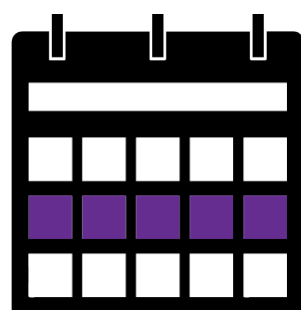
Similar outcomes are possible with intimate partner violence (IPV), sexual violence (SV) and child maltreatment (CM), which are also learned behaviors supported by cultural norms. But this kind of success takes time and coordination of multiple efforts at multiple levels. When local leaders, agencies, businesses and community members commit to working toward one unified vision of a safer, more resilient community, **prevention is necessary because change is possible.**



**1 CHILD
REPORTED EVERY
2 HOURS**



**2 RAPES
PER DAY**



**50
SURVIVORS
A WEEK**

50 domestic violence survivors seek support from Helpmate each week

Every 2 hours in Buncombe County, a report of child maltreatment is screened in by Buncombe Department of Health and Human Services. Two people in Buncombe County are raped every day. Weekly, 50 survivors of domestic violence reach out for help from Helpmate.

We know that prevention is necessary. Because of these staggering rates of violence, service providers have banded together to overhaul victim services and launch co-located supports in facilities like the Buncombe County Family Justice Center and the Mountain Child Advocacy Center. We know these collaborations work to intervene after violence has happened, and that these same partnerships can yield successful prevention programs. Investment in prevention strengthens communities by reducing long-term costs for victim services, criminal justice interventions, medical care and lost wages.

Buncombe County is a community that has all the pieces in place to be successful in the primary prevention of violence. The county has been focused on IPV, SV, and CM since events in 2013 placed it second in the state for IPV mortality. Local government, survivors of violence, and a broad array of local agencies came together in 2012 as the Women's and Children's Safety Coalition (now the Safety Coalition). This coalition led the way for a Coordinated Community Response to domestic and sexual violence that culminated in the opening of the Family Justice Center and Mountain Child Advocacy Center in the summer of 2016. With strong, coordinated, trauma-informed intervention systems in place for IPV, SV and CM, the Safety Coalition shifted upstream in their efforts, initiating this community-wide prevention plan because **primary prevention stops violence before it happens.**

Buncombe County is ready to do this work. Leaders and professionals across many sectors are both aware and engaged. We have several active, cross-sector coalitions already championing some pieces of this plan. Community members and survivors of violence are engaging more with services and organizing to lead their own initiatives. The school systems are embracing trauma-informed practices and beginning to experiment with restorative practices. Prevention is now. This plan is simply the shared, unified vision and logistical backbone for work that is bubbling up across the county--the roadmap partners can use so they are reinforcing and building upon, rather than duplicating, efforts.

Strengths of this Plan

- Realistically acknowledges that it takes years of focused activity to impact the complexities of community-wide behavior change, addressing the individual, community, organizational and policy drivers of violence.
- Maximizes the impact of prevention funds and activities by focusing on the risk and protective factors for THREE types of violence.

Note: Our community is also dedicated to reducing human trafficking and youth/ community violence, and there is evidence that many of the activities in this plan will impact these forms of violence as well, but prevention research is most robust for the intersection of IPV, SV and CM)

- Ambitious in scope, but deeply grounded in research (based on the CDC's Preventing Multiple Forms of Violence: A Strategic Vision for Connecting the Dots) and built directly on existing county-wide capacity and momentum .
- Co-created by a broad multi-sector task force, including IPV, SV and CM professionals,

professionals representing several sub-populations at highest risk for violence, community engagement specialists, and community members.

- Acknowledges what few grant-funded initiatives do: step one of any community-wide culture change effort is building relationships with individuals and communities most impacted so that true co-creation can emerge and activities emerge from real assets rather than from perceived deficits.

Limitations of this Plan

- Embraces the process of learning and refining with built-in Plan-Do-Study-Act cycles, with many points for correcting and refining activities. This means the final products will be stronger, but getting to them take longer than a traditional top-down approach.
- Ultimate success, in terms of significantly fewer incidents of IPV, SV and DV, will take time, especially since an increase in awareness and visibility of violence will mean an initial INCREASE in reports of events that typically happen behind closed doors.
- Some root causes of violence (poverty, racism, disconnectedness of communities of color in Asheville because of urban renewal, and more recent gentrification, etc.) are beyond the scope of any one plan, even a large cross-sector initiative like this.
- Occurs within the larger national context, which may or may not be reinforcing our local efforts to change norms around equity and violence.

Core values that guided the drafting of this plan

In Buncombe County, we believe...

1. Buncombe County can be a resilient community free from domestic violence, sexual violence, and child maltreatment.
2. All people have the right to feel safe in their relationships with others.
3. Violence includes physical abuse as well as non-physical, emotional abuse.
4. Those impacted by violence are not at fault for the violence inflicted upon them.
5. People who perpetrate violence in our community are responsible for that violence and should be held accountable.
6. Violence is preventable and knowledge is power. All community members have a right to education that helps them recognize multiple forms of violence, examine attitudes toward violence, and develop skills to intervene in violent situations.
7. We believe in healthy relationships where people resolve conflict respectfully. At any age or stage of life, people can learn skills in coping, self-regulation, and conflict resolution; these skills should be taught and modeled explicitly across our community.
8. *Adverse Childhood Experiences (ACEs)** have a tremendous impact on physical and emotional health across the lifespan. ACEs also greatly increases future violence victimization and perpetration. Preventing violence and trauma in childhood may be the most impactful way to break intergenerational cycles of violence and build healthier, safer

communities.

9. In order to prevent violence, we must actively work toward creating systems that support all individuals to have equitable power and agency in making decisions about their lives. We will dismantle laws, policies, and cultural norms that support systems of oppression.
10. Community members, including youth, are experts on their communities' cultures and assets, and their partnership and co-creation of activities is essential to shift norms and prevent violence.

**This includes an expanded understanding of ACEs, including community as well as individual/family trauma*

Please see page 27 for definitions of key terms used in this plan.

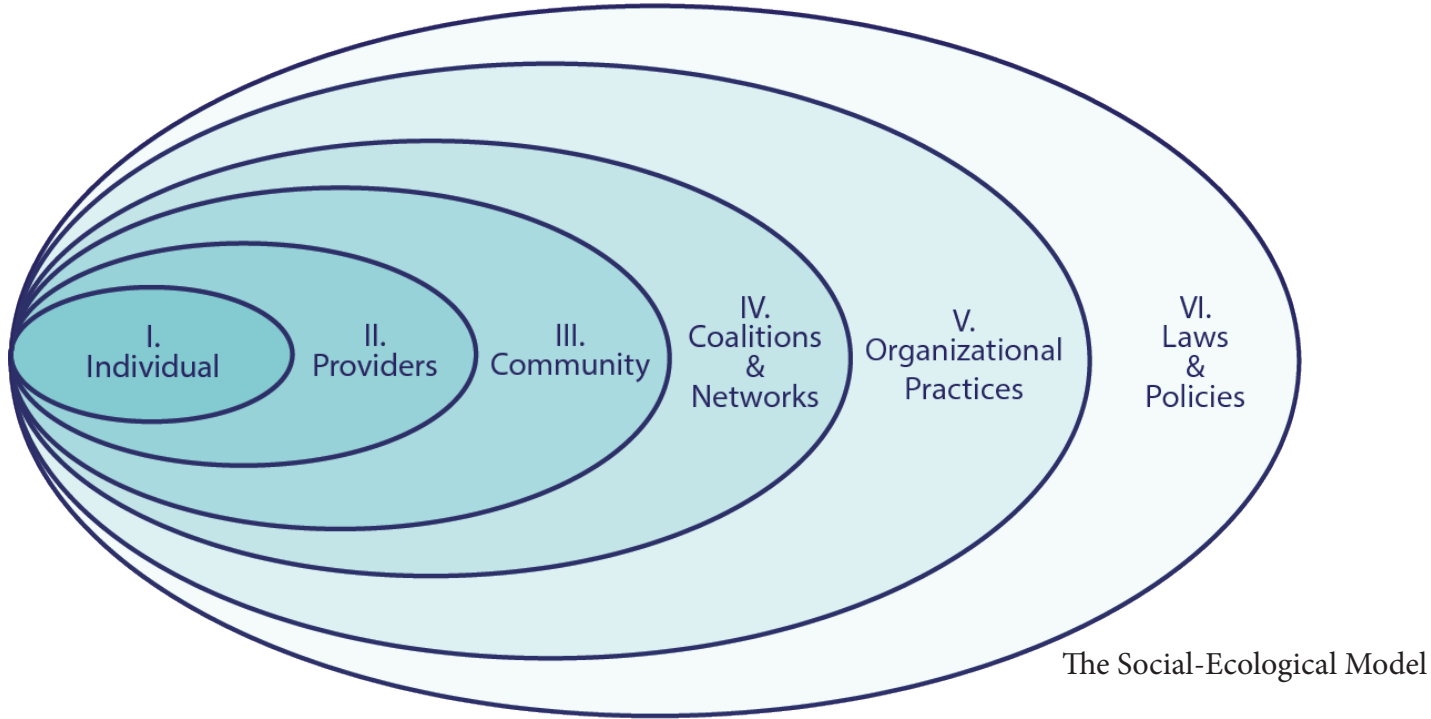
End notes for this section:

1. https://www.cdc.gov/tobacco/data_statistics/tables/trends/cig_smoking/index.htm.

2. Rape is one of the most underreported crimes in the United States. Most experts estimate that between 5%-20% of rapes are reported to law enforcement each year* The statistic that 2 rapes a day occur in Buncombe County is based on 56 rapes reported to the Asheville Police Department during the fiscal year 17-18. The data has been extrapolated to represent an under reporting rate of 80%. The 80% underreporting rate means that an estimated 280 rapes occurred in the Asheville, a city with a population of 89,121 people. This means that in a population of 257,607, such as Buncombe County, 800 rapes occurred that year. This equates to approximately 2 rapes per day.

* (Lonsway, K.A. & Archambault, J. (2012). The "justice gap" for sexual assault cases: Future directions for research and reform. Violence Against Women, 18(2) 145-168).

Buncombe County's Violence Prevention Plan at a Glance



GOALS

STRATEGIES

I

Strengthen **INDIVIDUALS'** knowledge, skills and behaviors to increase ability to prevent violence and promote safety.

- Strategy 1.1** Partner with local organizations and communities to provide coordinated, culturally sensitive, multi-session interactive education to children and youth ages pre-K through college, focused on increasing knowledge, skills and behaviors that are known to reduce violence. Prioritized topics include:
- healthy relationships
 - gender equity
 - healthy sexuality and body autonomy
 - problem solving & conflict resolution (focus on personal accountability)
 - impulse control & self-regulation
 - bystander intervention
 - legal consequences of sexual misconduct
- Strategy 1.2** Partner with local organizations and communities to provide multiple-session, culturally sensitive parenting programs and parenting supports that increase positive parenting knowledge, skills and behaviors (e.g. respectful communication, setting consistent rules and expectations, non-physical discipline) and knowledge of child development.
- Strategy 1.3** Ensure marginalized populations that experience high rates of violence, including but not limited to those identifying as LGBTQIA+, those with disabilities, undocumented immigrants, those experiencing Substance Use Disorders, and pregnant women receive intentional and appropriate prevention education.

II

Equip **PROVIDERS** with prevention education and resources to educate others and model positive norms.

- Strategy 2.1** Engage providers across sectors who work with children and youth ages pre-K through college in regular training opportunities as well as setting/program-specific trainings. Trainings and resources will be framed around the science of RESILIENCE and focused on increasing providers' ability to create environments, build skills and model behaviors known to reduce violence. Prioritized topics include those from Strategy 1.1 AND:
- The power of language to promote or diminish respect and equity
 - Identification of survivors of violence, those at-risk for violence, and those displaying high levels of aggression for referral and early intervention
 - Positive behavior management

Strategy 2.2 Engage providers across sectors who work with parents in regular training opportunities as well as setting/program-specific trainings. Trainings and resources will be framed around the science of RESILIENCE and focused on increasing providers' ability to create environments, build skills and model behaviors known to reduce violence.

Strategy 2.3 Ensure providers working with marginalized populations that experience high rates of violence, including but not limited to those identifying as LGBTQIA+, those with disabilities, undocumented immigrants, those experiencing Substance Use Disorders, and pregnant women receive training opportunities tailored to their constituency.

III

Provide **COMMUNITY** education and engagement opportunities that foster connectedness and safety and build resilience.

- Strategy 3.1** Build infrastructure in individual agencies and across the community for deeper community engagement and co-working partnerships.
- Strategy 3.2** Foster community connectedness by recognizing, uplifting and expanding the capacity of existing community connections and leaders.
- Strategy 3.3** Expand opportunities and support for youth leadership in local violence prevention work.
- Strategy 3.4** Increase knowledge of and access to services in the county that support family wellbeing.

IV

Foster **COALITIONS & NETWORKS** to sustain individual and community resilience

- Strategy 4.1** Map groups and initiatives currently contributing to violence prevention, and work with them to create/streamline one platform for communication and common agenda-setting.
- Strategy 4.2** Invite important sectors not currently engaged in violence prevention work to strengthen existing prevention networks, specifically increasing capacity for research, data collection and analysis, and engaging with the private sector and faith communities.
- Strategy 4.3** Expand the county's capacity to identify children and youth who have experienced violence/ACEs early and strengthen formal and informal referral networks to ensure those children (and their families) receive timely and sufficient intervention to reduce the likelihood that they will grow up to be perpetrators or survivors of violence.

V

Promote **ORGANIZATIONAL PRACTICES** and procedures that are trauma-informed and prevent violence.

- Strategy 5.1** Build the prevention team’s capacity to be a source for information and technical assistance around innovative, trauma-informed, equity-focused organizational practices and procedures that prevent violence.
- Strategy 5.2** Support educational institutions and workplaces in creating and enforcing robust anti-harassment, violence-prevention policies.
- Strategy 5.3** Build capacity to access, develop, and use data around organizational climate to guide decision-making and advocacy efforts.
- Strategy 5.4** Develop a community-wide GRADING SYSTEM to recognize organizations with comprehensive policies that promote equity, safety and trauma-informed practices.

VI

Enact **LAWS & POLICIES** that support violence-free community norms & concrete support for families.

- Strategy 6.1** Expand local awareness, engagement, and opportunities for advocacy around federal, state and local laws/policies that directly impact the acceptance and prevalence of violence, including:
 - increasing funding for the primary prevention of violence
 - increasing funding for the prevention of Adverse Childhood Experiences and early identification of and intervention with children who have experienced trauma
 - establishing/strengthening organizational and community norms that promote equity, positive communication and conflict resolution, respectful relationships (professional, personal and familial), and bystander intervention
 - promotion of policies which deconstruct rape culture
- Strategy 6.2** Expand local awareness, engagement, and opportunities for advocacy around federal, state and local laws/policies that specifically impact the prevalence of family violence, including:
 - safe, affordable, stable housing
 - nutritious, affordable food
 - safe, reliable transportation
 - high-quality childcare and early childhood education
 - healthcare, mental health and substance use services
 - justice via the court systems
 - equitable opportunities for individual and community economic development

GOAL 1: Strengthen individuals’ knowledge, skills and behaviors to increase their ability to prevent violence and promote safety.

- Strategy 1.1** Partner with local organizations and communities to provide coordinated, culturally sensitive, multi-session interactive education to children and youth ages pre-K through college, focused on increasing students’ knowledge, skills and behaviors that are known to reduce violence. Prioritized topics include:
 - healthy relationships
 - gender equity
 - healthy sexuality
 - problem solving & conflict resolution (with a focus on personal accountability)
 - impulse control & self-regulation
 - bystander intervention
 - legal consequences of sexual misconduct

Proposed Year	Action Steps	Indicators of Success
Y1	Partner with diverse community members and grassroots community organizations to identify and/or create curricula for educational sessions that scaffold learning across grades/ages and incorporate desired components.	Appropriate, evidence-based/ evidence-informed curricula identified and obtained for full age spectrum, tested and adapted for appropriateness in local minority communities.
Y1	Identify and partner with one local school district that meets the following criteria: 1) has a high incidence of IPV, SV, and/or CM, 2) has relatively low resources and 3) is willing to partner (or expand current partnerships) to provide this kind of multi-session direct education to their students across grade levels.	MOU(s) with school system and/or individual school principal outlining partnership and roles of each party.
Y2	Work with program directors in the following settings to identify opportunities for educational sessions to be incorporated: <i>Headstart & other early childhood educational centers, colleges & universities, United Way’s middle school initiative, afterschool programs, summer camps, residential children’s homes, faith communities, foster families, Asheville Housing and Mountain Housing developments, substance abuse treatment centers, shelters, medical practices, legal clinics, bars, workplaces</i>	Coordinated, multi-session education being offered in at least <u>one school district</u> (across elementary, middle, and high schools) and at least three other non-school settings <u>in that same school district</u> .

Y2	Identify who is currently collecting data and the tools being used to do so, and create one universal data tool (or set of common measures) to measure impacts of educational programming and provide insight into modification and implementation of programming.	One standard tool or set of common measures (or one per age group/setting) identified/created/adapted for use in ALL settings where education is provided.
Y2-10	Collect data from participants to measure changes in knowledge, skills and behaviors per program and also over time.	Standard tools being used by all partners providing prevention education, with results reported into one central system.
Y2-10	Expand direct prevention education to more school districts and more non-school settings, using violence prevalence data and program outcomes data to adjust implementation as needed.	Add at least one school district and two non-school settings receiving prevention education each year.

Strategy 1.2 Partner with local organizations and communities to provide multiple-session, culturally sensitive parenting programs and parenting supports that increase positive parenting knowledge, skills and behaviors (e.g. respectful communication, setting consistent rules and expectations, non-physical discipline) and knowledge of child development.

Proposed Year	Action Steps	Indicators of Success
Y2	Promote & expand existing evidence-based positive parenting programs and home visiting programs in Buncombe County, targeting the same districts that are receiving youth programming (from Strategy 1.1), as a means to measure saturation and impact. Existing programs include: <i>Nurse Family Partnership (BCHHS), Triple P (MAHEC), MotherRead (Asheville City Schools), Early Years (BPFC/FIRST), MotherLove (YWCA), Early Head Start (Verner), etc.</i>	At least one multi-session parenting program being offered <i>regularly</i> (and open to new participants regularly) in a community location within a partner school district. Most appropriate programs for local minority communities identified/adapted in partnership with individuals from those communities.
Y3	Explore opportunities to specifically engage men in positive parenting education : <i>ManKind Project? Better Dads Festival? SPARC Foundation?</i>	At least one multi-session parenting program specifically focused on fathers piloted, with formative feedback, by end of year.

Y4-10	Collect data from participants to measure changes in knowledge, skills and behaviors per program and also over time.	Standard tools/measures being used by all providers, with results reported into one central system.
Y4-10	Expand locations and opportunities for regularly-offered, multi-session parenting education classes, using violence prevalence data and program outcomes data to adjust implementation as needed.	Add at least one school district and two non-school settings receiving prevention education each year.

Strategy 1.3 Ensure marginalized populations that experience high rates of violence, including but not limited to those identifying as LGBTQIA+, those with disabilities, undocumented immigrants, those experiencing Substance Use Disorders, and pregnant women receive intentional and appropriate prevention education.

Proposed Year	Action Steps	Indicators of Success
Y3	Identify and reach out to school clubs and other organizations that engage LGBTQIA youth (<i>Youth Outright, QORDS, GSAs</i>) to co-develop and engage in violence prevention educational sessions.	At least one multi-session educational program specifically focused on LGBTQIA youth piloted, with formative feedback, by end of year.
Y3	Reach out to schools and organizations that engage youth with disabilities (<i>PEP program, Family Support Network, etc.</i>) to co-develop and engage in educational sessions, with a focus on building capacity within these organizations to provide ongoing support and services to participants.	At least one multi-session parenting program specifically focused on youth with disabilities piloted, with formative feedback, by end of year.
Ongoing	Collect data from participants to measure changes in knowledge, skills and behaviors per program and also over time.	Standard tools/measures being used by all providers, with results reported into one central system.
Y4-10	Expand locations and opportunities for regularly-offered, multi-session parenting education classes, using violence prevalence data and program outcomes data to adjust implementation as needed.	Add at least one school district and two non-school settings receiving prevention education each year.

GOAL 2: Equip PROVIDERS with education and resources to educate others and model positive norms		
<p>Strategy 2.1 Engage providers across sectors who work with children and youth ages pre-K through college in regular training opportunities as well as setting/program-specific trainings. Trainings and resources will be framed around the science of RESILIENCE and focused on increasing providers’ ability to create environments, build skills and model behaviors known to reduce violence. Prioritized topics include:</p> <ul style="list-style-type: none"> • Topics from individual education Strategy 1.1: <ul style="list-style-type: none"> • healthy relationships • gender equity • healthy sexuality & body autonomy • problem solving & conflict resolution • impulse control & self-regulation • bystander intervention • legal consequences of sexual misconduct • The power of language to promote or diminish respect and equity • Identification of survivors of violence, those at-risk for violence, and those displaying high levels of aggression for referral and early intervention • Positive behavior management 		
Proposed Year	Action Steps	Indicators of Success
Y1	Reach out to local youth-focused programs (<i>after school programs, summer programs, faith groups, coaches, little league, community-based groups, GOTR, MDTMT, MSTMT, schools, charter schools, homeschool groups etc.</i>) to learn what, if any, violence prevention messages are currently being communicated and what kinds of resources would help them to integrate and sustain violence prevention education & modeling into the program.	Standard interview guide developed and completed interviews/discussions with at least 5 program leaders
Y1	Partner with diverse community members and grassroots community organizations to identify and/or create curricula for several separate modules/levels of training (incorporating Essentials for Childhood NC messaging & ACEs/resiliency framework). <i>Example modules are 1) Creating an environment that promotes respect and discourages violence, 2) Modeling language and behaviors that promote respect and discourage violence, and 3) Directly teaching skills for positive conflict-resolution, 4) Directly teaching skills for self-regulation.</i>	Completed training modules piloted with at least two training groups who work with diverse participants

Y1	Partner with diverse community members and grassroots community organizations to develop easy-to-use toolkit(s) and/or tip sheet(s) with brief background, talking points, activities, etc. for program leaders to use to teach skills and/or model desired behaviors with youth.	Completed toolkit and tip sheet piloted with at least 3 program providers who work with diverse participants
Y2-10	Provide trainings for youth-focused program providers in using the toolkit(s) to integrate violence prevention modeling, skills and messages into their programming. Expand trainings and adjust content and implementation based on violence prevalence data and program outcomes data as needed.	Standard pre-post tool to capture increase in knowledge and skills being used by all trainers, with results reported into one central system
<p>Strategy 2.2 Engage providers across sectors who work with parents in regular training opportunities as well as setting/program-specific trainings. Trainings and resources will be framed around the science of RESILIENCE and focused on increasing providers’ ability to create environments, build skills and model behaviors known to reduce violence.</p>		
Proposed Year	Action Steps	Indicator of Success
Y1 & 2	Reach out to local parent-focused providers (<i>obstetricians, pediatricians, faith groups, large employers, volunteer trainings, landlords, parent/peer support groups, community recreation centers, substance-abuse programs, jail/re-entry programs,</i>) to learn what, if any, messages are currently being communicated and what kinds of resources would help them to integrate and sustain violence prevention education & healthy modeling into the program.	Standard interview guide developed and completed interviews/discussions with at least 5 program leaders
Y3	Modify curricula from Strategy 2.1 as appropriate for providers of adult programs	Completed training modules piloted with at least two training groups
Y3	Modify toolkit(s) and tip sheet(s) from Strategy 2.1 as appropriate for providers of adult programs	Completed toolkit and tip sheet piloted with at least 3 program providers
Ongoing	Provide trainings for parent-focused program providers in using the toolkit(s) to integrate violence prevention modeling, skills and messages into their programming.	Pre- and post-training evaluations measuring increase in knowledge and skills
Y1	Build a simple way to track and monitor what agencies and individuals have engaged in violence-prevention training.	Easily accessible, user-friendly, cloud-based interface where many different educators can enter basic information about who was trained, in what content, in what location, at what time.

Strategy 2.3 Ensure providers working with marginalized populations that experience high rates of violence, including but not limited to those identifying as LGBTQIA+, those with disabilities, undocumented immigrants, those experiencing Substance Use Disorders, and pregnant women receive training opportunities tailored to their constituency.

Proposed Year	Action Steps	Indicators of Success
Y2	Reach out to schools and organizations that engage LGBTQ youth to provide provider trainings (<i>Youth Outright, QORDS</i>)	Standard interview guide developed and completed interviews/ discussions with at least 2 program leaders
Y1	Reach out to schools and organizations that engage youth and adults with disabilities to provide educational sessions (<i>PEP program, group home admin, etc.</i>)	Standard interview guide developed and completed interviews/ discussions with at least 3 program leaders
Y1- 2	Work closely with program directors to tailor trainings to specific audience.	Tailored curriculum developed for 5 setting for programs serving marginalized populations.

GOAL 3: Building Community Resilience by Engaging Communities in Education and Opportunities that Foster Connectedness and Safety

Strategy 3.1 Build infrastructure in prevention team, individual agencies and across the community for deeper community engagement and co-creating partnerships.

Proposed Year	Action Steps	Indicators of Success
Y1	Draft sample “example” language for funding proposals, budgets, and job descriptions that allow for staff time and money to go toward building relationships in communities.	Language drafted, vetted and shared with all partner agencies.
Y1	Partner with agencies and initiatives already working authentically with communities to help with initial neighborhood engagement and coordination.	Partnership outlined (in MOU?) with at least two agencies/ initiatives, with coordinated engagement plans for two different target neighborhoods.
Y1-Y10	Build infrastructure and identify funds to pay community members for their time and expertise as they engage in providing and collecting data about their communities and in co-creating place-based violence prevention activities.	Lead agencies or fiscal agents identified; policies and procedures in place to provide compensation for a variety of activities outlined in this plan; funding sources identified.

Y3	Co-create with community members a mechanism for evaluating these community-agency partnerships and the activities that arise from those partnerships, to allow for transparency, accountability and continuous quality improvement.	Simple tool (or tools) developed to gauge key aspects of community-agency partnerships and quality of community initiatives.
Y3-Y10	Monitor (semi-annually or annually) community partnerships and community initiatives and use data for future decision-making	Semi-annual or annual data presented in an easily-digestible format and communicated to both agency and community partners to inform future partnerships and activities.

Strategy 3.2 Foster community connectedness by recognizing, uplifting and expanding the capacity of existing community assets and leaders.

Proposed Year	Action Steps	Indicators of Success
Y2	Work with community members in neighborhoods most impacted by violence to identify the natural healers/mentors and any existing, organic or traditional models for holding space for community healing and/or action.	Natural healers/mentors identified in at least two neighborhoods; model/plan for holding”brave spaces” in each neighborhood established.
Y3	Compensate mentors in communities to hold these spaces and be informal resources for their neighbors. (Utilizing local recruitment of funds.)	An initial plan for compensating the holders of “brave spaces” drafted with community members and approved by fiscal agent.
Y3-10	Ensure community mentors are continually recognized as a resource and key partner in prevention work and that funds continue to be available to support them and increase their ability to build support networks in their communities.	Written policies that recognize the role of community mentors and create sustainable funding stream to support their work.
Y3	Co-create with community mentors a mechanism for evaluating the agency-mentor partnerships and the mentor/brave spaces activities that arise from those partnerships, to allow for transparency, accountability and continuous quality improvement.	Simple tool (or tools) developed to gauge key aspects of mentor-agency partnerships and quality of mentor initiatives.
Y3-10	Monitor (semi-annually or annually) mentor partnerships and initiatives and use data for future decision-making.	Semi-annual or annual data presented in an easily-digestible format and communicated to both agency and community partners to inform future partnerships and activities.

Strategy 3.3 Expand opportunities and support for youth leadership in local violence prevention work.

Proposed Year	Action Steps	Indicators of Success
Y1	Partner with existing organizations and initiatives focusing on youth leadership (for example, Youth Empowered Solutions!, MDTMT, Word on the Street, MMMP interns, etc.), as well as other interested youth from diverse backgrounds, to develop a model and structure for engaging local youth in violence prevention, with a focus on empowering new, <i>potential</i> leaders.	Youth-informed model for identifying, training, and supporting new youth leaders in violence-prevention work.
Y2-3	Pilot and evaluate youth-informed model for engaging local youth in violence prevention in one target neighborhood.	Qualitative and quantitative data from pilot, with areas identified for improvement in scale-up of model.
Y4-10	Expand reach of youth-informed model for engaging local youth in violence prevention, with regular data collection for future decision-making.	Youth-led violence prevention efforts happening in multiple target neighborhoods, monitored with annual quantitative and qualitative data for decision-making.
Y1	Partner agencies ensure at least one youth/young adult sits on their own agency boards and other leadership bodies (work groups, advisory councils, etc.).	At least one youth ambassador is involved in leadership in each partner agency.

Strategy 3.4 Increase knowledge of and access to services in the county that support family wellbeing.

Proposed Year	Action Steps	Indicators of Success
Y2-10	Ensure all community members engaged with Prevention Team and partner agencies (including community mentors, youth leaders, etc.) have accurate and up-to-date information about how to access services in Buncombe County--both services related to violence prevention and intervention, and also services related to meeting families’ basic economic, health, and social needs.	Formal and informal opportunities for engaged community members to learn about Buncombe County services and ways to provide and replenish print materials
Y2-Y3	Work with community members the best ways to disseminate information about key services and events in target communities so that information is accurate and timely.	Basic “dissemination plan” specific to each target neighborhood with both physical and electronic sources for information (updated annually).
Y3	Create sharing bank among partners to share resources, materials, spaces, and ideas for the mutual benefit of agencies and community members.	Online(?) platform for both community members and partner agencies to share information and resources to support violence prevention outreach activities.

GOAL 4: Foster coalitions and networks to sustain individual and community resilience

Strategy 4.1 Map groups and initiatives currently contributing to violence prevention, and work with them to create/streamline one platform for communication and common agenda-setting.

Proposed Year	Action Steps	Indicators of Success
Y1	Engage the leadership of existing groups/collaboratives whose work impacts violence prevention (ie. Safety Coalition, the ACE Collaborative, Children’s Collaborative, the Educators workgroup, etc.) in the Prevention Task Force and/or Prevention Plan implementation.	At least one representative from each identified group engaged in the Prevention Task Force.
Y1-2	Work with each group to identify which parts of the Prevention Plan are most congruent with their work and/or overlap with their mission to engage them in moving specific strategies forward.	Shared goals and/or strategies identified for each group, with active engagement in workgroups moving those specific items forward.
Y2	Explore with partner agencies and other existing groups available platforms for managing collaborative work (online platforms such as Basecamp, Asana, etc., or Google Drive as well as internal or more organic platforms) and choose one to use to house common documents, share communications and events, and assign and track activities.	Collaborative work management platform chosen and built out for violence prevention work.
Y2-3	Create and implement, in partnership with community members, a community assessment to map where violence prevention works is being done and to highlight assets and needs identified by community members.	Community assessment tool developed and implemented, and data reported in a format that both partner agencies and communities can use for decision-making.
Y2-3	Work with community members to identify the most effective means for ongoing community input and engagement in violence prevention, i.e., membership in existing groups, regular community forums, etc.	Identification (and development?) of mechanism for meaningful, ongoing, broad community input in violence prevention.
Y3-Y10	Continue to maintain mechanism for broad community input and address community needs	Community partners continued engagement.

Strategy 4.2 Invite important sectors not currently engaged in violence prevention work to strengthen existing prevention networks, specifically increasing capacity for research, data collection and analysis, and engaging with the private sector and faith communities.

Proposed Year	Action Steps	Indicators of Success
Y1-Y2	Reach out to professional organizations representing local influential private sectors and leaders to educate them about the Prevention Plan and invite their participation and help in identifying industry champions: <i>Chamber of Commerce, Brewers Association, Restaurant and Bar Association, Kiwanis, Rotary, Lions Clubs, Optimists, Young Professionals of Asheville, American Business Women’s Association, American Association of University Women, League of Women Voters, etc.</i>	Identified champions in at least 5 different sectors/groups willing to engage in and encourage others to engage in Prevention Plan work.
Y1-Y2	Identify professors and/or administrators at local educational institutions (<i>UNCA, UNC’s School of Public Health Western Campus, Warren Wilson, Lenoir Rhyne’s Asheville Campus, etc.</i>) that may be in a position to support long-term data collection and research efforts related to violence prevention and invite their participation.	At least one university professor/department able to support data collection around violence prevention to allow county to assess impacts of Prevention Plan efforts.
Y2	Identify faith leaders currently engaged with the Family Justice Center and/or other partner agencies to begin educating them about the Prevention Plan and inviting their participation and help in identifying faith community champions.	At least 3 faith leaders identified as champions, actively engaging their congregations in violence prevention work.
Y3	Create a community mobilization plan/campaign or tool to engage sectors not currently engaged including private sector and faith communities.	At least 1 plan or tool will be developed

Strategy 4.3 Strengthen formal and informal referral networks and expand local capacity to identify children and youth who have experienced violence/ACEs early. Ensure those children (and their families) receive timely and sufficient intervention to reduce the likelihood that they will perpetrate violence or be victimized.

Proposed Year	Action Steps	Indicators of Success
Y2	Work with the Mountain Child Advocacy Center, local public schools’ Student Services Departments and early education providers to identify what the current channels are for identification of and referral for childhood trauma, identifying areas that community efforts could potentially strengthen.	Completed map of child trauma referral and service system, specifically noting main points of identification and referral.
Y3-5	Work with partner agencies and community members to identify ways to strengthen identification and referrals at the systems level.	Specific action plan to address system gaps in identification of and referral for childhood trauma.

Y1	Work with community members to develop and deliver formal and informal presentations in their neighborhoods and social circles about ACEs, Resilience, and how to seek help for children who have experienced ACEs.	At least 5 community members from target neighborhoods trained to deliver presentations in their existing circles.
Y2-10	Provide ongoing financial, training and capacity-building support for community members to disseminate information about ACES, Resilience and help-seeking throughout the county at the grassroots level, and monitor these presentations by collecting both reach and quality data.	Established, simple system for documenting, supporting and improving community education efforts

GOAL 5: Promote EQUITY and ORGANIZATIONAL PRACTICES and procedures that are trauma-informed and prevent violence.

Strategy 5.1 Build the prevention team’s (Our VOICE, Helpmate, MCAC representative?) capacity to be a source for information and technical assistance around innovative, trauma-informed, equity-focused organizational practices and procedures that prevent violence.

Proposed Year	Action Steps	Indicators of Success
Y1-2	Conduct research at the <i>local, state</i> and <i>national level</i> to identify best practices for promoting equitable and trauma-informed practices within organizational settings. Include policies not traditionally seen as violence prevention but that support equity and conflict resolution and dismantle systems that lead to violence.	Issue 3 documents to disseminate best practice recommendations to organizations.
Y2	Compile best practices and example/model policies and procedures by sector in an electronic format that can be made available to local partners and the public.	Produce example policies toolkit in written and electronic form to be distributed upon request.

Strategy 5.2 Support educational institutions and workplaces in creating and enforcing robust anti-harassment, violence-prevention policies.

Proposed Year	Action Steps	Indicators of Success
Y1	Collect current written policies and procedures related to anti-harassment from local <i>colleges, universities, K-12 school systems, charter schools, etc.</i> and examine/map against model policies for comprehensiveness of inclusion and avenues for resolution/enforcement.	Collect anti-harassment policies from at least 8 schools/universities and map against best practice standard

Y1	Share these local policies and policy maps among similar organizations and encourage cross-learning and strengthening of weaker policies, while providing technical assistance to organizations as needed.	Provide model policies to at least 10 schools/universities
Y1	Partner with impacted community members that are already engaged in local positive advocacy, to encourage organizations to strengthen policies as identified as a need.	Identify 2 existing collaborative groups with educational leaders and introduce school/university best practice policies
Y2-3	Partnering with the local Chamber of Commerce and WNC HR Association, collect current written policies and procedures related to anti-harassment from <i>large and mid-size employers including Mission Health, Biltmore, Grove Park Inn, Ingles, CarePartners, county and city governments</i> , etc. and examine/map against model policies for comprehensiveness of inclusion and avenues for resolution/enforcement.	Collect anti-harassment policies from at least 8 employers and map against best practice standard
Y4	Share these local policies and policy maps among similar organizations and encourage cross-learning and strengthening of weaker policies, while providing technical assistance to organizations as needed.	Provide model policies to at 10 employers. Host a website with model policies

Strategy 5.3 Build capacity to access, develop, and use data regarding organizational climate to guide decision-making and advocacy efforts.

Proposed Year	Action Steps	Indicators of Success
Y2	Work with educational systems that currently collect organizational climate data for internal use (college/university campus climate surveys, PRIDE surveys from schools, etc.) on ways that prevention team could access aggregate, de-identified data to inform community initiatives.	Create and publicize on shared website a list of educational systems that collect organizational climate data
Y2	Explore if any local employers collect data around organizational climate related to equity and interpersonal safety and how the prevention team might use that data to inform community initiatives.	Create and publicize on shared website a list of employers hat collect organizational climate data
Y3-4	Provide interested organizations with a simple, reliable survey instrument to collect this kind of information to inform both internal and community action.	Development of 1 survey tool and post on Buncombe Prevention website

Strategy 5.4 Develop a community-wide GRADING SYSTEM to recognize organizations with comprehensive policies that promote equity, safety and trauma-informed practices.

Proposed Year	Action Steps	Indicators of Success
Y2	Define guidelines and requirements for policies to be “comprehensive,” and that promote equity, safety, and trauma-informed	As identified by research model practices determined and outlined
Y2	Create “grading” levels that are outlined, and include process of achieving each level or “grade,” as well as detail incentives of receiving each “grade.” “Violence Prevention Report Card”	Clear distinct outline of each graded level, and what this entails.
Y2	Create community and social media campaign to launch “grading system” and generate buy in and mobilization from partner and independent agencies within Buncombe County.	Launch campaign and post materials and report cards on Buncombe Prevention Website
Y2-10	Identify “host personnel or organizations” of distributing “grades,” and continue to analyze, work with, and support community agency in receiving “grades.”	Launch campaign and post materials and report cards on Buncombe Prevention Website
Y4	Launch a shared website and media campaign that distributes information about achievement on Violence Prevention Report Card	Shared web bank created and accessible to all.

GOAL 6: Enact LAWS & POLICIES that support violence-free community norms & concrete supports for families.

Strategy 6.1: Expand local awareness, engagement, and opportunities for advocacy around federal, state and local laws/policies that are directly related to and that impact the acceptance and prevalence of violence, including:

- increasing funding for the primary prevention of violence
- increasing funding for the prevention of Adverse Childhood Experiences and early identification of and intervention with children who have experienced trauma
- establishing/strengthening organizational and community norms that promote equity, positive communication and conflict resolution, respectful relationships (professional, personal and familial), and bystander intervention
- eliminating barriers that contribute to rape culture within the criminal justice system.

Proposed Year	Action Steps	Indicators of Success
Y1	Identify current local advocacy initiatives (through the Success Equation, FJC, MCAC, Helpmate and Our VOICE) and current pending legislation for immediate action.	List of current local advocacy initiatives that impact violence
Y2	Create a simple advocacy agenda with the highest prioritized initiatives, their connection to violence prevention, and key talking points for each to distribute to all Prevention Plan Partners.	Completed advocacy agenda, with key talking points, distributed to Prevention Plan Partners
Y2	Create in-person and virtual opportunities for learning about and directly engaging in advocacy agenda issues (writing letters to representatives or local news outlets, phone banks, speakers bureaus on specific topics, etc.)	At least 3 specific events completed with participation and resulting engagement documented
Y3-Y10	Continue to identify advocacy opportunities and engage partners	Updated advocacy agenda and ongoing opportunities for learning and directly engaging in advocacy

Strategy 6.2 Expand local awareness, engagement, and opportunities for advocacy around federal, state and local laws/policies that specifically impact the prevalence of family violence, building protective factors within laws and policies that prevent violence including:

- access to safe, affordable, stable housing
- access to nutritious, affordable food
- access to safe, reliable transportation
- access to high-quality childcare and early childhood education
- access to healthcare, mental health and substance use services
- equitable opportunities for individual and community economic development

Proposed Year	Action Steps	Indicators of Success
Y1	Identify current local advocacy initiatives (through the Success Equation, Just Economics, The State of Black Asheville, Community Centered Health Home, etc.) and current pending legislation for immediate action.	List of current local advocacy initiatives that impact family stability and family violence
Y2	Create a simple advocacy agenda with the highest prioritized initiatives, their connection to violence prevention, and key talking points for each to distribute to all Prevention Plan Partners.	Completed advocacy agenda, with key talking points, distributed to Prevention Plan Partners

Y2	Create in-person and virtual opportunities for learning about and directly engaging in advocacy agenda issues (writing letters to representatives or local news outlets, phone banks, speakers bureaus on specific topics, etc.)	At least 3 specific events completed with participation and resulting engagement documented
Y3	Continue to engage partners in identifying advocacy opportunities for broader equity within laws and policies.	Updated advocacy agenda and ongoing opportunities for learning and directly engaging in advocacy

Key Terms Used Throughout this Plan

- **Child Maltreatment (CM)** - Child maltreatment, sometimes referred to as child abuse and neglect, includes all forms of physical and emotional ill-treatment, sexual abuse, neglect, and exploitation that results in actual or potential harm to the child’s health, development or dignity. Within this broad definition, five subtypes can be distinguished – physical abuse; sexual abuse; neglect and negligent treatment; emotional abuse; and exploitation. -World Health Organization
- **Intimate Partner Violence (IPV)** - Often referred to as domestic violence, IPV occurs when a person uses physical violence, sexual violence, threats of violence, psychological, emotional and/or economic abuse, or stalking to establish a pattern of coercive power and control over his or her current or former intimate partner.” – NC 10-Year Plan to Prevent IPV
- **Sexual Violence (SV)** - Sexual violence is any type of sexual act or activity where informed consent is not given, including but not limited to: rape, stalking, sexual harassment, sexual assault, drug facilitated sexual assault, and sex trafficking. -NC SV Prevention Plan
- **Adverse Childhood Experiences (ACEs)** - Adverse childhood experiences (ACEs) are potentially traumatic events that can have negative, lasting effects on health and well-being. Adverse Childhood Experiences range from abuse to neglect to living in a household where the mother is treated violently or there is a parent with a mental illness. Kaiser Permanente and the Centers for Disease Control and Prevention’s 1998 study on Adverse Childhood Experiences determined that traumatic experiences during childhood are a root cause of many social, emotional, and cognitive impairments that lead to increased risk of unhealthy behaviors, risk of violence or re-victimization, chronic health conditions, low life potential and premature mortality. - The ACE Study
- **Prevention** - Prevention includes any efforts to prevent negative events or the negative consequences of events from happening. It is generally thought of in terms of 3 levels or tiers:
 - **Primary Prevention** - preventing violence from ever happening in the first place
 - **Secondary Prevention** - preventing violence that has happened from happening again or becoming a pattern (restraining orders, court advocacy, etc.)
 - **Tertiary Prevention:** preventing the negative effects of violence from having long-term negative impacts on survivors or perpetrators (survivor support groups, batterer interventions, etc.)
- **Prevention Team** - This is a local term that, at minimum, refers to the prevention staff members at the three core partner organizations: Helpmate, Our VOICE, and Mountain Child Advocacy Center. This team may include prevention specialists from other partner agencies as well, depending on their staff capacity, funding sources, etc.
- **Resilience** - include “bouncing forward” instead of “bouncing back”
- **Community**

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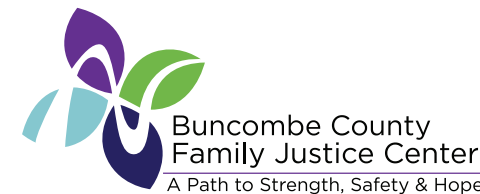
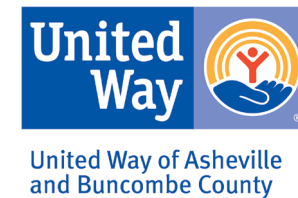
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Prevention Plan Partners

The Buncombe County Violence Prevention Plan has been endorsed by:



Mount Zion Community Development, Inc.

