

>> ALL RIGHT, HELLO, EVERYBODY.

JUST JOINING US FOR OUR WEBINAR, MY NAME IS CASEY CORCORAN, I'M A PROGRAM DIRECTOR HERE AT FUTURES

WITHOUT VIOLENCE.

AND I'M BASED OUT OF OUR BOSTON, MASSACHUSETTS, OFFICE.

WE'RE VERY EXCITED FOR OUR WEBINAR TODAY, CONDUCTING A THOUGHTFUL NEEDS ASSESSMENT, A COMPREHENSIVE

APPROACH TO PROGRAM DESIGN FOR ADULT AND CHILDREN SURVIVORS OF DOMESTIC VIOLENCE.

WE KNOW THE NEEDS OF COMMUNITIES, LEARNING ABOUT THE NEEDS OF THE COMMUNITIES WE WORK WITH IS

CRITICALLY IMPORTANT TO CREATING STRONG PROGRAMS AND OFTEN TIMES WE DON'T HAVE ENOUGH MONEY OR

TIME, BUT WE NEED TO MAKE THAT TIME AND THAT EFFORT TO TALK WITH FOLKS IN THE COMMUNITY, AND

FIND WAYS TO MAKE OUR SERVICES BEST MATCH THE NEEDS OF THOSE FAMILIES.

WE'RE VERY FORTUNATE TO HAVE SOME OF OUR PROGRAMS ON WITH US TODAY FROM KANSAS AND IDAHO AS WELL AS

ONE OF OUR EVALUATION CONSULTANTS ON A GRANT PROGRAM THAT I'M GOING TO TALK MORE ABOUT.

WE'RE ALSO FORTUNATE TO HAVE SOME OF OUR PARTNERS FROM FVPSA ON THE LINE WHO ARE FUNDERS AND

SUPPORTERS OF THE PROMISING FUTURE PROGRAM.

BEFORE WE GET STARTED, WE'D LOVE FOR YOU TO INTRODUCE YOURSELF WITHIN THE CHAT BOX ON THE RIGHT OF

YOUR SCREEN.

YOU CAN SHARE YOUR NAME, YOUR ORGANIZATION, YOUR LOCATION, AND ALSO ANY QUESTIONS YOU HAVE FOR

SPEAKERS OR MODERATORS GENERALLY IN THAT CHAT BOX ON THE RIGHT.

AND NOW I WOULD LIKE TO TURN IT OVER TO MY COLLEAGUE WHO IS GOING TO SHARE SOME OF THE TECH PIECES

FOR TODAY THAT ARE GOING TO MAKE THE WEBINAR GO A LITTLE MORE SMOOTHLY.

>> HI, EVERYONE, THIS IS MELODY.

THANK YOU FOR JOINING US AND JUST TO GO OVER A COUPLE OF THINGS.

YOU CAN LISTEN TO THIS WEBINAR THROUGH YOUR COMPUTER OR BY CALLING IN THROUGH YOUR PHONE.

SHOULD YOU CHOOSE TO LISTEN THROUGH YOUR COMPUTER, PLEASE MAKE SURE YOUR MICROPHONE IS MUTED SO THAT WE DON'T HEAR ANY AUDIO FEEDBACK.

AND IF YOU WISH TO DIAL IN, PLEASE DIAL IN USING THE NUMBER YOU SEE ON YOUR SCREEN, 800-832-0736,

AND YOU WILL BE PROMPTED TO ENTER THE ROOM NUMBER AND THE POUND SIGN.

ALL ATTENDEES ARE GOING TO BE MUTED UPON ENTRY INTO THE ROOM TO MINIMIZE AUDIO FEEDBACK.

IN CASE YOU RUN INTO ANY TECHNICAL ISSUES, PLEASE FEEL FREE TO SEND A MESSAGE TO THE HOST OR YOU CAN

ALSO CALL THE ADOBE CONNECT TECHNICAL SUPPORT NUMBER ON YOUR SCREEN.

THIS WEBINAR IS RECORDED, AND THERE WILL BE TIME FOR QUESTIONS AND ANSWERS AT THE END OF THE

PRESENTATION.

AS CASEY MENTIONED, FEEL FREE TO USE THE PUBLIC CHAT BOX IN CASE YOU HAVE ANY QUESTIONS OR COMMENTS,

AND A SURVEY WILL BE SHARED WITH EVERYONE AT THE VERY END OF THE WEBINAR.

WE WOULD REALLY APPRECIATE IT IF YOU COULD TAKE A FEW MOMENTS TO FILL THAT OUT SINCE YOUR FEEDBACK

IS SO VALUABLE FOR US.

AND WITH THAT, I'M GOING TO HAND IT BACK OVER TO CASEY.

THANK YOU.

>> GREAT.

THANKS SO MUCH, MELODY.

FOLKS WILL ALSO SEE IN THE BOTTOM RIGHT WE HAVE CAPTIONING, CLOSED CAPTIONS OF THE ENTIRE WEBINAR.

THIS WEBINAR IS PART OF A LARGER GRANT PROGRAM IN PART -- AND PART OF PROMISING FUTURE WORK THAT

FUTURES HAS BEEN ENGAGED IN WITH OUR PARTNERS AT FVPSA, AND THE GRANT PARTNERS WHO YOU'LL BE

HEARING AS PART OF THIS PRESENTATION TODAY.

THE PROMISING FUTURE NATIONAL CAPACITY BUILDING CENTER TO EXPAND SERVICES FOR CHILDREN AND YOUTH AND

ABUSED PARENTS IMPACTED BY DOMESTIC VIOLENCE IS AN INCREDIBLE RESOURCE, AND YOU CAN SEE THE

WEBSITE YOU ARE LISTED HERE.

YOU CAN GO AND GET INFORMATION ABOUT THIS PROJECT, BUT BEYOND THIS PROJECT AS WELL, TO BUILD

CAPACITY TO CONNECT RESEARCH AND PRACTICE, EVIDENCE-BASED INTERVENTIONS FOR CHILDREN AND YOUTH

AND TRAUMA INFORMED PRACTICES, PRACTICES, TOOLS, AND RESOURCES.

IT'S AN INCREDIBLE RESOURCE, AND I OWN COURAGE FOLKS TO VISIT THAT WEBSITE.

AND AS PART OF THIS PROGRAMMING, WE, FUTURES WITHOUT VIOLENCE IS THE NATIONAL TRAINING AND TECHNICAL

ASSISTANCE PROVIDER FOR GRANTEEES WHO ARE TAKING ON THIS CRITICAL WORK OF SERVICES FOR ABUSED

PARENTS AND THEIR CHILDREN, AND REALLY CENTERING THAT WORK.

AND YOU CAN SEE HERE THE SITES THAT WE'RE WORKING WITH IS PART OF THIS MULTIYEAR PROJECT, IN

PARTNERSHIP WITH FVPSA.

AND ONE CRITICAL PIECE ABOUT THIS GRANT PROGRAMMING IS THAT THERE'S VERY LITTLE EVALUATION COMPONENT

TO IT AS WELL, SO WE WANT TO LEARN ABOUT BEST PRACTICES FOR ABUSED PARENTS AND THEIR CHILDREN

WHO ARE RECEIVING SERVICES, AND WE WANT TO BE ABLE TO -- AS PART OF THIS PROGRAM WE'RE GOING TO

BE CAPTURING THOSE DATA AND CONTINUING TO BUILD THE EVIDENCE BASE TO SHARE WITH THE FIELD AT

LARGE, AND WE ARE EXCITED TO HAVE SOME VERY SKILLED AND BRILLIANT EVALUATORS ON THIS GRANT

PROGRAM AS WELL TO WORK WITH THE GRANTEEES LISTED HERE.

ONE OF THEM IS MY COLLEAGUE ELEANOR LYON.

SHE'S A RESEARCHER AND ADVOCATE WHO RETIRED FROM THE UNIVERSITY OF CONNECTICUT SCHOOL OF SOCIAL WORK

IN 2011, WHERE SHE SERVED AS DIRECTOR OF THE INSTITUTE FOR VIOLENCE PREVENTION AND REDUCTION

AND TAUGHT COURSES ON VIOLENCE AGAINST WOMEN AND RESEARCH METHODS.

DURING A CAREER OF OVER 30 YEARS, SHE'S DIRECTED A BATTERED WOMENS SHELTER, CONDUCTED RESEARCH AND

EVALUATION AT THE LOCAL, STATE, AND NATIONAL LEVELS, AND WORK ORDER A WIDE RANGE OF PROJECTS

AND COLLABORATION WITH ADVOCATES WORKING WITH SURVIVORS OF DOMESTIC AND SEXUAL VIOLENCE AND

ABUSE.

SINCE 2011, SHE'S CONSULTED ON RESEARCH AND EVALUATION ISSUES WITH SEVERAL STATE AND NATIONAL

ORGANIZATIONS, INCLUDING US, SHE -- A RESEARCH CONSULTANT FOR FUTURES WITHOUT VIOLENCE AND A

SENIOR CONSULTANT FOR THE NATIONAL CENTER.

IN 2014 SHE AND JILL DAVIS COAUTHORED DOMESTIC VIOLENCE ADVOCACY, COMPLEX LIVES, DIFFICULT CHOICES.

AND NOW WHAT I'M GOING TO DO IS TURN IT OVER TO ELEANOR TO TALK A LITTLE BIT ABOUT THE NEEDS

ASSESSMENT WORK OF THIS GRANT PROGRAM BEFORE WE TALK TO OUR PARTNERS FROM KANSAS AND IDAHO TO

SHARE THE WORK THAT THEY'VE BEEN DOING AROUND NEEDS ASSESSMENT AND HOW IT'S BEEN IMPACTING

THEIR WORK.

>> THANK YOU SO MUCH, CASEY.

I ASSUME YOU CAN HEAR ME.

>> SURE CAN.

>> GREAT.

SO MY -- CAN I ADVANCE THE SLIDES?

YES.

OKAY.

MY ROLE IS TO PROVIDE JUST GENERAL CONTEXT TO THE OVERALL NEEDS ASSESSMENT PROCESS AND ITS

CONNECTION TO PROGRAM PLANNING.

AND EVALUATION.

SO WE CAN REALLY MOVE INTO THE REALLY EXCITING WORK THAT THE TWO PROGRAMS ARE GOING TO HEAR FROM

HAVE BEEN DOING.

IT'S IDEA THAT PLANNING AND DESIGN OF PROGRAMS AND THE DATA COLLECTION AND EVALUATION PROCESS WORK

TOGETHER, SO IT'S A KIND OF CONTINUAL DATABASED IMPROVEMENT PROCESS.

AND THAT'S WHAT THIS GRAPHIC SIMPLE GRAPHIC IS TRYING TO CONVEY.

THOSE LINES IN THE INSIDE THE CIRCLE ARE SUPPOSED TO BE LIKE ARROWS, BUT IT'S NOT REALLY A LINEAR

PROCESS.

SO PEOPLE OFTEN THINK THAT COLLECTING DATA HAPPENS AFTER THE PROGRAM IS IMPLEMENTED, BUT IT'S REALLY

NOT A LINEAR PROCESS.

AND THAT'S WHAT WE'RE TRYING TO CONVEY HERE.

SO A NEEDS ASSESSMENT IS SOMETHING THAT HELPS TO INFORM PROGRAM DESIGN, PROGRAM APPROACHES, AND ALSO

EVALUATION OUTCOMES AND ELEMENTS, AND ESPECIALLY WHEN WHAT YOU'RE WORKING WITH IS SOMETHING

THAT'S A NEW SERVICE OR SUPPORT FOR SURVIVORS OR YOU'RE WORKING WITH BRAND-NEW POPULATION.

SO AS CASEY SAID IN THE BEGINNING, IT'S REALLY IMPORTANT THAT OUR PROGRAMMING BE DRIVEN BY THE NEEDS

AND CONCERNS AND ISSUES OF SURVIVORS.

SO YOU SEE A CONSTANT FEEDBACK, ONGOING PROCESS EVALUATION IS IDEAL, AND THAT'S WHAT THE OUTER

CIRCLE, THE DOCUMENTATION AND FEEDBACK PART IS TRYING TO CONVEY.

SO THERE'S AN OPPORTUNITY FOR ONGOING CHANGE AND CORRECTION.

YOU MIGHT SAY YOU HAVE AT THE TOP PROGRAM DESIGN AND MODIFICATION, WHICH THEN CAN LEAD INTO NEEDS

ASSESSMENT FOR FURTHER MODIFICATION AND ELABORATION, THE EVALUATION PLAN AND PROGRAM

IMPLEMENTATION, SO YOU HAVE DATA COLLECTED THROUGHOUT THAT PROCESS, THERE'S AN ANALYSIS

INTENSIVE ANALYSIS STAGE, THOUGH IT'S AGAIN IT'S ONGOING, AND THAT LEADS TO FURTHER DESIGN AND

MODIFICATION.

SO THAT'S HOW WE CONCEIVE OF THE ROLE OF NEEDS ASSESSMENT.

HERE'S SOME OF THE BASIC NEEDS ASSESSMENT QUESTIONS.

WHAT ARE THE NEEDS THAT ARE BEING MET OR NOT MET, SO WHAT -- ARE THERE GROUPS THAT ARE UNSERVED OR

UNDERSERVED?

WHAT ARE THE IMPORTANT ISSUES THAT ARE INVOLVED?

WHAT KINDS OF SUPPORT ARE MOST MEANINGFUL?

WHAT ARE THE THOSE STORIES CAN BE CONVEYED INDIVIDUALLY, OR IN GROUP, AS PART OF A TALK CIRCLE, OR

AS PART OF CULTURAL TRADITION.

SO THEY MAY BE HISTORICAL STORIES, THAT HAVE BEEN PASSED DOWN.

INTERVIEWS, INDIVIDUAL INTERVIEWS OR GROUP INTERVIEWS COULD BE FOCUS GROUPS OR OTHER LISTENING

SESSIONS.

ONE THING THAT PEOPLE VERY OFTEN FORGET, PARTICULARLY IN DOMESTIC VIOLENCE WORK, IS THAT PHOTOS OR

VIDEOS CAN BE USEFUL AS PART OF NEEDS ASSESSMENT STRATEGIES AS A WAY OF CONVEYING STORIES, BUT

ALSO AS DEPICTING NEIGHBORHOODS OR IMMEDIATE ENVIRONMENTS.

THEN SURVEYS, WE OFTEN THINK OF SURVEYS, AND WE DO A LOT OF SURVEYS, AND THOSE ARE ABSOLUTELY

CRITICAL SOURCES OF INFORMATION TO HELP TO DOCUMENT NEEDS.

PROGRAM DOCUMENTS OR RECORDS, SO PAST SERVICES, INDICATIONS OF WHO'S BEEN SERVED, AND HOW, WHAT HAVE

OUTCOMES BEEN IN THE PAST, SO INDICATIONS OF WHAT WE REALLY WANT TO IMPROVE.

COMMUNITY DOCUMENTS AND RECORDS.

DOCUMENTS OR RECORDS FROM KEY INSTITUTIONS LIKE CHILD PROTECTION SERVICES, OR THE POLICE, OR MENTAL

HEALTH AGENT SIGNIFICANCE, OR OTHERS.

POINT IN TIME DATA THAT'S COLLECTED FOR -- ON AN ANNUAL BASIS FOR THE STATE, THAT MIGHT SERVE AS AN

INDICATION OF WHAT NEEDS HAVE BEEN ACROSS THE STATE, OR THE KINDS OF RANGE OF SERVICES THAT

HAVE BEEN PROVIDED.

STAKEHOLDERS CAN BE ANOTHER CRITICAL SOURCE OF INFORMATION, KEY INFORMANT INTERVIEWS, CONVERSATIONS,

MEETINGS.

SO KEY COMMUNITY MEMBERS OR HOLDERS OF CULTURAL TRADITIONS THAT CAN BE -- DEVELOPING PROGRAMS AND TO

THINKING ABOUT WHAT GOALS MIGHT BE PARTICULARLY IMPORTANT FOR THE PROGRAMS.

AND THEN EXISTING DATA SETS.

AGAIN, POINT IN TIME DATA FOR THE STATE, OTHER DATA SETS THAT YOU MAY HAVE ACCESS TO FROM A

RESEARCHERS, THAT HAVE TRIED SIMILAR KINDING OF THINGS TO WHAT YOU'RE INTERESTED IN DEVELOPING

OR IMPROVING.

AND POLICE AND MANY OTHER STATES AND OTHER RECORDS.

SO THERE ARE A LOT OF STRATEGIES, A LOT OF SOURCES, A LOT OF QUESTIONS, AND THEY ALL FEED INTO THE

PROGRAM, PLANNING, AND EVALUATION PROCESS.

SO I'M GOING TO TURN IT OVER AT THIS POINT I BELIEVE TO MERCEDES AND MELISSA FROM THE IDAHO

COALITION.

>> THANK YOU, ELEANOR.

I'M GOING TO INTRODUCE THEM.

SO WE'RE VERY HAPPY TO HAVE MELISSA RUTH AND MERCEDES MUÑOZ FROM THE IDAHO COALITION SHARING THEIR

WORK.

MELISSA IS A MOM, LICENSED CLINICAL PROFESSIONAL COUNSELOR, ADVOCATE AND STUDENT OF LIFE WHO HAS

BEEN ABLE TO WORK INTIMATELY WITH ALL AGES, COUPLES, AND FAMILIES AS AN INTENSIVE IN-HOME

THERAPIST, TRAUMA COUNSELOR AND ADVOCATE.

SHE HELPS CULTIVATE RELATIONSHIPS, SERVICES, SYSTEMS AND COMMUNITIES WHERE EVERYONE IS SEEN, VALUED

AND SUPPORTED TO -- FULL POTENTIAL.

MELISSA CURRENTLY PURSUES THIS PASSION WITH THE IDAHO COALITION AGAINST SEXUAL AND DOMESTIC

VIOLENCE.

MERCEDES MUÑOZ AN IMGRANT, DAUGHTER OF IMMIGRANT FARM WORKERS AND MOTHER TO TWO CHILDREN WHO REMIND

HER ALWAYS TO LEAD WITH LOVE.

SHE HAS OVER 19 YEARS OF EXPERIENCE IN THE PURSUIT OF SOCIAL EQUITY FOR WOMEN AND GIRLS.

SHE SPENT HER ENTIRE CAREER STRIVING TO ACHIEVE TRANSFORMATIONAL CHANGE IN THE COMMUNITIES WHERE

SHE'S WORKED.

IN HER OPINION WORKING ALONGSIDE THOSE WHO ARE PRESENT -- PROMOTING PERMANENT SUSTAINABLE CHANGE IN

ANY COMMUNITY.

SO WELCOME MELISSA, AND WELCOME MERCEDES, AND WE'RE LOOKING FORWARD TO YOUR PRESENTATION ABOUT YOUR

WORK.

>> THANKS, CASEY.

THIS IS MELISSA, TALKING FIRST, MERCEDES AND I ARE GOING TO GO BACK AND FORTH AND YOU CAN SEE WE'RE

WITH IDAHO THRIVING FAMILIES.

AND WE ARE REALLY EXCITED TO BE ON THIS WEBINAR JUST TALKING ABOUT COMPREHENSIVE NEEDS ASSESSMENT.

IT'S SOMETHING, THOSE ARE STEPS THAT IN THE PAST WE'VE MISSED A LOT.

WE'VE GLAZED OVER IN OUR EFFORTS TO SORT OF GET DOWN TO THE QUOTE WORK, BUT WE'VE REALLY COME TO

REALIZE THAT THE WORK REALLY BEGINS WITH THIS COMPREHENSIVE NEEDS ASSESSMENT.

AND IN THAT -- THAT TAKES MORE TIME, BUT IT'S CRUCIAL.

SO THIS NEXT SLIDE, HOPEFULLY IT'S NOT TOO HARD TO READ, BUT WE REALLY FEEL LIKE THE COMPREHENSIVE

NEEDS ASSESSMENT MUST BE BASED IN AN ANTIOPPRESSION FRAMEWORK.

IT'S SYSTEMIC OPPRESSIONS LIKE RACISM, AND SEXISM THAT PLAY OUT THROUGH INSTITUTIONS AND POWER

STRUCTURES, CULTURAL BELIEFS, SERVICE DELIVERY AND OTHER SYSTEMS, AND THE POWERFUL, POWERFUL

SYSTEMS OF INEQUALITY, AND THEY WERE INTENTIONALLY CREATED BY SOME IN OUR HISTORY TO BENEFIT

SOME AND HARM OTHERS.

AND THAT IS STILL HAPPENING, AND IT'S OFTEN TIMES HAPPENING WITHOUT US KNOWING IT.

SO IN -- AT THE COALITION HERE, WE'VE GOTTEN WE'RE TAKING THIS PERSPECTIVE IN EVERYTHING THAT WE DO,

AND NOW MORE SO LEADING WITH OUR VALUES AS OPPOSED TO STRIVING FOR DELIVERABLES.

SO WE'RE -- OUR VALUES AT THE BOTTOM OF THIS SLIDE, LEADING BOLDLY, MUTUALITY, COMPASSION, SOCIAL

EQUITY, AND COLLECTIVE LIBERATION, AND WITH COLLECTIVE LIBERATION, WE BELIEVE THAT WE WILL NOT

GET TO END VIOLENCE.

WE WILL NOT GET TO WHERE WE NEED TO BE WHERE EVERYONE CAN THRIVE WITHOUT REACHING THE NORTH STAR AS

WE CALL IT, THE LAST GIRL, AND THE LIBERATION FOR THAT MOST UNREPRESENTED PERSON IN OUR COMMUNITY.

AND OFTEN TIMES OUR WORK HAS BEEN FROM A DOMINANT CULTURAL PERSPECTIVE THAT IS JUST WOVEN INTO

OPPRESSION AND SO AS WE OVERLAY AN ANTIOPPRESSION FRAMEWORK AND WE DIVE INTO WHAT THAT MEANS,

WE THINK THAT WE ARE ABLE TO DO A MUCH MORE COMPREHENSIVE AND MEANINGFUL AND SUSTAINABLE NEEDS

ASSESSMENT.

>> THIS IS MERCEDES, CASEY, THANK YOU SO MUCH FOR THE BEAUTIFUL INTRODUCTION.

I'M GOING TO TALK ABOUT THE LAST GIRL.

HOW DO WE FIGURE ALL THIS OUT?

IT'S A LOT TO HOLD AND TO HANDLE, SO LET ME SUGGEST INSTEAD OF STARTING FROM THE PLACE OF THE

PARTICULAR PROBLEM THAT WE LOOK AT THE PEOPLE WHO WE ARE TRYING TO SERVE AND THAT THE WHOLE

COMPLEXITY OF THEIR LIVES.

GANDHI WOULD HAVE CALLED THIS PERSON THE LAST MAN.

MARTIN LUTHER KING, JR., WOULD HAVE CALLED HIM THE LEAST AMONG US.

WE CALL HER THE LAST GIRL.

WE INTENTIONALLY NEED TO START WITH HER SO WHEN WE MAKE SURE THAT HER EXPERIENCE IS VISIBLE, AND SO

THAT WE CAN DO A BETTER JOB AT CREATING SOLUTIONS THAT WILL WORK FOR HER.

AND WE KNOW THAT WHEN WE PUT THE MOST MARGINALIZED AT THE CENTER, THE FIRST THING WE CAN DO IS LOOK

AT THE DIFFERENT FORMS OF IDENTITY AND HOW OPPRESSION WORKS FOR HER.

AND WE NEED TO UNDERSTAND THAT OPPRESSIONS ARE COMPOUNDING.

WHEN SHE ASKS US OUR SERVICES -- ACCESSES OUR SERVICES, ON MONDAY SHE DOESN'T JUST PRESENT AS A

MOTHER OF TWO YOUNG CHILDREN, AND ON TUESDAY SHE DOESN'T JUST PRESENT TO US AS AN IMMIGRANT AND

ON WEDNESDAY SHE DOESN'T JUST PRESENT TO US AS A SURVIVOR OF DOMESTIC VIOLENCE, SHE IS ALL OF

THOSE THINGS, ALL OF THE TIME.

AND WE NEED TO UNDERSTAND HOW THOSE MULTIPLE INTERSECTIONS REALLY INTERLOCK TO BLOCK PEOPLE'S ACCESS

TO SERVICES.

AND ONCE WE HAVE HER AT THE CENTER OF OUR ANALYSIS, AND REALLY DEVELOP A PRACTICAL WAY OF HOLDING

HER THERE, THEN WE CAN LOOK AT THE ROOT CAUSES OF THE PROBLEMS.

AND THIS IS ONE WAY TO -- THAT CHANGE MELISSA JUST HIGHLIGHTED.

>> AS ELEANOR WAS TALKING ABOUT PROCESS EVALUATION, AND THAT BEING AN ONGOING PROCESS, AND

OBSERVATION AND DESIGN, AND MODIFICATION, WE ARE DOING THAT WITHIN OUR ORGANIZATIONAL CULTURE

AS WELL, AND WE STARTED THIS A FEW YEARS BEFORE THIS INITIATIVE, OUR INVESTMENT IN THE LAST

GIRL HAS REQUIRED THIS MUCH DEEPER LOOK AT HOW WE OPERATE INTERNAMLY AT THE IDAHO COALITION

AGAINST SEXUAL AND DOMESTIC VIOLENCE, HOW WE DEVELOP PARTNERSHIPS, HOW WE ATTEMPT TO REACH

PEOPLE WHO AREN'T BEING SERVED AT ALL, PEOPLE THAT ARE UNDERSERVED, AND WE HAVE REALLY BEGUN TO

IDENTIFY, AND THIS IS GOING TO BE A LIFELONG PROCESS FOR MANY OF US PERSONALLY AND FOR THE LIFE

OF THE IDAHO COALITION, WHERE WE'RE COMPLICIT IN STRUCTURAL RACISM AND OTHER OPPRESSIONS AND

HOW WE CAN SHIFT OUR LENS SO OUR APPROACH IS MORE INCLUSIVE AND WELCOMING, AND RELEVANT, AND

EQUITABLE.

THIS IS A LIST FROM DISMANTLING RACISM, AND WE'RE WORKING ON ADDRESSING THESE CHARACTERISTICS IN OUR

ORGANIZATION.

WE CAN'T NECESSARILY ILLUMINATE -- ELIMINATE ALL OF THESE THINGS, BUT WE JUST NEED TO BE AWARE OF

HOW THESE VALUES AND PRACTICES, BEHAVIORS SHOW UP IN OUR WORK, BECAUSE BEING CULL

PRACTICALLY -- CULTURALLY RELEVANT OR CULTURALLY COMPETENT IS NOT ABOUT LEARNING ABOUT OTHER

CULTURES, IT'S EVERY BIT AS MUCH ABOUT LEARNING ABOUT OURSELVES AND WHERE THESE THINGS SHOW UP.

SUCH AS REALLY, REALLY RELYING ON WRITTEN WORD AS OPPOSED TO RELATIONSHIPS AND THE VALUE OF A

PROMISE, HOW WE DEAL WITH CONFLICT, INDIVIDUALISM AS OPPOSED TO MORE COLLECTIVISM,

INDIVIDUALISM SHOWS UP A LOT IN HOW WE SILOED SERVICES, AND HOW UNPRODUCTIVE, UNUSEFUL OR EVEN

DOWNRIGHT SCARY, UNHELPFUL AND EVEN HARMFUL FOR SOME FAMILIES THAT CAN BE.

SO IN THIS ANTIOPPRESSION FRAMEWORK, WE'RE REALLY LOOKING AT THESE NEEDS ASSESSMENTS AND MAKING SURE

THAT WE TRY TO CALL OURSELVES OUT ON THIS.

AND FOR ME, BEING -- MY HISTORY, BEING FROM A PRIVILEGED WHITE BACKGROUND, THIS IS STEEPED IN ME,

AND I'M CONSTANTLY SEEING IT SHOW UP, AND WE'RE -- WE WERE GETTING READY FOR OUR LISTENING

SESSIONS, AND I WAS DRAFTING, OR I WAS DEVELOPING A FLYER FOR LATINA MOTHERS.

AND I THOUGHT THAT THE RESPECTFUL THING TO DO WOULD BE, YOU KNOW, TO PUT SOMETHING IN THERE ABOUT

BEING ON TIME.

IT WOULD BE TRAUMA INFORMED TO BE ON TIME AT LEAST SAFER FOR EVERYONE IF THE LATINA MOM WERE ON TIME

SO NOBODY WAS COMING IN AND OUT OF THE ROOM WHILE SOMEONE WAS TALKING.

THANKFULLY MY LATINA COLLEAGUES SAID, THAT'S YOUR DOMINANT CULTURE VALUE SHOWING UP THERE.

SO WE WERE ABLE TO MAKE SURE THAT DID NOT MAKE IT INTO THE FLYER, AND PEOPLE COULD COME FREELY WHEN

THEY WERE ABLE TO GET THERE.

AND THE FLYER THAT --

>> THE FLYER MELISSA IS REFERENCING IS SO YOUR SCREEN RIGHT NOW.

ONE OF THEM IS A RECRUITMENT TOOL WE USE FOR LATINA MOMS, AND THE OTHER ONE IS THE RECRUITMENT TOOL

WE USE FOR LATINA YOUTH.

WE WANTED TO MAKE SURE WE WERE BEING INTENTIONALLY IN OUR RECRUITMENT PROCESS, SO WE WORK CLOSELY

WITH A NONPROFIT ORGANIZATION DEVELOPED NEW LATINA LEADERS, AND WE ALSO WORK WITH THE COMMUNITY

COUNCIL OF IDAHO, WHICH IS IDAHO'S LARGEST NONPROFIT ORGANIZATION THAT SERVES THE LATINA

COMMUNITY.

WE WANT -- WE SHARE THESE TOOLS WITH THEM AND WE HAVE THEM REVIEW AND WE ALSO TALK TO THEM ABOUT OUR

STRATEGY OF HAVING THIS LISTENING SESSION, AND WE ASK FOR THEIR INPUT AS FAR AS HOW THAT SHOULD

LOOK LIKE.

AND THEY PROVIDED US GREAT FEEDBACK ON THE FLYERS, AS YOU CAN SEE, THEY WERE DEVELOPED, WHAT HAVE

YOU ON YOUR SCREEN WERE ONLY IN ENGLISH, BUT THEY WERE DEVELOPED IN ENGLISH AND SPANISH.

WE PRETTY MUCH PUT ALL THE DETAILS UP FRONT BECAUSE WE DIDN'T WANT LATINA MOMS TO BE SURPRISED AS

FAR AS WHAT ARE YOU ALL GOING TO BE ASKING FROM US HERE TODAY, THEY SAID GIFT CARDS ARE GREAT,

BECAUSE THAT -- FAMILIES KNOW WHAT THEY NEED TO SPEND THE MONEY ON THE MOST.

WE DIDN'T WANT TO ASSUME THERE WAS A PARTICULAR PLACE THEY WANTED TO GO, BECAUSE THAT'S NOT TRUE FOR

RURAL AREAS.

SO THEY SUGGESTED GIFT CARDS.

THEY SUGGESTED THAT WE HAVE CHILD CARE, WHICH IS -- THEY ALSO SUGGESTED THAT WE HAD -- HAVE A

LISTENING SESSION SOMEBODY SUGGESTED MAYBE THE LIBRARY, WHICH WOULD BE GREAT, BUT NOT EVERYBODY

HAS ACCESS TO A LIBRARY.

SO WE DID AS BEST WE COULD WITH THEM WHEN WE WORKED WITH THE LOCAL PROGRAMS TO FIGURE OUT WHAT THEY

HAD IN THE COMMUNITY.

AND WE ALSO WANTED TO BE VERY INTENTIONAL NATURAL IN OUR LISTENING SESSIONS.

WE HAD MUSIC, WE HAD FOOD, WE HAD CHILD CARE, QUESTION WANTED TO BE VERY INCLUSIVE AND REDUCE THE

BARRIER, ONE OF THE BARRIERS QUESTION REDUCED WAS TRANSPORTATION, WE ARE READY TO PROVIDE

VOUCHERS IF THE LOCAL PROGRAM SUGGESTED THAT WAS A NEED.

WE WORKED WITH COMMUNITY LEADERS TO HELP WITH THE RECRUITMENT PROCESS.

AND YOU COULD TELL ONE OF OUR PARTICULAR SITES, WHICH IS VERY INTERESTING, ACTUALLY RECRUITED 14 --

THE MAJORITY, I THINK WE HAD 15 AND THEY RECRUITED 11.

SO THEY WERE RESPONSIBLE FOR HAVING 11 PARTICIPANTS THERE, WHICH THEY HAD JUST RECRUITED THE NIGHT

BEFORE.

THE FACT THAT HAPPENED, IT ACTUALLY CREATED THERE'S A DELAY.

AND SO THEY OFTEN FELT THEY WERE BEING DISRUPTIVE TO THE FLOW OF THE CONVERSATION.

EVEN IF THE CONVERSATION WAS ABOUT THEM.

SO THAT WAS A HUGE LEARNING OPPORTUNITY FOR ME.

-- SPECIFICALLY IN THE LATINA MOMS.

SO SAFETY WAS -- WITH IDENTITY, SPECIFICALLY CULTURAL IDENTITY.

AND IT ACTUALLY BEGAN THE MOMENT MOTHERS ENTER THE ROOM, FOR EXAMPLE, THEIR THOUGHT PROCESS, HOW AM

I GOING TO PROCEED, AM I GOING TO BE RESPECTED, IF MY -- STATUS AN ISSUE, IT IS GOING TO BE AN

ISSUE?

WILL MY PARENTING PRACTICES BE RESPECTED?

AND THE THIRD PIECE WE NEED TO BE PROACTIVE IF YOU WANT TO BE CLOSE -- INCLUSIVE IN OUR EFFORTS.

AND AS WE PROVIDE SERVICES TO MARGINALIZED COMMUNITIES.

A VERY STRONG PARTICIPANT THAT I WOULD THINK SHE WOULD BE VERY OPEN AS FAR AS GETTING HER NEEDS MET,

BUT SHE SAID THAT SHE WAS VERY UNCOMFORTABLE ASKING IF SHE COULD HAVE AN ALTAR AT THE SHELTER.

INSTEAD OF ASKING WHAT SHE ENDED UP DOING BECAUSE HAVING AN ALTAR WAS A VERY IMPORTANT RITUAL TO

HER, SHE ENDED UP GOING TO THE GAS STATION AND -- WHERE SHE HAD HER ALTAR AND SHE WOULD

PRACTICE HER CULTURAL RITUALS THAT WAY.

SO WE NEED TO BE VERY INTENTIONAL, AND REALLY ASK THE COMMUNITY WHAT THEY NEED THE MINUTE THEY ENTER

THE DOOR.

THAT'S HOW WE'RE GOING TO LEARN HOW TO MAKE SPACES MORE WELCOMING.

FOR THE YOUTH SESSIONS, WE FOUND OUT THAT EXTENDING SERVICES TO THEIR EXTENDED FAMILY MEMBERS WAS

VERY IMPORTANT, BECAUSE A LOT OF THE TIMES GRANDMAS OR AUNTIES ARE ACTUALLY THE CAREGIVERS FOR

THE YOUNG CHILDREN.

WE FOUND OUT THAT CHILDREN FIND COMFORT IN MAINTAINING THEIR CULTURAL TRADITION AND RITUALS, AND WE

ALSO FOUND OUT THAT CHILDREN FIND COMFORT AND QUALITY FAMILY TIME, WHETHER IT'S STRUCTURED OR

UNSTRUCTURED, THAT QUALITY PIECE OF THE FAMILY TIME IS WHAT WE NEEDED TO HAPPEN.

AND THEN I'LL GO AHEAD AND PASS IT OVER TO MELISSA WHO WILL TALK A LITTLE BIT ABOUT THEMES AND

PRIORITIES.

>> HELLO AGAIN.

WE HAVE KIND OF CONTINUED TO AS WE'RE IN THIS PROCESS, LIKE I SAID, COMING BACK TO BEING

SELF-REFLECTIVE, IT'S NOT -- IT'S NOT JUST WITH LEARNING -- IT'S NOT JUST ABOUT LEARNING WHAT OTHER PEOPLE NEED, IT'S ABOUT SHOWING UP.

IT'S KNOWING WHO AM I, WHO ARE MY PEOPLE, WHAT DO WE BELIEVE, AND GOING BACK TO THOSE ORGANIZATIONAL

PRACTICES THAT I DISCUSSED EARLIER, WHERE ARE THOSE SHOWING UP, HOW ARE THOSE SHOWING UP, AND

ARE THERE OTHER VALUES AND PRACTICES THAT NEED TO BE SHOWING UP INSTEAD OR IN ADDITION?

SUCH AS LIKE I TALKED ABOUT THAT COLLECTIVISM VERSUS INDIVIDUALISM, OR BEING MORE TASK ORIENTED

RATHER THAN RELATIONSHIP ORIENTED.

WE'RE LEARNING FROM PEOPLE THAT REALLY SMALL THINGS MAKE A DIFFERENCE.

SMALL CHANGES MATTER, BUT THEY DO NEED TO BE MEANINGFUL.

SO COULD YOU HAVE PLACES THAT ARE VERY INCLUSIVE, OR COULD YOUR ENTIRE ORGANIZATION FOR SERVICES BE

VERY INCLUSIVE OF DIFFERENT RELIGIONS AND CULTURAL PRACTICES, AND WHERE THAT'S CLEAR, THAT IS

VERY CLEAR, COULD THE FOOD THAT YOU SHARE WITH PEOPLE OR THAT YOU HAVE AVAILABLE BE MULTICULTURAL, PARTICULARLY REPRESENTING COMMUNITIES THAT ARE UNDERSERVED AND ARE IN YOUR

COMMUNITIES.

SO SOMETIMES PEOPLE ARE MOVING TOWARDS, LIKE A SMALL CHANGE OF SHOWING DIFFERENT SPACES, AND HAVING

SAY A BROCHURE TRANSLATED INTO SPANISH, BUT THEN NOT HAVING A BILINGUAL PERSON OR THE ACCESS TO

THAT, OR LEARNING MORE ABOUT YOUR OWN CULTURAL PRACTICES, THE DOMINANT CULTURAL PRACTICES, AND

HOW THEY MAY IMPACT PEOPLE.

ANOTHER EXAMPLE IS HAVING THE RAINBOW STICKER ON YOUR FRONT DOOR TO SHOW THE LGBTQ COMMUNITY THAT

YOU'RE WELCOMING, BUT NOT HAVING ANY TRAINING FOR STAFF, HAVING YOUR FORMS BE VERY HETERONORMATIVE, ALL OF YOUR READING MATERIALS, THINGS ON THE WALLS.

SO THAT SMALL CHANGE IS PUTTING THE RAINBOW FLAG COULD BE HARMFUL, BECAUSE IT COULD MAKE PEOPLE

THINK THAT WE'RE MORE WELCOMING THAN WE REALLY ARE.

SO THE CHANGES, THEY CAN BE SMALL, BUT THEY MUST BE MEANINGFUL.

AND I THINK THAT GOES DIRECTLY INTO OUR INTENTIONALITY.

HOW CAN WE BE MORE RELEVANT, HOW CAN WE BE SAFER, DO WE NEED INFORMATION ON IMGRANT RIGHTS?

AND HOUSING RIGHTS?

AND CULTURALLY SPECIFIC ORGANIZATIONS THAT ARE ALSO ACCESSIBLE?

AND THEN A CONTINUED PROCESS OF REVIS THING ALL OF THIS AND REFLECTING AND REFINING, BECAUSE I THINK

WE'VE PROBABLY CAN ALL AGREE HOW PROMISING PRACTICES HAVE CHANGED AND DEVELOPED AND EVOLVED

THROUGHOUT HISTORY, AND SO WE AS HUMAN BEINGS ARE CONTINUING TO DO THAT, AND AS AN ORGANIZATION, AND AS WE IMPLEMENT NEW PROGRAMS AND INITIATIVES.

WE'RE GOING TO PLAY A LITTLE VIDEO, AND THERE'S NO SOUND ON THIS VIDEO.

THIS IS A VIDEO OF STARLINGS AND WHAT'S CALLED A MURMURATION.

MERCEDES BROUGHT THIS TO OUR ATTENTION, AND IT WAS JUST PHENOMENAL TO WATCH THESE BIRDS FLY

THOUSANDS OF BIRDS FLYING IN THIS MURMURATION, WHERE THEY ARE LEADING AND FOLLOWING AT EVERY

GIVEN MOMENT.

THEY'RE NOT BUMPING INTO EACH OTHER, THEY'RE NOT GETTING MAD, THEY'RE NOT LEAVING A SINGLE BIRD

BEHIND, AND IT IS THIS BEAUTIFUL, BEAUTIFUL, BEAUTIFUL PATTERN.

AND I THINK FOR THOSE OF US IN DOMINANT CULTURES, SORT OF STEEPED IN THAT, IT IS VERY IMPORTANT TO

LEARN TO FOLLOW, TO FOLLOW, TO JUST LET THAT GO, WE LEAD AND WE FOLLOW, WE TAKE TURNS, AND THIS

ALSO HELPS US DEAL WITH -- TO PREVENT BURNOUT.

NONE OF THESE BIRDS ARE LEFT BEHIND.

THIS IS OUR MOVEMENT IN VIOLENCE.

IF WE CAN BECOME A MURMURATION TOGETHER, IF WE CAN LEARN FROM OTHER STARLINGS, WE CAN FOLLOW AND WE

CAN LEAD, AND THERE'S THIS LACK OF HIERARCHY, BUT THERE'S COMMUNITY.

THAT'S HOW WE'RE GOING TO BE ABLE TO END GENDER-BASED VIOLENCE.

THAT'S WHAT WE BELIEVE HERE.

SO IF YOU CAN PLAY THE VIDEO -- THANK YOU.

WE BELIEF EVERYBODY ON THIS WEBINAR AND ALL OF OUR COLLEAGUES, WE RAH ALL PART OF THIS MURMURATION.

AND WE'RE GRATEFUL TO BE DOING THE WORK ALONGSIDE YOU.

YOU PROBABLY GET THE PICTURE NOW.

>> IT'S HARD TO FOLLOW THAT BEAUTIFUL VIDEO, BECAUSE THE INTRICATE FORMS THAT THE MURMURATION FORMS

AND KNOWING THAT THIS IS ONLY POSSIBLE BECAUSE THE STARLINGS REALLY TAKE CARE OF THEIR NEIGHBOR, AND THAT'S -- AND I SEE THAT AS AN EXAMPLE OF OUR MOVEMENT.

WE NEED TO REALLY TAKE CARE OF OUR NEIGHBOR AND REALLY BE ADAPTABLE TO MOVE TOGETHER.

ANYWAY, NEXT ON POUR PATH -- NEXT ON OUR PATH WE ARE DOING SURVEYS.

WHERE WE ARE ASKING DOMESTIC VIOLENCE SURVIVORS TO RANK THE SERVICE THAT THEY RECEIVE AT THE -- OUR

FIVE PILOT SITES.

AND WE ARE ALSO TOWARDS THE END OF THE PROJECT WE'RE GOING TO BE DOING YOUTH INTERVIEWS, AND THESE

ARE GOING TO BE VERY STRUCTURED INTERVIEWS.

AND WE'RE ALSO GOING TO DO ADULT SERVICE FOCUS GROUPS THAT WILL KIND OF CONTINUE TO HELP US INFORM

OUR PRACTICE AND MAKE SURE THAT WE ARE CONTINUING TO BE INTENTIONAL AND MEASURE CHANGE AT THE

SYSTEM LEVEL.

LAST BUT NOT LEAST, WE'RE GOING TO DO LISTENING SESSIONS ALSO IN COEUR D'ALENE WITH THE

COEUR D'ALENE TRIBE, AND WE ARE REALLY EXCITED TO DO THAT.

WE'RE GOING TO BE WORKING WITH AN AMAZING TRAINER.

AND THAT IS ALL FOR US.

THANK YOU.

>> THANK YOU SO MUCH, MELISSA AND MERCEDES.

AND I WOULD ENCOURAGE PEOPLE, WE'RE GOING TO HAVE TIME FOR QUESTIONS AT THE END AFTER OUR NEXT

PRESENTERS, BUT PLEASE DO PUT YOUR QUESTIONS ANY YOU MAY HAVE IN THE CHAT BOX, BECAUSE WE'LL

GRAB THEM AND CUE THEM UP FOR OUR PRESENTERS ONCE THAT SECTION HAS BEEN COMPLETED.

THANK YOU ONCE AGAIN.

NEXT UP WE HAVE OUR FRIENDS FROM THE KANSAS COALITION AGAINST SEXUAL AND DOMESTIC VIOLENCE.

CAROLYN COINER IS THE CHILD AND YOUTH PROJECT MANAGER WITH THE KANSAS COALITION AGAINST SEXUAL AND

DOMESTIC VIOLENCE.

PRIOR TO JOINING, THE COALITION, CAROLYN PROVIDED ADVOCACY TO SURVIVORS OF DOMESTIC AND SEXUAL

VIOLENCE AT THE WYCA WOMEN'S CRISIS CENTER, WITH AN EMPHASIS ON PROVIDING ADVOCACY AND

MENTORING SERVICES FOR CHILDREN AND YOUTH.

SHE'S ADVOCATING FOR SURVIVORS WITHIN SYSTEMS, SPECIALIZING IN ADVOCACY AMONG THE CRIMINAL JUSTICE

SYSTEM.

CAROLYN HAS SERVED IN THE CAPACITY OF A COURT APPOINTED SPECIAL ADVOCATE.

SHE CONDUCTED AN INDIVIDUAL DIRECTED STUDY AT WICHITA STATE UNIVERSITY WITH A FOCUS ON EXPANDING

TRAINING FOR LAW ENFORCEMENT RESPONDING TO CALLS OF DOMESTIC VIOLENCE WITH CHILDREN PRESENT.

CAROLYN GRADUATED FROM WICHITA STATE UNIVERSITY WITH A BACHELOR OF GENERAL STUDIES IN CRIMINAL

JUSTICE.

SHE'S PURSUING HER MASTERS IN CRIMINAL JUSTICE FROM WICHITA STATE UNIVERSITY AND ENJOYS BEING A

MOTHER TO HER GOLDEN RETRIEVER.

KATHY RAY IS THE DIRECTOR OF THE ADVOCACY AND EDUCATION DIVISION OF THE KANSAS COALITION AGAINST

SEXUAL AND DOMESTIC VIOLENCE.

SHE'S BEEN WORKING TO END SEXUAL ASSAULT AND DOMESTIC VIOLENCE FOR 15 YEARS.

DURING THAT TIME, SHE HAS DIRECTED VARIOUS PROJECTS AIMED AT IMPROVING RESPONSES TO SEXUAL AND

DOMESTIC VIOLENCE AND HAS DEVELOPED CURRICULA, MODEL PROTOCOLS, AND OTHER BEST PRACTICE

RESOURCES ON VARIOUS ISSUES IMPACTING SURVIVORS AND THEIR CHILDREN.

PRIOR TO JOINING THE COALITION, KATHY PROVIDED DIRECT SERVICES AT SEXUAL ASSAULT AND DOMESTIC

VIOLENCE ADVOCACY PROGRAM.

IN ADDITION, SHE COFACILITATED BATTERERS' INTERVENTION GROUPS WHILE COMPLETING HER MASTERS IN

SOCIAL WORK FROM WASHBURN UNIVERSITY.

SHE HOLD AS BACHELOR OF SCIENCE DEGREE IN SOCIOLOGY WITH AN EMPHASIS IN WOMEN'S STUDIES AND BUSINESS

FROM KANSAS STATE UNIVERSITY.

THANK YOU SO MUCH FOR BOTH BEING WITH US AND PRESENTING ON YOUR IMPORTANT WORK.

>> THANK YOU, CASEY.

AND THANK YOU ALL FOR JOINING TODAY'S WEBINAR.

WE DON'T ALWAYS HAVE AN OPPORTUNITY AS YOU ALL PROBABLY KNOW TO DO A THOUGHTFUL CALEB SWANIGAN NEEDS

ASSESSMENT SO WE'RE VERY EXCITED AND HONORED TO SHARE OUR JOURNEY WITH YOU ALL TODAY, AND HOW

THIS IMPACTED OUR PROGRAM DESIGN IMPLEMENTATION AND EVALUATION.

SO THIS IS KATHY SPEAKING, AND CAROLYN AND I WILL ALSO GO BACK AND FORTH TO PRESENT ON THE EMPOWERED

FAMILIES KANSAS PROJECT.

>> WE WANTED TO START JUST BY GIVING YOU A LITTLE BIT OF CONTEXT ABOUT KANSAS AND WHAT KCSDV DOES.

THE KANSAS COALITION AGAINST SEXUAL AND DOMESTIC VIOLENCE, OR KCSDV, WE ARE A STATEWIDE NETWORK,

WORKING TO PREVENT AND ELIMINATE SEXUAL ASSAULT, DOMESTIC VIOLENCE, AND STALKING.

WE WORK TO ENHANCE RESPONSES AND PREVENTION EFFORTS THROUGH TRAINING, ADVOCACY, AWARENESS, AND

SUPPORT TO PROFESSIONALS AND COMMUNITY CRISIS CENTERS.

WE ALSO ACCREDIT OUR MEMBER AGENCIES AND PROGRAMS FOR CORE SERVICES AND THE GUIDING PRINCIPLES OF

ADVOCACY, AND THIS YEAR WE CELEBRATED OUR 35th BIRTHDAY.

AND KCSDV, WE WERE STARTED BY OUR COMMUNITY CRISIS CENTERS IN KANSAS, WHICH YOU CAN SEE THERE ON THE

MAP.

THERE ARE 27 MEMBER PROGRAMS, AND YOU CAN SEE THERE, THEIR SERVICE AREAS ARE BROKEN UP BY THE

DIFFERENT COLORS, AND MOST OF OUR CRISIS CENTERS IN KANSAS ARE BOTH RURAL AND DUAL, MEANING

THEY DO BOTH DOMESTIC VIOLENCE AND SEXUAL ASSAULT ADVOCACY.

AND 17 OF OUR 27 PROGRAMS ARE DUAL, INCLUDING ONE TRIBAL PROGRAM AND ONE LGBTQ SPECIFIC PROGRAM.

WE HAVE THREE SEXUAL ASSAULT ONLY SERVICE PROGRAMS, AND SEVEN DOMESTIC VIOLENCE ONLY PROGRAMS,

INCLUDING ONE DOMESTIC VIOLENCE TRANSITIONAL HOUSING.

AND THEN OUR LARGEST SERVICE AREA SERVED BY ONE PROGRAM IS NORTHWEST KANSAS, WHICH HAS AN 18-COUNTY

SERVICE AREA.

SO THAT JUST GIVES YOU A LITTLE BIT OF CONTEXT AS WE TALK THROUGH OUR NEEDS ASSESSMENT PROCESS AND

OUR IMPLEMENTATION OF THE PROGRAM, WHAT THOSE -- WHERE THOSE PROGRAMS ARE LOCATED IN KANSAS AND

A LITTLE BIT OF THE DIVERSITY THAT THEY EACH HAVE.

I'M GOING TO TURN IT OVER TO CAROLYN TO TALK ABOUT THE COMPONENTS OF THE EMPOWERED FAMILIES KANSAS

PROJECT.

>> HELLO, EVERYONE.

I WANTED TO GIVE A BRIEF OVERVIEW OF OUR EMPOWERED FAMILIES KANSAS PROJECT COMPONENT.

OUR EMPOWERED FAMILIES KANSAS PROJECT CONSISTS OF THREE COMPONENTS AIMED AT IMPROVING OUTCOMES FOR

CHILDREN AND YOUTH EXPOSED TO DOMESTIC VIOLENCE AND THEIR NONABUSING PARENTS OR CAREGIVERS.

LONG-TERM PROJECT OUTCOMES ARE INCREASED YOUTH WELL-BEING AND CONNECTEDNESS, IMPROVE SERVICE FOR

YOUTH AND THEIR FAMILIES AND INCREASE CHILDREN'S AND YOUTH SAFETY AND PERMANENCY.

THE FIRST PROJECT COMPONENT, NEW RESIDENTIAL AND OUTREACH YOUTH ADVOCACY MENTORSHIP SERVICES WITHIN

FIVE COMMUNITY DOMESTIC VIOLENCE CRISIS CENTERS.

THIS INNOVATIVE SERVICE DELIVERY MODEL BLENDS EVIDENCE AND FORM TO MENTORING STRATEGIES INTO THE

ADVOCACY SETTING.

THE SECOND PROJECT COMPONENT INCREASES THE CAPACITY OF ALL 25 KANSAS COMMUNITY DOMESTIC VIOLENCE

CRISIS CENTERS TO PROVIDE CHILD AND YOUTH AND PARENT-CHILD ADVOCACY SERVICES.

THE THIRD PROJECT COMPONENT IMPROVES THE RESPONSE BY CHILD PROTECTIVE SERVICES AND CHILD WELFARE

PROFESSIONALS TO THE NEEDS OF CHILDREN AND NONABUSING PARENTS WHEN ADDRESSING THE COOCCURRENCE

OF DOMESTIC VIOLENCE AND CHILD WELFARE RELATED ISSUES.

>> WITH THE THREE PROJECT COMPONENTS, WE DECIDED PRETTY EARLY ON THAT THERE WAS A LOT OF INFORMATION

THAT WE KNEW, BUT THERE WERE A LOT OF THINGS THAT WE KNEW THAT WE NEEDED TO FIND OUT, WHICH

REALLY LED US TO CONDUCTING A THOROUGH NEEDS ASSESSMENT FOR THE EMPOWERED FAMILY KANSAS

PROJECT.

SO JUST A FEW OF THE THINGS WE KNEW THAT WHEN WE GOT STARTED, THERE HAD BEEN REALLY A DECLINE OF

ENHANCED OR SPECIALIZED POSITIONS OVER THE YEARS WITHIN DOMESTIC VIOLENCE ADVOCACY PROGRAMS, SO

POSITIONS SUCH AS PARENT-CHILD ADVOCATES AND YOUTH ADVOCATES, WE HAD SEEN A DECLINE IN RECENT

YEARS.

THAT DID BEGIN TO CHANGE SOMEWHAT WITH THE INCREASE TO FUNDING, BUT MANY MEMBER PROGRAMS WERE STILL

ONLY ABLE TO OFFER THOSE CORE CRISIS SERVICES.

WE ALSO KNEW THAT OUR MEMBER AGENCIES AND PROGRAMS WERE OFTEN OPERATING AT CAPACITY, AND WITH

MINIMAL STAFF.

SO SHELTERS AROUND THE STATE WERE OFTEN FULL, AND AT CAPACITY, AND STAFFING WAS A CONTINUOUS ISSUE.

WE ALSO KNEW THAT MEMBER AGENCIES AND PROGRAMS WERE OFTEN ONLY ABLE TO MEET SURVIVORS' BASIC NEEDS.

SO NEEDS SUCH AS SPECIALIZED SERVICES FOR CHILDREN AND YOUTH WERE OFTEN GOING UNMET.

WE ALSO KNOW THAT CHILDREN ARE OFTEN AT THE CENTER OF SURVIVORS' DECISION MAKING.

THEY'RE A CRITICAL PIECE TO THE DECISION THAT SURVIVORS MAKE FOR THEMSELVES AND THEIR FAMILIES, AND

CRISIS CENTERS AND ADVOCACY PROGRAMS WHEN THEY'RE ONLY ABLE TO OFFER THOSE CORE SERVICES, THEY

TYPICALLY FOCUS ON THE ADULT SURVIVOR AND NOT YOUNG PEOPLE.

HOWEVER, WE ALSO KNOW THAT YOUNG PEOPLE ALSO EXPERIENCE DOMESTIC VIOLENCE THOSE AT HOME AND IN THEIR

OWN RELATIONSHIPS EXPERIENCING DATING VIOLENCE IN THEIR OWN RELATIONSHIPS.

AND WE KNOW THAT CHILDREN'S HEALING AND THE AFTERMATH OF DOMESTIC VIOLENCE DEPENDS LARGELY ON THE

QUALITY OF THEIR RELATIONSHIP WITH THE NONABUSING PROTECTIVE PARENT.

AT THE SAME TIME, WE WERE ALSO HEARING STORIES FROM OUR MEMBER PROGRAMS ABOUT SURVIVORS' EXPERIENCES

WITH THE CHILD WELFARE SYSTEM.

SO WE WERE HEARING STORIES ABOUT CHILDREN BEING REMOVED FROM PROTECTED PARENTS BECAUSE OF DOMESTIC

VIOLENCE, WE WERE HEARING STORIES ABOUT CHILD WELFARE REQUIRING SURVIVORS TO GET PROTECTION

ORDERS AS PART OF THE PLAN, OR REQUIRING SURVIVORS TO PARTICIPATE IN DOMESTIC VIOLENCE SUPPORT

GROUP, FOR EXAMPLE, AS PART OF CASE PLANS.

AND WE WERE ALSO HEARING STORIES ABOUT CHILD WELFARE ISSUING SUBPOENAS TO DOMESTIC VIOLENCE PROGRAMS

IN AN ATTEMPT TO GET CLIENT RECORDS AND FILES, WHICH HAS REALLY -- WHICH IS REALLY CONTRARY TO

THE CONFIDENTIALITY REQUIREMENTS, THE FEDERAL CONFIDENTIALITY REQUIREMENTS THAT WE APPLY HERE

IN KANSAS.

WE ALSO KNEW THAT WE REALLY NEEDED TO BE AT THE FOREFRONT OF SHAPING SERVICES FOR CHILDREN AND YOUTH

WITH OUR MEMBER PROGRAMS TO HOLISTICALLY MEET THE NEEDS OF SURVIVORS AND THEIR CHILDREN.

SO THERE WERE ALSO SEVERAL THINGS THAT WE KNEW THAT WE DIDN'T KNOW, AND NEEDED TO FIND OUT.

AGAIN, WHICH IS WHY WE EMBARKED ON THE JOURNEY OF CONDUCTING A THOROUGH NEEDS ASSESSMENT.

SO FOR THE YOUTH ADVOCATE MENTOR COMPONENT OF THE PROJECT, WE KNEW THAT THIS WAS REALLY A NEW MODEL

OF ADVOCACY SERVICES TO REALLY BLEND SOME EVIDENCE INFORMED AND PROMISING MENTORING PRACTICES

INTO THE ADVOCACY SETTING.

AND WE DID A LOT OF LOOKING AND THROUGH OUR RESEARCH WE DIDN'T REALLY FIND RESOURCE AND GUIDANCE ON

THIS TYPE OF PROGRAMMING WITHIN THE ADVOCACY SETTING, SO WE FELT LIKE WE REALLY HAD TO START

FROM SCRATCH.

WE'RE ALSO IMPLEMENTING THIS PROGRAMMING WITHIN FIVE VERY UNIQUE IMPLEMENTATION COMMUNITIES.

SO, FOR EXAMPLE, ONE COMMUNITY IMPLEMENTATION COMMUNITY IN WESTERN KANSAS HAS A VERY DIVERSE

COMMUNITY WHERE OVER 40 LANGUAGES ARE SPOKEN IN THE PUBLIC SCHOOLS.

SO THEY HAVE A LARGE REFUGEE AND IMMIGRANT COMMUNITY, INCLUDING MEMBERS FROM VIETNAMESE AND SOMALIA

COMMUNITIES, AND THEY ALSO HAVE A VERY LARGE SPANISH-SPEAKING POPULATION.

AND ANOTHER PILOT IMPLEMENTATION COMMUNITY IN EASTERN KANSAS AT THE SAME TIME IS NOT VERY DIVERSE,

BUT IS VERY RURAL, AND HAS A VERY LIMITED RESOURCES IN THEIR COMMUNITY, SO THINGS LIKE POVERTY

AND PUBLIC HEALTH ARE AMONG VERY COMMON CHALLENGES THAT ARE FACED IN THAT COMMUNITY.

SO JUST WITH THOSE TWO EXAMPLES, AGAIN, VERY DIFFERENT COMMUNITIES, SO WE KNEW THAT A ONE SIZE FITS

ALL APPROACH TO PROGRAMMING REALLY WOULD NOT WORK FOR US, AND WE NEEDED TO KNOW MORE ABOUT

THESE COMMUNITIES AND THE AGENCIES AND LEARN MORE ABOUT WHAT THEIR NEEDS ARE SO WE COULD REALLY

DESIGN A MEANINGFUL PROGRAM AND IMPLEMENT MEANINGFULLY.

WE ALSO NEEDED TO KNOW WHAT THESE IMPLEMENTATION COMMUNITIES, WHAT THEIR CURRENT CAPACITY WAS TO BE

ABLE TO SERVE YOUTH.

SO WHAT DID EXISTING SERVICES LOOK LIKE?

WHAT WERE THEIR SUCCESSES CHALLENGES, BARRIERS?

WHAT DID THE CURRENT INFRASTRUCTURE LOOK LIKE?

WHAT POLICIES AND PROCEDURES DID THEY HAVE IN PLACE?

WHAT DID THEIR COLLABORATIONS LOOK LIKE?

WHAT DID THEIR RELATIONSHIPS LOOK LIKE IN ORDER TO BE ABLE TO SERVE YOUTH?

LOOKING AT THEIR KNOWLEDGE AROUND WORKING WITH YOUTH AND THEIR WILLINGNESS AND ABILITY TO WORK WITH

YOUTH AND RELATE TO YOUTH WAS REALLY CRITICAL.

AND THEN WE ALSO REALLY NEEDED TO KNOW WHAT CULTURALLY SPECIFIC OUTREACH WAS CURRENTLY IN PLACE, HOW

DID THEY ENSURE THEIR SERVICES WERE CULTURALLY RELEVANT, HOW DID THEY ENSURE THEIR SERVICES

WERE TRAUMA-INFORMED?

SO REALLY LOOKING AT WHAT THEY HAD IN PLACE, AND WHAT DID THEY NEED TO HAVE IN PLACE IN ORDER TO

IMPLEMENT QUALITY YOUTH ADVOCACY MENTORING PROGRAMMING?

FOR THE CHILD WELFARE COMPONENT, ASIDE FROM ANECDOTAL STORIES, WE DID NOT REALLY KNOW A LOT, SO

KCSDV WAS ACTIVELY INVOLVED IN CHILD WELFARE WORK PRIOR, BUT WE HAD NOT HAD A STAFF PROJECT

SINCE 2010.

SO THAT -- SO QUITE A BIT OF TIME HAD PASSED SINCE WE HAD HAD DEDICATED STAFF TO REALLY LOOK AT THE

COOCCURRENCE OF DOMESTIC VIOLENCE AND CHILD WELFARE RELATED ISSUES, AND REALLY STAY ON TOP OF

CURRENT PRACTICES AND POLICIES AND TRAINING AROUND THAT ISSUE.

SO WE KNEW THAT WE NEEDED TO FIND OUT WHAT EXISTING POLICIES WERE IN PLACE, WHAT DID EXISTING

RELATIONSHIPS AND COLLABORATION LOOK LIKE BETWEEN CHILD WELFARE AGENCIES AND DOMESTIC VIOLENCE

PROGRAMS?

WHAT DID THOSE PRACTICES LOOK LIKE AND WHAT WERE THE NEEDS AROUND TRAINING?

SO WE REALLY KNEW THAT WE NEEDED TO HEAR FROM CHILD WELFARE PROFESSIONALS ON THE FRONT LINES AS WELL

AS SUPERVISORS TO TRULY UNDERSTAND WHAT THE NEEDS WERE TO SHAPE PROGRAMMING RESOURCES AND

TRAINING BASED ON THOSE NEEDS.

>> THIS IS CAROLYN.

I WANTED TO SPEAK TO OUR PROJECT VALUES AND FOUNDATION THAT WERE INFORMED THROUGH OUR NEEDS

ASSESSMENT PROCESS.

OUR PROJECT IS BASED ON THE BELIEF THAT IN ORDER TO IMPROVE OUTCOMES FOR CHILDREN AND YOUTH, AND

HELP THEM GUIDE THEM ON A PATH TO SUCCESS, WE HAVE TO TAKE A HOLISTIC APPROACH THAT CONSIDERS

THE YOUTH'S VOICE AND STORY.

THIS UNDERSTANDING OF THE YOUTH STORY IS THE FOUNDATION OF BUILDING A TRUSTING AND LONG LASTING

ADVOCACY MENTORING RELATIONSHIP BETWEEN THE YOUTH AND THEIR ADVOCATE MENTOR.
OUR HOLISTIC APPROACH ILLUSTRATED IN THIS TRIANGLE IS BASED ON THE FOUNDATION OF
TRADITIONAL
MENTORING.
THAT WAS ADAPTED FOR MENTORING WITHIN DOMESTIC VIOLENCE ADVOCACY PROGRAMS.
WITH A FOCUS ON THE PROTECTIVE FACTORS THAT PROMOTE YOUTH RESILIENCY.
OUR APPROACH IS CENTERED ON BEING TRAUMA-INFORMED AND CULTURALLY RELEVANT TO EACH
YOUTH'S
INDIVIDUALIZED NEEDS.
THIS APPROACH CONSIDERS THE YOUTH'S STORY WITHIN THESE COMPONENTS.
THE FIRST COMPONENT, MY STORY.
THIS COMPONENT INCLUDES THE ADVOCATE MENTOR LEARNING THE AUTOBIOGRAPHY OF THEIR
YOUTH IN AN
UNAUTHENTIC WAY TO INCLUDE THEIR EXPERIENCES AND HOW THEY IDENTIFY AND PERCEIVE THE
WORLD.
FOR EXAMPLE, LEARNING HOW THEY IDENTIFY WITHIN THEIR COMMUNITY, FOR EXAMPLE, WITHIN
THEIR CULTURE
AND RELATIONSHIPS.
MY RELATIONSHIPS.
THIS COMPONENT INCLUDES THE LEARNING OF THE YOUTH COMMUNICATION METHODS AND
CURRENT TOOLBOX FOR
COMMUNICATION.
THE IDENTIFICATION OF THEIR BOUNDARIES AND HEALTHY RELATIONSHIPS.
FOCUS ON EDUCATION ON HEALTHY RELATIONSHIPS AND HEALTHY BOUNDARIES IS WITHIN THIS
COMPONENT.
MY THOUGHTS.
THE MY THOUGHTS COMPONENT FOCUSES ON PROVIDING YOUTH TOOLS TO HELP THEM PROCESS AND
VALIDATE THEIR
FEELINGS TO IMPROVE THEIR SOCIAL AND EMOTIONAL WELL-BEING.
WITH A FOCUS ON LEARNING HEALTHY COMMUNICATION STYLES.
THE MY STRENGTHS COMPONENT IS CENTERED ON STRENGTHENING THE POSITIVE RELATIONSHIPS
WITHIN THE

YOUTH'S LIFE TO INCLUDE STRENGTHENING THE BOND BETWEEN THE NONABUSING CAREGIVER AND THE YOUTH.

THIS COMPONENT FOCUSES STRONGLY ON THE INDIVIDUALIZED PROTECTIVE FACTORS THAT PROMOTE THE YOUTH'S

RESILIENCY.

AND ESTABLISH INDIVIDUALIZED SELF-CARE STRATEGIES FOR EACH YOUTH.

THE MY COMMUNITY COMPONENT FOCUSES ON INCREASING THE YOUTH'S CONNECTEDNESS TO THEIR POSITIVE ROLE

MODELS AND COMMUNITY MEMBERS.

WITH THE GUIDANCE OF THEIR ADVOCATE MENTOR, THE YOUTH INCREASES THIS CONNECTEDNESS BY IDENTIFYING

AND BECOMING INVOLVED IN SOCIAL SUPPORTS WITHIN THEIR WORLD TO INCLUDE TEACHERS, COACHES, AND

COMMUNITY GROUPS.

THE MY PATH COMPONENT IS CENTERED ON ONGOING LEARNING WITHIN THE MENTORING RELATIONSHIP.

TO INCLUDE LEARNING STREET SMARTS, FINANCIAL LEARNING, ACADEMICS, AND EMPLOYMENT.

THIS SLIDE DEMONSTRATES -- ILLUSTRATES OUR PROJECT IMPLEMENTATION SITES THROUGHOUT THE STATE OF

KANSAS.

THERE ARE FIVE SITES, FAMILY CRISIS SERVICES WITHIN GARDEN CITY, KANSAS, EVAC, WITHIN SHRINA,

KANSAS, SAFEHOPE WITHIN NEWTON, KANSAS, HOPE UNLIMITED WAS IN IOLA, KANSAS, SAFEHOUSE CRISIS

CENTER WITHIN PITTSBURGH, KANSAS.

WITHIN OUR NEEDS ASSESSMENT, WE LEARNED EACH COMMUNITY IS UNIQUE IN SIZE, DEMOGRAPHICS, AND CURRENT

CAPACITY TO SERVE YOUTH.

WE LEARNED OF EACH COMMUNITY'S EXISTING COMMUNITY RESOURCES.

FROM OUR NEEDS ASSESSMENT, WE LEARNED THAT A ONE-SIZE APPROACH TO DESIGNING ADVOCACY MENTORING

SERVICES WOULD NOT WORK.

[SNEEZE]

>> BLESS YOU.

>> OUR NEEDS ASSESSMENT PROCESS.

OUR NEEDS ASSESSMENT PROCESS INCLUDED EXTENSIVE INTERVIEWS WITHIN THE FIVE PROJECT IMPLEMENTATION

SITES AND THEIR COMMUNITY.

WE CONDUCTED INTERVIEWS WITH PROGRAM EXECUTIVE DIRECTORS, PROGRAM DIRECTORS, AND ADVOCATES WITHIN

SHELTER AND OUTREACH SERVICES.

WE CONDUCTED INTERVIEWS WITH CHILD WELFARE AGENCIES AND PROFESSIONALS ACROSS THE STATE OF KANSAS,

AND DESIGNED AND DISSEMINATED A CHILD WELFARE SURVEY FOR CHILD WELFARE PROFESSIONALS.

ADDITIONALLY WE CONDUCTED LISTENING SESSIONS WITH NONABUSING PARENT AND CAREGIVERS WITH PAST HISTORY

OF DOMESTIC VIOLENCE AND INVOLVEMENT WITHIN THE CHILD WELFARE SYSTEM.

FURTHER, WE DESIGNED AND DISSEMINATED A SELF-ASSESSMENT WITHIN A PERSONAL SURVEY FOR OUR YOUTH

ADVOCATE MENTORS.

>> SO NOW WE'RE GOING TO TALK A LITTLE BIT ABOUT WHAT WE LEARNED, THE VALUES OF OUR NEEDS ASSESSMENT

TO OUR OVERALL PROJECT DESIGN AND IMPLEMENTATION, AND I REALLY FEEL LIKE WE LEARNED SO MUCH,

AND THAT WE WERE VERY GRATEFUL THAT WE EMBARKED ON THE JOURNEY OF DOING A THOROUGH AND

THOUGHTFUL NEEDS ASSESSMENT.

SO FOR THE YOUTH ADVOCACY MENTORING COMPONENT OF THE PROJECT, WE HAD THIS ORIGINAL IDEA THAT WE

WOULD IMPLEMENT THIS FIRST WITHIN THE SHELTER SETTING, AND THEN EXPAND TO OUTREACH. THROUGH OUR NEEDS ASSESSMENT PROCESS, WHAT WE REALLY LEARNED FROM THE FIVE DOMESTIC VIOLENCE

PROGRAMS IS THAT THEY HAVE VERY LOW NUMBERS OF YOUTH IN SHELTERS.

SO OUR YOUTH ADVOCACY MENTORING PROJECT REALLY FOCUSES ON YOUTH AGES 12-18, AND WHEN WE STARTED

DIGGING INTO THAT FURTHER, THERE JUST WEREN'T A LOT OF YOUTH WITHIN THAT AGE RANGE THAT WERE IN

THE SHELTER PROGRAMS.

AND SO WHAT WE LEARNED IS THAT SURVIVORS WITH OLDER CHILDREN WEREN'T ACCESSING SHELTER IN THE SAME

WAY AS SURVIVORS WITH YOUNGER CHILDREN.

AND WE LEARNED THAT STARTING WITHIN THAT SHELTER SETTING AND THEN EXPANDING TO OUTREACH, REALLY

WASN'T GOING TO WORK IN IMPLEMENTATION, AND WE HAD TO CHANGE THAT DESIGN.

WE ALSO LEARNED THAT SURVIVORS OFTEN ACCESS DOMESTIC VIOLENCE ADVOCACY PROGRAMS AS NEEDED, AND

AREN'T NECESSARILY CONNECTED TO THOSE ADVOCACY PROGRAMS FOR LONG PERIODS OF TIME, OR THEY MAY

SORT OF COME AND GO FROM SERVICES.

AND THIS ALSO IMPACTED OUR PROGRAM DESIGN, BECAUSE WE KNOW THAT THE RESEARCH AND THE EVIDENCE ON

GOOD MENTORING RELATIONSHIPS IS THAT THOSE RELATIONSHIPS ARE FOR LONGER PERIODS OF TIME, SO WE

ALSO HAD TO CHANGE HOW WE WENT ABOUT THIS WITH IMPLEMENTATION, AND WHO WE -- WHICH FAMILIES WE

WOULD OUTREACH TO WITH THIS PROJECT.

AND IT REALLY WAS KIND OF A NEW CONCEPT FOR THE DOMESTIC VIOLENCE ADVOCACY PROGRAMS THAT WE WERE

WORKING WITH WITHIN OUR IMPLEMENTATION COMMUNITIES.

WE ALSO LEARNED THAT A LOT OF THE CURRENT WORK THAT WAS HAPPENING WITHIN THESE DOMESTIC VIOLENCE

PROGRAMS WAS FOCUSED SOLELY ON THE PARENT SURVIVOR.

SO HELPING THE PARENT ACCESS RESOURCES AROUND THE CHILD'S NEEDS, THEY WEREN'T NECESSARILY FOCUSED ON

REBUILDING THOSE RELATIONSHIPS AND BONDS AND REBUILDING COMMUNICATION THAT HAVE OFTEN BEEN

UNDERMINED BY THE BATTERER.

SO THERE WASN'T A LOT OF WORK HAPPENING BETWEEN THE PARENT AND THE YOUNG PERSON TOGETHER, A LOT OF

THE WORK WAS HAPPENING WITH THE ADULT SURVIVOR AROUND THE CHILD'S NEEDS.

ANOTHER THING THAT WE LEARNED IS THAT THERE WAS NOT A LOT HAPPENING AROUND YOUTH AND HEALTHY

RELATIONSHIPS, UNHEALTHY DATING RELATIONSHIPS.

WE ALSO LEARNED THAT THERE WEREN'T A LOT OF COMMUNITY SERVICES AVAILABLE FOR OLDER YOUTH.

SO WHILE THERE WERE SOME COMMUNITY SERVICES AVAILABLE FOR YOUNG CHILDREN, AND CHILDREN UNDER THE AGE

OF 5, THERE WEREN'T A LOT OF COMMUNITY RESOURCES FOR OLDER YOUTH AT THE SAME TIME WHO ARE AT

THOSE CRITICAL STAGES OF DEVELOPMENT, CRITICAL STAGES IN THEIR LIVES IN TERMS OF BUILDING RELATIONSHIPS, AND SELF-DECISION MAKING.

WE ALSO LEARNED THAT FOR SOME OF THE IMPLEMENTATION COMMUNITIES, CULTURALLY SPECIFIC ADAPTATIONS AND

CONSIDERATIONS WOULD ALSO NEED TO BE MADE.

SO IN ADDITION TO THE OBVIOUS TRANSLATING FORMS AND EVALUATIONS INTO MULTIPLE LANGUAGES, OUTREACH TO

THOSE COMMUNITIES WOULD ALSO LOOK DIFFERENT.

SO IN SOME COMMUNITIES, THE IDEA OF ACCESSING SERVICES FROM A DOMESTIC VIOLENCE PROGRAM IN AND OF

ITSELF IS SOMETHING THAT IS NOT NECESSARILY EMBRACED, AND SO YOU CAN'T REALLY EXPECT PEOPLE IN

CERTAIN COMMUNITIES TO KNOW ABOUT SERVICES THAT ARE AVAILABLE OR TO REACH OUT FOR SERVICES THAT

ARE AVAILABLE.

SO THE NORMAL WAYS OF GETTING THE WORD OUT, OF ADVERTISING SERVICES THAT FOR THE YOUTH ADVOCACY

MENTORING PROGRAM, MAY NOT WORK, AND SO WORKING WITH THOSE COMMUNITIES ON THOSE CREATIVE

STRATEGIES, WHAT ELSE IS HAPPENING IN THE COMMUNITY TO REACH THOSE COMMUNITIES, WHAT HAVE THEY

TRIED, WHAT'S WORKED, WHAT HASN'T WORKED, AND REALLY COMING UP WITH SOME PRETTY CREATIVE WAYS

TO DO OUTREACH FOR THE YOUTH ADVOCACY MENTOR CAN PROJECT.

FOR THE PARENT-CHILD ADVOCACY COMPONENT AND REALLY THE YOUTH ADVOCACY MENTORING COMPONENTS, WHAT WE

LEARNED WAS THAT THERE WAS REALLY SORT OF THIS LACK OF STRUCTURE FOR SERVING 81 PEOPLE IN

DOMESTIC VIOLENCE PROGRAMS.

SO THERE WAS A LACK OF POLICIES, PROCEDURES, GUIDANCE ON SERVING MINORS, AND SO WE REALLY KNEW THAT

WE HAD TO TAKE A STEP BACK AND DO A LEGAL ANALYSIS OF SERVING MINORS IN KANSAS, WE HAD TO

REALLY PUT SOME STRUCTURE IN PLACE WITH THE MODEL POLICIES AND PROCEDURES, AND MODEL FORMS.

LOOKING AT INFORMED CONSENT, BOTH FROM THE ADULT -- THE PARENT OR THE CAREGIVER, AND INFORMED

CONSENT FROM THE YOUTH.

SO REALLY LOOKING AT THOSE THINGS AND TAKING A STEP BACK AND REALIZING THAT WE NEEDED TO PUT ALL OF

THOSE PIECES IN PLACE WAS SOMETHING WE LEARNED FROM OUR NEEDS ASSESSMENT.

WE ALSO LEARNED THAT THERE WERE SORT OF THESE GENERAL CONCERNS AROUND LIABILITY IN TERMS OF

TRANSPORTATION, AND MEDICAL EMERGENCIES, AND CONTACTING YOUTH DIRECTLY WHETHER THAT'S BY PHONE

IN TEXT OR SOCIAL MEDIA, WHICH IS -- WHICH ARE OFTEN SPACES THAT YOUTH HAVE TO CONNECT. THE YOUTH WANT TO CONNECT.

SO WORKING ON THAT AND SORT OF THAT CAPACITY TO SERVE YOUTH IN A DIFFERENT WAY WAS SOMETHING THAT WE

WORKED ON WITH OUR PROGRAM DESIGN.

THERE'S -- THERE WAS ALSO SORT OF -- WE ALSO LEARNED THERE WAS KIND OF THIS LACK OF UNDERSTANDING OF

WHAT IS AN ADVOCATE'S ROLE WITH YOUNG PEOPLE, WHAT SHOULD THAT LOOK LIKE, AND ALL OF THESE

THINGS HAD TO AGAIN BE ADDRESSED IN OUR PROGRAM DESIGN AND IMPLEMENTATION.

WITHIN CHILD WELFARE, SO OUR CHILD WELFARE COMPONENT, WE -- CAROLYN MENTIONED WE DID A SURVEY.

WE HAD ABOUT 225 CHILD WELFARE RESPONDENTS TO THIS SURVEY, AND OF THOSE, ABOUT HALF WERE UNSURE

WHETHER THEIR AGENCY PROVIDED INTERNAL TRAINING ON DOMESTIC VIOLENCE, AND ABOUT HALF WERE

UNSURE WHETHER THEIR AGENCY HAD INTERNAL POLICYING AND PROCEDURES THAT ADDRESSED DOMESTIC

VIOLENCE.

WE ALSO LEARNED THAT THE MAJORITY OF RESPONDENTS, SO OVER 63% HAD NOT RECEIVED SPECIALIZED TRAINING

ON HOW TO PROVIDE CHILD WELFARE SERVICES TO FAMILIES EXPERIENCING DOMESTIC VIOLENCE, THEY HAD

NOT RECEIVED TRAINING ON SERVICE STRATEGIES THAT HELPED CHILDREN AND NONABUSING VICTIM PARENTS

REMAIN SAFE AND TOGETHER, AND THEY HAD NOT RECEIVED TRAINING ON HOW TO DEVELOP CASE PLANS THAT

ARE APPROPRIATE FOR BATTERERS.

WE ALSO LEARNED THAT ABOUT HALF OF THE RESPONDENTS THOUGHT THAT TRAINING ON DOMESTIC VIOLENCE SHOULD

BE PROVIDED TO CHILD WELFARE AT LEAST ANNUALLY.

SO THERE WAS REALLY THIS DISCREPANCY BETWEEN KNOWING WHETHER THEIR AGENCY HAD TRAINING, KNOWING

WHETHER THEIR AGENCY HAD POLICIES AND PROCEDURES THAT ADDRESSED DOMESTIC VIOLENCE, BUT ALSO

BETWEEN -- ABOUT HALF, A LITTLE OVER HALF OF THE RESPONDENTS ESTIMATED THAT DOMESTIC VIOLENCE

WAS PRESENT IN BETWEEN ZERO AND 25% OF THEIR CASE LOAD, AND OVER 21% ESTIMATED THAT DOMESTIC

VIOLENCE WAS PRESENT IN BETWEEN 25 AND 50% OF THEIR CASE LOADS.

SO THEY WERE DEFINITELY SEEING FAMILIES AND CHILD WELFARE WHO WERE EXPERIENCING DOMESTIC VIOLENCE,

BUT AGAIN, THE LACK OF TRAINING, THE LACK OF KNOWLEDGE ABOUT TRAINING AVAILABLE, AND THE LACK

OF KNOWLEDGE ABOUT THEIR OWN AGENCY'S POLICIES AND PROCEDURES THAT ADDRESSED DOMESTIC VIOLENCE

WAS PRESENT.

WE ALSO LEARNED SOME PRETTY CLEAR INDICATIONS THAT RESPONSES AND PRACTICES WERE NOT CONSISTENT

ACROSS THE STATE.

SO ONE RESPONDENT WROTE IN THE SURVEY WE DON'T REMOVE KIDS FROM HOMES SOLELY BASED ON DOMESTIC

VIOLENCE.

WHILE ANOTHER ONE WROTE, THEY, MEANING DOMESTIC VIOLENCE ADVOCATES, NEED TO KNOW THAT THOSE CHILDREN

MAY BE REMOVED FROM THE HOUSE BY CPS FOR THE BEST INTERESTS OF THE CHILD.

AND ANOTHER WROTE, CHILD WELFARE FOCUSIS ON PROTECTING THE CHILD, SO WORKERS HAVE NO CHOICE BUT TO

REMOVE CHILDREN FROM DOMESTIC VIOLENCE SITUATIONS AS IS THE CURRENT STANDARD.

SO REALLY, IN KANSAS, LIVING IN A HOME WHERE DOMESTIC VIOLENCE IS OCCURRING, DOES NOT EQUAL CHILD

ABUSE, IT IS NOT AN AUTOMATIC REMOVAL, BUT IT OBVIOUSLY THERE WERE REALLY INCONSISTENT UNDERSTANDINGS AROUND WHAT THE PRACTICE SHOULD BE WHEN DOMESTIC VIOLENCE WAS PRESENT, AND SO

ALL OF THOSE THINGS THAT WE LEARNED WERE REALLY USED IN THAT PROGRAM DESIGN AND AS WE

IMPLEMENT.

THIS IS -- THESE ARE OUR SHORT-TERM OUTCOMES AND OUR LONG-TERM OUTCOMES.

WHAT WE LEARNED THROUGH OUR NEEDS ASSESSMENT REALLY INFORMED OUR SHORT-TERM AND LONG-TERM OUTCOMES

BECAUSE WE HAD A BETTER UNDERSTANDING OF WHAT THE NEEDS WERE AND HOW WE COULD HELP FILL IN THE

GAPS.

THE INFORMATION THAT WE LEARNED THROUGH OUR NEEDS ASSESSMENT WAS ALSO USED TO DESIGN OUR EVALUATION

PLAN, AND OUR PROGRAM IMPLEMENTATION, AND CAROLYN AND I WERE JUST CHATTING HOW OUR NEEDS

ASSESSMENT REALLY IS THIS ONGOING PROCESS THROUGHOUT THE PROJECT, IT DOESN'T END AT ANY GIVEN

POINT, BUT IT REALLY IS A CONTINUOUS LEARN CAN PROCESS THAT WE CONTINUE TO USE, AND AS WE LOOK

AT EVALUATION DATA AND LOOK AT OUR OUTCOMES, MAKING THOSE CHANGES AS WE NEED TO TO MAKE SURE

THAT WE'RE BEST MEETING SURVIVORS' NEEDS AND THE NEEDS OF THE CHILDREN AND YOUTH OF SURVIVORS.

AND THAT'S WHAT WE HAVE.

I'LL GO AHEAD AND TURN IT BACK OVER TO CASEY.

>> GREAT.

THANK YOU SO MUCH FOR YOUR PRESENTATION.

AND WE HAVE A NUMBER OF QUESTIONS FOR BOTH OUR PARENTS FROM IDAHO AND FROM KANSAS.

AND FOR THOSE PRESENTERS, IF YOU WANT TO LOOK AHEAD AT THEM, THEY'RE IN THE PRESENTER CHAT BOX, BUT

I WILL READ THEM OUT AS WELL.

SO THE FIRST QUESTION CAME UP DURING OUR -- DURING THE IDAHO PRESENTATION, THE QUESTION WAS, WHAT

WOULD IT TAKE TO GO ABOVE MEETING BASIC NEEDS, NOT JUST HERE, BUT IN GENERAL COLLABORATIVELY

SPEAKING?

ANY OF OUR PRESENTERS THAT WOULD LIKE TO TAKE THOSE ON, PLEASE DO.

>> WHAT WOULD IT TAKE TO GO BEYOND BASIC NEEDS?

THIS IS MELISSA.

WE DON'T, LIKE, HAVE THE ANSWERS, YOU KNOW, WE'RE STILL FIGURING THAT OUT, THAT'S GOING TO BE AN

ONGOING PROCESS.

BUT WHAT COMES TO MIND, PARTNERSHIPS, CULTURALLY SPECIFIC PARTNERSHIPS, LIKE TRUE MEANINGFUL

PARTNERSHIPS WHERE PEOPLE KNOW EACH OTHER, PEOPLE KNOW WHAT SERVICES ARE OFFERED, PEOPLE TRUST

AND MAKE REFERRALS, AND LEARN FROM EACH OTHER.

SO THOSE PARTNERSHIPS BETWEEN DOMESTIC VIOLENCE FOLKS AND SAY IMMIGRATION FOLKS LIKE MERCEDES TALKED

ABOUT THE COMMUNITY COUNCIL OF IDAHO, SERVING NONPROFIT WITH A RANGE OF SERVICES, PARTNERSHIPS

CAME TO MIND, AND FLEXIBLE ADVOCACY GOING ABOVE BASIC NEEDS OF NUMEROUS PEOPLE IN OUR LISTENING

SESSIONS TALKED ABOUT HOW WHEN PROVIDERS COME TO THEIR HOMES, HOW MUCH BETTER THAT IS FOR THEM.

THEY TALKED ABOUT HOW THEY FEEL SAFER BECAUSE THE ABUSER KNOWS THAT PEOPLE ARE COMING AND GOING,

PEOPLE MIGHT BE AWARE OF WHAT'S GOING ON, I CAN'T SHOW UP NOW, TO THE FACT THAT THEY JUST CAN'T

GET EVERYWHERE, EVERYBODY WANTS THEM TO GET.

AND WHEN PEOPLE COME TO THEM, THEIR KIDS ARE SITUATED AND BETTER BEHAVED, AND THEY'RE JUST MORE

COMFORTABLE AND NOT AS STRESSED OUT.

SO THOSE TWO THINGS COME TO MIND, WHERE THE FLEXIBLE ADVOCACY PIECE IS MEETING PEOPLE WHERE THEY'RE

AT, HOW THEY SHOW UP, AND THAT -- WE'VE GOT TO BE ON OUR TOES FOR THAT.

>> GREAT.

THANK YOU.

OUR NEXT QUESTION WAS, ARE THERE ANY BARRIERS, AND THIS CAME UP DURING OUR KANSAS PARTNER

PRESENTATIONS, ARE THERE ANY BARRIERS RELATED TO SERVICES OF TEEN DATING VIOLENCE?

DO YOU NEED TO GET PARENTAL PERMISSION IN ORDER TO PROVIDE SERVICES?

WHAT HAPPENS WHEN A TEEN DOESN'T WANT A PARENT TO KNOW?

>> YES.

SO I THINK THE ANSWER TO THAT, WE STARTED DOWN THAT PATH BY DOING A LEGAL ANALYSIS HERE IN KANSAS,

AND STATE LAWS VARY, STATE TO STATE, SO I THINK YOU WOULD NEED TO FIRST LOOK AT WHAT YOUR STATE

LAWS SAY IN TERMS OF SERVING MINORS AND WHICH AGENTS, AND WHAT THAT LOOKS LIKE, BECAUSE

DEPENDING ON YOUR SERVICE TYPE, YOU MAY HAVE A LAW THAT GIVES THAT PERMISSION OR THAT GUIDANCE.

SO WE'VE STARTED THERE, AND THEN I DO THINK THAT IF -- FOR KANSAS, WE DIDN'T NECESSARILY HAVE A

STATE LAW THAT SAID EITHER WAY, BUT WE REALLY CREATED SOME MODEL GUIDANCE THAT IS FAVORABLE TO

SERVING YOUNG PEOPLE, BECAUSE WE REALLY BELIEVE THAT OPENING OUR DOORS TO YOUNG PEOPLE TO

PROVIDE THEM THE SAME SERVICES, THE SAME SUPPORT THAT WE OFFER ALL VICTIMS IS REALLY CRITICAL,

AND SO WE DID DEVELOP OUR MODEL POLICY AND GUIDANCE IN A WAY THAT'S FAVORABLE TO SERVING

MINORS, BUT ALSO PUTTING SOME LIMITS AROUND THAT IF YOU'RE -- IF IT DOESN'T -- IT'S NOT REALLY

CLEAR IN YOUR LAWS.

AND SO I THINK THERE'S A WAY TO DO THAT TO WHERE IT'S NOT SHUTTING YOUR DOORS AND GETTING YOUNG

PEOPLE SOME AT LEAST LIMITED HELP AND ACCESS TO SERVICES WHEN THEY DON'T WANT THEIR PARENTS TO

KNOW THAT THAT'S GOING ON, OR HELPING TO FACILITATE WHY HAVING THAT CONVERSATION ABOUT WHY THEY

DON'T WANT THEIR PARENTS TO KNOW, IS IT BECAUSE THEY'RE SCARED OF HOW THEIR PARENTS MIGHT

REACT?

IS IT BECAUSE -- OR IS IT BECAUSE THEIR PARENTS -- THEIR PARENT IS ALSO ABUSIVE?

WHAT IS THE CAUSE OF WHAT'S KEEPING THEM FROM WANTING TO TELL THEIR PARENTS, AND HOW DO YOU HELP

FACILITATE THAT SO THAT YOUNG PEOPLE ARE ABLE TO MAKE THE BEST DECISIONS THEY CAN IN LIFE?

AND SO NOT AN EASY ANSWER TO THAT QUESTION, AND I THINK FIRST YOU HAVE TO REALLY LOOK AT WHAT YOUR

STATE ALLOWS, AND THEN KIND OF GO FROM THERE.

>> GREAT.

THANK YOU.

NEXT QUESTION WAS ALSO RELATED TO TEEN DATING VIOLENCE.

WHAT ARE YOU DOING IN REGARDS TO MEETING THE NEEDS OF TEEN DATING VIOLENCE SURVIVORS WHO ARE ALSO

PARENTS, CONFIDENTIALITY, CONSENT FROM THE PARENTS?

>> AGAIN, I THINK IN TERMS OF THE CONFIDENTIALITY, I AM REALLY HAPPY TO SHARE OUR MODEL POLICY AND

INFORMED CONSENT THAT WE'VE PUT TOGETHER, BECAUSE IT KIND OF TALKS ABOUT THE DIFFERENT SCOPE OF

SERVICES.

SO, FOR EXAMPLE, OUTREICH ADVOCACY, WHERE IT'S NOT TAKING PLACE IN THAT SHELTER SETTING, AND IT GOES

INTO SHELTER SERVICES, AND MENTAL HEALTH TREATMENT, AND THEN THE EDUCATION AND PREVENTION

SERVICES.

AND SO THERE ARE SOME THINGS IN KANSAS LAW WHEN IT COMES TO SURVIVORS, AND I TAKE THAT TO MEAN A

TEENAGER SURVIVOR WHO IS ALSO A PARENT IN KANSAS THAT WOULDN'T NECESSARILY MAKE THEM AN AGE OF

MAJORITY OR CONSIDERED AN ADULT WITH KANSAS LAW, BUT THERE ARE SOME DIFFERENT ELEMENTS TO LOOK

AT.

BUT ONCE THAT -- IN TERMS OF CONFIDENTIALITY, WE HAVE PUT SOME LIMITED FACE-TO-FACE ADVOCACY WITHIN

OUR POLICY THAT PUTS A NUMBER ON HOW MANY TIMES THEY CAN MEET FACE-TO-FACE WITHOUT THAT CONSENT

ALSO FROM THE PARENT, BUT IT DOES GIVE SOME FLEXIBILITY TO BE ABLE TO PROVIDE SERVICES, AGAIN,

HAVE THOSE FACE-TO-FACE MEETINGS BEFORE YOU'RE NEEDING TO GET THAT PARENT PERMISSION OR PARENT

INFORMED CONSENT.

AND THEN CONFIDENTIALITY, OUR POLICY GUIDANCES THAT ONCE THAT YOUNG PERSON IS YOUR CLIENT, I GUESS

SO TO SPEAK, OR IS YOUR PARTICIPANT, THEN THEY'RE AFFORDED THE SAME CONFIDENTIALITY THAT ADULT

SURVIVORS ARE.

SO THERE'S THIS UNDERSTANDING THAT I'M NOT GOING TO SHARE EVERYTHING YOUR YOUTH TOLD ME WITH YOU AND

WE'RE ALSO GOING TO PROTECT THEIR CONFIDENTIALITY AND HAVE AN OBLIGATION TO PROTECT THEIR

CONFIDENTIALITY.

SO I AM HAPPY TO SHARE THOSE IF ANYBODY WOULD LIKE TO REACH OUT AFTER THE WEBINAR.

I'M HAPPY TO SHARE THOSE WHICH DO GIVE MORE INFORMATION ABOUT THAT.

>> GREAT.

THIS IS FOR BOTH FOLKS, BOTH SETS OF PRESENTERS, WE MAY HAVE FOLKS LOOKING FOR -- ASKING ABOUT, DO

YOU HAVE A REPORT A NEW NEEDS ASSESSMENT FINDINGS THAT ARE AVAILABLE, OR THAT CAN BE SHARED?

>> HI, THIS IS MERCEDES.

WE DON'T HAVE A FORMAL REPORT THAT WE CAN SHARE.

WE'RE HAPPY TO COMPILE THAT.

WE WOULD NEED LEAD TIME TO DO THAT.

WE'RE HAPPY TO COMPILE THAT AND PUT IT OUT THERE TO THE LIST SERVE.

>> GREAT.

THANK YOU.

WE ALSO JUST HAD A COMMENT ABOUT A COUPLE FOLKS WHO WOULD BE INTERESTED IN SEEING THE MODEL POLICY.

>> YES.

WE CAN MAKE THAT AVAILABLE, I'M NOT SURE HOW WE WOULD DO THAT, UNLESS YOU WANTED TO REACH OUT

DIRECTLY TO US, AND WE CAN SHARE THAT WITH YOU.

>> IS THAT CURRENTLY ONLINE?

>> NO, IT'S NOT POSTED ONLINE.

NOT PUBLICLY.

IT'S POSTED FOR OUR MEMBER PROGRAMS, AND THIS MODEL POLICY IS WRITTEN FOR KANSAS SEXUAL ASSAULT AND

DOMESTIC VIOLENCE ADVOCACY PROGRAMS.

SO IT'S NOT WRITTEN FOR A BROADER AUDIENCE, JUST SO YOU KNOW THAT AS WELL.

MENTAL HEALTH HAVE DIFFERENT LAWS AND REGULATIONS THAN ADVOCACY PROGRAMS, THAN OTHER TYPES OF

PROFESSIONALS AND SO THIS ONE IS SPECIFIC FOR KANSAS SEXUAL ASSAULT AND DOMESTIC VIOLENCE

ADVOCACY PROGRAMS.

>> GREAT.

YEP.

WE GOT A LOT OF FOLKS SAYING YES, WOULD LOVE TO SEE IT.

YEP, WE'D LOVE TO SEE IT.

DO WE HAVE ANY QUESTIONS FOLKS WANT TO ASK OUR PRESENTERS OR ASK ELEANOR?

YOU CAN TYPE THEM IN RIGHT NOW.

>> CAN YOU HEAR ME?

>> SURE CAN.

>> OKAY.

THIS IS A QUESTION FOR THE IDAHO FOLKS, MERCEDES MUÑOZ.

I'M INTERESTED IN WHAT SOME OF THE CHALLENGES YOU MIGHT HAVE FACED IN THE LISTENING SESSIONS YOU DID

WITH YOUNG PEOPLE.

ARE THERE THINGS THAT YOU MIGHT DO DIFFERENTLY THE NEXT TIME YOU COORDINATE LISTENING SESSIONS?

>> THIS IS MELISSA.

WE -- ONE CHALLENGE WAS WE HAD A LOT OF YOUTH SIGNED UP, A GOOD AMOUNT, LIKE 12 YOUTH SIGNED UP FOR

ONE OF THE LISTENING SESSIONS WE DID.

AND IT WAS KIND OF LIKE, ONE VARIABLE AFTER ANOTHER, WE LEARNED DON'T TRY TO DO THEM IN THE SUMMER,

WE PROBABLY WILL NOT TRY TO DO THEM IN THE SUMMER.

IT IS HARDER TO GET THE YOUTH THERE.

WHAT HAD HAPPENED WAS, THE WEATHER HAS BEEN COLD AND RAINY, AND IT WAS THE FIRST OF THE LISTENING

SESSION FELL ON THESE FIRST GORGEOUS DAY OF SUMMER.

AND SO ONE PERSON SHOWED UP.

[LAUGHTER]

AND YOU KIND OF CAN'T BLAME THEM.

SO WE HAD THAT, AND WE THINK THOSE ARE THE VARIABLES AND OUR YOUNG LATINA WOMAN WHO WAS REALLY

CONNECT TO THE YOUTH WAS PRETTY SURE THAT'S WHAT IT WAS TOO.

SHE SAID I WAS REALLY CERTAIN PEOPLE WERE GOING TO SHOW UP.

AND THEN ANOTHER ONE WAS REALLY THINKING ON OUR FEET.

IT'S KIND OF EMBARRASSING, ACTUALLY, IN A WAY.

THE YOUNGER YOUTH, WE HAD TO REALLY LEARN IN THE MOMENT TO HOW TO ADAPT.

WE ADAPTED THE QUESTIONS, BUT WE DIDN'T ADAPT THE ENVIRONMENT ENOUGH FOR THE YOUNGER KIDS, LIKE THE

8-12-YEAR-OLDS.

AND SO WOE DID THAT ON THE FLY AND TURNED QUESTIONS INTO FUN ACTIVITIES WHERE THEY MOVED AND DID

ART, AND THAT OPENED THEM UP SO MUCH MORE.

AND HONESTLY WE DIDN'T THINK OF THAT GOING IN, WE THOUGHT OF IT WHEN WE'RE LIKE -- THEY'RE NOT

OPENING UP!

SO WE LEARNED TO -- WE LEARNED THEY'LL DO A LOT MORE WITH ACTIVITIES AND ART.

>> SUCH AN IMPORTANT LESSON.

THAT'S GOOD TO -- A LESSON TO HAVE LEARNED.

THIS IS ALSO FOR IDAHO, I NOTICE IT JUST CAME UP IN THE CHAT.

THAT IS, HOW DO WE DECIDE HOW THE LAST GIRL IS?

IS IT SOMEONE WE DON'T HAVE THE CAPACITY TO SERVE, OR SOMEONE WE FEEL WE DON'T SERVE AS WELL AS WE

COULD, OR SOMEONE ELSE?

OR HOW DO WE DECIDE THAT?

I THINK THAT'S A GREAT QUESTION.

>> SO THE LAST -- IT REALLY IS THAT THOSE THAT ARE -- THE PERSON REFERS TO, LIKE THEY'RE NOT BEING

SERVED, AND I WOULD JUST CHALLENGE BACK ON THE QUESTION THAT WE DON'T HAVE THE CAPACITY SERVE.

I THINK EVERY DAY WE MAKE CHOICES.

ASSISTS I DO KNOW THAT SOMETIMES WE ARE LIMITED.

FOR EXAMPLE, WHEN WE STARTED WITH THIS PROJECT, WE WANTED TO ALSO WORK WITH A REFUGEE COMMUNITY, AND

ULTIMATELY DECIDED WE DID NOT HAVE A CAPACITY BECAUSE WE OURSELVES WERE NOT REPRESENTATIVE, THE

COMMUNITY WE WERE TRYING TO SERVE.

AND AGENCIES WE WERE PLANNING ON WORKING WITH ALSO DID NOT HAVE REPRESENTATION.

SO THAT DID NOT FEEL LIKE AN AUTHENTIC WAY TO REACH OUT TO THE REFUGEE COMMUNITY.

AND WE KNOW THAT THE REFUGEE COMMUNITIES ARE DIVERSE, WE TEND TO CATEGORIZE THEM, BUT WE KNOW, YES,

GOING BACK TO THE QUESTION, YES, THOSE THAT ARE EITHER UNDERSERVED OR NOT STILL SERVED. THOSE ARE THE LAST GIRLS, AND IT VARIES FROM COMMUNITY TO COMMUNITY.

>> THANKS SO MUCH.

I'M GOING TO JUMP AHEAD TO ONE IN THE CHAT FROM JOSIE, BECAUSE IT FOLLOWS UP ON THE -- WHAT MELISSA

WAS SAYING ABOUT WORKING WITH ACTIVITIES.

AND SO SHE WOULD LIKE TO HEAR MORE ABOUT HOW YOU SET UP THE ACTIVITIES AND GOT FEEDBACK AT THE SAME

TIME.

>> THIS IS MERCEDES AGAIN.

SO WE -- I HAD JUST COME BACK FROM A MEETING, AND THIS IS ACTUALLY SOMETHING THAT WAS PRESENTED FOR

A DIFFERENT GRANT, IT WAS A FOCUS GRANT, AND IT WAS REALLY ABOUT IMPACTING THE CONFLICT OF

SAFETY, UNPACKING THE CONCEPT OF COMMUNITY, AND SO WHAT THEY -- WE ENDED UP DOING WAS ADAPTING

THAT MODEL, AND WE'RE HAPPY TO SHARE THOSE INSTRUCTIONS.

BUT REALLY WAS ABOUT, WE PLAYED SOME MUSIC AND WE HAD YOUNG PEOPLE DRAW OR WRITE, WE ASKED THEM TO

DRAW WHATEVER THEY FELT WAS -- PLACES THEY FELT SAFE, SO WE HAD THE SAME QUESTIONS AND WE JUST

ADAPTED THEM A LITTLE BIT SO WHERE YOUNG PEOPLE WERE ABLE TO DRAW OR WRITE.

A LOT OF THE TIMES, FOR EXAMPLE, AND WHEN WE WENT AROUND THE GROUP ASKING THEM, CAN YOU TELL ME MORE

ABOUT THIS DRAWING, WHAT DOES THAT MEAN?

WE WERE ABLE TO UNPACK IT A LITTLE BIT MORE THAT WAY.

>> WONDERFUL IMPROVISATION ON THE FLY YOU GUYS.

>> THE OTHER PART OF THAT WAS LIKE THE DRAWING AND THE WRITING, THEY WERE?

STATIONING AROUND THE ROOM, SO THE YOUTH WERE STANDING UP AND THEY WERE MOVING, AND THEY GOT TO GO

TO DIFFERENT STATIONS WITH DIFFERENT QUESTIONS.

AND SO THEY WERE WRITING ON THOSE BIG TEAR-OFF GIANT POST-IT NOTES, BASICALLY WITH ALL DIFFERENT

KINDS OF COLORED MARKERS AND STUFF.

>> GREAT.

THANK YOU.

WE'RE COMING TO THE CLOSE, WE HAVE ONE FINAL QUESTION, BUT I WANT TO POINT OUT TOO -- TWO THINGS.

ONE WAS FOR OUR PARTNERS IN KANSAS, SOMEBODY ASKED IF THERE AN EMAIL THAT THEY SHOULD USE TO SEE

THE POLICY OR THE REPORT?

SO IF YOU WANT TO PUT IN AN EMAIL THAT WOULD BE APPROPRIATE FOR PEOPLE TO CONTACT YOU ON, YOU CAN DO

THAT IN THE CHAT BOX IF YOU'D LIKE.

OTHERWISE WE CAN SEND SOMETHING OUT.

AND ALSO SOMEBODY PUT IN NANCY PUT IN A RESOURCE FOR FOLKS TO LOOK AT IN THE CHAT BOX.

SO FOLKS CAN TAKE A LOOK AT THAT.

AND I SEE CAROLYN PUT IN THE -- WE HAVE EMAIL, SORRY, MULTITASKING HERE.

PUTTING IN THE EMAIL.

AND THE LAST QUESTION IS, WHAT IS THE INTERPLAY BETWEEN CONFIDENTIALITY STATUTES FOR D.B. AND S.A.

AND CHILD ABUSE MANDATORY REPORTING LAWS?

>> THIS IS KATHY IN KANSAS.

THE INTERPLAY, I WOULD SAY YOU NEED TO BE REALLY FAMILIAR WITH YOUR CHILD ABUSE MANDATORY REPORTING

LAWS IN YOUR STATE, BECAUSE THOSE ALSO VARY STATE TO STATE IN TERMS OF WHO IS A MANDATED

REPORTER OF CHILD ABUSE AND WHO IS NOT.

SO THAT IS WHERE THAT IS WE NEED -- WHERE WE NEED TO GO, AND YOU WOULD FOLLOW -- NEED TO FOLLOW WHAT

YOUR STATE LAW REQUIRES IN TERMS OF BEING A MANDATED REPORTER OF CHILD ABUSE.

>> GREAT.

THANK YOU SO MUCH.

IT WAS LOTS OF GREAT QUESTIONS AND GREAT PRESENTATION.

SO I'M REALLY GRATEFUL AND APPRECIATIVE OF EVERYBODY FOR BEING ON FOR OUR FANTASTIC PRESENTERS WHO I

GET THE OPPORTUNITY TO WORK WITH ON A REGULAR BASIS.

I WANTED TO SHARE SOME OF FELLOWSHIP'S RESOURCES.

YOU WILL BE GETTING A COPY OF THIS REPORT, YOU SIGNED IN AND SIGNED UP FOR THIS, AND EVERYBODY

THAT'S ON CERTAINLY DID.

YOU WILL BE GETTING A RECORDING OF THIS, SO YOU WILL GET ACCESS TO THESE SLIDES AND THESE HYPER

LINKS, SO NO NEED TO WRITE DOWN QUICKLY WHAT IS ON THE SCREEN.

SO HERE ARE SOME OF FVPSA'S NATIONAL AND SPECIAL ISSUES RESOURCE CENTER, WHICH I WOULD ENCOURAGE

YOU, EVERYBODY TO CHECK OUT FOR THE INCREDIBLE MATERIAL AND RESOURCES THAT ARE AVAILABLE.

THERE ARE -- FVPSA ALSO HAS CULTURALLY SPECIFIC ISSUE RESOURCE CENTERS, YOU CAN SEE THE NATIONAL

INDIGENOUS WOMEN'S CENTER, ASIAN-PACIFIC TREEING-BASED VIOLENCE, NATIONAL LATINA NETWORK FOR

HEALTHY FAMILIES AND COMMUNITIES, SO THOSE PROVIDE SOME CULTURALLY SPECIFIC RESOURCES FOR YOUR

COMMUNITIES.

AND THEN THERE'S ALSO FVPSA SPONSORED INSTITUTES AND CAPACITY BUILDING CENTERS, WITH LOTS AND LOTS

OF RESOURCES.

THANK YOU VERY MUCH, EVERYBODY, AGAIN, FOR BEING ON.

WE'RE DEEPLY APPRECIATIVE OF YOUR TIME AND YOUR EXPERTISE AND THE WORK YOU'RE DOING IN YOUR

COMMUNITIES.

SO THANK YOU FOR SPENDING THAT TIME WITH US.

I'M GOING TO TURN IT OVER TO MY COLLEAGUE MELODY TO TELL YOU ABOUT THE SURVEY WE WOULD LOVE FOR YOU

TO COMPLETE AT THE END.

BUT THANK YOU AGAIN EVERYBODY, THIS IS PART OF A WEBINAR SERIES THAT WE ARE HOSTING AS PART OF THE

PROMISING FUTURES PROGRAM, AND OUR PARTNERSHIP WITH FVPSA, AND WE'LL CERTAINLY HAVE MORE GREAT

WEBINARS COMING UP WITH MORE OF THE GRANTEES WE'RE WORKING WITH SHARING THEIR FANTASTIC ON THE

GROUND WORK.

SO THANK YOU AGAIN.

>> THANK YOU, CASEY AND THANK YOU SO MUCH TO ALL OF OUR PRESENTERS AND FOR EVERYONE WHO JOINED

TODAY.

IF YOU HAVE A FEW MOMENTS, WE WOULD DEFINITELY VALUE YOUR INPUT AND YOUR FEEDBACK, AND IT WILL HELP

TO INFORM FUTURE WEBINARS.

SO IF YOU COULD PLEASE TAKE A FEW MOMENTS TO COMPLETE THE SURVEY BY CLICKING ON THE LINK ON YOUR

SCREEN, AND IN A COUPLE OF MINUTES ONCE WE CLOSE OUT OF THE WEBINAR THE SURVEY WILL AUTOMATICALLY POP UP ON YOUR INTERNET BROWSER.

AND WITH THAT, THANK YOU, EVERYONE.

>> THANK YOU.

TAKE CARE AND HAVE A GREAT REST OF YOUR DAY.

TEST TEST TEST TEST TEST THIS IS A TEST.

