PARTNERS in *Social Change*

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Prevention Notes

Katherine Gechter
Managing Editor
Prevention Specialist

**"Cheers to a new year and another chance
for us to get it right"**

-Oprah Winfrey

For me, the New Year provides an opportunity to re-evaluate what I am currently doing, make adjustments, set new goals, and re-energize.

In this issue of Partners in Social Change (PISC) are articles on two public health methods that are useful for re-evaluating and goal setting – Needs and Resources Assessment and Outcome Evaluation. Both methods are valuable to prevention planning, however they are also the two methods most often bypassed due to lack of knowledge, funding, time, and other resources. Despite these limitations, it is important for us to be familiar with them and to creatively think of ways to incorporate them into our prevention plans.

And speaking of planning – by the time you read this, two state prevention planning meetings will have taken place! This is an exciting time in Washington State for us to re-evaluate where we are and where we want to go. As the new prevention specialist at WCSAP I am thrilled to be a part of this exciting time and I look forward to telling you more about these meetings in the next Partners in Social Change! ◈

PARTNERS in *Social Change*

WINTER | 2008

Needs and Resource Assessment:
A Critical Tool for Preventing Sexual Violence

By Katherine Gechter, Prevention Specialist, WCSAP

> A needs and resources assessment provides a foundation to understand the unique needs and resources in a community and how a community might change over time.

Many of you are constantly assessing the needs and resources of your community. You may do this through your community development projects, collecting information from the survivors you work with, or through casual observations on what is reported in your newspapers and advertised in your neighborhoods. These activities are all aspects of a needs and resources assessment – a valuable public health tool.

A needs and resources assessment provides a foundation to understand the unique needs and resources in a community and how a community might change over time. Additionally, it serves to guide prevention planning processes and can be used as a baseline to measure outcomes from future prevention activities.

Needs and resources assessments vary in size and can occur at the state or local level, although they are typically carried out at the state level due to the amount of time and resources it takes to conduct a thorough assessment. However, many of you are already engaged in some aspect of the process. Despite the level of involvement, as advocates, health educators, and prevention specialists dedicated to ending sexual violence, it is important for us to be familiar with tools like the needs and resources assessment that help us better understand sexual violence in our communities and become familiar with resources available to prevent it. In addition, becoming familiar with the process contextualizes state initiated assessments and illuminates the relevance to our daily work.

This article will share what is involved in a needs and resources assessment and highlight its importance as a first step in prevention planning.

Overview
Information on stages of an assessment in this article are based on the Centers for Disease Control and Prevention's (CDC) "Getting to Outcomes (GTO) Step 1: Needs and Resources Assessment." GTO is a guide that is tailored to domestic and sexual violence prevention efforts and is intended to be incorporated at the state level planning process.

The CDC defines a needs and resource assessment as "A systematic process of gathering and critically interpreting information…about a particular health or social problem…and the resources available to address such problems with a defined community…".[1]

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[1] CDC. GTO Step 1: Needs and Resources Assessment (Draft). December 2006.

Stakeholder Recruitment

As with community development, the first step of the needs and resources assessment is recruiting stakeholders who would assist in leading, planning and conducting the assessment. Stakeholders are invaluable to the prevention process. In this context a stakeholder is anyone who has an interest in preventing sexual violence in your community. They may have key skills relevant to a carrying out an assessment such as research and evaluation experience, and/or have access to key data sets and represent key populations in your community such as survivors of sexual assault or underserved populations.

Community Profile

The second part of a needs and resources assessment is to define and understand the community. A community profile supports this. It describes what the community looks like now, what it looked like in the past, and what it will likely look like in the future based on current trends. It also describes the people in the community; conditions such as unemployment rates; resources, such as organizations; community assets and community barriers. Knowing a community's resources helps set goals that utilize rather than compete with existing resources. The generated community profile is used as a reference point for the subsequent stages of the assessment. This profile may highlight specific groups or conditions to explore further in order to better understand sexual violence in a community.

Measuring Sexual Violence in a Community

The next difficult, but important piece of a needs and resources assessment is estimating the magnitude of sexual violence in a community. The magnitude of a public health problem like sexual violence is often expressed as a prevalence rate, incidence rate, or occurrence. *Prevalence rates* report the number of people who experienced or perpetrated sexual violence in a given year, not the actual number of assaults. An *incidence rate* or occurrence will capture the number of assaults. Unfortunately, local data on the magnitude of sexual violence is severely lacking. Often state and local sexual violence rates are estimated based on national-level data. For the data sources that do exist, refer to the next article *Data Resources for Knowing Your Community's Needs*.

Collecting new data

Given the lack of existing sexual violence data, many states and local communities find they need to collect new data. There are many different methods to collecting new data, including:

- **Surveys** allow you to assess knowledge, attitudes, experiences and behaviors from a representative or convenience sample of your community.

> Knowing a community's resources helps set goals that utilize rather than compete with existing resources.

- **Interviewing a key informant** in your community is another way to better understand the problem of sexual violence in your community. A key informant will have knowledge about the needs and resources in your community related to sexual violence.

- **Community meetings or community forums** are similar to key informant interviews except that you will be asking the general public for opinions on the needs and resources of the community.

- **Focus groups** involve asking open-ended questions to a small group of people such as law enforcement, teachers, teenagers or parents. Focus groups allow you to assess attitudes, knowledge and risk factors.

- **Environmental scans** involve identifying environmental conditions (e.g. poverty or isolation), governmental or organizational policies, or media messages that could impact sexual violence.

All data collection methods should be informed, responsible, and ethically sound in addressing and handling sensitive issues such as privacy, informed consent, avoiding unnecessary harm and providing appropriate referrals. For more information about how to protect the needs and rights of human research subjects, visit the Office of Human Research Protections' Web site: http://www.hhs.gov/ohrp/.

Risk and Protective Factors for Sexual Violence

Another step in a needs and resources assessment is identifying risk and protective factors in the community. A *risk factor* for sexual violence is something that is likely to increase the chances of sexual violence occurring. A *protective factor* is something that is likely to reduce those chances. Risk and protective factors are identified through evidence-based research and community knowledge.

Identifying risk and protective factors for sexual violence is still in the early stages of development. The sexual violence field is currently working towards improving our understanding of the underlying factors of sexual violence. On the following page is a list of risk factors for sexual violence produced by the World Health Organization. This is not an exhaustive list and it is biased toward men who have been convicted of rape.

Current Implementation

Washington State is committed to maintaining and improving sexual violence primary prevention systems and supporting the capacity of individual programs in their prevention efforts. A strong prevention system at the state level includes the following elements:
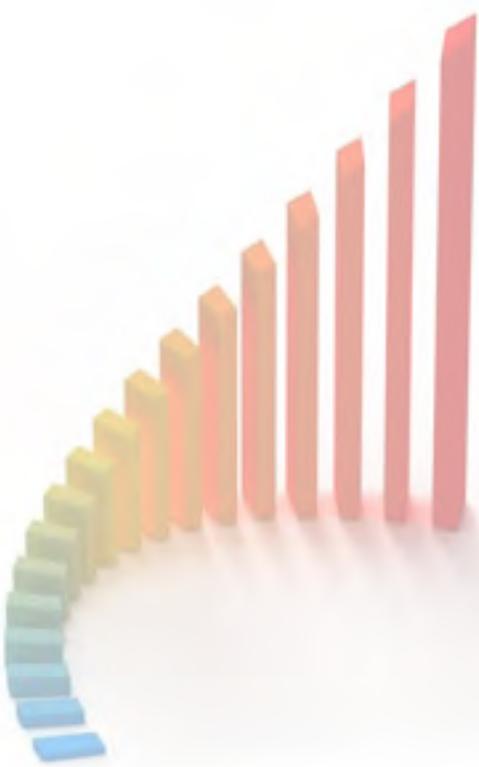
- Leadership (recognized authority, legitimacy, accountability or influence)
- Strategic planning
- Community focus
- Human resources
- System operations (organizations, strategies, programs and processes)
- Information (data collection, analysis and management)
- Results/Outcomes documented

Part of improving our state's sexual violence primary prevention system is identifying where there is a lack of data on the magnitude of sexual violence, and making steps to fill in these gaps. As community programs involved in preventing sexual violence, your dedication, cooperation, and input is invaluable to this process.

If you would like more information on this topic please contact WCSAP Prevention Specialist Katherine Gechter at Katherine@wcsap.org.

In the spring keep an eye out for a prevention webinar on Needs Assessment!

World Health Organization Factors Increasing Men's Risk of Committing Rape			
Individual Factors	**Relationship Factors**	**Community Factors**	**Societal Factors**
• Alcohol and drug use • Coercive sexual fantasies and other attitudes and beliefs supportive of sexual violence • Impulsive and antisocial tendencies • Preference for impersonal sex • Hostility towards women • History of sexual abuse as a child • Witnessed family violence as a child	• Associate with sexually aggressive and delinquent peers • Family environment characterized by physical violence and few resources • Strongly patriarchal relationship or family environment • Emotionally unsupportive family environment • Family honor considered more important than the health and safety of the victim	• Poverty, mediated through forms of crisis of male identity • Lack of employment opportunities • Lack of institutional support from police and judicial system • General tolerance of sexual assault within community • Weak community sanctions against perpetrators of sexual violence	• Societal norms supportive of sexual violence • Societal norms supportive of male superiority and sexual entitlement • Weak laws and policies related to sexual violence • Weak laws and policies related to gender equality • High levels of crime and violence

Table from the GTO Report – based on Krug, Dahlberg, Mercy, Zwi, & Lozano, 2002

Data
RESOURCES
for Knowing Your Community's Needs

By Katherine Gechter, Prevention Specialist, WCSAP

A needs and resources assessment can take a lot of time and resources – two things many of us are often lacking! Whether or not you plan on conducting a formal needs and resources assessment in your community, you may want to know what data resources are available to you for staying up to date on your community's needs.

Most community-level data on sexual violence comes from police records and local rape crisis centers (you!). However, there are several national and state-level surveys and reports on the magnitude of sexual violence, its risks, and protective factors. These include, but are not limited to *Rape in Washington State, Sexual Assault Experiences and Perceptions of Community Response to Sexual Assault: A Survey of WA State Women, National Violence Against Women Survey, and the National Women's Study.*

When gauging your community needs by reviewing articles and reports, it is important to think critically about the data presented. The following questions can serve as a guide to question and better understand the limitations of the reported data:

- *What is the focus or perspective represented in the data?* Is the data focused on health, crime, perpetrators or victims? Remember, most data on perpetrators is based on people who have been convicted of a crime. Look at several data sources to get a complete picture of the problem.

- *How is sexual violence defined in the survey or report*? One survey may only ask about rape, while another may ask about any type of sexual violence. Compare the definitions used in each data source to determine which one better reflects the question you want answered.
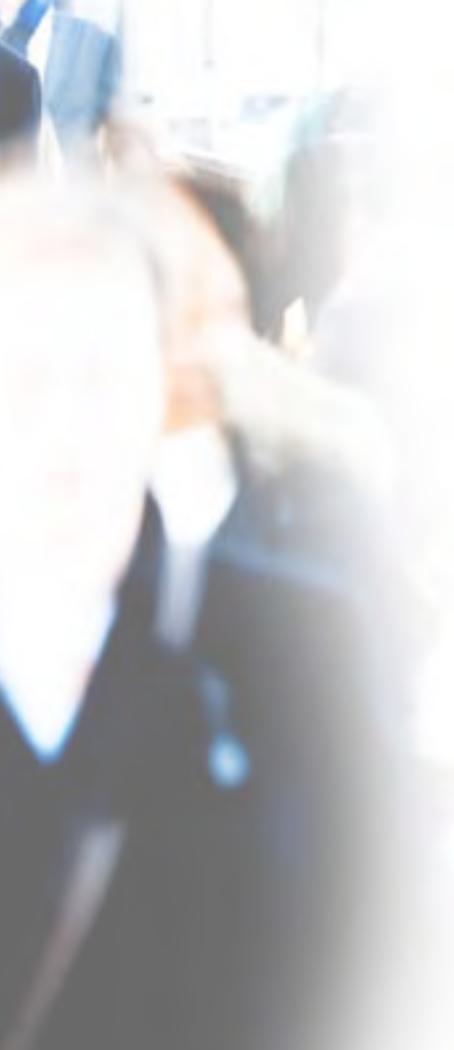
- *Who is included in the sample? Who is left out?* A lot of surveys do not adequately capture specific populations, such as Native Americans, people with disabilities, or people who are homeless. If you created a community profile refer back to it to determine what populations are underrepresented in the data and consider collecting data on those populations.

- *What is the impact of non-reported crimes?* Sexual violence is a vastly underreported crime. If the data came from places like hospitals or law enforcement the numbers will not adequately represent the true magnitude of sexual violence. Consider estimating the magnitude of sexual violence in your community based on data that captures unreported crimes such as data from the *National Violence Against Women Survey or the National Women's Study.*

- *How was the data collected?* Were the interviewers all female? Was the survey conducted by phone, in person or through the mail? How large is the sample size? Answers to these and other questions about data collection will help you interpret the results.

Demographic Data

Having national and state demographics will help you when you are comparing the occurrence of sexual violence in your community to the occurrence of sexual violence in Washington State and the nation. Listed below are common sources for gathering demographic data.

Census Data

The main source for demographic data is the Census. You can find census data through *American FactFinder:* www.census.gov or http://mrsc.org/subjects/planning/census. Census data is limited, in that, it is collected just once every 10 years and many populations are not represented, such as homeless, undocumented immigrants and college/university students.

Local Chamber of Commerce

Your local Chamber of Commerce might have data on your community's employment rate, income levels, and demographics. Some chamber of commerce have websites that might include this information. To find contact information and website addresses for your local chamber of commerce see the Washington Chamber of Commerce Executives website at: www.wcce.org.

Kids Count

Kids Count is a Casey Foundation project that collects information on children in all 50 states. Information includes physical, social, educational and economic well-being of children. National, state and local data are available, but the local data is limited. Data can be found at: www.aecf.org.

Universities and Colleges

If you have a university or college in your community you might also want to collect demographic information on their students. This information
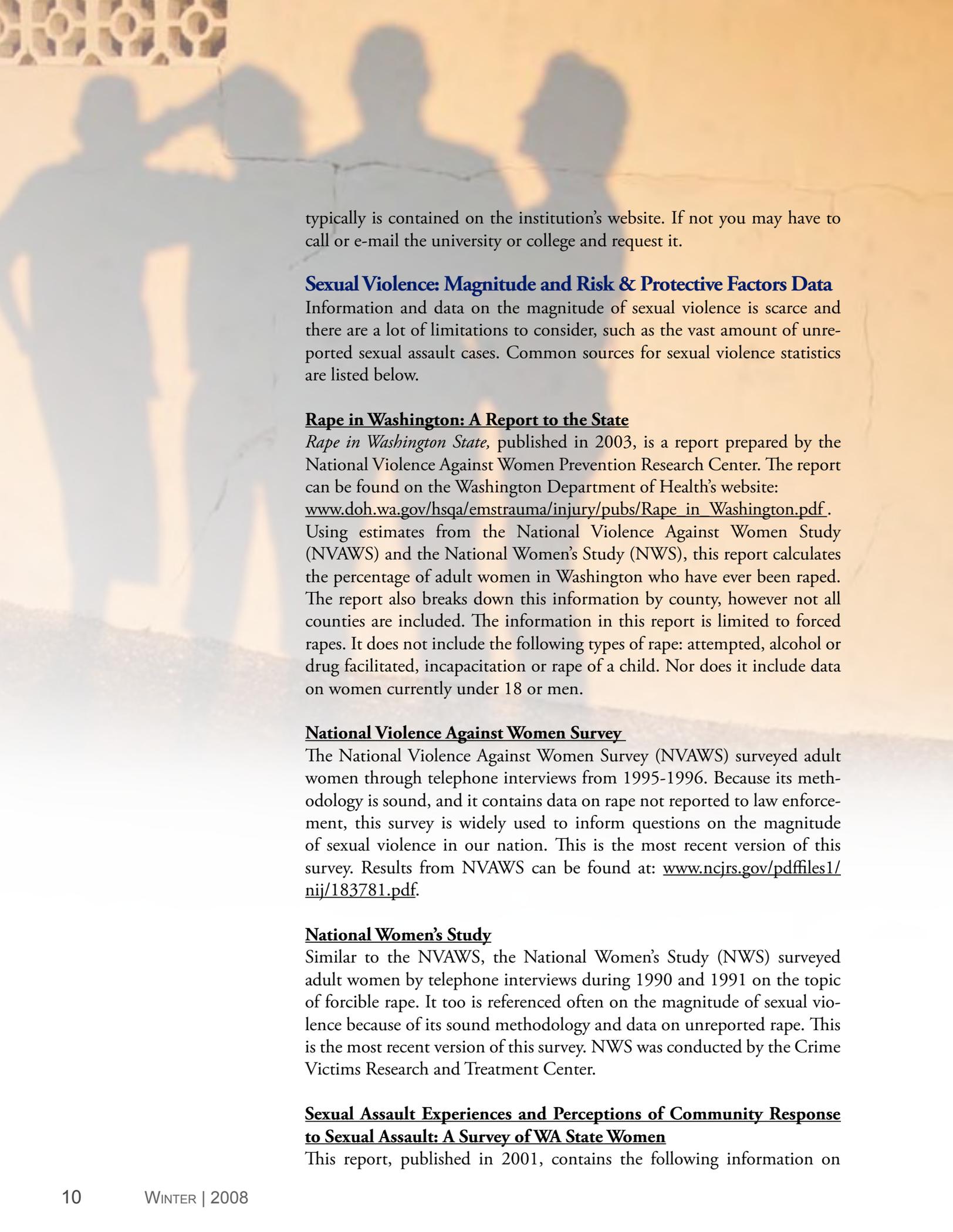
typically is contained on the institution's website. If not you may have to call or e-mail the university or college and request it.

Sexual Violence: Magnitude and Risk & Protective Factors Data

Information and data on the magnitude of sexual violence is scarce and there are a lot of limitations to consider, such as the vast amount of unreported sexual assault cases. Common sources for sexual violence statistics are listed below.

Rape in Washington: A Report to the State

Rape in Washington State, published in 2003, is a report prepared by the National Violence Against Women Prevention Research Center. The report can be found on the Washington Department of Health's website: www.doh.wa.gov/hsqa/emstrauma/injury/pubs/Rape_in_Washington.pdf . Using estimates from the National Violence Against Women Study (NVAWS) and the National Women's Study (NWS), this report calculates the percentage of adult women in Washington who have ever been raped. The report also breaks down this information by county, however not all counties are included. The information in this report is limited to forced rapes. It does not include the following types of rape: attempted, alcohol or drug facilitated, incapacitation or rape of a child. Nor does it include data on women currently under 18 or men.

National Violence Against Women Survey

The National Violence Against Women Survey (NVAWS) surveyed adult women through telephone interviews from 1995-1996. Because its methodology is sound, and it contains data on rape not reported to law enforcement, this survey is widely used to inform questions on the magnitude of sexual violence in our nation. This is the most recent version of this survey. Results from NVAWS can be found at: www.ncjrs.gov/pdffiles1/nij/183781.pdf.

National Women's Study

Similar to the NVAWS, the National Women's Study (NWS) surveyed adult women by telephone interviews during 1990 and 1991 on the topic of forcible rape. It too is referenced often on the magnitude of sexual violence because of its sound methodology and data on unreported rape. This is the most recent version of this survey. NWS was conducted by the Crime Victims Research and Treatment Center.

Sexual Assault Experiences and Perceptions of Community Response to Sexual Assault: A Survey of WA State Women

This report, published in 2001, contains the following information on
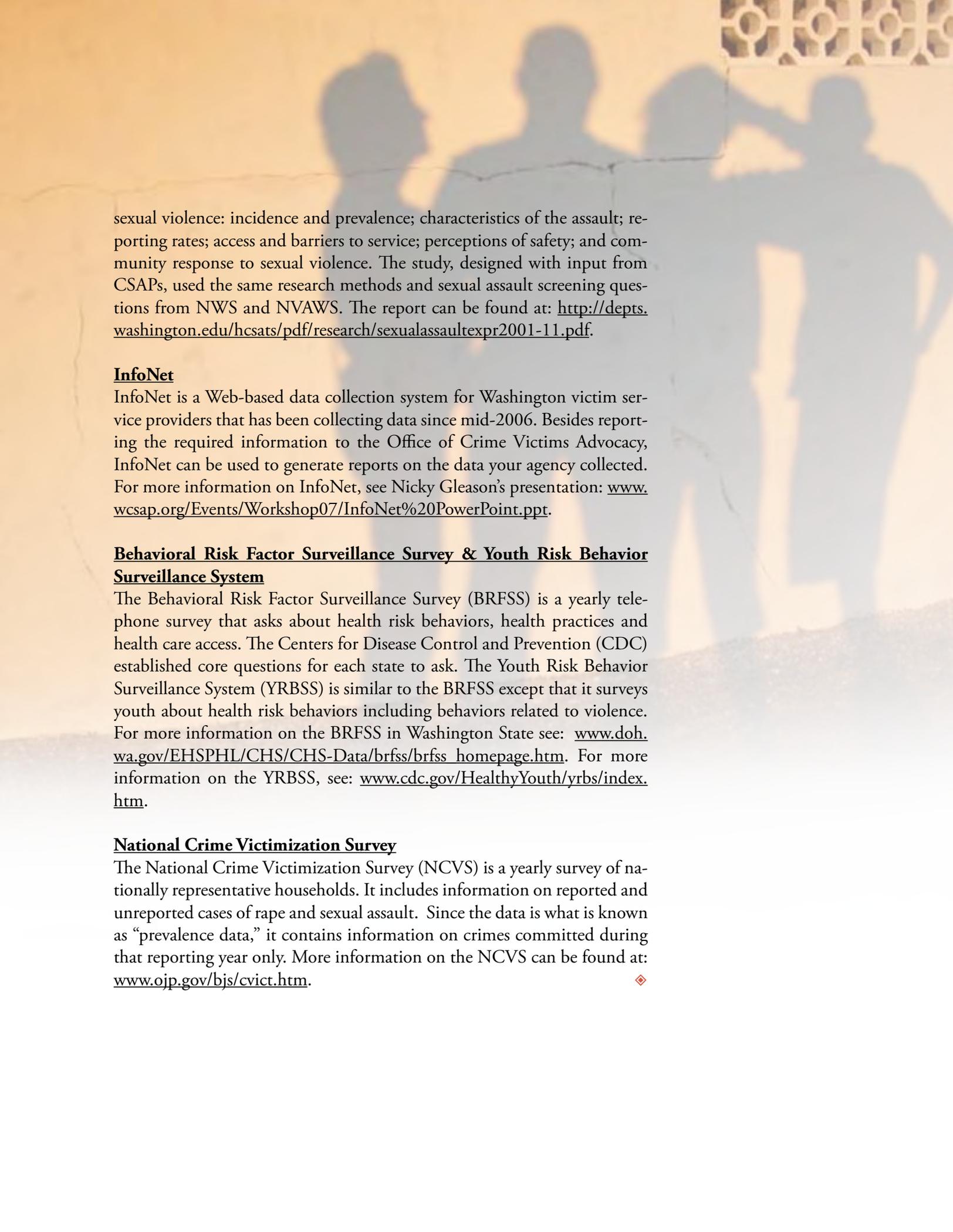
sexual violence: incidence and prevalence; characteristics of the assault; reporting rates; access and barriers to service; perceptions of safety; and community response to sexual violence. The study, designed with input from CSAPs, used the same research methods and sexual assault screening questions from NWS and NVAWS. The report can be found at: http://depts. washington.edu/hcsats/pdf/research/sexualassaultexpr2001-11.pdf.

InfoNet
InfoNet is a Web-based data collection system for Washington victim service providers that has been collecting data since mid-2006. Besides reporting the required information to the Office of Crime Victims Advocacy, InfoNet can be used to generate reports on the data your agency collected. For more information on InfoNet, see Nicky Gleason's presentation: www. wcsap.org/Events/Workshop07/InfoNet%20PowerPoint.ppt.

Behavioral Risk Factor Surveillance Survey & Youth Risk Behavior Surveillance System
The Behavioral Risk Factor Surveillance Survey (BRFSS) is a yearly telephone survey that asks about health risk behaviors, health practices and health care access. The Centers for Disease Control and Prevention (CDC) established core questions for each state to ask. The Youth Risk Behavior Surveillance System (YRBSS) is similar to the BRFSS except that it surveys youth about health risk behaviors including behaviors related to violence. For more information on the BRFSS in Washington State see: www.doh. wa.gov/EHSPHL/CHS/CHS-Data/brfss/brfss_homepage.htm. For more information on the YRBSS, see: www.cdc.gov/HealthyYouth/yrbs/index. htm.

National Crime Victimization Survey
The National Crime Victimization Survey (NCVS) is a yearly survey of nationally representative households. It includes information on reported and unreported cases of rape and sexual assault. Since the data is what is known as "prevalence data," it contains information on crimes committed during that reporting year only. More information on the NCVS can be found at: www.ojp.gov/bjs/cvict.htm. ◈
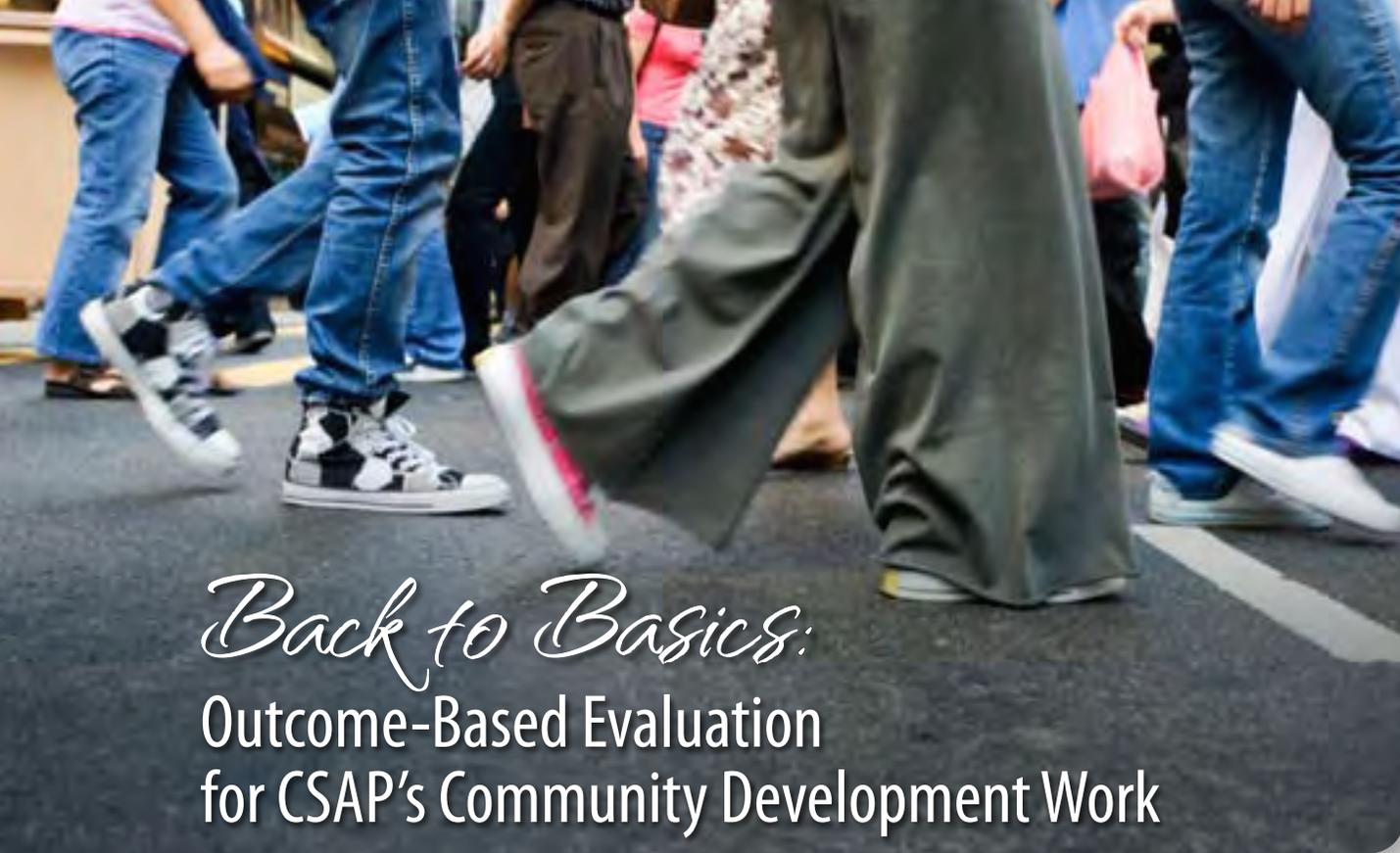
Back to Basics:
Outcome-Based Evaluation for CSAP's Community Development Work

By Organizational Research Services

Joan from Sampletown's CSAP spent the past few years working with a group of community leaders after a tragic event shook up the town. To prevent something like that from ever happening again, the community leaders decided to make sure everyone in their town knew about the issue. They held a march, made some PSAs for the local radio, and talked to other groups around town that they thought might want to collaborate. After a lot of work, the group thought they might have started to change beliefs and attitudes, but they weren't sure. And they wanted to know what worked so they could focus their limited energies and resources on the best strategies moving forward.

The social change model adopted and supported by OCVA focuses on impacting underlying causes of sexual violence by transforming communities to address sexual assault issues. These efforts often require CSAPs to establish relationships, convene community processes, and network with stakeholders. Ultimately, successful social change work shifts the ownership of solutions from social service agencies to the community.

Even in these kinds of situations—when the work can be amorphous, ever-changing and ultimately owned by the community—CSAPs should consider how they can learn from their experiences and find out what's changing through these efforts. Outcomes-based evaluation is one way to do so.

> Outcomes-based evaluation helps you focus on the "so what?" of your work.

What is Outcome-Based Evaluation?

Outcome-based evaluation is a systematic way to assess the extent to which a program has achieved its intended results. In other words, outcomes-based evaluation helps you focus on the "so what?" of your work —what has changed in your community because of community development efforts.

Why Do Outcome-Based Evaluations for My CSAP's Community Development Work?

Organizations often find it challenging to apply evaluation to prevention work. When you're preventing something from happening, you can't "prove" that a bad thing didn't happen because of an intervention. In addition, evaluation of efforts that impact the community rather than a small group of individuals can seem overwhelming. However, there are benefits to be gained from outcome-based evaluation.

Defining outcomes for social change work can help you:

1) See if you're addressing underlying conditions.
2) Continuously improve your processes or activities.
3) Support a group's sense of purpose and direction.
4) Make informed decisions about what to do next.
5) Report on progress to funders and stakeholders.

How do CSAPs start Outcomes-Based Evaluation?

One of the first steps toward evaluating social change is to work with your community stakeholders to define outcomes that are realistic, reasonable, and that you are able to impact with your social change interventions.

Outcomes are the changes in community conditions that stakeholders believe will occur as a result of the initiative. In social change work, it may be helpful to consider outcomes that are changes in community environments, relationships, institutions or service systems. Examples of community-level outcomes include:

- Local media increases attention given to an issue.
- Community members have increased awareness of the prevalence of sexual assault.
- Community members have a shared definition of victim-blaming.
- Community members decrease tolerance for inappropriate or violent behavior.
- Schools increase enforcement of sexual harassment policies.
- Stakeholder groups deepen their collaborative relationships to address sexual violence.

When choosing outcomes to evaluate, stakeholders should prioritize those that realistically reflect the kinds of changes their initiative can make happen. In addition, remember that time periods for achieving outcomes can vary. It can be valuable to identify short-term, intermediate and longer term goals for this type of work.

What Do I Do Now?

After identifying outcomes, CSAPs and their stakeholder groups often develop a logic model. See next quarter's article to learn more. You can also access a number of resources to develop outcome-based evaluation plans:

- Participate in an ORS training on developing logic models (stay tuned for dates and locations!).
- Download an excerpt from ORS' guide Outcomes for Success: http://www.organizational-research.com/publications/outcomes_for_success_excerpt.pdf.
- Receive some one-on-one support with ORS staff to develop logic models, evaluation plans or tools related to your community development efforts.

If you have questions about this article or other evaluation topics please contact Sarah Stachowiak (sarahs@organizationalresearch.com or 206.728.0474 x.11) at Organizational Research Services. ◈

The *Joys* of Interns

Caroline Shelton, MSW
Prevention & Education Coordinator
HMC Children's Response Center

Does your office need a fresh perspective, a new breath of life in order to re-ignite that old flame of inspiration that has grown dim lately? Or are you stretched to the max and needing some more capable, committed helping hands? Utilizing interns in your programs can be a great resource for many of us!

A few things interns have to offer include:

- **Fresh perspective** - Interns bring a set of fresh eyes to your agency. Those of us who have worked together for many years can especially benefit from new voices at the table, and the fresh ideas they bring with them. It's important to make space for them to give their perspective! Of course, interns are there to learn from you first and foremost, but they are not necessarily blank slates without any valuable experience.

- **New skills** - Interns can bring new skill sets to the office based on their previous job history, or sometimes their generational status. Maybe he or she worked in finance prior to working with you and can help you with business operations needs. Having trouble with that PowerPoint presentation? Many younger students in their schooling have used programs like PowerPoint, Outlook, Excel, and the rest of the Information Superhighway in ways we've never dreamed of!

- **Free labor!** - Well, not really. We have to ensure that their experience is primarily a learning experience. However, part of learning is doing, and interns contribute a great deal to programs and projects and forwarding your mission.

- **Help with special projects** - Do you have a laundry list of new projects that you just can't get off the ground with current staffing? Involving interns in special projects is a win-win. Whether it consists of outreach or resource compilation or holiday gift drives, concrete projects give interns something they can put on their resume as an accomplishment. Meanwhile we get to check something off our list!

- **Opportunity for self-reflection** - Interns are here to learn why we do things the way we do them. This is a great chance for us to remind ourselves of the reasons behind our practice.

- **Partners in social justice** - Many interns who choose to work with us are fired up about the issue of sexual violence. Additionally they are likely discussing social justice theory in their programs. Take advantage of this resource and involve them in planning your rallies and marches or in evaluating your programs in a social justice framework.

- **Bringing joy to the office** - Let's face it, this is hard and thankless work much of the time. We can all be inspired by the enthusiasm interns bring to work with them every day. For me the biggest reward is seeing them ponder the hard questions and struggle with the tough issues. It reminds me we're in it together!

Interns can come from colleges* and universities among other sources. Children's Response Center utilizes bachelors- and masters-level students of Social Work in clinical, legal advocacy and Prevention Education programs. Also, Vista/Americorps, while technically a 'volunteer' position, has strong standards for their volunteers, and long-term placements. ◈

*You don't necessarily have to live near a college or university in order to get a placement.

The Support Center, Okanogan County

November 2, 3, & 4 were the dates for The Support Center Benefit Auction and Art Show at the newly opened Best Western Peppertree Omak Inn. The owners of the Peppertree supplied the rooms for the show and the refreshments at no cost to the artists or The Support Center. The artists involved in the show have made this fundraiser a special project and have already made plans for the show next year. Each artist donates an original piece for the auction with all proceeds going to The Support Center. This year we received $2,500 from the auction and donations at the door.

Some other trainings and activities include training for law enforcement in November and an upcoming training for the clergy on "Clergy Sexual Boundaries" in February.

The Support Center embarked on a vigorous prevention program in the schools this fall. At the present time we are giving prevention lessons in the elementary schools of Okanogan, Omak, and Brewster using the curriculums "Talking About Touching" and "Steps to Respect."

We have sexual assault support groups for teens in two school districts and a prevention program for boys at Paschal Sherman Indian School on the Colville Indian Reservation. Numerous one time presentations have been made all over the county on child sexual abuse, dating violence, and domestic violence. In Brewster we have engaged seventeen students in "Social Change" work. They made informative posters that are hanging in the hallway at Brewster High School. Some students are writing papers about violence prevention, while other students are working on other projects. Come February they plan to launch an awareness campaign with professional quality posters and brochures that will be distributed to all high schools in the county. To pay for the posters and bro-

chures the students obtained a grant from the Greater Okanogan Public Health and Safety Network. The network awards grants to young people who want to do something that will help or improve their community. To promote the awareness campaign there will be coverage by the local newspapers and radio station. The students will be doing all the design and composition work on the posters and brochures with the finished products going to the printer for completion. The pictures accompanying this article show some of the "rough" posters that the students made in the beginning. Omak elementary students decorated an anti-bullying tree as a part of their prevention educa-

tion. The advocate/prevention educator provided the cut out ornaments and the students decorated them and wrote anti-violence slogans on them.   ◈
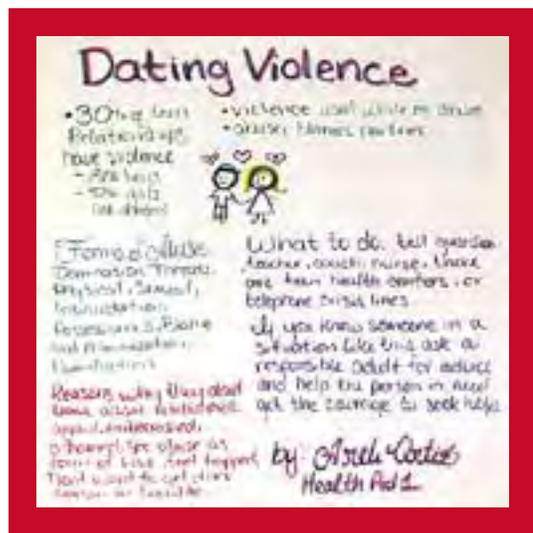
Domestic Violence and Sexual Assault Services, Whatcom County

By Jennifer Mason

This Fall and Winter, the education program has worked to expand our services, providing quality education to an increased amount of participants. Most notably, our newest school-based program, The Empowerment Project, continues to be brought into high schools and, as of this year, middle schools as well.

The Empowerment Project is a unique program that helps students to understand the realities of dating violence and sexual assault. The program is completed over the course of three days.

1. On the first day, we discuss the dynamics of sexual assault through lecture, group discussion, and activities.
2. On the second day, we talk about dating violence and how to recognize an abusive relationship by looking at a case study and determining when the relationship turned abusive.
3. The final day of the program is dedicated to hearing from survivors of violence themselves.

We begin the class period by turning on music and having the students silently walk around the class and read hand-written survivor stories. Then, the students hear from a panel of survivors who discuss their own experiences and how it has affected their lives. The students have a chance to ask questions and talk about how the program has changed their perceptions and what they are going to do to help stop intimate partner violence and how they will help others affected by the issue.

At the end of the session, the students complete an anonymous free write, which they turn in to the presenter. The free writes show the effectiveness of the program; just recently, a student vowed to intervene when they saw potentially harmful situations and

stated that he was going to talk to his partner about consent and make sure he was acting in ways that made her feel safe and respected.

The Empowerment Project has been successful in not only addressing intimate partner violence in a very honest way, it has also given many survivors a chance to speak out. Most importantly, however, it has encouraged students to create healthy relationships, understand how abuse can affect survivors, and help prevent themselves and others from abusing power. Many schools have taken advantage of the program, and by the end of the 2007-2008 school year it is estimated that over 1,000 students will have participated in The Empowerment Project!   ◈

Alternatives to Violence of the Palouse, Whitman County

By Nikki Finnestead, Coordinator of Sexual Assault Services

Alternatives to Violence of the Palouse, along with other community partners including law enforcement and medical personnel, were invited by the Pullman City Council to raise public awareness about sexual assault and its prevalence in our community at a November City Council meeting.

In light of recent high-profile sexual assaults in Pullman, a City Council member approached the city's police chief about organizing a multi-disciplinary team to present to the Council. Our agency spoke about the importance of an effective, coordinated community response to sexual assault, and highlighted our county sexual assault response protocols at the televised event.

The presentation was a great success, with Council members asking thoughtful, well-prepared questions of our agency and the other community partners. The presentation gave our agency an excellent opportunity to speak to community members and representatives of local government and raise awareness about sexual assault in our community. The presentation was so successful, in fact, that we have been invited to participate in a larger forum on sexual assault, to be held at a February City Council meeting.

In other agency news, we are excited to report on our current Community Development venture, initiated by an enthusiastic group of community members. The brothers of the Omega Phi Omega fraternity at Washington State University approached our agency with questions about an all-day retreat being planned for male college student members of the Filipino American Student Association. The focus of the retreat was a presentation about patriarchy and violence against women, and our agency offered the group technical assistance, support and feedback as they prepared for the retreat.

The retreat was a tremendous achievement, and the group is currently planning a larger retreat for all male students in the coming semester. This next retreat is a collaboration between the Omega Phi Omega fraternity and the Brotherhood Empowerment Against Rape group, from our neighboring University of Idaho campus. It has been great to see both groups work collectively to raise awareness about violence against women, and our agency has been grateful to provide assistance to such a committed and progressive group of community members.　◈

What's Going On at Your CSAP?

Got News? Let us know and we will publish your news in the next issue of Partners in Social Change.

Submissions for the next issue are due **Friday, March 14th**. Send email to: Katherine@wcsap.org

BOOK REVIEWS

Read any interesting books lately?

If you have read any interesting prevention-related books recently and would like to write a book review for the next PISC, contact Katherine at: Katherine@wcsap.org

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Top (left to right): Valerie White, Kathleen Arledge, Katherine Gechter, Marilyn Turnbow, Yahui Chi and Toby Shulruff
Bottom (seated, left to right): Andrea Piper, Evelyn Larsen and Tara Wolfe

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Watch for our upcoming campaign!
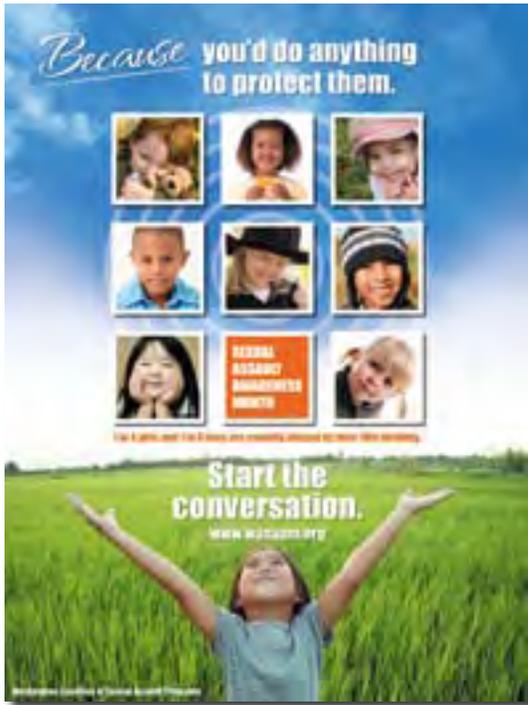
SAAM Sexual Assault Awareness Month – APRIL 2008

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