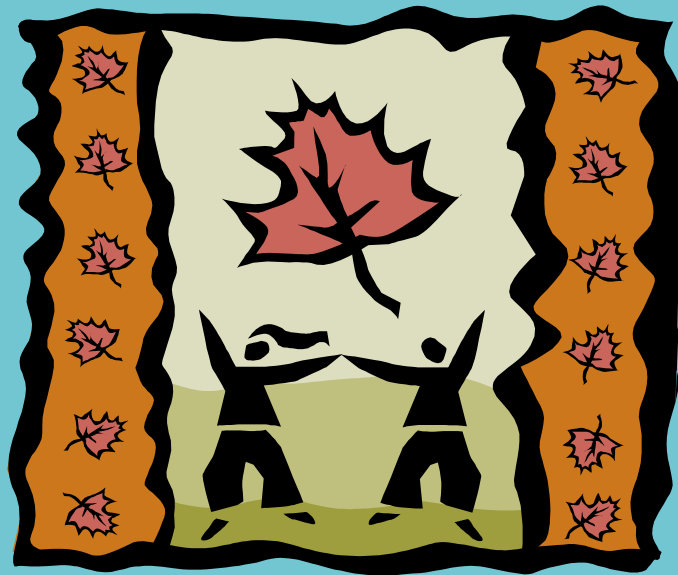


PARTNERS IN SOCIAL CHANGE

A PUBLICATION OF THE SEXUAL ASSAULT PREVENTION RESOURCE CENTER
THE WASHINGTON COALITION OF SEXUAL ASSAULT PROGRAMS

VOLUME VII ISSUE 1 FALL 2004



Challenges & Observations: Working with Homeless Youth in Olympia, WA

Sexual Assault Prevention and People with Cognitive Disabilities:
Abolishing Stereotypes, Empowering Individuals

Loftquist in Review: Choosing the Right Prevention Strategy

Campus Sexual Assault Prevention Tactics

END SEXUAL VIOLENCE IN OUR COMMUNITIES



DIRECTOR'S DESK



LYDIA GUY

PREVENTION SERVICES DIRECTOR

September evokes the end of the play filled days of summer and the shift toward much more purposeful endeavors: people beginning to prepare for winter and kids going back to school. The topic of this issue of Partners in Social Change is prevention strategies for working with youth/young adults. It includes articles on sexual violence prevention strategies for youth with cognitive disabilities, campus sexual assault as well as an overview of a community development initiative on partnering with youth who are homeless.

These articles represent a small cross section of the experience of young people. Even with this limited sample, it is clear that young people are not a homogenous group and that appropriate prevention strategies will take into the consideration their vast diversity. However, one similarity which is consistent is the willingness of young people to think "outside of the box," to be willing to try new and innovative strategies. If we follow their lead and combine our experience and knowledge with their youthful exuberance we can leverage all our strengths to create true social change.



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CHALLENGES & OBSERVATIONS:

By Rosalinda Noriega

ROSALINDA HAS VOLUNTEERED AND WORKED AS A DOMESTIC VIOLENCE AND SEXUAL ASSAULT PREVENTION ADVOCATE FOR THE PAST DECADE. IN 2001 ROSALINDA WORKED FOR WCSAP AS THE PREVENTION SERVICES COORDINATOR. SHE'S BEEN RUNNING A LICENSED IN-HOME DAYCARE SINCE THE BIRTH OF HER SON THREE YEARS AGO. IN THE SPRING OF 2004 SHE WAS CONTRACTED BY WCSAP TO PROVIDE CONSULTATION ON THE PREVENTION SERVICES COMMUNITY DEVELOPMENT FACILITATION PROJECT. THE FOLLOWING ARTICLE IS A NARRATIVE ABOUT HER RECENT EXPERIENCES CONDUCTING A COMMUNITY DEVELOPMENT AND SEXUAL VIOLENCE PREVENTION PLANNING PROCESS WITH HOMELESS YOUTH IN OLYMPIA, WA.

I was contracted in the spring of 2004 to provide consultation on the Prevention Services Community Development Facilitation Project. It was agreed that I would identify stakeholders from the homeless youth community as they are a traditionally underserved population. Once stakeholders were identified I would convene a meeting of these stakeholders and facilitate a discussion to determine how sexual violence happens in their community and contributing factors. The next step would be to design a needs assessment in collaboration with the stakeholders. The purpose of the needs assessment is to gather information from the wider community on the conditions contributing to sexual violence in the community. Finally we would develop a plan to reduce sexual violence and an assessment tool for evaluation of the Community Plan. This article will outline the challenges and observations I've encountered through out this project, including barriers to accessing services, illiteracy, unstable living conditions, personal safety, issues with the Juvenile Justice System, and interpersonal violence.

Initially I was concerned that I had minimal connection to the homeless community, but I was excited to have an opportunity to sharpen my community development skills. The first challenge was conducting outreach within a community with which I was not already connected. I began by contacting a friend who was formerly homeless here in Olympia. With her help, I began identifying individuals and organizations that provide outreach and support services for local youth who are homeless. Once those resources were identified, I began conducting outreach and networking with them.

With the support of these organizations, I began conducting outreach to youth who are homeless by conducting interviews via a survey on domestic and sexual violence. The interview questions were modeled from materials provided by Catlin Fullwood.¹ In utilizing this survey I learned from the youth about many of the challenges and conditions they face as youth who are homeless.

The first thing I learned from the youth I spoke with was that there are many who do not access services through local organizations for a number of reasons. Some do not wish to follow the guidelines imposed on participants accessing services. Some of the "restrictive" guidelines include hours of operation, curfew requirements, and sleeping arrangements at shelters. Those in relationships are required to split up during the night due to division between men and women staying in shelters or personal safety issues for those in same sex relationships. Others avoid accessing shelters and other services due to sobriety requirements. In addition, due to age requirements or a lack of parental consent others

WORKING WITH HOMELESS YOUTH IN OLYMPIA, WA

can not access services if they are under age and not emancipated from their parents. This requirement presents a huge obstacle as many of the youth are runaways due to family violence and/or a serious lack of communication skills within their families of origin. As you can imagine, these youth have little or no hope of gaining parental consent to access services due to the very issues which lead them to being on the streets.

Through the first survey I conducted, I learned that there is a significant number of youth on the streets experiencing various degrees of illiteracy. While many of the youth were able to read the surveys, it took time to decipher much of their handwriting and spelling. I first noted this in the responses to the question of sexual preference. There were a significant number of respondents who had misspelled “straight” among other common words. There were others who acknowledged that they couldn’t read, but were willing to answer the questions if verbally surveyed. Many of the youth attributed their illiteracy to instability within their home and family lives which lead them to runaway and drop out of school. For instance when asked, “Did you have an abusive home life and in what ways was it abusive,” one respondent wrote, “Many different ways. Drugs, sex, raping, abandonment, childhood all taken, no school, no friends, alcoholics, moving continuously.”²

Of those initially surveyed,³ 55% indicated experiencing a physically abusive home life. Twenty-two percent reported verbal abuse and 17% indicated experiencing sexual abuse in the home.⁴ Of those surveyed⁵, 20% ended up on the street between the ages of 11-14, 34% between 15-16 years old, and an additional 23% between the ages of 17 and 18. Twenty-three percent reported being frequently offered money, drugs, alcohol and/or shelter for sex. An additional 17% reported “occasionally” and 17% indicated “once”.⁶ Despite the challenges youth face on the street, it seems that many feel they are better off confronting those challenges rather than facing the instabilities, conflicts and violence many of them faced in the home. Thirty-four percent of those who indicated having experienced sexual abuse specified it was from a family member.⁷ Forty-five percent indicated it was from an acquaintance. Of those who indicated they’d seen or experienced abuse, 45% reported there were witnesses or someone aware of the abuse.⁸ An additional 6% were unsure.⁹



Among the challenges faced by youth on the street are unstable living conditions. Thirty-six percent of those surveyed reported their general sleeping situation is in a tent.¹⁰ Twenty-seven percent of respondents are sleeping on the street, 42% with friends, and 18% in a car or truck.¹¹ Other places indicated by (female) respondents included, “Sofa surfing. Walking around.” “Have stayed with friends, but have had sex with men for a place to stay.” “Places I’ve used drugs.”¹² Two male respondents wrote, “Behind a trashcan.” And “Train tunnel.”¹³ Most respondents indicated multiple locations, as one person wrote, “depends of the day.”¹⁴ When asked to rate their sense of safety while being homeless 20% reported “Not Safe,” 30% responded “Somewhat Safe,” and an additional 23% responded “Mostly Safe.”¹⁵

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CHALLENGES & OBSERVATIONS CONTINUED

As far as gathering youth to attend Stakeholder meetings, it was feast or famine. One meeting there would be three to six youth, others I was alone and wondering what happened and where everybody was. As a facilitator of this process, I have questioned the reasons Stakeholders have sporadically attended the weekly planning meetings. I later learned their reasons as they attributed their absences to losing track of the days of the week (as stated, "It's easy to forget what day it is when you're homeless"), getting locked up in juvenile detention, meetings with Probation Officers and family counselors, and lack of transportation. One stakeholder was locked up in jail for a couple of months before we ever saw him again.

Juvenile Justice issues include under age drinking and failure to abide by the conditions of their probation. Often the probation violations are again under age drinking. Of those surveyed,¹⁶ 42% responded "True" when asked if they've used drugs or alcohol to hide the pain of sexual abuse. An additional 22% indicated "mostly" or "somewhat true."

Through out this process, I have continued to conduct personal emissary work encouraging other youth to join the meetings, but again it is unclear why more youth did not attend. Is it the infrequency of once a week meetings? Again, keeping in mind it is difficult to keep track of the days of the week and meeting times when you're first two concerns are where you're going to sleep and what you are going to eat. (Much less, how you're going to stay safe in the meantime?) Was it discomfort at the idea of talking about sexual violence? Or were there interpersonal conflicts among community members that I was not aware of that prevented new participants from joining in.

Another issue that surfaced during this project was how to deal with the daily drama that is a part of life, particularly with youth. I observed a frequency in interpersonal violence among the youth. As is typical with any group of people, youth on the street form community through their efforts to find shelter, food, and companionship. As youth are in the process of developing communication and social skills, there are often conflicts that arise via 'the rumor mill'. Coupled with a lack of conflict resolution skills, tempers often flare and interpersonal violence ensues. There were two instances, outside of the planning meetings, in which one female stakeholder threatened another with violence due to situations in which there were questions of consensual sex or statutory rape between other community members. As a facilitator, I knew there were challenges to setting and holding participants accountable to meeting ground rules, but it took some conversations with various colleagues to process ideas on ways I could possibly influence the youths' behavior outside of meeting, without running the risk of scarring them away from participating in the meetings.

In the end, I shared my observations of internalized violence with the community Stakeholders. At the end of our conversation one young guy stood up to ask "how is the community going to take what we're doing here serious if we're all fighting amongst ourselves." I can't say for sure if or how this group discussion impacted or influenced any of the youths' behavior outside of the meetings, but following that discussion, a couple of the participants approached me to mediate while they talked with one another over some "dating issues."

Through much of this process, I felt very overwhelmed as an observer to the issues faced by youth on the streets. Never was this more true than one evening as I introduced myself and the project to a man conducting street evangelism. He abruptly asked, "Are you going

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CREATING CAMPUS SEXUAL ASSAULT AWARENESS

By MEGHAN MILINSKI

The end of another summer season is quickly approaching. Students have begun their trek back to the classroom, while campus communities organize for the upcoming school year. Campuses must also prepare their policies and actions in regards to violent crimes; students, their family members, and communities insist their campuses provide adequate safety precautions and plans to prevent crimes and assist victims. Campus sexual assault is a serious, albeit frequently unseen, problem many campus communities face. Approximately 1 in 4 women experience sexual assault during their college years. While an alarming 60% of on-campus rapes take place at the victim's residence!¹⁸ However, many of these on campus sexual assaults continue to go underreported. An estimated 81% of on-campus sexual assaults are never even reported to the police. Whether it is shame, fear of reprisal by the perpetrator, or not considering the assault serious enough to warrant notifying the authorities, countless victims of campus sexual assault continue to remain silent.¹⁹

Many students are simply uninformed about sexual assault. College and university campuses are places of great learning; this sharing of information should not stop once students leave the classroom. Through prevention tactics, both campus communities and Community Sexual Assault Programs (CSAPs) can educate students on the prevalence of sexual assault, discuss ways of combating sexual assault on campus, and provide services for victims/survivors of sexual assault. Our ultimate goal, the eradication of sexual assault within campus communities, becomes conceivable when these tactics are implemented and campuses take a stand against these violent crimes.

College and university campuses can work towards eliminating harmful misconceptions about sexual assault on their own; however, creating a partnership with local Community Sexual Assault Programs can be of great assistance. CSAPs can provide campuses with a wealth of information and resources. This symbiotic relationship allows CSAPs an opportunity to work with a vibrant and diverse community of students. Listed, **on the next page**, are suggestions for campuses creating their own sexual assault prevention programs as well as suggestions for CSAPs forging partnerships with their local college and university campuses.

For more information on these points and more, call WCSAP to request a copy of the *Campus Sexual Assault Resource & Information Sharing Tool* from the library. This CD-ROM is a compilation of resources on Washington colleges and universities' SA programs, including their presentation materials and flyers. The *National Criminal Justice Reference Services "Toolkit to End Violence against Women"* is another useful resource with insightful prevention tactics.

Providing campus communities, especially incoming students, with information, options and support are essential tactics in preventing sexual assault on college and university campuses.



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CAMPUS SEXUAL ASSAULT: PREVENTION TACTICS

COLLEGE AND UNIVERSITY CAMPUSES

- √ *Create and implement policies and procedures that clearly assert the college/university's stance against sexual assault, including consequences for perpetrators.*
- √ *Promote sex positivism and healthy relationships as integral ways of combating sexual assault.*
- √ *Develop a diverse task force of campus community members to discuss, update, and enforce the policies, procedures and current campus issues.*
- √ *Sponsor programs/presentations that target men as an integral role in preventing sexual assaults. Note men are often victims of sexual assault.*
- √ *Educate and provide outreach to students, staff (including campus security), professors, etc. on the risks, negative affects, and prevention methods of sexual assault.*
- √ *Provide inexpensive and accessible on-campus services for sexual assault victims/survivors (i.e. advocates, counselors, and trained clinicians). ²⁰*

COMMUNITY SEXUAL ASSAULT PROGRAMS

- √ *Contact campus health/women's health departments, women's studies organizations and campus security teams. Create relationships with these departments and explore possible collaboration efforts.*
- √ *Post student volunteer opportunities at campuses. Place ads in campus media, contact schools and heads of departments related to volunteer opportunities, and set up booths at school fairs.*
- √ *Join campus Sexual Assault task forces.*
- √ *Promote CSAPs' resources for student victims/survivors, counseling (or offer referrals to local counselors) and other off campus assistance.*
- √ *Provide information and resources for those (students, administrators, professors, etc.) interested in learning more about sexual assault prevention methods .*

SEXUAL ASSAULT PREVENTION AND YOUTH WITH COGNITIVE DISABILITIES: ABOLISHING STEREOTYPES, EMPOWERING INDIVIDUALS

By Ryan Warner

Substantial academic research has noted that youth with cognitive disabilities experience high rates of sexual violence. One study noted that 39-68% of girls and 16-30% of boys with intellectual disabilities will be sexually abused before the age of 18.¹⁷ Many different strategies and prevention methods have been instituted in an effort to decrease the high incidence of sexual violence against people with disabilities. Examples of prevention strategies that have been implemented are: trainings to community organizations about sexual assault and disability, fostering community collaborations and provision of technical assistance strategies focused on sharing resources and development of infrastructure. However, one of the most effective strategies to prevent sexual assault against youth with cognitive disabilities is education about sex and sexuality.

Information about sex and sexuality helps people with cognitive disabilities identify risky situations and set appropriate personal safety boundaries. Education enhances a person with a disability's capacity to understand sex and sexuality. The more people with cognitive disabilities can learn about sexuality, the more control they will have over their own safety. The creation of personal safety boundaries and the learning process is something that happens over a period of years, and may look different for every person. Although sexuality education looks different from person to person there are some similarities. Common themes for young children in sexuality education include topics such as learning to correctly name body parts and how to identify unwanted touch. Common themes for adolescents include information on puberty and discussions of relationship development. These are just a few examples of topics that can be addressed in sexuality education.

When providing sexuality education it is important to remember that every person is at a different level of development, as well as has different communication and learning styles. As mentioned before, sexuality education is something that should be provided throughout a young person's life. As such, it is important to tailor your education to the needs and abilities of the person with a disability. This is especially crucial considering that no one person is at the same level of development or understanding regarding sexuality. As an educator, you must enter the discussion of sexuality where the person with a cognitive disability is, and speak in words and language that they can easily understand.

Essential to any successful prevention effort is a consistent focus on combatting and correcting negative stereotypes that stigmatize people and create barriers to service and support. Harmful stereotypes isolate people with disabilities from society, and contribute to sexual violence by fostering the perception of vulnerability of people with disabilities. Sexuality education empowers people with disabilities by educating them about their own sexuality and helping them create strategies for safety. As a result, sexuality education helps people become less vulnerable to abuse and defy the negative stereotypes of the past.

Fundamental to preventing sexual violence against people with cognitive disabilities is the empowerment of individuals, the breaking down of stereotypes, and implementation of educational programs that facilitate self-awareness and growth. Prevention of sexual violence is a community wide responsibility and will necessitate the involvement of all members of the community working together to address the underlying conditions, educate each other, and design strategies and programs to eliminate violence.





CHOOSING THE RIGHT PREVENTION STRATEGY

Choosing the right strategy is integral to the successful implementation of any sexual violence prevention initiative. The analogy being, "It's much more effective to use a hammer to drive in a nail than to use pliers." Factors to consider is selecting a strategy that includes time restrictions, resources (including human resources) available, desired outcome and anticipated gains. Increasing the efficacy of our programming requires us to determine the goal of a given activity/strategy as well as the resources we can devote and the anticipated gains. For example, if you have a short time-line and limited resources, information & awareness activities may be more appropriate. Each strategy has associated costs and benefits when evaluating its ability to create societal change (altering behavior and norms). Information & Awareness requires minimal investment and offer minimal gain. Evaluation of outcome measures have shown information and awareness activities to be highly effective in increasing knowledge but to have virtually no effect on changing behavior. Skill-building requires a moderate investment and yield moderate results. These types of activities have been shown to be most effective when skills are incorporated into the individual's and/or agencies' regular skill set as opposed to used sporadically. Community development is a more resource intensive strategy but provides the greatest benefit and best opportunity for social change.

In program planning it is extremely beneficial to assess the total resources available to focus on prevention efforts as well as the desired outcomes before selecting a strategy. Selecting strategies based on personal preference or precedent is common but not necessarily the best use of limited resources. A well balanced community sexual assault program will include activities from all Quadrants of The Arenas of Action. The table to the right is a visual representation of the Arenas of Action.

- The **X-axis** is the purpose of the action. The purpose of the action can tend toward either development (creating capacity) or problem solving (remediation).
- The **Y-axis** is the focus of the action. The focus of the action is either individuals or underlying conditions.

Activities generally can be categorized into one of the four quadrants. **Quadrant 1** activities can be loosely defined as community development. **Quadrant 2** activities can be defined as skill building. **Quadrant 3** activities can be defined as Information & Awareness. And last but not least, **Quadrant 4** activities can be defined as Therapy and Advocacy.

Choosing a prevention strategy using these criteria may seem burdensome at first but in the long-run will be more efficient. It allows us to do the work of ending sexual violence in a much more purposeful manner. We are more likely to reach our desired outcome, with decreased frustration levels and less unintended consequences.

| Strategy | Time Frame | Resources Required | Desired Outcomes | Anticipated Gains |
|-------------------------|-------------|--------------------|--|--|
| Information & Awareness | Short | Limited | Increase general awareness | Increased awareness over short term, will require repetition to reinforce information. Negligible behavioral change. |
| Skill Building | Moderate | Moderate | Build skills of individuals or organizations to address the issues | Increased pool of individuals or organizations equipped to deal with issues if skill set is reinforced consistently. Moderate behavioral change. |
| Community Development | Significant | Significant | Change underlying conditions contributing to the prevalence of the issue | Community ownership of issue. Substantive behavioral change. |



Arenas of Action

Purpose

Development

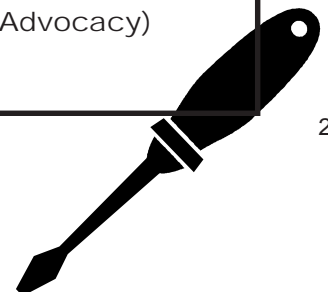
Problem Solving

Focus

Conditions

Individuals

| | |
|--|--|
| <p>1. Community Development</p> <p><u>examples</u></p> <p>Community assessment; community education related to underlying conditions; training; community organization; advocacy with systems; legislation; policy development.</p> <p><i>Key motivation: Community members as stakeholders participate in the planning and implementation process and focus on underlying conditions</i></p> <p>Possible Activities: Outreach: Stakeholder recruitment, Advisory Board formation, Focus Group meetings, Community events, Public Speaking / Speaker's Bureau development, Mentorship opportunity development, Training / Technical Assistance</p> <p>(Community Development)</p> | <p>3. Community Problem Solving</p> <p><u>examples</u></p> <p>Often reactive responses to a "crisis", such as: Release of sex offender, community notification; sexual assault in local school; kidnapping and sexual assault in elementary school; rape / murder of adult or teen. Also specific focus for specific outcome; training law enforcement, other professionals.</p> <p><i>Key motivation: Awareness and access to services</i></p> <p>Possible Activities: Tech. Assistance to lay persons & professionals, Outreach, Community education events, Public speaking / presentations, Distribution of material, Other...</p> <p>(Information & Awareness)</p> |
| <p>2. Personal Growth & Development</p> <p><u>examples</u></p> <p>Classroom presentations focused on individual's safety, group prevention education, skill building curricula and programs.</p> <p><i>Key motivation: Skill Building</i></p> <p>Possible Activities: Kids / Teens / Parents/ Individuals, Safety training, Classroom presentations / skill building Educational support groups, Skill Building in Professionals, Train the trainer skill building, Technical assistance to professionals, Other...</p> <p>(Skill Building)</p> | <p>4. Personal Problem Solving</p> <p><u>examples</u></p> <p>Post victimization remediation, group therapy, individual, advocacy, support groups, legal and medical advocacy, therapy, remedial work in classroom setting.</p> <p><i>Key motivation: Post-victimization remediation</i></p> <p>Possible Activities: Group therapy, Individual therapy, Individual advocacy, Support groups</p> <p>(Therapy & Advocacy)</p> |



SPOTLIGHT: PREVENTION PARTNER

Hi, my name is Nicole Gurchiek and I'd like to tell you about my position at the Sexual Assault Center of Pierce County. I am the Hispanic Outreach Liaison and I've had this position for a year now. The Hispanic Outreach Liaison position is the first of the "Community Liaison Projects" and it's been very exciting to see it grow.

This position started because SACPC had a dream of extending its services to a wide variety of ethnic communities. Due to a lot of barriers that come with trying to work with ethnic communities SACPC felt they needed to find people to fill these positions who came from the specific communities to break cultural and language barriers that exist in all ethnic communities. The liaisons would be able to provide full sexual assault assistance whether it is advocacy support or providing education in their primary languages. Hence the Hispanic Outreach Liaison position was born!

During the last 12 months I've been through extensive training to be able to provide full advocacy support that includes crisis line calls, personal support, medical advocacy as well

as legal advocacy. I've also had extensive training with the Education department in going to schools all over Pierce County and presenting topics like sexual assault, sexual harassment, rape drugs, bullying and child sexual abuse to middle schools, high school, colleges and adults. Also I have been able to translate a lot of our brochures and materials into Spanish to broaden the amount of resources we have for the Hispanic community. This was beneficial to me because I learned a lot about sexual assault while I interpreted the material. The only advantage I have over most positions here is that I am Hispanic and speak fluent Spanish and provide these services in Spanish.

Within the last year I've been able to establish myself within a variety of organizations in the community that provide services to Spanish speaking clients. Within these organizations I've been able to build agency collaborations and attend

monthly meetings which include, Charlas at the YWCA, the Hispanic Network Mtg, Puyallup Valley Network Mtg, Latina Women's Advisory Council Mtg, and Mujer a Mujer (Woman to Woman). Through these collaborations many of these agencies know about my position and refer many of their Spanish speaking clients to me that have sexual assault issues.

There are many reasons why the Hispanic community doesn't disclose and report and this has been a challenge for me. They are because of cultural and language barriers as well as myth and misconceptions.

A big cultural barrier that has been a major challenge for me is that within this culture older is seen as wiser. When someone is looking for help they tend to look for the person with the most experience in that particular field, and seeing as

how I am young and have only been around for a year, I'm not necessarily the one people want to talk to. A lot of community professionals wonder if I am able to do the job and I have had a wonderful year showing people that I can indeed do this field of work. Instead of

insisting that agencies work with me, I have shown them through consistent hard work that I am dedicated to this field and I take my job seriously no matter my age. I've been able to gain the respect of many community members and they now come to me when they have clients they'd like to refer, have me train or give them presentations. I think that is proof that my hard work is paying off.

Culturally the Hispanic community is very tight knit, so when a sexual assault occurs they not only blame themselves but others also blame them, although this is common among most sexual assault victims no matter the ethnicity. Many do not disclose for fear that this tight knit community will think they are "dirty" or that they were asking to be raped. Hispanic organizations do not have the resources to deal with sexual assault victims and may refer to SACPC as an outside resource. But that's where the language barrier comes in.

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WHAT'S GOING ON? CSAP PREVENTION UPDATES

CHILDREN'S RESPONSE CENTER

Children's Response Center is engaged in a project called *KidSafe*. The *KidSafe* program is an educational curriculum developed by CRC to train mandated reporters of child maltreatment to accurately identify and report suspected incidents of child abuse and neglect. To carry out this mission CRC has partnered with 2 community-based organizations to deliver this material to a diverse audience, an audience who has varying experiences and concerns regarding child maltreatment and their roles as mandated reporters. The Prevention and Education Coordinator of CRC has worked closely with Consejo Counseling and Referral Service and the East Cherry YWCA to build capacity of staff through 1) providing information on child maltreatment, 2) working together to develop culturally relevant curricula, and 3) developing outreach strategies to target appropriate audiences. CRC has also enlisted DSHS Child Protective Services as an active consultant, to ensure an accurate portrayal of CPS's role in reporting and investigating claims of child maltreatment.

CRC was funded this year by the Aetna Foundation, and was recently awarded funding for another year of the project. In the upcoming year we intend to continue our partnerships with community-based organizations that serve traditionally underserved populations. It is our hope that we may collectively draw on our unique strengths and effectively deliver this information to diverse audiences who represent our community of care providers for children.

SAFEPLACE

SafePlace is starting a new support group thanks to a grant received from the Pride Foundation in Olympia. This group is for survivors of domestic and sexual violence who identify as trans or gender queer. It will be an open group, which means that you are welcome to join in at any point of the group and do not have to make a commitment to continue through all twelve weeks.

The group will be held every Wednesday for twelve weeks, starting September 1st from 6-8pm. The location is confidential, and you can find out more by calling the SafePlace crisis line at 754-6300.

All gender variant people are welcome.

SafePlace thanks all of those who have played a part in aiding them in the implementation of this much needed support group.

CONNECTIONS: KID CONNECTIONS

On August 6th Kid Connections wrapped up its summer prevention program with its 7th Annual Fun Run & Safety Rally. This event involves a Fun Run for children and adults. All runners receive a free Kid Connections t-shirt, Popsicle and certificate of participation. Following the run the local emergency crews (fire, ambulance and police) arrive at the park and discuss with the children safety rules. The service providers tell the kids about their jobs and answer questions. The Kid Connections staff handed out personal safety packets to the children and parents.

In July Kid Connections traveled to four communities throughout Ferry County (Curlew, Orient, Republic and Keller). This summer the children made volcanoes, discussed anger and learned about personal safety. The children listened to a puppet show and played cooperative group games. This summer Kid Connections had over 60 participants.



Pictured: Children participating in the Kid Connections 7th Annual Fun Run & Safety Rally events.

WHAT'S GOING ON? WCSAP NEWS

Campus Sexual Violence Summit Pre-Conference to Pacific Coast College Health Association Conference October 20, 2004

Cost: \$50.00 (possible scholarships available to those to whom the cost would be prohibitive)
Time: 1:00-5:00pm
Date: Wed, Oct. 20, 2004
Location: Red Lion Hotel at the Park, Spokane, WA

Brief Description:

Dr. Langford, Violence Prevention Director of the Higher Education Center (HEC) of Alcohol and Drug Prevention, will discuss with participants latest updates in campus sexual violence. She will provide information on the HEC's recommendations for campus violence prevention, share recent research on college sexual violence and benchmarking information; and will dialogue with participants on campus sexual violence prevention topics such as campus policy/procedures, strategic plan development, prevention programming updates, victim support service models and/or programming/service evaluation.

Co-Sponsored by WA Coalition for Sexual Assault Programs
Prevention Resource Center

For more information contact: Gretal Leibnitz, Ph.D.;
Leibnitz@wsu.edu (509) 335-6358 and/or go to the PCCHA
Conference website (Summit information and registration should
be available soon) <http://www.capps.wsu.edu/pccha/>.

LEGAL SERVICES FALL TRAINING SERIES: "THE CIVIL LEGAL NEEDS OF ADULT SURVIVORS OF SEXUAL ASSAULT"

WCSAP's Legal Department is hosting a legal training series designed to increase civil practitioners' awareness and ability to represent rape survivors in non-criminal cases. The goal of the training is to train local attorneys across the state to help meet the civil needs of adult survivors of sexual assault. The training is designed for both attorneys and advocates, in an effort to help facilitate connections between sexual assault advocates and local attorneys. Attorneys will receive 4 CLE credits, including 1 ethics credit. Advocates that attend the entire training will receive approximately seven training credits. There will be eight trainings set throughout Washington State this fall. Please contact Sherina for more information and registration @ (360) 754-7583 ext. 117.

CHECK OUT NEW PREVENTION CURRICULA IN WCSAP LIBRARY

Videos

- *A Question of Rape* – 30 minutes, 2002 Hegland and Silverman
- *La Confianza Perdida* – 22 minutes, 1999 Jaime Kibben
- *Dying to Leave: A Documentary on Trafficking* – 56 minutes, 2003 Wide Angle

Books

- *"The Souls of Black Folk"* by W.E.B. Du Bois
- *"Up From Slavery"* by Booker T. Washington
- *"The Bullying Prevention Handbook: A Guide for Principals, Teachers, and Counselors"* by John H. Hoover and Ronald Oliver
- *"Teasing and Harassment: The Frames and Scripts Approach for Teachers and Parents"* by John H. Hoover and Glenn W. Olsen

...HOMELESS YOUTH IN OLYMPIA, WA

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to build these kids a shelter and give them a safe place off the street?" While it is true that the youth are in great need of additional resources, what they need even more so is the support and cooperation of their local community.

The challenge ahead is to educate the greater community of the issues faced by these youth and to create solutions "outside of the box." It is true they need shelter and safety above all else, but those safe places need to be accessible in ways that do not currently exist. The challenge ahead is to work with local organizations, businesses and prescribed structures to implement the violence prevention plan created by these youth.

...PARTNERS IN PREVENTION

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Here at SACPC we have limited resources when it comes to bilingual services.

Our crisis lines are manned by English speaking advocates and English speaking therapists. So it becomes a challenge to help a person in crisis at that exact moment because of language barriers and that does scare a lot of potential clients off. To better assist these victims I am currently training our on-call crisis line advocates to say simple sentences in Spanish, letting the victim know that we do have someone at SACPC that can help them in Spanish and they connect them to me.

A common misconception in the Hispanic community that I see everyday is the fear that immigration will get involved if they report the assault to law enforcement. Many think that by reporting a crime they will be deported, and because most victims feel that it was their fault, they think they have committed some sort of crime as well. What many don't know is that reporting a crime to the law enforcement can not get you deported.

For the next 12 months I will continue to collaborate with agencies and provide sexual assault services in Spanish. A personal goal of mine is to extend our resources and recruit bilingual advocates and therapists that would be dedicated to providing services to Spanish speaking victims.

ENDNOTES

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- 6 Ibid
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- 15 Noriega, Rosalinda and Stakeholders, "Youth Sexual Abuse Survey Results", 30 Respondents. (Olympia, WA. June 2004.)
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- 19 U.S. Department of Justice, "The Sexual Victimization of College Women", 2000, p. 23
- 20 National Criminal Justice Reference Services, "Toolkit To End Violence Against Women", 2000 pgs. 2-6
- 21 Adaptation (2004) by Lydia Guy from William Loftquist, Technology of Development 1996



