



Community Development Demonstration Initiative

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Working with Youth Who Are Homeless

The Sexual Assault Prevention Resource Center
The Washington Coalition of Sexual Assault Programs



**And you can't always get what you want, honey
You can't always get what you want
You can't always get what you want
But if you try sometime, yeah
You just might find you get what you need!**

The Rolling Stones

Community development as a sexual violence prevention strategy is an interesting paradigm. Based on our own individual skill set and life experiences we usually enter into the process with an expectation of what the outcome might be. In partnership with others, we participate in a collaborative process designed to understand the dynamics of sexual violence in our communities and reduce the negative impact. Through dialogue and discourse we reach a shared understanding. The resulting strategies derived from the collective mind are generally not what any individual stakeholder envisioned but are quite often exactly what the community needs.

**Community Development Demonstrative Initiative 1: Working with Youth
Who Are Homeless**

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Table of Contents

Overview	4
Step 1 Stakeholder Recruitment	7
Step 2 Underlying Conditions	15
Step 3 Needs Assessment	19
Step 4 Development of Community Plan	23
Sexual Assault Prevention Plan Outline	26
Step 5 Evaluation Tool	41
Acknowledgements	45
Appendix	47
Fact Sheet: Homeless Youth in Thurston Co. Logic Model Final Survey Results Combined Revised Plan for Implementation	

Overview of the Community Development Initiative

The work of the anti-rape movement during the 1970's can be viewed as community development. It was comprised of communities, primarily women, looking at the issue of sexual violence, defining it in terms consistent with their life experiences, determining the underlying societal causes and developing strategies. The strategies developed were both community specific and wide-ranging: from speak-outs to crisis lines. Over the last thirty years, certain services became defined as best practice; eventually these practices were standardized and thus the current sexual assault service delivery system was developed. Many of the initial leaders of the anti-rape women were young, formally educated, heterosexual, white women and as such many of the services which became standardized were most effective within these demographics. An unintentional outcome of the standardization was under-representation of many historically marginalized communities.

In Washington State there was an acknowledgement of the importance of community specificity and inclusion of community development even within the context of standardization. The Sexual Assault Prevention Plan for Washington State included the following goal. ***To impact the underlying causes of sexual violence through the shifting of ownership of solution from social services to the community using a community development approach.***¹ Based on this commitment to community ownership resources were allocated within the state to specifically focus on sexual violence prevention utilizing a community development approach. In 1997 a technical assistance resource center (the WCSAP Prevention Resource Center), whose focus is to increase the state's overall capacity in prevention, was established. In 1999 sexual assault prevention was established as a core service for accredited community sexual assault programs (CSAPs).

Over the past seven years there has been a plethora of community development initiatives focused on a wide range of communities. Communities engaged in successful initiatives have included, but are not limited to ethnic communities, faith based communities, college campuses and schools. However there continue to be communities that have been difficult to access. As a technical assistance provider it is the goal of the Prevention Resource Center to promote strategies which focus on increasing the diversity of communities who have meaningful access to sexual assault prevention services.

WCSAP identified specific communities which appear to be consistently underserved by mainstream providers throughout our state. We chose to focus our resources on three specific communities: homeless youth, rural gay men, and sex industry workers. We realized that in order to provide effective technical assistance we needed to have practical application of the community development model within these communities. As such, the Prevention Resource Center contracted with independent facilitators familiar with the community development model as well as their respective communities in three locations across the state to facilitate demonstration projects. The information compiled from the demonstration project, which took place in a community of youth who are homeless in Olympia (Thurston County) within Washington State, is the basis of this publication.

The publication is organized into five sections in addition to the appendix:

- Stakeholder Recruitment
- Underlying Conditions
- Needs Assessment
- Development of the Community Plan
- Evaluation

Each section consists of a brief overview of the supporting community development concept and a first person narrative from the facilitator of the community development process. It is our hope that information in this publication will prove useful to those individuals and organization interested in facilitating similar community development initiatives.



(Footnotes)

1 *Sexual Assault Prevention Plan for Washington State, Office of Crime victims Advocacy Department of Community, Trade and Economic Development and Washington Sate Department of Health* by the Washington State Institute for Public Policy. The Evergreen State College, August 1997.

Step 1:

Stakeholders Recruitment

Never doubt that a small group of thoughtful, committed people can change the world.

Margaret Mead

Theoretical Basis

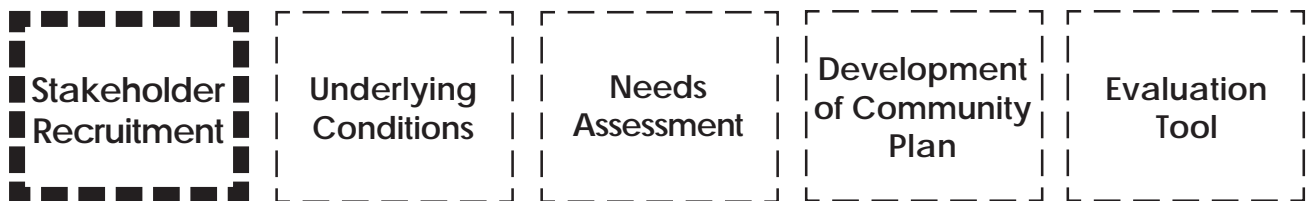
The inherent assumption in the community development process is that a community of committed people, familiar with their community and willing to enter into a process to seek a solution to a given social problem, will create the optimum intervention. Community development, although based on theoretical principals, prioritizes the expertise of the community over that of the academic. Professionals are encouraged to share their unique expertise as participants within the community process itself. Ultimately a group of committed stakeholders will have a vested interest in the success of the intervention, knowledge of societal dynamics as well as a long-term connection to the community.

Stakeholders are individuals within the community who have an interest, "a stake" in the outcome of your prevention process.

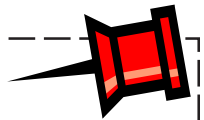
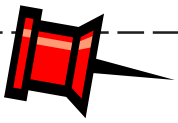
The stakeholder recruitment process is the first step in encouraging this process. As a community development facilitator your role is to identify individuals who are pivotal in the life of the community. Stakeholders may possess individual and/or institutional power, each is of equal importance. Their strength lies in their sense of community ownership and personal conviction. These individuals should not be chosen based on their ability to conform to a specific analysis of the issue, but rather their ability to enter into a thoughtful and respectful dialogue. It is important to include stakeholders who represent the true diversity (whatever that may be) of the community.

The recruitment process can be as formal as sending invitations to attend a community meetings or as informal as meeting for coffee. However, the ultimate success of the process will depend on your ability to personally engage potential stakeholders. During the recruitment process it is very common to receive recommendations of individuals for whom it will be crucial for you to connect; these individuals may have been previously unidentified. All communities will include individuals who can help or hinder any attempts to change the dynamics within that community. The stakeholder recruitment process is the mechanism in which these individuals are identified and encouraged to participate in the process. If they are unwilling or unable to participate in the process it will be of utmost importance to encourage them to be an ally or at the very least a benign presence.

The stakeholder recruitment process is often referred to as Personal Emissary work. The strength of your personal relationships within the community and communication skills will be integral to the success of your project.



The remainder of this section is a report compiled by the Community Development Facilitator of an underlying conditions exercise which took place in a community of youth who are homeless in Olympia, WA.



Stakeholder Recruitment Report

Self-Assessment

When beginning a new community development project with a community with which you are not a member, it is important to access your connections to the particular community. Since I am an outsider to the homeless community, I needed to get to know that community before I could proceed. There are several ways to get to know a community with which you are not already a part of or familiar with. I began by contacting a local organization I knew worked with youth. I was encouraged to find that they had several programs to address some of the needs of Homeless Youth in and around the Olympia, Lacey, and Tumwater areas.

Next, I thought of a friend of mine who had been homeless herself in this area for sometime. (She had later gone on to help run the local homeless shelter.) With my friend's help, we identified organizations and specific people who assist others who are homeless in this community. This is known as Community Mapping and is essential to getting to know the community you intend to work with.

Community Mapping

Conducting the Community Mapping allowed me to begin asking questions *to identify the organizations and people who assist this community*. From it I also gained information about the make-up of the community, (i.e., racial/cultural make-up, languages spoken, sexual orientations, median ages, economic and social classes, levels of abuse experienced, recreational outlets, locations people congregate, modes of transportation available, and the physical layout of the community). I began to learn where and when I would most likely find youth who are homeless to participate in the outreach process.

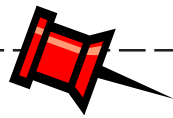
Since my friend had been homeless herself, I asked her advice for doing outreach to youth on the street. I knew this was important to assure I would be reaching a variety of transitional youth; some who would already be connected to local service agencies as well as those who are disconnected for whatever reasons. My friend's advice was first and foremost to respect their body language.

“Read their cues. Invite them to a familiar “hang out” for a cup of coffee. Don't take it personal if someone doesn't want to talk to you. They have their reasons. Be willing to spend sometime just hanging out. And finally, dress down, as opposed to dressing up!”

Networking with Organizations

I first contacted Community Youth Services (CYS) to inquire if they worked with youth who are homeless. It turned out that they conduct Street Outreach and host a Drop-In Center that allows the youth access to computers, laundry machines, a warm and dry place to “hang-out” and have access to various services available through out the local area. I soon met with the Program Manager and a few of the Outreach Workers to explain my intention of working with youth to develop a Sexual Assault Prevention Plan and network with local organizations. Both the Outreach Workers and the Program Manager were excited at the proposal and offered their assistance with the Community Mapping. They also invited me to conduct outreach at the Drop-In Center.

The assistance I received from the Outreach Workers at CYC helped to identify other organizations that serve the homeless youth in Olympia. My next contact was with a man known in the community as Long Haired Dave. He is the co-founder of E.G.Y.H.O.P. (Emma Goldman Youth and Homeless Outreach Project). The mission of E.G.Y.H.O.P. is to provide emergency intervention services, a friendly and familiar face to talk with, and needed and requested items. E.G.Y.H.O.P. Street Outreach Workers are unpaid volunteers who provide direct service on the streets of Olympia. Street outreach workers are available during hours when the street population cannot access traditional services.



Stakeholder Report

Dave assisted me with continued Community Mapping and invited me to do outreach on bicycles with some of the volunteer outreach workers. The first time I did outreach with a couple of E.G.Y.H.O.P. volunteers, I was interested to learn their approach and area covered. The volunteers appeared fairly casual as they rode around on bicycles offering assistance in the form of warm socks, blankets, donated food, and bandages.

Haven House, United Communities AIDS Network (UCAN), Safeplace, First Baptist Church of Olympia were among other organizations I networked with. The purpose of the initial contacts was to introduce the organizations to the start up of a new Sexual Violence Prevention initiative. While all of the organizations were supportive, asking to be kept informed on the project's progress and future opportunities to provide support, most did not believe their organizations were currently in a position to assist with the initial outreach process. Barriers included a lack of regular and consistent contact with their clients, prohibiting them from recommending specific youth to conduct outreach to.

Outreach

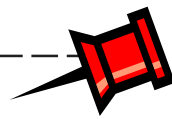
I began conducting outreach at CYS's Drop-In Center and on the streets. I spent several hours a week at the Drop-In Center getting familiar with the youth. I conducted interviews via a survey on Sexual Assault and used the questions as an outreach tool to meet people, to strike up conversations and to make my face known. It was also a tool to identify people willing to discuss the issues and interested in participating in prevention planning.

From the youth I met, I continued to learn where to find other youth who are homeless. The next place I ventured into was Oliver's Castle¹, a local arcade. There I introduced myself to the owner and asked if it would be all right to survey some of his patrons. He agreed to allow me to survey people in his establishment and commented that many of them were just "hanging-out." In other words, youth knew the arcade to be a place where the business owners allowed them to spend time without expecting them to spend money as a condition of being there. Over the next couple of months, I would stop in periodically to survey people and with the hopes I would run into and stay in touch with other kids I'd met during the outreach process.

Check Assumptions

Something I observed from the Outreach workers at CYS and E.G.Y.H.O.P. re-enforced my friend's advice to "dress down." The Outreach workers I met all dressed more than just a little bit casual. (Without meaning to offend, there were one or two who I would have assumed to be homeless themselves.) I was aware that my own assumptions about people's appearances and ages may affect whom I approached to survey and although I did not approach everyone I encountered on the street and around local businesses, I did approach many people I would not have assumed were homeless. One place I conducted outreach was at Sylvester Park, a well-known "hangout" for people who are homeless during fair weather. As I approached people, I introduced myself, briefly explained I was hoping to do some violence prevention with youth who are currently or formerly homeless and I would ask if they happened to know any. I continued this approach despite being laughed at by a few people who responded, "yeah, everyone in this park right now." I used this approach as a way of introducing my intentions and myself without seeming to have any assumptions about whether or not someone may be homeless.

I learned through trial and error that it is not reliable to identify youth who are homeless by their dress or appearance. As is typical with youth, "fitting in" is important. *Some* teens that *are* homeless do not wish to *look* homeless. I quickly learned to take it in stride that some people would take offense from the idea that I would question whether or not they are homeless and others would respond with suspicion.



At the same time I learned that the youth are making their own assumptions about people they are encountering on the street and in their day-to-day lives. A few of the youth I spoke with commented that they are suspicious of people they don't know who are dressed nicely and approach them on the street. They question if those people's motives have to do with religious teachings or to solicit sex for money.

Interview Results

From the interviews I learned that many of the youth grew up in the local area, others migrated from as far away as Texas. The length of homelessness ranged from one month up to six years. The most common types of violence experienced are physical (stabbings, shootings, getting "jumped" because of money, "drama", sex and dating issues). Other types of violence identified were verbal and "name calling", sexual harassment, and "being judged by others." Most respondents agreed that sexual violence is a problem within their community and identified women, men, boys, and girls as those who are most often the victims of this violence.

When asked, "How does sexual violence affect the whole community?" respondents gave some of the following responses:

"There's a chain reaction among people who care for the victims."

"Causes more drama and fights."

"Makes the community weaker as a whole."

"Affects the atmosphere."

"It's wrong and disrespectful. People think it's funny and it's not."

"Creates messed up, scared and confused women and children. With confusion comes more confusion."

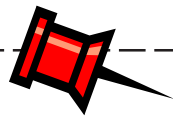
Defining Community

When working with a community that is not clearly definable, it is important to allow community members define the parameters of the particular community. During the surveying, I informed the people I approached that I wanted to survey youth who are currently or formerly homeless. It was up to individuals to self-identify as members of this community or not.

The reason I allowed for "formerly homeless" was to counteract the notion that once a youth has found a roof to sleep under (whether as a participant in a Residential program or via "couch surfing, i.e., moving each night to sleep on someone else's couch") they are no longer a member of and have relevant first hand experience within that community.

In the course of conducting outreach, it became apparent that there are smaller communities of people within the wider homeless community. There are groups of people who associate through the organizations and services they access. There are other groups who seem to associate more on the street and within social circles.

At the first Stakeholders' meeting, participants were asked as a group to define their community. They identified the homeless youth community by examining their own personal situations, which lead them to becoming homeless. As a group they identified homeless youth as people who are: runaways due to family situations or due to warrants, living in "tent plantations", staying with friends or significant others, and/or making bad choices about living situations.



Stakeholder Report

Community Meeting

After spending a couple of months interviewing, conducting outreach and networking with local organizations, a date was set to host a community meeting to explain the Prevention Planning Process to interested youth. Flyers were posted in window shops throughout downtown and local organizations. Flyers were also distributed on the street directly to youth through continued outreach. One young woman commented that 80% of the people who showed up would be there for the food. *Free food draws a crowd!* Forty-nine people attended the community meeting. The median age was 16-26. The meeting format was fluid as people wandered in between 1 and 4:30 p.m. Using enlarged visuals depicting the Technology of Development², the Prevention Planning Process was explained about 6 or 7 times, as new people would wander in.

Identifying the culture of the community

Out of the forty-nine people in attendance, nine indicated a strong desire to participate. Through the outreach process, an additional few had indicated a desire to participate. However, one thing I was learning during the outreach process was how difficult it would be to stay connected with the individuals within this community.

For one, many are having to move locations daily, weekly, or spontaneously depending on their circumstance. Secondly, when on the street the days of the week become less relevant and it is easy for many to lose track of what day it is. This presents a challenge when trying to arrange days and times to meet. Third, being without a home often means being without access to a phone and/or computer to stay in touch.

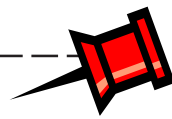
Some of the youth I met attended school or knew they could obtain Internet access at the Library or at a Drop-In. I found that most of the youth with computer access did not use it to respond to individual e-mails. Reasons being an uncertainty that I would want any type of response or their unwillingness to access services because of the rules associated with being in places like drop-in shelters, the library or a residential program.

Another thing I gleaned from the Outreach process was a high level of “drama” in the lives of many of the youth. This “drama” often times affected the day-to-day lives and relationships of many of the youth creating challenges often too distracting for many to overcome. Much of this drama had to do with typical youth issues of dating and sex, drugs and alcohol, rumors, as well as, threats of violence and issues with being locked up in institutional Juvenile Detention Centers.

Selecting Stakeholders

Through the outreach process, there were individuals who seemed to have a lot of insight and a willingness to share it when asked. The more time I spent getting to know individuals through this process, the more I identified people that I wanted to work with, as well as, some to avoid. When it came down to selecting stakeholders within this community, it wasn't up to me. The stakeholders were those who felt a vested interest in attending the planning meetings.

Due to the difficulty of staying in-touch with youth living on the streets, it may be unrealistic to rely on a core group of stakeholders to attend a series of planning meetings. Although many of the youth have indicated a desire to participate, the day-to-day living situations seem to prohibit consistent participation. In order to overcome this obstacle, the facilitator should also encourage stakeholders to recruit more participants.



One stakeholder has consistently attended the first two planning meetings following the community meeting. Five others attended the first meeting in which we discussed and identified seven Underlying Conditions contributing to sexual violence. One additional community member attended the second planning meeting in which we began applying the components of the Technology of Development³ to this community initiative. In order to collaborate with stakeholders as resources, rather than recipients, participants began applying the Community Development model to the homeless and greater Olympia community.

It became important during the second planning meeting to discuss the pitfalls of the Activity Trap, as participants began to focus in on the possibility of opening a new Youth Shelter. A discussion ensued in which participants began to understand that a new shelter might be a by-product of the planning process, but that our task is to focus in on the underlying conditions that support violence and to create a plan to impact those conditions. In addition, we discussed our next steps to develop a Needs Assessment to gather information from the greater community.

Summary of Steps

- √ Initial Community Definition
- √ Assess Your Connections
- √ Identify Organizations/People Who Are Part/
Assist Community
- √ Network
- √ Outreach, Hang Out, Start Up Conversations
- √ Check Your Assumptions- Cultural Elements of
Community
- √ Examine Data
- √ Define Community- By Community
- √ Meetings
- √ Community Culture/Challenge
- √ Selection of Stakeholders

(Footnotes)

1 Oliver's Castle went out of business during the summer of 2004.

2 William Loftquist, The Technology of Development: A Framework for Tranforming Community Cultures. Tuscan, AZ: Development Publications.

3 Loftquist, The Technology of Development

Step 2:

Identify Underlying Conditions

That is what learning is. You suddenly understand something you've understood all your life, but in a new way.

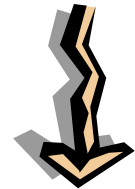
Doris Lessing

Theoretical Basis

Interventions are often focused on fixing the “problem.” As social service providers, clinicians and rape crisis advocates we have developed an impressive array of problem solving techniques. Our interventions are often focused on solving problems on a micro (individual), meso (community) and macro (societal) levels. The focus of a community development process is to emphasize the underlying conditions, as determined by the community stakeholders, contributing to the problem as opposed to the problem itself (observable symptom). Directing the intervention toward the underlying conditions will create greater change than addressing the reoccurring symptoms. Much like the old adage: Give a man a fish and he will eat for a day... Teach a man to fish he will eat for a lifetime.

The first step in determining the underlying conditions is to facilitate a process which creates a list of the observable symptoms. A group brainstorm is often the most effective tool. The theme of the **question most often used** to generate the brainstorm in relation to sexual violence is, **“How is sexual violence currently manifested in our community?”** The answers are the symptoms or the current community (sometimes referred to as condition “A”). The **theme of the follow up question** used to generate the underlying conditions is: **“What causes each of these symptoms?”** The resulting conversation should generate a complex analysis of the underlying conditions contributing to sexual violence.

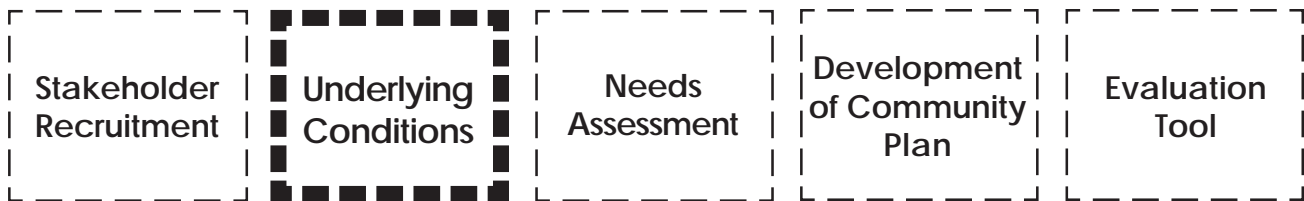
“How is sexual violence currently manifested in our community?”



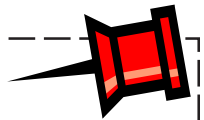
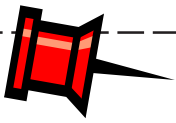
“What causes each of these symptoms?”

As a community development facilitator it is extremely important to encourage an open and honest discourse. If individuals are unable to share their perceptions of the causal conditions of sexual violence, by definition the interventions created will be flawed. The final step is for the group to prioritize the conditions based upon their perceptions of importance and the opportunity to influence change.

Good facilitation skills, conflict resolutions and the ability to keep the group focused will be extremely beneficial to the facilitator during this process. It is common for several symptoms to be linked to the same underlying condition. Although any individual present may have been able to generate the list of underlying conditions in isolation, the group dynamic is integral to the community development process. This step creates an opportunity for stakeholders to develop a shared understanding of the root causes of sexual violence.



The remainder of this section is a report compiled by the Community Development Facilitator of an underlying conditions exercise which took place in a community of youth who are homeless in Olympia, WA.



Underlying Conditions Report

At the first Planning Meeting, stakeholders discussed the meanings of violence and sexual violence, defining violence as: verbal, physical, pushing, smacking, name calling, threats of violence, and “bull shit talk” often induced by alcohol and/or drug use or as a way to “front” (meaning to act and talk tough in an effort to avert future violence). Sexual violence includes: rape, verbal harassment or propositions, name calling, spreading rumors and/or lies about other people’s sexual histories, stalking, beating, using drugs and/or alcohol to render someone helpless, gesturing, touching without permission, and offering money, drugs or shelter in exchange for sex (otherwise referred to as “survival sex”).

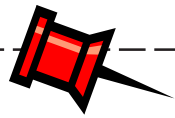
Stakeholders provided examples of how sexual violence happens throughout the discussion. For example, in the case of rape, the scenario was brought up in which two people are kissing and “going at it,” then the girl decides she doesn’t want to have sex and says “no” and “a guy still goes for it.” In the case of verbal harassment or propositions, “a guy on the street tells a girl walking by, ‘you have a nice ass, wanna fuck?’” Statutory rape was also discussed and most of the stakeholders agreed that, “if you like someone it should be okay (to have sex with someone of a different age).” However, it was also discussed that there are people who hang out with youth on the streets hoping to prey on young teens who are looking for a sense of maturity or self-esteem.

Following this discussion, Stakeholders identified the underlying conditions that cause or contribute to sexual violence. [In other words, they identified the shared values, expectations, attitudes, assumptions and norms that allow sexual violence to exist.] Their responses were recorded and posted on the wall for further discussion and clarification. Through this discussion, conditions began to be identified into categories as similar responses were identified.

Once all of the responses were recorded, stakeholders were provided stickers numbered one through four and asked to prioritize the categories from the most critical condition (4) contributing to sexual violence to the least (1) in their personal opinions. This exercise was used as an **assessment tool** to show the group’s collective priorities for their Sexual Violence Prevention Action Plan.

The youth identified and prioritized the underlying conditions causing or contributing to sexual violence in their community in the following manner:

- √ **Assumptions males and females make about girls they see flirting and dressing like “sluts”. There’s a double standard between males and females who flirt a lot.** Girls are said to be “sluts, hookers, white trash” and it is assumed they do not need to be treated with respect. While males are said to be “studs” and are accorded a certain amount of respect. In addition (many) males assume license to “act like perverts” and can expect their behavior to be considered normal behavior.
- √ **Violence is normalized.** It is considered a normal occurrence in everyday life learned and re-enforced through conversations and conflict resolution among peers and families, as well as, highly prevalent in music and media content throughout society.
- √ **Drugs and alcohol affect the judgment and actions of victims, offenders, and bystanders/witnesses.** Stakeholders discussed the use of drugs and alcohol among peers. Stakeholders believe youth are consuming drugs and alcohol in an effort to escape their troubles, relax and have a good time. When they are high or drunk they “don’t have to worry about their problems.” The effects of this intoxication coupled with a lack of knowledge of how to respond to incidents of possible sexual harassment or violence lead to behaviors of victim blaming and denial.



- √ **Sex and/or sexual rumors are used to determine “who’s better.”** For example, in some cases sexual endeavors are used to make individuals feel attractive and/or self-confident. While in contrast, rumors that are sexual in nature, are spread (particularly about girls) which identify them as “sluts or ho’s” and are meant to belittle their reputations and/or self-esteem.
- √ **Sex is an easy way to make money, get drugs, and/or find shelter.** This type of sex is often referred to as “survival sex.” For individuals who don’t have resources, sex is sometimes considered a “commodity” to trade for other needs and wants.
- √ **Nobody tries to stop it.** There is a shared expectation that people will “mind their own business” to avoid getting “sucked into (other people’s) drama.” In addition, there is a lack of skills of appropriate and “safe” ways to confront harassment and abuse when it pops up.
- √ **Putting up a *front* so nobody will mess with you.** In other words, projecting being tough as a way of warding-off threat of violence. Another way to front is to bury personal feelings and avoid dealing with the effects of violence on oneself and the greater community.

The outcome of the Underlying Conditions exercise was a shared understanding of how sexual violence happens among youth living and hanging out on the streets of Olympia (and the surrounding areas) and what factors contribute to it. Stakeholders left this meeting eager to develop a plan to reduce sexual violence in their community.

Step 3:

Needs Assessment

Do you want to go on together? Or go ahead? Or go it alone? ... You have to know what you want and that you want.

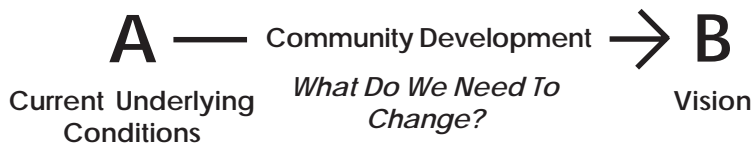
Friedrich Nietzsche

Theoretical Basis

Community development is not fundamentally about what went wrong but rather it is about what we can make right. The first two steps in the process as outlined in this publication were about reaching consensus regarding the scope, prevalence and nature of the current situation. The needs assessment step compels us toward a paradigm shift. How would we like our community to look, feel and behave if the given societal problem did not exist? This requires a leap of faith and a fundamental belief that all communities possess strengths and protective factors which will enable them to enact societal controls which transform our communities into happy, healthful, nurturing entities.

“The Needs Assessment step compels us towards a paradigm shift. How would we like our community to look, feel and behave if the given social structures did not exist?”

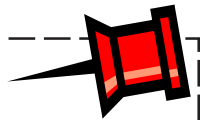
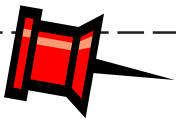
This first step in determining needs is to facilitate a process to determine what types of things we would observe in our perfect world, then create a list and our description of these things. This list should be as specific and concrete as possible, and it should be framed as a positive not as the lack of a negative. For instance we would want to describe brightness as having the presence of light not the absence of darkness. From a facilitation process this can be extremely difficult. We are encouraging the stakeholders to engage in a visioning process, which is often overwhelming. It is important to provide structure and clarity throughout the facilitation of this exercise. This state is sometimes referred to as condition “B” or more simply the vision of the community development initiative.



The next step is then to place condition “A”, our current underlying conditions, on one end of a continuum and then place our condition “B”, our vision, on the opposite end of the same continuum. By juxtaposing conditions A & B we ask ourselves the question, “What is it we need to accomplish to get from A to B?” This portion of the process is less about visioning and more about evaluating the underlying conditions in comparison to our stated vision; this evaluation allows us to accurately assess the community’s needs. This step marks the transition from conceptualization to actualization. As community development facilitator, it is extremely important to make sure that every need which is identified directly correlates with an underlying condition as well as the defined vision.



The remainder of this section is a report compiled by the Community Development Facilitator of an underlying conditions exercise which took place in a community of youth who are homeless in Olympia, WA.



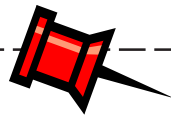
Needs Assessment Report

As the facilitator I began by creating a series of interview questions to use while conducting (personal emissary) work with youth. Interviews with homeless youth were conducted on the streets and through local support agencies and organizations. Once (stakeholders) gathered they created several surveys to continue gathering information from other members of the homeless community, including one survey geared specifically to adults within the community. This process continued throughout the Spring and Summer of 2004.

There were also surveys completed by youth living in the woods at The Evergreen State College. Although respondents were provided with the identical survey questions, the responses were so distinct that the results were compiled separately from those gathered 'in town'. It is unclear why these results were so 'extreme' compared to those compiled elsewhere. It would be beneficial to conduct further outreach to this sub-community to gather more insight in order to address the specific needs of this group of homeless youth.

After reviewing the interview and survey results gathered from the homeless youth community (in town) there are certain needs that stand out. Among those needs are increased positive role models, shelter, and access to free recreational and learning opportunities that include trade and coping skills.¹ Without these resources, youth are often unable to focus on changing the conditions that contribute to sexual harassment and abuse in their lives. The following are the recommendations based on the information gathered in the needs assessment process:

- ◆ **Youth require access to positive role models.** Many of the youth indicated the reason they were on the street in the first place was due to family conflict and violence.² Other reasons sighted include addiction problems, being kicked out of their families' homes, and experiencing physical and sexual abuse.³ Youth have learned their unhealthy coping skills from family, peers, media, and music.⁴ The skills they have acquired include the use of drugs and alcohol,⁵ denial,⁶ and further violence.⁷ To counteract these coping mechanisms youth require an increase in their access to interactions with community members from whom they can learn healthier ways to deal with the challenges of life.
- ◆ **Youth need skill building opportunities.** One point that stood out for me as the facilitator during the interviews was that youth identified the most common type of violence in the homeless community as physical violence as a result of 'drama', money, and sex.⁸ The significance of the daily dramas youth face on the street can not be under stated. From my observations and interactions with some of youth, I've learned their 'drama' is their responses to personal conflicts, dating and sexual relationships. This 'drama' subjects youth on a daily basis to experiencing or witnessing physical violence as a result of personal conflicts with peers and adults.⁹ Youth are in need of both interpersonal and trade skills. The social skills recommended include non-violent conflict resolution and improved communication skills. In addition, it is recommended youth are provided with trade skills training to increase their earning potential, job readiness and their self esteem.
- ◆ **Youth require support through personal problem solving skills.** Many of the youth have developed unhealthy coping skills to deal with past abuse they've seen or experienced. Sixty-one percent of those surveyed¹⁰ indicated past sexual abuse continues to affect them. Sixty-four percent¹¹ indicated they've used drugs or alcohol to hide the pain of sexual abuse. In response it is recommended youth be provided with



opportunities to engage in post-victimization remediation, such as individual therapy and support groups.

- ◆ **Youth need safe places to congregate.** There is a lack of adequate shelter space available to youth, particularly those under the influence of drugs or alcohol and those without parental consent. Current shelter options available to youth have specific requirements regarding drugs, alcohol, and parental consent. If youth do not qualify or conform to existing shelter requirements they can not access services. Stakeholders agreed that individuals under the influence of drugs or alcohol are of the greatest risk for experiencing violence and abuse.¹³ In addition, youth require recreational opportunities that will provide them with a safe place to congregate. Such facilities should focus on promoting positive and non-violent social norms and activities that get at the heart of changing the conditions youth are facing in their homes of origin and on the streets. These opportunities will stimulate their growth away from life on the streets.

- ◆ **Finally, youth require community support.** Currently, youth have limited interactions with the greater Olympia community. Current interactions with business owners and police are mostly limited to being asked to ‘move along’. Youth cite a need for the support of local businesses, artists, and everyday community members in order for a change in their current living conditions to occur.

(Footnotes)

1 Homeless Youth Stakeholders, “Sexual Violence Prevention Action Plan” (Olympia, WA. Summer 2004).

2 Rosalinda Noriega and Homeless Youth Stakeholders, “Final Survey Results Combined (66 Respondents)” (Olympia, WA. June 2004.)

3 Ibid

4 Interviews with Homeless Youth, interviewed by Rosalinda Noriega, (Olympia, WA. Spring/Summer 2004).

5 Rosalinda Noriega and Homeless Youth Stakeholders, “Sexual Abuse Survey Results (36 Respondents).” (Olympia, WA. June 2004.)

6 Rosalinda Noriega and Homeless Youth Stakeholders “Youth Sexual Abuse Survey Results (30 Respondents).” (Olympia, WA. June 2004.)

7 Ibid

8 Interviews with Homeless Youth, Rosalinda Noriega, (Olympia, WA. Spring/Summer 2004).

9 Interviews with Homeless Youth, Rosalinda Noriega, (Olympia, WA. Spring/Summer 2004).

10 Rosalinda Noriega, “Sexual Abuse Survey Results (36 Respondents).” (Olympia, WA. June 2004.)

11 Rosalinda Noriega and Homeless Youth Stakeholders, “Final Survey Results Combined (66 Respondents)” (Olympia, WA. June 2004.)

12 Homeless Youth Stakeholders, “Sexual Violence Prevention Action Plan” (Olympia, WA. Summer 2004.) p. 4

13 Rosalinda Noriega, “Challenges and Observations,” *Partners in Social Change* , Fall 2004 .

Step 4:

Development of Community Plan

It is more important to know where you are going than how to get there quickly.
Do not mistake activity for achievement.

Mabel Newcomer

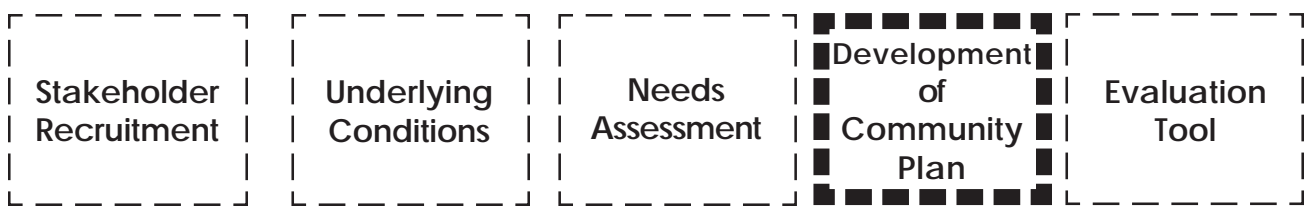
Theoretical Basis

Frequently we are rewarded for our ability to react quickly and decisively in a situation. For those who have worked in fields directly related to crisis intervention it has been our ability to improvise, and our capacity for action, activity and movement that has allowed us to flourish. It is not uncommon to view planning time as a luxury. In a well balanced community development initiative the development of the plan is not a luxury but an absolute necessity and builds on our prior work. Typically when we make a plan we ask ourselves the five “W”s: who, what, when, why and where. Many of these components have already been addressed

- Who: The stakeholder recruitment process has helped us identify the active participants, as well as necessary allies. Due to the fluid nature of community process we have also most likely determined additional individuals and roles that will be necessary to enact our plan effectively
- What: The needs assessment and underlying conditions exercises defined what we need to accomplish in broad strokes. We won’t have the specifics but we do have a starting point, an ending point and specific items we need to address to reach our vision.
- Why: The underlying condition and needs assessment exercises have helped us create a common understanding of the scope, prevalence and underlying conditions contributing to sexual violence as well as a common vision to work toward ending it.

When and Where generate the specifics associated with creating a cohesive plan. From a facilitation stand point this activity is by far the most difficult. Up until this point much of the discussion will have been theoretical. The development of the plan requires solidification. It will be necessary for the facilitator to encourage the stakeholders to include concepts such as practicality, resource allocation and expediency in their conversations. As a facilitator it is a difficult balancing act to maintain the enthusiasm of the group while moving them toward a plan which is clear, concise and easy to follow. It is however essential. The effective implementation of the plan is dependent on the ability of every stakeholder to understand and communicate the plan in its entirety and to act upon the components for which they are directly responsible. Due to the open ended nature of community process, the exuberance of the participants combined with the scope, nature and prevalence of sexual violence, there is a tendency to create plans which are unwieldy or over intricate. In this case it will be necessary for stakeholders to embark upon an additional step of separating the plan into short, medium and long term goals.

The distilled version of the following Community Development Plan is located in the Appendix.



The remainder of this section is a report compiled by the Community Development Facilitator of an underlying conditions exercise which took place in a community of youth who are homeless in Olympia, WA.



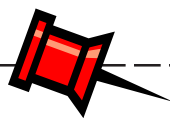
Development of Community Plan to Reduce Sexual Violence

Youth face a number of issues on the streets that contribute to their risk of experiencing sexual abuse including: lack of shelter, lack of healthy role models, and social situations with adults and peers that include the presence of drugs, alcohol, and the potential of violence and abuse. In response, and of the foremost concern to stakeholders is providing increased shelter and recreational venues for youth to congregate in 'safe spaces'. Stakeholders agreed that refusing services to youth based on drug and alcohol intoxication further puts youth at risk for experiencing abuse. In response, stakeholders believe it is critical to provide added shelter and recreational venues that anticipate intoxication of participants and provide training for staff and volunteers to respond appropriately, much the way bartenders are required by the state to attend training on appropriate ways of dealing with individuals under the influence. Furthermore, stakeholders believe that with guidelines in place that focus on dealing with 'where youth are at' rather than where organizers and funders would like them to be would allow those at the greatest risk (e.g. with out parental support or under the influence of drugs and alcohol) to access services and increase their opportunities to see healthy role modeling from staff and peers.

Most of the youth interviewed and involved with this prevention planning project cited verbal abuse, domestic, and sexual violence in their homes of origin as significant precursors to their current situation of living on the streets. According to youth interviewed, many learned their social and conflict management skills from their families, peers, media and music. The skills they have acquired have lead to further violence, perpetuation of gender stereotypes, and a lack of internal resources to adequately respond to situations of potential abuse. In response to these conditions, stakeholders believe it is important to provide youth on the street opportunities to gain skills to deal with conflict, gender stereotypes, and sexual harassment. Stakeholders agree that these opportunities must be 'brought to the streets' through street outreach, Gorilla Theater and workshops conducted at centralized locations in downtown Olympia.

Youth face barriers to earning an income. Increasing their need to engage in 'spanging' (asking for spare change), trading sex for access to resources, and dealing drugs to fill their financial void. Stakeholders believe that providing youth with skill building opportunities and providing job training would build their self-esteem and increase future job opportunities, thus steering youth away from life on the streets.

Finally, in order for this plan to be successful it is critical to gain the support of the wider Thurston County community, including local organizations, state agencies, business owners, artists, adults in the homeless community, and volunteers. Stakeholders believe it is only with the support of the wider Olympia community that this plan has any chance of changing the current conditions that they face.



Sexual Assault Prevention Action Plan Outline

1. Focus

To impact/change the conditions (norms, attitudes, values, expectations, and assumptions) that support sexual violence among youth (21 and younger) who are homeless (runaways, living in tent communities, staying w/ friends, who have made “bad” choices about living situations).

2. Who are the community participants (Stakeholders)?

Youth in and around the Olympia, Lacey, Tumwater areas who are currently and formerly homeless.

3. Condition A: What is Happening Now?

1. Nobody tries to stop sexual harassment.

Why? It's considered funny when it happens.

Why? There is a shared expectation that people will ‘mind their own business’ to avoid getting ‘sucked into (other people’s) drama’.

Why? They don't know how to respond either appropriately or non-violently.

Why? Youth and adults without access to opportunities to learn conflict resolution skills will generally cope through denial or violence.

Why? These are the coping mechanisms generally role modeled by parents, peers, media and entertainment.

In addition, at times judgment and ability to respond is affected/impaired by drugs and/or alcohol.

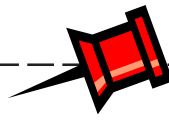
What barriers exist?

- Youth & Adults use drugs & alcohol to escape from their problems. (Adults are identified as role models in the lives of the youth).
- There is a lack of knowing appropriate and effective ways of responding that are non-violent.
- People deny the impact and effects of sexual harassment by considering it a joke to be laughed off.

2. Differences in gender norms for males and females.

Why? Sex and/or sexual rumors are used to determine ‘who’s better’. For example, in some cases sexual endeavors are used to make individuals feel attractive and/or self-confident. While in contrast, rumors that are sexual in nature, are spread (particularly about girls) which identify them as ‘sluts’ or ‘ho’s’ and are meant to belittle their reputations and/or self-esteem.

Why? Girls who flirt and/or wear revealing clothing are called names, such as “sluts, whores and prosti-tots (meaning a young girl ‘on the road’ to prostitution”).



Why? Girls wear revealing clothing to get attention. They may have learned to dress in this fashion with family approval. They may be acting out in response to childhood sexual abuse.

Why? They may dress in revealing fashionable clothes in an effort to build self-esteem.

In addition, the behaviors of boys and young men are measured in masculinity and are labeled as “studs”.

Why? Gender norms dictate socially acceptable forms of expression for males. Any behavior that falls outside of gender norms are viewed as a weakness.

Why? Social norms dictate that guys are strong, sexually available and unemotional.

What barriers exist?

- People make assumptions about girls and young women who flirt and/or dress in revealing clothes.
- There is a double standard between males and females who flirt a lot. The sexual endeavors of boys and men are generally perceived as accomplishments, while girls and women who flirt and engage in sex are viewed as “slutty” and are therefore treated with less respect.
- Some males assume license to ‘act like perverts’ and can expect their behavior to be considered normal and therefore acceptable.

Assumptions:

- Girls wear revealing clothing to get attention.
- For girls and young women flirting is different from wanting sex, it’s wanting attention. Boys and young men believe teasing and flirting will lead to sex.
- Flirting is fun. Getting “unwanted” attention is not.

3. Youth are homeless.

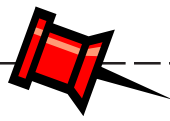
Why? They are runaways, living in tent communities, staying with friends, and/or have made “bad” choices about living situations.

Why? To avoid their former living situations.

Why? Youth have experienced physical, sexual, verbal abuse in their families of origin.

What barriers exist?

- There is a shortage of adequate shelter and safe places for youth to congregate.



Barriers to accessing existing services include:

- Obtaining parental consent for services
- Sobriety requirements
- Limited hours of operation
- Curfew requirements

Assumptions:

- Youth don't want to follow the rules.

4. Sex is easily traded for money, drugs, alcohol and/or shelter.

Why: Everyone has sex to trade if they choose, however youth often lack the training, skills, and experience to access and earn an income. For individuals who don't have resources, sex is sometimes considered a "commodity" to trade for resources such as, cash, food, and shelter. This is referred to as 'survival sex'.

Why: For a sense of freedom,

Why: Money is needed to obtain shelter, food, personal and recreational needs.

What barriers and external factors prevent youth from obtaining money for their needs and wants?

- They can't obtain jobs due to:
 - Felony convictions
 - No I.D.
 - Dirty urinary analyses
 - Under working age
 - Some are good at dealing drugs and therefore lack the motivation to find legal job opportunities.

5. Drugs & Alcohol impair judgment and actions of potential victims, perpetrators, and witnesses.

Why? Youth are consuming drugs and alcohol in an effort to escape their troubles.

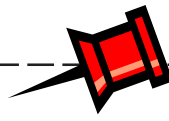
Why? They "don't have to worry" about their problems when they're drunk or high.

Why? Drugs and alcohol are often used in place of healthy coping skills.

6. Violence is normalized as a response to conflict.

Why? Putting up a front so nobody will mess with you. In other words, projecting being tough as a way of warding-off threat of violence.

Why? People front because violence is normalized.



Why? Violence occurs in everyday life included in conversations, conflict resolution, music and media.

Why? Family, peers, media and music have role modeled violence.

What barriers exist?

- The problem is too big to tackle.

4. Condition B: The Results we want to achieve:

1. In response to sexual harassment:

- Youth and Adults speak out against sexual harassment.
- People respect personal boundaries, ask for permission to touch, keep their hands to themselves.
- People are more discreet about telling someone that they find them attractive.
- People have the skills and use them to interrupt and intervene in sexual harassment and abuse.

2. In response to gender norms:

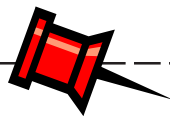
- Girls have high self-esteem.
- Guys have alternative ways of expressing themselves that are viewed as socially acceptable.
- People respect personal boundaries, ask for permission to touch, keep their hands to themselves.
- People are more discreet about telling someone that they find them attractive.

3. In response to youth homelessness:

- Youth have increased access to safe shelter:
 - despite being under the influence of drugs and/or alcohol,
 - despite a lack of parental consent.
- Increased recreational space:
 - as a safe place for youth to convene off the streets,
 - as a place to enjoy entertainment and participate in skill building activities,
 - available 16+ hours a day, seven days a week, and
 - free of charge or the youth may work in the facility for in-house credit and have the ability to have work count toward community service, job references and experience.
- Youth have skills to earn money:
- Businesses and the wider community support youth bettering themselves and their living situations.

4. In response to sex trade:

- Youth have skills (other than sex) to trade, sell and earn money with.
- Promote the idea that 'you're worth more than to trade sex to have access to resources (shelter, money, recreational)'. Promote the idea that the offer of access to resources is both illegal and degrading.



- People with access to resources share those resources without expectations. 'Share because you care. Not because you want something from me.'
- See an increase in the number of local business owner's willing to hire youth, people with felony convictions, no identification and/or dirty urinary analyses.
- See local business' supporting and promoting the visibility of goods created by homeless youth.

5. In response to drug & alcohol use:

- Peers hold one another accountable despite drug & alcohol use.
- Youth and adults safety plan for social situations, particularly when drugs and alcohol are present.

6. In response to violence being normalized:

- Youth have access to trainings and resources that support holistic approaches to physical, mental, and emotional outlets (e.g. self-defense trainings, discussion/support groups, group activities).
- Youth and adults have non-violent conflict resolution skills (e.g. Martial Arts/ Self-defense training).
- Youth and adults improve their communication skills.

5. Indicators: What we would expect to see, hear, or read that indicates change is happening:

1. a. Concerning Sexual Harassment:

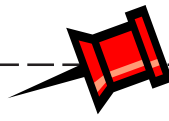
- Hear an increase in people communicating about and respecting personal boundaries.
- Hear people speak out against sexual harassment in any given situation.
- See how others speaking out against sexual harassment affect others and the environment.
- Read about ways to deal with/ respond to sexual harassment.
- Hear about alternatives to 'cat calling'. (What would be alternate and socially acceptable ways of expressing attraction to others in public?)
- Hear a decrease in 'cat calling'.
- See girls and women treated with respect 'no matter what they're wearing'.
- Hear a decrease in name calling such as "gay, fag, cunt, ho, and slut".

b. Concerning Sexual Abuse:

- Hear about a decrease in Statutory Rape.
- See a decrease in Teenage Pregnancies.
- Hear an increase in people discouraging sex w/ individuals "under the influence."
- Hear about a decrease in the occurrence of rape "under the influence."

c. Concerning Sexual Coercion:

- Hear about a decrease in Pressured Sex.



- Hear an increase in youth talking and thinking about “being sure” before having sex.

2. Concerning differences in gender norms:

- See girls and women treated with respect no matter how they are dressed.
- Hear girls and young women bragging about themselves and their accomplishments, other than sex and partnering.
- See girls paying less attention to guys in sexual ways.
- See girls hanging out with other girl friends and be more “female sociable.”
- Hear an increase in alternative ways for males (outside of the gender norms) to express themselves.
- Hear and read about a decrease in personal boundaries being intruded upon.
- Hear a decrease in name calling such as “gay, fag, cunt, ho, and slut.”
- See and hear about healthy relationships as role models.

3. Concerning youth living & surviving on the street:

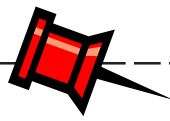
- Read Newspaper articles and flyers raising awareness for the need for more shelter and recreational space for youth.
- See local public television advertisements for Volunteer opportunities to get involved with efforts to support increased shelter and recreational space, as well as, skill building workshops for youth.
- See an increase in community efforts to support initiatives.
- Hear ‘word of mouth’ about individuals and agencies collaborating to build more shelter and recreational space.
- See more shelter and recreational resources with extended hours for youth.
- Read Newspaper articles promoting Youth Skill Building planning and opportunities.
- Hear ‘word of mouth’ about Youth Skill Building planning and opportunities.
- Hear and read about changes in the lives of youth and their living situations.

4. In response to sex trade:

- See youth have access to alternative methods of earning money and therefore see a decrease in ‘spanging’ (asking for spare change).
- Read about a decrease in the number of youth trading sex for resources.
- Hear word of mouth about companies willing to hire people in the homeless community.
- See “Now Hiring” and program notices posted at referral agencies.
- Hear an increase in youth obtaining support ‘without expectations’.

5. Concerning Drug & Alcohol use:

- Hear about youth utilizing the Buddy System to look out for one another.



- Hear an increase in youth's abilities to communicate about sex, drug & alcohol impairment, the laws concerning sex w/ minors and impaired individuals, and "acceptable behaviors" whether or not drugs & alcohol are involved.
- Hear an increase in witnesses and bystanders to potential or questionable sexual abuse speak up to potential perpetrators, victims, and one another in support of sexual abuse prevention.

6. Concerning the use of violence:

- See an increase in youth's access to resources that support conflict resolution through non-traditional methods.
- See, hear, and read about youth and adults utilizing non-violent conflict resolution skills and alternative methods.
- Hear a decrease in drama about sex and dating issues.
- See improvements in communication and a decrease in dating violence.
- Read about "Good Communication Skills."

6. Specific Action Steps to get from Condition A to B:

1. Convene Focus and Planning Groups to develop:

- Workshops
- Gorilla theater
- Positive social norms to promote content of media materials.
- Identify types of trade and skill building youth would be interested in learning.

2. Write news articles:

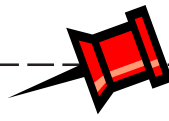
- On issues faced by homeless youth and need for increased shelter and recreational resources that are 'outside of the box'.
- To raise awareness on ways to interrupt sexual harassment,
- To raise awareness of the project planning process and on-going efforts.
- To educate youth and general community of the laws concerning sex and minors.
- Parenting issues and improving communication with youth.

3. Public Forums:

- To raise awareness of issues faced by homeless youth, and
- To increase community dialogue on redefining gender norms.

Gorilla Theater to show examples and provide opportunities to role play:

- Identifying and responding to sexual harassment, (e.g. 'cat calling' on the street, name calling, etc.).
- Strategies to interrupt and deal with sexual harassment and abuse (e.g. in social situations that can lead to sex with minors and those under the influence of drugs and alcohol).
- How to treat males and females in respectful ways "outside of the box" of gender norms.
- Good communication skills between youth, families, significant others.



Street Outreach to talk with youth on the streets about:

- Respect for yourself and others,
- Alternatives to 'cat calling',
- Available resources,
- Skill building opportunities,
- Project involvement.

4. Provide Training for Crisis Support Staff and Volunteers:

- On esteem building
- Relationship issues among teens
- Issues faced by youth who are homeless.

5. Survey, Interview, and Conduct Personal Emissary Work with:

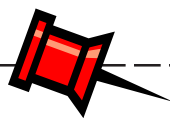
Local business owners to raise awareness of issues faced by youth who are homeless and to inquire about doubts, reservations, advantages, challenges, and successes with hiring youth convicted of a felony, without i.d., and/or with dirty U.A.'s.

6. Provide Workshops on:

- How to identify and respond to sexual harassment and abuse on the streets, in home and in social settings.
- Good communication skills for youth, parents and other community members.
- "Are you ready for sex?" seminars.
- Responding to sexual harassment and 'pressured sex'.
- Dealing with peer pressure.
- Conflict resolution.
- The 'Buddy System' and safety planning.
- "No matter how someone is dressed, everyone deserves respect", and alternatives to 'cat calling.'
- Increasing self-esteem. (Teach girls to respect themselves first, so that others can respect you as well. Promote the idea that each individual is worth more than offering or excepting sex in exchange for \$, drugs, alcohol, and/or shelter and that it is degrading and illegal. Tell them "No one wants a slut.")

7. Network and Build Collaboration with local artists, business owners, state agencies, private organizations and the wider Olympia/Lacey/Tumwater community:

- Discuss barriers, possibilities, and considerations to building more shelter and recreational facilities (Who's changing the old Bread & Roses building and the Fern Glen Apts.?)
- To increase shelter and recreational areas for youth,
- To build support for all aspects of the Prevention initiative, and
- To identify volunteers to donate time and skills to provide youth with skill building opportunities.
- Interview Probation Officers regarding hurdles, challenges, successes and example programs that support youth skill building and community service involvement.



8. Promote social norms that discourage “cat calling”.

9. Increase the amount and visibility of **positive role models** in the lives of youth ‘on the street’.

10. Obtain funding to support efforts (e.g. project coordination, youth honorariums, tools, supplies, equipment, and facilities).

7. Resources: Human, physical, and financial resources needed to carry out the action steps. All the ingredients needed for the community initiative to be successful are as follows:¹

1. People:

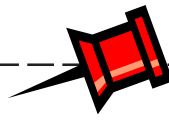
- **Stakeholders/Homeless Youth** (25 yrs. old and younger, currently and formerly homeless)
- **Project Staff**
- **Partnerships/ Key Allies:**
 1. Educators, Facilitators, Support, and Outreach Workers from **SA/DV, Youth, and Homeless support Agencies**
 2. **Business Owners** and the Business Owner’s Assoc
 3. **Local Churches Local Shelters**
 4. **Local radio and television stations**
 5. **Newspaper Reporters**
 6. **State Agencies**
 7. **Other local organizations**
 8. **Local Schools** (e.g. The Evergreen State College, Avante Alternative School, The Olympia Free School)
 9. **Inner-City Transit Center Security**
 10. **Recreational Facilities**
- **Volunteers:**
 1. Interested Individuals
 2. Food Not Bombs
 3. College Students
 4. Adults currently or formerly homeless
 5. Local Artists
 6. Legal Expert

2. Community Strengths:

- “Youth enjoy drama and love to get in each other’s faces, even for a good cause.”
- Olympia is full of activists, educators, and people who care about fostering Community.
- Willingness from the wider community to support Youth getting off the streets and staying safe.

3. Financial Support:

- Donations from local businesses and individuals
- State and Local government



- Grant funding
- Honorarians for youth participants

4. Settings/Facilities:

- On the streets of (local) downtown
- Workshop & Training facilities downtown
- Recreational settings
- Local Businesses as allowed
- A new and fully furnished Shelter, Recreational and Learning Center.

5. Materials:

- Supplies and materials for the shelter/ recreational/learning center.
- Trade Tools for the Skills Building training.
- Supplies and materials for social skill building

6. Service Technology:

- Community Development model,
- Information (e.g. statistics on issues faced by local youth who are homeless, self esteem building, and relationship issues),
- Sample policies & best practices (e.g. Youth Shelters, Recreational and Training programs for youth)
- Theater of the Opressed

8. Engaging Key Allies

1. Key people we know we can count on for support: (local people, businesses and agencies)

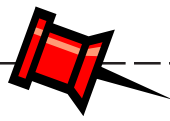
2. Key people we would like to have involved but whose support we are not sure of: (local people, businesses, and agencies)

3. Key people who we know, from past experience, is capable of blocking the way to our goals:

- A. Police (Running names and harassment “If it’s a public facility.”)
- B. Particular local and state agencies based on past experience.

9. Objection Analysis: List all the reasons you can think of that might be raised as objections to our plan:

- (Local) residents and business wouldn’t want more people who are homeless around (e.g. coming from other towns and states).
- ‘Why should we support runaways and kids that don’t want to follow the rules?’
- ‘Youth create a public nuisance.’ Keep away from Senior Centers due to smoking, drugs, and profanity.
- People with power (e.g. parents, state agencies, funders) want to maintain control over youth under the age of 18.
- Ignorance of issues faced by youth who are homeless.
- People don’t want anything good for people who are homeless.
- Believe additional shelter/recreational space would be wasted space.
- ‘It’s a waste of money.’



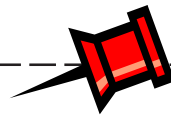
- 'Homeless people are not hard working, reliable, trustworthy, truthful, nor honest. They might steal from the business.'
- Sexual Harassment is such a huge issue you can't do anything about it.
- Most people don't take sexual harassment seriously.
- You can't expect people to respond to sexual harassment and abuse either "appropriately" or non-violently.
- You can't get people to stop cat-calling.
- You can't influence anyone's behavior when they are under the influence of drugs and/or alcohol.
- The assumption that sexual harassment will never stop until girls and young women stop wearing revealing clothing.

10. Basis for Support: List all of the reasons you can think of why people will want to support your plan:

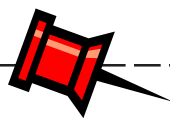
- Increasing shelter and recreational opportunities would 'clean up the streets' by providing youth access to a place to go beyond what is currently available.
- Promote to downtown businesses as getting youth off their doorsteps. "No one will be sleeping in your doorway (or roof)."
- To increase resources to help those who want to better themselves and their lives. Encourage growth away from street life.
- To create and support the growth of better 'future citizens'.
- Rehabilitation for those who seek it.
- To keep 'kids out of trouble' by providing them opportunities to stay busy and productive.
- People wouldn't want to be judged as 'non-supportive'.
- To teach youth good values, skills, craftsmanship, and honesty.
- Youth enjoy drama. Utilize this to get them involved in Prevention efforts.
- We are focused on changing the **conditions** that allow Sexual harassment to exist.
- Sexual harassment decreases people's comfort levels around others.
- Once people have the skills to address sexual harassment and abuse they will be more likely to respond without denial or violence.
- You can teach people alternative ways of letting someone know you're attracted to them.
- We are not promoting drug and alcohol use, simply promoting responsible actions despite drug and alcohol use.
- Taking on the fashion industry is not our focus at this time, but we do believe we can influence the perceptions people in our local community have around sex and clothing.

11. How will we help the community to keep the sexual assault plan moving and growing?

- Obtain full funding for:
 - Staff to do Networking w/ other organizations and attend
 - meetings to discuss collaboration, barriers and suitable &
 - agreeable location,



- Materials for Skill Building workshops, and
- Increasing shelter and recreational opportunities.
- Raise awareness of project goals among community members via news articles, networking, flyers, Public Service Announcements and 'word of mouth'.
- Build partnerships among stakeholder, support agencies and local business owners and artists.
- On-going project evaluation.



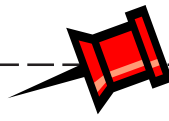
12. Timeline: Plot your activities from first to last giving target date and persons responsible for completing task.

Fall 2004

- **Stakeholders, staff, and allies** continue **outreach** and **personal emissary work** with youth **on the streets** and through **supportive agencies** to get the word out on project goals and involvement opportunities.
- **Stakeholder/Allies survey** youth on types of trade & skill building of interest.
- **Staff** for **project coordination**.
- **Staff, stakeholders** and **partners research** options and **secure funding** from the state, local business owners, grants and donations.
- **Staff** and **stakeholders network** to build a support and collaborative network of private organizations, state and local agencies, individuals, local business owners, artists and the wider Olympia community.
- **Staff** and **stakeholders research** existing shelters.
- **Staff** and **stakeholders interview Probation Officers** and **attorneys** regarding barriers and considerations for providing Community service opportunities for youth on probation.
- **Staff, Allies,** and **Stakeholders** research programs with intern programs such as, in-house earned credit, job experiences and references, community service programs.
- **Stakeholders, staff** and **partners survey** the wider community (e.g. Businesses & Community Members) re: reservations, advantages, challenges, successes, and increasing awareness & support of project goals.
- **Staff** and **Partners apply for funding** for project coordination, office supplies for surveying, honorariums, and workshop supplies and materials.

Winter 2004

- **Stakeholders** and **staff** plan **Public Forums** to raise awareness of issues faced by homeless youth, and to increase community dialogue on redefining gender norms.
- **Stakeholders, staff,** and **allies** convene to discuss barriers, possibilities, and considerations to building more shelter and recreational facilities.
- **Stakeholders** convene **focus group** to develop Rights & Responsibilities & a Mission Statement of a new shelter and recreational center.
- **Stakeholders** and **staff** continue **networking** with local artists re: volunteering & involvement.



- **Stakeholders, partners, and allies focus & planning groups** on content of workshops, Gorilla Theater, increasing positive social norms, media materials, and street outreach.
- **Newspaper reporters, stakeholders, staff and partners** write articles to **raise awareness** of the issues faced by homeless youth, the need for increased shelter and recreational resources and project planning.
- **Stakeholders, Stakeholders, and Staff** provide training for Crisis Support Staff and volunteers on issues faced by youth who are homeless, esteem building, and relationship issues among teens.

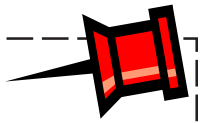
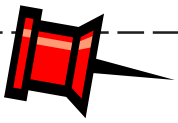
Spring 2005

- **Staff and partners** apply for funding for increasing shelter, recreational and learning opportunities for homeless youth. Including tools, materials, and supplies needed for Skill Building workshops.
- **Allies and Partners find location** to build a Shelter & Recreational Center.
- **Partners** provide **increased awareness** through **street outreach, Gorilla Theater** on alternative ways to stay safe and respond to violence on the streets and in social situations.
- **Partners, Allies, and Stakeholders** conduct **outreach and personal emissary work** with adults who are homeless to engage their involvement in project goals.
- **Allies, Partners and staff** write articles to raise awareness of ways to interrupt sexual harassment, laws concerning sex, minor and intoxication.
- **Local artists and support agencies** begin trade skills trainings.
- **Stakeholders and partners** produce PSA's on good communication and parenting skills.

Summer 2005

- **Stakeholders, partners and allies evaluate** project progress.
- **Partners and staff** purchase start up equipment for Shelter/Recreational Center (e.g. furniture, games, entertainment, supplies, bedding, toiletries, food bank supplies, and decorations (e.g. wall hangings, rugs, beds, pillows).
- Hire **staff and stakeholders** to run increased shelter and recreational facilities.
- **Staff and partners** begin Skill Building opportunities.
- **Partners write articles** for newspaper and local periodical on he issues parents encounter and alternative parenting skills to steer youth away from the streets.

Olympia, WA.



Step 5:

Evaluation Tool

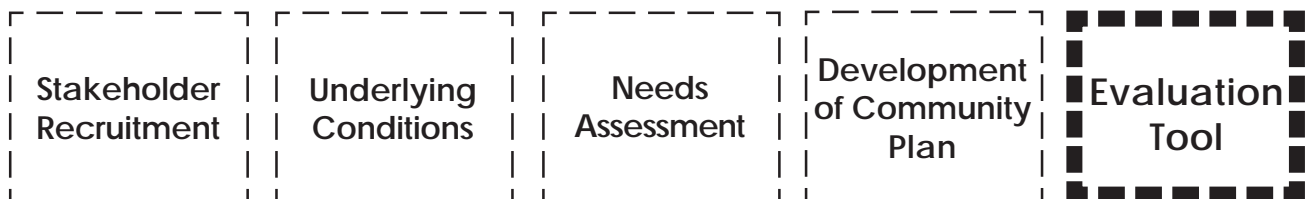
**What has changed in the lives of individuals, families, organizations, or the community as a result of this program or initiative?
In other words... "So what?"**

Kimberly Francis, Organization Research Services

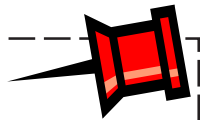
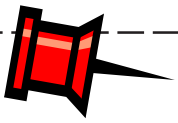
Theoretical Basis

For many of us evaluation and evaluation tools seem punitive and a misallocation of limited resources. Evaluation in and of itself is benign. Through our avoidance of evaluation we allow others to define the parameters and type of evaluation that will take place. This disconnect has resulted in the negative experiences and feelings many of us have regarding evaluation. Evaluation done correctly can be a positive experience. Evaluation and self-reflection are integral to the community development process. It allows us to determine if we identified the correct underlying conditions, set reasonable goals and developed effective plans. When we evaluate we are able to see our progress from the existing condition “A” to our desired condition “B”. We can celebrate our successes as well as implement mid-course corrections if it appears we are moving in the wrong direction. As community development facilitators it is necessary for us to begin to embrace evaluation. Maya Angelou stated, “When you don’t like a thing change it. If you can’t change it change the way you think about it.” In the sphere of public health, social services and human services evaluation is a given...so the only opportunity for change is to change our perception of evaluation.

There are many assessment tools. It is not important which method you choose but that the method is integrated into your initiative. Before stakeholders begin the process of implementing the plan they should develop strategies and tools to evaluate the effectiveness of their plan. There are many resources focused on evaluation and more specifically outcome evaluation but one notable resource that links community development and outcome evaluation is the book *Gauging Progress: A Guidebook for Community Sexual Assault Programs and Community Development Initiatives* written by Kimberly Francis of the Organizational Research Services Inc..



The remainder of this section is a report compiled by the Community Development Facilitator of an underlying conditions exercise which took place in a community of youth who are homeless in Olympia, WA.



Evaluation Tool Development

The evaluation tools stakeholders identified included: surveys, interviews, observations, and focus groups. In addition it is recommended that the assortment of internal program records are collected. These methods will allow project participants to 'gauge the temperature' and success of the prevention efforts.

Surveys would provide information on any changes in the levels of community tolerance toward sexual harassment and abuse, as well as any changes in living conditions that contribute to the threat of violence community members experience. In-depth interviews would provide information on increasing community engagement and ownership of responsibility in addressing these issues. It is further recommended that when a discussion format is beneficial, focus groups should be convened in gathering information. Stakeholders believe it is important to survey various sub-groups of the wider local community. In addition to surveying youth, they recommend surveying and interviewing adults within the homeless community as well as downtown business owners and patrons.

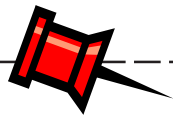
As it stands to date, youth on the street do not feel much support and involvement with the greater community - beyond opportunities provided by a limited number of existing agencies and organizations of volunteers. Stakeholders suggest the use of surveys and observations to check the levels of awareness of efforts to increase services, safety, and opportunities for homeless youth. Efforts will only be relevant if the youth and wider community are aware and involved.

Observations would again be utilized in collecting data on the effectiveness of prevention efforts. Observations would include an increase in articles discussing the learning objectives from the prevention plan (short term goal), seeing an increase in skill building opportunities (medium term goal) or seeing a change in behaviors among community members (longer term goal).

Stakeholders agreed that increasing awareness among service providers and community members of the issues faced by homeless youth would be the first step necessary to building partnerships focused on making lasting large-scale change. It's through understanding that trust and partnerships are built. These partnerships are vital to the success of implementing this plan to reduce violence in the lives of local homeless youth. Continuing to utilize Lofquist's community development model¹ and the social change process will ensure that youth are partnered with and viewed as resources by service providers in the prevention efforts.

In assessing intra-agency collaboration it would be beneficial to collect internal and intra-agency program records to show how often violence prevention, (particularly sexual violence prevention among youth on the streets) is discussed over time.² Intra-agency discussions that challenge assumptions and practices may be needed to strengthen support ties between agencies. Each agency involved in collaborative prevention measures would be able to apply for increased funding opportunities as funders support prevention efforts that are collaborative, coordinated, cooperative, and sharing.³

Due to an immediate drop off in attendance, a completed evaluation tool could not be formulated in the prescribed time frame. In the heat of the summer, stakeholder interest became strained and difficult to focus. As a result, there is some fine tuning that is still required to complete an evaluation tool on all aspects of the Community Plan.

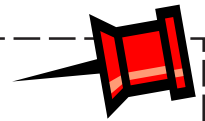
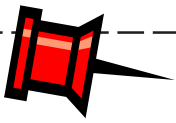


(Footnotes)

1 William Loftquist The Technology of Development: A Framework for Transforming Community Cultures. Development Publications, Tuscan AZ.

2 Kimberly Francis, M.A., Gauging Progress: A Guidebook For Community Sexual Assault Programs and Community Development Initiatives (Seattle, WA: Organizational Research Services, Inc.) 2001.

3 Gayle M. Stringer, M.A., Telling Our Stories: Learning From Our Experience, (Washington Coalition of Sexual Assault Programs, Olympia, WA) 2001.



Acknowledgements

Many individuals provided useful insights in the conception and development of *Working with Youth who are Homeless: A Plan to Reduce Sexual Violence in the Homeless Youth Community of Olympia, WA*. First and foremost, I am grateful for the opportunity afforded me by the Washington Coalition of Sexual Assault Programs to provide consultation on the Prevention Services Community Development Facilitation Project and to contribute to the growing body of written materials on the subjects of community development, sexual violence prevention, and building partnerships with marginalized communities, such as youth who are homeless.

Noele, Michael, Chef, Waco, Angie, Zack, Georgina, Jacklynn, Alisa, Tim, Amanda, Kandace, Johanna, Corey, Twila, Jake, Misty, Desiree, Ryan, Veronica, Ian, Joh, Sara, and countless other unnamed youth on the streets of Olympia, Lacey, and Tumwater, WA have come to be invaluable resources and collaborators throughout this process. Their experiences and understanding of conditions youth face on the street, and their openness to sharing those experiences have made this process challenging, eye-opening, exciting, and hopeful.

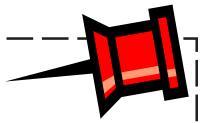
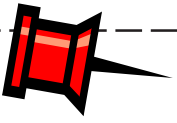
Sexual Assault & Domestic Violence Prevention Advocates and Educators: Chandra Lindeman and Mary Craven of The Evergreen State College. They read and provided insightful critiques, valuable consultation support and editing touches through several drafts of this document.

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Meghan Milinski, Prevention Services Coordinator at WCSAP for her tireless attention to detail and creating the overall design and format of the finished reports. Lydia Guy, Prevention Services Director of WCSAP, for providing technical assistance throughout this process.

I thank each of you for your assistance and support, without which this work would not be possible. I thank you for your commitment to the work you do and for making our community a better place to live.

Rosalinda Noriega
November 2004



Appendix

FACT SHEET

-ON HOMELESS YOUTH IN THURSTON COUNTY-

- **72%** of homeless youth surveyed indicated having experienced an abusive home-life.
- **42.4%** identified “family problems/violence” as what lead them to be on the street/homeless. Another **4.5%** identified “sexual abuse” as the leading cause.
- When asked to identify the age they ended up on the street:
 - 20%** indicated having been between the ages of 11 to 14,
 - 34%** indicated having been 15-16 years old,
 - 23%** indicated having been 17-18 years old.
- **66.6%** of homeless youth surveyed indicated having experienced sexual abuse at the hands of a family member, partner, friend, acquaintance, someone of authority, or a stranger.
- When asked to identify where they experienced sexual abuse or harassment;
 - 27.7%** indicated Downtown Olympia/Streets,
 - 33.3%** indicated “My home,”
 - 22.2%** indicated “Other’s home,”
 - 5.5%** indicated “At school.”
- **61%** say past sexual abuse continues to affect them.
- **64%** indicated having used drugs or alcohol to hide the pain of sexual abuse.
- **64%** say they’ve been offered money, drugs, alcohol, and/or shelter in exchange for sex.
- When asked about their general sleeping situation:
 - 42.4%** of homeless youth indicated “Staying with friends.”
 - 36.3%** indicated “In a tent,”
 - 27.2%** “On the street,”
 - 18.1 %** “In a car or truck,”
 - A combined total of **22.7%** indicated: “under a dock,” “under a bridge,” or having “sex for shelter.”

