

Community Development & Sexual Violence Prevention



Creating
Partnerships
For
Social
Change

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Community Development and Social Change

An Historical Perspective

Community development and social change strategies — something new? As the old song lyric says, "Everything old is new again."

When the state Sexual Assault Prevention Advisory Committee was convened by the Office of Crime Victims Advocacy in 1997 to explore and discuss sexual assault prevention approaches, it was a committee representative of the entire sexual assault prevention community. There were key representatives from the Department of Health, from the Office of the Superintendent of Public Instruction, Community Sexual Assault Programs, individual schools, community prevention providers and consultants and Regional Health Districts. After many meetings and long deliberations, this committee made a deliberate choice to stay with the social change missions of Community Sexual



Assault Programs. The committee set as a goal for the state: To impact the underlying causes of sexual violence through the shifting of ownership of solutions from social services to the community using a community development approach.

The statewide Sexual Assault Prevention Advisory Committee acknowledged that in many respects the community development model was a return to the way the founding mothers of the sexual assault movement began the work. These women gathered with other women in their communities and began to speak about rape. As a community they developed strategies to raise awareness. They provided services to victims. They challenged the underlying conditions which permit sexual violence.(see Underlying Conditions, p. 33)

When, on January 24, 1971, New York Feminists held a "Speak-Out on Rape" and women told about their experiences and analyzed societal assumptions about rape, that was community development work.



When, in April of 1971, New York Feminists held what is widely accepted as the first Conference on Rape, they enlarged the community concerned about rape and contributed to the social change movement we are a part of today.

When, in early 1973, the National Organization for Women (NOW) established Rape Task Forces around the nation, they were utilizing the basic tools of community development. These task forces began a campaign to redefine rape as a crime against women. They worked to change the laws dealing with rape and the trials for rape. They did legislative work to make change in the way sexual assault was viewed and treated. More than one Rape Crisis center in Washington State had their beginnings with the NOW Rape Task Forces.

In 1979, when ten agencies gathered as members of the Rape Crisis Center Community in Washington and founded the Washington Coalition of Sexual Assault programs (WCSAP), they were doing social change work. They were committed to the belief that, as members of the Rape Crisis



community, they knew what was needed to support their work for victims of sexual violence. And they knew they needed a statewide organization as a forum for policy discussion and development. They drew on the expertise of each other and created a vision that we continue to live out today.

A group of visionary Washington state women developed legislation originally known as the "Washington State Sexual Assault Education and Consultation Program". That legislation is known to us today as Washington's Victims of Sexual Assault legislation. Such policy work is an activity of community development.

A natural outgrowth of the heightened awareness of sexual violence and the victimization of women was an overwhelming need for services to victims, new and old. Newly formed Rape Crisis Centers, which in this state would eventually become Community Sexual Assault Programs, began to provide crisis lines, advocacy with systems, medical and legal advocacy, ongoing support, support groups and eventually therapy, all of which



grew into large endeavors. The belief that continued consciousness raising, community awareness and prevention work was necessary to eventually end sexual violence was a part of most Rape Crisis Center core beliefs.

As rape victims spoke out, others who had been sexually victimized spoke out as well. Sandra Butler, in her groundbreaking book "Conspiracy of Silence", helped us to hear the voices of survivors of incest by sharing the words and experiences of small communities of incest survivors with whom she worked.

As Rape Crisis Centers worked in communities and advocated that sexual violence was an issue for which the entire community bore responsibility, various streams of funding were created. Most funding was focused on direct advocacy services. Prevention, while considered important, was not funded at nearly the level of direct services, if at all. Still, the building of awareness and the prevention of sexual violence continued to be an important goal of Rape Crisis Centers.



Our ideas about education and prevention expanded as well. We continued work on awareness building, we added prevention work with both adults and children which involved building skills to avoid victimization. Therapeutic interventions were developed to help survivors avoid re-victimization. As we developed expertise using approaches that are geared to help individuals avoid victimization, we spent much less time, as a movement, addressing the underlying conditions that create a climate where sexual assault can exist. That work, the work of the earliest founding mothers, must continue. As they knew, only true social change will end sexual violence.

Therein lies our challenge. We must continue to help build skills in individuals. We must continue to help children and adults deal with the effects of sexual violence to help re-build whole selves and to prevent re-victimization. We must educate other system service providers about the special needs of sexual assault victims and the need for sensitivity of care.



It also means that we must be in our communities struggling along side community members to determine the underlying conditions that support or promote sexual violence in our communities. We must work together to design a plan of action to address these underlying conditions. We bear a responsibility to help develop leadership within the community to address the issue, and to work together with community partners, very likely in new and different ways, to end sexual violence.

Our community partners carry expertise that we do not have. They know the membership of their community well. They know the likely supporters and detractors of sexual assault prevention work. They often know effective ways to approach difficult subjects. They are aware of attitudes and beliefs that may help or hinder our efforts. And as members of the community they have a credibility that those outside that specific community lack.

True community development will require of us that we share the field with others. It will challenge us



to accept the expertise and leadership of community partners. This approach means that we will share the visibility and the acknowledgment for the work with our true collaborators. When we combine our knowledge about sexual assault and the wisdom found in our communities we will help create community ownership of and responsibility for sexual violence prevention.

For many of us, this will be a call to renew and re-invest in the activism of earlier times. For others, it may be an opportunity to experience that intimate community connection as something new. For all of us it will be the opportunity to effect social change in our communities.

Another voice from our history continues to challenge us. Susan Brownmiller, author of "Against Our Will", the extraordinary 1975 primer on rape, writes in the final passage of that book, "My purpose in writing this book has been to give rape its history. Now we must deny it a future."

And so we must.



Youth and Social Change

In the summer of 1998, National Summit of Violence Prevention Practitioners was held in San Diego and one of the panel participants was a Youth Conservation Corps member. His work focused on the youth in the neighborhood in which he lived. His vision was that the youth in his community would find a way to resist drug use and drug dealing, would not use violence and would make their community a safe place to live.

A group called Youth Force came all the way from New York to be resources to those of us discussing the prevention of violence. They brought a video that they had made called "Corner Prophets", a powerful piece which contrasts the reality of their lives with the media images of young people of color in the urban areas of our country.

Tomorrow's leaders are busy leading today. Youth all around the country are involving themselves in



community development and social change work. Washington is no exception.

In Washington, as a part of the ongoing sexual assault prevention initiative, young people engaged in the pilot projects are actively involved creating social change in their communities. They are surveying their communities to discover the underlying attitudes that perpetuate sexual violence. They are asking themselves and their peers about these underlying conditions and they are thinking about their vision of a community free of sexual violence. They are preparing themselves to create and engage in sexual assault prevention activities. They are working to enable their communities grow from the present condition to the potential of their vision.

Youth have also been heavily involved as key decision-making advisors to the media campaign that is a key component of Washington's sexual assault prevention initiative. They reviewed campaigns previously designed for youth. Washington's young people held and expressed



strong opinions about what strategies would be effective with their peers. They expressed clear views about what strategies would be ineffective. They challenged adults and each other about the need for direct, "in your face" messages about sexual violence. The youth were excited and they were encouraging of the project developers as the process continued and they saw their ideas taking shape.

Young people are learning that they are valued as resources, not just recipients of programs devised by adults. Adults are learning to listen to the wisdom of the youth. And both groups are strengthening two-way, non-judgmental communication. These youth are active stakeholders in communities in which they live. With the power to make program-shaping decisions, these teen change-makers are guiding the development of programs designed to help them end sexual violence.

This is the excitement of community development work, making social change in partnership with the



stakeholders of our many communities. It is our vision that we will achieve something different, something more, than we have yet been able to achieve in sexual assault prevention. Someone has said, "If you always do what you always did, you always get what you always got." We are working on doing it differently. We are recognizing the fundamental interconnection of all community members, the many gifts of knowledge and skill brought by these stakeholders, and the basic desire to create conditions that promote a sexual assault free environment.

As Dr. Martin Luther King said, "We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly." The young people at the prevention conference, the youth advising Washington's media campaign and the youth social change agents working in the pilot projects remind us all, once again, of that truth. As promoters of community development and social change, this is the reality we embrace.



Shifting the Paradigm

Or

How Does Community Development Differ from Education and Community Work?

Community development work begins differently than traditional education and prevention work. Traditionally we think about what information we want to present to people in our communities and then make every effort to "get into" the places we think will be open to us. We hope this approach will help us gain access to numbers of people to whom we may present information. Much of the content focus has been on awareness and education, our goal being to build skills in individuals to prevent victimization or to raise awareness about sexual assault in the community. We have seen many successes with this approach and will probably continue working this way, at least in part, because it is one way that we can guarantee that certain groups will hear our



messages, messages we know are important. So, too, much of our social change efforts have had their genesis within our offices, planned and implemented by us with limited or informal stakeholder support and involvement.

A broader way to look at the work and to expand opportunities and support for sexual assault prevention is to engage in a community development approach. This fundamentally different approach views community members, stakeholders, as resources and partners in prevention. The focus is on addressing the underlying conditions that support sexual violence. Instead of relying on what we think the community knows and believes and experiences about sexual assault, we engage in dialogue about it. They help us do an assessment of their own particular needs and strengths. Instead of making all of the method and content decisions ourselves, our community helps us, participates as resources and partners in our prevention planning and implementation process. Participation, commitment and potential for sustainability often increase as a



result of the community involvement fostered by community development.

The problem with thinking about adding more or different tools to the way we do our work or even changing our approach to prevention, is that it can seem overwhelming. Change is difficult no matter how good the idea is. There are, however, some concrete questions that, when answered, may make a community development project more manageable, or even exciting, to contemplate.

What do you need to think about before you talk with anyone?

First is the consideration of "community". Generally one thinks of the community as a whole service area, a city or town or even a county. In this case, community may mean something different. A community is any definable group of people who share concerns or interests. This



group may share geographic boundaries, ideological boundaries, membership commonalities or other identifiable characteristics. For example, a neighborhood can be a community. So can a church or group of churches. A single school is a community, as is a school district. For the purposes of considering engaging in the community development paradigm for the first time, it is a good idea to start with a small and well-defined community.

Who might be allies in a prevention initiative?

Once you have identified the community with which you want to work, think about people who might be members of or connected to the community. It's good to have allies as you begin to think about joining with the community for the purposes of prevention. These are people who might help introduce you to the leadership in the community you have identified, if you are not



already acquainted with the membership of the community or if they are not already acquainted with you. This is a time of advocacy for the community development model and the potential for genuine community participation in sexual assault prevention.

Who are the stakeholders in your identified community?

Think about who stakeholders in the community might be. It is not unlikely that in thinking about a community you might unintentionally leave out persons who have an interest, a stake, in the prevention process. It is not unusual, for example, when planning with a school community that everyone remembers staff, parents and administration as important members of a planning group. Students often are not represented and they are surely stakeholders. Beginning to think broadly will help as you meet with first, a single



member or a few members of a community, and then a larger group of stakeholders.

Once you have thought these things through, you may be ready to meet with a member of the community to propose and discuss a possible partnership to end sexual violence.

How do you get from ideas in your office to meeting with the community?

You have identified one or more community members whom you might invite to participate in an initial meeting to determine interest in creating a community free of sexual violence. At an initial meeting with one or two persons from the identified community you have an opportunity to talk about your concerns about sexual violence and to hear theirs. You also have the opportunity to talk about community development. This is the time to explain that community development is a



process, not an event. That it will involve identifying stakeholders, gathering those stakeholders to talk together to discover the underlying conditions related to sexual violence in their community. This group of stakeholders will initiate a planning process, as well as develop and implement an action plan.

After this initial meeting, group members may need time to consider whether they want to a) be involved and b) assist with the identification and gathering of stakeholders. Once you have the commitment, you can begin in earnest. The exact tasks, plans and activities will be determined by the assembled group of stakeholders and are impossible to predict with any accuracy. However, if the goal or mission is clear and ever present, everything that emerges can be measured against it and the path will become clear.



What are the kinds of tasks the group of stakeholders will address?

Following is a partial list of tasks that a stakeholder group will need to accomplish over time.

- ⊗ **Develop goal / mission (for example, creating a community free of sexual violence)**
- ⊗ **Brainstorm to determine the underlying conditions in their community that support and/or perpetuate sexual violence (see facilitation and brainstorming resources in Appendix IV)**
- ⊗ **Analysis of those underlying conditions**
- ⊗ **Selection of 1-3 conditions (a workable number) that the group thinks it can affect**
- ⊗ **Initiate a planning process to address the identified underlying conditions**
- ⊗ **Identify needed/desired change**
- ⊗ **Determine activities and timeline to make change**



- ⊗ **Analyze resources (human, goods and services, financial) needed to make change**
- ⊗ **Identify measurable outcomes**
- ⊗ **Develop an evaluation plan**

This group may meet only a few times and launch a plan that took little time to prepare. Most groups meet for longer periods of time to plan and determine next steps. Whatever time this takes is time that is actually accomplishing a kind of prevention readiness. Planning and getting ready is helping to make change as surely as giving presentations, networking at health fairs or any other more easily identified prevention activity.

Finally, it will be time to take action. Everyone will have an opportunity, as they have in the entire planning process, to contribute according to their gifts. Community Sexual Assault Programs have a remarkable opportunity for leadership in the many small communities that make up their larger community. They are central to the building of a web of prevention that will extend throughout the



entire community. The web of interconnectedness may grow slowly, but it will grow surely, and it is this connectedness of commitment that will make critical social change.



Prevention Readiness

Communities may be more or less ready to take on sexual violence prevention. There are many areas to consider when evaluating readiness. Among them are the following, enumerated by Bill Lofquist in his "Community Prevention Readiness Index"¹:

- ✘ conceptual clarity
- ✘ policy development
- ✘ strategic planning
- ✘ networking
- ✘ evaluation
- ✘ state/local collaboration

1 Lofquist, William, "The Community Prevention Readiness Index." *The Technology of Development*. Tucson, AZ: Development Publications, 1996.



- ⊗ **technical assistance**
- ⊗ **funding commitment**
- ⊗ **program models**
- ⊗ **leadership**

Answering the following questions, based on those important areas of consideration, will give you clear baseline information related to the task of prevention in your chosen community.

Communities can be more or less ready to begin a prevention initiative. The knowledge you gain from this survey will help you know where to start your project. The beginning might be in developing relationship and discovering allies. The beginning might be ensuring that no existing policy stands in the way of your efforts. Or, with a more prevention-ready community, the beginning might be gathering the community and beginning a planning process. Whatever the starting point, remembering that community development is a process will help all members recognize growth and



**change and to honor that change as a worthy
accomplishment toward prevention readiness.**



Thinking About Readiness

- 1. Identify your community.**
- 2. What do you, as a community, mean by prevention?**
- 3. What policies are in place that will support your prevention efforts in this community?**



4. Describe existing prevention planning efforts in this community.

5. Describe existing levels of collaboration:

a) With whom do you regularly share information?

b) With whom do you work to expand or extend existing prevention efforts?



c) With whom do you create new resources and ways of doing prevention work?

6. What evaluation research have you gathered on existing prevention efforts, if any, to inform your planning process?

7. Describe the ways in which the county, state or national funders support your local efforts.



8. List resources for sexual assault prevention technical assistance that are known to you.

9. What funding exists to support the beginning of your prevention initiative?

10. List leaders in the community who will be advocates for prevention.



Underlying Conditions

The Statewide Sexual Assault Prevention Advisory Committee agreed that the goal of Washington's prevention initiative would be to:

"Impact the underlying causes of sexual violence through the shifting of ownership of solutions from social services to the community using a community development approach."

Community development projects will determine underlying conditions in their community. Those conditions (Condition A) will be critical descriptive information about where a community is, at present, and will be the starting point of their planning process. What the community wants to look like in the future (Condition B) relative to sexual violence will help them determine what actions they will need to take.

In group discussions with the advisory committee, with workshop participants, with community groups



and interested individuals, long lists of underlying conditions have been generated. The following is a list of conditions under which nearly all of the suggested underlying conditions have fallen.

- ⊗ violence accepted as a norm
- ⊗ oppression issues (sexism, racism, classism, etc.)
- ⊗ abuse of power and control
- ⊗ gender role stereotypes
- ⊗ lack of knowledge and education about sexual violence
- ⊗ lack of consequences for perpetrator behavior
- ⊗ victim-blaming
- ⊗ systems failing to work together
- ⊗ modeling of inappropriate and violent behavior
- ⊗ silence and fear

The conditions named in any given community will be specific to that community. It is likely that



some of these categories of conditions will appear, but not necessarily. They are listed here as examples of what you might expect to see when working with your community.

From the list of underlying conditions generated by the community, the stakeholder group will prioritize and select the conditions in which they think the community can make change.



Hypothetically Speaking...

Concrete examples of community development projects are available in a number of resources. (see appendix) In an effort to be concretely descriptive of possibilities, but not prescriptive of practice, the following hypothetical examples of possible sexual assault prevention initiatives are offered for your examination. They are meant to be discussion starters, a springboard for your community's ideas.

Following some of the hypothetical initiatives are examples from real practice. Real practice is seldom picture perfect. There are beginnings, experiences, evaluation opportunities and, often, beginning again. As much is learned from what did not go smoothly as from what did.

These examples from practice are in process, not a "finished" product. They are offered as a glimpse into the paradigm of community development to help you vision the possibilities in your community.



Defined Community

⇒ **High School**

Who to gather (stakeholders)

⇒ **Students (Across the student culture such as school clubs, teen parent groups, school newspaper, drama club, art club, etc.)**

⇒ **Administration**

⇒ **Counselors**

⇒ **Nurses**

⇒ **Coaches**

⇒ **Parents (PTSA)**

⇒ **Community Sexual Assault Program**

Potential Condition A (Where are we now?)

⇒ **Sexual harassment accepted as a norm**



- ⇒ **Dealing ineffectively with Sexual harassment in school (policy)**
- ⇒ **Lack of consequences for perpetrator behavior**

Potential Condition B (Where do we want to be?)

- ⇒ **Sexual Harassment Free Environment, Sexual Harassment Openly Discussed**
- ⇒ **Peer Responsibility**
- ⇒ **Effective Policies**

Potential Activities (with/by whom)

- ⇒ **Policy assessment by stakeholder group**
- ⇒ **Information/awareness for entire community**
- ⇒ **Produce some theater to raise awareness of the effects of sexual harassment**
- ⇒ **Join with other anti-violence groups for a rally supporting a "school without violence" norm**



Indicators of Change

- ⇒ **Increased use of protocol**
- ⇒ **Regular meetings of stakeholder group**
- ⇒ **Pre/post survey of knowledge, attitudes and norms**



An Example from Practice

The Beginning Steps of Community Development

By Erin Casey

Training Specialist

King County Sexual Assault Resource Center

In October of 1998, King County Sexual Assault Resource Center (KCSARC) decided to join the ranks of other Community Sexual Assault Programs (CSAP) around the state engaged in community development approaches to sexual violence prevention. The potential for lasting and growing social change inherent in the community development model, as well as the exciting progress of other agencies fed our excitement for initiating a project of our own. The Education Department at KCSARC began by identifying a



target population, and by defining, in a preliminary way, the scope of the "community" with whom we might partner. As an agency which has traditionally focused its prevention education efforts on youth and those who work with youth, we chose teens as our target population. Additionally, based on our previous work with local schools, we settled on a school setting as our community and began to approach local high schools to assess their interest. Our goal was to bring together staff, students and ideally, parents as stakeholders in a school community.

Early in October, we sent letters to the administrators of local high schools, and made phone contacts with both administrators and other staff within the buildings with whom we had previous contact. It quickly became apparent that the number of demands and competing priorities faced by school staff made it difficult for them to imagine entering into an in-depth collaborative project. The message we received from many school personnel was; "great idea — no time."



Just as we were despairing of finding a "community," however, we received a call from the principal of Interlake High School in Bellevue indicating that they were interested in exploring the idea.

We began by meeting the Interlake High School guidance team and by providing a more comprehensive description of the kind of process we were proposing. Essentially, we "pitched" community development to this group, and tried to communicate the differences between the model we were bringing to the table and more traditional kinds of prevention education. This proved to be a challenging endeavor. Although the members of the guidance team were enthusiastic about working with our agency, and clearly viewed sexual violence as a critical issue to address with students, it was difficult to convey adequately that this was not "our" project, but theirs, and that student and staff investment and participation were critical to the process. Additionally, the community development philosophy can be very different from the methods of teaching in a K-12 educational



setting, where students are less often actively involved in creating their own learning agendas. Finally, the issue of time emerged again, as staff identified very real and very extensive demands on their schedules. Despite these concerns, the staff decided to partner with us, and identified a point person who agreed to assist in convening members of the school community.

The initial plan was to pull together a focus group of students and staff representing a cross-section of the Interlake community. The group would begin the process of identifying an area of focus, and brainstorming possible approaches to raising awareness and increasing investment in the school community. Early on, however, our point person at Interlake had a personal emergency, and took a leave of absence for the remainder of the year. The absence of this one person created a potentially fatal barrier to continuing the project. No other staff at Interlake felt they had the time or the position to serve as a point person, and the fast-approaching end of the school year brought even more responsibilities to the already busy

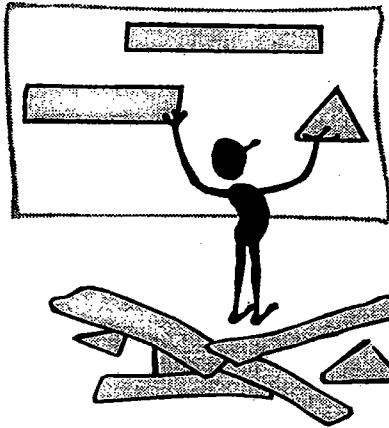


faculty. Although the staff were willing to have KCSARC staff provide educational presentations to students, the prospect of embarking on a "community development" collaboration became even more unwieldy to them.

At this point, and with a bit of disappointment, we regrouped. We realized as we took a step back from our approach that we may have paid inadequate attention to a step in the process of working with schools that otherwise might have been a primary focus; we had taken insufficient time to actually build a foundation of connection and credibility with this community. Although the school had accepted our invitation, we jumped straight to what we were seeing as a "community development" process and did little foundation-laying and relationship-building work that lies at the heart of community development. With a school setting in particular, where numerous competing demands and constituencies come into play, relationship-building seems critical. Thus, as a department, we decided to focus our efforts for the remainder of the year on building



our relationship with the staff and students at Interlake. To this end, we are doing many of the "typical" kinds of prevention education activities that we might have otherwise done; classroom presentations, consultation with groups such as Natural Helpers, and providing materials. Our hope is that by next year, we will have fostered the kind of connection and mutual respect that allows for investment in a collaborative endeavor. Already we are seeing the beginnings of this connection come to fruition; just recently the advisor of the student "Leadership Council" called to ask us to work with students around creating a school-wide "safe dating" campaign. The lesson for us has been to think more broadly about the kinds of activities that "build community" and to cultivate a connection which will allow for wider community investment in long-term prevention education and change.



Exploring the Possibilities

Allies & Barriers

Who do you know in a school community who you are sure will be supportive of your prevention efforts?

Who might those people know who would be allies?

Who in that community might resist sexual assault prevention efforts?



Defined Community

⇒ **Church (individual congregation) Community**

Who to gather (stakeholders)

⇒ **Kids (High School / Middle School)**

⇒ **Pastor and Youth Pastor and Christian Educators**

⇒ **Parent**

⇒ **Singles Groups**

⇒ **Music Director**

⇒ **Sunday school Teacher**

⇒ **Representative across congregation**

⇒ **Both "traditional" and "non-traditional" congregation members**

⇒ **Community Sexual Assault Program**

Potential Condition A (Where are we now?)

⇒ **Lack of information about sexual assault**



⇒ **Denial / Silence**

Potential Condition B (Where do we want to be?)

⇒ **Break Silence**

⇒ **Build Dialog**

⇒ **Awareness**

Potential Activities (with/by whom)

⇒ **Pastor — Preach sermon / homily on issue**

⇒ **Music Director — Help youth prepare and present program of music and skits**

⇒ **Youth Group — Visioning a violence free world, create art work to display in church; hold rally to open the show**

⇒ **Singles Groups — Discuss healthy relationships and dating safety**

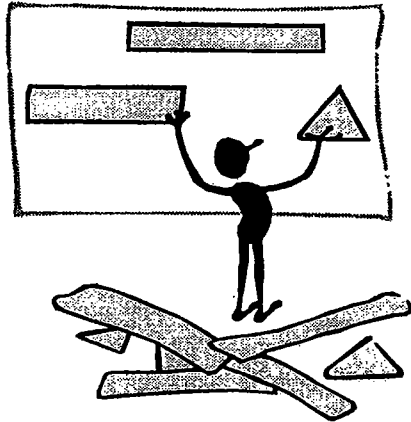
⇒ **Adult Groups — Elicit and examine church community norms about sexual violence — What are we teaching future generations?**



- ⇒ **General Sunday School — All ages lessons presented on**
 - ⊗ **Personal Safety**
 - ⊗ **Everyone is a gift of God to cherish, not hurt**
 - ⊗ **Scriptural connections for treating people well**

Indicators of Change

- ⇒ **Increase dialog — Number of arranged conversations over the groups of the congregation**
- ⇒ **No more silence - More spontaneous discussion noted**
- ⇒ **Increase awareness — Informal pre-post survey across the congregation**



Exploring the Possibilities

Allies & Barriers

Who do you know in a church community who you are sure will be supportive of your prevention efforts?

Who might those people know who would be allies?

Who in that community might resist sexual assault prevention efforts?



An Example from Practice

Community Development In One Faith Community

The Yakima Sexual Assault Unit, a division of Central Washington Comprehensive Mental Health, initiated a project in the faith community in Yakima. As a part of their planning process they determined which faith groups were located in their community in order to invite as many representatives as possible. They provided information to other community agencies about their plan and suggested the possibility that those agencies may receive referrals as a result of the information received by the faith community participants. They elicited from churches what services were being provided to victims of sexual assault in their community. And they formed a clear idea within their agency about what they wanted to pursue with the project.



Invitations were sent to all faith-based groups listed in the yellow pages of the telephone directory. Twenty-three persons participated in the initial meeting and as time went on they were joined by another six. Many different faith groups were represented. The initial meeting was planned around mealtime and food was provided.

At the first meeting this focus group brainstormed ideas and concerns around sexual violence. Participants suggested that there was a need for education in the congregations. The focus group expressed a need to be heard, for someone to listen to the concerns of the clergy. A need for accurate and complete referral resources was expressed. The group asked the sexual assault unit to share their expertise and answer questions. The group determined that they would like to meet monthly.

There are already some substantial successes in this project. Congregations are a natural network. This network is now speaking about sexual violence. This community has broken the silence



around sexual violence and seems committed to continuing that trend. There is comfort and trust within the group of stakeholders and a growing sense of trust and familiarity with the sexual assault unit. One church has invited the sexual assault unit to host a support group in their church, creating a new way to work together. Several churches are willing to advertise the services of the agency. Other groups in the community are becoming aware of the working group of stakeholders. They are interested in becoming connected, sharing with and learning from this group.

There are substantial challenges, as well. Examining disparate denominational beliefs and attitudes about the issue of sexual assault is one issue. Challenging to both the sexual assault unit and the group is the desire for biblical referencing of violence, forgiveness and related issues. It will require collaboration with stakeholders to decide what might be done to incorporate faith/scripture issues.



Here is the beginning of an exciting initiative. It brings together parts of the community that have not collaborated actively in the past. Their work is breaking silence and denial about sexual violence and encouraging dialogue. It is providing perspectives from a diverse faith community to the sexual assault community. This is a group open to possibilities yet to be discovered. It is a community in development.



Defined Community

- ⇒ **Parents**
- ⇒ **Precipitating Event: Softball coach accused of molesting kids**

Who to gather (stakeholders)

- ⇒ **Parent groups from...**
 - ⊗ **Public Schools**
 - ⊗ **Private Schools**
 - ⊗ **Home Schoolers**
- ⇒ **Community Sexual Assault Program**
- ⇒ **Team members (youth)**
- ⇒ **Police**
- ⇒ **Sports organizers**
- ⇒ **Local Paper**

Potential Condition A (Where are we now?)

- ⇒ **Concern About "Stranger Danger" and Child Abduction - no focus on potential known offender**



- ⇒ **Lack of concrete Information about child sexual assault**
- ⇒ **Strong desire to protect kids**

Potential Condition B (Where do we want to be?)

- ⇒ **Parents have accurate Information about child sexual assault**
- ⇒ **Parents empowered to**
 - ⊗ **Talk to kids**
 - ⊗ **Teach prevention safety**
 - ⊗ **Influence selection and training process for coaches**
- ⇒ **Kids to know resources for help and how to report**
- ⇒ **Create "Personnel Polices" for coaches which embrace protection of kids**

Potential Activities (with/by whom)

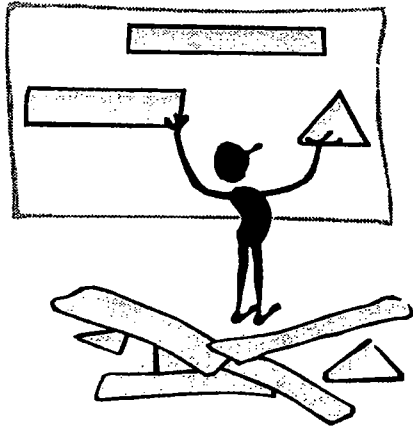
- ⇒ **Community sexual assault program provide basic child sexual assault prevention education**



- ⇒ Parents create informational pieces for other parents
- ⇒ Create parent teams to support and talk with each other; establish regular meeting times
- ⇒ Encourage media coverage of activities and information
- ⇒ Create and implement (or amend) policies regarding
 - ⊗ Hiring
 - ⊗ Supervision of coaches

Indicators of Change

- ⇒ Policy creation/implementation
- ⇒ Number of parents involved
- ⇒ Pre-Post test children and adults for knowledge



Exploring the Possibilities

Allies & Barriers

Who do you know in a community of parents who you are sure will be supportive of your prevention efforts?

Who might those people know who would be allies?

Who in that community might resist sexual assault prevention efforts?



Defined Community

⇒ **Business group or individual company**

Who to gather (stakeholders)

⇒ **Representative workers (across the company)**

⇒ **Human Resources personnel**

⇒ **Community Sexual Assault Program**

⇒ **One representative from each layer of administration**

⇒ **(Organizational chart for reference/structure)**

Potential Condition A (Where are we now?)

⇒ **Unhealthy work environment**

⇒ **Sexual Harassment / Climate of innuendo accepted as norm**

⇒ **"Hostile work environment"**

⇒ **Limited personnel policies**

⇒ **No staff training regarding appropriate work behavior/ boundaries**



Potential Condition B (Where do we want to be?)

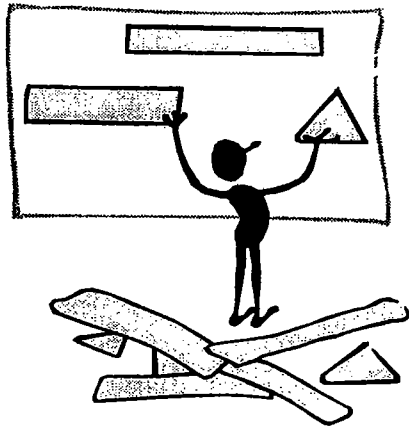
- ⇒ **Safe and comfortable work environment for all employees**

Potential Activities (with/by whom)

- ⇒ **Focus group surveys to ascertain experiences of workers**
- ⇒ **Training of administration/staff**
- ⇒ **Policy writing/development**
- ⇒ **Petition drive focused at corporate headquarters to commit to safe and comfortable work environments across the corporation**
- ⇒ **Information Campaign — Personnel policy handbooks; brochures; posters**

Indicators of Change

- ⇒ **Change in policy use; may be initial increase in personnel complaints**
- ⇒ **Increase in trainings across the company**
- ⇒ **Change measured by follow-up focus group surveys**



*Exploring the
Possibilities*

Allies & Barriers

Who do you know in the business community who you are sure will be supportive of your prevention efforts?

Who might those people know who would be allies?

Who in that community might resist sexual assault prevention efforts?



Defined Community

⇒ **Neighborhood — Apartment Complex**

Who to gather (stakeholders)

⇒ **Residents, (all ages)**

⇒ **Security**

⇒ **Local police**

⇒ **Community Sexual Assault program**

⇒ **Local Youth Center**

⇒ **Neighborhood Watch (if existing)**

⇒ **Apartment Managers**

⇒ **Schools that serve units (elem., middle, high school)**

Potential Condition A (Where are we now?)

(Precipitating Event = notification of release of sex offender)



- ⇒ **Parents concerned about child sexual abuse (release of offenders in nearby areas)**
- ⇒ **Limited understanding of sexual assault and offender behavior**
- ⇒ **Fear mobilizing (instead of empowerment)**
- ⇒ **Not cohesive action or plan for care of all units residents (children and adults)**

Potential Condition B (Where do we want to be?)

- ⇒ **Increase awareness of sexual assault / child sexual assault**
- ⇒ **Increase knowledge of range of risk**
- ⇒ **Community empowerment to act on behalf of the children, residents**
- ⇒ **Action plan in place for addressing sexual assault**

Potential Activities (with/by whom)

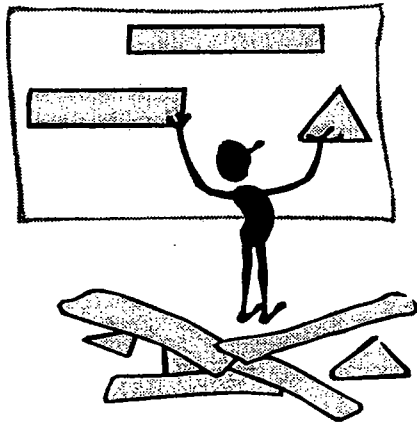
- ⇒ **Focus group meetings**



- ⇒ Safety fair with police, security, community sexual assault program, etc. in "clubhouse" or other community gathering place
- ⇒ Formation of block watch
- ⇒ Formation of "safe houses" for kids to ask for help
- ⇒ Vigil /Information campaign "We all care for our children" or "We're aware and Watching " complete with posters and printed information.
- ⇒ Action plan for dissemination of information when offenders are released
- ⇒ resource gathering

Indicators of Change

- ⇒ Increase visible activities, community meetings etc.
- ⇒ Increase block watch and safe house participation
- ⇒ Pre-Post survey across community and service providers



Exploring the Possibilities

Allies & Barriers

Who do you know in a neighborhood community who you are sure will be supportive of your prevention efforts?

Who might those people know who would be allies?

Who in that community might resist sexual assault prevention efforts?



Defined Community

⇒ **University Community**

Who to gather (stakeholders)

⇒ **Students (Greek & Independents)**

⇒ **Administration**

⇒ **Dean of Students (housing)**

⇒ **Faculty**

⇒ **Community Sexual Assault Program**

⇒ **Women's Center**

⇒ **Medical / Infirmary Staff**

⇒ **Campus police**

⇒ **University club representative**

⇒ **Coaching staff**

Potential Condition A (Where are we now?)

⇒ **Uncoordinated efforts to address sexual assault
by various campus groups**



- ⇒ Focus of concern on stranger assault, no clear focus on date rape or acquaintance rape
- ⇒ Denial of sexual assault problem on campus; primarily by administration
- ⇒ Inadequate policies to address sexual assault

Potential Condition B (Where do we want to be?)

- ⇒ Sexual Assault openly addressed by university community
- ⇒ Creation of adequate, victim friendly policies regarding sexual assault
- ⇒ Increase knowledge of date / acquaintance rape
- ⇒ Coordinated campus effort to address sexual assault

Potential Activities (with/by whom)

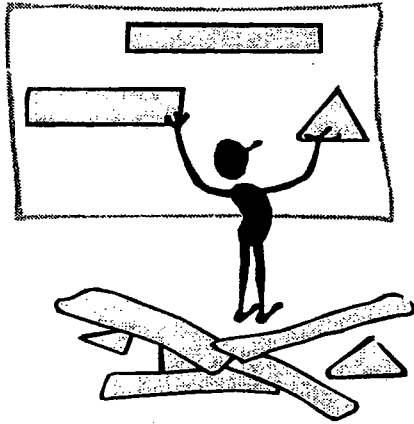
- ⇒ Survey community (assessment); form stakeholders group
- ⇒ Form student focus group-create sexual assault as a standing issue of concern



- ⇒ Resources and referral information to all faculty, administration and staff
- ⇒ Hold a vigil to raise awareness and proclaim "violence-free" norm
- ⇒ Plan education activities regarding date / acquaintance rape
- ⇒ Posters
- ⇒ Campus radio
- ⇒ Community sexual assault program speakers
- ⇒ Peer education group
- ⇒ Policy analysis, feedback, and Development

Indicators of Change

- ⇒ Pre-Post survey of student body
- ⇒ Timeline, roles and responsibilities to evaluate policies (function and effectiveness)
- ⇒ Individual presentation evaluation



Exploring the Possibilities

Allies & Barriers

Who do you know in a university community who you are sure will be supportive of your prevention efforts?

Who might those people know who would be allies?

Who in that community might resist sexual assault prevention efforts?



An Example From Practice

Community Development in a University Community

The Sexual Assault Center of Pierce County (SACPC) started a community development project in February of 1998. The community they selected was Pacific Lutheran University (PLU) located in Parkland, Washington. The proposed project began because of a perceived need to coordinate the PLU community systems which were concerned about sexual violence. There was also a perceived need for better policy and implementation of policy on campus. This reflected both the need for policy and the need for training of staff.

Though SACPC believed this to be a very important project, they also knew they had no additional staff to support it. SACPC's Education Director, creatively designed an internship for a PLU student to staff the project. A PLU student applied for and was offered the internship position.



At no cost to SACPC, they had a Sexual Assault Prevention Program Coordinator.

Examples of the Prevention Program Coordinator's responsibilities were as follows:

- ✘ Work with representatives of PLU campus community to develop a PLU Sexual Assault Prevention Task Force**
- ✘ Assist the Task Force in establishing goals and determining what conditions exist on campus that foster sexual assault**
- ✘ Coordinate specific prevention strategies developed by the Task Force**
- ✘ Assist SACPC Education Program staff to conduct training specific to PLU faculty and staff**
- ✘ Assist in training of peer educators**

The Education Director also spent time with staff at PLU to discuss ideas and support for the community development initiative. This initial planning and support gathering was essential to the



Prevention Program Coordinator's ability to do her job once she was a part of the project.

SACPC's Education Director and the Prevention Program Coordinator met with a group of stakeholders from PLU including students, teaching staff, administrative staff, support staff, and others. These stakeholders supported the development of the proposed sexual assault task force at PLU. In other displays of support, the PLU Women's Center offered an office to house the project. The Vice President of Student Life offered to pay set-up charges for the office telephone. The owner of a local carpet store donated carpet for the office.

With the help of PLU Psychology Department professors, the Prevention Program Coordinator developed a student survey which was approved by the human subjects review committee. She then trained 10 "researchers" to administer the survey to students. When completed, the results were delivered in various forums to faculty, staff and students.



The information provided and the discussion generated on campus caused a "ripple effect" in the campus community. A group of 25 students led focus groups in the dorms on campus. There has been an invitation to provide a support group on campus. PLU is setting up a crisis response on campus. SACPC is providing the initial 30 hour training for the campus volunteers (and as a result has a free space for training their own volunteers). There has been work on the campus policy about sexual assault and about education of students and staff.

The sexual assault task force in this community has many more plans for continuing the work they have started. The Prevention Program Coordinator has graduated and will no longer be a formal part of the project. Because this is truly a community development approach, the community continues the work. Other interns will no doubt come to staff the project and new goals will develop over time.

Social change is happening in this campus community. SACPC has been a catalyst for that



**change. The PLU community members are the
life-force of that continuing social change.**



Defined Community

⇒ **Daycare Providers**

Who to gather (stakeholders)

⇒ **Providers from: All ranges " jobs" of providers-not just educators**

⇒ **Child Protective Services**

⇒ **Head start**

⇒ **Corporate, faith based, national chains, private, vocational/college daycare representatives**

⇒ **Community Sexual Assault Program**

⇒ **Parents**

⇒ **Associated professionals / volunteers**

⇒ **Daycare Assn. representative**

Potential Condition A (Where are we now?)

⇒ **No policies regarding training / response to child sexual abuse**

⇒ **Fear (Is it scaring children to teach prevention?)**



- ⇒ **Non-Supportive parents**
- ⇒ **Lack of information (disempowered parents)**
- ⇒ **Silence regarding sexual abuse**

Potential Condition B (Where do we want to be?)

- ⇒ **Supportive, involved parents**
- ⇒ **Empowered parents**
- ⇒ **Openness across system**
- ⇒ **Policies regarding training / response**

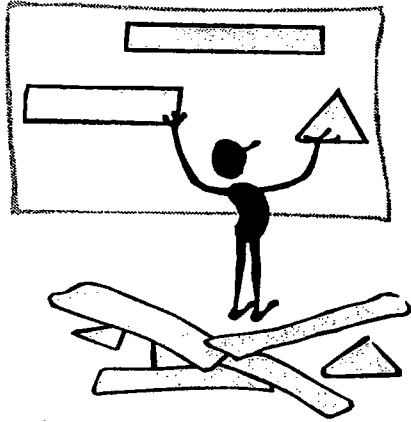
Potential Activities (with/by whom)

- ⇒ **Ed / Staff / parent task force**
- ⇒ **Evaluate Present Policy / ies**
- ⇒ **Across daycare Settings — Establish guidelines for policies**
- ⇒ **Core parent team - Speakers bureau available to daycare parent meetings**
- ⇒ **Daycare Assn. newsletter makes child sexual abuse prevention a focus; parent guest author**



Indicators of Change

- ⇒ Revised policies**
- ⇒ Increase in protocol use**
- ⇒ Increase in coverage in newsletters**
- ⇒ Increase in number of formal discussions / trainings about issue**
- ⇒ Pre/post test knowledge of participants**



*Exploring the
Possibilities*

Allies & Barriers

Who do you know in a daycare community who you are sure will be supportive of your prevention efforts?

Who might those people know who would be allies?

Who in that community might resist sexual assault prevention efforts?



Defined Community

⇒ **Community Health Clinic (MD/MH)**

Who to gather (stakeholders)

⇒ **Doctors**

⇒ **Teen Representative**

⇒ **Counselors**

⇒ **Advocates for the Developmentally Disabled**

⇒ **Nurses**

⇒ **Associated Chaplains**

⇒ **Schools**

⇒ **DSHS**

⇒ **Paraprofessionals**

⇒ **Counselors**

⇒ **Law Enforcement**

⇒ **Social Worker**

⇒ **Community Sexual Assault Program**



⇒ **Patient Representative**

Potential Condition A (Where are we now?)

- ⇒ **Parents think abuse happens to other peoples children (denial)**
- ⇒ **Mental Health / Doctors and Nurses fear to report "suspicions" / would rather handle internally and by referral**
- ⇒ **Internal protocol unused or ineffective**
- ⇒ **Teens do not see clinic as resource**
- ⇒ **Clinic, a potential community partner, does not communicate with community (systems do not work well together)**

Potential Condition B (Where do we want to be?)

- ⇒ **Parents aware of realities of abuse**
- ⇒ **Doctors / Nurse Counseling appropriately trained in law and dynamics of abuse**
- ⇒ **Effective / User friendly protocol in place and used**
- ⇒ **Increase use by Teens (Teen-friendly atmosphere)**



- ⇒ **Clinic and Community create forum for regular communication**

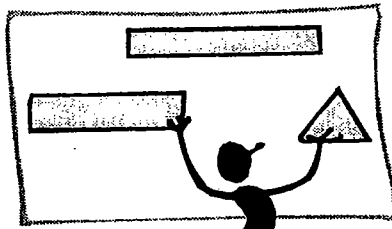
Potential Activities (with/by whom)

- ⇒ **CSAP offer parent training and support in clinic – hosted (referred) parent group nights**
- ⇒ **CSAP, DSHS, Law enforcement conduct joint training / exploration with Doctors, Nurses, Mental Health [Also function as on going resource for clinic]**
- ⇒ **CSAP takes leadership to convene clinic and all community partners to network and share information**
- ⇒ **Clinic partners analyze present protocol; create new, more effective protocol; institute**
- ⇒ **CSAP hold teen discussion group on relationships, dating violence, working with potential community partners (DV, Planned, Parenthood, Natural Helpers, Men Against Rape, for example)**



Indicators of Change

- ⇒ **Increase in visibility of sexual violence prevention**
- ⇒ **Increase in collaboration with other community partners**
- ⇒ **Community Survey**



Exploring the Possibilities

Allies & Barriers

Who do you know in the health care community who you are sure will be supportive of your prevention efforts?

Who might those people know who would be allies?

Who in that community might resist sexual assault prevention efforts?



Washington State Sexual Assault Prevention Resource Center

The Washington State Sexual Assault Prevention Resource Center, a program of the Washington Coalition of Sexual Assault Programs, exists to support sexual assault prevention providers in Washington State. The center aims to increase the state's overall capacity in sexual assault prevention as well as assist the demonstration / pilot projects in their community development prevention work. As a social change agent, the Resource Center provides support to sexual violence prevention programs as we all work to end sexual violence.

The Resource Center:

- ✘ provides in-person or telephone technical assistance on community development, prevention program development and program enhancement to sexual assault prevention programs**



- ⊗ provides information and referral services for prevention programs
- ⊗ partners with the WCSAP library to collect, maintain and disseminate a wide variety of media resources focused on sexual assault, community development and prevention through a lending library system
- ⊗ provides referrals for mentor and mentee linkages throughout the state
- ⊗ facilitates information-sharing, networking, problem-solving, training and discussion opportunities among prevention programs / providers in Washington
- ⊗ facilitates networking and information-sharing opportunities among sexual assault and non-sexual assault prevention providers



Appendix I: Resources for Community Development and Social Change

Dingerson, Leigh & Sarah Hay. The Co/Motion Guide to Youth-Led Social Change. Washington, D.C.: Alliance for Justice, 1998.

Fleisher, Paul. Changing Our World. Tucson: Zephyr Press, 1993.

Goldberg, Kim. The Barefoot Channel: Community Television as a Tool for Social Change. Vancouver Canada: New Star Books, 1990.

Hoose, Phillip. It's Our World, Too!. Boston: Little Brown, 1993.

Leifer, Loring & Michael McLarney. Younger Voices, Stronger Choices. Kansas City: Kansas City Consensus, 1997.



Lesko, Wendy Schaetzel. No Kidding Around!
Kensington, MD: Information, USA, 1992.

Lewis, Barbara A. The Kids Guide to Social
Action. Minneapolis: Free Spirit Publishing, 1991.

Lofquist, William. The Technology of
Development. Tucson, AZ: Development
Publications, 1996.

Lofquist, William. Discovering the Meaning of
Prevention: A Practical Approach to Positive
Change. Tucson, AZ: Development Publications,
1983.

Lofquist, William. The Youth Opportunity Planning
Process. Tucson, AZ: Development Publications,
1996.



Appendix II: Mentor Resources for Community Development and Social Change

- ⌘ Karen Boone - Spokane Sexual Assault Center.
South 7 Howard St., #200 . Spokane, WA
99204 . 509-747-8224**

- ⌘ Erin Casey - King County Sexual Assault Re-
source Center . PO Box 300, Renton, WA
98057 . 425-226-5062**

- ⌘ Lydia Guy - The Center for Sexual Assault &
Traumatic Stress . 1401 E. Jefferson, Seattle,
WA 98122 . 206-521-1800**

- ⌘ Tina Harris - Yakima Sexual Assault Unit . PO
Box 959, Yakima, WA 98907 . 509-576-
8451**

- ⌘ Laurie McKettrick - Spokane Sexual Assault
Center . South 7 Howard St., #200 .
Spokane, WA 99204 . 509-747-8224**



- ⌘ **Ana Matthews - Spokane Regional Health District. West 1101 College Ave., Spokane, WA 99201 . 509-324-1538**

- ⌘ **Gayle M. Stringer - Washington Coalition of Sexual Assault Programs. 2415 Pacific Ave. S.E., Olympia, WA 98501 . 360-754-7583**

- ⌘ **Tamatha Thomas-Haase - Office of Crime Victims Advocacy . Olympia, WA. PO Box 48300 . Olympia, WA 98504 . 360-753-2451**

- ⌘ **Jodi Jerrell - Domestic Violence / Sexual Assault Program of Jefferson County . 1030 Lawrence St., #7 . Pt. Townsend, WA. 98368 . 360-385-5291**



Appendix III: Community Development and Sexual Assault Prevention

Some Guiding Principles

The following are some guiding principles that express important values of community development and social change work which focuses on ending sexual violence. Community means any group of people living, working or learning together in an associated group. Stakeholder means any member of the community.

When we do community development work we will:

- ⇒ Actively encourage stakeholder participation in planning and decision-making**
- ⇒ Engage stakeholders in determining underlying conditions which support or promote sexual violence**



- ⇒ **Facilitate the design and implementation of a plan of action, including shared leadership and citizen participation**
- ⇒ **Empower community members to increase leadership capacity within the community**
- ⇒ **Honor the wisdom gained from true collaboration with community partners**



Appendix IV: Brainstorming and Facilitation Resources

- ⌘ **The Art of Facilitation: How to Create Group Synergy; Dale Hunter, et al**
- ⌘ **The Skilled Facilitator: Practical Wisdom for Developing Effective Groups; Roger M. Schwartz**
- ⌘ **Facilitation Skills for Team Leaders; Brenda Machoski (Editor)**
- ⌘ **Facilitator's Guide to Participatory Decision-Making; Sam Kaner, et al**
- ⌘ **Zen of Groups: A Handbook for People Meeting With A Purpose; Dale Hunter, et al**

These books are available at the WCSAP library for members to borrow. For information on borrowing books or becoming a member of WCSAP, call 360-754-7583.



Notes & Thoughts & Dreams & Brainstorms



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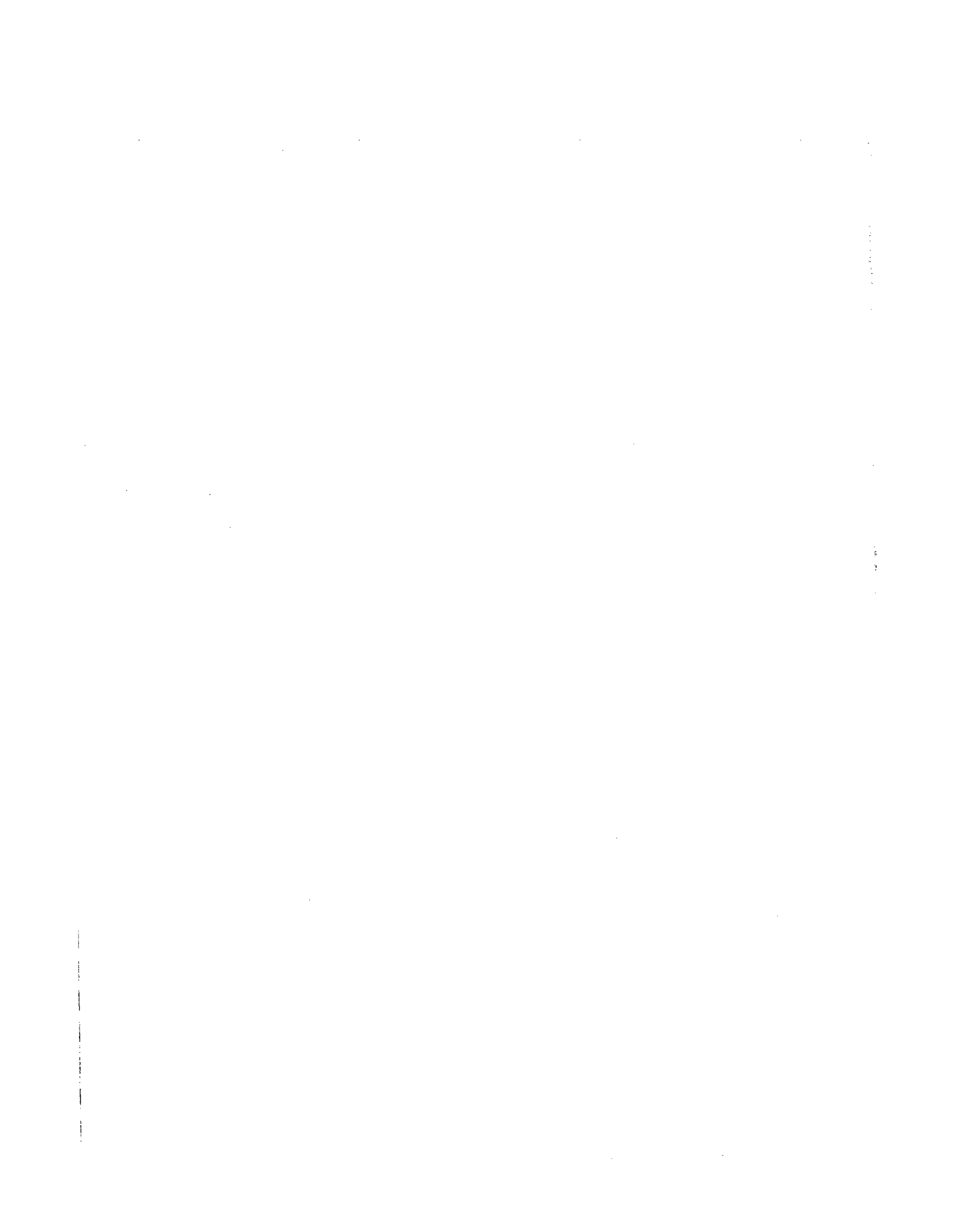
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