Consortium World Café Conversation Notes
March 15, 2017

Strategic Directions Workgroup: Engaging Faith Communities

Facilitator/Scribe: Sue Wismar

Questions for Discussion Facilitation:

1. How does this <strategy/table topic> work to prevent perpetration of SV/IPV?
2. What specific risk and protective factors for perpetration does the work <strategy> you are sharing seek to reduce or increase?
3. How does working on <strategy> what you are sharing connect to social justice?
4. What can we do as members of our Community of Practice to support this work at the local and state levels?

OAESV Faith Community Toolkit

- Training in FC to accompany toolkit (2 tool kits have been created, 1 which is Engaging Faith Communities can be sent out to all preventionist
  ---Sisters of Tamer (training for faith-based organizations)
- Critical access point for some marginalized populations in service area
  - (Example: Latinx, Rural areas)
- Points of entry: H.T./Healthy Relationships/Consent in youth programming
  - Mandated Reporting rules & add in support skills
  - Giving resources for Faith Community leadership.----“You are not counselors”
- Continued interface with Outreach (Fairs Church←→Community)
- Important to connect prevention messages to values but must be genuine faith share from preventionist or indigenous faith community member as co-facilitator
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Strategic Directions Workgroup: K-12 (New per recommendation of Miriam)

Facilitator/Scribe: Beth Malchus

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Notes:

The following are programs ages and curriculums used to prevent SV/IPV

- K-5 “Safer Smarter” Kids—personal safety
- 6-8 Bully, Sexual Harassment, Domestic Violence
- HS Relationships
- 6-8 “Positive Action
- Life Skills
- Safe Dates High School—Modified Changed
- 9& 10th Safe Dates—based on teacher request.
- 4 Days Safe Dates—Days * Modify Active * -- Working & Reworking Activity
- Tech Abuse
- Safe Dates—Modify - ➔ Inter Active 5 Days

Concerns:

- Aren’t able to cover all modules in Safe Dates
- Some communities aren’t comfortable with topics and exercises—more conservative
- Tea video may not welcome
- Schools wanting assemblies to teach behavior/skills
- Adult Bias of young people.
- Conservative versus Progressive Communities
- Trying to be in all school districts for 3-4 days
- Not enough people power
- Sprinkling versus Saturation. Management’s need for understanding

http://www.odvn.org/toolkit/Tip_Sheet_Telling_the_Comprehensive_Story.pdf
Example of where Gender Box isn’t welcomed:

Preventionist teaches at a Juvenile Prison for Girls.

Prison Guard

- Missed the point of the exercise
- They wanted the girls to conform to the ridge gender. Their belief that masculine behavior landed them into prison.
- Didn’t say anything until after class

Very Rural Conservative
- Rigid Gender role
- Known abuse
- Abuse realized
- Abstinence Based Ed.

Resources to share:

- Ohio Department of Education: Anti-HIB Required Teacher Modules.
  - [https://saferschools.ohio.gov/content/k_12_schools_training](https://saferschools.ohio.gov/content/k_12_schools_training) (required every 5 years)
- Item Bank Evaluation Took (See Attachment)
- Key talking points needed to illustrate why 3-4 days are needed.
  - Virginia Guidelines for Primary Prevention

- CDC Using Essential Elements to Select, Adapt and Evaluate Violence Prevention Approaches. i.e., CDC Modifying Tool
Mentoring/Supporting/Sharing Information with non-funded preventionists

- Ready Set Go
- State Prevention Conferences Listing
- Prevention Competencies (See attachment)
- National Sexual Violence Resource Center
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Strategic Directions Workgroup: Evaluation

Facilitator/Scribe: Sandra Ortega

Questions for Discussion Facilitation:

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4. What can we do as members of our Community of Practice to support this work at the local and state levels?

1. How does this <strategy/table topic> work to prevent perpetration of SV/IPV?
   a. Translates the various documents/guidance from national and state funders related to prevention of SV/IPV.
   b. Organizes and shares practice based evidence with the Community of Practice and state and national funders
   c. Helps develop tools for measuring Strategic Direction outcomes
   d. Developed Retrospective Pre/Post tests and share through the Shared Survey Monkey
   e. One of the members is working at Ashland University on Human Trafficking and Bystander Intervention programming

2. What specific risk and protective factors for perpetration does the work <strategy> you are sharing seek to reduce or increase?
   a. All of the risk & protective factors that are the foci of the Consortium.
   b. Help members translate and use Connecting the Dots and the Technical Packages that have specific risk/protective factors from CDC for IPV/SV

3. How does working on <strategy> what you are sharing connect to social justice?
   a. By supporting the work of all of the workgroups and the IDC that is coordinating the inclusion and diversity efforts for the Consortium.
   b. Diversity is about Innovations---supporting the Consortium’s work to be innovative and inclusive of all members

4. What can we do as members of our Community of Practice to support this work at the local and state levels?
   a. Want more assistance in organizing MS & HS measures to determine impact---help with different ways of looking at and reporting evaluation results
   b. Members would like to see data aggregated across different program areas—sharing data and data sources so we can use the data better to inform our work
   c. Helping members look at “soft” outcome results on statewide data
d. Assisting CoP members in disaggregating data by demographics for focused improvement with various demographic categories—whether it is race, region, gender, age, etc.
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Strategic Directions Workgroup: Engaging Men  
Facilitator/Scribe: Alex Leslie

Questions for Discussion Facilitation:

1. How does this <strategy/table topic> work to prevent perpetration of SV/IPV?
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3. How does working on <strategy> what you are sharing connect to social justice?
4. What can we do as members of our Community of Practice to support this work at the local and state levels?

1. How does this <strategy/table topic> work to prevent perpetration of SV/IPV?
   a. Decrease Harmful norms of masculinity

2. What specific risk and protective factors for perpetration does the work <strategy> you are sharing seek to reduce or increase?
   a. Directly address potential perpetration
   b. Increase nonviolent problem-solving skills
   c. People (men) learn sequentially

3. How does working on <strategy> what you are sharing connect to social justice?
   a. Men are part of society
   b. All men are impacted by violence differently

4. What can we do as members of our Community of Practice to support this work at the local and state levels?
   a. Attending trainings—“New Playbook”
   b. Build supportive networks—for advice, feedback
   c. Leverage educational programming ----“sales”
   d. Approach work non-judgmentally
   e. Explore, explain historical barriers
   f. Kits for local grants for engaging men
   g. Local leaders----councilmen; mayors; admin on campus; business leaders-----giving talking points
   h. Ride the wave of other trends
      i. National Walk-Out Day
      j. Gun Violence
   k. Develop/Support Action-Oriented Programming and Models
      i. “What are you going to do?”
      ii. Connection to leadership
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Strategic Directions Workgroup: Campus Safety
Facilitator/Scribe: Kendra Massey

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Challenges:
Engagement---some campuses are more open to our work than others
Campus process takes forever
Policy---campuses resistant to share/get feedback on policy
Low attendance at events---little marketing

Effective:
Reframe language for parents
“How are you preventing...”
Physical presence/office on campus
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Strategic Directions Workgroup: Engaging Youth Leaders

Facilitator/Scribe: Debra Seltzer

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College age—trained 8 hours (4 sessions) — Planned Parenthood Curriculum

Provide training
Talk to peers
Come to team meetings
Provide stipends

Issues—mandated reporter requirement

Option to refer
Agency has MOUs
Students who are interested are very busy

Next steps
More focused recruitment
Athletes, Greek life, diversity

High School—Strategic Prevention Framework Model (Voinovich School)

Prioritize work
**Mental Health as umbrella
(Multi-C5 County) >>>> Regional collaboration for peer education