



# SAFE FUTURES

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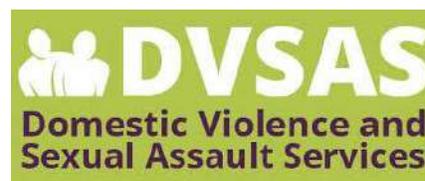
## STRENGTHS, OPPORTUNITIES, AND STRATEGIC PLAN

for addressing and preventing  
domestic violence, teen dating violence, sexual assault, and stalking in the  
BLAINE, FERNDAL, & MOUNT BAKER SCHOOL DISTRICTS

2017-2019

This project was made possible by a grant award from the Department of Justice, Office on Violence Against Women and is a collaborative, community effort. There are many partners contributing to creating a coordinated response to these community issues.

Thank you especially to these central partners:



This project was supported by Grant No. 2015-CY-AX-0012, awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

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This report and project are dedicated to

## Felicity Elizabeth Boonstra

Felicity was born on September 3<sup>rd</sup>, 1995 and passed away on January 7, 2010.

She was 14 years old and attended Mount Baker Junior High School.

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# Executive Summary

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## Description of the Project

*Safe Futures is a federally funded, collaborative school-based project in the Ferndale, Blaine, and Mount Baker School Districts, to prevent and address adolescent relationship abuse, domestic violence, sexual assault, and stalking through promoting safety, healthy relationships and consent.*

This project extends a pilot initiative established in the Ferndale community over the last several years. In 2011, the Department of Justice, Office on Violence Against Women awarded a \$549,000 “Services, Training, Education, and Policy (STEP)” grant to the Ferndale School District, in partnership with the Bellingham Whatcom County Commission Against Domestic Violence (DV Commission) and several other partners. The STEP grant provided funding to improve services, training, education, and policies that respond to and prevent teen dating violence, sexual assault and stalking (TDV, SA, and Stalking) in the secondary schools of the Ferndale School District over a three-year period.

Partners involved in the STEP award accomplished several outcomes with the Ferndale community, including: developing a protocol for responding to dating violence, sexual assault, and stalking in schools; providing comprehensive trainings to school staff and community members; and establishing student advisory boards to address these issues on their campuses. The project culminated with a full day educational summit held at Western Washington University, with 135 students attending. Many of the workshops were led by youth and young adults.

The Ferndale Community Coalition, another accomplishment that subsists because of STEP, brings together diverse stakeholders from the Ferndale community to address many health and safety concerns faced by youth and families. The Ferndale Community Coalition evolved from the regular Coordinated Community Response Team (CCRT) that was responsible for implementing STEP. The Ferndale Coalition now runs in partnership with the DV Commission and the Whatcom County Health Department and is recognized as an exemplary model for other prevention coalitions throughout Washington State. Superintendent Dr. Linda Quinn presented at both state-wide and regional conferences for school district superintendents on the positive impact that the collaborative effort has on students and families in the Ferndale School District.

# STEP by the numbers: 2015 snapshot

## SERVICES

From 2012- 2015, **55** middle and high school student victims received on-site advocacy and/or support groups.

## EDUCATION

**655** middle and high school students received prevention education in classrooms.

**116** participants attended 3 educational events for parents.

**135** students attended



a full day youth summit promoting healthy relationships and consent.

## TRAINING

**732** staff participate in an online training annually.

More than **25** school staff attended an in-depth, half-day training.

**254** staff received training on the Response Protocol.

## PROCEDURES

**1** Response Protocol was developed, outlining how to identify and support students experiencing dating violence, sexual assault, and stalking.

**500** copies of the Response Protocol were distributed to staff, parents, and students.

**120 posters** outlining the new response protocol were displayed in middle schools and high schools → 60 of these targeted students and 60 targeted staff members.

The momentum from the STEP project sparked the interest of other school districts in Whatcom County. As a result, the Mount Baker and Blaine School Districts agreed to partner with the DV Commission and the Ferndale School District to replicate and expand this work. The Office on Violence Against Women recognized the accomplishments of STEP and awarded \$698,529 for Safe Futures. Safe Futures is the only project of the original nine pilot sites nationally that received a continuation award.

The strategies in our proposal outlined similar efforts to what the CCRT piloted in Ferndale: create a team in each school district to determine how to move forward with a multi-tiered strategy, engaging students, families, school staff, and the community at large in creating solutions to teen dating violence, sexual assault, and stalking. Teams have been formed in Blaine and Mount Baker, and the Ferndale Community Coalition continues to focus on Safe Futures. In addition to these teams, we have built a county-wide oversight body called the Safe Futures Task Force. These four teams dedicated their first several months on this project to collecting data for the Strengths and Needs Assessment, identifying strengths and opportunities for implementing effective intervention and prevention strategies in each community. The Safe Futures Task Force will also consider ways to build capacity throughout the county and to institutionalize efforts to support survivor safety, offender accountability, and prevention of these complicated problems.

The Ferndale Coalition members and other STEP partners, as well as the Superintendents of the newly added project partner communities, identified several opportunities to expand the work of the STEP project. First, the project partners proposed that **Safe Futures will expand prevention and intervention efforts to families with younger children**, as the STEP project was limited to working with students and

families in middle and high school. The goals of Safe Futures include work with elementary school staff and families. Second, the project partners identified data that highlights the vulnerability of specific groups of youth and families, who experience higher victimization rates for dating violence, domestic violence, sexual assault, and stalking. **Safe Futures will center the needs**

**of these groups: youth and families who are Native, youth who have experienced homelessness, and youth who identify as LGBTQ+.** Finally, project partners identified the need for providing therapeutic services to children and non-offending parents in these rural communities. **Safe Futures will create systems to provide trauma-informed, therapeutic services for children and non-offending parents in Blaine, Ferndale,**

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Teen dating violence rate among high school students in Alaska's Native communities was 13.3 percent, compared to the national average of 9.8 percent.

{2015 Youth Risk Behavioral Surveillance Study (YRBS), Centers for Disease Control and Prevention}

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**and Mount Baker.** Additional findings and areas of focus are outlined in the key findings section of this report.

These expanded goals require the expertise of local organizations specializing in such services. Domestic Violence and Sexual Assault Services (DVSAS) will continue as a central partner in building the Safe Futures community responses because of their experience providing individual domestic violence and sexual assault advocacy, support groups, shelter services, and prevention education throughout Whatcom County. Northwest Youth Services will provide expertise in serving the needs of youth who have experienced homelessness and youth who identify as LGBTQ+. Brigid Collins Family Support Center offers expertise in providing therapeutic services to children and their non-offending caregivers. Lummi Victims of Crime provides culturally specific individual advocacy, shelter services, support groups, and prevention education for Native community members. In addition to these central partners, other partners participating on the CCRTs and Safe Futures Task Force include:

- Blaine Police Department
- Boys and Girls Clubs of Whatcom County
- Christ Lutheran Church of Ferndale
- City of Ferndale
- City of Blaine Prosecution
- Communities In Schools
- Ferndale Police Department
- Lummi Nation Law and Order
- Opportunity Council
- Touchstone Behavioral Health
- United Church of Ferndale
- Unity Care Northwest
- Whatcom Dispute Resolution Center
- Whatcom County Health Department
- Washington State University- Strengthening Families Program
- Whatcom Family and Community Network
- Whatcom County Libraries
- Western Washington University- Prevention and Wellness Services
- Whatcom County Sherriff's Office

## About the Strength and Needs Assessment

Over the last several months, the DV Commission led each of the three Safe Futures teams and the Safe Futures Task Force in conducting an assessment to highlight the strengths and opportunities for improving our responses to teen dating violence, domestic violence, sexual assault, and stalking in each community. The purpose of the assessment was to gather information about how community members, providers, school staff, and youth experience and respond to these issues. The findings outlined in this assessment will inform the strategies of this project over the next several years. To ensure a trauma-informed and safety-focused process, the design of the assessment was created in collaboration with the teams in each school district, and with the support of service providers connected to survivors and their families. Additionally, this assessment process built relationships among team members and among community stakeholders and the project leadership.

## Assessment Tools

The assessment teams determined that we wanted to collect data using various methodologies, with different constituents, to provide a broad yet diverse picture of each community's response. The following methods were used for this process:

- 24 interviews with key informants (key informants included service providers, a parent of a child who was killed in the context of domestic violence, a parent of a child who was sexually assaulted, school administrators from all partner schools, homelessness liaisons, school counselors, and teachers)
- 383 responses to electronic surveys distributed to school staff
- 48 written surveys distributed to 9<sup>th</sup> grade students enrolled in a required health class
- Focus groups with the following constituents:
  - Parents (1 group, 5 participants)
  - Native youth (2 groups, 12 participants)
  - Youth who identify as LGBTQ+ (1 group, 7 participants)
  - Youth who have participated in an advisory club in Ferndale as part of STEP (1 group, 8 participants)
  - School counselors (1 group, 8 participants)
- Notes from activities at individual Coordinated Community Response Team meetings and the Safe Futures Task Force (12 meetings over 6 months)

- Strengths and Needs Mapping
- Identifying training priorities

## Key Findings

The following themes were identified in the data review process. These strengths and opportunities are outlined with more detail in the full report, found on page 33.

Strength: Educators, parents, and youth want information, discourse, and tools to respond to and prevent domestic violence, teen dating violence, sexual assault, and stalking.
Strength: Rural communities embody strengths such as pride in community, strong networks, engaged faith-based organizations, resilience, diversity, and fierce independence.
Strength: All three school districts and their community partners value the “whole child,” social-emotional learning, trauma-informed practices, resilience, and hope.
Strength: Many youth participate in clubs and activities that promote health and safety and have purposes that align with the peer education goals of this project.
Opportunity: Youth report getting most of their information about relationships from their peers (first) and their families/parents (second).
Opportunity: Messages and communication about healthy relationships and consent are lacking and/or inconsistent based on gender.
Opportunity: Some rural community members are isolated and share additional barriers to accessing help.
Opportunity: Responses to domestic violence, dating violence, sexual assault, and stalking are inconsistent and not codified in school policies or procedures.
Opportunity: School-based prevention depends on individual relationships between teachers and service providers and not systemic relationships, so some students are not receiving this education.
Opportunity: Native youth, youth who identify as LGBTQ+, and youth who have experienced homelessness are at greater risk for victimization and face additional barriers to accessing help.
Opportunity: Technology is embedded in the lives and relationships of youth and families and should be incorporated throughout all aspects of responses and prevention.

# Project Partnerships

## MOU PARTNERS

There are many partner organizations collaborating on Safe Futures. We would like to extend our gratitude to the following representatives, who participated in this Strengths and Needs Assessment by attending meetings and/or collecting data:

Agency	Staff members participating
<p><b>Domestic Violence &amp; Sexual Assault Services (DVSAS)</b> Since 1979, DVSAS has delivered advocacy services for victims; including youth victims. Additionally, DVSAS provides support groups for children and youth of all ages – including age-appropriate play groups for children; and Connecting and Healing Around Trauma (CHAT), a group for teen girls who have experienced SA/DV. CHAT has been provided in schools, treatment centers, and juvenile detention. DVSAS also provides an evidence-based teen dating violence/sexual assault prevention education program, titled the Empowerment Project.</p>	<p>Karen Burke, Executive Director            Elizabeth Hart, Support Services Manager            Blanca Ortega, Prevention Education Specialist            Claudia Ackerman, Support Group Coordinator            Devin Connolly, Rural Outreach Coordinator            Veronica Garacoya, Advocacy Counselor</p>
<p><b>Bellingham-Whatcom County Commission Against Domestic Violence (DV Commission)</b>            The DV Commission provides leadership in the community’s efforts to reduce and prevent domestic violence. The DV Commission creates best-practice responses, implements systems change, and leads community engagement campaigns.</p>	<p>Susan Marks, Director            Liz Stuart, Project Manager            Elizabeth Montoya, Administrative Coordinator            Melissa Lacki, Project Manager</p>
<p><b>Brigid Collins Family Support Center</b>            Brigid Collins is a leader in Washington State in the prevention and treatment of all forms of child abuse and neglect. Brigid Collins has provided families with child abuse resources, information, prevention education, group therapy,</p>	<p>Byron Manering, Executive Director            Megan Brown Douglas, Program Director            Broderick McElroy, Family Support Team Case Manager            Geneva Graham, Family Support Professional            Jason Davis, Advanced Family Support Case Manager</p>

<p>parenting education, and case management for the past 20 years. Brigid Collins has a professionally trained staff of 30 who serve over 2,000 families annually in Whatcom and Skagit counties. For over 15 years, Brigid Collins has collaborated with the Lummi Nation to provide child sexual abuse individual therapy and therapy groups for child and teen victims, which has served over 30 girls annually for the past ten years.</p>	
<p><b>Blaine School District</b></p>	<p>Ron Spanjer, Superintendent  Randy Elsbree, Federal and Special Programs Director  Nancy Bakarich, Principal  Craig Baldwin, Principal  Darren Benson, Principal  Jessie Burton, Family Service Center  Martha Dearstyne, School Counselor  Scott Ellis, Principal  Sarah Point-Moore, School Counselor  Craig Robinson, Principal  Rick Vanderyacht, School Counselor  Wayne Vezzetti, Assistant Principal/Athletic Director</p>
<p><b>Ferndale School District</b></p>	<p>Linda Quinn, Superintendent  Jill Iwasaki, Executive Director Student Services  Mike Black, School Counselor  Faye Britt, Principal  Mischa Burnett, School Counselor  Aurora Davis, School Counselor  Georgia Dellinger, Principal  Rashmika Eisenberg, School Counselor  Lori Jo Erlichman, School Nurse  John Fairbairn, Principal  Jeff Gardner, Principal  Kim Hawes, Principal  Ashley Hunt, Native American Student Advisor  Heather Leighton, Principal  Terry Saunders, Drug and Alcohol Counselor  Julie Schroeder, Assistant Principal  Letisha Spotted Eagle, Native American Student Advisor</p>

	<p>Bill Tipton, Principal  Jeremy Vincent, Assistant Principal</p>
<p><b>Mt. Baker School District</b></p>	<p>Charles Burleigh, Superintendent  Ian Linterman, Director of Special Programs  Matt Durand, Principal  Quin Lesage, Assistant Principal/Athletic Director  Rob Bennett, School Counselor  Toby Marston, School Counselor</p>
<p><b>Lummi Victims of Crime (LVOC)</b> LVOC is a tribal agency that provides culturally specific services for Native American survivors of DV/SA of all ages. LVOC has a dedicated Youth Advocate who provides one-on-one advocacy and support groups for Native American children and youth, and engages young people in leading prevention campaigns on the reservation. LVOC is recognized as an expert county-wide for serving Native American victims, and for providing traditional healing opportunities.</p>	<p>Lorayne Denis, Director  Olivia Solomon, Victim Advocate</p>
<p><b>Northwest Youth Services (NWYS)</b> NWYS was formed as a nonprofit in 1976 to collaborate with at-risk, runaway, and homeless youth to foster self-reliance. NWYS serves youth between the ages of 13 and 25, ensuring their unique needs are met using effective methodologies. The NWYS runaway and homeless youth programs engage, house, and provided wrap around services for more than 750 youth a year. In recent years, NWYS has applied for and received grants to focus on outreach and services for youth who identify as LGBTQ, and also provide a Youth Safety and Resiliency “LGBTQ” Trainings to increase community awareness, understanding, and culturally relevant responses to LGBTQ youth.</p>	<p>Riannon Bardsley, Executive Director  Kelsey Peronto, PAD Program Manager  Amanda Robins, Street Outreach Program Manager  Page, Queer Youth Project Coordinator</p>
<p>Other Community and MOU Partners</p>	<p>Thank you to all of the agencies that supported Safe Futures by participating in meetings related to the Strengths and Needs Assessment and continuing to</p>

	<p>partner on this project:</p> <ul style="list-style-type: none"><li>• Blaine Police Department</li><li>• Boys and Girls Clubs of Whatcom County</li><li>• Christ Lutheran Church of Ferndale</li><li>• City of Blaine</li><li>• City of Ferndale</li><li>• Communities In Schools</li><li>• Ferndale Police Department</li><li>• Lummi Nation Law and Order</li><li>• Opportunity Council</li><li>• Touchstone Behavioral Health</li><li>• United Church of Ferndale</li><li>• Unity Care Northwest</li><li>• Whatcom Dispute Resolution Center</li><li>• Whatcom County Health Department</li><li>• Washington State University- Strengthening Families Program</li><li>• Whatcom Family and Community Network</li><li>• Whatcom County Libraries</li><li>• Western Washington University- Prevention and Wellness Services</li><li>• Whatcom County Sherriff's Office</li></ul>
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# ASSESSMENT FINDINGS

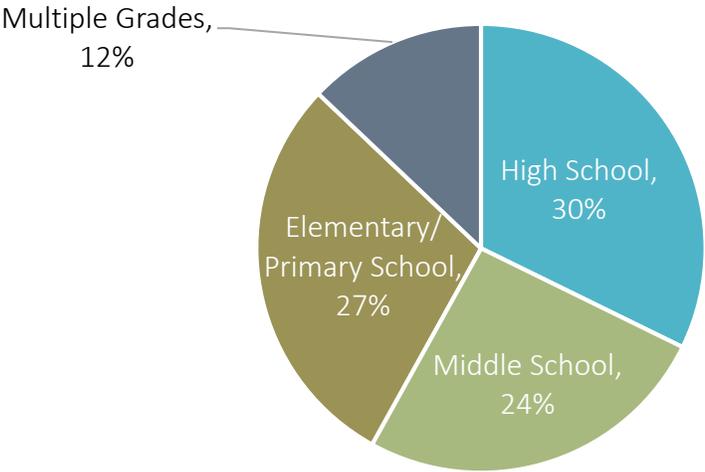
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## Method 1: SURVEYS

Anonymous, confidential surveys were distributed to all school personnel and to two classrooms of 9<sup>th</sup> grade students enrolled in a required health class. Electronic surveys were chosen for school personnel because of the ease of distribution and for confidentiality purposes. Questions were modeled after or adapted from a survey that was distributed for the STEP Strengths and Needs Assessment in 2012. Paper surveys were chosen for the 9<sup>th</sup> grade students, as computers were not available to all students in this class. An outside moderator distributed paper surveys to the students. Confidentiality was addressed by the moderator and students were offered a secure way to request confidential advocacy support if they had experienced or been impacted by domestic violence, dating violence, or sexual assault. See Appendix A for copies of the survey questions. Although the response rate of the survey was high, the teams identified a number of limitations to the school personnel surveys. First, they were not distributed to all three school districts, so we are missing some data and the data is specific to experiences within one district, so it is not necessarily generalizable. Second, the number of questions was limited to ten in order to increase response rates. This means that there are a number of remaining questions that we were not able to answer through this method. Remaining questions dig deeper into the meaning of the responses. The teams wondered, for example, why many school personnel reported that they would not or were not sure if they would feel comfortable talking to victims or abusers about suspected abuse. We also do not know how the respondents define abuse when 22% reported that they had witnessed an act of abuse between students during the work day. Finally, people tend to report what they know they ought to do, not necessarily what they would do in a difficult scenario. For example, when we asked if school personnel would mention abuse and assault in discussing healthy relationships and consent with youth, more than 70% said that they would mention these things. We do not know, however, if they would do so in actuality and if so, what the quality of this conversation would be. These questions and limitations will be addressed as we move into implementation and begin to review actual case responses and develop our procedures, trainings, and youth-led strategies.

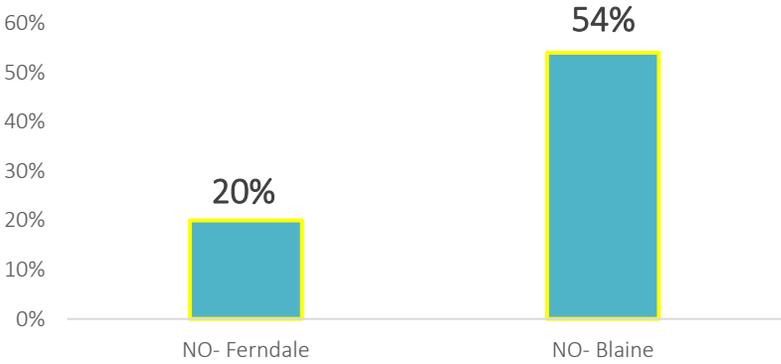
SCHOOL PERSONNEL SURVEY. 393 respondents completed a staff survey distributed to two school districts. All respondents were staff members at the schools. Representation was evenly distributed among those who work with students in High School, Middle School, Elementary School, and Multiple Grades. 56% of respondents were teachers, 30% were classified staff, 4% were administrators, and the remaining 10% were other staff members, including: school counselors, paraeducators, school psychologists, school nurses, special needs bus driver, bus dispatcher, specialists, office staff, and a speech language pathologist.

# Do you work with students in:



- 30% of all respondents reported that they do not know if their “school district has a policy on what to do if a student is involved in a teen dating violence, stalking, or sexual assault incident.” (20% of Ferndale respondents and 54% in Blaine).

## Do you know if your school district has a policy on what to do if a student is involved in a teen dating violence, stalking, or sexual assault incident?



- 9% do not feel prepared and 28% are not sure if they feel prepared “to talk to a youth about healthy relationships or consent, if they wanted to talk.”

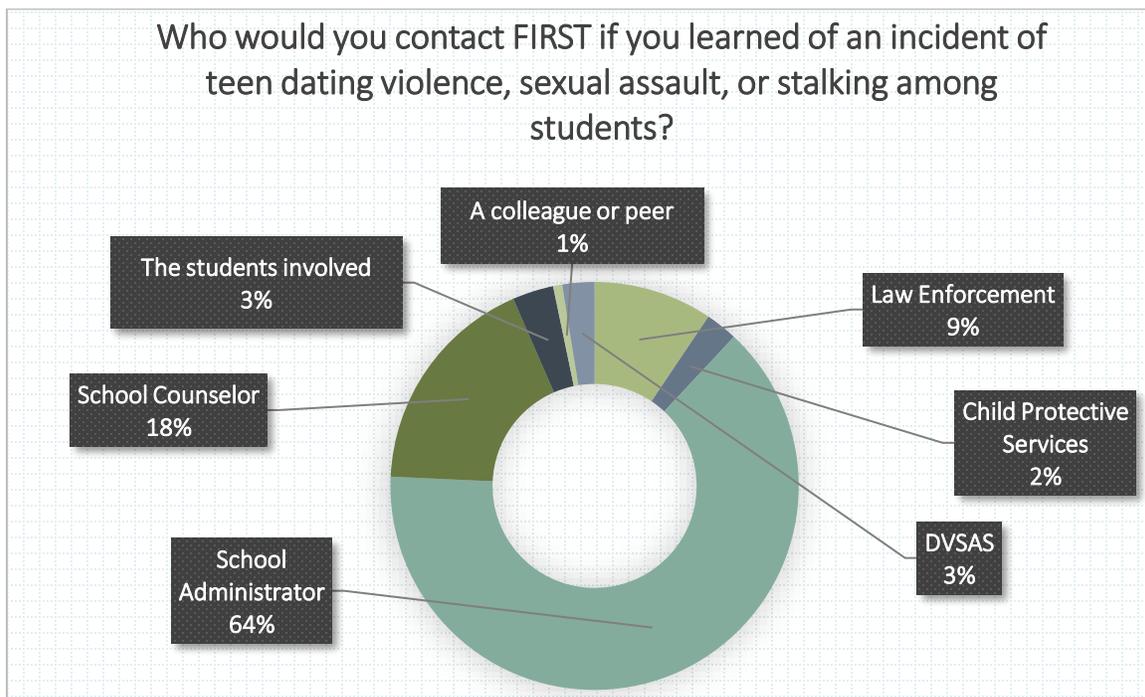


When discussing healthy relationships and consent with teens, 72% of respondents stated that they *would mention* abuse or violence.

- 64% of school personnel reported that they would speak to the victim if they suspected domestic violence in the home, teen dating violence, sexual assault or stalking. 14% said they would speak to the person who they suspected of being abusive in this case.

> 1 in 5 (85 people, 22%) school district employees report that they “have witnessed an act of abuse between students during the work day.”

- School personnel responded inconsistently when asked who they would notify first if they learned of an incident of dating violence, sexual assault, or stalking among students.

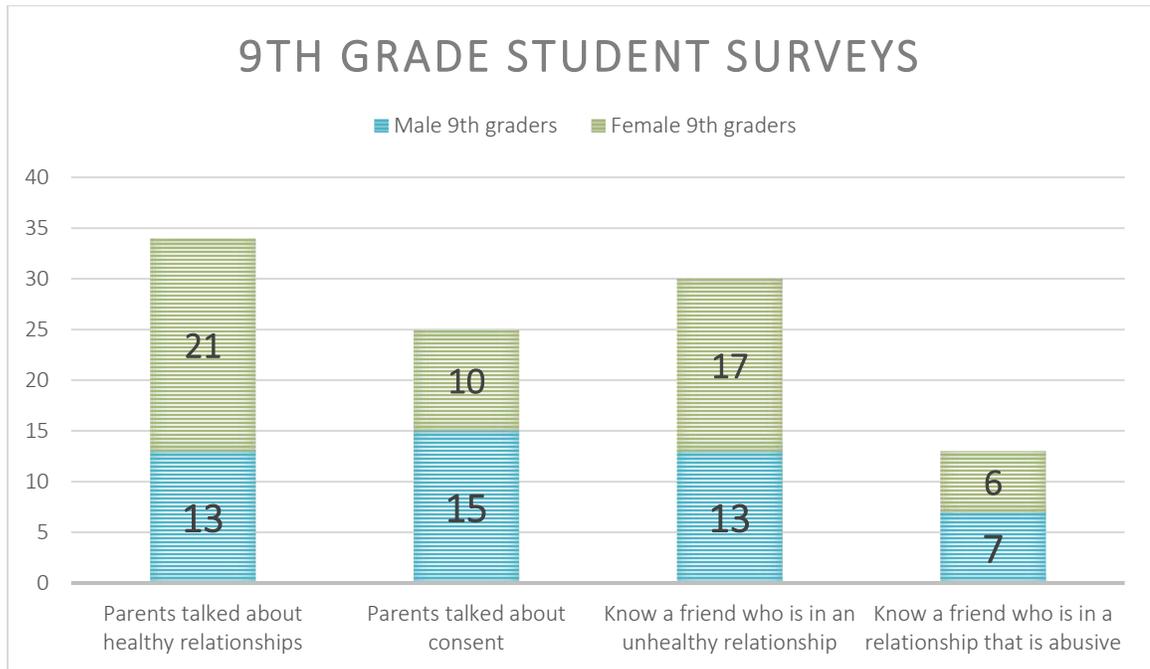


9<sup>TH</sup> GRADE STUDENT SURVEYS. 49 student respondents completed a survey distributed in a required health class at Mt Baker Senior High School.

- Students ranked the places they learn about healthy relationships and consent in the following order:

Male Students	Female Students
1. Friends	1. Friends
2. Family	2. Family
3. Internet	3. School
4. School	4. Internet
5. Church	5. Church
6. Other source	6. Other source

Write-in responses for “Other source” included: tribal conference and variations on the theme of personal experiences



71% of students reported that their parents talked to them about healthy relationships

- The content/quality of these conversations, however, is unknown

- ✓ 52% of all students (25 of 49 respondents) reported that their parents had talked to them about consent in relationships

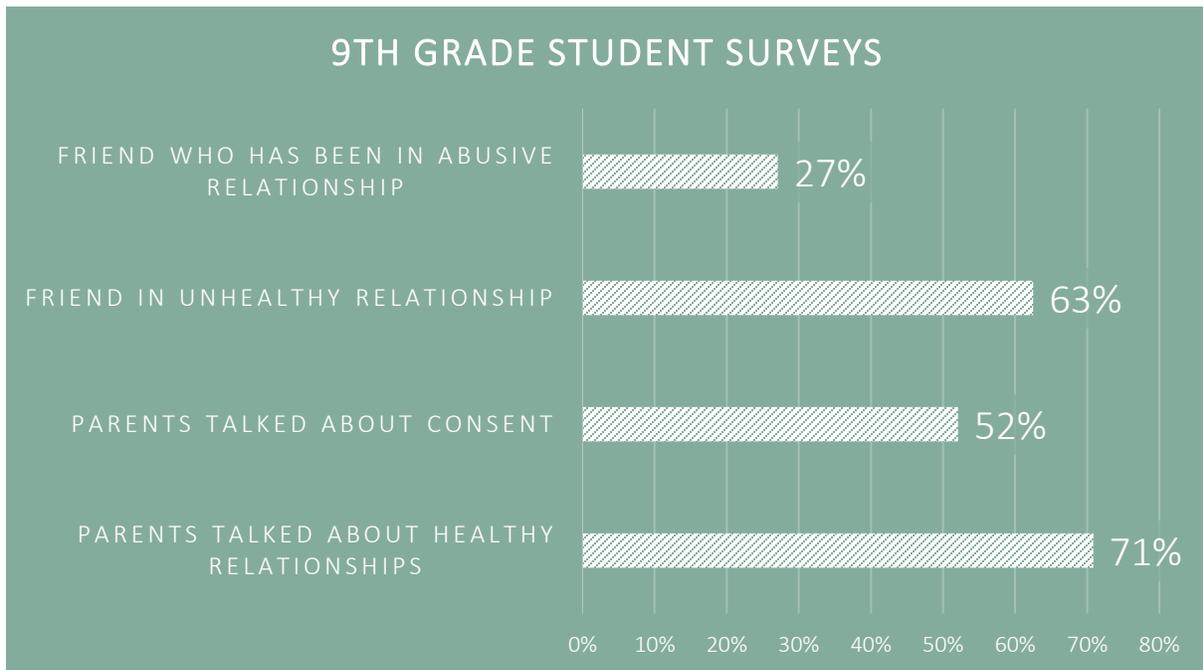


- 88% of female students said their parents talked to them about healthy relationship, and 42% said their parents had talked to them about consent



- 52% of male students reported that their parents talked to them about healthy relationships with 60% stating that their parents talked to them about consent

- ✓ 63% of students (30 of 49 respondents) reported that they knew a friend who was in an unhealthy relationship
- ✓ 27% of students said they knew a friend who was in an abusive relationship



## Method 2: FOCUS GROUPS

6 focus groups were held over the last six months, with 40 participants. Focus groups were convened with the following constituents:

- Youth and young adults who identify as LGBTQ+
- Native youth and young adults
- Youth who participated in a club focused on raising consciousness about dating violence and sexual assault on their high school campus
- Parents
- School counselors and support staff (including a School Nurse and Homeless Liaison)

Youth focus group data is summarized in this section. Themes and quotes from counselors and parents are included in the interview section, which begins on pages 24.

Secondary data was reviewed from a recent focus group study that was conducted by the Northwest Network of Survivors of Bi, Trans, Gay, and Lesbian Survivors of Abuse. In this study, 12 focus groups with 105 youth of color who had experienced homelessness were conducted throughout the Seattle area. The results of the study were published in June 2017.

Youth noted experiences of oppression and discrimination and the need for cultural relevance, self-determination and liberation, accessible resources, and positive mentoring relationships. These themes emerged across all youth focus groups, though specific examples vary based on the particular needs of each community of youth.

➤ FOCUS GROUP THEMES:

THEMES NOTED IN ALL YOUTH FOCUS GROUPS:	
	Experiences of oppression and discrimination
	Desire for Self-determination and Efficacy
	Need for Accessible, Relevant Resources
	Impact of Positive Mentorship

## NATIVE YOUTH

*2 focus groups facilitated by Olivia Solomon of Lummi Victims of Crime*

Group 1: 5 participants (4 female and 1 male), ages 16-22

Group 2: 7 participants (6 male, 1 female), ages 13-17

	<p>Youth expressed a desire for <u>culturally relevant supports</u>, resources, and interventions. Examples cited:</p> <ol style="list-style-type: none"> <li>1. Support groups at schools specifically for Native youth, run by a Native American</li> <li>2. Native American leaders and mentors</li> <li>3. Lummi Victims of Crime was noted as the first place they would contact if they needed support with dating violence or sexual assault</li> </ol> <p>Youth expressed a desire for <u>culturally specific prevention</u> education. Examples cited:</p> <ol style="list-style-type: none"> <li>1. Lummi Victims of Crime presenting in schools with DVSAS</li> <li>2. A program that includes Native youth as peer educators and support</li> <li>3. Promote healthy relationships through clubs– school clubs or rec clubs (coaches), Canoe clubs (skippers), Canoe Journey</li> </ol>
	<p>Youth expressed a need for addressing and framing these issues as <u>relevant to all genders</u>.</p>
	<p>Of the 12 Native youth participating in local focus groups <u>100% know a friend who has been abused</u> in a dating relationship or who has been sexually assaulted.</p>

## Youth and Young Adults Who Identify as LGBTQ+

Co-facilitated by Page of Northwest Youth Services and Liz Stuart of the DV Commission  
7 participants, ages 16-21



Local youth who identify as LGBTQ+ share additional barriers to seeking help with abusive relationships, including isolation and feeling like their options are limited:

- “Maybe you all went through coming out to parents or talking to lots of different people that you know, so maybe it would be really hard to break up with that person that you went through so much with.”
- “It’s hard when you are young and queer and you’re like ‘well, here’s this one other gay person that I know and we’re both interested in each other and stuff starts going downhill and you don’t really want to break up because, you know, they are the only gay person you know that’s datable—and so it’s kind of like this weird isolation thing.”



Local youth who identify as LGBTQ+ share unique challenges navigating healthy, equal relationships. This includes experiences of oppression and relying even more heavily on technology for information than teens who identify as straight, as information on queer sex and queer relationships remains stigmatized and inaccessible to teens:

- “It should start with ending the stigma for everything. For a girl she can have sex with five guys and she is a slut but for a guy it’s like he gets a high five at least and he’s a hero. So if there’s that kind of stuff happening with straight kids, how’s it gonna be for us when we aren’t even equal?”
- “I think for today’s youth a lot of [information] is found online and a lot of it is inaccurate and for young queer people it’s really hard to navigate that.”
- “In sex ed class, there is an exclusion of anything other than hetero sex—if my teacher was talking about sex, it was a penis and a vagina, so they definitely need to figure out how to change that so that it isn’t just hetero cis sex ed.”

## Youth and Young Adults of Color with Experiences of Homelessness

Secondary data, reviewed by the teams, from a report released by the Northwest Network for Bi, Trans, Gay, and Lesbian Survivors of Abuse. 105 youth of color who had experienced homelessness participated in 12 focus groups throughout King County.

	<p>Youth of color who have experienced homelessness indicate that their <u>families are also “going through it”</u></p> <ul style="list-style-type: none"> <li>• Participants identified that systems are not designed to support whole families and can unintentionally cause more stress and divisiveness within families.</li> </ul>
	<p>Youth who have experienced homelessness identified <u>experiences of oppression, racial bias and racism</u> in formal supports</p>
	<p>Youth who have experienced homelessness seek <u>positive, caring, and consistent relationships with adults</u></p>
	<p>Youth stated that they value <u>self-determination and efficacy</u></p>
	<p>Youth who have experienced homelessness need <u>more accessible resources</u></p>

## Method 3: STAKEHOLDER INTERVIEWS

Safe Futures team members completed twenty-four in-depth interviews as part of the Strengths and Needs Assessment process. Interviews were completed with representatives from the following constituents (sometimes more than one person was interviewed per category):

- Parent of children who had been victimized
- Parent who experienced domestic violence and/or sexual assault
- School administrators (Principals, Vice Principals, Deans, etc)
- Boys and Girls Club Manager
- School Counselor
- Teacher
- Children’s Administration Manager
- School Secretary
- Homelessness Liaison

The following are excerpts from the interviews that were performed over a two month period, in the Spring of 2017. These and additional data were reviewed by the Safe Futures Task Force members and by members of the DV Commission in May of 2017 to determine strategic planning priorities, found on pages 31-35. See Appendix C for the interview questions.

STAKEHOLDER INTERVIEW STORIES AND QUOTES
<p><i>Our kids can’t tell us sometimes, they say they don’t feel good, or they see something happen and know it’s not right but they don’t fully understand. We can help support them once we see that. I read a lot of NCOs [no contact orders], parenting plans, the police and I are on a first name basis. Some are really cut and dry, some are really difficult to sort through. Sometimes it’s against a parent and sometimes the kids don’t know they can’t go with the parent... We really need someone to come here and do counseling—when you offer resources, the ball is in their court and it can be hard to follow through for lots of reasons, but it would be awesome to have those kids getting counseling here.</i></p> <p style="text-align: right;"><i>-Elementary School Administrator</i></p>
<p><b>Staff 2:</b> <i>With the girl who was raped there was a lot of victim blaming and gossip from the peer community.</i></p> <p><b>Staff 1:</b> <i>When you’ve been raped or abused, people know.</i></p> <p><b>Staff 2:</b> <i>It wasn’t anything with the perpetrator, it was her friends taking sides.</i></p> <p><b>Staff 3:</b> <i>I can think of a situation where the little ones were sexually assaulted and family gathered around them, but with a middle schooler or high schooler the community was a lot more victim-blaming.</i></p> <p style="text-align: right;"><i>-School Counselors and support staff</i></p>
<p><i>We don’t see too much with texting and stalking—two years ago a boy and girl got close and there was some sexting. She broke up with him and he had a hard time</i></p>

*with stalking—the parents of the girl were worried about her safety and the boys’ parents were worried too and they were responsive. There was some harassment over social media. We brought the kids in separately and made a contract, kind of like a no contact order that he would not contact her at all and here is what will happen with the first offense, and the second etc. A few weeks later, he did something and he was suspended and the mom was okay and supported that accountability. When we said the next step would be the police, then it didn’t happen anymore and I think he got some mental health support and it stopped.*

*-High School Administrator*

*In our family, this conversation hasn’t really happened which is why we are here to learn more about how we can have those conversations when they do come up and how to guide them. We haven’t had the experience yet and we want to learn how to have these conversations. These questions will come up sooner or later and we want to be prepared.*

*-Parent*

*Parents bring POs [Protection Orders], or a parenting plan, part of what I have to make sure is that the other parent has been served- I call the police, we get a lot of two week emergency orders. The ones that are challenging are if parents take them out against each other, but then they reconcile and the order is here and we have to call anyway, even if they say it’s okay. Sometimes it’s against one parent and then two weeks later, it’s against the other—we have to make sure we aren’t making judgments because we don’t know all the facts. We try to explain that I am here for kids and if there’s new paperwork, bring it to me.*

*-Elementary School Administrator*

*We had an incident that I didn’t know was DV, I didn’t think of it that way—so I learned something. The girl came in and said her boyfriend had done something in the halls that she didn’t like. I thought it was just going to be “ok, you can’t physically do that” and give him his consequence for it. A police officer was here at the time to deal with another situation and he said “that was your boyfriend?” and he asks her to tell him more about it and says that is domestic violence and he was arrested. So I was thinking they need discipline and the officer said no, that’s DV. The officer got her connected with DVSAS and the boy didn’t seem surprised at all, like maybe he has seen this before. I think the counselors followed up with the girl after too, they are really good about that.*

*-High School Administrator*

*The school had a big impact on my kid’s ability to disclose that she had been sexually abused. The school has done a really great job of creating a safe space and talking about non-violent communication. My kid disclosed her abuse for the first time at school and the school called law enforcement from there. There were some challenges with the response after that. I was glad that my kid spoke up about what happened but the school never contacted me. I never heard anything until I came*

home and saw the other kid [who was accused of sexually abuse] being arrested. I had a good relationship with the school but they never contacted me.

-Domestic Violence Survivor

The WDRC [Whatcom Dispute Resolution Center] does the program on restorative justice, I think we could do more training on dealing with conflict in a more gentle and restorative way- and what if the conflict is escalating to violence. It could be one on one or in a mediation circle. Many kids that need behavior intervention have a high level of trauma or high ACES [Adverse Childhood Experiences] and we know that punishment isn't helping.

-Middle School Counselor

I wonder if kids know where to turn to get help—I didn't really know what DVSAS was before. Also support for the perpetrators, what is happening with these kids to make sure they know what is okay and not and to change their behavior?

-High School Administrator

"Talk about social media—the children don't recognize healthy relationships. Exposure to media needs to be addressed as well as teaching about what is typical development. Helping families know that it's best to have conversations together. "

-Early Learning Specialist

**Staff 1:** A freshman reported that they were sexually assaulted by another student- it wasn't at school, law enforcement got involved but they didn't have enough evidence to do anything. She and the offender still go to school together and see each other all the time. She is still struggling. Support is offered through counseling, advocacy with DVSAS, but she's not ready. She feels really let down by the system.

**Staff 2:** Numerous times students report things at school and if a crime has occurred we call CPS or the police and they come in and we've had good experiences. They are usually quick to respond and are very good with the students, very empathetic

-School Counselors and support staff

I also think that "services" is kind of a dirty word around here. People just don't like it and it brings up images of some social worker or person from the government coming in and telling you that you're not a good parent or whatever, or telling you what to do and that they know best. I think there are misconceptions about what service providers do and there are negative assumptions about it which make people resist getting help.

-Domestic Violence Survivor

At the high school, we have seen some very unhealthy relationships and suicide threats within the context of that. That has happened enough where it's a concern.

*-Middle School Administrator*

*There was a couple that you could tell the dynamics were not healthy, and I did have a conversation with both of them about what I was seeing, the positioning of their bodies. There was one instance where she was very clearly trying to walk away and he was stopping her from walking away- getting in her way so that she couldn't walk out of the courtyard. I talked to him and made an observation about what I saw— here is what that shows and where it leads. I didn't see it again after that.*

*-High School Administrator*

*I have some staff members who get really stuck on the fact that “that kids not learning” and they are just really focused on the academic piece. They are not always thinking of the whole picture of what they are facing, like did the kid eat last night, if at all? —our teachers know how to teach, but they might not know how to address the kid who's falling asleep or who is angry and lashing out.*

*-Middle School Principal*

*I don't really have ideas for ways to improve our response because I don't know what the response is. ...We had to call the sheriff just recently with a potential sexual assault. That one ran through the counselor and I think an advocate was there and the sheriff was here within 30 minutes, which is a good response in general.*

*-High School Principal*

*I sometimes see girls who have boyfriends who call all the shots—one time some girls were bragging about just getting out of juvie and it seemed like they were talking about things they did with boys that didn't seem right or you have to wonder about... If I saw that a girl was getting treated poorly by her boyfriend, I would probably contact her outside of seeing her then—I would just call her up because I know most of the kids and ask her about it, see if she needs support.*

*-Teen Librarian*

*I think we need more visible and accessible support. If the victim can reach out, I think that this community has open arms, but I think victims still have a very difficult time reaching out and need support to be constantly available and very accessible. This community is really good for isolating people – abusers can hide here and isolate their victims here. It makes it harder to get help and in emergency situations, 911 is at least thirty minutes away. A lot can happen in that time and I think a lot of us are conditioned to believe that the cops won't do anything.*

*-Domestic Violence Survivor*

## DISCUSSION: Themes from interviews

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The above quotes are a sample of the breadth of qualitative data collected via interviews. To capture the themes that emerged from these interviews, the Project Manager and the DV Commission staff coded the interviews with three categories: prevention, intervention, and barriers. The following list was shared with the Safe Futures Task Force and DV Commission members.

**\*Themes identified by stakeholders in more than two instances are indicated in bold.**

### PREVENTION

- Mt Baker requires the Darkness to Light sexual abuse prevention training for all staff
- There are questions about what prevention topics covered in health class curricula
- **Several staff members indicated that they are not aware of any initiatives related to domestic violence, dating violence, sexual assault, or stalking in their building**
- **Parents want tools for having these conversations with their children**
- Health classes are addressing bits and pieces of the prevention of dating violence, sexual assault, and stalking, but there is some confusion as to what the curriculum covers
- **The Empowerment Project is happening in all districts, but not consistently** (not all students are receiving the training)
- Consent is sometimes addressed in presentations from other community partners (the Planned Parenthood Teen Council)
- **Prevention strategies should include talking about media, gender roles, internet safety and technology**
- There are clubs on all campuses that do or could engage in peer prevention campaigns
- There is an interest among some students in engaging with social justice issues
- There is interest in learning more about prevention campaigns that train coaches

### INTERVENTION

- **Students are disclosing experiences with dating violence, sexual assault, and stalking to some teachers and counselors**
- Staff members have observed threatening interactions between dating students on campus
- Staff members are aware of threats of suicide that have been made in the context of dating relationships
- **Student victims of sexual assault have disclosed harassment and victim blaming by peers**
- Some school staff members provide a safe avenue for student disclosures of abuse or assault
- **It is not always clear if CPS should be contacted in cases of domestic/dating violence and sexual assault**
- Staff want more information about supporting students when responding to these issues

- **Staff want to incorporate responses to these issues with other intersecting issues, like mental health and drug/alcohol abuse, and in the context of Healthy Youth Survey data, CARE teams, and Adverse Childhood Experiences trainings and conversations**
- The school districts are seen as community centers
- Many staff members are receiving Adverse Childhood Experiences training (but not all)
- Some teachers are not as aware of “the whole picture” or their administrators emphasize academic learning and rigor over social-emotional learning
- **When to report to CPS is not always clear with domestic violence and dating violence**
- Stalking is not well defined or understood
- **There have been stalking incidents at the Middle School/Junior High and High School levels and there is some confusion about the definition and characteristics of stalking**
- Schools are providing supportive, safe spaces for disclosure
- Inconsistent responses to domestic violence, dating violence, sexual assault, and stalking on campuses
- **There is some confusion with enforcing Protection Orders**
- **Relationships with law enforcement are strong**
- Staff members would like more training on responding to domestic violence
- Some districts have tribal liaisons to support Native students and families
- Elementary school staff do not get any specific training on these issues
- Administrators indicated that they did not know enough about the systems’ response
- Staff members are aware of student suicide threats, made within the context of unhealthy relationships
- **Counseling in the schools would help children miss less school and provide access to those who are not getting any at all**

## BARRIERS

- Health classes have been eliminated in some cases
- Immigration status
- Victim blaming
- Communities of color and marginalized communities are not “seen”
- Negative experiences with systems in the past- lack of trust for systems and interventions
- Isolation is a common experience
- Transportation
- Peer victim-blaming, especially on social media
- Not knowing resources available
- Location of resources (mostly in Bellingham)
- Prevention and intervention responses tend to focus on the victim rather than the perpetrator
- Some health classes have been eliminated in favor of more academic options, or because of budget constraints

From this list and after reviewing a summary of all data collected, teams identified themes to prioritize:

# SAFE FUTURES STRATEGIES SUMMARY



## Coordinating Responses and Intervention

**GOAL 1: Create a coordinated community response to the problems of domestic violence, teen dating violence, sexual assault and stalking.**

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**GOAL 2: Create comprehensive intervention and support services for those impacted by domestic violence, teen dating violence, sexual assault, and stalking.**

- Developing procedures
- Developing policies
- Responses that support victim safety and resiliency
- Responses that support offender accountability and behavior change
- Responses for families
- Coordinating with courts, law enforcement, services, and probation



## Prevention Education

**GOAL 3: Create classroom-based and peer-led education campaigns.**

- Ensuring systematic, culturally relevant delivery of prevention education at all levels (elementary, middle school, high school)
- Peer-led Consciousness Raising (Youth clubs and youth boards)
- Peer education campaigns



## Building Skills and Capacity

**GOAL 4: Build capacity to impact youth around Whatcom County.**

- Providing tools and training for parents to: ask, support, respond, act
- Providing tools and training for staff and community partners: trauma-informed responses to dating violence, domestic violence, sexual assault, and stalking
- Providing outreach to existing local community resources with tools, services and support
- Coordinating community-wide educational events/campaigns
- Identifying other youth-based organizations for delivering prevention and response education
- Building consistency in messaging across community-based prevention programs

# Strategic Planning Priorities and Themes

Upon reviewing the data collected as part of this assessment process, the teams identified a number of strengths and opportunities to help frame the Strategic Plan. The following table provides a detailed outline of the themes observed and highlighted during this process.

<p>Strength: Educators, parents, and youth want information, discourse, and tools to respond to and prevent domestic violence, teen dating violence, sexual assault and stalking.</p> <ul style="list-style-type: none"><li>• Parents indicated that they want to know how to initiate and continue conversations that promote safe, healthy relationships and consent.</li><li>• Educators and community partners indicate that they are interested in more training and education that helps them to support safety, especially for youth who have experienced homelessness and for youth who identify as LGBTQ+.</li><li>• Teens in focus groups offered “more education and conversations about these issues” as potential solutions to the problems of teen dating violence, sexual assault, and stalking.</li></ul> <p>Considered in Goals: 1, 2, 3, 4</p>
<p>Strength: Rural communities embody strengths such as pride in community, strong networks, engaged faith-based organizations, resilience, diversity, and fierce independence.</p> <ul style="list-style-type: none"><li>• Many respondents indicated that faith-based organizations play an important role in these communities.</li><li>• School-based activities play an important role in many families’ lives, especially rallying around sporting events.</li><li>• Safe Futures should incorporate faith-based and sports-based strategies, events, and partnerships.</li></ul> <p>Considered in Goals: 1, 2, 4</p>
<p>Strength: All three school districts and community partners value the “whole child,” social-emotional learning, trauma-informed practices, resilience and hope.</p> <ul style="list-style-type: none"><li>• School personnel and service providers recognize the complicated, demanding, and difficult lives of many students and families and want to support alleviation from these struggles.</li><li>• Many school personnel have been trained in Adverse Childhood Experiences (ACES) and trauma theories that could be linked more directly to sexual assault, domestic violence, dating violence, and stalking.</li><li>• Schools are running many programs to support families who are facing many kinds of challenges, such as homelessness, poverty, and violence. There are also opportunities to grow</li></ul>

conversations about the context of these social issues in terms of intersections with racism and structural oppression.

- Schools boards and administrators are focusing on attendance and graduation rates, which can be related to or compromised by experiences of domestic violence, dating violence, sexual assault, and stalking.
- Resourcefulness, resilience, and grit are social-emotional qualities that promote seeking help when needed, which impacts outcomes and healing for survivors of violence.
- Community-based organizations offer many training opportunities related to these topics.

Considered in Goal: 4

**Strength:** Many youth participate in clubs and activities that promote health and safety and have purposes that align with the peer education goals of this project.

- In Mt Baker, more than 90% of youth are actively involved in school-based extracurriculars.
- Developed during the STEP grant, Ferndale has two active clubs promoting healthy, safe relationships and consent.
- Mt Baker has a social justice club that may serve as a partner in Safe Futures.
- In Blaine, the SWAP Club (Students With A Purpose) has committed to partnering with Safe Futures to build skills and raise consciousness around campus about healthy relationships and consent.
- Connections to extracurricular activities are one of many protective factors for youth experiencing or using violence in their lives.

Considered in Goal: 3

**Opportunity:** Youth report getting most of their information about relationships from their peers (first) and their families/parents (second).

- Although youth indicate getting information about relationships and consent from peers and families, the quality, accuracy, and content of these conversations remains unknown.
- Strategies training and equipping youth with skills to provide informed peer education should be prioritized.
- Families have influence- education for parents and families that builds skills to have conversations with teens should also be included in strategies.

Addressed in Goals: 3, 4

**Opportunity:** Messages and communication about healthy relationships and consent are lacking and/or inconsistent based on gender.

- Female 9<sup>th</sup> grade students report that their parents talk to them more frequently about healthy relationships than male students.

- Male 9<sup>th</sup> graders report that their parents talk to them more frequently about consent than their female peers, and parents are much more likely to talk about consent than healthy relationships with boys.
- Queer youth report that their experiences with relationship and sexuality education within schools and within their families does not feel relevant or complete.
- Native youth report that they want education and prevention that is relevant to all genders.

Addressed in Goals: 3, 4

Opportunity: Some rural community members are isolated and share additional barriers to accessing help.

- Community linkages are strong but can be isolating if you are considered an outsider, if you do not fit in, or if you do not want others to know about your personal life. This especially impacts communities of color, families who experience homelessness, youth who identify as LGBTQ+, and others who face social stigmas.
- Transportation is a barrier to accessing some community resources, such as mental health services and domestic violence advocacy.
- For some, accessing resources in their community feels risky because of fear that others will learn about their personal problems, they will be perceived as weak or treated differently because of stigmas associated with seeking social services.
- Spirituality can be a tool for abuse AND faith communities can be powerful intervention/prevention systems

Addressed in Goals: 1, 2, 4

Opportunity: Responses to domestic violence, dating violence, sexual assault, and stalking are inconsistent and not codified in policies or procedures.

- There is some confusion about what to do if abuse or assault is suspected. Although most school personnel (64%) report that they would contact a school administrator first if they suspected abuse or assault, more than a third (36%) reported that they would first contact someone else: a school counselor, CPS, law enforcement, DVSAS, the students involved, or a colleague or peer.
- Interventions and follow up occurs more frequently and consistently with victims than with offenders.
- Educators and service providers indicated that they would like to incorporate more restorative practices into their responses.
- There exists some confusion among school personnel about the role of CPS in teen dating violence, sexual assault, and domestic violence.
- School personnel are much more likely to talk to someone they suspect is a victim of abuse than someone they think is abusive, and many will not address it at all.
- Responses between and within systems should be trauma-informed and easy to understand.
- Some individuals or schools contact DVSAS for support, but not consistently.
- No one reported contacting Lummi Victims of Crime for culturally-specific services for Native students or families.

Addressed in Goals: 1, 2, 3

Opportunity: School-based prevention depends on individual relationships between teachers and service providers and not systemic relationships, so some students are not receiving this education.

- Health classes have been eliminated with budget cuts over the years, but many are being reinstated in the coming school year(s).
- Administrators have indicated that they want to review health curricula to ensure that we are meeting or exceeding standards for healthy relationship and sexuality education.

Addressed in Goal: 3

Opportunity: Native youth, youth who identify as LGBTQ+, and youth who have experienced homelessness are at greater risk for victimization and face additional barriers to accessing help.

- Native youth experience significantly higher rates of victimization than youth of other races, as well as significantly higher rates of depression and suicidal ideation.
- Historical trauma impacts Native communities and their relationships with current systems, especially their history and trauma associated with forced cultural assimilation in schools.
- In focus groups, Native youth identified culturally relevant prevention education as a solution to dating violence, domestic violence, sexual assault, and stalking.
- Youth who identify as LGBTQ+ face the additional barriers of worrying that they might be “outed” if they disclose abuse; social pressures to maintain a façade of perfection in relationships that are stigmatized; mistrust for adults who might not understand or support their identities; a lack of information or dialogue about queer relationships.
- In interviews, school personnel, community organization representatives and community members did not specify Native community members in their dialogue about these issues-this group seemed to be missing or invisible from many stakeholders’ awareness.

Addressed in Goals: 1, 2, 3, 4

Opportunity: Technology is embedded in the lives and relationships of youth and families and should be incorporated throughout all aspects of responses and prevention.

- School personnel identified several specific examples of stalking and harassment in the context of teen dating violence during stakeholder interviews.
- Parents expressed fears and concerns about the role of technology in their children’s lives and the impact that technology has on their relationships and access to inaccurate information about relationships and sex.
- Male student survey respondents ranked the internet as the third place where they get information about relationships and consent (after peers and families, but before school).

- In interviews, school personnel indicated that they have observed an increase in social media-based harassment, sexting, and students accessing pornography in the last few years. They also indicated that many students know to participate in these activities off campus and after school, where they may not face the same consequences or accountability.

Addressed in Goals: 1, 2, 3, 4

The above themes were incorporated into the strategic goals and objectives for Safe Futures.

# SAFE FUTURES 3-YEAR STRATEGIC PLAN

## *Goals, Objectives, & Activities*

### GOAL #1: CREATE A COORDINATED COMMUNITY RESPONSE

CREATING A COORDINATED COMMUNITY RESPONSE TO AND PREVENTION OF DV/SA/TDV/STALKING		
<ul style="list-style-type: none"> <li>• Blaine Safe Futures</li> <li>• Mt Baker Safe Futures</li> <li>• Ferndale Community Coalition</li> <li>• Safe Futures Task Force</li> </ul>		
TIMELINE	WHO IS RESPONSIBLE	ACTION
September 2017-June 2018	Mt Baker, Blaine Safe Futures teams and FCC	CCRTs and Ferndale Community Coalition meet monthly (10 meetings)
September 2017	Mt Baker, Blaine Safe Futures teams and FCC	Evaluate CCRT composition and identify potential members
September 2017	DV Commission	Strategic Plan submitted to and approved by OVW
October 2017	DV Commission	Strategic Plan shared with CCRTs in each community and the Safe Futures Task Force
December 2017	DV Commission	Establish Policy workgroup of the Safe Futures Task Force
January 2018	FCC	Ferndale Community Coalition trained on Youth Safety and Resiliency (youth who identify as LGBTQ+)
January 2018	Ferndale School District	Convene quarterly meetings with elementary administrators to address STEP/Safe Futures expansion into elementary schools
January 2018	Mt Baker, Blaine Safe Futures teams and FCC	Determine outreach and education plan for parents and community members
March 2017	Mt Baker and Blaine Safe Futures	Training for Blaine and Mt Baker CCRTs related to underserved population
June 2018	Safe Futures Task Force/Policy Workgroup	Create policy or procedure recommendation for all school districts

June 2018	DV Commission	Share Strategic Plan with all PTOs and PTAs
2018-2019 School Year	DV Commission	Continue coordinating meetings with individual community CCRTs and Safe Futures Task Force to provide oversight for project implementation, including: <ul style="list-style-type: none"> <li>• Administering logistics and providing oversight for on-site services</li> <li>• Adopting policies and procedures</li> <li>• Participating in training and education related to dating violence, domestic violence, sexual assault, and stalking</li> <li>• Planning and coordinating educational events for families and community members</li> <li>• Youth consciousness-raising campaigns</li> </ul>
2019-2020 School Year	DV Commission	Continue coordinating meetings with individual community CCRTs and Safe Futures Task Force, with an emphasis on completing outlined goals and planning for project sustainability

DELIVERABLES:

- Safe Futures Strengths and Needs Assessment Report
- Safe Futures Strategic Plan
- Policy or procedure adopted in each of the school districts

## GOAL 2: CREATE CLASSROOM-BASED AND PEER-LED PREVENTION CAMPAIGNS

CREATING YOUTH-LED PEER EDUCATION AND CONSCIOUSNESS-RAISING CAMPAIGNS		
<ul style="list-style-type: none"> <li>DV Commission, in partnership with high schools in target school districts and DVSAS</li> </ul>		
TIMELINE	WHO IS RESPONSIBLE	ACTION
October 2017	DV Commission	Identify logistics of Peer-led youth boards in each high school, including who will facilitate, time/location/frequency of meetings, and recruitment strategies
December 2017	DV Commission	Convene youth boards and provide training from purchased evidence-based curriculum
February 2018	DV Commission	Engage youth in Teen Dating Violence Awareness prevention activities
April 2018	DV Commission	Sexual assault prevention/Prom campaign
June 2018	DV Commission	Plan and recruit for 2018-2019 school year
2018-2019 School Year	DV Commission	Continue engaging youth boards in prevention education activities, to be determined with youth participants. Activities should include: <ul style="list-style-type: none"> <li>Receiving WEAVE/CASAS training from WWU on bystander intervention</li> <li>Providing campus campaigns that offer peer education and support related to healthy relationships and consent</li> <li>Incorporating technology or social media campaigns</li> <li>Supporting and contributing to the Safe Futures Youth Summit</li> </ul>
2019-2020 School Year	DV Commission	Continue engaging youth boards in prevention education activities, to be determined with youth participants. Activities should include: <ul style="list-style-type: none"> <li>Training and building skills for preventing and responding to dating violence and sexual assault</li> <li>Creating consciousness-raising campaigns and peer education at middle schools</li> <li>Considering and planning for sustainability</li> </ul>

### DELIVERABLES:

- Peer-led clubs running at all high schools, with at least 10 youth engaged in each club (40 youth total)

- Social media campaigns developed (number of participants and reach)
- Training and skill building events (with pre and post tests)
- Educational materials distributed (posters, flyers, etc)

CREATING CONSISTENT DELIVERY OF PREVENTION EDUCATION TO ALL SECONDARY STUDENTS		
<ul style="list-style-type: none"> <li>• DVSAS</li> <li>• LVOC</li> <li>• In partnership with school administrators</li> </ul>		
TIMELINE	WHO IS RESPONSIBLE	ACTION
January 2018	DVSAS	Procedure created for consistent provision of the Empowerment Project to all secondary students in all districts
January 2018	DVSAS	All Empowerment Project materials reviewed for cultural relevance to Native youth and youth who identify as LGBTQ+, with recommendations for changes.
June 2018	DVSAS	All secondary school students in all districts attend Empowerment Project presentations.
June 2018	LVOC	All Lummi Language students receive prevention education from Lummi Victims of Crime.
2018-2019 School Year	DVSAS  LVOC	<p>Continue implementing consistent prevention education in the three districts, including:</p> <ul style="list-style-type: none"> <li>• Continuing to assess and adjust procedures as needed</li> <li>• Providing education in health classes or other predetermined required class</li> </ul> <p>Continue to provide prevention education to the Lummi Language classes at Ferndale High.</p> <p>Continue to make recommendations for improving prevention education systems and materials for Native youth.</p>
2019-2020 School Year	DVSAS  LVOC	<p>Continue implementing consistent prevention education in the three districts, including:</p> <ul style="list-style-type: none"> <li>• Creating a plan for sustainability as funding comes to an end</li> <li>• Providing prevention education in all school districts</li> </ul> <p>Continue to provide prevention education to the Lummi Language classes at Ferndale High.</p>

		Continue to make recommendations for improving prevention education systems and materials for Native youth.
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DELIVERABLES:

- Procedure adopted in each school district to ensure that all students participate in the Empowerment Project
- Number of students receiving prevention education

### GOAL 3: CREATE COMPREHENSIVE INTERVENTION AND SUPPORT SERVICES

CREATING CONSISTENT REFERRAL AND SUPPORT SYSTEMS TO STUDENTS EXPERIENCING DV/SA/TDV/STALKING		
<ul style="list-style-type: none"> <li>• DVSAS</li> <li>• Brigid Collins</li> <li>• In partnership with school administrators</li> </ul>		
TIMELINE	WHO IS RESPONSIBLE	ACTION
December 2017	DVSAS and NWYS	Create referral system at each school for youth who have experienced TDV/DV/SA and for referring between NWYS, DVSAS, and LVOC
December 2017	DVSAS	Identify safe, confidential meeting spaces at each school
March 2018	DVSAS	Work with youth boards and CCRTs to identify effective strategies for promoting services, especially strategies that are appropriate for underserved populations
January 2018	DVSAS	Provide on-site services, including advocacy counseling and CHAT (Connecting and Healing After Trauma) support groups at each secondary school in each target district
Sep-December 2017	Brigid Collins	Identify confidential location and therapy referral system for elementary children experiencing DV/SA and their non-offending parents
October 2017- June 2018	Brigid Collins	Provide individual and group therapy on site or in a confidential location in the partner communities
September 2017-June 2018	NWYS	Partner with school districts and DVSAS to: <ul style="list-style-type: none"> <li>• Provide outreach and homeless/runaway prevention services on-site at secondary schools of each of target districts, including outreach for LGBTQ students.</li> </ul>

		<ul style="list-style-type: none"> <li>• Connect youth experiencing SA/DV with services from DVSAS.</li> <li>• Connect Native American youth survivors with services from LVOC and/or NTFS.</li> <li>• Continue to work with the Youth Boards and CCRTs to promote services.</li> <li>• Seek institutionalization and sustainability for comprehensive on-site services.</li> </ul>
September 2017- June 2018	LVOC	Partner with school districts to: <ul style="list-style-type: none"> <li>• Provide on-site services for Native American youth in the secondary schools.</li> <li>• Connect students who are homeless/runaway and/or identify as LGBTQ with NWYS.</li> <li>• Continue to work with the Youth Boards and CCRTs to promote services.</li> <li>• Seek institutionalization and sustainability for comprehensive on-site services</li> </ul>
2018-2019 School Year	DVSAS NWYS LVOC	Continue providing, assessing, and adjusting services that began in 2017-2018 school year.
2019-2020 School Year	DVSAS NWYS LVOC	Continue providing, assessing, and adjusting services that began in 2017-2018 school year, with an emphasis on sustainability and planning for the end of funding.

DELIVERABLES:

- # of students receiving services from DVSAS, LVOC, and NWYS
- # of advocacy sessions or contacts from DVSAS, LVOC, and NWYS
- # of referrals between NWYS, DVSAS, and LVOC
- # of students participating in CHAT groups and # of group sessions

## GOAL 4: BUILD CAPACITY TO IMPACT YOUTH THROUGHOUT WHATCOM COUNTY

BUILDING CAPACITY COUNTY-WIDE		
<ul style="list-style-type: none"> <li>DV Commission</li> <li>Safe Futures Task Force</li> </ul>		
TIMELINE	WHO IS RESPONSIBLE	ACTION
October 2017-June 2018	DV Commission	Convene 6 Safe Futures Task Force meetings to: <ul style="list-style-type: none"> <li>Share resources, collaborate, and strategize about extending efforts in target districts to impact young people throughout Whatcom County</li> <li>Participate in training</li> <li>Plan a full day retreat for the 2018-2019 school year</li> </ul>
January 2018	DV Commission, DVSAS, Brigid Collins	Plan trainings for school staff addressing ACES, trauma-informed practices, and TDV/DV/SA.
June 2018	DV Commission	Set date, begin planning for full day Safe Futures Youth Summit, to take place in the 2019-2020 school year
2018-2019 School Year	DV Commission	Continue to convene Safe Futures Task Force meetings 6 times a year.  Provide at least one training to Safe Futures Task Force addressing the needs and responses specific to one of the identified marginalized groups.  Provide a full-day retreat and training for those who work with youth in the three school districts.
2019-2020 School Year	DV Commission	Continue to convene Safe Futures Task Force meetings  Provide at least one training to Task Force members addressing the needs and responses specific to one of the identified marginalized groups.  Facilitate planning for sustainability as funding ends.

### DELIVERABLES:

- # of Safe Futures Task Force meetings
- # of Safe Futures Task Force participants
- Sectors represented at Safe Futures Task Force meetings
- Training outcomes: number of trainings, number of participants, and written evaluation data

APPENDIX A: SAFE FUTURES HIGH SCHOOL STUDENT SURVEY

1. Do you identify as:		
Female	Male	Another gender:
2. What grade are you in?		
Freshman	Sophomore	
Junior	Senior	
3. Has your parent or caregiver ever talked to you about healthy dating relationships?		
YES		NO
4. Has your parent or guardian ever talked to you about consent?		
YES		NO
5. Where do you get most of your information about relationships? (Rank these 1-6, with 1 being the first place you get information, 2 the second place, etc). If you do not get information about relationships from any of these, you may leave that space blank.		Friends _____
		Internet _____
		Family/parents _____
		School _____
		Church _____
		Other _____
6. Have you ever worried that a friend was in a relationship that was unhealthy?		
YES		NO
7. Have you ever worried that a friend was in an abusive relationship?		
YES		NO
8. Would you know what to do if you or a friend was in an abusive relationship?		
YES		NO
9. Anything else you would like to share?		
<p>If you or a friend need help, you can write your name on this paper and someone will contact you to talk privately at school about this</p>		

Thank you for participating!

## APPENDIX B

### Staff Survey Questions (electronically delivered via survey monkey)

Do you work in: high school, middle school/jr high, elementary school (option to select one or multiple)

Are you a: teacher, administrator, classified staff member, other (please specify)

Do you know if your school district has a policy on what to do if a student is involved in a dating violence, stalking, or sexual assault incident?

Have you witnessed an act of abuse between students during the school day?

Who would you notify first if you knew of an incident of teen dating violence, domestic violence, sexual assault, or stalking? (law enforcement, child protective services, school administrator, school counselor, the students involved, the parents of the students involved, a colleague or peer, Domestic Violence and Sexual Assault Services, Lummi Victims of Crime)

Who else would you notify if you knew of an incident of teen dating violence, domestic violence, sexual assault, or stalking? (law enforcement, child protective services, school administrator, school counselor, the students involved, the parents of the students involved, a colleague or peer, Domestic Violence and Sexual Assault Services, Lummi Victims of Crime)

Do you feel prepared to talk to a youth about healthy relationships or consent, if they wanted to talk to you?

If you suspected teen dating violence, sexual assault, or stalking, would you speak to the victim?

If you suspected teen dating violence, sexual assault, or stalking, would you speak to the person using abuse?

When discussing healthy relationships and consent, would you mention abuse or violence?



<ul style="list-style-type: none"><li>- What do you consider to be the biggest strengths in the Blaine/Mt Baker/Ferndale community?</li> <li>- Words or phrases that you would use to describe members of this community? What is the culture or cultures like?</li> <li>- Any ideas or advice for the best ways to approach problem solving in this community, considering its culture?</li> <li>- What is happening in your school or organization that promotes a compassionate, trauma-informed environment for youth and families?</li> <li>- Do you know of any initiatives that are currently happening in your agency related to domestic/dating violence, sexual assault, and stalking?</li></ul>	
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<ul style="list-style-type: none"><li>- Do you know of any incidents of dating or domestic violence, sexual assault, or stalking that you had to address with students, youth, and/or families?<ul style="list-style-type: none"><li>o <i>What was that response like?</i></li><li>o <i>What happened?</i></li><li>o <i>What was your role?</i></li><li>o <i>Were there other systems involved?</i></li><li>o <i>Which systems?</i></li><li>o <i>How and when do you involve other systems?</i></li></ul></li> <li>- If you haven't experienced this, what would you do if this came up?<ul style="list-style-type: none"><li>o <i>What does your organization authorize you to do in this kind of situation?</i></li><li>o <i>Do you feel well prepared to respond to something like this?</i></li><li>o <i>What could you use more help with?</i></li></ul></li> <li>- Do you have any ideas for ways we could improve our response to these issues? Any training areas?<ul style="list-style-type: none"><li>o <i>Do staff know about local prevention</i></li></ul></li></ul>	
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<p><i>initiatives (in school or otherwise)?</i></p> <ul style="list-style-type: none"><li>○ <i>Do staff have the tools to reinforce prevention activities?</i></li></ul> <ul style="list-style-type: none"><li>- -What do you think is the biggest barrier to safety for students and families who are experiencing domestic violence, dating violence, sexual assault, or stalking?</li> <li>- Anything else you are interested in talking about that would help to better serve families and students?</li> <li>- Any other thoughts?</li> <li>- What questions do you have?</li> <li>- Is there someone else who you think we should talk to or who would be a good resource?</li></ul>	
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Themes or additional notes after reflecting on this interview:

## Youth Focus Group Questions

1. How would you define a healthy relationship? What does that mean?
2. How would you define dating violence—do you know what that is?
3. How would you define consent?
4. Has anyone in your family or another trusted adult ever talked to you about healthy relationships, dating violence, consent or sexual assault? What did they say?
5. Do you currently have or do you expect to have a healthy dating relationship?
6. Have you heard about any incidents of dating violence or sexual assault among your peers?
7. After the incident occurred, what happened? Were there any systems involved (like the police, school, or other organizations)?
8. Could something have been different that would have been more helpful?
9. Where would you go for help if you or someone you knew was in an abusive relationship?
10. What do adults need to know about teen and young adult dating relationships?
11. What do you think could be done to help young people have healthier relationships?
12. Do you have any ideas for how we could improve these issues?

## Safe Futures Parent Focus Group Questions

How old are your children?
Do you think your children understand what a healthy relationship is?
Where do you think they learn this?
Have your children ever talked about abuse in relationships?
What have you heard from your children about sexual assault?
Is there anything that worries you about your children’s relationships?
Do you have any concerns about technology and your children’s relationships?
How often do you have difficult conversations with your children?
What is hard to talk about with your children?
Have you ever had a conversation with your children about consent, dating violence, or sexual assault?
What would help you have more effective conversations with your children?
What would you do if you thought your child was being abused by their boyfriend or girlfriend?
What do you think we could do to change things so that our children all have safe relationships?