



MOLOKA`I CHILD ABUSE PREVENTION PATHWAY

**CONSUELO FOUNDATION BOARD REPORT: SECOND QUARTER 2015
AUGUST 3, 2015**

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SECOND QUARTER HIGHLIGHTS APRIL, MAY, JUNE 2015

Second Quarter Highlights April, May, June 2015

SUMMARY

Moloka`i Child Abuse Prevention Pathway (MCAPP) continues to develop and deliver educational activities and events, focusing on primary prevention of childhood sexual abuse and strengthening wellbeing of families on Moloka`i. As a gentle reminder, four strategic activity areas target the impact areas identified in our logic model and theory of change: 1) Primary prevention education, 2) community coalition-building, 3) workforce development, and 4) evaluation research (See *MCAPP logic model* attached) aimed at assessing program efficacy and impact, and utilization in sustainability.

The MCAPP team created, conducted and partnered-in over thirty primary prevention education and coalition-building activities, events, and meetings during the last quarter. Over six-hundred participants were in attendance. The following are highlights of selected prevention activities.

PRIMARY PREVENTION EDUCATION ACTIVITIES

RESPECT. Moloka`i Middle and High school students' participation in RESPECT classes (curriculum for sexual abuse prevention) successfully concluded at the end of April. On May 20, 2015, two graduate student researchers from the University of Hawai`i, Myron B. Thompson School of Social Work came to Moloka`i High School to present their data analysis findings of the RESPECT pre-post evaluation survey (See *Childhood Sex Abuse Prevention on Moloka`i* report attached). The presentation culminated with an ice cream party to celebrate students' learning and participation.

Aloha Kūpuna. In an effort to thank and honor Moloka`i kūpuna, who steadfastly support our primary prevention efforts, Malina Kaulukukui, MSW was invited (June 24, 2015) to "to talk story" about "Cultural Historic Trauma" in a small community event. It became an opportunity to openly discuss the long-term effects of colonization, and affirm indigenous values and practices in transforming contemporary problems rooted in historical trauma. Moloka`i kūpuna as well as the general community were invited. Post-presentation feedback indicated that attendees were intrigued, interested, and desired future events on such important topics.

Grade School Prevention Education. "My Body is Special" and "My Body, my boundaries", sexual violence prevention curriculum for grade school children, was introduced to: Parents and

SECOND QUARTER HIGHLIGHTS APRIL, MAY, JUNE 2015

children at Kualapu`u School, INPEACE (Institute for Native Pacific Education and Culture) early education program, and a women's church group.

COMMUNITY COALITION-BUILDING ACTIVITIES

PSA. MCAPP's "Enough" public service announcement campaign to stop "childhood sexual abuse" is a video production project filmed and produced by our team with support from Dan Emhoff and Ruhi Moran of Akaku Moloka`i Media Center. The project invited Moloka`i residents to share brief statements on camera about ending childhood sexual abuse. The videoed statements were edited into a brief film (3-5 minutes), which will be continuously aired on Akaku community television broadcasts. Volunteer participants were educated about childhood sexual abuse, and supported in developing their statements. The project educates, develops skills, and activates prevention partnerships. We expect to engage Moloka`i communities in this effort on a continuous basis.

PROFESSIONAL TRAINING

MCAPP delivers professional training with support from Oahu professionals, and receives in-service training to further develop our own skills. This quarter, the MCAPP team received trainings in:

- a. The foster parent certification and application process;
- b. Complex trauma, and
- c. Facilitator training in suicide prevention.

PROGRAM EVALUATION RESEARCH

Utilizing the areas identified to measure program effectiveness (identified in the previous quarterly report), we began identifying, creating and testing instruments for the following:

- 1) **Primary prevention education** (*Target outcome: self-protection, reporting and increasing community awareness*):
 - RESPECT curriculum: Tested existing evaluation instrument
 - Currently researching instrumentation in this area
- 2) **Coalition-building** (*Target outcome: Appropriate community response to incidents of abuse*):

SECOND QUARTER HIGHLIGHTS APRIL, MAY, JUNE 2015

- Categories of Community Engagement: Examining for fit
- The Wilder Collaboration Factors Inventory: Examining for fit
- Partnership for Success II: Examining for fit
- Community Coalition Assessment Survey: Examining for fit

3) **Strengthening families** (*Target outcome: Parent and community prevention education in collaboration with community organizations and churches*):

- Currently researching instrumentation in this area.

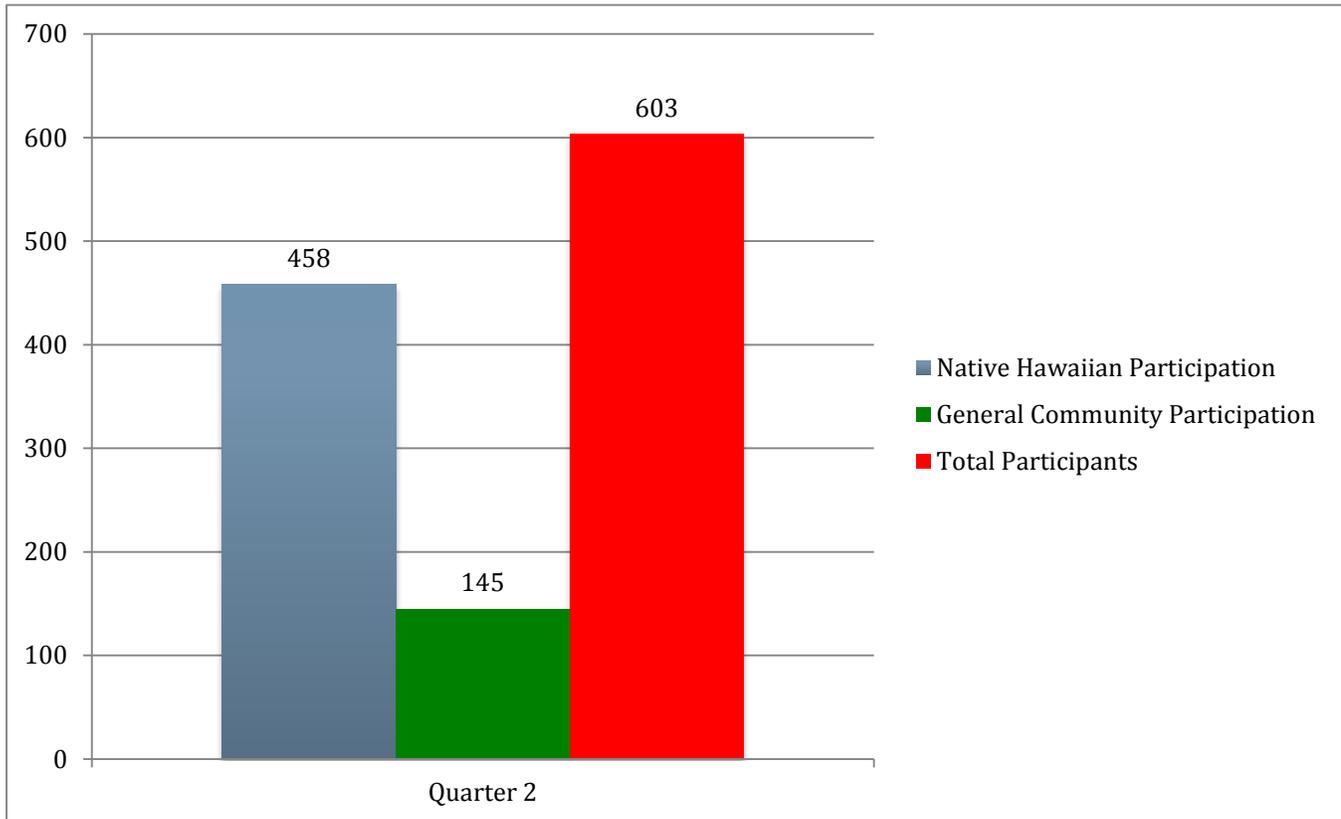
PERFORMANCE MEASURES

Performance Measures

Report Period: April 2015 - June 2015 Quarter: 2

Dates	Type of Activity	Output		
		Native Hawaiian Participation	General Community Participation	Total Participants
	Primary Prevention Education			
April: 8, 9, 10, 15, 22 May: 11, 20 June: 2, 18, 24	1. Family, children (grade, middle and high schools) & community events	368	123	491
June: 10, 11, 18, 22	2. Public Service Announcement (PSA) Filming "Enough" Campaign	12	2	14
Sub-Totals		380	125	505
	Community Coalition Building			
April: 9, 24, 27, 29 May: 7, 20, 26 June: 4, 8, 9, 10, 17a, 17b, 24, 30	Meetings & events with: <ul style="list-style-type: none"> ➤ INPEACE ➤ Kualapu`u School ➤ Moloka`i Middle School ➤ Moloka`i High School ➤ Akaku Moloka`i Media Center ➤ Ka Honua Momona ➤ Child & Family Services Moloka`i ➤ Alu Like ➤ Kaunoa Senior Services ➤ Department of Human Services ➤ Office of Hawaiian Affairs ➤ Mo`olelo of Moloka`i 	78	20	98
Grand Total		458	145	603

PERFORMANCE MEASURES



VALUE-ADDED AND PROJECTED ACTIVITIES

Value-Added and Projected Activities

EVALUATION RESEARCH BY UNIVERSITY OF HAWAI'I GRADUATE STUDENTS

Data analysis of pre-post surveys completed by 10th and 12th grade students attending RESPECT indicate that students initially believed they knew more about preventing sexual abuse than they actually did upon completion of the curriculum. The study helped MACPP better understand the limitations of the RESPECT evaluation process and how to improve data collection. The RESPECT evaluation instrument will need refinement, along with improved protocols for data collection.

GRANT DEVELOPMENT FOR SUSTAINABILITY

A core team of three (M.S.W., Ph.D. grad assistant, and program director) with assistance from a community consultant is steadily tracking grant-availability at federal, state, and local levels. Examining the application criteria, process, and feasibility, we have determined that it will be best to begin by applying for smaller grants. We are in the process of developing a concept proposal for the Sociological Initiatives Foundation.

MAP YOUR WORLD COMPUTER GRANT

The initiative of our graduate research assistant, Richard Alboroto, enabled us to receive 11 computer tablets (Nexus 7) from Map Your World Organization (MYW) (www.mapyourworld.org). MYW is a multi-platform project that puts the power of new technologies into the hands of young change agents, enabling them to map, track, and improve the health of their own communities – and then share their stories of change with each other and the world.

Map Your World (MYW) was inspired by the feature documentary *The Revolutionary Optimists*, which follows “The Daredevils,” a group of youth in one of Kolkata’s most notorious squatter’s colonies, who have made a dramatic improvement in the health of their community, a place that cannot even be found on the map. The Daredevils made a map of their colony, and painstakingly tracked and collected data about health issues that impact them – water, sanitation, and infectious diseases. In ten years, they made possible dramatic improvements: They transformed a trash dump into a soccer field, lobbied for electricity and clean drinking water, and decreased diarrhea and malaria rates in their neighborhood, and doubled polio immunization rates.

VALUE-ADDED AND PROJECTED ACTIVITIES

For our purposes, the portable computer tablets will allow staff to collect data on-the-spot when MCAPP team members conduct sexual violence prevention and coalition-building activities. The ability to collect and store data immediately will enhance data reliability and accurate analysis. The potential to do house-to-house or street data collection regarding awareness, attitudes, and knowledge about actively preventing childhood sexual abuse would be greatly facilitated. We can envision training motivated Moloka`i students to be part of a research team.

FUTURE EVENTS & ACTIVITIES

- In July, Meleanna Meyer will provide an in-service workshop on storytelling as a vehicle for coalition-building;
- In August, Jera Pali, second year Master of Social Work student from University of Hawai`i MBTSSW will join us as a student intern for a year. Jera is well qualified and will be a welcome addition to our staff;
- MCAPP will host the Consuelo Foundation's Management Committee's (MANCOM) visit to Moloka`i, August 14-15. MANCOM is composed of Hawaii and Philippines management groups;
- MCAPP's "Enough" public service announcement will be completed by the end of August. A noontime event to introduce the PSA and thank participants and is planned;
- Training to use MYW tablets and data collection activities;
- Strategic planning session in September.

MACAPP TEAM MEMBERS

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MCAPP LOGIC MODEL (JANUARY 2015, WORKING DOCUMENT)

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Inputs	Activities	Outputs	Outcomes		
<i>Part-time staff:</i>	<i>Focus: Native Hawaiian families & all Moloka`i ohana</i>		<i>Short-term (2-5 years) Indicators</i>	<i>Intermediate (6-10 years) Indicators</i>	<i>Long-term Impact (11+ years)</i>
<ul style="list-style-type: none"> ➤ Project Director (1) ➤ Moloka`i resident staff (3) ➤ Graduate Assistant (1) 	<ul style="list-style-type: none"> ➤ Coalition building: Moloka`i communities & stakeholders; ➤ Primary prevention education (PPE)¹ : Families, children & communities; ➤ Workforce development; ➤ Program Evaluation utilizing SEER². 	<ul style="list-style-type: none"> ➤ Increasing partnerships with allied organizations: Moloka`i, State & nationally; ➤ Increasing # of Moloka`i residents receive PPE; ➤ Increased # competent service providers ➤ Data collection, evidence base. 	<ul style="list-style-type: none"> ➤ Increased awareness resulting in increased reporting, advocacy; ➤ Appropriate community response through coalition-building; ➤ Strengthened ohana; ➤ Children & families able to protect themselves; 	<ul style="list-style-type: none"> ➤ Sustained partnerships & collaboration with allied CA prevention groups; ➤ Sustained primary prevention awareness among Moloka`i residents; ➤ Qualified primary prevention workforce increased on-island; ➤ Research outcomes useful in seeking resources & planning long-term `ohana wellbeing. 	<ul style="list-style-type: none"> ➤ CA incidence is significantly lowered (less than 1% of children under 18 yrs. on Moloka`i); ➤ Communities & coalitions maintain culture of child protection & `ohana wellbeing; ➤ Moloka`i is a model of sustained `ohana wellbeing.

¹ PPE of child abuse includes (but not limited to): Culturally resonant prevention education & activities centering prevention behaviors & wellbeing practices, & response to trauma.

² Strengths Enhancing Evaluation Research: A culturally-weight method which recognizes the unique strengths of indigenous participants.