



MOLOKA'I CHILD ABUSE PREVENTION PATHWAY

CONSUELO FOUNDATION BOARD REPORT: FIRST QUARTER 2015

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TABLE OF CONTENTS

Contents

Executive Summary	1
Highlights of Accomplishments - Current Reporting Period	1
1) Measurement of Program Effectiveness	1
2) Primary Prevention Education	1
1) Coalition Building	2
2) Program Sustainability	2
3) In-Service Training & Professional Development	3
Participation Rates	4
Value-added and Projected Activities	6
Value Added Activities	6
Examples of second quarter activities	6
MCAPP Logic Model (revised January 20, 2015)	1
Consuelo Foundation's MCAPP Team	2

EXECUTIVE SUMMARY

Executive Summary

HIGHLIGHTS OF ACCOMPLISHMENTS - CURRENT REPORTING PERIOD

Moloka'i Child Abuse Prevention Pathway's (MCAPP) activities and outputs were in five key areas: 1) Measurement of program effectiveness; 2) primary prevention education; 3) coalition building; 4) program sustainability; and 5) in-service training and professional development.

1) MEASUREMENT OF PROGRAM EFFECTIVENESS

Modifications were made to MCAPP's program objectives, to coordinate activities and outputs with measurable outcomes (see revised logic model):

- a. Primary prevention education (*Target outcome: self-protection, reporting and increasing community awareness*);
- b. Coalition-building (*Target outcome: Appropriate community response to incidents of abuse*); and
- c. Strengthening families (*Target outcome: Parent and community education in collaboration with community organizations and churches*).

These changes were made in consultation with Crystal Mills, Ph.D. for purposes of linking goals with effective measurement, and building an evidence-base to advance sustainability;

2) PRIMARY PREVENTION EDUCATION

MCAPP staff provided primary prevention education in four strategic areas (see *Participation Rates*):

- a. The **RESPECT sex abuse prevention** curriculum (6 standardized sessions developed by the Sex Abuse Treatment Center Hawai'i) taught to 185 Moloka'i middle and high school students. Pre-and post-tests were administered and will be analyzed;
- b. **Kupuna (elders) teaching Native Hawaiian values and pono life ways** to educate youth about respecting themselves and all others, sustaining their lands, and living to their potential;
- c. **Evidence-Based Training for Community Service Providers:** MCAPP provided prevention education via workshops, trainings, presentations and community activities;
- d. **Community-based focus groups** are underway in Kaunakakai to raise awareness about protecting our children, knowing the signs of sexual abuse, and what to do when abuse has occurred.

EXECUTIVE SUMMARY

1) COALITION BUILDING

- a. Moloka`i communities have come to recognize MCAPP as a resource for child abuse prevention. Our staff is called upon weekly to provide assistance, abuse prevention information, educational workshops and training. Requests come from organizations and programs such as: Kualana Oihi, Ikaika Program, In-Peace Program, Ka Honua Momona, Community Action Team, Moloka`i Sex Assault Response Team, and Moloka`i schools.
- b. The Institute on Violence, Abuse and Trauma (IVAT) accepted MCAPP's poster presentation proposal titled: "Childhood Sexual Abuse Prevention on Moloka`i: Challenges of sustaining primary prevention" for the Hawai`i conference, March 31- April 2, 2015. The IVAT conference provided opportunities to connect and develop relationships with international, national and state organizations working in the area of child abuse. For example, we met with Drs: Magnussen and Shoultz, a week after the conference, and obtained essential information about national grants¹.
- c. Public service announcements (PSA) about health and social topics are invaluable in raising awareness and changing social norms. MCAPP produced a PSA about Consuelo Foundation's work on Moloka`i, currently televised on `Olelo Community Television (Moloka`i residents rely on this station for local news and information).

MCAPP's latest PSA project engages Moloka`i citizens in a video production to raise community awareness about childhood sexual abuse, which will be televised on `Olelo.

2) PROGRAM SUSTAINABILITY

Financial stability is among the most critical challenges MCAPP faces in order to sustain the ongoing, inter-generational work of preventing child sexual abuse in Moloka`i. Funding through grant applications is a promising avenue. In the coming quarter, we will devote the next quarter on grant preparation and writing.

¹ These types of value-added activity, such as consultations, allow us to accomplish goals more rapidly, cost effectively, and collaboratively given budget constraints.

EXECUTIVE SUMMARY

In consultation with Dr. Akiemi Glenn, Ph.D. (Te Taki Tokelau Community Training & Development) we are investigating the application process for an Administration of Native Americans grant.

In addition, Lois Magnussen, Ph.D. and Dr. Jan Shoultz, DrPH, APRN (UH School of Nursing, primary investigators, Office of Women's Health, Department of Health and Human Services grant) have offered their knowledge and experience to seek grants from the National Institute of Child Health.

3) IN-SERVICE TRAINING & PROFESSIONAL DEVELOPMENT

Provider education is important strategy in the spectrum of child sexual abuse prevention. It is vital to increasing worker competence and performance quality. MCAPP believes continuing education is integral to professionalism and effectiveness. This quarter, MCAPP team members participated in evidence-based professional training in the following areas:

- a. Motivational Interviewing;
- b. Theory of change & logic model development;
- c. Protective factors and prevention of child abuse and neglect;
- d. Conferences on Native Hawaiian education, and the Institute on Violence, Abuse and Trauma.

This summary briefly described MCAPP's activities and outputs for the period from January-March, 2015. Participation rates, value-added, and future activities follow. Please feel free to request details regarding activities or any part of this report.

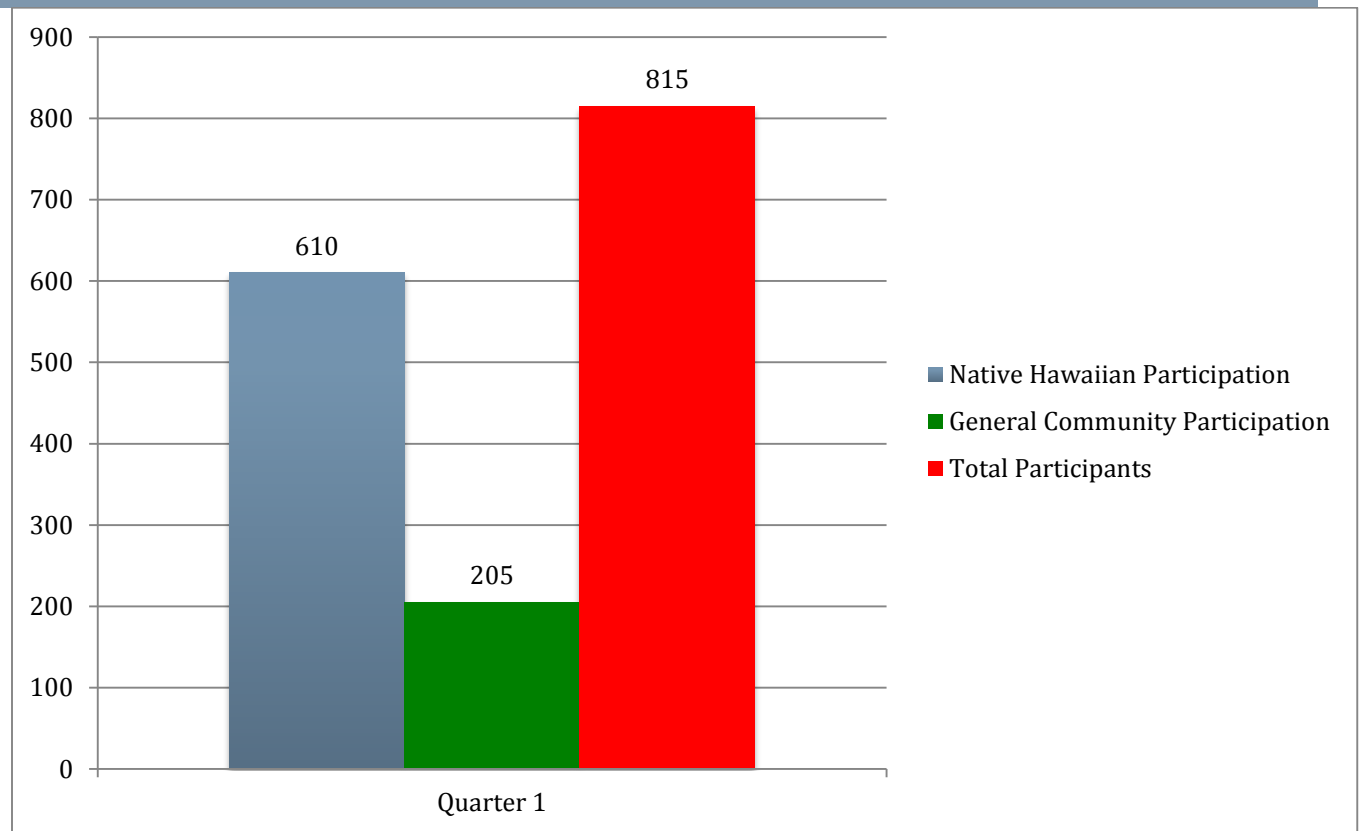
PARTICIPATION RATES

Participation Rates

PRIMARY PREVENTION & COALITION BUILDING PARTICIPATION RATES

DATES	TYPE OF ACTIVITY	NATIVE HAWAIIANS	GENERAL COMMUNITY	PARTICIPATION TOTALS
February: 11, 12, 18, 19	Primary Prevention Education:			
March: 4, 5, 11, 12, 25	1) Native Hawaiian Pono ways taught by Kupuna (High school students)	249	46	295
January: 30	2) Professional/evidence based training (Service providers & community)	103	32	135
February: 6, 11, 18				
March: 11a, 11b				
February: 23, 24, 25, 26	3) RESPECT Curriculum (High school & middle school)	111	74	185
Sub-Totals		463	152	615
January: 8, 12, 13, 16, 22, 28				
February: 4, 12, 17, 24, 25	Community Coalition Building : Meetings with organizations	147	53	200
March: 2a, 2b, 13, 18, 23, 24, 26				
Grand Totals:		610	205	815

PARTICIPATION RATES



VALUE-ADDED AND PROJECTED ACTIVITIES

Value-added and Projected Activities

VALUE ADDED ACTIVITIES

Activities and collaborations that are mutually beneficial and allow individuals or groups to accomplish goals they otherwise might not be able to accomplish are “value-added”. This means we can accomplish goals more rapidly, at lower cost, more effectively and collaboratively. MCAPP’s value added activities this quarter include but are not limited to:

- **Student internships:** The past year’s (2014-2015) student intern made significant contributions to our program delivery, documentation, program analysis and innovation. As a graduate student, she brought a high-level of research knowledge, and organizational skills. As a result of our positive experience with the student intern, MCAPP will have a new student intern beginning fall 2015 for a year.
- **Research project with UH students:** This year we worked with two Myron B. Thompson School of Social Work graduate students interested in participating in research. Under the director’s supervision they completed statistical analysis of pre-post data from the RESPECT curriculum delivery. The students completed a report, and will be presenting the results to Molokaʻi High and Middle School students.

EXAMPLES OF SECOND QUARTER ACTIVITIES

Kupuna Education

During the second quarter, we plan to engage Molokaʻi kupuna in knowledge enhancement opportunities to support their work with MCAPP, and strengthen our relationship with them. Beginning in June, kupuna will be invited to kuka (discussions) on historical trauma with kupuna M. Kaulukukui from the Myron B. Thompson School of Social Work. Understanding the effects of trauma and their connections to future outcomes such as: identity development, education, health and social adjustment will strengthen kupuna prevention work as well as contribute toward their healing.

Coalition Building

MCAPP plans to meet with community spiritual leaders, and organizations such as the Molokaʻi Veterans in an effort to educate and engage males in primary prevention. Measuring the strength and impact of our coalition building efforts is another area we will be working on.

MCAPP LOGIC MODEL (REVISED JANUARY 20, 2015)

MCAPP Logic Model (revised January 20, 2015)

Inputs	Activities	Outputs	Outcomes		
<i>Part-time staff:</i>	<i>Focus: Native Hawaiian `ohana (family) wellbeing (open to 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)² : Families, children & communities; ➤ Workforce development; ➤ Program Evaluation utilizing SEER³. 	<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 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.

² PPE of child abuse includes (but not limited to): Culturally resonant prevention education & activities centering prevention behaviors & wellbeing practices, & response to trauma.

³ Strengths Enhancing Evaluation Research: A culturally-weight method which recognizes the unique strengths of indigenous participants.

CONSUELO FOUNDATION'S MCAPP TEAM

Consuelo Foundation's MCAPP Team

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