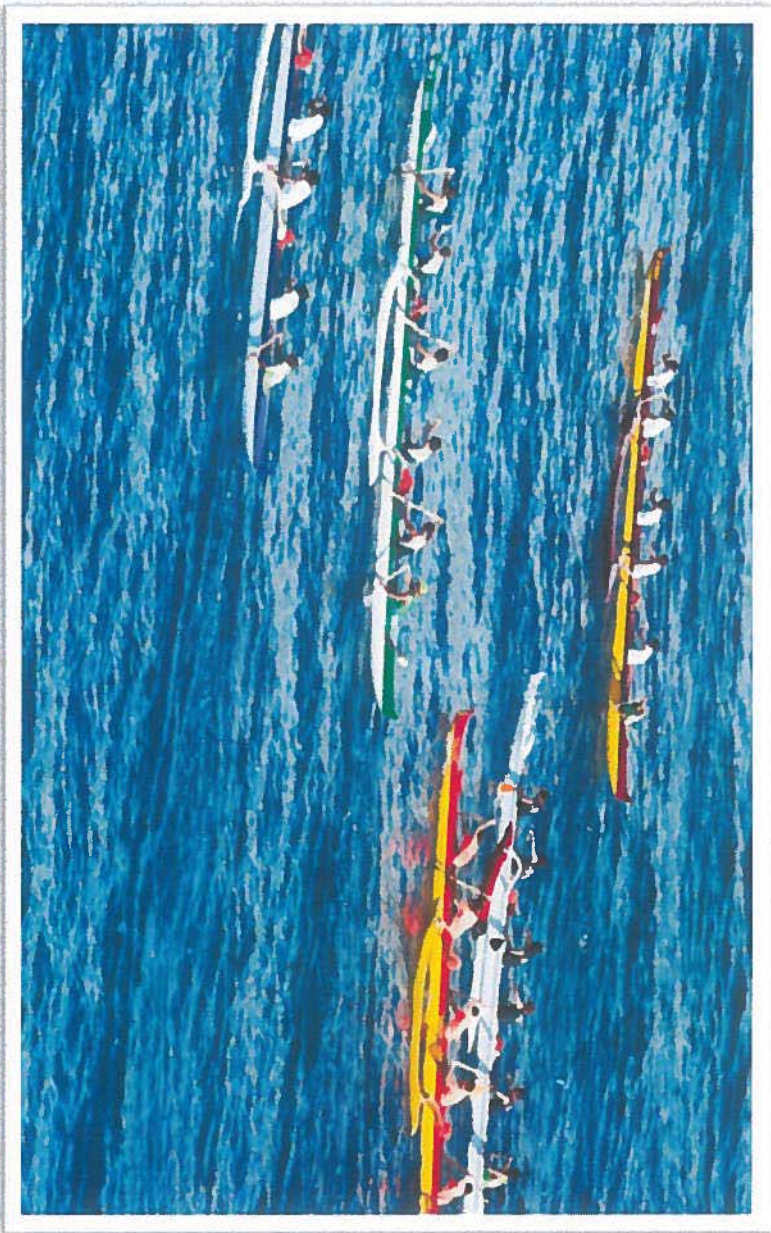


Laulima...

Many Hands Working Together



**National Sexual Assault Conference**  
**“Many Voices, One Movement”**

August 20 – 22, 2014

Pittsburgh, Pennsylvania

**Presented by:**

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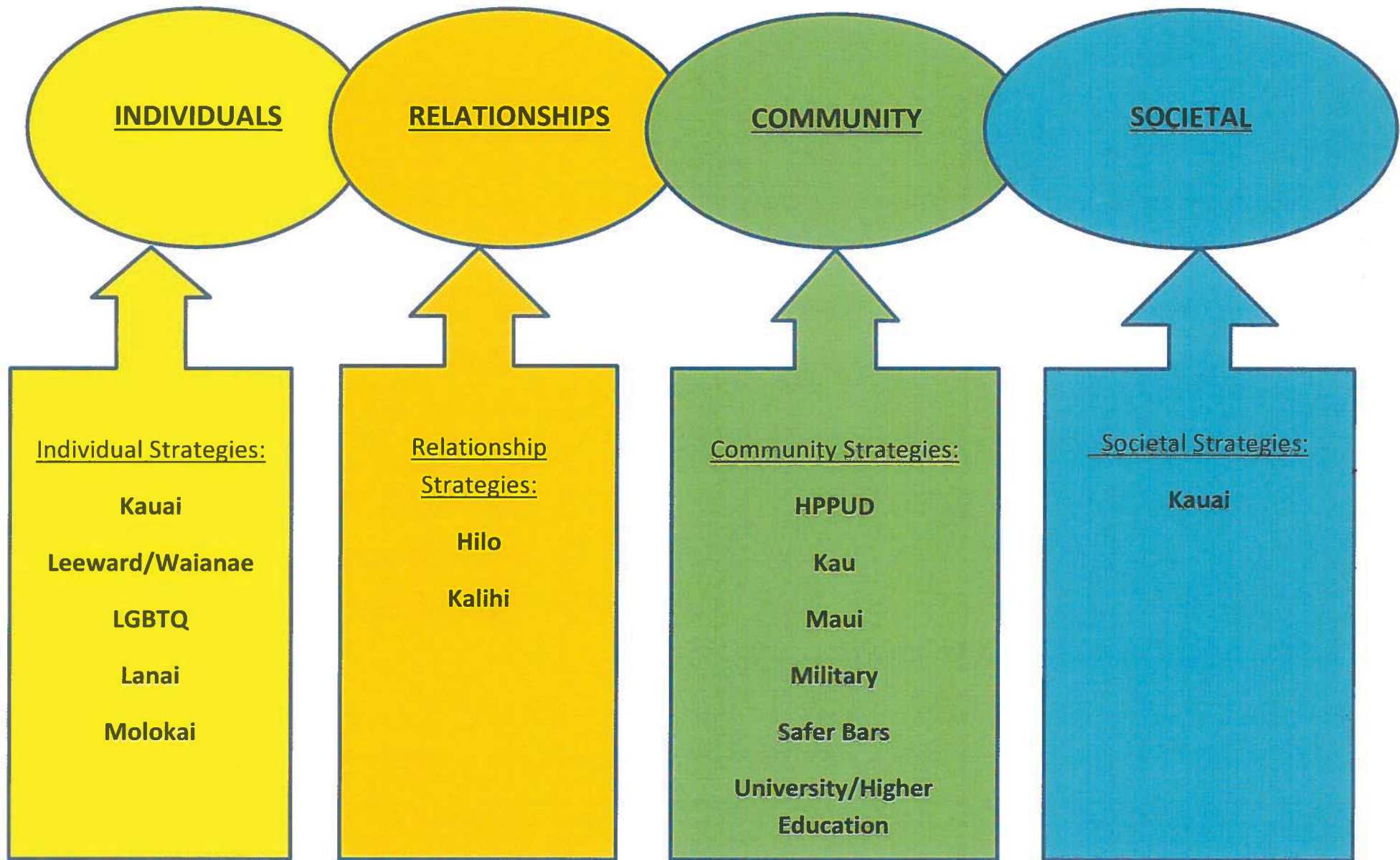
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2014 Hawaii's Comprehensive Sexual Violence Prevention Plan Summary  
Ecological Model and Community Action Teams (CAT)



## Community Action Teams (CATs) Team Composition and Team Leader Responsibilities

### Suggestions for team composition:

- Youth-serving organizations (e.g. Athletic organizations, Big Brothers/Big Sisters, YM/WCA, etc)
- School-based (e.g. counselors, teachers, principals, etc)
- Criminal justice/law enforcement (e.g. Police, prosecutors, Courts, etc)
- Underserved community (e.g. rural areas, Pacific Islanders, homeless or living in poverty, immigrants, LGBTQ, Disabled, Mental health issues, substance use, etc)
- Faith-based organizations
- Healthcare (e.g. clinic staff, health educators, public health nurses, etc)
- Culture/arts (e.g. theater groups, cultural groups, etc)
- Media (e.g. News staff, radio, local TV, bloggers/internet media, etc)
- Business (e.g. local business owners and organizations, etc)
- Policy-makers
- Others

### When recruiting team members consider the following:

- Ability to commit time to the CAT and ability to participate in action plan implementation.
- Knowledge of community and willingness to address the issue of sexual violence
- Ability to work well in a team

Team leaders are responsible for the following tasks. Department of Health provides technical assistance and communicates regularly with team leaders:

- Identify team members and ask if they are willing to participate
- Convene team members
- Facilitate action planning sessions
- Follow-up with team members on how assigned objectives are progressing
- Communicate with DOH on team's progression of goals/objectives for their action plan
- Include other groups or individuals to be involved with team's action plan

## Collaborators Worksheet

Team Name \_\_\_\_\_ Project/Activity \_\_\_\_\_

List future community partners the team would like to work with.

Organization or Individual	Role	Phone / Email	Responsible Team Member
(example) Hawaii Community Foundation	Funding information/possible funding source	537-6333	Joe Calabash

# Resources Worksheet

Team Name \_\_\_\_\_ Project/Activity \_\_\_\_\_

List the resources that team members are able to provide.

Resource	Source/Organization	Contact Person	Phone / Email	Responsible Team Member
(example) swimming pool	Park and Recreation	Mr. Conrad Jones	555-1212	Betty Personne



## ACTION PLAN WORKSHEET

Team Name	Team Leader/Advisor	Day Phone and Email		
What is our community problem?				
<b>What level of prevention will our activity focus on to solve our community problem? (circle the appropriate answer)</b> Individual                      Family                      Community                      Society				
<b>What age group will we focus on to solve our community problem? (circle the appropriate answer)</b> 10 – 12 yrs old                      13 – 15 yrs old                      16 – 18 yrs old                      18 – 21 yrs old                      Other				
<b>What activity will help solve our community problem?</b> (Review day 1 agenda and Sexual Violence Primary Prevention (SVPP) Plan for ideas) <p style="text-align: center;">When choosing activities remember to consider how they will be culturally responsive to the selected audience (ex: consider ethnicity, gender, urban / rural, etc.)</p>				
<b>Based on the activity and audience selected above, what outcome(s) do you expect ?</b> (Who or what will change, in which direction (increase or decrease), by how much, and by when?)				
<b>Use the “Resources” and “Team Roster” worksheets to list the resources (people, programs, materials, funds, etc.) THAT YOUR GROUP CURRENTLY HAS to do the activities your group selected.</b>				
<b>Use the “Collaborator” worksheet to list the resources (people, programs, materials, funds, etc.) THAT YOUR GROUP NEEDS TO GET to do the activities your group selected.</b>				
<b>Create an action plan and include the elements on the next page.</b>				

## ACTION PLAN WORKSHEET

<b>Team Name</b> <i>Community Helpers</i>	<b>Team Leader/Advisor</b> <i>Gretchen Brown</i>	<b>Day Phone and Email</b> <i>555-1234,</i> <i>gbrown800@kmail.org</i>
<b>What is our community problem?</b> <i>Sexual abuse in our community, specifically changing teen dating behaviors among student athletes.</i>		
<b>What level of prevention will our activity focus on to solve our community problem? (circle the appropriate answer(s))</b> <div style="display: flex; justify-content: space-around; text-align: center;"> <span><u>Individual</u></span> <span>Family</span> <span>Community</span> <span>Society</span> </div>		
<b>What age group will we focus on to solve our community problem? (circle the appropriate answer(s))</b> <div style="display: flex; justify-content: space-around; text-align: center;"> <span>10 – 12 yrs old</span> <span><u>13 – 15 yrs old</u></span> <span>16 – 18 yrs old</span> <span>18 – 21 yrs old</span> <span>Other</span> </div>		
<b>What activity will help solve our community problem? (Review day 1 agenda and Sexual Violence Primary Prevention (SVPP) Plan for ideas)</b> <ul style="list-style-type: none"> <li>● <i>Train community members on a teen dating curriculum.</i></li> <li>● <i>Use network of coaches to recruit male student athletes to participate in the “Healthy Hookup” class.</i></li> </ul> <p style="text-align: center; font-size: small;">When choosing activities remember to consider how they will be culturally responsive to the selected audience (ex: consider ethnicity, gender, urban / rural, etc.)</p>		
<b>Based on the activity and audience selected above, what outcome(s) do you expect ?</b> <small>(Who or what will change, in which direction (increase or decrease), by how much, and by when?)</small> <ul style="list-style-type: none"> <li>● <i>4 community members will increase their skills to teach teens about healthy teen dating relationships by participating in the training by the end of the year.</i></li> <li>● <i>10 male students will increase their knowledge and skills about healthy teen dating by doing better on the post test than they did on the pretest after finishing the class in March of next year.</i></li> </ul>		
<b>Use the “Resources” and “Team Roster” worksheets to list the resources (people, programs, materials, funds, etc.) THAT YOUR GROUP CURRENTLY HAS to do the activities your group selected.</b>		
<b>Use the “Collaborator” worksheet to list the resources (people, programs, materials, funds, etc.) THAT YOUR GROUP NEEDS TO GET to do the activities your group selected.</b>		
<b>Create an action plan and include the elements on the next page.</b>		

# ACTION PLAN WORKSHEET (continuation page)

<b>Team Name</b>	<b>Team Leader/Advisor</b>	<b>Day Phone and Email</b>
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**Activity Name :**

<u><b>Who Is</b></u> (Person Responsible)	<u><b>Doing What</b></u> (Action Step)	<u><b>Using What</b></u> (Resource Required)	<u><b>By When</b></u> (Due Date)	<u><b>Current Status</b></u>



## ACTION PLAN WORKSHEET (continuation page)

Team Name <i>Community Helpers</i>	Team Leader/Advisor <i>Gretchen Brown</i>	Day Phone and Email <i>555-1234, gbrown800@kmail.org</i>
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**Activity Name :** *Teen Dating Classes for Athletes*

<u>Who Is</u> (Person Responsible)	<u>Doing What</u> (Action Step)	<u>Using What</u> (Resource Required)	<u>By When</u> (Due Date)	<u>Current Status</u>
<i>Aunty Sara</i>	<i>Call Susana Helm to learn about curriculum, negotiate training details</i>	<i>Susana's contact information</i>	<i>October 7<sup>th</sup></i>	<i>Need Susana's contact information</i>
<i>Uncle Bob</i>	<i>Call Judith Clark to request airfare for Susana to come to our island</i>	<i>Judith's contact information</i>	<i>October 15<sup>th</sup></i>	<i>Need Judith's contact information</i>
<i>Ms. Smith</i>	<i>Recruit community members to be trained and to run classes</i>	<i>Team to brainstorm trainees</i>	<i>November 7<sup>th</sup></i>	<i>Potential brainstorm team members: Uncle, Aunties Sara and Aloha</i>
<i>Uncle Bob</i>	<i>Coordinate training details</i>	<i>Community facilities</i>	<i>November 7<sup>th</sup></i>	<i>Uncle Bob knows facility manager</i>
<i>Ms. Smith</i>	<i>Calendar training event and implementation dates</i>	<i>Work with Uncle Bob and Aunty Aloha</i>	<i>November 14<sup>th</sup></i>	<i>Review school and community calendars to avoid conflicts</i>
<i>Aunty Aloha</i>	<i>Recruit student participants through athletic clubs</i>	<i>Connections with athletic coaches and students</i>	<i>December</i>	<i>Need to contact coaches</i>