

Webinar Transcript: Mandatory Reporting and Confidential Advocacy Partnerships in Youth Serving Settings

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SPEAKERS

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Megan Foster 00:27

We are so glad you are joining us today for this webinar called Mandatory Reporting and Confidential Advocacy in Youth Serving Settings. This is the second webinar in our series. And so in just a little bit, Eli is going to drop the link to the last webinar into the chat box there. I just want to flag for you that captioning is available. So if you want to turn that on, and follow along, you're welcome to. Also thank you to our ASL interpreters here today, if you need to pin their videos, so you can follow along that way. Eli and Carli are our tech support today. So if you need anything, if something's not working, for whatever reason, please, you're welcome to direct message either of them. And they can help figure that out. Also, you're welcome to, and we invite you to drop any questions you have into the chat box. Throughout the day, we will keep an eye on those and try and respond to those. That will probably be the easiest way to do so.

Okay, um, so real quick we wanted to offer a disclaimer that the information in this webinar is not offered as and does not constitute legal advice. And so just flagging that we've pulled from a lot of resources, we've compiled a lot of really great things into this resource and other ones. And so just want to flag that we're not offering you any, any legal advice today.

Additionally, I want to flag that as of last week, we released our companion resource to these webinars, the mandatory reporting and confidential Advocacy Partnership guide. This resource was designed to really support all of you who are trying to build these partnerships, to understand what some of those laws are, that affect this, some of the policies and tools and resources you can use, as well as some examples of how you can actually partner, what are strategies, and what are ways to actually do that. So I wanted to share that with you all.

We also wanted to extend a special thanks to so many of the people and organizations across the state who have really contributed to this bigger project, not just this webinar, the first webinar as well, as well as that partnership guide I just mentioned and our additional resource for people who do confidential advocacy for young people that will be coming out near the end of the month. So just a huge thanks to all of those incredible folks who have contributed to that, as well as a huge thanks to our presenters today. I would love to, and start with maybe Martina, can I invite you to do a quick introduction?

Martina Shabram 04:20

Sure. Hello everyone. So my name is Martina Shabram. I use she/her pronouns and I'm the executive director at Sexual Assault Support Services, which is in Lane County. We are one of Oregon's, we're one of two sexual violence specific agencies in Oregon. So I'm really honored and proud to be here.

Megan Foster 04:41

Thank you, Martina. Kate, would you care to go next?

Kate Hildebrandt 04:45

Sure. Good morning everyone. My name is Kate Hildebrandt. I use she/her pronouns. I'm a civil rights specialist at the Oregon Department of Education. So I work with our 197 K-12 school districts across the state to help folks understand and implement our state and federal civil rights law, including Title IX, and our work with protected classes of sex, sexual orientation and gender identity, which includes things like sexual harassment and sexual assault that occurs for students and staff in the school setting. I'm really happy to be here today.

Megan Foster 05:20

Thank you both so much. And both Kate and Martina have just a wealth of background in doing education work, doing advocacy work, and just working with partners across the state and beyond, outside of the state as well. So we're super stoked to have you all. I, as well as Meg Foster, I use she/her pronouns, and I am the Prevention Program Coordinator at the Sexual Assault Task Force. And I've been at the Task Force for about eight years. Prior to that I was a prevention educator and youth advocate in middle and high schools in different parts of Oregon. And I've been doing this work for, on and off for about 15-20 years at this point. So, so excited to be here with you all.

One additional quick housekeeping piece is we want to just be very clear about what we are trying to do today. So today, what we will do is, hopefully provide a simplified overview of laws and policies that affect our ability to partner with mandatory reporting and confidential advocates. We also want to highlight some very tangible, clear strategies to partner better and promote health and safety for young people throughout the state. We might troubleshoot some partnerships and barriers that have arisen in our efforts to better better serve youth. But we won't provide a deep dive into the nuances and complexities of mandatory reporting and confidential advocacy laws. They are very complicated. We do a much deeper dive in that partnership guide that we linked to earlier. But we as well, again, we cannot provide legal advice. So not going to spend our time today doing that deep dive into that. We we also just want to note that today, this webinar, this conversation is just really a small piece of the puzzle. As we mentioned, we did another webinar last week that was focused on building partnerships between confidential advocacy and people in the child abuse intervention sector. And Eli is going to drop the link

to that series there in the chat box in just a moment. This is just a part of it. We also want to note that we're not advocating for confidential advocacy over mandatory reporting or the other way around. This webinar is focused on supporting partnerships between the two. Additionally, nope, that was all I was gonna say on that. And those are all my notes. So yeah, we're really excited to think about those opportunities to partner not prioritize. One approach, because one approach does not fit all people. One size does not fit all people. And there's often harm that comes when we only use one approach.

Additionally, you might hear us use different language throughout the webinar today, you might hear us use the word survivor, and victim. A lot of our laws and a lot of the systems and structures designed to respond to people who've experienced violence and abuse use the language of victim. And so sometimes you might hear us say that. A lot of times people will use the word survivor to honor and empower the experiences that survivors have had around violence and navigating healing and trauma and all of those pieces. So you'll you'll hear us use those interchangeably. Additionally, you might hear us use youth and child interchangeably, I tend to use youth a little bit more just to focus on and celebrate the agency and autonomy that young people have as well. But again, just like we just mentioned, those systems and structures, the laws and policies that exist often will use child or some of that language. So you might hear a flip flop on that. One additional note on language is that when we're talking about confidential advocacy, we're specifically referring to people in the state of Oregon, who have not just confidentiality requirements in federal and state laws, but they also have privilege under Oregon State laws. So a more appropriate term would be privileged and confidential advocacy, but we tend to summarize that or make that more succinct by saying confidential advocacy.

So with that in mind, all of those like logistical pieces that ground setting, we want to provide a brief overview of serving young people in the state who experience violence and abuse. So I want to start by just naming that young people are experiencing multiple forms of violence and abuse in Oregon. Their lived experiences are complicated, and complex. These forms of violence overlap, and they are connected. Not a single one of these forms of violence and abuse on this page exists in isolation, they are connected. Our response work is going to inform experiences with other types of violence, even if we're just responding to experiences of child abuse and neglect, or just responding to experiences with gang violence. It's going to inform all those pieces. And the same is true for prevention. For those folks doing prevention work, that if we are working to prevent one of these, if we're doing our work, well, if we're doing our work right, it's going to impact all these other forms of violence and abuse.

And as I just said, young people are experiencing violence throughout the state of Oregon. On the slide here is just some data from the Oregon Student Health Survey in 2022. And just flagging right that a quarter of 11th graders are acknowledging that they've been touched or grabbed or made, or made, had unwanted sexual comments made towards them. This is really prevalent. Additionally, right. 23% of eighth graders are acknowledging that they have ever witnessed someone in school being physically emotionally or sexually harmed, young people are experiencing this violence. Additionally, a 2011 study on sexual harassment of 7th-12th graders found that 56% of girls and 40% of boys have experienced any kind of sexual harassment, we know that those numbers go up for folks who are non-binary for LGBTQ plus 2S, IA plus (sorry, I dropped that plus in there too soon) communities, right? That those numbers increase, those numbers also increase for BIPOC communities, and for young people from marginalized groups. And so recognizing that this is really common, and it is really happening.

Additionally, not only is it happening, that young people are pretty consistently not actually accessing help and support for them. Far too often, young people aren't using established reporting mechanisms. The Oregon child abuse prevalence study that did a pilot in 2019 found that 47% of the high schoolers surveyed had no, who had experienced abuse, had never talked with anyone about their experience. This is supported by national evidence too. In a 2016 report from the National LGBTQ DV Capacity Building Learning Center out of Seattle, on the impact of mandatory reporting on help seeking and well-being of domestic violence survivors found that nearly half of people under the age of 18 said they did not seek help from someone for fear of being reported. So really, we're bringing this up to just name right, that this is a problem. And when we can, again, not pit mandatory reporting and confidential advocacy against each other, but build better partnerships we're going to make space and invite people in in ways that we haven't historically.

It's important to note that the systems that we have established to respond to abuse and violence are incredibly complex. A person who has experienced, a young person who has experienced violence and abuse might be navigating all of these boxes simultaneously. They might be having to talk with law enforcement, they might be having to do Title IX investigations or be involved in Title IX investigations. They might be having to talk with child welfare. They might be working with tribal advocates, through requirements through ICWA, and also just being a member of tribal nations. All of these things might be happening at one time. And often when we show this chart, people who do this work, who do the response work, feel a little overwhelmed by it. And so just think about what it might feel like to be someone who's experienced trauma trying to navigate these systems. And often we also don't know what is happening among all these different processes and systems, right? So like, we might be over here doing our little piece of the pie and just really not understand what is happening over here. And that is really the point of those confidential advocates is to help understand, and what all those processes are and navigate them. Additionally, right, this is just kind of this broad layer, this is gonna vary by community, this might look different in your community, there might be additional players, there might be other folks not on here, this is just a kind of a brief synopsis of what folks are experiencing. And so the the layers of that can become increasingly complex.

You add in things like additional investigation processes, for example, right, if this is a K-12 student, the there may be an additional investigation that happens depending on who perpetrated the violence. If it's a licensed school staff member, the Teacher Standards and Practices Commission might need to do an investigation, if it's a school volunteer, or coaching staff or something like that, the Department of Education might need to do an additional investigation, if that student is also taking college classes, for whatever reason, the college might need to do an additional investigation. Right? So all of this is really just to name that this is really complex.

And youth rights also vary and the access to resources and services they have varies depending on so many things. Are they in educational settings? Are they youth that's in foster care? Are they in carceral systems like juvenile justice programs? Have they been a victim of crime? What is, has this happened, or are they accessing resources in faith based settings? Also, like what are their rights in medical settings as well with the age of consent to different services? So young people have a lot to face when trying to access support and navigate these systems. And when we continue to tell young people, adults will protect them. And the systems fail them for whatever reason, the complexities, the

expectations they have for an anticipated outcome, they have to be involved in ways that they didn't anticipate, maybe the outcomes involve removing them from their homes or other things that they weren't anticipating - when we continue to tell young people that adults will protect them, and then our systems fail at times, we run the risk of adding additional layers of trauma as well.

An example of this is institutional betrayal, which can leave them less likely to access support, and more likely to experience ongoing violence. And in case you are not seeing the slide institutional betrayal is harm an institution does to those who depend on it. But when we expect that our institutions, our systems, our structures are going to help us and then whatever our expectation of help is, it doesn't happen. There's that additional layer that reinforces the likelihood that people may not report.

One study out of the University of Oregon, found that the more gender harassment and institutional betrayal that young people experienced in high school, the more mental, physical and emotional challenges they experienced in college. That same study found that 97% of participants, sorry, 97% of women and 96% of men identified experiencing gender harassment at least once in high school. So we have these models, we have these tools to connect and partner better. And that's where we're going, we're gonna dive deeper into like, how do we actually do these partnerships? How do we actually connect to services and build these robust models?

And just wanting to celebrate that we have some really great evidence that says and shows that having confidential advocates be a part of those processes actually improves reporting and other outcomes? Advocate privilege. So our victim advocate privilege law was passed in 2015. And in the first year, after that was passed, Oregon colleges and universities documented a 122% increase in reporting to Title IX officials and a 138% increase in accessing on campus to campus victim services. They also acknowledged that there was an increase in historically underreported populations coming forward including LGBTQ students, students of color, male survivors, and immigrant and refugee populations coming forward and accessing services and accessing supports.

And I love this quote from the World Health Organization from two 1001 that says two of the most important factors for teen seeking services are the desire to be treated with respect and the need for confidentiality.

Before we jump into how do we actually partner, I do think that there are a couple things that we need to name together, we need to establish some some clarity around. So first, wanting to just highlight who, what some of the stipulations are for responders in Oregon.

Here you have kind of three buckets. These are not the only buckets, but they're some of the main ones. So we have mandatory reporters of child abuse. We've cited the laws that kind of guide that there. But these are usually public and private professionals required by law to report suspected child abuse. There are some exceptions to this, which I'll kind of get to on the next slide. But I do want to very explicitly name that confidential advocates from qualified victim services organizations are explicitly exempt in our mandatory reporting. So if you go through that list of designated reporters, they're explicitly exempted, because they acknowledge the value of having access to those confidential options. Um, next, we have those privileged and confidential advocates that we've been talking about.

And again, there are several state laws as well as the federal Violence Against Women Act, which guide the confidentiality and privilege that not only advocates work under, they are required to work under. So just being very clear that those legal requirements exist for how they do their work based on that best practice and those laws across the country. And then finally, especially when we're talking about young people, it's important to name that Title IX reporters, which I know Title IX regulations have just been changing again. And so that language used to be responsible employees. And it's pivoted a little bit. So if you're like, I'm not up on my Title IX, we're just gonna say Title IX reporters for the moment to just kind of capture that and those those language changes. But these folks are usually people in educational institutions that receive federal funding, that are required to report that those disclosures of sexual and gender based violence and harassment to the school district or campuses' designated Title IX coordinator. I know Kate is going to talk a little bit more about this later, and is definitely the one with the expertise on Title IX. So I'm not going to dive much deeper than that.

But again, there are different requirements set out by law for all of these different layers. And that extends to to again, those reporting obligations. And as I mentioned on that last slide, different folks, sorry, I just noticed that obligations dropped down to a second line. Sorry about that. But those different reporting obligations, and that there are exceptions to some of the mandatory reporting laws. And one of the pieces that is, I think, important to know is, for example, clergy have to report child abuse unless they learned of the abuse through privileged communication. So there's some interesting layers that go into mandatory reporting as well that don't make it as clear cut as as many other things.

And just want to offer, again, the complexities. It is important to note, though, that there are very clear safe supports that all of these different stakeholders do and can provide. So mandatory reporters, for example, some of the safe, the key safe supports that they provide is connecting young people with resources and systems that can help them. They also can provide trauma informed reporting processes. We include some additional information on that in the partnership guide that's pulled from the Department of Education who did some really cool handouts on trauma informed mandatory reporting, how to do that, well how to do that thoughtfully, to minimize that institutional betrayal. Mandatory reporters can also connect young people to other community resources, including confidential advocacy.

Similarly, privileged and confidential advocates also provide safe supports. A lot of that looks like emotional support. They do that confidentiality, they help folks safety plan. They can help young people understand what their rights are and what their family's rights are when they've experienced violence and abuse. They can help do those connected pieces right, to connect people to the other resources, connect people like actually do the warm handoff not just give a brochure, for example, they can help young people navigate, you remember that chart I showed you with all the colorful boxes and all the systems, right? An advocates role is to help them understand what those systems are supposed to look like, and how to navigate all of those pieces, right? What's happening when. And they can assist young people in accessing things like transportation and safe shelter, if needed. And then the big key one that I think most advocates would say is, empowering the victims and survivors that they are working with, to make the choices that are best for them. And to help improve their situation and decide what that actually looks like.

I also just wanted to share that when we're, when we're talking about confidential youth advocacy, part of this bigger project around building these partnerships, is doing a lot of data collection, and working with OHA to put together a report on confidential youth advocacy in the state. But one of the initial things that we've learned is that young people are accessing confidential advocates for a wealth of things, right. They are reaching out to them for resource, finding resources, and getting referrals, processing experiences of violence. This includes after maybe a mandatory report has happened after they've gone through any sort of investigations, but just processing and sitting with that experience of violence, and how that affects their relationships and existence in their communities. Building healthy relationship skills. I know that was my experience, when I was a youth advocate, a lot of times folks would come and meet with me and be like, I don't know how to talk to my boyfriend about this thing, or I don't know how to talk to my girlfriend about this thing. And just like, what do we do? And so building those healthy relationships skills and tools to navigate life. And then just like, general concerns about life, like stress about tests and stress about other things. It just is like how do I human, which I know as an adult human is something I struggle with on a regular basis. And so having access to like, how do we do these things are some of the most common things that youth are accessing confidential advocates for. And I'll share in just a few moments. An example from Portland Public Schools that really PPS saw the benefits of having those confidential advocates and young people being able to access supports around all of these things.

And I think the last thing I really really want to name in terms of laying that foundation of like, let's clarify a couple of things is the whether or not minors can have access to confidential advocacy services. And again, not here to provide legal advice, but just noting a couple of pieces on on how the language is written. Confidential advocacy resources are required to be available to anyone regardless of their identities. They exist, they're trained to provide victims and survivors information about their legal options and resources. So ensuring access to conf, privileged and confidential advocacy can actually help young people be more successful accessing their rights under Oregon law. So just naming that and I don't, I'm curious like Martina or Kate, if you have anything to add to these pieces around the foundation, before we we move forward?

Martina Shabram 28:51

I guess the only thing that I would add is that not only can minors consent to confidential advocacy services, but that the majority of time, at least in my experience as an advocate, I don't know the identities of the people that I'm working with, if someone's calling us on our 24/7 crisis and support line, they're completely anonymous. I don't know their age, I don't even know if they're in this area. I couldn't tell anything about who they are unless they choose to share that with me. So when we're trying to think through, like how do we ensure that an agency like that is only providing services to the people who can access? If somebody is calling us, they can access our services, right? They are physically able to and sometimes that's all I will know about them is that they are a person who was able to pick up the phone and call.

Megan Foster 29:37

Yeah, thank you, Martina and I'll share if you were not at the webinar last week. Maybe Eli you can drop that link back in the chat box again. There were some really great stories shared from folks from our child advocacy centers in particular, about exactly what you just said Martina of like making sure

that people had access to supports regardless of their identities, and that is very much the point of those confidential advocacy services.

So how do you actually partner, right? Again, that was a very surface level, look at all of the complexities that exist, again, highly encourage you to check out that partnership guide. Because it goes, it does a deeper dive into that. And we will talk a little bit more about those complexities in a moment. But really want to offer some key ways that we can partner to help you all identify and build those partnerships.

So we're going to talk through four kinds of strategies. These strategies don't exist in isolation, it's not an either/or strategy. It's not one or the other, these could all be in place. Some of them could be in place, or only one could be in place. I would say that these are kind of organized by some of the most like comprehensive strategies down to just kind of like a starting place, at bare minimum, being able to ensure awareness and making warm referrals is really meaningful. So let's start with those co-located models.

A co-located model is where an advocate who works at that community based qualified victim services organization spends part of their time in another setting. So this might be located part of their time, located at a school, for example. In this way that co-located advocate or advocates provide those safe supports that we mentioned earlier to the population in those settings. So doing in-depth safety planning, and emotional support, education, advocacy, referrals, all of those pieces. These models have existed for a really long time.

But I think one of the most notable examples is since 2012. The Oregon Department of Human Services, child welfare and self-sufficiency staff have partnered with co-located advocates, to have that confidential and privileged advocate actually available in child welfare in DHS offices and local communities across the state to ensure that people have access to that.

As a result, they've seen things like improved access to services, they've seen increased utilization of DHS services, they've seen a better understanding of things like navigating self-sufficiency, and TANF and other funding sources and understanding how to access the tools that exist through things like our family support and protection systems. And so understanding how do I actually access these things to get the best possible help that I can, to help keep my family together, to help eliminate abuse that is happening in those families, all of those things. They've also increased the ability of those those advocates to help victims and survivors access services. So really like, again, this partnership, been established since like 2012, has seen just overwhelming positive results. And I like to just highlight a couple of those.

One from a survivor, talking about the impact of having access to a confidential resource as well as someone from a DHS Child Welfare caseworker talking about how this partnership has shown there's fundamentally a different way to do Child Welfare practice. There are so many great quotes in this resource Working Together: Domestic Violence Advocates Co-Located at DHS Offices, Policies and Practices resource guide, that's a long name, and I highly recommend checking it out, but really has shown that that this model is working really well. In addition, the federal government awarded

pregnancy assistant funds from the Office of Adolescent Health to the Oregon Department of Justice Crime Victim Services Division, to pilot co-located DV advocates for pregnant and parenting teens in both DHS self-sufficiency and child welfare offices as well, as a result of the success of this project. So offering space to those community partners, an office at your your center, an office at your school, a place for them to meet with with survivors that are going to show up in your community that is that kind of co-located model, holding space for them, making it a part of your system and structure to improve the access to all your other supports that you're providing.

Another model is a rapid response partnership model So this kind of refers to, excuse me, that this kind of refers to as soon as maybe a disclosure, or or hearing about violence or abuse that happens is automatically contacting a privileged and confidential advocate when that happens, so that advocate could come and be available, and help that person, that young person navigate what's going to happen now that that disclosure is there, what kind of supports are available to them? What does the mandatory report look like? How can they be connected to all the resources that exist for them? Again, that webinar last week, our partners shared some really compelling stories about how the kind of, that rapid response model in particular has been really meaningful to ensure that young people are getting connected to the right resources as they navigate all of those systems that we highlighted before. Similar to those co-located models, there is some really great evidence for success for having these rapid response models. One of the most notable is, since 2015 Oregon law has stated that an advocate must be called when a sexual assault patient presents for a medical assessment at a hospital or other health care facility. And what they they found, this is considered a best practice nationally, it really allows that person to receive immediate support and crisis intervention and to be informed of all of the resources that exist to assist their recovery. And I realized that I just had all of the resources and that can feel like maybe we're just like, here's all the information, here's all the information in a really overwhelming way. And that's not what that looks like. Again, these folks are, are trained to provide those those supports in really trauma informed and thoughtful ways. So this supportive response is really provided by that victim advocate in tandem with sexual assault nurse examiners, sex, sexual abuse nurse examiners to mitigate trauma, and reduce symptoms of post-traumatic stress, things like additional feelings of institutional betrayal, all of those those outcomes.

Another strategy is including confidential options in policies and procedures. So this might be including, and highlighting confidential options in things like any sort of policies around harassment in the workplace, or in the school or in your community organization. This could be including specialized documents and resources, is, including like FAQ documents that highlight places that people can access in the community, and then just ensuring that confidential options are named throughout all of those pieces. And more on this can be found on page 44 of the partnership guide. It can include things like just making those referrals to confidential options as a formal step in your response processes, and procedures. When responding to disclosures of violence and abuse. It could be when meeting any annual training requirements on things like mandatory reporting of child abuse, harassment, etc, inviting local confidential options to come and provide a short presentation on their services. It could be including these folks on advisory panels on threat assessment teams or other community behavioral assessment teams to help ensure that that voice, that is included. Yeah, lots of really great ways this can look like. We provide, again, more examples in that partnership guide.

I want to highlight one just last partnership model. And this is again, kind of the the baseline of things that we can do to really help ensure that young people have these wraparound supports to improve all those outcomes. And that that might include making those warm referrals like we were just talking about, but also ensuring awareness of what resources exists. So that could be right, including local advocacy resources on various parts of your website, for example. This could be having brochures and business cards and other materials available from those local confidential resources to be able to hand out to folks when they show up. Specific to schools, this could be things like utilizing opportunities in educational programming, although they're not in effect, yet, Oregon's updated health education standards just passed and in those standards, I believe starting in eighth grade, states that an indicator for education is that student should be able to identify community resources and other sources of support, including confidential advocates that students can go to if they have questions about sexual safety or someone has been sexually harassed, abused, or assaulted or trafficked. So there's some really cool infrastructure that we can build on as well. Hanging up posters, sharing those visual materials. Ensuring that people like staff on your team's faculty and schools and other places are aware of confidential options and making those referrals whenever possible.

We want to offer you a little more depth on these models, and like, what does this actually look like in practice, so we're gonna use education settings as kind of a case sample here.

And I really loved, one of our presenters last week, shared that schools are such an important part of serving young people because they're there before anyone ever hears about the disclosure. And they're there after everything is said and done, right. And why it is so important that people who are advocates or people from those community programs are making sure that they're having good relationships with schools, and schools know they can count on those confidential resources when the time comes.

I wanted to highlight really quickly. In 2018, the Oregon School Based Health Alliance partnered with two local domestic and sexual violence organizations, Raphael Housel of Portland and Volunteers of America Home Free, to have co-located advocates in their, in their, in two of the schools in Portland Public Schools. Over the course of about, Gosh, it looks like about six months, I thought that was a year, those folks provided healthy relationships education and advocacy services to 4500 students, 200 plus administrators and teachers, and school based health center staff and 4 parents in just six months.

And these services were recognized as not only really valuable but PPS recognized that this project, in having those co located advocates, helped the faculty and staff in their schools understand skills and training and experience needed to better respond to students who are experiencing unhealthy relationships, violence, and abuse. It also prompted better coordination between different parts of Portland Public Schools not even with the the community programs, but within Portland Public Schools, different programming and different groups that are designed to provide support services in different ways. It prompted better coordination. They recognize that a key benefit for students was having more askable and safe adults available for them to access. They recognized that this program and having those community partner advocates co located in the schools helped provide services that PPS did not have the capacity to actually provide, right, this helped fill some of those gaps. And as a result of this PPS is now involved in community, family violence coordinating efforts. Particularly in Multnomah

County, it's the Family Violence Coordinating Council. But throughout the state, every county is required to have a Sexual Assault Response Team, every county is required to have a Child Abuse Multidisciplinary Team. And these are ways to help ensure that schools are key voices in some of those processes as well. And so I want to pass it over to Kate, so y'all can stop hearing me talk, but also to dive a little bit deeper into what does this really mean for schools?

Kate Hildebrandt 43:50

Thanks, Meg. So I want us to just talk a little bit about what this kind of looks like on the school and district level, obviously, taking a broad lens, because I want to acknowledge that every school district is going to look a little bit different around the state. There are lots of laws and policies, and I'm going to talk about a few of them, but how they're actually implemented in each school district can look a little bit different. And so if you already work in a school or closely, with schools, some of these policies might be really familiar to you. And some of them might be less familiar, even folks that work in schools and districts depending on your role. These might be things that you don't engage with every day or that you've never engaged with. And so sometimes it can be surprising to learn that not everyone in a school district might be familiar with all these policies, and then you might have some folks, and sometimes it's even an unexpected person in a district who is really, really familiar with all of this. If you work outside, if you work at a community organization if you're a parent or caregiver of a young person in a school or district, or just an engaged community member. Again, some of these things might be things you are really familiar with. And some of these might be brand new systems. So when it comes to responses to sexual violence, sexual harassment, there are a lot of policies that school districts already have to follow. So Title IX is one of the ones that we've mentioned several times in this webinar. Title IX is a federal civil rights law that prohibits discrimination based on sex, sexual orientation, and gender identity, and it covers sexual harassment as well. Sexual harassment includes sexual assault, sexual violence, as well as kind of a broader scope of things in there. And this is something that has been a significant part of Title IX for a long time because of really just the extreme amount of incidences that have occurred in schools, and thanks to a lot of activism from young people and from families that really have brought this to the forefront of Title IX and our civil rights law work. So Title IX requires that school districts have specific policies related to sexual harassment, so they have a specific definition, it requires that they have to do specific things to respond whenever sexual harassment happens, whenever any school employee knows about it. That includes things like providing supportive measures or safety planning, things that advocates might be really skilled in doing. So the school is already required by law to provide some of those. If they, they're also required to, you know, do investigations take certain steps and then remedy the harassment if it's substantiated. This usually means that schools will have a specific Title IX policy and a list of what they're required to do, as well as specific personnel, specific training, which we'll talk about in a minute. In addition to that federal law, Oregon has our own state law related to sexual harassment. And so we often call this our Oregon sexual harassment policy. In some ways, it's similar to Title IX, it defines sexual harassment, requires schools to do specific things like respond, to investigate, provide those supportive measures again, and provide documentation and information describing the rights and options of students. So those two policies have a lot of overlap. And that means that whenever a student experiences sexual harassment, when they report it to their school, the school has specific things that they're required to do. I also want to note that these policies cover students, as well as staff as well as third parties who are engaged with the system. So it's not just youth that are covered by these. But we often see that

youth are the ones who are utilizing and benefiting from these policies, or are also experiencing kind of the the impacts of these policies, both positively and negatively. So we also talked a little bit earlier about mandatory reporting. And so we know that when any, any school employee any of those officials learn about possible child abuse, which includes sexual abuse, sexual violence, some of the things under there, then they're required to make a report, there's also a school specific law, which we call our sexual conduct, or potentially sexual misconduct, rules. And this applies to any sexual conduct, which includes sexual contact, written communications, verbal communications, digital communications, just any general sexualized behavior that occurs between a student and a school employee, contractor, agent or volunteer. So this covers a broader array of conduct than what might be covered under the definition of sexual abuse or child abuse, but also requires some external reporting, and means that schools have to have systems in place to respond. I also want to note if you're not familiar with this law, so our mandatory reporting laws, those apply to reporting for youth or young people who are under the age of 18. Sexual conduct applies to all students. So that includes our students who are 18. So sometimes I think we think about these like mandatory reporting or structures and systems as only impacting someone when they're a minor or under the age of 18. But these impact all of our students as well. So even if somebody is 18, the sexual conduct rule and these reporting requirements will still apply. I also want to note that this is just some of the policies. These are some of the big ones that hit students. But there are more and some districts might use additional systems as well. That's not technically a state or federal requirement. But it is a system that they're required to use. One example is a lot of our districts in Oregon use this process called SIRC, which is a Sexual Incident Response Committee. And this is a process that was developed here in Oregon that a lot of schools use to respond to any kind of sexual incidents included, but not limited to some types of sexual harassment, sexual violence. And that has a specific process and procedure that overlaps with all of these policies. And I highlight just this, just to kind of outline that these systems are confusing that there are a lot of requirements that exist for schools and districts. School officials are familiar with these requirements, and it still can be confusing for them, even if they're really familiar. So also imagine how confusing this can be for a student or potentially their family, if they're involved with, likely, in most instances, it's going to be more than one system, because we have multiple overlapping policies. This is also something that, where advocates can be really beneficial because they can be experts in understanding and helping folks navigate these systems. And a lot of the things that advocates are trained to do are things that are required by these policies like providing supportive measures and safety planning, like helping students understand their options and the different systems. So there's a lot of kind of potential ways that confidential advocacy can be easily and seamlessly inserted into these systems to provide support and to do the things that schools are already required to do by state and federal law.

All right, so on the next slide, we're going to look a little bit about who is involved in all of these systems. And under these four policies, there are kind of specific people that are tasked with implementing these at the school or district level. Under Title IX, we have our Title IX coordinator. So if you're thinking about from, you know, a, a systems perspective, or you're looking at the outside, like who do I want to connect with in my district, a Title IX coordinator might be a person to talk to. Every district is required to have a Title IX coordinator. And they're required to post that information on the school or district website. So that should be something where you can find and easily access who that person is. Commonly, in Oregon, this is a position that is, it's very rare for this to be a solo position for you to have one full time Title IX coordinator where that's their only job. In some larger districts, that

might be the case. But in smaller districts, especially, it's more common that somebody has dual roles. So it might be the HR director, the superintendent, especially in smaller districts, it's really common for the superintendent, or someone like that to be the Title IX coordinator. And so sometimes if you can't figure out who the Title IX coordinator is, going to one of those roles might also, they might be the right person. Under the sexual harassment policy in the state, we don't have a specific designated person like a Title IX coordinator. So investigations are often done by either the Title IX coordinator or by our building level admin, so our principals or other folks like that. For our mandatory reporting system, so the obligation to manage, to do a mandatory report lies with the individual reporter. So oftentimes, if a school employee is making a mandatory report, you know, they will be the ones that are calling law enforcement, DHS, etc. But they may also be asking for help from their district. And sometimes districts have specific policies they want staff to follow. To integrate, you know, we want you to report this to your building administrator, for example, in addition to making a report for sexual conduct, schools are required to have a designated licensed administrator who receives reports of sexual conduct and that person is actually the one responsible for making the external reports. But that does mean that there is a designated person who works with that. Now, they may or may not have information about who that designated person is, like on the district website, things like that. But there is a designated person requirement. Generally, the easiest person to find is probably going to be the Title IX coordinator. But also in some districts, Title IX responsibilities are kind of delegated out at school level at the building level. It, so sometimes it may not even be the Title IX coordinator who's doing the majority of those. I also want to acknowledge a couple of things that can make this a little bit more complex. And again, highlights why it is so important to help folks helping us navigate these complex systems for our sexual harassment, or Title IX and state requirements, and then our mandatory reporting requirements. Some districts do a really Good job of overlapping these policies, because it's possible, you might have one incident that falls under all four of these even potentially, or one or two or multiple systems. For other districts, they don't overlap these different processes really well. So they might keep their sexual harassment process, they're kind of student on student harassment process, separate from what occurs if we have an adult, or you know, a school employee, someone like that, who sexually harasses or harms a student. And so sometimes those things can even get confusing within the school system, depending on how well district administrators are trained in overlapping those and how they've integrated those seamlessly. So I think again, just want to highlight that there are people that schools are required to have, and that these systems are really complex. And so even those who will work in the school district or system may not, you know, have a full knowledge of what is going on, and what all the different policies and processes are.

So on the next slide I just want to offer a little bit of more information about where this can fit into the system. And then we'll hear from an actual case example about how this went. But one thing that I think can be really important is identifying some of your possible entry points into the system. So identifying who are your champions, or potential partners in the district, the Title IX coordinator, or those designated officials that I just talked about might be some of those good people. Sometimes you might also think about who's responsible for safety planning support, who's kind of providing this. School counselors or school psychologists, behavioral intervention folks, sometimes they are really involved in these processes, because they're providing some of that kind of on-the-ground support, filling in for some of those roles. Sometimes there might be also individual partners, or just individual champions in a specific district. There's a district that I worked with, for example, that had a teacher who was just

very individually passionate about this work. And so, had, that teacher had helped start a student group that was in response to some student requests about. So I think it was a, you know, students against sexual violence type of group and the students were doing awareness activities, the teacher was really supportive, really advocating on behalf of the students. And that teacher wasn't aware that there were also partners in the community that could have benefited that. But when we, their community organization that was local, started working with the district, and the teacher was like, Oh, here's a good partner for me, and then made themselves known to the partnership. So sometimes, I think there can be those people that are already working. And it's not always obvious who they are. So sometimes that might mean, do you want to look and see if there's already a student group that exists, you know, that has a page on the district website, or that has an Instagram account that's already doing some work that we could provide support to, or just as we start getting integrated into the district, people might make themselves known. And that can be really, really helpful. The last thing I want to offer is, again, just knowing that each district is going to have unique dynamics and unique processes. So doing your research and getting involved and kind of not making assumptions going in can be really helpful to building that rapport and maintaining those relationships. I also want to highlight that some districts or some of your designated individuals are going to have a lot of openness to this process, I'm going to be really excited, and others might have some apprehension or fear. And so all of the things that we've talked about today and that are in the partnership guide, for some of them, just knowing what the laws and policies, they might not be aware that confidential advocacy is something that is supported by our state laws, and that has a lot of good benefits. For others, they might be inspired by knowing what the research is, what are these examples that have happened across the state. So just knowing that other school districts have done it, and have had successful models can be really helpful. So encourage you to kind of use the information today too when you're talking with folks. And also approaching that, again, from a place of humility, that there's a lot of intricate dynamics going on in the schools and districts. And really important to approach that from an individual personal level, because every district looks a little bit different. All right. And with that, I want to hand it over to Martina to share a little bit about a partnership example.

Martina Shabram 59:48

Thank you both so much. And I really, I mean, I'll say just to start with that, so so many of the things that have informed the partnership that I'm going to share about have also really already been discussed. I mean Meg was a really critical partner for me and helping make this happen. And so I feel like, by virtue of being in this conversation, folks here, here are already like many steps ahead, than potentially where I was when I started muddling my way through this. And that's really exciting just to imagine the possibilities there. So my task is to share what sort of **fastest pa** partnership with our local school district looks like. And the lessons that we've learned in the process and sort of like some recommendations or some guidance that I would offer from my own experience. And obviously, I'm speaking from the community agency perspective. So folks who are here in different roles are going to have really different experiences or really different like avenues into which they would engage in this process. And that's especially going to be really different from the perspective of people on the school district side, right, like that is, that is a different beast, as we'll talk about. But I will also say that I do have some insight into the school district side of things, because I was formerly an elected member of our local school board. And so I got to see things kind of from a number of perspectives, which has been really helpful for me. And I'll also say like, we are still in the pilot phases of this partnership. So

this is, this is more of like lessons learning, than it is lessons learned. And all of this could change in two years. But I do I do really hope that the, the sort of core elements of this will remain the same. Okay, so what is this partnership? So some history and some background here is that this district has seen many years of advocacy by students, in particular, as well as parents and community members related to sexual violence, particularly in the high school. So we started with a known problem that the community was like really acknowledging, and also with a lot of activism on the ground saying, like, we need help, we need support. And that is, like, perhaps one of the most important sort of tools for partners or champions to have, if people who are directly affected by this problem really saying clearly, like, we need help. And in fact, in my previous job, before I worked at SASS, I led a youth leadership program with young people in this district, and a lot of what I learned about what they were asking for, and what a beneficial partnership would look like for them, really was from those kids. So like when I think about what it means to have this as partnership and how we, how we've sort of created it and what our goals are, it really comes from what those students taught me and what they said to me like day in and day out, they really wanted, it was actually those kids who reached out to me outside of my professional role, who asked me to run for the board, for the board specifically to bring these things to light. So this really is, honestly their program as much as it is anybody else's. So knowing that all this activism was happening over the past three years, our district had begun, began experimenting with a number of forms of nonprofit community partnership. Prior to the pandemic, even they were really proactive about acknowledging some of the challenges that were being faced by students. And they were really trying to get creative with their solutions. And then pandemic obviously changed a lot of things and laid a lot bare and during the return to in-person, we saw a really big uptick in like extreme distress amongst the kids in our in our area. uptick in suicidality, we had a cluster of young people who died by mental ailments. And and some increased reports of sexual harassment, sexual violence, increased distress, we were seeing, you know, more instances of like, online sexual harassment, being really public and really visible in ways that were really upsetting to a lot of folks. So the district had leaders who knew that they needed to bring in more support. And I think, as Meg has said, already today, knew that, like they couldn't provide 100% of those resources, right, they just, they just can't. And so bringing in an outside party was one of the ways that they were working to fill those gaps. So we really built on some of the work that the district had already done with both our local mental health crisis agency and our substance use disorder agency, which had these sort of partnerships in high schools already and kind of built out with the support of some school board members after I was off the board, and the superintendent and some other folks who are really engaged in the work to sort of like talk about what what would they want, what would it look like, what could be helpful. So I presented like here, the many things that could potentially offer like we could start with the small and just do education and training for staff at all levels, so offering technical assistance, offering classes offering resources, we could also do that for students in the high schools. We could do Erin's Law presentations, we could do healthy relationship education. We could add in if we want to do, as a sort of like middle, we could add in rapid response in the high school. So when there is a disclosure of sexual violence when that process has been initiated, bringing in a SASS advocate to support the student in that moment, or we could go like real big and we could also add in having co-located advocates in the high schools. And the district was like, let's do it all, which is amazing, and I think really demonstrates their commitment and excitement, and really how vital they think it is to bring in supports for students. But that also means that we started big and starting big, it's really hard, right? Like, we really jumped into the deep end. And that has meant that we've had to work a lot of these, a lot of the challenges out like in real

time, already having sort of this goal of like really high, like a really high level of service. And that is truly challenging. So, for the past year and change, we have been hiring these advocates, we've been building capacity, both internally by doing training and education here also preparing for the kind of training and education and resources that we would be offering professionals and students doing outreach to to sort of like help people understand what we, what we are working with administrators to build the systems that are necessary, etc. So, with all of those things, I do have some lessons that I feel like I have learned that I could offer to everyone.

So I'll sort of walk through what we've learned by talking about some of the challenges that we've faced. So the first is, and maybe honestly, the most important lesson is that we really needed to start from the start with a lot of the stakeholders involved. I have this kind of like presumption, because this is my work. This is what I've been doing my entire career. I think about this all day, every day, that like everyone already knows what we do. Everyone already knows how important this is. And that's just not true. Like, I would actually really hope that the majority of people in our community have not had to interact with my agency. Right. And so they often don't know what we do what we are or what like the why, right, we've already laid out a big part of the why in this presentation. And particularly in that partnership guide, I think it really lays out like, why is it important that we offer these kinds of services, these privileged confidential services to young people who are experiencing sexual violence. But that isn't something that's universally known. And so really starting there, and making that ethical case has been essential, both to help people understand, like, literally what even is this, but also to find, like, where are those places of shared values, because even if people are, even if we're like, you know, somewhat on different pages about like how we think we're gonna get to an envisioned endpoint, I am pretty confident in saying that every single person I have worked with in the school district in the community, writ large, has a shared value that young people shouldn't be experiencing sexual violence, like full stop. And so we can always come back to that if we get that ethical, why we sort of start there. However, the ethics aren't enough, right? Because there's a lot of things ethically, I might think that I want that maybe aren't like legally possible. And so really making sure that we started with that ethical case, but also that I was really confident in my understanding of what was legally viable, what we could offer what the district could say yes to, and ensuring that when there were people who maybe weren't on the same page, or when we didn't share that, like immediate common ground, we could sort of talk through like, look, it's settled that we are legally allowed to offer this. So now that that's out of the way, what could we do to make this more functional, more viable, more comfortable for everyone involved, instead of arguing about law, like I'm not an attorney, right? So I'm not the person who should be arguing about the laws of being able to be really confident in that. And then just being able to say, like, that is what it is, let's move forward was, was really important. Within that, like within the sort of, okay, we know that is legal. Now what I think a really important thing that we have had to like learn and relearn all the time, is it says things are always going to be more complicated than I maybe wish they were, right, like that shared value, that ethical value that young people deserve care that they should not experience sexual violence. That is simple. The actual logistics of doing that is deeply complicated. And it is complicated from our end at SASS, from our community agency and is to think about like, Well, how do we build capacity? How many staff do we need? It is infinitely more complex for school districts. And that's something that I have really had to continually remind myself, remind my staff, remind all of us when sometimes we do get frustrated, right, because we want it to be easy. But it isn't, right, these are potentially some of the most complicated systems we could work within, right, schools

are providing like of course civil rights to young people and acting en loco parentis like that is such a huge responsibility. And so as a community agency, when I have found myself getting kind of like frustrated or antsy or just wanting to move forward faster, reminding myself of that has been really vital. And I think that I really want to acknowledge and that has been really present and has become really obvious to us is that providing space for truly privileged confidential resources for students is complex, but it's also scary. And that's a really good reason. Right? Schools have like legal, ethical, public relations, logistical, all of these liabilities and systems that they have to work within. And most of that is set up around a construct like of disclosure, right, like mandated reporting or reporting as sort of a fundamental and core element. And that is, in a lot of ways, a really positive response to the culture of silence that had been, that has been so prevalent for so long. It's good that we now have a response to that that says, like, 'No, you are not permitted to remain silent.' However, it is also important, as we've seen today that we have access to privilege and confidentiality for for young people. So finding that that balance is really tough. And we've had to really puzzle through quite a few of these, like very complicated things that privilege and privileged confidentiality does actually make more complex. So suicidal ideation procedures, what do we do with that? We are confidential, privileged advocates, it doesn't matter if a person says that they intend to kill themselves, we cannot break their confidentiality. So this again, goes back to the like knowledge of the law and really helping people to understand that like, privilege doesn't bind my clients, it binds me. Right? It's on me that I am legally required to maintain that privilege. Even if in a moment if a person says that they intend to kill themselves, like I don't want to send them out of my office, right? Like that would not feel good to trying to figure out like, what does it look like to really do like careful, thoughtful trauma informed best practices, informed responses to suicidality while also being bound by privilege has has really, truly been challenging, and I'm proud of what we've created. And also, we haven't yet stress tested in the world, right? That has not yet happened for us. And I truly hope it never does. And I anticipate that it will. And that that will be a really tough day for everyone involved. We've also had to really consider it like, well, what if a, what if one of the people we're working with discloses that they are not a threat to themselves, but to others, right, that they intend to like cause some kind of harm within the school? What do we do with that? Are they a client, if they just walk into office and say, like, 'Hey, I'm gonna hurt people, but I'm not a survivor of sexual violence?' Do they deserve privilege? Do we, are we required to provide it to them? Those have been complicated questions that we've had to sort through. Even something as simple as like, who is eligible. I, as I've already said, we don't ask for ages most of the time. So what does that mean? We are on campus when we meet right. In our school district students badge in and badge out of every place they're in, right. So they are tracked with their student ID so that parents, teachers, administrators, everyone knows where they are. So if we had an office that was called, like SASS office, and a kid badged into there, does that inherently indicate a disclosure, we had to really clearly write into our contracts that it does not, right? That any person can access our services, whether they're a survivor or not, whether they're experiencing sexual violence, or not, right, whether they're just like hoping to provide support for someone, so that it couldn't be the case that like watching a student walk in to SASS, would be tantamount to a disclosure, and therefore something that another school staff would have to report right. Like these have been really complicated things. I'll also just say that fingerprinting has been like a very giant hassle that I still have not completely figured out. So again, with the like, sort of lessons that we're learning, what what I what I would say is, if you are in the process of trying to set up a partnership like this, regardless of what sort of like, what side of the continuum you're on, right, whether you're a community agency, school, whatever, starting by looking at, like some of the

models that your district has already used is really helpful. We were able to draft on a lot of the things that our other community partners had done in our schools. And then also, that really demonstrated the places where like, the difference is significant right, suicidality, privilege, like those things are substantially different. And it gave us some chances to sort of puzzle through those while already having a little bit of a map. And so that really leads to the next big takeaway.

And, Meg, I'll actually ask you to go back one real quick, sorry.

Which is to say that connecting with those other agencies and other experts also means connecting with legal experts. Because again, I'm not a lawyer, I'm not an attorney, I don't have that expertise. And so ensuring that I not only understood the law, but that I was writing it into clear, consistent and defensible process and procedure was essential for me, because ultimately, there's going to be a moment where someone challenges this and I'm going to need to know that I can come back and say here's what our process and procedure was. Here's the legal guidance that we received indicating that this is acceptable practice. Here's how I ensure that that happened, and then I'll be able to sort of like hang my hat on that. I will also say that working in the schools is really different for us than working other spaces. So in the hospitals, for example, we already mentioned the, like, the legal requirement that hospitals in Oregon require or provide advocacy, advocacy. Schools don't have that requirement. So if we walk into a hospital and we see clinical staff who is resistant to us being there, we can say, you know, I really understand that you're not comfortable. However, the law says that we're required to provide advocacy to the survivor, so I'm going to need to step into the room and have a quiet conversation. We can't do that in the schools. And that is just kind of like a relational shift in sort of who we are and what we are. In a hospital. If a client wants to walk out, as long as they're not under arrest or, you know, on a psych hold, we can help them walk out, they're not legally obligated to stay, the hospital can't make them stay, we can help them walk out. We could not do that in a school, right? Like that would never be acceptable for us to be like, Come on, kid, like, let's walk out, no matter whether they have like open campus, whether that student is allowed to walk out, we could not be part of that. So those have been interesting, just like differences in how we approach things. And then the final big one here is understanding again, that schools are so complicated, we had to really get comfortable. And honestly, I don't think we are really all the way comfortable with how much change and just continuity there is right. Staff changes, positions, change departments, you know, unfold and refold and get reconstituted. People don't respond over summer break. Those are things that are really challenging for that outside partner. So it has definitely been something that we have had to make sure we have written in like, who is our point person? Who can we call? What do we do if that person isn't calling us back? What do we do if that person's job has changed, and we like didn't actually know it? Those are all things that I would recommend really thinking through in advance. Right, now we can pop forward to the takeaways.

So my big takeaways from all of these lessons that we have learned and are learning and I don't know, will learn in the future, who's to say, are just like these sort of handful of things. The first is to remain grounded in the fact that the presence of an advocate is not meant to relieve the district of their responsibility to reporting and response procedures, right, no advocate program should be designed for that. It's not meant to be an end run around of those procedures. And we need to know that and we need to frame our discussions around that. Because there are going to be people who, I think for very

good reason, feel that that may be true, right? That privilege and confidentiality feels like secrecy. And that's scary like, particularly for folks whose job is to, I don't know, like gather evidence to make a case. I can imagine it being really awful to hear like, okay, but except for this one space, there's going to be a lot of evidence, and you're never going to be able to know what that evidence is, like that is that is really disorienting. But reminding people that like that's not what we're there for. And then in fact, in my experience, if young people are seeking our services, it's because they they don't want to keep a secret any longer, right, they want help making a disclosure, they want help seeking out services, it just might take some time, it might look different, it might not be on the very first day, it might take a year. But for us, from our perspective, waiting that time and ensuring that that young person is able to consent and able to truly be in charge of their choices is more important to us than the speed that would happen if there was a mandated report made on that day. Also, every single other person on campus is a mandated reporter. So they have a lot of other options, right, and we can help them access those. Also reminding ourselves that this isn't actually creating something new, it's just providing new avenues for access. As I've already said, young folks access our services all the time, teachers call for TA all the time, we're not building some completely new thing that is like unheard of, we're just showing like, a district is just showing, by virtue of having a contract with us that they value creating easier avenues for students to access those services. I will also say that one of the big things that again, has been a reminder for me is that this is really scary. And people get scared of this, because it's scary. I'm inured to that, right. Like I'm so numb some days that I forget how horrible this is. But people are afraid to talk about this because they're afraid to acknowledge that young people experience sexual violence and we should be. That should be something that horrifies all of us. I, it has really softened my heart often to see how uncomfortable people are and to remind myself that like, they don't spend all day in this horrible pit of sadness that we do, right? They're doing a huge job by breaking the culture of silence within themselves even and that one of our jobs potentially is to be there for them in that moment and to help them work through that discomfort. Breaking down those barriers both internally and and for the district, really demonstrates how important they find it. And that's powerful in and of itself. So even when I have felt frustrated, because I felt like, oh, what we're doing isn't perfect, or it could be better, or I wish we were doing more, I've also had to remind myself that if there is a young person who simply knows that they have access to our services, that in and of itself is a benefit, right, that in and of itself is potentially disrupting some of the institutional trauma they might be experiencing. And we've done that with other things. Right? Districts have done that with mental health crises, they've done that with substance use, they can do that with sexual violence as well. And the final thing that I will say is that this is the long game, right? Working with kids is the long game. And sometimes the discomfort means just letting that game play out a little bit. I'm not a patient, person, by nature, I want this to have been done yesterday. And it's not going to be. We're working with kids throughout their adolescence, we're working with the goal of helping them become healthier, happier, safer adults. That takes time and we need to be willing to wait for that to play out and and experience that alongside them in order to understand whether or not what we're doing is successful. That is what I would leave everyone with and hand it back to Meg.

Megan Foster 1:21:16

Thank you so much Martina. And thank you, Kate. It's really exciting to hear both of you talk. Because I agree with you, Martina, I do think there's a shared goal that we do not want kids to be experiencing this. And there's so much promise in creating partnerships to ensure that everyone is having access to

the safe supports. So thank you both, we want to leave you all, with just a couple of resources. Eli is going to drop the slides back in the chat, those went out with the email I sent this morning, but want to make sure you all have those as well to reference back to.

One key resource, as we keep referring to is that partnership guide. And again, lots more depth than we were able to provide on how to do this. There's sample MOUs, there's samples from school districts and community partners across the state. We'll also flag again, webinar one, a lot of what you were talking about Martina, the folks, two of the presenters were from Douglas County, and they, one is from the local DVSA program, and one is from the local child advocacy center. And they talked a lot about how they partner and what that looks like and how they coordinate with the school. And just like really great additional examples for how to do this work. So highly recommend checking that out along with the partnership guide. Additionally, for folks that do confidential youth advocacy, again, by the end of the month, we will be releasing a working desk reference guide for youth advocacy, it will continue to grow and morph because as we highlighted here, it's so complicated, and it's already 111 pages long. And there's so many things that aren't in there. So wanting to continue to grow and add to it. But hopefully it'll be a good start for helping make sure that all of those systems that you were highlighting, both Martina and Kate are a part of it, and people can understand those.

Additionally, I wanted to share with you all and thank you for dropping that link in Eli, the Oregon Health Authority Rape Prevention and Education Program put together a really cool resource map that allows us to navigate Oregon Student Health Survey data and other indicators across the state but also includes this layer, which lets us look right in the communities that we are a part of and identify all of these different resources and tools that we can begin connecting with, right, if we're not already.

These are just some of the resources that we included in this. In this presentation. I believe the partnership guide has two pages of citations and really great resources added to it. That Youth Advocacy manual, desk reference manual, has four pages, and I was messaging Carli earlier that I had to drop it down to nine point font to fit it on four pages. So I didn't bump up to 112 pages. There are so many great resources out there. And this whole effort is really trying to condense those into a space where people can digest and understand what the wealth of resources are to do this work and serve young people really meaningfully is. Finally we want to offer you all our email address at the Sexual Assault Task Force. If you want to follow up with us, if you want to connect with any of our presenters, please reach out to us. We at the Task Force are here to support you in these efforts and help you connect you to resources, help you You navigate all of these pieces. So we exist to support you all in doing this work well and making those connections. So once again, just want to extend a big thank you to everyone. And we appreciate your time today.