



Setting an Agenda to End Sexual Violence

A Symposium Hosted by the Illinois Coalition Against Sexual Assault, March 27-28, 2024, Springfield, Illinois Facilitated by Aggie Rieger and Nicole Allen



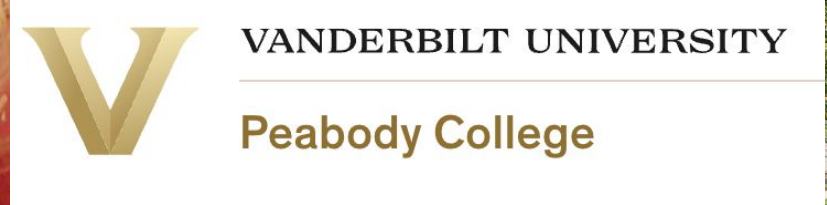
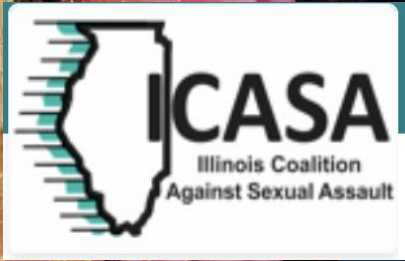
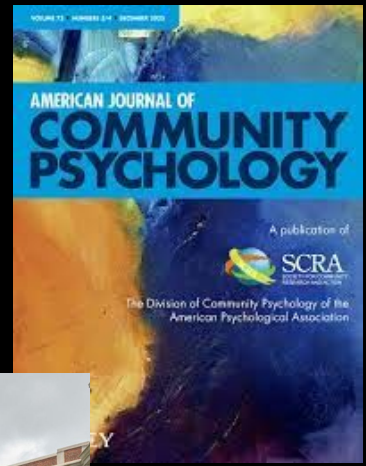
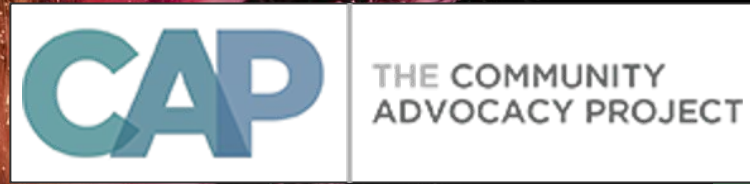
Welcome!



**It's good to
be with you.**



Nicole (she/her)



Aggie she/her



Join a healthy relationships education camp with the University of Illinois Autism Clinic and The Autism Program!

How do I ask someone out on a date?

What do I do if someone breaks up with me?

How can I stay safe online?

What are STIs, and how do I protect myself from them?

What is a healthy romantic relationship, anyway?

Relationships Decoded

This camp welcomes autistic & neurodiverse adolescents through young adults.

Monday, July 24 - Friday, July 28
1:00pm-3:30pm

Learn more & apply by scanning the QR code or visiting this link:
<https://tinyurl.com/2kwm5gky>

The Autism Program
904 W. Nevada St.
Urbana, IL 61801

\$20/person
Fee waived upon request.



Purposes, Promises



**Plan for ICASA,
informed by you**



**Connections,
education,
inspiration for +
between us all**



Prevention is...
Special
Misunderstood
Exciting
Essential



**Prevention is...
Special
Misunderstood
Exciting
Essential**

Let's
celebrate
prevention
together!



We want you to be

Included

Engaged

Playful

Curious

Critical

Yourself





CDC resources STOP SV technical package

Liberating structures




























<https://www.liberatingstructures.com/>

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Check Out Liberating Structures Here

<https://www.liberatingstructures.com/>

<p>LS Menu</p> 	<p>Wicked questions</p> 	<p>What? debrief</p> 	<p>Min specs</p> 	<p>Heard, seen respected</p> 	<p>What I need from you</p> 	<p>Integrated autonomy</p> 
<p>Design elements</p> 	<p>Appreciative interviews</p> 	<p>Discovery and action dialog</p> 	<p>Improv prototyping</p> 	<p>Drawing together</p> 	<p>Open space</p> 	<p>Critical uncertainties</p> 
<p>1-2-4-All</p> 	<p>TRIZ</p> 	<p>Shift & share</p> 	<p>Helping heuristics</p> 	<p>Design storyboards</p> 	<p>Generative relationships</p> 	<p>Ecocycle</p> 
<p>Impromptu networking</p> 	<p>15% solutions</p> 	<p>25 : 10 crowdsourcing</p> 	<p>Conversation café</p> 	<p>Celebrity interview</p> 	<p>Agree/certainty matrix</p> 	<p>Panarchy</p> 
<p>9-whys</p> 	<p>Troika consulting</p> 	<p>Wise crowds</p> 	<p>User experience fishbowl</p> 	<p>Social network webbing</p> 	<p>Simple ethnography</p> 	<p>Purpose to practice</p> 



PEOPLE, PRIORITIES,
PREVENTION, & YOU!

PURPOSES

- Say hello!
- Get some exposure to the excellent work people/organizations are already doing
- Create a foundation of shared language
- Leave this session knowing that you can contribute to conversations about prevention + that you belong here



People bingo!



PREVENTION

People bingo!



PREVENTION

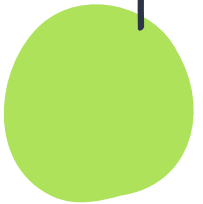
People bingo!

- Find people to sign squares
- Try to sign no more than 2 squares on any card
- Yell "Bingo!" when you get it + you might be asked to share
- Anyone who gets all squares signed will be entered for a prize

TWO PARTS LEFT

1 CDC focus areas

2 Prevention levels





1

CDC FOCUS AREAS

Important ideas about prevention

1. GENERAL OVERVIEW
2. GROUP ASSIGNMENTS
3. VIGNETTE ACTIVITY

STRENGTHEN ECONOMIC SUPPORTS

- ✗ Employment, stable housing, financial stability, and food security are important protective factors
- ✗ Improving financial stability = reducing risk factors associated with victimization

CREATE PROTECTIVE ENVIRONMENTS

- ✗ Change community characteristics
- ✗ Community structures, social norms, environment, policies
- ✗ Context of people's lives
- ✗ Beyond any one individual

PROMOTE SOCIAL NORMS THAT PROTECT AGAINST VIOLENCE

- X Group-level beliefs and expectations of members' behavior
- X Acceptance of violence, restrictive gender norms

STRENGTHEN ECONOMIC SUPPORTS

Shelley Vaughan (PCASA)

Nabilah Talib (YWCA Metropolitan Chicago)

Mary Ratliff (ICJIA)

Aster Gilbert (Center on Halstead)

Tom Hughes (Illinois Public Health Association)

Joshua Gavel (Uniting Pride)

Karina Gil (Chicago CACs)

Tina Bleakley (Mutual Ground)

Matthew Warner (Eastern Illinois University)

Melissa Engel (Safe Journeys)

Ariana Speagle (ILCADV)

Heather Dougherty (IDPH)

CREATE PROTECTIVE ENVIRONMENTS

Teresa Tudor (Illinois Department of Human Services)

Julia Strehlow (ISBE)

Ryan Nottingham (IL Department of Corrections)

Kim Mangiaracino (CACs)

Stacey Stottler (Family Guidance Centers, Inc.)

Julio Flores (Public Health Institute of Metropolitan Chicago)

Vickie Sides (UChicago; EOP/CARES Center)

Jennifer Samartano (Prevent Child Abuse Illinois)

Laura Daily (Chicago CAC)

Megan O'Donnell (Life Span)

Teresa Parks (IGAC)

PROMOTE SOCIAL NORMS THAT PROTECT AGAINST VIOLENCE

Lisa Gilmore (Illinois Accountability Initiative)

Maritza Carvajal (NWCASA)

Itedal Shalabi (Arab American Family Services)

Linda Sandman (Blue Tower Solutions)

Genesis Vasquez (MLEA)

Conny Moody (Illinois Public Health Association)

Margaret Fink (University of Illinois Chicago Disability Cultural Center)

Sam McCarthy (CAASE)

Jae Jin (UIC Institute on Disability & Human Development)

Jennifer Martin (IDPH)

Michael Roy (Resilience)



FOCUS
AREA
VIGNETTE

1. Read the strategy vignette together
2. Each identify and share **one thing about this focus area that you're excited about**, **one barrier** that could stall this focus area, and **one way this focus area already connects to your work**

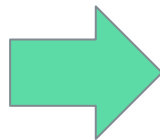
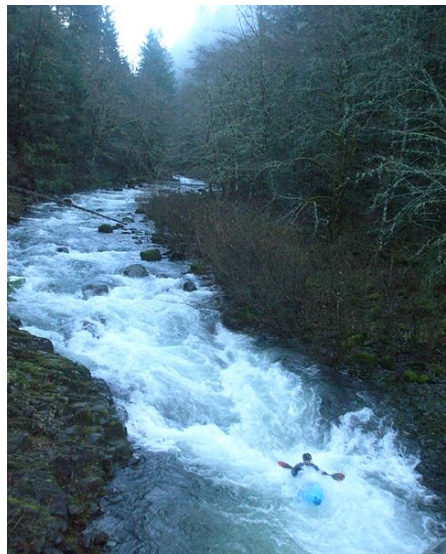


2

PREVENTION LEVELS

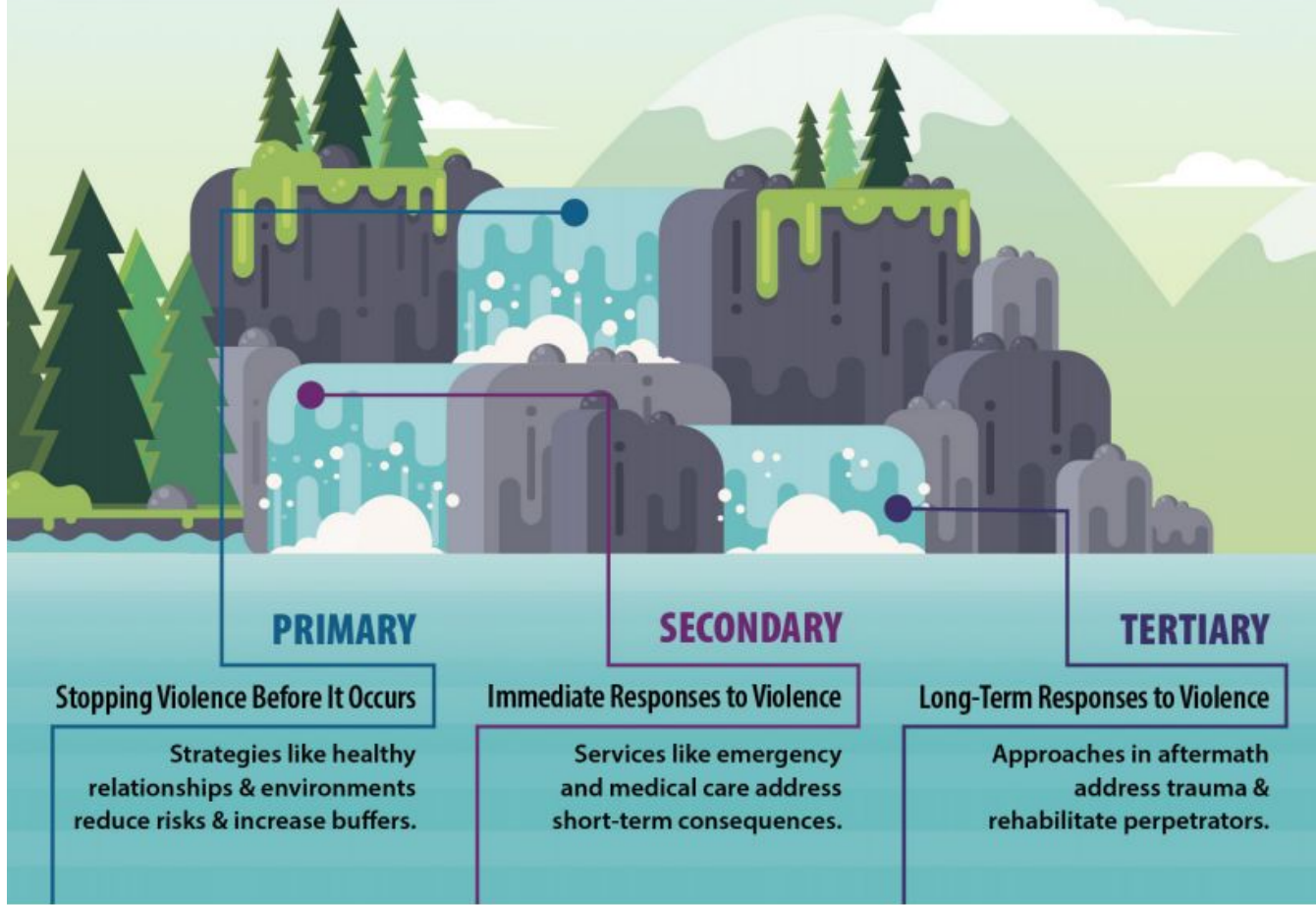
Conceptualizing prevention



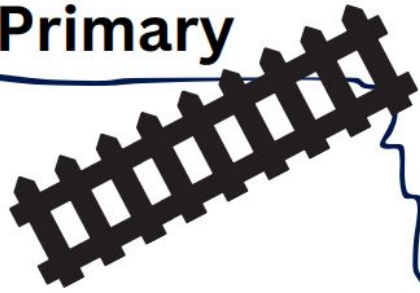


Preventing Violence Happens at Three Levels

Our goal is to stop violence before it occurs.



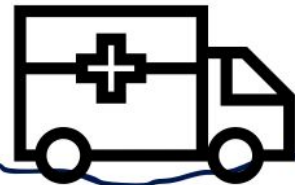
Primary



Secondary



Tertiary





WHAT ARE
DIFFERENT LEVELS
OF PREVENTION
IN THIS FOCUS
AREA?

1. Get together with your small group
2. Label your worksheet with different ideas for prevention activities, within your focus area, at each level - on your own worksheet, write what you are most excited about
3. Large group sharing

We'll collect your worksheets!



QUICK CHECK-IN!

PLEASE COMPLETE
PROCESS EVALUATION



LUNCH!

See you at 1:30pm

Ambitious After Lunch Goals! (aka Purpose)

To continue to make connections

between people, ideas and actions

To create **collective knowledge**

To take up complexity to create an informed agenda for change

To Begin, Let's Draw How to Make Toast!

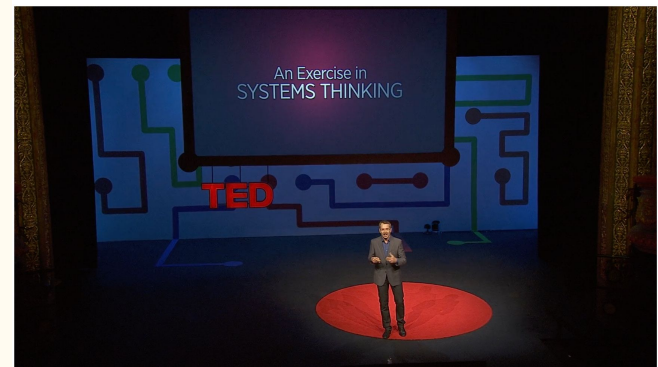
Draw a **picture** of how to make toast. That is, darkened crispy bread.

Use **no words** in your diagram.

Try to illustrate the important actions to someone who has never made toast before.

An Exercise Created by Tom Wujec

See DrawToast.com



Got a wicked problem? First, tell me how you make toast

Draw Toast

1. Share your images at your table. Silently. Pass them around.
2. Reflect on these questions:
 - a. How are the illustrations similar?
 - b. In what ways do they differ?
 - c. Which are clearer?
 - d. Which contain surprises?
 - e. Which would actually do the best at explaining how to make toast?

Toast Takeaways

We naturally create “nodes” (or components) and connectors to explain how things work

We have different standpoints in our approach

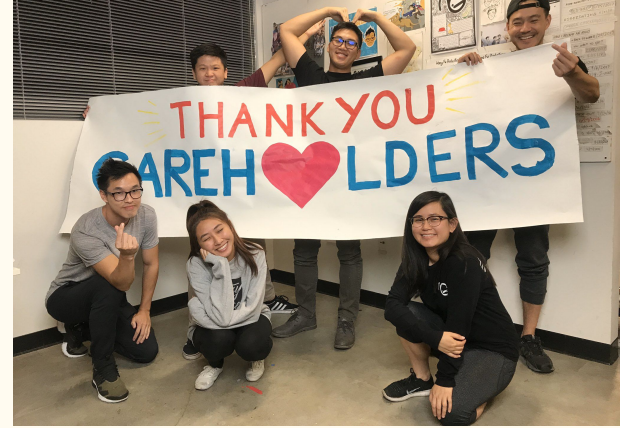
We know how to breakdown complex systems into component parts

Even seemingly simple systems can include many layers

A Quick Note about Careholders

Careholders (verus Stakeholders)

- To move away from the use of “stake” which recalls driving a stake to claim land
- To move toward
 - Investment (Anne Heberger Marion says “beyond detached objectivity”)
 - Care ethic



<https://interactioninstitute.org/from-stakeholders-to-care-holders/>

Possibility

In Curtis Martin's reflection on careholders, he quotes Wendell Berry:

“For humans to have a responsible relationship to the world, they must imagine their places in it...By imagination we see it illuminated in its own unique character and by our love for it.”

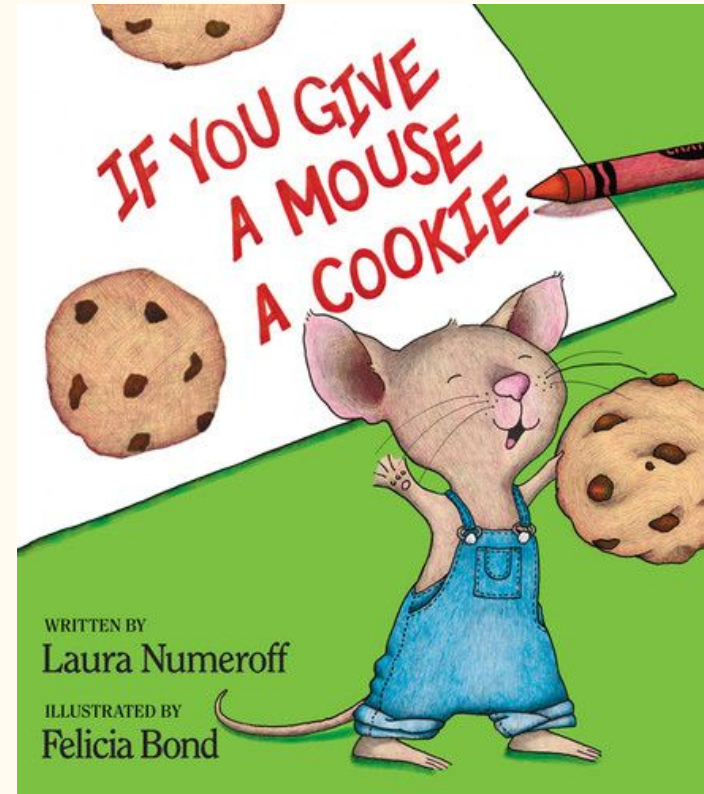
<https://interactioninstitute.org/from-stakeholders-to-care-holders/>

Systems Thinking

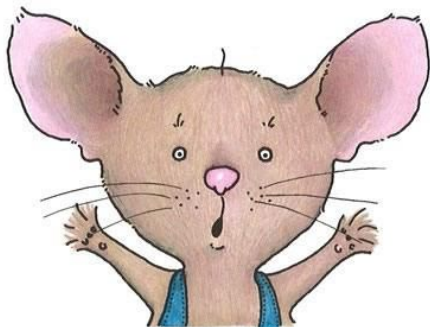
Moves us from thinking about component parts

“If only we had more resources to implement this program.”

to connected, interdependent parts to inform action



When he looks into the mirror,



he might notice his hair needs a trim.

So he'll probably ask
for a pair of nail scissors.



Systems Thinking

When have more resources to implement this program for men and boys, we will need **more staff** or to **redirect current staff** to prevention efforts.

This new prevention work with men and boys might end up **under-resourcing direct intervention** efforts, which our agency has historically valued most.

The park district might still resist intervention with **more than one session (dose)**. We would need **access to diverse settings** where we could engage **key men** who are **natural leaders**. All of this might require even more resources!

We could **engage men and boys**, but we have to **build our capacity** to do strong participatory work, which would probably require **training and technical support**...



Systems thinking is the ability to see the world for its dynamic, interconnected, interdependent, and constantly changing set of relationships that make up a complex whole.

<https://www.unschools.co/journal-blog/2019/8/11/week-14-systems-thinking-101>

Slide Credit: Kristen Tompkins, Human and Organizational Development Capstone Course, Vanderbilt University.

Systems Thinking

This gets complicated very quickly.

So, let's deconstruct.

We start with components...

What are the components of a system?

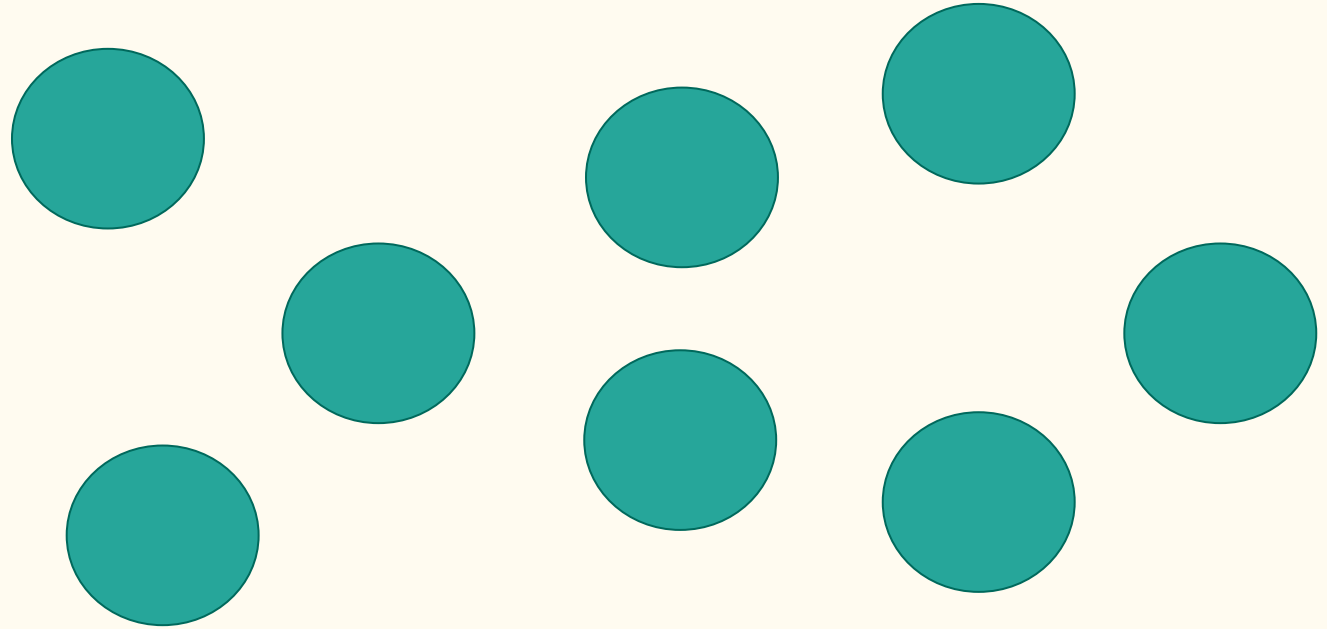
Let's build this together.

- Think back to the Cliff Fall Activity

What comprises the system that shapes/constrains/facilitates enacting primary prevention?

Think in general categories first...

Sets (independent parts or components)



What are the components of a system?

Programs

Policies

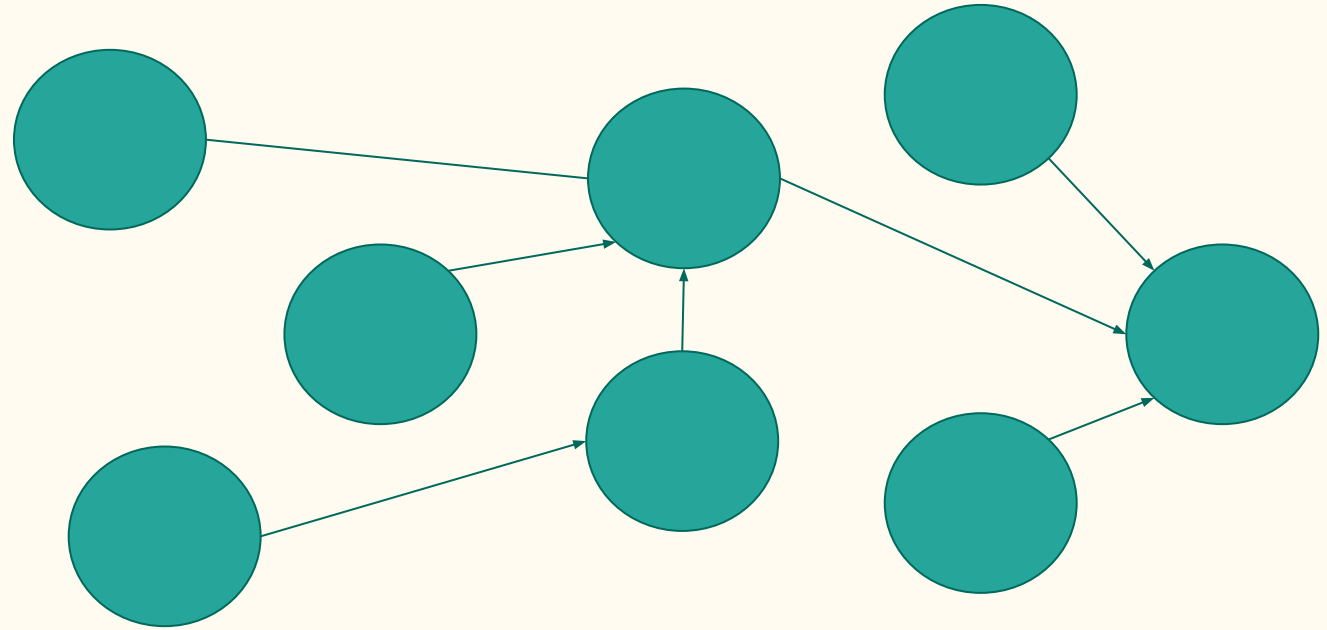
Institutions

Resources

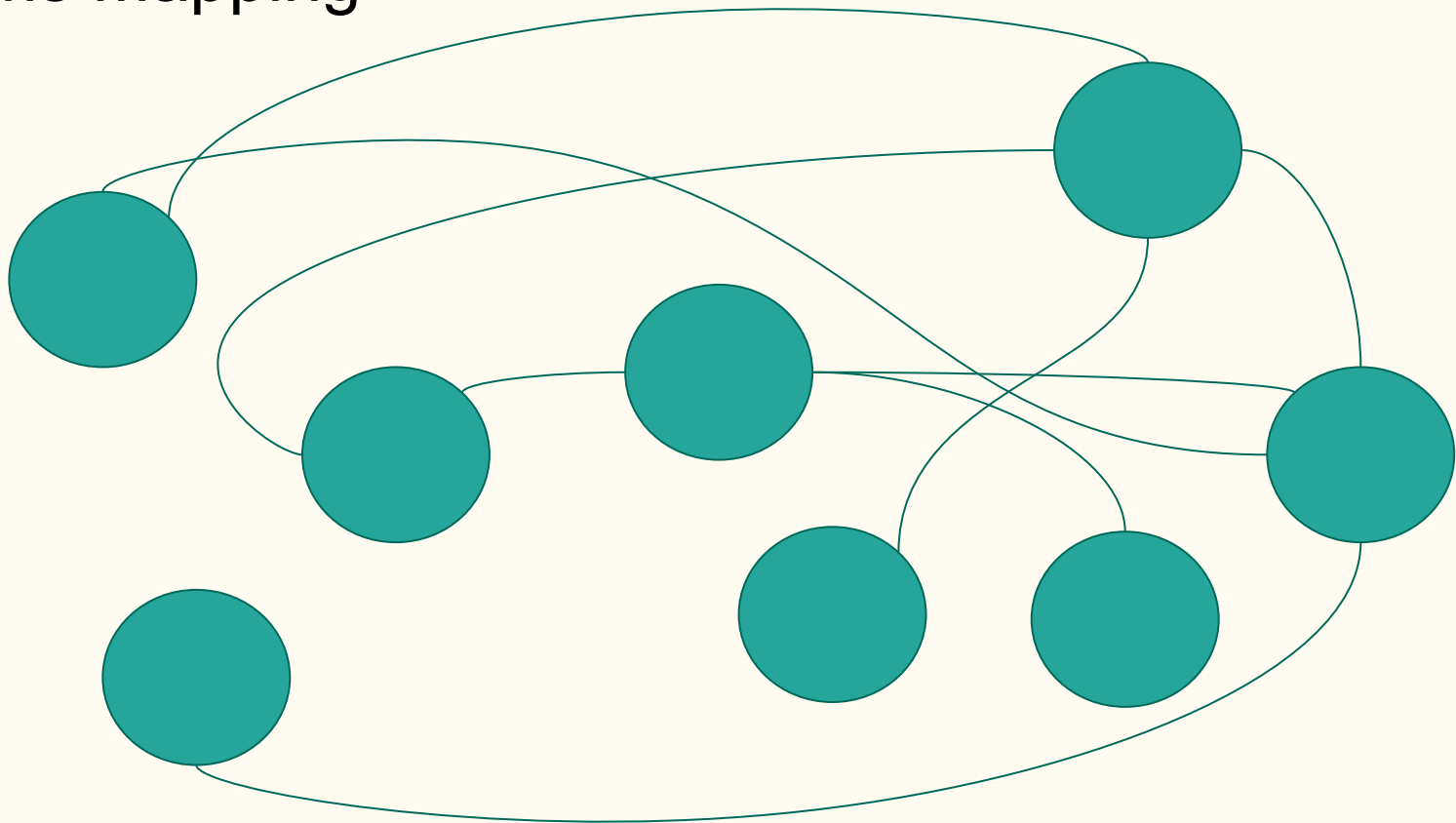
Careholders

Cultural/Social Norms

Linear Relationships (like Theory of Change Logic Models)



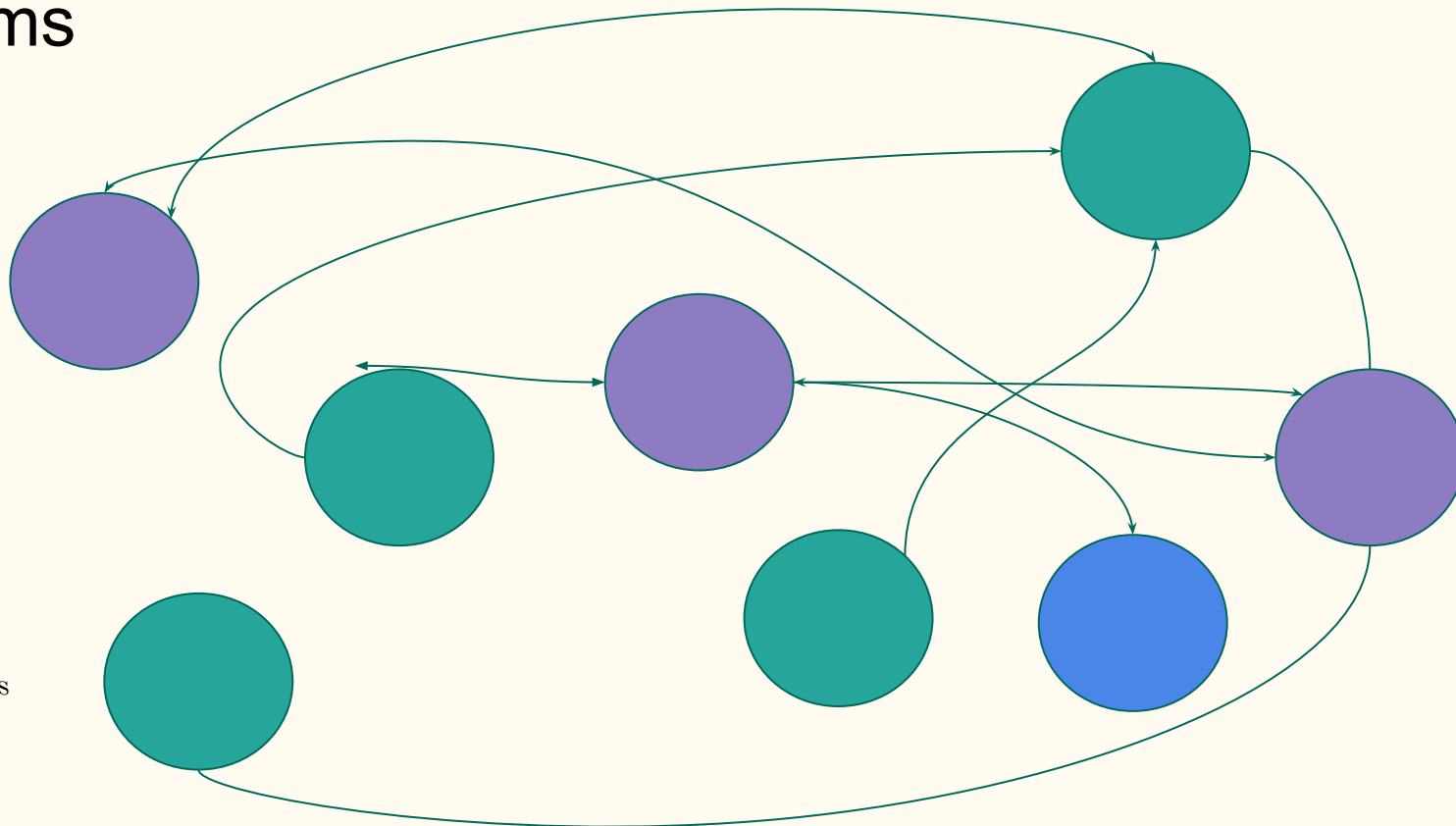
Systems Mapping



Systems

Components

Interdependencies

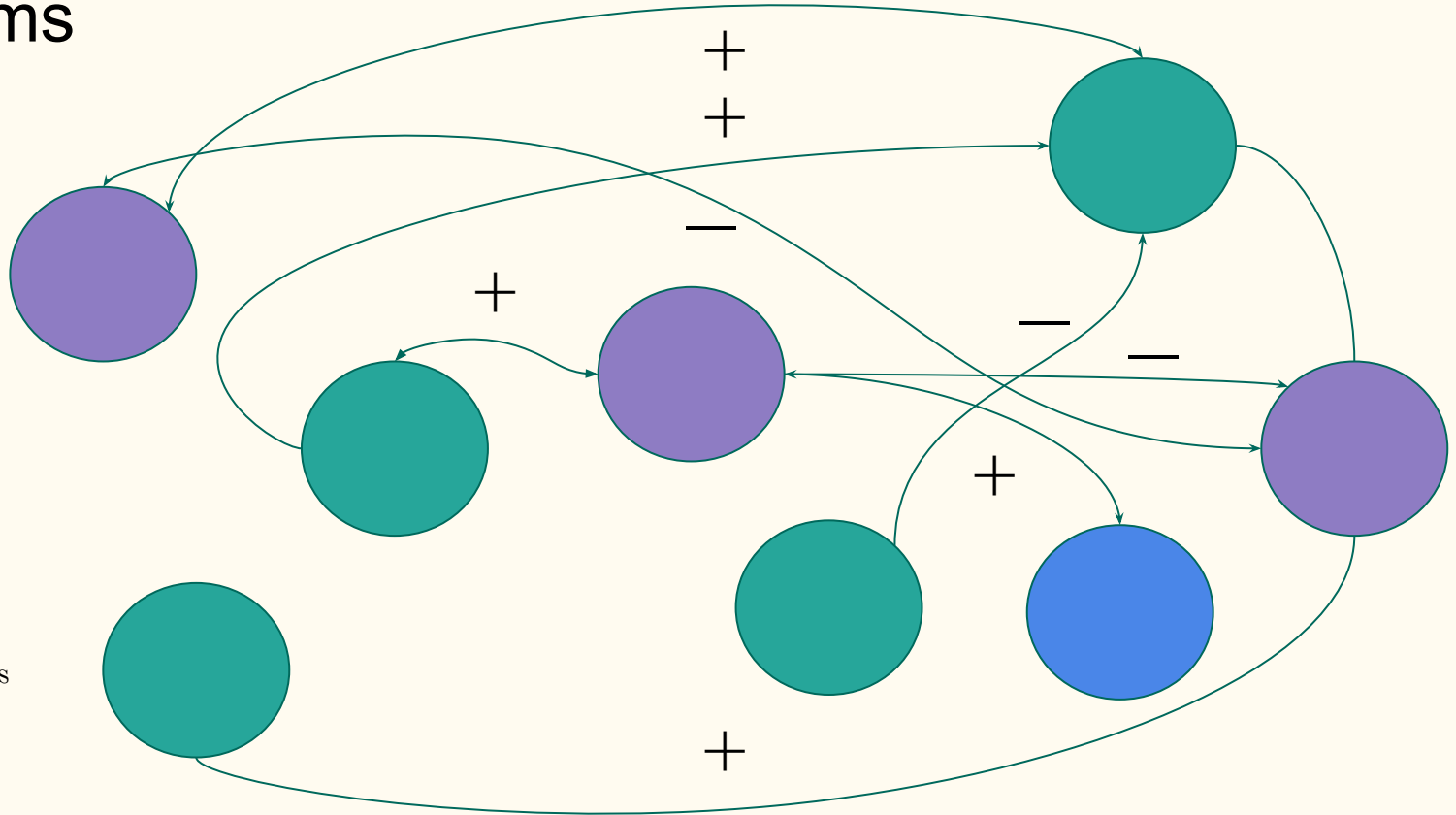


Systems

Components

Interdependencies

Dynamics



Why Systems Thinking?

To...

- “change the system”
- “increase coordination”
- “reduce duplication”
- “overcome territoriality”
- “consolidate resources”

We must get specific! Where? In What Ways? How?

“we posit that most systems change efforts have not fully attended to the dynamics and properties of the contexts they are attempting to shift. Simply put, systems change efforts are intended to change systems; yet, many systems change efforts ignore the systemic nature of the contexts they target and the complexity of the change process” (Foster-Fishman, Nowell, & Yang, 2007, p. 198).

From;

Foster-Fishman, P.G., Nowell, B., & Yang, H. (2007). Putting the system back into systems change: A framework for understanding and changing organizational and community systems. *American Journal of Community Psychology*, 39,197-215.

Why Systems Thinking

Enlivens what we mean when we say **systemic barriers/supports**

Reveals **deeper mental models** regarding what sustains systems

Makes **points of intervention, coordination, duplication clearer**

Identifies gaps

- What components are missing?
 - Resources, people, programs, processes

Let's Take a Systems Thinking Approach Together

Visual Display

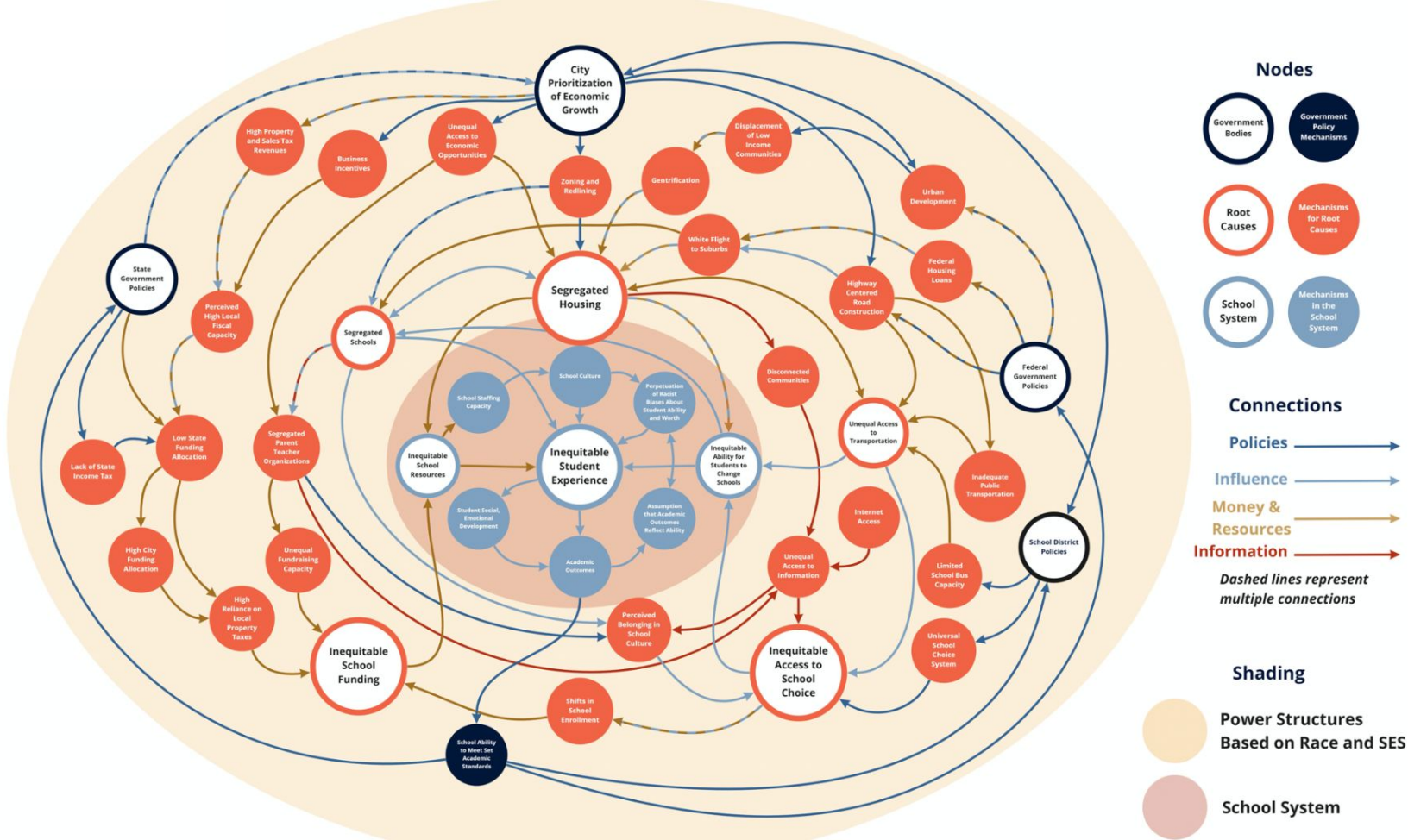
- Making the implicit, explicit

Use Images

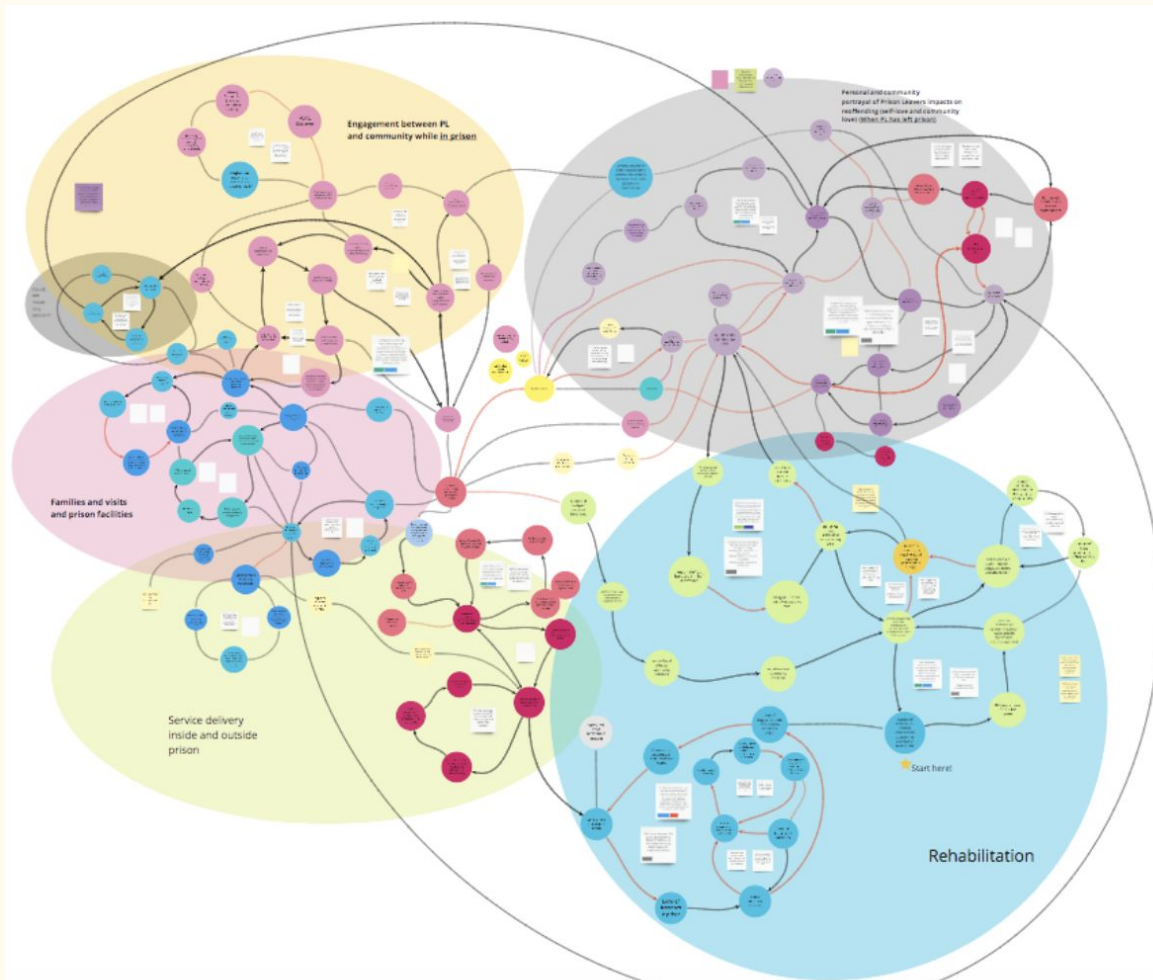
- Be creative!

Group Model Building

- Diverse Standpoints
- Collective Knowledge
- Shared Ownership



Slide Credit: Kristen Tompkins, Human and Organizational Development Capstone Course, Vanderbilt University.



SUBSTANCE USE TREATMENT JOURNEY MAP: What do Providers treating Indigenous Peers Experience?



First Nations Health Authority
Health through wellness

ACCESSING HELP

- Being seen as Indigenous and "less than"...
- We're in CRISIS + it's not being ADDRESSED

- ### UNDERLYING ISSUES
- Stolen Children
 - Intergenerational Traumas
 - Colonization Impacts @ Residential Schools



- people are **NAIVE** / **willfully IGNORANT** of the **TRUTH** about Indigenous **HISTORIES** ? ?
- COST + LOCATION
 - How to support with NO RESOURCES?
 - Most services are in the Lower Mainland
 - Is there transportation?
 - Tools to treat pain due to spiritual, historical trauma?

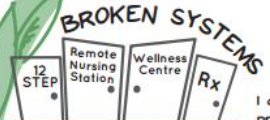


leaving — OUTSIDE COMMUNITY

or staying — IN COMMUNITY

Leaving a community may or may not be a choice...
Who watches the kids?
Pays bills?

HOW do WE KEEP GOING?



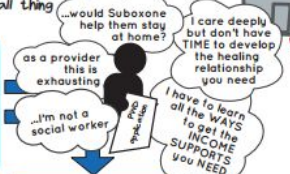
ENTRY POINTS

- Is the clinic SAFE?
- What is the ACCESS?
- Who's the ONE person to HELP?
- Focus on NURSES doing initial assessment

I feel caught between treating pain + enabling addiction

DECLARED

I can only provide ONE small thing



NOT DECLARED

How do you create opportunity to get that person to return?
• excuse for bloodwork



TREATMENT CENTRES

- HIGHLY VARIABLE in drug testing + protocol, right treatment is almost LUCK
- Non-regulated environment
- What is the referral process?
- Doctors can pick + choose who they see
- Who can refer?

NO AFTER CARE PLAN

system is UNDERFUNDED
DISCONNECTION WHEN PEOPLE RETURN HOME

returning HOME

are TRIGGERS still THERE?



OUR CULTURE IS WHO WE ARE + IT WAS STOLEN

CULTURE



FAMILY SUPPORTS ARE KEY

WE KNOW OUR WAYS



RECONNECTING

CULTURE

We will RECONNECT+ be WHOLE again

- work in PARTNERSHIPS
- fund ADDICTIONS + SUBSTANCE USE ISSUES
- returning to WELLNESS
- CULTURAL PROTOCOLS exist... we need to (RE)connect with it as INDIVIDUALS FAMILIES NATIONS

you ARE MEDICINE



ELDERS

SPRIT



© Daniel Biber, Germany, Shortlist, Professional, Natural World & Wildlife, 2018 Sony World Photography Awards

Systems Thinking

Our Model Building Process

1. Form a Question
2. Give Your Group a Name & Assign Roles
3. Identify the Component Parts of Your System
4. Begin to Build a System that Answers the Question

1. Form a Question to Guide Mapping

Question to Guide Mapping: Group 1

Economic supports is one approach to primary prevention of sexual violence. What factors (careholders, resources, dynamics - constraining and facilitating) shape the implementation of economic supports?

Question to Guide Mapping: Group 2

Creating protective environments is one approach to primary prevention of sexual violence. What factors (careholders, resources, dynamics - constraining and facilitating) shape the implementation of building protective environments?

Question to Guide Mapping: Group 3

Changing social and cultural norms is one approach to primary prevention of sexual violence. What factors (careholders, resources, dynamics - constraining and facilitating) shape the implementation of efforts to shift group level norms?

2. Give Your Group a Name & Assign Roles

You can just be Group 1, 2 or 3,
but if you are moved, give your
group/team a name

2. Give Your Group a Name & Assign Roles

Support Facilitator

Process Watcher

- Is everyone participating?
- Does anyone need support?

Time Keeper

- Allowing for a deep process, but also attending to time and tasks

3. Identify Component Parts of the System

Do this in silence or with minimal talking (just as needed)

Use images/symbols as much as possible.

It is okay if you come up with similar or the same components (you can group them together and remove duplication as you go)

As you develop components put them up on the wall

4. Begin to Build a System that Answers the Question

Move components around

Group components

Identify relationships between components

Imagine dynamics in the relationships

IF you are ready, add some arrows

I Like, I Wish, I Wonder, What if...

Take a tour of the maps!

For each map, **ON POST-ITS** make notes.

Post where indicated!

You can also make notes for yourself on the handout.

<https://toolbox.hyperisland.com/i-like-i-wish-i-wonder>

<https://public-media.interaction-design.org/pdf/I-Like-I-Wish-What-If.pdf>

Notice and Reflect

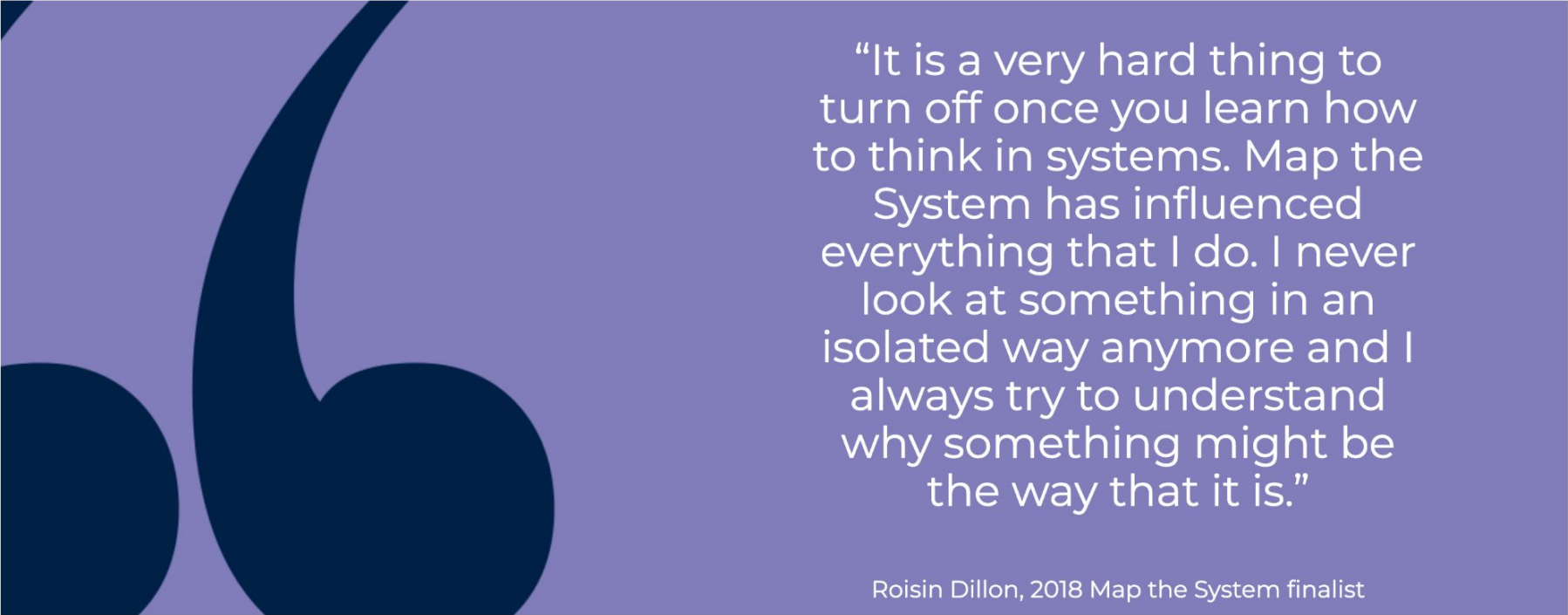
What do you notice about this process so far?

What are you excited about? Insights? Observations?

What questions do you have?



Image Creator and Copyright: Joshua Cripps



“It is a very hard thing to turn off once you learn how to think in systems. Map the System has influenced everything that I do. I never look at something in an isolated way anymore and I always try to understand why something might be the way that it is.”

Roisin Dillon, 2018 Map the System finalist

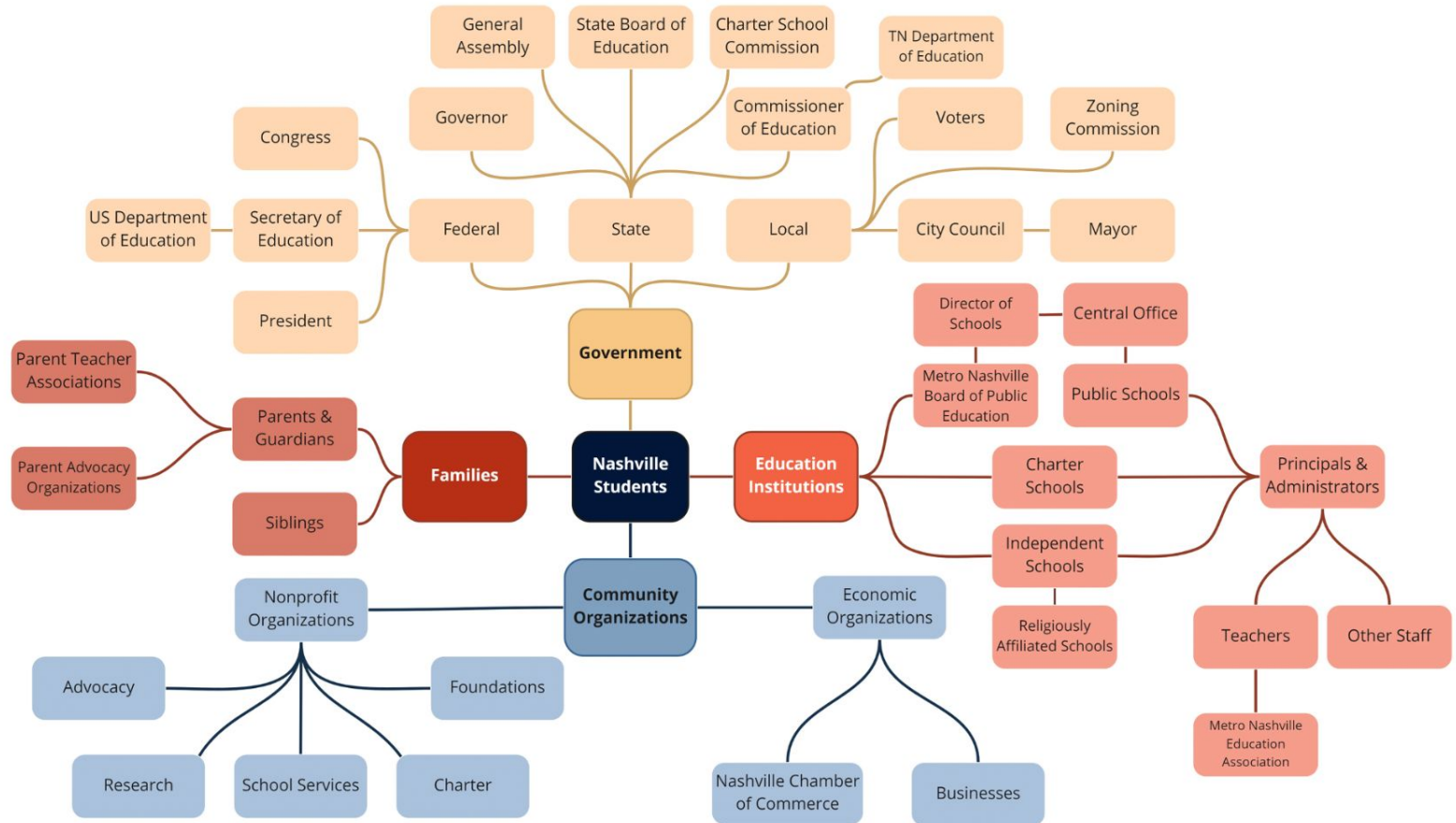
Source: <https://mapthesystem.sbs.ox.ac.uk/overview>

Mapping Careholders

In your maps you likely have careholders as a critical component of your systems

Ultimately they can be organized, too

Careholder Map



Mapping Careholders

Which careholders did your group identify so far?

How do these careholders group together?

Which careholders have ties to each other?

Which careholder relationships could be strengthened?

Who is missing?

Who could be more fully engaged?

What else do you observe about the network of careholders?

1-2-4 All

Take five minutes to work on these questions alone

Take three minutes to share with a partner and

Take two minutes to share with another set of partners

Have one spokesperson share to everyone in the large group

Please give us some feedback!

Welcome
to
Day 2!





Good morning & Gratitude

**Be sure
to check
out!**



The background features a light cream color with a fine, repeating pattern of small green leaves. On the left, there are large, stylized green leaves, including a prominent monstera leaf and a fern frond. In the bottom left corner, there is a dark, almost black leaf with a white vein pattern, and a cluster of pink and red flowers with blue centers. On the right side, a large, semi-circular shape in a vibrant pink color overlaps the background, with a smaller green monstera leaf and a fern frond positioned at its top edge.

Appreciative interviews

The background features a light green and white speckled pattern. On the left, there are large, stylized green leaves, including a prominent monstera leaf. On the right, a large red circle is partially visible, with more green leaves extending from it. The text is centered in the upper half of the image.

Interview a partner!

~5 minutes per person

1. What got you interested in sexual violence prevention?
2. What about prevention makes you feel hopeful?
3. What are you most proud of, regarding yourself or your work?
4. Express gratitude for them sharing!

A decorative illustration of tropical plants. On the left, there are large green monstera leaves and a smaller fern-like leaf. At the bottom left, there is a black leaf with a white vein pattern and a pink and blue flower. On the right, there is a large red circular shape with a white speckled pattern, and a green monstera leaf and a fern-like leaf are partially visible at the top right.

Interview a partner!


Listen for...

- Points of connection
- Reasons to hope
- Reminders of why prevention can be so important, exciting, or refreshing

A large green monstera leaf is positioned in the top left corner. Below it, a smaller green fern-like leaf is visible. In the bottom left corner, there is a black heart-shaped leaf with a white vein pattern, and a pink and blue flower with a red center is partially visible. The background is a light cream color with a subtle pattern of small green dots.

Now, partner up!

~5 minutes per person

1. What got you interested in sexual violence prevention?
 2. What about prevention makes you feel hopeful?
 3. What are you most proud of, regarding yourself or your work?
 4. Express gratitude for them sharing!
- 
- A large red circular shape is on the right side of the slide. Overlapping its top edge is a green monstera leaf. Below the red shape, there are several light green fern-like leaves.



A flock of birds is flying in a circular pattern against a sunset sky. The sun is a bright orange circle in the center, partially obscured by a silhouette of a person. The background features layered mountains in shades of blue and purple. The foreground is a flat, light-colored ground.

**Birds of a
Feather:
A Bird's Eye View
of Prevention
& Your Roles In It**

Ongoing careholder's map



Ongoing careholder's map

1. Summary of careholder's map
2. Doodle, draw, make notes on your dotted paper!
3. Ask: Who is missing?



Principles of effective prevention



Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention. Principles of effective prevention programs. *The American Psychologist*, 58(6-7), 449–456. doi:10.1037/0003-066x.58.6-7.449

Activity purposes

1. Identify broad evidence-based principles of effective prevention
2. Identify at least two attendees who address - or aspire to address - prevention principles
3. Nominate “top principles” that you would like ICASA to keep in mind when planning sexual violence prevention activities

Find a partner!

Identify one principle that that your organization is implementing and one that is more challenging for your organization



Ranking activity

1. Get into groups of about 5, ideally with people you haven't worked with yet
2. Assign one person to be the note-taker

Please take
your handouts
with you!



Ranking activity

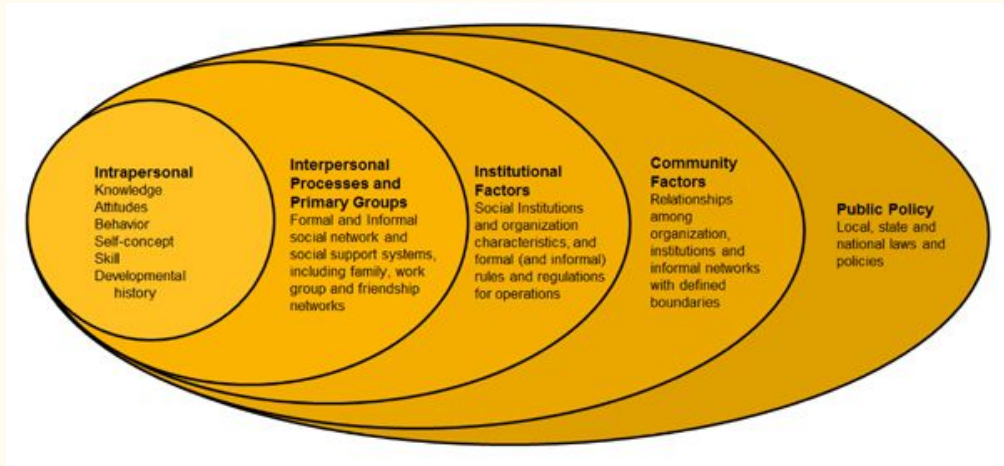
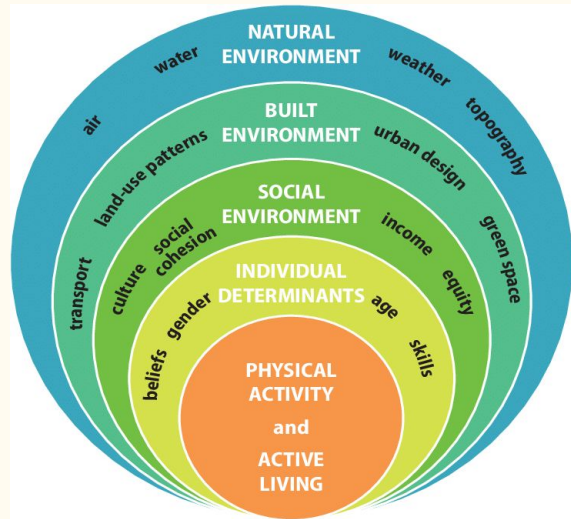
1. Get into groups of about 5, ideally with people you haven't worked with yet
2. Assign one person to be the note-taker
3. Using the Principles of Effective Prevention handout, work with your group to, together, rank the principles, in order of importance, or what you hope ICASA keeps in mind when planning sexual violence prevention
4. Optional: feel free to add 2-3 other principles that you've thought of!

Social ecological model

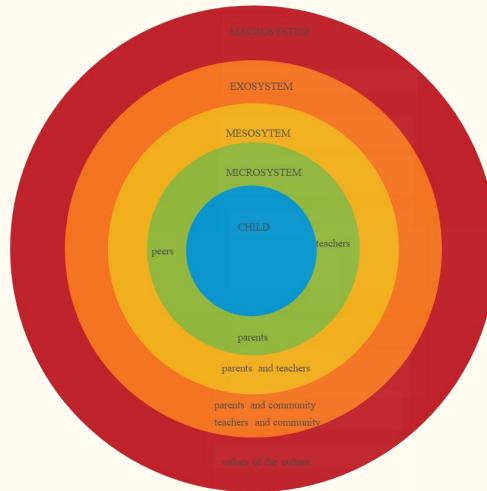


Activity purposes

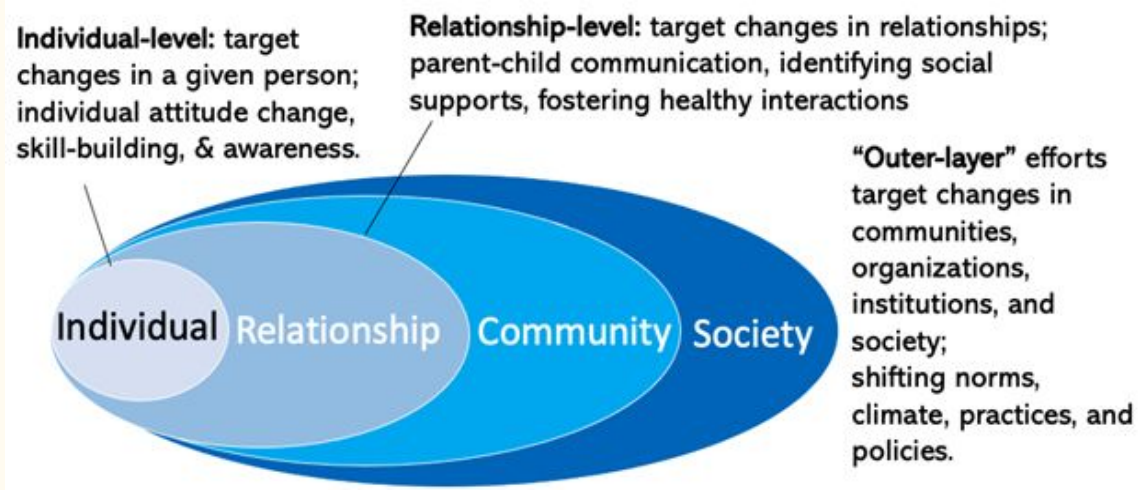
1. Describe the social ecological model, as applied to understanding both interventions + barriers/facilitation to intervention implementation
2. Practice applying effective principle + SEM language in a conversation about prevention implementation
3. Share information on barriers/facilitators with ICASA



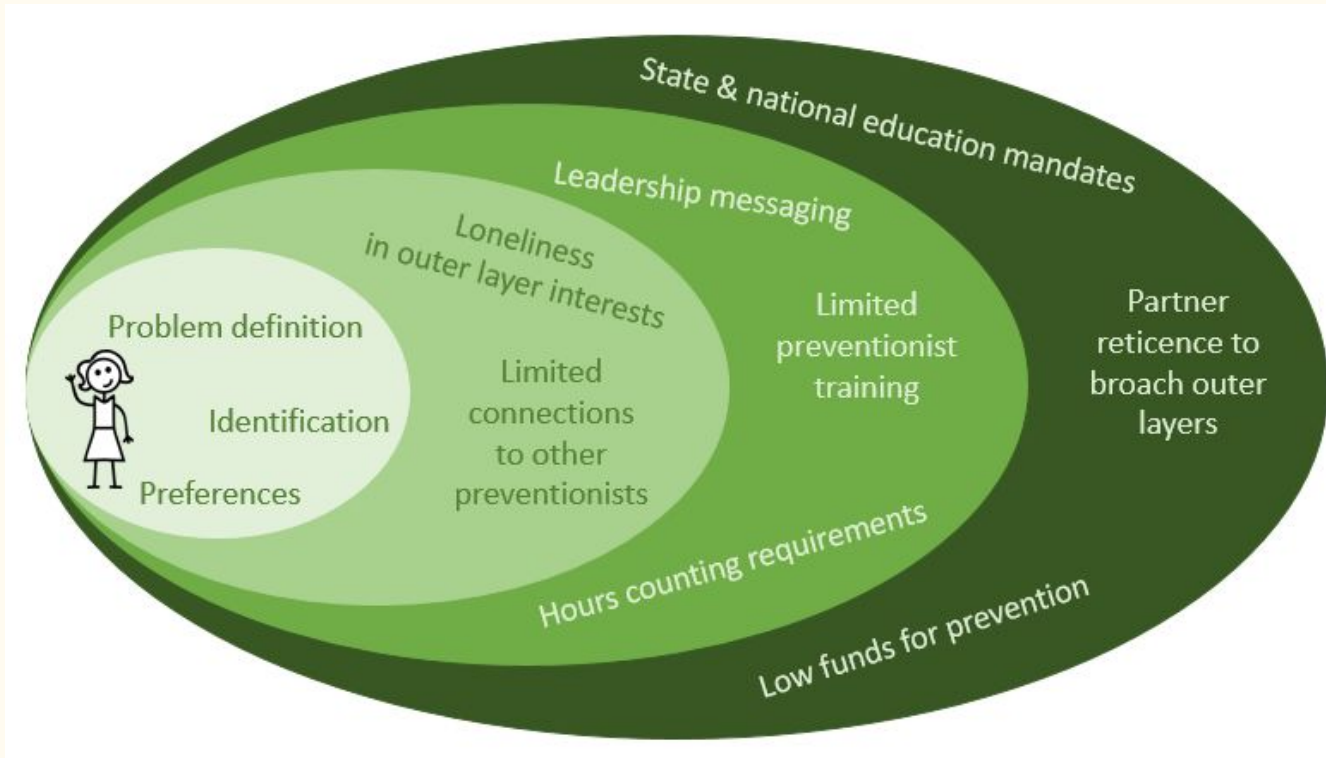
These graphics may be within multiple sources of this work.



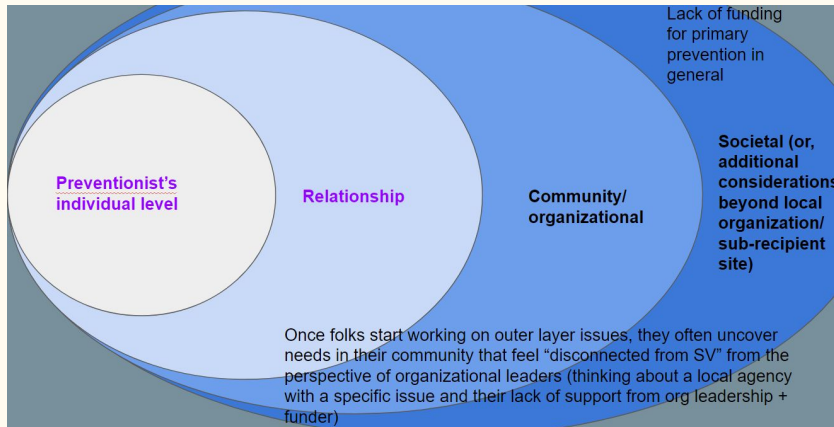
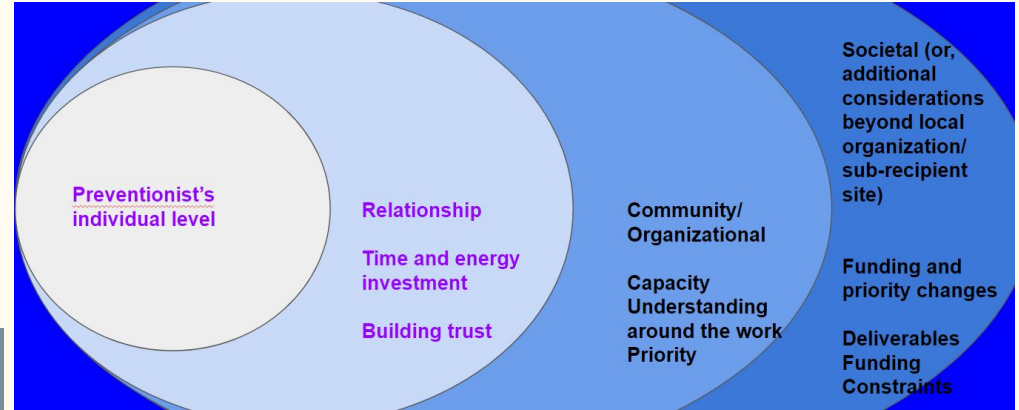
CDC's social ecological model



What helps determine if/when preventionists “move to the outer layer”?



What helps determine if/when preventionists “move to the outer layer”?



Your turn!

We'll collect your worksheets



In groups with 3-4 members of your modeling team, think of a prevention activity (relevant to your model) that includes some principles of effective prevention.

Write a brief description of the activity on the page.

Identify barriers/facilitators at each SEM level for implementing this activity.

Thank you!

Thank you!

And now...

Thank you!

And now...

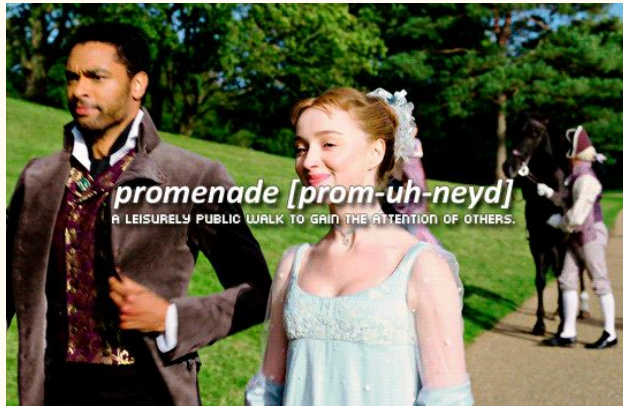
A break!

Take a stroll!

Grab a refreshment

Do a “gallery walk”

Make a friend?



Getting Below the Surface with the Iceberg

Begin with what we see.

Then ask:

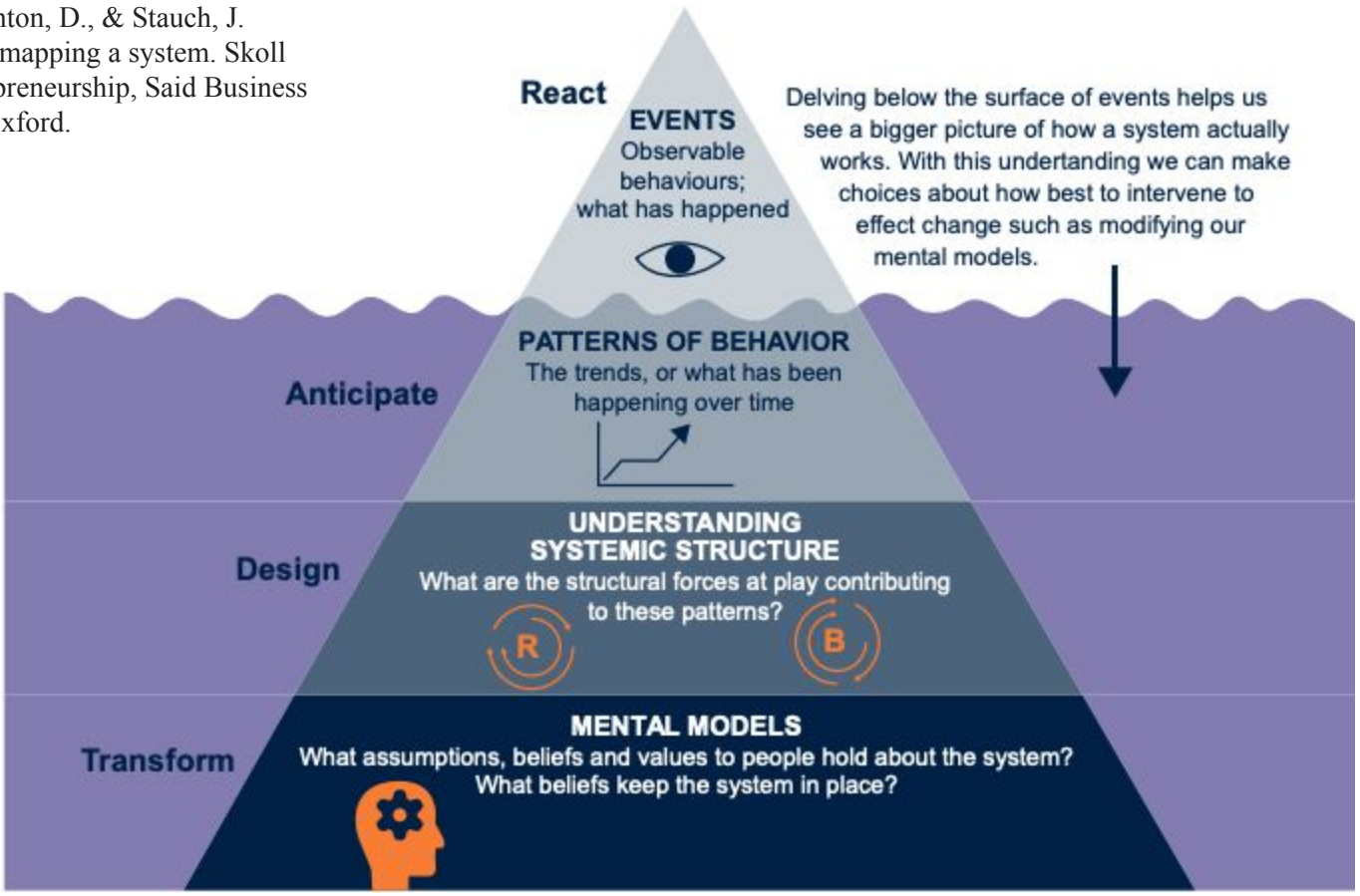
What patterns of behavior are related to those observations?

What are the structures and forces that contribute to these patterns?

What “mental models” (assumptions, beliefs, values) hold the system in place?

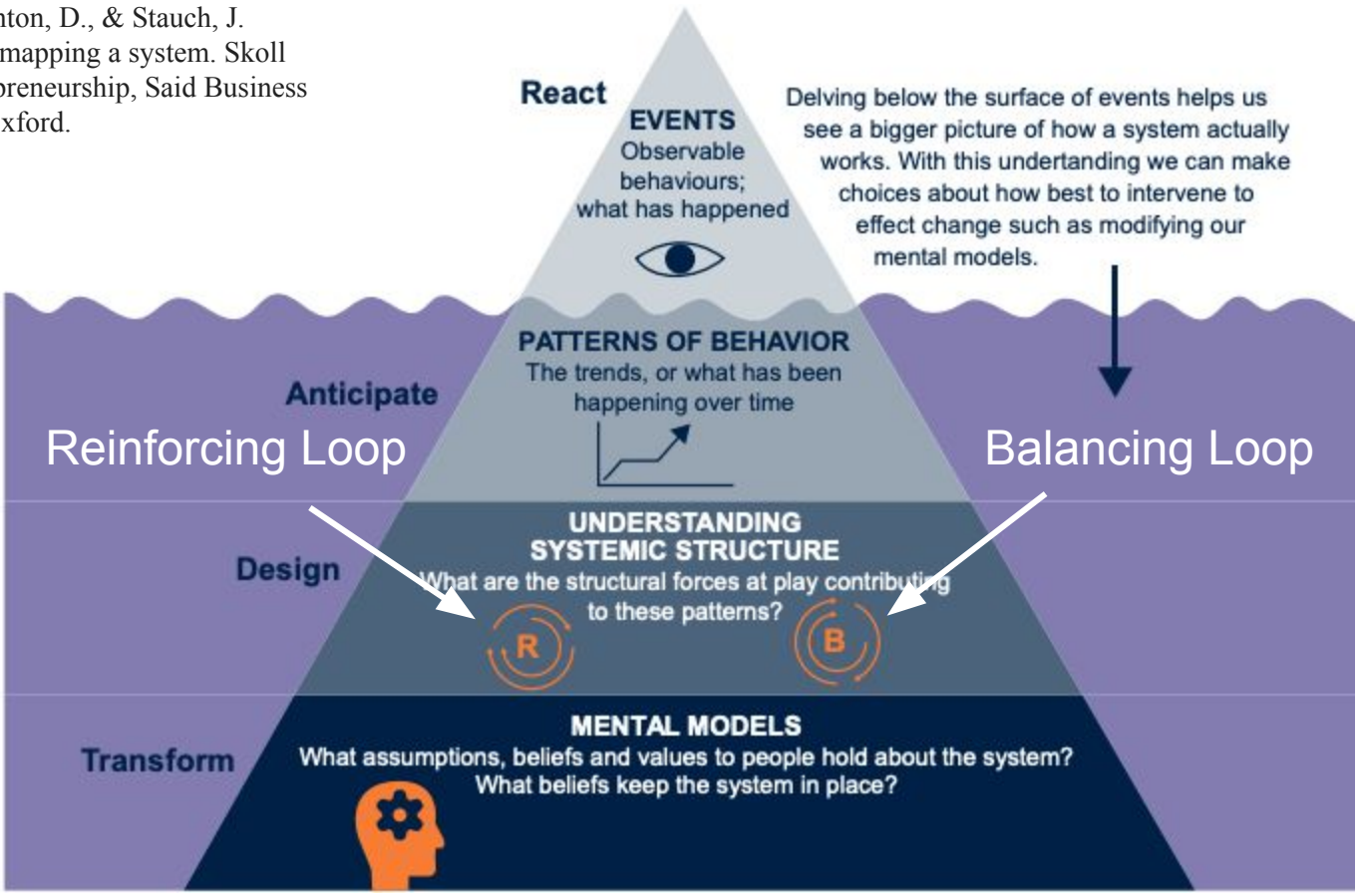
Model from:

Johnson, A., Papi-Thornton, D., & Stauch, J. (n.d.). Student guide to mapping a system. Skoll Centre for Social Entrepreneurship, Said Business School, University of Oxford.

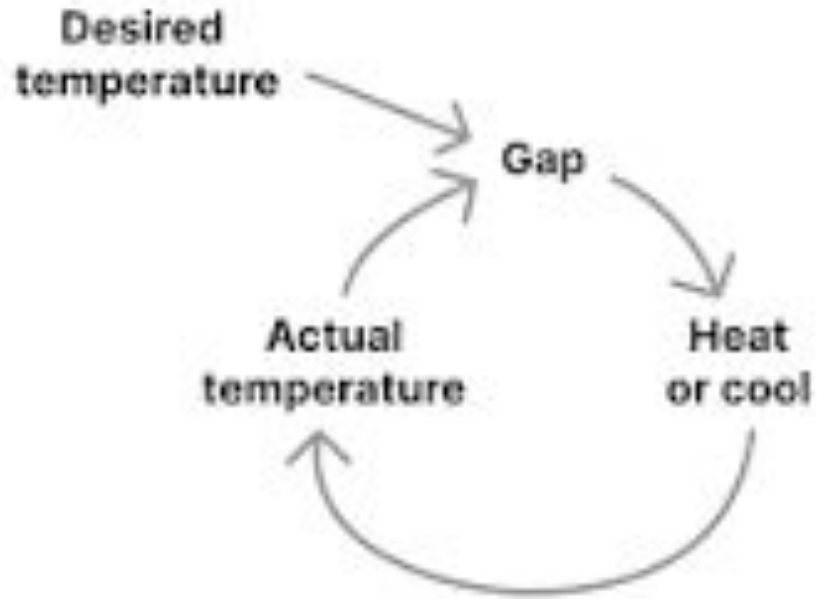


Model from:

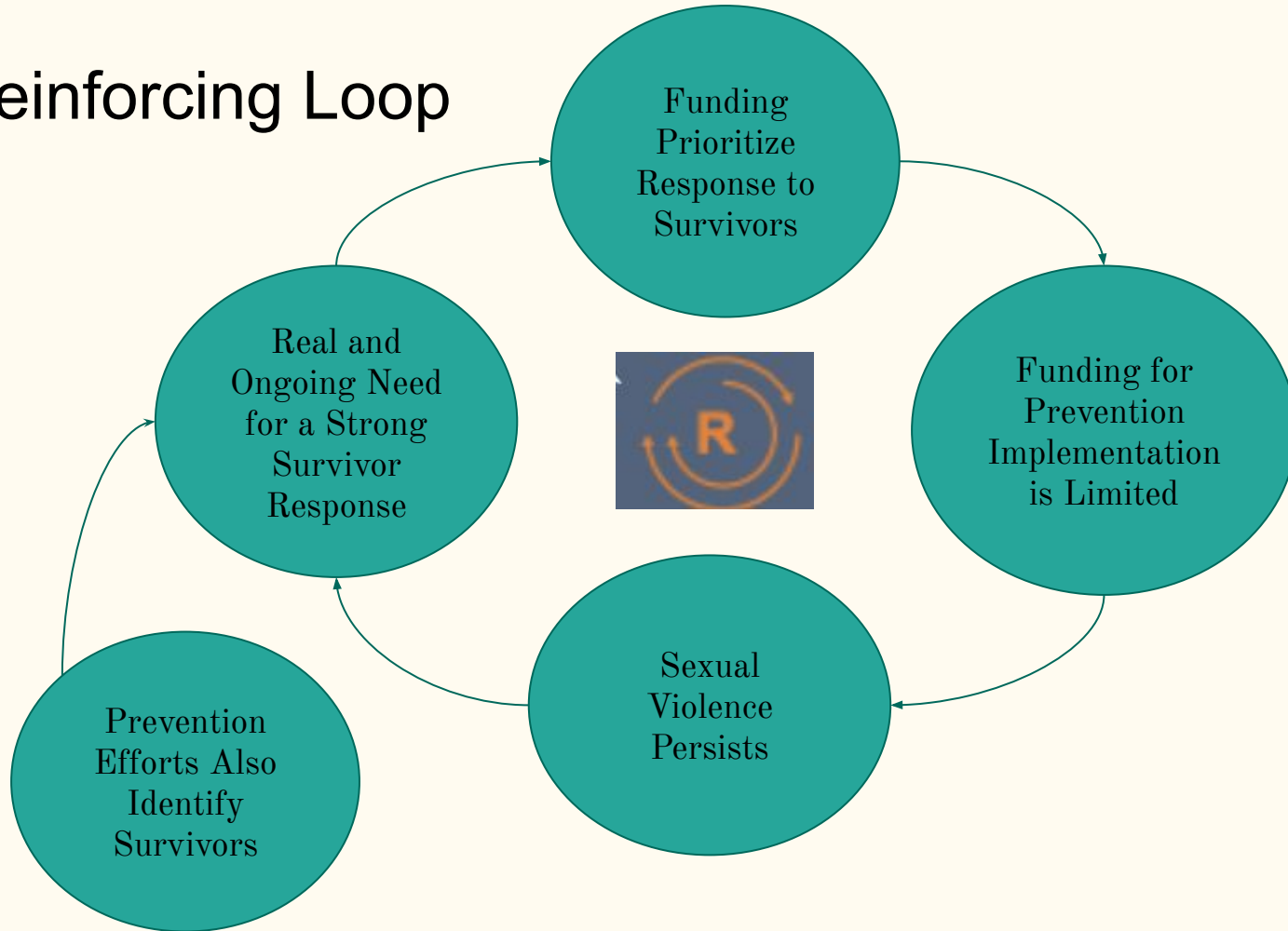
Johnson, A., Papi-Thornton, D., & Stauch, J. (n.d.). Student guide to mapping a system. Skoll Centre for Social Entrepreneurship, Said Business School, University of Oxford.



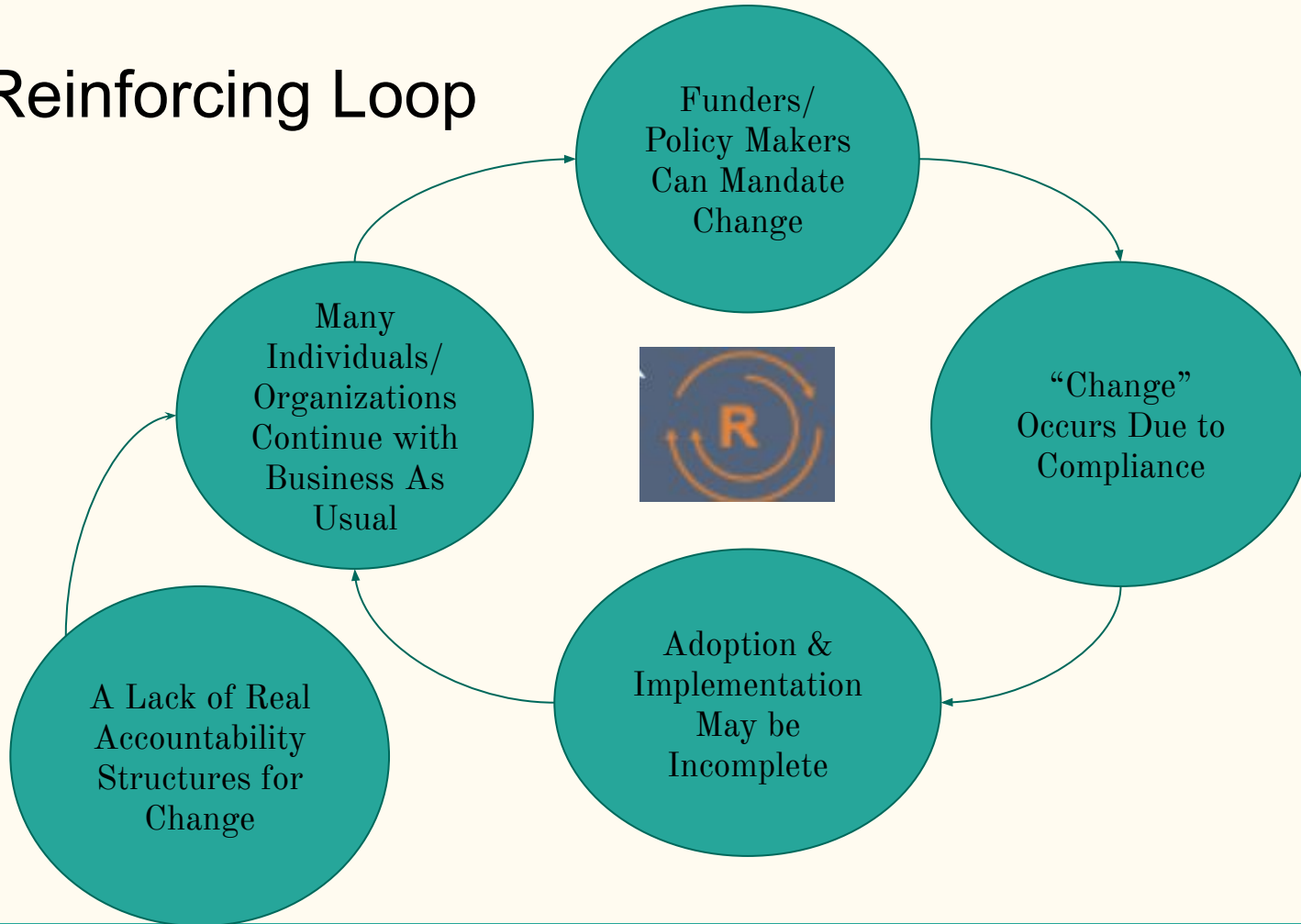
Balancing Loop



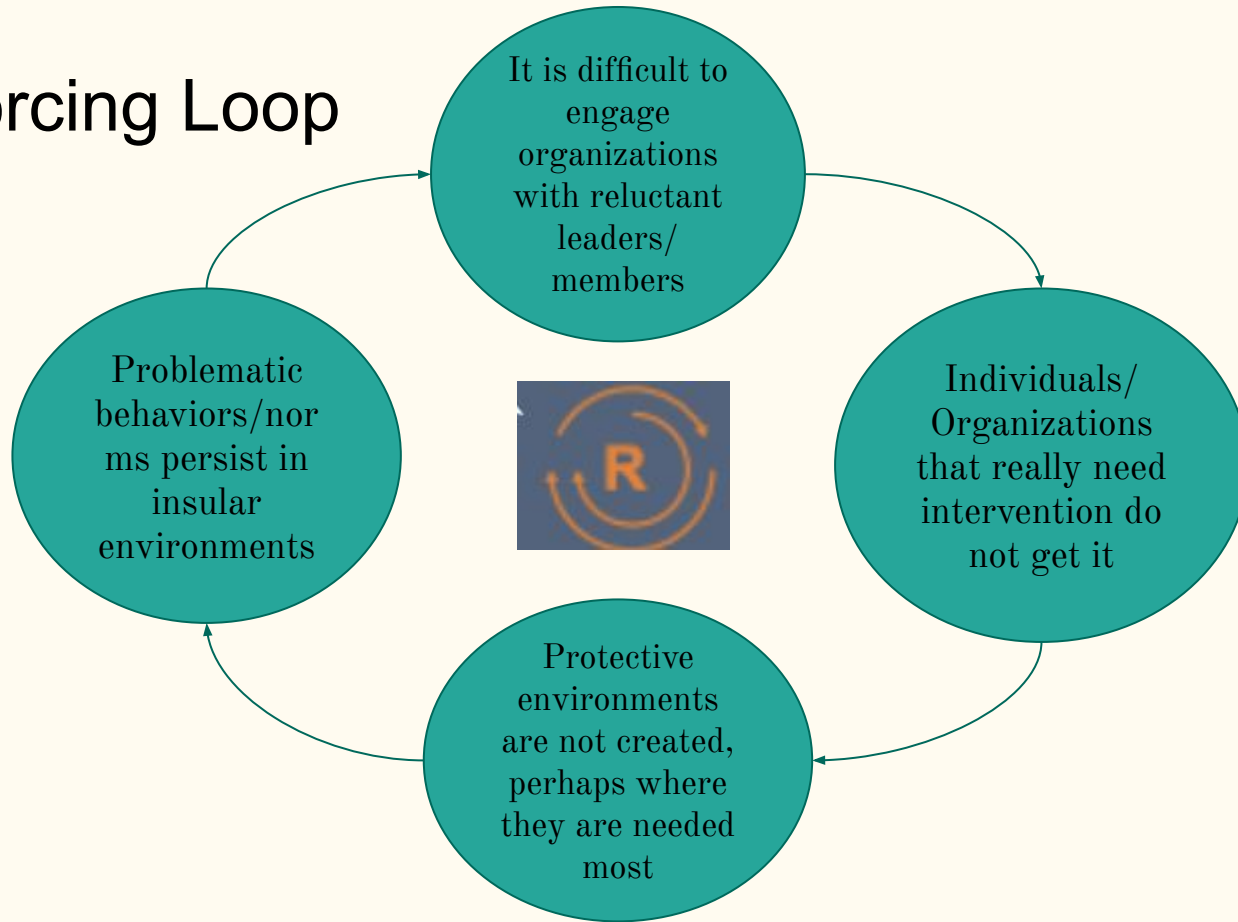
Reinforcing Loop



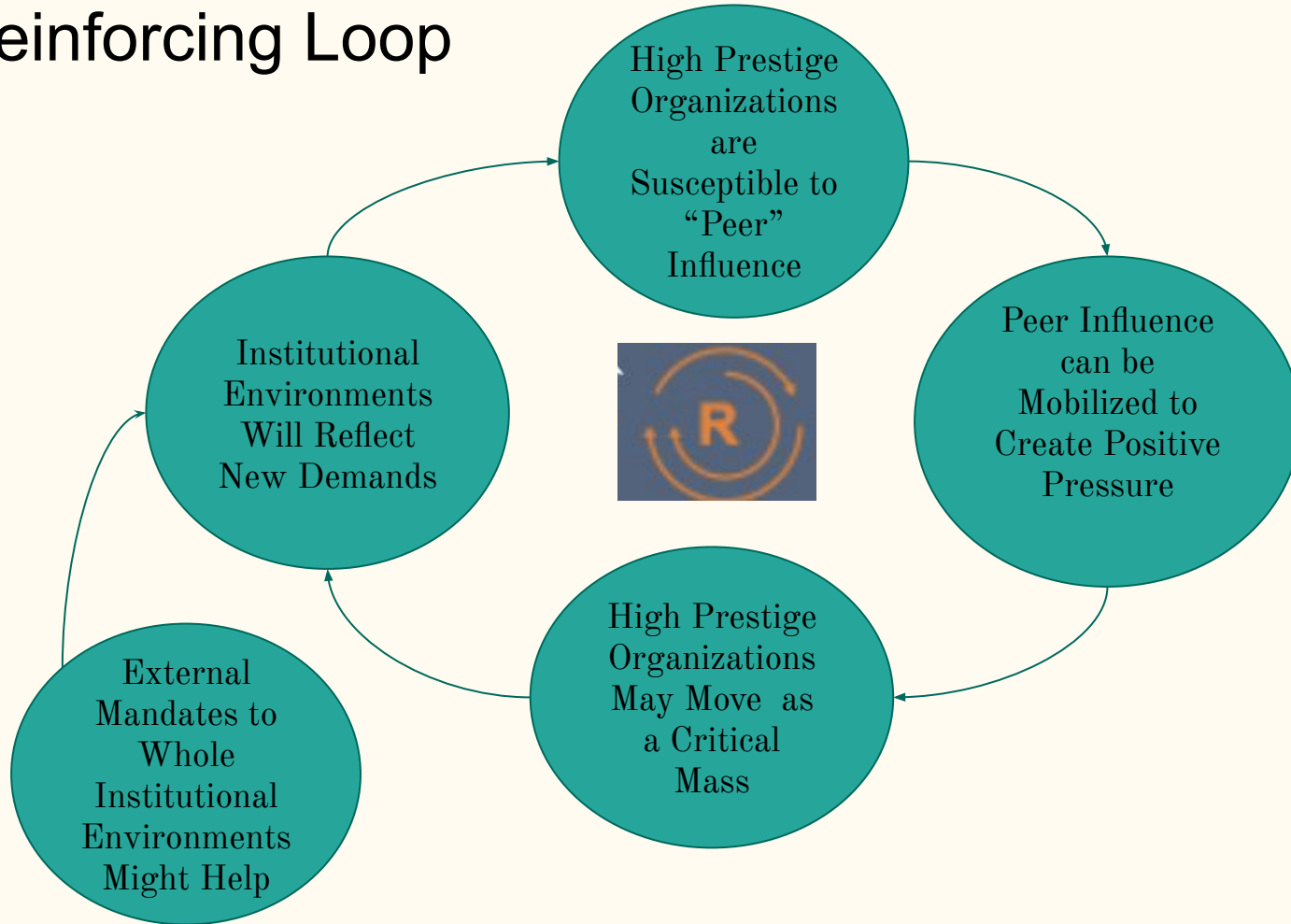
Reinforcing Loop



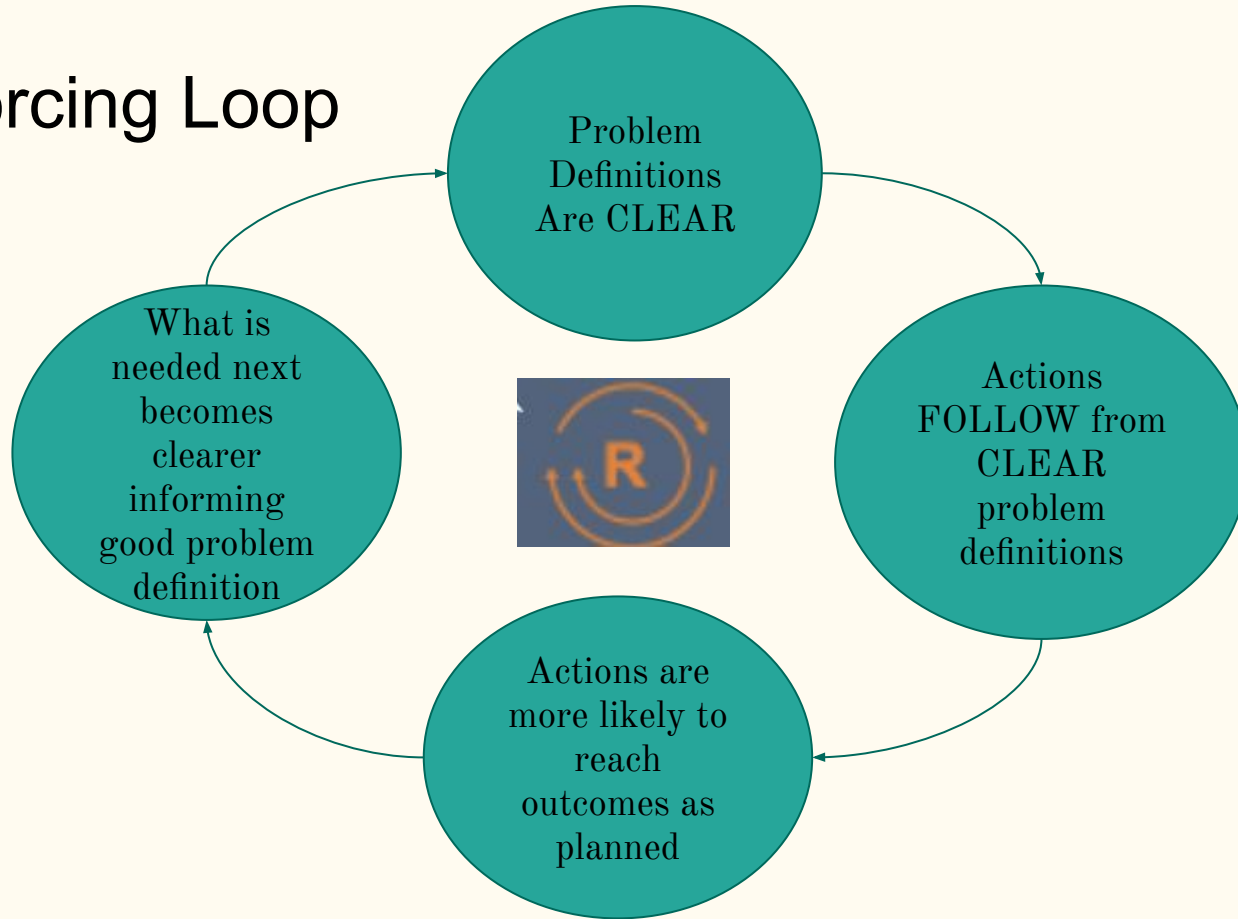
Reinforcing Loop



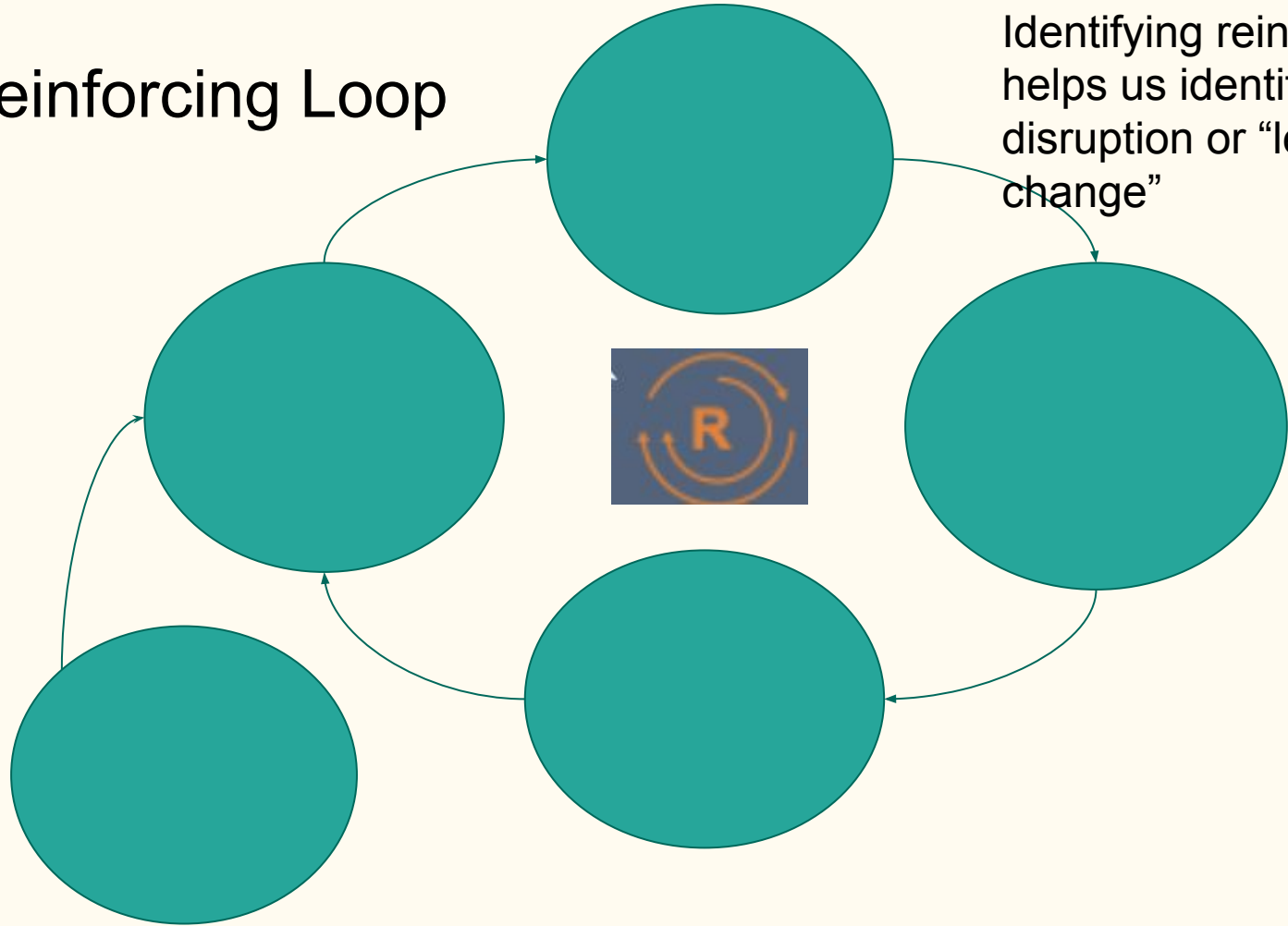
Reinforcing Loop



Reinforcing Loop



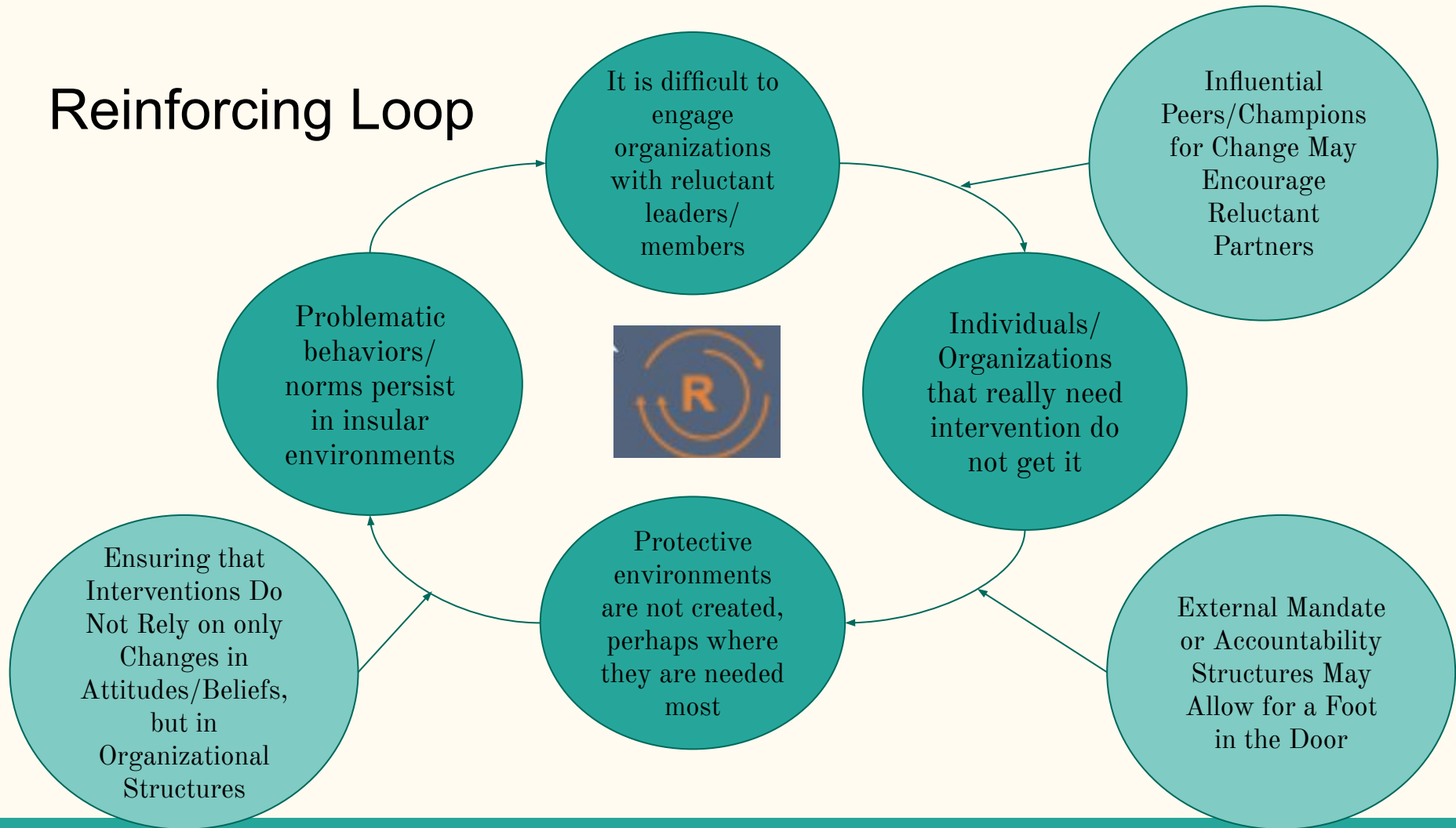
Reinforcing Loop

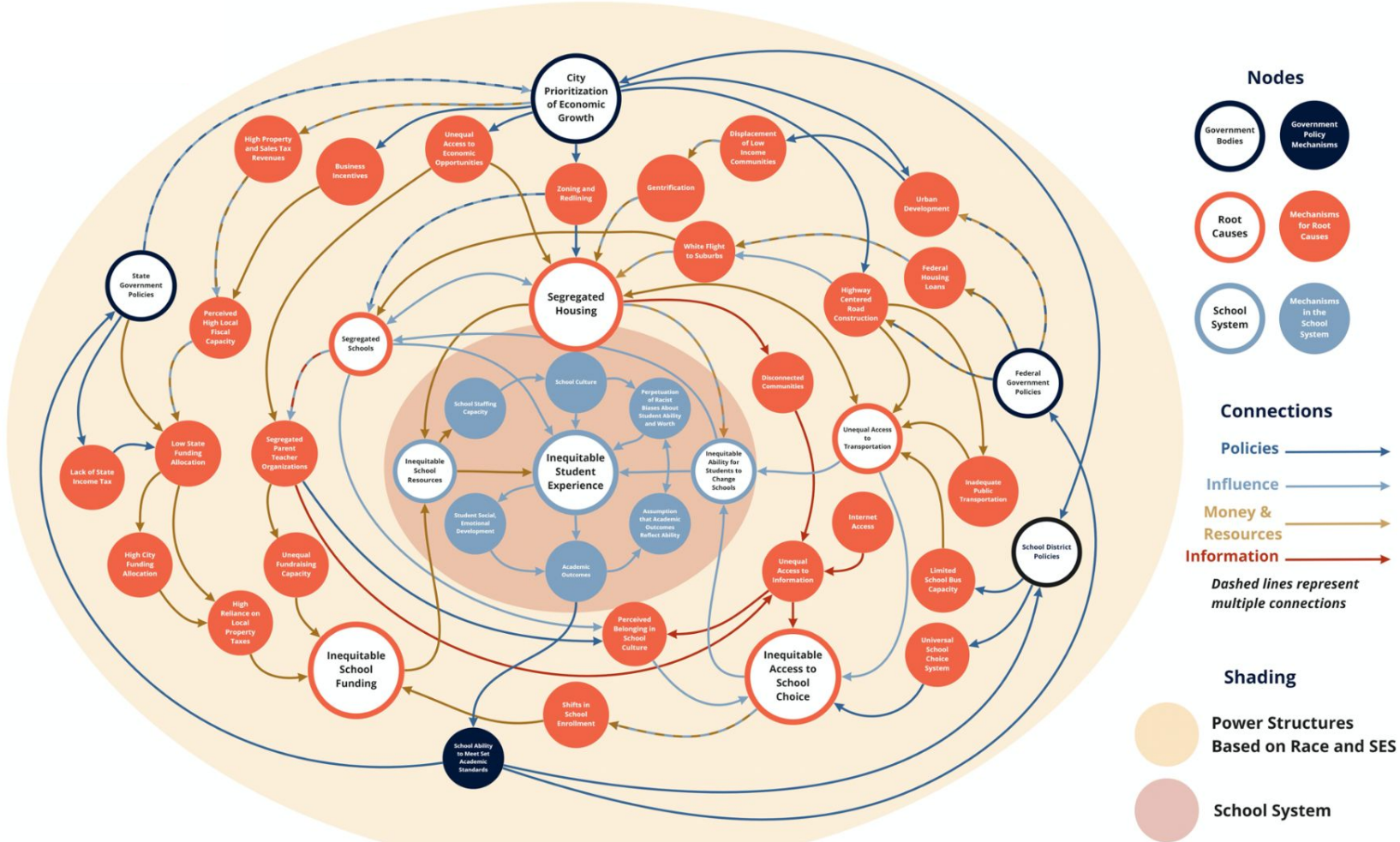


Identifying reinforcing loops helps us identify points of disruption or “levers for change”



Reinforcing Loop





Slide Credit: Kristen Tompkins & Jyoti Gupta, Human and Organizational Development Capstone Course, Vanderbilt University.



Events

Patterns

Structure

Models

Nashville families are unable to take full advantage of school choice as the city has not successfully prioritized public transportation and equal access to transportation for schools, particularly magnets and charters. There is also unequal access to knowledge about the system for engaging with schools of choice.

Nashville students have disparate outcomes based on *SES, race, status, ethnicity* as seen in test scores, graduation rates and college completion rate.

Nashville schools have unequal access to resources and funding. This is intensified by PTOs fundraising, district and state funding formulas. Schools with students who are unaccounted for (including students who are undocumented and whose families did not fill out the census).

Nashville as a city is segregated by SES, race, status, ethnicity as seen in neighborhood structures (see the city geographic maps).

School options are increasing as state and city policies have allowed for **more charter schools** and access to choices outside of a student's zoned school.

Growing immigrant population as families move to Nashville has led to **greater student demographic diversity.**

An increased cost of living trends with **Nashville's growing emphasis on economic growth and tourism**, a priority driven by recent city budgets and state's tax collection priorities.

Worsening segregation within schools and within and between neighborhoods.

Disparate outcomes persist even while investments increase.

The state school funding formula inequitably and inadequately funds the school system as claimed by lawsuits, and stakeholders.

Local control governance places the majority educational power in the local context through School Board Elections and District and City Budgeting.

Structural racism within housing and zoning was built by racist redlining, city development and real estate development practices.

The school choice system creates inequitable access to school options but is supported through state legislation and priorities.

Workforce development is a central purpose of the education system.

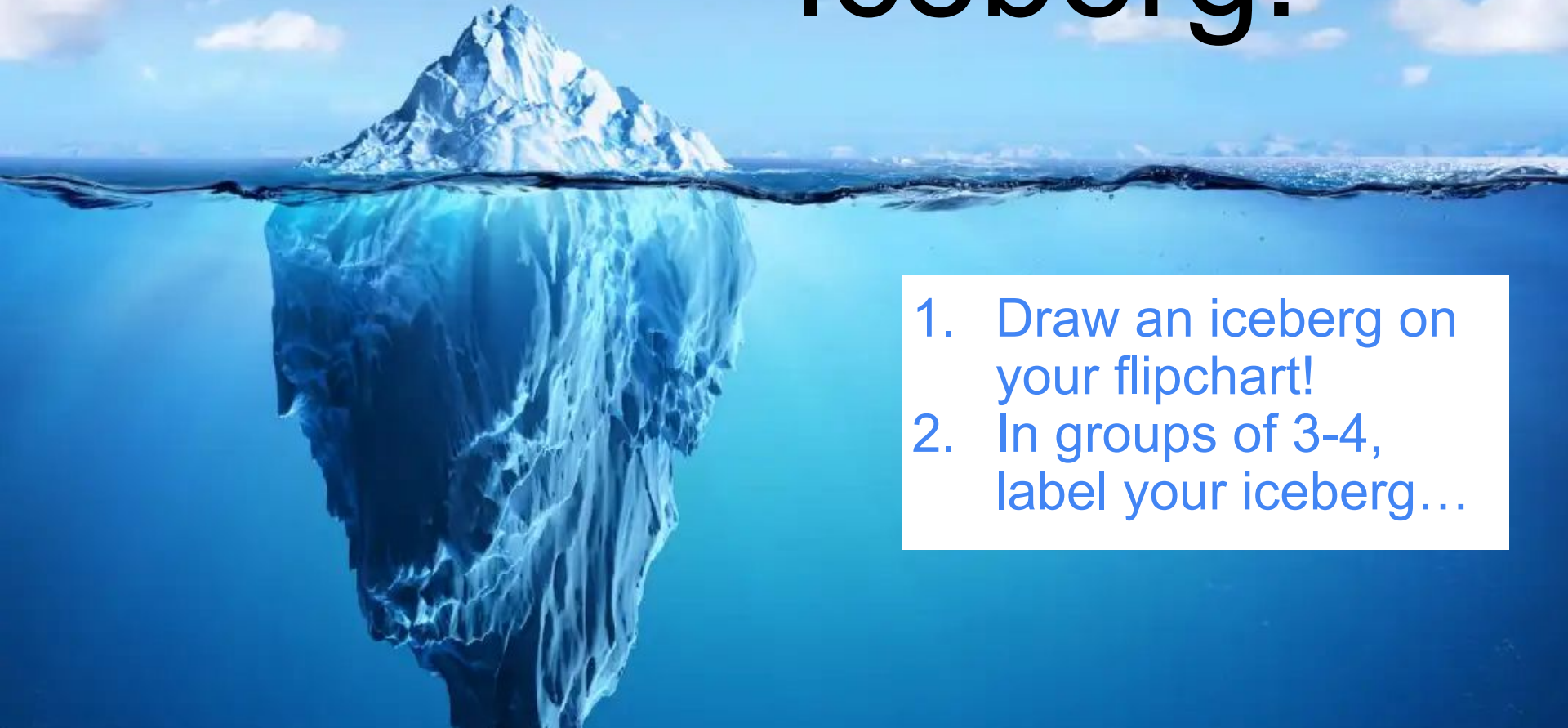
Children should be economically better off than their parents.

People should decide where their tax dollars should go.

The best job candidates are the students with the best grades.

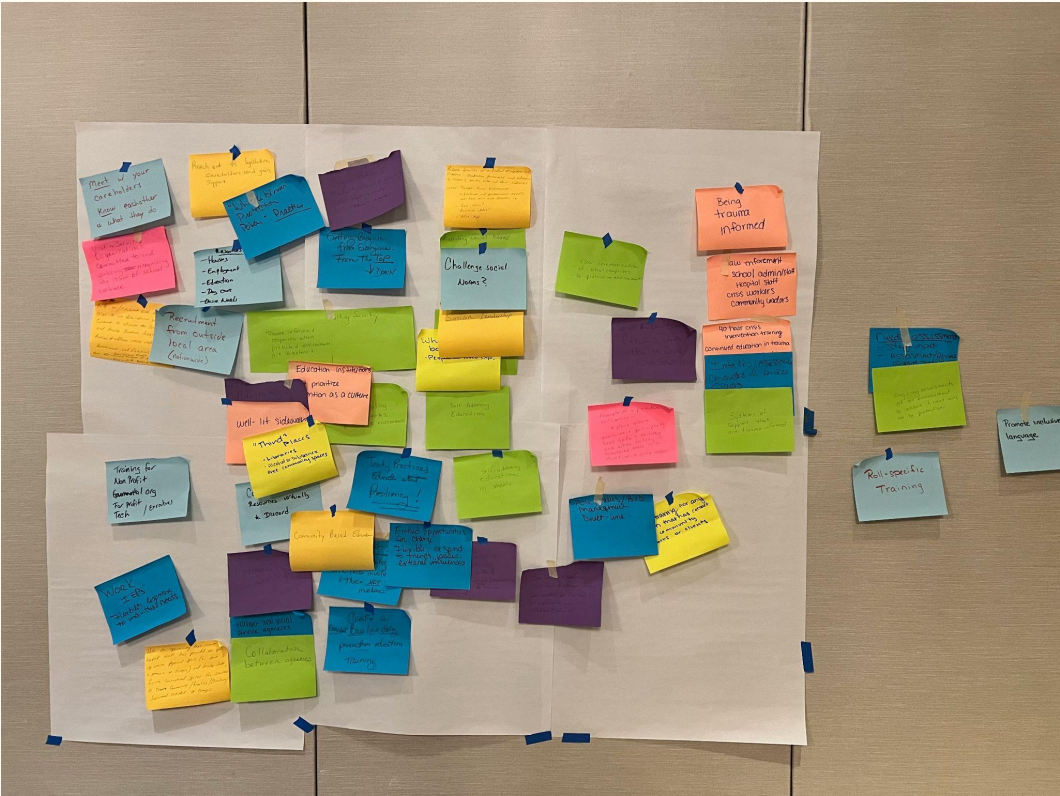
Education is the "great equalizer" for economic opportunity and should be provided by the government.

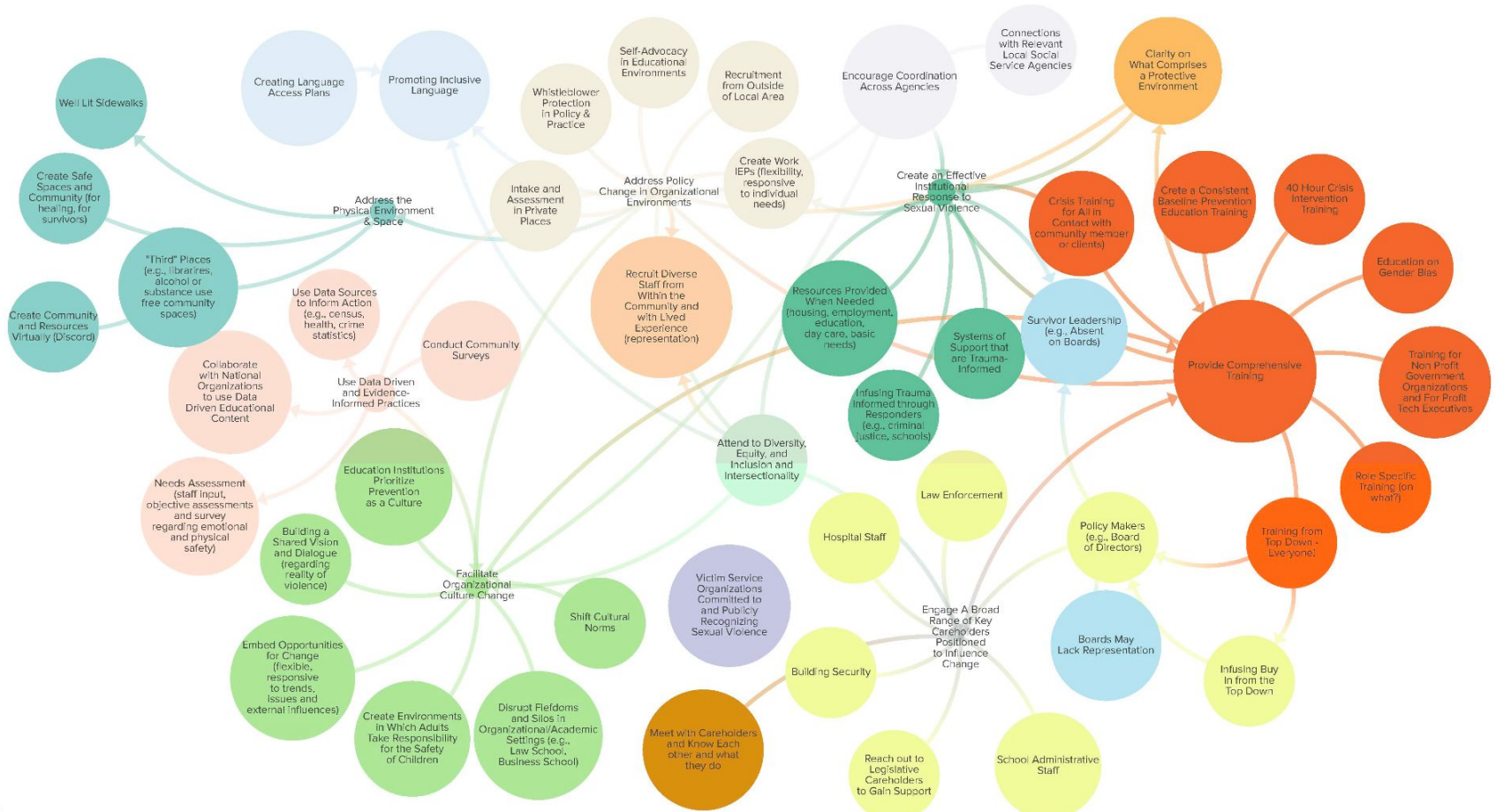
Iceberg!



1. Draw an iceberg on your flipchart!
2. In groups of 3-4, label your iceberg...

Mapping Implementation of Protective Environments





Legend

---- Opposite

Time with Your Models

What BIG buckets do you see?

What relationships do you see among components?

What reinforcing loops might you see?

Identifying “Levers for Change”

Mapping systems helps us see specific areas to target for change, growth, etc.

- *“change the system”*
- *“increase coordination”*
- *“reduce duplication”*
- *“overcome territoriality”*
- *“consolidate resources”*

Can we get more specific?

“Levers for Change”

Funders: Revisiting/Shaping Guidelines for Use of Prevention Funding

Workplace Training Mandates + Structural Changes (supportive policies)

- coupling shifts in knowledge with structural shifts in accountability and leadership, for example

Cultivating Champions for Change...

- identifying powerful peers who can intervene as allies (power bases can be varied)

Shifts in Organization Policy (e.g., incorporating trauma-informed response throughout an organization)

Built environment (e.g., building checklist for safety audits)

Policy Shifts (e.g., livable wage)

IMPACT GAPS CANVAS

CHALLENGE MAPPING

What are the challenges of implementing _____.

IMPACT GAPS

What is missing that could close the between challenge and solutions?
Opportunities for collective impact?
Lessons learned?

SOLUTIONS MAPPING

What models have been tried? What is already working? What is not? What resources are available?

<https://tacklingheropreneurship.com/the-impact-gaps-canvas/>

Slide Credit: Kristen Tompkins & Jyoti Gupta, Human and Organizational Development Capstone Course, Vanderbilt University.

CHALLENGE MAPPING

What's happening, what's the impact of the challenge, and what's holding the challenge in place?

GUIDING QUESTIONS

HOW DO YOU DESCRIBE THE CHALLENGE

How do those most impacted describe the challenge? How do they describe the effects? How is this challenge related to other challenges?

WHAT IS THE IMPACT OF THE CHALLENGE

What are the numbers? Who or what is impacted (where, how many, in what way)? What does the most up to date research say?

WHAT IS THE CAUSE OF THE CHALLENGE

What is causing the challenge to persist? Who stands to benefit from the challenge continuing to persist?

WHAT IS THE HISTORY AND FUTURE OF THE CHALLENGE

How has the challenge changed over time? What is the projected scope of the challenge in the future?

IMPACT GAPS CANVAS

IMPACT GAPS

What is missing that could close the gap between the challenge and the current solutions, where are opportunities for greater collective impact, and what are the key lessons learned?

GUIDING QUESTIONS

WHERE ARE THE GAPS BETWEEN THE CHALLENGE AND SOLUTIONS

Who or what is not being served and what is missing to bridge that gap? What actions can be taken to fill the gaps?

WHERE ARE THE GAPS WITHIN THE SOLUTIONS

What is missing (specific regulations, knowledge sharing, new efforts, partnership etc) that would further link up the solutions and achieve greater collective impact?

WHERE ARE THE UNADDRESSED OBSTACLES

What is being overlooked? What are the unintended negative consequences of the existing efforts? What specific key opportunities could unlock future impact?

WHAT ARE THE KEY LESSONS LEARNED

From your research and interviews, what key lessons could you share with anyone who wants to impact change in this sector? Where are the biggest opportunities for impact?

SOLUTIONS MAPPING

What models are already being tried, what's working, what's not, and what resources are available?

GUIDING QUESTIONS

WHAT IS HAPPENING LOCALLY

What resources are available that could be drawn upon? What efforts are already being tried which could directly impact the challenge? What are the different models? How are they joined up, or not?

WHAT IS HAPPENING GLOBALLY

What has been tried on similar or tangential challenges globally? What lessons can be learned from those efforts? How can those lessons be shared?

WHAT'S WORKING, AND WHAT'S NOT

What can be learned from the successes and failures of these efforts? What do those involved attribute to the cause of their results?

WHERE IS THE FOCUS AND THE FUTURE?

What parts of the challenge are focused on and what are ignored (specific populations, areas, etc)? What is on the horizon that might impact collective solutions? What future scenarios might play out?

LEARNING LOG & ACTIONS

What resources and people have you connected with to understand the challenge and solutions landscape? Who else do you need to speak with, and what do you still need to learn in order to fill in your knowledge gaps? What can you do to improve your understanding of this challenge or to take action to fill a gap?



1 Your question here:

Challenge Mapping

2 What is holding the challenge in place

See your Iceberg...

Who is impacted

Revisit your careholders

Impact Gaps

4 What's missing?



5

What's possible?

Solution Mapping

3 What has been tried

What is working? Not?

Envisioning a Solution Landscape

Examining your models, in your group discuss the following questions and record your answers:

What are the “next steps”?

What are the levers for change?

What role can ICASA play in advancing these next steps?

What now? Consider YOUR

Every group member indicates what they can do now with their 15%.

The 15% represents what you control - what YOU can do now.

First, write it down.

Second, pair and share.

Third, share your 15% with the group as a whole (aim for 1 minute or less)

<https://www.liberatingstructures.com/7-15-solutions/>

Prioritizing Next Steps

What do you view **as a critical priority** in moving primary prevention of sexual violence forward in the State of Illinois?

25/10 - Crowdsourcing Next Steps

Write your priority on an index card. Write legibly and in large print.

As you are able, walk around the room and pass the card from person to person without reading the card (shuffling the cards)

Bell sounds: Stop!

Read and Score: On the back rate the card in terms of priority (1 = low priority) to 5 (high priority)

Repeat until 5 ratings have been offered.

Bell Sounds: Stop!

Add up the numbers on the back.

Identify and share the most highly related priorities for primary prevention.



It's almost
goodbye



What are you
taking with
you?

Write on a notecard!



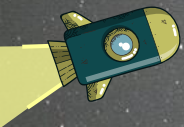
It's almost
goodbye



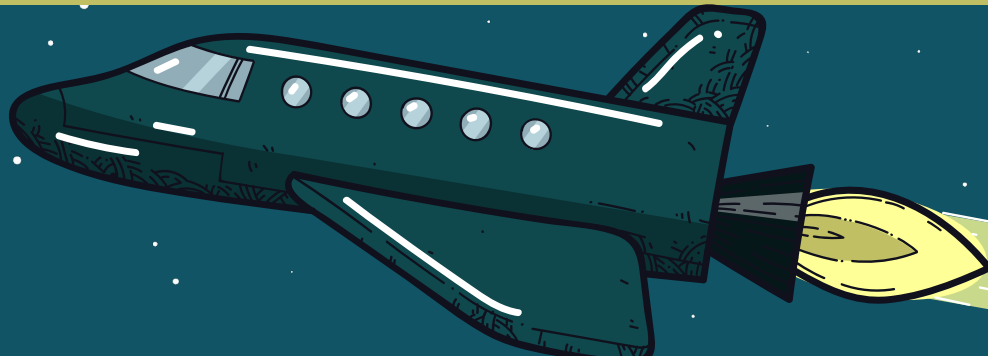
But, wait!

Before you go...

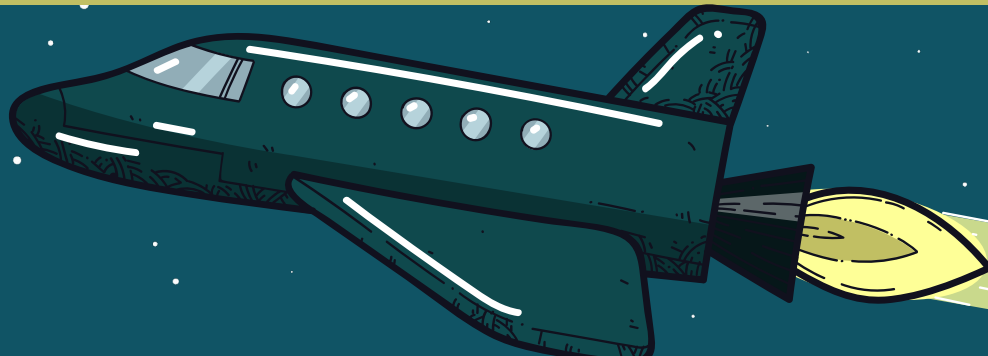
Thank
you!



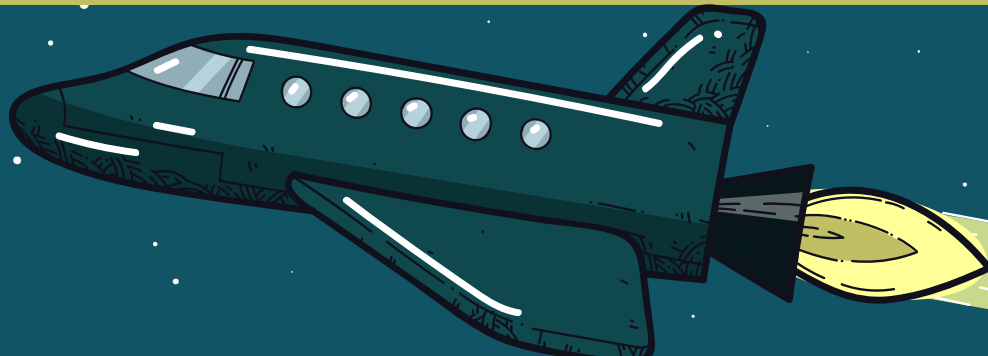
Prevention takes teamwork,



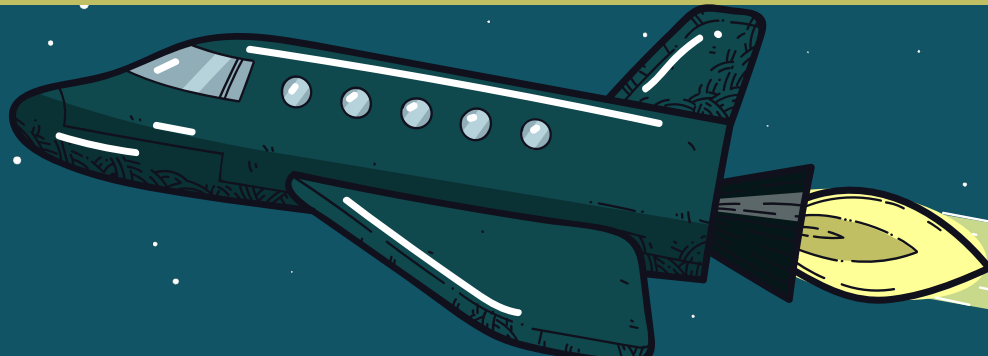
**Prevention takes teamwork,
Playfulness,**



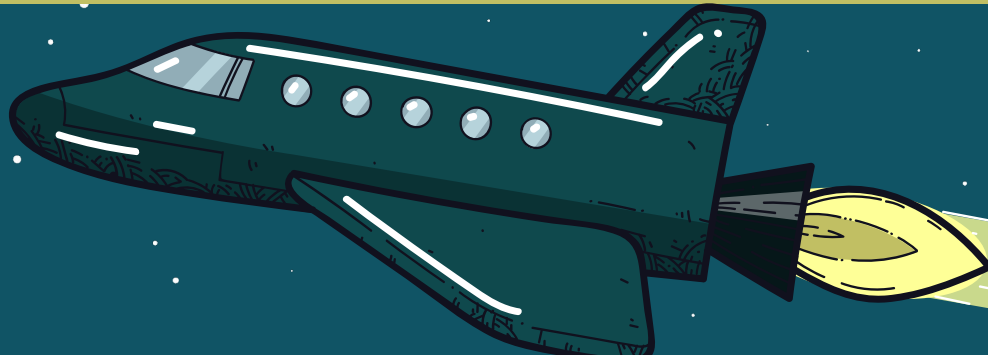
**Prevention takes teamwork,
Playfulness,
Hope,**



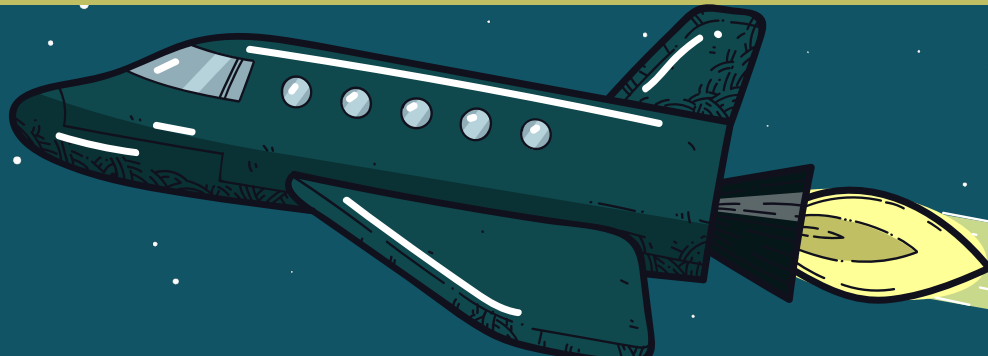
**Prevention takes teamwork,
Playfulness,
Hope,
Passion,**



**Prevention takes teamwork,
Playfulness,
Hope,
Passion,
Leadership,**



**Prevention takes teamwork,
Playfulness,
Hope,
Passion,
Leadership,
And you.**





Goodbye ...
for now

Please
complete
evaluations

