



Community Strengths and Needs Assessment

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I. Executive Summary

Project Foci

The focus of this project is to: 1) improve students understanding of healthy relationships, appropriate behavior (both sexual and non-sexual), and behaviors which are not appropriate or cause harm, 2) help students acquire skills and knowledge that may prevent sexual assault/dating violence/stalking/cyberstalking/sex trafficking from happening, 3) assist the Washington Technology Magnet School - Saint Paul School District in reviewing and modifying existing policies and protocols so they reflect best practices in trauma-informed victim-centered responses, 4) provide crisis intervention and advocacy to victims/survivors of sexual assault/dating violence/stalking/cyberstalking/sex trafficking, and 5) train law enforcement/judiciary/community corrections/probation/advocates and school resource officers on providing trauma-informed victim-centered responses to youth experiencing sexual assault/dating violence/stalking/cyberstalking/sex trafficking with an emphasis on culturally responsive interaction with immigrant/refugee youth and LGBTQI+ youth.

The following is a listing of the proposed activities included in this OVW-funded project:

- **Outreach and Education** – to school staff, students and parents
- **Direct Services** –to students who have experienced domestic/dating/sexual violence, stalking, cyberstalking, and/or sex trafficking
- **Training** – for staff and students using the **Green Dot Model** of Active Bystander Intervention.
- **Research of Best Practices in Responding to Stalking/Cyberstalking**
- **School Capacity Building** – Increasing awareness of both positive and negative behaviors, and providing training for students, staff, and parents on trauma-informed and victim-centered responses;
- **Trainings for School Personnel** on creating and sustaining a trauma-informed educational environment and programming, responses to victims
- **Review of School Protocols and Policies** on preventing/reporting/investigating DV/SA/Dating Violence/ Stalking/Cyberstalking/Sex trafficking incidents/crimes accompanied by analysis and modification to meet best practices, training of school personnel on modified/new protocols and policies
- **Warm Referrals** for victims/survivors
- **Training Conducted by Transforming Generations (TG)** with school resource officers / law enforcement/ corrections/judiciary/probation
- **Researching Best Practices** in forensic electronic crime investigation as it relates to cyberstalking, stalking and sex trafficking, and prosecution to share with law enforcement/ judiciary.

Assessment Purpose and Objectives

The purpose of this Community Strengths and Needs Assessment is to identify the strengths, challenges, and gaps in the services and data provided to the students (and families) who attend

Washington Tech. as it pertains to interpersonal violence. The following questions will be answered in this assessment:

1. What types and scope of interpersonal violence is taking place at Washington Tech or to the students attending Washington Tech?
2. What services are available to the students and their families from the school, the district, and the community?
3. What are the current policies and protocols in place at the school and school district that define and govern sexually appropriate and inappropriate/criminal behavior?
4. What data is available in relation to the enforcement of these policies and protocols? What is missing?
5. What are the recommendations/findings to consider as the implementation plan is designed?

Methodologies and Tools Used

A qualitative assessment of students at Washington Tech was not possible due to challenges presented by the pandemic, and changes in school policy for the administration of assessment tools. This assessment tool will be implemented in the fall of 2021 to create baseline data that can be compared to data from the end of the project period to determine any changes in behaviors, perceptions and/or experiences related to the crimes being addressed by this project.

This community strengths and needs quantitative assessment was completed by accessing policies, procedures, case data and available services from St. Paul Public Schools, The City of St. Paul, Ramsey County, State of Minnesota, and community-based domestic violence/sexual assault service providers, and research on trauma-informed best practices.

Key findings

The Key findings from this assessment were the result of reviewing the information available from the school, district, city, county, state, and community-based nonprofits. Participant data will be collected during the implementation plan.

Based on a review of all of the available resource data, the following strengths, challenges and gaps, were identified:

1. The partners in this project, Washington Technology Magnet School, Women's Initiative for Self-Empowerment, and Transforming Generations have sound insight into the clients they serve, and a commitment to having a positive impact on the students they will work with over the duration of this OVW funded project. They are highly skilled in serving immigrant/refugee/LGBTQI+ youth who are victims/survivors of interpersonal violence, and in providing culturally responsive services. All of the partners are well-trained on providing trauma-informed and victim-centered services.

2. St. Paul Public Schools has clearly put policies and protocols into place to mitigate and deter inappropriate and assaultive behavior. The policy clearly identifies issues that are identified as physical violence or sexual, and actions that are frequently cited by victims of sexual exploitation. The issues of stalking, cyberstalking and dating violence were not as prevalent in the policies and protocols.
3. There is a clear and significant pattern of dating violence and/or sexual assault against children, adolescents, and youth at Washington Tech.
4. Accessing data was a significant challenge in preparation for this assessment. Data that is reported, is reported in aggregate, and does not differentiate different types of actions, age groups that correspond to middle school, high school as separate groups, ethnicity or home language, sexual orientation, gender identity, etc. It is also unclear which definitions are being used by different reporting entities. For example, for the school district sexual harassment includes sexual assaults along with sexually explicit language. None of the data on state offenses is disaggregated to identify age groups, race, or gender/gender identification
5. There are significant resources in St. Paul and Ramsey County to provide support and healing should any individual, child, adolescent or adult need to deal with the trauma of having been sexually intimidated, threatened, assaulted, or exploited/trafficked; stalked/cyberstalked, or experienced dating violence. However, the number of bilingual/bicultural licensed providers (Licensed Psychologists, Licensed Independent Clinical Social Workers, Licensed Marriage and Family Therapists, of Licensed Independent Clinical Counselor) is more limited. While there are significant professional interpreters the have specialized in translating for mental health (and are frequently good sources of information on cultural norms and expectations), there are not many mental health practitioners whose first language and culture corresponds to their non-English speaking clients. Using an interpreter is not the same as being able to have a one-to-one discussion with a licensed provider. The number of LICSWs **across the state of MN** who are a practitioner in a specific culture, e. g. Somali, Hmong, Latinx, Oromo, Ethiopian, Vietnamese, Karen, etc. is less than 24. In cultures with smaller populations in the city/county, the numbers are very low or non-existent. ¹

II. Description of the Project Team – The Partners

Washington Technology Magnet School

The Project Team from Washington Tech for this program is made up of school counselors, social workers, legal department representative and administrators. These individuals are the

¹ Mackayla Haim PhD, The Social Determinants of Refugee Mental Health in Post Migration Context: A Critical Narrative, The Canadian Journal of Psychiatry December 4· 2017.

lead staff who interface with St. Paul Public Schools on many programming, policy, student, and family issues.

Women's Initiative for Self Empowerment

The Project Team from Women's Initiative for Self Empowerment is made up of the executive director, communications and development manager, healthy relationships program coordinator and the OVW-funded 1.0 FTE sexual violence prevention program coordinator. WISE is the lead agency for this project.

WISE Executive Director facilitates the Coordinated Community Response Team (CCR), and supervises the OVW-funded 1.0 FTE that handles the logistical coordination, takes and distributes team meeting minutes, and follows up between meetings on assigned tasks. The CCR is comprised of staff from all three partners: Washington Tech, WISE and Transforming Generations. WISE is responsible for conducting the prevention activities, and training and supporting cohorts of Washington Tech students on the active bystander intervention model, Green Dot.

Transforming Generations

The Project Team from Transforming Generations (TG) is comprised of the co-executive director, queer justice program director, advocacy program director, queer justice advocate, and youth advocate; all experts on domestic and sexual violence, sex trafficking and stalking. TG is a culturally specific DV/SA service provider that was developed to meet the needs of the Hmong community and other Asian communities in the Twin Cities. Transforming Generations staff will be the lead direct service provider on this project. They will meet with students who have self-disclosed sexual assault at home, in the community, or at school. Advocates will be available on-site at Washington Tech to accept walk-ins and students with appointments, whether they are victims/survivors, or need more information for themselves or a friend. They will provide training to the St. Paul Police Department, school resource officers in greater Ramsey County, and the Ramsey County judiciary/community corrections/probation to improve their responses to youth victims/survivors to ensure that they are trauma-informed, victim-centered and culturally responsive to immigrant/refugee/LGBTQI+ youth and their families.

III. Methodology

The original plan for the Community Strengths and Needs Assessment was to collect and analyze data from Washington Tech middle and high school students regarding their experiences with or knowledge of dating violence, sexual assault, stalking, cyberstalking and sex trafficking. Unfortunately, due to challenges presented by the pandemic, and changes in school policy for the administration of assessment tools the assessment tool was not reviewed and authorized during the spring semester of the past academic year. This tool, which has already been approved by OVW, will be implemented in the fall of 2021 during the first quarter of the new academic year to create baseline data that can be compared to data from the end of the project period.

The project consultant, in consultation with the CCR Team, reviewed St. Paul Public School District policies and procedures, student demographics and descriptions of trauma coaching and the school structure. Case data and available services from the City of St. Paul, Ramsey County, State of Minnesota, community-based domestic violence/sexual assault service providers, and research on trauma-informed best practices were also reviewed. This information in totality provided a clear analysis of the strengths of the partner organizations and the needs of victim/survivors.

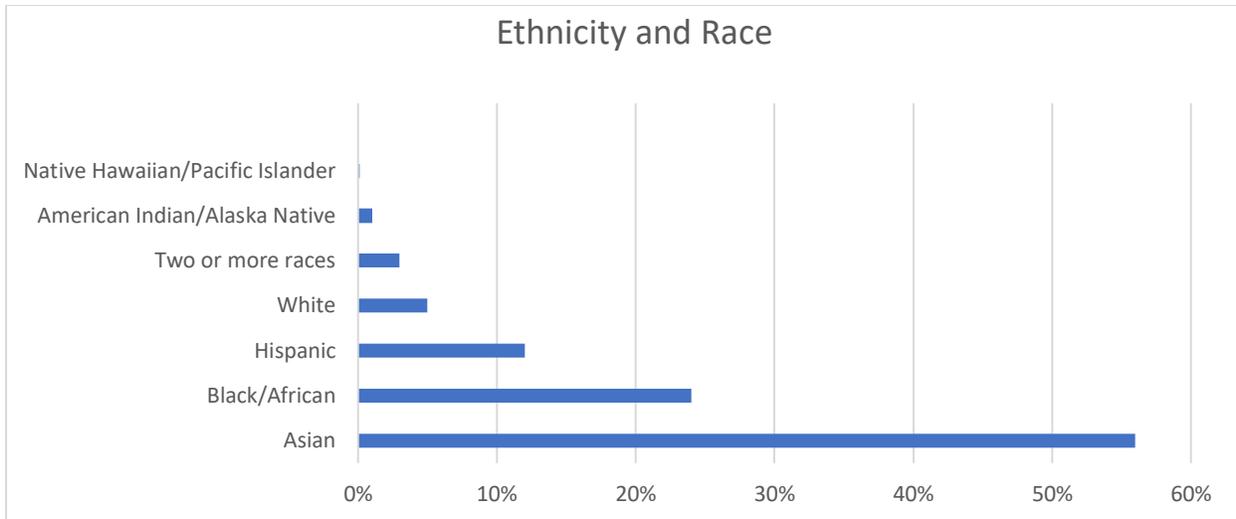
IV. Strengths & Needs Assessment

The initial plan was to conduct a school wide survey of students and their concerns and experiences around sexual behaviors they encounter at the school, in their families, and in the community. Due to the demands placed on school personnel during the pandemic, the school district quit allowing assessments from outside entities for the 2020-2021 academic year. This quantitative assessment will be conducted as a part of the implementation activities in year 2 of the grant. Consequently, the Community Strengths & Needs Assessment became a primarily qualitative review of the resources within the School, District, and Community to meet the needs of the students.

Washington Tech

Washington Technology Magnet School is a 6 through 12 grade secondary school located in St. Paul, and is part of the St. Paul Public School District. It currently serves just over 2,100 students. This student population is typical of a large metropolitan community. The student population includes a wide array of races/ethnicities, cultures, immigration status, religious beliefs, countries of origin, gender identities, sexual orientations, interests, and skills. The student body includes refugees from around the world, some of whom who have been here only a few months. As a result, foreign-born students and their parents, have a limited understanding of American teen culture. They do not understand the language and do not know how to read the verbal and/or nonverbal communication that the typical American middle/high school student would understand, and which might contribute to their safety.

Seventy percent (70%) of the Washington Tech student body speak a non-English language at home, and district-wide data show that 125 different languages are spoken by St. Paul public school students at home. At Washington Tech there are Level One and Level Two ELL classrooms in both the Middle and High schools. A high number of these students live at or below the poverty level. They have access to fewer resources, frequently reside in overcrowded conditions, and have less skill at interpreting the social cues happening around them due to language and cultural differences. The staffing pattern and extra programming provided by the school plays a big role in helping them feel less vulnerable, and as a result, less fearful. The ethnic breakdown of Washington Tech students is found below:



Staff Members are “Trauma Informed”. The team is aware of the challenges faced by their students, based on ethnicity/race, immigration/refugee status, poverty, living conditions, past trauma, and English language proficiency. There is a counselor for each grade, regular education social workers for both Middle and High school programs, and multiple social workers for Special Education, as well as Family Liaison staff to work with students and their families. Todd Harvey, Trauma Coach, provided the following description of his role as it is implemented at Washington Tech,

“The trauma coach provides professional development for all building staff to create a universal set of precautions for all students that are trauma sensitive. Examples of training topics have included: What is Trauma? Trauma and the Brain, De-escalation Techniques, Trauma informed Practices/Interventions, Staff Self Care, Restorative Practices, How to Create a Trauma Sensitive Classroom, and Historical/Racialized Trauma. Additional staff development occurs through monthly newsletters featuring trauma sensitive topics for staff to learn about and employ during their interactions with students. In addition to consultation with staff about at-risk students, the trauma coach is embedded within school committees and teams to bring a trauma informed perspective that seeks to avoid re-traumatization in interactions and policies.”

Staff at Washington Tech recognize that trauma is a very real part of the lives of the students they serve. As a result, they have made every effort to give staff access to information, resources and supports to meet the needs of their students.

SCHOOL STRUCTURE AND STRENGTHS

Washington Tech uses Positive Behavioral Interventions & Supports (PBIS) (<https://www.spps.org/pbis>) in St. Paul Public Schools. During the first six weeks of school, common classroom, hallway, bus, lunchroom . . . rules and expectations are reviewed in all

classes (especially during the advisory classes). Behaviors are then modeled, practiced, and students are reminded all year long of the rules.

Washington Tech has seven (7) counselors for seven (7) grades (one per grade level.) There is one high school regular education social worker, and one middle school regular education social worker. There are multiple special education social workers, working with specific students.

Counselors, social workers, and community mental health providers run groups and do individual counseling. Washington Tech is a trauma-informed school and employs a Trauma Director/Coach to work with school personnel. All teachers and staff receive regular training in creating classrooms that employ trauma-informed practices and strategies to help students feel emotionally and physically safe.

Students are referred to Health Start Clinic and school-based mental health services with Washington Tech's therapist from Wilder Foundation based at the school. In addition, students are referred to community partnerships for other social service, immigration, legal, and educational support.

Supports are in place for LGBTQI+, non-English speaking students, students without permanent housing, students in foster care, and students with disabilities (both physical and cognitive). These services/groups include:

- School Counselor/ Social Work individual and group counseling
- Health Start Clinic
- School-Linked Mental Health Referrals to Wilder in-house therapist
- Special Education Social Worker intervention groups and individual counseling
- Project Reach (SPPS Homeless Programs) Counselor and Social Worker
- Indian Education social worker- and counselor-run groups and individual and family supports
- Fostering Connections Social Worker
- Karen Club
- Hmong Club
- Latinx Club
- Caring, involved teachers, educational assistants, interpreters, cultural liaisons (especially in lower-level small ELL classrooms and special education classrooms, etc.) Staff are thoroughly trained in referring students to their grade-level counselor when they see red flags, or a student discloses to them.
- Gender Sexuality Alliance group (GSA)

Washington Tech uses a "House" model and Interdisciplinary Teams (IDTs.). These Houses and IDTs break the building into smaller groups of about 150 students each. In each House, the core teachers only support the smaller group of students, with one Social Worker, one Counselor, and one Administrator support per House.

Through weekly check-in meetings, students are identified for interventions for academics and social/emotional services; this way students are not lost in the huge building. This model breaks the student body down to manageable groups where the students know who to go to for help. Supports are available both in and out of the classroom.

ST. PAUL PUBLIC SCHOOL POLICIES ON ASSAULTIVE, BULLYING, OR DANGEROUS BEHAVIORS

St. Paul Public Schools has a graduated series of consequences based on the level of problematic behaviors being demonstrated by a student. This list of behaviors includes: The student’s age and level of maturity are considered when determining the consequences.

The following is a listing of these most dangerous offenses as they relate to behaviors exhibited during dating violence/ sexual assault/stalking/cyberstalking/sex trafficking.² The source for these terms also contains definitions for each term.

- Assault
- Assault, Aggravated (substantial or great bodily harm)
- Assault, Aggravated (firearm, dangerous weapon, another weapon)
- Bullying
- Bullying Using Technology (Cyberbullying)
- Harassment, Based on Protected Status
- Language, Abusive
- Physical Aggression (Bodily Harm)
- Physical Aggression-Substantial Bodily Harm
- Physical Contact (No Bodily Harm)
- Sexual Behavior
- Sexual Harassment
- Sexual Misconduct, Aggravated
- Sexual Violence
- Threats, Physical
- Threats, Verbal or Written

Community Data Sources

SAINT PAUL & RAMSEY COUNTY DOMESTIC ABUSE INTERVENTION PROJECT (SPIP)

2020 STATISTICS

In 2020 SPIP served 300 teenage primary victims of domestic violence/dating violence/ stalking. Services rendered included support groups, Orders for Protection/Harassment Restraining Orders, filing police reports, accompaniment to court, lethality assessments, safety planning, accessing victim restitution funds, information and referral, and general advocacy. The approximate client ethnic breakdown is found below.

Ethnicity/Race	Percentage
Black/African American	36.0

² Saint Paul Public Schools “Rights & Responsibilities Summary 2020-2021 for Students, Parents, Guardians and Staff”, pages 11-21

Asian	18.0
Latinx	13.0
European American/Caucasian	21.0
Multiethnic/Multiracial	2.0
Native American	1.0
Unknown	9.0

WISE GGAL PARTICIPANT SURVEYS 2019-2020

Female-Identified Immigrant/Refugee ELL Students, Ages 11-19, N = 21

	Question	Percentage			
		Yes	No	Don't Know	Don't Want to Answer
1	Have you ever been grabbed or touched without your consent/permission at your school? (In a way that made you uncomfortable or angry, or that they were invading your space.)	38.1	38.1	9.5	14.3
2	Have you ever been grabbed or touched sexually by a friend without your consent/permission?	23.8	57.1	9.5	9.5
3	Has anyone ever threatened to post videos or photos of you that are sexual in nature on social media?	14.3	85.7		
4	Has anyone at school ever spread rumors about you of a sexual nature?	19.0	91.0		
5	Do you have or know someone you can trust to talk to about being touched without your consent, sexually assaulted or harassed?	52.4	14.3	33.3	
6	Do you feel safe staying after school, or do you need to go home right away?	61.9	14.3	38.1	
7	Do you always need to be with a friend or someone during school passing time in order to feel safe?	28.6	66.7	9.5	
8	Have you ever been intimate with a friend/partner because you were afraid of them/or felt pressured?	9.5	66.7	23.8	
9	Do you feel that you can trust all the teachers and staff at your school to talk about your safety and about being sexually assaulted and harassed?	42.9	28.6	33.3	

Adolescent Sexual Assault Data

The Ramsey County Sexual Assault Systems review stated in 2018:

Total cases for victims/survivors for ages 13-16

112 (17.3%)³

Total cases for victim/survivors for ages 17-20

108 (16.7%)⁴

2020 STATUS OF WOMEN & GIRLS IN MINNESOTA

– A joint project of the Women’s Foundation of Minnesota and the Center on Women, Gender, and Public Policy of the Humphrey School of Public Affairs at the University of Minnesota

Statistics within this report garnered from the Minnesota Department of Health, report:

<10 YEARS OLD 12.7%	11-17 YEARS OLD 30.5%	18-24 YEARS OLD 38.1%	25+ YEARS OLD 17.5%
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Minnesota girls experience pressure to have sex.	<ul style="list-style-type: none"> •Twelve percent (12%) of 11th grade girls in the Twin Cities metro area and 15% in Greater Minnesota report being pressured to have sex by a date.
Family violence affects Minnesota girls.	<ul style="list-style-type: none"> •Eight percent (8%) of 11th grade girls in Minnesota report sexual abuse inside or outside of their family at some point in their life. The highest levels are among Native Americans (15%) and Latinas (14%).

³<https://www.ramseycounty.us/sites/default/files/County%20Attorney/4.27.18%20Sexual%20Assault%20Systems%20Review%20-%20FINAL.pdf> , Page 7

⁴ Ibid

Runaway youth are especially at risk for sexual exploitation and related trauma.

- A trauma-informed program for sexually exploited youth in Ramsey County found that 73% of sexually exploited runaway youth in their program screened positive for possible post-traumatic stress disorder (PTSD).

These youth are also more likely to identify as LGBTQ+.

- Three times as many lesbian girls and transgender or nonbinary Minnesota students in 8th, 9th, and 11th grade report running away from home or living in a shelter on their own as their straight, cis-gendered counterparts.

NATIONAL INCIDENCE OF SEXUAL ASSAULT, BY AGE GROUP

CWGPP analysis based on Centers for Disease Control 2015 National Intimate Partner and Sexual Violence Survey. Results do not sum to 100 percent as victims with unknown age are not represented in the figure.

The policies and data from Ramsey County, St. Paul City Schools, and the Minnesota Department of Health clearly show that there are significant issues, and that those issues are being handled. This data clearly makes that case that there is a significant need for more teaching and role modeling starting at a young age, and continuing for generations, to reduce the threat of violence against women.

REFUGEE/ IMMIGRANT COMMUNITY CURRENTLY LIVING IN RAMSEY COUNTY (2018

DATA REFUGEE PROGRAM OFFICE MN)

Refugees from the following countries settled in Ramsey County upon arrival in the US from 2016-2018. This data does not include individuals for whom Minnesota was a secondary migration destination unless they accessed information/services through the Refugee Program Office.

Burma
Bhutan
Bosnia
Laos
Cambodia
Vietnam

Mexico
Guatemala
El Salvador
Belarus
Kazakhstan
Moldova

Russia
Ukraine
Somalia
Ethiopia
Kenya
Eritrea

V. Summary of the Strengths, Policies, Procedures, and Resources

Five points become clear in looking at the strengths, challenges and gaps of this report.

Strengths

- 1) The partners in this project, Washington Technology Magnet, Women Initiating Self-Empowerment, and Transforming Generations have sound insight into the clients they serve, and a commitment to having a positive impact on the students they will work with over the three-year grant period. They are all highly trained in their respective fields and have all worked with victim/survivors of dating violence/sexual assault/stalking/cyberstalking/ sex trafficking to greater or lesser extents.
- 2) St. Paul Public Schools has clearly put policies and procedures into place to mitigate and deter inappropriate and assaultive behavior. The policy clearly identifies issues that are identified as sexual, actions that are frequently cited by victims of sexual exploitation.

Challenges

- 3) There is a clear and significant pattern of sexual assault and domestic violence/dating violence against children, adolescents, and youth in Ramsey County and within the Washington Tech student population. Most of these crimes are not reported to school personnel or law enforcement. Washington Tech may have up to 10 assaults reported during an academic year, which for a school with over 2,100 students is not representative of the number of victims/survivors attending their school. Because of the lack of reporting, law enforcement does not have a range and depth of experience working with youth victims of these crimes, especially stalking and cyberstalking, that would create a consistent victim-centered and culturally informed response. This is especially true for immigrant/ refugee/ LGBTQI+ youth victims/ survivors.
- 4) Accessing data was a significant challenge in preparation for this assessment. Data that is reported is reported in aggregate, and does not differentiate different types of actions, age groups that correspond to middle school, high school as separate groups, etc. It is also unclear which definitions are being used by different reporting entities. For example, sexual harassment includes sexual assaults along with sexually explicit language:

“Sexual harassment consists of 1) unwelcome sexual advances, 2) requests for sexual favors, 3) sexually motivated physical conduct or other physical or verbal conduct or communication of a sexual nature when: a) submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or b) submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual’s employment or education; or c) that conduct or communication has the purpose or effect of substantially

or unreasonably interfering with an individual’s employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.”⁵

State Reporting of sex crimes is again reported in aggregate. None of the data on state offenses is disaggregated to identify age groups, race, or gender/gender identification. Sex offenders are classified as level 1, 2, or 3. The reporting of data by the BCA does not break out the numbers reported by level. The following are their definitions for Level 1-3 offenses:

Level 1 offences include actions such as engaging in sexual exposure.

Level 2 offences include the sexual assault of an adult

Level 3 offences include the sexual assault of a child, or multiple sexual assaults of adults.

Gaps

- 5) There are significant resources in St. Paul and Ramsey County to provide support and healing should any individual, child, adolescent or adult need to deal with the trauma of having to deal with having been sexually intimidated, threatened or assaulted.

However, the number of licensed providers (Licensed Psychologists, Licensed Independent Clinical Social Workers, Licensed Marriage and Family Therapists, of Licensed Independent Clinical Counselor) is very limited, if not nonexistent for some cultures. While there are significant professional interpreters the have specialized in translating for Mental Health (and are frequently good sources of information on cultural norms and expectations for the licensed providers they are working with), there are very few mental health practitioners whose first language and culture corresponds to their non-English speaking clients. Using an interpreter is not the same as being able to have a one-to-one discussion with a licensed provider.

The number LICSWs **across the state** of a practitioner in a specific culture, is significantly lower than the number serving the English-speaking population. The Latino and Hmong populations are the best served in terms of LICSW providers, followed by the Russian and Vietnamese Communities. As of 2020 the Somali Community had 12 LICSWs providing services to the community. There is currently one LICSW who speaks Karen serving the Karen community. There are fewer professionally licensed providers in terms of Psychologists, Marriage and Family Therapists, and Licensed Professional Clinical Counselors across the various communities. Individuals often complete an undergraduate degree in Social Services or Social Work but do not move forward to get an advanced degree in a mental health field.

⁵ Saint Paul Public Schools “Rights & Responsibilities Summary 2020-2021 for Students, Parents, Guardians and Staff”, page 20

The net result is that any individual from a different culture and speaking a different language will find it very difficult if not impossible to find a therapist experienced in trauma from their own culture. The current strategy is to link a client with a very good therapist with a trained mental health interpreter from their culture to provide support to the client. A best practice of course would be to have a bilingual and bicultural therapist so that the client does not lose time in therapy due to translating the conversation back and forth, biases due to cultural differences are absent, and the client and therapist can build a working relationship that is not always changing with different interpreters.

Recommendations to inform strategic planning process

1. Identify partners/agency to take the lead on addressing the i) dearth of data (especially for youth and immigrant/refugee/LGBTQI+ youth), ii) difficulty in accessing what data is available, and iii) need to standardize data categories and definitions across systems, ability to disaggregate data by multiple categories, i.e. age, grade, ethnicity, language spoken at home, gender identity, sexual orientation, refugee status, etc. The Minnesota Coalition Against Sexual Assault has expressed some interest in taking the lead on this issue.
2. Although the St. Paul Public School District has policies and protocols in place to address interpersonal violence, it does not document reported incidents in a manner that is useful for planning and programming. It is recommended that the CCR review the policies and protocols through a lens of trauma-informed and victim-centered services; and gathering data that allows more detailed analysis of specific types of interpersonal violence, whether or not it rose to a level of mandated reporting, if victim received a warm referral to an advocate, if police were contacted, if a case was charged, and then final case disposition.
3. The assessment tool for middle and high school students should be implemented to add to the available data for 6-12 grade students.

VI. Strategic Plan Moving Forward

Active Bystander Intervention Training – for Staff and Students using the **Green Dot Model** to teach staff and identified student leaders the best ways to recognize inappropriate behavior, the modeling of appropriate behavior, and ways to help other students recognize and engage in appropriate behaviors, the goal being to create a positive environment at Washington Tech., to create an environment free of bullying, threats, and violence of any type.

Collaborate with the Minnesota Coalition Against Sexual Assault to address the dearth of disaggregated data on middle and high school students experiencing dating violence/ sexual assault/ cyberstalking/ stalking/ sex trafficking; and to standardize data collection and definitions.

Conduct the School wide assessment initially planned for the Needs Assessment early in the fall to gain a better picture of the students we are serving. Analyze that data to determine if there is any additional need we have not previously identified. This will be administered electronically through Google Forms and automatically compiled. The assessment tool does not allow for individual identification of any student. There is no cost for administering the assessment tool.

Engage in Outreach and Education – to School Staff, Students and Parents about prevention and intervention activities

Provide direct Services – to Washington Technology students who have experienced domestic or sexual violence, stalking/ cyberstalking or sex trafficking; including but not limited to safety planning, crisis intervention and general/legal advocacy services, accompaniment to file a police report/court, warm referrals for legal/medical services, accompaniment to the hospital for a forensic exam, emergency shelter, support groups, 24/7 crisis line, assistance filing for an Order for Protection or Harassment Restraining Order, mental health services, secondary victim/family support

Research of Best Practices in Responding to Stalking/Cyberstalking – to develop a stalking/ cyberstalking training curriculum for law enforcement, judiciary, advocates, probation and school resource officers

Review of School Protocol and Policies with CCR Team to revise policies and protocols to ensure they are trauma-informed, victim-centered and culturally responsive. Policies and protocols on preventing/reporting/investigating DV/SA/Dating Violence/ Stalking/ Cyberstalking/ Sex trafficking incidents/crimes accompanied by analysis and modification to meet best practices, training of school personnel on modified/new protocols and policies will be completed under this grant.

School Capacity Building – Increasing awareness of both positive and negative behaviors associated with the scope of this project, and providing training for students, staff, and parents.

Training Conducted by Transforming Generations with school resource officers / law enforcement/ corrections/ judiciary/ probation on improving trauma-informed responses to these crimes, including researching best practices in forensic electronic crime investigation and prosecution to share with law enforcement/ judiciary.

Trainings for School Personnel on creating and sustaining a trauma-informed educational environment and programming, and promoting an active bystander intervention environment at the school

Warm Referrals for crisis intervention and general/legal advocacy and support services at TG or Think Self (for deaf/hearing impaired victims/survivors)