Children’s Safety Partnership

From Policy to Prevention in Maine

Policy as Prevention

THE SPECTRUM OF PREVENTION

- Influencing Policy and Legislation
- Changing Organizational Practices
- Fostering Coalitions and Networks
- Educating Providers
- Promoting Community Education
- Strengthening Individual Knowledge and Skills
Where, in your context, could prevention and policy live happily ever after?

Policy Solutions Can...

• Create common framework, expectations, and language
• Offer accountability; demand a ‘floor’
• Create sustainable change for years
• Connect leadership and infrastructure to prevention goals
Policy “Solutions” Can...

• Poor policies memorialize poor practice
• Often duplicate already existing – but ignored – obligations
• Ignore the barriers required of culture change

Where are policies currently hindering good work?

Where would policy change support or enhance good work?
Context in Maine

• Small population, large land mass
• Tight community & strong partners
• Limited resources

• Years of strong policy advocacy & program development
What is your policy context?

THINK & DISCUSS

2012
2013
2014
2015
Now

2016 - Model policy
2017 – Statewide tools
2018 – Statewide training
2019 - Evaluation
Statewide Prevention Policy Requires:

- Response and Reporting Protocols – All Pre-K-5 Schools
- CSA Awareness/Response Training – All School Personnel
- Prevention Education for Students Pre-K-5
- Resources and Services for Victims and Families

Statewide Prevention Policy Offers:
Partners Make the Difference

- Maine Dept. of Health and Human Services
- Maine Dept. of Education Health Promotion Office
- Network of Children’s Advocacy Centers
- Legislative champions

Who are your strong partners?
What Next?

Implementation Goals

- Statewide training = standardized, high quality, home grown (sustainable)
- Grow local capacity to do CSA prevention
- Tools for kids = positive, not scary
- Connect prevention with quality response
Response and Reporting Protocols – All Pre-K-5 Schools
  ➡ Statewide Model Policy

CSA Awareness/Response Training – All School Personnel
  ➡ Model Training *AND* ToT

Prevention Education for Students Pre-K-5
  ➡ Core Content/Principles *AND* ToT

Resources and Services for Victims and Families
What activities or efforts will make the policy “stick”?

What tools already exist to support implementation?

Who needs to know or participate?

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What existing strengths can you build on?

Consider:
- Partners
- Skills
- Cultural Norms
- What else?
Kids’ Books – elementary schools and libraries

let's talk about BODY BOUNDARIES, CONSENT & RESPECT

Kids & Family Workbooks and Info

A friend I trust is... _______

What does it mean when someone smiles at you? Has a smile ever made you feel uncomfortable?
Social Marketing Campaign

Classroom Posters and Materials
Pulling it all Together

- Is a policy solution the right solution to the problem?
- What is the context and environment?
- What are the existing strengths & skills?
- What kind of implementation will ‘stick’?
- Who can/must help lead this effort?

Hmmmm....

Goals

Resources → Activities → Outputs → Outcomes

Context
Find out More:

mecasa.org

childrenssafetypartnership.org

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