

Please stand by for realtime captions.

>> Your call is now live.

Hello, everybody. Welcome to this webinar on the institutional analysis of presented by Praxis International in partnership with the Office on Violence Against Women. Today's topic is what does it mean that the audit is grounded in the lived experience of survivors? My name is Lucy Pope, I'm a consultant working with Praxis International and will be the host today. Martin waits with the program manager of the institutional analysis program a Praxis International will support the competition and she will be available for questions through the chat pod. Welcome you there now. Our coworker Liz will manage the technical details, so I will pass this to her now just for some tips. Liz?

Thanks, Lucy. Hi, everyone. And welcome and I'm glad that you are with us today. So I just briefly will touch on a few point -- a few pointers for how to have a good webinar session today. If there are any of you who happen to be participating just by telephone only and if you are not logged into the webinar itself, I want to let you know that the audio lines will be muted and so the best way that you will be able to pass along a comment or question to as will be through email and you can send that note to Liz. Liz@praxisinternational.org. Whether it is a technical question, or a comment or a question. I will do my best to pass it along to our presenters today. I would like you all to know, as well, that if you are interested in a copy of today's PowerPoint, hopefully, you have received the link to it. Prior to the session. But if not, you will be able to download the PowerPoint from the institutional analysis training webpage so that will be available to you at any point. For the rest of us, that are participating in the webinar platform, itself, just remember that, if you happen to get disconnected at any point during the session, you will be able to join again by going back to the original link or calling back in if you get disconnected by telephone. This session is being recorded and so, if for some reason you miss a portion of it or you would like to share it with your colleagues, it will be available tomorrow on the IATA audio archive webpage of the website. So Lucy, those are all of my details.

Banks, Liz. I also want to let everyone know that immediately following the webinar today, you will receive an email with a link is a link asking you to evaluate the session and please take just a few minutes, five short questions, and we really do use this information to help improve our training events so look for that link. Our presenters today are Jane Sadusky and Kristen Weber, so let me give a brief introduction before we started many of you probably known -- knows that Jane Sadusky, consultant and violence against women issues and you are probably met her at the Praxis International trainings and some of you might have worked with her on an audits. She is a brilliant author, and she is co-author the the safety and accountability audit toolkit with Alan pants and she is a veteran of 20, 25 audits herself. Kristen Weber is a senior associate for the center of study of social policy, worked for over 15 years as an advocate for children in the foster care of juvenile Justice and special education systems. At the center, Kristin leave the institutional analysis project analyzing the laws, policies and practices in child welfare and juvenile justice systems. Her

interest is in institutional practices that contribute to disparate experiences and outcomes for children and families of color specifically. She also serves as a senior member on teams monitoring compliance with child welfare losses in New Jersey and the District of Columbia so we are fortunate to have both the Jane and Kristin present today. Let's start with a brief overview if we can of the safety and accountability audits. Martin with can help us out. >> Yes. I sure will. Thanks and hello everyone and I will save that for those of you who are less familiar with the safety and accountability audit, I sent a link earlier to a video that is an overview of the safety audit -- safety and accountability audit process and we are not spending a lot of time on that today on this webinar as we want to say plenty of time for the content that we will dive into but just as a starting point, the safety and accountability audit is one aspect of broader institutional analysis processes that we are -- that were developed by Praxis International and Alan pants in particular to look at how institutions are organized to respond to violence in many cases and the audit was formally adopted by the center for study of social policy which is where Kristin works to look at racial disparity in foster care placement of African-American children and it also doesn't child welfare processes. It is not a performance review of individuals and it is not necessarily an external review of a particular agency. But it is together with an interagency team made up of practitioners and within a particular system or institutional response as well as community-based advocates working together to uncover and understand gaps in response, in -- in our case we are focusing today on responses to violence against women. Through the audit process, we see how and where and if the institutional response is organized into account for violence against women specifically and then through the process, it provides an outcome of a template or a to do list I like to say for changing practices that create problematic outcomes in cases involving violence against women. So in summary, it really is the process that creates a dynamic sort of 3-D map of all points of intervention around a particular response that shows how survivors experience are interventions and how our systems are organized into account for the full experience and thereby, we can make changes to the process. To improve outcomes. I am going to just briefly -- a brief outline of the contents we will focus on today is really the focal point throughout the audit methodology or institutional analysis, that focus is on the lived experience and we are going to define what we mean by the lived experience in just a little bit, but we will spend some time today talking about consulting with survivors and different strategies for doing that and how you frame the focus of your audit inquiry or your audit question, from the perspective of the lived experience, and we will look at how the audit team and the process that the audit team engages in is grounded in the lived experience. We will look at case file review and document analysis or text analysis and how we stay focused on the lived experience through that, and then we will conclude with talking about strategies and for data analysis and report writing that focuses on the lived experience. And we apologize for some of the formatting errors on this slide and hopefully you have downloaded the PDF version of the PowerPoint and you can follow along that way because the slides a look a little bit better that way. There is in uploading issue with the webinar system that we are working on so that is what we are going to cover today I'm happy to

have this team of people to take us through this process. We are going to start, Kristin, what world is this that we are living in? >> Hello, everyone. I am very happy to be with you all today. As they were explaining, marring embassy, my experience in program primarily with survivors has been looking at survivors with violence have encountered child welfare systems and so we used this slide, to really help folks get grounded in what the lived experiences, meaning, what is going on for everyday people? Right? So you are hanging out every day in your world and then all of a sudden you get beamed into various systems that impose their language and their structures upon you. So in this example, women may just be -- a call for help and that call for help then may result in not just sort of criminal justice intervention by child welfare intervention and child welfare it may do things to women that was not their original intention so you may all of a sudden be beamed up into child welfare and the language there is all of a sudden you were just mother and now you are not Kristen anymore and you may hear people say, if you do not do this, we are going to do a TPR and we are going -- we are in [Indiscernible] right now and then we are going to do case plans and all of this kind of language that institutional language that you do not understand and is not part of your lived experience on the same time. Time is different. Your kid may be removed from you but you may not know where they are for 72 hours and institutionally, that is okay but from your lived experience, that is terrifying to you a case plan may require you to separate from your partner but have no -- in the time has to be immediate with no supports in place to help you. Think about -- or support you in terms of financing, childcare, all of the other things that are going on for you in your lived experience that is what this slide is about, what is going on for you? How do you get beamed up into all of these different alien like ships?

I am going to throw in a couple of comments, you too. This is Jane and welcome everyone. I absolutely love this graphic because I think it does help us stay focused on this reality that we all live in our everyday world down there at the bottom and around us, are all of these giant institutions. These institutions that are managing our lives and it is the way that societies get put together. Is when there is a problem or a change that we notice those institutions. That we are aware that we have been beamed up and all of a sudden, now, I have to deal with, as Kristen was saying, this language, this time frame, these expectations, this definition of meme where -- of me, where me as a person, kind of disappears NAV, mother, I become father, I become child. So part of what we are digging into here, it's really appreciating and understanding the ways in which there are these gaps, then, between what we need in our everyday lives, safety, security, care for our children, healthcare, ways to get to work, and then, how institutions are organized to provide what is happening. We do not all have the same experience. We may all have certain experiences, for example, with healthcare. That those are going to be vastly different, depending upon our identity, on our social standing, the kind of position of authority or power that we have in the work, in our work lives, our income, our social status, the histories of our communities, all of those elements that influence what we call our lived experience.

Thank you, Jane. The center for study of social policy where Kristen works has a nice quote that we thought that you would appreciate.

This is Kristen again. We have used this quote quite a bit just to help folks understand the value of lived experience. Right? So often times, and for good reason, systems collect quantitative numerical data that documents that there is some sort of problem, that interventions with survivors are not working. So they got lost in this -- the problems and looking at the system response, but not understanding what is going on for those who they are intending to serve, the gap that Jane was talking about early so we use this quote the data indicate a problem exists for outcomes for specific populations but the lived experience of families provide insight into how the system is or is not working for them. So I think that actually, about things like just recently, I was in my doctors office and they have now transitioned over to a computer-based filing system, which -- for the system, it may be a better way of collecting and maintaining information. And more rapidly giving information from a doctor to a nurse, but for me, my lived experience was that they are coming in with a tablet and asking me a whole bunch of questions and staring at a tablet the entire time that they are asking me questions in the doctors office so my lived experience is not one of being engaged by my doctors office and we know that -- as you can see from the picture, I am a person of color that people of color often not feeling engaged and supported in healthcare settings. So here I am, it is their intention to provide better service to their clients, and that is not being played out in the only way that you can really understand that is through my lived experience in interviewing and understanding what is going on for me and observing what is happening so this well-intentioned intervention is actually not going to work and improve outcomes. >> How are you defining the lived experience, Kristen?

Yes. So this is how we like to think about lived experience. We think about, what is happening for survivors in the context of who they are next all of their identities? Not just you may be a woman, you may be a cyst gender, you may be a woman of color, so all of who you are and you may be a mother, a daughter, and you want to figure out all of who she is in the context of her family and the community in which she is living so actually I will give an example. From where we have been doing some work recently in California. This is more about youth and foster care but I think it gets at the lived experience and what we're trying to understand, we are looking at the experience of lesbian, gay, bisexual and transgender youth in foster care and trying to understand what they are experience is, not just for them, as individuals, but for those used in the context of their full identity, many of whom are English language learners and are from Central and South America. They are living in a very conservative county in California and we are trying to understand these either actively making decisions about how they come out and how they remain safe in foster homes and school settings. That look very different than another county in California that we are working in that is a much more liberal County. It has more safe affirming placements for youth and so we have to understand their whole context of what is going on for them in order to better, then, reflect with the institution what are appropriate interventions.

Excellent. Part of my reaction to lived experience when I first heard that phrase was well, obviously, you live and it is experience, but, Kristen, I think that it is as helpful as you are pulling out it is that whole context in a certain reflection and meaning and first-hand accounts and impressions and what it is like to be who you are and then be living in these -- in relation to poverty. To racism. To homophobia and it is almost what is the work of living with those realities and those dimensions of life and that is part of what we are trying to develop and understand, then, and bringing people's lived experience into this process of institutional analysis or safety and accountability audit.

I will just add it to what Jamison, as you start working with the folks and start using this link -- language, lives experience, people have their own center -- sort of understanding of that and we see the newspaper article sometimes that lived experience, but often times lived experience is just captured as -- how is this woman experiencing police intervention alone? How is her interaction just with this police officer? Was he respectful? Just looking at that individual incident as opposed to understanding, this woman lives in this community that has this relationship with police. And this historical relationship with police and her family may have a relationship with police that inform how she is interacting with the police officer. So you can lose that if you are just looking in a very micro -- microcosm kind of level.

I think that technology example that you use, Kristen, is also a really helpful one to begin to get our heads around this idea, because on the face of it, we are in this huge changeover with all of these technologies and this expectation now that medical records, employment, and insurance applications applying for food chair, applying for emergency assistance, economic assistance -- so much of that is shaped around access to a certain technology. That is not readily available for many, many people. For a range of reasons related to who they are, where they live, their history, and the totality of that lived experience. Thank goodness for libraries because a lot of people would be totally out of luck.

[Laughter]

Right.

What about the safety and accountability audit, Jane? >> Well, it is trying to pull together and I will use this shorthand of safety and accountability audit but we are talking about this broader way of looking at and thinking about and asking questions about how institutions that involved in people's lives. Institutional analysis. Wanting to really bring it together with all of these pieces. So it is not enough here in the context of looking at violence against women, and in the safety and accountability audit applications, a very specifically, to domestic violence and intimate partner violence, it is not enough to look at a piece of offender accountability and it is not enough to separate out survivors safety and well-being from all of this. So we're trying to hold the way that all of these connections are made and the ways in which it is -- you cannot separate out people's

gender, race, class, sexual identity, sexual ability, all of those factors that make us who we are and then how we fit in a community and a history and be able to more fully develop how it all fits together. Again, as Maren was saying, that kind of 3-D map that we are trying to construct and draw by looking very deeply at what people's experiences are as they are involved with criminal legal systems, child welfare, education system, whatever application of these methods that we happen to be using and involved with. >> Let's kind of break that out a little bit. We have had lots of information in webinars on the topic of consulting with survivors, so we are not going to spend the majority of our time here but we want to talk about this core piece of the audit process and how it is that we consulted with survivors. Kristen, you have seen a lot of teams and how is it that they really work to uncover the context of that lived experience that we have been talking about? Do you have thoughts on that?

Yes. So I have done about 12 or 13, depends on how you count [Laughter] institutional analyses or audits and it is again -- that depends on the community which language you use there also but what we found is that it looks different with how you consult with survivors in different communities because of the cultural context and the history of those communities. So I will throw out an example. For example, when we were doing some work in Los Angeles, in South LA, we were specifically looking at an African-American interventions in foster care with African-American families. So it was a lot of African-American women and children. But we really could not even begin to consult with women and children until we had gone through these cultural brokers, these gatekeepers, they called themselves the black community task force and we are really -- were really vetting us as professionals. And outsiders of their community. To make sure that we were safe and they formed a very protective function for their community because the community had so often been studied because of what is going on in South LA which included Watts and these other things and they were protective of their folks because they did not want this to be a -- let's study for black women. So that looks very different and so a lot of vetting and working with them. And then same with another community that was a native community in Humboldt California, Humboldt County of there, they did not -- when we were talking with them and how would be gather information from women and children, what they were saying is that they are -- our methodology did not work for their culture. They wanted to shift away from focus groups, and sort of group discussions to more individual storytelling and gathering. Which again, was that specific community may look different in other communities so these are two quick examples about how you go about consulting survivors but also, it is sort of a Y and a respect, because once we were able to work in a way that was respectful of that community and that communities [Indiscernible] we were able to gather a lot of rich information.

And I go that, too, and I'm thinking about some of the most effective and meaningful safety audits at applications and institutional analysis that I have been involved in in those cultural brokers, those community brokers have been essential. Where that did not exist, it was very difficult for those who had initiated the safety audit process. However well-intentioned and kindhearted, where that kind of relationship was not

developed or did not exist, they really had no way of connecting with and talking with the survivors in a meaningful way. And also, then, getting outside of the traditionally identified or dominant domestic violence services kind of program in a community. That is another piece of it, that is one connection with survivors. But there may be whole communities who really do not go there. They are not interested. Who have questions or mistrust based on past experience. So that piece of connection becomes so critical. I was thinking of a couple of examples, too, where things really moved ahead, because there was this kind of connection made with a cultural or community broker. In the blueprint for safety communities, which is a project that Praxis International is involved in and you can find out all about that on the website, but there are several demonstration sites around the country and they are all using applications of these institutional analysis methods. And looking at how the current legal system practice is put together and working. So in New Orleans, big city, police department that is under consent decree through the Department of Justice, a lot of history, of mistrust, challenge between communities and the police department. In talking with survivors, the approach that they took was to develop these connections with cultural brokers and build that first and work with community-based advocates first to learn, to build relationships and connections, and then turn to that expertise and involved their expertise all along the way. Not only to help find people to come to a community discussion or a focus group, type of interview, but to do the analysis all along the way and to really provide this essential feedback and guidance so it involved the Institute for women and ethnic studies. They do a kind of ongoing wisdom circles and discussions with women in the community, examining these teams of crooked room that Melissa Harris Perry has written about and articulated, that African-American women live in. Women with vision, who had a lot of connection with transgender women in the community, total community action that had connections with survivors through basic services and head start and those kinds of connection so looking very broadly on -- who is in the community that has these everyday kind of connections, credibility, and standing? And then, if we are in a position of organizing the safety audit, the institutional analysis, how do we develop those connections? Not sweeping innocent, well, you will provide bodies for me for this event, but here is what we are trying to figure out. Are we asking the right questions? How do we make connections with people and develop that relationship so that it has a meaning and respect? >> Did I just -- in addition to what Jane is saying, it really -- and my experience, it really cannot only be the coordinator who is finding survivors and finding folks for the lived experience. The ones that have been most successful are when the coordinator relies on cultural brokers or those cultural connections to find and recruit other folks. Just as you were saying.

It is not -- this is Lucy. It is not as if you are using the cultural brokers to actually translate the experience of survivors. But it is more of an educational administrative function? >> You are not saying tell me what someone else would say to you?

No. Not think that at all but it is to sort of help me -- help us connect with folks that are interested in sharing their lived experience

with the team. In a way that works for that survivor, so it could be that you are working with a cultural broker to interview this woman or it could be that the woman is comfortable in meeting with folks from the review team. It depends on the circumstances.

In New Orleans, for example, the cultural brokers became the facilitators for the group discussions. The focus group type discussions. Because that was the best choice. It made for a deeper and richer and more trusted discussion. >> Interesting. So let's just dig -- take a moment here and remind folks that we will be stopping for questions and comments so if you have questions as we move along, please feel free to chat them in to Maren and bring them back to Kristen and Jane. Then we can make sure that you get what you need out of this conversation. So Jane, when we talk about, then, taking my consultation with survivors, what are the best ways to centralized that lived experience in forming the audit question or focusing your assessment? >> I got to thinking about this question and I think that in some ways, it is very important up front as a standpoint and a perspective, holding people's lives experience and forming this question. And then, in some ways it is even more so from then on and all along that there is this level of community consultation and discussion and participation in the analysis and the making sense of it. So common -- always coming back to -- I ended up thinking about it -- trying to hold that standpoint. So, for example, if you start asking questions like, why don't victims of battering follow through with no contact orders? That is not asking a question. From the standpoint or perspective of lived experience. A better -- a kind of better way to do it would be something like, how do mandatory criminal no contact orders me to or impede victims names for safety and well-being? So without spending all afternoon trying to find to a question. That is why I was starting to think about, when I was going back over this, is really watching out for ways in which we start forming the question by making people the problem. How can we reduce the number of uncooperative victims? Versus how can criminal case processing be more protective and meaningful? For victims, safety, and well-being? So it is that kind of always coming back to almost trying to in a way be in people shoes and then ask and shape of questions based on what you are learning and what is coming together through those discussions with the cultural brokers through the kinds of interviews and surveys and conversations. One of my -- I think that one -- if I were to say to our group around the table here, here is one safety and audit and accountability report that you absolutely should read because it will really help walk through you and give you an example from A to Z about how to conduct this and use these institutional analysis methods while holding lived experience at the center of it, and it would be some work that mending the seek -- mending the sacred hoop and the program and to aid victims of sexual assault, work that they did in deleted a few years ago around the response to native women who report sexual violence. It is chock full of examples on how to put this together and how to build those relationships with cultural brokers. How to take all of the -- and hold that lived experience on throughout the whole process. And it is an example, for instance, of how the scope of their audit questions changed once they had spent time talking with survivors. Talking with native women in the community. They brought it into a much more specific focus ones that they had that opportunity to

learn from survivors in the community. >> I would just add that first off I just love everything that Jane had to say there and that is just wonderful and I think that also, what we recognize in doing these audits or institutional analysis is that, from the very beginning, you are trying to shift the narrative of the institution. From what Jane was saying at the beginning, often times institutions are making people the problem as opposed to the institutional interventions are not the right ones. And the institutional at the policies and practices are laws are not working for people. So, from the very onset of your work, throughout -- until you are writing the report and onto the reform efforts, you are trying to shift this narrative to the lived experience and so this -- it is critical at the audit question stage to really -- because this is what people keep coming back to, really setting up and putting people at the forefront. We have found that in some of our work, particularly with child welfare systems they will push back and say we really need more of a professional question. Right? Because often times we are trying to write the question and language of real people, not system fees, but often times we will insert a second question or a supplemental question, so just an example that we did recently was that the system -- and the community was trying to understand why African-American women in particular were not recent -- reunifying with children at comparable rates of other populations. How was that coming about? So we said, what about the way that the system is organized is preventing timely reunification for African American children with their families? When we were forming this audit question and in talking with families, and the community, they also want to know, what was happening to children who were in foster care? They wanted to know, how were children being supported? Nurtured? A loved? That is a real person kind of question and not a system start systems are not now sadly in child welfare getting into how children are being loved and nurtured when they are in child care but that is a real concern for people.

Interesting. I am intrigued with what you were just saying, Kristen. That is wonderful. Let's take a second and pause here if you have a questions or comments or if you want to did a little bit deeper, now is the time to let us know.

This is -- there are no comments in the chat so far but I wanted to refer to another report, we're having trouble sending your URL in the chat box so I will compile a list of resources and send them out afterwards but another report that is very dense and. But I will send the executive summary of this with a report from the native women's research project which was a bland of indigenous research methodology and the safety and accountability audit to look at how -- what features exist in US criminal and civil legal system processes that allow -- what are the features of those systems that cause dissonance and disconnect for the lived experience of native women? It wasn't through the project that a list are problematic features were identified and once you start to learn knows and read up on those and you start to see them everywhere and for example, the institutions operate from an institutional sense of time, which is very disconnected and separate from the real lived experience of a person. And then, there are a lot of other features that I will not go into today but if you happen to the

Institute, you have heard about those features but I will send a link out to that report as well. >> Maren, I think another one that would be helpful and I may end up mentioning this later down the line but since we are on the subject, is the safe Haven supervised visitation demonstration initiative. I am thinking particularly about the work that they did in Kent, Washington, where they were looking at how a victim of battering who might benefit from supervised visitation. Finds out about it, decides if it is -- whether to use it, effectively communicates that to the court, to say, this is what I need and would like, and then, goes about finding and it does a program that is a good fit that understands the battering and approaching things with that understanding. So working with community-based advocates and working with survivors, and focus group type discussions, we started mapping all of these pads that you might -- paps that you might find yourself on to get supervised visitation and we realized that there were 23 different entry points to supervised visitation and safe exchange and anyone woman might have been coming at it from several of those at the same time. Again, trying to hold that -- how is this working from real people in their real lives, finding out that -- there was this confusion about who an advocate was. Even with five or six different professionals, practitioners, and different agency systems, organizations, holding these advocate titles, there was this confusion about, well, who can I talk to him about what? With what implications? What level of confidentiality? So if we keep kind of almost trying to consistently put ourselves in someone's shoes, a mother whose child is in foster care, it is like, well, what is happening? There are all of these connections and relationships and these aspects of love and things my children like and things that they might miss and what is happening? How is that addressed?

[Pause] >> There is a natural progression, from forming that question and bringing that to the audit team and the process. But let's talk about T membership. And how membership helps teams stay grounded in the lived experience once you start collecting data. Kristen, do you have thoughts about the membership teams and the formation? >> I have lots of thoughts [Laughter] and I'm sure that Jane does also in again, this is one of those that it depends kinds of -- that we have found across the different folks. Sometimes we have enormous teams, like 20, 30, people who are doing reviews in a very concentrated periods time and sometimes we have a very small teams of six or eight people but what we always find, particularly because the audit said that I primarily work on our for communities of color, we do not want the team to be only made up of people who are in no way representative of the folks that we are in the communities that we are looking about and talking about. What we have also found, so we have to balance that. What we have also found is that in the case of survivors or women who have lost their children to foster care -- into the foster care system, permanently or for a pure it of time, -- a period of time, sometimes being on the actual audit team itself is harmful to them and they have expressed this to us that this is exhausting, it is traumatizing and I am feeling very anxious, and this is not an appropriate role for me. I do not want to be in this position. But we have involved women in other ways. So we have had them be part of debriefing sessions, where they will hear the team when a team comes back at reports what they have

found in interviews and focus groups and in case record reviews and they will hear it and provide some feedback and that is one way. We have had women and youth actually from foster care become part of team members but they cannot just be a lone person. Just to be the one person that you represent all survivors. But part of a handful, at least, of women that we provide extra support to those women. Like a buddy who text with them on a daily basis if it is too much or this type of interview our data collection does not work, we are very much on what works and what does not work for them. And then, I also just want to mention that we also make sure that the agency or the group that we are working with has the ability to pay women for their time. Because of professionals are being paid and this is actually can be a point of strife but we feel that it is critical to honoring all team members and the contribution of women. And survivors. So we insist on sort of fair payment in addition to other supports.

I will pause there and I'm sure that Jane has a lot to say. >> I will really echo to start with the last point that you made, Kristen, that compensation for people's expertise and the contribution of teaching us when we are underway with these projects of looking at how institutions are working and honoring that lived experience by providing that kind of balance, and a kind of equity. In who is around the table. To reinforce, the new -- the New Orleans example that I provided earlier, I think, again, is relevant here because it was such a strong example of involving survivors in part through the role of community-based advocates, not exclusively, but that was one strategy that they used to both expand the involvement in the community and to bring in the experience of survivors, so the community-based advocates were on the overall team that was, in this case, doing the blueprint for safety adaptation but was also functioning in a way as kind of an audit team. They were part of a disparity working group that was formed to specifically dig into what the experiences of African-American women were in the criminal legal system response. Participate in all the analysis that was done. For -- reading case files as well as being directly involved in organizing community discussions. Similarly, with the project in Duluth Michigan, looking at native women's experiences in reporting sexual violence, both of those are on the archived webinar so that something, if you wanted to dig a little deeper and, you could hear firsthand, people who were involved in those projects. I think that a couple of things, too, that I would really echo, here is it is it -- it be clear on the purpose and the role that people have and also, I think being clear that there are avenues to say, this is not me. I am too close or this is too hard and I have pretty much every time I have done -- dug into child welfare files with 18, I have ended up in tears because it has been so shocking and sad and the ways in which people lives experience has disappeared and so, to really hold for people -- here is what we are going to be doing. Here is what it is going to be like. Having that kind of support and partnering and buddy system, so that there is a structure for being able to process what you are discovering and what you are learning together. I cannot echo that enough and say that is really essentially -- is really essential. And in the overall team, making sure that there is this balance of voice and authority. Sword of an equity of voice and authority between practitioners and survivors and community members and I'm sure that

Kristen, you will say that that can be really tricky. And it is -- there is no immediate one size answer to how you do that.

No. I think that you are exactly right, Jane, and the only cautioned that we always give is that just because a person is black does not mean that they speak for all black people are just because this person is from the neighborhood, the west side, where many of the cases that you are looking at come from does not mean that they are the only experience so be constantly revisiting as a team, how you are going to get the richness of expertise and content and not rely just on one person to be an authority just like you would not rely on one worker to tell you everything about child where -- welfare one probation officer to tell you everything about the criminal justice system.

Exactly. Exactly. So let's move forward and talk about, then, how that team, how that membership carries forward visit grounding in the lived experience into the data collection itself. Jane?

Well, I think that part of this is -- you are bringing people together and making clear that this is what they are going to be doing and the world that they are going to have an constantly coming back to what we have up here is these debriefing questions so whenever you go out and whether it is talking with people, reading case files, watching how things happen, to come back and poses questions about -- what did you learn? What did you say? What did you read? What did you hear? What did you feel? They are sitting in the courtroom quarter and then imagining what it is like and noticing what is happening for people and -- can they find their way? Our instructions clear? Is it so noisy that you cannot talk with someone? Is everybody sort of shoulder to shoulder? Where you might be right across the hall or right across the aisle or seat from the person that you are filing a protection order against? That constantly coming back to, what is it like? How does this connect with what we are learning? Maybe it started out and -- in an array of focus group discussions or interviews in the community or meetings with advocates or discussions with cultural brokers so that we are constantly coming back to these same kinds of questions.

I would just add that it is just so critical to always begin with the lived experience. If that is how you prevent this whole audit from becoming highly -- how to make the system more efficient or work better for workers but how do you make it better for women and their families? I mean, I think all the time, we have so many -- Jane, and I am sure that she could go for an hour and I could, too, just going through every single crazy thing that you see happen to women in courts or in meetings with workers and just we were in Detroit and just as an example, we asked our team to focus -- of the team that was going to court every day, what is the lived experience? What is it like for you to walk through security? To park your car where the court has his? Well, one of our team others, her car was actually broken into because it was so unsafe, this neighborhood and another team member had her cell phone confiscated and you she could not find it again because security does not allow cell phones through and another woman had her compact mirror for her makeup confiscated because they are worried that it would be used as a weapon so attorneys just screaming at their

clients and what you realize is that their clients had limited English language proficiency , and so I think it is an unconscious habit then rather than get a translator, you think if you talk louder and more slowly that they will understand you better but the level of disrespect that they observed by that interaction which was not intended, really stung with that team and that is just one example from one audit. >> Jane, what would you say are the key tips for coordinators to help maintain this focus and Kristen just gave us an array of experiences .

Part of it, I think, is a point that Kristen, you made earlier, about it is not just the coordinator who goes out and is trying to pull all of this together, but it is that building relationships and partnerships with cultural and community brokers and relying on -- I think also, others -- of the team or group that is doing this so that there are these discussions together. It can be kind of easy to slip into that -- this process being seen as James audit or Kristin's project and there is that building of and drawing people into different activities and different ways of gathering information that contribute to the knowledge and contribute to these discussions. Disappoint about building in time to focus on lived experience is really important. I can think of a few examples of communities that have waited until about the last minute to do focus groups. We are supposed to do focus groups. So here we are. We are about two weeks [Laughter] two months before the end of our formal project. We have not done them. Usually, they have not done them because they have not had or developed those connections. With cultural and community brokers. That help to plan and connect with people and to bring that piece into the whole process. Another reason that I will encourage people to dig into and look through the report for the work of that mending the sacred hoop and they did in the lose is that they talk very candidly about how they got stuck as a team and got stuck in tensions between the survivors and community members that were on the team and the practitioners and got stuck in this defensiveness, as soon as you start to dig into realities of historic and institutionalized racism and oppression, and that defensiveness of, I am a good person. Not, then, stopping there and being able to say, well, I am a good person but we have to really look at how this is together and understand this historical dimension and here and really listen to what people are telling us. >> Kristen, would you have any advice here?

Yes. Again, I love everything that you just said and I thought that was great and I am still mulling over some of it but I can tell you that in a couple of the audits that we have done and it is not possible in every audit, we have been able to combine reading somebody's case file and having an interview or a focus group with that person.

Wow expect -- wow.

And we did it actually very recently, and in that way, it is really helpful for the team to see how the institution is talking about and thinking about this person and what this person lived experience and that is one of the most start and one of the more powerful things that you can help people with. So that is one piece that I wanted to bring up if you are able to do that. That would be amazing. It is not always possible but that is pretty wonderful. And then, the other thing that we

have found and I am a lawyer and I do not like to share and I do not like to cry. But I have -- we have found that in every single audited that we need to take time and space to attend to the team, because it is so hard as Jane was describing, to read these files, to talk to folks, to constantly be focused on the lived experience because you are seeping yourself in pain and institutional failings. And what is happening with people unless you are the coldest person on the planet, you will be affected and your team will be affected by this and so we have found that you have to help people and attend to the emotions of the team and create space for the team. Like in Detroit -- this is a good example. We had almost a whole African-American teen, almost all African-American leaders looking at African-American families and I can tell you that the team was sort of devastated and we had one team member who was a child welfare worker who says I have been a child welfare worker for 20 years and I have been complicit in the system that has caused pain to my people and her having to -- to remember that so powerfully and the team was crying and working their way through this and it was a necessary process for them to come out and be a very effective team and advocate. There is a lot of good literature out there about the data and the power of quantitative data but there is better literature about narrative and that people remember stories, remember lived experience, remember what is going on and so part of it is it is really important to capture all of this and support your team capturing all of this information.

And building that time.

Lucy, I am going to throw in one other tip that I think is also really helpful and it just came to mind and it is that watching out for that shift, to seeing the person or people as the problem, which can happen really, really easily, the frequent flyer system, noncompliance, the stuff is heating on all sorts of a labels but it can be really easy, even in trying to be mindful of lived experience, to make that shift and to keep anchoring it in, what is this person and communities history? What did she or she needs? What did they understand what's being asked or offered or required? What kind of resources and support to meet needs? To do what is asked? Keeping that frame of, how people are drawn up, what is asked of them, and then what is put in place to make it possible? For things to happen. And be helpful.

Exactly. Exactly. That is a good place to just toss quickly and Maren, are there any questions?

No. There are not any questions but I am going to address of the people who are a little bit more focused on sort of the detail about the how to of this piece and I just wanted to share one other tiny little tip. I was a part of the native women's research project that I described briefly or mentioned briefly earlier and one of the strategies that we built into sort of the scheduling of observations or interviews was either myself or another coordinator type administrative coordinator type to the project to meet with the team members who are engaging in the observations immediately afterwards, so if the observation was scheduled from 10 AM until noon, I would go out and meet with that person at noon to document and write down myself their immediate

impressions of their own experience of the process, those sort of big moments or inside that people can have, immediately after engaging in an observation or an interview and we, again, we would start with what was your experience of sitting in the courtroom? What was your expense of going out on that police ride along and driving to the reservation at 80 miles an hour? Getting those key insights right away documenting them and that bringing them back to the team in sort of a summary form to process as a team.

That debriefing experience comes back again.

Yes.

That is great. Thank you, Maren.

Jane or Kristen? Do you want to talk about the key strategies and text analysis and of course, it is a huge topic in and of itself but if we can just to summarize how the lived experience with play out here. >> Kristen, you deal with such complicated pieces of text. For instance, here in Wisconsin, there are potentially over 400 different forms that could go into a child welfare case file.

[Laughter] >> I am turning to you.

Okay. We will do a couple of things. We spent a lot of time with text and we look at, early example about how you interact with the healthcare provider and the fact that the text is coming between me, even though it is tablet, coming between me and my physician, and that is important to observe how text is used in the context. If you will see, we have recently had an observation that we did where we were following a model, child welfare worker who did seem like she knew -- she was great but when she went out, she spent the first 20 minutes of the visit working with a foster parent to go over a list of forms that she needed to do and then she shifted after 20 minutes to engage with this teenager in foster care. By this point, you can imagine sort of what state this teenager was in for those of you who either have or work with teenagers.

[Laughter] >> So this teenager did not engage with the worker and the worker did not understand why and it was sort of a written off as this kid filed and so looking at the process but also how the test was demanding this woman's attention but we spent a lot of time in text trying to uncover language. How are women and children described? You will -- we really looked also to see also what are the facts to support these descriptors. So you may see a woman being described as hostile, not complied, irritable, depressed, pathological was often times we have seen but what are the underlying facts around that? We had an example of a kid was constantly being described as pathological and when you actually went behind it, this kid had a lot of trauma and he was throwing himself down steps every time he went to go see his mother in prison and nobody was preparing him for the visit and nobody was talking to him after the visit but something was described as wrong with him and he was put on psychotropic medications and his mother was in prison for killing his father because of domestic violence and none of this was addressed with this kid and it was sort of his issue as opposed to nobody uncovering what had happened to him and what he had observed us

are really trying to dig behind the language but then also looking to seem how that language may be coded around race, socioeconomic status or other perceptions of people -- misperceptions of people I should say in the other thing is that often times in files, you cannot figure out what is going on with this person. What is going on in their everyday life? You can see all of the institutional interventions, once a month this is an did she get drug testing? Did she do this? Did she do that? But we found it case examples, all of a sudden a woman is eight months pregnant but you are looking at this case file of noncompliance for a long time and trying to understand where she is and what is going on. We had this woman was missing her counseling and drug testing appointments and they were stinging her left and right in it turned out that she was pregnant with an enormous morning sickness and she was making all of her prenatal appointment but we found that out by interbreeding her and all of that information was missing from her case file so it is that kind of stuff that is important to capture in terms of looking for the lived experience are looking for the boys and any kind of quote that you see in the text that are coming from people. Not from workers.

And generally, there are not a lot of quotes often times.

Yes.

[Laughter] >> I have noticed a lot is the very generic language so looking, for example, at police reports and there will be something like fighting or domestic violence in the home or yelling or arguing. Without any kind of painting the picture of what is really happening. And what's going on. The ways, then, that it stays with you, it becomes part of that official story up front and then, whether it is accurate or inaccurate, or whether it is a certain kind of judgment, it stays with it. And it is further and further away from any context. So you read something very early on that says, she put concern for husband above her children safety because she bailed him out of jail. So that framing of that judgment gets carried on and on through the rest of the story, without any questioning of it often times. >> What are those things that you can find to really pull out and even when you are talking about report writing, really pulling that lived experience forward? How do you demonstrate that? Some of these concepts that we have been talking about. >> I think that some of it is coming back to -- as Kristen was saying, you are constantly bringing things back to this discussion of the lived experience. People who can ask questions and maybe you are taking some of what you are learning to yet even another kind of -- for want of a better word, accountability group, that may not have been directly involved in all or a lot of the gathering of information, but can read what you are saying, what you are recommending, what you are finding, and say, wait a minute, you did not think of this or what about this? In our community, that does not seem to be what we are experiencing. >> One of the things that we try to drill into our teams is that every woman's story is a valid test of the system that is functioning. Because so often people are like, well, this is just one case and this is just her experience but it is not all women's experience, not all survivors experience. But systems are supposed to adapt and address the needs of all kinds of people that

come in front of them so that is the whole purpose of some of this work, right? You are trying to figure out how to make more meaningful interventions and change policies and protocols and practices and get people better link and workers to be more effective with families and women. So each test is valid but it is really hard sometimes because you get this push back up, well, this is just that one anecdote and that was sort of an extreme example kind of thing. We find that the more that you collect the lived experience and the more you collect the lived experience and pair it with other data that your money come the observations, the text, and you are building it all into click the -- intricately together that a packages up well and it really is influential and then the lived experience that helps people remember, yes, we need to do this because this is not working for this women.

In keeping track of that on some of the tips that we have and strategies here, I think that some way of note taking, documenting the discussions in what is happening at throughout the process and zeroing in on these concrete examples, the stories -- the stories that help carry the meaning of people's lives experience and maybe that story is pulling from examples from a bunch of different case files. They then start to build a picture of, how someone is seen coming into the system as a kind of universal victim, a universal patient, a universal CPS mother, the ways in which that happens. But again, unless you are digging in there and combining what you are learning, from these different sources, that becomes more difficult and you have to have a way of keeping track of what you are learning.

Well, that is how you do an audit and ground your audit in a lived experience. >> In 10 easy lessons.

[Laughter]

I really appreciate everybody's focus on this particular subject today because it is -- I mean, at the heart of the audit or institutional analysis, it is to look at institutions that were not designed specifically with, for example, battering in mind, or they were not designed specifically to account for rape, or they were not specifically designed to account or meet the needs of specific types of families, and it is through this kind of process, that you can pay attention and focus on this for a little while to build -- to be able to identify ways to build in practices, policies, procedures, forms, checklists that I just of the system to better account for those focus areas. And I want to -- I'm happy that we had this webinar today to get really explicit about that and I learned a lot and I'm hoping that you all as participants learned a lot. We also have a lot of other resources and materials on the website and you have probably been there before but here on this slide is our website, you can go to our programs, institutional analysis/community assessment to access a wealth of resources. I will follow up today with the resources mentioned and I was not able to put those into the chat today and then, any individual assistance or support that you need, to help apply these kinds of concepts and strategies in your own community, we are here for you to help you and we have got a body of staff and consultants that have a lot of experience in doing this work in various institutions and

settings and we are really happy to help you pick we love talking to people about the audit and institutional analysis so we look forward to hearing from you and support your good work back in your community and just reminder, when you close that, you will be routed to an evaluation of today's webinar and please take a moment to provide your feedback and we do use that information to develop webinars for the future, but also to adjust our current formatting to make it better meet your needs and desires for these webinars. So come back next month, where we are starting a three-part series on the domestic violence best practice assessment guides and I will include information about this webinar series in the links that I will send out tomorrow. We will do an overview of the domestic best practice assessment guides that look at 911 through prosecution decisions for your current practice of what we know to date as current best practices. We look forward to hearing from you and otherwise, it is almost summertime, everybody, and enjoy the beautiful spring weather and transitioning into the longer days of summer. Have a great afternoon.

Thanks, everyone. Goodbye.

Thanks, Lucy, thank you, Jane, thank you, Kristen, and Liz. But [Event Concluded]