Mana o le Leo

The Power of Sound

Facilitator Training Curriculum for Domestic and Sexual Violence Advocates and Partner Service Providers

Prepared for	OVW State and Territory Domestic Violence and Sexual Assault Coalitions Program
Organization	American Samoa Alliance Against Domestic & Sexual Violence
Curriculum Developer	Tasiaeafe Hiner
Document status	Revised draft for OVW programmatic approval

Eight 90-minute sessions | 12 total instructional hours

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How to Use This Curriculum

- This curriculum is designed for facilitators training domestic violence and sexual violence advocates and partner service providers.
- Use the session plans as written or adapt pacing to your training setting while preserving survivor choice, confidentiality, accessibility, and offender accountability.
- Every activity is voluntary. Participants may pass, pause, step out, keep their eyes open, or choose an alternative activity at any time.
- Keep current referral information available throughout the training and follow organizational policy for support, privacy, and mandatory reporting.

Facilitator reminder: This is professional training, not psychotherapy, clinical treatment, couples or family counseling, restorative justice, or offender intervention.

Curriculum at a Glance

Session	Snapshot
Session 1	Establishing Survivor-Centered Safety and Relational Space - group agreements, survivor autonomy, tā and vā.
Session 2	Voluntary Grounding and the Moana - consent, choice, sensory grounding, and referral boundaries.
Session 3	Responding to Disclosures Without Forced Storytelling - validation, privacy, and warm referrals.
Session 4	Emotional Literacy, Shame, and Accountability - victim-blaming, boundaries, and accountability language.
Session 5	Voice, Choice, and Collective Empowerment - creativity, informed choice, accessibility, and messaging.
Session 6	Redefining Strength and Supporting Survivor-Defined Safety - safety planning, barriers, and options.
Session 7	Professional Boundaries, Confidentiality, and Referral Practice - consent, information-sharing, and technology safety.
Session 8	Facilitator Demonstration, Implementation, and Collective Mana - demonstration, feedback, implementation, and evaluation.

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Mana o le Leo is a culturally grounded training for advocates and partner professionals who work with victims and survivors of domestic violence, dating violence, sexual assault, and stalking. Participants will learn practical ways to use music, reflection, and Samoan relational values in their work. These activities support advocacy; they do not replace safety planning, referrals, or other victim services.

Scope: This is professional training, not psychotherapy, clinical treatment, couples or family counseling, mediation, restorative justice, an offender intervention program, or a requirement placed on a survivor.

This work fits the Coalitions Program because it gives local advocates and partner agencies training they can use in their daily work. It also gives programs a shared approach to disclosures, safety planning, confidentiality, and referrals.

The legal and program basis for this training is 34 U.S.C. § 10441(c), pages 6–7 of the FY 2025 OVW Coalitions Program Notice of Funding Opportunity, and the victim-safety requirements in OVW's FY 2026 Application Companion Guide.

Basis for requesting OVW approval

- Professional training and technical assistance: the curriculum is directed to programs and professionals serving victims, consistent with the FY 2025 Coalitions Program NOFO, p. 7(a).
- Eligible participants: advocates, legal and justice representatives, health professionals, educators, and partner professionals are among the audiences identified in the NOFO, p. 7(d).
- Standards and service improvement: the curriculum provides repeatable disclosure-response, confidentiality, safety-planning, accessibility, and referral practices, consistent with p. 7(c).
- Coordination and service gaps: referral mapping and implementation planning bring providers together to improve coordinated services, consistent with p. 7(e)–(g).
- Victim safety and accountability: required safeguards prohibit compelled disclosure, victim-blaming, mandatory reporting to law enforcement as a service condition, reconciliation pressure, and practices that undermine offender accountability, consistent with the OVW Application Companion Guide and award conditions.

2. Intended Participants

- Domestic violence and sexual assault advocates and victim-service program staff.
- Volunteers acting in professional victim-service roles.
- Health, behavioral health, legal, educational, faith-based, and government partners who encounter victims or make referrals.
- Community trainers and mentors who will use the curriculum only within their professional role and organizational policies.

Reporting note: Training provided only to Alliance staff paid under this Coalitions award is professional development and should not be counted as an OVW training event. Confirm the audience and funding before reporting each event.

3. Learning Outcomes

By the end of the eight-session training, participants will be able to:

- Explain how survivor choice, autonomy, confidentiality, accessibility, and cultural humility guide safe victim-service practice.
- Use brief, voluntary music-based grounding options without diagnosing, treating, or requiring personal disclosure.
- Respond to a disclosure using validation, immediate safety assessment, survivor-defined options, and a warm referral.
- Distinguish emotional expression from abusive behavior and place responsibility for abuse on the person who caused harm.
- Recognize how cultural and faith values may support healing without using harmony, family unity, forgiveness, or religion to pressure a survivor.
- Adapt activities for people with disabilities, limited English proficiency, and different communication needs.
- Develop an organizational plan for using the tools while complying with confidentiality, mandatory-reporting, safety-planning, and referral policies.

4. Facilitator Qualifications and Preparation

The person leading this training should:

- Have demonstrated training or experience in domestic violence and sexual assault advocacy and survivor-centered practice.
- Understand local confidentiality, mandatory-reporting, and referral requirements and explain their limits accurately.
- Have cultural knowledge of Fa'aSamoa or co-facilitate with a Samoan cultural advisor.
- Know how to respond to distress without providing clinical treatment unless separately licensed and acting within that role.
- Arrange an advocate or designated support person who can privately assist a participant who needs help.

Before each training series, the facilitator must:

- Confirm that the audience consists of professionals or volunteers acting in professional roles.
- Review the Alliance's current local DV/SA resource and referral information.
- Prepare accessible materials in English and Samoan as needed and ask about accommodation needs.
- Select music that is legally available for training use and offer silence or an alternative activity.
- Review emergency, privacy, and mandated-reporting procedures for the training site.

5. Participant Safety and Ethical Practice

- Participation in listening, movement, journaling, pulse awareness, prayer, storytelling, and group sharing is always voluntary.
- No participant is asked to disclose personal victimization. Hypothetical or composite examples are used for skills practice.
- A group privacy agreement is encouraged, but facilitators must not promise absolute confidentiality. Explain applicable limits before discussion begins.
- Do not ask participants to close their eyes, remove assistive devices, disclose medical information, or remain in an activity that causes discomfort.
- Do not collect pulse readings, journal entries, survivor histories, or other personal health or victimization information.
- Do not use cultural harmony, family responsibility, forgiveness, faith, or reconciliation to minimize violence or pressure a survivor.
- Services and referrals must not depend on reporting to law enforcement, leaving an abusive relationship, seeking an order of protection, participating in counseling, or completing this curriculum.

6. Standard Room Setup and Materials

- Accessible seating with clear exits; participants may choose circle or non-circle seating.
- Visible agenda, breaks, objectives, privacy expectations, and the statement: “You may pass, pause, step out, or choose an alternative at any time.”
- Water, journals, pens, emotion-word cards in English and Samoan, proverb cards, and evaluation forms.
- Current confidential DV/SA resource and referral sheets available without requiring disclosure.
- Speaker and selected instrumental music at a comfortable volume, with a silence option.

7. Standard Opening and Response Protocol

Start each session with this reminder:

> **Facilitator script:** This is professional training. You are never required to share personal experiences. You may pass, pause, step out, keep your eyes open, or choose a different activity. Please protect the privacy of others. I will explain any legal or organizational limits to confidentiality before discussion begins.

If a participant discloses victimization:

1. Thank the person and validate that the violence was not their fault.
2. Do not ask for unnecessary details or invite the group to give advice.
3. Offer a private conversation with the designated advocate.
4. Ask what support the person wants and provide survivor-defined options.
5. Explain confidentiality and mandatory-reporting limits before collecting identifying information.

6. Address immediate safety concerns and provide a warm referral consistent with organizational policy.

8. Training Evaluation

Use a short confidence check before and after the series. At the end, participants should be able to:

- Identify at least three survivor-safety and autonomy protections.
- Demonstrate a safe response to a hypothetical disclosure.
- Select an appropriate grounding option and explain how consent is obtained.
- Make an appropriate referral without imposing conditions on the survivor.
- Identify one organizational practice they will improve.

Collect only aggregate, non-PII evaluation information. Suggested indicators include number and professional type of participants, completed sessions, change in self-rated confidence, demonstrated skills, planned practice changes, and requests for follow-up technical assistance.

Session 1: Establishing Survivor-Centered Safety and Relational Space

Focus

Predictability, survivor choice, cultural humility, and the Samoan concepts of tā and vā.

What participants will learn

- Establish transparent group agreements without promising absolute confidentiality.
- Explain how relational respect can support survivor autonomy.
- Identify when appeals to harmony or family unity could compromise safety.

Materials

- Visible agenda and choice statement
- Tā-vā diagram
- Current DV/SA resource sheet
- Optional instrumental music

90-minute agenda

Welcome, lotu or secular alternative, and scope (10 minutes)

- Offer the opening according to participant choice; explain that prayer is optional.
- Review training purpose and limits.

Group agreements (15 minutes)

- Discuss privacy, respectful participation, the right to pass, and confidentiality limits.

Music and professional reflection (10 minutes)

- Invite participants to identify a song or sound that supports steadiness; sharing is optional and non-personal.

Discussion: tā, vā, and survivor autonomy (20 minutes)

- Connect caring for relational space to respect, choice, and professional boundaries.
- State clearly that cultural harmony never overrides victim safety or offender accountability.

Guided listening and observation (10 minutes)

- Invite eyes-open listening or silence.
- Ask participants to notice comfort, discomfort, and choices a facilitator should offer.

Scenario practice (15 minutes)

- Practice opening a group and responding when a participant declines an activity.

Debrief and quick review (10 minutes)

- Name one safety protection to use in professional practice.

Practice activity

In pairs, participants revise an unsafe facilitator statement such as “Everything said here stays here” into accurate language explaining privacy expectations and limits.

Safety reminders

- No personal histories are requested.
- Do not define safety for a survivor or imply that maintaining family harmony is the survivor's responsibility.
- Provide a non-religious alternative to lotu and a silence option instead of music.

Before the next session: Review your organization's confidentiality statement and identify one sentence that may need clarification.

Session 2: Voluntary Grounding and the Moana

Focus

Using sensory and music-based grounding as an optional advocacy tool, not clinical treatment.

What participants will learn

- Explain consent and choice before offering a grounding activity.
- Facilitate a brief grounding option without making medical claims.
- Recognize when to stop and offer referral or private support.

Materials

- Calm instrumental selection
- Moana imagery or tangible grounding objects
- Grounding choice card
- Referral sheet

90-minute agenda

Check-in and review (10 minutes)

- Use a professional-learning question; allow passing.

Discussion: stress responses and advocacy (15 minutes)

- Use plain, non-diagnostic language.
- Explain that grounding may help some people orient to the present but is not treatment.

Consent script and options (10 minutes)

- Offer music, silence, eyes-open observation, movement, or stepping out.

Moana grounding demonstration (15 minutes)

- Use neutral sensory language and avoid assurances such as “you are safe here.”
- Invite each participant to choose their level of participation.

Facilitator observation (10 minutes)

- Discuss how to notice discomfort without diagnosing dissociation.

Skills practice (20 minutes)

- Participants practice offering and ending a three-minute grounding option.

Debrief (10 minutes)

- Identify when advocacy, medical, mental-health, or emergency referral may be appropriate.

Practice activity

Participants use a hypothetical scenario to practice asking permission, presenting alternatives, and checking whether the person wants to continue.

Safety reminders

- Do not collect pulse readings or health information.
- Do not require eyes closed, visualization, touch, or controlled breathing.
- Avoid claims that music will lower heart rate, regulate the nervous system, or treat trauma.

Before the next session: Draft a 60-second grounding invitation suitable for your professional setting.

Session 3: Responding to Disclosures Without Forced Storytelling

Focus

Validation, privacy, survivor-defined options, and warm referrals.

What participants will learn

- Use a concise, survivor-centered response to a disclosure.
- Avoid unnecessary fact-finding, group advice, and pressure to report.
- Explain confidentiality and mandatory-reporting limits.

Materials

- Disclosure-response card
- Referral pathway
- Composite scenarios
- Optional music

90-minute agenda

Grounding choice and review (5 minutes)

- Offer a brief optional practice.

Resilience example through music (10 minutes)

- Discuss persistence without comparing an artist's experience to survivor trauma.

Discussion: disclosure response (20 minutes)

- Teach: listen, validate, explain limits, ask what is wanted, address immediate safety, refer.

Demonstration (10 minutes)

- Model an unsafe response and a corrected response.

Triad practice (25 minutes)

- Use advocate, service-seeker, and observer roles with fictional scenarios.
- Rotate roles; do not improvise personal experiences.

Cultural communication reflection (10 minutes)

- Identify respectful language in English and Samoan that supports choice.

Close and quick review (10 minutes)

- Each participant identifies one phrase to use and one to avoid.

Practice activity

Participants respond to a fictional disclosure using no more than five sentences, then make a warm referral without requiring police involvement or counseling.

Safety reminders

- Never ask participants to tell a personal story.
- Do not promise secrecy or automatic outcomes.
- Do not conduct an investigation during training.

Before the next session: Place the disclosure-response card where it can be accessed during your work.

Session 4: Emotional Literacy, Shame, and Accountability

Focus

Naming emotions while separating feelings from abusive choices and behavior.

What participants will learn

- Distinguish anger and distress from violence, coercion, and control.
- Use language that removes blame from the victim.
- Support boundaries without prescribing what a survivor must do.

Materials

- English and Samoan emotion cards
- Boundary statement examples
- Composite workplace and family scenarios

90-minute agenda

Opening and emotion-word activity (15 minutes)

- Use fictional scenarios or music excerpts; no personal disclosure.

Discussion: feelings and behavior (15 minutes)

- State that emotions do not cause or excuse abuse.
- Place responsibility on the person using violence or coercive control.

Language review (15 minutes)

- Identify victim-blaming, minimizing, and reconciliation-focused statements.

Boundary practice (20 minutes)

- Practice professional boundary and survivor-support statements.

Referral and safety options (15 minutes)

- Connect emotional support to advocacy, safety planning, and referral.

Debrief (10 minutes)

- Name one language change that strengthens accountability.

Practice activity

Participants rewrite statements such as “Why didn't she leave?” or “The family should restore harmony” into survivor-centered and accountability-focused language.

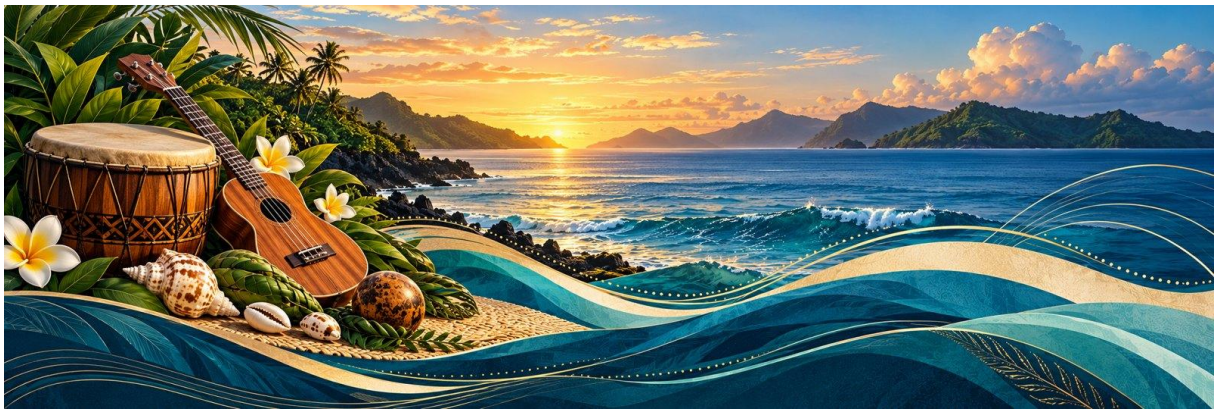
Safety reminders

- Do not treat anger management as a substitute for offender accountability.
- Do not use shame, faith, or cultural responsibility to influence survivor decisions.
- Avoid labeling or diagnosing any participant.

Before the next session: Review one outreach or training message for victim-blaming or reconciliation language.

Session 5: Voice, Choice, and Collective Empowerment

Focus



Using creative activities to reinforce survivor voice, informed choice, and culturally responsive services.

What participants will learn

- Facilitate a creative activity without requiring performance or disclosure.
- Connect voice and choice to informed consent and service planning.
- Identify accessible participation alternatives.

Materials

- Simple rhythm or instrumental selection
- Proverb cards
- Paper and markers
- Accessibility checklist

90-minute agenda

Opening rhythm or observation option (10 minutes)

- Participants may clap, tap, observe, or choose silence.

Discussion: survivor voice and informed choice (15 minutes)

- Explain how advocates present options without directing decisions.

Proverb analysis (20 minutes)

- Examine whether a proverb supports safety and dignity or could be used to pressure silence.

Creative adaptation (20 minutes)

- Groups create a short message supporting help-seeking, autonomy, or accountability.

Accessibility review (15 minutes)

- Adapt the activity for hearing, mobility, communication, language, and sensory needs.

Debrief (10 minutes)

- Identify how the activity could support professional training or outreach.

Practice activity

Small groups develop one English/Samoan message that supports survivor choice and identifies a concrete service or referral option.

Safety reminders

- No participant is required to perform publicly.
- Avoid messages that make survivors responsible for preventing violence.
- Obtain permission before sharing any participant-created material.

Before the next session: Test the message with a colleague for clarity, accessibility, and survivor-centered language.

Session 6: Redefining Strength and Supporting Survivor-Defined Safety

Focus

Recognizing survival strategies and offering safety-planning options without directing survivor decisions.

What participants will learn

- Describe strength without equating it only with leaving or reporting.
- Offer individualized safety-planning options.
- Recognize barriers created by geography, housing, finances, family relationships, disability, and service availability.

Materials

- Composite safety-planning scenarios
- Local referral map
- Strength-based language handout
- Optional music

90-minute agenda

Listening and observation (10 minutes)

- Identify shifts in a musical piece without assigning a universal emotional meaning.

Discussion: survivor-defined strength (15 minutes)

- Recognize staying, leaving, seeking help, delaying action, and protecting children as complex decisions.

Barrier mapping (15 minutes)

- Identify territorial and service-system barriers without PII.

Safety-planning practice (25 minutes)

- Offer options for communication, documents, transportation, children, technology, medication, and emergency contacts.
- Ask which options fit the survivor's circumstances.

Warm referral practice (15 minutes)

- Coordinate with service providers while protecting privacy.

Debrief (10 minutes)

- Name one change that makes safety planning more accessible.

Practice activity

Using a fictional scenario, participants practice asking what the survivor is most concerned about and offering options without telling the survivor to leave, report, or seek an order.

Safety reminders

- Never guarantee safety or a service outcome.
- Do not create a written plan that could increase danger without discussing secure storage.
- Do not condition services on a survivor's willingness to follow a plan.

Before the next session: Update one referral or safety-planning resource used by your organization.

Session 7: Professional Boundaries, Confidentiality, and Referral Practice

Focus

Maintaining ethical advocacy relationships and coordinated, survivor-centered referrals.

What participants will learn

- Explain confidentiality and information-sharing limits.
- Use informed consent before making a referral or sharing information.
- Recognize and respond to spiritual abuse or coercive uses of culture and faith.

Materials

- Confidentiality scenarios
- Release-of-information example
- Referral role-play cards
- Faith and cultural safety prompts

90-minute agenda

Opening and review (10 minutes)

- Review the distinction between privacy expectations and legal confidentiality.

Discussion: boundaries and consent (20 minutes)

- Discuss role clarity, communication limits, gifts, dual relationships, and secure records.

Faith and cultural safety (15 minutes)

- Identify supportive practices and coercive practices.
- Practice respecting faith without directing forgiveness or reconciliation.

Referral role-play (25 minutes)

- Explain options, obtain informed consent, contact the receiving provider, and confirm next steps.

Technology and privacy check (10 minutes)

- Discuss safe communication preferences and risks of shared devices or accounts.

Debrief (10 minutes)

- Identify one policy or practice needing follow-up technical assistance.

Practice activity

Participants practice making a warm referral when a survivor wants help but does not want law-enforcement involvement or information shared with family or faith leaders.

Safety reminders

- Share only the minimum information authorized and necessary.
- Do not assume a faith or family contact is safe.
- Follow applicable law and organizational policy; seek supervision when uncertain.

Before the next session: Review your organization's referral consent and technology-safety practices.

Session 8: Facilitator Demonstration, Implementation, and Collective Mana

Focus

Demonstrating safe facilitation and planning measurable improvements in victim-service practice.

What participants will learn

- Demonstrate a short Mana o le Leo activity using required safeguards.
- Receive structured feedback on safety, relevance, cultural humility, and accessibility.
- Create an implementation and follow-up technical-assistance plan.

Materials

- Facilitator fidelity checklist
- Implementation plan
- Post-training evaluation
- Certificates

90-minute agenda

Opening and preparation (10 minutes)

- Review evaluation criteria and the right to observe instead of facilitate.

Participant demonstrations (35 minutes)

- Each participant or team facilitates a short activity with a fictional professional scenario.

Structured feedback (15 minutes)

- Use: safety, choice, DV/SA relevance, cultural humility, accessibility, and referral accuracy.

Implementation planning (15 minutes)

- Identify setting, professional audience, partner roles, documentation, evaluation, and needed approval.

Post-training assessment (5 minutes)

- Complete aggregate knowledge and confidence measures without PII.

Closing and certificates (10 minutes)

- Recognize completion without requiring public performance or personal dedication.

Practice activity

Each participant completes a one-page implementation plan identifying the professional audience, OVW-related purpose, activity, safety protections, intended practice improvement, evaluation method, and follow-up TA needed.

Safety reminders

- Completion does not authorize independent clinical practice.

- Any future adaptation must preserve survivor choice, confidentiality, accessibility, and offender accountability.
- Use the curriculum only with organizational approval and current referral information.

Appendix A: Facilitator Fidelity Checklist

Before reporting or delivering a Mana o le Leo training, confirm each item:

- ☐ The participants are professionals or volunteers acting in professional roles who support victims/survivors.
- ☐ The stated purpose addresses domestic violence, dating violence, sexual assault, and/or stalking.
- ☐ The session provides a tool, skill, or resource that improves professional victim-service practice.
- ☐ Personal disclosure is not requested or required.
- ☐ Confidentiality and its limits are explained accurately.
- ☐ Participation alternatives and disability/language accommodations are available.
- ☐ Activities do not pressure reporting, leaving, counseling, forgiveness, reconciliation, or family involvement.
- ☐ Safety planning, survivor autonomy, referral options, and offender accountability are reinforced.
- ☐ Current local referral information is available.
- ☐ Only aggregate, non-PII attendance and evaluation information is retained for grant reporting.

Appendix B: Suggested Evaluation Questions

Use a 1–5 scale (1 = not confident; 5 = very confident) before and after training:

- I can explain survivor choice and autonomy in victim-service practice.
- I can offer a voluntary grounding activity with appropriate consent and alternatives.
- I can respond safely to a disclosure without requesting unnecessary details.
- I can explain confidentiality and applicable limits.
- I can make a warm referral while protecting survivor privacy.
- I can identify cultural or faith-based language that may support—or compromise—survivor safety.

Open-ended, non-PII questions:

- What professional practice will you change because of this training?
- What additional training or technical assistance would help you support victims/survivors?

Appendix C: Proposed OVW Approval Narrative

The American Samoa Alliance Against Domestic & Sexual Violence received OVW approval to deliver Mana o le Leo, an eight-session training for domestic and sexual violence advocates and partner service providers. The training shows participants how to use voluntary music-based grounding, Samoan values, safe responses to disclosures, survivor-defined safety planning, confidentiality, accessible participation, and warm referrals in their work with victims and survivors. Every session connects the music or cultural activity to a specific advocacy skill. The curriculum protects survivor choice and privacy, supports safety and recovery, and keeps responsibility for violence with the person who caused the harm. It is not psychotherapy, clinical treatment, couples or family counseling, mediation, restorative justice, or offender intervention. The Alliance will keep only aggregate, non-PII participation and evaluation information and will offer follow-up technical assistance to participating programs.

Budget allocation: Mana o le Leo will be supported equally with STOP domestic violence and STOP sexual assault coalition funds. Each allowable shared cost will be allocated 50% to STOP DV and 50% to STOP SA under the Alliance's approved accounting procedures; the same cost will not be charged twice. SASP coalition set-aside funds are not included in this request.

Appendix D: STOP DV and STOP SA Alignment Matrix

The curriculum gives equal attention to domestic violence and sexual assault. During the training, the Alliance will use both DV and SA scenarios, referrals, and practice activities. We will keep the agenda, professional categories of participants, aggregate evaluations, and records of follow-up technical assistance.

Training component	STOP DV application	STOP SA application	Documentation
Sessions 1–2: safety, choice, and voluntary grounding	Supports advocates working with ongoing coercive control, family violence, and survivor-defined safety.	Supports advocates offering voluntary grounding and choice following sexual assault without requiring disclosure.	Agenda, facilitator guide, DV and SA scenarios, attendance by professional type.
Session 3: responding to disclosures	Practice response to disclosure of partner abuse, ongoing danger, and barriers to seeking help.	Practice response to sexual-assault disclosure, reporting options, medical/advocacy referrals, and privacy.	DV disclosure scenario, SA disclosure scenario, skills observation checklist.
Session 4: shame and accountability	Separates emotions from coercion and abusive behavior; reinforces responsibility of the person causing harm.	Corrects sexual-assault victim-blaming and reinforces that responsibility rests with the person who committed the assault.	Revised-language exercise and aggregate evaluation.
Session 5: voice, choice, and access	Applies informed choice to domestic-violence service planning and culturally responsive referrals.	Applies informed consent and choice to sexual-assault advocacy and available response options.	English/Samoan messages, accessibility review, participant practice product.
Session 6: safety planning	Addresses ongoing risk, staying/leaving decisions, children, technology, housing, transportation, and financial barriers.	Addresses post-assault safety, medical and advocacy options, technology concerns, and survivor-directed reporting choices.	Separate DV and SA safety-planning scenarios and referral map.
Session 7: confidentiality and referrals	Covers confidential DV advocacy, safe communication, shelter/legal referrals, and risks involving family or faith leaders.	Covers confidential SA advocacy, informed consent for information sharing, and medical/legal/advocacy referrals.	DV and SA referral role-plays, consent practice, follow-up TA requests.
Session 8: implementation	Participants demonstrate one DV-focused professional application.	Participants demonstrate one SA-focused professional application.	Implementation plans, post-training evaluation, planned practice changes.

Cost allocation: shared curriculum development, facilitation, materials, and evaluation costs will be split 50% STOP DV and 50% STOP SA because the training gives equal time and benefit to both areas. If the actual training differs from this plan, the Alliance will allocate costs according to the documented benefit and approved budget.

Appendix E: References and Authorities

- 34 U.S.C. § 10441(c), Purpose of Program and Grants. https://uscode.house.gov/view.xhtml?req=(title:34%20section:10441%20edition:prelim)
- U.S. Department of Justice, Office on Violence Against Women. FY 2025 State and Territory Domestic Violence and Sexual Assault Coalitions Program Notice of Funding Opportunity, pp. 6–7. https://www.justice.gov/ovw/media/1400746/dl?inline=
- U.S. Department of Justice, Office on Violence Against Women. FY 2026 Application Companion Guide. https://www.justice.gov/ovw/fy-2026-application-companion-guide
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- World Health Organization. (2013). Responding to Intimate Partner Violence and Sexual Violence Against Women: WHO Clinical and Policy Guidelines.
- Māhina, 'Ō. (2010). Tā, Vā, and Moana: Temporality, Spatiality, and Indigeneity. Pacific Studies, 33(2/3), 168–202.
- Tui Atua Tupua Tamasese Taisi Efi. (2008). Bioethics and the Samoan Indigenous Reference. International Social Science Journal, 60(195), 115–123.