



Assessing the Effectiveness of Campus-Based Coordinated Community Response Teams (CCRTs)

A Toolkit
for OVW
Grantees

Fall 2020

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The content for this toolkit was informed by four online focus groups held during the fall of 2018 with 22 active OVW Campus Program grantees who are implementing campus-based CCRTs to prevent and respond to sexual assault, dating/domestic violence, and stalking on campus. The focus groups included institutions representing a variety of campus contexts and geographic locations, including large public institutions, small liberal arts colleges, culturally specific campuses, and consortia. Some campuses were in the early stages of building a CCRT, whereas others have implemented the CCRT model for a decade or more. We appreciate the vision and commitment of these campuses to share their knowledge and expertise.

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Part 1:

Overview of Coordinated Community Response Teams on Campus

Since the establishment of the Department of Justice, Office on Violence Against Women (OVW) Campus Program in 1999, coordinated community response has remained at the center of the implementation model. The model is based on a simple yet powerful premise: an effective and comprehensive strategy to address dating violence, domestic violence, sexual assault and stalking (DVSAS) on college campuses requires the engagement and active participation from key stakeholders across campus and throughout the community. These individuals come together as a Coordinated Community Response Team (CCRT) to identify unique campus needs, create a plan for addressing those needs, and monitor and evaluate implementation of that plan. The purpose of this toolkit is to provide Campus Program grantees with strategies and tools to assess the effectiveness of their campus-based CCRTs.

What is a campus-based CCRT¹?

The CCRT oversees and ensures implementation of all prevention and intervention efforts, facilitates communication between key campus departments and community partners, sees that messages across campus are reliable and reinforced and that the system's response to victims is seamless, consistent, and supportive. Without shared oversight and interagency/office cooperation in completing these tasks, responses to victims can be inconsistent, duplicative, and insensitive, and prevention efforts can be contradictory, exclusive or ineffective. The establishment of a strong CCRT assists in ensuring a timely, culturally relevant, and respectful response to DVSAS. Wide engagement in the CCRT brings many minds to the table as well as their collective resources and circles of influence.

An effective CCRT is multidisciplinary. Its members vary in gender, identity, experience, and expertise, including individuals who directly respond to these crimes; those who set campus norms, policies and practices; survivors of these forms of violence; and communities who have been historically marginalized or excluded. Campus representatives should include faculty, staff, students and administrators.

It is important to recognize that the CCRT is not a Title IX compliance team or emergency response team. While each of these efforts is collaborative in nature and work to establish relevant policies or protocols, the focus and purpose of their work differs. Title IX teams exist to ensure institutions are abiding by their legal responsibilities to provide equal access to education. An emergency response team (e.g. Sexual Assault Response Team) is typically activated when critical incidents occur. These teams are generally established to ensure that victims are provided the full range of services they may need and to support effective response. These teams differ from a

CCRT in that the CCRT looks holistically at the university/college environment, focusing its efforts on creating an overall campus culture where DVSAS is not tolerated. CCRTs meet on a regular basis to oversee implementation of the plan of action. For this reason, it is helpful if participation on the CCRT is integrated into the job responsibilities of key campus positions. The role of the CCRT includes but is not limited to the following tasks:

- Engaging key partners (from on and off campus) to develop and oversee all aspects of the campus response to DVSAS;
- Developing, implementing, reviewing, and revising protocols, policies, and procedures for addressing DVSAS;
- Prioritizing policy development and systems changes as goals to institutionalize efforts to effectively address DVSAS;
- Ensuring that all prevention and intervention efforts are consistent and mutually reinforcing;
- Evaluating compliance of policies with the Clery Act and Title IX;
- Involving community partners on an ongoing basis (e.g. state, tribal or territorial domestic violence and/or sexual assault coalitions and service providers) in program planning, policy, training, curriculum development and event sponsorship;
- Coordinating opportunities for cross-training to improve the CCRT's knowledge in responding to these crimes;
- Ensuring both prevention and intervention strategies are culturally relevant and inclusive of historically marginalized or underrepresented groups; and
- Developing and overseeing a communications strategy that maximizes engagement with the campus community across different departments, offices, and organizations.

Understanding the Campus Context

Research and practice confirm² that the engagement of multiple entities is required to make the kind of broad cultural shifts necessary to meet the needs of survivors, hold offenders accountable and prevent future incidents of gender-based violence. There is an existing body of research that helps us understand the value of coordinated community response to gender-based violence at the community level³. However most of the current literature fails to address the campus context. Whereas community-based CCRTs are often comprised of independent agencies that have the authority to represent and/or make decisions on behalf of their organizations, campus-based CCRTs are comprised of individuals with varying levels of decision-making authority within the same hierarchical institution. Negotiating the institutional power dynamics and organizational hierarchies may influence the development and implementation of campus-based CCRTs, including their ability to engage in a transparent assessment process.

Using Assessment Data to Guide the Work of CCRTs

It is critical that campus CCRTs use data to guide their work. For instance, campus CCRTs should assess their campus to understand the unique needs of their campus community and develop implementation plans to address those needs. Given the amount of time and capacity it may take to engage in campus assessment, it is helpful to consider what data collection processes are already in place that CCRTs can use. For instance, many campuses conduct campus-wide climate surveys, college health assessments, program evaluations, focus groups, and other means of collecting data to identify DVSA prevalence rates, attitudes and beliefs, and gaps in knowledge and services. If these assessment processes are already in place on campus, CCRTs can use the data to inform their work without duplicating assessment efforts.

Campus CCRTs also need to evaluate the outcomes of the training, education, and prevention programs that they implement. This evaluation process is important to ensure that campuses are meeting their goals and objectives, and it also provides an opportunity to make any necessary course corrections to their efforts.

There are numerous resources available to help CCRTs assess the needs of their campus and to develop outcome evaluation tools. A good place to start is the OVW Campus Program's [Changing our Campus Culture web site](#). Here you will find links to current research reports, campus climate and assessment resources, and program evaluation tools.

It is important to note that *assessing the campus community* to understand campus needs and *assessing the outcomes* of the work of the CCRT is distinct from assessing the CCRT itself. The purpose of this toolkit is to provide tools to assess the processes and impact of the CCRT itself.

Part 2:

Assessing the Effectiveness of Your Campus CCRT

Why assess the CCRT?

Over the years, grantees have approached us with questions about assessing their CCRT. Assessment or evaluation of a CCRT can mean many things. In this toolkit we prefer to use the word “assessment” because it is broader and encompasses work to check in about how the group process of your CCRT is going as well as tools to check in about how well your CCRT is accomplishing its goals. Research suggests that using assessment tools to enhance your CCRT work can improve member satisfaction and retention, help you know if your team is working well together, and demonstrate the value of this team approach to administration⁴.

After assessing our campus CCRT processes, I changed my approach with the team, and we've seen better traction and movement on those pieces of the strategic plan that are very important.”

– Campus Program Grantee

What do we mean by assessment?

Assessment is the process of gathering information about (in this case) your CCRT. There are many goals that you might have and an important first step in any assessment process is getting clear about what those particular goals are. You will likely have different assessment goals at different phases of your work. *Not all of the tools in this toolkit will be helpful for all goals or at all times in the life of your CCRT! Timing and taking a developmental view of your team is important!*

See this [resource from Ohio State University](#)⁵ for a helpful description of different levels of assessment. Here are some examples of assessment goals and related assessment questions based on the phase of work your CCRT is in:

- In the formation stage of your CCRT, your assessment goal may be: **Determine the extent to which your CCRT is functioning to full capacity and utilizing members' strengths.**
 - What brings different members of the CCRT to the table? To what extent do members share goals? What do CCRT members feel they can best

contribute to the group? What form of leadership and structure do members feel will work best? Understanding where your members are coming from can help you anticipate and deal with conflict.

- As you all work together to implement your strategic plan, your assessment goal may be: **Determine the extent of the CCRT's ability to implement the strategic plan:**
 - To what extent are members satisfied with the CCRT? With leadership? With their ability to have a voice on the team?
 - What goals have been achieved?
 - What are sources of challenge/conflict and successes so far on the team?
 - What course corrections may be needed?
- As you move from implementation to sustainability, your assessment goal may be: **Determine the CCRT's capacity to sustain its work and address challenges or barriers from outside of the CCRT.**
 - How do CCRT members work together outside of meetings? How has the CCRT changed other aspects of members' work?
 - How can we reflect on our individual capacity and resources to contribute to a team? What other forces outside of our CCRT are affecting our work? (e.g. power dynamics within institution, institutional betrayal)

It is important to note that assessing the CCRT is different from an overall evaluation of the impact of the CCRT's work. Changes in your campus culture, policies, prevention, and response need to be tracked in different ways using a variety of toolkits that are available for outcome evaluation (see the additional resources page at the end of this toolkit for links to resources). The purpose of the assessment tool included here is specific to aspects of the CCRT.

Assessment Steps:

1. What are the goals of your assessment?

What information do you need? Think carefully about the purpose of your assessment and what you want to learn. Try to make it focused. You will have the chance to do multiple assessments over time, so prioritize and keep your assessment goals focused and not too numerous. Research on evaluating teams like CCRTs finds that there are a number of areas that set an important foundation for success. These include effective leadership, CCRT structure, how much decision-making power and voice members have, how conflict and disagreements are managed, respect for diverse viewpoints, etc.. It can also be important to assess members' views about the impact of the CCRT, including how it has improved people's own work, how well the CCRT accomplishes goals it sets, and how the CCRT has been a vehicle for collaboration and change across the campus. CCRT's may also want to know how well they are doing at

increasing knowledge or skills of members related to topics like dating violence, domestic violence, sexual assault and stalking. It is also important to understand and potentially to document the broader context of your CCRT, including how members perceive broader campus support for your work. Example questions are provided in each of these areas in subsequent sections of this toolkit.

In focus groups with grantees, participants talked about the particularly sensitive nature of assessing CCRT leadership and needing to be sensitive to how such feedback would be received and used and also about whether members will be honest in answering these types of assessment questions.

It is also important to make sure that you are assessing strengths AND challenges. Include questions that let you see what is working as well as where you may need to make changes. Consider adding follow up questions to ask CCRT members what they might do to solve a challenge that they perceive. Assessments can also be another way to get new ideas and suggestions.

What methods make the most sense? What will you do and who will be involved? Early on you may want to do individual interviews with members or potential members of your CCRT as a form of assessment; as your team gets going you may use short feedback forms at the end of a meeting; at some point you might create an anonymous survey for the team or you may use a team meeting as a focus group to discuss assessment questions as discussion prompts. Keep in mind that some methods allow for more anonymity than others and so depending on the size of your CCRT and the nature of the goal(s) you have, you want to think about what methods will be best. In this toolkit we provide examples of all of these methods so that you can adapt what will work best for your team.

In focus groups with grantees, they often noted the importance of combining methods - such as including open-ended questions on a survey to get more information about what team members are thinking.

2. **What resources do you have for collecting and making use of data?** You only want to collect information that you can process and use.
3. **Develop a plan in advance for what you will do with the information.** Who will you share it with? What is people's understanding of what is happening with the information and how it will be shared?

Part 3: Assessment Tools and Strategies

INDIVIDUAL INTERVIEWS

In our focus groups with grantees, they indicated that one-on-one conversations were a very helpful way to build and assess your CCRT. Some talked about having early conversations with potential team members to understand their goals and how their work can connect to that of the CCRT. These conversations can create buy-in for the work but can also give the Project Director, CCRT Chair(s), and/or core CCRT leadership team a view of shared ground as well as the diversity of perspectives that participants bring. Here are examples of interview questions:

- What do you see as the goal of the CCRT?
- What structure for the CCRT do you think will be the most effective?
- What are examples of things that helped teams you have been on work well in the past?
- What helps you express your voice in team meetings?

“I met individually with steering committee members this summer, because that’s when I came on as the Project Coordinator. I think for the CCRT members, it meant a lot to them because it had not been done before, and they felt like they weren’t sure why they were at these meetings at times. I think it was a way for them to talk about ways they felt valued or utilized in the meetings, and also to figure out what works for certain people and what doesn’t. We used that information to restructure our monthly CCRT meetings.”

- Campus Program Grantee

GROUP DISCUSSION PROMPTS

At times it may be helpful to gather feedback from your CCRT as a group. The survey questions listed in the next two sections of this toolkit can be good discussion prompts at a CCRT meeting – to check in about how the process is working for people, whether people feel their goals are being met, suggestions for including more voices, and perceptions of sources of support or barriers from the broader campus. These items can be used to generate discussion not only about sources of conflict but also areas of strength and collaboration.

“I think people wanted to talk about this stuff, but they hadn’t been given space to do so. It brought up a lot of things that we didn’t necessarily think to ask about, but that needed to be addressed.”

– Campus Program Grantee

END OF MEETING FEEDBACK FORMS

It can also be useful to distribute pieces of paper during the last few minutes of a CCRT meeting, or send a link to a brief online survey at the end of virtual meetings. Ask participants to share a positive outcome of the current meeting, one strength or accomplishment of the meeting, how much their own goals for the meeting were met, and/or a suggestion for how future meetings could be improved. These forms can be anonymous and can provide periodic feedback about what is working, as well as provide a forum for team members who are reluctant to speak up during meetings. Participants could also be provided with a short feedback form at the start of the meeting – perhaps to indicate contacts or collaborations they have built around campus since the last meeting:

- Since the last meeting, give an example of a conversation you have had with a CCRT team member outside of the CCRT meetings.
- Since the last meeting, give an example of how you have used something we learned or discussed in our CCRT in your own work.
- Describe a connection you have made outside of the CCRT on campus related to DV/SAS response and prevention.

“When you have a smaller institution, you inevitably have a lot of positions of power on your CCRT, and some team members don’t get to talk. This is helpful to get their feedback when they feel like they can’t speak up about certain things.” – Campus Program Grantee

SURVEY ITEMS

The following items have been adapted from the work of Dr. Nicole Allen and colleagues, who studied the effectiveness of coordinated community response teams and factors that help create systems change⁶. We have adapted the items here based on four focus groups with OVW Campus Program Grantees. The adaptations were focused on making items relevant to the campus context and capturing key aspects of CCRTs that grantees observed in their own work.

Dynamics within CCRT

Below are statements about how your CCRT functions. Circle the number to the right that indicates the extent to which this describes your CCRT. These questions could also be useful for group discussion.

	Not at all	A little bit	Somewhat	Quite a bit	Very much	To a great extent
1. The input of <i>all</i> active CCRT members influences the decisions the CCRT makes.	1	2	3	4	5	6
2. The CCRT does not move forward with decisions or actions until all input is heard.	1	2	3	4	5	6
3. My input and views as a CCRT member are respected and valued.	1	2	3	4	5	6
4. There are differences in opinion among CCRT members.	1	2	3	4	5	6

5. Disagreements among CCRT members are often resolved by compromise.	1	2	3	4	5	6
6. Disagreements among CCRT members have led to effective problem solving.	1	2	3	4	5	6
7. When disagreements arise the CCRT ignores it.	1	2	3	4	5	6
8. Differing opinions among CCRT members have created opportunities for open discussion among CCRT members.	1	2	3	4	5	6
9. The CCRT creates space to address diverse viewpoints represented on the CCRT.	1	2	3	4	5	6
10. When faced with conflict or disagreements CCRT members have the tools to resolve conflicts.	1	2	3	4	5	6
11. Our CCRT has members from across campus including people who have real power to make decisions and support change.	1	2	3	4	5	6
11. CCRT members have a shared vision regarding what changes are needed in the community response to gender-based violence on campus.	1	2	3	4	5	6
12. The CCRT members learn from each other and their unique areas of expertise.	1	2	3	4	5	6
13. The CCRT supports one another in their work and connects in their work even outside of CCRT meetings.	1	2	3	4	5	6

CCRT Impact

We are interested in what you think your CCRT has done to create campus change. Not all questions may relate to the work that your CCRT does.

The CCRT's efforts have:	Not at all	A little bit	Somewhat	Quite a bit	Very much	To a great extent
1. Led to improved communication and collaboration among team partners.	1	2	3	4	5	6
2. Increased members' knowledge of best practices for response and prevention of dating violence, domestic violence, sexual assault and stalking.	1	2	3	4	5	6
3. Led to increased safety for victims of dating violence, domestic violence, sexual assault and stalking.	1	2	3	4	5	6
4. Resulted in better policies or practices to respond to dating violence, domestic violence, sexual assault and stalking.	1	2	3	4	5	6
5. Increased coordination among campus departments and community partners.	1	2	3	4	5	6
6. Increased members' knowledge of other members' roles and contributions to campus work related to dating violence, domestic violence, sexual assault and stalking.	1	2	3	4	5	6
7. Increased victims'/survivors' access to needed campus and community resources (e.g., academic	1	2	3	4	5	6

accommodations, housing, shelter, financial assistance, legal aid, etc.)						
8. Addressed shortcomings in practices in campus departments and community partners regarding their response to dating violence, domestic violence, sexual assault and stalking (e.g. advocacy, law enforcement, student affairs, conduct, Title IX, etc.).	1	2	3	4	5	6
9. Led to better educated campus leadership regarding dating violence, domestic violence, sexual assault and stalking.	1	2	3	4	5	6
10. Improved cultural specificity in responses to dating violence, domestic violence, sexual assault and stalking.	1	2	3	4	5	6
11. Improved the campus's ability to enforce meaningful sanctions for perpetrators.	1	2	3	4	5	6
12. Increased referrals between campus departments and community agencies.	1	2	3	4	5	6
13. Stimulated policy changes within my campus regarding our response to dating violence, domestic violence, sexual assault and stalking.	1	2	3	4	5	6
14. Led to departments and organizations responding to dating violence, domestic violence, sexual assault and stalking accomplishing more than they could have on their own.	1	2	3	4	5	6

Increased Knowledge

Now, think about the impact of participating in the CCRT on **you** in particular. Indicate the degree to which each statement characterizes your experience.

As a result of participation in the team:	Not at all	A little bit	Somewhat	Quite a bit	Very much	To a great extent
1. I have more knowledge about trauma-informed practices and topics like the neurobiology of trauma.	1	2	3	4	5	6
2. I have influenced decisions about policy and practice that will affect perpetrator accountability.	1	2	3	4	5	6
3. I have become more knowledgeable about dating violence, domestic violence, sexual assault and stalking and have been able to use this in my own work.	1	2	3	4	5	6
4. I am more aware of what issues need to be addressed to combat dating violence, domestic violence, sexual assault and stalking on our campus.	1	2	3	4	5	6
5. I have become more skilled at tailoring services for culturally specific individuals on my campus.	1	2	3	4	5	6
6. I have contributed to improving prevention of dating violence, domestic violence, sexual assault and stalking on my campus.	1	2	3	4	5	6

7. I have talked with other colleagues on campus about things I have learned on the CCRT	1	2	3	4	5	6
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Community Support

These next set of items are meant to help characterize the campus community you work in as a context for your CCRT's work.

As a result of participation in the team:	Not at all	A little bit	Somewhat	Quite a bit	Very much	To a great extent
1. Our campus has champions for change in the response to dating violence, domestic violence, sexual assault and stalking.	1	2	3	4	5	6
2. Key administrators on campus are clearly supportive of the work of the CCRT at working to change the campus culture related to dating violence, domestic violence, sexual assault and stalking.	1	2	3	4	5	6
3. Our campus community is actively putting resources into improving our response and prevention of dating violence, domestic violence, sexual assault and stalking.	1	2	3	4	5	6
4. Our CCRT has developed positive collaborations with community partners including law enforcement and crisis centers in the community.	1	2	3	4	5	6

Part 4:

Additional Assessment Resources

Note: Some of these resources are specific to dating violence, domestic violence, sexual assault, and stalking while others are more broadly related to community coalition building.

[Building Coalition Series: Evaluating Coalition Progress and Impacts](#)

[Center for Changing our Campus Culture](#)

[Coalitions Work Resources](#)

[Community Tool Box](#)

[Listening to our Communities Assessment Toolkit](#)

[National Sexual Violence Resource Center Sexual Assault Response Team Toolkit](#)

[The Partnership Self-Assessment Tool](#)

Endnotes:

¹ This section adapted from an excerpt from pp.16-17 of Campus Training & Technical Assistance Project. (2017). Addressing gender-based violence on college campuses: Guide to a comprehensive model. Available on-line: <http://changingourcampus.org/documents/FINAL-GBV-Comprehensive-Model-22117.pdf>

² Allen N. E., Watt, K. A., & Hess, J. Z. (2008). A qualitative study of the activities and outcomes of domestic violence coordinating councils. *American Journal of Community Psychology*, 41:63–73.

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³ Allen, N. E., Javdani, S., Anderson, C. J., Rana, S., Newman, D., Todd, N., & Davis, S. (2009). Coordinating the criminal justice response to intimate partner violence: The role of coordinating councils in systems change. *A report prepared for the National Institute of Justice*.

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⁴ Allen, N. E., Todd, N. R., Anderson, C. J., Davis, S. M., Javdani, S., Bruehler, V., & Dorsey, H. (2013). Council-based approaches to intimate partner violence: Evidence for distal change in the system response. *American Journal of Community Psychology*, 52(1-2), 1-12.

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⁵ The Ohio State University. (n.d.) Building Coalitions Series: Evaluating coalition progress and impacts. Available online: <https://ohioline.osu.edu/factsheet/CDFS-14>

⁶ Allen, N. E., Javdani, S., Anderson, C. J., Rana, S., Newman, D., Todd, N., & Davis, S. (2009). Coordinating the criminal justice response to intimate partner violence: The role of coordinating councils in systems change. *A report prepared for the National Institute of Justice*.