Sustainability Self-Assessment

Coordinated Community Response (CCR) Team

Prepared by the National Organization for Victim Assistance
in Collaboration with Collective Futures LLC

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SUSTAINABILITY SELF-ASSESSMENT

Campus communities have a responsibility to prevent and respond to domestic violence, dating violence, sexual assault, and stalking (DVSAS). The following self-assessment is designed for campuses that have developed a Coordinated Community Response Team (CCR Team) to address DVSAS on campus, and are looking to sustain their efforts. Sustainability is the ability to continuously respond to the identified needs of your community over time.[1] The CCR Team provides the structure through which this work occurs by bringing together campus and community stakeholders with a common goal and shared values to advance equity by learning together, aligning, and integrating their actions to achieve systems level change.[2] This tool is meant to serve as a starting point to assess sustainability as your work to end DVSAS in your community evolves.

WHAT IS A CCR TEAM?

A multidisciplinary team of campus and community partners who meet regularly to assess, plan, monitor, and evaluate campus prevention and response efforts within the context of their institution.

Why create a CCR Team? Because an effective and comprehensive strategy to address domestic violence, dating violence, sexual assault, and stalking on college campuses requires the active engagement and participation from key stakeholders across campus and throughout the community.

For those interested in learning more about building a CCR Team for your campus: We recommend reviewing the Building Coordinated Community Response Teams to Address Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus: A Toolkit for Institutions of Higher Education. [3]

For those with a CCR Team in place: This self-assessment tool is designed to assist CCR Teams in assessing sustainability. The questions are designed to begin to identify both areas of strength for continuation as well as areas in need of attention.

For Office on Violence Against Women Campus Grantees: Part of the important work of leading an effective CCR Team is ensuring the sustainability of the group beyond Campus Program funding. Consider how findings can be used to aid in planning for a continuation grant application or to support a funding argument made to campus administration.

HOW TO USE THIS TOOL

INTEGRAL AREAS:

This assessment is divided into seven distinct areas which are inspired by existing Campus Program sustainability guidance.[4] This is not a comprehensive tool nor is it a final checklist for how to create sustainable processes. This tool should be used in conjunction with technical assistance guidance and should be revisited as your CCR Team adapts and changes over time. The following areas are integral to sustaining campus-based DVSAS efforts:

- Collective Leadership: Establishing the importance of collective buy-in, and a shared decision-making process based on agreed-upon values which allows for CCR Team members to build trust and strengthen relationships. It is the commitment of a group of individuals from different departments and agencies to form a common agenda with shared responsibility.

- Community-Centered Partnerships & Collaboration: Engaging key stakeholders through clear, sustainable roles and responsibilities to build a broad base of community support. Efforts center the needs and contributions of marginalized communities and moves beyond coordination to co-creation.

- Common Agenda: Creating a collective commitment with a shared purpose and vision that is directed by communities that have been highly impacted. [5]

- Integration & Alignment: Institutionalizing the CCR Team's work across the campus and community, with key stakeholders involved in planning, design, implementation, and assessment efforts based on shared and mutually agreed upon values.

- Capacity: Planning, cultivating, and diversifying the resources required to support the CCR Team's work, and team members' ability to serve.

- Accountability: Ensuring the CCR Team takes responsibility for their actions and impact, while developing a shared course of action over time.

- Responsivity: Adapting goals, approaches, and actions to meet emergent needs.

This document uses two important terms: *marginalized* communities and *impacted* communities. While these terms are interrelated, they are not the same. *Marginalized* communities are groups and communities that experience discrimination and exclusion (social, political and economic) because of unequal power relationships across economic, political, social and cultural dimensions.[6] *Impacted communities* are communities that are directly impacted by domestic violence, dating violence, sexual assault and stalking.[7] In this document, the term impacted communities is referenced with respect to *impacted leadership*, or the idea in which those who are impacted by social injustices should be prioritized in leading efforts to make social change, in this case, students and survivors. An important consideration is that while the voices and input of those from impacted and marginalized communities should be prioritized and elevated, they should not be expected to do all the work as they are the population(s) impacted by injustices and therefore should not carry the burden of making social change alone. Impacted and marginalized communities should be included in the decision-making and stakeholder process, and their views prioritized.

QUESTIONS:

Questions can be posed to CCR Team membership in a variety of ways, and teams are encouraged to consider what method is most accessible, and allows for open communication. This assessment utilizes a Sustainability Scale, which aids colleges and universities in analyzing their unique status in relation to the seven key areas of sustainability listed above. Using this assessment, CCR Teams can determine their strengths, gaps, and opportunities for growth. This assessment is meant for CCR Team internal use, as a tool to understand where the work stands at any given point in time and can be revisited as many times as needed.

EXAMPLES:

Some examples of how to use this assessment include:
- Creating a digital survey that can be administered anonymously
- Dividing this assessment into themed sections that can be explored over time (in-person or through online surveys)
- Assigning sections to sub-committees or working groups within the larger CCR Team

- Asking a mix of tenured and newer CCR Team members to complete the same sections to help identify divergence in awareness and communication
- Reaching beyond students who are already serving on your CCR Team to engage a broader range of students in completing the assessment (e.g. focus groups,[8] completing sections independently, or surveying student organizations)
- Adding some of the questions to an existing campus climate survey
- Inviting a mix of CCR Team members (campus and community) to complete the same sections, explore different perspectives, and discuss any differences that arise
- CCR Team Chairs and/or Project Directors may find it useful to review initial answers with a tenured CCR Team Chair and/or Project Director from a similarly situated campus

The success and sustainability of your CCR Team is dependent upon your campus' commitment to ending DVSAS and cannot be placed upon one person. This tool should not be used as a measurement of CCR Team Leadership or the Project Director's performance, or substitute an annual employee review process.

Just as the work of DVSAS prevention and response must be adaptive and ongoing, so must sustainability planning. CCR Teams may find it helpful to utilize this tool in its entirety during your team's second year of work, and then revisit the assessment every two years. Sections can also be used as needs arise or membership shifts.

SUSTAINING COLLECTIVE LEADERSHIP

The foundation of successful sustainability lies in Collective Leadership, which requires a strong backbone of support and a culture that cultivates strong relationships, trust, and respect among all team members. Collective Leadership is an inclusive way for groups to make decisions collaboratively and make progress toward shared goals. CCR Teams benefit from a clear structure and are dependent upon personal buy-in, and harnessing collective power through shared decision-making. It requires the disruption of power dynamics within traditional hierarchical structures and a clear intention to make decisions collectively. Every voice has equal value, and every person has an important role in ending DVSAS.

QUESTIONS TO CONSIDER:

- Are decisions regarding policies, protocols, practices, and training efforts made collaboratively among CCR Team members, prioritizing the voices of impacted communities? Is there a formalized process on how the CCR Team decision-making progress occurs?

- Does the CCR Team have an intentional plan for how to make decisions when differences of opinions arise?

- Do CCR Team members with institutional power (Dean, Chancellor, Presidents, Vice-Presidents, etc.) intentionally create spaces where those with less positional power can speak openly?

- Does your CCR Team have a succession plan and onboarding process for leadership? What does mentorship look like among the membership?

- For OVW grantees, does campus leadership have a plan to sustain the role of the Project Director? If not, does your CCR Team have a plan if administration is not committed to sustaining the role of the Project Director? Who will lead? Will it be written into their job description? Is there compensation?

DATE:	ROLE:	ASSESSED BY:

KEY SUCCESS FACTOR: COLLECTIVE LEADERSHIP

SCALE:

Strong: 7 - 9	• CCR Team members make shared decisions based on common goals with enthusiasm and energy. The CCR Team has an intentional and agreed-upon plan for how to make decisions when differences arise. • Training new CCR Team members to become leaders occurs regularly. A succession plan of CCR Team leadership is in place including an onboarding process, active mentorship, and ongoing sustainability planning. • For OVW grantees, the CCR Team has a plan for sustaining the work of the Project Director. • Impacted communities lead the team in decision-making responsibilities.
Working on it: 4 - 6	• CCR Team members are learning how to share decision-making responsibilities. Team members' enthusiasm is building. The Team is beginning to discuss how to make progress when differences among team members arise. • For OVW grantees, conversations are being had on how to sustain the responsibilities or role of the Project Director.
Initiating: 1-3	• Traditional hierarchical leadership structures continue to make big decisions but conversations around collaborative models of leadership are being introduced. • The CCR Team still struggles to make collaborative decisions and move past differences. • No succession plan exists for the Project Director or the CCR Team's leadership.
Not Started: 0	• The responsibility to prevent and respond to DVSAS on campus resides with one department or program and the project director carries the burden of sustaining the project alone. • Collective Leadership efforts have not yet begun.

How certain are you regarding your assessment/answer?	
Number (0-9):	
What has been done? What remains?	

SUSTAINING COMMUNITY CENTERED PARTNERSHIPS & COLLABORATION

Sustainability planning requires strongly engaged partners in your CCR Team's work, yet engaging people from across various identities and communities can be challenging. Everyone has a role in creating safer campuses, however not all people have the same access, power, or capacity to participate. CCR Teams engage key stakeholders through clear, sustainable roles and responsibilities to build a broad base of community support that centers the needs and contributions of marginalized communities and moves beyond coordination to manifest co-creation.

QUESTIONS TO CONSIDER:

- How has your CCR Team successfully prioritized the voices of those in marginalized communities in its structure, goals, efforts, and assessment?

- How might community-based partners, particularly those serving marginalized populations, be more intentionally invited to partner?

- What is asked of CCR Team members in terms of acknowledging and addressing bias? How does the team support members through accountability and capacity building?

- Can interested students, faculty, and community partners find accessible information? Is the list of membership information easy to find?

- Is there a clear path for interested parties to participate on the team? Consider how the team recruits new members. Prioritize that impacted communities are invited and represented in the CCR team.

- What documentation exists to inform and provide clear goals, processes, policies, roles, responsibilities, and group agreements, including decision-making processes?

DATE:	ROLE:	ASSESSED BY:

KEY SUCCESS FACTOR: COMMUNITY-CENTERED PARTNERSHIPS & COLLABORATION

SCALE:

Strong: 7 - 9	• Your CCR Team has an intentional diverse membership reflective of the campus community that prioritizes underrepresented and marginalized populations. Members feel valued and trust has been established. CCR Team members continuously self-reflect on biases and address them as they arise. • Impacted communities are prioritized in recruitment practices and there is a clear path for interested people to join the CCR Team. • Regular assessment of operations for accessibility [9] occurs, seeking new ways to serve stakeholders, including reducing barriers to participation in the CCR Team. Members are able to articulate a benefit to participation, and the importance of centering impacted communities [10], including its importance in the mission of the CCR Team. • Your CCR Team advocates in support of members and partners with limited capacity. Members have created a culture that includes established norms and expectations, as well as ongoing education to advance equity and impacted leadership. [11] • Documents such as onboarding materials, meeting notes, strategic plan(s), procedure manuals, processes, policies, role delineation, responsibilities, organizational chart, and sub-committee structure(s) are easily accessible, known, and regularly updated.
Working on it: 4 - 6	• Your CCR Team has expanded its membership beyond compliance and direct service partners, and is responsive to accessibility needs as they arise, but may not be proactively assessing how to reduce barriers. • Centering marginalized communities in the CCR Team has been discussed, however members may not be able to articulate why this is necessary, nor how these communities are still actively experiencing oppression. • An identifiable record keeping process, and decision-making process is in place, but members may be less confident in how to operationalize goals.
Initiating: 1 - 3	• Membership is limited to compliance and direct service partners and CCR Team documentation is limited or is not accessible to members. CCR Team members are resistant to addressing biases. • Members do not understand the role of the CCR Team in advocating for the support of partners with limited capacity. • Potential partners have been identified but no have not been contacted.
Not Started: 0	• Community-centered partnership and collaboration efforts have not yet begun.
How certain are you regarding your assessment/answer?	
Number (0-9):	
What has been done? What remains?	

SUSTAINING A COMMON AGENDA

Grounding your CCR Team in a common agenda [12] will be essential to bolstering efforts through difficult periods. A common agenda means coming together to collectively define the problem and create a shared vision to address it. Sustainable CCR Teams are most effective when members share leadership responsibilities based on a clear purpose and values, and are led by impacted communities, such as survivors of campus DVSAS.[13]

QUESTIONS TO CONSIDER:

- Does the CCR Team have a common understanding of the problem? Is the problem defined by a shared understanding of the root causes of DVSAS?
- Has the CCR Team mission and values been co-created by current CCR Team members?
- How does the CCR Team practice the CCR Team's mission and shared values in its policies and procedures?
- Are CCR Team decisions based on the team's shared values and the mission? How can this be evaluated?
- Are shared leadership responsibilities and decision-making led by impacted communities?
- How confident are CCR Team members in leadership's buy-in to the purpose of the team? What might heighten or reinforce their confidence?

DATE:	ROLE:	ASSESSED BY:

KEY SUCCESS FACTOR: COMMON AGENDA

SCALE:

Strong: 7 - 9	• CCR Team members share a common understanding of DVSAS and its root causes. The CCR Team has established boundaries around what concepts, procedures, or systems they will prioritize and plan to avoid efforts that are outside of the scope. • Current CCR Team members agree on the scope of the problem and co-create(d) the mission statement together. • Members are confidently grounded in the team's mission and values. A clearly delineated decision-making process and shared power structure is in place, and decisions are rooted in the values and mission of the Team. • Mission, goals, and values are revisited periodically, to ensure collective alignment and adaptation to shifting campus needs. • Institutional leadership publicly asserts, and consistently maintains support of the CCR Team's work (financial, staffing, all-campus integration), and CCR Team members feel confident in having leadership buy-in.
Working on it: 4 - 6	• Current team members have not participated in co-creating a values or mission statement. • The CCR Team members don't have a common understanding of DVSAS and its root causes, making their work disorganized and without a shared purpose. • CCR Team members struggle to practice the mission and values within project goals.
Initiating: 1-3	• CCR Team members have a common understanding of the problem but disagree on the root causes. • Your CCR Team has created, or is creating a process to periodically revisit the mission, goals, and values led by impacted communities. • CCR Team members have begun the process of evaluating how their mission and values are concretely grounded within their decisions.
Not Started: 0	• Efforts to create a common agenda have not yet begun.
How certain are you regarding your assessment/answer?	
Number (0-9):	
What has been done? What remains?	

SUSTAINING INTEGRATION & ALIGNMENT

To *integrate* is to incorporate something into a larger whole. *Alignment* refers to having a shared consistent messaging and programming among CCR Team members. Both integration and alignment are needed for sustainability to be successful, and co-created. Key stakeholders should be involved in the planning, design, implementation, and assessment efforts based on shared and mutually agreed upon values. As you move toward community-wide collaboration, think about how you can help team members acknowledge that everyone has a role in ending DVSAS both within and beyond the work of the team. CCR Team members should be able to easily connect the goals of the team with the goals of potential partners to determine steps that are mutually beneficial. Integration occurs when the CCR Team's goals or projects are integrated into events, campaigns, programs, or job descriptions. The process of aligning strategic goals and values requires coordination to ensure smooth transitions between leadership, CCR Team members, and environmental changes.

QUESTIONS TO CONSIDER:

- How are the CCR Team's project goals integrated into important campus programs, campaigns, or cultural events?

- Are CCR Team members able to explain the work of the CCR Team to different audiences? CCR Team members should be able to easily connect the goals of the CCR Team with the goals of potential partners to determine steps that are mutually beneficial.

- Who needs to be in conversation with the CCR Team, that may not necessarily need to, or have the capacity to be members? Who makes this decision and how is it determined, to ensure power consciousness and alignment?

DATE:	ROLE:	ASSESSED BY:

KEY SUCCESS FACTOR: INTEGRATION & ALIGNMENT

SCALE:

Strong: 7 - 9	• The mission and strategic plan are interwoven with those of the institution and CCR Team partners. The mission is viewed as a necessary and collective effort of the campus community, and individuals can identify actionable items for participation in support of the CCR Team's work. • Intentional recruitment, onboarding, and mentorship of membership is in place to retain historical knowledge and ensure continuity of effort. • Programs and activities are co-created and departments are not working in silos. The CCR Team's goals are integrated into campus campaigns, programs, and cultural events that are important to the campus. • Campus administrators, power brokers, and executive leadership are invested, and clear communication lines are in place to ensure alignment and integration.
Working on it: 4 - 6	• Your CCR Team's mission and strategic plan have some interrelated goals and principles when compared to the institution's and those of community-based partners, but further alignment is necessary. • Champions of the work have been identified and cultivated yet an all-campus commitment and corresponding action is not yet in place. • Structure exists but there is room for improving the recruitment and onboarding of new members.
Initiating: 1-3	• Key champions have been identified to begin building a coalition of partners within and beyond your CCR Team's membership. • Discussions have started on how to integrate the CCR Team's project goals into important campus events and programs. • The strategic plan is in place; however, attention and/or capacity building is required to create alignment between CCR Team, institutional, and partner planning documents. • Structure is not yet in place, or is in very early stages, to ensure continuity of clarity, purpose, and capacity of the CCR Team.
Not Started: 0	• Integration and alignment efforts have not yet begun.
How certain are you regarding your assessment/answer?	
Number (0-9):	
What has been done? What remains?	

SUSTAINING CAPACITY

Sustainability requires planning, cultivating, and diversifying the resources required to support the CCR Team's work, and team members' ability to serve. As the next chapter of your CCR Team unfolds, consider what commitment, membership capacity, and strategic funding is needed to carry the work forward. Explore what is needed to not only sustain but adapt in this next chapter of addressing DVSAS. For example, consider access, funding, staffing, time, and other means to ensure the team can effectively implement their work.

QUESTIONS TO CONSIDER:

- Does the CCR Team have a structure and support plan in place to carry a coordinated response forward when new leadership begins? Are CCR Team members prepared to adapt to internal and external changes?

- Does your CCR Team have a budget allocated by the institution in order to do its work?
  - If so: How might this funding be sourced in a way that ensures ongoing financial support?
  - If not: How does funding represent administrative leadership's commitment to your CCR Team? How can you leverage assessment, attendance, survey, and focus group data to make the case to the administration for a budget allocation? Could you leverage Student Government and/or potentially student fees to open up funding?

- Does the CCR Team have a strategy in place to craft a sustainable leadership and financial model? If so, does the plan account for unexpected internal or external changes?

- What other forms of, and avenues for financial support might be accessible? Examples may include in-kind support for meeting room reservations, on-site parking for community-based members and partners, or a dedicated research assistant for assessment(s).

- Is CCR Team membership structured to build capacity? Building capacity can be structured by writing into members' job descriptions, and/or using CCR Team tenure/service or formal evaluation processes to count toward employee achievements or responsibilities.

- Are CCR Team members confident in their roles and responsibilities in project goals?

- Are CCR Team meeting times and locations accessible to community partners and students?

Using Membership Structure to Increase Capacity: CCR Team service calls for individual capacity that can often be overlooked in the broader scope of a person's job title and duties. The structure within membership roles can be used to build capacity by clearly outlining, and acknowledging how this service can aid in setting clear expectations, performance reviews, and career growth (e.g. applications for graduate programs, new jobs, tenure, and grant funding).

Need Sample Language?

Try something like, "Serves as an active member of the Coordinated Community Response Team, focused on preventing and responding to domestic violence, dating violence, sexual assault, and stalking."

DATE:	ROLE:	ASSESSED BY:

KEY SUCCESS FACTOR: CAPACITY

SCALE:

Strong: 7 - 9	• Your CCR Team has a structure and support plan in place to carry a coordinated response forward through new leadership when the time arrives. • Dedicated and strategic funding exists, with mechanisms in place to recognize, and support those who serve to ensure their capacity to continue partnering. • The CCR Team is structured to build capacity by embedding the roles of membership into individual staff job descriptions, performance reviews, and tenure service.
Working on it: 4 - 6	• Your CCR Team has the structure and support in place to carry the current state of the team forward, yet may struggle with adapting to changes internally or externally. • Funding and leadership have been secured but is not necessarily sustainable. • CCR Team members are invested in the mission of the team, but may struggle with balancing their primary roles, and their work on the CCR Team, ultimately influencing the scope and depth of your CCR Team's potential impact.
Initiating: 1-3	• CCR Team members lack confidence and understanding in their roles and responsibilities. • Your CCR Team has a strategy in place to craft a sustainable leadership and financial model, though it may not be enacted yet. • Dedicated funds are not in place for the continuity of the Project Director's role, or the CCR Team overall. • Members understand what steps are necessary to begin advocating for sustained capacity, and are committed to doing so. • CCR Team meeting times and locations are inaccessible to community partners and students.
Not Started: 0	• Capacity building efforts have not yet begun.
How certain are you regarding your assessment/answer?	
Number (0-9):	
What has been done? What remains?	

SUSTAINING ACCOUNTABILITY

Accountability invites CCR Team members to take responsibility for their actions, as well as their impact(s). Investing in an accountable culture within the CCR Team, and alongside the larger campus community is critical to addressing the layered nature of oppression while modeling what accountability to a diverse community can look like. Maintaining accountability in your CCR Team requires strong relationships, open and honest communication, ongoing assessment, self- and collective reflection, and informed action across the campus community.

QUESTIONS TO CONSIDER:

- Does the CCR Team have open conversations on power dynamics and how to address them? Do Team members feel empowered to make choices and share opinions freely, even when there are conflicting views?

- Is there a conflict resolution process outlined that members can follow when holding one another accountable for values-driven decision-making, and interpersonal interactions?

- How is student feedback prioritized in informing necessary changes and actions? How are marginalized students centered in this process?

- Does the CCR Team have a plan to ensure that campus administrators and stakeholders respond to the needs discovered by the CCR Team?

- How is the work of the CCR Team communicated to the Board of Trustees, administrators, stakeholders, or other governing bodies? Who provides this communication, and how are questions and feedback referred back to the Team?

DATE:	ROLE:	ASSESSED BY:

KEY SUCCESS FACTOR: ACCOUNTABILITY

SCALE:

Strong: 7 - 9	• The CCR Team has addressed power dynamics openly and honestly. CCR Team members feel empowered to make choices and share opinions freely, even when there are conflicting views present. • The CCR Team has a plan for how to respond to the needs discovered. There is an ongoing practice of measuring its own efforts, and proactively engaging with (reviewing and responding to) related data and feedback to inform future efforts. • Strong relationships between stakeholders and administrators allow for them to respond and adjust to the needs discovered by the CCR Team. • A culture of accountability, including a conflict resolution process, is in place and accessible to all CCR Team members and partners. • Students - particularly marginalized students - are included in important conversations and decisions. There is evidence of honest and open communication lines in all CCR Team conversations. • Clear accountability lines, and feedback loops are in place between campus leadership, and CCR Team partners. Information sharing and transparency is manifested through a structured communication plan, ensuring public and accessible reporting to the campus, stakeholders, students, and partners.
Working on it: 4-6	• The CCR Team may be in communication with campus leadership, however, accountability lines and feedback loops are either murky or inconsistent. • Information sharing and transparency is a desire of the CCR Team, however, a communication plan may not be in place, or may not be implemented accessibly, or with consistency and accountability.
Initiating: 1-3	• Accountability lines, feedback loops, information sharing and transparency have not been established, but discussions have begun and there is relative engagement from campus leadership. • Members do not feel safe or invited to express ideas openly. • There is no clear conflict resolution process in place.
Not Started: 0	• Accountability efforts have not yet begun.

How certain are you regarding your assessment/answer?	
Number (0-9):	
What has been done? What remains?	

SUSTAINING RESPONSIVITY

CCR Teams and their efforts are only as effective as their willingness and ability to adapt to shifting needs. Reflective practice invites us to pay attention to environmental shifts and apply that knowledge to our goals, programs, procedures, policies, and related initiatives.

QUESTIONS TO CONSIDER:

- Are there systems in place to track, respond, and adjust to external policy change (e.g. local, state, and federal)?

- Is there an evaluative mechanism for reviewing practices and policies so they are consistent as CCR Team members change?

- How are marginalized campus and community-based partners, including students and student-survivors, prioritized in policy analysis and application, evaluating campus response and prevention programming for DVSAS? How are their recommendations incorporated?

- How are updates to policy and practice reflected in campus and community-based partner training(s)?

- When DVSAS incidents occur both locally and nationally, does the CCR Team have a plan to proactively respond in a timely manner? Does the plan include resources, action steps, and a public acknowledgment of the incident?

DATE:	ROLE:	ASSESSED BY:

KEY SUCCESS FACTOR: RESPONSIVITY

SCALE:

Strong: 7 - 9	• The CCR Team recognizes adaptability, and centering the needs of marginalized populations as critical components of success. Members are willing and able to adapt to shifting needs. • The CCR Team responds rapidly, publicly acknowledging when DVSAS-related incidents occur both locally and nationally in the news, and accompanies the response with resources and action. • Processes exist to proactively review policies, data, and potential environmental changes, and update goals, programs, training, procedures, and policies as necessary. • Changes (see above) are integrated into relevant training(s) for students, membership, faculty and staff, administrators, and community-based partners.
Working on it: 4-6	• Your CCR Team is composed of flexible, responsive members who benefit from ongoing adaptation to meet shifting needs best. • When environmental and policy shifts occur, the CCR Team is eager to apply relevant knowledge to goals, programs, procedures, and policies, but actions are reactive, rather than proactive. • The CCR Team acknowledges local or national DVSAS incidents that impact their community, but lacks a plan to address the incident with resources and action. • CCR Team has made efforts to be responsive to the needs of marginalized communities but struggle to use this framework as the core component of their work.
Initiating: 1-3	• A limited scope of policy and environmental changes are considered applicable to the work of the CCR Team, with a primary focus on liability. When environmental and policy shifts occur, the CCR Team understands the importance of flexibility but struggles to be adaptive. • Members acknowledge the importance of addressing the needs of marginalized communities but may struggle to identify avenues for application. • The CCR Team lacks a plan and remains silent in light of local or national DVSAS incidents that impact their community.
Not Started: 0	• Responsivity efforts have not yet begun.
How certain are you regarding your assessment/answer?	
Number (0-9):	
What has been done? What remains?	

CONCLUSION

This assessment is intended to be used across multiple stages of your CCR Team's development and growth. It can be revisited as many times as needed. As you can see from this document, structural factors play a large part in the sustainability of your institution's CCR Team. Please note that strengths and opportunities for improvement identified within this tool depend on a variety of factors, including: how long your CCR Team has existed, leadership support for the work of your CCR Team, the turnover of various on-campus and community members, and length of time the campus has been engaged with the OVW campus grant program, among others.

As your CCR Team evolves into its next chapter, consider how the guidance above can assist in boosting successes, identifying areas in need of attention, and sustaining the ongoing assessment, and emergence of your team's essential work in ending DVSAS.

For more resources and tools on sustaining the work of your CCRT, visit the Center for Changing Our Campus Culture or reach out to the National Organization for Victim Assistance Campus Training and Technical Assistance Team at CampusTA@trynova.org.

ENDNOTES

[1] brown, a.m.. (2021). Emergent strategy: Shaping change, changing worlds. United States: AK Press.

[2] What is Collective Impact? (2023). Retrieved from https://collectiveimpactforum.org/what-is-collective-impact./

[3] Collins, S., Paradiso, B., Pacheco Alcalá, M. C., & Thyrring, A. (2020). Building Coordinated Community Response Teams to Address Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus: A Toolkit for Institutions of Higher Education. Center for Changing Our Campus. https://changingourcampus.org/wp-content/uploads/2020/12/OVW-CCRT-Toolkit-Final-ENGLISH.pdf

[4] National Organization for Victim Assistance (2022). CCRT: Strategies for Sustainability Training; Mancini, J. A.,& Marek, L. I. (2004). Sustaining community-based programs for families. Family Relations, 53: 339-347.

[5] brown, a. m.. (2010). Transforming Ruckus: actions speak louder. Polyphonic Feminisms: Acting in Concert," edited by Mandy Van Deven and Julie Kubala. Special issue, The Scholar and Feminist Online, 8(3).

[6] Glossary of Essential Health Equity Terms. (2023). National Collaborating Centre for Determinants of Health. https://nccdh.ca/glossary/entry/marginalized-populations#:~:text=Marginalized%20populations%20are%20groups%20and,political%2C%20social%20and%20cultural%20dimensions.

[7] See endnote 5.

[8] Patrick McGann. (Presenter). (2018). Using Focus Groups to Learn about Mobilizing Campus Men [Webinar]. Campus Technical Assistance and Resource Project.

[9] "A Disability Justice framework understands that all bodies are unique and essential, that all bodies have strengths and needs that must be met." Berne, P. (2015). Disability justice: A working draft.

[10] See endnote 5.

[11] See endnote 5.

[12] See endnote 7

[13] See endnote 5.

ADDENDUM

Instructions: Designate core CCR Team members to reflect on sustainability measures and complete the scale below. Once completed, use the responses to inform next steps as a team.

OVERALL RANKINGS

	Reviewer #1	Reviewer #2	Reviewer #3
Name:			
Role:			
Date of Assessment:			

Key Success Factor Scoring: 9 (Strong) - 0 (Not Started)

Collective Leadership			
Community-Centered Partnership & Collaboration			
Common Agenda			
Integration & Alignment			
Capacity			
Accountability			
Responsivity			

How certain are these answers?	Certain	Somewhat Certain	Somewhat Uncertain
What has been done? What remains?			