



Sexual Assault
DEMONSTRATION INITIATIVE
Enhancing Sexual Assault Services

PICTURING YOUR PROGRAM: PLANNING FOR ORGANIZATIONAL GROWTH





PICTURING YOUR PROGRAM: PLANNING FOR ORGANIZATIONAL GROWTH

A publication of the Sexual Assault Demonstration Initiative

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Please note that this publication uses they/them/theirs in the singular to recognize there are more than two genders and affirm survivors who are transgender or who identify outside the gender binary.

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TABLE OF CONTENTS

Introduction	1
Readiness for Change: A Guided Reflection	11
• <i>Reflections Worksheet</i>	13
Making Survivors' Pathways Visible	41
• <i>Reflections Worksheet</i>	55
People to People	57
• <i>Reflections Worksheet</i>	64
Pages to Practice	67





INTRODUCTION

Dual/multi-service programs — organizations that serve survivors of sexual violence as well as providing domestic violence services or other services — work incredibly hard, care deeply about survivors and their community, and want to provide services that their communities need. Taking a thorough look at how programs have structured services for survivors of sexual violence is an essential part of how we care for survivors. This toolkit provides guidelines to explore program values, resources, and structures related to sexual violence services, based in the work of the [Sexual Assault Demonstration Initiative](#) [SADI].

There are almost unlimited ways for programs to grow and change; each program will determine the path that is best for them. Through intense work with dual/multi-service advocacy agencies, the SADI identified some significant attributes and practices that can propel a program's growth:¹

Openness to Learning: Learning as an ongoing process. To be open to learning, programs must facilitate learning and continuous transformation, have humility about their own knowledge, and ask for help when needed. Being open to learning means being willing to engage with and learn from people who had different views and accept constructive feedback, even when it is challenging.

Openness to Change: When programs are open to change, they are willing to consider radical alterations, not minor modifications. As one SADI participant said, "It's never just the sexual assault services. This is about challenging your core. You thought everything was established with your core services, but integrating sexual violence makes you rethink everything." Leaders who are open to change facilitate a process of transformation in a team approach.

Stable and Empowering Leadership: The SADI found that "organizations that accomplished the most comprehensive changes were led by people who demonstrated trust in and empowerment of their staff." The extent to which leaders encourage collaborative approaches to problem solving influences the extent to which the program can grow and change. Stability of leadership was also found to have a strong influence on program stability and readiness for change, as any transitions in leadership are a significant change in and of themselves.

Anti-Racism/Anti-Oppression Commitment: When programs ground themselves in knowledge about racism and other forms of oppression, advocates are able to better understand how social norms and values shape their program and communities, and can begin to shift the ways in which they [and their program] connect to their communities and survivors. A commitment to anti-racism becomes real and effective when it is fully integrated into the program's mission and daily activities.

Support for Staff: This takes the form of practices and approaches that reduce the potential for vicarious trauma. Staff are given regular support and trauma-informed

¹ See pages 75–89 in Townsend, S. M., National Sexual Assault Coalition Resource Sharing Project, & National Sexual Violence Resource Center. [2017]. Sexual Assault Demonstration Initiative: Final Report. Des Moines, IA & Enola, PA: National Sexual Assault Coalition Resource Sharing Project & National Sexual Violence Resource Center.

supervision. Support for staff also means that staff who have experienced sexual violence feel respected by the program.

Picturing Your Program: Organizational Assessment Toolkit uses these lessons to guide you through a process to assess your program's services to survivors of sexual violence. The SADI TA Providers and Documenter developed and used these tools with advocacy programs in the SADI. We then refined and revised them for this toolkit. An important principle of the SADI was that enhancing services and sustaining those services can only be achieved and sustained through organizational change. Beginning an organizational change process begins with an honest assessment of how the program's policy and procedures, staffing, and culture support or do not support service to survivors of sexual violence.² In this toolkit, you will find a variety of tools to help you assess your policy and procedures, staffing, and culture:

Readiness for Change: A Guided Reflection has questions to spark intentional conversations about program wellbeing and capacity for change. This tool will help your team have some interesting conversations together and gain new insight into your work.

Making Survivors' Pathways Visible is an activity to highlight how survivors of sexual violence experience your program. In this activity, you will explore how survivors access your program and move through services.



² Townsend, S. M., National Sexual Assault Coalition Resource Sharing Project, & National Sexual Violence Resource Center. (2017). *Sexual Assault Demonstration Initiative: Final Report*. Des Moines, IA & Enola, PA: National Sexual Assault Coalition Resource Sharing Project & National Sexual Violence Resource Center.

People to People is a tool for exploring internal resources and networks. It will help you look at the connections within your program and think about these questions: Who holds the expertise on sexual violence in the program? How is knowledge about sexual violence shared?

Pages to Practice is a checklist for reviewing the documents of your program. Documents are powerful things. In reviewing your program's documents, you will explore: How much does the organization know about sexual violence, especially outside of an intimate partner violence construct? How holistic are the sexual assault services that the organization provides? What do the program's policies and procedures say about sexual violence? How do they support staff?


These tools are most effective when all four are used. We recommend that you complete all four tools in this order, though your schedule may mean you choose to complete them in a different order.

WHO SHOULD USE THIS TOOLKIT?

This toolkit is appropriate for dual and multi-service programs that have a significant interest in enhancing their sexual assault services. The toolkit is based on work done with the SADI project sites that included four traditional mainstream programs, a culturally specific program, and a tribal government-based program. How to use each section of the toolkit will vary slightly based on the type of program. Programs that have the time and resources to invest in this change process, those that have working relationships with partner programs, coalitions and technical assistance providers, and those that are interested in learning are best suited to this effort.

Organizational change takes investment from everyone. It is dynamic and requires a great deal of capacity, engagement, and commitment. It is useful to have a core group of staff representing the diversity of the program and all its sectors to help lead the change efforts. These individuals will need the support from leadership and the organization as a whole to shift their responsibilities and invest more of their time in

The Readiness for Change, Making Survivors' Pathways Visible, People to People, and Pages to Practice tools are most effective when all four are used. We recommend that you complete all four tools in this order, though your schedule may mean you choose to complete them in a different order.



organizing and implementing the activities in this toolkit. This team should include staff from various supervisory levels, lengths of time with the program, and expertise in sexual violence. Critical analysis and communication skills are of the utmost importance for team members.

Everyone in your program brings different and important perspectives to organizational change. These tools are designed to be used with stakeholders throughout the program to give you the most comprehensive picture possible. Every program is different, however, so each one will want to determine how to cluster and survey the people who comprise the program. Here are some typical categories:

- Executive Leadership (ED, CEO, etc. of a community-based advocacy program, or of the umbrella organization)
- Program Leadership (program director/manager, if within a tribal government, county government, or umbrella organization; this is the person (or people) who has daily management and interaction with the advocacy program)
- Mid-level program management (such as director of advocacy, clinical supervisors)
- Tribal Government (depending on the tribal government structure, this may be the leadership of the unit/division that contains the advocacy program and/or the Tribal Council)
- Board of directors
- Direct service staff (advocates, counselors, preventionists; these are the staff that provide services related directly to anti-violence programming for their daily work)
- If the organization has multiple different direct service programs, you may want to separate these staff from the anti-violence program for this assessment (for example, an umbrella organization's homeless service program)
- Administrative staff (finance, human resources, fund development, reception, etc; these are the staff members that typically focus on the operations of the program rather than directly on anti-violence programming)
- Volunteers, interns, law clerks, etc for the anti-violence programming

Throughout the toolkit, you will be asked to consider these various groups that we'll call internal stakeholders. We recommend that you make a list here of the categories of your internal stakeholders to refer back to. Some programs might want to list every person's name in each group; for others, listing just the groups will be sufficient to move forward.



WHEN SHOULD THE TOOLKIT BE USED?

It is recommended that the activities from this toolkit be implemented over a three to six month period to get an initial picture. From this, you can develop your plan for enhancing sexual assault services. Programs can then use these tools again, after implementing action steps from their plan, as an evaluation method.

For some programs, it will work well to complete one tool per staff meeting over a series of several staff meetings, ending with an overall review. Other programs might choose to block off a few days to intensively work through the whole toolkit. Look at your program's schedule for the next year — considering major events and any times that tend to be extra busy — and decide how your program would like to devote time to these tools.

HOW SHOULD THE TOOLKIT BE USED?

Developing a clear picture of your program's current landscape and capacity for growth is a journey, and this toolkit provides some guideposts. Many of the tools in this kit can be completed as a large group discussion with all internal stakeholders, a series of small group discussions or focus groups, individual written assignments that are collected and analyzed, or personal reflection. Depending on your program's size, complexity, and organizational culture, you can choose the method that works best for you. Other tools have a specific process to follow, with recommendations of specific stakeholders to involve.


This toolkit should be used in conjunction with the [Listening to Our Communities Toolkit](#), which provides guidance on conducting community needs assessments.

The tools in this kit will require you to dive into some fundamental questions about your program's organizational identity, beliefs, and practices. This can be difficult and perhaps emotional at times. Before you begin activities in this toolkit, it will be helpful for your team to set some agreements about [ethical communication](#) and mutual respect. This will ease your progress through the tools here, and support your work culture overall. You may also want to practice some specific facilitation skills for these important conversations:³

- Take turns speaking. Don't allow folks to talk over one another. This ensures that everyone can be heard and understood. Some facilitators find it helpful to keep a list of the order in which people raised their hands to contribute; this can aid in keeping participation equitable.

3 Green, L [2018]. Facilitator's Guide: Conversations on Rural Helpline Services. Des Moines, IA: National Sexual Assault Coalition Resource Sharing Project.



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- Find a way for everyone to contribute. Not everyone will have the same comfort level in sharing. For a small close-knit group, consider inviting folks who haven't had a chance to share much. For larger groups consider providing multiple ways to contribute to the dialogue, such as small group work, going one by one around the group, or a write-in option.
 - Get comfortable with silence. There will be lulls in the conversation and that is okay. This gives time for folks to reflect and give thoughtful answers. If the silence goes on too long (try counting to ten or twenty to yourself), consider restating the original question or posing a new question to the group.
 - Ask open-ended questions. Open-ended questions are designed to inspire longer and more meaningful answers instead of simple one word responses. Most of the questions we pose throughout this guide are open-ended. As you design more specific questions with your program in mind, use our questions as inspiration.
 - Don't be afraid to re-focus the group. Conversations naturally diverge and head in different directions. When the diversion no longer seems productive, gently refocus the conversation back to the original question or stated goal.

WHAT HAPPENS NEXT?

That is up to you! There's no one right path for organizational growth, just as there's no single path for survivors' healing or community wholeness. After you develop a picture of your program's policies and procedures, staffing, and culture with this toolkit, there are a few preparations that will get you started on your path:

- Throw a party to celebrate your hard work.
- Collect all your notes, maps, and draft reports into one comprehensive report. Take any notes on ideas for change or recommendations to create a section on your program's possibilities.
- Meet with your internal stakeholders to discuss the findings and what they mean to everyone. Review your comprehensive report and your possibilities and talk about what steps your team would like to take next.

It can be overwhelming to figure out where to start. Here are a few different questions that might help to point you in the right direction:

- Are there any relatively small changes indicated in your report, changes that you could start today? Taking small steps and getting a taste of success can give you energy to keep going.
- Are there any big changes indicated in your report, changes that might have a major impact? Making one big change can cause a chain of other effective changes to occur, or might address several issues at once.
- How do the findings fit in with your strategic plan, if you have one? Can you combine some actions of your strategic plan with possibilities in your report? If you are beginning a strategic plan soon, it might work well to integrate your findings into the strategic plan.
- Is there any work that can be incorporated into grant applications?
- What possibilities is your team most excited about? What possibilities seem the most daunting or challenging?
- Looking at your possibilities, are there some that will go more smoothly if they follow others?

Organizational change work is dynamic and requires a great deal of capacity, engagement, and commitment. You do not need to attempt this work in isolation! Your [state](#), [territory](#), or [tribal](#) sexual assault coalitions is there to support and guide your efforts. Additionally, the SADI TA Providers are available to provide information:

- [National Sexual Assault Coalition Resource Sharing Project](#)
- [National Sexual Violence Resource Center](#)
- [Minnesota Indian Women's Sexual Assault Coalition](#)
- [National Organization of Asians and Pacific Islanders Ending Sexual Violence](#)



READINESS FOR CHANGE: A GUIDED REFLECTION

This guide will help you facilitate a series of conversations with your internal stakeholders on various aspects of your program's readiness for change. Developing a clear picture of your program's capacity for change and growth is a journey of reflection, not judgment. The goal is to have transparent and open conversations about your program's wellbeing and capacity. Each section of the reflection guide has a series of questions that were developed based on the findings of the SADI and research on organizational change.

This reflection guide's questions can be completed through small or large group discussions, focus groups, interviews, or written responses that are compiled. Each section of this reflection guide has suggestions for participants from among your internal stakeholders. These reflections can be guided by a member of your team or, if you prefer, a contracted facilitator. We recommend that you read through the entire tool and create a plan and schedule that works best for your program.

There are five guided reflections:

- **Anti-Racism Commitment:** This section will help you get a snapshot of your program's anti-racism commitment in various aspects of your work.
- **Stable and Empowering Leadership:** This two-part section will help you look at the program leadership's stability and empowerment practices.
- **Support for Staff:** This section will help you assess how the program cares for staff.
- **Openness to Change:** This section will provide a snapshot into how well the program learns from change and uses change to improve the quality of work environment and services to survivors of sexual violence.
- **Openness to Learning:** This section will examine the extent to which the program is open to learning and seeks new knowledge to improve the quality of work environment and services to survivors of sexual violence.

However you choose to complete the questions, make sure you have someone assigned to collect notes and write a report. To create your draft report, collect all the different answers to each question and summarize them, noting any similarities or differences. For example, you might note that "five out of our seven staff thought..." or "the leaders thought X but most [18 of 20] direct service staff thought Y." As a general rule, it is best to leave individual names out of the report, so personalities don't cloud the data. Also consider an overall reflection of themes from each section, and the program's strengths and areas for growth in these facilitators of successful change. After the draft is complete, give all the internal stakeholders who participated in data collection an opportunity to review and edit.

After presenting the draft report, facilitate a discussion with all internal stakeholders about what you learned and what it means to everyone. You may do this in small groups with a report-back to the large group, or as one large group discussion. Consider the size and needs of your stakeholders, and use facilitation techniques that will encourage full and honest participation from all [see tips on p.8].

These reflections can be taxing. Conduct a check-in activity at the end of each to determine how people are feeling about the process.

GUIDED REFLECTION #1

ANTI-RACISM COMMITMENT

This section will help you get a snapshot of your program's anti-racism commitment in various aspects of your work.

Participants: all internal stakeholders

Format: discussion, focus groups, or written responses

- 1. How is anti-racism woven into the work of your program, such as the mission, values statement, staff work plans, and the agency strategic plan? Does your program have a formal process for assessing the effectiveness of your internal anti-racism work?**

2. How well does your program understand the connection between ending racism and ending sexual violence? How does this show up in the program’s internal and external activities and practices? You may wish to consider this by different groups of your internal stakeholders, or look at the program as a whole, or both.

3. Does your program make public statements regarding dismantling racism on an ongoing basis — even when it demands risk-taking? For example, publicly supporting the Black Lives Matter movement or the Water Protectors.



4. How do your program’s leaders reflect the communities you serve?⁴ Check one and make a few notes below.

<p>Our leadership does not reflect the community we serve in terms of race, ethnicity, economic status, gender, age, etc. There is little interest in recruiting, developing, or promoting leadership that reflects those we serve.</p>	<p>Our leadership does not reflect the community we serve. The program has tried to change this through diversity training or other efforts, but with little success.</p>	<p>Our leadership is not fully reflective of our community, but it is more reflective than it has been in the past. The program is consciously working to address this issue.</p>	<p>Our leadership reflects and is representative of the communities we serve. We have ongoing, well-developed procedures in place to recruit and develop leaders from the community.</p>
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⁴ BMP Assessment of Organizational Readiness for Social Change



GUIDED REFLECTION #2

STABLE AND EMPOWERING LEADERSHIP

This two-part section will help you get a picture of the stability of leadership and the leader's empowerment practices.

LEADERSHIP STABILITY

Participants: program leadership, board of directors, unit/division management within a tribal government, and/or members of management in an umbrella organization

Format: discussion, or written reflection

1. How long has the current leader(s) of your program been in place? Does the program's leader(s) have plans to leave in the next year?

2. How is the relationship between your program leader(s) and larger organizational management, tribal government, or Board? Consider factors such as frequency of contact, warmth, openness of communication, and regularity of performance evaluation.

EMPOWERING LEADERSHIP

Participants: all relevant program leadership, direct service staff, and administrative staff. Please note that anonymous feedback may be more appropriate for some organizations, as it can be intimidating and difficult for employees to feel safe and comfortable giving feedback to their supervisors.

Format: discussion, focus groups, or written responses

1. How do your program's leaders practice empowerment? Consider the following aspects of empowering leadership in your response:

- People with power in the organization have demonstrated an ability to share power and step down when appropriate or necessary.
- People in leadership positions encourage staff to solve problems together and have begun conversations about serving survivors of sexual violence in new ways.
- There are clear policies and procedures on supervision, performance, and professional development that are communicated and followed consistently.
- Policies and procedures on supervision, performance, and professional development are supportive and kind.
- People in leadership practice direct and ethical communication, and teach these skills to others.



2. The organizational structure and decision-making process within your program can best be described by which of the following?⁵ Check one and make a few notes below.

Leadership make most of the decisions.	Leadership regularly consults with staff and other stakeholders, but there is no formal leadership structure with decision-making power beyond the leadership.	Leadership consults with staff and other stakeholders. We are working on developing a more formal power-sharing process.	Decision-making structures and accountability are clear, and power is formally shared among people at different levels of the organization.
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GUIDED REFLECTION #3

SUPPORT FOR STAFF

This section will help you assess how the program supports staff. Please note that anonymous feedback may be more appropriate for some organizations, as it can be intimidating and difficult for employees to feel safe and comfortable giving feedback to their supervisors.

Participants: all relevant program leadership, direct service staff, and administrative staff.

Format: discussion, focus groups, or written responses

1. How does your program attend to the wellbeing of staff? Consider the following best practices in your response:

- The program has adequate [four weeks or more per year] paid time off.
- Staff is encouraged to use their paid time off. Structures and procedures are put in place to allow staff to use their paid time off.
- The program has reasonable and compensated on-call time.
- The program has formal avenues for debriefing and emotional support.
- The program attends to the specific emotional and physical safety needs of advocates of color
- The program provides benefits that support health and wellbeing, including access to counseling and healthcare.
- The program supports individualized training and staff development plans.

2. The nature of advocacy work demands that programs understand trauma and its impacts, for both primary trauma and vicarious trauma. Do you believe your program’s leadership understands vicarious trauma and provides appropriate supervision and support to mitigate it? Why or why not?





3. Do you believe your program’s leadership understands primary trauma and that many staff members may be survivors? Do you believe the program has an organizational culture that is respectful of staff who are survivors? Why or why not? Consider the following questions in your response.

- What are your program’s formal policies regarding staff who are survivors?
- What are the informal practices regarding staff who are survivors?
- Are there limits placed on staff and volunteers who are survivors? (For example, some programs have policies that require an amount of time to elapse before a survivor can serve the program, or prohibit staff members from disclosing to clients whether they are survivors.) What does this communicate to survivors about the program?





GUIDED REFLECTION #4

OPENNESS TO CHANGE

This section will provide a snapshot into how well the program learns from change and uses change to improve the quality of work environment and services to survivors of sexual violence.

Participants: all internal stakeholders

Format: discussion, focus groups, or written responses

1. **Do you believe that differences of opinion are valued within your program?
How have you seen this demonstrated?**

2. Do you believe your organization and/or program has a desire for growth and improvement? Consider the following in your response:

- Does the program have misconceptions or incorrect knowledge about how the organization serves or does not serve survivors of sexual violence?
- Does the program voice support for enhancing services for survivors of sexual violence?
- Is the program open to radical change and doing more than tweaks or superficial actions?





3. How programs use evaluation and feedback from clients is an important aspect of openness to change. Does your organization evaluate how your activities advance the mission and/or vision?⁶ Check one and make a few notes below.

<p>Unless something is obviously going wrong, we assume that our activities are working.</p>	<p>Our program staff and their supervisors evaluate their programs. These evaluations do not reference our agency's mission or vision, and are often dictated by funders' guidelines or grant proposals.</p>	<p>Our programs are routinely evaluated based on our agency's goals and anticipated outcomes, which stem from our mission or vision. However, we rarely discuss the results of these evaluations.</p>	<p>We set goals and strategies that reference our agency's mission or vision. Programs are routinely evaluated and we discuss the results among ourselves and with others in the organization. We then make changes in the program based on our mission/vision, and on the evaluation results.</p>
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6 BMP Assessment of Organizational Readiness for Social Change

**4. How do survivors and community members participate in your organization?⁷
Check one and make a few notes below.**

<p>Survivors and community members receive services, but do not have any say in the services they receive or the goals of the organization.</p>	<p>We are interested in feedback and periodically ask survivors and community members for their opinions or feedback through surveys, evaluations, comment cards, or meetings. However, this process is not consistent and there is no structured way for clients/constituents to have a say in how the organization operates.</p>	<p>We get feedback from survivors and community members in different ways and take that feedback into account when we evaluate our agency's work. We have tried to bring constituents into leadership roles [such as board members], but we haven't done it consistently and when we have done it, the results have not gone very well.</p>	<p>Survivors and community members successfully participate in our organization at every level, from giving feedback on services to serving on committees, leadership groups, and the board of directors.</p>
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7 BMP Assessment of Organizational Readiness for Social Change



GUIDED REFLECTION #5

OPENNESS TO LEARNING

This section will examine the extent to which the program is open to learning and seeks new knowledge to improve the quality of work environment and services to survivors of sexual violence.

Participants: all internal stakeholders

Format: discussion, focus groups, or written responses

1. Does the program support formal, continued learning for all staff members?

2. Which of these statements most closely represents where your program is? Check all that apply and make any notes you wish below.

Learning on sexual violence in general:

<p>The program has no knowledge of sexual violence workshops and resources.</p>	<p>Individuals seek knowledge about sexual violence on their own, but not as a team supported by the program.</p>	<p>Supervisors and managers provide time, resources, and venues for staff to reflect and improve on sexual violence work.</p>
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<p>Leadership believes that sexual violence is not much of a concern for the program.</p>	<p>Leadership believes that learning about sexual violence may be beneficial to the organization. They show no immediate motivation to act.</p>	<p>Leadership is actively supportive of improving current efforts or in developing new efforts on sexual violence and has engaged funders on the topic.</p>
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Learning on anti-racism and anti-oppression:

<p>The program has no knowledge of anti-racism workshops and resources.</p>	<p>Individuals seek knowledge about anti-racism on their own, but not as a team supported by the program.</p>	<p>Supervisors and managers provide time, resources, and venues for staff to reflect and improve on anti-racism work.</p>
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<p>Leadership believes that dismantling racism is not much of a concern.</p>	<p>Leadership believe that dismantling racism workshops may be beneficial to the organization. They show no immediate motivation to act.</p>	<p>Leadership is actively supportive of improving current efforts or in developing new efforts to dismantle racism and has engaged funders on the topic.</p>
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3. Which of these statements best reflect the program's investment in material learning resources? Check all that apply and write any notes you wish below.

<p>There are no resources available for staff, board, and volunteers to learn about dismantling racism.</p>	<p>Leaders do not support using available resources to support staff, board, and volunteers to learn about dismantling racism.</p>	<p>The organization provides limited resources (such as one library resource) to support staff participating in dismantling racism education.</p>	<p>The budget reflects the commitment to combating racism by showing money devoted to staff attending workshops, the purchase of books, rental of films, etc.</p>
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<p>There are no resources available for sexual assault specific services or training.</p>	<p>Leaders do not support using available resources to support staff, board and volunteers in participating in training on sexual violence.</p>	<p>The organization provides limited resources (such as training for one staff to specialize in sexual violence) to support enhancing sexual assault services.</p>	<p>The organization's budget reflects the commitment to enhancing sexual assault services by having money devoted to staff attending training, and accessing resources specific to sexual assault.</p>
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4. Learning comes from paying attention to trends and issues in the community.

How does your program learn from the community? Consider:

- Which community members are engaged and given opportunities for feedback, and with which systems professionals the program is in regular communication?
- What topics or issues come up in regular conversation with these community members and partners? How much are you talking about domestic violence as opposed to sexual violence? Do you discuss issues related to the full spectrum of sexual violence? Are you talking about how to collaborate on anti-racism?

REFLECTIONS ON READINESS FOR CHANGE

Does anything surprise you about the report? What was confirmed that you already knew? What was missing that you thought you would see?

Did people have different perspectives or experiences of the program? Why might that be?

What did you learn about your program overall?



What did you learn about your program's:

Anti-racism/anti-oppression commitment

Stable and empowering leadership

Openness to learning

Openness to change

Support for staff

All programs have room to grow, based on their unique strengths and characteristics. What topics or tools do you want to explore further before you can make changes to your practice?





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PICTURING YOUR PROGRAM: MAKING SURVIVORS' PATHWAYS VISIBLE

There will never be one path for survivors. Survivors of sexual violence seek out support in a multitude of ways. Analyzing our structures and approaches offers a lens to increase program accessibility and options for healing. A trauma-informed and survivor-centered approach to enhancing sexual assault services seeks to identify and improve entry points for accessing care. This section will help you map the diverse pathways through which survivors of sexual violence access and use your program.



**“THERE IS NO ONE WAY TO RECOVER AND HEAL FROM ANY TRAUMA.
EACH SURVIVOR CHOOSES THEIR OWN PATH OR STUMBLES ACROSS IT.”**

—LAURIE MATTHEW, BEHIND ENEMY LINES

This activity will assist you in developing a full picture of how people who have experienced sexual violence and their significant others connect with your organization. This activity is the most productive with participation from all of the direct service staff and program leadership. Having all direct service staff present will help to illuminate entry points and areas of success as well as gaps or barriers that may exist for survivors of sexual violence. This type of mapping can demonstrate how everyone has a role in supporting survivors of sexual violence. At some point, it will be important to engage all internal stakeholders in conversation about the results of this activity.

This activity is meant to be visual in nature. Brainstorm how you can capture your Pathway Map to be able to assess growth at a later time. Consider taking pictures or converting in to document form for keeping.

Your program might find it helpful to conduct these activities in conjunction with information gathered from a community assessment (see [Listening to Our Communities Toolkit](#)) and specific feedback from survivors about their experiences.



CREATING A PATHWAY MAP

Participants: direct service staff, program leadership. Depending on your program, you may choose to include more internal stakeholders.

Format: facilitated activity

Resources needed:

- Facilitator — External or Internal
- Note taker — a person or group that will be responsible for capturing the information from the discussion for later use.
- Space — large room with space to have information visible to all participants
- Large flip chart paper and tape, a chalk board, or a dry erase board
- Different colored markers
- Sticky-backed notes

FACILITATION

When introducing the activity, tell staff that this discussion will not focus on specific stories of sexual violence, but instead will help your program visualize all of the ways you can engage survivors of sexual violence. Remind participants throughout the activity that this is focused on survivors of sexual violence, not domestic violence. It can be easy for the focus to drift, but this will skew the results. It is recommended that all of these parts of the activity be completed, but they do not have to be completed during one meeting.

DEFINE ACCESS POINTS

- Use the following discussion prompts to identify program entry points for survivors of sexual violence. Ask participants to consider the last 6–8 months when answering the questions so that you can create a current map of access points.
- If space and time allow you can distribute markers and/or sticky notes for staff to post answers to questions or you can designate a note taker who will capture the discussion on wall/board. Depending on the size of your group, you can have people do this in small groups and then report to the full group, or do it as one large group.

- Consider using different colored markers or sticky notes to represent different populations. Examples include:
 - children, teens, and adults
 - men, women, transgender, and genderqueer or non-binary community members
 - immigrant community members
 - survivors' significant others [e.g. friends, family, romantic partners]
 - different counties or geographic segments of your service area
 - Ask staff to name all the access points that survivors of sexual violence use to enter your services. Write each unique access point on a sticky note and set aside. It is likely that staff will mention crisis lines, walk-ins, support groups, therapy referrals, educational programs, and community events. If relevant, prompt the group to describe online access points such as your website, social media, and text chat services.
- Explore how your program engages with survivors from a variety of populations. Using the following questions, generate additional access points to write on sticky notes. In a separate color, make notes of obstacles or barriers to your program.
- Ask the participants: Who are we serving? Adults? Children? Men? Women? Straight and LGBTQ community members? Specific racial and ethnic communities?
- Where do survivors of sexual violence access our services? A lot of advocacy and services for survivors of sexual violence happens out in the community; don't forget to include all of the places where we engage survivors. For satellite locations, make sure that specific characteristics of each location are discussed. What are the hours? How are safety and privacy addresses in community settings?
- How does the program do outreach to survivors who do not seek shelter?
- How does the program do outreach to teens and young adults?
- How do survivors of sexual violence find your program? This will elicit information about your outreach programs, and common referrals and partners.
- Which community partners provide referrals?

START YOUR MAP

Create a visual map using your sticky notes and all your artistic skills! You may wish to draw a picture of your community, or create a more abstract representation of access. Think about drawing roadways or arrows, maybe connecting different areas with string, or using mind maps to guide you.

ANALYZE YOUR ACCESS POINTS

Ask staff to take a few minutes to review the map and then facilitate a discussion about the pathways, using the following questions.

- After looking at the map, does anything seem to be missing or inaccurate?
- Do access points look different across the lifespan? Across genders? For people of color? For people with disabilities or Deaf survivors? For survivors that experience sexual violence outside the context of intimate partner violence? Does it look different for adult survivors of child sexual abuse?
- What does access look like for significant others [partners, family, and friends] of survivors?
- What languages do the staff of your program speak? How would someone who primarily speaks another language access your services?
- What community partners or community agencies are you not getting referrals from?
- Do you see any doors to service that could be opened more widely for survivors of sexual violence?
- What was it like to think about the full spectrum of survivors of sexual violence?⁹ Was it difficult to not talk about domestic violence services and survivors?



⁹ See especially pp. 48–63 of Townsend, S. M., National Sexual Assault Coalition Resource Sharing Project, & National Sexual Violence Resource Center. [2017]. *Sexual Assault Demonstration Initiative: Final Report*. Des Moines, IA & Enola, PA: National Sexual Assault Coalition Resource Sharing Project & National Sexual Violence Resource Center.

CONTINUE YOUR MAP WITHIN THE PROGRAM

This step explores pathways within your services by looking at how survivors move through your program, what their experiences are, and how they exit your program.

Now you will extend your map to include the offices and people within your program. Select one entry point and imagine a person accessing your program through that entry point. Draw the path through the program and services on the map as you discuss:

- To whom do they get referred? Do they go to different staff people for different services?
- Who follows up with them?
- To whom do they turn in a crisis?
- Are there points at which this person could be inadvertently dropped from services or neglected? Is there a point at which services are terminated?
- What happens if they disclose that another type of violence also happened to them?

You can complete this step in small groups and report back, or as one large group discussion. Repeat with as many different survivors' access points as you wish.

TOUR THE PROGRAM

The next step is to look at your physical space with a fresh perspective and consider what survivors experience when they enter your program. This involves walking through your office(s) and simulating the beginning of a phone call. If there are locations in the community where you regularly meet survivors, such as places of worship, libraries, etc., you may wish to conduct this tour there as well.

Depending on your program size, you may wish to do this step in small groups or all together, with ongoing discussion through the tour, or as individuals, taking notes and sharing in a group discussion afterwards. If your program has multiple sites, complete this step for each site.

Print out the *Program Tour Worksheet* for use during the tour. Identify a note taker if you choose to complete this step in small groups or one large group with simultaneous discussion. Provide notepads if you choose to complete this step in individual reflection with follow-up discussion later.



Enter the office and look at the waiting area, whether it's a formally identified space or informal area, such as part of a hallway. Discuss:

- What do you see, hear, and smell?
- What does the waiting area tell a newcomer about the program?
- Look at the pictures and decorations. What story do they tell?
- Think about all the types of sexual violence, and the survivors you considered in mapping the access points of your program. How might survivors of different types of sexual violence feel as they look at the pictures and décor of your office? What will they learn about how your program can support them in their specific journey?
- In accordance with the communities served, are signs around the office, the organization's newsletter, and publications in two (or more) languages?
- How is the space accessible or not to people with a variety of abilities and body shapes?
- How are survivors and other visitors greeted and welcomed into the program when they enter? Get specific; for example:
 - If there is a receptionist, what do they say?
 - If advocates come out to meet survivors and other visitors, what do they say? How long do survivors or other visitors wait?
- Is the space welcoming to and safe for children as well as adults?
- Is the space welcoming to people across ethnicities, religious backgrounds, and genders?
- What are the bathrooms like? Are they accessible to people with all abilities and body types? Is there a gender-neutral bathroom? Are they easy to find?



Visit the offices in which survivors will receive services from advocates and other staff. For each one, discuss:

- When you enter the individual office, what do you see, hear, and smell?
- Look at the pictures and decorations. What story do they tell?
- Think about all the types of sexual violence, and the survivors you considered in mapping the access points of your program. How might survivors of different types of sexual violence feel as they look at the pictures, books, and décor of your office? What will they learn about how you can support them in their specific journey?
- How is the space accessible or not to people with a variety of abilities and body shapes?
- Is the space welcoming to and safe for children?
- Are there choices in privacy and seating?

Consider the route to and from each office. Discuss:

- Is it clear and easy to follow?
- What do you see, hear, and smell?
- Do survivors go to and from offices alone, or do advocates/other staff members accompany them to the front door?





Simulate the beginning of a phone call to the helpline and, if applicable, the business line. Break into pairs or small groups and have each person take a turn demonstrating how they answer the phone and begin a conversation. Return to the large group and discuss:

- Do people use the program name and their own name when they answer the phone? If not, why not?
- How might the way people answer the phone affect survivors' comfort and willingness to continue with the conversation?
- Is there any information survivors are asked to provide? How do you think that might feel for them?
- Are the helpline and business line answered differently?
- How much variation is there among different staff members' and volunteers' call beginnings? How do you feel about this?
- When are the phones answered and by whom? Are there times the phones are not answered?

DEBRIEFING

Make sure to allow time to debrief this activity. After the activity is complete, ask participants to share any reflections on the process or issues it highlighted about strengths and gaps in accessibility for survivors of sexual violence. Use the *Reflections on Pathways for Survivors* worksheet to guide your discussion, but feel free to add your own questions to meet your needs. This discussion can provide information on what to prioritize in your community assessment work to see if staff perceptions match community needs and experiences, as well as providing direction for your organizational change efforts.

“Traumatic events destroy the sustaining bonds between individual and community. Those who have survived learn that their sense of self, of worth, of humanity, depends upon a feeling of connection with others.” [Judith Lewis Herman, *Trauma and Recovery: The Aftermath of Violence — From Domestic Abuse to Political Terror*]

REFERENCES

Gray, D., Brown, S. & Macanuso, J. 2010. *Gamestorming — A playbook for innovators, rulebreakers and changemakers*. Sebastopol, CA: O’Reilly Media, Inc.



REFLECTIONS ON PATHWAYS FOR SURVIVORS

What did you learn about how accessible your program is to survivors of sexual violence?

What did you learn about how your program is organized to provide sexual assault services?

What questions would be helpful to ask your community (perhaps in your community assessment) to confirm if you are correct?

Did this activity give you any ideas about possible changes or enhancements to services? What are they? How would you like to begin?





PICTURING YOUR PROGRAM: PEOPLE TO PEOPLE

People propel organizational growth and development. The way that people collaborate, share knowledge, provide access to information, and support each other impacts organizational success. For dual/multi-service programs, these human connections and interactions are essential for problem-solving and meeting the diverse needs of survivors of sexual violence.

A social network is a group of individuals [such as co-workers] connected by interpersonal relationships. Social networks can identify who is seen as a leader on sexual violence, even if they do not hold formal responsibility, and links between groups of staff. These networks are the mechanism for sharing learning throughout the program, strengthening each individual's knowledge. In this way, connectedness and community within organizations can promote “shared responsibility for and program-wide engagement with sexual assault services” [Townsend, 2017, p. 29].

Social Network Analysis (SNA) is a tool for identifying and analyzing the networks of relationships that exist within an organization. This activity provides an “X-ray of the organization’s informal communication patterns, illuminating the way in which organizational members actually work and interact with one another” (Garcia and Shin, 2008 p.17). SNA can be very illuminating. The goal of doing an SNA is to see how the program can increase social networks to support all staff through both formal and informal connections. Think through the possible implications of this activity for your program. It is important to put time into setting up safe conversations and help the team understand that this not about judging individual staff, but is focused on the system as a whole and working to improve as a team.

This SNA focuses specifically on the networks within your organization related to sexual violence. Two options are presented here — one is more low-tech, one more high-tech — to fit your needs and program personality.

You will need to decide which internal stakeholders should participate. For many programs, we recommend doing one round of SNA with only direct service staff and program leadership, and a second round with all or most of your internal stakeholders. This will help you analyze how knowledge moves across your entire team and across those most involved with the anti-violence work.



SOCIAL NETWORK ANALYSIS: OPTION 1

Participants: all direct service staff, program leadership, and other internal stakeholders as determined by your needs

Format: facilitated activity

Resources Needed:

- 8.5 x 11 piece of paper printed with each staff member's name, title, and picture, if available.
 - Large wall or board for taping cards/pages
 - Tape
 - Sticky notes
 - A facilitator
1. Stick the pieces of paper with staff names and information on the wall with plenty of space in between. Have participants write their own names on sticky notes; they may want to prepare a few.
 2. Ask participants to consider the question: *Which person would you go to for assistance if you needed help serving a survivor of sexual violence?*
 3. Ask participants to go to the wall of names, and affix their sticky notes to the name of that person. They can identify more than one person.
 4. Analyze how many people were identified and the number of times a staff person was identified. You may have the facilitator do this while participants take a break, or complete it as a group.
 5. Continue on to the *SNA Discussion*.

Use the *Reflections on People to People Worksheet* to debrief this activity and think about next steps. You may complete the debrief in individual reflection or a group discussion.

SOCIAL NETWORKING ANALYSIS: OPTION 2

Participants: all direct service staff, program leadership, and other internal stakeholders as determined by your needs

Format: survey and discussion

Resources Needed: survey tools and computer modeling software [see p.62], completed by your staff or a consultant.

1. Create a **survey** that lists all staff and asks them to indicate *which staff they would go to for assistance if they needed help serving a survivor of sexual violence.*
2. Use computer modeling tools to illustrate and analyze the network. *[See section on Computer Modeling Tools.]*
3. Continue on to the *SNA Discussion.*
4. Use the *Reflections on People to People Worksheet* to debrief this activity and think about next steps. You may complete the debrief in individual reflection or a group discussion.



SNA DISCUSSION

Use the following discussion questions to identify possible challenges or improvement opportunities within your social networks for enhancing sexual assault services.

1. What surprises you about these results?
2. How do these results relate to staff job functions?
3. What do you observe about your SNA and the demographics of your internal stakeholders? Are there any findings related to oppression and privilege?
4. How do these results relate to how the organization is structured?
5. If you notice that there are only one or two staff routinely listed, how might this make it challenging to enhance sexual assault services?
6. If participants feel comfortable discussing, ask how they feel about the network and their position in it.
7. If workloads increased, how would these networks need to expand?

COMPUTER MODELING TOOLS AND RESOURCES

Provided below is a list of tools available to assist with social networking analysis and visualization. Since this is just a brief overview and tools change regularly, use this only as a starting place for your work and contact experts in social networking analysis for organizations to discuss options that might work best for your needs.

Free Tools

R is a popular statistical software use for social network analysis for programs that have collected data.

- Open Source
- Requires some coding experience
- Windows-based

<https://www.r-project.org>

Gephi is online visualization tool that allows you to upload your data and use its tools for analysis.

- Requires previous experience working with data
- Runs on a wide variety of UNIX platforms, Windows and MacOS

<https://gephi.org/>

NodeXL is similar to Gephi in that it does mostly visualization.

- A "Pro" version is available for an annual license for non-profits and offers more analysis tools.
- Requires previous experience working with data.
- Windows-based

<https://www.smrfoundation.org/license/academic-non-profit-user/>



Low Cost Tools

UCINET is a powerful tool that is commonly used in academic settings.

- This software is downloadable for free for 90 days. After that, there is a tiered pricing schedule depending on your organization type.
- Some support available through user groups.
- Windows-based

<http://www.analytictech.com/>

Polinode is a pay-based online service with survey, analytics, and visualization tools.

- Similar to Survey Monkey in structure and pricing.
- You can upload your data or use their survey tools.

<https://www.polinode.com/>

Partner Tool is the most comprehensive and user-friendly/canned version of social networking analysis available.

- Best if you are looking to do an expanded scope social networking analysis that includes partner organizations and agencies.
- Non-profits can use the tool for as little as \$125 and can commission a report of the findings written by Partner's staff for an additional fee.
- Questions can be customized to some degree, and additional questions can be added to the survey for specific needs.

<http://partnertool.net/>

REFLECTIONS ON PEOPLE TO PEOPLE

What did you learn about the informal networks within your program that support the development of sexual assault services?

List two strategies that your program can use to increase the number of staff members who are seen as resources or leaders on sexual violence?

What would your ideal SNA look like? What is the first step in getting there?



FOR MORE INFORMATION

Cross, R. & Parker, A. 2004. *The Hidden Power of Social Networks: Understanding How Work Really Gets Done in Organizations*. Harvard Business School Press.

REFERENCES

Garcia, S. & Shin, E. 2008. Incorporating Social Network Analysis into Traditional OD Interventions: A Case Study. *OD PRACTITIONER* Vol. 40 No. 1

Townsend, S. M., National Sexual Assault Coalition Resource Sharing Project, & National Sexual Violence Resource Center. [2017]. *Sexual Assault Demonstration Initiative: Final Report*. Des Moines, IA & Enola, PA: National Sexual Assault Coalition Resource Sharing Project & National Sexual Violence Resource Center.





PICTURING YOUR PROGRAM: FROM PAGES TO PRACTICE

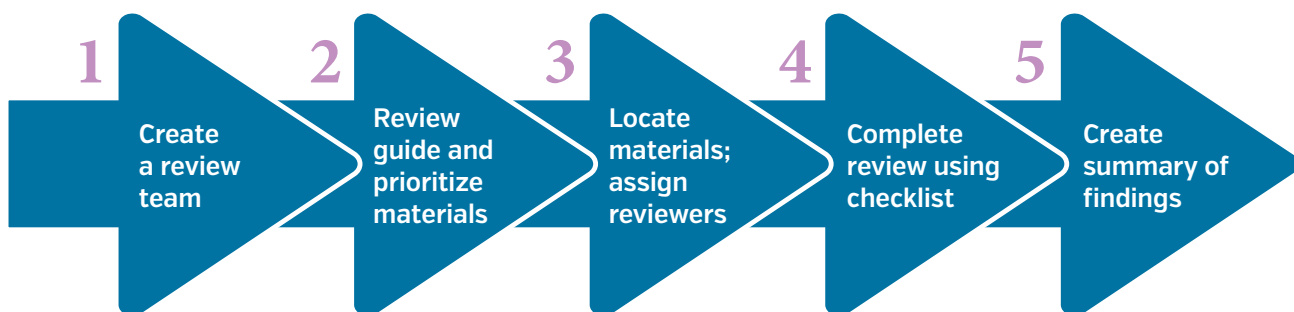
Just as every survivor of sexual violence is unique, so are the programs that serve them. Agencies grow with and for the communities they serve. The historical development and living culture of an organization is coded into the DNA of the materials and policies they create. This guide will assist programs in examining your organizational identity, organizational structure, and organizational policies and procedures.

As you begin this section, there are some special considerations depending on what type of program you have. If you are in a free-standing community-based advocacy program, all the materials, policies, and paperwork are relevant for this review. For programs that are housed in tribal governments or larger multi-service organizations, you will want to think about what materials you have control over and what materials are in the purview of another office in the government or organization.

We recommend that you start with the things that are within your purview. If you do not have all the materials listed in this review, don't worry! Look at the documents you do have, because those are the documents that make up your organization. In addition, take a little time to look at the questions for the documents that you do not have, because they can help you think about how you'd like to create these documents.

This review is meant to be completed by a team of diverse stakeholders. The size of your team will depend on the size of your organization and the number of materials you plan to review. It is ideal if at least two staff review each document or resource. The time commitment will vary, but expect to complete this review over several weeks.

This review includes five easy steps. You will first need to create a review team from among your internal stakeholders. Next, the team will thoroughly review this guide and identify the priority materials to include in the review. Once materials are identified, they must be located and assigned reviewers. Then the team will complete the review with the checklist that is provided. Lastly, the review team will work as a group to create a summary of their review findings to share with all internal stakeholders. In your summary, think about what you learned from examining your program materials, and where you want to go with this new knowledge. What three policies would be the most important to update to grow your sexual assault services?



Each focus area is described and includes recommended types of material to review. To complete the review, examine the materials using the strategic questions in the checklist. Answer the strategic questions to explore the content. In the last column, note what follow-up is needed.

FOCUS AREA 1: ORGANIZATIONAL IDENTITY

This section will review how the program's name, mission, strategic plan, outreach materials, and online presence defines the organizational identity

REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

AGENCY NAME, TAGLINE, & LOGO

Strategic Questions

- Does the agency's name and tagline make it clear that sexual violence services are an integral part of the agency?
- What is the history of the name?
- Has the name ever changed?
- What values does the name express?
- For which groups of survivors is the name and logo most welcoming? Least?

Notes on Follow up Needs

REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

MISSION STATEMENT

Strategic Questions

- Does it explicitly name sexual violence as an issue the agency addresses?
- What values does the mission express?
- Does it show a commitment to addressing racism and other forms of oppression as a means to end violence?
- Does the mission statement acknowledge the social aspect of violence and/or the need for social change?
- Does the mission statement guide the daily work?
- Do staff and board understand the mission?
- Has the mission changed over time?

Notes on Follow up Needs

REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

STRATEGIC PLAN Strategic Questions

- What explicit goals about sexual assault services does it address?
- What explicit goals related to diversity, inclusion and anti-racism work does it address?
- What values does the plan express?
- Does it address accessible and competent services for survivors of all genders, ages, sexual orientations, abilities, races, religions, and nationalities?
- Are sexual assault-related goals realistic in scope and timeframe?
- Do the sexual assault-related goals address the full spectrum of sexual violence?
- Are anti-racism goals concrete and relevant to community stakeholders?

Notes on Follow up Needs

REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

ANNUAL REPORT Strategic Questions

- How is sexual assault programming included and described?
- What percentage of content relates to sexual violence?
- If client stories are included, is sexual assault healing and empowerment highlighted?
- Do stories come from a diverse group of survivors?

Notes on Follow up Needs

REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

WEBSITE

Strategic Questions

- Is information on sexual violence included on the homepage?
- How are sexual assault services described? Specifically, does it explain what they are, how they are accessed, and what to expect?
- Is information provided about both short-term and long-term impacts of sexual assault and healing?
- What percentage of content relates to sexual violence?
- Does the content emphasize survivor/client choice?
- If client stories are included, is sexual assault healing and empowerment highlighted?
- Do stories come from a diverse group of survivors?
- Is information provided about the impact of sexual violence on, and support for family/friends of survivors?

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REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

WEBSITE *[continued]*

Strategic Questions

- What comes up if you search 'sexual violence' and your town/city's name?
- What story do the pictures and graphics tell about your program and sexual violence?
- Can the website be accessed by folks who read the two or three most common languages in your community?
- Are the content and graphics accessible for folks of all abilities?

Notes on Follow up Needs

REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

ORGANIZATIONAL BROCHURE

Strategic Questions

- What percentage of content relates to sexual violence?
- Does the content emphasize survivor/client choice?
- How are sexual assault services described? Specifically, does it explain what they are, how they are accessed, and what to expect?
- Are brochures available in the most common written languages in your community?
- Are the content and graphics accessible for folks of all abilities?
- Does the content discuss sexual violence across the lifespan and if graphics are included do they represent survivors of diverse backgrounds?

[continued next page]

REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

ORGANIZATIONAL BROCHURE *[continued]*

Strategic Questions

- Does the content discuss healing as a journey and offer information and resources throughout that healing journey?

- What information is provided about impact on and support for family/friends of survivors?

Notes on Follow up Needs

REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

SOCIAL MEDIA ACCOUNTS (FACEBOOK, TWITTER, INSTAGRAM)

Strategic Questions

- What percentage of content relates to sexual violence?
- Are healing and empowerment highlighted?
- Does the agency have outreach and awareness campaigns that are specific to sexual violence that are promoted on social media?
- Does the content address needs for survivors of diverse backgrounds?
- Are the content and graphics accessible for folks of all abilities?
- Does the content help survivors of sexual violence easily understand that the organization is there for them?

[continued next page]

REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

SOCIAL MEDIA ACCOUNTS *(continued)*

Strategic Questions

- Does the agency use visuals and language that relates to diverse members of their community in social media posts?
- Does the agency connect with and promote materials from allied organizations working to support youth, people with disabilities, people of color and LGBTQ communities?

Notes on Follow up Needs

REVIEW CHECKLIST: ORGANIZATIONAL IDENTITY

BUDGET AND FUNDRAISING

Strategic Questions

- What specific line items for sexual violence services are in the budget?
- What percentage of your total funding supports services to survivors of sexual violence?
- When looking at your current budget, what does it tell you about the priorities of your organization?
- What is the disparity [if any] between funds for DV and SV services? What are the reasons for this?
- Is sexual violence explicitly included in fundraising efforts?
- How do sexual violence services benefit from unrestricted funding, cash, and in-kind donations?

Notes on Follow up Needs



FOCUS AREA 2: ORGANIZATIONAL STRUCTURE

This review focuses on documents that outline the flow of information, staffing priorities, staff and volunteer training, and the overall services provided by the program.

REVIEW CHECKLIST: STRUCTURE

ORGANIZATIONAL CHART

Strategic Questions

- How are positions structured?
- Is supervision of staff equitably and reasonably distributed?
- What does it express about the equity [or not] of sexual violence and domestic violence services?
- Is it clear from chart how many staff do the sexual assault work in the organization? Are there divisions between sexual assault staff and domestic violence staff?
- Are there equal tiers of management for SV and DV services?
- If the program has volunteers, are they trained for and assigned to both the SV and DV services?

Notes on Follow up Needs

REVIEW CHECKLIST: STRUCTURE

JOB DESCRIPTIONS

Strategic Questions

- Which staff have responsibilities related to sexual violence written in their descriptions? Does this accurately reflect daily practice? Do all positions that provide direct service have sexual violence response as a part of the job description and expectation?
- How are diversity, inclusion, and anti-oppression work included in job descriptions?
- Are responsibilities reasonably allotted and shared across positions? Pay particular attention to staff members assigned to culturally specific services and sexual violence services.

Notes on Follow up Needs

REVIEW CHECKLIST: STRUCTURE

WRITTEN DESCRIPTIONS OF SERVICES AND PROCEDURES

Strategic Questions

- What information is provided about both short-term and long-term impacts of sexual assault and healing?
- What healing modalities are offered [support group, yoga, art, etc.]?
- What 24-hour services are provided [helpline, medical and legal accompaniment and information/referral, etc.]?
- Do written documents show that survivors of sexual violence are actively engaged in creating their own service goals?
- Are services appropriate and relevant to survivors who seek support months or years after the sexual violence?

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REVIEW CHECKLIST: STRUCTURE

WRITTEN DESCRIPTIONS OF SERVICES AND PROCEDURES *(continued)*

Strategic Questions

- What support is provided to survivors who do not wish to report to law enforcement or seek medical attention?
- Do documents discuss specific procedures that support the delivery of accessible services?
- Are there specific procedures for interpretation, TTY, video relay, and other language options?

Notes on Follow up Needs

REVIEW CHECKLIST: STRUCTURE

TRAINING CURRICULA, AGENDAS, STANDARDS, ETC.

Strategic Questions

- What training is provided on sexual violence? Consider topics such as how racism and other forms of oppression intersect with sexual violence in the lives of survivors, socio-cultural understanding of sexual violence, resilience and healing after sexual assault, active listening, ethics in advocacy, trauma-informed care, and vicarious trauma.
- How many hours of initial training specifically on sexual violence is given to:
 - New employees who will provide direct SV services
 - Other new employees
 - Board members
 - Volunteers
 - Other internal stakeholders
- How many hours of ongoing training specifically on sexual violence is given to:
 - New employees who will provide direct SV services
 - Other new employees
 - Board members
 - Volunteers
 - Other internal stakeholders

[continued next page]

REVIEW CHECKLIST: STRUCTURE

TRAINING CURRICULA, AGENDAS, STANDARDS, ETC. *(continued)*

Strategic Questions

- What training is provided on:
 - Healthcare advocacy for long-term needs [e.g. support during dental care]?
 - Housing and economic justice advocacy specific to sexual violence?
 - Safety planning for survivors who were assaulted by classmates, coworkers, or others outside of intimate partnerships?
 - Healthy sexuality?
 - Skills for delivering culturally competent services, including for serving people of diverse ethnic/racial backgrounds, languages, physical and mental abilities, ages, genders, sexual orientations, religions, and socioeconomic backgrounds?

Notes on Follow up Needs

FOCUS AREA 3: ORGANIZATIONAL POLICIES AND PROCEDURES

This review will scan both personnel and service delivery policies and procedures. Note any differences between the intent of written policies and how they are interpreted and used.

REVIEW CHECKLIST: POLICY AND PROCEDURE

SERVICE DELIVERY POLICIES AND PROCEDURES

Strategic Questions

- How do the service delivery policies support survivor healing and empowerment?
- Are service delivery policies reviewed on a regular basis with input from both frontline staff and clients? Are emerging healing strategies discussed during this review?
- How do the client confidentiality policies give survivors control over the release of their information? Consider, for example: policies to respond to subpoenas, procedures for record keeping, and policies that require mandatory reporting information is given to survivors. Are staff equipped to explain these policies in an easily understood way to all survivors?
- Do you have a directory of referrals that are updated on a regular basis? Do agencies in the directory provide culturally competent and accessible services?

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REVIEW CHECKLIST: POLICY AND PROCEDURE

SERVICE DELIVERY POLICIES AND PROCEDURES *[continued]*

Strategic Questions

- Are data on services maintained in a systematic way that can be used to evaluate and improve services?
- How do intake procedures address the full continuum of sexual violence experiences?
- Do grievance policies include a clear, streamlined process that maintains confidentiality and ensures adequate review by a party not involved in the grievance? Is this policy easily available to survivors who wish to access it discreetly?
- Do written documents show that survivors of sexual violence are actively engaged in creating their own service goals?

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REVIEW CHECKLIST: POLICY AND PROCEDURE

SERVICE DELIVERY POLICIES AND PROCEDURES *(continued)*

Strategic Questions

- Do documents for clients [e.g., confidentiality statements, release of information, client rights] convey respect for clients and their rights, include visual cues and language written below 6th-grade level, and have versions in multiple languages?
- For programs with shelters: Are all sexual assault services provided at the shelter, or do policies and procedures support staff in going out into the community to serve survivors?
- How do shelter policies and procedures explicitly welcome and support survivors of sexual violence?
- Are shelter services fully available to male, transgender, genderqueer, and non-binary survivors?

REVIEW CHECKLIST: POLICY AND PROCEDURE

Notes on Follow up Needs

REVIEW CHECKLIST: POLICY AND PROCEDURE

PERSONNEL POLICIES AND PROCEDURES

Strategic Questions

- How do the personnel policies support staff? Do they address:
 - Annual cost of living increases?
 - Monitoring hours worked and overtime, to minimize overtime, and to provide compensation for overtime [e.g., overtime pay, flex time, etc.]?
 - Mileage reimbursement and reimbursement for other out of pocket expenses incurred when fulfilling job responsibilities?
 - Health insurance?
 - Retirement benefits?
 - Adequate vacation, sick and personal leave?
 - Routine supervision?
 - Vicarious trauma?
 - Performance reviews, including meaningful self assessment and professional goal setting?
 - Professional development?

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REVIEW CHECKLIST: POLICY AND PROCEDURE

PERSONNEL POLICIES AND PROCEDURES *(continued)*

Strategic Questions

- Do staff grievance policies include a clear, streamlined process that maintains confidentiality and ensures adequate review by a party not involved in the grievance
- How do the policies address staff/volunteers who are survivors (both those who experienced violence previously and those who experience trauma while employed)? Are the policies supportive and trauma-informed?



REVIEW CHECKLIST: POLICY AND PROCEDURE

Notes on Follow up Needs



National Sexual Violence Resource Center • [877] 739-3895 • resources@nsvrc.org • www.nsvrc.org/projects/sadi
National Sexual Assault Coalition Resource Sharing Project • [515] 244-7424 • rsp@iowacasa.org • www.resourcesharingproject.org