Toolkit For Preventing Dating Violence, Domestic Violence, Sexual Assault, and Stalking in the Community College Context

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Association for Community Health Improvement, The Community Health Assessment Toolkit

Center for Community Health and Development at the University of Kansas, The Community Toolbox

Asset-Based Community Development Center at DePaul University, Asset-Based Community Development

Centers for Disease Control and Prevention, Framework for Program Evaluation in Public Health

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INTRODUCTION

Community colleges across the US educate incredibly diverse student populations which account for an estimated 59% of all entering college students each year. They differ from their four-year counterparts in ways that present unique challenges for the prevention of dating violence, domestic violence, sexual assault, and stalking (DVSAS). Yet, community colleges face a lack of programming and guidance tailored to their unique contexts and student populations. To address this gap, Alteristic, Inc. created the Toolkit for Preventing Dating Violence, Domestic Violence, Sexual Assault, and Stalking in the Community College Context for the United States Department of Justice, Office on Violence Against Women's Campus Program. The mission of the United States Department of Justice, Office on Violence Against Women's Campus Program is to develop effective culturally-relevant campus-based programming that builds upon strong campus and community partnerships with the goals of strengthening services for victims of sexual assault, domestic violence, dating violence, and stalking and promoting multifaceted prevention strategies within the campus community. To that end, the Campus Program provides comprehensive, responsive, and well-informed Technical Assistance to campus grantees and other colleges and universities to ensure that survivor-centered responses are holistic, while holding offenders accountable.

The tools included in this toolkit were created based on findings from an accompanying literature review, which includes focus group and key informant interview results, peer-reviewed literature, and best practices for tailoring prevention programs to the community college context. The toolkit focuses on primary prevention of DVSAS, which means efforts to stop violence before it ever occurs (as opposed to efforts taken to respond to DVSAS after it has already occurred). This toolkit uses source materials that were originally created to help communities address a variety of public health issues, and have been adapted to address DVSAS in the community college context. The toolkit offers nine essential steps and accompanying tools that community colleges can use to plan, implement, and evaluate prevention programming.

Step One: Reflect on Past Efforts

Step Two: Identify Your Community

Step Three: Identify and Engage Stakeholders

Step Four: Identify Needs and Assets

Step Five: Select Programs

Step Six: Tailor Programs

Step Seven: Plan Your Evaluation

Step Eight: Implement Programs

Step Nine: Evaluate Progress and Share Results

While toolkits are generally designed for users to pick and choose the tools most helpful to them, it is highly recommended that users of this toolkit follow the nine steps in order. It can be tempting to jump directly to implementing a program; however, the earlier and later steps in this toolkit are essential to ensuring programs are relevant, comprehensive, and effective. By providing community colleges with these tools, we hope to increase their capacity to reduce rates of DVSAS among their students.

STEP ONE:
REFLECT ON PAST EFFORTS

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WHY REFLECT? [1]

You may be at a college that is just starting to think about prevention and you are looking for guidance in this toolkit. You may be at college that has been implementing DVSAS prevention programs for years. You also may be at a college that wants to increase their prevention capacity and better leverage resources. In this toolkit, you will find tools that you can use wherever your institution is in the prevention planning process. Wherever you are, it is helpful to reflect on what you have already done to prevent DVSAS at your community college, how well it is working, and things you may need to add, change, or improve over time. Reflection allows you to consider the current status of your college's prevention efforts and where you could go. The results of reflection should be pride in your accomplishments, a commitment to correct what has not worked, ideas for innovation, and a clearer vision of where your prevention efforts are headed in the future. These results should inform the next steps in the process.

[1] "Community Health Assessment Toolkit, Step 1: Reflect and Strategize," The Association for Community Health Improvement, 2017, http://www.healthycommunities.org/Resources/Toolkit/files/step1-reflect-strategize.shtml#.Wh8qsLaZPUo.

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REFLECTION QUESTIONS

- What are your past and/or current efforts to prevent DVSAS?
    - ► This includes programs, social marketing, and other messaging.
- Reflect on primary prevention efforts that focus on stopping DVSAS before it ever happens (rather than response services after violence has occurred).
- How have you tailored prevention programs or guidance to the unique community college context?
- What information did you gather to tailor these programs?
- What has been successful and unsuccessful in your tailoring efforts?
- Have your efforts achieved their intended impact of reducing DVSAS at your community college?
- The intended impact of prevention is not simply raising awareness of the issue of DVSAS. It is actually reducing the number of people who are hurt at your community college.
- If your efforts have not shown a reduction in DVSAS, what impact have they had?
- Which of your prevention efforts have worked well?
- What do you think led to the success of these efforts?
- How can you build on these strengths as you move forward?
- How do you think that your efforts could be improved?
- If you have not had your intended impact of reducing DVSAS, what would you need to change to have that impact?
- What should your priorities be moving forward?
- If you have a team of people working on prevention at your community college, how effective or successful are these collaborative relationships?
- What departments and/or community stakeholders are represented on the team?
- Who are other stakeholders you would like to include to improve your impact?
- What do you think has made these collaborative relationships successful or unsuccessful?
- Are there teams that serve similar functions within your community? Could those teams function jointly?

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STEP TWO:
IDENTIFYING YOUR COMMUNITY

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IDENTIFYING YOUR COMMUNITY

Identifying your geographic and online areas of focus will set the scope of your DVSAS prevention efforts and help you determine the stakeholders who you need to have at the table. Certain laws (like the Clery Act) dictate the ways in which you must define campus boundaries for reporting purposes. However, as a community college, you know that your actual community extends beyond your campus to include spaces in the surrounding area that are significant to you and to your student body. You may choose to identify your community as the campus itself, the community college's service area, a city, a town, a zip code, etc.

As you think about how you should identify your community for your prevention efforts, consider where your students, faculty, and staff spend their time on and off campus. Consider the age range represented at your community college as you identify this area; students may range from seniors to high schoolers and spend time in very different places. Where will you be able to reach them with prevention programming and messages? Make sure that these locations are included within the boundaries you identify. You may want to use an actual map to visualize the area.

The Social Ecological Model for Community Colleges

The Social Ecological Model (SEM) is a helpful framework as you think about how you will identify your community for prevention programming. The SEM shows the spheres in which you must act to successfully address a health problem – in this case, DVSAS. It highlights how individual community members are a part of the environment that surrounds them. Effective prevention cannot focus on the behavior of individuals alone; it must also include social interactions, public policy, and the community environment. You must move beyond the confines of campus boundaries, to the spaces where your students live, work, play, and worship.

As you consider programming across the SEM, know that at the largest spheres, the impact will spread to the smallest spheres. But, programming at the smallest spheres will not spread to the largest spheres unless you equip individuals to impact those larger systems. The SEM below has been specifically adapted for use in community colleges.

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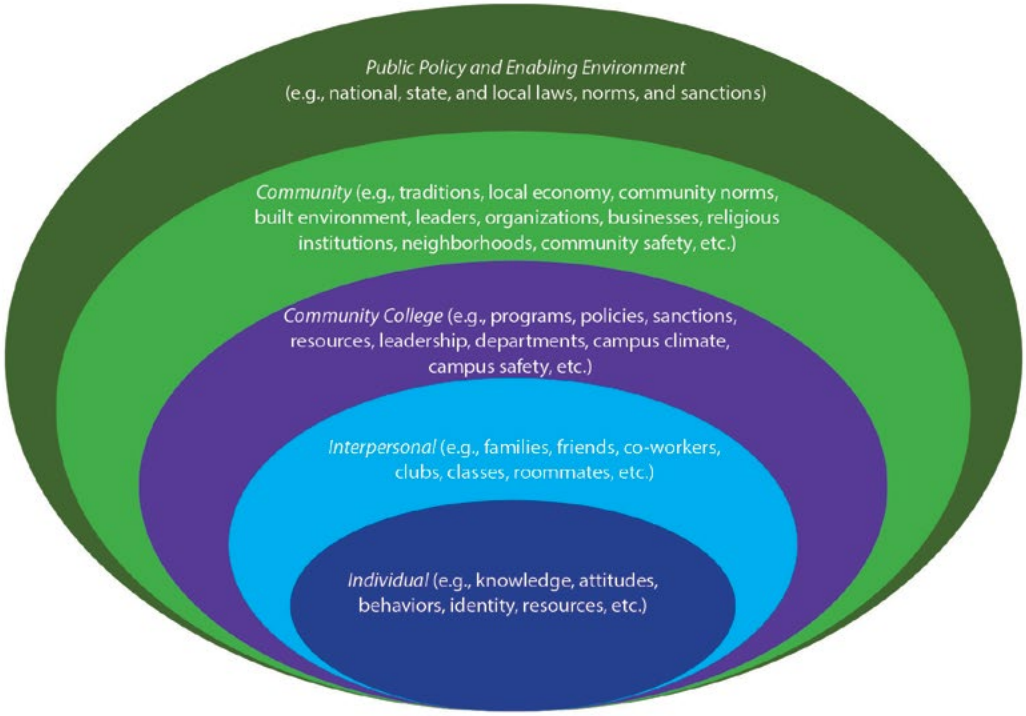

Considerations for Identifying your Community[2]

The geographic bounds of your community may be identified as:

- Your service area
- Your campus(es)
- One or a collection of neighborhoods
- One or a collection of zip codes
- A census tract
- A town
- A city
- A county
- A government district

How do online spaces fit within the area you have identified? Online spaces are a viable source of community in the modern world.

[2] "Community Health Assessment Toolkit, Step 3: Define the Community," The Association for Community Health Improvement, 2017, http://www.healthycommunities.org/Resources/Toolkit/files/step3-define-community.shtml#.Wh8rb7aZPUo.

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Define your community in a way that is ambitious but manageable; your goal is to engage the community you identify in DVSAS prevention efforts.

Consider any requirements from state agencies, accreditors, funders, etc. regarding what constitutes your community.

Identify your community in a way that aligns with the data you plan to use for your program evaluation (see more in step seven of this toolkit). Is the data you need in order to demonstrate effectiveness collected by demographic groups, zip codes, census tracts, neighborhoods, etc.?

Sources of Information for Identifying Your Community[3]

Public records: For information on your community, consult federal, state, and local statistics and records. The U.S. Census Bureau's American Fact Finder is a great federal source of information on community demographics. Many states and localities also have their own websites where you can get information about your community. You can also consult public documents available through your library.

Focus Groups and Interviews: Sit down with people to learn more about your community. You can conduct focus groups with students, faculty, and/or staff to better understand how they define their community. You can interview key stakeholders to gain valuable information about the community that surrounds your campus. These need not be highly scientific. Even an informal exchange (like taking a leader to coffee) can provide valuable information.

Surveys: Survey your students, faculty, and/or staff to better understand how they define their communities. You can use paper surveys distributed in classes or meetings or use online survey platforms like SurveyMonkey or Qualtrics.

Direct Observation: One of the best ways to learn about your community is just observing it. Spend time in the community that surrounds your campus. Observe where your students, faculty, and staff, live, work, play, and worship. Use what you learn to help you identify your campus community.

[3] "Community Health Assessment Toolkit, Step 3: Define the Community," The Association for Community Health Improvement, 2017, http://www.healthycommunities.org/Resources/Toolkit/files/step3-define-community.shtml#.Wh8rb7aZPUo.

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STEP THREE: IDENTIFY AND ENGAGE STAKEHOLDERS

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Identifying and Engaging Stakeholders

As a professional working at a community college, partnerships are likely a part of your everyday reality. In the literature review that accompanies this toolkit, nearly every focus group participant spoke about the importance of existing partnerships in their efforts to prevent and/or respond to DVSAS at their community colleges. If that is the case for you, then you already know the value of engaging lots of people and organizations to help you accomplish your goals. Partnerships expand capacity and resources to prevent DVSAS and promote quality of life at community colleges.

Overcoming Challenges Through Partnership

In the community college setting, there are unique challenges that can make prevention efforts hard to launch and even harder to sustain. Forming strong partnerships in the surrounding community can help mitigate some of these challenges. It is also important that you vet your community partners to make sure they are representative of your student population, culturally competent, and available to meet the needs of your community college.

At community colleges, faculty and staff are often working beyond capacity and filling multiple job roles. Partnerships can help address that challenge by offering the knowledge, skills, expertise, and connections that community partners possess. Partnerships can also alleviate financial constraints by offering opportunities to leverage and/or combine funding streams that can support programs on campus and in the community.

At most community colleges, students spend the majority of their time off-campus. Community college students are often parents, family members, and workers. This can make on-campus prevention programming difficult to implement. By partnering with community organizations, community colleges can meet their students where they spend time in order to deliver programs and generate community buy-in for DVSAS prevention.

Considerations for Developing Partnerships with Stakeholders

Stakeholders are people or organizations that have a vested interest in your prevention work. When you consider who in your community has a stake in reducing DVSAS among students attending your community college, stakeholders may range from hospitals to public schools to employers. The tools that follow will help you identify and vet who the stakeholders are in your community.

If you have an existing prevention committee, workgroup, or Coordinated Community Response Team (CCRT), you already have some engaged stakeholders. However, for your prevention efforts to be comprehensive, you will need to engage and vet stakeholders beyond your core group.

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Be mindful that there are different levels of engagement.[4]

Partners	Advisors	Participants
Co-leaders of your prevention efforts, involved in all planning and decision-making Example: A local violence prevention agency that co-coordinates your prevention efforts	People who participate on an ongoing basis, providing feedback and sharing expertise Example: A faculty member with expertise in interpersonal violence who advises on content	People who have one-time, short-term involvement Example: Individuals who take part in a focus group or key informant interview, complete a survey, or attend a program

As you brainstorm stakeholders to bring to the table, consider which level of participation is most appropriate for them.

- Who will you need to enlist as long-term partners?
- Who would best serve as an advisor?
- Who will you engage as participants in focus groups, key informant interviews, or surveys?

Stakeholder Challenges

While engaging stakeholders is key to your success, it is important to keep in mind that not all stakeholders may be allies. But, assuming that most stakeholders are allies or potential allies can help you focus on identifying common goals and establishing partnerships. Stakeholders may have policies or interests that work in opposition to your prevention efforts. For example, you may have high school students attending classes at your community college; but, the school system has health education policies in place that conflict with your DVSAS prevention program content. The school system is a stakeholder and you should work to mitigate any problems, ultimately seeking to bring them onboard as an ally in your prevention efforts. It is also important to vet stakeholders when there is opposition to your prevention efforts. It is important to talk with stakeholders who oppose your efforts, but they should not be partners who determine your programming.

Some stakeholders may have goals that intersect or overlap with your prevention work. For example, you may have a men's group in your community that teaches healthy relationships and fatherhood. You will need to engage them as effective

[4] "Establishing Organizational Partnerships to Increase Student Access to Sexual Health Services," National Coalition for STD Directors (NCSD), February 13, 2015, http://www.ncsddc.org/sites/default/files/referral_system_implementation_kit_0206151.pdf.

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advocates for your prevention work within their spheres of influence. Other stakeholders may be particularly invested in your population, but not have any immediate connection to the role they could play in your target issue. For example, a housing program for low-income women in higher-education programs. You should work to connect these key stakeholders to the issue of DVSAS prevention as it relates to their core area(s) of focus.

In the tools that follow, you will find a guide to help you overcome challenges with stakeholders.

Inviting Key Stakeholders

Once you have identified stakeholders to engage in your DVSAS prevention efforts, your next step is to invite them to engage at the level that is most appropriate for them. Take time to plan your invitation and consider:

- How can you connect them to the issue of DVSAS and your goal of preventing its occurrence? Why should this matter to them?
- How can you communicate why you think partnerships are necessary to achieve your goal?
- What can you say to convince them that they are an essential partner?
- How would you like for them to be involved? What would their involvement look like? How much time would they need to give?
- How can they help you address the unique needs and strengths of the community college context?
- Who is the best contact to invite this person to join your prevention efforts?
- Who will invite which stakeholders? Practice those conversations or draft invitations together.
- What will your ask be at the end of the invitation? This might include attending an upcoming planning meeting or shadowing a prevention workshop at your college to learn more about your program. When you end with an ask, stakeholders can immediately contribute to your DVSAS prevention efforts.

In the tools that follow, you will find an outline for stakeholder conversations and invitations.

Formalizing Partnerships

As you form new partnerships or deepen existing ones, you may need to establish agreements with stakeholders through Memoranda of Understanding (MOU) or Memoranda of Agreement (MOA). MOUs and MOAs formalize your partnerships by outlining the resources that each partner will contribute. Resources might include

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physical space, supplies, staffing, food, childcare, or funding. In the tools that follow, you will find a sample MOU you can tailor to for your partnerships.

Tools Provided[5,6]

Below you will find several tools to help you identify, vet, and engage stakeholders, including:

- Stakeholder Identification Guide (pages 13-17): This tool will help you identify the people and organizations in your community that will be the most effective and appropriate to engage around your DVSAS prevention efforts.
- Stakeholder Analysis Guide (page 18): This tool will help you assess how various stakeholders fit into the whole partnership building process and how to communicate with them.
- Outline for Stakeholder Invitations or Conversations (pages 23-27): This outline will help you craft talking points to invite stakeholders to engage with your DVSAS prevention efforts. You can also use it as an outline to write letters or emails to stakeholders.
- Sample MOU Between Community Colleges and Local Prevention and Education Organizations (pages 28-32): As you foster partnerships with community-based organizations, it can help to establish roles and expectations with a formal document. This tool lays out some common agreements reached between community colleges and local prevention and education organizations.
- Partnership Feedback Questions (page 33): These questions will help you assess how well your partnerships are working. Use the answers to adjust your partnerships as needed.
- Guide to Overcoming Obstacles with Organizations (page 34): Obstacles in community partnerships are inevitable. Use this guide to help you work through some of the most common obstacles that arise in relationships between community colleges and their partners in DVSAS prevention.

These tools can be modified as needed depending on your college's needs and/or the stakeholders you are seeking to engage.

[5] "Community Health Assessment Toolkit, Step 2: Identify and Engage Stakeholders," The Association for Community Health Improvement, 2017, http://www.healthycommunities.org/Resources/Toolkit/files/step2-identify-engage-stakeholders.shtml#. Wh8rO7aZPUo

[6] "The Community Tool Box," University of Kansas, 2017, http://ctb.ku.edu/en/

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TOOL: STAKEHOLDER IDENTIFICATION GUIDE

Instructions: Use this tool to identify the people or organizations in your community that are potential stakeholders in your DVSAS prevention efforts.

Type of Entity	Entity Name(s)	Existing/ New Partnerships	Contact Information (name, phone, email)	Notes
Providers of on-campus health and/ or counseling services				
Providers of community health and/or counseling services				
Student wellness/ Health education/ Drug and alcohol programming coordinator				
Local organizations providing prevention education (YWCA, Planned Parenthood, etc.).				
Local organizations providing DVSAS services				
Retirees or senior services				

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Type of Entity	Entity Name(s)	Existing/ New Partnerships	Contact Information (name, phone, email)	Notes
Cultural organizations				
Faith-based groups				
School districts				
Four-year Institutions				
Bars/bartenders				
Other community colleges, trade schools, or higher education institutions				
High schools				
Law enforcement				
First responders				

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Type of Entity	Entity Name(s)	Existing/ New Partnerships	Contact Information (name, phone, email)	Notes
City/ community Initiatives				
Libraries				
Parent groups				
State or national legislators				
Arts organizations				
State agencies				
Community Non-profits				
Legal Aid/ attorneys				

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Type of Entity	Entity Name(s)	Existing/ New Partnerships	Contact Information (name, phone, email)	Notes
Business and industry leaders				
Medical providers and healthcare				
County Government				
City officials				
Community councils/ assemblies				
Chamber of commerce				
Tourism				
Transportation (public, cab companies, etc.)				

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Type of Entity	Entity Name(s)	Existing/ New Partnerships	Contact Information (name, phone, email)	Notes
Civic organizations (Rotary, Lions Club, etc.)				
Neighborhood association groups				
LGBTQ Center/ GSA				
Nearby Military Installations				

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TOOL: STAKEHOLDER ANALYSIS GUIDE[7]

Instructions: This tool can be completed individually, with colleagues who assist in prevention efforts, or as a coordinated prevention team. Using the table below, list the potential stakeholders you identified in the previous tool. Assess their potential interests, why they might want to be involved, and whether or not they are a good fit to partner with in prevention. Use this information to determine if and how the stakeholder fits into the partnership building process and how to communicate with them in the future.

Stakeholder name:	
Organization:	
Position:	
1. Who from your college or prevention team is most closely connected to them?	
2. What is important to them or their organization?	
3. What portions of your work are most relevant to them?	
4. Why would they want to be involved?	
5. What potential conflicting goals or interests might they have?	
6. How representative are they of your campus community?	

[7] "Establishing Organizational Partnerships to Increase Student Access to Sexual Health Services," National Coalition for STD Directors (NCSD), February 13, 2015, http://www.ncsddc.org/sites/default/files/referral_ system_implementation_ kit_020615 1.pdf. The tool above is adapted from the cited source.

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Stakeholder name:	
Organization:	
Position:	
1. Who from your college or prevention team is most closely connected to them?	
2. What is important to them or their organization?	
3. What portions of your work are most relevant to them?	
4. Why would they want to be involved?	
5. What potential conflicting goals or interests might they have?	
6. How representative are they of your campus community?	

Stakeholder name:	
Organization:	
Position:	
1. Who from your college or prevention team is most closely connected to them?	
2. What is important to them or their organization?	
3. What portions of your work are most relevant to them?	

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4. Why would they want to be involved?	
5. What potential conflicting goals or interests might they have?	
6. How representative are they of your campus community?	

Stakeholder name:	
Organization:	
Position:	
1. Who from your college or prevention team is most closely connected to them?	
2. What is important to them or their organization?	
3. What portions of your work are most relevant to them?	
4. Why would they want to be involved?	
5. What potential conflicting goals or interests might they have?	
6. How representative are they of your campus community?	

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Stakeholder name:	
Organization:	
Position:	
1. Who from your college or prevention team is most closely connected to them?	
2. What is important to them or their organization?	
3. What portions of your work are most relevant to them?	
4. Why would they want to be involved?	
5. What potential conflicting goals or interests might they have?	
6. How representative are they of your campus community?	

Stakeholder name:	
Organization:	
Position:	
1. Who from your college or prevention team is most closely connected to them?	
2. What is important to them or their organization?	
3. What portions of your work are most relevant to them?	

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4. Why would they want to be involved?	
5. What potential conflicting goals or interests might they have?	
6. How representative are they of your campus community?	

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TOOL: OUTLINE FOR STAKEHOLDER INVITATIONS OR CONVERSATIONS

Instructions: As you build prevention partnerships, you will need to invite stakeholders to participate in your efforts. In the table below, identify the stakeholders from the list above who you would like to invite as partners. Then, generate talking points in response to each prompt. Complete this tool for each potential partner. If there are particularly connecting or effective talking points, you can repeat those for each potential partner. You can also use this as an outline for writing a letter to engage a stakeholder.

Step 1: Invite	**Consider:**
Reach out to the stakeholder directly and set up a meeting. A letter, email, or brief phone call is good to establish initial contact, but the best practice for ultimately inviting people to participate in your prevention efforts is a face-to-face meeting.	*Who is the best person to invite this stakeholder to join your prevention efforts?* *Does the person extending the invitation have anything in common with the stakeholder that might be socially significant? Social significance will vary from person to person.* *Do they share professional goals, socioeconomic status, race, gender, location, etc.?* *Is the person extending the invitation to join in your prevention efforts familiar with the work of the stakeholder?*
Stakeholder:	Person who will extend the invitation:

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Step 2: Build a Relationship	**Consider:**
Establish a relationship and make a personal connection with the stakeholder.	*What can you share about yourself?* *What can you ask about them?* *What do people love to talk about and have positive associations with in your community?*
Sample language: Have you lived in_____ your whole life? Where did you go to high school? Are your people/Is your family originally from here too? How'd you end up in your line of work? Who in this community inspires you to do your best work? How do you want to make our community better? What legacy do you want to leave behind? *Remember: This is a conversation. Be prepared with personal answers to these questions too. Focus on identifying commonalities and building trust through sharing.	
Notes about what to say during your conversation:	

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Step 3: Connection to their influence	**Consider:**
Connect them to their influence within the community. Let the stakeholder know how they would be beneficial to your work and how they are uniquely positioned within the community to contribute to social change.	*Be familiar with their work and their contributions to the community.*

Sample language:

You're well-respected as a leader in our community. I want to invite you to participate in the dating violence, domestic violence, sexual assault, and stalking prevention efforts at our community college. I believe that, as a community leader, your influence could have a big impact on the success of our work and the safety of our students.

I especially appreciate your commitment to [specific population] and the work you did to complete [specific project]. Many of the students at our community college are also members of [specific population]. We're working to improve our prevention efforts and we want to make sure that we're culturally responsive and relevant for our [specific population] students.

In our community, many people are affected by dating violence, domestic violence, sexual assault, and stalking. I'm sure as a well-respected person in our community, you've met people who have been personally affected. I know I have.

Notes:

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Step 4: Connection to the Issue	**Consider:**
Connect them to the issue of DVSAS. Take time to identify which parts of your programming will be of most interest and why this issue should matter to them.	*People connect to the issue of DVSAS in a variety of ways. These might include:* *Stories about students affected* *Examples of prevention successes* *Statistics about the scope of the problem* *The bottom line impact for the college or community* *How DVSAS affects a specific population*

Sample language:

Too many people at our community college are being hurt by dating violence, domestic violence, sexual assault, and stalking. I personally know people who have had to flee their homes to escape domestic violence or are having a hard time coping with the aftermath of a sexual assault. Our team is looking for experts to tell us more about prevention efforts that would be most relevant to [specific population] in our community.

The CDC has reported that 1 in 4 men and 1 in 3 women will experience sexual assault in their lifetimes. Some specific populations face even greater risk. There are lots of statistics out there; but, I've never heard a number that doesn't sound like too many people being hurt.

We are strengthening our dating violence, domestic violence, sexual assault, and stalking prevention efforts and want to work more collaboratively with community partners to really emphasize that campus and community are linked in this effort. We want to develop prevention strategies that extend beyond the community college and meet students where they actually spend most of their time – in the community. As a leader in our community, I know this is an issue you must care about.

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Step 5: Participation	**Consider:**
Ask them how they would like to participate. Give them a real option for participation from the appropriate level of engagement: partner, advisor, or participant.	*Real opportunities for participation mean that you will listen to their feedback; share results and relevant data; and respect cultural norms by including them in your meetings, policies, and educational programming.*
Notes:	

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TOOL: SAMPLE MOU BETWEEN COMMUNITY COLLEGES AND LOCAL PREVENTION AND EDUCATION ORGANIZATIONS

Instructions: As you foster partnerships with community-based organizations, it can help to establish roles and expectations with a formal document of understanding. This tool lays out some common agreements reached between community colleges and local prevention and education organizations. If you pursue funding together, it is common for funders to require agreements of this type. This tool is a template only; it contains activities that traditionally occur between community colleges and local organizations. You should update the contents to accurately reflect your partnership.

Memorandum of Understanding Between

[Organization] and [College] Dates of Operation:

___/___/___ - ___/___/___

This Memorandum of Understanding ("MOU") is entered into by [Organization] and [College]. The parties share the goals of (1) creating comprehensive prevention education programming on dating violence, domestic violence, sexual assault and stalking (DVSAS) tailored to the needs of [College]'s campus community, and (2) and working in coordination to create a strategic plan for prevention that deliberately incorporates partnerships with the surrounding community and community-based organizations. The MOU formalizes the commitment of the parties to work together to develop or implement evidence-based/research-informed, culturally responsive prevention education for students, faculty, staff, and other members of the campus community at [College].

VII. Description of Partner Agencies

[Description of the Organization: Include (1) the Organization's mission; (2) any prevention models or governing theory used by the organization to develop programming, (3) any tactics or strategies used by the partner organization (i.e. policy development, social marketing campaigns, coalition building), (4) the type of programming provided by the Organization, and (5) the population served by the Organization].

[Description of the College: Include (1) the College's mission; (2) date founded, (3) the number of students enrolled, and (4) the relevant objectives of the offices collaborating with the Organization, and (5) the relevant responsibilities of the positions collaborating with the Organization].

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VIII. History of Previous Collaboration

[Describe the existing relationship between the Organization and the College. For example: "College and Organization have collaborated for [insert # of years collaborating] years on programs to prevent DVSAS on campus. Organization has conducted [insert #] on-campus educational programs for students of College and provided professional training for health center staff. This MOU builds on the previous collaboration."].

IX. The Role of [Organization]:

The [Organization] agrees to:

A. Work in coordination with [College], in order to provide prevention trainings and programming (focused on dating violence, domestic violence, sexual assault, and stalking) by:

1. Appointing a qualified Prevention Educator to work in coordination with campus professionals who have been assigned DVSAS prevention responsibilities as a part of their position. Responsibilities include overseeing the selection or creation, implementation, marketing, and evaluation of a coordinated, comprehensive, and on-going campus-wide prevention initiative, inclusive of bystander intervention programming, that is in line with best practices and targeted to the entire campus community of [College].

    a. The appointee will be well-equipped to deliver effective presentations and successfully engage participants to connect them to the subject matter. The appointee will demonstrate this ability prior to selection with a presentation or recording of a presentation.

    b. The appointee will have or be able to develop the institutional knowledge to collaborate effectively with campus offices and community organizations to ensure key messages are being shared throughout the institution as well as community organizations that intersect with students.

2. Working in collaboration with campus professionals at [College] to develop a strategic plan to engage stakeholders in prevention strategies, distribute prevention education information, plan a social marketing strategy, and plan community mobilization events.

    a. The appointee will work with [College] to identify specific target populations for training. Target populations may include: those most influential in shaping and sustaining campus and/or community culture; faculty, staff, and administrators; traditionally underserved populations; historically marginalized

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populations identified as particularly vulnerable within the campus community; first year or transfer students; and/or athletes.

3. Selecting staff within the [Organization] to participate in [College]'s coordinated DVSAS prevention team.
4. Collaborating with [College] to evaluate joint prevention efforts including, but not limited to, the effectiveness of presenters, bystander skills, targeted behavior change, participant satisfaction, and the reach of the program.
5. Compile relevant data and write narrative for reports as required by [College].

B. ACTIVITIES

1. Based on this agreement, between [College] and [Organization], the following activities will be conducted in collaboration with [College]:
    a. Provide information about the best practices for DVSAS prevention to any partnering on-campus offices/positions and the coordinated DVSAS prevention team involved in prevention programming;
    b. Tailor any previously developed materials, programming, etc. intended for use with the campus community to fit the specific needs of the campus community or selected target populations;
    c. Ensure programming that has been selected and/or developed is culturally responsive and includes the principles, values, and/or experiences of each population being served;
    d. Identify key messages to emphasize in DVSAS prevention programming and identify overlapping key messages with campus partners as a part of a larger community health and wellness strategy, then collaborate to integrate key content across issues areas;
    e. Provide information about methods to anonymously disclose an incident, including information on relevant confidential hotlines within prevention programming;
    f. Deliver, or assist in the delivery of, a comprehensive student onboarding and ongoing education campaign to educate members of [College] community about DVSAS;
    g. Assist [College] with providing education to all new first-year and transfer students on a range of relevant topics, using a method and manner appropriate to the culture of [College];

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h. Assist [College] with providing bystander intervention training on DVSAS prevention to all students;

i. Assist [College] with providing training to targeted groups: such as international students, online and distance learning students, non-traditional students, and vulnerable student populations;

j. Other activities agreed upon by [College] and [Organization].

X. The Role of [College]

[College] agrees to:

A. Work in coordination with [Organization] to provide DVSAS trainings by:

1. Negotiating compensation for service delivery that will be solidified through the use of a contract process initiated by [College].
    a. Subaward processes as dictated by a grant would be fully dictated by [College] and is not included in the terms of this MOU.
2. Identifying a central point of contact for [Organization] staff to facilitate referrals for confidential services.
3. Having a clear assessment and evaluation plan for joint programming: including effectiveness of presenters, bystander skills, targeted behavior change, participant satisfaction, and the reach of the program.
4. Providing access to academic and campus resources that could inform best practices.
5. Providing training to [Organization] staff about: (1) on-campus resources that are available to student and employee victims of DVSAS, (2) the federal and state requirements for [College], and (3) campus climate and culture.
6. Informing [Organization] about [College]'s reporting obligations and identifying those [College] employees with whom students can speak confidentially (and any exceptions to that confidentiality).
7. Ensuring availability of any DVSAS educators, offices with overlapping responsibilities, and the coordinated DVSAS prevention team to meet regularly with [Organization].
8. Collaborating with [Organization] to create and administer effective, evidence-based/research-informed prevention programming.
9. Compiling relevant data and completing relevant reports and other related administrative tasks.

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XI. Termination

Either party may terminate this agreement by a 30-day notification in writing to the other party.

XII. General Provisions

A. [Optional: Insert any provisions required by the organization or school].

B. Agents and Agency. The parties agree that their relationship to each other shall be that of independent partners. Employees supplied by either party to the performance of this MOU shall not for any purpose be considered employees or agents of the other party. Each party shall be solely responsible for supervision, daily direction, and control of its employees in the performance of this MOU.

C. Choice of Law. This agreement shall be governed and construed in accordance with the laws of [governing/relevant state and federal laws] and [relevant campus policies and procedures]

IN WITNESS THEREOF TO THIS MEMORANDUM OF UNDERSTANDING has been executed on the _____ day of _____, 20 ___.

[COLLEGE]	[ORGANIZATION]
Authorized Representative Signature:	**Authorized Representative Signature:**
_____	_____
[NAME]:	[NAME]:
_____	_____
[TITLE]:	[TITLE]:
_____	_____
Date:	Date:
_____	_____

Adapted from The State University of New York: Model MOU between Colleges and Rape Crisis Centers. https://system.suny.edu/sexual-violence-prevention-workgroup/mou-model/

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TOOL: PARTNERSHIP FEEDBACK QUESTIONS

Instructions: It is helpful to generate feedback about your partnerships to ensure they are working effectively. Connect with partners in your prevention efforts to ask them the set of questions below. Use the answers to adjust your partnerships as needed.

1. What is the purpose of this partnership?

2. What are the goals of this partnership?

3. What are your expectations of this partnership?

4. Is the partnership meeting your expectations? Describe.

5. What are the successes of this partnership?

6. What are the challenges of this partnership?

7. How does this partnership support the goal of implementing a comprehensive DVSAS prevention strategy?

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TOOL: GUIDE TO OVERCOMING OBSTACLES WITH ORGANIZATIONS

Instructions: As with any relationship, obstacles to successful partnerships may arise and will take time to overcome. Some common obstacles or challenges include:

- Opposing interests
- History of conflict between organizations
- Competition for or scarcity of resources
- Political constraints
- Changing values or goals
- Lack of coordination or structure
- Lack of representation and/or cultural responsiveness
- Change in staff and/or leadership.

Use the strategies below to address these or other obstacles that may arise with stakeholders as you seek to implement DVSAS prevention programs at your community college.

Strategies to Overcome Obstacles

1. Listen
   - ► Begin the relationship by listening to the organization and finding out what its mission and values are before making a request.
   - ► Engage in active listening by focusing fully on the other person, being non-judgmental, remembering the values and areas of concern they share, and asking relevant questions.

2. Minimize preconceived notions
   - ► Identify ideas that you have about individuals, groups, or organizations.
   - ► Determine whether your assumptions are based in a stereotype or unfair/unearned association of that individual, group, or organization. Remember these can be positive or negative.

3. Keep in mind the importance of communication and trust
   - ► Be transparent with potential partners about needs, expectations, goals, strengths, and weaknesses.

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- ► Make sure to share how you use information you glean from your partners.

4. Avoid prejudgment of the organization
   - ► Establish ground rules with your team for how you talk about partners.
   - ► Speak about your partners respectfully, even if you are speaking critically.

5. Take time to make connections
   - ► Show up for their events and offer support.
   - ► Find meaningful ways to contribute to others' work.

6. Identify what will be gained by working together
   - ► Discuss needs and what you each can contribute.
   - ► Work together to establish collective and individual goals.

7. Ensure that the partnership will be productive.
   - ► Reflect on your partnership regularly and make efforts to resolve conflict early.

8. Provide examples of how your community college will support the organization's role in the partnership
   - ► Discuss if there is funding available to financially compensate partner organizations for any services rendered.

9. Remember to focus on the positive throughout the relationship and bring successes to each meeting
   - ► Highlight your partner's strengths, their mission, and their accomplishments.
   - ► Establish goals and report on the progress of those goals regularly.

10. Convey genuine respect and interest in the organization
    - ► Celebrate the work of the organization or the individual even when they are not in the room.
    - ► Thank your partners for their contributions to the work.

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11. Communicate regularly and openly

    - ► Make opportunities for less formal meetings that adhere to the cultural norms of the individual or organization. Consider meeting in their space.
    - ► Establish opportunities to communicate that feel useful.
    - ► Create learning opportunities or goals in meetings.

12. Vet community partners

    - ► Before entering into partnerships with stakeholders in your community, vet them to ensure their goals and values align with yours and that they are representative of your student body.
    - ► Use the preceding tools for this step to vet stakeholders who are potential partners.

Obstacle Navigation

Instructions: Use the worksheet below and suggestions above to strategize how you will overcome obstacles with an organization.

Organization Name:			
Obstacle	**Common Goal/ Ground**	**Strategy for Overcoming Obstacle**	**Notes**

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Step Four: Identify Needs and Assets

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WHY IDENTIFY NEEDS AND ASSETS

The Community Toolbox defines needs as "the gap between what is and what should be." Needs can be felt by individuals, groups, organizations, and entire communities. With regard to DVSAS prevention in the community college context, needs may include things like dedicated prevention staff, resources to purchase and implement prevention curricula, access to data or other information, or access to students. Identifying needs is a common early step in strategic planning.

However, too often when we think about addressing social issues that face communities or marginalized populations, we focus solely on the needs, deficiencies, and problems. We forget to focus on the strengths that communities and populations bring to the table. For community colleges, assets include things like existing partnerships, staff who dedicate time to assisting with prevention efforts, and dynamic students with ties to the community. Asset identification is a strengths-based approach to problem solving that acknowledges communities and community colleges know how to care for and sustain themselves. Asset identification compliments needs identification by determining community strengths that you can leverage to address needs.

Needs and assets assessments are planning tools and not evaluation tools. Identifying the prevention needs of your community college and the assets available to you is an important step in developing prevention strategies. When we identify assets, we identify the strengths that we can build upon to avoid or mitigate pitfalls or weakness. When we conduct a needs assessment, we identify potential areas for growth and improvement.

Tools Provided

These tools can be completed by a variety of individuals or groups depending on the staffing and/or team you have in place to support prevention efforts. One individual may complete all of these tools, consulting important sources of information on your campus or in the community. If you have a coordinated prevention team in place, you may complete these tools together or divide them up among team members to be completed by different individuals.

- *The Needs Assessment Planning Worksheet* (pages 40-41) will help you engage your prevention team and other stakeholders prior to conducting a needs assessment.
- *Considerations for Identifying Assets* (pages 42-43) will guide you through important questions to consider before you complete an assets assessment.
- *Identifying Community Assets* (page 44) will help you brainstorm assets with your prevention team and other stakeholders.

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- *A Sample Prevention Job Description* (pages 45-46) for a full-time staff member, if such a staff member emerges as a need based on your assessment and you have the resources available to hire additional staff. You may also use this description as a guide if you would like to add additional duties to pre-existing roles at your community college.

TOOL: NEEDS ASSESSMENT PLANNING WORKSHEET[8]

1. What aspects of DVSAS do you understand well at your community college?

2. What is the prevalence of DVSAS among students?

3. What do you know about the needs of different populations within your college community (e.g. international students, seniors/retirees, faculty/ staff/ administrators, parents, athletes, those of various cultural and ethnic backgrounds, etc.)?

4. What are the target populations at your community college that you will have to engage prior to selecting or creating prevention programming (i.e. whose input will you need to help you select or create the right program)?

5. Where is information already gathered at your community college to help you better understand your college's needs (e.g. information gathered in student affairs offices, administrative offices, local victim/survivor service providers, local health departments, and/or the institutional research office)?

6. What key questions do you have that are most important to answer for next steps in your work?

    a. If you have a team, have each member vote for the one question they see as the highest priority. Discuss why they have identified that key question as a priority.

    b. What information do you need in order to answer key questions? Do you have the ability to get the answers?

    c. If not, you may need to prioritize a different question and/or you may need to engage new stakeholders.

    d. If yes, develop a plan to gather this information (below).

[8] Vicki Banyard and Jane Stapleton. Technical Training Institute, 2016, https://mscasa. adobeconnect.com/p1hkiepzrnf/. This tool is modified from the Needs Assessment Planning Worksheet from the cited source.

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7. Plan to get this information:

Key question	Method for getting data/answer	Team member assigned to collect information	By when?

8. How will you utilize the information you gather?

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TOOL: CONSIDERATIONS FOR IDENTIFYING ASSETS[9]

Instructions: Assets are anything that improves community quality of life. Your overall goal is to identify assets in your community that will help you prevent DVSAS. It may be helpful to think of community assets in three categories

- The gifts of individuals, such as community leaders, artists, activists, elders, etc.
- Groups where citizens gather in support of a common purpose, such as neighborhood associations, cultural groups, youth groups, charitable groups, etc.
- Local organizations that support communities, such as schools, businesses, non-profit organizations, libraries, parks, hospitals, etc.

The following questions may aid you in identifying assets for DVSAS prevention at your college and in the community:

- Who at your college is working to prevent DVSAS? How did you become aware of their efforts?
- Who in the surrounding community is working to prevent DVSAS? How did you become aware of their efforts?
- Where do members of the college community go when they need support after they have experienced DVSAS? How did you become aware of their efforts?

Begin by answering these questions and identifying assets at your community college. You should reach beyond your coordinated prevention team (if one exists) to get information. Many experts at your college and in the community may not have time to be on your prevention team, but will no doubt have important insights about community assets. Think back to the different levels of engagement presented in step two of this toolkit. To identify assets, you should engage community members as advisors or participants in key informant interviews, focus groups, or surveys.

- Who do you need to talk to in order to answer the questions above?
  - ☐ Students
  - ☐ Faculty

[9] John McKnight and John Kretzmann, Building Communities from the Inside Out (ACTA Publications, 1993); John McKnight and John Kretzmann, Mapping Community Capacity (Neighborhood Innovations Network, 1990); "Asset Based Community Development Toolkit," Asset Based Community Development Institute, 2017; "Participatory Asset Mapping: A Community Research Lab Toolkit," Advancement Project Healthy City Community Research Lab, 2012; "Activating Asset Mapping," Americorps VISTA, 2017; Bill Berkowitz and Eric Wadud, "Identifying Community Assets and Resources," University of Kansas, 2011. http://ctb.ku.edu/en/tablecontents/sub_section_tools_1043.aspx; Dana Griffin and Amy Farris, "School Counselors and Collaboration: Finding Resources through Community Asset Mapping," Professional School Counseling 13, no. 5 (2010); "An Introduction to Community Asset Mapping," Santa Barbara County Human Services Commission.

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- ☐ Staff
- ☐ Administrators
- ☐ Community residents
- ☐ Community leaders
- ☐ Registrar's office
- ☐ Dual enrollment staff

- How will you gather their responses?
  - ☐ Focus groups
  - ☐ Key informant interviews
  - ☐ Surveys (online or paper)
- Who will gather this information?
  - ☐ _____

Considerations for Combining Data and Making Sense of Identified Assets

- Were any assets named multiple times?
- Were there any themes in the assets identified?
- Is additional information needed? If so, who can provide it to you?
- Once you have agreed on a set of assets, find a way of capturing them. This could be in the form of:
  - ► A list or spreadsheet
  - ► A physical or electronic map
- Are there any additional stakeholders you should engage in your prevention efforts?
- Can you identify any places in the community where you could provide prevention programming or share prevention messages?

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TOOL: IDENTIFYING COMMUNITY ASSETS[10]

INDIVIDUALS WITHIN MY COMMUNITY COLLEGE (e.g. counselors, advocates, advisors, coaches)	Examples:
INDIVIDUALS IN THE COMMUNITY (e.g. community leaders, faith leaders, local residents, alums)	Examples:
GROUPS WITHIN MY COMMUNITY COLLEGE (e.g. admissions, student affairs, student organizations, academic departments, offices	Examples:
GROUPS IN THE COMMUNITY (e.g. neighborhood associations, civic groups, faith-based groups)	Examples:
BUSINESSES/ORGANIZATIONS IN THE COMMUNITY (e.g. local businesses, other colleges, trade/industry groups, non-profits, law enforcement, parks and recreation, social services, public health departments)	Examples:

[10] Community Health Assessment Toolkit, Step 2: Identify and Engage Stakeholders," The Association for Community Health Improvement, 2017, http://www.healthycommunities.org/Resources/Toolkit/files/step2-identify-engage-stakeholders.shtml#. Wh8rO7aZPUo; "The Community Tool Box," University of Kansas, 2017, http://ctb.ku.edu/en.

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TOOL: SAMPLE PREVENTION JOB DESCRIPTION

Instructions: Use this sample job description to create a new position at your college or in coordination with a community-based organization. You can also use it to identify the key responsibilities and skills of a Prevention Educator. You can divide those responsibilities among members of your coordinated prevention team if you do not have the resources for a dedicated Prevention Educator. You should tailor this job description, including job title, duties, and requirements, so they are relevant for your community college.

Position: DVSAS Prevention Educator

Reports to: [Supervisor]

Scope:

The DVSAS Prevention Educator serves as the point-person for prevention education and training on dating violence, domestic violence, sexual assault, and stalking at [College]. The DVSAS Prevention Educator will [lead/serve as a member of] the coordinated prevention team, facilitating a comprehensive DVSAS prevention program at [College].

Duties and Responsibilities:

- Oversee the selection/creation, implementation, marketing, and evaluation of a coordinated, comprehensive, and ongoing college-wide prevention program that is in line with best practices and targeted to the entire campus community.
- Oversee the selection/creation of an evidence-based/research-informed prevention program for incoming students as well as new faculty and staff, considering alternative ways to reach community college students through online programming, social marketing, collaboration with campus or community partners, advisor sessions, orientation programming, etc.
- Ensure prevention programming has been tailored for specific populations of the college community with an emphasis on students of color, LGBTQ students, students with disabilities, students with children/ families, students who work, and other groups as directed.
- Develop a plan to ensure all prevention programming is presented with a high quality of delivery.
- Collaborate with college offices and community-based organizations to ensure key messages are shared throughout the institution and community.
- Develop a prevention brand that is inclusive and accessible to the needs of community college students, including an online social media presence.

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- Manage online prevention education programs for students and employees and develop a mechanism to track participation and coordinate data collection.
- Conduct ongoing assessment and evaluation of all prevention efforts.
- Understand and comply with Title IX laws, Clery Act requirements, and other federal and state guidance as required.

Other duties as assigned or necessary.

Requirements

- Bachelor's degree in public health, human services, women/gender studies, higher education, social work, or related field
- 3 – 5 years' experience in sexual assault advocacy, prevention, and/ or health education training
- Dynamic and engaging public speaking skills
- Excellent interpersonal skills
- Well-developed written and oral communication skills
- Ability to assess needs and think outside the box to develop effective prevention programs
- Ability to work a flexible schedule to include evening and weekend hours

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STEP FIVE: SELECT PROGRAMS

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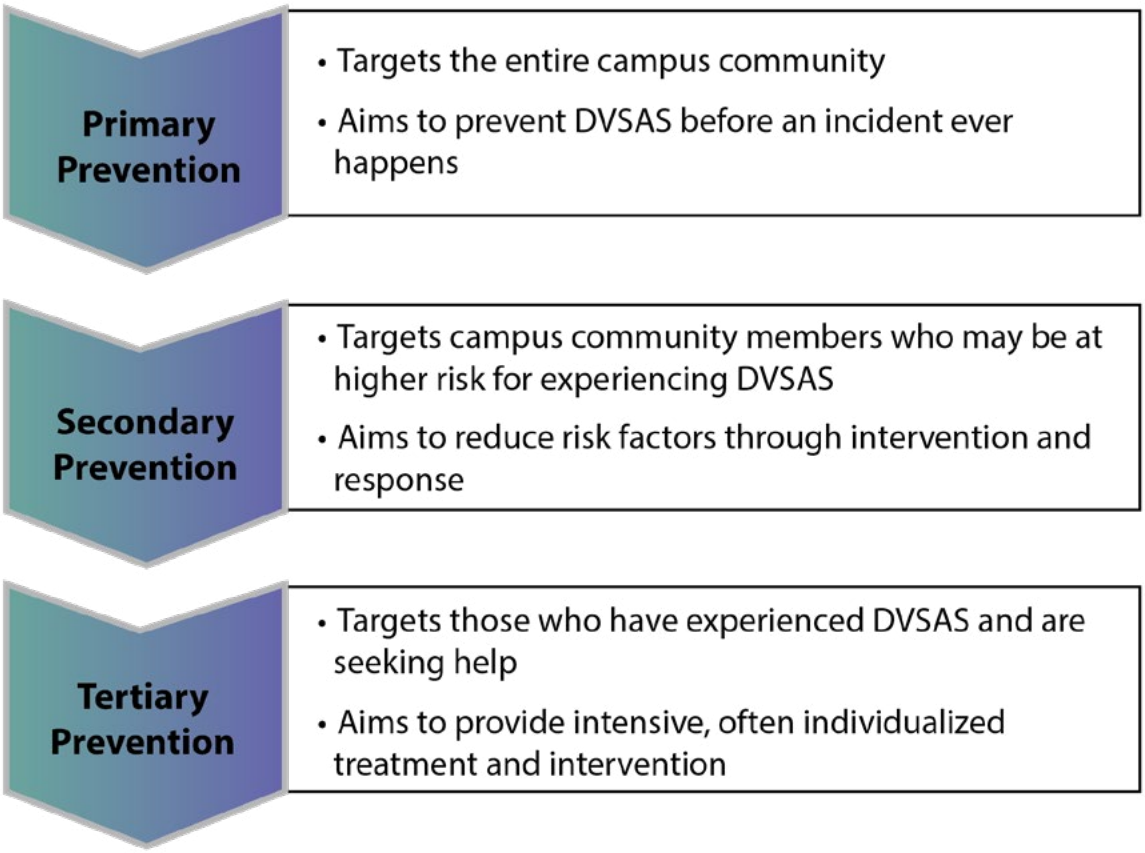
SELECTING A PROGRAM

If you have followed the steps so far, you have identified your community and engaged stakeholders to support your prevention efforts. You have identified the needs in your community and the assets that might benefit your prevention efforts. Your next step is to use the information you have gathered along with your and or your team's expertise to select the specific DVSAS prevention program(s) that you will implement at your community college.

You should, whenever possible, select existing, evidence-based and/or research-informed DVSAS prevention programs – this is a best practice. The stakes of this issue are simply too high for colleges to continue creating their own programs year after year when there are existing strategies with demonstrated effectiveness. Choosing rather than creating a program also saves you and your partners significant time, which we know is a desperately needed resource for community college prevention efforts. Once selected, you should tailor your chosen program for your community college target populations. Given the lack of DVSAS prevention programs developed specifically for community colleges, this is an important step.

Considerations for Selecting or Developing DVSAS Prevention Programming

There are three levels of prevention:



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Programs that you select in this step should be comprehensive and focused on primary prevention of DVSAS. This means that you want to select programs that engage your entire campus community in preventing DVSAS before it ever occurs.

These resources are helpful for selecting a primary prevention program for your community college:

- Office on Violence Against Women Not Alone Prevention Resources (under "Schools" on the right, click the drop down menu for "Prevention Resources")
- The Rape Abuse and Incest National Network (RAINN) Prevention Navigator
- Centers for Disease Control and Prevention (CDC) Technical Package to Prevent Sexual Violence
- Culture of Respect Prevention Programming Matrix

It is important to select programs that have evidence of being effective at addressing this issue. Evidence of effectiveness may come from formal or informal evaluations of the program. The most rigorous evidence comes from scientific studies involving the populations similar to the ones you serve. However, rigorous evidence like this does not always exist. Less rigorous evidence comes from programs that have been tested in similar settings with similar populations using pre- and post-surveys.

Prevention Program Challenges for Community Colleges

The literature review that accompanies this toolkit found that there is a lack of research about community colleges in general as well as DVSAS prevention in the community college context. Few DVSAS prevention programs and strategies have been developed with community colleges in mind. Often, existing programs have been created for use on four-year college campuses, without intentional tailoring for the unique characteristics of community colleges and their students.

Community college students differ from their four-year counterparts in a number of ways. They may be more likely to identify as workers, parents, family members, or members of a particular community than as students. Because of their complex identities and competing priorities, the majority of community college students spend most of their time off-campus. They often come to campus only to attend classes. Therefore, it is important that community colleges embed their DVSAS prevention efforts within the broader community.

A good starting point may be to select a program with some evidence of effectiveness at either the college or community level and tailor it to your population.

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Considerations for Reviewing Existing Prevention Programs

Given the assets you identified, what types of programs will be most appropriate for your community college? Examples include:

- Online interventions
- Community-based programs
- One-time educational sessions
- Multi-session programs
- Don't Cancel That Class initiatives, in which instructors are encouraged to call-in a prevention staff person to lead their class rather than cancel if they have a personal issue
- Short presentations at the start of a class
- Integrating prevention content into classes (see faculty toolkit for ideas in step six)
- What are the features of the programs you are considering?
- Do they match up with the assets and distribution points you have already identified?
- How has it been evaluated? In what settings? With what populations?
- What types of results has the program had in other settings?
- Does the program meet Clery Act requirements?
- What resources do you need in order to implement the program? Think about people, time, supplies, spaces, and funding.
- What resources do you need in order to evaluate the program's effectiveness? Think about people, time, supplies, spaces, and funding.
- How can you get buy-in and the resources needed to implement it?
- Do you need to engage stakeholders to implement it?
- Does it have the flexibility to be tailored to the needs of international students?
- Could it be tailored to the needs of working adults?
- Could it be tailored to the needs of students in dual enrollment programs?
- Is it possible to tailor this program and use it in different settings, like with students who are in prison education programs?

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You Have Selected a Program – Now What?

Any interpersonal violence prevention program you select will likely require that your team is trained to implement it.

Any program you select will also likely come with its own recommended implementation sequence.

Tool Provided

In this section of the toolkit, we have provided a tool to help you select a program. In order to collect the information necessary to use this tool, you will need to gather information. It is likely that you will need to contact the creators of the program/s to answer most of the questions in this tool. No matter what program you select, it is likely that you will need to do significant tailoring to make it relevant to your community college.

- Prevention Program Selection (pages 52-55)

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TOOL: PREVENTION PROGRAM SELECTION[11]

Programs (in alphabetical order). Ask - does this program include:	Bringing in the Bystander	Green Dot	It's On Us	Step Up	Other	Other	Other	Other
A Comprehensive Approach • Go beyond raising awareness • Have programming elements across the Social Ecological Model • Remain sustainable over time								
Varied Teaching Methods • Focus on interactive, skill-based learning								
Sufficient Dosage • Plan for multiple exposures to key messages • Provide ongoing opportunities for education								
A Theory Driven Approach • Use relevant research or evidence to justify the rationale								

[11] Community Health Assessment Toolkit, Step 7: Plan Implementation Strategies," The Association for Community Health Improvement, 2017; Jenny Dills and Dawn Fowler and Gayle Payne. Sexual Violence on Campus: Strategies for Prevention. Atlanta: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention, 2016; "Policy Resources," The Clery Center for Security on Campus, n.d.; "College Resources," Know Your IX, n.d.; "Prevention Navigator," The Rape and Incest National Network (RAINN), n.d.

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Evidence-Based/ Promising Practice • Have demonstrated effectiveness or a research basis								
Positive Relationship-building • Foster strong relationships between facilitators and participants • Use the power of peer influence								
Appropriately Timed Activities • Utilize developmentally appropriate messaging or allow you to tailor for specific populations; keep adults and non-traditional students in mind								

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Socio-Culturally Relevant Content • Have an opportunity to integrate cultural beliefs and practices • Have the ability to be tailored to the community college setting • Have the ability to be tailored to fit different segments of campus community • Have an opportunity to be inclusive of distance learners/ online students in the campus community								
Outcome Evaluation • Have evaluation strategies or planning built into the curriculum								
Well-Trained Staff • Require staff to undergo training • Require facilitators to meet high standards • Require facilitators to be culturally competent and able to work across difference								

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Anticipated Outcomes Ask: Will this program...								
1. Change behavior and social norms in healthy and safe directions								
2. Decrease perpetration and increase empowerment for victims								
3. Address environmental risk and protective factors								
4. Teach positive and healthy behaviors that foster mutually respectful relationships and sexuality								
5. Increase bystander intervention								
6. Address institutional structures and cultural conditions that facilitate DVSAS								
7. Teach how to recognize situations of potential harm								
8. Teach how to get around barriers to intervening								
9. Teach how to identify safe and effective intervention options								
10. Teach how to take actions to intervene								

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STEP SIX: TAILOR PROGRAMS

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WHY TAILOR YOUR PROGRAM?

Few prevention programs are created with community colleges in mind. Given this reality, tailoring is vital.

Sometimes called adaptation, tailoring refers to modifying content, messages, and activities so that they are relevant for the people you are trying to engage. There is not a single program you could select that would meet all of the diverse needs of your community college. Every institution is different and each institution has diversity in and of itself. Each community college has its own values, and each population within the college also has unique traditions, culture, and ideals of its own. In order to do prevention effectively, you must tailor the content of any program that you select or create to reflect the culture/s and lived experiences of the populations you are reaching.

For example, let's say you are using a program that explores warning signs for interpersonal violence and gives students examples of how they might recognize a potential incident of dating violence, domestic violence, sexual assault, or stalking. Scenarios in the program are set in residence halls, student union buildings, and at off-campus parties. But, your community college students do not live on campus, your school does not have a student union, and your students are more likely to go to a bar than an off-campus party. In order for them to recognize warning signs, you need to create examples that relate to their lives, including where they live and gather. Tailoring is the process of creating those kinds of relevant examples.

Considerations for Tailoring Programs

You can use your knowledge and expertise about your community college to tailor a prevention program. You have likely been working at your college or in your community for a long time, and that is valuable.

You may have to get input beyond your own expertise. There are three additional sources of information that you should consult:

1. Relevant research
    - ► Practitioner journals that are devoted to the community college context include: Community College Review, The Community College Journal of Research and Practice, and New Directions for Community Colleges.
    - ► Do these publications offer any insight into the different populations you are trying to reach with your violence prevention programming?
    - ► You should also consult research on specific populations present within your campus community (e.g. generation Z, immigrants, refugees, undocumented students, veterans, parents, etc.). This research does not need to be related to DVSAS to be useful in tailoring your program.

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2. Input from the target population you are trying to reach

    ► You could invite a small group of people to a focus group or key informant interviews and ask about their experiences with the concepts addressed in your program.

3. Information from past or future DVSAS prevention efforts

    ► If you have been doing DVSAS prevention for a while, what have your efforts taught you about students' experiences with the issue? How can you weave that into the content of your chosen program?

    ► As you implement your chosen program, remember to take notes and use them to continue tailoring programs so that they are relevant for students.

    ► In addition to tailoring program content, you may also need to tailor your general prevention brand. Brand simply means the ideas, icons, colors, symbols, etc. your college sends out to students, faculty, and staff to give meaning to your prevention program. Consider the following elements of a prevention brand as you think about how to tailor your prevention efforts so that they are relevant:

        – General prevention-related messages students hear

        – Activities designed to engage a large group of people in actions to prevent DVSAS

        – Online spaces such as websites or social media platforms

        – Physical spaces, such as offices or training venues

        – Social marketing materials such as flyers, brochures, or signage

        – Spaces and times that it might be most appropriate to hold prevention programming off-campus

        – People, from the college and from the community, who would be effective messengers for specific populations

        – Human resources, like how offices are staffed and who is represented in staffing

        – Naming of offices, spaces, events, or programs

        – Color schemes used across these different elements

        – Ways you can build intrinsic motivation for students to get involved if mandating programming is not permitted or desirable

For example, given that community college students spend most of their time off-campus and that it is often not permitted or desirable to mandate programming

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at community colleges, you need to foster intrinsic motivation for students to get involved. One of the best ways to do this is by creating a sense of ownership over the issue through relationship-building and connection. Spend sufficient time getting to know and showing a personal interest in students, especially influential students you really want to engage. Consider what will help students feel most connected to the issue of DVSAS prevention and create messages that foster a sense of connection.

- Students have a variety of connections to the issue, including direct experiences, knowing someone who had been a victim, concern for their children, exposure to violence as part of military membership, and use of community resources.
- Most of these connections occur outside of the campus setting.
- You want to consider the diversity of possible connections to the issue at your community college and develop a variety of messages that address those connections.

At the end of the day, you want your prevention efforts to invite and welcome everyone in your college community to get involved. As you plan your program implementation, consider the ways in which you will be inclusive and honor the diverse qualities and gifts of the individuals who make up your campus community.

Tools Provided

- Considerations for Framing DVSAS Prevention Through the Bystander Lens (pages 60-63): Bystander Intervention is a promising practice for preventing DVSAS in the community college setting. This tool explains why that is the case and provides guidance to help you consider how you will approach members of your campus community as bystanders positioned to help reduce DVSAS.
- Suggestions for Tailoring Bystander Intervention Programs for Community Colleges (pages 64-65): When you are tailoring a DVSAS prevention program for students at community colleges, it is important to consider the different experiences and identities of students. This tool provides you with considerations for the areas of content you should tailor.
- Tailoring Template (pages 66-71): This template accompanies the tailoring suggestions, guiding you through the tailoring process so that your content and examples are relevant for your audiences.
- Prevention Guide for Administrators (pages 72-76) and Prevention Guide for Faculty (pages 77-86): These guides for prevention involvement have been specifically tailored for administrators, faculty, and staff. You can use these guides as examples of tailored content and/or distribute them as-is if the examples would resonate with your faculty, staff, and administrators.

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TOOL: CONSIDERATIONS FOR FRAMING DVSAS PREVENTION THROUGH THE BYSTANDER LENS

Understanding the Problem

Think about how DVSAS occurs one moment at a time: someone's choice, words, or behaviors in a single moment add up to rates of DVSAS that are unacceptable. Now, imagine that for each one of those moments, there was a bystander who could have intervened and stopped the harm from happening. Imagine the power of the bystander: a choice, a moment in time, words or behaviors that make a community college and its surrounding community a safer place to live. This identity, bystander, is a unifying message across your population that can be framed differently for participants based on age, economic status, race, gender, etc.

Close community ties and strengthening pre-existing connections to the community can become a central message of your bystander intervention programming. When we talk about bystander intervention, we do so in the broadest sense by 1) expanding the definition of bystanders to include not just those reacting to situations they witness, but also those who are bystanders to the reality of violence at their community college and 2) mobilizing individuals to believe and act on the idea that they can create a culture where less DVSAS is possible.

Historically, we have focused our efforts on two main characters: potential victim and potential perpetrator. While the intention was solid in terms of why we addressed people in these ways, the outcome was not as effective as we would have liked when it comes to creating sustainable change. By focusing on these two characters, we unintentionally created a space in our trainings where our audience came in defensive or left disengaged, where they felt like they were being told,

"You are either going to be a potential perpetrator or a potential victim, and here is what you should NOT do in order to not be one of those characters." The bystander approach holds promise for better engaging our students in prevention because:

- Bystanders are greater in number.
- Bystanders are more malleable to change.
- We have a unifying message intended for all participants.
- The message is disarming, positive, and empowering.
- Programming allows us to meet people where they are and treat them as allies in the work to make our community colleges safer.

There are four essential components to effective bystander intervention programming. You want to ensure that all bystander intervention programming at your community college includes these four elements.

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Step One: Recognizing Warning Signs

The first step in being a good bystander is learning how to recognize warning signs that could lead to DVSAS. Warning signs include someone's choice to raise their hand against their partner or control their partner's activities; someone's choice to engage in sexual activity without consent or to continue feeding someone drinks even though they're already drunk; or someone waiting outside of their ex's classroom every day without permission to be there.

Step Two: Barriers that Keep You from Acting

We know our goal is that less people get hurt. However, barriers can get in our way and keep us from getting involved. Barriers can be things like feeling embarrassed, fear for personal safety, not being sure it's even a big deal, being in a hurry/running late, not wanting to be the squeaky wheel, having your kids nearby, not really knowing the person well, not wanting to be seen as a snitch, not feeling confident in English language skills, or not knowing what to say or how to say it. Introducing and normalizing barriers allows you to have a realistic conversation with your students about what makes it hard to intervene. It also allows you to generate solutions that are realistic and actionable, taking students' barriers into account.

Step Three: Reactive Bystander Behaviors

Once we understand what makes it hard to intervene, we can come up with ways to step in, even though we have barriers. Help your students understand that they have options. No matter what makes it hard for them, there is almost always something they can try. Remember the 3 Ds!

- DIRECT: Ask someone to stop what they are doing.
  - ► Check in with a classmate or a co-worker – "Hey, are you ok?"
  - ► Call someone out – "That's not ok."
  - ► Make sure someone gets home safely.
  - ► Walk someone to their car in the parking deck.
  - ► Give a classmate a ride home.
  - ► Ask if you can help.

- DELEGATE: Ask someone else to help.
  - ► Talk to someone who knows the situation better.
  - ► Ask the instructor to check in.
  - ► Ask someone who might have more clout with the person you are concerned about.

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- ► Talk to a trusted community member or leader.
- ► Get your boss involved.

- DISTRACT: If you don't want to address it directly or even acknowledge you see it, try a distraction that will defuse the situation or calm things down in the moment.
  - ► Honk your horn.
  - ► Ask to borrow their phone.
  - ► Ask for a ride.
  - ► Ask if you know them from work.
  - ► Pretend to be looking for your Lyft.
  - ► Ask for directions or start an unrelated conversation.

Step Four: Proactive Bystander Behaviors

Many bystander intervention programs focus solely on building reactive skills to respond to high-risk situations. Those skills are necessary and practicing intervening will build participants' confidence. However, we encourage you to select programming that expands the bystander lens to include proactive behaviors that set positive norms, making it less likely violence ever occurs in the first place. Some of the proactive behaviors bystanders can do include:

- Setting expectations for behavior: Bystanders can communicate their expectation that family and friends treat their partners with respect and solve conflicts without violence. They could do this by having conversations, posting their expectations to social media, or leaving a message about respectful relationships on their voicemail.
  - ► Sample Activity: Have students write a script for their voicemail that includes one sentence about why DVSAS prevention is important to them.
- Normalizing anti-violence messages: Bystanders can use their influence to establish involvement in DVSAS prevention as the norm at your community college. This can include simple actions like putting a prevention program sticker on a laptop case; writing a paper for class about DVSAS; putting a DVSAS prevention bumper sticker on their car; or participating in community initiatives designed to prevent DVSAS.
  - ► Sample Activity: Have students brainstorm ways they can communicate their support for violence prevention in their spaces like cars, backpacks, apartments, etc.

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- Building community connectedness: Bystanders can get to know their neighbors and/or the members of the campus community by checking in regularly or sharing a book recommendation or news article about DVSAS.
    - ► Sample Activity: Ask students what book or newspaper article they have read recently that makes DVSAS prevention feel relevant or urgent. Have them take a moment to share it with a friend or classmate via text.
- Fostering positive adult relationships: When it comes to proactive behaviors, many adult students connect to their role as parents and promoting positive norms with their children. Consider creating activities that recognize this important role in their lives like hosting a speaker or screening a film that helps parents and other adults talk to kids about DVSAS prevention. Consider partnering with a community-based agency or movie theater to reach your students off-campus.
    - ► Sample Activity: Ask participants where positive norms are established in the community. Ask participants in what setting they would be most comfortable having these conversations with their children. Ask what messages they would most want to communicate to their family around these issues.

Including skills practice for proactive behaviors in bystander intervention empowers each individual within a community to live norms or establish norms that keep others within the community safe.

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TOOL: TAILORING BYSTANDER INTERVENTION PROGRAMS FOR COMMUNITY COLLEGES

When you are tailoring a DVSAS prevention program for students at community colleges, it is important to consider the varying experiences and identities of students including those who identify as parents, caregivers, family members, and workers. You should also make considerations for gender, sexuality, race, culture, and language. Tailoring has two major benefits. First, it helps to establish rapport and trust between the trainer and the participant – sending the message that the trainer cared enough to develop relevant examples. Second, tailoring increases the likelihood that students will engage in the desired behaviors on which you are training them. If the examples of warning signs given during a training sound like things they would actually witness, they are much more likely to recognize those signs in the real world. If the examples of reactive interventions are things they would actually do, they are much more likely to do those things in the real world.

Tailoring Content on Warning Signs (Concerning Behaviors)

- Provide examples of behaviors that may lead to DVSAS.
- Use the bystander lens.
- Remember, students, faculty, and staff may be connected to the person causing harm or the person being harmed (or both). It is important to help them recognize concerning behaviors in either party.
- Describe behaviors, not who does them. The reality is that DVSAS can be done by and happen to any combination of people. Anyone can be harmed and can do harm. DVSAS occurs across lines of race, ethnicity, sexuality, gender identity, socio-economic status, and ability. So, when engaging bystanders, it is important to focus on high-risk behaviors, regardless of who is doing them.

Tailoring Content on Barriers

- Provide examples of personal barriers (shy, disliking confrontation, worried about personal safety), relationship or social barriers (not wanting to be embarrassed, not wanting to be the party police, worried about backlash), and cultural barriers (norms to mind your own business, difficulty intervening with someone of a different race, ethnicity, or sexuality).
- Think about who participants can delegate to at your community college. For example, is it safe to call police? Do students feel comfortable involving faculty and staff?

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Tailoring Content on Reactive Bystander Interventions

- Provide examples of realistic 3 D solutions, given barriers your participants may experience.
- What are laws that might affect how or when a bystander chooses to intervene that are specific to the location of their community college?

Tailoring Content on Proactive Bystander Behaviors

- Provide examples of realistic proactive behaviors students can do to help keep their peers safe and to communicate norms that are intolerant of DVSAS.
- Consider what forms of social media are most popular in the community and among community college students.
- Suggest ways students can build a supportive community with their classmates, even if they don't see each other on a regular basis. For example, they could create a Facebook group or a text chain for their classmates to check-in regularly, schedule weekly or monthly happy hours, or have a co-worker they are committed to checking-in with regularly.

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TOOL: TAILORING TEMPLATE

A community college is made up of lots of different populations. Each population should hear examples of warning signs, barriers, reactive interventions, and proactive behaviors that are realistic for them. Many DVSAS prevention programs are created with four-year institutions in mind and exclude the experiences of community colleges. Specifically, many programs are not attentive to working across a variety of age groups, using training scenarios that occur off-campus, educating students who spend very little time on campus, and working across cultural contexts. These issues are important for community colleges; keep them in mind as you move through the tailoring steps below.

To use this tool, begin by identifying a target population. This is the student group you will train. Next, consider what will make this group feel most connected to the issue of DVSAS prevention. Write elements of connection into your content in order to build motivation and a sense of ownership around the issue. Then, tailor examples for the four steps to bystander intervention: warning signs, barriers, reactive interventions, and proactive behaviors.

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Target Population:

Connection to the issue

Given your audience's characteristics, responsibilities, cultural values, and/or needs around DVSAS, what are the ways that they could be connected to the issue? How can they contribute to their community college and/or the larger community as a part of the solution?

Think about where they developed their current set of values. Think about how this training is valuable or relevant to them. Think about what the future might look like with their contribution.

- Example: Some administrators might be connected to how DVSAS impacts student retention. You might help them envision a future where fewer students are harmed, students who have been harmed are connected to resources, and more students are retained.
- Example: Students who are the first in their families to attend college might identify as leaders and feel connected to their social responsibility to create a safer campus community. They might feel responsible for learning more about DVSAS prevention in order to model and support behaviors that keep the campus community safer. You might help these first-generation students envision a community college where they shape the campus culture by modeling positive behaviors among their peers.
- Example: Student, faculty, and staff from faith communities might have specific scriptures or songs that call them to take care of their neighbors or community. You might help them envision a future connected to the caring community described by their faith.
- Example: Students who are parents might feel connected to the possibility of teaching their children the skills they need to be safe from DVSAS. You might help them understand steps they can take to create a future for their children with less DVSAS.

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How will you connect your participants with the issue?

Warning signs for DVSAS

Given your audience's characteristics, are there potential warning signs of DVSAS that they may be more likely to observe as a bystander?

As you come up with examples of warning signs for DVSAS, consider the following:

- Set examples in the places they are likely to spend time. Think about the spaces that they inhabit during their daily lives such as office or workspaces, vehicles, classrooms, homes, recreational spaces, churches, or online spaces.
- Provide examples that involve the types of people with whom they are most likely to spend time. Think about coworkers, spouses, children, students, team members, or friends.

What warning sign examples will you use during your training?

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Barriers to intervention

Given their characteristics and the warning signs that you came up with, what barriers are relevant for them?

- Example: An adjunct faculty member might not be familiar with the resources that are available to faculty and staff.
- Example: A student from a racially uniform community might find it difficult to intervene with someone who is different from them.
- Example: Some students may be less likely to intervene if they believe that involving law enforcement or campus security is the only option.

What barrier examples will you use during your training?

Reactive interventions

Given the warning signs and barriers you came up with, are there interventions (Direct, Delegate, and Distract) that they could easily do?

- What direct interventions would they be most comfortable using?
- Who are people that they could delegate to given their professional role, social networks, or spaces where they spend time?
  - ► Example: In a workplace, ask a boss or supervisor to intervene.
  - ► Example: In the library, work with a friend or a group of friends to intervene.
  - ► Example: In the neighborhood, ask a family member or a revered elder to intervene.
- Given the spaces where they spend time, are there distractions that make most sense?
  - ► Example: If they frequently spend time at a bar or club, they could spill a drink to defuse the potential act of harm.

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What reactive intervention examples will you use during your training?

Direct:

Delegate:

Distract:

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Proactive behaviors

Given their personal characteristics, roles, and social networks, what are realistic ways that they could proactively communicate that DVSAS is not okay and that everyone is expected to look out for each other?

Think about the spaces they inhabit during their daily lives, including personal, professional, academic, and online spaces.

- Example: Share a bystander story on a social media site.

Think about the uniforms they wear as a part of athletics, dance teams, or intramurals.

- Example: Wear a pin or lanyard with a message about DVSAS prevention.

Think about the tools they use to perform their jobs or attend class.

- Example: Place a sticker about DVSAS prevention on a laptop cover.
- Example: Include an inspiring quote about bystander intervention after their email signature.
- Example: Post bystander intervention tips in the breakroom.
- Example: Put the 3 Ds on a slide at the beginning of class.

Think about how they spend their time outside of the classroom.

- Example: Volunteer at an agency that works to prevent DVSAS in the community.

Think about the rituals or customs within their community or social group.

- Examples: Church potlucks, struts or strolls, pow wows, square dances, tailgates, dance marathons, pageants, rodeos, outdoor festivals.

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TOOL: PREVENTION GUIDE FOR ADMINISTRATORS[12]

Dear Campus Administrator,

Thank you for your commitment to a safer community college for all students, staff, and faculty. Your support of dating violence, domestic violence, sexual assault, and stalking prevention efforts across our institution is vital to ensuring that fewer members of our campus community experience harm.

This guide outlines several concrete and manageable ways you can integrate prevention efforts into your administrative role. We understand that your life is busy and your role at our community college is demanding. For that reason, we appreciate your willingness to support our prevention efforts, increase safety, and improve the community college experience for all students. We have compiled this guide to offer suggestions, some simple and some more involved, so that you can contribute to a safer community college experience in whatever capacity makes sense for you.

It is our goal to spread bystander tips, skills, and norms across the college and throughout the community and for as many people as possible to be involved in small and big ways. You can affect the norms in a positive way by using your influence and leadership role to model and demonstrate a commitment to a safe institution.

Thank you!

Proactive Actions for Administrators

- Change your e-mail signature line to include a statement like:
  - ► Proud to be a supporter of prevention efforts.
  - ► "No one has to do everything, everyone has to do something."
- Hang a prevention-focused poster or any other prevention message in your office.
- Add links to college prevention efforts and direct service resources on any website you administer.
- Post simple messages in your out-of-office message: "Safety is important to me. I'm doing my part to prevent dating violence, domestic violence, sexual assault, and stalking in our community."
- Wear a prevention pin or any pin that demonstrates your commitment to this issue.

[12] "Shifting the Paradigm: Primary Prevention of Sexual Violence," Newfoundland Labrador, Canada, Department of Education; American College Health Association, 2008. This tool above is adapted from the cited source.

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Faculty and Staff Trainings

- Provide or support annual training opportunities for all faculty and/or staff under your supervision on issues of dating violence, domestic violence, sexual assault, and stalking prevention. Attend these trainings with them.
- Ensure faculty and/or staff in your department are adequately trained on:
  - ► Recognizing concerning behaviors that could lead to dating violence, domestic violence, sexual assault, and stalking.
  - ► How to contribute to prevention efforts.
  - ► Barriers that can make participation or intervening difficult.
  - ► Resources on campus and in the community for students, staff, and faculty who have been impacted by dating violence, domestic violence, sexual assault, and stalking.
  - ► Ways to intervene when faced with high-risk behaviors.
  - ► Ways to encourage students to do proactive behaviors.
  - ► Ways to integrate positive messages about prevention into classrooms and their role on campus.

Say It Out Loud

- Integrate prevention language into public speeches, staff or faculty meetings, public relations, and conversations with students. If you're not comfortable speaking publicly about violence prevention, invite and host local or national experts who can contribute to the buzz around violence prevention.
- Have conversations with students, faculty, and staff you intersect with about:
  - ► The importance of prevention efforts.
  - ► What makes it hard to speak up when they see concerning behaviors.
  - ► Your personal commitment to contribute to prevention.
  - ► What bystander actions feel manageable to them.
- Acknowledge institutional commitment to dating violence, domestic violence, sexual assault, and stalking prevention through press releases, campus PSAs, websites, and social media outlets.
- Communicate to the campus community, community at-large, alumni, families, and parents that violence will be addressed and prevented at this community college.

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Policies

- Ensure strong policies are in place to recognize and respond to dating violence, domestic violence, sexual assault, and stalking impacting students, faculty, and staff.
- Develop concrete action steps for departmental enforcement of policies.
- Write policies that:
  - ► Enforce disciplinary measures for individuals who commit violence.
  - ► Adhere to federal, state, and local statutes and reporting requirements.
  - ► Demonstrate an intolerance of all forms of violence.
  - ► Reflect an expectation of compassion, social cohesion, respect, and non-violence for all members of the campus community.
- Integrate violence prevention and bystander intervention education into curricular and non-curricular activities throughout campus (impacting students, faculty, and staff).
- Provide comprehensive training (for students, faculty, and staff) on recognizing concerning behaviors, barriers to bystander intervention, reactive bystander intervention options, proactive behaviors to set positive norms, and resources on campus and in the community.
- Create a coordinated, victim-centered response between the college and community-based agencies that offers the options of:
  - ► Anonymous reporting
  - ► Law enforcement involvement
  - ► Judicial/disciplinary board actions
  - ► Forensic/medical care
  - ► Academic and residential accommodations
  - ► Counseling and advocacy
- If applicable, create amnesty policies for underage drinking for victims who report sexual assault.
- Ensure policies are effectively distributed and easily accessible to all members of the campus community.

Funding

- Be sure that dating violence, domestic violence, sexual assault, and stalking prevention efforts are adequately funded. Support requests and proposals that generate funds for prevention efforts.

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Tell Others

- Communicate the importance of these issues to staff, colleagues, students, and administrators in other departments. Post prevention and bystander information in your office or department.
- Model effective proactive bystander behavior, a strong commitment to a safer community college, and your own contributions via public relations and workplace conversations.

Strategic Plan

- Incorporate dating violence, domestic violence, sexual assault, and stalking prevention efforts into your department's annual and long-term strategic plan, with measurable outcomes for success.
- Ensure that the plan is effectively distributed and implemented by staff and faculty.

Organize a Team

- Create a team of staff, faculty, local community partners, and students who will oversee prevention efforts. Empower a leader to coordinate prevention efforts in your department.

Build Buy-In

- Use your influence to engage other administrators, staff, faculty, and students to support and participate in prevention efforts.
- Attend campus prevention events. Model your support by showing up and even volunteering or speaking.

Collaboration

- Promote cooperation among different professionals, departments, and local resources. Develop a multidisciplinary taskforce in the community, on campus, or in your department to address dating violence, domestic violence, sexual assault, and stalking prevention and response that includes high-level campus administrators, faculty, student leaders, and community partners. If one already exists, participate or encourage support staff and faculty that you supervise to contribute in meaningful ways.

Assessment

- Work with staff, faculty, and students to conduct campus or department-wide climate and prevention impact assessments, examining factors such as:
    - ► To what extent do students, faculty, and staff feel welcome, cared about, and a part of campus life?

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- ► What are the college's policies for responding to dating violence, domestic violence, sexual assault, and stalking?
- ► To what extent are campus policies regarding dating violence, domestic violence, sexual assault, and stalking implemented? How are students, faculty, and staff held accountable?

- Is the campus or department accepting of diversity? How are values around acceptance communicated and reinforced?
  - ► What incidents of dating violence, domestic violence, sexual assault, and stalking have occurred in the past several years? How satisfied were students, faculty, staff, and administrators with how they were addressed?
  - ► What steps are in place to educate students, faculty, and staff about dating violence, domestic violence, sexual assault, and stalking? How are they equipped to prevent and respond? What is the level of bystander intervention skills in each group?
  - ► Is there collaboration between students, faculty, and staff on prevention? How well are these collaborations working?

Recognize

- Offer support and recognition for staff and faculty members who contribute to prevention efforts on campus.

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TOOL: PREVENTION GUIDE FOR FACULTY

In this guide you will find paper topics, projects, extra credit assignments and a host of other creative ways to incorporate prevention skills into your classroom and make a difference.

We understand your lives are busy and for that reason, we appreciate your willingness to partner with us to help reduce dating violence, domestic violence, sexual assault, and stalking, to improve safety, and thereby improve the quality of education available to all students. We have compiled this guide in the hopes of offering simple suggestions that you can implement throughout the semester to actively help spread prevention actions throughout our community college without ever having to leave your classroom or office.

What exactly is bystander intervention? A bystander intervention represents any moment, big or small, that either directly or indirectly helps reduce dating/domestic violence, sexual assault, and stalking in our campus community. Contributing to prevention doesn't necessarily require a big commitment or participation in activities that are time-consuming. You can help change the norms and contribute to prevention by creating opportunities for your students to learn about how dating violence, domestic violence, sexual assault, and stalking affect us all. Thank you!

Paper Topics

The following list is by no means exhaustive. You can assign topics from the list or offer it as a brainstorming tool for students.

- Bystander dynamics – what keeps people from acting in high-risk situations?
- Journalism and responsible reporting on interpersonal violence
- The physical or mental health outcomes of dating violence, domestic violence, sexual assault, and stalking
- The portrayal of violence in the media, specifically dating violence, domestic violence, sexual assault, and stalking
- Analysis of interpersonal violence policy: Title IX, the Clery Act, The Violence Against Women Act (VAWA), etc.
- Rates and impact of male victimization (which includes, but is not limited to child abuse)
- Use of social media and other technology in stalking, dating violence and domestic violence
- Seven characteristics of a rapist (see research by David Lisak).
- Outcomes in case law for landmark domestic violence and sexual assault cases

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- Major social justice or cultural movements and their application to reducing violence today
- The processes of culture or behavior change
- Social norms that contribute to interpersonal violence
- Problems with sexual assault and domestic violence legislation
- The impact of interpersonal violence from a global perspective
- Interpersonal violence in the LGBTQ community

Journal Assignments

- Read the following article: McMahon, S. and Banyard, V. (2012). When can I help? A conceptual framework for prevention of sexual violence through bystander intervention. Trauma, Violence, & Abuse, 13(1), 3-14. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about, and conclude with a statement that describes your honest reaction to the information presented. Write one way the information your learned might apply to a field that is not obviously related to interpersonal violence.
- Read the following article: Exner, D. and Cummings, N. (2011). Implications for sexual assault prevention: College students as prosocial bystanders. Journal of American College Health, 59(7), 655-657. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about, and conclude with a statement that describes your honest reaction to the information presented. Write one way that the information in this journal article is might be reflected in your community.
- Read the following article: Eisenberg, M.E., Garcia, C.M., Frerich, E.A., Lechner, K.E., and Lust, K.A. (2012) Through the eyes of the student: What college students look for, find, and think about sexual health resources on campus. Sexuality Research and Social Policy, 9(4), 306-316. Journal about what you learned from this article. While journaling, also record whatever thoughts come to mind, things you had difficulty understanding or would like to know more about, and conclude with a statement that describes your honest reaction to the information presented. Write one piece of information from this journal article that you found surprising.
- Read the following article: Donne, M.D., DeLaCruz, K., Khan, K., Diaz, W., Salcedo, J., English, S., Banyard, V., Stephenson, R., Haviland, M., Frye, V. (2019) Urban commuter campus students' perspectives on sexual violence: Implications for response and prevention. Journal of Urban Health, June, 1-11. Journal about what you learned from this article. While journaling, also record

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whatever thoughts come to mind, things you had difficulty understanding or would like to know more about and conclude with a statement that describes your honest reaction to the information presented. Write one way the information your learned might apply to a field that is not obviously related to interpersonal violence.

In-Class Prevention

In just a few seconds, you can contribute to positive community norms by showing your commitment to student safety and bystander intervention. With repeated exposures across settings, your students and colleagues will begin to have the expectation that everyone plays a role in prevention.

Insert a slide in all of your PowerPoint presentations that includes bystander intervention tips or proactive ideas. Display the slide or have rotating slides up before or after class starts.

Three rotating slides: Warning Signs and Bystander Tips

- Warning Signs to Look For:
  - ► Someone is feeding drinks to another person who has clearly had enough
  - ► Someone's partner is trying to control their every move
  - ► Someone seems to be scared or annoyed by another person who won't take no for an answer
- Acknowledge Your Barriers:
  - ► Being shy
  - ► Not liking confrontation
  - ► Not wanting to be embarrassed
  - ► Fearing for your personal safety
  - ► Not wanting to make a scene
- Identify Realistic Solutions For You:
  - ► Calling a friend to help
  - ► Telling someone "that's not cool" or to "back-off"
  - ► Pretending to be lost and asking for directions
  - ► Getting her friend to tell her to stop
  - ► Getting an instructor to check-in
  - ► Checking in with a friend who looks uncomfortable

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Quotes for PowerPoint Slides

- "The world is a dangerous place. Not because of the people who are evil; but because of the people who don't do anything about it." –Albert Einstein
- "The difference between what we do and what we are capable of doing would suffice to solve most of the world's problems." –Mohandas Gandhi
- "To sin by silence when they should protest makes cowards of [us all]." – Abraham Lincoln
- "How wonderful it is that nobody need wait a single moment before starting to improve the world." –Anne Frank
- "I am here and so are you. And we matter. We can change things." –Ella Baker
- "In the end, we will remember not the words of our enemies, but the silence of our friends." –Martin Luther King, Jr.
- "Change will not come if we wait for some other person, or if we wait for some other time. We are the ones we've been waiting for. We are the change that we seek." –Barack Obama
- "For me, forgiveness and compassion are always linked: how do we hold people accountable for wrong-doing and yet at the same time remain in touch with their humanity enough to believe in their capacity to be transformed?" -bell hooks

Statements for Syllabi

A small, simple message added to your syllabi can assure students that you are in this together. The path to a safer community college requires small acts by all campus community members. Here are some examples of statements of commitment and support:

- "I am committed to supporting and encouraging students, staff, and faculty to take responsibility for safety on our campus. Ask me about my prevention commitment."
- "If you experience any form of violence, I am here to support you. Please don't hesitate to reach out or contact: [INSERT LOCAL ADVOCACY SERVICES HERE]."
- "I believe we all play an integral role in combating dating violence, domestic violence, sexual assault, and stalking. I pledge to be a positive and active bystander. My classroom and office are safe places if you or someone you know has experienced violence."
- "Because I know reducing the number of people on this campus who get hurt by dating violence, domestic violence, sexual assault, and stalking requires everyone doing their part, I pledge to be an active bystander, support

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survivors of violence, and proactively reinforce campus prevention efforts. Ask me how you can get involved too."

- "The [ENTER DEPARTMENT NAME HERE] Department supports dating violence, domestic violence, sexual assault, and stalking prevention efforts across campus."
- "I support dating violence, domestic violence, sexual assault, and stalking prevention efforts across campus."
- "I am dedicated to contributing to a safe campus. I will do my part as an active bystander and work to reset campus norms that are incompatible with violence. I am also a safe person to talk to if you or someone you know has experienced violence."

Bystander Tips for PowerPoint Slides

▶ Concerning behavior: You notice a friend's phone is blowing up with texts from her wife. She looks uncomfortable or upset by the texts. Her wife seems to be checking in on her to see where she is and who she's with.

- You've got options!
  - ► Check in and ask, "Is everything ok?"
  - ► Text your friend's wife and ask her to back off.
  - ► Change the subject and distract your friend from her phone.
  - ► Talk to a mutual friend and see if they will check in.

▶ Concerning behavior: You're out at a bar with a group of friends. You notice a guy you don't know that well striking up a conversation with a friend of yours. She's pretty shy and doesn't normally drink. He keeps buying her drinks and getting closer to her physically.

- You've got options!
  - ► Ask your friend if she's cool with the attention.
  - ► Tell the guy he's coming on pretty strong.
  - ► Ask your friend to take you on in pool.
  - ► Make sure all of your friends leave together.
  - ► Go stand between them and talk about the game that's on the bar TV.
  - ► Text your friend and ask her if she wants you to step in.

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▶ Concerning behavior: You've noticed that your classmate's ex is always waiting for them after class. They don't seem excited to see him and they often stay late to avoid him.

- You've got options!
  - ► When you walk by the ex, tell them, "Seems like they're not that into you."
  - ► Check in with your classmate and see if they're ok.
  - ► Talk to a friend of your classmate's that knows them better. See if the friend can tell the ex to back off.
  - ► Tell your instructor to check in and see if they need to report the ex's behavior.

▶ Concerning behavior: One of your good friends has stopped hanging out with your group of friends. He used to be really social, but he has a new boyfriend who seems to take up all of his time. You also noticed that he quit the bowling team and he didn't show up for a game of cards last week.

- You've got options!
  - ► Tell your friend you're concerned about him. Ask him how things are going.
  - ► Talk to one of your mutual friends to see what they've noticed. See if they'd feel comfortable checking in with him.
  - ► Tell your friend you miss him and you're always there if he wants to talk.
  - ► Invite your friend to a concert and tell him you only have one extra ticket.

Extra Credit Assignments

Offering extra credit to students is usually very motivating. Below are some activities or events that could be used as extra credit assignments.

- Talk about it. Have 10 conversations with friends or classmates about dating violence, domestic violence, sexual assault, and stalking prevention and keep a log of the themes.
- Instagram it. Research 5 bystander barriers (things that can keep people from acting in high risk situations) and create videos to demonstrate each one. These articles will help:
  - ► Darley, J.M. & Latane, B. (1968). Bystander intervention in emergencies: Diffusion of responsibility. Journal of Personality and Social Psychology 8(4, Pt. 1), 377-383.

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- ► Fischer, P., Greitmeyer, T., Pollozek, F., & Frey, D. (2006). The unresponsive bystander: Are bystanders more responsive in dangerous emergencies? European Journal of Social Psychology, 36(2), 267-278.
- ► Garcia, S.M., Weaver, K., Darley, J.M., & Spence, B.T. (2009). Dual effects of implicit bystanders: Inhibiting vs. facilitating helping behavior. Journal of Consumer Psychology, 19(2), 215-224.

- Google it. Look up bystander intervention and violence prevention. Find 10 sources (articles, YouTube videos, websites, etc.) that you can learn from and report back.
- Broadcast it. Create a video "news story" about prevention efforts on this campus. Seek out perspectives from students, faculty, staff, and administrators.
- Tweet it. Create a hashtag for violence prevention efforts at this community college and see how many retweets, favorites, and mentions you can get. Report how effectively you were able to spread the message. You can do this with Instagram, Facebook, or other social media sites. Keep track of the likes, shares, comments, and follow backs.
- Market it. Design a mock social marketing campaign to mobilize the community college around dating violence, domestic violence, sexual assault, and stalking prevention. Write a plan, then create a brand and distribution system.
- Attend it. Participate in a community or college event focused on violence prevention or victim support (examples available in many communities: Take Back the Night rally; Clothesline Project; A Dress Speaks display; Silent Witness display).
- Discover it. Interview a community or campus-based victim service provider, advocate, or counselor about their work and their opinions on preventing dating violence, domestic violence, sexual assault, and stalking.
- Organize it. Start a project or organize an event or gathering to further prevention efforts at the college. Mobilize your community!
- Volunteer for it. Volunteer at the local advocacy services, rape crisis center, or domestic violence shelter.
- Write about it. Write an article or letter to the editor for the local or community college newspaper about the importance of dating violence, domestic violence, sexual assault, and stalking prevention.

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Other Proactive Actions

▶ Show your support

- Wear a pin or piece of clothing (could even be a coffee mug that you carry) that has a message of anti-violence. Sometimes just showing your support and commitment can make a big difference.
- Hang a dating violence, domestic violence, sexual assault, and stalking prevention poster in your office or classroom.
- Have local resources and brochures visibly available in your office and/or classroom.
- Have an endorsement statement of some kind attached to your email signature line, such as, "I'm an active bystander."
- Have a link to your local service provider website on all the web pages over which you have influence.

▶ Role model

- Role model respectful language, compassion towards survivors, approachability, and looking out for others.

▶ Build relationships

- Build positive, trusting relationships with students; particularly those who may be experiencing violence or other adversities outside of class.

▶ Collaborate

- Use your relationships and departmental or interdepartmental partnerships to discuss ways to support students as bystanders, support survivors, and improve safety for positive outcomes in the classroom.

▶ Share your own experience

- Create an opportunity to share your own experience as a bystander and how it made you feel, then and now. Or, you may have a situation when you were at risk and someone did or didn't help. Sharing your own experience will help your students process theirs and become more active bystanders.

▶ Language to help you talk to your students about being active bystanders

- You're not a bad person because you don't always get involved.
- You're not morally defective because you haven't always acted.

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- There are a lot of options. You don't have to do something directly. It's best to pick the option that is best for you, depending on the situation and what's coming up for you.
- What makes it hard for you to intervene?
- This is what makes it hard for me to intervene…
- What are ways of intervening that feel realistic to you?

Reactive Bystander Interventions for Faculty

▶ Know your campus and local service providers

- Understanding services available to students, staff, and faculty will help build your own confidence to help someone who may be experiencing violence.

▶ Learn more

- Educate yourself about signs of potential dating violence, domestic violence, sexual assault, and stalking and things you can do to help.
- Remember, you may interact with a student who is exhibiting high-risk behavior or a student who is the target of that behavior. You may interact with both.
- Some good places to start (in addition to your local service provider):
  - ► National Resource Center on Domestic Violence: https://nrcdv.org
  - ► National Sexual Violence Resource Center: https://nsvrc.org
  - ► National Center for Victims of Crime: https://victimsofcrime.org
  - ► Office on Violence Against Women, Center for Changing our Campus Culture: http://changingourcampus.org

▶ Trust your gut

- If your gut is telling you something is not right with a student or a colleague:
  - ► Take the time to inquire and express your concern.
  - ► If you are comfortable doing so, delegate to a trusted colleague or friend of the student.
  - ► Hand out a campus resource phone number to all students, without calling attention to the student you are concerned about.

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▶ Talking points for intervening with a student who is a victim

- It's not your fault.
- You're not alone.
- Here is someone you can call and talk to (refer student to the local or community college advocacy services).
- Do you feel safe?
- What do you need?

▶ Talking points for intervening with a student who is showing aggressive or high-risk behaviors

- Aggression and violent behaviors are not okay and will not be tolerated here.
- Everyone deserves to be treated with respect.
- I care about what is going on with you and am concerned about your choices.
- If there is something going on that is bothering you, you can talk to me or a local resource.
- Know your campus, local, and state policies regarding violence and follow the reporting procedures when necessary.

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STEP SEVEN: PLAN YOUR EVALUATION

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WHY PLAN YOUR EVALUATION?

As you read this, you might be thinking, "Evaluation? I haven't even implemented anything yet." However, one of the mistakes that prevention practitioners often make is not sufficiently planning for evaluation before they begin implementing their chosen program or strategy. Additionally, since Title IX, the Clery Act, and OVW Grant Programs all require elements of evaluation planning (such as goals, SMART objectives, logic models, and identification of data indicators), it makes sense to spend some time on this step before implementation.

Beyond these requirements, evaluation has many benefits. First and most important, it tells you whether your efforts have been effective. For example, a well-planned evaluation will be able to tell you if you succeeded at reducing rates of DVSAS among students by a specific amount over a specific period of time. If you are effective, you can celebrate. You have prevented your students from being harmed – that is truly amazing. You can use the results to re-energize your team and generate even more buy-in for your prevention efforts. If the evaluation indicates that you are not meeting your objectives, you can pause to improve your prevention efforts or hit the reset button.

In addition, collecting data about the process of implementing your program or strategy gives you a sense of how things are going before the final reveal. You can use these data to celebrate what is working, modify aspects of your process that are not working, and demonstrate due diligence to stakeholders such as prevention team members, community college administration, funders, and those who oversee compliance. By using data to show them what you are doing, you may even find that they are impressed by your efforts and want to support you with additional resources.

In a broader sense, evaluation can add to collective knowledge about DVSAS prevention. There is a scarcity of research about community colleges generally as well DVSAS prevention efforts in the community college context in particular. Once you have evaluated your chosen program or strategy, we recommend that you share your findings in both formal and informal ways. This will add to collective knowledge and will no doubt contribute to improving collective prevention efforts over time.

Tool Provided

- Program Evaluation Planning Guide (pages 89-93)

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TOOL: PROGRAM EVALUATION PLANNING GUIDE

Just as there are different levels of partnership and different types of prevention, there are many different types of evaluation. For the sake of simplicity, we are going to focus on two types within this guide:

Process Evaluation	Outcome Evaluation
Measures whether program activities have been implemented well and/or as planned	Measures the outcomes or effects of a program based on stated goals and objectives
Examples: # of programs conducted, dates conducted, # of participants, participant characteristics, participant satisfaction surveys, facilitator assessment	Examples: behavior change, attitude change, knowledge gain, unintended consequences

While we have presented these two types of evaluations separately, it is important to note that they are complimentary. If a program is not effective at meeting its desired objectives, it may be because something went wrong with the way the program was implemented. Thus, we recommend conducting both types of evaluation simultaneously.

Initial Steps in Planning a Process and Outcome Evaluation

The first step in planning your process and outcome evaluation is describing how the program or strategy you have selected will work and setting goals and objectives for your implementation.

Here are some questions that will help you to describe your program:

- What is the problem(s) you are trying to address with the program? (Example: reducing DVSAS among community college students)
- In order to reach this goal, what needs to happen? (Examples: attitude change, knowledge acquisition, behavior change). Be specific about the changes that need to happen. For example, you may change behavior by increasing proactive or reactive bystander interventions.
- When will the changes occur? Think about short-term, intermediate, and long-term changes.
- What resources will you need to implement the program in such a way that it will create these changes? Once you have described your program, your next step is to create goals and objectives based on the short-term, intermediate, and long-term outcomes you have identified. Here's an example:

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GOALS are broad, bold, and general. They refer to the general effect that you want your program or strategy to have.

EXAMPLE GOAL: Program participants will have the knowledge and skills to intervene in high-risk situations that may lead to sexual assault.

OBJECTIVES are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART). They refer to the outcomes the program will have.

- EXAMPLE OBJECTIVE #1: Participants will be able to distinguish between early warning signs, immediate warning signs, and after effects of dating/domestic violence on a post-training assessment.
- EXAMPLE OBJECTIVE #2: During training, participants will be able to identify the barriers they face when deciding whether to intervene in a potential incident of dating/domestic violence.
- EXAMPLE OBJECTIVE #3: Participants will be able to identify safe options to intervene in a potential incident of dating/domestic violence at a six month follow-up evaluation.
- EXAMPLE OBJECTIVE #4: Participants will report an increased number of interventions when faced with a potential incident of dating/domestic violence at a six month follow-up evaluation.

As you can see, there may be multiple objectives under a single goal.

The program or strategy that you choose may offer guidance about setting goals, and creating SMART objectives. They may even provide sample goals/objectives, and evaluation tools. If you have selected a program or strategy that offers such guidance, use it to plan your evaluation. You may need to tailor it so that it's relevant to your effort. If the program was not created for or tested in the community college setting, consider how you may need to tailor the goals and objectives to be relevant for your school. How might the program go differently, in terms of both process and outcomes, than the original environment in which it was created or tested?

If the program or strategy you choose does not offer guidance about goals and objectives, you will need to do a bit of additional brainstorming. Here are some things to consider:

- If there is evidence that the program is effective (e.g. published evaluations), what behaviors, knowledge, and attitudes was it successful at changing?
- What was the size of these effects? For example, if the program or strategy you have selected was shown to increase bystander interventions, how did they measure this—number of interventions, percentage of the time participants intervened, etc.?

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- What is the program's theory of change? What research informed its creation? Knowing this will often give you insight about intended outcomes.
- What does program implementation entail? This might include presentations, social marketing, or community action events.

As you brainstorm, use this information to describe your program, write goals, and create objectives.

I have set goals and objectives. What's next?

The second step is deciding what you want to measure. The things you want to measure are often called indicators. Indicators monitor the progress towards your objectives. In the community college setting you would want to measure the appropriateness of different venues, the effectiveness of different trainers, the relatability of the content and the messages, and the outcomes of changes in behavior. Examples include:

- The proportion of students between the ages of 25-34 who can identify three warning signs of dating/domestic violence.
- The number of attendees at various training locations or during specific training hours.
- The fidelity of the trainer to the prevention program.

The program or strategy that you choose may offer guidance on selecting relevant indicators to measure. It may offer suggestions for validated scales to use or even provide evaluation tools. If you have selected a program or strategy that offers such guidance, use it to plan your evaluation. You may need to tailor these items so that they are relevant to your community college population. As you consider how best to evaluate a particular program or strategy, it may be helpful to reach out to program creators for guidance.

If the program or strategy that you choose does not offer this kind of guidance, look back to your goals, and objectives. How will you know if you have met each objective? What data can you collect? For example, if you want to increase bystander behavior among your students, it may be useful to include all or a portion of an existing bystander behavior scale as an indicator.

Additionally, consider the following when planning your evaluation:

- Where possible, we recommend that you use scales that have been validated by researchers to ensure that they actually measure the concept they were designed to assess. Using validated scales will give you more confidence in the accuracy of your results. See Step Nine in this toolkit for sample scales from which you might choose.

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- Make a list of indicators for each program outcome and identify how each indicator will be measured.
- Do the same thing with process indicators and identify how each indicator will be measured.
- Once you have a list of the indicators you want to measure and a sense of how you will measure them, you need to plan for how you will collect process and outcome evaluation data.
- How will you measure process indicators? Some options include:
    - ► A worksheet, spreadsheet database, or survey that captures information about each program activity you conduct.
    - ► A self-assessment tool that people who deliver programming can use to reflect on how things went
    - ► A fidelity assessment tool that allows an observer to assess whether individuals who facilitated the program delivered content, concepts, or activities as intended
    - ► A survey that assesses participant satisfaction with the programming received (this may be folded into your outcome assessment tool)
- How will you measure outcome indicators? At the very least, we recommend using pre- and post-surveys to assess behavior, knowledge, and attitudes before and after trainings. This will enable you to compare indicators before and after the training.
- If possible, consider evaluating program efforts on a larger scale by periodically assessing behaviors, knowledge, and attitudes among your entire campus community. This will enable you to see large-scale changes over time.
- Plan your data collection process. Steps to address in your data collection plan include:
    - ► Who will create the tools necessary to capture these data?
    - ► Who will collect the data?
    - ► Who will analyze the data and what tools will they need to do this?
    - ► What is the ideal timeline for data collection and analysis?

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- As you plan your evaluation, you may realize that you need to engage additional stakeholders as partners in these efforts.[13]

[13] "Introduction to Program Evaluation for Public Health Programs: A Self-Study Guide," Centers for Disease Control and Prevention, 2011, https://www.cdc.gov/eval/guide/index.htm; Stephanie Townsend, Primary Prevention and Evaluation Resource Kit (Vol. 2) (Enola, PA: Pennsylvania Coalition Against Rape, 2014), http://www.pcar.org/resource/primary-prevention-and-evaluation-resource-kit-evaluating-prevention-strategies; "Community Health Assessment Toolkit, Step 4: Collect and Analyze Data," The Association for Community Health Improvement, 2017, http://www. healthycommunities.org/Resources/Toolkit/files/step4-collect-analyze.shtml; "Community Health Assessment Toolkit, Step 9: Evaluate Progress," The Association for Community Health Improvement, 2017, http://www.healthycommunities.org/Resources/Toolkit/files/ step9-evaluate-progress.shtml#.Wh9AfraZPUo.

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STEP EIGHT: IMPLEMENT PROGRAMS

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WHY IMPLEMENT PROGRAMS AND STRATEGIES?

The hope is that by implementing primary prevention programs and strategies, you will reduce rates of DVSAS at your community college. Over time, due to the sustained changes in behaviors and social norms that these programs foster, the goal is that DVSAS will no longer occur in your campus community. Those are the big picture reasons for implementing programs and strategies. However, on a smaller, more practical scale, you should implement interpersonal violence prevention programs and strategies to fulfill policy and grant requirements.

Considerations for Implementing Programs

Even though you may have followed each of the preceding steps outlined in this toolkit, you still need sufficient time to plan your implementation, including:

- Mastering program content and delivery (if you and your team will be delivering program content) through practice and feedback
- Scheduling evaluation components such as pre-surveys and post-surveys
- Scheduling programs
- Planning social marketing activities
- Planning and scheduling prevention events

The program that you select likely has a recommended implementation sequence. It is important to follow suggested implementation sequences with fidelity in order to achieve intended effects. If you make changes, such as tailoring aspects of the implementation for your community college, document these changes so that you can account for them when you evaluate the effects of your program. As you tailor aspects of a program's implementation sequence, it may be helpful to reach out to program creators for guidance.

Some community colleges find that available DVSAS prevention programs are not a good fit for their unique community college setting or are inadequate to meet their needs. If this is the case, you may opt to create your own DVSAS prevention program. While it is always best to choose an evidence-based or promising practice program, some community colleges have valid reasons for creating their own programs. The tools provided in this step will guide you through creating a DVSAS prevention program if that is best for your community college.

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Tools Provided

- Building an Effective Prevention Program Template (pages 97-103): This template is designed to assist in creating a 60-90 minute prevention program for students and/or staff and faculty.
- Community Action Booster Planning Guide (pages 104-105): This tool will guide you to move beyond awareness raising to intentionally build events that mobilize your campus community to action.
- Community Action Booster Idea Sheet (pages 106-107)

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TOOL: BUILDING AN EFFECTIVE PREVENTION PROGRAM TEMPLATE

When creating new prevention workshop content, there are four steps that should be included to ensure program effectiveness:

1. Identifying risk and recognizing warning signs
2. Acknowledging barriers to action
3. Realistic options for intervention
4. Proactive behaviors that set norms which are intolerant of violence

This template is designed to assist in the creation of a 60-90 minute workshop for members of your target audience. Programming should always be tailored with specific examples and language that are relevant to your audience. The more tailored your examples are, the more likely your participants are to listen to you and do what you ask. See Step Six for information on tailoring content.

TARGET AUDIENCE: (INSERT TARGET AUDIENCE HERE)

Icebreaker

An icebreaker is a good way to start a workshop. It can help build relationships between the instructor and participants and increase intrinsic motivation through connections with peers.

Write an icebreaker activity to start your workshop.

INSERT ICEBREAKER ACTIVITY

Welcome/Personal Introduction

Start your workshop with a 2-5 minute personal introduction. Your goals are to build a relationship with the audience, connect them to the issues of DVSAS, and start in a way that's unexpected and interesting. Consider these questions as you write your personal introduction:

- What can you share in order for your participants to find common ground with you?
- What parts of your personality can you bring into the presentation? Humor? Hope?
- Is there a funny story you can tell that will capture participants' attention?

Look for opportunities specific to each workshop to connect to the audience. Reference something in popular culture (a new movie, last night's TV show, etc.) or something context-specific (last weekend's festival, start of classes, etc.). Humor

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is consistently effective in lowering obstacles, reducing resistance, and making connections. Authenticity should also be consistent at every presentation. You can open a workshop in a lot of unique ways. Remember, the main goal is to help participants approach the workshop with a sense of openness and responsibility to help solve the problem.

A personal introduction should have three essential components:

- Your name and why you're there;
- Something funny or interesting about yourself that participants can relate to; and
- Why this issue matters to you and/or why it should matter to them.

INSERT WELCOME AND PERSONAL INTRODUCTION

Engaging Allies

Your prevention program should begin by approaching people as potential allies. This means not approaching them as someone who may experience or cause the problems of DVSAS; but rather, as someone who is there to help you solve the problem.

Sample Content: "I want to talk about the important role you can play in shaping your world. I am hoping to convince you to use your influence and act now to make our campus community safer. Here's what we know. Your time at [COMMUNITY COLLEGE NAME] is limited. Whether you like it or not, your time has started. You can't control if the moments pass or how fast the moments pass. What you can control are the choices you make in any given moment. The aggregate total of these choices determines what kind of community we create."

Write your own content that frames participants as allies. Keep in mind:

- What is a role that resonates with your community college? Examples: bystander, role model, force multiplier, friend, family member, teammate, parent, coworker, etc.
- We cannot always mandate that people intervene. We need to build intrinsic motivation to move participants to action. Shifting social norms requires a lot of people making small but consistent changes in their behavior. Guiding questions: What is the participant's connection? How does the training align with their values? How will the training make their life easier/better? What will the training allow them or the college to accomplish?
- Create a mission for your prevention programming. Consider developing an empowering key prevention message related to your community college's mission statement, values, motto, or creed.

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Sample Content:
"Given the unacceptably high rates of dating violence, domestic violence, sexual assault, and stalking, I am going to ask you to consider the role you can play in shaping our community college. How can you make it safer for your friends, classmates, co-workers, etc.?"

"Here's what we know: when someone gets hurt there is almost always someone there, at some point, who is in a position to intervene. At a community college this size, with rates of dating violence, domestic violence, sexual assault, and stalking as high as they are, you are all very likely to be that person at some point. When faced with a choice, how will you respond?"

"Our community college's core values are _____. Looking out for each other is consistent with these values."

"Our mission calls each of us to action. Consider how this mission applies to your connection and commitment to safety for your fellow campus community members."

INSERT CONTENT FOR ENGAGING YOUR PARTICIPANTS AS ALLIES

Identifying Risk and Recognizing Warning Signs (Step 1 of 4)

Definitions

It is important for participants to have a basic understanding of the forms of harm that you will be discussing. Provide the definition(s) for dating violence, domestic violence, sexual assault, and/or stalking. The definitions should be brief and representative of the target population.

Note: Participants will be more engaged if your training is interactive. Rather than reading definitions, consider asking participants the definitions, then supplement their answers if they are missing anything.

INSERT DEFINITIONS AND/OR ACTIVITY TO GENERATE DEFINITIONS

Content and Activity

Facilitate a skill-building activity that teaches participants how to recognize the warning signs for the form(s) of harm you are addressing. In developing this activity, consider: how could you identify, for different populations in your campus community, the forms of harm that they are likely to witness; where would you gather information to create scenarios that feel socio-culturally relevant for your campus community members; how could you help participants think of warning signs that they might have witnessed previously and increase the likelihood they will recognize those warning signs if they were to witness them again?

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Examples:

- Read scenarios aloud that resonate with your target population. Have participants write down as a team or call out warning signs they hear in the scenario.
- Find or create short video clips that portray scenarios where harm is occurring or might occur. Have participants call out warning signs they observe.
- In pairs or as a team, have participants discuss warning signs they've seen in their lives. Prompt them to think through different locations (the office, the gym, at a bar, etc.) so they imagine these moments happening in a variety of places where they might be. Also prompt them to think of things they might recognize through social media.

INSERT WARNING SIGNS CONTENT AND SKILL-BUILDING ACTIVITY

Acknowledging Barriers to Action (Step 2 of 4)

Acknowledging barriers to action is essential to the effectiveness of a bystander intervention program. We have to help participants acknowledge what has made it difficult for them to act in the past. It is important that you consider the diverse perspectives of participants in the room and within your campus community. Barriers to intervention can include personal barriers, relationship barriers, cultural barriers, familial barriers, and organizational barriers.

When developing barriers-related content and corresponding activities, consider the following:

- Conducting interviews and/or focus groups with different populations to identify examples of each type of barrier that resonate with their experiences.
- Modeling for participants the value of considering one's barrier by sharing one of your own barriers to intervention and a time you did not act when you wish you had.

Content and Activity

Create opportunities for participants to think through what makes it hard for them personally. Examples:

- Read aloud a socio-culturally relevant scenario where harm is occurring. Ask participants to have a discussion with the person next to them about what their barrier might be. If they feel they would not have a barrier, ask them to consider barriers someone else might have. Consider using a scenario that occurs on a popular social media platform.
- Write socio-culturally relevant scenarios on posters or flip chart paper placed around the room. Ask participants to write their barrier (or a barrier

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someone else might have) on a sticky note and stick it on the scenario. Allow participants to look at the barriers others shared. Read a couple of barriers aloud from each poster. Ask "how many can relate to that one?"

INSERT BARRIER CONTENT AND SKILL-BUILDING ACTIVITY

Realistic Options for Intervention (Step 3 of 4)

The way that we can change the norms that support DVSAS is by engaging a lot of people in targeted behavior change, in this case bystander intervention. For this segment, we want to do a lot of skill-building and give participants realistic options for intervention despite the barriers they discussed in the previous section. We are not trying to eliminate the barriers. We are giving people realistic options for intervention. This section should provide some prompts involving warning signs, followed by an application activity that allows them to consider and/or practice realistic options for intervention. In developing activities, you want to make sure that the materials you provide for consideration, like scenarios, are socio-culturally relevant. Skills-based practice allows participants to build confidence in intervening.

Content and Activity

Insert content that introduces options for intervention that have been developed through focus groups and/or discussions with a cross-section of the target population. Then, create an activity that allows participants to practice and/or review options that would be realistic for them.

Examples:

- Read a scenario from the barriers section and ask participants to work in pairs and think through realistic interventions. Ask two or three people to share theirs with the room.
- Read two or three brief scenarios where harm might occur. Give three options for intervention. Label three areas of the room as option 1, option 2, and option 3. Have participants move around the room to the intervention that feels best for them, given their particular barriers in that situation.
- Use polling software to provide an opportunity for participants to answer anonymously which intervention they might do for a particular scenario. Give three or four options for intervention for each scenario.

As you create scenarios consider the following:

- What are scenarios your participants are most likely to witness?
- What are socio-culturally relevant options for intervention for participants?

INSERT OPTIONS FOR INTERVENTION CONTENT AND SKILL-BUILDING ACTIVITY

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Proactive Behaviors that Set Norms Which are Intolerant of Violence (Step 4 of 4)

In addition to equipping your campus community to intervene reactively as bystanders, it is also important to equip them to use their own influence to set daily norms. Specifically, you want to establish that DVSAS will not be tolerated at your community college and that everyone has a role to play when it comes to reducing the number of people who are hurt. Even when there is nothing high-risk happening, how can an individual express their values around these issues within their own sphere of influence?

Examples could include:

- Insert bystander tips on slides that run before class begins.
- Wear a pin from an advocacy organization or support service on your jacket, shirt, or backpack and tell people what it means.
- Incorporate bystander intervention tips into your next meeting's agenda.
- Post a link on Twitter or other social media site to a cool bystander story or video you found on YouTube.
- Like, share, or comment on some similar posts you see from a friend.
- Have a conversation or text exchange with your friends, family members, or co-workers about what they can be doing; or how important this issue is to you; or what you plan to do as your contribution.
- Have a conversation with your family about why these issues are important to you or how they impact your community.
- Retell a cool story you heard about someone who intervened or someone who spoke up or someone who got someone home from a bar safely.
- Have a poster, brochure, or flier with resources or prevention tips in your office, church, classroom, or residence hall.
- Add quotes related to helping others or building community to your email signature.
- Smile and nod or say "that was a good thing you did," when you see someone intervene on someone's behalf.
- Participate in discussions about this issue or related issues (modeling that this matters to you).
- Include prevention messages and bystander tips in the newspaper or newsletter.

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Content and Activity

When organizing your proactive behaviors section, consider creating positive language that is connected to your community's values and using that language to frame proactive choices.

INSERT PROACTIVE CONTENT AND SKILL-BUILDING ACTIVITY

Closing

You want to end your program with an inspirational message that will ask participants what their commitment to prevention will be. How can you conclude your presentation and leave participants inspired, hopeful, and empowered to act? Spend significant time preparing your closing.

Sample Content:
"If we can continue to increase the number of people who take action, in a few years we can look back and say we were part of one of the most important, life changing cultural shifts in the history of this movement. We get to be the generation that history acknowledges as THE generation that turned it around. That can be our legacy."

"I truly believe that we can shift the culture around this issue. dating violence, domestic violence, sexual assault, and stalking do not have to be inevitable and each of us can play a small role in making sure that's true."

INSERT YOUR INSPIRATIONAL CLOSING/CALL TO ACTION

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TOOL: COMMUNITY ACTION BOOSTER PLANNING GUIDE

As part of implementing a prevention strategy, you will want to integrate Community Action Boosters into your planning. Boosters can create visible successes, re-energize your community college around prevention, keep momentum going, and provide opportunities to help establish clear, positive norms that contribute to prevention.

Community Action Boosters move beyond raising awareness about the issue, providing opportunities for campus community members to practice the skills necessary to establish norms that are intolerant of DVSAS. The tool below will guide you in building these events. If your students tend to spend little time on your physical campus, focus on creating Community Action Boosters that participants can contribute to remotely. You do not have to bring people together in-person to create community and to mobilize action.

Standards for Community Action Boosters

- Content is focused on a solution to DVSAS rather than the problem.
- Content is focused on behaviors that happen before the problem, assault, or issue has occurred (e.g. bystander intervention immediately before an incident occurs, proactive behaviors before there is any risk).
- Content is interactive and includes opportunities for practice and skill building, whether in-person or online.
- The action involves skill-building related to DVSAS (e.g., a virtual scavenger hunt that encourages participants to share bystander intervention tips on their personal social media).
- The content/skill being taught is proactive (giving participants tools to set positive norms related to DVSAS).
    - ► Example: Send us a screenshot of the proactive prevention messages you shared in your out-of-office message this summer.
    - ► Example: Map your proactives! How far did your "Prevention is Possible" bumper sticker, button, or water bottle travel this semester? Place a pin on the map.

Key Considerations for Success

- Community Action Boosters should be time-limited. Anywhere from a day to a week to a month. Be warned, it is difficult to sustain momentum and attention for a month.
- Community Action Boosters should be occasional. Ideally, your team will hold no more than two to three each year. You don't want to desensitize your campus community.

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- Have a concrete, specific, achievable goal so you can mobilize campus community members into action.
- When creating goals, make sure to supply lots of simple, manageable ideas for action and the tools people need to accomplish those goals.
    - ► Example: Post support for DVSAS prevention programming in your out-of-office message, here are 5 sample messages.
    - ► Example: Add a quote about DVSAS prevention to your voicemail, here are 5 quotes that inspire people to look out for others.
    - ► Example: Send a postcard to someone within our community college and share your commitment to violence prevention. Here's a pre-stamped postcard.
    - ► Example: Share a photograph of how far you will go to prevent DVSAS. Take a photo of your prevention button/water bottle/sticker along with you on vacation! Bonus points if you had a conversation with a stranger about it and got a photo with them too! Use hashtag #BystanderBeachParty to help us keep track!
- Create visible ways to track behaviors, highlight successes, and celebrate when you reach goals.
    - ► Example: Update progress toward your Community Action Booster goal on advertising screens across campus.
    - ► Example: Dedicate a section of your community college's homepage, Blackboard landing page, or library homepage to updates about the Community Action Booster.

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TOOL: COMMUNITY ACTION BOOSTER IDEA SHEET

Community Action Booster Description:
How long will the Community Action Booster last?
What is the concrete goal that the campus community will be working toward?
How will you track progress toward the goal?
Who are you deliberately marketing this event towards?
Is this Community Action Booster inclusive of the surrounding community?
How are you going to distribute ideas or tools community members can use to do proactive behaviors?

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How are you going to publish the results of your Community Action Booster?
Does this event take place online or in person?
Other considerations: (Do participants have easy access to participate in this Action Booster? Can they do this from the comfort of their own home? What might prevent potential participants from engaging in this Action Booster? Is childcare provided for in-person events?)

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STEP NINE: EVALUATE PROGRESS AND SHARE RESULTS

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Why Evaluate Progress and Share Results?

As we have already stated, evaluation has many benefits. It tells you whether you were successful at doing what you planned to do. It can tell you if you succeeded at reducing rates of DVSAS among students by a specific amount over a specific period of time. Evaluation results give you and your stakeholders something to celebrate, improve, and sustain over time. When shared with others through informal presentations, infographics, listening sessions, conference presentations, and publications, evaluation results contribute to the body of knowledge about DVSAS prevention in the community college context. Given the lack of research about this issue in community colleges, sharing evaluation results is critical to forming best practices.

Considerations for Evaluating Progress and Sharing Results

If you followed Step Seven, then you already have a plan for evaluating your process and outcomes. Your goal in this step is to implement your plan:

- Track process measures over time, every time that you deliver a program component
- Measure baseline behavior, knowledge, and attitudes through pre-surveys
- Measure how behaviors, knowledge, and attitudes changed because of programming through post-surveys (you can also measure participant satisfaction here, even though that is a process measure)

Once you have collected the data, your next step is to analyze it to get a sense of how successful you were at meeting your goals and objectives. To do this, you may need to spend some time organizing your data. This will likely involve data cleaning and data management:

- Data cleaning involves reviewing the data collected to make sure that it is formatted correctly. Data-cleaning may also involve preparing the data for analysis using statistical software.
- Data management involves storing data securely, labeling it in a way that makes sense for your team, and documenting changes that you make to the data over time.

Once your data are organized and ready for analysis, your next step is to analyze it. Data cleaning, management, and analysis are specialized skills. If you are not using survey software or programs that provide these services and/or you do not possess those skill sets, you will want to make sure you have enlisted people to help you. You may reach out to your community college's data or survey office if one exists. If you do not have such an office or they are unable to help with your efforts, try eliciting support from faculty members. It is common for faculty who teach social sciences, statistics, human services, or related topics to seek opportunities for their students to

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learn data analysis through real-world application. You can enlist them to help with your efforts.

Once you have analyzed your data, your last step is to share your results with internal and external stakeholders:

- Who are the audiences for your results?
- What is the best way to engage them?
  - ► Report
  - ► Slideshow or presentation
  - ► Infographic
- Prepare to discuss results with stakeholders to establish consensus about which program elements to maintain and which to modify.

Tools Provided

- Bystander Behavior Scales (pages 111-112)
  - ► Reactive Bystander Behaviors scale
  - ► Proactive Bystander Behaviors scale
  - ► Observation of Bystander Behaviors scale
  - ► Bystander Intentions to Act Scale
- Supplemental Scales for Bystander Training Evaluation (pages 113-121)
- Bystander Training Debriefing Log for Facilitators (pages 121-123)
- Bystander Training Feedback Survey (pages 124-126)

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TOOL: BYSTANDER BEHAVIOR SCALES

Reactive Bystander Behaviors[14]

In the past 12 months, how often did YOU:	0 times	1-2 times	3-5 times	6-9 times	10 or more times	Didn't see or hear someone do this OR no friend had this happen
1. Tell someone to stop talking down to, harassing, or messing with someone else?						
2. Speak up or confront someone who was bragging or making excuses for forcing someone to have sex with them?						
3. Speak up when a friend or acquaintance tried to get someone alone who seemed uncomfortable or too intoxicated?						
4. Show a peer that you did NOT approve of their behavior without saying something directly (e.g. walk away, not laugh, give a dirty look, etc.)?						
5. Talk to a friend or co-worker who was being physically hurt by a boyfriend/ girlfriend/ spouse?						

[14] This evaluation tool was adapted using tools from the Green Dot Across the Bluegrass study conducted by Drs. Ann Coker and Patty Cook-Craig at the University of Kentucky and bystander behavior scales created by Dr. Victoria Banyard.

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In the past 12 months, how often did YOU:	0 times	1-2 times	3-5 times	6-9 times	10 or more times	Didn't see or hear someone do this OR no friend had this happen
6. Talk to a friend who was being emotionally hurt (shamed, manipulated) by a boyfriend/ girlfriend/ spouse?						
7. Ask a friend if they needed to be walked or driven home from a party/ bar if they looked upset or overly intoxicated?						
8. Got help for a friend because they had been forced to have sex or were physically hurt by a boyfriend/ girlfriend/ spouse?						
9. Find someone else to help in a situation that could have led to something high risk between two people (e.g. called 911, bartender, bouncer, security, other friends, etc.)?						
10. Find a way to distract or de-escalate a situation that could have led to something high risk between two people (e.g. talk loudly on a cell phone, spill a drink, change the subject, etc.)?						

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TOOL: SUPPLEMENTAL SCALES FOR BYSTANDER TRAINING EVALUATION[15]

Attitudes About Prevention

How much do you agree or disagree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Sexual violence is an important issue to address on this campus.				
2. Dating/ partner violence is an important issue to address on this campus.				
3. Stalking is an important issue to address on this campus.				
4. It is possible to prevent sexual assault, dating violence, and/or stalking on this campus.				

[15] This evaluation tool was adapted using tools from the Green Dot Across the Bluegrass study conducted by Drs. Ann Coker and Patty Cook-Craig at the University of Kentucky and bystander behavior scales created by Dr. Victoria Banyard.

Cook-Craig, Patricia G., et al. "Challenge and Opportunity in Evaluating a Diffusion-Based Active Bystanding Prevention Program Green Dot in High Schools." Violence Against Women 20.10 (2014): 1179-1202.

Banyard, Victoria L. "Measurement and correlates of prosocial bystander behavior: The case of interpersonal violence." Violence and Victims 23.1 (2008): 83-97.

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5. I have a role in preventing sexual assault on this campus.				
6. I have a role in preventing dating/ partner violence and/or stalking on this campus.				

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Attitudes and Participation in Violence Prevention Efforts

How much do you agree or disagree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
7. It is possible to prevent interpersonal violence in this community.				
8. I have a role in preventing interpersonal violence in this community.				
9. I have a strong personal commitment to preventing interpersonal violence in this community.				
10. I have recently volunteered on projects focused on preventing interpersonal violence in this community.				
11. Sometimes I think I should learn more about interpersonal violence.				
12. I think I can do something about interpersonal violence.				
13. I don't think there is much I can do about interpersonal violence in this community.				

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How much do you agree or disagree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
14. I see myself as having the ability to create change in this community.				
15. I can influence others to prevent interpersonal violence.				

Knowledge of Violence on Campus

How many people do you think have experienced the following during their time at this campus?	No One	Few	Many	Most
16. Sexual assault or unwanted sexual activity				
17. Dating/ partner abuse or physical violence				
18. Stalking				

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Victimization

In the past 12 months, how many times has a current or previous boyfriend, girlfriend, or spouse:	0 times	1-2 times	3-5 times	6-9 times	10 or more times
19. Tried to control you by frequently checking up on you, telling you who your friends could be, or telling you what you could do and when?					
20. Hit, slapped or physically hurt you on purpose?					
21. Had sexual activities although you did not want to because you felt pressured by the other person's constant arguments, begging or other threats (including ending the relationship)?					
22. Had sexual activities when you did not want to because the other person threatened to use or used physical force (like twisting your arm, holding you down) if you did not agree?					
23. Had sexual activities when you did not want to because you were drunk or on drugs?					

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Perpetration

In the past 12 months, how many times did YOU:	0 times	1-2 times	3-5 times	6-9 times	10 or more times
24. Try to control a current or previous girlfriend, boyfriend, or spouse by frequently checking up on them, telling them who their friends could be, or telling them what they could do and when?					
25. Hit, slap, or physically hurt a current or previous boyfriend, girlfriend or spouse on purpose?					
26. Have sexual activities with someone because you either threatened to end the relationship if they didn't or because you pressured the other person by arguing, begging, or with other threats?					
27. Have sexual activities with someone by threatening to use or using physical force (twisting their arm, holding them down, etc.)?					
28. Have sexual activities with someone because he or she was drunk or on drugs?					

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Help-Seeking Behaviors

If someone you were dating, married to, or acquaintances with were physically or sexually hurting you, how likely would you do the following:	3-5 Times	6-9 Times	10 or more Times
28. Tell a friend what is happening to you?			
29. Tell a trusted co-worker or classmate what is happening to you?			
30. Tell a campus advocacy service what is happening?			
31. Tell a family member what is happening?			
32. Tell a supervisor or mentor what is happening?			
33. Call a shelter, crisis center or hotline to talk about what is happening?			

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Demographics

34. How would you describe yourself? (Choose all that apply)
    - ☐ White
    - ☐ American Indian / Alaska Native
    - ☐ Asian
    - ☐ Black or African American
    - ☐ Hispanic or Latinx/a/o
    - ☐ Other
35. How would you describe yourself?
    - ☐ Male
    - ☐ Female
36. What is your current age?
    - ☐ 17-19
    - ☐ 20-22
    - ☐ 23-25
    - ☐ 26 or above
37. What is your current marital status?
    - ☐ Single, Never Married
    - ☐ Married
    - ☐ Divorced
    - ☐ Separated
    - ☐ Widowed
    - ☐ Domestic Partnership

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TOOL: BYSTANDER TRAINING DEBRIEFING LOG FOR FACILITATORS

Facilitator(s): _____

Date: / /

Number of Attendees:

Describe how participants were identified and invited to the training:

Describe your overall experience of this training:

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Describe the extent to which you felt confident in your skills and ability to facilitate the components of the training:

What were the best parts of this training? What were the successes?

Describe challenges that came up in the training and how you handled them:

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Did you skip or modify any content or activities? Please explain:

Describe any activities, facilitation techniques, or other elements of the training that you felt did NOT work well:

What will you do differently in the next training as a result of this training?

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TOOL: BYSTANDER TRAINING FEEDBACK SURVEY

To what extent do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
1. The training met my expectations.				
2. The facilitators were knowledgeable.				
3. The facilitators were engaging.				
4. The facilitators inspired me to believe I can play an important role in creating a safer campus community.				
5. Attendees were encouraged to participate in discussions and activities.				
6. Adequate time was provided for questions and discussion.				
7. The training was engaging and interactive.				
8. The Bystander Training provides the knowledge and skill-building necessary to increase the likelihood I will engage in REACTIVE bystander behaviors.				
9. The Bystander Training provides the knowledge and skill-building necessary to increase the likelihood I will engage in PROACTIVE bystander behaviors.				
10. The program is a realistic, manageable approach for community college students.				
11. The program deals realistically with the challenges of community college students.				

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To what extent do you agree with the following statements?	Strongly Agree	Agree	Disagree	Strongly Disagree
12. I believe if implemented effectively, this interpersonal violence prevention strategy could decrease the number of students who experience dating violence, domestic violence, sexual assault, and stalking.				
13. I feel hopeful that this strategy can make a positive difference on our campus.				
14. I am likely to attend upcoming booster sessions.				
15. I will do something the next time I see a concerning behavior.				
16. I will do something proactive to express to the people in my life that this issue matters to me.				

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Please take the time to provide additional information that will help us best support you in your experience with this dating violence, domestic violence, sexual assault, and stalking prevention program.

What were the 2-3 most effective pieces of the bystander training?

Were there any pieces of the bystander training that were not helpful or effective uses of time? If so, what were they?

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