

Measuring Capacity

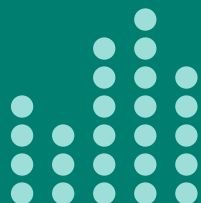
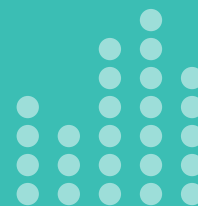
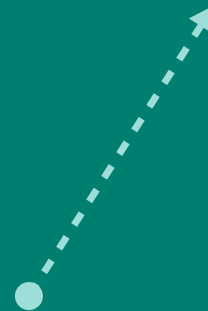
to Serve Survivors
with Disabilities

.....
Domestic Violence/Rape Crisis
Dual Agencies



Center on Victimization and Safety

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September 2015



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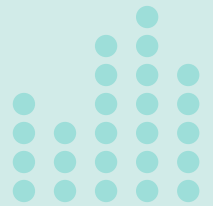
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The Vera Institute of Justice is an independent nonprofit organization that combines expertise in research, demonstration projects, and technical assistance to help leaders in government and civil society improve the systems people rely on for justice and safety.

The Center on Victimization and Safety works with communities around the country to fashion services that reach, appeal to, and benefit all victims. Our work focuses on communities of people who are at elevated risk of harm but often marginalized from victim services and the criminal justice system. We combine research, technical assistance, and training to equip policymakers and practitioners with the information, skills, and resources needed to effectively serve all victims. For more information on the Center on Victimization and Safety, please visit our website at www.endabusepwd.org, or contact us at cvs@vera.org or 212.376.3096.

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Introduction



Research has shown that people with disabilities experience violent victimization—including sexual assault and domestic violence—at rates three times higher than people without disabilities.¹ They also routinely face barriers—communication, physical, programmatic, and attitudinal—when reaching out for help, contributing to higher rates of repeat victimization. In recognition of the crucial role they play in helping survivors of domestic violence and sexual assault, domestic violence/rape crisis dual programs (residential and nonresidential) across the country are actively working to remove these barriers and enhance their capacity to effectively serve survivors with disabilities. The success and sustainability of these efforts rely on the ability to track their progress and measure their effectiveness. Until now, no such resources were available.

In October 2012, with support from the U.S. Department of Justice, Office on Violence Against Women (OVW), Vera launched the *Measuring Capacity to Serve Survivors with Disabilities* project. The project's first step was to determine the best evaluation method given the project's goals and the needs and realities of domestic violence, rape crisis, and dual domestic violence and rape crisis (hereinafter, "dual") programs—many of which lack specific funding to support evaluation efforts and formal evaluation training—to measure their capacity to serve domestic and sexual violence survivors with disabilities and track changes in their capacity over time. After consulting experts in the field, including staff from domestic violence, rape crisis, and dual programs, Vera decided to use performance indicators—measures that help determine whether, and to what degree, progress is being made toward a certain objective.² Due to their applicability, practicality, and cost-effectiveness,

social service agencies increasingly use them to determine whether they are achieving their goals and track changes in their capacity over time. Vera was poised to develop performance indicators to measure an agency's capacity to serve survivors with disabilities because of its 10-year history of working at the intersection of victimization and disability and its extensive experience designing and conducting practical evaluations, including performance indicators, in other justice-related fields.

To develop the indicators, Vera defined priority areas within domestic violence, sexual assault, and dual programs that have the greatest impact on the experiences of survivors with disabilities and the ability of the staff and volunteers of these organizations to meet their needs. Vera also:

- conducted a thorough review of the academic literature on victimization of people with disabilities and best practice materials on serving survivors with disabilities;
- gathered feedback from experts on violence against people with disabilities from diverse fields including criminal justice, disability, domestic violence, medical, and sexual violence;
- applied lessons learned from other efforts that rely on indicators to measure performance in human services; and
- tested the indicators in 20 pilot sites to ensure the indicators were relevant to a range of agencies and to ensure that the information was useful to them. The pilot sites were selected from among the grant recipients of OVV's *Training and Services to End Violence Against Women with Disabilities Grant Program*.

The final set of indicators in this guide gives dual programs a first-of-its-kind comprehensive tool to track and improve their capacity to serve survivors with disabilities, as well as step-by-step instructions for its implementation. The indicators in this guide measure and are organized into two primary areas: commitment and capacity. Commitment is the willingness and determination of a dual program to address abuse of people with disabilities. Capacity is the knowledge, skills, and resources an agency needs to do so. Within each of these areas, the indicators are further grouped into

more specific categories. Each category has four to six specific indicators of an agency's ability to serve survivors with disabilities. Providers are able to measure their capacity through data collected from internal documents, observations, and self-reports from agency staff. Most agencies will have ready access to the data that is required to score or measure the indicators. The indicators are designed to be measured every six months so providers can track their progress and make adjustments as needed to maximize the impact of their capacity-building efforts.

This manual is designed to improve services for people with disabilities who have experienced domestic violence and/or sexual violence. It is our hope that dual rape crisis/domestic violence (residential and nonresidential) programs that have a strategic objective to serve people with disabilities will adopt the indicators presented in this guide. Dual programs that measure their capacity to serve these survivors will know with greater certainty the impact of their efforts on the people they serve, and ultimately, whether they are meeting the global mission of the domestic violence and sexual assault fields to serve all survivors.

About the Guide

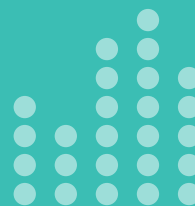
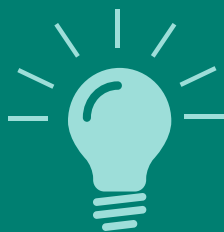
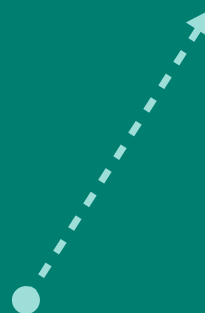
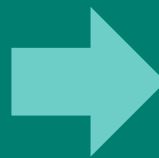
Section I provides an overview of performance indicators, describes how the indicators are organized, and what they are designed to measure.

Section II provides detailed information on each indicator, including a definition, why it was included, and important considerations related to the area the indicator intends to measure.

Section III provides step-by-step instructions for implementing the indicators in domestic violence/rape crisis dual programs, including helpful tips and practical resources. The appendices include the full list of performance indicators for dual programs, as well as three guides designed to help providers collect the data necessary to score their agency using the indicators.

Section I


Understanding Performance Indicators





Section I: Understanding Performance Indicators

Overview



A performance indicator is a measure that helps answer the question of how much, or whether, progress is being made toward a certain objective. They are simple, easily understood pieces of information that provide insights into more complicated concepts. The main value of an indicator is to make complex concepts measurable, so that they can capture change within an agency over time. In this case, the performance indicators are designed to measure an organization's capacity to serve people with disabilities who have experienced domestic and/or sexual violence.

For example, you may be interested in understanding whether your agency's services are accessible to diverse groups. On its own, accessibility is an abstract concept and is difficult to measure without first identifying specific aspects of accessibility. To measure accessibility, you could assess how many referrals you receive for services, how many of these referrals are from underserved groups, and how many result in sustained contact with your services. This information is concrete and measurable, and can be repeatedly collected so users can track their progress, regress, or lack of change over time, and develop plans around those results.

If an agency uses the indicators once, it would have a point-in-time snapshot of its services; to understand performance over time, an agency needs to analyze the indicators at regular intervals (for example, every six months). Because they cover a wide range of service provisions and agency operations, the performance indicators are useful to organizations at all stages of addressing the issue of effectively serving survivors with disabilities, from those just starting to those who have been working at this intersection for many years.

These performance indicators can be implemented entirely by agency staff, and no evaluation experience is needed. The information used to score the indicators already exists within the agency. Agency documents, agency observations, and staff knowledge are the three sources of information needed to use the performance indicators, and each indicator links to a specific piece of information housed within the agency. The Information Collection Guide—which can be found on page 91—provides details on the exact pieces of information needed to complete the performance indicator scoring.

The Benefits of Using Performance Indicators

- Allows agency to measure their performance.
- Allows agency to easily identify areas needing more attention, informing and shaping project design.
- Allows agency to develop strategic plans for reaching underserved groups and maximizing impact.
- Allows agency to compile scores over time, which can improve funding opportunities when included in grant proposals.
- Allows agency to build stakeholder support.
- Allows agency to incorporate the perspectives of service recipients and minority and marginalized groups.
- Allows agency to document progress and celebrate successes.

Development of the Performance Indicators

Performance indicators are not designed to provide a comprehensive assessment of every aspect of an agency's services. Rather, they are strategically chosen, specific measures that when taken together, provide a reasonable estimation of the agency's performance in a certain area. Performance indicators are a balancing act—if there are too many, the process can become tedious and important information about an agency's capacity can be lost. If there are too few, the information on an agency's capacity in a specific area will be incomplete. For this reason, four to six indicators under each theme are ideal, as this allows for a range of information to be collected and scored without overwhelming the user or taking too much time.

The performance indicators were created to reflect elements of effective service to survivors with disabilities and Deaf survivors. They were developed through reviews of academic and best practice materials and multiple rounds of feedback from external project advisors who have expertise at the intersection of violence and disability.

Structure of the Performance Indicator Measurement System

The performance indicator measurement system represents established and best practice standards for serving survivors with disabilities. The scores provide snapshots of an agency's culture, environment, practices, and programming around accessible and welcoming services. Taken together, the system represents a set of universal standards that guide agencies in serving survivors with disabilities and Deaf survivors. The structure of the performance indicator measurement system is described in detail below.

At the highest level, the indicators fall into one of two **components**—Commitment and Capacity—which represent the agency's desire and ability to effectively serve survivors with disabilities and Deaf survivors.



Component A

Commitment

Agency demonstrates willingness and determination to address domestic and sexual violence against people with disabilities and Deaf people.



Component B

Capacity

Agency has knowledge, skills, resources, and programmatic ability necessary to provide domestic violence and rape crisis services to survivors with disabilities and Deaf survivors.

Each component has three major **themes**, which represent important areas of service and agency operations. Under Commitment, the themes are Responsibility, Partnerships, and Policies. Under Capacity, the themes are Material Resources, Human Resources, and Programmatic Resources and Activities.

Commitment

Theme 1: Responsibility

Theme 2: Partnerships

Theme 3: Policies

Capacity

Theme 1: Material Resources

Theme 2: Human Resources

Theme 3: Programmatic Resources and Activities

Each theme contains a series of four to six strategically chosen **indicators**, designed to represent an agency's capacity to serve survivors with disabilities and Deaf survivors in that particular area. Each indicator consists of a series of four **measures** which, when met by the agency, suggest that the agency has a high capacity in that particular aspect of service. The more measures an agency meets under each theme, the closer it is to meeting the standards for effectively serving survivors with disabilities and Deaf survivors.



Performance Indicators for Domestic Violence/Rape Crisis Dual Agencies

Component A

Component

Commitment

Agency demonstrates willingness and determination to address domestic and sexual violence against people with disabilities and Deaf people.

Theme

Theme 1: Responsibility

Agency recognizes duty to serve survivors with disabilities and Deaf survivors.

Indicator

Definition

1.1

Indicator

Recognizes Violence Against People with Disabilities as a Priority

Agency recognizes violence against people with disabilities and Deaf individuals as a priority by:

Measures

- A. Specifically mentioning people with disabilities and Deaf people in agency's public outreach brochure or social media accounts
- B. Including efforts to increase agency's accessibility for people with disabilities and Deaf people in agency's strategic plan
- C. Having an internal committee or work group focused on enhancing the agency's response to domestic and sexual violence against people with disabilities and Deaf people

The indicators rely on data from three types of information housed within agencies to determine if each measure is met and, ultimately, a score.

- **Agency documents** include such things as intake forms, policies, procedures, and resource sheets.
- **Agency observations** focus on details of the agency that are unable to be captured in documents, and will require a staff member to make a series of observations related to safety and accessibility within the agency.
- **Staff interview questions** focus on different aspects of agency service and operations and capitalize on the knowledge staff have about agency capacity.

Each indicator relies on data points from one or more of these sources for scoring.

Document Checklist

Some of the information you will need to measure your agency's capacity to serve survivors of domestic and sexual violence with disabilities comes from pre-existing agency documents. Gather the documents listed below, and then consult them in order to answer the questions in the *Indicator Scoring Tool*.

- Client Documents**
 - Intake forms/packet
 - Consent for services form
 - Full participation
 - Staff accommodations
 - Client non-discrimination
 - Eligibility
 - Service animals
 - Guardianship
 - Resident handbook (residential DV only)
 - Medication (residential DV only)
- Curricula**
 - Direct services staff training (domestic violence)
 - Direct services staff training (rape crisis)
 - Volunteer training
 - Healthy relationship training
 - Healthy sexuality training
 - Skill-building curriculum
- Policies**
 - Client accommodations
 - Agency fundraising plan (current)
 - Annual statistical report
 - Fundraising appeal letters
 - Grant proposal submitted in partnership with disability/Deaf organization.
 - Job announcements/postings
 - Redacted budget
 - Volunteer recruitment posting/flyers
 - Roster of trainers/co-trainers for staff events
 - Written engagement plan

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Document Checklist

Observation Guide

Some of the data you will need to measure your agency's capacity to serve survivors of domestic and/or sexual violence with disabilities comes from observations you will make of your agency's physical infrastructure. More specifically, you will need to assess the accessibility of your agency's main entrance(s), advocate offices, bathrooms, and fire alarms. This guide provides you with step-by-step instructions for conducting an access review of these spaces and recording your findings, which you will enter into the *Indicator Scoring Tool* once you have completed the assessments. In addition to this guide, you will need a tape measure to complete the access observations.

Approach and Entrance

To complete this section, you will need to review your parking lot, access paths, and building entrance and answer the following questions.

	Location 1	Location 2	Location 3
1. Is at least one space in your parking lot van accessible? (8 feet wide with a minimum of 8-foot-wide access aisle and 98 inches of vertical clearance)?	Yes No	Yes No	Yes No
2. Is the route of travel from the parking lot to the main entrance at least 36 inches wide?	Yes No	Yes No	Yes No
3. Is the doorway a minimum of 32 inches wide when open?	Yes No	Yes No	Yes No

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Observation Guide

Staff Interview Questions

Some of the information you will need to measure your agency's capacity to serve survivors of domestic and/or sexual violence with disabilities comes from agency staff members who have specific knowledge of agency operations. You will need to ask staff members who are knowledgeable in your agency's accessibility, information-keeping, partnerships, hiring, and outreach the questions listed below. Each question should be answered as a Yes or No, and once you have recorded answers for all of the questions, you will enter these answers into the *Indicator Scoring Tool*.

Agency Accessibility

Find the staff person who is most likely to have the information pertaining to agency accessibility.

That person is:

1. Does our agency have an internal committee or work group focused on enhancing the agency's response to domestic and sexual violence against people with disabilities and Deaf people?

2. Does our agency have a scheduled week each year dedicated to conducting an accessibility review?

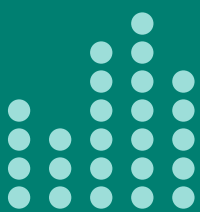
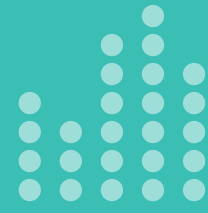
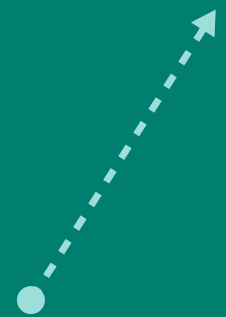
3. Do we have an in-house videophone that can be use by staff and survivors?

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Staff Interview Questions

Section II

The Indicators

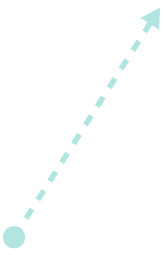




Component A

Commitment

Categories: Responsibility, Partnerships, Policies



Domestic violence/rape crisis dual programs with a high capacity to address domestic and sexual violence against people with disabilities take tangible steps to demonstrate their commitment to addressing this issue in their communities. Their commitment reflects their willingness and determination to be a leader in this area and to be as effective as possible in their work to end the domestic and sexual abuse of people with disabilities. Importantly, these organizations have also communicated their commitment to their staff and volunteers, as well as the community at large.

The commitment indicators will help dual agencies measure their willingness and determination to address domestic and sexual violence in the lives of people with disabilities. How do they reflect their responsibility to address abuse of people with disabilities internally and externally? What partnerships do they forge to enhance their ability to serve survivors with disabilities and Deaf survivors? Do their policies establish a baseline of accessible and inclusive services?

1. Responsibility

It is important for an agency to be explicit about including people with disabilities and Deaf people among the communities of people it serves. There are many indications of this commitment within dual agencies, from integrating access and inclusion into day-to-day operations and long-term planning, to publicly communicating their commitment to address abuse of people with disabilities and Deaf people. The following indicators will help dual agencies measure the extent to which they recognize their duty to serve survivors of domestic and sexual violence with disabilities and Deaf survivors.

1.1

Recognizes Violence Against People with Disabilities as a Priority

Agency recognizes violence against people with disabilities and Deaf individuals as a priority by:

- Specifically mentioning people with disabilities and Deaf people in agency's public outreach brochure or social media accounts.
- Including efforts to increase agency's accessibility for people with disabilities and Deaf people in agency's strategic plan.
- Having an internal committee or work group focused on enhancing the agency's response to domestic and sexual violence against people with disabilities and Deaf people.
- Having a client non-discrimination policy that explicitly includes disability status.

Why This Indicator Matters

Specifically including domestic and sexual violence against people with disabilities and Deaf individuals among its priorities reaffirms a dual agency's commitment to addressing this issue and can spur it to dedicate the resources necessary to build its capacity to serve these communities. It signals to staff and volunteers that serving members of these communities is central to the agency's mission and empowers them to tailor both their sexual assault and domestic violence services to meet the needs of people with disabilities and Deaf people. Specifically naming these communities in public materials, such as outreach brochures and client policies, communicates to members of these communities a commitment to serve them and confirms that the agency can meet their access and communication needs.

1.2

Promotes Accessibility

Agency has infrastructure to routinely assess its accessibility to people with disabilities, including:

- A trained review team of internal staff and external experts in accessibility for people with disabilities and Deaf people.
- A standardized review process and tool.
- A scheduled week each year dedicated to conducting the review.
- A process to review findings with staff and external experts to develop possible solutions to identified issues.

Why This Indicator Matters

The accessibility of dual agencies is vital to successfully serving people with disabilities and Deaf people. It shapes all aspects of a survivor's journey from crisis to healing, including how s/he learns about an agency, her or his decision to reach out to the agency for help, whether or not s/he can get through the door of an agency, her or his decision and ability to bring their children and themselves into shelter, her or his experiences while participating in support groups, and her or his satisfaction with the outcome of the domestic and sexual violence services they receive. An agency's overall accessibility is determined by its compliance with existing laws and its adoption of established practices that address the limitations of the minimum standards set by law.

Conducting formal access reviews allows an agency to identify and remove barriers through a systematic process. Conducting these reviews on a routine basis helps an agency track and monitor changes in its accessibility and reflects its ongoing commitment to operate with the highest degree of accessibility. An element of the review process that has proven invaluable is to include survivors with disabilities and those who are Deaf, as well as representatives of a local disability organization. These collaborators can weigh in on the assessment process and make suggestions for how to improve accessibility.

1.3

Raises Funds

The agency seeks funding to address violence against people with disabilities in the following ways:

- Agency has a written fundraising plan to raise funds to better support survivors with disabilities, including making physical modifications to the building, providing accommodations to individuals, etc.
- Agency has submitted at least one proposal in partnership with a disability or Deaf organization.
- Agency has raised the issue of serving survivors with disabilities to its Victim of Crime Act and Violence Against Women Act state administrators.
- Agency has created a fundraising appeal letter that seeks funding to address this issue from individual/private donors.

Why This Indicator Matters

Funding specifically allocated to address domestic and/or sexual violence against people with disabilities and Deaf people allows dual agencies to improve their accessibility, build their knowledge and skill base, expand their resources, and provide tailored services to survivors with disabilities and Deaf survivors. There are many strategies to secure this type of funding, from cultivating new sources of support for this area of a dual agency's work to applying for funding opportunities that include serving people with disabilities and Deaf people in their priority areas. Having a written fundraising plan establishes a dual agency's intention to raise funds to address sexual and domestic abuse of people with disabilities and provides the agency with benchmarks to measure its progress towards its goal.

1.4

Includes in Budget

The agency's direct services programming budgets for both its domestic violence and rape crisis services include separate line items dedicated to addressing accessibility needs of survivors served, including funds to:

- Provide auxiliary aids and accommodations to people with disabilities when requested.
- Hire consultants to create agency materials in plain language.
- Make physical modifications to the shelter.
- Hire interpreters for people who are Deaf.

Why This Indicator Matters

While not all strategies to achieve access require financial resources, instituting some changes—making modifications to the agency's physical location and its shelter (if applicable), creating materials in alternate forms, and providing auxiliary aids and services—does. Routinely including line items in an agency's domestic violence and rape crisis services budgets ensures that agency staff has the resources available to improve the overall accessibility of the agency. Moreover, the budget of an organization is often a window into its values and priorities and, in this case, an indication of an agency's commitment to access and inclusion.

1.5

Collects Data

Agency collects the following information, in either paper or electronic form:

- Number of people receiving services who identify as having a disability.
- Disability types.
- Perpetrator's relationship to survivor.
- Types of auxiliary aids provided to survivors with disabilities.

Why This Indicator Matters

Collecting disability-related information from the people requesting and receiving an agency's services is a reflection of an organization's willingness to build a knowledge base around victimization of people with disabilities. It can help an organization identify gaps in both its domestic violence and rape crisis services and can lead to a better understanding of domestic violence and sexual assault in the lives of people with disabilities and the unique needs of these survivors. With this information, staff can allocate resources to tailor their outreach, services, and financial supports to meet these needs. By collecting this information over time, they can also identify trends and emerging issues, which may inform how the agency allocates future resources in the area of disability.

1.6

Uses Data

Agency adjusts its programmatic priorities to better meet the needs of survivors with disabilities based on an analysis of the following data:

- National trends on victimization of people with disabilities, using data from the Bureau of Justice Statistics (BJS).
- Jurisdictional needs, including the number of people with disabilities that live in the community, their disability type(s), and their expressed service needs.
- Agency trends, including number of people with disabilities served, type(s) of disability, and their level of satisfaction with services.
- Gaps between victimization and service utilization rates among people with disabilities.

Why This Indicator Matters

Collecting agency data is the first step to identifying issues and making appropriate changes. To do so, an agency needs information about incidence and prevalence, and service utilization and satisfaction, among other areas. In most communities, there is a

dearth of data on service area-specific incidence and prevalence rates. To fill this gap, organizations that want to make data-driven decisions must look to national data sources, such as BJS. Applying this national data to the local community's statistics can give an estimate of who is in need in their community. Comparing this estimate to the agency trends then allows the agency to identify unmet needs and gaps in domestic violence and sexual assault services, which serves as a foundation for any decisions around programmatic changes. This type of analysis requires time and expertise on the part of agency staff and affords opportunities to make enhancements with a laser focus.

2. Partnerships

No one organization offers all the services survivors with disabilities and Deaf survivors need. Whether in the aftermath of a sexual assault or when seeking protection from an abusive partner, domestic violence/rape crisis dual agencies alone cannot possess all the expertise necessary to provide the range of these services in a way that is safe and accessible. Partnering with other organizations that specialize in serving people with disabilities and Deaf people, as well as enforcement agencies such as law enforcement and protective services departments, is an effective way for dual programs to expand their ability to address domestic and sexual violence against people with disabilities and Deaf people. Developing and sustaining these partnerships throughout a dual agency's programming requires coordination and commitment of both the domestic violence and sexual assault programs within the dual agency to dedicate time and resources toward relationship building, frequent communication, and joint action.

2.1

Collaborates with Disability Organization

Agency has a memorandum of understanding (MOU), collaboration charter, or equivalent agreement with at least one disability organization that serves people living in the agency's service area that:

- Is current and signed by agency leaders.
- Commits the agency to provide consultation and other assistance to the disability organization as needed.
- Dedicates staff time to participate in cross-agency meetings.
- Commits the agencies represented in the MOU to provide training at one another's new employee/volunteer orientations.

Why This Indicator Matters

Disability organizations are a natural partner for dual programs. With a formal agreement in place, their staff can serve as an invaluable resource and enhance the ability of both the domestic violence and rape crisis components of dual programs to meet the needs of people with disabilities. They can help identify access barriers within support group meeting rooms, the domestic violence shelter (if applicable), and advocates' offices and offer practical solutions for removing them, provide disability-related training to their staff, co-advocate on behalf of survivors with disabilities, and more.

Reaching out to a disability organization to talk about abuse of people with disabilities is the first step toward formalizing a partnership. Most geographic areas in the country are served by at least one disability organization. Common disability organizations include The Arc, centers for independent living, community-based mental health centers, Easter Seals, and United Cerebral Palsy. Other important steps in the process of formalizing collaboration include learning about each other's organizations; determining a shared purpose for the collaboration; determining roles, responsibilities, and resources; and sharing the news of the collaboration with everyone who works and volunteers at both agencies.

2.2

Builds Relationships with the Deaf Community

Agency cultivates relationships with the Deaf community by:

- Having a written engagement plan to develop ongoing relationships with Deaf organizations and groups within their local area.
- Budgeting money for American Sign Language (ASL) interpreters' services during planning meetings for both domestic violence and sexual violence awareness months.
- Having an established relationship, documented in writing (i.e., a contract or other written agreement) with an expert(s) on sexual and domestic violence within the Deaf community.
- Having an established written agreement with a Deaf domestic violence/sexual assault advocate or organization that outlines how each organization can work together to best support a survivor.

Why This Indicator Matters

Many Deaf and hard of hearing people identify as members of a distinct cultural group in the United States that coalesces around a shared language (ASL), values, behavioral norms, and traditions that differ from those of hearing culture. Because of these differences, it is common for Deaf people to experience communication and cultural barriers when interacting with hearing organizations. These barriers often prevent Deaf survivors of sexual and domestic violence from getting the help they need from dual programs. Building relationships with the local Deaf community, as well as practitioners who have expertise in domestic violence and/or sexual assault in the Deaf community, is an essential first step to overcoming these barriers and successfully serving the Deaf community within a dual program's service area. Through these relationships, dual program staff can increase their exposure to and familiarity with Deaf culture, build trust and rapport with members of the Deaf community, and identify ways to work together to best support Deaf survivors. Building these relationships requires commitment, time, and deliberate planning. It also requires skilled leadership to help create and ensure a partnership that is culturally and linguistically appropriate. Lastly, financial resources are needed for ASL

interpreters and other accommodations that participants may need to ensure effective communication.

2.3

Collaborates with Interpreter Agency

Agency has a written agreement with an ASL interpreter agency or two freelance interpreters that includes:

- A requirement that interpreters sent to the agency have received training on interpreter safety and self-care.
- A requirement to disclose conflicts of interests (including previous or existing relationships with the perpetrator[s], if known).
- A commitment to provide interpretation services outside of business hours.
- A commitment for individual interpreters to sign confidentiality agreements when performing services.

Why This Indicator Matters

Being able to secure qualified ASL interpreters is essential to effectively communicating with and serving members of the Deaf community. Many organizations, however, struggle to do so because they have little knowledge of the sign language interpreting industry, including who to call to secure interpreters, how to contract with interpreters for these services, and how to ensure they are qualified to interpret in contexts involving both domestic violence and sexual assault. These struggles are exacerbated when the need for interpreters arises spontaneously or after business hours. Having a formal agreement with at least one ASL interpreter agency or two freelance interpreters provides domestic violence/rape crisis dual programs with the relationships and resources necessary to secure ASL interpreters whenever they are needed. It also reflects a high degree of commitment and dedication to meeting the needs of Deaf survivors.

2.4

Includes People with Disabilities

Agency encourages the inclusion of people with disabilities in the following ways:

- By inviting people with disabilities to train agency staff as lead or co-trainers.
- By supporting people with disabilities to create and operate educational/empowerment groups (likely to be housed in disability organizations).
- By supporting their participation in at least one community effort to address domestic violence and at least one community effort to address sexual violence per year.
- By inviting them to inform the policies and practices of the agency.

Why This Indicator Matters

People with disabilities have expertise and unique insights to contribute to dual programs. They can help improve an agency's capacity to serve survivors with disabilities by training staff and making recommendations to improve policies and practices. They can also bolster the agency's direct services to the community by conducting outreach, facilitating educational or empowerment groups, and providing peer support. People with disabilities can be involved as volunteers and staff. Many communities have at least one self-advocacy group composed of people with intellectual disabilities, developmental disabilities, or psychiatric disabilities. These groups are designed to build a network of support around people with disabilities to allow them to learn from each other and educate the community about issues that affect them. Some of these groups have already begun building their capacity to address the issues of domestic violence and sexual assault, while others may have yet to consider it among their priorities. Dual programs should consider partnering with these groups to identify potential people to involve. Self-advocates may require a range of supports—auxiliary aids, training on domestic and sexual violence and the

domestic violence and rape crisis services dual programs provide, one-on-one time to prepare for meetings, mentoring to develop leadership skills—to meaningfully participate in efforts to address both domestic and sexual violence depending on their previous experience.

2.5

Participates in Multi-Disciplinary Collaboration

Agency participates in a community-based multidisciplinary collaboration to end violence against people with disabilities and attends its meetings:

- Doesn't attend meetings.
- Once a year.
- Semi-annually.
- Quarterly.
- Monthly.

Why This Indicator Matters

Domestic violence and sexual assault have cascading effects on the entire community, not just the survivor with a disability or Deaf survivor, and requires the community to work together to address this issue. Survivors with disabilities and Deaf survivors often turn to a variety of social systems in their journey to justice and healing. Participating in multi-disciplinary collaborations that address both domestic violence and sexual assault against people with disabilities allows key players in community systems to develop strategies for cohesive community responses to these issues. These collaborations may include members of disability organizations, the criminal justice system, the education system, and the medical system, among others, and create a system-wide network of support for survivors with disabilities. The frequency of an agency's participation in these meetings is one way to measure its overall commitment to providing effective services to survivors with disabilities and Deaf survivors.

3. Policies

An organization's policies affirm its mission, provide the framework for the organization's culture, and establish its expectations for individual members of its staff. Integrating access, disability, and Deaf culture into its policies communicates a clear message of commitment to staff members as well as the people using a dual program's services. Furthermore, adopting policies specific to people with disabilities obligates the organization to ensure consistent follow through. The following indicators provide a barometer for domestic violence/rape crisis dual programs to determine the extent to which their policies contribute to a culture and framework for effectively serving people with disabilities and Deaf people.

3.1

Eligibility

Agency has an eligibility policy that states domestic violence and rape crisis services are available regardless of a person's:

- Disability status
- Medication usage and needs
- Guardianship status (for adults)
- Need for auxiliary aids

Why This Indicator Matters

Historically, some people with disabilities have been excluded from goods and services offered by businesses and nonprofit organizations because of their disability and circumstances surrounding it, such as use of certain medications, need for accommodations or auxiliary aids, and assumptions about their capacity to legally consent to services. Title III of the Americans with Disabilities Act (ADA) sought to address this discrimination by prohibiting these entities from establishing eligibility requirements that exclude, discriminate against, or segregate people with disabilities.³ Making explicit through policy that an organization will provide services regardless of a person's disability and factors surrounding that disability establishes an expectation within the organization that its

staff and volunteers comply with the law and do not exclude people with disabilities from services.

3.2

Accommodations

Agency has an accommodations policy that outlines its obligations to:

- Ask all individuals at intake whether any accommodations are needed to ensure full participation in services.
- Ask all individuals served about needed accommodations on an ongoing basis.
- Secure reasonable accommodations upon request within an established timeframe.
- Assume the cost, if any, of providing accommodations.

Why This Indicator Matters

The ADA prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. Title III of the ADA requires “places of public accommodations,” including businesses and nonprofit organizations that serve the public, to provide auxiliary aids and services, such as ASL interpreters and materials in Braille, to people with disabilities to ensure effective communication. The ADA also requires these entities to make reasonable modifications to their policies, practices, and procedures when necessary to allow equal opportunity for individuals with disabilities to participate.⁴ An accommodations policy articulates an organization’s expectations for its staff to identify accommodation needs and its willingness to fulfill those needs.

3.3.

Full Participation

Agency's policies promote the full participation of people with disabilities by allowing:

- Flexibility in where staff can meet survivors (e.g., at an off-site, accessible location).
- Flexibility in moving internal programming to accessible locations within the agency's office.
- Non-offending personal care attendants to accompany survivors while on-site.
- Staff to tailor the length of sessions with individual survivors based on that survivor's needs.

Why This Indicator Matters

Fidelity to confidentiality and safety contributes to effective responses to survivors of domestic violence and sexual assault. To maximize confidentiality and safety, programs have developed policies and procedures that limit public exposure of people receiving their services and the information shared about survivors they serve. While this has enhanced survivors' comfort and safety, it has also created some tensions around meeting the needs of survivors with disabilities and, in some cases, has limited their full participation in services. For example, policies may be in place that limit where staff can provide services, which some practitioners have interpreted to mean that they cannot move services to an off-site location with greater accessibility. As another example, some policies aimed at preventing perpetrators from gaining access to survivor information have resulted in people with disabilities being unable to have the assistance of their non-offending caregiver while receiving services.

In many cases, agency policies do not specifically limit the full participation of people with disabilities, but staff and volunteers interpret them in ways that do. Creating policies that establish expectations around confidentiality and safety, while allowing staff flexibility to meet the diverse needs of survivors, is an effective strategy to promote full inclusion. The need for flexibility to ensure

full participation cuts across most policies addressing domestic violence and sexual assault within a dual program. Determining how best to do this requires an organization to review its policies.

3.4

Service Animals

Agency has a service animal policy that:

- Establishes the definition of a service animal.
- Allows service animals into their facility.
- Addresses concerns emerging from the presence of service animals, including allergies and phobias.
- Designates a safe service animal relief area.

Why This Indicator Matters

The ADA defines service animals as “dogs that are individually trained to do work or perform tasks for people with disabilities.”⁵ Such work includes guiding people who are blind, alerting people who are D/deaf, pulling a wheelchair, alerting and protecting a person who is having—or about to have—a seizure, reminding a person with a mental health disorder to take prescribed medications, calming a person with Post Traumatic Stress Disorder during an anxiety attack, or performing other duties. Under the ADA, state and local governments, businesses, and nonprofit organizations that serve the public generally must allow service animals to accompany people with disabilities in all areas of the facility where the public is normally allowed to go.⁶ In addition, the 2010 revised regulations of the ADA permit miniature horses that have been trained to do work or perform tasks for people with disabilities where reasonable.⁷ A service animal policy affirms a dual program’s commitment to meeting these legal requirements and also provides guidance to its staff and volunteers on the definition of a service animal, establishes a safe area near the shelter for service animal relief, and other important considerations when serving survivors who are accompanied by service animals.

3.5

Guardianship

Agency has a guardianship policy that:

- Provides staff guidance on how to identify the level of guardianship in place.
- Articulates the emergency services that can be provided without guardian consent and regardless of the level of guardianship.
- Articulates expectations of what can be said and done in front of guardian.
- Guides staff to encourage the guardian to allow provision of services in private (i.e., without the guardian present).

Why This Indicator Matters

Legal guardianship is the process by which a person is granted legal authority to serve as the decision-maker for someone who is deemed by a court of law to be unable to make some decisions.⁸ Understanding guardianship is essential to any organization committed to serving people with disabilities. Terminology for guardians differs from state to state and may include conservators and curators. In general, guardianship can be imposed over a person, their estate or finances, or both. Each level of guardianship has specific implications for a person's ability to independently consent to and receive services from a dual program, from limited decision-making ability to broader authority. Without policies in place, it is common for staff to assume that people with disabilities who have guardians cannot make any decisions on their own behalf. This assumption creates barriers for several reasons: the person may not feel comfortable disclosing sexual violence or domestic abuse to their guardian, the guardian may be the offender, or the staff may wait for the guardian's consent before delivering crisis intervention, which delays services. Moreover, even when people with disabilities do have a guardian who has been granted full decision-making authority, there are often legal exceptions to requiring a guardian's consent in matters involving crisis intervention and health and safety. Having a guardianship policy allows dual domestic and sexual violence programs to delineate

their states' guardianship laws and the different levels of guardianship that staff should understand, while also clarifying expectations about service provision when a guardian is present.

3.6

Resident Handbook (Residential Only)

Agency has a handbook for residents of its shelter that:

- Addresses the use of scents and fragrances in the facility.
- Clearly explains what, if any, personal care services staff may provide.
- Offers flexibility to people with disabilities in maintaining their private living space.
- Explicitly names people with disabilities in its statement about the importance of respecting the diversity of the other residents in a communal living environment.

Why This Indicator Matters

Dual programs that include domestic violence shelters issue handbooks to survivors residing in the shelter to communicate the agencies' policies, their commitments to residents, their expectations of residents, and other important information. The resident handbook helps to shape the agency's overall culture and environment and provides residents with a concrete resource they can consult throughout their stay. Addressing issues specific to people with disabilities in the handbook—such as chemical sensitivities, which can be triggered by scents and fragrances, and personal care services—is one strategy shelters can adopt to ensure that survivors with disabilities are welcomed and integrated into the shelter community.

3.7

Medication (Residential Only)

Agency has a medication policy for its emergency shelter that:

- Ensures the provision of individual, accessible personal lockboxes for all residents.
- Ensures the provision of locked refrigerator space for medication.
- Prohibits staff/volunteers from collecting and/or dispensing medication.
- Requires resident to sign a waiver in order for staff to hold a key to resident's personal lockbox.

Why This Indicator Matters

When survivors of domestic or sexual violence enter a shelter, they often bring along medications for themselves and their children. Because of the communal nature of the shelter environment and to ensure the safety of all residents, many shelter programs have adopted practices to secure medications upon arrival and have staff dispense the medications to residents. These practices, however, present significant barriers to survivors with disabilities, who often need their medication to be readily available to them. Additionally, these practices have had the unintended effect of stigmatizing survivors with mental health disabilities who require psychotropic drugs to manage their disability. A medication policy that offers shelter residents the greatest possibly privacy and autonomy concerning their medication, while also promoting a safe shelter environment, can guide staff in ensuring a welcoming and accessible environment for survivors with disabilities. Adopting a policy that delineates the shelter's commitment to providing locked and refrigerated storage space for medication, among other things, supports the goal of maximizing residents' privacy. Articulating restrictions around staff and volunteer access to medications provides increased autonomy to residents with disabilities.

Capacity

Categories: Material Resources, Human Resources, and Programmatic Resources and Activities



The capacity of a domestic violence/rape crisis dual program to address abuse of people with disabilities and Deaf people is reflected in its:

- physical and material resources: buildings, equipment, and written materials;
- human resources: the composition of its staff and volunteers as well as their skills and experience; and
- programming: the approach, content, and resources that inform the design and delivery of each service offered.

By proactively accounting for people with disabilities and Deaf people in all of these areas, dual programs eliminate barriers to accessing services and equip their staff to meet the needs of people with specific disabilities.

The capacity indicators will help staff members determine whether their agency possesses the building blocks necessary to serve people with disabilities and Deaf people who have experienced domestic violence and/or sexual assault. Are physical spaces and materials accessible and welcoming to people with disabilities and Deaf people? What training and other learning opportunities are provided to staff and volunteers to bolster their capacity to support survivors? How does the programming provided incorporate the needs and experiences of people with disabilities and Deaf people?

4. Material Resources

The accessibility of an organization’s material resources, such as its physical locations and printed materials, is an essential element of its capacity to serve people with disabilities and Deaf people. Standards for accessibility are set by federal, state, and local law and by best practices in the field of victimization of people with disabilities. The following indicators will help dual programs measure the extent to which their material resources comply with legal standards and best practices.

4.1

Accessible Modes of Communication

Agency provides a variety of accessible methods of communication, including:

- A website that meets Web Content Accessibility Guidelines (WCAG) 2.0 AA/AAA standards.⁹
- An in-house videophone that can be used by staff and survivors.
- A telephone accessible for people who have low vision.
- A dedicated line for receiving text messages from survivors.

Why This Indicator Matters

Dual programs communicate with the people they serve in a variety of ways, including websites that raise awareness about their domestic violence and sexual assault services and emergency support/crisis lines that allow survivors to access immediate crisis intervention. Equally as important, resources must be available on site to facilitate communication between the people dual programs serve and referral agencies or other sources of support. The accessibility of a dual program’s communication approaches directly impact its ability to meet the needs of people with disabilities and Deaf people. For example, having a website that meets the most current WCAG standards allows a program to reach the widest array of people with disabilities in their community. Similarly, operating a hotline that can receive text messages provides a mechanism for dual programs to offer immediate domestic violence or

sexual assault crisis intervention to members of the Deaf community who use text messaging as a primary form of communication. Communication is inextricably linked to technology and it is critical for organizations to continuously examine how the technologies they use either facilitate communication with people with disabilities and Deaf people or create barriers to it.

4.2

Accessible Location

All of the agency's offices where services are provided meet the minimum standards of access set by the ADA, including:

- Bathrooms.
- Approaches and entrances.
- Fire alarm systems.
- Offices or rooms where services are provided.

Why This Indicator Matters

An important component of an organization's capacity to serve survivors with disabilities is the accessibility of its physical locations. Every space, from an agency's parking lot to its restrooms, impacts the ability of people with disabilities and Deaf people to gain access to the building, as well as their experience while they are there. The Americans with Disabilities Act Accessibility Guidelines (ADAAG) establishes standards for accessible physical design that domestic violence/rape crisis dual programs must meet to be in compliance. While the ADAAG does not address every access consideration, it is the base on which solutions for inclusion are built in the United States. Compliance, therefore, is a necessary component of a dual program's capacity to serve people with disabilities and Deaf people.

4.3

Alternate Formats

Agency's client intake packet is available in the following alternative formats:

- Large font (14 point or greater)
- Braille (upon request)
- Video with captioning or American Sign Language (ASL) interpretation
- Plain language

Why This Indicator Matters

Programs use written materials, as well as other strategies, to communicate important information to the people they serve, including how to contact the organization, its hours of operation, services available through the agency, and what people using their services can expect. Inaccessible written materials create barriers for people with disabilities. Having these materials in alternative formats (e.g., large font and Braille) eliminates these barriers. Intake materials are one of many forms of written materials provided to people being served by a dual program and the extent to which they are available in alternative formats is a gauge for the agency's capacity to provide all other materials in alternative formats.

4.4

Inclusive Materials

Agency's public outreach brochure is inclusive of disability and Deaf people by:

- Including disability access symbols.
- Using people-first language.
- Recognizing the cultural identity of Deaf people by referring to them as a separate group.

- Including examples of abuse tactics that perpetrators use against people with disabilities and Deaf people.

Why This Indicator Matters

An agency's outreach brochure does more than convey the services offered. It demonstrates the organization's knowledge, experience, and credibility, all with the aim of inspiring trust from the community it serves. Through its images, content, and word choice, it also implicitly conveys important information about an organization's culture, values, and priorities. There are a number of markers that are recognized within the disability community as indications that an organization is welcoming and accessible to people with disabilities and Deaf people, such as using people and culture-first language and including the universal symbols for access. Including these markers in both the domestic violence and sexual assault services components of a dual program's brochure signals the overall program's commitment and capacity to serve people with disabilities and Deaf people.

4.5

Accessible Transportation

Agency promotes accessible transportation options by:

- Having an annually-updated resource sheet on paratransit providers and contact information.
- Having an annually-updated map of the paratransit route.
- Having an annually-updated contact list of accessible private car/van services.
- Selecting an accessible taxi company or advocating for more accessible vehicles with local taxi providers.

Why This Indicator Matters

Survivors of domestic violence and/or sexual assault who are residing at an emergency or transitional shelter or participating in a weekly support group often must rely on transportation coordinated by or provided by the dual program. In some cases, dual programs own a vehicle they use to transport program participants

and their children. In other cases, the dual program will issue residents bus tickets or taxi vouchers. To ensure that the transportation options available through a program's domestic and/or sexual violence services are accessible to survivors with disabilities, agencies can take a number of steps, such as researching paratransit providers, creating updated maps of the paratransit routes, and working with taxi companies that have accessible vehicles in their fleet. These efforts signal a program's commitment and capacity to serve people with disabilities and Deaf people.

5. Human Resources

A domestic violence/rape crisis dual program's staff and volunteers represent its human capital and are essential to supporting and building the desired organizational culture. A program's capacity to serve survivors with disabilities and Deaf survivors relies on policies and practices that ensure its staff and volunteers represent the diversity of the communities it serves, and that they have the knowledge, skills, and resources necessary to effectively serve all survivors. The following indicators provide a measure for dual programs to determine how its human resources policies and practices are supporting staff members' and volunteers' ability to fulfill their mission.

5.1

Inclusive Hiring Practices

Agency recruitment, hiring, and retention practices include:

- Job announcements that delineate essential and non-essential responsibilities.
- Job announcements that explicitly encourage people with disabilities to apply.
- Posting job announcements on disability-centered job boards.
- Policy and procedures for providing staff with reasonable accommodations.

Why This Indicator Matters

Creating a diverse and inclusive workforce requires a human resources department that understands and complies with employment laws and incorporates best practices in recruitment, hiring, and retention. The ADA makes it unlawful to discriminate against people with disabilities in the full range of employment-related activities, including recruitment, hiring, advancement, pay, and benefits.¹⁰ Additionally, ensuring that an agency's staff is representative of the diversity of the communities it serves requires it to adopt practices that will reach people with disabilities and Deaf people, such as posting job announcements on disability-centered job boards and explicitly encouraging people with disabilities to apply.

5.2

Domestic Violence Direct Service Staff Training

Agency's direct service staff training builds competency around domestic abuse of people with disabilities and Deaf people by addressing topics that are particularly relevant to serving these survivors, including content on:

- Power and control tactics perpetrators use against people with disabilities and Deaf people.
- Supporting survivors of domestic violence who have psychiatric disabilities.
- Safety planning for survivors with disabilities.
- The potential negative consequences domestic violence survivors with disabilities experience when reaching out for assistance.

Why This Indicator Matters

The knowledge and skills possessed by people who provide domestic violence services within dual programs have a direct bearing on their ability to meet the diverse needs of the people they serve. Serving people with disabilities and Deaf people requires specialized knowledge on a wide range of topics, from the basics of disabilities and Deaf culture to the unique power and control tactics employed by perpetrators, the specific needs

of survivors with mental health disabilities, the considerations for safety planning when working with survivors with disabilities, and other important skill sets necessary for serving survivors with disabilities and Deaf survivors. Domestic violence services within dual programs can help build staff members' knowledge base organization-wide by offering specialized training on an ongoing basis. Providing such training is an excellent opportunity for dual programs to partner with disability and Deaf organizations and self-advocacy groups, as their staff and volunteers can help design the curriculum and can serve as co-trainers.

5.3

Rape Crisis Direct Service Staff Training

Agency's direct service staff training builds competency around sexual abuse of people with disabilities and Deaf people by addressing topics that are particularly relevant to serving these survivors, including content on:

- The factors that contribute to the high rates of sexual violence against people with disabilities and Deaf people.
- Consensual sexual activity and people with intellectual or cognitive disabilities.
- How to tailor crisis intervention and advocacy to meet the unique needs of survivors with disabilities.
- Trauma related to sexual violence in the context of disability.

Why This Indicator Matters

The knowledge and skills possessed by people who provide sexual violence services within dual programs have a direct bearing on their ability to meet the diverse needs of the people they serve. Serving people with disabilities and Deaf people requires specialized knowledge on a wide range of topics, from the basics of disabilities and Deaf culture to the unique issues and differing legal standards surrounding whether or not an individual with an intellectual disability is capable of giving informed consent to sexual activity, the specific legal and medical advocacy needs of survivors with physical disabilities, and other important skill-sets necessary

for serving survivors with disabilities. Sexual violence services within dual programs can help to build their entire organization's knowledge base by offering specialized training on an ongoing basis. Providing such training is an excellent opportunity for dual programs to partner with disability and Deaf organizations and self-advocacy groups, as their staff and volunteers can help design the curriculum and can serve as co-trainers.

5.4

Practical Learning Opportunities

Agency provides its staff and volunteers with the following learning opportunities:

- Arranging for its staff to tour a local disability or Deaf organization.
- Role-plays and other interactive exercises to practice serving survivors with disabilities and Deaf survivors
- Presentations from domestic and sexual violence survivors with disabilities or Deaf survivors.
- Assistive technology demonstrations.

Why This Indicator Matters

In addition to formal training opportunities, there are a number of learning opportunities dual programs can offer to its staff and volunteers to increase their comfort and confidence around serving survivors with disabilities and Deaf survivors. Having staff members tour local disability and Deaf organizations builds their awareness of the services those organizations provide and fosters relationship building among staff of both organizations. Interactive exercises afford staff and volunteers with opportunities to practice their skills before they start supporting these survivors. Having presentations from survivors with disabilities and Deaf survivors provides staff and volunteers with opportunities to interact with survivors and learn about their unique experiences and needs. Assistive technology demonstrations can help staff and volunteers learn about common equipment and software designed to assist people with disabilities in performing various tasks, as well as how to use them to achieve full participation within the organization.

5.5

Volunteer Recruitment and Training

Agency builds capacity of its volunteers to support survivors of domestic and sexual violence with disabilities by:

- Specifically recruiting people with disabilities to serve as volunteers.
- Specifically recruiting Deaf individuals to serve as volunteers.
- Including a module on working with survivors with disabilities in its volunteer training.
- Including a module on working with Deaf survivors in its volunteer training.

Why This Indicator Matters

Many dual programs rely on volunteers to assist their staff to deliver services and supports to the communities they serve. Volunteers may serve as hotline/crisis line counselors, provide hospital accompaniment, and conduct outreach and community education. The composition, knowledge, and skill sets of an organization's volunteers contribute to its ability to effectively serve people with disabilities and Deaf people. Dual programs can help to build this capacity within their volunteers by deliberately recruiting people with disabilities and Deaf people and integrating content specific to serving these communities into their established volunteer training.

6. Programmatic Resources and Activities (Domestic Violence)

Being able to meet the needs of people with disabilities and Deaf people through the variety of programming offered is a critical component of an agency's capacity to serve survivors with disabilities. There are many indications of this capacity within dual programs, from where and how it conducts its outreach to the resources available to help survivors with disabilities navigate the civil legal system to equipping its shelter playground with accessible features. The following indicators will help dual programs measure the extent to which their domestic violence programmatic resources and activities account for the unique needs of people with disabilities and Deaf people.

6.1

Community Outreach and Education

Agency's outreach and education to increase awareness of domestic violence integrates disability by:

- Conducting annual outreach activities to organizations that serve people with disabilities and Deaf people.
- Including a module or integrating information on people with disabilities in their healthy relationships programming.
- Spotlighting abuse of people with disabilities during domestic violence awareness month by using one of the following strategies: 1) featuring a speaker with a disability; 2) including a person in a wheelchair in the silent witness exhibit; 3) writing a fund-raising appeal that includes statistics on domestic violence against people with disabilities.
- Offering teen dating violence education programming to special education classes at local area high schools.

Why This Indicator Matters

A critical service offered by dual agencies through their domestic violence programs is educating the communities they serve about the problem and scope of domestic violence. Dual programs use a variety of approaches to educate the community, from offering prevention programs in schools to providing information to the public at community resource fairs. The information they share is invaluable to people who experience domestic violence, as it can help them understand what happened to them and where to go for support. Some dual programs have expanded where they conduct community education and outreach to places where people with disabilities and Deaf people congregate, such as special education classrooms, schools for the Deaf, and self-advocacy groups. They have also incorporated content into their curricula and awareness-raising events that is relevant to the experiences of people with disabilities and Deaf people. These approaches increase dual programs' capacity to reach people with disabilities and Deaf people, and subsequently, link them to needed services.

6.2

Case Management

Agency's advocates have up-to-date information on services to support survivors with disabilities and Deaf survivors, including a(n):

- Information sheet on how to access SSI/SSDI benefits.¹¹
- Affordable housing list that notes accessibility of housing for people with disabilities.
- Lists of employment training opportunities that are welcoming to people with disabilities.
- Lists of childcare options that specialize in caring for children with disabilities and Deaf children.

Why This Indicator Matters

Survivors of domestic violence living in emergency or transitional shelters have often had to leave their lives behind to attain safety. Through their domestic violence focus, dual agencies work with survivors to rebuild their lives, often from the ground up. To support this work, dual programs provide their staff and volunteers with information on external resources that survivors can rely on for employment opportunities, financial assistance, and long-term housing. Integrating information and resources that respond to the needs of people with disabilities and Deaf people on these resource lists is indicative of a high capacity to serve these communities.

6.3

Legal Advocacy

Agency's advocates can navigate legal concerns specific to survivors with disabilities and Deaf survivors, including:

- Strategies to support a parent with a disability through a child custody process.

- A tip sheet for staff on how to advocate within the criminal justice system for improved accessibility for survivors with disabilities and Deaf survivors.
- Guidelines for staff on how to safeguard the mental health records of the people they serve.
- A tip sheet for supporting survivors with disabilities and Deaf survivors in identifying appropriate civil protections.

Why This Indicator Matters

Seeking protection through the civil legal system and criminal justice system is an important option for survivors of domestic violence. Survivors rely on the civil legal system for civil protection orders, temporary and permanent custody decisions, and divorce decrees. Survivors rely on the criminal justice system to respond to dangerous situations and ultimately hold their abusers accountable. Dual programs, in recognition of the important roles these systems play and the difficulty a layperson faces in navigating them, offer domestic violence survivors legal advocacy services. Legal advocates guide survivors through the complexities of the legal system and are resourced with information, training, and guidelines to effectively support survivors. Meeting the needs of survivors with disabilities and Deaf survivors who are involved with the legal system requires legal advocates to have specialized knowledge and skills. Dual programs can help their staff members expand their capacity in this area by making concrete and practical resources available.

6.4

Skill Building

Agency's skill-building programming accounts for disability by:

- Having the parenting classes' curriculum include specific topics and needs relating to parents and children with disabilities.
- Having money management curriculum include the navigation of SSI/SSDI benefits.

- Having the GED curriculum include assistance for those with learning disabilities in advocating for themselves to have accommodations in the testing room.
- Having stress management programming include strategies that are accessible for a wide variety of abilities.

Why This Indicator Matters

Domestic violence services within dual agencies often assist domestic violence survivors with life enhancing skills, such as strategies and opportunities related to parenting, finances, and education. Dual agencies also assist survivors with learning skills and strategies to reduce the strain and emotional pressures that accompany healing from violence. Providing inclusive programming, such as integrating experiences of parents with disabilities into the parenting class curriculum, ensures that survivors with disabilities and Deaf survivors can avail themselves of these life-enhancing skills. Dual programs can help staff members expand their capacity to ensure full inclusion of people with disabilities and Deaf individuals in these skill-building activities by making concrete and practical changes to their programming.

6.5

Crisis Intervention

Agency's crisis intervention services account for disabilities by:

- Including examples of abuse tactics against people with disabilities in the agency's "power and control wheel."
- Having a handout for survivors with disabilities who have acquired a disability as a result of the abuse.
- Having a guide for advocates on safety planning with survivors with disabilities.
- Having a protocol for confirming the identity of survivors using text, TTY, or relay-based hotline communication.¹²

Why This Indicator Matters

Crisis intervention is a core service of the domestic violence services offered within dual programs. Dual programs work hard to ensure that their advocates—staff and volunteers—can respond to the wide variety of circumstances that can occur when survivors reach out for help. For survivors with disabilities, this can include anything from experiencing power and control tactics unique to their disability to dealing with the aftermath of acquiring a disability as a result of the abuse. These instances are often challenging for advocates to navigate without resources to guide them. For example, one of the most common resources used in a domestic violence program is a “power and control wheel” intended to help the survivor recognize the various abuse tactics. However, these wheels were designed around the experiences of women without disabilities and often do not reflect the unique tactics experienced by survivors with disabilities. Adapting power and control wheels—and other resources—to reflect the abuse tactics survivors with disabilities and Deaf survivors experience is essential to serving these communities.

7. Programmatic Resources And Activities (Sexual Violence)

Being able to meet the needs of people with disabilities and Deaf people through the variety of programming offered is a critical component of an agency’s capacity to serve survivors with disabilities. There are many indications of this capacity within dual programs, from where and how it conducts its outreach to the resources available to explain the criminal justice process or a sexual assault forensic exam to someone with a cognitive disability, or to holding an ongoing support group specifically for survivors with disabilities. The following indicators will help dual programs measure the extent to which their sexual violence programmatic resources and activities account for the unique needs of people with disabilities and Deaf people.

7.1

Community Outreach and Education

Agency’s outreach and education to increase awareness of sexual violence integrates disability by:

- Conducting annual outreach activities to organizations that serve people with disabilities or Deaf people.
- Including issues specific to people with disabilities throughout its healthy sexuality curriculum.
- Addressing discrimination of people with disabilities and how it contributes to sexual violence in its community education outreach curriculum.
- Offering its school-based prevention and education programming to special education classes at local area high schools.

Why This Indicator Matters

A critical service offered by the sexual violence services within dual programs is educating the communities they serve about the problem and scope of sexual violence. Sexual violence advocates within dual programs use a variety of approaches to educate the community, from offering prevention programs in schools to providing information to the public at community resource fairs. The information they share is invaluable to people who have experienced sexual violence as it can help them understand what happened to them and where to go for support. Some dual agencies have expanded where they conduct community education and outreach to places where people with disabilities and Deaf people congregate, such as special education classrooms, schools for the Deaf, and self-advocacy groups. They have also incorporated content into their curricula that is relevant to the experiences of people with disabilities and Deaf people. These approaches increase the agency's sexual violence programming capacity to reach people with disabilities and Deaf people, and subsequently, link them to needed services.

7.2

Consent for Services

Agency has an initial consent-for-service process that is tailored to ensure understanding in the following ways:

- Form is written in short, simple sentences and defines complex words.

- Form includes images to augment text and explain core concepts.
- Protocol requires staff members to explain to the survivor her or his ability to choose and terminate services without penalty.
- Protocol requires staff members to ask if the survivor understands and clarify concepts after every paragraph.

Why This Indicator Matters

Most dual agencies have a protocol that requires the people they are serving to sign a form agreeing to receive services from the agency. This form often relies on legal or clinical language that can be difficult to comprehend, especially in a crisis. While this process and form can create challenges for anyone, it creates access barriers for people who have disabilities that affect their cognition, such as traumatic brain injury, dyslexia, and Down syndrome. Ensuring that all people using services fully understand what they are consenting to requires dual program staff to be thoughtful about the design of the form and protocol used. This includes having a consent form written in the plainest possible language with images to illustrate core concepts. The form should also provide staff with written guidance on how to confirm that the person signing the form understands every step. Having these forms and protocols in place prepares dual agencies to serve people with disabilities.

7.3

Counseling/Advocacy Services

Agency's counseling/advocacy services account for the unique needs of survivors with disabilities by:

- Offering a support group specific for survivors with disabilities.
- Having a list of community-based therapists who serve people with disabilities and accept disability-related insurance payments.
- Having a handout for male survivors with disabilities that addresses the impact of sexual violence on men with disabilities.
- Having strategies that modify counseling sessions to support survivors with limited vocabulary to describe their experiences.

Why This Indicator Matters

Dual agencies that have designed their rape crisis counseling and advocacy services to account for disability and Deaf culture often offer a variety of supports that better meet the needs of these communities. These supports can range from counselors helping people with disabilities understand their reactions to the trauma they experienced, to connecting survivors with disabilities to people with similar experiences. These dual agencies are also flexible in how they provide rape crisis counseling and advocacy services, such as extending the time of the counseling session when ASL interpreters are involved. The work entailed in establishing these supports demonstrates knowledge, skills, and resources indicative of a high capacity to serve survivors with disabilities and Deaf survivors.

7.4

Medical Advocacy

Agency staff is equipped to advocate for accommodations and other needs when providing hospital accompaniment services by having:

- A tip sheet on how to maximize exam accessibility when no accessible exam table is available.
- A list of key considerations/guidelines to provide to ASL interpreters during sexual assault forensic exams.
- A pictorial guide to explain the exam in simple language.
- An instruction guide on how to prioritize details when orienting a survivor who is blind/low vision to the exam room.

Why This Indicator Matters

Undergoing a sexual assault forensic exam is a critical first step in a survivor's pursuit of justice. Evidence gathered through the exam can support the investigation and prosecution of the sexual assault. The examination, however, often proves to be a re-traumatizing experience for survivors. For survivors with disabilities and Deaf survivors, access and communication barriers can further exacer-

bate this trauma and even result in exams not being conducted. Barriers range from facilities not having accessible exam tables to survivors not understanding what will happen during the exam. Working closely with specially trained nurses—known as sexual assault forensic examiners—and advocates providing rape crisis services within dual agencies provide comfort, support, and information before, during, and after the exam. Those skilled in serving survivors with disabilities and Deaf survivors also work to prevent the barriers commonly experienced by these survivors by, for example, advocating to the hospital facility for accommodations, preparing ASL interpreters for the exam, and tailoring their description of the exam process to ensure the survivor understands.

7.5

Legal Advocacy

Agency’s advocates can navigate legal concerns specific to survivors with disabilities and Deaf survivors, including:

- Resources for advocates that explain how to raise with prosecutors the survivor’s disability as a possible aggravating factor in the crime.
- A pictorial guide to use when working with a survivor with an intellectual disability to familiarize her or him with the courtroom and courtroom proceedings.
- An information sheet to provide to prosecutors outlining unique needs or considerations when working with survivors with disabilities.
- An information sheet for survivors on coping skills for dealing with the emotional impact of legal system involvement.

Why This Indicator Matters

People with disabilities and Deaf individuals face unique barriers that may prevent them from accessing the criminal justice system. For instance, law enforcement officers, prosecutors, and court personnel often lack an understanding of how to interview these survivors, meet their accommodation needs, and prepare them for the investigation and prosecution of their cases. Moreover, they

commonly question the credibility of these survivors because of their disabilities, which can result in an early dismissal of their case. Sexual assault focused legal advocates within dual agencies work with the legal system to address unmet needs and challenges that survivors experience. Meeting the needs of survivors with disabilities and Deaf survivors who are involved with the legal system requires specialized knowledge and skills among legal advocates. Dual agencies can help their staff members expand their sexual assault response capacity in this area by making concrete and practical resources available.

7.6

Crisis Intervention

Agency's advocates have resources to help them provide crisis intervention services to sexual assault survivors with disabilities, including:

- A resource sheet explaining the key considerations and limitations of consent-based laws for people with disabilities.
- A resource sheet for hotline advocates to help them identify and mitigate access concerns survivors with disabilities may face during the medical exam.
- A protocol for responding when a third party (parent, personal care attendant, service provider, etc.) calls the hotline on behalf of a person with a disability who has experienced sexual violence.
- A resource sheet on evidence collection in sexual assault cases that includes information on how adaptive equipment can be used as evidence and the implications for survivors if their equipment is taken.

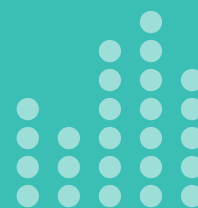
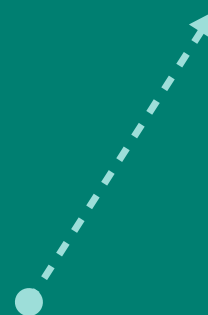
Why This Indicator Matters

Crisis intervention is a core service of sexual violence services. Dual agencies work hard to ensure that their sexual assault advocates—staff and volunteers—can respond to the wide variety of circumstances that can occur when survivors reach out for help. For survivors with disabilities, this can include anything from a third party contacting the hotline line on behalf of a person with a

communication disability to a parent concerned that the “boyfriend” is sexually assaulting their child with a cognitive disability. Instances such as these are often challenging for sexual assault advocates to navigate without resources to guide them. For example, in the case of the concerned parent, an important job of an advocate is to help the person define their experience for themselves. In states that have sexual assault laws that define any sexual activity with a person with a cognitive or intellectual disability as nonconsensual, advocates must be equipped with resources and skills to fully explore the dynamics of the situation, without relying solely on the legal definition. Such resources are essential building blocks to being able to serve survivors with disabilities and Deaf survivors.

Section III

Using the Indicators in Your Organization





Section III. Using the Indicators in Your Organization



Once you are ready to use the performance indicators within your agency, you can follow the steps below to successfully collect data, score the indicators, interpret your scores, and use the results to increase your capacity to serve survivors with disabilities. If you have not already done so, familiarize yourself with the performance indicators and the process discussed in sections I and II before proceeding.

Step 1

Build a Culture of Indicator Appreciation

Before your agency begins the process of using the indicators, it will be helpful to build a culture of indicator appreciation throughout your agency. You should discuss the performance indicator system with your staff, why your agency is using it, and its benefits, such as developing strategic plans, documenting progress, and celebrating successes around effectively serving survivors with disabilities and Deaf survivors (see box on page 10 for more benefits). In addition, it is important to communicate to staff that the indicators are not meant to be a comprehensive assessment of the agency's services, nor are they an audit of employees' individual performances. Openly communicating these points to your staff will maximize the utility of the indicator system within your agency, allowing you to use the scores in a wide variety of ways, such as grant applications, fundraising appeals, and annual reports.

Step 2

Notify Your Agency Staff

Once you have set a date to begin using the performance indicator measurement system, notify your agency staff about the timeline, thus alerting them to the possibility that they may be asked to assist in the process and communicating to them that this process is an agency priority.

Step 3

Assemble an Indicators Team

The next step is to assemble an indicators team that will gather information and score the indicators. Depending upon the size of your agency, the team may consist of multiple staff members or just one staff member and your project director. Select team members who are best suited for collecting the various pieces of information listed in the Information Collection Guide. Choose staff members who have strong working knowledge of agency policies and procedures, agency programming and operations, or outreach activities. Once you have selected your team, meet to determine everyone's roles and responsibilities in the process. Members of the team within the agency will work together to collect the relevant information (listed in the Information Collection Guide) and then meet to score the indicators (using the Indicator Scoring Tool).

Step 4

Collect the Information

Once you have established your indicators team, the next step is collecting the three types of information needed to score the indicators: agency documents, agency observations, and staff knowledge. To gather this information, use the Information Collection Guide, located on page 91. The guide is divided into three sections—a **document checklist**, an **observation guide**, and **staff interview questions**—that instruct you on what information to collect and how to collect it. Review the Information Collection Guide with your indicators team and assign collection tasks based on the following information sources:

1. The **document checklist** section requires indicators team members to compile various agency documents (such as intake forms, policies, procedures, and resource sheets) that they will review together. Pull the relevant documents (either digital or hard copies) and house them in a central location so they are easily accessible during the scoring portion of the process. You can check off each document you have collected as you go.

- The **observation guide** focuses on details of the agency that are not captured in agency documents and instead must be directly observed. It leads agency staff through a series of observations of the agency's physical environment and asks Yes/No questions based on these observations related to safety and accessibility. The team member(s) responsible for collecting this information will record answers in the space provided on the sheet.
- Finally, the **staff interview questions** are Yes/No questions designed to obtain information about the agency from various agency employees. The questions are grouped by theme and should be answered by the staff member most knowledgeable in each area. The team member(s) responsible for collecting this information will record answers in the space provided on the sheet.



Information Collection Guide for Domestic Violence/ Rape Crisis Dual Agencies


Document Checklist

Some of the information you will need to measure your agency's capacity to serve survivors of domestic and sexual violence with disabilities comes from pre-existing agency documents. Gather the documents listed below, and then consult them in order to answer the questions in the *Indicator Scoring Tool*.

- Client Documents**
 - Intake forms/packet
 - Consent for services form
- Curricula**
 - Direct services staff training (domestic violence)
 - Direct services staff training (rape crisis)
 - Volunteer training
 - Healthy relationship training
 - Healthy sexuality training
 - Skill-building curriculum
- Policies**
 - Client accommodations
- Full participation
- Staff accommodations
- Client non-discrimination
- Eligibility
- Service animals
- Guardianship
- Resident handbook (residential DV only)
- Medication (residential DV only)
- Agency fundraising plan (current)
- Staff accommodations
- Annual statistical report
- Fundraising appeal letters
- Grant proposal submitted in partnership with disability/Deaf organization.
- Job announcements/postings
- Redacted budget
- Volunteer recruitment posting/flyers
- Roster of trainers/co-trainers for staff events
- Written engagement plan

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Document Checklist



Information Collection Guide for Domestic Violence/ Rape Crisis Dual Agencies

Observation Guide

Some of the data you will need to measure your agency's capacity to serve survivors of domestic and/or sexual violence with disabilities comes from observations you will make of your agency's physical infrastructure. More specifically, you will need to assess the accessibility of your agency's main entrance(s), advocate office(s), bathrooms, and fire alarms. This guide provides you with step-by-step instructions for conducting an access review of these spaces and recording your findings, which you will enter into the *Indicator Scoring Tool* once you have completed the assessments. In addition to this guide, you will need a tape measure to complete the access observations.


Approach and Entrance

To complete this section, you will need to review your parking lot, access paths, and building entrance and answer the following questions.

	Location 1	Location 2	Location 3
1. Is at least one space in your parking lot van accessible? (8 feet wide with a minimum of 8-foot-wide access aisle and 98 inches of vertical clearance)?	Yes No	Yes No	Yes No
2. Is the route of travel from the parking lot to the main entrance at least 36 inches wide?	Yes No	Yes No	Yes No
3. Is the doorway a minimum of 32 inches wide when open?	Yes No	Yes No	Yes No

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Observation Guide



Information Collection Guide for Domestic Violence/ Rape Crisis Dual Agencies

Staff Interview Questions

Some of the information you will need to measure your agency's capacity to serve survivors of domestic and/or sexual violence with disabilities comes from agency staff members who have specific knowledge of agency operations. You will need to ask staff members who are knowledgeable in your agency's accessibility, information-keeping, partnerships, hiring, and outreach the questions listed below. Each question should be answered as a Yes or No, and once you have recorded answers for all of the questions, you will enter these answers into the *Indicator Scoring Tool*.

Agency Accessibility

Find the staff person who is most likely to have the information pertaining to agency accessibility.

That person is: _____

Yes No

1. Does our agency have an internal committee or work group focused on enhancing the agency's response to domestic and sexual violence against people with disabilities and Deaf people?

Yes No

2. Does our agency have a scheduled week each year dedicated to conducting an accessibility review?

Yes No

3. Do we have an in-house videophone that can be use by staff and survivors?

Yes No

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Staff Interview Questions

***Tip: Record the person's name and position on the answer sheet, and store this information with the documents, so that you do not need to re-identify agency experts in future rounds of information collection.**

Step 5

Score Your Agency

Once all of the information is collected and entered into the Indicator Scoring Tool—a Microsoft Excel file—compare those data to the performance indicators to determine your agency’s overall score. The scoring sheet calculates your agency’s scores automatically. Use the gathered documents and information to answer the Yes/No questions found in the scoring tool. The scoring tool has six tabs along the bottom—Document Checklist, Observation Guide, Staff Interview Guide, Scores at a Glance, Component A Commitment Progress, and Component B Capacity Progress. Follow the instructions below to score the performance indicators.

Document Checklist

Scores at a Glance

Observation Guide

Component A Commitment Progress

Staff Interview Guide

Component B Capacity Progress

Note: To score the indicators, you will need access to a computer, all of the documents listed in the document checklist, and answers to the agency observation and staff interview questions.

- Open the Indicator Scoring Sheet and save it to your desktop.
- Beginning with the first tab, “Document Checklist,” use the designated document listed in the first column to answer the Yes/No questions listed in the “Questions to Answer” column. Check the box next to the question if your answer is yes. **Please note: you must actually pull the document and review it to determine the answer. Do not answer these questions simply from memory.**
- If the answer to the question is “Yes”, you will receive a point for that measurement. The tool will automatically calculate your scores as you answer the questions.

- Move to the next tab, “Observation Guide,” and enter your answers from the observations you conducted, found in the information collection guide.
- Move to the next tab, “Staff Interview Guide,” and enter your answers from the information you collected from various staff members.
- Review your scores, which are the percentage of indicator measures your agency has met. You can view the completed measurements for each individual indicator in the “Component A Commitment Progress” and “Component B Capacity Progress” tabs. You can view the themes, component, and overall agency scores in the “Scores at a Glance” tab. Use these to identify areas of strength and areas of need.
- Once you have completed answering the questions in these three tabs, save the Excel file as “YOUR AGENCY NAME_Month_Year.”

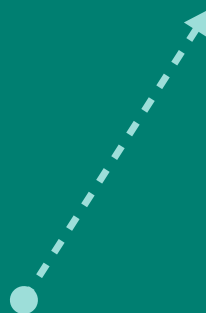
Step 6

Interpret the Results

After you have completed the Indicator Scoring Sheet, you can view your results in Tabs 4 through 6. Tab 4—“Scores at a Glance”—contains your agency’s scores. Scores are determined as the percentage of measurements complete within each theme, component, and overall. Tabs 5 and 6—“Component A Commitment Progress” and “Component B Capacity Progress”—have the indicators and measures listed. Those which your agency has met are marked as “Achieved,” and those which your agency has yet to meet are marked as “Not Achieved.” These tabs are useful for agency planning and in deciding where to focus short and long-term efforts to increase levels of service to survivors with disabilities or Deaf survivors. You can share the results with the indicators team and the agency as a whole. To learn more about enhancing levels of service, agencies can visit www.endabusepwd.org.

As you collect this information periodically over time, you will also be able to track areas of progress, regress, and lack of change. The most important thing to remember when looking at your agency's results is not to get discouraged if your scores are low. The indicators do not capture all of the work that your agency has done at the intersection of violence and disability. It is okay to begin with a low score; changes take time. What matters is that your agency demonstrates an improvement in scores over time.

Appendices







Performance Indicators for Domestic Violence/Rape Crisis Dual Agencies

Component A

Commitment

Agency demonstrates willingness and determination to address domestic and sexual violence against people with disabilities and Deaf people.

Theme 1: Responsibility

Agency recognizes duty to serve survivors with disabilities and Deaf survivors.

Indicator

Definition

1.1

Recognizes Violence Against People with Disabilities as a Priority

Agency recognizes violence against people with disabilities and Deaf individuals as a priority by:

- A. Specifically mentioning people with disabilities and Deaf people in agency's public outreach brochure or social media accounts
- B. Including efforts to increase agency's accessibility for people with disabilities and Deaf people in agency's strategic plan
- C. Having an internal committee or work group focused on enhancing the agency's response to domestic and sexual violence against people with disabilities and Deaf people

Commitment / Responsibility

Indicator

Definition

- D. Having a client non-discrimination policy that explicitly includes disability status

1.2

Promotes Accessibility

Agency has infrastructure to routinely assess for its accessibility to people with disabilities, including:

- A. A trained review team of internal staff and external experts in accessibility for people with disabilities and Deaf people
- B. A standardized review process and tool
- C. A scheduled week each year dedicated to conducting the review
- D. A process to review findings with staff and external experts to develop possible solutions to identified issues

1.3

Raises Funds

The agency seeks funding to address violence against people with disabilities in the following ways:

- A. Agency has a written fundraising plan to raise funds to better support survivors with disabilities, including making physical modifications to the building, providing accommodations to individuals, etc.
- B. Agency has submitted at least one proposal in partnership with a disability or Deaf organization

Commitment / Responsibility

Indicator

Definition

- C. Agency has raised the issue of serving survivors with disabilities to its VOCA and VAWA state administrators
- D. Agency has created a fundraising appeal letter that seeks funding to address this issue from individual/private donors

1.4

Includes in Budget

The agency's direct services programming budgets for both its domestic violence and rape crisis services include separate line items dedicated to addressing accessibility needs of survivors served, including funds to:

- A. Provide auxiliary aids and accommodations to people with disabilities when requested
- B. Hire consultants to create agency materials in plain language
- C. Make physical modifications to the shelter
- D. Hire interpreters for people who are deaf

1.5

Collects Data

Agency collects the following information, in either paper or electronic form:

- A. Number of people receiving services who identify as having a disability
- B. Disability types
- C. Perpetrator's relationship to survivor

Indicator

Definition

- D. Types of auxiliary aids provided to survivors with disabilities

1.6

Uses Data

Agency adjusts its programmatic priorities to better meet the needs of survivors with disabilities based on an analysis of the following data:

- A. National trends on victimization of people with disabilities, using data from the Bureau of Justice Statistics (BJS)
- B. Jurisdictional needs, including the number of people with disabilities that live in the community, their disability type(s), and their expressed service needs
- C. Agency trends, including number of people with disabilities served, type(s) of disability, and their level of satisfaction with services
- D. Gaps between victimization and service utilization rates among people with disabilities

Theme 2: Partnerships

Agency works closely with relevant organizations to enhance its ability to meet the needs of survivors of violence who have disabilities and Deaf survivors.

Indicator

Definition

2.1

Collaborates with Disability Organization

Agency has a Memorandum of Understanding (MOU), collaboration charter, or equivalent agreement with at least one disability organization that serves people living in the agency's service area that:

- A. Is current and signed by agency leaders
- B. Commits the agency to provide consultation and other assistance to the disability organization as needed
- C. Dedicates staff time to participate in cross-agency meetings
- D. Commits the agencies represented in the MOU to provide training at one another's new employee/volunteer orientations

2.2

Builds Relationships with Deaf Community

Agency cultivates relationships with the Deaf community by:

- A. Having a written engagement plan to develop ongoing relationships with Deaf organizations and groups within their local area

Indicator

Definition

- B.** Budgeting money for ASL interpreters' services during planning meetings for both domestic violence and sexual violence awareness months
- C.** Having an established relationship, documented in writing (i.e., a contract or other written agreement) with an expert(s) on domestic and sexual violence within the Deaf community
- D.** Having an established written agreement with a Deaf domestic/sexual violence advocate or organization that outlines how each organization can work together to best support a survivor

2.3

Collaborates with Interpreter Agency

Agency has a written agreement with an ASL interpreter agency or two freelance interpreters that includes:

- A.** A requirement that interpreters sent to the agency have received training on interpreter safety and self care
- B.** A requirement to disclose conflicts of interest (including previous or existing relationships with the perpetrator[s], if known)
- C.** A commitment to provide interpretation services outside of business hours
- D.** A commitment for individual interpreters to sign confidentiality agreements when performing services

Commitment / Partnerships

Indicator

Definition

2.4

Includes People with Disabilities

Agency encourages the inclusion of people with disabilities in the following ways:

- A.** By inviting people with disabilities to train agency staff as lead or co-trainers
- B.** By supporting people with disabilities to create and operate educational/empowerment groups (likely to be housed in disability organizations)
- C.** By supporting their participation in at least one community effort to address domestic violence and at least one community effort to address sexual violence per year
- D.** By inviting them to inform the policies and practices of the agency

2.5

Participates in Multidisciplinary Collaboration

Agency participates in a community-based multidisciplinary collaboration to end violence against people with disabilities and attends its meetings:

- A.** Doesn't attend meetings
- B.** Once a year
- C.** Semi-annually
- D.** Quarterly
- E.** Monthly

Theme 3: Policies

Agency's written policies ensure accessible and inclusive services are provided to survivors with disabilities and Deaf survivors through its domestic and sexual violence programs.

Indicator

Definition

3.1

Eligibility

Agency has an eligibility policy that states domestic violence and rape crisis services are available regardless of a person's:

- A. Disability status
- B. Medication usage and needs
- C. Guardianship status (for adults)
- D. Need for auxiliary aids

3.2

Accommodations

Agency has an accommodations policy that outlines its obligations to:

- A. Ask all individuals at intake whether any accommodations are needed to ensure full participation in services
 - B. Ask all individuals served about needed accommodations on an ongoing basis
 - C. Secure reasonable accommodations upon request within an established timeframe
 - D. Assume the cost, if any, of providing accommodations
-

Commitment / Policies

Indicator

Definition

3.3

Full Participation

Agency's policies promote the full participation of people with disabilities by allowing:

- A.** Flexibility in where staff can meet survivors (e.g., at an off-site, accessible location)
- B.** Flexibility in moving internal programming to accessible locations within the agency's office
- C.** Non-offending personal care attendants to accompany survivors while on-site
- D.** Staff to tailor the length of sessions with individual survivors based on that survivor's needs

3.4

Service Animals

Agency has a service animal policy that:

- A.** Establishes a definition of a service animal
- B.** Allows service animals into their facility
- C.** Addresses concerns emerging from the presence of service animals, including allergies and phobias
- D.** Designates a safe service animal relief area

3.5

Guardianship

Agency has a guardianship policy that:

- A.** Provides staff guidance on how to identify the level of guardianship in place

Indicator

Definition

- B.** Articulates the emergency services that can be provided without guardian consent and regardless of the level of guardianship
- C.** Articulates expectations of what can be said and done in front of guardian
- D.** Guides staff to encourage the guardian to allow provision of services in private (i.e., without the guardian present)

3.6

Resident Handbook (Residential Only)

Agency has a handbook for residents of its shelter that:

- A.** Addresses the use of scents and fragrances in the facility
- B.** Clearly explains what, if any, personal care services staff may provide
- C.** Offers flexibility to people with disabilities in maintaining their private living space
- D.** Explicitly names people with disability in its statement about the importance of respecting the diversity of the other residents in a communal living environment

Indicator

Definition

3.7

Medication
(Residential Only)

Agency has a medication policy for its emergency shelter that:

- A.** Ensures the provision of individual, accessible personal lockboxes for all residents
- B.** Ensures the provision of locked refrigerator space for medication
- C.** Prohibits staff/volunteers from collecting and/or dispensing medication
- D.** Requires resident to sign a waiver in order for staff to hold a key to resident's personal lockbox



Performance Indicators for Domestic Violence/Rape Crisis Dual Agencies

Component B

Capacity

Agency has knowledge, skills, resources, and programmatic ability necessary to provide domestic violence and rape crisis services to survivors with disabilities and Deaf survivors.

Theme 4: Material Resources

Agency's physical infrastructure is accessible to survivors with disabilities and Deaf survivors.

Indicator

Definition

4.1

Accessible Modes of Communication

Agency provides a variety of accessible methods of communication, including:

- A. A website that meets WCAG 2.0 AA/AAA standards
- B. An in-house videophone that can be used by staff and survivors
- C. A telephone accessible for people who have low vision
- D. A dedicated line for receiving text messages from survivors

Capacity / Material Resources

Indicator

Definition

4.2

Accessible Location

All of the agency's offices where services are provided meet the minimum standards of access set by the ADA, including:

- A. Bathrooms
- B. Approach and entrance
- C. Fire alarm system
- D. Offices or rooms where services are provided

4.3

Alternate Formats

Agency's client intake packet is available in the following alternative formats:

- A. Large font (14 point or greater)
- B. Braille (upon request)
- C. Video with captioning or American Sign Language interpretation
- D. Plain language

4.4

Inclusive Materials

Agency's public outreach brochure is inclusive of disability and Deaf people by:

- A. Including disability access symbols
- B. Using people-first language

Capacity / Material Resources

Indicator

Definition

- C. Recognizing the cultural identity of Deaf people by referring to them as a separate group
- D. Including examples of abuse tactics that perpetrators use against people with disabilities and Deaf people

4.5

Accessible Transportation

Agency promotes accessible transportation options by:

- A. Having an annually-updated resource sheet on paratransit providers and contact information
- B. Having an annually-updated map of the paratransit route
- C. Having an annually-updated contact list of accessible private car/van services
- D. Selecting an accessible taxi company or advocating for more accessible vehicles with local taxi providers

Theme 5: Human Resources

Agency's employment and staff development practices build staff capacity to address violence against people with disabilities and Deaf people.

Indicator

Definition

5.1

Inclusive Hiring Practices

Agency recruitment, hiring, and retention practices include:

- A. Job announcements that delineate essential and non-essential responsibilities
- B. Job announcements that explicitly encourage people with disabilities to apply
- C. Posting job announcements on disability-centered job boards
- D. Policy and procedures for providing staff with reasonable accommodations

5.2

Domestic Violence Direct Service Staff Training

Agency's direct service staff training builds competency around domestic abuse of people with disabilities and Deaf people by addressing topics that are particularly relevant to serving these survivors, including content on:

- A. Power and control tactics perpetrators use against people with disabilities and Deaf people
 - B. Supporting survivors of domestic violence who have psychiatric disabilities
-

Indicator

Definition

- C. Safety planning for survivors with disabilities
- D. The potential negative consequences domestic violence survivors with disabilities experience when reaching out for assistance

5.3

Rape Crisis Direct Service Staff Training

Agency's direct service staff training builds competency around sexual abuse of people with disabilities and Deaf people by addressing topics that are particularly relevant to serving these survivors, including content on:

- A. The factors that contribute to the high rates of sexual violence against people with disabilities and Deaf people
- B. Consensual sexual activity and people with intellectual or cognitive disabilities.
- C. How to tailor crisis intervention and advocacy to meet the unique needs of survivors with disabilities
- D. Trauma related to sexual violence in the context of disability

5.4

Practical Learning Opportunities

Agency provides its staff and volunteers with the following learning opportunities:

- A. Arranging for its staff to tour a local disability or Deaf organization
- B. Role-plays and other interactive exercises to practice serving survivors with disabilities and Deaf survivors

Indicator

Definition

- C. Presentations from domestic and sexual violence survivors with disabilities or Deaf survivors
- D. Assistive technology demonstrations

5.5

Volunteer Recruitment & Training

Agency builds capacity of its volunteers to support survivors of domestic and sexual violence with disabilities by:

- A. Specifically recruiting people with disabilities to serve as volunteers
- B. Specifically recruiting Deaf individuals to serve as volunteers
- C. Including module on working with survivors with disabilities in volunteer training
- D. Including module on working with Deaf survivors in volunteer training

Theme 6: Programmatic Resources and Activities (Domestic Violence)

Agency's domestic violence programmatic resources and activities account for the unique needs of people with disabilities and Deaf people.

Indicator

Definition

6.1

Community Outreach & Education

Agency's outreach and education to increase awareness of domestic violence integrates disability by:

- A.** Conducting annual outreach activities to organizations that serve people with disabilities or Deaf people.
- B.** Including a module or integrating information on people with disabilities in their healthy relationships programming
- C.** Spotlighting abuse of people with disabilities during domestic violence awareness month by using one of the following strategies: 1) featuring a speaker with a disability; 2) including a person in a wheelchair in the silent witness exhibit; 3) writing a fundraising appeal that includes statistics on domestic violence against people with disabilities
- D.** Offering teen dating violence education programming to special education classes at local area high schools

Capacity / Programmatic Resources and Activities (Domestic Violence)

Indicator

Definition

6.2

Case Management

Agency's advocates have up-to-date information on services to support survivors with disabilities and Deaf survivors, including a(n):

- A.** Information sheet on how to access SSI/SSDI benefits
- B.** Affordable housing list that notes accessibility of housing for people with disabilities
- C.** List of employment training opportunities that are welcoming to people with disabilities
- D.** List of childcare options that specialize in caring for children with disabilities and Deaf children

6.3

Legal Advocacy

Agency's advocates can navigate legal concerns specific to survivors with disabilities and Deaf survivors, including:

- A.** Strategies to support a parent with a disability through a child custody process
- B.** A tip sheet for staff on how to advocate within the criminal justice system for improved accessibility for survivors with disabilities and Deaf survivors
- C.** Guidelines for staff on how to safeguard the mental health records of the people they serve
- D.** A tip sheet for supporting survivors with disabilities and Deaf survivors in identifying appropriate civil protections

Capacity / Programmatic Resources and Activities (Domestic Violence)

Indicator

Definition

6.4

Skill Building

Agency's skill-building programming accounts for disability by:

- A.** Having the parenting class's curriculum include specific topics and needs relating to parents and children with disabilities
- B.** Having money management curriculum include the navigation of SSI/SSDI benefits
- C.** Having the GED curriculum include assistance for those with learning disabilities in advocating for themselves to have accommodations in the testing room
- D.** Having stress management programming include strategies that are accessible for a wide variety of abilities

6.5

Crisis Intervention

Agency's crisis intervention services account for disabilities by:

- A.** Including examples of abuse tactics against people with disabilities in the agency's "power and control wheel"
- B.** Having a handout for survivors with disabilities who have acquired a disability as a result of the abuse
- C.** Having a guide for advocates on safety planning with survivors with disabilities
- D.** Having a protocol for confirming the identity of survivors using text, TTY, or relay-based hotline communication

Theme 7: Programmatic Resources and Activities (Sexual Violence)

Agency's sexual violence programmatic resources and activities account for the unique needs of people with disabilities and Deaf people.

Indicator

Definition

7.1

Community Outreach & Education

Agency's outreach and education to increase awareness of sexual violence integrates disability by:

- A.** Conducting annual outreach activities to organizations that serve people with disabilities or Deaf people
- B.** Including issues specific to people with disabilities throughout its healthy sexuality curriculum
- C.** Addressing discrimination of people with disabilities and how it contributes to sexual violence in its community education outreach curriculum
- D.** Offering its school-based prevention and education programming to special education classes at local area high schools

7.2

Consent for Services

Agency has an initial consent-for-service process that is tailored to ensure understanding in the following ways:

- A.** Form is written in short, simple sentences and defines complex words
 - B.** Form includes images to augment text and explain core concepts
-

Capacity / Programmatic Resources and Activities (Sexual Violence)

Indicator

Definition

- C. Protocol requires staff member to explain to survivor her or his ability to choose and terminate services without penalty
- D. Protocol requires staff member to ask for understanding and clarify concepts after every paragraph

7.3

Counseling/Advocacy Services

Agency's counseling/advocacy services account for the unique needs of survivors with disabilities by:

- A. Offering a support group specific for survivors with disabilities
- B. Having a list of community-based therapists who serve people with disabilities and accept disability-related insurance payments
- C. Having a handout for male survivors with disabilities that addresses the impact of sexual violence on men with disabilities
- D. Having strategies to modify counseling sessions to support survivors with limited vocabulary to describe their experiences

7.4

Medical Advocacy

Agency staff is equipped to advocate for accommodations and other needs when providing hospital accompaniment services by having:

- A. A tip sheet on how to maximize exam accessibility when no accessible exam table is available
- B. A list of key considerations/guidelines to provide to ASL interpreters during sexual assault forensic exams

Capacity / Programmatic Resources and Activities (Sexual Violence)

Indicator

Definition

- C. A pictorial guide to explain the exam in simple language
- D. An instruction guide on how to prioritize details when orienting a survivor who is blind/low vision to the exam room

7.5

Legal Advocacy

Agency's advocates can navigate legal concerns specific to survivors with disabilities and Deaf survivors, including:

- A. Resources for advocates that explain how to raise with prosecutors the survivor's disability as a possible aggravating factor in the crime
- B. A pictorial guide to use when working with a survivor with an intellectual disability to familiarize her or him with the courtroom and courtroom proceedings
- C. An information sheet to provide to prosecutors outlining unique needs or considerations when working with survivors with disabilities
- D. An information sheet for survivors on coping skills for dealing with the emotional impact of legal system involvement

Indicator

Definition

7.6

Crisis Intervention

Agency's advocates have resources to help them provide crisis intervention services to sexual assault survivors with disabilities, including:

- A.** A resource sheet explaining the key considerations and limitations of consent-based laws for people with disabilities
- B.** A resource sheet for hotline advocates to help them identify and mitigate access concerns survivors with disabilities may face during the medical exam
- C.** A protocol for responding when a third party (parent, personal care attendant, service provider, etc.) calls the hotline on behalf of a person with a disability who has experienced sexual violence
- D.** A resource sheet on evidence collection in sexual assault cases that includes information on how adaptive equipment can be used as evidence and the implications for survivors if their equipment is taken



Information Collection Guide for Domestic Violence/ Rape Crisis Dual Agencies

Document Checklist

Some of the information you will need to measure your agency's capacity to serve survivors of domestic and sexual violence with disabilities comes from pre-existing agency documents. Gather the documents listed below, and then consult them in order to answer the questions in the *Indicator Scoring Tool*.

Client Documents

- Intake forms/packet
- Consent for services form

Curricula

- Direct services staff training (domestic violence)
- Direct services staff training (rape crisis)
- Volunteer training
- Healthy relationship training
- Healthy sexuality training
- Skill-building curriculum

Policies

- Client accommodations

- Full participation
- Staff accommodations
- Client non-discrimination
- Eligibility
- Service animals
- Guardianship
- Resident handbook (residential DV only)
- Medication (residential DV only)

Other

- Access review tool
- Access review team roster
- Access review team meeting minutes
- Agency strategic plan (current)

- Agency fundraising plan (current)
- Annual statistical report
- Fundraising appeal letters
- Grant proposal submitted in partnership with disability/Deaf organization
- Job announcements/postings
- Redacted budget
- Volunteer recruitment posting/flyers
- Roster of trainers/co-trainers for staff events
- Written engagement plan

Document Checklist

Interagency Agreements

- Written agreement with ASL interpreters or interpreting agency
- MOU with disability organization
- Contract or other written agreement with Deaf advocate

Staff Resources

- Hotline protocol
- Counselor/advocate resources
- Getting consent-for-services protocol

Programmatic Resources

- Case management resource sheets (domestic violence)
- Legal advocacy resource sheets (domestic violence)
- Hospital accompaniment resource sheets (sexual violence)
- Legal advocacy resources (sexual violence)
- Outreach brochure and/or social media accounts
- Contact list of community-based therapists and counselors

- Accessible transportation list
- Accessible transportation map
- Accessible car/van services list
- Agency's power and control wheel
- Survivor handout



Information Collection Guide for Domestic Violence/ Rape Crisis Dual Agencies

Observation Guide

Some of the data you will need to measure your agency's capacity to serve survivors of domestic and/or sexual violence with disabilities comes from observations you will make of your agency's physical infrastructure. More specifically, you will need to assess the accessibility of your agency's main entrance(s), advocate office(s), bathrooms, and fire alarms. This guide provides you with step-by-step instructions for conducting an access review of these spaces and recording your findings, which you will enter into the *Indicator Scoring Tool* once you have completed the assessments. In addition to this guide, you will need a tape measure to complete the access observations.

Approach and Entrance

To complete this section, you will need to review your parking lot, access paths, and building entrance and answer the following questions.

	Location 1	Location 2	Location 3
1. Is at least one space in your parking lot van accessible? (8 feet wide with a minimum of 8-foot-wide access aisle and 98 inches of vertical clearance)?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
2. Is the route of travel from the parking lot to the main entrance at least 36 inches wide?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
3. Is the doorway a minimum of 32 inches wide when open?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>

Observation Guide / Approach and Entrance / Office and Rooms

	Location 1	Location 2	Location 3
4. Is an automatic door (switch plate, sensor, or remote control) present?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
5. Did you answer "yes" to questions 1 to 4 for all of your agency's office locations?	Yes No <input type="checkbox"/> <input type="checkbox"/>		
Record your answer to question 5 in row 5 in the <i>Indicator Scoring Tool</i> (Observation Guide Tab)			

Offices and Rooms

Go to the office(s) or room(s) where advocates meet with survivors in your agency and answer the following questions about each area.

	Location 1	Location 2	Location 3
6. Is the accessible route to all offices at least 36 inches wide?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
7. Are doors into offices where services are provided a minimum of 32 inches wide?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
8. Is the threshold entering the area $\frac{1}{4}$ inch high or less? Or if it has a beveled edge, is it $\frac{3}{4}$ inch high or less?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
9. Is there a space that is at least 36 inches x 48 inches for a wheelchair?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>

Observation Guide / Office and Rooms / Bathrooms

10. Did you answer “yes” to questions 6 to 9 for **all** of the office(s) or room(s) where advocates meet with survivors in your agency? **Yes** **No**

Record your answer to question 10 in row 8 in the *Indicator Scoring Tool*

Bathrooms

Go to each of the bathrooms used by the people you serve in your agency and answer the following questions about the features in each bathroom and/or the accessible stall.

	Bathroom 1	Bathroom 2	Bathroom 3
11. Is the toilet 17 to 19 inches above the floor?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
12. Does the toilet have a horizontal grab bar along the wall behind the toilet that is at least 36 inches long and mounted 33 to 36 inches above the floor?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
13. Are hot water and drain pipes under the sink insulated or protected from contact?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
14. Is bathroom hardware (faucets, levers, pulls, etc.) easily operable with one hand, without tight grasping, pinching, or twisting of the wrist?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>

Observation Guide / Bathrooms / Fire Alarm System

	Bathroom 1	Bathroom 2	Bathroom 3
15. Is there clear floor space where people who use wheelchairs can turn around using either a 60-inch diameter circle or a T-turn?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
16. Did you answer "yes" to questions 11 to 15 for at least one male and one female bathroom or one gender neutral bathroom used by the people your agency serves at each of its offices?	Yes No <input type="checkbox"/> <input type="checkbox"/>		
Record your answer to question 16 in row 11 in the <i>Indicator Scoring Tool</i>			

Fire Alarm System

Identify someone in your agency who is familiar with the fire alarm systems at each of your agency's office locations and answer the following questions about the system at each location.

	Location 1	Location 2	Location 3
17. Does the system have both flashing lights and audible signals?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
18. Is the visual fire alarm (strobe light) linked to a building-wide fire alarm system?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>
19. Is the fire alarm box a minimum of 15 inches from the floor but less than 48 inches?	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>

Observation Guide / Fire Alarm System / Website

	Location 1	Location 2	Location 3
20. Is there clear space (minimum 30 inches by minimum 48 inches) adjacent to the control?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Yes <input type="checkbox"/>
21. Did you answer "yes" to questions 17 to 20 for all of your agency's office locations?	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Record your answer to question 21 in row 14 in the <i>Indicator Scoring Tool</i>			

Website

To complete this section, you can use free website accessibility tests that you can find online. Use the test to answer the following questions.

22. Does our website have text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, Braille, speech, symbols, or simpler language?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
23. Is the website compatible with current assistive technology?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
24. Does the website have the capability to resize text up to 200 percent without loss of content or functionality?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
25. Are all functions of the website content available from a keyboard?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
26. Did you answer "yes" to questions 22 to 25 for your website?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Record your answer to question 26 in row 17 in the *Indicator Scoring Tool*



Information Collection Guide for Domestic Violence/ Rape Crisis Dual Agencies

Staff Interview Questions

Some of the information you will need to measure your agency's capacity to serve survivors of domestic and/or sexual violence with disabilities comes from agency staff members who have specific knowledge of agency operations. You will need to ask staff members who are knowledgeable in your agency's accessibility, information-keeping, partnerships, hiring, and outreach the questions listed below. Each question should be answered as a Yes or No, and once you have recorded answers for all of the questions, you will enter these answers into the *Indicator Scoring Tool*.

Agency Accessibility

Find the staff person who is most likely to have the information pertaining to agency accessibility.

That person is:

Yes No

1. Does our agency have an internal committee or work group focused on enhancing the agency's response to domestic and sexual violence against people with disabilities and Deaf people?

Yes No

2. Does our agency have a scheduled week each year dedicated to conducting an accessibility review?

Yes No

3. Do we have an in-house videophone that can be used by staff and survivors?

Staff Interview Questions / Agency Accessibility / Data/Statistical Reports

Yes No

4. Do we have a telephone accessible for people who have low vision?

Yes No

5. Do we have a dedicated line for receiving text messages from survivors?

Yes No

6. Do we invite people with disabilities to inform the policies and practices of our agency?

Yes No

7. Do we make sure that our preferred taxi company has accessible vehicles in its fleet or advocate for them to do so?

Yes No

8. Have we raised the issue of serving survivors with disabilities to our VOCA and VAWA state administrators?

Data/Statistical Reports

Find the staff person who is most likely to have the information pertaining to agency data/statistical reports.

That person is:

Yes No

9. Does our agency make data-informed programming decisions by reviewing the Bureau of Justice Statistics to understand national trends on victimization of people with disabilities?

Staff Interview Questions / Data/Statistical Reports / Partnerships

Yes No

10. Does our agency make data-informed programming decisions by reviewing jurisdictional needs, including the number of people with disabilities that live in the community, their disability type(s), and their expressed service needs?

Yes No

11. Does our agency make data-informed programming decisions by reviewing agency trends, including number of people with disabilities served, type(s) of disability, and their level of satisfaction with services?

Yes No

12. Does our agency identify gaps between victimization and service utilization rates among people with disabilities?

Partnerships

Find the staff person who is most likely to have the information pertaining to agency partnerships.

That person is:

Yes No

13. Does our agency participate in a community-based multi-disciplinary collaboration to end violence against people with disabilities and attend its meetings? If yes, how often do we attend meetings?

- a. Never
 - b. Once a year
 - c. Semi-annually
 - d. Quarterly
 - e. Monthly
-

Recruitment and Retention

Find the staff person who is most likely to have the information pertaining to agency activities around recruitment and retention policies and procedures.

That person is:

Yes **No**

14. Do we post job announcements on disability-centered job boards?

Yes **No**

15. Does our agency arrange for its staff to tour a local disability or Deaf organization?

Yes **No**

16. Does our agency provide staff and volunteers the opportunity to practice assisting survivors with disabilities and Deaf survivors through role-play and other interactive exercises?

Yes **No**

17. Does our agency offer presentations to staff from domestic violence and sexual assault survivors with disabilities or Deaf survivors?

Yes **No**

18. Does our agency offer assistive technology demonstrations to staff?

Community Outreach, Education, and Engagement

Find the staff person who is most likely to have the information pertaining to agency activities around community outreach, education, and engagement.

That person is:

Yes No

19. Do we support people with disabilities to create and operate educational and/or empowerment groups (likely to be housed in disability organizations)?

Yes No

20. Does our agency support people with disabilities to participate in at least one community effort to address domestic violence and at least one community effort to address sexual violence per year?

Yes No

21. Does our agency conduct annual domestic violence-focused outreach activities to organizations that serve people with disabilities or Deaf people?

Yes No

22. Does our agency spotlight abuse of people with disabilities during domestic violence awareness month by using one of the following strategies: 1) featuring a speaker with a disability, 2) including a person in a wheelchair in the silent witness exhibit, or 3) writing a fundraising appeal that includes statistics on domestic violence against people with disabilities?

Staff Interview Questions / Community Outreach, Education, and Engagement / Advocacy/Counseling Services

Yes No

23. Does our agency offer its teen dating violence education programming to special education classes at local area high schools?

Yes No

24. Does our agency conduct annual sexual violence-focused outreach activities to organizations that serve people with disabilities or Deaf people?

Yes No

25. Does our agency address discrimination of people with disabilities and how it contributes to sexual violence in our community education outreach curriculum?

Yes No

26. Does our agency offer its school-based sexual violence prevention and education programming to special education classes at local area high schools?

Advocacy/Counseling Services

Find the staff person who is most likely to have the information pertaining to agency activities around counseling/advocacy services.

That person is:

Yes No

27. Do our agency's advocacy/counseling services account for the unique needs of sexual assault survivors with disabilities by offering a support group specifically for survivors with disabilities?

Staff Interview Questions / Advocacy/Counseling Services / Programming

Yes No

28. Does our agency's advocacy/counseling staff have strategies to modify counseling sessions to support sexual assault survivors with limited vocabulary to describe their experiences?

Programming

Find the staff person who is most likely to have the information pertaining to agency activities around domestic violence-related programming services.

That person is:

Yes No

29. Does our agency's GED programming assist students with learning disabilities in advocating for themselves to have accommodations in the testing room?

Yes No

30. Does our agency's stress management programming include strategies that are accessible to a wide variety of abilities?

Endnotes

1. E. Harrell, "Crimes Against Persons with Disabilities, 2008–2010 - Statistical Tables," *Bureau of Justice Statistics*, last modified February 25, 2014, <http://www.bjs.gov/content/pub/pdf/capd10st.pdf> (accessed June 17, 2015).
2. U.S. Agency for International Development, *Handbook of Democracy and Governance Program Indicators* (Washington, DC: USAID, 1998).
3. ADA: Americans With Disabilities Act of 1990. Public Law 101-336. §12182. 108th Congress, 2nd session (July 26, 1990).
4. ADA: Americans With Disabilities Act of 1990. Public Law 101-336. § 1. 108th Congress, 2nd session (July 26, 1990) § 36.302 Modifications in policies, practices, or procedure.
5. ADA: Americans With Disabilities Act of 1990. Public Law 101-336. § 1. 108th Congress, 2nd session (July 26, 1990) 28 C.F.R. § 36.104 and 28 C.F.R. § 35.104.
6. ADA: Americans With Disabilities Act of 1990. Public Law 101-336. § 1. 108th Congress, 2nd session (July 26, 1990) 28 C.F.R. §§ 35.130(b)(7), 35.136, 35.150(a)(3), 35.164, 36.301(b), 36.302 (c)(1), and 36.303(a).
7. ADA: Americans With Disabilities Act of 1990. Public Law 101-336. § 1. 108th Congress, 2nd session (July 26, 1990) 28 CFR § 36.302(c)(9)(i) and 28 C.F.R. § 35.136(i)(A).
8. Protected Tomorrows, "Understanding Guardianship for Adults with Disabilities," <http://protectedtomorrows.com/community/articles/207.php> (accessed May 10, 2015).
9. World Wide Web Consortium, "How to Meet WCAG 2.0," <http://www.w3.org/WAI/WCAG20/quickref/> (accessed June 24, 2015).
10. The US Equal Employment Opportunity Commission, "The ADA: Your Responsibilities as an Employer," <http://www.eeoc.gov/facts/ada17.html> (accessed May 11, 2015).

Endnotes

11. Supplemental Security Income (SSI) is a Federal income supplement program funded by general tax revenues (not Social Security taxes) that is designed to help aged, blind, and disabled people, who have little or no income; and to provide cash to meet basic needs for food, clothing, and shelter. <http://www.ssa.gov> (accessed August 4, 2015). Social Security Disability Insurance (SSDI) pays monthly benefits to workers who are no longer able to work due to a significant illness or impairment that is expected to last at least a year, and benefits are based on the disabled worker's past earnings and are paid to the disabled worker and to his or her dependent family members. <http://www.nasi.org/learn/socialsecurity/disability-insurance> (accessed August 4, 2015).
12. TTY stands for Text Telephone. It is also sometimes called a TDD, or Telecommunication Device for the Deaf. TTY is the more widely accepted term, however, as TTYs are used by many people, not just people who are deaf.



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