



STOP Technical Assistance to Administrators Resource Project

STAAR Project eNewsletter: October 2022

Hello!

We hope you enjoyed the summer! Now that your STOP implementation plan has been submitted and school is starting again, STAAR Project's October eNewsletter will focus on sexual violence on college campuses.

According to [RAINN](#), 13% of all students (undergraduate and graduate) experience rape or sexual assault while enrolled in classes. Although you are not required to use STOP funds to support campus programs addressing violence, there are ways the STOP Program can build on existing efforts to advocate for survivors.

If you have any questions about campus violence and STOP, please contact us at ALSOSTAARProjectTA@also-chicago.org.

-The STAAR Project Team

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STAAR Project Announcements

The STAAR Project is excited to announce the launch of our second eLearning course developed for STOP Administrators! This course takes the perspective of a STOP Grant Administrator, who, over eight lessons, guides you through the grant program and offers tips, examples, and suggestions for the administration of your State or Territory's STOP Formula Grant. The course allows you to move at your own pace, stop and start as needed, and complete interactives to reinforce the content. Click the image below to register for the course!



Campus Violence and Resources

For many, Fall signifies the start of a new school year. Whether starting school for the first time or returning to class after the summer break, millions of students flock to college campuses throughout the country as autumn begins. College is where students should feel safe to learn and explore their interests; however, sexual violence on college campuses is pervasive. Among undergraduate students, 26.4% of females and 6.8% of males experience rape or sexual assault. College-age victims often do not report to law enforcement, with only 20% of female student victims reporting to police ([RAINN](#)).

With so many young people victimized, you may wonder how STOP funds can support students and universities in addressing sexual violence. As noted in the [STOP FAQs](#), a university may be a STOP subgrantee as long as it meets STOP eligibility requirements and the prospective program aligns with one or more STOP purposes. STOP funds can be used to address campus sexual assault in many ways, such as supporting campus programs, funding a local rape crisis center working on campus, or working with campus police to address sexual violence through training.

This month's eNewsletter will focus on campus violence and resources to help you develop ideas to address this issue in your State or Territory.

Collaborating with Title IX Programs to Extend Services on Campus

Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs and activities. This includes protection against sexual harassment - which encompasses sexual assault and other forms of sexual violence - and intimate partner violence. All institutions of higher education that receive federal funding must comply with all aspects of Title IX. However, many current campus policies do not adequately address

gender-based violence, including dating violence, stalking, and sexual assault. In a set of guidelines titled “[Beyond Title IX](#)” created by [Futures Without Violence](#), it is posited that campus efforts are focused on responding to gender-based violence rather than working towards prevention. Additionally, campuses frequently lack comprehensive education for students about their rights pertaining to gender-based violence. There are a number of opportunities for STOP to supplement and support services already offered on campuses, fill in gaps, and offer additional advocacy and assistance to survivors.

Campuses receiving federal funding must have a Title IX coordinator. Campus Title IX Coordinators are campus employees who work to ensure campus compliance with Title IX regulations. This includes coordinating investigations related to Title IX offenses and the overseeing of education and training related to Title IX. Your role as a STOP Administrator allows you to work with Title IX Coordinators to assist and expand upon the work that they do.

As a STOP Administrator, there is much you can do to help build institutional capacity to respond to gender-based violence on campus. Build partnerships with campuses in your State or Territory to see if there are campus-driven projects, organizations, or coalitions to address sexual assault, dating violence, or stalking. You can support and promote campus anti-violence efforts by helping to bring multidisciplinary teams together to address gender-based violence, including campus Title IX Coordinators. In Wisconsin, for example, campus Title IX Coordinators and campus and community advocates meet regularly to discuss different strategies for addressing victimization on campus. For example, strategies for forming Community Coordinated Response Teams and expanding on campus-provided services for survivors are discussed.

STOP can fund educational programming on campuses; support training efforts for campus law enforcement, campus housing, and student organizations focused on violence prevention or peer advocacy; fund non-profit sexual assault advocates working on campus; help fund programming such as [Take Back the Night](#), Sexual Assault Awareness Month events, and educational programming directed towards student athletes, among many other possibilities.

STOP funds can also be used in coordination with discretionary OVW grants awarded to campuses (see [OVW Campus Program](#)). [St. Norbert College](#) in De Pere, Wisconsin has coordinated their Title IX and VAWA Grant programs to work collaboratively. These programs have begun to address victimization through a variety of tactics. For instance, a trauma-informed survivor safe space was created where support groups, led by the local Sexual Assault Center, are held. A Survivor Assistance Fund and a peer advocacy program were also created to address financial needs and underreporting, respectively. STOP Administrators can work with institutions and local victim service providers to help expand such programming or fund additional educational programs.

Students on campus experiencing gender-based violence face unique barriers to safety and support. STOP funds can help to support and ensure students have the resources they need to heal, and institutions have the capacity to prevent gender-based violence and hold perpetrators accountable.

BIPOC Survivors on Campuses

The experiences of BIPOC survivors are distinct, and their needs often cannot be addressed through mainstream programs. Specialized curricula can be developed to enhance services for survivors of color. STOP Purpose Area #22 indicates that STOP funds can be used in “developing, enlarging, or strengthening culturally specific victim services programs...” ([34 U.S.C. § 10441\(b\)\(22\)](#)).

“It Is Your Business,” created by [Esperanza United](#), is a bystander intervention curriculum specifically developed for Historically Black Colleges and Universities (HBCUs). The training addresses how experiences of Black students and survivors are unique and tailors approaches to fit those needs and experiences. The training addresses bystander intervention but goes further by having students recognize cultural norms and expectations surrounding gender-based violence.

Esperanza United has also created an informational packet titled “Supporting Latin@ Student Survivors of Domestic and Dating Violence, Sexual Assault, and Stalking.” This guide looks at the varying concerns amongst Latinx survivors ranging from immigration status to language access. In your role as a STOP Administrator, you can review curricula and resources to work with colleges and universities to implement culturally appropriate

After conducting a series of qualitative interviews of Asian, Asian American, Native Hawaiian, and Pacific Islander (AANHPI) survivors who experienced gender-based violence on campus, the Asian Pacific Islander Institute on Gender-Based Violence (API-GBV) created a set of recommendations for administrators titled “Centering AANHPI Survivors: Recommendations for Campus and Title IX Administrators.”

While the report is designed for use within campuses, the recommendations create avenues for STOP Administrators to contribute funds to support educational training for students and staff members. A recommendation given by API-GBV is to create comprehensive orientations and prevention workshops that include information about all types of gender-based violence including topics such as coerced consent, power dynamics, and manipulation. The report also suggests that these orientations and workshops occur frequently and not as a single learning event. As a STOP Administrator, you can fund such educational events.

API-GBV also recommends that more comprehensive and culturally specific programming is provided to students, faculty, and staff in order to combat biases and issues of trust between BIPOC students and campus administration. Such culturally-specific educational programming can be fundable under STOP.

support and programming on campuses.

Download "[It Is Your Business](#)" and "[Supporting Latin@ Student Survivors of Domestic and Dating Violence, Sexual Assault, and Stalking.](#)"



The experiences and challenges faced by BIPOC survivors on campuses are unique. As a STOP Administrator, you have the ability to fund programming to better support BIPOC students as well as dismantle barriers that prevent them from seeking and receiving support.

Download "[Centering AANHPI Survivors: Recommendations for Campus and Title IX Administrators](#)" by [Asian Pacific Islander Institute on Gender-Based Violence](#).

Addressing the Needs of Survivors with Disabilities on Campus

College students with disabilities experience higher rates of non-consensual sexual contact compared to their able-bodied counterparts (31.6% vs 18.4%). However, there are often barriers to survivors with disabilities accessing support services. For instance, a webinar hosted by [End Abuse of People with Disabilities](#) described some hurdles to be structural barriers, institutionalized stigma, and personal biases. The webinar discussed that survivors with disabilities may need accommodations such as attendance flexibility, testing accommodations, housing accommodations, and emotional support animals in addition to accommodations often utilized by able-bodied survivors.

Additionally, the webinar shared that because of limited research and

Exploring Alternative Ways of Achieving Justice for Sexual Assault Survivors on Campus

The ultimate goal of the STOP Formula Grant Program is to support survivors and hold perpetrators of violence accountable. Accountability is frequently sought through the criminal justice system. While some survivors want those who cause harm to be held accountable, accountability does not look the same to all survivors. Many have expressed a desire to explore alternatives outside of the criminal justice system, which does not always make survivors feel safe and heard. In their Campus Summer Series, [ValorUS](#) hosted a set of webinars focused on different aspects of addressing violence on campus.

"Restorative Justice: Exploring Alternative Ways of Achieving Justice for Sexual Assault Survivors on Campus" explores the restorative justice approach that provides

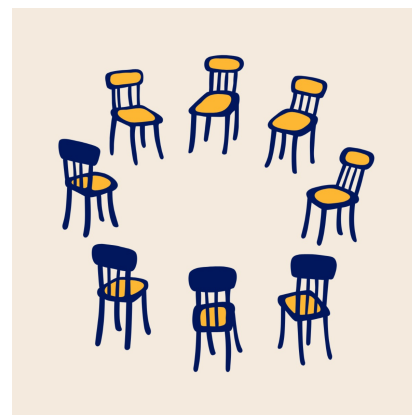
data on survivors with disabilities on campuses, existing prevention strategies fail to meet the needs of disabled survivors. End Abuse encourages administrators to address stigma that exist around people with disabilities, thereby making support services a more inclusive space for all survivors. The webinar also encourages the creation of more accessible services. Finally, they recommend creating an inclusive space by hearing from survivors with disabilities so that programming and structure can be adjusted to fit the needs of all survivors.

As a STOP Administrator, you may work alongside campuses to ensure barriers are minimized and accommodations are readily available and easily accessible. Through this work, you may want to consider meeting both with campus administrators and students with disabilities to ensure that appropriate accommodations are prioritized for all.

Watch the webinar "[From Classroom to Dorm Room: Serving Survivors with Disabilities on Campus.](#)"

survivors with an alternative justice process that depends on an acknowledgment of harm from the perpetrator from the beginning. Restorative justice works to strengthen communities by encouraging collaboration and collective solutions to addressing sexual violence. The webinar explores the history of restorative justice approaches, how they can be practiced in a campus context, and how restorative justice fits into Title IX.

Watch the webinar: "[Restorative Justice: Exploring Alternative Ways of Achieving Justice for Sexual Assault Survivors on Campus.](#)"



ALSO | 2401 W. North Ave., Chicago, IL 60647

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