

FY 2017
Performance Report Instructions
For
Sexual Assault and Prevention Crisis Services (SAPCS)-Federal
Programs

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I. GENERAL INSTRUCTIONS

The Performance Report Form is used to report only the activities conducted by SAPCS-Federal grant funded staff that are paid with SAPCS-Federal funds. Do not report information based on the organization as a whole (except question 11.1 Volunteer Involvement).

Instructions for submission:

- Use the performance report you received from your grant manager to record quarterly activities and submit to the OAG mailbox. Do not copy or make changes to the performance report as this may change formulas and/or formatting in the document. If you receive a revised performance report at any time during the grant year from your grant manager, use the revised report to gather and submit quarterly activities for the remainder of the grant year. If you have any questions, contact your grant manger.
- The performance report must be submitted electronically (in the same Microsoft Excel format in which it was provided) no later than the 30th day of each month following the end of the quarter. For FY 2017, quarterly statistical reports are due on or before:
 - 1st Quarter – May 30, 2017
 - 2nd Quarter – August 30, 2017
 - 3rd Quarter – November 30, 2017
 - 4th Quarter – February 28, 2018

Performance Report must be emailed to OAG-Grants@texasattorneygeneral.gov. The following must appear in the subject line of the email: grant type, grant number and the reporting period (example subject line: SAPCS-Federal 1770000, 1st Quarter Performance Report).

Performance Report Format and Data Entry

Entering Data for 1st Quarter Reporting (Tab is Green in Color)

To enter your first quarter data, click on the 1st Quarter tab located on the bottom left of the Microsoft Excel Spreadsheet. The First Quarter Tab will only allow reporting of first quarter data and narratives. Only enter the first quarter data on this tab. Second, Third and Fourth Quarters are locked and will not allow you to enter data.

Entering Data for 2nd Quarter Reporting (Tab is Yellow in Color)

To enter your second quarter data, click on the 2nd Quarter tab located on the bottom left of the Microsoft Excel Spreadsheet. The Second Quarter tab will auto-populate the First quarter data onto the second quarter tab, and allow you to enter the second quarter data and narratives. Only enter the second quarter data on this tab. The First, Third, and Fourth Quarter data sections are locked.

Entering Data for 3rd Quarter Reporting (Tab is Orange in Color)

To enter your third quarter data, click on the 3rd Quarter tab located on the bottom left of the Microsoft Excel Spreadsheet. The Third Quarter tab will auto-populate the First and Second quarter data onto the third quarter tab, and allow you to enter the third quarter data and

narratives. Only enter the third quarter data on this tab. The First, Second, and Fourth Quarter data sections are locked.

Entering Data for 4th Quarter Reporting (Tab is Red in Color)

To enter your fourth quarter data, click on the 4th Quarter tab located on the bottom left of the Microsoft Excel Spreadsheet. The Fourth Quarter tab will auto-populate the First, Second and Third quarter data onto the third quarter tab, and allow you to enter the fourth quarter data and narratives. Only enter the fourth quarter data on this tab. The First, Second, and Third Quarter data sections are locked.

II. HOW TO REPORT

Quarterly Report Tab Instructions (Colored Tabs: Green, Yellow, Orange, and Red)

Section 1. Agency Information

This section reflects information submitted on your FY 2016-2018 SAPCS-Federal Application and has been pre-filled by the OAG. *Please note that the person listed as “Person to Contact for Corrections” can be the same person listed as the Grant Contact, or can be a different person, but should reflect the person who actually works on the Performance Reports, and will receive and send the Performance Report revisions. Although this cell will be pre-filled by the OAG initially, this cell is open for you to enter the correct or updated information, including current Phone and Email information.*

Notification of Changes in Organization, Changes in Authorized Official, Grant Contact or Primary Prevention Coordinator. Grantee shall submit notice within ten (10) business days to the OAG of any change of the following: Grantee’s name; contact information; key personnel (including Primary Prevention Coordinator), officer, director or partner; organizational structure; legal standing; or authority to do business in Texas. Grantee shall promptly notify the OAG, preferably in advance, of a change in address or main phone number of Grantee. *Note: A change in Grantee’s name requires an amendment to the contract.*

Grantee must submit a written request by the governing body on Grantee’s letterhead, with original signature, to change the Authorized Official. A request a change to the Grant Contact, Financial Contact, or the Primary Prevention Coordinator Grantee, may be submitted by grantee via an email, fax or Grantee letterhead signed by the Authorized Official. Change request must include: name, position title, email address, phone number, fax number, and mailing address.

Section 2. Report on Required Training of RPE Staff

Provide information on required training attended by RPE-funded staff. Report only training attended. Do not report future training staff plans to attend. Make sure you include titles of sessions attended.

Section 3. Allocation of Resources for Approved Activities and Complementary Strategies

Enter the percentage (estimated) of the agency's total SAPCS-Federal budget that was spent on each of the listed activities. Quarterly percentages must total 100% (except on the 1st quarter if your organization is also reporting transition activities). In this case, your resources should be split appropriately. Note: There are narratives in the body of the performance reports that correspond to each activity listed. If your organization enters resources for an activity under Section 3, the corresponding narrative must be completed and data entered in the appropriate section in the body of the performance report.

Example:

- If your organization indicated that 10% of the agency's total SAPCS-Federal budget was spent on community mobilization, then questions 8.5 through 8.7 must be completed.

Section 4. Reporting on Primary Prevention Activities

Section 4 is for reporting on your organizations' Comprehensive Primary Prevention Activities. Some of the information such as programming, approved activities, and community change strategies have been pre-filled by the OAG.

Subsections 4.1-4.4

All grantees must answer these questions.

Section 5. Reporting on Phase 1 Activities

If your organization implemented Phase 1 programming during the specified reporting period, complete all appropriate information in Section 5. *All data entered into Section 5 should be for Phase 1 activities only.*

Subsection 5.2: Educational Seminars

Enter by month, the **number** of educational seminars conducted regarding Phase 1 activities, during this reporting period. Total Educational Seminar Participants will auto-calculate after entering information into subsection 5.3. ***Each seminar and each seminar's participants should be counted individually even if part of a series.***

Example: In the first quarter, a 9-week educational series is conducted to 40 elementary school students. Four education seminars are conducted in September, four educational seminars are conducted in October and one educational seminar is conducted in November. Each of the 9 seminars is conducted to the same 40 elementary school students. Count each session as one (1) educational seminar and enter the number of participants that attends each week into the appropriate audience type category.

Subsection 5.3: Educational Participants by Audiences

Enter by month, the **number** of educational seminars participants by audience category conducted regarding Phase 1 activities, during this reporting period. *The data cells corresponding to "Other Adult Influencers (List Below)" are locked. If your agency conducted seminars which had participants that would fall into the "Other" category, type them into the*

rows below the “Other Adult Influencers (List Below)” category and fill in the corresponding data cells. Note: Do not add Education Professionals (Teachers) or other professionals listed in 5.6 under Other Adult Influencers. Professionals attending Phase 1 should be recorded under section 5.5 & 5.6.

Subsections 5.4:

Answer this question if Phase 1 Programming was completed during the reporting period. This question has a different reporting methodology than Section 5.3. Section 5.4 counts each individual person, whereas Section 5.3 counts how many times an individual attends the seminar. See example below.

Example: Participant Jane Doe attends 3 educational seminars in the first quarter. Jane would be counted three times in Section 5.3, but only counted once in Section 5.4.

Subsection 5.5: Total Professional Trainings Conducted

Enter by month, the **number** of professional trainings conducted regarding Phase 1 activities during the reporting period. The **number** of professional training participants will auto-calculate after entering information into subsection 5.6. *Each training session and each session’s participants should be counted individually even if part of a series.*

Subsection 5.6: Professional Training Audience Type

Enter by month, the **number** of professional training participants by audience category conducted regarding Phase 1 activities, during this reporting period. *The data cells corresponding to “Other Professionals (List Below)” are locked. If your agency conducted seminars which had participants that would fall into the “Other” category, type them into the rows below the “Other Professionals (List Below)” category and fill in the corresponding data cells.*

Subsections 5.7:

Answer these questions if Phase 1 Programming was completed during the reporting period. This question has a different reporting methodology than Section 5.6. Section 5.7 counts each individual person, whereas Section 5.6 counts how many times an individual attends the session. See example below.

Example: Participant Jane Doe attends 3 professional training sessions in the first quarter. Jane would be counted three times in Section 5.6, but only counted once in Section 5.7.

Subsection 5.8: Training Topics: Provide all training topics covered in Phase 1 programming (Educational Seminars and Professional Training Sessions)

By month, enter an “X” for all applicable training topics covered during the reporting period in the following categories: Attitudes, Beliefs and Behaviors supportive of SV, Hypermasculinity, Objectification of women, Male entitlement, Hostility towards women, Unhealthy attitudes about sex and sexuality (consent), Gender socialization, Gender equality, Conflict resolution, Respect, Communication, Consent, Other Topics (List Below). *The data cells corresponding to “Other Topics (List Below)” are locked. If your agency conducted trainings on topics that would fall*

into the “Other” category, type them into the rows below the “Other Topics (List Below)” category and fill in the corresponding data cells.

Subsections 5.14-5.16: Outcomes

Important Note: Phase 1 Outcomes should be reported only on the 2nd and 4th Quarterly Report. Report all outcomes completed February – July on the 2nd Quarterly Report under the month of July. Report all outcomes completed August – January on the 4th Quarterly Report under the month of January. The Phase 1 Outcomes sections on the 1st and 3rd Quarter Reports are locked.

The following information needs to be entered for the outcome being measured:

Number of Instruments given to Individuals – If applicable, report the number of instruments given to individuals (pre- post-program surveys or retrospective surveys).

Number of Instruments Completed by Individuals – Report the number of instruments completed by individuals.

Individuals Reporting Desired Outcome – Report the number of individuals who reported the desired outcome. With this information the performance level (%) will be auto-calculated. The performance level is the percentage of individuals reporting the desired outcome out of the number of individuals completing the instrument.

Performance Level Example: 12 surveys are handed out, 10 are completed and returned. Out of the 10 surveys completed and returned, 8 demonstrate the desired outcome. To calculate: $8 \div 10 = .80$ or 80%.

Subsection 5.17 – 5.20 Demographics of Phase 1 Program Participants

Organizations will report demographics of all Phase 1 program participants using only the demographic data collected from the age appropriate Phase 1 Measurement Instrument (Retrospective Surveys) found in in the *Primary Prevention Outcome Toolkit, January 2016*. Enter all the demographic data. Use “unknown” when appropriate or data is not available.

Important Note: Only report demographics on the 2nd and 4th Quarterly Reports when you report Phase 1 outcomes.

Section 6. Reporting Phase 2 Activities

If Phase 2 Activities were implemented during the reporting period, fill out all of Section 6.

Subsection 6.2: Educational Seminars

Enter by month, the **number** of educational seminars regarding Phase 2, Bystander Intervention conducted during the reporting period. Total Educational Seminar Participants will auto-calculate after entering information into subsection 6.3. ***Each seminar and each seminar’s participants should be counted individually even if part of a series.***

Example: *In the first quarter, a 9-week educational series is conducted to 40 elementary school students. Four education seminars are conducted in September, four educational seminars are*

conducted in October and one educational seminar is conducted in November. Each of the 9 seminars is conducted to the same 40 elementary school students. Count each session as one (1) educational seminar and enter the number of participants that attends each week into the appropriate audience type category.

Subsection 6.3: Educational Participants by Audiences

Enter by month, the **number** of educational seminars participants by audience category conducted regarding Phase 2, Bystander Intervention during this reporting period. *The data cells corresponding to “Other Adult Influencers (List Below)” are locked. If your agency conducted seminars which had participants that would fall into the “Other” category, type them into the rows below the “Other Adult Influencers (List Below)” category and fill in the corresponding data cells.*

Subsections 6.4:

Answer this question if Phase 2 Programming was conducted during the reporting period. This question has a different reporting methodology than Section 6.3. Section 6.4 counts each individual person, whereas Section 6.3 counts how many times an individual attends the seminar. See example below.

Example: Participant Jane Doe attends 3 educational seminars in the first quarter. Jane would be counted three times in Section 6.3, but only counted once in Section 6.4.

Subsection 6.5: Total Professional Trainings Conducted

Enter by month, the **number** of professional trainings regarding Phase 2, Bystander Intervention conducted during the reporting period. The **number** of professional training participants will auto-calculate after entering information into subsection 6.6. *Each training session and each session’s participants should be counted individually even if part of a series.*

Subsection 6.6: Professional Training Audience Type

Enter by month, the **number** of professional training participants by audience category conducted regarding Phase 2, Bystander Intervention during this reporting period. *The data cells corresponding to “Other Professionals (List Below)” are locked. If your agency conducted seminars which had participants that would fall into the “Other” category, type them into the rows below the “Other Professionals (List Below)” category and fill in the corresponding data cells.*

Subsections 6.7:

Answer these questions if Phase 2 Programming was conducted during the reporting period. This question has a different reporting methodology than Section 6.6. Section 6.7 counts each individual person, whereas Section 6.6 counts how many times an individual attends the session. See example below.

Example: Participant Jane Doe attends 3 professional training sessions in the first quarter. Jane would be counted three times in Section 6.6, but only counted once in Section 6.7.

Subsection 6.8: Training Topics: Provide all training topics covered in Phase 2 Programming (Educational Seminars and Professional Training)

Enter by month, enter an “X” for all applicable training topics covered during the reporting period in the following categories: Attitudes, Beliefs and Behaviors supportive of SV, Hypermasculinity, Objectification of women, Male entitlement, Hostility towards women, Unhealthy attitudes about sex and sexuality (consent), Gender socialization, Gender equality, Conflict resolution, Respect, Communication, Consent, Other Topics (List Below). *The data cells corresponding to “Other Topics (List Below)” are locked. If your agency conducted trainings on topics that would fall into the “Other” category, type them into the rows below the “Other Topics (List Below)” category and fill in the corresponding data cells.*

Subsections 6.19-6.12: Outcomes, Phase 2 Complete appropriate sections depending on programming. Important Note: Phase 2 Outcomes should be reported only on the 2nd and 4th Quarterly Report. Report all outcomes completed February – July on the 2nd Quarterly Report under the month of July. Report all outcomes completed August – January on the 4th Quarterly Report under the month of January. The Phase 2 Outcomes sections on the 1st and 3rd Quarter Reports are locked.

The following information needs to be entered for the outcome being measured for 6.9 and 6.10:

Number of Instruments given to Individuals – If applicable, report the number of instruments given to individuals.

Number of Instruments Completed by Individuals – Report the number of instruments completed by individuals.

Individuals Reporting Desired Outcome – Report the number of individuals who reported the desired outcome. With this information the performance level (%) will be auto-calculated. The performance level is the percentage of individuals reporting the desired outcome out of the number of individuals completing the instrument.

Performance Level Example: 12 surveys are handed out, 10 are completed and returned. Out of the 10 surveys completed and returned, 8 demonstrate the desired outcome. To calculate: $8 \div 10 = .80$ or 80%.

See *Primary Prevention Outcome Toolkit, January 2016*, for information on collecting outcomes.

Subsection 6.9 – complete this outcome if you are implementing the Phase 2, Bystander Intervention concentration.

Subsection 6.10 & 6.11: Outcome 2, Phase 2 Youth Development – complete these outcomes if you are implementing the Phase 2, Youth Development concentration.

Subsection 6.12: Type of Collective Youth Leadership completed.

See *Primary Prevention Outcome Toolkit, January 2016*, for information on collecting outcomes.

*This section should reflect the instances of collective youth leadership that was completed this quarter. Refer to the list provided in the performance report, the definition of Instances of Collective Youth Leadership in the definition section, and the Anti-Lobbying Restrictions for CDC grantees.

Subsection 6.13:

Answer this question based on information provided in 6.12.

Subsection 6.14-6.16: Demographics of Program Participants

Organizations will report demographics of program participants using the demographic data collected from the age appropriate Phase 2, Bystander Intervention, Measurement Instrument (Retrospective Survey) found in the *Primary Prevention Outcome Toolkit, January 2016*. Enter all available demographic data. Use “unknown” when appropriate or data is not available.

Important Note: Only report demographics on the 2nd and 4th Quarterly Reports when you report Phase 2 outcomes.

Section 7: Informational Materials Distributed

Subsection 7.1: Enter the **number** of informational units **Distributed** by category for the reporting period.

Subsection 7.2: Topics for Materials Distributed

Place an “X” in the appropriate box(s) that represents the topics of informational materials **Distributed** for the reporting period. *The data cells corresponding to “Other Topics (List Below)” are locked. If your agency distributed materials on topics that would fall into the “Other” category, type them into the rows below the “Other Topics (List Below)” category and fill in the corresponding data cells.*

Section 8. Reporting on Community Level

If resources were spent for Community Level activities in Section 3, complete the corresponding questions in Section 8. It is important to answer each question and provide enough detail to describe agency activities. Narrative responses must include who, what, where, and how, as appropriate. Narrative sections should not be blank. Place an “N/A” under the activities the organization did not conduct this reporting period.

Subsection 8.1-8.4: Coalition Building

Answer these questions if resources were spent on this activity during the reporting period.

Subsection 8.5-8.7: Community Mobilization

Answer these questions if resources were spent on this activity during the reporting period.

If your organization uses community mobilization as a strategy to mobilize community stakeholders to take action to end sexual violence, the number of community action plans would be the number of actions the group plans.

Example: Your group may be planning for a community wide primary prevention event. That would be counted as 1 community action plan. When the event occurs then it can be reported as 1 community event under Community Level Outcome 2.

Subsection 8.8-8.9: Policy Education

Answer these questions if resources were spent on this activity during the reporting period.

Subsection 8.10-8.11: Social Norms Change

Answer these questions if resources were spent on this activity during the reporting period.

Subsection 8.12: Community Level Outcome 1

Note: Unlike Phase One and Phase Two outcomes, Community Level Outcomes should be reported every quarter if Community Level Activities occurred.

See *Primary Prevention Outcome Toolkit, January 2016*, for information on collecting community level outcomes.

*For further guidance on this section, refer to the definition of Community Investments in the Definitions section and 2 CFR (Code of Federal Regulations) 200.442 restrictions on fund raising.

The data cells corresponding to “Other (List Below). Include unit of measure” are locked. If your agency received a community investment that would fall into the “Other” category, enter the type of investment and the unit of measure for the investment into the rows below the “Other (List Below). Include unit of measure” category and fill in the corresponding data cells.

Subsection 8.13: Narrative for Community Level Outcome 1

Provide detail for outcomes reported in Section 8.12.

Subsection 8.14: Community Level Outcome 2

Note: Unlike Phase One and Phase Two outcomes, Community Level Outcomes should be reported every quarter if Community Level Activities occurred.

See *Primary Prevention Outcome Toolkit, January 2016*, for information on collecting community level outcomes.

*For further guidance on this section, refer to the definition of Primary Prevention Initiatives in the Definitions section and the Anti-Lobbying Restrictions for CDC grantees.

The data cells corresponding to “Other (List Below). Include unit of measure” are locked. If your agency received a community investment that would fall into the “Other” category, enter the type of investment and the unit of measure for the investment into the rows below the “Other (List Below). Include unit of measure” category and fill in the corresponding data cells.

Subsection 8.15: Narrative for Community Level Outcome 2

Provide detail for outcomes reported in Section 8.14.

Section 9. Reporting on Other Education

This section allows for Grantees to report on other Education provided to support community level work that is not a part of Phase 1 or Phase 2 programming or to facilitate required training of other staff.

Examples of what to report in this section could include but is not limited to:

- 1) A one-time training for your primary prevention coalition partners.
- 2) An educational focus group to test materials.
- 3) Conducting the primary prevention segment of the organization's sexual assault training program for other agency staff/volunteers, etc.

You should not use this section to report training for adult influencers (parents, teachers, coaches, or other adult influencers that are directly connected to your youth participants - capture that education under the appropriate section (Educational Seminars or Professional Training). Also general education to the public should not be conducted with these funds and therefore should not be reported here.

Subsection 9.1: Other Education

Enter by month, the **number** of workshops conducted and the total number of participants who attended the workshops during the reporting period.

Section 10. Reporting on Societal Level

Note: Unlike Phase One and Phase Two outcomes, Societal Level Outcomes should be reported every quarter if Community Level Activities occurred

If Societal Level activities were implemented during the reporting period, complete all of Section 10. Only those societal level opportunities identified by State Level Partners (OAG, DSHS, or TAASA) should be reported in this section. Please note: Societal Level activities are not required, however, if Societal Level activities were engaged in, reporting these activities is required.

Subsection 10.1: Societal Level Outcome

See *Primary Prevention Outcome Toolkit, January 2016*, for information on collecting societal level outcomes.

Subsection 10.2: Narrative for Societal Level Outcome

Provide detail for outcomes reported in Section 10.2.

Section 11. Successes and Challenges, CPPP1

Detail Successes and Challenges associated with implementing primary prevention activities.

Section 12. Program Impact**Subsection 12.1: Volunteer Involvement**

All non-profits must complete this section. Describe how your agency utilized volunteers during this reporting period. The response should reflect any volunteer utilization during this reporting period and is not restricted to the use of volunteers within the organization's primary prevention program. For example if volunteers answered the 24-hour crisis hotline, that service should be included in the response.

Subsection 12.2: Key Personnel

Describe any changes in key personnel (such as Primary Prevention Coordinator, executive director, education specialist, etc.) that may have occurred during the reporting period that may have an impact on grant performance.

Subsection 12.3: Positions Left Vacant

If applicable, explain any grant-funded position left vacant for more than three months, and what is being done to fill the positions.

Section 13. Data Verification

The Grant Contact or Authorized Official must review and approve the accuracy of the data in the Performance Report before submitting it to the OAG. By initialing and dating, the Grant Contract or Authorized Official attests that the data and information contained in this report are true and accurate to the best of their knowledge and understanding. The report will not be accepted as complete without this data verification.

III. DEFINITIONS

OUTPUT DEFINITIONS

Approved Activities – the OAG will allow programs to apply for funding for the following activities, which have been approved by the U.S. Congress, to be used in the prevention of sexual violence:

- Educational seminars;
- Training programs for professionals;
- Preparation of information materials;
- Training programs for students and campus personnel designed to reduce the incidence of sexual assault at colleges and universities;

Community - formal or informal organizations or geographical settings in which social relationships occur. Organizations are defined as a social unit of people that is structured and managed to meet a particular need or to pursue collective goals (e.g., all high schools in a school district, an entire university campus, multiple congregations of a faith-based group, multiple workplaces). Communities may include any defined population with shared characteristics, risk/protective factors, and potential for exposure to the prevention strategy with corresponding outcome data sources available (e.g., neighborhoods, municipalities, police jurisdictions, college campuses, hospital catchment areas, etc.).

Community Change Strategies – definitions stem from the Centers for Disease Control and Prevention, Rape Prevention and Education Program, Funding Opportunity Number: CDC-RFA-CE14-1401 and Third Education, Guidance Document for the Sexual Violence Prevention and Education Cooperative Agreement CD07-701 (Rape Prevention and Education), Centers for Disease Control and Prevention (CDC).

- **Coalition Building** – the process by which community members and organizations come together to achieve a common goal, in this case preventing sexual violence. Ideally, the process of coalition building includes a broad spectrum of the community working together to jointly develop a vision, mission and goals and to take action. Coalition building encourages collaboration, defined as exchanging information, modifying activities and sharing risks, resources, responsibilities and rewards.
- **Community Mobilization** – engendering change in communities by facilitating community ownership and action to prevent sexual violence.
- **Policy Education** – educating the public on the evidence associated with potential organizational and public policy solutions to prevent sexual violence.
- **Social Norms Change** – changing the prevalence of sexual violence through strategies that lead to an increased perception among community members that the social norms are non-violence and that there are more social pressures and reward for non-violent norms. See examples in the Plan Amendment.

Community Investment- a group of people providing resources to primary prevention initiatives. Resources include but are not limited to, time, expertise, space, money, materials,

services, and support documents (e.g. MOU, LOS, or CWA). *See 2 CFR (Code of Federal Regulations) 200.442 for restrictions on fund raising.*

Comprehensive Primary Prevention Program - a program with multiple components that addresses the risk and protective factors, approach, programming and outcomes of Phase 1, at least one area of concentration of Phase 2, and strategies at the Community Level as detailed in the Plan Amendment, in a complementary manner and implemented in an identified community.

Examples of Comprehensive Primary Prevention Programs as it relates to the completion of the SAPCS-Federal Application Kit and the goals identified in *Plan Amendment*. **Applicants are strongly encouraged to review the Plan Amendment thoroughly.**

A Comprehensive Primary Prevention Program includes Phase 1 programming, at least one area of concentration of Phase 2 and strategies at the Community Level. Organizations complete Phase 1 and then move into Phase 2. Organizations have a proposed date for the start of Phase 1 and Phase 2. Phase 2 activities are a continuation of Phase 1 and involve the same target audience.

Phase 1 may be repeated with new Program Participants still within the Target Population and Community. For example if an organization conducts Phase 1 with 9th grade students and begins Phase 2 with these same students, the following year, they may repeat Phase 1 with new incoming freshmen students while they continue Phase 2 with returning students.

Community Level approach includes programming to change the environment of the targeted population. This type of programming is connected to both Phase 1 and 2.

Programming includes activities at the individual, relationship and community levels. Societal level strategies are optional and should be conducted under the guidance of the state level partners.

Influencers - The people or institutions that directly impact the target population through relationships (family, peers, teachers, mentors, etc.) or impact the environment of the target population (school administrators, youth-serving organization leadership, church youth group leadership, etc.).

Instances of Collective Youth Leadership- a group of youth taking action related to risk and protective factors for sexual violence. Activities include those related to education, informing policy, events, or media. Some examples include, but are not limited to (in alphabetical order): Art shows; Attending school-board meetings educating school board members on risk and protective factors for sexual violence; Educating elected officials; Film screenings; Informing local government policies or practices; Informing school policies or practices; Materials (development and distribution); Mentoring; Petitions or letter writing campaigns to businesses seeking to change business practices; Poster campaigns; Seminars; Social media campaigns; Spoken word events; Theater productions; and Workshops. *See CDC's Implementation of Anti-Lobbying Provisions (June 25, 2012) which includes Additional Requirements 12 (AR)-12.*

Minimum Standards for Implementing Programming – can be found in the Plan Amendment and details minimum standard that must be present for a successful implementation of programming.

Outcomes to be measured – identified in the Plan Amendment and seeks to determine if the program made a difference and was successful in bringing about the intended changes. All funded organizations will be required to use the same measurements tools which will be provided by the OAG.

Outputs – product of program activities, including Approved Activities and Community Change Strategies conducted by a program.

Outputs Targets – estimate of the number of program activities the organization plans to deliver in a given time period. For example, a local program selects a target of 10 Professional trainings to be held during the grant year. “10” is the estimated target the organization will try to meet during the grant period.

Policy – a law, regulation, procedure, administrative action, incentive, or voluntary practice of governments and other institutions.

Primary Prevention Coordinator – responsible for the coordination and implementation of an organization’s primary prevention efforts.

Primary Prevention Initiatives- a group of people taking collective action related to risk or protective factors. Actions include, but are not limited to, informing policy, petitions or letter writing campaigns to businesses seeking to change business practices, community events, and social norms campaigns. *See CDC's Implementation of Anti-Lobbying Provisions (June 25, 2012) which includes Additional Requirements 12 (AR)-12.*

Prevention Principles – taken from the CDC’s Rape Prevention and Education Program Evaluation Guide, Developing an Evaluation Plan:

- **Primary prevention:** The emphasis of all prevention strategies should be on approaches that address modifiable risk and protective factors for sexual violence perpetration and victimization (e.g. approaches that prevent initial perpetration or victimization).
- **Based on evidence:** All prevention strategies should be based on the best available evidence where appropriate. At a minimum, prevention strategies should have an articulated theory base and address modifiable risk and protective factors. See the Framework for Evidence for more information on best available evidence at http://www.cdc.gov/ViolencePrevention/pdf/Understanding_Evidence-a.pdf.
- **Comprehensive:** Prevention strategies should address multiple levels of the social ecology (e.g. individual, relationship, community, society) in a complementary manner (e.g. address related risk and/or protective factors). Comprehensive prevention plans should include components that address risk and protective factors at multiple levels—including the behavior and risk characteristics of individuals, peer and partner relationships, social norms, and structural, institutional, and societal factors and policies that contribute to risk for, or help prevent, sexual violence.
- **Collaborative:** Prevention strategies should be developed in collaboration with relevant partner organizations/agencies and community members. For example, to give a social norms campaign great legs it could be developed in collaboration with the local transportation authority, business owners, youth serving organizations and others who have a stake in sexual violence prevention and are in a position to increase exposure to messaging.
- **Appropriately timed in development:** Prevention efforts should focus on risk and protective factors that are most developmentally relevant to the population and recipients of the program or strategy.
- **Sufficient “dosage”:** Longer, multi-session programs tend to be more effective than brief, single-session interventions. However, the specific length of exposure (e.g., contact hours) needed to change behavior depends on the nature and goals of the specific intervention.
- **Well-trained implementers:** Implementers should be stable, committed, competent, and able to connect effectively with students. “Buy-in” to the program model helps staff deliver and reinforce program messages with greater credibility. **Socio-culturally relevant:** Prevention programs and strategies should be culturally relevant and appropriate, in both content and approach, to the individuals and/or groups served. An important way to accomplish this is by involving community members in the development, implementation, and evaluation of the program.
- **Sound theory of change:** Prevention strategies should be supported by a logical theory of change. It is important to understand how the intervention components or content are expected to impact evidence-based risk and protective factors and, ultimately, sexual violence.
- **Build on or support positive relationships:** Prevention approaches that build on or foster positive relationships between students and their peers, families or communities may have better outcomes. For example, programs may use trusted mentors, teachers, or coaches to deliver the intervention content or they could engage students in peer-

facilitated activities or support groups designed to encourage and support positive behavior.

- Varied teaching methods: Interactive instruction and opportunities for active, skills-based learning help to engage participants in multiple ways (e.g., writing exercises, role plays) and may be associated with more positive outcomes than interventions which involve only passive audiences (e.g., lecture, films). Multiple interventions that reinforce the same messages or skills in different contexts and using different teaching methods may also improve outcomes.
- Outcome evaluation: Strategies that have been rigorously evaluated and shown to have effects on sexual violence or related outcomes are best bets when selecting a prevention approach to implement. Continuous monitoring and evaluation of implementation quality and key outcomes during program implementation can also provide important ongoing feedback and may improve outcomes.

Additionally, it is a core philosophical tenet of the anti-rape movement that prevention strategies be trauma-informed. Meaning, primary prevention strategies should be based on an understanding that any population selected for prevention activities will likely include people who have already experienced sexual violence or who have abused others as well as those who have not. Prevention programs should commit to avoiding re-traumatizing, blaming victims, or colluding with abusive behavior/attitudes. They should also ensure that those delivering prevention activities have sufficient knowledge, skills, and connection to specialized assessment and treatment services to be effective bridges to those services when disclosures do occur).

Primary Prevention Planning Committee (PPPC) – a statewide group of stakeholders convened to develop a primary prevention plan to end sexual violence in Texas. Currently guides the implementation and evaluation of primary prevention efforts in Texas.

Primary Prevention of Sexual Violence – population-based and/or environmental and system-level strategies, policies and actions that prevent sexual assault and/or sexual violence from initially occurring.

- Primary prevention efforts work to modify and/or entirely eliminate the event, conditions, situations, or exposure to risk factors associated with the initiation of violence and subsequent injuries, disabilities, and deaths.
- Prevention efforts seek to identify and enhance protective factors that may prevent violence not only in at-risk populations, but also in the community at-large.

Process evaluation – monitors the process of a program’s implementation by assessing specific program elements to find out if the program is being delivered as intended.

Program Participants – the individuals that will participate in your programs. These may or may not include the target audience and will include any adult influencers your program plans to work with.

Protective factors – events, conditions, situations, or exposure to influences that impede the initiation of sexual violence in at-risk populations and in the community.

Public Health Approach – a four step process that includes:

- Defining the problem based on collecting and analyzing data about a health issue
- Identifying risk and protective factors
- Developing and testing prevention strategies
- Assuring widespread adoption

Risk Factors for Sexual Violence – events, conditions, situations, or exposure to influences that result in the initiation of sexual violence.

Selected Population – a group or population that is defined by increased risk for experiencing or perpetrating sexual violence based on one or more modifiable risk factors. The PPPC determined the selected population in Texas to be 4th-12 grade youth (or age equivalent if youth not in a school setting) and college/university students. Primary prevention efforts must be focused on reducing risk factors or increasing protective factors of this group.

Target Population – is the population chosen by an organization in which prevention programming is designed to create a change. The target population must be within the range of the selected population.

Technical Assistance – efforts that build the capacity of SAPCS-Federal grantees as well as other local and statewide organizations in order to implement and evaluate primary prevention strategies.

Varied Teaching Methods – different strategies and mediums for conveying information. This includes skills-based activities, movement-based activities, hands-on experiences, media analysis, etc.

Well trained staff - program staff supports the program and are provided with training regarding the implementation of the intervention.