



ATTORNEY GENERAL OF TEXAS
GREG ABBOTT

Unlocking the Mysteries of a Successful Sexual Assault Prevention and Crisis Services (SAPCS) Federal Grant



Start with a Vision

“In order to build a society that abhors violence we have to be able to imagine it. We have to dare to dream what our stories will be in a world that honors all human feeling...but that dishonors their expression in ways that violate the other.”

Sandra Campbell. “Creating Redemptive Imagery: A Challenge of Resistance and Creativity.” – Transforming a Rape Culture.



Know the Purpose of SAPCS-Federal Funds



Know the Purpose of the Funds

- ▶ To fund strategies and activities that support the primary prevention of sexual violence

SAPCS-Federal 2012 -2013 Grant Application Kit



What is “Primary Prevention”?

- ▶ Population-based and/or environmental and system-level **strategies, policies and actions that prevent sexual violence from initially occurring**
 - Primary prevention efforts work to **modify and/or entirely eliminate** the event, conditions, situations or exposure to influences (**risk factors**) that result in the initiation of sexual violence and associated injuries, disabilities and deaths
 - Sexual violence prevention efforts address perpetration, victimization and bystander attitudes and behaviors, and seek to **identify and enhance protective factors** that impede the initiation of sexual violence in at-risk populations and in the community at large

Beginning the Dialogue, CDC, 2004



Keep and Use Foundation Documents



Foundation Documents

- ▶ SAPCS-Federal Application – details the definition of:
 - A comprehensive primary prevention program
 - Nine Principles of Effective Programming
 - Approved Activities
 - Complementary Strategies
 - Other important primary prevention terms
- ▶ SAPCS-Federal Contract – details requirements of the SAPCS-Federal grant activities



Foundation Documents

- ▶ Preventing Sexual Violence in Texas, A Primary Prevention Approach – is the Texas state plan to end sexual violence using a primary prevention approach. This document details:
 - Texas specific risk factors for first time perpetration
 - Prioritizes goals to address these risk factors
 - Provides guidance on developing strategies and/or activities



Foundation Documents

- ▶ Beginning the Dialogue – a Centers for Disease Control and Prevention (CDC) document which introduces the concepts of the primary prevention of sexual violence
- ▶ Enhancing Activities for Primary Prevention of Sexual Violence – is a CDC document which gives examples of strategies and activities appropriate for primary prevention
- ▶ What Works in Prevention, Principles of Effective Prevention Programs – gives detailed information on the nine principles of effective programs
- ▶ Nine Principles of Effective Programs Checklist – is a checklist which can be used to assess utilization of each principle



Foundation Documents

- ▶ Tools for Change, An Introduction to the Primary Prevention of Sexual Violence
 - Toolkit developed by TAASA
 - Gives information on primary prevention concepts and approaches
- ▶ Tools for Change, A Guide to Primary Prevention Implementation
 - Toolkit developed by TAASA
 - Includes information and resources related to:
 - Understanding primary prevention
 - Developing prevention programming in individual communities
 - Implementing the Texas primary prevention plan



Foundation Documents

- ▶ Engaging Communities in Sexual Violence Prevention
 - Publication by TAASA
 - Guidebook for individuals and organizations engaging in collaborative prevention work
- ▶ Sexual Violence and the Spectrum of Prevention, Towards a Community Solution
 - Publication by Prevention Institute and the National Sexual Violence Resource Center
 - Guidebook on developing comprehensive primary prevention initiatives



Know Grant Requirements



Grant Requirements

- ▶ Requirements for local programs and statewide programs conducting approved activities:
 - Implement a comprehensive primary prevention program to address goal(s) identified in **Preventing Sexual Violence in Texas, A Primary Prevention Approach** using any one or more of the Approved Activities or Complementary Strategies.
 - Enhance Approved Activities or Complementary Strategies for primary prevention of sexual violence by incorporating the Nine Principles of Effective Programming and the CDC's Framework for Enhancing Activities for Primary Prevention of Sexual Violence.

OAG SAPCS-Federal 2012 -2013 Grant Application Kit



Grant Requirements

- ▶ Requirements for statewide programs conducting Technical Assistance:
 - Support efforts of the Primary Prevention Planning Committee (PPPC)
 - Build capacity of SAPCS-Federal grantees as well as other local and statewide organizations in order to engage in primary prevention efforts
 - Develop primary prevention programming that engages and organizes men in primary prevention efforts and provide training and technical assistance statewide on these issues

OAG SAPCS-Federal 2012 -2013 Grant Application Kit



Know Primary Prevention Strategies/Activities



Primary Prevention Strategies/Activities

- ▶ Approved Activities
- ▶ Complementary Strategies



Approved Activities

- ▶ Educational seminars
- ▶ Training programs for professionals
- ▶ Preparation of informational material
- ▶ Education and training programs for students and campus personnel designed to reduce the incidence of sexual assault at colleges and universities
- ▶ Education to increase awareness about drugs used to facilitate rape or sexual assaults
- ▶ Other efforts to increase awareness in underserved communities and awareness among individuals with disabilities (as defined in section 3 of the Americans with Disabilities Act of 1990 [42 U.S.C. 12102])



Educational Seminars

- ▶ Focus on primary prevention
- ▶ Have a health promotion framework (e.g., the behaviors you want adopted)
- ▶ Utilize the Nine Principles of Effective Programming
- ▶ Utilize trainers/facilitators that are the right fit for the audience

CDC, 2007



Training for Professionals

- ▶ Strategize about who to train
- ▶ Be a part of a comprehensive training plan
- ▶ Take into account work environment (e.g., professional requirements, relevant organizational policies and procedures, organizational norms of practice)
- ▶ Have sufficient dosage and provide follow-up technical assistance
- ▶ Use multiple educational activities
- ▶ Be culturally appropriate
- ▶ Include appropriate trainers
- ▶ Train for sustainability

CDC, 2007



Preparation of Informational Material

- ▶ Prevention focused
- ▶ Part of a health communication plan
- ▶ Related to educational seminars or other program efforts
- ▶ Based on best available evidence
- ▶ Developed with input from intended audience/community
- ▶ Evaluated

CDC, 2007



Education on Campus

- ▶ Education and training programs for students and campus personnel designed to reduce the incidence of sexual assault at colleges and universities
 - Engage males as change agents
 - Educate campus staff and leadership (including student leaders) and teach them to model appropriate behavior
 - Conduct intensive Resident Assistant/Advisor training (with ongoing follow-up support) around prevention and bystander intervention
 - Include policy and systems change work

CDC, 2007



Complementary Strategies

- ▶ Coalition building
- ▶ Community mobilization
- ▶ Policy change
- ▶ Norms change



Coalition Building

- ▶ The process by which community members and organizations come together to achieve a common goal, in this case preventing sexual violence
 - Includes a broad spectrum of the community working together to jointly develop a vision, mission and goals and to take action
 - Encourages collaboration, defined as exchanging information, modifying activities and sharing risks, resources, responsibilities and rewards

CDC, Guidance Document, 2008



Community Mobilization

- ▶ Engendering change in communities by facilitating community ownership and action to prevent sexual violence.
 - Shifts ownership for solution to the community to impact underlying/root causes of sexual violence
 - Incorporating community mobilizing initiative into prevention efforts brings individuals back to the roots of sexual violence being a social change movement
 - Builds the capacity of communities to prevent sexual violence and increases the potential for lasting, substantive change at the individual and community level

CDC, Guidance Document, 2008



Policy Change

- ▶ Promotes individual, community or organizational norms, behaviors and practices that influence the circumstances or environments in which sexual violence occurs
 - Policies establish expectations of conduct and practice for individuals and also establishes an organizational climate in which the mission and goals of the organization are fulfilled
 - Examples:
 - Review/revise policies on sexual harassment and sexualized bullying, ensuring compliance with federal and state laws
 - Assess gender equity and organizational policies and practices that contribute in inequity



Norms Change

- ▶ A norm is defined as a standard, model or pattern - social norms are the behavior expectation and cues within a society or group
- ▶ Social norms have also been defined as the rules that a group uses for appropriate and inappropriate values, beliefs, attitudes and behaviors
- ▶ In primary prevention, norms change works to change those expectations and rules regarding values, beliefs, attitudes and behaviors which support the occurrence of sexual violence



Unallowable Activities

SAPCS-Federal funds require a primary prevention approach to end sexual violence

- ▶ For a complete list of activities which can not be conducted with these funds, refer to your organization's SAPCS-Federal contract.
- ▶ The following activities are not allowed with these funds:
 - Victim related services and education
 - Risk reduction activities
 - The dynamics of dating and/or domestic violence



Know The Plan



Texas, We Have A Plan

- ▶ Preventing Sexual Violence in Texas, A Primary Prevention Approach



Key Concepts of the Plan

- ▶ Prioritizes Texas specific risk factors for sexual violence and identifies goals to address these risk factors
- ▶ Prevent first time perpetration
- ▶ Working with women and girls
 - Should not be an attempt to help them prevent their own victimization
 - Both women and men have a place in interrupting unhealthy norms and creating new, healthy and equitable norms



The Plan

- ▶ Universal population – men, women and children in Texas
- ▶ Selected populations
 - 2 to 18-year-old males who exhibit the following risk factors:
 - Attitudes/beliefs supportive of sexual violence
 - Impulsive/aggressive behavior
 - Adhere to strict gender roles
 - Live in a family environment characterized by physical, emotional, psychological, verbal and/or sexual abuse as a child



The Plan

- ▶ Selected populations
 - 16- to 24-year-old males who exhibit any of the following risk factors:
 - Witnessed or experienced physical, emotional, psychological, verbal and/or sexual abuse, as a child
 - Attitudes and beliefs supportive of sexual violence
 - Hostility towards women
 - Associate with sexually aggressive peers



The Plan

- ▶ Strategies and activities must be informed by community stakeholders and supported by local and state data
- ▶ Strategies/activities chosen must align with the CDC's working definition of sexual violence prevention
 - Population-based and/or environmental and system-level strategies, policies, and actions that prevent sexual violence from initially occurring
- ▶ Strategies/activities must integrate cultural relevance and specificity into prevention programming



The Plan

Strategies/activities must be one of the following

- ▶ Substance Abuse and Mental Health Services Administration (SAMHSA) model programs with appropriate adaptations for targeting identified risk factors and the inclusion of sexual violence primary prevention content
- ▶ Programs that are evidence based or based on quasi experimental design or randomized control trials
- ▶ Unproven strategies that have been informed by a behavior or social change theory, that reflect prevention principles and include sexual violence primary prevention content



Theories of Social and Behavior Change

- ▶ Health Belief model
- ▶ Theory of Reasoned Action
- ▶ Diffusion of Innovation
- ▶ Transtheoretical model



What is Sexual Violence Primary Prevention Content?

- ▶ Primary prevention content
 - Content which directly addresses the risk factors (such as rigid gender roles and stereotypes, gender inequality, etc.) and/or protective factors (such as gender equality and respect) for sexual violence

- ▶ Examples:
 - Bullying – include information on gender roles and stereotypes
 - Healthy relationships – include information on gender equality and respect



Ensure Program is Comprehensive



Comprehensive

- ▶ Comprehensive Prevention Program - a comprehensive prevention program is the combination of complementary and synergistic prevention strategies **across the levels of the social ecology** that address the needs of a universal or selected population. Strategies are complementary and synergistic when they **focus on the same group and when a strategy implemented at one level of the social ecology reinforces a strategy at another level of the social ecology**. The **strategies at different levels of the social ecology address the same risk or protective factor**. (Preventing Sexual Violence in Texas, A Primary Prevention Approach, p.53)



Ensure your Program is Comprehensive

- ▶ Strategies/activities implemented at one level of the social ecology may be considered comprehensive if multiple approaches are used to address the same risk or protective factor
- ▶ Examples of Comprehensive Prevention Programs:
 - More than one goal is chosen representing at least two spheres of the ecological model and the goals complement each other
 - One goal is chosen which complements the work of another community organization
 - One goal is chosen and a comprehensive program is achieved through multiple approaches



Know the Nine Principles of Effective Prevention Programs



Nine Principles of Effective Prevention Programs

- ▶ Comprehensive
- ▶ Include varied teaching methods
- ▶ Provide sufficient dosage
- ▶ Are theory driven
- ▶ Provide opportunities for positive relationships
- ▶ Are appropriately timed
- ▶ Are socio-culturally relevant
- ▶ Include outcome evaluations
- ▶ Involves well-trained staff

What Works in Prevention, Principles of Effective Prevention Programs, 2003



Comprehensive

- ▶ Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target population

- ▶ Examples:
 - Multiple sessions include skill building exercises on gender stereotypes and equality, healthy relationships, and bystander interventions
 - Multiple settings include educational sessions to youth and their teachers, parents and other adult influencers so adults can model desired behavior and reinforce desired behavior with youth participants



Include Varied Teaching Methods

- ▶ Multiple teaching methods should be used, including some type of active, skills-based component
 - Interactive
 - Skill building
- ▶ Example:
 - Instruction is given in bullying including gender and sexualized bullying, gender equality and respectful communication
 - Lecture, videos, classroom exercises and role plays are used
 - Students have the opportunity to discuss why they think bullying occurs



Provides Sufficient Dosage

- ▶ Participants need to be exposed to enough of the activity for it to have an affect – research shows that 7-9 doses are needed to affect changes in attitudes and behaviors

- ▶ Example:
 - The program includes eight 1½ hour sessions and one follow-up booster session.
 - Participants create a poster on the topics discussed at the end of the program
 - The posters are displayed in the hallway of the school



Are Theory Driven

- ▶ Prevention strategies should have a scientific justification or logical rationale
- ▶ Example:
 - The program uses educational seminars on gender roles and stereotypes to assist participants in identifying the consequences of stereotypes, barriers and benefits to changing attitudes, beliefs and behaviors on rigid gender roles (Health Belief model)



Provide Opportunities for Positive Relationships

- ▶ Programs should foster strong, stable, positive relationships between children/youth and adults, youth and youth, adults and adults

- ▶ Example:
 - Youth and adult participants complete activities on gender equality and bystander interventions together giving them the opportunity to discuss these issues
 - After instruction, this program also gives adults the opportunity to model desired behavior



Are Appropriately Timed

- ▶ Program activities should happen at a time (developmentally) that can have maximal impact in a participant's life – materials should be appropriate for the developmental stage of the participants
- ▶ Example:
 - The program was reviewed by school counselors who verified the program was appropriate for the developmental stage of the participants - school counselors also recommended the age group was appropriate for a bullying prevention program



Are Socio-culturally Relevant

- ▶ Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms
- ▶ Example:
 - The program serves a rural community which is 55% Hispanic and 15% African American - representatives from both groups participated in the evaluation and modification of this program/curriculum to ensure materials were culturally relevant and appropriate



Include Outcome Evaluations

- ▶ A systematic outcome evaluation is necessary to determine whether a program or strategy worked
- ▶ Example:
 - Currently, this program is measuring an increase in knowledge of the factors that allow sexual violence to occur using a pre and post test to measure the outcome



Involves Well-trained Staff

- ▶ Programs need to be implemented by staff members who are sensitive, competent and have received sufficient training, support and supervision.
- ▶ Example:
 - Each staff member involved in this program attends a 40-hour training on sexual assault, additional training on bullying specifically gender and sexualized bullying and specific training on the program/curriculum
 - The program director provides supervision and support for the educators
 - The prevention team meets weekly to discuss any challenges experienced with the program.



Submit Required Documentation



Performance Reports

NEW Reporting Due Dates:

- ▶ 1st Quarter: February 29, 2012
- ▶ 2nd Quarter: May 30, 2012
- ▶ 3rd Quarter: August 30, 2012
- ▶ 4th Quarter: November 30, 2012



Performance Reports

- ▶ Performance reports – use instructions to ensure your organization is reporting accurately
 - Report only the activities conducted by SAPCS-Federal grant funded staff while paid with SAPCS-Federal funds
 - Do not enter into the Integrated Tracking System (ITS) any activities, including the number of training and educational seminars conducted by SAPCS-Federal funded staff, which is reported on the SAPCS-Federal Performance Report
 - For education efforts, report each session and each session's participants individually even if part of a series



Performance Report Reviews

What Grant Managers are looking for during reviews

- ▶ Timeliness of report (due 30th day after end of reporting period)
- ▶ Completeness and accuracy
- ▶ Achievement of established targets
- ▶ Achievement of outcomes
- ▶ Statistical anomalies
- ▶ Program issues detailed in narrative
- ▶ Program highlights
- ▶ Justification for missing or incomplete data
- ▶ Information involving changes to key personnel



Financial Documents

- ▶ Budget adjustments
 - Submit all required information (electronic detailed budget)
 - Use current budget format (FY 2012)
 - Refer back to application instructions to complete budget adjustments
 - Ask for assistance when needed



Financial Documents

- ▶ Invoice/Financial Status Report/Salary Match Detail Forms
 - Federal invoices are paid twice a month (15th and 30th)
 - Must be received by GAD no later than 20 calendar days after the end of the month being reported
 - Submit accurately and timely (signed by Authorized Official or Alternate Designee)
 - Ask for assistance when needed



Avoid Common Pitfalls



How to Avoid Common Pitfalls

- ▶ Keep it simple
 - Pick goals/strategies/activities that are realistic and meet the needs of the community
- ▶ Know the basic concepts of primary prevention and the Texas plan (Preventing Sexual Violence in Texas, A Primary Prevention Approach)
- ▶ Understand the Nine Principles of Effective Prevention Programs
- ▶ Use OAG resources - read the Performance Report Instructions which includes examples
- ▶ Submit complete and accurate reports – do not leave any blanks, and provide specific examples of program activities



Technical Assistance

- ▶ Communication with OAG staff – do not work in isolation
- ▶ Seek technical assistance:
 - Grant Manager
 - OAG Primary Prevention Specialist
 - TAASA Capacity Building Team
- ▶ When is it the right time to seek technical assistance?
 - Anytime there is a question



On the Horizon



On the Horizon

- ▶ Outcome measures for goals identified in the Texas Plan
- ▶ Promising programs



Resources

- ▶ Preventing Sexual Violence in Texas, A Primary Prevention Approach
<http://www.taasa.org/prevention/pdfs/PreventingSexualViolenceinTe>
- ▶ Centers for Disease Control and Prevention
<http://www.cdc.gov/ViolencePrevention/sexualviolence/index.html>
- ▶ Office of the Attorney General, SAPCS-Federal Primary Prevention Guidance Documents
<https://www.oag.state.tx.us/victims/SAPCS-Federal.shtml>
- ▶ Texas Association Against Sexual Assault
<http://www.taasa.org/programs/primary-preventionsocial-justice/>



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