

**Texas SAPCS-Federal Programming Summary
FY 2020 – 2023 (February 1, 2020 – January 31, 2024)**

SAPCS-Federal Programming Summary:

Population of Focus - 6th – 12th grade (or age equivalent if not in a school setting), college/university students, and adult influencers.

Specific Program Requirements - Funded sexual assault programs will implement no less than 50% of all strategies at the community/societal level (not solely in school settings);

Programming Focus Areas, Approaches and Risk and Protective Factors - This section details Texas programming for FY 2020 – 2023. The Focus Areas, Approaches, and Risk and Protective factors were identified at the state level through an extensive review of the STOP SV Technical Package, literature review on SV risk and protective factors, state and local SV data, stakeholder feedback, data collected from SAPCS-Federal sexual assault programs, and the Evidence-based Program Curriculum Alignment conducted by the Texas A&M evaluation team.

To be implemented by sexual assault programs

Programming must align with one or more of the following focus areas and approaches (strategies):

Focus Area	<ul style="list-style-type: none"> • Approach 	Level Typically Associated with each Approach
Promoting social norms that protect against violence	<ul style="list-style-type: none"> • Bystander approaches • Mobilizing men and boys as allies 	Community*
Teach skills to prevent Sexual Violence (SV)	<ul style="list-style-type: none"> • Social-emotional learning 	Individual**
Provide Opportunities to empower and support girls and women	<ul style="list-style-type: none"> • Strengthening leadership and opportunities for girls 	Community*
<p>*In order to be considered community-level, programs proposed within this focus area should include one or more components which aim to change social norms, thereby addressing social norms at the setting-level. **Social-emotional learning is considered an individual level approach and therefore cannot be used as a stand-alone strategy.</p>		

To be planned at the state level (sexual assault programs will not implement this focus area at this time)

4) Create protective environments (to be planned at the state level)	<ul style="list-style-type: none"> • Improving safety and monitoring in schools • Addressing community-level risks through environmental approaches
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Below are summaries on the selected Focus Areas and Approaches. Funded sexual assault programs will choose which Focus Area(s) (1-3) and Approaches they will implement using data to justify their choices. Specific requirements will be listed in the FY 2020 RFA.

Focus Area 1 – to be implemented by funded sexual assault programs

- *Bystander Approaches* - these approaches engage individuals to change social norms and provide leadership around preventing SV. These types of approaches engage people, often youth, with the purpose of promoting social norms that protect against violence. They are also used to motivate people to promote protective norms through providing peer leadership around preventing SV.
- *Mobilizing Men and Boys as Allies* – these approaches provide an opportunity to encourage men and boys to be allies in preventing sexual and relationship violence by demonstrating their role in preventing violence. Such approaches work by fostering healthy, positive norms about masculinity, gender, and violence among individuals with potential for these social norms to spread through their social networks.

Focus Area 2 – to be implemented by funded sexual assault programs. Typically this is an individual level activity and must be used as a part of a comprehensive strategy that includes a community-level component.

- *Social-emotional learning approaches* – these approaches work in adolescence to enhance a core set of social and emotional skills including communication and problem-solving, empathy, emotional regulation, conflict management, and bystander skills.

Focus Area 3 – to be implemented by funded sexual assault programs.

- *Strengthening leadership and opportunities for adolescent girls* – this approach uses programs that build confidence, knowledge, and leadership skills in young women. Such programming ideally involves girls as leaders in planning, development, and implementation. Effective programs also support family involvement and provide opportunities for girls to connect with their cultural and community identities. Effective girls’ programming provides a safe space for girls to grow and connect while developing leadership skills and abilities.

Focus Area 4 – to be planned at the state level (sexual assault programs will not implement this strategy at this time)

- *Create protective environments* - improving safety and monitoring in schools; and addressing community-level risks through environmental approaches. Creating protective community environments is a necessary step towards achieving population-level reductions in SV. This is new programming for Texas and requires planning at the

state level to identify strategies related to these approaches that can complement and support funded sexual assault programs efforts with local communities.

- FY 2020 - create an action plan for implementing focus area 4, including identifying potential partners, strategies, and approaches.
- FY 2021 – 2023 – implement action plan.

Risk and Protective Factors – these are the risk and protective factors that are expected to change because of programming:

Risk Factors

- General aggressiveness and acceptance of violence
- General tolerance of SV within the community
- Societal norms that support SV

Protective Factors

- Connection to a caring adult
- Emotional health and connectedness
- Empathy and concern for how one’s actions affect others
- Community support and connectedness

Programs available for use with SAPCS-Federal funds – Funded sexual assault programs will use the Evidence-Based Program Curriculum Alignment tool developed by the Texas A&M evaluation team to identify which programs listed below best serves their community and aligns with the Focus Area(s) they choose to implement.

- Be Strong: From the Inside Out
- Bringing in the Bystander
- Close to Home
- Mentors in Violence Prevention – MVP Strategies

The following programs may be used as a part of a comprehensive strategy that includes a community-level component – they would not be appropriate as a stand along program.

- Step Up
- Second Step
- Coaching Boys into Men - as a train the trainer program only
- LiveRespect

See Appendix A for a snapshot of these programs and their alignment to Texas’ Focus Areas, Approaches, and Risk and Protective Factors.

Important Note: currently the majority of SAPCS-Federal funded sexual assault programs are using a curriculum developed by the Texas Association Against Sexual Assault (TAASA) entitled *Building Healthy Relationships and Communities*. TAASA’s curriculum is not included above. In its current form it includes content for approaches not selected for Texas programming. Additionally, TAASA believes their curriculum would require

revisions/modifications to fully align with the new focus areas and approaches and does not believe their curriculum should be used for new programming as is. If TAASA revises the curriculum and submits it for re-assessment, the OAG will re-evaluate the curriculum at that time.

Additionally, funded sexual assault programs may use a program/curriculum not listed above if it meets the following criteria:

- Fits within one of the chosen Stop SV Focus Areas;
- Has documented evaluation results or is grounded in theory of primary prevention;
- Addresses chosen risk or protective factors;
- Demonstrates a link between the theory of the program/policy effort and targeted outcomes;
- Has implementation materials, as needed;
- Is feasible to implement and evaluate;
- Is in compliance with state law; and
- Has a community-level component or is used as a part of a comprehensive strategy that includes a community-level component.

Definition of Specific Terms:

- Community – any defined population with shared characteristics and environments, including schools, neighborhoods, cities, organizations (e.g., workplaces), or institutions¹.
- Community-level strategies are those strategies that target the characteristics of settings (e.g., schools, workplaces, and neighborhoods) that increase risk for, or protect people from, violence (DeGue et al., 2015)²
- Gender equality – refers to equal rights, responsibilities and opportunities that enable all individuals to achieve their full rights and potential to be healthy, contribute to health development, and benefit from the results³
- Program – is a specific curriculum, training, or policy being implemented (e.g., Bringing in the Bystander, Second Step, etc.)⁴
- Norms - are group level beliefs and expectations about how members of the group should behave⁵. The group can be large or small, ranging from the cultural norms of an entire country to those of a small sub-population.
- Strategy – is an activity (e.g., environmental change, policy-related activity, social norms change activity, bystander intervention training, healthy relationship education) intended to prevent violence and promote health in a group of people⁶

¹ STOP SV Technical Package

² FAQs, NOFO

³ STOP SV Technical Package

⁴ FAQ's NOFO

⁵ Stop SV Technical Package

⁶ FAQ's NOFO

General Guidance:

- As a cornerstone of SAPCS-Federal programming, funded sexual assault programs will focus on positive youth development. In addition to accepted positive youth development components, Texas programming will include:
 - Creating spaces where youth voice is acknowledged, valued, and promoted – programming designed to engage youth in changing culture and norms to prevent sexual violence. Programming where experiences of all youth, particularly youth from marginalized communities, are represented and heard, and those experiences inform programming.
 - Youth establish community connections and community partnerships – implementers work with youth to identify supportive community members and resources, and leverage those relationships and resources to support prevention work. Implementers develop a strong understanding of community readiness for youth engagement work. They build connections between youth participants and members of their community.
- The following are core components of community level work that align with Texas planned programming and that will be used moving forward:
 - Know your community – know your community of choice and the broader community (including online spaces) through an active, ongoing process to identify community dynamics and readiness
 - Cultivate relationship – cultivate inclusive and mutually respectful relationships within the community with intentionality
 - Youth guided – promote opportunities for youth to inform, plan, and lead community-level work
 - Foster a supportive environment – encourage spaces for conversations that value all voices and enhance individuals’ ability to effect positive change
 - Foster cross collaboration – understanding the overlapping causes of violence and the things that can protect people and community is important. Violence takes many forms, including sexual violence, intimate partner violence, bullying, etc. These forms of violence are interconnected and often share the same root causes. Identify and foster partnerships that align with sexual violence risk and protective factors. Support mutual collaboration and collective action while honoring the group’s capacity
 - Action oriented – cultivate and support the progressions of community-based initiatives based on readiness
 - Centered in community ownership and leadership – foster shared decision making to strengthen leadership and sustainability. Highlight, enhance, respect, and celebrate progress.
- The use of the Spectrum of Prevention is encouraged as a framework for implementation.

Appendix A

Supported Programs and their alignment to Texas' Focus Areas and Approaches								
	Social norms that protect against SV		Skills to prevent SV		Empower and support girls and women	Create protective environments		
	Bystander approaches	Mobilizing men and boys as allies	Social-emotional learning	Empowerment-based training	Strengthening leadership and opportunities for girls	Improving safety and monitoring in schools	Establishing and consistently applying workplace policies	Addressing community-level risks through environmental approaches
Be Strong	✓		✓	✓	✓			
Bringing in the Bystander	✓		✓	✓				
Close to Home			✓	✓				✓
Coaching Boys into Men	✓	✓	✓	✓				
Live Respect		✓	✓	✓				
MVP Strategies	✓ ✓	✓	✓	✓	✓			
Second Step	✓		✓	✓	✓			
Step UP!	✓							

Supported Programs and their Alignment to Texas Specific Risk and Protective Factors

	RISK FACTORS				PROTECTIVE FACTORS					
	Individual		Community	Societal	Connection to a caring adult	Emotional health and connectedness	Connection/commitment to school	Empathy and concern for how one's actions affect others	Community support and connectedness	Gender equality
	Hostility towards women	General aggressiveness and acceptance of violence	General tolerance of SV within community	Societal norms that support SV						
Be Strong	✓	✓	✓	✓	✓	✓		✓	✓	✓
Bringing in the Bystander	✓	✓	✓	✓	✓	✓	✓	✓		✓
Close to Home					✓	✓	✓		✓	✓
Coaching Boys into Men	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Live Respect	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
MVP Strategies		✓	✓	✓		✓		✓	✓	✓
Second Step		✓			✓	✓	✓	✓	✓	✓
Step UP!	✓	✓	✓	✓	✓	✓	✓			✓