Recommendations from the Primary Prevention Planning Committee, Steering Committee (PPPC SC), October 2020

The PPPC SC welcomes feedback from RPE-funded organizations on the implementation and evaluation of the Texas RPE Program. Recently the PPPC SC asked RPE funded organizations the following question via a satisfaction survey administered by TAASA regarding their Community of Practices (CoP)s.

Question asked on survey

Please share any feedback you have related to implementing sexual violence primary prevention programming related to SAPCS-Federal RPE programming guidance in the space provided below.

As the PPPC SC committee, we recommend the following as a response to this feedback.

Feedback:
- Covid limiting ability to implement
    - No access to schools, or waiting to hear about access to schools
    - Covid is increasing risk factors for SV, particularly in communities that lack basic needs or have been historically marginalized
    - Lack of online access and capacity to use (both participants and partners)
    - Partners either not opening up or focused on other issues
    - Waiting for curriculum developer to provide online adaptations

Recommendation from the PPPC SC:

As the PPPC SC, we have had the opportunity to review data both from local programs and technical assistance providers. From review of that data, local programs are encouraged to focus on community level work during this challenging time when COVID and the community response to it are impacting implementation of programming. There is recognition from this committee as well as the Centers for Disease Control and Prevention that people may not be able to implement curriculum-based and/or school-based programming in the manner which was planned before the pandemic. Instead, programs are encouraged to focus on community-level strategies and the core components of community level work (pg. 5 of *Texas SAPCS-Federal Programming Summary*). Particularly now, programs are focusing on:
- Cultivating relationships with existing or potential partners (including understanding partners' current priorities and building inter-agency support), getting to know their community (particularly the impact of COVID on community members and their organization, how that may impact readiness for programming, and efforts needed to keep communities connected), and

- Fostering cross collaboration by looking for unique partners who have goals that can support the focus areas and approaches selected.

Additionally, many programs are finding ways to promote messaging related to their chosen focus areas and approaches via social media or various other online platforms. These messages can be part of a successful social norms change effort. If programs are able to implement even a portion of their curriculum-based programming in a virtual environment, as the COVID impact continues, they are encouraged to do so. Programs should carefully consider factors that may make virtual participation in curriculum challenging, triggering, or unsafe, and should utilize ***Using Essential Elements to Select, Adapt, and Evaluate Violence Prevention Approaches*** to make any necessary adaptations to their programming. The document can be accessed at: https://evalsvpptx.com/resources/