

**SAPCS-Federal Questions & Answers**  
**Last Updated January 2021**

**Guide to using this document:**

- **Dates in bold indicate the most current update on the questions. Acronyms Used in this Document**
  - **RPE = Rape Prevention and Education**
  - **SAP = Sexual Assault Program**

**Evaluation:**

| <b>Question</b>  | <b>Answer</b>  |
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| <p>What, if any, are the evaluation tools to be used to assess outcomes considering this pandemic?</p> | <p><b>Update: 01/22/2021</b> – to assist grantees in administering the program-specific evaluation tool(s) that came with their program, the Texas A&amp;M evaluation team has developed a <i>Resource Toolkit for Program Specific Online Data Collection &amp; Evaluation</i>. You can access that toolkit here: <a href="https://evalsvpptx.com/resources/">https://evalsvpptx.com/resources/</a>.</p> <p>Texas A&amp;M is currently working on community level evaluation tools and the OAG will send out additional information once these tools are finalized. Any changes to evaluation will also be posted here: <a href="https://evalsvpptx.com/set/">https://evalsvpptx.com/set/</a>.</p> <p>Update: 11/02/2020 - All grantees must begin administering the program-specific evaluation tool(s) that came with their program if: 1) the program is a curriculum and you are implementing all sessions as prescribed by the program – either in person or virtually. This applies to Be Strong; Coaching Boys into Men; Live Respect; and Second Step, or 2) the program is not a curriculum and you are implementing all steps as prescribed by the program. This applies to Close to Home. Note: Bringing in the Bystander and MVP Strategies do not have specific evaluation tools included in their program so if you are implementing these programs, you will not have to administer an individual level evaluation tool.</p> <p>04/27/2020 – The OAG has suspended individual-level surveys at this time. More guidance about evaluation tools will be forthcoming soon.</p> |
| <p>Can we create our own final survey if our curriculum does not include one?</p>                      | <p>10/20/2020 - You can but you do not have to. We know MVP and Bringing in the Bystander does not have fully developed individual level surveys, so if you are implementing these programs, you do not have to administer an individual level evaluation tool.</p>  |

**Funding:**

| Question   | Answer  |
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| <p>Will the grant be monetarily impacted due to COVID? Is there a possibility the government will pull funding because they have spent the money elsewhere during the pandemic? Is funding secure?</p> | <p><b>Update 01/2021</b> – There are no anticipated budget cuts to this funding in FY 2021.</p> <p><b>Update: 10/2020</b> - The CDC has not announced any changes to the RPE funding or programming.</p> <p>04/2020 - To date, the CDC has not announced any changes to RPE funding.</p>  |
| <p>When will the application and/or work plan be released and due for FY 2021?</p>   | <p><b>Update 1/2021</b> – the Grants Administration has issued FY 2021 contracts. Grantees will be required to complete a new budget for this grant year. Grant Managers will be reaching out to grantees soon.</p> <p>11/2020 - The application in FY 2020 was a 4-year application. The OAG is currently determining what if any documents will be required before new contracts go out for FY 2021. More information will be coming.</p> |

**Pandemic Related:**

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| <p>How do you see the SAPCS-F grant evolving in the face of our pandemic? i.e. being in digital spaces and having less structured?</p> | <p><b>01/2021</b> - Even before COVID, the CDC’s goal was to move away from individual education and to increase community level strategies. We expect the focus to remain the same throughout the current project period which ends January 31, 2024. Conducting less structured education and more community level strategies and using digital spaces aligns with the CDC’s recommendations for this funding.</p>  |
| <p>Are there specific guidelines to implement programs during the pandemic?</p>  | <p><b>Updated 01/2021</b> – the guidance sent out in March is still in effect.</p> <p>04/27/2020 - In March, the OAG sent out the following information regarding Covid19 – The OAG is aware that social distancing, quarantines, work from home, and school closures are greatly impacting your ability to implement your program(s) as planned. We encourage you to explore creative options for continuing the work. CDC’s Technical Assistance providers (NSRVC at <a href="https://www.nsvrc.org/">https://www.nsvrc.org/</a> and PreventConnect at <a href="http://www.preventconnect.org/">http://www.preventconnect.org/</a>) have developed a large collection of webinars, podcasts, and trainings for the field. Consider how you might use these with staff or partners. Likewise, school closures and social distancing may impact your reported measures and reach. The OAG will take this into consideration and lower</p> |

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|   | reach will not negatively impact your continued receipt of funding. Please reach out to your grant manager with specific questions about your SAPCS-Federal grant or if you have programmatic questions. Your grant manager will loop in Peggy Helton for any programmatic questions you may have.  |
| What does Community Level Activities look like in online spaces only?                       | 04/27/2020 - The Texas Programming Summary details community level processes, many of which can be conducted online. You can access the Texas SAPCS-Federal Programming Summary at <a href="https://evalsvpptx.com/resources/">https://evalsvpptx.com/resources/</a>  |
| Due to current social distancing requirements, how might I best conduct the MVP curriculum? | 04/27/2020 - Discuss options with your community partners and reach out to Peggy Helton if you have any questions/concerns. MVP is primarily classroom based and requires significant development of community-level strategies outside of the classroom. If your organization feels MVP may no longer work for you, contact your grant manager who will loop Peggy Helton in to discuss options. |
| Are we allowed to alter our community level activities to meet the current COVID standards? | 11/2020 - Grantees have the flexibility to be creative in their community level activities if they: <ul style="list-style-type: none"> <li>• Use the core components of community level work (Page 5 of the SAPCS-Federal Programming Summary)</li> <li>• Focus on their selected community</li> <li>• Address their selected focus areas and approaches</li> </ul>                               |

**Programming:**

| <b>Question</b>   | <b>Answer</b>  |
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| Any new changes or updates to FY 2021?                  | <b>01/22/2021</b> - No changes to programming are expected in FY 2021. SAPCS-Federal programming was designed to remain stable over the course of the grant years (FY 2020 – FY 2023), changes to focus areas, approaches, programs, community, and population of focus can be made with prior approval from the OAG. To make changes on these components of programming, contact your grant manager who will loop in Peggy Helton to discuss the proposed changes.  |
| Is there any guidance on virtual programming available? | <b>01/22/2021</b> - TAASA is developing guidance documents on implementing programming in a virtual environment. You can expect those guidance documents to be available sometime in February. Texas A&M has developed a <i>Resource Toolkit for Online Program-Specific Data Collection &amp; Evaluation</i> , which can be found on this website: <a href="https://evalsvpptx.com/set/">https://evalsvpptx.com/set/</a> . Future evaluation directives and guidance will be compatible with virtual programming. |

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| <p>If a Prevention Department is doing Podcasts, do all of have to be centered on our Focus and Approach areas?</p>  | <p><b>01/22/2021</b> - Any podcasts implemented using SAPCS-Federal funds must be centered on the focus areas and approaches selected by your organization.</p>   |
| <p>What are topics/activities that are not considered primary prevention in terms of reporting?</p> <p>What topics and activities would not be considered a primary prevention effort?</p> | <p><b>Updated 01/22/2021</b> – Grantees must report all activities conducted by staff funded on the SAPCS-Federal grant. Grantees are responsible for knowing which activities are unallowable under this grant and for ensuring all activities conducted and reported on this grant are allowable. See update of 04/27/2020 below for a link to unallowable activities.</p> <p>04/27/2020 - Unallowable activities are listed in the Application Kit Instructions, Page 7. The FY 2020-2023 SAPCS-Federal Application Kit can be found at: <a href="https://www.texasattorneygeneral.gov/divisions/grants/solicitations">https://www.texasattorneygeneral.gov/divisions/grants/solicitations</a>. The Texas SAPCS-Federal Programming Summary located at <a href="https://evalsvpptx.com/resources/">https://evalsvpptx.com/resources/</a> details what SAPs should be doing for prevention. Pay close attention to the focus area and approaches you chose, because all your activities should grow out of your chosen focus areas and approaches. When you read your focus area and approaches – put “We are preventing sexual violence by” in front of the description. Example: we are preventing sexual violence by strengthening leadership and opportunities for girls.</p> |
| <p>If I'm teaching the Be Strong curriculum in a high school, can I use part of the session to plan for leadership opportunities?</p>  | <p><b>01/22/2021</b> - If grantees are able to implement their curricula, either face to face or online, they should be implementing the curriculum as it is intended. If adaptations are made, grantees must use the process for making adaptations to prevention programs identified in the CDC’s guidance: <a href="#"><b><u>Using Essential Elements to Select, Adapt, and Evaluation Violence Prevention Approaches</u></b></a> which can be found in the resources section of the Texas Sexual Violence Primary Prevention Evaluation website, and on TAASA’s website under prevention. TAASA’s prevention team is available to talk through this with you if you have questions. Specific to this question, you would want to make sure that any time taken to plan activities didn’t prevent implementation of the essential elements of the curriculum. Keep in mind that Be Strong sessions are designed to be implemented in about 30 minutes.</p>   |

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| <p>What are reasonable goals for our programs for the next few months? How should we plan for the future of programming?</p>                                   | <p><b>01/22/2021</b> - The CDC continues to recognize the impact of COVID on program implementation. This impact may vary from community to community, and program to program. The following are activities that every program can work towards:</p> <ul style="list-style-type: none"> <li>• Use the core components of community level work (Page 5 of the SAPCS-Federal Programming Summary).</li> <li>• Focus activities on your selected community</li> <li>• Address the selected focus areas and approaches</li> <li>• Over time, increase the reach of the program and the number of implemented community/societal level activities completed.</li> </ul>  |
| <p>What are effective ways to gain stakeholders?</p>   | <p>04/2020 - See the Texas SAPCS-Federal Programming Summary, Core Components of Community-Level Work, page 5 for ideas on engaging stakeholders.</p>   |
| <p>Could you elaborate more on community level strategies and how that might look like in the field?</p>   | <p>04/2020 - Programming Summary, Core Components of Community-Level Work, Page 5 is a good example of what community level strategies entail. What is important is for you to align activities with your chosen focus area/approaches.</p>   |
| <p>Is it possible to make changes to programming during the grant?</p>   | <p>11/2020 - Yes, it is possible, although, SAPCS-Federal programming is designed to remain stable over the course of the grant years, changes to Focus areas, approaches, program, community, and population of focus can be made with prior approval from the OAG. To make changes on these components of programming, contact Peggy Helton who will loop in your grant manager to discuss the proposed changes.</p>  |
| <p>Do podcasts and social media posts ON TOPIC fulfill community level requirements of the requirement for implementing 50% of community level strategies.</p> | <p>12/2020 - Yes, if they address your selected focus areas and approaches and fit the definition of any of the community level strategies (coalition building, community mobilization, policy education, or social norms change). Regarding the 50% requirement: SAPs must implement no less than 50% of all strategies at the community/societal level. First let's go back to the definition of Community-level strategies. 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. Please note that the Texas Programming Summary and the FY 2020-2023 SAPCS-Federal Application Kit built in the 50% criteria. The process was designed so that everyone's programming is at least 50% community level.</p> |

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|   | <p>Here is how we will measure an increase in community level strategies:</p> <ul style="list-style-type: none"> <li>• # number and types of prevention programs, policies and practices (i.e., approaches) implemented</li> <li>• # of implemented community/societal level approaches.</li> </ul> <p>We are interested in seeing an increase of community-level strategies over time.</p>                      |
| What is the process for program modifications such as adding an intro session?                              | 12/2020 - Modifications can be made to a program if the modifications do not alter the essential elements of the program. Use the CDC’s Essential Elements guidance to determine if modifications are appropriate for your chosen program.   |
| What if our community and school(s) are only allowing or wanting asynchronous programming? Is this allowed? | 12/20 - Asynchronous programming includes pre-recorded lectures and digital curriculum materials where participants respond through email, discussion boards, social networking, and collaborative documents at a time of their own choosing. While, yes, it is allowed, SAPs should determine if it is appropriate and safe for their subject matter and if they have the resources to respond to participants. |

**Reporting:**

| <b>Question</b>  | <b>Answer</b>   |
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| What is the best way to record numbers for videos on social media that keep gaining views even months after initial posting? | <b>01/22/2021</b> – Typically social media activities align most with social norms change. Programs should report the number of likes or views that fall within the reporting quarter in the social norms change narrative. For example, if there were 20 views on a video as of October 31 <sup>st</sup> , report 20 views for the 3 <sup>rd</sup> quarter. If there are 40 views total for the same video as of January 31 <sup>st</sup> of 2021, report 20 views in the 4 <sup>th</sup> quarter (subtracting the 20 views that occurred in the 3 <sup>rd</sup> quarter). The Texas A&M evaluation team will include a place to report numbers associated with social media activities as well as additional instructions on how to count these in the FY 2021 quarterly report protocol. |
| If we conducted one online training that included both external and internal audiences, how would we report that?            | 10/2020 - Split the entry according to audiences (between internal and external). Put a “1 for the # of workshops under both internal and external audiences. In the narrative, you can explain that it was the same workshop.  |

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| <p>If I participated in technical assistance with the OAG or TAASA, how would I report this?</p>   | <p>10/2020 - Report technical assistance under staff development. Any of the following activities would be considered staff development: Q&amp;A sessions, any type of technical assistance with the OAG or the TAASA TA team, or webinars.</p>   |
| <p>We utilized social media to highlight different organizations in our specified community we were building relationships with and highlighted events that were hosting. We also highlighted young people in our community and the work they are doing to promote social norms supportive of safe communities. We have increased our primary prevention content on our social media pages to engage and educate and foster healthier social norms in our community. Our followers are from all over, but they do include organizations and individuals from our selected community. Could this work be discussed in the community level activities section?</p> | <p>10/2020 - Yes, capture that work under community level activities (Q2 in the Quarterly Reporting System). Depending on the messaging it should also be entered under one of the community level strategies (Coalition Building, Community Mobilizations, Policy Education or Social Norms Change). Look at the definitions in the SVPP Reporting Protocol located at <a href="https://evalsvpptx.com/reporting/">https://evalsvpptx.com/reporting/</a> to determine which would best describe your efforts. If you can estimate how many people from your community of choice were affected by these efforts, keep that number so you can include them in your reach numbers that you will enter at the end of the 2<sup>nd</sup> quarter. We will also provide a space to capture reach of individuals outside of your community of choice.</p> |
| <p>If I am new, how do I get trained on the Quarterly Performance Reports?</p>   | <p>11/2020 - There is a FY 2020 Reporting Protocol (instructions for Quarter Performance Reports) located at <a href="https://evalsvpptx.com/reporting/">https://evalsvpptx.com/reporting/</a>. On that same website, there are also training videos on the reporting system.</p>   |
| <p>How do I report online webinars that we conducted?</p>  | <p>12/2020 Update – For online presentations, please ensure your entity has a means of verifying participant counts, such as an online registration to obtain the information on how to participate in the training. While online registrations are not necessary, grantees must have a means of ensuring participant counts are accurate. Grantees must be able to provide that information to the OAG if requested.</p>   |

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|   | <p>11/2020 - If the online sessions are interactive (e.g. Zoom) and are conducted with program participants (individuals who are going through your curriculum), they should be reported as education seminars or training programs for professions just as if they were delivered face-to-face. If the online sessions were conducted with individuals other than program participants, they should be counted under Other Education (either internal or external) just as if they were delivered face to face).</p>     |
| <p>How do I report Podcasts or Posted Media Messages?</p> | <p>11/2020 - If the messages, podcasts, etc. is static (not interactive) they should be reported under one of the community level strategies (Coalition Building, Community Mobilizations, Policy Education or Social Norms Change). Look at the definitions in the SVPP Reporting Protocol located at <a href="https://evalsvppts.com/reporting/">https://evalsvppts.com/reporting/</a> to determine which would best describe your efforts. You can record the number of likes/views within the narrative response.</p> |