



FY21

RPE

**COMMUNITY
DATA REPORT**

 **SVPP**EVALUATION

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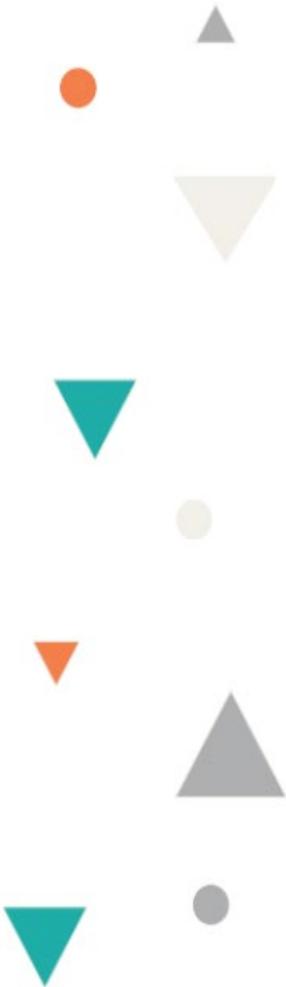
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INTRODUCTION

The National Rape Prevention and Education program is led by the Centers for Disease Control and Prevention (CDC) and provides funding to state health departments to work collaboratively with diverse stakeholders, including state sexual violence coalitions, educational institutions, rape crisis centers, community organizations, and other state agency partners to guide implementation of state sexual violence prevention efforts. The Texas Rape Prevention & Education (RPE) program seeks to prevent sexual violence in Texas by reducing risk factors and enhancing protective factors linked to sexual violence first-time perpetration and victimization. The RPE program primarily focuses on implementing community and societal-level strategies. It aims to create positive change in 6th – 12th grade youth (or age equivalent if youth are not in a school setting), college/university students, and their adult influencers. Texas RPE consists of 18 funded program grants to sexual assault organizations all over Texas.

Texas RPE programming emphasizes the following focus areas and approaches: promoting social norms that protect against violence (bystander approaches and mobilizing men and boys as allies); teach skills to prevent sexual violence (social-emotional learning) and provide opportunities to empower and support girls and women (strengthening leadership and opportunities for girls). All programming efforts are implemented through positive youth development and community-driven approaches.

Implementing societal and community strategies will prevent sexual violence and perpetration by decreasing risk factors and increasing protective factors. Texas-specific 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

Contextual Factors

In February 2020, Texas programming shifted focus to community- and societal-level approaches. Many RPE grantees changed and/or started offering new programming (curricula) at this time. In March 2020, Texas Governor Greg Abbott issued a disaster proclamation certifying that COVID-19 posed an imminent

threat of disaster in Texas, and among several other provisions, social gatherings were limited to no more than 10 individuals. In April 2020, a Shelter-in-Place order was in effect where Texans were directed to stay home unless conducting essential services or activities. Schools, non-essential businesses, and non-essential services were closed or shifted to a conduct-from-home format. This order came after a wave of worldwide recommendations that included frequent handwashing, social/physical distancing (individuals remaining 6ft apart), and limitations on the number of people allowed to gather in one location. These recommendations remained in place even after the Shelter-in-Place order expired, and most schools were not reopened for in-person classes during the 2019-2020 school year and continued in a virtual or hybrid model for the 2020-2021 school year. During this same time, a variety of events took place on a national level that were challenging and disproportionately affected some communities. Many people and communities experienced civil unrest, food insecurity, overtaxed health care systems, concern for basic safety, unemployment, and limited childcare access, which led to an overall shift in priorities. RPE grantees reimaged planned prevention programming, which resulted in social norms change and community-level work that fit the unique situation of each Texas community receiving RPE funds.

Texas traditionally allows local governments to determine guidelines for their jurisdiction. Therefore, Texas RPE programs operated under a wide variety of mandates throughout the COVID-19 pandemic.

This report presents results from a community level survey distributed to Texas RPE program participants, as well as their broader community, and focus groups conducted with either RPE participants, community partners or RPE program staff.

METHODOLOGY

SURVEY DESIGN

The anonymous survey, designed by the Texas A&M evaluation team, collected demographic data such as gender, age, race, zip code, and participation in RPE programs to ascertain key details about the respondent. The community survey was also designed to measure the following risk and protective factors, as well as environmental and **community** change that results from strategies:

- general aggressiveness and acceptance of violence,
- general tolerance of sexual violence within the community,
- societal norms that support sexual violence,
- connection to a caring adult,
- emotional health and connectedness,
- empathy and concern for how one's actions affect others, and
- community support and connectedness.

SURVEY DISTRIBUTION

The survey was administered online via Qualtrics survey software in Spring 2021. The Texas A&M evaluation team distributed the survey link to RPE grantees. RPE grantees were responsible for distributing materials provided by the evaluation team to their program participants, as well as making it available to their broader community via existing communication channels. If a grantee was not currently engaging youth, then at minimum, the Primary Prevention Coordinator (or other identified staff member) was asked to distribute the survey to the youth currently enrolled in programming, as well as any existing partner/contact lists or communication channels (e.g., social media) their agency maintains. Although all respondents were welcome to take the survey, a particular emphasis was put on collecting data from members of the Texas RPE population of focus (youth in 6th – 12th grade, college students, and adult influencers). Since the program relies heavily on authentic youth engagement, youth were encouraged to be an integral part of this process.

DATA ANALYSIS

The Texas A&M evaluation team analyzed the submitted data using STATA statistical package.

FOCUS GROUPS

Focus groups were mandatory for RPE-funded sites among current program participants. If they did not have program participants, focus group participants could also be partners that they work with and are (or were) familiar with their work. The focus groups were intended to collect contextual information about the community and local prevention efforts, as well as provide a deeper understanding of the community. The

Texas A&M evaluation team conducted all the focus groups virtually over Zoom. All focus group data was analyzed, and themes were derived from the responses.

LIMITATIONS

Since surveys were distributed only to a unique population and not to the whole of Texas, the results cannot be generalized to the general population of Texas. Therefore, the results cannot be generalized beyond the eligible respondents that took the survey.

HOW TO USE THE DATA

This data may be used by prevention staff, researchers, advocates, communities, and other professionals working in the sexual violence and prevention fields. Since survey questions will most likely change, data from this report serves only as a baseline; therefore, RPE grantees are not required to make programming changes based on this data.

SURVEY RESULTS

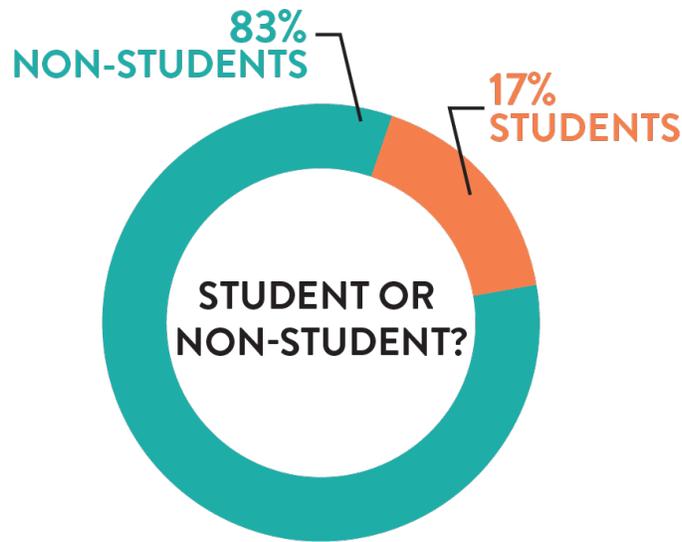
This section presents the results of the community survey administered to the Texas RPE population of focus (youth in 6th – 12th grade, college, or adult influencers) and the broader community.

DEMOGRAPHICS

KEY FINDINGS

- A total of 967 surveys were completed from across Texas.
- A majority of the respondents were female, non-students between the age of 40 and 49.
- The two largest groups of respondents by race or ethnicity were White (42.9% of respondents) and Hispanic or Latino (42.4% of respondents).

STUDENTS OR NON-STUDENTS



AGE

Below is the age breakdown of survey respondents.

STUDENTS

Grade	Percent
6th-8th	2%
9th - 12th	70%
College	28%

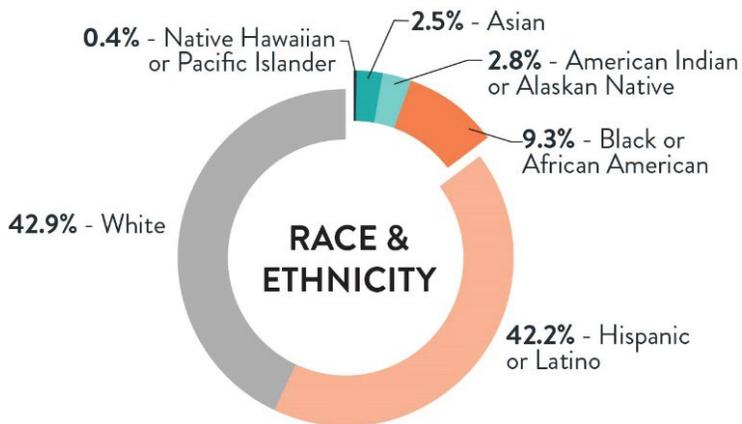
COLLEGE STUDENTS ONLY

Age	Percent
18-24	50%
25-29	18%
30-34	10%
35-39	7%
40-44	5%
45-49	2%
50 or older	8%

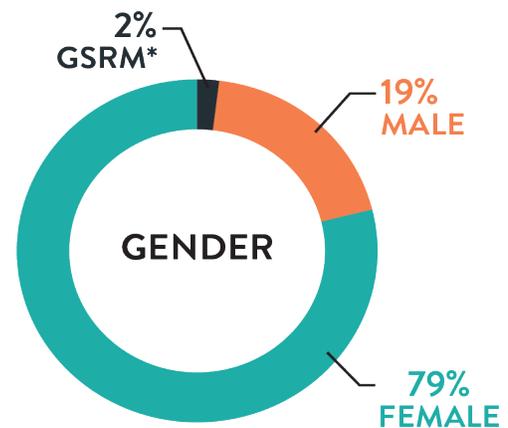
NON-STUDENTS

Age	Percent
12 or younger	0.2%
13-17	3.7%
18-24	6.4%
25-29	9.9%
30-39	26.9%
40-49	20.2%
50-59	16.6%
60-69	12.1%
70 or older	4.1%

RACE/ETHNICITY*



GENDER**



*Gay, Sexual, Romantic Minority

*Race/ethnicity was a multi-response question, so respondents had the option to choose more than one race or ethnicity.

**Gender was an open-ended question, in which respondents were able to type in how they identify. X respondents identified as female, X identified as male, and X identified as a specific gender, sexual, or romantic minority (GSRM). It is important to note that those that identified as female and male may also be a GSRM, they just did not specify that when they responded to the survey. For instance, a bisexual female may respond female without indicating her sexual orientation because female is her gender identity. Both of these individuals are categorized as female in this report.

PARTICIPATION IN RPE PROGRAMS

PROGRAM PARTICIPATION

The 18 RPE-funded sexual assault programs used the Evidence-Based Program Curriculum Alignment tool, developed by the Texas A&M evaluation team, to identify which program(s) listed below best serves their community and aligns with the Focus Area(s) they chose to implement.

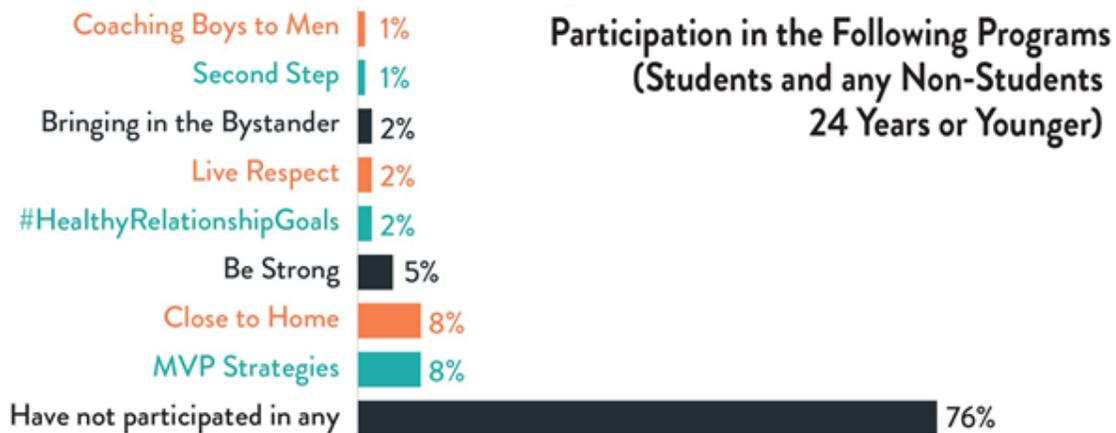
- Be Strong: From the Inside Out
- Bringing in the Bystander
- Close to Home
- Mentors in Violence Prevention – MVP Strategies

In addition, the following programs could be used as a part of a comprehensive strategy that includes a community-level component:

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

KEY FINDINGS

- Most of the respondents had not participated in any Texas RPE programs.
- Close to Home and MVP Strategies were noted as the most commonly used programs among respondents who participated in the RPE program.



RISK FACTORS

Risk factors are connected with a greater likelihood for sexual violence perpetration.¹ Texas-specific risk factors include:

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

¹ STOP SV Technical Package

GENERAL AGGRESSIVENESS AND ACCEPTANCE OF VIOLENCE

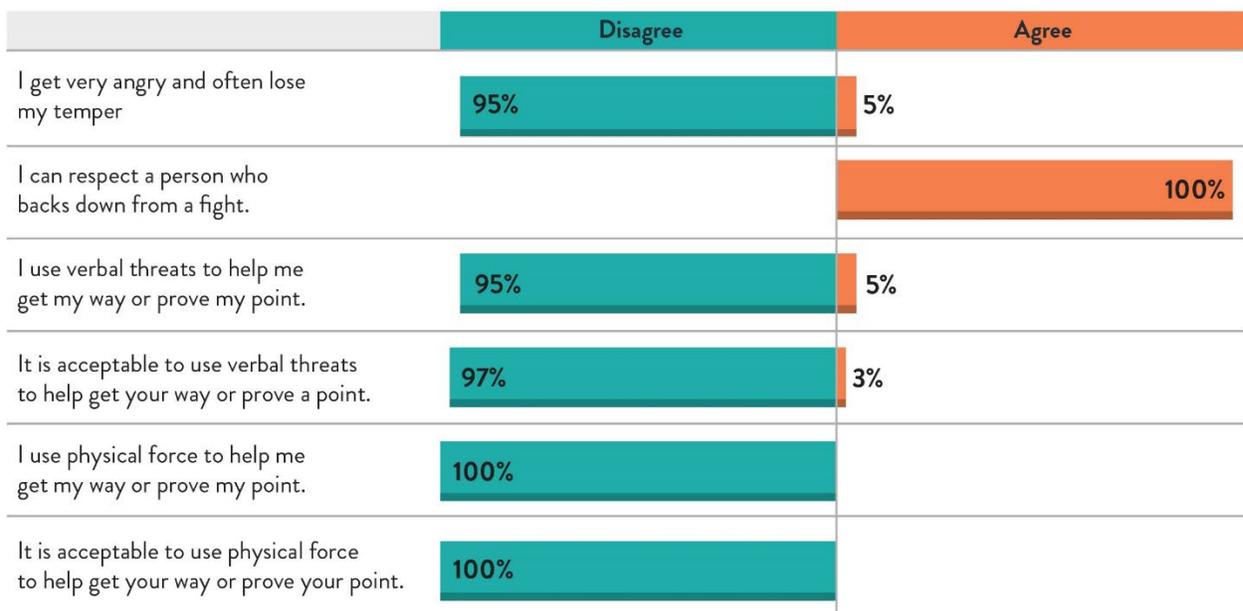
Survey respondents were asked to choose if they strongly disagree, disagree, agree, or strongly agree. For this report, strongly disagree and disagree were merged to represent *Disagree* and agree or strongly agree were merged to represent *Agree*.

KEY FINDINGS

- All (100%) of the respondents agreed that they would respect a person who backs down from a fight.
- A majority of the respondents disagreed that they get angry and often lose their temper, or use verbal threats to get their way or prove a point.
- All respondents disagreed that they use physical force to get their way or prove a point, and they disagreed that it is acceptable to do so.

OVERALL

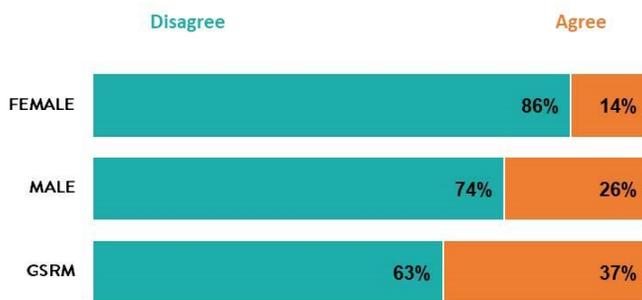
GENERAL AGGRESSIVENESS AND ACCEPTANCE OF VIOLENCE



RISK FACTOR QUESTIONS BY GENDER AND RPE PARTICIPANTS

I get very angry and often lose my temper.

BY GENDER (n=730)



BY RPE PARTICIPANTS (n=88)



I can respect a person who backs down from a fight.

BY GENDER (n=727)



BY RPE PARTICIPANTS (n=90)



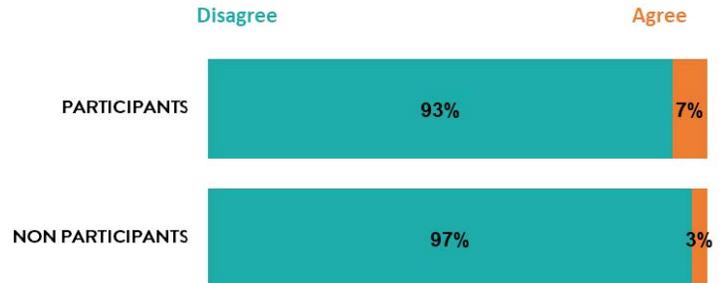
*Gender was an open-ended question, in which respondents were able to type in how they identify. X respondents identified as female, X identified as male, and X identified as a specific gender, sexual, or romantic minority (GSRM). It is important to note that those that identified as female and male may also be a GSRM, they just did not specify that when they responded to the survey. For instance, a bisexual female may respond female without indicating her sexual orientation because female is her gender identity. Both of these individuals are categorized as female in this report.

I use verbal threats to help me get my way or prove my point.

BY GENDER (n=730)



BY RPE PARTICIPANTS (n=88)



It is acceptable to use verbal threats to help get your way or prove your point.

BY GENDER (n=727)

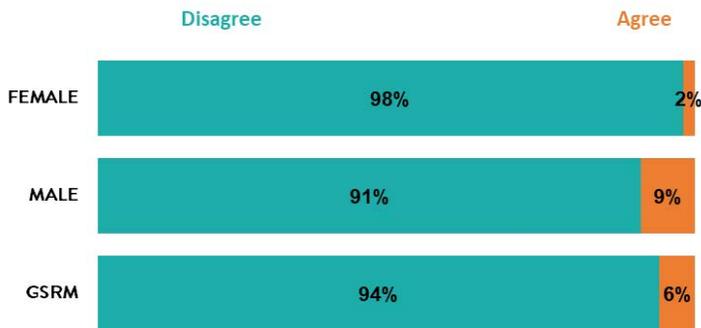


BY RPE PARTICIPANTS (n=90)



I use physical force to help me get my way or prove my point.

BY GENDER (n= 730)



BY RPE PARTICIPANTS (n=88)



It is acceptable to use physical force to help get your way or prove your point.

BY GENDER (n=727)



BY RPE PARTICIPANTS (n=90)



GENERAL TOLERANCE OF SEXUAL VIOLENCE WITHIN THE COMMUNITY

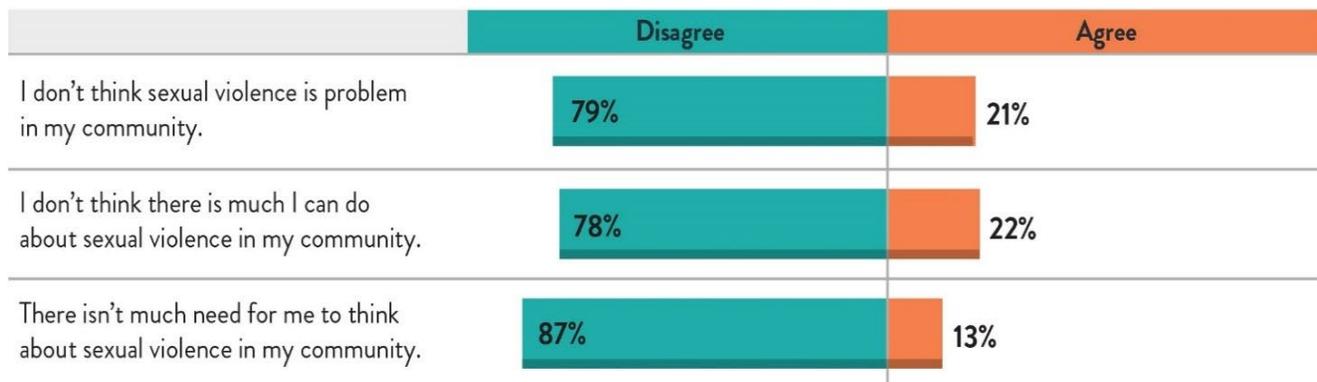
Survey respondents were asked to choose if they strongly disagree, disagree, agree, or strongly agree. For this report, strongly disagree and disagree were merged to represent *Disagree* and agree or strongly agree were merged to represent *Agree*.

KEY FINDINGS

- Almost 9 out of 10 respondents disagreed the statement, "There isn't much need for me to think about sexual violence in my community."
- About 21% of the respondents agreed that sexual violence was not a problem in their community
- Compared to other genders, more males (40%) thought sexual violence is a problem in the community, and didn't think there was much they could do about sexual violence in the community.
- About 79% of RPE participants felt that they need to think about sexual violence in their community compared to only 67% of non-RPE participants.

OVERALL

GENERAL TOLERANCE OF SEXUAL VIOLENCE WITHIN COMMUNITY



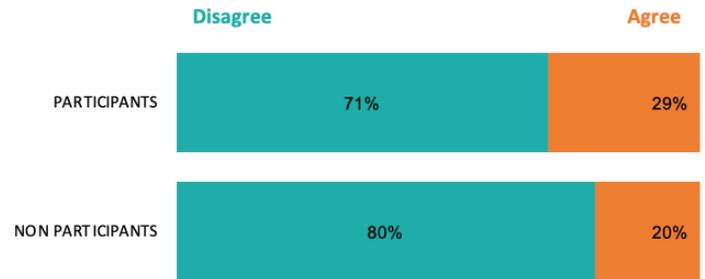
RISK FACTOR QUESTIONS BY GENDER AND RPE PARTICIPANTS

I don't think sexual violence is a problem in my community.

BY GENDER (n=731)

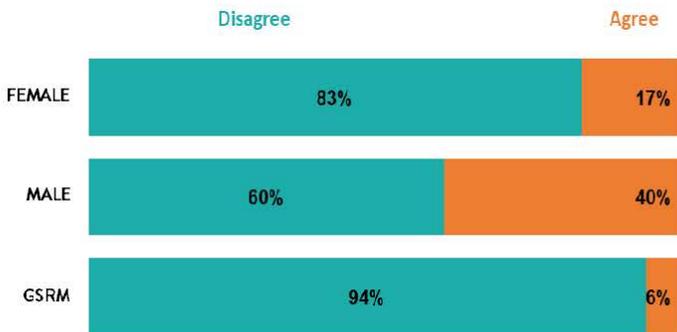


BY RPE PARTICIPANTS (n=89)



I don't think there is much I can do about sexual violence in my community.

BY GENDER (n=723)



BY RPE PARTICIPANTS (n=89)



There isn't much need for me to think about sexual violence in my community.

BY GENDER (n=729)



BY RPE PARTICIPANTS (n=88)



SOCIETAL NORMS THAT SUPPORT SEXUAL VIOLENCE

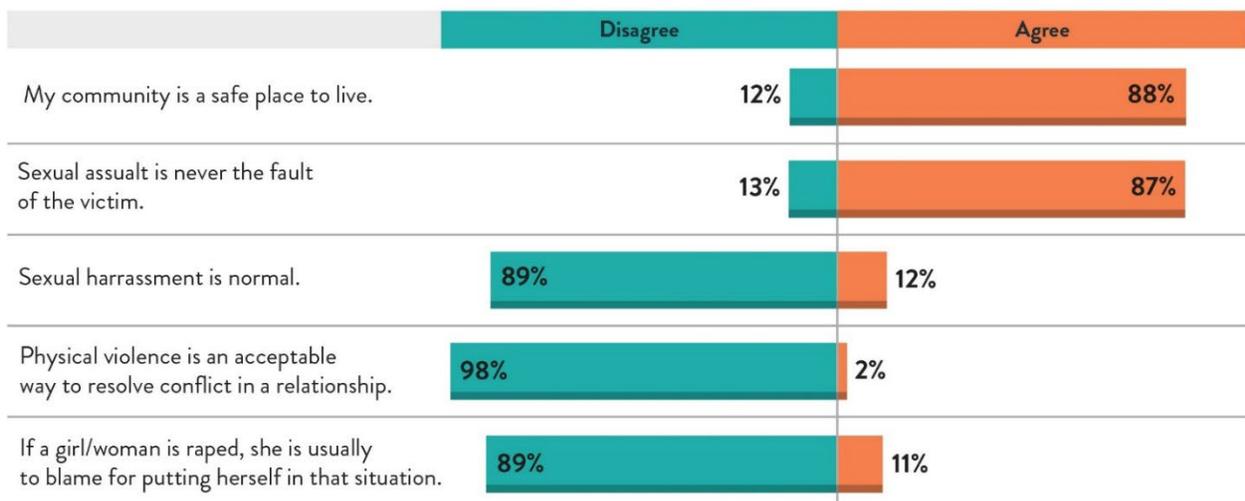
Survey respondents were asked to choose if they strongly disagree, disagree, agree, or strongly agree. For this report, strongly disagree and disagree were merged to represent *Disagree* and agree or strongly agree were merged to represent *Agree*.

KEY FINDINGS

- A majority of the respondents agreed that their community was a safe place to live.
- Almost 9 out of 10 respondents agreed that sexual assault is never the fault of the victim.
- 1 out of 10 respondents agreed that sexual harassment was normal.
- Nearly 90% of the respondents disagreed that physical violence was an acceptable way to resolve conflict in a relationship.
- Males (27%) disagreed with sexual assault never being the fault of the victim compared to Females (8%) and GSRM (6%).

OVERALL

SOCIETAL NORMS THAT SUPPORT SEXUAL VIOLENCE



RISK FACTOR QUESTIONS BY GENDER AND RPE PARTICIPANTS

My community is a safe place to live.

BY GENDER (n=731)

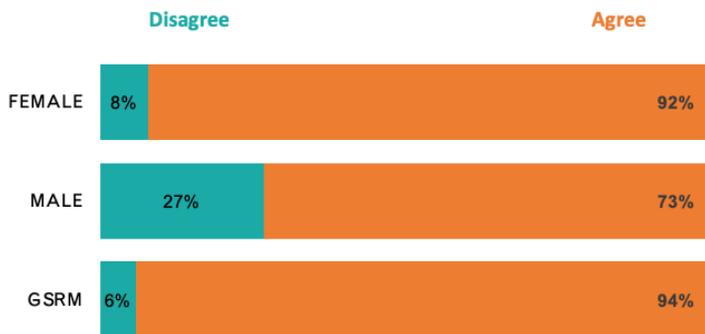


BY RPE PARTICIPANTS (n=97)



Sexual assault is never the fault of the victim.

BY GENDER (n=730)



BY RPE PARTICIPANTS (n=88)

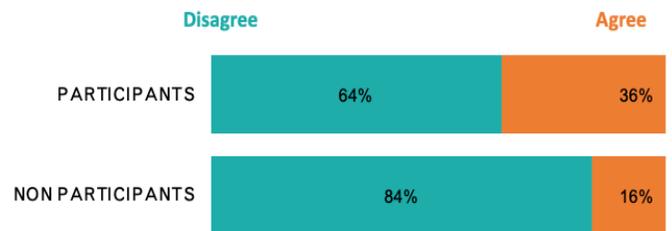


Sexual harassment is normal.

BY GENDER (n=730)

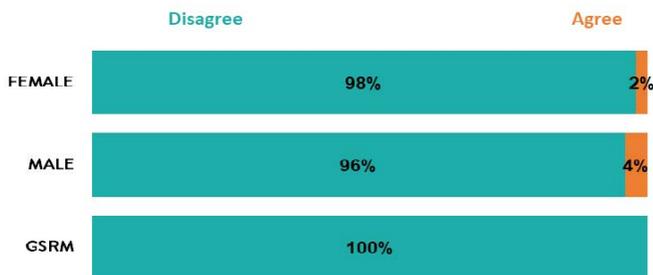


BY RPE PARTICIPANTS (n=90)



Physical violence is an acceptable way to resolve conflict in a relationship.

BY GENDER (n=730)

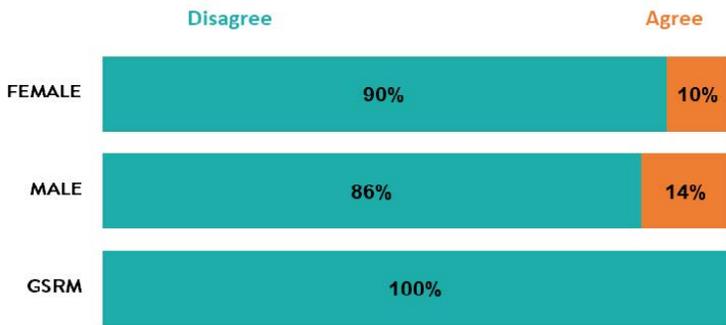


BY RPE PARTICIPANTS (n=90)



If a girl/woman is raped, she is usually to blame for putting herself in that situation.

BY GENDER (n=731)



BY RPE PARTICIPANTS (n=89)



PROTECTIVE FACTORS

Protective factors mitigate the likelihood of sexual violence victimization or perpetration.¹ Texas identified the following risk factors:

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

¹STOP SV Technical Package

CONNECTION TO A CARING ADULT

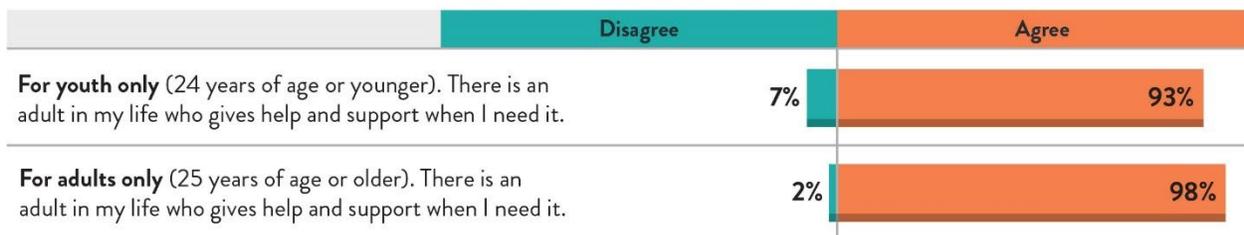
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KEY FINDINGS

- More than 90% of the respondents, both youth and adults, were connected to a caring adult who could give them help and support when they needed it.
- More GRSM (30%) compared to other genders (female 6% and males 8%) did not have an adult in their life who gives help and support when needed.

OVERALL

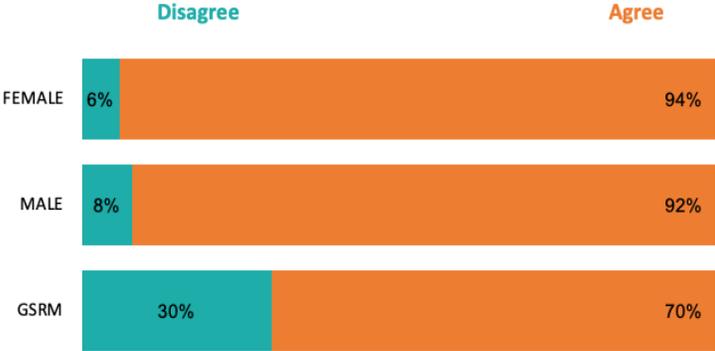
CONNECTION TO A CARING ADULT



PROTECTIVE FACTORS QUESTIONS BY GENDER AND RPE PARTICIPANTS

For youth only (24 years of age or younger). There is an adult in my life who gives help and support when I need it.

BY GENDER (n= 253)



BY RPE PARTICIPANTS (n=88)



For adults only (25 years of age or older). I give help and support to youth in my life when they need it.

BY GENDER (n=477)



BY RPE PARTICIPANTS

*No responses recorded for this question

Gender was an open-ended question, in which respondents were able to type in how they identify. X respondents identified as female, X identified as male, and X identified as a specific gender, sexual, or romantic minority (GSRM). It is important to note that those that identified as female and male may also be a GSRM, they just did not specify that when they responded to the survey. For instance, a bisexual female may respond female without indicating her sexual orientation because female is her gender identity. Both of these individuals are categorized as female in this report.

EMOTIONAL HEALTH AND CONNECTEDNESS

Research suggests that connectedness is associated with a lower risk of sexual violence perpetration.¹

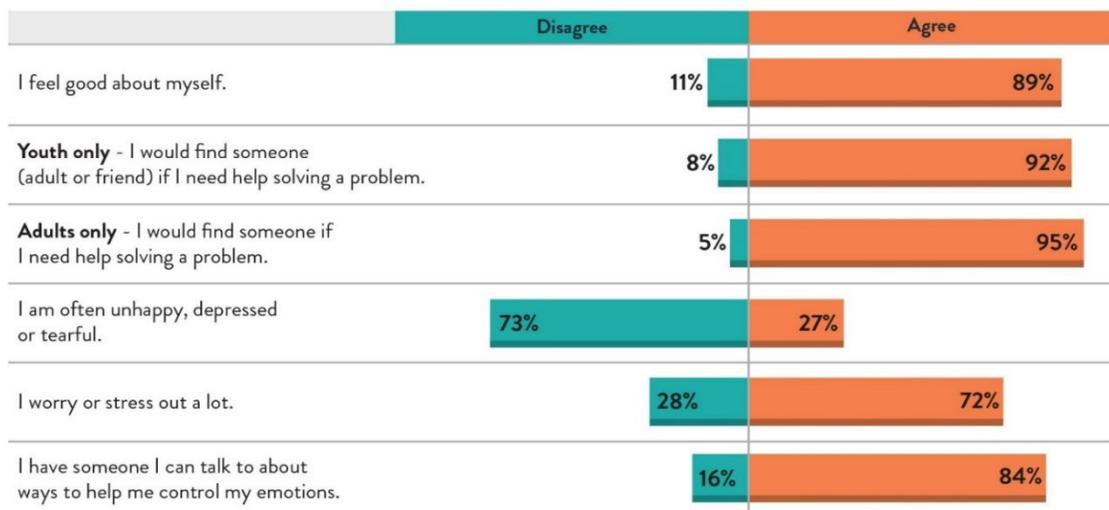
Survey respondents were asked to choose if they strongly disagree, disagree, agree, or strongly agree. For this report, strongly disagree and disagree were merged to represent *Disagree* and agree or strongly agree were merged to represent *Agree*.

KEY FINDINGS

- About 72% of the respondents worry or stress out a lot.
- About 4 out of 5 respondents had someone they can talk to about ways to control their emotions.
- More GRSM youth (20%) compared to other genders (female 7% and males 11%) thought they could not find someone (adult or friend) if they need help solving a problem.
- More GRSM adults (30%) compared to other genders (female 5% and males 4%) thought they could not find someone if they need help solving a problem.
- All GRSM respondents reported that they stress a lot.
- 100% of the RPE participants felt good about themselves compared to 80% of non RPE participants.

OVERALL

EMOTIONAL HEALTH AND CONNECTEDNESS



¹ STOP SV Technical Package

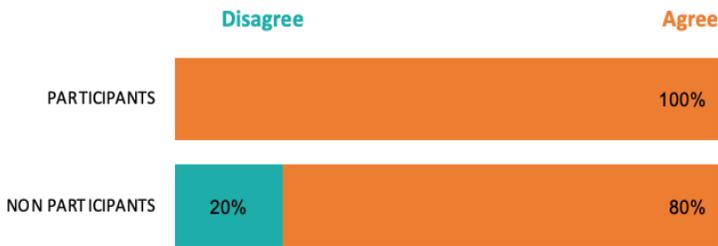
PROTECTIVE FACTORS QUESTIONS BY GENDER AND RPE PARTICIPANTS

I feel good about myself.

BY GENDER (n=730)

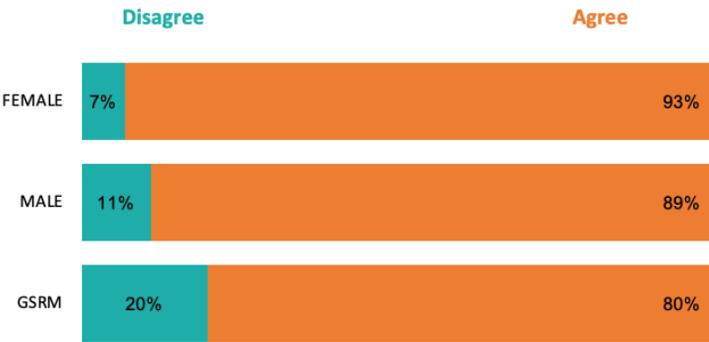


BY RPE PARTICIPANTS (n=88)



Youth only – I would find someone (adult or friend) if I need help solving a problem.

BY GENDER (n=253)

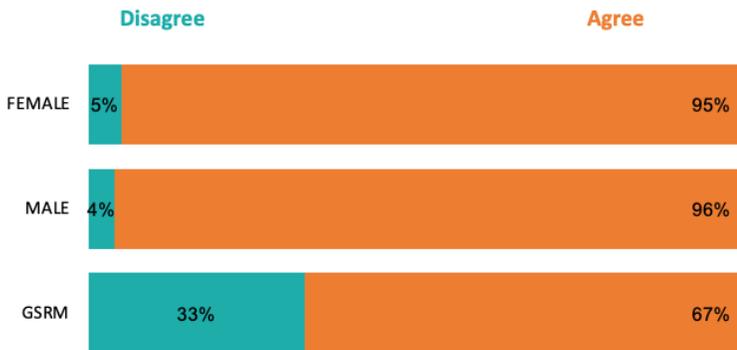


BY RPE PARTICIPANTS (n= 88)



Adults only – I would find someone if I need help solving a problem

BY GENDER (n=476)

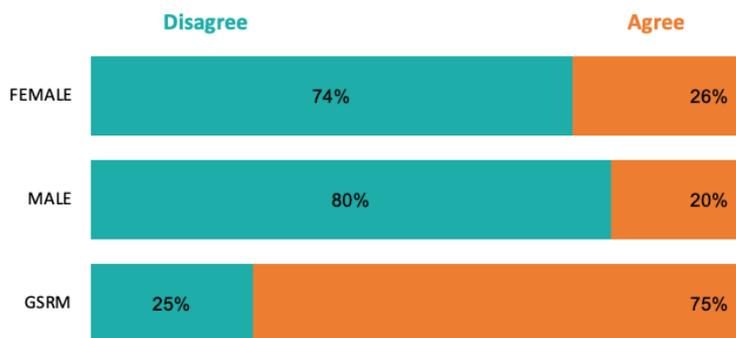


BY RPE PARTICIPANTS

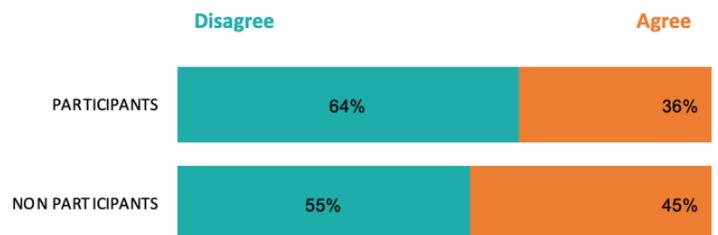
**No responses recorded for this questions*

I am often unhappy, depressed or tearful.

BY GENDER (n=730)

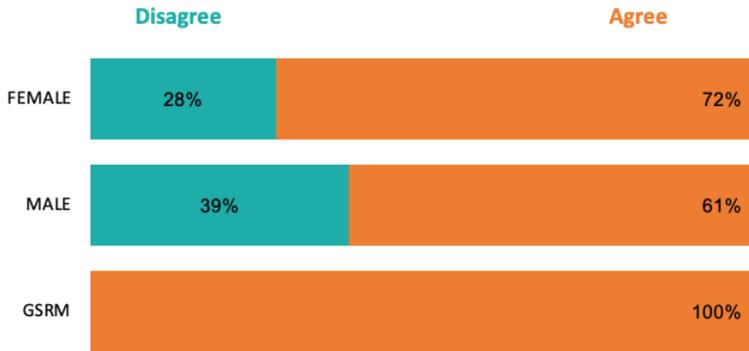


BY RPE PARTICIPANTS (n=88)



I worry or stress a lot.

BY GENDER (n=728)

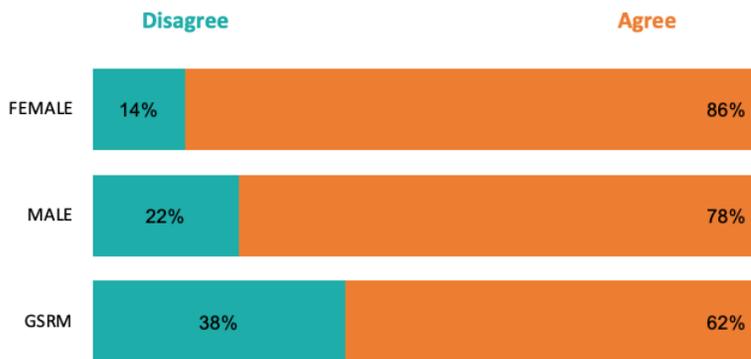


BY RPE PARTICIPANTS (n=88)

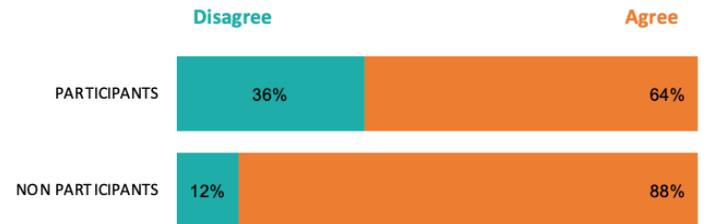


I have someone to talk to about ways to help me control my emotions.

BY GENDER (n=727)



BY RPE PARTICIPANTS (n=88)



EMPATHY AND CONCERN FOR HOW ONE'S ACTIONS AFFECT OTHERS

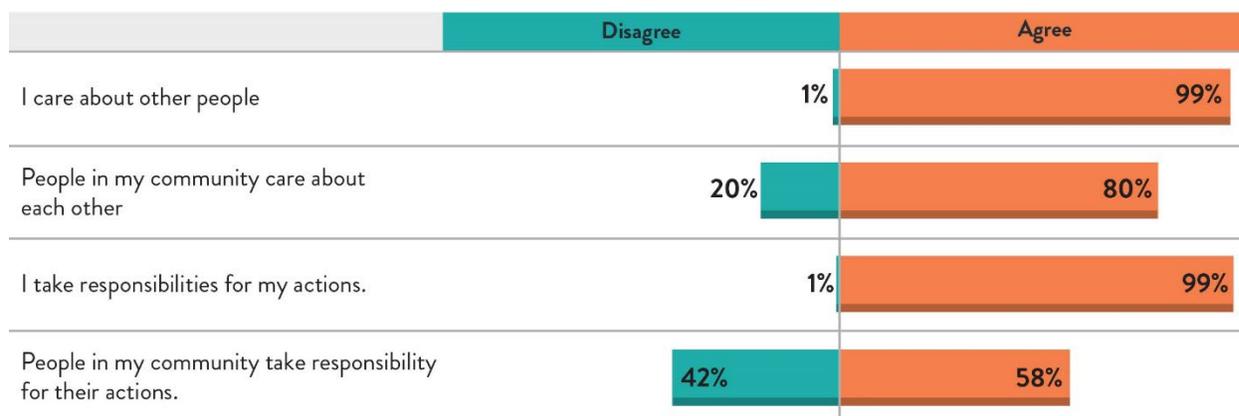
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KEY FINDINGS

- About 42% of the respondents did not think that people in the community took responsibility for their actions.
- Almost 100% of the respondents cared about other people.
- All GSRM reported that they cared about other people.
- Almost all RPE participants and non-participants cared about other people.

OVERALL

EMPATHY AND CONCERN FOR HOW ONE'S ACTIONS AFFECTS OTHERS



PROTECTIVE FACTORS QUESTIONS BY GENDER AND RPE PARTICIPANTS

I care about other people.

BY GENDER (n=730)

BY RPE PARTICIPANTS (n=88)



People in my community care about each other.

BY GENDER (n=731)

BY RPE PARTICIPANTS (n= 97)

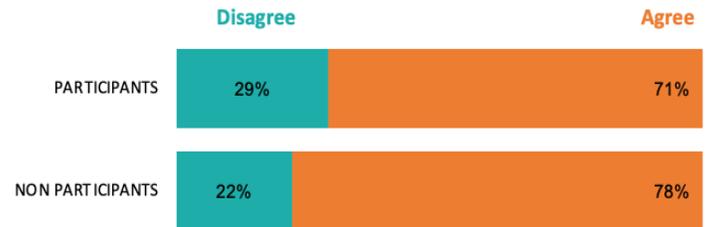


I take responsibility for my actions.

BY GENDER (n=728)

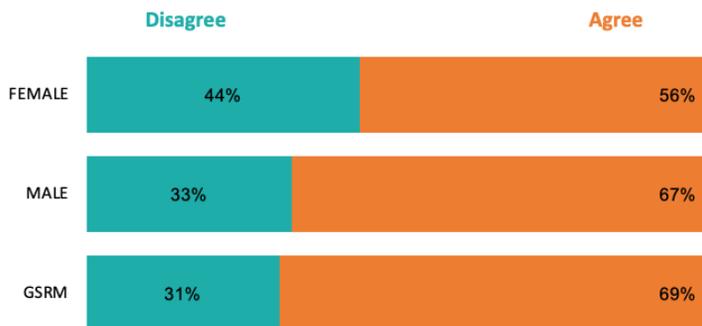


BY RPE PARTICIPANTS (n=88)

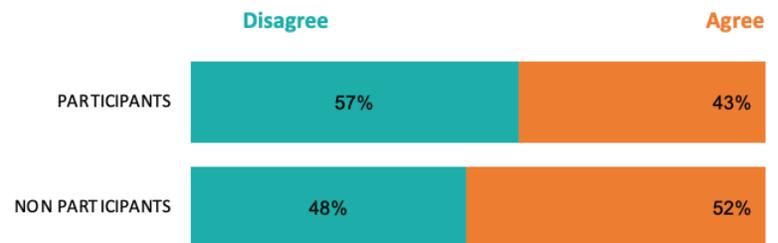


People in my community take responsibility for their actions.

BY GENDER (n=726)



BY RPE PARTICIPANTS (n= 97)



COMMUNITY SUPPORT AND CONNECTEDNESS

Research suggests that connectedness is associated with a lower risk of sexual violence perpetration.¹

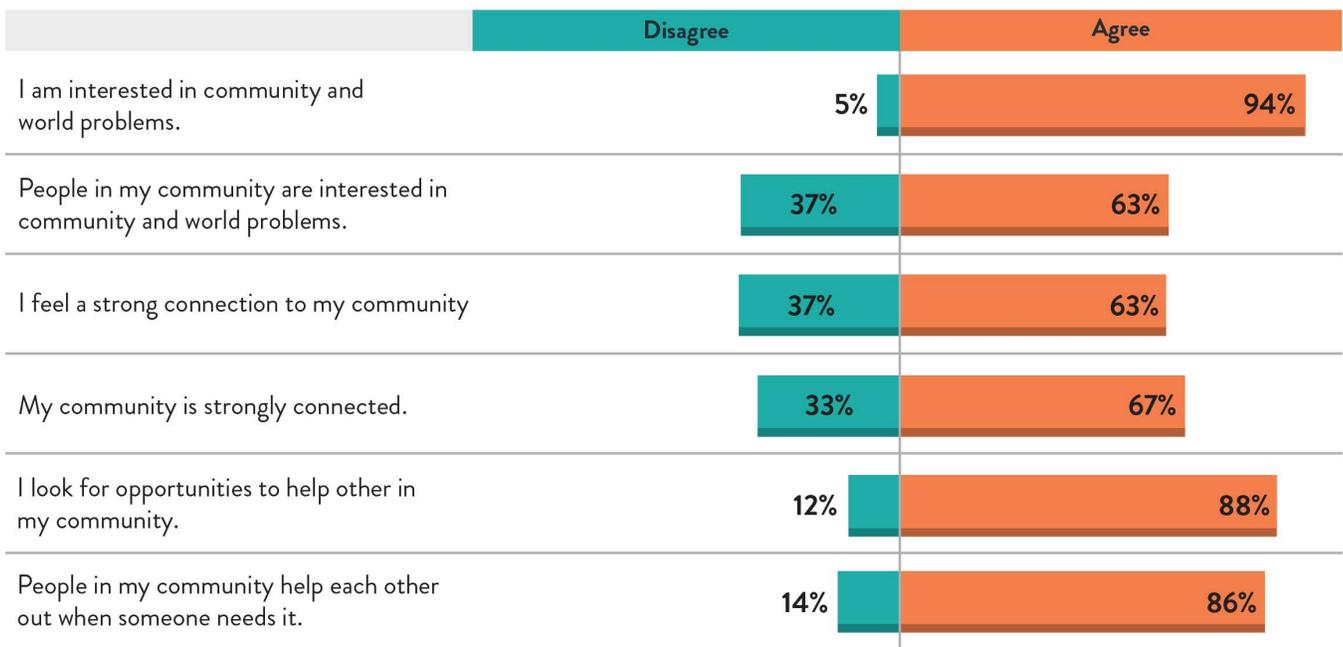
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KEY FINDINGS

- About 88% of the respondents looked for opportunities to help others in the community.
- Almost 2 out of 5 respondents did not feel like they had a strong connection to the community.
- About 70% of the respondents agreed that their community was strongly connected.
- About 94% of the respondents were interested in community and world problems.

OVERALL

COMMUNITY SUPPORT AND CONNECTEDNESS



¹ STOP SV Technical Package

PROTECTIVE FACTOR QUESTIONS BY GENDER AND RPE PARTICIPANTS

I am interested in community and world problems.

BY GENDER (n=731)

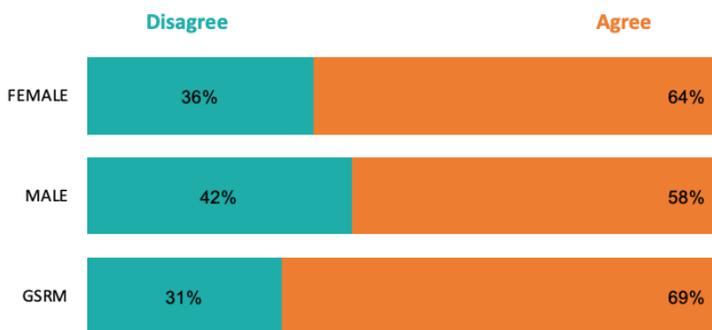


BY RPE PARTICIPANTS (n=93)

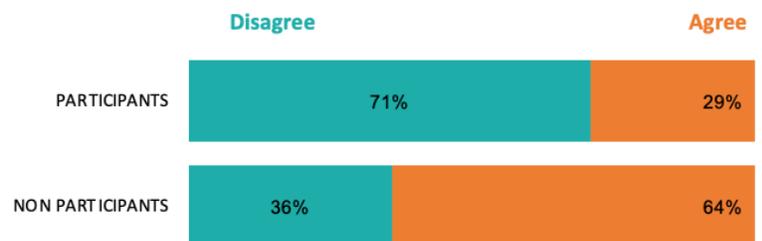


People in my community are interested in community and world problems.

BY GENDER (n=724)



BY RPE PARTICIPANTS (n= 97)

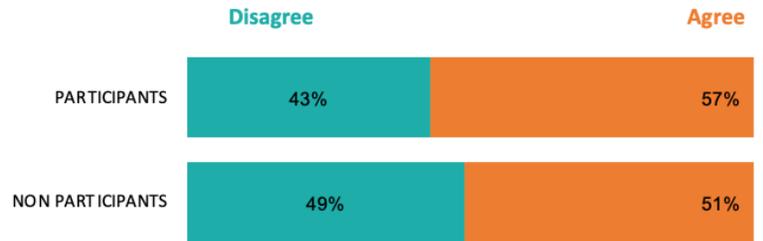


I feel a strong connection to my community.

BY GENDER (n=730)

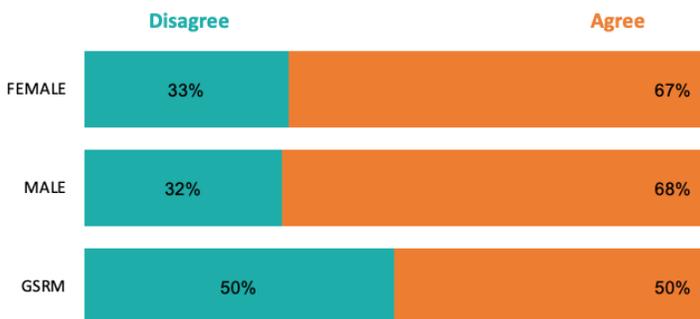


BY RPE PARTICIPANTS (n=93)



My community is strongly connected.

BY GENDER (n=730)

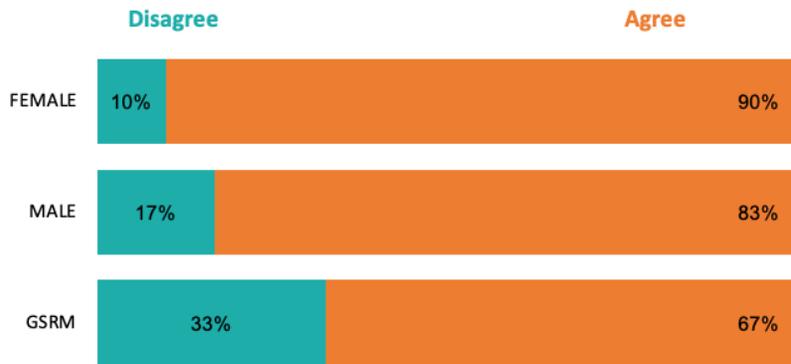


BY RPE PARTICIPANTS (n=97)



I look for opportunities to help others in my community.

BY GENDER (n=729)



BY RPE PARTICIPANTS (n= 92)



People in my community help each other out when someone needs it.

BY GENDER (n=730)



BY RPE PARTICIPANTS (n= 97)



ENVIRONMENTAL AND COMMUNITY CHANGES

Community strategies have a more significant impact on sexual violence perpetration and victimization compared to the individual level because it mainly targets the settings, such as neighborhoods, schools, organizations, and work settings, which can have a positive or negative impact on sexual violence.¹ In implementing programming across the Social Ecological Model, community- and societal-level approaches have the potential to have a long-lasting impact on sexual violence.² Accordingly, the Texas RPE program is focused on implementing community- and societal-level strategies; therefore, it is expected that the chosen strategies would result in community and environmental changes in:

- community efforts to prevent or respond to sexual violence (SV).
- strengthening leadership and opportunities for girls.
- mobilizing men and boys to prevent sexual violence.
- engaging individuals to change social norms and provide leadership around preventing sexual violence (bystander approaches).

¹ STOP SV Technical Package

² DeGue et al., Community-level approaches to prevent sexual violence.

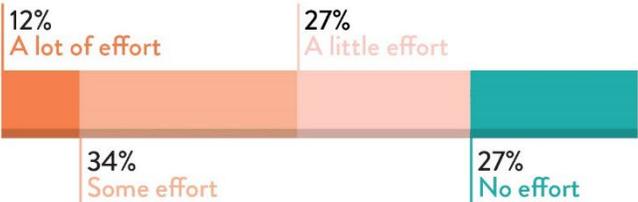
COMMUNITY EFFORTS TO PREVENT OR RESPOND TO SEXUAL VIOLENCE

For the section, survey respondents were asked about environmental, and community changes they had observed over time in their community as a result of implemented strategies.

KEY FINDINGS

- Even though 73% of the respondents had seen efforts in the community regarding sexual violence prevention, almost 60% of these respondents had seen no change in the community regarding sexual violence prevention.
- Among the respondents who reported seeing a positive change regarding sexual violence prevention, the following examples were given: increased awareness of sexual violence, law enforcement involvement, reduced sexual violence in their community, and the availability of support and resources for sexual violence victims.
- The respondents who reported seeing negative changes in the community noted increased sexual violence and that efforts to address sexual violence were response-focused and not prevention-focused.

How much effort have you seen your community put into preventing or responding to sexual violence?



How much change have you seen in your community regarding sexual violence prevention?



EXAMPLES OF COMMUNITY EFFORTS TO PREVENT OR RESPOND TO SEXUAL VIOLENCE



Policy change



Awareness



Speaking out



Safety &
Security



Community Involvement/
Collaboration

EXAMPLES OF CHANGES SEEN IN COMMUNITIES REGARDING SEXUAL VIOLENCE

- Increase in awareness of sexual violence
- Law enforcement involvement
- Increase in knowledge about sexual violence
- Reduction in sexual violence
- Availability of support and resources
- Increase in sexual violence
- Response focused and not prevention focused

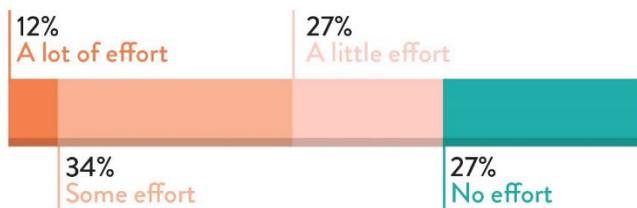
STRENGTHENING LEADERSHIP AND OPPORTUNITIES FOR GIRLS

For the section, survey respondents were asked about environmental, and community changes they had observed over time in their community as a result of implemented strategies.

KEY FINDINGS

- Even though 73% of the respondents had seen efforts in the community to strengthen leadership and opportunities for girls, almost 60% of these respondents had seen no change in the community regarding strengthening leadership and opportunities for girls.
- Respondents listed awareness and community involvement/collaboration, and safety and security as examples that could be used to strengthen leadership and opportunities for girls.

In the past 12 months, how much effort have you seen your community put into strengthening leadership and opportunities for girls?



In the past 12 months, how much change have you seen in your community regarding strengthening leadership and opportunities for girls?



EXAMPLES OF COMMUNITY EFFORTS TO STRENGTHEN LEADERSHIP AND OPPORTUNITIES FOR GIRLS



Awareness



Community Involvement/
Collaboration



Safety &
Security



Support &
Resources



Opportunities
for girls



SV Training/
Education

EXAMPLES OF CHANGES SEEN IN COMMUNITIES REGARDING STRENGTHENING LEADERSHIP AND OPPORTUNITIES FOR GIRLS

- Increase in awareness of sexual violence
- Programs focused on girls
- Increase in speaking up about sexual violence
- Increase in support and resources for sexual violence victims
- Increase in opportunities for girls
- Response focused and not prevention focused
- Policies encouraging leadership and opportunities for girls

MOBILIZING MEN AND BOYS TO PREVENT SEXUAL VIOLENCE

For the section, survey respondents were asked about environmental, and community changes they had observed over time in their community as a result of implemented strategies.

KEY FINDINGS

- About 51% of the respondents had seen no effort by the community in mobilizing men and boys.
- About 72% had seen no change in the community regarding mobilizing men and boys to prevent sexual violence.
- Examples of positive changes seen in the community regarding mobilizing men and boys to prevent sexual violence include increased awareness of sexual violence, collaboration among men towards sexual violence prevention, increase in speaking out about sexual violence, increased resources, etc.
- An example of negative changes reported by respondents was increased sexual violence in the community.



EXAMPLES OF COMMUNITY EFFORTS TO MOBILIZING MEN AND BOYS TO PREVENT SEXUAL VIOLENCE



Speaking out



Community Involvement/
Collaboration



Awareness



SV Training/
Education



Support & Resources for SV
victims

EXAMPLES OF CHANGES SEEN IN COMMUNITIES REGARDING MOBILIZING MEN AND BOYS TO PREVENT SEXUAL VIOLENCE

- Increase in awareness of sexual violence
- Collaboration among men towards SV prevention
- Increase in speaking up about sexual violence
- Increase in support and resources for sexual violence victims
- Speaking out against sexual violence
- Increase in respect for women
- Increase in safety and security
- Increase in sexual violence

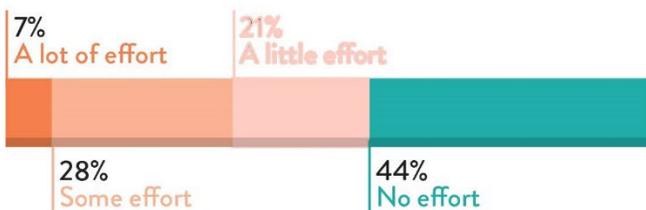
ENGAGE INDIVIDUALS TO CHANGE SOCIAL NORMS AND PROVIDE LEADERSHIP AROUND PREVENTING SEXUAL VIOLENCE (BYSTANDER APPROACHES)

For the section, survey respondents were asked about environmental, and community changes they had observed over time in their community as a result of implemented strategies.

KEY FINDINGS

- Nearly 44% of the respondents had seen no efforts in the community to engage individuals to change social norms and provide leadership around preventing sexual violence (bystander approaches).
- About 66% of the respondents had seen no change in the community to engage individuals to change social norms and provide leadership around preventing sexual violence (bystander approaches).

How much effort have you seen your community put into engaging individuals to change social norms and provide leadership around preventing sexual violence (bystander approaches)?



How much change have you seen in your community regarding engaging individuals to change social norms and provide leadership around preventing sexual violence (bystander approaches)?



EXAMPLES OF COMMUNITY EFFORTS TO ENGAGE INDIVIDUALS TO CHANGE SOCIAL NORMS AND PROVIDE LEADERSHIP AROUND PREVENTING SEXUAL VIOLENCE (BYSTANDER APPROACHES)



Awareness



Community Involvement/
Collaboration



SV Training/
Education



Support &
Resources for SV
victims



Speaking out

EXAMPLES OF CHANGES SEEN IN COMMUNITIES REGARDING ENGAGING INDIVIDUALS TO CHANGE SOCIAL NORMS AND PROVIDE LEADERSHIP AROUND PREVENTING SEXUAL VIOLENCE (BYSTANDER APPROACHES)

- Decrease in SV incidents
- Collaboration among men towards SV prevention
- Establishment of policies and bills regarding SV
- Increase in support and resources for sexual violence victims
- Increase in bystander intervention
- Speaking out against sexual violence
- Increase in knowledge about sexual violence

FOCUS GROUPS

This section presents separate reports for community partners, RPE program participants, and RPE program staff.

Focus groups were mandatory for RPE-funded sites among current program participants. If they did not have program participants, focus group participants could also be partners that they work with and are (or were) familiar with their work. The focus groups were intended to collect contextual information about the community and local prevention efforts, as well as provide a deeper understanding of the community. The Texas A&M evaluation team conducted all the focus groups virtually over Zoom. All focus group data was analyzed, and themes were derived from the responses.

COMMUNITY PARTNERS REPORT

For this report, RPE grantees identified community partners that they work with and are (or were) familiar with their work. These community partners were asked a series of questions regarding a description of their community, how their organization has been involved with the RPE grantee, how they would like to be involved in prevention activities, the activities they are most proud of when working with the RPE grantee, changes seen in the community as a result of the RPE program, challenges in implementing the RPE program, and any advice for people who want to work with the youth. Results are reported as general themes and/or quotes from focus group participants.

COMMUNITY DESCRIPTION

Focus group participants were asked how they would describe the community they worked in. Participants' description of their community is quoted below.

“The area is very rich in culture, it is a long-standing community, historic community, with multi-generational families that have dated back for 100 years.”

“Very culture-based on Hispanic culture.”

“A small town with a big heart.”

“It’s a tight knit community.”

“Family oriented, closed minded compared to other cities in USA.”

INVOLVEMENT WITH RPE GRANTEE

When focus group participants were asked about their connection to the RPE grantee and how they have been involved in their activities, all the participants stated that they were involved in RPE grantee activities as partners.

- Examples: healthcare partners, volunteers, trained advocates, teachers/ facilitators, hotline responders, teen parenting coordinators, etc. These community members represent organizations such as The Houston Development Police Academy, the Health and Women Performance department, the local school district, the School Health Advisory Board, Centro Cultural Hispano de San Marcos, United Way, etc.

FUTURE INVOLVEMENT WITH RPE GRANTEE

When focus group participants were asked to share how they would like to be involved in prevention activities, several community partners stated that they would like communication between RPE grantees and partners to improve because improved communication will lead to stronger partnerships and increased funding.

Participant quote:

“ I would love to see a partnership between them [community partner’s organization] and the crisis center. They have a lot of kids that need help, and they would benefit from there.”

EFFORTS MOST PROUD OF

Participants were asked to reflect on previous activities they had participated in with the RPE grantee and to state the efforts they were most proud of. One participant stated that they were proud of being a part of their organization and being able to create connections with the community they serve. They were also proud to complete training and participate in the youth program.

PROGRAM'S CONTRIBUTION TO COMMUNITY

When focus group participants were asked to share what they feel are the changes in the community as a result of the RPE program, most focus group participants stated that the RPE program was impactful in the community by increasing knowledge and awareness in the community.

Focus group participant quote:

"I think, one thing that I have seen, there are more involved within the community and ways are that are not happened before."

CHALLENGES OF YOUTH ENGAGEMENT

When focus group participants were asked to share the challenges RPE grantees may face when trying to implement their program in this community, all the participants stated that COVID-19 was a major barrier to program implementation.

- COVID-19 pandemic has also caused time to be a limiting factor for various programs.
- COVID -19 has caused difficulties with community outreach and a lack of youth engagement.

Other barriers stated by focus group participants are included in the following quotes:

"It is hard to work with outside agencies without parent consent."

"There was some pushback from the school administrators because there has been many turnovers and changes in the schools, agencies have a hard time coming and meeting new people."

ADVICE FOR WORKING WITH THE COMMUNITY

Community partners were asked to share any advice for people who want to work in the community, especially regarding sexual violence and prevention. The following are some quotes from focus group participants:

“I think having the skill to empathize with others is the most important.”

“Have the ability to take initiative, you must notice what resources students need.”

“As you move forward to helping these families, make meeting them where they are a priority.”

“Be cognizant of the people in the community and do not take a white savior mentality.”

RPE PROGRAM PARTICIPANTS REPORT

For this report, RPE program participants were asked a series of questions regarding the description of their community; their involvement in RPE program activities; how they would like to be involved in planning, participating in, or leading activities; the activities they are most proud of when working with the RPE grantee; changes seen in the community as a result of the RPE program; and any advice for people who want to work with the youth.

Results are reported as general themes and/or quotes from focus group participants.

COMMUNITY DESCRIPTION

Focus group participants were asked how they would describe the community they lived in. A variety of participant's description of their community is quoted below.

“Very diverse and seem to be like active and busy.”

“It’s a growing community, community trying to learn and expand their horizons and ideas but it’s still learning.”

“A growing community, community trying to learn and expand their horizons and ideas but it’s still learning.”

INVOLVEMENT WITH RPE GRANTEE

When focus group participants were asked about their connection to the RPE grantee and how they have been involved in their activities, several of the participants stated that they got involved in the RPE program through referrals by someone already involved in the program or through marketing strategies, such as flyers, around in the community. Many of the participants had also participated in several events where they discussed topics such as relationship advice, home life, parents, community perceptions of themselves, masculinity, and perceptions of girls and women.

A few of the youth participants explained how the program started as a club in school, and they would have weekly meetings. In these weekly meetings, there would be small presentations about awareness, women's rights, power dynamics, Title IX, etc. When the club was coming to an end, the participants and sponsors worked together to form a youth advisory committee to plan the sustainability of their program.

"We have weekly meetings where we plan; what we want do in future, how we want to grow, who we want to reach out to, and how can we increase the outreach in our community like we did in the summer."

FUTURE INVOLVEMENT WITH GRANTEE

When focus group participants were asked to share how they would like to be involved in you would like to be involved in planning, participating in, or leading activities, several participants stated that they would like to be more directly involved in the community. They would either like to help the community leaders with new ideas or become more involved with community leaders. Some participants stated that they would also like to be more engaged through the planning and decision-making processes of activities such as summer camps, empowering the community, and providing a safe space for the community.

Focus group participant quotes:

"Many organizations say we want to be youth led but don't let the youth do it. Youth will tell me what to do and I will make sure that it happens."

"Participants will be asked for their opinion, if participants want to do it, they will, if not they won't do it."

EFFORTS MOST PROUD OF

When asked to reflect on the activities they had participated in, focus group participants were proud of a variety of activities, including:

- Q&A sessions. It opened doors for the youth and helped boost their confidence.
- Yoga and a gardening-based event. The gardening-based event entailed the youth working together to plant flowers around the building.
- Summer camps. The youth saw the implementation of a summer camp as unfeasible and a challenge.

Focus group participant quotes:

“Participants were not used to asking questions and this allowed them to ask the those in the Q&A how they got to where they were.”

“Seeing our ideas come to life and seeing people participate and want to engage and help their friends and small steps and spark an interest with them and just go on and on.”

PROGRAM'S CONTRIBUTION TO COMMUNITY

When focus group participants were asked to share the changes they had seen in the community as a result of the RPE program, several participants stated that the RPE program brought the community together and established lasting relationships.

“There has been able to increase anticipation and excitement for their informational events. While another has educated a large number of people and continues to spread knowledge among the youth.”

“The program leaders are always helping new members improve their leadership skills and their outreach.”

ADVICE FOR WORKING WITH YOUTH

RPE program participants were asked to share any advice for people who want to work with youth. The following are some quotes from focus group participants:

“Surround yourself with people who support you.”

“Be your authentic self and always just to be open.”

“Be comfortable with the people you are working with but also make them comfortable with you. Take baby steps but you will get there and do what you have been looking into.”

“Look into community projects in the area, it’s easier to start at school clubs where you can spread information and tell people about your plans.”

RPE PROGRAM STAFF REPORT

For this report, RPE program staff were asked a series of questions regarding the description of their community, what their work entails, how they engage the community in prevention work, the activities they are most proud of when working with the RPE grantee, and challenges faced when implementing the program in the community.

Results are reported as general themes and/or quotes from focus group participants.

COMMUNITY DESCRIPTION

Focus group participants were asked how they would describe the community they lived in. A variety of participant's description of their community is quoted below.

“Very conservative.”

“Lots of people who are retired.”

“Great place for kids to live.”

“Less people can afford the communities and houses.”

INVOLVEMENT WITH GRANTEE

When focus group participants were asked to share what they do at the grantee organization, one grantee staff member was involved as a primary prevention specialist with the purpose of facilitating partnerships and connecting with the youth. The program that they were working on has four phases that investigate the

community needs along with providing a focus on empowering girls and women. As the COVID-19 pandemic increases virtual opportunities, they are trying to lay a foundation to bring in some help, learn about the community, use social media as a tool to increase outreach, and find ways to fill gaps in the community to create positive change.

Staff members from another grantee work for an agency with a 24/7 program that reaches a diverse population, including men, women, transgender people, and children. The program's services include the primary prevention program, the community outreach program, the children's program, the peer support program, legal advocacy, the batterer's prevention education program, the anger management program, and the volunteer program. The staff members mentioned that the work could be over-challenging with having to clear up confusion by teaching primary prevention with a bigger focus.

One of the staff members provides back-end support as the program's supervisor. Another staff member is a sexual assault advocate/coordinator. They provide advocacy to children, men, or women that have been sexually assaulted by going to court with them, helping with compensation, giving legal assistance, or providing one-on-one or group support.

A few staff members at one of the grantee sites addressed the barriers the COVID-19 pandemic created for their program participants, such as lack of transportation, the reconstruction of the program, and decreased youth engagement. The counselors served as mediators to resolve the transportation and attendance issues. Staff members implemented structured time and worked quickly to start their lessons. To connect with the students, they created a safe space for students to express their feelings and needs, and they utilized social media and zoom for times outside of class time. They gained a community connection through their social media page and Instagram. The social media page consists of their course content, documentation of the events, agency-related items, and youth spotlights. The staff also fostered community attachment by providing care boxes with snacks and a special touchstone.

OPPORTUNITIES FOR INVOLVEMENT

When focus group participants were asked about the ways they were engaging the community in prevention work, some staff stated that there was ample opportunity to increase outreach by increasing the utilization of social media. Increasing social media usage could help the community better understand what the RPE grantee does and increase the community's knowledge and awareness of sexual assault. Most staff would also like to use social media as a means to increase youth engagement. Along with increasing social media usage, one staff member had an established relationship with the TV station and periodically works with the TV station to talk about sexual assault awareness, tenant day, and other projects. Some other possible opportunities for involvement are researching the possibility of a youth advisory board and developing a youth mentor group.

Focus group participant quotes:

“A lot of our education is with social media.”

EFFORTS MOST PROUD OF

When asked about what efforts they were most proud of, all the staff members mentioned working together to improve community engagement. Many programs struggled to reach out to the community and keep the community engaged during the COVID-19 pandemic. All the grantees have become tech-savvy by implementing technology, such as social media, into their programs. Grantees have also been able to increase the community's knowledge and awareness of their organization through social media and the work they do with the TV station. Another grantee is working towards increasing youth engagement using social media. They previously had great success with this approach, specifically in middle schools.

One activity they were proud of was their Cricut Machine Initiative. The Cricut machine allowed the staff members to make customized items for students, especially for events and holidays; and The "HERstory project," which refers to the "honest, everyday, real." These are stories shared with the community to amplify and champion the voices of girls and women.

A staff member gave an example of a community-level they had led called "Clap-back against catcalling." This activity is a bookmark campaign that entails the customization of bookmarks with the photos placed on the bookmarks and the original slogans placed in the middle of the bookmarks. This way of clapping back against student harassment is a new approach, where students can use people as allies and approach the situation with something that everyone can relate to.

CHALLENGES OF YOUTH ENGAGEMENT

When focus group participants were asked about challenges they had faced in the community, most staff stated that The COVID-19 pandemic created numerous barriers for the students, such as lack of transportation, inability to engage in person, and lack of parent approval. Staff also had a specific issue with reaching out to the community because of the lack of youth engagement. They struggled to find ways to access and engage youth even with virtual opportunities available.

A few other challenges expressed by focus group participants are quoted below:

“The big challenge is the mind shift of helping people understand that we are not doing survivors’ story. We are not doing that standard prevention efforts, and in the community, really helping people understand.

“Definitely getting authentic engagement from people. People don’t want to say know, making meaningful connections, finding areas with youth.” - Parental involvement is difficult

“Parental involvement is difficult.”

SUMMARY

The Texas RPE community data collection included a community-level survey and focus groups. This report highlighted responses regarding statements related to Texas RPE risk and protective factors presented by gender and if they were RPE program participants or not. Furthermore, various changes were noted in the environmental and community a regarding efforts to prevent or respond to sexual violence; strengthening leadership and opportunities for girls; mobilizing men and boys to prevent sexual violence; engaging individuals to change social norms; and providing leadership around preventing sexual violence (bystander approaches). While the focus group data reported contextual information about the community and local prevention efforts, as well as provided a deeper understanding of the community.

The next community data collection efforts are scheduled for 2023. Though the results were insightful, the survey questions will likely change in order to get more detailed and targeted responses that will be useful for RPE grantees and the community.

CONTACT

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2. DeGue, S., Hipp, T. N., & Herbst, J. H. (2016). Community-level approaches to prevent sexual violence. In E. L. Jeglic & C. Calkins (Eds.), *Sexual Violence: Evidence Based Policy and Prevention* (pp. 161-179): Springer.

APPENDIX

The appendix consists of survey and focus group questions.

COMMUNITY SURVEY QUESTIONS

DEMOGRAPHICS

- 1) Are you currently a student (including college)? (Yes/No)
 - a) *If yes. What grade are you in? (6th – 8th grade, 9th – 12th grade, college)*
 - i) *For college students only. What is your age range? (17 years old or younger, 18 – 24 years of age, 25 – 29 years of age, 30 – 34 years of age, 35 – 39 years of age, 40 – 44 years of age, 45 – 49 years of age, 50 years of age or older)*
 - b) *If no. What is your age range? (12 years of age or younger, 13 – 17 years of age, 18 – 24 years of age, 25 – 29 years of age, 30 – 39 years of age, 40 – 49 years of age, 50 – 59 years of age, 60 – 69 years of age, 70 years of age or older)*
 - c) *For all students and any non-students 24 years of age or younger: Do you participate in any of the following programs? Check all that apply. (Be Strong, Bringing in the Bystander, Close to Home, Coaching Boys into Men, Live Respect, Mentors in Violence Prevention – MVP Strategies, Second Step, #HealthyRelationshipGoals, No, I have not participated in any of the listed programs)*
- 2) What is your race? Check all that apply. (American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, White)
- 3) Enter your gender: (text entry)
- 4) Enter your zip code: (numerical entry)

GENERAL AGGRESSIVENESS AND ACCEPTANCE OF VIOLENCE

- 5) I get very angry and often lose my temper. (Strongly Disagree, Disagree, Agree, Strongly Agree)
- 6) I can respect a person who backs down from a fight. (Strongly Disagree, Disagree, Agree, Strongly Agree)
- 7) I use verbal threats to help me get my way or prove my point. (Strongly Disagree, Disagree, Agree, Strongly Agree)
- 8) It is acceptable to use verbal threats to help get your way or prove your point. (Strongly Disagree, Disagree, Agree, Strongly Agree)
- 9) I use physical force to help me get my way or prove my point. (Strongly Disagree, Disagree, Agree, Strongly Agree)
- 10) It is acceptable to use physical force to help get your way or prove your point. (Strongly Disagree, Disagree, Agree, Strongly Agree)

GENERAL TOLERANCE OF SEXUAL VIOLENCE WITHIN COMMUNITY

11) I don't think sexual violence is a problem in my community. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

12) I don't think there is much I can do about sexual violence in my community. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

13) There isn't much need for me to think about sexual violence in my community. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

SOCIETAL NORMS THAT SUPPORT SEXUAL VIOLENCE

14) My community is a safe place to live. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

15) Sexual Assault is never the fault of the victim *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

16) Sexual harassment is normal. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

17) Physical violence is an acceptable way to resolve conflict in a relationship. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

18) If a girl/woman is raped, she is usually to blame for putting herself in that situation. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

CONNECTION TO A CARING ADULT

19) *For youth only (24 years of age or younger).* There is an adult in my life who gives help and support when I need it. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

For adults only (25 years of age or older). "I give help and support to youth in my life when they need it" *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

EMOTIONAL HEALTH AND CONNECTEDNESS

20) I feel good about myself. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

21) *For youth only.* I would find someone (adult or friend) if I need help solving a problem. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

For adults only. I would find someone if I need help solving a problem. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

22) I am often unhappy, depressed, or tearful. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

23) I worry or stress out a lot. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

24) I have someone I can talk to about ways to help me control my emotions. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

EMPATHY AND CONCERN FOR HOW ONE'S ACTIONS AFFECTS OTHERS

25) I care about other people. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

26) People in my community care about each other. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

27) I take responsibility for my actions. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

28) People in my community take responsibility for their actions. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

COMMUNITY SUPPORT AND CONNECTEDNESS

29) I am interested in community and world problems. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

30) People in my community are interested in community and world problems. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

a) *If Agree or Strongly Agree selected.* I believe people in my community are involved in solving world problems. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

31) I feel a strong connection to my community. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

32) My community is strongly connected. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

33) I look for opportunities to help others in my community. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

34) People in my community help each other out when someone needs it. *(Strongly Disagree, Disagree, Agree, Strongly Agree)*

INCREASE ENVIRONMENTAL AND COMMUNITY CHANGE THAT RESULT FROM STRATEGIES

35) In the past 12 months, how much effort have you seen your community put into preventing or responding to sexual violence? *(No effort, A little effort, Some effort, A lot of effort)* a) *If a little, some or a lot is selected.* Please provide examples of community efforts to prevent or respond to sexual violence. *(open ended)*

36) In the past 12 months, how much change have you seen in your community regarding sexual violence prevention? *(A lot of negative change, Some negative change, No change, Some positive change, A lot of positive change)* a) *If anything but No Change is selected.* Please provide examples of changes you've seen in your community regarding sexual violence prevention. *(open ended)*

37) In the past 12 months, how much effort have you seen your community put into strengthening leadership and opportunities for girls? *(No effort, A little effort, Some effort, A lot of effort)* a) *If a little, some or a lot is selected.* Please provide examples of community *efforts* to strengthen leadership and opportunities for girls. *(open ended)*

38) In the past 12 months, how much change have you seen in your community regarding strengthening leadership and opportunities for girls? *(A lot of negative change, Some negative change, No change, Some positive change, A lot of positive change)* a) *If anything but No Change is selected.* Please provide examples of *changes* you've seen in your community regarding strengthening leadership and opportunities for girls. *(open ended)*

39) In the past 12 months, how much effort have you seen your community put into mobilizing men and boys to prevent sexual violence? *(No effort, A little effort, Some effort, A lot of effort)* a) *If a little, some or a lot is selected.* Please provide examples of community *efforts* to mobilize men and boys to prevent sexual violence. *(open ended)*

40) In the past 12 months, how much change have you seen in your community regarding mobilizing men and boys to prevent sexual violence? *(A lot of negative change, Some negative change, No change, Some positive change, A lot of positive change)* a) *If anything but No Change is selected.* Please provide examples of *changes* you've seen in your community regarding mobilize men and boys to prevent sexual violence. *(open ended)*

41) In the past 12 months, how much effort have you seen your community put into engaging individuals to promote social norms and provide leadership around preventing sexual violence (bystander approaches)? *(No effort, A little effort, Some effort, A lot of effort)* a) *If a little, some or a lot is selected.* Please provide examples of community *efforts* to engage individuals to promote social norms and provide leadership around preventing sexual violence (bystander approaches). *(open ended)*

42) In the past 12 months, how much change have you seen in your community regarding engaging individuals to promote social norms and provide leadership around preventing sexual violence (bystander approaches)? *(A lot of negative change, Some negative change, No change, Some positive change, A lot of positive change)* a) *If anything but No Change is selected.* Please provide examples of changes you've seen in your community regarding engaging individuals to promote social norms and provide leadership around preventing sexual violence (bystander approaches). *(open ended)*

ADDITIONAL QUESTIONS TO GAIN CONTEXTUAL INFORMATION AND ALLOW FOR RESPONDENT INPUT

43) Is there anything you would like to tell us about sexual violence prevention or response efforts in your community?

FOCUS GROUP QUESTIONS

COMMUNITY PARTNER FOCUS GROUP QUESTIONS

CATEGORY/TOPIC	QUESTIONS
Community description	<p>What is your community like? If someone who has never been in your community asks you to describe it, what would you say?</p> <p>Probes: Who lives there? What do people do for fun or work? Is there anything special about it? How would you rate your community? Tell me why you chose that rating.</p>
Involvement with grantee	<p>Tell us about your connection to [grantee] and how you or your organization have been involved in their activities, particularly around prevention.</p> <p>Probes: How did you learn about [program/activities]? What types of activities do y'all do or what do you learn about? Do you just show up to meetings/events or do you have greater involvement? What is the purpose of the [program/activities]?</p>
How you would like to be involved	<p>How would you like to be involved in prevention activities? or How do you see your organization partnering with [grantee]?</p>
Efforts most proud of	<p>Of the activities that you've participated in, what are you most proud of? SKIP QUESTION IF PARTNERS HAVE NOT BEEN INVOLVED.</p>
Programs contribution to community	<p>What changes have you seen in your community resulting from [programming]? OR: Are you aware of the efforts of [grantee] and have you seen direct change from it?</p>
Challenges of youth engagement	<p>What do you think the challenges may be for [grantee] when they are trying to implement their program in this community?</p>
Advice	<p>What advice do you have for people who want to work with this community?</p> <p>What about advice for working in this community around sexual violence prevention?</p>

RPE PROGRAM PARTICIPANT FOCUS GROUP QUESTIONS

CATEGORY/TOPIC	QUESTIONS
Community description	<p>What is your community like? If someone who has never been in your community asks you to describe it, what would you say?</p> <p>Probes: Who lives there? What do people do for fun or work? Is there anything special about it? How would you rate your community? Tell me why you chose that rating.</p>
Involvement with grantee	<p>Tell us about your connection to [grantee] and how you've been involved in their activities.</p> <p>Probes: How did you learn about [program/activities]? What types of activities do y'all do or what do you learn about? Do you just show up to meetings/events or do you have greater involvement? What is the purpose of the [program/activities]?</p>
How you would like to be involved	<p>What are some of the ways you would like to be involved in planning, participating in, or leading activities?</p>
Efforts most proud of	<p>Thinking back on all the things you've done with this program, what activities/efforts are you most proud of?</p>
Programs contribution to community	<p>What changes have you seen in your community resulting from [programming]?</p> <p>OR:</p> <p>Are you aware of the efforts of [grantee] and have you seen direct change from it?</p>
Advice	<p>What advice do you have for people who want to work with youth on projects like this?</p>

RPE PROGRAM STAFF FOCUS GROUP QUESTIONS

CATEGORY/TOPIC	QUESTION
Community description	<p>What is your community like? If someone who has never been in your community asks you to describe it, what would you say?</p> <p>Probes: Who lives there? What do people do for fun or work? Is there anything special about it? How would you rate your community? Tell me why you chose that rating.</p>
Involvement with grantee	<p>Tell us about what you do at [grantee] what brought you to prevention work for [grantee].</p> <ul style="list-style-type: none"> - What do you see as the purpose of the [program/activities]? - What do you think others in the community think about the prevention work?
Opportunities for involvement	<p>In what ways are you engaging the community in prevention work and more broadly (outside prevention)?</p> <p>How would you like to be engaging your community?</p> <p>How would you like to be engaging youth?</p>
Efforts most proud of	<p>Thinking back on all the things you've done with this program, what activities/efforts are you most proud of?</p>
Challenges of youth engagement	<p>What challenges have you faced implementing this program in your community?</p> <p>What challenges have you faced engaging youth in your community?</p>