

TEXAS RAPE PREVENTION & EDUCATION PROGRAM **FY21 | Q4**

This report describes programming and activities that were conducted in November & December of 2021 and January of 2022. The COVID-19 pandemic was occurring during this time, including the emergence of the Omicron variant.

PROGRAMS IMPLEMENTED

18 funded sexual assault programs across Texas are implementing 6 prevention programs + community-level activities with 6th - 12th graders, college/university students, and adult influencers. No less than 50% of all strategies are implemented at the community/societal level and not solely in school settings.

Close to Home (9 grantees) | MVP Strategies (5 grantees) | Be Strong (4 grantees)
LiveRespect (2 grantees) | Bringing in the Bystander (2 grantee)

COMMUNITY-LEVEL ACTIVITIES

100% implemented community-level activities
OF GRANTEES

Community-level activities include activities designed to promote social norms that protect violence or strengthening leadership and opportunities for girls. There can be a wide range of activities that support these approaches. Below are examples of activities being conducted by SAPCS-Federal grantees.

Recruiting participant volunteers to participate in primary prevention training workshops

Providing professional training opportunities

Connecting with coalition members

Providing sexual assault primary prevention education to youth and adult influencers

Initiating community partnerships

Building partnerships with community agencies

SOCIAL MEDIA & PODCASTS

Facebook, Tik Tok, and WhatsApp each had at least one less organization utilizing the platform for prevention efforts compared to quarter 3. We saw an increase in the number of additional podcasts.

 21,265 Facebook followers across 10 grantees most posting at least monthly

 12 additional podcasts from 3 grantee with the number of listeners spanning from 50 to 500

 6,577 Instagram followers across 12 grantees most posting at least weekly

 659 Twitter followers across 2 grantees posting at least monthly

Texas RPE grantees have a total of 28,501 followers across all social media platforms

YOUTH ENGAGEMENT

Hart's Ladder is an assessment tool used to measure authentic youth engagement in a given program. The goal is to see an increase over time but youth's engagement may move up and down the different stages throughout the year. The aim is to move toward youth-led activities.

Less than half of grantees engaging youth reached the top four rungs of the ladder.



Adapted from Hart, R. (1992). Children's Participation from Tokenism to Citizenship. Florence: UNICEF innocent Research Centre, as cited in www.freechild.org/ladder.html. Graphic courtesy of the Texas Association Against Sexual Assault.

Youth Engagement Bright Spots

Youth participated in a youth advisory committees, youth advisory boards, book clubs, and scheduled meetings. Youth engaged with new communities and increased their level of knowledge and build rapport through educational programs. Social Media usage was prevalent in this quarter as well.

Youth engagement bright spots appeared through the relationships that grew by Primary Prevention Coordinator showing up weekly to the NEST Empowerment Center. Engaging with these young people was a great reminder of how passionate, smart, and interesting young people are, and a good reminder that they need to have their voices heard by adults in their community.

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EDUCATION & OTHER EDUCATION

The priority of Texas programming is to create environmental and community change by increasing the use of community-level strategies over time. As we make this transition from individual education to community-level strategies, we recognize that the use of individual education, and therefore the reporting of that education, are a part of our current programming (either through implementing a curriculum in support of community-level strategies or by holding meetings with community partners). We want to emphasize that the effectiveness of the RPE program is not measured by the number of sessions conducted or the number of individuals receiving individual education; therefore we are not including those numbers in this report. The overall reach of prevention efforts (community-level strategies and education) is reported once a year to the Centers for Disease Control and Prevention, which funds this project. That information is available in the RPE Year at a Glance report.

The number of sessions and number of participants conducted under this grant are only reported collectively to the Texas Legislative Budget Board (along with education conducted under all OAG grants) and to the Department of State Health Services Title V program.

Other education refers to live, interactive instruction conducted in person or in a virtual environment.

56% implemented educational seminars
OF GRANTEES

28% implemented training programs for professionals
OF GRANTEES

Education activities occurred in community-based programs that primarily serve youth (reported by 2 grantees), other community-based organizations (1), colleges/universities (2), governmental agencies (1), and businesses (1).

The sectors reached reduced this quarter!

61% implemented other education for internal audiences
OF GRANTEES

Agency staff was the most frequently reported internal audience (18 times), followed by volunteers (3) and other audiences (2).

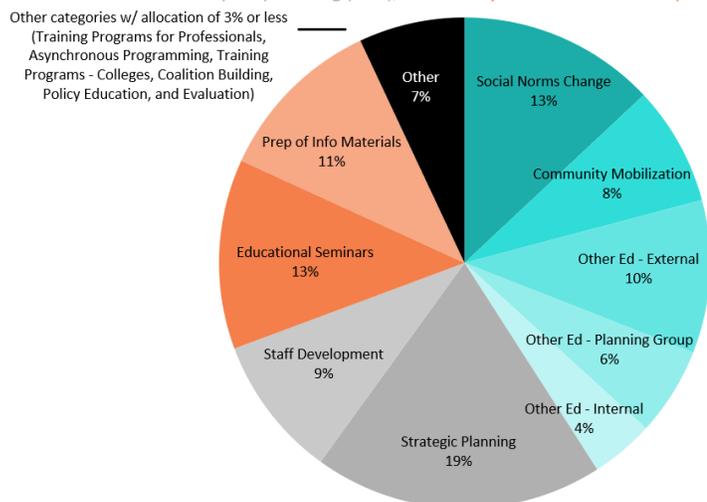
83% implemented other education for external audiences
OF GRANTEES

Youth and adult influencers were the most frequently reported external audience (17 times each), followed closely by youth (11) and then other external audiences (5).

0% implemented asynchronous programming
OF GRANTEES

50% implemented planning groups
OF GRANTEES

The majority of resources were spent on **community-level initiatives (41%)** and organizational capacity building (28%), followed by individual education (24%).



ADMINISTRATION

7 GRANTEES had changes in key personnel that may have had an impact on the program or grant performance.
no change from Q3

2 GRANTEES had a grant-funded position vacant for more than 3 months
increase from 1 last quarter.

