

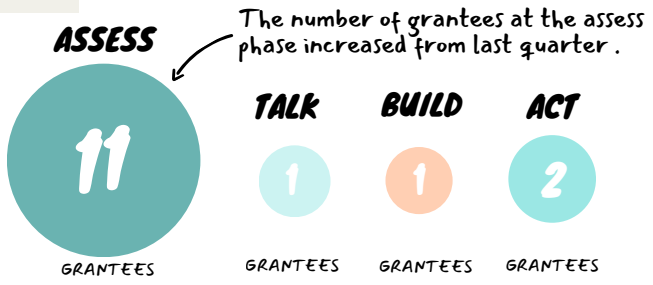
# TEXAS RAPE PREVENTION & EDUCATION PROGRAM

FY25 | Q2

This report describes programming and activities conducted in May, June and July 2025.

13 funded sexual assault programs across Texas are implementing community-level activities through the Close to Home initiative, engaging youth ages 13-24 years, college and university students, and adult influencers. At least 75% of all strategies are being implemented at the community and societal levels.

## CLOSE TO HOME



## COMMUNITY-LEVEL ACTIVITIES



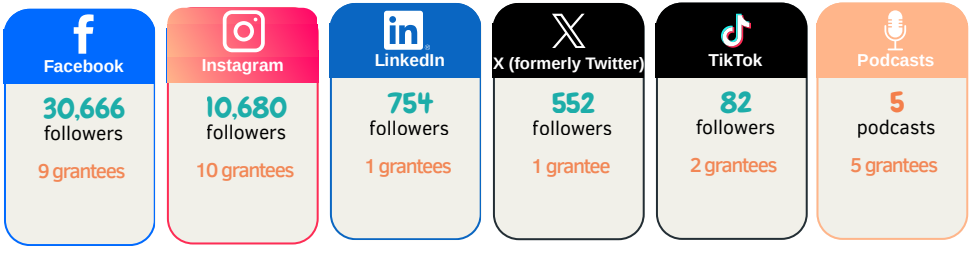
Community-level activities include activities designed to promote norms that protect against violence, strengthen economic support, or create protective environments. There is a wide range of activities that support these approaches. Below are examples of activities being conducted by SAPCS-Federal grantees.

<p>Integrated SV prevention messaging into student services at local college by pairing basic needs (food pantry) support with prevention education.</p>	<p>Partnered with local farm to link food access with solution-oriented approaches and violence prevention, and providing fresh produce while fostering dialogue on community well-being.</p>	<p>Partnered with the Recreation Department to relaunch Unity Nights community events to strengthen engagement, with plans to expand through future focus groups.</p>
<p>Hosted Monthly Wellness Walks that brought community members and youth together to promote inclusion, healthy relationships, and prevention awareness in a safe, welcoming space.</p>	<p>Facilitated a youth seminar on preventing workplace sexual harassment using bystander strategies and empathy-building.</p>	<p>Participated in MerFest to debut Mermaid Sticker Contest promoting safety.</p>

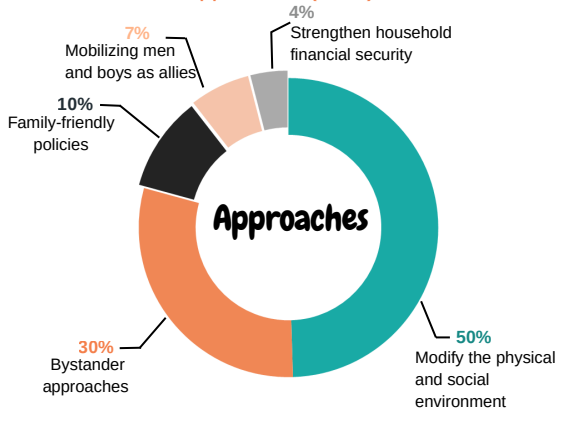
## SOCIAL MEDIA & PODCASTS

The number of social media followers decreased in Q2 compared to Q1.

Texas RPE grantees have a total of 42,734 followers across all social media platforms.



The majority of social media posts in Q2 focused on **modify the physical and social environment (50%)**, and **bystander approaches (30%)**.



## HEALTH DISPARITIES ACTIVITIES

<p>3 Paid Internships</p> <p>Created paid internships to youth from a local non-profit serving youth experiencing homelessness</p>	<p>4 Mentorship programs</p> <p>Developed youth-informed mentoring programs</p>	<p>0 Work policies</p> <p>N/A</p>
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The number of internship opportunities, mentorship programs and comparable work policies in local business increased this quarter.

## 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 engagement may move up and down the different stages throughout the year. The aim is to move toward youth-led activities.



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](http://www.freechild.org/ladder.html). Graphic courtesy of the Texas Association Against Sexual Assault.

"Several new coalition members have expressed strong interest in working with youth and have already shared creative ideas for improving both engagement efforts and long-term impact."

### Youth Engagement Bright Spots

Youth showed strong leadership and creativity through internships and active roles in prevention programming. Partnerships with coalitions, youth groups, and mentors encouraged engagement. Social media promotion, creative projects, and peer-to-peer outreach further amplified youth voices and strengthened community impact.

# TEXAS RAPE PREVENTION & EDUCATION PROGRAM **FY25 | Q2**

## 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. We recognize that the use of individual education, and therefore the reporting of that education, is 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 annually to the Centers for Disease Control and Prevention, which funds this project.

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

**54%** implemented educational seminars  
OF GRANTEES

**38%** implemented training programs for professionals  
OF GRANTEES

The most frequently reported implementation settings were community-based programs that primarily serve youth (8), followed by community-based organizations serving populations disproportionately impacted by SV (4), other community-based organizations (4), governmental organizations (3), residential complexes (1), colleges/universities (1), and businesses (1).

**46%** implemented other education for internal audiences  
OF GRANTEES

**46%** implemented other education for external audiences  
OF GRANTEES

Agency staff (6) and volunteers (3) were the most frequently reported by grantees.

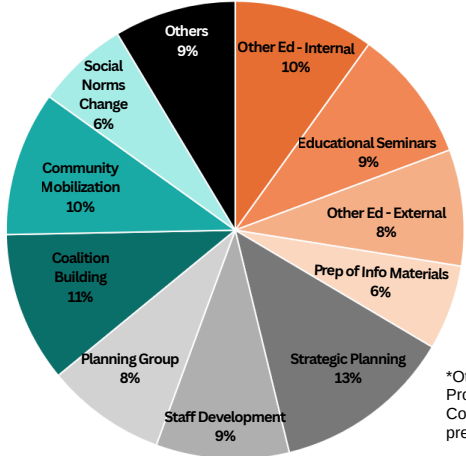
Youth (5) and external audiences (5) were the most frequently reported, then adult influencers (3).

**62%** had active planning groups with 305 members  
OF GRANTEES

Youth (4) were the most frequently reported sector, followed by social services (5), adult influencers (4) others (2), education (2), housing (2), and business/labor (1).

## RESOURCES

The majority of resources were spent on **individual education (34%)**, followed by **organizational capacity building (31%)**, then **community-level initiatives (27%)**.



\*Other (5% or less) includes Policy Ed, Training Progs for Professionals, Training Programs for Colleges, Solution-oriented approaches for preventable health differences, and Evaluation.

## ADMINISTRATION

**7** GRANTEES had changes in key personnel that may have had an impact on the program or grant performance.

**4** GRANTEES had a grant-funded position vacant for more than 3 months