

**Texas Primary Prevention Planning Committee (PPPC)**  
**Clarifications and Frequently Asked Questions**  
**Developed August 2015**  
**for**  
**Preventing Sexual Violence in Texas, A Primary Prevention Approach (Plan)**  
**Amendment, February 2015**

- Q1: Regarding staffing, what does a full-time Primary Prevention Coordinator mean and what would be considered a hardship for falling below a full-time Primary Prevention Coordinator?
- A1: The PPPC recommends all organizations implementing the Plan Amendment have on staff at least one full-time person dedicated to primary prevention activities. This dedicated full-time staff person should be designated as the Primary Prevention Coordinator. The recommended funding amount is sufficient to employ, at a minimum, one full-time staff person along with other part-time positions and therefore does not create undue hardship for organizations. The PPPC recommends no exception be made to the full-time Primary Prevention Coordinator requirement. Dedicating one Primary Prevention Coordinator full-time to primary prevention efforts is vital to ensuring the successful implementation of the Plan Amendment and allows agency staff to devote the time needed to effectively meet the new programming requirements.
- Q2: What is the committee's recommendation on additional part-time prevention staff (in addition to the full-time Primary Prevention Coordinator) and their possible involvement with other agency functions (including direct services)?
- A2: The PPPC made no other recommendations on staffing other than what is in the Plan Amendment or clarified in the Q&A document.
- Q3: Does programming have to address all risk factors for sexual violence perpetration identified in the Plan Amendment, or can I just focus on one?
- A3: The approach, programming, and minimum standards of the Plan Amendment require that all risk factors at the individual, relationship, and community level be addressed through a comprehensive primary prevention program. The PPPC did not intend for programs to focus on only one risk factor.
- Q4: Am I required to use the curriculum that TAASA developed for Phase 1 programming?
- A4: While the PPPC supports the TAASA developed curriculum, the committee did not recommend that the use of educational materials be limited to any one specific curriculum. Rather the committee recommended the approach, programming and

minimum standards that should be used to choose or develop educational materials. TAASA and/or OAG Program Staff are available to review existing curriculum or help in the development of new curriculum to include required programming content and outcomes.

Q5: Regarding sufficient dosage, if class periods are 90 minutes can one class period count as two sessions?

A5: Yes as long as the overall series meets the programming requirements for Phase 1 (see Page 11 of the Plan Amendment for programming requirements).

Q6: Regarding sufficient dosage, is the requirement the same if organizations are working with college students in Phase 1 (currently 9 in-person sessions lasting a minimum of one class period or 45 minutes delivered in a semester or 4 month period)?

A6: The PPPC recognizes that college students are adults; therefore the PPPC recommends the following minimum standard for organizations working with college students in Phase 1 with the intention of implementing Phase 2 Bystander Intervention or Youth Development – a minimum of 8 in-person hours in at least 2 sessions. The sessions must include varied teaching methods (see Plan Amendment for definition of varied teaching methods).

Q7: The timing of the grant is challenging for implementation in a school setting. Will there be time for organizations to finish commitments of the current school year (typically September through May) before they start new programming?

A7: The PPPC recognizes that the start of the Rape Prevention and Education (RPE) grant, school calendars, and programming needs may conflict. The PPPC recommends a transition period be available if needed in the first year of the Plan Amendment implementation of February through May to finish current programming and honor current commitments before beginning new programming. New programming should be scheduled for no later than June.

Q8: What if organizations completed Phase 1 with participants before the new requirements became effective. Can they begin Phase 2 without completing Phase 1 again?

A8: Yes, if the organization can show that, at the time of delivery, the program met all the new requirements for Phase 1 including approach, programming, and is able to provide the outcome data required for Phase 1 programming. This means when measurement tools are provided, organizations would have to use the instruments to collect Phase 1 data on their Phase 2 participants. This should not be perceived as a pass/fail test rather

this provides the best opportunity to collect state level data on Phase 1 activities while providing a measure of flexibility for organizations where programming and timing preceded the start of the Plan Amendment.

Q9: Do all youth or adults who are a part of my Phase 1 programming need to be involved in my Phase 2 programming?

A9: The PPC recognizes that not all participants in your Phase 1 programming, even if they experience the change in behaviors and attitudes that Phase 1 programming is designed to create, will be ready to move on to Phase 2 – the action phase. Behavior change theories consistently show that a smaller group of people who experience this shift in behavior and attitude will be interested in taking action to change their environment, so expect that a smaller group of Phase 1 participants may continue on into your Phase 2 programming. While this may mean that you are no longer working with some participants who completed Phase 1, those participants that move onto Phase 2 can have a continued impact on the community norms through their work in Phase 2 and in fact can also impact those participants from Phase 1 that did not move into Phase 2.

Q10: What is the purpose of the Memorandum of Understanding (MOU), Letter of Support (LOS), or Cooperative Working Agreement (CWA) and what should it include?

A10: The purpose of the MOU, LOS, CWA or other document is to show the organization has support from their partners to implement planned activities. At a minimum this document should include the following (Sample agreement document attached):

- Purpose
- Term of the agreement (date the agreement starts and expires)
- Roles and Responsibilities of Each Entity (including the following)
  - Time for participants to complete the program (sufficient dosage)
  - Space for programming to take place
- Designated Contact for Each Entity
- A statement on the commitment of each entity to ongoing communication about the program

Q11: When will organizations need to have the MOU, LOS, CWA or other support document?

A11: The PPC recommends funders require the support document with any application for funding.

Q12: What does primary prevention initiatives mean?

A12: Primary prevention initiatives means a group of people taking collective action related to risk or protective factors. Actions include, but are not limited to, informing policy, petitions or letter writing campaigns to businesses seeking to change business practices, community events, and social norms campaigns. See CDC’s Implementation of Anti-Lobbying Provisions (June 25, 2012) which includes Additional Requirements 12 (AR-12).

Q13: What does “community investment” mean?

A13: Community investment means a group of people providing resources to primary prevention initiatives. Resources include but are not limited to, time, expertise, space, money, materials, services, and support documents (e.g. MOU, LOS, or CWA). See 2 CFR (Code of Federal Regulations) 200.442 for restrictions on fund raising.

Q14: What does “instances of collective youth leadership” mean?

A14: Instances of collective youth leadership means a group of youth taking action related to risk and protective factors for sexual violence. Activities include those related to education, informing policy, events, or media. Some examples include, but are not limited to (in alphabetical order): Art shows; film screenings; attending school-board meetings educating school board members on risk and protective factors for sexual violence; petitions or letter writing campaigns to businesses seeking to change business practices; materials - development and distribution; educating elected officials; mentoring; poster campaigns; seminars; social media campaigns; spoken word events; theater productions; informing school policies or practices; informing local government policies or practices; and workshops. See CDC’s Implementation of Anti-Lobbying Provisions (June 25, 2012) which includes Additional Requirements 12 (AR)-12.

The PPPC recognizes that instances of collective youth leadership is the result of successful youth development programs. Youth development programs support youth to become leaders/agents of change in their community and have a significant impact on challenging the attitudes, behaviors, and norms supportive of sexual violence and modeling/promoting gender equity and other non-violent norms and behaviors. The process of cultivating youth leadership and developing and implementing group sexual violence prevention activities is as important as the actual actions taken and their impact. Effective youth development includes the following core components<sup>1</sup>:

- 1. Initiatives and activities are youth developed and implemented.** The determination of what action to take should be driven by the youth leaders, and those same youth leaders should be the primary planners and implementers for those actions.

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<sup>1</sup> This section is meant to further support the Plan Amendment, PPPC Guiding Principles for Primary Prevention Efforts in Texas, Youth involvement is central to prevention programming. (Page 4 of the Plan Amendment)

2. **Meaningful decision-making authority by youth involved.** Youth should be involved in and given the authority to make decisions that go into developing a collective action.
3. **Group decision-making and planning processes.** Youth members of the group should share in group decision-making, planning, leadership roles, and implementation. All voices should be heard and valued.
4. **Leadership development.** Intentional leadership development should be a key goal of youth development work, and all members of the group should have equitable access to leadership development opportunities and support.

Sample Memorandum of Understanding:

**Memorandum of Understanding**

This Memorandum of Understanding is entered into, by, and between XXXX, and XXXX.

1. History of the Relationship – detail history of relations if application and beneficial for parties.
2. Purpose of the MOU: detail the purpose of the MOU.

Example: The purpose of this MOU is to support XYZ sexual assault programs' application for funding for primary prevention programming, continue historical partnerships to further primary prevention efforts in ABC county, city, etc., and to show partner support exists to successfully implement the activities.

3. Roles and Responsibilities: detail the roles and responsibilities of each entity entering into the agreement. Example:

ABC organizations agrees to:

- a. X time for participants to complete the program (sufficient dosage)
- b. X space for programming to take place (this is for the organization where the primary prevention programming will be implemented – e.g. school, community organization, etc.).

DCE sexual assault program agrees to:

- a. Provide programming over X time for participants (sufficient dosage)
- b. Other commitments from the sexual assault program to ensure successful implementation.

4. Term of the MOU

The MOU begins on the first day of XXX, and ends on the XXXX day of.

5. Primary Contacts:

- a. For XXX:
- b. For XXX:

Signatures (for each entity signing):

Entity Name:

Printed Name and Title of Signer:

Signature of Signer:

Date Signed: