



Association of
Title IX Administrators

Prevention, Program Assessment, and Partnerships

Training and Certification Course

WELCOME!

- Please log in to your ATIXA Event Lobby to access the training slides, supplemental materials, and to log your attendance.
- The ATIXA Event Lobby can be accessed by scanning the QR code or by visiting **www.atixa.org/atixa-event-lobby**.
- You will be asked to enter your registration email to access the Event Lobby.
- Links for any applicable training evaluations and learning assessments are also provided in the ATIXA Event Lobby.
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Strategic Risk
Management Solutions



Any advice or opinion provided during this training, either privately or to the entire group, is **never** to be construed as legal advice or an assurance of compliance. Always consult with your legal counsel to ensure you are receiving advice that considers existing case law in your jurisdiction, any applicable state or local laws, and evolving federal guidance.

Introduction



The primary focus of this training is to introduce practitioners to prevention fundamentals, as well as opportunities to leverage assessment work and community partnerships to enhance program efficacy.



Practitioners will explore the challenges to prevention work, including engaging in robust and actionable data analysis, and collaborating with key stakeholders.



Our goal is to provide practitioners with specific prevention methodologies, holistic program assessment practices, and comprehensive partnership approaches to consider applying in their unique educational settings.

Content Advisory

The content and discussion in this training will necessarily engage with sex- and gender-based harassment, discrimination, and violence and associated sensitive topics that can evoke strong emotional responses.

ATIXA faculty members may offer examples that emulate the language and vocabulary that Title IX practitioners may encounter in their roles including slang, profanity, and other graphic or offensive language. It is not used gratuitously, and no offense is intended.

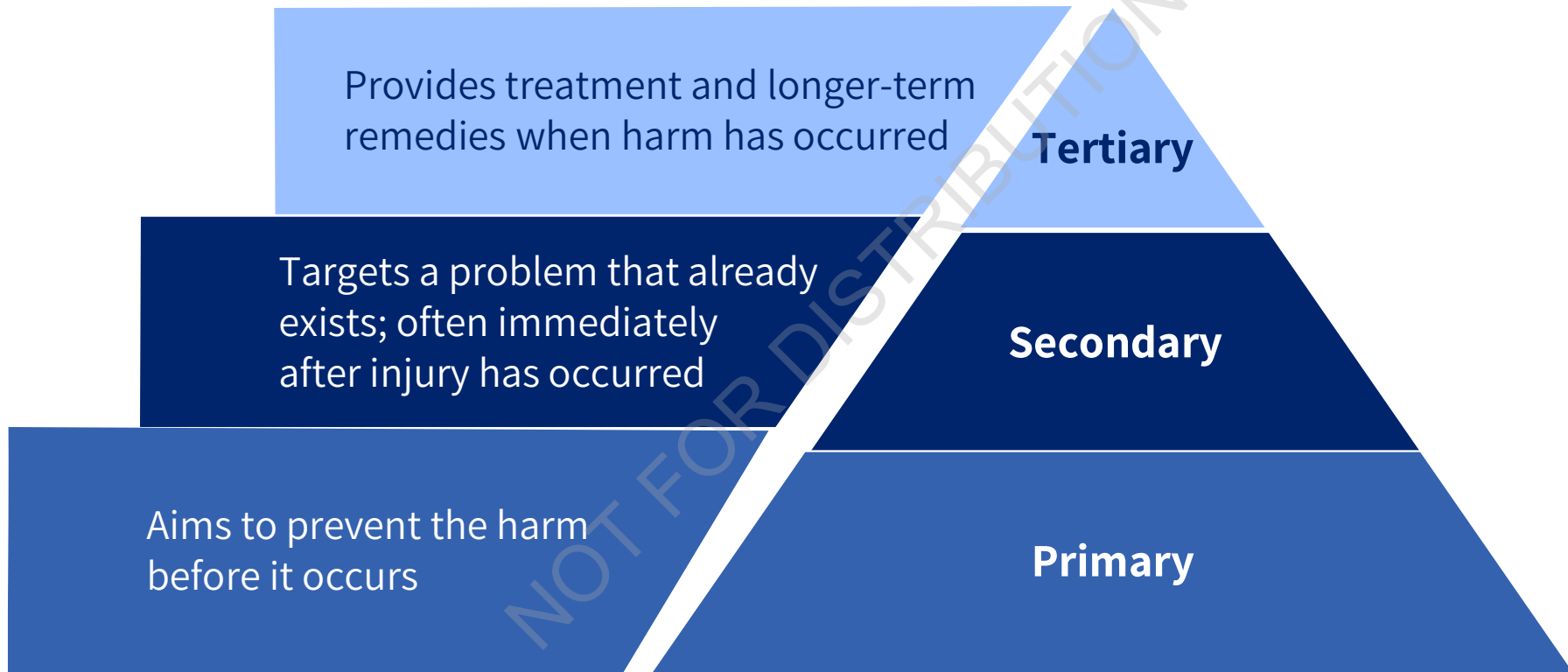
Diverse Vocabulary

- This course reaches diverse settings in K-12 schools/districts and higher education
 - We may say “school” or “campus” or “institution;” we aspire to be inclusive
- Prevention field often uses terms differently than Title IX regulations/policy
 - Language preference may shift, relative to the “hat” you are wearing and role
 - “Victim,” or “survivor,” or “person who experienced harm” may replace Complainant
 - “Perpetrator,” “offender,” or “person who has caused harm” may replace Respondent
- Language and framing used for prevention work is often influenced by region, culture, political landscape, and specific school or institutional values
- Title IX team members should reflect diverse vocabulary, but when presenting prevention content need to be aware that it should be neutral and unbiased, or it could be used against the school or institution in court

Source: Possibility Seeds, 2023. *A Gender-Based and Sexual Violence Community Risk Assessment Tool for Post-Secondary Institutions*, pg. 10.

Prevention and Training

Prevention Education Framework



Source: Baumann L.C., Karel A. (2013) Prevention: Primary, Secondary, Tertiary.
In: Gellman M.D., Turner J.R. (eds) Encyclopedia of Behavioral Medicine. Springer, New York, NY.

Prevention Education vs. Training

Training is distinct from prevention education, but can support prevention goals

Prevention Education

- Foundational concepts
- Recognizing harmful behavior
- Avoiding engaging in harmful behavior
- Skills and actions

Policy & Process Education/Training

- Prohibited behaviors
- Reporting options
- Response options
- Resources

Training for Title IX Roles

- Foundational knowledge
- Responsibilities
- Skill building
- School/Institutional process and policy

Sources of Prevention Education and Training Requirements



Intersection of Title IX and Prevention

Title IX and Equity

- Title IX is a sex and gender equity law
- Equity refers to the understanding that not all individuals have access to the same resources and opportunities
 - Equity focuses on providing support and resources to reduce disparities in access to the education program
 - Title IX seeks to remedy inequities created by sex and gender discrimination
- Prevention and training help establish and maintain equitable environments
- Equity requires ongoing investment to build training capacity and a continuous improvement mindset

Title IX: Scope

Title IX

Sex Discrimination

- Inequitable Treatment
- Exclusion from Participation

Sex-Based Harassment

- Quid Pro Quo
- Hostile Environment
- Sexual Assault
- Dating Violence
- Domestic Violence
- Stalking
- Retaliation

Title IX Coordinator's Role in Prevention

- Title IX compliance requires schools/institutions to Stop, **Prevent**, and Remedy instances of sex discrimination and sex-based harassment
- Prevention should be collaborative, community-wide, and include the Title IX team
- The Title IX Coordinator (TIXC) should not assume primary responsibility for leading prevention efforts, rather they should:
 - **Educate** stakeholders and school/institutional leadership on the school's prevention obligations
 - **Collaborate** with other stakeholders to plan, implement, and assess
 - **Oversee** prevention compliance recordkeeping and reporting

Title IX Regulatory Requirements



Title IX regulations require training the Title IX Team:

- Title IX Coordinator (TIXC)
- Investigators
- Decision-makers (including appeals)
- Informal Resolution Facilitators

Community Notification Requirement

Title IX requires Recipients provide notice to:

- Applicants for admission and employment
- Students
- Parents/Legal guardians (K-12)
- Employees
- Unions/Collective bargaining groups

Notice must include:

- TIXC's name and contact information
- Nondiscrimination policy statement and where to find the policy
- Inquiry contact for TIXC and U.S. Department of Education's Office for Civil Rights
- School/Institution Title IX Resolution procedures including:
 - How to file a report
 - How the school/institution will respond

Employee Training Requirements

- **All employees upon hiring, change in role, and annually on:**
 - School/District obligation to address sex discrimination
 - Scope of conduct that constitutes sex discrimination
 - Reporting and information sharing requirements
- **Training must be completed, not just made available**
- May be in-person, online/virtual, asynchronous, and conducted by internal or external trainer(s)



VAWA Section 304 Training and Prevention Education Requirements

VAWA Section 304

- VAWA Section 304 also imposed training requirements
 - Applies to **higher education**; for both students and employees
 - Amended Clery Act, originally passed in 1990
 - Includes behavior beyond sex- or gender-based harassment (ex. Stalking)
- **Requires programming and education**
 - Sexual assault, dating violence, domestic violence, and stalking (“The Big 4”)
 - Primary prevention programs
 - Ongoing prevention and awareness programming and campaigns
 - Risk factors, protective factors, and risk reduction
- Emphasizes programming that focuses on:
 - Changing behavior and social norms; increasing understanding and skills

VAWA:

Educational Programs and Campaigns

Annual Security Report (ASR) must include descriptions of:

- Educational programs and campaigns to promote awareness of dating violence, domestic violence, sexual assault, and stalking
- Primary prevention and awareness programs for all incoming students and new employees
- Ongoing prevention and awareness campaigns for students and employees

Programming should include information on **risk reduction** and must not be presented in a manner that encourages victim blaming

VAWA: Ongoing Educational Programs and Campaigns Guidance

- Tailored to each institution
- Focused on increasing awareness or understanding
- Culturally relevant
- Inclusive of diverse communities and identities
- Sustainable
- Responsive to community needs
- Informed by research or assessed for value, effectiveness, or outcome

VAWA: Employee Prevention Education

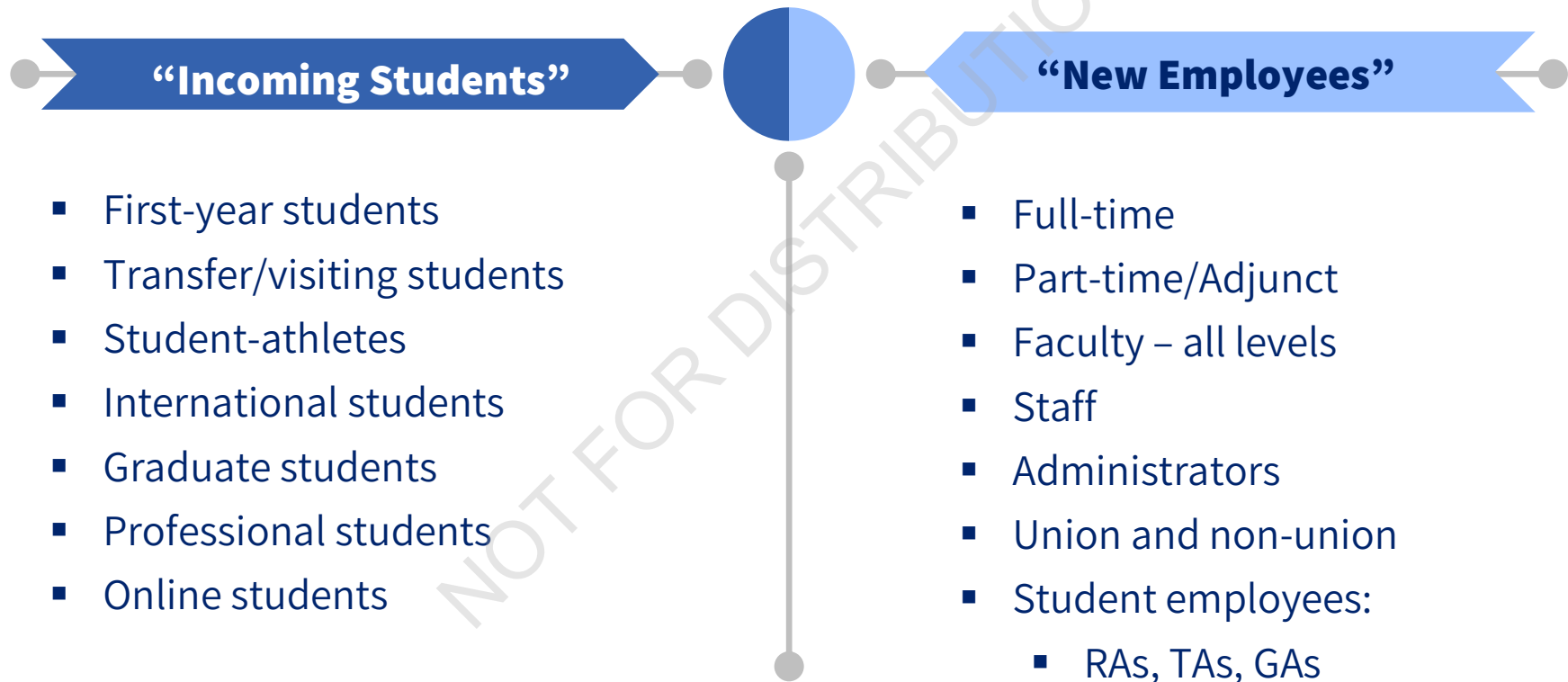
- Institutions must train new and current employees to promote awareness of the “Big 4”
- VAWA provides broad guidelines and definitions to assist institutions in developing training, but does not detail specific requirements
- Consider:
 - Annual employee training to increase effectiveness
 - Partnering with human resources to determine modality, timing, and completion tracking



Gaining Employee Buy-In

- Leverage institutional data to tailor training content
- Improve skills in recognizing and referring concerns
- Refer to prevention and training in faculty/staff handbooks and policies
- Train supervisors and support their prevention and training efforts
- Encourage senior leadership to model prevention, culture of care, and community standards
- Feature influential faculty and staff in education and training

VAWA: Educational Programs and Campaigns



VAWA: Additional Guidance in Clery Handbook

- 2016 Clery Handbook includes a chapter of detailed guidance on VAWA's education requirements
 - Rescinded and replaced with the Clery Act Appendix in 2020
 - U.S. Dept of Education has promised a new Handbook, with no date announced
- ATIXA recommends referencing the 2016 Handbook for now, it includes:
 - Helpful examples on prevention and programming requirements
 - Practical tips on the required elements of prevention and awareness education



The Handbook for Campus Safety and Security Reporting 2016 Edition



2022 VAWA Reauthorization

- Recognized other forms of IPV
 - **Added “economic abuse” and “technological abuse”**
 - Does not require changes to Title IX policy definitions
- Increased support in underserved communities, including funding for:
 - Survivor-centered, community-based restorative practices
 - Culturally specific services
 - Services for rural communities
- **Enhanced prevention and response in key areas:**
 - Expanded prevention education for students in higher education
 - Trauma-informed, victim-centered training for law enforcement
 - Improved training for sexual assault forensic examiners

2022 VAWA Reauthorization

- **Climate survey requirement every two years**
 - Metrics related to student experiences with sexual misconduct, institutional policies, educational awareness and prevention programs, and institutional response
 - Institutions must use the standardized online survey tool but may add additional questions
 - Dept of Ed has not yet released the tool
 - Requirement goes into effect one year from date of release
- **Grant funding available** to develop, maintain, and enhance prevention and awareness programming



Preview: VAWA Climate Survey

- **Survey tool must be:**
 - Be fair and unbiased
 - Be scientifically valid and reliable
 - Notify the participants that anonymized results may be published
 - Accessible for individuals with disabilities
- **Questions will include:**
 - Demographics
 - Incidence and prevalence of sex-based harassment, sexual assault, dating and domestic violence, and stalking
 - Students' awareness of policies and procedures
- Institutions can add additional questions

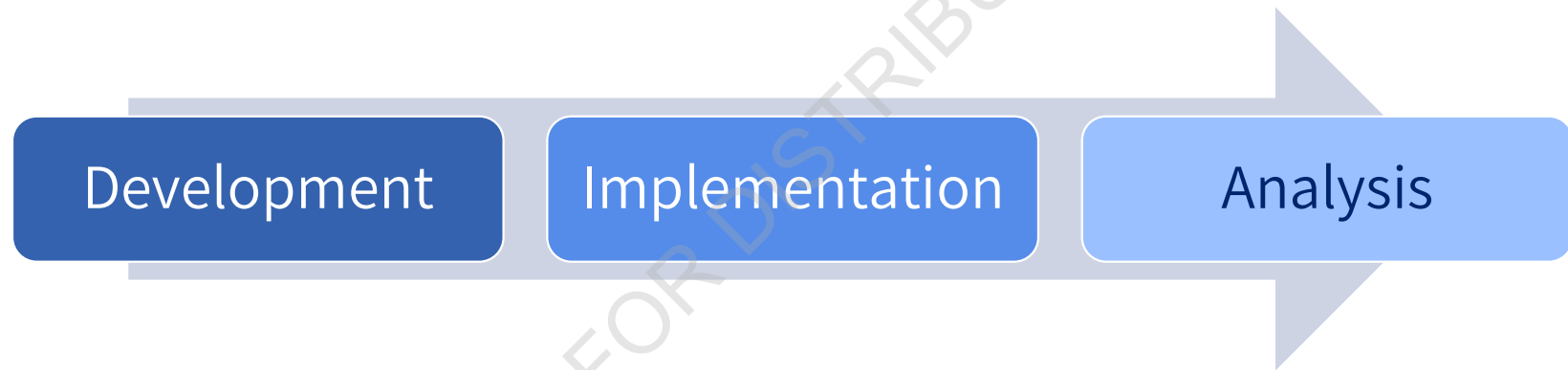
Climate Surveys

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Title IX-Based Climate Survey Objectives

- Focused on sex discrimination, sex-based harassment, sexual assault, dating and domestic violence, and stalking
 - Assess **prevalence** of sex discrimination and sex-based harassment
 - Evaluate awareness of Title IX **policies, resources**, and reporting **procedures**
 - Gauge the **perception of** school/campus safety and the effectiveness of district/institutional responses
 - Identify **gaps** in services, support, and education related to Title IX
 - Could lay a foundation/justification for **affirmative action** (though courts hostile)
- Assists TIXC with **monitoring** the education program for barriers to reporting

Climate Survey Stages



Climate Survey Development

Climate Survey development steps

- Designate a climate survey leader and committee of key stakeholders
 - Individual with survey design expertise (internal or external)
 - Key stakeholders to provide feedback prior to launch
- Identify clear goals and intended participants
- Adopt a clear methodology
- Plan for financial and human capital to support the development, implementation, analysis, and post-survey action plan
- Select a survey software to collect and help analyze data

Climate Survey Development

- Comply with internal approval process (e.g., IRB, legal counsel)
- Consider how the survey questions speak to all members of the survey population
- Contemplate survey access barriers and solutions for intended participants
- Develop, review, and revise questions
- Prepare a promotion plan that includes response goals
- Prepare for post-survey analysis and community share back

Design Guidelines

- Keep the survey to a reasonable length that can be completed in one sitting
 - 10-15 minutes is ideal
- Use simple questions that can be understood by all participants
- Focus on how the results will be reported
 - What is the purpose of this question?
 - What will we do with the information we learn from this question?
- Use a mixed model design to capture both qualitative and quantitative data
- Avoid tendency to “kitchen sink” the survey
- Be willing to use “Prefer not to answer” or “Not listed” as a response

Climate Survey Components

- **Demographic questions**

- Provides the primary bases for analysis and comparison
- Important to draft demographic data to maintain anonymity

- **Experience, Incidents, and Prevalence questions**

- Nature, Type, Extent, and Location of incidents

- **Perception and Opinion**

- Perceptions of Inclusion, Welcomeness, and Equity
- Safety within educational environment
- Peer attitudes toward sex-based harassment

Climate Survey Components

- **Awareness and Knowledge questions**
 - Evaluate how well individuals understand existing policy and procedures
 - Programming and prevention efforts
- **Reporting, Response, and Resources**
 - Experiences with reporting incidents and support received
 - Barriers to reporting
 - Knowledge of resources
 - Confidence in the school/institution's ability to address complaints
- **Feedback** on how the school/institution can improve its Title IX policies and support systems

Consent and Confidentiality

- How will the district/institution maintain the confidentiality of responses while adhering to its mandated reporting policies?
 - Consider outsourcing data analysis
 - Who has access to the raw data?
- Intro to the survey should provide a description of survey scope
- K-12 Schools/Districts
 - Be familiar with the Protection of Pupil Rights Amendment (PPRA)
- Provide informed consent prior to the start of the survey
 - For K-12, this will include sign off from the parent/guardian

Establishing Community Buy-In

- Identify key stakeholders and district/institutional influencers to assist in the development and promotion
- Create an inclusive promotion plan with individualized outreach to underserved populations and those groups that are known to underreport
- Be transparent about the goals, share back plan, and how information learned will be used to improve district/institutional safety and Title IX efforts
- Frame promotional materials as an opportunity for all voices and experiences to be heard
- Leverage district/institutional leaders and influencers to assist to encourage participation
- Consider participation incentives for students and employees

Climate Survey Implementation

- **Goal:** Attain the highest level of survey completion (“response rate”) from intended participants
- Survey options:
 - Online survey tool (internally or externally hosted)
 - Pen and paper
- Develop a plan that includes a variety of options to maximize response rate
- Analyze response rates at specific intervals during the survey implementation period
 - Does the team need to revamp promotion efforts?
 - Can additional outreach take place?
 - Can additional incentives be provided?

Analyzing Climate Survey Results

- Leverage staff, administrators, and teacher/faculty assessment expertise
- Ask questions that may challenge the status quo
- Be wary of assumptions and bias
- Include data about all community members
- Identify populations or services that are not reflected in the data
 - Are there populations of the student body who are not reporting or not completing the climate survey?
- Benchmark data against previous years and other districts/institutions of similar size/population

Climate Survey Report

- Draft a comprehensive overview of the Climate Survey responses
- Compiling a report can feel onerous, some tips to help:
 - Create or follow a template
 - Assign sections to committee members to draft
 - Allocate sufficient time for writing and review
- Consider:
 - Accessible platform for sharing the climate survey results
 - Showcasing both qualitative and quantitative data
 - Sharing a “next steps” plan to address areas needing improvement

Action Planning

- Identify key stakeholders to advise and assist with post-survey action planning and implementation
- Committee action planning should consider:
 - How does the survey inform possible policy changes?
 - What barriers or perceptions of barriers exist in our practices?
 - What does the data tell us about our prevention efforts?
 - How is our work serving our underrepresented populations?
 - How can we better inform our community about response and support measures?
- Establish an ongoing assessment cycle (1, 3, or 5 years)

Leveraging Data

- Regularly consult with the data beyond the window of survey implementation to:
 - Build trust with internal and external community
 - Increase connection to prevention and training initiatives
 - Inform policies, practices, and Title IX response efforts
- Infuse climate survey implementation into an annual assessment plan for continuous improvement



K-12 Prevention and Training Considerations

K-12 Training Culture

- Existing culture of professional development, typically
 - Stems from multitude of federal and state laws and school/district policies
 - Leverage existing regular training to meet Title IX requirements and enhance employee-facing prevention education



Student Prevention Education

Opportunities

- Age-appropriate relationship skills
- Self-management skills
- Responsible decision-making
- Health/sex education
- Social Emotional Learning curricula
- Bullying prevention
- Child abuse/child sex abuse prevention
- Local School Wellness Policy requirements and initiatives
- Climate, health, and wellness surveys

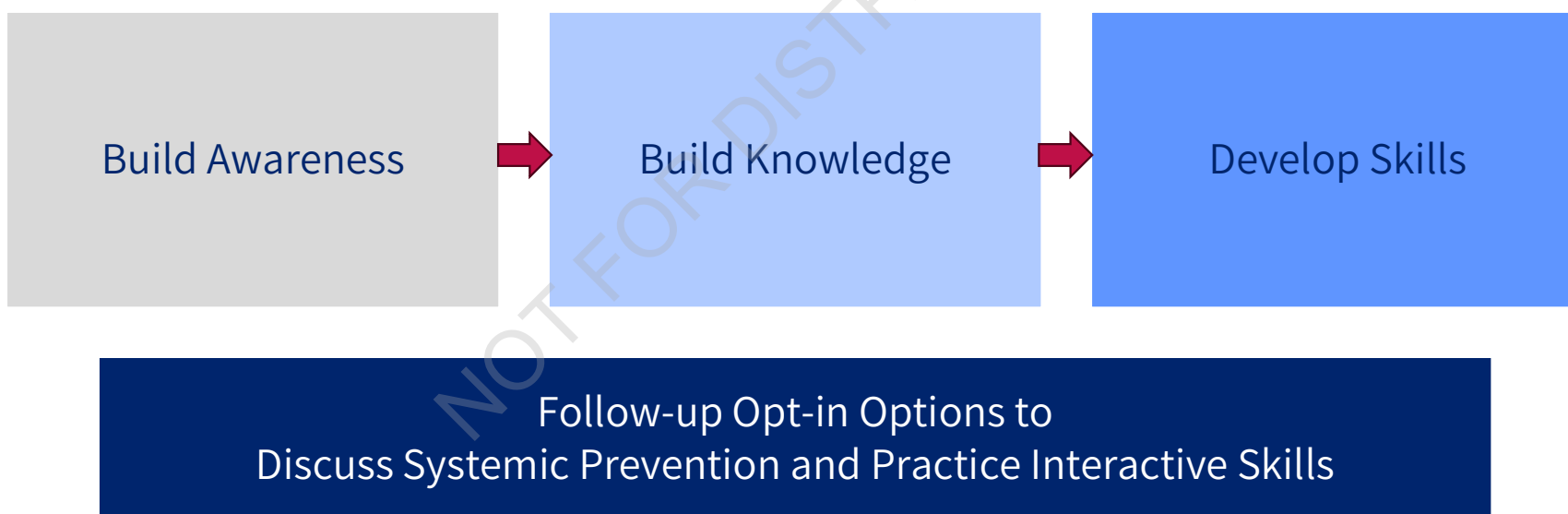
Challenges and Considerations

- Political pressures and public scrutiny
- Surveys restrictions/permission (PPRA)
- Curriculum challenges
- Parent/community curriculum notification and inspection
- State law or district prohibitions on certain topics including diversity, inclusion, sexual orientation, sexuality, and gender

Comprehensive Prevention Education and Training

Scaffolded Approach to Prevention Education and Training

- Effective prevention education and training includes a scaffolded approach that exposes all community members to opportunities to achieve the following:



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Benefits of a Comprehensive Approach

- Notice of policies, procedures, and resources for all community members
- Awareness of behavioral/community expectations
- Understanding of mandatory reporting obligations
- Tools to prevent or intervene as appropriate
- Guidance on responding to disclosure, providing support, and seeking assistance
- Title IX Team visibility
- Barrier to reporting mitigation or elimination

Audiences

- **All employees**
 - Mandatory reporters
 - Confidential resources (either in-program or community-based)
- **All students**
 - General and special education, ESOL, student leaders
 - Graduate, transfer, professional, exchange, distance, and online
 - Dual-enrollment/early college
- **K-12 parents/guardians**



Audiences

Title IX Team

- Title IX Coordinator (TIXC)
- Deputy Coordinators
- School/Building Coordinators
- Investigators
- Decision-Makers
- Informal Resolution Facilitators
- Advisors

First Responders

- Resident Assistants
- Residence Hall Staff
- Student Health employees/school nurses
- Counselors/Case Managers
- Sexual assault response coordinators
- Hallway and recess monitors
- Public safety/police/SRO

Education and Training Considerations

Audience

**Timing and
Frequency**

**Modality and
Accessibility**


**Tone
Setting**

Education and Training Considerations

Audience

- Age and development level
- Entry point
- Motivation
- Focus
- Role and relation to facilitator
- Point of view
- Potential bias
- Topic familiarity
- Context

Education and Training Considerations



Timing and Frequency

- Duration
- Frequency
- Competing priorities
- Role complexity
- Multiple roles
- Duplication
- Institutional needs
- Available resources

Education and Training Considerations



Modality and Accessibility

- In-person
- Virtual
- Hybrid
- Self-paced
- On-demand
- Language
- Accessibility

Education and Training Considerations



Tone Setting

- Hook
- Content advisory
- Agenda
- Available resources
- Environmental expectations
- Interaction expectations
- Preparation for pushback
- De-escalation techniques
- Effective facilitation

Community Education Topics

Fundamental Concepts

- Equity
- Bias
- Healthy relationships
- Boundaries and consent
- Intersectionality
- Accountability and jurisdiction
- Definitions and examples of sex discrimination and sexual harassment
- Available resources and support
- Title IX and school/institutional policies and resolution procedures

Skills and Actions

- Bystander Intervention
- Duty to report (or) mandatory reporting
- How to make a report
- Trauma-informed response to disclosure
- Supporting others (process or no process)
- Identifying potential pitfalls for sex/gender-based discrimination in policies, practices, procedures, and environments

Prevention Methodologies

Prevention Education

“

Prevention education means the practice of providing instruction on methods or activities that seek to **reduce** or **deter** specific or predictable problems, **protect** the current state of well-being, **encourage** individuals to protect their own health and the health of those in their community and **promote** desired outcomes or behaviors.

”

Source: Illinois Department of Public Health.

Discussion: Prevention in Practice

Commitment to Equity Continuum



Prevention in Practice

“The drops of rain make a hole in the stone, not by violence, but by oft falling.”
— Lucretius



Continuum of Sexual/Sex-Based Discrimination



Sexual Abuse Continuum

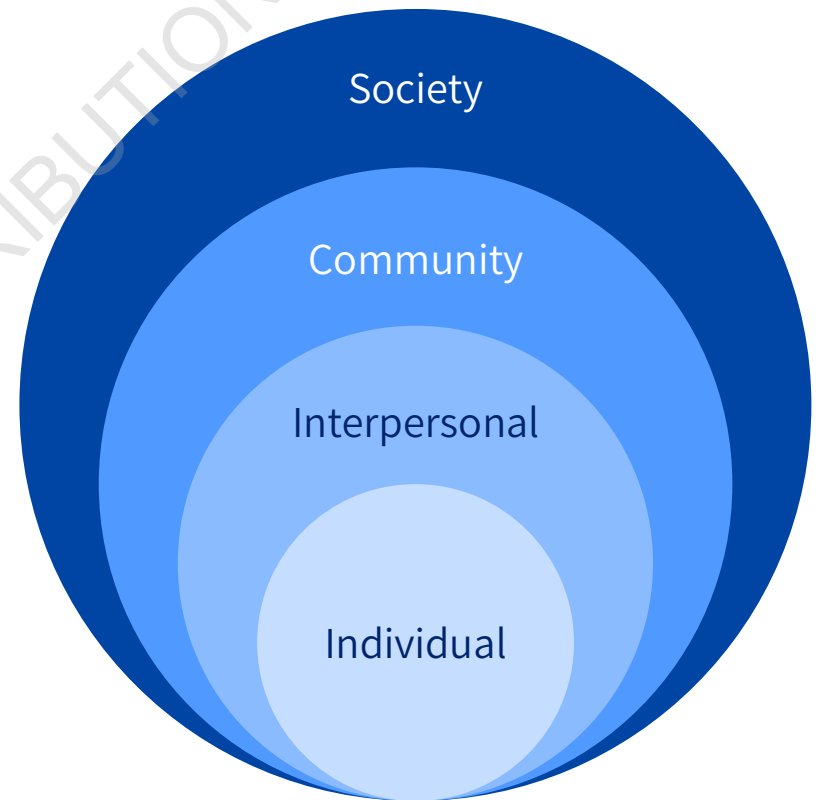
- Sexist jokes
- Sexual objectification
- Jealousy
- Minimizing partner's feelings and needs regarding sex
- Criticizing partner sexually
- Unwanted touch*
- Withholding sex and affection
- Sexual labels like “whore” or “frigid”
- Persistently demanding sex*
- Forcing partner to commit humiliating sexual acts*
- Cheating
- Forcing partner to watch sexual acts with others*
- Demanding sex with threats*
- Forcing sex*
- Forcing sex with others*
- Forcing sex after beatings*
- Sadism*

*implied non-consent

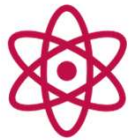
Socio-Ecological Model

The Socio-Ecological Model presents a framework for better understanding violence and the effect of prevention strategies

- Considers four levels:
 - Individual
 - Interpersonal
 - Community
 - Society
- Complex interplay between them, which creates a range of risk factors for violence



Establishing a Prevention Foundation



Integrated across disciplines



Holistic and addresses multiple areas of wellness



Empirically supported and/or able to demonstrate efficacy



Strategic in design and implementation



Multi-targeted

Prevention Methodology

- Effective prevention initiatives are individualized to the unique environment, culture, and needs of a community
 - Think global, national, and local at the same time
- Prevention efforts should be informed by:
 - **School/Institutional data**, including:
 - Climate surveys, assessments, end-of-year reports, etc.
 - Community demographics, SWOT Analysis
 - **Research** – from the field of education and beyond
 - **Theory** – systems of ideas that help explain phenomena

Spectrum of Prevention



Influencing policy and legislation



Fostering coalitions and networks



Changing internal practices and policies

Cohen L, Swift (1999). The spectrum of prevention: Developing a comprehensive approach to injury prevention. *Injury Prevention* 5,203-207.

Spectrum of Prevention



Educating providers and professionals



Promoting community education



Strengthening individual skills and knowledge

ATIXA's Principles of Prevention

ATIXA has distilled the most helpful insights from the research to eight principles (8 C's) for prevention work in educational environments:



Cogent



Community-Wide



Collaborative



Consistent



Compliant



Comprehensive



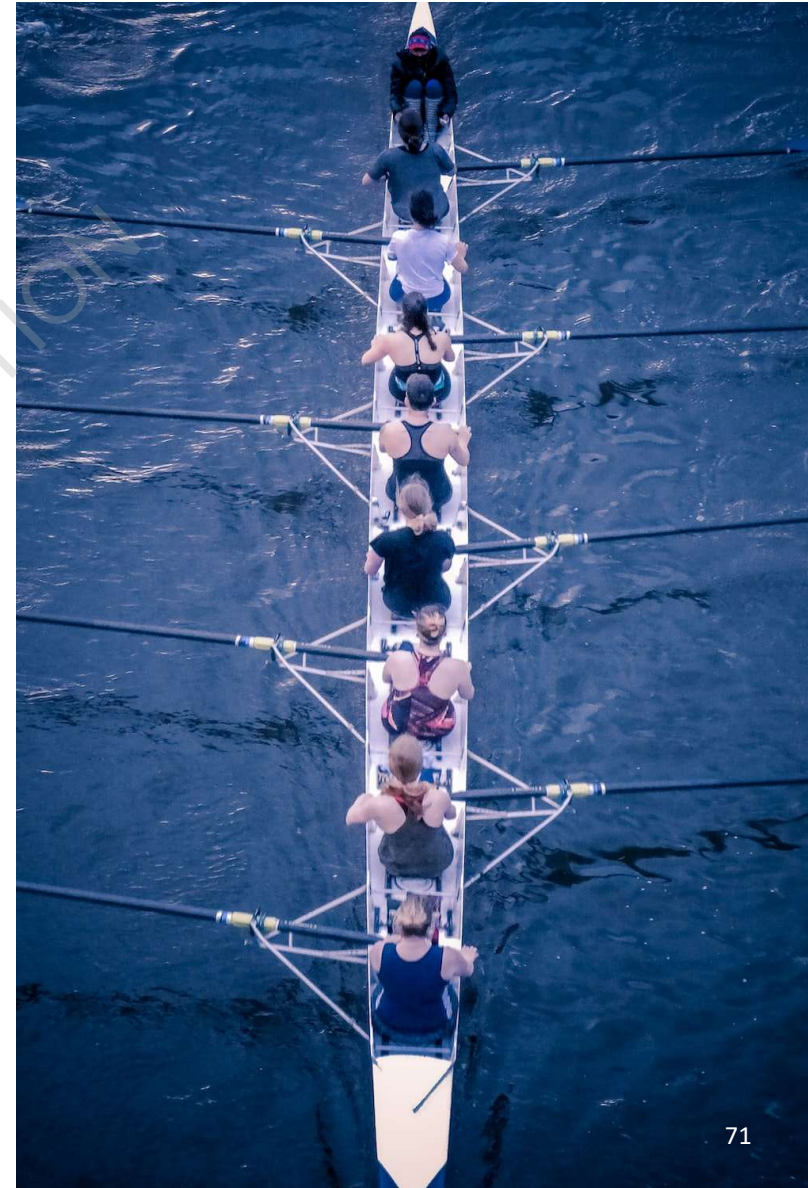
Centrally Planned



Culturally Relevant

Cogent

- Provides clear and coherent content and curriculum
- Relies on research, strong data, and proven methodologies
- Follows best practices
- Focuses on primary prevention as its foundation



Community-Wide

- Aims to reach all students and employees
- Seeks to impact climate and culture with lasting systemic change
- Threads through all areas of the community; curricular, co-curricular, publications, hiring, etc.
- Intentionally inclusive of historically underserved groups



Mandated Programming

- Negative consequences: easier to create, administer, and enforce
 - Examples: registration hold, limited housing options, classroom free-time restriction
- Positive consequences: associated with increased engagement and learning
 - Examples: tickets to a popular concert, credit for an assignment, entry for a prize drawing, pizza with the principal
- Seek creative options to increase learning, improve safety, and address prevention goals

Collaborative

- Embrace opportunities to break down silos
- Leverage the expertise of others
- Engage multiple perspectives and identities
- Build connection points to underserved populations
- Involve students, teachers, academic departments, athletics, etc.



Consistent

- Offer continuous and visible engagement opportunities throughout the year
- Provide cohesive content with a targeted approach
- Demonstrate commitment to the mission, message, and community impact
- Reinforce a consistent message
 - Increases visibility
 - Fosters measurable outcomes
 - Displays level of commitment

Compliant

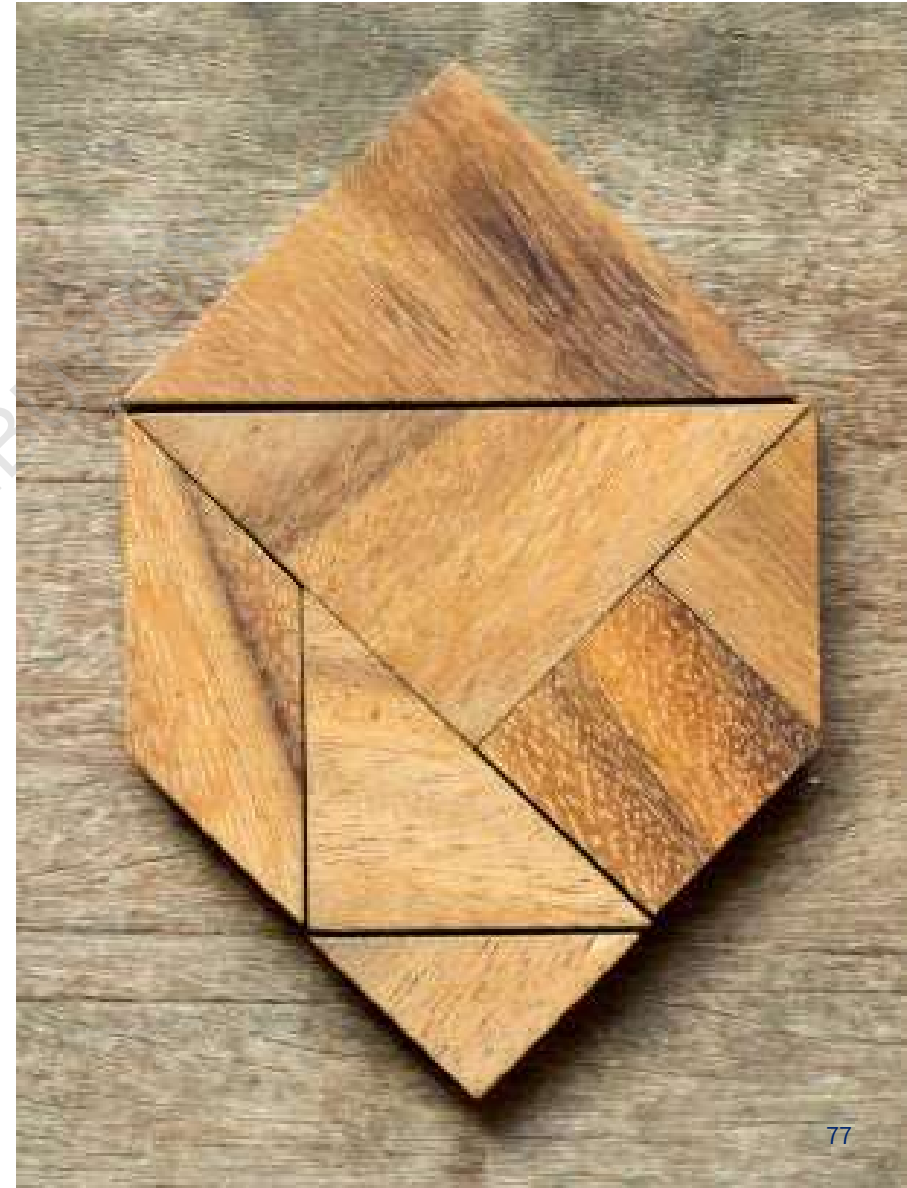
Efforts must:

- Comply with applicable laws, regulations, institutional/district policy, and guidance
- Fulfill obligations/duty of care to the community

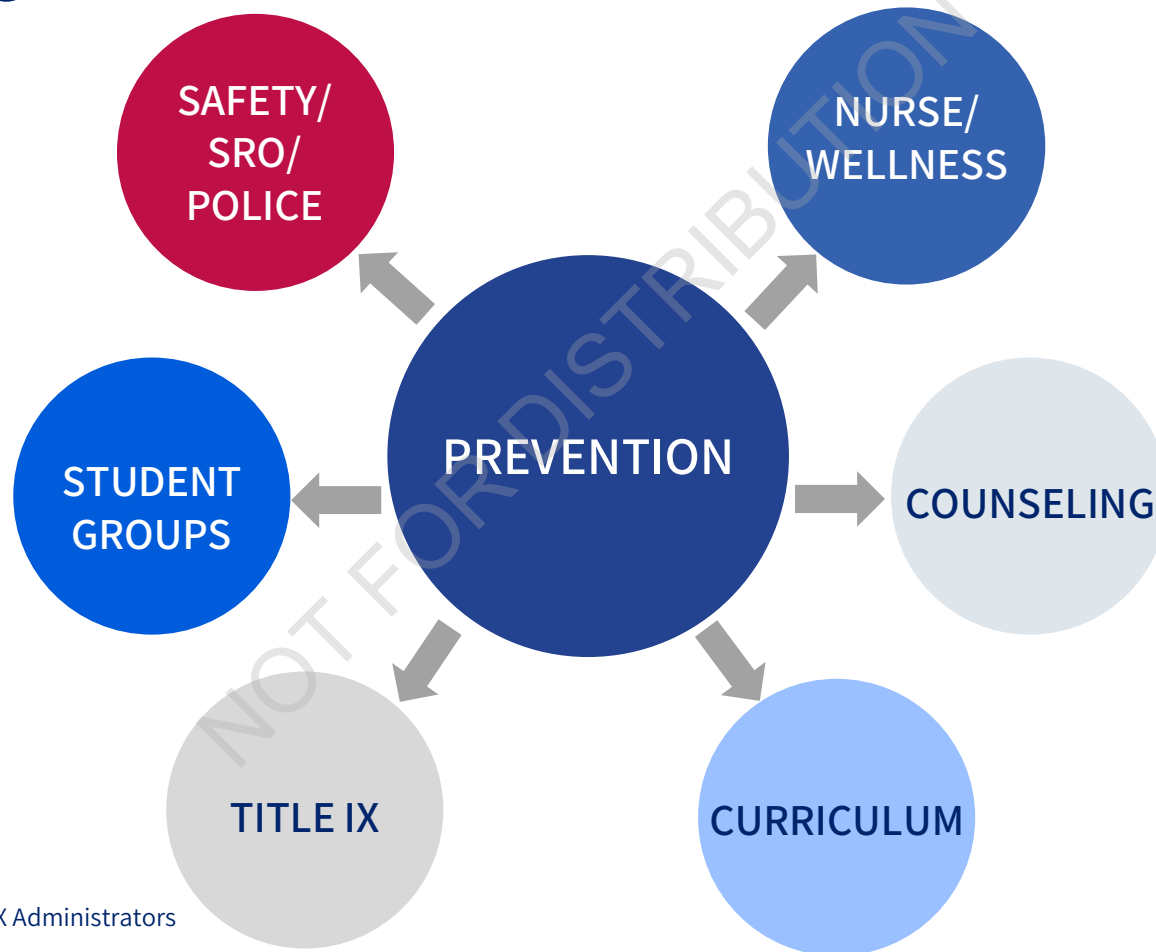


Comprehensive

- Address a wide range of risk and protective factors
- Apply the full spectrum of prevention
- Provide individualized, scaffolded prevention to school/ institutional community members
- Infuse prevention into the environment and culture, including curriculum and academic programs



Centrally Planned



Culturally Relevant

- Prevention initiatives should use accessible language and delivery methods
 - Review and update terminology to remain current
 - Ensure modality/technology required to participate is accessible to all
 - Ask a small group of diverse stakeholders to review initiatives in advance
 - Alter publications, policies, and initiatives based on feedback
- Identify and address barriers to accessing education and/or services
- Prevention leaders should model cultural humility in design, delivery, and engagement of topics

Audience Considerations

- Prevention should meet the needs of **all** school/institutional community members
- Consider how messaging, outreach, and initiatives meet the needs of members of the community, including:
 - Male-identifying students and employees
 - Individuals from historically underserved groups and communities
 - Minors (including elementary, middle, and high school students)
 - International students
 - Individuals with disabilities, including neurodiversity
 - Adult learners
 - Faith-based
 - Individuals with previous experience of sexual/sex-based violence or discrimination

Trauma-Informed Approach

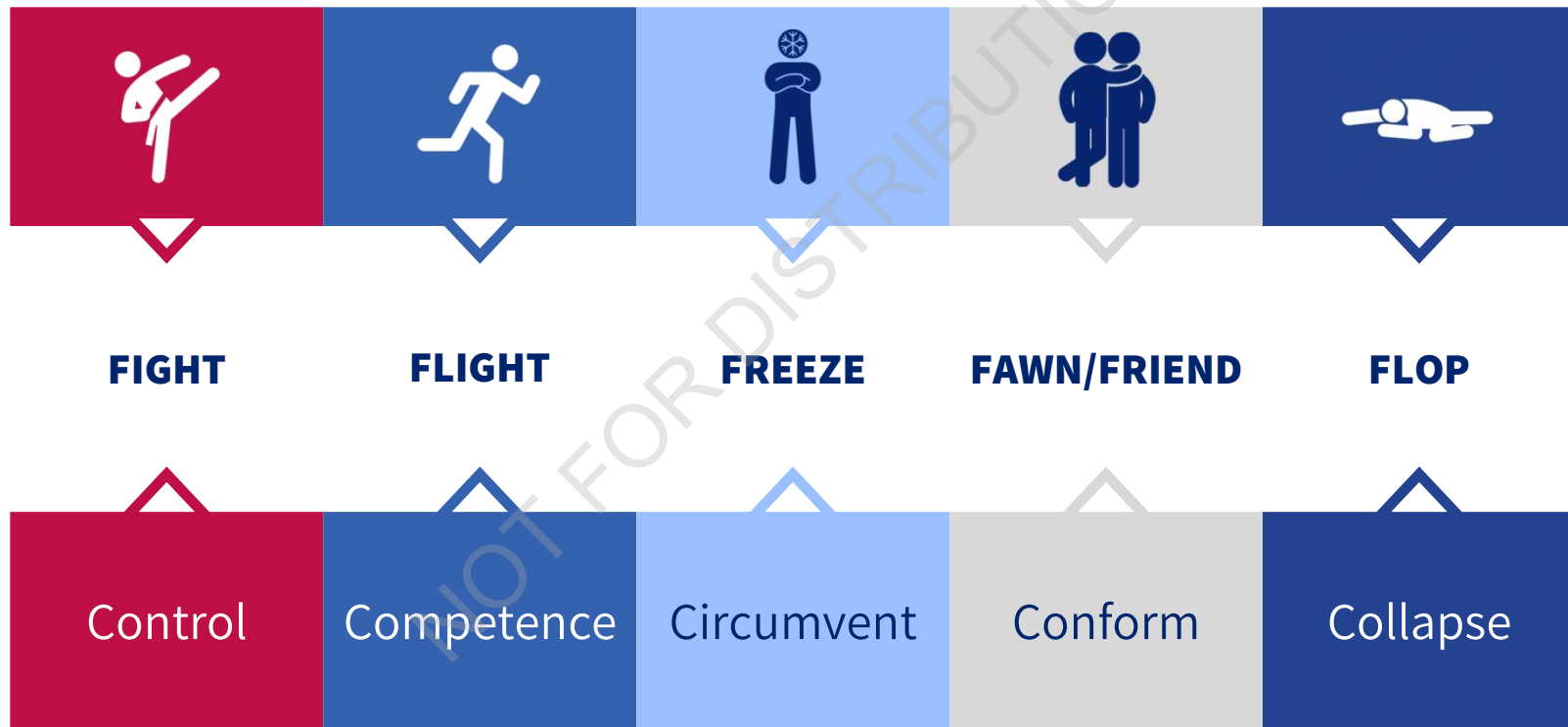
Understanding Trauma

- **Trauma** is exposure to an event or events that create a real or perceived threat to life, safety, sense of well-being, and bodily integrity
 - Acute, chronic, or complex
 - Neurological, biological, psychological, social, and emotional impacts
 - Developmental, intergenerational, historical, secondary, vicarious, or collective
- Responses to trauma can vary, depending on a variety of factors
- Provide all persons with support that makes prevention initiatives accessible, including to those who may have experienced trauma
- Consider offering opt-out/alternatives for those who find content triggering

Types of Trauma

TYPE	DEFINITION
Developmental	Early or ongoing exposure to trauma during infancy and childhood
Intergenerational	Psychological or emotional effects that can be experienced by people who live with trauma survivors; coping patterns can be passed from one generation to the next
Historical	Trauma experienced by a specific cultural group that has a history of being systematically oppressed
Secondary	Development of trauma-like response symptoms without witnessing or being directly involved in a traumatic event
Vicarious	Repeated exposure to other people's trauma
Collective	Psychological reactions to a traumatic event that affect an entire society

Trauma Responses



Sex- and Gender-Based Violence

- Culture affects how individuals view and experience gender-based violence (GBV)
- GBV occurs across many different types of relationships
- Relationships, and the power dynamics of those relationships, impact what strategies will be effective
- Cultural aspects that influence how GBV is experienced and viewed:
 - Spoken and unspoken rules about behavior
 - Bodily autonomy
 - Fear, shame, and evaluation
 - Religious or familial beliefs

Trauma-Informed Approach

- A trauma-informed approach refers to how a school/institution thinks about and responds to those who have experienced or may be at risk of experiencing trauma
- **Key principles** of trauma-informed practice:
 - Safety
 - Trustworthiness and transparency
 - Collaboration and mutuality
 - Empowerment, voice, and choice
 - Cultural responsiveness
- Prevention work recognizes trauma's effect, including identity-based intersections
 - Impacts what is presented and how it is presented
 - Requires an intentional, individualized approach

Prevention as a Community-Wide Effort

Beyond Compliance

- Laws, regulations, and guidance establish the **minimum** actions required to ensure access
- At its best, prevention work can:
 - Address and eliminate barriers to a safe and healthy educational environment
 - Promote agency of individuals
 - Foster a culture of care
- If effective, an investment in prevention is a savings on the costs/resources of response

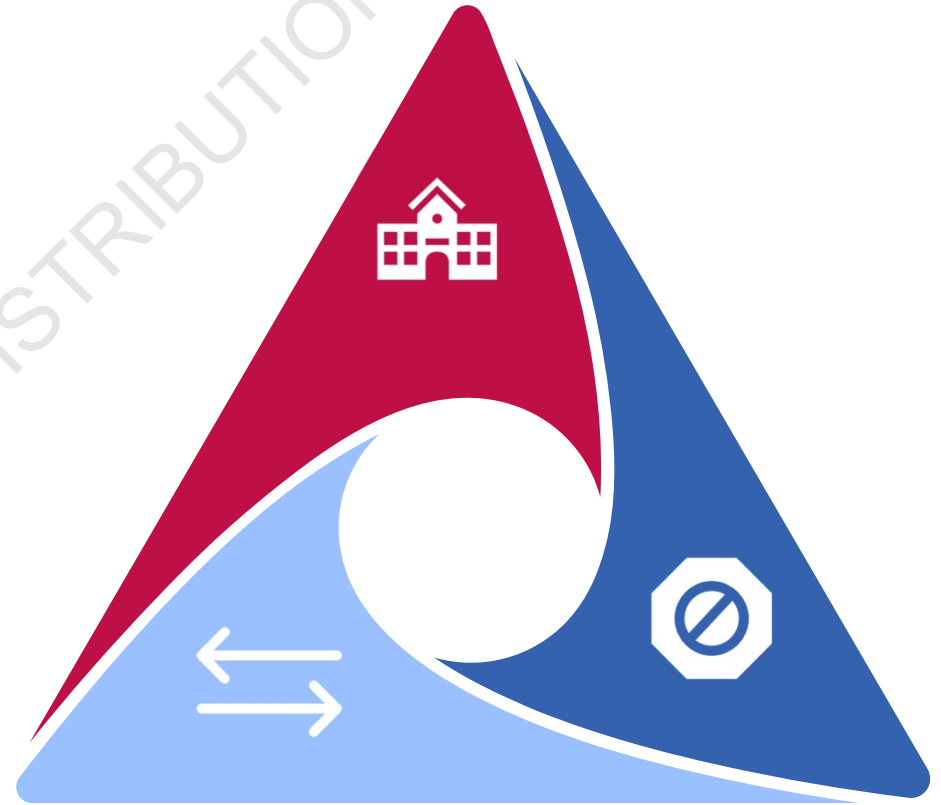


Intersection of Prevention Education and Culture Change

School/Institution Culture

Prevention Efforts

Culture Change

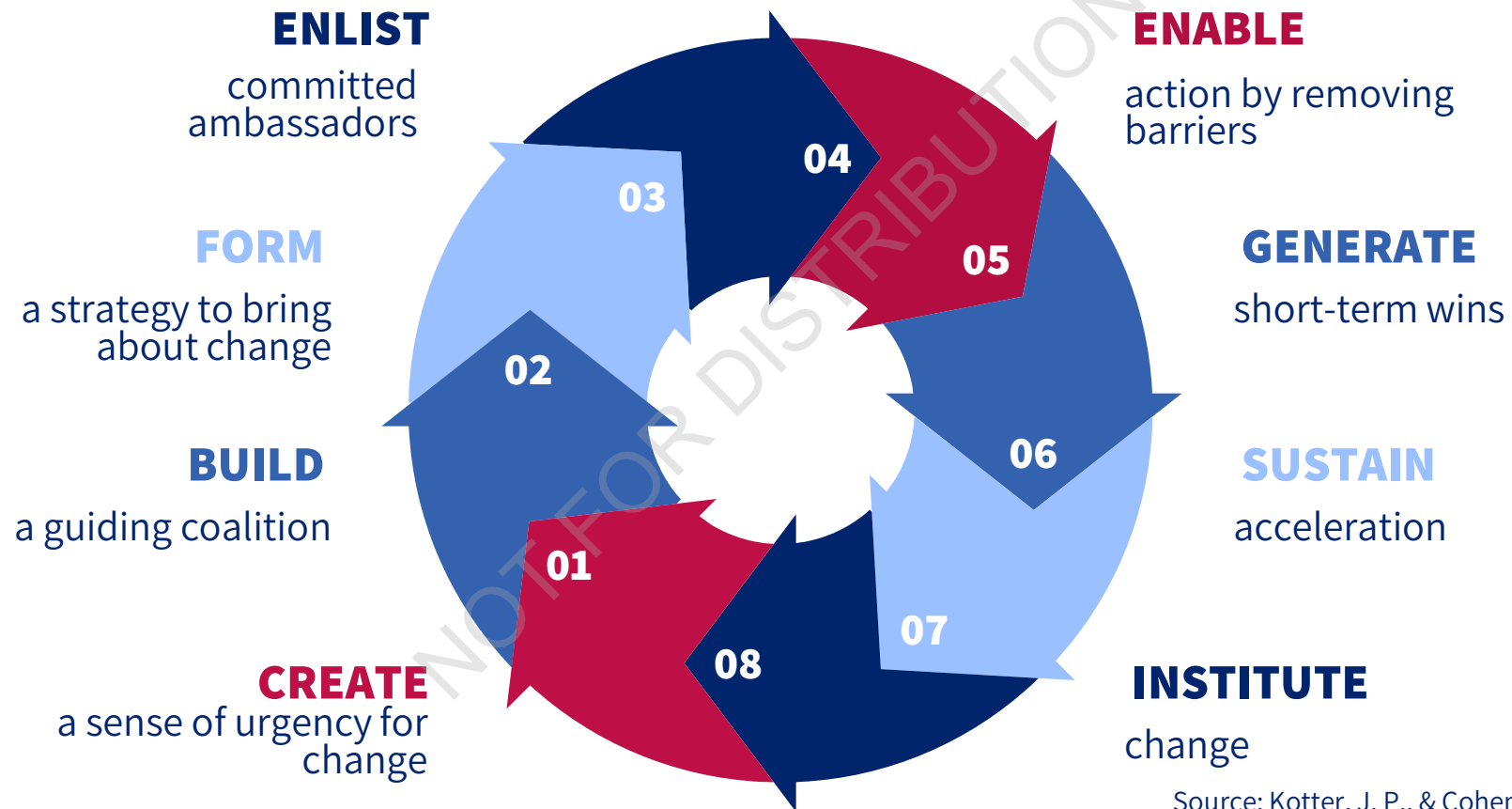


Creating Culture Change

- Prevention efforts should create sustained culture change in school/institutional communities
- Kotter's 8 Step Change Model is one possible guide to realizing change at an organizational level
- The goal is to inspire people to act by building momentum that excites community members to pursue a compelling future together



Kotter's 8-Step Change Model



Source: Kotter, J. P., & Cohen, D. S. (2012).
The heart of change. Harvard Business Review Press. 91

Infusing Prevention

Adopting or enhancing a prevention model should contemplate infusing prevention wherever possible, including:

Policies

Programs

Environments

Buy-In at All Levels

- Comprehensive prevention requires buy-in and participation of the entire community
- Consider the offices/departments/programs that may have intersecting or complementary goals
- Collaborate with teachers/faculty and staff who may have relevant professional or research experience
- **Engage student groups**
 - Both those who have shared grievances and those with mission alignment

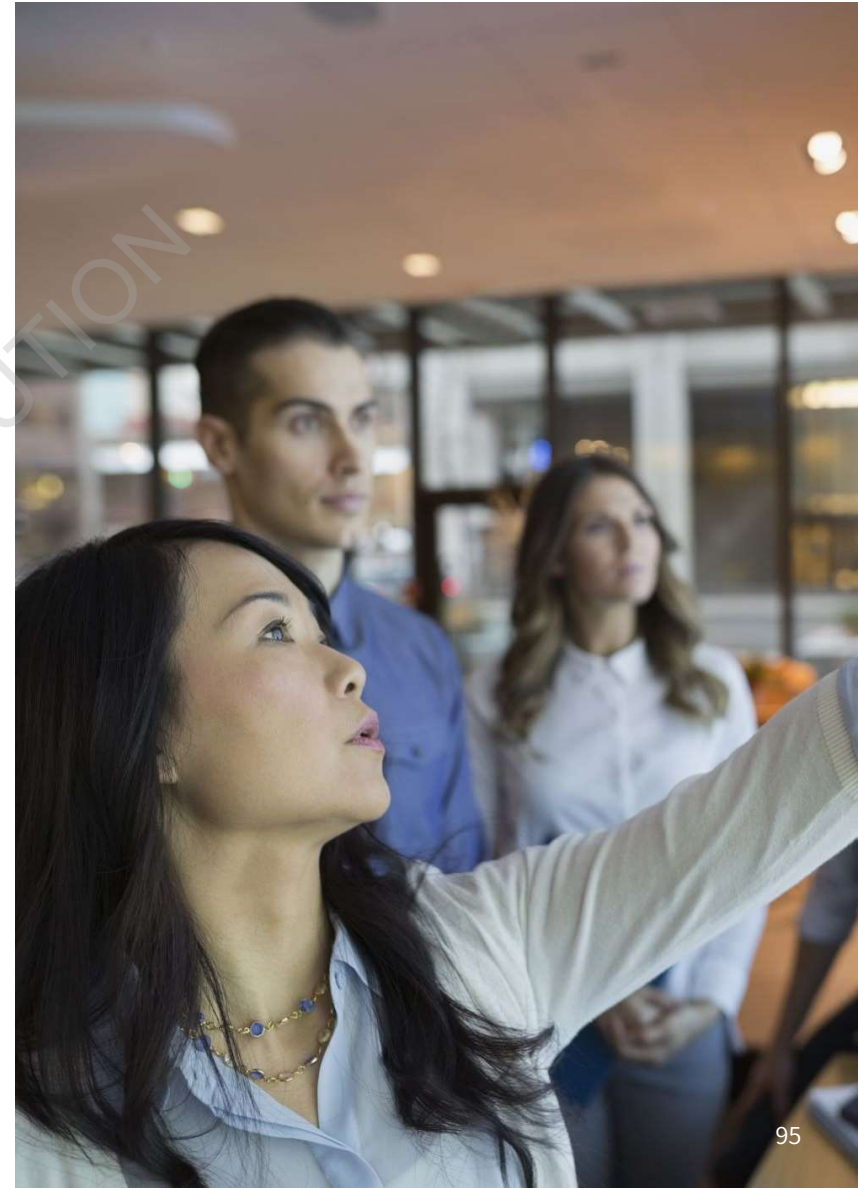


Steps for Cultivating Buy-In

- Gather a **small working group** of invested stakeholders
 - Identify staff/offices/programs that may have shared or complementary goals
 - Identify students and employees with shared values/interests
- Conduct initial **research**
 - Assess baseline for targeted populations
 - Complete an audit of current prevention efforts
 - Identify areas of need or current trends to address, including specific behaviors, underreporting, accessing support, etc.
 - Identify prevention best practices with proven results/outcomes
 - Understand how policy change or new initiatives receive approval/support
- Outline a **prevention model** based on the unique needs of the school/institutional community

Steps for Cultivating Buy-In

- **Consider barriers to successful adoption**
 - Senior leadership sign-off
 - Social/Political pressure
 - Available expertise, resources, personnel, funding
 - Competing school/institutional priorities
- **Create an action/implementation plan**
 - Determine and delegate roles, responsibilities
 - Include benchmarks and timelines
 - Establish an assessment plan

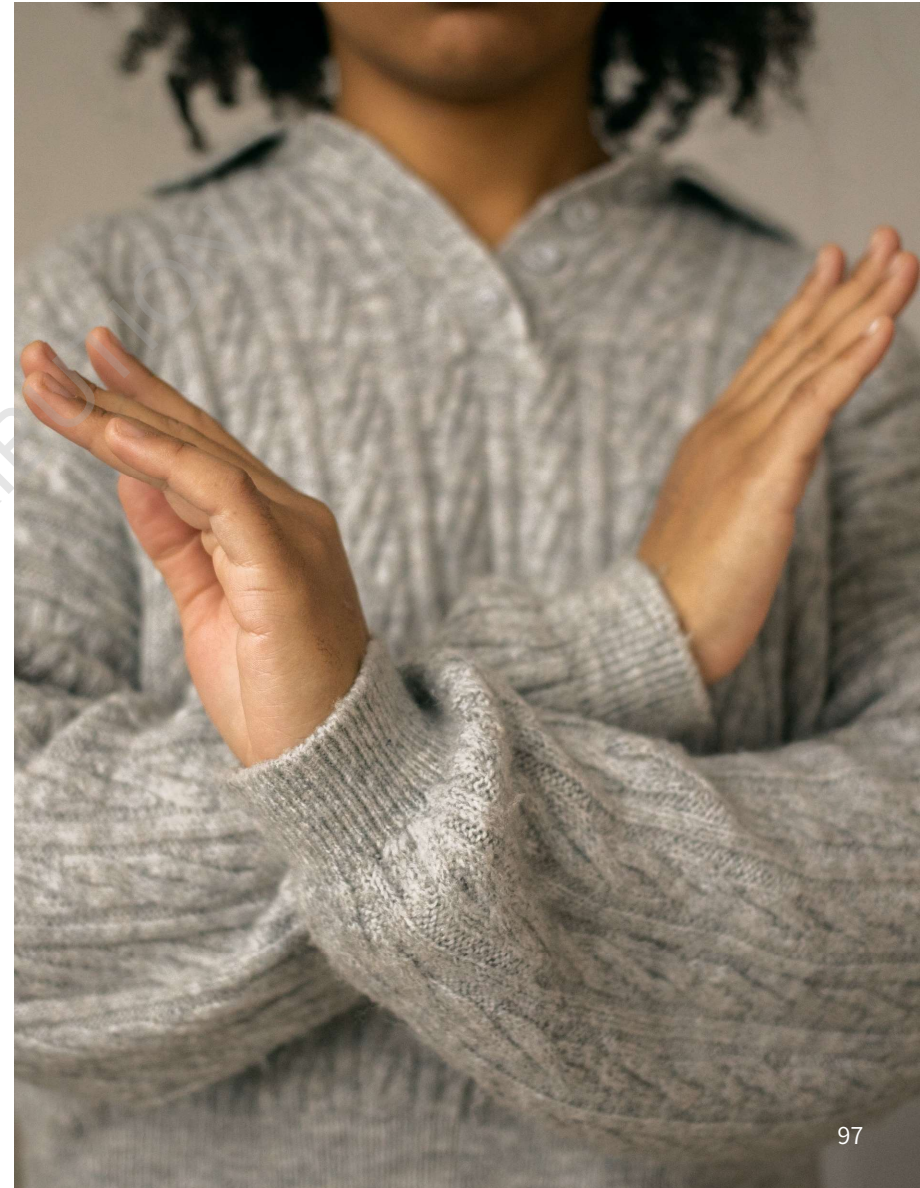


Steps for Cultivating Buy-In

- **Strategically present the action/implementation plan**
 - Stakeholders will require a different lens, language, and approach to garner support, for example:
 - Institutional/District leadership may be most concerned with compliance mandates
 - Student Government may be most concerned with current reporting trends and gaps in services
 - Consider the individual best suited to present the proposal
- **Amend and adopt the vetted plan; start implementation**

Responding to Resistance

- Prevention messaging and programming sometimes face opposition based on:
 - Established cultural norms
 - Social movements/political pressures
- Strategies for overcoming resistance may include:
 - Leveraging policy
 - Adapting prevention messaging
 - Engaging students outside of the school or classroom setting
 - Harnessing student leadership
 - Fostering strategic relationships
 - Focusing on community level strategies



Responding to Resistance

“ Learning how to message prevention, or tell the story of prevention, more effectively may help in countering misinformation, misconceptions, and fear. ”

Source: Prevent, Connect – A ValorUS Project; Resistance to Prevention in School Based Settings - From Town Hall Key Themes and Takeaways (2023).

Specific Programs, Strategies, and Initiatives

Specific Prevention Strategies

Prevention Initiatives with Impact

- Perpetration-focused prevention
- Environmental management
 - Community/school partnerships
 - Reducing the locus of harm
- Social norms/normative marketing
 - If pluralistic ignorance exists and can be remedied, behavioral changes can result
 - If false consensus exists and can be dispelled, behavioral changes can result
- Bystander empowerment
- Skills for preventing sexual violence and sex discrimination



Perpetrator-Focused Prevention

- Schools/Institutions often rely on prevention programming focused on protective factors to prevent **victimization** yet bypass addressing risk factors for **perpetration**
- **Risk factors** are linked to a greater likelihood of incidents of sex- or gender-based violence
 - Contributing factors; not necessarily direct causes
 - Not everyone identified with risk factors becomes a perpetrator
 - A combination of individual, relational, community, and societal factors contribute to the risk of becoming a perpetrator

Environmental Management

- Environmental Management is embraced by the National Institutes of Health and Centers for Disease Control and Prevention
 - Focus on managing and mitigating risk as a primary prevention strategy
 - Applicable to substance use, mental health, suicidality, and sex and gender-based discrimination and violence

“

Designing spaces and policies that moderate rather than augment existing power inequalities is essential to sexual assault prevention.

”

Source: *Sexual Citizens* by Hirsch and Khan.

Environmental Management

- Includes:
 - Addressing abusive/problematic groups
 - Improving safety
 - Establishing and consistently applying policies
 - Reducing alcohol and other drug consumption/abuse
 - Addressing community-level risks through environmental approaches
- Considers all aspects of students' learning climate, including teacher-led field trips, sports travel, experiential learning sites, laboratories, locker rooms, etc.
- Comprehensive environmental scans can identify areas of concern

Bystander Empowerment

- **Bystander:** anyone who observes a dangerous or potentially dangerous situation
- **Bystander Effect:** occurs when an individual chooses not to act
 - Diffused responsibility
 - Pluralistic ignorance
- **Bystander Intervention:** involves engaging community members in reducing, stopping, or preventing behavior that is harmful

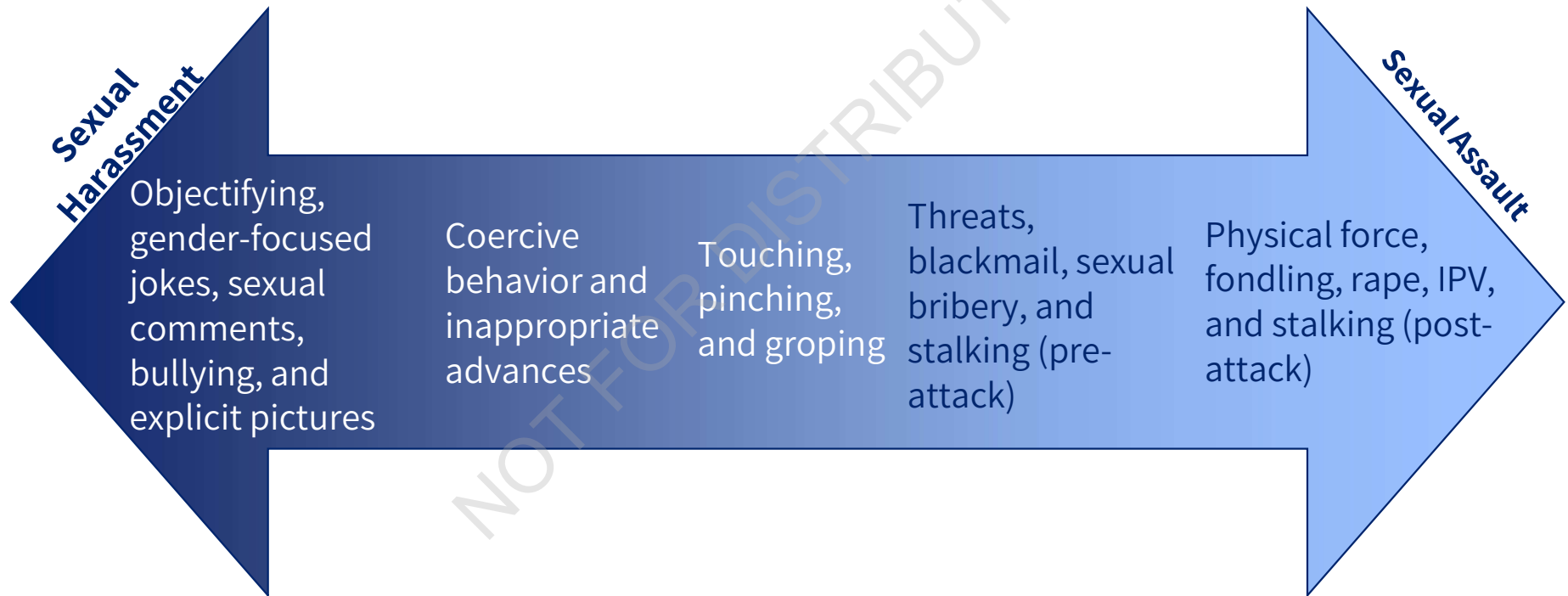
Latane, B and Darley, J. (1970). *The unresponsive bystander: Why doesn't he help?*.
Appleton-Century Crofts: University of Minnesota.

Bystander Empowerment

- Shifts the onus of preventing harm from the target to the community and the perpetrator
- Focuses on fixing the problem rather than teaching people to not become a target
- Creates safe places to gather; the community is collectively responsible for maintaining a safe environment
- Community is:
 - Encouraged to directly address inappropriate behavior by not tolerating sexist jokes, misogynistic behavior, bullying, etc.
 - Trained to intervene when there are concerning behaviors present

Bystander Empowerment

Can be used to address:



Bystander Empowerment

Barriers to intervening may include:

- Belief that others think the behavior is acceptable/normative
- Fear of causing conflict
- Belief that it is “not my business”
- Belief that someone else will help
- Lack of awareness
- Uncertainty about what to do

Encouragement to intervene may include:

- A culture that values respect, helping others, wellness, empowerment, etc.
- Training on identifying problematic situations
- A community approach to responsibility
- Confidence in skills to recognize concerns and effectively and safely intervene

Building an In-House Training Program

- Bystander Intervention training programs most often use a train-the-trainer model for students
- **Benefits to building an in-house training program include:**
 - Content control
 - School/Institutional community values and standards alignment
 - Cost effectiveness
 - Content update ease
 - Service/Departments referral inclusion
 - Student leader engagement



Pre-Packaged Training Programs

- Pre-packaged Bystander Intervention programs have been widely used by schools/institutions for years
- **Benefits to purchasing a program include:**
 - Content and design completion
 - Research-backed outcomes
 - Regional/national trend benchmarks
 - Implementation ease
 - Customization option
 - Pre-built reports/completion tracking
 - Staff professional development and training opportunities



Normative Marketing

- Based on the concept that people's behavior is influenced by what they **think** is “normal” or “typical”
 - Actions are often based on misinformation related to attitudes and behaviors
 - Misperceptions have real consequences
- Aims to provide accurate data about what others actually do or think
 - Positive social norming campaigns uplift what is believe to be “atypical” without reinforcing the behaviors we seek to reduce/eliminate
 - Example: A baseball team voicing dissent and intervening when a teammate shares a sexist joke

Normative Marketing

- Low entry cost, and relatively high entry energy
 - Target risky behaviors
 - Survey norms and targeted healthy norms
 - Share those norms with the community
 - Evaluate
- Ex: Information disseminated through posters, restroom stalls, emails, and e-banners
- “Put some spinach in the smoothies.” – Dr. Chris Linder



Campaign and Program Examples

Normative Marketing Examples

SAY WHAT THE REST
OF US ARE THINKING

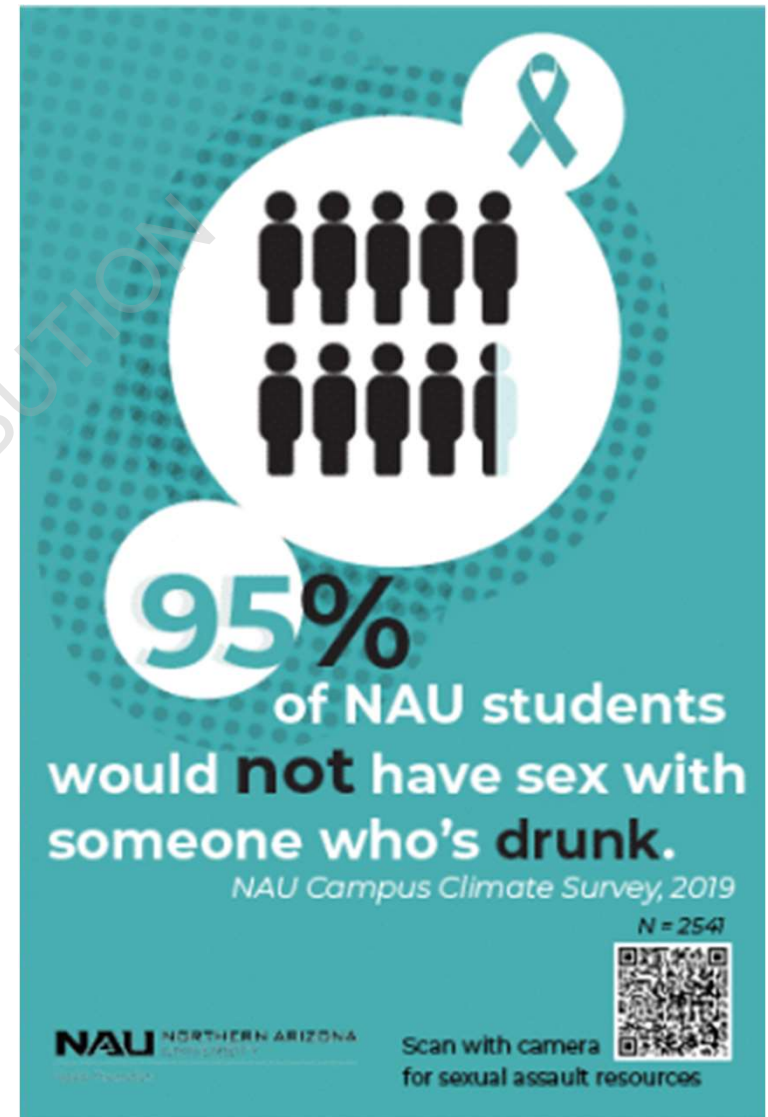
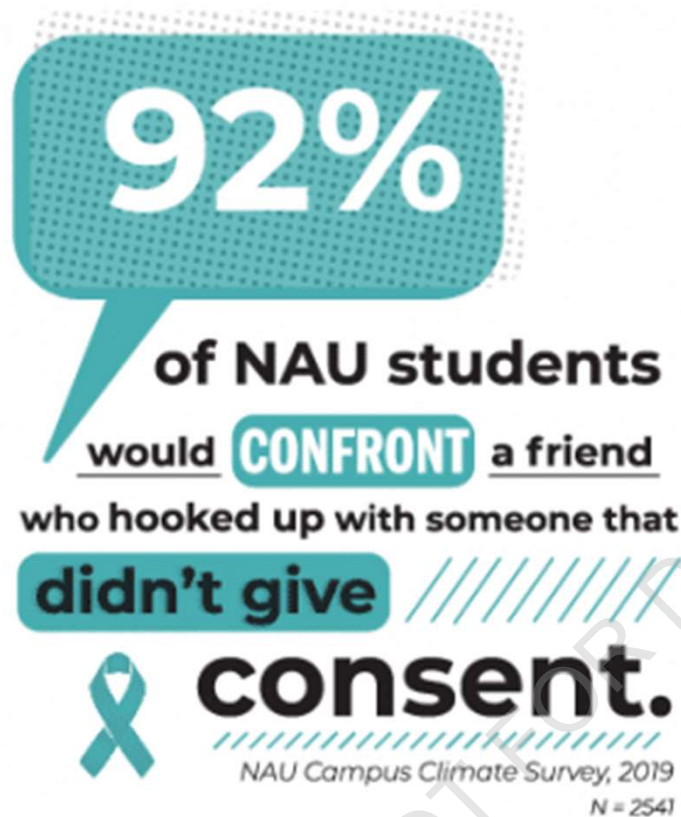


Really?! That's
not funny

Most Berkeley grad students
would challenge a sexist joke

#WeCARE
Data: 2018 UC Berkeley MyVoice Survey

PATH to Care Center
care.berkeley.edu





Awareness Campaigns and Programs

DOMESTIC VIOLENCE AWARENESS MONTH

RED FLAG CAMPAIGN	9/16 - 9/27
SURVIVOR LOVE LETTER: BOXES	10/1 - 10/11
TURN THE CAMPUS PURPLE WEEK	10/7 - 10/11
PURPLE WITH A PURPOSE: CORNHOLE TOURNAMENT	10/8
HEALTH CARE'S ABOUT DOMESTIC VIOLENCE DAY	10/16
SURVIVOR LOVE LETTER: DISPLAY	10/21 - 10/25
SILENT WITNESS	10/21 - 10/31
VPVA TABLING EVENTS	MONTH-LONG

**RBHS Office for
Violence Prevention
& Victim Assistance**



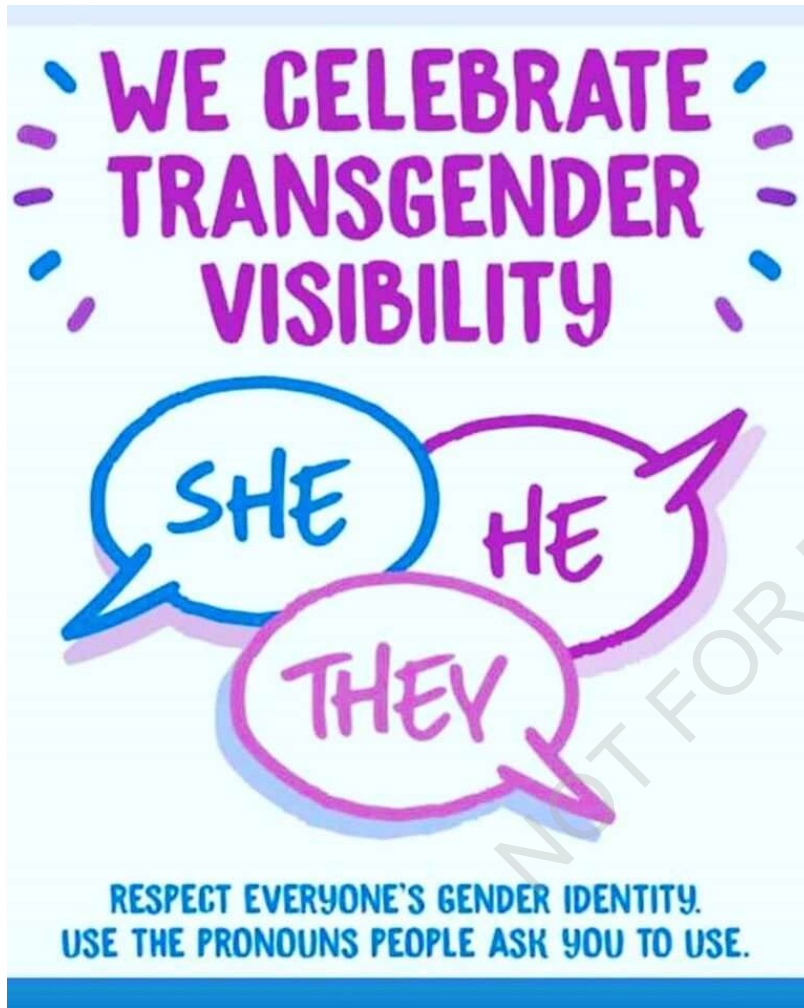
973-972-4636
@RBHS_VPVA
upva@rbhs.rutgers.edu
@rbhs_upva
<https://oasa.rbhs.rutgers.edu/upva>

SEXUAL ASSAULT AWARENESS MONTH 2019

I ASK FOR CONSENT

RAND WALL M W F	SAAM TABLING APRIL 1-5 11:00-2:00 PM	COMMONS T Th
4.2.2019 T SCREENING OF THE HUNTING GROUND* 6 PM SARRATT CINEMA	4.3.2019 W YOGA FOR TRAUMA SURVIVORS 12-1 PM CSW	
4.3.2019 W ACTIONABLE NEXT STEPS FOR GREEK ORGANIZATIONS* 6-8 PM SARRATT CINEMA	4.4.2019 Th #CHURCHT00: SEXUAL VIOLENCE IN MULTIFAITH COMMUNITIES 7 PM SARRATT 325/327	
COMMONS M W F	SAAM TABLING APRIL 8-12 11:00-2:00 PM	RAND WALL T Th
4.8.2019 M SUPPORTING A SURVIVOR* 5:30 PM RAND 308	4.9.2019 T BUILDING YOUR RESILIENCY TOOLKIT 5:30 PM KISSAM 216	
4.10.2019 W YOGA FOR TRAUMA SURVIVORS 12-1 PM CSW	4.10.2019 W SELF-CARE IN A MEDIA SATURATED WORLD 5:30 PM ALUMNI HALL 201	
4.11.2019 Th PREVENTION PROCESSION & SURVIVOR SPEAK OUT 8 PM LIBRARY LAWN		
EVENTS MARKED WITH * COUNT FOR GME AND DYV CREDIT		4.14.2019 S ONE LOVE LACROSSE GAME 12 PM VU LACROSSE COMPLEX

VANDERBILT UNIVERSITY | DEAN OF Students



WOMEN'S AUG. 26 EQUALITY DAY

Commemorates passage of the 19th Amendment granting women the right to vote in America.

"WELL BEHAVED WOMEN SELDOM MAKE HISTORY"
—Susan B. Anthony

1872 - Susan B. Anthony went to the polls in Rochester, NY, and cast a ballot in the presidential election. She cited her citizenship under the 14th Amendment as giving her the right to vote. She was arrested and fined \$100, which she refused to pay.

PAY STILL NOT EQUAL
As of 2013, despite the Equal Pay Act of 1963 women still earn less than men. The average woman will lose in her career **\$431,000**.

With that money she could:
Buy a house + Put 2 children through college + Buy 31,900 gallons of gas + Feed a family of 4 for 6.4 years

WOMEN'S RIGHTS TIMELINE

1848	1869	1920	1932	1948	1963	1972	1982	1996	2005	2008
July 19, 1848 - Seneca Falls Convention. The first women's rights convention attended by more than 300 men and women, 100 of those gathered signed the "Declaration of Sentiments."	1869 - Susan B. Anthony and Elizabeth Cady Stanton form the National Women Suffrage Association.	Aug. 26, 1920 - The 19th Amendment is signed into law, giving all American women the right to vote.	1932 - Hattie Caraway of Arkansas became the first woman elected to the Senate; Amelia Earhart became the first woman to fly solo across the Atlantic.	1948 - African American and Asian American women are given the right to vote.	June 10, 1963 - The Equal Pay Act was signed into law, protecting men and women from sex-based wage discrimination.	March 10, 1972 - The Equal Rights Amendment was sent to the states for ratification. Twenty states ratified by the end of the year but to this day the amendment has not yet been ratified by enough states to become the law of the land.	June 30, 1982 - The ERA had only been ratified by 35 states, three states short of the 38 required to put it into the Constitution.	Dec. 5, 1996 - Madeleine Albright becomes the first female U.S. Secretary of State.	Jan. 18, 2005 - Condoleezza Rice was appointed the first African American woman to be U.S. Secretary of State.	2008 - In the presidential nomination race, Hillary Clinton won more primaries and delegates than any other female candidate in American history, narrowly losing to Illinois Senator Barack Obama.

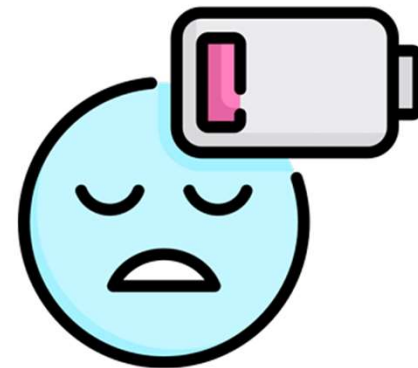
EQUAL RIGHTS AMENDMENT

1923 - The ERA was introduced in Congress for the first time.
1940 - The Republican Party included support of the ERA in its platform every four years until 1980.
1958 - President Dwight Eisenhower asked a joint session of Congress to pass the Equal Rights Amendment, the first President to show such a level of support for the ERA.
1961 - Feminists encouraged newly elected President John F. Kennedy to support the ERA.
1970 - Women picketed the United States Senate demanding a hearing on the Equal Rights Amendment and won a meeting with Senators to discuss the ERA.
1972 - The ERA passed the Senate and was sent to the states for ratification.
1980 - The amendment was short 3 states to ratify the ERA (see map).
1982 - The ERA has been reintroduced in every session of Congress since 1982.
2013 - The 113th Congress reintroduced the ERA as S.J. RES. 10 by Senator Robert Menendez.

■ States that ratified the ERA
□ States that did not ratify the ERA

Unhealthy relationship boundaries can be recognized by emotions like...

- Lowered self-esteem
- Feeling stuck/desperate
- Obsessive thoughts
- Feeling alone
- Feeling discouraged
- Fatigue
- Dread
- Sadness
- Fear
- Insecurity



What are some social myths male survivors face?

Social myths increase undeserved shame and guilt. Society teaches that:

1.

Males are supposed to be the sexual aggressor--not vulnerable or fearful.

2.

Males are not supposed to have sexual contact with other males (an especially damaging message for gay or bisexual men.)

3.

Males are supposed to want every sexual experience they have. Males are not supposed to be used sexually.

4.

If a male is aroused/ejaculates during the abuse, he enjoyed it. Wrong! Males often experience sexual arousal even if repulsed by what's happening. Though the body reacts to stimulation, this is NOT consent!

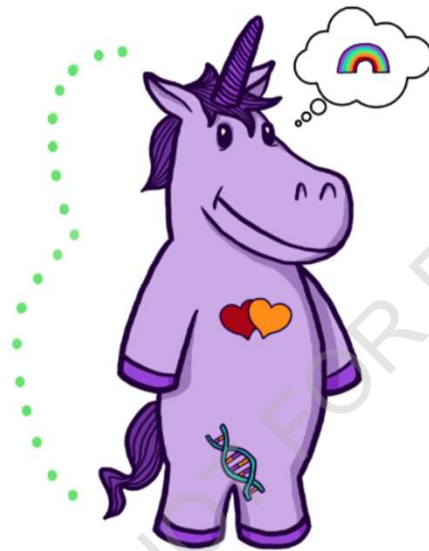


These myths make it very difficult for males to report sexual assault or seek help.

Transstudent.org

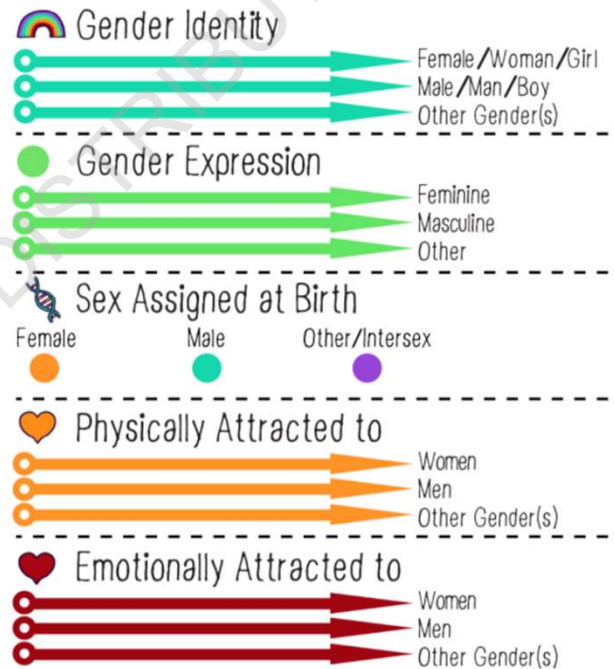
The Gender Unicorn

Graphic by:
TSER
Trans Student Educational Resources



To learn more, go to:
www.transstudent.org/gender

Design by Landyn Pan and Anna Moore



Source: <https://transstudent.org/what-we-do/graphics/gender-unicorn/>.

Red Flag Campaigns



Source: <http://www.theredflagcampaign.org>.

YOU
MIGHT BE
CAUSING
HARM
IF...

**you aren't getting
tested for an STD/STI
regularly.**

SCAN ME



U McCluskey Center for
VIOLENCE PREVENTION
RESEARCH AND EDUCATION
THE UNIVERSITY OF UTAH

YOU
MIGHT BE
CAUSING
HARM
IF...

**you're sharing nudes
that aren't yours.**

SCAN ME



U McCluskey Center for
VIOLENCE PREVENTION
RESEARCH AND EDUCATION
THE UNIVERSITY OF UTAH

YOU
MIGHT BE
CAUSING
HARM
IF...

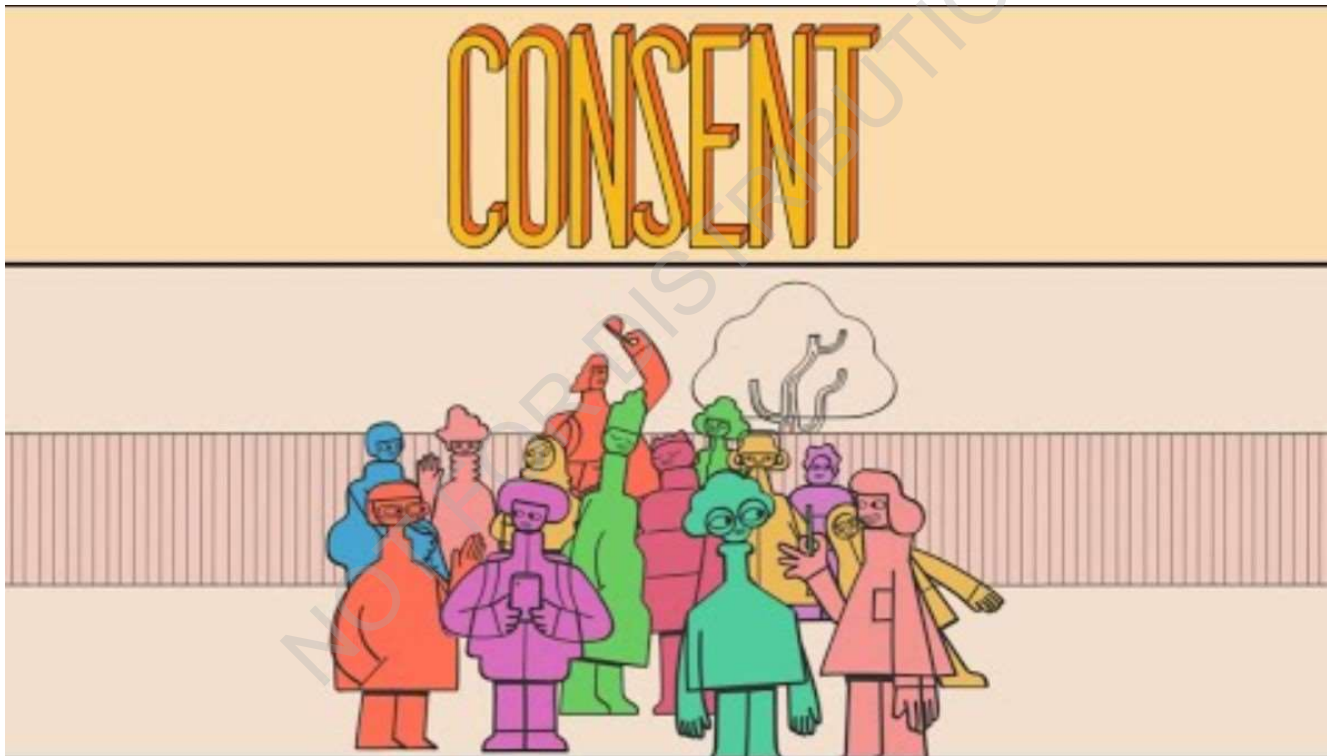
**you make fun of
someone for being a
virgin.**

SCAN ME



U McCluskey Center for
VIOLENCE PREVENTION
RESEARCH AND EDUCATION
THE UNIVERSITY OF UTAH

Video Examples



Source: <https://www.youtube.com/watch?v=AArIv-tvxWE>.



Source: <https://www.youtube.com/watch?v=MwQ5ur9OZ-g>.



Source: <https://www.youtube.com/watch?v=TBFCeGDVAdQ>.

Keeping Prevention Education Current

- Understand current issues, language, and relevance of topics
- Elicit feedback from school/institutional community, especially students
- Pivot messaging, modality, and content as needed
- Students and employees change over time, prevention content should too
- Example:
 - Cyber sexual abuse and stalking is becoming more common at all educational levels
 - What awareness, education, and skill building is the school/institution providing to respond to cyber sexual abuse and stalking?

Activity: Program Planning Exercise

Leveraging Partnerships

“

“One of the most important, cross-cutting social policy perspectives to emerge in recent years is an awareness that no single institution can create all the conditions that young people need to flourish.”

”

Source: Melaville, A. & Blank, M. (1998). *Learning together: The developing field of school-community initiatives*. Flint, MI: Charles Stuart Mott Foundation.

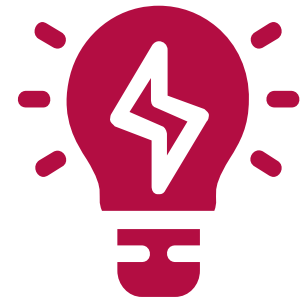
The Case for Partnerships



Assist in Filling Gaps



**Increase Capacity &
Integrate Resources**



**Create
Generative Solutions**

Guiding Principles

Partnerships are challenging; those with the highest rates of positive impact include some of the following principles:

- Focus on improving systems while helping individuals
- Involves system planning, implementation, and evaluation
- Include clearly defined goals, scope, vision, and desired outcomes
- Informed by demonstrated need, data, and research
- Employ power-sharing with decision making and resource allocation
- Work toward mutually beneficial outcomes

Source: School-Community Partnerships: A guide. Center for Mental Health in Schools at UCLA.

Mutually Beneficial Partnerships

- Established with identified goals and outcomes that benefit all parties
 - Example: Agency Partnership
 - Benefit to the school/institution: receive additional support
 - Benefit to the agency: gain access to populations they are trying to serve
- Leverage the experience, knowledge, and resources to elevate collective work
- Require power-sharing and transparency at all phases and with all decisions



Phases of Partnership Development



Common Partnerships

- Community organizations and agencies
- Faculty researchers
- Institutional Research
- Local law enforcement
- Mental health providers with expertise in sex- and gender-based violence
- Public health entities
- School consortiums
- Sexual Assault Nurse Examiner (SANE) programs
- Sexual Assault or Domestic Violence Advocates

Internal Partnerships

School/Institution Internal Partnerships

- Effective community-wide prevention involves:
 - Expertise, positionality, and resources of a diverse group of stakeholders
 - Coordinated strategy and implementation
- Internal partnerships models:
 - Advisory Council
 - Wellness/Prevention Coalition
 - Working group/Committee with specific focus
 - Sexual Assault Response Team (SART)

Sexual Assault Response Team

- Provides reporting information and immediate response services/support
- Members:
 - Title IX Team (TIXC, Deputy Coordinators, Investigators, Decision-makers, Informal Resolution Facilitators, Advisors)
 - School Resource Officers (SROs) or campus safety/police
 - School counselors or counseling services
 - School nurse or health services
 - School/institution first responders (e.g., teachers, residence life staff)
 - Representative from Behavioral Intervention Team (BIT)/Student Support Team
 - In-house professional who serves as a student advocate

Coalition Model

Guides and supports prevention education and training:

- Program planning, implementation, and assessment
- Publication, policy, and material reviews
- Track trends, word-of-mouth concerns
- Expertise and resource identification
- Diverse experience, background, and perspective contributions
- Shares the efforts, messaging, and outcomes with the greater community



Coalition Model

- Title IX Team
- SRO/campus safety/police
- School counselor/counseling
- School nurse/health services
- Wellness or prevention staff
- Students
- Human resources
- Teachers/staff/faculty
- Faculty researchers
- District/Institutional Research

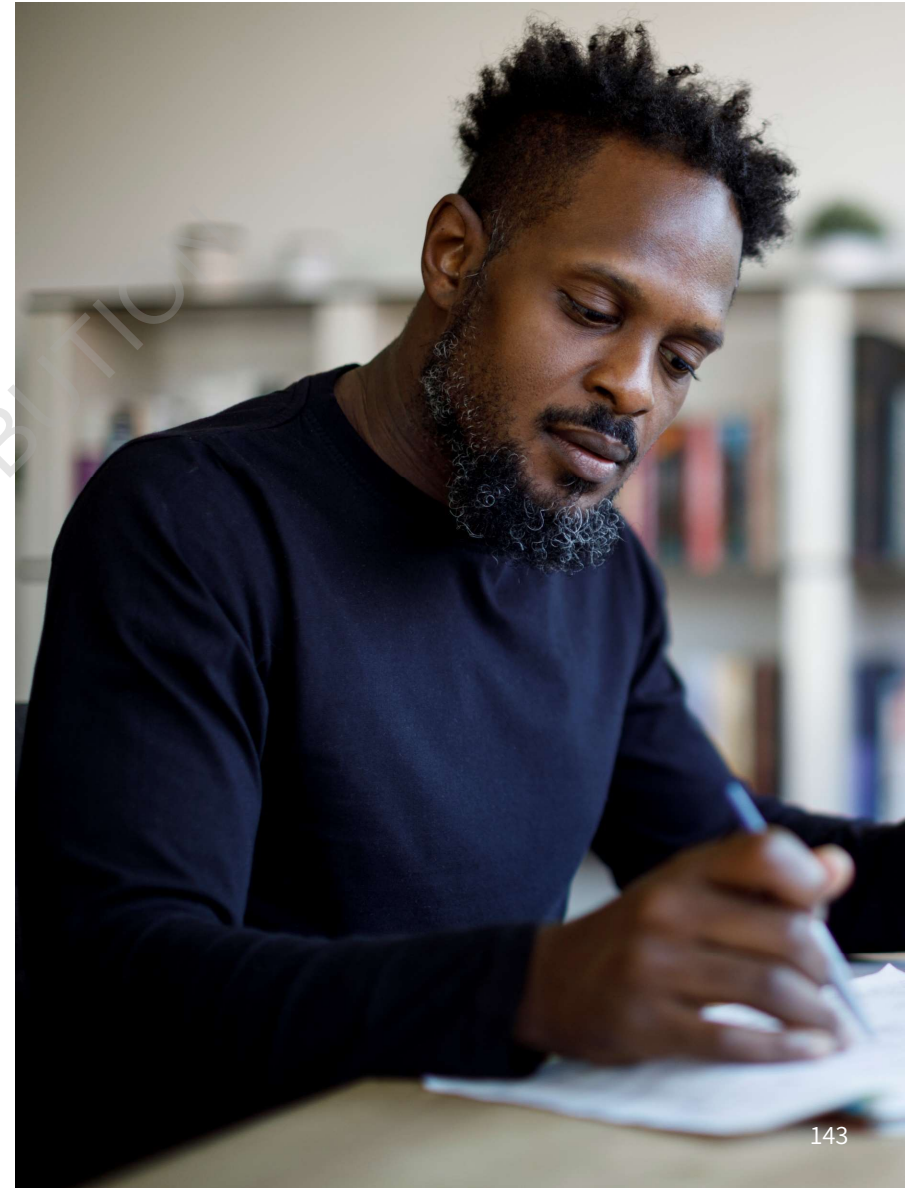
Behavioral Intervention Teams

Behavioral Intervention Teams

- Behavioral Intervention Teams (BITs) monitor school/institutional trends and provide meaningful intervention for at-risk community members
 - K-12 schools may have a different name and/or function may be incorporated into another structure
- BITs are school/institutional officials who meet regularly to:
 - Gather and review information about individuals in the school/institutional community
 - Assess level of risk using an objective tool
 - Deploy support, resources, and interventions
- BITs are not just for those involved in sex- or gender-based incidents

Title IX on the BIT

- ATIXA **recommends** that TIXC or a Deputy serve as a liaison with the BIT
 - Invited to meetings when relevant individuals are on the agenda
- TIXC should be well-trained in BIT philosophy, procedure, and operations
- BIT members should be well-trained in scope of Title IX, Title IX response to reports, and how to file a report



Coordinating with BITs

TIXC may need to consult with BIT for a several reasons:

- Receive information indicating risk or concern for a Complainant, Respondent, or witness
- Administer a violence risk assessment for possible emergency removal or administrative leave
- Concern that participation in a Title IX process may create added stress for involved parties
- Identify a trend related to risky behavior
- Strategize interventions in stalking/IPV situations

Distinguishing Title IX and BIT

Title IX Team

- Addresses sex/gender-based discrimination
- Legally required to **investigate** reported incidents, **stop** discrimination, **prevent** its recurrence, and **remedy** the effects
- Expertise in investigations, due process, interim measures, etc.

Behavioral Intervention Team

- Responds to **all** types of concerning behavior
- **Gathers** information, **assesses** the risk for future concern, and **deploys** interventions to manage/mitigate the risk
- Expertise in responding holistically to student needs, trained in identifying, assessing, and responding to indicators of problematic or violent behavior

Overlap of Title IX and BIT

Title IX Reports

Complaints involving incidents of aggression, threats of violence, violence, harm to self, stalking, hazing, vandalism, substance abuse

For example:

- Respondent has history of suicidal ideation
- Employee's ex-partner repeatedly calls the workplace and makes threats to employee and coworkers

BIT Referrals

Referrals involving components of sex- and gender-based violence necessitating Title IX response

For example:

- Employee notifies campus police that they recently obtained an order of protection from their estranged spouse
- Student employee has been frequently late or absent from work and has visible bruising on multiple occasions

Information Sharing

Title IX and BIT share information in a streamlined and timely manner:

- Family Educational Rights and Privacy Act (FERPA): legitimate educational interest
- Supportive Measures
 - No contact orders
 - Housing assignments and restrictions
 - Classroom or classwork modifications
 - Restrictions to areas of campus/specific activities
 - Emergency removals
- Pending informal resolutions
- Pending investigations, informal resolutions, hearing process
- Outcomes, sanctions, and remedies
- Pending criminal investigations

External Partnerships

Types of Partnerships

Partnerships may take many forms, each with benefits and challenges:

- Coordinating services
- Informal linkage
- Long-term collaborations



Common Partnerships

- Law enforcement, victim services unit
- Legal aid services
- Community organizations or agencies
- Mental health providers with expertise in sex- and gender-based violence
- National organizations
- Sexual Assault Advocates
- Sexual Assault Nurse Examiner (SANE) programs
- Social welfare or government agencies
- Wellness/prevention/sexual assault response consortiums

Victim Advocates

- Differ from Title IX process Advisors
- Provide confidential services directly to the involved party
 - Receive professional training
 - Listen, accompany, guide, and support
 - Offer information on available options without bias or persuasion
 - Coordinate resources and remedies
 - Communicate with parents/guardians
 - Liaison with school/institution administrators

Victim Advocates

- Tenets of Advocacy:
 - Listen with respect, not judgment
 - Provide options, not advice
 - Enable successful cooperation among response team
- Partnering with Advocates increases school/institution capacity
 - Assist or lead prevention training and education
 - Support or advise student groups
 - Offer insights about trends
 - Provide confidential support services for students and employees

Memoranda of Understanding

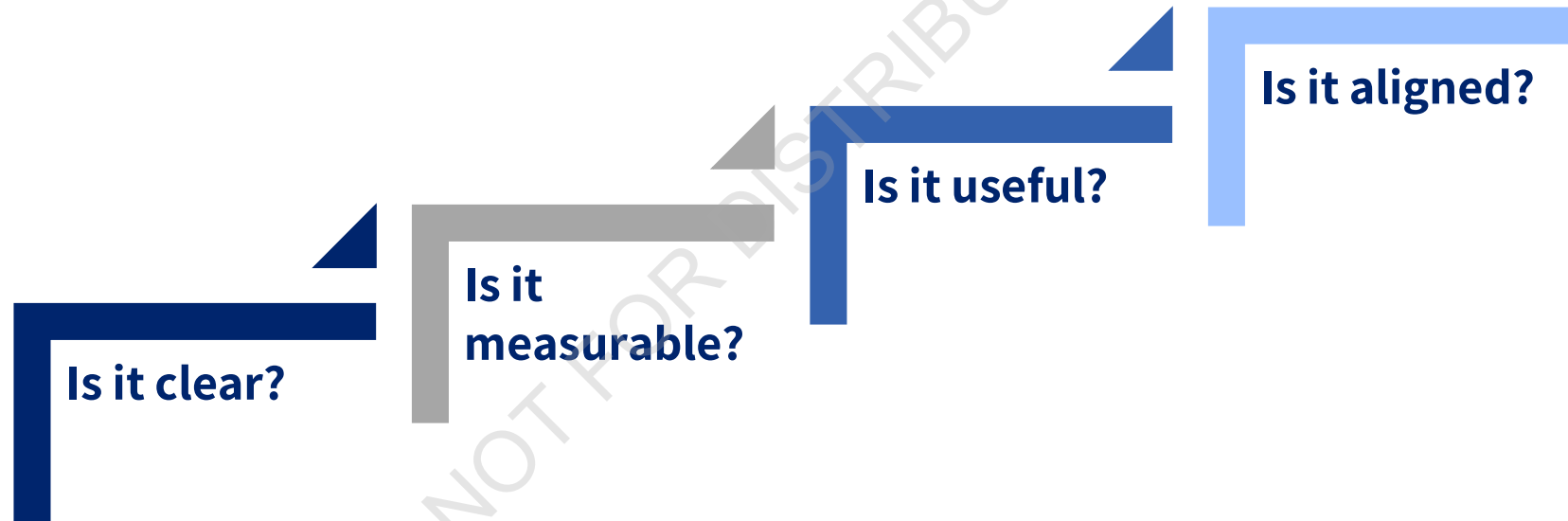
Partnerships benefit from clear written agreements:

- Partnership/Initiative goal(s) with measurable outcomes
- Leadership roles and expectations
- Timeline and length
- Resource allocation
- Communication protocols, including information sharing
- Participation expectations
 - Examples: monthly meeting attendance, assessment implementation
- Decision-making process

Activity: MOU Sample Review

Comprehensive Program Assessment

Elements of an Effective Assessment Plan



Different Types of Assessment



**Descriptive
Statistics**



**Inferential
Statistics**



**Program
Effectiveness**

Research Methods



Surveys

- Knowledge gained
- Change over time



Focus Groups

- Assess perceptions of prevention efforts, barriers, etc.
- Gauge interest
- Assess climate



Secondary Data

- Type of reports
- Referrals to community partners
- Resource access by student demographic
- Barrier analysis

Addressing Data Gaps

- Leverage staff, administrators, and teacher/faculty assessment expertise
- Ask questions that may challenge the status quo
- Be wary of assumptions and bias
- Include data about all community members
- Identify populations or services that are not reflected in the data
 - Are there populations of the student body who are not submitting reports?
 - What students are not accessing prevention programming beyond the initial mandatory session?
- Benchmark data against others of similar size/population

Role of Audits

- Regular, systemic review of prevention programming efforts at the district/institutional or departmental level can ensure compliance and enhance efforts
 - Who is responsible for maintaining a comprehensive list of all prevention efforts?
 - Is there a system in place to ensure the school/campus is meeting all necessary requirements (state, Title IX, Clery, grants, etc.)?
 - Is there an inventory of what is offered and how it is made available?
 - Is there a mechanism for tracking what topics are covered?

Annual Report

Provide a comprehensive overview of the prevention and training efforts and outcomes over the course of the academic year

- Compiling an annual report can feel onerous, some tips to help:
 - Maintain ongoing tracking and assessment efforts throughout the year
 - Work collectively with an established school/institutional assessment group or prevention coalition
 - Create or follow a template
 - Allot sufficient time for writing and review
- Consider showcasing information that helps tell the full scope of prevention and training efforts, both qualitative and quantitative

Example Annual Report Excerpts

Title IX Prevention Team

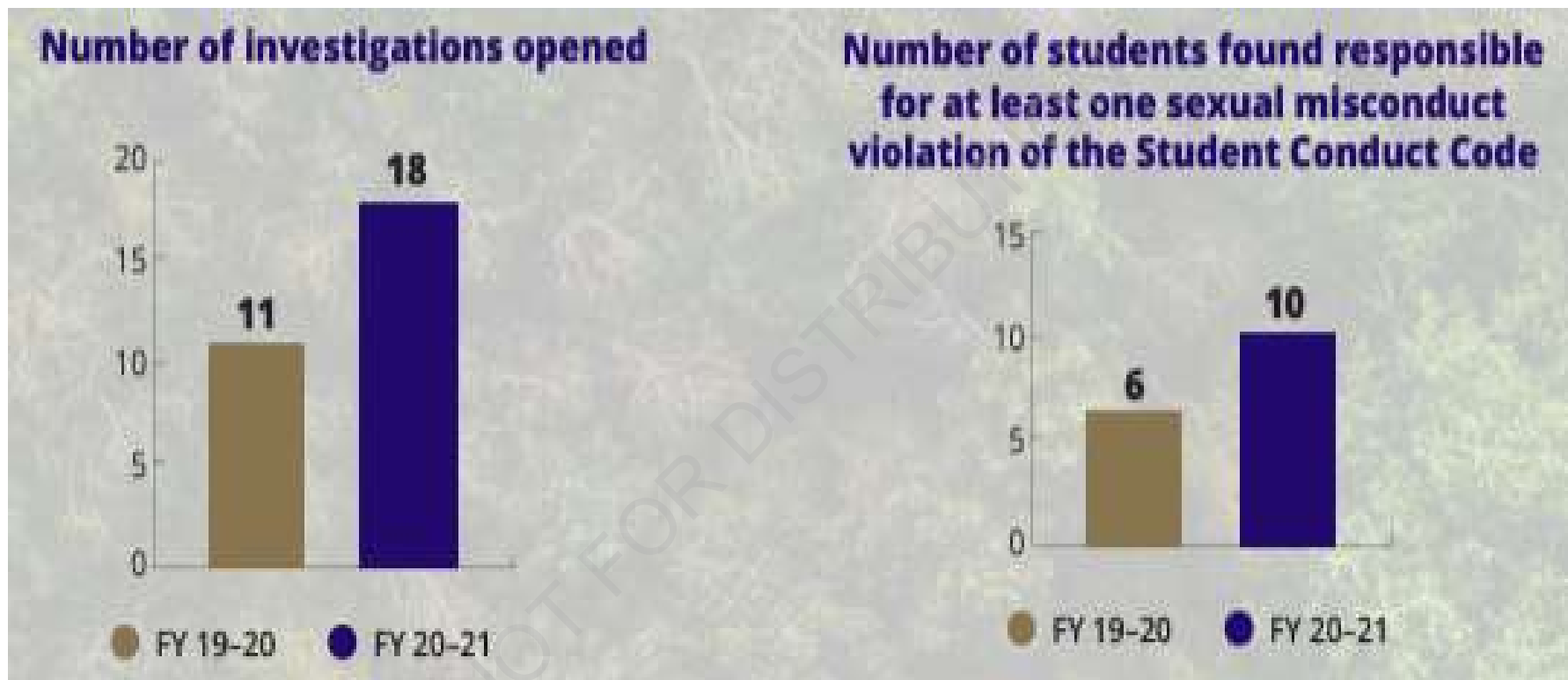
- Composed of more than 30 members across the campus and greater Knoxville community
- Includes student, faculty, and staff representation from UT Athletics, University Housing, the Office of Student Conduct and Community Standards, the Office of the Dean of Students, the Office of Sorority and Fraternity Life, the Office of Multicultural Student Life, and numerous other campus departments, as well as the Sexual Assault Center of East Tennessee and the Knoxville Family Justice Center
- Establishes a long-term commitment to prevention across the campus community through primary, secondary, and tertiary prevention
- Ensures that campus-wide prevention (student, faculty, and staff) is aligned with evidence-based research and the patterns and trends of the UT community
- Provides oversight and support in the development of annual prevention plans for student life, inter-collegiate athletics, and faculty and staff

Source: <https://titleix.utk.edu/wp-content/uploads/sites/96/2022/04/2021-Annual-Report.pdf>.

Total Number of Supportive Measures: 300

	Sexual Misconduct	Relationship Violence	Stalking	Retaliation	Other	Total
Housing	10	1	0	0	3	14
Academic Support	31	21	8	0	17	77
Medical	7	1	0	0	0	8
Mental Health Services	21	11	4	0	9	45
Referral to Sexual Assault Center of East Tennessee	14	1	1	0	1	17
No-Contact Directive	18	4	11	0	14	47
Other	31	21	11	0	29	92
Total	132	60	35	0	73	300

Source: UTK 2021 Annual Report



Source: https://uw-s3-cdn.s3.us-west-2.amazonaws.com/wp-content/uploads/sites/181/2022/05/25115834/UW-Title-IX-Annual-Report-2019-2021_a11y.pdf.

Prevention & education

Training and education are important tools for preventing sex- and gender-based violence, harassment, and discrimination. Many units at the University provide an array of education and training opportunities to address these behaviors and to increase awareness of University policies, support resources, and reporting offices. These programs vary in terms of content, scope, and length. Examples of a few of these training and education programs follow.

- **Empowering Prevention & Inclusive Communities** provided 34 trainings to 935 individuals in 2019–2020 and 29 trainings to 609 individuals in 2020–2021.

- **Violence Prevention & Advocacy at UW Bothell** presented 34 violence prevention and advocacy workshops to approximately 2,300 individuals during the 2020–2021 year.
- At the UW's Seattle campus, **LiveWell's Peer Health Educators** presented approximately 145 workshops during 2019–2020; during 2020–2021, they presented 20 workshops about healthy relationships and 17 workshops on relationship and sexual violence education, in addition to other workshops.
- **Addressing Discrimination and Harassment** was added to Welcome Day, the UW's new employee orientation, in January 2020.

Source: UW, Title IX Annual Report 2020-2021.

Leveraging Data to Inform Program Needs

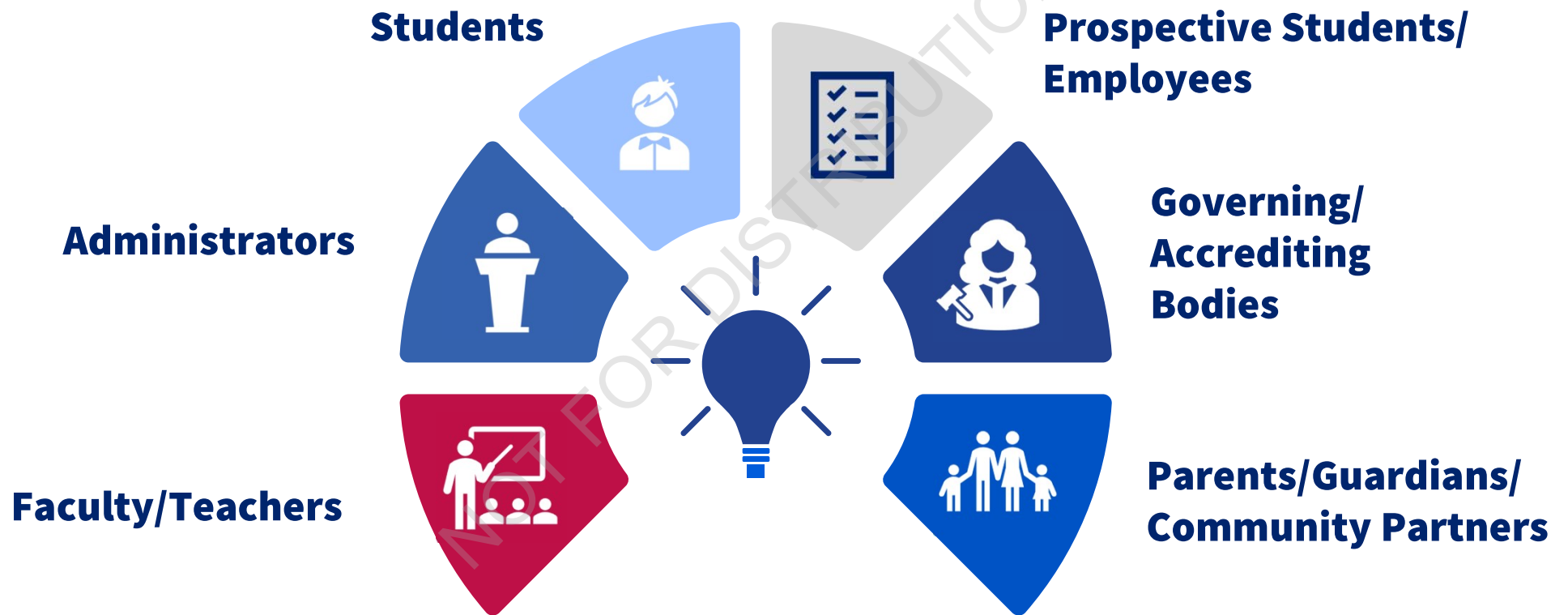
- Regularly sharing data related to the needs of prevention and training efforts and their efficacy can:
 - Build trust with internal and external community
 - Increase connection to prevention and training program initiatives
 - Inform future planning
- Implementing an annual assessment plan encourages commitment, resource management, and continual improvement



Assessment Strategies and Cycle

- Identify an annual assessment cycle
- Know the assessment focus
 - Example: This academic year, build assessments for stalking prevention efforts
 - Example: By June, implement a climate survey
- Create a clear, manageable plan
 - Consult with school/institutional and community partners
 - Collaborate on assessment tools and data analysis whenever possible
 - Engage the expertise of those in the school/district or institution
- “Butt in seat time”
 - Prioritize and block time for assessment on a regular, ongoing basis

Assessment Outcome Sharing





Association of
Title IX Administrators

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