

Report Describing Projects Designed to Prevent First-Time Male Perpetration of Sexual Violence (Updated)

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Executive Summary

Objectives

In 2002, the Centers for Disease Control and Prevention (CDC) funded RTI International to identify programs designed to prevent first-time male perpetration of sexual violence and to provide evaluation assistance to a subset of these programs. RTI conducted an environmental scan to identify programs in the relatively new field of prevention of first-time perpetration of sexual violence. The resulting report (Clinton-Sherrod, Gibbs, Vincus, Squire, Cignetti, et al., 2003) described 37 such programs. The current report provides updated information on 23 of the original 37 programs and adds information on 36 new programs that have been developed since the 2003 report. This report offers a catalogue of programs targeting prevention of first-time male perpetration of sexual violence. The reader should be able to

- identify general research findings from literature on sexual violence prevention,
- understand general approaches used in the area of sexual violence prevention,
- select sexual violence prevention programs targeting prevention of first-time male perpetration based on various criteria of interest, and
- understand current gaps in the area of first-time male perpetration prevention.

Data Collection

We collected information for this project over a 3-month period. Programs included in the original report were contacted by phone and e-mail to request any updates to their program descriptions. New programs were identified from a variety of sources: original and new program contacts and national organizations made referrals; a call for program information was distributed to RPE state coordinators via the RPE e-mail listserv; peer-reviewed articles and other documents published between 2002 and 2008 were reviewed; and Internet searches were conducted. Once identified, new programs were contacted and invited to submit information about their programs targeting prevention of first-time male perpetration. A total of 59 programs were identified and catalogued for this report.

Identified Programs

This report provides: 1) updated information on programs included in the original report and 2) new information on additional programs targeting prevention of first-time male perpetration of sexual violence, with a specific focus on programs working with a male audience. Programs with a mixed-gender audience were included if they had a male-targeted component or if they conducted an evaluation that assessed gender differences. We gathered comprehensive information on 59 programs as seen in the following table:

	Original Program	New Program	Total
Organizations with updates from original report	23	2	25
New organizations	—	34	34
Program ended	11	—	—
No updated description	5	—	—
	37	36	59

The tables found in the appendix to this report provide detailed descriptions of each of the programs. Information gathered on the 59 identified programs included the following:

Type of Information	What Was Found
Population served	Ranged from elementary to college age and from diverse, male-only programs to mixed-gender programs with male-only components. The updated scan included programs focused on military and prisoner populations.
Medium used to convey the message	Ranged from one-time awareness programs to long-term, multiple-session programs.
Goals, objectives, and desired outcomes	All programs indicated an overarching goal of changing attitudes and behavior that perpetuate sexual violence with increased emphasis on a social-ecological perspective.
Theoretical/scientific basis for the approach	Most programs focused on social learning approaches with some grounding in feminist theories and an increased focus on bystander approaches.
Level of evaluation	Ranged from basic process measures to more rigorous pre- and post-test evaluations with a few indications of more extensive quasi-experimental designs.
Staff capacity	Ranged from one primary staff member to several staff with student volunteers.

To provide an overall structure for identified programs, each program was catalogued into one of four groups based on the approach and medium used.

Multiple-Session, Curriculum-Based Prevention Interventions. The number of multiple-session, curriculum-based programs more than doubled in size with 31 completed program descriptions. This approach has been found to produce the largest effect in attitudinal change in research findings.

One-Time Awareness/Educational Workshop and Theatrical Performances. The 23 awareness/educational workshops are one-time programs, with a limited number having some type of booster session. The majority of the awareness/educational workshops are local programs, although a few of the workshops and all of the theater groups have national exposure. Several new programs noted use of online resources and trainings that broadened their ability to disseminate program materials. Several of the new programs are based on or trained in models such as Berkowitz's (1994) social norms approach, Foubert's (2000) (the One in Four Program, the Men's Program), and Mahlstedt's Fraternity Education Project with adaptations based on the specific needs of the program.

Environmental Change Strategies. Three environmental change strategies were identified. As in the original report, many of these approaches are reinforced with environmental strategies that attempt to change a social climate characterized by acceptance or lack of active prevention of sexual violence. Strategies such as the White Ribbon Campaign (Kilmartin, 1996) and those used by Men Can Stop Rape (Strength Campaign, posters, media campaigns) continue to raise the general public's awareness about violence against women.

Ongoing, Open-Forum Discussion Groups. Two programs used ongoing, open-forum discussion groups or mentoring programs in their efforts to prevent first-time male perpetration of sexual violence. The number of programs in this group decreased from five in the prior report to two in the current report, and both of these were previously existing programs. As noted earlier (Clinton-Sherrod et al., 2003), the ongoing, open-forum discussion group approach presents unique challenges for evaluation efforts because of the difficulty in operationalizing process and outcome measures.

Shifts in the Field

A key goal of this updated report is to provide insight into any shifts that may have occurred in the area of primary prevention of sexual violence. In conversations and other feedback from program developers, program implementers, and researchers in the field, we gleaned the following changes over the past five years in primary sexual violence prevention efforts:

Primary Prevention Focus. Programs have shifted from raising awareness of sexual violence to primary prevention. Institutions, agencies, and providers have become more aware of the benefits and need for primary prevention, and many are adapting their programs to meet this need.

Focus on Men. The trend toward male-focused programming and greater male involvement in prevention efforts continues. We found indications of increased funding for promoting male-focused primary prevention, especially through single-gender approaches.

Multilevel Approaches. Sexual violence primary prevention is moving toward a more ecological model that includes environmental strategies aimed at creating the deepest, longest-lasting change across individual, relationship, community, and societal levels. Several respondents stressed that multilevel approaches require a clear vision of how all the activities fit together, rather than indiscriminately pulling together various activities.

Building Community Partnerships. Consistent with an increasingly ecological model, respondents noted a continued move toward collaboration with other organizations that have similar goals but whose focus is broader than sexual violence prevention. Recent attention to the concept of allies has resulted in extending sexual violence prevention efforts into new communities and populations.

Evaluation. Respondents noted a clear shift by agencies such as the Department of Justice and the CDC toward establishing funding streams that encourage sound and effective program evaluation. Respondents noted a push to use more rigorous evaluation designs to test program efficacy, although empirical findings in the literature remain limited.

Theoretical Approaches with Sexual Violence. Respondents noted a definite increase in funders' expectation of theory-based approaches when applying for program funding. Programs are likely to focus on efforts directed at changing the culture that promotes sexual violence. Several respondents noted increasing emphasis and research attention to programs involving bystander interventions (Banyard, Moynihan, & Plante 2007; Berkowitz, 1994).

Funding. Although several respondents noted an increase in funding targeting primary prevention of sexual violence over the past few years, most programs still noted continued battles to obtain and sustain funding.

Innovation. Innovative technology and communication for sexual violence primary prevention programming and resources have continued to enrich efforts in the field. Activities now include online community building through social networking Web sites, forums, electronic newsletters, blogs, and e-mail. Online sexual assault prevention programs are also now available.

Recommendations

Several recommendations were identified based on document review and communication with programs.

Funding Diversity. The primary reason programs have not been sustained is due to the lack of continued funding for staff positions and program activities. It is critical that advocacy for funding continue at multiple levels – private, local, state, and federal – to ensure financial support for these efforts.

Empirically Test the Impact of Program Components on Outcomes. New findings in the literature vary in their conclusions regarding the recommended components of sexual violence primary prevention programs. A need remains for empirical research that enables us to specify conditions under which each approach is optimal.

Focus on the role of Culture. Existing literature provides little information on the role of culture in the prevention of sexual violence perpetration. Although a significant number of programs indicated that they provide services for racially/ethnically diverse populations, few have been designed with diverse target populations in mind or been evaluated for effectiveness with these groups.

Assess Behavioral Measures. Research findings and practitioners in the field have noted concerns regarding the outcome measures used by sexual violence prevention programs. It is critical that additional randomized trials that assess behavioral measures are implemented, and that valid and reliable measurements of sexually violent behavior are developed, particularly for use with adolescents.

Improve Access to Evaluation Training. Although programs strive to develop or improve evaluation efforts, a lack of training and resources in appropriate evaluation techniques impedes these efforts.

Share Information on Program Models. Programs continue to desire information about approaches used by others working in the area of sexual violence prevention and in particular, evidence-

based programming. Information exchange tools such as the Rape Prevention and Education (RPE) listservs and resources available through Sexual Violence Resource Center (NSVRC), as well as Prevention Connection provide avenues for questions and answers regarding various topics.

Next Steps

RTI conducted an empowerment evaluation with four of the programs identified in the original report (Men Can Stop Rape, Safe Place, the Metropolitan Organization to Counter Sexual Assault (MOCSA), and GaDuGi Safe Center). Findings from that evaluation will be reported in an upcoming special issue of *Health Promotion and Practice*.

This report will be archived through the NSVRC for future download (www.nsvrc.org). In addition, RTI is collaborating with the Prevention Connection Wiki Project to offer opportunities for feedback on the updated report. A wiki is a user-generated web site where registered users can provide updates, edits and comments about experiences of implementation of these programs. The report will be available on the Prevention Connection Wiki Project at http://www.preventconnect.org/wiki/index.php?title=Report_Describing_Projects_Designed_to_Prevent_First-Time_Male_Perpetration_of_Sexual_Violence.

1. Introduction

In 2002, the Centers for Disease Control and Prevention (CDC) funded RTI International to identify programs designed to prevent first-time male perpetration of sexual violence and to provide evaluation assistance to a subset of these programs. This study included the following activities:

- identify and characterize existing programs designed to prevent first-time male perpetration of sexual violence
- conduct a competitive application process to select a small group of programs that will receive technical assistance from RTI
- conduct an empowerment evaluation with these programs

As part of the first activity, RTI conducted an environmental scan to identify programs in the relatively new field of prevention of first-time perpetration of sexual violence. The resulting report (Clinton-Sherrod, Gibbs, Vincus, Squire, Cignetti, et al., 2003) described 37 such programs. The current report provides updated information on 23 of the original 37 programs and adds information on 36 new programs that have been developed since the 2003 report.

Early efforts to deal with perpetration of rape often focused on men who had already exhibited sexually violent behavior. Over the past decade, however, efforts have shifted from intervention following sexual violence to prevention of first-time male perpetration. To evaluate intermediate and long-term outcomes of these efforts, the prevention community needs to know about prevention programming offered by these programs, their target populations, and the types of evaluation data they collect. Rigorous evaluation of promising programs and approaches is needed to support the development of evidence-based programs in this area.

This updated report describes the range of programs targeting the prevention of first-time perpetration of sexual violence. Section 2 provides a brief overview of literature on this topic from the prior report and since 2002. This is followed by a section that describes the procedure for updating the environmental scan. Section 4 discusses key features of the identified programs; detailed descriptions of programs are included in the appendix. Section 5 provides additional identified resources. Finally, Section 6 summarizes several shifts in the field of primary prevention of sexual violence, recommendations drawn from the information gathered, and the next steps for current and future efforts in this area.

2. Background

Literature reviewed for a CDC-funded “Evaluation of Block Grants for Rape Prevention and Education (RPE)” was updated for the 2002 report and again for this report to identify published work on the prevention of first-time male perpetration of sexual violence. This information provided some general conclusions regarding trends in sexual violence primary prevention efforts:

- Evaluation studies have improved methodologically by incorporating more rigorous research designs. Recent studies have used quasi-experimental designs that include multiple

- intervention styles with random assignment for treatment and control groups (Foshee et al., 2004; Breitenbecher, 2000; Davis, 2000; Lonsway, 1996; Yeater & O'Donohue, 1999).
- The use of longitudinal follow-up in evaluation of prevention efforts has increased (Pacifci, Stoolmiller, & Nelson, 2001; Weisz & Black, 2001). Several of these evaluation studies used fairly rigorous approaches with comparison groups and extensive longitudinal follow-up (e.g., Banyard, Moynihan, & Plante, 2007; Foshee et al., 2004; Schewe, 2002).
 - Published articles and book chapters on sexual violence primary prevention programs continued to focus on commonly used approaches such as social norms approaches (e.g., Fabiano, Perkins, Berkowitz, Linkenbach, & Stark, 2003); however, a noted increase was seen in the focus on bystander approaches (e.g., Banyard, Moynihan, & Plante, 2007).
 - Prevention programs showed some promise for altering attitudes and belief systems among adolescents and young adults; however, there remains limited direct evidence that these programs reduce the incidence of sexual violence (Bachar & Koss, 2001; Becker & Reilly, 1999; Breitenbecher, 2000; Davis, 2000; Wekerle & Wolfe, 1999). Research studies need to incorporate behavioral measures that assess achievement of attainable results.
 - Innovative methods that measure behavioral outcomes are needed for future research (Yeater & O'Donohue, 1999; Reppucci, Land, & Haugaard, 2001). At least one study (Rothman & Silverman, 2007) focused on a prevention program aimed at preventing sexual victimization for both males and females in heterosexual or homosexual relationships and assessed increased risk associated with alcohol use. This program, as with others such as Foshee et al. (2004), actually captured victimization outcomes and found positive program effects in comparison to those who did not receive the program. However, it also pointed out the importance of focusing interventions on subgroups such as gay, lesbian, and bisexual communities.
 - Although the need to assess program impacts on preventing sexual violence remains, a better understanding of the mechanisms of change within programs is also needed. Klaw et al. (2005) took a more in-depth look at the process for changing rape culture through interviews and focus group with students engaged in a semester-long rape prevention training.
 - Compared with other target populations such as college-aged adults, programs that focus on adolescents have been evaluated the least (Pacifci, Stoolmiller, & Nelson, 2001).
 - Current programs should reduce emphasis on didactic formats in classroom settings and concentrate on smaller groups in less formal settings, with multimedia presentations, role playing, and other interactive methods (Pacifci, Stoolmiller, & Nelson, 2001; Weisz & Black, 2001). However, programs such as Safe Dates (Foshee et al., 2004) have shown effectiveness with didactic style programming; thus, some combination of implementation approaches should be considered.
 - Although earlier studies indicated that interactive programs that are led by peers, target single-gender audiences, and consist of multiple sessions are the most effective means for changing attitudes and beliefs (Brecklin & Forde, 2001; Earle, 1996), a few articles have attempted to tease out programmatic issues in relation to changes in attitudes, beliefs, and behavior related to sexual violence. For example, Clinton-Sherrod, Morgan-Lopez, Gibbs, Hawkins, Hart, Ball, et al. (in press) found significant differences based on gender and delivery mode in an assessment of implementation issues across four separate sexual violence primary prevention programs. In a meta-analysis that included 69 studies, Anderson and Whiston (2005) focused on program effects on attitudes, beliefs, behavioral intent, and incidence and found variations in effect size based on several factors, including outcomes measured, program length, and mixed versus single-gender.

- Most evaluation articles on sexual violence primary prevention continue to use samples largely drawn from college populations. While a few articles and book chapters (e.g., Foshee et al., 2004; Schewe, 2004, 2007; Fay & Medway, 2006; Clinton-Sherrod et al. [in press]; Ball, Kerig, & Rosenbluth, [in press]) focus on adolescent programs, the vast majority of published information continues to target college-aged programming and populations (e.g., Banyard, Moynihan, & Plante, 2007; Choate, 2003; Klaw et al., 2005; Rothman & Silverman, 2007; Fabiano et al., 2003; and Kelley, Schwerin, Farrar, & Lane, 2005). This focus on youth prior to college is of great importance given the earlier stage at which sexual violence perpetration and victimization is often initiated.

With some notable exceptions, published literature remains scant in key areas: 1) longitudinal and behavioral focused outcome measurement, 2) focus on the role of culture in programming, and 3) standardized measurement tools that accurately assess actual incidence of sexual violence perpetration and a range of sexually violent or aggressive behavior.

3. Methodology

The following section describes the methods used to develop a list of programs targeting prevention of first-time male sexual violence perpetration and collect information about program and evaluation activities.

The project team contacted several key individuals who provided information for the 2003 report. These individuals included

- CDC staff;
- key experts in the field of sexual assault prevention from government, state, local, and academic settings;
- RPE coordinators;
- staff at the NSVRC; and
- key experts who work directly with men's groups to prevent sexual assault, including grassroots organizations, community-based organizations, and other sexual violence advocates.

3.1 Summary of Original Report Approach (released April, 2003)

We collected data over a 4-month period in 2002. First, we reviewed documents provided by CDC and existing information from the published literature, other publications, and Web sites. Findings from these documents provided the basis for an initial contact list. In our communications with contacts, we used a snowball sampling technique to ensure that we identified promising grassroots, community-based programs, and other programs that would not have surfaced through literature and document reviews. This technique involved making the initial contact, obtaining information about the contact's program, inquiring about other promising first-time male perpetration prevention programs from this initial contact, and then gathering information from recommended additional contacts.

3.2 Summary of Updated Report Approach (updates from the field since 2002)

We used several methods to gather information for this updated report. Programs included in the original report were contacted by phone and e-mail to request any updates to their program descriptions. The reasons why a program was no longer in existence were documented. New programs were identified from a variety of sources: original and new program contacts and national organizations made referrals; a call for program information was distributed to RPE state coordinators via the RPE e-mail listserv; peer-reviewed articles and other documents published between 2002 and 2008 were reviewed; and Internet searches were conducted. Once identified, new programs were contacted and invited to submit information about their programs targeting prevention of first-time male perpetration.

Our telephone or e-mail contact with organizations included in the original report involved a reminder of the original report and a request to update earlier information and/or indicate if the program targeting prevention of first-time male perpetration of sexual violence was no longer being implemented. Our telephone or e-mail contact with organizations newly included in the report involved a description of this project and a request for a general overview of their efforts in the area of prevention of first-time male perpetration of sexual violence. Program implementers, both new and from the previous report, were extremely forthcoming with information. We used their responses to compile detailed information about programs targeting prevention of first-time male perpetration.

3.3 Programs Identified

As Table 3-1 shows, we identified and catalogued 59 programs for this report: 23 programs that were included in the 2003 report and 36 new programs. Of the new programs, 15 responded to our call for entries via the RPE e-mail listserv, 19 were invited to submit information after having been referred to us by another contact or identified through literature and Internet searches, and 2 were received from a program included in the original report. Sixteen of the 37 programs included in the original report did not submit updated program information. Five programs chose not to participate (e.g., they opted out or did not submit the information within the data collection time frame) and 11 programs are no longer in existence.

Table 3-1. Programs Identified and Catalogued

	Original Program	New Program	Total
Organizations with updates from original report	23	2	25
New organizations	—	34	34
Program ended	11	—	—
No updated description	5	—	—
Total	37	36	59

3.4 Information Collected

Our goals were twofold: 1) to update information on programs included in the original report and 2) to identify additional programs targeting prevention of first-time male perpetration of sexual violence, with a specific focus on programs working with a male audience. Programs with a mixed-gender audience

were included if they had a male-targeted component or if they conducted an evaluation that assessed gender differences. We gathered comprehensive information on 59 programs. The tables found in the appendix to this report provide detailed descriptions of each of the programs in terms of the six domains shown in Table 3-2:

- population served
- medium used to convey the message
- goals, objectives, and desired outcomes
- theoretical/scientific basis for the approach
- level of evaluation
- staff capacity

4. Program Activities

4.1 Overview of Programs Addressing First-Time Male Perpetration of Sexual Violence

As with the original report, many of the programs we contacted acknowledged the importance of a male perpetration prevention focus in the area of sexual violence but did not feel that their current program met this description. However, we found a sizable increase in the number of programs with this specific focus. Although the 59 identified programs varied in terms of their population served, methods, and evaluation activities, we were able to identify four major approaches:

- multiple-session, curriculum-based prevention interventions
- one-time awareness/educational workshops
- environmental change strategies
- ongoing, open-forum discussion groups

Table 4-1 shows the number of programs categorized into each group for the prior report as compared to the updated report. Descriptions of findings within each of the broad categories are provided in the following sections.

4.1.1 *Multiple-Session, Curriculum-Based Prevention Interventions*

The number of multiple-session, curriculum-based programs more than doubled in size with 31 completed program descriptions. Program length ranged from two or three class periods to semester-long activities, and populations served ranged from elementary- to college-aged participants. Programs with older adolescents or college-aged students are often led by peers who receive some form of curriculum training. Programs reported varying levels of racial/ethnic diversity among participants, including African Americans, Latinos, Native Americans, and various immigrant groups. Several programs have received grants from state and/or national governmental agencies or funding through an academic institution; however, many acknowledged the constant need to find new funding sources to ensure sustainability of their programs.

Table 3-2. Program Information Collected

Factor of Interest	Probes
Population served	<ul style="list-style-type: none"> ▪ Who are your program participants? ▪ Do you provide single-gender, male-focused activities? ▪ On average, how many new or ongoing participants receive exposure to your services each month? ▪ Do you serve a racially/ethnically diverse population? ▪ How are program participants identified/recruited?
Medium used to convey message	<ul style="list-style-type: none"> ▪ Please summarize your program efforts. ▪ <i>If the program was in the original inventory</i>, how has your program changed since its inclusion in the original inventory? ▪ What activities/services does your program provide? ▪ Do you use a specific curriculum? {If so,} please describe. {If not,} how do you structure what you do?
Goals, objectives, and desired outcomes	<ul style="list-style-type: none"> ▪ Why does your program exist, i.e., what are your program's goals? ▪ What results do you hope for or try to achieve among your program's participants? ▪ What are the most important services your program provides?
Theoretical/scientific basis for the approach	<ul style="list-style-type: none"> ▪ Is your program based on any type of theory or scientific research? {If so,} please describe. ▪ How would you explain the success of your program?
Level of evaluation	<ul style="list-style-type: none"> ▪ How have the successes of your program been assessed? ▪ How have the challenges of your program been assessed? ▪ Do you have information describing the accomplishments of your program? {If so,} did this involve any external or internal evaluation? Is there an ongoing relationship with an evaluator? ▪ What specific outcomes has your program impacted at each of the following levels: <ul style="list-style-type: none"> – Individual – Community – Policy ▪ How long has your program been in existence? {If program is more broad,} more specifically, how long has the prevention of male perpetration component been in existence? ▪ Are there any contextual issues that have affected your program (e.g., political, economic, social)?
Staff capacity	<ul style="list-style-type: none"> ▪ Who delivers your program? ▪ What type of training do program implementers receive? ▪ How stable are the current funding streams for your program, specifically for the next 3 years?

Table 4-1. Programs Grouped by Approach and Year

Type of Program	Year Entered into Inventory	
	2002	2008
Multiple-session, curriculum-based	12	19
One-time awareness/educational workshops	8	15
Environmental change strategies	2	1
Ongoing, open-forum discussion	2	0

Although curriculum-based programs are most often implemented in school-based or college settings, a few new programs provided some diversity in program venues. These programs focus on uniquely vulnerable populations for sexual violence issues. Sexual Harassment and Assault Prevention Education (SHAPE) is based in a military setting, with annual programming provided to all cadets coming into the U.S. Naval Academy. This theoretically based program (bystander intervention, victim empathy, and peer education model) will have annual evaluation components with possibilities for assessing individual and social climate impact. The program Building Strong Relationships focuses on correctional facility inmates. The goal of this cognitive-based program is to build rewarding and respectful relationships through primary prevention efforts.

Through conversations with program implementers and assessment of program theoretical underpinnings, we identified some commonalities among theoretical approaches or curricula. These programs attempt to change the norms and cultural acceptance surrounding sexual violence by directly addressing male responsibility for their own actions as well bystander intervention. Their approaches range from single programs grounded in changing social norms regarding sexual violence based on Berkowitz's (1994) work, to the Expect Respect Program (Ball, Rosenbluth, Randolph, & Aoki, 2008), which uses a multipronged approach of classroom presentations, a structured support group curriculum for males at risk for violence, and school-based counseling. Additionally, many programs have incorporated bystander approaches to address issues of broader, community-level change and intervention related to sexual violence. The following models and curricula were used as the basis for a large number of programs:

- Social norms approach (Berkowitz, 1994)
- Expect Respect program (Ball, Rosenbluth, Randolph, & Aoki, 2008)
- Fraternity Anti-violence Education Project (Mahlstedt & Corcoran, 1999)
- Tough Guise and Mentors in Violence Prevention (MVP) curricula (Katz, 1995; Katz & Earp, 1999)
- Bystander approach (Banyard, Moynihan, & Plante, 2004, 2007; Berkowitz, 2008)
- Curricula evaluated by Paul Schewe (Schewe, 2007)
- Safe Dates (Foshee, 1999, 2004)

Each of these models has been in existence for several years. Programs based on these curricula have had moderate to rigorous levels of evaluation, with programs such as Safe Dates having reported findings from rigorous longitudinal, peer-reviewed evaluation findings.

Several programs adapted or complemented these approaches with additional components such as social marketing campaigns to address specific program needs. Their developers offer publications and conduct training/educational workshops describing their approaches. (Note: Several of these workshops or programs are described in this report.)

4.1.2 One-Time Awareness/Educational Workshops and Theatrical Performances

The 23 awareness/educational workshops are one-time programs, with a limited number having some type of booster session. These workshops often emphasize identification of societal definitions of masculinity and expectations of males and challenge males to deconstruct cultural views and change beliefs regarding women. The majority of the awareness/educational workshops are local programs, although a few of the workshops, and all of the theater groups, present nationally. Several new programs also noted use of online resources and trainings that broadened their ability to disseminate program materials.

Several of the new programs are based on or trained in models such as Berkowitz's (1994) social norms approach, Foubert's (2000) (the One in Four Program, the Men's Program), and Mahlstedt's Fraternity Education Project with adaptations based on the specific needs of the program. As the appendix indicates, many of the college-based programs have created collaborations that enable them to reach large numbers of males through fraternities, athletic teams, or orientation sessions for first-year students. The use of theatrical performances is an innovative approach to preventing sexual violence that some communities have adopted. We identified three programs that incorporate performances and discussion on the topic of sexual violence. Although these programs usually have mixed-gender audiences, they periodically perform for all-male groups or have a specified goal of changing beliefs around inappropriate male behavior in the area of sexual violence.

Schools and communities with time constraints that do not allow for longer, curriculum-based programs frequently choose the one-time workshop approach to sexual violence prevention. However, evaluation of these types of programs continues to be limited to pre- and posttesting, with little longitudinal follow-up.

4.1.3 Environmental Change Strategies and Trainings

As in the original report, many of the previously described approaches are reinforced with environmental strategies that attempt to change a social climate characterized by acceptance or lack of active prevention of sexual violence. The updated scan included 3 such programs. Strategies such as the White Ribbon Campaign (Kilmartin, 1996) and those used by Men Can Stop Rape (Strength Campaign, posters, media campaigns) continue to raise the general public's awareness about violence against women. The White Ribbon Campaign encourages men in Montreal to wear ribbons in remembrance of women who have been killed and as a sign of protest of any violence against women. The Men Can Stop Rape program conducts media campaigns using posters and advertising to move individuals and groups

from the passive role of bystander to the active role of social change agent against sexual violence. This program also provides workshops nationally that involve discussions, role plays, and exercises, with a focus primarily on exploring masculinity, manhood, and their relationship to violence toward both women and men. The California Coalition Against Sexual Assault (CALCASA) uses the Men Can Stop Rape approach for their My Strength Campaign in 20 sites in California.

Evaluation of environmental strategies has proven challenging in many domains of prevention, and sexual violence prevention is no exception. However, CALCASA views their comprehensive social marketing approach as key to the success they have demonstrated in evaluations that measure individual attitudes, behavioral intent, and school climate. CDC and others continue to work with researchers to develop techniques for assessing large-scale, societal changes in attitudes and behaviors resulting from media campaigns and other environmental change approaches in sexual violence prevention.

4.1.4 Ongoing, Open-Forum Discussion Groups

The number of programs in this group decreased from five in the prior report to two in the current report, and both of these were previously existing programs. These two programs use ongoing, open-forum discussion groups or mentor programs in their efforts to prevent first-time male perpetration of sexual violence. Both programs take place in college or university settings; one program specifically targets males and the other serves both single- and mixed-gender groups. One program noted a focus on clarifying the theoretical underpinning of their program, while the other is based on evaluation findings of Banyard, Plante, and Moynihan (2007) using the bystander approach.

As noted earlier (Clinton-Sherrod et al., 2003), the ongoing, open-forum discussion group approach presents unique challenges for evaluation efforts because of the difficulty in operationalizing process and outcome measures. This may provide some explanation of why we identified fewer programs using this model than in 2002 and no new programs with this as a primary or sole approach.

4.2 Reasons Programs Ended

As noted for each type of program described above, several programs identified in the 2002 report are no longer in existence. In addition, some programs that were newly identified as having been created between 2002 and 2008 were not able to provide information because they had ended. We attempted to contact staff from all of the discontinued programs to obtain some feedback on why they no longer provided these activities. We learned that some programs now use different curricula (some of which are included as new programs), while others are simply no longer focusing on primary prevention programs of first-time male perpetration.

As might be expected, the most frequently reported reason for discontinued programs was the lack of funding. Some programs were developed through grants or other time-limited resources; when this funding ended, staff were unable to obtain additional support. Additionally, programs noted that consistent staff turnover had hampered continuity of services and transfer of knowledge. The impact of Hurricane Katrina was a factor for one program, which was put on hold because of reconstruction of the community facility that housed the program. Other reasons for programs ending included

- shifts toward co-ed programming with more general violence focus, rather than a focus on male experience and masculinity or sexual violence prevention;
- low participation;
- lack of focus/goals for program; and
- political turf issues around collaborations and programming.

5. Other Relevant Resources

In addition to program-specific information, we also identified organizations that provide large amounts of information on research, theory, and current practices in the area of sexual violence prevention. Agencies such as the National Institute of Justice (<http://www.ojp.usdoj.gov/nij>), NSVRC (www.nsvrc.org), National Violence Against Women Prevention Research Center (www.vawprevention.org), Prevention Institute (www.preventioninstitute.org), and Office on Violence Against Women (www.ojp.usdoj.gov/vawo) offer a wealth of material for programs in this area. Information ranged from current and past projects pertaining to preventing first-time male perpetration to resource lists of curricula and documents on the topic.

6. Conclusions

To conclude the report, we first provide a summary of key findings on shifts in the field of primary sexual violence prevention. These findings are drawn from direct feedback from program implementers and insights from the literature and researchers in the field. We also offer recommendations drawn from the information gathered.

6.1 Shifts in the Field

A key goal of this updated report was to provide insight into shifts over the past 5 years in the area of primary prevention of sexual violence. In conversations and other feedback from program developers, program implementers, and researchers in the field, we gleaned the following key changes.

6.1.1 *Increased Focus on Primary Prevention*

In the past 5 years, there has been a notable shift in program approach, from raising awareness of sexual violence to primary prevention. Several respondents noted this shift toward “true primary prevention efforts.” Practitioners recognize that research has clearly indicated that primary prevention is the most effective means of reducing sexual violence and its subsequent negative effects. This shift has been reflected in funding streams at local, state, and national levels; several respondents noted CDC’s focus on primary prevention funding. However, several noted that a great need remains for training, education, and support in facilitating providers’ shift in this direction. One respondent noted the continued gap between theory and practice and the need to do more to close this gap. Institutions, agencies, and providers have become more aware of the benefits and need for primary prevention, and many are adapting their programs to meet this need.

6.1.2 Greater Focus on Men

The trend toward male-focused programming and greater male involvement in prevention efforts is continuing. As one respondent noted, “It is not so foreign to have men involved now.” As emphasis shifts from preventing victimization to preventing perpetration, men’s groups are increasingly recognized as playing an essential part in violence prevention. Men are viewed as partners in ending sexual violence and as agents of change in male culture. Men who do not engage in abusive behaviors in their own relationships are uniquely able to influence their peers and change the norms of what is acceptable and respected.

We found indication of increased funding for promoting male-focused primary prevention, especially through single-gender approaches. Attention on primary prevention in predominantly male populations, such as with the military, was also noted as increasing. Increased work with males has also raised awareness and understanding regarding men who are themselves survivors of sexual assault, commonly in the form of childhood sexual abuse.

6.1.3 Use of Multilevel Approaches

Sexual violence primary prevention is moving toward a more ecological model that includes environmental strategies aimed at creating the deepest, longest-lasting change across individual, relationship, community, and societal levels. With expanding research indicating that community- and societal-level approaches have impact on long-term change, providers and researchers are interested in examining efficacy for interventions targeted at higher levels of the ecological model. As one respondent noted, “It is not just about workshops, it is whether we have a comprehensive, public health approach to the issue.” Although respondents indicated a need for programs to continue to incorporate multiple strategies that address all levels of the community, several respondents stressed that this needs to be done with a clear vision of how all the activities fit together, rather than indiscriminately pulling together various activities.

6.1.4 Building Community Partnerships

Consistent with an increasingly ecological model, respondents noted a continued move toward collaboration with other organizations that have similar goals but whose focus is broader than sexual violence prevention. Recent attention to the concept of allies has resulted in extending sexual violence prevention efforts into new communities and populations. These new alliances continue to grow and shape programming and initiatives. Furthermore, respondents noted a trend toward shared prevention efforts between sexual violence and domestic violence agencies, locally and nationally. Recent research in both areas has reinforced parallelism of primary prevention efforts for these issues.

6.1.5 Emphasis on Evaluation

Respondents noted a clear shift by agencies such as the Department of Justice and CDC toward establishing funding streams that encourage sound and effective program evaluation. This has resulted in an increase in institutions and agencies seeking full-time violence educator and evaluation staff. However, at the same time that funding sources are increasing expectations for program evaluation, funding for evaluating was reported to be shrinking.

Respondents noted a push to use more rigorous evaluation designs to test program efficacy, although empirical findings in the literature remain limited. Particularly needed is research examining the effectiveness of specific curricula, information on and use of common measures or outcomes for assessing immediate and intermediate outcomes, and establishment of best practices in the area.

6.1.6 Use of Theoretical Approaches to Sexual Violence Prevention

Respondents noted a definite increase in funders' expectation of theory-based approaches when applying for program funding. Current approaches have shifted away from negative, fear-based approaches that name myths and stereotypes, emphasize facts and statistics, and focus on avoiding victimization. Instead, programs are likely to focus on efforts directed at changing the culture that promotes sexual violence. Respondents noted increasing attention to the determinants of effective prevention programming. These include identifying implementation issues (e.g., the sufficient dosage of messaging), addressing learning behavior and style, developing comprehensive activities, and moving beyond awareness to action.

Several respondents noted increasing emphasis and research attention to programs involving bystander interventions (Banyard, Moynihan, & Plante 2007; Berkowitz, 2008). Although a few programs have used this approach for numerous years, respondents noted a dramatic increase in their number over the past 5 years, particularly on college campuses. Several programs noted this as a major shift within their own programs and believe that the research in prosocial bystander intervention appears to hold promise as a prevention strategy. A particular strength of this approach is its positive focus, addressing participants as potential advocates who can intervene in prosocial ways, rather than viewing men as potential perpetrators and women as potential victims. Respondents attribute the success of this approach to its sound theoretical underpinnings and training of participants on how to intervene safely.

6.1.7 Funding

Although several respondents noted an increase in funding targeting primary prevention of sexual violence over the past few years, most programs still noted continued battles to obtain and sustain funding. Even with programmatic funding issues, there was still indication of strong dedication to prevention of first-time male perpetration of sexual violence. As one respondent noted, "I feel as though funding opportunities are few and far between...(but) men want to be involved, they just need a space for it."

6.1.8 Innovation

Innovative technology and communication for sexual violence primary prevention programming and resources have continued to enrich efforts in the field. Activities now include online community building through social networking Web sites, forums, electronic newsletters, blogs, and e-mail. Online sexual assault prevention programs are also now available.

6.2 Recommendations

In the original report, we developed several recommendations that are still quite applicable five years later. Some strides have clearly been made in areas of more theoretically driven, soundly evaluated programs. However, the need remains for empirically driven, evidence-based programming in the area of

sexual violence prevention. Through the documents reviewed and phone and e-mail correspondence with programs, we developed recommendations regarding current gaps and needs for prevention efforts targeting first-time male perpetration of sexual violence.

Funding Diversity. The primary reason programs have not been sustained is due to the lack of continued funding for staff positions and program activities. It is critical that advocacy for support continue at all levels – private, local, state, and federal – to ensure options are available for financial support. Many programs note a lack of resources for the work they are doing despite their continuous efforts to obtain funding.

Empirically Test the Impact of Program Components on Outcomes. New findings in the literature vary in their conclusions regarding the recommended components of sexual violence primary prevention programs. These conclusions vary around the importance of programs that are gender-specific, theory-driven, multiple-session, etc. For example, some findings show significant advantages for certain components such as gender-specific programming, while others find mixed-gender and single-gender programs vary in their impact on things such as attitudinal outcomes, depending on the topic covered or other implementation factors. A need remains for empirical research that enables us to specify conditions under which each approach is optimal. This includes addressing the issues of age or developmental stage when specific sexual (or dating) issues are more sensitive than they may be for a general middle school audience.

Consensus is stronger on other aspects of program implementation. Experts agree that the varying components should be incorporated in ongoing programs and that more intensive, interactive sessions increase the likelihood of attitudinal and behavioral change. To truly increase rates of change, it is also important that these programs have some level of theoretical underpinning. As indicated in both the new and original program descriptions, a larger percentage of programs are using theory-driven curricula or developing their own programs based on these types of programs.

Focus on the role of Cultural. Existing literature provides little information on the role of culture in the prevention of sexual violence perpetration. Although a significant number of programs indicated that they provide services for racially/ethnically diverse populations, few have been designed with diverse target populations in mind or been evaluated for effectiveness with these groups. Programs should consider what is culturally appropriate for their target audiences. In addition, evaluation efforts need to consider analytic techniques that will also assess the presence or lack thereof of differences in effectiveness based on racial/ethnic groups.

Assess Behavioral Measures. Research findings and practitioners in the field have noted concerns regarding the outcome measures used by sexual violence prevention programs. Many outcome measures focus on factors that have not been shown to have direct relationships to perpetration of sexual violence. In fact, lingering questions remain regarding the relationship between many theorized contributing variables to sexual violence perpetration. It is critical that additional randomized trials that assess behavioral measures are implemented, as with the Safe Dates program evaluation supported by CDC. Such trials should include longitudinal components that can tease out the true relation between

intermediate variables, such as attitudes, and sexual violence perpetration outcomes. Critical to this effort is developing valid and reliable measurements of sexually violent behavior, particularly for adolescents.

School-based programs, and others that are restricted in their ability to collect behavioral information, should investigate proxy measures for sexual violence outcomes. Many school systems routinely collect information on reports of violent behavior, and national surveys such as the Youth Risk Behavior Survey (YRBS) and Communities That Care Survey also provide this information. These surveys often offer state-developed Web sites with findings reported at varying geographical levels, many as specific as the county level. These data may be available at the school level with required consent. These innovative approaches can be used to obtain more behavioral measures of changes in sexual violence.

At the young adult level, researchers have attempted to use cutting-edge measures of behavioral intent and change. For example, Schewe and O'Donohue (1993) used a conformity assessment to identify differences between treatment and control groups in conformity to group norms, and Gilbert, Heesacker, and Gannon (1991) used a naturalistic phone call (i.e., appeared to be for volunteer activity unrelated to original study), 1 month after an intervention to assess participants' willingness to volunteer with a women's safety project. The field must continue to develop innovative techniques for addressing this issue.

Improve Access to Evaluation Training. The second phase of the contract under which this report was developed involved an empowerment evaluation with four of the programs described in the original report. During that process, staff from these programs demonstrated major advances in evaluation capacity. Most programs, of course, lack such an opportunity for intense evaluation training, particularly with a goal of empowering the organization. Even these high-functioning, well-established programs have experienced challenges in maintaining evaluation capacity because of constraints in evaluation resources and staff turnover. More generally, programs continue to strive to develop or improve evaluation efforts, but a lack of training and resources in appropriate evaluation techniques impedes these efforts.

Efforts by CDC and other organizations are helping to build evaluation capacity in the field. To sustain evaluation efforts, program implementers need to be trained in basic evaluation techniques. Because of rapid turnover in many programs, evaluation techniques should ideally be taught to multiple program staff with a focus on institutionalizing evaluation processes. Most programs are no longer satisfied with someone else simply providing the results of evaluation. They desire the skills to assess the effectiveness of their own programs.

Because many programs are faced with the dual dilemma of lack of staff and insufficient funding for evaluation efforts, innovative techniques are often required. Many programs, both new and original, have teamed with university- or college-based researchers. Symbiotic relationships can sometimes be established with graduate students, who are often eager to develop their evaluation skills. Many universities also have classes on program evaluation, which may require evaluation projects. Talking with professors in this area may offer a cost-effective mechanism for obtaining program evaluation resources. However, it is important that programs do more than document program findings, as is still the case with several programs. They must also enhance the evaluation capability of program staff.

Share Information on Program Models. Programs continue to desire information about approaches used by others working in the area of sexual violence prevention and in particular, evidence-based programming. Information exchange tools such as RPE listservs and resources available through NSVRC as well as Prevention Connection provide avenues for questions and answers regarding various topics. For example, Prevention Connection provides numerous innovative, technological means of disseminating information on sexual violence prevention issues, and the NSVRC is a clearinghouse for sexual violence prevention program models and curricula. Many stakeholders who were contacted as part of this project want to learn more about effective programs focusing on preventing first-time male perpetration so they can learn about how they can incorporate these programs into their own communities.

6.3 Next Steps

RTI conducted an empowerment evaluation with four of the programs identified in the original report (Men Can Stop Rape, Safe Place, the Metropolitan Organization to Counter Sexual Assault (MOCSA), and GaDuGi Safe Center). Findings from that evaluation will be reported in an upcoming special issue of *Health Promotion and Practice*.

The original report and factsheet stemming from it were widely distributed by the NSVRC, and this updated report will also be archived there for future download. In addition to this report, RTI is collaborating with the Prevention Connection Wiki Project to offer opportunities for feedback on the updated report. A wiki is a user-generated web site where registered users can provide updates, edits and comments about experiences of implementation of these programs. While the wiki is available to the general public, the ability to edit is restricted only to those with experience and knowledge of violence against women prevention. By placing this report on a wiki, we will create an opportunity for practitioners, evaluators and researchers of sexual violence prevention to share their experience of adapting and implementing in their communities. Registered users will be able to share insights about the report as well as add details about programming, including:

- descriptions of communities where programs have been used
- experiences of how a programs have been adapted
- efforts to coordinate with other violence against women efforts
- challenges for successful implementation.

The report will be available on the Prevention Connection Wiki Project at http://www.preventconnect.org/wiki/index.php?title=Report_Describing_Projects_Designed_to_Prevent_First-Time_Male_Perpetration_of_Sexual_Violence.

Those interested will be able to apply to set up a User Account to edit, add and comment at http://www.preventconnect.org/wiki/index.php?title=User_Account. Additional information about Prevention Connection and the Prevention Connection Wiki Project are available at www.PreventConnect.org.

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**Appendix A:
Programs Targeting Prevention of First-Time Perpetration of
Sexual Violence**

Multiple-Session, Curriculum-Based Prevention Interventions

Program Name: Bringing in the Bystander™ in-person sexual violence prevention program
Contact Name: Dr. Victoria L. Banyard
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Web Site: www.unh.edu/preventioninnovations
Date Program Started: November 2002
Key Words: (1) Mixed- and single-gender; (2) college age; (3) racially/ethnically diverse; (4) classroom, residence hall, and conference settings; (5) multiple-session, curriculum-based program; (6) single, 90-minute and 3, 90-minute sessions

Factor of Interest	Program Information
Population served	Bringing in the Bystander is an in-person sexual violence prevention program for university students (men and women). Two peer co-facilitators conduct the program with single-gender small groups, although it has also been conducted with large and mixed-gender groups. Approximately 30 students participate in either the multi-session or single session version of the program each month. Participants are recruited primarily to fulfill grant obligations to train specific groups (e.g., members of the campus Greek system, Resident Assistants, etc.). In addition, other groups initiate contact to have the program presented to them. Although the vast majority of students on the campus are white, the program has been conducted with racially/ethnically diverse groups.
Medium used to convey message	Bringing in the Bystander has a specific curriculum for the program (Banyard, Plante, Moynihan and Eckstein, 2007). Pairs of peer leaders (one woman and one man) co-facilitate single-gender groups of participants. The single session program is 90-minutes; the multi-session groups attend three 90-minute sessions. Program content covers information about bystander behavior; the prevalence, causes, and consequences of sexual violence; and connects bystanding with prevention and intervention of sexual violence. The program provides participants with active learning exercises, allows time for them to create and discuss their own bystander plans, asks them to commit to intervening (bystander pledge), and provides resources (individual bystander plan and ABC cards). The program has been conducted in conference rooms, classrooms and residence hall sitting rooms.
Goals, objectives, and desired outcomes	The Bringing in the Bystander prevention program aims to increase appropriate helping behaviors without placing bystanders' personal safety in jeopardy. The bystander approach works within broader community models of change by providing a perspective that shows how all community members have a direct stake and role to play in preventing sexual violence by changing community knowledge, attitudes and behaviors. In addition, the bystander approach incorporates predictors of successful intervention that are reinforced through education. A number of peer-reviewed articles evaluating the program specify the theoretical background for the learning objectives and measurable outcomes used to assess them.
Theoretical/scientific basis for the approach	The program is grounded in pro-feminist theories and a variety of empirical studies on the causes of sexual violence and use of a bystander approach (e.g., Banyard, Moynihan and Plante; Berkowitz; Foubert; Katz; and Lisak). In addition, this work indicates the utility of applying the transtheoretical model (TTM) of readiness for change (Prochaska and DiClemente) and Edwards, Jumper-Thurman, Plested, Oetting, & Swanson (2000) community readiness model. Program developers have created specific measures to quantify readiness for change in the context of sexual violence prevention and evaluation (Banyard, Eckstein and Moynihan, in press). The program is further informed by the Health Belief and Theory of Reasoned Action models (e.g., Rosenstock, 1974). Program developers believe that grounding the program in theories and empirical studies focusing on the bystander approach with the emphasis on community change explains the success of our program.
Level of evaluation	The Bringing in the Bystander in-person prevention program has been evaluated experimentally (with support of a National Institute of Justice grant to conduct the evaluation). For that study, 389 undergraduates were randomly assigned to one of two treatment groups or a control group. Results revealed that up to 2 months after participating in the program and at 4- and 12-month follow-ups, participants in the treatment conditions showed improvements across various measures compared to the control group (see Banyard, Moynihan, & Plante, 2007). Other articles focus on program effectiveness with additional groups (e.g., Moynihan & Banyard, 2008). Program creators have also developed, implemented and evaluated a companion bystander-focused social marketing campaign (Potter, Stapleton, & Moynihan, 2008; Potter, Moynihan, Stapleton, & Banyard, 2008).
Staff capacity	A core group of researchers and trainers has been affiliated with the program for a number of years. This group is composed of faculty members and a member of the campus crisis center staff. Peer co-facilitators undergo 2 five-hour training sessions and attend periodic training updates throughout the academic year. Co-facilitators receive a stipend for conducting the program. Tenure-track faculty members connected with the program devote time to evaluating the program or working with students who are conducting research projects. Current funding for the program is primarily dependent on external sources along with some internal support.

Program Name: Bluegrass Rape Crisis Center
Contact Name: Rhonda Henry (Executive Director), Josie Gridley (Educator)
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Web Site: www.bluegrassrapecrisis.org
Date Program Started: 2003
Key Words: (1) Mixed gender; (2) middle school age; (3) racially/ethnically diverse; (4) classroom and small group setting; (5) one-time presentations and multiple-session, curriculum-based program; (6) 6-week group session

Factor of Interest	Program Information
Population served	This program includes middle school children and focuses on both males and females together. The program presents educational services to each individual classroom, for every grade, (approx. 900 students) in the fall and has spanned over 3 years. Each spring, 15 of those students are chosen to participate in a group for 6 weeks. The population is diverse with 11 to 13 year old students. The school counselor chooses children that she feels have leadership abilities and would be able to attend each group session. She obtains the children’s parents permission to participate in this group.
Medium used to convey message	The spring group lasts approximately 6 weeks and is used in conjunction with the educational programs in the fall. The program includes the following activities: clothesline project, videotaped skits, poster contests, and participation with Take Back the Night. There is a specific, internally, developed curriculum utilized and tailored to the needs of each individual group. The program takes place at the middle school location.
Goals, objectives, and desired outcomes	The program goal is to train children to educate peers and community on sexual violence, raise awareness about sexual violence issues. Results: have shown increased knowledge around issues of sexual violence, personal empowerment in decreasing/ending sexual violence, increased understanding of how to help those harmed by sexual violence. The most important educational activities involved are the Clothesline Project and writing/directing videotaped skits. The program has a logic model for general education services but not one specific to this program.
Theoretical/scientific basis for the approach	The program is based upon an article by Bowers and Biescheke (Bowers, A.M, and Bieschke, K.J., <i>Professional Psychology</i> 2005.) and on research from ICASA (ICASA’s Prevention Education Evaluation Project conducted by Paul Schewe, Ph.D., University of Illinois Chicago Date: 2001–2002 School Year), BRCC believes the Educational Outreach and Prevention program is effective. The Bowers and Biescheke article states the importance of continuing education in being able to effectively work with clients stressing how continuing education can help with issues and potential influences in treatment. ICASA’s study focused on effectiveness of educational techniques in “improving attitudes, knowledge and behavioral intentions” of program participants. The interventions found most effective are consistent with those utilized by the Bluegrass Rape Crisis Center. Although we have seen some modest success with this program, we are planning to alter our prevention efforts and join other Kentucky Rape Crisis Centers in new programming in the coming year.
Level of evaluation	This program which has been in existence for 4 years has not published evaluation findings, but a pre-post test evaluation method was developed in conjunction with the fall education presentations. A post-post test was then given in the spring to measure retention of previous information. On an individual level, our pre and post testing shows that students are retaining knowledge over the course of the school year. On the school level, we are seeing an increase in activity and awareness around the issue of sexual violence.
Staff capacity	Full-time staff are hired and trained to do educational programs. Staff who deliver educational services have a bachelor’s or master’s degree and are trained to deliver educational services while at the agency. All staff complete a comprehensive 40 hour training on the issues of sexual violence and providing multiple services to victims of sexual violence. The new implementers of education then shadow an experienced educator in presentations. After shadowing presentations, the new educator will co-present with the experienced educator, followed by presenting on their own while being observed by the experienced educator. After providing presentations, evaluations are given to the audience and staff are responsible for recording that information. The staff person conducting this program is paid from RPE (Rape Prevention Education) money. A change is this funding has not been indicated at this time.

Program Name: Building Strong Relationships
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Date Program Started: November 2005
Key Words: (1) Male only; (2) correctional facility inmates; (3) racially/ethnically diverse; (4) prison setting; (5) multiple-session, curriculum-based program; (6) 24 weekly group sessions

Factor of Interest	Program Information
Population served	The program serves male inmates at Haynesville Correctional Center. These men are screened to ensure they have no criminal record for domestic or sexual violence. The group sessions serve approx 15 men per month. The group is racially and ethnically diverse. Although these men have no criminal record of domestic/sexual violence, they are considered to be at very high risk for committing these crimes given the stresses they are experiencing in their relationships
Medium used to convey message	The program is conducted in 24 weekly group sessions. The program utilizes Dr. Stosny’s compassion model for 12 sessions and 12 sessions compiled from programs such as Men Can Stop Rape, Emerge and other programs. The groups are held in the mental health area in the correctional institution.
Goals, objectives, and desired outcomes	The program exists as a primary prevention program to help men avoid violence in their relationships. The program goals are to teach men how to build rewarding and respectful relationships with loved ones and others. The desired results are to have men increase their emotional intelligence in emotional awareness, compassion and self-regulation skills in order to minimize their need to dominate and control. The increased emotional intelligence and skill building are the major prevention services of this program.
Theoretical/scientific basis for the approach	The theory of the program is abusive behavior is a result of a failure of compassion for self and others. The program is cognitive based and Dr. Stosny uses the latest in psychological research involving learning theory, attachment theory and brain function. Our program has been successful because we completely follow the model and the script provided by Dr. Stosny.
Level of evaluation	This component of the agencies prevention programs has been in existence for 3 years. This format is the result of 3 previous years of secondary prevention presentations. The program has pre and post surveys which clearly indicate the men are learning new skills. However, they do not have follow up data with the men. Dr. Stosny indicates “This successful treatment model has consistently shown an 86% success rate over 8 years (13%)relapse and only a 3% re-arrest rate in eliminating family violence and abuse in court ordered males, with only a 15%–24% dropout rate. Seventy-one percent of males are free of verbally aggressive behaviors as attested to by their spouses or girlfriends.” A contextual issue which has a positive affect on the program is the fact the men are incarcerated. Since the program contains a significant homework component, incarceration provides ample opportunity for the men to devote time and energy to the task of self examination.
Staff capacity	Groups are facilitated by a male/female team to the maximum extent. The facilitators are professionals working in the domestic violence and anger management field. The facilitators are hired as independent contractors and participate in this program outside their professional positions. All facilitators are fully trained in all aspects of the program. Each facilitator is evaluated annually by the coordinator of the agencies prevention programs. Funding for this program is provided by a RPE grant period of 5 years. The program is in the third year of the grant.

Program Name: Carroll College, Helena, MT
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Date Program Started: 1996
Key Words: (1) Gender specific and male only; (2) middle and high school age; (3) primarily white population; (4) middle and high school setting; (5) multiple-session, curriculum-based training and one-time workshops

Factor of Interest	Program Information
Population served	This school-based program provides prevention education sessions for males 6th through 12 th grade, with gender-specific curricula available. Participants are not recruited for the program. Instead, teachers typically call and request that the program be delivered to their classes.
Medium used to convey message	A contractor with the Department of Health visits middle schools, high schools, and colleges across the United States to present a curriculum called “Walking in the Lion’s Den.” She also does a presentation titled “Men Can Stop Rape.” This program can be a one time or several session workshop. It involves awareness and definitional material as a foundation for conversations about male responsibility in changing our “rape culture.”
Goals, objectives, and desired outcomes	Program staff strive to educate males on how to define rape and how to define their behaviors in terms of gender support or gender degradation. They challenge young men to think of their roles in promoting or ending sexual violence toward women.
Theoretical/scientific basis for the approach	The program has a basis in Marxist theory. (Marxism, a theory of government advocated by Karl Marx, promotes a classless society in which resources are shared and owned by all.) It has been very successful at raising awareness, improving accurate knowledge and changing behaviors.
Level of evaluation	The program includes basic post-test evaluations at the conclusion of each presentation. Three questions are asked: (1) What did you learn? (2) What do you wish the presenters would have done differently? (3) What do you want to change about the program? The program has been in existence for 10 years. There has not been any formal evaluation of the program as a whole; however, its accomplishments are documented in student testimonials.
Staff capacity	The presentations are delivered by the educator, who is occasionally accompanied by a student intern. The educator and the intern are the only staff. The educator has a master’s degree in English from Penn State University, has 10 years of experience, and has conducted conference presentations.

Program Name: Connecticut Sexual Assault Crisis Services (CONNSACS)—Tough Guise Program
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Date Program Started: 2003
Key Words: (1) Single- and mixed-gender; (2) 6th–12th grade age; (3) racially/ethnically diverse; (4) school-based programs; (5) multiple-session, curriculum-based program; (6) t 60 minute sessions

Factor of Interest	Program Information
Population served	The Tough Guise Program provides education to 6–12 grade students. It can be delivered to single-gender and mixed gender audiences. Programming is delivered to ethnically diverse populations in areas of Connecticut. In 2006–2007 The Tough Guise program reached 281 students. Nine percent of the Tough Guise Program participants were identified as African American. The average age of participants in 2006–2007 was 13. Program recruitment is done through outreach mailings to schools and the ongoing collaborations between schools and the local sexual assault crisis programs.
Medium used to convey message	The Tough Guise Program use curricula developed by Jackson Katz and adapted by community educators at the YWCA New Britain Sexual Assault Crisis Services. Programming length is three to four 60 minute sessions. The majority of programming takes places in the school setting, primarily in health classes. The curriculum focuses on raising awareness of gender violence with emphasis on the societal constructs impact on the emphasis rigid gender roles and expectations. The curricula then moves towards challenging youth in developing media awareness and to critically examine cultural norms that support and encourage violence. Lastly, the program provides space and time for students to think through how their actions can help to reconstruct non-violent relationships, communities, and society through leadership, active bystander involvement, and assertive communication. The program uses an interactive format to engage with audiences, this includes using the Tough Guise DVD, interactive quizzes, and group discussion.
Goals, objectives, and desired outcomes	CONNSACS and its member centers’ mission is to end sexual violence. To that end, the goal of community education is to address the attitudes and behaviors that create an environment of acceptance of sexual violence and support a change to healthy attitudes and behaviors. In addition to individual change, other indications of success include building relationships with schools to expand work into multi-sessions programming and develop comprehensive action beyond the classroom with teachers and administrators. Programming has become one strategy to begin working with schools in a more comprehensive fashion including assistance on policy development and staff training.
Theoretical/scientific basis for the approach	This program was developed from the work of various theorists and activists in the anti-rape movement. The program was designed from information about promising practices in violence prevention from Paul Schewe and learning theories including Bloom’s Taxonomy and Garner’s Multiple Intelligences in Presenting.
Level of evaluation	This program has been in existence since 2003. Internal evaluations on programs accomplishments are derived from center reporting, technical assistance meetings with CONNSACS, and in pre- and post-testing completed by centers. All evaluations to date have been internal and findings have not been published. Evaluation findings indicate pro-social change in the individuals exposed to programming. Schools have indicated a positive response to the programs as evidenced by the increase in requests for multi-session programming. Requests for community educators to train faculty and staff are also a signal of willingness to think about prevention in a more comprehensive nature.
Staff capacity	Educators are recruited through newspaper classifieds, email listservs, and through announcements at statewide meetings and events. Community educators are required to have a bachelor’s degree or equivalent experience in education and human service disciplines, 3 years experience in education or training, and demonstrated ability to work with diverse populations and commitment to social justice issues. Educators are required to obtain and maintain certification as a sexual assault crisis counselor. An extensive shadowing period of educators to learn the curricula and be exposed to programming is required. The Women and Families Center is comprised of three full-time community educator staff along with a full-time coordinator. The YWCA SACS program is comprised of four per-diem educators and one full-time coordinator. Current funding streams do not support staff and programming at all of CONNSACS’ member centers, with limited agencies receiving funding to do primary prevention work. The increased requests for programming meet or exceed the resources of educators. Capacity is also limited around evaluation efforts.

Program Name: Connecticut Sexual Assault Crisis Services (CONNSACS)—Violence Intervention Partners Program
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Date Program Started: 2003
Key Words: (1) Male only; (2) 6th–12th grade age; (3) racially/ethnically diverse; (4) school-based programs; (5) multiple-session, curriculum-based program; (6) 8–16 week program, 45–60 minute sessions

Factor of Interest	Program Information
Population served	The Violence Intervention Partners Program (VIP) provides education to 6th–12th grade students. VIP is single-gender and male-focused and is delivered to ethnically diverse populations in areas of Connecticut. In 2006–2007, VIP reached 244 students with 18% of participants identified as African American and 16% Latino. The average age of participants in the program in 2006–2007 was 14. Program recruitment is done through outreach mailings to schools and the ongoing collaborations between schools and the local sexual assault crisis programs that facilitate the programs.
Medium used to convey message	The VIP curriculum was developed by the Center for Women and Families located in Connecticut. The VIP program is an 8–16 week program running in 45–60 minute sessions. The majority of programming takes place in the school setting. The curriculum sessions are designed to help male students learn to identify the difference between their own personal values and socially imposed stereotypes and “scripts.” It aims to empower participants to make their own choices and to develop their own values and beliefs in a safe environment that examines the influence of gender roles and stereotypes on relationships with peers, adults, and communities. VIP utilizes activities, visual aids, and group discussion.
Goals, objectives, and desired outcomes	The mission of CONNSACS and its member centers is to end sexual violence. To that end, the goal of community education is to address the attitudes and behaviors that create an environment of acceptance of sexual violence and support a change to healthy attitudes and behaviors. In addition to individual change, other indications of success include building relationships with schools to expand work into multi-sessions programming and develop comprehensive action beyond the classroom with teachers and administrators. Agencies that facilitate the program report significant increases in requests for multi-session programming since 2003.
Theoretical/scientific basis for the approach	The VIP program was developed from the work of various theorists and activists in the anti-rape movement, including Jackson Katz and Michael Flood. The program was designed from information about promising practices in violence prevention from Paul Schewe and learning theories including Bloom’s Taxonomy and Garner’s Multiple Intelligences in Presenting.
Level of evaluation	This program has been in existence since 2003. Internal evaluations on programs accomplishments are derived from center reporting, technical assistance meetings with CONNSACS, and pre- and post-testing completed by centers. All evaluations to date have been internal and findings have not been published. Through pre- and post-testing completed there is an indication of a pro-social change in the individuals exposed to programming. Schools have indicated a positive response to the programs as evidenced by the increase in requests for multi-session programming. Requests for community educators to train faculty and staff are also a signal towards willingness to think about prevention in a more comprehensive nature.
Staff capacity	Educators are recruited through various sources. They are required to have bachelor’s degree or equivalent experience in education and human service disciplines, 3 years experience in education or training, and demonstrated ability to work with diverse populations and commitment to social justice issues. Educators are required to obtain and maintain certification as a Sexual Assault Crisis Counselor. Collaborating agencies require an extensive shadowing period of educators to learn the curricula and be exposed to programming. The Women and Families Center is comprised of three full-time community educator staff along with a full-time coordinator. The YWCA SACS program is comprised of four per-diem educators and one full-time coordinator. Collaborating agencies devote time to compile evaluation data and CONNSACS staff input the data. Only four of the nine Sexual Assault Crisis Services in the state of Connecticut receive funding to do primary prevention work and some programs are not able to fulfill programming requests from schools and communities. The increased requests for programming meet or exceed the capacity and resources of educators. Capacity is also limited around collecting and analyzing evaluation data that can further inform prevention strategies.

Program Name: Expect Respect, Safe Place, Austin, TX
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Date Program Started: 1988
Key Words: (1) Mixed gender and male only; (2) grades K to 12; (3) racially/ethnically diverse; (4) middle and high school setting; (5) multiple-session, curriculum-based program; (6) 24 weeks

Factor of Interest	Program Information
Population served	Expect Respect is a comprehensive dating and sexual violence prevention program that has 3 program components: 1) school-based support groups for youth at risk for dating and sexual violence due to previous victimization, perpetration or exposure to violence; 2) youth leadership training; and 3) school-wide prevention strategies. The population served includes boys and girls in middle and high schools in Austin, Texas. In 2008 approximately 700 youth will participate in school-based counseling and/or support groups; 7,000 youth will participate in leadership and educational activities, and 2,700 school personnel and other professionals will receive training. Support group participants are referred by school personnel or seek help for themselves in response to posters and word of mouth. In 2006–07, 50% of youth in support groups identified as Hispanic or Latino, 14% as White, 23% as African American, 10% as Multiracial and 3% as Other. Youth leadership training is provided to existing groups of male and female youth in classrooms or clubs at middle and high schools or community groups.
Medium used to convey message	Expect Respect works at multiple levels in a school. This support group curriculum, revised in 2008, provides interactive, arts-based activities for youth to learn skills for healthy relationships and includes 24, weekly sessions provided at school during the school day. Male and female students meet in separate groups with a same-sex facilitator. The Youth Leadership Training, SafeTeens, is an 8-lesson curriculum provided in classrooms or other youth groups which is designed to build leadership skills among youth for preventing bullying, sexual harassment, dating abuse, sexual violence. School-wide prevention strategies include a climate survey for school personnel, school policy and the Choose Respect campaign developed by the CDC
Goals, objectives, and desired outcomes	The ultimate goals of the program are to increase healthy relationship behaviors, decrease incidents of dating violence and sexual harassment, and increase school safety. All participants are expected to increase their knowledge. Additionally, students who participate in support groups are expected to increase: support, skills for healthy relationships, and expectations for respect in relationships. Students who participate in leadership training are expected to: develop a student-led awareness campaign, serve as role models and peer educators, prevent or report relationship violence, and support peers. Adults who participate in training are expected to: articulate expectations for respectful relationships, respond effectively to incidents, and implement prevention activities in the classroom. Students who participate in classroom lessons provided by their teachers are expected to: decrease acceptance of violence, report and prevent/stop relationship violence. The program has a logic model which illustrates how these components work together to achieve outcome goals.
Theoretical/scientific basis for the approach	Expect Respect uses an ecological approach to engage multiple audiences. Support groups target individuals at risk, youth leadership training targets youth as peer influencers to change social norms, and school-wide prevention strategies target changes in the school environment that increase awareness and responsiveness among school personnel and all youth. Additional activities involving community partnerships aim to create a society in which children learn and receive support for healthy relationships. The success of the program is based on strong relationships with school and community partners.
Level of evaluation	The program has conducted evaluation since its inception. Several peer-reviewed articles and book chapters have been published describing aspects of the program, as well as a program manual in 2008. The program has partnered with universities, RTI International, and the CDC to evaluate the program. In 2005 a full-time program evaluation specialist was hired to conduct more complex evaluation and to coordinate evaluation activities with external partners. A report on evaluation activities is available.
Staff capacity	Program staff (mostly full-time) include the Program Director, Program Evaluation Specialist, School-based Counseling Manager, Prevention Coordinator, Prevention Educator and 7 school-based counselors. Funding consists of 15+ public and private grants including contracts with local school district for 4.5 positions. Staff receive initial training and ongoing supervision.

Program Name: Fraternity Anti-violence Education Project, West Chester University, PA
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Date Program Started: 1989
Key Words: (1) Male only and mixed-gender; (2) college age; (3) racially/ethnically diverse; (4) university setting; (5) multiple-session, curriculum-based training and one-time workshops

Factor of Interest	Program Information
Population served	The program functions on two levels: (1) one-year seminar trains 12–15 college-aged men in fraternities to be peer educators. These men are mentored to continue to assume leadership after their initial training and after graduation, and (2) they then deliver programs in 4 contexts: a male-only environment either fraternity men and/or men on campus, mixed-gender campus-wide programs, mixed-gender college classroom programs (women’s studies, psychology or sociology classes) and community-based programs. Peer educators are racially/ethnically diverse and programming serves racially/ethnically diverse groups.
Medium used to convey message	The seminar and program incorporates small-group discussion, role-plays, video, various interactive activities, handouts, and long-term mentoring using the Fraternity Anti-Violence Education curriculum. Male accountability and responsibility underlie all curricular decisions. The central theme examines how unequal gendered structural power relations intersects with common situational variables including sexual objectification, hypermasculinity, strategic alcohol/drug use, and rape myths. The program has a well-established positive reputation for dispelling myths that asking men to acknowledge that some men abuse, rape, harass, and stalk women constitutes male-bashing. In addition, the curriculum emphasizes the long history of men working as allies to end sexism and fighting for women’s rights.
Goals, objectives, and desired outcomes	The goals of the program include: having men educate other men about violence against women; assisting men with developing the leadership skills necessary to confront this social problem; and creating an open atmosphere for ongoing dialogue among men. The results we seek to accomplish are (1) reducing incidents of dating violence by having men hold other men accountable for sexist and abusive behavior toward women; (2) shifting participants’ construction of the problem from an emphasis on individuals either victim-blaming or “a few bad apples” or a single cause (alcohol, communication) to a systemic, multilevel social problem characterized by unequal power differentials; (3) that seminar participants—trained peer educators—continue their development and activism concerning sexual violence and other social injustices; (4) a shift in rape supportive myths and attitudes toward interpersonal violence; (5) having peer educators create an influential minority voice within their individual fraternities and the larger Greek system that leads to attitude and behavioral change and (6) linking their knowledge of sexism and sexual violence with other forms of oppression and violence (e.g., racism, heterosexism).
Theoretical/scientific basis for the approach	The FAVP curriculum is based on a combination of feminist based oppression theory (Frye; Corcoran; Kivel), group based social change theory (Lewin; Moscovici), and the male peer-support model (Schwartz & Dekersedy). The curriculum is based on specific ideas about social change and the idea that a safe place to examine one’s feelings, beliefs, and behaviors connected to oppression. Using a minority influence approach (Moscovici) changes the prevention task from changing the attitudes of all individual men directly including the future date rapists to using an informed critical mass to press upon existing group dynamics (practices, norms, climate, expectations).
Level of evaluation	The program has been in existence since 1989. It has been evaluated rigorously by an internal evaluator. A report of the evaluation findings will be ready for publication in 2008. Quantitative and qualitative measures (after 6 month follow-up) indicate positive change, e.g., peer educators are effective in changing fraternity members views on the causes of dating violence toward a more systemic construction and self-reported behavior changes included greater likelihood to discuss dating violence with people in their immediate environment (fraternity brothers, male and female friends and family members).
Staff capacity	Peer leaders are recruited through the fraternity system and must take two semesters of classes to be qualified as trainers/presenters. Two undergraduate men who have completed the seminar and at least an additional semester of programming, co-facilitate the seminar. The co-facilitators are supervised by the faculty coordinator.

Program Name: Healthy Relationships Program
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Date Program Started: November 2005
Key Words: (1) Mixed- and single-gender; (2) middle and high school age; (3) racially/ethnically diverse; (4) classroom setting; (5) multiple-session, curriculum-based program; (6) 5 class periods

Factor of Interest	Program Information
Population served	The program participants are male and female students in grades 6–12. The program is generally conducted with a co-ed audience. We have conducted the program with the male and female students separately and have conducted the program in a female private school. The program is presented to several hundred students per school year. The group is racially and ethnically diverse.
Medium used to convey message	The program is conducted in 5 class periods held in the student classrooms. The program sessions are interactive and discuss defining healthy relationships, when relationships go wrong, gender messages, and how to help a friend. PowerPoint, videos, and student activities are utilized to stimulate student discussion.
Goals, objectives, and desired outcomes	The program exists as a primary prevention program to help students avoid violence in their relationships. The program goals are to raise the awareness of students, have them understand what they deserve in relationships, to provide students with the insight to examine their attitudes, beliefs and behaviors which may support an environment in which violence becomes routine, and to empower the students with the tools and encouragement to take action to make changes to prevent violence. The most important service of our program is to take the message to the students that the most important foundation for healthy relationships is RESPECT for others and yourself.
Theoretical/scientific basis for the approach	The program content has been compiled from review of several research based programs such as Safe Dates and reflects what program staff consider to be the best aspects of these programs combined into a format which is acceptable to their local school authorities.
Level of evaluation	This component of our prevention programs has been in existence for 3 years. This format is the result of 3 previous years of secondary prevention presentations. The program utilizes a Virginia Department of Health evaluation tool for all presentations.
Staff capacity	Groups are facilitated by a male/female team to the maximum extent. The facilitators are professionals working in the domestic violence and anger management field. The facilitators are hired as independent contractors and participate in this program outside of their professional positions. All facilitators are fully trained in all aspects of the program. Each facilitator is evaluated annually by the coordinator of the prevention programs. Funding for this program is provided by a RPE grant period of 5 years. The program is in the third year of the grant.

Program Name: Inside the Classroom, Illinois Coalition Against Sexual Assault (ICASA)
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Date Program Started: November 2004
Key Words: (1) Male only and mixed gender; (2) middle school, high school, and college age; (3) racially/ethnically diverse; (4) middle school setting; (5) toolkit provides information on six programs

Factor of Interest	Program Information
Population served	The program is directed for students in grades 9–12, but was also used for grades 8 and college freshmen. ICASA centers provide prevention education programming to more than 450,000 people a year. The population of those students range from K–12 and some adult organizations.
Medium used to convey message	<p>Inside the Classroom is the product of the Illinois Coalition Against Sexual Assault’s sexual assault prevention education evaluation project for high school students. The curriculum contains six step-by-step teaching guides for the six top performing programs in ICASA’s evaluation project, an overview guide on sexual assault prevention education, a folder of the handouts the six programs used and a compact disc with the handouts in Microsoft Word. The programs range from one to five sessions within each component. These sessions range in length from 40 to 50 minutes and programs utilize different modes of delivery including guided discussions, lecture and video with discussion, and other activities. Programs cover a variety of topics, including dating violence prevention, dating violence/healthy relationships, and rape awareness prevention. Examples of programs are provided below:</p> <p>Dating Violence/Healthy Relationships Sessions: Two, 50 minutes each Format: Lecture and Video with Discussion Focus: Identify the differences between a healthy relationship and an abusive relationship, define sexual assault, identify rape myths and facts, identify ways to help reduces the risk of sexual victimization, employ problem-solving skills and identify resources and support systems for survivors of violence.</p> <p>Rape Awareness Prevention Program/Dating Violence Prevention Program Sessions: Four, 45 minutes each Format: Guided Discussion, Activities Focus: Distinguish rape myths from facts, define consent, identify warning signs of an abusive relationship, define sexual harassment and rape.</p> <p>How to Get the Best Out of Your Relationships and Avoid them Getting the Best of You Sessions: Five, 45 minutes each Format: Guided Discussion Focus: Distinguish sexual assault myths and facts, learn to intervene as bystanders and identify acquaintance rape prevention techniques.</p>
Goals, objectives, and desired outcomes	The program exists to increase the understanding of sexual violence and to help teach males to stop committing sexual violence and teach females risk reduction strategies.
Theoretical/scientific basis for the approach	The Inside the Curriculum kit is based upon prevention evaluation research by Dr. Paul Schewe of the University of Illinois–Chicago. The top six performing programs of the 29 evaluated rape crisis centers were selected to be in the kit. The programs were then evaluated during a replication project by three centers. The program is a success as research shows it is effective in changing attitudes about sexual violence.
Level of evaluation	The Inside the Curriculum kit has been available since November 2004. The evaluation project began in 2001.
Staff capacity	Each rape crisis center must have a prevention education program. Staff have 40 hours of training in sexual assault crisis intervention and must have continuing education during their tenure at an ICASA center. Staff are full-time and part-time employees of rape crisis centers. The current funding streams are stable.

Program Name: It's A Guy Thing! Empowerment Groups
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Date Program Started: Fall 2006
Key Words: (1) Male only; (2) 4th grade age; (3) racially/ethnically diverse; (4) classroom setting; (5) multiple-session, curriculum-based program; (6) 10, 1-hour sessions

Factor of Interest	Program Information
Population served	This program serves 4 th grade boys. All 4th grade boys at a particular school are invited to participate and there are approximately 40 students participating on a monthly basis.
Medium used to convey message	The program consists of 10 one-hour sessions, usually implemented over a 10 week period in schools. These programs are implemented in tandem with several other programs specifically designed for other populations such as multi-session, mixed-gender in class presentations and girls empowerment groups.
Goals, objectives, and desired outcomes	Helpline's overall program goal is to reduce the prevalence of intimate partner violence and sexual violence in Delaware and Morrow Counties. Specifically, It's A Guy Thing! Groups aim to: 1) increase participants' knowledge of protective factors related to family violence prevention; 2) teach participants that pressuring someone to do something they do not want to do is hurtful and disrespectful; 3) promote skills and knowledge of how to intervene as a by-stander in situations involving harassment, bullying or hurting behaviors; and 4) teach participants where to get help if they know of someone who is being hurt or hurting someone else in a relationship. A logic model has been developed for the program. Reports of high rates of intimate partner violence and dating violence in the area as well as research indicating that domestic violence may be prevented by acting early to address youth violence, provided an impetus for the implementation of these groups.
Theoretical/scientific basis for the approach	It's A Guy Thing! groups are modeled after the work of the Oakland Men's Project. As a result of requests for sexual harassment prevention, staff wanted to provide boys groups aimed at the primary prevention of sexual and intimate partner violence at the elementary level. In the initial planning stage for this program, no elementary age curriculum focused on the primary prevention of sexual violence existed (or none that we could find). Thus, the Young Men's Work from the Oakland Men's Project was used as a guideline and staff (M.Ed., one of our current paid Prevention Educators, and the Prevention Director who holds an M.A. in Women's Studies) created lesson plans appropriate for elementary aged boys. Staff work to challenge the underlying social constructions that sanction and perpetuate sexual and intimate partner violence, including cultural power differences based on gender and sexuality. Program participants develop skills provided feedback in curriculum development and many counselors help co-deliver the program.
Level of evaluation	The 4 th grade boys groups have been delivered for one school year. There are plans to expand the program to 8 th grade boys in school year 2008–09 using Young Men's Work as the curriculum and to implement a Men of Strength Club (Men Can Stop Rape) at one high school location. Evaluations were collected from 33 4 th grade boys for the prior school year with the following key findings: 1) 100% indicated that pressuring someone to do something they did not want to do is hurtful and disrespectful; 2) 89.5% indicated that they have gained at least one skill in knowing how to intervene as a by-stander in situations involving harassment, bullying or hurting behaviors; and 3) 73.3% reported knowing where to get help if they know of someone who is being hurt or hurting someone else in a relationship. The program currently does not have funds for external evaluation and is challenged by schools that are much more inclined to sign up for a girls group than a boys group. However, those that have implemented both types of groups have seen the benefit.
Staff capacity	Two Prevention Educators (one male, one female) co-facilitate the groups, one of which is a school staff member. The Prevention Educators' qualifications include a B.A. degree and extensive training in prevention, feminist theory, anti-oppression work, crisis intervention, intimate partner violence and sexual violence. Volunteers will be trained in the Fall of 2008 to help implement the groups. Current funding for the program is from a Family Violence Prevention Services Grant (administered through the Ohio Office of Criminal Justice Services.)

Program Name: Masculinity and Violence
Contact Name: Donna Greco
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Web Site: www.pcar.org or www.nsvrc.org
Date Program Started: 2008
Key Words: (1) Mixed- and single-gender; (2) middle and high school age; (3) racially/ethnically diverse; (4) school and community-based setting; (5) multiple-session, curriculum-based program

Factor of Interest	Program Information
Population served	The Masculinity and Violence Program has middle and high school boys, ranging in age from 13 to 18. Activities are designed for diverse groups of single-gender or mixed-gender groups. Recruitment techniques are not specified, although advocates could recruit in the standard ways they typically do—through guidance counselors, volunteers, administrators in schools, partnerships in community, etc.
Medium used to convey message	This sexual assault primary prevention curriculum for middle and high school boys is an activity-based, highly interactive collection of lessons with a concentration on masculinity and violence. Lessons explore the messages boys and men receive from the earliest stages of life about how a man should act, look, and live. It examines gender stereotypes, how sexual violence affects men, men’s responsibility towards sexual violence, media’s influence on attitudes towards women and sex, and how men can work towards ending sexual violence. This program can take place in school or community settings.
Goals, objectives, and desired outcomes	The curriculum was designed to offer prevention educators working in sexual assault programs throughout Pennsylvania, a collection of activities they might use to actively involve middle and high school boys in the discussion of violence against women. It is this curriculum’s goal to reduce violence against women by focusing on those aspects of male culture that provide active or tacit support for some men’s abusive behavior. Desired impact and process outcomes include: 1) participants endorse less rigid definitions of masculinity; 2) participants are better able to detect examples of advertising that promote rape culture; 3) participants are more likely to behave in ways that prevent sexual violence and challenge rape culture; and 4) participants think the curriculum is important. This curriculum includes a detailed evaluation guide and tool to assess outcomes and effectiveness.
Theoretical/scientific basis for the approach	This curriculum is a primary prevention intervention that is designed to take place before an act of sexual violence occurs and to prevent violent behavior. It involves a single-gender, interactive, multimedia, multi-session format, which research shows to be promising and effective.
Level of evaluation	The program is currently being published, soon to be distributed to Pennsylvania rape crisis centers (in June/July, 2008).
Staff capacity	This program was designed with rape crisis center prevention educators and/or their volunteers in mind as facilitators. It is recommended that either a man or a male/female team facilitate the curriculum. Facilitators should be trained and highly skilled in working with men and in the anti-sexual violence movement. Facilitators should be trained in receiving and responding to disclosures, in mandated reporting, group facilitation/education, and other areas. All rape crisis center staff receive 40 hours of sexual assault counselor training, which is standardized throughout the state. Evaluations are to be conducted by rape crisis center staff. Funding for local rape crisis centers is continuously in jeopardy.

Program Name: Men Stopping Violence Curriculum (prevention of gender-based violence)
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Web Site: www.menstoppingviolence.org
Date Program Started: 2008
Key Words: (1) Mixed- and single-gender, but targets males; (2) college age and adults;
 (3) racially/ethnically diverse; (4) classroom, community-based setting; (5) multiple-session, curriculum-based program; (6) 3 modules

Factor of Interest	Program Information
Population served	The curriculum is suitable for a general population, but men are the target audience. About 30 men of all ages (20–60 years old) are reached monthly. The group is diverse. The men are self-referred, and referred by the criminal legal system, therapists or others.
Medium used to convey message	The curriculum is taught in a classroom setting, with both large and small groups. Both didactic and experiential presentations are used to engage men. Three modules on male sexual violence against women are included and presented as a component of gender-based violence, including domestic violence. These modules focus on defining the problem, the scope of male sexual violence against women, men’s beliefs attitudes, and the effects of male sexual violence against women. This curriculum and its modules on male sexual violence against women is suitable for courses for colleges and elsewhere, (men and masculinity, women’s studies, men’s roles and responsibilities), seminars, faith-based settings, training for advocates and advocacy groups, and mentoring programs.
Goals, objectives, and desired outcomes	The goal of the modules on male sexual violence, and of the curriculum as a whole, is to move men toward taking action to stop male sexual violence. The curriculum as a whole is designed to encourage men to leave their roles as bystanders and observers of violence against women and take on roles as change agents in their communities.
Theoretical/scientific basis for the approach	The Men Stopping Violence Community-Accountability Model of Male Violence Against Women is the foundation of the curriculum and the programs of Men Stopping Violence. (See “Deconstructing Male Violence Against Women: The Men Stopping Violence Community-Accountability Model,” <i>Violence Against Women: An International Interdisciplinary Journal</i> , Vol. 14, No. 2, Feb. 2008.)
Level of evaluation	Men Stopping Violence has been in existence 26 years. The new curriculum will be published sometime in 2008 and has yet to be evaluated. Evaluations of other aspects of Men Stopping Violence’s work have been conducted. “Examining the Behavior of a System: An Outcome Evaluation of a Coordinated Community Response to Domestic Violence,” (Laura F. Salazar, James G. Emshoff, Charlene K. Baker, and Terrence Crowley) was published in Oct. 2007 in <i>Journal of Family Violence</i> (Vol. 22, No. 7). “Preliminary Findings for an Outcome Evaluation of an Intimate Partner Prevention Program for Adjudicated, African American Adolescent Males” (Laura F. Salazar and Sarah L. Cook) was published in October 2006 (<i>Youth Violence and Juvenile Justice</i> , Vol. 4, No. 4).
Staff capacity	The curriculum includes content and processing instruction provided by the Men Stopping Violence training staff (3–4 people).

Program Name: MENSWORK: eliminating violence against women, inc.
Contact Name: Rus Ervin Funk
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E-mail: rus@rusfunk.com
Web Site: www.mensworkinc.com (currently under development)
Date Program Started: October 2006
Key Words: (1) Single-gender and mixed-gender; (2) middle and high school age and adult; (3) racially/ethnically diverse; (4) community- and school-based programs; (5) multiple-session, curriculum-based program and one-time workshops; (6) at least three sessions

Factor of Interest	Program Information
Population served	MensWork received nonprofit status in January of 2008 and is currently focusing on building organization capacity and developing programming. MensWork is based in Louisville, KY. MensWork serves Louisville and the adjacent nine counties in Kentucky and Southern Indiana. The program also provides consultation to other areas and communities throughout Indiana, Kentucky, Tennessee, and Ohio. Program participants are men and boys from the ages of 12 and up. Staff are creating increasing partnerships with organizations to provide ongoing educational programs for men and boys regarding issues of gender respect. The program provides both single-gender and mixed gender programming, although all of their efforts are male focused. On average, they serve 15 new participants every month. Currently, most of their educational programming is focused on male youth, and work efforts reflect the racial/ethnic diversity of Louisville (European American, African American, and Latino). Participants are largely recruited by program partners.
Medium used to convey message	The program currently has two main focus areas: educational programs and organizing efforts. Activities and services include (1) educational programs that are sessions (no less than three or five); (2) educational programs to the community at large; and (3) organizing strategy (with an initial focus in men of faith) to work with already existing groups of men on how they can include prevention of sexual and domestic violence in their agenda, goals, and activities. Curriculum-based educational programs use an “emergent curriculum design” with partners to create the curriculum provided to their constituency; community educational program is largely based on <i>Reaching Men: Strategies for Preventing Sexist Attitudes, Behaviors and Violence</i> (Jist Publications, 2006).
Goals, objectives, and desired outcomes	Program exists to educate, engage, and mobilize men to prevent sexual and domestic violence. The desired result of the program is to facilitate men moving forward on the continuum of engagement to become more actively engaged. A logic model is utilized for many of their programs, but they do not utilize logic models for some programming given that the process is organic in design.
Theoretical/scientific basis for the approach	The program is primarily based on the bystander approach, using both educational and organizing methods. The success of these programs include the number of men and boys who are becoming more involved, and the organizing of “spin-off” groups (i.e., localized men’s/boys organizations within our service area who do similar work as a result of our initiative)
Level of evaluation	The program has officially been in existence for less than 2 years. The organization developed its own evaluation tools in keeping with their core philosophy and methods, along with partner agencies, and seeks to measure both quantitative and qualitative results. The program has found that by using emergent curriculum design, they not only have seen some success in the participants (in terms of attitude or knowledge), but also see some change in community partners in terms of their examination of organizational policies and practices, as well as change in the social norms from within those organizations.
Staff capacity	The program is currently an all-volunteer organization with a director, who is also a volunteer. Program staff are organizing a training, which will be offered at least annually, to train men on being peer educators. Staff are in the process of developing their funding streams.

Program Name: Mentors in Violence Prevention (MVP) Program, Northeastern University’s Center for the Study of Sport in Society, Boston, MA
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Date Program Started: 1993
Key Words: (1) Mixed gender and male only; (2) college, high school, and middle school age; (3) racially/ethnically diverse; (4) university, high school, and middle school setting; (5) multiple session, curriculum based, and one-time workshop

Factor of Interest	Program Information
Population served	<p>High School Initiative: This prevention program serves approximately 350 high school students per year with its Train-the-Trainer program in the metro-Boston area. The program is delivered to racially diverse, mixed- and single-gender groups in middle schools, high schools, military schools, and universities.</p> <p>College Student-Athlete Initiative: It also serves more than 5,000 college student-athletes nationally per year with awareness-raising presentations.</p>
Medium used to convey message	<p>The highly interactive leadership program uses the MVP curriculum, which is a multiple-session training regimen (six or seven 2-hour sessions; 2- to 3-month timeframe). Male and female participants explore with MVP trainers different types of abuse and the ways in which this abuse touches their lives. The Train-the-Trainer program involves graduates of the MVP program. Students learn public speaking and group facilitation skills in preparation for conducting their own awareness-raising workshops with younger students in their schools. The program delivers activities based on the empowered bystander approach. MVP is a leadership program that focuses on gender violence prevention and education and views student athletes and student leaders not as potential perpetrators or victims but as empowered bystanders who can confront abusive peers.</p>
Goals, objectives, and desired outcomes	<p>The primary goals of the program are raise awareness, challenge thinking, open dialogue and inspire leadership.</p>
Theoretical/scientific basis for the approach	<p>The program was created in 1993 by Jackson Katz and based on Dr. Ronald Slaby’s research on perpetrators, victims and bystanders. MVP also aligns with Alan Berkowitz’s work on single gender groups. The program has been unusually successful in engaging men in discussion on these issues. This is due to the leadership approach MVP takes in approaching men as allies, not as abusers.</p>
Level of evaluation	<p>High School Initiative: The program completed an independent 3-year mixed-methods evaluation. This involved pre- and post-testing of knowledge and attitudes measuring the efficacy of the program. The evaluation focused specifically on the MVP Massachusetts high school initiative, funded primarily through the Massachusetts Department of Public Health. The program continues to internally evaluate the high school program.</p> <p>College Student-Athlete Initiative: A post-test, mixed methods evaluations is conducted for all of these one-time trainings with male and female student-athletes.</p> <p>Cornell University’s Family Life Development Center also conducted a process evaluation of the programs’ implementation in the U.S. Marine Corps.</p>
Staff capacity	<p>The program is facilitated by mixed-gender, multiracial teams. There are local and national teams of staff and trainers who deliver the program to the two main initiatives (HS & College). Each initiative has a core group of full-time staff (HS: five, College: two). The college initiative utilizes 25–30 consultants to help deliver training nationally. All trainers complete initial and on-going training and development on the program curriculum and the issues it covers. Funding is stable with a mix of government support, grants, and fee for service work.</p>

Program Name: Palabra Program
Contact Name: Amy Whitfield
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Web Site: rapecrisisnm.org
Date Program Started: July 2006
Key Words: (1) Male only; (2) middle school age; (3) racially/ethnically diverse; (4) middle school setting; (5) multiple-session, curriculum-based program; (6) 10 sessions

Factor of Interest	Program Information
Population served	The Palabra program provides prevention education to 6th, 7th, and 8th grade (middle school) boys. It is currently focused on Chicano boys, but has begun curriculum development to include information and activities specific to African American and Native American populations. The program has single-gender participants with a male leader but will be moving toward male/female dual facilitators in the near future. Palabra reaches 50–60 boys annually, who complete a 10-session program. Participants are recruited during presentations at area middle schools and through referrals from school teachers and counselors.
Medium used to convey message	The Palabra program provides prevention education through a 10-session after school program. The program covers issues that contribute to sexual violence and focuses on redefining masculinity for young men. The sessions include defining gender roles, recognizing family messages, deconstructing media messages and being an active bystander. The sessions are structured to be conducive to conversation and critical thinking. The curriculum was developed by agency staff and a volunteer Advisory Council, comprised of diverse male community leaders. The curriculum is based on best practices formulated through research and nationally recognized practices of male violence prevention programs. After the sessions are completed, the students are honored through a community ceremony.
Goals, objectives, and desired outcomes	The long-term goal of the program is to change the attitudes and beliefs that contribute to sexual violence and interpersonal violence. Short-term and mid-term goals are to provide information on issues that contribute to violence, provide skills to speak out about and recognize violence, encourage participants to share information with friends and family, provide positive male influences, and redefine masculinity. The program’s most important service is the participation of male community leaders who represent positive male influences. We also include women in leadership roles and model collaborative work between men and women. This modeling encourages men to accept women’s authority and knowledge. We utilized a logic model in the planning of the program and continue to work from that model throughout the year.
Theoretical/scientific basis for the approach	The Palabra program is based on the research of Alan Berkowitz regarding active bystander involvement in the identification and reduction of violence. We also utilize Jackson Katz’s best practice models which are drawn from the Wise Guys Curriculum. The success of the program is predicated on the willingness of participants to participate for the entire 10 sessions. It is thus critical that the program is facilitated in such a way that the participants are able to examine their knowledge, attitudes, beliefs, and behaviors in a safe a supportive environment, while learning alternative ways to respond that may challenge their understanding of the social norm.
Level of evaluation	The Palabra program was created in July 2006 and piloted in May 2007. The first full year of the project will be completed in July 2008. The pilot project underwent intense evaluation including: curriculum evaluation by Advisory Council members, focus groups of participants, process evaluation, and pre/post tests. Findings of the pilot project (n=9) suggest that the program is having very positive changes on the knowledge, attitudes, and beliefs on participants and that participants are sharing information they receive within the sessions.
Staff capacity	Program educators are recruited through local social service listservs and/or newspaper classifieds. Staff are required to have 3 years experience working with youth as an organizer and/or educator. Staff are full-time with additional volunteer guest presenters. Staff undergo sexual violence and domestic violence training and receive training on community organizing, prevention education, and social marketing strategies. The department manager is responsible for the evaluation of the program. Current funding for the program is not stable, but it is a core service of the department. We will continue to seek funding from diverse sources to ensure that the Palabra program continues to support our young male leaders in their struggle to end sexual violence in our community.

Program Name: Purchase Area Sexual Assault and Child Advocacy Center
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Date Program Started: January 2006
Key Words: (1) Mixed gender and occasionally single-gender; (2) elementary, middle, and high school age; (3) racially/ethnically diverse; (4) middle and high school setting; (5) multiple-session, curriculum-based program

Factor of Interest	Program Information
Population served	Program participants are elementary, middle, and high school aged kids. Approximately 1,000 new or ongoing participants aged 6 to 18 receive the program. The program rarely provides single-gender program and rarely has a racially/ethnically diverse population. Programs are requested by school leaders, community groups, etc.
Medium used to convey message	Our programs are conducted via lecture style, multi-media presentations, and one-on-one face time. The programs provide various role plays, games, skits, etc., and are done via a curriculum that was developed within the center and supplemented by other curriculum content (Internet safety, bullying, etc.). The programs are usually conducted within the class room.
Goals, objectives, and desired outcomes	The program exists to help reduce the risk of victimization by focusing on risk factors supported in the literature (self-esteem, assertiveness training, etc.). We hope to assist participants in developing healthy ideas so that they can influence social change. The most important services we provide are the program's message via an on-going relationship with the instructor.
Theoretical/scientific basis for the approach	Our program is based on the risk factors for victimization as identified in the literature. Further, Piaget's learning theory was considered when structuring the program.
Level of evaluation	The program has been in existence for 2 years. The program was evaluated by a Murray State University statistics professor with analyses yielding some statistically significant findings.
Staff capacity	Program implementers are recruited through volunteer recruitment efforts listed in newspapers, radio, etc. Staff who deliver prevention/educational services have a 4-year degree, and staff include volunteers, both part-time and full-time. Program implementers receive training from the department head as well as team teaching for a period of time. Also, presenters are taken through a 40-hour training course required by state of KY.

Program Name: Respect Curriculum, Dekalb Rape Crisis Center, Decatur, GA
Contact Name: Phyllis Miller
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Web Site: www.dekalbrapecrisiscenter.org
Date Program Started: 1996
Key Words: (1) Mixed gender and male only; (2) middle and high school age; (3) racially/ethnically diverse; (4) middle schools, community organizations, and private groups; (5) multiple-session, curriculum-based program; (6) 7-day program.

Factor of Interest	Program Information
Population served	The Respect curriculum is provided to all students in Decatur and DeKalb county schools and to youth in community organizations. The community presentations include male-only groups, and the school-based presentations are generally mixed-gender groups. Participants in the programs are of diverse ethnic backgrounds, including Caucasian, African American, and Puerto Rican. The community groups include Latinos, refugees, and other populations. Participants range from 100 to 500 per month. The agency is usually called and invited to make a presentation.
Medium used to convey message	The Respect curriculum was developed by the organization and is a 7-day program that covers healthy relationships, gender and power, definitions of sexual assault and dating violence, empathy induction, and things that can be done to help sexual assault survivors. Along with the Respect curriculum, the organization offers a seventh grade program called “Hands Off,” which is focused on sexual harassment, and other victim services.
Goals, objectives, and desired outcomes	Program staff strive to make people aware of what sexual violence and dating violence are and steer potential perpetrators away from perpetrating. They focus on youth to help mold attitudes that do not support violent behavior.
Theoretical/scientific basis for the approach	This curriculum was developed by the organization. It is based on research such as empathy induction work by John Foubert.
Level of evaluation	An Emory student evaluated the curriculum for a master’s of public health thesis. In addition, a class at Emory university is currently revising our evaluation tool. Program staff are currently conducting an assessment of the program that includes basic descriptive information. The program has been in existence approximately 10 years.
Staff capacity	The agency has a speaker’s bureau that consists of volunteers who present the curriculum. The volunteers must complete an 18-hour training.

Program Name: Safe Dates Program, University of North Carolina, Health Behavior and Health Education, Chapel Hill, NC
Contact Name: Vangie Foshee
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Web Site: <http://www.hazelden.org/web/go/safedates> (for curriculum information)
Date Program Started: 1993
Key Words: (1) Mixed gender; (2) middle and high school age; (3) racially/ethnically diverse population; (4) middle and high school setting, also a community-based component; (5) multiple-session, curriculum-based program

Factor of Interest	Program Information
Population served	The program was designed for male and female adolescents in the 8 th and 9 th grades but it has been used with middle and high school students at all grades. Hazelden estimates that at least 140,000 adolescents have been exposed to Safe Dates and that the program has been disseminated to over 1,869 organizations (nationally and internationally). The program has been used with rural and urban adolescents and with multiple races/ethnicities including Caucasian, African American, Latino, American Indian, and Asian. However, the evaluation of Safe Dates was conducted with a rural sample that was approximately 72% Caucasian and the remainder was primarily African American.
Medium used to convey message	The Safe Dates program consists of school and community activities. School activities include a theater production performed by peers, a 10-session curriculum, and a poster contest. The play is about how an adolescent victim of dating violence seeks help with her violent relationship. The curriculum includes teaching objectives for each of nine sessions and interactive exercises that address each mediating variable in the conceptual model that guided program development. Community activities promote secondary prevention by encouraging victims to leave violent relationships and/or seek help and by encouraging perpetrators to stop being violent and seek help. Community activities include a crisis line, support groups, materials for parents, and service-provider training.
Goals, objectives, and desired outcomes	The overall goal of the program is to decrease adolescent dating violence (psychological, physical, and sexual) victimization and perpetration. It has as goals both primary and secondary prevention. For both primary and secondary prevention, the program targets changes in dating violence norms and acceptability, gender stereotyping, and conflict resolution skills. Additionally, for secondary prevention, the program targets changes in belief in the need for help and awareness of community resources.
Theoretical/scientific basis for the approach	The program was developed based on a theoretically-informed conceptual model. Changes in norms, coupled with improvements in conflict management skills, serves as the theoretical base for both primary and secondary prevention activities. Additionally secondary prevention activities are guided by Weinstein’s precaution adoption theory
Level of evaluation	The Safe Dates program was developed between 1993 and 1994. A randomized trial (involving approximately 2000 adolescents in 14 schools) was conducted between 1994 and 1999 to test the efficacy of the program on the primary and secondary prevention of adolescent dating violence and to determine if program effects on abusive dating behaviors were explained by the proposed mediating variables in the conceptual model (i.e., dating violence norms, gender stereotyping, conflict resolution skills, beliefs in the need for help and awareness of community resources.) Findings published in several scientific journals demonstrate that the program is effective in preventing several types of dating violence victimization and perpetration, that those effects lasted as many as 4 years post intervention, and that program effects on behaviors occurred primarily by changing dating violence norms, decreasing gender stereotyping, and increasing awareness of community services. Dr. Foshee was not aware of any published evaluation efforts that may have occurred in other schools and organizations currently using the program. RTI and the CDC are currently conducting a randomized trial of Safe Dates with 54 schools across the US. Safe Dates is published by Hazelden Publishing and Educational Services
Staff capacity	Safe Dates was evaluated in one county in North Carolina. In the evaluation, health and PE teachers in 7 schools received 2 ½ days of training on how to deliver the Safe Dates program to their students. The program has been used by schools, domestic violence and sexual assault organizations, churches, and Boys and Girls Clubs

Program Name: Safe Space
Contact Name: Tonya Geraghty
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Web Site: www.safespaceonline.org
Date Program Started: 1997
Key Words: (1) Male only; (2) middle and high school age; (3) racially/ethnically diverse; (4) alternative high school setting; (5) multiple-session, curriculum-based program; (6) semester-long class

Factor of Interest	Program Information
Population served	Safe Space provides a school-based prevention program delivered to a group of primarily young males, ranging in age from 10–17, in an alternative school. On average, the program serves approximately 20–25 individuals per month. Population is mostly white, with approx. 10% being of Native and Hispanic descent. All males who are enrolled in the “Social Issues” class at the Abraham Lincoln Alternative High School participate in the program.
Medium used to convey message	The program offers a course entitled “Social Issues” and also utilizes a model presented by “A Window Between Worlds,” an art therapy program dedicated to healing wounds of physical and sexual abuse which can help stop the intergenerational cycle. The program offers sessions for 1 hour each week where students receive info on dating violence and sexual assault and have a chance to share feelings, experiences and prevention tools. Our program takes place at the Abraham Lincoln Alternative School.
Goals, objectives, and desired outcomes	The goal of the program is to deliver services in junior and senior high schools. The program also provides temporary emergency housing for survivors of domestic and sexual assault, a 24-hour crisis and information line, three weekly survivor support groups, one weekly children’s group, a Women’s Resource Center, a 911 emergency cell phone program, and 24-hour on-scene domestic violence and sexual assault response and advocacy service.
Theoretical/scientific basis for the approach	This program is based on an empowerment model, emotive therapy and feminist theory.
Level of evaluation	We have offered this program since 2003. The program submits semi quarterly reports to the Montana State Health Department. Program staff define their success by increased usage of services; individuals who no longer require services; and individuals who have been educated and understand the dynamics of domestic violence, sexual assault, dating violence, and family abuse. The program has been involved in groups with male youth since September 1997. There are several methods utilized in extrapolating the data for the purposes of explaining success based on measurement-however, surveys are performed at the beginning and end of the year with both the students and the staff verbalizing how they view the program. There is also feedback directly after most classes from the teachers. The success of the program can be seen in the students being visibly calmer and more able to deal with the rest of the day. The teachers state they can see a visible difference in how the kids communicate before and after.
Staff capacity	Safe Space has a staff of two full-time and two part-time employees. Despite limited staff, the program provides educational presentations to more than 1,000 students each year and more than 1,500 individuals in the community. The stability of the funding for this program is uncertain. Each year the program faces possible cuts in its current funding because all of its funding sources are competitive, including those on the local level. Most of Safe Space’s monetary support comes from federal sources.

Program Name: Sexual Abuse Free Environment for Teens (SAFE-T)
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Web Site: www.pcavt.org
Date Program Started: 1995
Key Words: (1) Mixed gender; (2) middle school age; (3) racially/ethically diverse; (4) class and community-based setting; (5) multiple-session, curriculum-based program; (6) 30-hour curriculum

Factor of Interest	Program Information
Population served	This program serves 7 th and 8 th grade mixed-gender students in Vermont middle schools as well as high school students with emotional or behavioral problems. The program serves 40–200 students and 10–50 other participants (parents, teachers, and community members) monthly during the school year. An addendum to the curriculum is offered to inner city teens. Schools are recruited to participate through contacts with teachers, curriculum coordinators, guidance counselors, and other school personnel.
Medium used to convey message	The SAFE-T Program is a comprehensive health education and violence prevention program. This research-based, 30-hour curriculum was developed in Vermont specifically for middle school communities. The second edition was published in 2008. The curriculum is divided into ten units and incorporates classroom presentations and experiential activities, adult-teen dialogue assignments, and school community change projects. It includes teacher’s guide, student workbook, and student journal. Students learn about risk factors, prevention skills, empathy, and peer protection from three different perspectives—victim, perpetrator, and bystander.
Goals, objectives, and desired outcomes	The goal of the SAFE-T Program is to prevent sexual victimization and perpetration and to promote healthy relationships in early adolescents. The program provides tools to create a respectful learning environment. The program aims to improve communication among students and between adults and students; promote the development of positive self-esteem, empathy, healthy sexuality and relationships, and socially responsible behavior; and increase protective factors and decrease risk factors for victimization and perpetration. The program has a logic model.
Theoretical/scientific basis for the approach	The program is based on evidence that sexual assaults against school-aged children are often perpetrated by peers and that older children may be able to prevent abuse by recognizing dangerous situations and knowing who to tell. The Kempe Center in Denver has also submitted that perpetrators lack good communications skills, empathy, and proper accountability. Training parents in these principles and observing skills (e.g., identifying the signs and symptoms of abuse) is critical to youth safety.
Level of evaluation	A formal evaluation was completed by Dr. Glenda Kaufman Kantor of the Family Research Laboratory at the University of New Hampshire at Durham. Results demonstrated statistically significant student gains in knowledge relative to comparison students, which was retained for a period of more than one year. Participants also showed lower rates of dating violence perpetration and significantly lower rates of observing harassment, perpetrating harassment at follow-up. Schools reported more cooperative student-to-student relationships and closer relationships were observed among community-based service providers, teachers, administrators, and students. In-house evaluation is on-going.
Staff capacity	Prevention/educational program implementers are recruited through contacts with schools and teachers and through job advertisements posted by the program coordinator. A full-time program coordinator with a B.S. in education and classroom teachers deliver the program to students. Teachers receive a day and half of instruction and observe the program being administered before giving the program. There are staff and resources devoted to evaluation efforts. The program receives funding from the State of Vermont and private sources. Funding has been steady over the past decade, however adequate funding is always a challenge.

Program Name: Sexual Harassment and Assault Prevention Education (SHAPE)
Contact Name: Captain Ricks Polk (Lieutenant Robin Boniface in his absence)
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Web Site: None
Date Program Started: March 2007
Key Words: (1) Mixed and single-gender; (2) military population (age 17–24); (3) racially/ethnically diverse; (4) classroom and auditorium setting; (5) multiple-session, curriculum-based peer-education program; (6) 4, 1-hour peer led sessions per year for 4 years, 16 hours total

Factor of Interest	Program Information
Population served	Sexual Harassment and Assault Prevention Education (SHAPE) participants are midshipmen (4300 four-year students), aged 17–24, at the United States Naval Academy (USNA). Sessions are both mixed gender and single-gender. The program begins for all participants first semester of freshmen year—participants receive four one-hour peer-led sessions per year (16 hours total) in addition to one guest speaker or presentation (i.e., Sex Signals, Mentors in Violence Prevention, or lin4) per year. Midshipmen population is racially and ethnically diverse and the program is mandatory for all midshipmen.
Medium used to convey message	The program provides peer education in small groups, emphasizing interactive discussions and activities during one-hour Saturday morning sessions. The curriculum is designed to tie in with the leadership education taught at USNA. The curriculum was designed by 3 consultants who are nationally-recognized experts in the subject matter of sexual assault and sexual harassment prevention education. Peer led sessions take place in academic classrooms and guest speakers/presentations in an auditorium
Goals, objectives, and desired outcomes	Program goals are to increase awareness, to modify attitudes that lead to or support sexual harassment and sexual assault, to reduce the number of such incidences, and to increase risk reduction behaviors. Desired results are informal discussion among midshipmen, heightened awareness and sensitivity to seriousness of sexual harassment & assault, and ultimately understanding of the problem that sexual harassment and assault have in our culture. The program stresses such concepts as bystander intervention and victim empathy. The four-year curriculum will be four small group sessions a year plus one speaker or presentation per year to tie into curriculum lessons. SHAPE focuses discussion on leadership and the Navy’s core values—honor, courage, and commitment.
Theoretical/scientific basis for the approach	The curriculum has been developed using the latest research on prevention, including the efficacy of including bystander intervention, victim empathy, and a peer education model. SHAPE has been active for one year and is still in the phased-implementation stage—The Naval Academy Class of 2011 will be the first class of midshipmen to receive the entire SHAPE program. The feedback received has been positive and midshipmen are talking about SHAPE principles in the hall and with their peers. A scientific assessment tool is being developed (and under IRB review) to provide a more definitive assessment.
Level of evaluation	The Class of 2011 was the first to receive SHAPE with subsequent curriculum added each academic year. The program has been designed with a strong focus on prevention of male perpetration. The intention is to begin the evaluation in September 2008 and conduct the evaluation annually. Anecdotal feedback from program participants during the last academic year has been overwhelmingly positive. This evaluation will be on the individual level and if approved by the IRB may extend to and the Navy and Marine Corps. Social issues are discussed as being a root cause. The military has recognized the problem and conducts prevention and education efforts in a variety of venues. This climate of increased military awareness has enabled the SHAPE program to be established and thrive.
Staff capacity	The nearly 80 volunteer midshipmen Peer Educators are trained and supported by 3 military members and a civilian Sexual Assault Prevention & Intervention Specialist (SAPIS). In addition, 3 consultants provide train-the-trainer sessions for Peer Educators. Peer Educators complete a 10-day train-the-trainer session with regular refresher training. Two of the consultants have attained their doctorates and one is completing her dissertation. The SAPIS is a licensed clinical social worker and an attorney with years of experience. The three military officers have each received 40-hour Victim Advocate Training in addition to other leadership training and experience. All staff members have participated in the SHAPE Peer Educator train-the-trainer sessions led by the consultants. The SAPIS and Sexual Assault Response Coordinator (SARC) are responsible for evaluation efforts and are supported by USNA’s Institutional Research Department. The Sexual Assault Response & Prevention Office has resources required to complete program implementation, evaluation and update curriculum as required.

Program Name: Students Upholding Respect and Gender Equity (SURGE); GaDuGi SafeCenter, Inc., Lawrence KS
Contact Name: Sarah Jane Russell
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Web Site: <http://www.gadugisafecenter.org/Site/Home.html>
Date Program Started: January, 1999
Key Words: (1) Mixed gender; (2) middle school age; (3) racially diverse population; (4) middle school setting; (5) multiple-session, curriculum-based program

Factor of Interest	Program Information
Population served	This school-based program provides awareness/prevention education programming for racially/ethnically diverse groups of males and females in eighth grade classes. Approximately 233 students receive exposure to the program offered each month—general and special education classes are involved. The program is delivered to every 8 th grade student.
Medium used to convey message	In an effort to reduce the incidence of all forms of gender violence and bully behavior in Kansas, “Students Upholding Respect and Gender Equity” (SURGE) is in the 10 th year of collaboration with Lawrence Public Schools and the Kansas Department of Health and Environment to design and implement a comprehensive, K-12 prevention program. This program uses a multiple-session curriculum.
Goals, objectives, and desired outcomes	The program’s goals are to achieve a change in knowledge, attitude, behavior, and environment that reduces the incidence of violence against females with age-appropriate intermediate indicators of understanding, attitude, and behavioral changes.
Theoretical/scientific basis for the approach	This program is grounded in Behavior Change Theory and Cognitive Learning Theory.
Level of evaluation	Methods of evaluation primarily consist of process evaluation, including dates, session topics, and numbers of students, conducted by external and internal evaluators. Impact evaluation (pre/post tests) is used mostly for local program purposes, such as showing teachers, other school personnel, and coalition members that the program’s educational activities have produced attitudinal and behavioral changes.
Staff capacity	The program is delivered by the Director of Prevention Education. Same information should be listed. This program will not be funded academic year 2008/09.

Program Name: “Teen Exchange,” (as administered through KS SVPE grant program) Metropolitan Organization to Counter Sexual Assault (MOCSA), Kansas City, MO

Contact Name: Nicole Littler

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Web Site: www.mocsa.org

Date Program Started: 1999

Key Words: (1) Male only and mixed gender; (2) middle school age; (3) racially/ethnically diverse; (4) middle school setting; (5) multiple-session, curriculum-based program

Factor of Interest	Program Information
Population served	Teen Exchange (KS SVPE) project participants are male and female middle school students, at 2 middle schools in Kansas City, KS, grades 6–8 (aged 11–14) who are enrolled in PE. Students received programming in single-sex classrooms. Approximately 150 new or ongoing participants receive exposure to MOCSA services each month, with an average of 900 students served a year. The youth at both schools are multinational and ethnically diverse, with 68% of the schools’ population Hispanic. Partner schools were chosen based on their communicated desire and commitment to support for a prevention program.
Medium used to convey message	The Teen Exchange Curriculum sessions utilize lecture, interactive discussion, group activities, role-play, videos, handouts, etc. MOCSA staff also provide annual professional trainings to faculty and staff at each school. The program is administered in a single-sex classroom setting over a period of 6–8, 45 minute sessions of curriculum with additional class time dedicated to a culminating communications project. Topics include Understanding Violence; Sexual Assault; and Interpersonal Competence. Program materials have been translated into Spanish an all-school culminating communications project, which has been in the form of a poster contest has been added.
Goals, objectives, and desired outcomes	This program exists to decrease the risk factors associated with sexual violence among youth by changing the attitudes and behavior that perpetuate sexual violence. The objectives are that youth will learn life-long skills that will help them decrease the incidence of sexual violence. The most important service Teen Exchange provides is an open forum for discussing difficult issues. The fact that our program works with students throughout their middle school experience helps them to build a stronger understanding of the issue and prevention. Providing training to teachers is also important for creating an environment that reinforces what students learn in the program. Also, giving students the opportunity to become the teachers through the poster project is an important leadership opportunity. The program has a logic model.
Theoretical/scientific basis for the approach	A literature review was conducted prior to developing the prevention program to guide its development. MOCSA’s programs are comprehensive programs that open dialogue with youth and models respect and healthy interactions. The topics explored in the program are often not discussed by most adults, resulting in misinformation from peers and the media. MOCSA combats the perpetuation of myths and negative perceptions about sexual violence and healthy and unhealthy relationships.
Level of evaluation	Teen Exchange as implemented through KS SVPE grant which has been funded since 1999. The program is also administered in schools outside of the SVPE grant funding. From 2003–2006 MOCSA was one of 4 programs in the nation who participated in an empowerment evaluation project, receiving training and technical assistance from the CDC, RTI and a consultant from the University of Pittsburgh. As a result of this project our logic model was developed as were new quantitative and qualitative procedures for evaluation. Preliminary results in one school evaluated during the 2004–2005 showed positive change on numerous constructs. Prior external evaluation with Resource Development Institute also showed that the program was effective, with reduction in violent acts and increases in friendly interactions.
Staff capacity	The SVPE project currently has 6 staff members who serve on this project in various capacities. Staff are recruited through various means including a philanthropic job source Web site and state coalition list serves. Qualifications include the ability to effectively communicate, preferably in both English and Spanish and experience working with at-risk youth extremely helpful. Most staff are full time and all attend MOCSA’s 40 hour Volunteer Training. Staff are also given the Teen Exchange manual and are given the opportunity to shadow veteran educators. MOCSA receives funding for Teen Exchange from the KS SVPE grant program, private foundations, United Way, individual contributions, and the state of Missouri SVPE grant funds.

Program Name: Teen PEP (Peers Educating Peers)
Contact Name: Danielle Cisterino
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Website: None
Date Program Started: 1991
Key Words: (1) Mixed-gender; (2) middle and high school age; (3) racially/ethnically diverse; (4) classroom setting; (5) multiple-session, curriculum-based training for peer-educators

Factor of Interest	Program Information
Population served	The program serves racially and ethnically diverse middle and high school students, both male and female, ages 12–18. About 150 trained teen leaders in 10 schools receive training, education and support each month. Over 4,000 students, grades 7–9, receive education in the classroom each year. Teen leaders are recruited from students who nominate them as “one they can trust”
Medium used to convey message	Teen PEP trains teen leaders in participating schools to educate their peers through discussion and role plays in the classroom. Teen leaders model healthy behaviors and serve as trusted confidantes to students throughout their middle and high school years. The original prevention curriculum has been enhanced and adapted over the years, using evidence-based components of Safe Dates and Expect Respect.
Goals, objectives, and desired outcomes	Goals of the program are to decrease sexual assault, dating violence, and bullying by educating students to recognize gender roles and media influence that permit these negative behaviors to flourish and to teach skill-based behaviors to reduce their occurrence. The program increases knowledge, changes attitudes, and increases healthy behaviors. The program is peer-led and has student credibility. It provided credible and ongoing peer role models for healthy relationships. Teen PEP remains a program that values participant input and adapts according to individual school environment and participant needs. This keeps the program highly credible with teens, teachers, parents and community. The program has a logic model.
Theoretical/scientific basis for the approach	Research has demonstrated that skill-based activities, role plays and peer attitudes positively influence teen behaviors. Program success is based on valued student input and program flexibility to adapt for cultural differences. Teen leaders present not only to peers, but also to community groups and youth advocate conferences.
Level of evaluation	Teen PEP began in San Francisco as an abuse prevention program of Child Self Help Group in 1989. In 1991, the program was initiated in two Toledo schools, expanding each year to more schools and addressing specific problems in each school. As a Dating Violence prevention program, it addresses gender stereotypes, media influence, and bullying within context of other problem behaviors including substance use, and school climate. While the program includes both genders, male leaders address negative behaviors in role plays that demonstrate positive and assertive ways to promote respect of women. Male to male role plays address bystander behaviors. Teen PEP has been evaluated over the years by five independent evaluators, including Sherry Everett PhD, MPH, who published results in Peer Quarterly in 1997. Teen leaders, who stay in the program for as many as four years, often choose social service careers in college. Teen leaders at-risk for dropping out of school have completed school and attended college. Focus groups and surveys document a mission focus of teen leaders who believe they have a positive impact on their peers, and who often volunteer their positive impact on friends who have exhibited negative attitudes and behaviors. Students receiving classroom presentations believe that the subject matter is important and that they want to see more presentations. Parents have noted to adult facilitators that the program has improved their teen’s behaviors and relationships with them. Teachers are supportive of the program and have asked for the program in their schools. Other community youth advocacy groups ask Teen PEP teen leaders to work with their youth in collaborative projects.
Staff capacity	The program has had only four program trainers (fulltime) in 16 years, with staff overlap creating consistency. Three have had MA degrees in education or counseling. One is a former teen leader with only student teaching to do before getting her BS Ed. Each trainer trained her successor in Teen PEP curriculum. Additional training is provided through Ohio’s sexual assault prevention program. Evaluation is done as grant funding allows. Funding stream through state has been reliable; additional funds are needed.

Program Name: The Men’s Group
Contact Name: Donna Greco
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Web Site: www.pcar.org or www.nsvrc.org
Date Program Started: 2004
Key Words: (1) Male only; (2) college age; (3) racially/ethnically diverse; (4) college setting; (5) multiple-session, curriculum-based program

Factor of Interest	Program Information
Population served	The Men’s Group serves college men, ages 18 to 21+. It has single-gender, male-focused activities. Activities are designed to reflect diversity and can be adapted for all audiences. Participants can volunteer and/or receive credit for participating. The program can be offered in conjunction with other campus awareness activities and events through women’s center, health, resident assistant programs for dorms, athletics, etc.
Medium used to convey message	The curriculum is highly interactive and employs group work as its medium. Activities include the spectrum of sexual violence, media images and roles in sexual violence, sexual harassment, bystander intervention, and how to get involved in addressing and ending sexual violence. The program takes place on college campuses.
Goals, objectives, and desired outcomes	The goal of this curriculum is to provide facilitators with tools to educate college men about the problem of sexual violence and ways to prevent it. The curriculum aims to involve college men in societal change and sexual violence prevention by engaging them in a critical analysis of their beliefs and actions as well as those of their peers and the larger society.
Theoretical/scientific basis for the approach	This curriculum is a primary prevention intervention that is designed to take place before an act of sexual violence occurs and to prevent violent behavior. It involves a single-gender, interactive, multimedia, multi-session format, which research shows to be promising and effective.
Level of evaluation	The program has been in existence since 2004 and male perpetration prevention has been in place the entire time as a core component of the curriculum. The program does not have any formal evaluation results.
Staff capacity	This program was designed with rape crisis center prevention educators and/or their volunteers in mind as facilitators. It is recommended that either a man or a male/female team facilitate the curriculum. Facilitators should be trained and highly skilled in working with men and in the anti-sexual violence movement. Facilitators should be trained in receiving and responding to disclosures, in mandated reporting, group facilitation/education, and other areas. All rape crisis center staff receive 40 hours of sexual assault counselor training, which is standardized throughout the state. Evaluations are to be conducted by rape crisis center staff. Funding for local rape crisis centers is continuously in jeopardy.

Program Name: Tough Guise: Violence, Media, and the Crisis in Masculinity, Long Beach, CA
Contact Name: Jackson Katz
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Web Site: www.jacksonkatz.com
Date Program Started: 1999
Key Words: (1) Mixed gender and male only; (2) high school and college age and adults; (3) racially/ethnically diverse; (4) university, school, and community settings; (5) video and study guide; (6) multiple sessions or one-time presentation

Factor of Interest	Program Information
Population served	This resource tool was developed for high school and college students. It is also frequently used in batterer interventions, domestic violence and sexual assault outreach programs, and other community settings.
Medium used to convey message	“Tough Guise: Violence, Media, and the Crisis in Masculinity” is an educational video that is used in conjunction with a 22-page study guide. There is a high school version of the video that is 57 minutes long and a college version that is 82 minutes long. The video and guide are used by numerous schools and agencies throughout the country and are often structured with multiple sessions. Information for these items are available on Jackson Katz’s Web site. A sequel to Tough Guise is expected to be released in 2009.
Goals, objectives, and desired outcomes	This program provides an analysis of the relationship between mass media, masculinity, and violence. The goals include increasing awareness of media’s influence in perpetuating the cultural norm of masculinity and violence and providing participants with analytic tools to understand how media works.
Theoretical/scientific basis for the approach	This program is grounded in prior research that illustrates the influence of media on social norms.
Level of evaluation	There have been varying levels of evaluation by the various agencies and schools that use the program throughout the country. The majority of evaluation has been limited to basic pre- and post-testing.
Staff capacity	The video and study guide are provided on the Web site, along with other resource tools such as the videos “Wrestling with Manhood” and “Spin the Bottle.” The program developer also helped develop the Mentors in Violence Prevention (MVP) program, and he tours the country discussing issues of masculinity and violence.

Program Name: Unlearning Rape Using the Passport to Manhood Curriculum (Modified Program) in Riley County, Kansas Department of Health and Environment, Topeka, KS

Contact Name: Judy Davis

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Date Program Started: 2002

Key Words: (1) Male only; (2) elementary and middle school age; (3) racially/ethnically diverse; (4) community-based program; (5) multiple-session, curriculum-based program

Factor of Interest	Program Information
Population served	The Unlearning Rape Project offers the Passport to Manhood curriculum to 6- to 12-year-old males. Last year, the project reached a racially/ethnically diverse group of 473 boys. The program is open to boys in this age range at the Boys and Girls Club in Riley County.
Medium used to convey message	The Passport to Manhood curriculum was developed by the Boys and Girls Clubs. The Unlearning Rape Project has modified the published curriculum, infusing it with material designed to influence attitudes about gender, power, and relationships.
Goals, objectives, and desired outcomes	The Passport to Manhood curriculum is used as a part of Riley County's larger initiative, the Unlearning Rape Project. This is a community-wide initiative aimed at changing attitudes and behaviors that often precede sexual violence against women and girls.
Theoretical/scientific basis for the approach	The Passport to Manhood curriculum was developed by the Boys and Girls Clubs. The original curriculum was not developed to address sexual violence; however, the Riley County program has added components that are intended to address issues of sexual violence.
Level of evaluation	Participants complete pre- and post-tests.
Staff capacity	The program is delivered by staff at the Boys and Girls Club in Riley County. Staff receive training from the national Boys and Girls Clubs. The organization has received partial funding for 5 years.

Program Name: USD 214—Health/Character Education, Ulysses, KS
Contact Name: Kim Darrough-Hayden, LBSW—Health/Character Educator
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Web Site: None
Date Program Started: August 2004
Key Words: (1) Mixed gender; (2) elementary, middle, and high school age (3) racially/ethnically diverse; (4) classroom setting; (5) multiple-session, curriculum-based program

Factor of Interest	Program Information
Population served	This program is provided to elementary, middle, and high school students. In 3rd–5th grade, 376 students receive Character Education on bully/harassment prevention weekly for the entire school year. In 6th–8th grade, 360 students focus on violence prevention, sexual harassment, bystander behaviors, and health-related topics for one semester for 8 weeks. In 9th–12th grade, 184 students focus on violence prevention, sexual harassment, bystander behaviors, and health-related topics for one semester. The population is ethnically diverse with 52% of the population Hispanic. Character Education is a weekly class for all students. Classroom presentations for the middle school are a part of their Health/PE curriculum; and in the high school, it is scheduled as regular classroom lessons in a class every other Thursday.
Medium used to convey message	A Health/Character Educator leads classroom discussion and activities in the Character Education classes scheduled by the building principal. At the middle school, the health/character educator and high school peer educators lead discussions and activities educating the youth about sexual harassment, violence prevention, bystander behaviors and other health-related topics including STD information and teen pregnancy prevention. At the high school, the health/character educator leads discussions and activities on the same topics. The curriculum that is used is “The Bully Free Classroom,” “Second Step—A Violence Prevention Curriculum,” “Steps to Respect,” “WAIT—Why Am I Tempted?” and “Safe Dates” curriculums/activities. These activities take place in the school classroom.
Goals, objectives, and desired outcomes	This program’s goals are to demonstrate youth responsibility; reinforce an environment of positive behaviors; increase awareness and education about the dangerous mix of drugs, alcohol, and sexual violence; provide alternatives to early initiation of antisocial behavior; and reinforce healthy relationships. A working logic model has been created and is utilized regularly.
Theoretical/scientific basis for the approach	The program uses the previously reported curricula in conjunction to empower not only young men, but also young women with the knowledge they need to make effective decisions; encourage young men and women to respect themselves as well as others; help the youth to understand the importance of responsibility, particularly sexuality; and help them improve communication with parents, educators, peers, and others.
Level of evaluation	The program uses the evaluation instruments (pre- and post-tests) and has documentation from the various administrations of these instruments. The program director identified a few contextual factors that have had an impact on the program: (1) the program must deal with the politics surrounding discussions about sex with young children but has received a lot of support from the school system and (2) the large transient Hispanic population results in such issues as varying academic levels and the need to find Spanish-speaking implementers.
Staff capacity	The previous program had three full-time staff members (a program director, an office assistant, and a health/character educator) as well as several part-time helpers in the summer. The current program has only the health/character educator that administers all of the programs to the students and administers all of the grant requirements and reporting. The health/character educator works closely with an evaluator that oversees the evaluation piece. There are several high school students that serve as peer educators and assist in the instruction at the middle-school level.

Program Name: Wichita Area Sexual Assault Center
Contact Name: Tina Henderson, Kathy Williams
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Web Site: www.wichitasac.com
Date Program Started: July 2001
Key Words: (1) Mixed gender; (2) 6th grade age; (3) racially/ethnically diverse; (4) classroom setting; (5) multiple-session curriculum-based program and mentor program

Factor of Interest	Program Information
Population served	This program is used with 6th grade male and female students aged 11–12. They serve approximately 100 students per month with ethnic/racial diversity representative of school district population. Teachers request the program.
Medium used to convey message	<p>In the past year, this program employed interventions with sixth graders in selected middle schools by attempting to improve attitudes toward violence, decrease violent behaviors in the school setting, and increase the resources available to deal with such incidents if they were to occur. A second goal of the project was to recruit, train, and supervise several male college students to work in a mentoring capacity with at-risk boys ages 8 to 14 whose mothers are residents of domestic violence shelters. The young men were to model and provide alternatives to behaviors and expressions that indicated violence or possible violence.</p> <p>The agency uses the Steppin’ Up to Violence Prevention curriculum (develop by this program with input from schools and area professionals). It is delivered within classrooms.</p>
Goals, objectives, and desired outcomes	The goals of the program are to reduce sexual violence in the Wichita Community and to change the attitudes, beliefs, and behaviors that support sexual violence. All programs target increasing awareness of sexual violence. The prevention services provide more ongoing programming. Activities are guided by a logic model.
Theoretical/scientific basis for the approach	The curriculum for this program was developed by a local committee. Evaluation is completed annually. In brief, the success of the program is explained by its ability to increase the knowledge and resources of students.
Level of evaluation	This project started in 2001. This past year’s project was able to demonstrate the effectiveness of interventions on having resources to deal with violent incidents. Staff found a consistent and more lasting impact from the interventions on this measure than from any other. The interventions increase the awareness of violence in the setting as the reported acts increase and the image of the school as a safe place deteriorates. It is noteworthy that the culture of some schools can and do change regarding the violence and sexual assault they experience, but it does not come from a program that provides interventions to students alone. The mentoring dimension of the project impacted this as well. For the mentors in this project, their work had personal and professional implications that were life-changing.
Staff capacity	The program is implemented by paid staff who have a Bachelor’s degree and experience in public speaking/education. Staff are full-time and receive 40 hours of advocacy training specific to sexual violence and additional training on prevention. There is one staff person devoted to evaluation efforts. Funding is not guaranteed from year to year.

Program Name: Wise Guys (a program of the Family Life Council)
Contact Name: Rick Brown
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Web Site: www.wiseguysnc.org
Date Program Started: 1990
Key Words: (1) Male only; (2) middle and high school, college, and adult; (3) racially/ethnically diverse; (4) school, college campus, and community-based setting; (5) multiple-session, curriculum-based program; (6) 10–12 sessions

Factor of Interest	Program Information
Population served	Program participants, adolescent males and adult men participate in multi-session single-gender, male focused activities. On average prevention education services are provided to nearly 227 unduplicated male participants in multi-session programs a month. The Wise Guys® program does serve a wide variety of diverse populations. This includes those served in Jóvenes Sabios, a version of the Wise Guys® program offered in Spanish for Latino males. Wise Guys Level 1 programs are offered to teen males between the ages of 11 to 17. Wise Guys: the Next Level is for adult men, concentrating on ages 18–29. Classes are offered in conjunction with a local collaborating organization which grants us access to their male clients, including public, private and alternative schools, prisons, substance abuse treatment, employment training, housing assistance, Boys & Girls Clubs, YMCA, YWCA, group homes, universities, recreation centers and many others.
Medium used to convey message	The program is a male responsibility, pregnancy, STD and dating violence prevention program that stresses healthy decision making, respect for self and others, and fosters responsible ideas of manhood and masculinity. Sessions are delivered in an engaging, interactive and participatory manner in a variety of settings. The curricula used are Wise Guys® Male Responsibility Curriculum (Level 1); Jóvenes Sabios; and Wise Guys: the Next Level (ages 18–29). The Wise Guys® Curriculum is delivered by an educator who meets with groups of males, generally once a week for 10–12 curriculum based sessions. These topics covered include: masculinity, communication, relationships, dating violence, fatherhood, contraception, and abstinence.
Goals, objectives, and desired outcomes	The goal of the program is to help males make wiser and more responsible decisions in terms of relationships, and sexual behavior. The specific goals are to help participants: 1) (teens) act responsibly by postponing sexual involvement and making healthy decisions; 2) (teens) talk with parents about sexuality; 3) have healthy sex role attitudes; 4) have greater knowledge about sexuality issues; 5) increase consistency of contraception for those already sexually active; 6) foster healthy communication and respect for partner.
Theoretical/scientific basis for the approach	The theoretical basis of this program is primarily based on the Health Belief Model. Wise Guys programs have been replicated in over 350 communities nationwide, and many more communities have had professionals trained in understanding and working with males. Factors that have contributed to the program’s ongoing success include a full curriculum, consistently positive and sound evaluation results, and a long history with significant local numbers served.
Level of evaluation	External evaluations varying levels have occurred for the different Wise Guys Programs. An Article is in preparation for submission to Journal of Adolescent Health.
Staff capacity	Educators are recruited from a pool of interested applicants through general employment opportunities, also through media, targeted networks, schools of public health, and professional associations. Minimum qualifications for educators are a relevant bachelor’s degree and related background and experience. Staff members who implement educational programs are full time employees, who receive standard agency orientation, and a specific schedule of observation and training in Wise Guys, delivered on an individual basis. Educators also receive observation, with initial facilitation under supervision. Three staff members have responsibilities which include data entry and evaluation. The program has diverse sources of income. Wise Guys® has only maintained or increased in budget and staff size since it’s inception in 1990.

One-Time Awareness/Educational Workshops and Theatrical Performances

Program Name: Bystander Intervention Training
Contact Name: Alan Berkowitz
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Web Site: www.alanberkowitz.com
Date Program Started: 2005
Key Words: (1) Mixed-gender; (2) college age and adults; (3) racially/ethnically diverse; (4) college and community-based setting; (5) curriculum-based, one-time workshop

Factor of Interest	Program Information
Population served	The Bystander Intervention Training is provided to college student, faculty and/or staff as well as non-college audiences. It is offered in single gender and mixed gender formats. This program has been offered both as a workshop and in a train-the-trainer format at over 20 colleges and universities over the past 3 years. It is designed for a diverse audience of all ages. The workshop is facilitated by the author, who can also train facilitators who are recruited by the host campus, to offer workshops on the host campus.
Medium used to convey message	The training is an interactive workshop combining lecture/presentation, interactive discussion, and bystander intervention skills training. A curriculum outline is provided to schools implementing the program.
Goals, objectives, and desired outcomes	The goal is to educate participants about the reasons for bystander behavior and to teach them the skills to effectively intervene to prevent sexual assault and address other health and social justice issues.
Theoretical/scientific basis for the approach	Bystander intervention theory and the social norms approach are the primary theoretical models. The program is successful because it utilizes scenario’s provided by participants and teaches them the skills to intervene effectively.
Level of evaluation	Qualitative evaluations have been positive but the program has not been evaluated quantitatively.
Staff capacity	The workshop can be delivered as a one-time training by the author. Alternatively, facilitators can be recruited by the host campus and trained in a two-day train-the-trainer format by the author. Facilitators are usually student affairs staff but may include students and faculty. Schools that have implemented the workshop usually have a Steering Committee that coordinates activities on campus and that works with the author to ensure effective implementation.
Other pertinent information	A White Paper describing relevant theory, research and skills, titled “Bystander Intervention Training” is available from the author.

Program Name: A CALL TO MEN: The National Association of Men and Women Committed to Ending Violence Against Women
Contact Name: Tony Porter Co-Director, Ted Bunch Co-Director
Phone Number: (917) 922-6738
E-mail: info@acalltomen.org
Web Site: www.acalltomen.org
Date Program Started: January 2005
Key Words: (1) Mixed- and single-gender; (2) middle school and older; (3) racially/ethnically diverse; (4) school, college campus, and community-based setting; (5) training/workshops for environmental change/community mobilization

Factor of Interest	Program Information
Population served	By strategizing with colleges, corporations, government agencies, non-profit and grassroots organizations across the United States, we help to organize communities in order to raise awareness and get men involved in ending men’s violence against women. Entire communities participate in the program with a focus on educating and organizing men, teens and boys. The program has single-gender, male-focused activities with approximately 200 new or ongoing participants each month. The program serves a racially/ethnically diverse population with age ranges from 13 to senior adults. Program participants are identified and/or recruited through community organizing efforts, from grassroots organizations to college campuses to corporations.
Medium used to convey message	Through seminars, workshops and other educational vehicles, A CALL TO MEN challenges men to reconsider their long held beliefs about women, in an effort to create a more just society. This is achieved by encouraging change in the behaviors of men through a re-education and training process that challenges sexism. The program utilizes community education, presentations, DVDs, audio CD, Music, Web site and Internet, television and radio to share its message. The mission of A CALL TO MEN is to galvanize a national movement of men committed to ending violence against women. Activities/services to achieve this mission include training, education, technical assistance, community organizing, lectures, local, regional and national conference, curriculum development, leadership training. A CALL TO MEN has developed a number of curricula for men and teens and they help communities organize throughout the U.S. Program staff plan to have chapters and affiliates within the next 18 months.
Goals, objectives, and desired outcomes	The overall goal of A CALL TO MEN is to promote men’s acceptance and collective responsibility to end violence against women and ultimately end men’s violence against women. The vision of A CALL TO MEN is to shift social norms that define manhood in our culture, and produce a national movement of men committed to ending violence against women.
Theoretical/scientific basis for the approach	Not provided
Level of evaluation	Evaluation tools are in development.
Staff capacity	Full- and part-time staff and volunteers deliver programming. Program implementers are recruited through the organization’s training efforts and receive internal on-going training, as well as attend conferences throughout the U.S. Program implementers must have at least 5 years of work experience in the area of violence against women. The current funding for the program is very stable.

Program Name: Campus Acquaintance Rape Education (CARE), University of Illinois Office of Women's Programs
Contact Name: Ross Wantland
Phone Number: (217) 333-3137
E-mail: wantland@illinois.edu
Web Site: <http://www.odos.uiuc.edu/women/education/care/>
Date Program Started: 1994
Key Words: (1) Mixed and single-gender; (2) college age; (3) racially/ethnically diverse; (4) campus settings; (5) one-time presentation

Factor of Interest	Program Information
Population served	CARE is a peer-facilitated workshop that serves approximately 7,000 first year students each year. Both male and female students participate, however the workshop includes a single-gender segment. A diverse group of peer-facilitators are actively recruited from student cultural centers, student activist groups, student health/activity fairs, and other student spaces. The Office of Women's Programs also works closely with racially diverse communities to develop culturally-appropriate workshops.
Medium used to convey message	This project provides credited college courses to train students to become peer anti-rape educators. Primarily, CARE uses workshops to convey their message. The CARE workshop is generally focused on "how to support a survivor," but uses this approach to provide much more information (victim blame, consent, etc.). This focus was shaped to decrease participant defensiveness (e.g., "I'm not going to rape anyone, why should I be here?").
Goals, objectives, and desired outcomes	Ultimately, this program exists to provide information to students about sexual assault, and approach them as agents of their own change. The CARE program primarily provides freshmen with increased information about what sexual assault is, how to support a survivor, and increased understanding of the bystander's role in speaking up. Ideally, CARE participants will be better equipped to support survivors, provide referrals, and *possibly* challenge rape supportive behaviors.
Theoretical/scientific basis for the approach	The CARE program was developed about 15 years ago, but it has since been researched in several studies, showing that it has impact on rape myth acceptance and projected support of survivors. This project opens up a dialogue and gives language to a topic that is very muddled in the media, family, and education system. The intent is to continue conversations that allow people to support survivors, seek help for themselves, and stand up against rape supportive behaviors.
Level of evaluation	Research has been performed on the CARE program several times (Lonsway, K.A. (1996). Preventing Acquaintance Rape Through Education: What do we know? <i>Psychology of Women Quarterly</i> , 20, 229–265; Klaw, Elena L; Lonsway, Kimberly A; Berg, Dianne R; Waldo, Craig R; Kothari, Chevon; Mazurek, Christopher J; Hegeman, Kurt E. Challenging Rape Culture: Awareness, Emotion and Action Through Campus Acquaintance Rape Education. <i>Women & Therapy</i> . Vol 28(2) 2005, 47–63; Lonsway, Kimberly A; Klaw, Elena L; Berg, Dianne R; Waldo, Craig R; Kothari, Chevon; Mazurek, Christopher J; Hegeman, Kurt E. Beyond "no means no": Outcomes of an intensive program to train peer facilitators for campus acquaintance rape education. <i>Journal of Interpersonal Violence</i> . Vol 13(1) Feb 1998, 73–92; Lonsway, Kimberly A; Kothari, Chevon. First Year Campus Acquaintance Rape Education: Evaluating the impact of a mandatory intervention. <i>Psychology of Women Quarterly</i> . Vol 24(3) Sep 2000, 220–232.)
Staff capacity	The program is delivered by undergraduate students that are trained in facilitation skills through a semester-long class. We have not had much opportunity for large evaluation efforts. Funding for CARE is from the state and has been relatively stable.

Program Name: Coaching Boys into Men (CBIM)
Contact Name: Feroz Moideen
Phone Number: (415) 252-8900
E-mail: coachescorner@endabuse.org
Web Site: www.coaches-corner.org
Date Program Started: 2004
Key Words: (1) High school coaches and male athletes; (2) high school age; (3) racially/ethnically diverse; (4) classroom and community-based setting; (5) in-person and online training program

Factor of Interest	Program Information
Population served	Coaching Boys into Men (CBIM) participants are High School athletic coaches and their male athletes. Most often, coaches learn about CBIM from other coaches, their administrators, or community advocates. The Family Violence Prevention Fund (FVPPF) recruits coaches to take on CBIM through partnerships with coaching associations, community organizations, schools, and individual leaders. All coaches and athletic teams are welcome to take on CBIM and the FVPPF can provide assistance on how to implement and share the program.
Medium used to convey message	Due to their powerful mentorship role to young athletes, CBIM relies on coaches to convey the message of respect for women and girls. FVPPF provides training and support to coaches in person, over the phone, and online at www.coaches-corner.org . Program materials include the CBIM Coaches Kit, which includes the Playbook, a Card Series with weekly coach-to-player trainings, and additional materials to support the program throughout the season.
Goals, objectives, and desired outcomes	CBIM aims to help athletes: 1) recognize the impact of language and adapt their language to show respect towards women and girls; 2) refuse to engage in abusive or violent conduct towards women and girls; and 3) recognize and value respectful behavior among friends, role models, and themselves.
Theoretical/scientific basis for the approach	CBIM is currently being evaluated. The anecdotal feedback FVPPF has received from coaches over the years has shown that coaches are inspirational and effective leaders to help prevent violence against women and girls.
Level of evaluation	CBIM Playbook was launched in 2004 with the input of coaches. The popularity of this resource prompted FVPPF to build a greater CBIM program for coaches, which led to the Coaches Kit in 2008. The overall CBIM program is currently being evaluated.
Staff capacity	Many FVPPF staff members support CBIM, including CBIM Program Director, Feroz Moideen. CBIM is supported by the Waitt Institute for Violence Prevention and the Verizon Foundation.

Program Name: The Date Safe Project
Contact Name: Mike Domitrz
Phone Number: (800) 329-9390
E-mail: mike@thedatesafeproject.org
Web Site: <http://www.datesafeproject.org>
Date Program Started: April 2003
Key Words: (1) Mixed- and single-gender; (2) middle and high school and college age; (3) racially/ethnically diverse; (4) school, campus, and military based setting; (5) curriculum-based one-time workshops and on-line trainings

Factor of Interest	Program Information
Population served	Participants of our live presentations tend to be students ranging in the ages of 12 to 22 years old and military members between the ages of 18 and 25 years old. While the program provides some male-focused activities, most of their programs are facilitated in a co-ed environment. They present live educational programs to around 30,000 participants each year. In addition, many people from around the world download online program materials. Frequently, audiences are racially/ethnically diverse in their demographics. When working in K12 school environments, participants are mandated to attend. At college and universities, about half of the audiences attend based on advertising/promotion and the other half attend based on an organization or group they belong to (Greek Life, Athletics, Residence Life, etc.). On military bases, most of the attendees are mandated to attend.
Medium used to convey message	The program uses 3 mediums: live presentations; online materials; and educational products ranging from books to DVDs to poster campaigns. Communities, schools, and organizations can request presentation and/or get materials to use on their own. The curriculum is created by our organization and is based on feedback we continually hear from our colleagues, attendees, and interested parties. Live educational presentations take place in schools, on college campuses, and at military bases. Online sharing is done through tele-seminars, forums, podcasts, and other technological mediums.
Goals, objectives, and desired outcomes	Our program exists to 1) Teach “Asking First” to insure consent and reduce sexual assault occurrences; 2) teach bystander intervention, especially when alcohol is involved; and 3) share how to “Open the Door” for survivors and honor them in doing so. Evaluations show that our program results in positive change in all 3 objectives after the program.
Theoretical/scientific basis for the approach	The consent and the bystander intervention elements of this work are based on law and logic. The success of the program is based on the ability to connect directly with teenagers and young adults through an entertaining approach that teaches them realistic SOLUTIONS which they can immediately apply to their own life.
Level of evaluation	The Date Safe Project was founded in 2003. Evaluations of this work are completed by the schools and educational institutions that use the program. On average, 90% of participants state they believe in “asking first” after the program. Less than half make the same statement before the program. At the family level, parents have shared the positive difference the Date Safe Project materials have made in their ability to teach their children healthy dating behaviors. Schools have had students create Interest Groups to keep the message going throughout the year.
Staff capacity	For the educational program that is presented in schools, The Date Safe Project has one professional, Mike Domitrz, who travels the country full-time. He is an accomplished author and creator of multiple educational resources. Each year, he speaks in over 80 cities throughout North America. He has been speaking for the past 17 years and is especially known for his program titled, “Can I Kiss You? Dating, Communication, Respect, & Sexual Assault Awareness.” The program has a full-time staff person who handles all incoming calls and provides the proper resources for all interested parties and a part-time professional who helps write and produce new educational articles and programs. Funding sources have always been very consistent for our work.

Program Name: Fraternity Peer Rape Education Program (FPREP), University of Illinois Office of Women's Programs
Contact Name: Ross Wantland
Phone Number: (217) 333-3137
E-mail: wantland@illinois.edu
Web Site: <http://www.odos.uiuc.edu/women/education/peerRapeEducation.asp>
Date Program Started: 2002
Key Words: (1) Male only; (2) college age; (3) racially/ethically diverse; (4) campus settings; (5) one-time presentation

Factor of Interest	Program Information
Population served	FPREP is a peer-facilitated workshop that serves undergraduate university students. FPREP trains male college students to be peer rape educators and resources to their fraternities. FPREP participants are selected based on their fraternity's interest in the program (or an individual's interest in facilitating). FPREP presents to approximately 500 ongoing students each year. A diverse group of peer-facilitators are actively recruited from student cultural centers, student activist groups, student health/activity fairs, and other spaces. The Office of Women's Programs also works closely with racially diverse communities to develop culturally-appropriate workshops.
Medium used to convey message	The project provides credited college courses to train students to become peer anti-rape educators. FPREP is a year-long class that trains fraternity men to be peer rape educators and resources to their fraternity. In the first semester, the students receive the training, and during the second semester, they facilitate workshop to men in fraternities (mostly their own fraternity). FPREP uses workshops that are collaboratively developed by fraternity members and the project coordinator. However, there is also a fair amount of messaging that occurs unintentionally through the facilitators' interactions with their fraternity brothers at other times.
Goals, objectives, and desired outcomes	Ultimately, this program exists to provide information to students about sexual assault, and approach them as agents of their own change. The FPREP program is focused more on the role of fraternity men in the prevention of sexual violence, encouraging men to move beyond group think and hypermasculinity to achieve some of the lofty goals of their organizations. FPREP participants will be better able to support survivors and moreover, to understand the ways that language and group culture can allow rape to continue, and what their role is in preventing rape and rape-supportive cultures.
Theoretical/scientific basis for the approach	The FPREP project is based off Mahlstedt's Fraternity Violence Education Project out of West Chester University and also strongly grounded in social justice education pedagogy. This project opens up a dialogue and gives language to a topic that is very muddled in the media, family, and education system. We hope that this continues conversations that allow people to support survivors, seek help for themselves, and stand up against rape supportive behaviors.
Level of evaluation	Research on FPREP has not been quantitatively measured, but Wantland (2008) used interviews and final projects with individuals to examine the ways the facilitators, their friends and family, and their fraternity have been impacted. We cannot say with certainty the direct, individual impact of FPREP because of a 15 year mandatory workshop for freshmen, but students on our campus seem more able to define and identify sexual violence, anecdotally.
Staff capacity	The program is delivered by undergraduate students that are trained in facilitation skills. We haven't had much opportunity for large evaluation efforts. Our funding is from the state, and has been relatively stable.

Program Name: Guy Fi: The Fictions that Rule Men’s Lives
Contact Name: Chris Kilmartin
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E-mail: ckilmart@umw.edu
Web Site: N/A
Date Program Started: 2006
Key Words: (1) Mixed gender and male only; (2) college age and adults; (3) racially/ethnically diverse; (4) university, conference, and business settings; (5) one-time workshop

Factor of Interest	Program Information
Population served	Program participants are any adults 18 and over, but usually college students. The program can provide single-sex programs for males. On average, the program has approximately 50 participants per month. This program serves any racial/ethnic group, but racial/ethnic diversity is not focused on in this program. Recruitment is generally from advertising.
Medium used to convey message	Program efforts are through lecture/storytelling and activities include discussion of cultural pressures on men with simple PowerPoint presentations. Presentations typically utilize a semi-scripted talk from an outline with auditoriums as the usual venues.
Goals, objectives, and desired outcomes	The goal of this program is to expose toxic gender pressures on men placing them in a better position to resist those pressures when conforming to them conflicts with life goals. Program staff hope to make participants more aware of the dangers of uncritically accepting gender messages and become more aware of these messages. The most important prevention service of this program is to link gender, sexism, and violence and help men understand that the bystander role is not neutral.
Theoretical/scientific basis for the approach	This program is based on the Elaboration Likelihood Model—participants are more likely to effect attitude change when issues are made personally relevant. Staff attributes program success to the use of humor, empathy for men, and engaging relevant topics to reduce resistance.
Level of evaluation	The program is about 2 years old and a prevention component has been included since inception. There has been no formal assessment of the program; however, there is anecdotal evidence of effectiveness, good audience response, and frequent invitations for presentation. The program’s specific outcomes include: (1) individual level changes such as increases in gender awareness, improved cognitive link between gender, sexism, and violence, and decreased bystander apathy; (2) family impact desired include preparing to not pass on toxic ideologies to children and help children become more culturally aware; (3) increased violence prevention activism in schools and communities; (4) increased violence prevention activism in communities; and (5) increased activism in affecting social justice policy.
Staff capacity	Dr. Chris Kilmartin, PhD, is the only presenter. He is a college professor and consultant with specialty in men’s studies and violence prevention. Dr. Kilmartin has a full-time academic position and does this program a few times per semester at colleges, conferences, and business groups. His training is specialty academic training in psychology and continuing monitoring of relevant literature. No evaluation has been done to date on the program and no other staff or resources are devoted to it. The program’s funding streams are speaker fees, which can be less than stable in higher education settings when there are budget cuts.

Program Name: Men's Violence Prevention
Contact Name: Todd Denny
Phone Number: (360) 866-7140
E-mail: info@todddennymvp.com
Web Site: www.ToddDennymvp.com
Date Program Started: 1988
Key Words: (1) Male only; (2) high school and college age; (3) racially/ethnically diverse;
 (4) school and college campus settings; (5) one-time, curriculum-based workshop

Factor of Interest	Program Information
Population served	Men's Violence Prevention involves men aged 15–24. The program is presented to single-gender, male-focused groups. On average, 200 new or ongoing participants receive exposure to the program each month Program participants are identified by colleges, athletic departments and schools.
Medium used to convey message	The program focuses on teaching young men rape prevention skills in an experiential workshop. The curriculum was developed by program staff and others at the University Illinois (1988–91) and it takes place at Colleges and public schools.
Goals, objectives, and desired outcomes	There are four principal goals for the male violence prevention workshops. Participants should: 1) experience empathy for survivors of sexual assault; 2) examine the essence of personal responsibility; 3) develop practical skills for confronting sexually-aggressive peers; and 4) understand how rape hurts men as well as women. The workshops with men: examine how peer pressure can be a catalyst for rape; reveal that most men are uncomfortable with their peers' abusive behaviors; establish that we can change group culture by increasing the positive influence of individuals; and authenticate that a male leadership approach can inspire peer-developed interventions in men's violence against women. The program is guided by a logic model
Theoretical/scientific basis for the approach	The program is based on the theory and research findings of the following: Koss, Mary P. (1998); Lisak, D. (1991); Lisak, D., Hopper, J. & Song, P. (1996); Sanday, P. R. (1981); Stoltenberg, J. (1990); Thompson, S. (2005); Tjaden, P. & Thoennes, N. (2000); and Warshaw, R. (1994). There has been an independent audit of evaluations Commissioned by the U.S. Department of education Gear Up program (3 times) and National Science Foundation and Washington State Governor. Ongoing partnerships with Eastern Washington University, Gonzaga University, The Evergreen State College and numerous Washington State K-12 schools.
Level of evaluation	The program has been in existence for 20 years. Every program is evaluated with internal, formative evaluations. An external evaluation was conducted by Fred Rodgers and Associates Date (May 24, 2001). This evaluation involved an independent audit of the evaluation questionnaires administered at seven workshops conducted by Todd Denny in 2000 and 2001. It found a pattern of high evaluative ratings by the workshop attendees who returned the forms. The high ratings were sustained without notable exception over seven data sets involving various populations. The findings indicate a consistent and uniformly high evaluation of the workshop experience by the participants. On a Likert scale of 1–5, [with five as the highest rating], Todd Denny's average ratings ranged from 4.3 to 4.8. College personnel, classroom teachers, professional conference attendees, experts in the field of male aggression and student-athletes awarded equally high ratings to their workshop experiences. There were no significant differences in the ratings awarded by females when compared to their male counterparts. There were no significant differences in the participant's ratings of the content, presentation, resources and total merit of their workshop experience. All were rated equally highly. Voluntary comments, written on the questionnaires, corroborated our general conclusions with 91% of the respondents noting they would recommend these workshops to their colleagues and to professional organizations.
Staff capacity	Prevention/educational program implementers are recruited from workshops with men. There is one, full-time staff person with 20 years of experience. His training was through Safeplace Rape relief shelter in Olympia, WA. and the University of Illinois. Funding for the program is seasonal with the school year.

Program Name: Men Today, Men Tomorrow
Contact Name: Jeff Matsushita
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E-mail: jmatsushita@idvsa.org
Web Site: www.mentodayidaho.org
Date Program Started: 2004
Key Words: (1) Male only; (2) middle and high school age and adult; (3) primarily white population; (4) school and community-based setting; (5) curriculum-based one-time trainings and workshops and ongoing men’s groups

Factor of Interest	Program Information
Population served	Men Today, Men Tomorrow (MT2) works with males age 12 and older to promote positive male behaviors and challenge beliefs that perpetuate violence. MT2 is a statewide organization, housed under the umbrella of the Idaho Coalition Against Sexual and Domestic Violence (ICASDV). The primary prevention program identifies men through ICASDV members in order to raise men’s awareness about men’s violence and promote a new and healthy masculinity.
Medium used to convey message	The MT2 program hosts annual statewide awareness raising events, on-going community workshops, stakeholder trainings, and facilitates local, anti-violence groups. Technical assistance is provided to ICASDV members in the form of trainings, media campaigns, and requested program support. Not one specific curriculum is utilized, instead a combination of national best practices and models are tailored to specific audience to meet membership expectations.
Goals, objectives, and desired outcomes	MT2 exists to end men’s violence against women by identifying and engaging men as allies. The program strives to change existing sexist and patriarchal beliefs by implementing interpersonal, social norms practices, and empowering active male bystanders. Local MT2 groups meet regularly to promote personal growth, plan outreach events, and guide local efforts. MT2 is currently working with local sites to develop a working logic model.
Theoretical/scientific basis for the approach	MT2 implements a synthesis of the following programs/approaches: Mentor’s in Violence Prevention, A Call to Men, Alan Berkowitz’s work on social norms, and Men Stopping Violence. Curricula from these sources are applied as appropriate to the specific audience and issue. Measurement of success has been based upon an increase of membership participants, sustainability of local MT2 groups, demand for technical assistance, and media support.
Level of evaluation	Since 2004, MT2 has acted as the statewide resource for male violence prevention efforts. Evaluations for trainings report a 90% success in changing individual beliefs and attitudes, and an increase in empathy and awareness of men’s violence against women. Attendance to MT2 events, trainings, and workshops has tripled since 2004. External and internal focus groups, held regularly, evaluate the success of media campaigns, trainings, and program messaging. Community partners have increased providing further outlets for the program.
Staff capacity	Two full-time staff positions are currently occupied and limited to funding sources. Staff are required to hold a minimum of a bachelor’s degree in a behavioral science field, continue on-going training in current prevention practices, and have 3–5 years of experience working in the field of violence prevention. Currently the Idaho Department of Health and Welfare decided MT2 would be the Rape Prevention & Education programs single funded program.

Program Name: “The Men’s Program” written by John Foubert; promoted by the One in Four, Inc.
Contact Name: John Foubert, Associate Professor of Higher Education, College of William and Mary, and Founder, One in Four Inc.
Phone Number: (757) 221-2322
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Web Site: www.oneinfourusa.org
Date Program Started: October 1993
Key Words: (1) Male only; (2) primarily college age; (3) racially/ethnically diverse; (4) primarily university and military setting; (5) 1-hour videotaped program or live presentation

Factor of Interest	Program Information
Population served	This sexual violence prevention program was designed for men on college campuses. As of 2008 it is in use by 37 “One in Four” chapters on college campuses and is presented to approximately 50 additional campuses and military bases per year by the One in Four RV Tour. It has also been presented in military academies (the Naval Academy, a modified version to the Air Force), high schools, prison halfway houses, state health departments, state sexual assault coalitions, national conferences, and local community organizations. Most presentations are typically delivered in residence halls and fraternities and to athletes.
Medium used to convey message	The Men’s Program can be presented as a live performance by peer educators from a prepared script or shown as a DVD called “How to Help a Sexual Assault Survivor: What Men Can Do” produced by One in Four, Inc. This DVD is a professional video of peer educators and a police officer presenting The Men’s Program and is designed for use in place of a live presentation. The centerpiece of the program is a video segment in which a police officer describes an experience of a male officer being raped by two males. The live presentation includes use of an updated script including a major focus on bystander intervention strategies.
Goals, objectives, and desired outcomes	The overt goals are to teach men how to help a woman recover from rape and how to intervene as a bystander to help prevent a rape from occurring. The covert goal is primary prevention and changing behavioral intent.
Theoretical/scientific basis for the approach	The research underlying The Men’s Program includes findings by Brecklin and Forde (2001) and Stein (2007) showing that all-male peer education programs are more successful than mixed-gender programs and those not presented by peers. Other research has shown that as men increase their empathy with survivors and have more aversion to rape, they report less likelihood of raping (Schewe, 2002). The program is also based on theories of attitude and behavior change, including Belief System Theory (Grube, Mayton, & Ball-Rokeach, 1994) and the Elaboration Likelihood Model (Petty & Cacioppo, 1986).
Level of evaluation	Multiple articles have been published evaluating the effects of The Men’s Program. The program has been evaluated through a U.S. Department of Education Grant with an external evaluator. An initial study by program staff conducted a formal evaluation of fraternity men who participated in the program. Published findings of the study show a significant, long-term decline in rape myth acceptance and likelihood of raping (<i>Journal of American College Health</i> ; Foubert, 2000). Subsequent studies found that the program led to a decline in telling jokes about rape (Foubert & Perry, 2007), significant declines in clusters of rape myth acceptance (Foubert & Newberry, 2006), and that the program led to increased empathy among men for female rape survivors. An additional study showed that effects of the program on men of color were similar to effects on Caucasian men (Foubert & Cremedy, 2007). In a study to determine the program’s effects on men’s sexually coercive behavior, fraternity men who saw The Men’s Program committed fewer sexually coercive acts during their first year of college than fraternity men who did not see The Men’s Program (Foubert, Newberry & Tatum, 2007).
Staff capacity	Over 3,500 copies of the manual for this program have been sold. The author knows of 37 universities who currently use the program and several hundred have seen the program. Limited funding tends to be provided by the individual universities to their peer education groups. These “One in Four” chapters provide presentations at their campuses, and in some cases in their communities and at other universities. The national nonprofit organization One in Four sponsors an RV tour whereby four recent college graduates travel the nation making presentations to approximately 50 college campuses and military bases per year. They reach about 7,500 people each year. The tour began in 2004 and continues to this day. The tour also helps set up One in Four chapters on college campuses.

Program Name: NC State Women’s Center
Contact Name: Juliette Grimmett
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Web Site: http://ncsu.edu/womens_center
Date Program Started: February 2007
Key Words: (1) Mixed-gender; (2) college age and adults; (3) racially/ethnically diverse; (4) campus settings; (5) one-time workshops/trainings using peer educators

Factor of Interest	Program Information
Population served	This program works with NC State college students, faculty and staff. The programs are for all genders (including transgender) and all races/ethnicities/cultures with intentional programming to various populations such as the LGBTQI population and faith communities. Programs, such as the student peer education group for sexual and relationship violence prevention called <i>The Movement</i> , are racially/ethnically diverse. The program offers mixed gender programs and single). The age-range of the population served is generally 18–24 (students—most programming for them), however faculty and staff are 18+. Program participants are recruited through flyers, emails, and word of mouth. They do a lot of work with resident advisors, Greeks, academic classes, first-year students, ROTC, etc.
Medium used to convey message	The program has about 90 workshops/trainings per year and offers a 3 credit course for students interested in being peer educators. Peer educators will do all of the student programming, while the program coordinator will continue to do faculty/staff training (law enforcement, student judicial, campus ministers, etc.). The program includes interactive workshops (video, kinesthetic activities, group work, role plays, etc.) all focused on activism and bystander interventions. The syllabus for the 3-hour class includes regular bystander interventions, activism assignments, and focused discussions related to intersections of oppression, sexual and relationship violence including stalking and commercial sex work, and pornography. All programs/workshops take place where the participants are (classrooms, residence halls, sorority/frat houses, etc.)
Goals, objectives, and desired outcomes	This program was created because sexual violence is the most common violent crime on college campuses and NCSU had virtually no prevention programming or advocacy support for survivors of this violence until this program director position was funded. The goal of the prevention programming is to create a cultural shift in which men take responsibility for sexism and other forms of oppression; the entire campus culture shifts in that they intervene at all levels of sexual violence (jokes to assaults) and hold perpetrators accountable; and to draw awareness that this violence exists. The peer program, men against rape group, and all trainings are the most important prevention services. Most specifically the work focused on bystander behavior and increasing bystander skills. Also important, is the campus Alliance for Sexual Assault Prevention made up of over 18 campus offices meets monthly to make systems level violence prevention change. The program is guided by a logic model.
Theoretical/scientific basis for the approach	The program is informed through various theories/models and research, i.e., the social ecological framework, Victoria Banyard’s bystander intervention work/theory, David Lisak’s work with non-stranger rape, and NO risk-reduction/victim-blaming work.
Level of evaluation	Evaluation efforts started in February, 2007 with the creation of programming centered on bystander behavior/prevention of male perpetration. Evaluations from every workshop and training have been collected in addition to a campus-wide survey on perpetration, victimization and bystander behavior (1200 respondents, IRB approved). The program staff person plans to publish findings from these efforts. Program impact has been seen through the following: created community change through starting two student organizations, policy change through the campus alliance (ASAP) in which we are creating campus policies and protocols for responding to sexual violence, and individual/family through support outreach for survivors and preparing to work with the parents office as part of orientation. Activities have been influenced by political issues when working in a university.
Staff capacity	Recruitment is through networking, contacts from program activities, flyers, and tabling. One full-time staff person provides 99% of the programming and she has 13 years experience with sexual violence, a masters in public health, and has worked at rape crisis centers and on college campuses. All peer educators have to take a 3-credit class before they can do workshops and they meet bi-weekly as a student organization. They are paid for each workshop they do. The current RPE grant funding stream for staff is not permanent.

Program Name: Peer Education and Outreach, North Carolina State University, Raleigh, NC
Contact Name: Marianne Turnbull
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E-mail: marianne_turnbull@ncsu.edu
Web Site: www.ncsu.edu/health_promotion/Relationship/mensProgram.html
Date Program Started: 1998
Key Words: (1) Mixed gender and male only; (2) college age; (3) racially/ethnically diverse; (4) university setting; (5) one-time workshop

Factor of Interest	Program Information
Population served	This program is open to all students but has a focus on male athletes, fraternities, and members of the Reserve Officers' Training Corps (ROTC). It provides male-only presentations to a racially/ethnically diverse group.
Medium used to convey message	This is a one-time workshop that focuses on rape culture and changing inappropriate attitudes.
Goals, objectives, and desired outcomes	<p>Program staff strive to help individual participants achieve the following goals:</p> <ul style="list-style-type: none"> ▪ begin thinking about the women in their life ▪ develop a better understanding of rape culture, such as language ▪ realize that small actions by both men and women that may not seem harmful can make a woman susceptible to rape ▪ become willing to talk to peers and take a stand against sexual violence ▪ learn what the role of alcohol plays in sexual violence ▪ learn how to be an active and helpful bystander <p>They also encourage athletes to become role models.</p>
Theoretical/scientific basis for the approach	This program is based on the work of John Foubert, Jackson Katz's MVP program and Men Can Stop Rape.
Level of evaluation	The program has had a limited amount of evaluation, mostly process oriented. It has been in existence for about 6 years, but the current model is fairly new.
Staff capacity	Male undergraduates receive training from two graduate students, who serve as peer trainers during a three-credit training class. The undergraduates then deliver the program to various groups on campus. The program receives funds through the physical education department, campus police, and other university sources.

Program Name: The Rape Prevention Program for Men, Hobart College, Geneva, NY
Contact Name: Rocco “Chip” Capraro
Phone Number: (315) 781-3300
E-mail: capraro@hws.edu
Web Site: None
Date Program Started: 1988
Key Words: (1) Male only; (2) college age; (3) primarily white population; (4) university setting; (5) one-time workshop; (6) 1½- to 2-hour workshop

Factor of Interest	Program Information
Population served	All incoming first-year and transfer male students are required to participate in the Rape Prevention Program for Men at Hobart College. The workshops and make-ups are offered over a period of about 1 month, in the fall semester. A total of approximately 250 men participate in the workshops each year. The workshop participants and facilitators are inclusive of the diversity of our campus.
Medium used to convey message	This program is a 2-hour, small group, all male, residentially based, interactive, required workshop that highlights a model of consent, alcohol awareness, and risk factors. The workshop relies on a series of case studies, or scenarios, written by college students. The underlying message of the workshops is a rethinking of masculinity and messages received about what it means to be a man in society. Participants take part in the workshop and are urged to join in follow-up activities, which include a Take Back the Night men’s vigil and the White Ribbon Campaign. Since 2002, alcohol awareness and risk factors that may complicate consent have been emphasized.
Goals, objectives, and desired outcomes	The goal of this program is to prevent sexual assault on campus and to provide a forum for men to discuss in a sustained, well facilitated, setting aspects of their male experiences on campus. There is also a social norms message that most men do not support sexually violent behavior and that men must take responsibility for their actions.
Theoretical/scientific basis for the approach	This program uses information from Dr. Alan Berkowitz’s social norms approach to violence prevention and a peer education model. It aims to correct misperceptions regarding men and sexual behavior. The project director attributes the success of the program to the participants themselves. He felt that the program would not be successful if most men did not have relatively positive pre-existing views about women and relationships, and were not able to communicate them in a facilitated setting.
Level of evaluation	The program originated in the late 1980s and has evolved in response to a changing world of gender relations and pedagogies. An evaluation of the program was completed for a dissertation project in the 1990s and since then other studies of the program model have shown it effective. Such studies mainly consisted of an assessment of pre- and post-test changes in attitudes and values associated with perpetration of rape (Earle, 1996). A Jossey-Bass book on the program, <i>Men and Rape: Theory, Research, and Prevention Programs in Higher Education</i> (Berkowitz, 1994), discusses aspects of the program. Workshop participants’ evaluations are administered periodically, especially after any changes have been introduced.
Staff capacity	The program is delivered by 8–10 Hobart students, who are sophomores, juniors, and seniors. These students have been trained as peer facilitators by the Project Director and Counseling Center staff, and in some years, an outside trainer is used. Work-study students and secretarial staff assist with the logistics of the program.

Program Name: S.A.F.E. Inc., Tupelo, MS
Contact Name: Deborah Yates
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E-mail: Deborah_Safe@comcast.net
Web Site: www.safeshelter.net
Date Program Started: 1998
Key Words: (1) Mixed gender; (2) middle school through college age; (3) racially/ethnically diverse; (4) school and community-based setting; (5) one-time presentation with longer version for adult women

Factor of Interest	Program Information
Population served	<p>Direct program participants include males and females age 13 through adult. We have not been providing single-gender, male-focused activities, but have discussed this with one of the Boys & Girls Clubs in our area. Since December of 2007, we have had 199 youth participants. Thirteen staff at a local community college were trained during this period. In addition, there is a longer program that includes this content for adult women in the Department of Human Services <i>Job Readiness Program</i>. Program implementers ask them to think about the young men in their lives and to share with them the information in the booklet "Date Rape: What Men and Women Should Know." Program participants have been identified and recruited by public school counselors, teachers and nurses, youth court advocates, and DHS workers.</p>
Medium used to convey message	<p>The Dating Violence program addresses the patterns of power and control that lead to violent acts and abusive dating relationships. Participants first create a booklet where they examine their own personal qualities, values, long-term goals, and relationship goals. Discussion then turns to possible outcomes when these qualities and goals are not respected by oneself or by others invited into close relationships. A 27-minute video is shown ("Teen Files Flipped: Dating Violence and Abusive Relationships") where victims and perpetrators are forced to examine the behavior of others in relationships similar to the ones in their own lives. The characters openly reflect on the consequences of their behaviors and the alternate opportunities open to them. The topic of rape is addressed with a focus on male responsibility. A follow-up discussion allows participants to express their feelings and personal experiences related to what they have seen. They are given a list of safety tactics as well as asked to create a list of personal resources with whom they could discuss a problem or get help in an emergency. They are then given information about the local community services available to them, including an overview of the S.A.F.E., Inc. program and its 24-hour crisis line.</p> <p>This program has been used in classrooms, a teen conference, auditoriums and in a youth court center. The booklet activity has been created to do with a small (4–35 person) group or a larger (35 people or more) group.</p>
Goals, objectives, and desired outcomes	<p>This program is one of several educational programs created for S.A.F.E., Inc. to promote a more healthy society and to make participants aware of identifiable patterns that indicate abuse or danger to their well being. It also addresses how to connect with local resources if they find themselves in a situation where they may become a victim or a perpetrator. We hope to strengthen each individual we teach by empowering them to take a stand against violence and by letting them know that abuse and domestic violence do not have to be tolerated in their community. This program has a written lesson plan using Depth of Knowledge objectives.</p>
Theoretical/scientific basis for the approach	<p>This program is based on conversations with local school and after-school program staff about what a dating violence program should look like and what they felt their students did not know. We currently do not track participants after they have taken to the class to determine if they have become offenders or victims of sexual assault.</p>
Level of evaluation	<p>S.A.F.E. Inc. has had an education program in place since 1998. Records indicate that dating violence programs have been in place and given to mixed (male/female) audiences.</p>
Staff capacity	<p>Not provided</p>

Program Name: SCREAM Theater, Sexual Assault Services and Crime Victim Assistance, Rutgers University, New Brunswick, NJ
Contact Name: Sharon Zucker
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E-mail: srzucker@rci.rutgers.edu
Web Site: http://sexualassault.rutgers.edu
Date Program Started: September 1991
Key Words: (1) Mixed gender and male only; (2) college and high school age and adults; (3) racially/ethnically diverse; (4) university, high school, and community setting; (5) theatrical performance

Factor of Interest	Program Information
Population served	SCREAM Theater serves a racially diverse mix of incoming students at Rutgers and other universities, university professionals, high schools, and various other student, professional, and community groups. The program also provides programs at local, state and national professional conferences. Presentations are also made to male fraternal organizations and male athletic teams. The program conducts approximately 75 presentations a year, with almost half of the participants seeing SCREAM during first year orientation in August. Audience members are usually not recruited for the programs. Schools, universities, community based groups and other agencies have heard about SCREAM through word of mouth or have contacted SCREAM after seeing the presentations at conferences. We have also done two informational mailings, one to area high schools and one to New Jersey college and university athletic programs.
Medium used to convey message	The SCREAM Theater offers a variety of presentations on a range of issues, such as sexual assault, dating violence, bullying, stalking, and harassment. The curriculum for this program is not formalized, although six training meetings are provided each semester for peer educators. The program has expanded and a new reenergized SCREAM Athletes has developed. This program specifically performs for other student-athletes and addresses the same issues as SCREAM but with a special focus on the unique attributes of the student-athlete culture.
Goals, objectives, and desired outcomes	The program’s goals are to raise awareness about issues of interpersonal violence, to enable individuals to assist friends who have been abused, to encourage audience members to confront one another on inappropriate behavior, and to engage in individual and collective means for social change. The program is also designed to address primary prevention by helping audience participants understand the concept of active bystander intervention and the subtle rape myths that support, encourage and reward violence against women. The program provides an open forum for dialogue about issues of interpersonal violence and encourages students to discuss issues and to continue to talk about them after the presentations.
Theoretical/scientific basis for the approach	The program is based on a combination of various theoretical foundations. The approach to addressing issues of interpersonal violence is based largely on feminist theory and a culture of violence theory. The theoretical underpinnings of the peer education approach rely heavily on leadership and social change theories. The program is successful because of the depth of knowledge the staff who supervise this program have, the training provided for student peer educators, the creativity and flexibility built into the program and the ability to provide a realistic program that speaks to the audience.
Level of evaluation	Most of the research is evaluation based but there has also been qualitative research that assess the impact of participating in the program. The initial research was replicated with members of SCREAM Athletes. The program has also conducted some research that explores the athlete culture to see if it is rape supportive and to gain a better understanding of a student-athlete’s willingness to take leadership against sexual violence. For more specific information on our research and evaluation, please go to our Web site: http://sexualassault.rutgers.edu/research.htm . The program conducts both formal and informal assessments after each performance. Results indicated that there were positive changes in attitudes about sexual assault.
Staff capacity	The program is delivered by college-aged peer educators. The Coordinator of Peer Education is responsible for all SCREAM related programming. She has an MPA and all staff associated with this program and the department have a minimum of a masters degree. The funding for this program is fairly stable with a state grant that is renewed every year but that only partially funds the program. Major research is conducted in collaboration with staff from the Rutgers School of Social Work Center on Violence Against Women and Children.

Program Name: Sex Signals, Catharsis Productions, Chicago, IL
Contact Name: Christian Murphy and Gail Stern (Sex Signals program developers)
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E-mail: christian@catharsisproductions.com; gail@catharsisproductions.com
Web Site: www.catharsisproductions.com
Date Program Started: August 2000
Key Words: (1) Mixed gender; (2) college age; (3) racially/ethnically diverse; (4) university and military setting; (5) theatrical performance

Factor of Interest	Program Information
Population served	Sex Signals, which has been in existence for eight years, targets college/university students and members of the U.S. Armed Forces. University students are recruited by a liaison (who interfaces with the National Association of Campus Activities [NACA]) and various campus organizations. The program has been performed in 46 states, generally to mixed-sex student audiences that range in size from 50 to 400. U.S. military participants are recruited by program managers who liaise either with individual bases/installations or with higher-ranking military officials. Audiences range in size from 40 to 350. On average, the program reaches 5,000 individuals per month.
Medium used to convey message	Sex Signals is a 1-hour, two-person play that takes a humorous look at the awkwardness of dating as the two presenters (one female, one male) represent each sex’s perspective. Presenters use improvisation and audience interaction to explore how social mores, cultural conditioning, unrealistic fantasies, and false perceptions of the other sex can contribute to the confusion and coercion often found in dating; actors demonstrate how these factors can lead to sexual assault. At the end of the play the audience discusses solutions for more positive behavior in interpersonal sexual relationships. The script is updated frequently to reflect the latest sexual assault prevention research and moral development education. Military branch-specific scripts have been developed that include a specific facilitation component to address issues relevant to the different branches.
Goals, objectives, and desired outcomes	The primary goal of the program is to inform participants about acquaintance rape while confronting perpetrator/victim stereotypes and rape myths. The program strives to eliminate non-predatory, non-stranger rape by enabling participants to identify certain sexual behaviors as coercive and providing the language for consent and boundary setting. The program also strives to challenge victim-blaming comments by engaging audiences about their tolerance for aggressive, coercive behavior. By providing an example of non-stranger rape more consistent with most survivors’ experiences, it is hoped that participants will be able to name their victimization and get the help they need to recover.
Theoretical/scientific basis for the approach	Over the past few years, program revisions have incorporated the principles of Domain Theory (Turiel and Nucci) and the research on non-stranger rapists by Dr. David Lisak. The program has changed significantly in the last few years. The script has been altered to reflect the research by Dr. David Lisak on non-stranger rapists; clarified the role of consent, including clearly placing explicit and complete responsibility for gaining consent on the initiator of any sexual act; and inserted content on pro-social bystander intervention, based in part on the work of Dr. Alan Berkowitz. Our program now spends additional time focusing on the salient differences between “risk reduction” and “rape prevention.”
Level of evaluation	One study reported that “exposure to the prevention program was associated with a reduction in the reported prevalence of sexual victimization” <i>Journal of American College Health, Vol. 55, NO. 5</i>). Internally, program success is measured in four ways: (1) student general questionnaire; (2) student mailed program evaluation; (3) on-line evaluation; and, (4) universities audience evaluations. One evaluation study reported that “exposure to the prevention program was associated with a reduction in the reported prevalence of sexual victimization.” A thorough evaluation has not yet been conducted due to the overwhelming demand for the program and lack of staff time.
Staff capacity	Up to 13 presenters are trained to deliver the program. Each presenter has prior experience in the field of sexual assault prevention or has received rape victim advocacy/rape crisis hotline training and over 100 hours of training and rehearsal from program staff. Each presenter attends the annual “Safe Society” conference on sexual assault. Advanced workshops are delivered by Gail Stern, a nationally-respected trainer, curriculum developer, and lecturer. Catharsis Productions has two full-time staff and one part-time administrator. The program’s funding comes from performance fees.

Program Name: Sexual Aggression Peer Advocates (SAPA), Central Michigan University, Mount Pleasant, MI
Contact Name: Steve Thompson
Phone Number: (989) 774-6677
E-mail: thomp1sm@cmich.edu
Web Site: www.sapa.cmich.edu
Date Program Started: 1996
Key Words: (1) Male only; (2) college age; (3) racially/ethnically diverse; (4) university setting; (5) one-time workshop

Factor of Interest	Program Information
Population served	The participants of this program are a racially/ethnically diverse group of incoming male students, male athletes, and fraternity members. All incoming male students and male athletes are required to participate.
Medium used to convey message	The program encourages all men to be responsible for their own actions, as well as the actions of other men. It involves a survivor speaking as well as a comparison showing the sexual assault sequence involving a male as the survivor and a female as survivor.
Goals, objectives, and desired outcomes	This program attempts to educate all male students on campus by addressing awareness, prevention, avoidance and the bystander mentality.
Theoretical/scientific basis for the approach	This program is based upon the experience and research of Steve Thompson as well as research addressing myth acceptance and bystander mentality.
Level of evaluation	We have been addressing male attitudes since 1997. We started a men’s specific program in 1999. We are now moving to a coed presentation to males as we feel it is more effective.
Staff capacity	Forty volunteer advocates present programs. Peer advocates receive more than 100 hours of training. We have had the same budget since 1997.

Program Name: Sexual Assault Services Organization: Bystander Intervention Prevention Program
Contact Name: Emily Newcomer, Community Education Coordinator
Phone Number: (970) 259-3074
E-mail: emily@durangosaso.org
Web Site: www.durangosaso.org
Date Program Started: 2004
Key Words: (1) Mixed gender and single gender; (2) 7th grade through college age; (3) racially/ethnically diverse; (4) classroom presentations; (5) one-time curriculum-based presentation

Factor of Interest	Program Information
Population served	Program participants are in 7th grade through college age, but mostly 8th–12th grade in their health classes. The program begins with both genders and then splits into single-gender groups for dialogue. There are about 700 students per year. The community Durango, CO is about 7% Native American, 10% Latino/Hispanic, and 80% white.
Medium used to convey message	The first half of the program is a true/false exercise to convey basic info (stats, definition, sexual violence as a tool of oppression including but not limited to sexism, racism, heterosexism, ableism, classism, and ageism, with stats to demonstrate the oppression). The second half involves bystander visualization after which the group splits into single-gender smaller groups for dialogue about sexual harassment and assault scenarios focusing on what they can do as bystanders to intervene to prevent sexual violence. This curriculum takes place in classrooms and is based on Jackson Katz’s Mentors in Violence Prevention curriculum.
Goals, objectives, and desired outcomes	The Program goal is for students to understand sexual violence as a tool of oppression, to want to do something to end oppression and sexual violence, and to have many different options of what they can do in possible oppression and sexual violence situations they may encounter in their lives
Theoretical/scientific basis for the approach	By being a bystander who intervenes, a person is changing the culture in which they exist. According to the Cone of Learning adapted from), through active engagement, as with our dialogues about scenarios and being a bystander, about 70% of what is said is remembered after 2 weeks.
Level of evaluation	<p>This program has been around since 2004 in its basic form; it has been developed to include education about sexual violence being a tool of oppression just in the past year and a half. The scenarios we use at this time are with the perpetrator being male and the bystander being male or female.</p> <p>We have evaluations that are filled out at the conclusion of the program that assess whether students can name an intervention they can do as a bystander, whether they understand the relationship between oppression and sexual violence, and whether they feel responsible to do something to change the culture. Our evaluations have only been for ourselves and assessment of our programs, not for publication.</p> <p>An issue that affects our program is that we are only asked to come in for one program, instead of multi-programs for the same students, which limits our program.</p>
Staff capacity	One staff member, the Community Education Coordinator (CEC), is responsible for set up and delivery of programs with volunteers helping to facilitate the single-gender dialogues with the students. The CEC has a Master’s in Educational Psychology and works 32 hours per week. Volunteers receive about 7 hours of training. Funding for the program is pretty stable at this time.

Program Name: Students Against VViolence, Yes! (SAVVY!)
Contact Name: Lila Rucker, Project Director
Phone Number: (605) 677-5709
E-mail: lrucker@usd.edu
Web Site: www.usd.edu/orgs/savvy
Date Program Started: September 2005
Key Words: (1) Mixed-gender; (2) college age; (3) racially/ethnically diverse; (4) college setting; (5) peer-education workshops; (6) range from 1-hour mini-workshop to 8-week

Factor of Interest	Program Information
Population served	<p>Program participants are from the University of South Dakota student body with particular targeting of all incoming students, Greeks, athletes, residential hall residents, Upward Bound high school graduates who have been accepted to any college, local and surrounding area community members, near-by community college faculty, staff and administrators, and campus and local law enforcement. Except for law enforcement, the vast majority of participants are female. However, three of our 15 student peer educators are male. The program hopes to expand our work by implementing single gender, male-focused activities. The program offers one 3-day intensive SAVVY! workshop each semester. They offer one-hour mini-workshops during the year for residential halls, Greek houses and classes when invited. They have presented an 8-week version of the 3-day workshop (2 hours per week) at a near-by community college for the staff, students and administration. During each spring semester, they partner with the Student Theatre Co-Operative to present several productions of a one-act, 30-minute play written by a USD student survivor of sexual assault. Programming is presented to ethnically/racially diverse groups. Participants are all ages, with major focus on traditional undergraduate students. Participants are recruited through various means, including list-serves of various students groups; word of mouth; tabling in commons, and residential halls.</p>
Medium used to convey message	<p>Students Against VViolence, Yes! (SAVVY!) is a peer education program that prepares students as victim advocates, speakers' bureau presenters, and co-facilitators of SAVVY! workshops. Training includes 3-day intensive experiential workshops. The exercises include informational presentations, role plays, small- and large-group discussions, reflection time, energizing games, and trips to the local hospital (to learn about rape kit exams) and the local police station (to meet the officers and learn about protection orders. The director of the local shelter program assists in the presentations. They use a curriculum based on the Alternatives to Violence Project (AVP) workshops that have been facilitated around the world in prisons and communities for decades. The program meets in large classrooms on campus.</p>
Goals, objectives, and desired outcomes	<p>The program focuses on understanding and preventing domestic violence, stalking, and rape. The focus is on developing community, communication, cooperation and conflict resolution skills to prevent domestic violence, stalking and rape.</p>
Theoretical/scientific basis for the approach	<p>The program is based on Learning Theory. The experiential nature of the program renders it invigorating, inspiring, and informational. The content relates to the "real world." Everyone has experienced violence at some level and can relate to the material. Students contact us wanting to participate based on word of mouth reports from fellow students.</p>
Level of evaluation	<p>The program started in Fall, 2005. The prevention of male perpetration is embedded within the larger goals. The program has internal evaluations by participants after each 3-hour session within the workshop. Also, following the plays during the spring semester, students complete response papers for their Introduction to Literature classes. We hope to complete an outside evaluation with pre- and post-tests of a workshop this 2008 summer.</p>
Staff capacity	<p>The program is sponsored by the OVW grant. The full-time on-going program implementers include the Project Director, Ph.D. in Criminal Justice, and Program Coordinator, Ph.D. and Director of the Student Counseling Center. Two part-time graduate research assistants are trained to assist in program implementation and workshop facilitation. Interested graduates from the workshops are also trained to assist in workshop facilitation and are either paid or receive independent study credit hours. Training includes 3-day intensive experiential workshops focused on understanding and preventing domestic violence, stalking, and rape while learning leadership skills. The grant allows no more than 2% of the budget for research. Our recently hired 1/12 time Project Adviser is focused on research and evaluation of the program.</p>

Program Name: The University of Alabama Men Against Violence
Contact Name: Elle Shaaban-Magana
Phone Number: (205) 348-5040
E-mail: lshaaban@sa.ua.edu
Web Site: http://wrc.ua.edu/
Date Program Started: 1999
Key Words: (1) Male only; (2) college, middle, and elementary school age; (3) ethnically/racially diverse; (4) university setting; (5) one-time workshops and mentoring program; (6) year long

Factor of Interest	Program Information
Population served	The population served is college males attending in the area, as well as upper elementary and middle school boys. The program consists of educational outreach and mentoring, including single-gender, male-focused activities, such as campus and community sponsorship of the White Ribbon Campaign. The program represents the diversity of the community. An average of 4–5 programs is offered each month. Recruitment is done through targeted media efforts and by coordinating with campus and community partners such as Greek Affairs Office, the Tuscaloosa County School System, and others.
Medium used to convey message	The primary component of the program is peer education on issues related to interpersonal violence and uses a mentoring structure to develop leadership for both groups of participants.
Goals, objectives, and desired outcomes	The primary goals of the program are two-fold: (1) contribute to social change (i.e., work toward a community that is equitable for all members) through education and outreach and (2) create an alternative model of leadership for both the college students and the young men through mentoring. The program has a curriculum which blends materials developed for peer education and gender specific mentoring.
Theoretical/scientific basis for the approach	The program is based in social norms theory, social change theory, and transformative leadership models.
Level of evaluation	The peer education program has been in existence since 1999. The current program is a modified version of the original program. At various points in the program maturation, there has been an external evaluator contracted to assist with assessment. The success of the program is measured by student learning outcomes. An example of success being demonstrated is the institutionalization of the practice of providing training on interpersonal violence and consent issues to all new members of the fraternities. There are continued challenges with securing funding for the program.
Staff capacity	The coordinator staff of the university is recruited using the formalized process for recruitment of professional staff. Staff must have a minimum of a bachelor's degree and related work experience. The program has had a variety of staff dedicated to this work which includes: full-time staff, part-time staff, and graduate assistants. All staff are responsible for program evaluation.

Program Name: The Violence Prevention Project
Contact Name: Erin Scott
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Web Site: www.umt.edu/curry/SARC
Date Program Started: January 2007
Key Words: (1) Mixed-gender and single-gender; (2) college age; (3) racially/ethnically diverse; (4) primarily dorm, classroom, and University Center; (5) multiple-session, curriculum-based program; (6) one-time, curriculum-based workshops and social marketing campaign

Factor of Interest	Program Information
Population served	Program participants are men and women who attend the University of Montana. Staff seek to recruit volunteers who come from a variety of backgrounds and experience. The program provides single-gender, male-focused activities among other things. In the last academic year, they provided a day-long men’s leadership training and put on Walk a Mile in Her Shoes: The Men’s March to Stop Rape, Sexual Assault, and Gender Violence. Hundreds of new students are exposed to the prevention/education services each month. Services include presentations and trainings, social marketing messaging (posters, stickers, magnets, and buttons), events, and articles and ads in the student and local newspapers. The University of Montana consists of a racially diverse population, which the program serves. Program messaging is primarily aimed at students from 17–25 years old but they also serve students from 17 on (married and non-traditional students, etc). The program has sought nominations for men as well as doing an open cast call (audition) to find volunteers.
Medium used to convey message	The Violence Prevention Project (VPP) services include presentations and trainings, social marketing messaging (posters, stickers, magnets, and buttons), events, consultation with other departments about sexual/relationship violence materials, and articles and ads in the student and local newspapers. Presentations, trainings, and events primarily take place in the dorms, in classrooms, and in the University Center. The curriculum for their presentation Let’s Talk About Sex is based on research and student feedback. Peer educators are trained to present and respond to questions. Students volunteer their time to present in the dorms.
Goals, objectives, and desired outcomes	The Violence Prevention Project (VPP) has four goals: (1) to address the roots of sexual and relationship violence, (2) to dispel myths that perpetuate violence and prevent people from seeking help, (3) to educate the campus-community on healthy relationships based on mutual respect, and (4) to encourage positive expressions of masculinity and femininity. Let’s Talk About Sex is the primary educational tool as it is mandated by their Residence Life Office and reaches approximately 500 men and women every academic year.
Theoretical/scientific basis for the approach	The Violence Prevention Project and its Let’s Talk About Sex program have been informed by Men Can Stop Rape, the National Coalition Building Institute (NCBI), John Foubert’s 1 in 4 (male victimization and empathy), and David Lizak’s research on the Undetected Rapist (bystander intervention and risk reduction strategies). They contribute their success to consistently evaluating their program efforts and making changes based on feedback.
Level of evaluation	The Violence Prevention Project began in January of 2007. Let’s Talk About Sex began in August 2007. The program has a logic model for the program and they consistently evaluate program efforts. This includes evaluating every presentation, every event, and receiving qualitative information for social marketing efforts. At an individual level, they encourage positive expressions of masculinity and femininity and discuss gender socialization frequently at their VPP peer education meetings. These meetings allow students to be pushed in their thinking about gender, homophobia and trans-phobia, racism, and the media in a supportive environment. At a school/community level, they present social marketing campaigns multiple times per academic year. These include posters, fliers, handbills, buttons, and stickers. At a policy level, they are currently working to create the Safe Zone project at UM which addresses homophobia and heterosexism. They are also working on a reporting plan for hate crimes.
Staff capacity	They have sought nominations for men as well as doing an open cast call (audition) to find volunteers. The Outreach Coordinator for the Violence Prevention Project (VPP) is presently completing her BA in Communication Studies. She previously coordinated the Missoula County DELTA project and worked at the Missoula YWCA facilitating support groups; coordinating sexual assault and rape services; training volunteers; and presenting information about sexual assault, rape, stalking, and relationship violence to local schools and community groups. This position is paid at 35 hours per week for 12 months. The Outreach Coordinator attends annual trainings. These have included a three-day Men Can Stop Rape training, the National Conference on Sexual Assault in Our Schools hosted by the Safe Society Zone, relevant Prevention Connection Web-based trainings, among others. Staff and resources are devoted to evaluation efforts and current funding streams are stable, much of which comes directly from students under their student health fee.

Program Name: Voices of Men
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Web Site: www.voicesofmen.org
Date Program Started: 1999
Key Words: (1) Mixed- and single-gender; (2) middle and high school age, college, and adult; (3) racially/ethnically diverse; (4) school, campus, military, and community-based setting; (5) one-time theatrical performance

Factor of Interest	Program Information
Population served	The Voices of Men program is delivered at middle and high school assemblies, college orientations, military “briefings,” and other settings with mandated participants. It is also implemented at conferences and evening performances where most audience members choose to be there. The program has some single-gender, male focused activities that supplement the performances. “Voices of Men” is seen by almost ten thousand people each year.
Medium used to convey message	“Voices of Men” uses humor and celebrity male voice impressions to educate about sexual assault, dating/domestic violence, and other forms of violence. The humor minimizes audience defensiveness. Performances take place in an auditorium.
Goals, objectives, and desired outcomes	The goals are to get past common myths about sexual assault and dating/domestic violence, and to stimulate male involvement in ending this violence. Each character undergoes self-reflection about his own use of violence—hopefully audience members do the same.
Theoretical/scientific basis for the approach	The program has been successful due to its use of humor and theatre to bring about education and involvement.
Level of evaluation	Evaluation of the program so far has been anecdotal—feedback from forms, emails, conversations, etc. A collaboration is underway for a quantitative level evaluation by someone with an academic background.
Staff capacity	There is one staff person who performs “Voices of Men” at this point. The performances are often supplemented by other workshops, trainings, and sometimes skits. Where there is a skit, another actor is trained to be in the skit. “Voices of Men” also works with local survivor speakers, in which case the staff person also does some training with the survivor speaker. There are no funding streams for the program—it is supported solely through payment by hosts of the performances.

Program Name: Western Men Against Violence, Men's Violence Prevention Project, Western Washington University, Bellingham, WA

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Date Program Started: September 1, 1999

Key Words: (1) Mixed gender and male only; (2) college age; (3) primarily white population; (4) university setting; (5) curricula based, one-time workshops; (6) 1–2 hour programs

Factor of Interest	Program Information
Population served	This program targets college-aged males and females and is typically delivered in classes, residence halls, and in the university's common space. The educational component of the program is segregated by gender. Efforts have begun to build programs that connect with LGBT students, the Ethnic Student Center, and the disability resources center. Participants usually join the program via self-referrals (posters advertise the program) and the on-line networking community, Facebook.
Medium used to convey message	Western Men Against Violence (WMAV) is a group of students committed to social change by ending violence. WMAV gives men the opportunity to work together to ensure the health and well-being of all community members. The group brings men together and raises awareness through educational programs, community service projects, special events, and regular meetings. Educational programming involves facilitated discussion on such topics as the role of men in preventing stalking, sexual assault, and dating violence; tips for improving men's health and building healthy relationships; and prejudice reduction. There are four curricula-based programs that can be adjusted from 1 to 2 hours. A new training, designed by the Crime and Sexual Assault Support Services Coordinator, educates participants on sexual assault, dating violence, stalking, consent, and how to be an advocate for a survivor. This training has built up the program's recognition across campus and helped many men and women learn how to help people in need.
Goals, objectives, and desired outcomes	The mission of WMAV is to create a campus and community free of violence; to promote relationships based on equality and respect; to encourage positive, healthy expressions of masculinity; and to be visible, outspoken allies for all who experience prejudice and discrimination. The primary goal of the program is involvement, specifically, raising awareness of sexual violence and name recognition of the program. It is hoped that students will use their knowledge and become active. Participants receive a realistic look at the threat violence has on campus for both men and women so that they can begin to understand sexual assault, dating violence, stalking and consent. A logic model was set up years ago and the program is constantly adding new programs with the goal of ending violence.
Theoretical/scientific basis for the approach	The practical application of the program is based on the work of Luoluo Hong, Paul Kivel, Jackson Katz, Alan Berkowitz, and Christopher Kilmartin. The project is based on the following theoretical foundations: Feminism, Social Norms, Diffusion of Innovations, Standpoint, Stages of Change, and Student Development. Success has been demonstrated by an increase in trained volunteers (from 2 to 7 since 2003) and male participants (from 4 to 20) as well as an increase in program requests.
Level of evaluation	The program's post-testing and staff indicated a desire for further evaluation of efforts. They participate in the American College Health Association survey every 2 years and have inserted questions on violence into the survey. They have baseline data from 2000 with one follow-up in 2002. Individual outcomes may be our most prominent. Men that continue to participate usually take on anti-violence work as their life goal and make a lot of changes in their own lives as a result of having found other men that accept them for who they are and desiring to give that courage to others. The program is widely visible and recognized by students.
Staff capacity	The Men's Violence Prevention Project, sponsored by Prevention and Wellness Services, has one full-time staff person who conducts presentations on campus and provides training for the WMAV program. There are seven student peer health educators who are trained to provide presentations and training for other men. Approximately 30 men have had a less intensive training and assist with educational/awareness activities. The program strives to connect with a wider variety of students to help broaden their views of violence and masculinity.

Environmental Change Strategies and Trainings

Program Name: Men Can Stop Rape, Washington, DC
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Date Program Started: 2001
Key Words: (1) Male only; (2) middle and high school and college age; (3) racially diverse; (4) university, school, and community-based setting; (5) environmental change models

Factor of Interest	Information in 2008 Report
Population served	This community-based program targets middle school, high school and college-aged males. It serves about 4,000 racially diverse students nationally through the local high school programs and the national college programs. Some of the Men Can Stop Rape (MCSR) programs, especially the Men of Strength (MOST) Clubs, involve work with young men from a wide range of socioeconomic backgrounds in rural, suburban and urban communities. Recruitment of members occurs through indirect and direct outreach. Through the organization’s materials, web site, monthly newsletter, outreach packets, and school contacts, youth-serving professionals learn of the resources MCSR has to offer and invite the organization to conduct workshops and form MOST Clubs.
Medium used to convey message	The Strength Training Program (STP) offers a variety of activities and services, including Awareness to Action workshops, MOST Clubs, Community Strength projects, and the Strength Campaign. The Strength Campaign, an original PSA and outreach project, was launched locally in 2001. It includes bus advertisements, posters in local high schools, a mini-magazine, guidebooks for school personnel, and workshops in the schools. The MOST Club consists of 16 weekly sessions with high school men and is designed around a curriculum intended to raise young men’s awareness of the importance of male involvement in rape prevention and mobilize them as visible allies in preventing men’s violence against women and girls. The Campaign was launched nationally in 2003. Awareness to Action workshops and MOST Clubs involve discussions, role plays, and exercises, with a focus primarily on exploring men’s role in preventing men’s violence and on positively redefining traditional masculinity.
Goals, objectives, and desired outcomes	The program exists to move young people from bystander to activist in the struggle to prevent rape and other forms of men’s violence. Its specific goals are as follows: (1) to educate young men about their role as allies with women in preventing dating violence; (2) to promote positive, nonviolent models of male strength; and (3) to empower youth to take action to end dating violence, promote healthy relationships based on equality and respect, and create safer school communities.
Theoretical/scientific basis for the approach	The Strength Training Program is grounded in an environmental change model that provides the blueprint for moving individuals and groups from the passive role of bystander to the active role of social change agent.
Level of evaluation	In April 2003, MCSR was one of four organizations nationwide to receive a two-year technical assistance grant from the Centers for Disease Control and Prevention (CDC) designed to identify and evaluate best practices for primary prevention programs aimed at stopping young men and boys from committing sexual assault. Findings revealed favorable changes related to knowledge, beliefs, and behaviors after completion of the 16-week MOST Club. Most notably, a pre- and post-survey revealed a Club member was significantly more likely to intervene in situations in which a young woman was touched inappropriately by her male peers after the MOST Club than he was before his participation in the Club (Pre=3.00/ Post=3.20). The focus group discussions with MOST Club members provide qualitative support that the MOST Clubs are making a difference in the lives of young men and broadening their views on what it means to be a strong man. Given the relatively small sample size included in these analyses, the significant findings are highly encouraging and represent a first step in understanding the impact of the MOST Club on its participants.
Staff capacity	There are eight staff members, two of whom primarily conduct education/outreach. Staff members deliver MCSR workshops, sometimes with assistance from peer educators. The staff members receive regular training, and the peer educators complete a special training program. A board member donated evaluation consulting work for the Strength Campaign. Approximately 40 percent of the funding for this program comes from foundations, but this percentage has been dropping. MCSR is increasing its fee-for-service activities to counter this problem.

Program Name: MyStrength Campaign
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Date Program Started: 2005
Key Words: (1) Male only; (2) high school age; (3) racially/ethnically diverse; (4) high school and community-based setting; (5) multiple-session curriculum-based program and social marketing campaign; (6) 16-session

Factor of Interest	Program Information
Population served	The MyStrength Campaigns have single-gender, male-focused activities with 14–18-year-old young men in high schools or community settings. In California, 20 sites have programs. In each site, 5–15 young men participate in MyStrength Clubs; all students in high schools are exposed to the overall campaign. Campaign materials were developed for English and Spanish speaking rural communities and multicultural urban communities. Participants self-select but are recruited for a cross section of young men who are from diverse racial/ethnic groups, traditionally “at-risk,” and previously identified leaders.
Medium used to convey message	The MyStrength Campaign is a social marketing campaign, sponsored by the CA Department of Public Health (CDPH) as part of the state’s Rape Prevention and Education (RPE) Program, to engage young men to stand up and speak out against sexual assault. The statewide campaign is conducted by the California Coalition Against Sexual Assault (CALCASA). This comprehensive campaign is implemented by local rape crisis centers throughout California. Activities are multifaceted, including 16-session MyStrength Clubs and a community education (media) campaign including posters, advertising, launch events, and community action projects. CALCASA uses Washington DC–based Men Can Stop Rape’s Men of Strength (MOST) Club curriculum for the MyStrength Clubs.
Goals, objectives, and desired outcomes	The goal of the MyStrength Campaign is to encourage young men to stand up and speak out to end sexual violence. The program encourages young men to take active bystander roles to prevent sexual violence and change the social norms in their community. On the individual level, the MyStrength Clubs seek to have young men engage in behaviors that interrupt sexual assault or activities/beliefs that contribute to sexual assault, and become confident leaders in their community. On the community level, the MyStrength Campaign seeks to create a community climate that makes rape unacceptable. The comprehensive social marketing approach is the most important element of the program. The program has a logic model that supports a comprehensive approach to social and behavior change.
Theoretical/scientific basis for the approach	The MyStrength Campaign integrates many behavioral theories including Diffusion of Innovation (Rogers) and Social Cognitive Theory (Bandura). The practice are informed by social marketing principles and guided by the Spectrum of Prevention for comprehensiveness. The curriculum and materials are informed by strong theoretical approaches, especially Lindemann’s Dominant Story and Counterstory. CALCASA and CDPH believe the greatest success is in changing <i>community measures</i> . Ongoing evaluation efforts indicate that communities in which the comprehensive MyStrength Campaign is implemented have report better attitudes and behavioral intentions for the entire school community, beyond the members of the MyStrength Clubs
Level of evaluation	California’s MyStrength Campaign started in 2005. Men Can Stop Rape, with support from the CDC and RTI, conducted initial evaluation of the MyStrength Club members. The CDPH has taken the lead on a school climate evaluation in 2006 and in a new round of data collection to begin in 2008. MyStrength Club members show improvement in behavioral intentions and self-efficacy. School climate surveys indicate stronger attitudes and behavioral intention to intervene in potential rape scenarios.
Staff capacity	CALCASA provides a 3-day training and monthly teleconference calls with MyStrength Club facilitators, and technical assistance upon demand. Each center commits to hire a facilitator for the MyStrength Club and sends staff to the 3-day training. CALCASA recommends facilitators complete an approved 40 hour rape crisis intervention training, have experience in giving presentations and leading a group. Facilitators must have experience working with young men. CALCASA provides instruments and protocols for evaluation of MyStrength Club members; the CDPH’s staff oversees the evaluation activities. CALCASA is funded by the Rape Set-Aside portion of the PHHS Block Grant to provide technical assistance.

Program Name: White Ribbon Campaign, Toronto, Ontario, Canada
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Date Program Started: 1991
Key Words: (1) General public (males); (2) all ages; (3) racially/ethnically diverse;
 (4) community and school settings; (5) environmental change approach

Factor of Interest	Program Information
Population served	This program serves males of all ages and cultures. However our current focus is specifically on youth (young men and boys).
Medium used to convey message	Each year, program staff urge men and boys to wear a white ribbon as a personal pledge never to commit, condone, or remain silent about violence against women. They are encouraged to wear the ribbon for 1 or 2 weeks in commemoration of the International Day for the Eradication of Violence Against Women. (In Canada they wear ribbons from November 25 until December 6, Canada's National Day of Remembrance and Action on Violence Against Women.) This campaign occurs on several college campuses in the United States at different times of year.
Goals, objectives, and desired outcomes	<p>Volunteers encourage reflection and discussion, which leads to personal and collective action among male participants. Throughout the year, they encourage men to take part in the following activities:</p> <ul style="list-style-type: none"> ▪ conduct educational work in schools, workplaces, and communities ▪ support local women's groups ▪ raise money for the program's international educational efforts <p>Program staff distribute education and action kits to schools, maintain a Web site, and speak out on issues of public policy. They encourage male speakers to talk in schools, workplaces, and places of worship about the problem of violence. Some local groups organize events around Father's Day to talk about positive roles for men and about the importance of men being care givers and nurturers. Some groups organize Valentine's Day dances to spread a message about building healthy relationships.</p>
Theoretical/scientific basis for the approach	This program is not based on any scientific approach. However, it utilizes basic concepts of environmental change, such as gaining support from a large percentage of the community. We also refer to the experience and guidance of other women's groups across the country.
Level of evaluation	Staff refer to statistical data from the Canadian government to assess change in sexually violent behavior.
Staff capacity	The program has a board of directors with representatives from Toronto, Ontario. Board members are elected once a year by an annual general meeting. Day-to-day leadership is provided by a dedicated and experienced staff along with an executive committee and other volunteer committees that deal with finances, fundraising, publicity, outreach, and policy.

Open-Forum Discussion Groups or Ongoing Mentoring Program

Program Name: Iowa Regent Universities: Campus Violence Prevention Project
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Date Program Started: October 2000
Key Words: (1) Single and Mixed gender; (2) college age; (3) primarily white population; (4) university setting; (5) peer mentor program

Factor of Interest	Program Information
Population served	College students at the University of Northern Iowa (UNI) currently, with the program in development for Iowa State University (ISU) and University of Iowa (UI). The new student orientation program serves all new students on all 3 campuses. The year-long program provides single-gender and mixed-gender activities with varying numbers of participants one month to another. Participants are ethnically/racially diverse and range in age from 18 to 28. Participants self-select into the program and are selected by other participants or by involved staff/faculty.
Medium used to convey message	The program uses Mentors in Violence Prevention Program and a Forum Actors Program. Activities include performances, mentoring programs, lectures, and classroom presentations.
Goals, objectives, and desired outcomes	The goals of the program are to provide new student orientation program in gender violence prevention to all new students and facilitate attitude and behavior changes among student bystanders to gender violence as enacted on college campuses.
Theoretical/scientific basis for the approach	The program is based on a body of research focused on empowering the bystander to intervene effectively in situations of gender violence on college campuses. The most recent evaluation work in this area was completed by Banyard, Plante, and Moynihan in 2007.
Level of evaluation	The UNI SAVE (Students Against a Violent Environment) Forum Actors program has existed for 8 years. Exclusive focus on single gender male programming on the UNI campus has been more intermittent. Beginning in 2000 we have worked with the MVP Program, White Ribbon Campaign, Forum Actors program and men's programming approaches. Most recently we have returned to the MVP approach with training in that approach on all three campuses. All programs have been internally evaluated, with a publication on the efficacy of the bystander approach as used within the MVP program and the Forum Actors program by Lynch and Fleming in 2005 (<i>The Journal of Family and Consumer Sciences</i>). SAVE Forum Actors program was institutionalized by UNI in spring 2004, with the university picking up the cost of the program after grant funding ended. In fall 2007, UNI permanently hired a staff member dedicated to Gender Violence Prevention. Our Sexual Misconduct Policy was revised to a consent-based policy in 2004.
Staff capacity	Our SAVE Forum Theatre Directors are recruited from within the faculty ranks, with terminal degree qualifications in their respective fields. At UNI and ISU Forum Theatre directors have been trained by internationally known Augusta Boale. There is now a full-time gender violence prevention specialist with a MA in student services recruited from the Residence Hall staff. MVP Program implementation staff on all three campuses has been trained by national trainers. Evaluation is supported by Michael Fleming, who has directed evaluation efforts in this area since 2000. Current efforts are partially supported by a 3-year million dollar DOJ Flagship grant received in 2007.

Program Name: Men Against Rape Program, Campus Violence Prevention Project, University of California, Davis, CA
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Date Program Started: 2003
Key Words: (1) Male only; (2) college age; (3) racially/ethnically diverse; (4) university setting; (5) group discussions; (6) monthly meetings

Factor of Interest	Program Information
Population served	This program is university based and targets college-aged men (ages 18 to 21). This year the program had eight volunteers. Volunteers were recruited from existing campus programs such as Students Against Sexual Assault and Campus Senate. The campus population is diverse (with a large Asian population) and the participants reflect the diversity of the campus population in general. They are recruited through outreach activities conducted on campus. On average, over 100 male students receive information about Men Acting Against Rape (MAAR) and anti-violence strategy each month.
Medium used to convey message	<p>The Men Against Rape program is a campus program currently consisting of monthly meetings for interested men. In addition, a group of men participate in weekly on-line discussions. The men are planning the rest of the intervention, which will include a community service project and a special project.</p> <p>The campus also is getting ready to start a Men Educating Men peer training program. They will train campus men to speak to fraternities, sports teams, and other groups. Current activities include peer education, a media campaign, monthly meetings, and the on-line discussions. Methods used to provide information and build skills include discussion, role play, exercises, and video. The program does not currently use a specific published curriculum; however, staff will be trying to incorporate a curriculum as the program grows. This year MAAR organized a houseboat trip to provide information and resources to men and women who vacationed on Shasta Lake over Memorial weekend. Hundreds of services were provided and MAAR was able to employ seven emergency medical technicians who assisted in the safety of students.</p>
Goals, objectives, and desired outcomes	The prevention activities of the Men Against Rape program support the campus community by helping to create an environment that encourages awareness of the issues of sexual assault, relationship violence, and hate- or bias-related activities.
Theoretical/scientific basis for the approach	This program has not identified a specific theoretical or scientific basis for its approach. As the program develops, staff will devote more time to this aspect of the project.
Level of evaluation	Our program has been in existence for 4 years. There have been several advisors over the past year so no evaluation has been completed at this time.
Staff capacity	The meetings and workshops are facilitated by professional staff and student peer educators. The peer educators are trained through a year-long series of classes. The program has several paid staff members and several student leaders who would be able to conduct evaluation activities.