A Snapshot of Strategies for Comprehensive Prevention of Gendered Violence in Middle & High School, and Higher Educational Communities

Spectrum of Prevention	SaVE	HTRA	CSE Law & OARs
Strengthening Individual Knowledge & Skills	Implementing programming to students	Implementing curricula with youth.	Providing CSE to all students.
Promoting Community Education	Reaching out to and enfranchising existing groups on campus and in surrounding community.	Working with PTSAs/PSAs, GSAs, Title I and other parent/stakeholder advisory groups.	Cooperative development of CSE district plan
Educating Providers	Training staff and faculty on both prevention & response (including "the math professor").	Training staff on both prevention & response (including the position identified to receive reports)	Training and supporting those teaching CSE to assure knowledge AND comfort with material
Fostering Coalitions and Networks	Common risks & protections: Aligning with organizations/partners supporting health and safety	Common risks & protections: Aligning with organizations/partners supporting Safe Schools Act & healthy sexuality	Common risks & protections: Sexual health promotion is sexual violence prevention!
Changing Organizational Practices	Working with Administration to prioritize resources and proactively implement institutional policies	Working with School Boards & Administrators to implement HTRA policy	Adoption and regular review of district CSE plan of instruction to assure scientific accuracy
Influencing Policy & Legislation	Educating policy makers about comprehensive prevention/supporting full implementation	Educating policy makers about comprehensive prevention/supporting full implementation	Educating policy makers about the importance of comprehensive sexuality education in supporting healthy relationships & learning environments.

1. At the individual level: Changing knowledge, attitudes, beliefs AND behaviors. *What do educators know about how this works?* (**Critical thinking/skills development/positive youth development**).

2. At the community level*: **Who is our "community"**? Are there multiple communities comprising larger overall? Where does our community gather/feel comfortable? How does that influence our programming?*

3. At the provider level: *Who is **comfortable** talking about sexuality? What consequences if providers don't feel competent? Who is a **safe** person? Who encourages/discourages disclosures and also questions?*

4. At the network/collaborations level**: *Whose voice* *informs our programming? Where are points of collaboration between local systems of education to articulate prevention strategies?*

5. At the institutional level (changing organizational practices): The importance of leadership not only **adopting** policies but **modeling** them.

6. At the policy level: Advocating for SaVE, HTRA and CSE ***with data*** to educate policymakers about prevention by illustrating outcomes/changes we are achieving with our programming.