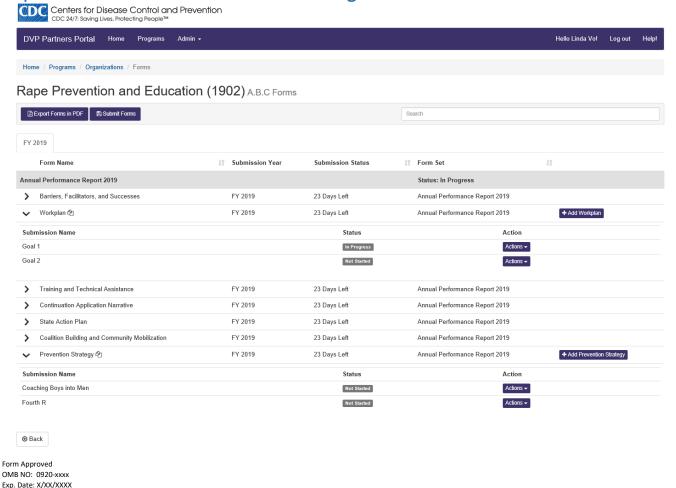
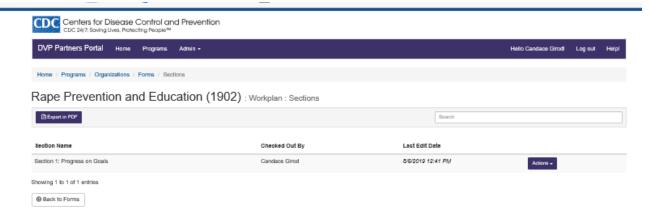
Annual Reporting Data Elements for RPE Screenshots

Rape Prevention and Education Home Page

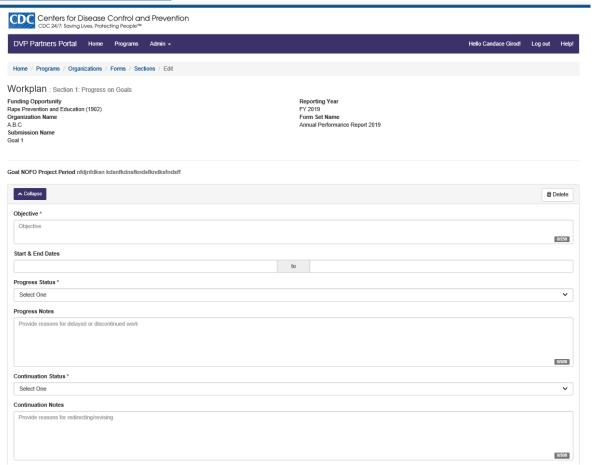


Public reporting burden of this collection of information is estimated at 4 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/Information Collection Review Office, 1600 Clifton Road, NE, MS D-74, Atlanta, GA 30333; Attn: PRA (0920-xxxx).

Form: Work Plan



SECTION: Progress on Goals



CE19-1902: Rape Prevention & Education (RPE) Using The Best Available Evidence for Sexual Violence Prevention

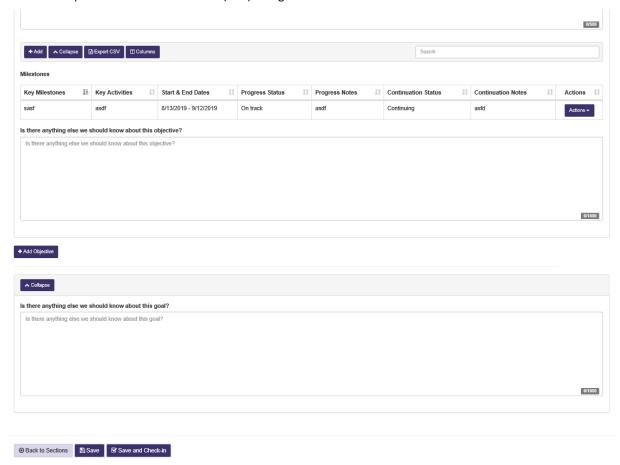
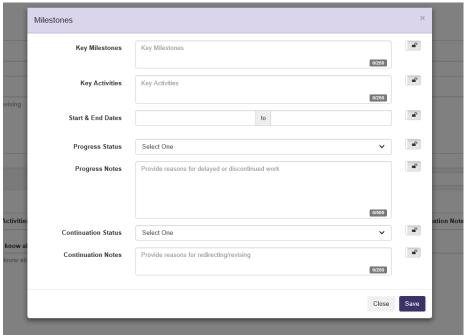
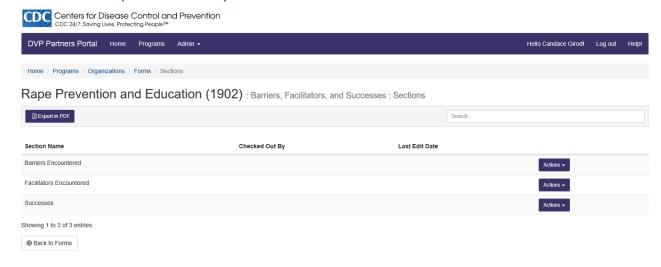
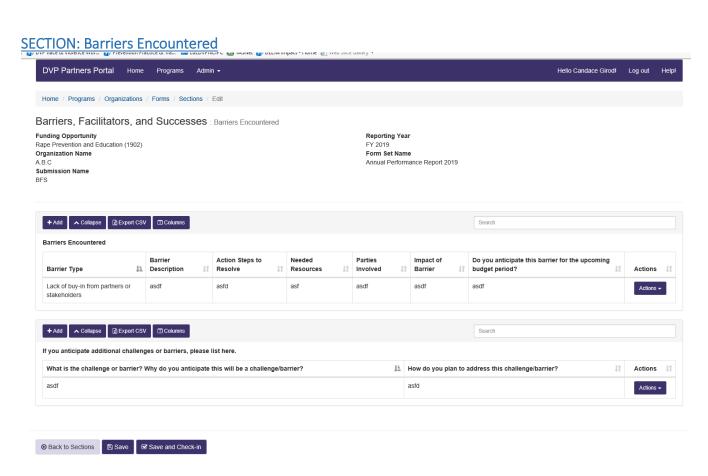


Table: Milestones



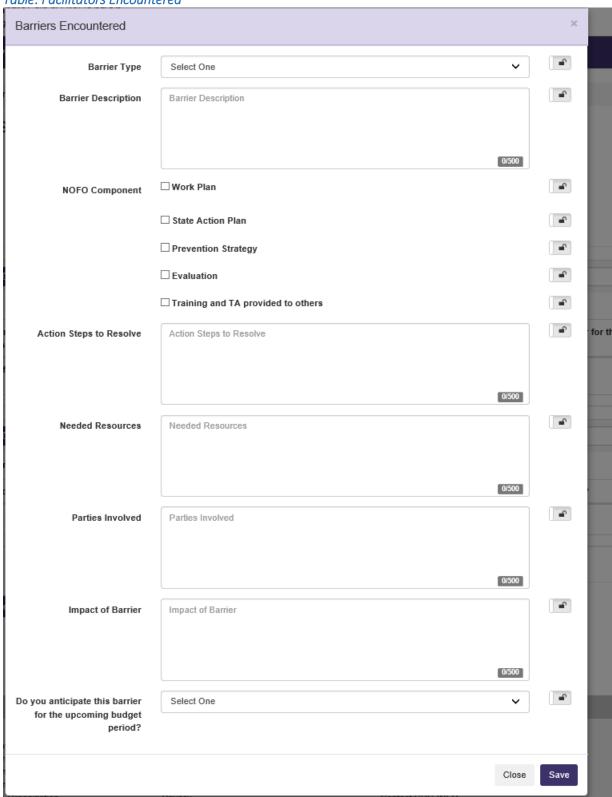
Form: Barriers, Facilitators, and Successes





CE19-1902: Rape Prevention & Education (RPE) Using The Best Available Evidence for Sexual Violence Prevention

Table: Facilitators Encountered



SECTION: Facilitators Encountered

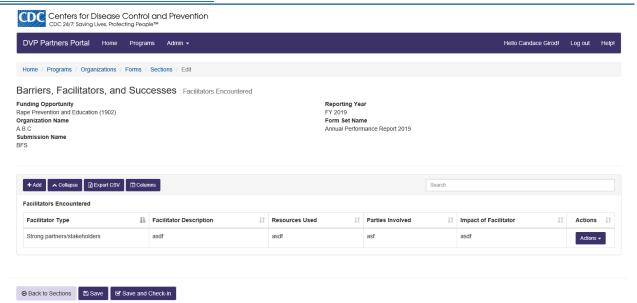
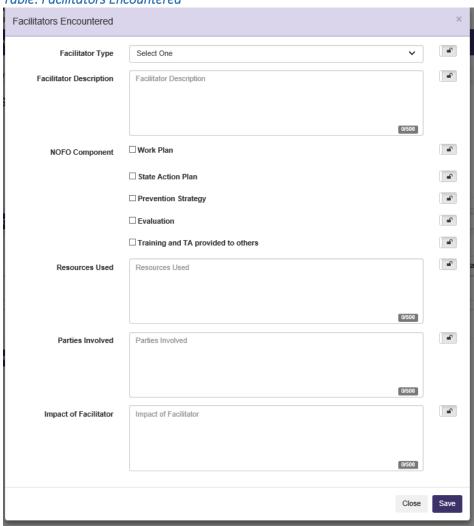
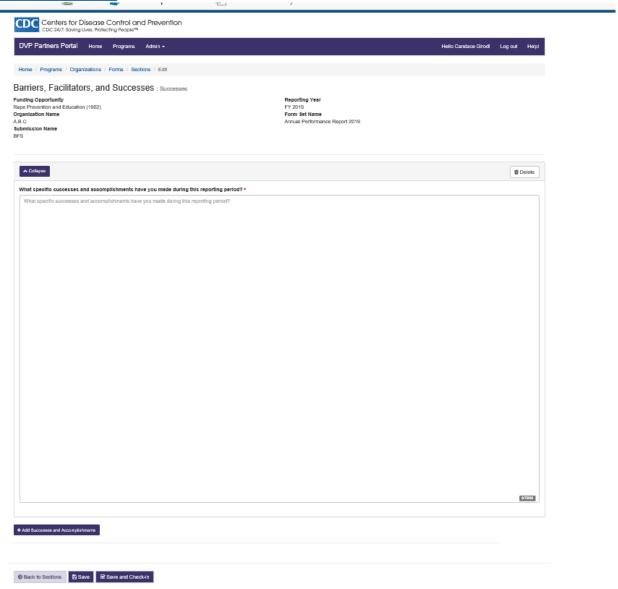


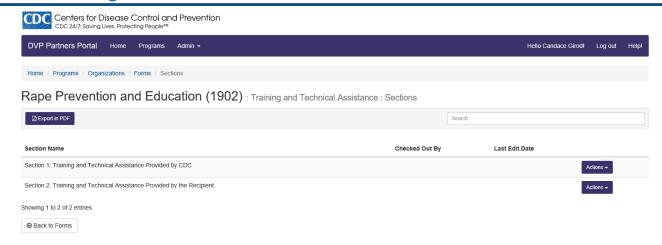
Table: Facilitators Encountered



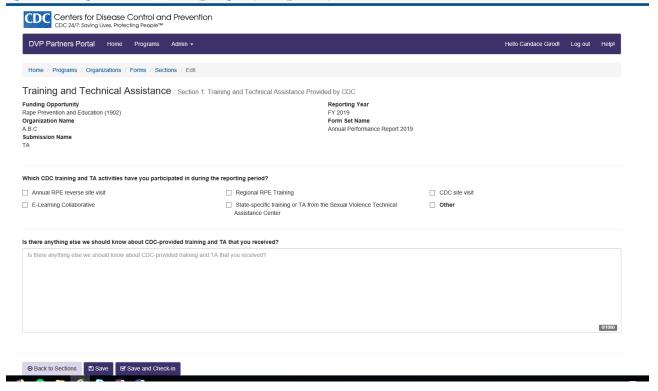
SECTION: Successes



Form: Training and Technical Assistance



SECTION: Training and Technical Assistance Provided by CDC



SECTION: Training and Technical Assistance Provided by the Recipient

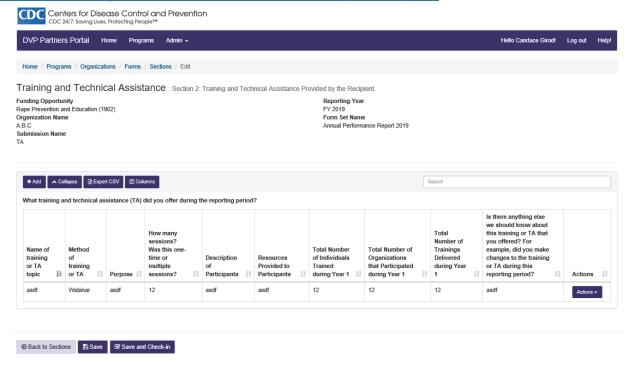
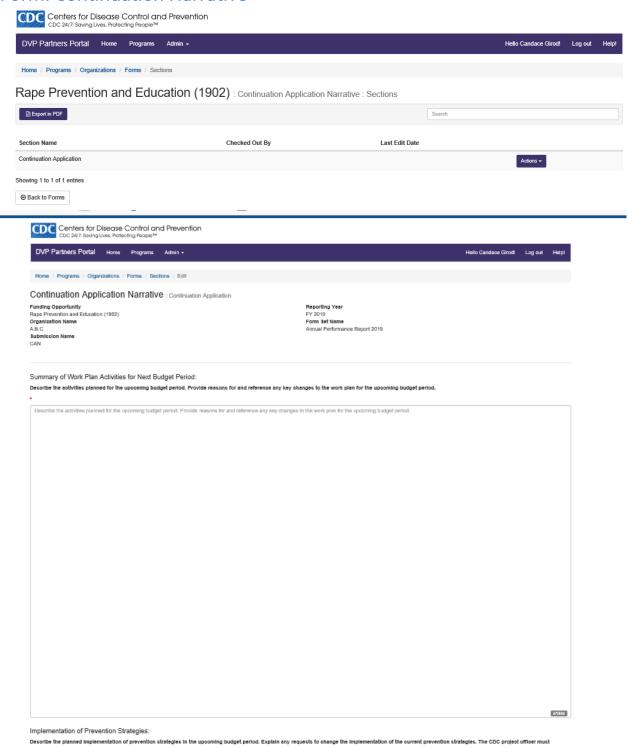


Table: Training and Technical Assistance Provided by the Recipient What training and technical assistance (TA) did you offer during the reporting period? ■ Name of training or TA topic Name of training or TA topic 0/100 ■ Method of training or TA Select One ~ ₽ Purpose Purpose 0/500 ■ How many sessions? Was Select One this one-time or multiple sessions? ■ **Description of Participants** Description of Participants 0/500 ■ Resources Provided to Resources Provided to Participants Participants 0/500 ■ **Total Number of Individuals** Enter a Number Trained during Year 1 ■ Total Number of Enter a Number Organizations that Participated during Year 1 -**Total Number of Trainings** Enter a Number Delivered during Year 1 ■ Is there anything else we Is there anything else we should know about this training or TA that you offered? For should know about this example, did you make changes to the training or TA during this reporting period? training or TA that you offered? For example, did you make changes to the training or TA during this reporting period? 0/1000

Save

Close

Form: Continuation Narrative

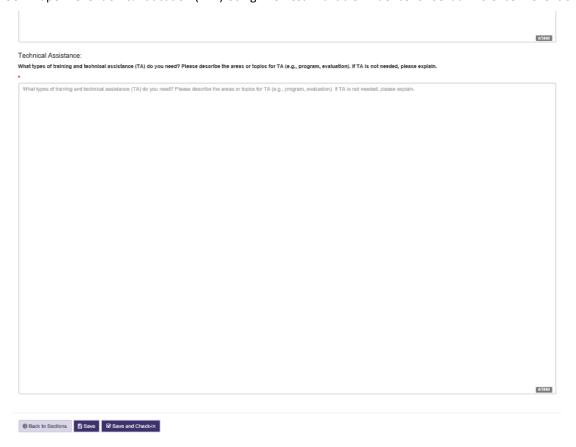


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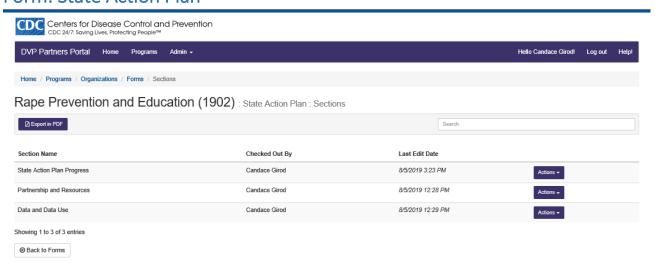
CE19-1902: Rape Prevention & Education (RPE) Using The Best Available Evidence for Sexual Violence Prevention

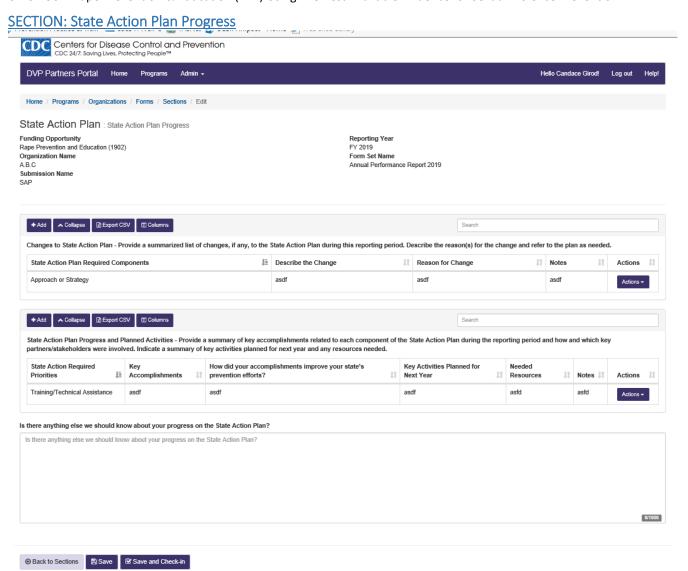


CE19-1902: Rape Prevention & Education (RPE) Using The Best Available Evidence for Sexual Violence Prevention



Form: State Action Plan





CE19-1902: Rape Prevention & Education (RPE) Using The Best Available Evidence for Sexual Violence Prevention

Table: Changes to State Action Plan

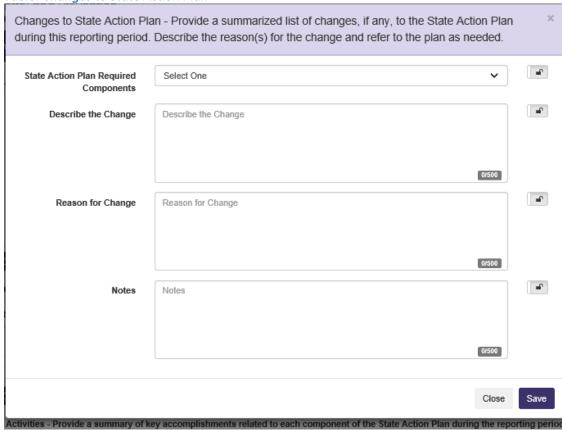
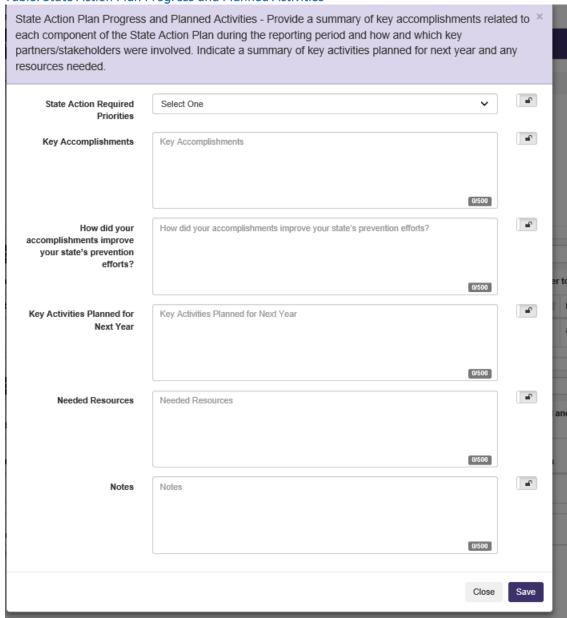


Table: State Action Plan Progress and Planned Activities



SECTION: Partnership and Resources

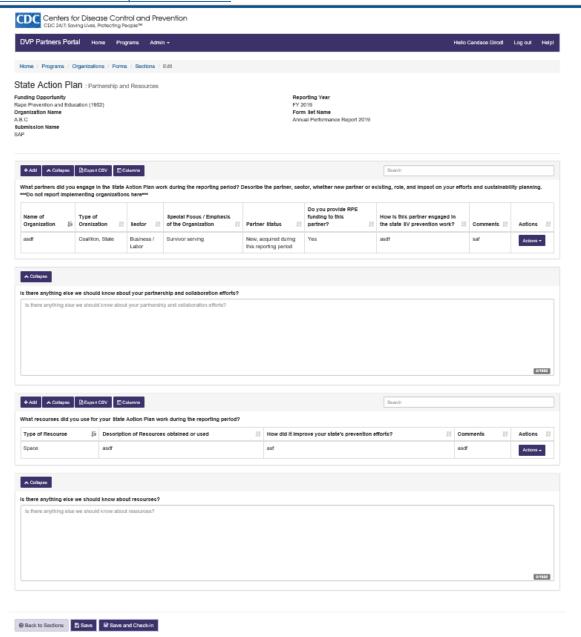
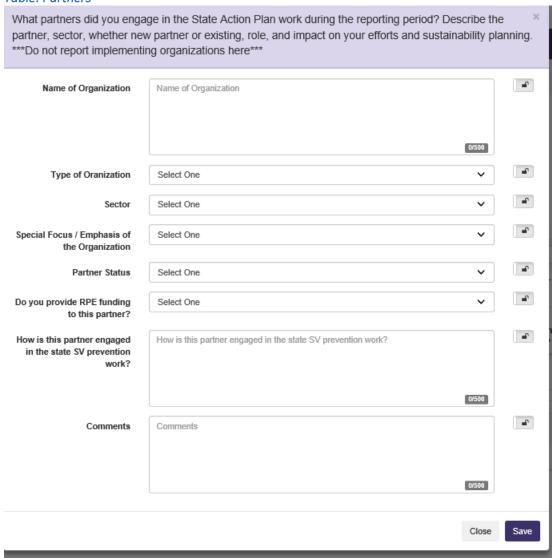
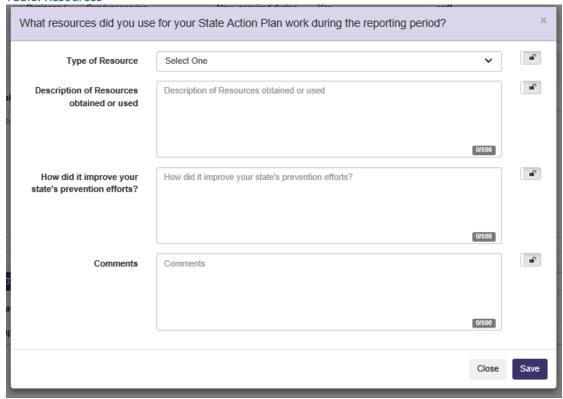


Table: Partners



CE19-1902: Rape Prevention & Education (RPE) Using The Best Available Evidence for Sexual Violence Prevention

Table: Resources



SECTION: Data Use

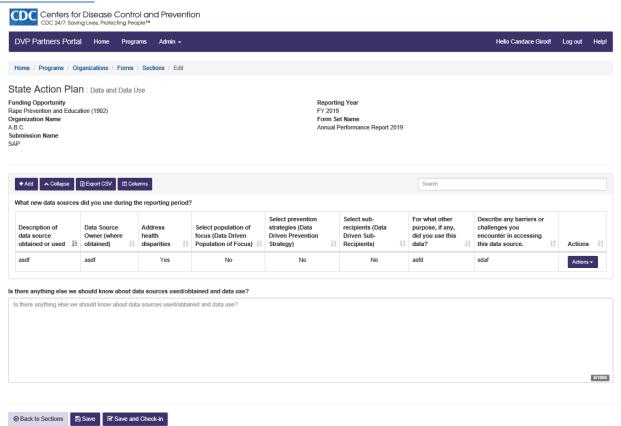
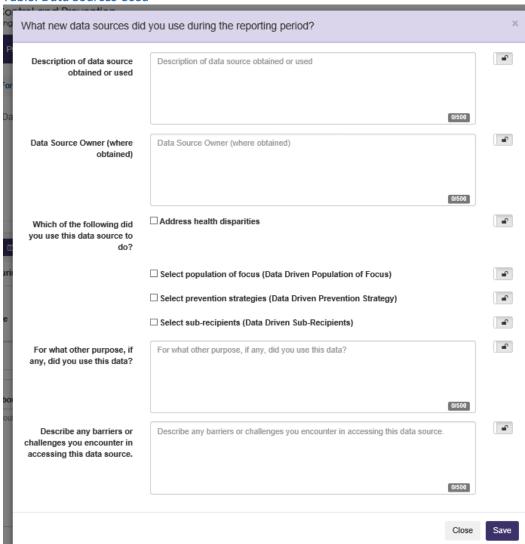
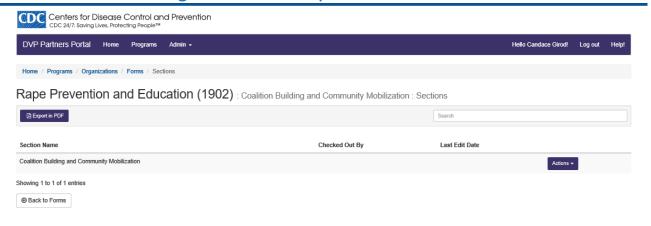
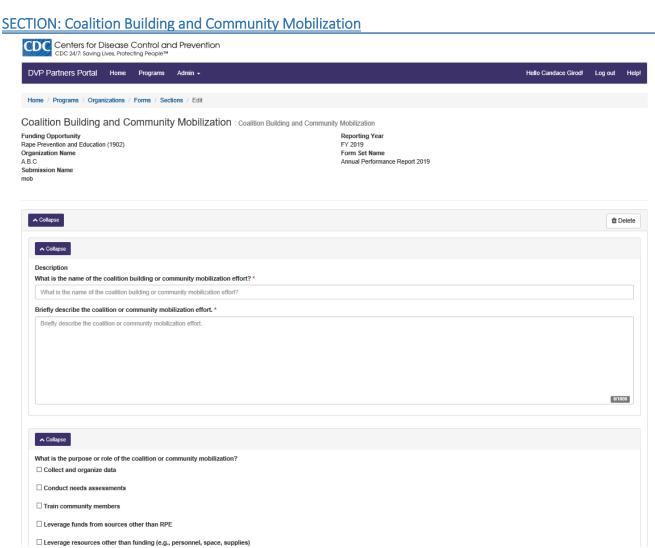


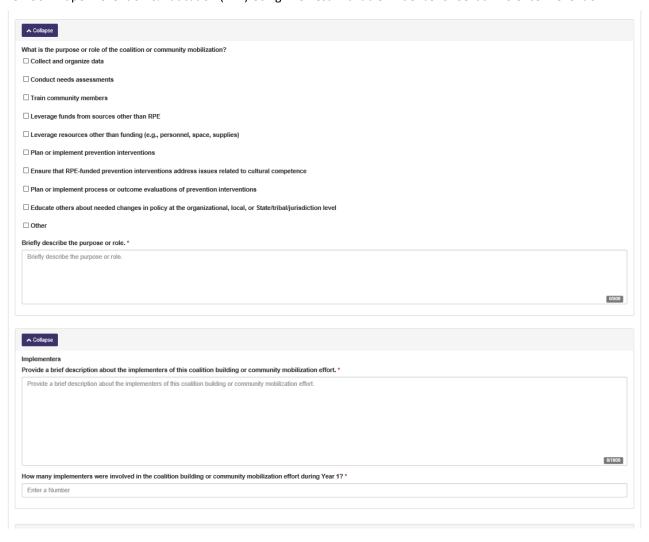
Table: Data Sources Used



Form: Coalition Building and Community Mobilization







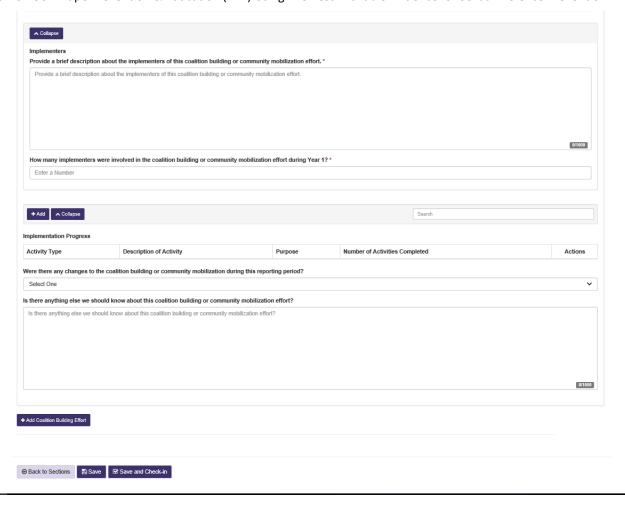
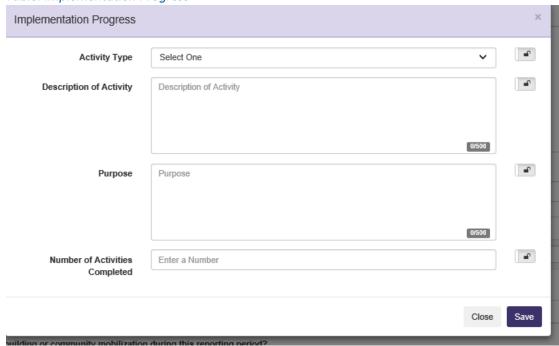
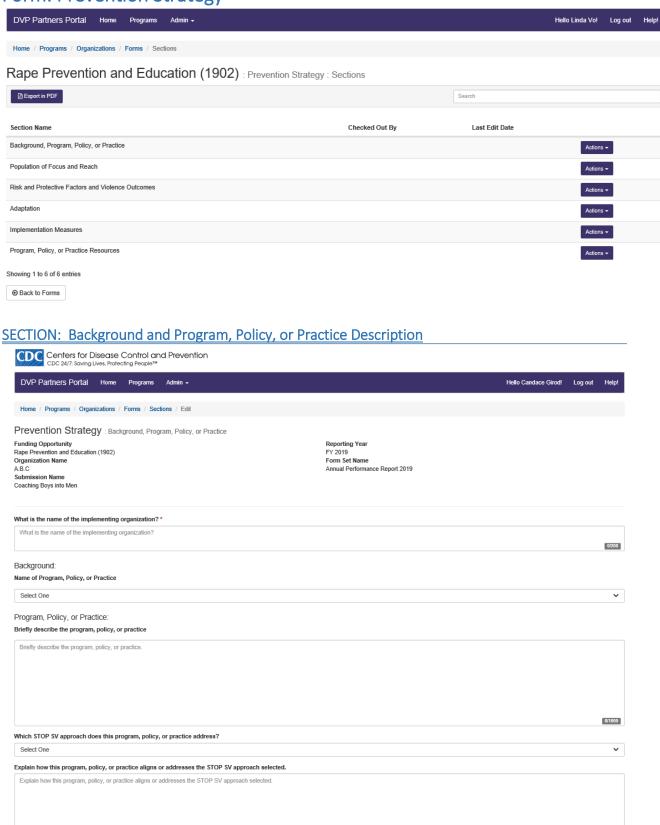
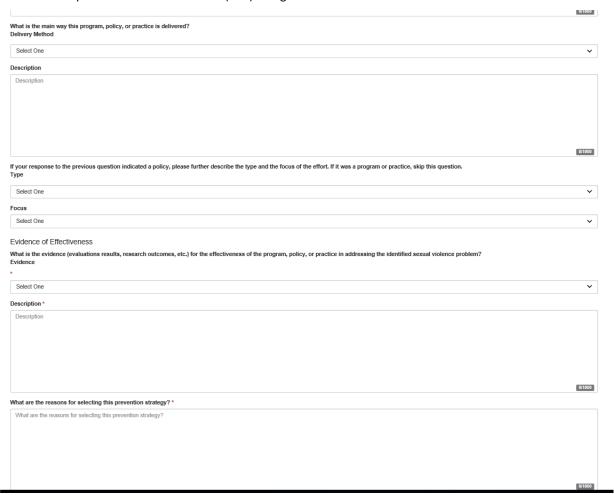


Table: Implementation Progress



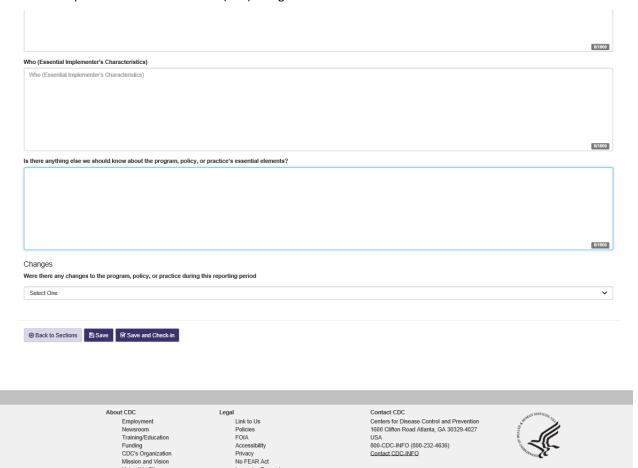
Form: Prevention Strategy





Essential Elements	
Describe the essential content, delivery, and implementer characteristics of this prevention strategy. Please refer to resources on estimating essential elements. What (Essential Content)	
What (Essential Content)	
How (Essential Delivery)	0/1000
How (Essential Delivery)	
Who (Essential Implementer's Characteristics)	0/1000
Who (Essential Implementer's Characteristics) Who (Essential Implementer's Characteristics)	
Is there anything else we should know about the program, policy, or practice's essential elements?	0/1000
Is there anything else we should know about the program, policy, or practice's essential elements?	
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Changes Were there any changes to the program, policy, or practice during this reporting period	
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CE19-1902: Rape Prevention & Education (RPE) Using The Best Available Evidence for Sexual Violence Prevention

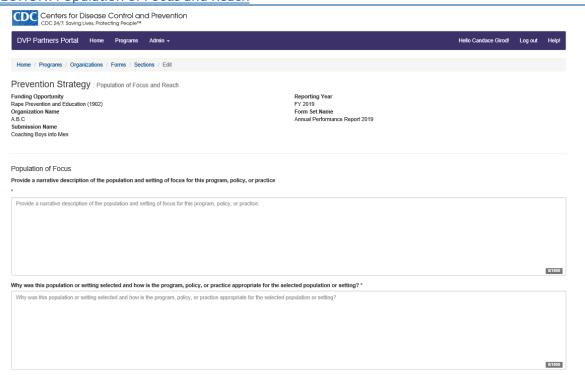


Contact CDC-INFO

SECTION: Population of Focus and Reach

2019 - Version 1.05.02

Mission and Vision Using this Site



Inspector General USA.gov

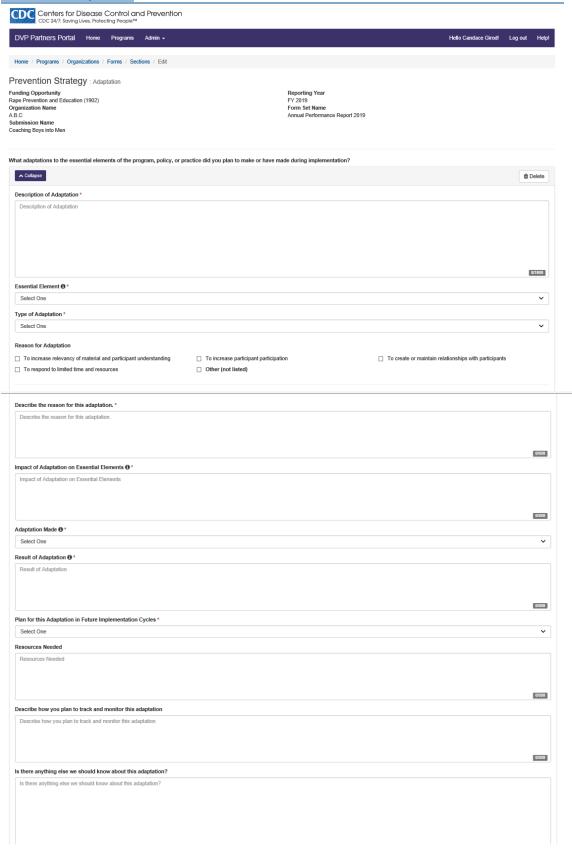
s there a specific community or population you are focusir	ng on?		
□ No	☐ Immigrants or Refugees	☐ LGBTQ Communities	
Homeless	☐ Incarcerated or Formerly Incarcerated	☐ Migrant Workers	
Poor or Economically Disadvantaged	People with Disabilities	☐ Perpetrators of Crimes or Violence	
Rural	☐ Tribal Communities	☐ Urban Communities	
Victims of Crimes or Violence		☐ Adolescent	
African-American or Black Population	☐ Asian Population	☐ Children and Families	
Elder	☐ Foster Youths or Families	☐ Hispanic or Latino Population	
Men and Boys	□ Pacific Islanders Population	☐ Parents and Families	
Single Parents	☐ Women and Girls	☐ Other (not listed)	
Other (not listed)	☐ Other (not listed)	☐ Other (not listed)	
Other (not listed)			
	you are focusing on and for whom you intend to affect. Selected items sh	nould match the narrative description provided above.	
ypes of Individual	☐ Teachers/Professors	☐ School Staff	
☐ Students	☐ Parents	☐ Healthcare Professionals	
Policy Makers	☐ Employees of an Organization	☐ Other (not listed)	
Mental Health Providers			
ypes of Organization			
School Administrators	☐ Governmental Agencies	☐ Non-Government Agencies	
Non-Profits	☐ Businesses	□ Bars	
Homes	☐ Employers	☐ Other (not listed)	
ypes of Community			
County	☐ City	☐ Census Tract/Zip Code	
Commercial District	☐ Neighborhood	☐ Territory Area	
	☐ Other (not listed)		
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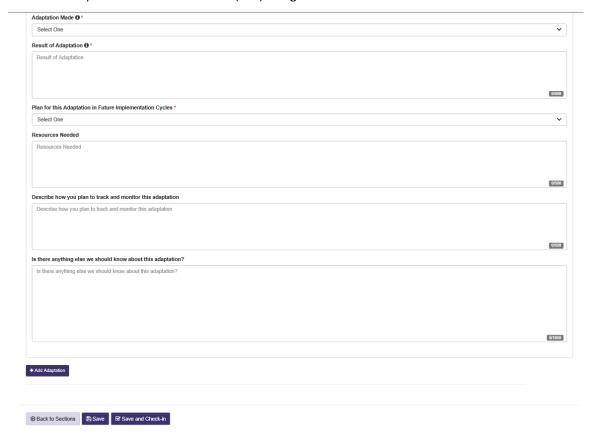
SECTION: Risk and Protective Factors and Violence Outcomes

Centers for Disease Control and Prevention CDC 24/7: Saving Lives, Protecting People™	١			
DVP Partners Portal Home Programs Admin +			Hello Candace Girod! Log or	ut Help!
Home / Programs / Organizations / Forms / Sections / Edit				
Prevention Strategy : Risk and Protective Factors and V	iolence Outcomes			
Funding Opportunity Rape Prevention and Education (1902) Organization Name A.B.C Submission Name Coaching Boys into Men	Reporti FY 2019 Form Sc)		
Provide a narrative description of the outcomes and risk and protecting				
Provide a narrative description of the outcomes and risk and protective fa	actors that is the policy, program, or practice littend to a	inect change.		
				0/1000
What risk and protective factors does this program, policy, or practice Individual Risk Factors				
Alcohol and drug use	Delinquency		Lack of empathy	
General agressiveness and acceptance of violence	□ Early sexual initiation □ Exposure to sexually explicit media		☐ Coercive sexual fantasies ☐ Hostility towards women	
Preference for impersonal sex and sexual-risk taking	Hyper-masculinity		Suicidal behavior	
Adherence to traditional gender role norms	Other (not listed)		_ Suicida Bullavior	
☐ Prior sexual victimization or perpetration				
Individual Protective Factors				
☐ Parental use of reasoning to resolve family conflict	☐ Emotional health and connectedness		Academic achievement	
☐ Empathy and concern for how one's actions affect others	Skills in solving problems non-violently		☐ Other (not listed)	
Relationship Risk Factors				
□ Family environment characterized by physical violence and conflict □ Poor parent-child relationships, particularly with fathers □ Other (not listed)	☐ Childhood history of physical, sexual, or emo ☐ Association with sexually agressive, hypermapeers		☐ Emotionally unsupportive family environment ☐ Involvement in a violent or abusive intimate relationship	
Relationship Protective Factors				
☐ Family support and connectedness ☐ Connection/commitment to school	☐ Connection to a caring adult ☐ Other (not listed)	ı	Association with pro-social peers	
Community Risk Factors				
□ Poverty	Lack of employment opportunities		Lack of institutional support from police and judicial system	
General tolderance of sexual violence within the community Diminished economic opportunities			☐ High alcohol outlet density ☐ Other (not listed)	
Community Protective Factors				
☐ Neighborhood or Community support/connectedness ☐ Other (not listed)	Access to mental and health services	ı	Availability of safe and affordable housing and the ability of families to access housing assistance)
Societal Risk Factors				
Societal norms that support sexual violence Weak laws and policies related to sexual violence and gender equity	□ Societal norms that support male superiority and se □ High levels of crime and other forms of violence		Societal norms that maintain women's inferiority and sexual submissiveness Other (not listed)	
Societal Protective Factors				
☐ Societal norms that violence is unacceptable ☐ Other (not listed)	Other (not listed) Other (not listed)	I	Other (not listed)	

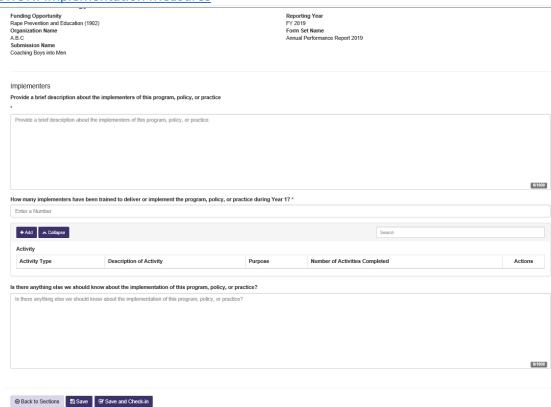
		Oblid About and North and	Control of the contro	
Sexual Violence		Child Abuse and Neglect	Child Sexual Abuse	
Human Trafficking		Youth Violence	☐ Intimate Partner Violence	ce
] Suicide		Other (not listed)		
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SECTION: Adaptation



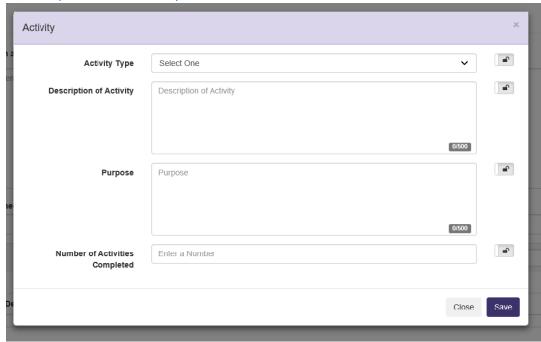


SECTION: Implementation Measures

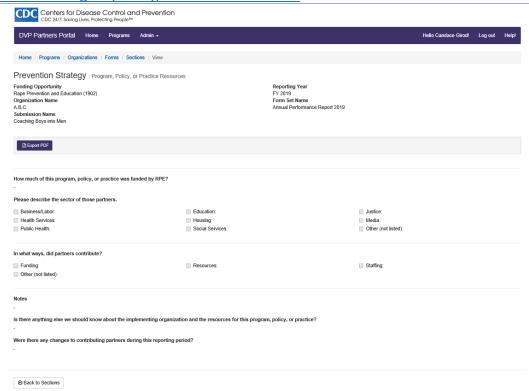


CE19-1902: Rape Prevention & Education (RPE) Using The Best Available Evidence for Sexual Violence Prevention

Table: Implementation Activity



SECTION: Program, Policy, or Practice Resources



Form: Evaluation

This form is not required in Year 1, and therefore not yet developed, and will not be shown in the DVP Partners Portal in Year 1.