OVERCOMING BARRIERS TO SEXUAL VIOLENCE PREVENTION for organizations

1. Draft or update MOUs. MOUs can reflect contractual understanding of curriculum content, masking requirements, role of partners during the lessons, etc.

2. Draft or update participation exemption slips. These slips can include an explanation of curriculum content, lesson objectives, and any pertinent information that might build transparency and trust with caring adults.

3. Establish regular team check-ins. When staff understand legislation that may impact their work, they can proactively prepare to navigate how this shows up in school and community settings.

4. Provide regular legislative updates. Use this space to address barriers in programming, boundary setting with partners, and proactive steps to minimize harm to front line staff in programming spaces.

5. Review grant requirements and communicate with funders. Be transparent about ongoing pushback or limitations in fulfillment due to legislative climate to identify potential solutions or programming alternatives.

6. Discuss strategies for community level programming. Explore how to intentionally shift funds and build capacity for community level efforts that may offer more flexibility.

7. Develop strategies to provide pre-programming communication. Allocate funds to create videos, pamphlets, or "open house" events that answer frequently asked questions about the curriculum prior to programming.

8. Expand practical support measures for staff. Develop consistent organizational care programming, robust benefits, and equitable wages to practically support frontline staff navigating adverse environments.
Primary prevention work is anti-oppression work. Explore how to connect the dots and use relatable language to explain its importance in building a violence-free world.

Adaptations can minimize concern about teaching "divisive" topics while still maintaining an anti-oppressive lens; e.g., exploring power in dating relationships can include power related to race instead of "privilege".

Review your state’s education recommendations or strategic plan and tenets of social emotional learning as tools to ground tough conversations in facts.

Offer opportunities to engage your community in conversations about the curriculum as a strategy to build authentic relationships, rapport, and transparency.

Set group agreements at the beginning of all programming that include language about parents and caring adults being the primary educator, not preventionists.