<table>
<thead>
<tr>
<th>Evidence Base</th>
<th>Target Audience</th>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs for pre-K-12</td>
<td></td>
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</tbody>
</table>

**Second Step**
- Has been evaluated
- Shows reduction in aggressive behaviors, increased likelihood of choosing pro-social goals and social competence
- Elementary/Middle School
  - Early intervention in conflict resolution
  - Reduction in aggressive behavior
  - Multi-grade format allows for age-appropriate progression
- Not specifically geared towards sexual violence
- Expensive

**Safe Dates**
- Evaluation shows behavior change when implemented with fidelity
- Middle School - Universal population
  - Pre-packaged curriculum
  - Already evaluated
  - Follows principles of effective prevention programming
  - Positive reviews from the field
- Expensive on a large scale
- Very paper-heavy (uses many copying resources)
- Multi-session often difficult to get into schools because of time constraints
- Focus on dating violence (including sexual, physical and emotional)

**Expect Respect**
- Emerging Best Practice - Evaluation Ongoing
- Middle/High School Teens
  - Comprehensive
  - Includes universal and selected population strategies
  - Includes youth leadership component
  - Follows principles of effective prevention programming
- Multi-session often difficult to get into schools because of time constraints
- Focus on dating violence (including sexual, physical and emotional)

**Ending Violence Curriculum - Break the Cycle**
- Positive evaluation showing increased knowledge of dating violence 6 months after.
- High School Students
  - Pre-Packaged Curriculum
  - Brief
  - Easily implemented by school teachers
  - Can be implemented into many school subjects
  - Could be "foot-in-the-door with schools"
  - Could be part of a larger prevention effort
- Brief
- Focus on dating violence (including sexual, physical and emotional)
- Does not meet principles of effective prevention programming
- Shows increased awareness, but no behavior change 6 months after implementation

**One By One: Teens Explore Date Rape**
- No evaluation available, positive anecdotal evidence
- Middle/High School Students
  - Curriculum with video and 50 min activities
  - Easily implemented by
- No evaluation
- Expensive
- Could be considered

Revised June 2010
## Appendix M. Evidence-Based/Promising Programs

<table>
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<th>Evidence Base</th>
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</tr>
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<tbody>
<tr>
<td>from prevention educators</td>
<td>prevention educators</td>
<td>• Positive response from students&lt;br&gt;• Examines real-life situation portrayed in video (including acknowledging ambiguity)</td>
<td>too graphic for some schools</td>
</tr>
</tbody>
</table>

**Men of Strength (MOST) clubs**<br>Emerging best practice- evaluation ongoing.<br>high-school men, Universal or selected, being adapted for use in college age men and military<br>• Engages men<br>• Bystander intervention approach<br>• Follows principles of effective prevention programming<br>• Challenges finding leaders<br>• Expensive to implement on a smaller scale<br>• Time challenges in schools

### Programs for Colleges and Universities

<table>
<thead>
<tr>
<th>Green Dot</th>
<th>Strong research rationale including bystander intervention, diffusion of innovation (DOI) and perpetrator data. Evaluation Ongoing.</th>
<th>College students, universal</th>
<th>Bystander intervention and DOI theory&lt;br&gt;• Allows for multiple levels of engagement by participants&lt;br&gt;• For core group, follows principles of effective prevention programming&lt;br&gt;• Could be modified for other populations&lt;br&gt;• Understandable framing&lt;br&gt;• Flexible levels of participation (increases participation- some change is better than nothing)</th>
<th>Evaluation not complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men of Strength (MOST) clubs</td>
<td>Emerging best practice- evaluation ongoing.</td>
<td>high-school men, Universal or selected, being adapted for use in college age men and military</td>
<td>Engages men&lt;br&gt;• Bystander intervention approach&lt;br&gt;• Follows principles of effective prevention programming</td>
<td>Challenges finding leaders&lt;br&gt;• Expensive to implement on a smaller scale&lt;br&gt;• Time challenges in schools</td>
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**Mentors in Violence Prevention (MVP)**<br>Positive evaluation-shows change in knowledge and behavior<br>College men, Universal<br>• Engages men<br>• Bystander intervention approach<br>• Follows principles of effective prevention programming<br>• Requires 2 trainers for each session (recruitment/retention)
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</table>
| Bringing in the Bystander            | Emerging best practice- evaluation ongoing. | • bystander intervention approach  
• follows principles of effective prevention programming | • Evaluation ongoing  
• Media-heavy, could get expensive |
| Date Safe Project                    | Emerging best-practices-evaluation on-going. | • Open discussion, raises awareness, and confront the social climate of sexual violence and coercion. Interactive new curriculum: “Voices of Change” | • Needs more national exposure |
|                                      | Middle school-K-12 Certification Training Collegiate-Adult |                                                                      |                                            |