Evaluating Sexual Violence Primary Prevention Programs

A Collaborative Approach between a State Health Department and Prevention Contractors

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Today’s Agenda

1. Background – Sexual Violence in NM
2. Developing Plans and Tools
3. Implementing the Plan
4. Collecting Data
5. Lessons Learned
6. Next Steps
Background - Sexual Violence in New Mexico

- Size
- Demographics
- Strengths
- Challenges

Source: CDC YRBS & NM YRRS
Background - Sexual Violence in New Mexico

Lifetime Prevalence of Rape, United States Women, 2010


Background - Sexual Violence in New Mexico

Challenges
- Varied needs, demographics, and political climate
- Some evaluations already in place
- Limited staff capacity

Strengths
- Root causes of violence - anti-oppression model
- Funding for evaluation
- Statewide quarterly prevention meetings
Developing Plans and Tools

- Role of Evaluation
  - Accountability
  - Funding
  - Program modifications

Evaluation Timeline
Developing Plans and Tools

- 2014 – New Mexico SVPP
  - Performance monitoring
  - Independent evaluations
  - No way to compare progress from site to site

Developing Plans and Tools

- 2014 – RCCCNM
  - Pre and post tests (English and Spanish)
  - Site coordinator survey
  - Advisory Gatherings
    - Youth
    - Adults who work with youth
Developing Plans and Tools

<table>
<thead>
<tr>
<th>Activities</th>
<th>Outputs</th>
<th>Short-term Outcomes</th>
<th>Long-term Outcomes</th>
<th>Impact</th>
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</thead>
<tbody>
<tr>
<td>Deliver multi-session curricula to teachers and community leaders around bystander intervention and creating safe spaces</td>
<td>Completed skill-building sessions</td>
<td>Increased ability and intention to intervene as bystanders</td>
<td>Improved school or workplace climate</td>
<td>Reduced incidence of intimate partner violence in NM</td>
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<tr>
<td>Deliver multi-session education to students around healthy relationships</td>
<td>Completed educational sessions with students around partner violence, and healthy conflict management skills</td>
<td>Increased awareness and recognition of abusive behaviors</td>
<td>Increase in teacher/staff bystander intervention behaviors</td>
<td>Reduced incidence of sexual violence among general population and populations experiencing disparities in NM</td>
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<tr>
<td>Deliver multi-session education to youth around rape myth, gender norms, and bystander intervention</td>
<td>Completed educational sessions with youth to identify abusive behavior, promote gender-equitable norms, and encourage bystander intervention</td>
<td>Increased ability and intention to intervene as bystanders</td>
<td>Noms change - healthy masculinity</td>
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<td>Decrease in rape myth acceptance</td>
<td>Noms change - dating violence</td>
<td>Increase in bystander intervention behaviors</td>
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<td>Decreased negative gender stereotyping</td>
<td>Decrease in gender-based harassment</td>
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Activities

- Deliver multi-session curricula to teachers and community leaders around bystander intervention and creating safe spaces
- Deliver multi-session education to students around healthy relationships
- Deliver multi-session education to youth around rape myth, gender norms, and bystander intervention

Outcomes

- Improved school or workplace climate
- Increased ability and intention to intervene as bystanders
- Increased awareness and recognition of abusive behaviors
- Increased ability and intention to intervene as bystanders
- Decrease in rape myth acceptance
- Decreased negative gender stereotyping
- Normal change - healthy masculinity
- Increase in bystander intervention behaviors
- Decrease in gender-based harassment
- Reduced incidence of intimate partner violence in NM
- Reduced incidence of sexual violence among general population and populations experiencing disparities in NM
Developing Plans and Tools

- What are the outcomes we want to measure?
  - Literature review – risk factors for sexual violence perpetration
  - What can we measure in the short-term?
    - Rape Myth Acceptance
    - Rigid Gender Norms
    - Acceptance of Couple Violence
    - Bystander intent and behavior
  - Qualitative data – What’s the story behind the story?
Activity

- Scale Development
  - Acceptance of Couple Violence Assessment
    (Foshee, Fothergill, and Stuart, 1992)
    - 11 questions
  - Gender Equitable Men scale
    (Pulerwitz and Barker, 2008)
    - 34 questions
  - Illinois Rape Myth Acceptance Scale
    (Payne, Lonsway, & Fitzgerald, 1999)
    - 45 questions
  - Coaching Boys Into Men Bystander Measure
    (Miller et al 2012)
    - 9 questions

Developing Plans and Tools

- Sent scales to primary prevention partners – select 5-10
- Tallied results
- Created measure!
Developing Plans and Tools

- Experience at Rape Crisis Center of Central NM
  - Initial Reaction of Staff
  - Individual Review of Measures
  - Department Conversation
  - Conversation with other RCCs
Developing Plans and Tools

- Reviewed at Primary Prevention Team Meeting
- Sent out for feedback
- Revised questions for readability and LGBTQ inclusion
- Translated into Spanish

Developing Plans and Tools

- Sample modification from Illinois Rape Myth Acceptance Scale
  - If a woman is raped while she is drunk, she is at least somewhat responsible for letting things get out of control.
  - If someone is raped while they are drunk or on drugs, they are at least somewhat responsible for letting things get out of control.
Developing Plans and Tools

- Program facilitator interview
  - Successes and challenges
- Participant Roundtable
  - What did you like best about this program?
  - Did you feel like the topics from this program apply to stuff going on in your life?
- Teacher Interview
  - Do you believe this was a positive program for your students?
  - Have you noticed any changes in sexual harassment?
Implementing the Plan

- **Evaluation Guidance Document**
  - Expectations – when, how to submit data
  - Included logic model and evaluation matrix
    - Demonstrate how site’s evaluations fit into the “big picture”
    - Show logical progression of outcome measures – attitude change → behavior change
  - Instructions for matching participant IDs
  - Included all measures as appendices

**Activity**

- Create something that will transport a ping pong ball from one side of the room to another
- You have 4 minutes!
- Work in teams!
Implementing the Plan

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Quantitative</th>
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<tr>
<td>● Participant roundtables</td>
<td>● Pre, post, one month tests</td>
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<tr>
<td>● Teacher interviews</td>
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<td>● Interviews with DOH evaluator</td>
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Implementing the Plan

- Logistical preparation
- Implementation
- Making changes

Successes
- Having validated instruments used across programs
- Modifying instruments to fit our needs
- Having support on the data analysis
- Regular communication and reflection

Challenges
- Time management and associated costs
- Age-appropriateness of evaluation
- Gap between expectation and reality
Collecting Statewide Data

- Wide variation in staff capacity for evaluation
- Variation in schools’ willingness to complete instruments

Successes
- Consistent survey data from ~3,000 student participants
- Rich qualitative data
- Site coordinator interviews
- Able to make changes to programming and evaluation

Challenges
- Time consuming
- Lags in data submission
- Lack of follow-up data
- Onslaught of data in May 2016
Lessons Learned

- Evaluation process
  - Site coordinator interviews very valuable
  - Participant roundtables difficult
  - Survey
    - Potential errors in data entry
    - Need to reverse score some items
    - Vocabulary ("tolerate")
  - Need clearer expectations for data submission (tied to funding)
  - Collect data at end of fall semester for next fiscal year

Lessons Learned

- Program Coordinator Interviews
  - "That same day (as the program) I saw 2 10th-grade students walking into a classroom that was empty, they were arguing, they asked the social worker to come in and mediate their argument so it didn’t turn into a fight. A senior who saw the whole thing offered to mediate."
Lessons Learned

- **Outcomes**
  - 10/11 programs successful in changing attitudes and beliefs
  - Changes were sustained at one-month follow-up
  - Programs rooted in anti-oppression highly effective
  - Programs that take place every day are effective
  - Overwhelming teacher support

- **Process**
  - Difficulty during testing periods or holiday break
  - Data entry is a burden
Next Steps

- Changes were made to attitudes measure
- Alternate measures created for specific programs
  - Dating violence scale
  - LGBTQ identity and community scales
  - Disability identity and community scales
  - Adult bystander scale
- More specific timeline for data
- Fewer coordinator interviews
Next Steps

- Climate surveys
- YRRS data
- Perpetration data
- Evaluating policy

Questions and Comments

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