

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

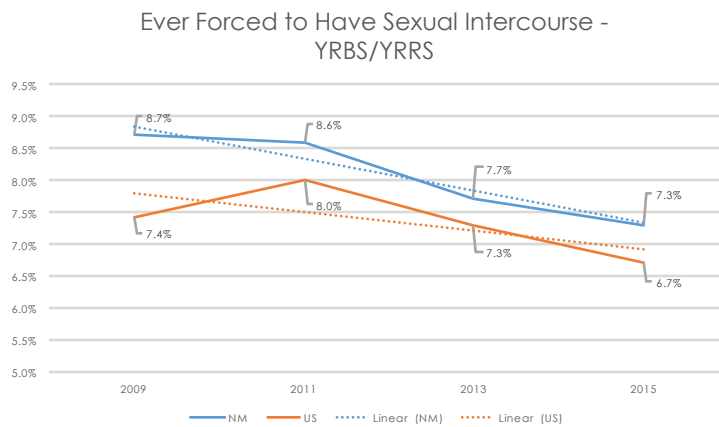
Background - Sexual Violence in New Mexico



- Size
- Demographics
- Strengths
- Challenges

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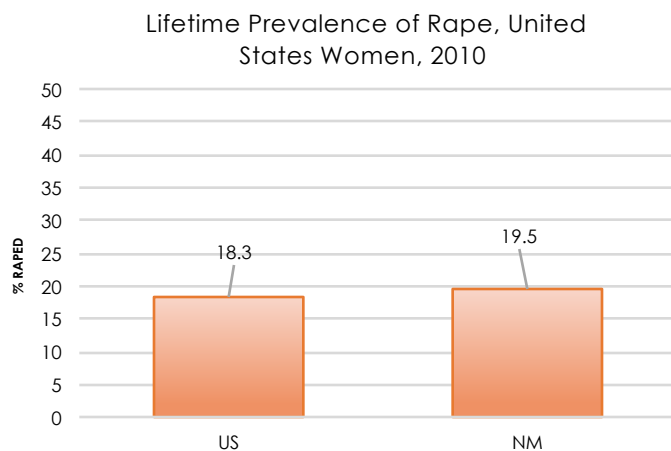
Background - Sexual Violence in New Mexico



Source: CDC YRBS & NM YRRS

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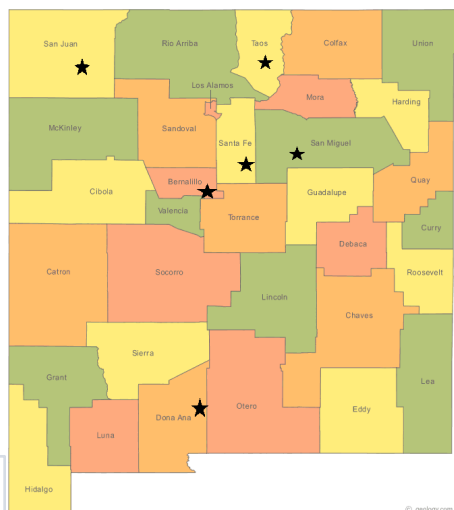
Background - Sexual Violence in New Mexico



Source: Prevalence and Characteristics of Sexual Violence, Stalking, and Intimate Partner Violence Victimization—National Intimate Partner and Sexual Violence Survey, United States, 2011

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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

1



Developing Plans and Tools

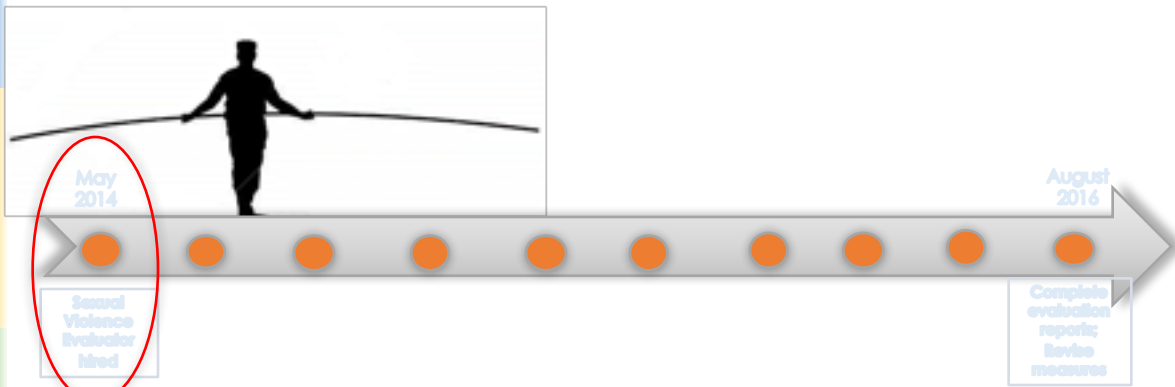
- Role of Evaluation
 - Accountability
 - Funding
 - Program modifications



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Evaluation Timeline



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Developing Plans and Tools

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



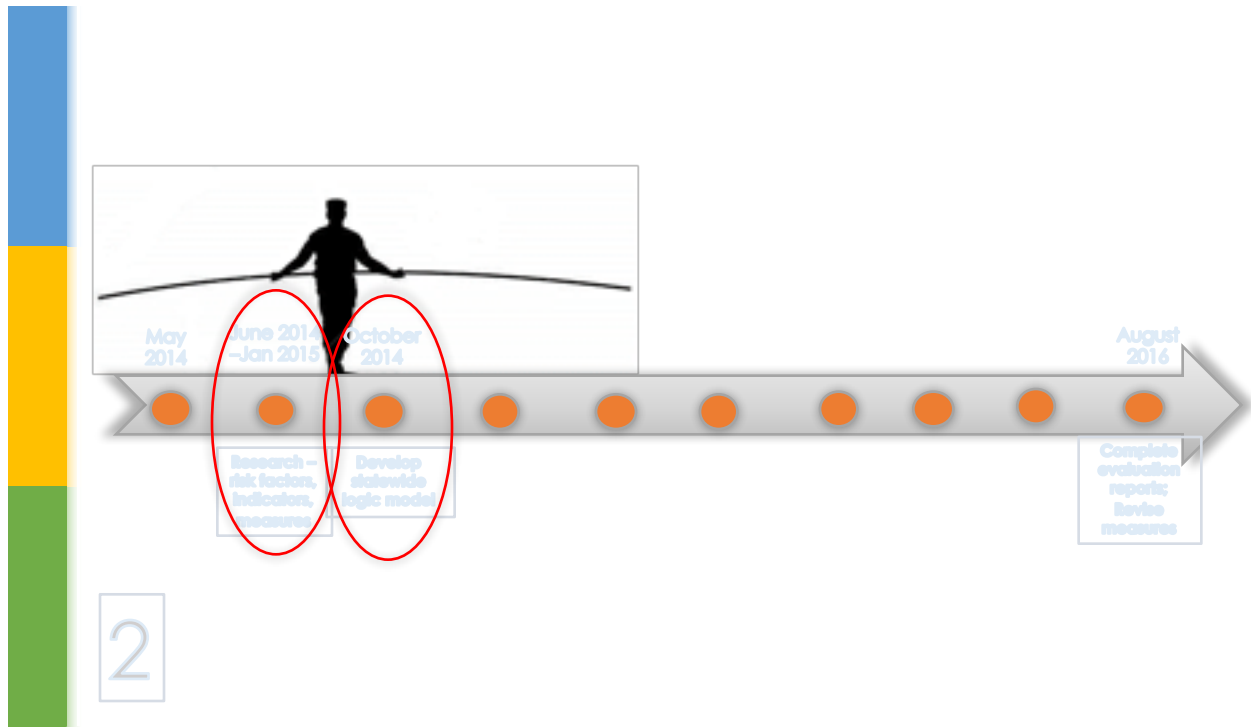
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Developing Plans and Tools

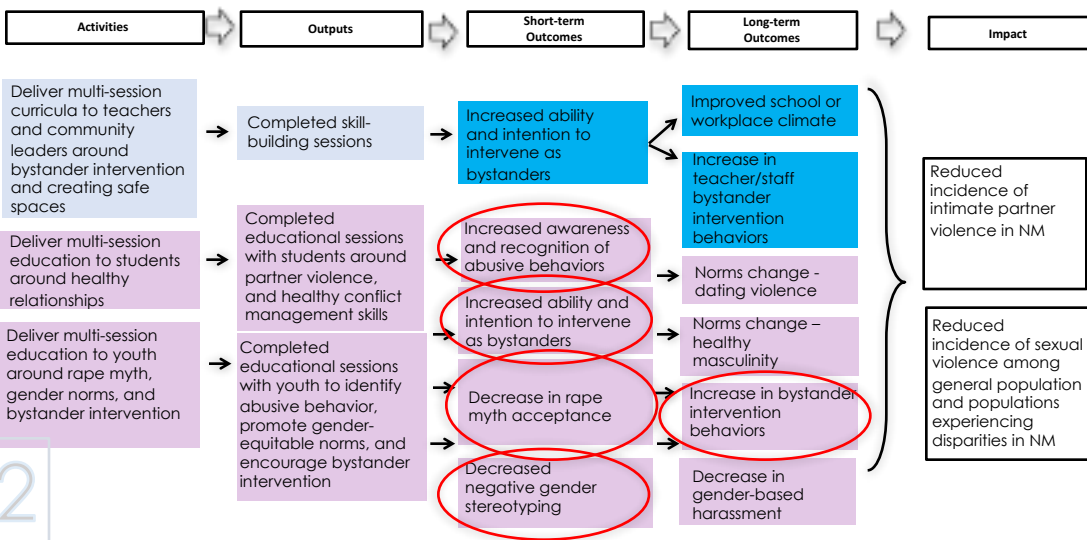
- 2014 – RCCCNM
 - Pre and post tests (English and Spanish)
 - Site coordinator survey
 - Advisory Gatherings
 - Youth
 - Adults who work with youth



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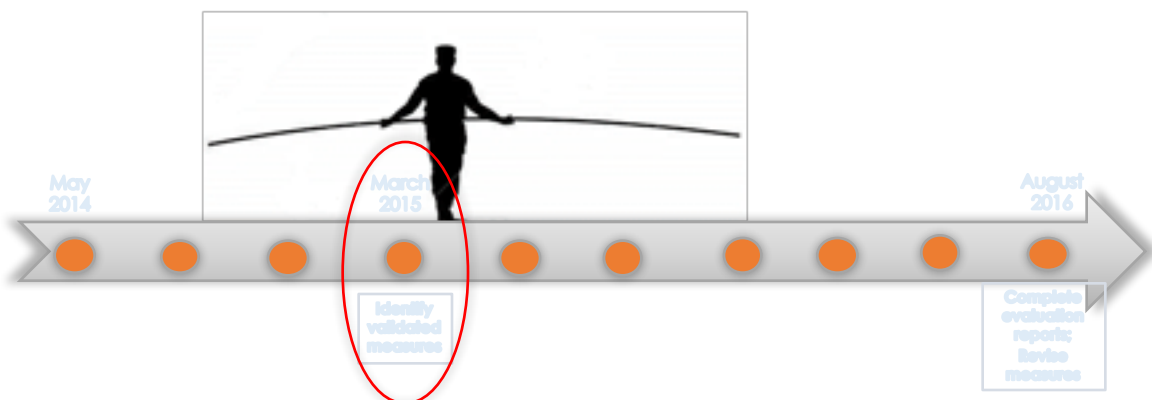


Developing Plans and Tools



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
- 2 ▪ Qualitative data – What's the story behind the story?



2

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

2

Developing Plans and Tools

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

	IRMA	DOH	UNMPRC	Solace	RCCCNM	SASNWNM	SASS	Impact	La Pinon	CAV	Total
1	x		x	x	x	x	x			x	7
2				x			x				2
3			x	x			x				3
4			x	x	x	x					4
5											0
6											0
7	x			x	x		x			x	5
8											0
9				x		x					2
10							x				1
11	x										1
12				x	x						2
13										x	1
14	x										1
15	x			x		x				x	4
16			x	x	x		x			x	5
17					x	x					2
18	x			x			x				3
19				x	x		x				3
20											0
21											0
22				x			x				2

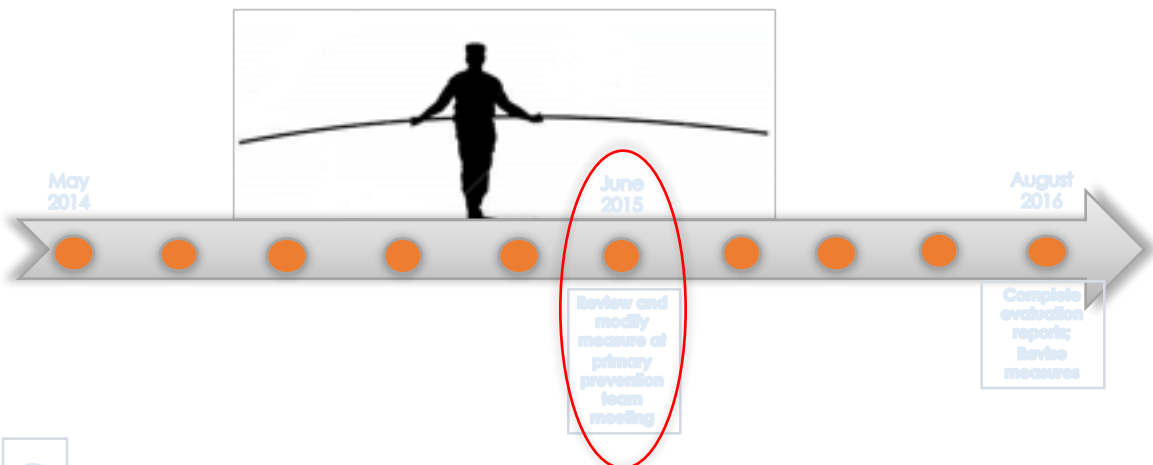
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Developing Plans and Tools

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



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Developing Plans and Tools

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

2



Developing Plans and Tools

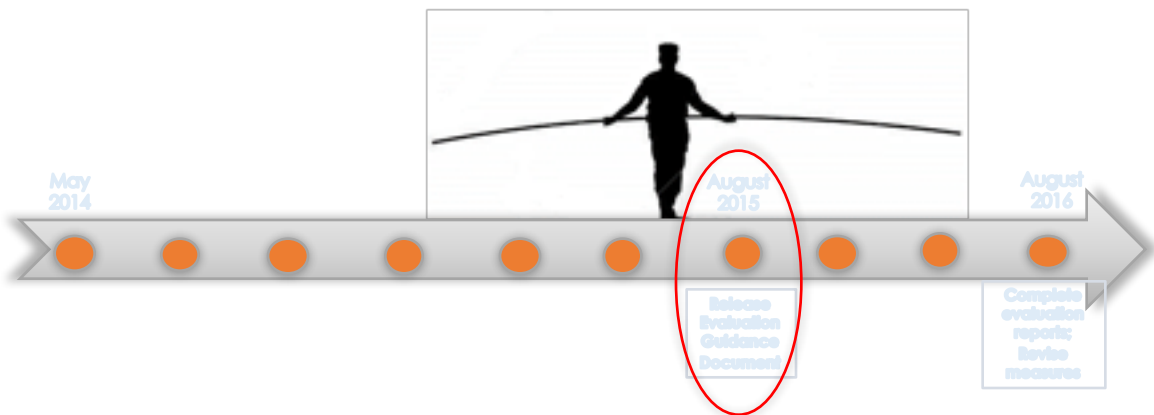
- Sample modification from Illinois Rape Myth Acceptance Scale
 - If a woman is raped while she is drunk, she is at least somewhat responsible for letting things get out of control.
 - If someone is raped while they are drunk or on drugs, they are at least somewhat responsible for letting things get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

2

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?

2



2

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

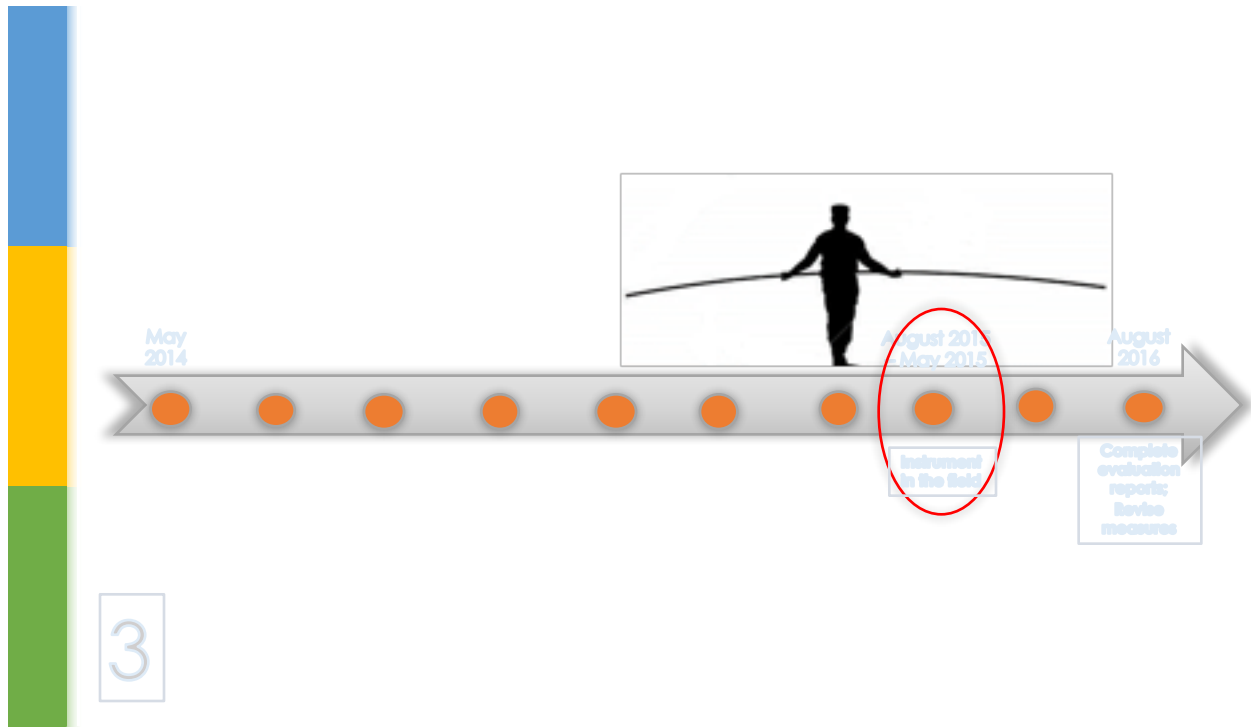
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Activity

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



3



Implementing the Plan

Qualitative	Quantitative
<ul style="list-style-type: none"> ● Participant roundtables ● Teacher interviews ● Interviews with DOH evaluator 	<ul style="list-style-type: none"> ● Pre, post, one month tests

3

Implementing the Plan



- Logistical preparation
- Implementation
- Making changes

3

Successes

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

3

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



4

Collecting Statewide Data

- 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



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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

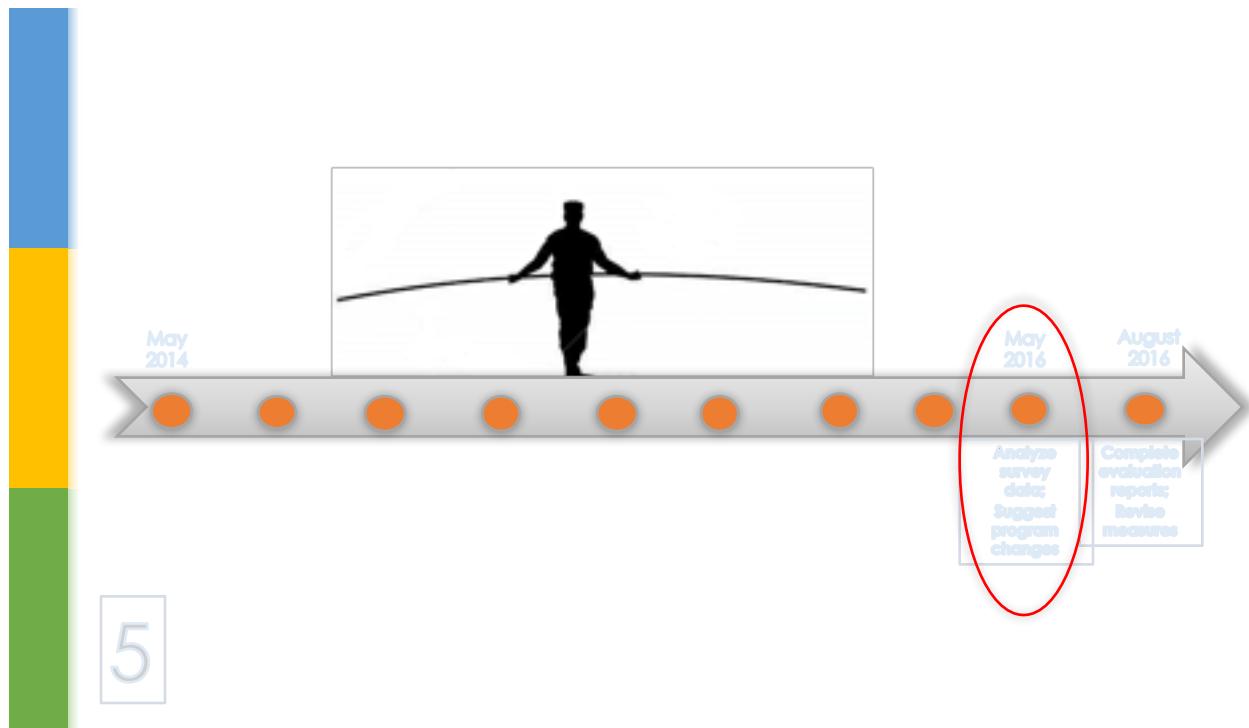
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Lessons Learned

- 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."*

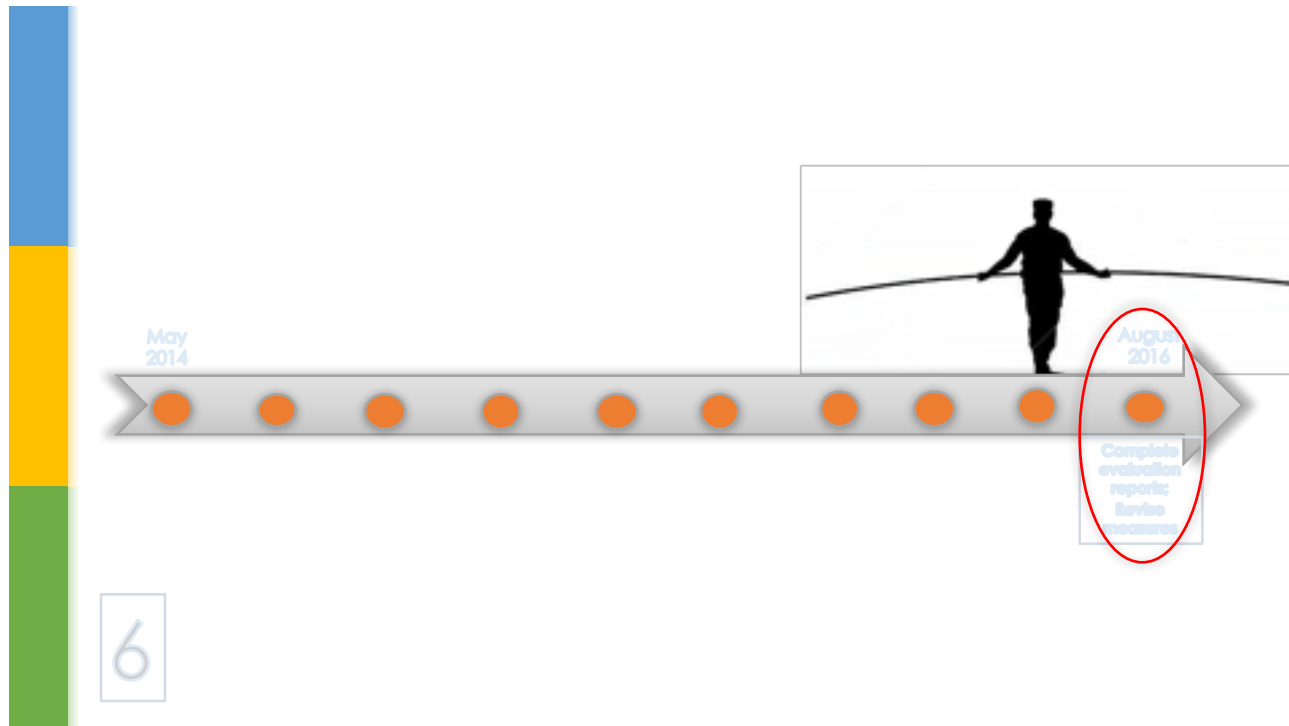
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Lessons Learned

- 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

5



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



6



Next Steps

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

6



Questions and Comments

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