

**New Mexico Sexual Violence Prevention Evaluation**

**FY2016**

**Office of Injury Prevention**

**Epidemiology and Response Division**

**New Mexico Department of Health**

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## **Executive Summary**

From July 2015 through June 2016, during fiscal year 2016 (FY2016), the New Mexico Department of Health (NMDOH) began an evaluation of sexual violence prevention strategies funded through NMDOH. The goal of the program is to reduce sexual violence victimization in New Mexico. Three objectives were identified for evaluation: change norms concerning the acceptability of sexual violence; create safer environments through changes to organizational policies and infrastructure; and increase the use of the public health approach in statewide sexual violence prevention efforts.

Progress was made towards each of these objectives. NMDOH conducted process and outcome evaluation for Objective 1: Change norms around the acceptability of sexual violence. Evaluations were completed for 11 prevention programs in New Mexico. Results show that individual-level primary prevention curricula aimed at changing norms related to sexual violence perpetration (acceptance of couple violence, adherence to rigid gender norms, and acceptance of rape myth) were supported by school staff as well as students. Teachers reported increased incidents of positive bystander intervention and fewer instances of sexual harassment. Survey data indicate that in 10 of 11 programs, student participants showed significant increases in rejection of couple violence, acceptance of flexible gender norms, and/or rejection of rape myth from pre-test to one-month follow-up.

Process evaluation was conducted for Objective 2: Create safer environments through changes to organizational policies and infrastructure. Prevention contractors completed four or more organizational readiness assessments (ORAs) in their communities to assess readiness to engage in systems-level prevention of sexual violence. Results indicate that each agency rated the ORA process as “valuable” or “very valuable.” Each agency identified one or more organizations in their community to work with in subsequent years to increase readiness for organizational policy work. In most cases, the ORA process resulted in new partnerships between prevention providers and community organizations.

Process and outcome evaluation was conducted for Objective 3: Increase the use of the public health approach in statewide sexual violence prevention efforts. The number of agencies implementing programs based on the Principles of Effective Prevention increased to 100%; population-based sexual violence surveillance was enhanced; three presentations were made and one manuscript was published around the impact of sexual violence victimization on individual and public health.

## Background

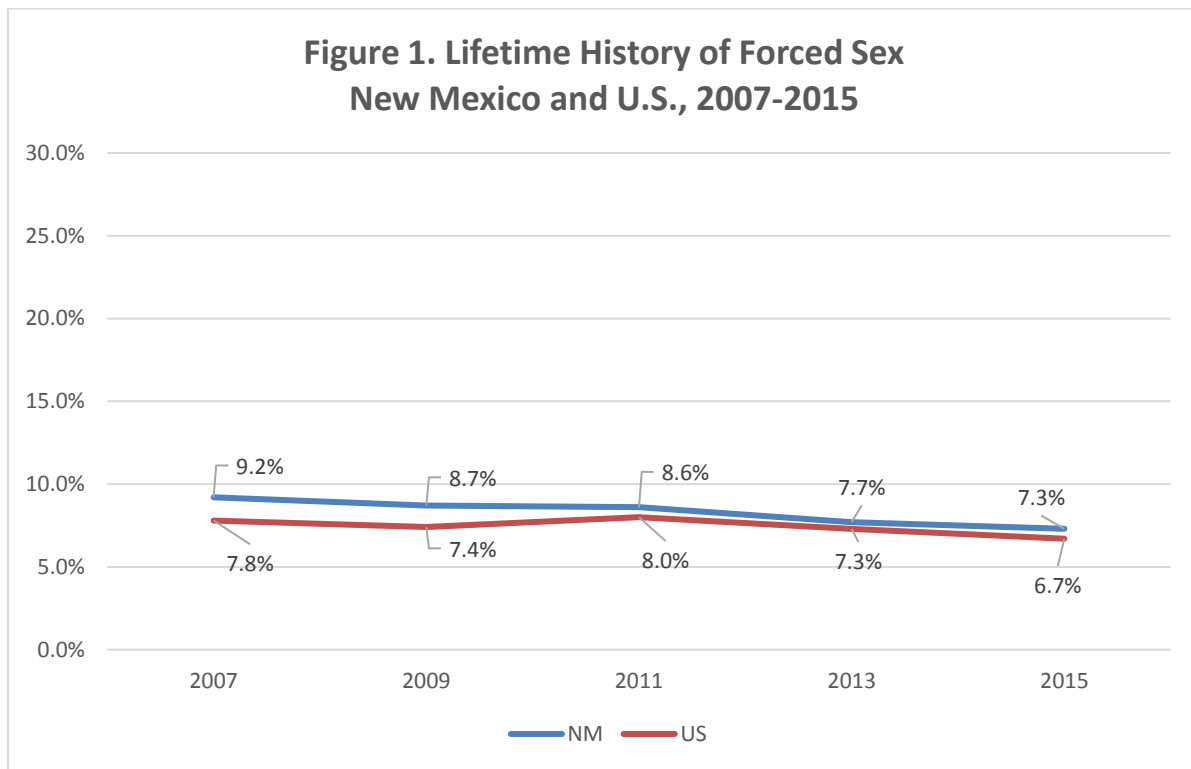
Sexual violence is a serious public health issue that directly impacts millions of people in the United States. Data from the 2010 National Intimate Partner and Sexual Violence Survey (NISVS) indicate that 18.3% of women and 1.4% of men in the United States have been raped at some time in their lives, and 44.6% of women and 22.2% of men have experienced sexual violence victimization other than rape<sup>1</sup>. Most rape survivors are first raped before they are 18 years old. Data from the 2015 Youth Risk Behavior Survey indicate that 10.3% of girls and 3.1% of boys in the United States had been physically forced to have sex at some point during their lifetime<sup>2</sup>.

The long-term impact of sexual violence victimization on suicide risk, mental health, and substance abuse has been well documented. Numerous correlational studies show that sexual violence victimization is associated with suicide ideation and attempts<sup>3,4,5</sup> and with stress, depression, post-traumatic stress disorder, anxiety disorders, and chronic major depression<sup>6,7,8</sup>. Youth with a history of forced sex report lower emotional well-being and self-esteem<sup>9</sup> and report feelings of sadness or hopelessness<sup>10</sup>. Research consistently demonstrates a relationship between sexual assault and substance abuse. Sexual violence is correlated with alcohol abuse, cigarette use, and drug abuse<sup>7,11,12</sup>. It has been theorized that the stress, anxiety, and depression associated with sexual assault increase the likelihood of substance abuse<sup>3</sup>. An analysis of Youth Risk and Resiliency Survey (YRRS) data indicated that youth in New Mexico with a history of forced sex had more than twice the risk for alcohol use, tobacco use, and illicit drug use and more than three times the risk for poor mental health outcomes, including suicide attempts and suicide ideation, than students who did not report a history of forced sex<sup>13</sup>.

New Mexico experiences higher rates of sexual assault among women, men, and youth than the United States as a whole. According to the National Intimate Partner and Sexual Violence Survey, in New Mexico, 24.0% of women have been raped during their lifetime, compared to 19.5% of U.S. women, and 49.0% of women and 21.5% of men in New Mexico have experienced sexual violence other than rape<sup>1</sup>. Sexual assault disproportionately affects children and adolescents in New Mexico; data from the 2015 New Mexico Youth Risk and Resiliency Survey (YRRS) indicate that 10.6% of high school girls and 4.1% of high school boys in New Mexico have ever been forced to have sexual intercourse<sup>2</sup>.

The rate of sexual violence victimization among high school youth in New Mexico has been trending downward since 2007. In 2007, 11.6% (95% confidence interval, 9.9–13.5) of girls and 6.9% (5.2–9.0) of boys reported having ever been forced to have sex. In 2015, 10.6% (9.4–12.0) of girls and 4.1% (3.5–4.8) of boys reported having ever been forced to have sex. This trend is consistent with the pattern seen among high school students in the United States overall.

Figure 1: Lifetime History of Forced Sex, New Mexico and U.S. High School Students, CDC YRBSS, 2007-2015



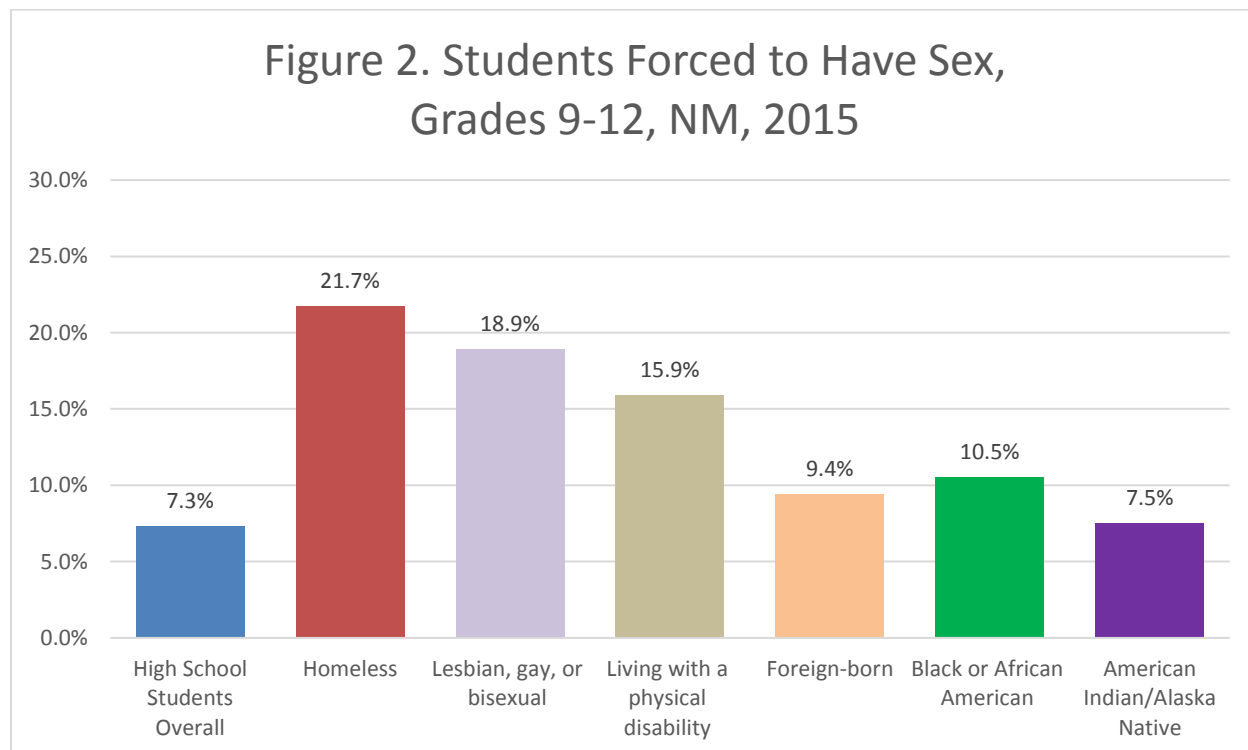
CDC, YRBS

Children and adolescents who are members of marginalized communities are at increased risk for sexual violence victimization. In New Mexico, this includes youth who are experiencing housing instability (21.7% [17.4-26.7]), youth who identify as lesbian, gay, or bisexual (18.9% [15.4-22.9]), youth who are living with physical disabilities (15.9% [13.3-18.9]), and youth who are foreign-born (9.4% [7.2-12.1]), Black or African American (10.5% [6.7-16.2]), and American Indian/Alaska Native (7.5% [5.8-9.8]).

In 2015, 15 New Mexicans between the ages of 0 -18 were admitted to emergency departments due to sexual assault, and 11 additional children were admitted due to suspected sexual assault. ED visits for

children due to sexual assault have declined each year since 2012 (26 visits in 2012, 22 visits in 2013, 17 visits in 2014).

Figure 2: Percentage of Students Forced to Have Sex by Select Demographics, Grades 9-12, New Mexico, 2015



## Overview of Prevention Plan

The Centers for Disease Control and Prevention recommend four strategies for the primary prevention of sexual violence: promoting social norms that protect against violence, teaching skills to prevent sexual violence perpetration, providing opportunities to support and empower girls and women, and creating protective environments<sup>11</sup>. Specific norms that have been linked to future sexual violence perpetration include acceptance of rape myth and adherence to rigid gender norms<sup>16</sup>. According to the Principles of Effective Prevention<sup>17</sup>, prevention programs should be comprehensive, include varied teaching methods, provide sufficient dosage, be theory driven, provide opportunities for positive

relationships, be appropriately timed, be socio-culturally relevant, include outcome evaluation, and involve well-trained staff.

The New Mexico Department of Health, Epidemiology and Response Division, Office of Injury Prevention (OIP), in collaboration with partners from the University of New Mexico Prevention Research Center (UNMPRC), the New Mexico Coalition of Sexual Assault Programs (NMCSAP), rape crisis centers across the state, and a variety of community partners, developed a five-year strategic plan to reduce the rate of sexual violence in the general population and in disparate populations in New Mexico. The plan is informed by the most recent research evidence in primary prevention of sexual violence, best practice guidance from CDC, and input from community members. The plan was completed on June 30, 2015.

The comprehensive plan aims to address each level of the Spectrum of Prevention, and aims to reduce sexual violence through a three-pronged approach: changing social norms around sexual violence; creating safe environments through changes to organizational policies; and increasing the use of the public health approach to prevent sexual violence.

Strategies for social norms change implemented in FY 2016 included multi-session interventions in six counties for youth and providers who work with youth that aim to do the following: reduce rape myth acceptance; change gender norms that devalue women, encourage toxic masculinity, and contribute to high rates of violence against women and the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ) community; increase positive, active bystander behavior, both in-person and online; and decrease acceptance of dating violence.

Strategies for organizational change included conducting organizational readiness assessments to determine, and ultimately increase, readiness for policy change.

Strategies for increased data collection included collecting recent surveillance data that captures the prevalence of sexual assault in the adult population of New Mexico and capturing gender identity data that reflects the burden of violence on the transgender community.



The plan attempts to work along the entire spectrum of prevention, from initiatives that strengthen individual knowledge and skills (Level 1) to work that will change policy and legislation (Level 6), within anti-lobbying guidelines.

## Project Goal

The goal of this project is to reduce the incidence and prevalence of sexual assault in New Mexico. Primary prevention relies on upstream changes, the effects of which may not be reflected in the data for years. Furthermore, increased awareness and outreach may result in an increase in reported sexual assault, which makes using law enforcement and service provider data a poor measure of progress. With these issues in mind, the success of the project will be measured by an evaluation of progress made toward achieving intermediate objectives, which are listed below. However, some strategies—including bystander intervention—may have a timelier impact on some indicators, such as 12-month prevalence of sexual assault. Furthermore, qualitative data gathered from community groups may suggest a decrease in prevalence of sexual assault. NMDOH will monitor rates of lifetime sexual assault as well as 12-month sexual assault throughout the five-year project period.

## Objectives

NMDOH and its partners aim to achieve a reduction in the rate of sexual violence through the following intermediate steps: change social norms around sexual violence; create safe environments through changes to organizational policies; and increase the use of the public health approach to prevent sexual violence. The major focus of this evaluation report is on Objective 1: Change norms surrounding the acceptability of sexual violence.

## Evaluation of Goal and Objectives

### Evaluation staffing

Danielle Reed, staff evaluator for OIP, coordinated the evaluation of the five-year plan. Rape crisis centers and other organizations who were awarded contracts to work on primary prevention were responsible for collecting both quantitative and qualitative data. All instruments were provided to

contractors by the staff evaluator, and included a common measurement tool used to assess attitudes towards sexual violence as well as witnessed incidents of sexual violence and bystander behavior. Other instruments relevant to the specific goals of each program were provided where appropriate.

## Evaluation of Objective 1: Change norms surrounding the acceptability of sexual violence

Efforts to change norms around sexual violence during FY2016 centered on multi-session primary prevention programming, delivered in school-based and community-based settings by funded contractors.

NMDOH selected four approaches for social norms change, based on a review of the literature of sexual violence prevention. Each strategy represents a change in one or more modifiable risk or protective factors for perpetration of sexual violence. These strategies include: reducing belief in rigid gender roles that devalue women and LGBTQ people; decreasing rape myth acceptance; reducing the acceptability of violence in relationships; and increasing prosocial norms by encouraging bystander behavior during observations of online or in-person sexual harassment or coercion. Primary prevention programming addresses one or more of these strategies.

### Methods

In FY2015, NMDOH, in collaboration with funded contractors, identified key knowledge and attitude constructs that were related to sexual violence perpetration, as indicated in the sexual violence prevention literature. These were acceptance of couple violence, adherence to rigid gender norms, and acceptance of rape myth. Then, the evaluator identified validated measures used to measure these constructs and shared them with prevention program staff. Program staff who have delivered curricula to young people in the past have indicated that survey instruments must be short and designed for a lower-literacy audience. Due to these limitations, and the lack of availability of instruments that meet these criteria, fully validated instruments (such as the Illinois Rape Myth Acceptance Scale) were not used for outcome evaluation. Rather, the NMDOH evaluator, in collaboration with primary prevention staff, created survey instruments using select questions from 3 validated scales. All instruments and

details about data collection can be found in Appendix A: Evaluation Guide for SV Contractors.

During FY2016, 11 programs were evaluated using both process and outcome measures. Outcome evaluation included measuring change in knowledge and attitudes of participants, as measured by pre- and post-tests. Contractors administered pre- and post-tests at the beginning and end of each program and at one-month follow-up and provided results to the NMDOH evaluator through a Microsoft Excel spreadsheet created by the NMDOH evaluator for each program.

Students participated in primary prevention programming during regular school hours, most often during a health class or another regularly scheduled class. Surveys were administered via hard copy to students at three points: at the beginning of the first session; at the end of the last session; and at one-month follow-up. Students self-selected identification numbers to mark the pre-test and, in most cases, program coordinators pre-filled participant identification numbers on the post-test and follow-up surveys to facilitate matching of surveys at all three points. Data were analyzed using SPSS v22. A paired-samples t-test was conducted to compare scores between pre-test and post-test, and between pre-test and one-month follow-up.

The surveys were supplemented with qualitative interviews between program participants and the program coordinator at the end of the last session during a “participant roundtable” between the program coordinator and the NMDOH evaluator, after the last session was complete, and through a written or oral interview between the program coordinator and a teacher or school counselor at one-month follow-up.

## Quantitative Results – Norms Change

### *Rejection of Couple Violence*

Changes in rejection of couple violence scores increased from pre-test to post-test in nine out of 10 programs evaluated. These increases were significant at the  $p < .05$  level. Changes in rejection of couple violence scores increased from pre-test to one-month follow-up in nine out of 10 programs evaluated. These increases were significant at the  $p < .05$  level.

### *Acceptance of Flexible Gender Norms*

Changes in acceptance of flexible gender norms scores increased from pre-test to post-test in seven out of 10 programs evaluated. These increases were significant at the  $p < .05$  level. Changes in rejection of couple violence scores increased from pre-test to one-month follow-up in six out of 10 programs evaluated. These increases were significant at the  $p < .05$  level. The fact that scores on acceptance of flexible gender norms scores were very high at pre-test, which created a ceiling effect for analysis, should be noted.

### *Rejection of Rape Myth*

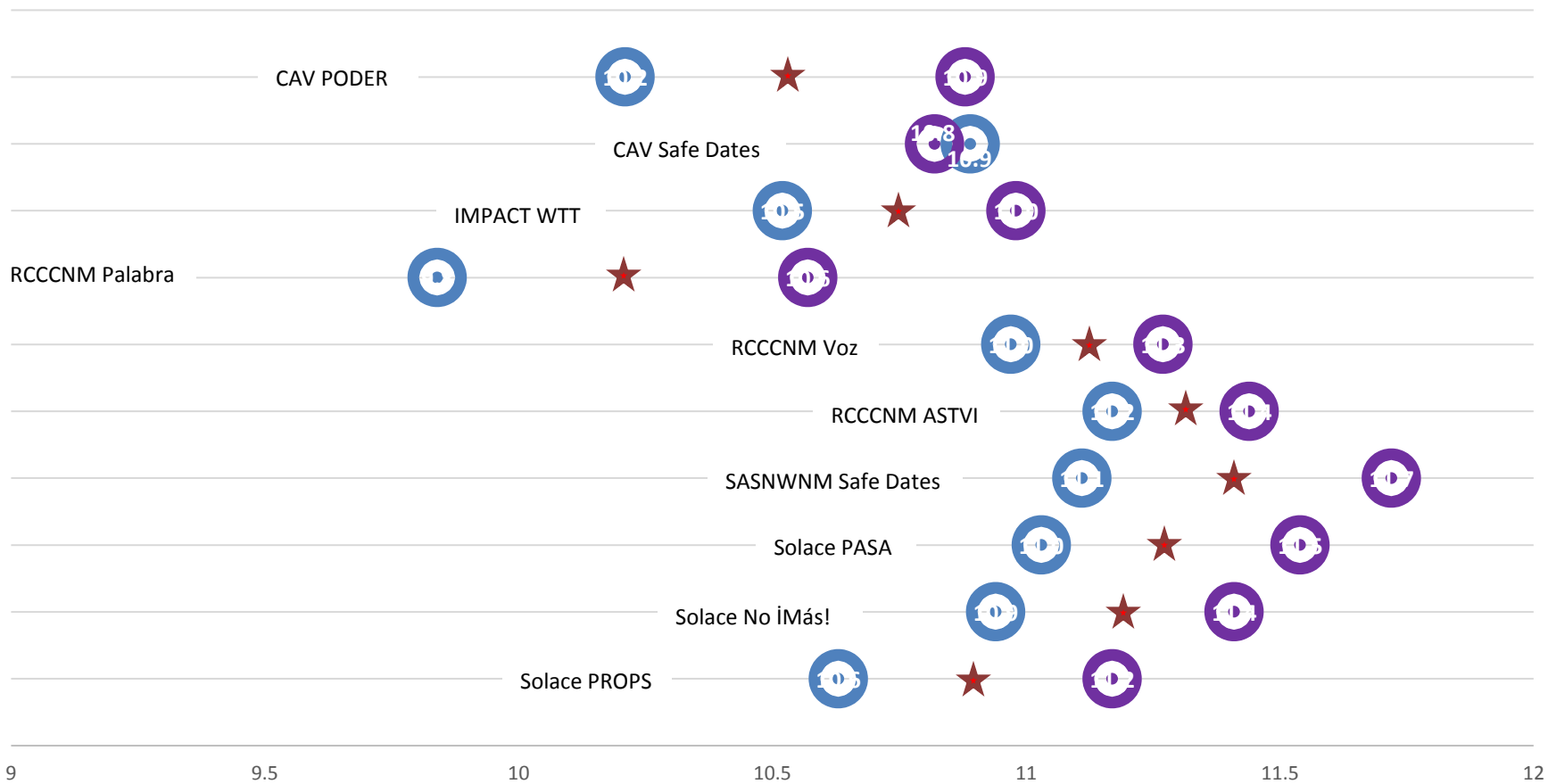
Changes in rejection of rape myth scores increased from pre-test to post-test in nine out of 10 programs evaluated. These increases were significant at the  $p < .05$  level. Changes in rejection of rape myth scores increased from pre-test to one-month follow-up in eight out of 10 programs evaluated. These increases were significant at the  $p < .05$  level.

**Table 1. Rejection of Couple Violence**

Site Name	Program	Sample Size (N)	Acceptance of Couple Violence, pre-test	Acceptance of Couple Violence, post-test	Change (pre-test to post-test)	p-score	Acceptance of Couple Violence, follow-up	Change (pre-test to follow-up)	p-score
Community Against Violence	<i>Poder</i>	115	10.21	10.77	0.56	0.004	10.88	0.67	0.001
	Safe Dates	75	10.89	11.18	0.29	0.232	10.82	-0.07	0.680
IMPACT Personal Safety	Walk the Talk	514	10.52	10.74	0.22	0.014	10.98	0.46	0.001
Rape Crisis Center of Central NM	Palabra	141	9.84	10.63	0.79	0.000	10.57	0.73	0.000
	Voz	141	10.97	11.41	0.44	0.000	11.27	0.30	0.004
	Anti-Sexual Violence Training Institute	333	11.17	11.52	0.35	0.000	11.44	0.27	0.000
Sexual Assault Services of Northwest NM	Safe Dates	587	11.11	11.60	0.49	0.000	11.72	0.61	0.001
Solace Crisis Treatment Center	Partners Against Sexual Assault	566	11.03	11.55	0.52	0.000	11.54	0.51	0.000
	¡No Más!	187	10.94	11.53	0.59	0.000	11.41	0.47	0.000
	People Resisting Oppression Project	129	10.63	11.20	0.57	0.000	11.17	0.54	0.000

Figure 3. Scores on Rejection of Couple Violence Measure

## Scores on Rejection of Couple Violence Measure Increased between Pre-Test and One-Month Follow-up



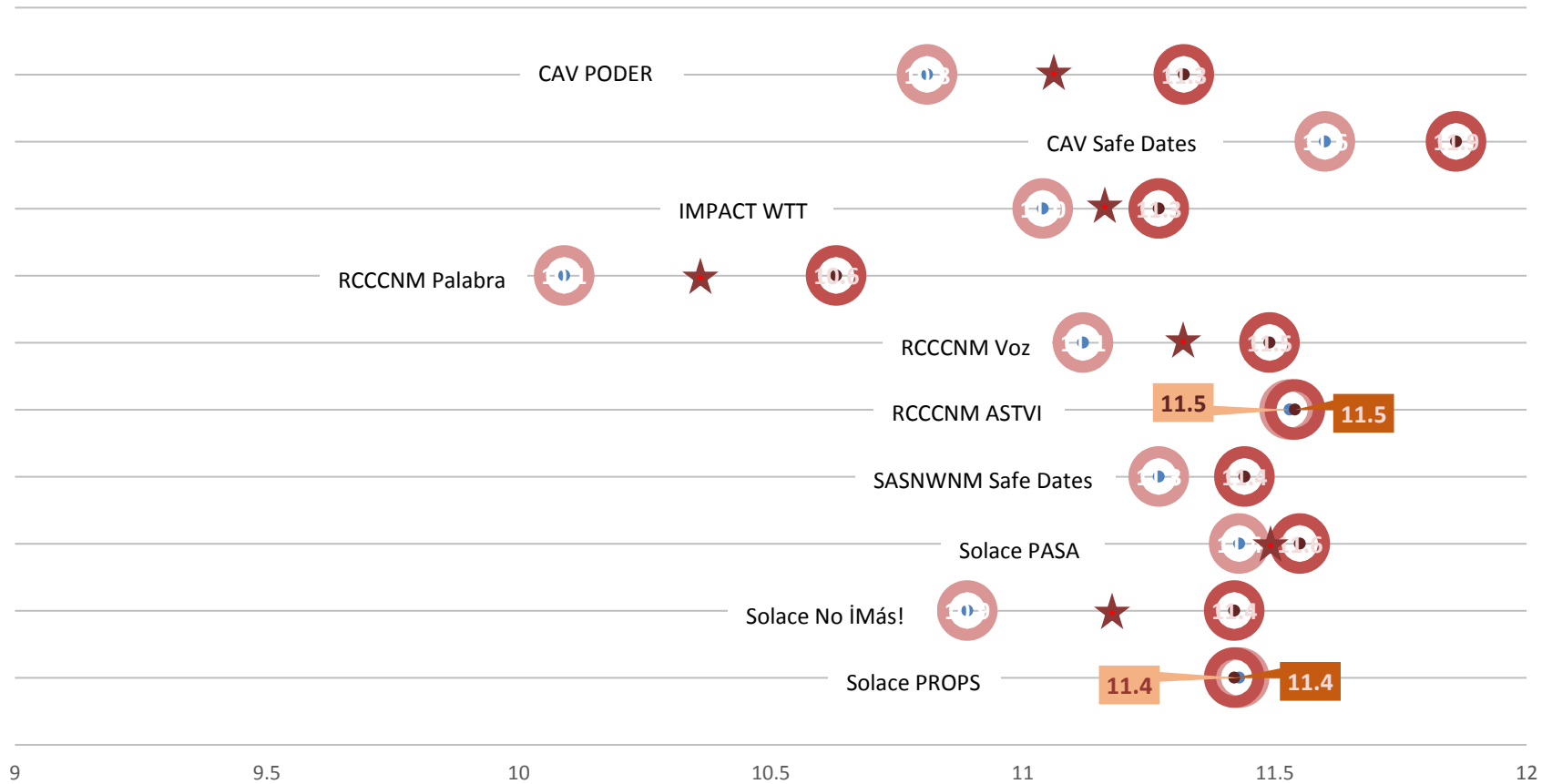
★ Change is significant at p < .01 level

**Table 2. Acceptance of Flexible Gender Norms**

Site Name	Program	N	Acceptance of Flexible Gender Norms, pretest	Acceptance of Flexible Gender Norms, post-test	change	p	Acceptance of Flexible Gender Norms, follow-up	Change (pre-test to follow-up)	P (pre-test to follow-up)
Community Against Violence	<i>Poder</i>	115	10.81	11.26	0.45	p=.009	11.32	0.51	p=.001
	Safe Dates	75	11.60	11.68	0.08	p=.520	11.86	0.26	p=1.00
IMPACT Personal Safety	Walk the Talk	514	11.04	11.18	0.14	p=.080	11.27	0.23	p=.001
Rape Crisis Center of Central NM	Palabra	141	10.09	10.58	0.49	p=.001	10.63	0.54	p=.001
	Voz	141	11.12	11.50	0.29	p=.001	11.49	0.37	p=.001
	Anti-Sexual Violence Training Institute	333	11.53	11.61	0.08	p=.038	11.54	0.01	p=.913
Sexual Assault Services of NWNM	Safe Dates	587	11.27	11.43	0.16	p=.001	11.44	0.17	p=.167
Solace Crisis Treatment Center	Partners Against Sexual Assault	566	11.43	11.56	0.13	p=.002	11.55	0.12	p=.007
	¡No Más!	187	10.89	11.45	0.56	p=.000	11.42	0.53	p=.000
	People Resisting Oppression Project	129	11.43	11.47	0.04	p=.682	11.42	-0.01	p=.767

Figure 4. Scores on Acceptance of Flexible Gender Norms Measure

### Scores on Acceptance of Flexible Gender Norms Measure Increased between Pre-Test and One-Month Follow-up



★ Change is significant at p < .01 level

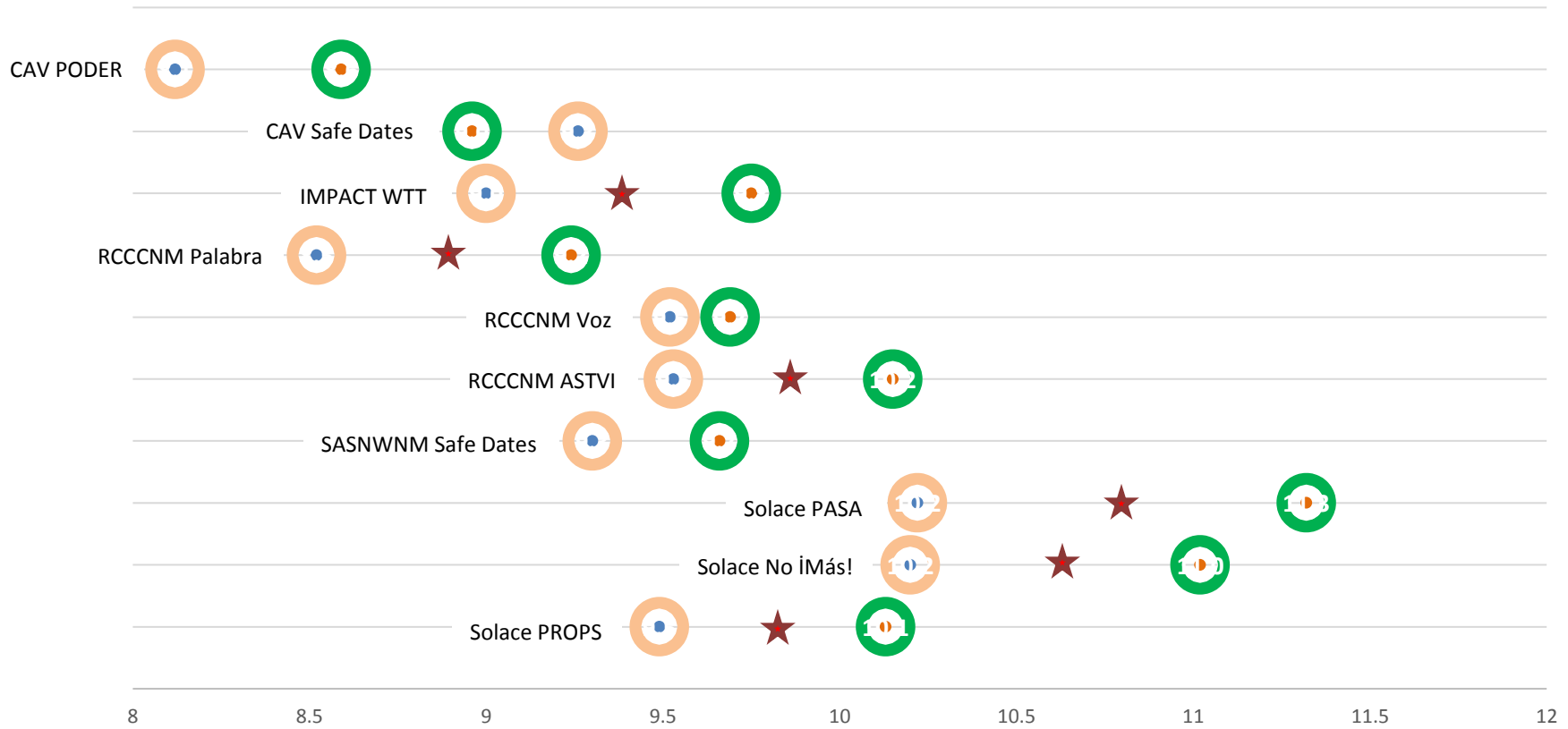


**Table 3. Rejection of Rape Myth**

Site Name	Program	N	Rejection of Rape Myth, pretest	Rejection of Rape Myth, post-test	change	p	Rejection of Rape Myth, follow-up	Change (pre-test to follow-up)	P (pre-test to follow-up)
Community Against Violence	<i>Poder</i>	115	8.12	8.95	0.83	p=.003	8.59	0.47	p=.065
	Safe Dates	75	9.26	10.03	0.77	p=.039	8.96	-.30	p=.862
IMPACT Personal Safety	Walk the Talk	514	9.00	9.40	0.40	p=.002	9.75	0.75	p=.000
Rape Crisis Center of Central NM	Palabra	141	8.52	9.16	0.64	p=.001	9.24	0.72	p=.001
	Voz	141	9.52	9.89	0.37	p=.056	9.69	0.17	p=.190
	Anti-Sexual Violence Training Institute	333	9.53	10.39	.086	p=.000	10.15	0.62	p=.000
Sexual Assault Services of Northwest NM	Safe Dates	587	9.30	9.86	0.56	p=.000	9.66	0.36	p=.038
Solace Crisis Treatment Center	Partners Against Sexual Assault	566	10.22	11.21	0.99	p=.000	11.32	1.10	p=.000
	¡No Más!	187	10.20	11.37	1.17	p=.000	11.02	0.82	p=.000
	People Resisting Oppression Project	129	9.49	10.12	0.63	p=.001	10.13	0.64	p=.000

Figure 5. Scores on Rejection of Rape Myth Measure

### Scores on Rejection of Rape Myth Measure Increased between Pre-Test and One-Month Follow-up



★ Change is significant at p < .01 level

## Qualitative Results – Norms Change

Qualitative data were collected for each cohort of each program through teacher interviews, student roundtable discussions, and interviews with program coordinators.

Detailed interview protocols can be found in Appendix A: Evaluation Guide for Sexual Violence Prevention Contractors.

### *Teacher Interviews*

One month after the program was complete, teachers or other school staff from each site were presented with a series of questions designed to get their feedback about the program, and to assess changes they witnessed after the program was complete. Program coordinators who conducted teacher interviews over the phone received more detailed feedback than coordinators who provided teachers with a written questionnaire to fill in and return. Overall, there was strong support for the program from teachers and other school staff. Every teacher interviewed expressed that they felt the program was a positive experience for their students, and that the content was appropriate. None of the teachers interviewed reported that parents contacted them after the program was complete.

More than half of the teachers interviewed reported that they witnessed changes in sexual harassment or homophobic bullying within one month of program completion. Teachers also reported witnessing prosocial bystander behaviors after the program was complete. For example, one teacher reported seeing a student say, “that’s rude” or “stop that” when another student was being bullied or harassed.

### *Student Roundtable Discussions*

At the end of the last session, students were asked a series of questions about their thoughts and impressions of the program. The amount of feedback garnered from student participant roundtables varied dramatically by site. At sites where program coordinators allowed substantial time for the participant roundtable, students offered detailed feedback. At sites where coordinators offered only a few minutes for the participant roundtable, feedback was sparse. Still, common themes emerged.

***“(The students) talked about (the program) a lot. They were just talking about the sexual harassment pieces. They were kind of joking with each other, but in an almost serious way. It seems like they were playing around with what that all meant and trying to figure it out.”***

***“We don’t have to be powerless; I liked that I got to see that racism and (sexism) are there all the time, but we can do different; we need to ask (for consent), ‘cause it isn’t like the movies.”***

Students overwhelmingly reported enjoying the program, and requested more sessions and more time. Students liked that the presenters were straightforward and didn’t “sugar coat” the information. Students from all programs enjoyed activities and videos, and requested more of these. Most students reported that they would do something in their lives differently as a result of the program, reporting that they would stand up for others when they witness bullying or harassment, that they

would ask for consent before sexual activity, and that they would talk to others about “red flags” in their relationships. Students requested more information around pornography, social media, and LGBTQ identities. They reported that the content was relevant to their lives; although students from one high school cohort expressed that they could have used this class in middle school. Some students commented that the discussions around rape made them uncomfortable.

### *Program Coordinator Interviews*

After each cohort was complete, the sexual violence prevention evaluator conducted a phone interview with program coordinators. The length of these interviews ranged from 10-20 minutes. The interviews provided an opportunity for the evaluator to better understand the context surrounding each program, and provided the coordinators an opportunity to reflect on and process experiences that they had during each program. Overall, these interviews were viewed as valuable by both the evaluator and the coordinators. In some cases, the evaluator provided guidance to contractors who were struggling with the evaluation, using information gleaned from other contractors who had overcome similar challenges. This provided unanticipated real-time technical assistance that was highly valuable in terms of continuous quality improvement. Because of these interviews, barriers related to the evaluation instrument were also identified. This resulted in modifications to the instrument for FY2017.

Interview results indicate that programming ran much more smoothly at sites with engaged and supportive teachers, and at schools that had a consistent, long-standing relationship with the prevention contractors. Several students disclosed a personal history of sexual assault or history of family violence, while other students “came out” as LGBTQ, during the program. In the case of disclosures, students were referred to counselors or rape crisis center support resources. Several sites had the school social

worker present for the whole curriculum, which coordinators reported was helpful in terms of disclosures.

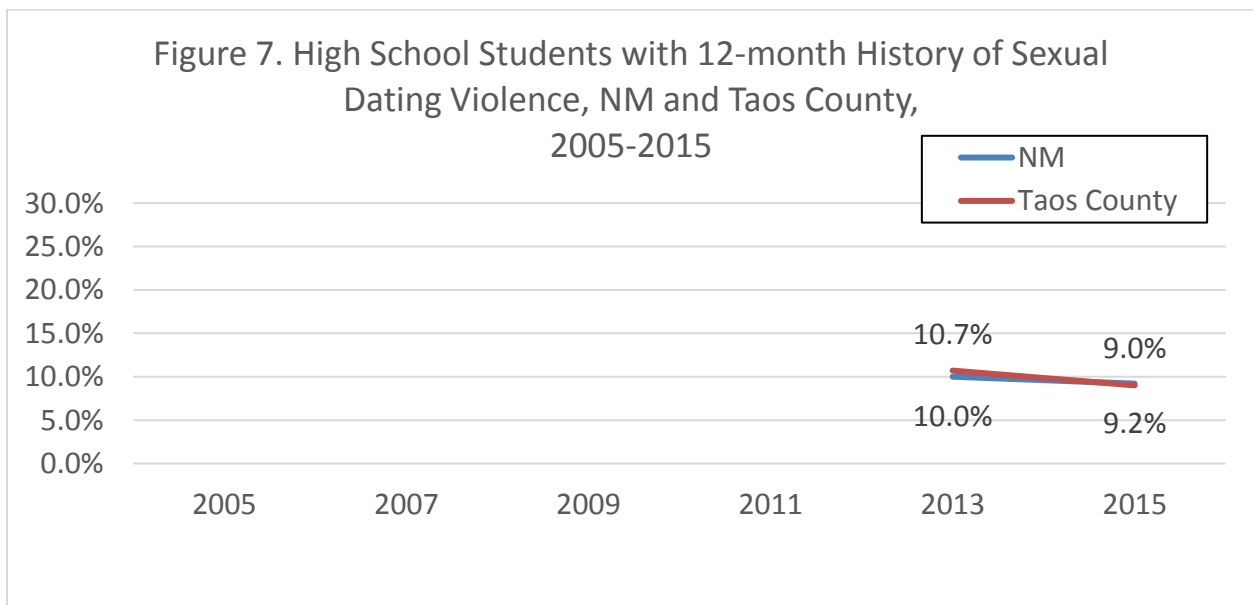
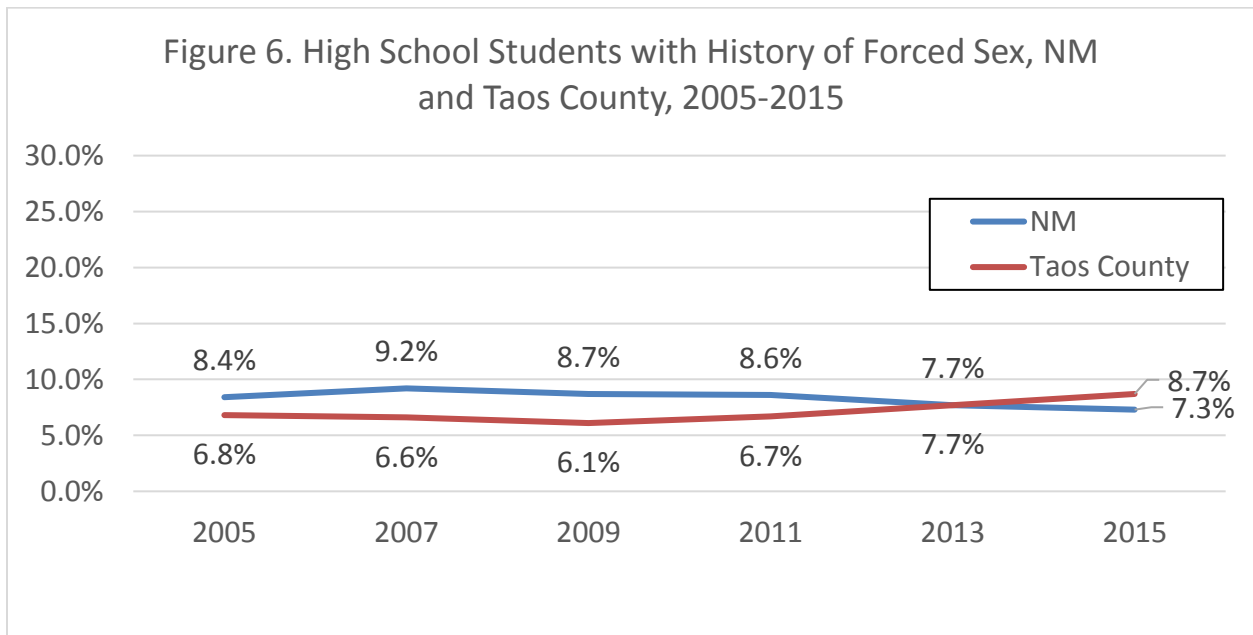
## Quantitative Results – History of Forced Sex

Long-term outcomes were to be measured by assessing changes in the prevalence of lifetime history of forced sex, and self-reported 12-month sexual dating violence, from the NM Youth Risk and Resiliency Survey (YRRS). The NM Youth Risk and Resiliency Survey (YRRS) is conducted in New Mexico high schools in the fall of odd numbered years. Questionnaires are distributed to every student in participating classrooms, and answer sheets are filled in anonymously, then electronically scanned. Statistical significance was determined by comparing 95% confidence intervals.

History of forced sex is measured with the question “Has anyone ever physically forced you to have sex when you didn’t want to?” and 12-month history of sexual dating violence is measured with the question “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” The latter question was included on the YRRS for the first time in 2013. School-level YRRS data are not available; county-level data appear below.

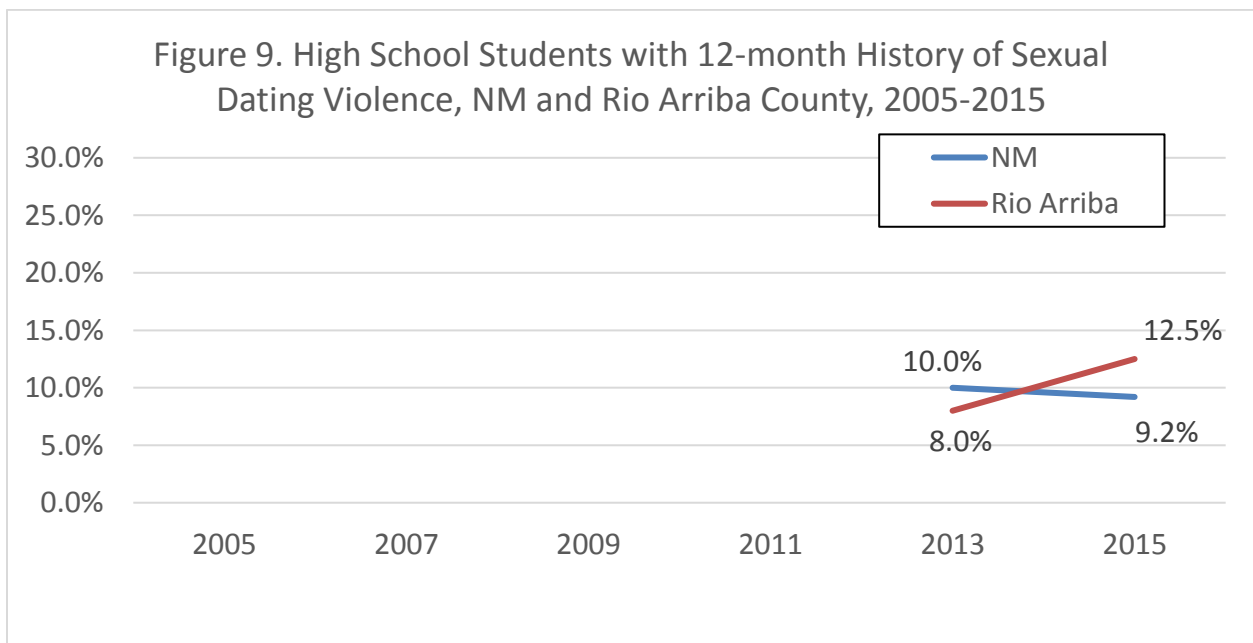
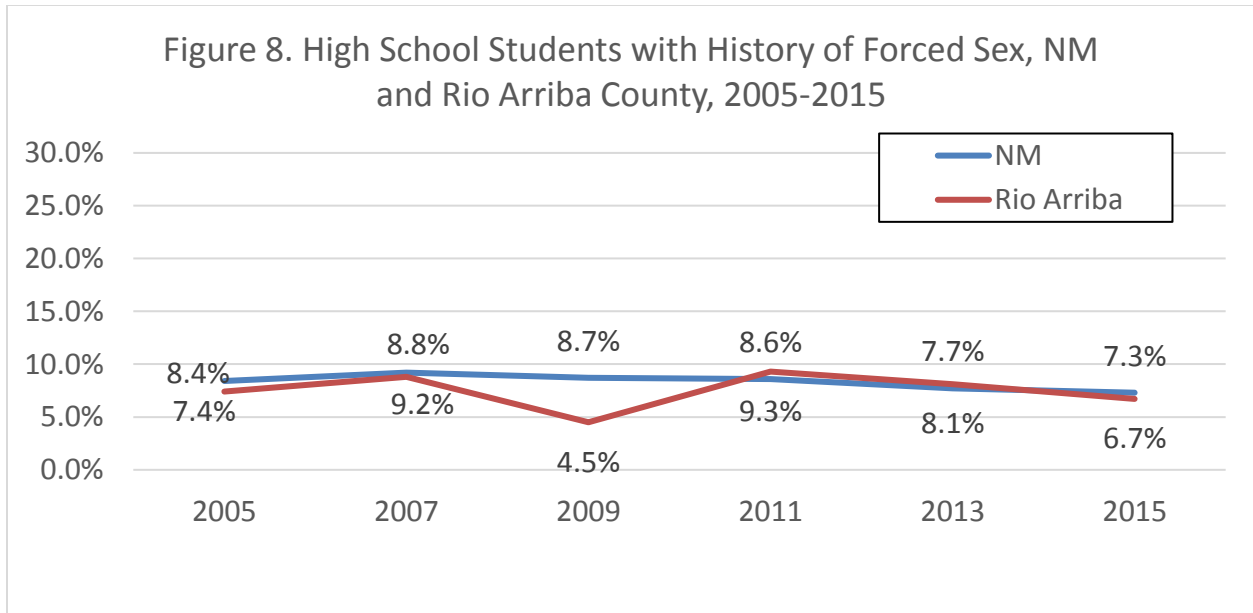
Taos County

Community Against Violence provides schools in Taos County with prevention programming. Programs administered during school year 2015-2016 included *Poder* in middle schools and *Safe Dates* in high schools. In Taos County during the 2015-2016 school year, 315 students were served. There was no significant difference in history of forced sex or sexual dating violence among high school students in Taos County from 2013-2015. Detailed evaluation reports for each program can be found in Appendices B and C.



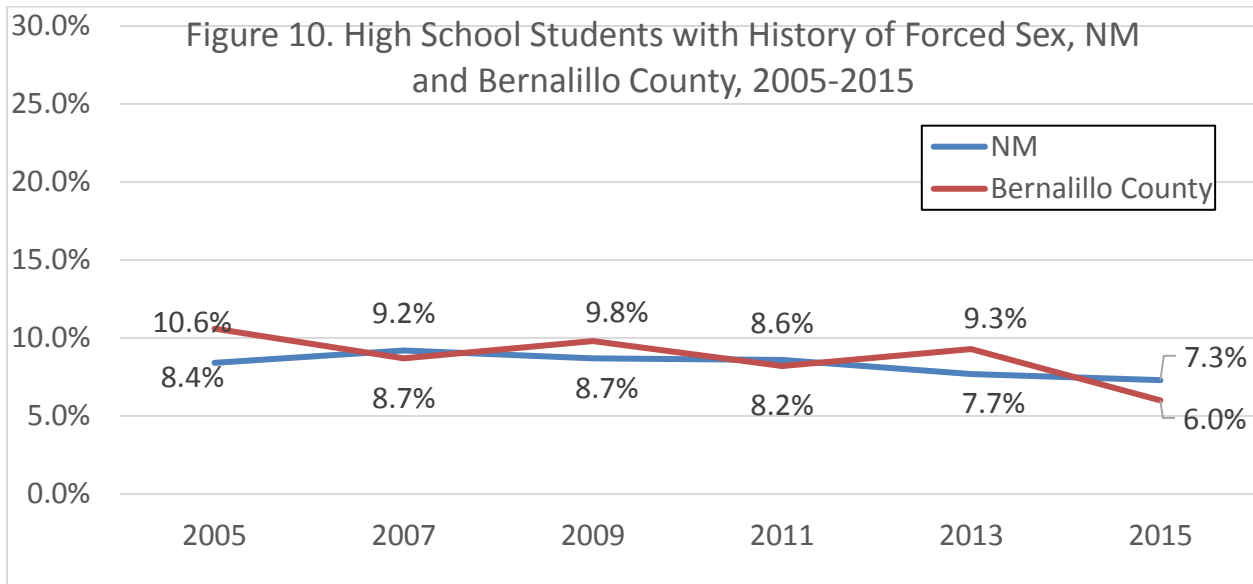
Rio Arriba County

Schools in Rio Arriba County receive prevention programming from IMPACT New Mexico. Programs administered during school year 2015-2016 included *Walk the Talk* for middle school students. In Rio Arriba County during the 2015-2016 school year, 564 students were served. There was no significant difference in history of forced sex or sexual dating violence among high school students in Rio Arriba County from 2013-2015. A detailed evaluation reports for this program can be found in Appendix D.

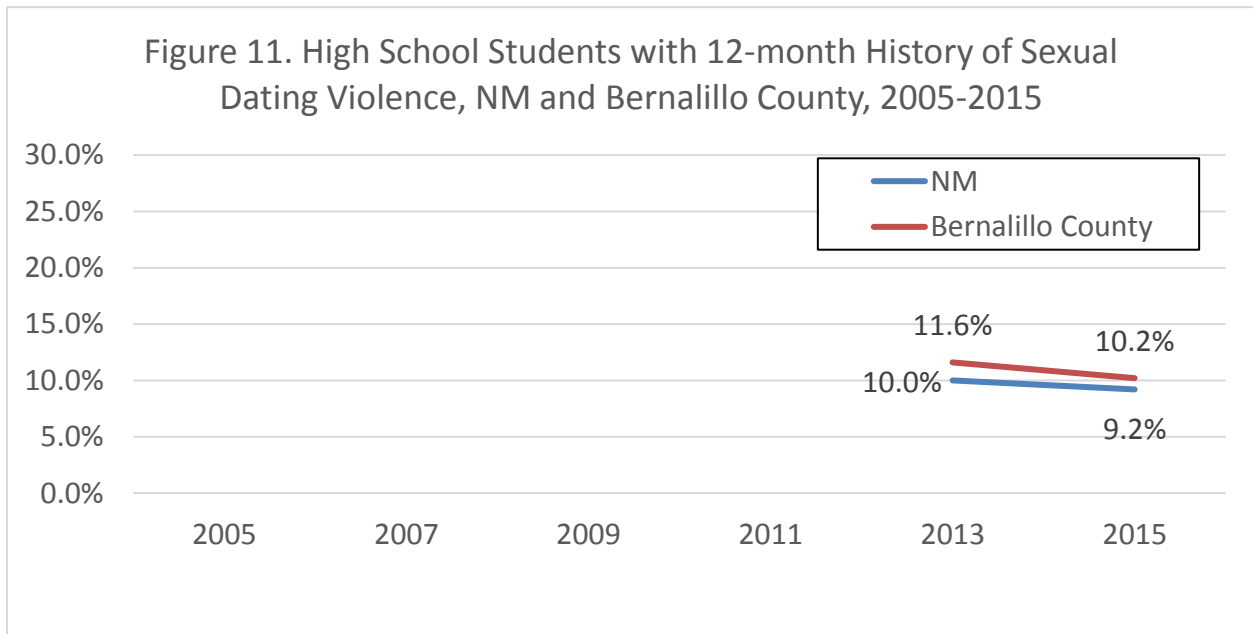


*Bernalillo County*

Schools in Bernalillo County receive prevention programming from the Rape Crisis Center of Central NM. Programs include *Palabra* and *Voz* in middle schools and *Anti-Sexual Violence Training Institute* in high schools. In Bernalillo County during the 2015-2016 school year, 663 students were served. There was a significant difference in history of forced sex among high school students in Bernalillo County from 2013-2015. There was no significant difference in 12-month history of sexual dating violence. Detailed evaluation reports for each program can be found in Appendices E-G.



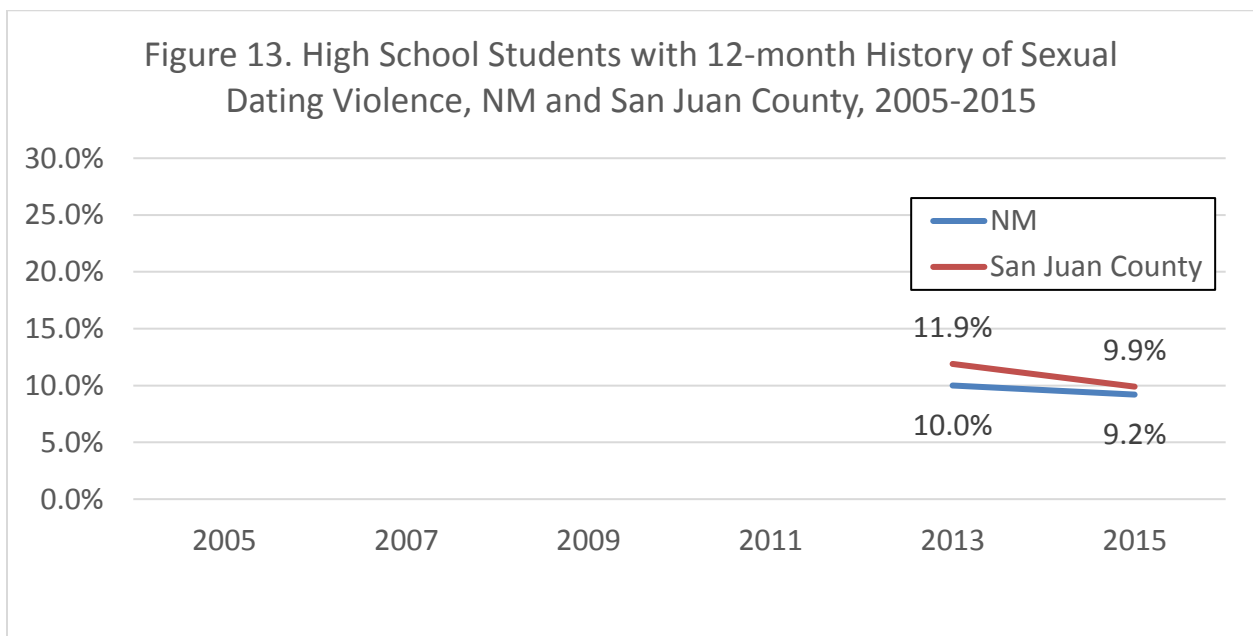
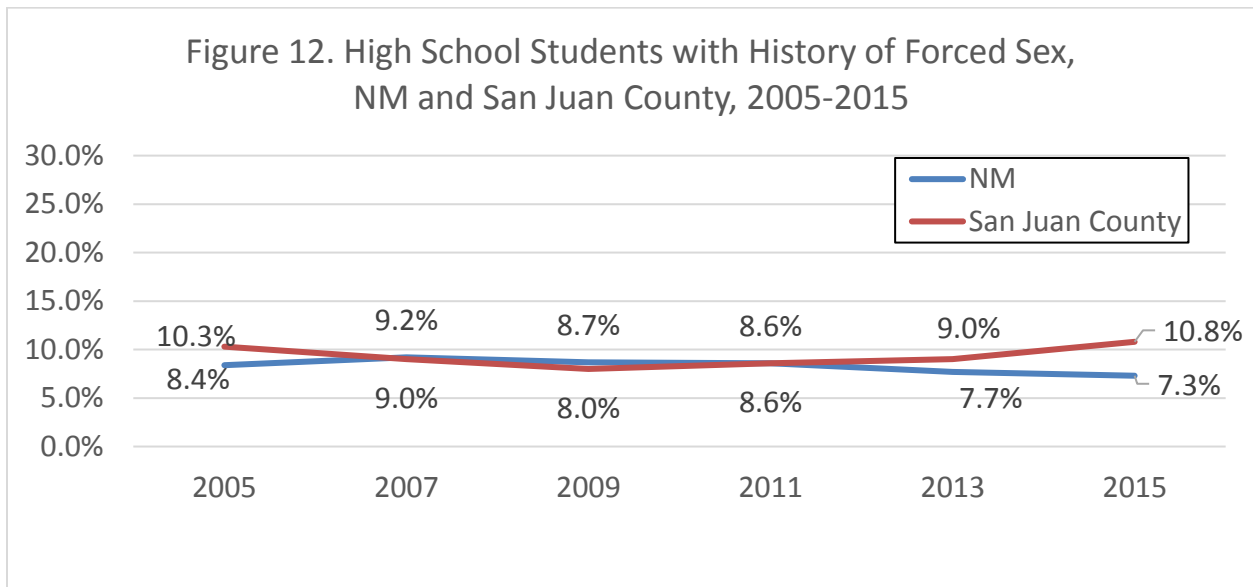
\*The decline in history of forced sex in Bernalillo County from 2013-2015 is significant at the  $p < .05$  level





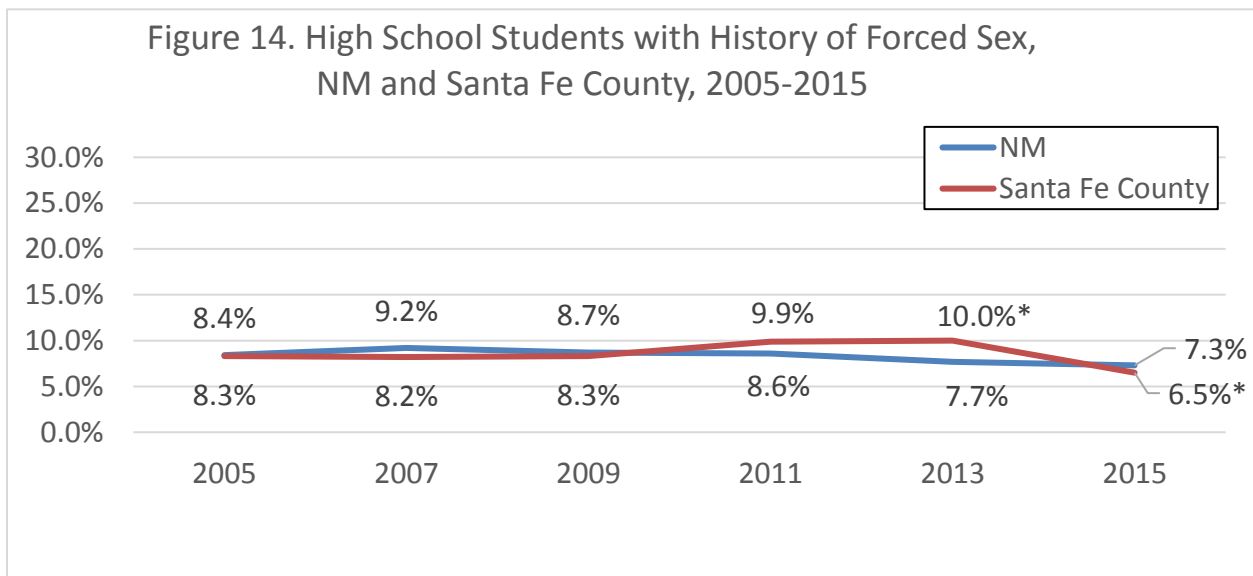
San Juan County

Schools in San Juan County receive prevention programming from Sexual Assault Services of Northwest New Mexico. Programs administered during school year 2015-2016 included *Safe Dates* in high schools. In San Juan County during the 2015-2016 school year, 654 students were served. There was no significant difference in history of forced sex or sexual dating violence among high school students in San Juan County from 2013-2015. Detailed evaluation reports for this program can be found in Appendix H.

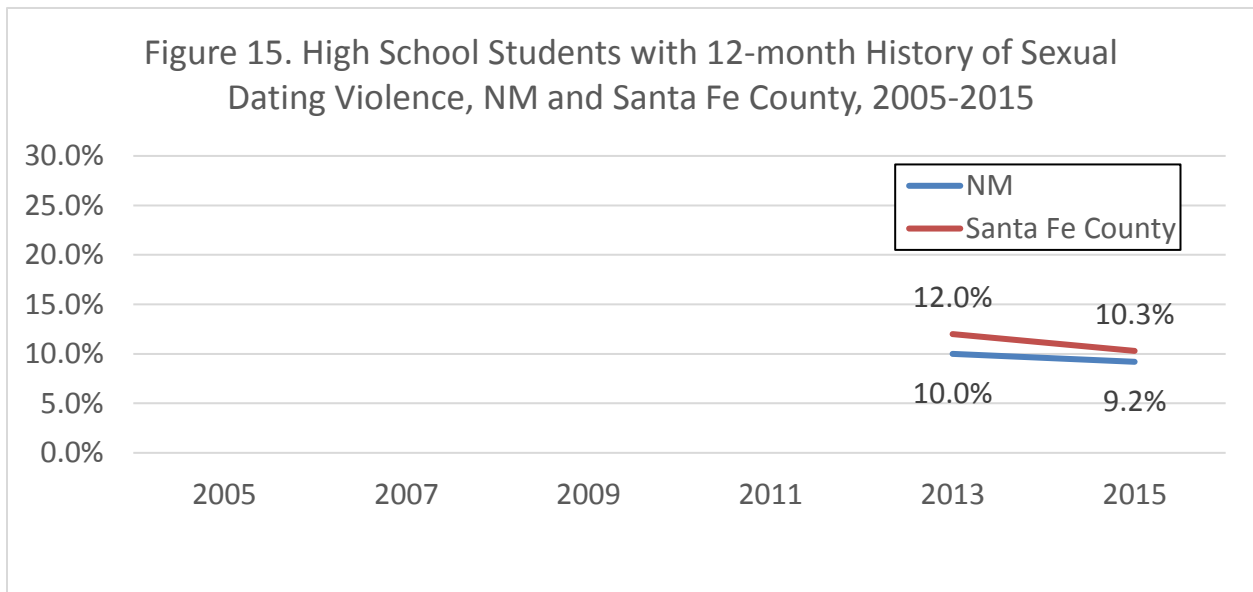


*Santa Fe County*

Schools in Santa Fe County receive prevention programming from Solace Crisis Treatment Center. Programs include *¡No Más!* In middle schools, and Partners Against Sexual Assault (PASA) and *People Resisting Oppression Project (PROPS)* in high schools. In Santa Fe County during the 2015-2016 school year, 2,316 students were served. There was a significant difference in history of forced sex among high school students in Santa Fe County from 2013-2015. There was no significant difference in 12-month history of sexual dating violence. Detailed evaluation reports for each program can be found in Appendices I through K.

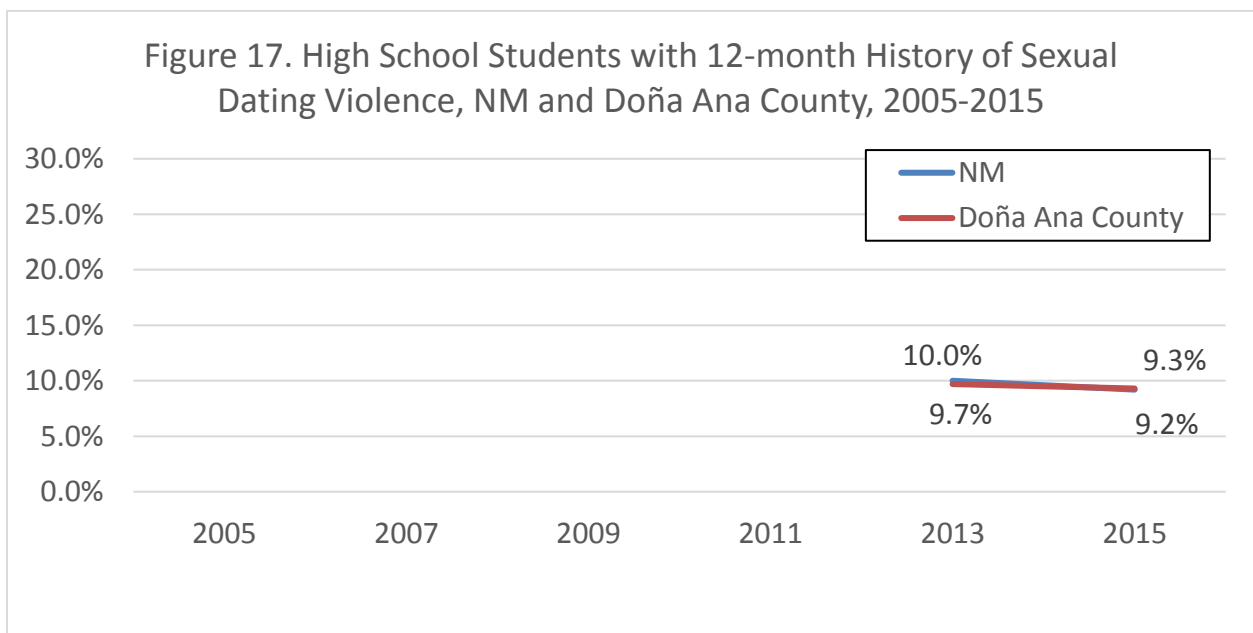
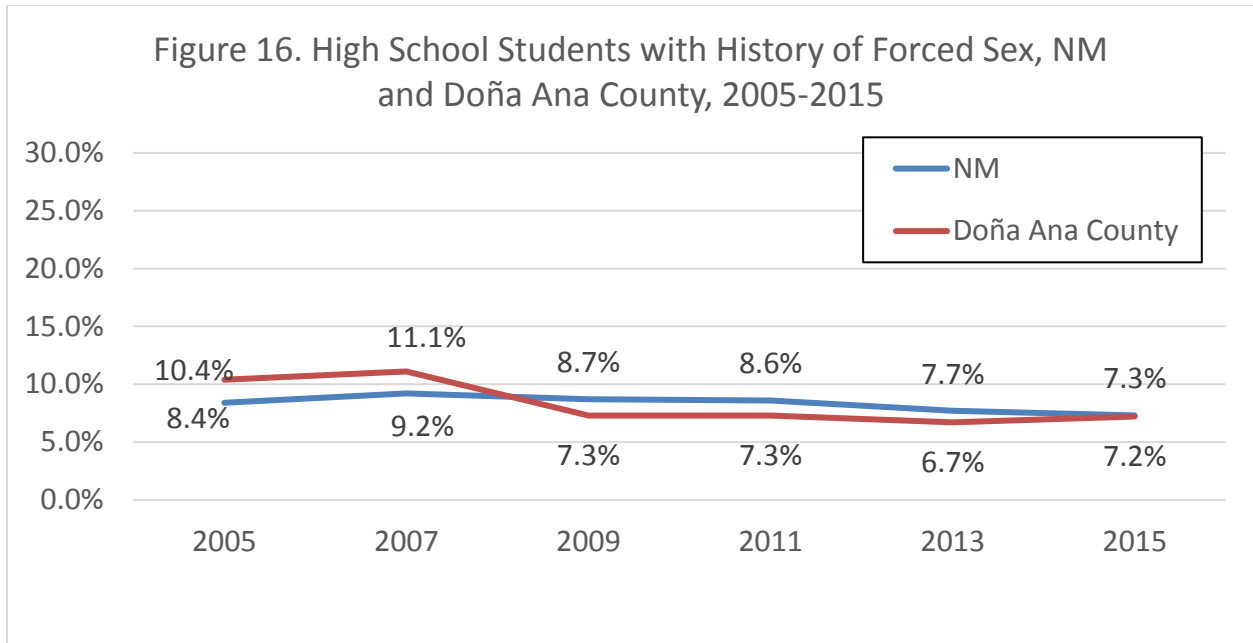


The decline in history of forced sex in Santa Fe County from 2013-2015 is significant at the  $p < .05$  level.



Doña Ana County

Schools in Doña Ana County receive prevention programming from La Piñon Sexual Assault Recovery Services. Programs administered during school year 2015-2016 included *We End Violence* for high school students. In Doña Ana County during the 2015-2016 school year, 373 students were served. Evaluation for *We End Violence* was conducted by an external program evaluator hired by La Piñon. Detailed evaluation reports for this program can be found in Appendix L.



## Evaluation of Objective 2: Create safer environments through changes to organizational policies and infrastructure

NMDOH encouraged its sexual violence prevention contractors to identify and explore environmental- and policy-level strategies to reduce sexual violence, and to begin incorporating strategies that are higher on the spectrum of prevention. These strategies aim to change characteristics of the community, rather than modifying the behavior of individuals. Some strategies that show promise in reducing sexual violence include policies that reduce alcohol outlet density, workplace policies around bullying and sexual harassment, and improving monitoring in schools, although research evidence around these community change policies is scant<sup>17</sup>.

During FY2016, funded prevention contractors, the University of New Mexico Prevention Research Center, and the NMDOH worked to assess readiness in select organizations to work on policy- and environmental-level changes to prevent sexual violence. With support from a technical assistance provider (University of New Mexico Prevention Research Center), each funded agency completed four or more organizational readiness assessments (ORAs) in their community to assess their readiness to pursue policy-level change.

“IMPACT indicated they would use the ORA process for further SV planning efforts. They felt that the systems-approach, structured questions, and detailed documentation encouraged a more thoughtful and in-depth conversation than they might normally have when beginning a new partnership.”

Each funded agency rated the ORA process as “valuable” or “very valuable.” Each agency successfully identified one or more organizations in their community to work with during FY2017 to increase readiness for organizational policy work around sexual violence. In most cases, the ORA process resulted in new partnerships between prevention providers and community organizations. A detailed description of this project is in Appendix M.

## Evaluation of Objective 3: Increase the use of the public health approach in statewide sexual violence prevention efforts, and ensure the use of the Principles for Effective Prevention Programs.

During FY2016, efforts to increase the use of the public health approach in sexual assault prevention involved three strategies: increasing the percentage of organizations implementing strategies according to the Principles of Effective Prevention, enhancing data collection around sexual violence, and engaging the local public health community in sexual violence prevention.

### Increasing the percentage of organizations implementing strategies according to the Principles of Effective Prevention

Prior to FY2016, primary prevention programs funded through the NMDOH Office of Injury Prevention had not been systematically evaluated to demonstrate effectiveness; however, many locally-developed projects addressed modifiable risk and behavior factors and were supported by the communities in which they were implemented. Rather than mandate that contractors implement programs with an established evidence base, of which there are few, the NMDOH assisted funded contractors with evaluating their programs during FY2016. Detailed evaluation reports for each program are in Appendices B through L. At the end of FY2016, NMDOH, the technical assistance provider, and prevention contractors reviewed evaluation data and made recommendations for future programming. Ten of 11 programs showed statistically significant changes for one or more measures assessing beliefs associated with sexual violence perpetration. The only program that did not show significant changes (CAV Safe Dates) was discontinued for FY2017, and the contractor directed primary prevention funding towards their more effective program (*Poder*). By the end of FY2016, 100% of funded primary prevention programs adhered to the Principles of Effective Prevention, and had been systematically evaluated using a common measurement tool.

### Enhancing Data Collection Around Sexual Violence

During FY2016, New Mexico lacked current self-report data on the prevalence of sexual violence among adults. In 2005, NMDOH collected sexual violence victimization data through the Behavioral Risk Factor Surveillance Survey (BRFSS) and through an independent survey of 4,000 adult New Mexicans. Between 2005 and 2015, program planning relied heavily on data from the Youth Risk and Resiliency Survey

(YRRS) and data reflecting sexual assaults reported to law enforcement and service providers. Furthermore, data gaps existed for populations who have high rates of sexual assault across the United States, including transgender and gender non-conforming people. Prior to 2016, gender identity data were not collected as a part of the BRFSS or the YRRS in New Mexico, and was not collected during New Mexico's last victimization survey. National data indicates that 47% of transgender individuals have been sexually assaulted in their lifetime<sup>18</sup>.

During FY2016, the NMDOH Office of Injury Prevention proposed a 10-question module for inclusion on the 2016 BRFSS (see Appendix N). The proposal was accepted by the BRFSS planning committee and the state epidemiologist, and data collection began in January 2016. Additionally, a gender identity question was proposed and accepted for inclusion in the 2016 BRFSS (see Appendix O). Neither the sexual violence victimization module nor the gender identity question resulted in any negative unintended consequences for survey administrators, and both were also included in the 2017 BRFSS.

### Engaging the local public health community in sexual violence prevention

During FY2016, NMDOH worked to engage the public health community in sexual violence prevention by analyzing relationships between sexual violence victimization and various health outcomes, and disseminating the results. Results of an analysis of YRRS data were used to prepare a manuscript entitled *Sexual Violence Among Youth in New Mexico: Risk and Resiliency Factors That Impact Behavioral Health Outcomes*, published in April 2016 in the journal *Family and Community Health*<sup>18</sup>.

The results were also presented to sexual violence prevention specialists and sexual violence victim advocates in March 2016 at the New Mexico Advocacy in Action conference; to community members at the San Miguel Health Council in February 2016; and to teachers, administrators, and school staff at the New Mexico Head to Toe Conference in April 2016.

### Dissemination

Results of each evaluation were shared with prevention contractors, DOH staff and leadership, and the CDC Rape Prevention and Education project team. Each funded contractor received a copy of their programs' evaluation reports in August 2016, and the sexual violence prevention evaluator consulted

with each program about their results upon their request. NMDOH leadership and the CDC received progress reports annually that included evaluation data.

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# **Appendix A. Evaluation Guide for Sexual Violence Prevention Contractors**

Evaluation Guide for Sexual Violence Prevention Contractors

Educational Programming

FY2016

Danielle Reed, MA

Sexual Violence Prevention Epidemiologist-Evaluator

New Mexico Department of Health



## Purpose of the Evaluation

Beginning in fiscal year 2016, the NM Department of Health (NMDOH) will conduct regular, ongoing, standardized evaluation of all programs funded through the Office of Injury Prevention (OIP) Sexual Violence Prevention Initiative. OIP believes that program evaluation is essential to building and sustaining effective public health programs, and takes a participatory, collaborative approach to evaluation in which we strive to ensure that the needs and voices of all stakeholders, including those most impacted, are valued and heard. Evaluation for sexual assault primary prevention is a requirement from both the Centers for Disease Control and Prevention (CDC) and leadership at NMDOH; however, more importantly, it is an important tool for communities to use to determine whether programs are having the desired impact, and why or why not. OIP will analyze the evaluation data, share the results, and work with funded organizations to use data to make informed decisions about future programming and opportunities for expansion.

In partnership with statewide sexual violence prevention stakeholders, OIP has developed a logic model that outlines how each of the programs contributes to the statewide goal of reducing the incidence and prevalence of sexual assault (Appendix A1), a year-one evaluation plan for education-based primary prevention programming (Appendix A2), a standardized pre- and post-test for participants in funded education-based primary prevention programs (Appendix A3), a question guide for participant roundtable discussions (Appendix A4), and a question guide for teacher interviews (Appendix A5). A standardized tool is necessary to compare the effectiveness of various programs throughout the state on each of the four desired norms-change outcomes identified by OIP and partners during FY2015 strategic planning. These outcomes are decrease in rape myth acceptance, decrease in gender stereotyping, decrease in acceptance of dating violence, and increase in bystander behavior for witnesses of harassment and sexual assault. The post-test should be administered twice—once at the end of the program, and once approximately one month after the program has been completed. The second post-test is necessary to determine if the changes in attitudes “stuck”, and in the case of bystander behavior, if participants acted because of the skills they acquired in the course. OIP recognizes that collecting follow-up data may not be possible in some cases (for example, if the program occurs at the end of the school year). In this case, the DOH evaluator will work with each program to develop an alternate solution.

Note: some programs are not designed to impact bystander behavior. These programs will not need to administer the bystander measure.

In addition to the quantitative data that gathered from pre- and post-tests, funded partners are asked to collect qualitative data through interviews and roundtable discussions with teachers and students. These data will help us to understand the successes and challenges of implementing the program, barriers that participants experienced to participating, impressions of the rate of harassment in the community, and participants' impressions of the program, in their own words.

### **Brief Overview of Primary Prevention Contractor Evaluation Requirements – Educational Programming**

At the end of each class series, each program coordinator should submit the following items to the NMDOH evaluator within 45 days of course completion:

1. Cover sheet with name of program, site name, total target number of participants from scope of work, and actual number of program participants
2. Participation spreadsheet (a template will be provided)  
\*Some organizations collect demographic data, which is reflected on the spreadsheet. If you have this data, please include it. If you do not, leave that column blank.
3. Completed hard copy NMDOH attitudes and bystander combined measure—pre-test, post-test, and follow-up assessment, with participant ID AND study ID
4. Excel spreadsheet with matched pre-, post-, and follow-up test scores from attitudes and bystander measure (a template will be provided)
5. Notes from participant roundtable discussion—to be completed at the end of last program session. See Appendix D for questions. Facilitators should take notes on a white board or flip chart during the discussion and type up notes afterward to send to DOH evaluator. Please use participants' own words.

6. Notes from teacher interview are to be completed approximately one month after course is completed. See Appendix E for questions. Facilitators should take notes during the interview and type up notes afterward to send to DOH evaluator. Please use participants' own words.

Additionally, each facilitator will meet with the DOH evaluator in-person or by phone after completion of the course for a brief interview. The purpose of this interview is to answer questions related to NMDOH programming and evaluation efforts.

**\*A note about matched pre- and post-tests**

Completed surveys should include a number that can be used to match the pre- and post-tests. This number has to be something that participants will remember, but allows their answers to be confidential. Each site can use whatever numbering system works for them. We recommend having them use their initials and 6-digit dates of birth (e.g. DR072976), but you can use anything that works for your organization. Coordinators should be sure that participants fill this out correctly (in the past, some students have filled out today's date, etc.) Each site should then generate a unique study ID number for each participant, which will be used in data analysis. Numbers should be in the format "1-1-001, 1-1-002, ...", with the first number indicating your organization and the second number indicating the program. A template will be provided. Each organization will be assigned a number from 1-5. Hard copy surveys should still be mailed; they will be kept in a locked room at DOH.

**Program Evaluation Questions – Year One**

This evaluation is designed to answer the following questions, which were developed in collaboration with the statewide sexual violence prevention leadership team and approved by the CDC. Appendix A contains the year-one evaluation matrix submitted to CDC. This matrix lists each evaluation question as well as strategy for data collection, measurement tools, and recommendations for dissemination of data.

**Qualitative Evaluation Questions**

In what way did decision-makers engage youth and members of priority populations in decision-making processes about primary prevention programming?

What were the successes and challenges with implementing the program as planned?

What were participants' barriers to completing the program?

How many sessions were held, and how many people attended each session? How many participants completed the program?

What were participants' impressions of the program?

### **Quantitative Evaluation Questions**

To what extent did primary prevention programming impact gender stereotyping among participants?

To what extent did primary prevention programming impact rape myth acceptance among participants?

To what extent did primary prevention programming impact attitudes toward dating violence among participants?

To what extent did primary prevention programming impact bystander behavior among participants?

### **Evaluation Questions Related to Using the Public Health Approach**

What were the successes and challenges of implementing evidence-based or evidence-informed strategies, and standardized evaluation tools?

What were the successes and challenges of increasing the number of RPE-funded organizations implementing evidence-based or evidence-informed strategies?

What inputs and resources were required to implement evidence-based programming? Were all of these inputs and resources available?

To what extent did implementing evidence-based programming result in unintended consequences?

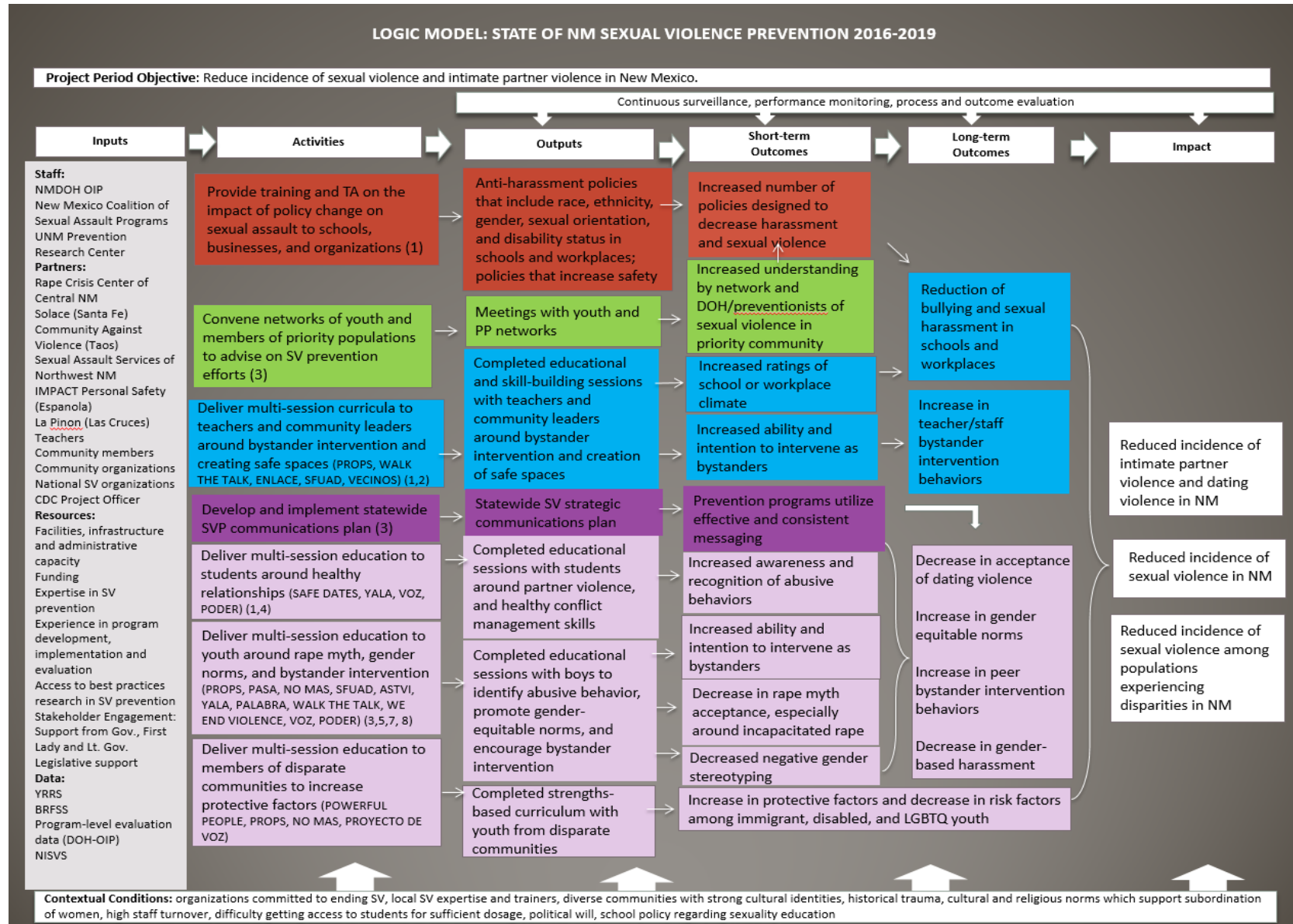
To what extent was NMDOH effective in helping RPE-funded programs implement evidence-based or evidence-informed strategies for sexual violence prevention?

In what way did enhanced data collection inform prevention strategies?

In what way, if any, did the community readiness assessment change organizations' plan for or approach to primary prevention?

In what way, if any, did the anti-oppression training change organizations' plans for or approach to primary prevention?

# Appendix A1. NM Statewide Primary Prevention Program Level Logic Model



## Appendix A2. Outcome Matrix for Evaluation of Norms Change Strategies to Reduce the Acceptability of Sexual Violence – Year One

Objective: By June 30, 2016, 90% of participants in primary prevention programming will improve scores on sexual violence norms assessment.							
Evaluation Questions	Indicators	Data Sources	Data Collection	Timeframe	Data Analysis	Dissemination Plan	Staff
<b>FORMATIVE</b>							
In what way did decision-makers engage youth and members of priority populations in decision-making processes about primary prevention programming?	% of programs that engaged youth and members of priority populations Number and type of community-generated strategies for programming	Community engagement reports from contractors and technical assistance providers	Collect and review progress reports from contractors and TA provider	Collect baseline data August 2015 Annually beginning in August 2016	Compile data, identify common strategies	Share with DOH leadership Share with community members	UNM PRC, RPE program coordinator, staff evaluator
<b>PROCESS</b>							
What were the successes and challenges with implementing the program as planned?	Types of successes and challenges to implementation	Interviews with program staff	Interview program staff	At conclusion of each program series	Compile data, identify common themes	Share with prevention program staff, and with contractors at primary prevention team meetings	RPE program coordinator, staff evaluator
What were participants' barriers to completing the program?	Types of barriers to completion	Key informant interviews	Collect responses from progress reports Roundtable discussion with participants	At conclusion of each program series	Compile data, identify common themes	Share with prevention program staff, and with contractors at primary prevention team meetings	RPE program coordinator, staff evaluator
How many sessions were held, and how many people attended each session? How many participants completed the program?	# of sessions, # of participants, % of participants who attended all program sessions	Program sign-in sheets and spreadsheet	Contractor evaluation reports	At conclusion of each program series	Compare outcome evaluation data (below) with attendance data to identify sufficient dosage	Include in performance monitoring reports to DOH and CDC Include in annual program report to school or host organization	RPE program coordinator  Funded contractor



What were participants' impressions of the program?	% of participants with positive impressions of program  Types of positive and negative impressions of program	Roundtable discussion with participants  Satisfaction questions on surveys	Roundtable discussion with participants  Include satisfaction questions in outcome measure	At conclusion of each program series	Compile data, identify common themes	Share with program staff, include in annual program report to school or host organization	RPE program coordinator, staff evaluator
<b>OUTCOME</b>							
To what extent did primary prevention programming impact gender stereotyping among participants?	% of program-completing youth who showed improvement on gender stereotyping measures	Gender equity subscale of evaluation measure (3 items from Gender Equitable Men scale)	Administer pre- and post-tests to program participants	At first and last session of program series and one-month follow-up where possible	Conduct quantitative analysis	Share with program staff, and with contractors at primary prevention team meetings	RPE program coordinator, staff evaluator
	Prevalence of and reaction to sexual harassment and homophobic slurs	Interviews with teacher, student, or site coordinator on prevalence of and reaction to sexual harassment and homophobic slurs	Interview teacher, student, or site coordinator		Qualitative data analysis	Write up results for papers or presentations at professional conferences	
To what extent did primary prevention programming impact rape myth acceptance among participants?	% of program-completing youth who showed improvement on rape myth acceptance measures	Rape myth subscale of evaluation measure (3 items from Illinois Rape Myth Acceptance Scale)	Administer pre- and post-tests to program participants	At first and last session of program series and one-month follow-up where possible	Conduct quantitative analysis	Share with program staff, and with contractors at primary prevention team meetings Write up results for papers or presentations at professional conferences	RPE program coordinator, staff evaluator
To what extent did primary prevention programming impact	% of program-completing youth who report intervening as	Bystander intervention subscale of	Administer pre- and post-test to program	At first and last session of program series	Conduct quantitative analysis	Share with program staff, and with contractors at	RPE program coordinator,

bystander behavior among participants?	bystanders, in-person and online	evaluation measure (6 items from bystander measure from Coaching Boys into Men)	participants and to control group	and one-month follow-up where possible		primary prevention team meetings Write up results for papers or presentations at professional conferences	staff evaluator
	% increase in prevalence of bystander behaviors	Interview with teacher or site coordinator	Interview teacher or site coordinator	At one-month follow-up	Qualitative data analysis		
To what extent did primary prevention programming impact attitudes toward dating violence among participants?	% of program-completing youth who showed positive changes in attitudes toward dating violence	Dating violence subscale of evaluation measure (3 items from Acceptance of Couple Violence from YV Compendium)	Administer pre- and post-test to program participants	At first and last session of program series and one-month follow-up	Conduct quantitative analysis	Share with program staff, and with contractors at primary prevention team meetings Write up results for papers or presentations at professional conferences	RPE program coordinator, staff evaluator

**Appendix A3 – Evaluation Measures**

**Combined Attitudes Measure Pre-Test**

Site Name \_\_\_\_\_

Participant ID \_\_\_\_\_

Date \_\_\_\_\_

**We’re going to ask you some questions about relationships and violence. Please mark which response is closest to how you feel about the statement. No one will know your answers, so please answer as honestly as you can.**

Statements	1 I totally agree!	2 I sort of agree	3 I sort of disagree	4 I do NOT agree!
1. People sometimes deserve to be hit by the person they are dating.				
2. Sometimes violence is the only way to express your feelings.				
3. Violence between people who are dating is a personal matter and people should not get in the way.				
4. Women should tolerate violence to keep their families together.				
5. It is okay for people to hit their partners if they won't have sex with them.				
6. I would never have a lesbian, gay, bisexual, transgender, or queer (LGBTQ) friend.				
7. If someone is raped while they are drunk or on drugs, they are at least somewhat responsible for letting things get out of control.				
8. Many so-called rape victims/survivors are actually people who had sex and “changed their minds” afterwards.				
9. Rape accusations or charges are often used as a way of getting revenge.				

**Combined Attitudes Measure Pre-Test**

**Bystander Behaviors Pre-Test** We would also like to ask you a few questions about behaviors you may have seen, and what you did when you saw them. No one will know your answers, so please answer as honestly as you can.

1. In the last 3 months, did you hear or see someone making rude or disrespectful comments about a girl’s body, clothing, or makeup, such as catcalling or whistling?

Circle one    Yes    No

If you circled yes – what did you do? (mark all that apply)

I didn’t say anything 1	I laughed or joined in 2	I told the person in public that acting like that was not okay 3	I told the person in private that acting like that was not okay 4	I talked to an adult at school about it privately 5	I talked to an adult at home about it privately 6
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2. In the last 3 months, did you hear or see someone telling sexual jokes that make fun of women, girls, or lesbian, gay, bisexual, transgender, or queer (LGBTQ) people?

Circle one    Yes    No

If you circled yes – what did you do? (mark all that apply)

I didn’t say anything 1	I laughed or joined in 2	I told the person in public that acting like that was not okay 3	I told the person in private that acting like that was not okay 4	I talked to an adult at school about it privately 5	I talked to an adult at home about it privately 6
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3. In the last 3 months, did you hear or see someone telling a person they are dating who they can talk to or hang out with?

If you circled yes – what did you do? (mark all that apply)

I didn’t say anything 1	I laughed or joined in 2	I told the person in public that acting like that was not okay 3	I told the person in private that acting like that was not okay 4	I talked to an adult at school about it privately 5	I talked to an adult at home about it privately 6
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**Combined Attitudes Measure Pre-Test**

4. In the last 3 months, did you hear or see someone bragging about what they and their dating partner may do sexually?

Circle one    Yes    No

If you circled yes – what did you do? (mark all that apply)

I didn't say anything  1	I laughed or joined in  2	I told the person in public that acting like that was not okay  3	I told the person in private that acting like that was not okay  4	I talked to an adult at school about it privately  5	I talked to an adult at home about it privately  6
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5. In the last 3 months, did you hear or see someone doing unwelcome or unwanted things toward a girl or boy (or group of girls or boys), such as howling, whistling, or making sexual gestures?

Circle one    Yes    No

If you circled yes – what did you do? (mark all that apply)

I didn't say anything  1	I laughed or joined in  2	I told the person in public that acting like that was not okay  3	I told the person in private that acting like that was not okay  4	I talked to an adult at school about it privately  5	I talked to an adult at home about it privately  6
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6. In the last 3 months, did you see someone taking sexual advantage of someone who was drunk or high from drugs (for example touching, kissing, having sex with)?

Circle one    Yes    No

If you circled yes – what did you do? (mark all that apply)

I didn't say anything  1	I laughed or joined in  2	I told the person in public that acting like that was not okay  3	I told the person in private that acting like that was not okay  4	I talked to an adult at school about it privately  5	I talked to an adult at home about it privately  6
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**Combined Attitudes Measure Post-Test**

Site Name \_\_\_\_\_

Participant number \_\_\_\_\_

Date \_\_\_\_\_

**We’re going to ask you some questions about relationships and violence. Please mark which response is closest to how you feel about the statement. No one will know your answers, so please answer as honestly as you can.**

Statements	1 I totally agree!	2 I sort of agree	3 I sort of disagree	4 I do NOT agree!
1. People sometimes deserve to be hit by the person they are dating.				
2. Sometimes violence is the only way to express your feelings.				
3. Violence between people who are dating is a personal matter and people should not get in the way.				
4. Women should tolerate violence to keep their families together.				
5. It is okay for people to hit their partners if they won’t have sex with them.				
6. I would never have a lesbian, gay, bisexual, transgender, or queer (LGBTQ) friend.				
7. If someone is raped while they are drunk or on drugs, they are at least somewhat responsible for letting things get out of control.				
8. Many so-called rape victims/survivors are actually people who had sex and “changed their minds” afterwards.				
9. Rape accusations or charges are often used as a way of getting revenge.				
10. After participating in this program, I am more likely to speak up if I see someone sexually harassing another person.				
11. The things that I learned in this program are useful to me.				
12. I enjoyed this program.				

**Combined Attitudes Measure Post-Test**

**Bystander Behaviors Post-Test**

We would also like to ask you a few questions about behaviors you may have seen, and what you did when you saw them. No one will know your answers, so please answer as honestly as you can.

1. In the last month, did you hear or see someone making rude or disrespectful comments about a girl’s body, clothing, or makeup, such as catcalling or whistling?

Circle one    Yes    No

If you circled yes – what did you do? (mark all that apply)

I didn't say anything  1	I laughed or joined in  2	I told the person in public that acting like that was not okay  3	I told the person in private that acting like that was not okay  4	I talked to an adult at school about it privately  5	I talked to an adult at home about it privately  6
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2. In the last month, did you hear or see someone telling sexual jokes that make fun of women, girls, or lesbian, gay, bisexual, transgender, or queer (LGBTQ) people?

Circle one    Yes    No

If you circled yes – what did you do? (mark all that apply)

I didn't say anything  1	I laughed or joined in  2	I told the person in public that acting like that was not okay  3	I told the person in private that acting like that was not okay  4	I talked to an adult at school about it privately  5	I talked to an adult at home about it privately  6
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3. In the last month, did you hear or see someone telling a person they are dating who they can talk to or hang out with?

If you circled yes – what did you do? (mark all that apply)

I didn't say anything  1	I laughed or joined in  2	I told the person in public that acting like that was not okay  3	I told the person in private that acting like that was not okay  4	I talked to an adult at school about it privately  5	I talked to an adult at home about it privately  6
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**Combined Attitudes Measure Post-Test**

4. In the last month, did you hear or see someone bragging about what they and their dating partner may do sexually?

Circle one    Yes    No

If you circled yes – what did you do? (mark all that apply)

I didn't say anything  1	I laughed or joined in  2	I told the person in public that acting like that was not okay  3	I told the person in private that acting like that was not okay  4	I talked to an adult at school about it privately  5	I talked to an adult at home about it privately  6
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5. In the last month, did you hear or see someone doing unwelcome or unwanted things toward a girl or boy (or group of girls or boys), such as howling, whistling, or making sexual gestures?

Circle one    Yes    No

If you circled yes – what did you do? (mark all that apply)

I didn't say anything  1	I laughed or joined in  2	I told the person in public that acting like that was not okay  3	I told the person in private that acting like that was not okay  4	I talked to an adult at school about it privately  5	I talked to an adult at home about it privately  6
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6. In the last month, did you see someone taking sexual advantage of someone who was drunk or high from drugs (for example touching, kissing, having sex with)?

Circle one    Yes    No

If you circled yes – what did you do? (mark all that apply)

I didn't say anything  1	I laughed or joined in  2	I told the person in public that acting like that was not okay  3	I told the person in private that acting like that was not okay  4	I talked to an adult at school about it privately  5	I talked to an adult at home about it privately  6
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## **Appendix A4 - Question Guide for Participant Roundtable Discussions**

What did you like best about this program?

If you could change something about the program, what would it be?

Did you feel like the topics and conversations from this program apply to stuff going on in your life?

What was the most important thing that you learned?

Now that you've completed this program, do you think you will change or do anything differently in your life?

Would you like to say anything else?

## Appendix A5. Question Guide for Teacher Interview

Did any of the students talk to you about the program? If so, what kinds of things did they say?

Did any parents contact you about the program? If so, what kinds of things did they say?

Do you believe this was a positive program for your students?

Do you believe that the content was appropriate for your students?

Were there any barriers to having this program as a part of your schedule?

Have you noticed any changes in sexual harassment over the last (time since program began)?

Have you noticed any changes in homophobic or gender-based bullying over the last (time since program began)?

Have you noticed any students stepping up to stop harassment or bullying over the last (time since program began)?

Do you have any other comments or suggestions for us about this program?

## **Appendix B. Evaluation of Community Against Violence *Poder* Program**

Evaluation of Community Against Violence *Poder* Program

Effects on Attitudes, School Climate, and Bystander Intervention

Prepared by Danielle Reed, MA

Office of Injury Prevention

Injury and Behavioral Epidemiology Bureau, Epidemiology and Response Division

New Mexico Department of Health

September 2016

## Executive Summary

Community Against Violence educated 193 middle-and high-school students in Taos County, NM, during state fiscal year 2016 (July 2015 – June 2016). Evaluation of the program included three components: changes in attitudes towards couple violence, gender norms, and rape myth; intent to intervene and actual bystander interventions; and impressions of the program and its impact on school climate by students and school staff.

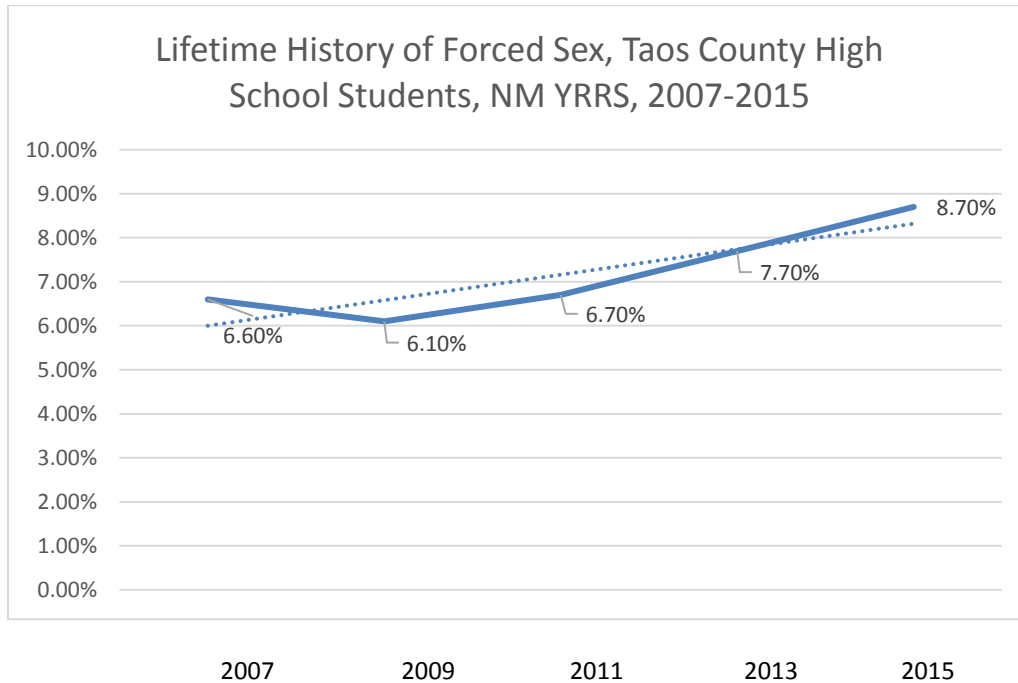
Attitudes towards violence were assessed using a 9-item scale that was based on existing validated measures and modified through a collaborative process with the New Mexico Department of Health evaluator and sexual violence prevention specialists throughout New Mexico. Surveys were administered at the beginning of the first session, at the end of the final session, and one month after the program was complete. Impressions of the program were assessed through post-program roundtable discussions with program participants and teachers.

Evaluation data indicate that participation in the *Poder* program is associated with a statistically significant increase in rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth, and in the case of dating violence and flexible gender norms, these results are still seen one month after the program is complete.

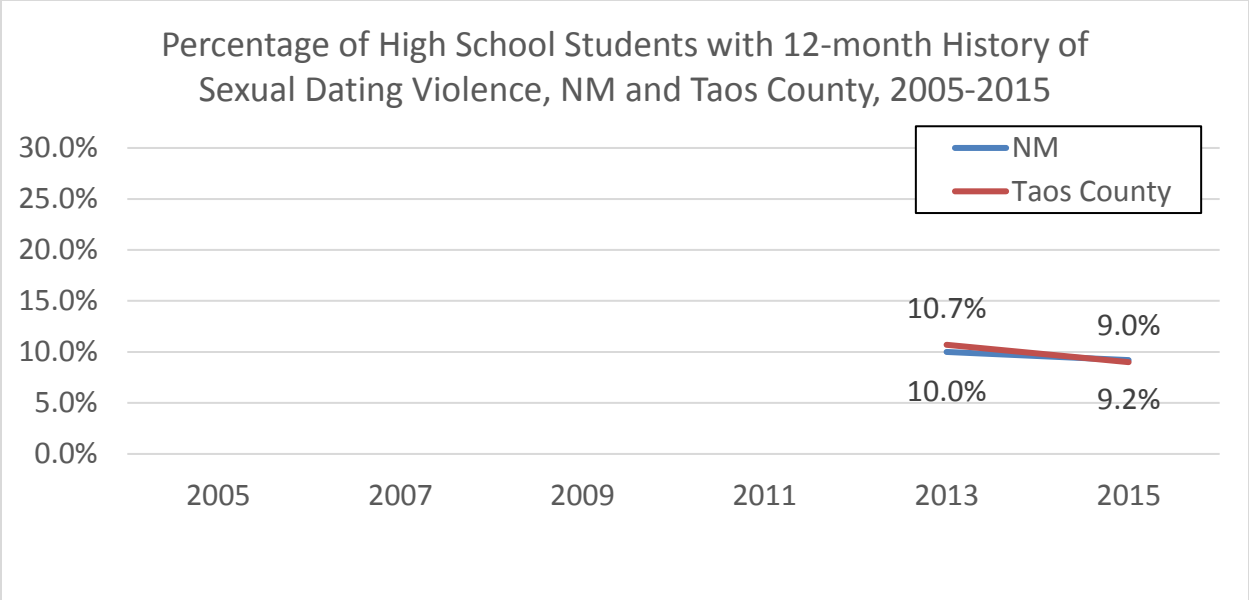
Nineteen percent of program participants reported increased intention to intervene as bystanders after completing the program. There is support for the program in the community among teachers and students. Students reported that they enjoyed the activities and discussions and as a result of the program would speak up more, watch what they say, stand up for others, and see the signs of abuse earlier.

## Background – Sexual and Intimate Partner Violence among Youth in Taos County

In Taos County in 2015, 8.7% of high school students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is higher than the 2015 NM average of 7.3%. Percentage of students reporting a history of forced sex appears to have increased in Taos County between 2007 and 2013.



When asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)”, 8.5% of Taos County students surveyed indicated a number greater than zero. This is similar to the 2015 NM average of 8.6%. Percentage of students reporting 12-month physical dating violence appears to have increased between 2007 and 2015.



In Taos County, 9.0% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is similar to the 2015 NM average of 9.2%. This question was first included in the YRRS in 2013; trend data is not available.

**About the *Poder* Program**

*Poder* has been implemented in Taos County since 2007. *Poder* is a multi-session (6-10 sessions) violence prevention and youth empowerment program that aims to support youth (12-18 years old) in their development of self-awareness for the creation of individual change that can then initiate critical social analysis; change social norms; and promote community change. *Poder* understands that the root cause of violence is oppression in its various manifestations (i.e. sexism, racism, ageism, etc.) and localities (individual, social, systemic, etc.), and that oppression also has historical and generational contexts. Ultimately the goal of *Poder* is to lower the incidence of violence in the community by providing youth with education that will increase their awareness and knowledge about violence and oppression; that will challenge negative or unhealthy attitudes; and that will teach skills for behavior change.

During FY2016, 193 middle and high-school students were educated using the *Poder* curriculum at 2 schools in Taos County - Taos Middle School, and Vista Grande High School. The *Poder* curriculum is composed of six sessions delivered over the course of several weeks.

One hundred fifteen students completed the pre-test during the first session, a post-test at the end of the final session, and/or a follow-up post-test one month after the final session. These students comprise the “sample”.

## Quantitative Results

Students completed a beliefs and attitudes assessment at the beginning of the first session (pre-test), at the end of the final session (post-test), and one month after the final session (follow-up). The attitudes assessment measured three constructs related to sexual violence perpetration: rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth. Please see the document “NMDOH Sexual Violence Prevention Evaluation Measures” for detailed information about the measures used.

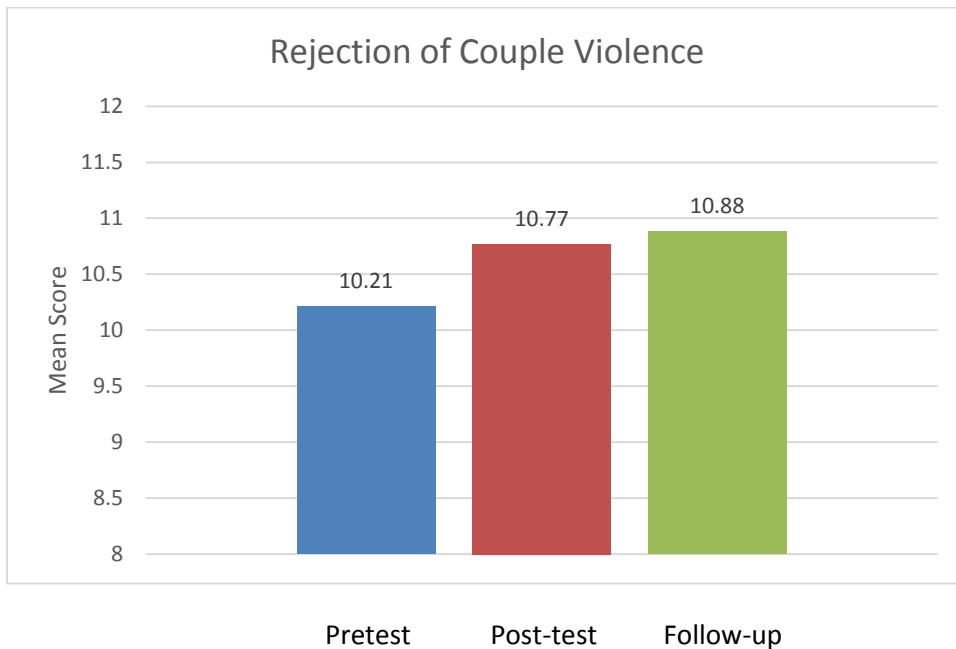
### Rejection of Couple Violence

A rejection of couple violence score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of couple violence. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 10.21.

The mean score for participants in the sample at post-test was 10.77.

The mean score for participants in the sample at follow-up was 10.88.



A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=10.20$ ,  $SD=1.96$ ) and post-test ( $M=10.77$ ,  $SD=1.67$ );  $t(114) = -2.90$ ,  $p=.004$ . These results suggest that participation in the PODER program is associated with an increase in rejection of couple violence.

A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=10.09$ ,  $SD=2.03$ ) and follow-up ( $M=10.88$ ,  $SD=1.49$ );  $t(55) = -3.45$ ,  $p=.001$ . These results suggest that participation in the *PODER* program is associated with an increase in rejection of couple violence, and that this effect is still seen one month after the program is complete.

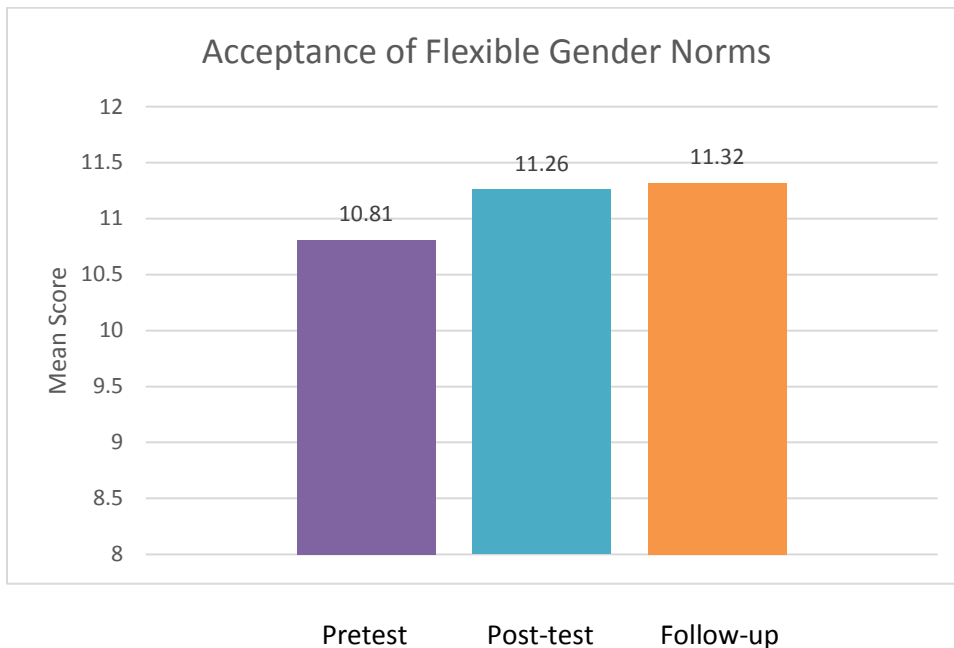
### Acceptance of Flexible Gender Norms

An acceptance of flexible gender norms score was calculated by summing the responses to 3 questions, with a higher score indicating higher acceptance of flexible gender norms. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 10.81.

The mean score for participants in the sample at post-test was 11.26.

The mean score for participants in the sample at follow-up was 11.32.



A paired-sample t-test was conducted to compare the adherence to rigid gender norms scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=10.81$ ,  $SD=1.72$ ) and post-test ( $M=11.26$ ,  $SD=1.55$ );  $t(112) = -2.65$ ,  $p=.009$ . These results suggest that participation in the *PODER* program is associated with a decrease in adherence to rigid gender norms.



A paired-sample t-test was conducted to compare the adherence to rigid gender norms scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=10.61$ ,  $SD=1.46$ ) and follow-up ( $M=11.32$ ,  $SD=1.24$ );  $t(53) = -3.64$ ,  $p=.001$ . These results suggest that participation in the *Poder* program is associated with an increase in acceptance of flexible gender norms, and that this effect is still seen one month after the program is complete.

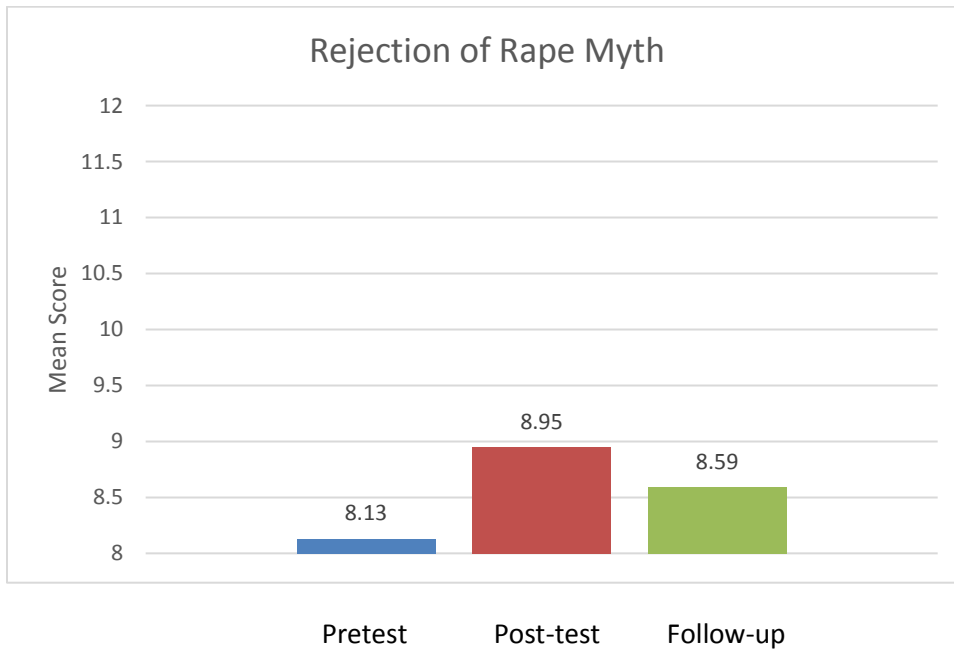
### Rejection of Rape Myth

A rejection of rape myth score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of rape myth. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 8.12.

The mean score for participants in the sample at post-test was 8.95.

The mean score for participants in the sample at follow-up was 8.59.



A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=8.13$ ,  $SD=1.82$ ) and post-test ( $M=8.95$ ,  $SD=2.18$ );  $t(56) = -3.10$ ,  $p=.003$ . These results suggest that participation in the *Poder* program is associated with an increase in rejection of rape myth.

A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=8.11$ ,  $SD=1.46$ ) and follow-up ( $M=8.59$ ,  $SD=1.24$ );  $t(53) = -1.88$ ,  $p=.065$ . These results suggest that participation in the *PODER* program is not associated with a significant increase in rejection of rape myth

at one-month follow-up. However, it should be noted that the small sample size may have contributed to the failure to reach statistical significance.

### **Bystander Intent**

15% of students “totally agreed!” and 4% “sort of agreed” with the statement “After participating in this program, I am more likely to speak up if I see someone sexually harassing another person.”

### **Teacher Feedback**

Teachers reported that the program was positive, and that the content was appropriate for students. No teachers reported a decrease in harassment or bullying per se, but one teacher noted that “Students seem to be more aware of acceptable behaviors as well as unacceptable behaviors...students seem to be more tolerant of each other’s differences and exceptionalities.”

### **Student Feedback from Participant Roundtable**

Students enjoyed the real-life examples and that the presenter was relatable and easy to understand. They liked learning about unhealthy relationships, and the activities and videos. They suggested more time for the program, more activities, and incorporating field trips or being outside. Most expressed that the topics and conversations from this program applied to their lives. They named learning about consent, about different types and levels of relationship violence, and about media as the most important things they learned. When asked if they would do anything differently as a result of the program, they listed that they would speak up more, watch what they say, stand up for people, and see the signs of abuse earlier.

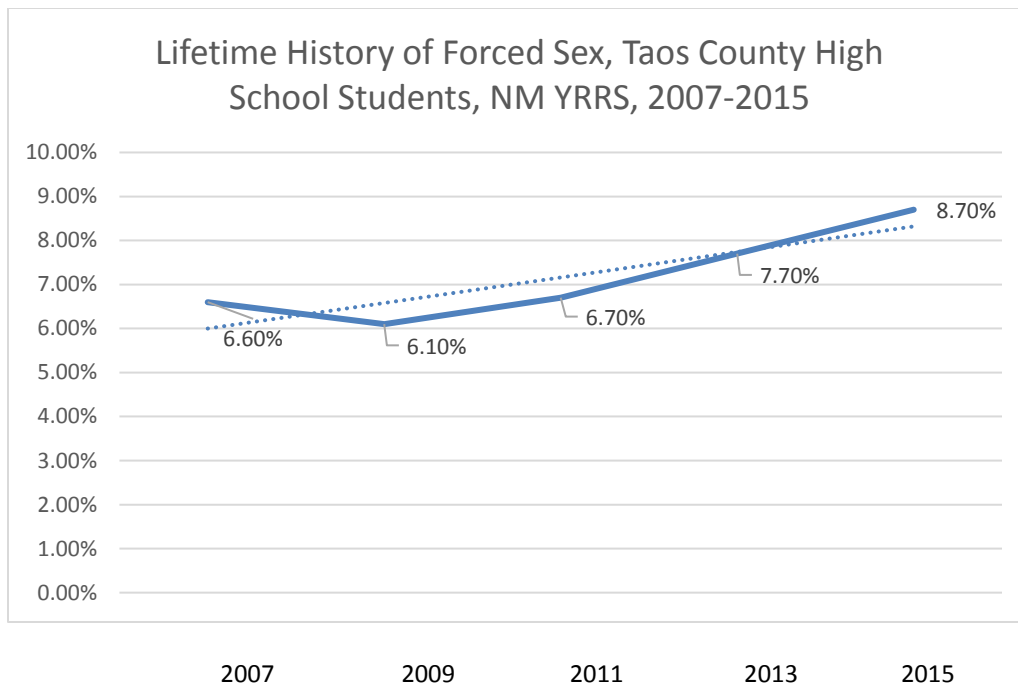
### **Recommendations**

The *Poder* program appears to be effective in changing attitudes towards couple violence, gender norms, and rape myth in the short term, and in the case of couple violence and gender norms, it appears that these effects are still seen one month after the program is complete. Lack of significant change at one-month follow-up may be related to the low number of students who completed a follow-up survey. The program should make increased efforts to collect one-month follow-up data. Rejection of rape myth scores improved, but are lower than the scores on the other two constructs, and lower than rejection of rape myth scores seen at other sites across the state. The program may consider spending more time discussing and dismantling rape myth. The percent of students who reported an increased intention to intervene as bystanders is much lower than seen in other, similar sexual violence prevention programs in New Mexico. The program may wish to emphasize increasing bystander efficacy with future cohorts.

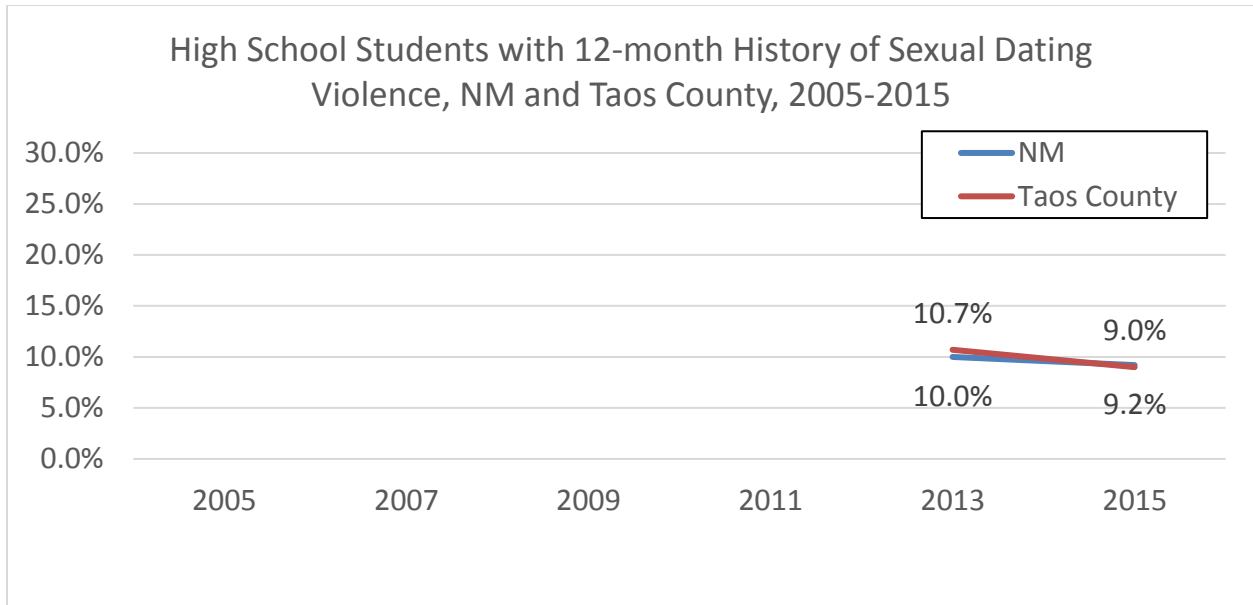
## Appendix C. Evaluation of Community Against Violence *Safe Dates* Program

### Background – Sexual and Intimate Partner Violence among Youth in Taos County

In Taos County in 2015, 8.7% of high school students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is higher than the 2015 NM average of 7.3%. Percentage of students reporting a history of forced sex appears to have increased in Taos County between 2007 and 2013.



In Taos County, 8.5% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is similar to the 2015 NM average of 8.6%. Percentage of students reporting 12-month physical dating violence appears to have increased between 2007 and 2015.



In Taos County, 9.0% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is similar to the 2015 NM average of 9.2%. This question was first included in the YRRS in 2013; trend data is not available.

### **About the *Safe Dates* Program**

75 middle and high-school students were educated using the *Safe Dates* curriculum at three schools in Taos County during FY16. Sites included Roots and Wings, Taos Academy, and Vista Grande High School. The *Safe Dates* curriculum is composed of five one-hour sessions delivered over the course of several weeks.

48 students completed the pre-test during the first session, a post-test at the end of the final session, and/or a follow-up post-test one month after the final session. These students comprise the “sample”.

### **Acceptance of Couple Violence**

An acceptance of couple violence score was calculated by summing the responses to three questions, with a higher score indicating lower acceptance of couple violence. Possible scores ranged from three to 12.

The mean score for all participants in the sample at pre-test was 10.89.

The mean score for participants in the sample at post-test was 11.18.

The mean score for participants in the sample at follow-up was 10.82.



A paired-sample t-test was conducted to compare the acceptance of couple violence scores from pre-test to post-test. There was not a significant difference in the scores for students at pre-test ( $M=10.89$ ,  $SD=1.25$ ) and post-test ( $M=11.18$ ,  $SD=1.69$ );  $t(37) = -1.22$ ,  $p=.232$ . These results suggest that participation in the Safe Dates program is not associated with a significant decrease in acceptance of couple violence.

A paired-sample t-test was conducted to compare the acceptance of couple violence scores from pre-test to one-month follow-up. Less than half the sample completed follow-up surveys. There was not a significant difference in the scores for students at pre-test ( $M=10.73$ ,  $SD=1.32$ ) and follow-up ( $M=10.82$ ,  $SD=1.47$ );  $t(21) = -.418$ ,  $p=.680$ . These results suggest that participation in the Safe Dates program is not associated with a one-month decrease in acceptance of couple violence.

### **Adherence to Rigid Gender Norms**

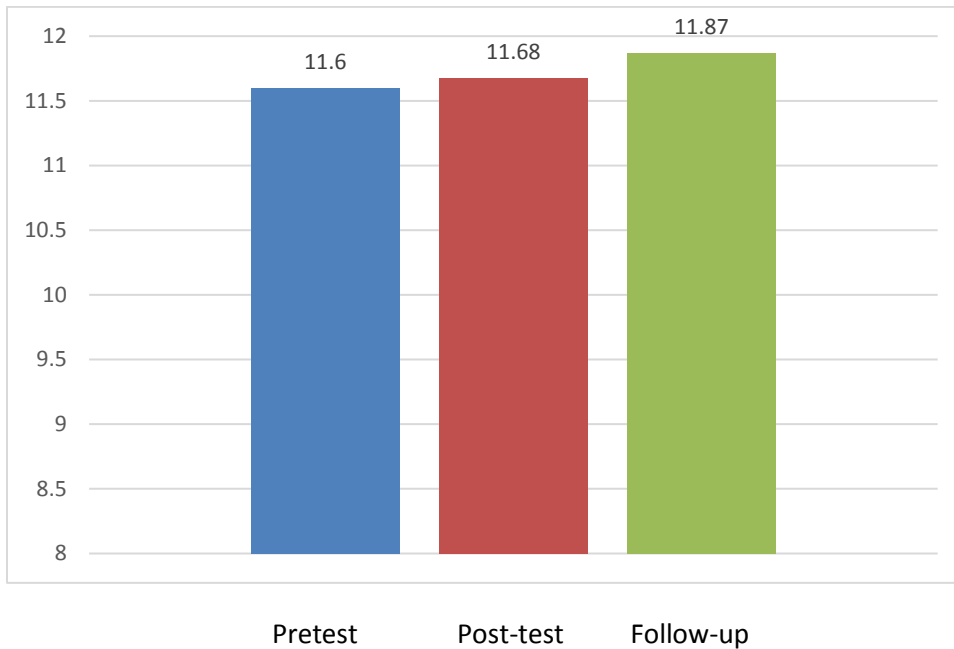
An adherence to rigid gender norms score was calculated by summing the responses to three questions, with a higher score indicating lower acceptance of couple violence. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 10.61.

The mean score for participants in the sample at post-test was 11.68.

The mean score for participants in the sample at follow-up was 11.87.

### Adherence to Rigid Gender Norms



A paired-sample t-test was conducted to compare the adherence to rigid gender norms scores from pre-test to post-test. There was not a significant difference in the scores for students at pre-test ( $M=11.61$ ,  $SD=1.08$ ) and post-test ( $M=11.68$ ,  $SD=1.10$ );  $t(37) = -.65$ ,  $p=.520$ . These results suggest that participation in the Safe Dates program is not associated with a significant decrease in adherence to rigid gender norms.

A paired-sample t-test was conducted to compare the adherence to rigid gender norms scores from pre-test to one-month follow-up. There was no difference in the scores for students at pre-test ( $M=11.86$ ,  $SD=.35$ ) and follow-up ( $M=11.86$ ,  $SD=.47$ );  $t(21) = 0$ ,  $p=1.0$ . These results suggest that participation in the Safe Dates program is not associated with a decrease in adherence to rigid gender norms.

### Rape Myth Acceptance

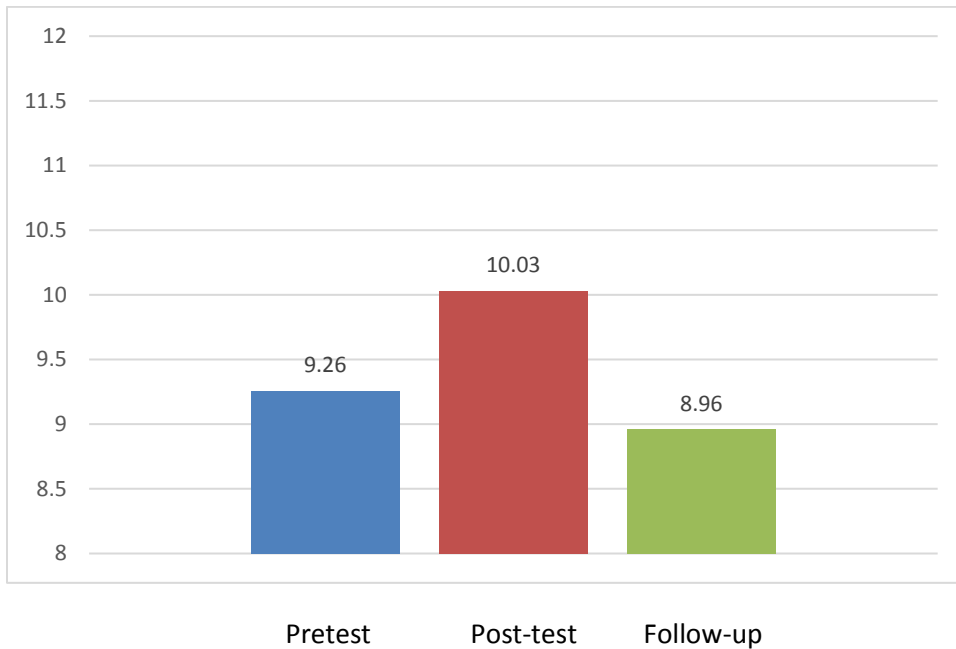
A rape myth acceptance score was calculated by summing the responses to 3 questions, with a higher score indicating lower acceptance of rape myth. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 9.26.

The mean score for participants in the sample at post-test was 10.03.

The mean score for participants in the sample at follow-up was 8.96.

### Rape Myth Acceptance



A paired-sample t-test was conducted to compare the acceptance of rape myth scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=9.25$ ,  $SD=2.29$ ) and post-test ( $M=10.03$ ,  $SD=2.07$ );  $t(34) = -2.14$ ,  $p=.039$ . These results suggest that participation in the Safe Dates program is associated with a decrease in acceptance of rape myth.

A paired-sample t-test was conducted to compare the acceptance of rape myth scores from pre-test to one-month follow-up. There was not a significant difference in the scores for students at pre-test ( $M=9.00$ ,  $SD=2.49$ ) and follow-up ( $M=8.96$ ,  $SD=2.30$ );  $t(21) = .176$ ,  $p=.862$ . These results suggest that participation in the Safe Dates program is not associated with a decrease in acceptance of rape myth at one-month follow-up.

#### **Bystander Intent**

7% of students “totally agreed!” and 4% “sort of agreed” with the statement “After participating in this program, I am more likely to speak up if I see someone sexually harassing another person.”

#### **Bystander Behavior**

Reliable bystander behavior data were not collected during this program.

#### **Teacher Impressions of Program**

Teachers were given feedback forms to fill out and return. Comments were sparse. All teachers who filled out forms said that they program was positive for their students, and that the content was appropriate. Teachers did not report any changes in sexual harassment or bystander behavior.

### **Student Feedback from Participant Roundtable**

Students reported that they enjoyed the videos, the real-life experiences, and the open conversations. Some reported that the content applied to their lives, while others indicated that the content did not apply to them. They requested more videos and fewer PowerPoint slides. Students reported an increased understanding about what constitutes a healthy relationship, and shared that they would speak up for others more frequently and communicate more in relationships after the program was complete.

### **Challenges and Successes of Implementation**

Public school students were quiet during their sessions, and attendance was an issue. At one school, which was a charter school, the students were very knowledgeable about gender roles and had rich conversations. They expressed that they enjoyed being able to bring up any questions that they had.



## **Appendix D. Evaluation of IMPACT's *Walk the Talk* Program**

Evaluation of NM IMPACT's Walk the Talk Program

Effects on Attitudes, School Climate, and Bystander Intervention

Prepared by Danielle Reed, MA

Office of Injury Prevention

Injury and Behavioral Epidemiology Bureau, Epidemiology and Response Division

New Mexico Department of Health

August 2016

## Executive Summary

NM IMPACT educated 564 middle-school students in Rio Arriba County, NM, using the *Walk the Talk* curriculum during state fiscal year 2016 (July 2015 – June 2016). Evaluation of the program included three components: changes in attitudes towards couple violence, gender norms, and rape myth; intent to intervene and actual bystander interventions; and impressions of the program and its impact on school climate by students and school staff.

Attitudes towards violence were assessed using a nine-item scale that was based on existing validated measures and modified through a collaborative process with the New Mexico Department of Health evaluator and sexual violence prevention specialists throughout New Mexico. Bystander behavior was assessed using a six-item scale based on an existing validated measure. Surveys were administered at the beginning of the first session, at the end of the final session, and one month after the program was complete. Impressions of the program were assessed through post-program roundtable discussions with program participants and teachers.

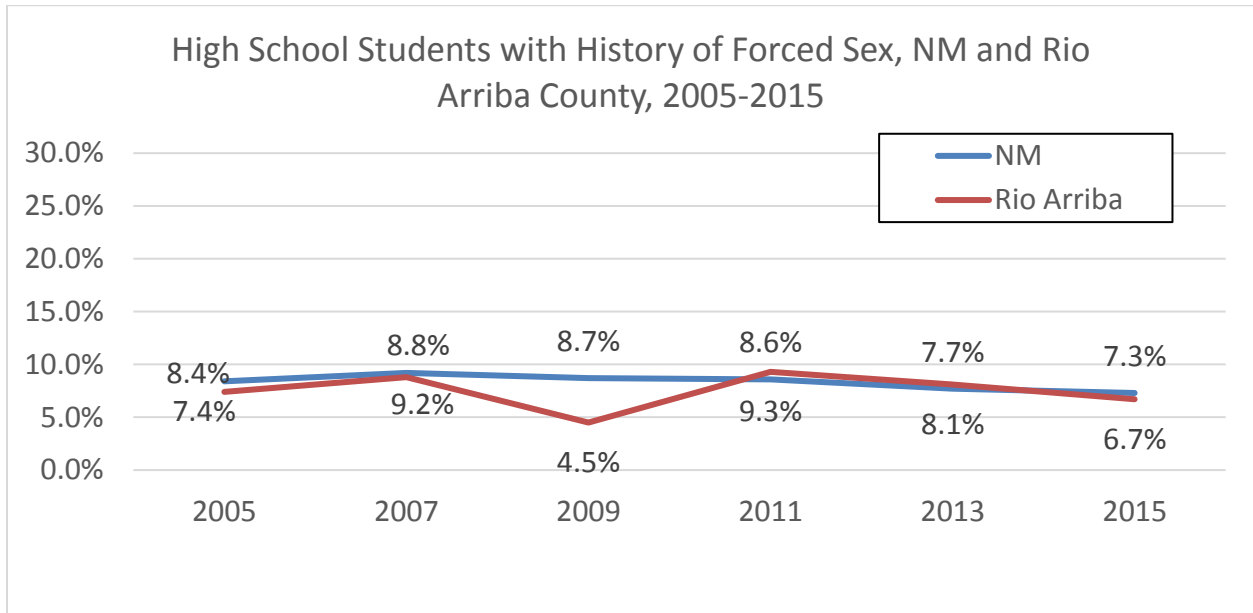
Evaluation data indicate that participation in the Walk the Talk program is associated with a decrease in acceptance of couple violence, adherence to rigid gender norms, and acceptance of rape myth, and that this effect is still seen one month after the program is complete.

Eighty-six percent of program participants reported increased intention to intervene as bystanders after completing the program. Reported bystander behaviors remained steady from pre-test to follow-up; however, reported observed incidents of sexual harassment and sexual violence declined by 31% from pre-test to one-month follow-up.

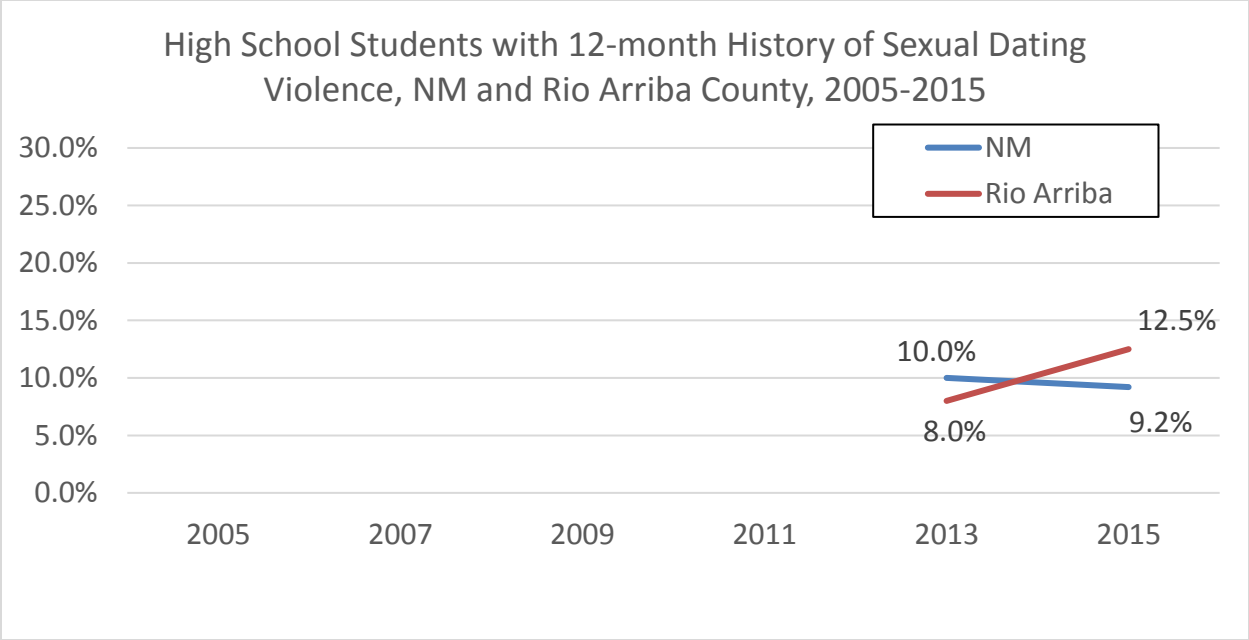
Students reported that they found the program important and relevant to their lives. All teachers at both sites believed the program was a positive experience for their students. At one-month follow-up, teachers reported seeing an increase in pro-social bystander behavior and a decrease in harassment. Teachers also reported changes in individual students' confidence and self-esteem.

## Background – Sexual and Dating Violence among Youth in Rio Arriba County

In Rio Arriba County in 2013, 8.1% of high school students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is higher than the 2013 NM average of 7.3%. Percentage of students reporting a history of forced sex appears to have decreased slightly between 2007 and 2013.



In Rio Arriba County, 9.7% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is similar to the 2013 NM average of 9.4%. Percentage of students reporting 12-month physical dating violence appears to have increased between 2007 and 2013.



Eight percent of In Rio Arriba County, 8.0% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is lower than the 2013 NM average of 10.0%. This question was first included in the YRRS in 2013; trend data is not available.

**About the *Walk the Talk* Program**

*Walk the Talk (WTT)* provides training to school community members to identify, speak up, and take action to prevent sexual and domestic violence. Based in an anti-oppression framework that explores various forms of oppression and "-isms" through experiential activities and discussion, students discover the impact of things as seemingly small as micro-aggressions and the power of acting as an ally. The *Walk the Talk* curriculum is composed of six sessions delivered every day for one week, where possible.

*Walk the Talk* was developed by Prepare, Inc., the NY IMPACT chapter. In May 2013, NM IMPACT Program staff went to New York to train in WTT. During the 2013-2014 school year WTT was piloted at Santa Fe Girls School.

564 middle school students were educated using the WTT curriculum at 2 schools in Rio Arriba County during FY16. Sites included Pojoaque Valley Middle School (PVMS) and Carlos Vigil Middle School (CVMS). This is the first year for this program at either school. In FY16, 514 students completed the pre-test during the first session, a post-test at the end of the final session, and/or a follow-up post-test one month after the final session. These students comprise the “sample”.

## Quantitative Results

Students completed a beliefs and attitudes assessment at the beginning of the first session (pre-test), at the end of the final session (post-test), and one month after the final session (follow-up). The attitudes assessment measured three constructs related to sexual violence perpetration: rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth. Please see the document “NMDOH Sexual Violence Prevention Evaluation Measures” for detailed information about the measures used.

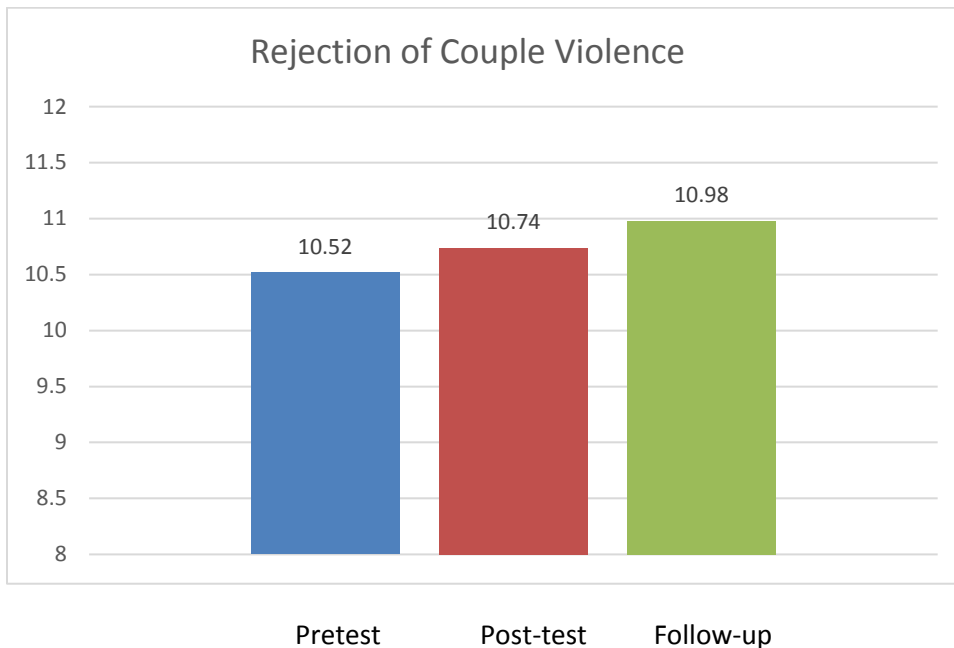
### Rejection of Couple Violence

A rejection of couple violence score was calculated by summing the responses to 3 questions, with a higher score indicating lower acceptance of couple violence. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 10.52.

The mean score for participants in the sample at post-test was 10.74.

The mean score for participants in the sample at follow-up was 10.98.



A paired-sample t-test was conducted to compare the acceptance of couple violence scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=10.52$ ,  $SD=1.57$ ) and post-test ( $M=10.74$ ,  $SD=1.48$ );  $t(389) = -2.46$ ,  $p=.014$ . These results suggest that participation in the Walk the Talk program is associated with an increase in rejection of couple violence.

A paired-sample t-test was conducted to compare the acceptance of couple violence scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=10.57$ ,  $SD=1.53$ ) and follow-up ( $M=10.98$ ,  $SD=2.15$ );  $t(348) = -3.44$ ,  $p=.001$ . These results suggest that participation in the Walk the Talk program is associated with an increase in rejection of couple violence, and that this effect is still seen one month after the program is complete.

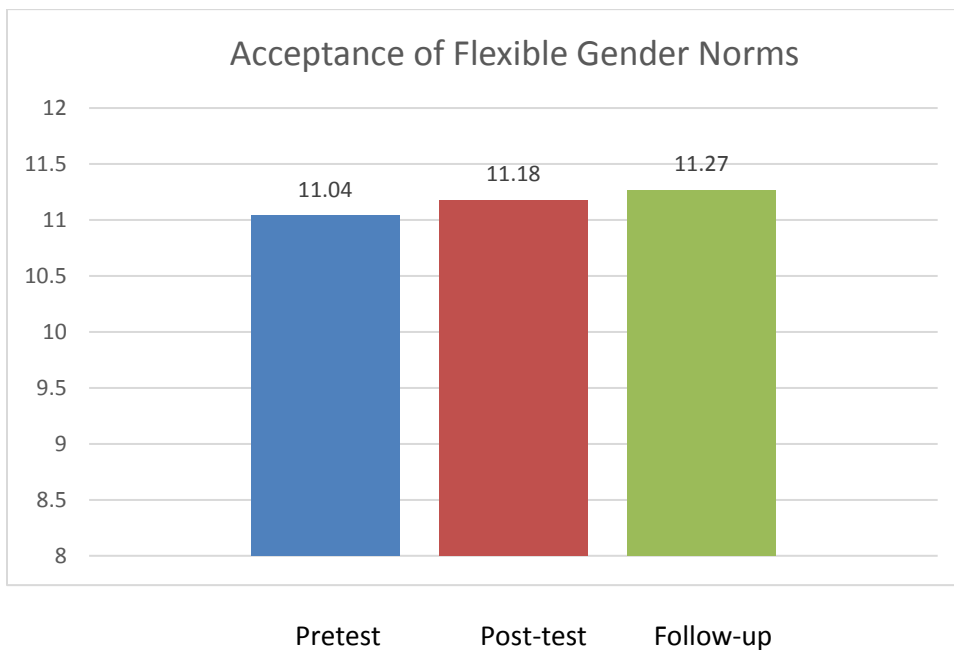
### Acceptance of Flexible Gender Norms

An acceptance of flexible gender norms score was calculated by summing the responses to 3 questions, with a higher score indicating lower adherence to rigid gender norms. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 11.04.

The mean score for participants in the sample at post-test was 11.18.

The mean score for participants in the sample at follow-up was 11.27.



A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to post-test. The difference between scores for students at pre-test ( $M=11.04$ ,  $SD=1.40$ ) and post-test ( $M=11.18$ ,  $SD=1.56$ ) approached, but did not reach, significance,  $t(380) = -1.76$ ,  $p=.08$ .

A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=10.99$ ,  $SD=1.492$ ) and follow-up ( $M=11.27$ ,  $SD=1.31$ );  $t(345) = -3.48$ ,  $p=.001$ . These results suggest

that participation in the Walk the Talk program is associated with increased acceptance of flexible gender norms one month after the program is complete.

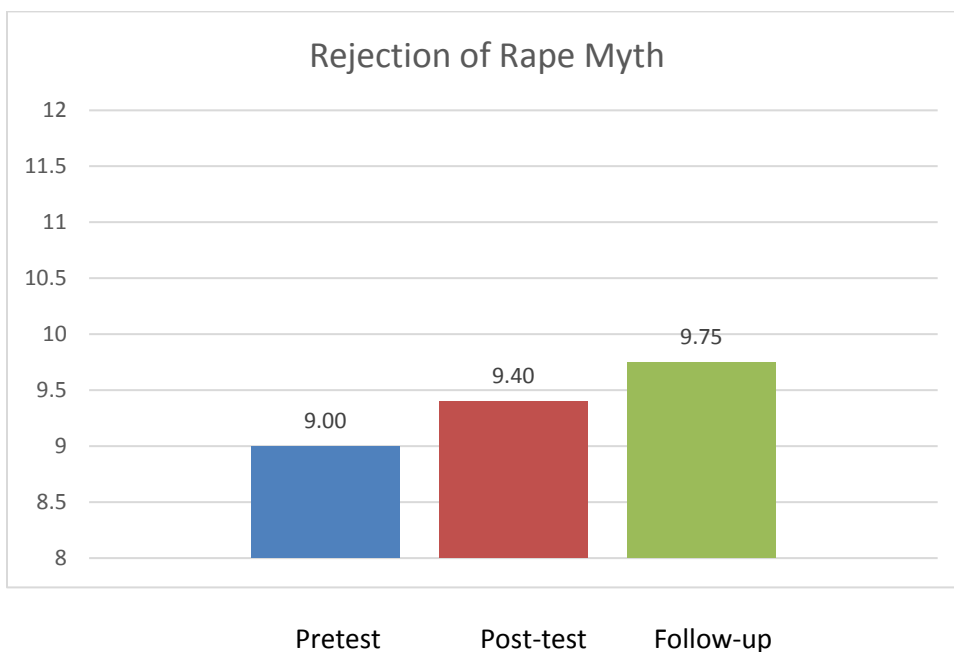
### Rejection of Rape Myth

A rejection of rape myth score was calculated by summing the responses to 3 questions, with a higher score indicating lower acceptance of rape myth. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 9.00.

The mean score for participants in the sample at post-test was 9.40.

The mean score for participants in the sample at follow-up was 9.75.



A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=9.00$ ,  $SD=2.23$ ) and post-test ( $M=9.40$ ,  $SD=2.19$ );  $t(372) = -3.14$ ,  $p = .002$ . These results suggest that participation in the Walk the Talk program is associated with an increase in rejection of rape myth.

A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=8.97$ ,  $SD=2.03$ ) and follow-up ( $M=9.75$ ,  $SD=2.19$ );  $t(334) = -6.13$ ,  $p = .000$ . These results suggest that participation in the Walk the Talk program is associated with an increase in rejection of rape myth, and that this effect is still seen one month after the program is complete.

### **Differences by Site**

Differences in mean scores were seen between the two sites. At PVMS, mean scores were higher at pretest than scores at CVMS, but mean scores at PVMS were lower at follow-up than mean follow-up scores at CVMS. Thus, a greater change was seen at CVMS. Differences between scores for students at PVMS were not statistically significant. Discussions with program coordinators revealed several possible reasons for the small change in scores at PVMS. The curriculum at PVMS was delivered in the winter, and began before winter break. Thus, there was a large break between the first session and subsequent sessions. Also, this was the facilitator's first year teaching this curriculum, and he was much more comfortable during the second cohort. Another potential confounding factor is the climate of the school. An organizational readiness assessment with both organizations indicated that the overall readiness to address the root causes of sexual violence at PVMS seemed to be higher, with a supportive principal and staff acknowledging their need for increased training, especially regarding LGBTQ issues. At CVMS, readiness to address root causes seemed to be lower, but the cohort benefited from a teacher "champion" who was very supportive of the program and helpful in facilitating. This could explain the large changes in attitudes seen at CVMS.

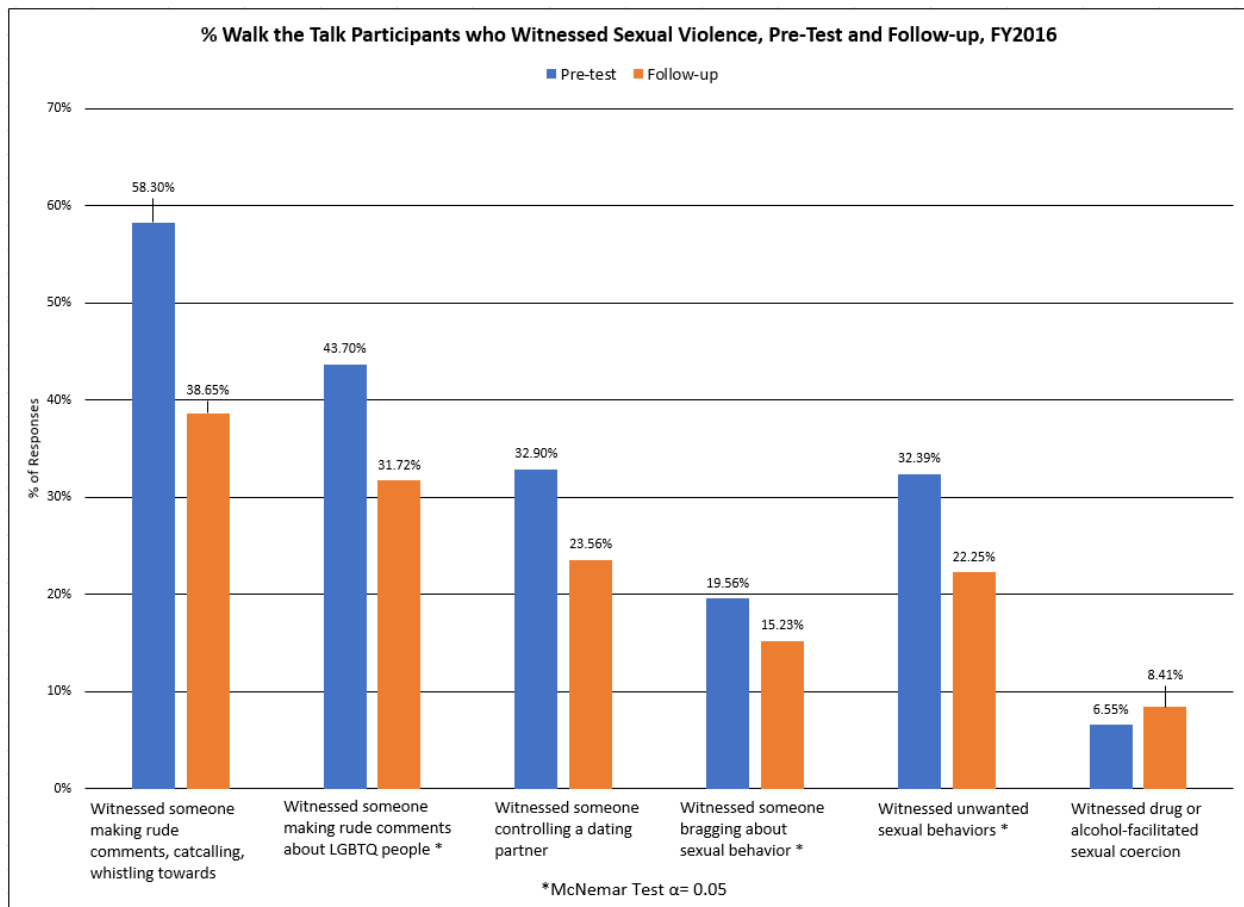
### **Bystander Intent**

Sixty two percent of students "totally agreed!" and 24% "sort of agreed" with the statement "After participating in this program, I am more likely to speak up if I see someone sexually harassing another person."

### **Bystander Behavior**

The number of observed incidents of sexual violence reported by students declined from pretest (900) to post-test (840) to follow-up (621).





A McNemar test was used to determine whether differences between the percentage of students who reported witnessing six types of sexual violence from pre-test to follow-up exist. The McNemar test is similar to the paired samples t-test, but for a dichotomous rather than a continuous dependent variable. In this analysis, the McNemar test was used to determine if the percentage of participants who reported having witnessed sexual violence after completing the *Walk the Talk* program was significantly lower than the percentage of students who reported having witnessed sexual violence before the program.

There was a significant difference in the percentage of students who witnessed four forms of sexual violence from pre-test to follow-up, ( $\alpha=0.05$ ). These results suggest that participation in *Walk the Talk* is associated with a decrease in witnessed observations of rude or disrespectful comments about women’s bodies, rude or disrespectful comments about LGBTQ people, bragging about sexual behavior, and unwanted sexual advances.

Because this program trained an entire cohort at each school (all 7<sup>th</sup> graders), it is possible that the program contributed to the reduction in reported incidents of sexual violence from pre-test to follow-up.

Of the 900 incidents reported at pre-test, students reported passive pro-social bystander behavior (telling an adult at home or at school about the incident) 43 times (8%). They reported active pro-social bystander behavior (telling the person in private or public that their behavior was not okay) 121 times (23%).

Of the 417 incidents reported at one-month follow-up, students reported passive pro-social bystander behavior 23 times (6%). They reported active pro-social bystander behavior 95 times (23%). It does not appear that the program impacted pro-social bystander behavior from pre-test to follow-up.

## **Qualitative Results**

### **Teacher Impressions of Program**

All teachers at both sites believed the program was a positive experience for their students. At one-month follow-up, when asked if they had seen a reduction in sexual harassment, three out of four teachers reported that students seemed less likely to harass other students and/or were more aware of their actions. All teachers reported seeing an increase in pro-social bystander behavior, either students standing up for other students who were being bullied or harassed, or students reporting harassment. Changes were also seen in individual students' self-concept. One teacher reported "One of the main things was identity- like, gender identity. One of the kids wrote me a letter, cuz she couldn't talk about it. 'I'm confused with who I am. I like boys' clothes- I know I'm a girl. Even the talks we had- he/she/they... that made me feel better b/c I can identify however & who I am.' I've seen a difference with her too. She was introverted & now she's coming out more."

Pro-social bystander behavior was also seen among staff. The facilitator at one school reported "We're often in the cafeteria and can see the staff. One staff member makes off comments, I've been seeing one of the teachers try to guide him. The last time we were there he ended up saying something homophobic without realizing it. They did a great job about trying to call him in on it. Both teachers on their own approached us after lunch. They had been present in class when we were talking about active bystander."

### **Student Feedback from Participant Roundtable**

Students who participated in *Walk the Talk* overwhelmingly reported that the roleplays were their favorite part of the program. The roleplay part of the curriculum entails a number of scenarios in which students explore what it means to experience discrimination/privilege, and scenarios in which students are able to confront rape and domestic violence myths, microaggressions and more. Students practice bystander behavior in the face of fear, anger and/or other emotions that may arise when speaking out about injustice and violence.

Students from all groups reported that the material was relevant to things happening in their lives, and that they would do something differently as a result of participating in the program. When asked about the most important thing that they learned, students said: to watch what you say; to respect people;

respect; don't downgrade other people, stop treating people badly; be nice to people; make good decisions & show respect; treat people well, stand up for someone & yourself, be nice; it's not cool to talk about people's genders, LGBTQ, people are judged learn how to handle things better; tell people to stop, stick up; bullying isn't cool; how to make people feel better; don't judge anyone, don't get people drunk; how to stop bullying; to stick up for other people; and how to speak up for others.

### **Challenges and Successes of Implementation**

Positive staff and teacher engagement and support helped the program go smoothly at all sites. Students were open to discussions—some disclosed histories of family violence, and others disclosed sexual or gender minority status.

One challenge included struggling to work with staff changes and substitute teachers. During one session in which there was a substitute teacher, facilitators left because student behavior was poor. Another challenge was that the school staff had little training around LGBTQ issues, so a strong support structure for students who wanted to further discuss sexual and gender minority issues after the curriculum was lacking.

### **Recommendations**

*Walk the Talk* appears to reduce risk factors and increase protective factors for sexual violence perpetration in Rio Arriba County. The program should continue at Pojoaque Valley Middle School and Carlos Vigil Middle School, with potential expansion into other sites. Pro-social bystander messages should be “boosted” after the program ends to combat the drop-off seen between post-test and follow-up. Posters or announcements could potentially serve to boost pro-social bystander messages. Staff and teacher training should continue and be more rigorously evaluated. IMPACT should explore policy-level changes for staff training and increased safety, particularly as they pertain to LGBTQ students and staff.

# **Appendix E. Evaluation of Rape Crisis Center of Central New Mexico's *Palabra* Program**

Evaluation of Rape Crisis Center of Central New Mexico's Palabra Program

Effects on Attitudes, Bystander Intervention, and School Climate

Prepared by Danielle Reed, MA

Office of Injury Prevention

Injury and Behavioral Epidemiology Bureau, Epidemiology and Response Division

New Mexico Department of Health

August 2016

## Executive Summary

Rape Crisis Center of Central New Mexico educated 165 middle-school students in Bernalillo County and Torrance County, NM, using the *Palabra* curriculum during state fiscal year 2016 (July 2015 – June 2016). Evaluation of the program included three components: changes in attitudes towards couple violence, gender norms, and rape myth; intent to intervene as a bystander; and impressions of the program and its' impact on school climate by students and school staff.

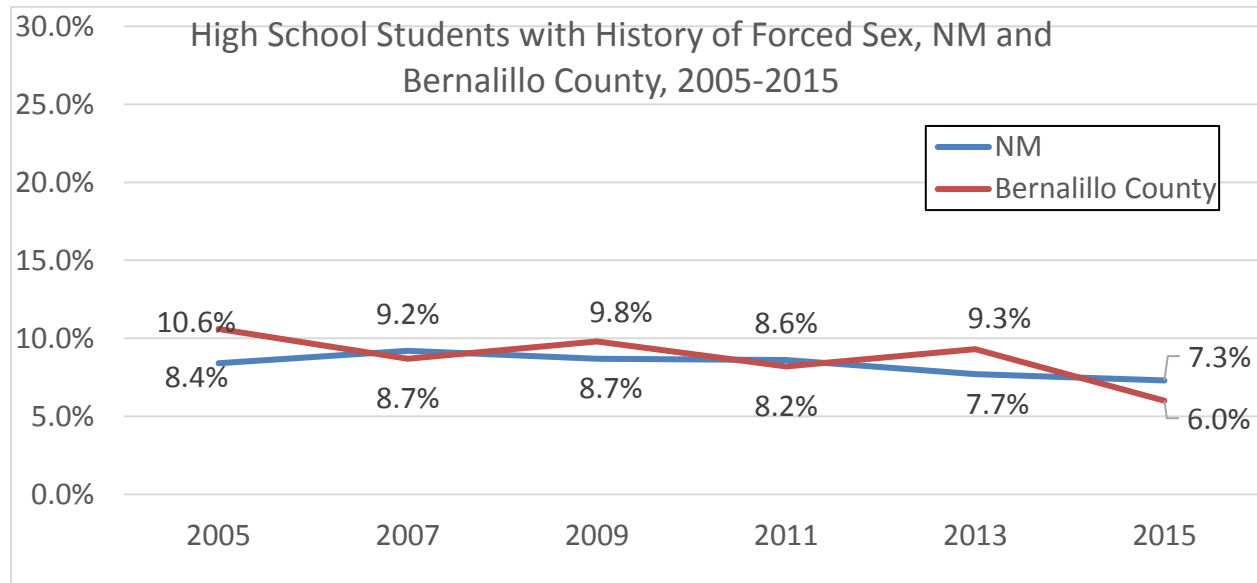
Attitudes towards violence were assessed using a nine-item scale that was based on existing validated measures and modified through a collaborative process with the New Mexico Department of Health evaluator and sexual violence prevention specialists throughout New Mexico. Intent to intervene as a bystander was assessed by a single question at follow-up. Surveys were administered at the beginning of the first session, at the end of the final session, and one month after the program was complete. Impressions of the program were assessed through post-program roundtable discussions with program participants and teachers.

Evaluation data indicate that participation in the *Palabra* program is associated with a statistically significant increase in rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth, and that this effect is still seen one month after the program is complete.

Seventy-five percent of program participants reported increased intention to intervene as bystanders after completing the program. Students reported that they learned valuable lessons about consent, standing up for others, and treating others with respect during the program, and requested more and longer sessions. All teachers interviewed believed the program was a positive experience for their students. At one-month follow-up, more than half of teachers who hosted the program reported witnessing bystander behavior at their school.

## Background – Sexual and Intimate Partner Violence in Bernalillo County

In Bernalillo County in 2013, 9.3% of high school students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is similar to the 2013 NM average of 9.0%. Percentage of students reporting a history of forced sex appears to have remained steady between 2007–2013.



\*The decline in history of forced sex in Bernalillo County from 2013-2015 is significant at the  $p < .05$  level

In Torrance County in 2013, 6.7% of students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is lower than the 2013 NM average of 9.0%.

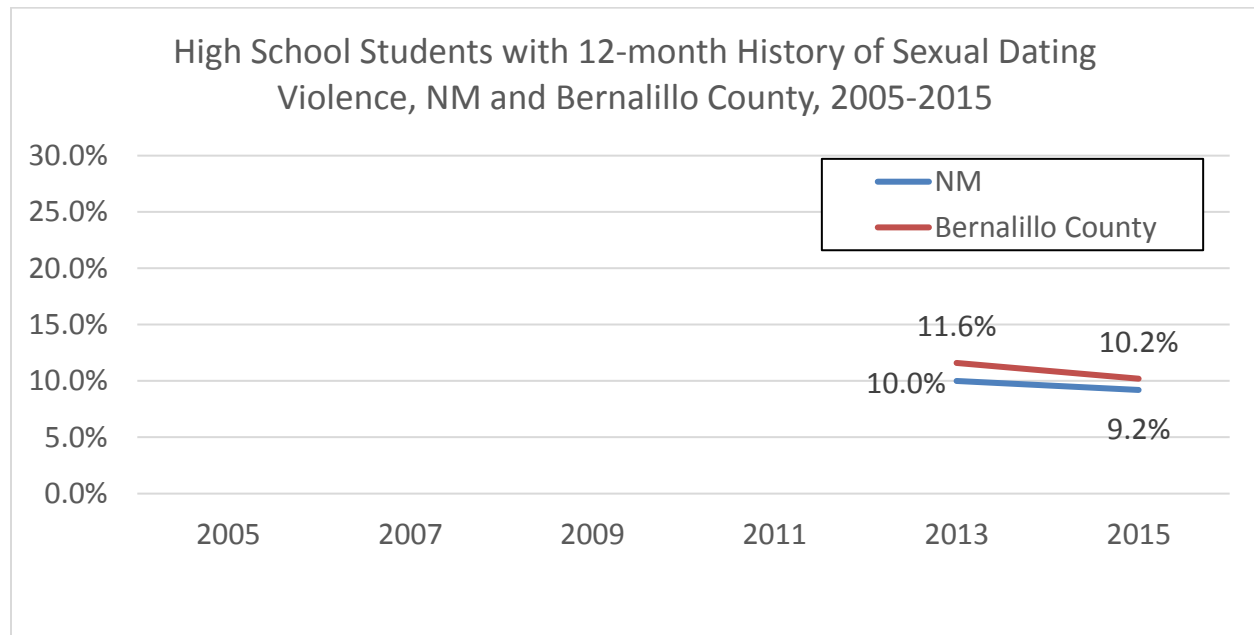
In Sandoval County in 2013, 9.0% of students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is the same as the 2013 NM average.

In Bernalillo County high school, 11.1% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is higher than the 2013 NM average of 9.4%. Percentage of students reporting 12-month physical dating violence appears to have increased between 2007–2013.

In Torrance County, 7.7% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is lower than the 2013 NM average of 9.4%.

In Sandoval County, 12.3% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with

physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is higher than the 2013 NM average of 9.4%.



In Bernalillo County; 11.6% of high school students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is higher than the 2013 NM average of 10.0%. This question was first included in the YRRS in 2013; trend data is not available.

In Torrance County; 8.4% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is lower than the 2013 NM average of 10.0%.

In Sandoval County, 12.7% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is higher than the 2013 NM average of 10.0%.

**About the *Palabra* Program**

*Palabra*, a 5-session sexual violence prevention education curriculum for self-identified boys ages 11-14, has been implemented in Bernalillo County for 10 years, since 2007. *Palabra* is a primary prevention program for self-identified boys of color between the ages of 11-14 that aims to empower and form their own self-identity to help guide them as they begin to make lifelong decisions.

During FY2016, 165 middle school male-identified students were educated using the *Palabra* curriculum at 4 schools in Bernalillo and Torrance Counties. Sites included Truman Middle School, La Promesa Early

Learning Center, Wilson Middle School, and Mountainair Middle School. The Palabra curriculum is composed of five sessions delivered every day for one week, where possible.

141 students completed the pre-test during the first session, a post-test at the end of the final session, and a follow-up post-test one month after the final session. These students comprise the “sample”.

## Quantitative Results

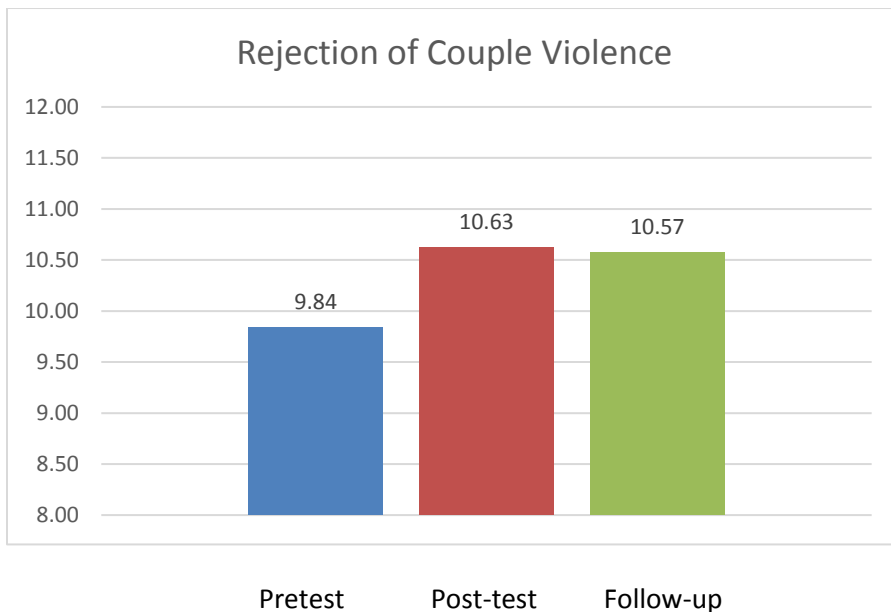
### Rejection of Couple Violence

A rejection of couple violence score was calculated by summing the responses to 3 questions, with a higher score indicating lower acceptance of couple violence. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 9.84.

The mean score for participants in the sample at post-test was 10.63.

The mean score for participants in the sample at follow-up was 10.57.



A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=9.84$ ,  $SD=1.92$ ) and post-test ( $M=10.63$ ,  $SD=1.48$ );  $t(159) = -5.53$ ,  $p=.000$ . These results suggest that participation in the Palabra program is associated with an increase in rejection of couple violence.

A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=9.83$ ,  $SD=1.92$ ) and follow-up ( $M=10.57$ ,  $SD=1.53$ );  $t(139) = -4.01$ ,  $p=.000$ . These results suggest that participation in the Palabra program is associated with an increase in rejection of couple violence, and that this effect is still seen one month after the program is complete.



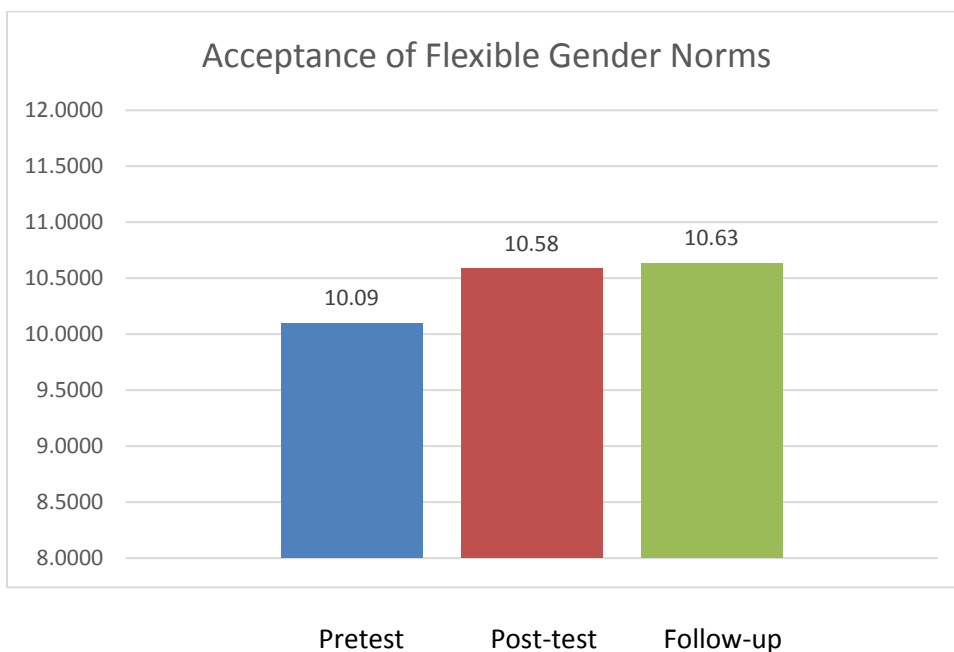
### Acceptance of Flexible Gender Norms

An acceptance of flexible gender norms score was calculated by summing the responses to 3 questions, with a higher score indicating increased acceptance of flexible gender norms. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 10.09.

The mean score for participants in the sample at post-test was 10.58.

The mean score for participants in the sample at follow-up was 10.63.



A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=10.09$ ,  $SD=1.74$ ) and post-test ( $M=10.58$ ,  $SD=$ );  $t(157) = -3.53$ ,  $p=.001$ . These results suggest that participation in the Palabra program is associated with an increase in acceptance of flexible gender norms.

A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=10.06$ ,  $SD=1.82$ ) and follow-up ( $M=10.63$ ,  $SD=1.66$ );  $t(135) = -3.47$ ,  $p=.001$ . These results suggest that participation in the Palabra program is associated with an increase in acceptance of flexible gender norms, and that this effect is still seen one month after the program is complete.

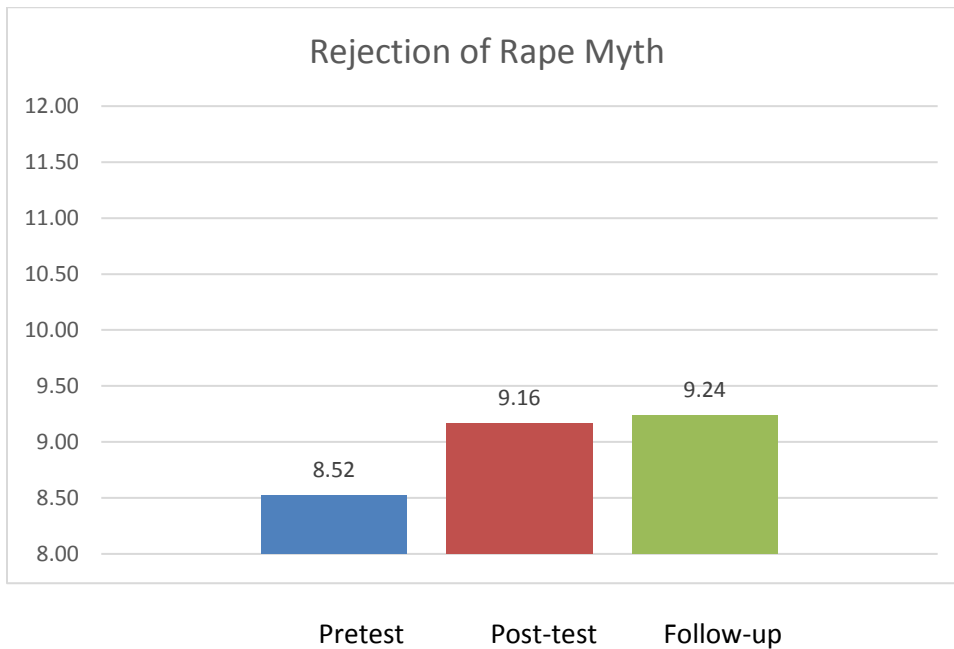
## Rejection of Rape Myth

A rejection of rape myth score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of rape myth. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 8.52.

The mean score for participants in the sample at post-test was 9.16.

The mean score for participants in the sample at follow-up was 9.24.



A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=8.52$ ,  $SD=2.14$ ) and post-test ( $M=9.17$ ,  $SD=2.15$ );  $t(160) = -3.31$ ,  $p = .001$ . These results suggest that participation in the Palabra program is associated with an increase in rejection of rape myth.

A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=8.48$ ,  $SD=2.03$ ) and follow-up ( $M=9.24$ ,  $SD=2.06$ );  $t(141) = -3.44$ ,  $p = .001$ . These results suggest that participation in the Palabra program is associated with an increase in rejection of rape myth, and that this effect is still seen one month after the program is complete.

## **Bystander Intent**

60% of students “totally agreed!” and 15% “sort of agreed” with the statement “After participating in this program, I am more likely to speak up if I see someone sexually harassing another person.”

## **Bystander Behavior**

Bystander behavior data were collected for two cohorts, for a total of 22 students. There is insufficient data for repeat measures analysis of bystander behaviors. However, it is notable that at pre-test, these 22 students reported having seen 31 incidents of sexual harassment or violence in the past 3 months; at post-test, they reported having seen 22 incidents; and at follow-up, only 9 incidents.

## **Qualitative Results**

### **Teacher Impressions of Program**

All nine teachers interviewed believed that *Palabra* was a positive program for their students. At one month follow-up, five out of nine teachers reported seeing a student engage in bystander behavior.

### **Student Feedback from Participant Roundtable**

Students from several classes mentioned that they liked the program because it was helpful, they learned new things about consent, gender, and being an ‘upstander’, they learned skills to stand up for people and LGBTQ people, and that they liked the facilitator. When asked about suggested changes to the program, students suggested more time, more sessions, more videos and activities. Most students thought that the content applied to their lives. When asked what they would do differently in their life, many students shared that they would stand up more when they saw someone being bullied. The students reported that the most important things they learned were to treat each other equally and with respect; not to abuse women emotionally, physically, or sexually; not to make fun of people who are different or people who are LGBTQ; to not rape or sexually assault anyone; that someone can’t consent if they are drinking.

### **Challenges and Successes of Implementation**

A long-standing relationship with schools helped implementation go more smoothly, but scheduling issues always hindered success. Facilitators reported that some content may have been too advanced for 6<sup>th</sup> graders.

### **Recommendations**

The *Palabra* program appears to be effective in changing beliefs and attitudes towards sexual violence perpetration among middle school youth in Bernalillo and Tarrant Counties. Program staff may consider addressing rape myth more explicitly during programming, as rejection of rape myth scores are still relatively low at follow-up. The lack of bystander intervention data is a weakness of this evaluation. Efforts should be made to collect bystander data, as the program focuses on being an ‘upstander’ and it appears that it significantly increases students’ self-reported willingness to intervene.

**Appendix F. Evaluation of Rape Crisis Center of Central New Mexico's  
*Projecto de Voz* Program**

Evaluation of Rape Crisis Center of Central New Mexico's *Projecto de Voz* Program

Effects on Attitudes, Bystander Intervention, and School Climate

Prepared by Danielle Reed, MA

Office of Injury Prevention

Injury and Behavioral Epidemiology Bureau, Epidemiology and Response Division

New Mexico Department of Health

August 2016

## Executive Summary

Rape Crisis Center of Central New Mexico educated 148 middle-school girls in Bernalillo County and Torrance County, NM, using the *Voz* Curriculum during state fiscal year 2016 (July 2015 – June 2016). Evaluation of the program included three components: changes in attitudes towards couple violence, gender norms, and rape myth; intent to intervene as a bystander; and impressions of the program and its impact on school climate by students and school staff.

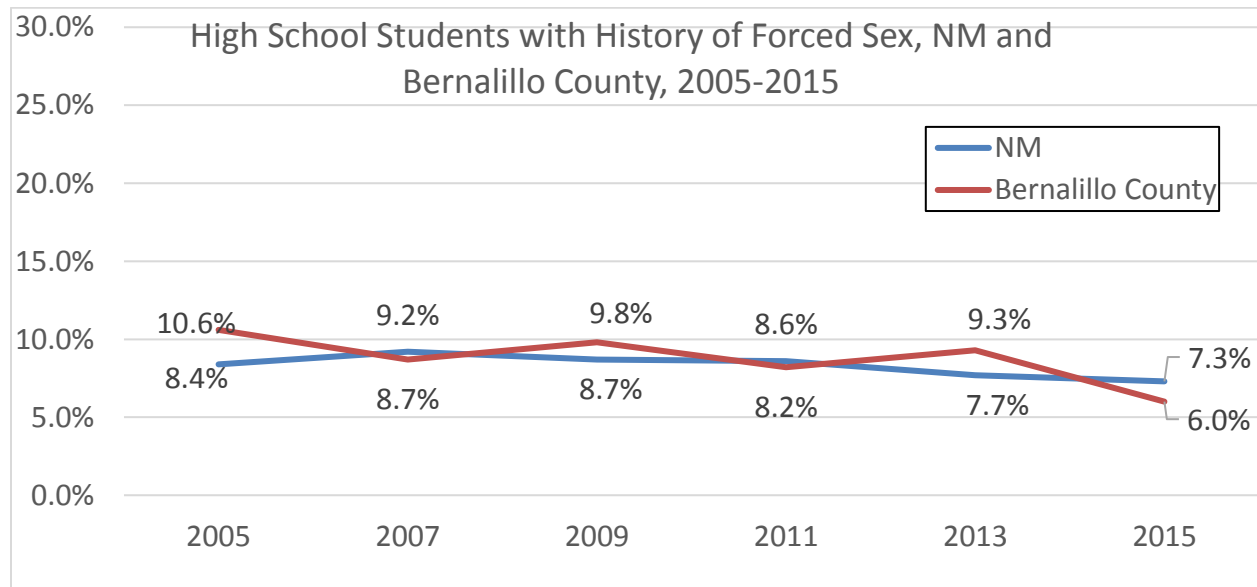
Attitudes towards violence were assessed using a nine-item scale that was based on existing validated measures and modified through a collaborative process with the New Mexico Department of Health evaluator and sexual violence prevention specialists throughout New Mexico. Intent to intervene as a bystander was assessed by a single question at follow-up. Surveys were administered at the beginning of the first session, at the end of the final session, and one month after the program was complete. Impressions of the program were assessed through post-program roundtable discussions with program participants and teachers.

Evaluation data indicate that participation in the *Voz* program is associated with an increase in rejection of couple violence and acceptance of flexible gender norms, and that this effect is still seen one month after the program is complete.

Ninety-four percent of program participants reported increased intention to intervene as bystanders after completing the program. Students reported that they learned valuable lessons about consent, standing up for others, healthy boundaries, and identifying abusive relationships during the program, and many reported that they would stand up for other people as a result of participation. All teachers interviewed believed the program was a positive experience for their students. At one-month follow-up, more than half of teachers who hosted the program reported witnessing prosocial bystander behavior at their school.

## Background – Sexual and Intimate Partner Violence in Bernalillo, Torrance, and Sandoval Counties

In Bernalillo County in 2013, 9.3% of high school students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is similar to the 2013 NM average of 9.0%. Percentage of students reporting a history of forced sex appears to have remained steady between 2007–2013.



\*The decline in history of forced sex in Bernalillo County from 2013-2015 is significant at the  $p < .05$  level

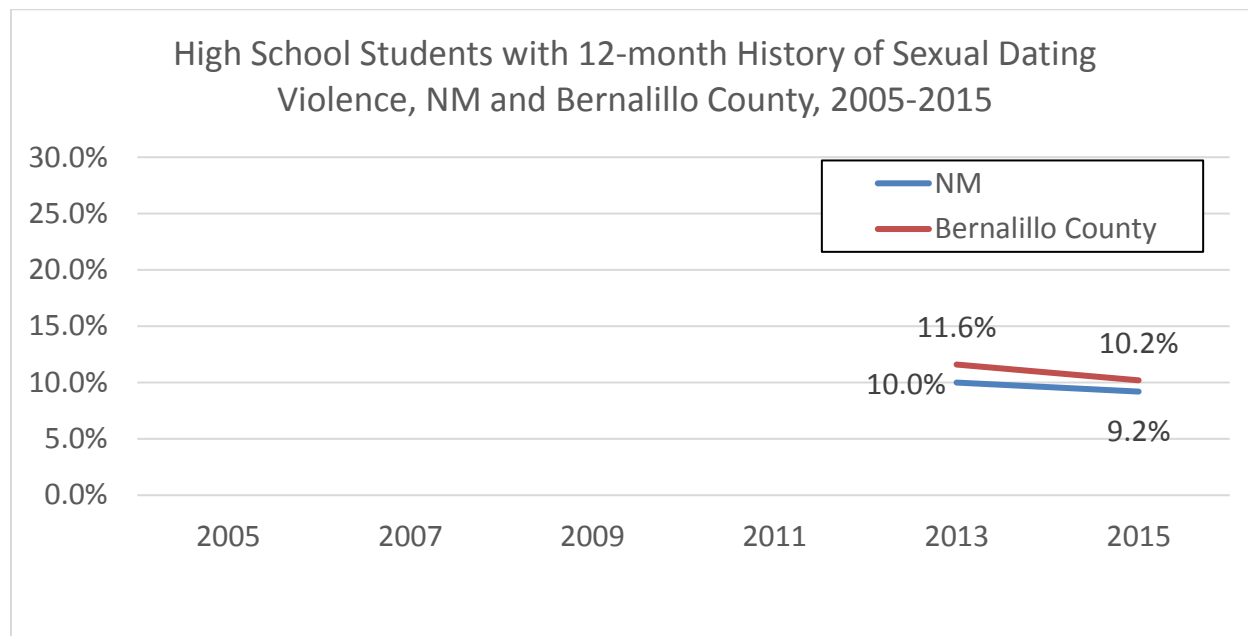
In Torrance County in 2013, 6.7% of students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is lower than the 2013 NM average of 9.0%.

In Sandoval County in 2013, 9.0% of students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is the same as the 2013 NM average.

In Bernalillo County; 11.1% high school students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is higher than the 2013 NM average of 9.4%. Percentage of students reporting 12-month physical dating violence appears to have increased between 2007–2013.

In Torrance County; 7.7% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is lower than the 2013 NM average of 9.4%.

In Sandoval County, 12.3% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is higher than the 2013 NM average of 9.4%.



In Bernalillo County; 11.6% high school students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is higher than the 2013 NM average of 10.0%. This question was first included in the YRRS in 2013; trend data is not available.

In Torrance County, 8.4% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is lower than the 2013 NM average of 10.0%.

In Sandoval County, 12.7% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is higher than the 2013 NM average of 10.0%.

### About the Voz Program

Voz, a five-session sexual violence prevention education curriculum for self-identified girls ages 11 to 14, has been implemented in Bernalillo County since 2009. Voz is a primary prevention program for girls of color between the ages of 11 to 14 that aims to empower girls in taking a stance against sexual violence.

During FY2016, 148 middle school female-identified students were educated using the *Voz* curriculum at 4 schools in Bernalillo and Tarrant counties. Sites included Truman Middle School, La Promesa Early Learning Center, Wilson Middle School, and Mountainair Middle School. The *Voz* curriculum is composed of five sessions delivered every day for one week, where possible.

141 students completed the pre-test during the first session, a post-test at the end of the final session, and a follow-up post-test one month after the final session. These students comprise the “sample”.

## Quantitative Results

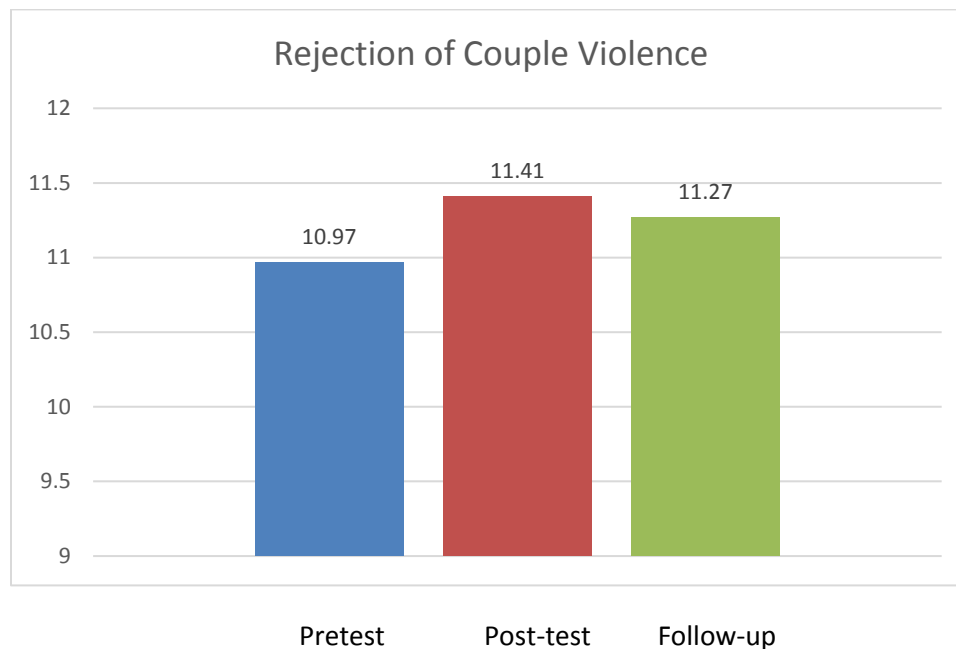
### Rejection of Couple Violence

A rejection of couple violence score was calculated by summing the responses to 3 questions, with a higher score indicating lower acceptance of couple violence. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 10.97.

The mean score for participants in the sample at post-test was 11.41.

The mean score for participants in the sample at follow-up was 11.27.



A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test (M=10.97, SD=1.38) and post-test (M=11.41, SD=1.15);  $t(147) = -4.38, p=000$ . These results suggest that participation in the *Voz* program is associated with an increase in rejection of couple violence.



A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=10.99$ ,  $SD=1.36$ ) and follow-up ( $M=11.27$ ,  $SD=1.08$ );  $t(151) = -2.94$ ,  $p=0.004$ . These results suggest that participation in the *Voz* program is associated with an increase in rejection of couple violence, and that this effect is still seen one month after the program is complete.

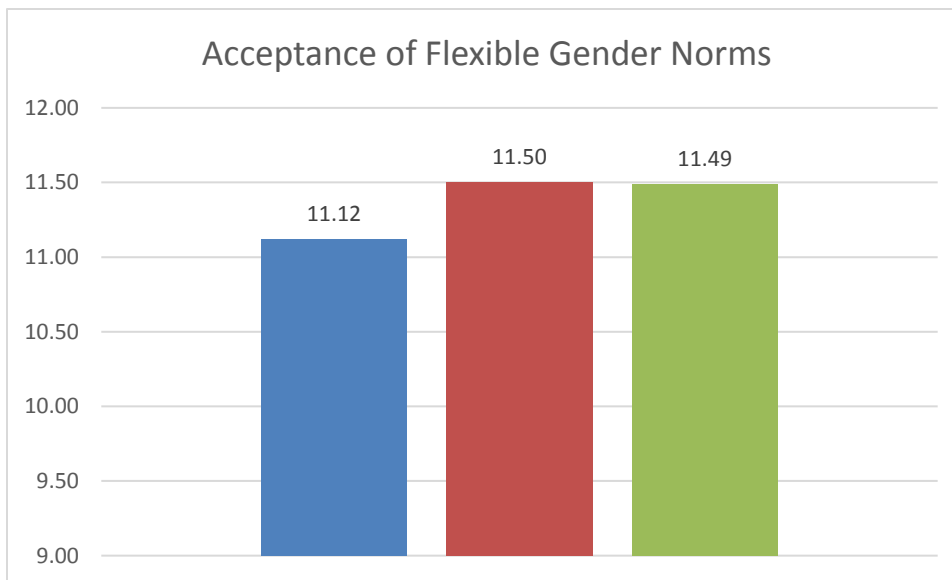
### Acceptance of Flexible Gender Norms

An acceptance of flexible gender norms score was calculated by summing the responses to 3 questions, with a higher score indicating lower acceptance of flexible gender norms. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 11.12.

The mean score for participants in the sample at post-test was 11.50.

The mean score for participants in the sample at follow-up was 11.49.



A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=11.12$ ,  $SD=1.31$ ) and post-test ( $M=11.50$ ,  $SD=1.05$ );  $t(145) = -3.49$ ,  $p=.001$ . These results suggest that participation in the *Voz* program is associated with an increase in acceptance of flexible gender norms.

A paired-sample t-test was conducted to compare the adherence to rigid gender norms scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=11.13$ ,  $SD=1.30$ ) and follow-up ( $M=11.49$ ,  $SD=.96$ );  $t(151) = -3.55$ ,  $p=.001$ . These results suggest that

participation in the *Voz* program is associated with an increase in acceptance of flexible gender norms, and that this effect is still seen one month after the program is complete.

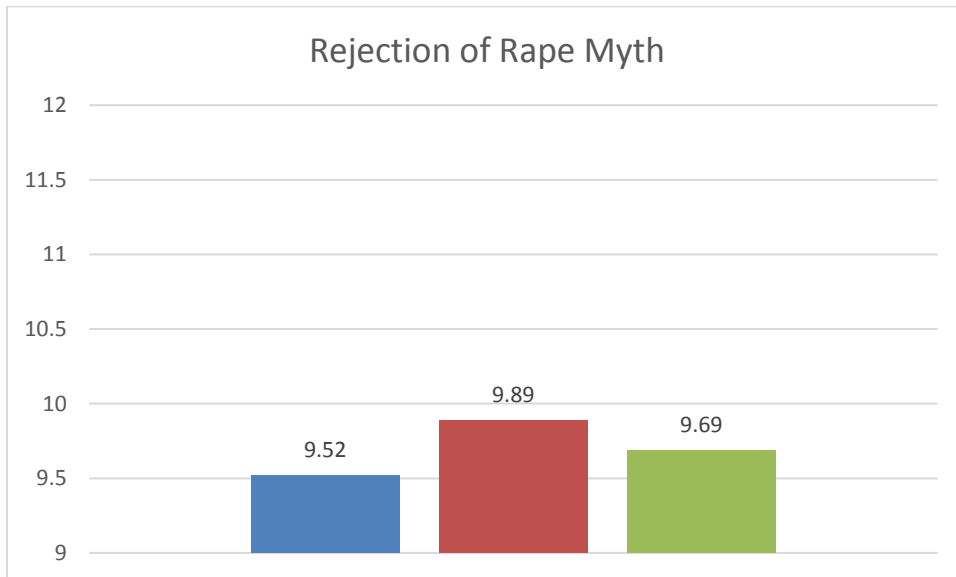
### Rejection of Rape Myth

A rejection of rape myth score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of rape myth. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 9.52.

The mean score for participants in the sample at post-test was 9.89.

The mean score for participants in the sample at follow-up was 9.69.



A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to post-test. There was a difference in the scores for students at pre-test ( $M=9.52$ ,  $SD=1.92$ ) and post-test ( $M=9.89$ ,  $SD=2.22$ );  $t(137) = -1.93$ ,  $p=.056$  that approached, but did not reach significance. These results suggest that participation in the *Voz* program is not associated with a significant increase in rejection of rape myth.

A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to one-month follow-up. There was no significant difference in the scores for students at pre-test ( $M=9.47$ ,  $SD=1.97$ ) and follow-up ( $M=9.69$ ,  $SD=2.03$ );  $t(142) = -1.32$ ,  $p=.190$ . These results suggest that participation in the *Voz* program is not associated with a significant long-term increase in rejection of rape myth.

## **Bystander Intent**

77% of students “totally agreed!” and 17% “sort of agreed” with the statement “After participating in this program, I am more likely to speak up if I see someone sexually harassing another person.”

## **Bystander Behavior**

Bystander behavior data were collected for two cohorts, for a total of 25 students. There is insufficient data for repeat measures analysis of bystander behaviors. However, it is notable that at pre-test, these students reported having seen 18 incidents of sexual harassment or violence in the past 3 months; at post-test, they reported having seen 20 incidents; and at follow-up, 28 incidents.

## **Qualitative Results**

### **Challenges and Successes of Implementation**

Program coordinators reported that school staff were supportive, and in many cases, they benefitted from having regular contact with each school, delivering programming every year and in some cases every semester. Attendance was good for most sessions. Classes were sometimes than desired, and more time was needed for setup than was expected. Program coordinators expressed that sexual violence content was hard to discuss with 6<sup>th</sup> grade students.

### **Teacher Impressions of Program**

Eight of eight 8 teachers or site coordinators who hosted “*Proyecto de Voz*” reported that it was a very positive program for their students. Six of eight teachers reported that students talked about the program or content after it was over, and that all feedback was positive. Eight of eight teachers interviewed thought the content was appropriate for students, although one teacher stated that the evaluation needed to be simpler. None reported barriers to including it in their class schedule, but one teacher expressed that splitting the class by gender is challenging.

No teachers or site coordinators reported any changes in sexual harassment, though most indicated that they didn’t usually see such harassment in their classes. Three of eight teachers reported seeing slight declines in homophobic slurs after the program, and most reported that this wasn’t a problem in their school/classroom to begin with. Five of eight teachers reported witnessing pro-social bystander behavior from students after the program was over, such as a student saying, “that’s rude” or “stop that” when another student was being bullied or harassed.

### **Student Feedback from Participant Roundtable**

Students liked the use of videos; learning about their boundaries; receiving useful information and learning how to deal with real-life situations; learning to stand up for people being bullied; learning what consent is; and learning to stand up and support people who are different. A few students found detailed rape discussions uncomfortable and indicated that they would like more videos and activities,

especially group or partner activities. Participants responded that the content applied to things happening in their own lives, especially regarding bullying and harassment.

The most important lessons that participants reported learning were: how to stand up for themselves and others; how to respect their own boundaries; what rape is; what an abusive relationship looks like; how to solve problems; and what different gender terms mean. When asked if they would do anything differently as a result of the program, all participants said “yes”. Most indicated that they would stand up for other people more and be an active bystander.

## **Recommendations**

The *Projecto de Voz* program appears to be effective at changing norms around acceptance of couple violence and rigid gender norms. The program may benefit from increased discussion around rape myth; scores were lowest on this construct at pre-test and did not significantly change from pre-test to follow-up. The program was well-liked by participants, who appreciated the real-life scenarios and open discussions; it could benefit from more videos and group activities.

The lack of bystander intervention data is a weakness of this evaluation. Most students expressed that the program changed their likelihood to be an active bystander, but there is insufficient data to determine if this intent translates to behavior. It is notable that the students who completed the bystander measure reported an increase in sexual harassment and violence at each point measured. It is possible that the girls in this program had an increased awareness of what sexual harassment and violence are, and were better able to identify incidents as such. However, more data is needed to determine the cause of this increase.

**Appendix G. Evaluation of Rape Crisis Center of Central New Mexico's  
*Anti-Sexual Violence Training Institute (ASTVI)***

Evaluation of Rape Crisis Center of Central New Mexico's

Anti-Sexual Violence Training Institute (ASTVI)

Effects on Attitudes, Bystander Intervention, and School Climate

Prepared by Danielle Reed, MA

Office of Injury Prevention

Injury and Behavioral Epidemiology Bureau, Epidemiology and Response Division

New Mexico Department of Health

August 2016

## Executive Summary

Rape Crisis Center of Central New Mexico educated 340 high school students in Sandoval County, Bernalillo County, and Torrance County, NM, using the *ASTVI* Curriculum during state fiscal year 2016 (July 2015 – June 2016). Evaluation of the program included three components: changes in attitudes towards couple violence, gender norms, and rape myth; intent to intervene as a bystander; and impressions of the program and its impact on school climate by students and school staff.

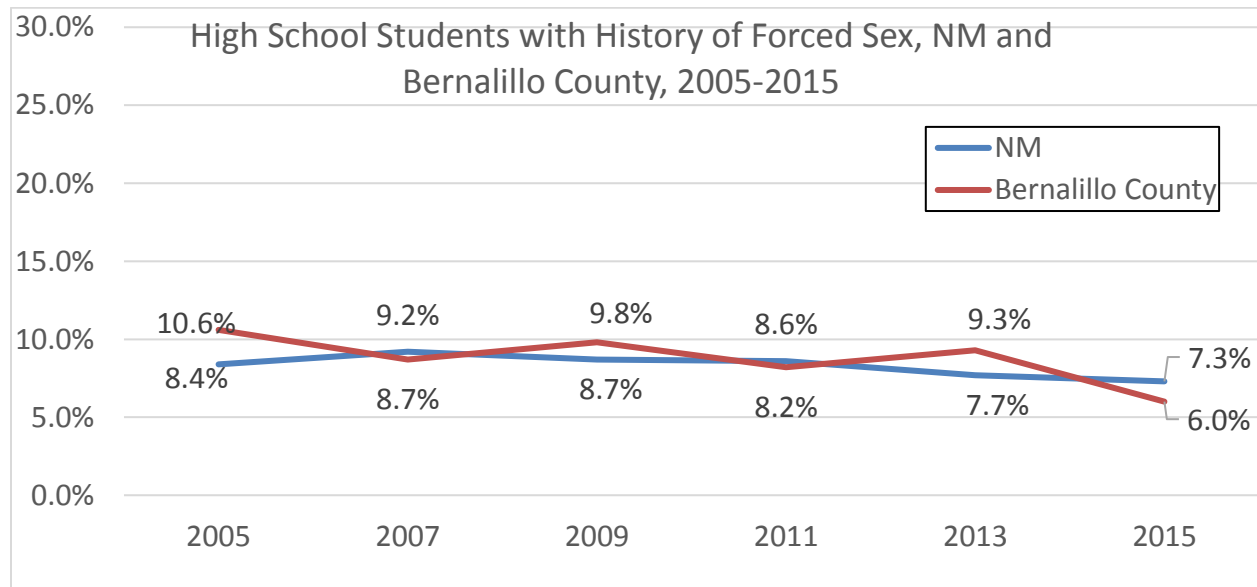
Attitudes towards violence were assessed using a nine-item scale that was based on existing validated measures and modified through a collaborative process with the New Mexico Department of Health evaluator and sexual violence prevention specialists throughout New Mexico. Intent to intervene as a bystander was assessed by a single question at follow-up. Surveys were administered at the beginning of the first session, at the end of the final session, and one month after the program was complete. Impressions of the program were assessed through post-program roundtable discussions with program participants and teachers.

Evaluation data indicate that participation in the *ASTVI* program is associated with a statistically significant increase in rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth, and that the effect on attitudes toward couple violence and rape myth are still seen one month after the program is complete.

Ninety-two percent of program participants reported increased intention to intervene as bystanders after completing the program. Students reported that they learned strategies for bystander intervention, guidelines around sober consent, warning signs of abusive relationships, and strategies for nonviolent communication. All teachers interviewed believed the program was a positive experience for their students. At one-month follow-up, more than half of teachers who hosted the program reported witnessing bystander behavior at their school.

## Background – Sexual and Intimate Partner Violence in Bernalillo, Torrance, and Sandoval Counties

In Bernalillo County in 2013, 9.3% of high school students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is similar to the 2013 NM average of 9.0%. Percentage of students reporting a history of forced sex appears to have remained steady between 2007 and 2013.



\*The decline in history of forced sex in Bernalillo County from 2013-2015 is significant at the  $p < .05$  level

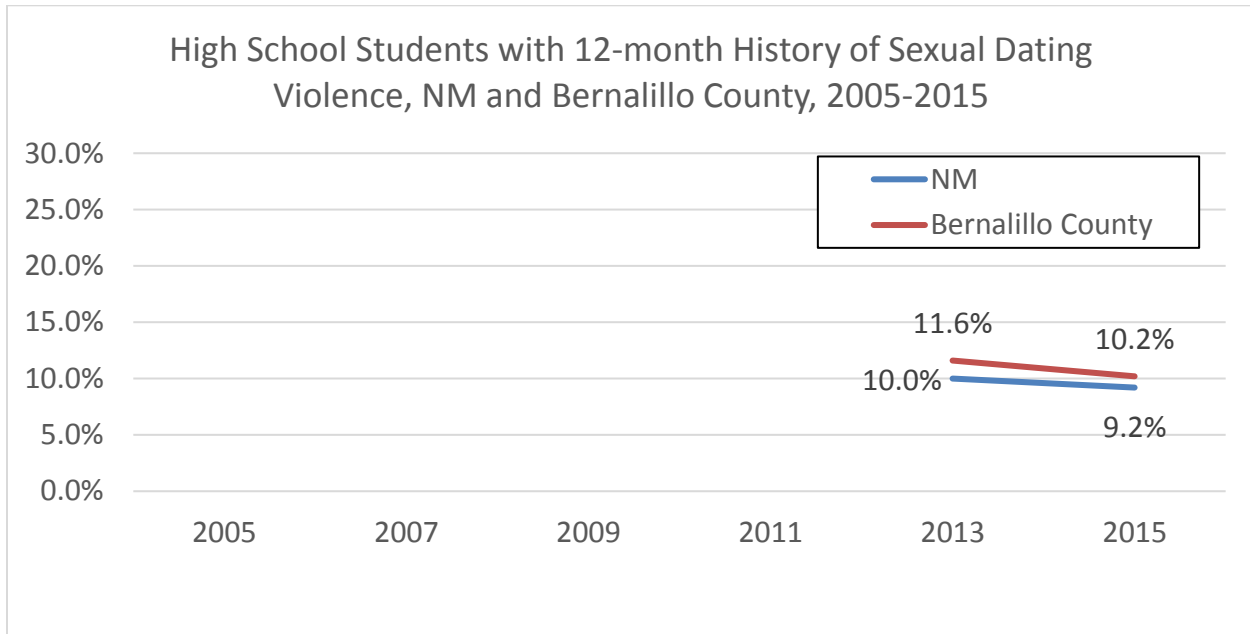
In Torrance County in 2013, 6.7% of students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is lower than the 2013 NM average of 9.0%.

In Sandoval County in 2013, 9.0% of students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is the same as the 2013 NM average.

In Bernalillo County; 11.1% of high school students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is higher than the 2013 NM average of 9.4%. Percentage of students reporting 12-month physical dating violence appears to have increased between 2007–2013.

In Torrance County, 7.7% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is lower than the 2013 NM average of 9.4%.

In Sandoval County, 12.3% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is higher than the 2013 NM average of 9.4%.



In Bernalillo County, 11.6% of high school students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is higher than the 2013 NM average of 10.0%. This question was first included in the YRRS in 2013; trend data is not available.

In Torrance County, 8.4% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is lower than the 2013 NM average of 10.0%.

In Sandoval County, 12.7% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is higher than the 2013 NM average of 10.0%.

**About ASVTI**

ASVTI, a mixed gender five-session sexual violence prevention education curriculum for youth ages 14-19, has been implemented in Bernalillo County since 2006. ASVTI is a primary prevention program that aims to increase awareness about sexual violence and teach skills to prevent sexual violence.



During the FY2016, the ASTVI program was completed 17 times with a total of 340 youth ages 14-19 years old across 4 sites. The sites included: Independence High School (Rio Rancho, Sandoval County), Mountainair High School (Mountainair, Torrance County), Valley High School (Albuquerque, Bernalillo County), and East Mountain High School (Sandia Park, Bernalillo County). The ASTVI curriculum is composed of five sessions delivered every day for one week, where possible.

333 students completed the pre-test during the first session, a post-test at the end of the final session, and a follow-up post-test one month after the final session. These students comprise the “sample”.

## Quantitative Results

Students completed a beliefs and attitudes assessment at the beginning of the first session (pre-test), at the end of the final session (post-test), and one month after the final session (follow-up). The attitudes assessment measured three constructs related to sexual violence perpetration: rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth. Please see the document “NMDOH Sexual Violence Prevention Evaluation Measures” for detailed information about the measures used.

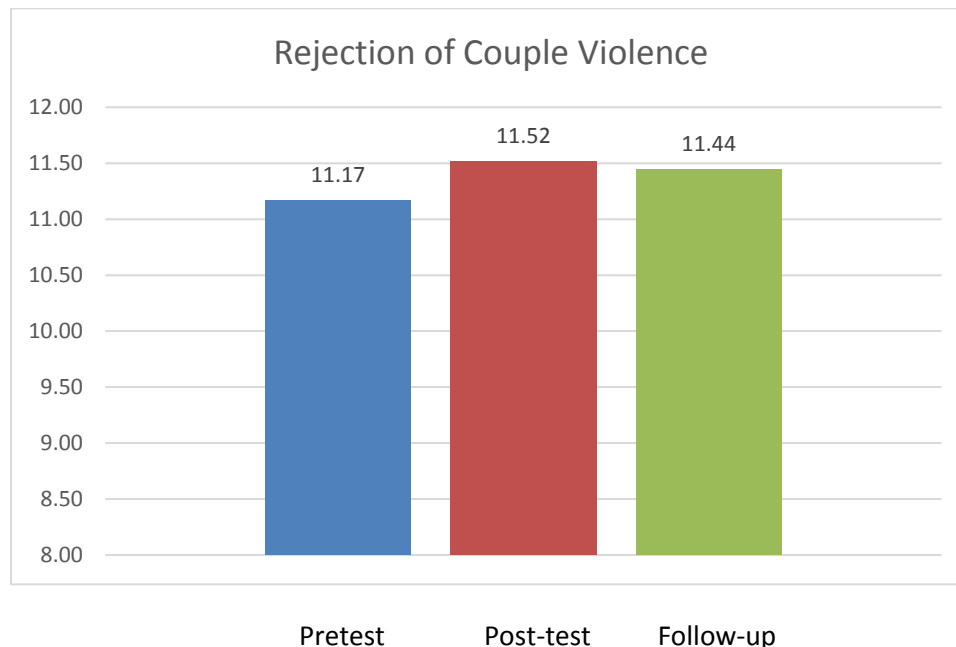
### Rejection of Couple Violence

A rejection of couple violence score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of couple violence. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 11.17.

The mean score for participants in the sample at post-test was 11.52.

The mean score for participants in the sample at follow-up was 11.44.



A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test (M=11.17, SD=1.18) and post-test (M=11.52, SD=0.05);  $t(331) = -5.56, p=000$ . These results suggest that participation in *ASTVI* is associated with an increase in rejection of couple violence.

A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test (M=11.20, SD=1.14) and follow-up (M=11.44, SD=1.02);  $t(331) = -3.61, p=000$ . These results suggest that participation in *ASTVI* is associated with an increase in rejection of couple violence, and that this effect is still seen one month after the program is complete.

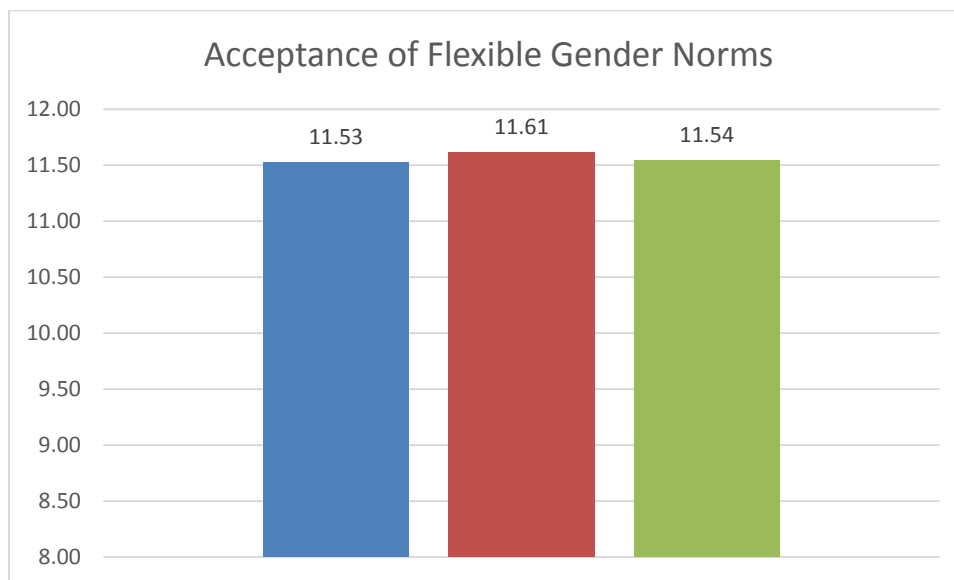
### **Acceptance of Flexible Gender Norms**

An acceptance of flexible gender norms score was calculated by summing the responses to 3 questions, with a higher score indicating lower adherence to rigid gender norms. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 11.53.

The mean score for participants in the sample at post-test was 11.61.

The mean score for participants in the sample at follow-up was 11.54.



A paired-sample t-test was conducted to compare the adherence to rigid gender norms scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test (M=11.53,

SD=1.00) and post-test (M=11.61, SD=.92);  $t(327) = -2.09, p=.038$ . These results suggest that participation in *ASTVI* is associated with an increase in acceptance of flexible gender norms.

A paired-sample t-test was conducted to compare the adherence to rigid gender norms scores from pre-test to one-month follow-up. There was not a significant difference in the scores for students at pre-test (M=11.55, SD=.99) and follow-up (M=11.54, SD=.99);  $t(332) = .11, p=.913$ . These results suggest that participation in *ASTVI* is not associated with a long-term increase in acceptance of flexible gender norms; however, it should be noted that the scores were very high at pre-test (11.53 on a scale of 12.0).

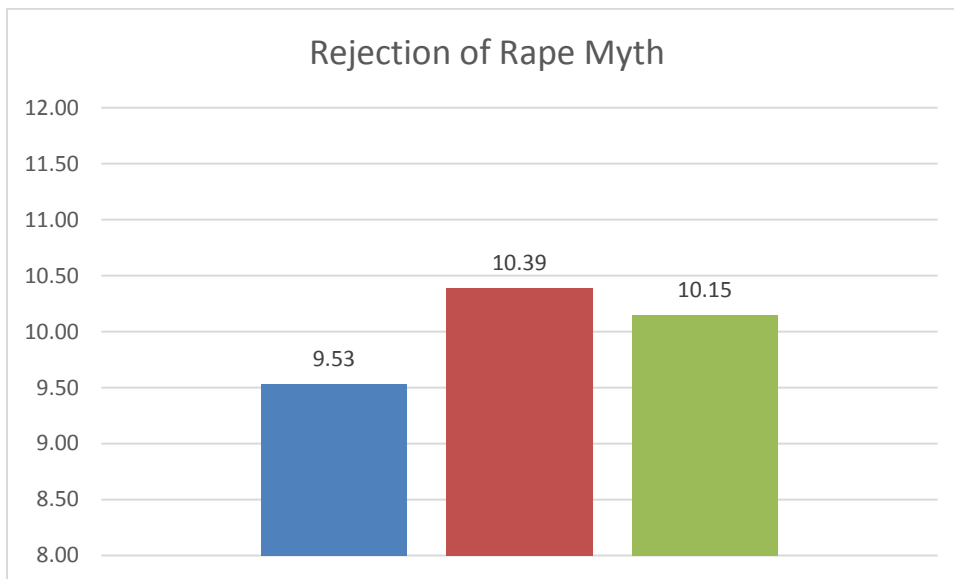
### Rejection of Rape Myth

A rejection of rape myth score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of rape myth. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 9.53.

The mean score for participants in the sample at post-test was 10.39.

The mean score for participants in the sample at follow-up was 10.15.



A paired-sample t-test was conducted to compare the acceptance of rape myth scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test (M=9.53, SD=2.27) and post-test (M=10.39, SD=1.90);  $t(324) = -7.11, p=.000$ . These results suggest that participation in *ASTVI* is associated with an increase in rejection of rape myth.

A paired-sample t-test was conducted to compare the acceptance of rape myth scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=9.67$ ,  $SD=2.18$ ) and follow-up ( $M=10.15$ ,  $SD=2.11$ );  $t(321) = -3.66$ ,  $p=.000$ . These results suggest that participation in *ASTVI* is associated with an increase in rejection of rape myth, and that this effect is still seen one month after the program is complete.

### **Bystander Intent**

76% of students “totally agreed!” and 16% “sort of agreed” with the statement “After participating in this program, I am more likely to speak up if I see someone sexually harassing another person.”

### **Bystander Behavior**

Sufficient bystander behavior data was not collected during this program to conduct analysis.

### **Qualitative Results**

#### **Teacher Impressions of Program**

All teachers interviewed expressed that the program was positive and appropriate for their students. About half of the teachers reported noticing a decrease in sexual harassment and/or homophobic bullying one month after the program concluded.

#### **Student Feedback from Participant Roundtable**

Students appreciated that the presenters were up-front and did not “sugarcoat” the information. Many students liked the videos. They also reported that they liked learning about various genders and sexualities, learning how to be an active bystander, examining how sexual violence is portrayed in the media, and identifying relationship violence. Students requested more activities, more videos, and more time for the program. Some students thought the program was boring, particularly when there were slides with too much text. Almost all students who participated in the roundtable reported that the topics covered applied to things happening in their lives, although several commented that it would have been helpful and more appropriate to receive this education in middle school. Many students commented that the curriculum around teen dating violence applied to their lives, as well as LGBTQ issues. When asked about the most important thing they learned, nearly all groups of students mentioned strategies to be an active bystander, age of consent and ability to consent regarding drugs and alcohol, and signs of an abusive relationship. Students clearly indicated that they would act differently as a result of participating in the program. They reported that they would stand up for others, try to “talk it out” when a conflict arises, get consent before sexual activity, and work to understand other peoples’ feelings.

#### **Challenges and Successes of Implementation**

Several sites had the school social worker present for the whole curriculum. This was helpful, especially in terms of disclosures. At one school for high-risk teens, a student was triggered by the pre-test. The

groups all shared valuable information during the participant roundtable. Sudden schedule changes were a challenge in a few sites.

### **Recommendations**

*ASTVI* appears to be effective in changing students' attitudes towards couple violence and acceptance of rape myth. It appears that acceptance of flexible gender norms is already high at these sites; curriculum could emphasize that component less than other components. The lack of bystander data is a weakness of this evaluation, particularly because students mentioned that they learned valuable strategies and were motivated to be active bystanders. Where possible, site coordinators should make an effort to collect bystander behavior data.

## **Appendix H. Evaluation of Sexual Assault Services of Northwest New Mexico's *Safe Dates* Program**

Evaluation of Sexual Assault Services of Northwest New Mexico's *Safe Dates* Program

Effects on Attitudes, School Climate, and Bystander Intention

Prepared by Danielle Reed, MA

Office of Injury Prevention

Injury and Behavioral Epidemiology Bureau, Epidemiology and Response Division

New Mexico Department of Health

August 2016

## Executive Summary

Sexual Assault Services of Northwest New Mexico (SASNWNM) educated 654 middle-school students in San Juan County, NM, using a modified *Safe Dates* curriculum during state fiscal year 2016 (July 2015 – June 2016). Evaluation of the program included three components: changes in attitudes towards couple violence, gender norms, and rape myth; intent to intervene and actual bystander interventions; and impressions of the program and its impact on school climate by students and school staff.

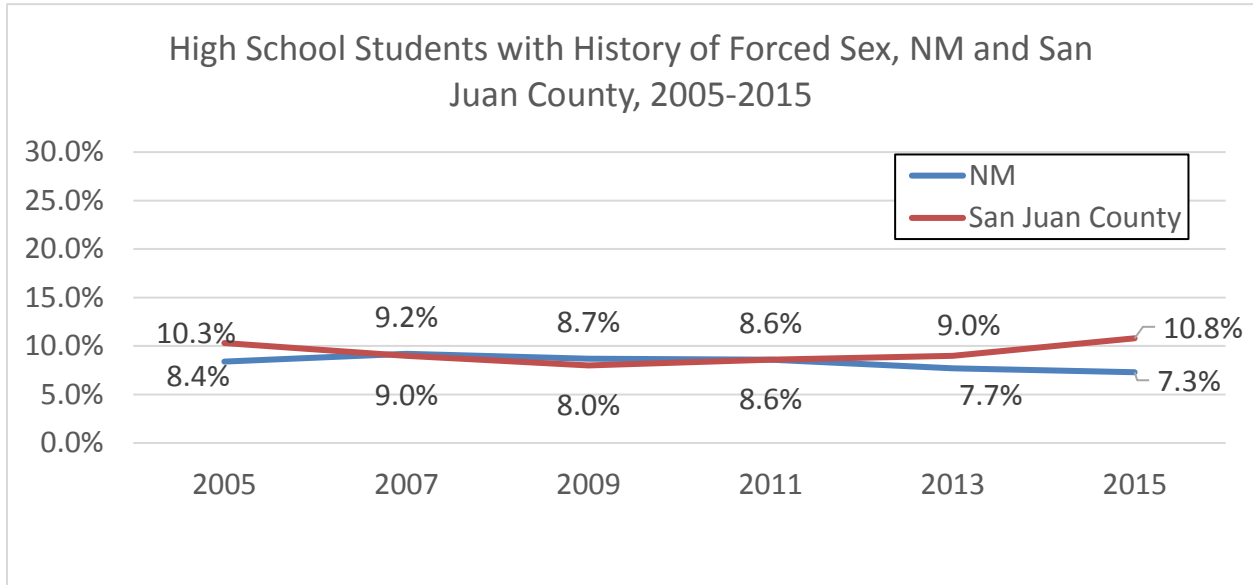
Attitudes towards violence were assessed using a nine-item scale that was based on existing validated measures and modified through a collaborative process with the New Mexico Department of Health evaluator and sexual violence prevention specialists throughout New Mexico. Surveys were administered at the beginning of the first session, at the end of the final session, and one month after the program was complete. Impressions of the program were assessed through post-program roundtable discussions with program participants and teachers.

Evaluation data indicate that participation in the *Safe Dates* program is associated with a statistically significant increase in rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth, and that in the case of rejection of couple violence and rejection of rape myth, this effect is still seen one month after the program is complete.

Eighty-nine percent of program participants reported increased intention to intervene as bystanders after completing the program. Students reported that they found the program important and relevant to their lives, that they learned how to recognize abusive relationships, and that they were motivated to intervene if they witnessed abusive behavior. All teachers at all sites believed the program was a positive and relevant experience for their students. At one-month follow-up, teachers reported seeing an increase in pro-social bystander behavior. Site coordinators indicated that the program was effective in increasing awareness of services available to students who had been sexually assaulted, as well as increasing awareness of resources available to LGBTQ students.

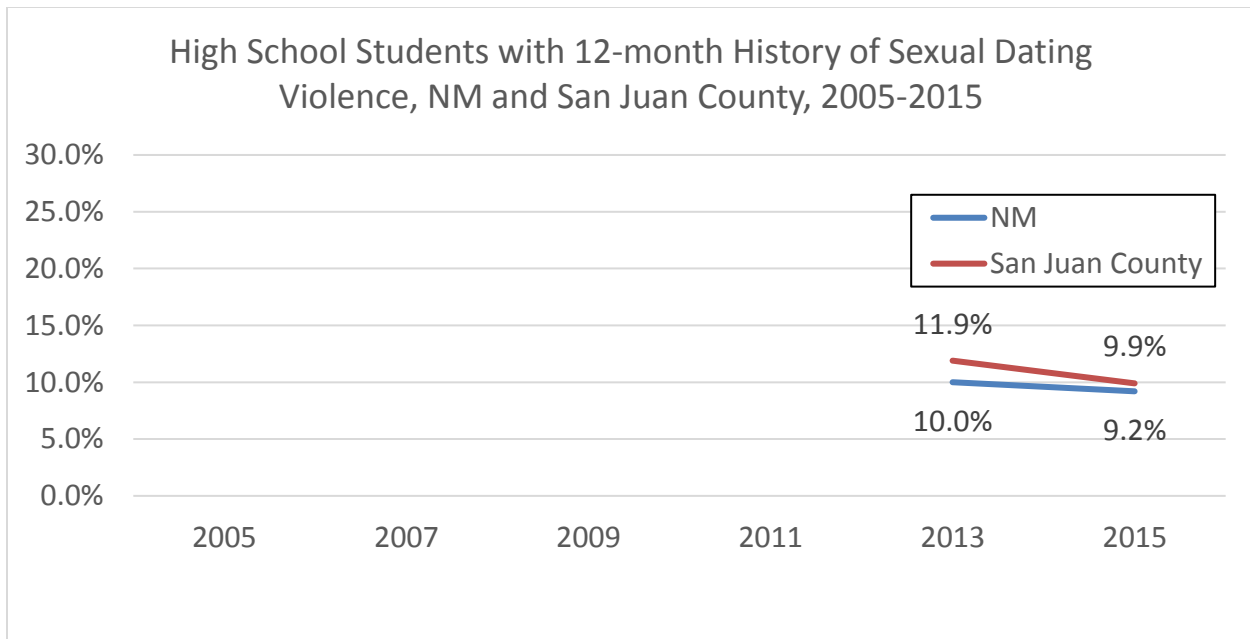
## Background – Sexual and Intimate Partner Violence in San Juan County

In San Juan County in 2013, 9.0% of high school students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is the same as the 2013 NM average of 9.0%. Percentage of students reporting a history of forced sex appears to have decreased slightly between 2007 and 2013.



In San Juan County, 7.5% of high school students surveyed in 2013 indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is lower than the 2013 NM average of 9.4%. Percentage of students reporting 12-month physical dating violence appears to have decreased between 2007–2013.





In San Juan County, 11.9% of high school students surveyed in 2013 indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is higher than the 2013 NM average of 10.0%. This question was first included in the YRRS in 2013; trend data is not available.

### **About the *Safe Dates* Program**

*Safe Dates* is an evidence-based primary prevention program that has been found to be effective in both preventing dating violence perpetration and in reducing perpetration among teens already using violence against dating partners. In a rigorous experimental design, adolescents participating in the program reported less acceptance of dating violence, stronger communication and anger management skills, less of a tendency to gender stereotype, and a greater awareness of community services for dating abuse.

In the long-term, researchers studying the efficacy of *Safe Dates* found that students who participated in the program reported 56 to 92 percent less physical, serious physical, and sexual dating violence victimization and perpetration than teens who did not participate in *Safe Dates*.

During FY2016, 654 high-school students in San Juan County were educated using the *Safe Dates* curriculum at 5 different schools. Sites included Farmington High School, Piedra Vista High School, Shiprock High School, Navajo Prep, and Vista Nueva High School. The original *Safe Dates* curriculum is composed of nine 50-minute sessions. Due to time constraints, SASNWNM frequently administers two sessions per day, for a total of 55 minutes of instruction per day, on four consecutive days.

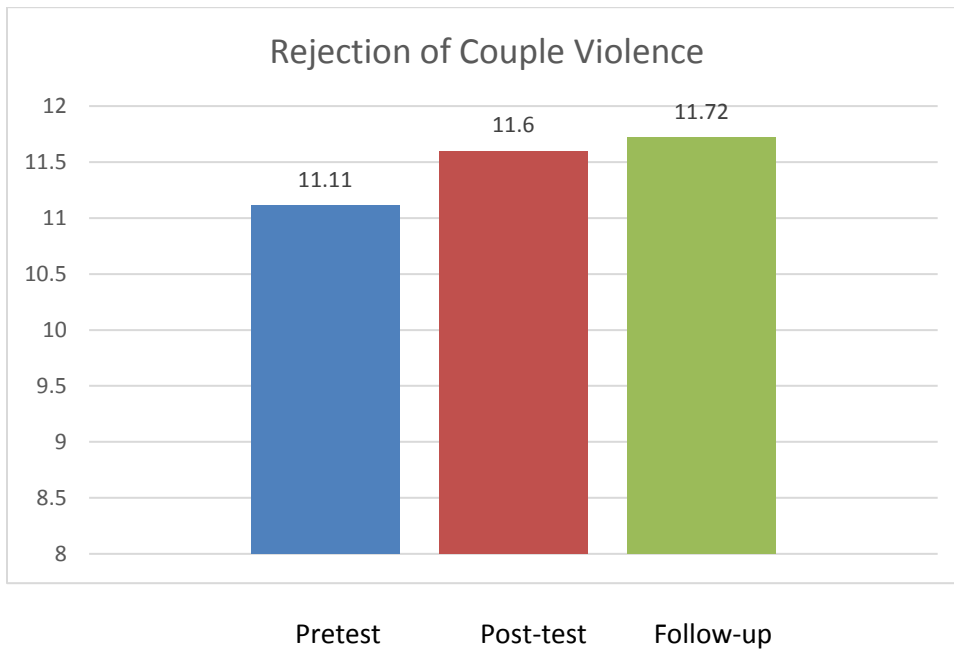
587 students completed the pre-test during the first session, a post-test at the end of the final session, and/or a follow-up post-test one month after the final session. These students comprise the “sample”.

## Quantitative Results

Students completed a beliefs and attitudes assessment at the beginning of the first session (pre-test), at the end of the final session (post-test), and one month after the final session (follow-up). The attitudes assessment measured three constructs related to sexual violence perpetration: rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth. Please see the document “NMDOH Sexual Violence Prevention Evaluation Measures” for detailed information about the measures used.

### Rejection of Couple Violence

A rejection of couple violence score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of couple violence. Possible scores ranged from 3 to 12.



The mean score for all participants in the sample at pre-test was 11.11.

The mean score for participants in the sample at post-test was 11.60.

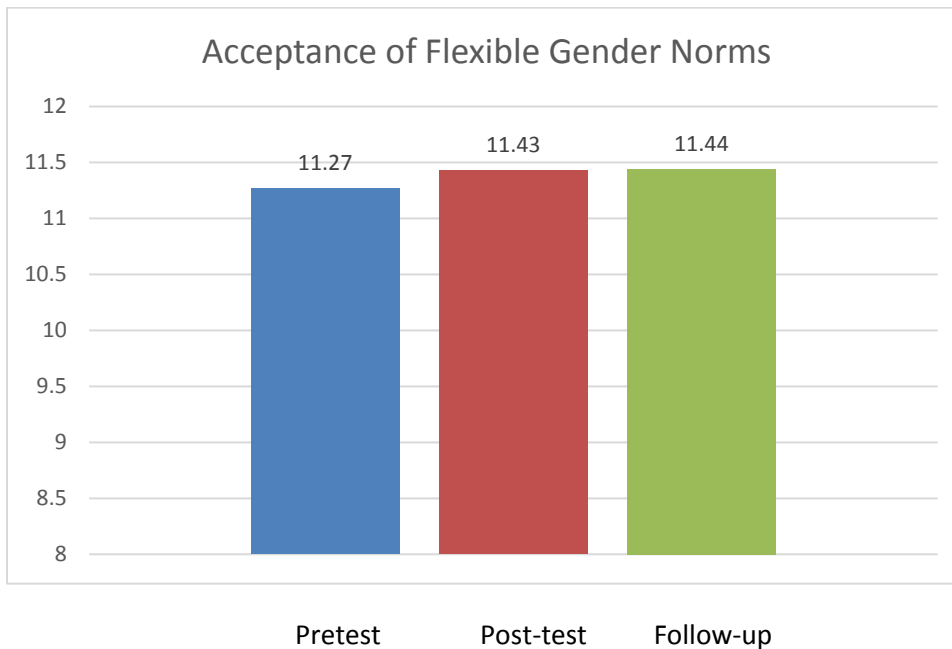
The mean score for participants in the sample at follow-up was 11.72.

A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=11.11$ ,  $SD=1.40$ ) and post-test ( $M=11.60$ ,  $SD=1.01$ );  $t(427) = -9.02$ ,  $p=.000$ . These results suggest that participation in the Safe Dates program is associated with an increase in rejection of couple violence.

A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=11.31$ ,  $SD=1.11$ ) and follow-up ( $M=11.72$ ,  $SD=1.04$ );  $t(71) = -3.57$ ,  $p=.001$ . These results suggest that participation in the Safe Dates program is associated with an increase in rejection of couple violence, and that this effect is still seen one month after the program is complete.

### Acceptance of Flexible Gender Norms

An acceptance of flexible gender norms score was calculated by summing the responses to 3 questions, with a higher score indicating higher acceptance of flexible gender norms. Possible scores ranged from 3 to 12.



The mean score for all participants in the sample at pre-test was 11.27.

The mean score for participants in the sample at post-test was 11.43.

The mean score for participants in the sample at follow-up was 11.44.

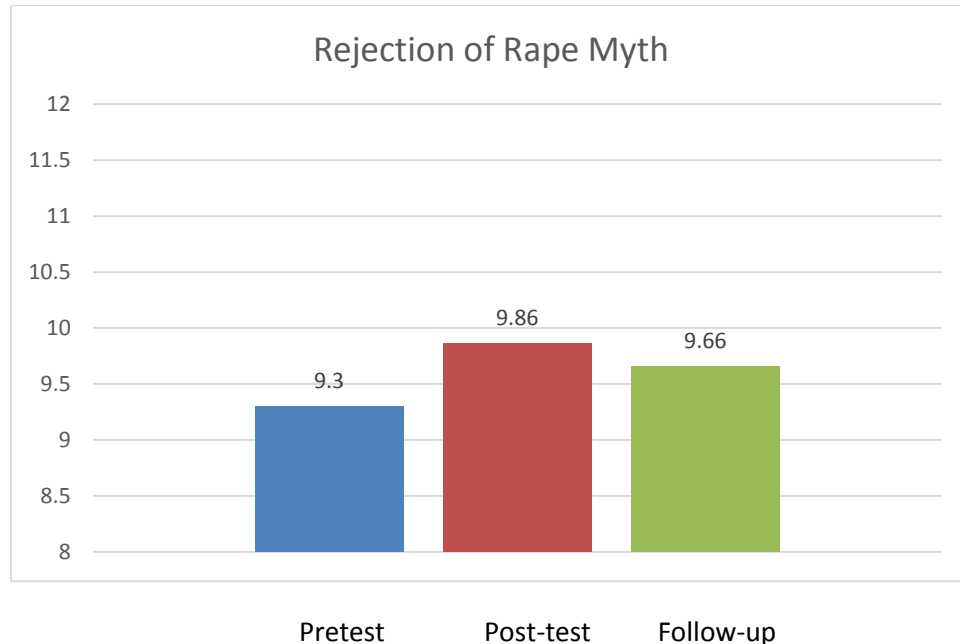
A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=11.27$ ,  $SD=1.20$ ) and post-test ( $M=11.43$ ,  $SD=1.03$ );  $t(415) = -3.46$ ,  $p=.001$ . These results suggest that participation in the Safe Dates program is associated with an acceptance of flexible gender norms.

A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to one-month follow-up. The difference in the scores for students at pre-test ( $M=11.22$ ,  $SD=1.18$ ) and follow-up ( $M=11.44$ ,  $SD=1.06$ );  $t(69) = -1.40$ ,  $p=.167$  approached, but did not reach,

significance. These results suggest that participation in the Safe Dates program may not be associated with a long-term increase in acceptance of flexible gender norms. It should be noted that the sample size at post-test was small (N=70), and that scores were quite high at pre-test, leaving little room for improvement (ceiling effect).

### Rejection of Rape Myth

A rejection of rape myth score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of rape myth. Possible scores ranged from 3 to 12.



The mean score for all participants in the sample at pre-test was 9.30.

The mean score for participants in the sample at post-test was 9.86.

The mean score for participants in the sample at follow-up was 9.66.

A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test (M=9.30, SD=2.13) and post-test (M=9.86, SD=2.17);  $t(413) = -5.66$ ,  $p = .000$ . These results suggest that participation in the Safe Dates program is associated with an increase in rejection of rape myth.

A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test (M=9.07, SD=2.29) and follow-up (M=9.66, SD=2.41);  $t(69) = -2.11$ ,  $p = .038$ . These results suggest that participation in the Safe Dates program is associated with an increase in rejection of rape myth, and that this effect is still seen one month after the program is complete.

## **Bystander Intent**

Seventy-three percent of students “totally agreed!” and 16% “sort of agreed” with the statement “After participating in this program, I am more likely to speak up if I see someone sexually harassing another person.”

## **Teacher Impressions of Program**

All six teachers who returned feedback forms reported that Safe Dates was a positive program for their students, and that the content was appropriate. None of the teachers reported witnessing any changes in sexual harassment. One teacher reported a decrease in homophobic or gender-based bullying. Four out of six teachers reported witnessing a student stepping up to stop harassment or bullying.

## **Student Feedback from Participant Roundtable**

Students liked that the content was blunt and the information was “straight up.” They liked the inclusion of videos and personal stories in the sessions. Ideas for modification included more videos, more updated information, more LGBTQ content, and more of a “guy perspective.” They also recommended more group conversations and role play. For the most part, students reported that the content was relevant to things happening in their lives, and that the most important thing they learned was how to identify red flags of an abusive relationship and how to stand up for others. When asked if they would do anything differently as a result of the program, students said that they would be more aware of their surroundings, look for red flags in their own and others’ relationships, and step in or stand up for others who are experiencing sexual violence. Students asked for more information about scenarios like pornography and social media.

## **Challenges and Successes of Implementation**

Coordinators reported that the Safe Date manual as it is written is difficult to work from because some information on media, gender, and stereotypes is outdated. They add information about gender stereotyping and LGBTQ relationships. One coordinator said, “If I were to go straight from the book, they’d probably laugh at me.”

Many students disclosed sexual assault or came out as LGBTQ during the program. This was both a challenge and a success, as these students could be referred for resources and support. At one site (Navajo Prep), students expressed interest in becoming peer leaders and educating other Native American youth about relationship violence. One gay student wanted to help other kids who were coming out.

Coordinators felt that participant roundtables were very successful. It is possible that this site had greater success with the roundtables than other sites because they dedicated a significant portion of the last session to evaluation and discussion.

One coordinator shared that the program increased awareness, reporting that “a lot of the kids didn’t know that we even existed, so we were able to give them a lot of information that they had questions

about, give them resources they didn't know about, we had some LGBTQ kids that got resources they didn't know about, that made them really happy. We had some trans kids and it was good for them to hear that difference is good."

### **Recommendations**

This abbreviated version of *Safe Dates*, with the addition of gender stereotyping and LGBTQ-specific content by SASNWNM, appears to be effective in changing knowledge, attitudes, and beliefs that are risk factors for sexual violence perpetration. There is support for the program in the community among teachers and students. The prevention staff's flexibility and adaptability in modifying the program according to student feedback appears to be a strength of this program. Coordinators should continue to collect robust roundtable data from participants and use those data for continual program improvement.

The sample size for follow-up data was small (N=70); more effort should be made to collect follow-up data at each site. Students reported a greater understanding of abusive dating relationship behavior; the evaluation would be strengthened by the addition of a more detailed dating violence assessment. Because such a high percentage of students reported an intention to intervene as bystanders, the evaluation would be further strengthened by a measure that assessed actual bystander behavior.

**Appendix I. Evaluation of Solace Crisis Treatment Center's *Partners Against Sexual Assault (PASA)* Program**

Evaluation of Solace Crisis Treatment Center's *Partners Against Sexual Assault (PASA)* Program

Effects on Attitudes, School Climate, and Bystander Intervention

Prepared by Danielle Reed, MA

Office of Injury Prevention

Injury and Behavioral Epidemiology Bureau, Epidemiology and Response Division

New Mexico Department of Health

August 2016

## Executive Summary

Solace Crisis Treatment Center, in partnership with Planned Parenthood and IMPACT Personal Safety, educated 1901 high-school students in Santa Fe County, NM, during state fiscal year 2016 (July 2015 – June 2016). Evaluation of the program included three components: changes in attitudes towards couple violence, gender norms, and rape myth; intent to intervene and actual bystander interventions; and impressions of the program and its impact on school climate by students and school staff.

Attitudes towards violence were assessed using a nine-item scale that was based on existing validated measures and modified through a collaborative process with the New Mexico Department of Health evaluator and sexual violence prevention specialists throughout New Mexico. Surveys were administered at the beginning of the first session, at the end of the final session, and one month after the program was complete. Impressions of the program were assessed through post-program roundtable discussions with program participants and teachers.

Evaluation data indicate that participation in the *PASA* program is associated with a statistically significant increase in rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth, and that these effects are still seen one month after the program is complete.

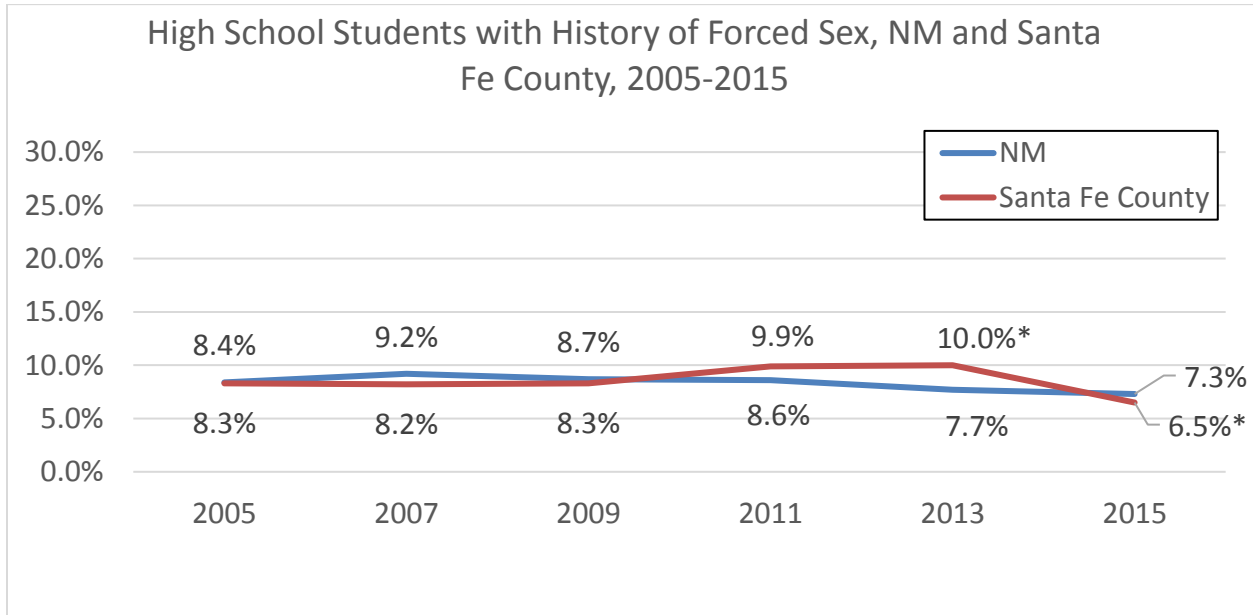
Eighty-nine percent of program participants reported increased intention to intervene as bystanders after completing the program. Students reported that they found the program relevant to their lives, that they learned how to respect gender diversity and view media with a critical lens, and that consent is verbal, continuous, and enthusiastic. Students thought that as a result of the program they would speak up for others, think differently about media messages, and work on healthy relationships.

Programming was much smoother in sites that had a supportive teacher or staff member. Some schools may benefit from staff training before program implementation.



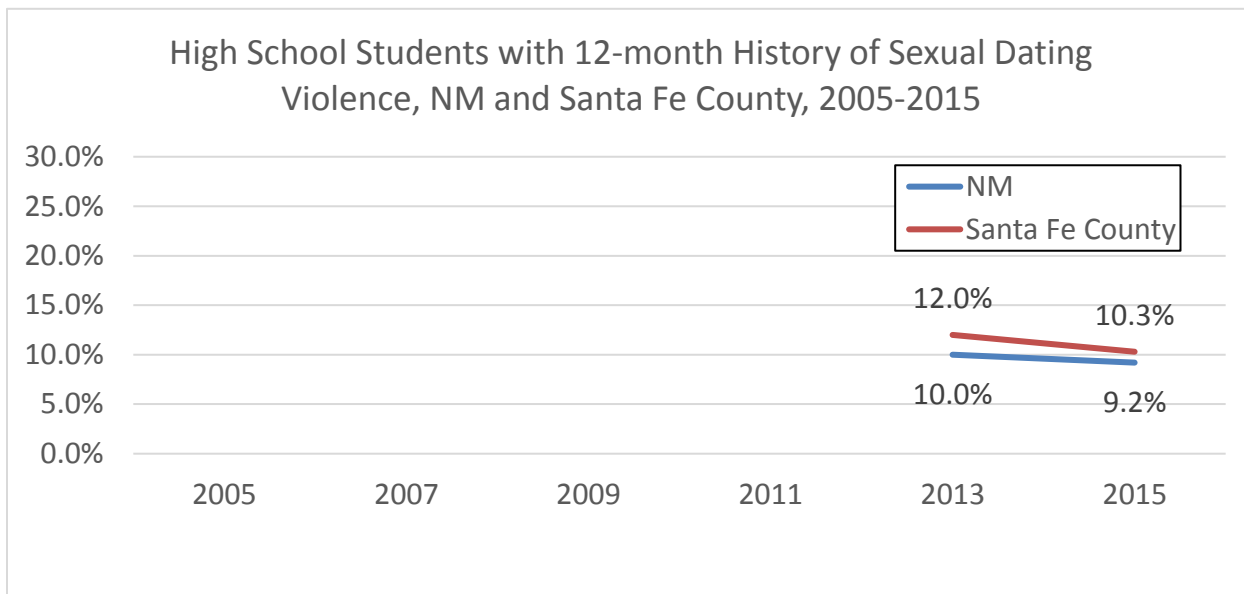
## Background – Sexual and Intimate Partner Violence among Youth in Santa Fe County

In Santa Fe County in 2013, 10.0% of high school students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is slightly higher than the 2013 NM average of 9.0%. Percentage of students reporting a history of forced sex appears to have increased between 2007 and 2013.



\*The decline in history of forced sex in Santa Fe County from 2013-2015 is significant at the  $p < .05$  level.

In Santa Fe County, 10.5% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is slightly higher than the 2013 NM average of 9.4%. Percentage of students reporting 12-month physical dating violence appears to have increased between 2007 and 2013.



In Santa Fe County, 12.0% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is slightly higher than the 2013 NM average of 10.0%. This question was first included in the YRRS in 2013; trend data is not available.

#### **About the *PASA* Program**

Through a long-standing partnership with the Santa Fe Public Schools (SFPS), Solace collaborates with IMPACT NM and Planned Parenthood for “sexual health week” for all 7<sup>th</sup> and 8<sup>th</sup> grade students in SFPS. The curricula are designed to build on each other while giving students 3 different agencies/individuals with whom they can make a connection. Partners recognize that their individual identities may not be accessible to every student, and creating multiple opportunities for students to identify with the presenter increases ability to affect school climate change.

Through media literacy, role play, games, and small/large group discussion, this curriculum invites students to unpack myths about rape and consent, examine how hyper masculinity is shaped and the ways in which it contributes to sexual violence, identify strategies for bystander intervention, and use media literacy skills to de-construct messages that promote sexual violence and the denigration of women.

During FY2016, 1901 middle-school students were educated using the *PASA* curriculum at 15 schools in Santa Fe County. Sites included Public, Charter, Magnet, Private, and Boarding schools. The *PASA* curriculum is one of five sessions delivered during one week (sexual health week). 566 students completed the pre-test during the first session, a post-test at the end of the final session, and/or a

follow-up post-test one month after the final session. These students comprise the “sample”.

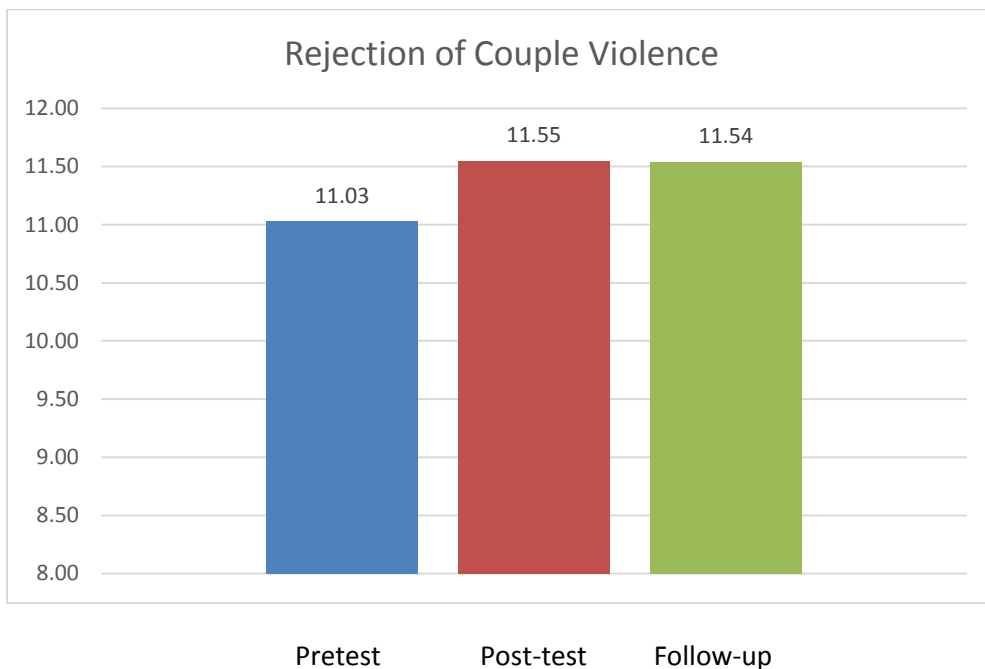
### Rejection of Couple Violence

A rejection of couple violence score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of couple violence. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 11.03.

The mean score for participants in the sample at post-test was 11.55.

The mean score for participants in the sample at follow-up was 11.54.



A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=11.03$ ,  $SD=1.34$ ) and post-test ( $M=11.55$ ,  $SD=.89$ );  $t(530) = -10.49$ ,  $p=.000$ . These results suggest that participation in the PASA program is associated with an increase in rejection of couple violence.

A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=11.01$ ,  $SD=1.38$ ) and follow-up ( $M=11.54$ ,  $SD=.96$ );  $t(524) = -8.07$ ,  $p=.000$ . These results suggest that participation in the PASA program is associated with an increase in rejection of couple violence, and that this effect is still seen one month after the program is complete.

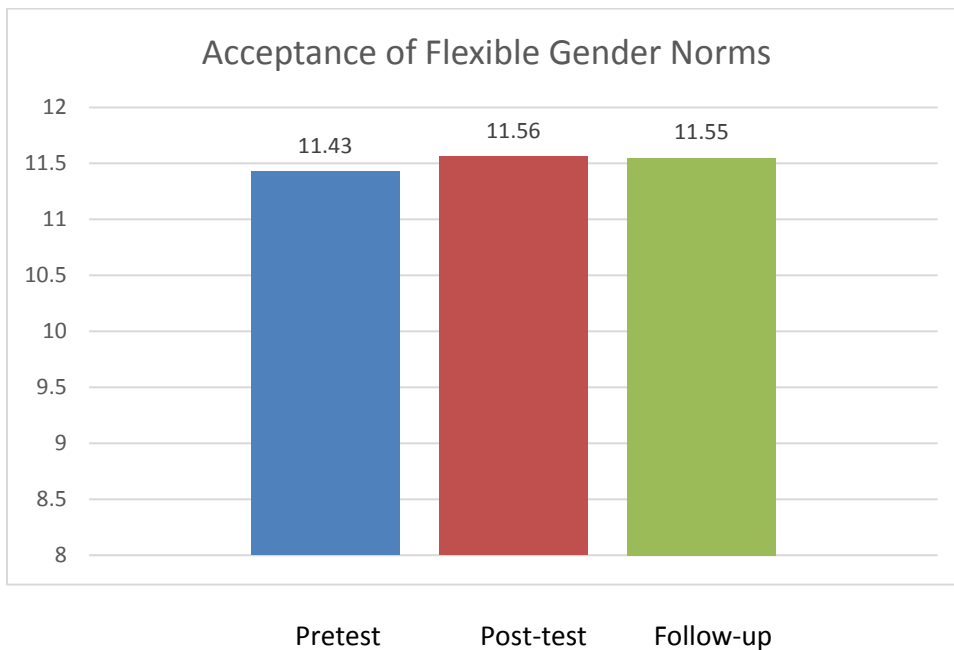
### Acceptance of Flexible Gender Norms

An acceptance of flexible gender norms score was calculated by summing the responses to 3 questions, with a higher score indicating higher acceptance of flexible rigid gender norms. Possible scores ranged from three to 12.

The mean score for all participants in the sample at pre-test was 11.43.

The mean score for participants in the sample at post-test was 11.56.

The mean score for participants in the sample at follow-up was 11.55.



A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=11.43$ ,  $SD=1.22$ ) and post-test ( $M=11.56$ ,  $SD=.92$ ),  $t(530) = -3.06$ ,  $p=.002$ . These results suggest that participation in the PASA program is associated with an increase in acceptance of flexible gender norms, and that this effect is still seen one month after the program is complete.

A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=11.39$ ,  $SD=1.30$ ) and follow-up ( $M=11.56$ ,  $SD=.97$ );  $t(524) = -.05$ ,  $p=.007$ . These results suggest that participation in the PASA program is associated with an increase in acceptance of flexible gender norms, and that this effect is still seen one month after the program is complete.

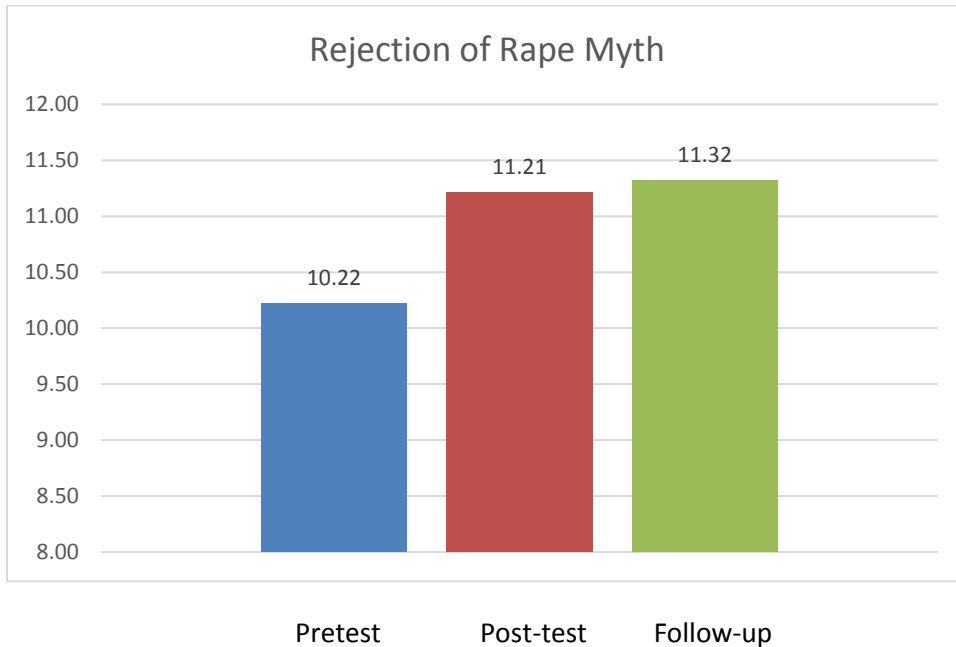
## Rejection of Rape Myth

A rejection of rape myth score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of rape myth. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 10.22.

The mean score for participants in the sample at post-test was 11.21.

The mean score for participants in the sample at follow-up was 11.32.



A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=10.22$ ,  $SD=2.03$ ) and post-test ( $M=11.22$ ,  $SD=1.23$ );  $t(521) = -13.18$ ,  $p=.000$ . These results suggest that participation in the *PASA* program is associated with a decrease in acceptance of rape myth.

A paired-sample t-test was conducted to compare the acceptance of rape myth scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=10.20$ ,  $SD=2.07$ ) and follow-up ( $M=11.32$ ,  $SD=1.21$ );  $t(518) = -12.48$ ,  $p=.000$ . These results suggest that participation in the *PASA* program is associated with a decrease in acceptance of rape myth, and that this effect is still seen one month after the program is complete.

## **Bystander Intent**

75% of students “totally agreed!” and 14% “sort of agreed” with the statement “After participating in this program, I am more likely to speak up if I see someone sexually harassing another person.”

## **Bystander Behavior**

Bystander data was not collected during this program.

## **Teacher Impressions of Program**

All six teachers or nurses who were interviewed reported that PASA was a positive program for their students, and that the content was appropriate. Several teachers reported that students talked with them after the program, although they asked questions about STIs and condoms, which was covered by Planned Parenthood. Two teachers reported that parents contacted them ahead of time with potential concerns about the content, but did not contact them afterward. Two out of six teachers reported witnessing students intervene to stop homophobic bullying at one-month follow-up. None of the teachers reporting seeing a change in sexual harassment or bystander intervention for bullying. Suggestions included having a counselor in the room for the program, more time, and content specifically about transgender students.

## **Student Feedback from Participant Roundtable**

Students reported that they enjoyed the stories, that they liked the facilitator, and that they liked the pieces about media literacy and gender boxes. Students in several classes expressed that the content made them uncomfortable, and having the teacher in the room made it more uncomfortable. One student said “It is kind of weird to do this. I don’t like talking about it, really.” \*lots of nods of agreement\* Many students expressed that they would like more time for the program and that the content applied to things going on in their lives. When asked about the most important thing they learned, students mentioned learning about gender boxes and how people don’t fit into them, that consent is verbal, continuous, and enthusiastic, and about media literacy. Students thought that as a result of the program they would speak up for others, think differently about media messages, and work on healthy relationships.

## **Challenges and Successes of Implementation**

Programming ran much more smoothly at sites with engaged and supportive teachers. Some sites were difficult in terms of school culture. In some schools, students made racist and homophobic comments, while in others, students seemed afraid to talk or had to raise their hands, which made them shut down. Many students had received programming from Solace in the past, and were excited to share what they already knew. Time was an issue. There was not much time for the participant roundtable and students were rushing out.

## **Recommendations**

The *PASA* program appears to be effective in making positive and lasting changes in knowledge and attitudes about couple violence, gender norms, and rape myth. The relatively large changes in rape myth acceptance are particularly notable. This is one of the only programs in which student's report feeling uncomfortable about the rape-related content; however, the education appears to be effective. Students may feel more comfortable if the teacher leaves during this session. It is clear that the students benefit from multi-year prevention education from Solace, as scores at pre-test are already high and several students recited things they had learned from past Solace programming. Programming was much smoother in sites that had a supportive teacher or staff member. Some schools may benefit from staff training before program implementation. This work has already begun in some sites around LGBTQ issues; at this site, staff were mostly engaged and supportive.

Students reported high likelihood to intervene as bystanders, but actual bystander behavior data was not collected. The program would benefit from the inclusion of this measure during evaluation. Student feedback was limited due to time constraints. Where possible, facilitators may benefit from returning to the site for a participant roundtable discussion.

# **Appendix J. Evaluation of Solace Crisis Treatment Center's *No Más!* Program**

Evaluation of Solace Crisis Treatment Center's *No Más!* Program

Effects on Attitudes, School Climate, and Bystander Intervention

Prepared by Danielle Reed, MA

Office of Injury Prevention

Injury and Behavioral Epidemiology Bureau, Epidemiology and Response Division

New Mexico Department of Health

August 2016



## Executive Summary

Solace Crisis Treatment Center educated 214 middle-and high-school immigrant students in Santa Fe County, NM, during state fiscal year 2016 (July 2015 – June 2016). Evaluation of the program included three components: changes in attitudes towards couple violence, gender norms, and rape myth; intent to intervene and actual bystander interventions; and impressions of the program and its impact on school climate by students and school staff.

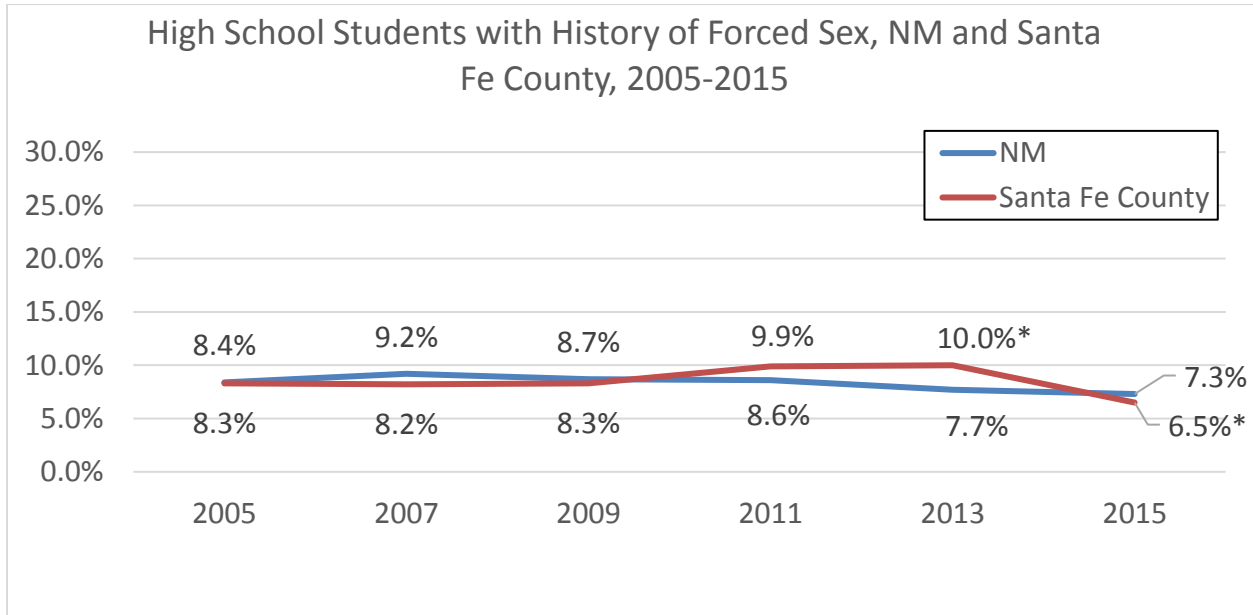
Attitudes towards violence were assessed using a 9-item scale that was based on existing validated measures and modified through a collaborative process with the New Mexico Department of Health evaluator and sexual violence prevention specialists throughout New Mexico. Surveys were administered at the beginning of the first session, at the end of the final session, and one month after the program was complete. Impressions of the program were assessed through post-program roundtable discussions with program participants and teachers.

Evaluation data indicate that participation in the *No Más!* program is associated with a statistically significant increase in rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth, and that these effects are still seen one month after the program is complete.

Seventy-seven percent of program participants reported increased intention to intervene as bystanders after completing the program. Students reported that they found the program important and relevant to their lives, that they learned how to speak up for themselves and others experiencing sexual violence, and how to treat others with respect and avoid violence. There is support for the program in the community among teachers and students.

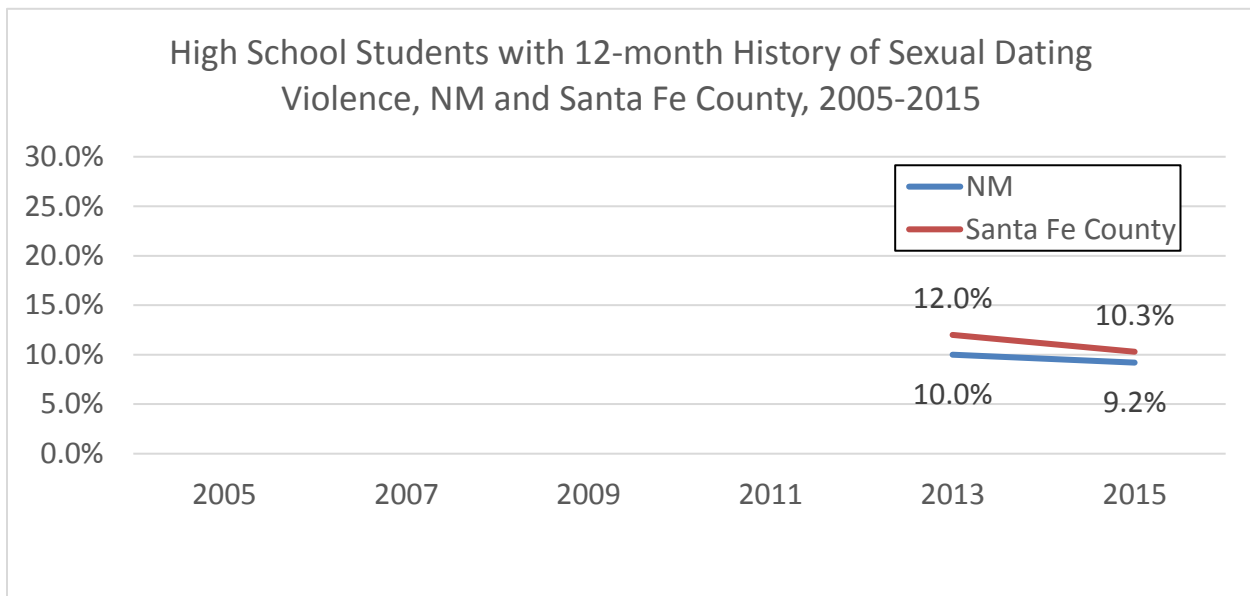
## Background – Sexual and Intimate Partner Violence among Youth in Santa Fe County

In Santa Fe County in 2013, 10.0% of high school students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is slightly higher than the 2013 NM average of 9.0%. Percentage of students reporting a history of forced sex appears to have increased between 2007 and 2013.



\*The decline in history of forced sex in Santa Fe County from 2013-2015 is significant at the  $p < .05$  level.

In Santa Fe County, 10.5% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is slightly higher than the 2013 NM average of 9.4%. Percentage of students reporting 12-month physical dating violence appears to have increased between 2007 and 2013.



In Santa Fe County, 12.0% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is slightly higher than the 2013 NM average of 10.0%. This question was first included in the YRRS in 2013; trend data is not available.

### **About the *No Más!* Program**

*No Más!* works with 6<sup>th</sup> to 12<sup>th</sup> grade Spanish-speaking immigrant students in Santa Fe Public Schools. Through role play, games, and small/large group discussion, this multi-session curriculum invites students to unpack myths about rape and consent, examine how hyper masculinity is shaped and the ways in which it contributes to sexual violence, identify strategies for bystander intervention, identify systems that create further marginalization for immigrant survivors of sexual assault, and increase student capacity to help those systems become more accessible.

Parallel sessions are conducted with immigrant parents at each school. This multi-session curriculum uses role play, games, and small/large group discussion. Parent participants unpack myths about rape and consent, examine how hyper masculinity is shaped and the ways in which it contributes to sexual violence, identify strategies for bystander intervention, increase understanding of the cycle of violence and historical trauma, identify systems that create further marginalization for immigrant survivors of sexual assault, and increase capacity to help those systems become more accessible for their communities.

During FY2016, 214 middle and high-school students were educated using the *No Más!* curriculum at 4 schools in Santa Fe County. Sites included Public, Charter, Magnet, Private, and Boarding schools. The *No Más!* curriculum is composed of three sessions delivered over the course of several weeks.

187 students completed the pre-test during the first session, a post-test at the end of the final session, and a follow-up post-test one month after the final session. These students comprise the “sample”.

### Quantitative Results

Students completed a beliefs and attitudes assessment at the beginning of the first session (pre-test), at the end of the final session (post-test), and one month after the final session (follow-up). The attitudes assessment measured three constructs related to sexual violence perpetration: rejection of couple violence, acceptance of flexible gender norms, and rejection of rape myth. Please see the document “NMDOH Sexual Violence Prevention Evaluation Measures” for detailed information about the measures used.

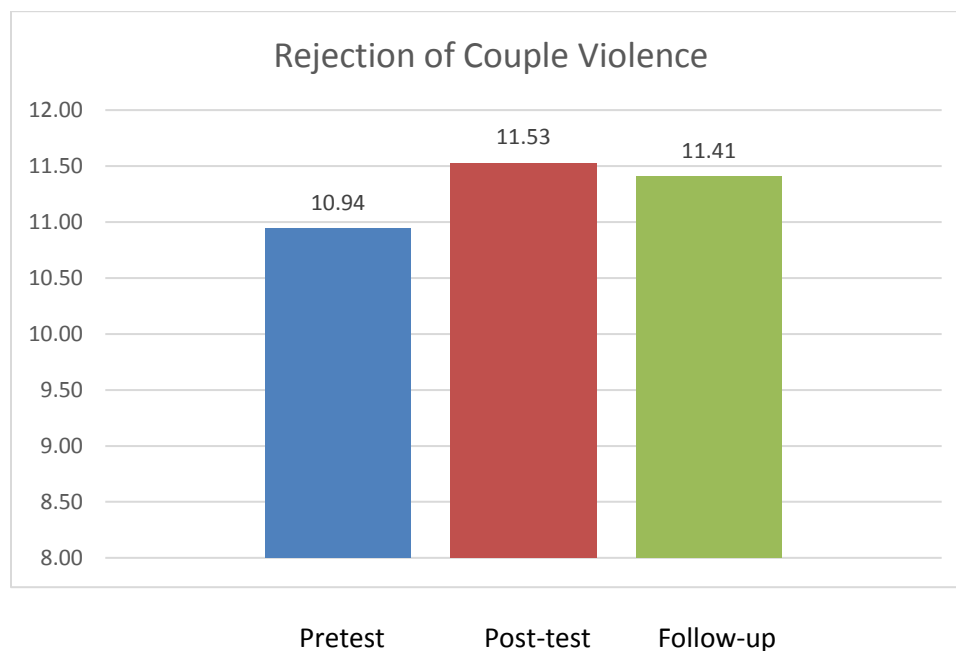
### Rejection of Couple Violence

A rejection of couple violence score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of couple violence. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 10.94.

The mean score for participants in the sample at post-test was 11.53.

The mean score for participants in the sample at follow-up was 11.41.



A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=10.96$ ,  $SD=1.27$ ) and post-test ( $M=11.59$ ,  $SD=.86$ );  $t(191) = -7.38$ ,  $p=000$ . These results suggest that participation in the *No Más!* program is associated with an increase in rejection of couple violence.

A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=10.94$ ,  $SD=1.29$ ) and follow-up ( $M=11.41$ ,  $SD=.99$ );  $t(186) = -4.80$ ,  $p=000$ . These results suggest that participation in the *No Más!* program is associated with an increase in rejection of couple violence, and that this effect is still seen one month after the program is complete.

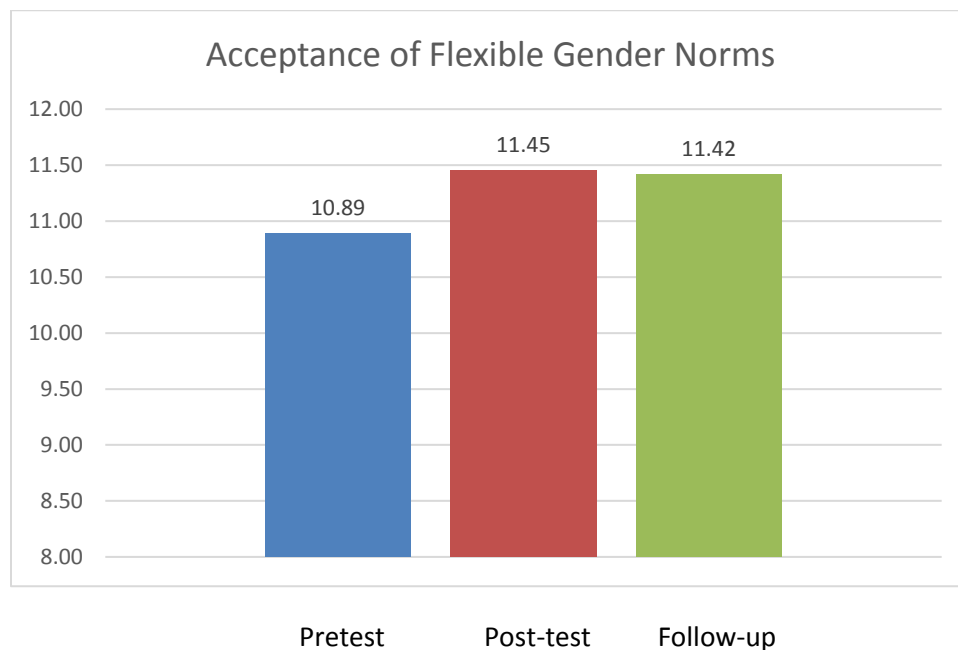
### Acceptance of Flexible Gender Norms

An acceptance of flexible gender norms score was calculated by summing the responses to 3 questions, with a higher score indicating higher acceptance of flexible gender norms. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 10.89.

The mean score for participants in the sample at post-test was 11.45.

The mean score for participants in the sample at follow-up was 11.42.



A paired-sample t-test was conducted to compare the adherence to rigid gender norms scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=10.89$ ,

SD=1.46) and post-test (M=11.45, SD=1.10);  $t(191) = -5.92, p=000$ . These results suggest that participation in the *No Más!* program is associated with a decrease in adherence to rigid gender norms.

A paired-sample t-test was conducted to compare the adherence to rigid gender norms scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test (M=10.91, SD=1.46) and follow-up (M=11.42, SD=1.11);  $t(185) = -4.46, p=000$ . These results suggest that participation in the *No Más!* program is associated with a decrease in adherence to rigid gender norms, and that this effect is still seen one month after the program is complete.

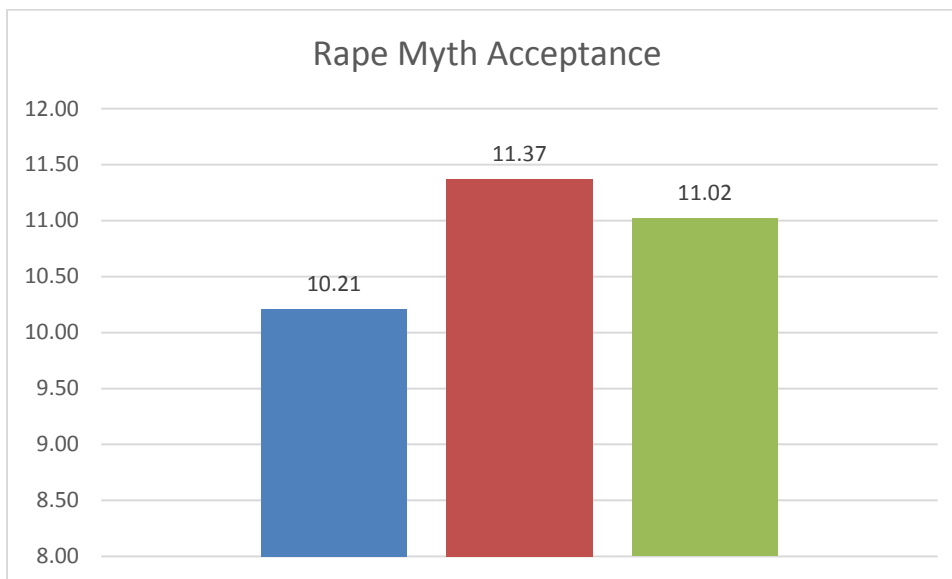
### Rejection of Rape Myth

A rejection of rape myth score was calculated by summing the responses to 3 questions, with a higher score indicating higher rejection of rape myth. Possible scores ranged from 3 to 12.

The mean score for all participants in the sample at pre-test was 10.21.

The mean score for participants in the sample at post-test was 11.37.

The mean score for participants in the sample at follow-up was 11.02.



A paired-sample t-test was conducted to compare the acceptance of rape myth scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test (M=10.21, SD=1.99) and post-test (M=11.37, SD=1.25);  $t(187) = -8.09, p=000$ . These results suggest that participation in the *No Más!* program is associated with a decrease in adherence to rigid gender norms.

A paired-sample t-test was conducted to compare the acceptance of rape myth scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test (M=10.20, SD=1.29) and follow-up (M=11.02, SD=.99);  $t(182) = -4.92, p=000$ . These results suggest that participation in the *No Más!* program is associated with a decrease in adherence to rigid gender norms, and that this effect is still seen one month after the program is complete.

## **Bystander Intent**

56% of students “totally agreed!” and 21% “sort of agreed” with the statement “After participating in this program, I am more likely to speak up if I see someone sexually harassing another person.”

## **Bystander Behavior**

Bystander behavior data was not collected during this program.

## **Teacher Impressions of Program**

All five teachers interviewed reported that they believed the program was positive for their students, and that the content was appropriate. None of the teachers indicated that students talked to them after the program. None of the teachers indicated that they had seen a change in sexual harassment, gender-based bullying, or bystander behavior at one-month follow-up.

## **Student Feedback from Participant Roundtable**

Students reported that they enjoyed the program and learning about all the issues, and that the program was relevant to things going on in their lives; the only suggestion for program improvement was to show more movies. When asked to identify the most important thing they learned, students named telling someone if they are abused; not abusing others; not discriminating; not remaining silent; being careful about posting to social media; not mistreating boyfriends and girlfriends; and respecting the decisions of others. When asked if they would do anything different as a result of the program, students reported that they now know more, and that they have more confidence to talk to others about their problems.

## **Challenges and Successes of Implementation**

The program facilitator reported that students were very engaged and active in the sessions and the roundtable discussions. There were no challenges or barriers to implementation. Some students had difficulty with LGBTQ content. Some students had difficulty with the evaluation instrument (which had been translated into Spanish) – the facilitator was able to explain the questions in a way that helped students understand. One teacher was triggered by the pre-test and was referred to services at Solace.

## **Recommendations**

*No Más!* appears to be effective in changing knowledge, attitudes, and beliefs that are risk factors for sexual violence perpetration. Changes in rape myth acceptance were more dramatic for this program than for any other prevention program in the state. There is support for the program in the community among teachers and students. Intention to intervene as a bystander was not as high in this program as in other prevention programs, and the teachers did not report any changes in school climate or bystander behavior. It is possible that the program could benefit from increased focus on skills for bystander intervention.

# **Appendix K. Evaluation of Solace Crisis Treatment Center's *PROPs* Program**

Evaluation of Solace Crisis Treatment Center's PROPs Program  
Effects on Attitudes, School Climate, and Bystander Intervention

Prepared by Danielle Reed, MA

Office of Injury Prevention

Injury and Behavioral Epidemiology Bureau, Epidemiology and Response Division

New Mexico Department of Health

September 2016



## Executive Summary

Solace Crisis Treatment Center educated 334 middle-and high-school students and 56 school staff members in Santa Fe County, NM, during state fiscal year 2016 (July 2015 – June 2016) as a part of the *People Resisting Oppression Project (PROPs)*. *PROPs* has three components: (1) a program for the general student population that revolves around the conceptualization of homophobia and transphobia as forms of sexual violence; (2) training for counselors, nurses, social workers, and selected teachers; and (3) education for LGBTQ youth that focuses on self-efficacy and knowledge around healthy sexuality and sexual violence, enthusiastic consent, and hyper-masculinity within a queer and trans context. Each component has been evaluated separately.

Evaluation of the first component of *PROPs* included assessment of changes in attitudes towards couple violence, gender norms, and rape myth; intent to intervene as bystanders; and impressions of the program and its impact on school climate by students and school staff.

Attitudes towards violence were assessed using a nine-item scale that was based on existing validated measures and modified through a collaborative process with the New Mexico Department of Health evaluator and sexual violence prevention specialists throughout New Mexico. Surveys were administered at the beginning of the first session, at the end of the final session, and one month after the program was complete. Impressions of the program were assessed through post-program roundtable discussions with program participants and teachers.

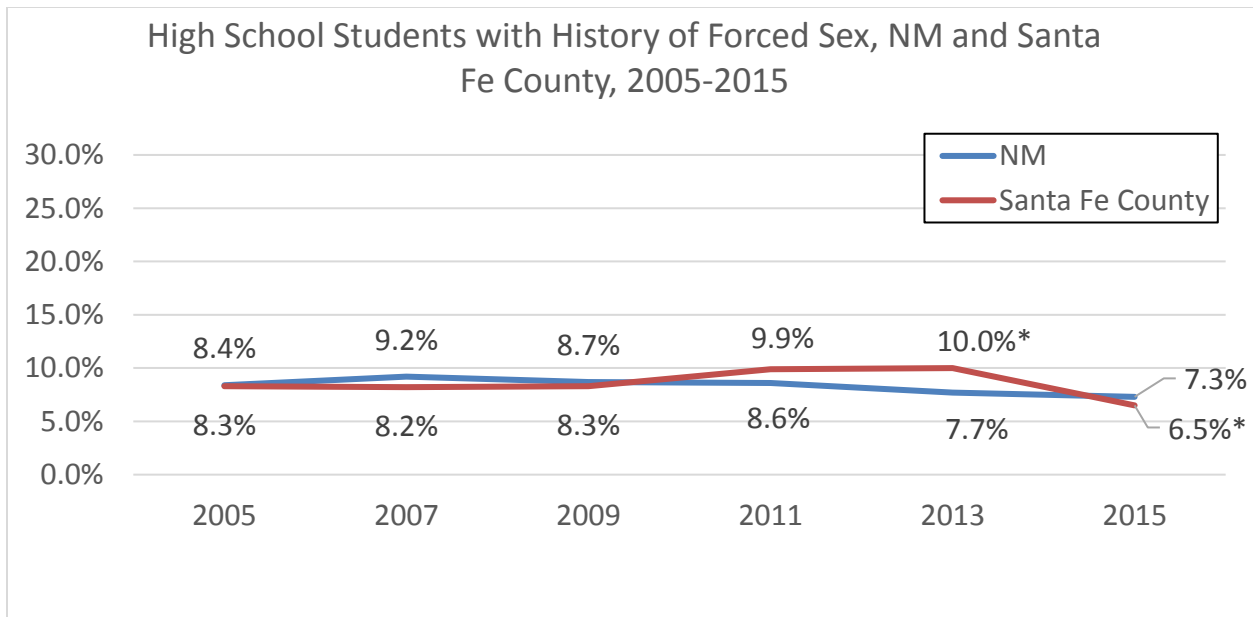
Evaluation data indicate that participation in component one of *PROPs* is associated with a statistically significant increase in rejection of couple violence and rejection of rape myth, and that these effects are still seen one month after the program is complete. Seventy-eight percent of program participants reported increased intention to intervene as bystanders after completing the program. Students reported that they liked talking about their identities, that they learned valuable lessons about consent, and that they learned that they don't have to be powerless in challenging racism and sexism.

Evaluation of the staff component of *PROPs* included assessing changes in bystander efficacy and collecting qualitative data around participants' experiences. Results suggest that participation in the *PROPs* program is associated with an increase in bystander efficacy among school wellness staff, and that this effect is still seen one month after the program is complete. Participants reported that role-playing bystander situations and learning "quick responses" was extremely valuable in their work.

Evaluation of the *PROPs* component specific to LGBTQ youth included assessing changes in positive identity and community connectedness, and qualitative data around participants' experiences. Survey data indicate that participation in the *PROPs* program increased students' sense of positive LGBTQ identity and increased their sense of connectedness to the larger LGBTQ community. Students enjoyed intersectional discussions of violence and reported that conversations around sexual violence and consent in a queer context were valuable and relevant.

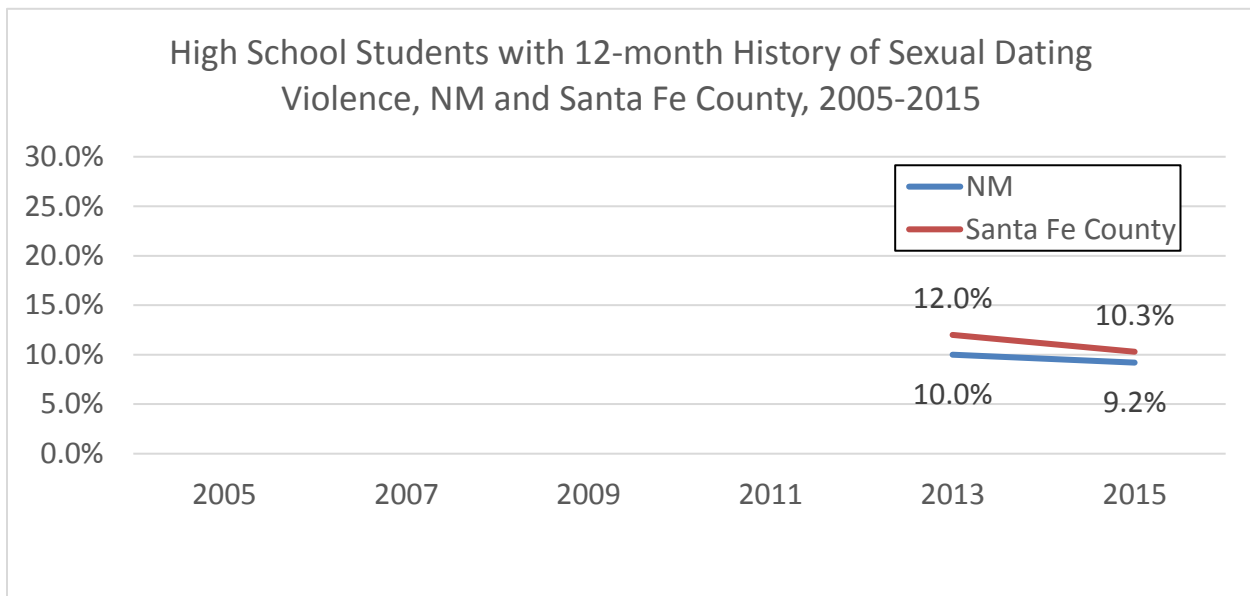
### Background – Sexual and Intimate Partner Violence among Youth in Santa Fe County

In Santa Fe County in 2013, 10.0% of high school students answered “yes” to the question, “Have you ever been physically forced to have sexual intercourse when you did not want to?” This is slightly higher than the 2013 NM average of 9.0%. Percentage of students reporting a history of forced sex appears to have increased between 2007 and 2013.



\*The decline in history of forced sex in Santa Fe County from 2013-2015 is significant at the  $p < .05$  level.

In Santa Fe County, 10.5% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with physically hurt you on purpose? (Count such things as being hit, slammed into something, or injured with an object or weapon.)” This is slightly higher than the 2013 NM average of 9.4%. Percentage of students reporting 12-month physical dating violence appears to have increased between 2007 and 2013.



In Santa Fe County, 12.0% of students surveyed indicated a number greater than zero when asked the question, “During the past 12 months, how many times did someone you were dating or going out with force you to do sexual things that you did not want to do? (Count such things as kissing, touching, or being physically forced to have sexual intercourse.)” This is slightly higher than the 2013 NM average of 10.0%. This question was first included in the YRRS in 2013; trend data is not available.

### **About the *PROPs* Program**

*People Resisting Oppression Project (PROPs)*, formerly known as project GLYPH, or Gay and Lesbian Youth Preventing Homophobia, is an anti-oppression/sexual assault prevention program for 7<sup>th</sup> through 12<sup>th</sup> grade students, school faculty, and LGBTIQ students that has been implemented in Santa Fe area schools since 1997. *PROPs* has three components: (1) a program for the general student population that revolves around the conceptualization of homophobia and transphobia as forms of sexual violence; (2) training for counselors, nurses, social workers, and selected teachers; and (3) education for LGBTQ youth that focuses on self-efficacy and knowledge around healthy sexuality and sexual violence, enthusiastic consent, and hyper-masculinity within a queer and trans context. Each component has been evaluated separately.

### ***PROPs* Component 1**

The first component of *PROPs* is a three- to four-session anti-oppression curriculum presented in Santa Fe area schools to students in 7<sup>th</sup> through 12<sup>th</sup> grade. *PROPs* lessons are based off key concepts of power, privilege, prejudice, and oppression, and how they interact with multiple identities. This curriculum revolves around the conceptualization of homophobia and transphobia as forms of sexual

violence, and in connection to the “-isms” and “-phobias”. Through media literacy, role play, games, and small/large group discussion, the *PROPs* curriculum challenges students to examine the roles that oppression plays in their own lives, increase their capacity as active bystanders, and discover ways to utilize the power/privilege/oppression framework to unpack power structures that contribute to increased perpetration of sexual violence in school environments.

Two hundred eighty-two middle and high-school students were educated using the *PROPs* curriculum at four schools in Santa Fe County during FY16. Sites included Public, Charter, Magnet, Private, and Boarding schools. One hundred twenty-nine students completed the pre-test during the first session, a post-test at the end of the final session, and/or a follow-up post-test one month after the final session. These students comprise the “sample”.

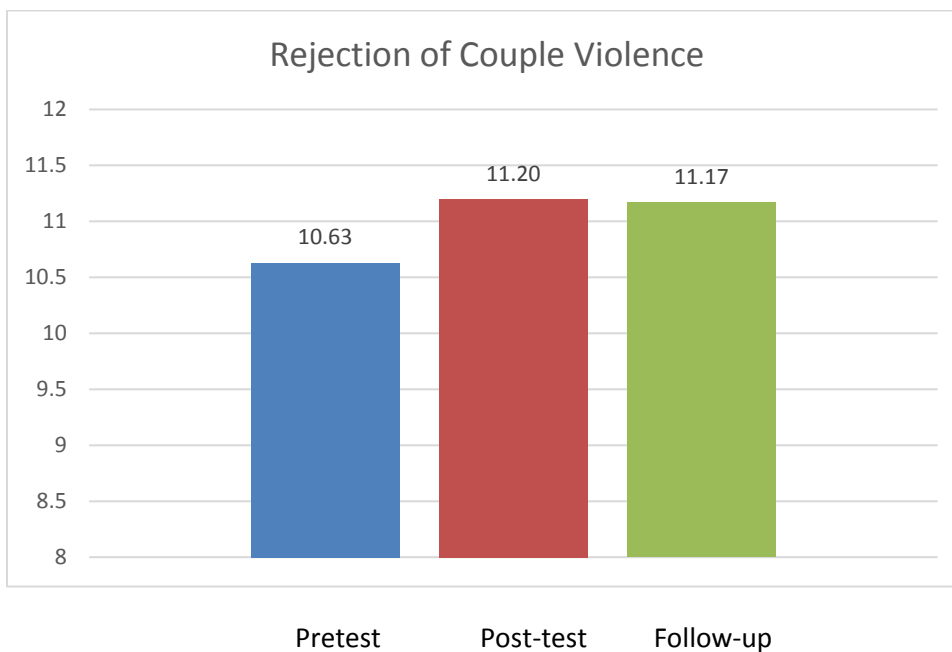
### Rejection of Couple Violence

A rejection of couple violence score was calculated by summing the responses to three questions, with a higher score indicating lower acceptance of couple violence. Possible scores ranged from three to 12.

The mean score for all participants in the sample at pre-test was 10.63.

The mean score for participants in the sample at post-test was 11.20.

The mean score for participants in the sample at follow-up was 11.17.



A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to post-test. There was a significant difference in the scores for students at pre-test ( $M=10.63$ ,  $SD=1.57$ )

and post-test ( $M=11.20$ ,  $SD=1.08$ );  $t(130) = -5.18$ ,  $p=.000$ . These results suggest that participation in the PROPs program is associated with an increase in rejection of couple violence.

A paired-sample t-test was conducted to compare the rejection of couple violence scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=10.63$ ,  $SD=1.57$ ) and follow-up ( $M=11.17$ ,  $SD=1.04$ );  $t(130) = -4.83$ ,  $p=000$ . These results suggest that participation in the PROPs program is associated with an increase in rejection of couple violence, and that this effect is still seen one month after the program is complete.

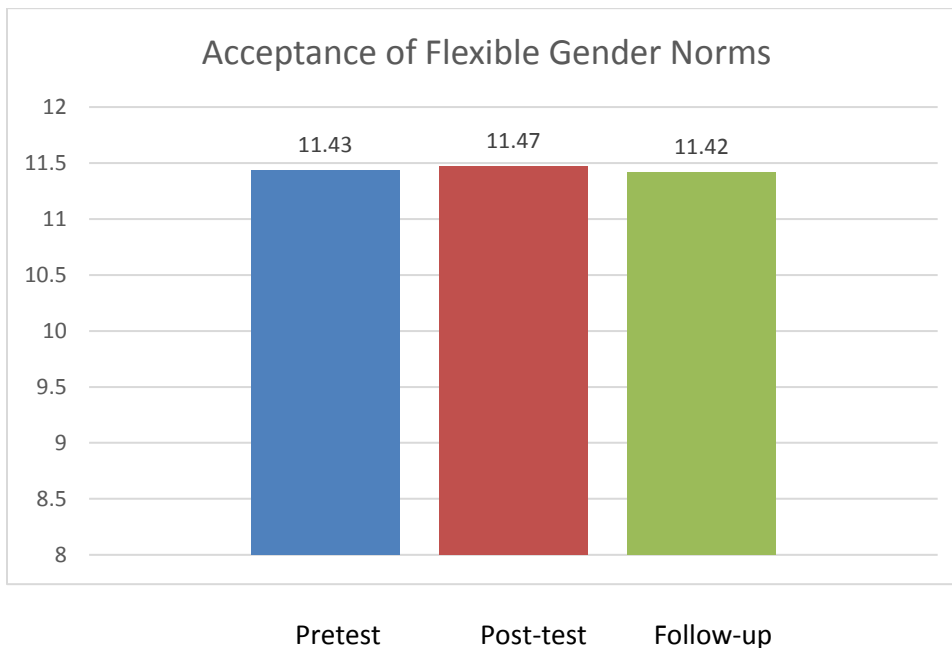
### Acceptance of Flexible Gender Norms

An acceptance of flexible gender norms score was calculated by summing the responses to three questions, with a higher score indicating lower acceptance of couple violence. Possible scores ranged from three to 12.

The mean score for all participants in the sample at pre-test was 11.43.

The mean score for participants in the sample at post-test was 11.47.

The mean score for participants in the sample at follow-up was 11.42.



A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to post-test. There was not a significant difference in the scores for students at pre-test ( $M=11.43$ ,  $SD=1.24$ ) and post-test ( $M=11.47$ ,  $SD=1.00$ );  $t(128) = -.411$ ,  $p=.682$ . These results suggest that participation in the PROPs program is not associated with a change in acceptance of flexible gender norms. It should be noted that acceptance of flexible gender norms scores was very high at pre-test.

A paired-sample t-test was conducted to compare the acceptance of flexible gender norms scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test (M=11.45, SD=1.21) and follow-up (M=11.42, SD=.92);  $t(124) = .297, p=.767$ . These results suggest that participation in the *PROPs* program is not associated with a change in acceptance of flexible gender norms one month after program is complete.

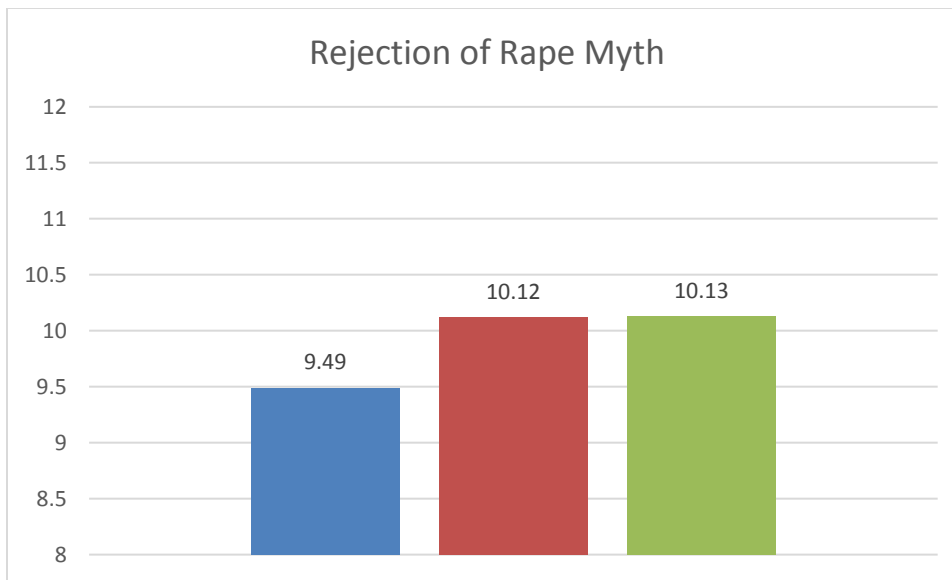
### Rejection of Rape Myth

A rejection of rape myth score was calculated by summing the responses to three questions, with a higher score indicating higher rejection of rape myth. Possible scores ranged from three to 12.

The mean score for all participants in the sample at pre-test was 9.49.

The mean score for participants in the sample at post-test was 10.12.

The mean score for participants in the sample at follow-up was 10.13.



A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to post-test. There was not a significant difference in the scores for students at pre-test (M=9.49, SD=2.22) and post-test (M=10.12, SD=1.74);  $t(110) = -3.46, p=.001$ . These results suggest that participation in the *PROPs* program is associated with an increase in rejection of rape myth.

A paired-sample t-test was conducted to compare the rejection of rape myth scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test (M=9.44, SD=2.22) and follow-up (M=10.13, SD=1.72);  $t(115) = -3.60, p=.000$ . These results suggest that participation in the *PROPs* program is associated with increase in rejection of rape myth, and that this effect is still seen one month after the program is complete.

## **Bystander Intent**

54% of students “totally agreed!” and 24% “sort of agreed” with the statement “After participating in this program, I am more likely to speak up if I see someone sexually harassing another person.”

## **Teacher Impressions of Program**

All three teachers interviewed believed that *PROPs* was a positive program for their students, and that the content was appropriate. One teacher commented that *“(the students) talked about (the program) a lot. They were just talking about the sexual harassment pieces. They were kind of joking with each other, but in an almost serious way. It seems like they were playing around with what that all meant and trying to figure it out.”* None of the teachers reported having noticed a change in sexual harassment at one-month follow-up, but most noted that they hadn’t had that problem to begin with. Teachers did report a change in the way students understood and used gendered language. One teacher reported that *“some of the girls mentioned that one of the teachers tells them to smile, and they were really excited to get together and tell him they don’t like that, and it needs to stop. I don’t think they would have done that before, or even felt like others would believe that it is a problem.”*

## **Student Feedback from Participant Roundtable**

Students reported that they enjoyed the activities and talking about their identities. They suggested incorporating more activities. They felt that the topics applied to their lives, but that they “think they are better.” When asked what the most important thing that they learned, they reported *“that we don’t have to be powerless; I liked that I got to see that racism and sexy racism (\*\*they meant sexism\*\*) are there all the time, but we can do different; we need to ask (for consent), ‘cause it isn’t like the movies.”*

## **Challenges and Successes of Implementation**

Having a consistent, long-standing relationship with the school led to many successes around scheduling, student participation, and baseline understanding of concepts around gender. At one school the entire staff had taken a Transgender 101 training. One facilitator reported excellent dialogue, while another struggled with managing side talk within the classroom.

## **PROPs Component 2 (School Staff Program)**

*PROPs* for school staff consists of multiple training sessions for counselors, nurses, social workers, and selected teachers (as a part of the district-wide safe zones program) on supporting LGBTQ students. These trainings include large/small group discussion, games, assigned reading, and role-playing strategies for reducing norms that promote homophobia, sexism, and hyper-masculinity (all with a lens on multiple race/class/ability/national origin identities that further marginalize students) within a school context.

Fifty-six wellness staff members from Santa Fe Public Schools were trained using the six-session Safe Zones curriculum during FY16. Evaluation of this component included assessing bystander efficacy and collecting participant feedback. Bystander efficacy was measured using the Bystander Efficacy Scale

developed by Victoria Banyard & Mary Moynihan at the University of New Hampshire. The measure lists 15 behaviors and respondents are asked to rate their confidence in performing the behaviors on a four-point Likert-type scale (Not at all confident, a little confident, confident, or very confident). The behaviors are as follows:

- 1) Express my discomfort if a student or faculty member makes a joke about a woman's body.
- 2) Express my discomfort if a student or faculty member makes a joke about a Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, or Two-Spirit person.
- 3) Express my discomfort if a student or faculty member says that rape victims are to blame for being raped.
- 4) Talk to a student or faculty member who I suspect is in an abusive relationship.
- 5) Get help and resources for a student or faculty member who tells me they have been raped.
- 6) Express my discomfort if I hear or see a student or faculty member bragging about what they and their dating partner may do sexually.
- 7) Express my discomfort if I hear or see a student or faculty member telling a person they are dating who they can talk to or hang out with.
- 8) Express my discomfort if I hear or see a student or faculty member making rude or disrespectful comments about a girl's body, clothing, or makeup, such as catcalling or whistling.
- 9) Express my discomfort if a student or faculty member makes a joke about a person with a disability.
- 10) Express my discomfort if a student or faculty member makes a racist joke or comment.
- 11) Talk to a student about strategies to navigate peer conflict.
- 12) Talk to a student about moments of being targeted by acts of prejudice/bias/bullying.
- 13) Talk to a student about engaging in moments of prejudice/bias/bullying.
- 14) Report moments of prejudice/bias/bullying.
- 15) Follow up on moments of prejudice/bias/bullying.

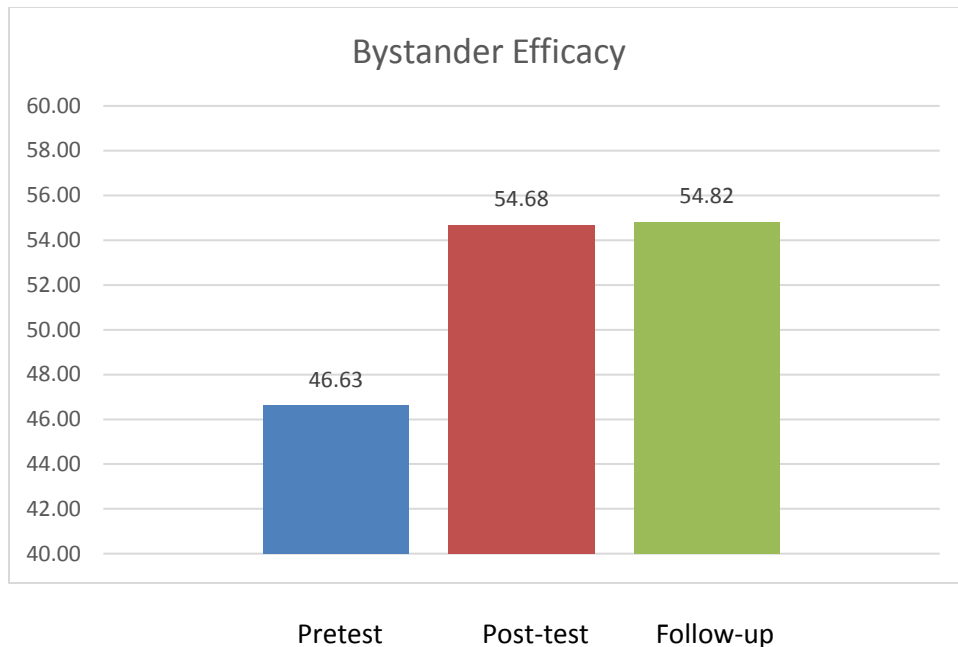
A bystander efficacy score was calculated by summing the responses to 15 questions, with a higher score indicating higher bystander efficacy. Possible scores ranged from 15 to 60.

The mean score for all participants in the sample at pre-test was 46.63.

The mean score for participants in the sample at post-test was 54.68.

The mean score for participants in the sample at follow-up was 54.82.





A paired-sample t-test was conducted to compare bystander efficacy scores from pre-test to post-test. There was a significant difference in the scores for wellness staff at pre-test (M=46.63, SD=8.28) and post-test (M=54.68, SD=4.93);  $t(39) = -8.29, p=.000$ . These results suggest that participation in the PROPs program is associated with an increase in bystander efficacy among school wellness staff.

A paired-sample t-test was conducted to compare bystander efficacy scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test (M=46.44, SD=8.23) and follow-up (M=54.82, SD=4.55);  $t(38) = -8.24, p=.000$ . These results suggest that participation in the PROPs program is associated with an increase in bystander efficacy among school wellness staff, and that this effect is still seen one month after the program is complete.

### Participant Feedback

Participant feedback was collected after the final session. Many participants reported that the most meaningful part of the program was role-playing bystander situations and learning “quick responses”. One participant commented that *“it is important to “try on” the language and navigate it.”* Participants also reported that learning about micro-aggressions and the continuum of violence was useful. Suggestions for improvement included creating a Safe Zones 2.0 to deepen understanding, allowing more time for activities, and creating a task force for systemic change in schools, which Solace has already done.

### Challenges and Successes of Implementation

Although the Safe Zones training has been in place in SFPS for many years, this was the first year that they have used an anti-bias curriculum, and the first year that they have done a concentrated curriculum with the same cohort completing multiple sessions in a row. The program facilitator reported that this helped to create a sense of community among participants that the curriculum involves a lot of role-

play, and it is sometimes difficult for adults to be vulnerable with each other. Because they had created this community, the role play was more successful and meaningful.

There was a variety of levels of readiness among participants, some of whom had been working in SFPS for years, and others who had just finished college or graduate school. The sense of community helped to bridge this gap. Some of the richest conversations were around when, why, and on whom staff calls security, which was a part of a larger discussion around the school-to-prison pipeline. There were differences of opinion among participants regarding students speaking Spanish in class, which is often a reason for removing students from the classroom.

During FY16, Solace also did Transgender 101 training for all staff in all SFPS schools.

Stipends were provided to participants. The funding for these is never certain, which could be a barrier in the future.

### **Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ) Student Program**

The third component of *PROPs* is a sexual assault prevention curricula designed specifically for LGBTQ youth, which focuses on increasing self-efficacy and knowledge around healthy sexuality, clearly defining enthusiastic consent for relationships that don't align with heterosexual and cisgender norms, identifying the ways in which homophobia and transphobia are connected to sexual assault, and unpacking hyper-masculinity within a queer and trans context. Although Solace has educated participants at camps for many years, this is the first year they have delivered a formal, multi-session curriculum. The first session covers sexual violence and gender roles. The second session involves looking at media and the narrative about sexual assault (which usually portrays stranger as perpetrator). The second session also covers consent, and how the queer community recreates gender roles and expectations. It also covers how sex is portrayed in advertising, and how the lack of queer and trans representation contributes to homophobia and transphobia. The third session focuses on masculinity and femininity and what people 'get' from that, how masculinity is both elevated and fragile, and who and how masculinity hurts. The session covers how to move in solidarity with folks who are hurt by masculinity, especially people of color, and what people get by moving in solidarity with those hurt by masculinity.

The program takes place during a series of three camps for LGBTQ youth throughout the school year. The camps are held at the Santa Fe Mountain Center and coordinated by the New Mexico Gay Straight Alliance (GSA) Network. Students are recruited through GSAs at their schools. Most students who participate are from Santa Fe and Albuquerque.

Evaluation of this component involved measuring participants' sense of LGBTQ identity and connectedness to community, which is thought to be protective factors for a variety of health and social outcomes, including sexual violence victimization (Frost and Meyer, 2012).

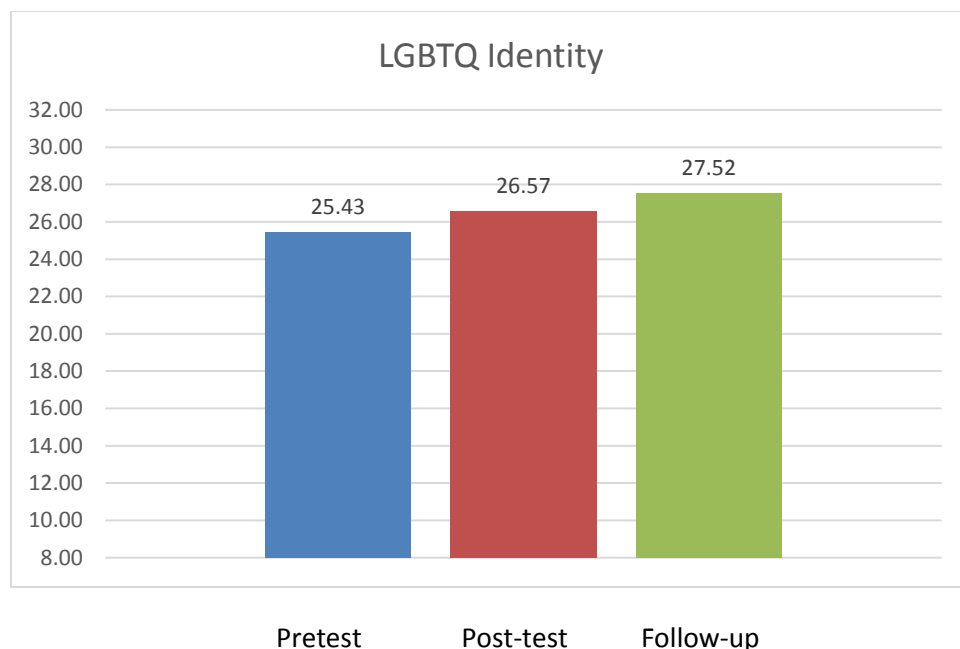
Forty-two self-identified LGBTQ students were trained using one or more sessions from the *PROPs* curriculum. Twenty-eight students completed all three sessions and filled out the pre-test and post-test. Twenty-nine students filled out the pre-test and follow-up. These students comprise the sample.

### **LGBTQ Identity**

LGBTQ Identity was measured using a modified version of the Lesbian, Gay, and Bisexual Identity Scale (LGBIS). The LGBIS is a 27-item measure designed to assess eight dimensions of lesbian, gay, and bisexual (LGB) identity that have been discussed in clinical and theoretical literature. *PROPs* program staff identified 8 statements that were most salient to their work with LGBTQ youth, and added dimensions of gender identity to the scale to make it inclusive of transgender, genderqueer, and intersex youth. Students expressed their agreement with the statements through use of a 4-point Likert-type scale. Response options included “I totally agree” “I sort of agree” “I sort of disagree” and “I do NOT agree!” The statements were as follows:

- 1) I often wonder whether others judge me for my sexual orientation/gender identity.
- 2) I think a lot about how my sexual orientation/gender identity affects the way people see me.
- 3) I prefer to keep my sexual orientation/gender identity private.
- 4) If it were possible, I would choose to be straight/not Transgender\*.
- 5) I believe it is unfair that I am LGBTIQ.
- 6) I am glad to be an LGBTIQ person.
- 7) I’m proud to be part of the LGBTIQ community.
- 8) My sexual orientation/gender identity is a significant part of who I am.

An LGBTQ identity score was calculated by summing the responses to 8 questions, with a higher score indicating a more positive LGBTQ identity. Items 7, 8, and 9 were reverse scored. Possible scores ranged from eight to 32.



The mean score for all participants in the sample at pre-test was 25.43.

The mean score for participants in the sample at post-test was 26.57.

The mean score for participants in the sample at follow-up was 27.52.

A paired-sample t-test was conducted to compare LGBTQ identity scores from pre-test to post-test. There was a significant difference in the scores at pre-test ( $M=25.43$ ,  $SD=2.97$ ) and post-test ( $M=26.57$ ,  $SD=1.62$ );  $t(27) = -3.03$ ,  $p=.005$ . These results suggest that participation in the PROPs program is associated with an increase in positive LGBTQ identity among participants.

A paired-sample t-test was conducted to compare LGBTQ identity scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=26.03$ ,  $SD=2.35$ ) and follow-up ( $M=27.52$ ,  $SD=1.55$ );  $t(28) = -3.23$ ,  $p=.003$ . These results suggest that participation in the PROPs program is associated with a positive LGBTQ identity among participants, and that this effect is still seen one month after the program is complete.

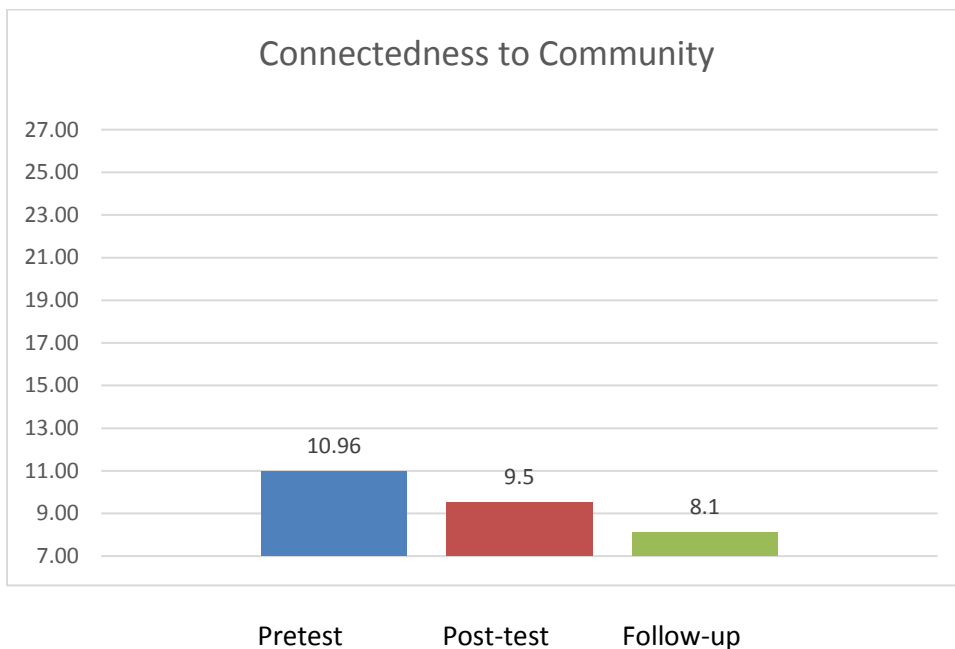
### **Connectedness to Community**

Connectedness to LGBTQ community was measured using a modified version of the Connectedness to the LGBT Community Scale developed by Frost and Meyer (2012). The types of community connection assessed by the items were how close participants felt to the LGBT community, how positive their connections were, whether they felt their connections were rewarding and had problem solving potential, and how close they felt with community members who were same-gendered. PROPs program staff added dimensions of gender identity to the scale to make it inclusive of transgender, genderqueer, and intersex youth. Students expressed their agreement with the statements through use of a 4-point

Likert-type scale. Response options included “I totally agree” “I sort of agree” “I sort of disagree” and “I do NOT agree!” The statements were as follows:

- 1) I feel I am a part of my LGBTQ community.
- 2) Participating in my LGBTQ community is a positive thing for me.
- 3) I feel a bond with the LGBTQ community.
- 4) It is important for me to be politically active in my LGBTQ community.
- 5) If we work together, LGBTQ people can solve problems in our community.
- 6) I really feel that any problems faced by my LGBTQ community are also my own problems.
- 7) I feel a bond with other [same gender similar others].

A connectedness to community score was calculated by summing the responses to seven questions, with a **lower score indicating more connectedness to community**. Possible scores ranged from seven to 28.



The mean score for all participants in the sample at pre-test was 10.96.

The mean score for participants in the sample at post-test was 9.5.

The mean score for participants in the sample at follow-up was 8.1.

A paired-sample t-test was conducted to compare connectedness to community scores from pre-test to post-test. There was a significant difference in the scores at pre-test ( $M=10.96$ ,  $SD=3.91$ ) and post-test ( $M=9.50$ ,  $SD=2.61$ );  $t(27) = -3.03$ ,  $p=.017$ . These results suggest that participation in the *PROPs* program is associated with an increase in connectedness to community among participants.

A paired-sample t-test was conducted to compare LGBTQ connectedness to community scores from pre-test to one-month follow-up. There was a significant difference in the scores for students at pre-test ( $M=10.11$ ,  $SD=3.06$ ) and follow-up ( $M=8.11$ ,  $SD=1.54$ );  $t(21) = 3.38$ ,  $p=.003$ . These results suggest that participation in the *PROPs* program is associated with an increased sense of connectedness to community among participants, and that this effect is still seen one month after the program is complete.

### **Feedback from Participant Roundtable**

Students reported that they enjoyed talking about how sexual assault affects them (as LGBTQ people), because their experience is going to be different. They also liked the intersectional way that the group talked about violence. They expressed that learning about levels of consent was the most important thing that they learned, and that it definitely applied to their lives. One student said that *“I am thinking about times that I didn’t ask the way I should have, and know that we are all a part of the problem- so I want to change that.”* They noted that they would like to have more time for the program.

### **Challenges and Successes of Implementation**

Program facilitators reported that the young people at SFMC are already well-versed in some of these topics covered, and they are already comfortable and safe with each other. This is both a success, because the students have a high level of readiness, but a challenge in that the students already have high levels of positive identity and connectedness to community, so these are not necessarily the students that would most benefit from the curriculum. The facilitator reported that in FY17 Solace is going to try to do it with a GSA at a school (rather than just at the Mountain Center) because the students are already so supported that it’s not a great reflection of the program’s effectiveness. Because the students felt so comfortable talking with each other and the staff, they wanted to talk about the survey questions while they were filling it out, which may have impacted outcomes. Some students were not present at all the camps, so data was not able to be collected for every student.

### **Recommendations**

All three components of *PROPs*—education for the general student population around interpersonal violence, education for educators and wellness staff on root causes of violence and bias, and education for LGBTQ students around root causes of violence in the LGBTQ community—appear to be effective in changing attitudes about sexual violence, bystander efficacy, and individual- and community-level resiliency. However, the cumulative effect of all the programs is not clear, since both the wellness staff component and the GSA network component impact multiple schools in Santa Fe County, which are not necessarily the schools where the general student population has received *PROPs* education. The program would benefit from conducting climate surveys at schools where all three components of *PROPs* have been implemented. It would also be beneficial to analyze data specific to LGBTQ students in Santa Fe Public Schools to evaluate the effectiveness of this multi-level intervention—for example, feelings of safety and experiences of violence. It is possible that the changes in positive identity and connectedness to community are linked to participation in the camps at Santa Fe Mountain Center, and not necessarily to the *PROPs* curriculum; the program, and the community, will benefit from

implementing the LGBTQ-specific program to students who do not participate in the GSA training camps at Santa Fe Mountain Center.

## Appendix L. Evaluation of La Piñon's *We End Violence* Program

### Executive Summary

The outcome data suggest that We End Violence is successful in improving students' knowledge, attitudes, beliefs, and behaviors surrounding sexual violence. Statistically significant improvements occurred following students' participation in We End Violence on five of the six outcome measures. Following We End Violence, students increased their knowledge about sexual violence, improved their bystander intervention skills and behavior, increased their survivor support skills, and improved their behavioral intentions regarding sexual assault and survivor support.

### Outcome Measures

Six scales were selected or developed to measure knowledge about sexual violence, critical thinking about cultural support for rape, bystander intervention skills and behavior, survivor support skills, and behavioral intentions regarding sexual assault and survivor support.

**Illinois Rape Myth Acceptance Scale:** A modified version of the IRMA was used to measure participants' knowledge of constructs important to sexual assault including consent, rape myths, stalking, the role of alcohol, false allegations, and jealousy.

**Critical Thinking about Cultural Supports for Rape:** This six-item scale examines participants' understanding of the role of language, media, and culture in supporting abuse and sexual assault.

**Bystander Intervention Skills and Behavior:** Eight items from Burns (2009) bystander intervention scales were selected to assess student's willingness to intervene as a bystander to interrupt sexually abusive behavior.

**Survivor Support Skills:** Three items were included to address survivor support skills. These items included:

"If someone came to me and claimed that they were raped, my first reaction would be to not believe them," "I feel prepared to respond if a friend tells me they were sexually assaulted or abused," and "How likely are you to get help and resources for a friend who tells you they have been raped?"

**Behavioral Intention Measure:** In addition to the attitude measures described above, a three-item measure of behavioral intentions was developed for this project. The items address a students' self-reported likelihood of stopping their sexual advances with an uncertain or unwilling partner.

### Results

One hundred twenty-two students in the treatment groups completed all items on both the pre- and post-intervention surveys, while 32 students from the no-treatment control group completed the pre-test measures and 27 completed the post-test measures. As can be seen below, there were significant improvements in scores on three of the five assessment measures, and a trend towards improvement in



Behavioral Intentions for students who participated in the intervention. Following We End Violence, students demonstrated a reduction in beliefs in rape myths, improved their bystander intervention skills and behavior, increased their survivor support skills, and marginally improved their behavioral intentions regarding sexual assault. Students in the no-treatment control group showed no significant improvement on any of the five measures.

Treatment Group	Pre-Mean (n=122)	Post Mean (n=122)	p-value <sup>1,2</sup>
<b>Belief in Rape Myths</b>	2.90	2.48	<.001*
<b>Critical Thinking</b>	2.93	2.91	.715
<b>Bystander Measure</b>	4.34	4.75	<.001*
<b>Survivor Support Skills</b>	3.58	4.04	<.001*
<b>Behavioral Intentions</b>	2.01	1.86	.09

Control Group	Pre-Mean (n=32)	Post Mean (n=27)	p-value <sup>1,2</sup>
<b>Belief in Rape Myths</b>	2.24	2.26	.935
<b>Critical Thinking</b>	2.86	2.81	.720
<b>Bystander Measure</b>	4.40	4.45	.830
<b>Survivor Support Skills</b>	3.81	3.93	.607
<b>Behavioral Intentions</b>	1.51	1.62	.469

**Appendix M. University of New Mexico Prevention Research Center  
Organizational Readiness Assessment Report**

**University of New Mexico  
Prevention Research Center  
Organizational Readiness Assessment Report**

**Report prepared by:**

Theresa H. Cruz, PhD, Principal Investigator

Leona Woelk, MA

**June 2016**

## Overview

The New Mexico Department of Health (NMDOH) promotes the development of comprehensive primary prevention (PP) strategies across the Spectrum of Prevention<sup>1</sup> and the socio-ecology. This includes supporting the development of PP strategies implemented at community and society levels, including organizational policy. In fiscal year 2016, NMDOH elected to focus on increasing community- and society-level interventions for primary prevention in New Mexico. One component of this expansion was requiring PP contractors (six total) to complete Organizational Readiness Assessments (ORA) within their respective communities. The purpose of the ORAs was to assist PP contractors and the NMDOH in assessing readiness within local organizations to address risk and protective factors for sexual violence (SV) perpetration and/or victimization through changes to organizational practices and policies.

The NMDOH, working in partnership with the University of New Mexico Prevention Research Center (UNM PRC), used the community readiness assessment process developed by the Colorado State University Tri-Ethnic Center<sup>2</sup> and the Assessing Campus Readiness for Prevention process developed by the Pennsylvania Coalition Against Rape (PCAR)<sup>3</sup> as references for developing the ORA process. However, given the limited capacity and resources of PP contractors in New Mexico to complete a rigorous assessment process while also fulfilling ongoing obligations for providing school-based PP programming, the NMDOH and the UNM PRC determined that the assessment process would need to be simplified.

They conceptualized a process that could be completed within a four- to five-month time period. It consisted of having each PP contractor recruit one to two local organizations that were in a position to influence risk and protective factors for SV (e.g. local shelters, detention centers, organizations serving the disability community, etc.). Once recruited, the PP contractors would conduct a minimum of four ORA interviews within the organizations, including at least one interview with a decision-maker such as an executive director or board member. If contractors chose to focus on more than one organization, at least two interviews would be completed with members of each organization. The contractors would transcribe ORA interviews and provide the transcriptions, a summary of their findings, and potential next steps to the NMDOH and the UNM PRC. This information would be used to inform subsequent PP work with the organizations completing the ORAs. The ultimate goal would be for the PP contractors and the organizations completing the ORAs, under the guidance of NMDOH and with technical assistance from the UNM PRC, to work collaboratively to strengthen or develop organizational policies

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<sup>1</sup> Davis, R., Fujie Parks, L. & Cohen, L. (2006). *Sexual Violence and the Spectrum of Prevention: Towards a Community Solution*. Enola, PA: National Sexual Violence Resource Center.

<sup>2</sup> Oetting, E.R. et al (2014). *Community Readiness for Community Change Handbook*. Fort Collins, CO: Colorado State University.

<sup>3</sup> Wasco, S.M. & Zadnik, L. (2013). *Assessing campus readiness for prevention: Supporting campuses in creating safe and respectful communities*. Enola, PA: Pennsylvania Coalition Against Rape.

and practices that would address SV risk and protective factors for the organization's employees and/or clients.

The NMDOH and the UNM PRC jointly adapted the Tri-Ethnic Center's and PCAR's assessment tools into one survey instrument that could be used to assess readiness in individual organizations (Appendix A). It consisted of 18 questions divided into six subcategories: I. Interviewee demographics; II. Organizational background; III. Organizational knowledge of SV; IV. Organizational climate; V. Organizational policies to address SV; and VI. Programming within organizations to address SV. A final, general question allowed interviewees to add any other information they thought would be helpful. The survey was prefaced by an introduction that described the purpose of the interview, the recording process (note-taking and/or electronic recording), the expected length of the interview, confidentiality, and data storage.

The UNM PRC developed an ORA guidance document to assist contractors with the process (Appendix B). It provided background information on the intended purpose of the ORAs and outlined the methodology and timeline. It also included talking points for organizational recruitment, tips for conducting the interviews, and frequently asked questions.

Both the survey instrument and the guidance document were provided to the PP contractors for feedback and refinement prior to implementation. One contractor had several concerns about the ORA interview tool. The main concerns centered on potential sexual assault disclosures during the interviews, protections for subordinate staff in situations where they may have views of the organization's internal processes and functioning different from those in leadership positions, and concerns about reporting results back to participating organizations without identifying individual participants. The NMDOH and the UNM PRC worked with the contractor to make modifications to the interview tool to address these concerns. All contractors had the option of using the original survey instrument or the modified version.

The UNM PRC provided an overview of the ORA purpose and process to PP contractors at a statewide primary prevention meeting in October 2015. The survey instrument and guidance document were provided to contractors in January 2016. The UNM PRC provided ORA technical assistance throughout the process, including discussions with each PP contractor about potential organizations in which the ORAs might be conducted; routine contact with the contractors to check on ORA progress; development of an ORA summary reporting form for use by the contractors; offers to assist the contractors in presenting the ORA findings back to the participating organizations, responses to contractor questions and concerns, reminders of reporting requirements and deadlines, and status updates to the NMDOH. Contractors completed the ORAs and submitted interview transcriptions and summary reports to NMDOH and the UNM PRC by April 30, 2016.

## **Summaries of Agency Reports**

Each PP contractor completed a summary report of their ORA findings. They were asked to indicate key findings and ideas they had for ongoing work with the ORA organizations based on the findings. NMDOH was also interested in learning whether the ORA process had been a valuable planning tool and if they felt they could use it for PP planning with other organizations. The contractors also had an opportunity in their summary reports to provide any additional information about their experiences with the ORA. The findings of the six PP contractors are summarized below. The reporting form is included as Appendix C.

## **Community Against Violence (CAV) – Taos**

*Report completed by:* Leah Trujillo, Community Educator

*Interviews completed by:* Melvin Valdez, Prevention Coordinator and Leah Trujillo, Community Educator

*Interviews completed with:* The Dreamtree Project, a local youth shelter, including one interview with the facilities manager/youth care worker and three with youth care workers.

### **Key findings:**

- Staff tend to have at least some knowledge about sexual violence (SV) and feel confident that Dreamtree takes a proactive stance to manage it at the shelter (e.g. addressing catcalling, de-escalating aggressive behavior).
- Dreamtree provides regular trainings but staff interviewed would like to have further training, specifically in SV prevention.
- Dreamtree has no specific programming for SV prevention but brings in outside agencies to provide training [e.g. Community Against Violence (CAV) provides the SafeDates curriculum to shelter youth] and the Life Skills training provided by Dreamtree “touches on” SV.
- Interviewees were not aware of any specific SV prevention policies at Dreamtree.

### **Plans or ideas for continuing work with the organization:**

- CAV will implement the Vecinos curriculum at Dreamtree, and will use the ORA results to “personalize” the curriculum (e.g. integrating topics covering staff to youth relationships, staff to staff relationships, and youth to youth relationships – the latter identified as a priority by Dreamtree interviewees).
- CAV was asked to continue to provide SafeDates curriculum and Dreamtree requested that CAV provide their PODER curriculum as well.

### **Value of ORA as a planning tool including successes and challenges:**

- The ORA process was rated as “very valuable.”
- The following were identified as successes:
  - The interview introduction helped put interviewees at ease.
  - The ORA guidelines regarding how to stay on topic (e.g. reminding interviewees about the intent to complete all questions within the interview period) were helpful.
  - Using one staff member to interview and a second to record answers made the interviews feel “more like a conversation.”
  - Debriefing the first interview with the UNM PRC helped CAV refine and shorten the interview process.
- The following were identified as challenges:
  - CAV interviewers were initially uncertain if they were “doing it right.”
  - The interviewers did not adequately practice the interview process beforehand so they underestimated how easy it was to get off topic, resulting in the first interview taking 1.5 hours to complete.

- CAV did not know what strategies, particularly strategies for recording the interviews electronically vs. having the interviewer take notes vs. having a second person take notes, had been used successfully by other organizations.

*Intent to use the ORA process in future sexual violence prevention planning:*

CAV indicated that the ORA will be a valuable tool for other SV planning efforts. They reported that the ORA “deepened” their relationship with Dreamtree because it allowed them to learn more about the organization in a non-threatening way. The interviews sparked conversations among staff at Dreamtree, even among those not actually participating in the interviews, and spurred them to formulate questions for CAV in preparation for CAV’s implementation of the Vecinos curriculum.

*Additional information:*

The administrative staff were very supportive of the ORA process. They were concerned about staff having misconceptions that the ORA was conducted because there had been a “problem” at Dreamtree. To address this concern, they proactively informed Dreamtree staff that CAV was conducting interviews as a way to assist their organization in better understanding SV causes and prevention strategies.

## **IMPACT Personal Safety – Española**

*Report completed by:* Alena Schaim, Executive Director and Instructor

*Interviews completed by:* Larry Hinojos, Program Coordinator and Instructor, and Alena Schaim, Executive Director and Instructor

*Interviews completed with:* Española School District, including interviews with a principal, teacher and school board member. Two other interviews were completed with Pojoaque Valley School District, including interviews with a principal and teacher.

### **Key findings:**

Española Schools:

- The need for prevention programming is high but overall readiness is low.
- The 7<sup>th</sup> grade teacher has a strong commitment to preventing gender-based violence and model's appropriate behavior for junior staff.
- The district views prevention as utilizing school resource officers and has an overall punitive attitude toward students.

Pojoaque Schools:

- The readiness for prevention programming seems high.
- There is strong leadership from the principal.
- The staff are interested in receiving further training.
- The school shows some lack of investment in what IMPACT would categorize as basic staff training.

### **Plans or ideas for continuing work with the organizations:**

Española Schools:

- There needs to be additional planning around how to increase readiness with Española schools.
- IMPACT would like to strategize with others working in the District (e.g. Tewa Women United) on potential options for joint collaboration and planning for next steps.

Pojoaque Schools:

- IMPACT would like to offer more professional development opportunities to the schools, with an emphasis on LGBTQ education.
- IMPACT would like to collaborate with Solace and Santa Fe Mountain Center on professional development opportunities to model ally-ship and to increase Pojoaque's connection to additional organizations.
- IMPACT may be able to assist Pojoaque schools in adopting the trans-inclusive model policy that has recently been implemented in Santa Fe Public Schools and Albuquerque Public Schools.

### **Value of ORA as a planning tool including successes and challenges:**

- The ORA process was rated between "valuable" and "very valuable."
- The following were identified as successes:



- The ORA process provided a clear way to gain insight into a school/district.
- IMPACT was able to influence administrators to devote time to ORA completion by stressing that it was a grant requirement.
- The questions opened up topics for discussion not usually covered in collaborative work.
- Interviewing people in different roles provided a broader perspective than if information had been gathered from a single individual.
- The following were identified as challenges:
  - It was extremely difficult to schedule and keep interview appointments, especially in Española schools where an interview scheduled with the counselor was never completed.
  - Some interviewees became self-conscious about an interview vs. a two-way conversation and seemed to be concerned about being judged based on their answers.

*Intent to use the ORA process in future sexual violence prevention planning:*

IMPACT indicated they would use the ORA process for further SV planning efforts. They felt that the systems-approach, structured questions, and detailed documentation encouraged a more thoughtful and in-depth conversation than they might normally have when beginning a new partnership. They feel it may also be instructive to use the process with existing partners to see what additional information might be revealed that could help guide prevention efforts.

*Additional information:*

None provided.

## La Piñon – Las Cruces

Report completed by: Flor Gonzales and Jennifer Stacey, Prevention Educators

Interviews completed by: Flor Gonzales and Jennifer Stacey, Prevention Educators

Interviews completed with: The Women’s Intercultural Center, a resource center for immigrant women in southern New Mexico and western Texas. One interview with the executive director and one with the director of technology/director of border lands experience/board president.

One interview was completed with a sister with the Religious of the Assumption located in the colonia of Chaparral, a religious order providing educational and recreational opportunities as well as immigrant rights advocacy.

### Key findings:

Women’s Intercultural Center:

- Members of the community decide which classes will be offered at the center.
- The Women’s Intercultural Center develops services based on observations of community needs.
- They do not see a need to provide SV prevention education because they have not seen an increase in SV disclosures and community members have not requested this as a topic.
- The Women’s Intercultural Center previously offered classes on SV reporting and sessions were poorly attended.
- The Women’s Intercultural Center expressed interest in staff training related to duty to report, sexual harassment, and how to preserve DNA evidence following an assault.

Religious of the Assumption:

- Even though the organization is community-based, they follow church “policies” on SV prevention.
- They were open to discussing with La Piñon the programs they offer to the community.

### Plans or ideas for continuing work with the organization:

La Piñon will continue discussions with both organizations about possible staff training opportunities.

### Value of ORA as a planning tool including successes and challenges:

- The ORA process was rated as “valuable.”
- The following were identified as successes:
  - Conducting the ORAs on site at the participating organizations was beneficial in helping to better understand the organizations.
  - The interview introduction provided a helpful explanation about the purpose of the ORA.
  - The ORA process provided La Piñon with an opportunity to learn more about each organization.
- The following were identified as challenges:

- The interview scales (a few; some; many; most) were problematic at the Women's Intercultural Center.
- The Religious of the Assumption is operated by four Sisters and the one most knowledgeable about the topic of SV was assigned to be interviewed. They did not see a need for any of the other Sisters to be interviewed so declined doing any additional interviews.

*Intent to use the ORA process in future sexual violence prevention planning:*

La Piñon indicated they would use the ORA for other SV planning efforts. They said the interview tool was well organized and the questions were clear.

*Additional information:*

None provided.

## **Rape Crisis Center of Central New Mexico – Albuquerque**

*Report completed by:* Bianca Villani, Community Education and Outreach Program Director

*Interviews completed by:* Bianca Villani, Community Education and Outreach Program Director

*Interviews completed with:* Albuquerque Job Corps (AJC), an organization that provides career training and preparation for youth ages 16-24, including the health services manager, the career transition specialist, and the career advisor.

### **Key findings:**

- There are no comprehensive programs or training sessions for students, faculty or staff on SV prevention although RCCCNM provides SV education to faculty and staff one time a year during a mandatory staff meeting.
- It was apparent that some staff do care about the issue of SV.

### **Plans or ideas for continuing work with the organization:**

- The career transition specialist requested that RCCCNM assist them with the development of a sexual harassment curriculum for those entering the welding trade (where workplace sexual harassment has caused multiple female graduates to leave the trade). She would like the focus to be on education and prevention, including training in bystander behavior for sexual harassment.
- Given that this is the request of an individual and not the organization, sustainability of curriculum implementation may be an issue if there is a change in staff.

### **Value of ORA as a planning tool including successes and challenges:**

- The ORA process was rated as “valuable.”
- The following were identified as successes:
  - The format of the interview tool along with the process guidelines made the ORA easy to implement.
  - The interviewees found the questions clear and understandable.
  - The ORA process generated additional discussion after the interviews were completed that provided insight into AJC culture and training protocols for staff.
  - The NMDOH and UNM PRC worked with RCCCNM to address concerns with interview tool questions.
- The following were identified as challenges:
  - Some of the interview questions did not align with RCCCNM’s understanding of the purpose of the ORA, resulting in a need to revise the interview tool.
  - Issues internal to AJC caused a temporary hold on ORA implementation, raising concerns at RCCCNM about the ability to complete the ORA with this organization within the ORA timeframe.

### **Intent to use the ORA process in future sexual violence prevention planning:**

RCCCNM would not necessarily use the exact interview tool again, but could envision using components of it to assess readiness in other organizations to implement SV prevention programs.

*Additional information:*

Using an assessment tool such as the ORA is valuable to preventionists in New Mexico overall. However, it was difficult to explain the ORA purpose to organizations not familiar with primary prevention or comprehensive prevention programming. A visual tool that could assist in explaining how the ORA fits into comprehensive prevention would be useful and would aid in using the process with other organizational sites.

## Sexual Assault Services of NW New Mexico - Farmington

*Report completed by:* Shannon Hoshnic, Prevention Educator

*Interviews completed by:* Shannon Hoshnic, Prevention Educator

*Interviews completed with:* The executive director and activities coordinator at San Juan Center for Independence, a center for people living with disabilities.

Multiple interviews were also completed at San Juan College (SJC) at the Veteran's Center, the Native American Center, the Human Resources Department, Engaging Latino Communities for Education (ENLACE), Public Safety, and the Advising/Counseling Center. These included interviews with the Title IX director, the human resources director, an administrative assistant, the public safety officer/director, Behavioral Intervention Team (BIT) committee members, center directors, department coordinators and a student activity specialist.

### Key findings:

- Most interviewees agreed that SJC should be providing more resources and training towards the prevention of SV and that the college needs improvement in the areas of sexual violence prevention education, resources, training, and collaboration with community agencies and organizations.
- Interviewees' understanding of prevention efforts and who was responsible for the prevention efforts varied widely depending on how long they had worked at the college and what positions they held over the course of their employment.
- Access to funding may be a barrier to expanding prevention efforts.
- There is a concern that the college has initiated some prevention efforts "for show" but is not necessarily invested in SV prevention in general.
- The Veteran's Center was used as an example by several interviewees as a place where inappropriate language and behavior are supported by harmful social norms within the Center.
- There may be a perception among some students, faculty and staff that prevention efforts are a waste of time because SV is not a problem at the college.

### Plans or ideas for continuing work with the organization:

SASNWNM currently provides presentations on campus and will continue to do so. There may be an interest on the part of the college in having SASNWNM provide more comprehensive programming but progress towards this goal has been slow.

### Value of ORA as a planning tool including successes and challenges:

- The ORA process was rated as "very valuable."
- The following were identified as successes:
  - The follow-up questions were useful for probing for more information.
  - Several people agreed to let SASNWNM turn the recorder back on during post-interview conversation as they continued to discuss topics relevant to the ORA.
- The following were identified as challenges:
  - The questions were too long.

- The interviewer was not sure how to respond when interviewees asked questions about how the interview tool was developed.
- Some questions were repetitious.

*Intent to use the ORA process in future sexual violence prevention planning:*

SASNWNM would use the ORA process with other organizations to help with SV planning efforts. Even though SASNWNM has a history of working with SJC, the ORA survey provided additional information that will assist them in better tailoring their services to the college's needs.

*Additional information:*

The interviewer found it interesting to observe body language and facial expressions in addition to hearing verbal responses. For many interviewees, the ORA was the first opportunity to specifically discuss topics related to SV resulting in some interviews being longer than anticipated. The ORA generated a lot of conversation, both during the interviews and after, about potential ways the college and SASNWNM could collaborate on prevention and the need to expand that collaboration to community events in which community members and students often participate.

## **Solace Crisis Treatment Center – Santa Fe**

*Report completed by:* Jess Clark, Education and Prevention Manager

*Interviews completed by:* Jess Clark, Education and Prevention Manager

*Interviews completed with:* The parent education coordinator at the Santa Fe Public Schools (SFPS) District Offices of Exceptional Student Services, and a teacher, lead teacher and educational assistant with the SFPS Keeping Independent Visions Alive (KIVA) program, an academic, life skills and job skills training program for high school graduates ages 18-22 living with disabilities.

### **Key findings:**

- More prevention training/sessions are needed for students and staff.
- The KIVA program feels isolated from the rest of the district and training focused on creating a positive climate for students with disabilities (*Powerful People* curriculum) increased their sense of being a valued part of the district.
- The school district is invested in expanding the *Powerful People* program.

### **Plans or ideas for continuing work with the organization:**

Solace initiated *Powerful People* as a pilot program within their prevention programming. As the program evolved it became clear to Solace and the instructor that a more experiential approach was needed when working with students with disabilities. It is Solace's opinion that KIVA students would be better served if the *Powerful People* program was delivered by an organization, such as IMPACT Personal Safety, that has expertise in delivering experiential education and prevention programming.

### **Value of ORA as a planning tool including successes and challenges:**

- The ORA process was rated between "valuable" and "very valuable."
- The following were identified as successes:
  - The ORA provided an opportunity to explore the development of the *Powerful People* program as well as systems-level changes needed (e.g. KIVA faculty receives little to no professional development and training).
  - The open-ended questions were useful for gathering in-depth information.
- The following were identified as challenges:
  - Solace did not have recording equipment for the interviews.
  - Typing responses while staying engaged with the interviewees was difficult.

### **Intent to use the ORA process in future sexual violence prevention planning:**

Solace would use the ORA for future SV prevention planning with other organizations, particularly those serving "priority populations."

### **Additional information:**

None provided.



## **Conclusions**

Conducting ORAs with community organizations was considered a valuable tool for assisting contractors in developing new partnerships for prevention activities, and was instructive for identifying readiness within organizations to address organizational policies and practices to address SV risk and protective factors. In CAV's experience, conducting an ORA increased readiness for implementation of their Vecinos curriculum in youth-serving organizations, and they intend to integrate an ORA into their Vecinos program strategies. With the exception of Pojoaque Schools, which may have an interest in instituting a trans-inclusive model policy within its schools, readiness for working on organizational-level policies and practices seemed to be fairly low across organizations at initial assessment. In some cases, readiness to engage in prevention activities in general may be low. For instance, the organizations in Las Cruces and San Juan College may underestimate the risk for SV within their populations, though both work with populations considered to be high-risk (immigrants and college students). However, in both cases there were indications that awareness-raising educational sessions could increase readiness for actual prevention programming and may be a possible next-steps activity. At Dreamtree, Pojoaque Schools, Albuquerque Job Corps and KIVA, there were requests for ongoing or increased prevention programming along with SV prevention training for staff, which is a best-practices strategy for changing social norms in order to decrease risk of SV victimization or perpetration. There may also be an opportunity for RCCCNM to assist AJC in developing a bystander curriculum specifically for work-related sexual harassment.

Participants also reported other benefits in conducting the ORAs. They indicated that the ORAs were useful in bringing awareness to the specific issue of SV and what measures were currently in place in each organization to address it. Participation in the ORAs also helped organizations identify opportunities for increased collaboration, both among internal departments, as was the case at SJC, and with the PP contractors and other community-based organizations.

All contractors indicated that they would consider using ORAs in future prevention planning efforts. Challenges with the survey tool or implementation suggest that it could use further refinement. Specific concerns include some difficulty with using the rating scales, overly long questions, and content repetition. In some cases, suggestions were given for additional supporting information, including how the survey instrument was developed and how the ORA process fit within comprehensive PP strategies.

## **Recommendations**

Based on the ORA summary reports and information derived from technical assistance provided during the implementation process, the UNM PRC makes the recommendations below.

- Support PP contractors' continued engagement with ORA-participating organizations through sustained funding and technical assistance.
- Utilize the Tri-Ethnic Center's *Community Readiness Assessment Handbook* and PCAR's *Assessing Campus Readiness for Prevention Handbook* as resources to identify specific strategies each contractor can use to increase readiness within participating organizations for developing organizational policies and procedures aimed at addressing risk and protective factors for SV.
- Capitalize on PP contractors' experiences with the ORA survey tool and process to refine the tool and guidance document to make the ORA more user-friendly.
- Encourage use of the ORA among PP contractors as a prevention planning tool to increase community-level prevention strategies for SV in New Mexico.

## Appendix N. State-Added Sexual Violence and Intimate Partner Violence Questions included in 2016 NM Behavioral Risk Factor Surveillance Survey

### State-Added Questions - Sexual Violence and Intimate Partner Violence

I'd like to ask you some questions about physical and/or sexual violence or other unwanted sexual experiences. This information will allow us to better understand the problem of violence and unwanted sexual contact, and may help others in the future. This is a sensitive topic. Some people may feel uncomfortable with these questions. Remember that your phone number has been chosen randomly and your answers are strictly confidential. At the end of this section I will give you a phone number for an organization that can provide information and a referral for both of these issues. Please keep in mind that you can ask me to skip any question that you do not want to answer. If you are not in a safe place to answer these questions, I can skip to the next topic area. Are you in a safe place to answer these questions?

Yes

No **go to M –**

Now I am going to ask you about unwanted sex. Unwanted sex includes things like putting anything into your vagina, anus, or mouth or making you do these things to them after you said or showed that you didn't want to. It includes times when you were unable to consent, for example, you were drunk, on drugs, or asleep, or you thought you would be hurt or punished if you refused.

1. Has anyone EVER ATTEMPTED to have sex with you after you said or showed that you didn't want to or without your consent, BUT SEX DID NOT OCCUR?

1 Yes

2 No

7 Don't know / Not sure

9 Refused

**If YES, go to Question 2.**

**If NO, skip to Question 3.**

2. In the past 12 months, has anyone ATTEMPTED to have sex with you after you said or showed that you didn't want to or without your consent, BUT SEX DID NOT OCCUR?

1 Yes

2 No

7 don't know / Not sure

9 Refused

3. Has anyone EVER had sex with you after you said or showed that you didn't want them to or without your consent?

- 1 Yes
- 2 No
- 7 Don't know / Not sure
- 9 Refused

**If YES, go to Question 4.**

**If NO, skip to Question 5.**

4. In the past 12 months, has anyone HAD SEX with you after you said or showed that you didn't want to or without your consent?

- 1 Yes
- 2 No
- 7 Don't know / Not sure
- 9 Refused

**IF respondent answered NO to questions 1 and 3, skip question 5 and 6.**

5. At the time of the most recent incident, how did you know or what was your relationship to the person who [had sex-or attempted to have sex] with you after you said or showed that you didn't want to?

**DO NOT READ**

- 01 Complete stranger
- 02 A person known for less than 24 hours
- 03 Acquaintance
- 04 Friend
- 05 Date
- 06 Current boyfriend/girlfriend
- 07 Former boyfriend/ girlfriend
- 08 Spouse or live-in partner
- 09 Ex-spouse or ex live-in partner
- 10 Co-worker
- 11 Neighbor
- 12 Parent
- 13 Step-parent
- 14 Parent's partner
- 15 Other relative
- 16 Other non-relative
- 17 Multiple perpetrators

- 77 Don't know / Not sure
- 99 Refused

**If unclear**

6. Was the person who did this male or female?

- 1 Male
- 2 Female
- 7 Don't know / Not sure
- 9 Refused

7. In the past 12 months, has anyone exposed you to unwanted sexual situations that did not involve physical touching? Examples include things like flashing you, peeping, sexual harassment, or making you look at sexual photos or movies.

- 1 Yes
- 2 No
- 7 Don't know / Not sure
- 9 Refused

The next questions are about violence in relationships with an intimate partner. By an intimate partner I mean any current or former spouse, boyfriend, or girlfriend. Someone you dated would also be considered an intimate partner.

8. Has an intimate partner EVER THREATENED you with physical violence? This includes threatening to hit, slap, push, kick, or physically hurt you in any way.

- 1 Yes
- 2 No
- 7 Don't know / Not sure
- 9 Refused

9. Has an intimate partner EVER hit, slapped, pushed, kicked, or physically hurt you in any way?

- 1 Yes
- 2 No
- 7 Don't know / Not sure
- 9 Refused

**If yes**

**10.** In the past 12 months, have you had any injuries, such as bruises, cuts, scrapes, black eyes, vaginal or anal tears, or broken bones, as a result of unwanted sex or as a result of violence by an intimate partner?

- 1 Yes
- 2 No
- 7 Don't know / Not sure
- 9 Refused

**CLOSING STATEMENT:** We realize that this topic may bring up past experiences that some people may wish to talk about. If you or someone you know would like to talk to a trained counselor, there is a toll-free and confidential intimate partner violence telephone hotline you can call. The number is **1- 800-799-SAFE (7233)**. Would you like me to repeat this number?

## Appendix O. State-Added Gender Identity Questions included in 2016 NM Behavioral Risk Factor Surveillance Survey

### New Mexico State-Added Module 3: Gender Identity

The next two questions are about gender identity.

INTERVIEWER NOTE: We ask these questions in order to better understand the health and health care needs of transgender and gender non-conforming people.

INTERVIEWER NOTE: Please say the number before the text response. Respondent can answer with either the number or the text/word.

NM 3.1            What sex were you assigned at birth, on your original birth certificate?

- 1        Male
- 2        Female

Do not read:

- 7        Don't Know/Not Sure
- 9        Refused

NM 3.2            How do you describe yourself? (check one)

- 1        Male
- 2        Female
- 3        Transgender
- 4        Gender non-conforming

Do not read:

- 8        Other, specify \_\_\_\_\_
- 7        Don't Know/Not Sure
- 9        Refused

#### NOTES FOR INTERVIEWERS:

Transgender is a term used to describe a person whose gender identity differs from the sex that they were assigned at birth. For example, a person who considers themselves to be male but was assigned female gender at birth.

Gender Non-conforming: Gender Non-conforming is a term used to describe a person who does not subscribe to conventional genders but identifies with a combination of male and female gender or neither male or female gender.