

SUCCESS STORIES:

Ten Michigan Rape and Sexual Assault Prevention Education Programs



Key Information and Recommendations

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This publication was supported by Grant Award #VF1/CCV519922-05 from the Centers for Disease Control National Center for Injury Prevention and Control. Its content is solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control.

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Two hundred five copies of this report were printed. The total cost of printing was \$974.86. The unit cost was \$4.76.

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Executive Summary

Middle school and high school youth are often common audiences for sexual violence prevention education programs because sexual violence victimization begins very early in life and schools provide relatively easy access to potential participants. Another common audience for this type of prevention programming includes individuals who are directly involved in the lives of youth, such as parents and school staff. The purpose of this report is to describe ten Rape and Sexual Assault Prevention Education (RSAPE) programs carried out in Michigan from Fiscal Year (FY) 2003 through FY 2005 and to summarize their internal evaluation efforts.

All of the programs were required to have a primary focus on youth and a secondary focus on the community. Differences in programs were examined by looking at a number of variables among each program, such as community demographics, curriculum topics, number of program sessions, number of students reached, and evaluation results.

Community demographics varied among programs and ranged from very rural to urban. Programs served groups with varying racial, age and gender compositions. All programs conducted statistical analysis on pre and post test data and reported significant change in knowledge of and attitudes towards sexual violence in at least some areas. Additionally, programs demonstrated success through continued program attendance, creation and maintenance of partnerships, and the enthusiastic acceptance of programs by participating schools.

Programs reported a number of barriers to implementation of community-based programming. Some of these included difficulty evaluating interventions, difficulty attracting attendance to programs, difficulty collecting demographics, and difficulty obtaining community partnership involvement.

This report makes six recommendations for continued and future implementation of sexual assault prevention education programs:

- 1) Standardize pre and post evaluation tools by topic area
- 2) Standardize satisfaction tools
- 3) Enhance outcome evaluation
- 4) Continue required annual evaluation report
- 5) Use consistent evaluation tools for community-based programs
- 6) Provide a forum for grantees to share barriers and lessons learned

Introduction

Sexual violence is a significant public health problem that threatens our nation's health, safety and well-being. It is also a greatly underreported problem. In 2002, only 39% of rapes and sexual assaults were reported to law enforcement officials.^{1[1]} Sadly, victimization often begins at a young age, with 54% of all rapes of women and 75% of all rapes of men happening before the age of 18. Women, however, have a much higher chance of becoming victims of sexual violence and represent 78% of rape and sexual assault victims.^{2[2]}

Recognizing the harmful, long-term consequences caused by sexual violence, numerous agencies across Michigan have dedicated their work to preventing sexual violence, as well as to providing support services for survivors of these crimes. From providing primary prevention programs, emergency shelters, and legal advocacy, to providing crisis intervention and case management, these agencies make a tremendous difference in the lives of individuals in every Michigan community.

Middle school and high school youth are a common primary target population for many sexual violence prevention programs for a variety of reasons. These reasons reflect the fact that sexual violence victimization begins very early in life. Schools offer a relatively simple conduit to participants, and adolescents' exploration of drugs and alcohol makes them extremely vulnerable to sexual violence victimization and at-risk for perpetration of sexual violence.^{3[3]} Sexual violence prevention programs also often include a program component for adults who are directly involved in the lives of youth served. Key influencers such as parents, school staff, and others are uniquely placed to reinforce the education efforts directed at youth.

Background

In 1997, the Michigan Department of Community Health (MDCH) received a Rape Prevention and Education (RPE) award from the Centers for Disease Control and Prevention (CDC) to fund sexual violence prevention efforts across the state. Through the Rape and Sexual Assault Prevention Education (RSAPE) grants component of Michigan's RPE Program, MDCH funded 17 community-based agencies to develop, implement, and evaluate their own programs for educating youth and community members about rape and sexual assault.

Another component of Michigan's RPE Program, the Sexual Assault and Rape Prevention (SARP) Evaluation project, was implemented in October 1997 to assist RSAPE sites with evaluation. In the early stages of this project, from 1997-1998, the

^{1[1]} The Department of Justice. Criminal Victimization 2002. Washington: Government Printing Office; 2003. Publication No. NCJ 199994. <http://www.ojp.usdoj.gov/bjs/pub/pdf/cv02.pdf>.

^{2[2]} The Center for Disease Control and Prevention, National Center for Injury Prevention and Control, Sexual Violence: Fact Sheet. <http://www.cdc.gov/ncipc/factsheets/svfacts.htm>

^{3[3]} Ibid.

SARP team from the Michigan Public Health Institute worked to assess the types of evaluation conducted by each RSAPE program. Based on this assessment, the next four years of evaluation trainings provided by the SARP team helped the various community-based programs improve survey writing, data collection, and data analysis skills. The SARP project also engaged community program staff using a participatory approach to evaluation that included key principles of empowerment evaluation. This model promoted collaboration between the evaluation team, which acted as facilitator, and program staff to build the capacity of individual programs to conduct internal evaluation of their own programs. In addition, SARP staff provided technical assistance to further review and revise data collection tools with individual programs. FY 2003 marked the beginning of a new grant period of three years and funding for ten of the original RSAPE sites was continued. At this time, the SARP component of the program began to work towards the standardization of evaluation methodologies used by the RSAPE sites. Due to budget cuts, the SARP component ended following FY 2003.

The purpose of this report is to summarize the internal evaluation efforts of these ten RSAPE Programs carried out in Michigan from FY 2003 through FY 2005. It is important to note that this report itself is not an evaluation. Due to the vast differences among these programs, this report will only examine and compare program characteristics and summarize key findings from the ten programs.

Program descriptions

The ten programs chosen to participate in the RSAPE project from FY03 through FY05 used their funds in various ways. While all programs were required to have a primary focus on youth and a secondary focus on the community, program implementation and evaluation varied greatly. As an introduction to each of these unique programs, please refer to the program descriptions below. More information is included in the program characteristic table at the end of this section on page 5 or in the program outcome table found on page 11.

Branch County Coalition Against Domestic Violence (BCCADV)-Sexual Assault Prevention Education Program

With a focus on youth ages 12-18 in Branch County, this program worked to raise awareness about various topics such as dating violence, sexual assault and harassment and club drugs. Through one-hour classroom presentations and community activities, the program addressed peer pressures commonly faced by teens and empowered youth to better respond to these pressures. The secondary target population, which included the community, parents, and teachers, was reached through various public service announcements, articles, handbooks on healthy relationships and dating violence, and information tables at community events.

Child and Family Services of Saginaw (CFS)-Sexual Assault Program

The main goals of the Sexual Assault Program in Saginaw County were to increase students' knowledge about sexual harassment and sexual assault and positively change students' attitudes about rape-supporting myths. Middle and high school youth received

presentations through schools and youth groups. The community portion of the project focused particularly on parents of middle and high school aged youth and school staff. This component involved providing prevention information in the areas of sexual violence and personal safety in order to stimulate conversation between parents and students about these important topics.

Dial Help, Inc.-Project STARR (Students Talking About Responsible Relationships)

Project STARR, a program implemented in Michigan's Western Upper Peninsula, targeted youth ages 12-18 in Baraga, Houghton, Keweenaw, and Ontonagon Counties. The program included a gender-specific curriculum that allowed students to discuss issues related to sexual violence perpetration and victimization in a safe environment as well as provided skill-building opportunities to prevent and deal with these serious issues. To reach adults in the community—specifically parents and school staff—the program distributed resource information at partner sites as well as through a newsletter and mock trial.

Diane Pepler Resource Center (DPRC)-Sexual Assault Prevention Education Program

This program encompassed the Tri-County area of Chippewa, Luce, and Mackinac Counties in Michigan's eastern Upper Peninsula. Youth ages 12-18 received two-day presentations in schools, mostly in tenth grade health classes. The curriculum included topics of discussion such as criminal sexual conduct laws, the sex offender registry, issues with reporting rape, date rape drugs, and risky situations and behaviors. In order to reach their community audience of parents and other appropriate community members, the Sexual Assault Prevention Education program set up an information booth at the health fair in each county each year and made presentations about the reporting of sexual violence/harassment by adolescents.

Kent County Health Department (KCHD)-Project Respect

The youth aspect of Project Respect focused on at risk and Hispanic youth, 12-18 years of age, in alternative middle schools or high schools, juvenile detention centers, risk reduction programs, and inner-city religious institutions. The Project Respect curriculum included several sessions, each one focusing on a different topic, such as myths about gender roles and sexual assault, alcohol and drugs, and assertive communication. The community portion of the program reached parents and school/religious staff from participating organizations, who received a one-time, one- or two-hour sexual assault prevention presentation. A two-day, 12-hour Training of Trainers Workshop was also available for parents and other people interested in implementing the Project Respect classes for youth.

St. Clair County Child Abuse/Neglect Council (SCCCAN)-Just the Facts (JTF)

Just the Facts, aimed at youth in St. Clair County, consisted of four main components. The first two, implemented with sixth graders, involved a live play and a follow-up classroom workshop. The third and fourth components focused on 9th and 12th graders and involved classroom workshops. The goal for the community outreach component was to create repeated exposure to important prevention messages that would move this issue deep into the community conscience. The target audience, including youth-

serving agencies and the community at-large, became aware of these messages through a guidebook on prevention of sexual assault of youth, workshops, and an intense media campaign.

Women's Aid Service, Inc. (WAID)-Sexual Assault Prevention Education Program

The Sexual Assault Prevention Education Program was carried out in Gratiot, Isabella, and Clare Counties. Though generally rural, the area also includes Alma College and Central Michigan University campuses. The program's youth component targeted mostly high school students (about 90%), but also some middle school youth. The curriculum included three to five sessions presented to co-ed health classes and incorporated worksheets, videos, and interactive games on three basic topics: sexual harassment, domestic/dating violence, and healthy relationships/different types of love. The community curriculum was tailored to the needs of each specific group requesting a program, such as college students, churches or other community groups.

Women's Information Service, Inc. (WISE)-Teens Against Violence (TAV)

This program encompassed the rural counties of Mecosta, Osceola, and Newaygo, which includes the more urban area of Ferris State University in Big Rapids. The student curriculum, presented in seven to nine sessions during health classes, primarily focused on ninth grade students. The TAV curriculum served to increase students' knowledge of domestic and sexual violence, challenge beliefs, attitudes, and behaviors that contribute to violence, and raise expectations for equality and respect in relationships among youth. The community component included a variety of prevention education topics and events, which were developed based on the needs of the particular audience requesting the program or event.

Women's Resource Center of Northern MI, Inc (WRCNMI)-Sexual Assault Prevention Education Program

Located in northern Lower Michigan, this program included mostly rural areas in Antrim, Charlevoix, Cheboygan, Emmet, and Otsego Counties. The overall goal for this program was to educate youth about sexual violence to help prevent perpetration and victimization. The primary youth curriculum involved seven gender-specific sessions presented to ninth and tenth grade health or physical education classes. Topics included date rape, healthy relationship qualities, survivor services, and several others. As part of the community curriculum, presentations were made to parents of the student target population through PTO meetings. Press releases and the distribution of sexual violence awareness materials were used to reach the overall community.

Wayne State University (WSU)-Sexual Assault/Dating Violence Prevention Program

This program, carried out on Detroit's east side, focused primarily on low-income, African American middle school students. The program adopted the BRIGHT curriculum, adapting it to include additional sexual violence content as needed. This curriculum focused on the knowledge, attitudes, and behaviors of youth regarding sexual violence and worked to prevent their participation in dangerous relationships. For the community component, training sessions about sexual violence topics were presented to teachers and parents in the larger school community.

Program	Geography	Youth Demographic	Youth Component Content	Youth Sessions and Delivery Methods	Youth Partners	Community Demographic	Community Component	Community Partners
Branch County Coalition Against Domestic Violence								
Sexual Assault Prevention Education Program	Branch County	MS/HS youth ages 12-18	<ul style="list-style-type: none"> sexual violence continuum date rape/club drugs self-esteem gender stereotypes community resources Michigan law 	<ul style="list-style-type: none"> 1-hour presentations interactive exercises discussions participant handbook 	<ul style="list-style-type: none"> county schools Juvenile Detention Center Altrusa Teen Share homeless shelter Healthy Communities/Healthy Youth workgroup local SANE nurse school newspapers 	<ul style="list-style-type: none"> community teachers parents 	<ul style="list-style-type: none"> PSAs teacher workshops healthy relationships/dating violence booklets community event tables Developmental Assets survey for youth community survey community event 	<ul style="list-style-type: none"> Kellogg Community College social service agencies local businesses local media
Child and Family Service of Saginaw								
Sexual Assault Program	Saginaw County	Mostly youth ages 12-18	Peer Counseling and Conservative Curriculums designed to increase students' knowledge about sexual violence and positively change attitudes regarding: <ul style="list-style-type: none"> continuum of sexual violence date rape drugs community resources rape-supporting myths Michigan law 	Presentations with interactive exercises and discussion: <ul style="list-style-type: none"> 1-day, 1-hour sessions for middle school aged youth 2-day, 2-hour sessions for high school age youth 	<ul style="list-style-type: none"> Saginaw Intermediate School District Saginaw Public School District, Prevention and Youth Services New Alternative Youth Service Center Saginaw Valley State University 	<ul style="list-style-type: none"> parents school staff community members determined via focus groups 	<ul style="list-style-type: none"> focus group conducted in FY 03 to guide focus for FYs04-05 male/female athlete awareness campaign "Empowering Youth & Educating Parents" workshop "Through My Child's Eyes" worksite workshop parent communication campaign website creation prevention displays PSAs movie trailers in local cinemas 	<ul style="list-style-type: none"> Saginaw Intermediate School District Health and Drug Advisory Committee Saginaw Public School District Health and Drug Advisory Committee
Dial Help, Inc.								
Project STARR	Western Upper Peninsula: Baraga, Houghton, Keweenaw and Ontonagon Counties	Youth ages 12-18 in schools and community settings	Asset building with content including: <ul style="list-style-type: none"> trust healthy boundaries assertiveness self-esteem healthy sexuality skill building 	50-minute weekly sessions for 8-14 weeks/semester: <ul style="list-style-type: none"> 2-part girls' curriculum provided during 2 consecutive semesters 1-part boys' curriculum provided during 1 school semester small groups discussion print resources distributed 	<ul style="list-style-type: none"> Higher Education Houghton & Baraga County Probate Courts Houghton High School 4 area schools 	<ul style="list-style-type: none"> parents school staff community members 	<ul style="list-style-type: none"> Community Health Fair PTO presentations parent newsletter community mock trial school contact newsletter 	<ul style="list-style-type: none"> Houghton County Probate Court Houghton High School Finlandia University SA Nurse Examiner Supervisor local media

Program	Geography	Youth Demographic	Youth Component Content	Youth Sessions and Delivery Methods	Youth Partners	Community Demographic	Community Component	Community Partners
Diane Peppler Resource Center								
Sexual Assault Prevention Education Program	Eastern Upper Peninsula: Chippewa, Luce, and Mackinac Counties	Youth ages 12-18 in school setting	<ul style="list-style-type: none"> Michigan law sexual violence continuum risk reduction date rape drugs 	<ul style="list-style-type: none"> mainly 10th grade health class presentations 2 class periods taking place over 2 days two group activities and video used 	<ul style="list-style-type: none"> local high schools, Bahweting Anishabe Schools alternative public high schools 	<ul style="list-style-type: none"> parents community members 	<ul style="list-style-type: none"> health fair booth in each county presentations 	<ul style="list-style-type: none"> Ramada Ojibwa Plaza Inn Village Restaurant Zellar's Village Restaurant
Kent County Health Department								
Project Respect	Kent County	At risk and Hispanic youth in alt. MS/HS, juvenile detention, risk reduction programs, inner city religious institutions	6 modules and a selection of optional activities for use as culturally appropriate: <ul style="list-style-type: none"> Michigan CSC laws SV myths and facts power and control ATODS consent, coercion and assertive communication local resources 	<ul style="list-style-type: none"> six 1-hour SVP modules shortened trainings available train on demand/year round media activities educational material (e.g. video, media examples, handouts, pamphlets) available in Spanish some bilingual trainers 	<ul style="list-style-type: none"> YWCA SA Program ; implementation sites juvenile detention facility schools faith organizations prevention agencies 	<ul style="list-style-type: none"> parents school staff religious staff 	<ul style="list-style-type: none"> One-session, 1-2-hour SVP presentations 2-day, 12-hour Training of Trainers Workshops (TOTW) 	<ul style="list-style-type: none"> education and advocacy organizations YWCA SA Program, Children's Assessment Center other systems and organizations
St. Clair Child Abuse and Neglect Council								
Just the Facts about Personal Boundaries	St. Clair County	6th graders	Increase knowledge of sexual harassment/assertive response	Live play & follow-up classroom workshop	<ul style="list-style-type: none"> Schools local law enforcement officer attended sessions 	<ul style="list-style-type: none"> community groups general public 	<ul style="list-style-type: none"> PTA presentations media campaign (billboards, radio, newspaper, TV ads)health fairs workshops for local groups 	<ul style="list-style-type: none"> Port Huron WGRT FM Radio First MADD DV Task force Community Services Coordinating Body
More Facts about Personal Boundaries		9th graders	Increase knowledge of sexual harassment/assertive response	Classroom workshop	<ul style="list-style-type: none"> schools county prosecutor's office representative attended sessions 			
More Facts about Personal Boundaries		12th graders	Increase knowledge of sexual violence/assertive response	Classroom workshop	<ul style="list-style-type: none"> schools 			
Women's Aid Service, Inc.								
Sexual Assault Prevention Education Program	Gratiot, Isabella and Clare Counties	Youth ages 12-18 in co-ed health education classes	<ul style="list-style-type: none"> sexual violence continuum dating violence date rape drugs Michigan laws healthy relationships 	<ul style="list-style-type: none"> 3 to 5 sessions 1.5 to 3 hours/session worksheets, videos, interactive games used 	<ul style="list-style-type: none"> local schools Isabella County Day Treatment Program 	<ul style="list-style-type: none"> College students churches community groups 	<ul style="list-style-type: none"> tailored presentations health fairs 	<ul style="list-style-type: none"> Alma College Central Michigan University faith-based organizations

Program	Geography	Youth Demographic	Youth Component Content	Youth Sessions and Delivery Methods	Youth Partners	Community Demographic	Community Component	Community Partners
Women's Information Service, Inc.								
Teens Against Violence	Mecosta, Osceola and Newaygo Counties	Primarily 9th graders in health classes	<ul style="list-style-type: none"> gender and violence sexual harassment dating violence sexual violence 	<ul style="list-style-type: none"> 7 to 9 sessions 50 to 90 minutes in length 	<ul style="list-style-type: none"> Ferris State University Youth Attention Center (court based) Girl Scouts local high schools Newaygo County Parenting Consortium 	<ul style="list-style-type: none"> local youth parents law enforcement Ferris State students 	<ul style="list-style-type: none"> WISE family mentoring programs health fair booths Bulldog Bonanza (FSU) Take Back the Night parent newsletter Presentations other awareness activities 	<ul style="list-style-type: none"> local media Ferris State University local law enforcement local schools Curves county prosecutor offices Freemont Area Foundation local hospital YWCA
Women's Resource Center of Northern Michigan								
Sexual Assault Prevention Education Program	Northern lower MI Antrim, Charlevoix, Cheboygan, Emmet, Otsego Counties mostly rural	Primarily 9th & 10th graders, some jr. high & other high school students	Educated youth about issues related to sexual assault to prevent occurrence and to increase knowledge of participants regarding healthy relationships	<ul style="list-style-type: none"> Seven 1-hour sessions ("Just the Facts" for girls and "Out of the Locker Room" for boys) SVP workshops for larger groups 	<ul style="list-style-type: none"> local schools Planned Parenthood of Northern Michigan 	<ul style="list-style-type: none"> parents general public 	<ul style="list-style-type: none"> PTO presentations distribution awareness materials to community press releases hospital newsletters 	<ul style="list-style-type: none"> schools local media
Wayne State University-School of Social Work								
WSU-Sexual Assault Dating Violence Prevention Program	East side of Detroit	Low-income, African American middle school students (intervention groups & comparison groups)	<ul style="list-style-type: none"> sexual assault sexual harassment dating violence date rape drugs situation avoidance and assertive response healthy relationships community resources 	10-12 class room periods	<ul style="list-style-type: none"> Higher Education Detroit Rape Counseling Center (city service) middle schools 	one larger school community, presentation for teachers and parents	90 minute after school sessions	schools

Methodology

Definitions

The Center for Disease Control and Prevention defines sexual violence as “a sex act completed or attempted against a victim's will or when a victim is unable to consent due to age, illness, disability, or the influence of alcohol or other drugs. It may involve actual or threatened physical force, use of guns or other weapons, coercion, intimidation or pressure. Sexual violence also includes intentional touching of the genitals, anus, groin, or breast against a victim's will or when a victim is unable to consent, as well as voyeurism, exposure to exhibitionism, or undesired exposure to pornography. The perpetrator of sexual violence may be a stranger, friend, family member, or intimate partner.”^{4[4]} Please note, however, that when presenting to primary and secondary target audiences about criminal sexual conduct in Michigan, the ten RSAPE programs used definitions from Michigan’s penal code in presenting information.^{5[5]}

Prevention activities are often grouped into three prevention categories based on when the activity occurs. For sexual violence prevention, the following categories from the *CDC’s Sexual Violence Prevention: Beginning the Dialogue* are useful:

- Primary Prevention: Approaches that take place before sexual violence has occurred to prevent initial perpetration or victimization
- Secondary Prevention: Immediate responses after sexual violence has occurred to deal with short-term consequences
- Tertiary Prevention: Long-term responses after sexual violence has occurred to deal with the lasting consequences^{6[6]}

As stated previously, violent sexual acts most often occur to adolescents and young adults. Because the ten RSAPE programs utilized the concept of primary prevention, their concentration was on affecting knowledge, attitudes, or behaviors towards sexual violence among adolescents and their key influencers (e.g., parents, teachers, coaches). It should be noted, however, that these programs might have had secondary or tertiary prevention functions for participants who were survivors or perpetrators of sexual violence.

Methods utilized

All of the programs addressed a range of issues related to sexual violence, although the approach differed among programs. For example, one youth curriculum taught adolescents how to define their personal boundaries, while another taught ways to settle an argument with a dating partner without using physical force. Curricula topics

^{4[4]} CDC Website, http://www.cdc.gov/ncipc/fact_book/24_Sexual_Violence.htm

^{5[5]} Michigan Legislature Website, [http://www.legislature.mi.gov/\(y05dhtzicznwzhvs45sh2vzr\)/mileg.aspx?page=getObject&objectName=mcl-328-1931-LXXVI](http://www.legislature.mi.gov/(y05dhtzicznwzhvs45sh2vzr)/mileg.aspx?page=getObject&objectName=mcl-328-1931-LXXVI)

^{6[6]} CDC Website, <http://www.cdc.gov/ncipc/dvp/SVPrevention.pdf>

varied based on differences in target populations, rural versus urban locations and number of sessions taught, among other factors.

Each program administered pre and post tests, as well as satisfaction surveys to monitor the effectiveness of their programs. Almost all programs reported achieving a positive significant change in knowledge of and attitudes toward sexual assault and sexual harassment. Due to differences in curricula, target populations, and evaluation tools, it is impossible to compare results across programs. Instead, the program review concentrated on examining the key findings from individual programs and aspects of each program that were most successful. These findings were then used to guide the development of recommendations for future sexual violence prevention programs, which are included at the end of this report (see page 28).

All information used to write this report was obtained directly from reports submitted by each RSAPE program to the MDCH or from the programs themselves. For both the youth and community-based components, each program compared characteristics across a number of variables. Variables included community demographics (e.g., population, rural vs. urban, income, race and ethnicity), specific target populations (e.g., at-risk youth, Hispanic youth), curriculum topics, number of program sessions, number of students reached, demographics of participants (e.g., race, ethnicity, sex), evaluation results, satisfaction survey results, community target population (e.g., college students, parents, teachers, hospital staff), community program elements, community reach (e.g., presentations, PSAs), community program partners, and barriers to community programming.

Limitations

As mentioned above, it is not possible to compare RSAPE programs to each other directly due to the variance in curricula design, community demographics, target populations, and evaluation methodologies and tools. And while almost all programs reported success in terms of positive significant change in knowledge and attitudes towards sexual violence among participants, programs cannot be compared statistically beyond whether or not participants showed significant change.

Each RSAPE program individually calculated the statistical results that are included in this report. Data were not reanalyzed for this report and the review team cannot account for the accuracy of analyses done by the programs. Additionally, reports submitted to MDCH from some programs contained significantly more detail than reports from others.

Some satisfaction results were included in this report as examples of positive or negative outcomes. Due to the qualitative and subjective nature of the data, broad conclusions should not be made based on these results.

RSAPE Program Overview

The following section of the report describes similarities and differences among the ten RSAPE programs focusing on the youth-based component separately from the community portion of each program. Notable findings are discussed.

Of the ten programs funded by MDCH, seven were agencies that also provide services to survivors of sexual and domestic violence, one was an organization devoted to the prevention of child abuse and neglect (SCCCAN), one was a county health department (KCHD) and one was a school of social work at a university (WSU). Six of the ten prevention programs were in rural Michigan communities, two in small urban communities (CFS and SCCCAN) and two in larger urban communities (KCHD and WSU).

Overall, the curricula of the prevention programs were quite similar. Most programs implemented their curriculum into classes at local public middle and high schools. KCHD was the only program to target only at-risk populations, based on assessment of participants' risk and protective factors. They implemented their program in county alternative middle and high schools, after school and risk reduction programs, and a juvenile detention facility.

As the only academic institution funded, WSU was also the only program to implement their curricula as research that included administration of pre and post tests to an intervention and a comparison group. WSU was the only program to target 100% middle school students. According to their evaluation reports, many of the students in the community high schools already experience sexual violence in their relationships. WSU also was one of the only programs to measure change in behavior from before and after participation in the program.

Table 2 lists in detail the evaluation tools used and the findings of each RSAPE program. Youth-based component information is shaded and is followed by community component information, which is not shaded.

Agency	Evaluation Method/Tool	Yr. 1 - FY02/03	Yr. 2 - FY03/04	Yr. 3 - FY04/05
BCCADV-Sexual Assault Prevention Education Program				
BCCADV-Youth Component	Middle school Self-Esteem Surveys: knowledge of and attitude towards sexual assault on Lichert scale-strongly disagree to strongly agree	Pre/Post Tests not administered	Yrs 2 & 3 combined <ul style="list-style-type: none"> • Pre test mean=3.88 • Post test mean= 4.07 • t=-2.68 • df=54 • p=0 	Yrs 2 & 3 combined <ul style="list-style-type: none"> • Pre test mean=3.88 • Post test mean= 4.07 • t=-2.68 • df=54 • p=0
	Middle School Bullying Surveys: knowledge of and attitude towards sexual violence on Lichert scale-strongly disagree to strongly agree	Pre/Post Tests not administered	Yrs 2 & 3 combined <ul style="list-style-type: none"> • Pre test mean=3.837 • Post test mean= 4.36 • t=-6.805 • df=50 • p=0 	Yrs 2 & 3 combined <ul style="list-style-type: none"> • Pre test mean=3.837 • Post test mean= 4.36 • t=-6.805 • df=50 • p=0
	High School Dating Violence Surveys: knowledge of and attitude towards sexual violence on Lichert scale-strongly disagree to strongly agree	Pre/Post Tests not administered	Yrs 2 & 3 combined <ul style="list-style-type: none"> • Pre test mean=3.365 • Post test mean= 3.692 • t=-6.267 • df=99 • p=0 	Yrs 2 & 3 combined <ul style="list-style-type: none"> • Pre test mean=3.365 • Post test mean= 3.692 • t=-6.267 • df=99 • p=0
	High school Sexual Assault Surveys measured knowledge of and attitude towards sexual assault on Lichert scale- strongly disagree to strongly agree	Pre/Post Tests not administered	Yrs 2 & 3 combined <ul style="list-style-type: none"> • Pre test mean=3.378 • Post test mean=3.700 • t=-6.217 • df=116 • p=0 	Yrs 2 & 3 combined <ul style="list-style-type: none"> • Pre test mean=3.378 • Post test mean=3.700 • t=-6.217 • df=116 • p=0
	Student Satisfaction surveys distributed randomly	<ul style="list-style-type: none"> • presentations helpful • likes/dislikes expressed • suggested improvements 	<ul style="list-style-type: none"> • presentations helpful • likes/dislikes expressed • suggested improvements 	<ul style="list-style-type: none"> • presentations helpful • likes/dislikes expressed • suggested improvements
BCCADV-Community Component	2003 Community Survey	Details in FY 03 Evaluation Report	N/A	N/A
	2004 Developmental Assets Survey for youth	N/A	Details in FY 04 Evaluation Report	N/A
	Teacher satisfaction evaluation distributed at every presentation	<ul style="list-style-type: none"> • 93.75%: material presented met expectations • 100%:would recommend program to other teachers/schools 	<ul style="list-style-type: none"> • 93.75%: material presented met expectations • 100%:would recommend program to other teachers/schools 	<ul style="list-style-type: none"> • 93.75%: material presented met expectations • 100%:would recommend program to other teachers/schools
	Informal conversations with participants at community events	N/A	N/A	<ul style="list-style-type: none"> • strong acceptance of program materials available • 100% of community members questioned reported satisfaction with material •

Agency	Evaluation Method/Tool	Yr. 1 - FY02/03	Yr. 2 - FY03/04	Yr. 3 - FY04/05
CFS-Sexual Assault Program				
CFS-Youth Component	Conservative Pre-test: knowledge of and attitude towards sexual assault on Lichert scale-strongly disagree to strongly agree	Results broken down by: • goal • report period • t-tests for each category	Results broken down by: • goal • report period • t-tests for each category	Results broken down by: • goal • report period • t-tests for each category
	HS Pre-test/SH in the Workplace: knowledge of and attitude towards sexual violence on Lichert scale-strongly disagree to strongly agree	Results broken down by: • goal • report period • t-tests for each category	Results broken down by: • goal • report period • middle or high school students • t-tests for each category	Results broken down by: • goal • report period • curriculum type • t-tests for each category
	MS Post-test/General Curriculum: knowledge of and attitude towards sexual violence on Lichert scale - strongly disagree to strongly agree	Results broken down by: • goal • report period • t-tests for each category	Results broken down by: • goal • report period • middle or high school students • t-tests for each category	Results broken down by: • goal • report period • curriculum type • t-tests for each category
	Student Satisfaction Survey: satisfaction with facilitator, content and delivery method	NA	NA	• 1,454 surveys collected from FY 03-FY 05: 91% satisfied with facilitator • 85% satisfied with content • 86% satisfied with method of delivery
	Teacher Satisfaction Survey: satisfaction with facilitator, content and delivery method	NA	NA	• 51 surveys collected from FY 03-FY 05 • 97% satisfied
	Empowering Youth & Educating Parents student satisfaction surveys: satisfaction with facilitator, content and delivery method	N/A	62 surveys (Stephen Thompson workshop): • 85% satisfied with facilitator • 69% satisfied with content • 80.5% satisfied with delivery	N/A
CFS-Community Component	Focus groups	Five focus groups provided information to guide program planning in FY 04 and FY 05	N/A	N/A
	Male (some female) Athlete Awareness Campaign survey: ability to increase awareness of sexual assault by ranking level of agreement with various statements	N/A	41 SVSU football players: • 85% increased awareness of • 10% neutral • 5% no change	N/A

Agency	Evaluation Method/Tool	Yr. 1 - FY02/03	Yr. 2 - FY03/04	Yr. 3 - FY04/05
	Empowering Youth & Educating Parents knowledge surveys: changes in parents' knowledge of sexual violence	N/A	100% reported increases in knowledge	N/A
	Empowering Youth & Educating Parents surveys: parents' satisfaction facilitator, content and method of delivery	N/A	<ul style="list-style-type: none"> • 100% satisfied with facilitator and content • 86% satisfied with method of delivery • 14% unsatisfied (e.g., citing lack of visuals) 	N/A
	Through My Child's Eyes knowledge surveys: program's ability to educate and empower parents in preventing child sexual abuse	N/A	N/A	57 surveys completed: <ul style="list-style-type: none"> • 96% felt workshop educated them • 97% felt workshop provided effective communication strategies and increased comfort discussing tough issues
	Through My Child's Eyes satisfaction surveys: parents' satisfaction with facilitator, content and method of delivery	N/A	N/A	<ul style="list-style-type: none"> • 100% satisfied
	Parent communication campaign evaluated for ability to increase awareness of sexual violence and encourage communication between parents and children	N/A	N/A	<ul style="list-style-type: none"> • 80-100% of Advisory Group members agreed with each statement
	<ul style="list-style-type: none"> • Website content survey • Website evaluation survey 	N/A	N/A	Middle and high school teachers, Advisory Council members and CFS Board Members: <ul style="list-style-type: none"> • 45 content surveys reinforced need for website • 17 website evaluations indicated site was well received
	PSA survey: did PSAs increase awareness of sexual violence	N/A	N/A	Advisory Council members deemed 4 PSAs effective

Agency	Evaluation Method/Tool	Yr. 1 - FY02/03	Yr. 2 - FY03/04	Yr. 3 - FY04/05
Dial Help-Project STARR				
Dial Help-Youth Component	Pre/post test "Thinking About Yourself" measured skills, behaviors, attitudes and knowledge on Lichert scale-strongly disagree to strongly agree	Test statistically significant: <ul style="list-style-type: none"> • pre test mean=3.458 • post test mean=3.823 • t=-9.854 • df=75 • p=<. 05 	Test statistically significant: <ul style="list-style-type: none"> • pre test mean=3.620 • post test mean=3.996 • t=-5.435 • df=56 • p=<. 05 	Test statistically significant: <ul style="list-style-type: none"> • pre test mean=3.652 • post test mean=3.951 • t=6.119 • df=71 • p<.05
	Project STARR group satisfaction survey	Overall satisfaction reported with scaled items showing the majority of participants responding with "agree" or "strongly agree"	Overall satisfaction reported with scaled items showing the majority of participants responding with "agree" or "strongly agree"	Overall satisfaction reported with scaled items showing the majority of participants responding with "agree" or "strongly agree"
	Project STARR teacher satisfaction survey	Overall satisfaction reported	Overall satisfaction reported	Overall satisfaction reported
Dial Help-Community Component	Brief satisfaction survey included with parent newsletters	1 parent satisfaction survey completed and returned	0 parent satisfaction surveys completed and returned; 32 mock trial surveys completed and returned	8 parent satisfaction surveys completed and returned
	Brief phone survey with newsletter recipients	N/A	6 of the 7 surveyed reported reading newsletter and finding it informative	N/A
	Brief exit survey to Houghton County Mock trial participants and observers	N/A	32 surveys completed and returned	32 surveys completed and returned
DPRC-Sexual Assault Prevention Education Program				
DPRC-Youth Component	Student pre/post test: 12 questions using Lichert scale (strongly disagree to strongly agree) formed from presentation material	<ul style="list-style-type: none"> • Answers summarized by question • No t-tests completed 	<ul style="list-style-type: none"> • Answers summarized by question • No t-tests completed 	<ul style="list-style-type: none"> • Answers summarized by question • No t-tests completed
	Student satisfaction survey	Answers summarized by question	Answers summarized by question	Answers summarized by question

Agency	Evaluation Method/Tool	Yr. 1 - FY02/03	Yr. 2 - FY03/04	Yr. 3 - FY04/05
	Past participant survey (given in a mandatory 12th grade class to all who did program in 10th grade-2 different schools did this in 2005) (same survey as student pre/post)	<ul style="list-style-type: none"> • Answers summarized by question • No t-tests completed 	<ul style="list-style-type: none"> • Answers summarized by question • No t-tests completed 	<ul style="list-style-type: none"> • Answers summarized by question • No t-tests completed
	Teacher satisfaction survey	Answers summarized by question	Answers summarized by question	Answers summarized by question
DPRC-Community Component	Community Presentation satisfaction survey (same survey as teacher satisfaction survey)	NA	NA	NA
KCHD-Project Respect				
KCHD-Youth Component	At-Risk youth pre/post test: knowledge of and attitude towards sexual assault on Lichert scale- strongly disagree to strongly agree	Significant change indicated: <ul style="list-style-type: none"> • n=308 • t=-6.606 • p=.000 	Significant change indicated: <ul style="list-style-type: none"> • n=250 • t=-11.494 • p=.000 	Significant change indicated: <ul style="list-style-type: none"> • n=253 • t=-8.050 • p=.000
	Hispanic Youth pre/post test: knowledge of and attitude towards sexual assault on Lichert scale- strongly disagree to strongly agree	No significant change indicated: <ul style="list-style-type: none"> • n=87 • t=-.478 • p=.000 	Significant change indicated: <ul style="list-style-type: none"> • n=54 • t=-5.980,) • p=.000 	Significant change indicated: <ul style="list-style-type: none"> • n=68 • t=-3.358 • p=.000
	At-Risk Youth satisfaction survey	<ul style="list-style-type: none"> • n=418 • 85% would recommend program • qualitative data indicated satisfaction with trainers, content and delivery • FY 03 Evaluation Report included answers to open ended questions such as what participants liked/disliked most about program 	<ul style="list-style-type: none"> • n=239 • 88% would recommend program • qualitative data indicated satisfaction with trainers, content and delivery • FY 04 Evaluation Report included answers to open ended questions 	<ul style="list-style-type: none"> • n=182 • 84% would recommend program • Final Evaluation Report included answers to open ended questions
	Hispanic Youth satisfaction survey	<ul style="list-style-type: none"> • n=98 • 93% would recommend program • qualitative data indicated satisfaction with trainers, content and delivery • FY 03 Evaluation Report included answers to open ended questions 	<ul style="list-style-type: none"> • n=81 • 6% would recommend program • qualitative data indicated satisfaction with trainers, content and delivery • FY 04 Evaluation Report included answers to open ended questions 	<ul style="list-style-type: none"> • n=38 • 97% would recommend program • Final Evaluation Report included comments and answers to open ended questions
	Teacher satisfaction surveys	NA	NA	NA

Agency	Evaluation Method/Tool	Yr. 1 - FY02/03	Yr. 2 - FY03/04	Yr. 3 - FY04/05
KCHD-Community Component	Staff/parent presentation pre/post tests: significant increase in knowledge and attitudes	NA	Significant increase in knowledge: • n=40 • t=-11.371 • p=.000	Significant increase in knowledge: • n=24 • t=-6.247 • p=.000
	Staff/parent presentation satisfaction survey: facilitator, content and delivery	• n=25 • qualitative data indicated satisfaction with trainer, content and delivery	• n=37 • qualitative data indicated satisfaction with trainer, content and delivery	• n=15 • qualitative data indicated satisfaction with trainer, content and delivery
	TOTW pre/post tests: knowledge of and attitude towards sexual assault on Lichert scale-strongly disagree to strongly agree	Significant increase in knowledge: • n=15 • t=-6.941 • p=.000 • increased comfort for: speaking to groups, facilitating group discussion, answering questions, handling disclosures	Significant increase in knowledge: • n=15 • t=-3.168 • p=.007 • increased comfort for: speaking to groups, facilitating group discussion, answering questions, handling disclosures	Significant increase in knowledge: • n=24 • t=-6.284 • p=.000 • increased comfort for: speaking to groups, facilitating group discussion, answering questions, handling disclosures
	TOTW Day 1 & Day 2 satisfaction surveys: rated TOTW facilitators, content and delivery on a 5 point Lichert scale (1-not helpful/effective and 5-very helpful/effective); provided space for additional comments	• n=15 • qualitative data indicated satisfaction with trainer, content and delivery	• n=14 • qualitative data indicated satisfaction with trainer, content and delivery	• n=24 • mean=4.50: "I feel the training has prepared me to teach the curriculum" • mean=4.80: "The training materials were well developed and relevant" • mean=4.85: "The trainers were knowledgeable, well-prepared and effective"
SCCCAN-Just the Facts				
SCCCAN-Youth Component	JTF about Personal Boundaries pre/post student tests: knowledge of and attitude towards sexual assault on Lichert scale-strongly disagree to strongly agree	• 7304 participants in 15 schools • 82% identified 3 strategies • n=159 pre/post questionnaires • T-stat=5.33 • T-critical=1.65 • alpha .05	• 5931 participants in 13 schools • 82% identified 3 strategies • n=270 • T-stat=4.62 • Critical=1.65 • alpha .05	• 6014 participants in 14 schools/institutions • 99% identified 3 strategies • n=208 • T-stat=2.14 • Critical=1.83 • alpha .05
	JTF about Personal Boundaries student satisfaction survey: satisfaction with content and delivery	• n= 613 • 88% satisfied	• n= 520 • 97% satisfied	• n= 413 returned • 96% satisfied

Agency	Evaluation Method/Tool	Yr. 1 - FY02/03	Yr. 2 - FY03/04	Yr. 3 - FY04/05
	JTF about Personal Boundaries-parent satisfaction survey: satisfaction with content and delivery	NA	Overall high level of satisfaction	Overall high level of satisfaction
	More Facts about Personal Boundaries-pre/post student tests: knowledge and attitudes	<ul style="list-style-type: none"> • n=500 • T-stat=4.04 • T-critical=1.81 • alpha .05 	<ul style="list-style-type: none"> • n=216 • T-stat=7.11495 • Critical =1.652143 • alpha .05 	<ul style="list-style-type: none"> • n=252 • T-stat=4.08806 • Critical =1.795885 • alpha .05
	More Facts about Personal Boundaries student satisfaction surveys: satisfaction with content & delivery	<ul style="list-style-type: none"> • n=600 • 79% satisfied 	<ul style="list-style-type: none"> • n= 327 • 96% satisfied 	<ul style="list-style-type: none"> • n=189 • 86% satisfied
SCCCAN-Community Component	Viewership/dissemination of media campaign components		<ul style="list-style-type: none"> • Billboard=2,688,000 viewers • Newspaper ad=116,000 viewers • Radio=160,000 listeners 	<ul style="list-style-type: none"> • Billboard=2,688,000 viewers • Newspaper ad=116,000 viewers • Radio=160,000 listeners
	Community Partner Training satisfaction survey (FY 05 only)	NA	NA	Over 80% agreed/strongly agreed with evaluation questions
WAID-Sexual Assault Prevention Education Program				
WAID-Youth Component	Pre/post student tests: knowledge of and attitude towards sexual assault on Lichert scale-strongly disagree to strongly agree, knowledge of community resources	<ul style="list-style-type: none"> • Significant increase in knowledge: pre test mean=3.211 • post test mean=3.273 • t=4.715 • df=292 • p<.05 	<ul style="list-style-type: none"> • Significant increase in knowledge: pre test mean=3.84 • post test mean=4.255 • t=16.68 • df=221 • p<.05 	<ul style="list-style-type: none"> • Statistically significant increase in knowledge: pre test mean=3.904 • post test mean=4.309 • t=11.85 • df=300 • p<.05
	Student/teacher Satisfaction on Lichert scale-strongly disagree to strongly agree	n=367 almost all questions show 70% or greater satisfaction	Sample size undetermined: almost all questions show 80% or greater satisfaction (agree or strongly agree)	Only raw data that is not summarized in Final Evaluation Report
WAID-Community Component	NA	Presented at: <ul style="list-style-type: none"> • 10 college classes; 258 participants • 13 community groups; 130 participants • 8 fairs; 1120 participants 	Presented at: <ul style="list-style-type: none"> • 5 college classes; 109 participants • 11 community groups; 126 participants • 8 fairs; 2128 participants 	Presented at: <ul style="list-style-type: none"> • 4 college classes; 191 participants • 25 community groups; 87 participants • 5 fairs; 1835 participants
WISE-Teens Against Violence				
WISE-Youth Component	Pre/post student test: knowledge of and attitude towards sexual assault on Lichert scale (strongly disagree to strongly agree)	<ul style="list-style-type: none"> • Significant increase in knowledge: pre test mean=3.728 • post test mean= 4.017 • t=12.786 • df=231 • p<.000 	<ul style="list-style-type: none"> • Significant increase in knowledge: pre test mean=3.764 • post test mean= 3.986 • t=7.165 • df=220 • p<.000 	<ul style="list-style-type: none"> • Significant increase in knowledge: pre test mean=3.734 • post test mean= 3.975 • t=10.763 • df=352 • p<.000

Agency	Evaluation Method/Tool	Yr. 1 - FY02/03	Yr. 2 - FY03/04	Yr. 3 - FY04/05
	Student Satisfaction Survey	<ul style="list-style-type: none"> n=220 81% satisfied 	<ul style="list-style-type: none"> n=246 76% satisfied 	<ul style="list-style-type: none"> 82.44% indicated the TAV program and information presented would be helpful for them in their lives 86% satisfied
	Teacher Satisfaction Survey	NA	NA	<ul style="list-style-type: none"> n=16 > 80% satisfied
WISE- Community Component: Sexual Assault Myths & Facts	Post-only quantitative & qualitative questions: knowledge learned and satisfaction with facilitator, content, and delivery	<ul style="list-style-type: none"> n=107 85% satisfied 	<ul style="list-style-type: none"> n=758 88% learned something new 72% learned something useful 66% reported presentation was interesting 	<ul style="list-style-type: none"> 85% learned at least one fact 82% found information useful and would recommend presentation
WISE-Community Component: Dynamics of Sexual Violence and Communication Skills	Post-only quantitative & qualitative questions: knowledge learned and satisfaction with facilitator, content, and delivery	n=53 97% satisfied	<ul style="list-style-type: none"> n=64 < 80% learned something new, learned something useful and found the presentation interesting 	
Wise-Community Component: TV Commercial	Tracked calls resulting from commercial	NA	NA	NA
WRCNMI-Sexual Assault Prevention Education Program				
WRCNMI-Youth Component	Pre/posttest for 7-session program (separate program for boys & girls): knowledge of and attitude towards sexual assault on Lichert scale (strongly disagree to strongly agree)	Significant increase in knowledge: <ul style="list-style-type: none"> pre test mean=3.691 post test mean=4.081 t=19.66 df=706 p<.05 	Significant increase in knowledge: <ul style="list-style-type: none"> pre test mean=3.569 post test mean=4.036 t=-24.905 df = 824 p<.05 	Significant increase in knowledge: <ul style="list-style-type: none"> pre test mean=3.577 post test mean=4.129 t=-25.647 df = 801 p<.05
	Satisfaction survey for 7-session program	> 80% satisfied	> 80% satisfied	> 70% satisfied
	Teacher satisfaction survey for 7-session program	<ul style="list-style-type: none"> n=3 100% satisfied 	<ul style="list-style-type: none"> n=3 100% satisfied 	<ul style="list-style-type: none"> n=27 almost 100% satisfied

Agency	Evaluation Method/Tool	Yr. 1 - FY02/03	Yr. 2 - FY03/04	Yr. 3 - FY04/05
	Satisfaction survey for presentation	Over 80% satisfied with program (agreed/strongly agreed)	Over 80% satisfied with program (agreed/strongly agreed)	Over 80% satisfied with program (agreed/strongly agreed)
WRCNMI-Community Component	PTO Workshop Parent surveys	Over 80% of PTO workshop participants satisfied with presentation	No formal PTO workshops held	No formal PTO workshops held
WSU-Sexual Assault/Dating Violence Prevention Program				
WSU-Youth Component	Student pre/post test for intervention group & comparison group	<ul style="list-style-type: none"> • 302 participants in 2 schools • results showed significant knowledge increase in some areas • measures of behavior/attitude change show different 'n' for each question • some results not from matched samples 	<ul style="list-style-type: none"> • 203 participants in 2 schools • results showed significant knowledge increase in some areas • measures of behavior/attitude change show different 'n' for each question • some results not from matched samples 	<ul style="list-style-type: none"> • 254 participants in 2 schools • results showed significant knowledge increase in some areas • measures of behavior/attitude change show different 'n' for each question • some results not from matched samples • cumulative data available
	Student satisfaction survey	<ul style="list-style-type: none"> • n=49 • 89.9% satisfied (girls reported 88% satisfaction; boys reported 100% satisfaction) 	<ul style="list-style-type: none"> • n=91 • 87.4% overall satisfaction • data available by gender, school, question category and comparison groups 	<ul style="list-style-type: none"> • 85.5% (at both schools) satisfied or very satisfied • 80% of the youth participating in the program were satisfied or highly satisfied with the program overall • cumulative data available by gender, school, question category and comparison groups
	Parent satisfaction survey	<ul style="list-style-type: none"> • n=19 • 100% satisfied that the program helped their child • 47% felt their child's awareness had increased • 37% felt their child learned useful skills 	<ul style="list-style-type: none"> • n=38 • 92.1% highly satisfied 	<ul style="list-style-type: none"> • 88.7% satisfied or very satisfied • cumulative data available

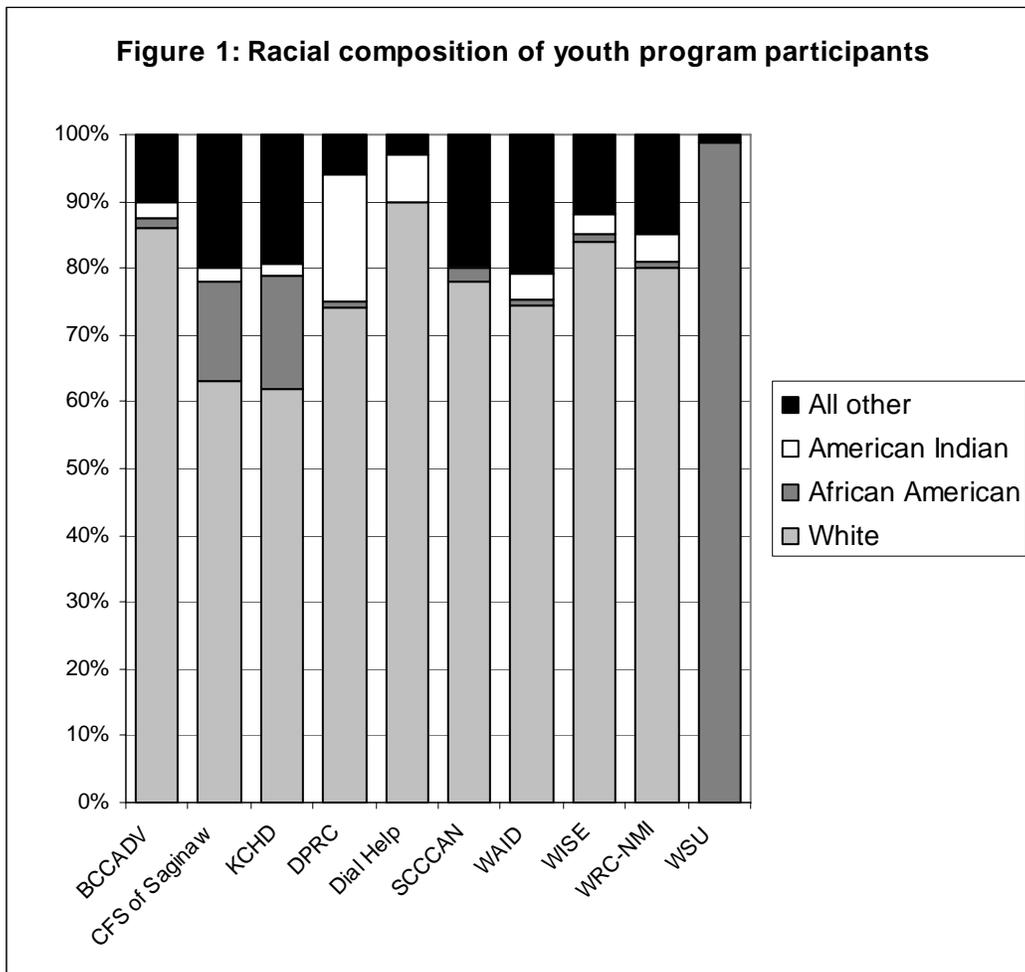
Agency	Evaluation Method/Tool	Yr. 1 - FY02/03	Yr. 2 - FY03/04	Yr. 3 - FY04/05
WSU-Community Component	Pre/post test for teacher training	NA	No significant changes in knowledge of sexual/dating violence or attitudes: <ul style="list-style-type: none"> • n=24 • pre test mean= 2.71 • (SD=.55) of questions correct • post test mean number of 2.75 (SD=.53) questions correct • pretest mean attitude=14.04 (SD=3.99) • post test mean attitude=14.71(SD = 3.97) Significant increase in knowledge of sexual assault resources: <ul style="list-style-type: none"> • pre test mean= 1.44 (SD=.78) • post test mean=2.78 (SD=1.22) • t= 4.574 • p < .05) 	<ul style="list-style-type: none"> • increased knowledge of sexual violence • data not collected for knowledge of sexual assault resources • teachers reported a small, but not significant, decrease in intolerance of sexual violence
	Teacher training satisfaction survey	NA	Overall, 92.6% very satisfied with training program	<ul style="list-style-type: none"> • 87.5% satisfied/highly satisfied overall • 90.0 % satisfied/highly satisfied with the facilitators • 87.5% satisfied/highly satisfied with content • 90.0% satisfied/highly satisfied with delivery
	Pre/post test for parent training	NA	No significant changes in knowledge related to sexual and dating violence attitudes: <ul style="list-style-type: none"> • t =2.93 • p < .05 No significant increase in knowledge of sexual assault resources <ul style="list-style-type: none"> • n=4 • t = .843 • p > .05 	<ul style="list-style-type: none"> • increased knowledge of sexual violence • data not collected for knowledge of sexual assault resources • increased intolerance of sexual violence, but differences not significant
	Parent training satisfaction survey	N/A	82.8% satisfied/very satisfied with training	<ul style="list-style-type: none"> • 81.8% satisfied/highly satisfied overall • 81.8% satisfied/highly satisfied with trainers • 81.8% satisfied/highly satisfied with delivery • 85.7% satisfied/highly satisfied with content

Youth-based component

Demographics

Each RSAPE program collected demographic information from participants. Figure 1 shows the racial composition of the youth participants from each program for the past three years combined. Participants were predominantly White in all programs, excluding WSU, where 99% of participants were African American. KCHD and CFS had 17% and 15% African American youth participants respectively. DPRC had the greatest proportion of American Indian youth participants at 19%.

Some programs collected information on Hispanic ethnicity; others included it as a category of race. The “all other” category in Figure 1 includes Asian/Pacific Islanders, multiracial, other and Hispanic (if collected as a race). KCHD had the greatest proportion of Hispanic participants in their youth program: participants in programming targeted towards at-risk youth, represented in the table below, were 23% Hispanic; ninety-five percent of participants in programming targeted towards Hispanic youth reported being Hispanic.



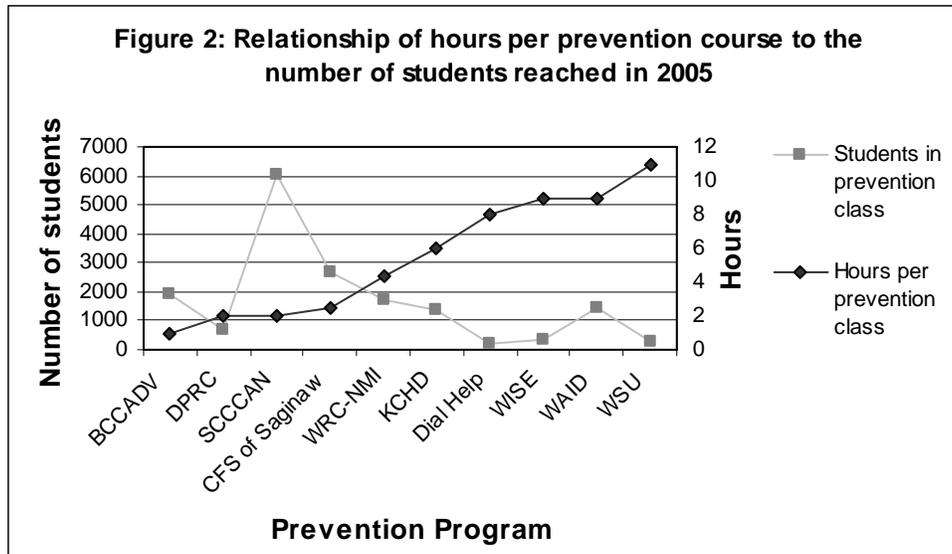
Curricula

All programs targeted youth in two age groups: middle school (12-14 years) and high school (15-18 years), except WSU's program, which focused only on 12-14 year olds (see Table 3). Seven programs concentrated on high school aged youth; three on middle school aged youth. The number of sessions in each curriculum ranged from one to twelve. Three centers offered a one session course, one offered younger students a one session course and a two session course for older students, one offered a two session course, one offered three to five sessions and five others offered six or more sessions. Three programs delivered their curricula separately to boys and girls.

Table 3: Community demographics and youth target population										
	BCC ADV	CFS	KCHD	DPRC	Dial Help	SCC CAN	WAID	WISE	WRC NMI	WSU
Community Demographics										
Population of counties served*	45,787	210,039	574,335	57,510	54,570	164,235	137,395	112,177	130,386	2,061,162
Number of counties served	1	1	1	3	4	1	3	3	5	1
Average pop of counties served	45,787	210,039	574,335	19,170	13,643	164,235	45,798	37,392	26,077	2,061,162
Low income (% of pop)*	11%	14%	10%	12%	13%	9%	13%	13%	9%	17%
Youth Target Population										
12-14 years	45%	67%	18%	7%	26%	76%	11%	4%	22%	100%
15-18 years	55%	33%	80%	82%	73%	24%	89%	96%	78%	0%

*US Census Data, 2000

Figure 2 shows that, in general, the number of participants reached in a year had an inverse relationship to the number of hours the curriculum covered: the longer the curriculum, the fewer students reached. Major exceptions were BCCADV and DPRC. Both offered a short curriculum and reached a lower number of participants. Not factored into this relationship is the overall population of potential participants in the community. Both BCCADV and DPRC represent rural communities with small populations.



It seems logical that participants attending longer sessions learn more about sexual assault and rape prevention, although students showed a significant increase in knowledge following curricula of all lengths. Additionally, all curricula—including shorter ones—covered a comprehensive array of topics (see Table 4). Another reason for differences in the number of participants reached might be due to budget differences. While each agency received the same amount of funding from MDCH, some may have leveraged additional funding from other sources for their prevention programs, enabling them to reach more participants.

Curriculum Topics	BCC ADV	CFS	KCHD	DPRC	Dial Help	SCC CAN	WAID	WISE	WRC NMI	WSU
Sexual harassment	x	x	x	x	x	x	x	x	x	x
Sexual assault	x	x	x	x	x	x	x	x	x	x
Gender stereotypes	x		x						x	
Self-esteem	x				x			x		
Date rape drugs	x	x		x	x		x	x	x	x
Michigan CSC laws			x	x	x	x	x	x	x	
Dating violence	x	x		x	x	x	x	x	x	x
Bullying	x									
Risk reduction/prevention	x		x	x			x	x	x	x
Assertive response	x		x		x		x	x		x
Rape-supporting myths		x	x	x		x		x	x	
Healthy relationships							x	x	x	x
Local resources	x	x	x	x				x	x	x

The range of curriculum hours raises several questions for possible future evaluation:

- Is there an ideal curriculum length to teach the greatest number of participants the most beneficial amount of information while being cost effective?
- Do longer curricula foster stronger relationships between participants and presenter, with a stronger connection resulting in more lasting knowledge?
- Might a stronger relationship also make participants more comfortable in asking questions?
- Alternatively, can participants gain enough knowledge through single session programs?
- If so, why not reach as many participants as possible with single session programs?

Pre and post testing

All programs used pre and post tests to measure change from before and after the prevention program. Evaluation tools for all programs measured change in knowledge and change in attitude. All programs conducted statistical analysis on pre and post test data and reported significant change in knowledge of and attitudes towards sexual harassment and sexual assault in at least some areas. The program review team accepted results for this report from each RSAPE program and cannot account for their accuracy. Details of pre and posttest results are summarized in Table 2 above.

Most pre and post test evaluation tools measured change in knowledge and attitudes based on respondents' answers to questions on a five-point Lichert scale, which ranged from strongly disagree to strongly agree. Other question formats included true and false or open ended questions.

WSU and KCHD broke down their results by question categories in their evaluation reports. KCHD analyzed the change in knowledge for each question on their pre and post test evaluation tools. They found significant change in 11 out of 12 questions among attendees of the at-risk presentations, while attendees of presentations to the Hispanic target population demonstrated significant positive change in only four of twelve questions. Reasons cited for this difference between the two groups of participants included the possibility of cultural differences, difficulty understanding the survey instrument due to limited English proficiency, and differences among program facilitators and the implementation sites. In contrast to the at-risk component, the Hispanic youth component was a much smaller sample size and many were implemented as after school programs rather than during school hours.

WSU found significant positive change in the areas of knowledge of sexual assault resources among girls in the intervention group: intolerance of sexual

violence among all intervention participants (and the comparison group at one school); and use of verbal, physical, and emotional aggression among girls in the intervention group. Several other categories showed increases in knowledge, attitude or behavior that were not significant, but corresponded with a significant decrease among the comparison groups.

Two programs, WSU and Dial Help, also measured change in behavior, along with change in knowledge and attitude. WSU asked participants to indicate their participation in behaviors such as use of verbal, physical, and emotional aggression and controlling behaviors. Examples of behavior change questions included in Dial Help's pre and post evaluation tools included: "before I go out with someone, I decide what I will and won't do; before I make a decision, I think about the choices I have; and before I make a decision, I think about the positive and negative consequences of each choice."

DPRC administered follow-up surveys to past participants in the program upon graduation from high school to see how well information from the presentations was retained. Results showed that past participants retained a statistically significant level of knowledge.

Satisfaction results

Satisfaction results currently cannot be used to compare one RSAPE program to another due to differences in program plans, but are very important to the internal evaluation of the programs. Results have been used to ensure that presenters are reaching students and that the material presented is relevant, up-to-date and interesting. Many programs reported modifications to their curriculum based on feedback from the satisfaction surveys.

Overall, students from all programs showed high satisfaction with the presenters and the curricula (see Table 2). One question that seemed to receive a lower satisfaction score than others was "I felt comfortable asking questions." Future evaluation might be able to look for a relationship between programs regarding the length of the program and students' comfort asking questions. Among programs with separate sections for boys and girls, girls reported more comfort in asking questions and boys reported lower overall satisfaction. Satisfaction surveys were also collected from teachers and other community members who attended the youth-based component. The number of surveys collected from these groups was typically quite low, but responding teachers and parents expressed high satisfaction with the presentations overall.

Community-based components

RSAPE grant requirements for the three-year grant period FY 2003 through FY 2005 included the addition of a community-based component. Input from key partners, community members, and community agencies that provide services to

survivors of sexual assault was used to develop a plan to increase awareness of sexual harassment and sexual assault in the community.

Target audience and program elements

Table 5 shows the community target populations chosen by the programs. Many programs chose more than one target population.

Table 5: Community target population of each prevention program										
Community target population	BCC ADV	CFS	KCHD	DPRC	Dial Help	SCC CAN	WAID	WISE	WRC NMI	WSU
College students		x					x	x		
Parents of youth	x	x	x	x	x				x	x
Teachers of youth				x						x
Adults working with youth				x		x				
Community youth		x	x		x					
Hospital staff dealing with rape and sexual assault treatment								x		
Community at large	x				x	x		x	x	

Programs implemented community-based education campaigns through two main activities: 1) direct contact with specific target populations (e.g., presentations and trainings, and 2) activities targeted towards the general population (e.g., television, radio, and print public service announcements; informational booths at health fairs and other community events; articles in newsletters; printed informational resources such as brochures; and websites). Almost all programs conducted presentations to community groups such as PTA meetings, youth groups, Girl Scout troops and other local organizations.

The number of presentations/trainings provided by programs ranged from one to 98 over three years reaching a respective range of four to 2,920 participants, with an average of 26 trainings reaching 657 participants in three years. SCCCAN and WISE had the greatest number of presentations and reach: 79 presentations reaching 2,253 participants and 98 presentations reaching 2,921 participants respectively. Among programs that implemented PSAs/general population interventions, the number implemented ranged from three to 409 with an average of 47 over three years. Reach of the general interventions ranged from 493 community members over three years to the entire community.

One presentation that seemed to be quite effective in reaching a variety of community members was the mock trial put together by Dial Help. The mock trial presentation consisted of a real judge presiding over a sexual assault case. The presentation served to promote communication between parents and students and to increase community awareness and knowledge of sexual violence issues. Another effective alternative program included a 12-hour *Training of Trainers Workshop* offered by KCHD to adults interested in becoming community facilitators for their youth-based component, *Project Respect*. Also, for two years WISE coordinated a large community event called "Take Back the Night," which

focused on providing awareness of sexual violence and its effects on survivors to the community at large.

Community program evaluation

All programs collected satisfaction data when possible from attendees at community presentations. Surveys collected revealed overall high satisfaction with the information presented. Many programs reported difficulty calculating the effectiveness of interventions aimed at the general community, such as TV ads or billboards and were only able to report the estimated number of times the piece was viewed. Very little demographic information was collected from any community presentations.

Barriers and lessons learned

Mandatory evaluation reports specifically requested information regarding barriers to community-based programming. Reported barriers included:

- Difficulty evaluating interventions
- Difficulty attracting attendance to programs
- Difficulty collecting demographics
- Difficulty obtaining community partnership involvement
- Administration of pre and post tests at single session community presentations was more time consuming and less effective than administration to multi-session programs

A number of programs noted that forming community-based partnerships was difficult, even though existing youth-based partnerships seemed to be well established. Time is likely a factor in this difference, as many of the youth-based partnerships have been in place for years.

One RSAPE program planned for more personal, directed advertisement (e.g., personal invitations to teachers, parents, and community organizations) to encourage participation at future community presentations. Another program stated that it is important to cultivate one contact person from each community partner to keep communication clear and easy. Other comments included that relationships and trust took a long time to build and that “you must bring the message to the people. You cannot expect them to come to you.”

Recommendations

The success of each program is evident through the enormous effort put forth to educate youth and the community about sexual violence. Each program demonstrated success through continued program attendance, creation and maintenance of partnerships and the enthusiastic acceptance of programs by participating schools and communities. Additionally, each program documented positive, significant changes in knowledge and attitude as well as high satisfaction among participating youth.

Their investment in evaluation empowered RSAPE programs to improve curricula and delivery methods as well as document and share their success with stakeholders. With further enhancements to evaluation methods, programs will continue to refine programming to better measure the impact of programming on participants.

Recommendations for continued and future implementation of sexual violence prevention programs follow:

- 1) Standardization of pre and post evaluation tools by topic area. Implementation of completely standardized evaluation tools across programs would not be possible due to the differences in curricula. Groups of evaluation questions could be standardized based on topic areas such as those listed in Table 1. Programs could then create an evaluation tool from the groups of questions that apply to their individual curriculum. As a result, outcomes of curricula would be more comparable across programs by topic area.
- 2) Standardization of satisfaction tools. Current satisfaction tools used by the RSAPE programs are already very similar. Questions regarding satisfaction with the presenter and the program in general could easily be standardized.
- 3) Enhanced outcome evaluation. Additional outcome evaluation, such as the administration and analysis of follow-up tests by all programs, in addition to the current evaluation efforts, would more effectively measure lasting changes in knowledge, attitude and behavior of youth-based program participants. Unfortunately, the cost and time required to enhance outcome evaluation might be prohibitive.
- 4) Annual evaluation reporting. The evaluation report is a valuable tool for guiding the evaluation efforts of programs. The addition of sections to identify barriers to youth-based programming, changes from the previous year, and plans for changes in the next year would be beneficial.
- 5) Consistent evaluation tools for community-based component. Satisfaction surveys for community-based presentations and other events that involve direct contact with attendees should be standardized across programs to the extent possible. Rather than administering pre and post tests at community presentations, which proved to be time consuming and ineffective, a few questions could be added to the satisfaction survey regarding knowledge gained to measure achievement of program objectives.
- 6) Forum for grantees to share barriers and lessons learned. At each meeting of the RSAPE grantees, time should be set aside to discuss

successes and barriers encountered throughout the implementation of community-based efforts. Grantees can learn from each other and share experiences about what program plans have or have not been successful. Additionally, RSAPE programs should track successes, barriers and effective solutions for future reference.
