

Georgia Sexual Violence Prevention Program (GA-SVPP)

Evaluation Report: Year 4

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Executive Summary

Sexual violence is a major public health problem in the United States. According to the Centers for Disease Control and Prevention's (CDC) 2010-2012 National Intimate and Sexual Violence Survey (NISVS), in the United States, approximately 1 in 5 women (20%) and 1.5% of men have experienced an attempted or completed rape in their lifetime. The 2010-2012 NISVS also estimates that 1 in 3 women and 1 in 6 men have experienced other forms of sexual violence victimization (e.g., unwanted sexual contact, sexual coercion, etc.) at some point in their life.¹ According to the 2010 NISVS, the majority of female victims (80%) experienced their first completed rape before the age of 25 (40% were raped before age 18 and 37% were raped between the ages of 18 to 24).²

Sexual violence is also a major public health problem in Georgia. According to the 2010-2012 NISVS, in Georgia, 584,000 women (16%) experienced rape, while 1.2 million women (33%) and 597,000 men (17%) have experienced some other form of sexual violence at some point in their life.³ In the majority of these cases, the perpetrator is an acquaintance or intimate partner. Also, the 2010-2012 NISVS indicates that 1.4 million women (37%) and 1.1 million men (30%) in Georgia have experienced rape, physical violence, and/or stalking by an intimate partner.

Sexual violence and dating violence are preventable. Over the past decade, the Georgia Department of Public Health (GA-DPH) has increased the reach of its sexual and dating violence prevention programs. Based upon the most recent available data, the proportion of Georgia teens who have experienced physical dating violence has declined. According to the 2011 Youth Behavioral Risk Survey, 17% of high school females and 15% of high school males experienced physical dating violence, which was higher than the rate of dating violence for youth in other states; however, in 2013, the proportion of high school youth who experienced physical dating violence in Georgia declined for females (13%) and males (11%).⁴

Since 2002, GA-DPH has received funding from the CDC's Rape Prevention and Education Program to support the work of the Georgia Sexual Violence Prevention Program (GA-SVPP). Established by the 1994 Violence Against Women Act, the CDC's Rape Prevention and Education program provides funding to state health departments to support their sexual violence prevention efforts that follow general principles of effective prevention strategies.⁵ With this support, GA-DPH funds 17 to 18 grantees each year to implement primary prevention strategies that address modifiable risk and protective factors that

¹ Smith, S.G., Chen, J., Basile, K.C., Gilbert, L.K., Merrick, M.T., Patel, N., Walling, M., & Jain, A. (2017). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010-2012 State Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

² Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

³ Eaton, D.K., Kann, L., Kinchen, S., et al. (2012). Youth Risk Behavior Surveillance - United States, 2011. *Morbidity and Mortality Weekly Report*, 61 (4), 1-162.

⁴ Kann, L., Kinchen, S., Shanklin, S.L., et al. (2014). Youth Risk Behavior Surveillance - United States, 2013. *Morbidity and Mortality Weekly Report*, 63 (4), 1-168.

⁵ Centers for Disease Control and Prevention. Rape Prevention and Education: Transforming Communities to Prevent Sexual Violence (<https://www.cdc.gov/violenceprevention/rpe/index.html>).

can prevent first time sexual violence victimization and perpetration and/or promote community change activities that can prevent sexual violence. Working with GA-DPH's regional Youth Development Coordinators (YDCs), the Georgia Network to End Sexual Assault (GNESA), local rape crisis centers, middle schools and high schools, colleges and universities, the Department of Juvenile Justice, housing authorities, and local park and recreations programs, the GA-SVPP focuses these sexual violence prevention efforts on Georgia youth between the ages of 10 to 19.⁶ Although each grantee develops its own work plan, all grantees implement one of three sexual violence prevention programs: *Safe Dates*, *Step Up. Step In. (SUSI)*, *One in Four and Beyond*, and *Coaching Boys Into Men (CBIM)*.

Description of Programs

In 2017, 17 grantees were required to implement the state-identified evidence-based curricula and promising strategies. The specific primary prevention strategies utilized by the GA-SVPP grantees include: *Safe Dates*, *Step Up, Step In*, *One in Four and Beyond*, and *Coaching Boys into Men (CBIM)*.

Safe Dates: *Safe Dates* is an evidenced-based, dating violence prevention curriculum for middle school and high school students. The 10-session curriculum focuses on both primary and secondary prevention to stop or prevent the initiation of dating violence victimization and perpetration by increasing knowledge, decreasing the risk factors, and increasing protective factors for dating violence. Six grantees implemented *Safe Dates* in middle schools and high schools across Georgia: RCC of Coastal Empire, Savannah; RCC of West Georgia, Carrollton; Sexual Assault Center and CAC—Jonesboro; The Cottage Sexual Assault Center and CAC—Athens; and Women in Need of God's Shelter (WINGS)—Dublin.

Step Up, Step In (SUSI): *SUSI* is an innovative, anti-sexual bullying campaign that was developed through a partnership between the Georgia Department of Public Health (G-DPH) and the Georgia Network to End Sexual Violence (GNESA) to increase awareness of sexual bullying and its impact on youth and to prevent sexual bullying. Utilizing a whole-school approach, the *SUSI* toolkit provides middle schools and high schools with a variety of age-appropriate activities and resources to select from in order to customize the *SUSI* campaign for their school. Seven grantees implemented *SUSI*: Coastal Health District; Cobb: Columbus Health District; DeKalb; Gwinnett Health District; Rome Health District; and South Health District 8-1.

One in Four and Beyond: Modeled after Foubert's (2010) *One in Four "Men's Program,"* the 1 in 4 and Beyond Program was developed by GA-DPH as a semi-structured rape prevention program for college men. In addition to teaching men how to support rape victims, the program is also designed to teach men how to prevent sexual assault by changing attitudes and behaviors that contribute to sexual violence and by teaching men how to intervene in high risk situations. Three grantees utilized *One in Four and Beyond*: Ft. Valley State; North Georgia College; and the University of West Georgia.

Coaching Boys Into Men (CBIM): Building on the strength of the coach/athlete relationship, *CBIM* is a nationwide program that provides high school athletic coaches with the tools needed to encourage their athletes to engage in respectful behavior towards women and girls and to prevent dating violence, sexual harassment, and sexual assault. *CBIM* utilizes teachable moments and structured lessons designed to

⁶ <https://dph.georgia.gov/SexualViolence>

promote healthy relationships and hold each other accountable. One grantee utilized CBIM: Metro-Atlanta High School.⁷

Purpose of the Year 4 Evaluation

In 2014, the GA-SVPP received a new 5-year cooperative agreement from the CDC that included a specific focus on assessing evaluation capacity of state systems and local organizations in order to prepare for program evaluation. GA-DPH previously conducted its own internal evaluations of GA-SVPP and its programs, during Years 1 and 2 of the 2014 CDC agreement; however, GA-DPH did not produce an evaluation report in Year 3. In 2017, the GA-SVPP contracted with Kennesaw State University (KSU) to serve as an external evaluator to assess all four programs implemented by the funded grantees. The primary purpose of this Year 4 project evaluation was to improve the evaluation capacity, as per the 2014 CDC agreement, specifically with regard to effectively describing the fidelity of the programs and the effectiveness of the programs. Therefore, the main evaluation questions addressed in this evaluation report include the following: 1) What was the reach of each program? 2) Was each program implemented as intended? 3) Did each program achieve the stated goals of the program? To answer these questions, this evaluation report includes a detailed analysis of both process focus and outcomes focus data collected between August 2017 and December 2017.

Evaluation Design

In order to assess progress towards these evaluation goals, GA-DPH collected data on all four programs implemented by the 17 grantee. GA-DPH collected *process data* using consistent and regular progress reports completed by program administrators and facilitators throughout the program implementation, describing all program activities, opportunities and challenges in detail. GA-DPH collected *outcomes data* using pre-test and post-test surveys administered before the programs started and upon program completion in order to assess any changes in knowledge, attitudes and/or behaviors.

Summary of Key Findings

Overall, our findings indicate that although there is variation in the implementation of the programs, the sexual violence prevention programs successfully increased knowledge and awareness of sexual bullying, dating, violence, and sexual assault, and they increased knowledge about community support services for victim of dating and sexual violence. The largest impact across all of the programs was in the area of increased knowledge and awareness. Although smaller changes occurred in other areas, the programs also successfully decreased the risk

Key Findings

The sexual violence prevention programs successfully:

- *increased knowledge and awareness of sexual bullying, dating violence, and sexual assault*
- *increased knowledge about community services*
- *decreased risk factors and increased protective factors for dating and sexual violence*
- *increased participants' willingness to intervene before, during, and after a sexual assault*

⁷ Since only one sports team at one high school facilitated the CBIM program, a pseudonym, Metro-Atlanta High School, is used to refer to this school throughout this report to protect the confidentiality of the program participants.

factors and increased the protective factors for dating and sexual violence. The programs also increased participants' willingness to intervene before, during, and after sexual bullying and sexual assault. Due to data limitations, however, we were unable to measure changes in victimization and perpetration over the short time span in which the programs were administered.

Safe Dates

Between August and December 2017, four RCCs conducted 258 *Safe Dates* sessions in 32 *Safe Dates* seminars in 7 different schools (1 middle school and 6 high schools) to about 800-900 students (attendance varied for each session). The majority of the program facilitators administered the program over two weeks and most of the facilitators were able to cover all of the required material in each session.

Since only 4 RCCs administered the new *Safe Dates* pretests and posttests between August 2017 and December 2017, the evaluation of the effectiveness of the program is limited to data collected from these four centers. A comparison of students' pretest and posttest scores indicates that the *Safe Dates* program successfully increased students' knowledge of dating violence and improved their conflict management skills. Also, small improvements were achieved in changing norms that contribute to dating violence as there were slight reductions in gender stereotyping and acceptance of dating violence. We did not detect any significant changes, however, in support for victims and responses to anger.

Step Up. Step In.

In 2017, 7 health district grantees partnered with 16 schools (3 middle schools, 12 high schools, and 1 alternative school) to implement a total of 56 Step Up. Step In. activities for the SUSI sexual bullying awareness campaign. Across these institutions, approximately 21,000 students in grades 6 through 12 were exposed to the SUSI message. The awareness campaign activities included school assemblies, pledge signings, posted flyers at the schools, student essay contests, a social media campaign, and additional creative and individualized activities implemented by the school partners.

Using data from 1,146 pretest surveys and 805 posttest surveys of students from 10 partnering schools administered between September and December 2017, the results from the evaluation indicate that the SUSI program was effective at meeting several program goals. At completion of the SUSI campaign, there were improvements related to the amount of information students received on sexual bullying, sexual bullying victimization, comfort talking to others about sexual bullying, and willingness to respond to sexual bullying. There were no significant changes observed in regards to the correct identification of sexual bullying behaviors, however, a high score on this item at the pretest indicates that the majority of students could already successfully identify sexual bullying before the launch of the program.

One in Four and Beyond

In 2017, three colleges/universities administered the *One in Four and Beyond* curriculum to a total of 225 male students. For this program, 25 peer educators were trained by GNEA and these peer educators formed a total of 18 focus groups. The lesson reports indicate that the program facilitators from these colleges/universities taught a combined total of 144 lessons and most groups covered all of the required

material in each of the *One in Four and Beyond* lessons (devoting about 60 minutes to each of the lessons).

Of the 225 participants, 165 completed the pretest and 146 completed the posttest. A comparison of pretest and posttest scores indicates that the *One in Four and Beyond* program successfully increased the students' willingness to intervene before, during, and after an incidence of sexual violence. Other comparisons indicate that the *One in Four and Beyond* program successfully increased the rejection of rape myths, increased intentions to use positive communication in future sexual encounters. Although there were no significant changes for rape empathy and the likelihood of engaging in future sexual assault perpetration, it is important to note that rape empathy was already high and the likelihood of engaging in future sexual assault perpetration was already low at pretest, which indicates that there was not much room to improve in these areas.

Coaching Boys Into Men

In 2017, one high school facilitated the Coaching Boys Into Men (CBIM) program to the varsity football team. GNESEA trained five football coaches to facilitate the program and 35 athletes participated in the program. Of the 35 athletes, 22 completed the pretest and 15 completed the posttest. An analysis of the data collected from the athletes' pretest and posttest surveys indicates that the program increased the athletes' ability to identify abusive behaviors and increased the athletes' willingness to intervene to try to stop a male peer or friend who is engaging in abusive behavior. Of the 5 coaches, 4 completed the pretest and posttest. There was an increase in the average coaches' confidence in discussing violence prevention with their athletes from pretest to posttest.

Recommendations

Overall, the evaluation of the sexual violence prevention programs facilitated by the GA-SVPP grantees indicates that most of the grantees implemented the programs as intended and they achieve most of the stated goals of the programs. Therefore, the GA-SVPP should continue to offer these sexual violence prevention programs throughout the state. Given that some grantees encountered some scheduling issues, both in regard to program implementation and evaluation, it is recommended that the GA-SVPP work with grantees to help them start planning their programs earlier, build stronger relationships with school administrators, and carefully review and follow all evaluation procedures. Also, the findings regarding which desired changes were achieved and which were not should be used to guide decisions about future sexual violence prevention programs. Before making major program changes, however, additional data collection and analyses are needed to confirm the results from the Year 4 evaluation. In this regard, for the Year 5 evaluation, the GA-SVPP and its grantees must work together to ensure compliance with all evaluation procedures and guidelines.

1. Introduction

Sexual violence is a major public health problem in the United States. According to the Centers for Disease Control and Prevention's (CDC) 2010-2012 National Intimate and Sexual Violence Survey (NISVS), in the United States, approximately 1 in 5 women (20%) and 1.5% of men have experienced an attempted or completed rape in their lifetime. The 2010-2012 NISVS also estimates that 1 in 3 women and 1 in 6 men have experienced other forms of sexual violence victimization (e.g., unwanted sexual contact, sexual coercion, etc.) at some point in their life.⁸ According to the 2010 NISVS, the majority of female victims (80%) experienced their first completed rape before the age of 25 (40% were raped before age 18 and 37% were raped between the ages of 18 to 24).⁹

Sexual violence is also a major public health problem in Georgia. According to the 2010-2012 NISVS, in Georgia, 584,000 women (16%) experienced rape, while 1.2 million women (33%) and 597,000 men (17%) have experienced some other form of sexual violence at some point in their life.¹⁰ In the majority of these cases, the perpetrator is an acquaintance or intimate partner. Also, the 2010-2012 NISVS indicates that 1.4 million women (37%) and 1.1 million men (30%) in Georgia have experienced rape, physical violence, and/or stalking by an intimate partner.

Sexual violence and dating violence are preventable. Over the past decade, the Georgia Department of Public Health (GA-DPH) has increased the reach of its sexual and dating violence prevention programs. Based upon the most recent available data, the proportion of Georgia teens who have experienced physical dating violence has declined. According to the 2011 Youth Behavioral Risk Survey, 17% of high school females and 15% of high school males experienced physical dating violence, which was higher than the rate of dating violence for youth in other states; however, in 2013, the proportion of high school youth who experienced physical dating violence in Georgia declined for females (13%) and males (11%).¹¹

Since 2002, GA-DPH has received funding from the CDC's Rape Prevention and Education Program to support the work of the Georgia Sexual Violence Prevention Program (GA-SVPP). Established by the 1994 Violence Against Women Act, the CDC's Rape Prevention and Education program provides funding to state health departments to support their sexual violence prevention efforts that follow specific principles of effective prevention strategies. According to the CDC guidelines, all rape prevention programs should do each of the following: 1) prevent the first time sexual violence perpetration and victimization, 2) reduce risk factors and increasing protective factors for sexual violence, 3) use the best available evidence to plan, implement, and evaluate prevention programs, 4) utilize behavior and social change theories to guide prevention efforts to change behaviors, cultural values, and norms that contribute

⁸ Smith, S.G., Chen, J., Basile, K.C., Gilbert, L.K., Merrick, M.T., Patel, N., Walling, M., & Jain, A. (2017). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010-2012 State Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

⁹ Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

¹⁰ Eaton, D.K., Kann, L., Kinchen, S., et al. (2012). Youth Risk Behavior Surveillance - United States, 2011. *Morbidity and Mortality Weekly Report*, 61 (4), 1-162.

¹¹ Kann, L., Kinchen, S., Shanklin, S.L., et al. (2014). Youth Risk Behavior Surveillance - United States, 2013. *Morbidity and Mortality Weekly Report*, 63 (4), 1-168.

to sexual violence, 5) examine state and community data to monitor trends and inform program decisions, and 6) use the results from program evaluations to improve future program plans. Furthermore, the CDC encourages funded programs to use a public health approach to develop comprehensive prevention strategies that address individual, relationship, community, and societal factors that contribute to sexual violence.¹²

Engaging Stakeholders

To carry out the rape prevention efforts in Georgia, the GA-SVPP relies upon its long-standing relationship with the stakeholders in their ongoing efforts to prevent sexual violence in Georgia. These stakeholders include GA-DPH Program Evaluators, GA-DPH Youth Development Coordinators for the local health districts, Prevention Educators from rape crisis centers, staff from GNESA, and representatives from Georgia schools, including colleges and universities. These stakeholders are important for carrying out the sexual violence prevention plan and for evaluating the sexual violence prevention efforts. Therefore, using the CDC's "Framework for Program Evaluation in Public Health" (1999) to guide the evaluation planning process, the GA-SVPP engaged the stakeholders at several points during year one of the implementation phase of the 5-year evaluation plan. In subsequent years, the GA-SVPP engaged existing and new partners and stakeholders to provide input on the continued evaluation efforts. Also, the GA-SVPP shared the findings of previous evaluations with the stakeholders and solicited their input on how to improve existing programs, services, and evaluation efforts. During all of these discussions, the GA-SVPP and their stakeholders focused on the usefulness, feasibility, ethical considerations, and accuracy of the procedures used throughout the evaluation methodology.

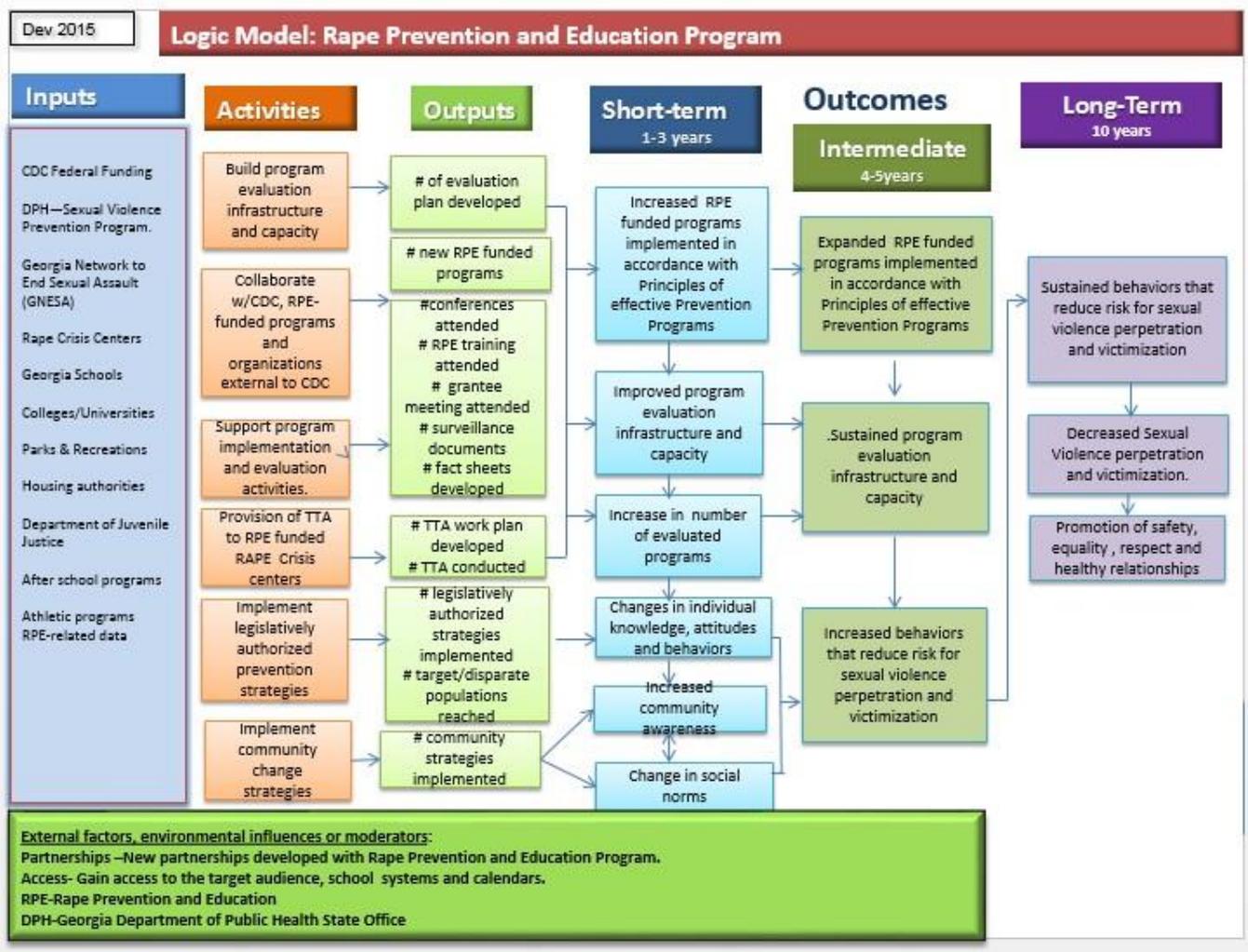
The current, Year 4 Evaluation Report will help the GA-SVPP program staff and other stakeholders to 1) gain insight about the GA-SVPP programs and their operations, 2) assess efforts regarding objectives and goals, program benefits, and evidence of effectiveness, 3) build capacity to increase funding and strengthen accountability, and 4) improve practice to enhance the success of activities. The report is informative for the GA-DPH staff, especially the GA-SVPP staff, as well as current and future stakeholders.

¹² <https://www.cdc.gov/violenceprevention/rpe/index.html>

Current Targets and Strategies for Program Evaluation

Following the CDC guidelines, the GA-SVPP developed a program logic model (Figure 1.1), which illustrates the relationship between program activities and expected outcomes. This logic model specifies intended grantee activities in the following categories: building program infrastructure and capacity; collaboration with CDC-funded program and organizations external to CDC; participation in program support activities; implementation of legislative authorized prevention strategies; and implementation of community change strategies.

Figure 1.1: GA-SVPP Logic Model Aligned to the CDC RPE Logic Model



Following the steps in this logic model should lead to sustained behaviors that prevent sexual violence victimization and perpetration.

Using this logic model and the support from the CDC, the GA-DPH funds 17 to 18 grantees each year to implement primary prevention strategies that address modifiable risk and protective factors that can prevent first time sexual violence victimization and perpetration and/or promote community change activities that can prevent sexual violence. Working with the GA-DPH's regional Youth Development Coordinators (YDCs), the Georgia Network to End Sexual Assault (GNESA), local rape crisis centers,

middle schools and high schools, colleges and universities, the Department of Juvenile Justice, housing authorities, and local park and recreations programs, GA-SVPP focuses these sexual violence prevention efforts on Georgia youth between the ages of 10 to 19.¹³

As a decentralized program, the GA-SVPP allows each grantee to develop and implement its own work plan in order to provide the GA-SVPP deliverables that increase the awareness of risk and protective factors for sexual violence and prevent the first time sexual violence victimization and perpetration. With flexible work plans, the grantees engage in a variety of sexual violence prevention activities that focus on prevention/empowerment and/or community change. Although each grantee develops its own work plan, all grantees are required to implement one of the state-identified evidence-based curriculum and promising strategies to address modifiable risk and protective factors for sexual violence and victimization and/or promote community change for sexual violence prevention, which includes: *Safe Dates*, *Step Up*, *Step In*, (*SUSI*), *One in Four and Beyond*, and *Coaching Boys Into Men* (*CBIM*).

Program Strategies

Grantees were required to implement the state-identified evidence-based curricula and promising strategies. The specific primary prevention strategies utilized by the GA-SVPP grantees include: *Safe Dates*, *Step Up*, *Step In* (*SUSI*), *One in Four and Beyond*, and *Coaching Boys into Men*.

Safe Dates:

Safe Dates is an evidenced-based, dating violence prevention curriculum for middle school and high school students. The 10-session curriculum focuses on both primary and secondary prevention to stop or prevent the initiation of dating violence victimization and perpetration, including psychological, physical and sexual abuse that may occur between youths involved in a dating relationship. Originally developed in the 1990s, the Safe Dates program “aims to prevent dating violence by changing dating violence norms, gender stereotyping, conflict-management skills, help-seeking, and cognitive factors associated with help-seeking” (Foshee, Linder, and Bauman, 1996, p. 39).¹⁴

Because normative beliefs about dating violence and gender role expectations are associated with dating violence, the program seeks to increase knowledge about dating violence and change the norms that contribute to the violence. Since having weak conflict management skills is associated with aggression and dating violence, the program focuses on improving conflict management skills. For students who have experienced dating violence victimization or perpetration, the program also informs students about the local resources that can help them or their friends in abusive relationships. Several studies have found that the Safe Dates program is effective at decreasing the acceptance of dating violence norms, reducing gender stereotyping, reducing the use of destructive responses to anger, increasing awareness of services for victims and offenders, and decreasing dating violence among students in 8th and 9th grade (Foshee, Bauman, Arriaga, et al., 1998; Foshee, Bauman, Green, et al., 2000; Foshee, Reyes).¹⁵

¹³ <https://dph.georgia.gov/SexualViolence>

¹⁴ Foshee, V.A., Linder, G.F., & Bauman, K.E. et al. (1996). The Safe Dates Project: Theoretical basis, evaluation design, and selected baseline findings. *American Journal of Preventive Medicine*, 12,5, 39-47.

¹⁵ Foshee, V.A., Bauman, K.E., Arriaga, X.B., Helms, R.W., Koch, G.G., & Linder, G.F. (1998). An evaluation of Safe Dates, an adolescent dating violence prevention program. *American Journal of Public Health*, 88, 1, 45-50.

Six grantees implemented the Safe Dates curriculum in middle schools and high schools throughout Georgia: RCC of Coastal Empire, Savannah; RCC of West Georgia, Carrollton; Sexual Assault Center and CAC—Jonesboro; The Cottage Sexual Assault Center and CAC—Athens; and Women in Need of God’s Shelter (WINGS)—Dublin.

Step Up, Step In (SUSI):

SUSI is an innovative, anti-sexual bullying campaign that was developed through a partnership between the Georgia Department of Public Health (GA-DPH) and the Georgia Network to End Sexual Violence (GNESA). In order to create awareness of the topic of bullying and its impact on youth in Georgia, the GA-DPH partners with middle and high schools across the state to bring the anti-sexual bullying messages to local communities. The goal of the SUSI campaign is to prevent and stop sexual bullying (unwanted touching, spreading rumors, name-calling, sending inappropriate text or pictures) by promoting awareness and empowering students and staff to hold each other accountable for observed bullying behavior. Utilizing a whole-school approach, the SUSI toolkit provides schools with a variety of age-appropriate activities and resources to select from in order to customize the SUSI campaign for their school. Since SUSI is a new, innovative program developed by GA-DPH and GNESA, there are no existing rigorous evaluations of this program.

The whole-school approach to bullying that is utilized by SUSI has received considerable empirical support (Evans, Fraser, and Cotter, 2014).¹⁶ This approach to the prevention of bullying is based on the perspective that bullying is a widespread problem that extends beyond classrooms, grades, and students groups and therefore reducing the incidence of it requires a comprehensive *whole-school* approach (Richard, Schneider, and Mallet, 2011).¹⁷ This approach aims to address bullying through various techniques including altering the school climate or policies, providing teachers and students with support, and curriculum focused on educating and empowering students (Pearce, Cross, Monks, Waters, and Falconer, 2011).¹⁸ Several of the activities implemented in the SUSI campaign have been found to result in positive impacts on the reduction of bullying in past studies including posters and visible markers of a campaign, peer oriented approaches to bystander intervention, school-wide assemblies, and teacher trainings (Evans et al., 2014). In addition, prior evaluations of whole-school bullying approaches indicate that these types of programs can be effective at decreasing multiple types of bullying (Pearce et al., 2011; Richards et al., 2011; Vreeman and Carroll, 2007).¹⁹

Foshee, V.A., Bauman, K.E., Greene, W.F., Koch, G.G., Linder, G.F., & MacDougall, J.E. (2000). The Safe Dates Program: 1-year follow-up results. *American Journal of Public Health*, 90, 10, 1619-1622.

Foshee, V.A., Bauman, K.E., Ennett, S.T., Linder, F., Benefield, T., & Suchindran, C. (2004). Assessing the long-term effects of the Safe Dates program and a booster in preventing and reducing adolescent dating violence victimization and perpetration. *American Journal of Public Health*, 94, 4, 619-624.

¹⁶ Evans, C. B., Fraser, M. W., & Cotter, K. L. (2014). The effectiveness of school-based bullying prevention programs: A systematic review. *Aggression and Violent Behavior*, 19(5), 532-544.

¹⁷ Richard, J. F., Schneider, B. H., & Mallet, P. (2012). Revisiting the whole-school approach to bullying: Really looking at the whole school. *School Psychology International*, 33(3), 263-284.

¹⁸ Pearce, N., Cross, D., Monks, H., Waters, S., & Falconer, S. (2011). Current evidence of best practice in whole-school bullying intervention and its potential to inform cyberbullying interventions. *Journal of Psychologists and Counsellors in Schools*, 21(1), 1-21.

¹⁹ Vreeman, R. C., & Carroll, A. E. (2007). A systematic review of school-based interventions to prevent bullying. *Archives of Pediatrics & Adolescent Medicine*, 161(1), 78-88.

Seven grantees brought the SUSI campaign to middle schools and high schools across Georgia: Coastal Health District; Cobb; Columbus Health District; DeKalb; Gwinnett Health District; Rome Health District; and South Health District 8-1.

One in Four and Beyond:

Modeled after Foubert's (2010) *One in Four "Men's Program,"* the *One in Four and Beyond* program was developed by GA-DPH as a semi-structured, 8-week rape prevention program for college men. In addition to teaching men how to support rape victims, the program is also designed to teach men how to prevent sexual assault by changing attitudes and behaviors that contribute to sexual violence and by teaching men how to intervene in high risk situations. Utilizing trained male peer educators, the *One in Four and Beyond* program includes specific lessons designed to increase sexual violence knowledge, increase the rejection of rape myths, increase rape empathy, increase bystander intervention, and reduce sexual violence victimization and perpetration. Although the peer educators are provided with a training guide and educational materials for 8 specific lessons, the peer educators have the flexibility to select among a variety of different activities to achieve the goals of each lesson.

Because increasing rape empathy, decreasing rape empathy, and increasing bystander intervention are associated with preventing sexual violence, the program seeks to educate participants to facilitate attitudinal and behavioral change. Empirical evidence indicates that the *One in Four Men's Program* was effective in reducing rape myth acceptance and likelihood of rape in fraternity and athlete samples (Foubert, 2000; Foubert & Cowell, 2004); however, the program has demonstrated equivocal results in reducing sexually coercive behavior (Foubert, 2000; Foubert, Godin, & Tatum, 2010). Participants in the *One in Four Men's Program* indicated that they had a better understanding of what constitutes rape and the effects that it has on victims. Additionally, they felt better able to intervene either before, during, or after a sexual assault and help a victim. Many participants report having a better understanding of consent and some said the program influenced them to not have sex if alcohol was involved. Finally, some participants report that they would be more cautious and use more restraint in intimate encounters (Foubert & Cremedy, 2007; Foubert & Perry, 2007; Foubert, Godin, & Tatum, 2010).²⁰

Three grantees utilized *One in Four and Beyond*: Ft. Valley State; North Georgia College; and the University of West Georgia.

²⁰ Foubert, J. D. (2000). The longitudinal effects of a rape-prevention program on fraternity men's attitudes, behavioral intent, and behavior. *The Journal of American College Health, 48*, 158-163.
Foubert, J.D. & Cowell, E.A. (2004). Perceptions of a rape prevention program by fraternity men and male student athletes: Powerful effects and Implications for changing behavior. *NASPA Journal, 42*, 1-21.
Foubert, J. D. & Cremedy, B. J. (2007). Reactions of men of color to a commonly used rape prevention program: Attitude and predicted behavior changes. *Sex Roles: A Journal of Research, 57*, 137-144.
Foubert, J. D., Godin, E., & Tatum, J. (2010). In their own words: Sophomore college men describe attitude and behavior changes resulting from a rape prevention program two years after their participation. *Journal of Interpersonal Violence, 25*, 2237-2257.
Foubert, J. D. & Perry, B. C. (2007). Creating lasting attitude and behavior change in fraternity members and male student athletes: The qualitative impact of an empathy-based rape prevention program. *Violence Against Women, 13*, 70-86.

Coaching Boys Into Men (CBIM):

Building on the strength of the coach/athlete relationship, *CBIM* is a worldwide program that provides athletic coaches with the tools needed to encourage their athletes to engage in respectful behavior towards women and girls and to prevent dating violence, sexual harassment, and sexual assault. *CBIM* utilizes teachable moments and coach-led structured, weekly lessons designed to promote healthy relationships and hold peers accountable. Researchers have shown that athletes who completed the program reported an increase in their willingness to intervene as a bystander, more positive bystander behaviors, and increased knowledge of abusive behaviors (Miller et al., 2012). The long term effectiveness of the program demonstrated that program participants were less likely to have perpetrated relationship abuse or dating violence in the previous 3 months and fewer had engaged in negative bystander behaviors than those who had not completed the program (Miller et al., 2013). The documented success of the *CBIM* program in the United States has led to global implementation in India, South Africa, Australia, and New Zealand (Futures Without Violence, 2018).²¹

CBIM is based on social learning theory and a social norms theoretical approach to attitude and behavior change. Social learning theory posits that individuals learn by observing others' behaviors (Bandura, 1973, 1977).²² This is important because adolescents who have been exposed to intergenerational violence may be more likely to engage in relationship violence, especially if they are not shown alternatives, such as those provided in the *CBIM* program. Social norms can also influence how individuals think about and treat others. Social norms are cultural rules that govern the behavior of a particular group of individuals in various situations. The empirically based application of social norms theory, such as in *CBIM*, works to correct misperceptions which influence attitudes and behavior (Berkowitz, 2010).²³ This has been shown to be effective in the prevention of violence against women, especially when focusing on changing peer norms. The *CBIM* program has effectively applied these theoretical models by building on coach/athlete relationships and peer relationships to increase recognition of abusive and violent behaviors toward women and girls, increase positive bystander behaviors while reducing negative bystander behaviors, and decreasing dating violence perpetration (Miller et al., 2012; 2013).

One grantee utilized CBIM: Metro-Atlanta High School

²¹ Futures Without Violence. 2018. "Coaching Boys Into Men Goes Global." Retrieved February 6, 2018 (<https://www.futureswithoutviolence.org/coaching-boys-into-men-goes-global/>).

²² Bandura, A. (1973). *Aggression: A social learning analysis*. Prentice-Hall, Englewood Cliffs, NJ. Bandura, A. (1977). *Social learning theory*. Prentice-Hall, Englewood Cliffs, NJ.

²³ Berkowitz, A. D. (2010). Fostering healthy norms to prevent violence and abuse: The social norms approach. In Kaufman, K. (Ed.), *The prevention of sexual violence: A practitioner's sourcebook* (pp. 147-172). Fitchburg, MA: NEARI Press

Total Reach of GA-SVPP, August – December 2017

Overall, the GA-SVPP rape prevention programs reached 24,127 students between August and December 2017. Of these students, 1,247 participated in evidence-based, multi-session seminars that address modifiable risk and protective factors for sexual violence and reduce first time and continued sexual violence. *Safe Dates* was facilitated by 4 RCCS and it reached 987 students. The SUSI campaign was implemented in 15 schools and reached 22,880 students. *One in Four and Beyond* was facilitated by 3 colleges/universities and reached 225 students. *CBIM* reached one team of 35 football players.

Table 1. Reach of GA-SVPP, August – December 2016

	# Collaborative Partners	List of Collaborators	# of Students Reached
Safe Dates			N=987
RCC of Coastal Empire, Savannah	1	Beach HS	44
RCC West GA, Carrollton	2	Central HS, Villa Rica HS	394
Sexual Assault Center of NW GA – Rome	4	Rome HS, Darlington HS, Coosa HS	529
The Cottage Sexual Assault Center & CAC – Athens	1	Clarke MS	20
SUSI			N=22,880
Coastal Health District	1	Jane Macon MS	933
Cobb	1	Marietta HS	2495
Columbus Health District	3	Dooly County HS, Dooly County MS, Macon County HS	408 286 507
DeKalb	3	Cross Keys HS, Lithonia HS, Towers HS	1645 1687 1185
Gwinnett Health District (GNR)	3	Meadowcreek HS, Discovery HS, Rockdale	3623 2306 2619
Rome Health District (NWGA)	1	Rome HS	1830
South Health District 8-1	3	Valdosta HS, Brooks County HS, Brooks County MS	2250 571 535
1 in 4 and Beyond			N=225
Ft. Valley State	-	N/A	102
North Georgia College	-	N/A	97
University of West Georgia	-	N/A	26
CBIM			N=35
	-	Metro-Atlanta HS	35
TOTAL GA-SVPP REACH			
N=24,127			

*For *Safe Dates* and *One in Four and Beyond*, the number of participants is based on the maximum number of students present in sessions/lessons and/or who completed pretests. Because *SUSI* is a “whole-school” program, the number of participants is the number of students at each school. For *CBIM*, the number of participants is the number of football players who participated in the program.

Increasing Capacity to Implement and Evaluate Sexual Violence Prevention Strategies

In 2014, the GA-SVPP received a new 5-year cooperative agreement with the CDC to increase the number of organizations conducting sexual violence prevention programs designed to increase the awareness of risk and protective factors for sexual violence and prevent first time victimization and perpetration. The new agreement also provided funding to build program evaluation infrastructures and capacity. Specifically, the agreement calls for the increased use of evidence-based and evidence informing strategies to assess the evaluation capacity of state systems and local organizations in order to prepare for program evaluation. To support these activities, the agreement includes provisions for providing technical assistance to RPE-funded organizations and participating in program support activities.

Prior to receiving this funding, the GA-SVPP funded eight rape crisis centers to implement the *Safe Dates* program in middle schools, high schools, group homes, housing authorities and youth-serving organizations. Under the current CDC grant, GA-RPE expanded prevention interventions to under-represented areas of the state and added a more diverse group of partners, while targeting the age group 10-19 years. Also, prior to receiving this funding, GA-DPH conducted internal evaluations of the GA-SVPP activities. In 2017, in order to increase evaluation capacity, GA-DPH contracted with an external evaluation team at Kennesaw State University (KSU) to improve the evaluation of the sexual violence prevention programs.

Evaluation Focus

Prior to working with KSU, GA-DPH completed an Evaluation Plan (March 31, 2015) and a Year 2 Evaluation Report (June 30, 2016). The Year 2 evaluation conducted by GA-DPH provided initial process and outcomes data for *Safe Dates* and *SUSI*, collected between February 1, 2015 and January 31, 2016, to assess some of the overall program goals. Due to a lack of data collection, however, the Year 2 report did not include an evaluation of *One in Four and Beyond*. Also, since CBIM was not implemented as planned, the Year 2 did not include any data on *CBIM*. Furthermore, GA-DPH did not produce an evaluation report for Year 3. Therefore, in order to build program evaluation infrastructure and capacity, GA-DPH contracted with KSU for this Year 4 evaluation.

In its external evaluation of GA-SVPP's programs, KSU utilized the established CDC Framework for Program Evaluation (1999). Moreover, the evaluators paid particular attention to the usefulness, feasibility, ethical considerations, and accuracy of the procedures used throughout the evaluation methodology. To strengthen the evaluation infrastructure and capacity of GA-SVPP, the KSU evaluation team reviewed the literature related to each of the sexual violence prevention programs and met with stakeholders early on in order to design evaluation tools that link specifically to program goals, which ensures the utility of the evaluation, and to make sure that the evaluation plan could be carried out as intended, which ensures the feasibility of the evaluation. GA-DPH also provided additional resources for needed evaluation tools (ex. Qualtrics online surveys and paper-based scannable surveys) and obtained the required IRB approval to ensure the propriety of the evaluation. The KSU evaluation team also provided detailed evaluation instructions for all parties involved in the evaluation process to ensure the accuracy of the data collected.

More specifically, this Year 4 evaluation strengthens the evaluation infrastructure and capacity of GA-SVPP by addressing several specific evaluation questions, listed below, regarding the implementation and outcomes for *Safe Dates*, *SUSI*, *One in Four and Beyond*, and *CBIM* across the 17 grantees as outlined in the CDC grant agreement.

Process Evaluation Questions

Program Reach

- Did the GA-SVPP program use CDC recommended evidence-based strategies, which focus on risk and protective factors, to prevent sexual violence perpetration and victimization?
- What populations were reached by each program?

Program Fidelity

- To what extent were the sexual violence prevention programs implemented as intended (including program fidelity)?
- What topics were covered by each program?
- What were the specific risk and protective factors addressed by each program?
- What facilitated or inhibited program implementation?

Outcome Evaluation Questions

Educational Strategies

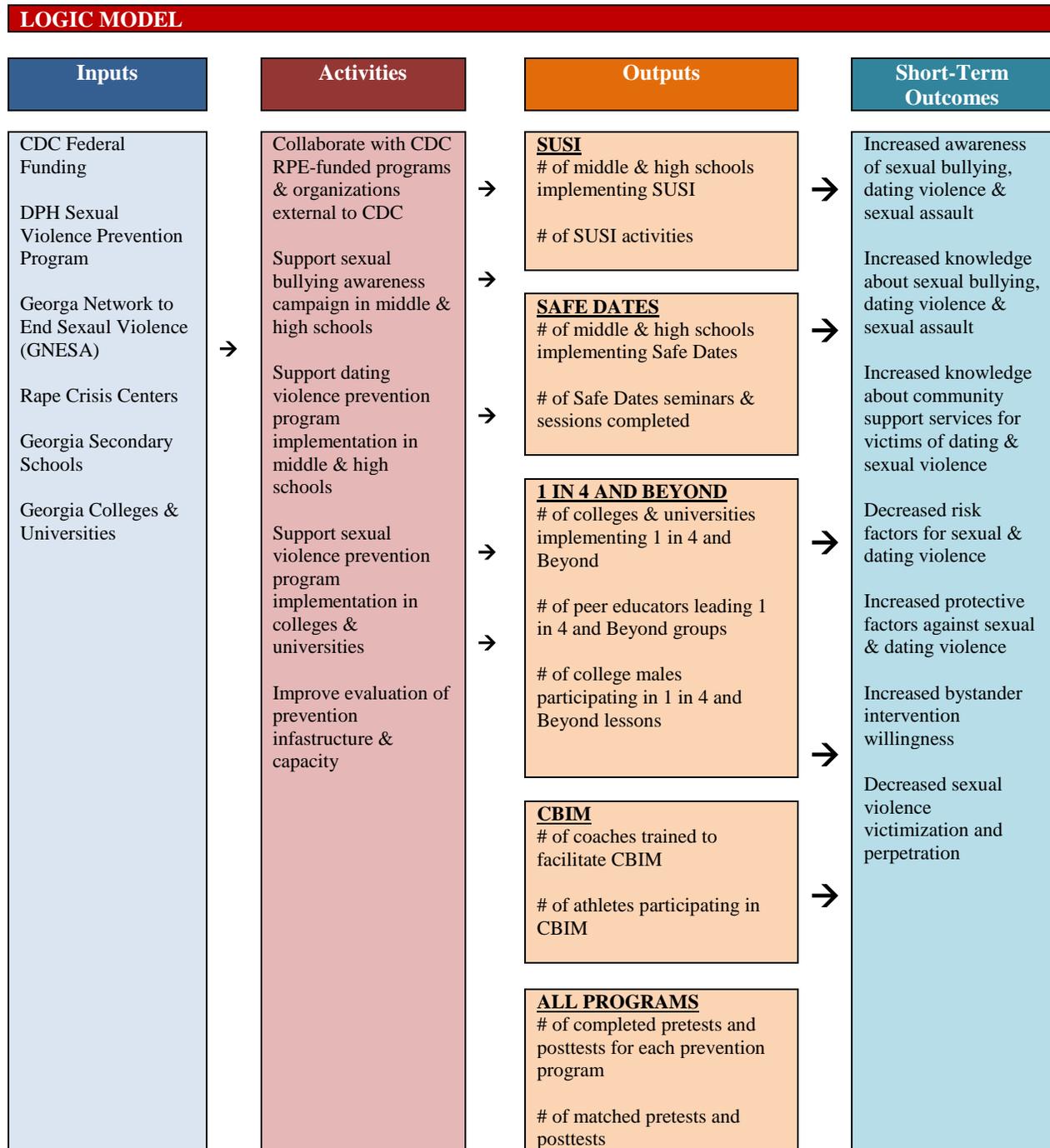
- Did program participants demonstrate positive changes in the knowledge, skills, attitudes and behaviors addressed by each program?

Community Change Strategies

- To what extent did the programs create awareness for sexual bullying?
- To what extent did the programs change perceptions about sexual bullying?
- To what extent did the programs influence behavior change around sexual bullying?

From the existing GA-SVPP logic model, this specific external evaluation conducted by KSU in Year 4 primarily focused on assessing a subsection of the outputs and short-term goals, including improving evaluation infrastructure and capacity, describing the current GA-SVPP programs and their reach, and assessing changes in individual knowledge, attitudes, and behaviors as well as community awareness and social norms.

More specifically, the modified logic model used by the KSU evaluation team focused on:



2. Evaluation Methodology

In 2017, GA-RPE contracted with Kennesaw State University (KSU) to serve as an external evaluator to assess all four programs implemented by the funded grantees. The primary purpose of this Year 4 project evaluation was to improve the evaluation capacity as per the 2014 CDC agreement. To achieve this goal, the lead evaluator at KSU assembled a team of evaluators that consisted of faculty members from sociology, criminology/criminal justice, and psychology.

Describing the Program

From February to March 2017, the evaluators engaged in a number of pre-evaluation activities. First, in order to understand the needed improvements, the evaluators reviewed the 5-Year Strategic Plan, the Year 2 Evaluation Report, and met with the Director of GA-RPE. After noting the strengths and challenges from past evaluation activities, the evaluators reviewed all of the curriculum and resources used for the prevention programs. They also reviewed the relevant peer-reviewed literature that discussed the theoretical basis of each of the prevention programs and the best practices for evaluating the programs. Only articles and reports with research findings and program descriptions similar to the goals of GA-RPE were included. Specifically, we reviewed the research on *Safe Dates* (ex. Foshee, Bauman, Arriaga, et al., 1998; Foshee, Bauman, Green, et al., 2000; Foshee, Reyes),²⁴ the *One in Four Men's Program* (ex. Foubert, 2000; Foubert and Cowell, 2004),²⁵ and *Coaching Boys into Men* (Jaime et al., 2016; McMcauley et al., 2013; Miller et al., 2012; Miller et al., 2013).²⁶ Since SUSI is an innovative, anti-

²⁴ Foshee, V.A., Bauman, K.E., Arriaga, X.B., Helms, R.W., Koch, G.G., & Linder, G.F. (1998). An evaluation of Safe Dates, an adolescent dating violence prevention program. *American Journal of Public Health*, 88, 1, 45-50.

Foshee, V.A., Bauman, K.E., Greene, W.F., Koch, G.G., Linder, G.F., & MacDougall, J.E. (2000). The Safe Dates Program: 1-year follow-up results. *American Journal of Public Health*, 90, 10, 1619-1622.

Foshee, V.A., Bauman, K.E., Ennett, S.T., Linder, F., Benefield, T., & Suchindran, C. (2004). Assessing the long-term effects of the Safe Dates program and a booster in preventing and reducing adolescent dating violence victimization and perpetration. *American Journal of Public Health*, 94, 4, 619-624.

²⁵ Foubert, J. D. (2000). The longitudinal effects of a rape-prevention program on fraternity men's attitudes, behavioral intent, and behavior. *The Journal of American College Health*, 48, 158-163.

Foubert, J.D. & Cowell, E.A. (2004). Perceptions of a rape prevention program by fraternity men and male student athletes: Powerful effects and Implications for changing behavior. *NASPA Journal*, 42, 1-21.

Foubert, J. D. & Cremedy, B. J. (2007). Reactions of men of color to a commonly used rape prevention program: Attitude and predicted behavior changes. *Sex Roles: A Journal of Research*, 57, 137-144.

Foubert, J. D., Godin, E., & Tatum, J. (2010). In their own words: Sophomore college men describe attitude and behavior changes resulting from a rape prevention program two years after their participation. *Journal of Interpersonal Violence*, 25, 2237-2257.

Foubert, J. D. & Perry, B. C. (2007). Creating lasting attitude and behavior change in fraternity members and male student athletes: The qualitative impact of an empathy-based rape prevention program. *Violence Against Women*, 13, 70-86.

²⁶ Jaime, M.C.D., Stocking, M., Freire, K., Perkinson, L., Ciaravino, S., & Miller, E. (2016). Using a domestic and sexual violence prevention program with athletes. *Health Education Research* 31(6), 679-696.

McCauley, H.L., Tancredi, D.J., Silverman, J.G. ...& Miller, E. (2013). Gender-equitable attitudes, bystander behavior, and recent abuse perpetration against heterosexual dating partners of male high school athletes. *American Journal of Public Health*, 103(10), 1882-1887.

Miller E., Tancredi D.J., McCauley H.L....& Silverman, J.G. (2012) "Coaching boys into men": A cluster-randomized controlled trial of a dating violence prevention program. *Journal of Adolescent Health*, 51, 431-438.

sexual bullying program, developed by GNESEA, we reviewed the literature on related anti-bullying and/or sexual harassment programs (Huessmann, Guerra, Miller, and Zelli, 1989; Taylor, Mumford, Liu, and Stein, 2016).²⁷ To improve GA-RPE's previous evaluation tools, we suggested using the survey items cited in the previous literature.

Then, utilizing the established CDC Framework for Program Evaluation (1999), the evaluators developed a proposed evaluation plan for all four programs and developed improved evaluation tools for collecting both process and outcome data. The evaluators paid particular attention to the usefulness, feasibility, ethical considerations, and accuracy of the procedures used throughout the evaluation methodology.

Engaging Stakeholders for the Year 4 Evaluation

In a series of meetings from March to July, the proposed evaluation plans and tools were presented to the Director of GA-RPE and to the stakeholders. Based on the feedback received from the grantees, the evaluation team made modifications to the evaluation plan and tools. For example, although online surveys were proposed originally for all of the data collection tools, some of the program facilitators who administered the programs in middle schools and high schools expressed concerns about the lack of access to technology. As a result, the evaluation team proposed using paper-based Scantron surveys and the GA-RPE contracted with KSU's Burruss Institute of Public Service and Research to create these paper-based Scantron surveys for the student pre- and post-tests for *Safe Dates* and *SUSI*. For the online surveys for *1 in 4 and Beyond* and *CBIM*, GA-DPH utilized their online survey program, Qualtrics, to administer the surveys. The Director of GA-RPE then approved the final evaluation plan and tools and secured the necessary IRB approval from GA-DPH.

Focusing on Evaluation Design

This evaluation focused on expanding evaluation infrastructure and capacity through process and outcome evaluation. In order to determine how the program was implemented, consistent progress reporting was developed for program administrators and facilitators to document the implementation of their programs in detail and monitor progress. Given the availability of data, a non-experimental pre-test/post-test evaluation design was selected to assess outcomes (or what short or intermediate changes occurred because of the program). Overall, this evaluation design aimed to address the overarching questions related to describing the program (including program reach and fidelity) and encouraging prevention, empowerment and community changes (including educational and community change strategies).

Miller E., Tancredi D.J., McCauley H.L....& Silverman, J.G. (2013) One-year follow-up of a coach-delivered dating violence prevention program: A cluster randomized controlled trial. *American Journal of Preventive Medicine*, 45, 108–112.

²⁷ Huesmann, L. R., Guerra, N. G., Miller, L., & Zelli, A. (1989). The Normative Beliefs about Aggression Scale [NOBAGS]. *Ann Arbor*, 1001, 48106-1248.

Taylor, B., Mumford, E., Liu, W. and Stein, N. (2016). Assessing Different Levels and Dosages of the Shifting Boundaries Intervention to Prevent Youth Dating Violence in New York City Middle Schools: A Randomized Control Trial, 2011-2014. ICPSR36355-v1. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor]. <https://doi.org/10.3886/ICPSR36355.v1>

Gathering Credible Evidence

Data Collection Tools

In order to collect process evaluation data, the evaluators developed a consistent and comprehensive format for progress reporting for each program (*Safe Dates*, *SUSI*, *One in Four and Beyond*, and *CBIM*). These progress reports collected information on number of sessions, dates of sessions, length of sessions, programmatic changes, topics covered, successes achieved, and challenges encountered (see [Appendix](#)). For the two programs with detailed curriculum guides, *Safe Dates* and *One in Four and Beyond*, the evaluation team developed a more detailed evaluation tool to collect data on the facilitation of each session/lesson ([Safe Dates Session Reports](#) and [One in Four and Beyond Lesson Reports](#)). For these reports, GA-DPH sent the program facilitators *Qualtrics* surveys to collect specific information about the facilitation of each session (ex., date, length of time, number of participants, percent of material covered, and general comments on the activities or the strengths/challenges of the session/lesson). Program facilitators were instructed to complete each session/lesson report immediately after completing each session/lesson. Also, for *SUSI*, since grantees are given flexibility in selecting the activities to implement in each school, the evaluators developed an [Activities Tracking Sheet](#) to collect more specific information about the activities utilized in each school.

For outcomes data, pre-tests and post-tests were developed for each program, [Safe Dates](#), [SUSI](#), [One in Four and Beyond](#), and [CBIM](#).

Procedures and Sampling

Due to differences in the programs, we discuss the unique sampling methods and procedures used for pretests and posttests below.

Safe Dates

To assess whether the *Safe Dates* program was effective in meeting its identified goals, the evaluation team utilized the pre-test and post-test surveys from the evaluation tools that are included on the *Safe Dates* CD-Rom to create a slightly modified version of the survey. Programmed by the Burruss institute, the 6-page Scantron [survey](#) included questions focusing on demographics, knowledge about dating violence, gender stereotyping, supporting victims of dating violence, responding to anger, conflict management, and violence victimization and perpetration. Additionally, the survey also included program satisfaction questions. Where appropriate, Likert scales were used to assess agreeability, confidence, or how often a behavior was performed.

The *Safe Dates* program facilitators were responsible for administering the surveys. The facilitators administered the pretests to all participants before the program started and they administered the posttests to all participants during the last session. GA-DPH provided the facilitators with specific instructions for administering the surveys (explaining the purpose of the surveys, the voluntary nature of participation, that participants would remain anonymous, etc.). To ensure confidentiality, GA-DPH instructed the program facilitators to seal all completed surveys in a manila envelope and mail them all to GA-DPH.

Step Up. Step In. (SUSI)

To assess whether the SUSI program was effective in meeting its identified goals, the evaluation team devised a [survey](#) instrument to be administered before and after the start of SUSI. This questionnaire included questions aimed at measuring key themes from the SUSI campaign including decreasing sexual bullying behaviors and increasing students' knowledge on identifying sexual bullying, response to sexual bullying, and comfort discussing sexual bullying with adults. The survey items from the questionnaire were drawn from the SUSI program materials and toolkit, as well as, past research studies that have examined sexual bullying among adolescents (Huessmann et. al, 1989; Taylor et. al, 2016).²⁸ GA-DPH contracted with the Burruss Institute to program and print the 4-page, paper-based Scantron surveys.

To ensure that there was equal representation of students from each grade level completing the questionnaire, GA-DPH requested that each participating school select a class from each grade level to complete the survey. In particular, they requested that the classes be primarily comprised of students in the same grade, such as a homeroom class, and not a class comprised of students from multiple grades (e.g., a study hall or band class). The survey was administered to each of these selected classrooms before and after the SUSI campaign. GA-DPH Youth Development Coordinators (YDCs) were responsible for collecting the data and sending the data to DPH's main office. GA-DPH provided the YDCs with specific instructions for administering the surveys (explaining the purpose of the surveys, the voluntary nature of participation, that participants would remain anonymous, etc.). To ensure confidentiality, GA-DPH instructed the YDCs to make sure all completed surveys were sealed in a manila envelope and mailed to GA-DPH.

In addition to the student survey, the evaluation team also devised a [questionnaire](#) to be administered to the teachers at each of the schools participating in the SUSI campaign. The purpose of this questionnaire was to provide information on the context of sexual bullying at each school including such factors as students' prior disclosure of sexual bullying to teachers and teachers' confidence in responding to sexual bullying at their institutions. All teachers at the participating schools were provided with an electronic link and invited to complete the questionnaire, which was administered through DPH's online survey system, *Qualtrics*.

One in Four and Beyond

To assess whether the *One in Four and Beyond* program was effective in meeting its identified goals, the evaluation team utilized the existing research on the *One in Four Men's* program (CITE specific 1 in 4 studies) to develop a [survey](#) instrument to be administered before and after the start of SUSI. The survey included items designed to measure rape myth beliefs (modified from the Illinois Rape Myth Acceptance Scale; Payne, Losway, & Fitzgerald, 1999; McMahon & Farmer, 2011; modified from Bruner, 2002), rape empathy (modified items from the Rape Empathy Scale; Dietz, Blackwell, Daley, & Bentley, 1982), bystander intervention behavior (Bruner, 2002; Banyard, Plante, & Moynihan, 2005), sexual violence

²⁸ Huesmann, L. R., Guerra, N. G., Miller, L., & Zelli, A. (1989). The Normative Beliefs about Aggression Scale [NOBAGS]. *Ann Arbor*, 1001, 48106-1248.

Taylor, B., Mumford, E., Liu, W. and Stein, N. (2016). Assessing Different Levels and Dosages of the Shifting Boundaries Intervention to Prevent Youth Dating Violence in New York City Middle Schools: A Randomized Control Trial, 2011-2014. ICPSR36355-v1. *Ann Arbor, MI: Inter-university Consortium for Political and Social Research* [distributor]. <https://doi.org/10.3886/ICPSR36355.v1>

perpetration (items from the year 2 RPE evaluation; Bruner, 2002; Banyard, Plante, & Moynihan, 2005), and demographic characteristics.²⁹ GA-DPH provided each grantee with specific instructions for administering the pretests and posttests to program participants (ex., explaining the purpose of the surveys, the voluntary nature of participation, that participants would remain anonymous, etc.). Using GA-DPH Qualtrics links, the pretests were administered online prior to the start of the One in Four program and posttests were administered online at the end of the program.

CBIM

To assess whether the *CBIM* program was effective in meeting its identified goals, the evaluators utilized the *CBIM athletes' survey* and *coaches survey*, which were developed by prior GA-DPH evaluators in accordance with previous research on *CBIM* (Jaime et al., 2016; Miller et al., 2012; Miller et al., 2013). The current evaluation team used these existing surveys to build similar online survey tools in Qualtrics. Using the GA-DPH Qualtrics links, GNESEA was responsible for administering the pretest and posttest surveys to both the coaches and the athletes. The coaches' survey consisted of items that assessed demographic characteristics, prior violence prevention training, discussions with athletes regarding violence prevention, recognition of abusive behaviors, and their roles as coaches. In addition, the posttest also covered process evaluation. The coaches pre-test survey was administered prior to the Coaches Clinic training and implementation of the program. It took about 10 minutes to complete. The post-test survey took about 15 minutes to completed and was administered following the conclusion of the program. The athletes received identical pre-test and post-test surveys prior to and at the conclusion of the program. The surveys covered demographic characteristics, recognition of abusive behaviors, intentions to intervene, bystander intervention, self-reported victimization of abuse, and perpetration of abuse. The survey took about 10-15 minutes to complete.

Collecting Data

GA-DPH collected the process and outcomes data for all programs between August 2017 and December 2017. All program administrators and facilitators for *Safe Dates*, *SUSI*, *One in Four and Beyond*, and *CBIM* completed progress reports during the implementation of the programs and they sent these reports to GA-DPH on a regular basis (bi-monthly or quarterly, depending on the program). With the exception of *Safe Dates* grantees, who submitted their progress report data in Catalyst, the grantees for all other programs submitted their progress report data to GA-DPH via email and via *Qualtrics*, a simple to use web-based survey tool.

²⁹ Payne, D. L., Lonsway, K. A., & Fitzgerald, L. F. (1999). Rape myth acceptance: Exploration of its structure and its measurement using the Illinois Rape Myth Acceptance Scale. *Journal of Research in Personality*, 33, 27–68.

McMahon, S., & Farmer, G. L. (2011). An updated measure for assessing subtle rape myths. *Social Work Research*, (2)35, 71–81.

Deitz, S. R., Blackwell, K. T., Daley, P. C., & Bentley, B. J. (1982). Measurement of empathy toward rape victims and rapists. *Journal of Personality and Social Psychology* (2)43, 372-384.

Bruner, J. (2002). Measuring rape-supportive attitudes, behaviors, and perceived peer norms among college men: Validation of a social norms survey (Doctoral dissertation.)

Banyard, V. L., Plante, E. G., & Moynihan, M. M. (2005). Rape prevention through bystander education: Bringing a broader community perspective to sexual violence prevention. Research report for U.S. Department of Justice.

GA-DPH also used Qualtrics to collect pretest and posttest survey data from program participants for *One in Four and Beyond* and *CBIM* and for teacher pretest and posttest surveys for *SUSI* and coaches pretest and posttest survey for *CBIM*. For *Safe Dates* and *SUSI*, however, GA-DPH contracted with the Burruss Institute to create paper-based Scantron surveys for the student pre-tests and post-tests. Once participants completed these surveys, they were sent to GA-DPH and then forwarded to the Burruss Institute for processing (data were scanned and transferred into an SPSS file). Once all data was collected, GA-DPH provided the evaluation team with all relevant data from Catalyst and Qualtrics and the Burruss Institute sent the evaluation team the SPSS files.

Analyzing Data to Justify Conclusions

Once the evaluation team received the data, only members of the evaluation team had access to the data and standard data security measures were used. The progress reports data were tabulated and written summaries prepared in consistent and structured formats, including both quantitative and qualitative data. For the pretest and posttest data, the evaluators cleaned and organized the data files and created the variables needed for the analyses. The evaluators examined the data and carefully assessed any outliers or incomplete data and removed such cases from the data sets, as necessary. Where appropriate, the evaluators used data reduction techniques to create scales for similar items. For example, data from multiple questions assessing specific knowledge, attitudes and behaviors about various aspects of dating violence were combined resulting in a single score for this category.

Using SPSS, the evaluators analyzed the data and used descriptive statistics and cross-tabulations to report on sample characteristics. For the main outcomes, the evaluators compared the mean scores on the pretests and the posttests. When using the matched data (pretest data and posttest data matched on a unique identifier derived from several variables), the evaluators used paired-samples t-tests to determine if there was statistically significant differences between the pretest and posttest means. When using unmatched data, the evaluators used independent samples t-tests to determine if there were statistically significant differences between the pretest and posttest means. Using these statistics, the evaluators created data summaries and used the pretest-posttest comparisons to evaluate the effectiveness of each of the four programs: *Safe Dates*, *SUSI*, *One in Four and Beyond*, and *CBIM*. While these statistical tests can tell us if there are differences between the mean scores, they cannot tell us what accounts for these differences. Therefore, some caution is needed when interpreting the findings.

The evaluators also combined the information derived from the progress reports and from the pretests and posttests to explore possible differences in program outcomes that may result from differences in the facilitation of the programs across grantees. The evaluators paid careful attention to differences in both program facilitation and program evaluation. Based upon these analyses, the evaluators made recommendations for improved evaluation methods that can enhance the sustainability, validity, and replicability of the evaluation. The findings presented in this report should be shared with GA-SVPP staff, associated grantees, and other stakeholders in order to inform discussions about improvements for future sexual violence prevention programs and evaluations.

Limitations

To evaluate the effect that sexual violence prevention programs have on youths' knowledge of sexual violence, risk and protective factors for sexual violence, and sexual violence victimization and perpetration, it is important to be able to match the data from participants from pretest to posttest. To ensure confidentiality, however, the survey did not collect any single, identifiable information. Therefore, in order to match participants' pretest and posttest data, the evaluators used a set of variables to create identification codes. Due to both attrition from pretest to posttest and missing data on some of the variables used to create the identification codes, a large amount of data could not be used in the analyses of the matched pairs. Fortunately, the pattern of results found using the matched data were very similar to the pattern of results found in the analyses of the unmatched pretest and posttest data. Also, since some programs were administered over a short period of time (in one day or over two weeks), we were unable to conduct any meaningful analyses of behavior change, particularly in regard to sexual violence victimization and perpetration, for some of the programs. Finally, due to differences in how grantees administered the pretests and posttests, some caution is needed in interpreting the findings. We discuss the specific limitations for each program later in the report.

3. Safe Dates Evaluation: Findings

The Safe Dates program is a 10-session dating abuse prevention program designed for middle school and high school students. The Safe Dates program seeks to achieve both the primary and secondary prevention of dating violence. Primary prevention occurs when the onset of perpetration of dating violence is prevented. Secondary prevention is achieved when victims stop being victimized or perpetrators stop being violent. To achieve primary and secondary prevention, the Safe Dates program seeks to increase the knowledge of dating violence, decrease gender stereotyping, decrease the acceptance of dating violence norms, improve conflict management skills, and increase support for dating violence victims. For secondary prevention, the Safe Dates program also seeks to increase awareness of services for victims and perpetrators of dating violence.

Program Reach

Between August and December 2017, 4 sexual assault centers completed a total of 258 Safe Dates sessions in 32 Safe Dates seminars in 7 schools (one middle school and 6 high schools). An average of 815 students participated in the sessions (attendance ranged from a high of 890 students at the first session to a low of 550). For the 10-session Safe Dates Program, about 88% of the seminars (28 out of 32) were taught within a two-week timeframe. For the evaluation of the program, 836 students completed the pretest and 754 students completed the posttest. Due to missing data and attrition, we only matched pretest and posttest data for 403 participants.

Table 3.1. Safe Dates Seminars, Sessions, and Participants, by RCC and School

RCC	SCHOOL NAME	# of Seminars	Total # of Sessions	Length of Seminar	# OF PRE-TESTS	# OF POST-TESTS	# OF MATCHED CASES
Cottage	Clarke MS	1	10	10 weeks	18	10	4
RCCCE	Beach HS	2	20	2 weeks	45	26	11
SACNWGA	Coosa HS	7	10	2 weeks	182	171	96
SACNWGA	Darlington HS	3	28	6+ weeks	0	0	0
SACNWGA	Rome HS	6	60	2 weeks	244	217	121
WGAPARC	Central HS	6	60	2 weeks	153	146	73
WGAPARC	Villa Rica HS	7	70	2 weeks	194	184	97
TOTAL	7	32	258	2 – 10 weeks	836	754	403

Although the data collection for this Year 4 report only took place over a period of 5 months (August 2017 to December 2017), the number of sessions and completed pretests and posttests were similar to the numbers reported in the Year 2 Evaluation report, which included 10 months of data collection. Specifically, as reported in the Year 2 Evaluation Report, from May 2015 to February 2016, six RCCs conducted a total of 270 Safe Dates sessions, reaching a total of 979 participants. Of the 979 participants, 829 completed the pretest and posttest.

Participant Characteristics

Demographics

Of the 836 students who participated in the Safe Dates Program between July 2017 and December 2017, 54 % were White/Caucasian, 26% African American/Black, 22% Hispanic, 2% American Indian/Alaska Native, 2% Asian/Pacific Islander, and 4% Other (see Table 3.2). Although 24% of participants (n=206) did not indicate their gender on the pretest, the available data indicate that there were an equal number of males (310) and females (317) who participated in the program (37% and 38%, respectively); only three participants selected “other” for gender. The vast majority of Safe Dates participants were a little older than 14 years old, placing them in the first semester of 9th grade.

Table 3.2. Demographics of Safe Dates Program Participants by School

	Cottage	RCCCE	SACNWGA		WGAPARC		
	Clarke MS	Beech HS	Coosa HS	RHS	Central HS	VRHS	TOTAL
Total N	18	45	182	244	153	194	836
RACE/ETHNICITY							
American Indian/Alaska Native	0% (0)	4% (2)	4% (7)	1% (3)	3% (4)	2% (3)	2% (19)
African American or Black	100% (18)	80% (36)	17% (31)	33% (81)	12% (18)	31% (60)	29% (244)
Asian/ Pacific Islander	0% (0)	2% (1)	1% (2)	3% (8)	0% (0)	1% (2)	2% (13)
Hispanic	0% (0)	9% (4)	24% (44)	32% (79)	12% (18)	16% (30)	21% (175)
White or Caucasian	0% (0)	9% (4)	62% (112)	32% (78)	75% (115)	60% (115)	51% (424)
Other	0 (0)	9% (4)	2% (4)	5% (13)	6% (9)	3% (6)	4% (36)
GENDER							
Male	6% (1)	31% (14)	48% (88)	32% (77)	39% (59)	37% (71)	37% (310)
Female	67% (12)	36% (16)	41% (74)	34% (84)	37% (56)	39% (75)	38% (317)
Other	0% (0)	0% (0)	<1% (1)	<1% (2)	0% (0)	0% (0)	<1% (3)
Missing Gender	28% (5)	33% (15)	10% (19)	33% (81)	25% (38)	25% (48)	24% (206)
Mean Age	12.1	14.6	14.2	14.0	14.4	14.3	14.2

*Participants can select more than one race/ethnicity so the total percentages for race/ethnicity may exceed 100%.

Experiences with Dating, Violence, and Dating Violence Prevention Programs

For a dating violence education program, it is important to understand students’ experiences with dating, violence, and previous dating violence prevention programs. As shown in Table 3.3, only 4% participated in a dating violence educational/awareness program before, most of which involved Step Up Step In (SUSI). Approximately 64% of the participants reported that they had been in a dating, romantic or sexual relationship in the past and 25% reported currently being in a dating, romantic, or sexual relationship. Additionally, 24% reported knowing someone who has been in a physically violent relationship; 12.9% reported their mother, 8% their friend, 5% their aunt, 4% their cousin, 4% their sister, 4% themselves, 4% their grandmother, 4% their father, 3% their uncle, 1% their grandfather, and 1% their brother as having been in a violent relationship.

Table 3.3. Experiences with Dating, Violence, and Dating Violence Prevention Programs

	N=836
Participated in a dating violence educational or awareness program	4%
Have ever been in a dating, romantic or sexual relationship	58%
Are currently in a dating, romantic or sexual relationship	2%
Know someone in a physically violent relationship	24%

*Dating Violence Victimization and Perpetration Behaviors*³⁰

Although when asked if they knew anyone in a physically violent relationship, only 33 students (3.9% of all students who completed the pretest survey) reported themselves as the person who had been in a physically violent relationship, this was not consistent with responses to other survey questions about dating violence. When asked *behaviorally specific questions* about physical and psychological dating violence, however, the results indicated a higher prevalence of dating violence victimization and perpetration among students (see Table 3.4). Of the 836 total students who completed the pretest, 16% (n=136) reported some type of past *physical violence victimization* and 29% (n=232) reported some type of past *psychological abuse victimization* within a dating/romantic/sexual relationship. Also, of the 791 students who completed the pretest, 8% (n=66) reported some type of *physical violence perpetration* and 19% (n=161) reported some type of *psychological abuse perpetration* that occurred within a dating/romantic/sexual relationship.

Table 3.4. Dating Violence Victimization and Perpetration

	N=836
Any Physical Violence Victimization (Q11_1-5)	16%
Any Psychological Abuse Victimization (Q11_6-11)	29%
Any Physical Violence Perpetration (Q12_1-5)	8%
Any Psychological Abuse Perpetration (Q12_6-11)	19%

Items Q11.1 to Q11.5 asked participants how often they experienced different types of physical violence by a dating partner (see Table 3.5) and participants who responded that they experienced any of these forms of physical violence at least once were coded as having experienced physical dating violence victimization. Similarly, items Q11.6 to Q11.11 asked participants how often they experienced different types of psychological abuse by a dating partner (see Table 3.5) and participants who responded that they experienced any of these forms of psychological abuse at least once were coded as having experienced psychological abuse victimization.

Similar to the aforementioned victimization questions, items Q12.1 to Q12.5 asked participants how often they engaged in different types of physical violence *against* a dating partner as a perpetrator. Participants who responded that they engaged any of these same forms of physical violence against a partner at least once were coded as having perpetrated physical dating violence. Items Q12.6 to Q12.11 asked participants how often they engaged in different types of psychological abuse against a dating partner.

³⁰ Victimization and perpetration were measured at pretest and posttest and follow-up questions asking “when did this occur” were intended to help measure change over time (one month prior to the program compared to the last month during the program); however, most programs were facilitated within two weeks, which prevented a meaningful comparison of changes over time.

Participants who responded that they engaged in any of these same forms of psychological abuse as a perpetrator at least once were coded as having perpetrated psychological abuse. The survey responses show that psychological abuse victimization and perpetration are more common than physical abuse victimization and perpetration at 29% compared to 14%.

Table 3.5. Types of Dating Violence Victimization and Perpetration Experienced

	# Students	% of Students (N=836)
Any Physical Violence Victimization (Q11_1-5)	136	16%
Q1: Scratched, bit, slapped, hit, kicked, pushed, shoved, grabbed me	94	11%
Q2: Tried to choke me	34	4%
Q3: Slammed or held me against a wall	36	4%
Q4: Threw something at me that hit me	49	6%
Q5: Forced me to engage in sexual activities	37	4%
Any Psychological Abuse Victimization (Q11_6-11)	232	29%
Q6: Damaged something that belonged to me	61	7%
Q7: Said things to hurt my feelings on purpose	156	19%
Q8: Insulted me in front of others	96	12%
Q9: Would not let me do things with others	144	17%
Q10: Told me I could not talk to someone of opposite sex	143	17%
Q11: Did or said something just to make me jealous	204	24%
Any Physical Violence Perpetration (Q12_1-5)	66	8%
Q1: Scratched, bit, slapped, hit, kicked, pushed, shoved, grabbed	52	6%
Q2: Tried to choke them	15	2%
Q3: Slammed or held them against a wall	16	2%
Q4: Threw something that hit them	27	3%
Q5: Forced them to engage in sexual activities	11	1%
Any Psychological Abuse Perpetration (Q12_6-11)	161	19%
Q6: Damaged something that belonged to them	33	4%
Q7: Said things to hurt their feelings on purpose	75	9%
Q8: Insulted them in front of others	38	5%
Q9: Would not let them do things with others	57	7%
Q10: Told them I could not talk to someone of opposite sex	68	8%
Q11: Did or said something just to make them jealous	113	14%

Most students who reported being a victim or perpetrator of dating violence indicated that they did not tell anyone about this abuse (60% and 66% respectively). Likewise, 70% of self-reported victims and 72% of reported perpetrators never asked anyone what they should do about the violence in their dating relationship. These rates remained similar at both the pre-test and the post-tests.

Assessment of the Effectiveness of the Safe Dates Program

Using data collected from the 836 pretests and 754 posttests, we evaluated the success of the Safe Dates program in achieving the following goals: 1) *increase* dating violence knowledge, 2) *decrease* belief in gender stereotypes,

In order to maintain student confidentiality, we did not collect any single, personal identifying information from the students.

Therefore, in order to match pretest and posttest responses, we combined several variables (first initials, last initials, school, month and year of birthdate, race, etc.) to create a unique identifier.

Due to attrition and missing data, we were only able to match pretest and posttest data for 403 students (about 50% of cases).

Using this subsample of 403 students, we used paired samples t-tests to compare the pretest and posttest means for the main outcomes used to evaluate the program. As shown in Table 3.6, **the results indicate that there were improvements in dating violence knowledge, belief in gender stereotypes, acceptance of dating violence, and confidence in conflict management skills** (all of these pretest and posttest differences were statistically significant).

The results indicate that there were improvements in dating violence knowledge, belief in gender stereotypes, acceptance of dating violence, and confidence in conflict management.

Table 3.6. Overview of Main Findings for Safe Dates, Matched Sample (N=403)

	PRE-TEST	POST-TEST	Mean Difference	t	Goal Achieved?
Dating Violence Knowledge (range from 0 to 10; higher scores indicate more dating violence knowledge)	6.73 (SD = 1.7)	8.20 (SD = 1.7)	1.5	16.97***	Yes
Belief in Gender Stereotypes (range from 0 to 24; higher scores indicate more gender stereotyping)	9.17 (SD = 3.6)	8.32 (SD = 3.7)	- 0.85	-6.35***	Yes; slight decrease
Acceptance of Dating Violence (range from 0 to 24; higher scores indicate more acceptance of dating violence)	4.28 (SD = 3.4)	3.87 (SD = 3.9)	-0.41	-2.45*	Yes; slight decrease
Support for Victims of Dating Violence (range from 0 to 15; higher scores indicate more support for victims)	8.86 (SD = 1.5)	8.99 (SD = 1.4)	0.13	1.64	No; remained the same
Destructive Responses to Anger (range from 0 to 33; higher scorers indicate more <i>destructive</i> responses to anger)	10.36 (SD = 4.4)	10.53 (SD = 4.3)	0.17	0.80	No; remained the same
Conflict Management (range from 0 to 15; higher scorers indicate <i>better</i> conflict management skills)	8.64 (SD = 2.9)	9.86 (SD = 3.3)	1.23	7.87***	Yes

*** p<.001 * p<.05

The largest improvements were for dating violence knowledge and confidence in conflict management skills. The mean score on **dating violence knowledge** *increased* from 6.73 on the pretest to 8.20 on the posttest, with an average increase of 1.5 points (out of 10) on the dating violence score (a 15% increase). The mean score for **conflict management** *increased* from 8.64 to 9.86, with an average increase of 1.07 points (out of 15) on confidence on conflict management skills (a 7.1% increase).

For the other statistically significant improvements, the magnitude of the change was more modest. The mean score for **belief in gender stereotypes** *decreased* from 9.17 on the pretest to 8.32 on the posttest, with an average decrease of .85 points (out of 24 points) on the gender stereotyping scale (3.5% decrease in gender stereotyping). The mean score for **acceptance of dating violence** *decreased* from 4.28 on the pretest to 3.87 on the posttests, with an average decrease of 0.41 points (out of 24 points) on acceptance of dating violence (a 3.1% decrease). The pretest and posttest scores remained about the same (without any statistically significant differences) for support for victims of dating violence (8.86 and 8.99) and destructive responses to anger (8.82 and 9.02).

Overview of Safe Dates Findings for the Whole Sample

Because we lose so many cases when we limit the analyses to only the 403 matched cases, we ran similar analyses on the full sample (using all 836 pretests and 754 posttests) and used independent samples t-test to determine if there were any statistically significant changes in the outcomes from pretest to posttest. As shown in Table 3.7, the pattern of results for the unmatched sample and the matched sample are identical. Therefore, for the remainder of the discussion of the results, we utilize the full sample (all pretests and posttests)

Table 3.7. Overview of Main Findings for Safe Dates, Unmatched Sample

	PRE-TEST	POST-TEST	Mean Difference	t	Goal Achieved?
Dating Violence Knowledge (range from 0 to 10; higher scores indicate more dating violence knowledge)	6.61 (SD = 1.8)	8.14 (SD = 1.7)	1.5	16.05***	Yes
Belief in Gender Stereotypes (range from 0 to 24; higher scores indicate more gender stereotyping)	9.34 (SD = 3.7)	8.38 (SD = 3.7)	- 1.01	-5.20***	Yes
Acceptance of Dating Violence (range from 0 to 24; higher scores indicate more acceptance of dating violence)	4.66 (SD = 3.5)	3.91 (SD = 3.9)	-0.74	-3.79***	Yes; slight decrease
Support for Victims of Dating Violence (range from 0 to 15; higher scores indicate more support for victims)	8.91 (SD = 1.5)	8.95 (SD = 1.5)	0.03	0.43	No; remained the same
Destructive Responses to Anger (range from 0 to 33; higher scorers indicate more <i>destructive</i> responses to anger)	10.61 (SD = 4.4)	10.76 (SD = 4.6)	0.15	0.61	No; remained the same
Conflict Management (range from 0 to 15; higher scorers indicate <i>better</i> conflict management skills)	8.59 (SD = 3.1)	9.66 (SD = 3.4)	1.07	6.19***	Yes

*** p<.001 **p<.01 p<.05

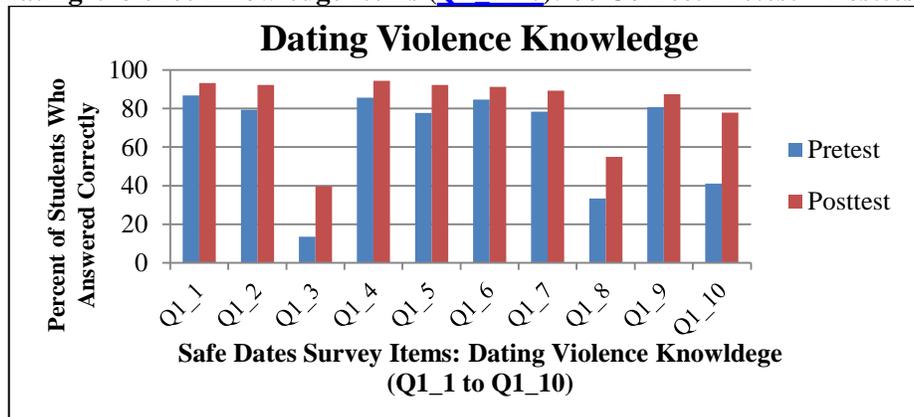
Goal: Increase Dating Violence Knowledge

To prevent the onset of dating violence victimization and perpetration and to help current victims and offenders to prevent future victimization and perpetration, individuals must be aware of the behaviors that constitute physical, emotional, and sexual abuse in a relationship. To determine if the Safe Dates program helped to increase students' awareness of dating violence, we included 10 dating violence knowledge items on the survey ([items Q1.1 to Q1.10](#)). The students were presented with 10 statements regarding dating violence and they were instructed to indicate if the statements were "true" or "false" or if they were "not sure." We calculated that total number of items that students answered correctly (scores ranged from 0 to 10). **The mean number of dating violence knowledge items that students answered correctly increased from 6.66 to 8.24 (out of 10) and this change was statistically significant.**

The results indicate that dating violence knowledge scores increased after participating in the program, but it is important to note that the majority of the students (78% or higher) answered most of the dating violence knowledge items correctly on both the pretest and posttest.

As shown in Figure 3.1, the results indicate that dating violence knowledge scores increased after participating in the program, but the majority of the students (78% or higher) answered most of the dating violence knowledge items correctly on both the pretest and posttest ([Q1_1](#), [Q1_2](#), [Q1_4](#), [Q1_5](#), [Q1_6](#), [Q1_7](#), [Q1_9](#)). This indicates that students had some dating violence knowledge before the program.

Figure 3.1. Dating Violence Knowledge Items (Q1_1-10): % Correct Pretest – Posttest Comparison



Most of the change in knowledge came from changes on three items ([Q1_3](#), [Q1_8](#), and [Q1_10](#)).

Table 3.8. Percent Correct for Select Dating Knowledge Survey Items

Question	Percent Correct	
	Pretest	Posttest
Q1_3: Sometimes a person's response to anger is uncontrollable.	14%	40%
Q1_8: One healthy way to deal with a partner's jealousy is to change your behavior so you do not make your partner jealous.	33%	55%
Q1_10: Date and acquaintance rape victims are most often teenagers.	41%	78%

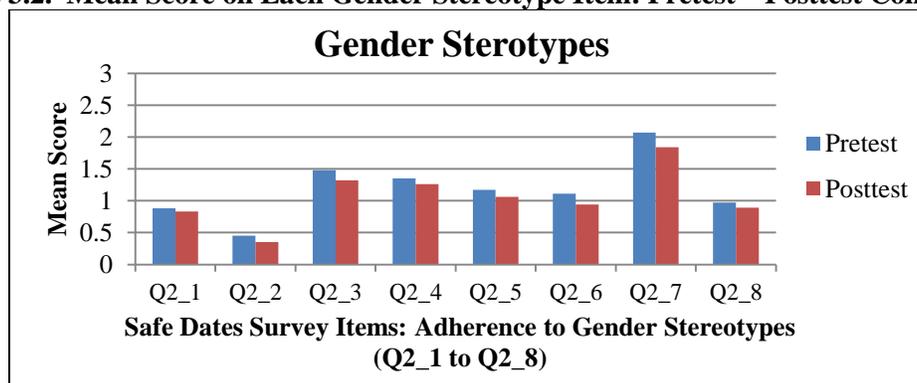
Goal: Decrease Beliefs in Traditional Gender Stereotypes

Belief in traditional stereotypes is associated with dating violence perpetration. In order to prevent dating violence, the *Safe Dates* program seeks to reduce individuals' beliefs in traditional stereotypes. To examine if the program effectively reduced beliefs in traditional stereotypes, we included 8 gender stereotyping items on the questionnaire ([items Q2.1 to Q2.8](#)). For each of the 8 gender stereotype items, students indicated how strongly they agreed or disagreed with each statement using a 4-item Likert scale (0=strongly disagree, 1=disagree, 2=agree, and 3=strongly agree).³¹ We summed the students' responses on the 8 gender stereotype items to create a composite score for gender stereotyping (scores ranged from 0 to 24). **The results indicate that the average total score for traditional gender stereotyping decreased from 9.34 to 8.38 (possible scores ranged from 0 to 24) from pretest to posttest and this change was statistically significant; however, the average decrease was only 1.01 points (a 4.2% decrease).**

Students' beliefs in gender stereotypes decreased slightly after completing Safe Dates, but the amount of change was limited because the majority of students reported very low agreement with gender stereotypes on both the pretest and posttest.

Students' beliefs in gender stereotypes decreased slightly after completing *Safe Dates*, but the amount of change was limited because the majority of students reported very low agreement with gender stereotypes on both the pretest and the posttest. Looking at the individual gender stereotype items (Figure 3.2), the results show that the mean scores were near or below 1 ("disagree") at both pretest and posttest for almost all gender stereotype items ([Q2_1](#), [Q2_2](#), [Q2_3](#), [Q2_4](#), [Q2_5](#), [Q2_6](#), and [Q2_8](#)). This indicates that most students disagreed or strongly disagreed with almost all of the gender stereotypes both before and after participating in the *Safe Dates* program. This explains the small change from pretest to posttest. The one statement that received support on both the pretest and posttest was [Q2_7](#) (husband should financially support his wife). With a mean score of 2.06 on the pretest and 1.83 on the posttest, the mean score declined by .20 points (the largest decline across all items), but it remained near 2 ("agree").

Figure 3.2. Mean Score on Each Gender Stereotype Item: Pretest – Posttest Comparison



³¹ Item Q2.2 (In a dating relationship, the boy and girl should have about equal power) was reverse coded. Therefore, higher scores indicate stronger rejection of the belief in equal power (more acceptance of equal power).

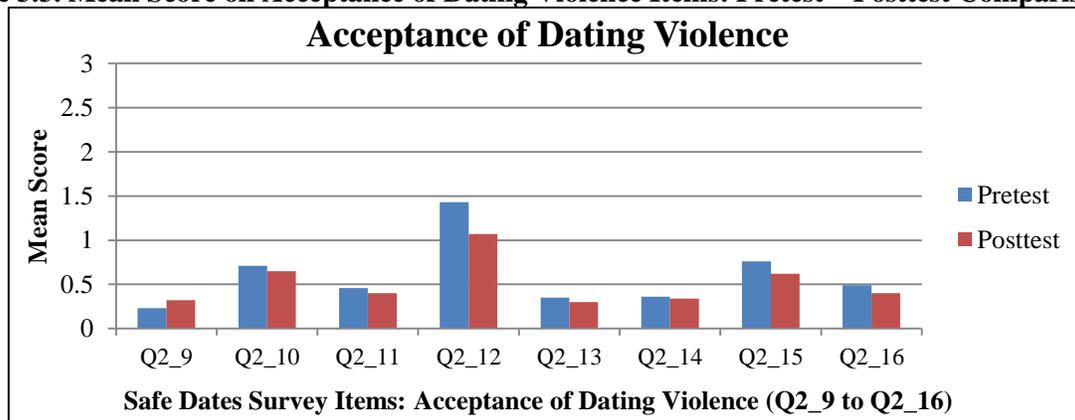
Goal: Reduce Acceptance of Dating Violence

Since holding normative beliefs about the use of violence in dating relationships is associated with using violence against dating partners, the *Safe Dates* program seeks to reduce students' acceptance of dating violence. To examine if the program effectively reduces acceptance of dating violence, we included 8 statements associated with the acceptance of dating violence on the survey (items Q2.9 to Q2.16). For each of the 8 acceptance of dating violence items, students indicated how strongly they agreed or disagreed with each statement (0=strongly disagree and 3=strongly agree). We summed the scores on all 8 items to create a composite measure (possible scores ranged from 0 to 24), with higher scores indicating more acceptance of dating violence.³² **Comparing pretest and posttest scores, the results indicate that the mean acceptance of dating violence score decreased from 4.66 to 3.91 on the post-test (possible scores ranged from 0 to 24) and this change was statistically significant.**

Although the reduction in acceptance of dating violence was modest, it is important to point out that the mean pretest and posttests scores for the acceptance of dating violence items were very low, indicating that the students had very low levels of acceptance of dating violence before and after Safe Dates.

Although the reduction in acceptance of dating violence was modest, it is important to point out that the mean pretest and posttests scores for the acceptance of dating violence items were very low, indicating that the students had very low levels of acceptance of dating violence before and after *Safe Dates* (see Figure 3.3). Almost all items (Q2_9, Q2_10, Q2_11, Q2_13, Q2_14, Q2_15, and Q2_16) have a mean score below 1 (“disagree”) on the pretest and posttest, which indicates that, on average, students disagreed with the acceptance of dating violence statements both before and after the *Safe Dates* program.

Figure 3.3. Mean Score on Acceptance of Dating Violence Items: Pretest – Posttest Comparison



The item that showed the largest change was Q2_12 (It is OK for a girl to hit a boy if he hit her first), which decreased from 1.40 on the pretest to 1.06 on the posttest. It is interesting to compare the scores on this item to the scores on item Q2_10 (It is OK for a boy to hit a girl if she hit him first), which has a low level of acceptance on pretest (0.69) and posttest (0.65).

³² Item 2.16 (Hitting a dating partner is never okay) was reverse coded so that higher scores indicate disagreement with this statement, which is indicative of a higher acceptance of dating violence.

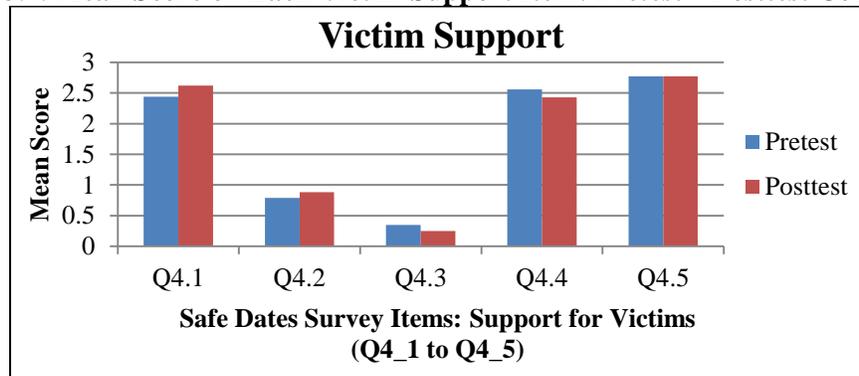
Goal: Increase in Support for Victims

To achieve secondary prevention, the *Safe Dates* program seeks to increase support for victims so that students who are in abusive relationships can seek help and end the violence. To examine if the *Safe Dates* program effectively increases support for dating violence victims, we included 5 items on the survey (Q4.1 to Q4.5) that assess participants' likelihood of offering positive support for a friend who is being abused by their dating partner. For each of these five statements about supporting victims, participants used a scale from 0 (very unlikely) to 3 (very likely) to indicate how likely they were to engage in each of the victim support behaviors.³³ We summed the students' responses on all five items to create a composite score for support for victims. Possible scores range from 0 to 15, with higher scores indicating a greater likelihood of offering positive support to victims.

The mean positive victim support score did not change significantly from pretest to posttest (8.92 and 8.97 out of total possible score of 15). Thus, there was no change in support for victims. As shown in Figure 3.4, there was very little change for each victim support item. For three items (Q4.1, Q4.4, and Q4.5), the lack of change is understandable because students reported a high likelihood of engaging in these supportive behaviors both before and after *Safe Dates*. For the two items measuring unsupportive behaviors (Q4.2 and Q4.3), the lack of change is concerning because the students did not reduce their likelihood of engaging in these unsupportive behaviors after participating in *Safe Dates*.

There was no change in support for victims. For the three supportive behaviors, the lack of change is understandable because students reported a high likelihood of engaging in these behaviors both before and after Safe Dates. For the two unsupportive behaviors, the lack of change is concerning because the students did not reduce their likelihood of engaging in these behaviors after participating in Safe Dates.

Figure 3.4. Mean Score on Each Victim Support Item: Pretest – Posttest Comparison



For the positive victim support items, the majority of the participants indicated a strong likelihood of engaging in these supportive behaviors and there were very little changes from pretest to posttest (mean scores were around 2.5 on pretest and posttest for all of these items). The scores on the pretest and

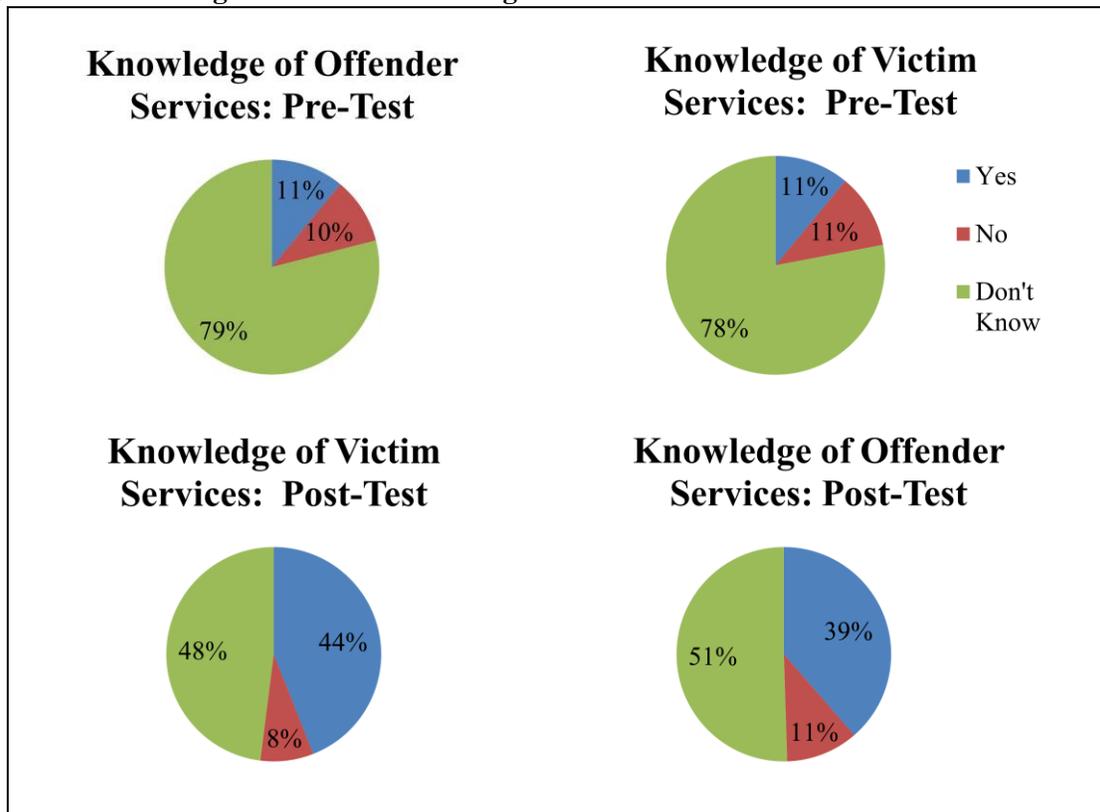
³³ Items Q4.2 (Ask the victim what he/she did to make the abuser so mad) and Q4.3 (Tell the victim that he/she has to break up with the abuser) were reverse coded before being added to the composite score because being “very likely” to engage in these behaviors indicates less supportive behavior.

posttest were lowest for the two unsupportive items (Q4.2: asking the victim what he/she did to make the abuser so mad and Q4.3: telling the victim that he/she has to break up with the abuser). Since these items were reverse coded, the low scores indicate that the majority of students were “likely or very likely” to engage in these unsupportive behaviors, and this did not change after the program. These two items measure behaviors that well-intentioned friends may do to try to be supportive, but that can be harmful to some victims (ex. victim-blaming, disempowering victims, putting the victim at risk). The Safe Dates “Guidelines for Helping People Who are Being Abused” handout instructs students to ask victims “a lot of questions to get them to think about the abuse” and to “ask them what their options are and what they can do.” Given the survey responses, it may be necessary to clarify the right kind of questions to ask and emphasize the importance of getting victims to explore their own options.

Goal: Increase in Knowledge About Services

To achieve secondary prevention, the *Safe Dates* program seeks to increase awareness of services for dating violence victims and offenders so that students who are in abusive relationships can seek help and end the violence. Items S.1 and S.2 ask participants about their knowledge of services in the community for helping teenagers who are victims and perpetrators of dating violence. Before the program, only 11% of students indicated that they were aware of services for victims and 11% were aware of services for offenders and this increased to 44% and 39%, respectively, on the posttest (see Figure 3.5). Therefore, **the Safe Dates program successfully helped students become aware of these services.**

Figure 3.5. Knowledge of Services for Dating Violence Victims and Offenders: Pretest to Posttest



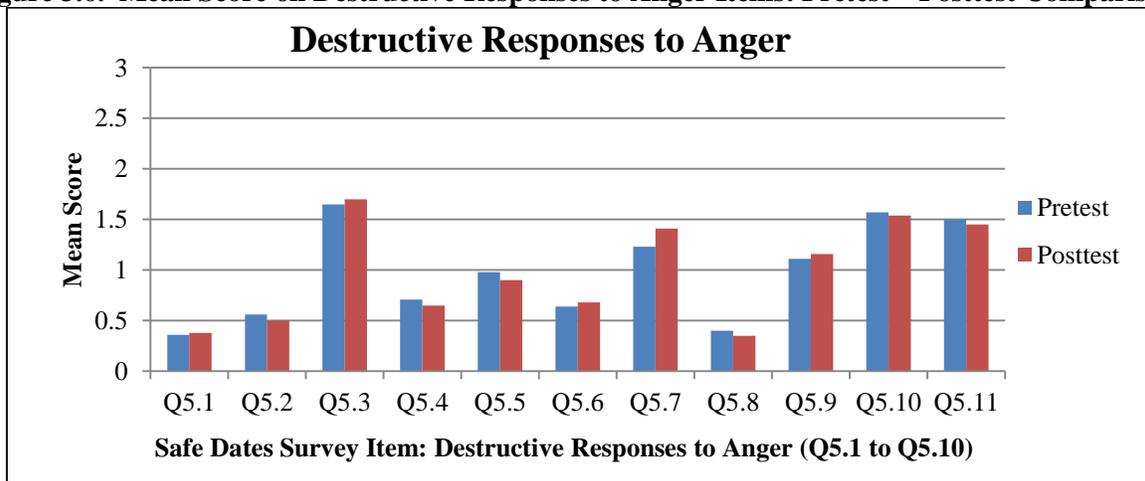
Goal: Decrease Destructive Responses to Anger

Because destructive responses to anger are associated with dating violence, the *Safe Dates* program seeks to reduce students' destructive responses to anger. To assess students' destructive responses to anger, the survey included 11 items (Q5.1-11) that asked participants how often (0=never, 1=rarely, 2=sometimes, 3=very often) they engaged in a certain behaviors when they were angry at someone. While most of the items were destructive responses (ex. throwing something, hitting, yelling and screaming, and damaging property), the survey included three constructive responses (ex. asking for advice on how to handle it, telling the person why they were angry, and trying to calm down before talking to the person). We combined the scores on all 11 items to create a composite score for destructive responses to anger.³⁴ **The results indicate that there was little change in destructive responses to anger from pretest to posttest (mean scores of 10.61 and 10.78, respectively, out of a possible 33 points) and this change was not statistically significant.** Given that the destructive responses to anger scores were low on the pretest and posttest, the lack of change in responses to anger just shows that students were not likely to engage in destructive responses to anger both before and after the program.

Given that the destructive responses to anger scores were low on the pretest and posttest, the lack of change in responses to anger shows that students were not likely to engage in destructive responses to anger both before and after the program.

Looking at the mean scores on the individual items (Figure 3.6), the data indicate that, on average, students rarely or never engaged in the physically violent responses to anger (Q5.2, Q5.4, Q5.5 Q5.8).

Figure 3.6. Mean Score on Destructive Responses to Anger Items: Pretest – Posttest Comparisons



³⁴ The constructive responses to anger items (Q5.3: Asked someone for advice on how to handle it. Q5.7: Told the person why I was angry. Q5.9: Tried to calm myself down before I talked to the person) were reverse coded so that higher scores indicated that they never or rarely responded to anger in that constructive way.

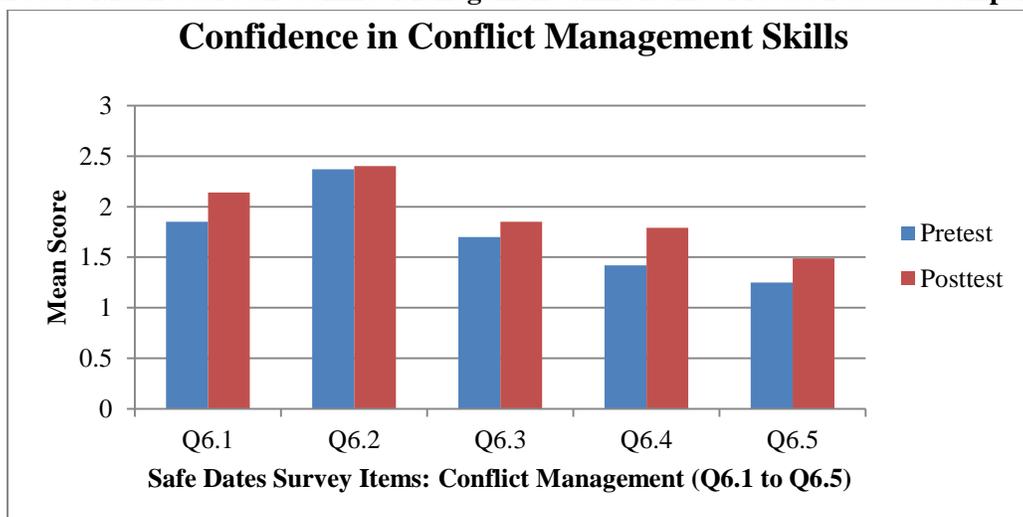
Goal: Improve Conflict Management Skills

As a part of both primary and secondary prevention of dating violence, the Safe Dates program aims to improve students' conflict management skills. To examine students' confidence in their conflict management skills, the survey included five statements ([Q6.1 to Q6.5](#)) about conflict management (identifying personal "hot buttons," recognizing when you are angry, controlling your anger, using calming strategies, and communicating well with others when you are angry). Using a 4-point Likert scale, students were instructed to indicate how confident they were in their ability to utilize each of these conflict management skills (3=extremely confident, 2=confident, 1=slightly confident, 0=not at all confident). We summed the students' scores on all five items to create a composite conflict management score. Possible scores ranged from 0 to 15, with higher scores indicating better conflict management skills. **Comparing pretest and posttest data, the results indicate that the mean confidence in conflict management score increased from 8.59 to 9.66 and this change was statistically significant.** Thus, the results indicate that the students' confidence in their conflict management skills increased after participating in the Safe Dates program.

The results indicate that the students' confidence in their conflict management skills increased after participating in the Safe Dates program.

Looking at the mean scores on the individual conflict management items (Figure 3.7), the data show that, on average, students reported feeling confident about some of their conflict management skills (means between 2.14 and 2.4 for [Q6.1](#) and [Q6.2](#)) after participating in Safe Dates. For some of the items, however, the students only reported feeling slightly confident in these conflict management skills (means between 1.49 and 1.85 for [Q6.3](#), [Q6.4](#), and [Q6.5](#)). Therefore, although there was improvement from pretest to posttest, the data indicate that more focus on conflict management skills may be beneficial for students in future seminars.

Figure 3.7. Mean Score on Conflict Management Skills Items: Pretest-Posttest Comparisons



Goal: Improve Anger Coping Strategies

Students were also asked about coping strategies employed when they felt angry (item Q7). As shown in Table 3.9, very few students (less than 3%) reported engaging in negative or destructive behaviors (such as alcohol and drug use, cutting or self-harm). Although the types of coping strategies did not change between the pre and post-tests, more students reported engaging in specific, positive coping strategies to deal with anger, indicating an increase in overall awareness.

Table 3.9. Coping Strategies for Dealing with Anger: Pretest – Posttest Comparisons

WHICH STRATEGIES ARE YOU LIKELY TO USE TO DEAL WITH YOUR ANGER?	% REPORTED AT PRE-TEST	% REPORTED AT POST-TEST
Listen to music	78%	80%
Take a nap	61%	67%
Run, walk, exercise	46%	57%
Watch a movie	52%	57%
Play a video game or cards	39%	42%
Call a friend	39%	41%
Eat junk food	32%	40%
Play a sport	37%	39%
Ask someone for advice	32%	31%
Clean my room	23%	31%
Read a book	19%	22%
Go dancing	7%	9%
Using drugs or alcohol	3%	3%
Engaging in cutting/self-harm	2%	2%

Comparison of Main Safe Dates Findings by Rape Crisis Center (RCC)

To examine possible differences across RCCs, we compared the outcomes for the two centers with the largest number of matched cases. The other two centers had too few matched cases to make meaningful comparisons. Compared to the main findings using the matched and unmatched samples (Tables 3.6 and 3.7), the findings in the separate analyses for the two RCCs (Table 3.10) show a similar pattern of results and the outcomes are similar across the two RCCs. For both RCCs, there was an increase in dating violence knowledge, a decrease in belief in gender stereotypes, and an increase in confidence in conflict management skills (differences were statistically significant). Thus, the *Safe Dates* program had a similar impact for these two RCCs.

Table 3.10. Comparison of Pretest and Posttest Means, by Rape Crisis Center

Main Outcomes	RCC	PRE-TEST MEAN	POST-TEST MEAN	Mean Difference	T
Dating Violence Knowledge (range from 0 to 10; higher scores indicate more dating violence knowledge)	RCC A	6.51 (SD 1.8)	8.01 (SD 1.6)	1.56 (SD 1.5)	14.39***
	RCC B	7.05 (SD 1.5)	8.53 (SD 1.6)	1.48 (SD 1.6)	11.01***
Belief in Gender Stereotypes (range from 0 to 24; higher scores indicate more gender stereotyping)	RCC A	9.04 (SD 3.6)	8.04 (SD 3.6)	-1.01 (SD 2.4)	-5.76***
	RCC B	9.07 (SD 3.5)	8.46 (SD 3.9)	-0.61 (SD 2.7)	-2.77***
Acceptance of Dating Violence (range from 0 to 24; higher scores indicate greater acceptance of DV)	RCC A	4.50 (SD 3.6)	4.03 (SD 3.9)	-0.47 (SD 3.1)	-2.03*
	RCC B	3.92 (SD 3.1)	3.53 (SD 4.0)	-0.39 (SD 3.2)	-1.47
Support for Victims of Dating Violence (range from 0 to 15; higher scores indicate more support for victims)	RCC A	8.69 (SD 1.5)	8.81 (SD 1.4)	0.12 (SD 3.4)	1.12
	RCC B	9.03 (SD 1.4)	9.19 (SD 1.5)	0.16 (SD 1.5)	1.39
Destructive Responses to Anger (range from 0 to 33; higher scorer indicate more <i>destructive</i> responses to anger)	RCC A	8.83 (SD 4.1)	9.05 (SD 4.0)	0.22 (SD 3.4)	0.89
	RCC B	8.58 (SD 4.9)	8.94 (SD 4.4)	0.36 (SD 3.79)	1.14
Conflict Management (range from 0 to 15; higher scorers indicate <i>better</i> conflict management skills)	RCC A	8.53 (SD 2.9)	9.46 (SD 3.1)	0.93 (SD 2.9)	1.34***
	RCC B	8.79 (SD 3.0)	10.42 (SD 3.5)	1.63 (SD 2.9)	1.03***

The only unique finding was that acceptance of dating violence decreased from pretest to posttest for RCC A (and the change was statistically significant), but this decrease was not found for RCC B or for the whole matched sample. Compared to RCC B, however, RCC A had a slightly higher mean acceptance of dating violence on both the pretest and the posttest. Thus, acceptance of dating violence

was low at pretest in both areas, but the significant decrease for RCC A may be due to the higher starting level of acceptance of dating violence.

Process Evaluation

Fidelity to Program

Safe Dates is designed to be a 10-session dating abuse curriculum that can be presented over a period of days or weeks, depending on specific program scheduling. Focusing on modifiable risk and protective factors for sexual violence, *Safe Dates* targets middle and high school students, both males and females. Because *Safe Dates* is a research-based program with strong, long-term outcomes, fidelity to the program's structure is important.

Between August and December 2017, 4 RCCs completed a total of 258 *Safe Dates* sessions in 32 *Safe Dates* seminars in 7 schools (one middle school and 6 high schools) across four Georgia counties (Carroll, Clarke, Floyd, and Chatham). Although three other RCCs were expected to facilitate the program in other Georgia counties, these programs did not complete any *Safe Dates* seminars during the time period of the evaluation.

To assess program fidelity for the 4 RCCs who implemented the *Safe Dates* program, the prevention educators who facilitated these sessions filled out session reports immediately after completing each session. This information indicates that about 88% of the seminars (28 out of 32) were taught within a two-week timeframe. An average of 815 students participated in the sessions (attendance ranged from a high of 890 students at the first session to a low of 550). Although all *Safe Dates* seminars included information from all 10 sessions, many seminars were combined with either the previous or the following seminar, often due to scheduling issues or time constraints. Likewise, a few of the individual topics from each seminar were omitted due to scheduling issues or time constraints; however, between 86% and 100% of all seminars presented all topics in their entirety, leading to strong fidelity.

Specific *Safe Dates* topics that were received especially well by students included: expectations of relationships, harmful versus abusive relationships, Red Flag activity, Jose's story, age of consent, Zoey's shoes story, current gender stereotypes, creating and respecting boundaries, and group interactions. As with all educational programs that meet across multiple days or weeks, attrition was an issue; however, in measuring pre- and post-test response rates, approximately 90% of students completed *Safe Dates*. For the evaluation of the program, 836 students completed the pretest and 754 students completed the posttest.

Safe Dates Progress Reports and Session Reports: Number of Sessions Completed and Number of Students in Attendance, by School

SCHOOL	Length of Seminar	Session 0		Session 1		Session 2		Session 3		Session 4		Session 5		Session 6		Session 7		Session 8		Session 9		Session 10	
		# Sem	# Stu	# Sem	# Stu	# Sem	# Stu	# Sem	# Stu	# Sem	# Stu	# Sem	# Stu										
Central HS	2 wks	6	216	7	173	6	178	6	150	6	157	6	144	6	*112	7	177	6	*108	6	152	6	146
Clarke MS	10 wks	1	20	1	20	1	18	1	20	N/R	N/R	1	15	1	16	1	17	1	17	1	9	1	9
Coosa HS	2 wks	7	166	7	138	8	195	9	211	7	165	7	143	7	192	7	181	7	207	7	173	7	183
Rome HS	2 wks	6	235	6	237	6	228	6	208	6	238	6	238	6	238	6	238	6	238	6	242	N/R	N/R
Villa Rica HS	2 wks	7	190	7	216	7	162	7	179	7	188	6	+10 1	7	+129	7	191	7	185	7	187	7	186
Darlington	6+ wks	3	61	3	65	3	65	4	80	2	50	4	80	3	79	2	50	3	65	2	50	N/R	N/R
Beach HS	2 wks	2	44	2	41	2	41	2	27	2	27	2	22	2	42	2	35	2	27	2	25	2	26
TOTALS:		32	932	33	890	33	887	35	875	30	825	32	743	32	808	32	889	32	847	31	838	23	550

Sem = Seminar Stu = Students *Missing data from one class. +Missing data from two classes. N/R = Not reported

Safe Dates Session Reports: Session Completion, Successes, and Challenges

Session #	Individual or Combined	% of Session Completed			Successes	Challenges
		None	Some	All		
Session 0: Pretest	53% Indiv 47% Comb	0%	0%	100%	<ul style="list-style-type: none"> One facilitator noted that the students took the pre-test seriously and took extra time to finish it. Students took the pre-test seriously and took extra time to finish it (1 site). 	<ul style="list-style-type: none"> Out of 33 seminars, 16 (49%) had challenges with administering the pre-test (ex. survey too long, some questions were confusing or too personal, time constraints).
Session 1: Defining Caring Relationships (7 topics)	55% Indiv 45% Comb	12%	2%	86%	<ul style="list-style-type: none"> One facilitator noted that the session went well even after pretest challenges. One entire site noted that they really emphasized expectations of relationships. 	<ul style="list-style-type: none"> Out of 33 seminars, 6 (18%) reported feeling pressed for time due to length of pre-test. One facilitator noted that students were rowdy and disrespectful so they couldn't complete all material.
Session 2: Defining Dating Abuse (6 topics)	18% Indiv 82% Comb	0%	6%	94%	<ul style="list-style-type: none"> One facilitator noted that students really started to understand harmful/hurtful and abusive behavior. Noted scenarios were really helpful, but may need to be updated for current culture of students. One facilitator noted the usefulness of handout 5 for helping middle schoolers see examples of dating violence. One entire site emphasized in depth when something is harmful versus when something is abusive which increased understanding. 	<ul style="list-style-type: none"> One site reported scheduling challenges for 8 sessions (24%) that resulted in only being able to teach 3 out of the 5 planned days (sessions 2 & 3 had to be abbreviated and combined). One facilitator noted that students were not receptive to information and disrespectful.
Session 3: Why Do People Abuse? (5 topics)	40% Indiv 60% Comb	6%	5%	89%	<ul style="list-style-type: none"> One site noted that the students in 6 sessions (18%) really enjoyed the Red Flag activity. One facilitator noted that the scenarios brought on good conversation. It was helpful to draw the cycle of abuse on the board and discuss (1 site). 	<ul style="list-style-type: none"> Same scheduling challenge noted (could only teach 3 out of 5 days) resulting in abbreviated and combined session. One facilitator noted that a teacher was 10 minutes late, which resulted in skipping "other reasons for abuse."
Session 4: How to Help Friends (4 topics)	63% Indiv 37% Comb	0%	6%	94%	<ul style="list-style-type: none"> One facilitator noted that students in 6 seminars really loved this session. It is helpful to have them "make a choice" in "Jose's Story," but the activity may need to be updated (1 site). The Friend's Wheel was also noted as leading to great conversation. One facilitator noted that the session was delivered successfully with positive feedback in 7 seminars. 	<ul style="list-style-type: none"> In one seminar, the facilitator noted that the students were losing interest as Jose's story was being read so the activity was discontinued. In 2 seminars, the facilitator fell behind due to teacher absence (no sub provided) and class being sent to gyn. In one seminar, a facilitator noted that some students were not willing to participate and were disrespectful, but other students were receptive to the information.

Session 5: Helping Friends (4 topics)	57% Indiv 43% Comb	5%	3%	92%	<ul style="list-style-type: none"> Noted it as a “turning point” where the students are able to put what they have learned into practice.(1 site) One facilitator noted positive feedback from the session in 7 seminars, despite time constraints. Discussed in detail the age of consent and implications of this law, as well as recognizing Red Flags (1 site) Discussed reaching out to community resource if in Zoey’s shoes (1 site). 	<ul style="list-style-type: none"> One facilitator noted that there was a lack of participation in one seminar because the students were “clowning around and disrespecting the instructor and not taking the material seriously.” Time constraints. (1 site)
Session 6: Overcoming Gender Stereotypes (7 topics)	44% Indiv 56% Comb	6%	8%	86%	<ul style="list-style-type: none"> Added extra examples of how gender stereotypes present themselves in our world today. (1 site) One facilitator noted positive feedback from the session in 7 seminars, despite time constraints. 	<ul style="list-style-type: none"> One facilitator noted continual scheduling conflicts (fall break, testing, etc.) and only covering “the most important” parts of the session. One facilitator noted students now being disrespectful in all (2) seminars. Time constraints (1 site)
Session 7: How We Feel, How We Deal (6 topics)	65% Indiv 35% Comb	0%	9%	91%	<ul style="list-style-type: none"> In 6 seminars, the facilitator noted the “a-ha moment” as students realize that responses to anger are controllable. Stressed the importance of being self-aware and able to control one’s anger (1 site). 	<ul style="list-style-type: none"> Time constrains were noted in two seminars, which limited activities. One seminar continues to have disrespectful students.
Session 8: Equal Power Through Communication (5 topics)	40% Indiv 59% Comb	6%	8%	86%	<ul style="list-style-type: none"> In 6 seminars, the facilitator noted that using group work was beneficial with more “a-has.” In one seminar, acting out LaToya and Marcus’ scenario was helpful. Stressed more group work so students could put learning into practice (1 site). 	<ul style="list-style-type: none"> One seminar was not able to meet due to a field trip. Time constraints were noted in 10 seminars. Once seminar had “extreme disrespect for facilitator.”
Session 9: Preventing Dating Sexual Abuse (5 topics)	58% Indiv 42% Comb	4%	10%	86%	<ul style="list-style-type: none"> In 5 seminars, there was a very good discussion of boundaries and good discussion about blame. Included various examples of what is rape (1 session) 	<ul style="list-style-type: none"> Three seminars had to be shortened due to scheduled advisement session and school holiday Time constraints noted in 7 seminars. Students in two seminars tried to cut due to holiday parties and were disrespectful.
Session 10: Review and Posttest (4 topics + post-test)	78% Indiv 22% Comb	1%	10%	89%	N/A	<ul style="list-style-type: none"> In 7 seminars, scheduling conflicts resulted in eliminating the poster contest. Two seminars were postponed due to school holiday or other program. Survey items difficult for middle school students.

Total Number of Disclosures:15

Total Number of Referrals: 4 (3 to school counselors and 1 to juvenile court)

Participant Satisfaction (Q13)

Safe Dates exhibited high satisfaction among students across all program elements. Most of all, students felt that instructors were very organized and prepared. Although students thought the information provided was useful, they learned a lot, and all teens should participate in *Safe Dates*, fewer strongly agreed that the topics were relevant specifically to them.

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
The topics were relevant to me.	29%	41%	23%	8%
The information provided was useful.	53%	41%	4%	2%
I learned a lot from participating in this program	50%	38%	8%	3%
I think all teens should participate in this program.	53%	40%	5%	3%
The instructor was organized and prepared.	71%	25%	2%	2%
The instructor did a good job of communicating with the class.	54%	31%	2%	2%

Conclusion: Safe Dates

Between August and December 2017, the *Safe Dates* program was implemented as intended to almost 900 youth in middle schools and high schools in four Georgia counties. Of these students, 54 % were White/Caucasian, 26% African American/Black, 22% Hispanic, and 8% identified with another racial/ethnic group, which indicates that the program reached a racial/ethnically diverse group of students. Although three other grantees were expected to facilitate the *Safe Dates* program in other Georgia counties, no data was provided by these other programs. Thus, the *Safe Dates* program did not reach all intended students.

Since the program facilitators reported covering all of the *Safe Dates* sessions, the program was able to address several modifiable risk and protective factors for dating and sexual violence, as required by the CDC guidelines. Using pretest and posttest data, the results of the evaluation indicate that the program achieved most of its goals. In terms of increasing protective factors, the results of the evaluation indicate that the program was successful at increasing students' knowledge about dating violence and increasing their confidence in their conflict management skills. In terms of reducing risk factors, the results of the evaluation indicate that the program was successful at lowering students' acceptance of gender stereotypes and acceptance of dating violence norms. For some of the risk and protective factors, however, the magnitude of the impact of the program was limited because students already reported low levels for some of the risk factors and high levels for some of the protective factors before participating in the program. Also, the results indicate that students struggled with knowing the right questions to ask and the right advice to give dating violence victims, which are some of the most difficult aspects of supporting victims. Since the *Safe Dates* program is facilitated primarily over a two-week period, it is difficult to examine the impact of the program on dating violence victimization and perpetration over that short of a time period; however, future evaluations should examine changes in recent abuse experiences (two weeks prior to the program compared to the two weeks during the program).

Recommendations: Safe Dates

Given that the results of the evaluation indicate that the *Safe Dates* program is lowering the risk factors and increasing the protective factors for dating violence, the program should continue to be implemented throughout Georgia. Based upon the findings from this evaluation, the following recommendations should be considered for future *Safe Dates* seminars:

- To address areas where student responses show room for improvement, program facilitators should aim to focus more attention on building students' communication and conflict management skills, improving their constructive (healthy) responses to anger, and increasing their knowledge of how to support victims (ex. the right questions to ask and the right advice to give).

Although the data collected for the evaluation that year was a significant improvement over previous years, there are some areas that need improvement in terms of collecting more reliable and useable data for the evaluation of the program. These improvements include the following:

- Due to some concerns over the length of the study, at least one section of the evaluation should be eliminated. Since identifying how students' want to be treated in a relationship is not one of the main goals of the program, this section of the evaluation should be eliminated.
- To improve the ability to detect changes in victimization and perpetration before and after the program, a time frame option of "within the past two weeks" should be added to these items since most of the programs are facilitated over the course of two weeks.
- A pretest/posttest item should be added to the survey on the first page to help identify if the survey is being completed as a pretest or a posttest. Survey administrators should instruct the students to bubble in "pretest" when completing the pretest prior to the start of the program and they should instruct the students to bubble in "posttest" when completing the posttest at the end of the program.
- To improve the ability to match participants' responses on the pretest and posttest, individuals who are administering the survey should provide verbal instructions to the students for the completion of the demographic questions (included in the box on the first page of the survey). Being able to match the pretest and posttest responses, while also keeping the students' identities anonymous, is critical for understanding the impact of the program. The only way to achieve both of these goals at the same time is to provide clear instructions for answering the demographic questions (ex. all students should be instructed to spell out the full name of the school, which needs to be entered in the individual boxes provided) while the students complete this first section of the survey.
- To improve data collection, individuals who are administering the survey should follow all administration instructions carefully – this includes filling out the data cover sheet for pretests and posttests completed in each seminar and putting all completed surveys in a manila envelope as soon as they are turned in by the students.

4. Step Up. Step In (SUSI): Findings

Step Up. Step In. (SUSI) is an awareness campaign that is designed to teach students from middle schools and high schools in Georgia how to identify and stop sexual bullying from occurring. Through a collaborate approach between the school and greater community, the *SUSI* campaign implements a wide-range of prepared resources from its toolkit aimed at combatting sexual bullying including such activities as school assemblies, posted flyers at the schools, student essay contests, and a social media campaign.

Program Reach and School-Level Demographics for School Partners

Between August and December 2017, 16 schools participated in the *SUSI* campaign including 3 middle schools, 12 high schools, and 1 alternative school (see Table 4.1). Across these institutions, approximately 21,000 students in grades 6 through 12 were exposed to the *SUSI* message. The average attendance rate for the schools, defined as missing five or fewer days, was 43%, while the average rate for reduced lunch and limited English proficiency was 79% and 8%, respectively. Among the high schools, the average graduate rate was 77%. The race/ethnicity of the school composition varied across the institutions; approximately 57% of the students exposed to the *SUSI* message were black followed by 24% Hispanic and 15% white. About 3% of the students were Asian and 2% were multiracial.

The *SUSI* program reached a diverse group of schools that varied across several student demographic characteristics including size, racial/ethnic composition, and socio-economic status. In regards to school size, there were five schools with enrollments fewer than 499 students, three with enrollments between 500 and 999 students, and eight schools with greater than 1,000 students enrolled. There was also much variation in the racial/ethnic composition of the participating schools. For instance, seven were predominately comprised of black students, two were predominately comprised of Hispanic students, and six had a greater mix of students from different racial/ethnic backgrounds. The schools also varied in regards to the socio-economic status of the student population, as measured by the percent of students eligible for reduced lunch. In particular, there were six schools where more than 96% of the students were eligible for reduced lunch, while four schools had between 76 and 82% student eligibility, and six had between 52 and 69% eligibility for their school populations.

Sample Student Demographic Characteristics and Completed Pretest and Posttest Surveys

There were 1,359 students from 12 schools who completed the pretest survey and 809 students from 11 schools who completed the posttest survey (see Table 4.2). For three schools, complications involved in the administration of the surveys or data collection resulted in their exclusion from the final analysis. For instance, Dooly County Middle School provided 260 student surveys, yet due to incomplete cover sheets and unclear dates of completion, it was not possible to differentiate between pretest and posttest surveys. Due to a logistical error that occurred at the pretest survey administration, no posttest surveys were able to be administered by Rome High School. Finally, for Brooks County Middle School, too few posttest surveys were received to conduct reliable analyses. As a result of data errors in completion of the surveys at Dooly County Middle School, and no survey completion at the two other schools in the health district, no data was analyzed for the Columbus Health District. Each of the other six health districts was represented in the student data. After removing cases due to the data-related complications, there was a final sample size of 1,146 pretest surveys and 805 posttest surveys from 10 schools. Due to complications

with data collection, fewer than 20% of the pretest surveys could be matched with a posttest survey (N = 210) and therefore a matched analysis was not able to be performed on the data.

We used data collected from the pre-test surveys to report on the demographic characteristics of the program participants (see Table 4.3: Student Survey Sample Characteristics). Approximately 12.5% of the students reported being White/Caucasian, 54.6% African American/Black, 26.0% Hispanic, 1.9% American Indian/Alaskan Native, 3.8% Asian/Pacific Islander and 3.1% other. (Note: participants can select more than one race/ethnicity so the total percentage across the racial/ethnic categories exceeds 100%). The sample consisted of 40.3% males and 40.9% females. A total of 212 participants did not indicate their gender on the pre-test survey (18.5% of the sample). The mean age of the sample was 15 years old.

Table 4.1: School-Level Demographics for SUSI Partners

Health District	Coastal	Cobb	Columbus			DeKalb			Gwinnett, Newton, and Rockdale			North-west	South				TOTAL
	Jane Macon Middle School	Marietta High School	Dooly County Middle School	Dooly County High School	Macon County High School	Cross Keys High School	Lithonia High School	Towers High School	Discovery High School	Meadowcreek High School	Rockdale County High School	Rome High School	Brooks County Middle School	Brooks County High School	Horne Learning Center	Valdosta High School	TOTAL
STUDENT ENROLLMENT	829	2,343	273	372	466	1,427	1,344	962	2,656	3,260	2,163	1,788	439	572	178	2,103	21,175
ATTENDANCE RATE (%)	57	53	34	36	39	28	37	29	51	39	50	46	49	42	NA ²	48	43
ELIGIBLE FOR REDUCED LUNCH (%)	69	52	59	56	100	82	76	100	76	82	66	60	96	96	100	100	79
LIMITED ENGLISH PROFICIENT (%)	5	9	7	4	1	40	2	4	10	18	1	7	4	2	NA	2	8
GRADUATION RATE (%)¹	--	79	--	75	87	69	77	68	75	75	85	89	--	69	NA	76	77
SCHOOL GRADES																	
6 th , 7 th , & 8 th	X		X										X		X		4
9 th , 10 th , 11 th , & 12 th		X		X	X	X	X	X	X	X	X	X		X	X	X	13
RACE/ETHNICITY																	
Asian (%)	2	2	1	0	1	6	0	2	10	8	2	4	0	1	NA	2	3
Black (%)	34	44	73	77	85	6	93	92	38	20	74	31	55	54	NA	75	57
Hispanic (%)	11	33	0	13	7	86	6	4	44	67	9	31	9	12	NA	3	24
White (%)	49	17	8	8	7	1	1	1	6	3	13	31	33	30	NA	18	15
Multiracial (%)	3	3	1	2	1	0	0	1	2	1	3	3	3	2	NA	2	2

¹ Graduation rates were presented for high schools only.

² NA = school data for these items were not available.

All numbers reflect data from the 2016-2017 school year.

Table 4.2: Completion of Surveys by School Partners

HEALTH DISTRICT	SCHOOL NAME	# OF PRE-TESTS	# OF POST-TESTS
Coastal	Jane Macon Middle School	72	67
Cobb	Marietta High School	74	36
Columbus	Dooly County Middle School	-- ¹	-- ¹
Columbus	Dooly County High School	--	--
Columbus	Macon County High School	--	--
DeKalb	Cross Keys High School	107	81
DeKalb	Lithonia High School	98	91
DeKalb	Towers High School	99	77
Gwinnett, Newton, and Rockdale	Discovery High School	91	88
Gwinnett, Newton, and Rockdale	Meadowcreek High School	161	217
Gwinnett, Newton, and Rockdale	Rockdale County High School	--	--
Northwest	Rome High School	160 ¹	--
South	Brooks County Middle School	39 ¹	4 ¹
South	Brooks County High School	91	33
South	Horne Learning Center	153	25
South	Valdosta High School	200	90
	TOTAL SURVEYS RECEIVED	1,359	809
¹ Data excluded from final analyses.			

Table 4.3: Student Survey Sample Characteristics (Pretest N = 1,146)

Health District	Coastal	Cobb	DeKalb			Gwinnett, Newton, & Rockdale		South			
	Jane Macon Middle School	Marietta High School	Cross Keys High School	Lithonia High School	Towers High School	Discovery High School	Meadowcreek High School	Brooks County High School	Horne Learning Center	Valdosta High School	TOTAL
RACE/ETHNICITY											
American Indian/ Alaska Native	1% (1)	3% (2)	--	3% (3)	6% (6)	--	--	--	3% (4)	3% (6)	2% (22)
African American or Black	31% (22)	42% (31)	8% (9)	86% (84)	85% (84)	30% (27)	20% (32)	59% (54)	80% (122)	81% (161)	55% (626)
Asian/ Pacific Islander	4% (3)	4% (3)	5% (5)	1% (1)	3% (3)	10% (9)	11% (17)	--	--	1% (2)	4% (43)
Hispanic	7% (5)	27% (20)	84% (90)	9% (9)	8% (8)	51% (46)	60% (97)	7% (6)	9% (13)	2% (4)	26% (298)
White or Caucasian	53% (38)	26% (19)	1% (1)	5% (5)	3% (3)	8% (7)	3% (5)	28% (25)	9% (13)	14% (27)	13% (143)
Other	3% (2)	4% (3)	--	2% (2)	3% (3)	3% (3)	2% (3)	4% (4)	3% (5)	5% (10)	3% (35)
GENDER											
Male	25% (18)	46% (34)	42% (45)	42% (41)	33% (33)	45% (41)	41% (66)	55% (50)	49% (75)	30% (59)	40% (462)
Female	49% (35)	39% (29)	51% (55)	37% (36)	47% (46)	33% (30)	33% (53)	33% (30)	34% (52)	52% (103)	41% (469)
Other	1% (1)	1% (1)	--	--	1% (1)	--	--	--	--	--	<1% (3)
Missing Gender	25% (18)	14% (10)	7% (7)	21% (21)	19% (19)	22% (20)	26% (42)	12% (11)	17% (26)	19% (38)	19% (212)
MEAN AGE	12.2	15.4	15.5	15.8	15.7	14.9	14.4	16.1	15.0	15.2	15.1

Assessment of the Effectiveness of the *Step Up. Step In.* Program: Student Data

Using student data collected from 1,146 pretest and 805 posttest surveys, we evaluated the effectiveness of *SUSI* at achieving the following broad goals: 1) *increase* the amount of information students received on sexual bullying; 2) *increase* knowledge on identifying sexual bullying, 3) *decrease* sexual bullying behaviors including victimization and perpetration, 4) *increase* students' comfort talking to others about sexual bullying, and 5) *increase* students' willingness to respond to sexual bullying. **Four of these five goals were achieved, indicating that the program led to improvements in receiving information on sexual bullying, sexual bullying victimization, comfort talking to others about sexual bullying, and willingness to intervene.**

The program led to improvements in receiving information on sexual bullying, sexual bullying victimization, comfort talking to others about sexual bullying, and willingness to intervene.

Table 4.4: Overview of Main Findings for *SUSI*

	PRE-TEST	POST-TEST	Mean Difference	χ^2 or t-Score	Goal Achieved ?
Received Information on Sexual Bullying	41.9% (N = 446)	61.8% (N = 402)	19.9	63.6***	Yes; increase
Correct Identification of Sexual Bullying Behaviors (range from 0 to 16; higher scores represent a greater number of correctly identified behaviors)	13.4 (SD = 3.0)	13.3 (SD = 3.6)	-0.1	-0.07	No; remained the same
Sexual Bullying Victimization	11.5% (N = 127)	7.9% (N = 60)	-3.6	6.2*	Yes; decrease
Sexual Bullying Perpetration	2.0% (N = 22)	2.6% (N = 20)	0.6	0.9	No; remained the same
Comfort Talking to Others about Sexual Bullying (range from 0-3; higher scores represent a greater number of individuals students are comfortable talking to about sexual bullying)	1.2 (SD = 1.1)	1.5 (SD = 1.2)	0.3	4.5***	Yes; increase
Willingness to Intervene in Sexual Bullying (range from 0 to 14; higher scores indicate greater willingness to intervene)	3.6 (SD = 2.6)	3.9 (SD = 3.2)	0.3	2.9**	Yes; increase

*** p<.001 ** p<.01 * p<.05

Goal: Increase the Amount of Information Students Received on Sexual Bullying

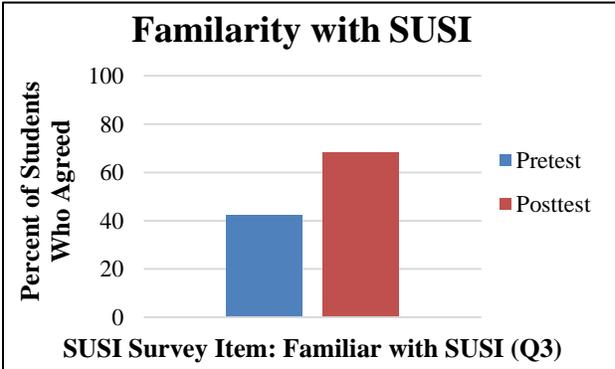
A primary goal of the *SUSI* campaign is to provide students with information on sexual bullying. To determine if *SUSI* increased awareness of sexual bullying among participants, we asked students questions related to whether they had received information on sexual bullying (Q9.2), were familiar with the *SUSI* campaign (Q3), and had participated in activities that would be associated with a sexual bullying awareness campaign (Q4).

There was a significant change in the number of students who reported having received information on sexual bullying, increasing from 42% to 62%.

There was a significant change in the number of students who reported having received information on sexual bullying, increasing from 42% to 62%. This indicates that by the completion of the *SUSI* campaign, the majority of student participants had received information on sexual bullying.

A similar increase was observed for the question that asked whether students were familiar with the *SUSI* campaign (Q3) (see Figure 4.1). At the start of the *SUSI* campaign 42% of students reported that they were somewhat to very familiar with the *SUSI* campaign. By the close of the campaign, this number increased to 68% familiarity.

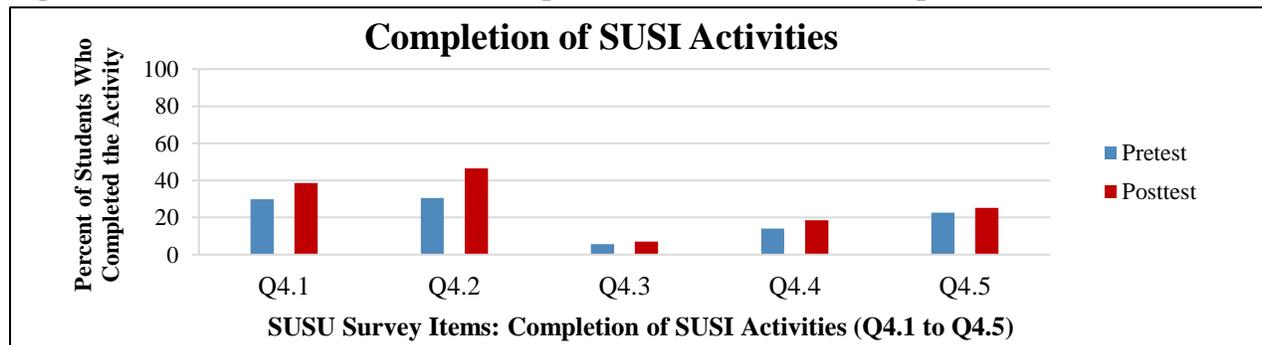
Figure 4.1. Percent of Students Familiar with the *SUSI* Campaign: Pretest – Posttest



There was also a statistically significant increase in the number of sexual bullying awareness campaign activities that the students participated in between the pretest and posttest surveys, increasing from an average score of 1.0 (SD = 1.0) to 1.4 (SD = 1.2). As Figure 4.2 illustrates, an increase was observed for 1) observed posters about sexual bullying at school (Q4.1: 30% to 39%), 2) heard teachers talk about sexual bullying in class (Q4.2: 31% to 47%), 3) participated in a sexual bullying essay contest (Q4.3: 6% to 7%), 4) attended a school rally/assembly (Q4.4: 14% to 19%), and 5) shared social media message about sexual bullying (Q4.5: 23% vs. 25%).

As Figure 4.2 illustrates, an increase was observed for 1) observed posters about sexual bullying at school (Q4.1: 30% to 39%), 2) heard teachers talk about sexual bullying in class (Q4.2: 31% to 47%), 3) participated in a sexual bullying essay contest (Q4.3: 6% to 7%), 4) attended a school rally/assembly (Q4.4: 14% to 19%), and 5) shared social media message about sexual bullying (Q4.5: 23% vs. 25%).

Figure 4.2. Percent of *SUSI* Activities Completed: Pretest – Posttest Comparison



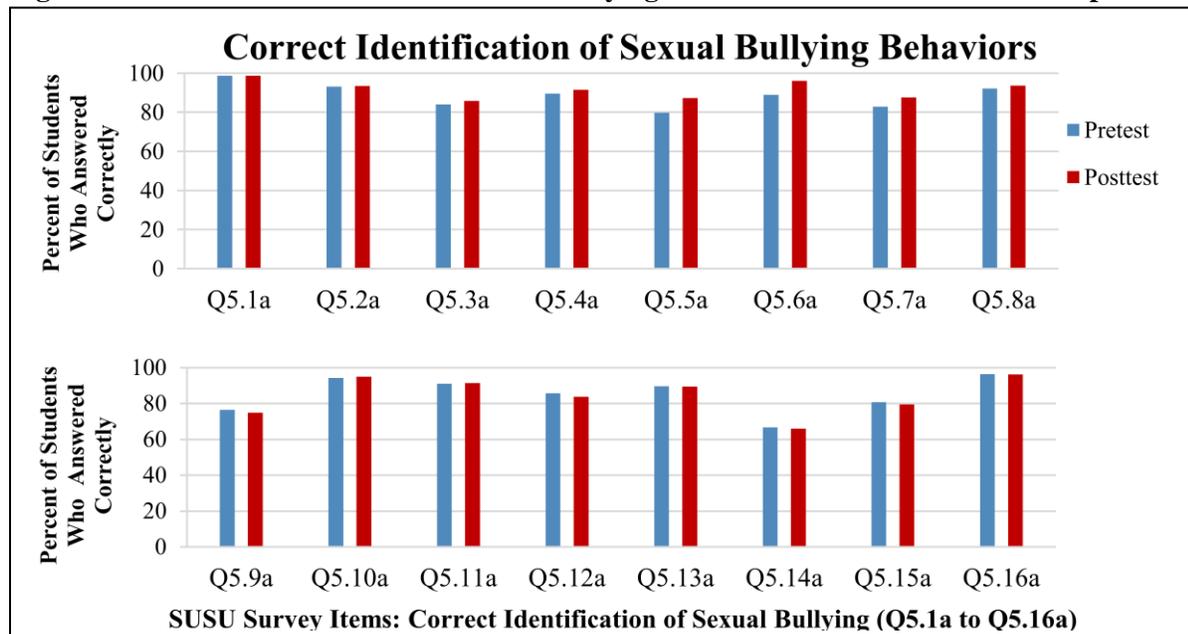
Goal: Increase Knowledge on Identifying Sexual Bullying

Another primary goal of the *SUSI* campaign is to increase students’ knowledge on identifying sexual bullying and the perceived seriousness of these behaviors. To determine if *SUSI* was successful at achieving this goal, we asked students to identify which of 16 different acts would be defined as sexual bullying (Q5.1a through Q5.16a) and then to identify if they perceived the act as wrong (Q5.1b through Q5.16b). In addition, we also asked the students whether they felt knowledgeable on sexual bullying (Q9.1).

There was a notable and significant change regarding students’ perception of their knowledge on sexual bullying, increasing from 57% to 79%.

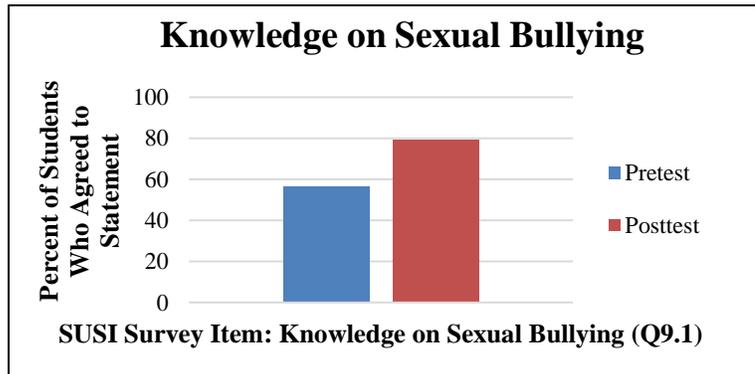
When examining whether students could accurately identify sexual bullying behaviors, **there was no significant change observed in the mean number of sexual bullying behaviors that were correctly identified by the students (13.4 to 13.3)**. One likely explanation for this lack of a significant change could be the fact that the pretest scores were very high to begin with and thus students had little room for improvement, indicating that, on average, students could correctly identify sexual bullying behaviors prior to the launch of *SUSI* (see Figure 4.3). **However, while no significant differences emerged for the total score, for two types of sexual bullying behaviors, there were changes gained from pretest to posttest.** An increase in knowledge was observed for 1) shaming someone based on rumors, perceived sexuality, or for any other reason (Q5.4a: 90% to 92%), 2) making sexually suggest comments to another person (Q5.5a: 80% to 87%), and 3) flirting with someone in a way that is forceful or makes them uncomfortable (Q5.7a: 83% to 88%). Further, there was a significant change for Q5.6a regarding a disagreement with a girlfriend/boyfriend; a greater number of students correctly identified this item as not meeting the criteria of sexual bullying at the posttest (89% to 96%).

Figure 4.3. Correct Identification of Sexual Bullying Behaviors: Pretest – Posttest Comparison



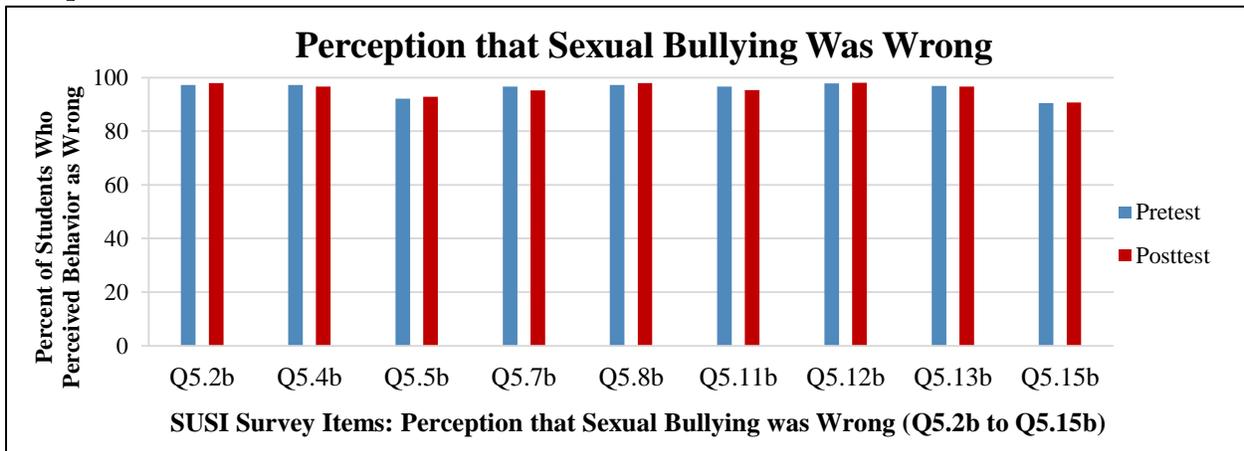
Although the analyses examining the correct identification of sexual bullying behaviors yielded relatively modest changes, a different pattern emerged when students were directly asked about their knowledge of sexual bullying (Q9.1). **There was a notable and significant change regarding students' perception of their knowledge on sexual bullying, increasing from 57% to 79%** (see Figure 4.4).

Figure 4.4. Percent of Students Who Felt Knowledgeable on Sexual Bullying: Pretest – Posttest Comparison



There was no significant change in the mean score for the perceived seriousness of sexual bullying by the students (items Q5.2b to Q5.15b), which remained the same at both pretest and posttest (mean = 24.9; range = 0 to 27). Similar to the analyses on the correct identification of sexual bullying behavior, a lack of an observed change in this score could be the result of a very high score observed before the start of the *SUSI* campaign (see Figure 4.5). Given that students already perceived sexual bullying behaviors as wrong, there was very little room for improvement in these perceptions. For instance, at the pretest the percent of students who perceived the sexual bullying behaviors as wrong ranged from 91% to 98%, indicating that the vast majority of students already perceived these acts as problematic.

Figure 4.5. Percent of Students Who Perceived Sexual Bullying as Wrong: Pretest – Posttest Comparison



Goal: Decrease Sexual Bullying Behaviors

In addition to increasing knowledge of sexual bullying, the *SUSI* campaign also strives to impact sexual bullying behaviors by decreasing the number of students who are victims and perpetrators of sexual bullying. To determine if *SUSI* reduced these sexual bullying behaviors, we asked students whether they had been the target of sexual bullying in the past three months (Q7) or had been engaged in the acts of sexual bullying against another person in the last three months (Q8).

For sexual bullying victimization, there was a significant reduction in the number of students who reported experiencing sexual bullying victimization, decreasing from 12% to 8%.

For sexual bullying victimization, there was a significant reduction in the number of students who reported experiencing sexual bullying victimization, decreasing from 12% to 8%. This finding provides evidence that the program has effectively impacted behavior change among the participants, even within the shortened 3 month reference period.

However, in contrast to the findings observed for the sexual bullying victimization measure, **there was no significant change in the number of students who reported perpetrating sexual bullying behaviors.** Rather than a reduction, there was a slight – but not statistically significant – increase from 2.0% to 2.6% from the pretest to the posttest. Although this change was not significant or large (only a 0.6 mean difference), it is possible that an increase in perpetration could be observed between the pretest and posttest as a result of the effectiveness of the *SUSI* campaign to increase knowledge and awareness of sexual bullying. For instance, through the campaign, students have the potential to learn that they may have been engaged in behaviors that qualify as sexual bullying, although at the time of the perpetration they may not have known that the behaviors were sexual bullying (e.g., sharing private pictures or videos with another person without their permission). It is also important to note that due to the small number of students who reported these behaviors (pretest N = 22; posttest N = 20), these results should be interpreted with some caution.

Goal: Increase Students' Comfort Talking to Others About Sexual Bullying

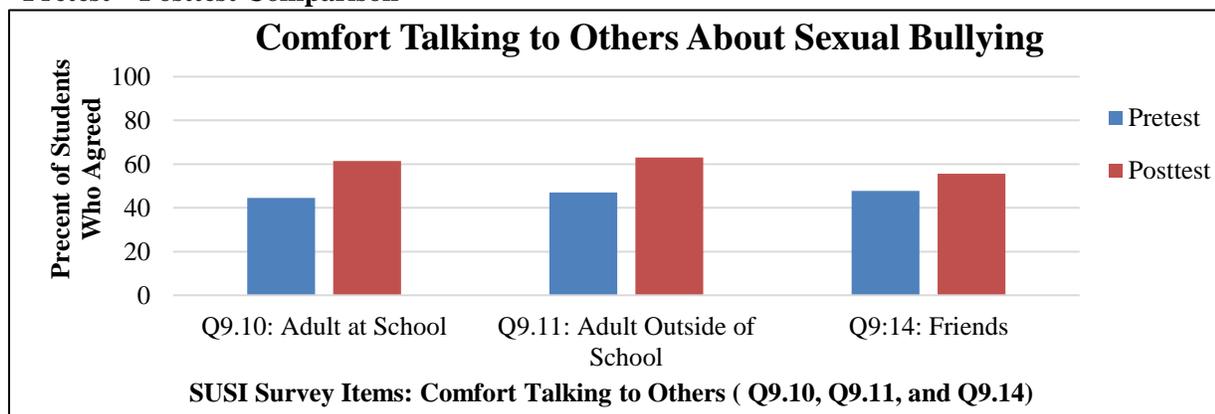
Another central goal of the *SUSI* campaign is to encourage students to talk to others about sexual bullying. To determine if *SUSI* increased students' comfort talking to others about sexual bullying, we asked students questions related to whether they felt comfortable talking about sexual bullying with an adult at the school (Q9.10), an adult outside of the school (Q9.11), and their friends (Q9.14). In addition to asking students about their comfort talking to others about sexual bullying, we also asked students whether they had ever talked to a teacher about sexual bullying in the past (Q9.13).

The SUSI campaign was successful in increasing students' overall comfort level approaching others to discuss sexual bullying.

There was a significant change in the mean score for the number of people the students were comfortable talking to about sexual bullying, increasing from a mean of 1.2 to 1.5. This change indicates that the *SUSI* campaign was successful at increasing students' overall comfort level approaching others to discuss sexual bullying.

In particular, a statistically significant increase was observed for each of three groups of individuals included in the mean score (see Figure 4.6). For instance, from the pretest to posttest there was an increase in the percent of students who reported feeling comfortable talking about sexual bullying with an adult at school (45% to 61%), an adult outside of school (47% to 63%), and a friend (48% to 56%).

Figure 4.6. Percent of Students Who Felt Comfortable Talking to Others About Sexual Bullying: Pretest – Posttest Comparison



In contrast, there was no significant increase from the pretest to the posttest in the percent of students who reported having talked to teachers about sexual bullying. For instance, 10% of the students at the pretest reported having talked to an adult about sexual bullying in comparison to 11% of students at the posttest. In sum, while there was not an increase in actual behavioral change of students talking to adults about sexual bullying in this data, because there was a significant increase in their level of comfort to talk to adults at school, there could be an increase in students approaching adults with sexual bullying concerns in the future beyond this evaluation's reference period.

Goal: Increase Students' Willingness to Respond to Sexual Bullying

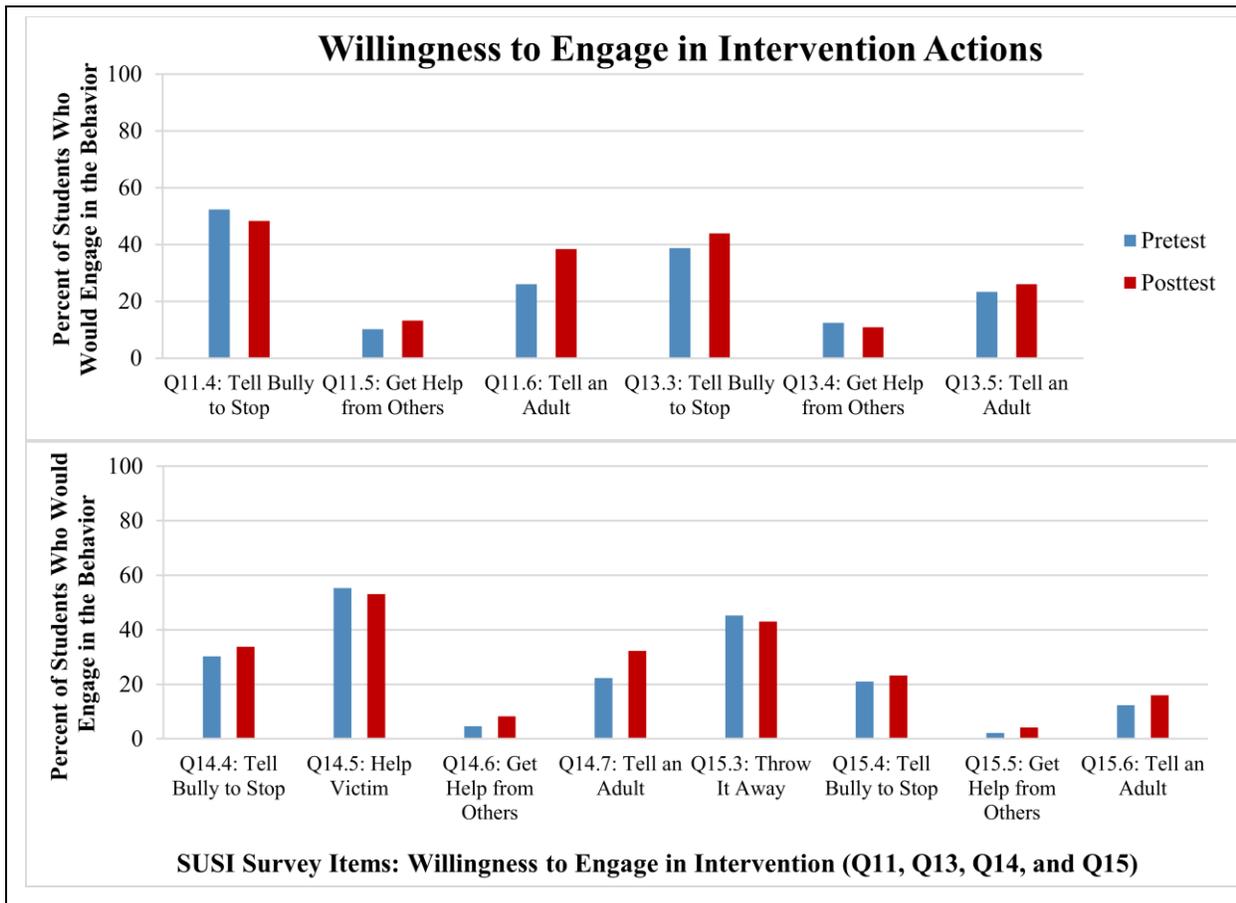
The last primary goal of the *SUSI* campaign involves increasing students' willingness to intervene when they observe sexual bullying. Two sets of survey questions were used to assess whether *SUSI* was effective at increasing students' willingness to respond to sexual bullying. First, we provided students with four different sexual bullying scenarios ([Q11](#), [Q13](#), [Q14](#), and [Q15](#)) and asked whether they would intervene in each of the scenarios based on different intervention actions provided in the question (i.e., tell an adult, tell bully to stop, etc.). Second, we asked the students to rate whether they were confident that they would intervene in various examples of sexual bullying ([Q16.2b](#), [Q16.3b](#), [Q16.5b](#), [Q16.7b](#), [Q16.8b](#), and [Q16.9b](#)).

The SUSI campaign has been effective at increasing students' willingness to respond to sexual bullying when they witness it.

For the mean score of willingness to intervene in sexual bullying, which includes a sum of the 14 intervention items measured in the four different sexual bullying scenarios (range = 0 to 14), **there was a significant change in the mean score which increased from 3.6 to 3.9**. While modest, this significant change indicates that the *SUSI* campaign has been effective at increasing students' willingness to respond to sexual bullying when they witness it.

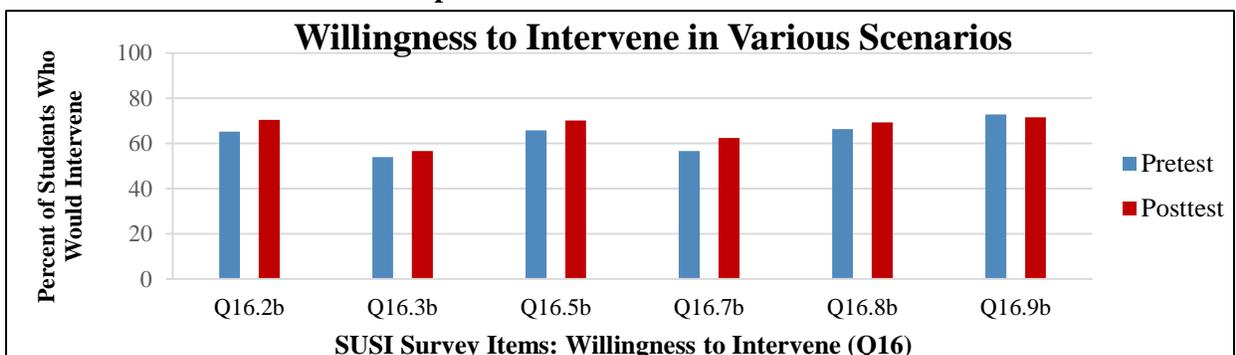
The four scenarios provided to students were diverse and included the following incidents of sexual bullying: 1) a student engaged in name calling based on another student's sexual orientation ([Q11](#)), 2) a student calling another student a negative sexual-based term on social media ([Q13](#)), 3) a male student snapping the bra of a female student, and 4) a ranking of students based on attractiveness ([Q15](#)). Based on comparisons from the pretest and posttest surveys, several important findings from these analyses emerged (see Figure 4.7). **For 8 of the 14 items, there was an increase in willingness to engage in the intervention action from the start and close of the SUSI program.** In particular, for each of the four scenarios, there was an increase in students' willingness to tell an adult if they observed sexual bullying. The largest gain in willingness was observed for [Q11](#) where there was an increase in willingness to tell an adult from 26% to 38%. In three of the four scenarios, there was also an increase in students' willingness to directly intervene by telling the bully to stop and for students to seek help from others.

Figure 4.7. Percent of Students Who Reported That They Would Engage in Various Intervention Actions: Pretest – Posttest Comparison



Students were also asked to rate their confidence that they would intervene in six different sexual bullying scenarios including seeing a person: teasing someone by calling them a name (Q16.2b), showing other people sexual messages or pictures of someone (Q16.3b), touching or grabbing someone’s intimate parts without that person’s consent (Q16.5b), spreading sexual rumors about someone else (Q16.7b), making sexual comments, jokes, or gestures towards another person (Q16.8b), and forcing someone to engage in sexual activity (Q16.9b). **For five of these six scenarios, there was an increase in the percent of students who reported that they were confident they would intervene to do something to stop it (see Figure 4.8).**

Figure 4.8. Percent of Students Who Reported That They Would Intervene in Sexual Bullying Scenarios: Pretest – Posttest Comparison



Assessment of the Effectiveness of the *Step Up. Step In.* Program: Comparison Based on the Completion of SUSI Activities

The *SUSI* toolkit includes a diverse set of activities that schools can utilize in order to meet its five program goals (discussed in the full sample results above). As an awareness campaign and whole school approach program, schools that use a greater amount of activities will likely be able to reach a larger amount of the school population with the *SUSI* message. In turn, the effectiveness of the *SUSI* program may be influenced by the amount of *SUSI* activities that the various schools have used throughout the campaign.

The results illustrate that the effectiveness of the program was highly dependent upon the amount of SUSI activities used at each school.

In order to evaluate if the effectiveness of *SUSI* varied by the quantity of program activities that were utilized by the schools, each of the schools who participated in the student survey were classified into two groups: 1) low *SUSI* schools and 2) high *SUSI* schools. Low *SUSI* schools reported using 3 or less of the activities in the *SUSI* toolkit and included Cross Keys High School, Jane Macon Middle School, Lithonia High School, Marietta High School, and Towers High School (pretest N = 450; posttest N = 352). High *SUSI* schools reported using four or more *SUSI* activities and included Brooks County High School, Discovery High School, Home Learning Center, Meadowcreek High School, and Valdosta High School (pretest N = 696; posttest N = 453). A detailed list of the specific activities that each school used can be found below in Table 4.8: Implemented *SUSI* Activities.

Results from the pretest and posttest comparisons by the number of completed *SUSI* activities is provided in Table 4.6. Based on this analysis, several important findings emerge. **First, there was a statistically significant increase in receiving knowledge on sexual bullying for both low (32% to 55%) and high *SUSI* schools (48% to 67%).** These findings demonstrate that the level of *SUSI* activities utilized did not have a significant impact on whether students received information on sexual bullying as a result of the campaign. Second, consistent with the findings that were observed for the full sample analyses, **there were no changes observed for either group of schools for the correct identification of sexual bullying behaviors and sexual bullying perpetration.**

In contrast, for the three remaining goals, significant differences emerged across the low *SUSI* and high *SUSI* schools. **For instance, for high *SUSI* schools, there was a significant change from the pretest survey to the posttest survey for 1) sexual bullying victimization, 2) comfort talking to others about sexual bullying, and 3) willingness to intervene in sexual bullying.** These findings demonstrate that among the high *SUSI* schools, these three goals were successfully achieved. However, similar results were not observed for the low *SUSI* schools. **In particular, for the low *SUSI* schools, none of these three goals significantly changed from the pretest to the posttest.** This finding has important implications as it demonstrates that the program was less effective in the low *SUSI* schools than in the high *SUSI* schools; for instance, only 1 program goal was achieved for the low *SUSI* schools in contrast to four program goals achieved by the high *SUSI* schools. **The results illustrate that the effectiveness of the program was highly dependent upon the amount of *SUSI* activities used at each school.**

Table 4.6: Overview of Main Findings for SUSI: Comparison of Pretest and Posttest by the Number of SUSI Activities Completed

		PRE-TEST	POST-TEST	Mean Difference	χ^2 or t-Score
Received Information on Sexual Bullying	Low SUSI Schools	32.3% (N = 131)	55.0% (N = 160)	22.7	36.0***
	High SUSI Schools	47.9% (N = 315)	67.2% (N = 242)	19.3	35.2***
Correct Identification of Sexual Bullying Behaviors (range from 0 to 16; higher scores represent a greater number of correctly identified behaviors)	Low SUSI Schools	13.3 (SD = 3.0)	13.5 (SD = 3.1)	0.2	0.8
	High SUSI Schools	13.4 (SD = 3.0)	13.0 (SD = 3.9)	-0.4	-1.5
Sexual Bullying Victimization	Low SUSI Schools	5.7% (N = 25)	7.0% (N = 23)	1.3	0.5
	High SUSI Schools	15.2% (N = 102)	8.7% (N = 37)	-6.5	9.9**
Sexual Bullying Perpetration	Low SUSI Schools	2.3% (N = 10)	2.4% (N = 8)	0.1	0.1
	High SUSI Schools	1.8% (N = 12)	2.8% (N = 12)	1.0	1.3
Comfort Talking to Others about Sexual Bullying (range from 0-3; higher scores represent a greater number of individuals students are comfortable talking to about sexual bullying)	Low SUSI Schools	1.4 (SD = 1.1)	1.5 (SD = 1.2)	0.1	1.3
	High SUSI Schools	1.1 (SD = 1.1)	1.5 (SD = 1.2)	0.4	4.6***
Willingness to Intervene in Sexual Bullying (range from 0 to 14; higher scores indicate greater willingness to intervene)	Low SUSI Schools	3.8 (SD = 2.9)	3.9 (SD = 3.2)	0.1	0.6
	High SUSI Schools	3.4 (SD = 2.3)	4.0 (SD = 3.2)	0.6	3.4***

*** p<.001 ** p<.01

Assessment of the Effectiveness of the *Step Up. Step In.* Program: Teacher Data

In addition to the student survey, the original evaluation plan involved a pretest and posttest questionnaire that was to be administered to the teachers at each of the schools participating in the SUSI campaign. For the pretest survey, 290 teachers completed the questionnaire. However, unfortunately due to difficulties with the administration of the survey by the school partners and a low response rate (N = 29) for the posttest survey, the data were not able to be analyzed as meaningful comparisons between the pretests and posttests could not be made in order to examine the impacts of the *SUSI* campaign. While most of the schools did not indicate any problems during the administration of the teachers' surveys, some schools did express concerns that teachers were not reading the email links with the survey invitations and that the length of the survey could be shortened to better accommodate the teachers' busy schedules. Future evaluations of the SUSI program should aim to address these concerns to increase the response rates of both the pretest and posttest surveys.

Although it was not possible to analyze the data due to the low response rate for the posttest survey, it is worth noting some important findings that were observed in the pretest data. For instance, at the start of the SUSI program, the majority of teachers reported that they felt knowledgeable about sexual bullying (59%), felt confident intervening to stop sexual bullying (73%), would talk about the SUSI message with students (77%), and felt comfortable talking to students about sexual bullying (66%). In contrast, only 13% of the teachers reported that they felt that sexual bullying was a problem at their school.

SUSI Process Evaluation

Fidelity of the Program

The SUSI campaign provides schools with a diverse toolkit of activities that schools can employ and adapt to address sexual bullying at their institutions (see Table 4.8 for a list of SUSI activities in the toolkit). Unlike other more structured programs (i.e., Safe Dates), the SUSI campaign is designed to be flexible and adaptable to each school and therefore there is not a set of criteria that each school must follow when participating in the program. In turn, it is up to each individual school partner to select which activities from the toolkit to implement and which methods to use to announce the SUSI program. Given the flexibility of the SUSI campaign and the lack of a required structure that schools must follow, it is important to gain a greater understanding of what announcement methods and activities that each school used in order to establish the best practices for the campaign and identify what methods will be the most effective at meeting the campaign's goals. As was discussed above, results from the student pretest and posttest data indicate that the effectiveness of the program varied across the schools and was dependent upon the quantity of SUSI activities used by the school partners. The following section of this report will provide a detailed discussion of the specific activities carried out by the participating schools which was provided in the Second Quarterly Progress Report.

Summary of Methods Used to Announce SUSI

Table 4.7 provides information on the methods that each school used to announce the SUSI campaign. The most common methods used by the schools to announce SUSI included an announcement at faculty/staff meetings (N = 11) and creating a single point of contact who can help promote the program (N = 11). The next most common method of announcement was sending a letter/email to the teachers and staff at the school (N = 7), followed by sending out the frequently asked questions (FAQ) sheet to teachers and staff (N = 4), social media announcements (N = 4), and sending a letter/email to the students' parents (N = 3). Of the schools who used social media to announce SUSI, announcements were shared through the schools' website (N = 1), the health district's website (N = 2), Twitter (N = 3), SnapChat (N = 1), and Facebook (N = 1). None of the schools announced SUSI through a press release in a local newspaper. The number of announcements used varied across each school. Four of the schools used five or more types of announcements, two used three types of announcements, and eight used only two or less types of announcements.

Summary of Completed SUSI Activities

Table 4.8 provides information on the types and number of SUSI activities implemented at each of the school partners. The most common activity implemented was posting SUSI flyers/posters (N = 11). Across the eleven schools that used posters, there was a total of 243 posters hung at the schools; ranging from 4 to 70 posters hung at the individual schools. The schools varied based on which posters they reported having hung at the school (see Table 4.9 for a summary of which posters were most frequently used at the schools). Four of the schools held poster contests where students designed their own posters to reflect the SUSI message.

The next most frequently used SUSI activity was holding a school assembly/rally (N = 8) and a pledge signing (N = 8). Across the participating schools, there were 1,801 students who signed pledges to help stop sexual bullying at their schools. These pledge events occurred either at the school assembly or during a lunch period. Essay contests were held at six of the schools, which resulted in a total of 382 submitted essays. In addition, some schools provided training to teachers and staff (N = 7) and parents and guardians (N = 5) on addressing sexual bullying among students. Many of the schools also used other activities to share the SUSI message (N = 7), including creative events such as a lunch and learn, a t-shirt contest, a SUSI week where teachers and students dressed in various outfits, a photo booth with SUSI message props that students could post on social media with a hashtag, presentations in classes, and anti-sexual bullying visual aid contests.

Communicating the SUSI Message

Each school provided information on whether students were taught about sexual bullying, sexual bullying in Georgia, and how a bystander can intervene in sexual bullying. Ten of the schools reported that they taught students about sexual bullying and eight schools reported that they specifically taught students about sexual bullying in Georgia. In order to teach the students about sexual bullying the schools used activities from the SUSI toolkit (e.g., pledge signing, campaign announcements, school assembly), as well as, additional methods such as classroom presentations by the youth development coordinators and students, and pull-off strips with the definition of sexual bullying posted on the walls of the school cafeteria. In addition, ten of the schools reported teaching students about bystander intervention and how the students can intervene to stop sexual bullying. Similar methods to those used to teach students about sexual bullying were employed to teach students about bystander intervention, along with some additional creative approaches such as one school that used bullying scenarios and role playing for students to observe and practice their skills.

Table 4.7: Methods Used to Announce SUSI

Health District	Coastal	Cobb	Columbus			DeKalb			Gwinnett, Newton, and Rockdale			North-west	South				TOTAL
	Jane Macon Middle School	Marietta High School	Dooly County Middle School	Dooly County High School	Macon County High School	Cross Keys High School	Lithonia High School	Towers High School	Discovery High School	Meadowcreek High School	Rockdale County High School	Rome High School	Brooks County Middle School	Brooks County High School	Horne Learning Center	Valdosta High School	
Letter/email sent to teachers/staff	X	X			X	X	X	X			NA ¹	X	NA ¹				7
Announcement at faculty/staff meeting	X	X	X	X		X		X	X	X	NA		NA	X	X	X	11
The FAQ sheet was sent out to teachers/staff	X	X				X		X			NA		NA				4
Single Point of Contact was Identified	X	X				X	X	X	X	X	NA	X	NA	X	X	X	11
Letter/email sent to parents	X					X		X			NA		NA				3
Press release in local newspaper											NA		NA				0
Social media announcements		X						X	X	X	NA		NA				4
TOTAL	5	5	1	1	1	5	2	6	3	3	NA	2	NA	2	2	2	40

¹This information is not available as the school did not submit a second quarter progress report.

Table 4.8: Implemented SUSI Activities

Health District	Coastal	Cobb	Columbus			DeKalb			Gwinnett, Newton, and Rockdale			North-west	South				TOTAL ACTIVITIES
	Jane Macon Middle School	Marietta High School	Dooly County Middle School	Dooly County High School	Macon County High School	Cross Keys High School	Lithonia High School	Towers High School	Discovery High School	Meadowcreek High School	Rockdale County High School	Rome High School	Brooks County Middle School	Brooks County High School	Horne Learning Center	Valdosta High School	
Posted SUSI flyers/posters	X	X	X	X	X				X	X	NA ³	X	NA ³	X	X	X	11
# of Posters Hung at School	20	25	4	8	5				10	10	NA	70	NA	21	28	42	243
Poster Contest	X	X							X	X	NA		NA				4
Held a school assembly/rally			X	X	X		X	X	X	X	NA		NA	X			8
Pledge Signing			X	X		X	X	X	X	X	NA		NA	X			8
# of Signed Pledges			300	400		NR ¹	NR ¹	323	638 ²			NA		NA			1,801
Held student essay contest			X	X	X						NA		NA	X	X	X	6
# of Essays Submitted			300	18	12						NA		NA	18	7	27	382
Provided training to teachers and staff		X	X						X	X	NA		NA	X	X	X	7
Provided training to parents or guardians									X	X	NA		NA	X	X	X	5
Other Activity	X			X	X				X	X	NA	X	NA			X	7
TOTAL ACTIVITIES	3	3	5	5	4	1	2	2	7	7	NA	2	NA	6	4	5	56

¹ The number of pledges signed was not reported in the progress report. ² The total number of pledges was reported for both schools combined.

³ This information is not available as the school did not submit a second quarter progress report.

Table 4.9: Summary of SUSI Posters Used by the Schools

Number of Schools That Used Poster	Poster Message
9	Do not make sexually suggestive comments to anyone.
8	Do not flirt with anyone forcefully or in a way that makes them uncomfortable.
8	Do not touch or grope anyone. Keep your hands to yourself.
6	Do not call people names or derogatory terms. Do not try to shame them based on rumors, perceived sexuality, or for any other reason.
11	Do not spread sexual rumors about anyone.
8	Do not use social media or mobile apps to write sexual, derogatory, nasty, mean, untrue or any type of negative message about anyone else.

Implementation of SUSI: Adult Leaders and Student Ambassadors

In addition to the adult leader in charge of the SUSI program at each school partner, additional adults at the schools helped to implement the SUSI program. At ten of the schools, administrators and teachers at the school helped to launch and carryout the program. In total, there were 17 administrators and 34 teachers across these ten schools that assisted with SUSI. There were six schools that received assistance implementing the program from counselors and seven schools had assistance from other staff at the school; in total, 10 counselors and 17 staff members helped to implement the program. In only two of the schools were parents involved in the implementation with a total of 11 parents helping to administer SUSI at the schools. These additional adult leaders engaged in a wide-range of activities to promote the success of SUSI including participating in activities, helping to administer the pretest and posttest surveys, serving as judges for various SUSI contests, and making recommendations for student ambassadors and recruiting students for participation in activities.

Along with adult support staff, the SUSI program also encourages students to play an active role in reducing sexual bullying at their schools by leading as student ambassadors. The majority of the schools (N = 13) used student ambassadors to promote the SUSI message and assist with the program implementation. In total across these schools, 117 students served as student ambassadors (ranging from 2 to 22 at the individual schools). The majority of the schools selected the student ambassadors through referrals/recommendations by school personnel, were strategically chosen based on their participation in student government or completion of other teen-based education programs (e.g., sex education/adult preparation classes), or were volunteers who were willing to support SUSI activities. On average, the student ambassadors reflected a mix of both girls and boys and students at different grade levels. The student ambassadors engaged in a diverse set of activities to help with the SUSI program at the schools including encouraging students to sign the SUSI pledge, providing ideas for activities and assisting with planning and implementation, and engaging in additional activities beyond the SUSI toolkit such as creating videos, billboards, and t-shirts to raise awareness of sexual bullying.

School Perceptions and Reflections of the SUSI Campaign

In the Final Progress Reports, each school partner was asked to reflect on their experiences participating in the SUSI campaign. Table 4.10 provides a summary of the responses from the school partners regarding the overall perceived effectiveness of the program, the most effective and least effective activities, and the overall benefits of the SUSI campaign at the schools. The school partners varied based on their perceived effectiveness of SUSI activities. For instance, while four school partners perceived the pledge signing events as the most effective, one school felt that the pledge was less effective. Further, five school partners perceived contests to engage students such as art, essay, or poster contests were most effective, however, three of the schools perceived these activities as least effective. Differences across these schools may be the result of the methods the schools employed to engage the students in these activities. Future evaluations of the SUSI campaign can aim to gain a greater understanding of what made these activities successful at one school but unsuccessful at another. Overall, other activities that engaged the students such as social media posts, lunch and learn events, and school assemblies were perceived as effective by the school partners.

Responses from the school partners indicate that schools had an overall positive experience with the SUSI campaign, viewing the program as overall effective and leading to many benefits at the schools. For instance, school partners reported that the program was “very effective,” and “an overall success,” and that “students responded very well,” and “were engaged and receptive to intervening when sexual bullying occurred.” However, one school partner noted that the overall effectiveness of the program was impacted negatively by a long closure due to a winter storm that impeded the school’s ability to launch SUSI on time.

School partners also reported positive overall benefits of the program including that it empowered students to step up and hold other students accountable for sexual bullying and that it created a comfortable environment to openly discuss sexual bullying/harassment. Given the success of SUSI, eight of the schools planned to continue to participate in SUSI next year and three were not yet sure about future participation. For one school, future participation in SUSI would be dependent upon receiving a “firm commitment [from school administration] to make the SUSI campaign a priority.” Ten schools recommended that other schools in Georgia should participate in SUSI. As one school partner noted as a reason for other schools to join the campaign, the program “was very beneficial, innovative, and fun.” Positive benefits of the SUSI campaign also took the form of new school policies on anti-bullying. Three schools reported having created or recommended new policies or expanding current policies to specifically include sexual bullying as a result of participating in the SUSI program.

We also asked the school partners if they experienced any challenges throughout the course of the program’s implementation (see Table 4.11). Eight of the school partners reported having experienced either external or internal challenges throughout the SUSI campaign. The most common challenge reported (N = 3) involved difficulties working SUSI activities around class schedules and existing student events/activities. Three schools also reported challenges associated with school administration such as limited interaction which impeded the planning of activities (N = 2) or a change in administration which led a delay in implementation (N = 1). Two of the schools experienced difficulties administering the student pretest and pretest surveys.

School partners provided several recommendations for improving the SUSI campaign and its implementation in the future (see Table 4.11). Several school partners expressed a desire for more time to plan and make preparations before the implementation of the program. School partners varied on how this could be achieved. Some recommended starting to prepare for SUSI at the end of the year prior to the implementation, while others recommended planning in the fall and implementing the program in the spring. Other recommendations included a clearer timeline for completion of surveys and progress reports, additional funding to expand SUSI for the full school year, and revisions of the student surveys to facilitate their administration (i.e., shorter in length, electronic vs. paper-based). Additional feedback provided by the school partners underscores the positive impacts of this program. School partners expressed the program's ability to "expand adolescents' and adults' idea[s] of all types of bullying," and that the program provides "creative options to help deliver such an important message." As one school partner stated, "the students and families benefited greatly from the additional resources and programming that was made possible as a result of the Step Up. Step In. Program. The list of positive intended and unintended consequences of this program are numerous."

Table 4.10: School Partners' Perceived Effectiveness of the SUSI Activities

Most Effective Activities	Least Effective Activities	Overall Effectiveness	Overall Benefits
<ul style="list-style-type: none"> ▪ Pledge Day events (N = 4). These provided opportunities for all students to participate and allowed for individual interactions with students and staff ▪ Art/Essay/Poster contest (N = 5). These highlighted student achievement and generated a large amount of student interest and participation. ▪ Social media posts (N = 3). These reached a wide audience including students, staff, and parents. ▪ Lunch and learn events (N = 2). Students were able to ask questions and participate in role plays. ▪ School assembly. Speaker did a good job of interacting with students. 	<ul style="list-style-type: none"> ▪ Art/essay contest (N = 3). ▪ SUSI activities at sports events (focus on the sports, not on SUSI) (N = 2). ▪ Pledge campaign because students will sign anything. ▪ Sending campaign information to staff via email because most did not read the emails. ▪ Efforts to train students to address policy issues and present to local Board of Education. 	<ul style="list-style-type: none"> ▪ Satisfactory. ▪ Very effective. ▪ Fairly successful for the first year. ▪ An overall success. ▪ Students responded very well. ▪ Effective...students were engaged and receptive to intervening. when sexual bullying occurred ▪ Astonishing...resulting in positive outcomes. ▪ Students were very engaged. ▪ Having endorsement from the administration helped ensure the success of SUSI. ▪ The school is supportive...and the posters will remain up all year. ▪ School decided to continue with sexual bullying campaign through the remainder of the school year...other activities planned in Spring. ▪ Overall effectiveness severely impacted by week long closure due to storm and damages. 	<ul style="list-style-type: none"> ▪ Bringing the attention to a topic that concerned many students and their learning the impact they can have by stepping up. ▪ Leaving the posters in a hallway near a high traffic area (cafeteria) for students to see and be reminded everyday. ▪ The national "Me, Too" movement sparked a conversation and SUSI was in place to provide a local focal point and learning/development opportunity for the students. ▪ Students voiced that they have noticed less incidents of sexual bullying. Students have become more aware of what sexual bullying is and have held each other accountable with stopping when they see it. ▪ Increased awareness of a growing problem and provided students with important tools on how to intervene.

Table 4.11: School Partners’ Perceived Challenges, Recommendations, and Additional Feedback

Challenges	Recommendations	Additional Feedback
<ul style="list-style-type: none"> ▪ Limited interaction with school administration made it difficult to plan and verify activities (N = 2). ▪ Change in administration at start of the school year created a disconnect and delay in approving SUSI events (N = 1). ▪ Delay in starting SUSI made it harder to work around class schedules and events/programs had to be rescheduled (N = 3). ▪ Small challenge with administering pre- or post-tests (e.g., school contact lost the post-tests) (N = 2). 	<ul style="list-style-type: none"> ▪ Better organization and understanding of deadlines and requirements. Monthly meeting, check ins, or follow up with coordinator would be super helpful. ▪ Planning for next year will have to begin prior to the end of this school year. Campaign announcements should be sent to staff, students and parents during the first week of school. The pre-tests should be administered during the same week. ▪ The first quarterly report, and pre-surveys due date should in October which will give us additional time to accurately reintroduce to program. Schools in our health district start the new school year the second week of August which gives us only two weeks before SUSI reporting are due. ▪ The implementation time frame should move to the second semester of the school year to avoid the conflicts of opening school, fall sports, etc. It would also capitalize on the Prom season for teen dating education. ▪ Would love for the campaign to be longer, such as the entire school year. ▪ Pre & Post test submission process. Make it online w/o the need of hard copies & delivery with the option to view & print as needed. Maybe not as lengthy. 	<ul style="list-style-type: none"> ▪ Additional funding should be allotted to implement SUSI program for the entire school year. ▪ Great campaign that is helping to expand adolescent's & adult's idea of all types of bullying. ▪ Great program and please continue the creative options to help deliver such an important message. ▪ It would be great to have a sample sexual bullying policy that the schools can have as a sample to use. ▪ School district administration likes the SUSI program because the campaign activities can be easily incorporated into school events. The monetary incentive for the school provided additional motivation. ▪ Overall, the students and families benefited greatly from the additional resources and programming that was made possible as a result of the Step Up Step In Program. The list of positive intended and unintended consequences of this program are numerous.

Conclusion: Step Up. Step In.

Between August and December 2017, the SUSI campaign was implemented in 3 middle schools, 12 high schools, and 1 alternative school located in 7 health districts across the state of Georgia. Across the 2017 SUSI campaign, 56 different SUSI activities were carried out in these schools, resulting in 1,801 pledge signings from students to stop sexual bullying at their schools and 382 student essays discussing how students can become an active bystander and intervene in instances of sexual bullying. Using data from 1,146 pretest surveys and 805 posttest surveys of students from 10 partnering schools, the results from the evaluation indicate that the SUSI program was effective and led to many improvements related to students' receiving of information on sexual bullying, students' sexual bullying victimization, students' comfort talking to others about sexual bullying, and students' willingness to intervene.

As GA-SVPP's main community change strategy, one of the main goals of the SUSI program is to raise awareness of sexual bullying. Although the results from the evaluation indicate that the SUSI campaign did not result in an increase in students' ability to correctly identify sexual bullying acts or increase the number of students who defined these acts as wrong, it is important to note that students' received high scores on the pretest surveys for these items indicating that they could already identify sexual bullying and perceived it as serious. Given that the SUSI program has been facilitated in many of the same schools in the past, it may be that most of the students in these schools are already knowledgeable about sexual bullying because the SUSI campaign was used in their school during the previous year.

An important finding that emerged from the evaluation of the program is that the effectiveness of SUSI appears to be dependent on the number of activities that each of the schools employed. For instance, schools who used three or less SUSI activities throughout the campaign only successfully achieve one program goal, while schools that used four or more activities successfully achieved four of the five program goals. Future evaluations of the program would be valuable for helping to identify whether there are certain SUSI activities that are more effective at reducing sexual bullying than others and should be prioritized for implementation by the schools.

Recommendations: Step Up. Step In

Given the overall success of the program, evident in both the student data and in the responses and feedback provided by the school partners in the progress reports, the SUSI program should continue to be implemented across Georgia as students are positively benefitting from its important message. In order to continue to strengthen and improve the program, the following recommendations should be considered for future implementations of the *SUSI* campaign:

- To address the finding that the program was less effective in schools where fewer *SUSI* activities were completed, the GA-SVPP should specify a minimum number of activities (i.e., posters, school assembly, pledge signing, essay contest, and teacher/parent trainings) that each school should be utilizing. Also, GA-SVPP should encourage more communication between YDCs so that more experienced YDCs can provide assistance and mentorship to newer YDCs on how to address implementation challenges, employ various activities from the toolkit, and expand the program to maximize its positive benefits (i.e., developing additional activities outside of the toolkit such as t-shirt contests and student skits/plays).

This year, there were many changes made to the evaluation of the *SUSI* program which resulted in an improvement of the data collection procedures and allowed the research team to identify the various ways in which the campaign was effective at impacting sexual bullying at the participating schools. However, despite these improvements, there were some difficulties experienced during the data collection process that underscores the need for future improvements. First, due to a very low participation rate on the teachers' posttest survey (N = 29), it was not possible to conduct any meaningful analyses on the teachers' data or to compare any of the pretest and posttest surveys. Data from the progress reports indicates that many schools had difficulties administering the teachers' survey, including concerns that the teachers did not have enough time to complete the survey and that the survey instrument was too long.

Second, as a result of data collection errors, it was not possible to compare the student pretest and posttest data, as less than 20% of the cases could be matched. There were two primary data collection issues that emerged during the evaluation process this year and influenced the ability to match the data. First, there was a large number of missing student demographic information on the survey instruments (i.e., age, school, initials, etc.), which was to be used to create a unique identifier for each respondent and match the pretest and posttest data. Second, there were data collection errors at the schools (i.e., incomplete coversheets, surveys without dates and no clear identification as either pretest or posttests, and non-uniform administration of pretests and posttests) that resulted in a lack of posttest data from some schools or data that had to be excluded from analyses.

Third, the wording of the survey items regarding victimization and perpetration were not behaviorally specific, which could have resulted in an underestimation of sexual bullying at the schools. Past research on the measurement of sexual victimization indicates that behaviorally specific measures provide the most accurate measurement of victimization/perpetration as respondents are provided with a detailed description of the behavior being measured (i.e., "have you been touched, grabbed, groped, or kissed without your permission?") rather than a broad question that leaves the interpretation of the behavior up to the respondent (i.e., "have you been a victim of sexual bullying?").

In order to address these issues and continue to improve the data collection process, the following improvements are recommended:

- To support the successful launch of the *SUSI* campaign and help reduce evaluation activities required by the schools' during the initial start and implementation of the program, the teachers' pretest and posttest survey should be eliminated. Eliminating the teachers' online surveys should help to streamline the launch of *SUSI* and provide the YDCs and school partners with more time to focus on announcing the program (i.e., letter to teachers/staff/parents, announcements at faculty meetings, social media announcements, etc.), collecting more reliable student data, and completing the progress reports.
- To address the student-related data collection concerns, the student pretest and posttest survey administration should be conducted specifically by the YDCs and not a representative from the participating schools. In particular, it is recommended that the YDCs provide verbal instructions to the student participants on the demographic survey items to reduce missing data. YDCs should

also ensure that the data cover sheet is completed correctly before placing the completed surveys in the manila envelope.

- To improve the validity of the measurement of sexual bullying victimization and perpetration, the corresponding student survey items should be revised to be worded in a behaviorally specific manner.

5. One in Four and Beyond: Findings

The *One in Four and Beyond* program is a sexual violence education and prevention curriculum that is designed for college men. The program seeks to increase sexual violence knowledge, increase rejection of rape myths, increase rape empathy, increase bystander intervention, and reduce sexual violence victimization and perpetration.

The purpose of the *One in Four and Beyond* evaluation was to determine the effectiveness of the *One in Four and Beyond* program and identify successful aspects as well as areas that might need improvement.

Program Reach

Between August and December 2017, 3 schools completed a total of 24 *One in Four and Beyond* lessons. At least 165 students participated in the *One in Four and Beyond* program (number based on completed pretests). Although the *One in Four and Beyond* curriculum is designed to be taught over an 8-week time period, most of the lessons were taught in a shorter time frame. Georgia College completed the entire curriculum in 1 day, West Georgia completed the curriculum in 2 weeks, and Ft. Valley completed the program in 7 weeks. For the evaluation of the program, 165 students completed the pretest and 146 students completed the posttest. We were able to match pretest and posttest data for 128 students. See Table 5.1.

Table 5.1. Program Reach Information

SCHOOL NAME	# of Lessons	Length of Program	# of Focus Groups	# Participants	# OF PRE-TESTS	# OF POST-TESTS	# matched cases
Fort Valley State	8	4 weeks	11	82	43	30	22
Georgia College	8	1 day	6	97	97	97	95
University of West Georgia	8	2 weeks	1	26	25	19	11
TOTAL	22	Range: 1 day to 4 weeks	18	225	165	146	128

Participant Characteristics

We used data collected from the pretest surveys to report on the demographic characteristics of the program participants (see Table 5.2). Of the 165 students who participated in the *One in Four and Beyond* Program, 58% were White/Caucasian, 36% African American/Black, 4% Hispanic, .6% American Indian/Alaska Native, 1.6% Asian/Pacific Islander, and 2% Multi-racial. (Note: participants can select more than one race/ethnicity so the total percentage across the racial/ethnic categories may exceed 100%). Only males participated in the program.

Table 5.2. Participant Characteristics

Characteristic	Fort Valley State	Georgia College	University of West Georgia	TOTAL
Total N	43	97	25	162
RACE/ETHNICITY				
American Indian/Alaska Native	1 (2%)	0 (0%)	0 (0%)	1 (<1%)
African American or Black	41 (95%)	2 (2%)	17 (68%)	60 (36%)
Asian	0 (0%)	2 (2%)	0 (0%)	2 (1%)
Native Hawaiian or Pacific Islander	0 (0%)	0 (0%)	1 (4%)	1 (<1%)
Hispanic	1 (2 %)	4 (4 %)	2 (8 %)	7 (4%)
White or Caucasian	0 (0%)	89 (92%)	6 (24%)	95 (58%)
Multi-racial	0 (0%)	3 (3%)	0 (0%)	3 (2%)
GENDER				
Male	43 (100.0 %)	97 (100.0 %)	25 (100.0 %)	165 (100%)
Female	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Other	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Mean Age	20.8	18.7	18.2	19.1
YEAR IN SCHOOL				
Freshman	5 (12 %)	80 (83 %)	25 (100%)	110 (67 %)
Sophomore	11 (26 %)	13 (13 %)	0 (0 %)	24 (15%)
Junior	13 (30 %)	3 (3 %)	0 (0 %)	16 (10%)
Senior	14 (33 %)	1 (1 %)	0 (0 %)	15 (9%)

Previous Experience with Dating Violence Prevention Programs

When asked if they had any prior education (ex. class, workshop, training) on sexual assault prevention, other than the *One in Four and Beyond* program, 66% of the participants said that they did have prior sexual violence education.

Sexual Violence Perpetration

To examine participants’ experiences with sexual violence, the survey included items that asked participants if they have engaged in sexual violence over the past two months (Q4.1-3; 1= no, 2=yes). Listing tactics ranging from continually pressuring a person to physically forcing a person, the respondents indicated if they engaged in forced or coerced sexual penetration, forced or coerced sexual touching, and attempted forced or coerced sexual behavior.

Table 5.3. Number of Perpetrators of Sexual Violence (reported at pretest)

	PRE-TEST
Q4.1 Forced or Coerced Sexual Penetration (Oral, Anal, Vaginal Penetration)	5% (8)
Q4.2 Forced or Coerced Sexual Touching	9% (11)
Q4.3 Attempted Forced or Coerced Sexual Behavior	6% (10)

As shown in Table 5.3, in the two months prior to the start of the program, 5% indicated that they had engaged in forced or coerced sexual penetration, 7% engaged in forced or coerced sexual touching, and 6% engaged in an attempted forced or coerced sexual act. Since all of the *One in Four and Beyond* lessons were completed in 4 weeks or less, we could not compare pretest and posttest reports of sexual violence.

Assessment of the Effectiveness of the Program

To assess the impact of the program, the program facilitators were instructed to administer a pretest prior to the start of the program and a posttest at the end of the program. There were 165 students who completed the pretest evaluation and 146 students who completed the posttest evaluation.

Using data collected from the pretests and posttests, we evaluated the success of the *One in Four and Beyond* program in achieving the following goals: 1) *increase* rejection of rape myths, 2) *increase* rape empathy, 3) *increase* willingness to intervene, 4) *increase* the likelihood of communicating during future sexual activities, and 5) *decrease* the likelihood of engaging in future sexual assault perpetration. The results (see Table 5.4) indicate that there were improvements in the rejection of rape myths, willingness to intervene, and likelihood of communicating during future sexual activities (all of these changes were statistically significant). Although there were no significant changes for the likelihood of engaging in future sexual assault perpetration, it is important to note that the likelihood of engaging in future sexual assault perpetration was already low (mean .74 out of 4) at pretest, which indicates that there was not much room to improve in these areas. We expected to see an increase in rape empathy scores, but the data did not support that hypothesis.

The results indicate that there were improvements in the rejection of rape myths, willingness to intervene, and likelihood of communicating during future sexual activities.

Table 5.4. Overview of Main Findings for One in Four and Beyond

	PRE-TEST	POST-TEST	Mean Difference	t	Goal Achieved?
Rejection of Rape Myths (range from 0-4; higher scores indicate stronger rejection of rape myths)	2.44 (SD = 0.6)	2.66 (SD = 0.7)	0.22	3.90***	Yes
Rape Empathy (range from 0-4; higher scores indicate greater rape empathy)	2.89 (SD = 0.7)	2.82 (SD = 0.8)	-0.07	-0.95	No; remained the same
Willingness to Intervene (range from 0-4; higher scores indicate greater willingness to intervene)	3.39 (SD = .5)	3.64 (SD = .4)	0.25	5.89***	Yes
Likelihood of Communicating During Sex (range from 0-4; higher scores indicate greater likelihood of communicating during sex)	3.43 (SD = .6)	3.63 (SD = .6)	0.20	3.22**	Yes
Likelihood of Engaging in Future Sexual Assault Perpetration (range from 0-4; higher scores indicate greater likelihood to engage in future sexual assault perpetration)	0.74 (SD = .7)	.68 (SD = .9)	-0.07	-0.66	No; remained the same

*** p<.001 ** p<.01

Goal: Increase Rejection of Rape Myths Scale

The second goal of the *One in Four and Beyond* program was to **increase** rejection of rape myths. In general, rape myths are cultural beliefs that normalize sexual violence, blame the victim, and support the perpetrator, and thus, perpetuate sexual violence. By increasing the rejection of rape myth acceptance, the program seeks to change social norms, such that perpetrators are held accountable for their crimes, survivors are not blamed for their own assault, and participants become intolerant of sexual violence. Furthermore, cognitive beliefs are correlated with behavior; thus, by increasing rape myth rejection, the program would decrease sexual assault perpetration/victimization.

The overall rape myth acceptance score shows that rape myth rejection increased after participating in the One in Four and Beyond program.

To examine rejection of rape myths, the questionnaire included 21 items that were adapted from the Illinois Rape Myth Acceptance Scale ([Q2.1-Q2.21](#)). For each item, participants were instructed to indicate how strongly they agreed or disagreed with each statement. These items were scored so that higher scores indicate that participants expressed more/stronger rejection of rape myths (0= strongly agree with the rape myth; 4=strongly agree with the rape myth). We created an overall rejection of rape myths score by taking the average of all of the scores for all items. We also grouped items into four subscales and calculated the mean score for each subscale: 1) The victim asked for it (7 items), 2) The perpetrator didn't mean to (6 items), 3) It wasn't really rape (5 items), and 4) The victim lied (3 items).

A comparison of the means for the overall rape myth acceptance score shows that rape myth rejection increased after participating in the *One in Four and Beyond* program (from 2.44 to 2.66) and this change was statistically significant. Also, there was increase in scores from pretest to posttest on all subscales, and the change was statistically significant for almost all of the subscales (the change was not statistically significant for the "Perpetrator Didn't Do It" subscale). Looking at each of the subscales (Table 5.5), the results show that the largest increase was on the "Victim Lied" subscale. Interestingly, overall mean scores remained lower on this subscale compared to the others.

Table 5.5. Mean Rejection Scores on Subscales of the Rape Myths Scale

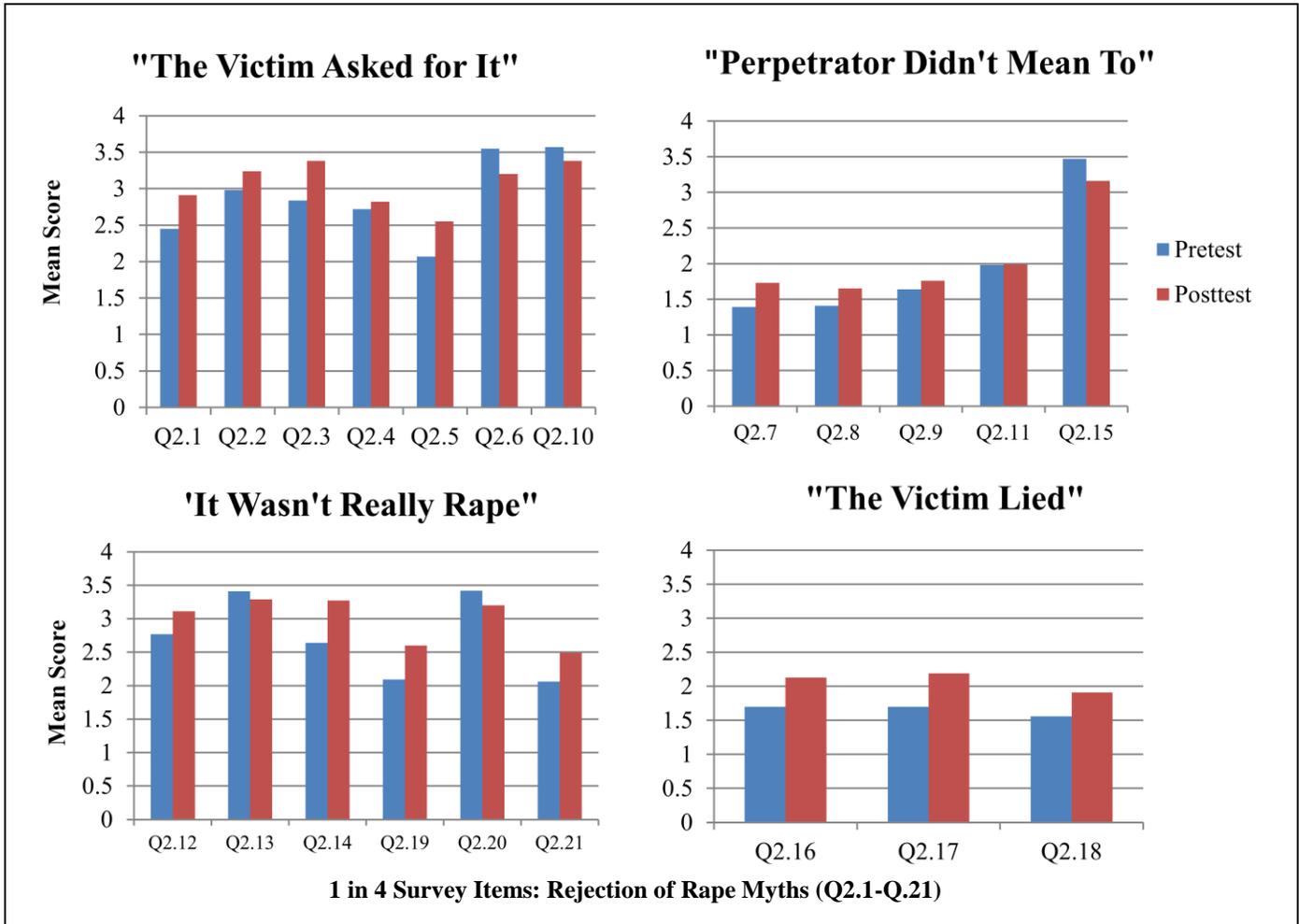
	PRE-TEST	POST-TEST	Mean Difference	t	Goal Achieved?
The victim asked for it	2.88 (SD = 0.7)	3.06 (SD = 0.8)	0.18 (SD = 0.8)	2.54*	Yes
The perpetrator didn't mean to	1.65 (SD = 0.6)	1.72 (SD = 0.7)	.07 (SD = 0.7)	1.08	No
It wasn't really rape	2.73 (SD = 0.7)	2.99 (SD = 0.9)	.26 (SD = 0.9)	3.20**	Yes
The victim lied	1.65 (SD = 0.9)	2.07 (SD = 1.2)	.42 (SD = 1.0)	4.96***	Yes

***p<.001 ** p<.01 *p<.05

Looking at the individual items on each scale, as seen in Figure 5.1, the results show that participants reported the strongest rejection of the "Victim Asked for It" items and the "It Wasn't Really Rape" subscale items on both the pretest and the posttest. Scores on the pretest measure for these two subscales were already relatively high, indicating that participants already rejected many of these rape myths.

For almost all of the “Perpetrator Didn’t Mean To” items and the “Victim Lied” items, however, participants at least moderately accepted these rape myths on the pretest and the posttest. This is true for all of the items except Q2.15, which is a reverse scored item about having sex while drunk. In other words, participants justify the perpetrators actions by indicating that the assault was an accident. Simultaneously, participants blame the victim by indicating that the victim lied about the assault.

Figure 5.1. Rejection of Rape Myths: Pretest – Posttest Comparison for Subscales



Overall, participation in the *One in Four and Beyond* program resulted in a significant increase in rejection of rape myths. Specifically, scores improved on three of the four subscales; however, there is still room for a more pronounced rejection of rape myths, especially on the “The Perpetrator Didn’t Mean To” subscale.

Goal: Increase Rape Empathy

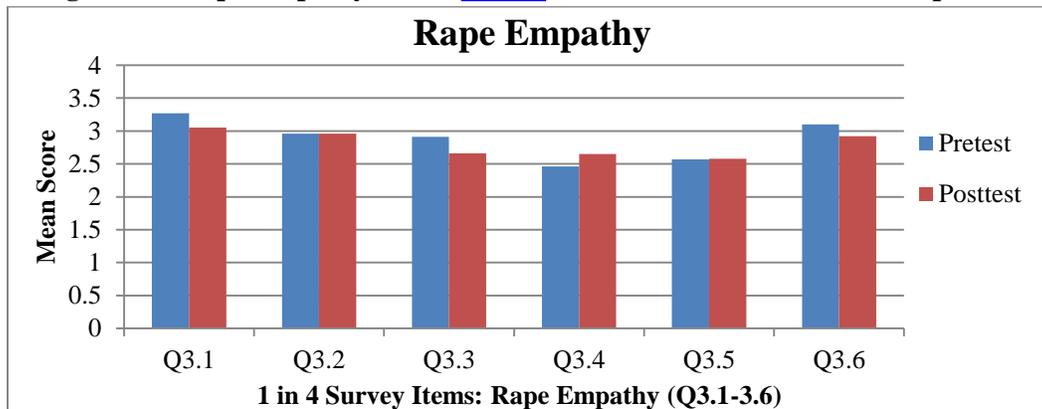
The third goal of the *One in Four and Beyond* program was to **increase** rape empathy. Having rape empathy means that the participant is able to understand what a rape victim may experience. By increasing rape empathy, this program would increase participants' ability to imagine how a victim might feel and, thus, decrease the sexual assault perpetration/victimization.

To assess participants' rape empathy, the questionnaire included 6 items (Q3.1-6) related to understanding the actions, behaviors, and feelings of rape victims and offenders. Using a Likert scale, participants indicated how strongly they agreed or disagreed with each statement (range of 0 to 4). Higher scores indicate that the participants expressed more/stronger empathy toward rape victims.³⁵ A comparison of the means for the overall rape empathy score shows that rape empathy slightly decreased after participating in the *One in Four and Beyond* program (from 2.89 to 2.82), but the difference in the pretest and posttest scores was not statistically significant.

Importantly, rape empathy mean scores indicated that participants were relatively empathic even at the pretest measure. It is possible that the program was not salient enough or that the time frame in which the program was delivered was not ideal for fostering a more robust increase in rape empathy.

As seen in Figure 5.2, Q3.4 ("I would find it easier to imagine how a rape victim might feel during an actual rape than how a rapist might feel") is the one item where participants' scores improved after the program, indicating that participants were better able to empathize with a rape survivor than a rapist.

Figure 5.2. Rape Empathy Items (Q3.1-6): Mean Pretest – Posttest Comparison



Overall, participation in the *One in Four and Beyond* program did not result in a significant increase in rape empathy as expected.

³⁵ Q3.1, Q3.2, and Q3.5 are statements that express empathy for offenders and were coded 0=strongly agree, 1=somewhat agree, 2=neither agree or disagree, 3=somewhat disagree, and 4=strongly disagree. Q3.3, Q3.4, and Q3.6 express empathy toward the victim and were coded 0=strongly disagree, 1=somewhat disagree, 2=neither agree or disagree, 3=somewhat agree, and 4=strongly agree.

Goal: Increase Willingness to Intervene

One in Four and Beyond includes bystander intervention strategies that focus on intervening before, during, and after sexual violence. By empowering men to speak up and intervene when others are expressing rape supportive beliefs, the program aims to change the social norms that contribute to sexual violence. By encouraging men to intervene in situations that may lead to sexual assault or during a sexual assault, the program seeks to prevent first time sexual violence victimization/perpetration.

To assess participants' willingness to intervene before, during, and after incidents of sexual violence, the survey included 14 bystander intervention statements (Q1.1-14) and participants were asked how strongly they agreed or disagreed with the statement (4= strongly agree, 0=strongly disagree). Higher scores indicate a greater willingness to intervene. Survey items were grouped into three different categories: 1) willingness to intervene when people express rape supportive attitudes and beliefs (3 items), 2) willingness to intervene directly during incidents of sexual violence or situations that are high-risk for sexual violence (6 items), and 3) willingness to intervene to support victims after sexual violence (5 items). We combined all of the scores on the willingness to intervene items and calculated an overall willingness to intervene score. In comparing the average willingness to intervene score for the pretest and posttest, the results indicate that the average willingness to intervene score increased from 3.39 to 3.64 and this change was statistically significant. As shown in Table 5.6, although the scores increased from pretest to posttest on all of the subscales for willingness to intervene, it is important to note that participants reported high willingness to intervene before participating in the *One in Four and Beyond* program. Therefore, there was only a little room for improvement.

Although the scores increased from pretest to posttest on all of the subscales for willingness to intervene, it is important to note that participants reported high willingness to intervene before participating in the One in Four and Beyond program. Therefore, there was only a little room for improvement.

Table 5.6. Mean Scores on the Willingness to Intervene Subscales

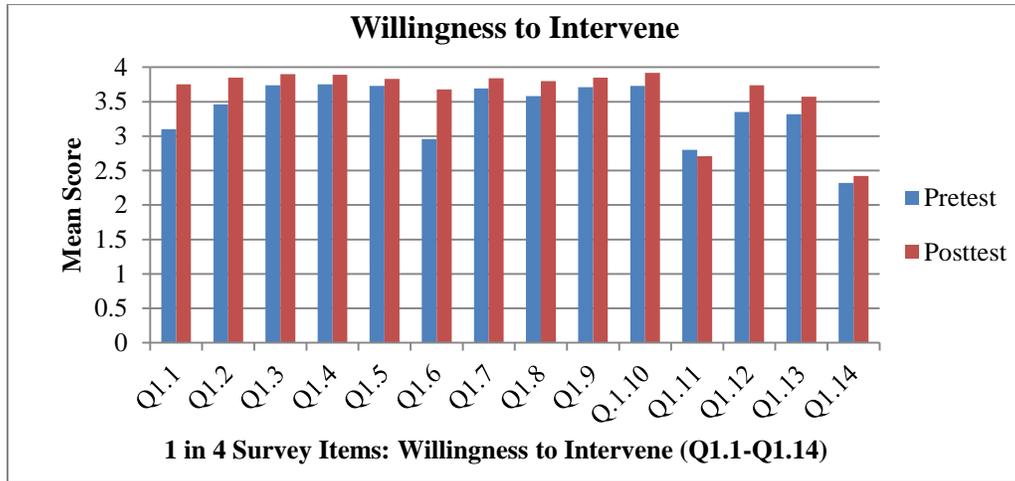
	PRE-TEST	POST-TEST	Mean Difference	t	Goal Achieved?
Sexual Violence/High Risk Situations Subscale	3.59 (SD = 0.5)	3.85 (SD = 0.4)	0.27	6.23***	Yes
Rape Supportive Attitudes/Beliefs Subscale	3.46 (SD = 0.5)	3.79 (SD = 0.4)	0.33	6.80***	Yes
Support Victims Subscale	3.12 (SD = 0.6)	3.27 (SD = 0.7)	0.17	2.46*	Yes

***p<.001 ** p<.01 *p<.05

Although reported willingness to intervene was relatively high on both the pre-test and post-test measures, the increase from pretest to posttest was statistically significant for the overall score and for the scores on each of the subscales. Looking across the scores on the individual items (Figure 5.3), the data indicate that the most improvement was on item Q1.6, demonstrating that participants would be less tolerant of peers talking about people in sexually degrading ways. Items Q1.11 and 14 were reverse

scored and were expected to be lower on both the pretest and posttest. Responses indicated that participants would still tend to protect the perpetrator.

Figure 5.3. Willingness to Intervene Items (Q1.1-14): Mean Pretest – Posttest Comparison



Overall, participation in the *One in Four and Beyond* program resulted in a significant increase in reported willingness to intervene before, during, and/or after a sexual violence situation.

Goal: Increase Likelihood of Communication During Future Sexual Activities

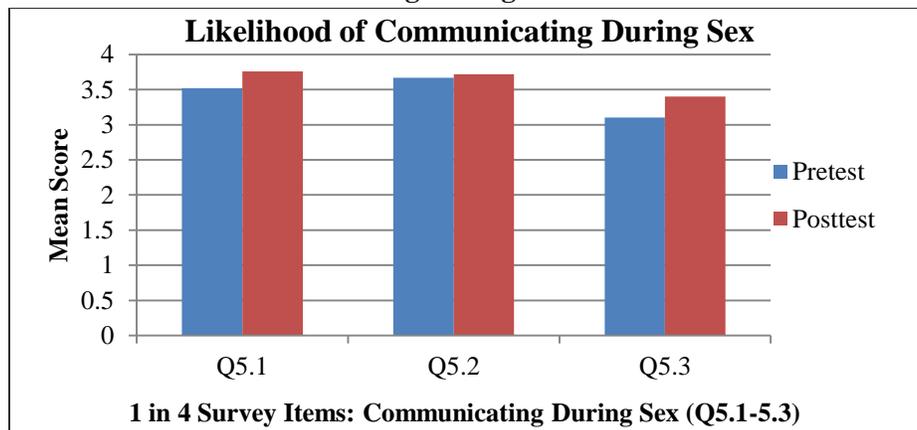
The fifth goal of the *One in Four and Beyond* program was to **increase** communication during sexual activities and decrease their willingness to engage in coercive sexual behaviors. By increasing communication before and during sexual activity, the program aims to decrease the likelihood of miscommunication about intent and acceptable sexual activity between partners. By decreasing participants' willingness to engage in coercive sexual behaviors, the program aims to prevent sexual violence.

The survey included 3 statements (Q5.1-3) about using clear communication and obtaining verbal consent and the participants were instructed to indicate their willingness to engage in each of the behaviors (0=very unlikely to 4=very likely). Higher scores indicate a greater willingness to communicate. In combining the scores for all 3 items, the respondents reported a greater likelihood of communicating during sex after they participated in the *One in Four and Beyond* program (the mean score increased from 3.43 to 3.64) and the difference in the pretest and posttest scores was statistically significant.

Looking across the three items (Figure 5.4), the data show that participants were very likely to communicate during sex both before and after participating in the *One in Four and Beyond* program and the gain in overall likelihood of communicating is mainly attributed to the increased willingness to “Ask for verbal consent when I am intimate with my partner, even if we are in a long-term relationship” (Q5.3).

The data show that participants were very likely to communicate during sex both before and after participating in the One in Four and Beyond program and the gain in overall likelihood of communicating is mainly attributed to the increased willingness to “Ask for verbal consent when I am intimate with my partner, even if we are in a long-term relationship.”

Figure 5.4. Likelihood of Communicating During Sex: Mean Pretest – Posttest Comparison



Overall, the *One in Four and Beyond* program had a positive impact on participants' likelihood of communicating during sex even though they were already likely to communicate with their partners during sexual activity.

Goal: Decrease Likelihood of Engaging in Future Sexual Assault Perpetration

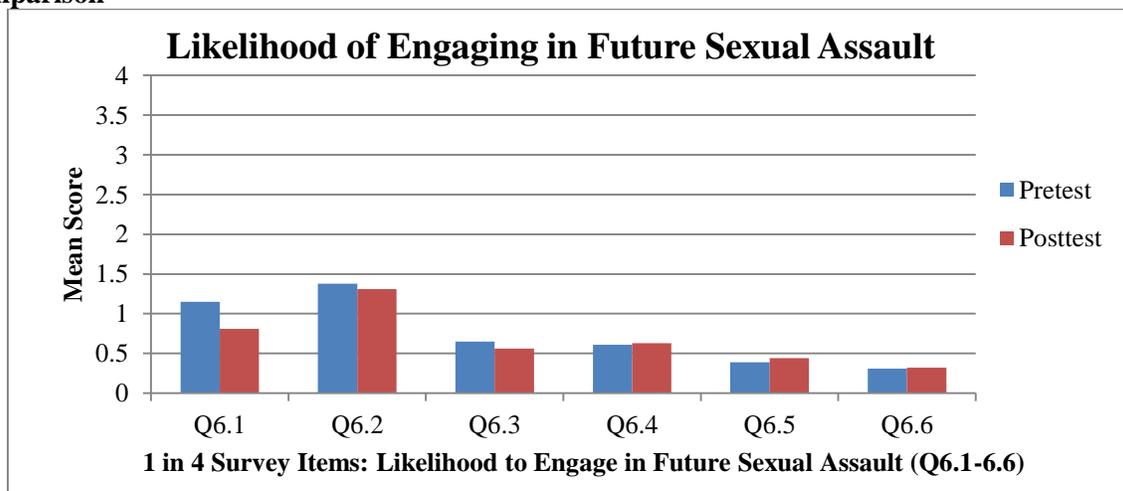
By increasing sexual violence knowledge, increasing the rejection of rape myths, increasing rape empathy, and increasing bystander intervention, the program sought to change social norms about sexual violence. Individuals in a culture that is intolerant of sexual violence should also be less likely to perpetrate sexual violence.

The survey also included 6 statements (Q6.1-6) about using force, coercion, and/or manipulation to engage in sex and participants were instructed to indicate their willingness to engage in each of the behaviors. Higher scores indicate a higher likelihood of using force, coercion, or manipulation during future sexual activities. In combining the scores for all 6 items, the respondents reported a lower likelihood of using force, coercion, or manipulation during future sexual activities after they participated in the *One in Four and Beyond* program (the mean score decreased from .74 to .68); however, the difference in the pretest and posttest scores was not statistically significant.

Respondents reported a lower likelihood of using force, coercion, or manipulation during future sexual activities after they participated in the program; however, the difference in the pretest and posttest scores was not statistically significant.

Looking across each of the items (Figure 5.5), the data show that the reported likelihood of using these negative strategies was already very low before the program, meaning there was not much room for improvement.

Figure 5.5. Likelihood of Engaging in Future Sexual Assault Items (Q6.1-6): Mean Pretest – Posttest Comparison



The largest increase was for Q6.1 “Try to Change Someone’s Mind if They Say No to Sex.” This decrease in reported likelihood of engaging in future sexual assault by verbal coercion is important because it demonstrates that individuals are more likely to listen to their partner after participating in the program, thus preventing sexual assault.

Comparing the Main Outcomes Across Colleges/Universities

Since each of the grantees administered the program over a different time span (1 day, 2 weeks, 4 weeks), we explored the data to see if there were any differences in the pre-test and post-test scores for the three colleges/universities. As noted previously, when looking at the whole sample, the results indicate that there were significant improvements from pretest to posttest for the rejection of rape myths, willingness to intervene, and likelihood of communicating during future sexual activities. When looking at the outcomes for each college/university (Table 5.7), however, the results show that there are some differences.

When looking at the outcomes for each college/university, the results show that there are some differences.

Table 5.7. Comparison of Pretest and Posttest Scores, by College/University

	SCHOOL	PRETEST	POSTTEST	Mean Difference	T
Rejection of Rape Myths	University A	2.54 (SD = 0.7)	2.57 (SD = 0.9)	0.03	0.19
	University B	2.41 (SD = 0.5)	2.67 (SD = 0.7)	0.26	4.48***
	University C	2.50 (SD = 0.5)	2.68 (SD = 0.6)	0.17	1.25
Rape Empathy	University A	2.81 (SD = 0.7)	2.72 (SD = 0.9)	-0.08	-0.56
	University B	2.92 (SD = 0.7)	2.86 (SD = 0.8)	-0.06	-0.65
	University C	2.74 (SD = 0.7)	2.61 (SD = 0.7)	-0.14	-0.61
Willingness to Intervene	University A	3.45 (SD = 0.5)	3.64 (SD = 0.4)	0.18	1.65
	University B	3.38 (SD = 0.5)	3.64 (SD = 0.4)	0.26	5.31***
	University C	3.36 (SD = 0.3)	3.60 (SD = 0.4)	0.24	2.34*
Likelihood of Communicating During Sex	University A	3.40 (SD = 0.7)	3.67 (SD = 0.6)	0.27	2.42*
	University B	3.40 (SD = 0.6)	3.65 (SD = 0.6)	0.25	3.39**
	University C	3.73 (SD = 0.4)	3.39 (SD = 0.9)	-0.33	-1.62
Likelihood of Engaging in Future Sexual Assault Perpetration	University A	0.95 (SD = 1.1)	0.77 (SD = 1.1)	-0.18	-0.64
	University B	0.67 (SD = 0.6)	0.69 (SD = 0.9)	0.02	0.19
	University C	0.98 (SD = 0.7)	0.47 (SD = 0.6)	-0.52	-3.36**

For University B, the results indicate that there were significant improvements from pretest to posttest for the rejection of rape myths, willingness to intervene, and likelihood of communicating during future sexual activities. For the University C, there were significant improvements from pretest to posttest for willingness to intervene and likelihood of engaging in future sexual assault perpetration. For University A, however, the only significant improvement was in the likelihood of communicating during sex.

Some of these differences across the programs may be due to the differences in how the schools select students to participate in the *One in Four and Beyond* program and/or differences in how schools implement the program (discussed below).

One in Four and Beyond Process Evaluation: Data from Lesson Reports and Progress Reports

Fidelity to Program

One in Four and Beyond is a loosely-structured, 8-week, peer-led sexual violence prevention program that targets college men. The program consists of 8 lessons designed to reduce risk factors and increase protective factors for sexual violence. Between August and December 2017, three colleges/universities facilitated the *One in Four and Beyond* program to 165 college men. Although the *One in Four and Beyond* curriculum is designed to be taught over a 8-week time period, most of the lessons were taught in a shorter timeframe.

While the peer educators have some flexibility in terms of the activities that they can select for each lesson, they all follow the same *One in Four and Beyond* training manual and 8 lesson plans to achieve the goals of the program. To assess program fidelity, the peer educators who facilitated the lessons filled out lesson reports immediately after completing each lesson. Also, a representative from each college/university completed bi-monthly progress reports.

University A

With 11 trained peer educators (4 returning and 7 new), University A facilitated the *One and Four and Beyond* Program for 11 different groups with a total of 82 students (8-12 members per group). Peer educators were selected from the Shepherds in the Valley initiative, which included male members of athletic programs, fraternities, and institutionally based, male organizations. It is not clear how participants for the program were selected, because the person who completed the progress report only reported how peer educators were selected. An individual peer educator led each group and all groups completed the lessons over a 7-week period (between September 27 and November 17). On average, groups spent about 60 minutes on each lesson. Attendance at each session ranged from 80 (lesson 1) to 58 (lesson 8).

University B

With 7 trained instructors (3 returning and 4 new), University B facilitated the *One and Four and Beyond* Program for 6 different groups of a total of 77 students (4-13 members per group). Peer educators were selected from the previous year's peer educators and participants. Participants were recruited through a partnership with Sorority and Fraternity Life, such that new fraternity members were required to attend a session. Additionally, participants were recruited through email announcements and social media posts. Each group was led by two peer educators (two peer educators were involved in more than one group). Each of the groups completed all of the lessons on the same day (2 groups met on October 13, 1 group met on October 27, 2 groups met on November 3, and 1 group met on December 1). On average, groups spent about 41 minutes on each lesson. The same number of people completed the posttest as the pretest; therefore, there was no obvious program attrition.

University C

With 9 trained educators (2 returning and 7 new), University C facilitated the *One and Four and Beyond* program for a single group of 26 males on two different days (10/21: lessons 1, 2, 3, & 5; 11/4: lessons 6 & 8). Peer educators were selected from Health Education. Program participants were selected by offering special incentives to the advisors of each organization (e.g. The African American Male Initiative, Greek Life, and First Year Male Personal Wellness Living Learning Community, offering to feed the participants for each session, and offering extra credit to the University C Passport Program. Each of 5 peer educators facilitated one of the lessons for lessons 1, 2, 3, 5, and 6; two peer educators co-lead the last lesson (lesson 8). No lesson reports were submitted for lessons 4 and 7. Although University C failed to submit a lesson report for Lesson 7, the progress reports indicate that the peer educators facilitated all of the planned lessons. All 26 men attended all of the lessons and they spent 60 minutes on each lesson.

Fidelity to Program Summary

Overall, University A was the only school to implement the program as intended during a 7-week period. All schools appeared to have followed the protocol for use of peer educators who led the 8 sessions. Although there is no mandate on group size, it is likely that a smaller group size would be ideal given the subject matter and expectation of participation. Most participants who completed the pretest also completed the posttest; however, there was some participant attrition, which was expected. One of the challenges of program implementation was having the peer educators completely fill out all of the lesson reports in Qualtrics.

Between 76% and 100% of the planned lesson materials was covered in each lesson, leading to strong fidelity; however, as shown in Table 5.8, University B only spent around 30 minutes on some of the lessons. As shown in the selected comments in Table 9, some of the specific *One in Four and Beyond* activities that were especially well-received by students include the videos (e.g., Brene Brown), followed by a discussion of hypothetical scenarios.

Table 5.8. One in Four and Beyond Lesson Reports: Number of Groups, Participants, and Time for Completion for each Lesson by University

		University A	University B	University C
	Length of Program	4-7 weeks	1 day	2 weeks
Lesson 1	# Groups	9	6	1
	# Participants	82	77	26
	Average Length of Time	55	40	60
Lesson 2	# Groups	9	6	1
	# Participants	76	77	26
	Time	60	45	60
Lesson 3	# Groups	9	6	1
	# Participants	67	77	26
	Time	55	30	60
Lesson 4	# Groups	9	6	N/R
	# Participants	58	79	N/R
	Time	60	35	N/R
Lesson 5	# Groups	9	5	1
	# Participants	69	64	26
	Time	60	35	60
Lesson 6	# Groups	9	6	1
	# Participants	71	66	26
	Time	60	45	60
Lesson 7	# Groups	9	6	N/R
	# Participants	55*	77	N/R
	Time	60	65	N/R
Lesson 8	# Groups	9	5	1
	# Participants	58	75	26
	Time	65	35	60

Length = Length of Program G = Groups P = Participants Time = Average length of each lesson in minutes

*Missing data from one class N/R = Not reported

Table 5.9. Overview of the Completion of Each *One in Four and Beyond* Lesson

	# Groups	Avg. Length of Time	Avg. # of Participants	% of Activities Covered	Selected Comments
<u>Lesson 1:</u> Getting a Lay of the Land	18	60 minutes (range 20-105)	11 (range 2-29)	76%	"The first meeting went great they really enjoyed the ice breaker and a lot of them agreed with expectations." "They were attentive and understood the seriousness of what we were doing. They did everything I asked of them and were ready to gain knowledge." "There were no jokes at all, I remained calm and so did they." "Separation of students. They sat with their pledge classes and did not intermingle."
<u>Lesson 2:</u> Beliefs, Rape Myths, and Victim Blaming	16	60 minutes (range 20-105)	11 (range 3-29)	94%	"It was a great topic to discuss I feel the guys got a better understanding on what rape is." "The meeting smooth. It was very interesting breaking down victim to the guys. They felt it was not fair." "There was smoothly. There was some confusion about myths, but The Line helped clear that up." "Participants were surprised by the content pertaining to rape myths." "Group had the belief that the majority of women are gold diggers. Relatively sexist group. [one fraternity] was very disinterested. [Other fraternity] did not engage in dialogue even when prompted."
<u>Lesson 3:</u> Empathy	16	55 minutes (range 20-105)	11 (range 2-29)	93%	"Watched the Brene Brown video and discussed the differences between empathy and sympathy [and] how the different feelings empathy and sympathy arise and how they relate to sexual assault prevention." "Challenging for majority of the group to know the difference between empathy and sympathy." "They learned the difference very quickly." "Many of the attendees struggled to explain the difference between sympathy and empathy. They enjoyed the video and seemed engaged. There was some confusion as we watched Dear Sister. We explained essential concepts and allowed them to interpret the rest." "People did not talk very much. Once they determined the difference between sympathy and empathy they stopped asking questions. There was a good response to the videos though."
<u>Lesson 4:</u> What to Do When a Friend (or Someone) Asks for Help	16*	55 minutes (range 20-105)	9 (range 2-29)	100%	"A big part of the meeting was DO's and DONT's and not being judgmental to your friends because you may hurt say something that hurts them more than they already are." "It was hard for my participants to understand what to do and what not to do to help a friend. They needed extra help on not being a superhero with a situation like this." "We discussed the importance of believing and supporting victims without pressuring them to do anything."

<u>Lesson 5:</u> RTS/PTSD	16	55 minutes (range 20-105)	11 (range 2-29)	100%	"The I am a survivor of rape video really put things in prospective for my guys." "As men it was hard for them to talk about their real life situations but as a group we made the environment very comfortable to where we all could speak about our different situations and as brothers we lifted each other up." "We had a good discussion on RTS and PTSD, people shared experiences of parents with PTSD. No real response to the video." "Attendees enjoyed that the video revealed perspective from multiple backgrounds (young, old, etc.). Genuine interest was expressed towards gaining skills to help others. One group made inappropriate jokes, which was handled well." "One of best conversations we've had as a group. Great Lesson. Next lesson we will be handing out flowers to the women of our University." "I emphasized to my group that our goal is to BE THERE without making BEING THERE about us."
<u>Lesson 6:</u> Consent	16	60 minutes (range 20-105)	11 (range 2-29)	83%	"Watching of the Tea video led to a great response and a lot of student- led discussion. - Watched the New Zealand produced video about bystander intervention and how it relates to consent and sexual assault prevention." "A challenge almost all of them did not understand, "A DRUNK YES IS NOT CONSENT!!" No matter if you both are." "The guys felt that consent is very complex. They realized never really asked for it.
<u>Lesson 7:</u> Masculinity, Alcohol, and Sexual Assault	15*	65 minutes (range 20-105)	9 (range 2-29)	83%	"They were highly surprised how much males dominate alcohol in our society. Everyone was engaged." "Some got agitated with the man box but we got through it with more discussion." "A couple of people in the group had problems understanding because of their pride and because they really did not grasp the concept so what we did was another MAN BOX" "The man box discussion and Ted Talk were solid, there were too many beer commercials & most of the students just thought they were funny."
<u>Lesson 8:</u> Bystander Intervention	15	60 minutes (range 20-105)	9 (range 2-29)	83%	"They understood they all can't be supermen. But know you must not be afraid to do what is right...They all agreed not to be supermen." "Bystanders intervention videos gave us more tools to assess a situation and properly intervened without causing more problems." "They had trouble identifying what went wrong in the video, so we highlighted points and gave them tips to apply on their own. The video went really well. Students were engaged."

*Note: UWG did not complete this Lesson Report.

Description of components NOT addressed “completely” and explanations. (Qualitative)

Nothing notable to discuss.

Description of components added and explanations. (Qualitative)

There were no additional components added; however, some groups reported spending more time on some topics compared to others. This decision seemed to be guided by the interest of the groups.

Additional information about successes and challenges (Qualitative)

Overall, facilitators reported success with each lesson. One particular group from University B did not appear to be engaged all of the time. Some reports from University A indicated problems with attendance.

Conclusion: *One in Four and Beyond*

Between August and December 2017, at least 165 students at 3 colleges/universities participated in the *One in Four and Beyond* program. Of these students, 58% were White/Caucasian, 36% African American/Black, 4% Hispanic, and 6% reported another race/ethnicity, which indicates that the program reached a racial/ethnically diverse group of students. Although one of the grantees only spent about 30 minutes on some of the lessons (with the other two grantees spending about 60 minutes on each lesson), all three of the grantees reported completing all of the *One and Four and Beyond* lessons.

Since the program facilitators reported covering all of the *One in Four and Beyond* lessons, the program was able to address several modifiable risk and protective factors for sexual violence, as required by the CDC guidelines. Using pretest and posttest data, the results of the evaluation indicate that the program achieved most of its goals. In terms of increasing protective factors, the program was effective at increasing students' willingness to intervene and their likelihood of communicating during sexual activities. In terms of addressing risk factors, the program was effective at increasing students' rejection of rape myths. Although there was no change in students' likelihood of engaging in future sexual assault perpetration, it is important to note that students reported a very low likelihood of assault both at pretest and posttest so there was not much room for improvement. At the same time, however, there was no change in students' rape empathy from pretest to posttest and there was room for improvement here. Since the *One in Four and Beyond* program was facilitated over such a short period of time by two of the grantees (1 day and 2 weeks), it was not possible to examine the impact of the program on sexual violence perpetration over that short of a time period.

A comparison of the differences across colleges showed some differences in outcomes; however, these differences may be due to the variability in program implementation. For example, since students at University B completed the entire program in one day and students at University A completed the program over a 7-week time period, these differences may be related to the time since the exposure to the program. For the University B students, all of the *One in Four and Beyond* information was presented the same day that the posttest was administered so these students may have been more primed for favorable responses on the posttest. According to the bi-monthly progress report, the 1-day training was not ideal.

Recommendations: One in Four and Beyond

Given that the results of the evaluation indicate that the *One in Four and Beyond* program impacted the risk and protective factors for sexual violence, the program should continue to be implemented throughout Georgia. At the same time, however, some caution is needed in interpreting the results from the evaluation due to the variation in how the programs were facilitated (as a 1-day program, 2-week program, and a 4-7 week program) and the related inconsistencies in how data were collected across the schools. To improve both program fidelity and program evaluation, there needs to be more consistency in how the *One in Four and Beyond* program is facilitated and evaluated. To achieve this consistency, the following recommendations should be considered for future *One in Four and Beyond* programs:

- All of the lessons for the *One in Four and Beyond Program* should be facilitated over the course of 4 weeks.
- Peer educators should spend approximately 60 minutes on each lesson.
- Over the course of four weeks, a group should either meet once a week for two hours (covering two lessons during each meeting time) or twice a week for one hour each (covering one lesson during each meeting time).
- To prevent participant attrition/drop-out, grantees should use some of the funding to incentivize the successful completion of the program (including the pretest and posttest). For example, gift cards could be provided to participants who complete almost all of the sessions and who complete both the pretest and posttest. Since peer educators already record participant attendance at each lesson, this would just require an additional record of survey completion (see below).
- Participants should be instructed to complete the pretest within one week prior to the first lesson and to complete the posttest within one week of the end of the last lesson. Participants should save a screenshot of the last screen of the survey, which says “thank you for completing the survey,” and give a copy of it to their peer educators to show that they have completed the survey.
- To reflect changes over this four-week time period, the evaluation items should reference this new, standardized 4-week time period, when appropriate.

Although participant attrition becomes an issue over a longer period of time, careful consideration should be given to balancing the goal of facilitating the program over multiple weeks and preventing significant participant drop out. Standardization of program implementation and evaluation will allow for direct comparisons and improvement in the program and the associated evaluation. Importantly, as stated above, to prevent attrition and non-completion of the posttest, GA-SVPP and the college/university partners should consider ways to incentivize program and posttest completion.

6. Coaching Boys Into Men: Findings

Coaching Boys Into Men (CBIM) is an evidence-based interpersonal violence prevention program for high school athletes that is facilitated by trained coaches. The program is intended to change the social norms that foster dating violence, promote bystander intervention, and decrease dating violence perpetration. Coaches are trained to educate their male athletes by focusing on stopping violence against women and girls. These weekly messages are delivered via a series of 12 Training Cards presented throughout the athletic season. The Training Cards address respect, nonviolence, sexual consent, and bystander intervention, such as intervening when they observe abusive behaviors among their peers.

The program aims to 1) increase knowledge of what constitutes abusive or disrespectful behavior towards women and girls, 2) increase athletes’ willingness to intervene when witnessing disrespectful or abusive behavior among peers, and 3) decrease dating abuse perpetration.

Program Reach

Between September and December 2017, one Metro-Atlanta High School (MAHS),³⁶ participated in the CBIM program. Five football coaches contributed to the implementation of the activities of the program with their athletes. All of the coaches completed the Coaches Clinic held by GNESEA prior to the program; 5 completed the pretest and 4 completed the posttest. There were 35 players who participated in the program, of those, 22 completed the pre-test and 15 completed the post-test (only 9 completed both the pre-test and post-test). See Table 6.1.

GNESEA provided the coaches with support by visiting the coaches, demonstrating and co-facilitating the role playing card activity and providing the information for the pretest and posttest for coaches at the beginning and end of the program. Five coaches completed the pretest and four completed the posttest. GNESEA administered the pretest and posttest to the athletes at the beginning and end of the program.

Table 6.1 Number of Coaches and Athletes that Participated in CBIM

SCHOOL NAME	# OF COACHES	# OF COACHES PRETESTS	# OF COACHES POSTTESTS	# OF ATHLETES	# OF ATHLETE PRETESTS	# OF ATHLETE POSTTESTS	# of PLEDGES SIGNED
Metro-Atlanta HS	5	5	4	35	22	15	24

Characteristics of Program Participants

We used data collected from the pretest surveys to report on the demographic characteristics of the program participants. Of these 22 students, 77.3% were African American/Black, 9.1% White/Caucasian, and 13.6% Multiracial/Other. As shown in Table 6.2., there was a higher proportion of African American/Black students in the CBIM program compared to the larger school population.

³⁶ Since there are a small number of athletes and coaches from only one school, a pseudonym (Metro-Atlanta High School) is used to identify the school in order to protect the confidentiality of the participants.

Table 6.2. Student Characteristics: Metro-Atlanta High School and Athlete Participants

Characteristic	Metro-Atlanta HS	Athlete Participants
Total N	1550	22
RACE/ETHNICITY		
American Indian/Alaska Native/Asian/Pacific Islander	22 (1.5%)	0 (0%)
African American or Black	937 (55%)	17 (77%)
Hispanic	358 (21%)	0 (0%)
White or Caucasian	331 (19%)	2 (9%)
Multiracial/Other	61 (4%)	3 (14%)
GENDER		
Male	760 (49%)	22 (100%)
Female	790 (51%)	0 (0%)
GRADE		
9 th	528 (34%)	3 (14%)
10 th	471 (30%)	8 (36%)
11 th	370 (24%)	6 (27%)
12 th	342 (22%)	5 (23%)
Mean Age	n/a	15.7

Experiences with Dating, Dating Violence Prevention Programs, and Abusive Relationships

As reported on the pre-test, the majority of the athletes have been in a relationship before (73%) and about half reported knowing someone who has been in an abusive relationship (55%). Also, almost one-third had participated in a dating violence prevention program before.

Table 6.3. Experiences with Dating, Dating Violence Prevention, and Abusive Relationships

	Yes (Pretest)
Have you ever been in a dating, romantic or sexual relationship?	73%
Are you <u>currently</u> in a dating, romantic or sexual relationship with someone?	54%
Have you ever participated in any educational or awareness programs on healthy relationships or abuse prevention?	32%
Do you know anyone who has been in an abusive relationship?	55%

Dating Abuse and Violence Victimization

Dating abuse and violence victimization were assessed by asking students if they had been hurt by a dating, romantic, or sexual partner based on 14 behaviors on questions [Q46.1 to Q46.14](#). On the pretest, 6 students indicated that they had experienced some form of dating abuse or violence victimization. Three students experienced physical dating violence ([Q46.1 to Q46.7](#)) and 6 students experienced psychological dating abuse by an abusive dating partner ([Q46.8 to Q46.14](#)). Only one student indicated that they told someone about the abuse. Since only 2 students completed both the pre-test and the post-test for these items, we did not compare pretest and posttest data for victimization. On the pretest, 2 students indicated that they had engaged in some form of dating violence and/or abuse against a dating partner ([Q63.1 to Q63.7](#)). One reported engaging in physical abuse and 2 engaged in psychological dating abuse against a dating partner ([Q63.8 to Q63.14](#)). On the posttests, no participants reported engaging in dating violence or abuse during the program.

Assessment of the Effectiveness of the Program for Athletes

Using data collected from the 22 pre-tests and 15 post-tests, we evaluated the CBIM program in achieving the following goals for the athletes:

1. Increased knowledge of what constitutes abusive or disrespectful behavior towards women and girls;
2. Greater willingness to intervene when witnessing disrespectful or abusive behavior among peers (i.e., saying or doing something to stop the behavior) and less negative bystander behaviors (i.e., laughing, going along with it, or not saying anything);
3. Decreased dating abuse perpetration.³⁷

The overall results indicated that the program led to improvements. More specifically, as shown in Table 6.4, the mean total score on **recognizing abusive and disrespectful behavior increased 8.83%** ([Q18-Q31](#)). The total mean score for **willingness to intervene increased 6.5%** ([Q33-Q41](#)).

Table 6.4. Mean Scores for Each Goal of the CBIM Program

	PRETEST	POSTTEST	% Change	Goal Achieved?
Athletes' Recognition of Abusive Behaviors Score (range from 0 to 56; higher scores indicate greater recognition of abusive behaviors)	31.97 (SD = 12.9)	40.8 (SD = 14.3)	+8.83	Yes
Athletes' Willingness to Intervene (Bystander Intervention) Score (range from 0 to 36; higher scores indicate greater willingness to intervene)	16.16 (SD = 12.1)	18.5 (SD = 14.3)	+6.50	Yes

³⁷ We were unable to assess change from pretest to posttest due to missing data and a small number of participants.

Goal: Increase in Discussions with Coaches About Violence Against Women

Comparing pre-test and post-test scores, the percent of athletes who indicated that their athletic coaches talked to the team about being respectful towards women and girls (Q15) increased from 74% to 93% and the percent of athletes who indicated that their athletic coaches talked to the team about stopping kids from doing harmful or violent things towards girls (Q16) increased from 63% to 93%. In sum, over 90% of the participants reported that their coaches talked with them about violence against women.

Over 90% of the participants reported that their coaches talked with them about violence against women.

Table 6.5 Percent of Athletes Who Had Coaches Discuss Violence Against Women – Pretest and Posttest Comparison

	PRETEST	POSTTEST	% Change	Goal Achieved?
Coaches Discussed Being Respectful Towards Women and Girls	74.3%	93.3%	+3%	Yes
Coaches Discussed Stopping Kids from Doing Harmful or Violent Things Towards a Girl or Girls	62.9%	93%	+20%	Yes

Goal: Increase Athletes' Recognition of Abusive Behaviors

The first step in preventing or intervening in abusive behavior is knowing what constitutes abuse. To examine whether the CBIM program improved the athletes' ability to identify abusive behaviors, the survey included 14 abusive behavior items and asked the athletes to indicate how abusive they are from 0= not abusive to 4= extremely abusive (Q18-Q31). We summed their scores across all 14 items to create a total recognition of abusive behavior score. The sum of their scores represents how abusive they perceive these behaviors. Scores could range from 0-56.

Following the CBIM training, athletes were better able to recognize most types of abusive behaviors, especially those that involve coercive control.

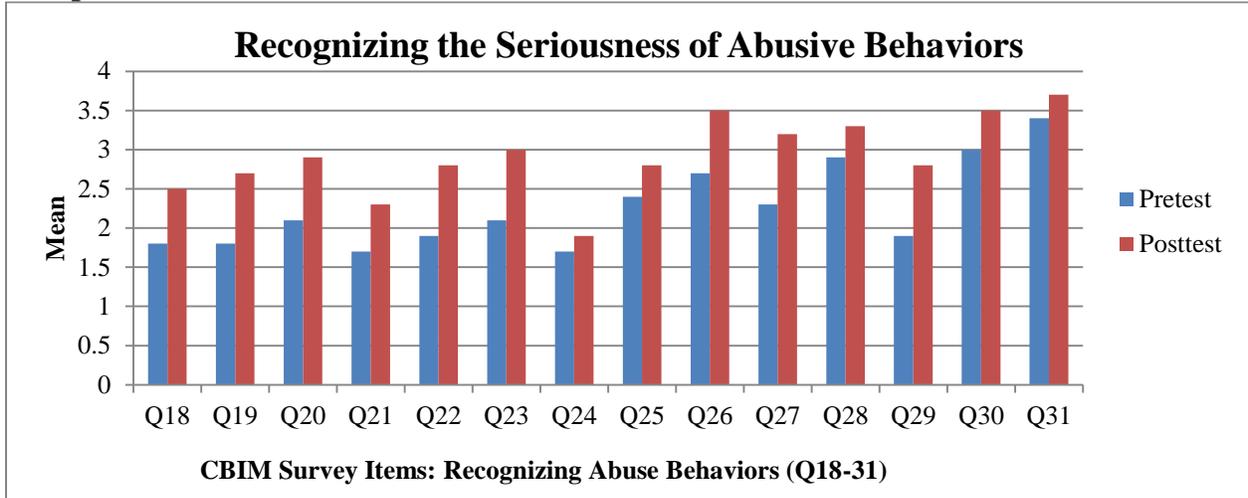
The total mean score for recognizing abusive behaviors increased 8.8% from 31.97 on the pretest to 40.80 on the posttest. Additionally, the abusive behaviors were divided into three subscales (Verbal/Emotional, Coercive Control, and Physical/Sexual) to help identify more specific areas of knowledge. As shown in Table 6.6, the greatest gain (18.7%) was seen in the Coercive Control subscale, which consisted of 7 items (Q21, Q22, Q23, Q25, Q26, Q27, Q29). Scores could range from 0-28. Examples of items include, "telling them what to do all the time," and "telling them which friends they can and can't see or talk to." This is notable because this tends to be a gray area where it may not be obviously abusive. The least gain was seen in the Physical/Sexual Abuse subscale which consisted of 3 items (Q28, Q30, Q31). There was a 9.7% improvement in recognition of these types of abusive behaviors. Thus, following the CBIM training, athletes were better able to recognize most types of abusive behaviors, especially those that involve coercive control.

Table 6.6 Athletes' Recognition of the Seriousness of Abusive Behaviors: Pretest – Posttest Comparisons

	PRE-TEST	POST-TEST	% Change	Goal Achieved?
Recognize Verbal/Emotional Abuse (range from 0 to 16; higher scores indicate greater recognition of verbal/emotional abuse)	7.49 (SD = 4.1)	9.93 (SD = 5.3)	+15.25	Yes
Recognize Coercive Control (range from 0 to 28; higher scores indicate greater recognition of coercive control)	15.17 (SD = 7.6)	20.40 (SD = 7.5)	+18.68	Yes
Recognize Physical/Sexual Abuse (range from 0 to 12; higher scores indicate greater recognition of physical/sexual abuse)	9.31 (SD = 3.5)	10.47 (SD = 3.1)	+9.67	Yes

Looking across the individual items (Figure 6.1), the data indicate that students' assessments of the seriousness of each abusive behavior increased from pretest to posttest.

Figure 6.1. Recognition of the Seriousness of Abusive Behaviors: Pretest – Posttest Comparison



The largest gains (+.90) were seen for [Q19](#) (“Telling them they are ugly or stupid”), [Q22](#) (“Telling them which friends they can and can’t see or talk to.”), [Q23](#) (“Pressuring them not to break up”), [Q27](#) (“Keeping tabs on them or spying on them”), and [Q29](#) (“Constantly contacting them via cell phone, email, social media, or text to find out who they are with, where they are, etc.”). The majority of these behaviors constitute coercive control. Individuals tend to judge abusiveness by the degree of physical injuries sustained, but recognizing the harm of coercive control in relationships is an important skill.

The least gains (+.20 and +.30, respectively) were seen for [Q24](#) (“Not listening to what they have to say”) and [Q31](#) (“Forcing them to have sex”). For Q24, they did not report “not listening” as an abusive behavior at pre- or post-test. For Q31, they already understood that “forcing someone to have sex” was a very abusive or extremely abusive behavior prior to the program, but a modest gain was still seen at post-test.

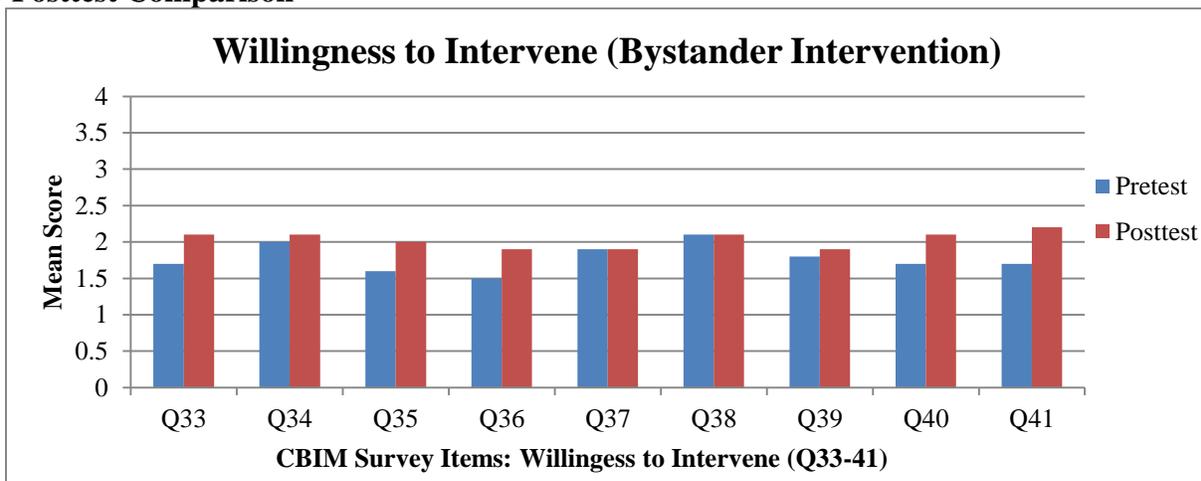
Goal: Increase Athletes' Willingness to Intervene (Bystander Intervention)

To examine whether the program improved the athletes' willingness to intervene, the survey included 9 items (Q33-Q41) describing abusive behaviors (from Miller et al., 2012).

Participants indicated how likely they were to do something to try to stop a male peer or friend who is engaging in that behavior (0 = very unlikely to 4 = very likely). The sum of their scores represents how likely they are to intervene when they see abusive behaviors. Scores could range from 0-36. The mean score for willingness to intervene increased from 16.16 on the pretest to 18.50 on the posttest, which represents an 6.5% increase in how likely they said there would be to try to stop someone who is engaging in an abusive behavior. However, looking across all bystander intervention items (Figure 6.2), the athletes' scores were low on pretest and posttest, despite their improvement. This indicates that the athletes could benefit from additional bystander intervention training.

Athletes who completed the CBIM program were more willing to engage in bystander intervention when witnessing sexual harassment or an attempted sexual assault.

Figure 6.2. Mean Score on Willingness to Intervene (Bystander Intervention) Items: Pretest – Posttest Comparison



Items [Q40](#) (Taking sexual advantage of a girl who is drunk or high from drugs) and [Q41](#) (Pressuring a girl to be physically or sexually intimate without asking whether she wants to) changed the most (+10.5% and +12.5%, respectively) and received the highest support on the posttest (mean scores of 2.13 and 2.20, respectively). This indicates that students who participated in the CBIM program were more willing to intervene in situations where someone was trying to sexually assault a girl. Items [Q37](#) (Shoving, grabbing, or otherwise physically hurting a girl) and [Q38](#) (Showing other people sexual messages or naked/sexual pictures of a girl on a cell phone or the internet) changed the least from pretest to post-test (+0.08 and +0.01, respectively).

Coaches Surveys

In CBIM, the coaches implement the program with their athletes. As such, it is important to assess their experience and attitudes regarding their ability to talk to their players about abuse and violence against women and girls. In addition, they were asked to report on program fidelity, support from the CBIM advocate, challenges and successes, and demographics. Five coaches completed the pretest and 4 completed the posttest. We used the data from the 4 coaches who completed both the pre- and post-test for the following analyses.

Goal: Increase Coaches' Discussions with Athletes About Violence Against Women

Coaches were asked how many times in the past three months they had a discussion with their athletes about violence against women (Q8), sexual harassment (Q9), and physical violence on and off the field (Q10). At pretest and posttest, 3 of the coaches reported having a discussion with their athletes about violence against women and girls at least 2-5 times and one reported >5 at posttest. At pretest, 2 reported having a discussion with their athletes about sexual harassment, but at posttest, 1 reported having this discussion 2-5 times, and 3 reported having this discussion >5 times. At pretest, one coach reported never having a discussion about physical violence on and off the field, but at the posttest, 3 coaches reported having a discussion with their athletes about physical violence on and off the field at least 2-5 times and one reported more than 5 times. In the progress report, the coaches reported that the “kids are much more open to coming to us to discuss social issues other than football. Now, they seek the advice of the coaches on other things.”

CBIM trained coaches discussed issues of violence against women, sexual harassment, and physical violence on and off the field with their athletes more often and with greater confidence by the end of the program.

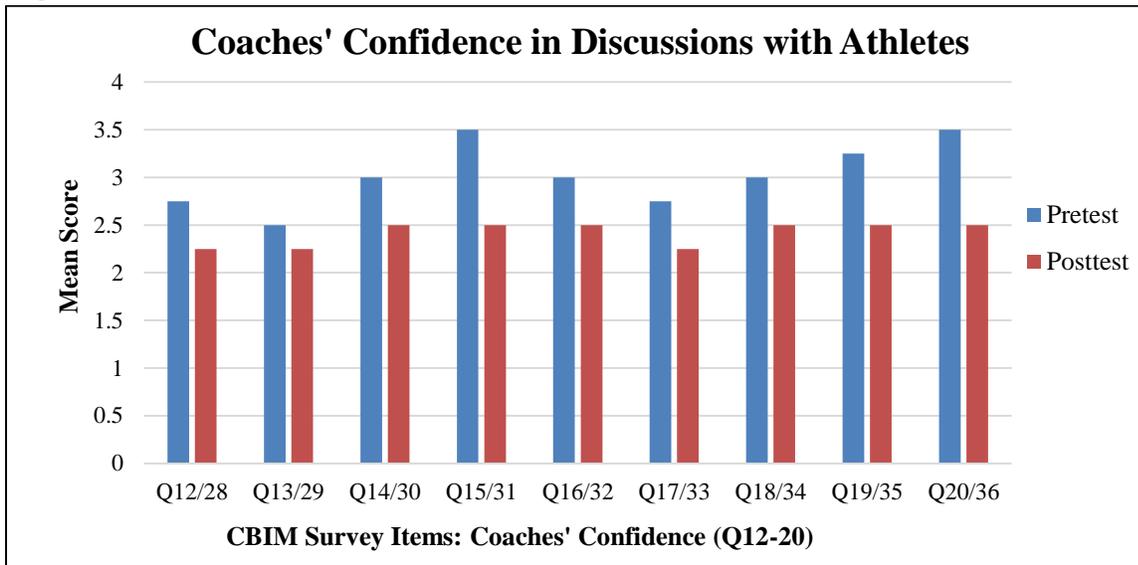
Goal: Increase Coaches' Confidence in their Ability to Have Conversations with Athletes

To examine whether the CBIM program improved coaches' self-efficacy to have conversations with their athletes about violence against women, the survey included 9 confidence statements (Pre-test: Q12-Q20; Post-test Q28-36). Coaches were instructed to indicate how strongly they agreed or disagreed with each statement (5-point Likert scale: 0= strongly disagree to 4=strongly agree). The scores on all 9 items were combined to create a measure of coaches' confidence in talking to their athletes about violence against women; higher scores indicate greater confidence in having conversations with their athletes. Scores could range from 0-36. The coaches' average score for confidence in having conversations with their athletes was 27.25 ($SD = 3.30$) on the pretest and 21.75 ($SD = 15.37$) indicating that the coaches were less confident about discussing these issues with their players after the program.

Looking at the individual survey items (Figure 6.3), it is clear that the average score for coaches' confidence declined from pretest to posttest on all items. With a closer examination of the data, however, we discovered that this decline is driven primarily by one coach's responses to these items on the posttest. Although this coach “agreed” with all of the statements about knowing what to say to athletes about these

issues on the pretest, this coach “strongly disagreed” with all of these same statements on the posttest. It is unclear why this coach reported less confidence after the program, especially because he commented that the program “seemed to open a line of communication between myself and the athletes. We became a little closer. They started to ask for advice for off the field situations with the opposite sex.” It may be that the coach was not prepared for this kind of impact from the program and felt that he really did not know what to say to the athletes about these issues.

Figure 6.3. Mean Scores of Coaches Confidence in Discussions with Athletes



For the other three coaches, they “agreed” or “strongly agreed” that they knew how to talk to their athletes about most of these issues. One coach reported not feeling confident for “knowing what to say to a male athlete who is making sexual jokes that make fun of women and girls” (Q28), “knowing what resources to offer an athlete who is struggling with an unhealthy relationship” (Q29), and “talking to my team about reporting abusive behaviors” (Q33). Although this is only one coach who indicated that he did not know how to talk to the athletes about these particular issues, such concerns should be noted.

CBIM Process Evaluation

All 5 coaches completed the Coaches Clinic facilitated by GNESEA prior to implementing the program. Four out of the five coaches completed the post-test which included items about the implementation.

Preparation and Facilitation

The four coaches who completed the posttest reported completing the Season Planning Worksheet, reviewing the CBIM Card Series and Coaches Kit, and using the CBIM Coaches Kit with their athletes. When leading a CBIM Training Session, 3 out of the 4 coaches usually spent at least 5 minutes preparing for the session and spent at least 15-20 minutes discussing the information from the training session.

Use of the Playbook

The Playbook is a training manual and resource for coaches to help them guide their players toward having healthy, respectful, and non-violence relationships. This section asks coaches which components of the playbook they implemented. The percentage of coaches who contributed to that session is provided. Note that different coaches contributed to different sessions.

Question	Yes
Information about defining abuse and what constitutes damaging language/behavior.	50%
Teachable Moments	100%
The Coach and Players Pledge	50%
Ideas from Halftime	25%
Ideas for Next Steps in Overtime	0%

Use of the Training Cards

The CBIM Training Card Series were provided to help coaches lead weekly discussions with their athletes. The percentage of coaches who contributed to that session is provided. Note that different coaches contributed to different sessions.

Training Session	% of Coaches Participating
Training 1: Pre-season Speech	50%
Training 2: Personal Responsibility	50%
Training 3: Insulting Language	50%
Training 4: Disrespectful Behavior towards Women & Girls	50%
Training 5: Digital Respect	50%
Training 6: Understanding Consent	75%
Training 7: Bragging about Sexual Reputation	50%
Training 8: When Aggression Crosses the Line	100%
Training 9: There's No Excuse for Relationship Abuse	50%
Training 10: Communication Boundaries	50%
Training 11: Modeling Respectful Behavior towards Women & Girls	50%
Training 12: Signing the Pledge	50%
Halftime: Enlisted a Local or School Sports Reporter	25%
Overtime: Hosted a Fan Pledge Day	50%
Teachable Moment: How to Handle a Teachable Moment	25%

Usefulness of the Coaches Kit

These items address which components of the Coaches Kit that were **most** useful to the coaches this year.

Question	Yes
The information about what constitutes damaging language and behavior as well as how abuse is defined.	0%
Teachable Moments	75%
The Coach and Players Pledge	25%
Ideas from Halftime	25%
Ideas for Next Steps in Overtime	25%
The scripts provided on the Training Cards	0%
The recommendations for modeling respectful behavior and intervening when witnessing disrespectful behavior.	25%

Note: Coaches comments on the Coaches Kit: "I loved how some of the kit's cards were guided."

"Teachable Moments: As a coach, we are always looking for ways to make a situation into a teachable moment." Halftime/Overtime activities included role-playing around intervening someone acting abusively towards another person.

Frequency of CBIM Discussions

Question	Never	Once	2-5 Times	6-10 Times	>10 Times
How many times this year did you discuss one or more components of the CBIM Coaches Kit with a group of athletes ?	0%	0%	75%	25%	0%
How many times this year did you discuss one or more components of the CBIM Coaches Kit with other coaches ?	0%	50%	25%	25%	0%

Discussions with Others about the CBIM Coaches Kit

The items in this table asked the coaches to report who else they discussed the CBIM Coaches Kit with this year (besides their athletes and other coaches).

Percent of Coaches Who Discussed CBIM With Others	
Athletic Director	50%
School Principal	25%
School Administrator	0%
Friends and Family	75%
Coaches Associations	25%

Teachable Moments

Coaches were asked to discuss any teachable moments that they had with their athletes this year.

- “A teachable moment occurred when a situation with a player after his sister was verbally disrespected by another student.”
- After an altercation, some of the athletes were able to remember what we discussed in our meeting and re-emphasized the thought to the group to calm everyone down.”
- There was an altercation between some students that were not football players which was a result of a previous conflict.”

Program Support

Coaches were asked three questions about the supported provided to them for the program.

- All coaches indicated that they know who to contact if they had questions or needed support with the CBIM program.
- All coaches agreed or strongly agreed that the CBIM training and support that they received this year made them well prepared to deliver the program.
- All coaches agreed or strongly agreed that the CBIM advocate (GNESA) contacted them throughout the season to offer guidance and support.

CBIM Successes, Challenges, and Suggestions

GNESA and coaches commented on successes, challenges, and suggestions for future implementations.

Successes
<ul style="list-style-type: none">• Kids buy in• Light coming on• Parents requested more involvement with coaches following end of football season as they noticed a change in the athletes• Senior athletes taking more of a leadership role than expected• Kids are much more open coming to us to discuss social issues other than football. Now they seek the advice of the coaches on other stuff• “Conflict resolution would be the best benefit from the CBIM program. I think it should be expanded school wide”• “For me, it seemed to open a line of communication between myself and the athletes. We became a little closer. They started to ask for advice for off the field situations with the opposite sex.”• “The program benefits are helpful in teaching coping skills to the athletes. Coping skills is an area [that is] greatly lacking by many young athletes today.”• Understanding Consent was one of the activities that was the most effective and had the greatest impact.
Challenges
<ul style="list-style-type: none">• The web address for Weebly was case sensitive (login information for online survey)• Should have started the program earlier; there was an unforeseeable delay in implementation• Not having coverage during the coaches training. Lack of class coverage did not allow the some of the coaches to be as Involved with the lessons• Need additional time to do the role play• Pre-season speech training card took too long and had to be split over two days
Suggestions
<ul style="list-style-type: none">• Starting earlier• Making the pledge signing more meaningful and stand out more• The program is great because the issues they have are bigger than football.• Program would work on a larger scale. Suggested that it be implemented school wide.

Conclusion: CBIM

The CBIM program was facilitated by GNESEA and implemented by five CBIM trained coaches from one high school football team in the fall of 2017. The program reached 35 football players, but only 22 athletes completed the pretest and 15 completed the posttest. Of the 22 athletes who completed the posttest, 77.3% were African American/Black, 9.1% White/Caucasian, and 13.6% Multiracial/Other. Since the coaches reported using all of the training cards, the CBIM program was able to address modifiable risk or protective factors for dating and sexual violence, as required by the CDC guidelines.

Using pretest and posttest data, the results of the evaluation indicate that most of the goals of the CBIM program were achieved. In terms of improving protective factors, the program was effective at increasing students' knowledge of what constitutes abusive or disrespectful behavior towards women and girls and in increasing the athletes' willingness to intervene when witnessing disrespectful or abusive behavior among peers. The program also led to coaches having more discussions with the athletes about stopping kids from doing harmful or violent things towards women and girls.

Recommendations: CBIM

Although the results of the evaluation suggest that the CBIM program was successful, the small number of athletes and coaches that participated in the program and completed the pre- and post-test surveys limits the ability to make strong conclusions about the program. Given the strong qualitative feedback from the coaches about the positive impact of the program, however, the main recommendation is for GA-SVPP to expand the reach of the CBIM program.

The CBIM program encourages social and character development with athletes resulting in players who are more knowledgeable about abusive and disrespectful behavior towards women and girls, more likely to intervene in such situations, and who may be less likely to perpetrate dating abuse or violence.

7. Conclusion

With a specific focus on improving the evaluation infrastructure and capacity for GA-SVPP, this Year 4 evaluation offers a significant improvement over past evaluations by providing an in-depth analysis of the process and outcome data for each of the four programs: *Safe Dates*, *SUSI*, *One in Four and Beyond*, and *CBIM*. By using more in-depth process evaluation tools and expanding the pretest and posttest surveys to measure the specific goals of each program (addressing modifiable risk and protective factors), the data collected for this evaluation is able to show that the sexual violence prevention programs were implemented as intended and achieved most of the specific goals of the programs.

Following the CDC guidelines, each of the programs used evidence-based strategies, which focused on modifiable risk and protective factors for dating and sexual violence, to prevent sexual violence victimization and perpetration. In doing so, the GA-SVPP reached 24,127 youth in 25 middle schools, high schools, and colleges across the state of Georgia. Using pretest and posttest data, the results of the evaluation indicate that these programs effectively increased protective factors and decreased risk factors for sexual violence. Specifically, the *Safe Dates* program increased students' knowledge about dating violence, increased students' confidence in their conflict management skills, decreased acceptance of gender stereotypes, and decreased students' acceptance of dating violence norms. The *SUSI* program was effective and led to many improvements related to students' receiving of information on sexual bullying, students' sexual bullying victimization, students' comfort talking to others about sexual bullying, and students' willingness to intervene. The *One in Four and Beyond* increased students' willingness to intervene, increased the likelihood of communicating during sexual activities, and increased students' rejection of rape myths. The *CBIM* program increased students' knowledge of what constitutes abusive or disrespectful behavior towards women and girls, increased athletes' willingness to intervene when witnessing disrespectful or abusive behavior among peers, and led to coaches having more discussions with the athletes about stopping kids from doing harmful or violent things towards women and girls.

These findings offer a significant improvement over past evaluations that focused primarily on knowledge gain because the findings from this Year 4 evaluation are able to show that the targeted risk and protective factors are being impacted by the program. Also, by adding more detailed process evaluation tools (ex. *Safe Dates* Session Reports, *SUSI* Activities Tracking Sheet, *One in Four and Beyond* Lesson Reports), the process data collected is able to show more specific differences in program facilitation across grantees. While most of the grantees implemented the programs as intended, the differences in the timeframe in which the program was conducted (ex. 1 day, 2 weeks, 8 weeks) and the specific activities that were included may influence the impact of the program. Specifically, when the evaluators examined the outcomes for each program across schools, some differences emerged and these differences may be related to the differences in the timeframe in which the program was administered and/or the activities utilized.

8. Recommendations

Given that the results of the evaluation indicate that the sexual violence prevention programs facilitated by the GA-SVPP grantees are successful in reducing risk factors and increasing protective factors for sexual violence, the GA-SVPP should continue to offer these sexual violence prevention programs throughout the state. While we provide more specific recommendations for future programming and evaluations in earlier sections dedicated to each of the 4 different programs (see [Recommendations: Safe Dates](#), [Recommendations: SUSI](#), [Recommendations: One in Four and Beyond](#), and [Recommendations: CBIM](#)), we provide some more general recommendations here that apply to all of the programs.

Since some grantees encountered some scheduling issues, both in regard to program implementation and evaluation, it is recommended that the GA-SVPP work with grantees to help them start planning their programs earlier, build stronger relationships with school administrators, and carefully review and follow all evaluation procedures. Also, the findings regarding which desired changes were achieved and which were not should be used to guide decisions about future sexual violence prevention programs. Before making major program changes, however, additional data collection and analyses are needed to confirm the results from the Year 4 evaluation. In this regard, for the Year 5 evaluation, the GA-SVPP and its grantees must work together to ensure compliance with all evaluation procedures and guidelines.

In sum, based upon the findings from this program evaluation, we make the following recommendations:

- GA-SVPP should continue offering the sexual violence prevention programs throughout the state.
- GA-SVPP staff and grantees should work together to start planning earlier, build stronger relationships with school partners, and carefully follow evaluation procedures.
- GA-SVPP staff and grantees should review the program evaluation results and discuss possible changes for future program implementation and evaluation.
- GA-SVPP staff and grantees should work to standardize program implementation and evaluation.
- GA-SVPP should continue to utilize the improved evaluation plan.
- GA-SVPP should provide additional support to grantees and partners responsible for data collection.

APPENDIX

SAFE DATES: PRETEST AND POSTTEST

Before you start the Safe Dates program, we would like to assess your current knowledge and attitudes about dating violence. Then, after completing the program, we would like to assess your knowledge and attitudes about dating violence again to see if the Safe Dates program was helpful. It should take you about 15 minutes to answer these questions. It is okay if you do not know the answers to the questions about dating violence, please just answer them to the best of your ability. Your participation is voluntary and you can skip any questions you do not want to answer.

Your answers to these questions will remain anonymous (we will not ask for your name), but we will need a way to compare your answers before the program to your answers after the program. Therefore, we will use your answers to the first set of questions (birthday, age, grade, etc.) to create a unique code for you.

Name of your school/program: _____					
First two letters of your first name: _____	First two letters of your last name: _____				
Birthday (month and day only; ex. 08/12): _____	Age: _____				
Grade: <input type="radio"/> 6 th <input type="radio"/> 7 th <input type="radio"/> 8 th <input type="radio"/> 9 th <input type="radio"/> 10 th <input type="radio"/> 11 th <input type="radio"/> 12 th	Gender: <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other				
Race/Ethnicity (mark all that apply):					
<input type="radio"/> Caucasian/White	<input type="radio"/> African American/Black	<input type="radio"/> Hispanic/Latino			
<input type="radio"/> Asian/Pacific Islander	<input type="radio"/> American Indian or Alaska Native	<input type="radio"/> Other			
Who do you live with currently? (mark all that apply)					
<input type="radio"/> Mother	<input type="radio"/> Father	<input type="radio"/> Stepparent	<input type="radio"/> Grandparent	<input type="radio"/> Aunt/Uncle	<input type="radio"/> Other family
<input type="radio"/> Friend	<input type="radio"/> Foster/Group Home	<input type="radio"/> Other: _____			

Besides participating in the Safe Dates program this year, have you ever participated in a dating violence educational or awareness program? No Yes

If "yes," please list the name of the program and the year you participated in the program:

Program: _____ Year: _____

S1. Are there any services in your community for helping teenagers who are victims in abusive and violent dating relationships? Yes No I don't know

S2. Are there any services in your community for helping teenagers who are abusive and violent toward the people that they date? Yes No I don't know

Q1. The next items ask about your knowledge and attitudes on healthy and unhealthy dating behaviors. For each statement, indicate if you know the statement is TRUE or FALSE. If you are not sure, mark "Not Sure."

	True	False	Not Sure
1. Emotional abuse can be just as serious as physical abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Any forced sexual activity is sexual assault, even kissing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Sometimes a person's response to anger is uncontrollable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Both females and males are victims of dating abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Constantly criticizing your partner's opinions and calling your partner names are examples of emotional abuse.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Both females and males can abuse the people they date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Abuse may be used to control the way a person thinks, acts, or feels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. One healthy way to deal with a partner's jealousy is to change your behavior so that you do not make your partner jealous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Abuse usually goes away over time if you just ignore it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Date and acquaintance rape victims are most often teenagers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. Indicate how strongly you **AGREE** or **DISAGREE** with each of the following statements:

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1. In a dating relationship, the boy should be smarter than the girl.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. In a dating relationship, the boy and girl should have about equal power.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Most boys want to go out with girls just for sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Girls get what they want by being emotional.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Boys have to act tough.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. When boys get angry, it is normal for them to get violent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. In a marriage, a husband should financially support his wife.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. In general, the father should have greater authority than the mother in making family decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. It is OK for a boy to hit his girlfriend if she did something to make him mad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. It is OK for a boy to hit a girl if she hit him first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Girls sometimes deserve to be hit by the boys they date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. It is OK for a girl to hit a boy if he hit her first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. A boy angry enough to hit his girlfriend must love her very much.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Hitting a dating partner is not that big of a deal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Violence between dating partners is a personal matter and people should not interfere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Hitting a dating partner is never okay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. It is OK for parents to hit their kids for misbehaving.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q3. Do you know anyone who has been in a physically violent relationship? No Yes
 If yes, indicate who (check all that apply) myself mother father sister brother
 grandmother grandfather aunt uncle cousin friend
 other: _____

Q4. If one of your friends was being abused by their dating partner, **HOW LIKELY** would you be to do the following?

	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
1. Listen and tell the victim that you believe him or her.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ask the victim what he/she did to make the abuser so mad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Tell the victim that he/she has to break up with the abuser.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Tell the victim that he/she does not deserve to be abused.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Encourage the victim to get help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5. These next questions are about things that you may or may not do when you have disagreements with people. During the last two months, when you were angry at someone, **HOW OFTEN** did you do the following things?

	Very Often	Sometimes	Not Very Often	Never
1. I posted mean comments about them on social media.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I threw something at the person I was mad at.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I asked someone for advice on how to handle it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I hit the person that I was mad at.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I yelled and screamed insults at the person I was mad at.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I made nasty comments about the person to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I told the person why I was angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I damaged something that belonged to the person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I tried to calm myself down before I talked to the person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I refused to speak to the person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I acted like nothing was wrong.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Indicate **HOW CONFIDENT** you are in **YOUR ABILITY** to do each of the following:

	Extremely confident	Very confident	Slightly confident	Not confident at all
1. Identify your own personal "hot buttons."	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Recognize when you are angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Control your anger when you get angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use calming strategies when you are angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Communicate well with others when you are angry.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7. Which strategies are you likely to use to deal with your anger? (Check all that apply).

- | | |
|---|---|
| <input type="radio"/> Run, walk, or exercise | <input type="radio"/> Use drugs or alcohol |
| <input type="radio"/> Play a sport | <input type="radio"/> Eat junk food |
| <input type="radio"/> Go dancing | <input type="radio"/> Listen to music |
| <input type="radio"/> Clean my room | <input type="radio"/> Watch a movie |
| <input type="radio"/> Ask someone for advice | <input type="radio"/> Take a nap |
| <input type="radio"/> Call a friend | <input type="radio"/> Read a book |
| <input type="radio"/> Engage in cutting/self-harm | <input type="radio"/> Play video games or cards |

These next questions are about things that may have happened with someone that you were in a dating, romantic, or sexual relationship with. This includes relationships with a person who you consider to be your “boyfriend or girlfriend,” a person who you went out on dates with, and/or a person who you were hooking up with on multiple occasions. These are relationships with a person who you consider to be “more than a friend.”

Q8. Have you ever been in a dating, romantic, or sexual relationship?

- No Yes (with a girl) Yes (with a guy)

If “no,” then please skip to page 8. If “yes,” then PLEASE CONTINUE to the next set of questions.

Q9. Are you currently in a dating, romantic, or sexual relationship with someone?

- No Yes (with a girl) Yes (with a guy)

Q10. In the section below, there is a list of ways dating, romantic, or sexual partners may treat each other. First, mark the box in the first column if you **want to be treated** that way by a partner. Next, mark the box in the second column if you **are usually treated** that way by your partner(s) (past and/or present).

	I want to be treated this way	I am usually treated this way
1. Respected	<input type="radio"/>	<input type="radio"/>
2. Trusted	<input type="radio"/>	<input type="radio"/>
3. Supported	<input type="radio"/>	<input type="radio"/>
4. Treated equally	<input type="radio"/>	<input type="radio"/>
5. Encouraged	<input type="radio"/>	<input type="radio"/>
6. Protected	<input type="radio"/>	<input type="radio"/>
7. Treated like a king or queen	<input type="radio"/>	<input type="radio"/>
8. Controlled	<input type="radio"/>	<input type="radio"/>
9. Romanced	<input type="radio"/>	<input type="radio"/>
10. Loved	<input type="radio"/>	<input type="radio"/>
11. Lied to	<input type="radio"/>	<input type="radio"/>
12. Cheated on	<input type="radio"/>	<input type="radio"/>

Q11. The next questions are about things that dating, romantic, or sexual partners may do to hurt each other. How many times has a dating, romantic, or sexual partner (past and/or present) done any of these things to you? Only include it if your partner did it to you first (don't count it if they did it to you in self-defense).

	3 or more times	1-2 times	Never
1. Scratched, bit, slapped, hit, kicked, pushed, shoved or grabbed me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Tried to choke me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Slammed or held me against a wall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Threw something at me that hit me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Forced me to engage in sexual activities that I did not want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Damaged something that belonged to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Said things to hurt my feelings on purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Insulted me in front of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Would not let me do things with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Told me I could not talk to someone of the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Did or said something just to make me jealous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you had a partner that did any of the above to you, then please answer the following questions about the partner who did this to you. If more than one partner did these things to you, then please answer the questions for the most recent partner.

What is the gender of this partner? <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other
How old is this partner currently? _____
What is the race/ethnicity of this partner? <input type="radio"/> White (non-Hispanic) <input type="radio"/> Black (non-Hispanic) <input type="radio"/> Hispanic (select all that apply) <input type="radio"/> Asian/Pacific Islander <input type="radio"/> American Indian/Alaska Native <input type="radio"/> Other
When did this occur? <input type="radio"/> 0-1 months ago <input type="radio"/> 2-3 months ago <input type="radio"/> 4-6 months ago <input type="radio"/> 7-12 months ago <input type="radio"/> Over a year ago
How long were you in a relationship with this person? _____
Did you tell anyone about this abuse? <input type="radio"/> Yes <input type="radio"/> No

Have you ever asked anyone what you should do about the violence in your dating relationship? Yes No

Q12. How many times have you done each of the following things to a dating, romantic, or sexual partner (past and/or present)? Only include when you did it to him/her first (don't count if you did it in self-defense).

	3 or more times	1-2 times	Never
1. Scratched, bit, slapped, hit, kicked, pushed, shoved or grabbed them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Tried to choke them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Slammed or held them against a wall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Threw something at them that hit them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Forced them to engage in sexual activities that they did not want to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Damaged something that belonged to them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Said things to hurt their feelings on purpose	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Insulted them in front of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Would not let them do things with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Told them they could not talk to someone of the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Did or said something just to make them jealous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you did any of the above to a partner, then please answer the following questions about the partner you did this to. If you engaged in these acts with more than one partner, then please answer the questions for the most recent partner.

What is the gender of this partner? <input type="radio"/> Male <input type="radio"/> Female <input type="radio"/> Other
How old is this partner? _____
What is the race/ethnicity of this partner? <input type="radio"/> White (non-Hispanic) <input type="radio"/> Black (non-Hispanic) <input type="radio"/> Hispanic (select all that apply) <input type="radio"/> Asian/Pacific Islander <input type="radio"/> American Indian/Alaska Native <input type="radio"/> Other
When did this occur? <input type="radio"/> 0-1 months ago <input type="radio"/> 2-3 months ago <input type="radio"/> 4-6 months ago <input type="radio"/> 7-12 months ago <input type="radio"/> Over a year ago
How long were you in a relationship with this person? <input type="radio"/> 0-1 months <input type="radio"/> 2-3 months <input type="radio"/> 4-6 months <input type="radio"/> 7-12 months <input type="radio"/> Over a year
Did you tell anyone about this abuse? <input type="radio"/> Yes <input type="radio"/> No

Have you ever asked anyone for help on how to stop using violence in your relationship(s)?
 Yes No

Only answer this set of questions AFTER completing most of the Safe Dates program.

Q13. Please indicate how strongly you **AGREE** or **DISAGREE** with each of the following statements:

	Strongly agree	Somewhat agree	Somewhat disagree	Strongly disagree
1. The topics covered were relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The information provided was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I learned a lot from participating in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I think that all teens should participate in this program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor did a good job of communicating with the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor was organized and prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for completing this questionnaire.

Please return your booklet to the program facilitator.

SAFE DATES: SESSION REPORTS

Safe Dates: Session 0

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 0 components.

Part I: Administering the Pre-test

Not at all Partially Completely

Were there any difficulties with administering, completing, or collecting the pre-tests? If so, please explain:

Number of disclosures: _____

Number and types of referrals made: _____

Safe Dates: Session 1

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 1 components.

Part 1: Introducing the Safe Dates Curriculum to Students

Not at all Partially Completely

Part 2: What is Dating?

Not at all Partially Completely

Part 3: Dating Bingo

Not at all Partially Completely

Part 4: Caring People and Caring Relationships

Not at all Partially Completely

Part 5: How I Want to be Treated

Not at all Partially Completely

Part 6: Homework Assignment

Not at all Partially Completely

Part 7: Conclusion, Summary of the Session

Not at all Partially Completely

If there were components of the session that were NOT addressed "completely" (you answered "not at all" or "partially" to any of the previous items), please provide a brief explanation to help us understand why.

Are there topics that you covered during this session that are not part of the Safe Dates curriculum? If yes, please briefly discuss the topics and how you covered them.

Is there anything else you would like to tell us about the challenges and successes you experienced while implementing this session?

Number of disclosures: _____

Number and types of referrals made: _____

Safe Dates: Session 2

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 2 components.

Part 1: Ground Rules and Homework

Not at all Partially Completely

Part 2: Identifying Harmful Behaviors

Not at all Partially Completely

Part 3: What is Abuse?

Not at all Partially Completely

Part 4: Defining Abusive Dating Relationships

Not at all Partially Completely

Part 5: Facts About Dating Abuse

Not at all Partially Completely

Part 6: Conclusion, Summary of the Session

Not at all Partially Completely

If there were components of the session that were NOT addressed "completely" (you answered "not at all" or "partially" to any of the previous items), please provide a brief explanation to help us understand why.

Are there topics that you covered during this session that are not part of the Safe Dates curriculum? If yes, please briefly discuss the topics and how you covered them.

Please describe any challenges and/or successes you experienced while implementing this session.

Number of disclosures: _____

Number and types of referrals made: _____

Safe Dates: Session 3

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 3 components.

Part 1: People Abuse to Control and Manipulate Someone

Not at all Partially Completely

Part 2: Other Reasons for Abuse

Not at all Partially Completely

Part 3: Consequences of Abuse

Not at all Partially Completely

Part 4: Warning Signs of Abuse

Not at all Partially Completely

Part 5: Conclusion, Summary of the Session

Not at all Partially Completely

If there were components of the session that were NOT addressed "completely" (you answered "not at all" or "partially" to any of the previous items), please provide a brief explanation to help us understand why.

Are there topics that you covered during this session that are not part of the Safe Dates curriculum? If yes, please briefly discuss the topics and how you covered them.

Please describe any challenges and/or successes you experienced while implementing this session.

Number of disclosures: _____

Number and types of referrals made: _____

Safe Dates: Session 4

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 4 components.

Part 1: Why Don't People Just Leave?

Not at all Partially Completely

Part 2: Why Is It Hard to Get Help?

Not at all Partially Completely

Part 3: How to Help a Friend?

Not at all Partially Completely

Part 4: Community Resources

Not at all Partially Completely

Part 5: Conclusion, Summary of the Session

Not at all Partially Completely

If there were components of the session that were NOT addressed "completely" (you answered "not at all" or "partially" to any of the previous items), please provide a brief explanation to help us understand why.

Are there topics that you covered during this session that are not part of the Safe Dates curriculum? If yes, please briefly discuss the topics and how you covered them.

Is there anything else you would like to tell us about the challenges and successes you experienced while implementing this session?

Number of disclosures: _____

Number and types of referrals made: _____

Safe Dates: Session 5

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 5 components.

Part 1: Elijah's Story

Not at all Partially Completely

Part 2: Zoey's Story

Not at all Partially Completely

Part 3: Being a Friend

Not at all Partially Completely

Part 4: Conclusion, Summary of the Session

Not at all Partially Completely

If there were components of the session that were NOT addressed "completely" (you answered "not at all" or "partially" to any of the previous items), please provide a brief explanation to help us understand why.

Are there topics that you covered during this session that are not part of the Safe Dates curriculum? If yes, please briefly discuss the topics and how you covered them.

Is there anything else you would like to tell us about the challenges and successes you experienced while implementing this session?

Number of disclosures: _____

Number and types of referrals made: _____

Safe Dates: Session 6

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 6 components.

Part 1: Introduction

Not at all Partially Completely

Part 2: Unfair Expectations

Not at all Partially Completely

Part 3: Images and Where They Come From

Not at all Partially Completely

Part 4: Associations

Not at all Partially Completely

Part 5: Gender Stereotypes

Not at all Partially Completely

Part 6: Stereotyping Leads to Abuse

Not at all Partially Completely

Part 7: Conclusion

Not at all Partially Completely

If there were components of the session that were NOT addressed "completely" (you answered "not at all" or "partially" to any of the previous items), please provide a brief explanation to help us understand why.

Are there topics that you covered during this session that are not part of the Safe Dates curriculum? If yes, please briefly discuss the topics and how you covered them.

Is there anything else you would like to tell us about the challenges and successes you experienced while implementing this session?

Number of disclosures: _____

Number and types of referrals made: _____

Safe Dates: Session 7

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 7 components.

Part 1: Extending Your Feeling Vocabulary

Not at all Partially Completely

Part 2: Hot Buttons

Not at all Partially Completely

Part 3: Knowing When You're Angry

Not at all Partially Completely

Part 4: Calming Strategies

Not at all Partially Completely

Part 5: Dealing With Your Anger

Not at all Partially Completely

Part 6: Conclusion

Not at all Partially Completely

If there were components of the session that were NOT addressed "completely" (you answered "not at all" or "partially" to any of the previous items), please provide a brief explanation to help us understand why.

Are there topics that you covered during this session that are not part of the Safe Dates curriculum? If yes, please briefly discuss the topics and how you covered them.

Is there anything else you would like to tell us about the challenges and successes you experienced while implementing this session?

Number of disclosures: _____

Number and types of referrals made: _____

Safe Dates: Session 8

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 8 components.

Part 1: The Four SAFE Skills for Effective Communication

Not at all Partially Completely

Part 2: Identifying Communication Skills

Not at all Partially Completely

Part 3: Role-Playing Communication Skills

Not at all Partially Completely

Part 4: What if it Doesn't Work?

Not at all Partially Completely

Part 5: Conclusion

Not at all Partially Completely

If there were components of the session that were NOT addressed "completely" (you answered "not at all" or "partially" to any of the previous items), please provide a brief explanation to help us understand why.

Are there topics that you covered during this session that are not part of the Safe Dates curriculum? If yes, please briefly discuss the topics and how you covered them.

Is there anything else you would like to tell us about the challenges and successes you experienced while implementing this session?

Number of disclosures: _____

Number and types of referrals made: _____

Safe Dates: Session 9

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 9 components.

Part 1: Sexual Assault Facts

Not at all Partially Completely

Part 2: Paying Attention to the Signs

Not at all Partially Completely

Part 3: Interpreting Signs

Not at all Partially Completely

Part 4: Precautions

Not at all Partially Completely

Part 5: Conclusion

Not at all Partially Completely

If there were components of the session that were NOT addressed "completely" (you answered "not at all" or "partially" to any of the previous items), please provide a brief explanation to help us understand why.

Are there topics that you covered during this session that are not part of the Safe Dates curriculum? If yes, please briefly discuss the topics and how you covered them.

Is there anything else you would like to tell us about the challenges and successes you experienced while implementing this session?

Number of disclosures: _____

Number and types of referrals made: _____

Safe Dates: Session 10

School/Program Name: _____

Instructor's Initials: _____

Session Date: _____

Session Start Time: _____

Number of Participants: _____

How long did the session last? _____

Was this session delivered individually or in combined fashion? _____

If combined, indicate what other session it was combined with: _____

Please indicate to what extent you addressed each of the following Session 9 components.

Part 1: Administering the Posttest

Not at all Partially Completely

Part 2: Reviewing the Safe Dates Program

Not at all Partially Completely

Part 3: Describing the Safe Dates Poster Contest

Not at all Partially Completely

Part 4: Conclusion

Not at all Partially Completely

If there were components of the session that were NOT addressed "completely" (you answered "not at all" or "partially" to any of the previous items), please provide a brief explanation to help us understand why.

Are there topics that you covered during this session that are not part of the Safe Dates curriculum? If yes, please briefly discuss the topics and how you covered them.

Is there anything else you would like to tell us about the challenges and successes you experienced while implementing this session?

Number of disclosures: _____

Number and types of referrals made: _____

STEP UP. STEP IN.: STUDENT PRETEST AND POSTTEST

Before your school starts the Step Up. Step In. (SUSI) program, we would like to assess your current knowledge and attitudes about sexual bullying. Then, after completing the program, we would like to assess your knowledge and attitudes about sexual bullying again to see if the SUSI program was helpful. It should take you about 15 minutes to answer these questions. It is okay if you do not know the answers to the questions about bullying, please just answer them to the best of your ability. Your answers to these questions will remain anonymous (we will not ask for your name), but we will need a way to compare your answers before the program to your answers after the program. Therefore, we will use your answers to the first set of questions to create a unique code for you.

Name of your school/program: _____

Date (MM/DD/YY): _____

First two letters of your first name: _____ **First two letters of your last name:** _____

Birthdate (month and day only; ex. 08/12): _____ **Age:** _____

Grade: 6th 7th 8th 9th 10th 11th 12th **Gender:** Male Female Other

Race/Ethnicity (mark all that apply):

Caucasian/White African American/Black Hispanic/Latino
 Asian/Pacific Islander American Indian or Alaska Native Other

Who do you live with currently? (mark all that apply) Mother Father Stepparent Grandparent

Aunt/Uncle Other family Friend Foster/Group Home Other: _____

Q1. Besides your school's participation in the Step Up. Step In. program this year, have you ever participated in a sexual bullying educational or awareness program before? No Yes

If "yes," please list the name of the program and the year you participated in the program:

Program: _____ Year: _____

Q2. Using your own words, explain what "sexual bullying" is: _____

Q3. How familiar are you with the sexual bullying awareness campaign at your school?

Very familiar Somewhat familiar Somewhat unfamiliar Very unfamiliar

Q4. The following is a list of activities that may be included in a school sexual bullying awareness campaign. Please identify if you have experienced or participated in any of the following activities.

Mark all that apply.

- Observed posters about sexual bullying in classrooms or hallways
- Heard teachers talk about sexual bullying in class
- Participated in a sexual bullying essay contest
- Attended a school assembly/rally about sexual bullying
- Viewed, posted, liked, or retweeted social media messages on the school's Facebook/Twitter about sexual bullying.

Q5. Sexual bullying can happen to anyone and it is not always so simple to recognize. First, read each of the following statements below and check whether you would define that behavior as sexual bullying. Second, indicate if you think it is WRONG or OK for students to engage in each behavior. Mark whether you think the actions are really wrong, sort of wrong, sort of OK, or perfectly OK.

	Is this Sexual Bullying?		Is this Wrong or OK?			
	Yes	No	Really Wrong	Sort of Wrong	Sort of OK	Perfectly OK
1. Asking someone out on a date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Spreading sexual rumors about someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Excluding someone from a social activity or group of friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Shaming someone based on rumors, perceived sexuality, or for any other reason.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Making sexually suggestive comments to another person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Having a disagreement with a girlfriend or boyfriend.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Flirting with someone in a way that is forceful or makes them uncomfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Using social media or mobile apps to write sexual, derogatory, nasty, mean, untrue, or any type of negative message about another person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Pushing, shoving, or hitting another person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Turning someone down for a date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Touching, grabbing, groping, or kissing another person without their permission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Sharing private or embarrassing pictures or videos of another person without their permission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Pressuring or trying to convince someone to engage in sexual activity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Threatening to physically hurt someone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Making comments in public about how sexually attractive or unattractive a person is.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Cancelling plans with another person at the last minute.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. How many students in your grade, do you think, have been the target of sexual bullying?
 A great deal A lot A moderate amount A little None at all

Q7. In the past three months, have you been the target of sexual bullying? Yes No

Q8. In the past three months, have you engaged in any acts of sexual bullying against someone else? Yes No

Q9. Please rate your level of agreement with the following statements regarding sexual bullying.	Strongly disagree	Somewhat disagree	Somewhat Agree	Strongly Agree
1. I am very knowledgeable about sexual bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I have received a lot of education or information about sexual bullying at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am worried about being sexually bullied at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Sexual bullying is a big problem at my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I can be sexually bullied in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Many of my friends believe they can be sexually bullied in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Sexual bullying is a big problem for teenagers overall.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I feel very comfortable talking to a trusted adult at school about a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I feel very comfortable talking to a trusted adult outside of school about a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I feel very comfortable talking to a trusted adult at school about sexual bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I feel very comfortable talking to a trusted adult outside of school about sexual bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. I often talk to teachers about my problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. I often talk to teachers about sexual bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I feel very comfortable talking to my friends at school about sexual bullying.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. The Step Up. Step In program will help to reduce sexual bullying in my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I will talk about the sexual bullying awareness campaign with my friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions are about scenarios that may happen to teens your age. Read each scenario and identify how you would respond to each instance. Mark all responses that apply.

<p>Q10. Imagine that you are sitting in class and you see Lisa steal \$20 out of Tom's bag. What would you do? <input type="radio"/> Nothing <input type="radio"/> Tell Lisa to put it back <input type="radio"/> Tell Tom what Lisa did <input type="radio"/> Get help from others <input type="radio"/> Tell a trusted adult</p>
<p>Q11. Imagine that you are in the school hallway and you see Steve get in Bill's face and call him "gay." Other students nearby join in and laugh at Bill. What would you do? <input type="radio"/> Nothing <input type="radio"/> Walk away <input type="radio"/> Join in <input type="radio"/> Tell Steve and the other students to stop <input type="radio"/> Get help from others <input type="radio"/> Tell a trusted adult</p>
<p>Q12. Imagine that you see Avery and Chris, who are girlfriend and boyfriend, arguing at a football game. A crowd forms around them as they start to yell at each other. What would you do? <input type="radio"/> Nothing <input type="radio"/> Walk away <input type="radio"/> Ask them if everything is okay <input type="radio"/> Get help from others <input type="radio"/> Tell a trusted adult</p>
<p>Q13. Imagine that you are on Facebook and you see that Kara has posted a mean comment on one of Emma's posts calling her a "slut" and "easy." What would you do? <input type="radio"/> Nothing <input type="radio"/> Join in <input type="radio"/> Tell Kara to stop <input type="radio"/> Get help from others <input type="radio"/> Tell a trusted adult</p>
<p>Q14. Imagine that you hear John in the cafeteria joking with his friends about Sarah's body and then he snaps her bra strap as she walks by the group. Sarah gets upset and leaves the cafeteria. What would you do? <input type="radio"/> Nothing <input type="radio"/> Walk away <input type="radio"/> Join in <input type="radio"/> Tell John to stop <input type="radio"/> Go talk to Sarah to see if she needs help <input type="radio"/> Get help from others <input type="radio"/> Tell a trusted adult</p>

Q15. Imagine that a friend sends you a list of names with instructions that tell you to rank the attractiveness of each person on the list and then to pass the list on to another friend. What do you think you would do?

- Nothing
- Rank each person and pass it on
- Throw it away
- Tell John to stop
- Get help from others
- Tell a trusted adult

Q16. The following questions include different situations that teens your age may experience. Read each scenario below and then answer 1) how confident you are that you <u>COULD</u> do something to stop it and 2) how confident you are that you <u>WOULD</u> do something to stop it.	Really not confident	Not confident	Confident	Really confident
1. You see a person cheating on a test.				
1a. How confident are you that you <u>could</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
1b. How confident are you that you <u>would</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. You see a person teasing someone by calling them a name such as "slut, ho, homo, fag, dyke."				
2a. How confident are you that you <u>could</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2b. How confident are you that you <u>would</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. You see a person showing other people sexual messages or pictures of someone on a cell phone or the internet.				
3a. How confident are you that you <u>could</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3b. How confident are you that you <u>would</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. You see a person cheating on their boyfriend or girlfriend.				
4a. How confident are you that you <u>could</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4b. How confident are you that you <u>would</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. You see a person touching or grabbing someone's intimate parts without that person's consent.				
5a. How confident are you that you <u>could</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5b. How confident are you that you <u>would</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. You see a person breaking up with their boyfriend or girlfriend.				
6a. How confident are you that you <u>could</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6b. How confident are you that you <u>would</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. You see a person spreading sexual rumors about someone else.				
7a. How confident are you that you <u>could</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7b. How confident are you that you <u>would</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. You see a person making sexual comments, jokes, or gestures toward another person when it clearly makes the other person uncomfortable.				
8a. How confident are you that you <u>could</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8b. How confident are you that you <u>would</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. You see a person forcing someone to engage in sexual activity.				
9a. How confident are you that you <u>could</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9b. How confident are you that you <u>would</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. You see a person making fun of someone with a physical disability.				
10a. How confident are you that you <u>could</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10b. How confident are you that you <u>would</u> do something to stop it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE

STEP UP. STEP IN.: TEACHER PRETEST AND POSTTEST

Type your answers to the next three questions in the textbox provided below. Your answers will not be used to find out who you are and will only be used to match your answers to another survey at the end of the year.

What are the first two letters of your first name? (For example, if your first name is Alex the first two letters of your first name are “AL”)

What is your birthday? (Day and month only – for example if your birthday is December 31, type “12/31”.)

What is the first letter of your last name? (For example, if your last name is Jones, the first letter of your last name is “J”.)

Q1. What is your gender?

- Male
- Female
- Other, please specify: _____

Q2. How do you describe your ethnicity?

- Hispanic or Latino
- Non-Hispanic

Q3. What is your race? Please select all that apply.

- American Indian/Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White or Caucasian
- Multiracial
- Other, please specify: _____

Q4. What grade levels do you primarily teach? Please select all that apply.

- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

Q5. How many years have you been teaching at your current school?

- 0-4 years
- 5-9 years
- 10 or more years

Q6. When acts of sexual bullying happen at your school, how do students generally respond? Please select all that apply.

- Nothing
- Walk away
- Try to stop what is happening
- Inform a trusted adult
- Get help from others
- I don't know

How often has a student informed you that he/she was the victim or witness to the following student behaviors at your school?

Q7. Spreading sexual rumors about someone.

- Never
- Almost Never
- Occasionally
- Often
- Very Often

Q8. Shaming someone based on rumors, perceived sexuality, or for any other reason.

- Never
- Almost Never
- Occasionally
- Often
- Very Often

Q9. Making sexually suggestive comments to another person.

- Never
- Almost Never
- Occasionally
- Often
- Very Often

Q10. Flirting with someone in a way that is forceful or makes them uncomfortable.

- Never
- Almost Never
- Occasionally
- Often
- Very Often

Q11. Using social media or mobile apps to write sexual, derogatory, nasty, mean, untrue, or any type of negative message about another person.

- Never
- Almost Never
- Occasionally
- Often
- Very Often

Q12. Touching, grabbing, groping, or kissing another person without their permission.

- Never
- Almost Never
- Occasionally
- Often
- Very Often

Q13. Sharing private or embarrassing pictures or videos of another person without their permission.

- Never
- Almost Never
- Occasionally
- Often
- Very Often

Q14. Pressuring or trying to convince someone to engage in sexual activity.

- Never
- Almost Never
- Occasionally
- Often
- Very Often

Please indicate how strongly you agree or disagree with the following statements.

Q15. Sexual bullying is a problem at my school.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q16. I feel confident intervening to stop sexual bullying.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q17. Students feel comfortable telling adults at my school about experiencing or witnessing sexual bullying.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q18. The sexual bullying awareness campaign will help in reducing the rate of sexual bullying at my school.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q19. I will talk about the message discussed in the sexual bullying awareness campaign with my students.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q20. Sexual bullying is a problem for teenagers overall.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q21. I feel knowledgeable about sexual bullying.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q22. I feel comfortable talking to students about their problems.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q23. I feel comfortable talking to students about sexual bullying.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q24. Students talk to me often about their problems.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q25. Students talk to me often about sexual bullying.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

Q26. There are good teacher/student relationships at my school.

- Strongly Agree
- Agree
- Neither Agree Nor Disagree
- Disagree
- Strongly Disagree

POST-TEST ONLY:

Q27. Which of the following activities did you participate in for the sexual bullying awareness campaign?

Please select all that apply.

Hung posters about sexual bullying in my classroom

The school assembly/rally about sexual bullying

The sexual bullying essay contest

Posted, liked, or retweeted social media messages on the school's facebook/twitter about sexual bullying

Other (please specify) _____



Step Up. Step In.
First Quarterly Progress Report Template

Instructions: The grantees are required to submit quarterly reports to Georgia Rape Prevention and Education Program (RPE). The First Quarterly Progress Report addresses your efforts to form partnerships and implement SUSI at the participating schools/SUSI sites. Please complete the form below. Once completed, please submit the report via email to Mosi Bayo (Mosi.Bayo@dph.ga.gov) by August 15 with the subject line: *<insert your organization name>* Step Up. Step In. First Quarterly Progress Report.

Step Up. Step In. Contractor Information:

Name:	
Contact Information:	
Health District:	

Current Reporting Period:

Begin Date (MM/DD/YY):	End Date (MM/DD/YY):
------------------------	----------------------

Summary of Activities:

Number of schools targeted:	
Number of MOUs signed:	
Number of advisory teams established:	
Number of awareness campaigns initiated:	
Describe any incentives provided to schools for participation:	

Training Received and Assistance Needed:

Describe any training received:	
Describe any technical assistance needed:	
Describe any unexpected outcomes (positive or negative) that resulted during this time period:	



Step Up. Step In.
First Quarterly Progress Report: School Data

For each school that you formed a SUSI partnership with for this year, please complete this form. Submit a separate form for each school. For student, staff, and school demographic information, please use the most recent data from The Governor’s Office of Student Achievement (<https://gosa.georgia.gov/student-and-school-demographics>). Go to the site, click on “view the current K12 Report Card,” select the County and School, click on “Indicators & Demographics,” and use the Attendance and Student and School Demographics tabs. **NOTE:** You will need to disable your pop-up blocker on this site to view the K12 Report Card).

Step Up. Step In. Contractor Information:

Name:	
Contact Information:	

Current Reporting Period:

Begin Date (MM/DD/YY):	End Date (MM/DD/YY):
------------------------	----------------------

1. Name of School: _____
2. County: _____
3. Describe the reason(s) for choosing this school: _____
4. Has this school implemented SUSI during a previous year? Yes No
5. Which of the following grades are offered in this school? Please check all that apply.
 6th 7th 8th 9th 10th 11th 12th Other: _____
6. Which of the following best describes the school?
 Regular public school Charter school Alternative school
 Exclusively a magnet school Has a magnet program for a part of the school
 Other; please specify: _____
7. Number of students enrolled: _____
8. Percent of students who have 5 or fewer days absent: _____ %
9. Race/ethnicity of students: ____% Asian ____% Black ____% Hispanic
____% Native American/Alaskan Native ____% White ____% Multiracial
10. Gender of students: _____% Male _____% Female
11. Graduation rate (high school only): _____%
12. What percentage of the current students fit the following criteria?
Eligible for free or reduced-price meals: ____% Limited English Proficient (LEP) : ____%
Special Education: ____% Gifted: ____%
13. Race/ethnicity of teachers: ____% Asian ____% Black ____% Hispanic
____% Native American/Alaskan Native ____% White ____% Multiracial
14. Gender of teachers: _____% Male _____% Female

15. Based on your knowledge of the area surrounding the school, which of the following best describes the estimated crime level where the school is located?

- High level of crime Moderate level of crime Low level of crime

SCHOOL PARTNERSHIPS	
Please list the factors that facilitated your success establishing the partnership with this school:	
Did you experience any internal and/or external challenges/barriers to establishing this partnership? If so, please describe:	
Describe any actions taken or plans for addressing these challenges/barriers:	

STUDENT AMBASSADOR/ADVISORY BOARD PARTNERSHIPS	
Please discuss how you established partnerships with student ambassadors at this school:	
Please list the factors that facilitated your success establishing student partnerships with this school:	
Did you experience any internal and/or external challenges/barriers to establishing the student partnerships? If so, please describe:	
Describe any actions taken or plans for addressing these challenges/barriers:	

CURRENT SCHOOL POLICIES	
Describe the formal policies (if any) on bullying (any type), sexual bullying, sexual harassment, and/or discrimination?	
Outside of SUSI, does the school employ any other anti-violence or bullying prevention programs? If so, please describe:	
Which of the following disciplinary actions are used at the school for incidents of sexual bullying? Check all that apply:	<input type="checkbox"/> Referral to a school counselor <input type="checkbox"/> Loss of student privileges <input type="checkbox"/> In-school suspension <input type="checkbox"/> Out-of-School suspension <input type="checkbox"/> Detention and/or Saturday school <input type="checkbox"/> Requirement of participation in community service <input type="checkbox"/> Assignment to a program during school hours to reduce disciplinary problems <input type="checkbox"/> Other; please specify: _____



Step Up. Step In.

Second Quarterly Progress Report Template

Instructions: The grantees are required to submit quarterly reports to Georgia Rape Prevention and Education Program (RPE). The Second Quarterly Progress Report addresses your efforts to implement SUSI in each of your participating schools. Please complete the form below for each of your participating schools. Once completed, please submit the report via email to Mosi Bayo (Mosi.Bayo@dph.ga.gov) by December 15 with the subject line :< insert your organization>Step Up. Step In. Second Quarterly Progress Report.

Name of the School: _____

School Partners:

1. Who was the adult leader in charge of the SUSI program at the school (list their position/title):

2. In addition to the adult leader in charge of the SUSI program, indicate how many of each of the following groups helped to implement SUSI at the school:

Administrators: ___ Teachers: ___ Counselors: ___ Other School Staff: ___ Parents: ___

Briefly explain how these other adults helped with the SUSI program:

3. How many student ambassadors helped with the SUSI program? _____

4. How were student ambassadors selected to help with the program?

5. Which of the following best describes the gender composition of the student ambassador group?

All girls Mostly girls Similar number of girls & boys Mostly boys All boys

6. Which grades were these student ambassadors in? (Check all that apply)

6th 7th 8th 9th 10th 11th 12th

Briefly describe what these student ambassadors did to help with the SUSI program.

Sexual Bullying Awareness Activities:

1. Which of the following activities were used to announce the school’s participation in SUSI?

Check all that apply and provide the information needed for each.

The principal or other school administrator sent a letter/email to teachers/staff announcing the school’s participation in the SUSI program. (Date: _____)

The school’s participation in SUSI was announced during a teacher/staff meeting. (Date: _____)

A FAQ sheet was sent out to answer preliminary questions about the SUSI program. (Date: _____)

A single point of contact was identified so that teachers/staff knew who to contact if they

- had questions. (Date: _____)
- The principal or other school administrator sent a letter/email to parents announcing the school's participation in the SUSI program. (Date: _____)
- A press release was sent out to local newspapers/media about the school's participation in SUSI. (Name of media outlets contacted: _____; Date: _____)
- Social media announcements were sent out to announce the school's participation in SUSI and its activities. (Date: _____; Type of social media used (ex. Facebook): _____)

2. Which of the following sexual bullying awareness activities did the school implement? Check all that apply and provide the additional information for the activities completed.

- Put up SUSI flyers/posters around the school. (Approximate number of flyers: _____)
 - Check which flyers/posters were used:
 - Do not make sexually suggestive comments to anyone.
 - Do not flirt with anyone forcefully or in a way that....
 - Do not touch or grope anyone.
 - Keep your hands to yourself.
 - Do not call people names or derogatory terms. Do not try to shame...
 - Do not spread sexual rumors about anyone.
 - Do not use social media or mobile apps to write sexual, derogatory....
 - Other
- A SUSI school assembly/rally was held. (Date: _____)
 - Who led the assembly/rally? _____ (position/title of the person)
 - Who was the main speaker at the rally? _____
 - If the assembly/rally included a pledge signing, indicate how many pledges were signed: _____
- A SUSI student essay contest was held.
 - How was the contest announced? _____
 - Number of essays submitted: _____
- Sexual bullying training provided to teachers and staff. Check what was included:
 - a. How to recognize signs or incidents of sexual bullying: Yes No
 - b. Bullying prevention and intervention: Yes No
 - c. Classroom management: Yes No
- Sexual bullying training provided to parents or guardians. Check what was included:
 - a. How to recognize signs or incidents of sexual bullying: Yes No
 - b. Bullying prevention and intervention: Yes No
- Other SUSI awareness materials and/or activities used.
 - Briefly describe these materials/activities:

Communicating the SUSI Message:

1. Were students taught about sexual bullying? Yes No

If yes, indicate how the definition of sexual bullying was communicated to students.

--

2. Were students taught specific information about sexual bullying in Georgia? Yes No

If yes, indicate how information about sexual bullying in Georgia was communicated.

--

3. Were students taught about how a bystander can intervene in sexual bullying? Yes No

If yes, indicate how information about bystander intervention was communicated.

--

Student Evaluations:

Describe the classrooms that were selected to complete the pre- and post-test assessments (e.g., class subject) and briefly discuss the rationale for selecting these classrooms:	
PRE-TEST EVALUATIONS	
Indicate the number of pre-tests administered per grade:	Middle Schools: ___ 6 th ___ 7 th ___ 8 th High Schools: ___ 9 th ___ 10 th ___ 11 th ___ 12 th
Indicate the date that the pre-test assessments were administered (MM/DD/YY):	
Were there any difficulties with administering, completing, or collecting the pre-test assessments? If so, please explain:	
POST-TEST EVALUATIONS	
Indicate the number of post-tests administered per grade:	Middle Schools: ___ 6 th ___ 7 th ___ 8 th High Schools: ___ 9 th ___ 10 th ___ 11 th ___ 12 th
Indicate the date that the post-test assessments were administered (MM/DD/YY):	
Were there any difficulties with administering, completing, or collecting the post-test assessments? If so, please explain:	

Teachers Evaluations:

Please describe how the survey links for the teachers evaluation assessments were distributed to teachers for completion:	
PRE-TEST EVALUATIONS	
Indicate the date that the link to the pre-test assessments were provided to the teachers (MM/DD/YY):	
Were there any difficulties with administering the pre-test assessment link? If so, please explain:	
POST-TEST EVALUATIONS	
Indicate the date that the link to the post-test assessments were provided to the teachers (MM/DD/YY):	



Step Up. Step In.
Final Progress Report Template

Instructions: The grantees are required to submit a final report to Georgia Rape Prevention and Education Program (RPE). The Final Progress Report addresses the impacts of the SUSI program at each school. Please complete the form below for each of your participating schools. Once completed, please submit the report via email to Mosi Bayo (Mosi.Bayo@dph.ga.gov) by January 15 with the subject line: <insert your organization>Step Up. Step In. Final Progress Report.

Name of the School: _____

SUSI Start Date: _____ **SUSI End Date:** _____

1. For the completed SUSI activities reported in the Activities Tracking Sheet and the Second Quarterly Progress Report, please discuss the overall effectiveness of these activities.

2. Which activities were perceived to be the most effective and had the greatest impact?

3. Which activities were perceived to be the least effective and had the smallest impact?

4. What were the overall benefits of SUSI at the school?

5. Were there any internal or external challenges or barriers that were encountered during the implementation of the program? Yes No

If “Yes”, please provide a brief description of the internal or external challenges:

6. Does the school plan to continue SUSI next year? Yes No Not sure
If “No”, please provide an explanation for why not?

7. Were any new anti-bullying policies created or recommended as a result of participation in the SUSI program? Yes No
If “Yes”, please provide a brief description of the new policies:

8. Are there any recommendations for changes or improvement to the SUSI program that you believe would increase the effectiveness or success of the program? Yes No
If “Yes”, please provide a brief description of recommendations:

9. Would the school recommend that other schools in Georgia participate in SUSI?
 Yes No Not sure

If “No” or “Not Sure”, please provide an explanation:

10. Please provide any additional information or feedback that you would like to share with DPH regarding the SUSI program below:

STEP UP.STEP IN.: ACTIVITIES TRACKING SHEET

This form is designed to help you monitor and record information on the implementation and completion of SUSI program activities. First, review this sheet to re-familiarize yourself with some of the suggested activities included in the SUSI toolkit. Second, over the course of the program, use this sheet to record and track information about the activities completed at each school/site. Please use this sheet to facilitate the completion of the Second Quarterly Progress Report due December 15.

Name of School: _____

SUSI Program Timeframe and Evaluation Dates (MM/DD/YY):

1. SUSI program dates:	Started:	Ended:
2. Administration of student evaluations:	Pre-test:	Post-test:
3. Administration of teacher evaluations:	Pre-test:	Post-test:

SUSI Program Activities:

4. Did the principal or other school administrator send a **letter or email to teachers/staff** announcing the school's participation in the SUSI program?
 - a. Yes. Date: _____
 - b. No

5. Was the school's participation in SUSI **announced during a teacher/staff meeting**?
 - a. Yes. Date: _____
 - b. No

6. Was a **FAQ sheet** sent out to answer preliminary questions about the SUSI program?
 - a. Yes. Date: _____
 - i. To whom was it sent out? _____
 - b. No

7. Was a **single point of contact** for SUSI identified so that teachers/staff knew who to contact if they had questions?
 - a. Yes.
 - i. Who is this single point of contact (position or title)? _____
 - b. No

8. Did the principal or other school administrator send a **letter/email to parents** announcing the schools participation in SUSI?
 - a. Yes. Date: _____
 - b. No

9. Was a **press release** sent out to **local newspapers/media** about the school's participation in SUSI?
 - a. Yes. Date: _____
 - i. Name of media outlet(s)? _____
 - b. No

10. Were **social media announcements** sent out to announce the school's participation in SUSI
- Yes. Date(s): _____
 - Type(s) of social media (i.e., Facebook)? _____
 - No
11. Were **SUSI flyers/posters** put up around school?
- Yes. Approximate numbers: Flyers: _____ Posters: _____
 - No
12. Check **which flyers/posters** were used:
- Do not make sexually suggestive comments to anyone.
 - Do not flirt with anyone forcefully or in a way that....
 - Do not touch or grope anyone.
 - Keep your hands to yourself.
 - Do not call people names or derogatory terms. Do not try to shame...
 - Do not spread sexual rumors about anyone.
 - Do not use social media or mobile apps to write sexual, derogatory....
 - Other: _____
 - None
13. Where in the school were flyers/posters put up?
14. Did you hold a SUSI **school assembly/rally**?
- Yes. Date: _____
 - Who led the assembly/rally (position/title of this person)? _____
 - Who attended the assembly/rally? _____
 - Who was the main speaker at the assembly/rally? _____
 - No
15. Did the SUSI assembly include a **pledge signing**?
- Yes
 - How many pledges were signed? _____
 - No
 - Not applicable (no assembly/rally was held)
16. Was a SUSI **student essay contest** held?
- Yes. Date: _____
 - How was the student essay contest announced? _____
 - Number of essays submitted: _____
 - Title of winning essay: _____
17. Was a **sexual bullying training provided to teachers and staff**?
- Yes Date(s): _____
 - Were the following included in this training:
 - How to recognize signs or incidents of sexual bullying: Yes No
 - Bullying prevention and intervention: Yes No
 - Classroom management: Yes No
 - No

18. Was a **sexual bullying training provided to parents and guardians?**

- a. Yes Date(s): _____
 - i. Were the following included in this training:
 - a. How to recognize signs or incidents of sexual bullying: Yes No
 - b. Bullying prevention and intervention: Yes No
- b. No

19. What **other SUSI awareness materials and/or activities** were used? Please describe.

20. What **other NON-SUSI materials and/or activities** were used to raise awareness about bullying, sexual bullying or other related topics. Please describe.

21. What **challenges** were experienced during SUSI and how were these challenges overcome?

22. What **successes** were experienced during SUSI?

ONE IN FOUR AND BEYOND: PRETEST AND POSTTEST

Thank you very much for participating in the One in Four & Beyond program! To determine if the program is useful, you are being asked to complete both a pre-test assessment before the program as well as a post-test assessment at the end of the program. Most of the questions are designed to assess your knowledge, attitudes, and behaviors regarding sexual violence. Your responses will help determine if the program is helpful. Participation in this survey is completely voluntary, and you are free to stop at any time that you may want to do so, without any penalty. We ask you to please provide your answers as honestly as you possibly can since no one will be able to identify you. Your answers to these questions will remain anonymous (we will not ask for your name), but we will need a way to compare your answers before the program to your answers after the program. Therefore, we will use your answers to the first set of questions to create a unique code for you.

Demographic Information

Name of your school/program:

Date (MM/DD/YY):

First two letters of your first name: _____ First two letters of your last name: _____

Birthday (month and day only; ex. 08/12):

What is your age?

How do you identify your race?

- American Indian/Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White or Caucasian
- Multi-racial
- Other (please specify) _____

Are you of Hispanic, Latino, or Spanish origin?

- Yes
- No

How do you describe your gender?

- Male
- Female
- Transgender
- Other _____

Where are you in your college career?

- Freshman
- Sophomore
- Junior
- Senior

What is your major? _____

Previous Sexual Assault Prevention/Intervention

Have you had any education (ex. class, workshop, program) on sexual assault prevention/intervention, other than One in Four and Beyond?

- Yes
- No

Display This Question:

If Have you had any education (ex. class, workshop, program) on sexual assault prevention/intervention, other than One in Four and Beyond? Yes Is Selected

List the name of the program:

Display This Question:

If Have you had any education (ex. class, workshop, program) on sexual assault prevention/intervention, other than One in Four and Beyond? Yes Is Selected

List the date you completed the program:

One in Four and Beyond Program Evaluation Questions

Please indicate how strongly you agree or disagree with each of the following statements:

Q2.1 If a person is raped while drunk, they are at least somewhat responsible for letting things get out of hand.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.2 If a person goes to a room alone with someone at a party, it is their own fault if they are raped.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.3 If a person goes home with someone else, it means they want to have sex.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.4 When people get raped, it's often because the way they said "no" was unclear.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.5 If a person initiates kissing or hooking up, they should not be surprised if the other person assumes they want to have sex.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.6 Even if a person has their clothes off, they still have the right to say no to sex.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.7 When people rape, it is usually because of their strong desire for sex.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.8 People don't usually intend to force sex on others, but sometimes they get sexually carried away.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.9 Rape happens when someone's sex drive gets out of control.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.10 Even if a person is dressed seductively, they do not deserve to be raped.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.11 If a person is drunk, they might rape someone unintentionally.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.12 If both people are drunk, it can't be rape.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.13 If a victim doesn't physically fight back, you can't really say it was rape.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.14 If a victim doesn't say "no" they can't claim rape.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.15 Being drunk is no excuse for forcing someone to have sex.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.16 A lot of times, people who say they were raped agreed to have sex and then regret it.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.17 Rape accusations are often used as a way of getting back at the perpetrator.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.18 People who are caught cheating on their partners sometimes claim it was rape.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.19 A person who is drunk can still give legal consent to sexual activity.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.20 If someone engages in sexual activity with an intoxicated person who passes out, it is still okay to have sex with them because they already consented.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q2.21 Consensual drunk sex is a normal and harmless part of college life.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q3.1 Under certain circumstances, I can understand why a person would use force to engage in sex with another person.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q3.2 In general, I feel that rape is an act that is provoked by the rape victim.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q3.3 I can really empathize with the helplessness a victim might feel during a rape if all of their attempts to resist the rape have failed.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q3.4 I would find it easier to imagine how a rape victim might feel during an actual rape than how a rapist might feel.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q3.5 After a rape has occurred, I think the offender would suffer more emotional torment in dealing with the police than the victim would.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

Q3.6 Sometimes compelling another person to submit to sexual intercourse against their will is justified.

- Strongly agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Strongly disagree

The following are statements about your sexual experience. Please indicate how many times in the past 2 months you have engaged in the following behaviors.

Q4.1 I have engaged in sexual touching (fondling, kissing, or petting, but not actual sex act) with someone when they didn't want to by:

	No	Yes
1. overwhelming the person with continual arguments and pressure.	<input type="radio"/>	<input type="radio"/>
2. using my position or authority (boss, teacher, camp counselor, and supervisor) to make them.	<input type="radio"/>	<input type="radio"/>
3. giving them alcohol or drugs.	<input type="radio"/>	<input type="radio"/>
4. threatening or using some degree of physical force (twisting their arm, holding them down, etc.) to make them.	<input type="radio"/>	<input type="radio"/>

Q4.2 I have attempted sexual behavior (got on top of someone, attempted to have oral sex, oral-anal or penis-vagina intercourse) with someone when they didn't want to by:

	No	Yes
1. overwhelming the person with continual arguments and pressure, but the sex act did not occur.	<input type="radio"/>	<input type="radio"/>
2. using my position or authority (boss, teacher, camp counselor, and supervisor), but the sex act did not occur.	<input type="radio"/>	<input type="radio"/>
3. giving them alcohol or drugs, but the sex act did not occur.	<input type="radio"/>	<input type="radio"/>
4. threatening or using some degree of force (twisting their arm, holding them down, etc.), but the sex act did not occur.	<input type="radio"/>	<input type="radio"/>

Q4.3 I have engaged in an actual sex act (oral sex, penis-vagina intercourse, or anal sex) with someone when they didn't want to by:

	No	Yes
1. overwhelming them with continual arguments and pressure.	<input type="radio"/>	<input type="radio"/>
2. using my position or authority (boss, teacher, camp counselor, and supervisor) to make them.	<input type="radio"/>	<input type="radio"/>
3. giving them alcohol or drugs.	<input type="radio"/>	<input type="radio"/>
4. threatening or using some degree of physical force (twisting their arm, holding them down, etc.) to make them.	<input type="radio"/>	<input type="radio"/>

In sexual encounters that you may have in the future, please indicate how likely you are to engage in each of the following behaviors:

Q5.1 Clearly communicate to my partner when I do not want to have sex.

- Very Likely
- Likely
- Neutral
- Unlikely
- Very Unlikely

Q5.2 Obtain verbal consent from my partner before engaging in sexual behavior.

- Very Likely
- Likely
- Neutral
- Unlikely
- Very Unlikely

Q6.1 Try to change someone's mind if they say no to sex.

- Very Likely
- Likely
- Neutral
- Unlikely
- Very Unlikely

Q6.2 Refuse to stop sexual activity when asked to if I am already sexually aroused.

- Very Likely
- Likely
- Neutral
- Unlikely
- Very Unlikely

Q5.3 Ask for verbal consent when I am intimate with my partner, even we are in a long-term relationship.

- Very Likely
- Likely
- Neutral
- Unlikely
- Very Unlikely

Q6.3 Encourage someone to drink alcohol and/or do drugs so they will let me have sex with them.

- Very Likely
- Likely
- Neutral
- Unlikely
- Very Unlikely

Q6.4 Look for people who are drunk at a party so that they might be more willing to have sex with me.

- Very Likely
- Likely
- Neutral
- Unlikely
- Very Unlikely

Q6.5 Have sex with someone against their will and/or without their consent if I could be assured that no one would ever know and I could in no way be punished.

- Very Likely
- Likely
- Neutral
- Unlikely
- Very Unlikely

Q6.6 Use date rape drugs to obtain sex.

- Very Likely
- Likely
- Neutral
- Unlikely
- Very Unlikely

Please indicate how strongly you agree or disagree with each of the following statements:

Q1.1 If I witnessed a stranger pressuring someone to leave a party or bar with them, I would ask if everything was okay.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.2 If I saw someone at a party who has had too much to drink, I would try to find the person's friends to make sure the person is not left behind.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.3 If I witnessed a person trying to force someone else to have sex, I would do something to try to stop it.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.4. I would try to intervene if I saw a friend trying to take advantage of someone's intoxicated state to have sex with them.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.5 If I heard a friend talking about getting someone intoxicated in order to have sex with them, I would say something to try to stop it.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.6 I would discourage my friends from talking about people in sexually degrading ways.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.7 To keep my friends out of trouble, I would interfere with their "action" if I think it might stop them from possibly committing a sexual assault.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.8 I would try to intervene if I saw a stranger trying to take advantage of someone's intoxicated state to have sex with them.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.9 If I heard a friend talking about forcing someone to have sex with them, I would speak up against it and express concern for the person who was forced.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.10 I would let a friend I suspect has been sexually assaulted know that I am available for help and support.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.11 I encourage people who say they have had unwanted sexual experiences to keep quiet so they don't get others in trouble.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.12 If a friend told me that they were sexually assaulted, I would encourage them to call a rape crisis center to get help, even if the offender is also a friend of mine.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.13 If a friend told me that they were sexually assaulted, I would encourage them to call the police, even if the offender is also a friend of mine.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

Q1.14 If I know that a teammate, dorm mate, fraternity brother, or sorority sister committed a sexual assault, I would keep any information I may have to myself so that they do not get in trouble.

- Strongly agree
- Somewhat agree
- Neutral
- Somewhat disagree
- Strongly disagree

ONE IN FOUR AND BEYOND: LESSON REPORTS

Lesson 1: Getting a Lay of the Land

Please provide the following information in regard to Lesson 1: Getting a Lay of the Land of the 1 in 4 and Beyond Toolkit.

Instructor's Initials:

School:

Session Date:

Number of Participants:

List all participants who were present (first name and initial for last name only):

How long did the session last?

From the list of activities below, click on all activities that you were able to complete during this meeting:

- I introduced myself to the group, explained my interest in the topic and why I chose to facilitate this group.
- Each participant introduced himself (class, major, etc.) and explained his interest in the program and why he chose to participate.
- I checked to make sure all participants completed the pre-test assessment. If anyone forgot to complete the pre-test, I instructed them to do so before we got started with our discussion.
- We did an ice breaker.
- We came up with ground rules for our meetings.
- We discussed the importance of confidentiality and creating a safe space.
- I explained the expectations for participating in the program (attendance, participation, etc.)
- We watched the YouTube Video, "Jackson Katz: Violence against Women – It's a Men's Issue).
- Other (please explain) _____

Please provide a brief description of the meeting (ex. note particular accomplishments and challenges; explain if there were any particular issues that dominated the group discussion):

Is there anything else you would like to share about what you experienced while implementing this lesson?

Thank you for completing the session items and notes.

Lesson 2: Beliefs, Rape Myths, and Victim Blaming

Please provide the following information in regard to Lesson 2: Beliefs, Rape Myths, and Victim Blaming from the 1 in 4 and Beyond Toolkit.

Instructor's Initials:

School:

Session Date:

Number of Participants:

List all participants who were present (first name and initial for last name only):

How long did the session last?

From the list of activities below, please click on all activities that you were able to complete during this meeting:

- We reviewed the ground rules that we established during our first meeting.
- I explained some common rape-supportive beliefs, rape myths, and victim blaming.
- I provided a trigger warning about the video.
- We watched the video "I am a survivor of rape."
- We discussed the thoughts and feelings that arose while watching the video.
- We identified the rape myths and victim blaming statements that came to mind while watching the video.
- We discussed why rape myths and victim blaming are problematic.
- We watched other video clips during the meeting. If yes, what clips did you watch?
- _____
- Other (please explain): _____

Please provide a brief description of the meeting (ex. note particular accomplishments and challenges; explain if there were any particular issues that dominated the group discussion):

Is there anything else you would like to share about what you experienced while implementing this lesson?

Thank you for completing the session items and notes.

Lesson 3: Empathy

Please provide the following information in regard to Lesson 3: Empathy from the 1 in 4 and Beyond Toolkit.

Instructor's Initials:

School:

Session Date:

Number of Participants:

List all participants who were present (first name and initial for last name only):

How long did the session last?

From the list of activities below, please click on all activities that you were able to complete during this meeting:

- We reviewed our discussion about rape myths and victim blaming from our last meeting.
- We discussed what empathy is.
- We viewed the video clips about empathy and discussed the clips. Please list the video clips that you watched: _____
- We discussed the thoughts and feelings that arose while watching the clips.
- I read the trigger warning and then we watched the video that described a rape situation.
- We discussed the thoughts and feelings that arose while watching the video and hearing her story.
- Other (please explain): _____

Please provide a brief description of the meeting (ex. note particular accomplishments and challenges; explain if there were any particular issues that dominated the group discussion):

Is there anything else you would like to share about what you experienced while implementing this lesson?

Thank you for completing the session items and notes.

Lesson 4: What to Do When a Friend (or Someone) Asks for Help

Please provide the following information in regard to Lesson 4: What to Do When a Friend (or Someone) Asks for Help from the 1 in 4 and Beyond Toolkit.

Instructor's Initials:

School:

Session Date:

Number of Participants:

List all participants who were present (first name and initial for last name only):

How long did the session last?

From the list of activities below, please click on all activities that you were able to complete during this meeting:

- We reviewed our discussion about empathy from our last meeting.
- We discussed the DOs and DON'Ts for when someone asks for help.
- We reviewed the safe questions to ask someone.
- We reviewed each of the 5 statements (taken from the film *The Line*) and discussed if they were good things to say to a friend.
- We discussed the assumptions about gender and sexuality in each of the quotes.
- Other (please explain): _____

Please provide a brief description of the meeting (ex. note particular accomplishments and challenges; explain if there were any particular issues that dominated the group discussion):

Is there anything else you would like to share about what you experienced while implementing this lesson?

Thank you for completing the session items and notes.

Lesson 5: RTS/PTSD

Please provide the following information in regard to Lesson 5: Rape Trauma Syndrome (RTS) / Post Traumatic Stress Disorder (PTSD) from the 1 in 4 and Beyond Toolkit.

Instructor's Initials:

School:

Session Date:

Number of Participants:

List all participants who were present (first name and initial for last name only):

How long did the session last?

From the list of activities below, please click on all activities that you were able to complete during this meeting:

- We reviewed our discussion about what to do when someone asks for help from our last meeting.
- We discussed the signs and symptoms of RTS and PTSD and discussed the differences between the two.
- We discussed how someone suffering from RTS or PTSD may not ask for help and we discussed helpful statements that we could make if we think that they are suffering from RTS or PTSD.
- Other (please explain): _____

Please provide a brief description of the meeting (ex. note particular accomplishments and challenges; explain if there were any particular issues that dominated the group discussion):

Is there anything else you would like to share about what you experienced while implementing this lesson?

Thank you for completing the session items and notes.

Lesson 6: Consent

Please provide the following information in regard to Lesson 6: Consent from the 1 in 4 and Beyond Toolkit.

Instructor's Initials:

School:

Session Date:

Number of Participants:

List all participants who were present (first name and initial for last name only):

How long did the session last?

From the list of activities below, please click on all activities that you were able to complete during this meeting:

- We reviewed our discussion about RTS and PTSD from our last meeting.
- We discussed the beliefs and attitudes that people have about sex and consent.
- We watched some of the clips about consent and discussed them. Identify the clips that you used to start the conversation: _____
- Since the conversation shifted to the legal standards of consent, I redirected the conversation by showing additional clips. Identify the clips that you used to redirect the conversation:

- Since the conversation shifted to discussing hypotheticals, I redirected the conversation by showing additional clips. Identify the clips that you used to redirect the conversation:

- Other (please explain): _____

Please provide a brief description of the meeting (ex. note particular accomplishments and challenges; explain if there were any particular issues that dominated the group discussion):

Is there anything else you would like to share about what you experienced while implementing this lesson?

Thank you for completing the session items and notes.

Lesson 7: Masculinity, Alcohol, and Sexual Assault

Please provide the following information in regard to Lesson 7: Masculinity, Alcohol, and Sexual Assault from the 1 in 4 and Beyond Toolkit.

Instructor's Initials:

School:

Session Date:

Number of Participants:

List all participants who were present (first name and initial for last name only):

How long did the session last?

From the list of activities below, please click on all activities that you were able to complete during this meeting:

We reviewed our discussion about consent from our last meeting.

We watched the video "The Man Box."

We watched some of the clips about masculinity and discussed them. Identify the clips that you used to start the conversation: _____

We watched some of the clips about alcohol and sexual assault and discussed them. Identify the clips that you used to start the conversation: _____

Other (please explain): _____

Please provide a brief description of the meeting (ex. note particular accomplishments and challenges; explain if there were any particular issues that dominated the group discussion):

Is there anything else you would like to share about what you experienced while implementing this lesson?

Thank you for completing the session items and notes.

Lesson 8: Bystander Intervention

Please provide the following information in regard to Lesson 8: Bystander Intervention from the 1 in 4 and Beyond Toolkit.

Instructor's Initials:

School:

Session Date:

Number of Participants:

List all participants who were present (first name and initial for last name only):

How long did the session last?

From the list of activities below, please click on all activities that you were able to complete during this meeting:

- We reviewed our discussion about masculinity, alcohol, and sexual assault from our last meeting.
- We reviewed the handout for Emory University's Practical Intervention 101.
- We discussed each of the different bystander intervention strategies and discussed scenarios in which they could be used.
- We watched some of the videos about bystander intervention and discussed them. Identify the videos that you used to start the conversation: _____
- Other (please explain): _____

Please provide a brief description of the meeting (ex. note particular accomplishments and challenges; explain if there were any particular issues that dominated the group discussion):

Is there anything else you would like to share about what you experienced while implementing this lesson?

Thank you for completing the session items and notes.



One in Four and Beyond: Bi-Monthly Progress Report

Instructions: The grantees are required to submit bimonthly progress reports to Georgia Rape Prevention and Education Program (RPE). The reports address your efforts to implement One in Four and Beyond at your college/university. Please complete the form below for each report and submit it via email to Mosi.Bayo@dph.ga.gov with the subject line :< *insert your organization*>*One in Four Intervention for RPE*. The bi-monthly progress reports are due July 15, September 15, and November 17.

One in Four College Contractor Information:

Name:	
Contract Number:	
Phone Number:	
Email Address:	

Current Reporting Period:

Begin Date (MM/DD/YY):	End Date (MM/DD/YY):
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Has your school implemented the One in Four program during a previous year? Yes No

A. POPULATION CHARACTERISTICS	
(For this section, use your most recent university fact book and/or other data available).	
Only complete this section for your first bi-monthly report due July 15.	
Name of college/university:	
Number of students enrolled:	
Describe the race/ethnicity of the student population, <u>by percentage</u> :	Asian:
	Black/African American:
	Hispanic/Latino:
	Native American/Alaskan Native:
	Native Hawaiian or Pacific Islander:
	White or Caucasian:
	Multiracial:
	Unknown:
Describe the gender proportion of the student population, <u>by percentage</u> :	Male: _____ Other: _____
	Female: _____

Describe the age category of the student population, <u>by percentage</u> :	
Describe the socioeconomic status of the student population, <u>by percentage</u> :	
Describe the residential versus commuter population on your campus, <u>by percentage</u> :	Residential: Commuter:
Describe the classification of the student population (freshman, sophomores, juniors, seniors), <u>by percentage</u> :	Freshmen: Sophomores: Juniors: Seniors:
Graduation Rate:	

B. SCHOOL POLICIES AND VIOLENCE PREVENTION PROGRAMS

(Please provide a web link to the policy, program, or services when available.)

Only complete this information for the first bi-monthly report due July 15

Describe any existing policies (such as alcohol-related policies) and services on campus related to reporting and responding to sexual violence during this reporting period:	
According to the student code of conduct, what are the consequences for sexual misconduct at your school?	
Describe any existing programs used to train faculty and administrators on preventing violence on campus.	

C. ENVIRONMENTAL INTERVENTION

Describe <u>any approaches in place for safety</u> , such as poster campaigns to increase awareness of sexual assault, hotspot mapping to identify unsafe areas of the school for increased monitoring, etc., during this reporting period:	
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D. IMPLEMENTING ONE IN FOUR: SUMMARY OF ACTIVITIES	
Training and Recruitment Activities	
Describe the selection process for program facilitators and the training that they received during this reporting period.	
During this reporting period, did you target a specific subgroup of the student population for participation in the One and Four Men's program? If so, describe the race/ethnicity and age of your <u>target population</u> for the One in Four Men's Program at your college, by percentage.	<p>Race/Ethnicity:</p> <p>Asian:</p> <p>Black/African American:</p> <p>Hispanic/Latino:</p> <p>Native American/Alaskan Native:</p> <p>Native Hawaiian or Pacific Islander:</p> <p>White or Caucasian:</p> <p>Multiracial:</p> <p>Unknown:</p> <p>Age:</p>
Describe the methods you used to recruit participants for the One in Four Men's program during this reporting period.	
Indicate the number of One in Four Men's <i>groups established</i> on campus during this reporting period and the <i>number of participants in each group</i> .	
Curriculum Activities	
Indicate the <i>number of sessions</i> of the One in Four Men's program <i>completed by each group</i> during this reporting period.	
Number of disclosures made during this reporting period:	
Number and type of referrals made during this reporting period:	
Partnerships and Other Campus Activities	

List and describe how campus and/or community partners contributed to the development and/or implementation of the One in Four Men's program during the current reporting period:	
Were there other violence (of any kind) prevention training programs offered to students on campus during this reporting period? If so, describe these other programs.	
Describe other events/activities related to sexual assault awareness and/or prevention that took place on campus during the current reporting period:	
Evaluations	
Were pre-tests or post-tests completed during this reporting period? If so, please note which assessment was completed. Also, if there were any difficulties with administering the assessments, please explain:	

E. INFLUENCING FACTORS	
Describe the successes for the program during this reporting period:	
Describe any internal and/or external challenges/barriers encountered during this reporting period:	
Describe actions taken or plans for addressing challenges/barriers:	
Any concerns that you may have:	

F. TRAINING/TECHNICAL ASSISTANCE NEEDS	
Describe any technical assistance that you received during this reporting period, including but not limited to conference calls, webinars, and resource sharing:	
Describe any technical assistance (conference calls, webinar, resource sharing etc.) that you may need to successfully implement the program:	

G. UNANTICIPATED OUTCOMES

Describe any unexpected outcomes (positive or negative) that resulted from program activities during this reporting period:

H. OTHER COMMENTS (OPTIONAL)

Please share any additional comments or feedback:



One in Four and Beyond: Final Report Template

Instructions: The grantees are required to submit a final report to Georgia Rape Prevention and Education Program (RPE). The report addresses your efforts to implement One in Four and Beyond at your college/university. Please complete the form below and submit it via email to Mosi.Bayo@dph.ga.gov with the subject line :< insert your organization>One in Four Intervention for RPE. The final report is due **December 15**.

One in Four College Contractor Information:

Name:	
Contract Number:	
Phone Number:	
Email Address:	

Current Reporting Period:

Begin Date (MM/DD/YY):	End Date (MM/DD/YY):
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A. POPULATION CHARACTERISTICS (This section is omitted for Final Report.)

B. SCHOOL POLICIES

(Please provide a web link to the new policy or service when available.)

Describe any **new** campus policies, programs, and/or services related to reporting and responding to sexual violence that were developed during this contract year.

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C. ENVIRONMENTAL INTERVENTION

Describe any **new** approaches developed to increase safety, such as poster campaigns to increase awareness of sexual assault, hotspot mapping to identify unsafe areas of the school for increased monitoring, etc., that were established during this contract year.

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D. IMPLEMENTING ONE IN FOUR: SUMMARY OF ACTIVITIES

Training and Recruitment Activities

Please evaluate the effectiveness of your program facilitators. Discuss successes and improvements needed in the selection and training of program facilitators.

Please evaluate the effectiveness of your efforts to recruit participants for the One in Four program during this contract year. Discuss successes and improvements needed in the recruitment of participants.

Curriculum Activities

Indicate the total *number of sessions* of the One in Four Men's program *completed by each group* during this contract year.

Please evaluate the effectiveness of the efforts to deliver the One in Four curriculum to program participants. Discuss successes and improvements needed in delivering the curriculum.

Partnerships and Other Campus Activities

Please evaluate the effectiveness of your partnerships with campus and community groups/members who assisted with the development and/or implementation of the One in Four Men's program during this contract year. Discuss successes and improvements needed building these partnerships.

E. INFLUENCING FACTORS

Describe the successes for the program during this contract year:

Describe any internal and/or external challenges/barriers encountered during this contract year:

Describe actions taken or plans for addressing challenges/barriers:

Any concerns that you may have:

F. TRAINING/TECHNICAL ASSISTANCE NEEDS

Evaluate the technical assistance that you received during this contract year, including but not limited to conference calls, webinars, and resource sharing:

Describe any technical assistance (conference calls, webinar, resource sharing etc.) that you may need to successfully implement the program in the future:

G. UNANTICIPATED OUTCOMES

Describe any unexpected outcomes (positive or negative) that resulted from program activities:

H. OTHER COMMENTS (OPTIONAL)

Please share any additional comments or feedback:

COACHING BOYS INTO MEN: COACHES' PRETEST

Q1. Thank you very much for participating in the Coaching Boys to Men program. We would like to ask you a few questions about your work as a coach. Your participation is voluntary and it should take you about 10-15 minutes to answer the questions. Please know that your answers will remain anonymous (meaning that nobody will be able to know how you answered the questions) because you will not put your name on the form. Only DPH and the program evaluators will see your responses and they will not be able to identify you by name.

Q2. Have you attended any professional development sessions or workshops specific to preventing violence against women and girls before today, excluding Coaching Boys Into Men?

- No
 Yes

Q3. List the name of the program:

Q4. List the date of the program (MM/YY):

Q5. Have you previously completed the Coaches Clinic for implementing the Coaching Boys Into Men Program?

- No
 Yes

Q6. List the date you completed Coaches Clinic (MM/YY):

Q7. Instructions: In the past 3 months, how often have you had the following conversations?

Q8. A discussion with your athletes about violence against women and girls.

- Never
 Once
 2-5 times
 > 5 times

Q9. A discussion with your athletes about sexual harassment.

- Never
 Once
 2-5 times
 > 5 times

Q10. A discussion with your athletes about physical violence on and off the field.

- Never
 Once
 2-5 times
 > 5 times

Q11. Instructions: Based on your role as a coach, please rate the following statements from strongly disagree to strongly agree.

Q12. I know what I would say to a male athlete who is making sexual jokes that make fun of women and girls.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q13. I know what resources I can offer an athlete who is struggling with an unhealthy relationship.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q14. I know how to talk to my athletic team about stopping violence against women.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q15. I know what I would say to a male athlete who is making fun of a girl's sexual reputation.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q16. I know how to talk to my team about recognizing abusive behaviors.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q17. I know how to talk to my team about reporting abusive behaviors.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q18. I know how to talk to my team about preventing sexual assault.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q19. I know how to talk to my team about getting a girl's consent when it comes to being physically or sexually intimate in a relationship.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q20. I know what I would say to my team about becoming physically or sexually intimate with a girl who is under the influence of drugs or alcohol.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q21. Please answer the following questions about your coaching experience.

Q22. How many years have you been coaching?

- < 1 year
- 1-5 years
- 6-10 years
- >10 years

Q23. What is the highest grade or year of school you completed?

- Grade 9-11 (some high school)
- Grade 12 or GED (high school graduate)
- Some college or technical school
- Graduated from college or technical school
- Completed graduate school

Q24. Do you coach:

- Males only
- Females only
- Both males and females

Q25. What age ranges do you coach currently? (Select all that apply)

- <11 years
- 11-13 years
- 14-15 years
- 16-17 years
- >17 years

Q26. In order for your responses to remain anonymous, you were not asked to include your name on this assessment; however, please provide the information below so that we can use these items to create a unique code for you (so we can match your pre-test responses to your post-test responses).

Q27. Name of your school/program:

Q28. Date (MM/DD/YY):

Q29. First two letters of your first name:

Q30. First two letters of your last name:

Q31. Birthday (month and day only; ex. 08/12):

Q32. What is your age?

Q33. How do you identify your race?

- American Indian/Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White or Caucasian
- Multi-racial
- Other (please specify) _____

Q34. Are you of Hispanic, Latino, or Spanish origin?

- Yes
- No

Q35. How do you describe your gender?

- Male
- Female
- Other _____

Thank you very much for taking the time to complete this survey!

COACHING BOYS INTO MEN: COACHES' POSTTEST

Q1. Thank you for participating in the CBIM program. To determine if the CBIM program is useful, the GA Dept. of Public Health (DPH) would like you to complete this post-test assessment at the end of the program. Most of the questions are designed to gather data about your experience using the CBIM program with your athletes. These assessments will be used to determine if the program is helpful. Your participation is voluntary and it should take you about 15-20 minutes to answer the questions. Please know that your answers will remain anonymous (meaning that nobody will be able to know how you answered the questions) because you will not put your name on the form. Only DPH and the program evaluators will see your responses and they will not be able to identify you by name.

Q2. Please answer the following questions about implementing the CBIM program this year.

Q3. Before the program started, did you complete the Season Planning Worksheet for Coaches?

- Yes
- No
- Unsure

Q4. Before the program started, did you review CBIM Card Series and Coaches Kit?

- Yes
- No
- Unsure

Q5. During the program, did you use the CBIM Coaches Kit with your athletes?

- Yes
- No

Q6. What are the age ranges of the athletes with whom you have used the CBIM Coaches Kit? (Mark all that apply)

- <11 years
- 11-13 years
- 14-15 years
- 16-17 years
- > 17 years

Q7. What components of the Playbook have you used? (Mark all that apply)

- The information about what constitutes damaging language and behavior as well as how abuse is defined.
- The "Teachable Moments"
- The Coach and Players Pledge
- Ideas from Halftime
- Ideas for next steps in Overtime
- Not Applicable

Q8. Which of the Training Cards have you used? (Mark all that apply)

- Training 1: Pre-season Speech
- Training 2: Personal Responsibility
- Training 3: Insulting Language
- Training 4: Disrespectful Behavior Towards Women & Girls
- Training 5: Digital Disrespect
- Training 6: Understanding Consent
- Training 7: Bragging About Sexual Reputation
- Training 8: When Aggression Crosses the Line
- Training 9: There's No Excuse for Relationship Abuse
- Training 10: Communication Boundaries
- Training 11: Modeling Respectful Behavior Towards Women & Girls
- Training 12: Signing the Pledge
- Halftime: Enlisted Your Local Sports Reporter
- Overtime: Hosted a Fan Pledge Day
- Teachable Moment: How to handle a teachable moment
- Not Applicable

Q9. During the program, how often did you spend at least 5 minutes preparing for the CBIM training session that you were leading?

- Always
- Most of the time
- About half the time
- Sometimes
- Never
- Not Applicable

Q10. During the program, how often did you spend at least 15-20 minutes discussing the information from the CBIM Training Cards with your athletes when you led a training session?

- Always
- Most of the time
- About half the time
- Sometimes
- Never
- Not Applicable

Q11. Which components of the Coaches Kit were most useful to you this year? (Mark all that apply)

- The information about what constitutes damaging language and behavior as well as how abuse is defined.
- The Teachable Moments
- The Coach and Players Pledge
- The ideas for next steps in Overtime
- The scripts provided on the Training Cards
- The recommendations for modeling respectful behavior and intervening when witnessing disrespectful behavior.
- Other (Please specify) _____

Q12. For the components of the Coaches Kit that you identified as being most useful for you this year, please explain how/why they were useful.

Q13. How many times this year did you discuss one or more components of the CBIM Coaches Kit with a group of athletes?

- Never
- Once
- 2-5 times
- 6-10 times
- >10 times
- Not applicable

Q14. How many times this year did you discuss one or more components of the CBIM Coaches Kit with other coaches?

- Never
- Once
- 2-5 times
- 6-10 times
- >10 times
- Not applicable

Q15. Who else did you discuss the CBIM Coaches Kit with this year? (Mark all that apply)

- Athletic Director
- School Principal
- School Administrator
- Friends/Family
- Youth Program Director
- Coaches Association
- Other (Please specify) _____

Q16. Please discuss any teachable moments that you had with your athletes this year.

Q17. Please discuss the overall benefits of using the CBIM program with your team this year.

Q18. Please answer the following questions about the training and support you received to implement the CBIM program this year.

Q19. Did you complete the CBIM Coaches Clinic this year?

- Yes
- No

Q20. Indicate how strongly you agree or disagree with the following statement: "The CBIM training and support that I received this year made me well prepared to deliver the program."

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree

Q21. Indicate your agreement with the following statement: "I knew who to contact if I had questions or needed support with the CBIM program."

- Yes
- No

Q22. Indicate how strongly you agree or disagree with the following statement: "The CBIM Advocate (Georgia Network to End Sexual Assault) contacted us throughout the season to offer guidance and support."

- Strongly agree
- Agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Disagree
- Strongly disagree
- Not Applicable

Q23. Instructions: In the past 3 months, how often have you had the following conversations?

Q24. A discussion with your athletes about violence against women and girls.

- Never
- Once
- 2-5 times
- > 5 times

Q25. A discussion with your athletes about sexual harassment.

- Never
- Once
- 2-5 times
- > 5 times

Q26. A discussion with your athletes about physical violence on and off the field.

- Never
- Once
- 2-5 times
- > 5 times

Q27. Instructions: Based on your role as a coach, please rate the following statements from strongly disagree to strongly agree.

Q28. I know what I would say to a male athlete who is making sexual jokes that make fun of women and girls.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q29. I know what resources I can offer an athlete who is struggling with an unhealthy relationship.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q30. I know how to talk to my athletic team about stopping violence against women.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q31. I know what I would say to a male athlete who is making fun of a girl's sexual reputation.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q32. I know how to talk to my team about recognizing abusive behaviors.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q33. I know how to talk to my team about reporting abusive behaviors.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q34. I know how to talk to my team about preventing sexual assault.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q35. I know how to talk to my team about getting a girl's consent when it comes to being physically or sexually intimate in a relationship.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q36. I know what I would say to my team about becoming physically or sexually intimate with a girl who is under the influence of drugs or alcohol.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Q37. In order for your responses to remain anonymous, you were not asked to include your name on this assessment; however, please provide the information below so that we can use these items to create a unique code for you (so we can match your pre-test responses to your post-test responses).

Q38. Name of your school/program:

Q39. Date (MM/DD/YY):

Q40. First two letters of your first name:

Q41. First two letters of your last name:

Q42. Birthday (month and day only; ex. 08/12):

Q43. What is your age?

Q44. How do you identify your race?

- American Indian/Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White or Caucasian
- Multi-racial
- Other (please specify) _____

Q45. Are you of Hispanic, Latino, or Spanish origin?

- Yes
- No

Q46. How do you describe your gender?

- Male
- Female
- Other _____

Thank you very much for taking the time to complete this survey!

COACHING BOYS INTO MEN: ATHLETES' PRETEST AND POSTTEST

Q1. We would like to ask you a few questions about behaviors you see among your peers, about healthy and unhealthy relationships, and about your experiences with your coach. Your participation is voluntary and your responses will remain anonymous (we will not ask for your name). No one will know your answers, so please answer as honestly as you can. Read and answer each question carefully. Once you answer a set of questions and move to the next page, you will not be able to go back to the previous questions.

Since we will need a way to compare your answers before the program to your answers after the program, we will use your answers to the first set of demographic questions (ex. birthday, age, grade, etc.) to create a unique code for you.

Q2. Name of your school/program:

Q3. Date (MM/DD/YY):

Q4. First two letters of your first name:

Q5. First two letters of your last name:

Q6. Birthday (month and day only; ex. 08/12):

Q7. What is your age?

Q8. How do you identify your race?

- American Indian/Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White or Caucasian
- Multi-racial
- Other (please specify) _____

Q9. Are you of Hispanic, Latino, or Spanish origin?

- Yes
- No

Q10. How do you describe your gender?

- Male
- Female
- Other _____

Q11. What grade are you in?

- 9th
- 10th
- 11th
- 12th

Q12. Have you had any education (ex. class, workshop, program) on healthy relationships or abuse prevention?

- Yes
- No

Q13. List the name of the program(s):

Q14. List the date you completed the program:

Q15. In the past 3 months did any of your athletic coaches talk to your team about being respectful towards women and girls?

- I wasn't on a sport team in the past 3 months.
- Yes, my coach talked to us about this.
- No, my coach didn't talk to us about this.

Q16. In the past 3 months did any of your athletic coaches talk to your team about stopping kids from doing harmful or violent things towards a girl or girls?

- I wasn't on a sport team in the past 3 months.
- Yes, my coach talked to us about this.
- No, my coach didn't talk to us about this.

Q17. This is a list of things some people say or do to people they date. Please rate each of the following actions towards a girlfriend or boyfriend as not abusive, a little abusive, somewhat abusive, very abusive, or extremely abusive.

Q18. Name calling or insulting them.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q19. Telling them they're ugly or stupid.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q20. Making fun of them in front of other people.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q21. Telling them what to do all the time.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q22. Telling them which friends they can and can't see or talk to.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q23. Pressuring them not to break up with them.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q24. Not listening to what they have to say.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q25. Trying to convince them to have sex.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q26. Preventing them from leaving a room.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q27. Keeping tabs on them or spying on them.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q28. Being physically or sexually intimate with someone without asking if they want to.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q29. Constantly contacting them via cell phone, email, social media, or text to find out who they are with, where they are, and what they are doing.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q30. Threatening to hit them.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q31. Forcing them to have sex.

- Not abusive
- A little abusive
- Somewhat abusive
- Very abusive
- Extremely abusive

Q32. The following questions ask about behaviors you might see among your friends and peers. Please rate each question by very unlikely, somewhat unlikely, uncertain, somewhat likely, or very likely. How likely are you to do something to try and stop what's happening if a male peer or friend of yours is:

Q33. Making rude or disrespectful comments about a girl's body, clothing or make-up?

- Very unlikely
- Somewhat unlikely
- Uncertain
- Somewhat likely
- Very likely

Q34. Spreading rumors about a girl's sexual reputation, like saying she's 'easy'?

- Very unlikely
- Somewhat unlikely
- Uncertain
- Somewhat likely
- Very likely

Q35. Fighting with a girl where he's starting to cuss at or threaten her?

- Very unlikely
- Somewhat unlikely
- Uncertain
- Somewhat likely
- Very likely

Q36. Doing unwelcome or uninvited things toward a girl (or group of girls) such as howling, whistling or making sexual gestures?

- Very unlikely
- Somewhat unlikely
- Uncertain
- Somewhat likely
- Very likely

Q37. Shoving, grabbing, or otherwise physically hurting a girl?

- Very unlikely
- Somewhat unlikely
- Uncertain
- Somewhat likely
- Very likely

Q38. Showing other people sexual messages or naked/sexual pictures of a girl on a cell phone or the internet?

- Very unlikely
- Somewhat unlikely
- Uncertain
- Somewhat likely
- Very likely

Q39. Telling sexual jokes that disrespect women and girls?

- Very unlikely
- Somewhat unlikely
- Uncertain
- Somewhat likely
- Very likely

Q40. Taking sexual advantage of a girl who is drunk or high from drugs (like touching, kissing, having sex with her)?

- Very unlikely
- Somewhat unlikely
- Uncertain
- Somewhat likely
- Very likely

Q41. Pressuring a girl to be physically or sexually intimate without asking whether she wants to?

- Very unlikely
- Somewhat unlikely
- Uncertain
- Somewhat likely
- Very likely

Q42. Do you know someone who has been in an abusive relationship?

- No
- Yes

Q43. Select each person who was in an abusive relationship.

- Myself
- Mother
- Father
- Sister
- Brother
- Aunt
- Uncle
- Cousin
- Friend
- Grandparents
- Other

Q44. Are you **currently** in a dating, romantic, or sexual relationship with someone?

- No
- Yes (with a girl)
- Yes (with a guy)

Q45. Have you **ever been** in a dating, romantic, or sexual relationship with someone?

- No
- Yes (with a girl)
- Yes (with a guy)

Q46. The next questions are about things that dating, romantic, or sexual partners may do to hurt each other. How many times has a dating, romantic, or sexual partner **done any of these things to you**? Only include it if your partner did it to you first (don't count it if they did it to you in self-defense).

	3 or more times	1-2 times	Never
Scratched, bit, slapped, hit, kicked, pushed, shoved or grabbed me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bent my fingers or physically twisted my arm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tried to choke me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Slammed or held me against a wall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threw something at me that hit me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forced me to have sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forced me to do other sexual things that I did not want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Damaged something that belonged to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Said things to hurt my feelings on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Insulted me in front of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Would not let me do things with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Told me I could not talk to someone of the opposite sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did or said something just to make me jealous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Put down my looks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q47. Please answer the following questions about the partner(s) who did this to you. If more than one partner did these things to you, then please answer the questions for the two most recent partners.

Q48. What is the gender Partner 1?

- Male
- Female
- Other _____

Q49. How old is Partner 1 currently?

Q50. What is the race/ethnicity of Partner 1? (Check all that apply)

- White (non-Hispanic)
- Black (non-Hispanic)
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Other _____

Q51. When did these incidences with Partner 1 occur?

- 0-1 month ago
- 2-3 months ago
- 4-6 months ago
- 7-12 months ago
- over a year ago

Q52. How long were you in a relationship with Partner 1?

- 0-1 month
- 2-3 months
- 4-6 months
- 7-12 months
- over a year

Q53. Did you tell anyone about the abuse?

- Yes
- No

Q54. Who did you tell (Mark all that apply)?

- Parent/Family Member
- Coach
- Friend
- Trusted adult
- Other _____

Q55. Did the abuse happen with another partner?

- Yes
- No

Q56. What is the gender Partner 2?

- Male
- Female
- Other _____

Q57. How old is Partner 2 currently?

Q58. What is the race/ethnicity of Partner 2? (Check all that apply)

- White (non-Hispanic)
- Black (non-Hispanic)
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Other _____

Q59. When did these incidences with Partner 2 occur?

- 0-1 month ago
- 2-3 months ago
- 4-6 months ago
- 7-12 months ago
- over a year ago

Q60. How long were you in a relationship with Partner 2?

- 0-1 month
- 2-3 months
- 4-6 months
- 7-12 months
- over a year

Q61. Did you tell anyone about the abuse?

- Yes
- No

Q62. Who did you tell (Mark all that apply)?

- Parent/Family Member
- Coach
- Friend
- Trusted adult
- Other _____

Q63. **How many times have you done** each of the following things to a dating, romantic, or sexual partner? Only include when you did it to him/her first (don't count if you did it in self-defense).

	3 or more times	1-2 times	Never
1. Scratched, bit, slapped, hit, kicked, pushed, shoved or grabbed me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Bent my fingers or physically twisted my arm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Tried to choke me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Slammed or held me against a wall	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Threw something at me that hit me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Forced me to have sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Forced me to do other sexual things that I did not want to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Damaged something that belonged to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Said things to hurt my feelings on purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Insulted me in front of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Would not let me do things with other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Told me I could not talk to someone of the opposite sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Did or said something just to make me jealous	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Put down my looks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q64. Please answer the following questions about the partner(s) you did this to. If you engaged in these acts with more than one partner, then please answer the questions for the two most recent partners.

Q65. What is the gender Partner 1?

- Male
- Female
- Other _____

Q66. How old is Partner 1 currently?

Q67. What is the race/ethnicity of Partner 1? (Check all that apply)

- White (non-Hispanic)
- Black (non-Hispanic)
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Other _____

Q68. When did these incidences with Partner 1 occur?

- 0-1 month ago
- 2-3 months ago
- 4-6 months ago
- 7-12 months ago
- over a year ago

Q69. How long were you in a relationship with Partner 1?

- 0-1 month
- 2-3 months
- 4-6 months
- 7-12 months
- over a year

Q70. Did you tell anyone about the abuse?

- Yes
- No

Q71. Who did you tell (Mark all that apply)?

- Parent/Family Member
- Coach
- Friend
- Trusted adult
- Other _____

Q72. Did the abuse happen with another partner?

- Yes
- No

Q73. What is the gender Partner 2?

- Male
- Female
- Other _____

Q74. How old is Partner 2 currently?

Q75. What is the race/ethnicity of Partner 2? (Check all that apply)

- White (non-Hispanic)
- Black (non-Hispanic)
- Hispanic
- Asian/Pacific Islander
- American Indian/Alaska Native
- Other _____

Q76. When did these incidences with Partner 2 occur?

- 0-1 month ago
- 2-3 months ago
- 4-6 months ago
- 7-12 months ago
- over a year ago

Q77. How long were you in a relationship with Partner 2?

- 0-1 month
- 2-3 months
- 4-6 months
- 7-12 months
- over a year

Q78. Did you tell anyone about the abuse?

- Yes
- No

Q79. Who did you tell (Mark all that apply)?

- Parent/Family Member
- Coach
- Friend
- Trusted adult
- Other _____

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY



CBIM: Bi-monthly Progress Report

Please provide the information requested about each school implementing CBIM this year. Complete a separate form for each school and email the forms to Mosi Bayo (Mosi.Bayo@dph.ga.gov) with the subject line: *<insert your organization name>* CBIM. Quarterly Progress Report.

CBIM Contractor Information:

Name of School:	
Contract Number:	
School Contact Information:	

Current Reporting Period:

Begin Date (MM/DD/YY):	End Date (MM/DD/YY):
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Person Completing This Report (Name and Title):

Name:	Title:
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A. School Characteristics (Only provide this information with the first report)

For student, staff, and school demographic information, please use the most recent data from The Governor’s Office of Student Achievement (<https://gosa.georgia.gov/student-and-school-demographics>). Go to the site, click on “view the current K12 Report Card,” select the County and School, click on “Indicators & Demographics,” and use the Attendance and Student and School Demographics tabs. NOTE: You will need to disable your pop-up blocker).

16. Location of School (City and County): _____
17. Has this school implemented CBIM during a previous year? Yes No
18. Number of students enrolled: _____
19. Percent of students who have 5 or fewer days absent: _____ %
20. Race/ethnicity of students: _____ % Asian _____ % Black _____ % Hispanic
 _____ % Native American/Alaskan Native _____ % White _____ % Multiracial
21. Gender of students: _____ % Male _____ % Female
22. Graduation rate: _____ %
23. What percentage of the current students fit the following criteria?
 Eligible for free or reduced-price meals: _____ % Limited English Proficient (LEP) : _____ %
 Special Education: _____ % Gifted: _____ %
24. Race/ethnicity of teachers: _____ % Asian _____ % Black _____ % Hispanic
 _____ % Native American/Alaskan Native _____ % White _____ % Multiracial
25. Gender of teachers: _____ % Male _____ % Female
26. Based on your knowledge of the area surrounding the school, which of the following best describes the estimated crime level where the school is located?
 High level of crime Moderate level of crime Low level of crime

B. SCHOOL PARTNERSHIP	
Number and types of incentives given:	
Number of coaches who contributed to the implementation of the activities during this reporting period:	
List of coaches and description of each coach's contribution to the implementation during this reporting period.	
Number of athletes participating in the program:	

C. TRAINING AND PROGRAM PLANNING	
Did you hold a CBIM Coaches Training Clinic during this reporting period? If so, please provide the following information about this training:	Date (MM/DD/YY): Location: Number of Coaches Participating: Co-facilitator Name/Title (if any):
Did the coach(es) complete the Season Planning Worksheet?	<input type="checkbox"/> Yes <input type="checkbox"/> No

D. PROGRAM ASSISTANCE PROVIDED	
Describe the assistance that you provided to this school/site during this period, including but not limited to visits, conference calls, webinars, and resource sharing:	
During this reporting period, did you or someone from GNESEA offer to co-facilitate any CBIM discussion on difficult topics? Did you co-facilitate? If yes, what topics and when (MM/DD/YY):	

E. Program Monitoring: Curriculum Activities Completed During Reporting Period			
Did the coach(es) report using the Playbook?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
During this reporting period, indicate which training cards the coaches used. Provide the date and initials of the coach who led each segment	1: Pre-Season Speech	Date:	Initials:
	2: Personal Responsibility	Date:	Initials:
	3: Insulting Language	Date:	Initials:
	4: Disrespectful Behavior	Date:	Initials:
	5: Digital Disrespect	Date:	Initials:

	6: Understanding Consent	Date:	Initials:
	7: Bragging About Sexual Reputation	Date:	Initials:
	8: When Aggression Crosses The Line	Date:	Initials:
	9: There's No Excuse for Relationship Abuse	Date:	Initials:
	10: Communicating Boundaries	Date:	Initials:
	11: Modeling Respectful Behavior	Date:	Initials:
	12: Signing The Pledge	Date:	Initials:
Number of pledges signed:			
Describe any Halftime or Overtime activities.			
Describe any teachable moments reported by coaches.			
Number of disclosures made by victims:			
Number of disclosures made by perpetrators:			
Number and types of referrals made:			
Describe any unexpected outcomes (positive or negative) that resulted from program activities:			

F. EVALUATIONS	
If the coaches' completed the pre- or post-test during this reporting period, then please provide the following information:	Assessment (Pre- or Post-test): Date Instructions Sent: Due Date for Completion:
If the athletes completed the pre- or post-test during this reporting period, then please provide the following information:	Assessment (Pre- or Post-test): Date Completed:
Please note any problems with administering the assessments:	

G. INFLUENCING FACTORS	
Describe the successes during this reporting period:	
Describe any internal and/or external challenges/barriers encountered during this reporting period:	
Describe any actions taken or plans for addressing the challenges/barriers:	
Any concerns/suggestions:	



CBIM: Final Report

Please provide the information requested about each school implementing CBIM this year. Complete a separate form for each school and email the forms to Mosi Bayo (Mosi.Bayo@dph.ga.gov) with the subject line: *<insert your organization name>* CBIM. Quarterly Progress Report.

CBIM Contractor Information:

Name of School:	
Contract Number:	
School Contact Information:	

Current Reporting Period:

Begin Date (MM/DD/YY):	End Date (MM/DD/YY):
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Person Completing This Report (Name and Title):

Name:	Title:
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A. PROGRAM REVIEW	
Which activities do you think were most effective and had the greatest impact?	
Which activities do you think were least effective and had the smallest impact?	
Please list the factors that facilitated your success in working with this school.	
Discuss the overall benefits of CBIM at the school.	
Did you experience any internal and/or external challenges/barriers in working with this school? If so, explain describe them and discuss any actions take to address these challenges/barriers.	
Please discuss any recommendations for changes or improvements to the CBIM program that you believe would increase the effectiveness or success of the program.	
Does the school plan to implement CBIM next year? Why or why not?	