



PREVENTING SEXUAL VIOLENCE IN TEXAS



# Primary Prevention OUTCOME TOOLKIT

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Texas Primary Prevention Planning Committee



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## INTRODUCTION

This toolkit was prepared by the Texas Primary Prevention Planning Committee (PPPC) in consultation with an evaluation professional provided by the Department of State Health Services (DSHS). The purpose of this toolkit is to provide additional information on collecting data and measuring progress on the outcomes identified in *Preventing Sexual Violence in Texas, A Primary Prevention Approach (Plan) Amendment*. The PPPC recommends that all sexual assault programs use the measurement instruments<sup>1</sup> contained in this document to collect outcome results.

The PPPC recognizes that this is a living document for evaluation purposes. Feedback from funded programs will be a vital piece of ongoing assessment and improvement. The PPPC will continue evaluating the components of this document and make adjustments as necessary.

This document is organized with specific sections for Phase 1, Phase 2 – Bystander Intervention, Phase 2 – Youth Development, Phase 2 – Adult Influencers, Community Level, and Societal Level. All the measurement instruments are contained in the corresponding section and are organized by age of participant. The appropriate measurement instruments are referenced in each section and identified by their page number.

## BACKGROUND

Until now, organizations conducting primary prevention activities measured an increase in knowledge of the factors that allow sexual violence to occur. Research and progress now allow us to measure outcomes directly related to risk and protective factors for sexual violence.

The PPPC recommends all funded sexual assault programs use the measurement instruments found in this toolkit beginning February 1, 2016. These measurement instruments will ensure each organization successfully collects and reports evaluation data consistently across sites. Additionally, the data collected using these measurement instruments will give the PPPC a clearer picture of the impact of primary prevention efforts in Texas and will inform prevention program improvement.

## EVALUATION DESIGNS

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<sup>1</sup> For the purposes of this document, the term Measurement Instruments is used to mean the same as Measurement Tools as used in the Plan Amendment.

Various evaluation designs are available to measure outcomes. The following are the two evaluation designs used in this toolkit:

- Pre-Post Design - This design involves assessing participants both before and after the program activity using the same measurement instrument, allowing for assessment and measurement of change over time. For reporting purposes, each pre- post-program survey must be comparable meaning the organization must be able to match each participant’s pre-program survey to their post-program survey. This requires the use of a unique tracking ID.
- Retrospective Design - in the retrospective design, both before and after information is collected after the program activity has occurred. The retrospective survey design is a popular way to assess learners’ self-reported changes in knowledge, awareness, skills, confidence, attitudes, or behaviors. This design can generate valuable data by asking participants to rate how they changed over time as a result of an educational program.

### UNIQUE TRACKING IDENTIFICATION (ID)

A Unique Tracking ID number is used during evaluation to:

1. Track the progress of each participant between pre and post- program surveys or in general survey collection;
2. Protect the confidentiality of each participant’s identity; and
3. Keep data organized during the data entry and analysis phase.

No two participants should have the same Unique Tracking ID. All youth and adults participants will require a Unique Tracking ID number.

The PPPC recommends the following: Unique Tracking ID numbers are recorded with the name of each participant completing the survey. Because the Unique Tracking ID system or form holds personal information (e.g., the name of each participant) only evaluation administrators should have access to the Unique Tracking ID system/form in order to ensure the confidentiality of participants. Since confidentiality is important, you must choose a number that cannot be linked to a specific individual (i.e. do not use social security number, student ID number, etc.)

The Unique Tracking ID number should include the following four elements separated by dashes. The format will be like this: xxx-xxxx-x-xxxx.

The first element (three digits) will be the Cohort Number. A group of participants enrolled in a program at the same time is called a cohort and should all share the same Cohort Number (if a participant enrolls in a different Phase later, the Cohort Number will change to match the new group, but the participant will keep the same Individual ID Number). To develop the Cohort Number, use the last two digits of the year (2016 would be “16”) for the first two digits then use the number for the quarter for the last digit. For example, surveys in January, February, or March would be “161”, April, May, or June

would be “162”, July, August, or September would be “163”, etc. This can be pre-printed on surveys to reduce potential mistakes.

The second element (four digits) will be a unique number for each participant. In the example below we started the first participant as 0001. Once a number is assigned it should remain permanent, even if the youth/adult later participates in a different Phase. If a youth/adult later participates in a different Phase, the Cohort and the Phase Numbers will change but the Individual ID Number will always remain the same.

The third element (one digit) is a number representing the Phase that the participant attended. Use “1” for Phase 1; “2” for Bystander Intervention; “3” for Youth Development; and “4” for Adult Influencers.

The fourth element (4 digits) will be the last four digits of the organizations’ funding contract. This number is unique to each sexual assault program and will allow the state to analyze and track by site.

An example of a Unique Tracking ID tracking system is provided below:

Name	Cohort #	Individual ID	Phase	Contract #	Complete Unique Tracking ID
John Doe	161	0001	1	1234	161-0001-1-1234
Jeff Doe	161	0002	1	1234	161-0002-1-1234
Sue Buck	162	0003	2	1234	162-0003-2-1234
John Doe	162	0001	2	1234	162-0001-2-1234

Don’t expect program participants to keep up with their own Unique Tracking ID. When it is time for participants to complete measurement instruments, you will need to provide each individual with their assigned Unique Tracking ID and make sure it is entered in the space provided on the survey. When using a paper and pencil survey, completed surveys should never be near the Unique Tracking ID system/form. If Unique Tracking IDs cannot be matched, then those unmatched surveys **must not be used** for reporting.

## PARTICIPANT’S RIGHTS IN PARTICIPATION IN EVALUATION

Respect for the participant is the cornerstone of ethical program evaluation, including providing for confidentiality, consent, and voluntary participation.

- Confidentiality - The conditions under which the survey is administered must preserve both respondent privacy and the confidentiality of the responses. If administered to multiple participants in large rooms, ensure that the configuration prevents anyone from observing how another respondent is answering the questions. Communicate to participants that their information will be kept

- confidential and that a Unique Tracking ID will be assigned to them to ensure their confidentiality.
- Consent is a voluntary agreement to participate in a pre-post program survey or some other measurement instrument. All participants must understand what the evaluation is about and what they are being asked to do. The following is a list of consents that must be obtained from participants prior to participating in surveys (sample consent forms can be found in Appendices 1, 2, and 3):
    - Informed consent – (See Sample Informed Consent for Adults, Appendix 1.) This consent form is signed by all adults participating in surveys.
    - Parental Consent – (See Sample Parent Consent Form, Appendix 2.) This form is sent home with all participants who are under the age of 18. Parents do not have to sign and return this form unless they **do not** want their child to participate in the survey.
    - Assent – (See Sample Participants’ Assent for Minors, Appendix 3.) This form is signed by all participants that are under the age of 18 before participating in surveys.
  - Voluntary Participation - Participants should not be forced to complete a survey. Instead program staff may stress the value of evaluation for program improvement. Participants are free to leave the survey blank or not answer individual questions. Their involvement in or withdrawal from the evaluation must not impact the programming they receive or their relationship with program staff.

## SURVEY ADMINISTRATION OVERVIEW

The staff administering the measurement instrument is responsible for effectively collecting information on the program. This includes making sure that participants understand the purpose of the survey, participants are comfortable completing surveys and that all surveys are completed properly.

To ensure that a program receives consistent data from the measurement instruments, reliable data collection procedures must be in place. Consistent data collection is important to guarantee accurate, trustworthy results. Use the survey administration protocol worksheet below to assist in the pre-planning for administration of the measurement instruments for both Phase 1 and 2.

## Survey Administration Protocol Worksheet

OUTCOME EVALUATION STEP AND SUGGESTED TIMELINE	PERSON(S) RESPONSIBLE	DATE COMPLETED	NOTES
<b>Step 1: Focus on Training</b> <b>Complete in months prior to program implementation</b>			
Participate in training with funder and/or Texas Association Against Sexual Assault to review Measurement Instruments; collection of data and reporting procedures.			
Identify how your organization will compile and analyze the data (using a data entry and analysis tool of your choice).			
<b>Step 2: Begin Evaluation Process</b> <b>Complete immediately prior to program implementation</b>			
Identify who will collect the data for the various outcome measures, and by when. Indicate an alternate person.			
Identify who will compile and analyze the data.			
Determine process for developing and recording Unique Tracking IDs			
Determine process for securing measures/instruments.			
Prepare measurement instruments.			
Send out parental consent information.			
Obtain informed consent or assent as appropriate.			
<b>Step 3: Evaluation Implementation</b> <b>Complete during program completion</b>			
Collect/organize the data in a routine, timely manner.			
Compile and analyze the data.			
Enter required outcome results in the Quarterly Performance Report as appropriate.			
<b>Step 4: Evaluation Reflection</b> <b>Complete during and after program completion</b>			
Use outcome results to make adjustments to the program.			
Use outcome results to secure additional support and/or resources (i.e., TA assistance).			
Share results with community stakeholders and program participants as appropriate.			



## ADMINISTERING THE MEASUREMENT INSTRUMENT

Instructions for administering each measurement instrument are included in the sections for each phase or level of programming. The starting page for each section, which includes instructions for all measurement instruments for that phase or level of programming as well as the measurement instruments, are below.

- Phase 1 – Page 9
- Phase 2 – Page 28
- Community Level – Page 63
- Societal Level – Page 67

## COMPILING AND ANALYSING DATA

The PPPC understands that each organization is required to report outcome results to their funder. The PPPC recommends that each sexual assault program choose the method they will use to compile and analyze the data collected from the measurement instrument as long as the method has the ability to document (provide back-up) for the outcome results reported to their funder.

The Department of State Health Services (DSHS) has contracted with an evaluator who developed a *Data Entry and Analysis Excel Spreadsheet* that will be available for sexual assault programs to use if they so choose. We expect this tool to be ready for distribution sometime in February. Instructions on how to use the Excel spreadsheet specific to each outcome and to each measurement instrument will accompany the spreadsheet.

## PHASE 1

### Introduction

Phase 1 measurement instruments will assess outcomes related to participants' knowledge of gender socialization, participants' acceptance of attitudes, statements, or behaviors that demean or degrade people based on gender, and participants' intent to engage in healthy relationship behaviors.

### Measurement Tool

The following is a list of the outcomes required for Phase 1, the measurement instrument required for each outcome, and the location of the measurement instrument.

Outcome	Measurement Instrument	Location
Increase participants' knowledge of gender socialization.	Personal Traits Activity Sheet (Use this with all Phase 1 Participants regardless of age).	Pages 15 - 16
Decrease participants' acceptance of attitudes, statements, or behaviors that demean or degrade people based on gender.	Phase 1 Retrospective Survey <sup>2</sup> Questions 1-3 <ul style="list-style-type: none"><li>• Elementary – Middle School</li></ul> Questions 1-4 <ul style="list-style-type: none"><li>• High School/College/Adult Influencers</li></ul>	Pages 22 - 27
Increase participants' intent to engage in healthy relationship behaviors	Phase 1 Retrospective Survey Questions 4-7 <ul style="list-style-type: none"><li>• Elementary – Middle School</li></ul> Questions 5-9 <ul style="list-style-type: none"><li>• High School/College/Adult Influencers</li></ul>	Pages 22 - 27

### Reporting Outcome Results

Your organization will be reporting the following information for each outcome listed above:

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<sup>2</sup> There are 2 surveys - one for each group (broken down by age groups). Organizations should use the appropriate survey for the participant group.

- Number of instruments given to individuals
- Number of instruments completed by individuals
- Number of individuals reporting desired outcome. (Included in the instructions for each measurement tool, is information on how to calculate “desired outcome”.)

In the case of the post-program Personal Traits Activity, which is completed at the beginning of the program and again at the end of the program, organizations will report only the outcome results in the quarter the post-program Personal Traits Activity is administered.

***Instructions – Administering Personal Traits Activity Instrument***

The Personal Trait Activity should take place at the start of Phase 1 programming and at the end of Phase 1 programming. Participants will complete the Personal Traits Activity at the beginning of the program and then again at the end of the program. You will use participants’ Unique Tracking ID to match each participant’s pre-program survey to their post-program survey (see instructions on pages 4-5).

**Administering Pre-Program Personal Traits Activity Instrument.**

Step 1: Gather **Pre-Program** Activity Materials. The activity facilitator will need the following materials:

- One copy of the Personal Traits Activity Sheet (on page 15) for each participant completing the activity. Before distributing the survey, be sure to indicate on the sheet that it is the pre-program survey (completed at the beginning of the program).
- One copy of the Personal Traits Activity Sticker Sheet (Page 17) for each participant completing the activity. Create the Personal Traits Activity Sticker Sheet by printing out the traits on self-adhesive stickers (1” X 2 5/8” address labels are a good option), one trait to each label.

Step 2: Administering **Pre-Program** Personal Traits Activity Instrument

- Make sure the Unique Tracking IDs are assigned according to instructions on pages 4-5 and are recorded on the surveys appropriately.
- Be sure to review *Participants’ Rights to Participate in Evaluation* section on pages 5-6 and follow guidance from that section to obtain required consents.
- Pass out one copy of the Personal Traits Activity Sheet and Personal Traits Sticker Sheet to each participant.
- Introduce the evaluation. A sample script is offered below.
- Ask participants to complete this activity by placing each sticker under the column on the Personal Traits Activity Sheet that they believe best fits the trait.

Sample Script – this script is written for the pre-program survey; however it can also be adapted and used for the post-program survey.

One of the ideas that we will talk about throughout the time we spend together is how gender affects our lives. We will explore what it means to be a MAN or a BOY and what it means to be a WOMAN or a GIRL in our society. Before we start having those conversations in our group, we want to gather some information about how each of you thinks about these things right now.

This information will help us improve this program, it is not a test and there are no wrong answers. Completing this activity is completely voluntary so if you do not want to participate, leave your activity sheet blank. Whether or not you complete

the activity you are still a valued member of the group.

Make sure you do not put your name on the survey so that we can keep your answers confidential. That means no one here will know your individual answers.

In front of you are two sheets of paper titled “Personal Traits Activity Sheet” and “Personal Traits Activity Sticker Sheet.” The “Personal Traits Activity Sticker Sheet” has labels with words or phrases that describe people. Consider whether you think there are gender differences on these traits. There is no right or wrong way to think about this -- and everybody’s ideas will probably be a little different. What is most important is that you think carefully and honestly as you sort these traits into four groups:

1. mostly in BOYS,
2. mostly in GIRLS,
3. equally in BOYS and GIRLS, and
4. neither in BOYS nor GIRLS.

Remove each sticker and stick it under one of the four columns on the “Personal Traits Activity Sheet.” Let’s look at the piece of paper titled “Personal Traits Activity Sheet.” You should see the four groups I mentioned above and a column for each group. If you place a sticker in the first column that means that you believe the trait on the sticker is more common in boys. If you place a sticker in the second column that means you believe the trait on the sticker is more common in girls. If you place a sticker in the third column that means you believe the trait on the sticker is equally common in boys and girls. If you place a sticker in the fourth column that means you believe the trait on the sticker is uncommon in both boys and girls.

Are there any questions about the activity instructions? *{Answer any questions they have}*

Take your time and be sure to place each trait under whichever column you believe it goes under. Remember this is not a test and there are no right or wrong answers – we want to know what your opinions are.

I will give you 10 minutes to complete this activity. Don’t worry if you don’t finish.

If you have questions, raise your hand and I can help you.

Once you are finished, I will collect your Personal Traits Activity Sheet. *{or indicate a place to collect them}*

Are there any other questions?

***Okay, Let’s begin!***

### Step 3: Collecting the **Pre**-Program Personal Traits Activity Sheet

- Collect Personal Traits Activity Sheets from each participant once they have completed it. Be sure participants have not written their name on the Personal Traits Activity Sheet. If they have, ask them to remove it, or remove it yourself.
- Be sure the Personal Traits Activity Sheets are put in a secure place where the individual that will enter the data can easily find them.

### **Administering the Post-Program Personal Traits Activity Sheet**

Step 1: Gather Post-Program Activity Materials (at the end of program activities). The activity Administrator will need the following materials:

- One copy of the Personal Traits Activity Sheet (on page 15) for each participant completing the activity. Before distributing the survey, be sure to indicate that this sheet is the post-program survey (completed at the end of the program).
- One copy of the Personal Traits Activity Sticker Sheet (Page 17) for each participant completing the activity. Create the Personal Traits Activity Sticker Sheet by printing out the traits on self-adhesive stickers (1" X 2 5/8" address labels are a good option), one trait to each label.

Step 2: Administering Post-Program Personal Traits Activity (after completing programming activities)

- Make sure the Unique Tracking IDs are assigned according to instructions on pages 4-5 and are recorded on the surveys appropriately.
- Pass out one copy of the Personal Traits Activity Sheet and Personal Traits Sticker Sheet to each participant.
- Let participants know that they will be completing the exact same activity but it should be based on the new knowledge they gained through participation in the program.
- Ask participants to complete this activity by placing each sticker under the column on the Personal Traits Activity Sheet that they believe best fits the trait.

Step 3 Collecting Post-Personal Traits Activity Sheet

- Collect Personal Traits Activity Sheet from each participant once they have completed it. Be sure participants have not written their name on the Personal Traits Activity Sheet. If they have, ask them to remove it.
- Be sure the Personal Traits Activity Sheets are put in a secure place where the individual that will enter the data can easily find them.

### **Calculating Scores**

- The Personal Traits Activity scores will be used to report on programmatic success in achieving the following outcome:  
*Increase participants' knowledge of gender socialization.*
- Collect all post-program surveys and match them up with the pre-program surveys using the Unique Tracking ID that you assigned and marked on each

survey. If you have pre- or post-program Personal Traits Activity Sheets that you don't have a matching survey for, do not include them in your scoring.

- Add up the total number of traits placed in both the “both male and female” and “neither male nor female” columns on the pre-program activity sheet, and then do the same for the traits for those two columns on the post-program activity sheet.
- Subtract the total number of traits in those two columns on the pre-program activity sheet from the total number of traits in those two columns on the post-program activity sheet. **If you get a positive number, then that individual has met the desired outcome. If you get a negative number or a 0, then this individual has not met the desired outcome and cannot be counted as having done so.**

**Personal Traits Activity– All Participants**

Unique Tracking ID \_\_\_\_\_

PART 1.

I think this trait is:

Mostly in BOYS	Mostly in GIRLS	Equally in GIRLS and BOYS	Neither GIRLS nor BOYS



PART 2. These questions are important for us to know a little about you. We ask that you answer them to the best of your ability.

1. What is your age? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What is your ethnicity? (Check one)
  - Hispanic or Latino
  - Non Hispanic or Latino
4. What is your race? (Check one or more categories)
  - White
  - Black or African American
  - Asian
  - American Indian and Alaska Native
  - Native Hawaiian and Pacific Islander
  - Other \_\_\_\_\_
5. What grade in school are you currently in? (Check one)
  - 4th Grade
  - 5th Grade
  - 6th Grade
  - 7th Grade
  - 8th Grade
  - 9th Grade
  - 10th Grade
  - 11th Grade
  - 12th Grade
  - College freshman
  - College sophomore
  - College junior
  - College senior
  - I am under 18 not currently in school
  - I am 18 or over and not currently in school

**Thank you for your participation.**

### Personal Traits Activity - Sticker Sheet

Stands up to pressure well	Affectionate	Understanding of others	Never gives up easily
Loyal	Feels superior	Self-confident	Aware of other's feelings
Strong	Can make decisions easily	Kind	Doesn't care what other people think of them
Competitive	Helpful to others	Calm in a major crisis	Little need for security
Never cries	Controlling	Gentle	Active
Emotional	Independent	Aggressive	Feelings not easily hurt

## *Instructions - Administering Phase 1 Retrospective Surveys*

Step 1: Gather Survey Materials. The survey administrator will need the following materials to administer the survey:

- Copies of survey to be administered
- Pens or pencils for each individual taking the survey

Step 2: Administering Survey

- Make sure the Unique Tracking IDs are assigned according to instructions on pages 4-5 and are recorded on the surveys appropriately.
- Be sure to review *Participants' Rights to Participate in Evaluation* section on pages 5-6 and follow guidance from that section to obtain required consents. Introduce the evaluation. A sample script is offered below. Hand out the appropriate surveys to the participants based on the age group you are working with (and writing instruments if needed).
- Read instructions on survey aloud to participants.
- Let participants know you are here to help them if they have questions.
- While participants are completing the survey, answer any questions participants may have. Below are some helpful tips on what is appropriate when helping people complete the survey.
  - If participants have problems understanding the statements, it is okay to reword the statement in a way that they can better understand it.
  - For younger age groups, it may be helpful to read each survey statement aloud and have participants respond on their individual paper survey.
- When participants finish the survey, thank them for their participation.

A sample script is provided below to assist with administering the survey (notes for the survey administrator are in italics).

This survey covers subjects we've talked about during our past meetings/sessions. It will ask you to share how much you agree or disagree with certain statements now that you've gone through this program. It will also ask you to share how much you would have agreed or disagreed with the same statements before you started this program.

This information will help us improve this program, it is not a test and there are no wrong answers. If you do not want to participate, leave your survey blank. If there is a statement that you do not want to respond to, leave it blank. Remember, completing the survey is completely voluntary. Whether or not you complete this survey, you are still a valued member of the group.

Make sure you **DO NOT** put your name on the survey so that we can keep your answers confidential. That means no one here will know your individual answers.

Take your time and be sure to respond to each statement based on what you really think.

Let's look at the instructions and the example on the survey now. *{Read through the instructions and the example}*. Does anyone have any questions about how the survey is set up?

I will give you about 15 minutes to complete the survey. If you don't understand how to answer a question, I can help you.

Once you are finished, I will collect your surveys *{or indicate a place to collect them}*

Are there any questions?

***Okay, Let's begin!***

**Step 3: Collecting Surveys**

- Collect surveys from each participant once they have completed it. Be sure participants have not written their name on the survey. If they have, ask them to remove it or remove it yourself.
- Be sure surveys are put in a secure place where the individual that will enter the survey data can easily find them.

**Calculating Scores**

Below is a chart that tells you which statements pertain to which Phase 1 outcome. Starred (\*) statements are reversely scored (statements that reflect the opposite of the desired change and therefore have to be reversely scored). Statements ending in "a" are post-program statements; statements ending in "b" are retrospective pre-program statements:

**Elementary/Middle School**

Outcome: Decrease participants' acceptance of attitudes, statements or behaviors that demean or degrade people based on gender.	1a*, 1b*, 2a, 2b, 3a*, 3b*
Outcome: Increase participants' intent to engage in healthy relationship behaviors (no questions have reverse scoring)	4a, 4b, 5a, 5b, 6a, 6b, 7a, 7b

**High School/College/Adult**

Outcome: Decrease participants' acceptance of attitudes, statements or behaviors that demean or degrade people based on gender.	1a*, 1b*, 2a, 2b, 3a*, 3b*, 4a, 4b
Outcome: Increase participants' intent to engage in healthy relationship behaviors (no questions have reverse scoring)	5a, 5b, 6a, 6b, 7a, 7b, 8a, 8b, 9a, 9b

The survey provides the following scale to score survey responses.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Some of the statements on the retrospective surveys are reversed score statements (meaning they reflect responses that are opposite of the desired change). The reversed score statements are starred above. For example, “girls are always trying to get boys to do what they want them to do” is a statement with which we hope participants will disagree. As such, they should be scored reversely. This is done by reversing the numerical score so that a response of 5 on a reverse score statement would actually be calculated as a 1, a 4 would equal a 2, a neutral score of 3 still equals a 3, a 2 becomes a 4, and a 1 becomes a 5. The example below shows the actual scores for reverse scored statements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5	4	3	2	1

After reversing the scores for those statements, you can then calculate the outcome score by adding actual scores for regular and reversed questions for each set of outcomes.

**For Phase 1 Retrospective Survey: Elementary/Middle School the following statements should be scored in reverse: 1a, 1b, 3a, and 3b (starred below).**

**For Phase I Retrospective Survey: High School/College/Adult the following statements should be scored in reverse: 1a, 1b, 3a, 3b.** The rest of the statements are scored normally.

Below is an example of a possible response for the Phase I Retrospective **Elementary/Middle School** Survey:

Outcome: Decrease participants’ acceptance of attitudes, statements or behaviors that demean or degrade people based on gender.	STATEMENT NUMBER	SCORE ON SURVEY	ACTUAL SCORE
	1a*	2	4
	1b*	4	2
	2a	3	3
	2b	3	3
	3a*	1	5
	3b*	3	3
Post-program Score (1a + 2a +3a):			4+3+5= <b>12</b>
Retrospective Pre-program Score (1b+2b+3b)			2+3+3= <b>8</b>
Outcome Score (Post-program Score –			12-8=

Retrospective pre-program Score):			<b>4</b>
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Outcome: Increase participants' intent to engage in healthy relationship behaviors (no statements have reverse scoring)	STATEMENT NUMBER	SCORE ON SURVEY
	4a	4
	4b	3
	5a	3
	5b	3
	6a	4
	6b	3
	7a	4
	7b	2
Post-program Score (4a + 5a +6a+7a):		4+3+4+4= <b>15</b>
Retrospective Pre-program Score (4b + 5b +6b+7b):		3+3+3+2= <b>11</b>
Outcome Score: (Post-program score – Retrospective pre-program score)		15-11= <b>4</b>

To show a desired outcome, the Outcome Score that is calculated by subtracting the Retrospective Pre-program Score from the Post-program Score should be a positive number (1, 2, 3, 4) rather than a negative number (-5,-3,-2) or 0.

In the example above, the Outcome Score for *increase participants' intent to engage in healthy relationship behaviors* is 4, which is a positive number. **This individual can be counted as an individual that reported the desired outcome.**

If the Retrospective Pre-program Score is MORE THAN or equal to the Post-Program Score (for example a retrospective Pre-program Score of 7 and a Post-program Score of 6), then their Outcome Score would be a negative number (6- 7 = -1) or 0 and **this individual could NOT be counted as an individual that reported desired outcome.**

**Phase 1 Retrospective Survey**  
**Elementary – Middle School**

Unique Tracking ID \_\_\_\_\_

**IMPORTANT INSTRUCTIONS:** For each of the following statements, we'd like you to respond in two ways. First, we want to know whether you agree or disagree, and to what level, with the statement after your participation in this program. Then we want you to think about before you started this program and to let us know whether or not you would have agreed or disagreed with the same statement then.

**PART 1.** Use the following scale to respond to each statement. Circle the number that best describes your level of agreement with each statement. Only circle one number.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**EXAMPLE:** The first statement in the example below asks whether you believe you can make new friends easily **AFTER** participating in the program. The second part asks whether you believed you could make friends easily **BEFORE** participating in the program.

In the example below, this person strongly agrees that they can make new friends easily **AFTER** participating in the program. However, this person disagrees that they could make friends easily **BEFORE** participating in the program.

Example: After participating in this program, I now believe I can make new friends easily.	1 2 3 4 <b>5</b>
Example: Before participating in this program, I believed that I could make new friends easily.	<b>1</b> 2 3 4 5

**Start here:**

1a. <i>After participating in this program, I now believe that</i> <b>girls are always trying to get boys to do what they want them to do.</b>	1 2 3 4 5
1b. <i>Before this program, I believed that</i> <b>girls were always trying to get boys to do what they wanted them to do.</b>	1 2 3 4 5
2a. <i>After participating in this program, I now believe that</i> <b>saying someone acts like a girl is a way of putting them down.</b>	1 2 3 4 5
2b. <i>Before this program, I believed that</i> <b>saying someone acts like a girl was a way of putting them down.</b>	1 2 3 4 5
3a. <i>After participating in this program, I now believe that</i> <b>kids who get picked on usually deserve it.</b>	1 2 3 4 5
3b. <i>Before this program, I believed that</i> <b>kids who got picked on usually deserved it.</b>	1 2 3 4 5

4a. <i>After participating in this program, if I have a disagreement with someone, I will <b>let the person know how I feel.</b></i>	<b>1 2 3 4 5</b>
4b. <i>Before this program, if I had a disagreement with someone, I would have <b>let the person know how I felt.</b></i>	<b>1 2 3 4 5</b>
5a. <i>After participating in this program, if I have a disagreement with someone, I will <b>ask the person how he or she feels.</b></i>	<b>1 2 3 4 5</b>
5b. <i>Before this program, if I had a disagreement with someone, I would have <b>asked the person how he or she felt.</b></i>	<b>1 2 3 4 5</b>
6a. <i>After participating in this program, if I have a disagreement with someone, I will <b>ask the person questions to better understand what happened.</b></i>	<b>1 2 3 4 5</b>
6b. <i>Before this program, if I had a disagreement with someone, I would have <b>asked the person questions to better understand what happened.</b></i>	<b>1 2 3 4 5</b>
7a. <i>After participating in this program, if I have a disagreement with someone, I will <b>show respect for the other person's boundaries.</b></i>	<b>1 2 3 4 5</b>
7b. <i>Before this program, if I had a disagreement with someone, I would have <b>shown respect for the other person's boundaries.</b></i>	<b>1 2 3 4 5</b>

PART 2. These questions are important for us to know a little about you. We ask that you answer them to the best of your ability.

1. What is your age? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What is your ethnicity? (Check one)
  - Hispanic or Latino
  - Non Hispanic or Latino
4. What is your race? (Check one or more categories)
  - White
  - Black or African American
  - Asian
  - American Indian and Alaska Native
  - Native Hawaiian and Pacific Islander
  - Other \_\_\_\_\_
5. What grade in school are you currently in? (Check one)
  - 4th Grade
  - 5th Grade
  - 6th Grade
  - 7th Grade



- 8th Grade
- I am not currently in school

**Thank you for your participation.**

**Phase 1 Retrospective Survey  
High School/College/Adult**

Unique Tracking ID \_\_\_\_\_

**IMPORTANT INSTRUCTIONS:** For each of the following statements, we'd like you to respond in two ways. First, we want to know whether you agree or disagree, and to what level, with the statement after your participation in this program. Then we want you to think about before you started this program and to let us know whether or not you would have agreed or disagreed with the same statement then.

**Part 1.** Use the following scale to respond to each statement. Circle the number that best describes your level of agreement with each statement. Only circle one number.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**EXAMPLE:** The first statement in the example below asks whether you believe you can make new friends easily **AFTER** participating in the program. The second part asks whether you believed you could make friends easily **BEFORE** participating in the program.

In the example below, this person strongly agrees that they can make new friends easily **AFTER** participating in the program. However, this person disagrees that they could make friends easily **BEFORE** participating in the program.

Example: After participating in this program, I now believe I can make new friends easily.	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
Example: Before participating in this program, I believed that I could make new friends easily.	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>

**Start here:**

<b>1a. After participating in this program, I now believe that women are always trying to get men to do what they want them to do.</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
<b>1b. Before this program, I believed that women were always trying to get men to do what they wanted them to do.</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
<b>2a. After participating in this program, I now believe that it is possible for a man and a woman to be “just friends.”</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
<b>2b. Before this program, I believed that it was possible for a man and a woman to be “just friends.”</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>

3a. <i>After participating in this program, I now believe that sex is like a game where one person wins and one person loses.</i>	1 2 3 4 5
3b. <i>Before this program, I believed that sex was like a game where one person won and one person lost.</i>	1 2 3 4 5
4a. <i>After participating in this program, I now believe that it is wrong for someone to make a joke about a woman's body.</i>	1 2 3 4 5
4b. <i>Before this program, I believed that it was wrong for someone to make a joke about a woman's body.</i>	1 2 3 4 5
5a. <i>After participating in this program, if I have a disagreement with someone, I will let the person know how I feel.</i>	1 2 3 4 5
5b. <i>Before this program, if I had a disagreement with someone, I would have let the person know how I felt.</i>	1 2 3 4 5
6a. <i>After participating in this program, if I have a disagreement with someone, I will ask the person how he or she feels.</i>	1 2 3 4 5
6b. <i>Before this program, if I had a disagreement with someone, I would have asked the person how he or she felt.</i>	1 2 3 4 5
7a. <i>After participating in this program, if I have a disagreement with someone, I will ask the person questions to better understand what happened.</i>	1 2 3 4 5
7b. <i>Before this program, if I had a disagreement with someone, I would have asked the person questions to better understand what happened.</i>	1 2 3 4 5
8a. <i>After participating in this program, if I have a disagreement with someone, I will show respect for the other person's boundaries.</i>	1 2 3 4 5
8b. <i>Before this program, if I had a disagreement with someone, I would have shown respect for the other person's boundaries.</i>	1 2 3 4 5
9a. <i>After participating in this program, if I have a disagreement with someone, I will listen to the other person's point of view.</i>	1 2 3 4 5
9b. <i>Before this program, if I had a disagreement with someone, I would have listened to the other person's point of view.</i>	1 2 3 4 5

PART 2. These questions are important for us to know a little about you. We ask that you answer them to the best of your ability.

1. What is your age? \_\_\_\_\_

2. What is your gender? \_\_\_\_\_
3. What is your ethnicity? (Check one)
- Hispanic or Latino
  - Non Hispanic or Latino
4. What is your race? (Check one or more categories)
- White
  - Black or African American
  - Asian
  - American Indian and Alaska Native
  - Native Hawaiian and Pacific Islander
  - Other \_\_\_\_\_
5. What grade in school are you currently in? (Check one)
- 9th Grade
  - 10th Grade
  - 11th Grade
  - 12th Grade
  - College freshman
  - College sophomore
  - College junior
  - College senior
  - I am under 18 not currently in school
  - I am 18 or over and not currently in school

**Thank you for your participation.**

## PHASE 2 BYSTANDER INTERVENTION

### Introduction

Phase 2 – bystander intervention measurement instruments will assess outcomes related to a participant’s intent to challenge behaviors supportive of sexual violence.

### Outcomes and Measurement Instrument

The following is the outcome for Phase 2, Bystander Intervention, the measurement instrument for the outcome, and the location of the measurement instrument.

Outcome	Measurement Instruments	Location
Increase participant’s intent to challenge behaviors supportive of sexual violence.	Phase 2 Bystander Retrospective Survey – Elementary and Middle School	Pages 33-35
	Phase 2 Bystander Retrospective Survey – High School and College	Pages 36-38

### Reporting Outcome Results

Your organization will be reporting the following information for the outcome listed above:

- Number of instruments given to individuals
- Number of instruments completed by individuals
- Individuals reporting desired outcome. Included in the instructions for each measurement instrument, there is information on how to calculate “desired outcome”.

## PHASE 2 BYSTANDER INTERVENTION MEASUREMENT INSTRUMENTS AND INSTRUCTIONS

### *Instructions - Administering Phase 2: Bystander Retrospective Surveys*

Step 1: Gather Survey Materials. The survey administrator will need the following materials to administer the survey:

- Copies of survey to be administered
- Pens or pencils for each individual taking the survey

Step 2: Administering Survey

- Make sure the Unique Tracking IDs are assigned according to instructions on pages 4-5 and are recorded on the surveys appropriately.
- Be sure to review *Participants' Rights to Participate in Evaluation* section on pages 5-6 and follow guidance from that section to obtain required consents.
- Introduce the evaluation. A sample script is offered below. Hand out the appropriate surveys to the participants based on the age group you are working with (and writing instruments if needed).
- Read instructions on survey aloud to participants.
- While participants are completing the survey, answer any questions participants may have. Below are some helpful tips on what is appropriate when helping people complete the survey.
  - If participants have problems understanding what the question is asking, it is okay to reword the question in a way that they can better understand it.
  - For younger age groups, it may be helpful to read each survey question aloud and have participants respond on their individual paper survey.
- When participants complete the survey, thank them for their time.

### Sample Script

This survey covers subjects we've talked about during our past meetings/sessions. It will ask you to share how much you agree or disagree with certain statements now that you've gone through this program. It will also ask you to share how much you would have agreed or disagreed with the same statements before you started this program.

This information will help us improve our program, it is not a test and there are no wrong answers. If you do not want to participate, leave your survey blank. If there is a statement that you do not want to respond to, leave it blank. Remember, completing the survey is completely voluntary. Whether or not you complete this survey, you are still a valued member of the group.

Make sure you **DO NOT** put your name on the survey so that we can keep your answers confidential. That means no one here will know your individual answers.

Let's look at the instructions and the example on the survey now. *{Read through the*

*instructions and the example*}. Does anyone have any questions about how the survey is set up?

I will give you about 15 minutes to finish the survey. If you don't understand something, I can help you.

Once you are finished, I will collect your surveys *{or indicate a place to collect them}*

Are there any questions?

***Okay, Let's begin!***

**Step 3: Collecting Surveys**

- Collect surveys from each participant once they have completed it. Be sure participants have not written their name on the survey. If they have, ask them to remove it or remove it yourself.
- Be sure surveys are put in a secure place where the individual that will enter the survey data can easily find them.

**Calculating Scores**

Below is a chart of the Phase 2 Bystander Intervention Retrospective survey statement. Starred statements are reversely-scored (statements that reflect the opposite of the desired change and therefore have to be reversely scored). Statements ending in “a” are post-program statements; statements ending in “b” are retrospective pre-program statements.

**Elementary/Middle School**

Outcome: Increase participants' intent to challenge behaviors supportive of sexual violence.	1a, 1b, 2a, 2b, 3a, 3b, 4a*, 4b*, 5a, 5b, 6a, 6b, 7a, 7b, 8a, 8b
--	--

**High School/College/Adult**

Outcome: Increase participants' intent to challenge behaviors supportive of sexual violence.	1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b, 5a, 5b, 6a, 6b, 7a, 7b, 8a, 8b
--	--

The survey provides the following scale to score survey responses.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Some of the statements on the retrospective surveys are reversed score statements (meaning they reflect responses that are opposite of the desired changes). The reverse score statements are starred above. For example, “girls are always trying to get boys to do what they want them to do” is a statement with which we hope participants will disagree. As such, they should be scored reversely. This is done

by reversing the numerical score so that a response of 5 on a reverse score statement would actually be calculated as a 1, a 4 would equal a 2, a neutral score of 3 still equals a 3, a 2 becomes a 4, and a 1 becomes a 5. The example below shows the actual scores for reverse scored statements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5	4	3	2	1

After reversing the scores for those statements, you can then calculate the outcome score by adding each actual score for regular and reversed statements for each set of outcomes.

**For Phase 2 Bystander Retrospective Survey: Elementary/Middle School, the following statements should be scored in reverse: 4a, 4b (starred below).** The rest of the statements are scored normally. For example:

Outcome: Increase participant’s intent to challenge behaviors supportive of sexual violence.	STATEMENT NUMBER	SCORE ON SURVEY	ACTUAL SCORE
	1a	2	2
	1b	4	4
	2a	3	3
	2b-	3	3
	3a	1	1
	3b	3	3
	4a*	2	4
	4b*	5	1
	5a	4	4
	5b	3	3
	6a	3	3
	6b	3	3
	7a	2	2
	7b	1	1
	8a	3	3
	8b	2	2
Post-program Score (1a+2a+3a+4a + 5a +6a+7a+8a):			2+3+1+4+4+3 +2+3= <b>22</b>
Retrospective Pre-program Score (1b+2b+3b+4b + 5b +6b+7b+8b):			4+3+3+1+3+3 +1+2= <b>20</b>
Outcome Score: (Post-program Score – Retrospective pre-program Score)			22-20= <b>2</b>



**Phase 2 Bystander Retrospective Survey: High School/College School** does not have any statements that are reversely scored. To calculate the outcome score, simply add up the all of the responses. For example:

Outcome: Increase participant's intent to challenge behaviors supportive of sexual violence.	STATEMENT NUMBER	SCORE ON SURVEY
	1a	4
	1b	2
	2a	4
	2b	1
	3a	5
	3b	3
	4a	3
	4b	2
	5a	4
	5b	3
	6a	3
	6b	3
	7a	2
	7b	1
	8a	3
	8b	2
Post-program Score (1a+2a+3a+4a + 5a +6a+7a+8a):	4+4+5+3+4+ 3+2+3= <b>28</b>	
Retrospective Pre-program Score (1b+2b+3b+4b + 5b +6b+7b+8b):	2+1+3+2+3+ 3+1+2= <b>17</b>	
Outcome Score: (Post-program Score – Retrospective pre-program Score)	28-17= <b>11</b>	

To show a desired outcome, the Outcome Score that is calculated by subtracting the Retrospective Pre-program Score from the Post-program Score should be a positive number (1, 2, 3, 4) rather than a negative number (-5,-3,-2) or 0.

In the example above, the Outcome Score is 11, which is a positive number. **This individual can be counted as an individual that reported the desired outcome.**

If the Retrospective Pre-program Score is MORE THAN or equal to the Post-Program Score (for example a retrospective Pre-program Score of 7 and a Post-program Score of 6), then their Outcome Score would be a negative number (6- 7 = -1) or 0 and **this individual could NOT be counted as an individual that reported desired outcome.**

**Phase 2 Bystander Intervention Retrospective Survey  
Elementary and Middle School**

Unique Tracking ID \_\_\_\_\_

**IMPORTANT INSTRUCTIONS:** For each of the following statements, we'd like you to respond in two ways. First, we want to know whether you agree or disagree, and to what level, with the statement after your participation in this program. Then we want you to think about before you started this program and let us know whether or not you would have agreed or disagreed with the same statement then.

**Part 1.** Use the following scale to respond to each statement. Circle the number that best describes your level of agreement with each statement. Only circle one number.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**EXAMPLE:** The first statement in the example below asks whether you believe you can make new friends easily **AFTER** participating in the program. The second part asks whether you believed you could make friends easily **BEFORE** participating in the program.

In the example below, this person strongly agrees that they can make new friends easily **AFTER** participating in the program. However, this person disagrees that they could make friends easily **BEFORE** participating in the program.

Example: After participating in this program, I now believe I can make new friends easily.	1 2 3 4 <b>5</b>
Example: Before participating in this program, I believed that I could make new friends easily.	1 <b>2</b> 3 4 5

**Start here:**

1a. <i>After participating in this program, I feel like part of this group.</i>	1 2 3 4 5
1b. <i>Before this program, I felt like a part of this group.</i>	1 2 3 4 5
2a. <i>After participating in this program, I now believe that people in this group will support me if I intervene.</i>	1 2 3 4 5
2b. <i>Before this program, I believed that people in this group would support me if I intervened.</i>	1 2 3 4 5
3a. <i>After participating in this program, I now believe that I will speak up if a person tells jokes that put down women and girls.</i>	1 2 3 4 5
3b. <i>Before this program, I believed that I would have spoken up if a person was telling jokes that put down women and girls.</i>	1 2 3 4 5

4a. <i>After participating in this program, I now believe that it's none of my business if someone is pressuring their friends to do something they don't want to do.</i>	1 2 3 4 5
4b. <i>Before this program, I believed that it was none of my business if someone was pressuring their friends to do something they didn't want to do.</i>	1 2 3 4 5
5a. <i>After participating in this program, I now believe that if a friend were about to share photos of another person without their permission, I would say that's not okay.</i>	1 2 3 4 5
5b. <i>Before this program, I believed that if a friend was about to share photos of another person without their permission, I would say that's not okay.</i>	1 2 3 4 5
6a. <i>After participating in this program, I now believe that I would speak up if someone was teasing others about their bodies or clothing.</i>	1 2 3 4 5
6b. <i>Before this program, I believed that I would have spoken up if someone was teasing others about their bodies or clothing.</i>	1 2 3 4 5
7a. <i>After participating in this program, I now believe that if I intervene regularly, I can prevent people from being mistreated or hurt.</i>	1 2 3 4 5
7b. <i>Before this program, I believed that If I intervened regularly, I could prevent people from being mistreated or hurt.</i>	1 2 3 4 5
8a. <i>After participating in this program, I now believe that my friends will look up to me if I intervene.</i>	1 2 3 4 5
8b. <i>Before this program, I believed that my friends would look up to me if I intervene.</i>	1 2 3 4 5

PART 2. These questions are important for us to know a little about you. We ask that you answer them to the best of your ability.

1. What is your age? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What is your ethnicity? (Check one)
  - Hispanic or Latino
  - Non Hispanic or Latino
4. What is your race? (Check one or more categories)
  - White

- Black or African American
- Asian
- American Indian and Alaska Native
- Native Hawaiian and Pacific Islander
- Other \_\_\_\_\_

5. What grade in school are you currently in? (Check one)

- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- I am not currently in school

**Thank you for your participation.**

**Phase 2 Bystander Intervention Retrospective Survey  
High School and College**

Unique Tracking ID \_\_\_\_\_

**IMPORTANT INSTRUCTIONS:** For each of the following statements, we'd like you to respond in two ways. First, we want to know whether you agree or disagree, and to what level, with the statement after your participation in this program. Then we want you to think about before you started this program and let us know whether or not you would have agreed or disagreed with the same statement then.

**Part 1.** Use the following scale to respond to each statement. Circle the number that best describes your level of agreement with each statement. Only circle one number.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**EXAMPLE:** The first statement in the example below asks whether you believe you can make new friends easily **AFTER** participating in the program. The second part asks whether you believed you could make friends easily **BEFORE** participating in the program.

In the example below, this person strongly agrees that they can make new friends easily **AFTER** participating in the program. However, this person disagrees that they could make friends easily **BEFORE** participating in the program.

Example: After participating in this program, I now believe I can make new friends easily.	1 2 3 4 <b>5</b>
Example: Before participating in this program, I believed that I could make new friends easily.	1 <b>2</b> 3 4 5

**Start here:**

1a. <i>After participating in this program, I feel like a part of this group.</i>	1 2 3 4 5
1b. <i>Before this program, I felt like a part of this group.</i>	1 2 3 4 5
2a. <i>After participating in this program, I now believe that people in this group will support me if I intervene.</i>	1 2 3 4 5
2b. <i>Before this program, I believed that people in this group would support me if I intervened.</i>	1 2 3 4 5
3a. <i>After participating in this program, I would express my discomfort when someone makes a joke about a woman's body.</i>	1 2 3 4 5
3b. <i>Before this program, I would have expressed my discomfort when someone made a joke about a woman's body.</i>	1 2 3 4 5

4a. <i>After participating in this program, I would speak up if I heard a sexist joke being made.</i>	1 2 3 4 5
4b. <i>Before this program, I would have spoken up if I heard a sexist joke being made.</i>	1 2 3 4 5
5a. <i>After participating in this program, I would intervene when someone is putting another down because they step outside of gender norms.</i>	1 2 3 4 5
5b. <i>Before this program, I would have intervened when someone is putting another down because they stepped outside of gender norms.</i>	1 2 3 4 5
6a. <i>After participating in this program, if a friend was about to share photos of another person without their permission, I would say that's not okay.</i>	1 2 3 4 5
6b. <i>Before this program, if a friend was about to share photos of another person without their permission, I would have said that's not okay.</i>	1 2 3 4 5
7a. <i>After participating in this program, I now believe that if I intervene regularly, I can prevent people from being mistreated or hurt.</i>	1 2 3 4 5
7b. <i>Before this program, I believed that if I intervened regularly, I could prevent people from being mistreated or hurt.</i>	1 2 3 4 5
8a. <i>After participating in this program, I now believe that my friends will look up to me if I intervene.</i>	1 2 3 4 5
8b. <i>Before this program, I believed that my friends would look up to me if I intervened.</i>	1 2 3 4 5

PART 2. These questions are important for us to know a little about you. We ask that you answer them to the best of your ability.

1. What is your age? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What is your ethnicity? (Check one)
  - Hispanic or Latino
  - Non Hispanic or Latino
4. What is your race? (Check one or more categories)
  - White
  - Black or African American
  - Asian
  - American Indian and Alaska Native
  - Native Hawaiian and Pacific Islander
  - Other \_\_\_\_\_

5. What grade in school are you currently in? (Check one)

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- College freshman
- College sophomore
- College junior
- College senior
- I am not currently in school

**Thank you for your participation.**

## PHASE 2 YOUTH DEVELOPMENT

### Introduction

Phase 2, Youth Development measurement instruments will assess outcomes related to participants' sense of efficacy and an increase in instances of collective youth leadership.

### Outcomes and Measurement Instrument

The following is a list of the outcomes required for Phase 2, Youth Development, the measurement instrument required for the outcome, and the location of the measurement instrument.

Outcome	Measurement Instrument	Location
Increase sense of efficacy to effect change in participants' lives, relationships, community.	Phase 2 Youth Development Retrospective Survey <sup>3</sup> <ul style="list-style-type: none"> <li>• Elementary</li> <li>• Middle and High School</li> <li>• College</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary – Pages 47-49</li> <li>• Middle and High School – Pages 50-52</li> <li>• College – Page 53-55</li> </ul>
Increase instances of collective youth leadership in efforts to prevent sexual violence. Instances of youth leadership must support other outcomes.	Phase 2 Youth Development - Instances of Collective Youth Leadership Checklist.	Page 56

### Reporting Outcome Results

Your organization will be reporting the following information for the outcome regarding an increase sense of efficacy listed above:

- Number of instruments given to individuals
- Number of instruments completed by individuals
- Individuals reporting desired outcome. Included in the instructions for each measurement tool, there is information on how to calculate “desired outcome”.

Additionally, your organization will be reporting on the number of instances of collective youth leadership<sup>4</sup>. The measurement instrument included on page 54 is a checklist your

<sup>3</sup> There are three surveys – one for each age group. Organizations should use the survey designated for the age of the participants.



organization can use to record the number and types of instances of collective youth leadership. Use a separate check list for each quarter as your organization will be required to report the number of instances of collective youth leadership on your quarterly performance report.

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<sup>4</sup> Instances of collective youth leadership means a group of youth taking action related to risk and protective factors for sexual violence. Examples can be found in the Plan Amendment Q & A Document. See CDC's Implementation of Anti-Lobbying Provisions (June 25, 2012) which includes Additional Requirements 12 (AR)-12.

## PHASE 2 YOUTH DEVELOPMENT MEASUREMENT INSTRUMENTS AND INSTRUCTIONS

### *Instructions - Administering Youth Development Retrospective Surveys*

Step 1: Gather Survey Materials. The survey administrator will need the following materials to administer the survey:

- Copies of survey to be administered
- Pens or pencils for each individual taking the survey

Step 2: Administering Survey

- Make sure the Unique Tracking IDs are assigned according to instructions on page 4-5 and are recorded on the surveys appropriately.
- Be sure to review *Participants' Rights to Participate in Evaluation* section on page 5-6 and follow guidance from that section to obtain required consents.
- Introduce the evaluation. A Sample script is offered below.
- Hand out the appropriate surveys to the participants based on the age group you are working with (and writing instruments if needed).
- Read instructions on survey aloud to participants.
- Let participants know you are here to help them if they have questions.
- While participants are completing the survey, answer any questions participants may have. Below are some helpful tips on what is appropriate when helping people who are completing the survey.
  - If participants have problems understanding the statement, it is okay to reword the statement in a way that they can better understand it.
  - For younger age groups, it may be helpful to read each survey statement aloud and have participants respond on their individual paper survey.
- When participants finish the survey, thank them for their time.

#### Sample Script

This survey covers subjects we've talked about during our past meetings/sessions. It will ask you to share how much you agree or disagree with certain statements now that you've gone through this program. It will also ask you to share how much you would have agreed or disagreed with the same statements before you started this program.

This information will help us improve this program, it is not a test and there are no wrong answers. If you do not want to participate, leave your survey blank. If there is a statement that you do not want to respond to, leave it blank. Remember, completing the survey is completely voluntary. Whether or not you complete this survey, you are still a valued member of the group.

Make sure you **DO NOT** put your name on the survey so that we can keep your answers confidential. That means no one here will know your individual answers.

Take your time and be sure to respond to each statement.

Let's look at the instructions and the example on the survey now. *{Read through the instructions and the example}*. Does anyone have any questions about how the survey is set up?

I will give you about 15 minutes to finish the survey. If you have questions, I can help you.

Once you are finished, I will collect your surveys *{or indicate a place to collect them}*

Are there any questions?

***Okay, Let's begin!***

### Step 3: Collecting Surveys

- Collect surveys from each participant once they have completed it. Be sure participants have not written their name on the survey. If they have, ask them to remove it or remove it yourself.
- Be sure surveys are put in a secure place where the individual that will enter the survey data can easily find them.

### Calculating Scores

Phase 2 Youth Development Retrospective Survey – Elementary/Middle/High School provides the following scale to score survey responses:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Some of the statements on the retrospective surveys are reverse scored statements (meaning they reflect responses that are the opposite of the desired changes). The reverse score statements for each measurement tool are starred “\*”. For example, “I believe the adults in my life don’t really understand me” is a statement with which we hope participants will disagree. As such, they should be scored reversely. This is done by reversing the numerical score so that a response of 5 on a reverse score statement would actually be calculated as a 1, a 4 would equal a 2, a neutral score of 3 still equals a 3, a 2 becomes a 4, and a 1 becomes a 5. The example below show the actual scores for reverse scored statements.

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
5	4	3	2	1

After reversing the scores for those statements, you can then calculate the outcome score by adding each actual score for regular and reversed statements for each set of outcomes.

Below is a chart that tells you which statements are for the Phase 2 Youth Development Outcome for different age groups. Starred statements are reverse score statements, (statements that reflect the opposite of the desired change and therefore have to be reversely scored). Questions ending in “a” are post-program questions; questions ending in “b” are retrospective pre-program questions.

**Elementary School**

Outcome: Increase sense of efficacy to effect change in participants’ lives, relationships, community.	1a, 1b, 2a*, 2b*, 3a*, 3b*, 4a, 4b, 5a, 5b, 6a, 6b, 7a, 7b
--	--

**Middle/High School**

Outcome: Increase sense of efficacy to effect change in participants’ lives, relationships, community.	1a, 1b, 2a*, 2b*, 3a, 3b, 4a*, 4b*, 5a*, 5b*, 6a, 6b, 7a*, 7b*, 8a, 8b,
--	---

**College/Adult**

Outcome: Increase sense of efficacy to effect change in participants’ lives, relationships, community.	1a, 1b, 2a*, 2b*, 3a, 3b, 4a, 4b, 5a, 5b, 6a, 6b, 7a, 7b
--	--

**Phase 2 Youth Development Retrospective Survey - Elementary School the following statements should be scored in reverse: 2a, 2b, 3a, and 3b (starred below).**

Outcome: Increase sense of efficacy to effect change in participants’ lives, relationships, community.	STATEMENT NUMBER	SCORE ON SURVEY	ACTUAL SCORE
	1a	4	4
	1b	3	3
	2a*	1	5
	2b*	2	4
	3a*	2	4
	3b*	2	4
	4a	4	4
	4b	3	3
	5a	4	4
	5b	4	4
	6a	3	3
	6b	4	4
	7a	4	4
	7b	3	3
Post-program Score (actual score) (1a+2a+3a+4a + 5a +6a+7a):			4+5+4+4+4+3+4=

	<b>28</b>
Retrospective Pre-program Score (1b+2b+3b+4b + 5b +6b+7b):	3+4+4+3+4+ 4+3= <b>25</b>
Outcome Score: (Post-program Score – Retrospective Pre-program Score)	28-25= <b>3</b>

To show a desired outcome, the Outcome Score that is calculated by subtracting the Retrospective Pre-program Score from the Post-program Score should be a positive number (1, 2, 3, 4) rather than a negative number (-5,-3,-2) or 0.

In the example above, the Outcome Score is 3, which is a positive number. **This individual can be counted as an individual that reported the desired outcome.**

If the Retrospective Pre-program Score is MORE THAN or equal to the Post-program Score (for example a retrospective Pre-program Score of 17 and a Post-program Score of 16), then their Outcome Score would be a negative number (16-17 = -1) or 0. **This individual could NOT be counted as an individual that reported desired outcome.**

**Phase 2 Youth Development Retrospective Survey: Middle/High School the following statements should be scored in reverse: 2a, 2b, 4a, 4b, 5a, 5b, 7a, 7b (starred below).**

Outcome: Increase sense of efficacy to effect change in participants' lives, relationships, community.	STATEMENT NUMBER	SCORE ON SURVEY	<b>ACTUAL SCORE</b>
	1a	4	4
	1b	2	2
	2a*	2	4
	2b*	5	1
	3a	1	1
	3b	3	3
	4a*	3	3
	4b*	3	3
	5a*	2	4
	5b*	4	2
	6a	3	3
	6b	3	3
	7a*	2	4
	7b*	3	3
8a	2	2	
8b	5	5	
Post-program Score (1a+2a+3a+4a + 5a +6a+7a+8a+9a):			4+4+1+ 3+4+3+

	4+2= <b>25</b>
Retrospective Pre-program Score (1b+2b+3b+4b + 5b +6b+7b+8b+9b):	2+1+3+ 3+2+3+ 3+5= <b>22</b>
Outcome Score: (Post-program Score – Retrospective Pre-program Score)	25-22= <b>3</b>

To show a desired outcome, the Outcome Score that is calculated by subtracting the Retrospective Pre-program Score from the Post-program Score should be a positive number (1, 2, 3, 4) rather than a negative number (-5,-3,-2) or 0.

In the example above, the Outcome Score is 3, which is a positive number. **This individual can be counted as an individual that reported the desired outcome.**

If the Retrospective Pre-program Score is MORE THAN or equal to the Post-Program Score (for example a retrospective Pre-program Score of 17 and a Post-program Score of 16), then their Outcome Score would be a negative number (16-17 = -1) or 0. **This individual could NOT be counted as an individual that reported desired outcome.**

**For Phase 2 Youth Development Retrospective Survey: College the following statements should be scored in reverse: 2a, and 2b (starred below).**

Outcome: Increase sense of efficacy to effect change in participants' lives, relationships, community.	QUESTION NUMBER	SCORE ON SURVEY	ACTUAL SCORE
	1a	2	2
	1b	4	4
	2a*	1	5
	2b*	2	4
	3a	4	4
	3b	1	1
	4a	3	3
	4b	3	3
	5a	4	4
	5b	3	3
	6a	3	3
	6b	3	3
	7a	2	2
7b	1	1	
Post-program Score (1a+2a+3a+4a + 5a +6a+7a):			2+5+4+3+ 4+3+2= <b>23</b>

Retrospective Pre-program Score (1b+2b+3b+4b + 5b +6b+7b+8b):	4+4+1+3+ 3+3+1= <b>19</b>
Outcome Score: (Post-program Score – Retrospective Pre-program Score)	23-19= <b>4</b>

To show a desired outcome, the Outcome Score that is calculated by subtracting the Retrospective Pre-program Score from the Post-program Score should be a positive number (1, 2, 3, 4) rather than a negative number (-5,-3,-2) or 0.

In the example above, the Outcome Score is 4, which is a positive number. **This individual can be counted as an individual that reported the desired outcome.**

If the Retrospective Pre-program Score is MORE THAN or equal to the Post-Program Score (for example a retrospective Pre-program Score of 17 and a Post-program Score of 16), then their Outcome Score would be a negative number (16-17 = -1) or 0. **This individual could NOT be counted as an individual that reported desired outcome.**

**Phase 2 Youth Development Retrospective survey  
Elementary School**

Tracking ID \_\_\_\_\_

**IMPORTANT INSTRUCTIONS:** For each of the following statements, we'd like you to respond in two ways. First, we want to know whether you agree with the statements below after your participation in this program. Then we want you to think about before you started this program and let us know if you would have agreed with the same statements then.

**Part 1.** Use the following scale to respond to each statement. Circle the number that best describes your level of agreement with each statement. Only circle one number.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**EXAMPLE:** The first statement in the example below asks whether you believe you can make new friends easily **AFTER** participating in the program. The second part asks whether you believed you could make friends easily **BEFORE** participating in the program.

In the example below, this person strongly agrees that they can make new friends easily **AFTER** participating in the program. However, this person disagrees that they could make friends easily **BEFORE** participating in the program.

Example: After participating in this program, I now believe I can make new friends easily.	<b>1 2 3 4 5</b>
Example: Before participating in this program, I believed that I could make new friends easily.	<b>1 2 3 4 5</b>

**Start here:**

<b>1a. After participating in this program, I now believe that I can be a role model for my friends.</b>	<b>1 2 3 4 5</b>
<b>1b. Before this program, I believed that I could be a role model for my friends.</b>	<b>1 2 3 4 5</b>
<b>2a. After participating in this program, I now believe that when I work in a group, I let others do most of the work.</b>	<b>1 2 3 4 5</b>
<b>2b. Before this program, when I worked in a group, I let others do most of the work.</b>	<b>1 2 3 4 5</b>



3a. <i>After participating in this program, I now believe that when I work in a group, I don't want to talk about my ideas.</i>	1 2 3 4 5
3b. <i>Before this program, when I worked in a group, I didn't want to talk about my ideas.</i>	1 2 3 4 5
4a. <i>After participating in this program, I now believe that when I am in a group, people usually listen to my ideas.</i>	1 2 3 4 5
4b. <i>Before this program, when I was in a group, people would usually listen to my ideas.</i>	1 2 3 4 5
5a. <i>After participating in this program, I now believe that I can help solve problems in my community.</i>	1 2 3 4 5
5b. <i>Before this program, I believed that I could help solve problems in my community.</i>	1 2 3 4 5
6a. <i>After participating in this program, I now believe that I can reach out to a grown-up in my life.</i>	1 2 3 4 5
6b. <i>Before this program, I believed that I could reach out to a grown-up in my life.</i>	1 2 3 4 5
7a. <i>After participating in this program, I now believe that I am comfortable talking to a grown-up about my ideas.</i>	1 2 3 4 5
7b. <i>Before this program, I believed that I was comfortable talking to a grown-up about my ideas.</i>	1 2 3 4 5

PART 2. These questions are important for us to know a little about you. We ask that you answer them to the best of your ability.

1. What is your age? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What is your ethnicity? (Check one)
  - Hispanic or Latino
  - Non Hispanic or Latino
4. What is your race? (Check one or more categories)
  - White
  - Black or African American
  - Asian
  - American Indian and Alaska Native
  - Native Hawaiian and Pacific Islander

Other \_\_\_\_\_

5. What grade in school are you currently in? (Check one)

4th Grade

5th Grade

6th Grade

I am not currently in school

**Thank you for your participation.**

**Phase 2 Youth Development Retrospective Survey  
Middle and High School**

**Tracking ID** \_\_\_\_\_

**IMPORTANT INSTRUCTIONS:** For each of the following statements, we'd like you to respond in two ways. First, we want to know whether you agree or disagree, and to what level, with the statement after your participation in this program. Then we want you to think about before you started this program and to let us know whether or not you would have agreed or disagreed with the same statement then.

**PART 1.** Use the following scale to respond to each statement. Circle the number that best describes your level of agreement with each statement. Only circle one number.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**EXAMPLE:** The first statement in the example below asks whether you believe you can make new friends easily **AFTER** participating in the program. The second part asks whether you believed you could make friends easily **BEFORE** participating in the program.

In the example below, this person strongly agrees that they can make new friends easily **AFTER** participating in the program. However, this person disagrees that they could make friends easily **BEFORE** participating in the program.

Example: After participating in this program, I now believe I can make new friends easily.	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
Example: Before participating in this program, I believed that I could make new friends easily.	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>

**Start here:**

<b>1a. After participating in this program, I now believe that I can be a role model to my friends.</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
<b>1b. Before this program, I believed that I could be a role model to my friends.</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>

<b>2a. After participating in this program, when I work in a group, I let others do most of the work.</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
<b>2b. Before this program, when I worked in a group, I let others do most of the work.</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>

3a. <i>After participating in this program, I am interested in doing something about the problems in the community.</i>	1 2 3 4 5
3b. <i>Before this program, I was interested in doing something about the problems in the community.</i>	1 2 3 4 5
4a. <i>After participating in this program, I would rather not present my ideas in a group discussion.</i>	1 2 3 4 5
4b. <i>Before this program, I would rather not present my ideas in a group discussion.</i>	1 2 3 4 5
5a. <i>After participating in this program, I believe that I don't have much to say in what happens to me.</i>	1 2 3 4 5
5b. <i>Before this program, I believed that I didn't have much to say in what happened to me.</i>	1 2 3 4 5
6a. <i>After participating in this program, I believe I am able to help solve problems in my community.</i>	1 2 3 4 5
6b. <i>Before this program, I believed I was able to help solve problems in my community.</i>	1 2 3 4 5
7a. <i>After participating in this program, I believe I can't reach out to any adults in my life.</i>	1 2 3 4 5
7b. <i>Before this program, I believed that I couldn't reach out to any adults in my life.</i>	1 2 3 4 5
8a. <i>After participating in this program, I believe I am comfortable talking to an adult about my ideas.</i>	1 2 3 4 5
8b. <i>Before this program, I believed I was comfortable talking to an adult about my ideas.</i>	1 2 3 4 5

PART 2. These questions are important for us to know a little about you. We ask that you answer them to the best of your ability.

1. What is your age? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What is your ethnicity? (Check one)
  - Hispanic or Latino
  - Non Hispanic or Latino

4. What is your race? (Check one or more categories)

- White
- Black or African American
- Asian
- American Indian and Alaska Native
- Native Hawaiian and Pacific Islander
- Other \_\_\_\_\_

5. What grade in school are you currently in? (Check one)

- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- I am not currently in school

**Thank you for your participation.**

**Phase 2 Youth Development Retrospective Survey  
College**

Tracking ID \_\_\_\_\_

**IMPORTANT INSTRUCTIONS:** For each of the following statements, we'd like you to respond in two ways. First, we want to know whether you agree or disagree, and to what level, with the statement after your participation in this program. Then we want you to think about before you started this program and to let us know whether or not you would have agreed or disagreed with the same statement then.

**PART 1.** Use the following scale to respond to each statement. Circle the number that best describes your level of agreement with each statement. Only circle one number.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**EXAMPLE:** The first statement in the example below asks whether you believe you can make new friends easily **AFTER** participating in the program. The second part asks whether you believed you could make friends easily **BEFORE** participating in the program.

In the example below, this person strongly agrees that they can make new friends easily **AFTER** participating in the program. However, this person disagrees that they could make friends easily **BEFORE** participating in the program.

Example: After participating in this program, I now believe I can make new friends easily.	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
Example: Before participating in this program, I believed that I could make new friends easily.	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>

**Start here:**

<b>1a. After participating in this program, I believe that I can make my college or community a better place.</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
<b>1b. Before this program, I believed that I could make my college or community a better place.</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
<b>2a. After participating in this program, I now believe that I cannot express my opinions when my peers disagree with me.</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
<b>2b. Before this program, I believed that I could not express my opinions when my peers disagreed with me.</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>
<b>3a. After participating in this program, I now believe that I can tell my</b>	<b>1</b> <b>2</b> <b>3</b> <b>4</b> <b>5</b>

<b>peers that they are doing something that I don't like.</b>	
<i>3b. Before this program, I believed that I could tell my peers that they are doing something that I don't like.</i>	<b>1 2 3 4 5</b>
<b>4a. After participating in this program, I now believe that I can engage others in the community to challenge the norms and behaviors supportive of sexual violence.</b>	<b>1 2 3 4 5</b>
<i>4b. Before this program, I believed that I could engage others in the community to challenge the norms and behaviors supportive of sexual violence.</i>	<b>1 2 3 4 5</b>
<b>5a. After participating in this program, I now believe that I feel driven to participate in community activities that will challenge the norms and behaviors supportive of sexual violence.</b>	<b>1 2 3 4 5</b>
<i>5b. Before this program, I believed that I felt driven to participate in community activities that would challenge the norms and behaviors supportive of sexual violence.</i>	<b>1 2 3 4 5</b>
<b>6a. After participating in this program, I now believe that I have the ability to model behaviors that are supportive of gender equity.</b>	<b>1 2 3 4 5</b>
<i>6b. Before this program, I believed that I had the ability to model behaviors that are supportive of gender equity.</i>	<b>1 2 3 4 5</b>
<b>7a. After participating in this program, I now believe that I have the skills needed to work with others to promote gender equity.</b>	<b>1 2 3 4 5</b>
<i>7b. Before this program, I believed that I had the skills needed to work with others to promote gender equity.</i>	<b>1 2 3 4 5</b>

PART 2. These questions are important for us to know a little about you. We ask that you answer them to the best of your ability.

1. What is your age? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What is your ethnicity? (Check one)
  - Hispanic or Latino
  - Non Hispanic or Latino
4. What is your race? (Check one or more categories)
  - White
  - Black or African American
  - Asian

- American Indian and Alaska Native
- Native Hawaiian and Pacific Islander
- Other \_\_\_\_\_

5. What grade in school are you currently in? (Check one)
- College freshman
  - College sophomore
  - College junior
  - College senior

**Thank you for your participation.**



**Phase 2 Youth Development  
Instances of Collective Youth Leadership Checklist**

**Instances of Collective Youth Leadership<sup>5</sup> Checklist**

Record the number of instances of collective youth leadership that was completed this quarter. This data must be reported on your organization’s quarterly performance report. Use a separate checklist for each quarter.

Quarter: \_\_\_\_\_

	Activities	Number of Instances
1.	Art shows	
2.	Attending school-board meetings educating school board members on risk and protective factors for sexual violence	
3.	Educating elected officials	
4.	Film screenings	
5.	Informing local government policies or practices	
6.	Informing school policies or practices	
7.	Materials - development and distribution	
8.	Mentoring	
9.	Petitions or letter writing campaigns to businesses seeking to change business practices	
10.	Poster campaigns	
11.	Seminars	
12.	Social media campaigns	
13.	Spoken word events	
14.	Theater productions	
15.	Workshops	
16.	Other (list below)	
17.		
18.		
19.		
20.		
21.		

<sup>5</sup> Instances of collective youth leadership means a group of youth taking action related to risk and protective factors for sexual violence. Activities include those related to education, informing policy, events, or media. Some examples include, but are not limited to those listed in the checklist above. See CDC’s Implementation of Anti-Lobbying Provisions (June 25, 2012) which includes Additional Requirements 12 (AR)-12.

## PHASE 2 ADULT INFLUENCERS

### Introduction

Phase 2, Adult Influencers measurement instruments will assess outcomes related to an adult participant’s promotion of healthy relationship behaviors and their intent to challenge behaviors supportive of sexual violence.

### Outcomes and Measurement Instrument

The following is a list of the outcomes required for Phase 2, Adult Influencers, the measurement instrument required for the outcome, and the location of the measurement instrument.

Outcome	Measurement Instrument	Location
Increase adult promotion of healthy relationship behaviors.	Phase 2 Adult Influencers Retrospective Survey – Questions 1-4	Pages 61-62
Increase adult participants’ intent to challenge behavior supportive of sexual violence (i.e. risk factors).	Phase 2 Adult Influencers retrospective Survey - Questions 5-7	Pages 61-62

### Reporting Outcome Results

Your organization will be reporting the following information for each of the outcomes listed above:

- Number of instruments given to individuals
- Number of instruments completed by individuals
- Individuals reporting desired outcome. Included in the instructions for each measurement tool, there is information on how to calculate “desired outcome”.

## PHASE 2 ADULT INFLUENCER MEASUREMENT INSTRUMENTS AND INSTRUCTIONS

### *Instructions – Administering Adult Influencers Retrospective Survey*

Step 1: Gather Survey Materials. The survey administrator will need the following materials to administer the survey:

- Copies of survey to be administered
- Pens or pencils for each individual taking the survey

Step 2: Administering Survey

- Make sure the Unique Tracking IDs are assigned according to instructions on pages 4-5 and are recorded on the surveys appropriately.
- Be sure to review *Participants' Rights to Participate in Evaluation* section on pages 5-6 and follow guidance from that section and obtain required consents.
- Introduce the evaluation. A sample script is offered below. Hand out the surveys to the participants (and writing instruments if needed).
- Read instructions on survey aloud to participants.
- Let participants know you are here to help them if they have questions.
- While participants are completing the survey, answer any questions participants may have. Below are some helpful tips on what is appropriate when helping people who are completing the survey.
  - If participants have problems understanding the statement, it is okay to reword the statement in a way that they can better understand it.
  - When participants finish the survey, thank them for their time.

### Sample Script

This survey covers topics we've talked about during our past meetings/sessions. It will ask you to share how much you agree or disagree with certain statements now that you've gone through this program. It will also ask you to share how much you would have agreed or disagreed with the same statements before you started this program.

This information will help us improve this program, it is not a test and there are no wrong answers. If you do not want to participate, leave your survey blank. If there is a statement that you do not want to respond to, leave it blank. Remember, completing the survey is completely voluntary. Whether or not you complete this survey, you are still a valued member of the group.

Make sure you **DO NOT** put your name on the survey so that we can keep your answers confidential. That means no one here will know your individual answers.

Let's look at the instructions and the example on the survey now. *{Read through the instructions and the example}*. Does anyone have any questions about how the survey is set up?

I will give you about 15 minutes to finish the survey. If you have questions, I can help you.

Once you are finished, I will collect your surveys *{or indicate a place to collect them}*

Are there any questions?

***Okay, Let's begin!***

### Step 3: Collecting Surveys

- Collect surveys from each participant once they have completed it. Be sure participants have not written their name on the survey. If they have, ask them to remove it or remove it yourself.
- Be sure surveys are put in a secure place where the individual that will enter the survey data can easily find them.

### Calculating Scores

Below is a chart of the Phase 2 Adult Influencer Retrospective survey statements. Statements ending in “a” are post-program statements; statements ending in “b” are retrospective pre-program questions:

Increase adult promotion of healthy relationship behaviors	1a, 1b, 2a, 2b, 3a, 3b, 4a, 4b
Increase adult participant’s intent to challenge behavior supportive of sexual violence (i.e. risk factors).	5a, 5b, 6a, 6b, 7a, 7b

The survey provides the following scale to score survey responses:

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Calculate the outcome score by adding up the responses for each set of outcome. For example:

Outcome: Increase adult promotion of healthy relationship behaviors	STATEMENT NUMBER	SCORE CIRCLED ON SURVEY
	1a	4
	1b	2
	2a	4
	2b	1
	3a	5
	3b	3
4a	3	

	4b	2
Post-program Score (1a + 2a +3a+4a):		4+4+5+3= <b>16</b>
Retrospective Pre-program Score (1b + 2b +3b+4b):		2+1+3+2= <b>8</b>
Outcome Score: (Post-program Score – Retrospective pre-program Score)		16-8= <b>8</b>

Outcome: Increase adult participants’ intent to challenge behavior supportive of sexual violence (i.e. risk factors).	5a	4
	5b	3
	6a	3
	6b	3
	7a	2
	7b	1
Post-program Score (5a +6a+7a):		4+3+2= <b>9</b>
Retrospective Pre-program Score (5b +6b+7b):		3+3+1= <b>7</b>
Outcome Score: (Post-program Score – Retrospective pre-program Score)		9-7= <b>2</b>

To show a desired outcome, the Outcome Score that is calculated by subtracting the Retrospective Pre-program Score from the Post-program Score should be a positive number (1, 2, 3, 4) rather than a negative number (-5,-3,-2) or 0.

In the example above, the Outcome Score for “Increase adult participant’s intent to challenge behavior supportive of sexual violence” is 2, which is a positive number. **This individual can be counted as an individual that reported the desired outcome.**

If the Retrospective Pre-program Score is MORE THAN or equal to the Post-Program Score (for example a retrospective Pre-program Score of 7 and a Post-program Score of 6), then their Outcome Score would be a negative number (6- 7 = -1) or 0. **That individual could NOT be counted as an individual that reported desired outcome.**

## Phase 2 Adult Influencers Retrospective Survey

Tracking ID \_\_\_\_\_

**IMPORTANT INSTRUCTIONS:** For each of the following statements, we'd like you to respond in two ways. First, we want to know whether you agree or disagree, and to what level, with the statement after your participation in this program. Then we want you to think about before you started this program and let us know whether or not you would have agreed or disagreed with the same statement then.

**Part 1.** Use the following scale to respond to each statement. Circle the number that best describes your level of agreement with each statement. Only circle one number.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

**EXAMPLE:** The first statement in the example below asks whether you believe you can make new friends easily **AFTER** participating in the program. The second part asks whether you could make friends easily **BEFORE** participating in the program.

In the example below, this person strongly agrees that they can make new friends easily **AFTER** participating in the program. However, this person disagrees that they could make friends easily **BEFORE** participating in the program.

Example: After participating in this program, I now believe I can make new friends easily.	1 2 3 4 <b>5</b>
Example: Before participating in this program, I believed that I could make new friends easily.	1 <b>2</b> 3 4 5

**Start from here:**

1a. <i>After this program, in disagreements with youth or peers, I will stay calm and talk out the disagreement.</i>	1 2 3 4 5
1b. <i>Before this program, in disagreements with youth or peers, I stayed calm and talked out the disagreement.</i>	1 2 3 4 5
2a. <i>After this program, in disagreements with youth or peers, I will ask the person questions to better understand what happened.</i>	1 2 3 4 5
2b. <i>Before this program, in disagreements with youth or peers, I have asked the person questions to better understand what happened.</i>	1 2 3 4 5
3a. <i>After this program, in disagreements with youth or peers, I will show respect for the other person's boundaries.</i>	1 2 3 4 5

3b. <i>Before this program, in disagreements with youth or peers, I have shown respect for the other person's boundaries.</i>	1 2 3 4 5
4a. <i>After this program, in disagreements with youth or peers, I will listen to the other person's point of view.</i>	1 2 3 4 5
4b. <i>Before this program, in disagreements with youth or peers, I have listened to the other person's point of view.</i>	1 2 3 4 5
5a. <i>After participating in this program, I now believe that I will challenge sexist behavior.</i>	1 2 3 4 5
5b. <i>Before this program, I believed that I challenged sexist behavior.</i>	1 2 3 4 5
6a. <i>After participating in this program, I now believe that I will speak up if someone makes a joke about a woman's body.</i>	1 2 3 4 5
6b. <i>Before this program, I believed that I spoke up if someone made a joke about a woman's body.</i>	1 2 3 4 5
7a. <i>After participating in this program, I now believe that I will advocate for equal opportunities for boys and girls.</i>	1 2 3 4 5
7b. <i>Before this program, I believed that I advocated for equal opportunities for boys and girls.</i>	1 2 3 4 5

PART 2. These questions are important for us to know a little about you. We ask that you answer them to the best of your ability.

1. What is your age? \_\_\_\_\_
2. What is your gender? \_\_\_\_\_
3. What is your ethnicity? (Check one)
  - Hispanic or Latino
  - Non Hispanic or Latino
4. What is your race? (Check one or more categories)
  - White
  - Black or African American
  - Asian
  - American Indian and Alaska Native
  - Native Hawaiian and Pacific Islander
  - Other \_\_\_\_\_

**Thank you for your participation.**

## COMMUNITY LEVEL

### Introduction

Community Level measurement instruments will assess outcomes related to community investment and primary prevention initiatives.

### Outcomes and Measurement Instrument

The following is a list of the outcomes required for Community Level activities, the measurement instrument required for the outcome, and the location of the measurement instrument.

Outcome	Measurement Instrument	Location
Increase community investment in primary prevention programming	Instances of Community Investment Data Collection Instrument	Page 65
Increase the number of primary prevention initiatives (e.g. informing policy, petitions or letter writing campaigns to businesses seeking to change business practices, community events, and social norms campaigns <sup>6</sup> ). Primary prevention initiatives means a group of people taking collective action related to risk or protective factors.	Instances of Primary Prevention Initiatives Data Collection Instrument	Page 66

### Reporting Outcome Results

Along with other data points on community level work, your organization will be reporting the following information for the outcomes listed above:

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<sup>6</sup> See CDC's Implementation of Anti-Lobbying Provisions (June 25, 2012) which includes Additional Requirements 12 (AR-12).



- Number of community investments<sup>7</sup> received by type.
- Number of primary prevention initiatives<sup>8</sup> completed by type.

Organizations will provide the above information on their quarterly performance reports but will not have to compile or analyze whether or not the desired outcome is met. The funder will compile and analyze this data to determine if across the state there is an increase in the number of community investments and primary prevention initiatives.

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<sup>7</sup> Community investments means a group of people providing resources to primary prevention initiatives. See 2 CFR (Code of Federal Regulations) 200.442 for restrictions on fund raising. For examples of resources see the Plan Amendment Q & A Document.

<sup>8</sup> Primary prevention initiatives means a group of people taking collective action related to risk or protective factors. Actions include, but are not limited to, informing policy, petitions or letter writing campaigns to businesses seeking to change business practices, community events, and social norms campaigns. See CDC's Implementation of Anti-Lobbying Provisions (June 25, 2012) which includes Additional Requirements 12 (AR-12).

## Instances of Community Investment Data Collection Instrument

Organizations can use this instrument to record the number of community investments by type that your organization received this quarter. This data must be reported on your organization's quarterly performance report. Use a separate sheet for each quarter.

Quarter \_\_\_\_\_

<b>Organization providing investment.</b>	<b>Time (Expertise, Services) - in hours</b>	<b>Space - number of spaces provided for programming</b>	<b>Money - in whole dollars<sup>9</sup></b>	<b>Materials - in equivalent whole dollars</b>	<b>Support Documents (number of support documents)</b>	<b>Other (number of instances)</b>	<b>Other (type and unit of measure)</b>

**TOTALS**

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<sup>9</sup> See 2 CRF (Code of Federal Regulations) 200.442 for restrictions on fund raising.

## Instances of Primary Prevention Initiatives Data Collection Instrument

Organizations can use this instrument to record the number of primary prevention initiatives by type that was completed this quarter. This data must be reported on your organization's quarterly performance report. Use a separate sheet for each quarter.

Quarter \_\_\_\_\_

Group completing the initiative <sup>10</sup>	Community events	Informing policy	Petitions or letter writing campaigns to businesses seeking to change business practices	Social norms campaigns	Other (number of initiatives)	Other (type of initiatives)
<b>TOTALS</b>						

**TOTALS**

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<sup>10</sup> The group completing the initiative will not be reported on the organization's performance report; however the funder may request this information.

## SOCIETAL LEVEL

### **Introduction**

The Societal Level measurement instrument will assess participation in social norms campaigns offered by the state level partners.

### **Outcomes and Measurement Instrument**

The following is the outcome required for Societal Level activities, the measurement instrument required for the outcome, and the location of the measurement instrument.

<b>Outcome</b>	<b>Measurement Instrument</b>	<b>Location</b>
Increase participation in social norms campaigns offered by the state level partners.	Societal Level Participation Checklist	Page 68

### **Reporting Outcome Results**

Your organization will be reporting the number and name of the social norms campaign(s) your organization participated in for the outcome listed above.

The measurement instrument (Societal Level Participation Checklist) included on page 68 is a checklist your organization can use to record the number and types of social norms campaigns offered by the state level partners that your organization participated in. Use a separate check list for each quarter as your organization will be required to report this information quarterly on your performance report.

**SOCIETAL LEVEL MEASUREMENT INSTRUMENTS AND INSTRUCTIONS**

***Instructions for Completing the Societal Level Participation Checklist***

If your organization participated in any social norms campaigns offered by the state level partners record the name of the campaign and detail your involvement.

Societal Level Participation Checklist

<b>Campaign #</b>	<b>Name of Campaign</b>	<b>Your Organization's Participation</b>

**SAMPLE Informed Consent for Adults Form**

**Adult Consent to Participate in Program Evaluation**

The [name of program] is conducting an evaluation for program improvement. This evaluation is used for us to see what we are doing well and where we can improve. We want to provide the best possible program for our community and this is one way to keep us on track. Part of the evaluation involves asking questions concerning your opinions about the program. Questions will focus on particular aspects of the program activities, and may focus on what you learned.

Your participation in this evaluation is strictly voluntary. You can skip (not answer) questions that you do not wish to answer. Participation in the evaluation is not required nor does it affect program participation in a positive or negative way.

Your privacy will be protected. Your name will not appear on the survey. If you are given a Unique ID, only authorized program personnel will know it and it will not be shared with anyone. Once you have completed the survey, the information on it will be transferred to a database. If you have any questions regarding the evaluation or your rights as an evaluation participant, discuss your concerns with the facilitator.

I have read and understand the above evaluation description. For the things I do not understand I have asked for and received a satisfactory explanation. I agree to participate in this evaluation through [date], the end of RPE program, and I understand that I may withdraw my consent at any time without loss or termination of my participation in the [name program/agency]. I also understand that my privacy will be protected because my responses cannot be traced back to me.

\_\_\_\_\_  
Participant Printed Name

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

**SAMPLE Parent Consent Form**

Dear Parent or Guardian:

(INSERT RCC/SAP) in collaboration with (INSERT SCHOOL OR COMMUNITY PARTNER) is providing (INSERT NAME OF PROGRAM) programming for your child and will be asking your child to take a survey. The results of the survey will be used for program improvement only and will help us ensure we are providing the best quality programming for the children of this community.

The survey is **confidential**. Participation in the survey is **voluntary** on the part of the child. You may choose to withdraw your child from participating at any time. In addition, your child has the right to refuse to answer particular questions or leave the survey blank. Choosing to not take the survey will not affect the quality of relationship your child will have with program staff or their access to the program. No names or any other identifying information is connected to the answers except for the name of the program. *Your child's name will not be used in any written or published documents or revealed in any form.*

If you have questions, please contact [INSERT RCC STAFF NAME AND CONTACT NUMBER].

If for any reason you do not wish your son or daughter to participate in the survey, please sign this form and return it by (DATE).

\_\_\_\_\_  
Student's Name (please print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Printed Name

\_\_\_\_\_  
Parent Signature

**SAMPLE Participants' Assent Form**

**Participant Assent (18 years and under) to Participate in [site name] Program  
Evaluation**

As a participant in [site and program name], I agree to answer some questions about my activities, feelings and opinions about this program and how my participation has helped or not helped me. I understand that my answers will be kept confidential and that my name will not go on my answer sheet. I will not get a grade for my answers nor will anyone discuss my answers with me unless I ask them to. I agree to participate in this evaluation. I know that I can decide to stop taking the survey and leave questions blank. If I do not answer any or all of the questions I will continue to be able to attend [site name] program.

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Participant Printed Name

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Participant Signature

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Date