CALIFORNIA DEPARTMENT OF PUBLIC HEALTH'S

RAPE PREVENTION & EDUCATION PROGRAM

A Year in Review: 2021-2022

THANK YOU!

**Your hard work, dedication, and feedback
is the *foundation* of the
RPE Evaluation System**

RPE Evaluation Team

California Department of Public Health

Mina White

Enrica Bertoldo

Melissa Espinoza

Lisa Steele

University of California, San Diego

Center on Gender Equity and Health

Jay Silverman

Sabrina Boyce

Ricardo Vera-Monroy

Emma Jackson

Webinar Objectives

Review the results of the RPE Program evaluation in California in 2021-2022

Identify and discuss lessons learned in 2021-2022

Celebrate the hard work and dedication of RPE implementors in California!

Statewide Summary of RPE Evaluation Data (Aug 2021-July 2022)

- Process data (what, when, & how)

- Community-level change data

- Qualitative data from RPE facilitators

- Participant PRE & POST survey data

THE *WHAT, WHEN, & HOW* OF CDPH'S RPE PROGRAM

Number of Rape Prevention Education Participants, Meetings/Activities, and Hours Reported from Aug 2021 – July 2022

Organization Type	Estimated Total # of Participants	Total # of Meetings	Total # of Hours
Community Mobilization	134	641	1214
School Based	1770	1021	1023
Total	1904	1662	2237

KEY TAKEAWAYS

564 youth leaders engaged in RPE in 2021-2022

KEY TAKEAWAYS

RPE projects facilitated nearly **480,772 interactions** with community members or students via **5,056 activities/events**

RPE COMMUNITY-LEVEL CHANGE
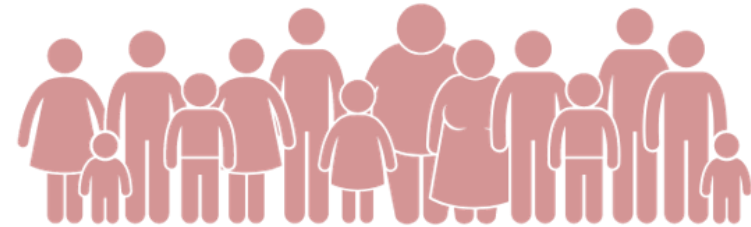## *IN SUPPORT OF SEXUAL VIOLENCE PREVENTION*

Community-level Change

14 **school based**
RPE projects

9 **community mobilization**
RPE projects

Reported monthly on *community-level changes*
related to SV in the
Process and Community Outcomes (PCO) form.

Community-level Change

Categories of community-level change reported on:

Policy and Protocol Change

Community Leadership Around Sexual Violence Prevention

Improving Safety of Physical Spaces

Community-level Change

POLICY & PROTOCOL CHANGE

———◇———

43%

of _projects_ reported changing a school/local policy or protocol that will help reduce SV/SH in the community.

Community-level Change

Policy and Protocol Change

- Examples
  - Gathering school policy documents to review
  - Supporting & engaging with student survivors & leaders
  - Forming working groups
  - Creating communication plans between schools & RPE agency
  - Gathering student & staff feedback on policy change
  - Spreading awareness of existing school SV policy & procedures

[RPE agency name] is working to implement a policy that addresses school climate regarding sexual violence, the handling of disclosures by teachers and administration, and survivor-centered, trauma informed consequences for committing sexual harm all housed in one place. These elements exist among the documents reviews but lack a cohesion and are difficult to understand as a collective.
-RPE facilitator, school-based RPE Project

Community-level Change

COMMUNITY LEADERSHIP AROUND SEXUAL VIOLENCE PREVENTION

◇

83%

of <u>agencies</u> reported community leadership, action, or interest around SV prevention.

48%

of <u>projects</u> reported that community members initiated an action around SV prevention

Community-level Change

Community Leadership Around Sexual Violence Prevention

- Examples
  - Community requests to RPE agencies for sexual violence prevention programming
  - Increased engagement and new partnerships with schools and parents
  - Sexual violence prevention added into the district annual budget
  - City engagement with sexual violence prevention advocacy
  - Community engagement in sexual violence prevention in response to a community event or RPE action

A community member, at the district level, reached out to get SV prevention into their schools amid a new change.org petition from the students demanding this among other things. We hope to provide this education in May, and formalize a schedule for next year to leave lasting change at the district.
-RPE facilitator, school-based RPE Project

Community-level Change

IMPROVING SAFETY OF PHYSICAL SPACES

———◇———

26%

of <u>projects</u> reported progress towards making physical spaces in the community safer to reduce vulnerability to SV/SH.

Community-level Change

Improving Safety of Physical Spaces

- Examples
  - Community and school safety mapping
  - Discussions with students, parents, and school staff about safe and unsafe spaces on campus
  - Locating new safe spaces to meet for RPE activities with youth and adults
  - Actions to improve community safety

We conducted a mapping activity with students at [high school name], where they identified locations that were unhealthy or unsafe on campus, after a thoughtful discussion, we shared with teachers and they were able to reflect on how they can provide safe spaces on campus.
-RPE facilitator, C2H RPE Project

DISCUSSION

Discussion Qs
- What findings stood out to you?
- Are there any significant community-level changes that your RPE project achieved not mentioned here?

QUALITATIVE THEMES
RPE IMPLEMENTATION

Qualitative data

What?

- Text response options from *PCO form*
- Text responses from *RPE agency final reports*
- Testimonies from *RPE facilitators*

How?

- Data compiled for both school based and community mobilization projects
- Initial read through to identify emergent themes
- Second read through to code by emergent themes

Emergent themes: School-based RPE

RPE Facilitators

RPE groups as a safe space

Youth leadership

School engagement in RPE

RPE Barriers

COVID-19 continued impact

Staff turnover

RPE groups as a safe space

Students expressed how difficult this past year has been on them and adjusting back to being in person. Students felt comfortable sharing with one another and exploring topics such as gender identity, how parents/guardians influence their views on dating and in life, and pressures they experience as one male identify student expressed "as the only boy in my family, I know my parents want me to have a traditional wedding and children but I know I need to follow my heart". The students are bonding with one another and sharing their stories with one another.

– RPE facilitator, school-based RPE Project

Emergent themes: Community mobilization RPE

RPE Facilitators

RPE Barriers

Youth & adult engagement in C2H

C2H as a safe space

C2H as an empowering space

COVID-19 continued impact

Staff turnover

Close to Home as an Empowering Space

I am thankful to this wonderful program for giving me strength to see myself as a whole person. My partner has always belittled me and told me that I am no one special. Thank you for giving me the skills and knowledge to view myself in different ways. I feel that I am worth something. My daughters have also noticed the change happening in my life

-C2H Facilitator reporting on what a participant said, C2H RPE Project

RPE PARTICIPANT PRE/POST SURVEY RESULTS

RPE Survey:
Demographics
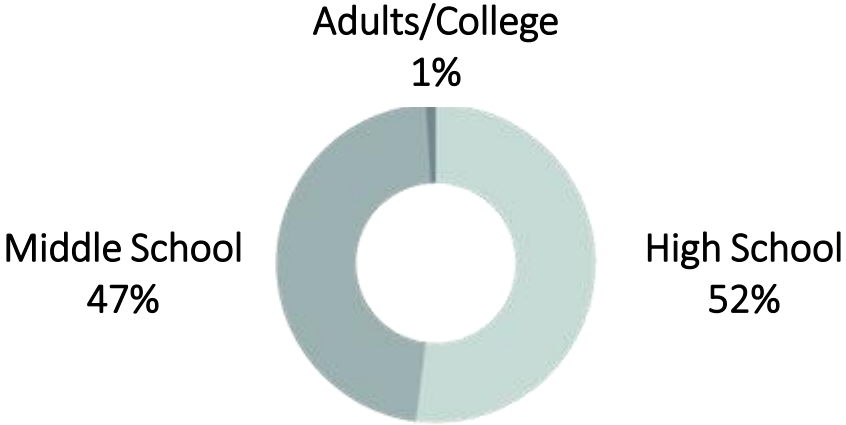
- 14 school based and 1 community mobilization RPPE projects participated in Pre/Post surveys
  - *Note: the 8 additional CM groups are participating in the C2H Evaluation so did not have PRE/POST data as part of the RPE Evaluation toolkit*
- Total of:
  - **1,379 PRE surveys**
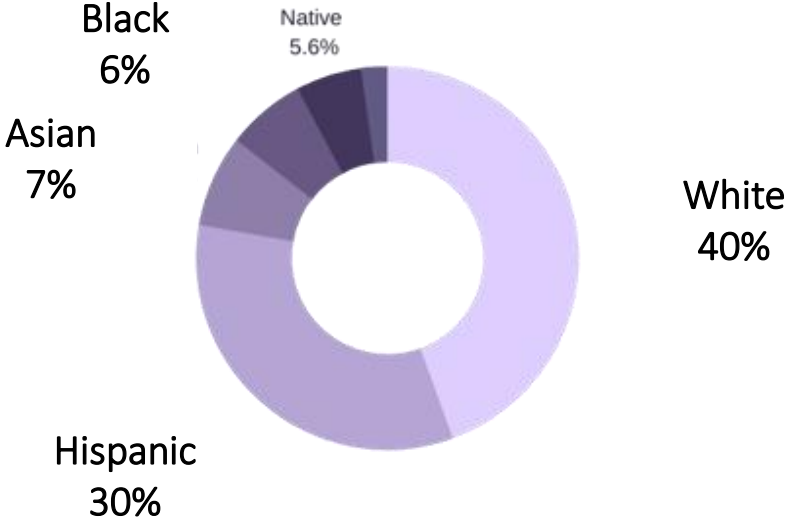 - **1,294 POST surveys**

RPE Survey:
Key learnings

- At PRE survey, participants reported:
  - ↓ Low acceptance of sexual violence
  - → Moderate levels of bystander behavior
  - ↑ High levels of knowledge of sexual violence
  - ↑ High levels of bystander intention to intervene
  - ↑ High levels of social connectedness
  - ↑ High levels of self-efficacy to prevent violence

RPE participants start off with a strong foundation in SV prevention

RPE Survey:

Room to grow

Focus on community connection and continued support for student-led advocacy

- At **PRE survey**, participants reported:

  ↓ Low agreement that school staff responded appropriately to SV

  ↓ Low agreement that people at school talk about SV

  ↓ Low likelihood of peers intervening to prevent sexual jokes related to LGBTQ+ people

  → Moderate likelihood of peers intervening to prevent digital SV

RPE Survey:
## *Significant changes from PRE to POST Survey*

- A sub-sample of **564** PRE/POST surveys matched on demographics (all from school-based RPE projects) was used to assess significant changes from PRE to POST

- *Limitations*
  - No reference group
  - Ceiling effects
  - Large quantity of data removed from the matched analysis
  - Majority of matched PRE/POST surveys were 90 or fewer days apart

RPE Survey:

Significant findings: Overall matched sample

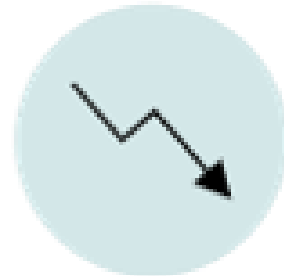Significant **increase in reports of people at school discussing SH or SA as a problem**
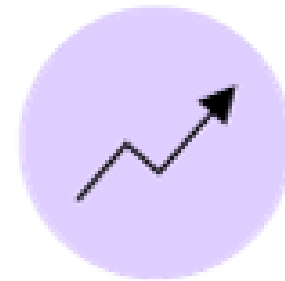
Significant **increase** in **reports of staff and school responding in supportive and helpful ways to SH** identified by students
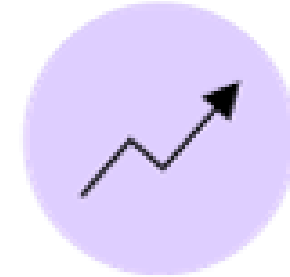
RPE Survey:
Significant findings: Middle School

Significant **decrease in self-efficacy** for bystander behaviors

Significant **decrease in community connectedness**

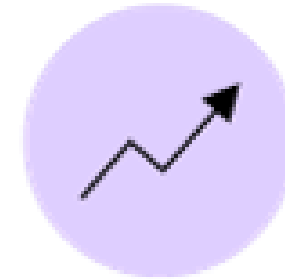Significant **increase** in reports of **perceived safe school environment**

RPE Survey:

Significant findings: High School

Significant **increase** in **self-efficacy for bystander behaviors**

Significant **increase** in **bystander intention to intervene**

Significant **increase** in reports of **perceived safe school environment**

DISCUSSION

Discussion Qs
- Does this quantitative data feel reflective of your experiences implementing RPE?
- What could explain middle school participants' decreases in self-efficacy and community connectedness?

KEY TAKEAWAYS
&
LOOKING FORWARD

Key takeaways

- The RPE Program in California is successfully implementing RPE across the state

- There is evidence of positive impact from the RPE Program in California
  - Significant changes were detected in RPE participants from PRE to POST RPE exposure
  - Community-level change is occurring

- RPE agencies are continuing to prioritize primary prevention

- RPE facilitators move the work forward despite societal-level barriers

- *What are your takeaways?*

RPE GRANT TIMELINE

January-June 2023

July 2023- January 2024

January 2024

- Continue to submit PCO form monthly
- PRE surveys for new groups
- **Don't forget POST surveys for RPE groups before end of June**

- Continue to submit PCO form monthly
- **No need to submit PRE or POST surveys**

- **Submit final reports to CDPH by Jan 31**
- Grant ends

*C2H orgs participating in C2H Evaluation with UCSD DO NOT need to submit Pre/Post surveys this spring

Looking forward

RPE Requirements, 2023-24 Webinar

February 23rd, 2-3pm

Register here:

https://cdph-ca-gov.zoom.us/meeting/register/tZYrcO-grzwvHNRP5LJ_I4qxlUmgqsBIUPCy

Looking forward

- RPE Evaluation Toolkit (ETK):

  - *Please reach out with questions or requests for Evaluation TA sessions (e1jackson@health.ucsd.edu)*

- Update on Youth Connect Study (C2H Evaluation)

- RPE ETK continued improvement

  - We welcome your feedback!

  - Keep your eye out for a short feedback survey

Thank you!

Contact Information

Mina White
California Department of Public Health
Injury and Violence Prevention Branch
Email: mina.white@cdph.ca.gov

Sabrina Boyce
Center on Gender Equity and Health
Department of Medicine
University of California, San Diego
Phone: 916-709-1123
E-mail: scboyce@health.ucsd.edu
Twitter: @GEH_UCSD

Emma Jackson
Center on Gender Equity and Health
Department of Medicine
University of California, San Diego
Phone: 619-339-7623
E-mail: e1jackson@health.ucsd.edu
Twitter: @GEH_UCSD