

October 2017

# Rape Prevention Education Program

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Logic Model and Evaluation Plan



Prepared For  
Alaska Department of  
Health and Social Services  
Division of Public Health

Prepared by

  
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# *Alaska RPE Logic Model and Evaluation Plan*

*Prepared for:*

**State of Alaska  
Department of Health and Social Services  
Division of Public Health**

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## Purpose and Scope

The Rape Prevention Education (RPE) Program - Evaluation Grant provides resources to enhance the RPE Program evaluation plan. In addition, it supports development of statewide data capacity and infrastructure development for sexual violence (SV) risk and protective factor indicators.

The current RPE evaluation plan focuses on program process measures. This report presents an enhanced evaluation plan for 2017-2019 including a logic model and associated evaluation plan. This additional evaluation plan focuses on using statewide SV prevention outcomes for evaluation. This plan functions as an enhancement to the original evaluation plan and will working in concert with the original plan. The state's current statewide evaluation plan is in Appendix A.

## Report Structure

This report begins by describing the Alaska RPE Theory of Change with associated strategies, activities, and outcomes (short-term, intermediate, and long-term). The logic model visual follows the written description. Next, the report presents a table of the evaluation questions associated with each strategy along with identified measures. Then, the data management plan chapter describes the data sources and the collection and analysis plan for the identified measures. Finally, the report presents the communication plan and an evaluation timeline.

## Guidance Documents and Sources

This evaluation draws upon the following sources:

- Evaluation Plan Guidance for RPE Supplement Awardees
- RPE Outcomes Indicator Selection Readiness Assessment
- Rape Prevention and Education Program Evaluation Guide, Developing an Evaluation Plan
- Sexual Violence Project Searchable Access Database and associated Instructions Document
- Sexual Violence Selection Guidance
- 2016 Alaska Dashboard
- Lead On 2016 Evaluation Report by Alaska Network on Domestic Violence & Sexual Assault
- STOP SV: A Technical Package to Prevent Sexual Violence
- Prevention Intimate Violence Across the Lifespan: A Technical Package of Programs, Policies, and Practices
- RPE grant related documents including the progress reports, grant narrative, sub-grantee evaluation plans, etc.
- Rape Prevention Education Program: Evaluation Task 1: Capacity Assessment
- Discussions with RPE staff and associated scientific advisors
- Pathways to Prevention Report
- University of Rochester Final Risk Profile

## Abbreviations

AASB	Alaska Association of School Boards
ANDVSA	Alaska Network on Domestic Violence and Sexual Assault
CDPHP	Chronic Disease Prevention and Health Promotion
CDVSA	Council on Domestic Violence and Sexual Assault
DHSS	Alaska Department of Health and Social Services
DPH	Division of Public Health
EED	Alaska Department of Education and Early Development
RPE	Rape Prevention Education
SCCS	School Climate and Connectedness Survey
SEM	Social Ecological Model
SHP	School Health Profiles
SV	Sexual Violence
TBD	To Be Determined
UAA	University of Alaska – Anchorage
WCFH	Section of Women’s, Children’s & Family Health
YRBS	Youth Risk Behavior Survey

# Alaska RPE Strategies and Logic Model Description

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## Overview of Theory of Change and Strategy

### Theory of Change

Alaska RPE will employ a population-based approach that includes elements of the first four strategies identified in the *STOP SV: A Technical Package to Prevent Sexual Violence*<sup>1</sup>. These four strategies are data-driven and evidence-based/evidence-informed programming that emphasize protective and prevention factors. (For simplicity, the term “prevention” is used in this document to represent both protective and prevention activities and indicators.)

The theory of change underlying the Alaska RPE strategy is therefore:

If: Alaska RPE uses and highlights the first four STOP strategies enhanced by statewide data and monitoring,

And if: Alaska RPE collaborates with other programs to promote broader approaches that are data-driven with respect to identifying populations, designing interventions, implementing activities, and measuring impacts (on both protective factors and SV outcomes),

Then: The number of youth SV incidents, victims, and perpetrators will decline, first in targeted communities and eventually statewide.

### Description of Strategies

Alaska RPE focuses on the five strategic methods shown nationally to be effective in reducing SV:<sup>2</sup>

1. Promote social norms that protect against SV
2. Teach skills to prevent SV
3. Provide opportunities to empower youth
4. Create protective environments
5. Use monitoring and evaluation for continuous improvement

These five activities mutually reinforce one other to change the following long-term outcomes:

- I. Youth experiencing SV in their life
- II. Youth experiencing SV of any type in the past 12 months
- III. Use of prevention indicators and statewide outcomes at a policy, program, and community level

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<sup>1</sup> Basile, D.C., DeGue, S., Jones, K., Freire, I., Dills, J., Smith, S.G., Raiford, J.L. (2016) *STOP SV: A Technical Package to Prevent Sexual Violence*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

<sup>2</sup> Basile, D.C., DeGue, S., Jones, K., Freire, I., Dills, J., Smith, S.G., Raiford, J.L. (2016) *STOP SV: A Technical Package to Prevent Sexual Violence*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

# Influencing Factors

## Key Partnerships

Key partnerships play critical roles in implementing this theory of change and the five associated strategies statewide. The following table summarizes the three partners roles, type of current engagement with the RPE Program, expected future participation, and whether they participate in other SV prevention activities that may create mutually reinforcing support for improving the overall outcomes. A description of each partner follows the table.

**Table 1. Stakeholder Overview**

Stakeholder	Role	Type of Engagement in RPE Program SV Prevention	Engaged in other SV Prevention Programs
ANDVSA	Program Partner, RPE Grant Recipient	Already engaged, continued engagement expected	Yes
CDVSA	Program Partner	Already engaged, continued engagement expected	Yes
EED	Program Partner	Already engaged, continued engagement expected	Yes

### **ALASKA NETWORK ON DOMESTIC VIOLENCE AND SEXUAL ASSAULT (ANDVSA)**

ANDVSA is a nonprofit organization “committed to eliminating domestic violence, sexual assault, stalking and teen dating violence against all Alaskans.”<sup>3</sup> Their membership includes 18 programs throughout Alaska providing emergency shelter, 24-hour crisis hotlines, food, clothing, transportation, advocacy services including legal assistance and counseling, education, and community outreach. ANDVSA is responsible for the Lead On! youth leadership conference currently funded by Alaska RPE.

### **COUNCIL ON DOMESTIC VIOLENCE AND SEXUAL ASSAULT (CDVSA)**

Under the auspices of the Alaska Department of Public Safety, CDVSA promotes “the prevention of domestic violence and sexual assault and provides safety for Alaskans victimized or impacted by domestic violence and sexual assault through a statewide system of crisis intervention and support, and by demanding perpetrator accountability.”<sup>4</sup> CDVSA’s members include representatives from Alaska Departments of Corrections, Law, Health and Social Services, Public Safety, and Education and Early Development, along with four members from the public. It is funded through the Department of Corrections and the Alaska General Fund. CDVSA is one of the entities working on the Alaska Safe Children’s Act.

### **ALASKA DEPARTMENT OF EDUCATION AND EARLY DEVELOPMENT (EED)**

EED’s Division of Teaching and Learning Support addresses School Health, Safety, and Alternative Education. An area of focus is School Health and Wellness, including the Alaska Safe Children’s Act<sup>5</sup> (working closely with CDVSA) and the Fourth R program (an evidence-based SV prevention curriculum,<sup>6</sup> working with the Alaska Department of Health and Social Services’ (DHSS) Section of Women’s, Children’s & Family Health (WCFH)).

<sup>3</sup> <http://www.andvsa.org/>

<sup>4</sup> <http://dps.alaska.gov/CDVSA/Home>

<sup>5</sup> <https://education.alaska.gov/tls/SchoolHealth/safechildact.html>

<sup>6</sup> <https://education.alaska.gov/tls/schoolhealth/fourth.html>

## Exogenous (Environmental) Influences

Exogenous factors (factors not under program control) could either reinforce or hamper Alaska RPE's effectiveness over time. Some of these may be anticipated; others are not known. For example, community-level social norms may be influenced by state- and national-level policies and leadership priorities that may or may not align with program goals. Other factors influencing the prevalence of violence include sustained economic challenges and continued job losses, limited capacity in some areas to address systemic health issues, and Alaska's small and isolated communities. Empowering youth and creating protective environments cannot happen in a vacuum and depends in part on leveraging programs, human capital, and funding that are independent of this grant. No planned tracking of specific exogenous factors is planned, though large and/or unexpected issues will be documented during the evaluation process.

## Goals, Activities, and Outcomes

The following section describes each strategy and associated goals and major activities the Alaska RPE Program will pursue moving forward.

### Strategy 1: Promote social norms that protect against violence

#### GOALS

Change social norms to not accept or permit indifference to sexual violence. This includes shifting "restrictive gender norms (i.e., rigid ideas about the appropriate roles and behavior of men and women) that may support or condone violent behavior in intimate and other relationships."<sup>7</sup>

#### ACTIVITIES

- I. Support social norm efforts such as Bringing in the Bystander.
- II. Support implementation of the Safe Children's Act to provide child sexual abuse and assault awareness and prevention training (Grades K-12) and teen dating violence awareness and prevention training (Grades 7-12).
- III. Promote and support school-based SV-prevention curricula as a core part of the curriculum in Alaska to shift system, community, and individual social norms.

#### OUTCOMES

##### *Short-Term Outcomes*

- Broad awareness of healthy relationships
- Increase in knowledge and intentions to engage in positive bystander behaviors
- Increased bystander behavior to prevent or intervene in SV

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<sup>7</sup> Basile, D.C., DeGue, S., Jones, K., Freire, I., Dills, J., Smith, S.G., Raiford, J.L. (2016) *STOP SV: A Technical Package to Prevent Sexual Violence*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

## **INTERMEDIATE OUTCOMES**

- Reduction in public acceptance of conditions that foster SV
- Increased use of prevention measures at the community level

## **EVALUATION QUESTIONS ADDRESSED**

- Are efforts to influence SV social norms 1) reaching target populations and 2) changing teen dating violence behaviors?
- Are efforts to influence social norms moving them in a direction to protect against sexual violence?
- What social ecological model (SEM) layers are funded organizations addressing?

## **Strategy 2: Teach skills to prevent sexual violence**

### **GOALS**

Increase individual skills “associated with preventing SV, including Social Emotional Learning (SEL) learning skills (e.g., empathy, conflict management, and communication), healthy dating and intimate relationship skills, skills related to healthy sexuality, and empowerment skills.”<sup>8</sup>

### **ACTIVITIES**

- I. Participate in efforts to support implementation of the Safe Children’s Act, which requires school districts to provide child sexual abuse and assault awareness and prevention training (Grades K-12) and teen dating violence awareness and prevention training (Grades 7-12).
- II. Promote and support school-based SV prevention curriculum.

### **OUTCOMES**

#### ***Short-Term Outcomes***

- Increase in school leadership understanding of the importance of evidence-based SV curriculum
- Increase in use of evidence-based curriculum
- Increase in school districts offering child sexual abuse and assault awareness and prevention training (Grades K-12) and teen dating violence awareness and prevention training for students and staff

#### ***Intermediate Outcomes***

- Increase in schools implementing child sexual abuse and assault awareness and prevention and teen dating violence awareness and prevention curricula
- Increase use by Alaska school districts of evidence-based curriculum teaching healthy relationships

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<sup>8</sup> Basile, D.C., DeGue, S., Jones, K., Freire, I., Dills, J., Smith, S.G., Raiford, J.L. (2016) *STOP SV: A Technical Package to Prevent Sexual Violence*. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

## **EVALUATION QUESTIONS ADDRESSED**

- Are school-district leaders recognizing the importance of evidence-based curriculum to address risk and protective factors for sexual violence?
- Are school systems teaching skills to prevent sexual violence?
- Among schools teaching skills to prevent SV, how many are using evidence-based curricula?

## **Strategy 3: Provide opportunities to empower youth**

### **GOALS**

Strengthen leadership and empowerment opportunities for youth coupled with educational opportunities about sexual violence prevention. Alaska RPE's approach expands empowerment to young males and females as well as acknowledges SEL and knowledge of healthy relationships as critical contributors to leadership skills.

### **ACTIVITIES**

- I. Fund programs that teach leadership skills, SEL, and healthy relationships knowledge.

### **OUTCOMES**

#### *Short-Term Outcomes*

- Increase youth SEL skills
- Increase awareness of healthy relationships
- Increase youth leadership skills
- Improve community connectedness

#### *Intermediate Outcomes*

- Decrease bullying
- Broader participation in leadership roles by youth
- Decrease other types of youth violence

## **EVALUATION QUESTIONS ADDRESSED**

- Are funded organizations using data to identify the target population?
- To what extent are efforts to empower youth using modifiable risk and protective factors such as: increasing positive social norms, skills, and connectedness; decreasing sexual violence; and decreasing other types of violence?

## **Strategy 4: Create protective environments**

### **GOALS**

Provide technical assistance to Alaskan communities to create local protective environments against sexual violence.

## **ACTIVITIES**

- I. Conduct community technical assistance and prevention training specific to SV prevention.
- II. Build community capacity and infrastructure for SV prevention through funding and training.
- III. Partner with agencies working to create protective environments in local communities.

## **OUTCOMES**

### *Short-Term Outcomes*

- Increased community readiness to address SV
- Increased staff training and understanding of SV prevention
- Improved school climate and connectedness

### *Intermediate Outcomes*

- Increased understanding of shared risk and protective factors across community prevention efforts to provide a greater community impact for SV prevention

## **EVALUATION QUESTIONS ADDRESSED**

- Are increases in protective environments observed across staff, schools and/or communities?
- What risk and protective factors are being addressed in Alaska?

## **Strategy 5: Ensure Alaska SV efforts are data-driven and evidence-based with a prevention focus**

## **GOALS**

Promote and expand evidence-based and evidence-informed approaches and use of SV indicators that help measure preventive and protective factors in addition to data on SV incidence.

## **ACTIVITIES**

- I. Build program evaluation infrastructure and capacity by revising logic model and evaluation plan to include statewide SV outcomes monitoring.
- II. Identify and publicize key prevention and outcome indicators.

## **OUTCOMES**

### *Short-Term Outcomes*

- Broader awareness of individual-, community-, and state-level SV prevention and outcomes indicators

### *Intermediate Outcomes*

- Increase in coordinated use of SV indicators for prevention planning

## EVALUATION QUESTIONS ADDRESSED

- Are funded organizations using data for planning, funding, and evaluating SV prevention efforts?
- Is there increased statewide focus on modifiable risk and protective factors?
- Has there been an increase in reach to the target population through prevention strategies?

## Overview of Current Alaska RPE Activity

The logic model identifies a theory of change and strategies, which captures the current work (in 2017) and the future strategy moving into 2018-2019. In 2017, the RPE program funded or participated in activities in all five strategies. The following table summarizes these activities at a high level and a brief description follows the table.

**Table 2. RPE 2017 Activity Summary by Strategy**

Activity	Strategy Number	Strategy Description
Alaska's Safe Children's Act Planning and Implementation Support	1	Promote Social Norms that Protect Against SV
	2	Teach Skills to Prevent SV
Build Evaluation Capacity	5	Ensure SV Efforts are Data-Driven and Evidence-Based with a Prevention Focus
Bringing in the Bystander	1	Promote Social Norms that Protect Against SV
	2	Teach Skills to Prevent SV
	3	Provide Opportunities to Empower Youth
Lead On!	2	Teach Skills to Prevent SV
	3	Provide Opportunities to Empower Youth
Prevention Summit	4	Create Protective Environments

### ALASKA SAFE CHILDREN'S ACT PLANNING AND IMPLEMENTATION SUPPORT

The RPE Program staff participate, support, and advise on the implementation of the Alaska Safe Children's Act.

### BUILD EVALUATION CAPACITY

The RPE Program contracted with an external evaluator to conduct a capacity assessment, enhance the logic model, and develop an outcomes-based evaluation plan.

### BRINGING IN THE BYSTANDER

Bringing in the Bystander is an evidence-based program that empowers young people to intervene in their peer groups including speaking up against sexist language or behaviors that promote violence, reinforcing positive social norms, and offering help or support in situations where violence has occurred or may occur. The program has been shown to increase positive bystander intervention behaviors and increase participants' confidence in their ability to intervene, specifically among college students where the program is typically implemented. Alaska RPE partners with the University of Alaska – Anchorage (UAA) to sponsor this program on the UAA campus.

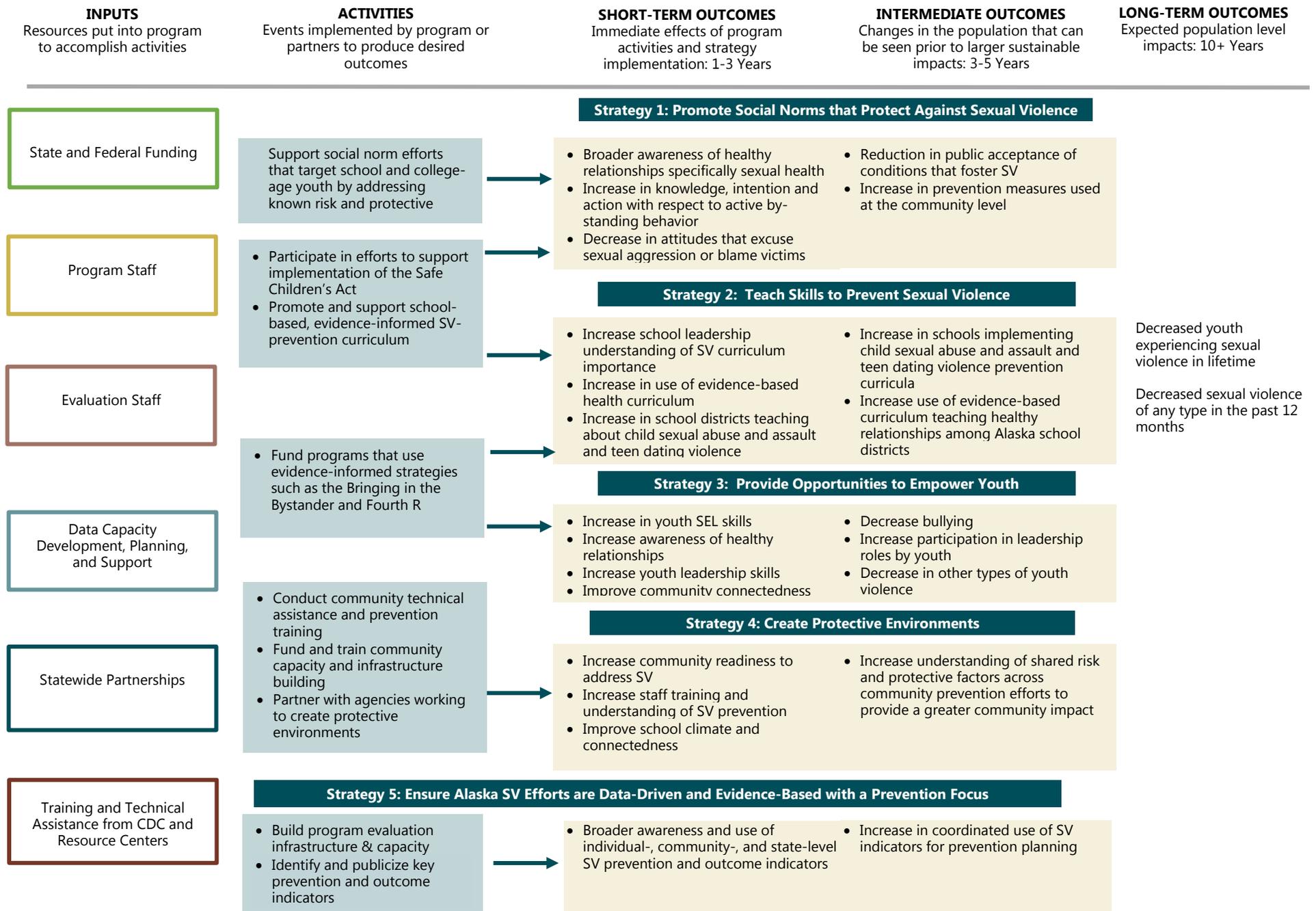
**LEAD ON!**

Lead On! is a youth leadership conference sponsored by ANDVSA, currently completing its ninth year. The annual 3-day summit brings diverse youth and mentors together to discuss important community topics, develop healthy relationship attitudes and behaviors, explore personal reflection, promote community action, and work on preventing domestic violence and sexual assault. Beyond the summit, the Lead On! brand encourages youth to express themselves, develop leadership and networking skills, and make positive differences in their communities across Alaska.

**PREVENTION SUMMIT**

The RPE Program funds the Prevention Summit, which is an annual conference providing capacity building training to support communities in implementing primary prevention strategies specific to sexual violence. During the conference, communities develop a prevention strategy or plan to implement upon their return to the community and technical assistance is provided to these communities.

# Alaska RPE Logic Model 2017-2019



# Evaluation Questions and Measures

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## Measure Selection

The evaluation measures were identified using a set of criteria within the Alaska context. One overall driving influence is Alaska has a well-researched and widely used dashboard of statewide domestic violence and sexual assault indicators maintained by the Council on Domestic Violence and Sexual Assault (CDVSA). Although the dashboard includes some protective factors, it is primarily populated by risk indicators that track incidence and events, and most are not related to “upstream” SV prevention. Because this baseline data and infrastructure of SV event indicators exists and the RPE Program focuses on SV prevention, this overriding existing data capacity and infrastructure shifted this evaluation focus to develop additional capacity in statewide SV prevention indicators rather than SV events. The steps identify the process to identify the measures listed in the next table.

## Measure Selection Process Description

### SCREENING AND ASSESSMENT PROCESS

The following steps describe the process for selecting Alaska RPE measures for evaluation.

#### *Step 1: Reviewed and developed an inventory of potentially useful indicators*

Measures appropriate to answer the evaluation questions were reviewed across the risk, protective, and contextual factor continuum. In this step, the SV Indicators Database, the Alaska Dashboard, the Pathways to Prevention report, the University of Rochester Final Risk Profile, and measure recommendations from the interviews during the capacity assessment phase of the work.

To ensure key program factors are addressed, the criteria below were applied to the inventory of prevention measure in terms of relevance to:

- SV prevention
- The evaluation questions
- Program components
- Key outcomes

#### *Step 2: The indicators identified in Step 1 were screened using the criteria below.*

Indicators that did not meet these requirements are dropped.

- Publicly available and practical to collect and track
- Available at a statewide basis
- Timeliness and reliability
- Applicability to program strategy
- Extent to which data is influenced by exogenous factors

***Step 3: The final measures were determined the extent to which each question is addressed.***

For each evaluation question, does the set of applicable indicators . . .

- Provide a complete enough picture to evaluate and provide future program decision-making?
- Compelling and useful for stakeholders?
- Represent a reasonable data-management task?

The following table shows the final measures with the associated evaluation questions by strategy, short-term (1-3 years) and intermediate (3-5 years) outcomes, and their associated measures. The next chapter provides additional information for each measure including data sources and information regarding data collection, analysis, and management.

**Table 3. RPE Statewide Evaluation Questions, Outcomes, and Measures**

<b>Evaluation Question</b>	<b>Outcomes</b>	<b>Measure</b>
<b>Strategy 1: Promote Social Norms that Protect Against Sexual Violence</b>		
<b>Short-Term Outcomes (1-3 Years)</b>		
Are efforts to influence SV social norms 1) reaching target populations and 2) changing teen dating violence behaviors?	Broader awareness of healthy relationships specific to sexual health	Percentage of schools in which teachers taught how to create and sustain healthy and respectful relationships in any of grades 6, 7, 8, 9, 10, 11, 12 during the current school year.
	Increase in knowledge and intentions to engage in active bystander behavior	Percentage of schools in which teachers taught influencing and supporting others to avoid or reduce sexual risk behaviors in a required course in any of grades 6, 7, 8, 9, 10, 11, or 12 during the current school year.
Are efforts to influence social norms moving them in a direction to protect against sexual violence?	Increase in bystander behavior to prevent or intervene in SV	Percentage of schools in which teachers assessed the ability of students to influence and support others to avoid or reduce sexual risk behaviors in a required course for students in any of grades 6, 7, 8, 9, 10, 11, or 12 during the current school year.
<b>Intermediate Outcomes (3-5 Years)</b>		
What SEM layers are funded organizations addressing?	Reduction in public acceptance of conditions that foster SV	Percentage of schools in which teachers assessed the ability of students to analyze the influence of family, peers, culture, media, technology, and other factors on sexual behaviors in any grades 6, 7, 8, 9, 10, 11, or 12 during the current school year.
	Increase in prevention measures used at the community level	Number of community coalitions implementing comprehensive SV prevention efforts.
<b>Strategy 2: Teach Skills to Prevent Sexual Violence</b>		
<b>Short-Term Outcomes (1-3 Years)</b>		
Are school district leaders recognizing the importance of evidence-based curriculum to address risk and protective factors for sexual violence?	Increase in school leadership understanding of SV curriculum importance	Number of school districts implementing the Alaska Safe Children's Act.
	Increase in use of evidence-based health curriculum	Percentage of schools in which those who teach health education are provided with a written health education curriculum that includes objectives and content addressing sexual health education.
		Percentage of schools in which teachers tried to increase student knowledge on violence prevention (e.g., bullying, fighting, dating violence prevention) in a required course in any of grades 6 through 12 during the current school year.
Are school systems teaching skills to prevent sexual violence?	Increase in school districts teaching intimate relationship skills, healthy sexuality, and safe dating	Percentage of schools in which teachers taught how to create and sustain healthy and respectful relationships in any of grades 6, 7, 8, 9, 10, 11, 12 during the current school year.
<ul style="list-style-type: none"> <li>Of schools teaching skills to prevent SV, are they using evidence-based curriculum?</li> </ul>		Percentage of schools in which teachers tried to increase student knowledge on human sexuality in a required course in any of grades 6 through 12 during the current school year.

Evaluation Question	Outcomes	Measure	
<b>Intermediate Outcomes (3-5 Years)</b>			
	Increases in schools implementing child abuse and teen dating violence prevention curricula	Percentage of schools implementing evidence-based child sexual abuse prevention curriculum.	
		Percentage of schools implements implementing evidence-based teen dating violence prevention curricula.	
	Use of evidence-based curriculum teaching healthy relationships among Alaska school districts	Percentage of schools implementing the Fourth R healthy relationships curriculum.	
<b>Strategy 3: Provide Opportunities to Empower Youth</b>			
<b>Short-Term Outcomes (1-3 Years)</b>			
<p>Are funded organizations using data to identify the target population?</p> <p>To what extent are efforts to empower youth using modifiable risk and protective factors such as:</p> <ul style="list-style-type: none"> <li>• increasing positive social norms, skills, and connectedness</li> <li>• decreasing sexual violence</li> <li>• decreasing other types of violence</li> </ul>	Increase in youth Social, Emotional, Learning Skills	Social, Emotional Learning Index Score: Students responses on how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making. (May consider reporting this among school with evidence-based curriculum only.)	
	Increase awareness of gender norms	Percentages of schools in which teachers taught gender roles, gender identity, or gender expression in a required course in any of grades 6, 7, or 8 during the current school year.	
	Increase youth leadership skills	Percentage of students comfortable seeking help from 3 or more adults.	
	Improve community connectedness	Community Support Index Score: Students reflects the extent to which students are involved in their communities, and the extent to which students feel supported by their communities. (May consider reporting this among school with evidence-based curriculum only.)	
	<b>Intermediate Outcomes (3-5 Years)</b>		
	Decrease bullying	Percentage of high school students who have been electronically bullied through texting, Instagram, Facebook, or other social media.	
	Decrease other types of youth violence	Student Delinquent Behaviors: Students and staff report how often they observe delinquent behaviors at school and at school events within the past 12 months.	
Broader participation in leadership roles by youth	Percentage of high school students who participate in organized after school, evening, or weekend activities (such as school clubs; community center groups; music, art, or dance lessons; drama; church; or cultural or other supervised activities).		
<b>Strategy 4: Create Protective Environments</b>			
<b>Short-Term Outcomes (1-3 Years)</b>			
Are increases in protective environments observed across staff, schools and/or communities?	Increase community readiness to address SV	Number of communities participating in RPE funded training efforts.	
	Increase staff training and understanding of SV prevention	Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on violence	

Evaluation Question	Outcomes	Measure
What risk and protective factors are being addressed in Alaska	Improve school climate and connectedness	prevention (e.g., bullying, fighting, dating violence prevention) during the past two years. Percentage of students who feel connected to their school.
	<b>Intermediate Outcomes (3-5 Years)</b>	
	Increase understanding of shared risk and protective factors across community prevention efforts to provide a greater community impact	Number of SV indicators documented and acknowledged as SV prevention in Alaska Division of Public Health statewide reports.
<b>Strategy 5: Ensure Alaska SV Efforts are Data-Driven and Evidence-Based with a Prevention Focus</b>		
Are funded organizations using data for planning, funding, and evaluating SV prevention efforts?	<b>Short-Term Outcomes (1-3 Years)</b>	
	Broader awareness and use of individual-, community-, and state-level SV prevention and outcome indicators	Number of RPE funded efforts based upon health equity criteria.
<b>Intermediate Outcomes (3-5 Years)</b>		
Is there an increased statewide focus on modifiable risk and protective factors?	Increase in coordinated use of SV indicators for prevention planning	Number and SEM focus of formal, state government planning documents that include SV prevention.
Has there been an increase in reach to target population through prevention strategies?		
<b>Overall Goals: Decrease Sexual Violence</b>		
<b>Long-Term Outcomes (10+ Years)</b>		
Based upon the strategies above, is sexual violence among youth decreasing?	Decreased sexual violence victimization among youth <25 years	Percentage of high school students who reported anyone forced them to do sexual things that they did not want to do including things such as kissing, touching, or being physically forced to have sexual intercourse in the past 12 months.
	Decreased youth experiencing sexual violence in lifetime	Percentage of high school students who have been physically forced to have sexual intercourse when they did not want to in their lifetime.

## Data Management Plan

### Partners

This data plan requires assistance and support from new partners that have not provided data in the past. This plan assumes that relationships will be established to collect this information:

- Alaska Association of School Boards (AASB) for providing the School Climate and Connectedness Survey (SCCS) data
- State of Alaska Chronic Disease Prevention and Health Promotion for providing the Youth Risk Behavior Survey (YRBS) and the School Health Profiles (SHP) data

### Storage

The data will be compiled into an electronic tracking system such as an Microsoft 365 Excel sheet or another electronic method to track data over time. During the data collection period, all data will be stored in digital form on a secure server. Data will be stored in a digital medium that will simultaneously allow for maximum accessibility as well as longevity of storage, and will be available under State of Alaska guidelines.

### Access and Staff

Data will be suitable for public release and public consumption. The project evaluator and Alaska RPE will be responsible for administering and monitoring the data training of other staff as needed.

### Data Sources

The data will come primarily from the following data sources and we will follow the data owners reporting guidelines.

#### **YOUTH RISK BEHAVIORAL SURVEY (YRBS)**

The YRBS is a risk-based survey administered to all high school students (Grades 9 through 12) every odd-numbered year regarding risk-related behaviors. The nationwide survey assesses youth risk in six main areas: 1) Behaviors that contribute to unintentional injuries and violence; 2) Sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases including HIV infection; 3) Alcohol and other drug use; 4) Tobacco use; 5) Unhealthy dietary behaviors; and 6) Inadequate physical activity.

#### **ALASKA SCHOOL CLIMATE AND CONNECTEDNESS SURVEY (SCCS)**

The SCCS gathers information about staff and students' perceptions and experiences related to the school environment. It measures the degree to which students feel connected to adults and their peers, students' social and emotional learning skills, and observed student risk behaviors at school or school events. The SCCS is comprised of four online surveys. Two versions of the survey are administered to students – Grades 3-5 and

Grades 6-12, one to school staff, and one to parent/guardians of students in all grades. Data from this source will use results from the Grades 6-12 survey.

### **SCHOOL HEALTH PROFILES (SHP)**

The School Health Profiles (SHP) is a survey sponsored by the Centers for Disease Control (CDC) and conducted by the Alaska Department of Health and Social Services (DHSS) Chronic Disease Prevention and Health Promotion School Health program every even-numbered year. The survey is administered to either the principal or the lead health teacher at each school. It assesses the status of health and wellness-related policies, procedures, instruction and environments within their schools. The survey topics include: school health education requirements and content; physical education requirements; school health policies on tobacco use prevention, violence prevention, HIV and AIDS prevention, and physical activity; asthma management activities; and family and community involvement in school health programs. The evaluation will use results from the lead health teacher survey, which is reported as a percentage of schools statewide.

## **Measure Data Collection and Analysis Plan**

The table below contains the data to be collected or generated by measure; the data source, type, and frequency; the survey population and how the data is reported; the data collection responsibility; the data analysis to be completed and its synthesis/interpretation. Since this plan expands on what is available from public health data sources, much of the information contained in the table below depends on the data owner or a related-entity. As a result, collection frequency and how the data is reported have not yet been determined for some measures. The bullets below describe the contents of each column in the table:

- **Data source/Data Owner** – The overall source of the data./The data owner’s name.
- **Data type** – What type of data the source is; options are survey or utilization.
- **Data collection frequency** – For survey data, how often data is collected by the data source. For utilization data, how often data will be collected and/or reported by the data source.
- **Survey population** – The survey population of interest regarding this evaluation plan.
- **How data is reported** – How the data are aggregated, analyzed, and/or reported by the data source for public use.
- **Data collection responsibility** – The person or entity responsible for the data collection for the evaluation measurement.
- **Data collection method** – How the person or entity responsible for data collection will obtain the data.
- **Data analysis to be completed** – What additional analysis, if any, is to be completed.
- **Directionality interpretation** – Using the Alaska RPE Theory of Change, the expected directionality of the data.

An asterisk in front of the measure indicates that this measure is also tracked on the Alaska Dashboard.

**Table 4. RPE Evaluation Data Collection, Analysis, and Hypothesized Directionality**

Strategy, Outcome Type, Measure	Data Source/ Data Owner	Data Type	Data Collection Frequency	Survey Population	How Data Is Reported	Data Collection Responsibility	Data Collection Method	Data Analysis to be Completed?	Directionality Interpretation?
<b>Strategy 1: Promote Social Norms that Protect Against Sexual Violence</b>									
<b>Short-Term Outcomes</b>									
Percentage of schools in which teachers taught how to create and sustain healthy and respectful relationships in any of grades 6, 7, 8, 9, 10, 11, or 12 during the current school year.	SHP/CDPHP	Survey	Biennial	Health Teachers	% of schools	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
Percentage of schools in which teachers taught influencing and supporting others to avoid or reduce sexual risk behaviors in a required course in any of grades 6, 7, 8, 9, 10, 11, or 12 during the current school year.	SHP/CDPHP	Survey	Biennial	Health Teachers	% of schools	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
Percentage of schools in which teachers assessed the ability of students to influence and support others to avoid or reduce sexual risk behaviors in a required course for students in any of grades 6, 7, 8, 9, 10, 11, or 12 during the current school year.	SHP/CDPHP	Survey	Biennial	Health Teachers	% of schools	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
<b>Intermediate Outcomes</b>									
Percentage of schools in which teachers assessed the ability of students to analyze the influence of family, peers, culture, media, technology, and other factors on sexual behaviors in any grades 6, 7, 8, 9, 10, 11, or 12 during the current school year.	SHP/CDPHP	Survey	Biennial	Health Teachers	% of schools	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase

Strategy, Outcome Type, Measure	Data Source/ Data Owner	Data Type	Data Collection Frequency	Survey Population	How Data Is Reported	Data Collection Responsibility	Data Collection Method	Data Analysis to be Completed?	Directionality Interpretation?
Number of community coalitions implementing comprehensive SV prevention efforts	Annual Report/ ANDVSA	Utilization	Annual	Communities	# of coalitions	ANDVSA	Collect from publicly available reports	Counts Year to Year	Increase
<b>Strategy 2: Teach Skills to Prevent Sexual Violence</b>									
<b>Short-Term Outcomes</b>									
Number of school districts implementing the Alaska Safe Children's Act.	TBD/EED	Utilization	Annual	School Districts	# of school districts	EED	TBD	Count Increases Year to Year	Increase
Percentage of schools in which those who teach health education are provided with a written health education curriculum that includes objectives and content addressing sexual health education.	SHP/CDPHP	Survey	Biennial	Health Teachers	% of schools	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
Percentage of schools in which teachers tried to increase student knowledge on violence prevention (e.g., bullying, fighting, dating violence prevention in a required course in any of grades 6 through 12 during the current school year.	SHP/CDPHP	Survey	Biennial	Health Teachers	% of schools	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
Percentage of schools in which teachers taught how to create and sustain healthy and respectful relationships in any of grades 6, 7, 8, 9, 10, 11, 12 during the current school year.	SHP/CDPHP	Survey	Biennial	Health Teachers	% of schools	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
Percentage of schools in which teachers tried to increase student knowledge on human sexuality in a required course in any of grades 6 through 12 during the current school year.	SHP/CDPHP	Survey	Biennial	Health Teachers	% of schools	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase

Strategy, Outcome Type, Measure	Data Source/ Data Owner	Data Type	Data Collection Frequency	Survey Population	How Data Is Reported	Data Collection Responsibility	Data Collection Method	Data Analysis to be Completed?	Directionality Interpretation?
<b>Intermediate Outcomes</b>									
Percentage of schools implementing evidence-based child sexual abuse prevention curriculum.	TBD/EED	Utilization	Annual	School Districts	% of schools	EED	TBD	Counts Year to Year	Increase
Percentage of schools implementing evidence-based teen dating violence prevention curricula.	TBD/EED	Utilization	Annual	School Districts	% of schools	EED	TBD	Counts Year to Year	Increase
*Percentage of schools implementing the Fourth R healthy relationships curriculum.	Teacher Survey/ CDVSA	Utilization	Annual	Schools	% of schools	WCFH Fourth R Coordinator	Program administrative records	Percentage Increases Year to Year	Increase
<b>Strategy 3: Provide Opportunities to Empower Youth</b>									
<b>Short-Term Outcomes</b>									
Social, Emotional Learning Index Score: Students responses on how easy or difficult it is for them to use SEL skills in self-awareness, social awareness, self-management, relationship skills, and good decision making. (May consider reporting this among school with evidence-based curriculum only.)	SCCS/AASB	Survey	Biennial	Students Grades 6-12	% of students	Evaluator	Year 1: Publicly Available in Query Tool Year 2-3: Request statistical tests from AASB	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
Percentages of schools in which teachers taught gender roles, gender identity, or gender expression in a required course in any of grades 6, 7, or 8 during the current school year.	SHP/CDPHP	Survey	Biennial	Health Teachers	% of schools	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
*Percentage of students comfortable seeking help from 3 or more adults.	YRBS/ CDPHP	Survey	Biennial	Students Grades 9-12	% of students	Evaluator	Year 1: Publicly Available Year 2-3: Request	Year 1: Collect Baseline Year 2: Compare Years	Increase

Strategy, Outcome Type, Measure	Data Source/ Data Owner	Data Type	Data Collection Frequency	Survey Population	How Data Is Reported	Data Collection Responsibility	Data Collection Method	Data Analysis to be Completed?	Directionality Interpretation?
Community Support Index Score: Students reflects the extent to which students are involved in their communities, and the extent to which students feel supported by their communities. (May consider reporting this among school with evidence-based curriculum only.)	SCCS/AASB	Survey	Biennial	Students Grades 6-12	% of students	Evaluator	Year 1: Publicly Available in Query Tool Year 2-3: Request statistical tests from AASB	Year 3: Linear Trend Test  Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
<b>Intermediate Outcomes</b>									
Percentage of high school students who have been electronically bullied through texting, Instagram, Facebook, or other social media.	YRBS/ CDPHP	Survey	Biennial	Students Grades 9-12	% of students	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Decrease
Student Delinquent Behaviors: Students and staff report how often they observe delinquent behaviors at school and at school events within the past 12 months.	SCCS/AASB	Survey	Biennial	Students Grades 6-12	% of students	Evaluator	Year 1: Publicly Available in Query Tool Year 2-3: Request statistical tests from AASB	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
Percentage of high school students who participate in organized after school, evening, or weekend activities (such as school clubs; community center groups; music, art, or dance lessons; drama; church; or cultural or other supervised activities).	YRBS/ CDPHP	Survey	Biennial	Students Grades 9-12	% of students	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase

Strategy, Outcome Type, Measure	Data Source/ Data Owner	Data Type	Data Collection Frequency	Survey Population	How Data Is Reported	Data Collection Responsibility	Data Collection Method	Data Analysis to be Completed?	Directionality Interpretation?
<b>Strategy 4: Create Protective Environments</b>									
<b>Short-Term Outcomes</b>									
Number of communities participating in RPE funded training efforts.	Program Data Collection/ WCFH	Utilization	Annual	Communities	# of communities	RPE Program Director	RPE Program administrative records	Counts Year to Year	Increase
Percentage of schools in which the lead health education teacher received professional development (e.g., workshops, conferences, continuing education, or any other kind of in-service) on violence prevention (e.g., bullying, fighting, dating violence prevention) during the past two years.	SHP/CDPHP	Survey	Biennial	Health Teachers	% of schools	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
*Percentage of students who feel connected to their school.	SCCS/AASB	Survey	Biennial	Students Grades 6-12	% of students	Evaluator	Year 1: Publicly Available in Query Tool Year 2-3: Request statistical tests from AASB	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Increase
<b>Intermediate Outcomes</b>									
Number of SV indicators documented and acknowledged as SV prevention in Alaska Division of Public Health statewide reports.	Program Data Collection/ WCFH	Utilization	Every 5 Years	Communities	# of indicators	RPE Program Director	RPE Program administrative records	Counts Year to Year	Increase
<b>Strategy 5: Ensure Alaska SV Efforts are Data-Driven and Evidence-Based with a Prevention Focus</b>									
<b>Short-Term Outcomes</b>									
Number of RPE funded efforts based upon health equity criteria.	Program Data Collection/ WCFH	Utilization	Annual	Communities	# of funded efforts	RPE Program Director	RPE Program administrative records	Counts Year to Year	Increase

Strategy, Outcome Type, Measure	Data Source/ Data Owner	Data Type	Data Collection Frequency	Survey Population	How Data Is Reported	Data Collection Responsibility	Data Collection Method	Data Analysis to be Completed?	Directionality Interpretation?
<b>Intermediate Outcomes</b>									
Number of formal, state government planning documents that include SV prevention.	Program Data Collection/ WCFH	Utilization	Every 5 Years	Communities	# of documents	RPE Program Director	RPE Program administrative records	Counts Year to Year	Increase
<b>Strategies 1-5 Working Together</b>									
<b>Long-Term Outcomes</b>									
Percentage of high school students who reported anyone forced them to do sexual things that they did not want to do including things such as kissing, touching, or being physically forced to have sexual intercourse in the past 12 months.	YRBS/ CDPHP	Survey	Biennial	Students Grades 9-12	% of students	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Decrease
*Percentage of high school students who have been physically forced to have sexual intercourse when they did not want to in their lifetime.	YRBS/ CDPHP	Survey	Biennial	Students Grades 9-12	% of students	Evaluator	Year 1: Publicly Available Year 2-3: Request statistical tests from CDPHP	Year 1: Collect Baseline Year 2: Compare Years Year 3: Linear Trend Test	Decrease

# Communication Plan and Dissemination Plan

The following table describes a high-level communication and dissemination plan. The evaluation team anticipates additional communication will take place beyond what is included in the table. Communication about data tracking and project management with key stakeholders is expected to be in a web-based environment, though some project partners and stakeholders may be directly involved in data tracking if appropriate.

**Table 5. Evaluation Communication and Dissemination Plan**

Purpose of Communication	Audience	Key Person Responsible	Content	Possible Formats	Timing
Continual stakeholder updating on evaluation activities	ANDVSA, CDVSA, EED	RPE Program Director	Brief progress reports of evaluation activities	Verbal Updates in Prevention Meetings	February 2018-January 2019
Receive feedback on SV data and program evaluation data to refine prevention strategies and target populations	Program Director	Evaluator	Presentation of baseline evaluation collection	In-person meeting	July-August 2018
Receive feedback on SV data and program evaluation data to refine prevention strategies and target populations	ANDVSA, CDVSA, EED	RPE Program Director	Presentation of baseline evaluation collection	Electronic Distribution	July-August 2018
Baseline summary of statewide SV indicators	Program Director	Evaluator	1-2-page data profile of SV indicators	In-person meeting	September – October 2018
Baseline summary of statewide SV indicators	ANDVSA, CDVSA, EED	RPE Program Director	1-2-page data profile of SV indicators	Electronic Distribution	October 2018

# Evaluation Timeline

Major milestones and deadlines for deliverables are below. We acknowledge evaluation is an iterative process. The evaluator will work with Alaska RPE, key stakeholders, and Alaska RPE sub-grantees throughout the evaluation process to maintain, or when necessary amend, this tentative timeline.

**Table 6. Evaluation Timeline**

Task	Start Date	End Date	Lead and/or Collaborators
<b>Year 1 – Development of Evaluation Plan</b>	<b>February 2017</b>	<b>October 2017</b>	
Capacity assessment	February 2017	March 2017	Evaluator
Evaluation plan enhancement and logic model revision	February 2017	May 2017	Evaluator
Development and implementation of recommendations to increase monitoring	March 2017	May 2017	Evaluator
Regular communication of RPE Program and program evaluator	Ongoing	Ongoing	Evaluator, RPE Program Director
Communication of RPE Program, program evaluator, and stakeholders	Ongoing	Ongoing	Evaluator, RPE Program Director, ANDVSA, CDVSA, DEED
Communication of RPE Program, program evaluator, and RPE sub-grantees	Ongoing	Ongoing	Evaluator, RPE Program Director, Sub-grantees
<b>Year 2</b>	<b>February 2018</b>	<b>January 2019</b>	
<b>Summary of state-level SV indicators</b>	<b>February 2018</b>	<b>September 2018</b>	
Collect most recent data available for measurements: YRBS (2017), SCCS (2016), SHP (2016)	February 2018	May 2018	Evaluator, RPE Program Director
Data analysis	May 2018	June 2018	Evaluator
Data compilation and drafting of reports	June 2018	July 2018	Evaluator
Create 1-2-page data documents for stakeholders	July 2018	October 2018	Evaluator
Create 1-2-page data documents for public	July 2018	October 2018	Evaluator
<b>Additional tasks</b>	<b>February 2018</b>	<b>January 2019</b>	
Create tools to assist AK RPE Program implementation monitoring	September 2018	January 2019	Evaluator
Advise on SV data and program evaluation data to select prevention strategies and target populations	February 2018	September 2018	Evaluator
Lessons Learned report to CDC	September 2018	November 2018	Evaluator
Lessons Learned reporting to national activities	November 2018	January 2019	Evaluator
Regular communication of RPE Program and program evaluator	Ongoing	Ongoing	Evaluator, RPE Program Director
Communication of RPE Program, program evaluator, and stakeholders	Ongoing	Ongoing	Evaluator, RPE Program Director, ANDVSA, CDVSA, DEED
Communication of RPE Program, program evaluator, and RPE sub-grantees	Ongoing	Ongoing	Evaluator, RPE Program Director, Sub-grantees

# Appendix A: RPE Evaluation Plan

## Implementation and Impact Evaluation of SV Prevention Strategies using a Public Health Approach

<b>Objective 1:</b> 100% of RPE-funded organizations will implement strategies according to effective prevention principles by January 31, 2019.							
<b>Evaluation Questions</b>	<b>Indicators</b>	<b>Data Sources</b>	<b>Data Collection</b>	<b>Timeframe</b>	<b>Data Analysis</b>	<b>Communication Plan</b>	<b>Staff Responsibilities</b>
<p>1a. Are funded organizations using data to identify the target population?</p> <p>1b. Are funded organizations using data to inform the prevention strategy?</p> <p>1c. Are funded organizations measuring modifiable risk and protective factors?</p> <p>1d. Are funded organizations targeting one SEM layer?</p> <p>1e. Has there been an increase in reach to target population through prevention strategies?</p>	<p>1a. Number of RPE funded organizations using data to identify the target population</p> <p>1b. Number of RPE funded organizations using data to inform the prevention strategy</p> <p>1c. Number of RPE funded organizations measuring modifiable risk and protective factors</p> <p>1d. Number of RPE funded organizations targeting one SEM layer</p> <p>1e. Percent increase in reach to target population through prevention strategies</p>	RPE grantees	<p>Progress reports</p> <p>Site visits</p>	Annually	<p>Compare data year over year</p> <p>Compare data program to program</p> <p>Develop recommendations based on data analysis</p> <p>Track program implementation of recommendations</p>	<p>Every six months in CDC progress reports</p> <p>Annually on Adolescent Health webpage</p> <p>With RPE-funded organizations and stakeholders via teleconference</p> <p>UAA SHCC end of year report, Campus Security report</p> <p>Monthly reports to The UAA DVSA Coalition for Change</p> <p>DVSA Pathways Statewide Prevention Planning Group Annual Report</p>	RPE Project Director

**Objective 2:** 100% of RPE-funded organizations implementing strategies that are evidence-based or evidence-informed January 31, 2019.

Evaluation Questions	Indicators	Data Sources	Data Collection	Timeframe	Data Analysis	Communication Plan	Staff Responsibilities
<p>2a. Are all RPE funded organizations implementing evidence-based or evidence-informed strategies?</p> <p>2b. Are evidence-based or evidence-informed strategies being implemented with fidelity to the model?</p> <p>2c. How many participants were trained in an evidence-based curriculum?</p> <p>2d. How many individuals were trained in the public health approach to stopping sexual violence?</p>	<p>2a. Number of RPE funded organizations implementing evidence-based or evidence-informed</p> <p>2b. Number of RPE funded organizations implementing evidence-based or evidence-informed strategies being implemented with fidelity to the model</p> <p>2c. Number of participants were trained in an evidence based curriculum</p> <p>2d. Number of individuals were trained in the public health approach to stopping sexual violence</p>	<p>RPE grantee or contractors or RPE Project Director</p>	<p>Progress reports and site visit</p>	<p>Quarterly or annually</p>	<p>Compare number from year to year</p>	<p>Every six months in CDC progress reports</p> <p>Annual on Adolescent Health webpage</p>	<p>RPE Project Director</p>

**Objective 3:** In conjunction with partners, expand youth healthy relationships social norms campaign through distribution of materials and engagement of communities from 45% to 75% by January 31, 2019.

Evaluation Questions	Indicators	Data Sources	Data Collection	Timeframe	Data Analysis	Communication Plan	Staff Responsibilities
<p>3a. How many youths are receiving healthy relationships social norms messaging?</p> <p>3b. Are youth teen dating violence behaviors changing?</p>	<p>3a. Number of Healthy Relationship cards distributed</p> <p>3b. Number of youth exposed to healthy relationship norm messages</p> <p>3c. Web analytics</p> <p>3d. Community/School using SUSU activities</p> <p>3e. Number of men trained through COMPASS: A Guide for Men</p> <p>3f. Process evaluation from mentors and youth</p> <p>3g. Number of media engagements</p>	<p>Visits to SUSU website YouTube views</p> <p>Facebook likes</p> <p>Tracking SUSU card distribution</p> <p>Tracking schools and agencies reporting SUSU card activities</p> <p>YRBS data</p>	<p>In ANDVSA grantee progress reports</p>	<p>Quarterly and annually</p>	<p>Compare number from year to year</p>	<p>Every six months in CDC progress reports</p> <p>Annual on Adolescent Health webpage</p> <p>Annual in Pathways to Prevention Statewide Steering Committee publication</p>	<p>RPE Coordinator</p> <p>ANDVSA Prevention Director</p>

**Objective 4:** RPE Project Director will participate in 75% of statewide DVSA prevention collaborative activities by January 31, 2019.

Evaluation Questions	Indicators	Data Sources	Data Collection	Timeframe	Data Analysis	Communication Plan	Staff Responsibilities
<p>Is the RPE project director engaged in statewide sexual assault prevention activities?</p> <p>What risk and protective factors are being addressed in Alaska?</p> <p>Who is participating in DVSA prevention activities?</p>	<p>Number of collaborative meetings</p> <p>Number of technical assistance activities</p> <p>Number of DVSA Prevention Statewide Steering Committee meetings</p> <p>Number of DVSA prevention policy documents/policy education</p> <p>Number of community mobilization activities</p> <p>List of risk and protective factors are being addressed in Alaska</p> <p>Demographics of DVSA prevention activities participants</p>	<p>Tracking forms</p> <p>Outlook calendar meetings</p>	<p>Self-reported from RPE Director</p>	<p>After each activity</p>	<p>Compare year to year</p>	<p>CDC six-month progress reports</p>	<p>RPE Project Director</p>



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