

WASHINGTON STATE  
RAPE PREVENTION AND  
EDUCATION PROGRAM

ANNUAL REPORT:  
IMPLEMENTATION FINDINGS  
(FEBRUARY 1, 2020 TO JAN 31, 2021)

**EVALUATION**  
SPECIALISTS 

## SUMMARY

Washington State's Rape Prevention and Education (RPE) program has six grantees who began their first year of funding in the current RPE cycle (2/1/2020 to 1/31/2021). The Covid-19 pandemic created numerous challenges that slowed down their progress in a year planned for beginning implementation of their prevention programs. Despite this, progress occurred in both planning and implementation activities. In this difficult context, grantees succeeded in formulating their program evaluation plans. These plans detail when and how they will collect data on (1) program implementation and (2) outcomes linked to both the statewide evaluation plan and their own programming. This program evaluation report focuses on two additional implementation issues. One was adherence to WA RPE's implementation effectiveness principles. Grantees completed self-assessment surveys and typically reported finding the principles clear, useful, and inspirational, with some variation depending on the item. As expected, not all principles were applicable to every grantee's current programming. The other program evaluation progress occurred among the four grantees conducting community-level programs. These grantees assessed the status of the coalitions they are working with in terms of capacity, readiness, and progress in making contextual changes in their organizations that can reduce sexual violence. Grantees reported that their coalitions' concern about the issues was high. They scored their coalitions' amount of knowledge and amount of felt responsibility as moderate, leaving room for further improvement. Additionally, grantees assessed their coalitions' progress in making changes as being in the beginning stages, as expected at the start of coalition-building work.

## INTRODUCTION

The ongoing Covid-19 pandemic that began in early 2020 created many challenges for Washington State's Rape Prevention and Education (RPE) program in its current cycle (2/1/2020 to 1/31/2021). Nevertheless, Washington's six RPE grantees worked to make the progress they could in their first year of funding. First, they completed plans for evaluation of their programs. They also begin the implementation of their program activities, making progress in two realms WA RPE considers important in early stages. One of these is adherence to WA RPE's implementation effectiveness principles. The other applies to grantees who plan to work on changing policies and practices. This involves assessing the status of the coalitions they are working with in terms of capacity and readiness to make changes that support sexual assault prevention in their organizations. This report covers grantee findings regarding these two implementation issues.

## PROGRAM EVALUATION PLANNING

By the end of this time period, all six grantees had formulated their program evaluation approaches by creating logic models, completing evaluation plans that detail how and when they will collect and analyze data, and choosing outcomes.

Washington State's evaluation plan includes empirically supported risk and protective factor outcomes. These include reduced rigid gender roles, increased social support and connectedness, increased empathy, and reduced tolerance of violence in the community. Grantees' selected outcomes represent all of these.

**API Chaya.** This grantee's prevention strategy includes coalition building to expand community support. They are targeting outcomes aligned with **increasing social support and connectedness** for BIPOC (Black, Indigenous, and People of Color) with disabilities and organizations that work with them, as well as outcomes aligned with **increased empathy**.

**Harborview Abuse and Trauma Center's** prevention strategy involves both (1) policy review and revision and (2) coalition building to expand community support. Their programming focus population is people with IDD (intellectual/ developmental disabilities). Their outcomes are aligned with **increasing social support and connectedness** and **reduced tolerance of violence in the community**.

**Oasis Youth Center's** prevention strategy includes an individual and relationship-level curriculum for LGBTQ+ youth whose outcomes are aligned with **increasing social support and connectedness**.

**Office of the Superintendent of Public Instruction.** This grantee's prevention strategy includes (1) school policy review and revision targeting outcomes aligned with **reducing rigid gender roles** and (2) coalition building and training within coalitions targeting outcomes aligned with **reduced tolerance of violence in the community**.

**Rural Resources Victim Services.** This grantee's prevention strategy involves an individual and relationship-level curriculum saturating two rural high schools, with outcomes aligned with **reducing rigid gender roles** and **increasing empathy**.

**YWCA of Clark County's** prevention strategy involves (1) coalition building and training within coalitions, aiming at outcomes aligned with both **increased social support and connectedness** and **reduced tolerance of violence in the community**, and (2) policy

review and revisions, also aligned with outcomes of **reduced tolerance of violence in the community**.

## IMPLEMENTATION EFFECTIVENESS PRINCIPLES

### What are implementation effectiveness principles?

Unfortunately, grantees were constrained from fully conducting their prevention program activities due to Covid-19 safety and practical (e.g., school closing) concerns. Nevertheless, we were able to evaluate program implementation in its early stages. Specifically, we assessed grantees' opinions about and adherence to WA RPE's implementation effectiveness principles.

We created a report in the middle of this year (Evaluation Specialists, 2020) that described findings from 2/1/2020 to 7/31/2020 about grantees' use of WA RPE's implementation effectiveness principles. These principles are derived from Washington State's adaption of Principles-Focused Evaluation (PFE). A core element of PFE (Patton, 2017) is the identification and measurement of effectiveness principles which describe program content and the behavior of preventionists.

In a previous year, we developed seven WA RPE principles through a facilitated, structured process that identified what grantees and other involved organizations, such as DOH, believed were the key ingredients to a successful program. These seven statements resulted; they describe program content and preventionist behaviors believed to lead to the desired prevention outcomes:

- PREVENTION IS POSSIBLE: Believe that people and communities can eliminate sexual violence.
- INTERSECTIONAL FEMINISM: Address how power, privilege and gender, especially in combination, can create different experiences of oppression.
- CONSENT CULTURE: Promote mutual consent in all sexual and other human interactions.
- SHARED POWER: Engage with others in ways that encourage equal participation.
- HOLISTIC ENGAGEMENT: Engage people by recognizing their broader identities, experiences, and needs.
- MEANINGFUL RELATIONSHIPS: Develop trusting relationships by showing genuine interest and respect.
- MODELING: Act in ways demonstrating communication that is open, honest, and respectful of boundaries.

### What did our evaluation of implementation effectiveness principles show?

Grantees responded to an online survey that contained both quantitative and open-ended questions regarding their opinions about and use of the principles.

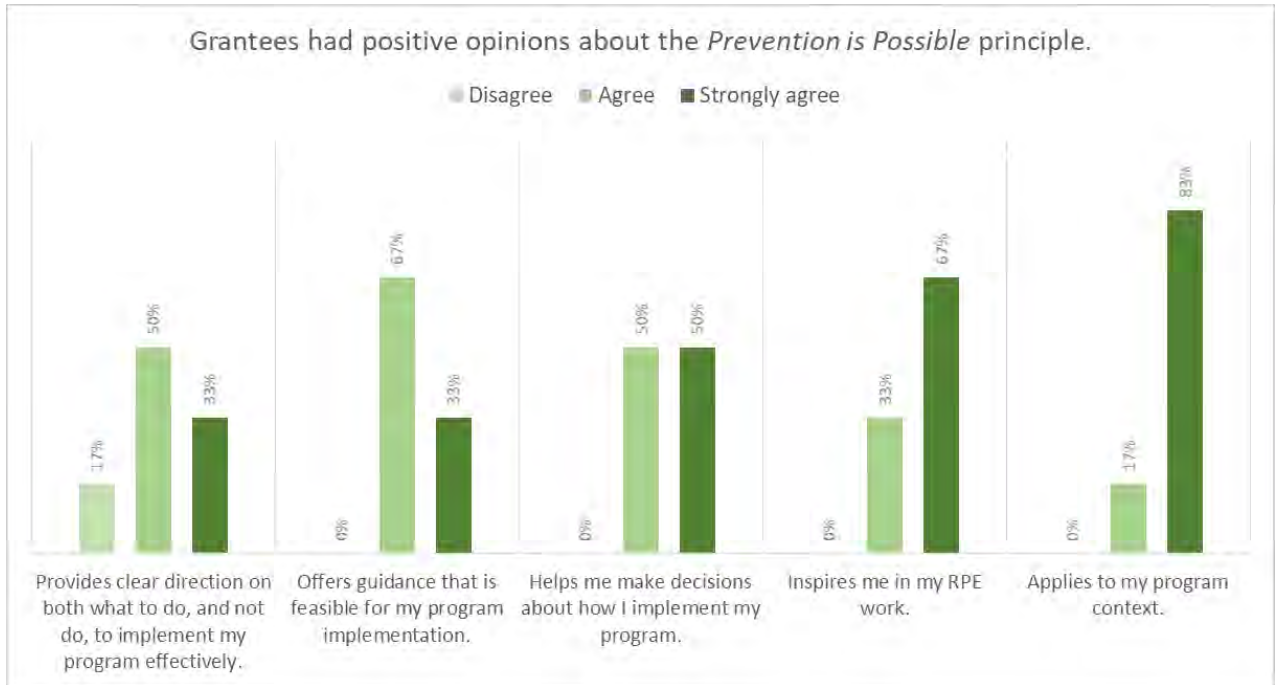
Survey results are also described in our previous report covering activities from February to July 2020. Here, we summarize those findings by showing one or two charts for each principle. The first chart reports on grantee opinions about the principle's utility in their work. The second chart shows grantees' self-reported use of behaviors embodying the three or more principles they identified as most applicable to the work they were doing. Because grantee program activities have evolved since the principles were developed, two (Holistic Engagement and Modeling) were reported as applicable by fewer than three grantees, leaving insufficient data to produce the second chart for these principles.

#### NOTE:

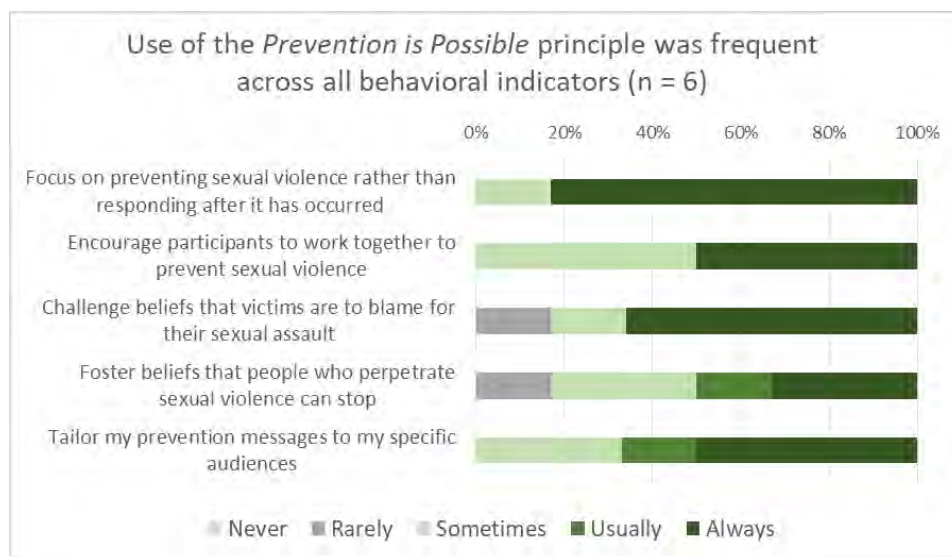
For all questions reported on in the charts that follow, a *Strongly Disagree* option was provided. However, no grantees selected this answer to any of the questions, so it is not included in the charts.

## Prevention is Possible

Grantees' opinions about this principle were very positive. All six agreed or strongly agreed that it offered feasible guidance, helped them make implementation decisions, inspired their RPE work, and was applicable to their program contexts.

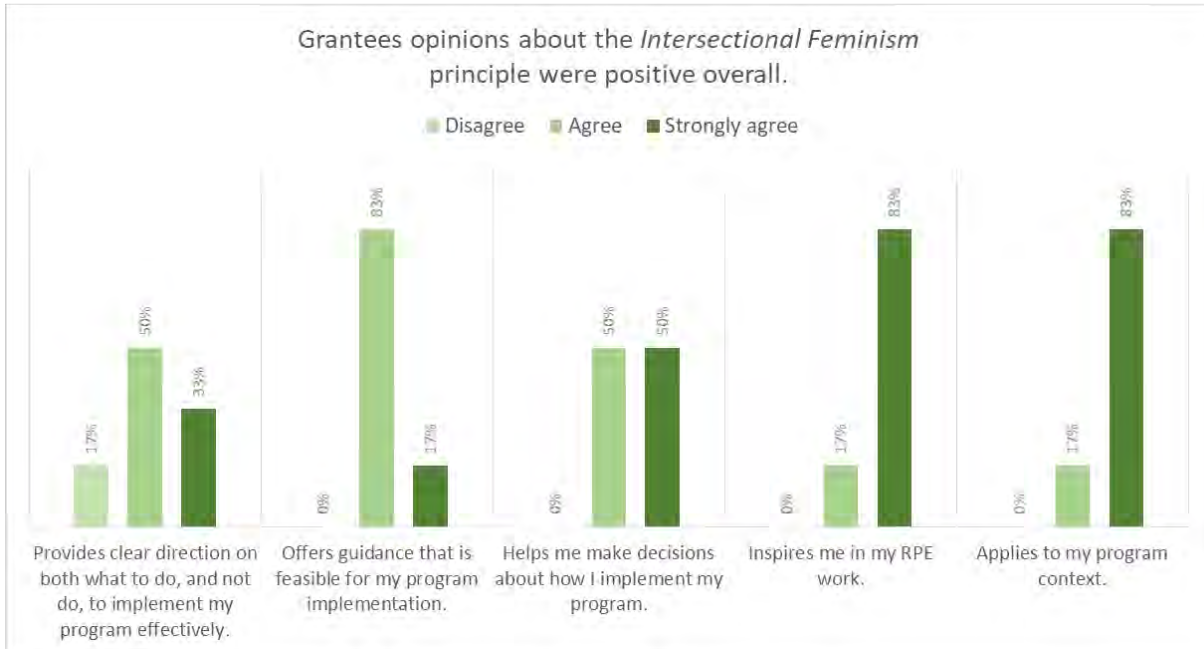


They also reported using this principle frequently. The majority answered that they used it “usually” or “always” across all the behavioral indicators.

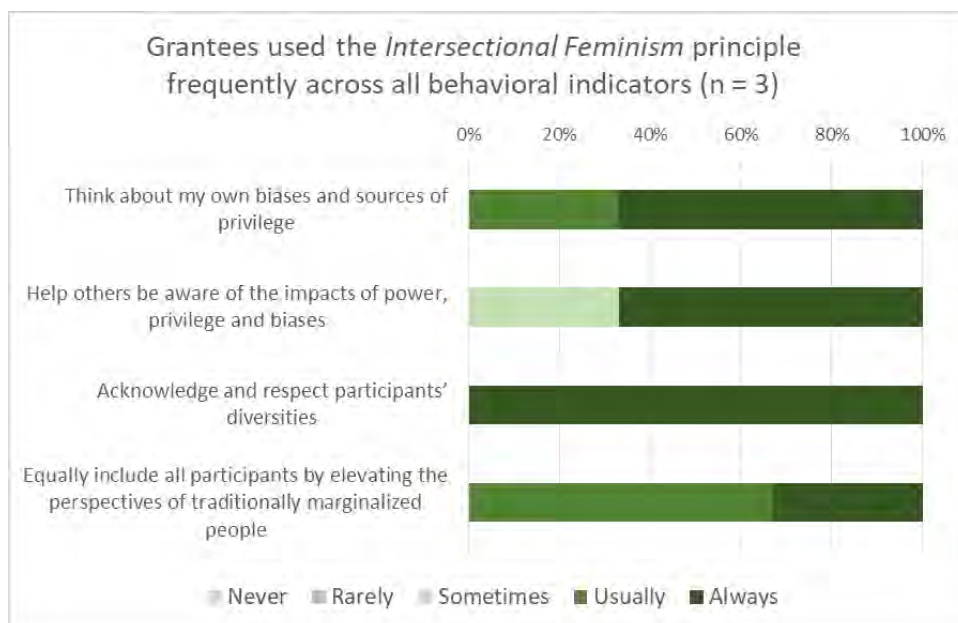


## Intersectional Feminism

Grantees had positive opinions about this principle in general. The majority agreed or strongly agreed that it offered feasible guidance, helped them make implementation decisions, inspired their RPE work, and was applicable to their program contexts. They agreed – but less strongly – that it provided clear direction.

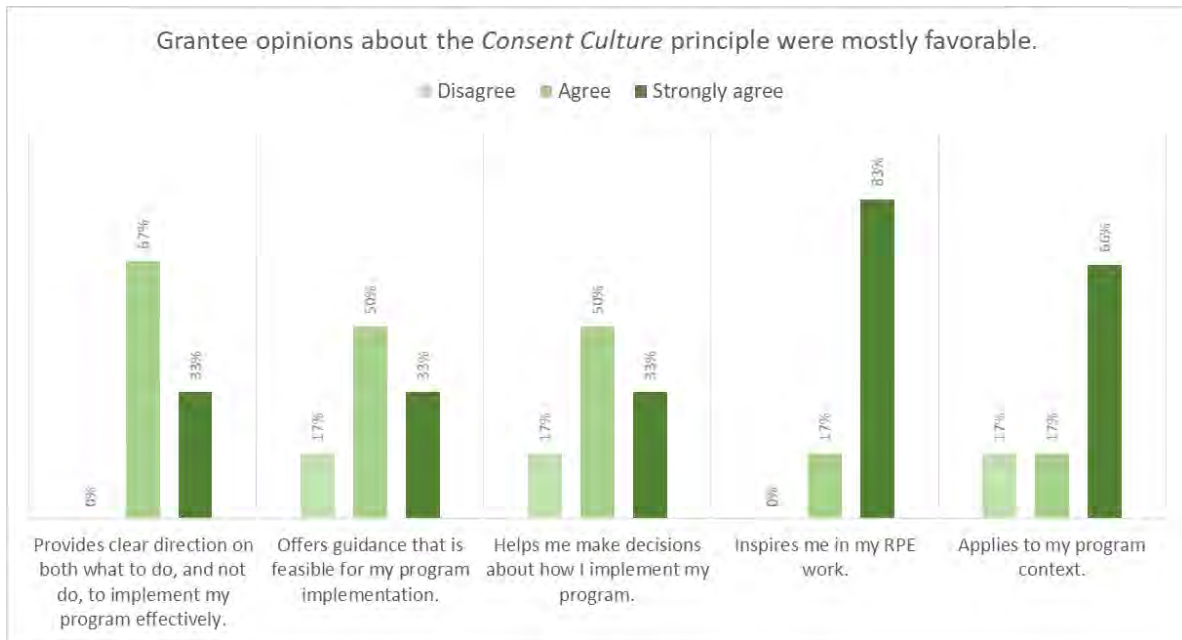


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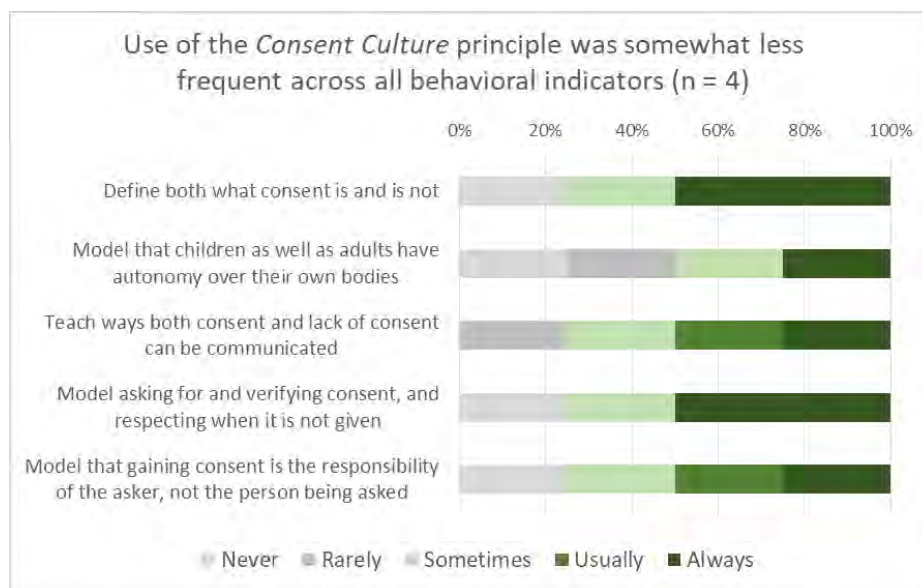


## Consent Culture

Opinions about this principle were favorable for the most part. The majority of grantees agreed or strongly agreed that it provided clear direction and inspired their RPE work. They agreed less strongly that it offered feasible guidance and helped them make implementation decisions.



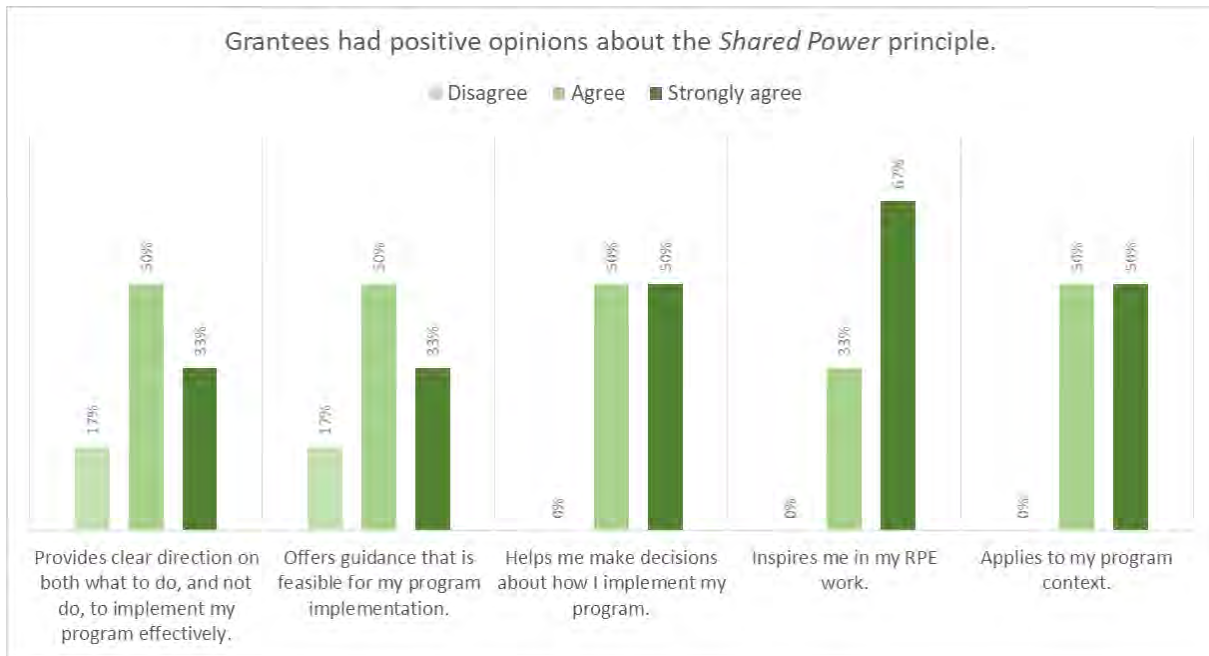
Grantees reported using this principle somewhat less frequently. Across all the behavioral indicators, the proportion of grantees saying they used it “never” or “rarely” ranged from 25% to 50%.



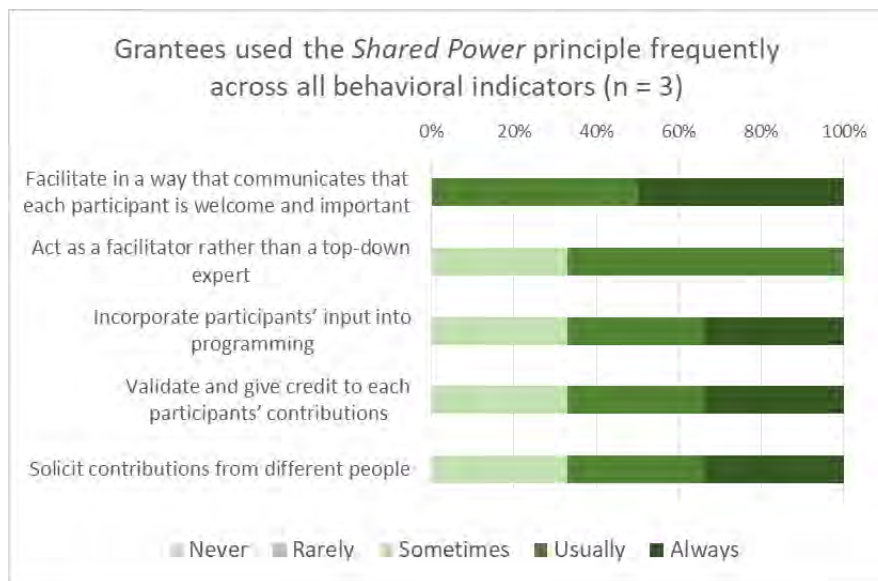


## Shared Power

Grantees reported mostly favorable opinions of this principle. The majority of grantees agreed or strongly agreed that it helped them make implementation decisions and inspired their RPE work. A small proportion disagreed that it provided clear direction and offered feasible guidance for their current work.

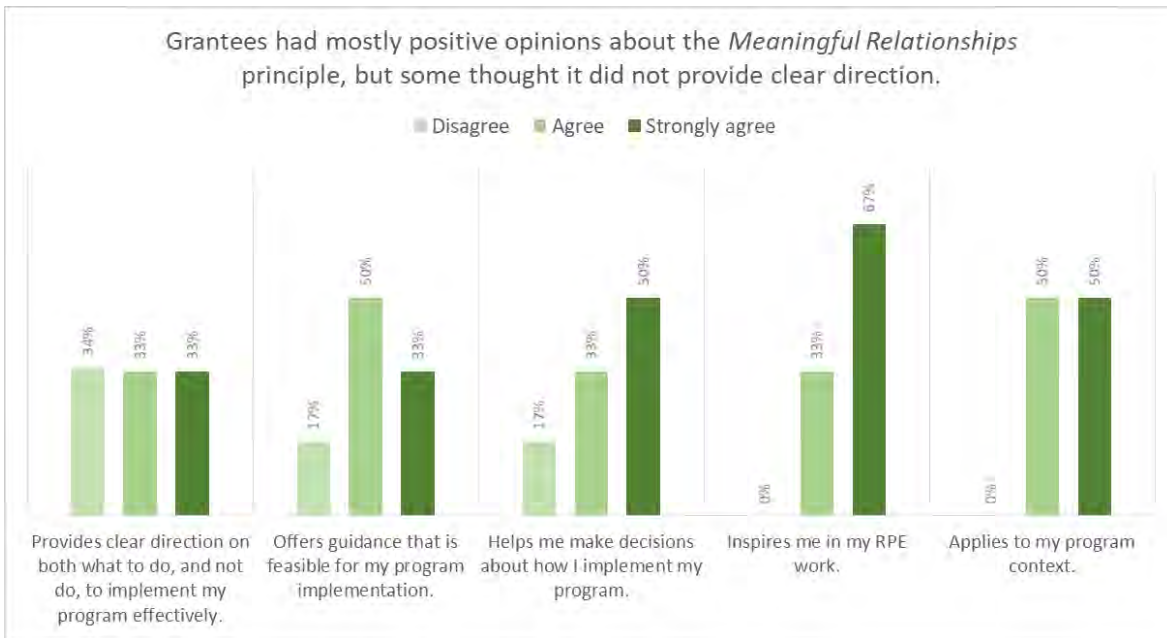


Grantees reported using this principle frequently, with the majority answering that they used it “usually” or “always” across all the behavioral indicators.

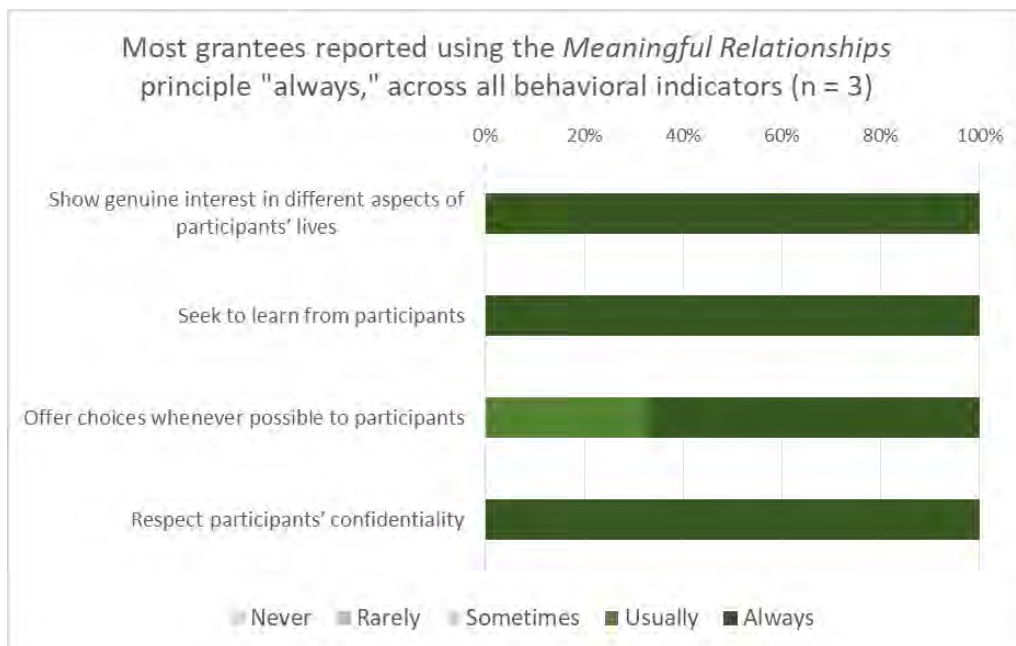


## Meaningful Relationships

A substantial proportion of grantees reported positive opinions of this principle. The majority agreed or strongly agreed that it offered feasible guidance, helped them make implementation decisions, and inspired their RPE work. About one-third disagreed that it provided clear direction.



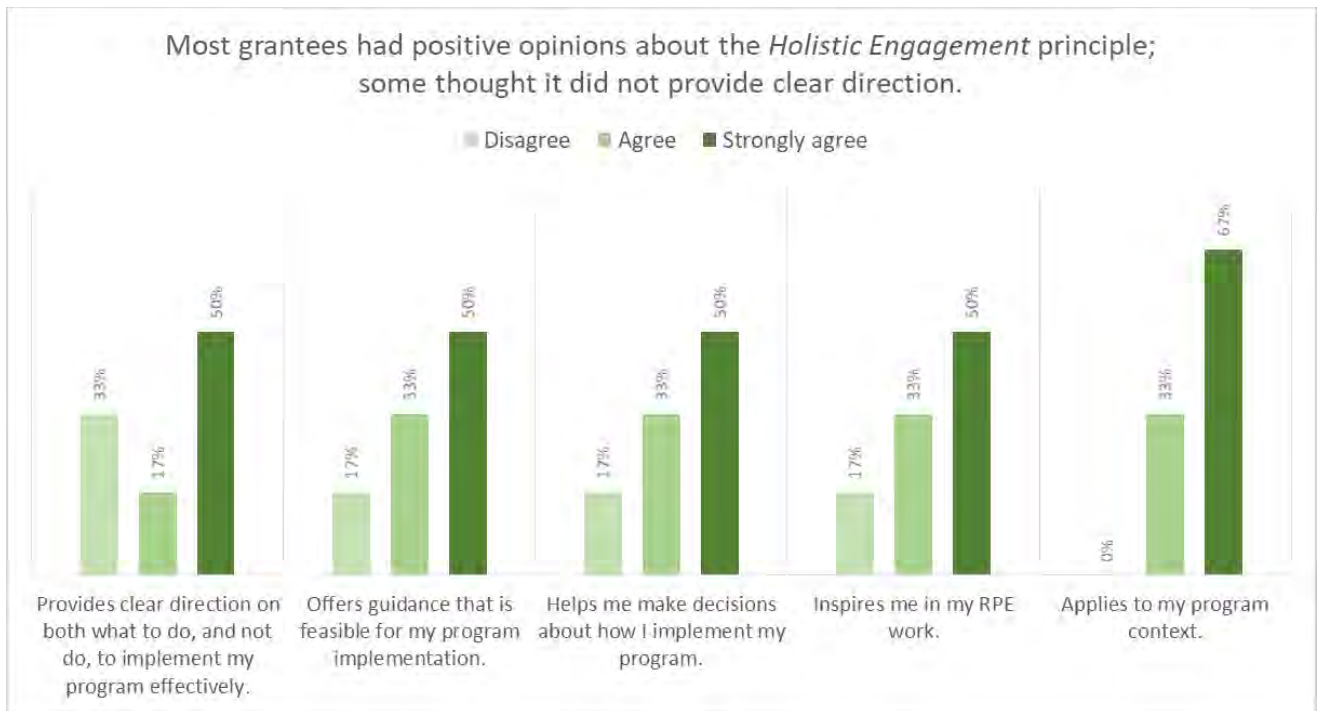
All grantees reported using this principle frequently, responding that they used it “usually” or “always” across all the behavioral indicators.



Some grantee program activities have changed since the implementation effectiveness principles were developed. For this reason, two (Holistic Engagement and Modeling) were reported as applicable by fewer than three grantees, leaving insufficient data to have the second chart for these principles.

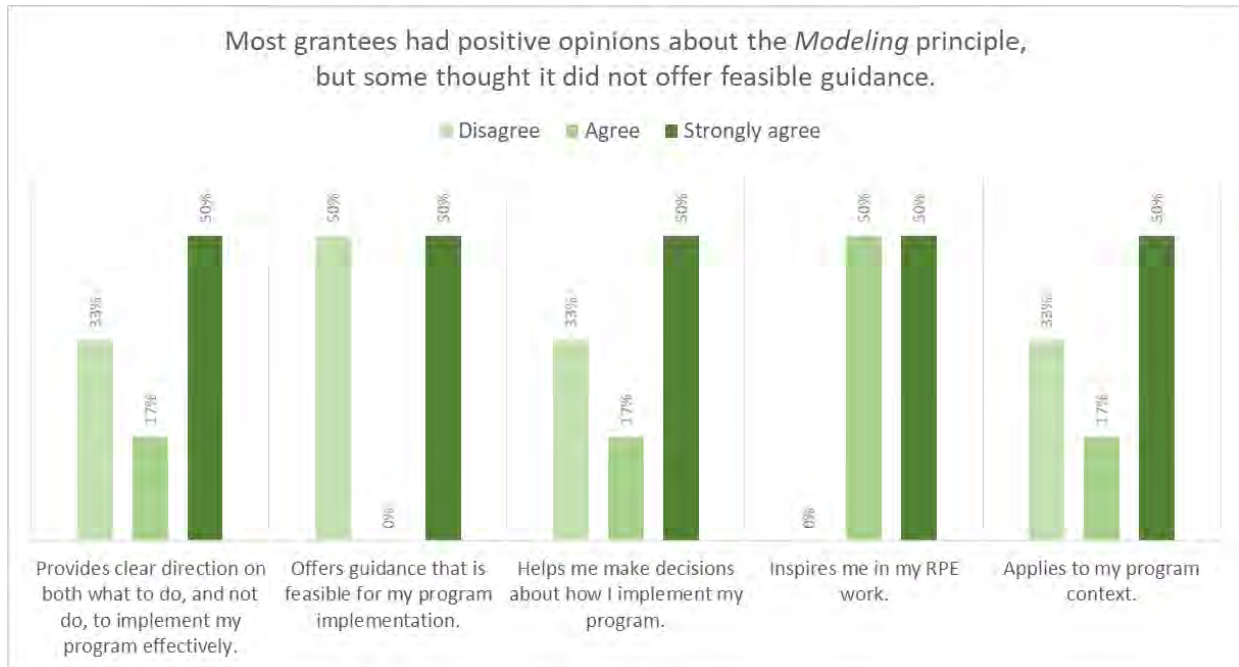
### Holistic Engagement

Only one grantee included Holistic Engagement among the principles most applicable to their current program activities. However, grantees did provide data regarding their opinions of this principle. Many agreed or strongly agreed that it could offer feasible guidance, help them make decisions, and inspire their RPE work. However, about one-third of grantees reported that this principle did not provide clear direction.



## Modeling

Although just two grantees included Modeling among the principles most applicable to their current program activities, grantees still provided data regarding their opinions of this principle. Many agreed or strongly agreed that it could inspire their RPE work. However, about one-third of grantees reported that this principle did not provide clear direction or help them make decisions, and half thought that it did not offer feasible guidance.



## COALITION STAGES OF CHANGE

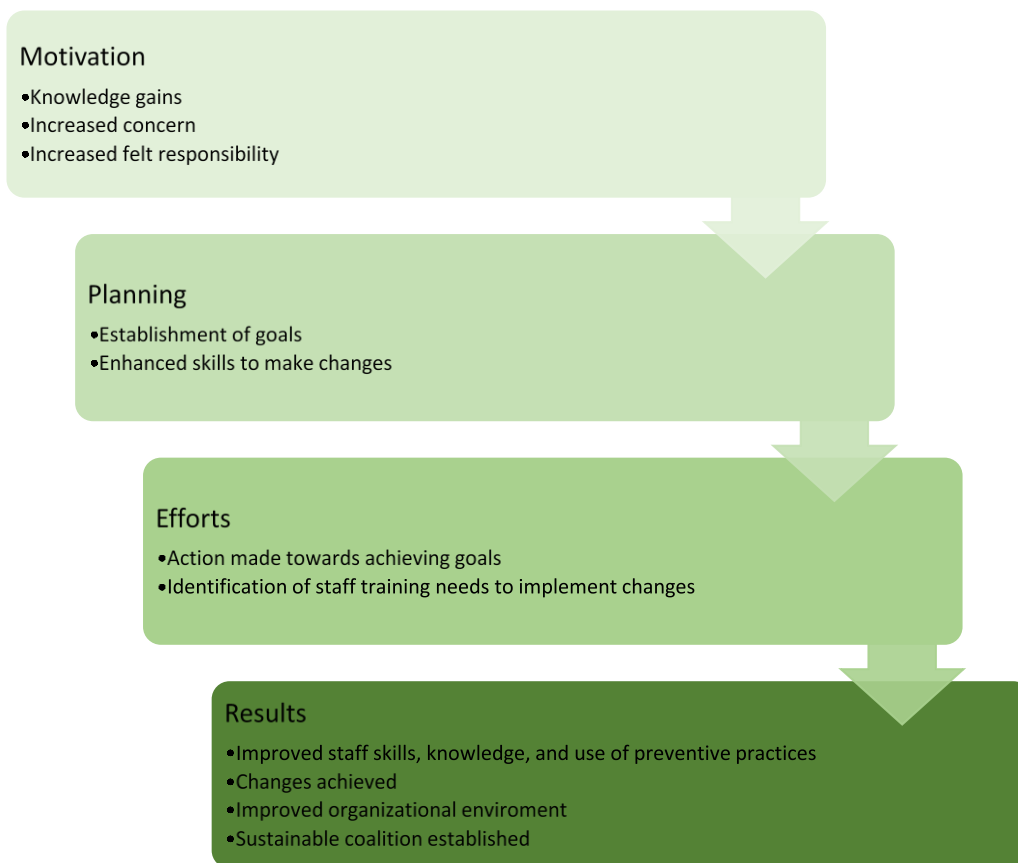
### What is Coalition Stage of Change?

RPE's funding agency, the Centers for Disease Control and Prevention, has moved toward increasing the amount of program activities that occur at the community level. As a result, a number of WA RPE grantees are focusing on activities aimed at goals like policy and procedure changes in schools and other organizations. These goals typically require grantees to work with coalitions such as school personnel (e.g., administrators and district staff) or members of different regional organizations (e.g., non-profits and city departments that provide recreational activities to people with disabilities). Four of the six funded grantees are doing this type of work.

To assess grantee progress, we developed a conceptual model of a coalition stage of readiness to change. As shown in the figure, the model sees four stages through which

a coalition moves as it works to achieve the desired changes. Each stage is comprised by several dimensions. This model was adapted from ideas from two sources. One was Prochaska and Diclemente's Stages of Change model (Prochaska & Diclemente, 1983) which looks at readiness for and changes made in health-related behaviors by individuals. The other model that inspired ours was the Tri-Ethnic Center's Community Readiness approach (Oetting, et al., 1995), which looks at stages of change at the community level.

### Washington State Coalition Readiness to Change Model



### What did our Coalition Stage of Change evaluation show?

Based on this model, we created a survey that allowed grantees to assess their coalitions' stage of change. In December 2020, we surveyed the four grantees who were conducting community-level work and will conduct future assessments of stage of change during the next years in this RPE cycle. The survey included open-ended questions about grantee experiences with coalition building as well as quantitative items; results of both are described below.

We performed qualitative analysis of open-ended survey responses looking for themes across grantees as well as individual but important perspectives. One universal theme was the effects of Covid-19 on planned program activities. Aspects included having to conduct coalition-building online instead of in-person, and longer timelines due to coalition organizations' decreased staffing and resource levels. One grantee spoke poignantly about increased community needs:

*COVID-19 has created an inherent tension between addressing the immediate needs of community that have significantly increased due to the pandemic, which has decreased capacity for long-term strategizing. It's hard to think about a kitchen remodel when the kitchen is on fire!*

Another theme apparent in grantee responses was that some of the techniques they used in individual-level program provision were also effective for them in coalition-building work. These included consistent communication, building meaningful relationships, and connecting day-to-day activities such as meetings to the ultimate goal of sexual violence prevention. A grantee mentioned inspiring members of their coalition with reminders that "every time we have these conversations, we're taking steps to make the world better. Our hard work is important work."

We also carried out descriptive analyses of the quantitative survey items. Because all grantees were in their first year, we assumed that all coalitions would be in earlier stages of change. Hence, the quantitative questions in this administration of the survey covered the three dimensions of the Motivation stage, the two dimensions of the Planning stage, and one umbrella question that assessed any further progress (i.e., activities representing the Efforts stage).

The figure below shows each grantee's ratings on the dimensions assessed and the average (mean) across grantees. Grantees scored their coalitions on a four-point scale with options being 0 (*none*), 1 (*a little*), 2 (*a moderate amount*) and 3 (*a lot*).

As the figure shows, grantees were seeing their coalitions in a promising light in terms of the Motivation stage's dimensions. Notably, all four grantees scored coalition concern about the issues grantees were trying to change at the highest level. All four grantees scored their coalitions' amount of knowledge and the amount of felt responsibility about what they were trying to change as 2, which represents a moderate amount, but presumably having room for further improvement.

Assessments of their coalitions' planning stage dimensions varied across grantees, as would be expected at this early point and during the pandemic. For example, they scored their coalitions as having clear goals regarding what they were trying to change on a range including 1 (*a little*), 2 (*a moderate amount*), and 3 (*a lot*). They also differed in their assessment of their coalitions' skills for making changes, rating them as either 1 (*a little*) or 3 (*a lot*). Finally, grantees rated coalitions' status in the Progress stage as just beginning; that is as 1 (*a little*) or 2 (*a moderate amount*). Since grantees' coalition-building work is at its start, and since progress is near the end of the Stage of Change model, this is as expected.

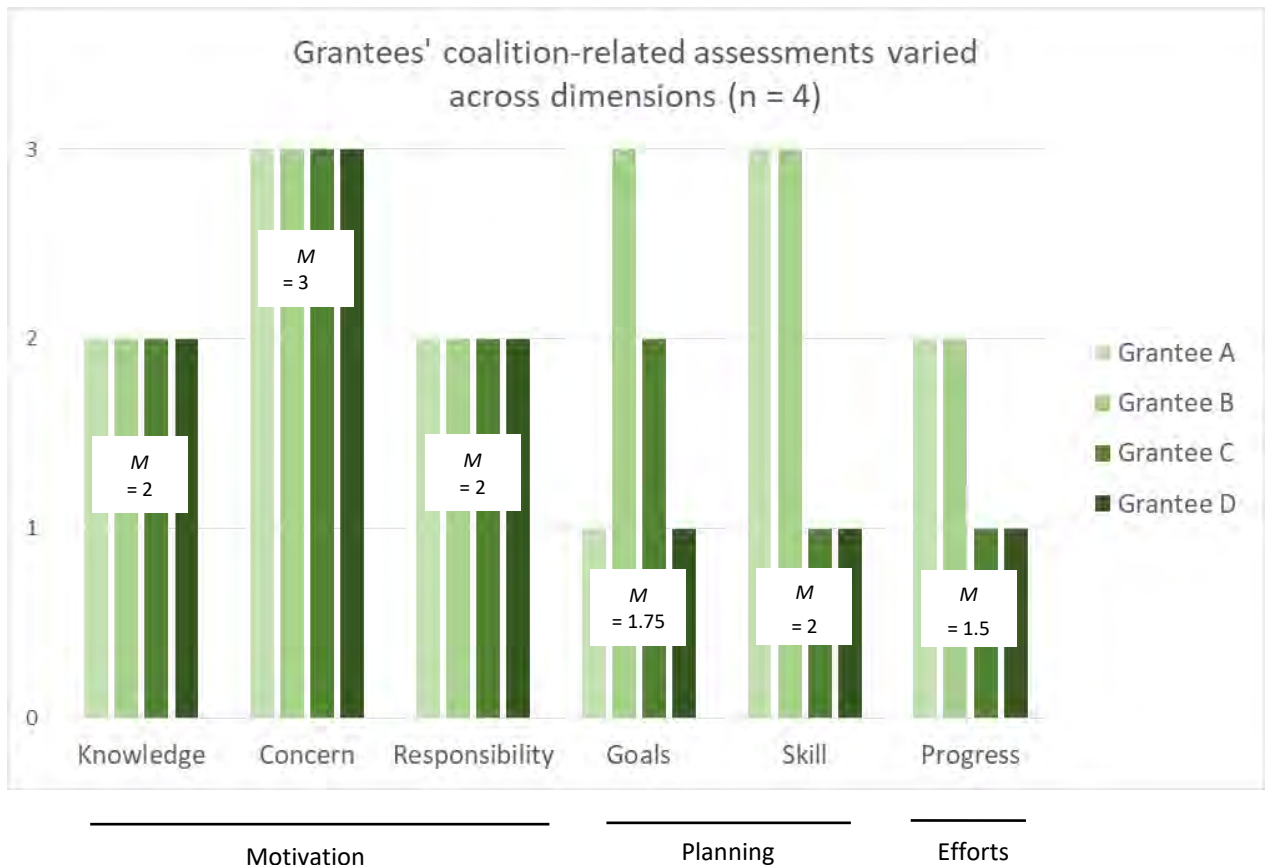


Figure note: M = Mean, the average score across the four grantees

## CONCLUSIONS AND LOOKING FORWARD

Grantee organizations strove to adapt their implementation of new programming to pandemic conditions during this first RPE funding cycle year in Washington State. Activities during this reporting period were this adaptation, limited program implementation, and completion of their program evaluation plans.

Washington State grantees were able to achieve many across-program evaluation successes in spite of difficult conditions. All six grantees assessed their use of implementation effectiveness principles in their RPE programming thus far. Overall, they rated their adherence to principles as moderately to very consistent, however, there was also room for growth.

The other program evaluation progress was assessing the stage of change of the coalitions that the four grantees conducting community-level programs are working with. This meant rating their coalitions' capacity, readiness, and progress in making sexual violence prevention-related changes in their organizations. Overall, coalitions were rated positively for being in the first year of RPE activities. Grantees reported that their coalitions' concern about the issues was high, amount of knowledge and amount of felt responsibility was moderate, and progress in making changes was just beginning, leaving room for further improvement as coalition-building work continues.

RPE program implementation and outcome evaluation in Washington State will continue to be affected by the Covid-19 pandemic in the near term. However, vaccinations are on the way, and soon as it is safe to do so, grantees will implement in-person programming and collect evaluation outcomes data according to the plans they now have in place.

## REFERENCES

- Evaluation Specialists (2020). *Washington State Rape Prevention and Education Program, Semiannual Report: Implementation Findings and Identification of Outcomes (February 1 to July 31, 2020)*. Available upon request from [info@evaluationspecialists.com](mailto:info@evaluationspecialists.com).
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