

OHIO DELTA FOCUS CASE STUDY

**(Domestic Violence Prevention Enhancements and
Leadership Through Alliances Focusing on Outcomes
Communities United with States)**

FINAL REPORT

Case Study Authors:

**Justin Carter, Rebecca Cline, Megan Crouch, Lori Jones &
Sandra Ortega**

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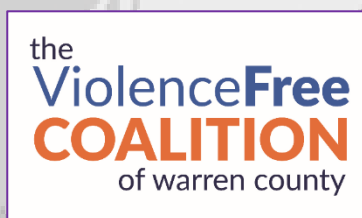


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Below are the names and agencies of our highly esteemed DELTA FOCUS Leadership Team:

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Lynn Bilal, Ohio Alliance to End Sexual Violence
Justin Carter, Ohio Domestic Violence Network
Rebecca Cline, Ohio Domestic Violence Network
Jane Conn, Abuse and Rape Crisis Shelter of Warren County
Valerie Connolly-Leach, Ohio Department of Mental Health and Addiction Services
Megan Crouch, Violence Free Coalition of Warren County
Diego Espino, Planned Parenthood of Greater Ohio
Gary Heath, Ohio Department of Public Safety, Criminal Justice Services
Matthew Hellman, New Directions Shelter of Knox County
Jane Hoyt-Oliver, Malone University
Jill Jackson, Ohio Department of Education
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Sandra Ortega, Sandra Ortega Consulting
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Glossary of Acronyms and Terms

Acronym	Meaning/Definition
AO	Annual Objective
BIT	Bystander Intervention Training
CAP	Community Action Plan
CBiM	Coaching Boys into Men
CCR	Coordinated Community Response Team
CDC	US Centers for Disease Control and Prevention, Division of Violence Prevention
CDMIS	Chronic Disease Information Management System – the database in which DELTA FOCUS information was stored for years 1 - 4
OSIPVP Consortium	Ohio Sexual & Intimate Partner Violence Prevention Consortium
DELTA FOCUS	Domestic Violence Prevention Enhancements Through Leadership and Alliances; Focusing on Outcomes Communities United with States
DFPC	Local Project Coordinator
DFPD	State Project Director
DF-LED	Local Executive Director
DV	Domestic Violence
EE	Empowerment Evaluator
EMPC	Engaging Men Project Coordinator
HBCU	Historically Black College/University
IPV	Intimate Partner Violence (see) note about language below)

Acronym	Meaning/Definition
IRB	Institutional Review for Human Subject Research Board
KABBS	Knowledge, attitudes, behaviors, beliefs, and skills
MoST	Men of Strength Clubs
MOU	Memorandum of Understanding
OAESV	Ohio Alliance to End Sexual Violence
ODH	Ohio Department of Health
ODVN	Ohio Domestic Violence Network
OHMAN	Ohio Men's Action Network
PCAR	Pennsylvania Coalition Against Rape
PPO	Project Period Objective
SAP	State Action Plan
SAPCOW	Substance Abuse Prevention Coalition of Warren County
SDVC	State Domestic Violence Coalition, e.g., Ohio DV Network
SEM	Social Ecological Model
SV	Sexual Violence
TAC	Teen Advisory or Alliance Council
TNP	The New Playbook: Standing Strong to Promote Non-Violence Curriculum
VAW	Violence Against Women
VAWA	Violence Against Women Act
VFC	Violence Free Coalition of Warren County

A Note about Language

The Centers for Disease Control and Prevention (CDC) provides funding to ODVN for primary prevention of intimate partner violence or IPV. The reader will notice that throughout this document, terminology used to refer to IPV includes: relationship and sexual violence; gender-based violence; and domestic violence. Throughout the DELTA FOCUS Project, the language evolved to meet the needs of the communities represented. On campuses, relationship violence was a more inclusive term than dating, domestic, or intimate partner violence. For ODVN's engaging men work, it became clear that using the term "intimate partner violence" seemed to connote a certain type of couple. Thus, the use of more inclusive language (gender-based violence) was necessary to ensure it resonated with the project participants. All of these descriptors used are meant to be synonymous throughout the document.

DELTA FOCUS Background

In 2002, authorized by the Family Violence Prevention Services Act (FVPSA), CDC developed the Domestic Violence Prevention Enhancements and Leadership Through Alliances (DELTA) Program to focus on primary prevention of IPV. For the next ten years, DELTA funded state domestic violence coalitions (SDVCs) to engage in statewide primary prevention efforts and to provide training, technical assistance, and financial support to local communities for primary prevention efforts.

DELTA (2002-2013) built capacity for IPV primary prevention in 14 funded state domestic violence coalitions, their local CCRs and at the state level. Stakeholders were identified and partnerships were built that did not exist prior to DELTA. Empowerment evaluation was used to assess capacity-building efforts and programmatic activities.

During the latter years of DELTA, another project was implemented: DELTA PREP. DELTA PREP (Preparing and Raising Expectations for Prevention) was funded from 2008-2011 by the Robert Wood Johnson Foundation in collaboration with the CDC and the CDC Foundation. The DELTA PREP project provided an additional 19 SDVCs with training, technical assistance and a small amount of funding to incorporate primary prevention into their organizational, local and state IPV efforts.

DELTA and DELTA PREP provided many opportunities for states to strengthen their understanding of IPV including the importance of capacity building at local, state, and organizational levels; the importance of ongoing program evaluation and continuous quality improvement; the importance of working at all levels of the social ecology; and the importance of concentrating resources (saturation) for greater impact.

The new DELTA FOCUS Program built on DELTA's history by providing focused funding to states and communities for intensive implementation and evaluation of IPV primary prevention strategies that address the [social and structural determinants of health](#) at the societal and community levels of the [social-ecological model](#) (SEM).

While DELTA FOCUS grows from and builds on DELTA and DELTA PREP, it differed in five (5) key ways.

DELTA FOCUS 5 Key Differences

- 10 grantees
- Increased emphasis on prevention strategy implementation & less on capacity building (the project works with grantees who are already at high capacity)
- Increased focus on program evaluation to help build practice-based evidence
- Substantially increased implementation supports
- Reformulation of local partner groups

DELTA FOCUS (Domestic Violence Prevention Enhancements and Leadership Through Alliances, Focusing on Outcomes for Communities United with States)

is a five-year cooperative agreement funding 10 state domestic violence coalition grantees to engage in primary prevention of intimate partner violence (IPV). Primary prevention means stopping IPV before it occurs. Ohio is one of the 10 partner states that received the funding from the Centers for Disease Control and Prevention in March 2013 through March 2018. The Ohio Domestic Violence Network (ODVN) is the grantee and

implements 4 strategies at the state level. ODVN contracts with two local organizations; Violence Free Coalition of Warren County and New Directions of Knox County to implement strategies in their communities to prevent intimate partner violence.

CDC funded DELTA FOCUS in the 10 partner states to advance several outcomes through strategy implementation. The following outcomes were expected to be achieved at the end of the five-year program:

- Changes in programs, processes, structures and other social determinants of health at state and local levels that have the potential to impact intimate partner violence
- Increases in protective factors and reductions in risk factors for intimate partner violence
- Establishment of a program evaluation database on violence prevention strategies that will contribute to the evidence base for IPV prevention at the societal and community levels of the social ecology

DELTA FOCUS Expected 5 Year Outcomes

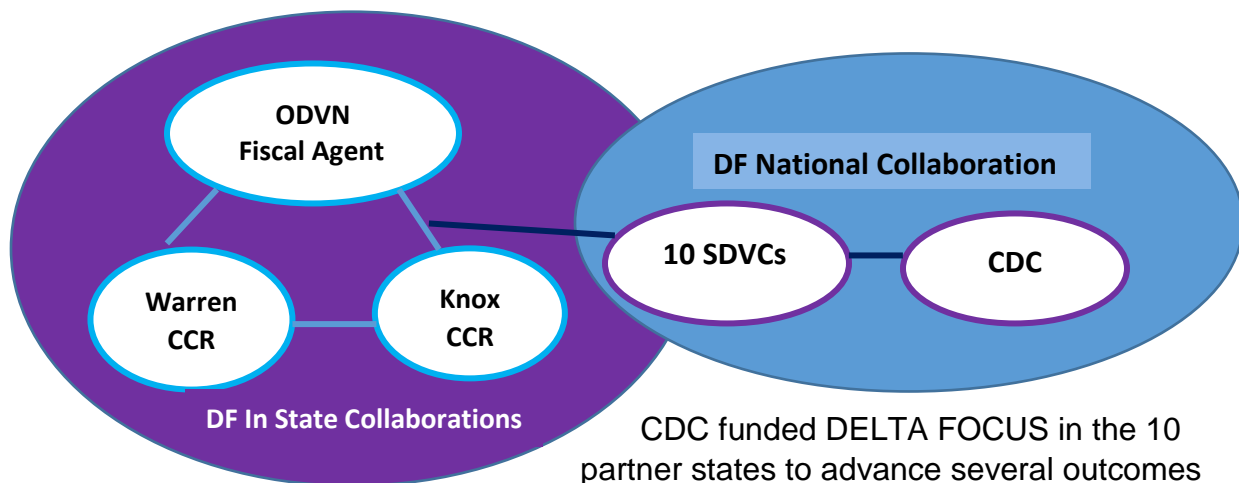
Programs, process & structure changes at state & local levels that have the potential to impact IPV

Increases in protective factors & reductions in risk factors for IPV

A program evaluation database on violence prevention strategies that contributes to the evidence base for IPV societal & community level prevention

DELTA FOCUS Structure

DELTA FOCUS is a five-year cooperative agreement funding 10 state domestic violence coalition grantees to engage in primary prevention of intimate partner violence (IPV). Primary prevention means stopping IPV before it occurs. Ohio is one of the 10 partner states that received the funding from the Centers for Disease Control and Prevention in March 2013 through March 2018. ODVN is the grantee and implements 3 strategies at the state level. ODVN contracts with two local organizations; Abuse and Rape Crisis Shelter of Warren County's Violence Free Coalition (CCR) and New Directions of Knox County to implement strategies in their communities to prevent intimate partner violence.



- Changes in programs, processes, structures and other social determinants of health at state and local levels that have the potential to impact intimate partner violence
- Increases in protective factors and reductions in risk factors for intimate partner violence
- Establishment of a program evaluation database on violence prevention strategies that will contribute to the evidence base for IPV prevention at the societal and community levels of the social ecology

Ohio DELTA FOCUS Structure

The Ohio DELTA FOCUS Project is based on collaborative work at the state and local levels. ODVN as the state level grantee contracts with the two local domestic violence programs to work with their coordinated community response teams to implement primary prevention strategies in their communities. The Ohio structure also includes a statewide leadership team that consists of stakeholders from various sectors including state health departments, local health departments, community organizing networks, local youth-based community organizations, state sexual violence coalitions and education. Duties of the leadership team included the development, implementation,

and ongoing evaluation of the DELTA FOCUS State Action Plan (SAP). The leadership team is also responsible for reviewing and updating existing state plans for IPV primary prevention as needed, identifying and addressing barriers and system support opportunities, ensuring linkages between state and local level prevention strategies, and reducing system duplications.

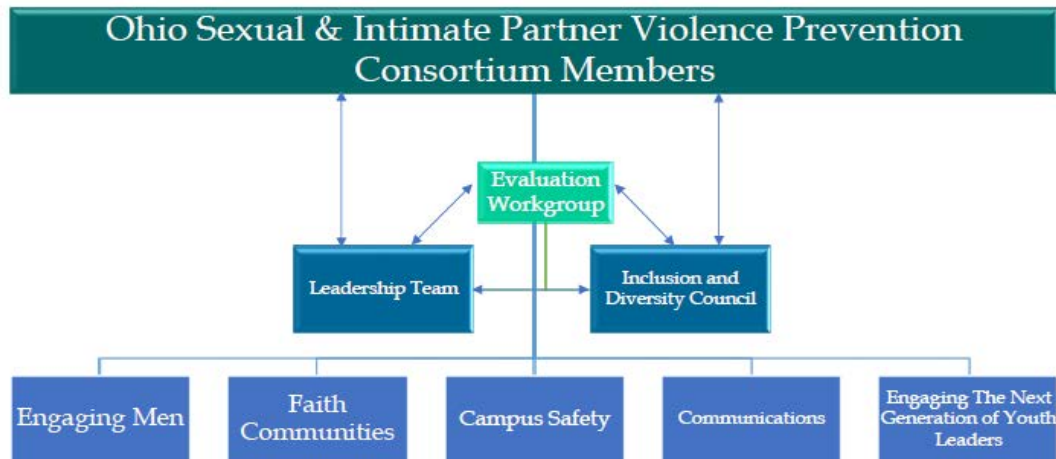
The funding opportunity also required an Implementation Support Team (herein referred to as Support Team) that consists of SDVC leadership, leadership from CCRs, SDVC



policy staff, SDVC prevention personnel, and the Empowerment Evaluator. Duties of Support Team include overseeing the project, hiring staff, ensuring compliance with state and local action plans, and overseeing evaluation of the project at the state level.

Ohio built upon the previous relationships established under DELTA to form the leadership team for DELTA FOCUS. Likewise, the project leveraged the momentum created under the previous funding to support the efforts of the current project. As part of the DELTA Initiative ODVN along with the Ohio Department of Health Rape Prevention Education program came together to form the Ohio Sexual and Intimate Partner Violence Prevention Consortium. The charge of the Consortium is to build prevention capacity and streamline practice based prevention efforts across the state. Originally, the DELTA FOCUS leadership team supported using the strategies developed for the Ohio Sexual and Intimate Partner Violence Consortium's Strategic Plan as part of the DELTA FOCUS State Action Plan (SAP). The original SAP included three (3) project period objectives (PPOs) and fifteen (15) annual objectives (AOs) that were not a realistic scope of work for DELTA FOCUS. Working with CDC science officer and program officer, the SAP was fine-tuned substantially to include 3 strategies (approaches) at the state level and 5 strategies (approaches) at the local level. This report will address the required evaluation questions within the framing of the state and local approaches implemented through DELTA FOCUS.

Ohio Sexual and Intimate Partner Violence Prevention Organizational Chart

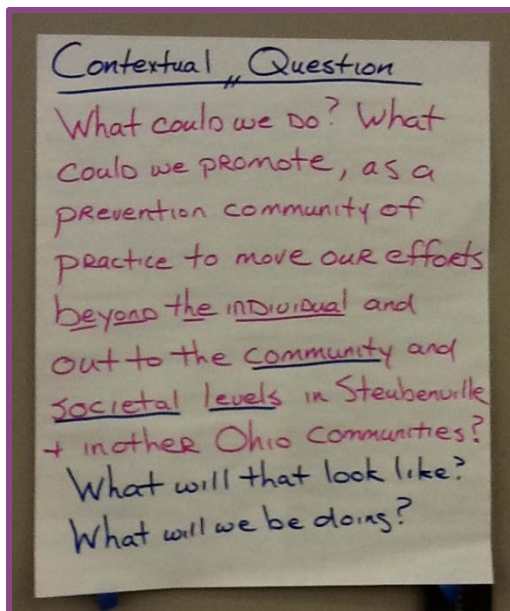


Building Ohio's Primary Prevention Community of Practice

As mentioned above, ODVN's DELTA FOCUS project built on collaborative relationships that had been established during previous iterations of DELTA. In, 2005, the CDC required DELTA grantees to create statewide strategic plans for IPV Primary Prevention. At that time, ODVN asked the Ohio Department of Health (ODH) RPE administrator to become the co-chair for the planning body convened to create the statewide plan. Thus, the Ohio Intimate Partner Violence Prevention Consortium was born.

At approximately the same time, RPE was also asked to create a statewide plan for their prevention work. During the summer of 2006, the ODH RPE administrator and ODVN DELTA Project Director agreed that a unified IPV and SV plan would create more synergy while maximizing scarce prevention resources. They approached the Consortium, engaged in due diligence, and began the planning process together in fall of 2006 as the Ohio Sexual and Intimate Partner Violence Prevention Consortium (OSIPVPC).

In 2009, a statewide strategic plan that included five strategic directions and multiple objectives under each strategy was launched for implementation through June of 2014. Throughout the early years of plan implementation between 2009 and 2012, CDC provided support through RPE and DELTA funding. Much of the Consortium's agenda was driven by the CDC-funded plan implementation, monitoring and evaluation. Workgroups of the Consortium were engaged in activities to implement each of the five (5) strategic directions at the state and local level with the purpose of feeding information up to the CDC about what was working in Ohio to prevent IPV and SV.



During these years the composition of the Consortium changed from those who were visionary planners to those who were more engaged in doing the work of primary prevention at the local level with state level leadership remaining intact. Prevention Specialists, prevention educators, outreach coordinators, and others began regularly attending Consortium meetings to learn about and contribute to Ohio's community of prevention practice.

The Ohio Alliance to End Sexual Violence (OAESV), [Ohio's statewide sexual assault coalition](#), was incorporated in 2008 and soon after was invited to co-convene the Consortium with ODH and ODVN. More formal leadership

structures were created to accommodate the three co-convening agencies as well as to make sure processes and structures were meaningful to the membership, especially membership from the local level. It was agreed that co-chairs would be selected to represent the domestic violence and sexual violence communities from local programs. Together, the co-convening agencies and co-chairs would become the Consortium Leadership Team.

In 2013, when ODVN was awarded DELTA FOCUS funding, it became clear that implementing the Consortium prevention plan was no longer a priority of the CDC. After submitting a State Action Plan with 3 project period objectives and 15 very diverse annual objectives that aligned with the statewide strategic plan, ODVN was coached by the CDC project officer and science officer to narrow the focus. As a result, ODVN embarked on the following strategies: Engaging Men, Working with Campuses, Web-based Social Media Marketing, Engaging Youth as the Next Generation Leaders and Increasing Bystander Involvement in Prevention at the state and local levels.

Despite the shifting of purpose, DELTA FOCUS work remains represented in the statewide strategic plan and staff members continue to engage in Consortium workgroups. However, ODVN's DELTA FOCUS State Action Plan implementation is a project of ODVN that exists independently of the Consortium. As this shift occurred with ODVN and to a lesser degree with RPE, the community of practice began to shift as well. More and more, the voices of local program representatives were heard saying, "make meetings more relevant to our needs." And, as Ohio's community of prevention practice has evolved, so too has the Consortium's agenda.

In fall 2015, one of the Co-Chairs resigned and cited a lack of attention to inclusion and responsiveness of leadership to people of color. Consortium leadership reflected and responded to this concern by engaging with Rice Education Consulting to develop a diversity and inclusion plan and an Inclusion and Diversity Council (IDC). In September

of 2017 members of the Inclusion and Diversity Council were introduced and charged with embedding more inclusive practices for the Consortium, leadership and local programs. This addition to the Consortium structure will promote further diversity of Ohio's Community of Practice.

Honing Ohio's Focus to Five Prevention Approaches

Through continuous iterations of our State and Community Action Plans, the Ohio DELTA FOCUS project implemented 5 prevention approaches. Engaging Men, Working with Campuses, Web-based Social Media Marketing, Engaging Youth as the Next Generation Leaders and Increasing Bystander Involvement in Prevention. The context that drives each of the approaches will be described and then the evaluation questions will be addressed in this case study. Implementation challenges and lessons learned will be discussed to provide insights into the practice based evidence and outcomes of the DELTA FOCUS initiative in Ohio.

Ohio's Five Prevention Approaches

Approach One: Engaging Men in Primary Prevention of IPV

Context: In 2006, the Ohio Domestic Violence Network (ODVN) organized its first meeting specifically designed to engage men in the work of ending domestic and sexual violence by inviting Tony Porter, a nationally known male ally from A Call to Men, to present to a statewide audience on May 5. Since then, efforts to engage men in prevention has gained traction and support in Ohio and across the country.

In 2009 and 2010, the Ohio Department of Health (ODH) worked with one of ODVN's local DELTA Grantees to host Men Can Stop Rape an allied organization from Washington, DC to provide training for men interested in becoming facilitators for Men of Strength Clubs (MoST). MoST Clubs are designed to reduce risk factors for perpetration of sexual and intimate partner violence in middle and high school young men. One MoST Club facilitator training participant, Alex Leslie, (Cleveland Rape Crisis Center employee) became a consultant with Men Can Stop Rape and began providing MoST Club facilitator training upon request to grantees of the Ohio's Rape Prevention Education Program (ODH), DELTA Program, and other local domestic violence and rape crisis programs. To this day, there are communities across Ohio that host MoST Clubs.



In 2012, a group of professional women working in prevention determined that it was once again time to convene a broad-based group of men and women to discuss the work of engaging and mobilizing men to prevent domestic and sexual violence. In May

2012, a meeting took place in Columbus, Ohio. A result of that meeting included a commitment to bi-weekly meetings of what was to become known as the Steering Committee. Thus, the Ohio Men's Action Network, or OHMAN for short, was born. The ODH via a contract with ODVN along with the Verizon Foundation provided seed funding for OHMAN's activities. The overall goal of the Ohio Men's Action Network's DELTA FOCUS work is to increase the percent of men who promote healthy

relationships and healthy masculinity within their spheres of influence. To that end, four (4) activities were planned to achieve the overarching goal.

Among the first activities of OHMAN was to send ten (10) members and engaging men consultant Rus Funk to the first Healthy Masculinity Summit hosted by Men Can Stop Rape in Washington, DC. The ten members returned to Ohio and a small group began organizing an Ohio Healthy Masculinity Summit that took place in October 2013. Over 120 people attended this full day event focusing on healthy masculinity in five (5) key areas: people of color, rural populations, Appalachian populations, urban, and LGBTQI+ populations.

DELTA FOCUS: In February 2013, ODVN received word that it would become one of ten state domestic violence coalitions awarded funding from the Center for Disease Control (CDC) for primary prevention of intimate partner violence. In April 2013, India Harris-Jones was hired as ODVN's Prevention Coordinator. Ms. Harris-Jones began working with the OHMAN Steering Committee to guide its growth and development as she learned prevention concepts and practices. In 2014, the emphasis of OHMAN was on shoring up infrastructure through development of bylaws and member engagement. Additionally, in 2014, Steering Committee member Eric Greene (ODH) suggested OHMAN consult with Act3, a marketing firm, to help identify core stories of OHMAN. With Verizon Foundation funding that facilitated a consulting contract with Act3, OHMAN honed its mission: ***“to end relationship and sexual violence in Ohio,”*** created an updated and more visually appealing website (<http://ohman-ohio.org>), and a new logo.

During this time, the two local programs funded by DELTA FOCUS were encouraged to participate in the OHMAN Steering Committee and to engage with the Engaging Men Project Coordinator (EMPC) by hosting community events to engage men. When Matthew Hellman was named Executive Director of New Directions, he also became an OHMAN Steering Committee member although the connection between New Directions and OHMAN was weak. This is likely due to the role of an Executive Director to the organization and OHMAN participation was not a priority in light of his other responsibilities. After the initial round of community events, traction for engaging men work in Warren County had not yet solidified although the Violence Free Coalition offered a Coaching Boys into Men training in February 2015 for middle and high school



coaches, which later led to their adopting Coaching Boys into Men (CBiM) as a prevention strategy for the next iteration of DELTA funding.

In September 2015, Ms. Harris-Jones and two members of the Steering Committee attended the Men Can Stop Rape Healthy Masculinity Training Institute in Washington, DC and came back ready to organize a training institute for Ohio. Today, the activities of

DELTA FOCUS OHMAN Activities

- 1) Administration of a statewide questionnaire to measure Ohio men's KABBS & Social Norms on relationships & masculinity
- 2) Initiation of a 5-year strategic plan to build OHMAN's infrastructure, visibility and membership
- 3) Delivery of a training institute to OHMAN members to increase participants' KABBS related to becoming allies in promoting healthy relationships & shifting social norms that reduce risk factors & increase protective factors related to violence,
- 4) Identification & engagement of new partners to engage men in primary prevention of IPV

OHMAN are supported by ODVN's CDC funding, continued funding from the Verizon Foundation, and an Office on Violence Against Women (OVW) grant to engage campus men.

One of the most significant outcomes related to this approach is the creation of a training called, ***The New Playbook: Standing Strong to Promote Non-Violence (TNP)***. After five (5) implementations of the TNP training in Ohio, it has garnered additional funding support from federal and private sources. Plans are in place to continue implementing and evaluating TNP training well into the future and beyond the DELTA FOCUS project. Another outcome of the OHMAN work is an evaluability assessment that was conducted in August 2017 by ICF, a CDC consulting firm. As a result of the evaluability assessment, TNP now has defined Essential Elements for program implementation and a comprehensive logic model that distinguishes short, intermediate, and long term outcomes. These

products will help support implementation into the future and ensure implementation fidelity to support strategy outcome achievement.

Engaging Men Approach Results

The Project Period Objective (PPO) for the engaging men work at the state level is to ***increase the percentage of men who promote healthy relationships/healthy masculinity within their spheres of influence from baseline by 25% through the end of the project in March 2018.*** The Engaging Men Approach includes 3 phases of implementation and evaluation. The initial phase includes strategic planning development. The second phase includes building a cadre of men and women to promote prevention of gender-based violence to serve on a Steering Committee for

OHMAN. The third phase of the project is the development of a training program to build allies in prevention of gender-based violence.

Each of the three phases has been informed by evaluation. The OHMAN Questionnaire is the primary evaluation tool used to inform strategic planning, steering committee formation and sustainability, and the training program. The questionnaire was developed in 2015 and included 40 items that measure men's perspectives on violence against women and social norms. The questionnaire was piloted to 17 men and then edited based on their feedback. Baseline data was used to inform OHMAN strategic planning and to build a training program named **The New Playbook: Standing Strong to Promote Non-Violence**. The results of the questionnaire also served as a baseline for measuring the PPO for the Engaging Men Approach. At baseline the PPO measurement was 62%. The OHMAN Questionnaire was updated in 2017 to include items related to The New Playbook participants Action Plan implementation, which increased the number of items in the questionnaire to forty three (43). At follow-up the percentage of healthy relationships/healthy masculinity promotion within OHMAN member's spheres of influence increased from the baseline to 75%.

OHMAN Engaging Men Evaluation Design

The Engaging Men Approach is anchored in two process and four outcome evaluation questions. The OHMAN Questionnaire was the primary evaluation tool used to measure the program outcomes as stated in the PPO. In addition to the OHMAN Questionnaire, which was administered at baseline (2015) and again at end of project period (2017) to determine changes in the indicators

based on the PPO, each training session of The New Playbook is evaluated using a retrospective pre/post-test. The retrospective pre/post-test is used to determine if the

OHMAN EVALUATION QUESTIONS

Process Evaluation Qs

What processes & infrastructure components are in place by OHMAN to prevent violence against women & reduce the risk factors for violence against women?

Have selected audiences received messages created for them geared toward changing their KABBS related to preventing VAW & promoting healthy relationships & healthy masculinity?

Outcome Evaluation Q

Have the OHMAN allies' KABBS related to preventing VAW & promoting healthy relationships & healthy masculinity of men in Ohio changed?

Have the KABBS of the participants in the OHMAN training institute changed related to preventing VAW & being a male ally in preventing VAW through the promotion of healthy relationships/healthy masculinity?

Has the number of diverse partners who have access to OHMAN training & health promotion messages increased?

Have social norms among allies and their social & professional networks changed as a result of participating with OHMAN?

learning objectives for the training were achieved and to get feedback from the participants regarding their understanding of the materials and activities presented. The facilitators of the training review the first day's evaluations and make adjustments to the subsequent days' training based on the evaluation results. Additionally, the Strategic Planning annual objectives were tracked using a calendar of activities to determine achievement of the steps in the Strategic Planning process. The key indicators included in the OHMAN Questionnaire are the endorsement of two (2) risk factors: cultural norms that support aggression against others and harmful norms around masculinity and femininity. In addition, the follow-up re-administration of the OHMAN Questionnaire included items to determine increase in The New Playbook participants' self-efficacy and use of skills learned in the training. Monthly ODVN prevention team meetings were used to ensure monitoring and evaluation processes were in place and to discuss challenges and lessons learned regarding evaluation progress. Results were also reported during OHMAN Steering Committee, DELTA FOCUS Support Team, and DELTA FOCUS Leadership Team meetings to get feedback and interpretive reflection from members of all teams as well as to determine the best use of results for informing implementation. Preliminary results of each component of the Engaging Men Approach were included in an Evaluation Report in May 2016 and submitted to CDC.

OHMAN Outcome Achievement

As mentioned in Section 1 at the post-test, the percentage of men endorsing cultural norms that support healthy relationships measured 75%, which is a 13% increase over the baseline measurement. There was also some noticeable shifting of traditional gender norms by the respondents between baseline and post-test. One item in particular related to a woman taking her husband's last name at marriage shifted quite a bit from pre to post-test. At post-test a much higher percentage of male respondents selected the "not sure" response than at pre-test.

SMART Objective Achievement & Contributing Factors

The Engaging Men Approach at the state level included four (4) SMART objectives as follows:

OHMAN Objective 1: *Increase the percent of implementation of the strategic plan within timeframes from 38% to 85% by March 2018.*

By March 2018, 74% of OHMAN's strategic plan was either completed (48%) or in progress (26%). The factors that contributed to moving the strategic plan forward included the development of specific workgroups for the OHMAN Steering Committee. The workgroups have a monthly meeting to strategize about their specific focus areas of the strategic plan. By placing the responsibility in the workgroups and having a monthly report by the workgroups, the strategic plan tasks were divided in a more equitable and

realistic manner. Each month during the OHMAN Steering Committee calls the workgroups report on their progress and discuss any barriers to achieving their workgroup's tasks. The Steering Committee then offers strategies for reducing barriers and getting the work moving forward.

OHMAN Objective 2: *Increase the percent of Training Institute participant's knowledge, behaviors, attitudes, beliefs, and skills for the promotion of healthy relationships and healthy masculinity in support of IPV prevention from 48.36% to 98.36% by March 2018.*

The 2017 OHMAN Questionnaire included ten (10) items related to building the skills of The New Playbook training participants. The OHMAN Questionnaire results were sorted to determine the change in ally skills of The New Playbook participants. On



average, 77.5% of the female respondents and 74.2% of the male respondents reported an increase in their knowledge and skills related to the promotion of healthy relationships and healthy masculinity as a result of participating in The New Playbook training.

The OHMAN training facilitators who developed The New Playbook content used the participant feedback and daily training evaluation results from the original three (3) day training to inform the updates to subsequent training. The changes included reducing the number of days of the training to two (2) consecutive days from three days that were spread out over three months; honing in on the training content so that Day One of the training included foundational work in public health, social justice and primary prevention of violence to anchor Day 2 skill building component of the training. The adaptation of ***The New Playbook*** training resulted in increased engagement of the participants and increases in the participants' knowledge, attitudes, behaviors, beliefs and skills for the promotion of healthy relationships and healthy masculinity in support of violence prevention. The New Playbook facilitators also offered training sessions on two of the college campuses engaged with DELTA FOCUS's campus initiative and asked specifically for participants to provide feedback on the updated version of The New Playbook training.

All of the feedback from the pilot of the new version of the training was reviewed and addressed in the current version of The New Playbook Training. Another factor that contributed to the success of The New Playbook training included partnering with

organizations and allowing those partners to register in groups to increase the number of participants registering for the training. This practice also promoted the potential for organizational capacity building based on the New Playbook skills as more than one person from an organization participated in the training.

Table 1. TNP Training Participant Follow-Up Results			
Item	% Male N=15	% Female N=9	Average %
Felt more comfortable discussing topics related to violence prevention	87.5	90.0	89.0%
Felt more confident creating an environment where men (and women) can talk openly without fear of judgement	87.5	90.0	88.8%
Felt more confident promoting healthy relationships and healthy masculinity in support of IPV/SV prevention	75.0	70.0	72.5%
Felt more confident in a leadership role to promote social change related to violence	68.8	70.0	69.4%
Felt more confident with using bystander behavior skills	93.8	70.0	81.9%
Felt more confident intervening in behaviors that silently support violence and oppression (inappropriate jokes, language, behaviors that are discriminatory, micro-aggressions)	56.3	90.0	73.1%
Used the risk and protective factors to encourage collaboration with others who work on issues with shared risk and protective factors to IPV/SV	50.0	70.0	60.0%
Used new skills learned in the New Playbook in your community or on campus to promote non-violence	75.0	70.0	72.5%
Overall Average	74.2	77.5	75.9%

Table 1 presents the results of the OHMAN Questionnaire filtered for The New Playbook training participants. The items with the highest ratings are self-efficacy in

discussing topics related to violence prevention and using bystander behavior skills. The New Playbook training participants lowest rated items include being able to use the risk and protective factors to increase collaboration and confidence regarding being a leader in promoting social change related to violence.

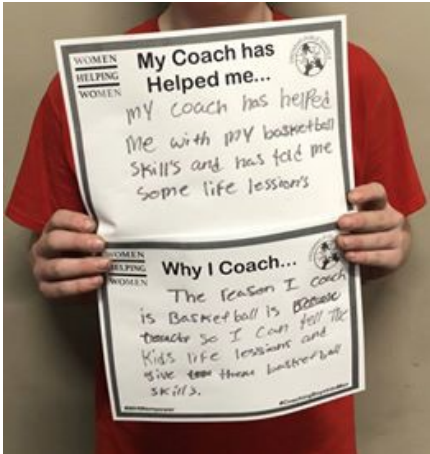
OHMAN Objective 3: *Increase the number of messages created for promoting healthy relationships and healthy masculinity to identified selected audiences in Ohio from 0 to 4 by March 2018.*

By March 2018 six (6) social media messages (messaging platforms) were created for promoting healthy relationships and healthy masculinity.

As part of the OHMAN Steering Committee infrastructure development, OHMAN established a Marketing and Communication workgroup that focuses on ensuring that messages promoting healthy relationships and healthy masculinity are disseminated to various audience throughout Ohio. As part of the development of the messaging component of the Strategic Plan, the OHMAN website was developed wherein all communication and resources for the program are housed including social media (Facebook and Twitter). Meeting agendas and minutes are housed in a Google Drive for easy access by Steering Committee members and to enable shared editing and note taking.

OHMAN Objective 4: *Increase the number of diverse community partners from 6 to 10 by March 2018.*

As part of the outreach for The New Playbook, various community partners were encouraged to participate in The New Playbook training. The community partners participating in The New Playbook represented a broad swath of community organizations and partners. The participants represent faith based communities, campus partners, rape crisis center staff, state level funding representatives, and representatives from the Ohio Women of Color Caucus. As more diverse community partners participated in The New Playbook training, participation with the OHMAN Steering Committee expanded to represent the training participant groups. Currently the number of community members who participated in The New Playbook Training

<h2 style="text-align: center;">Ohio Men's Action Network</h2> <p style="text-align: center;">Like Page 354 likes</p>	
<p style="text-align: center;">Ohio Men's Action Network about 2 months ago</p> <p style="text-align: center;">What were the qualities you admire in a coach that helped you?</p>	
	
<p style="text-align: right;">Women Helping Women Nonprofit Organization · 4,106 Likes · February 26 ·</p>	

includes ninety two (92), representing a variety of community organizations. The OHMAN Steering Committee includes representation from universities, private citizens, local program staff, state program staff, and four of the five regions of Ohio. This annual objective was surpassed as the final number of diverse community partners increased from six (6) to eleven (11) by March 2018.

OHMAN Data-to-Action Implementation Changes to OHMAN Strategy

In November 2014, the statewide questionnaire was launched with a \$100.00 gift card incentive for anyone who completed the questionnaire. Over one hundred (100) men participated as respondents. As a result of this survey, OHMAN leadership learned that the male survey respondents know violence against women is wrong. What male survey respondents did not know was how to interrupt the behaviors and norms that support violence. At nearly the same time as the questionnaire results were coming in, the ODVN DFPC was building her prevention skills. The DFPC along with two men from OHMAN's Steering Committee, Rico Rice and Clark Echols, attended Healthy Masculinity Training Institute in Washington, D.C. Afterward, the DFPC attended A Call to Men, which was held in conjunction with the first national Women of Color Conference in Atlanta, GA. Both conferences provided participants with content related to engaging men in preventing gender-based violence.

To inform the development of a training institute that would address Ohio's specific needs, a small workgroup of OHMAN members used the results of the questionnaire and their newly acquired skills. This institute was named The New Playbook: Standing Strong to Promote Non-Violence (TNP). TNP was first implemented for a statewide group of participants over three non-consecutive days in Columbus, Ohio from September 2015 - January 2016. Evaluation data collected from this iteration of the training institute suggested that two-days was sufficient for the content delivered. Thus, the training was honed to a two-day training co-facilitated by two people who identify as opposites on the gender continuum to model healthy relationships.

In addition to the work of putting together a training institute, the work of engaging Ohio men also included supporting a strategic plan, convening a steering committee, creating messaging that would resonate with Ohio men, and engaging new partners. In 2015, ODVN was provided the opportunity to apply for Verizon Foundation funding through the Foundation's outreach to the Ohio Department of Health. This infusion of funding resulted in refinement of OHMAN's mission statement, messaging strategy, and website.

OHMAN Data-to-Action Evaluation Changes

As a result of the data to action cycle, the process of evaluating the OHMAN strategy changed as the program evolved. Some of the original annual objectives were achieved and removed and more emphasis was placed on building a cadre of male allies throughout the state that support social norms change within their professional and social networks. As the Steering Committee grew to include more members, we also added an evaluation workgroup that helped hone evaluation indicators on the OHMAN questionnaire and offered ways to use the questionnaire results to engage more men in the work. When TNP implementations began, the facilitators used the evaluation data from the first day to inform the rest of the training. The OHMAN questionnaire also incorporated follow-up items for those respondents who participated in TNP so outcomes could be measured with the same tool to reduce survey fatigue. Results from the OHMAN questionnaire continue to be used to inform not only TNP, but also work with Ohio's campuses.

OHMAN Lessons Learned

- ***Engaging men in IPV/SV prevention is hard work***

Given the context and trajectory of ODVN's engaging men work over the course of the past 12 years, an important lesson learned is that engaging men in IPV/SV prevention is hard work. The Steering Committee, while expanded from the original group, remains a small group of committed men and women. Still, they are the champions of engaging men in Ohio and without them, the Ohio Men's Action Network would not exist.

- ***It is essential for engaging men work to move beyond the “why” to the “how” and “what” men need to do as allies to prevent IPV/SV***

For many years, engaging men in IPV/SV prevention was a rallying cry. That is, the message was, and “*We need men to step up, stand up, and become involved in ending IPV/SV because women would have already ended the problem if they could have.*” That is the “why”. At that time, we did not have concrete asks of men except to sign a pledge that only goes so far in terms of their engagement. We then asked men to become **steering** committee members. Some did, especially those who had time or whose agencies supported their involvement. However, **how** to engage men in violence prevention is more daunting, especially for organizations led by women. The inclusion of men on the steering committee was required to create plans and events that are informed and guided by men to get from the why to the how. So, it is important to listen to the men in the room, design events and activities with men as collaborative partners, and co-facilitate such events in a manner that models healthy relationships.

- ***To be truly inclusive we must reconsider our co-facilitator training model pairs***

The idea of modeling healthy male/female relationships through co-facilitation of training events and meetings raises another lesson learned. If OHMAN is committed to being inclusive of LGBTQI+ people, populations and relationships, it is essential that leaders of training and events become facile addressing gender as a spectrum rather than as a binary characteristic. Language used during the training needs to reflect inclusion and the co-facilitators need to be willing to learn as they go from participants who do not necessarily identify as male or female.

- ***Develop specific, concrete asks for male allies***

To some degree, OHMAN continues to have difficulty with identifying the “***what***” of engaging men. It is significant that discussions at the Steering Committee level continue to include “*What are we asking men to do?*” and “*We need to be able to make concrete and specific asks of men.*” We have also discussed the trans-theoretical model of community engagement (without using this terminology, of course) using the metaphor of men riding a train. That is, some men are sitting at home not even interested in a train ride, others are coming to the train station to buy a ticket, some others are riding on the train (possible New Playbook participants), and some are even in the conductor’s booth helping to drive the train (Steering Committee members). Use of these metaphors makes meaning for those engaged with the Steering Committee. Our goal is to focus on the specific asks of those potential and current riders of the train based on where they are in their ally development potential.

- ***Promote local community engaging men efforts by inviting local programs to participate in TNP training***

Related to offering The New Playbook as a training program, a lesson learned is to invite participation from allied domestic violence/rape crisis programs at the local level whenever TNP is being implemented in a community or on a campus. Staff members who participate are able to offer themselves/their agencies as the “go-to” contact for local resources. Additionally, the participation of the local service providers allows for them to be viewed as “experts” in the room who frequently deconstruct harmful views held by other participants during training sessions.

Knox County Engaging Men Approach Results

Knox County DELTA FOCUS implemented the Coaching Boys into Men (CBiM) approach to engage young men and boys in primary prevention of violence. The evaluation plan for the CBiM program included 2 process and 3 outcome questions.

The Coaching Boys into Men evaluation design included a pre/post-test of the coaching participants and follow-up with the participating coaches. Evaluation methods were used to determine changes in knowledge, attitudes, beliefs and behaviors related to incorporating prevention messaging into their coaching practice. The intention was to shift the social norms that support violence against women by messaging about healthy relationships and holding team members accountable for endorsing healthy relationships. The evaluation plan also included a follow-up rubric to be used with coaches to determine if the program was implemented with fidelity and any challenges

CBiM EVALUATION QUESTIONS

Process Evaluation Qs

Are the coaches implementing the Coaching Boys into Men Curriculum with fidelity?

What issues are the coaches encountering with implementing the Coaching Boys into Men curriculum?

Outcome Evaluation Qs

Are the male participants able to influence their social & professional networks so that their networks promote healthy relationships & demonstrate less tolerance for the individual, relationship & community risk factors associated with violence against women?

Do the male participants understand that IPV is not the prevailing social norm & display confidence in carrying that message to their spheres of influence?

Are the participants demonstrating a decrease in their endorsement of risk factors for violence against women?

the coaches encountered in program implementation. The evaluation plan initially included follow-up with the student athletes to determine shifts in endorsement of healthy relationship knowledge, attitudes, beliefs and behaviors. Unfortunately, this component of the evaluation did not come to fruition due to time constraints and turnover of program staff.

Knox County CBiM Outcome Achievement

Nine coaches participated in the CBiM training offered by New Directions. All of the coaches agreed to implement CBiM program cards in some form with their male athletes. A pre-test of the coaches trained in CBiM indicated that only about 1/4th of the coaches endorsed the CBiM concepts consistently with their teams. At post-test, well over 80% of the coaches responded that they consistently endorsed the CBiM concepts with their athletes. After participating in training, nearly 60% more coaches intended to endorse reducing risk factors related to intimate partner violence with their athletes than before training. In particular, the coaches agreed to help shift norms that support aggression toward others and harmful norms around masculinity and femininity.

CBiM Objective Achievement & Contributing Factors

The project period objective for the Coaching Boys into Men approach was ***to decrease the percent of program participants who endorse selected risk factors (cultural norms that support aggression toward others and harmful norms around masculinity and femininity) among Knox County men and boys from 65% to 40% by March 2018.*** The approach also included two annual objectives. The SMART objectives for this approach were not met in Knox County.

CBiM Objective 1: *Decrease the percent of program participants who endorse selected risk factors (cultural norms that support aggression toward others and harmful norms around masculinity and femininity) among Knox County men and boys from 65% to 40% by March 2018.*

Men of Strength Clubs were implemented during the previous DELTA funding cycle and were part of the initial Knox County Action Plan. During the first two years of DELTA FOCUS implementation, MoST clubs were implemented to varying degrees of fidelity in 2 high schools, 1 middle school and 1 university in Knox County. Approximately 24 young men participated in the MoST clubs during this time. The original evaluation design required the administration a pre and post-test to the program participants. Fourteen (14) participants completed a pre-test and the post-test was not administered to the participants due to a change in staff. At the end of year 3 it was determined that MoST Clubs did not have enough community support to continue program implementation and the objective was removed from the evaluation plan.

CBiM Objective 2: *Increase the number of coaches who use Coaching Boys into Men Curriculum to integrate healthy relationships competencies.*

Nine (9) Knox County coaches and one (1) community member attended the CBiM training held by New Directions. The coaches represented 5 high schools and one university in Knox County. They coached football, basketball, tennis and cross country to over 670 male athletes annually. All (100%) participants stated they intended to use the Coaching Boys into Men series in their coaching activities with their teams. The pretest measurement indicates that 27.3 % of coaches endorsed healthy relationship concepts (either often or always) related to decreasing the harmful norms related to aggression toward others and harmful norms around masculinity and femininity with their athletes. At post-test 85.6% of coaches endorsed healthy relationship concepts (either always or often) related to decreasing harmful norms related to aggression toward others and harmful norms around masculinity and femininity with their athletes.

This change represents an increase of 58.3 percent between pre and post-testing for the Knox County coaches that implement the Coaching Boys into Men Program with their male athletes. The increase in coaches integrating healthy relationship concepts into their mentorship with their athletes represents the opportunity to influence the

behaviors of the over 600 students they coach each year as well as influence their coaching peers. Although the project period objective was not achieved, the use of this approach holds promise to integrate healthy relationship mentoring into the coaches practices. The changes in practice can potentially shift the athletes' abilities to recognize healthy relationships and call out behaviors that support aggression and harmful norms around masculinity and femininity.

Knox County Engaging Men Data-to-Action Informed Program Implementation Changes

During year three of the funding cycle, an attempt to implement MoST clubs was made in Knox County. The current DFPC was hired and observed the implementation of the program in Fredericktown during spring 2016 and recognized that this program was not a good fit for New Directions for a number of reasons. First, it was unclear to the DFPC how the program was being implemented as it appeared that there was no curriculum being used during the session observed. Additionally, the New Directions Executive Director had not observed program implementation during his tenure, nor had the previous DFPC been involved in program implementation in a meaningful way. Finally, a potential conflict of interest was revealed with the MoST club facilitator and the sponsoring organization (New Directions). As a result, she felt responsible for ensuring the ethical integrity of the agency and ethical implementation of the program by making the decision to no longer offer the MoST club program.

The Coaching Boys into Men (CBiM) program was an excellent next step for engaging boys and men programming. Coaching Boys into Men also provided an opportunity to partner with local colleges and invite area coaches to be trained in curriculum implementation. The program was offered to the colleges and area high school athletic directors and coaches. In February 2016, CBiM was offered as training program to 8 local high school and middle school coaches. The training was provided by Pittsburgh Action Against Rape (PAAR) trainers who were working with Dr. Elizabeth Miller and others on an evaluation of CBiM. As a result, the head football coach of the largest school in the county committed to implement CBiM within his athletic program. Two days after the training, the football coach resigned from his position and a search for a new coach began. No further program implementation occurred, as the newly hired head coach also brought new assistant coaches who had not been trained in CBiM. Then, in August 2016, PAAR returned to Knox County and trained an additional 10-12 men, including several head coaches from Mount Vernon Nazarene College men's sports teams, as well as other high school coaches and athletic directors.

Knox County Engaging Men Data-to-Action Informed Evaluation Changes

The two strategies for engaging men in Knox County used a pre post-test design to collect outcome data from the participants. In the third year of the DELTA FOCUS implementation of MoST Clubs, little pre post-test data were collected. The EE worked with the new DFPC to ensure the pre post-test were administered. However, due to the lack of implementation fidelity, MoST Clubs were discontinued in Knox County. As CBiM came on board as an approach to further the engagement of young men in Knox County, the EE and DFPC developed a follow-up rubric that would guide a phone conversation between the DFPC and implementing coaches. The DFPC used the rubric to determine how many cards the coach discussed with their teams and any issues the coaches encountered implementing the CBiM training. The DFPC offered support to the coaches to reduce barriers and encouraged the coaches to continue using the CBiM cards/curriculum with their teams.

Knox County Engaging Men Lessons Learned

Three categories of lessons have been learned in our experience with implementing Coaching Boys into Men in Knox County. The first set of lessons relate to coaching capacity to implement the program. The second set of lessons relate to the program participants and the final set of lessons relate to program content.

Coaching Capacity Lessons Learned

- ***Build relationships with community partners to ensure engagement & follow through of program implementation***

It is critical to build relationships in the community in which you live to increase the likelihood that community partners will follow through with program implementation. Moreover, it is essential for the DFPC to know coaches or community members linked to sports. The DFPC also needs a clear understanding of sports to be able to successfully sell this program to community partners.

- ***Coaches need to feel comfortable discussing prevention topics in order for them to authentically implement the curriculum***

There is a notion that everyone is comfortable speaking about gender-based violence prevention topics once they are trained. Based on Knox County's DELTA FOCUS experience, this level of comfort with the topic is not the case. Coaches cannot be "trained into comfort" surrounding these topics. In order for there to be an authentic presentation to young male athletes, coaches need to be comfortable discussing topics related to gender-based violence.

- ***Consider implementing CBiM during the off season for athletes as the coaches time is limited during season***

Another lesson learned is the expectation that CBiM is implemented during the sports season is not realistic. Although this expectation seems reasonable to program designers, it is not so easy when you are a coach who has limited time with athletes.

Program Participant Lessons Learned

- ***Expand participant recruitment to non-athletes***

A portion of the programming completed under Knox County DELTA FOCUS work was with an after-school program. The after-school program served male youth with multiple risk-factors. A male and female co-facilitated two CBiM groups, one middle school and one high school, and spent 30-40 minutes during each lesson. This expanded implementation of CBiM demonstrates the program can be comprised of the cards and completed in 15 minutes, or, it can be implemented with more intensity in a different setting than athletics. This adaptation provided more time for content presentation and reflection on CBiM topics.

Program Content and Delivery Lessons Learned

- ***Successful program implementation requires adaption to the community (school) context***

The training for this programming seemed to be based on suburban school settings with a focus toward multiple options for participation by teams. While this seems like a reasonable way to implement CBiM, this was not something that turned out to be feasible in small, rural schools where athletes play multiple sports and overall class size is small (>100). Small, rural schools do not have the flexibility that a large school has in terms of space, practice facilities, numbers of athletes, and so on.

- ***Program materials need to be made readily available to the program implementers at low or no cost***

Another challenge of the CBiM program was that the curriculum materials could not be ordered in hard copy. Downloading the materials at no cost from the website was the mechanism for providing materials to coaches. Yet, that required additional steps for coaches or advocates to have materials available for their use. To provide CBiM cards that the curriculum is based on, the materials had to be ordered and paid for within a specific timeline. Mailing from the CBiM materials supplier happened on certain days/weeks and purchasing with delivery expected in a short amount of time is not always possible. Additionally, the cost of the Coach's Kit is free if downloaded from the website. However, upon further investigation and ordering, a \$23 shipping and handling fee is charged for each kit. This fee poses a barrier for agencies that did not budget for

materials. The website promotes use of downloading the coach's kit. However, if a program intends to implement a program professionally, a professionally printed card system is necessary.

- ***Observing and practicing with a seasoned CBiM coach will build new implementers understanding of how the program should be put into practice***

The primary way that the DFPC's knowledge was increased, as well as skill set and understanding of this program was by implementing the program with a male co-facilitator. As part of the training for the programming, the DFPC visited PAAR (Pittsburgh Action Against Rape) and met with advocates who were implementing the CBiM training, observed the program being implemented with a high school team, met with an Assistant Athletic Director from Robert Morris University to hear feedback on implementation of the CBiM program at the college level, and met with coaches who had been successfully implementing the program in a smaller, group setting. One key element to all of the training and learning, was that the DFPC learned the most from actually seeing the program implemented with the football team. Seeing the coaches' approach to the players, their comfort with the subject, and their willingness to address tough questions proved that there is an impact happening within the team. Furthermore, the relationship amongst players and coaches was also evident in that players could speak openly, ask questions, and speak up to their teammates if there was something negative toward women being said.

- ***Building coaches capacity and understanding of IPV and social justice through participation in The New Playbook would benefit them in implementing CBiM with their teams***

Attending OHMAN ***"The New Playbook"*** training a recommendation the DFPC would give all programs moving forward with CBiM. Participation in TNP will create a deeper understanding of the topic of engaging men in IPV/SV prevention for Knox County (and potentially other) coaches. The training will teach coaches about their personal biases and ways that program implementation could have potential in specific arenas such as teams, schools, clubs, etc. If this option is explored by coaches, a shorter version of The New Playbook training would need to be considered to fit coaches' school year schedules. Programmatically, OHMAN as a program of ODVN could consider providing training for coaches who implement CBiM. As an agency funded by ODVN, we paid trainers from Pittsburgh Action Against Rape (PAAR) to provide training that could have been provided by our own SDVC.

- ***Consider offering CBiM as a counterpart to community and school programs for empowering girls as a way of sustaining your program***

As a result of our successful community partnerships, the local United Way of Knox County program asked New Directions to offer a CBiM program for males in middle and high school as a compliment to girls programming that was already established. Calls for program proposals were due in March 2017, with confirmation of program funding in June 2017. Funding for the program began on January 1, 2018. The CBiM program has moved into a locally sustained option through United Way. This outcome is evidence that local relationships in addition to sharing the importance of and increasing visibility of prevention work is absolutely necessary.

Approach Two: ODVN's Campus Prevention Approach

Context: In 2013, the United States Congress reauthorized the Violence Against Women Act (VAWA). Included in this new iteration of VAWA was the [Campus Sexual Violence Elimination Act](#), or Campus SaVE. For the first time since campus sexual assault began gaining national attention by exposing instances of harm, the federal definition of crimes to be considered for campus prevention and response included domestic violence, dating violence and stalking. Prior to this development, in 2010, ODVN staff served on a statewide task force to create [guidance for campus prevention and response efforts](#) and as a result of VAWA 2013, the task force reconvened to revise guidance based on new [Title IX guidance](#) ([Dear Colleague letters](#)), VAWA 2013 and Campus SaVE requirements.

In the fall of 2013, ODVN prevention staff convened a meeting between the Ohio Department of Health's RPE program and the Ohio Alliance to End Sexual Violence to discuss and determine whether ODVN should pursue campus work under the auspices of its DELTA FOCUS cooperative agreement with the CDC. It became immediately clear that neither organization had the capacity to serve all 88 Ohio private and public campuses. However, ODVN wanted to pilot an approach to campus work that had not previously been endeavored. ODVN wanted to measure campus climate and couple quantitative campus climate data with qualitative community needs assessment data to provide campuses a picture of where they were in terms of climate and capacity for prevention. It was agreed that ODVN would approach 3 - 5 campuses and ask campus officials to sign an MOU along with the local domestic violence programs within each campus' community.

Overarching Campus Approach Question

What will it take to move the campus climate needle 10 points toward increased perceptions of safety from baseline data collection to final measurement in fall 2017/winter 2018?

The first campus to onboard was a private university associated with the Evangelical Friends church in northeast Ohio. The chair of the Social Work Department had been involved with ODVN's prevention work since 2003 when the first DELTA advisory committee was convened. We anticipated this campus would gladly accept ODVN's prevention interventions and they were the first to sign a memorandum of understanding along with the local domestic violence agency.

The second campus to come aboard for this project was a two year technical school that taught "future professionals" how to cut, style, and color hair. Their compliance officer cold called the DFPD one morning requesting help with the new regulations for domestic and sexual violence. "We don't know anything about how to do what we are being asked to do," she said. The DFPD explained the concept for the campus project

and the compliance officer said, *“Please, please, please select us.”* So, we did. There are two campuses associated with this technical school in Ohio, one in Cleveland (Twinsburg, Summit County) and the other in Columbus, Ohio.

The third campus that came into the project was Ohio’s public historically black college/university (HBCU). When the ODVN prevention team was discussing who to reach out to, the DFPC suggested reaching out to an HBCU because they are historically under resourced, the population by virtue of their demographics is more vulnerable for victimization, and thus, it was determined that outreach would begin. By the end of the second year of DELTA FOCUS, each campus had signed MOUs with ODVN and their local domestic violence and/or rape crisis programs.

While the DFPD was working to enroll the campuses and obtain signed MOUs, the Empowerment Evaluator (EE) was researching campus climate surveys beginning with resources available through the NotAlone.gov website. The faith based campus suggested that religiosity might be associated with higher perceptions of campus safety as well as bystander confidence and asked if ODVN would include a religiosity scale as part of their survey. The HBCU was offered the religiosity scale as an optional measure and they agreed that data collected would be of interest to them, too. Once the DFPD and EE were satisfied with the 85 item questionnaire, the campus climate survey was vetted at the state level by a group of subject matter experts and shared with CDC.

Each campus climate survey was launched, data collected, and reports delivered to the campus stakeholders in 2015-2016. As reports were delivered, the project focus shifted to key informant interviews for the Readiness for Primary Prevention Assessment, a capacity assessment. The Readiness Assessment was an adaptation of the Pennsylvania Coalition Against Rape (PCAR) Readiness Assessment authored by Dr. Sharon Wasco, et.al, and based on the Tri-Ethnic Center readiness model. Dr. Wasco worked with the DFPD by providing coaching for interviewing and rating the assessments. The DFPD asked each local program partner to participate in the readiness assessment interviews by providing a staff member who the DFPD would train as an interviewer and rater.

Score	Stage of Readiness
1	No Awareness
2	Denial/Resistance
3	Vague Awareness
4	Preplanning
5	Preparation
6	Initiation
7	Stabilization
8	Confirmation and Expansion
9	High Level of Campus Ownership

Two of the three campuses scored a “2” on a scale of 1 - 9 with 1 being low. The other campus scored a “3” and had been deeply involved in the [Ohio Department of Higher Education’s Changing Campus Culture Initiative](#), which provided training on prevention and response during the Spring/Summer of 2016.

During this time, between 2015 and 2017, the Ohio Men's Action Network (OHMAN) had developed an evidence informed training program called, *The New Playbook: Standing Strong to Promote Non-Violence*. The training was first implemented as a three-day training and then honed to two-days. It was implemented first as a community based training program with men as the primary participants. In late 2016, the Prevention Team determined The New Playbook could be effectively implemented on campuses using campus climate data as a base for evidence about why it is important to engage campus men in violence prevention. In spring of 2017, both four-year campuses agreed to implement The New Playbook. This development essentially initiated a merger of two separate prevention strategies into one. In 2017, the Prevention Team worked to prepare the Campus Climate Survey and campuses for re-administration.

ODVN Campus Approach Results

The Project Period Objective for this approach is ***to increase the percentage of faculty, staff, and student reports of feeling safe on campus by 10 % by March 2018.*** There are two process evaluation questions and 4 outcome evaluation questions that guide the Ohio Campus Approach.

Evaluation Design

The evaluation of Ohio's Campus Approach includes two key measurement tools to address the evaluation questions. A third tool was developed after the initial evaluation plan was designed. This tool addressed the need to collect data in real-time on campus prevention activities while simultaneously building campus stakeholders capacity for primary prevention of gender-based violence.

A campus climate survey that measured student, staff, faculty and administrators perception of safety on campus as well as indicators of risk and protective factors on

OHIO'S CAMPUS APPROACH EVALUATION QS

Process Questions

Where are the partner campuses in regards to their readiness to engage in IPV/SV prevention work?

Will partner campuses adopt new or review and revise current organizational policies and procedures related to prevention and response to IPV/SV?

Outcome Questions

Do students, professors & staff feel safer on Ohio campuses as indicated by the Campus Climate Questionnaire?

Does increasing Advisory Board participant knowledge and their behavioral intentions related to primary prevention of IPV/SV lead to climate change on partner campuses?

Does implementing IPV/SV awareness and prevention activities on campus increase participants' knowledge and skills such campus climate improves?

Does establishing a relationship with the local domestic violence program or dual program lead to sustainable IPV/SV prevention?

campus was developed by the evaluation team by adapting several surveys from the NotAlone website. The evaluation also included an assessment of readiness to engage in primary prevention to determine how best to guide the implementation of campus primary prevention. The third tool included a facilitated conversation and mapping exercise developed by the EE and DFPD that created a prevention and intervention activity map from the stakeholders.

Perception of safety, risk and protective factors were measured using a Campus Climate Survey developed by the DELTA FOCUS EE Team, DFPD and DFPC. The Campus Climate Survey included 89 items and was piloted on each of the four partner campuses and adapted based on the pilot results. Once the edits were completed each of the four (4) campus partners administered a specifically tailored campus climate survey to their campus community including students, faculty, staff and administrators in 2015/2016 for baseline measurement and then again in 2017/2018 for final measurement.

The Readiness Assessment is a qualitative interview based tool that measures campus readiness in 5 specific domains: 1) Sexual and Relationship Violence Prevention Activities; 2) Knowledge about Relationship and Sexual Violence; 3) Campus Climate; 4) Resources/Support for Campus Wide Prevention Efforts and 5) Campus Leadership. The Readiness Assessment is modeled after Prochaska's stages of change and was originally developed specifically for Sexual Violence Prevention. The ODVN DELTA FOCUS team adapted the Readiness Assessment to include intimate partner violence prevention in addition to sexual violence prevention. The results were analyzed using a thematic peer confirmation process to determine the campus' level of readiness on a scale of 1-9 (1 being low level of readiness and 9 being high level of readiness).

Another component of the evaluation was tracking the changes in activities that support primary prevention of gender-based violence on the partnering campuses. During reports of campus climate survey results, the evaluation team conducted an activities mapping exercise with campus staff and partners. The mapping exercise asked each participant to write down all the activities implemented on campus that they believe support shifting KABBS of the campus community related to gender-based violence.



Participants were asked to separate activities by prevention and intervention and by the level of the Social Ecological Model. Participants were then asked to map activities on to the Social Ecological

Model. They described where activities should be placed on the SEM, why they believed the activities belonged on the levels they chose, and why they believed the activity were either prevention, intervention or both. Participants and evaluation team members reflected on activity placement on the map and asked other participants to add to the discussion. Any duplicate activities were set aside to only count an activity one time in the map. This exercise led to a comprehensive before and after map of the campuses' gender-based violence prevention capacity. The exercise also facilitated a campus-wide conversation about next steps for developing a comprehensive prevention and intervention plan to address gender-based.

Campus Approach Outcome Achievement

At baseline the perception of safety based on the campus climate survey item "I feel safe on this campus" was 84% (based on the response strongly agree and agree averaged for all 4 campus partners). In 2017, the perception of safety averaged for the 4 campuses was 84.3% edging up just .3% over the 2 year period. The table below represents the changes between 2015 and 2017 for the 4 campus partners based on their response to the perception of safety item in the Campus Climate Survey.

Table 2. Campus Climate Survey Perceptions of Safety Results					
Campus #	Student Responses		Item	Faculty, Staff, Instructor Responses	
	2015	2017		2015	2017
1	94%	88%	I feel safe on campus	85%	92%
2	58%	59%		68%	69%
3	92%	95%		100%	94%
4	84%	88%		93%	90%

Campus Approach SMART Objective Achievement & Contributing Factors

Based on the response to the perception of safety item on the Campus Climate Surveys the PPO for the strategy was not met. Although there was some progress in moving the needle forward on 3 of the 4 campuses for students and on 2 of the 4 campuses for the faculty, staff and instructors. Several factors could have influenced the campus outcome; one national level event and campus factors. Each of the campuses instituted multiple trainings on campus that may have increased the student and faculty, staff, administrators' awareness regarding the continuum of gender-based violence. Campus climate survey responses indicate the campuses provided multiple training opportunities related to gender-based violence. In fact, the percent of students recalling participating in a gender-based violence training almost doubled on the campuses and the percentage of faculty, staff and instructors recall also increased substantially between baseline and follow-up. With an increase in training comes an increase of awareness and therefore perceptions regarding vulnerability may have increased on the campuses. At the national level, the #Metoo movement occurred almost simultaneously with the re-administration of the campus climate surveys. The national attention given to the #Metoo movement may have also increased the perception of vulnerability on campuses that could have translated to feeling less safe.

Each of the DELTA FOCUS campuses solidified their partnerships with local service providers. Based on need, local service providers engaged with campus students to

offer various training opportunities related to gender-based violence prevention. These partnerships appear to be sustainable after the DELTA FOCUS project ends. Likewise, the Ohio Department of Higher Education (ODHE) provided several opportunities for prevention and response training to the two university campuses involved in the DELTA FOCUS project as part of the ODHE Changing Campus Culture Initiative. This initiative also reinforced the need for campuses to connect with local DV/SV service providers for prevention and intervention support.

Campus Approach Data-to-Action Implementation Changes

As a result of collecting quantitative campus climate data and qualitative readiness for primary prevention data, campuses were interested in convening a stakeholder meeting that included local program representatives to hear about key findings. During the first campus meeting after climate data had been collected, the EE prepared PowerPoint slides for sharing climate data with campus partners and the DFPD prepared slides to explain the readiness assessment process so campuses could prepare for key informant interviews. At all three campus meetings, the interest in the climate data was tremendous and consumed the majority of the stakeholder meeting time. Two of three campuses requested supplemental data analysis, which were provided by the evaluator and used in subsequent meetings with the campuses for planning prevention and intervention activities. This overwhelming interest in the climate survey results meant that the agenda time allotted for the readiness assessment planning was left for conversations between the DFPD and campus leadership after the stakeholder meeting report-out.

Data collection, interview transcription, coding, and rating for the readiness assessment was incredibly time intensive. The last readiness assessments were conducted at the HBCU campus in fall of 2016. These assessments were followed by meetings with campuses to engage in strategic planning. At one campus, the DFPD met stakeholders without the EE and learned how difficult it was to manage such meetings alone. A meeting at the trade school engaged all key project partners, was synergistic, and led to the creation of an action plan for implementing prevention / response over the next two years. By the time the team met with the HBCU the EE and DFPD had determined a process for collecting data in real time and mapping that data across the social ecology. Campus partners were so enthusiastic about this data to action process that the EE and DFPD began using this process with all campus partners to elicit data about what they were doing across each of the three campuses.



In terms of implementation fidelity, the initial project proposal suggested that ODVN staff and consultants would assist campus partners to create strategic prevention plans. The development of a comprehensive strategic plan did not happen. What did happen was a plethora of prevention activities that were implemented on each campus in tandem with their local DV/SV program partners over the course of the intervening year(s) of ODVN's

involvement. The increase in prevention training opportunities is reflected in the re-administration of campus climate surveys as well as the final mapping exercise results.

Campus Approach Evaluation Changes

Because of the time intensity involved in measuring readiness for primary prevention, we determined early on that re-measuring campus prevention readiness using the qualitative tool during the project period would be an unattainable goal. However, if we had the chance to re-administer the readiness for primary prevention assessments, based on the changes observed during meetings and in the discourse related to prevention and response on each campus, it is suspected that there would be movement in readiness for primary prevention from 2 and 3 to 4 (Preplanning Phase of Readiness) - perhaps as high as a 6 (Initiation Phase of Readiness) on a scale of 1 - 9 with 1 being low based on the campus climate survey final results discussions with stakeholders. At stakeholder meetings with the three campus partners, various prevention and intervention activities were described during the facilitated mapping exercise that demonstrated an increase in readiness for prevention on each of the campuses. It also became evident that the campuses had strengthened their partnerships with local IPV/SV resources and increased prevention and intervention training opportunities for both students and staff.

Campus Approach Lessons Learned

- ***Conducting readiness assessments requires intensive capacity building with raters***

One of the most significant lessons learned is that the participation of local programs in the Readiness for Prevention Assessment process was an exercise in capacity building for the local program staff. The DFPD, as the first rater, had to work with each staff

person from the respective local programs to come to agreement on a score for each element of the readiness assessment. Some staff members were less well versed in primary prevention and this task required the DFPD to continually educate her partners about the difference between prevention and response. After finishing the last Readiness for Prevention Assessment, the DFPD asked the local partner to reflect on their participation in the process. The rating partner said it helped her understand the difference between awareness raising (which was what her agency did more of) and primary prevention, which was much more comprehensive than she had ever realized. This reflection and new understanding of prevention was gratifying for all involved and underscored the need for capacity building for the raters.

- ***Develop a meeting schedule with the campuses and their local partners at the onset of the project***

Another lesson learned is about working with campuses to get things done. In hindsight, when we established the MOUs, we should have set a meeting schedule for quarterly meetings throughout our involvement with the project. Once students come to campus, the focus of attention is on education, not on meeting with project partners. We often found ourselves struggling to find meeting dates/times that fit within the campus and ODVN's project schedule. Campuses are unique microcosms that schedule on a semester by semester basis, which is quite different from the rigorous scheduling that must be done by a state domestic violence coalition for an entire five year project period.

- ***Be sure your evaluator is with you at meetings with campus stakeholders to answer evaluation & data-related questions***

For the DFPD, a lesson was to be sure to schedule meetings when both she and the EE were available. She learned that if and when she was on campus without the EE, documentation of meeting content and processes did not occur in the same manner as when they were together. Campuses really want to hear from both the evaluation and the program point of view when meetings are scheduled. To maximize their time and resources, we began to practice in tandem in all aspects of program implementation and evaluation.

- ***Institutional Review Boards (IRB) for human subjects protections are a required component of working with universities***

Another lesson learned for the DFPD was how to navigate the Institutional Review for Human Subject Research Board (IRB) process. This process was required by both four-year campuses for the three data collection processes: initial administration of the campus climate survey, readiness for primary prevention assessment, and re-administration of the campus climate survey. It takes time for an expedited IRB application to be approved and a lesson anyone who seeks to work with campus partners must be aware of. Another lesson is to stay in communication with the IRB committee chair to meet requests for additional documentation or information in as

timely a manner as possible. This open communication channel leads to good will among all project partners.

- ***Creative and flexible data collection and facilitation tools are needed to engage university stakeholders in IPV/SV planning and implementation***

When we endeavored in to working with campuses, we thought, “*We have IPV/SV expertise. The campuses will benefit from our knowledge and ability to help them comply with federal requirements and prevent violence. We will benefit from being able to show a result like a strategic plan.*” Certainly, ODVN was seen as a resource for the campuses involved. But, getting campus partners to create a strategic plan did not happen as anticipated. Rather, each campus implemented a plethora of activities that we later were able to determine what level of the social ecology they met and how comprehensive their prevention efforts were.

Interestingly, very often we learned about what was happening on campus through the data to action cycle. We created and facilitated processes designed to elicit information about what strategies and activities were being implemented on campus and mapped them in real time. All meeting participants were able to visually see where programming gaps were and one participant actually stated, “*why don’t we have a unified calendar of events so everyone knows what is going on across campus?*” This conclusion would not have occurred without the data to action cycle.

The inclusion of a mapping activity is a lesson learned that helped campus community members, local partners and ODVN staff have structured conversations about prevention program implementation. The activity created a way for the DFPD and EE to collect data they needed and to understand what activities were happening on campus. At the same time the activity facilitated dialogue between stakeholders that built their prevention and intervention capacity as well as helped devise a comprehensive prevention/intervention map. The map provided a visual that stakeholders could use to celebrate successes and determine activities to fill gaps in their prevention and intervention activities.

- ***Encourage campus partners to create a unified prevention/intervention activities calendar and disseminate it widely across campus***

Another lesson learned from the mapping activity is the need for campus partners to determine prevention activities and strategies they are scheduling on their campuses and so they can create a unified calendar that is shared by the campus departments. By having a unified calendar and sharing such events on campus’ websites, prevention would become more visible. Likewise, a unified activities calendar will help reduce gaps in the prevention/intervention plan and demonstrate campus-wide efforts to build prevention/intervention capacity of the campus community.

Approach 3: Prevention Messaging: Social Media Marketing Strategy

Context: The Violence Free Coalition (VFC) 2009 Strategic Plan indicated a need to develop a web-based resource to promote healthy relationships and support primary prevention as much of the “news sources” for Warren County were either based in Cincinnati or Dayton or only provided one way communication. In 2013, the VFC requested assistance from the DELTA FOCUS Empowerment Evaluator about how to develop a successful social media/marketing campaign. An in-depth review of the research and literature on social media/marketing located Berkowitz’s work on successful social norms approaches for violence prevention and the Robert Wood Johnson Foundation’s work on 7 lessons for successful social media/marketing, which the VFC embraced as their social media/marketing work’s foundation. The Community Action Plan (CAP) was further informed by a CDC peer-led call on changing social norms led by the Indiana Coalition Against Domestic Violence, a fellow DELTA FOCUS grantee. The VFC used these resources to inform the refinement of the three (3) annual objectives outlined in Warren County’s initial CAP.

The primary strategy involves working with the VFC members to create a social media/marketing approach to changing social norms in Warren County. The social media/marketing approach was informed by the results of a community assessment conducted in early 2014 to identify prevailing social norms in Warren County. Community members who either worked or lived in Warren County were asked a series of questions based on the most current work in social norms literature to determine the cultural norms around violence, as well as where community members are most likely to get information about social norms. Two community issues stood out in the results as a place to focus the energies of the program to shift social norms. After several workgroup meetings and discussions with various stakeholder groups the VFC honed in on verbal abuse and abuse using technology as two behaviors that link directly to risk factors for IPV perpetration (cultural norms that support aggression towards others and harmful norms around masculinity and femininity) that could be addressed through the social marketing initiative.

Over the first two years of the project, the evaluation workgroup developed and administered a community assessment. The group also received training and technical assistance to build their understanding of social marketing initiatives. To ensure that the social media/marketing initiative engaged Warren County youth, the Teen Alliance Council (TAC) members partnered with VFC members to develop social media/marketing messages that were relevant and promoted a youth perspective in primary prevention of violence and promotion of healthy relationships.

The belief of the evaluation team was that collaborating with youth would bolster relevance of the organizational practices focused on youth while building their understanding of primary prevention leadership. In turn, youth would then increase their capacity to create social media/marketing messages that support primary prevention, promote healthy relationships, and intolerance of perpetration. Youth capacity for

developing relevant, engaging primary prevention social media/marketing content would be evaluated using primary prevention content rubrics and pre post-tests of youth capacity in social media/marketing based on Berkowitz and RW Johnson sources for developing effective social norms campaigns. The implementation team believed that including TAC and VFC partners in the work would promote shifting of social norms regarding verbal abuse and use of technology by facilitating distribution of messages to a broad base of community members.

Warren County Results

Prevention Social Marketing Evaluation Design

The Community Action Plan focuses on shifting social norms in Warren County communities by developing a marketing initiative that promotes healthy relationships and primary prevention of violence of all types including violence against women. The approach included a broadly disseminated web-based social marketing strategy that shared messages regarding various aspects of healthy relationships, challenging risk factors, and promoting protective factors associated with prevention of violence perpetration. The specific focus was verbal abuse and abuse through technology.

The strategy included 2 distinct components. The first component focuses on developing infrastructure of the social media platform to support the second component, which is developing and disseminating content to shift social norms related to healthy relationships. The overarching evaluation question for the prevention messaging strategy is ***Did Warren County experience a social norms shift that moves the prevailing norms to at least 12% stronger support of healthy relationships & intolerance of perpetration of violence against women?***

PREVENTION MESSAGING PROCESS EVALUATION QS

Is the website being developed on time & according to action plan?

Did the workgroup adapt the website design & messaging based on visitor & partner feedback results?

How is the website being marketed to partners and other potential users?

Do the messages on the website align with the PPO?

What is the workgroup composition to develop the messages?

Were the messages created within the timeframes outlined in the CAP?

Is the message content based on the community assessment & best available research on prevention through media messaging/social norms messaging?

What are the specific messages on the website?

Is VFC reaching out to new partners to engage in unified social marketing initiative to shift social norms on identified shared risk & protective factors?

Are the partners including active links to the Pieces2 Prevention webpage?

Were messages fine-tuned & content added based on new information related to IPV/SV prevention of verbal abuse and promotion of healthy relationships?

The evaluation included 11 process questions and 10 outcome questions. Four (4) of the questions related directly to building the website. •

Several measurement tools were used to track process and outcomes progress on Warren County's social marketing strategy. The primary outcome indicator was tracked through use of an electronic assessment tool that was administered to Warren County residents at two time points; in 2015 to collect baseline data and then again in 2018 to collect the follow-up data. The assessment was developed and administered through the Warren County Violence Free Coalition (VFC) contractor Dr. Cricket Meehan from

PREVENTION MESSAGING OUTCOME EVALUATION QS

Did the workgroup have an increased understanding of how to launch a web-based social marketing initiative?

What are the buzz creation results?

What is the initial reach of the website based on number of unique and repeat visitors?

How is prevention information being used by the website visitors?

Are social norms starting to shift in Warren County?

How many VFC partners are linking directly to the Pieces2 Prevention webpage?

Are the VFC partners aligning their messaging with the Pieces2Prevention messaging?

Do the VFC partners have a better understanding of social media/marketing message that resonate with their community?

Did VFC partners increase their knowledge & skills to impact community norms on the seriousness of verbal abuse through a social media/marketing initiative?

Did visits to the VFC web pages reflect 1% of Warren County's population?

Miami University. The community assessment included 27 main items to inform the development of messaging by understanding community member's attitudes, opinions, and beliefs about the issue of relationship violence. Altogether the community assessment contained 96 items. Some items were multi-part to hone in on specific types of violence or on respondents perceptions of specific groups within the community. The social media campaign was informed by the community assessment results that found only about half of Warren County respondents believed relationship violence is a serious issue.

The social media campaign included messaging regarding healthy relationships, language as a medium for healthy relationships, resources and blogs to reinforce a shift in attitudes, opinions and beliefs regarding relationship violence. During follow-up, six (6) items were added to the assessment that asked the respondents if they had visited the Pieces2Prevention website or other VFC social media. Respondents were also asked if they found the web pages useful and which web pages of the Pieces2Prevention website they found most useful.

The DFPC monitored progress through a tracking and monitoring template that

included the process evaluation questions submitted with the annual progress report. In addition, the DFPC shared results of each activity in specialized summary reports. As she encountered challenges, challenges were discussed at the support team and leadership team meetings to determine strategies to address barriers. The EE also monitored development of the website monthly to ensure it was progressing as planned and content aligned with the project period objective. Website analytics were shared and reviewed every six months and any issues were addressed with solution strategies from the support team and/or leadership team members.

Prevention Messaging Outcome Achievement

The website objective for the social media marketing campaign was achieved as intended by the program. The website was developed on time and content was built based on the VCF workgroup members' interpretation of the community assessment and their engagement of a social media marketing specialist. The marketing specialist assisted workgroup members in developing relevant evidence-based content for shifting social norms related to healthy relationships.



The VFC and TAC members worked together to ensure that website content resonated with different age groups and other demographics in Warren County. The content specialist updated the website regularly and responded to community specific events to integrate prevention information to help shift community members' understanding of preventing perpetration of such events. The website was operational on January 20, 2016 and showed a steady increase of visitors through March 2018. Between January 2016 and March 1, 2018 the website gained a total

of 12, 445 page views. The resources page received the most visits (599) of the content areas. The other pages that were visited most included the partner's page (472), statistics page (253), consequences for making threats blog (219), sexual assault (183), what does a healthy relationship look like for a teen blog (182), and the

16,000 Chances campaign page (172). The table below presents the website visits over the past 2 years, demonstrating a steady increase in visitors.

Table 3. Warren County Website Analytics				
Time Period	Users	New Users	Sessions	Page Views
Jan. 20, 2016-July 20, 2016	790	782	1064	2248
July 21, 2016-Jan. 20, 2017	958	939	1339	2906
Jan. 21, 2017-July 21, 2017	1366	1326	1804	3848
July 22, 2017-March 2, 2018	1702	1680	2018	3443
Totals	4,816	4,727	6,225	12,445

Note: Users: Website visitors that have initiated at least one session during the time frame.

First Time Users: The number of visitors that are new to the website.

Sessions: The period time a user is actively engaged with the website.

Page Views: Total number of pages viewed including repeat views of a single page.

A few highlights in comparing Year 1 and Year 2 website analytics. There was a 21% increase in users and new users. There was a 15% increase in returning users. One-third of the users came directly to the website page by typing in the URL, one-third of users came from an organic search (they used a search engine such as google), and another third of the users came from social media clicks (they clicked on a link from a Facebook or Twitter post). Once people became aware of the site via social media, a search engine, or by any other means, they were more likely to come directly to the site the next time they visited. This caused the bounce rate (percentage of single page visits) to increase as users came directly to the site to read a specific article. At first we thought the bounce rate was an issue, but after further investigation of the meaning of a bounce rate we decided it is not cause for concern. A few other things to note, 93% of our social media referrals came from Facebook. Lebanon, Cincinnati, and Mason were the top three local cities that comprise our audience. Lebanon and Mason are both within the boundaries of Warren County and Cincinnati is within the southwest Ohio geographic area of which Warren County is a part.

Prevention Messaging: Social Media Marketing Strategy SMART Objective Achievement & Contributing Factors

The project period objective for Warren County's Social Media Marketing Campaign is ***to increase the percent of community members that demonstrate positive social norms change based on marketing campaign from 58% to 70% by March 2018.*** At baseline just over half of the respondents agreed that relationship violence is a serious issue for Warren County. At follow-up the percentage of respondents that agreed that relationship violence is a serious issue in Warren County increased to 71%. Thus, the SMART objective was met for the project period.

Prevention Messaging: Social Media Marketing Strategy Data-to-Action Program Implementation Changes

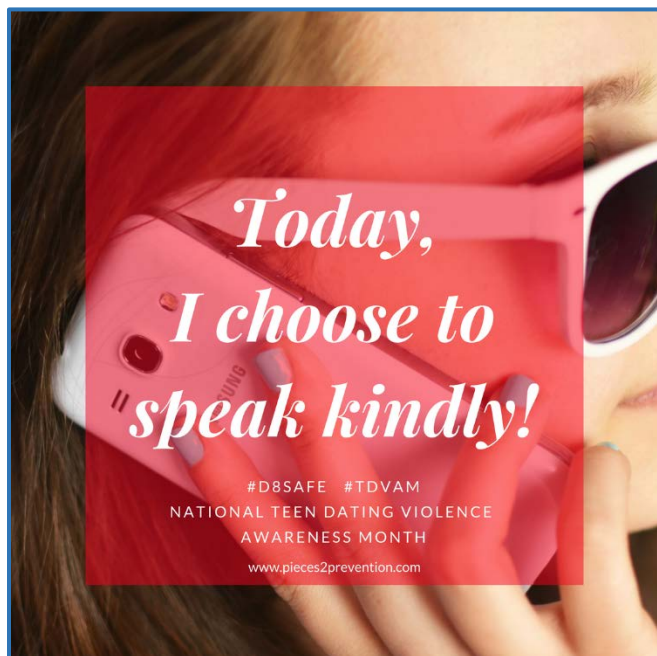
The original DELTA FOCUS plan indicated the VFC would solicit support and financial backing of area businesses to sustain the website and its content development. During an organizational transition at the end of year two a staff person new to DELTA became the DFPC. It was realized then that working with the business sector to support this aspect of VFC's prevention work was not a viable option. At that time, the Abuse & Rape Crisis Shelter/Violence Free Coalition Executive Director did not place value on marketing and relationships with outside organizations. The project then shifted to social media/marketing with a focus on spreading prevention messaging to Warren County residents.

Originally, the plan was that the pieces2prevention.com (p2p) website would be a hub of prevention for Warren County. We envisioned it as a place where our prevention partners would contribute resources and training opportunities so that the community would be educated about all types of prevention, not just violence prevention. Each prevention partner would be a "piece" of the overall prevention picture in Warren County. At a CCR meeting, our partners were shown a demonstration of how to submit resources, training opportunities, and articles for publication on the p2p page via an online form. As we monitored progress of the live website, we realized that our partners were sharing information that we published onto their own social media sites. What they were not doing however, was submitting their own information to contribute to content of the p2p site. Any information about mental health or substance abuse for example, was posted by one of VFC's own staff members onto the p2p website.

Website analytics during this same time showed that our resource blog homepage and individual blog posts had 1,304 views, which was 45% of the overall 3,029 page views for the entire site. Given this realization, it was determined that we should shift focus on the p2p page to resource blogs. These blog posts would be "pieces" in pieces2prevention, instead of our prevention partner agencies. The p2p format was

revised and relaunched on October 1, 2017 and has had 1,248 users during the last five months of the grant.

Rather than emphasizing general violence prevention messaging, our CCR decided to focus on healthy communication because the community assessment results revealed that 68% of Warren County residents felt harmful language was the most commonly ignored issue related to relationship violence. The CCR members thoroughly discussed whether the media campaign should/could promote healthy language choices or discourage verbal abuse. They unanimously decided the campaigns' main focus should be on positive messaging. A few weeks later the DFPC watched a TV commercial about women talking too much (gendered construct) and that the average person speaks 16,000 words a day. This commercial sparked the idea for the Warren County Campaign. The DFPC thought ---***What if people used those 16,000 words to speak kindly?***



The DFPC created 3 infographics to initiate the 16,000 Chances Campaign. We were very fortunate to be able to test our campaign idea and initial graphics with four Warren County audiences. The 16,000 Chances Campaign was previewed by the Substance Abuse Prevention Coalition Executive Committee, the DELTA FOCUS leadership team, the TAC members, and our CCR.

Each group was able to provide useful feedback to help refine the campaign graphics and content. The DFPC used feedback from test groups and revised graphics for the 16,000 Chances

Campaign. The first graphic went live on our p2p website and social media pages on September 1st 2016. The first graphic reached 729 people on Facebook. In the first 6 months of the campaign, graphics were viewed 6,500 times between the social media pages and / or p2p website.

Prevention Messaging: Social Media Marketing Strategy Data-to-Action Evaluation Changes

The overall project period objective (PPO) for this approach was revised in year two of the grant. The revised PPO is ***increase the percent of community members that demonstrate positive social norms change based on a marketing campaign from 58% to 70% by March 2018.*** Measuring the beliefs of Warren County residents remains a priority of our project. What we realized as we progressed in the DELTA FOCUS project implementation is that we needed to establish a solid base of virtual users if we want to create a shift in norms that support healthy relationships and prevent violence. Virtual users include community members who view our website, follow us on social media sites and have access to our prevention tools.

Therefore, the DFPC and evaluation workgroup began to focus the evaluation measures on what was working best to develop the p2p website and establish an online presence. Information we are able to monitor and evaluate about people visiting the p2p site included:

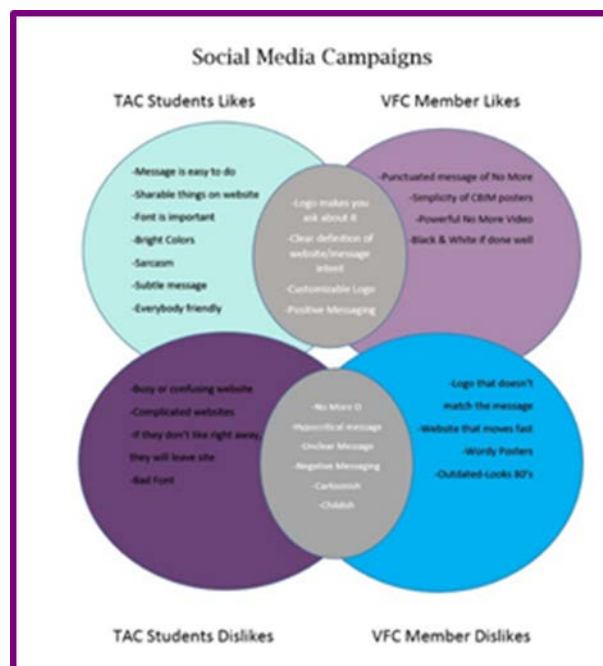
- Audience-users that are grouped together based on a combination of attributes that is meaningful to the organization
- Demographics-statistical data and information about the users including age, gender, and location of the user (Country, State, City)
- Acquisition and traffic channel-how the users find the website. Traffic channel is specific way the user got to the site. An example of a channel is google search, social media post and direct link.
- Site behavior-examines how the user interacted with the site. Examples include how many pages did the user browse and which pages were viewed most by the users.

Another change made to the original evaluation plan was removing the pop-up boxes that originally were thought may provide information about how useful the website information was to the visitor. After trying several different ways of using pop-up surveys the EE and DFPC discontinued their use. One reason the pop-up surveys were discontinued was that while monitoring the pop-up box data, the EE noticed that visitors were not completing surveys. Secondly, feedback from some users indicated pop up surveys were distracting and frustrating to users and we did not want to deter visits.

Prevention Messaging: Social Media Marketing Strategy Lessons Learned

- ***Test your website with your potential users to ensure it is appealing to them***

The DFPC wanted to make sure website and media messaging was relevant to all Warren County residents, as well as appealing to people of all ages. To accomplish this, the DFPC engaged the CCR and Teen Alliance Council (TAC) members in a review exercise. Popular prevention campaigns from 2014/15 were presented to the groups for feedback. Presentations of prevention campaigns were made to each group separately and an additional meeting was held in which adults and teens came together to align their opinions about messaging. The DFPC created a diagram that showed distinct and mutual likes/dislikes from TAC and CCR members. The mutual likes (noted as grey in the diagram) were used in developing the website to ensure it was appealing to all.



- ***Use every opportunity you can to create a buzz to increase interest about your website launch***

Initially, a landing page was created that contained several graphics and a blurb about the coming website rather than an “under construction blank page.” We found this approach was a very effective way to engage community members until the completed website went live. In 5 months of the landing page existence we had 670 people visit the site. The DFPC devised a plan to create a buzz of excitement and to target specific means of advertising for the website. In addition to visual advertising, the website was presented at County meetings, to meetings of community groups, placed on flyers around the community, shared on agency, and partner agency social media and websites. We used hashtags to create buzz, which provided a great lesson learned. We learned that for a hashtag to trend, there needs to be multiple forms of content delivered with the hashtag. A dedicated staff must consistently post the hashtag 2-3 times a week and a large group of followers need to help share the message. Unfortunately, we did not have a large enough following at the time to help make the hashtag #thefirstpiece trend or be effective.

- ***Include relevant, appealing visuals in your website to draw in your users***

What worked well was the banners, profile pictures and infographics for social media that include pieces2prevention.com (p2p) website information. These infographics were visually appealing and served as a constant reminder for our followers to visit the p2p site. Clean, uncluttered positive social media messages that include local photos were the most often shared. Keeping the social media messages simple with few words that included appealing visuals was the most effective messaging.

- ***Conduct a cost comparison of advertising options to determine which ones attract the demographic you are interested in engaging with your website***

The DFPC has been partnering with our website developer to experiment with the use of social media advertisements to get messaging out into the Warren County community. Two areas we have been studying are traditional advertising (print) as compared to online advertising such as paid advertising via Facebook and Twitter. We have also been studying Facebook versus Twitter advertising. For the small sum of \$153.04 we reached 25,636 people and had 543 engagements (people who liked, clicked, or shared our content). Some highlights of our findings:

- 1) Facebook reached more women and Twitter reached more men
- 2) Facebook paid advertisements reached more people than paying to boost Facebook posts
- 3) Positive messaging reached more people than negative messaging

Comparing our Every Door Direct Mail marketing campaign from the 1st half of year four that cost \$1,015.64 to create and deliver 4,000 postcards to residents in Warren County to spending \$153.04 on social media marketing that reached 25,636 people during the second half of the year provided great insight. Our comparison suggests that social media marketing allows us to reach more people at a much lower cost. Social media marketing also allows us to be specific about who we are trying to reach with our messaging. We are able to focus on location, age, gender, and interests with social media marketing that is not possible when advertising using traditional methods.

- ***Monitoring and understanding the website analytic numbers are invaluable to continued development of the P2P website and messaging***

The DFPC experienced a learning curve for interpreting and using website analytics to inform strategy implementation. For example, bounce rate is a term used in social media which is related to site behavior. Intrinsically a bounce rate sounds like it is not a positive website user behavior. Upon further examination of the p2p bounce rate we found it represents that before a person becomes familiar with a site they may view several pages to find the information they are interested in. Once people become aware of the site via social media, a search engine, or by any other means, they are

more likely to come directly to the site the next time they visited. This caused the bounce rate (percentage of single page visits) to increase as the user came directly to the site to read a specific article. At first we thought the bounce rate was an issue, but after further investigation of the meaning of a bounce rate we decided it is not cause for concern.

- ***Engage teens as advisors in developing messaging for teens***

While teens might be experts at using social media, few are competent at creating social media messaging. The initial plan was that youth would be involved in creating original content for the website and social media pages. The students were very helpful in giving feedback for new materials, but were hesitant to be involved in the creation of materials. Two TAC youth were involved in creating one of the 16,000 Chances campaign graphics, but that was the extent of their contribution to creating original materials. We also learned that teens are more likely to share positive messaging than negative, especially girls. They personally preferred uplifting messages and appealing graphics when sharing on their own pages, yet gave input to have dramatic messaging when it came to agency marketing materials.

- ***Leverage partnerships to increase your social media reach***

While working to expand our own knowledge about social media platforms, we also worked hard to expand our agency partners' understanding of how social media can be used to spread a unified prevention message to a wider audience as well. The past 5 years have shown us that a simple Facebook share by one person or agency can expand the reach of a social media post exponentially. For example, below are average reach numbers of a few of Warren County VFC's recent Facebook posts:

Table 4. Warren County Website Reach	
Reach of Facebook posts (by # of people)	Reach of Facebook posts when shared
56	2 shares = 436 reached
80	16 shares = 734 reached
138	24 shares = 4,674 reached
157	700 shares = > 61,100 reached & led to 217 new followers

Our most successful Facebook post that went viral was shared over 700 times and reached 61,100 people in one week, and increased our followers by 217 people during that time period. These numbers demonstrate the importance of engaging and leveraging partnerships to extend the reach of social media posts. Sharing of posts heightens visibility of our messaging and in turn prevention.

Approach 4: Bystander Involvement in Prevention

Context: In 2013, New Directions in collaboration with the Knox County DELTA Committee (CCR) endeavored to implement three strategies that focus on social norms change in the county by working with businesses, men and boys, and community-based partners so that social norms supportive of healthy relationships and primary prevention of intimate partner violence become widespread within the community. At the time, all three were seen as similar strategies. The Knox County DFPC, ODVN DFPD and EE had ongoing discussions about how to move the local work into the outer layers of the social ecology model rather than where it was focused - at the individual level. During the first two years of DELTA FOCUS, the three strategies were included together in one Project Period Objective. Then, in year three, the work was separated into three Project Period Objectives for ease of evaluation, tracking, and monitoring results. This decision led to working with businesses in Knox County as being clearly identified as a bystander intervention strategy.

The program that was originally intended to be implemented in Knox County was an adapted version of Green Dot along with the White Ribbon Campaign. However, the implementation of Green Dot was not possible. Implementation of and adaptation was impossible due to the lack of follow-up from technical assistance providers for the Green Dot program. Instead of implementing Green Dot, the new DFPC was encouraged to adapt the **“See the Signs and Speak Out”** (STS) online curriculum created by ODVN in collaboration with the Ohio Alliance to End Sexual Violence. The online curriculum was created in 2013 with funding from the Avon Foundation. It was designed as a way to engage employees in preventing and responding to intimate partner and sexual violence. The curriculum includes self-guided online training modules, an in-person training program that could be presented by a local domestic or sexual violence prevention educator or a human resources staff, and other resources. What was not included in the training curriculum was an outcome evaluation component. ODVN created an evaluation component to match the StS Curriculum.

Knox County Bystander Involvement Approach

Results: Evaluation Design

The Knox County Bystander Intervention Training approach included 3 key evaluation questions. The evaluation questions focused on shifting organizational practices to embed bystander intervention and primary prevention skills into the organizational culture. The evaluation also included process items to monitor the training implementation and to track implementation challenges and successes to chronicle lessons learned from the StS training implementation experience.

The evaluation of the StS training program included a pre-test and post-test of each of the trainings that was completed by the training participants. Early on in the StS business training the evaluation team also created an environmental scan that was used to determine the organizational culture of the business partners. The business scan included fourteen (14) observation items pertaining to aspects such as the business setting & environment, staff interactions with each other, and staff interactions with customers. The evaluators scored the businesses separately based on the.

Initially, the pre/post-test design depended upon matching training participants, which turned out to be difficult because participants did not always include a unique identifier on their evaluations. After discussing the matching issue, the evaluation moved to a retrospective pre/post tool that proved to be more efficient and effective in measuring the program outcomes. The retrospective pre/post-test included six (6) items that measured participants' perceptions of gender-based violence, their attitude toward community responsibility in prevention of gender-based violence and confidence in their bystander skills. The tool also included 4-5 open-ended items that gauged participants' understanding of key concepts of bystander intervention training and additional support they would need to further their bystander skills. Each of the evaluation tools were adapted to the specific participant group and the group's roles within the community to make items relevant to training participants.

BYSTANDER APPROACH EVALUATION QS

Do Knox County businesses who participated in the first series of Bystander Intervention Training (BIT) continue their support for the program by acting as ambassadors of the program and promoting the training within the community and with other businesses?

Do employees participating in BIT confidently & consistently use the skills & techniques learned through the BIT?

Do the Knox County businesses' employees participating in BIT demonstrate a marked change in their business culture that promotes healthy & safe relationships?

Will the employees diffuse these social norms changes to their personal & professional network?

Bystander Involvement Approach Outcome Achievement

See the Signs Bystander Training evaluation results indicate that 19.4% of participants (n=206) decreased their endorsement of cultural norms that support aggression toward others. Primary indicators of this outcome are perception items in the pre/post-test related to victim blaming and attitudes and confidence items related to intervening in domestic and/or sexual violence. Although participants' perceptions of victim blaming decreased by 3.6% this indicator was the most difficult to shift during the program. In four trainings, participants' responses indicate more victim blaming post-program and in three trainings there was no difference between pre and post test scores on victim blaming. The highest gain scores were in the participants' confidence in their bystander intervention skills. Overall 36.4% of the participants increased their confidence in intervening and their belief that they should intervene to prevent violence. The other measurement indicator, attitude about responsibility in keeping the community safe, also increased from pre to post-test. Overall, the 19.6% more of the participants believed post-program that they had a responsibility to keep their community safe.

Two qualitative evaluation tools were used to measure the See the Signs training to determine outcome achievement; an environmental scan of the businesses, which was later discontinued and four (4) open-ended items on the retrospective pre/post-tests. The evaluation team completed two environmental scans before the use of the scans was discontinued. The environmental scans demonstrated that businesses scored in the somewhat to not very evident range on prevention.

The results of the qualitative section of the See the Signs pre/post-test indicate that the majority (98.6%) of the participants increased their knowledge about how to identify behaviors that support gender-based violence and how they can safely intervene in such behaviors. Another finding from the qualitative results is that many of the See the Signs participants (45%) want additional training in their communities to prevent gender-based and other forms of violence. Participants also offered creative ways to spread prevention messages and recruit potential participants into the See the Signs Bystander Training. The participants recommended offering training to young people about healthy relationships, using role plays and examples so they can practice their skills. The participants also stated they would like more information on how to talk to abusers, financial abuse, how to get abusers help to

See the Signs Participant Recommendations

- ✓ Offer training to young people on healthy relationships
- ✓ Use role plays & examples for practicing skill building
- ✓ Provide information on how to talk to abusers & making referrals for anger management
- ✓ Include more information on financial abuse
- ✓ Provide information on self-defense training

reduce their anger issues, as well as how to get self-defense training for themselves and other women. Some of the participants recommended adding sites for training including big box store employees like Walmart and Target since they see so many people on a daily basis and have large numbers of employees. They also suggested working in schools, working with entire church congregations, and working with youth groups to train young men in healthy relationship and gender equity issues.

Bystander Involvement SMART Objectives Achievement and Contributing Factors

The Project Period Objective for the Knox County Bystander Approach was ***to decrease the percent of organizational employees who endorse cultural norms that support aggression toward others from 50% to 10% by March 2018.*** The project also included one annual objective to support the successful achievement of the project period objective. The annual objective included increasing the number of organizations participating in the training.

The pre/post test scores include the victim blaming indicator, responsibility for prevention indicator (RiP) and the confidence in bystander intervention skills (Confidence) of the participants. The victim blaming item reads---***abuse is always the fault of the perpetrator.*** Therefore, the Disagree and Strongly Disagree response categories were calculated and used in the table to represent a change in endorsement of cultural norms that support aggression toward others. The preferred change is a decrease in participants that “Strongly Disagree” and “Disagree” with the statement. Responsibility in prevention (RIP) items are also based on the decrease from pre to post representing participant reduction in endorsement of cultural norms that support aggression towards others. Again, the preferred response is indicated by a decrease in pre to post-test scores. Confidence in bystander skills are also based on “Strongly Disagree” and “Disagree” responses of participants to indicate an increase in participants’ confidence in their bystander skills from pre to post-test.

Overall, the SMART objective was not achieved. However, an almost twenty percent decrease in endorsement of cultural norms that support aggression was achieved for one of the indicators. The second indicator only decreased overall by four percent (4%). The table below presents the pre and post test scores for the fourteen (14) Knox County organizations that participated in the See the Signs program.

Table 5. See the Signs Outcome Indicator Results							
Organization Type	Number of Participants	Victim Blaming		RiP		Confidence	
		%Pre	%Post	%Pre	%Post	%Pre	%Post
University Athletics	20	25.0	5.0	17.5	0	61.7	0
Community Service Organization	22	14.3	22.2	4.5	2.8	25.5	9.3
Early Childhood Ed	17	29.4	29.4	11.8	5.9	31.2	9.8
Early Childhood Ed	17	5.9	0	45.2	5.9	64.7	8.8
Early Childhood Ed	12	8.3	25.0	12.5	0	30.6	5.6
Early Childhood Ed	12	25.0	8.3	33.3	0	36.1	0
University CJ Class	18	22.2	16.7	30.6	8.3	61.1	5.5
Community Service Organization	25	4.0	4.0	13.0	0	26.0	4.1
Law Office	4	50.0	50.0	25.0	0	50.0	25.0
Church	8	62.5	50.0	25.0	0	58.3	0
Church	5	20.0	40.0	20.0	0	40.0	0
Dentist Office	17	50.0	18.0	n/a	n/a	7.8	0
Public Health	20	42.1	25.0	13.2	0	36.8	6.6
Early Childhood Ed	13	8.3	16.7	26.9	0	41.0	7.7
Overall Average%		26.2	22.2	21.4	1.7	40.8	5.8
Outcome		4.0%		19.7%		35.0%	

As mentioned previously shifting the victim blaming indicator proved to be quite difficult for the participants of See the Signs training. Although it was obvious by open-ended responses that participants felt compassion and empathy for victims, there is still a belief that some victims are to blame for domestic violence/sexual violence. This issue needs to be addressed in multiple ways in order for the community perceptions to shift concretely. This perception of victim responsibility appeared to be especially strong for church participants and professional groups. Students appeared to be less anchored to victim blaming attitudes. However, in two education participant groups the post-test score was worse than the pre-test score. This unexpected direction for victim blaming attitudes also occurred in one of the church participant groups and one of the community service organizations.

Bystander Involvement Approach Data-to-Action Implementation Changes

The program that was originally intended to be implemented in Knox County was an adapted version of Green Dot along with the White Ribbon Campaign. However, due to the untimely death of the agency's Executive Director at the time of the this grant cycle, the later resignation of the DELTA Coordinator, the hiring of a new ED, as well as hiring of another DFPC, the implementation of Green Dot was not possible. Implementation and adaptation was also impossible due to the lack of follow-up from technical assistance providers for the Green Dot program.

Instead of implementing Green Dot, the new DFPC was encouraged to adapt the **"See the Signs and Speak Out"** (STS) online curriculum created by ODVN in collaboration with the Ohio Alliance to End Sexual Violence. The online curriculum was created in 2013 with funding from Avon Foundation and was designed as a way to engage employers and employees in preventing and responding to intimate partner and sexual violence. The curriculum includes self-guided online training modules, an in-person training program that could be presented by a local domestic or sexual violence prevention educator or a human resources staff, and other resources. What was not included in the training curriculum was an outcome evaluation component.



Bystander Involvement Approach Data-to-Action Evaluation Changes

After administering an environmental scan with two See the Signs business partners, it was later discontinued due to the New Direction's director's belief that the environmental scan was not well received. The director mentioned that some business partners felt the environmental scan was intrusive and made employees feel uncomfortable when they received feedback about the results of the scan.

Once the environmental scan was discontinued the evaluation plan relied on pre-post training evaluations that were completed by each training participant. The DFPC also conducted a follow-up call with the business that participated in the training to determine if they continued to promote the skills learned during the training with their employees. The follow-up component was also discontinued after the first DFPC resigned from the program.

The Bystander Involvement Approach evaluation changed because the programming changed. By implementing the StS program, evaluation had to be adapted to meet the needs of the various program participants by using the retrospective pre/post-tests. The original evaluation tools were designed as a one size fits all for all of the participants and sites. It became apparent after recruiting diverse StS participant groups that the evaluation tools needed to be adapted so they fit the different groups and adaptations made to the training based on the differences in the participant groups.

Bystander Involvement Approach Lessons Learned

- ***Most training participants do not have basic understanding of domestic and sexual violence prevention, so training must be adapted to meet them where they are in their understanding of domestic and sexual violence first before expecting participants to build their bystander skills***

From the perspective of a relatively new DFPC stepping into implement this training program, it is difficult to understand how See the Signs (StS) is considered a training program to encourage active bystander behavior. The lesson learned when offering the StS program (or any other bystander intervention program) is that the majority of the participants did not recognize the subtle nuances of domestic violence/intimate partner violence. In order to fully engage participants to become allies in bystander intervention, they need foundational understanding of the dynamics of intimate partner and sexual violence. The content of the training program seemed to be a mismatch for those who lacked this basic understanding. Thus, it seemed as if the DFPC spent considerable time onboarding individuals in organizations with basic knowledge. Engaging the business community in See the Signs helped expand local partnerships and increased awareness about domestic violence in the community. However,

emphasis must be placed first on building domestic violence awareness of the business partners before engaging employees in primary prevention training.

- ***Create and distribute prevention information brochures to build prevention visibility in the community***

New Directions DFPC created a prevention brochure that highlights all prevention programming offered in the agency. This was completed in Year 4 of the DELTA project and was shared with several community organizations and businesses, as well as all schools in the county, as part of an informal marketing strategy. Additionally, all businesses trained in StS were provided with a window decal that says “See the Signs”, visually identifying their business as trained in this program.

- ***Prior to scheduling a training with a business, set up an initial meeting with the business to get to know the employees and understand their ideas regarding gender-based violence.***

Another critical lesson learned is that not everyone is going to see domestic violence in the same way as those who work in the field understand it. A mismatch between the original DFPC who presented training content and the community brought this to light. When the DFPC challenged participants about gender bias and victim blaming as risk factors for IPV the dynamic between the DFPC and participants became tense. Learning this lesson led to offering organizations a pre-meeting to facilitate understanding before StS presentations were scheduled. Pre-meetings promoted a mutual understanding of presentation content. The meetings also provided the opportunity for all stakeholders to share their viewpoints and intentions for program implementation.

- ***Scenarios in the training should match the participants and the context of the businesses to ensure engagement***

Another lesson that was learned in presenting the material provided online is that it does not flow well for the context of Knox County. Oftentimes video content created awkward moments during the training. For example, one video depicts a gay couple who are engaged in a domestic violence relationship. This type of content was not well received in this very conservative community. The DFPC used other videos and also recreated the training so that it would be more user friendly with an attempt to provide a basic understanding of DV/IPV. Having experience working with the faith community made it easier for the DFPC to relate and to provide specific examples of IPV/SV that resonated with this community. Given the conservative nature of this deeply faithful community, being able to translate messages to fit the context has proven to be beneficial in multiple settings.

- ***Although volunteers can provide entre to potential training participants, program staff must facilitate the See the Signs training***

The original intention of StS included members of the DELTA CCR conducting the training in the community to their social and professional networks. When the most recent DFPC was hired, she determined that it would not be feasible for those working as volunteers to deliver training in StS on behalf of the agency. It was difficult for the DELTA CCR members to consider delivering the StS training when they were not necessarily content experts in IPV/DV. It became too big a burden for the organization to train CCR members to deliver the curriculum and



become facile with technology needed to do so. The DFPC worked closely with CCR members to find businesses/organizations to provide training by brainstorming ideas, asking for each CCR member to consider their social connections, and the DFPC using her social connections to build community training opportunities. In year three, two trainings were provided in the community. In years four and five, more than ten additional trainings were provided in the community based on the connections of the CCR members and the DFPC.

- ***When working in faith communities training facilitators must adapt the materials to include a thorough discussion about economic abuse***

Providing this training in local churches or places of worship also increased skill-sets of those presenting materials for working with faith communities. In addition, it helped the DFPC understand the beliefs about DV among faith communities, as well as considerations for the role DV can play within the church. One gap identified was the faith community's lack of understanding about economic abuse as a component of IPV.

- ***More work needs to be done to really shift the public perception regarding victim/survivor responsibility in abuse***

The results of the evaluations of StS indicate that the victim blaming indicator is the most difficult to impact with the StS training. In several cases the training participants post-test scores were more indicative of victim blaming than pre-test scores. This finding may be a result of overall societal perspective regarding intimate partner violence. Training curriculum needs to put more emphasis on prevention of perpetration and the dynamics that influence perpetration of intimate partner violence in order to thoroughly impact community members' perception of responsibility.

Approach 5: Engaging Youth as the Next Generation of Leaders

Context: Intuitively, prevention efforts have been geared toward younger audiences. The theory is grounded in the thought that engaging young people to help them understand how to have healthy relationships will ultimately result in a reduction of IPV. In the OSIPVP Consortium's first statewide strategic plan, *Pathways in Prevention: A Roadmap for Change* that was finalized in 2009, the first strategic direction was "Effective Youth Sexual and Intimate Partner Violence Prevention Recommendations for Practices." Two goals were identified that related to working with youth between the ages of six (6) and twenty four (24). One goal was to create and distribute recommendations for best practices and the other goal was to distribute best practices to Ohio's selected population which was men and boys who were most at risk for IPV perpetration.

During this time, advocacy efforts included passing Tina's Law, a piece of legislation that required Ohio's public schools to provide teen dating violence education during grades seven through twelve (7 – 12). Legislation passed in 2010 and ODVN in collaboration with the ODH worked to create guidance documents for schools and school districts. Many local programs began implementing Safe Dates, which was one of the only evidence-based curriculum for teen dating violence prevention.

Several local communities that were funded by the Rape Prevention Education Program (RPE) via ODH, were working on best practice models for engaging youth. Those efforts included a model called Teen Peers Educating Peers (PEP) in Toledo, Akron Children's Hospital's Youth Engagement in Violence Prevention and Delaware/Morrow County Helpline's Standup Leadership Team.

As the field progressed more evidence began to be generated that guided Ohio's prevention efforts including evidence that adult-supported, teen-led initiatives worked better than adults providing prevention education in schools. Evidence also emerged that violence prevention for young men worked best when education groups were facilitated by men as was the Men of Strength Club (MoST) model



(See the Engaging Men section above for more about MoST Clubs and their evolution in Ohio).

Prior to 2013, both local domestic violence programs that would become a part of ODVN's DELTA FOCUS initiative had begun efforts to engage youth. In both local communities, efforts began by recruiting young people into an alliance or advisory council. In Knox County, teens were named to the New Directions' Board of Directors and in Warren County, teens worked with adults to identify and create prevention messages for dissemination through their local schools. At both sites, there was little overlap between the TAC and the CCR and as efforts evolved, it became clear that having teens provide guidance to the CCR and vice versa would provide for more unified messages and a more cohesive community.

Over the course of DELTA FOCUS, TAC efforts were informed by DELTA FOCUS Leadership Team members, particularly Valerie Connolly-Leach from the Ohio Department of Mental Health and Addiction Services and Dr. Jill Jackson from the Ohio Department of Education who shared best practice models from the mental health and education fields related to youth-led, adult-guided prevention efforts. Warren County's Teen Alliance Council was the first to create a solid partnership with their county's substance abuse coalition and was followed by Knox County's Teen Advisory Council. Efforts were joined in order to maximize resources while reducing the burden on youth to participate in siloed prevention efforts at the local level.

Warren County Engaging Youth Approach

Results: Evaluation Design

Warren County TAC included three evaluation questions. The evaluation design employed a pre/posttest model as well as qualitative measures for monitoring and tracking program implementation and outcomes. Pre/post-tests included items to measure teens' prevention leadership, skills related to prevention messaging and members' ability to influence their peers. Each of the TAC members were given a pre-test each year and a

VFC TAC EVALUATION Q'S

Were the TAC youth engaged in developing training opportunities to directly impact their peers per the CAP?

How many opportunities did the TAC members have during the grant year to impact their peers?

Is there be an increase of the youth in TAC who post & share their social media/marketing messages that speaks out against TDV & IPV & promotes healthy relationships on the VFC website?

Did Warren County youth demonstrate a shift in intolerance of perpetration & a reduction in risk factors associated with TDV & IPV?

post-test at the end of the school year to determine changes in their leadership and prevention messaging skills. TAC-led activities were also monitored for alignment with prevention messaging and skill building of peers. TAC members had several annual opportunities to share prevention messaging with their peers in school settings, retreats and student-led conferences (called Teen Summits). Thirty-eight (38) students from 3 Warren County Schools and 16 adult volunteers from community organizations participated in the first Teen Summit. The second Teen Summit reached 78 students from 5 Warren County schools and 24 adult volunteers from community organizations. Evaluations of the summits were administered to participants that included pre/post-test items on knowledge, attitudes and behaviors related to supporting healthy relationships and increasing protective factors of prevention (Community Support & Connectedness; Connection/Commitment to School; Connection to Caring Adults; Skills Solving Problems Nonviolently). Participants also provided feedback about how to improve the Summit.

The DFPC also followed up with former TAC members to determine how they were transferring their prevention leadership skills to their college experience. TAC members were also asked to provide at least five of their friends with a questionnaire to measure how the TAC member had influenced their peers related to primary prevention of teen dating violence and promotion of healthy relationships. Pre/post-tests were analyzed using change scores between pre and post-tests. The evaluator analyzed the qualitative indicators using thematic analysis. All of the evaluation results were shared with the DFPC and during DF support team meetings.

Warren County Engaging Youth Final Outcomes Achievement

The results of the First Youth Summit indicated a 61% increase in the participants' knowledge regarding healthy relationships and promotion of primary prevention protective factors. The results of the Second Youth Summit indicated a 37% gain in knowledge and skills of the Summit participants. The follow-up with former TAC members also provided support for the enduring impact of their involvement on their leadership skills as they move on to college. Although only 3 former TAC members responded, they were able to share about how their time in TAC was valuable to their success in college and specific examples of how they are incorporating the work into their current lives.

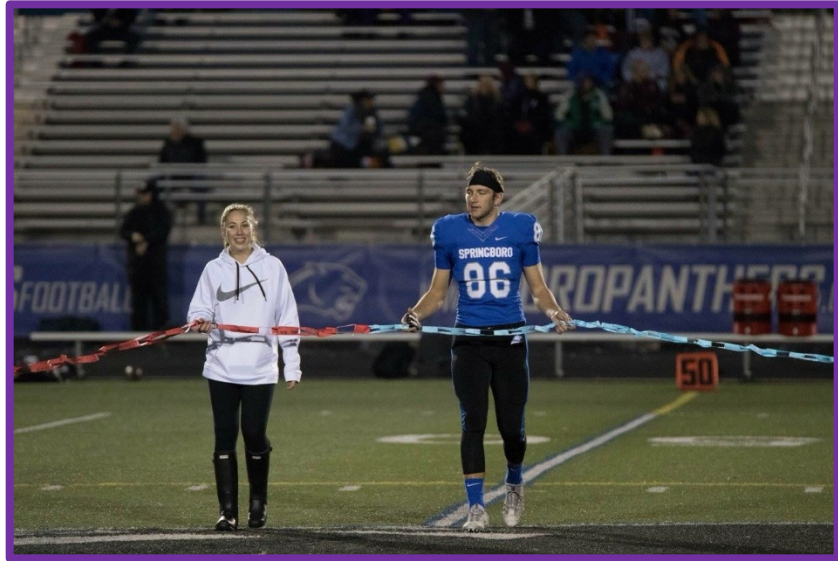
Follow-up with current 28 current TAC members' peers yielded 64 responses for an average of 3 responses per TAC member. (Five current TAC members' peers did not respond and therefore the average number of responses is based on those that did get responses from their

peers.) The DFPC created a 2-page graphic that included responses from the students that was shared with the current TAC members to reinforce their understanding of the impact they have on their peers and the community.

Overall, it is evident from responses that TAC members are champions

for prevention messaging that support healthy relationships and promote protective factors for violence prevention. The TAC members' peers offered examples of the difference that TAC members make in their schools and social networks. Some examples called out by the TAC members' peers include:

"A lot of friends go to her for advice when they don't know what to do in relationships and that's pretty great for her." "She takes it very seriously and it is very important for people to know the meaning of this (healthy relationships)". "My friend is not afraid to take a stand and speak up if she notices any signs of unhealthy relationships." My friend has posted things on her social media about teen dating violence and helped hang things around our school building." "He promotes a responsible and respectful approach to answering problems between people". "He started an event for one of our home football games. He had students sign slips of paper at lunch. Signing these papers say that you promise to not drink or do drugs as well as prevent teen dating violence. The papers were then linked into a chain and the chain was spread out during half time at one of the football games."



Warren County Engaging Youth Approach SMART Objective Achievement & Contributing Factors

The Project Period Objective for the Warren County TAC strategy is **increase the percent of healthy relationship promotion within the Teen Alliance Council members' spheres of influence from 55% to 70% by March 2018**. Over the course

of the DELTA FOCUS project TAC members had the opportunity to participate in at least 8 teen led activities per year. The majority of activities were focused on building leadership skills in primary prevention and messaging related to primary prevention and healthy relationships. The TAC members' baseline measure for the PPO was 55% based on a pre-test evaluation that included ten (10) items. The post-test evaluation indicated that 90% of TAC members increased their confidence in promoting healthy relationships with in the peer networks and 100% had the opportunities to do so. Therefore this PPO was achieved.

The follow-up peer questionnaire included 9 items regarding the influence the TAC member had on their peers and in their schools. A total of 64 TAC members' peers provided feedback regarding 23 TAC members' influence on them. Forty-seven responses were from 1st year TAC members' peers; 11 responses were from 2nd year TAC members' peers and 5 responses were from 3rd year TAC members' peers. Three responses were for male TAC members and 61 responses were for female TAC members. Open-ended responses were analyzed by the Empowerment Evaluator to develop themes and then each of the responses was categorized into a theme that emerged from the initial review of responses. The table below provides the results from the peers' questionnaire.

Table 6. TAC Members' Peer Influence		
Item	% No	%Yes
<i>Have you noticed any changes in the way your friend treats others at school?</i>	53.1%	46.9%
<i>Has your friend in TAC encouraged you to be more involved in preventing teen dating violence?</i>	14.0%	86.0%
<i>Has your friend shared information, pictures, or resources about healthy relationships or teen dating violence on their social media pages?</i>	68.8%	31.3%
<i>Have you noticed your friend being more confident and willing to speak up at school and within your circle of friends?</i>	93.8%	6.3%

Table 7. TAC Peer Responses Thematic Responses to Open-Ended Questions			
<i>What have you learned about healthy relationships from your friend?</i>	Prevention	Intervention	Both
	75.9%	10.3%	13.8%
<i>How has your friend encouraged you to be more involved in preventing teen dating violence?</i>	Shared Resources	Direct Ally Action	Demonstrated Bystander Behavior
	12%	24%	64%
<i>What is the #1 thing your friend does to promote healthy relationships?</i>	Demonstrates Leadership Skills	Demonstrates Ally Behavior	Personal Characteristic
	43.8%	53.1%	3.1%

The data demonstrate the TAC have certainly had an impact on their peers. Peers were able to recall TAC member's leadership skills related to primary prevention. Moreover, peers could provide specific examples that demonstrate changes TAC members have made in their school regarding promotion of healthy relationships and promotion of protective factors for primary prevention of violence.

Warren County Engaging Youth Approach Data-to-Action Implementation Changes

Warren County Engaging Youth Approach: The Teen Alliance Council (TAC) was originally written as an Annual Objective under the overall Project Period Objective 1.0, which in 2013 read ***Increase the percent of community members that demonstrate positive social norms change based on marketing campaign to 20% by March 2018.*** AO 1.2 read ***Increase the percent of Warren County Teen Alliance Youth's ability to develop and disseminate relevant primary prevention social marketing messages to 50% by March 2018.*** The original TAC members were juniors and seniors from three (3) local school districts. As mentioned in Approach 3, TAC members played an important role in the development of our prevention website and marketing messages.

In late 2014, the Substance Abuse Prevention Coalition of Warren County was brought back into existence by Warren County Mental Health & Recovery Services. DFPC,

Megan Crouch, began attending these monthly meetings to support their efforts to prevent underage substance abuse in Warren County. After several months, the DFPC was nominated and accepted a role as an Executive Committee member for the Coalition. As the new coalition developed, a youth subcommittee was formed and discussions revolved around the importance of getting input from teens in the community, more specifically creating a Teen Alliance Council. After multiple conversations and meetings, it was decided that the VFC would expand its established TAC to include substance abuse prevention. Both organizations share a similar mission that supports teens to live the healthiest lifestyle possible and the move was validated by [Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence](#) document published in 2015 by the CDC. Our combined mission reads: ***Warren County youth leaders are united to empower one another to achieve personal success by promoting healthy relationships and substance free lifestyles, building self-confidence, and creating accepting communities.***

The Substance Abuse Coalition Coordinator began co-facilitating TAC with the DFPC and set a goal to increase the number of participating county school districts by 1 each year. Co-facilitators met on Friday's to discuss and plan the activities and meetings for the Council. TAC activities and accomplishments were shared with both coalitions and feedback and support was provided by both coalitions as well.

In 2015, during the expansion of TAC, we recognized that TAC needed to have its own strategic objective. The new objective read ***Increase the percent of healthy relationship promotion with the Teen Alliance Council member's spheres of influence from 55% to 70% by March 2018.*** TAC members were still involved in the original objective and with creating social media/marketing messages, but as numbers of students increased, so did the potential to develop leaders to create change within their peer circles.

One of the main additions to this objective was the desire of the coalitions and the students to create and host the first annual Youth Summit in Warren County. The Youth Summit was not originally in our Community Action Plan. However, the idea for the Summit evolved from participation in the youth



subcommittee of the Substance Abuse Prevention Coalition. The Summit was suggested as a way to reach a multitude of students and allow Council members to

create presentations to educate their peers about topics they felt were most important to their classmates. Through an extensive planning process (**see the Strength Summit Report**) TAC chose to plan the Summit to coincide with February's National Teen Dating Violence Awareness Month. The first Annual S.T.R.E.N.G.T.H. Summit was held on February 26th, 2016. There were 38 students from three school districts in attendance, 9 TAC facilitators, and 15 adult volunteers.

Warren County Engaging Youth Approach Data-to-Action Evaluation Changes

Evaluating this Project Period Objective has been the most difficult and complicated of the PPO's for a variety of reasons. One reason is that the Grant cycle (beginning in March) and the TAC year that aligns with the school year (August - June) do not match. Evaluations needed for the end of the year report had to be completed in February, which falls in the middle of the school year. Our objectives and activities may not have been completed at the point evaluation data was needed. Secondly, the group of students who sign up for the TAC varies from year to year. Unlike the Needs and Resources Assessment (Community Assessment) for Objective 1, there was no way to evaluate the pre-test from year 1 to the post-test from year 4 as the students were not the same. Therefore the evaluation results are not aggregated for the entire project duration but are annualized for reporting purposes.

In 2016, the students took a self-assessment to examine their skills and inform adult co-facilitators about areas TAC members are most comfortable with and what areas they felt they needed to work on to develop their skills. Students also assessed their leadership skills. This helped adult co-facilitators develop lessons tailored to the groups needs and used students' skills sets better when planning events. This primary prevention leadership assessment tool was so helpful that we have continued to use it each year.

The EE and the DFPC worked together to develop a short 6 item questionnaire that TAC students could share their peers to determine what influence they have had on their peer circle. This tool was beneficial in validating to both the students and to the adult co-facilitators that the students were indeed influencing their peers at school and in the community.

Warren County Engaging Youth Approach Lessons Learned

- ***Starting recruitment during freshman year will increase retention of TAC members***

The students selected to be part of TAC are leaders in their schools and they are usually involved in multiple extra-curricular activities. Some TAC students drop out after

the first few months of participation based on their other commitments to athletics, honors program, and/or employment. Our original strategy of having only upperclassman in the group meant that our council was constantly changing as members graduated each year and our investment in the students was short-lived. After much consideration, it was decided to allow freshman and sophomore students to become members of TAC. This helped grow our numbers, allowed us more time to develop TAC member's leadership skills, and decreased the turn-over rate.

There are a few disadvantages to having younger students involved with the TAC. First, most of the younger students do not have driver's licenses, cannot drive, and have to rely on their parents or older TAC members for rides. Second, the freshman and sophomore students tend to be quieter in meetings and may not yet acquired the leadership qualities that upperclassman have developed. Despite these disadvantages, the positives of having the students from all grades involved in TAC far outweigh the negatives and have helped Warren County's TAC growth. At the conclusion of DELTA FOCUS, there were 28 student participants from 6 school districts in our TAC.

- ***Finding a meeting time that fits teens' school schedule requires flexibility from the project staff***

Another lesson learned is that being flexible lends itself to having a TAC that spans the entire county. At first, it was difficult to find a time that all students were able to meet due to other time commitments during the school week. Finally, staff discovered that Sunday afternoons worked best for the TAC group to meet and plan events. As adult facilitators who normally work Monday through Friday, we had to be flexible and adjust our schedule once a month to accommodate the TAC group. Since changing the meeting day to Sunday we have had a larger member turnout for TAC meetings.

- ***Partnering with ATOD or other community partners will expand TAC membership reach and resources***

The partnership between the VFC and the Substance Abuse Prevention Coalition of Warren County (SAPCOW) has been vital to the success and growth of TAC. The WC DFPC has a strong relationship with the members of SAPCOW and has worked diligently to create a Council that meets the needs of both coalitions and achieves the overall goal of healthy relationships and substance free lifestyles among the youth in Warren County. The partnership has leveraged both skills and resources to reduce duplication of effort and strengthen the reach of TAC members as well as build students understanding of the intersections of substance abuse and teen dating violence. This partnership has allowed the DFPC to annually attend the Community Anti-Drug Coalitions of America (CADCA) Building Drug-free Communities National Conference at no cost to the VFC. While the overall focus of that conference was substance abuse prevention, there were designated tracks related to social media, marketing, and youth

leadership development that provided universal messages for prevention that were relevant to all forms of prevention. Information from these workshops has been infused into TAC work for the last 3 years by the DFPC.

This partnership has also allowed for a wider range of support from Warren County agencies and community members. The average attendance at VFC coalition meetings is 10, while it is common to have 20-30 people attend the SAPCOW meetings. That is a large number of people who may have not heard about the work the TAC members were doing or been given an opportunity to provide feedback or resources for that work.

- ***Partnerships can build capacity and visibility of prevention efforts***

The growth and success of the expanded TAC was discussed frequently at support and leadership team meetings for DELTA FOCUS. The DFPC from Knox County reached out to discuss more specifically how to go about a partnership between violence prevention and substance abuse. After many discussions via email, the DFPC from



Knox County and the leader of their county substance abuse prevention coalition KSAAT (Knox Substance Abuse Action Team) attended the first annual S.T.R.E.N.G.T.H. Summit to see the objectives in action. While there are differences in how the groups function, the

success of the Warren County TAC group was the catalyst for Knox County and has become a model that works well in more rural counties where resources are limited. The DFPC has received inquiries about how to organize a TAC from other agencies in Ohio and from as far away as Texas.

During this grant cycle, the VFC was recognized with the Ohio Alliance to End Sexual Violence 2016 Community Changemaker Award and the 2017 Ohio Attorney General's Office Promising practice award for our work related to prevention programming, the work with the pieces2prevention.com website and the growth and development of the Teen Alliance Council.

- ***TAC membership builds sustainable leadership skills in youth that can be life changing and further members' primary prevention efforts into adulthood***

Another lesson learned is that TAC really builds the leadership ability of members to exceed beyond their TAC membership. For example, TAC member Pakrush Katragadda was selected as a Congressional Gold Medal Award winner based on his submitted work with the Teen Alliance Council. He was one of the most outgoing and talented speakers who participated in TAC. He shared with the adult facilitators that he failed a required public speaking course at his high school the previous year. His parents could not believe the success he was having as a TAC member and the attention and praise he was getting from other TAC members. This achievement was a lesson learned that this work is important and offers possibilities for individual growth and development of TAC members. Pakrush decided late in his senior year to change his major to Public Health and told the DFPC he wants to use his education to work in the field of prevention.



This award inspired the Warren County DFPC to reach out to former TAC members who were currently in college to see how they were carrying TAC work to their college campuses. Answers returned were, *"I felt more equipped to deal with tough situations on campus."* *"Working with students from different schools helped prepare me for the social aspects of entering a new college, in a new place, and making new friends."* When asked how they have continued prevention work the answers varied from *"I hold two executive board positions on campus,"* to *"I am working as a resident assistant and work prevention messages into my meetings with dorm members,"* to *"I helped raise money for the 'It's on US campaign on my campus'."*

The success of TAC members in college has encouraged TAC co-facilitators to continue focusing on developing the next generation of prevention leaders. While the goal is still to have TAC members influence their peers and high school environments, we want to make sure all TAC members are developing leadership skills to continue the

work of prevention and healthy relationships messaging when they graduate and become young adults living and working in the community.

- ***Use youth feedback to guide modifications to your youth led approaches***



The Hart ladder of participation has been presented and explained at several Youth Led Prevention conferences and workshops. During the workshops, the DFPC would have placed Warren County's work at rung four, 'assigned but informed.' At the end of this grant cycle, the co-facilitators feel we have progressed to rung 6 and are well on the way to rung 7. (See picture) To confirm that the DFPC was correct in her assessment, the DFPC explained the ladder to both TAC groups and polled them to see where they would rate the TAC. The majority of both TAC groups put the groups at a rung 6. This was very reassuring and will help guide the modifications to TAC that will happen

over the 2018 summer. More specifically VFC is looking to restructure TAC to have elected officers who will assume more of a leadership and planning role within the council.

- ***Engage youth during the summer months in CCR meetings to share program updates***

Another lesson learned is that it is important for CCR members to feel invested in the TAC group and hear more than just a report each month about the students. Unfortunately, both the Violence Free Coalition and the Substance Abuse Prevention Coalition of Warren County hold meetings from 9 a.m. until 10:30 p.m. each month. This meeting time is not conducive to student attendance. To help build connections, a small group of students present TAC work at the Summer Community meetings for the coalitions. This allows coalition members to hear from TAC students' voices about their accomplishments during the year.

- ***Use technology to share information between TAC and CCR members***

The use of videos was new for the 2017/18 school year. A Substance Abuse Prevention Coalition member attended a workshop training for her grant and the trainer

shared the idea to use short videos to expand the connection between TAC and CCR members. At the November Thanksgiving TAC Meeting each school group was asked to produce an introductory video that allowed students to introduce themselves and share something as a group that made their school unique. The students had creative license to produce the videos during a TAC meeting. This activity really highlighted each school group, allowed coalition members to learn more about the students, and put a face to the names the coalition members hear during meeting reports.

Knox County Engaging Youth Approach

Results: Evaluation Design

The key objective for the engaging youth strategy in Knox County was building a teen advisory council that would become the champions in their schools and communities for primary prevention. Knox County TAC members' role focused on participating in community outreach to confidently use their prevention leadership skills within their peer networks to build a critical mass that advances primary prevention as a community issue that is preventable.

Teens participated in various types of training to build their primary prevention and leadership skills throughout the five year funding cycle. The evaluation questions focused on TAC members increase in self-efficacy as leaders among their peers for primary prevention. The evaluation design included one process and three outcome evaluation questions.

The evaluation design included monitoring for strategy implementation and an outcome phase to determine outcome achievement. The measures included monitoring indicators of self-efficacy including leadership, ability to promote primary prevention among peers and confidence in the TAC members' ability to lead community education events. Several of the evaluation tools developed for the TAC include pre/post-tests, retrospective pre/post-tests, activities based evaluations and qualitative measure based on video-taped interviews of program participants. The EE also reviewed radio interviews of the TAC members and a recruitment video the TAC members developed. The EE attended TAC meetings and discussions to determine their self-efficacy in

KNOX TAC EVALUATION QS

Are the training opportunities conducted as planned to build the competencies of the TAC & CCR members?

Have the TAC members increased their KABBS related to their efficacy in being a change agent in their community?

Do TAC members report an increase in their ability to use their skills and primary prevention competencies to influence others in the community?

Are TAC & CCR members interacting and influencing each other to increase their respective KABBS?

leading community and school activities. One of the qualitative data collection exercises included a focused conversation with the youth on their community contributions/activities related to primary prevention of violence. The pre/post-test data were analyzed to determine change in KABBS from pre to post. Open-ended items were coded thematically to determine emergent themes to determine challenges and areas of further support needed by TAC members to improve the self-efficacy. The videos were reviewed and organized around specific questions asked during interviews and highlighted with text that indicated risk/protective factors described by interview participants.

Knox County Engaging Youth Approach Final Outcomes Achievement

The TAC youth consistently demonstrate an increase in self-efficacy to be champions for primary prevention in their schools and communities. During the first 6 months of the reporting period for year 5 of DELTA FOCUS funding 52.3% of TAC members demonstrated confidence in their KABBS related to primary prevention. At post-test 67% of the TAC members had completed bystander intervention training to increase their skills. In the retrospective pre/post section of the evaluation, TAC members were asked to reflect on 8 KABBS items before their participation in TAC and then as a result of their TAC membership. On pre-TAC items only 28.4% of the participants responded positively that they had the primary prevention KABBS to be leaders in promoting healthy relationships in their schools and communities. At post-test (as a result of their participation in TAC), 91% of the TAC members believed they have the primary prevention KABBS to be leaders in promoting healthy relationships in their schools and communities. This change demonstrates a 62% increase in the participants KABBS during their participation in TAC.

The TAC members were also asked 5 open-ended items to gain insight into their skills in articulating the purpose of TAC to recruit male participants, promote the program with school administrators and their peers, what they liked most about TAC and what they learned about themselves as a result of their participation in TAC. All of the TAC members answered all 5 of the open-ended items. The students offered valuable insights to help market the program to school administrators as well as their peers. The TAC members open-ended items suggests improvement in communication skills, understanding leadership skills, know their voice matters and that they are not as shy as they originally thought. The TAC members also shared how they would market the program to their peers and administrators in their schools. As one TAC member wrote; *"TAC is more than just talking about teen dating violence and healthy relationships. Most ideas we have are put into action."* Another member mentioned, *"I would stress how eye-opening being a TAC member and learning about unhealthy relationships has been to me; the more people who can recognize the behaviors that indicate toxicity, the*

less that they'll occur." In recruiting their peers and especially male peers TAC members suggested highlighting the fun they have in meetings including pizza and getting to know other students from different schools and backgrounds, learning leadership skills and doing good things in the community. The TAC members also mentioned how being involved in TAC looks great on college applications as a way to recruit their peers.

Knox County Engaging Youth Approach SMART Objective Achievement & Contributing Factors



The project period objective for the engaging youth strategy is ***to increase the percent of knowledge, attitude, beliefs, behaviors and skills of TAC members from 50% to 85% by 2018.***

The final outcome for the engaging youth strategy is 91% based on the retrospective pre/post results. Therefore the SMART objective was met for TAC.

Knox County Youth Engagement Approach Data-to-Action Implementation Changes

The engaging youth approach changed for the Knox County TAC members and advisors in a major way between years four and five. At the end of Year 4, the number of TAC students had increased from three to ten. Several of the students were graduating and we had to develop a plan to recruit more students. Because of the work at the state level with DELTA FOCUS and witnessing the success in Warren County with their TAC program, the DFPC approached the equivalent partner in Knox County, KSAAT (Knox Substance Abuse Action Team) about the idea of working together to create a larger, broader focused Teen Advisory Council. This expansion through partnering with our TAC was going to include a newly recruited teen group with her grant. Therefore, it made sense to pull together and create our TAC as a combined effort of focusing on healthy lifestyles, which included healthy relationships, substance use/abuse, and mental health/suicide. Since combining efforts in Year 5, our TAC has

grown to more than 25 students and we have representation from all schools in the county. This change in overall program implementation has proven successful in Knox County and continues to show growth moving into the next five years.

Knox County Youth Engagement Approach Data-to-Action Evaluation Changes

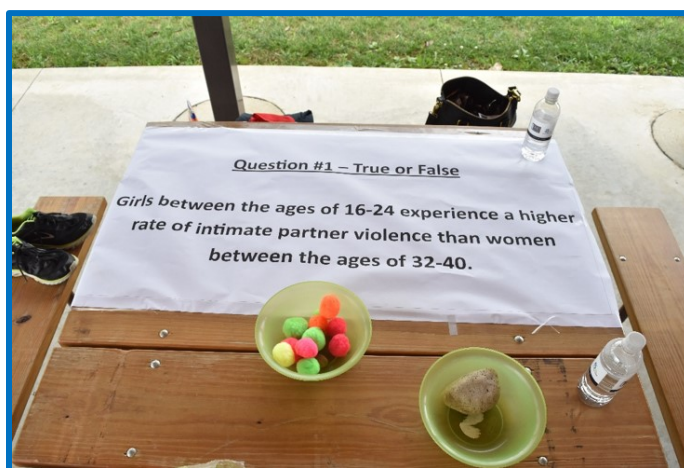
Evaluation did not change in terms of the overall consideration of youth KABBS. However, the changes in youth involved in the program from year to year and the cycling out of TAC members to college made it difficult to capture KABBS in the youth's



early stages of program involvement. Additionally, the annual reporting calendar for CDC did not align with the academic year for TAC youths entry and exit into the program. For example, we could not do an evaluation in specific months because of when students may have become engaged in TAC. Therefore, we

chose to do evaluation twice a year and adjust the questions asked on the evaluation to determine the length of time each member had been involved in TAC and the impact of “dosage” on their responses.

The methods for collecting evaluation data for TAC shifted after the third year of DELTA FOCUS to increase the youth's participation in developing evaluation questions and tools. In years three through five the evaluation team worked with the TAC members to create evaluation tools for the annual Color Run event that were activities-based. The TAC



members decided on the focus of the prevention education associated with the event, the types of questions that would be included in the evaluation tools, and also administered the activities-based evaluation during the Color Run. The final year of DELTA FOCUS the Color Run evaluation data was collected and reported through video recording. These adaptations in evaluation to meet the TAC needs increase the relevance and use of the evaluation results.

Knox County Engaging Youth Approach Lessons Learned

- ***Community partnerships are invaluable to successful growth and implementation of youth-led approaches***

The main lesson learned in this process is that there is an invaluable benefit to community partnerships. Considering the small strides that had been made with the Teen Advisory Council under the program of New Directions alone versus the explosion of growth that happened once the partnership with KSAAT was developed, there is no comparison. As co-advisors, we were able to find additional funding opportunities and small grants because of the work that we are doing together. Individually, neither of our groups would have successfully obtained additional funding. However, because of our unique partnership and the reach to more students that we have as a combined group, the more attractive we have been to funders.

We have increased the intentionality of our partnership as well by cross-representing on community groups for each organization. Most recently, the DFPC has become the Chair of the Youth Committee for KSAAT. The partnership is a key to being able to promote the TAC as a collective group, yet also have an understanding of what work is happening in the individual parts of our work. In our community, we have had access to other things such as space for meetings, partnerships for larger events, and community engagement opportunities that has placed us “at the table” on committees or other community teams. Because of these various partnerships and opportunities we have been able to share even more about TAC, have our students involved in a variety of events, and create awareness of our cause in even more ways.

- ***Working in partnerships focused on youth-led efforts strengthens the community of prevention practice***

As the DFPC, several things have helped to expand understanding of the skill sets and knowledge needed by those involved. The main two things are how to engage youth in an authentic way and what youth led prevention actually is and how it needs to be implemented. Participating in a number of leadership trainings and being intentional about expanding my personal skills has been critical. Attending trainings and meetings to gain understanding of the KSAAT side has been important so that we could lead the TAC from both sides and both advisors can lead with understanding of each side of our work. Additionally, we were awarded a small grant from the Ohio Youth Led Prevention Network (OYLPN) in Year 5. The requirements of this grant gave us the opportunity to be part of a community of learners in the specific area of youth led prevention, considering strategic planning with youth, and creating specific action steps to use with our own youth. The opportunity to be part of this community of learners expanded our network of those in the youth led prevention field as well as specifically provided us with time to consider our own program and the direction in which we would like to take it with strong emphasis on input from the youth involved in TAC.

- ***Build upon existing relationships and networks to move prevention work into the community***

Knox County had an engaged CCR during the duration of the DELTA FOCUS grant. Year 3 proved to be a bit of a challenge and several members were less engaged and/or left the CCR. During Years 4 & 5, the CCR was reestablished and had a specific focus beyond the See the Signs program efforts. The group decided to lead the Knox County agency's Community Picnic. The CCR chose the menu, planned the event, and then attended the event. Each member committed to inviting people, increasing the interest in the community, and focused on a greater reach of awareness of the prevention work of DELTA FOCUS. In Year 4, approximately 50 people attended the community picnic. In Year 5, more than 100 people were in attendance. Year 5 also included a proclamation from the Mayor of Mount Vernon, acknowledging October as Domestic Violence Awareness month. Partnership with a local university sports team also helped with the set-up, clean up and parking for the community picnic event.

- ***Engage youth in developing evaluation measurement tools that are activities- based and can be used for multiple purposes***

Youth led programming requires that youth be involved in the evaluation of their efforts. Often youth do not have the evaluation expertise to develop measurement tools. However, the youth have research, language and technology skills that with the guidance from an evaluator can lead to evaluation tools that are fun for participants and collect reliable, useable information about program impact. The EE partnered with the Knox County TAC members to increase their evaluation understanding while TAC members helped the EE understand the issues teens face in their community. Together, the EE and TAC members created activities-based evaluation tools that TAC members administered to their peers and participants of community activities. This partnership increased usefulness of measurement tools and engagement of youth in evaluation.

Summary

This is our prevention story. Successes, challenges, and lessons learned over the past five years of DELTA FOCUS. We offer this case study in hopes that a contribution to the field of Intimate Partner Violence primary prevention is made such that others will pursue similar successful approaches or avoid the challenges we faced in implementing our approaches.

Collectively, we look forward to the day when, similar to the smoking cessation movement, we gaze back and are able to say with conviction, *"The public health approach to preventing IPV has clearly made a difference. Look at how the numbers (incident and prevalence rates) are falling!"*