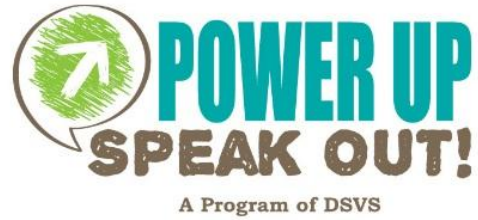




Domestic and Sexual Violence Services

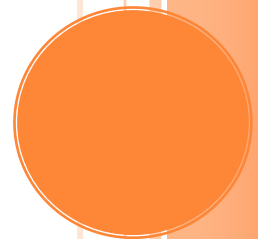


2014 EVALUATION OF *POWER UP, SPEAK OUT!*

A Program of DSVS

BaLeigh M. Harper

Spring 2015



ABOUT POWER UP, SPEAK OUT!

Power Up, Speak Out! provides lessons and training to middle school educators to teach healthy relationship skills and prevent bullying, harassment and violence.

Our program is centered on a series of 5 lessons and a collection of extension activities that middle school educators facilitate in their own classrooms. Core lesson concepts include healthy relationships, power, boundaries and consent. We teach that in a healthy relationship: I get to be myself; I treat others well; I can say no; and I have fun.

Power Up, Speak Out! was created in partnership with the Robert Wood Johnson Foundation, the O.P.&W.E. Edwards Foundation and various other donors in 2010. The program was launched and formally evaluated in 2012. Since this evaluation, over 200 teachers throughout the state of Montana have been trained to facilitate our lessons. All educational materials are available to teachers at no cost. This evaluation is based on the latest revised version of our **Healthy Relationships Toolkit**, which contains all materials necessary for facilitating our program.

The following data was collected from 11 public schools and one private school throughout the state of Montana.

THE NEED

Unhealthy and violent behaviors affect youth throughout our nation. While many violence prevention efforts target urban areas, low income, rural communities experience similar rates of violence. In 2013 in Montana, 38.1% of middle school students reported being bullied at school and 9.2% reported being forced by a dating partner to perform sexual acts. In addition to the health and safety consequences of unhealthy and violent behaviors, violence makes it harder for students to learn and teachers to teach. Last year 8.6% of students reported missing school for safety concerns.¹

Power Up, Speak Out! works to bridge a substantial gap in resources – providing violence prevention education lessons specifically crafted for Montana’s youth. We believe everyone deserves healthy relationships. By teaching youth healthy relationship skills, we strive to create safer homes and community throughout Montana.

¹ “2013 Youth Risk Behavior Survey.” Montana Office of Public Instruction.

ABOUT THE EVALUATION

Power Up, Speak Out! provided stipends to 12 teachers to collect survey data from their students and report on their own experiences using our program. Teachers that participated in the 2014 evaluation of *Power Up, Speak Out!* attended a facilitator training to learn to facilitate our lessons with fidelity and complete evaluations appropriately. Teachers oversaw their students' completion of pre, post and follow up surveys. They also completed surveys detailing their experiences facilitating each lesson and their thoughts on the program as a whole. *Power Up, Speak Out!* staff members also completed follow up calls with teachers to learn more about their experiences.

DEMOGRAPHICS OF STUDENT PARTICIPANTS:

Students from 12 different schools received our lessons and completed surveys for our evaluation, providing us with 475 student participants. Of these students, 43% were seventh graders, 54% were eighth graders, and 3% were ninth graders. Forty-four percent of participants identified as female, and 56% identified as male.



Stars represent locations of schools included in this survey.

EVALUATION OF STUDENT KNOWLEDGE & SKILLS



Montana State Superintendent Denise Juneau's Student Advisory Board Participating in *Power Up, Speak Out!* activities.

RESULTS

Helping Youth Develop Healthy Relationship Skills.

The following questions were intended to measure students' confidence in their ability to use healthy relationship skills in their peer relationships.

QUESTION ONE:

"Please tell us how confident you feel to know when your relationships are healthy."

Question measures: Knowledge of Healthy Relationships²

In the post tests 72% of students self-reported that they felt "very confident" they would know when their relationships were healthy and 25% felt "somewhat confident." This represents a 20% increase in "very confident" responses between pre and post tests.

QUESTION TWO:

"Please tell us how confident you feel to say 'no' to friends when you don't feel comfortable with something."

Question measures: Knowledge and Skills of Boundaries and Consent³

In the post test 53% of students self-reported that they felt "very confident" saying "no" to friends and 28% felt "somewhat confident." This represents a minimal change⁴ between pre and post tests.

QUESTION THREE:

"Please tell us how confident you feel to talk to a friend or dating partner if you feel your boundaries are being crossed without permission."

Question measures: Knowledge and Skills of Boundaries and Consent

In the post test 45% of students self-reported that they felt "very confident" to a friend or dating partner crossing boundaries without permission and 42% felt "somewhat confident." This represents a 5% increase in "very confident" responses between pre and post tests.

² **Power Up, Speak Out!** teaches that in a healthy relationship: "I get to be myself; I treat others well; I can say no; and I have fun."

³ **Power Up, Speak Out!** teaches that boundaries are self-self created; boundaries need to be respected; and boundaries can change. **Power Up, Speak Out!** teaches that consent is an active process between two people; consent is activity specific; consent can be taken back at anytime; and consent must be given in a free, clear mindset.

⁴ "Minimal change" defined as less than 5% variance between pre and post tests.

RESULTS

Helping Youth Develop Healthy Relationship Skills.

QUESTION FOUR:

“Please tell us how confident you feel to identify the signs of an unhealthy relationship.”

Question measures: Knowledge of “Red Flags”⁵ or Unhealthy Relationship Behaviors

In the post test 54% of students self-reported that they felt “very confident” identifying the signs of an unhealthy relationship and 35% felt “somewhat confident.” This represents a 13% increase in “very confident” responses between pre and post tests.

QUESTION FIVE:

“Please tell us how confident you feel to talk to a friend if you think he or she is in an unhealthy relationship.”

Question measures: Knowledge of Healthy Relationships

In the post test 40% of students self-reported that they felt “very confident” talking to a friend and 38% felt “somewhat confident.” This represents an 8% increase in “very confident” responses between pre and post tests.

QUESTION SIX:

“Please tell us how confident you feel to confront a friend who is putting down or spreading rumors about a classmate.”

Question measures: Knowledge of Healthy Relationships

In the post test 47% of students self-reported that they felt “very confident” talking to a friend and 39% felt “somewhat confident.” This represents a 6% increase in “very confident” responses between pre and post tests.

⁵ *Power Up, Speak Out!* teaches that “Red Flags” are actions that make one person in the relationship feel uneasy, embarrassed, humiliated or hurt.

RESULTS

Helping Youth Develop Healthy Relationship Skills.

QUESTION SEVEN:

“Please tell us how confident you feel to reach out to a classmate who is being put down.”

Question measures: Knowledge and Skills of Healthy Relationships

In the post test 58% of students self-reported that they felt “very confident” reaching out to a classmate and 34% felt “somewhat confident.” This represents an 8% increase in “very confident” responses between pre and post tests.

QUESTION EIGHT:

“Please tell us how confident you feel to explain to someone else what consent is.”

Question measures: Knowledge of Consent

In the post test 40% of students self-reported that they felt “very confident” explaining what consent is and 38% felt “somewhat confident.” This represents a 20% increase in “very confident” responses between pre and post tests

ANALYSIS

Helping Youth Develop Healthy Relationship skills.

Students who received ***Power Up, Speak Out!*** lessons self-reported significant changes in their knowledge of and confidence surrounding healthy relationships. Our program aims to help students identify healthy and unhealthy behaviors, advocate for themselves and their peers, and work to make their schools places where everyone can be themselves. Students’ reported increased confidence in their ability to recognize healthy and unhealthy relationships, reach out to others who are being put down, express their own boundaries, and define consent, indicates that our program is achieving these goals and helping students build the knowledge and skills they need to have healthy relationships.

RESULTS

Helping Youth Develop Critical Thinking Skills.

The following questions were intended to measure students' ability to think critically about the health of their relationships.

QUESTION ONE:

“Please tell us how strongly you disagree or agree with the following statement: Connor called Jeremy a moron in math class. Connor was just joking. It isn't his fault if Jeremy feels embarrassed or hurt.”

Question measures: Beliefs surrounding “One-Sided Power”⁶ and other Unhealthy Relationship Behaviors

In the post test 57% of students reported that they “strongly disagreed” that Connor was not responsible for making Jeremy feel embarrassed or hurt. There were minimal changes in this response between pre and post tests.

QUESTION TWO:

“Please tell us how strongly you disagree or agree with the following statement: Nicki takes an embarrassing picture of Emily. If Nicki shares the photo online without asking for Emily's permission, she could embarrass or hurt Emily.”

Question measures: Beliefs surrounding Boundaries and Consent.

In the post test 69% of students reported that they “strongly agreed” that Nicki could embarrass or hurt Emily by sharing a photo without her permission. There were minimal changes in this response between pre and post tests.

QUESTION THREE:

“Please tell us how strongly you disagree or agree with the following statement: Hailey gave Jason permission to use her phone to call his mom after school. Because she allowed him to use her phone once, Hailey should always allow Jason to use her phone.”

Question measures: Beliefs surrounding Boundaries and Consent.

In the post test 63% of students reported that they “strongly disagree” that Hailey should always allow Jason to use her phone. This represents a 20% increase in responses of “strongly disagree” between pre and post tests.

⁶ **Power Up, Speak Out!** teaches that “One-Sided Power” results from actions where one person in the relationship treats the other person in the relationship as less than or inferior to his/herself.

RESULTS

Helping Youth Develop Critical Thinking Skills.

QUESTION FOUR:

“Please tell us how strongly you disagree or agree with the following statement: Matt and Anna have been dating for two months. Matt doesn’t like Anna’s friend Aiden. It is okay for Matt to tell Anna that she isn’t allowed to hang out with Aiden.”

Question measures: Beliefs surrounding Power in Relationships.

In the post test 70% of students reported that they “strongly disagree” that Matt should tell Anna she isn’t allowed to hang out with Aiden. This represents minimal changes between pre and post tests.

QUESTION FIVE:

“Please tell us how strongly you disagree or agree with the following statement: Kaylee sees Jo call Liz ugly. Kaylee doesn’t know Liz very well, but she should try to help.”

Question measures: Beliefs surrounding Bystander Intervention.

In the post test 70% of students reported that they “strongly agree” that Kaylee should try help Liz. This represents a 7% change between pre and post tests.

QUESTION SIX:

“Please tell us how strongly you disagree or agree with the following statement: Shay is a very popular 8th grader. Her friend Kaitlin is in 7th grade and gets put down a lot by her classmates. Because Shay is older and more popular, it is okay for Shay to make the decisions in their friendship.”

Question measures: Beliefs surrounding Power in Relationships.

In the post test 60% of students reported that they “strongly disagree” that Shay should make the decisions in Kaitlin and she’s relationship. This represents a 7% change between pre and post tests.

RESULTS

Helping Youth Develop Critical Thinking Skills.

QUESTION SEVEN:

“Please tell us how strongly you disagree or agree with the following statement: Kaden sees his friends making fun of Jacob. Kaden should do something to help him.”

Question measures: Beliefs surrounding Healthy Relationships.

In the post test 76% of students reported that they “strongly agree” that Kaden should do something to help Jacob. This represents a minimal change between pre and post tests.

WHAT DOES IT MEAN TO HAVE A HEALTHY PEER RELATIONSHIP?

“To be comfortable and have boundaries that are respected.”

- 9th Grade Student from Hamilton

“To have consent.”

-7th Grade Student from Billings

“It means not to have one-sided power and don’t harass each other and be nice.”

-7th Grade Student from Lewistown

Everyone can have fun together, no one is being put down or feels self-conscious.”

-9th Grade Student from Hamilton

ANALYSIS

Helping Youth Develop Critical Thinking Skills.

Student responses to the scenarios provided in this section of the evaluation changed less significantly between pre and post tests than responses in the knowledge and skill section. Simply put, we believe this is because students know what unhealthy relationship behaviors look like. There were minimal changes between pre and post tests because most students selected the “right” answer in pre tests.

The largest variance between pre and post tests was in question three, *“Please tell us how strongly you disagree or agree with the following statement: Hailey gave Jason permission to use her phone to call his mom after school. Because she allowed him to use her phone once, Hailey should always allow Jason to use her phone.”*

There was a 20% increase between pre and post tests in students who self-reported that they “strongly disagreed” that Hailey should always allow Jason to use her phone because she allowed him to use it once. This change is significant as we teach that consent is: an active process between two people; activity specific; and must be given in a free, clear mindset. We want students to practice asking for permission when crossing any boundary. This change in thinking demonstrates that students understand our lesson materials surrounding consent.

WHAT KNOWLEDGE AND SKILLS DID YOU LEARN FROM ***POWER UP, SPEAK OUT!*** THAT YOU CAN USE IN REAL LIFE?

“I learned a lot that I can use in real life. I learned that boundaries cannot be crossed and if they are it could lead to an unhealthy relationship. I also learned all the signs that could tell you you are in an unhealthy or healthy relationship.”

-7th Grade Student from Libby

“That I can say no to my friends when I feel uncomfortable and that I should always help a friend when he/she is in need.”

-8th Grade Student from Billings

RESULTS

Looking at School Environments.

The following questions measure students' perceptions of their school environments.

QUESTION ONE:

"In the LAST 30 DAYS, how often have YOU done the following? Witnessed someone being put down, harassed or bullied at school."

Between pre and post tests there was a 7% increase in the number of students who self-reported that they witnessed someone being put down, harassed or bullied at school weekly and a 3% increase in the number who self-reported that they witnessed such behavior daily.

We believe this change is due to higher recognition of unhealthy behaviors. There may also be a survey error in that some students hadn't been attending school for a full 30 days when the pre surveys were issued.

QUESTION TWO:

"In the LAST 30 DAYS, how often have YOU done the following? Reached out to or comforted a classmate who is being put down, harassed or bullied."

Between pre and post tests there was a 54% increase in the number of students who self-reported that they reached out to or comforted classmates being put down, harassed or bullied on a daily basis.

QUESTION THREE:

"In the LAST 30 DAYS, how often have YOU done the following? Confronted a peer who was putting down or bullying another classmate."

There were minimal changes in students' self-reported responses to this question.

QUESTION FOUR:

"In the LAST 30 DAYS, how often have YOU done the following? Said "no" to friends when you felt uncomfortable."

There were minimal changes in students' self-reported responses to this question.

ANALYSIS

Looking at School Environments.

Students' perception of their school environment varied greatly between individuals as well as between schools. Survey bias may have occurred in this section: some students had not attended school for a full 30 days when the pre surveys were issued.

Despite this potential bias, we are impressed by the 54% increase in students who self-reported that they had reached out to or comforted classmates being put down, harassed or bullied on a daily basis. Once again, we believe that students know what many unhealthy relationship behaviors look like. Our program provides youth with real tools they can use to navigate their school environments.

STATEWIDE STATISTICS

In Montana in 2013...

- *38.1% of 7th and 8th graders reported being bullied on school property.*
- *18% reported being cyber-bullied.*
- *8.6% reported missing at least one (of the previous 30) days of school due to fear of violence or injury.*
- *7% reported being threatened or injured with a weapon at school.*
- *14.6% reported engaging in a physical fight on school property.*
- *5.8% reported being forced to engage in sexual intercourse when they did not want to.*
- *9.2% reported being forced to engage in sexual activity when they did not want to.*

(2013 Montana Youth Risk Behavior Survey)

RETENTION OF STUDENT KNOWLEDGE AND SKILLS

Creating a Future Free From Violence.

Students who received *Power Up, Speak Out!* lessons and pre and post surveys were asked to complete a follow up survey 4-6 weeks after the post to measure their retention of knowledge and skills acquired through *Power Up, Speak Out!*.

The majority of responses to the “Relationship Skills Assessment” indicated minimal changes⁷ between post and follow up surveys with the follow two exceptions:

- There was a 6% decrease in the number of students who reported they felt “very confident” they could determine whether their relationships were healthy.
- There was a 9% decrease in the number of students who reported they felt “very confident” they could reach out to a student who was being put down; and a 9% increase in the number of students who reported they felt “somewhat confident” reaching out.

There was significant variance in student responses to the “Relationship Beliefs Assessment” between post and follow up surveys:

- There was a 9% decrease in the number of students who “strongly agreed” that it wasn’t Connor’s fault if Jeremy felt hurt by Connor’s teasing.
- There was a 7% decrease in the number of students who “strongly disagreed” that Nikki could hurt Emily’s feelings if she posted a picture of her online without permission.
- There was a 6% decrease in the number of students who “strongly disagreed” that Hailey should always allow Jason to use her phone.
- There was a 12% decrease in the number of students who “strongly disagreed” that Matt should be able to tell Anna not to be friends with Aiden.
- There was a 13% decrease in the number of students who “strongly agreed” that Kaylee should assist Liz if Liz is being put down.
- There was a 9% decrease in the number of students who “strongly disagreed” that Shay should make the decisions in Kaitlin and she’s relationship.
- There was a 8% decrease in the number of students who “strongly agreed” that Kaden should try to help Jacob if Jacob is being put down.

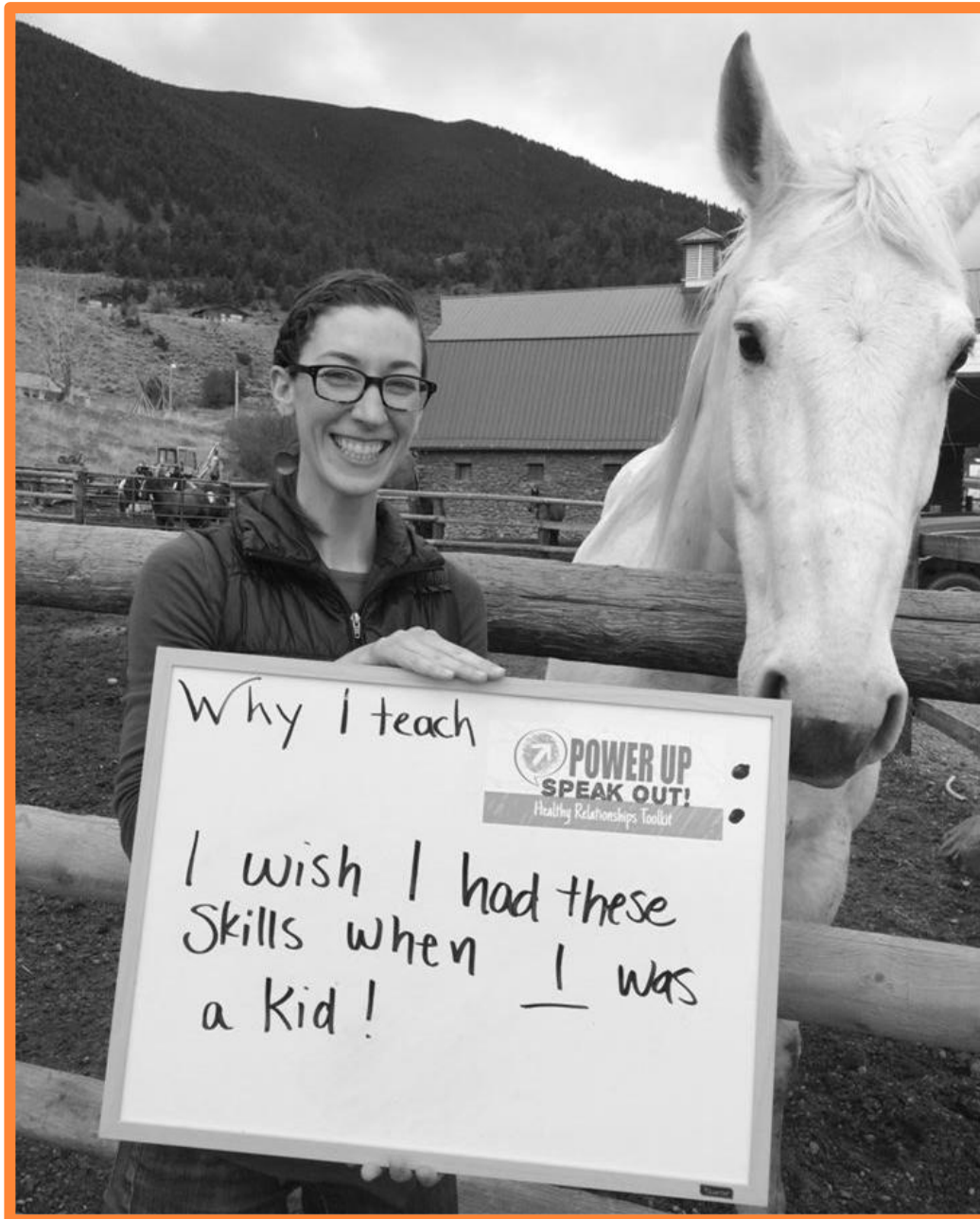
⁷ “Minimal changes” defined as less than 55 variance between post and follow up tests.

ANALYSIS

Creating a Future Free From Violence.

We believe the variance in student responses between post and follow up tests demonstrates the importance of our “extension activities.” Extension activities are short, 15 minute activities that can be used as refreshers to keep ***Power Up, Speak Out!*** core concepts alive in the classroom. All extension activities are available to trained teachers for free via our website, www.powerupspeakout.org Extension activities are a new component of our program and were not evaluated during this study.

EVALUATION OF TEACHER SATISFACTION



Kelly McGuire from the Missoula County Healthy Relationships Project shares why she teaches *Power Up, Speak Out!*.

RESULTS: TRAINING SATISFACTION

Preparing Educators to Teach Healthy Relationship Skills.

Power Up, Speak Out! hosted an intensive workshop for evaluators to learn to facilitate our lessons with fidelity, report on their experiences and collect student surveys. The following data was collected in August of 2014.

Teacher trainees reported that they strongly agreed (76%) or agreed (24%) that the training they attended was interesting and logically and coherently organized.

Teacher trainees reported that they strongly agreed (84%) or agreed (16%) that they were more knowledgeable of how to teach healthy relationship skills in their classrooms as a result of our training.

Teacher trainees strongly agreed (76%) or agreed (24%) that they understood the core concepts of ***Power Up, Speak Out!***

Teacher trainees strongly agreed (76%) or agreed (24%) that they understood how to use the materials in their ***Power Up, Speak Out!*** Healthy Relationships Toolkit.

Teacher trainees strongly agreed (76%) or agreed (24%) that they felt prepared to facilitate the lessons in their classrooms.

Teacher trainees reported that they strongly agreed (82%) or agreed (18%) that the training they attended adequately prepared them to facilitate the lessons in their classrooms.

“The most valuable part of the training was actually doing the lessons as a student. Also, the added input of other teachers saying, ‘hey, we could do this,’ was valuable.”

ANALYSIS: TRAINING SATISFACTION

Training feedback was valuable as it helped us establish the proper length and format of our trainings.

Teachers commented that they liked the shortened length of our training. Initial trainings were two day intensive retreats. We trimmed the training to one, 6 hour training, including a one hour lunch break, when we shortened the program from 9 lessons to 5. Teachers mentioned that the time commitment seemed more approachable. Logistically, the shorter training was helpful for teachers travelling longer distance. Because we start our trainings around 10 and go until 4, most teachers can commute to and from our trainings in one day.

During our trainings we walk all participants through our program lesson-by-lesson as if they were students. Teachers get to experience each activity hands on. Two thirds of trainees commented that they liked the format of our training. This is important feedback in a digital age. Due to concerns serving a large state, we have considered switching to webinars. This feedback shows us that hands on, in person experience is critical to the success of our program.

“BaLeigh and Travis [staff] do a great job. They are personable, genuine and easy to relate to. I love the shortened program and am anxious to facilitate it!”

“Six hours is appropriate – not too long or brief. Travis and BaLeigh [staff] continue to be strong speakers, very knowledgeable and informative. “

“I’m glad to have been a part of today’s experience...I love the program because it is applicable to everyone – even us old folks.”

“Well organized, comfortable room, plenty of time for discussion, facilitators listened and responded clearly.”

“I gained a greater understanding of Power Up, Speak Out! I liked the condensed lesson format. Strong presenters (as usual).”

LESSONS AND CLASSROOM FACILITATION SATISFACTION

When asked if the *Power Up, Speak Out! Lesson Manual* contained adequate instructions to facilitate the lessons successfully, teachers strongly agreed (73%) or agreed (27%).

When asked if they were satisfied with *Power Up, Speak Out!* as a teaching tool, teachers strongly agreed (82%) or agreed (18%).

“My PE/Health teacher sits in the class and participates when I do these lessons, and he has expressed interest in the training to conduct these lessons himself.”

“It is awesome!”

“Love it and am presenting it to the school board tomorrow night”

“I love the curriculum! So do the students. They want to play those games again.”

“Yes. Common language has helped.”

Teachers’ self-reported fidelity to each lesson activity ranged from 80%-100%, with the exception of one activity (60%). This activity was a short, three question worksheet that accompanied our “Talking Text” video in Lesson 3. This is the only independent learning activity in our lessons.

Participating teachers reported that they strongly agreed (73%) or agreed (27%) that *Power Up, Speak Out!* lessons were relevant and appropriate for their students.

“Absolutely...two students presented on Power Up, Speak Out! to the school board. What they had to say was what every teacher wants....what it is, what it looks like in a healthy relationship....etc.”

“Some students had a hard time identifying emotions and then being able to talk about them. It’s clear that they lack these skills, thus, teaching them is important.”

ANALYSIS: LESSONS AND CLASSROOM FACILITATION SATISFACTION

Overall, outcomes measures for lesson and classroom facilitation met expectations. Data collected indicated that teachers felt comfortable using our toolkit. They facilitated the majority of our activities with fidelity. Their assessment of students' engagement demonstrated high levels of student participation.

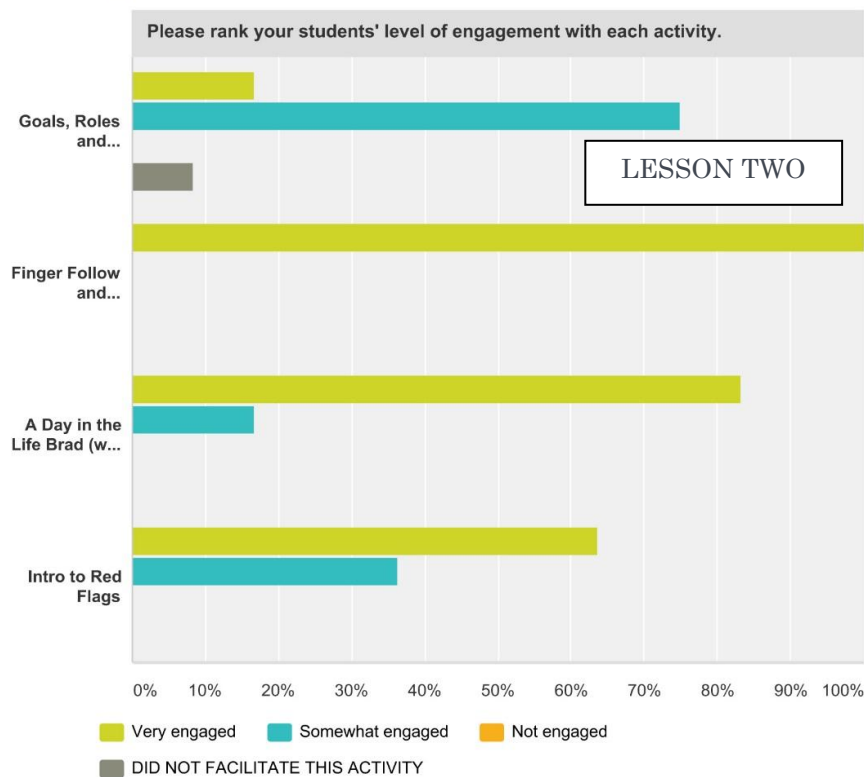
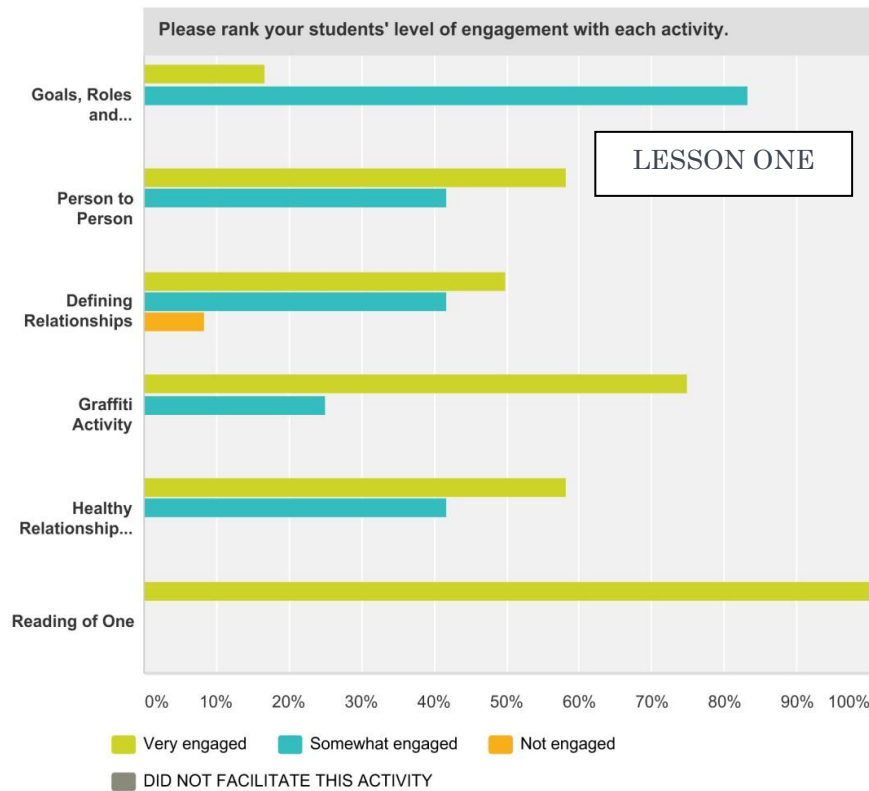
Data collected from teachers' surveys will result in some minor changes to our lessons. For example, we will remove the short survey discussion questions that follow up the "Talking Text" video in Lesson 3. This activity is the only independent learning component in the core 5 lessons. Only 60% of trained teachers facilitated this activity.

Teachers feedback indicated that teachers felt comfortable with their facilitation of Lessons 1 through 4 and reported high levels of student engagement. Lesson 5 received the most critical feedback, although teachers reported that "Let's Make A Deal," the main activity of Lesson 5, was their students' favorite activity. One main concern was that the concept of "EDGE – Empathize, Don't Blame, Give Resources, Encourage Communication" was "thrown in" at the end of the lesson. This was actually a typo in the manual. We meant to completely remove EDGE. Our printing company left one page about EDGE at the end of the lesson, which caused confusion.

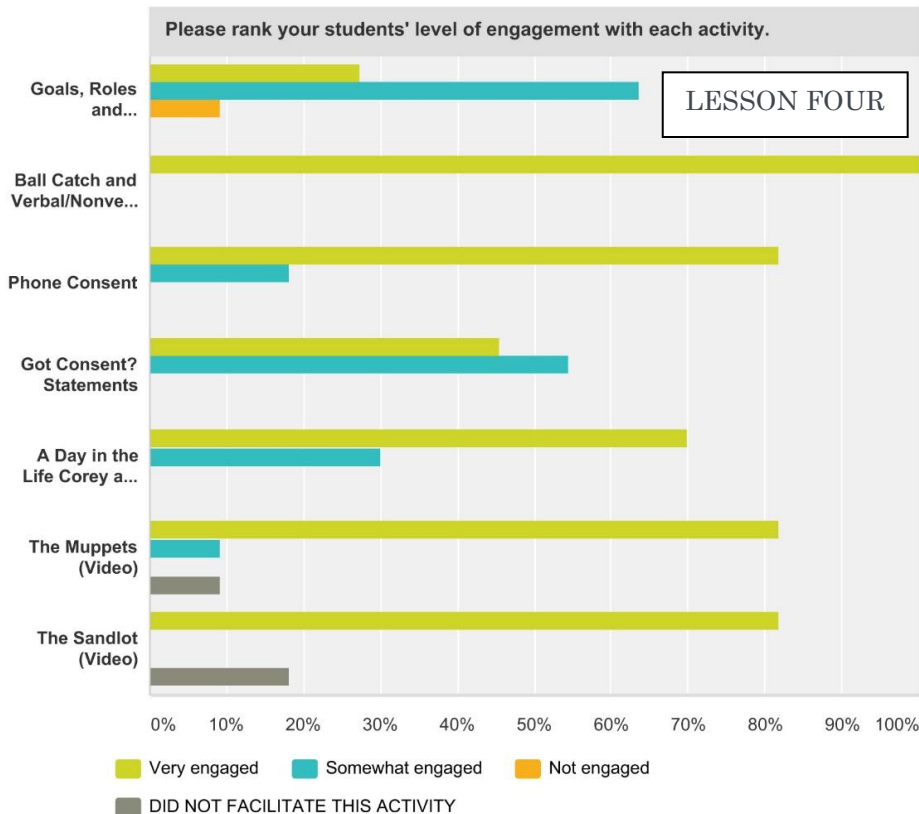
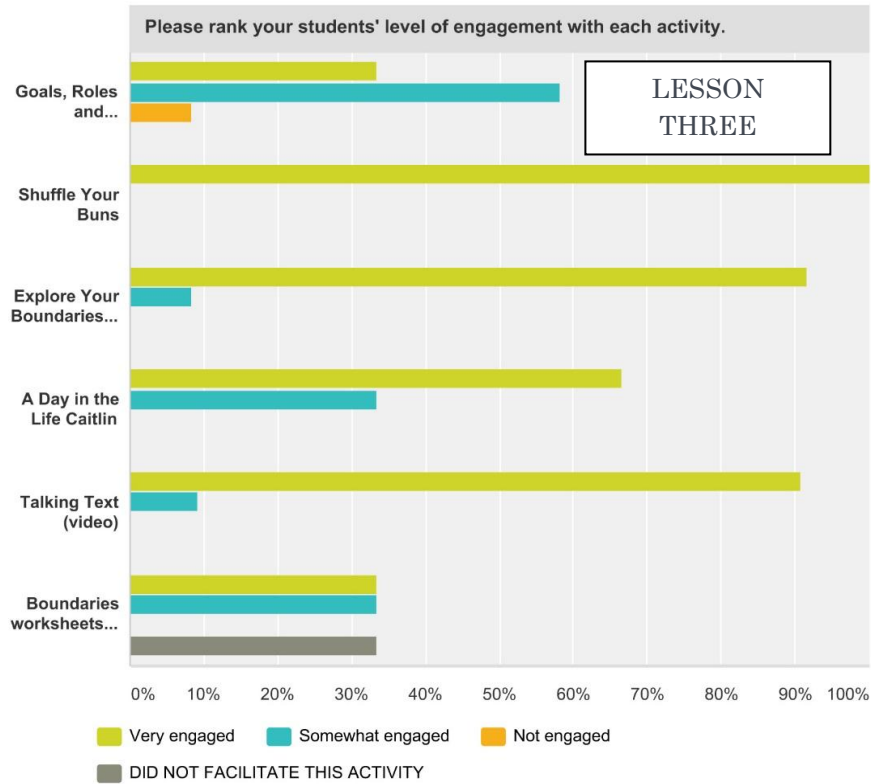
Other critical feedback on Lesson 5 was very diverse. Teachers also stated that it was hard to complete the lesson in 45 minutes, that the "Let's Make A Deal" cards focused too much on dating behaviors, that the lesson was just "missing something," or that it "needed tweaked."

When asked if they were satisfied with Lesson 5 as a teaching tool, 54% strongly agreed, 27% agreed, 9% disagreed and 9%strongly disagreed. Lesson 5 was the only lesson where teachers' responses indicated dissatisfaction. This feedback pushes us to reevaluate Lesson 5 before reproducing our toolkit.

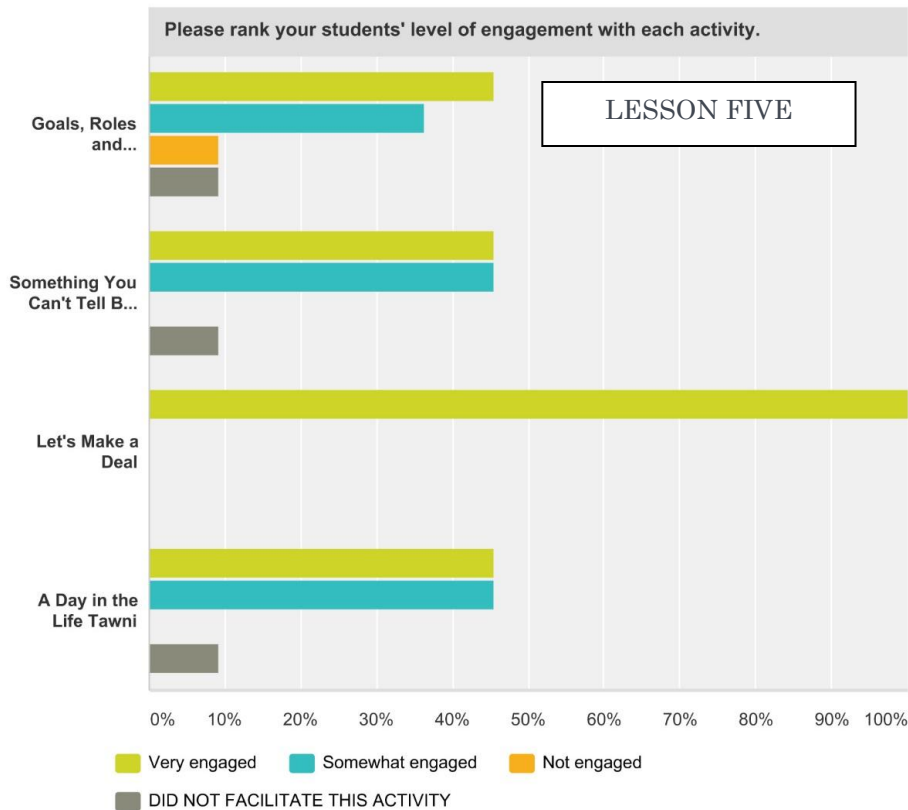
RESULTS: OBSERVED STUDENT ENGAGEMENT



RESULTS: OBSERVED STUDENT ENGAGEMENT



RESULTS: OBSERVED STUDENT ENGAGEMENT



Teachers' reports indicated that students were most engaged in activities that include physical movement such as "Finger Follow,"⁸ "Shuffle Your Buns,"⁹ "Ball Toss"¹⁰ and "Let's Make A Deal"¹¹ (100% very engaged).

Teachers reported that all students were also very engaged (45-85%) or somewhat engaged (15-45%) in our "Day in the Life Stories," short, situational vignettes that help students develop critical thinking skills.

The introduction of "Goals, Roles and Expectations" was the only activity where teachers reported that students were not engaged. These expectations are a short, tone-setting statement meant to create a safe space for speaking about relationships.

⁸ "Finger Follow" is an activity involving physical movement that introduces the concept of "One-Sided Power"

⁹ "Shuffle Your Buns" is an activity involving physical movement that introduces the concept of "Boundaries"

¹⁰ "Ball Toss" is an activity involving physical movement that introduces the concept of "Consent"

¹¹ "Let's Make a Deal" is an activity involving physical movement that helps youth explore the traits they look for in a friend or dating partner.

RESULTS: TEACHER ENGAGEMENT

When asked if they were likely to facilitate *Power Up, Speak Out!* again, all teachers strongly agreed (82%) or agreed (18%).

When asked if they would recommend *Power Up, Speak Out!* to a friend or colleague, 91% of participants reported they would and one skipped the question.

“AGREE, AGREEEE, AGREEEEEEEE!!!!!! My students love these lessons. They call it “the awkward circle” but I think they secretly love it. ☺”

“We absolutely plan on continuing with this program.”

“We will use this curriculum for the second semester of this year with 7th graders.”

“I taught these during my Language Exploration – I presented Power Up, Speak Out! as “the Language of Healthy Relationships.”

ANALYSIS: TEACHER ENGAGEMENT

While we won't be able to report on teacher retention until the next school year, teachers' engagement was high. In follow up call conversations, almost every teacher expressed a desire to see more extension activities – short, 15 minute activities that complement the lessons – so that they could continue teaching *Power Up, Speak Out!* core concepts in their classrooms year-round.

When asked if they would recommend *Power Up, Speak Out!* to a friend or colleague, 91% of participants reported they would and one skipped the question. This is incredibly important as we have found that teachers are our greatest advocates. We need teachers to be invested in our program and to tell other teachers to pursue training. We have also found that when a teacher or community member co-hosts trainings with us, attendance increases significantly.

When asked if they were likely to facilitate *Power Up, Speak Out!* again, all teachers strongly agreed (82%) or agreed (18%). This data is important. Montana teachers have many responsibilities: many teach multiple subjects, coach sports and lead extracurricular activities. To agree to regularly facilitate and implement any program is a significant commitment. We are pleased that teachers are eager to continue teaching *Power Up, Speak Out!*

NOTABLE FEEDBACK

Follow up calls from teachers shed new light on the myriad challenges facing Montana's youth. When asked what was the greatest challenge their students faced, responses included peer pressure, academics, empathy, relationships, media messaging, poverty, self-harm, addiction, literacy, and social skills.

When asked how we could improve our program to best accommodate these needs, teachers almost unanimously said that we need to continue posting extension activities. Suggested topics for activities additional included suicide prevention and awareness, media literacy and safety, awareness of putdowns, empathy, and conflict resolution.

While the focus of our data collection from teachers was to check satisfaction, we also asked teachers to report on observed changes in students' behavior. Feedback from teachers was varied:

NOTABLE FEEDBACK

“Nothing really noticeable at this point in time. I do believe that some students are thinking about what they learned but are still trying to figure out to implement what they learned.”

“I feel that they seem to be more aware of letting someone be themselves instead of picking on them for being different.”

“Yes. Students are using the words used in class and occasionally need reminding of how consent may look both verbally and non-verbally.”

“Yes. They do use the language. I’m always a little apprehensive if I have someone in my office. I use the language when they are there. They are able to respond. Things are getting better. But I still think we have a lot of work to do. It’s going to take time. I’m pleased that they can identify what is healthy and unhealthy.”

These varied results remind us of the importance of more rigorously evaluating ***Power Up, Speak Out!***

One key concern we have heard teachers voice is whether or not it is appropriate to talk about dating with 7th and 8th graders. Teachers throughout the state have reported that they have altered the program to not talk about dating due to the maturity of their students or concerns raised by teachers or administrators. We believe that teachers know their students and their communities best. That being said, research from the Robert Wood Johnson Foundation indicates that nationwide many 7th graders are dating and among students who are dating, one in three students (37%) surveyed report being a victim of 'psychological dating violence' and nearly one in six (15%) report being a victim of 'physical dating violence.'¹² Ending unhealthy dating behaviors is central to our mission. While we will always respect teachers' choices to refrain from talking about dating, we will not remove dating from our program.

¹²“Prevention in Middle School Matters.” RWJF. Robert Wood Johnson Foundation. n.d. Web. 14 April. 2015.

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