



START STRONG: BUILDING HEALTHY TEEN RELATIONSHIPS

1

Evaluation

September 17, 2013

Welcome to the webinar! We will begin in a moment.

To listen to audio via phone:

Call: 1-888-850-4523

Pass code: 418086

For technical support, please call Adobe at (800) 422-3623

The slides and recording from today's webinar will be available to download at:

http://www.futureswithoutviolence.org/section/our_work/tweens_and_teens/9_17_13



FACILITATORS

2



David Lee
CALCASA/PreventConnect
david@calcasa.org



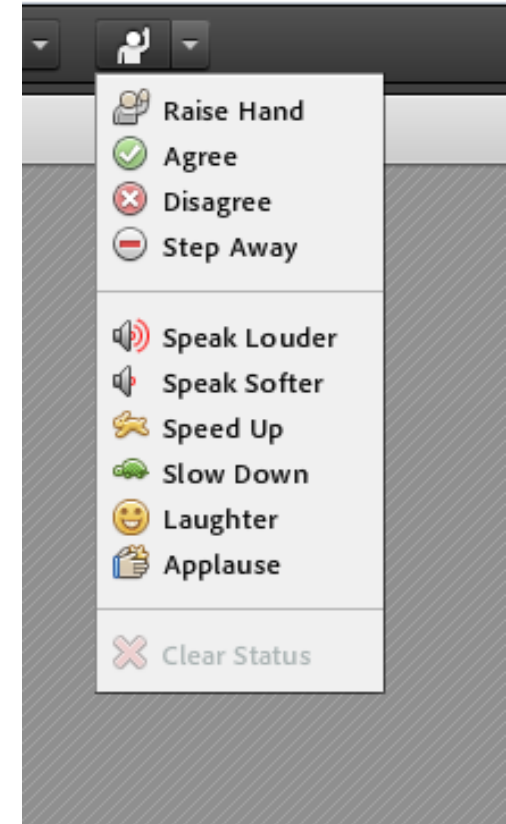
Laura Hogan
Futures Without Violence
laurahogan100@gmail.com



HOW TO USE THIS TECHNOLOGY

3

- Text chat
- Polling Question
- The slides and recording will be available after the webinar:
[http://www.futureswithoutviolence.org/section/our_work/tweens_and_teens/ 9 17 13](http://www.futureswithoutviolence.org/section/our_work/tweens_and_teens/9_17_13)
- Please send a private chat message to “Hosts” for help
- Call Adobe Technical Support: (800) 422-3623



What best describes your organization?



SPEAKERS

5



Shari Miller, PhD
RTI International
shari@rti.org



Deborah Gibbs, MSPH
RTI International
deborah@rti.org



START STRONG: BUILDING HEALTHY TEEN RELATIONSHIPS

6

- Four years: Nov 2008 – Nov 2012
- \$18 million investment in 11 communities
- Funded by Robert Wood Johnson Foundation and Blue Shield of California Foundation
- Focus on 11-14 year old youth



Robert Wood Johnson Foundation

blue  of california
foundation

Blue Shield of California Foundation is an Independent Licensee of the Blue Shield Association



THE COMMUNITIES OF START STRONG

7

Idaho Coalition Against Sexual & Domestic Violence

Boise, ID

Family Violence Law Center

Oakland, CA

Los Angeles, CA

Peace Over Violence

SafePlace

Austin, TX

Catholic Charities

Wichita, KS

Indiana University Health

Indianapolis, IN

Boston Public Health Commission

Bridgeport, CT

Bronx, NY

Boston, MA

Providence, RI

Sojourner House

RYASAP

Bronx-Lebanon Hospital

Jane Fonda Center, Emory University

Atlanta, GA



SOCIO-ECOLOGICAL MODEL

8



- Educate and engage youth in & out of school
- Educate/engage teen influencers
- Change policy & environmental factors
- Promote social norms change through social marketing and communications

Evaluation

Start Strong: Building Healthy Teen Relationships



Why is evaluation
important?



Start Strong: Building Healthy Teen Relationships

Evaluation Summary

September 17, 2013
Shari Miller and Deborah Gibbs



PRESENTATION OVERVIEW

12

- Teen Dating Violence
- Overall Start Strong Evaluation
 - Part I: Outcome Evaluation
 - Student Evaluation
 - Teacher Evaluation
 - Part II: Policy Evaluation
- Conclusions and Implications



TEEN DATING VIOLENCE

13

- Teen dating violence (TDV): growing public health concern garnering attention from researchers, practitioners, and policymakers
 - Most recent CDC national data
 - About 1 in 11 high school students (9.4%) report being hit, slapped, or physically hurt on purpose by a boyfriend or girlfriend (<http://www.cdc.gov/HealthyYouth/yrbs/>)

TEEN DATING VIOLENCE

14

- Types
 - Physical (e.g., hitting, pushing, kicking)
 - Psychological (e.g., criticizing, dominating, controlling)
 - Electronic (e.g. continually texting to know whereabouts, negative Facebook comments)



TDV AND MIDDLE SCHOOL

15

- Dating – starts at about age 11
- Much less know about middle school students
- Most studies – cross-sectional
- Start Strong:
 - Designed to reach younger adolescents, ages 11 to 14
 - Before TDV reaches the levels seen in older teens

START STRONG EVALUATION

16

- Purpose: assess the overall impact of *Start Strong*
 - Effectiveness of the program among students and teachers;
 - Adoption, implementation, and sustainability of TDV prevention policy efforts in Start Strong schools/sites.
- Two components:
 - Outcome evaluation – teacher and student data
 - Policy evaluation



Part I: OUTCOME EVALUATION



DESIGN

18

- Longitudinal quasi-experimental design
- 3 Start Strong sites
 - Represent mid-sized and large urban areas, racial/ethnic diversity and regional diversity
- 4 Start Strong schools matched with 4 comparison schools based on school-level features
 - School size; percentage of students on free or reduced lunch; race/ethnicity; metropolitan area characteristics

STUDENT SAMPLE

19

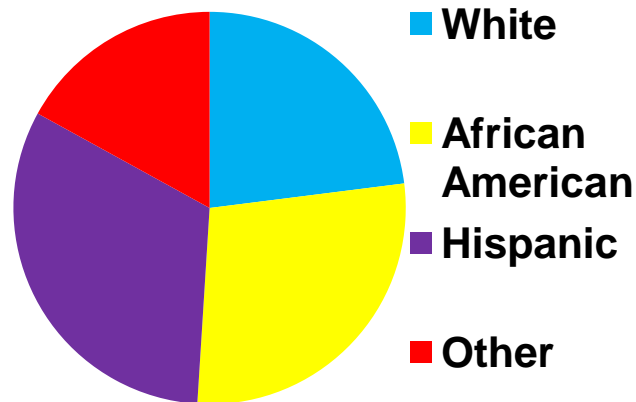
- Students
 - 1,517 students across 8 schools at 4 waves
(Fall 2010, Spring 2011, Fall 2011, Spring 2012)
 - Student survey
 - Teen dating violence behaviors (victimization and perpetration)
 - Risk and protective factors linked to teen dating violence



STUDENT DESCRIPTIVES

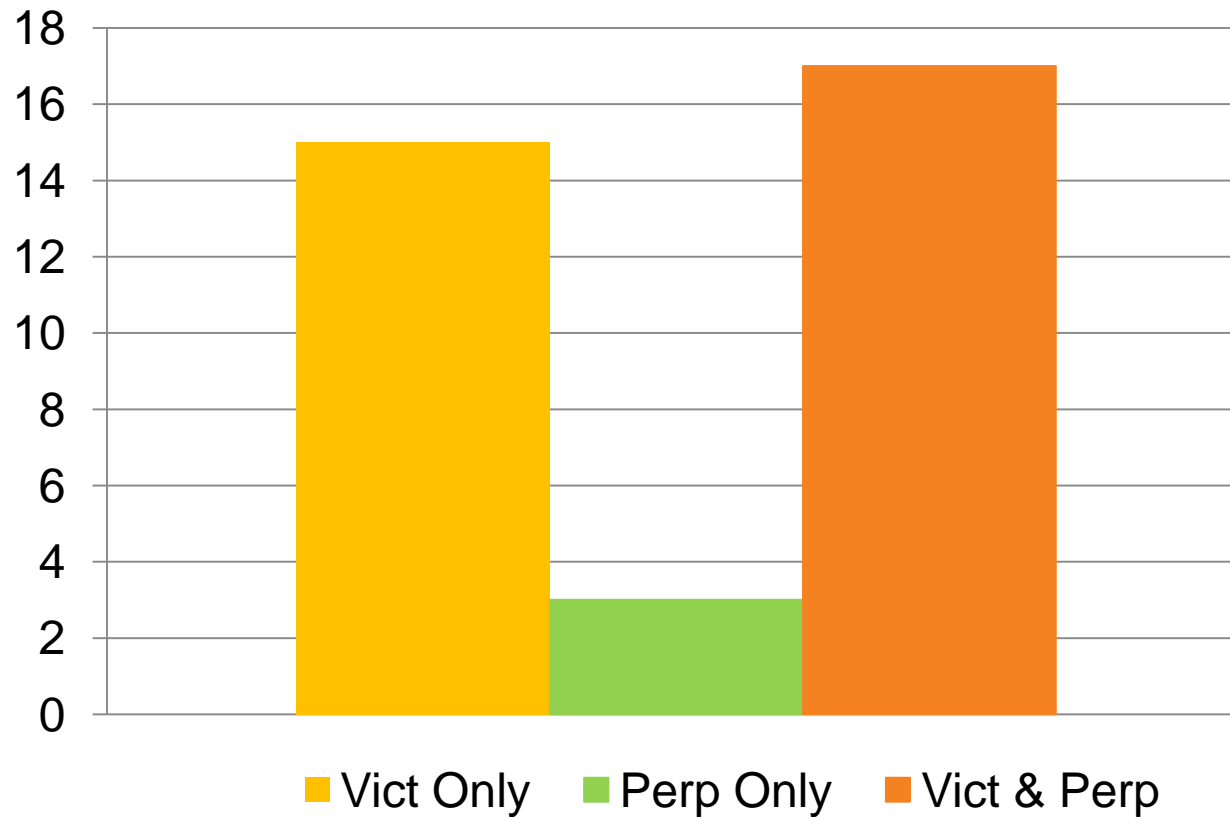
20

- 50% female 50% male
- Average student age
 - 12 years old
- Ethnically diverse sample



TDV VICTIMIZATION AND PERPETRATION

21



ANALYSIS

22

- Two analysis approaches to compare students in *Start Strong* and comparison students
 - Main effects
 - Change over time
 - Moderation effects
 - Are results conditional on some other variable
 - Subgroups where program was more or less effective
 - Our analyses – conditional on wave 1 status: victimization only, perpetration only, both



***START STRONG* HAD
POSITIVE EFFECTS ON KEY
FACTORS RELATED TO
TEEN DATING VIOLENCE**



SHORT-TERM RESULTS

24

- Waves 1-2
- Compared with students in the comparison schools, students in Start Strong schools reported:
 - Lower acceptance of teen dating violence
 - More positive attitudes toward gender equality
 - More parent-child communication about relationships
 - More support and satisfaction in their boyfriend/girlfriend relationships



LONG-TERM RESULTS

25

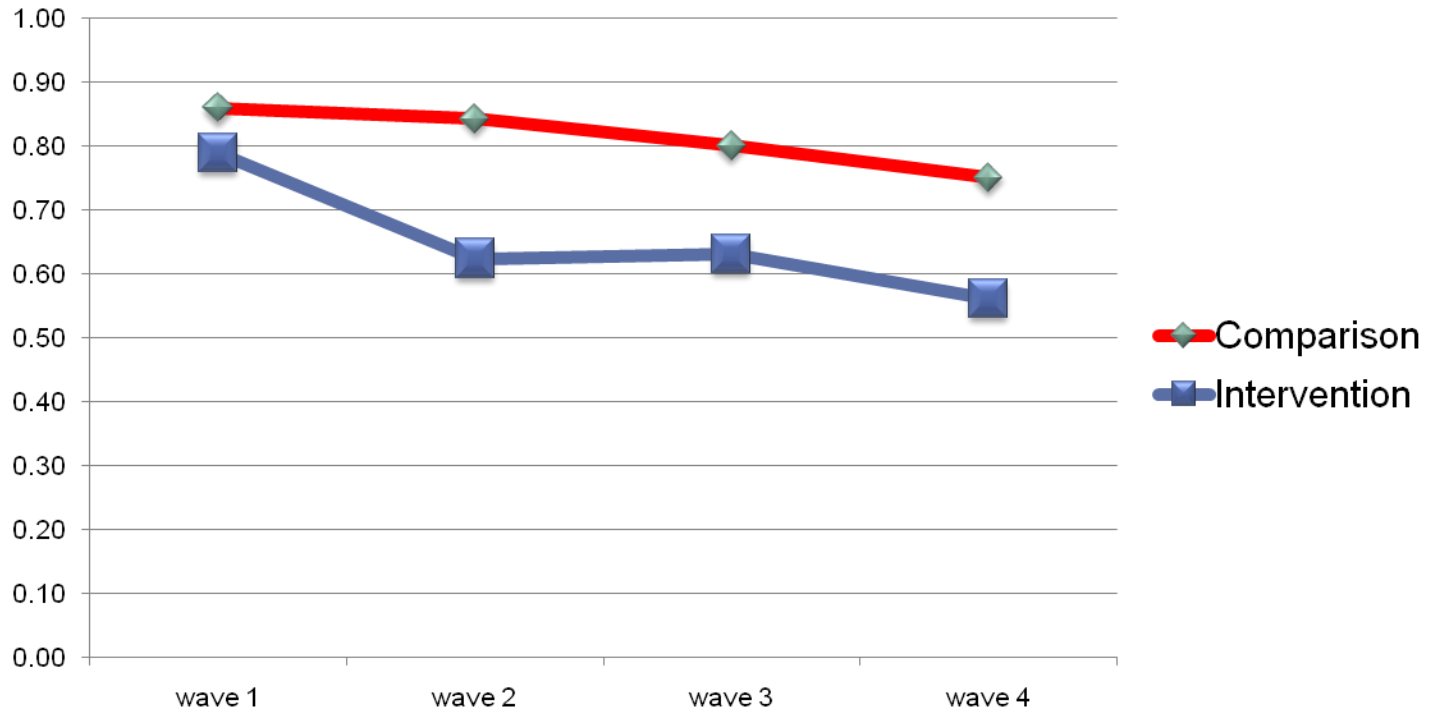
- Waves 1-4
- Sustained impact on attitudes
 - Lower acceptance of teen dating violence
 - More positive attitudes toward gender equality



ACCEPTANCE OF TDV

26

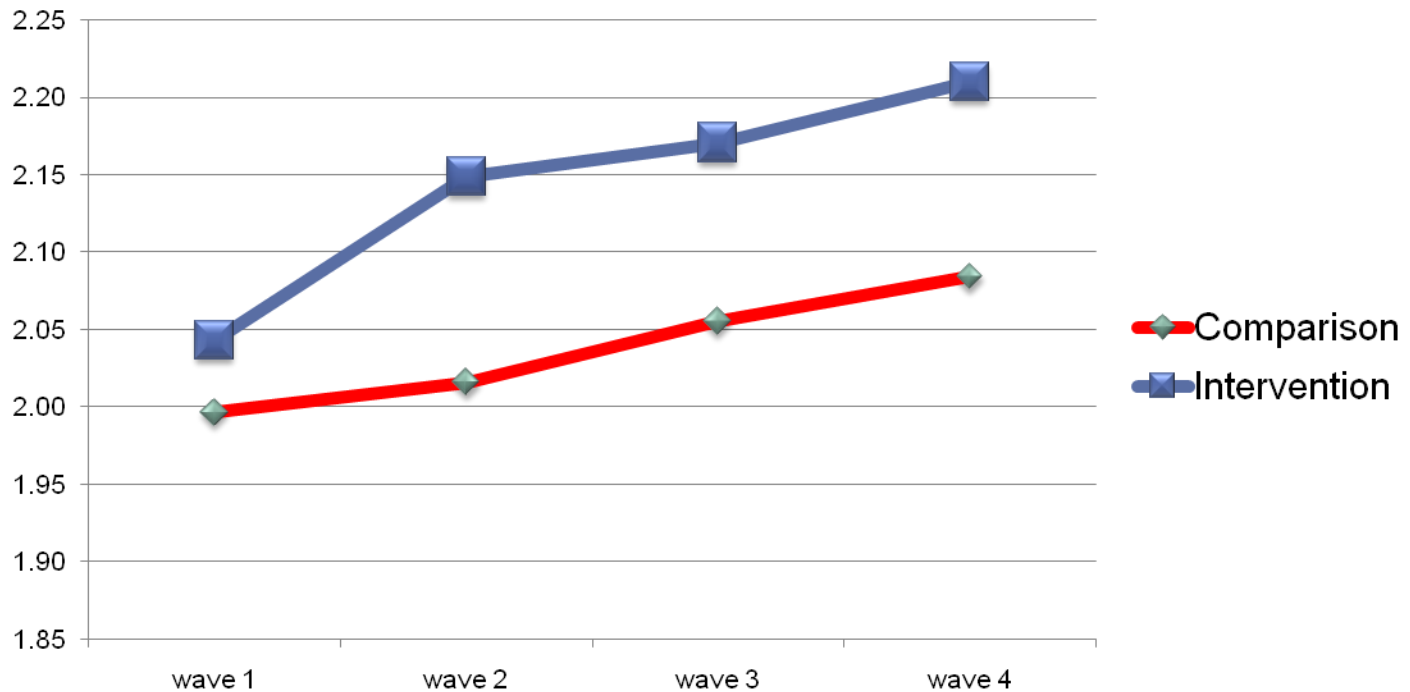
Students in the Start Strong schools, when compared to students in the comparison schools, demonstrated a significant decrease in the acceptance of teen dating violence



GENDER EQUALITY

27

Students in the Start Strong schools, when compared to students in the comparison schools, reported more positive attitudes towards gender equality.



**HIGH-RISK STUDENTS
WERE DIFFERENTIALLY
IMPACTED BY
*START STRONG***



MODERATION FINDINGS

29

- High-risk *Start Strong* students with prior TDV experiences showed more positive results on some outcomes than students who did not report TDV victimization or perpetration.
- For at least one follow-up wave, high-risk students reported:
 - Less perpetration of bullying
 - More positive school climate
 - More positive attitudes towards gender equality
 - More parent-child communication



TEACHER SURVEY

30

- Perceptions of student acceptance of TDV
- Teacher awareness of TDV and TDV school policies
- Self-efficacy to report TDV
- School management support for students reporting TDV
- Student-teacher relationships



SAMPLE

31

- 185 teachers 7th and 8th grade teachers from same eight schools
- Core teachers (math, social science, language arts, science) and elective subject teachers (health, physical education, advisory, music, art, etc)



**NO SIGNIFICANT
DIFFERENCES BETWEEN
START STRONG
TEACHERS AND
COMPARISON SCHOOL
TEACHERS WERE
DETECTED**



CONCLUSIONS AND IMPLICATIONS

33

- Prevention in middle school matters
 - Effects: two key factors related to TDV - attitudes towards TDV and gender equality
 - Continued and strengthened emphasis on TDV-related attitudes might ultimately decrease TDV behaviors
- Need to understand middle schoolers, especially those who experience TDV at a young age
 - Start Strong students with prior TDV experiences - more positive results on some outcomes
 - Qualifier - positive effects were inconsistent across measures and data collection waves

CONCLUSIONS AND IMPLICATIONS

34

- Parent-child communication about relationships is important.
 - Not typically a focus of TDV prevention efforts
 - Positive parent-child communication predicts positive outcomes among youth
 - Short-term effects on increasing parent-child communication about relationships, and these effects were maintained among the high-risk students over the 2 years of the initiative.



CONCLUSIONS AND IMPLICATIONS

35

- Greater emphasis on teacher engagement
 - Teachers at Start Strong schools may not have heard about, participated in, or remembered Start Strong programming in their schools
- Examples - school-wide efforts
 - Communication campaigns – student responses to TDV
 - Education for all school staff about core messages of a school-based curriculum in order to generalize effects
 - Providing administrative support to teachers on TDV school-wide policies and practices

LIMITATIONS

36

- Can't identify what component most important
- Samples – although racially/ethnically diverse, not nationally representation
- Self-report measures – biased towards socially acceptable responses
- Teacher survey - extended interval between baseline and follow-up data collection; shorter time interval between surveys may have captured effects on teachers that decayed
- Teacher sample – only a portion instructed the TDV curricula



What implications do these findings have for your TDV programs?



Part II: POLICY EVALUATION



WHY POLICY?

39



- Works at the outer edge of the social-ecological model
- Grounded in the public health model
- Numerous examples in other areas of violence prevention



POLICY EVALUATION DESIGN

40

- Purpose:
 - To describe policy and practice changes in Start Strong sites
 - To describe sites' experiences with policy change work
- All 11 Start Strong sites participated in the policy evaluation over the course of two years.
- Research questions:
 - Did sites facilitate policy adoption and implementation?
 - How did grantees work toward policy change?
 - How did stakeholders' beliefs and attitudes regarding TDV change?



POLICY EVALUATION METHODS

41

- The policy evaluation included three activities in Start Strong sites:
 - Document review, a content analysis of state and local policy materials.
 - Structured telephone interviews with individuals in each site knowledgeable about policy provisions and efforts at three waves (i.e. time points): (early 2011, fall 2011 and fall 2012).
 - Stakeholder survey, a quantitative assessment of key stakeholders in schools and school administration at two waves: (fall 2010 and fall 2012).



EXISTING POLICIES VARIED WIDELY AMONG SITES AT BASELINE

42

- **Local level**
 - **1 site** had no applicable policy
 - **8 sites** had bullying policy only
 - **2 sites** had TDV-specific policy
- **State level**
 - **All sites** had policy addressing bullying
 - **4 sites** had TDV-specific policy

*Even if policy exists, there's **no guarantee of implementation***



START STRONG APPROACH TO POLICY CHANGE: START WHERE YOU ARE

43

- Grantees chose goals and strategies based on their best opportunities to work across school, district and state levels to change policy and institutionalize TDV prevention.
- Site Goals for Policy Change:
 - Supporting new policy by raising awareness and providing TA
 - Supporting adaptation of existing policy, such as
 - Adding TDV-specific language to bullying policy
 - Increasing attention to electronic abuse
 - Moving from general statements to specific language
 - Supporting implementation of existing policy



LESSONS LEARNED: POLICY CHANGE STRATEGIES

44

- Embedding TDV prevention into existing policy was a feasible way to achieve incremental change.
- Policy change was always a collaborative effort
- Raising awareness of TDV and its relationship to other issues was crucial in building a case for policy change
- Supporting practice change was as important as policy change – and sometimes more feasible



START STRONG SITES MADE SUBSTANTIVE POLICY CHANGE

45

- Six of eleven sites supported changes at the state or local level
 - Some accomplished more than one such change!
- At the state level:
 - One site facilitated legislation addressing TDV and sexual assault prevention
 - Two sites facilitated the addition of electronic abuse (i.e., using technology to control a dating partner or spread rumors) to state bullying policy



START STRONG SITES MADE SUBSTANTIVE POLICY CHANGE, CONT'D

46

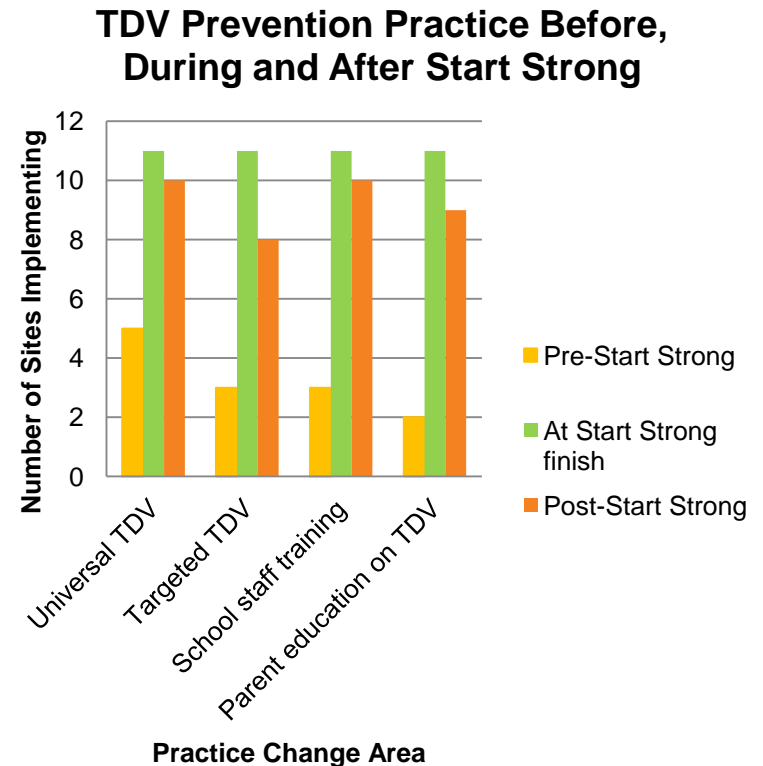
- At the school district level:
 - Two sites helped pass TDV prevention policy
 - One site added TDV prevention to its existing sexual harassment policy.
 - One site enacted bullying policy for the first time
 - One site also added electronic abuse to its bullying policy.



PRACTICE CHANGE REFLECTED EXISTING POLICY OR DESIRED POLICY

47

- All 11 sites achieved practice changes that remained in place in the school year following the completion of Start Strong funding.



ADDITIONAL IMPACT OF POLICY EFFORTS

48

- Start Strong policy efforts raised support for TDV prevention, elevated the work of grantees and led to other significant changes.
- Collaborations became more extensive and varied.
- Start Strong impacted stakeholders' knowledge of and attitudes towards TDV. At follow up in fall 2012:
 - School staff had significantly increased knowledge about TDV policy, but not local education agency (LEA) staff.
 - School staff indicated increased awareness of relationship-related fighting and increased perceptions of TDV as a problem at their school.
 - At the same time as awareness of policy increased, LEA staff reported less satisfaction with current TDV-prevention policy and its enforcement.



CONCLUSION AND DISCUSSION

49

- Despite challenges, Start Strong sites contributed to substantive changes in local and state policy.
- Policy change through the adoption or strengthening of existing policy was more feasible within the 4-year Start Strong timeline.
- Practice change
 - May be more achievable than policy change
 - Can support implementation of existing policy
 - May ultimately facilitate policy change by shifting norms, engaging champions and broadening support
- Start Strong teams effectively informed, supported and facilitated policy improvement.



LIMITATIONS

- Views of our “policy champions” do not represent those of the entire community or state
- It is possible that we undercounted local bullying policy
 - However, we are confident of our data on TDV policy
- Policy champions were not necessarily policy experts at the beginning of the Initiative
 - Data from early interviews was sometimes incomplete
 - We attempted to balance these by thorough, ongoing review of policy documents



What are your next
steps in advancing
school policy?



ACKNOWLEDGEMENTS

- This outcome evaluation was supported by a grant from the Robert Wood Johnson Foundation. Additional funding support for the evaluation of Start Strong was provided by the Blue Shield of California Foundation.
- Thanks to the schools, students and teachers who participated in the evaluation.
- Thanks to the Start Strong sites:
 - Start Strong Atlanta
 - Start Strong Austin
 - Start Strong Boston
 - Start Strong Bridgeport
 - Start Strong Bronx
 - Start Strong Idaho
 - Start Strong Indianapolis
 - Start Strong Los Angeles
 - Start Strong Oakland
 - Start Strong Providence
 - Start Strong Wichita



QUESTIONS?



Start
Strong

Building Healthy Teen Relationships

WHY MIDDLE SCHOOL MATTERS

4 ELEMENTS OF SUCCESS

LEARN MORE

ABOUT



Launching September 30:
**Online Lessons
Learned Toolkit**

Over the past four years, Start Strong worked hard in 11 communities across the country to promote healthy relationships and prevent teen dating violence. Now, we're sharing what we learned.

Visit startstrong.futureswithoutviolence.org

In collaboration with

blue ♡ of california
foundation

Robert Wood Johnson
Foundation



FUTURES
WITHOUT VIOLENCE

START STRONG WEBINAR SERIES

55

Thank you!

Recordings of past webinars in the Start Strong series can be found at:

www.StartStrongTeens.org/webinars

