Next Steps 2014 – 2015

We are entering year 3 of the evaluation project with a solid set of data and initial completed analysis. In year 3, all final analyses will be conducted. Analyses will focus on pre-post-follow-up comparisons between youth who participated in the Fourth R curriculum and those who did not. Specifically data analysis will indicate whether youth at Fourth R intervention schools report:

a. A decrease in the rate of self-reported perpetration of dating violence and peer violence;
b. An increase in participant awareness and understanding of dating behavior, including dating violence;
c. An improvement of interpersonal relationship skills relevant to curriculum objectives;
d. Increased healthy behaviors; and

e. Increased social connectedness.

About Fourth R in Alaska

The Fourth R Healthy Relationships Program is a relationship-based curriculum for grades 7-9 that is embedded in school-based physical and health education, to promote healthy relationships and reduce interpersonal violence, dating violence, and other adolescent risk behaviors. This curriculum is being implemented in schools throughout the state of Alaska. The core of the program is skill development for teens to keep themselves safe in interpersonal relationships.

The Alaska Fourth R Curriculum Evaluation Project is a three-year, multi-site program evaluation that is being conducted by Strategic Prevention Solutions, in collaboration with organizational partners within Alaska listed on page 3 of this document. Although the Fourth R curriculum has been evaluated in Canadian schools and is listed on the SAMHSA National Registry of Evidence-Based Programs and Practices (www.nrepp.samhsa.gov), this project is the first to evaluate its implementation and effectiveness among diverse Alaskan youth populations in grade 9.

Support for this evaluation was provided by the State of Alaska Council on Domestic Violence and Sexual Assault.

 Participating Schools

Our thanks to the following 13 high schools (HS) that participated in data collection:

- Intervention Schools:
  - Bethel HS
  - Cordova HS
  - Dillingham HS
  - Homer HS
  - Kodiak HS
  - Kotzebue HS

- Comparison Schools:
  - Barrow HS
  - Juneau-Douglas HS
  - Kenai Central HS
  - Soldotna HS
  - Thunder Mountain HS
  - Valdez HS
  - Wrangell HS

Support for this evaluation was provided by the State of Alaska Council on Domestic Violence and Sexual Assault.

Have questions or comments about the Fourth R Evaluation in Alaska? Contact:

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2012 - 2013

Highlights from Year Two

The purpose of this evaluation study is to assess the impact and process of implementing the Fourth R Healthy Relationships Program in geographically diverse school districts in Alaska. The second year of this project was dedicated to continuing the collection of data from both intervention and comparison schools across the state. Data collection includes pre-, post- and follow-up surveys of 9th grade students (10th grade at follow-up), focus groups with randomly selected students who participated in the Fourth R curriculum, interviews with Fourth R teachers and curriculum implementation tracking provided by Fourth R teachers.

The Evaluation Team has received written parental consent for a total of 533 youth to participate in the evaluation study (see table below). A total of 468 youth have completed the pre-survey, 408 have completed the post-survey and 99 youth completed the follow-up survey by June 2013. Final data collection of the remaining follow-up surveys will be completed in fall 2014. Our gratitude goes out to the staff and district administration of the thirteen high schools across twelve communities that participated in this important project during the 2011-2013 school years! (see back for list of schools).

Our team is also grateful to the local domestic and sexual violence service agencies that have sent advocates into classrooms during data collection to offer their services to students who may want someone to talk with after answering sensitive questions on the student survey. In 2013, most local advocates received a certification in human subjects research protocols from the University of Alaska at Anchorage, which allowed them to help administer student surveys, and cut down on project costs related to travel.

We are now in the final year of the project, and are excited to report findings by summer 2014. If you would like to learn more about this project, or the Fourth R, please contact any of our Evaluation Team members at any time.

<table>
<thead>
<tr>
<th>Group</th>
<th># Consent to participate in evaluation study</th>
<th># Completed PRE</th>
<th># Completed POST</th>
<th># Completed FOLLOW-UP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intervention</td>
<td>240</td>
<td>198</td>
<td>116</td>
<td>148</td>
</tr>
<tr>
<td></td>
<td>290</td>
<td>262</td>
<td>70 TO DATE</td>
<td></td>
</tr>
<tr>
<td>Comparison</td>
<td>310</td>
<td>302</td>
<td>262</td>
<td>148</td>
</tr>
<tr>
<td>TOTAL</td>
<td>533</td>
<td>468</td>
<td>408</td>
<td>99 TO DATE</td>
</tr>
</tbody>
</table>
Fourth R ALASKA

Teaching Wellness!

Youth Experiences and Behaviors

Teacher Feedback

Teachers who implemented the Fourth R were interviewed about their experience with the curriculum content and its perceived impact on their students. Teachers agreed that the Fourth R has a significant effect on students. One teacher spoke about how often students will go through lessons and then come back saying, "You know, I see that in the hallway." Teachers also hear students labeling bullying or other behaviors as "You know, I saw that in the hallway." Teachers have had very positive feedback about the Fourth R curriculum. Overall, students and teachers have had very positive feedback about the curriculum, and have emphasized the importance of keeping the content interactive and skills-based. When students were asked to reflect on the lessons they learned in the Fourth R that they would most likely apply to real life, several themes emerged, including:

- The importance of healthy relationships
- Improved negotiation skills
- The importance of family
- Personal development
- Improved coping with stress
- Pregnancy prevention
- Suicide prevention
- Substance abuse prevention
- Improved intentions for active bystander behavior

Pre-post-follow-up analyses on student survey data are currently being conducted and will be available in 2014. In Year 2, the evaluation team interviewed teachers and students about their experiences with the Fourth R curriculum. Overall, students and teachers have had very positive feedback about the curriculum, and have emphasized the importance of keeping the content interactive and skills-based.

4R Students Show Results

Pre-post-follow-up analyses on student survey data are currently being conducted and will be available in 2014. In Year 2, the Evaluation Team interviewed teachers and students about their experiences with the Fourth R curriculum. Overall, students and teachers have had very positive feedback about the curriculum, and have emphasized the importance of keeping the content interactive and skills-based.

Adverse Childhood Experiences

It is possible that the Fourth R has a greater impact on youth who are at a higher risk for unhealthy behaviors. Therefore, this evaluation study included six questions from the Adverse Childhood Experiences (ACE) Study to measure the extent to which youth had experienced a variety of lifetime adverse experiences. A higher number of ACEs (experiencing child maltreatment) has been linked to later-life health complications. Alaskan youth in this study reported a high level of emotional neglect, parental separation or divorce, and living with a household member who had been incarcerated. More detailed analyses will be conducted on the Fourth R evaluation study ACE questions, and we will determine if they should be used to sort youth into "categories of risk" for further analyses of program outcomes.

Prevalence of adverse childhood experiences (n=458)

<table>
<thead>
<tr>
<th>Experience</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional neglect</td>
<td>39</td>
<td>19</td>
</tr>
<tr>
<td>Physical neglect</td>
<td>19</td>
<td>10</td>
</tr>
<tr>
<td>Parental separation/divorce</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Household mental illness</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Incarcerated household member</td>
<td>10</td>
<td>8</td>
</tr>
</tbody>
</table>

Percentage of students reporting lifetime sexual violence or coercion and dating violence (n=447)

<table>
<thead>
<tr>
<th>Experience</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexual violence</td>
<td>30</td>
<td>16</td>
</tr>
<tr>
<td>Dating violence</td>
<td>13</td>
<td>14</td>
</tr>
</tbody>
</table>

Percentage of female and male youth reporting specific types of peer violence at least 2-3 times in past 30 days (n=453)

<table>
<thead>
<tr>
<th>Experience</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical violence</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>Bullying</td>
<td>44</td>
<td>20</td>
</tr>
<tr>
<td>Peer leaving</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td>Passive and indirect aggression</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Financial</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Alaska Network on Domestic Violence and Sexual Assault

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State of Alaska, Department of Education and Early Development

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“Each other day the school nurse came in, and she goes ‘You know, there was a girl that talked to me, and she said this Fourth R unit really made her think about her current relationship.’”

- 4R Student

“I think the Fourth R has completely changed the way I’ve taught. I really enjoy it. It’s reinvigorated me... To me, this is so much more important than anything else going on in this school.”

– 4R Teacher