RPE Program: Protective Factors Review

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The Alaska Rape Prevention Education (RPE) Program works to prevent youth sexual violence by supporting primary prevention—before perpetration or victimization. RPE funds programs such as Bringing in the Bystander, Lead On, and the Alaska Prevention Summit and coordinates with sexual violence coalitions, education and community organizations, and others across the state. The program also supports policy initiatives such as the Alaska Children's Act. Key RPE partners include the Alaska Network on Domestic Violence and Sexual Assault and the Council on Domestic Violence and Sexual Assault.

Purpose

To improve tracking and evaluation of sexual violence prevention efforts, RPE contracted with McDowell Group to identify protective factors for sexual violence among youth and adolescents in Alaska. This report serves as the first step in a strategic planning process that includes the following:

1. Conduct a literature review of protective factors for sexual violence as well as review practice-based protective factors in Alaska.

2. Develop a matrix that connects protective factors with indicators measurable in Alaska.

3. Facilitate a strategic planning session with sexual violence prevention experts in the state to review this report, the matrix, and prioritize shared indicators to measure progress in sexual violence prevention in Alaska.

4. Develop a white paper that describes the indicator selection process, literature supporting the indicators, and detailed methods to collect and report each indicator.

5. Create a public dashboard to display selected protective factor indicators.

Structure

This report contains two sections that explore protective factors for sexual violence identified in national research and through applied, Alaska-based efforts. The first section, Protective Factors for Sexual Violence, summarizes protective factors identified in research using a social ecological lens. The second section, Protective Factors in Practice, reviews existing Alaska-based efforts that identify protective factors for sexual violence.

Considerations

Findings in this report should be considered in the following context:

- Factors related to sexual violence are often subsumed in or connected with broader environmental influences such as other types of violence, life-history variables, temporal considerations (such as age and school phase), and other factors.
• Research tends to focus on individuals who have either experienced or perpetrated sexual violence, rather than on the extent to which individuals who have not experienced sexual violence may have been influenced by a set of protective factors.

• To the extent they do address prevention, most peer-reviewed articles focus on prevention of repeat occurrences of sexual violence, not on primary prevention, or on prevention of events that may occur after the sexual violence incident such as substance use.

• This report attempts to identify protective factors that are independent of risk factors (that is, they are not simply ways to reduce a risk factor), however the interrelationships among the factors that influence sexual violence make this separation challenging.

• This report focuses on sexual violence that is not categorized as child abuse or intimate partner violence.

**Definitions**

**Protective Factors**

Protective factors are conditions or characteristics that decrease the likelihood of sexual violence perpetration and/or victimization. These factors can be categorized within the socio-ecological continuum at the level of the individual, relationship, culture/community, and society. This review discusses protective factors by each level with the understanding that protective impacts may result from interaction of multiple factors.

**Sexual Violence**

Sexual violence is a broad, non-legal term that refers to a variety of unwanted sexual acts. Sexual violence is defined as any conduct of a sexual nature that is non-consensual. Sexual violence may involve a range of acts, including rape, sexual coercion, unwanted sexual contact (e.g., fondling), and verbal harassment or other unwanted non-contact. Sexual violence can be accomplished through threat, coercion, exploitation, deceit, force, physical or mental incapacitation, and/or power of authority. Sexual violence can occur at any age and can be perpetrated by parents, family members, teachers, peers, acquaintances and strangers, as well as by intimate partners.

**Youth**

Youth are the primary population of interest for this research. The review focuses on individuals from five to 25 years of age because research shows primary sexual violence often occurs early in a person’s life. Within this age span, adolescence and college years have been identified as particularly vulnerable times. Because gender roles differentiate most acutely during this time, this period also presents an opportunity to promote protective norms.

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3 Basile, 2016.
4 Lundgren and Amin, 2015.
Methods

The peer-reviewed literature and other reports referenced in the two main sections of this paper were included based on a set of framing criteria developed in consultation with RPE staff.

Framing Criteria

This report addresses protective factors for youth sexual violence according to the following criteria:

- Factors for adults were not included unless they were linked to sexual violence for youth.
- Research on protective factors focused on geographies that may not be applicable to Alaska (for example, dense urban areas) were excluded.
- Child abuse and domestic violence literature was not considered sexual violence for this report as it is not the focus of the RPE funds. Exceptions were made if literature related to child abuse and domestic violence contained a specific focus on independent protective factors for sexual violence.
- Publication dates were limited to the past twenty-five years.

If the peer-reviewed literature or white paper reports did not fall into these overall guiding criteria, they were not included in the report.

Protective Factors for Sexual Violence

The study team used peer-reviewed literature and white papers published by state or federal agencies and other organizations researching sexual violence to identify youth-sexual-violence protective factors. Protective factors similar across multiple documents were combined.

To begin, the study reviewed the following reports and their citations as well as other literature that cited these documents. Google Scholar and PubMed were used to identify the citations. The original list of key reports was developed by RPE staff, evaluators, and key stakeholders during the first year of this project as important documents highlighting potential protective factors.

3. STOP SV: A Technical Package to Prevent Sexual Violence by the Centers for Disease Control & Prevention
4. Connecting the Dots: An Overview of Links Among Multiple Forms of Violence by the Centers for Disease Control & Prevention
5. Preventing Intimate Partner and Sexual Violence Against Women: Taking Action and Generating Evidence by the World Health Organization

7. Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence by the Virginia Sexual and Domestic Violence Action Alliance

The study team also searched Google Scholar, PubMed, and the web (using the Google search engine) for the terms “sexual violence,” “sexual assault,” “sexual violence prevention,” “protective factors,” “risk and protective factors,” and “youth” to identify additional literature.

**Protective Factors in Practice**

The study team reviewed prevention plans and strategic planning documents from state government, Alaska Network on Domestic Violence and Sexual Assault (ANDVSA), and Council on Domestic Violence and Sexual Assault (CDVSA) and identified those that document key youth-sexual-violence protective factors. These reports were identified by the study team, RPE staff, and other key stakeholders identified by the RPE staff. The protective factors were included if they were linked to sexual-violence prevention. The following list shows the reports reviewed, however not all information in the reports met the criteria identified above:

- Alaska Association of School Boards Supporting Transitions and Educational Promise Southeast Alaska (STEPS) Proposed Indicators
- ANDVSA Strategic Plan 2016-2021
- Alaska's Trauma Informed Schools Framework: A Whole Child and Whole School Approach
- CDVSA Prevention Efforts Program Mapping and Outcome Identification
- Domestic Violence and Sexual Assault Prevention Plan for Alaska 2017-2022
- Green Dot Evaluation
- Lead On Evaluation
- Pathways to Prevent Domestic Violence: A Plan for Alaska 2010-2016
- Qungasvik (Toolbox): An Indigenous Intervention Science Model for Alaska Native Communities through the Center for Alaska Native Health Research at the University of Alaska Fairbanks
- Teens Acting Against Violence (TAAV) Program Evaluation by University of Alaska's Justice Center
- University of Alaska Bringing in the Bystander Reports

Two Alaska-based, public data-tracking systems were reviewed to identify protective factors for sexual violence: Healthy Alaskans 2020 (Informed Alaskans) and the Alaska Dashboard. These public databases were assumed to have employed structured criteria to identify what factors to include.
Protective Factors for Sexual Violence

Protective factors are conditions or characteristics that decrease the likelihood of sexual violence perpetration and/or victimization. No single protective factor directly prevents sexual violence on its own, rather, protective factors work together to decrease the probability of perpetration and victimization. Research on protective factors for sexual violence is less common than research on risk factors; however, protective factors for sexual violence have been documented at each level of the social ecology. These factors vary in their degree of specificity and ease of measurement. Some protective factors are also specific to populations, situations, and/or developmental periods.

Sexual violence literature typically organizes protective factors according to a social-ecological model with four levels: individual, relationship, community, and societal. This chapter describes the broad types of protective factors that exist for each level then it lists specific factors after the high-level description.

Individual Protective Factors

Individual protective factors for sexual violence tend to fall into one of the following general areas:

- Personal belief in the positive value of, and commitment to, caring, equality, and social justice. Also experiences that provide an empathetic world view, such as volunteering.

- Presence of skills to experience healthy sexuality and engage in healthy relationships. Receive age and developmentally-appropriate education regarding healthy sexuality and healthy relationships from early childhood through adolescence. Healthy sexuality means a healthy approach to sexuality and consensual sexual activity.

- Willingness and ability to be active participants in a thriving community in which healthy sexuality and healthy relationships are core values. Individuals are taught to value, and how to engage in, behaviors consistent with healthy relationships/healthy sexuality.

- A personal belief in gender equality, and attitudes and behaviors consistent with that belief.

Within these broad individual protective factors, the following more specific factors have been identified as protective for sexual violence.

- Non-violent problem-solving skills have been shown to be protective against almost all forms of violence. Individuals raised by parents who use reasoning to resolve family conflicts have been found to be associated with a lower risk of SV perpetration.

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5 Casey et al., 2017.
6 Tharp et al., 2013.
8 Wilkins et al., 2014.
9 Tharp et al., 2013.
• **Reduced childhood abuse experiences**, including childhood sexual abuse, emotional abuse, witnessing domestic violence, and parental physical punishment directly correlate with reduced risk for sexual victimization in adolescence.¹⁰

• **Building empathy**, defined in this review as "the ability to understand and share the feelings of others or in other words, to place oneself in another's position"¹¹ shows promise for preventing dating violence, and thus, sexual aggression. Empathy may be assessed through parent or other caregiver reports of child empathy or self-reporting¹², ¹³

Many protective factors are associated with segments of the population.¹⁴ For example,

• **Emotional health** has been identified as a protective factor for a lower risk of perpetration specifically among high school boys.

• **Academic achievement** was identified as a protective factor against sexual violence for high school girls.

### Relationship Protective Factors

Relationship protective factors typically involve families, authority figures, or peers:¹⁵

• Families and/or other important figures provide a caring, open, and encouraging environment that actively promotes positive development and fosters skills to lay the foundations for healthy relationships and healthy sexuality. Elements include fostering constructive and honest family communication (and educating themselves to teach each other pertinent concepts and skills).

• Parents, adult authority figures, and peers of diverse backgrounds model and teach positive interpersonal relationship skills. Children witness a parent engaging in positive intimate partner, friend, and co-worker relationships. Parents acknowledge and understand positive sexual development across the lifespan and are open to questions and able to model and teach children and adolescents to connect positively to their sexuality.

• Peers, families, and intimate partners, effectively identify and respond to behaviors that are potential precursors to sexual violence. This includes evidence they are compelled to challenge precursor behaviors and suggest alternatives.

Within these broad relationship protective factors, the following more specific factors have been identified as protective for sexual violence.

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¹⁰ Swartout, 2011.
¹¹ Tharp et al., 2013.
¹² Casey et al., 2017.
¹³ Davis, 1983.
¹⁴ Tharp et al., 2013.
• **Social support and connectedness** is defined as “input from friends, family, and others that helps an individual believe that he or she is valued, loved, and part of a reciprocal network of care, assistance, and responsibility.”16

Support and connectedness as a protective factor against sexual violence often comes in the form of connection to at least one caring adult.17 Non-violent, supportive relationships with family, friends, and other groups, like schools or faith organizations also have been identified as protective factors.

Social support also contributes to resiliency for many early childhood experiences and outcomes.18,19,20,21

• **School connectedness / academic achievement** is defined as “a young person’s level of attachment to his or her school and the quality of this relationship. It includes such feelings as closeness to the school, happiness at the school, and feeling a part of the school. Connectedness is often studied in combination with academic achievement, which is generally defined in terms of grades or test scores.”22

### Community Protective Factors

General community protective factors include relationships and community services, norms, expectations, and boundaries.23,24

- Communities engage diverse people in activities promoting healthy relationships and healthy sexuality.

- The principles and skills of healthy relationships and healthy sexuality are demonstrated across various institutions that coordinate resources and services. Workplace policies support this factor in areas such as family leave and health benefits. Youth organizations and healthcare facilities, including mental health and substance abuse services, are among the community assets that can contribute to protective factors.

- The presence of just/fair boundaries and expectations about healthy relationships and healthy sexuality are applied consistently across community entities.

Research suggests communities may present unique risk and protective factors that may be culturally-specific. These researchers stress that prevention strategies must consider community-specific knowledge and experience to be appropriate for a specific culture.25

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16 Casey et al., 2017.
17 Wilkins et al., 2014.
18 Basile, 2013.
19 Domhardt et al., 2015.
20 Kleiman & Liu, 2013.
21 Flynn et al., 2013.
22 Casey et al., 2017.
24 Wilkins et al., 2014.
25 Basile et al., 2016.
Specific community protective factors include social norms, peer opinions, connectedness, and access to and coordination of services.

- **Social norms** that do not accept or allow indifference to violence are protective factors against sexual violence. Gallagher and Parrott (2011) found “male hostility toward women is the strongest predictor of sexual (and physical) aggression.”

Research on social norms within specific population segments has identified protective factors. Asian and European American “persistent sexual coercers” as a group have been found to have elevated hostile attitudes towards women in comparison to other groups of the same ethnicity. College male trajectories for sexual aggression may be influenced by prevention that helps reduce male hostile masculinity and improve peer norms.

- **Perceived peer approval** has been shown to be a strong predictor of sexual assault perpetration, even when that approval may not actually exist. As a result of such findings, positive attitudes toward women are viewed as a protective factor against sexual violence.

Peer leadership to perpetuate positive definitions of masculinity and healthy attitudes toward women often emphasizes the importance of taking steps to intervene when other peers are either at risk or promoting negative norms. Programs focused on the “bystander approach” are one strategy for encouraging this protective factor. Tharp et al.’s review found that a concern for how one’s actions affect others is a protective factor amongst Asian American men.

- **Support and connectedness** is a community protective factor as well as a school protective factor, including connectedness to one’s community, family, and pro-social peers.

### Societal Protective Factors

Societal protective factors address forces within a society that may influence the incidence of sexual violence, such as inequalities, oppressions, organized belief systems, and relevant public policies.

Neither the Centers for Disease Control and Prevention (CDC) nor the World Health Organization name societal level protective factors. However, the Virginia Sexual and Domestic Violence Action Alliance identifies the following societal protective factors.

- Development and maintenance of healthy relationships and healthy sexuality is a highly valued societal norm. One measure of the value of a norm may be the amount of resources committed to it.

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26 Hall et al., 2006.
27 Thompson et al., 2013.
28 Casey et al., 2017.
29 Basile et al., 2016.
30 World Health Organization/London School of Hygiene and Tropical Medicine, 2010.
32 Krug et al., 2002.
• There is shared responsibility across social institutions for developing and maintaining thriving communities in which healthy sexuality and healthy relationships are core values. Legislative initiatives and associated resources are one indicator to measure progress on this factor.33

• Ensuring accountability and expectations of people to interact respectfully is a fundamental part of life. This factor is mirrored in public life, including politics, religion, media, and education.

• Experience and leadership from all members of society is equitably valued and relied on. Evidence for this factor may be found in the value assigned to holidays, language, and other ways people “value their experiences,” for example diversity in arts and media and diversity among decision makers and representatives.

While the CDC does not explicitly name societal level protective factors for sexual violence, they do identify risk factors.34 In absence of peer-reviewed protective factors at the societal level, viewing the “strength-based” approach of these may guide organizations to develop additional research on societal sexual violence protective factors. The following bullets present the risk factors identified by CDC articulated as societal strengths:

• Societal norms that do not support sexual violence.

• Societal norms that support gender equity and reject sexual entitlement or submissiveness.

• Strong laws and policies related to sexual violence and gender equity.

• Low levels of crime and other forms of violence.

33 Such as the federal Responsible Education About Life (REAL) Act to award funding to states for medically accurate, age appropriate, comprehensive sexuality education.

34 Centers for Disease Control and Prevention, Sexual Violence: Definitions, 2018.
Protective Factors in Practice

Alaska’s sexual violence prevention practitioners are familiar with protective factors and recognize that strengthening and promoting protective factors are key components of primary prevention. This section examines sexual violence protective factors identified in Alaska-based prevention resources, including strategic plans, statewide data tracking systems, social programs, and publicly available statistical analyses.

Prevention Plans

Domestic Violence and Sexual Assault Prevention Plan for Alaska 2017-2022

The Pathways to Prevention Domestic Violence and Sexual Assault Prevention Plan for Alaska 2017-2022 places importance on increasing protective factors to prevent domestic violence and sexual assault. The following six pathways are named as strategies to strengthen and reinforce positive norms in Alaska.

1. Sustain a statewide infrastructure to coordinate domestic violence, teen dating violence, and sexual violence prevention efforts.
2. Youth are leaders in the promotion of healthy relationships.
3. Social and emotional learning and violence prevention curricula are integrated into grades K-12.
4. Alaska exemplifies the connection between equity and wellness.
5. Alaskan communities are engaged in promoting healthy relationships.
6. Healthy norms for humanity, masculinity, and femininity are increased.

CDVSA Program Mapping and Outcome Identification

CDVSA and Strategic Prevention Solutions created a map of intimate partner violence and sexual assault programs funded by CDVSA. In addition to mapping the programs, CDVSA identified outcomes of each program and identified the measures according to their level of the social ecological model. Many of the outcomes being measured by the programs funded by CDVSA are protective factors for sexual violence. These outcomes include the following.

- Classroom settings are supportive and instructive of healthy relationships.
- Adults safely intervene in at risk situations for violence.
- Social norms are not supportive of sexual assault.
- The public does not tolerate violence, including sexual assault.
- School climates support gender equity.
Data Tracking Systems

Alaska Dashboard

The Alaska Department of Public Safety Council on Domestic Violence and Sexual Assault hosts the Alaska Dashboard. This information source, updated annually since inception in 2012, provides indicators on issues impacting domestic violence and sexual assault in the state, including incident reports, service utilization, protective factors, and other information designed to assist with prevention strategies and activities. Four primary prevention and protective factors are included in the dashboard.

- Pregnant women whose health provider discussed domestic violence with them.
- Students comfortable seeking help from three or more adults.
- Schools implementing the Fourth R healthy relationship curriculum.
- Students who feel connected to their school.

Healthy Alaskans 2020

Healthy Alaskans 2020 is a collective impact initiative aimed at improving health and ensuring health equity for Alaskans. The initiative is led by the Alaska Department of Health and Social Services and the Alaska Native Tribal Health Consortium. It includes goals to reduce sexual assaults through strategies that promote protective factors:

1. Strengthen the abilities and skills of communities to prevent violence.
2. Promote values and beliefs that reinforce safe and healthy relationships.
3. Develop plans and approaches for early interventions with juveniles who commit acts of sexual abuse or act out in sexually inappropriate ways.
4. Implement evidence-based school-violence prevention programs.

Culture as a Protective Factor

Culture and connection to culture are recognized as protective factors by many groups in Alaska working to prevent risk behavior. Alaska Native traditions, experiences, and practices have been found to be cultural assets that can build resiliency among Alaska Native people. This section summarizes a selection of current and past efforts in Alaska around culture as a protective factor. Not all efforts mentioned explicitly focus on sexual violence prevention, but there are overlaps between protective factors for sexual violence and other health outcomes and risk behavior.

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36 Parker et al., 2015.
Measuring Cultural Connectedness

First Alaskans Institute developed a cultural connectedness module for inclusion in the Alaska School Climate and Connectedness Survey. The core purpose of the survey is to measure and monitor the presence of protective factors as reported by students, parents, and teachers. The inclusion of cultural connectedness questions is part of an effort to better understand cultural connectedness as a protective factor and to improve cultural responsiveness in Alaska’s schools.

Culture and Prevention in Alaska

ALASKA’S TRAUMA-INFORMED SCHOOLS FRAMEWORK

The Alaska Association of School Boards (AASB) is currently developing a framework to deepen understanding of trauma, social and emotional supports, and trauma-informed environments. The framework also outlines the key roles adults have in creating supportive educational environments for students. One of the key components of the Trauma-Informed Schools Framework is cultural integration and community co-creation. AASB recognizes that the cultural and collective strengths of Alaska’s diverse communities are vital to developing and implementing trauma-informed work in schools. The framework emphasizes Alaska Native cultures but is meant to serve as a model for integrating culture and trauma-informed work. While the AASB’s framework is not working specifically to reduce sexual violence, the concepts and strategies implemented align with sexual-violence protective factors.

QUNGASVIK

The Qungasvik model is a multilevel strength-based intervention for Alaska Native communities that was developed by Yup’ik communities to reduce and prevent alcohol use disorder and suicide among Yup’ik Alaska Native youth. The Qungasvik intervention is based on increasing and developing a set of identified individual, family, and community level protective factors for youth aged 12-18 years old through cultural activities and community involvement. The Qungasvik project is an example of cultural connectivity as a protective factor and could potentially act as a model for including culture as a protective factor in sexual violence prevention work.

STRENGTHENING FAMILIES ALASKA

Strengthening Families is a research-informed, strength-based approach to reducing stress, addressing risk factors, and promoting healthy development within families. The program is focused on building family strengths and a positive family environment through enhancing five protective factors: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children. The State of Alaska Office of Children’s Services was selected to pilot Strengthening Families in 2005 and the program is used by many organizations across Alaska. The overarching goal of Strengthening Families is to promote child and family well-being. While not explicitly focused on sexual

37 Email communication with Council on Domestic Violence and Sexual Assault staff, June 2018.
38 Center for Alaska Native Health Research, 2012.
39 Alaska Department of Health and Social Services, Office of Children’s Services.
violence prevention, the program addresses individual level and relationship level factors that have been found to be protective for sexual violence victimization and perpetration.

**SUPPORTING TRANSITIONS AND EDUCATIONAL PROMISE SOUTHEAST ALASKA**

AASB is currently coordinating Supporting Transitions and Educational Promise Southeast Alaska (STEPS). STEPS is a data-driven collective impact effort focused on solutions that begin with early childhood education and continue through post-secondary school. STEPS partners work collaboratively to achieve a common set of outcome goals related to education, health, safety, community, culture, and violence. Culture as a protective factor is currently being evaluated by STEPS.

**TEENS ACTING AGAINST VIOLENCE**

Teens Acting Against Violence (TAAV) is a student-led anti-violence education group formed over 20 years ago by the Tundra Women's Coalition in Bethel, Alaska. TAAV recognizes the importance of connections to cultural beliefs and experiences and has assessed the importance of Alaska Native values, practices, beliefs amongst their members. Alaska Native culture is an important factor in the personal values and beliefs of TAAV members. TAAV values culturally relevant activities and programs as they seek to prevent violence in Bethel.

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40 Email communication with Council on Domestic Violence and Sexual Assault staff, June 2018.
41 Parker et al., 2015.
References


https://scholarworks.alaska.edu/bitstream/handle/11122/7183/1203.01.taav-program-evaluation.pdf?sequence=1


Appendix A: Alaska Program Summaries

Alaska Sexual Violence Prevention Programs

There are several statewide and community-based programs and initiatives in Alaska that utilize protective factors in sexual violence prevention strategies. Many of these programs are supported by the RPE Program, Alaska Network on Domestic Violence and Sexual Assault (ANDVSA), and the Council of Domestic Violence and Sexual Assault (CDVSA).

Alaska Men Choose Respect

This statewide Choose Respect campaign, through the Alaska Network on Domestic Violence and Sexual Assault, started in 2010. Activities include education on ending violence and building healthy relationships. The program also offers mini-grants, through the Governor’s Choose Respect Initiative, for community projects for men and boys that work to end violence, promote respect, and strengthen communities.

Bringing in the Bystander

Bringing in the Bystander, a program offered by the University of Alaska Anchorage Student Health and Counseling Center, provides an interactive curriculum designed to:

- Identify behaviors on a continuum of violence.
- Develop empathy for those who have experienced violence.
- Practice safe and appropriate intervention skills.
- Commit to intervene before, during and after an incident of sexual abuse, relationship violence and stalking occurs.

Coaching Boys into Men

Coaching Boys into Men is an international violence prevention curriculum that engages coaches of high school male athletic teams to promote and model non-violent attitudes and behaviors to their athletes. Focuses include encouraging positive attitudes toward women and girls and help prevent relationship abuse, sexual harassment, and assault.

COMPASS: A Guide for Men

COMPASS, a Guide for Men, supports male mentors and youth, ages 12-18, to explore their values, goals, respect and unique identities. It connects men with young men in outdoor, subsistence, or athletic settings. The guide promotes meaningful conversations through the use of teachable moments, activities, storytelling, and discussions.

Fourth R Curriculum

The Fourth R: Skills for Youth Relationships Curriculum, administered by the State of Alaska, Division of Public Health Section of Women’s, Children’s and Family Health, is a curriculum for students in grades 7-9. The
curriculum, designed for inclusion in school-based physical and health curriculums, focuses on prevention by promoting healthy relationships and addressing risk factors. In addition to student skill building and education, the Fourth R provides related skill development opportunities for teachers.

**Girls on the Run**

Girls On The Run is a 10-12 week after school program for girls in 3rd through 5th grade. The program, which includes a mix of physical development through running and emotional, social, and mental development. Curriculum includes healthy relationship building.

**Green Dot**

Green Dot is a bystander intervention strategy that aims to shift community norms related to violence, to include sexual violence. The Green Dot strategy and corresponding curriculum was originally developed for use on college campuses. The strategy has been adapted for use in high school, middle school, and community settings across the United States. As part of the Green Dot strategy, individuals are trained to lead bystander intervention workshops their community. During a Green Dot workshop, participants learn about power-based personal violence and how to recognize violent behaviors and warning signs for violence. Participants are also asked to consider the role of the bystander and identify barriers they and others might have for intervening. Attendees learn strategies for safely intervening when they witness power based personal violence.

**Lead On**

Through the Lead On youth leadership program, a group of Alaska youth and adults work to shift social norms of respect, sexual assault, and teen dating violence. The program includes an annual summit to help build leadership skills for promoting healthy relationships and plan projects in home communities.

**Community Programs**

ANDVSA and CDVSA support community-based primary prevention grants, community readiness and capacity building grants, and statewide training and technical assistance related to sexual violence prevention. As an example, 13 mini-grants were awarded in 2017 to Alaska communities as part of the Stand Up, Speak Up initiative for youth to promote healthy relationships and respect. Another initiative, designed for parents in all Alaska communities is Talk Now, Talk Often, an information and support site for parents of teens. The site supports parent communication with their teen regarding parent-child communication, dating and healthy relationships, respect and getting help, and social media.

ANDVSA also supports the Prevention Summit, an event designed to support communities to implement primary prevention strategies for domestic violence, sexual assault and/or dating violence, and stalking within each community.