



The Community Foundation
S.L. Gimbel Foundation Fund
Grant Evaluation

Organization: RISE (formerly the Sexual Assault Recovery & Prevention Center of San Luis Obispo County)
Contact Name: Jesse Torrey, Associate Director
Phone Number: 805-226-5400 ext.309
Grant Period: November 15, 2012-November 30, 2013
Award Amount: \$25,000
Grant Number: 2012876

Describe the project's key outcomes and results based on your goals and objectives. Provide the number of clients served and other relevant statistics.

<u>Objectives</u>	<u>Outcomes</u>
Objective I: Educate 64 young women between the ages of 12-19 using <i>HerPower</i> curriculum.	Outcome I: Outcome I: Educated 136 young women between the ages of 12-18 using <i>HerPower</i> curriculum.
Objective II: Increase knowledge & attitudes that promote positive self-image & healthy relationships in 85% (54) of participants.	Outcome II: Increased knowledge & attitudes that promote positive self-image & healthy relationships in 95.4% of participants.
Objective III: Increase knowledge of risks & factors related to sexual assault in 85% (54) of participants.	Outcome III: Increased knowledge of risks & factors related to sexual assault in 98.6% of participants.

The 12 *HerPower* groups were facilitated at 6 sites: Lopez Continuation High School, Grizzly Youth Academy, San Luis Obispo Juvenile Hall, Chalk Mountain Community School, Mesa View Community School, and SLO Community School. These groups ran for a maximum of 21 weeks and minimum of 7 weeks. 6 of the 12 groups ran for 10+ sessions and 4 of the 12 groups are currently in session. The female Education Services Coordinator met weekly with each group for a minimum of 35 minutes to a maximum of 90 minutes at these different schools and programs. Even though 42.6% of the 136 students attended at least 75% of the sessions, over 50 girls attended more than one *HerPower* group throughout the year. In fact, many girls wanted to sign up for the next group before the current one ended. In analyzing the data from the pre and post-tests 95.4% of the participants that took both the pre and post-tests increased their knowledge and attitudes that promote positive self-image and healthy relationships. Also, of the females that were present for both the pre and post-tests 98.6% increased their knowledge and risk factors related to sexual assault.

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In addition to quantitative outcomes, qualitative data was gathered by administering a questionnaire to the participants on the last session of each group. When asked what the most important thing they learned in the group, one student said, "All women have a say and women deserve respect." Another said, "How to be assertive and have a healthy relationship." In regards to self-image, a student said, "To be respectful of your own body." Many students learned about sexual assault and consent. For example, one student wrote, "If someone is intoxicated they cannot give consent." Many of the young women stated that they felt very empowered after taking these groups. One student sums this up as she said, "The most important thing I learned was to be a strong, independent woman and always stand up for what I believe in."

What were the challenges and obstacles you encountered (if any) in attaining your goals & objectives? How did you overcome and/or address the challenges and obstacles? What were the lessons learned?

Accurately evaluating the knowledge of the students before and after each group was a challenge. For many of the schools and programs, such as the community schools and Juvenile Hall, attendance was constantly changing. Many times, when the pre-test was administered and a group of students would take the test, a completely different group of students would be taking the post-test administered on the last day of group. This was due to the continuous fluctuation of attendance at these particular sites. To overcome this first obstacle, a data input spreadsheet was created to account for an "overall" improvement of the group based on the scores of the pre and post-test. For example, the scores were averaged from the pre-test and compared to the average scores of the post-test. However, for a group with completely consistent attendance such as Grizzly Youth Academy, individual scores were input and compared so it was possible to show individual improvement. What also helped was administering a qualitative measure at the end of the group to get written feedback and comments from the students. We learned that our agency must be able to adapt our ways of measuring our outcomes to the different populations and groups served. We also learned that it is necessary to be flexible. For example, during one group, a post-test was not able to be administered due to the semester ending faster than expected. We were able to administer a qualitative questionnaire to those participants that attended a later group.

Another challenge that was faced was not being able to further expand to other schools and organizations because of the lack of time and capacity. The *HerPower* Education Services Coordinator facilitated 4-5 groups per week. Sometimes, schools and programs would contact her to request the program for their site. We learned that *HerPower* is a valued program in the community.

Describe any unintended positive outcomes as a result of the efforts supported by this grant.

There were several unintended positive outcomes as a result of the efforts supported by this grant. In one instance, a student had attended group at Mesa View Community School was unexpectedly transferred to SLO Community School. The Education Services Coordinator later received a phone call from the counselor at SLO Community and she said that this particular student had suggested having *HerPower* at that school. This student's positive experiences with *HerPower* allowed *HerPower* to build a connection with a school that had never been reached out to before. This student said that her

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favorite part of *HerPower* was "getting to spend time with all the girls at school and getting to connect with them." Another unintended positive outcome was the trust and praise that the counselor from Lopez Continuation High School gave to *HerPower*. Throughout the year, the Education Services Coordinator completed 3 *HerPower* groups and is currently facilitating 1 *HerPower* group at Lopez Continuation High School. This fall, the school administration offered *HerPower* as a class to get elective credit for students. Not only did having *HerPower* offered as class credit help out with having a consistent number of students, but allowed the facilitator 90 minutes with the students.

Describe the overall effect this grant has had on your organization.

This grant has also allowed RISE to make and strengthen connections with other organizations. For example, *HerPower* was facilitated inside the Juvenile Hall facility in San Luis Obispo County. A partnership was formed with a non-profit agency called Restorative Partners and the San Luis Obispo County probation department due to the involvement in Juvenile Hall.

Due to the funding received through this grant, RISE has been able to reach out to students all over San Luis Obispo County and to help raise awareness and educate students about healthy relationships, sexual assault, and positive self-worth. It has increased the community's awareness of the services provided by RISE. The education that this grant has provided has increased counselor and teacher involvement and advocacy at schools. For example, when RISE had a "Start By Believing" public awareness campaign last year, one school allowed the *HerPower* group to host an event at their school. The girls baked cookies and cupcakes and barbeque items were donated for an entire school barbeque. The *HerPower* students were able to speak to the campus about the importance of believing a survivor of sexual assault if they were ever to disclose that to someone. Through *HerPower*, many students felt comfortable enough to disclose abuse and assaults and they were able to get the help that they needed. It gave students a safe place to discuss topics that they normally would not be able to talk about in normal situations and they were able to use our agency for support.

Tell us a few success stories that made an impact on your organization and/or community as a result of this grant

HerPower has had a positive impact on the participants as evidenced by the data collected. About 90% of the students that the Education Services Coordinator met had or are currently in an unhealthy or abusive relationship. There was one *HerPower* student at Grizzly Youth Academy that disclosed that her older boyfriend had said that if she broke up with him, he would kill himself. After our session on healthy relationships and going over the aspects of a healthy and unhealthy relationship, something clicked for her. A week later, this student came back saying that she broke up with him and that she felt so much stronger and better about herself. This is just one example, but many of the girls learned a different way of viewing the relationships they have with those around them. When asked, "What is one thing that you plan on changing yourself or your behavior?" one student responded, "The way I let people treat me. I deserve better." One student learned, "What a violent relationship is. It helped me realize my last relationship was horribly violent. Thank you."

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HerPower also broke barriers between groups of students in different groups. Many of the groups had a variety of different personalities and behaviors. In talking about body image and the way that society judges people about little things, many students realized that they do judge others. Having a space to be open about topics like this, allowed the girls to get to know other girls that they normally would not talk to in the hallway at school. Several friendships came out of these groups and many girls realized the importance of treating others with respect. One student planned on changing her behavior by "Being nicer to people and believing them." In a message to the Education Services Coordinator, a Grizzly Youth Academy student wrote, "I'm glad I had the chance to go to this group because it made me change my perspective towards others a lot! Thanks to my counselor, now I am feeling confident with myself and around others."

Provide a financial report on the use of your grant funds

Please see the attached financial report. An adjustment was made to the original budget. In the grant request the entire amount of the grant money was allocated to the salary of the *HerPower* Educator. We were not able to hire the educator until January 2013 and for the first 6 months she worked 30 hours per week. For these reasons, we were not able to expend the full amount of the funds for salary, but reallocated it to other line items in the budget.

*Also attached are materials about the program.

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