



**Evaluation Plan for Maine Boys to Men:  
Reducing Sexism and Violence Program**

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## Introduction

### Program Background and Description

Maine Boys to Men (MBM) is a non-profit community-based organization in Portland Maine that has been working in the community since 1998. Their mission is to promote healthy masculinity, prevent violence and self-harm by empowering boys and men, providing healthy support systems, and educating participants in the skills necessary to develop respectful, nonviolent relationships and behaviors. MBM's programming consists of workshops and community-centered programs with a focus on education, mentorship, and community engagement. As an organization, MBM has served over 14,000 youth, 4,200 adults, and champions over 250 graduates of their training institute (Maine Boys to Men, n.d.).

MBM prioritizes the conviction that young boys and men should have access to judgment-free tools to escape cycles of violence and break free of the repercussions of harmful gender stereotypes through the use of self knowledge, conflict resolution, and coping skills. The programs all center a common theme—investing in a generation of individuals that uplifts the principles of gender equity and safer alternatives in the face of gender-based violence. Through workshops, training, and programming offered to boys and men of all ages and stages, Maine Boys to Men encourages all participants to be part of the solution and be the change in their communities.

MBM's programming can broadly be broken up between its two targeted audiences: youth and adults. As such, community partner schools are very involved stakeholders in youth programming, while other community organizations with similar missions provide support for both adult and youth programming. Through these partnerships, MBM is ushering communities in a direction by making participants agents of change within their community. MBM began in Maine but has continued to see growth and interest across New England.

The two main contacts and sources of information about Maine Boys to Men for this evaluation design are Austin Winchester and Rebecca May. Austin currently works as a Program and Training Manager, and is pursuing his Master's Degree at Lesley University in Clinical Mental Health Counseling with a specialization in Drama Therapy, focusing on the importance of healthy avenues of expression during development. Becca is also pursuing a Master's Degree and serves as an intern with Maine Boys to Men in the High School RSVP program. Becca's interest focuses on harm reduction, assisting those who are dealing with incarceration, and violence prevention.

Maine Boys to Men as an organization has been in a transitional phase. The organization recently hired a new Executive Director after months of operating under an Interim Executive Director. In recent months MBM also expanded its program offerings, most notably the Connect for New Mainers. This program assists in community building for refugees and recent immigrants in the Portland, ME area. Due in part to the growth and transition of the organization, the internal structure of Maine Boys to Men is currently described by our stakeholders as a loose hierarchical structure. The organization structure is headed by the Executive Director who is assisted by a Program Director. Program Managers perform the majority of the fieldwork and are assisted by interns. The Program Director acts as the liaison between the Executive Director and the Program Managers.

## Social Context

Maine Boys to Men's mission reflects the broader social issue of male violence, "toxic masculinity" and self-harm. In the "Our Story," portion of the organization's website, Maine Boys to Men uses several key statistics to highlight the continued prevalence of this violence, such as how "one in four US women experience violence by a partner at some point in their lives," and how "males age fifteen to nineteen are five times more likely to commit suicide than females of the same age." (Maine Boys to Men, n.d.). The organization aims to address and mitigate these violent and negative behaviors, while also chipping away at the societal factors that perpetuate stigmas of negative cultural masculinity. Although the organization's website does not provide the full social context for its mission, its "Resources" page provides several links to videos and articles that delve into this social context in-depth.

According to a Ted Talk cited by MBM, Colin Stokes, speaker and nonprofit manager, explains that recently there has been an increased awareness of the harmful effects of rigid gender norms and stereotypes, particularly those that signify violence and aggression as markers of cultural masculinity. With recent social movements such as the #MeToo movement, which has shed light on the prevalence of sexual harassment and assault and sparked conversations about power dynamics and gender-based violence, there has been a correlated growth in the stigmatization of what has been "traditional male masculinity." In addition to this, discussions around mental health and emotional well-being have highlighted the importance of supporting boys and men in developing healthy relationships and coping mechanisms. Traditional conceptions of masculinity, or essentially what a "man should be," had painted both boys and men as ideally stoic and emotionless individuals, and acknowledged that aggressive and violent behavior is more appropriate for a man rather than to display emotional vulnerability. These notions are even reflected in marketing, media, and advertisement, as a Ted Talk resource provided by the organization's website noted that the top toys of 2018 that were marketed towards young girls used words such as "love, play, and glamor," while toys marketed towards young boys used words such as "blast, control, hero and power" (TEDxTalks, 2018).

Stokes continues, explaining how major film and video game franchises tend to paint their protagonists as fearless, and violent heroes, while women tend to be presented as "damsels in distress" needing to be saved. These stigmas have only been worsened through the perpetuation of social norms that had traditionally taught generations of boys that their societal value is tied with their ability to provide, and accomplish. It was only in recent decades that the term "toxic masculinity" became a mainstream topic of discussion, vilifying traditional conceptions of masculinity and the social norms that perpetuate them. With this in mind, the new generations of young men have felt lost in their male identity, and have been caught in a limbo between the perceptions of traditional masculinity, and the social pushback that criticizes them. Maine Boys to Men, through their efforts and their unofficial motto "boys are not broken," believe that there is room to fix the harmful behaviors associated with traditional masculinity, while also addressing the social stigmatization of being masculine in today's world (Maine Boys to Men, n.d.)

This social context is also reflected in the reading materials MBM staff are encouraged to read as part of their training. These works include but are not limited to works like C. J. Pascoe's (2007) *Dude, You're a Fag: Masculinity and Sexuality in High School*, as well as *To Raise a Boy: Classrooms, Locker Rooms, Bedrooms, and the Hidden Struggles of American Boyhood* (2021)

by Emma Brown and Peggy Orenstein's *Boys & Sex: Young Men on Hookups, Love, Porn, Consent, and Navigating the New Masculinity* (2020).

### **Stakeholders**

Main Boys to Men has a wide variety of stakeholders that would be interested in the program's success and operation, as well as their formal evaluation. Primary stakeholders who would have an immediate interest in the evaluation and may participate in its functions would include MBM staff, community partners who utilize MBM services (such as schools), as well as past and present participants of their programming. Beyond these primary stakeholders, other organizations may also be considered stakeholders. These groups may be categorized as those with financial involvement with MBM, and professional partners and affiliations with similar missions and goals.

This evaluation plan would be of particular interest to the incoming Executive Director, as well as the Program Director, Program Managers, and interns who administer RSVP curriculum. Program participants would also be considered primary stakeholders since the purpose of the evaluation is to understand present participants to guide the selection of future participants. The intention to understand the effectiveness of the program, and its ability to reach long-term outcomes would make participants primary stakeholders. Lastly in this group, community partners, primarily schools who partner with MBM to offer programming would have a very high interest in the results of the evaluation as it would reflect the value of what the program has to offer.

Other stakeholders of note can be understood as those with a financial investment in MBM and other similarly affiliated organizations. While these organizations may not have a direct and present interest in the results of the evaluation, their continued interest and involvement in MBM as an organization is of note. Stakeholders connected through financial involvement, either through donations or awarded grants, may be interested in the evaluation results as a result of their financial involvement. According to Maine Boys to Men, the organization receives funding from various stakeholder groups, including the Department of Education, Department of Justice & Violence Against Women, Maine Health Access Foundation, Camden National Bank, and Town Fair Tire. As financial assistance is a critical resource, and organizations tend to administer such funding conscientiously, stakeholders such as donors are attentive to whether or not their funds are given to an organization that utilizes them efficiently and effectively to reach desired outcomes (Maine Boys to Men, n.d.)

Maine Boys to Men has several affiliations and partnerships—an example includes the Violence Prevention Network. The network is a collaboration of several violence prevention programs in Cumberland County, Maine, and MBM is a member, partnering with organizations such as "Speak About It," and "GLSEN." The Violence Prevention Network is a major stakeholder and would benefit greatly from a formal MBM evaluation. Considering how this network allows MBM to work with several partners and share activities to benefit their programming, an evaluation would allow potential partners to decide how closely associated with MBM they would want to be.

## **Program Description**

The evaluand program, Reducing Sexual Violence Program (RSVP), operates in both middle and high schools, and works towards the organization's larger goals of shifting cultural understandings of masculinity to achieve gender equity, and end male violence and self-harm. The RSVP workshop for high school students is the targeted evaluation program. The RSVP workshop aims to teach participants specific skills to identify and challenge harmful masculinity, and trains participants in de-escalation, and nonviolent conflict resolution. The program is grounded in evidence-based research. The RSVP workshops are open to students of any age and gender identity.

The workshop opens with MBM staff establishing the norms of the workshop space, and getting participants involved and comfortable. With each topic of the presentation, the workshop uses a similar set of tactics including interactive and physical activities, peer-to-peer dialogue, and group and break-out discussions. Because much of the workshop is driven by the dialogue of participants, MBM staffers must be responsive to the conversation of the participants.

## **Logic Model**

Below is the narrative to accompany the Logic Model found in Appendix A.

### ***Inputs and Activities***

The RSVP workshops have extensive inputs based on the mission of Maine Boys to Men and their community partner resources. These inputs include the materials used in staff training and onboarding, funding from grants and donations, and resources from affiliated and community partner resources. The RSVP programming begins with the training of staff during the organization's onboarding process. MBM staff are given a list of recommended readings to familiarize themselves with the gender theory that forms the basis of their programming. Staff is also trained on the operation and materials of the RSVP program itself. MBM then meets with community partner schools either through their outreach efforts, or more often they are approached by the school directly. From there MBM staff and school administrators collaborate in determining if the RSVP workshop is suitable for the goals of the community partner, as well as discussing funding. Funding for the RSVP comes from a variety of sources as MBM has corporate sponsors and utilizes grants from the Maine Department of Education, as well as from the community partner schools. Materials for the RSVP workshop are developed by MBM staff and use data from the US Department of Justice Office on Violence Against Women, as well as other resources. MBM also shares materials with community partners like the Violence Prevention Network.

Once an agreement is reached and a date is selected, the school administrators are then asked to select a group of student leaders to participate in the workshop. This is done with some guidance and input from MBM staff, however, the knowledge school administrators have of the student body is essential for this process. The RSVP takes a harm prevention approach and seeks to have student leaders participate in the workshop as student leaders have the cultural capital to make meaningful cultural changes within their community. Identifying potential participants relies heavily on the knowledge of the stakeholders within the school as they have a personal understanding of their students.

The activities of the RSVP workshop take up about six hours, or the length of an entire school day, for two days. Maine Boys to Men provides a variety of physical materials at the start of the workshop, including handouts and brochures on the topics and themes of the workshop, external organization resources, and fidget items or coloring pages. The aim of these fidget items and coloring pages is to aid in building a comfortable environment for participants. There is also a presentation of slides to guide the structure of the workshop which covers a variety of topics like gender roles, consent, and intervention.

### ***Outputs and Outcomes***

Outputs from the workshop include the workshop itself, as well as any handouts provided to students, and discussions held during the workshop. Outcomes from the workshop can be short and long-term. Short-term outcomes, revealed between six to twelve months later, including the new knowledge and skills gained by participants about themselves, their community, and society at large. Long-term outcomes can begin soon after, however they are measured starting at twelve months and beyond after the implementation of the program. These outcomes include changed behavior, changed social norms, lower levels of violence, and increased conflict resolution skills displayed by students and their environment. Ideally, these outcomes will be shown by the school or community as a whole, not simply the participants of RSVP. In the long term, the RSVP workshop aims to prevent violence and self-harm, change the perspectives of participants, and enable participants to change the culture of masculinity in their communities.

### **Evaluation Purpose**

Maine Boys to Men has identified several key questions they hope to answer with this evaluation, including knowledge about who the RSVP program impacts and does not impact, how well it impacts different groups, and the long-term impacts on schools and communities. They also expressed a desire to begin standardizing the program, particularly the process of student leader selection. Currently, MBM collects data about general attendance, however, they have expressed a desire for more information about the race, ethnicity, gender identity, sexual orientation, and socio-economic background of participants to inform improvements to the program and to see if the program is building an inclusive space. Gathering data on the demographics of participants may also support future funding initiatives and grant opportunities. Given these goals and purposes of the evaluation, the primary intended users of results are MBM staff and its board of directors.

### **Questions Addressed**

Questions include, but are not limited to:

- What are the characteristics of the participants in RSVP?
  - Is there a systematic way to evaluate and decide on student leaders?
  - Are there discrepancies in the demographics of students participating in the program? For example, which students make up the majority? Which students are not being reached?
- How can MBM increase standardization and replicability?
  - Is there a method for how schools are selecting students to participate?
  - What works? What doesn't?

- What long-term impacts on participants' beliefs about gender and violence have the RSVP workshops had?

### **Intended Use**

The intended use of the findings would cover several key sections important to Maine Boys to Men. Aside from assessing overall program effectiveness in addressing gender-based violence and promoting youth development, the evaluation could provide invaluable insight and information that could better inform and influence school administrators with their participant selection process for the organization's program. The criteria that school administrators use for the selection process should align with the objectives of Maine Boys to Men's programs and the specific outcomes the organization aims to achieve. Criteria may include factors such as grade level, gender identity, past behavioral history, community status, and willingness to participate. The evaluation should also stress ethical considerations when making these decisions.

Using the evaluation for the purposes of gaining insight into the various intersectional identities of student participants is also a key intended use. With more information on these identities, MBM can tailor their programs to better suit certain demographics and increase cultural sensitivity and effectiveness, while also taking steps to address barriers to participation. By identifying these barriers, the organization can implement strategies to mitigate them, identify at-risk youth, and ensure equitable access to its programs for students from all socioeconomic backgrounds.

The last key intended use revolves around the implementation of data methods to determine long-term outcomes. The evaluation provides tools to determine the long-term outcomes that MBM intends to measure, along with establishing control baseline data to compare long-term outcomes with. Using data collection tools, MBM has the opportunity to implement pre and post-assessment programs aimed at measuring the same outcomes to track changes over time.

### **Data Collection and Analysis**

The main two questions to be addressed by this evaluation are who the program is or is not reaching, and what the long-term outcomes and impacts of the program are. To answer these questions, three methods of data collection are suggested: (1) notes from the ongoing conversations with school administrators, (2) the existing pre and post-surveys administered to student participants of the program, with the addition of pairing and a few new questions, and (3) focus groups about six to twelve months following the program implementation involving student and faculty participants from the original implementation of the program. The evaluation of these data sources will be discussed in the following section.

### **Pre-Program Discussions**

To begin, Maine Boys to Men staff talks to school administrators and faculty from the beginning of the school year until program implementation, about six to eight months. These conversations begin when a school reaches out to MBM to use RSVP. They discuss topics such as funding, location, and volunteers, outlining areas of concern and goals for the program and the



selection of student leaders to participate in the program. The Participant Selection Process relies heavily on the information from school faculty and administrators as they have personal knowledge of the students of their community. This data collection looks for insight into their unique thought processes so MBM can guide, inform, and standardize future participant processes. In order to effectively gather, discuss, and analyze information to help standardize and diversify the student selection process and acknowledge the perceptions of faculty about the goals and purpose of Maine Boys to Men and RSVP, it is suggested that a “constant comparative” note-taking method be used to record and evaluate data from these discussions. This method is informed by Corbin and Strauss (2008) and Charmaz’s (2014) grounded theory methods, which seek to create theories from the analysis of the data itself, rather than having hypotheses at the outset of data collection (as cited in Mertens & Wilson, pp. 440, 2019). This is an important distinction to make when starting on this collection to avoid preconceived biases that interfere with discovery.

The constant comparative method involves the following steps: first, take notes on conversations with administrators, from the first point of contact. Questions that may be useful or thought-provoking include, but are not limited to:

1. *What stands out about their thoughts on the purposes and goals of MBM and the RSVP program?*
2. *What is similar and different across community school partners?*
3. *Are there differences in perspectives among frequent and infrequent school partners?*
4. *How are administrators choosing student leaders, and who do these student leaders represent within the culture of their school? How do faculty and MBM definitions of “student leader” differ? How are they the same?*
5. *Who is not represented among these leaders?*
6. *What is similar or different about the leaders chosen between each other and among schools?*

It is advisable to use comparisons between schools, conversations, and experiences to illuminate emerging themes and concepts. Staff should then begin coding notes and transcripts with these themes and concepts, taking notes on their thoughts and feelings about these conversations that may be relevant. Additionally, staff may use these conversations to examine the social environment. Points of discussion may include asking about differential access to resources, impacts of existing rules and practices, and school-wide points of resistance to social change. Continue to revise and reevaluate codes and themes as necessary as more information is revealed (Mertens & Wilson, pp. 440, 2019).

The themes, concepts, and codes from these discussions will inform discussion points internally before, during, and after program implementation within the school, as well as discussion points during the post-program focus groups. They will help Maine Boys to Men understand the population that is impacted by RSVP, and help the standardization and improved implementation of the program in the future.

### **Pre- and Post-Surveys**

The next source of data collection that is suggested is a modified version of existing RSVP pre and post-surveys. Currently, Maine Boys to Men administers a survey to student participants at the beginning and end of the program. It asks a variety of questions detailing student beliefs, opinions, biases, and behaviors about gender, sex, sexism, and violence on a

Likert scale of “Strongly Agree,” “Agree,” “No Opinion,” “Disagree,” and “Strongly Disagree.” An example of this survey is listed in Appendix C. The purpose of this survey is to gather information on student attitudes at the beginning and end of the program, with the implication that they will have decreased sexist, violent, or antisocial attitudes and increased attitudes of equity, equality, and conflict resolution.

The suggested revised survey has three goals: first, to gather demographic data, such as race, gender, sexuality, and/or SES, collected as categorical data. These questions will be formulated similarly to demographic questions from the US Census Bureau, which are also used by the Pew Research Center as benchmark measures (US Census Bureau, 2022; Keeter, et. al., 2024). Next, retaining the data collected on beliefs, biases, and opinions before and after the program, using the established Likert scales. Finally, participant feedback on the perceived efficacy of the program was collected through a free response question at the end of the survey. These revised surveys will be distributed at the same time frames as the original survey, immediately before and after the program. Additionally, the revised pre and post-surveys will be matched with each other, in order to effectively analyze change of opinion within different demographics. To do this while retaining anonymity, each respondent will have a random number that matches their pre and post-survey. Potential bias from the surveys may arise, such as acquiescence or social desirability bias. Preserving anonymity will ideally help control social desirability, as the responses cannot be matched to a particular person. While acquiescence may occur, choosing the “acquiescent answer” can still indicate learning, if not complete belief change, because the participants have learned a new idea, whether they believe it or not. This can also be assuaged by the assurance of program leaders that their opinions will not be held against them either way. This bias may not be prominent, however, because, in a previous evaluation by Banyard, et. al. (2019), there is an indication that participants enjoy the workshop in itself and thus are more open to changing beliefs.

The survey analysis will contain three aspects, beginning with an analysis of changes in belief evaluated through survey results. To analyze the difference between pre and post-survey results for matched surveys, using a Wilcoxon signed rank test. This test is a non-parametric rank test that compares the scores of two matched pairs and is a better option than a paired t-test because the data is unlikely to be normally distributed due to acquiescence and social desirability biases, as well as because having an opinion (and thus being on either end of the scale) is more likely than not having one (and answering in the middles of the scale). An example of the Wilcoxon signed rank test being used to compare Likert scale results can be seen in Meek, Ozgur, and Dunning (2007). The Wilcoxon paired data signed rank test is as follows:

1. State null and alternative hypotheses:

$$H_0: X - Y = 0$$

$$H_a: X - Y \neq 0$$

2. Calculate the differences between the paired measurements, then rank them.
3. Find the test statistic by calculating the sum of ranks for negative and positive differences ( $W^-$  and  $W^+$ ). The lowest of these is the test statistic.

4. Find the p-value using the sample size, significance level, most likely 0.05, and test statistic. Reject or fail to reject null in order to determine whether there is a difference between pre and post-survey scores.

This test may be done with different sampling methods. First, a stratified random sampling may be used, wherein a certain number of participants from each school can be evaluated, chosen randomly from their schools. It is imperative that only surveys that have both a pre-test and a post-test are used. Alternatively, the test can be done after each session, using all the matched scores from those schools. This could give a good indication of how that particular session fared, however, it is more representative of the program to use a sample of all the schools where sessions took place (or the population as a whole, if it is small enough, once again throwing out surveys that do not have matches). Either way, having more completed tests will be more representative of performance than fewer.

After determining whether there was a significant difference between survey results as a whole, an analysis of belief change between groups with different characteristics can reveal whether Maine Boys to Men is effectively reaching all participants. To do this, tests may be stratified based on the relevant characteristic, such as race, gender, sexuality, socioeconomic class, or another relevant characteristic. Once again, sampling will be more representative if done with a variety of schools and a greater number of samples. Next, an ANOVA, or Analysis of Variance test, may be used. This test measures the difference in mean scores between groups. It does not account for covariance, which is beneficial because the purpose of the ANOVA test in this context is to evaluate the differential impact of RSVP on different demographic groups, rather than to evaluate the differences between these groups themselves. This test is preferred because it measures three or more groups, as opposed to a t-test, allowing for many different characteristics to be accounted for. The ANOVA test is a common test for discussing differences in change scores (Kent State University Libraries, 2024). The ANOVA test is most easily done in a table or in statistical software. Below are the null and alternative hypotheses, as well as the test statistic formula.

1. State null and alternative hypotheses:

$$H_0: \mu_1 = \mu_2 = \mu_3 = \dots = \mu_k$$

$H_a$ : *at least one of population k is not equal to the others.*

2. Calculate the test statistic F, the regression mean square over the mean square error.

$$F = \frac{SSR/(k-1)}{SSE/(n-k)}$$

Where k = total number of groups and n = total number of observations

3. Create an ANOVA table in statistical software, such as R.

To interpret the results of an ANOVA test, use a significance test to determine whether the p-value is under the significant value (such as 0.05). An interval plot is a great way to compare the sample means and confidence interval as well. If the p-value is less than the significance level, then there is likely a difference between the change scores of the groups tested, which could indicate a differential impact of the program on different groups.

Finally, an analysis of participant feedback allows MBM to evaluate participant emotions about, critiques of, and suggestions for RSVP. This section will use descriptive and emotional coding to analyze this qualitative data, two methods suggested in Mertens and Wilson (2019) and used by Donnelly, et. al. (2016, as seen in Mertens & Wilson, 2019). This process is as follows:

1. First, when doing an initial reading of the feedback, identify potential themes and create codes that summarize critiques, suggestions, and emotions of participants. Discuss this with the evaluation team, and create preliminary codes.
2. Next, reread feedback and attempt to compare data with potential codes. Evaluate and change codes if necessary.
3. Finally, discuss feedback with the evaluation team, and identify successes and possible implementations of critiques and suggestions.

It is likely that there may be repeated feedback and codes between programs. The process of evaluating participant feedback after each program session may be valuable to quickly implement potential suggestions, as well as to acknowledge successes, for the next implementation of the program. As such, sampling methods may be unnecessary, as the population would be small enough to be evaluated as a whole.

### **Focus Groups**

The next question to address is the long-term outcomes and impacts of the RSVP program. In order to learn these outcomes, it is advised to hold a focus group six to twelve months following the implementation of RSVP, ideally recruiting participants from multiple sessions. Participants to recruit include principals, counselors, coaches, and other relevant and interested faculty. Participants may also include participants from the RSVP program, and administrators from the school who had little to no involvement in the implementation of RSVP. The focus groups will include semi-structured questions that encourage participants to share their overall experience with RSVP and Maine Boys to Men, as well as how the program may have shaped their outlook and behavior on the topics covered in the workshops. Including relevant school faculty may provide an extensive perspective on potential shifts in the school environment on behaviors or attitudes of the students who participated in the workshops. The discussion questions and topics should be informed by the notes, codes, and other data points gathered from the administrator conversation notes and student feedback, as well as from reflection and feedback from MBM staff. Additional possible questions are as follows:

1. *Have you noticed a difference in school culture?*
2. *Have you noticed a difference in the attitudes or beliefs of male students? Which groups? What about students in general?*
3. *Have you noticed a difference in the behaviors of male students? Which groups? What about students in general?*
4. *What issues persist?*
5. *What types of violence or self-harm, if any, persist? Has this changed since before the program?*
6. *What types of negative beliefs about gender and sex, if any, persist? Has this changed before the program?*
7. *Are students talking to teachers and faculty more or less frequently than before?*

8. *(For student and faculty attendees only) What about the program do you think worked well? What could have been improved?*
9. *Is there a specific demographic of students that you would like to see us interact with more?*

Potential sources of bias in these focus group discussions include social desirability bias, conformity bias, and hindsight bias. By referring to notes taken before, during, and immediately after implementation, however, focus group leaders can help bring the thoughts held by administrators and faculty back to the forefront in order to help avoid hindsight bias. In the same vein, encouraging a wide variety of topics and questions specific to different schools and RSVP sessions can help avoid conformity bias, as topics are tailored to specific experiences.

Focus group leaders should continue to take notes during the focus group to help learn whether the themes and codes discovered previously are still relevant to the outcomes of the program, or if new themes emerge, as well as to identify successes and potential improvements to the program.

The extensive use of mixed-method integrative strategies provided here are intended to provide a rich and multifaceted description of the efficacy of the Maine Boys to Men Reducing Sexism and Violence Program. While each part answers similar questions, being able to combine multiple measures and forms of feedback during the entire process of the study reflects the sequential integration method used in many evaluation studies, including Mertens, et. al. (2007, as seen in Mertens & Wilson, 2019). This method is useful for making decisions for later stages of the study, in this case making decisions for the focus group stage, as well as for constantly reviewing and improving the program in subsequent sessions, which is common practice in MBM as it is. Ideally, this evaluation method of tailoring and discussing the environment with administrators, surveying student learning, demographics, and feedback, and reviewing impacts and outcomes post-implementation will lead to a more standardized approach to selection and evaluation and a more flexible and adaptive program.

### **Plan for Dissemination**

The anticipated dissemination plan for the evaluation proposal will primarily be to Maine Boys to Men's internal staff, as the purpose of the evaluation is to acknowledge program successes and identify potential improvements to be made. The products to be disseminated would likely include the executive report of evaluation findings, paired with a presentation. The intention behind having a written report and a visual presentation is to allow members of the organization to keep and maintain the written report on record for reference and allocation purposes to stakeholders in schools, as well as have a presentation that can be viewed at team meetings, springboard recommendations, and conversations across the team. The final materials produced for internal use may be easily disseminated to community partners on the school level if determined as necessary or relevant by MBM. This is a secondary decision that may be dependent on evaluation outcomes and whether they affect community partners.

The dissemination of this plan will likely involve discussion and review with key members of the organization, followed by a wider internal dissemination through presentations and an executive summary. This holds the most impact on the information collected and will be

the most efficient for the creation of new implementation strategies. As of the writing of this plan, the organization is in a transitional phase and has pre-established methods for communicating amongst staff to provide updates and assessments on programming and the direction of its resources. In general, the staff at Maine Boys to Men hold regular team meetings and provide other more informal routes of feedback, such as email and the business messaging app Slack. Ideally, our evaluation plan will help to establish regular formal methods of evaluation and communication that will allow feedback and ideas to be followed through more easily.

Maine Boys to Men's new executive director joined the team about a month prior to this plan's submission, and there will be a new program director starting soon after this plan's submission. The current plan for our Maine Boys to Men partners is to meet with the new program director once this evaluation plan is available. In addition, once the evaluation plan is complete, the new program director will meet with the existing programming committee, which consists of the program director, a few board members, and a volunteer. The meeting will also allow the team to plan the dissemination process and discuss implementation plans. Our Maine Boys to Men partners suggest potential implementation may commence between mid-summer to early fall. Implementation would include the proposed survey questions, discussion notes, and focus groups, which will ensure Maine Boys to Men can collect useful qualitative and quantitative information about the program and participants, including their demographics and intersection to the topics covered in the programs, as well as information on the long-term impacts of their efforts. The noted information and data points will be key in building on partnerships and funding opportunities for the organization.

### **Conclusion**

Designing an evaluation of Maine Boys to Men reveals an accomplished organization dedicated to addressing the current and relevant social issues of male violence, toxic masculinity, and self-harm. Through a thorough analysis of the organization's mission, programs, and impact, several key themes have emerged that could assist in guiding and refining the organization's operations. The organization's RSVP program demonstrates a dedication to fostering healthy relationships, addressing stigmatized issues, challenging gender stereotypes, and preventing violence, and by engaging youth in interactive workshops, discussions, and activities, the program gives young participants the tools needed to navigate complex social dynamics and promote healthy behaviors. The formal recommendations derived from this evaluation proposal will rely heavily on the subsequent decisions of Maine Boys to Men that will provide the actual outputs and outcomes of the evaluation.

As this evaluation is still in the preliminary phase, our team imagines that the recommendations by Maine Boys to Men may include a more exhaustive implementation plan to incorporate long-term data collection methods from participants and school partners, as well as intention to integrate the proposed methods from the evaluation to pre-existing feedback systems and mechanisms to supplement current internal evaluation and review. On top of reimagined surveys, expansive notes and dialogues, and focus groups, Maine Boys to Men can strengthen their efforts to a more inclusive organization through additional mechanisms to build on participant voices and experiences. Some further examples include the formation of an alumni program for those who have participated in RSVP and new methods to converse with school

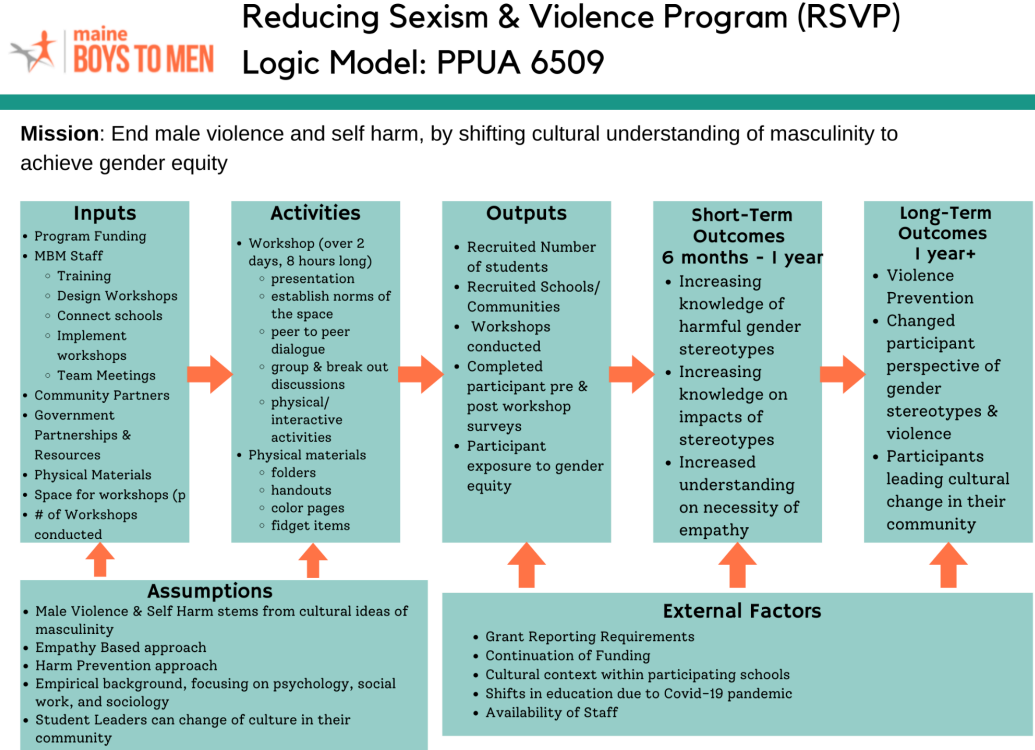
partners that are continuously working with Maine Boys to Men in order to provide an improved way to garner information on long-term cultural shifts of the study body after RSVP workshops.

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Appendix A:  
Logic Model



Appendix B:  
Methods Grid

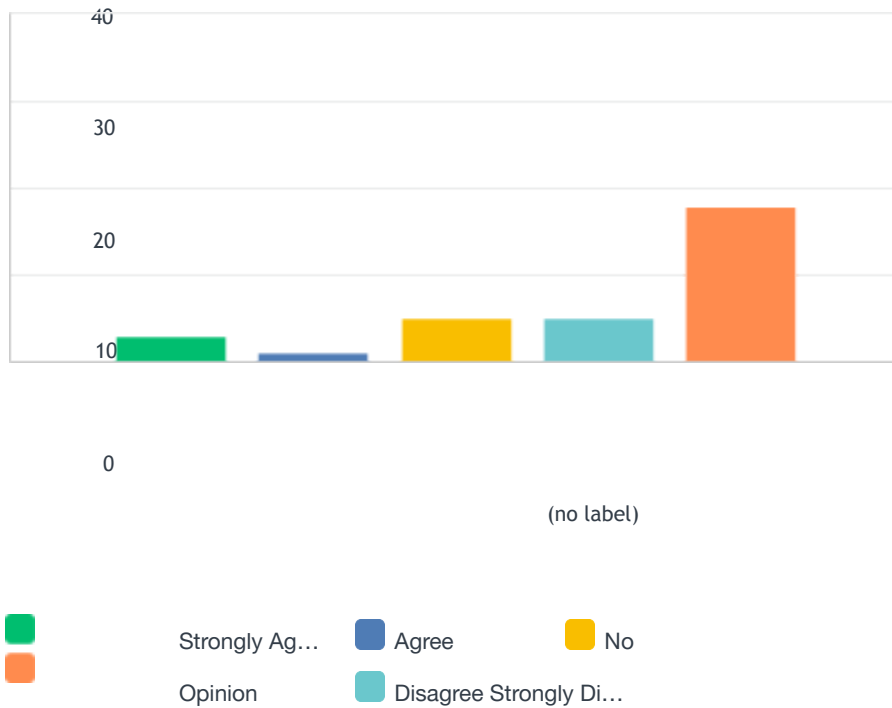
Evaluation Question	Indicator/ Performance Measure	Method	Potential Data Source	Sample Method	Time Frame
<i>Who is the program reaching / not reaching?</i>	<p>Socio-economic demographic indicators</p> <p>Existing survey questions about attitudes, behaviors, and beliefs</p> <p>Description of participant selection process from school admin stakeholders</p>	<p>Mixed methods</p> <p>Quantitative surveys &amp;</p> <p>Qualitative interviews</p>	<p>Participant surveys from RSVP participants</p> <p>School Administrative stakeholders</p> <p>American Community Survey, US Census Bureau for demographic comparisons</p>	<p>Surveys provided to population</p> <p>Stratified sample analysis</p> <p>Convenience and opportunistic sampling</p>	<p>present participants, 2 days (length of program)</p> <p>6-12 months post program</p>
<i>What are the long-term impacts of the RSVP in schools after workshops</i>	<p>Description of impacts as observed by school administrators and students</p>	<p>Mixed Methods (Surveys &amp; Interviews)</p>	<p>Past participants (Surveys) &amp; School admin. Stakeholders (Focus Groups)</p>	<p>Stratified random (Surveys)</p> <p>Convenience and opportunistic sampling</p>	<p>6 months - 1 year post RSVP workshop</p>

Appendix C:

Sample of Existing Pre-Survey

**Q1 Gender is binary; you are either a male or a female, and are that gender for life.**

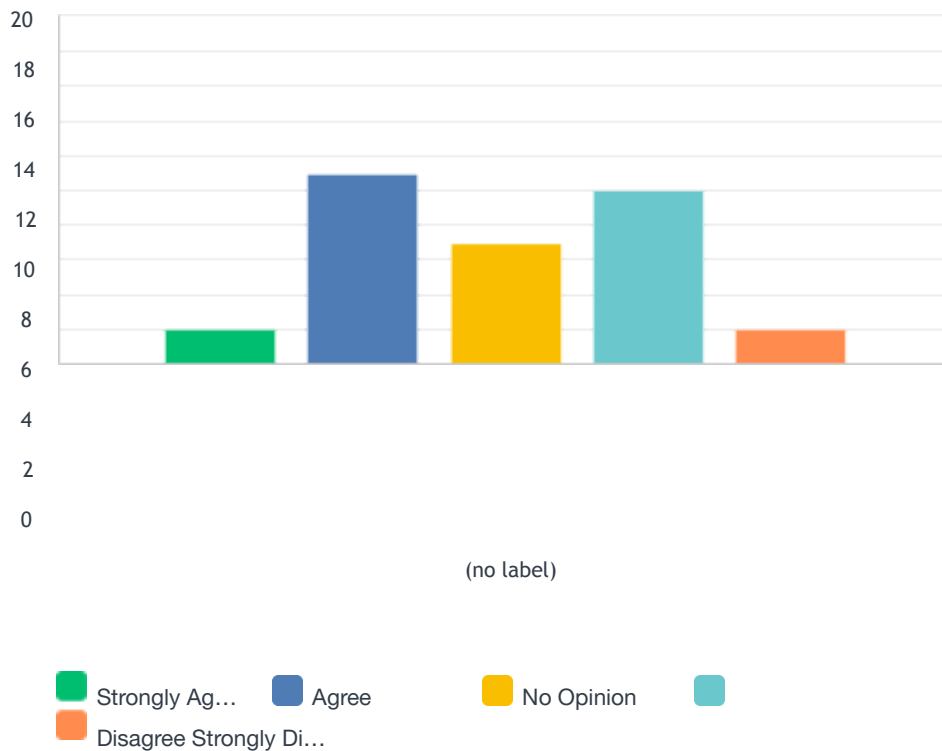
Answered: 32 Skipped: 0



BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	5.00	4.06	1.30

## Q2 I feel pressure to act, dress, or behave in a certain way to be accepted as masculine or feminine by my peers.

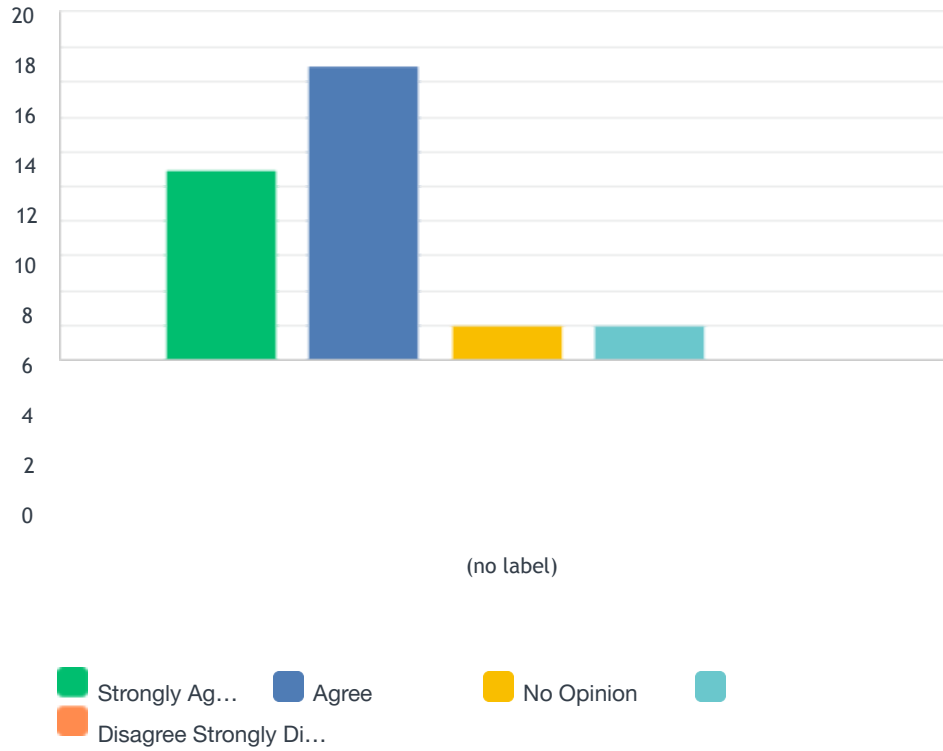
Answered: 32 Skipped: 0



BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	2.97	1.07

### Q3 Calling people names that reinforce gender or sexuality stereotypes can lead to violence.

Answered: 32 Skipped: 0

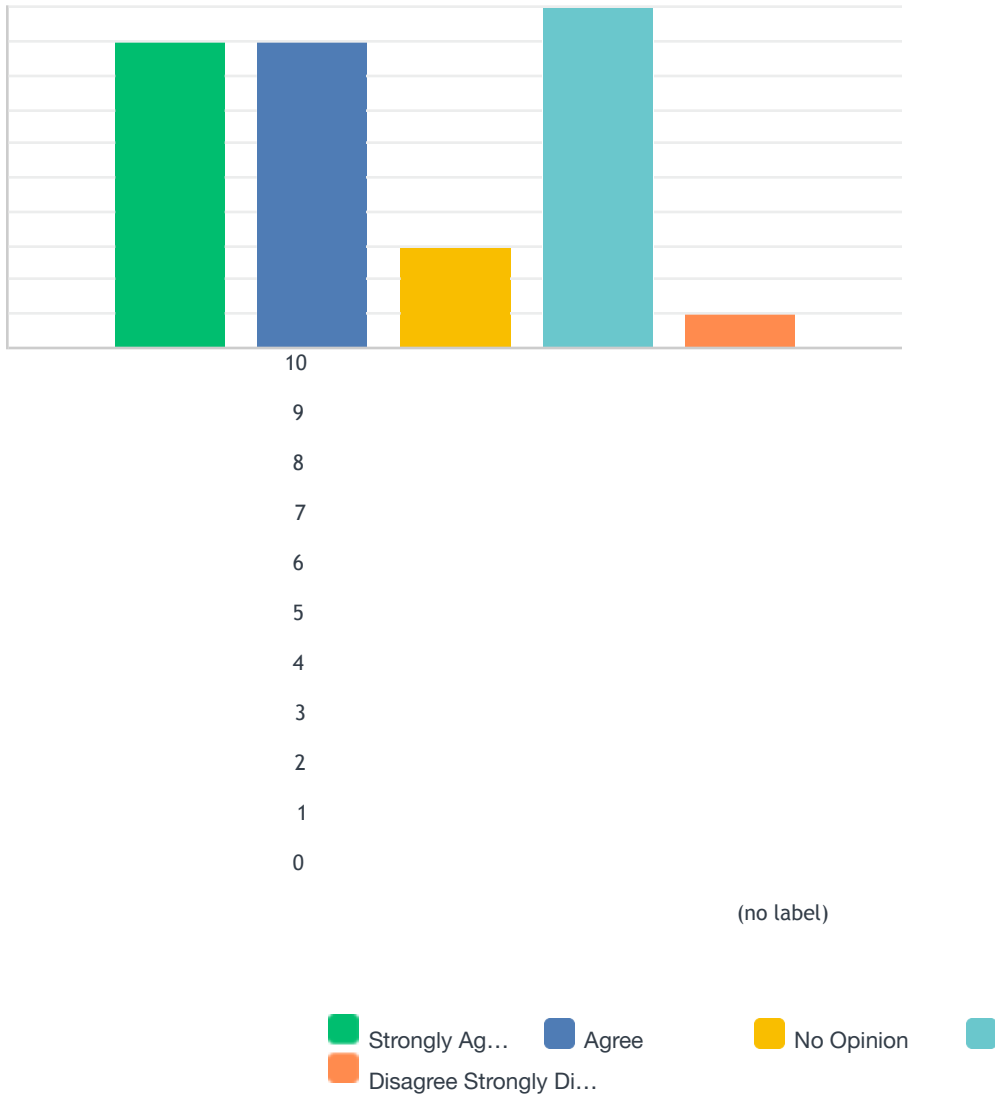


**BASIC STATISTICS**

Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	1.84	0.79

### Q4 Making an agreement and sharing affirmative consent from another person only involves verbal communication between two individuals.

Answered: 32 Skipped: 0



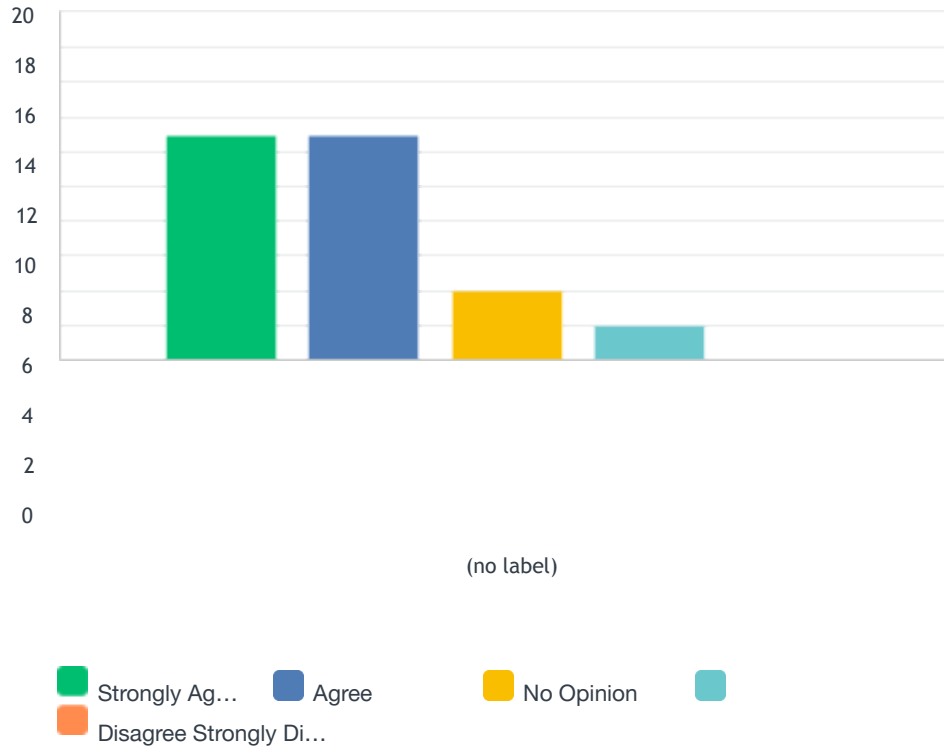
(no label)

■ Strongly Ag...   
 ■ Agree   
 ■ No Opinion   
 ■ Disagree   
 ■ Disagree Strongly Di...

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.53	1.27

**Q5 If you've been drinking, high, or are under the influence in any way, making an agreement and sharing affirmative consent cannot be understood.**

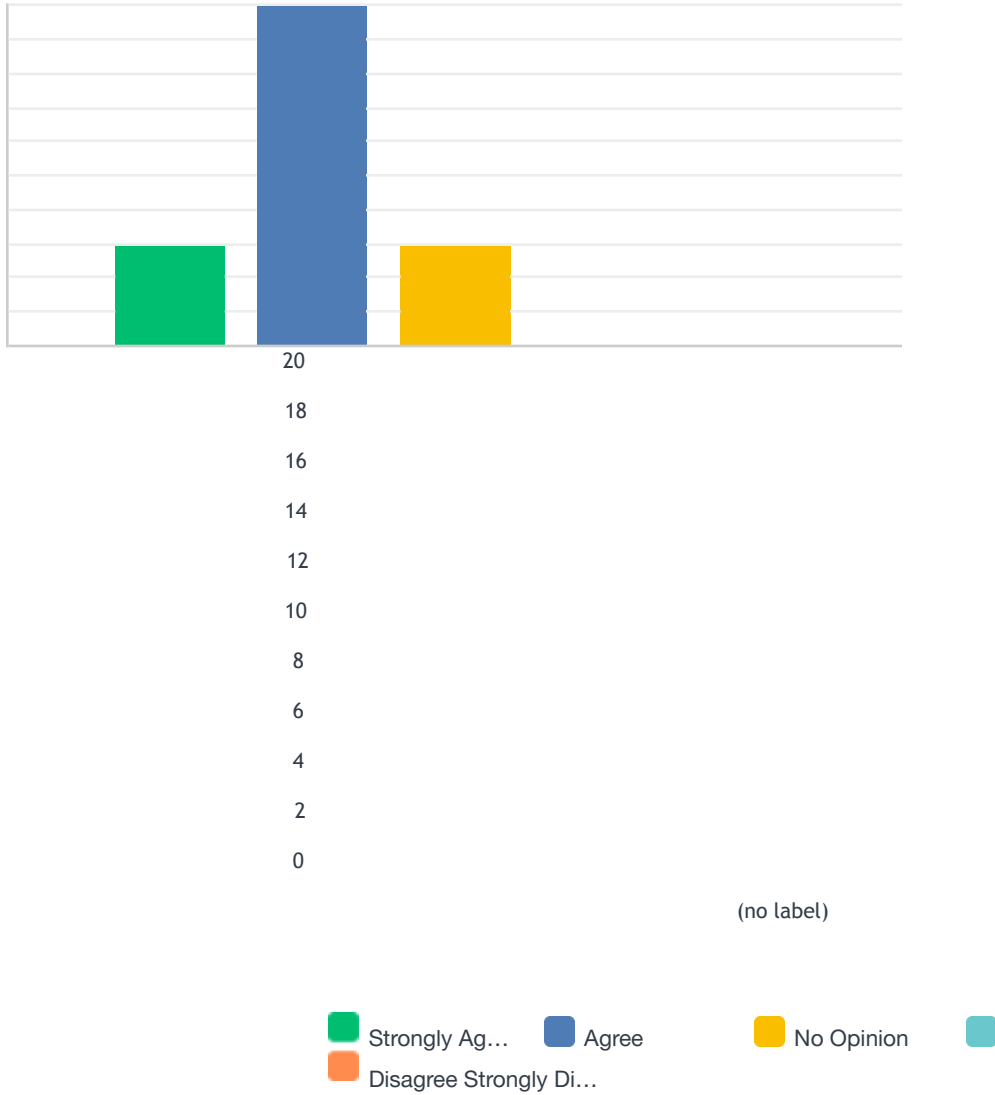
Answered: 32 Skipped: 0



BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	1.84	0.87

### Q6 It's more likely that someone is assaulted by someone they know (friends, family, dating partner) than by a stranger.

Answered: 32 Skipped: 0

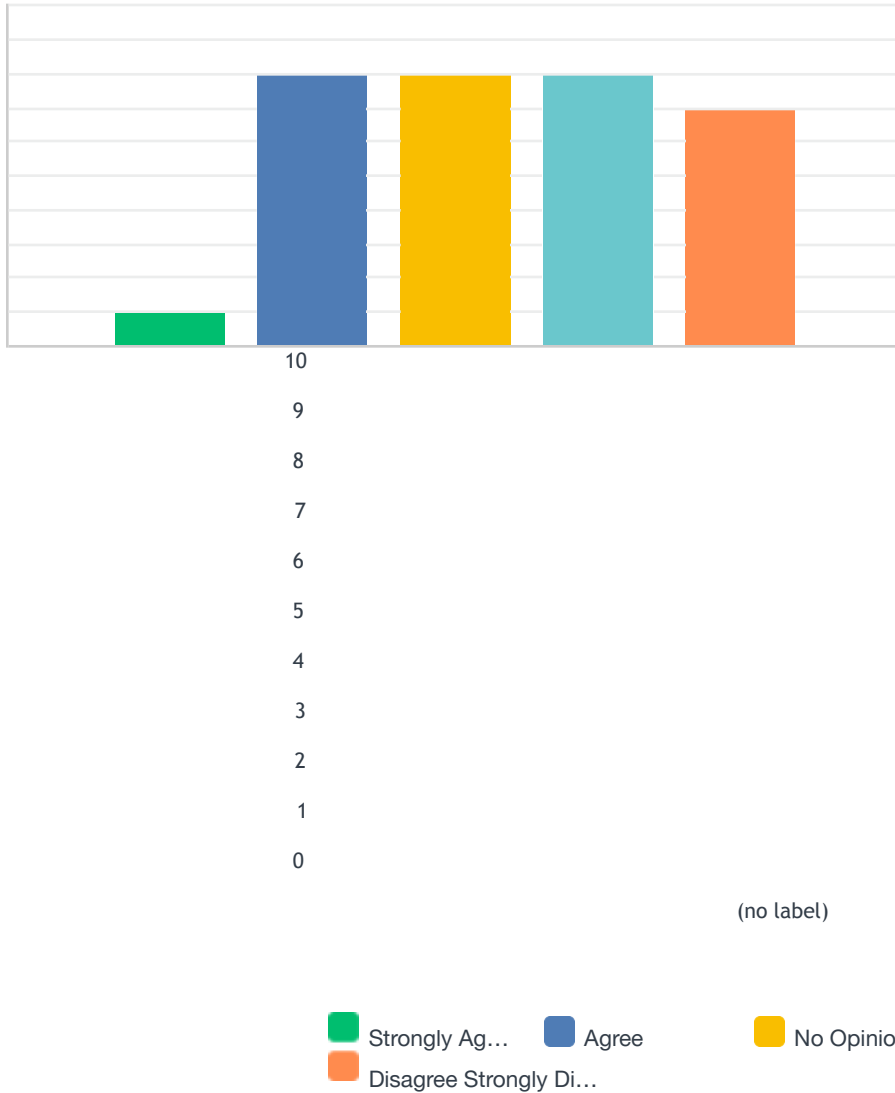


BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	3.00	2.00	2.00	0.61



### Q7 I feel comfortable sharing my true feelings with my classmates.

Answered: 32 Skipped: 0



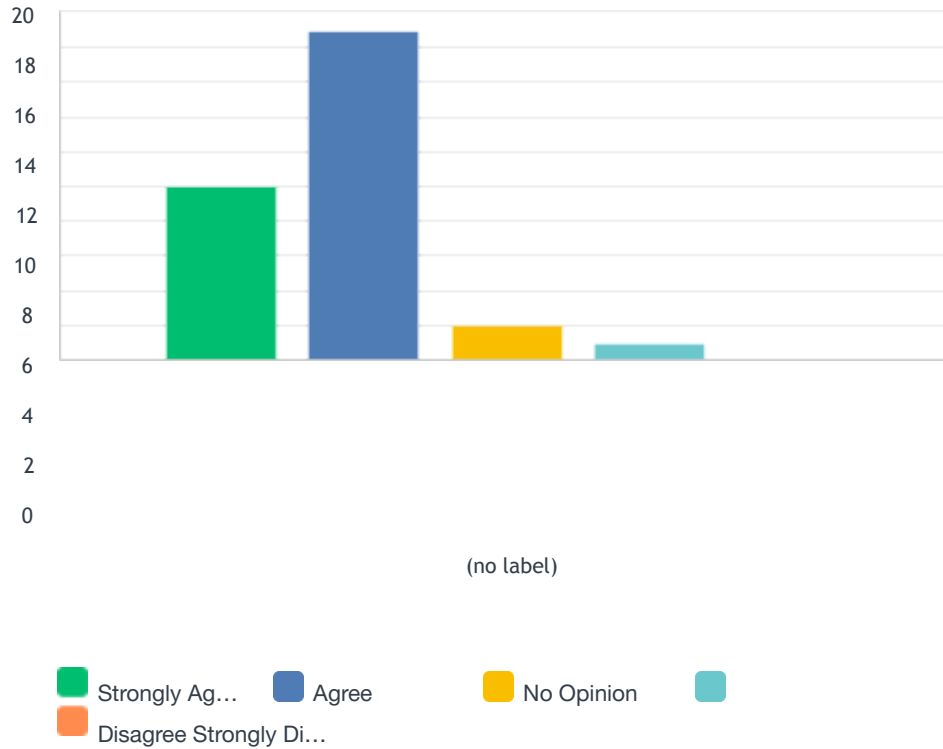
(no label)

■ Strongly Ag... 
 ■ Agree 
 ■ No Opinion 
 ■ Disagree 
 ■ Disagree Strongly Di...

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	3.00	3.38	1.17

### Q8 I know the difference between passive communication, assertive communication, and aggressive communication.

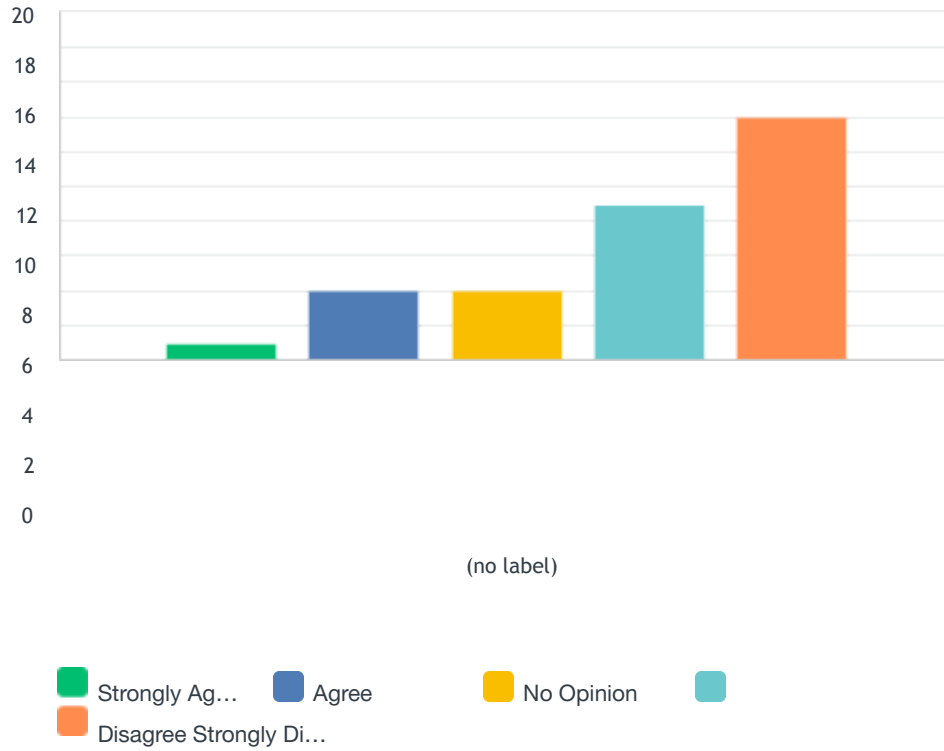
Answered: 32 Skipped: 0



BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	1.81	0.68

Q9 As long as someone doesn't tell me not to touch / hug / kiss them, it's okay to do it. They should say no or stop if they don't like it.

Answered: 32 Skipped: 0



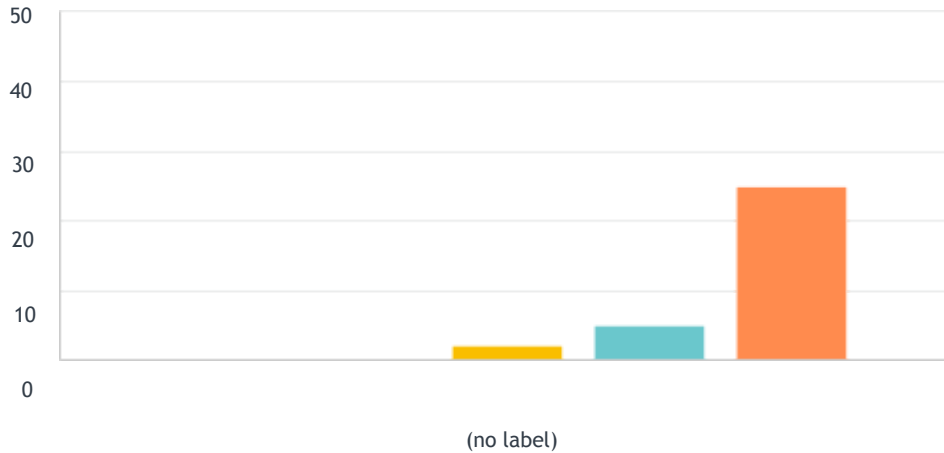
(no label)

■ Strongly Ag...   
 ■ Agree   
 ■ No Opinion   
 ■ Disagree   
 ■ Disagree Strongly Di...

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	4.00	3.97	1.16

### Q10 If I ask someone to send a nude picture or have sex with me and they say no it's ok to keep asking them until they say yes.

Answered: 32 Skipped: 0

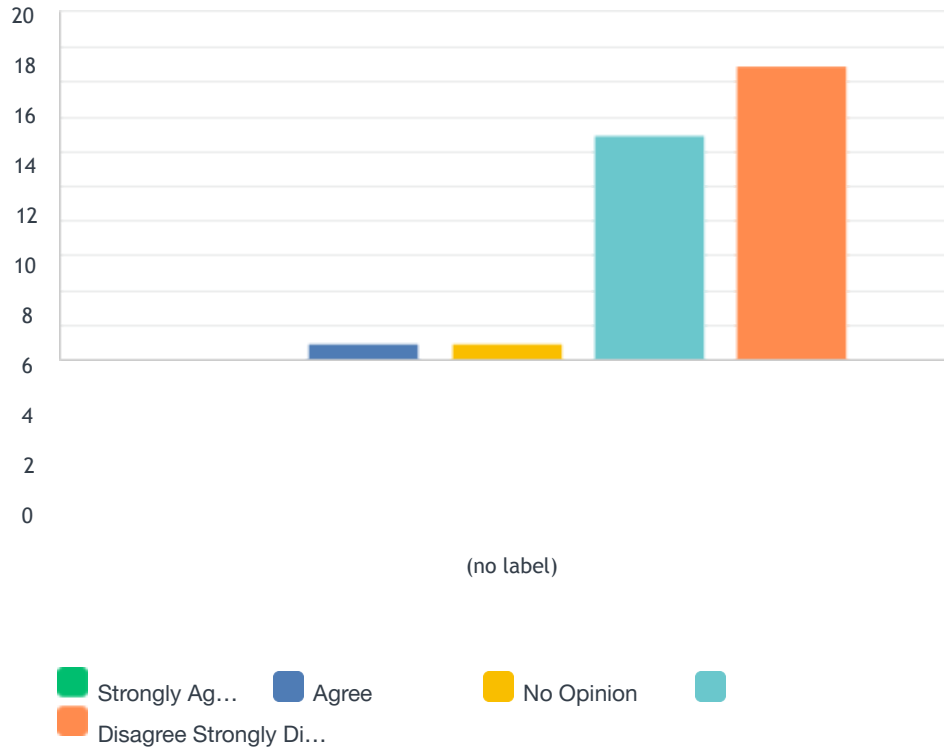


■ Strongly Ag... 
 ■ Agree 
 ■ No Opinion 
 ■
■ Disagree Strongly Di...

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
3.00	5.00	5.00	4.72	0.57

### Q11 It's OK for one partner in a relationship to make all the decisions about what they do in the relationship.

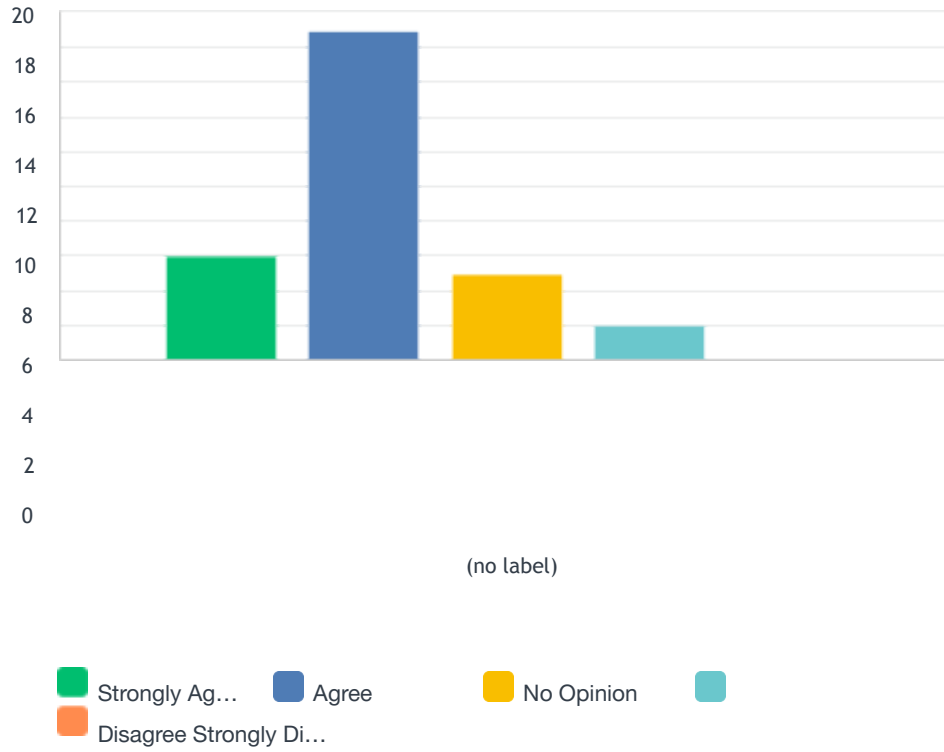
Answered: 32 Skipped: 0



BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
2.00	5.00	5.00	4.44	0.70

### Q12 I know the warning signs of an abusive relationship.

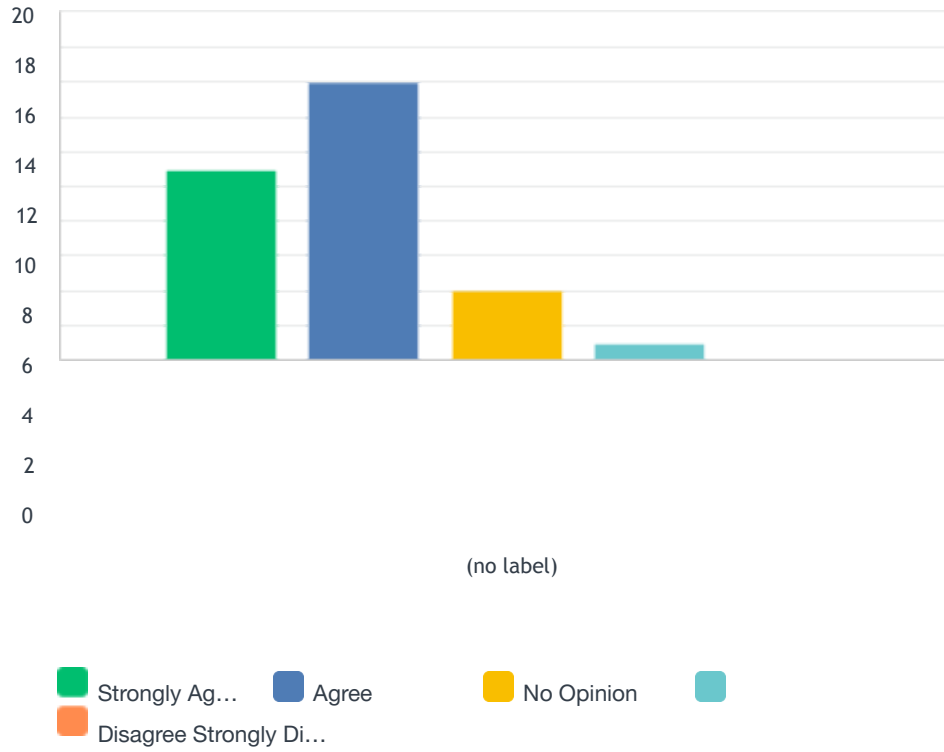
Answered: 32 Skipped: 0



BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	2.09	0.76

### Q13 I can identify what I want in a healthy relationship.

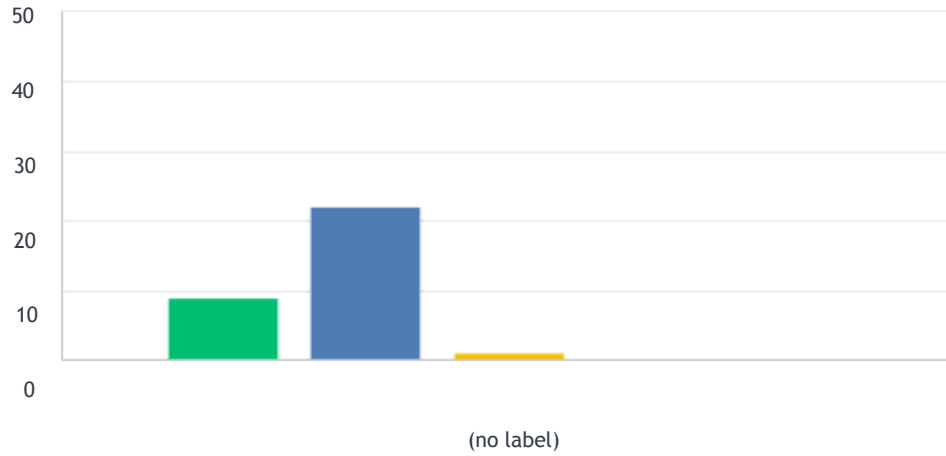
Answered: 32 Skipped: 0



BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	1.84	0.75

### Q14 I can identify what sexual harassment is.

Answered: 32 Skipped: 0



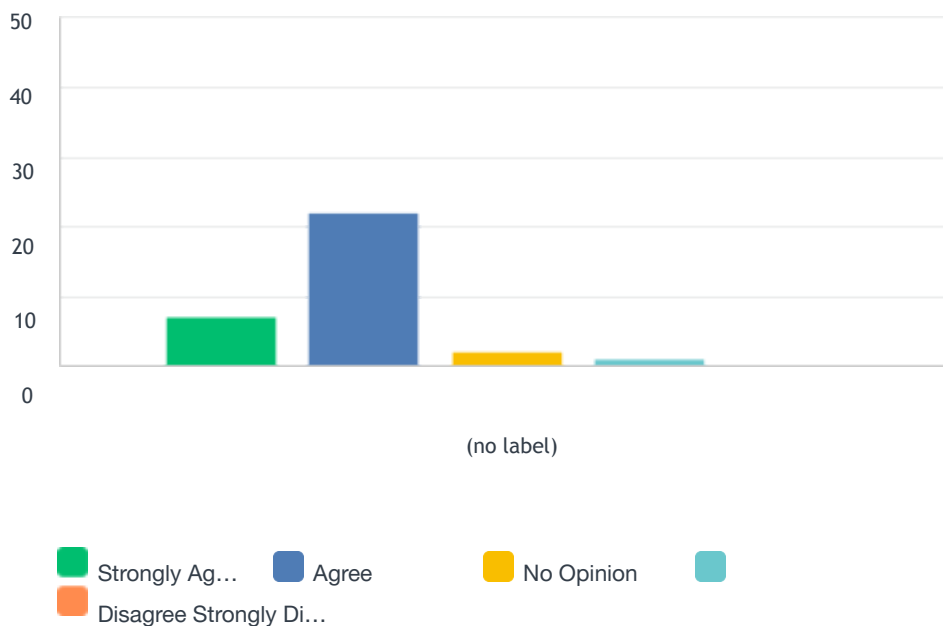
■ Strongly Ag...   
 ■ Agree   
 ■ No Opinion   
 ■   
 ■ Disagree Strongly Di...

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	3.00	2.00	1.75	0.50



### Q15 I know the difference between flirting and sexual harassment.

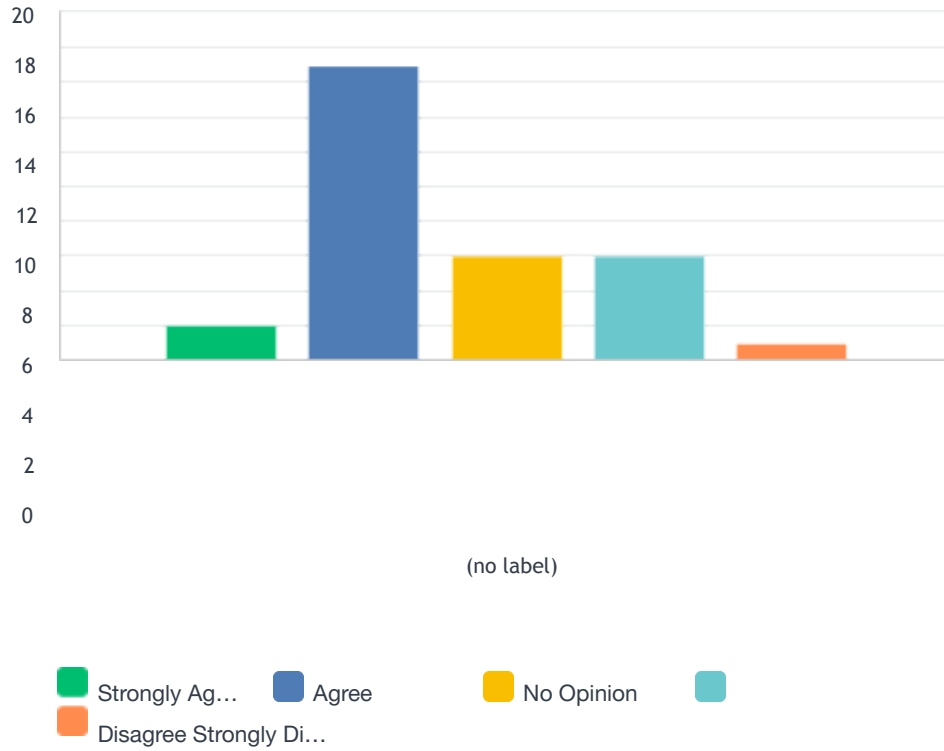
Answered: 32 Skipped: 0



BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	1.91	0.63

### Q16 I know what to do to get help if someone's behavior, online or in person, is abusive or makes me feel unsafe.

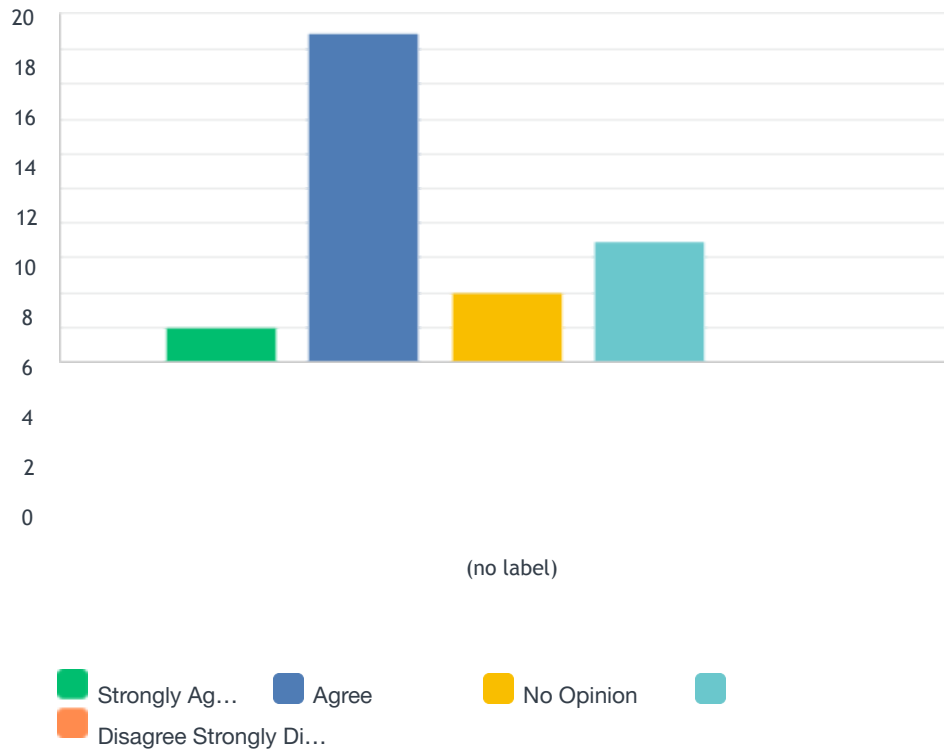
Answered: 32 Skipped: 0



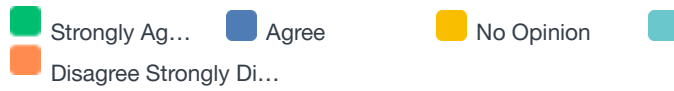
BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	5.00	2.00	2.59	0.96

### Q17 I know how to intervene in situations that I do not feel good about.

Answered: 32 Skipped: 0



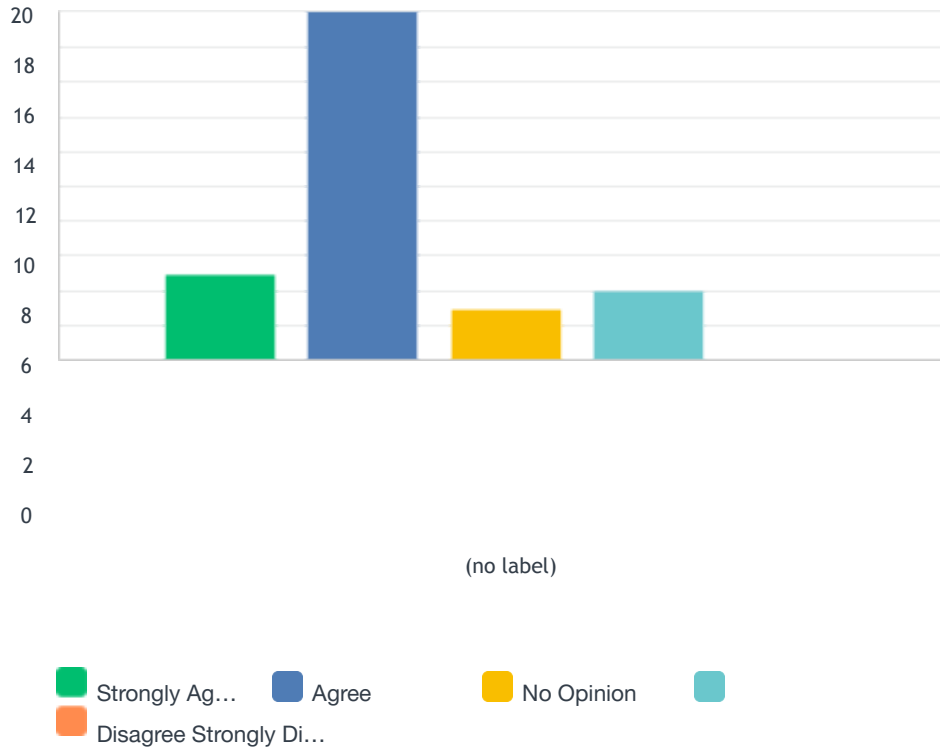
(no label)



BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	2.50	0.90

### Q18 I know how to help a friend who is experiencing harassment or abuse.

Answered: 32 Skipped: 0



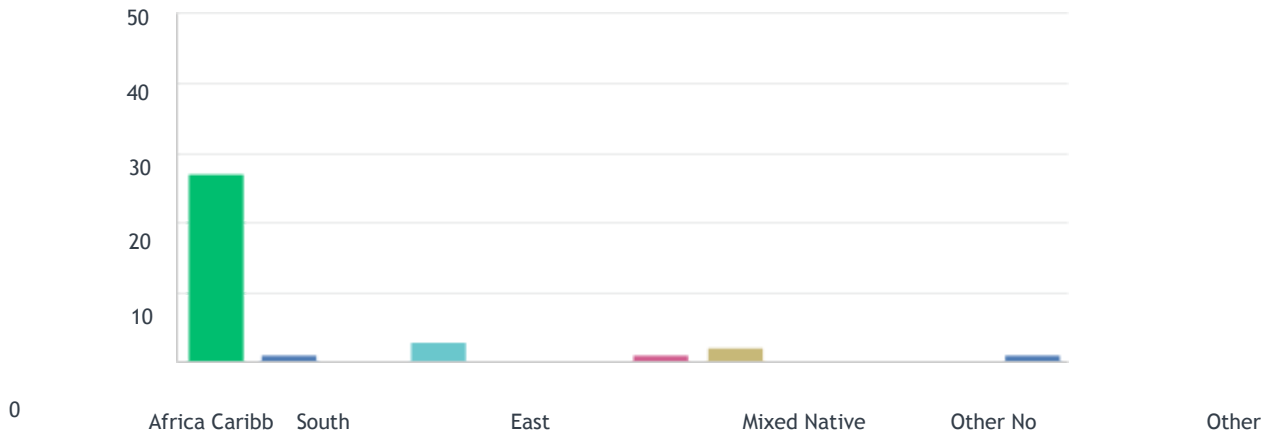
BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	4.00	2.00	2.19	0.85

## Q19 Gender Identification (open ended):

Answered: 32 Skipped: 0

### Q20 What is your ethnicity? Select all that apply.

Answered: 32 Skipped: 0



ian / / Middle n ean&nb Asian Asian (tribe Answer (pleas  
 White Hispan Easter sp; \_\_\_\_\_  
 ic n \_) spe...

BASIC STATISTICS				
Minimum	Maximum	Median	Mean	Standard Deviation
1.00	12.00	1.00	2.17	2.59

## Q21 Grade:

Answered: 32 Skipped: 0