



---

**Reach All, Teach All, Respect for All:  
A Three Year Evaluation of Women's Educational Media's  
Outreach Campaign**

---

**Executive Summary**

**NOTE:** This Executive Summary is based on a full assessment conducted by BTW Consultants – *informing change* and was made possible through generous support from The California Endowment and other supporters.

Prepared for



A Program of Women's Educational Media

February 2005

## BACKGROUND

The Respect for All Project (RFAP), a program of Women's Educational Media, aims to create safe, hate-free schools and communities by giving youth and the adults who guide their development the tools they need to talk openly about diversity and prejudice prevention in all its forms. RFAP offers a comprehensive set of resources for educators and youth service providers, including award winning documentary films and printed curriculum guides. In 2001, with a grant from The California Endowment, RFAP developed and launched professional educator training workshops to accompany its videos "That's a Family!" and subsequently "Let's Get Real."

- "That's a Family!" is a video for elementary students about family diversity that premiered in June of 2000. It showcases children speaking candidly about growing up in different kinds of households and with different types of family configurations.
- "Let's Get Real," released in October of 2003, takes on the disturbing subject of bullying and name-calling in middle schools and portrays students describing firsthand experiences of being either victims or perpetrators of bullying.

RFAP engaged the services of BTW Consultants – *informing change*, an independent research and consulting group to evaluate and measure the outcomes of RFAP's outreach and training efforts.

## DATA COLLECTION METHODS

The RFAP outreach and training evaluation took place in California and spanned a three year period from the 2001-2002 school year through the 2003-2004 school year. For all three years, the evaluation was formative in nature and focused on the following research questions:

- 1) What was the professional readiness of trainees to address RFAP video topics prior to training?;
- 2) How did participants respond to the training, video and curriculum?;
- 3) What were trainees' approaches to presenting the videos?;
- 4) What were enabling factors and obstacles to showing the videos?;
- 5) What were teachers' reactions to the videos?, and
- 6) What were students' reactions to the videos as perceived by their teachers?

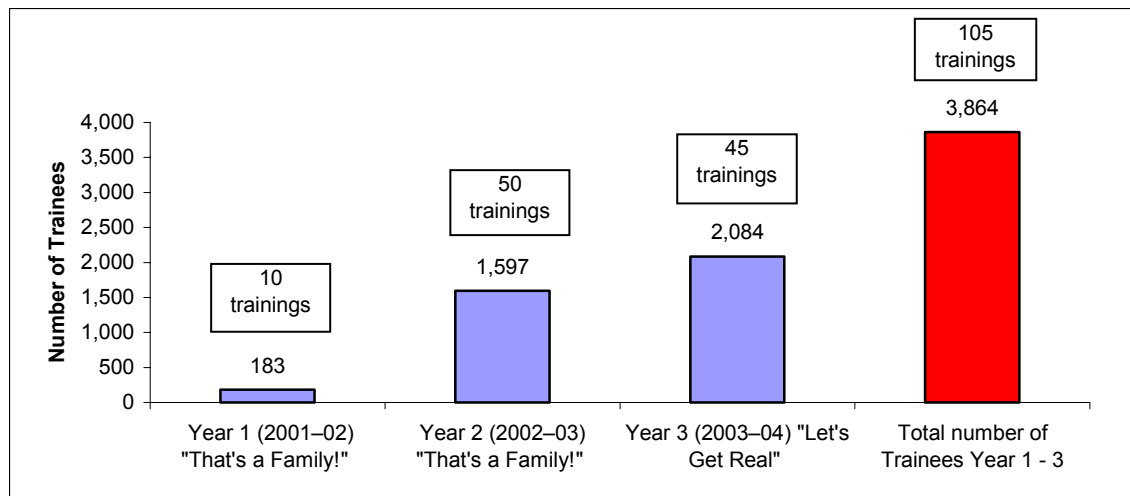
Each year, training participants completed a post-training survey and then a follow-up survey three to six months later. These surveys collected quantitative data on video utilization and impact, as well as descriptive data on trainees. The evaluation team supplemented survey data with open-ended qualitative information gathered through key informant interviews in Years 1 and 2. In addition, beginning with the Year 2 evaluation of "That's a Family!," trainers offered their own perspectives and reflections on the training via a trainer's documentation form. The trainings included in the California evaluation are a sample of the total trainings RFAP conducted and the several thousand teachers and service providers exposed to RFAP videos at trainings and professional conferences nationwide during this time period.

## EVALUATION FINDINGS

### RFAP trainings grew over time.

Since the launch of its training efforts, RFAP has increased its training capacity and succeeded in reaching increasing numbers of teachers, youth service providers and youth with its videos. Between October 2001 and August 2004, RFAP conducted 105 trainings and taught 3,864 teachers and youth service providers how to effectively use “That’s a Family!” and/or “Let’s Get Real” videos with young people. RFAP trained 2,172 teachers and youth services providers on how to use “That’s a Family!” and 1,692 on “Let’s Get Real.”

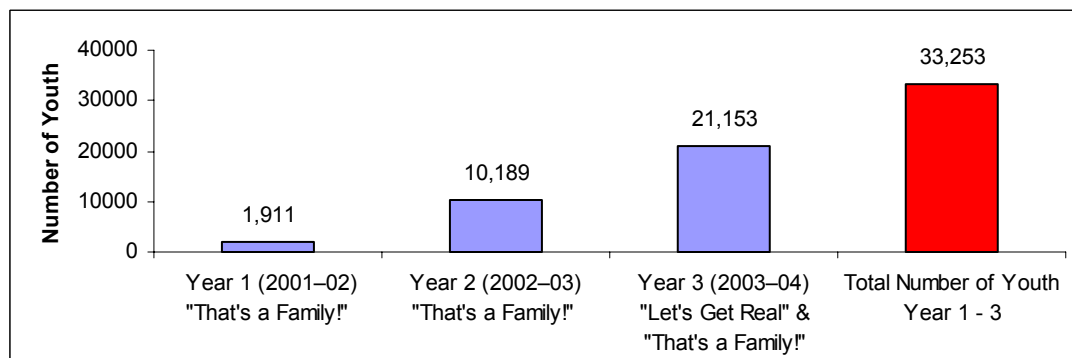
**EXHIBIT 1**  
**Number of RFAP Trainees and Trainings, Year 1 – Year 3**



### RFAP more than met its goal of reaching 20,000 young people.

The evaluation team estimates that workshop trainees subsequently showed RFAP videos to approximately 33,253 youth between October 2001 and August 2004.<sup>1</sup> This figure is 66% higher than RFAP’s original goal of reaching 20,000 children during this time period.

**EXHIBIT 2**  
**Estimated Number of Youth Who Saw RFAP Videos, Year 1 – Year 3**



<sup>1</sup> These estimates are empirically-derived averages based on the number of trainees each year, the proportion of trainees who reported using the video on the follow up survey, and the assumption of 29 students per classroom.

**Many different types of professionals participated in RFAP trainings.**

Youth service providers, administrators, counselors and teachers attended RFAP trainings. Teachers who participated in RFAP trainings were representative of California teachers overall, with the majority being female, Caucasian, and having eight years or more of teaching experience.

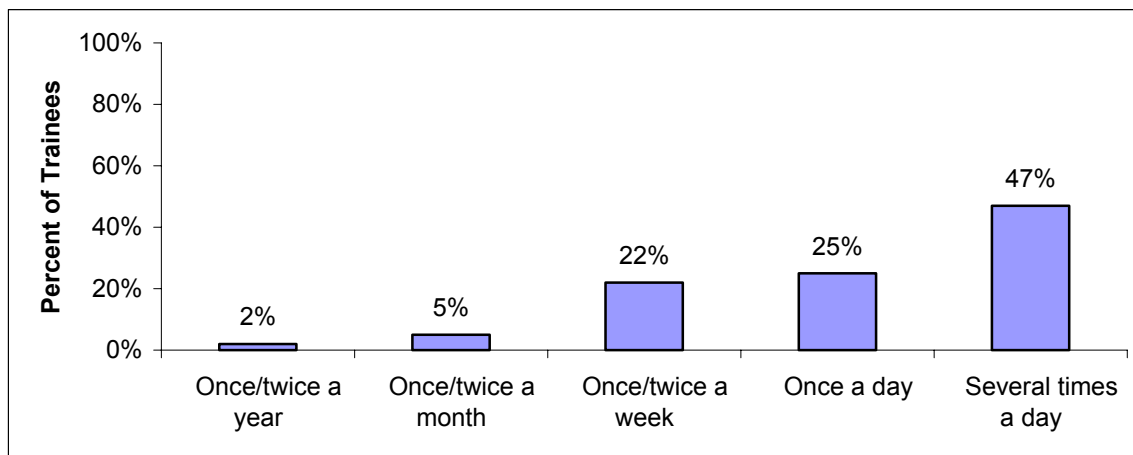
**Trainees had prior experience with issues of diversity/prejudice prevention and/or bullying, yet still faced obstacles.**

Each training year, more than half of all RFAP trainees (51%-74%) report having had previous training on either diversity, prejudice prevention or bullying. Most of these trainees (58%-71%) also had some prior experience teaching on these subjects. The top three challenges trainees consistently face in attempting to teach about diversity or bullying are: 1) lack of classroom time; 2) lack of adequate training; and 3) lack of teaching tools.

**Name-calling and bullying are everyday matters.**

Most “Let’s Get Real” trainees witness incidences of name-calling, bullying or slurs directed from one student to another every day, ranging from once a day (25%) to several times a day (47%). Trainees report consequences not just in the victims of bullying, but also in themselves and in their institutional environments.

**EXHIBIT 3  
Incidences of Bullying Witnessed by “Let’s Get Real” Trainees, Year 3  
(N=874)**



**Trainees have positive responses to RFAP trainings.**

Almost all RFAP trainees (88%) agree that RFAP videos are effective tools for discussing these difficult, but important issues with youth.

Looking at the components of the training, 75% of “Let’s Get Real” trainees feel the video screening was very helpful, more than half (57%) found the trainer presentation to be very helpful and almost half (46%-47%) found the curriculum guide overview and the discussion among trainees to be very helpful. Educators appreciate previewing the video and receiving training on how to approach difficult and potentially sensitive topics with youth. Not only do 60%-78% of trainees report interest in using the videos immediately after the training, 84% report an increased awareness, ability and motivation to teach on issues of diversity or to work to prevent and better respond to name-calling and bullying when faced with an incident. In

addition, more than half (53%) of “Let’s Get Real” trainees report they are a lot more likely to engage in anti-bullying dialogue or instruction compared to before attending the “Let’s Get Real” training.

*I've been working with this subject for 10 years. The film is one of the best resources I've used.*  
- “Let’s Get Real” trainee

### **Schools and educators are using RFAP videos.**

Individual K-3 educators primarily use “That’s a Family!” in the context of a classroom lesson on family diversity. “Let’s Get Real” is shown more typically at the institutional level to an entire grade of middle school students in a school-wide event that is sometimes followed-up by additional classroom sessions. Based on follow-up survey data, 22%-36% of “That’s a Family!” trainees use that video within three to five months of being trained. Similarly, 35% of “Let’s Get Real” trainees report using the video. When measured at the institutional level, 83% of schools report using the “Let’s Get Real” video. Utilization at this higher level provides a more accurate and complete picture of the extent of utilization after training. Trainees are not only using RFAP videos with youth, but also in parent meetings, teacher in-services and youth counseling sessions. In addition, 69% of “Let’s Get Real” follow-up survey respondents report that the training workshop prompted internal policy discussions related to name-calling and bullying at their institutions.



#### **HIGHLIGHT**

When measured at the institutional level, 83% of schools report using the “Let’s Get Real” video.

Almost all RFAP trainees who have used the video plan to use it again next year. In addition, about half of those who were not able to use the video at follow-up report plans to use it the next school year.

### **Using RFAP videos is a worthwhile experience.**

One of the biggest endorsements of WEM’s training program is that educators believe the training is a very good use of their time. Time is one of a teacher’s most precious commodities and represents the teachers’ biggest obstacle to showing the video. Practically all of those who showed the videos (96%-100%) found the experience to be a good use of their time. The vast majority (76%-85%) also report that the experience of using the video both encouraged them to do more teaching on the subjects and to be ready to intervene in student behavior when necessary. Finally, 81%-89% are likely or very likely to recommend RFAP videos to a colleague.

### **Quality of the videos and a sense of necessity, backed by administrative support, enables determined educators to overcome time and curriculum obstacles to show RFAP films.**

The videos’ high quality is important to trainees and enables them to use the film. At the individual level, the same underlying factors influence the use of both videos: 1) a pre-existing personal commitment to the subject matter (64%-80%), 2) support from the school administration (64%-67%), and 3) the needs of youth in trainees’ classes or programs (61%-67%). These are primarily what drive utilization and in the end, educators take the time to use RFAP films and curriculum guide activities because the lessons are so critically important to children’s lives.

### **RFAP videos appear to have a positive impact on youth.**

The majority of trainees who used RFAP videos (90%-92%) report their students were engaged or very engaged while viewing the film. The event prompted rich and instructive discussions that many trainees (85%-90%) feel increased youths' understanding of the video topics. In response to "That's a Family!," 80% of educators found that their students and youth had increased their comfort and familiarity with youth from different family structures. After viewing "Let's Get Real," 72% of educators found their students and youth increased empathy among their peers, and 54% felt a certain number of students increased their emotional health and self-esteem. About a third of educators also noticed some reduction in name-calling incidences and disrespectful physical acts after showing RFAP videos.

**EXHIBIT 4**  
**Perceptions of Students'/Youth's Reaction to the Video**

	<b>Year 2 (2002-03)</b>		<b>Year 3 (2003-04)</b>	
	<b>N</b>	<b>Percent</b>	<b>N</b>	<b>Percent</b>
Youth engaged or very engaged with video while running	41	90%	96	92%
Youth engaged or very engaged with curriculum/activities related to the video	*	*	92	75%
<i>Showing "That's a Family!" or "Let's Get Real"...</i>				
Prompted rich and instructive discussion	41	95%	95	88%
Increased understanding of diversity/consequences of bullying among youth	41	90%	97	85%
Increased group's comfort and familiarity with youth from different family structures	41	80%	*	*
Increased empathy among youth	*	*	94	72%
Increased emotional health and self-esteem among youth	*	*	96	54%
Reduced prejudice and acts of bias in school/program	*	*	96	41%
Reduced incidences of name-calling and slurs	*	*	97	38%
Reduced disrespectful/harmful physical acts among youth	*	*	95	34%

\* = Not asked on that year's survey

NOTE: In Year 1, 98% of respondents (N=50) report that showing "That's a Family!" prompted class discussion, and 87% of teachers (N=47) characterized students during discussion as engaged or very engaged.

### **Challenges exist to consistent implementation and utilization of RFAP films.**

While evaluation findings determine the motivations to using RFAP videos, findings also consistently indicate that intention to use RFAP videos is always higher than actual utilization. This phenomenon seems to result from teachers' lack of time to show the video. It is ironic that trainees report lost instructional time as one of the major consequences of bullying, yet they are unable to address the issue in a formal way because they lack the time. The evaluation identifies three additional issues that further exacerbate the situation and limits utilization. First, educators are increasingly required to emphasize state standards and "teach to the test" and need help in seeing how RFAP videos are compatible with these state standards that guide education in California. Second, RFAP trainings typically have not been held early enough in the academic year to provide teachers with adequate time to work extra sessions on family diversity or bullying into the pre-established curriculum. Third, about 20% of trainees consistently report lacking access to the RFAP videos at their institutions.

## RECOMMENDATIONS

What began in 2001-02 as a modest outreach and training pilot program in the San Francisco Bay Area, has extended into a statewide campaign training thousands of teachers, administrators and youth services providers on how to use the RFAP videos and curriculum guides and reaching tens of thousand of youth with powerful messages of respect for all. To bring its outreach and training program to the next level and to reach even more young people, we recommend RFAP harness internal resources and seek additional funding to implement the following recommendations:

1. Hold RFAP trainings either before or at the beginning of the academic year.
2. Provide additional copies of the videos to schools/organizations participating in RFAP trainings.
3. Clearly link or align RFAP videos with the state's grade-specific English language arts, history, social science or other content standard areas.
4. Discuss organizational policies for reviewing new educational materials and how trainees can coordinate and communicate with administrative officials to move forward with reviewing, approving and implementing use of RFAP videos.
5. Identify champions from various school or organizational sites to lead, coach and encourage other teachers or youth services providers in their areas to use RFAP videos.
6. Emphasize RFAP evaluation findings in addition to national and site specific statistics when laying the context and rationale for using RFAP videos.
7. Follow up with trainees and training site contacts after RFAP trainings.
8. Develop an interactive component for students to use via the internet.

## CONCLUSION

There is no question that as RFAP continues to deliver its current training programs and debuts its yet-to-be-released film and training program on stereotypes it will continue to refine its training approach and further learn and grow as an organization. Having had the foresight to evaluate its training program from inception through the release of its second documentary film, RFAP is in a unique position to use the information collected over the past three years, to incorporate lessons from its own experiences and the experiences of others into its outreach and training practices and to continue to align and define best practices.

Over the past three years, RFAP has not only more than met its original goals for training and outreach, but, more importantly, has demonstrated new pathways for achieving respect for all.