OREGON VIOLENCE & ABUSE PREVENTION EVALUATION TOOLKIT

A resource created by the Oregon Sexual Assault Task Force in partnership with the Oregon Health Authority RPE Program.

WELCOME!

Evaluating our prevention efforts is a critical component of a successful program. Evaluation makes our prevention programming better and helps us ensure we are not unintentionally causing harm. We also know that evaluation can sometimes feel daunting. That's why we created this toolkit. This is just one resource in a large library of prevention tools. **You can find more tools to support your evaluation efforts at the end of this toolkit.**

HOW CAN THIS TOOLKIT HELP YOU?

This toolkit includes some valuable contextual information for understanding/conducting evaluation activities as well as a variety of templates that can be adapted by your programs to help in evaluation planning and implementation. These templates offer one approach to each of the included evaluation strategies. They are not the only ways to collect and analyze data, but may be a helpful start.

WHO CAN USE THE TOOLKIT?

Anyone implementing violence or abuse prevention efforts with populations or within a set community might find this toolkit helpful. Although this toolkit is focused on violence and abuse prevention efforts, particularly upstream/primary prevention efforts, the models, theories, and templates included in this toolkit are widely used to evaluate different work. They are not unique to just violence and abuse prevention.

This toolkit was created in collaboration between the Oregon Attorney General's Sexual Assault Task Force (SATF), the Oregon Health Authority Rape Prevention and Education (RPE) program, and other prevention stakeholders across Oregon.

TABLE OF CONTENTS

1 EVALUATION OVERVIEW

In order to understand the impact of our prevention efforts and any unintended effects we might be causing, it is important to develop and implement a good evaluation plan. This means we are thinking about our goals, and ensuring that the work we do is tied to these goals. In this first section of this toolkit, we offer a broad overview of prevention evaluation and assessment to help us prepare for evaluation planning. This includes the following:

Understanding Prevention Evaluation (Pages 5 - 10)

By looking at various models used in prevention evaluation like the Scientific Method, Continuous Quality Improvement (CQI), the Public Health Model, and the Social-Ecological Model (SEM), we may be better able to identify and implement meaningful evaluation processes.

Examples of Evaluating Prevention (Pages 11 - 13)

There are so many interesting and creative ways to evaluate our prevention efforts, and the opportunities to assess impact and learn from our work grows and shifts depending on the types of changes we are working towards. We offer just some examples to help us begin thinking about how we can evaluate our impacts.

Glossary of Evaluation Terms (Pages 14 - 16)

Evaluation processes utilize a lot of unique language ranging in complexity. By offering us some foundational language, and a reference tool for other resources in this toolkit, we can hopefully bridge some of the differences in our understandings of evaluation.

Evaluation is a Science!

To understand evaluation, we need to understand its purpose. Evaluation is the process of identifying gaps in community needs, assessing how a program addresses those needs, adjusting program components to improve its performance, and reassessing if the gaps are being filled. It is a cyclical, continuous process based on **asking questions**, **finding answers**, and **asking more questions** that those answers bring up. That process, by definition, is scientific.

Science isn't *scary* (although it can feel that way)*!*

Thinking of evaluation as a kind of science can be intimidating, and throwing around words like *quantitative* or *qualitative*, *data analysis* or *system modeling* can overwhelm us even more.

But science as a process is actually very simple. You probably already do science on a daily basis without even knowing it! So let's break it down into the steps of the Scientific Method.

1

The Scientific Method

The scientific method is a process utilized to more meaningfully understand connections, outcomes, and facts. It involves careful observation, applied skepticism, curiosity, methodological testing, and ongoing learning. This model helps us understand prevention evaluation by offering us steps to learning about the effectiveness of our work.

1. It begins by asking a question - what do we want to learn? What do we want to know?

2. Then we do more learning - look at best practices, look at example programs, learn more from existing research, our communities, our partners.

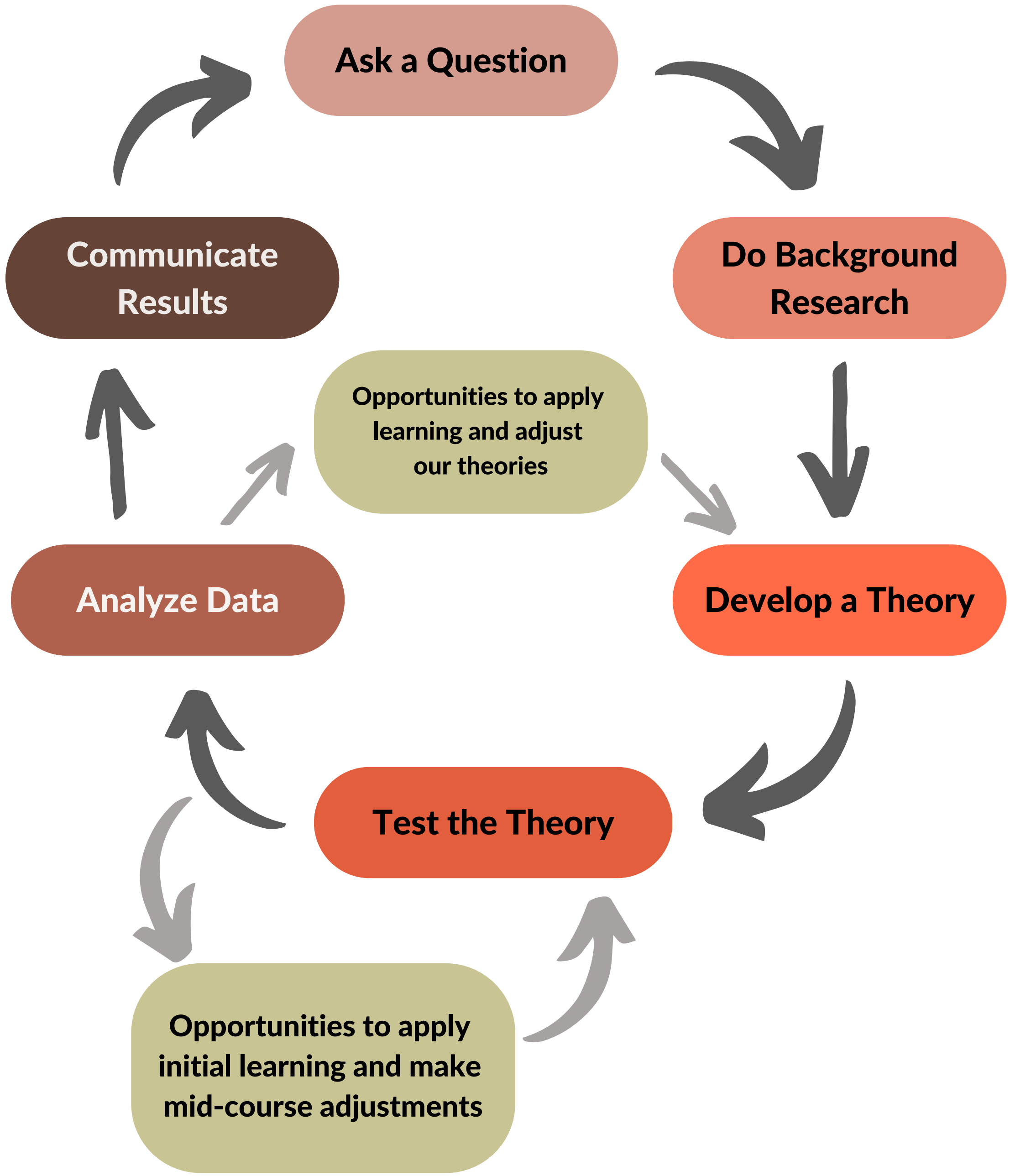
3. With all the information we've gathered thus far, we come up with an assumption, a theory, about the impacts a certain approach will have.

4. Now we have to test that - through program implementation and strategic data collection.

5. Now we have to process the data we've collected and learn about the impacts.

6. Then we communicate our results.

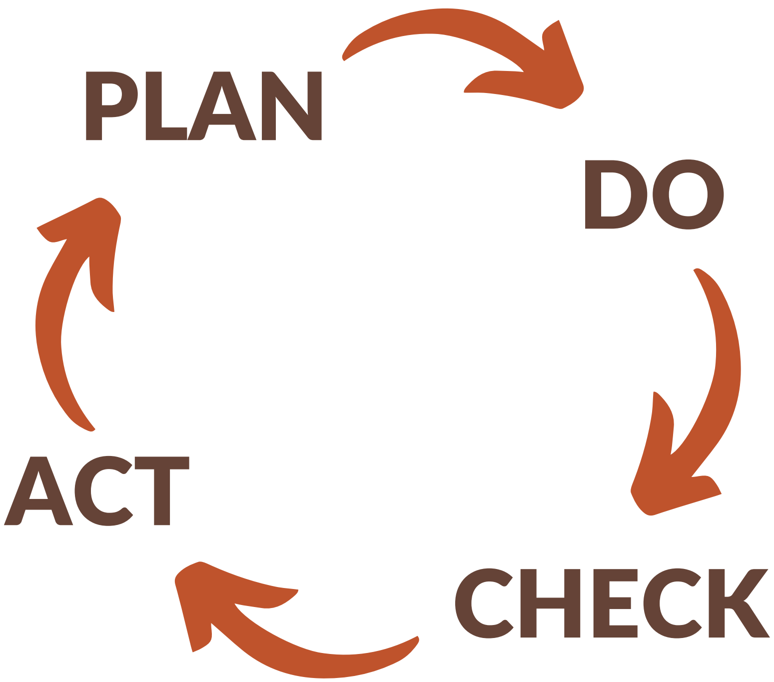
7. Next - we think about all we've learned and ask another question so we can keep learning, improving, and making a difference!



1

Continuous Quality Improvement (CQI)

Planning for continuous quality improvement, setting regular intervals to analyze data and make intentional program changes, is a meaningful part of any prevention program. CQI focuses on continuously improving rather than on reaching a plateau of quality. It is a motivating force for improvement. It does not police errors and faults. A CQI Plan is a living document that is strategic, dynamic and interactive. It incorporates system, program, public health practice, and staff development. It includes measurable milestones, realistic timeframes, and real people accountable for taking real action. There are many ways to do CQI, but one model is included below.



PLAN

- Identify and study opportunities for improvement
- Analyze the root cause(s) Set quality performance indicators and goals and develop an ACTION PLAN which includes a manageable timeline

DO

- Try out the Action Plan strategies

CHECK

- Reevaluate the strategies in the Action Plan

ACT

- Adjust the plan, go back up to the top, and do it again

"If you haven't failed at anything, you haven't tried hard enough." - Patrick Lemmon, Prevention and Evaluation Specialist

The Public Health Approach

The CDC identifies the public health approach to preventing violence and abuse as a four-step process that is rooted in the scientific method. The public health approach provides a formula for prevention that aligns also with an anti-oppression approach, recognizing that violence and abuse are preventable when the root causes are identified and addressed. It allows us to identify oppression as a potential risk factor, and health equities as protective factors against violence across the Social Ecological Model, and to identify objectives and strategies for prevention. The model encourages everyone to play a role in dismantling oppressive systems, thus preventing violence and abuse.

Define a Problem

The first step in preventing violence and abuse is to understand the "who", "what", "when", "where" and "how" associated with it. Data can demonstrate how frequently violence occurs, where it is occurs, trends, and who the perpetrators and victims are.

Identify Root Causes

It is not enough to know the magnitude of a public health problem. It is important to understand what factors protect people or put them at risk for experiencing or perpetrating violence. Risk and protective factors are useful because they help identify where prevention efforts need to be focused.

Develop and Evaluate Strategies that Address the Root Causes

Findings from the research literature and data from needs assessments, community surveys, stakeholder interviews, and focus groups are useful for designing prevention programs. Using these data and findings is known as an evidence-informed approach to program planning. Once programs are implemented, they are evaluated to determine their effectiveness.

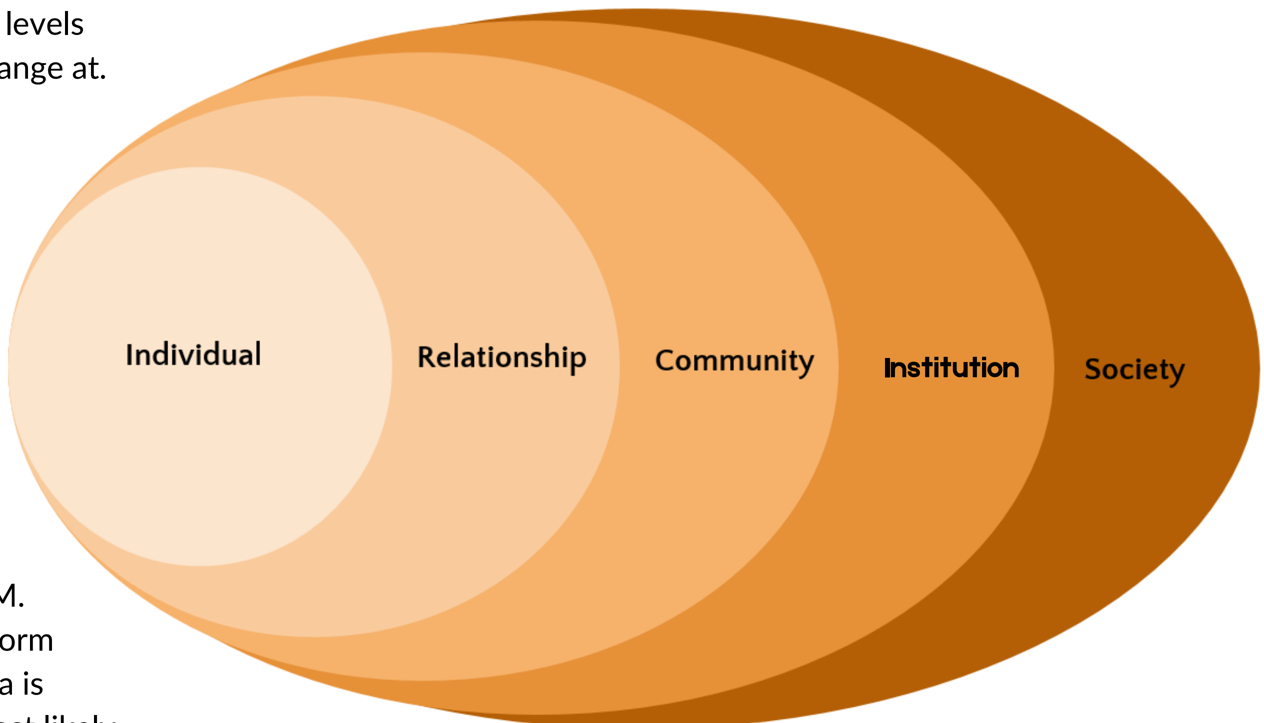
Promote/Widely Adopt Strategies that Work

Once prevention programs have been proven effective, they must be implemented and adopted more broadly. Communities are encouraged to implement evidence-informed programs and to evaluate the program's success. Dissemination techniques to promote widespread adoption include training, networking, technical assistance, and evaluation.

The Social-Ecological Model (SEM)

The Social Ecological Model (or SEM) is a framework for understanding how social and physical environments influence and are influenced by individual beliefs and behaviors. The SEM is comprised of five primary levels of analysis: 1) individuals, 2) interpersonal interactions and relationships, 3) communities and small groups, 4) institutions and structures, and 5) societal norms, laws, practices, etc. This approach to examining and explaining human behavior acknowledges and accounts for the myriad interactions that occur among and between each of these societal levels. It fosters a productive space for exploring and analyzing, rather than assuming, the causes of and contributing factors to social issues, especially those issues commonly thought to exist entirely at a single level of experience. It also helps us identify evaluation strategies that best fit our needs. By considering our goals and the types of change we want to bring about through our efforts, we can identify strategies and resources to help us evaluate those changes. Are we wanting to shift individuals' knowledge or skills? Are we wanting to shift an institutions' culture around violence? What our goals are across the SEM help focus our evaluation efforts.

When implementing evaluation strategies, the timing of our evaluation can inform what levels of the SEM we are hoping to measure change at. In the **short term** (during or immediately following an activity) we can most likely measure individual change. Over a **longer period** of time (including over many years) we can more readily track and then evaluate change at the outer levels of the SEM. When thinking about our program evaluation, it is important to pick strategies that help us evaluate the changes we are hoping to see at specific levels of the SEM. Evaluating individual level change can inform community or societal level change if data is compared over time, but in isolation it most likely solely reflects individual level change.



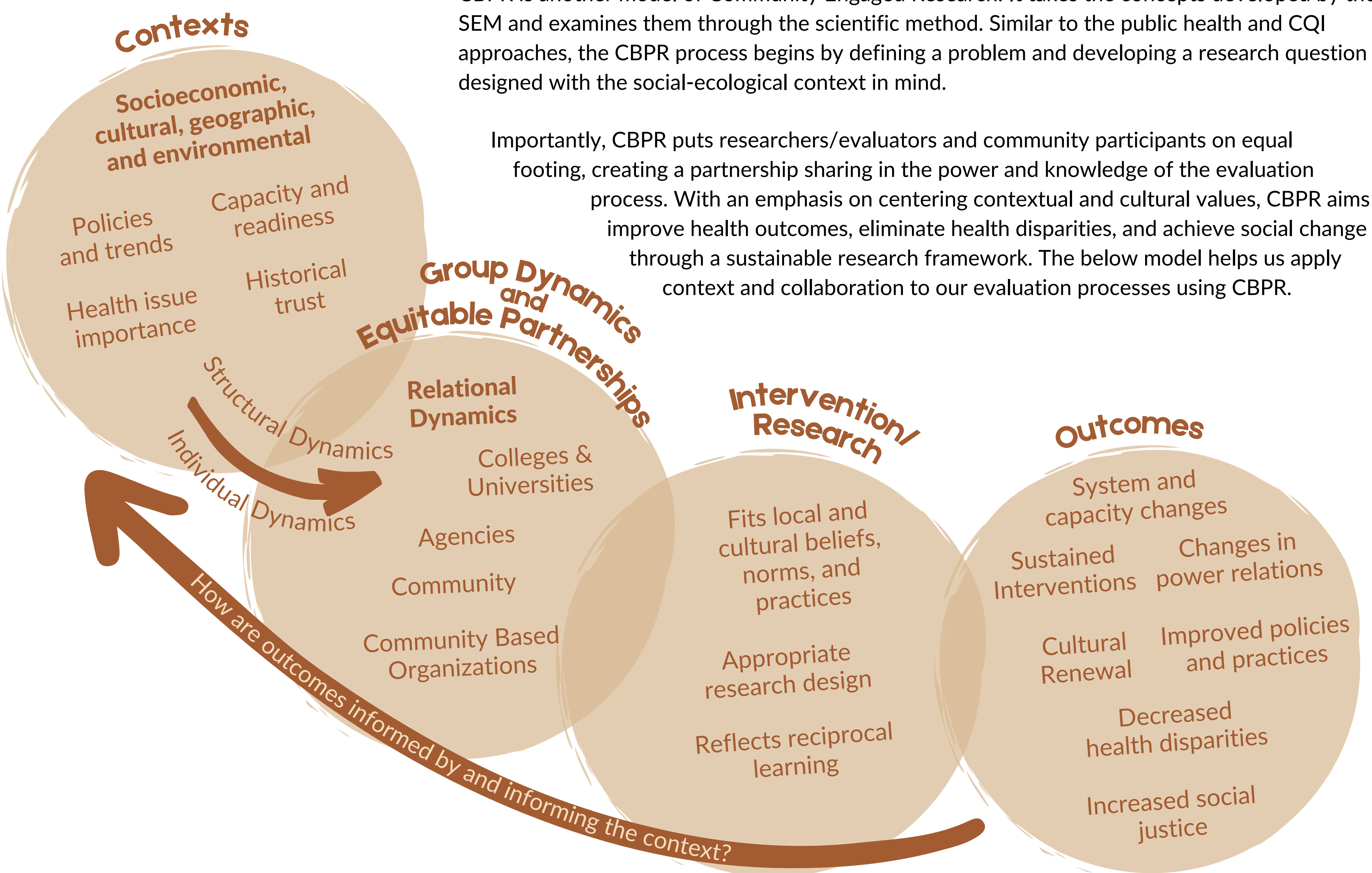
Putting This All Together: Community Based Participatory Research

Now, with an understanding of different scientific and conceptual approaches to evaluation, we can put it all together in the context of something called **Community Based Participatory Research (CBPR).**

What is Community Based Participatory Research?

CBPR is another model of Community Engaged Research. It takes the concepts developed by the SEM and examines them through the scientific method. Similar to the public health and CQI approaches, the CBPR process begins by defining a problem and developing a research question designed with the social-ecological context in mind.

Importantly, CBPR puts researchers/evaluators and community participants on equal footing, creating a partnership sharing in the power and knowledge of the evaluation process. With an emphasis on centering contextual and cultural values, CBPR aims to improve health outcomes, eliminate health disparities, and achieve social change through a sustainable research framework. The below model helps us apply context and collaboration to our evaluation processes using CBPR.



Prevention Evaluation Strategy Examples in CBPR

Below are some examples for different ways we might evaluate elements of our prevention programs, depending on what we are trying to change across the SEM. A combination of strategies can help us get a more comprehensive picture of our impacts, as well as a better understanding of the outcomes our program is having.

Individual/Relational Change

Pre and Post Surveys can help document any changes in knowledge, attitudes, or beliefs individuals and groups hold at the beginning and after participating in programming.

Worksheets for participants to write open ended responses to different scenarios and/or prompts can help measure participant intentions tied to violence and abuse prevention.

Question/Voice Boxes/Exit Tickets which prompt participants to identify how something impacts them and what they could do can help measure self-efficacy.

Participants developing, practicing, and performing a **role play** that facilitators or other observers assess using a rubric for determining proficiency can help evaluate what skills participants have acquired.

Participants drafting **messages (art, letters, talking points, slogans, etc.)** to policy makers in the school, in the community, and/or in the state and being shared with policy makers or community members can help evaluate actual behavior change.

Community/Institutional Change using the Community Readiness Model

Annual community surveys - including those conducted by community partners, can help an organization measure community knowledge of an issue.

During community events, **tracking the number of individuals** who are aware of different prevention activities occurring in different parts of a community can help measure community knowledge of efforts.

Community Climate Surveys that include questions about perceptions of norms in a community can help evaluate community climate.

Keeping a **tally** to count how many organizations, agencies, and institutions in the community take a stand against violence in writing, etc. can help measure changes in community ownership over time and leadership around an issue.

Reviewing school, community, county, or state **budgets and policies** to identify changes in levels of investment in and commitment to prevention can help measure changes in community resources.

Understanding Comprehensive Prevention

Comprehensive prevention refers to efforts that collaboratively address all of the factors that can make our communities healthier and safer for all people. The chart below helps us visualize this a little better. For prevention to be most comprehensive, communities collaboratively need to at least have elements from each of the following categories (in the left column and examples in the corresponding boxes). This means everyone finding their unique roles in prevention.

Evaluation	Community/School Climate Surveys; Other Surveys (Yours or Community Surveys); Focus Groups/Listening Sessions; Activity Specific Evaluations (ex. Role Plays, etc.)
Health Promotion	Comprehensive Healthy Sexuality Education; Policies (ex. childcare/ healthcare for all); Parenting Education to Promote Healthy Child Development and Parent/Child Relationships; Multi-Session Healthy Relationships and Consent Education Programs
Addressing Root Causes and Norms Change	Anti-Oppression Trainings, Policies, and Policy Implementation; Policy Changes to Dismantle White Supremacy Culture; Mentoring Programs (ex. Parent Cafes or Coach-implemented Education Programs); Media Literacy Campaigns; Educational Sessions or Campaigns to Address Harmful Gender Norms
Coordinated Effective Response	Clear Person/Trauma Centered Org./School Policies and Training on Abuse and Violence; Family/Child Services; Confidential DVSA Advocates; Criminal Justice Partners; Trauma-Informed Referral Processes Between Partners; SARTs, BITs, and MDTs; Peer Support Groups; Partnerships w/ Culturally Specific & Tribal Services
Response Awareness	Orientation Programming; Language on Website(s); Policy/Procedures; Posters/Brochures; Multilingual Resources
Bystander Intervention	Peer Leaders/Leadership Programs; Staff/Faculty Training; Askable Adult Education; Bystander Intervention Program; Community Level Intervention/Social Norms Campaigns; Bartender/Community Member Intervention Training
Awareness Raising	Assemblies/Meetings; Fundraising for Cause Activities; Awareness/Action Months; Panels/Discussion Forums; Participant Action/Activism Teams (ex. Parent Action Teams or Theater Groups); Group or Club Activities; Annual Events (ex. Take Back the Night, It's on Us); Community Connection Activities/Tabling at Events
Risk Reduction	Hotspot Mapping; 'Just Say No' Efforts; Efforts to Increase Disclosures; Empowerment-Based Self-Defense Programming; Organizational or Community Safety Policies and Announcements; Alcohol and Drug Education/Services to Reduce Risk for Perpetration; Community Buy In Activities (ex. Proclamations, Start by Believing)

Understanding Prevention Evaluation

Different elements of a comprehensive prevention program will be evaluated differently depending on the goals or intended outcomes of the elements, as well as the anticipated timeline for change and the levels of the socio-ecological model we anticipate impacting (see next page). Below are examples of what we might measure depending on what our end goals are. In this example we look at the goals of primary prevention, raising awareness, and reducing risk. It is important to note that, **when implemented in isolation/outside of activities that also focus on addressing violence before it begins, awareness raising and risk reduction are not prevention on their own.** This informs how we understand the data we collect and what it tells us about preventing violence/abuse.

Primary Prevention

Efforts that focus on changing norms, rules, factors, and conditions that allow violence and abuse to occur in the first place.

Measurement Examples

- Sustained changes in knowledge, attitudes, beliefs
- Changes in behaviors and skills
- Changes in policies and policy implementation
- Changes in community norms and tolerance of violence and abuse

Raising Awareness

Efforts that work to raise awareness of an issue or problem (like violence and abuse) and give information about available resources.

Measurement Examples

- Reach
- Increases in people accessing services
- Increases in people talking about the issue and services available

Risk Reduction

This most commonly refers to efforts that attempt to teach individuals ways to reduce their likelihood of victimization.

Measurement Examples

- Increases in awareness or implementation of risk reduction strategies
- Changes in physical environments focused on reducing risk
- Increases in feelings of empowerment

The measurements above are just some examples of what we can measure to evaluate changes due to primary prevention, awareness, and risk-reduction activities. There are many different ways to measure success that a program might choose based on what their goals are. It is also important to note that some of the measurements for awareness raising and risk-reduction might inform prevention evaluation. This is especially true as we think about implementing tools like a Community Readiness Assessment. Without systems and intentional connection across evaluation measures, however, measures for awareness and risk-reduction on their own will not likely reflect effectively or comprehensively on prevention outcomes. Resources in this toolkit, like the evaluation plan and logic model, can help connect the dots across evaluation strategies to create a fuller picture of our program impacts.

Abbreviated Glossary of Terms

Baseline Data: Population data that are collected at the beginning of a program for comparison to data collected at the end or after a program. It can also be data collected at one time point to be compared to data collected at a future time point.

Data Source: The source of the information that will measure the indicators. It could be data already collected by existing data collection methods or it might require developing new data collection methods.

Data Collection: The method you plan to use to get the data or information of interest. It can be quantitative (i.e., numbers) or qualitative (i.e., narrative) and collected through the use of surveys, interviews, tracking sheets, observations, etc.

Evaluation Plan: A written document that describes how a program will be evaluated, and how the evaluation results will be used, and who the primary target for the findings is.

Evaluation Goals: Broad statements about what a program expects to achieve as a result of its evaluation.

Evaluation Objectives: Specific statements to be measured in order to achieve stated evaluation goals.

Evaluation Questions: Questions that answer what program stakeholders would like to know about the program components, activities, or outcomes. They should reflect stated goals and objectives and guide the evaluation planning.

Indicator: An outcome measure or other factor that contributes necessary information that can answer evaluation questions or explain evaluation findings.

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Abbreviated Glossary of Terms Continued

Logic Model: A visual way to describe your program components and how they will work toward achieving your expected results (outcomes). It illustrates the relationships between program activities and their intended outcomes.

Outcomes: Measure or indicators that describes the expected results or effectiveness of the program.

- Short-term outcomes: Describe immediate effects of the program (e.g. knowledge, skills, attitudes)
- Intermediate outcomes: (also called mid-term outcomes/indicators) Describe changes in the population that can be seen prior to larger sustainable impacts (e.g. behavior change, policy change)
- Long-term outcomes: Expected population level impacts (e.g., changes in health status or life conditions)

Outcome Evaluation: refers to activities that help you measure your program's impacts and effects in the short-term and long term. Are you moving in the directions you want to go? Are you getting closer to accomplishing your goals? Do you goals need to shift? etc.

Population: The group of people on which you're program is focusing. Most importantly, it is a group that has some similar characteristic(s) that you can define or describe. For example, it can range from a small group of people (e.g., 8th graders in a health class) to a larger group (e.g., all 11th grade students in a school district) to the entire population of a town, city, state, country.

Process Evaluation: refers to activities that help you learn about how well you are implementing your program, what is working well, how can facilitators/messaging be improved, how many activities you are implementing, etc.

Qualitative Data: refers to data that tells more of the story (anecdotes, impressions, reflections, art, and context)

Quantitative Data: refers to data you can more easily count (# right answers, movement on scales, # times someone does a thing 0).

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Abbreviated Glossary of Terms Continued

SMARTIE Indicator: An indicator/outcome that satisfies the qualities listed to the right. Usually best to use only one action verb and preferably one that is specific or easier to measure. Verbs such as “know” or “understand” are difficult to measure whereas “At the end of the session, participants will list three concerns…” is easier to assess and measure.

Strategy: An overall prevention approach. Some examples may be: Educational Sessions, Training Programs for Professionals, Community Mobilization, Coalition Building, Policy Activities, etc.)

Specific: Provide the who and what

Measurable: Quantify the amount of change you expect to see

Agreed Upon: Connects back to your mission and is agreed-upon by your team and necessary stakeholders

Realistic: Can be accomplished given time-frame and available resources

Time-Bound: Provide a time frame indicating when the indicator will be reached.

Inclusive: Bring in traditionally excluded people, groups, or organizations

Equity Focused: Ensure that outcomes do not reinforce existing inequities

2 LOGIC MODELS

A Logic Model summarizes our program strategies, connects the dots across our strategies, and helps us better achieve short, mid, and long-term goals. It helps us understand how all of the individual activities and approaches, and those of our collaborators, partners, and other stakeholders in our communities, add up to the changes we are hoping to see. They are one way to represent our theory of change - why we are doing what we are doing and why we think it will bring about the changes we anticipate.

Violence and abuse prevention programs likely share the goal of ending violence and abuse, but each stakeholder, organization, and/or individual utilizes unique approaches to work towards that long-term vision of a healthier and safer society for all people. This means that additional short, mid, and long-term goals will likely be unique for each program, and why we need to do an individual logic model.

Before we get to designing a program with unique strategies and activities, it is helpful to start with learning; particularly learning about best practices, and researching what has worked for others AS WELL AS learning what is already happening in our communities that may impact or be impacted by our unique prevention efforts. This may include other prevention efforts focused on the same, overlapping, or even different issues entirely. As this toolkit is focused on evaluating our prevention efforts, we won't go into more depth on these planning pieces here - but check out SATF's other prevention resources available on our website: www.oregonsatf.org.

Once you've identified some key strategies, it can be helpful to create a clear logic model to articulate what you are doing and why. As you continue to learn throughout implementation it can be meaningful to revise your logic model as needed.

Organization/Institution Name: ______________________________

Prevention Program Inputs:
(What are the resources utilized/needed for your prevention program – ie. staffing capacity, funding sources, partnerships, etc?):

Duplicate the below table for each of your prevention strategies. It is okay, and recommended, that you utilize overlapping resources, data collection methods, indicators, etc. across multiple strategies when possible and appropriate.

Strategy: *(An overall prevention strategy or approach. Some examples may be: Educational Sessions, Training Programs for Professionals, Community Mobilization, Coalition Building, Policy Activities, etc.)*	**Activities:** *(Specific activities that are a part of this strategy, this might be a unique focus of an education program like a certain middle school class, or a unique coalition you are collaborating on, etc. Fill in as many activities as apply to each strategy and add more lines if needed.)*	**Short-Term Outcomes** *(List all outcomes associated with each activity. An outcome is a measure that describes the expected results or effects of the program in the short term.)*	**Longer-Term Impact** *(What do you expect will happen as a result of these combined activities in the long-term – what are they building towards? What is this strategy trying to change):*
	Activity 1:		
	Activity 2:		
	Activity 3:		

3

EVALUTION PLANS

An Evaluation Plan contains information about how you are going to collect data on your intended outcomes, and answer the questions you have about your efforts. The plan will also help you communicate both your evaluation strategies and results more effectively to people outside your prevention program as well. An evaluation plan will include information on both process and outcome evaluation.

PROCESS EVALUATION

refers to activities that help you learn about how well you are implementing your program, what is working well, how can facilitators/messaging be improved, how many activities you are implementing, etc.

OUTCOME EVALUATION

refers to activities that help you measure your program's impacts and effects in the short-term and long term. Are you moving in the directions you want to go? Are you getting closer to accomplishing your goals? Do you goals need to shift? etc.

It is important for us to have strategies in place to learn about and understand the impacts of our efforts. In violence and abuse prevention work, we run the risk of causing unintentional harm to individuals and communities. Additionally, we want to know if we're making the progress we anticipate so we can make mid-course corrections if necessary. For these reasons it is important for us to always be learning through evaluation and assessment.

> **"Writing Evaluation Plans can seem overwhelming. One way to start is by writing as if you were explaining your program objectives to a friend. "What we're trying to do is __________. First, we need to ___________. We're going to see how well we're doing by __________." Let your ideas flow, then go back and finalize your writing later."**
>
> **- The Washington State Rape Prevention and Education (RPE) Evaluation Toolkit**

Complete this template for each of your prevention strategies/approaches (ex. community awareness raising, prevention investment policy initiative, knowledge change educational program, etc.)

Organization/Institution Name: ______________________________

Strategy: ______________________________

Short-term Outcomes: ______________________________
Describe immediate effects of the program (e.g. knowledge, skills, attitudes)

Mid-term Outcomes: ______________________________
Describe changes in the population that can be seen prior to larger sustainable impacts (e.g. behavior change, policy change)

Evaluation Questions Related to this Strategy:
What questions do you have about the effectiveness of your efforts that you hope to answer through evaluation?

Key Program Activities *(What are you doing?)*	**SMARTIE Indicators** *(An outcome measure or other factor that contributes necessary information that can answer evaluation questions or explain evaluation findings.)*	**Data Source/Collection Method** *(How will you collect data on your identified indicators?)*	**Responsible Party/Date** *(Who is responsible for each evaluation method?)*

BEST PRACTICES FOR EVALUATION*

Be flexible. If any part of your evaluation is failing to give you the information you seek, consider changing course.

Ask for help. Consult with colleagues and collaborators who have experience conducting evaluations.

Share about your evaluation and program early on. Start the evaluation process with sharing with your co-workers, board of directors, colleagues, and/or other leadership what your programs goals, intended outcomes, evaluation questions, and evaluation strategies are. This engages them in the evaluation and builds their support.

Meet frequently with colleagues/partners/collaborators who are involved in implementing the evaluation. This gives them time to ask questions and for you to resolve potential challenges.

Maintain consistency. Make sure everyone who helps with the program is collecting and entering data in a consistent manner. Observe any collaborators as they implement the evaluation if possible. This is especially important at the beginning to ensure that tasks, such as data collection, are being carried out as planned.

Define roles among team members. Who will collect data, who will input data into your tracking system, and who will analyze data?

Document everything. Keep an informal project log — paper or electronic — of successes, challenges and decisions that have been made. The log will be useful when it comes time to report on the success of your evaluation. Sometimes, you may make adaptations in either your program or your evaluation plan itself. This is fine to do — just track the changes you make. A good resource for this is the Adaptation section of the CDC's Violence Prevention in Practice tool.

Create a system for tracking and storing data. Excel spreadsheets are a helpful tool for this without needing to learn/cover costs for additional software to manage.

Share findings. The data isn't useful if you don't use it. Planning for using the data, processing the results, and sharing the results is a critical step to our evaluation processes.

*The Washington State Rape Prevention and Education (RPE) Evaluation Toolkit

4 DEVELOPING RUBRICS

In order to consistently and ethically evaluate our programming, it is important for us to clarify, whenever possible, what we mean by success. This becomes especially true when we are trying to evaluate beyond quantitative data like knowledge change multiple choice or true/false questions on a survey or quiz. This is where rubrics come in.

QUANTITATIVE DATA
refers to data you can more easily count (# right answers, movement on scales, # times someone does a thing 0)

QUALITATIVE DATA
refers to data that tells more of the story (anecdotes, impressions, reflections, art, and context)

WHAT IS A RUBRIC?

Rubrics are an evaluation tool that help us analyze, make sense of, and often quantify qualitative data. They offer us a structure to evaluate our programming by identifying set criteria for success or progress before program implementation, and using that to measure performance quality of an outcome or component of a program. Rubrics set clear measurements for progress and success and allow us to apply that to activities (ex. role-playing, in-person surveying, written reflections), or broader program impact (ex. qualitative program evaluations, observations in the community, anecdotal stories).

While qualitative data on its own can be really meaningful for process evaluation, applying rubrics can help us utilize the same data for outcome evaluation. Rubrics can provide objective feedback to data that can be highly subjective. They can help make evaluation a quicker, simpler process with greater consistency across individual evaluators/facilitators/etc. Defining rubric criteria prior to beginning a program can also establish program goals and keep them at the forefront. You may be most familiar with rubrics as grading tools, there are many different ways to utilize rubrics that do not require you to assess programs, or individuals, against each other on a grading scale.

HOW DO I MAKE A RUBRIC?

Every rubric consists of four main components:

1. Program Objective

Define the program or activity objective. What are we trying to accomplish with a specific activity, or overall prevention program? (e.g. What knowledge and skills is the program designed to impart/assess/etc?). If we have already completed a draft evaluation plan, this would likely be included there. This might include looking at short- and/or long-term outcomes as well as SMARTIE indicators that are at the focal point of the program's initiative.

2. Performance Criteria

Define performance criteria by describing success/progress. What would success look, sound, and/or feel like within an activity or as a result of a program we implement? This should be something observable within a set time frame. This could include things like participation in programming, community ownership of an issue, comprehension of material, applying concepts to new scenarios, retention of information, or passing information along to others. If we can describe what success of an activity or a program looks like short and long term, we can then identify what we want to measure in order to understand if we're making intended progress.

3. Performance Level Scale

Define performance levels. What is the most effective and meaningful way to break down criteria and represent distinct levels of program performance? This could be categorical buckets like “Poor,” “Acceptable,” “Good,” and “Excellent” OR "Not at All," "Partially," and "Completely." This could be a numerical scale like 1-5. There are many ways to define the scale. The scale helps us provide a quantitative score for success/progress (our identified performance criteria).

4. Performance Level Descriptions

Describe each scale level. Be as specific as possible. What observable characteristics differentiate the distinct levels of program performance (ie. each level of your scale)? Provide a specific description of each quantitative score on a performance level scale. This helps us determine which score to assign for a given criteria. For instance, if the criteria is “Participation,” a score of “Poor” could be low attendance and lack of engagement by participants while “Excellent” could mean high attendance and active and productive engagement by participants. In this example, it may be important to clarify numerically what active engagement versus low engagement looks like.

ACTIVITY RUBRIC DEVELOPMENT

Complete this template for each activity that you are wanting to evaluate. Remember to try to make sure your evaluation strategies are manageable based on your capacity. You do not need to evaluate every activity all of the time.

Activity Desctiption/ Name: ______________________________

Program Objective: ______________________________

If the activity is part of a larger prevention program, what is the program trying to accomplish short and long term?

Activity Objective: ______________________________

What is the activity trying to accomplish in the time it is being conducted?

Performance Criteria: ______________________________

What would success look, sound, and/or feel like?

Performance Scale and Descriptions:

Identify the levels of your scale based on the criteria identified above. Add additional rows as needed to the table below. Then provide a detailed description for each level.

Scale Level	**Specific Description of the characteristics that meet each scale level** *(include numerical ranges and quantifiable measures if applicable)*

You might choose to evaluate an activity's success using multiple data points. This would call for a slightly more complicated rubric. For example if you wanted to evaluate participants' message, delivery, and engagement during an activity, you would repeat the criteria, scale, and scale descriptions section of the rubric development process for each criteria.

Performance Criteria #1: ______________________________

What would success look, sound, and/or feel like? Ex. delivery - what would successful delivery of a message/concept look or sound like?

Performance Scale and Descriptions:

For criteria #1 - Identify the levels of your scale, then provide a detailed description for each level.

Scale Level	Specific Description of the characteristics that meet each scale level

Performance Criteria #2 ______________________________

Ex. message - what would a successful message aligned with the program content look or sound like?

Performance Scale and Descriptions:

For criteria #2- Identify the levels of your scale, then provide a detailed description for each level.

Scale Level	Specific Description of the characteristics that meet each scale level

ACTIVITY RUBRIC TRACKER

Once you have developed a rubric for an activity or program, a tracking mechanism is important. This is one example of how you could do this. Place a check mark in the appropriate scale level for each person, community, location, etc. that you are measuring.

Activity/Program Description/Name: ______________________________

Criteria: ______________________________

Name of Individual, Community, Location, Etc.	Scale Level 1 *(ex. Poor, 1, Unclear)*	Scale Level 2 *(ex. Satisfactory, 2)*	Scale Level 3 *(ex. Excellent, 3, Clear)*

HOW DO I USE A RUBRIC?

There are two main ways we want to highlight about how a rubric can be used: during an activity OR to analyze qualitative data that has already been collected. These can both be done using a Tally Tracker like the one on the previous page and those described in section five of this toolkit. A tracking log, like a tally tracker, is a simple way to numerically count how many responses, demonstrations, participations, etc. meet the different levels of our scale(s) for an activity.

If utilizing a rubric to evaluate an activity in the moment (ex. role plays, tabling events, multi-disciplinary participation in community events, etc.) make sure that any people scoring during the activity have the rubric in front of them to reference as they score. Additionally, sharing the rubric with participants ahead of time can both increase transparency and also provide an opportunity for them to contribute their goals for a program or activity.

If utilizing a rubric to analyze qualitative data that you've collected (ex. daily or overall evaluations, responses provided in an activity, written reflections, anonymous questions asked, etc.) planning dedicated time to process the responses and discuss scoring, utilizing multiple reviewers to help address potential bias or favoritism individuals might have, and ensuring the same transparency around scoring as mentioned in the previous strategy are all meaningful approaches to getting the most out of our data in thoughtful ways. This is elaborated on in section 5 of this toolkit on Tracking Themes.

BEST PRACTICES FOR USING A RUBRIC

- Utilize scales with 3-5 performance levels
- Include two or more performance criteria, and the labels for the scale levels should be distinct, clear, and meaningful
- Include performance level descriptors that: distinguish between qualitative differences in performance that are observable and measurable; are consistent within each criterion; and clearly articulate the expectations for each performance level
- Whenever possible, utilize more than one reviewer/scorer to address potential bias in the evaluation process.

5 TRACKING TEMPLATES

Once we have identified what we want to evaluate and what strategies we want to use to evaluate it, we have to create tools to collect data and track the data we collect. In this section you will find a handful of templates that can be used as is, adapted to meet your program needs, or as inspiration to create tools and tracking mechanisms that best reflect your communities and needs. The tracking templates in this section vary in terms of which levels of the social ecological model they can be used to measure change. For this reason, it is important to refer back to our evaluation plan when we are selecting tracking methods. **If you have not looked at sections 1-4 of this toolkit, we highly recommend going back and reviewing those sections before utilizing the tracking templates.**

Each of the templates in this section can be modified to best meet the needs of our programs or used largely as is. They are meant to serve as inspiration, and offer only one of many ways to implement these approaches.

EXIT TICKETS

These may also be tools like Voice Box Slips or Anonymous Question Box Slips. Exit tickets can be useful to gauge participant interest, comprehension, and beliefs following a session. This assessment tool can be used to capture lots of different measures from basic satisfaction to reflections on a specific prompt. Sometimes, they are paired with a pre-session survey to measure the short-term change in knowledge post-individual-session. However, unlike traditional pre/post surveys, the feedback commonly includes more open-ended narratives, instead of shorter formats like checkboxes. Exit tickets allow for programs to efficiently adapt programs between sessions and target specific gaps or areas of interest. The exit ticket can include any questions you are interested in, and they should help inform the evaluation research questions your program has established.

On the next page, we have provided a sample exit ticket that can be used or adapted, as well as some additional ideas for questions as you create your own evaluation methods. Possible questions are not limited to those on the next page. The sample focuses on general satisfaction and areas for improvement. This set-up allows you to make any adjustments necessary throughout your programming as well as analyze, post-programming, what trends showed up and opportunities to make bigger adaptations to better meet the needs of our audiences.

Some additional questions to collect information on the process:

- Did the facilitator(s) explain the lesson concepts well?
- How did you feel about _____ activity?
- What was one thing you thought could be improved?

Some additional ideas to collect information on the learning:

- What is one way you will apply the information learned today to your own life?
- Who are two people you will discuss today's program with and how?

Invitation for Support:

You might also want to include an opportunity for participants to request support or more resources by adding a small contact box. This should always be optional as anonymous feedback is typically the most valid. This could look like the following:

Name: ____
How would you like us to respond? (circle one) Phone call / Text / Email / Other
Email Address: _________________________________
Phone Number: ______________________________ Is it okay to leave a message? (circle one) Yes / No If anyone else answers, is it okay to leave a message with them? (circle one) Yes / No

SAMPLE

EXIT TICKET

Please use the spaces below to answer the following question(s) anonymously:

What was most meaningful today?

What are you left wondering?

Was there something you thought you already knew that you learned differently today? If so, what?

What questions do you have for us?

FACILITATOR NOTES

Facilitator notes provide individual program presenters and facilitators an opportunity to evaluate the effectiveness of a session or program. The more frequently they are used, the more data one will have on a program, to better understand the effectiveness of the process in the short term, and understand broader trends and effectiveness on intended outcomes in the long term. Although it may be best to complete immediately after the implementation of an element of a prevention strategy, these can also be completed on any time frame (e.g. at the conclusion of an overall prevention program). Facilitators are asked to self-reflect on how they felt regarding the program, both in regard to their own performance as presenter/facilitator as well as gauging the involvement of the participants. This includes describing any moments where participants seemed to resonate, connect with, or internalize the programming - known as 'AHA moments.' There is additional opportunity for support folks (ex. volunteers, classroom teachers, community partners supporting the activity) to contribute to something like facilitator notes as well. This could help document broader trends or capture observations a facilitator might have missed on their own.

Questions are not limited to those listed. Questions should target your questions for research and program improvement.

FACILITATOR NOTES

Please complete the following questions in a timely manner following a session. Note anything that was of particular significance or interest and any concerns or suggestions you might have for the program going forward.

Date: ______________ Facilitator Name: ______________________ Program/Activity: ______________________

Did you get through the activity/lesson as planned? If not, what adaptations had to be made?

What do you feel went well or didn't go well? Why? Any difficulty facilitating?

Which activities did participants seem particularly engaged in? Were there any participants did not respond well to?

What kinds of questions were asked? Any challenging ones?

Did you observe any 'AHA' moments?

Any other notes:

TALLY TRACKING

Tallying is a simple, quantitative way to keep tabs on how well participants are internalizing concepts from various activities/lessons. This format was designed to be used as a way to engage individuals in conversation, but it can be restructured to accommodate a variety of activities. Additional information (i.e. participant questions, quotes, etc.) can be recorded alongside the tallying to provide more context to the participants' ways of thinking and processing the information. There are two different approaches to tracking tallies that are included here.

Tally Approach 1:

Write in the questions being asked (can paraphrase). When asking a question, mark down a tally in the category that the participant's response falls under (ex. correct/incorrect/ partially correct).

Repeat for each question asked and/or each partner. It is helpful to develop a rubric ahead of time for what might be considered 'correct/incorrect/ partially correct'.

SAMPLE

	Question	Category 1: Correct	Category 2: Incorrect	Category 3: Partially Correct
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Tally Approach 2:

In the second approach, you use the same tracking log. Decide on your categories (ex. good/acceptable/bad). This time, rather than tallying in the moment, categorical data can be collected by grouping the optional responses and counting the number of individuals who fall into each group. One way to do this uses ‘beans’ or any other small object that can be used to represent one ‘unit’ or individual response. As the activity is conducted, either the facilitator or participants can add a bean to the jar that corresponds to their answer. Adding ‘beans’ to jars can bring the participants in on the data collection process and let the evaluator keep their attention in the present. After the activity, you simply count the number of 'beans' in each jar and add that to the tracking log for the individual activity.

TRACKING THEMES

One meaningful way to learn from qualitative data is by looking for what themes emerge and how often those themes show up. This is also one way to quantify (put numbers to) qualitative data. Tracking themes could be used to analyze any qualitative data (ex. interviews, anonymous questions, reflections or worksheet responses, social media comments/posts, facilitator notes, etc.). This is also a great way to do collaborative evaluation - either within a team or with community partners or participants.

Some things to consider as you plan for this type of evaluation:

- Plan adequate time to get through the materials and complete the analysis collaboratively.
- When necessary and meaningful - review a sample of the data for this activity. Pull a set amount from different locations/populations to contribute to an overall program review or pull a set amount from one location/population to contribute to a program review just in that location/population.
- Remove names, locations, or other identifying information before analyzing the data to help address potential bias.
- This process can work by looking at just one set of qualitative data (one question, one reflection, etc.) or an overall qualitative evaluation (ex. a post-program survey in it's entirety). Decide the scope for the theme analysis before beginning.

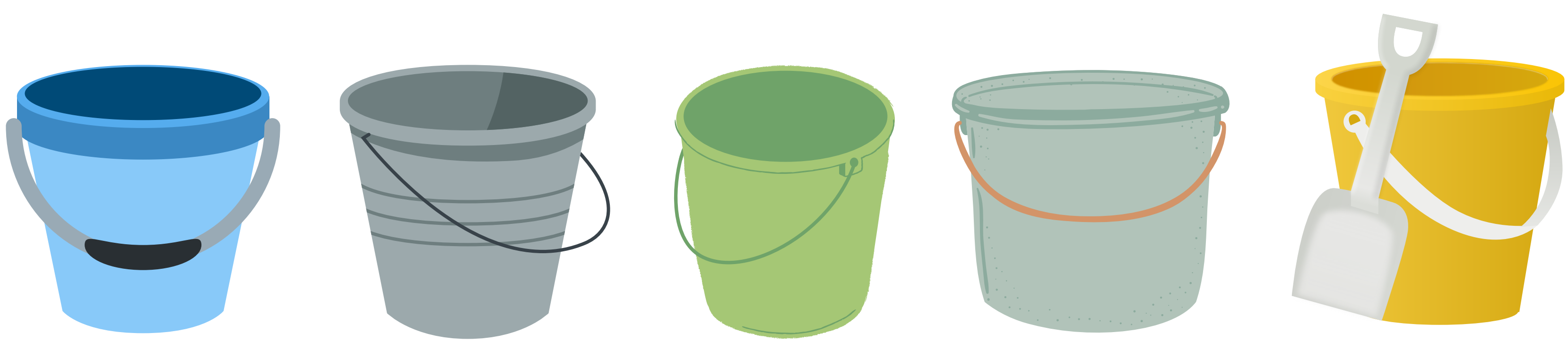
5

SAMPLE THEME TRACKING PROCESSES

1 Give each reviewer a stack of the qualitative data. Invite them to read aloud the response(s). As they do this, one person summarizes each response on a post-it note. After the responses are all read, the group will begin to organize the post-it notes by identifying overlapping topic or theme. Once the post-it notes are grouped, the group will discuss the results, patterns, what is emerging/standing-out, what opportunities there might be. This type of analysis can be used to help program improvement.

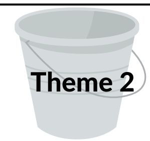
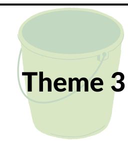
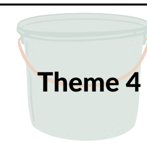
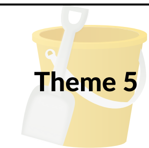
2 Provide reviewers with the same set of anonymized data. Have each reviewer complete an independent review, identifying and categorizing the data into theme. Then bring the reviewers together to discuss the results and agree upon the overall themes/organization. Once the reviewer group has reached consensus the themes can be quantified into percentages by looking at how many responses fit into those themes compared to the overall submissions. This type of analysis can help evaluate trends and changes over time by comparing results year to year.

3 Similar to the first process, instead of having someone summarize the responses, the responses can be physically moved into different theme buckets to visually and kinesthetically engage with the responses. This type of analysis might be helpful if themes are already identified by utilizing qualitative data that responds to a specific prompt or calls for identifying a specific strategy or approach. In this second example, the strategies/approaches might be the theme buckets, and this process can help reviewers identify how many participants/communities are resonating/utilizing which approach. It can be meaningful if there are pre-identified themes to also include an other category in order to spend more time learning from responses that don't follow predicted patterns. This type of analysis can be really helpful for quantifying process AND outcomes evaluation data.



DIGITAL TRACKING

1 Keeping digital back ups of tracked data can be extremely helpful in maintaining an ongoing log of your program's performance, and it also opens the door for more in depth forms of analysis. This can be done in tandem with the tracking activity by entering all qualitative data into columns representing the grouped thematic buckets agreed upon by reviewers. Programs like Microsoft Excel are designed for this sort of data processing.

 Theme 1	 Theme 2	 Theme 3	 Theme 4	 Theme 5

2 Digital tracking and grouping can happen before review by raters and stakeholders if there are predetermined themes. Start by entering all qualitative data entries into the digital spreadsheet. In a new column, summarize each entry by pulling out the main points of each entry. These key words and phrases can be color coded according to which theme they align with best. Finally, the color coded summaries can be organized by overlapping topic or themes in a new sheet or table. Patterns and trends can be identified and quantified with the grouped data with percentages of how many responses fit into those themes compared to the overall submissions. Keeping digital records of these analyses can help evaluate trends and changes over time for both process AND outcomes data.

Entry Number	Full Entries	Summaries
1	"the program facilitator was very nice and answered my questions"	Nice facilitator, questions answered
2	"content could have been an email, felt like a waste of time"	waste of time
3	"thought the program was helpful. Are there other programs I could participate in?	helpful, interest in other programs
4	"Would have appreciated closed captioning"	inaccessible, need for closed captioning

Positive	Negative	Suggestions	Other
1	2	4	3
3	4		

MEASURING REACH

Reach can be a meaningful way to evaluate our process, specifically how we are dedicating our capacity, as well as use it to better understand any outcome evaluation we are doing. This is especially true when we are trying to better understand the impacts of depth (how much time we are spending with populations and communities and how deep into issues, knowledge, and skills we are going) versus breadth (how far are we reaching into a community, into populations with potentially less dedicated time with each community or population). Tracking our reach can help inform and make sense of other data we collect, as well as help us advocate for more resources to do the work we are doing.

It is important to note that reach on its own does not usually provide a lot of context for changes and outcomes as a result of our efforts. For this reason it can be really meaningful to couple tracking reach with other evaluation strategies as well.

REACH LOG SAMPLE

Complete a new row of the below reach log for each unique cycle of an activity (ex. completion of a full prevention education program in one class or completion of one year's worth of participation in a community coalition). Complete this table for the audiences (individuals, organizations, communities, etc.) that you intend to reach for your activities. This helps you learn if your estimates are accurate, where you can grow your programming, and what audiences are connecting with your prevention efforts. If there are audiences that you unintentionally reach, you can document those in the table on the next page.

Prevention Activity/Strategy Description	**Audience Unit of Measure** (Pick one per row: Individual, Organizational, Community, etc.)	**Audience Description** (Describe the population(s), communities, etc. your activity is intended to reach. You can)	**Potential Reach***	**Actual Reach***	**Reach Impact** (Potential/ Actual=%)

* **Potential Reach** refers to the estimated number of individuals, organizations, communities, etc. that you anticipate reaching for a specific activity. It does NOT mean the total possible. For example, if you are working on a community messaging campaign that includes radio spots - you do not need to identify how many possible people could hear it, but rather an estimated ideal number. If you are doing a school-based education program, you do not need to list every student in the school or school district. Rather, focus on the potential number of students in the classes you are delivering the program, or the whole grade. Do not pick a number that is significantly harder to identify in the first place.

Actual Reach refers to the total number audience (individuals, organizations, communities, etc.) actually reached by an activity. The numbers included for potential and actual reach should reflect the audience unit of measure. If you identify that the unit of measure is community as your activity is focused on longer term community level change, the reach numbers should not be the number of individuals exposed for that row. You might want to include multiple rows for an activity that includes multiple levels of the socioecological model - one row for individuals exposed and the potential for shorter term change and one row for community, to document the work towards community level change.

The second part of the reach log is to document audiences (individuals, organizations, communities, etc.) that you reached that you didn't anticipate reaching with your strategies. This might happen if people you weren't anticipating exposure are exposed to your prevention materials/activities. This could be particularly true if someone shares a campaign, program, materials with other stakeholders in a community. This helps you begin to prepare to document the ripples of your prevention efforts, something that is typically used to measure longer term impacts of an effort. Learn more about this in the next section on ripple mapping.

Prevention Activity/Strategy Description	**Audience Unit of Measure** (Select one per row: Individual, Organizational, Community, etc.)	**Audience Description** (Describe the population(s), organizations, communities, etc. your activity is intended to reach. Each audience gets their own row.)	**Actual Reach**

REVIEWING POLICY

Policy shows up on a lot of levels: it can be organizational, programmatic, or institutional, and can be led by state, national, or local government, schools/school districts, public health/ healthcare providers, within community collaborations or groups, and more.

Ensuring internal and external policies are aligned with anti-violence principles can be a meaningful prevention strategy. Additionally, ensuring policy is implemented well is critical to policy success. This could include analyzing, amending, and/or creating new policy within your organization or supporting businesses, leadership, government bodies, schools, or other partners in our communities refine and implement their policies. Policies can range from addressing tolerance for and accountability around violence or abuse that occurs; ensuring access, rights, resources, and protocols to support team or community members; addressing access, including hours of operation, allocation of resources, etc; requirements around prevention; requirements around capacity allocation; and more. Although anti-violence policies can be wide-reaching, analyzing the development and implementation across these different policy focuses includes overlapping elements.

In this section we offer strategies to evaluate the policies themselves as well as the implementation of policy. Both of these can be meaningful indicators of community-, institutional-, and societal-level change over time. We offer some evaluation questions in the templates provided, but encourage people to think about what they want to know and build on, change, and expand these evaluation templates. Additionally, both methods of evaluation can be used on the same policy (either implemented at the same time, or one after the other) to continue evaluating a policy process.

Understanding Our Policy Goals

Before evaluating existing policy, or developing new policy, it is important to identify policy goals and develop criteria for good policy. This is aligned with the rubric development section of this toolkit. Utilize the below prompts to begin developing your policy rubric. This process will likely be most successful if done in collaboration (internally with other team members, externally with the partners you are supporting on policy improvement).

1. VALUES: **What are the anti-violence or prevention values that you are looking for within a policy?** Some overarching ones that you may explore are: equity, anti-oppression, access, inclusiveness, and not harmful (intentionally or unintentionally to any person or group). These values could be used as your scale in your rubric. You might also consider including these values and transparency around the process to develop a policy in a preface to the actual policy to model values-forward policy making and enable future policy change rooted in these values.

2. PURPOSE/FOCUS: **What do you want the policy to accomplish?** What would a successful policy look like? What would be included? This can inform assessment of existing policy and whether policy is accomplishing its purpose, analysis of sample policies to inform developing new policies, and more.

3. EXISTING POLICIES: **What policies currently exist** within an organization/institution that may impact what you are trying to do with policy? What laws (national, state, local) exist that need to be taken into account? What gaps exist?

Once you have answered the above questions, you can use those to develop a rubric. Before completing a policy tracker, like the ones on the next two pages, it is important to complete the other steps of rubric development (defining your criteria and what success could look like, and identifying clear scales/measurements).

SAMPLE POLICY EVALUATION TRACKER

Complete this template for each policy focus. You do not need to evaluate every policy all of the time.

Policy Focus/Type: ______________________________

Policy Objective: ______________________________

What is a policy trying to do OR what does a policy need to do?

What **resources** do you have, or need, to implement this policy?

Who is not represented and/or may be harmed? What are the unintended consequences, and how can we make processes more accessible or culturally appropriate?

Are there, or are you anticipating, **any unintended outcomes** (positive or negative), including unseen financial burdens/costs, based on how the policy is designed? If so, what can you do to address these?

Elements of a 'Successful' Policy:

Utilize your answers to question 2 on the previous page to complete this.

Needed Element	Included?

Values Scale and Descriptions:

For each of the values identified in question 1 on the previous page, and expanded on in the rubric development process, complete the below assessment. For each value (in policy framing, language, implementation, etc.) how well does the policy address that value?

Anti-Violence Values within Policy and Implementation	Scale Level 1 *(ex. Poor, 1, Unclear)*	Scale Level 2 *(ex. Satisfactory, 2)*	Scale Level 3 *(ex. Excellent, 3, Clear)*
Write Value #1 Here			
Write Value #2 Here			
Write Value #3 Here			

5

POLICY IMPLEMENTATION SURVEY

Please use the spaces below to answer the following question(s) anonymously.

Policy Name and Objective(s)

At the beginning of your survey, include the name of the policy, as well as a description of what the policy is supposed to do.

For each of these questions, circle the answer that best applies?

Are you familiar with this Policy?	Yes	No	Somewhat
Are you currently implementing this policy? Is the policy being implemented?	Yes	No	Somewhat
How well is this policy being implemented in your organization OR community?	Well	Poorly	Unsure
Have there been any surprising changes you have observed as a result of the implementation (or lack thereof) of this policy?	Yes	No	Somewhat

Please help us understand your answers above a little better:

What could improve the implementation of this policy? What is working well?

What impacts, if any, have you observed as a result of this policy?

Has anyone been disproportionately impacted by this policy?

SAMPLE

Survey Overview:

Administering a survey to people either tasked with implementing a policy, and/or a sample of the population who are supposed to be impacted by the policy, can give you great information about how the policy could improve, how policy implementation could improve and/or what the impacts of the policy have been.

A quick note: you do not need to evaluate every policy all of the time. Do what is in your capacity and most aligned with your prevention and evaluation goals, as outlined in the evaluation plan in section 3 of this toolkit.

Utilizing this Template:

The questions included in this sample survey are just some examples of what you might want to explore. You may want to ask more specific questions tied to the policy objectives. For example if a policy is meant to address equity and oppression, you might want to ask an open-ended question about the ways the policy has promoted equity in the workplace, and how they have observed this. We recommend adapting this template to better reflect what you are hoping to learn, including adjusting and adding to the scale/multiple choice options as meaningful to you.

Additionally, utilize a mixture of question design (open-ended, multiple choice, yes/no, etc.) and use the question design that will get you the depth you are looking for. If you want to know more about how a policy is being implemented, instead of using a multiple choice format, you might choose to ask an open-ended question like 'Please describe how you are currently implementing this policy.

RIPPLE MAPPING

What is **Ripple Effects Mapping (REM)?**

REM, not to be confused with the REM sleep cycle responsible for dreaming, is an evaluation assessment approach that, in its own right, can help us dream big for our program's success.

Ripple effect maps are one effective strategy for assessing the strength of current and potential programs and partnerships. REM is a tool that we can use to process stories that are not told in other data collection methods, particularly looking at the behind-the-scenes activities that can ripple out from specific programs or activities. This can include looking at shifts with partners, shifts within a community, increased buy-in/ownership of an issue, increased collaboration, and more.

This toolkit will explore two ways to utilize the REM method:

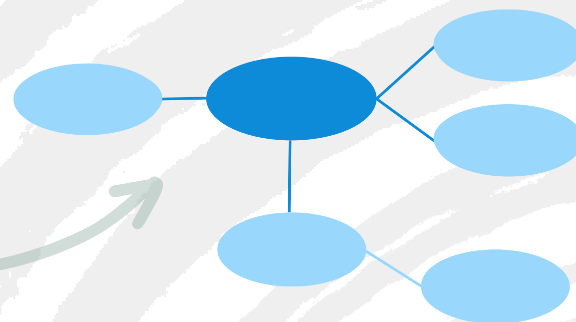
Program Assessment

Partnership Tracking

PROGRAM-ASSESSMENT RIPPLE MAPPING

Traditionally, REM is used to explore the direct influence and indirect impacts of a specific program. The process is similar in design to that of concept- or mind-mapping, and REM can be used in this way to visually map the goals of a program and the subsequent changes or developments that occur.

Concept-Mapping involves creating a diagram that visually represents relationships between concepts and ideas.



Why?

The goal is for the organization program coordinators, program participants, and community stakeholders to come together and develop a visual representation of the program and its connections. The process can be both iterative, building on continuous tracking of a program's trajectory over time, or conclusive, assessing a program's "performance story" retrospectively.

How?

REM is an inherently interactive, collaborative, and engaging process by design. It can be done within individual teams, or through conducting focus-groups/listening sessions in community. Along with partner tracking yearly check ins, review and update ripple maps for ongoing programs to address current issues experienced by the community.

PROGRAM ASSESSMENT RIPPLE MAPPING PROCESS

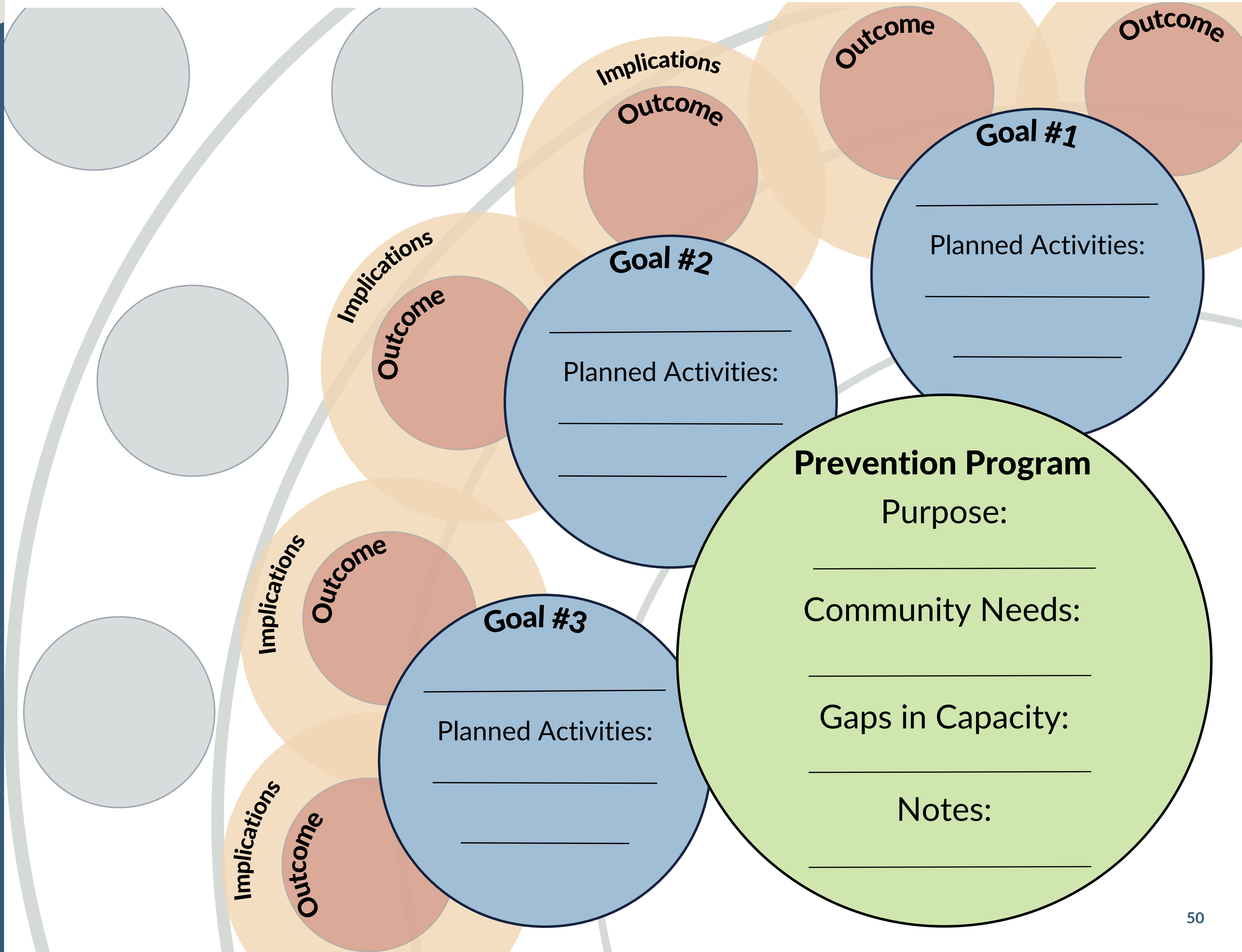
STEP 1: Begin by creating a circle to capture your program's role in a community. Include your program goals, community needs, and any gaps between these two as well as your organization's capacity/scope to address varying needs. This will help outline from the start your organization's role in your communities, and initial collaboration opportunities, as well as highlight where work overlaps, connects, or reinforces one another's goals.

STEP 2: Next in circles rippling out around your initial circle, fill in key partners and/or stakeholders in a community that have efforts or have engaged in/led activities aligned with your goals. This could include partners who have entirely different goals, but your work impacts each others goals. Make sure to identify activities they're involved in or leading, where it overlaps with your goals and/or where you are collaborating, and what impacts you are observing in your communities. It can be helpful to include these partners in this step if possible to help identify shifts you might not know about.

STEP 3: If there are partners or stakeholders that you have never connected/collaborated with, who have adopted anti-violence messages, picked up strategies from your efforts, and/or implemented other changes you have heard about, make sure to document these in spreading circles or ripples. This helps us conceptualize community changes, especially those we maybe did not anticipate, and begin to understand our impacts on these changes.

STEP 4: Analyze your map.

- Exploring questions about identified partnerships can help understand impacts of the collaboration and identify opportunities to improve partnerships. (Ex. How is each partner championing prevention? How can the partnership address community needs? What outputs could be generated through the partnership?)
- Exploring questions about expanding anti-violence investment in the community can help identify strategies and approaches for future years. (Ex. How can we better promote more activities, speak out about the issue in our communities, take on/create additional projects, volunteer or expand our involvement in the work, etc.)
- Exploring questions around surprises or unanticipated outcomes can help us better predict future changes as a result of our efforts. (Ex. What ripples have we heard about that were not a result of direct participation in our programming? What shifts have we seen in our broader communities since we began this work? What anecdotes and stories have we heard?)


Outcome
Outcome
Implications
Outcome
Goal #1
Planned Activities:
Implications
Outcome
Goal #2
Planned Activities:
Implications
Outcome
Goal #3
Planned Activities:
Implications
Outcome
Prevention Program
Purpose:
Community Needs:
Gaps in Capacity:
Notes:

5

PARTNERSHIP TRACKING

Programs are only as strong as the partnerships they are built upon. The REM approach also be used to track the strength of the connections at the program's foundation through **Partnership Tracking.**

Over time, shifts in who we are partnering with, what those partnerships look like, and how those are sustained can tell us a lot about our impact in a community and how we are allocating our internal resources. From year to year, these shifts can help us address trends that arise as well as advocate for increased capacity to do the work - as needed. Once you've incorporated mechanisms to track partnerships, you can better begin ripple mapping.

Why?

This approach highlights ways in which our work overlaps with that of various partners and can identify gaps or new/existing opportunities for engagement. Looking at the workforce scaffolding that makes up our programs can help us dive deeper into the ways programs can be strengthened through collaboration.

How?

At a set time every year, reflect on partnerships, shifts, and opportunities using the following templates. Compare each year's list with previous years to notice shifts, changes, trends, and opportunities. Use these lists to build the partnership ripple map and identify strong and weak points in the map's structure.

THE PARTNERSHIP TRACKING PROCESS

List Partners: Who did you actively partner with this year (whether you or they instigated it)? Who responded to requests to partner but didn't follow-through or the partnership didn't coalesce this year? Who never responded to requests to partner?

Analyze Across Years: Use the following questions to explore and analyze what some of the shifts in partnerships might be telling you about your work and it's impacts.

- How has each partnership changed from previous years, if at all?
- Did partnership activities increase? Did they stop? Did the focus shift? Etc.
- Is this partnership based on individuals' relationships (ie. one person in your organization is connected with one or many people in the other organization)? Is the partnership based on relationships with one team within your organization (ie. only the advocacy team is connected to this partner)? Is the relationship organization wide?
- Have any community partners asked why a partnership with someone else isn't happening (a school, an organization, etc.)? If so, how many?
- How is each partner championing prevention? (ex. Promoting more activities, speaking out about the issue in their communities, taking on/creating additional projects, volunteering or expanding their involvement in the work, creating a club, etc.)
- What shifts have you seen within your organization in the last year that may impact partnerships? (Staffing, foci, etc.)

Partner Purpose Tracking

Partner	Goal of Partnership	Are goals being met?	Community needs addressed through partnership	Are community needs being met?

Partnership Strength Tracking

Partner	Changes in active involvement with partnership	Focal shifts (both partner and own org)	Relationship strength/health	Changes to be made

PARTNERSHIP RIPPLE MAPPING PROCESS

STEP 1: Just like in Program-Focused RME, begin by creating a circle to capture your program's role in a community. Include your program goals, community needs, and any gaps between these two as well as your organization's capacity/scope to address varying needs. This will help outline from the start your organization's role in your communities, and initial collaboration opportunities. The goal of both REM approaches is to strengthen the program at the center, and including it in the partnership tracking will help to highlight where the program's goals overlap, connect, or reinforce with a partner's.

STEP 2: Next in circles rippling out around your initial circle, fill in key partners and/or stakeholders in a community that have efforts or have engaged in/led activities aligned with your goals. This could include partners who have entirely different goals, but your work impacts each others goals. Make sure to identify activities they're involved in or leading, where it overlaps with your goals and/or where you are collaborating, and what impacts you are observing in your communities. It can be helpful to include these partners in this step if possible to help identify shifts you might not know about.

STEP 3: If there are partners or stakeholders that you have never connected/collaborated with, who have adopted anti-violence messages, picked up strategies from your efforts, and/or implemented other changes you have heard about, make sure to document these in spreading circles or ripples. This helps us conceptualize community changes, especially those we maybe did not anticipate, and begin to understand our impacts on these changes.

STEP 4: Analyze your map.

- Exploring questions about identified partnerships can help understand impacts of the collaboration and identify opportunities to improve partnerships. (Ex. How is each partner championing prevention? How can the partnership address community needs? What outputs could be generated through the partnership?)

- Exploring questions about expanding anti-violence investment in the community can help identify strategies and approaches for future years. (Ex. How can we better promote more activities, speak out about the issue in our communities, take on/create additional projects, volunteer or expand our involvement in the work, etc.)

- Exploring questions around surprises or unanticipated outcomes can help us better predict future changes as a result of our efforts. (Ex. What ripples have we heard about that were not a result of direct participation in our programming? What shifts have we seen in our broader communities since we began this work? What anecdotes and stories have we heard?)

Partner #2

Name: ____________________

Focus/Activities: ____________________

Overlapping Work/Collaborations:

____

____

Impact of Efforts on Community:

____

____

____

Partner #3

Overlapping Work/Collaborations:

____

____

Impact of Efforts on Community:

____

____

____

Prevention Program

Goals: ____________________

____

Community Needs: ____________________

____

Gaps in Capacity: ____________________

____

Notes: ____________________

____

____

Partner #1

Name: ____________________

Focus/Activities: ____________________

Overlapping Work/Collaborations:

____

____

Impact of Efforts on Community:

____

____

6 WHAT TO DO WITH THE DATA

Once we have collected evaluation data, we lean into the work of analyzing the data, making sense of it, and communicating our findings. The data isn't useful if we don't use it. Planning for using the data, processing the results, and sharing the results are critical steps to our evaluation processes.

Some useful questions to consider while planning for and using our evaluation data include:

- How will this data be used, shared, and stored? Who has access to the data? Are there confidentiality concerns that require the data to be stored securely/with limited access?
- How are we transparent with those whose data we collected?
- Who is accountable for using the data with integrity, and who is responsible for ensuring the data is used?

Where we start learning from the data should be outlined in our evaluation plans. We can refer back to our plans as we begin to process the data we have collected. The data can tell us a lot about our program, including:

PROCESS EVALUATION

- How the program was received by participants and communities
- How closely we came to meeting our implementation objectives
- The number of people our program reached
- Changes we might make to the delivery of a program and it's part when we offer programming again

OUTCOME EVALUATION

- Impacts that the program has had in the given time frame (Short-, medium-, and long-term changes or ultimate effects)
- Changes in participants, communities, systems, or organizations
- Changes that you wish to evaluate or are required by funders

PROCESSING THE DATA

Processing the data may include adding numbers, computing averages or percentages and other types of calculations (Excel can be a helpful program for this). This may also include qualitative analysis, such as distilling participant feedback into takeaway messages, identifying themes, or tracking qualitative data using a rubric and tracker. Additionally, as we process our data, we want to look to identify challenges, lessons learned, and implications for program improvement (ideally in this order). These are each linked and build on one another.

CHALLENGES: Sometimes we believe that evaluations should include only positive information about our programs. However, it is incredibly meaningful to speak honestly about the obstacles we encounter in addition to the successes. This helps us improve, helps others learn along with us, and helps us collectively get closer to even more effective prevention efforts that make our communities healthier and safer for all people. Don't be afraid to address difficulties encountered during program implementation and unexpected program results.

LESSONS LEARNED: Each challenge we encounter will teach us a lesson. For example, we may come up with solutions that will help overcome a particular challenge or avoid it altogether. We may also identify solutions that simply did not work. Lessons learned can be simple and straightforward, and help us model prevention. We are all learning, growing, and changing - key elements of prevention programming.

IMPLICATIONS FOR PROGRAM IMPROVEMENT: To identify areas for program improvement, we can begin by asking ourselves "What was difficult and/or didn't go well?" for each result, especially when we see a result that is not what we hoped for or not what we intended. This helps us identify and name challenges we have encountered. We can then identify what we have learned from these challenges, and think about what changes we might need or want to make to address these. Some program changes may take a while to implement or may not be in your immediate power to implement. We cannot begin working towards them however if we do not identify them.

DRAWING CONCLUSIONS

One of the hardest parts of evaluation is ensuring that we are representing our data correctly and ethically. Part of ensuring we are not causing harm with our programming is also ensuring we are not misleading people about potential harm and/or the impacts (or lacks thereof) as a result of our programming. When we are making sense of the data we have collected, it can be meaningful to consider the following:

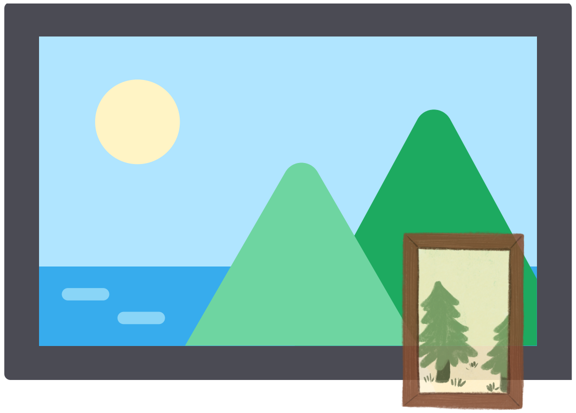
- **Avoid over-generalizing and misrepresenting** a population we did not actually serve or evaluate. Values, priorities, and the ways success is measured varies. One group cannot be the ‘standard’ for another. Data is not transferrable across groups. If we implemented an evaluation with kindergarten students and saw great success, but our program serves youth K-12, we cannot say generally students in our program showed success, without a more comprehensive evaluation.

- **Be transparent and communicate actual findings.** Who is represented, when and how was the data collected, why was it collected in the way that it was, what did you actually learn? It can feel scary to share with funders, community partners, and other stakeholders if your data shows a lack of success or just not the success you were anticipating. If we cannot highlight this however, we cannot highlight how we are improving and making changes, and making the program better.

- Peoples’ lives are more complex than what can be reflected in numbers and statistics. Look for opportunities to highlight different ways of knowing and **using qualitative data to offer context and insight into the human experience**.

COMMUNICATING OUR FINDINGS

There are a lot of ways we will likely want to use evaluation results to support our prevention efforts. We will likely want to and be asked to share evaluation data with funders who commonly want to learn about the impact of the work they are funding. This may include numbers like program reach, but also qualitative and outcome data. Community members, especially anyone who participated in our programming/evaluation, are important stakeholders to share evaluation results with, often in emails, newsletters, reports, public media, etc. This could also lead to other evaluation opportunities, like focus groups, etc. to get more context and in-depth information. Additionally, we might want to share our results with the general public and/or our broader communities to help build buy-in and connection to prevention.



When we tell the stories of prevention in our communities we want to consider how much data, information, and context we are offering. This can be thought of as framing our stories in landscape versus portrait mode. Portrait stories zoom in on a specific element, person, or thing (like the trees). They can provide more detail on that specific thing, but often lead to conversations about individual change. If we zoom out and tell our stories using a landscape frame, we can connect the portrait image to the larger context, the environments, the conditions, the community solutions (like the forest, mountains, and water) that get us closer to more comprehensively preventing violence and abuse in our communities.

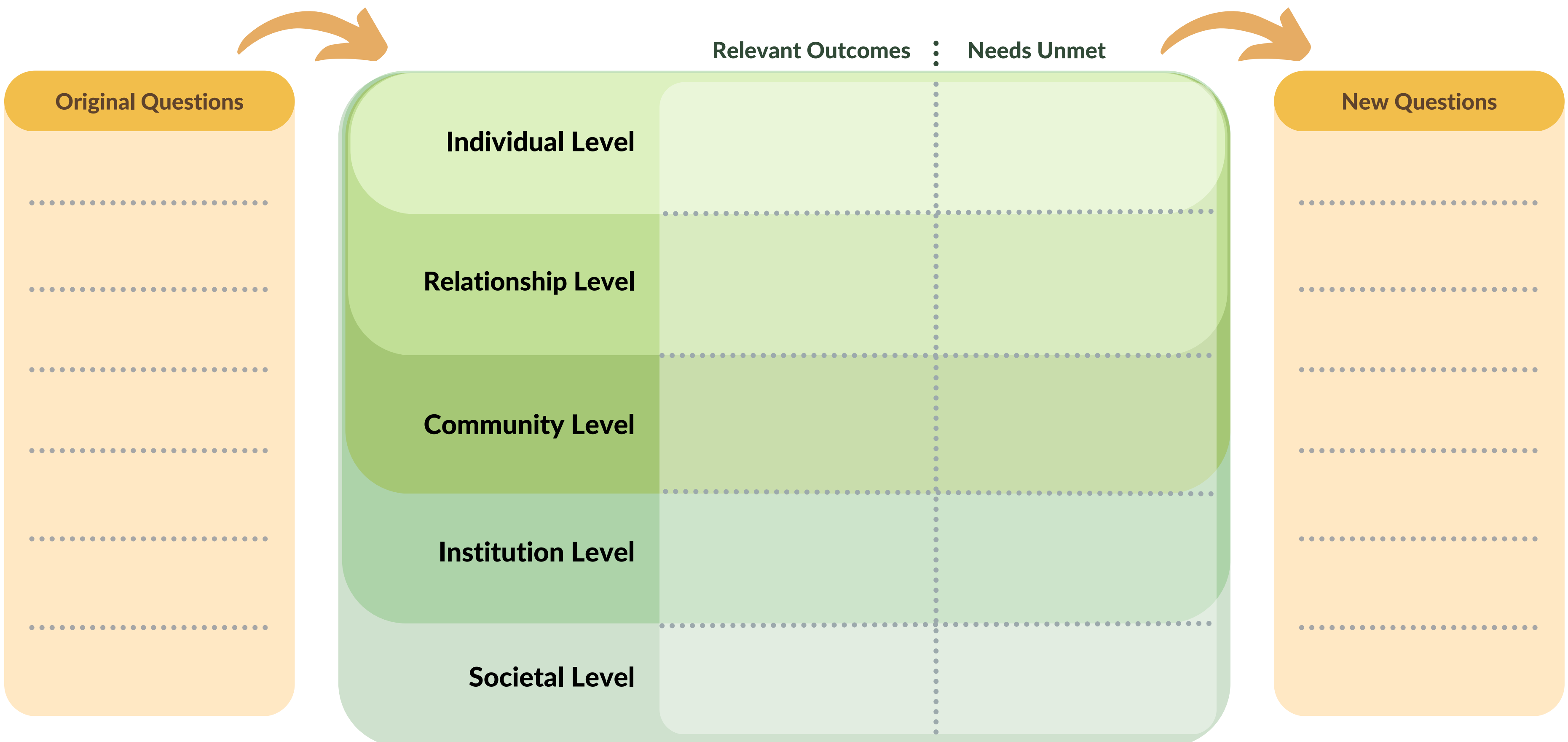
Finding the balance of context and data that we share can sometimes feel challenging. Utilizing the below chart, and connecting multiple data sources/evaluation strategies can help us find a better balance. How can our qualitative data inform and add context to our quanitative data?

QUANTITATIVE RESULTS			QUALITATIVE RESULTS
Before program	After program	Changes	

EVALUATING OUR EVALUATION

As the Evaluation Models at the beginning of this toolkit mapped out, evaluation is an ongoing, and often nonlinear, process. It is important that we are continuing to learn from the process throughout; look for opportunities to elevate/share/grow what is working and opportunities to shift/change/reimagine what is not working, or not working in the ways we anticipated. A key part of this is evaluating our evaluation strategies. This helps us ensure our strategies are relevant, providing us and our communities meaningful data, and not causing harm.

One way to do this is to bring back the models discussed in Section One of this toolkit. The template below can help fit the questions developed through Continuous Quality Improvement (CQI) and the scientific method (the orange columns) approaches into the Social Ecological Model (SEM; overlapping green circles) and Community Based Participatory Research (CBPR; table within the circles). Doing so can help identify the strengths of a program's outcomes as well as remaining gaps needing to be addressed.



7

ADDITIONAL RESOURCES

Many resources have supported our learning and growth when it comes to evaluating prevention. In this section you will find some of these as well as others that we have created to support your efforts.

OTHER EVALUATION RESOURCES FROM OREGON

- **SATF's Exploring Prevention Audio Library (EPAL)** - A set of short audio recordings exploring creative and effective prevention approaches. Recording Series 3 takes a deeper look at simplifying (or uncomplicating) evaluation of prevention. https://oregonsatf.org/audio-resources

- **SATF's Comprehensive Prevention Toolkit Evaluation Section** (Pages 109-124) - This toolkit has been designed to be both a resource and a guide for anyone in the state of Oregon who is interested in preventing violence or abuse. Additionally the toolkit follows the organization of the comprehensive prevention training and references to training content included in the toolkit are included throughout all training sessions. https://oregonsatf.org/toolkits

- **SATF's Campus Climate Survey Toolkit** - a "how to" guide for campus practitioners and community partners to implement campus climate surveys as a powerful tool to help inform prevention strategies that create healthy & safe campus communities, free of violence. https://oregonsatf.org/toolkits

- **The Oregon Youth Sexual Health Partnerships' Data, Evaluation, Assessment, and Research (D.E.A.R.) Page** compiles a wide variety of youth sexual health D.E.A.R. resources, including data, reports, literature, and best practices for collecting data. https://oyshp.wordpress.com/data-research/

EVALUATION RESOURCES FROM OUTSIDE OF OREGON

- W.K. Kellogg Foundation Step-By-Step Guide to Evaluation - designed for people with little or no experience with formal evaluation, making evaluation practices accessible to grantees, nonprofits and community leaders. The guide provides critical basics such as: Determining which methodologies and approaches to use and when, the importance of community engagement and racial equity in the evaluation process, and communicating your findings and more.

- National Sexual Violence Resource Center's Evaluation Toolkit for Prevention - offers guidance on evaluation within the context of primary prevention. This toolkit will equip you as prevention workers at the local and state levels with the knowledge and skills necessary to make strategic decisions about evaluation, including: designing and implementing evaluation of primary prevention programs, providing support to others doing evaluation work, and understanding the language of evaluation to engage with consultants or other partners.

- Activity-Based Assessment: Integrating Evaluation into Prevention Curricula from the Texas Association Against Sexual Assault & the Texas Council on Family Violence - designed to help preventionists utilize Activity Based Assessment evaluation methodology. This approach is designed especially for programs educational curricula to achieve social change goals.

- FRIENDS National Center for Community-Based Child Abuse Prevention – A Service of The Children's Bureau. FRIENDS has developed a variety of tools and resources to support community-based child abuse prevention (CBCAP) programs in their evaluation efforts. These range from entry-level tools for internal evaluations of CBCAP programs that can be used by programs ranging from little to no previous experience in evaluation all the way to much more advanced tools for more seasoned practitioners.

- Community Tool Box from the Center for Community Health and Development at the University of Kansas - a free, online resource for those working to build healthier communities and bring about social change. It includes extensive sections on developing and implementing programs, including developing an evaluation of a community program or initiative.

- Community Readiness Assessment - Assessing community readiness is one tool that can be used to help make decisions on planning and implementing programming, as well as understanding change in our communities. The Community Readiness Model was created at the Tri-Ethnic Center for Prevention Research at Colorado State University, and has been adapted for violence prevention specifically by many organizations including the Texas Association Against Sexual Assault.

8

CITATIONS

Many resources informed and contributed to this toolkit for Oregon. A complete citation list is below, but we want to extend particular thanks for the contributions of Amara Sellnow with The Oregon Health Authority, The Washington Department of Health's Rape Prevention and Education (RPE) Program, and national prevention and evaluation expert, Patrick Lemmon.

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- Washington Department of Health, Office of Injury and Violence Prevention, The Washington State Rape Prevention and Education (RPE) Evaluation Toolkit, Publication Number: 971-NonDOH (2019).

SUGGESTED TOOLKIT CITATION:

Foster, M.H., Sellnow, K.A., (2023). Oregon Violence & Abuse Prevention Evaluation Toolkit. V 1.0 Keizer, OR: Oregon Attorney General's Sexual Assault Task Force. Retrieved from http://www.oregonsatf.org

COMPLEMENTARY RESOURCES can be found on pages on 61-62 of this toolkit. Additional information on evaluation processes, tool design, and more can be found in these resources.

FOR ADDITIONAL SUPPORT developing tools, identifying evaluation strategies, and overall evaluation planning, please feel welcome to reach out to SATF for support (taskforce@oregonsatf.org).

The Oregon Sexual Assault Task Force
www.oregonsatf.org

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