

Our Prevention Services Team Tackles Program Evaluation

How we use program evaluation for program planning and enhancement





Funders & non-involved orgs

Agencies & Orgs Involved

Executive director & collaborative evaluators

Prevention team & target audience







Agency Integration of evaluation





Value evaluation

- Time
- Quantifiable
- Measurable
- Useable
- Helpful





- Team meetings
- Review evaluations
- Operationalize recommendations
- Review in one-on-one





- Time
- Literacy
- Authentically capturing experience
- Lack of feedback loop

9/6/16

Addressing External Challenges





- Develop strong relationships
- Involve the community
- Invest time and invest in community
- Communicate and share
- Utilize social media
- Recruit allies

What the boss wants



- Indicators of social change
- Evidence of staff's hard work



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Need

Data for reports

- Numbers of what we did
- Anecdotes for reports
 - internal and external
- Happy staff
- Happy boss

Want

Data for reports

- Indicators of behavior change
- Increased participant knowledge
- Program satisfaction
- Effective programs

How



- Prepared and informed staff
- Strong relationships with partners and administration
- Empower participants to control what they disclose
 - Protect their identity and ego
- Honest about why we are collecting info
 - Don't do it, just to do it



Saturation











Evidence-based

Practice-based







Funders/Academics

- Quantitative
- Rigorous
- Individual-level

Individual Practitioners

- Qualitative
- Process
- Community-based



- Community
 Readiness
 Assessment Model
- Parents in the Know
- Social Norms
 Approach to Sexual
 Harassment
 Prevention &
 Healthy
 Relationships
 Promotion

Community Readiness Assessment



Goal: engage the community in meaningful conversation about sexual violence prevention

Tool: interviews

What next: report back

Story: demonstrated need for community engagement

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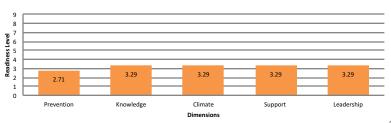
Readiness: 3.17

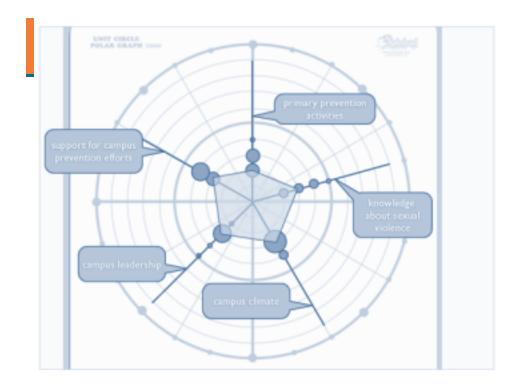


Most feel that there is a local concern, but there is no immediate motivation to do anything about it.

GOAL: Raise awareness that the campus can make positive changes to promote healthy sexuality and prevent sexual violence

Spring 2014 Readiness Assessment





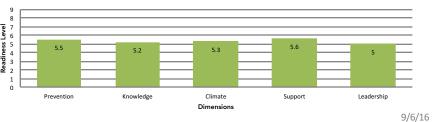
Readiness: 5.32



Active leaders begin planning in earnest. Community offers modest support of efforts.

GOAL: Gather existing information to plan prevention strategies.

Spring 2016 Readiness Assessment





Parents in the Know



- Identify sexual violence as a continuum of behaviors
- Role of boundaries in prevention
- Skills to intervene early & safely
- Promote healthy sexuality

Goals of Evaluation

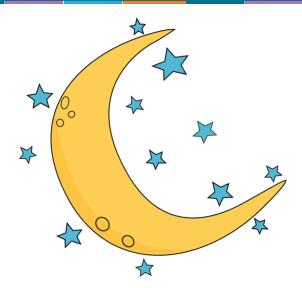


- 1. Identification of risk
- 2. Likelihood of intervening
- 3. Decisional balance
- 4. Confidence talking with children

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The process didn't happen over night





PITK: The Timeline



Survey developmer

- Went to preexisting groups who we had relationships with
- Meeting with team- what do we want to know?
- What time would they come?
- Would they come during the day? Evening? Weekend?
- Do they need an incentive? Food? Childcare?
- How long should the sessions be?
- What do parents want to know about CSA?
- How will they respond to the info?
- How will they respond to disclosure?
- How will they handle the info if they themselves are a survivor?
- What is the pull? · Should it be activities? Lecture? Creative
- stuff?

- Steeple fell
- Epic meetings in Panera
- Team members each took a piece
- Pulled from existing curriculums
- Developed overarching topic-boundaries
- Developed miniopps • Piloted the
- curriculum with existing relationships • Learned to target
- locations with childcare and food services that we didn't have to provide

- Stephanie looked Kept some at the curriculum to develop the survey
 - before, added new ones • Pre/Post-test
 - Stephanie phone interviewed and emailed questions to participants 6 weeks later

questions from

· Validated the curriculum and all our hard work



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How Parents Were Impacted



"I would listen more to what my children are saying."

"Watch what I do and what others do around my children."

"Learn how to positive discipline my son so that he learns from his behaviors."

"Be more open minded about instead of jumping to conclusions."

"I'm more attentive."

"I'm less critical on myself."

"The mini-opps helped me become closer to my child and has helped me come up with other things I can do when we have our special times together."

Less likely to be concerned with



- · feeling bad about wrongly accusing someone,
- thinking they need to be 100% certain a child is being abused before doing anything,
- thinking their friends will admire them if they do something about the situation

However, their concern with making the wrong decision and wrongly accusing someone remained relatively high and may need to be explored in greater depth in future workshops.

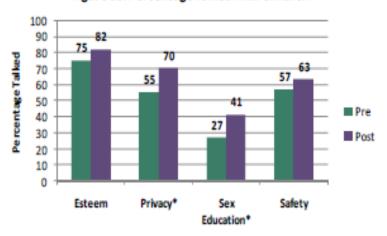
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Findings indicate that there was important behavioral change in parents' conversation with their children over the course of the workshops.



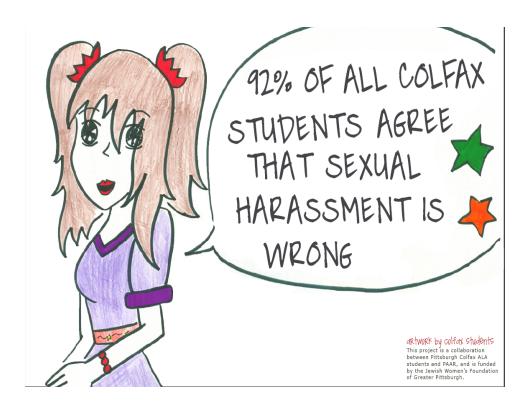
Figure 10. Percentage Talked with Children



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Social Norms Premise



• Correct peer misperceptions about sexual harassment... negative behaviors will go

 Correct peer misperceptions about bystanders...
 positive behaviors will go



In a nut shell:



When students think their peers are "cool" with their behavior...they keep doing it!



Social norms program helps students recognize which behaviors are ACTUALLY "cool" with their peers and use "positive peer pressure" to change the school climate.

beliefs & attitudes sexual harassment

prevalent behaviors

What behavior do you sexual violence consent

intimate partner

violence

"sexting"

18

Social Norms Survey



Readiness vs PAAR Survey

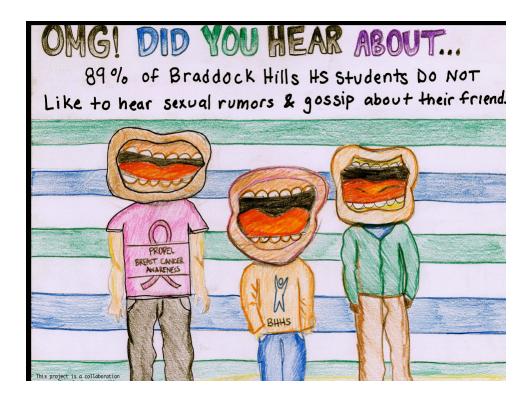
- from pre-existing relationships with schools.
- What do we want to "norm" around?
- What's happening with students right now?
- What would be most impactful?
- Using information
 Epic meetings!
 - Dehates over specific words & sentence formation
 - Readability for students - how will THEY interpret this term?
 - · Entire days spent on word choice!
 - Consulted with experts to make the right track was the survey asking what we really wanted to know?

- IRB Process!
- What can we ask students?
- What can't we ask students?
- School District Policies
- When does the School readiness interfere too much with the integrity of your evaluation?
- When do you walk away?
- Grant Issues
- Finding a new partner....

- Age differences between HS & MS
- Believability of survey results
- Poster Development
- High School:
- Poster Contest • Middle School: Herding Cats!
- Actually getting the posters up in the building; keeping them up; rotating the

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91% of 7-8th grade Arlington
91% of 7-8th grade Arlington
to help
students would speak up to help
students would speak up harassed
students would speak up to help
students would speak up to **Arlington Eagles**





86% of Braddock Hills HS Students DO NOT think it's right to forward sexual pictures they receive.

This project is a collaboration between

Great Expectations

Coming into it, I wasn't sure at all about what we were getting into. I just kind of **thought it was going to be another service we slap on** ...we thought it was going to be similar services to Expect Respect

and I think once we came in and everything was very thorough of "OK

— here's what we are going to do with your kids. We are gonna get

baseline surveys and so forth,

that's when it kinda [hit me] oh this isn't just like "plug it in" -

they are going to be here offering specific things for our kids.

CELEBRATE

