

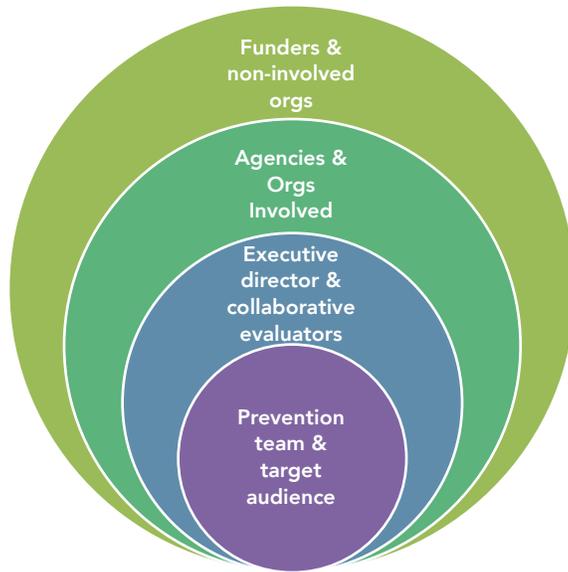


# Our Prevention Services Team Tackles Program Evaluation

How we use program evaluation for  
program planning and enhancement

F I R S T

*date*



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# Internal Challenges



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# Addressing Internal Challenges



- Shared vision is to end sexual violence
- Internal funding commitment to evaluation
- Agency-wide commitment to evaluation



## Agency Integration of evaluation



### Value evaluation

- Time
- Quantifiable
- Measurable
- Useable
- Helpful

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



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

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## Addressing External Challenges



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

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# What the boss wants



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



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# Need



## Need

## Want

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

- **Data for reports**
  - Indicators of behavior change
  - Increased participant knowledge
  - Program satisfaction
- **Effective programs**

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## 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



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Challenged by



Lack of longitudinal data

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Evidence-based Practice-based





### Funders/Academics

- Quantitative
- Rigorous
- Individual-level

### Individual Practitioners

- Qualitative
- Process
- Community-based

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- **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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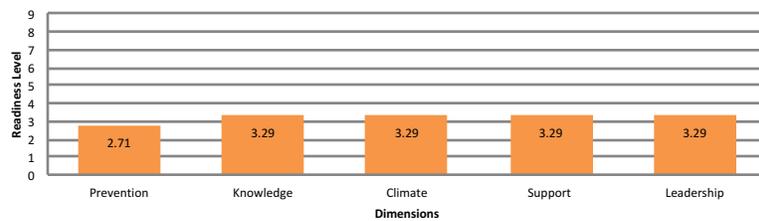
# Readiness: 3.17



**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



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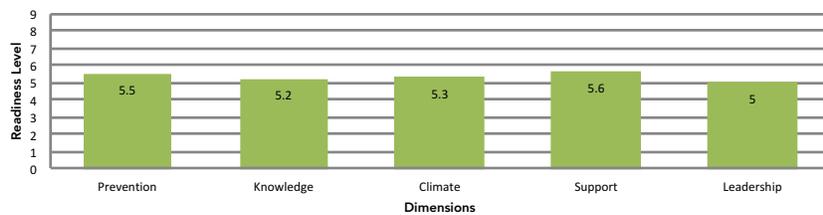
**Readiness: 5.32**



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

**GOAL:** *Gather existing information to plan prevention strategies.*

**Spring 2016 Readiness Assessment**



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## 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

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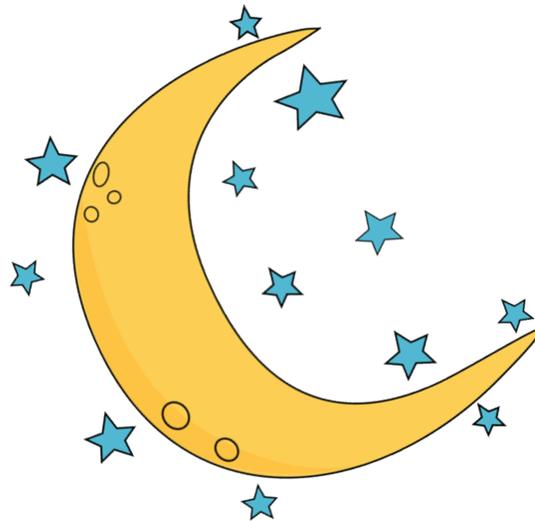
## Goals of Evaluation



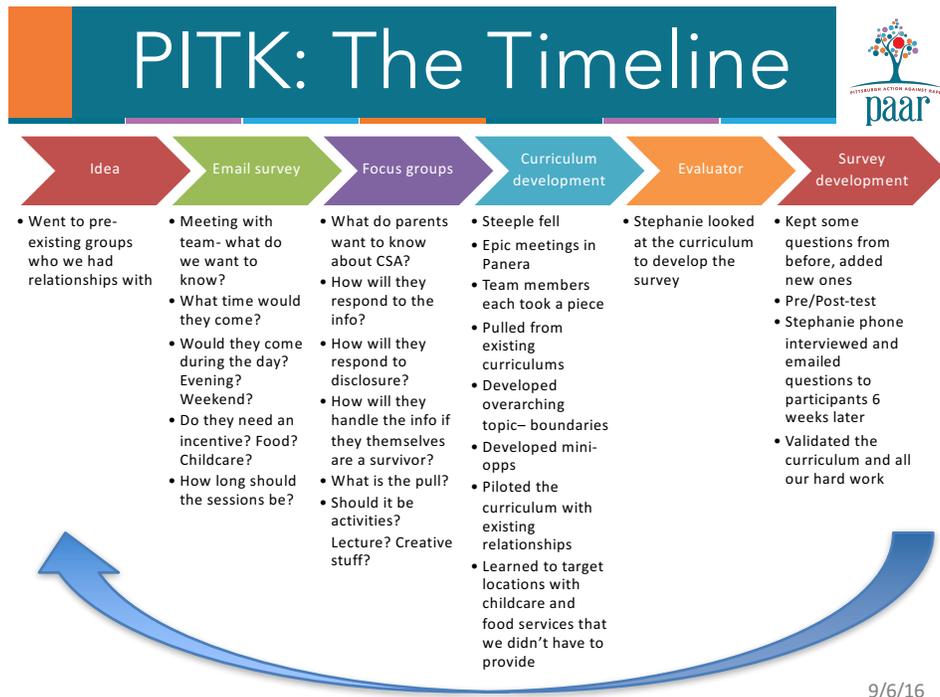
1. Identification of risk
2. Likelihood of intervening
3. Decisional balance
4. Confidence talking with children

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The process didn't happen over night



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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-ops 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."

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## 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.*

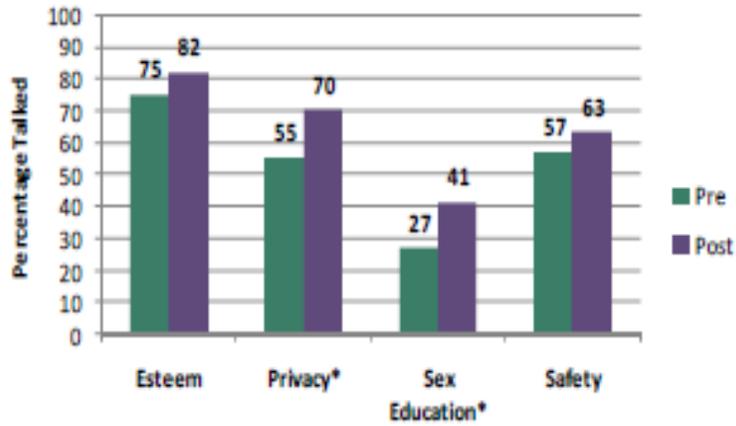
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Findings indicate that there was important behavioral change in parents' conversation with their children over the course of the workshops.



Figure 10. Percentage Talked with Children

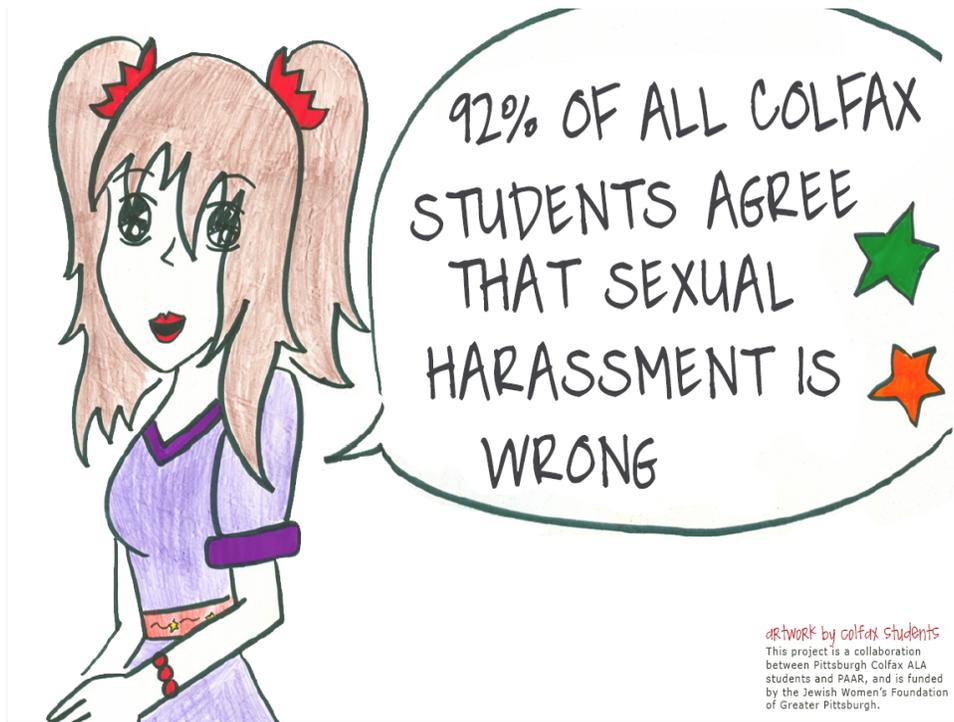


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Peggy

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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.

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beliefs & attitudes

bystander intervention

sexual harassment

prevalent behaviors

**What behavior do you want to "norm" around?**

sexual violence

consent

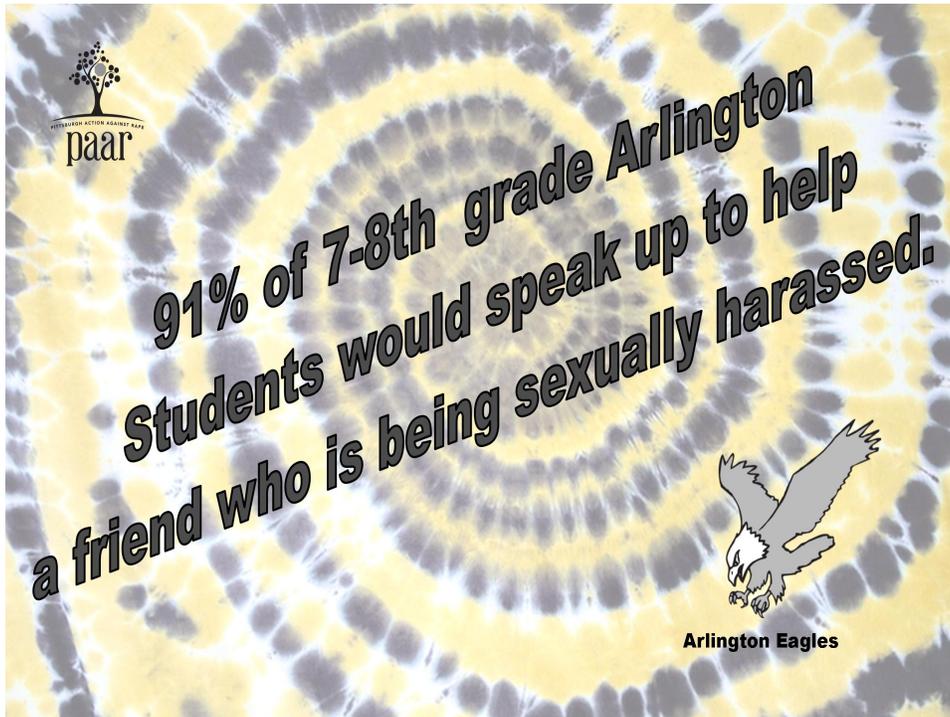
"sexting"

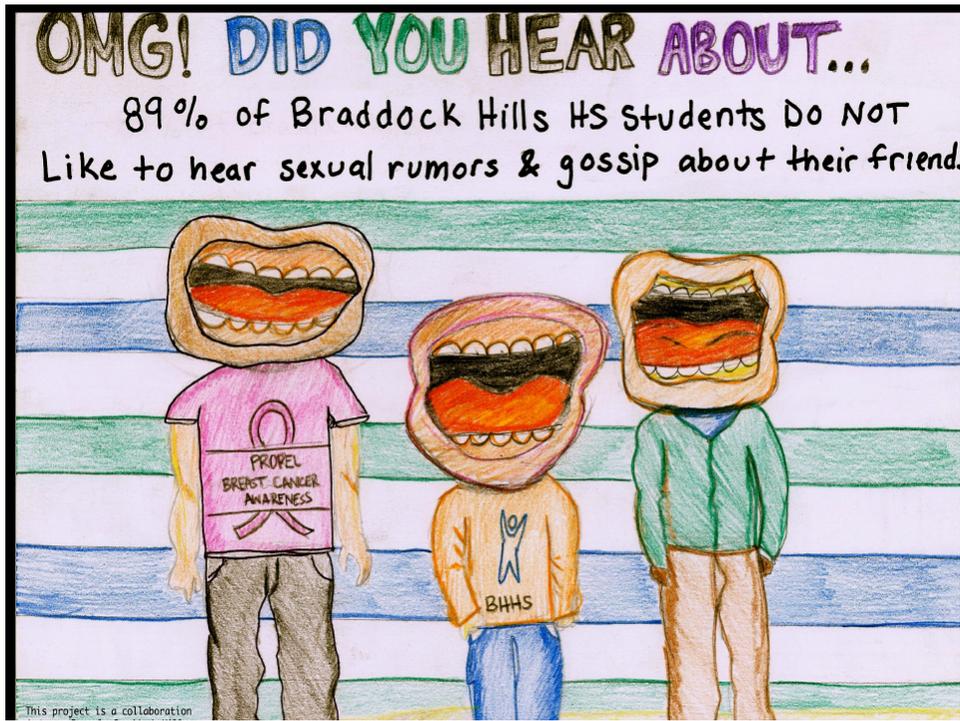
intimate partner violence

# Social Norms Survey



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

This project is a collaboration between Braddock Hills HS and DAAP

# 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



