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
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

• Team meetings
• Review evaluations
• Operationalize recommendations
• Review in one-on-one
• Time
• Literacy
• Authentically capturing experience
• Lack of feedback loop

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

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

9/6/16
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
Challenged by Lack of longitudinal data

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

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

<table>
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<tr>
<th>Dimensions</th>
<th>Readiness Level</th>
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<tr>
<td>Prevention</td>
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<tr>
<td>Leadership</td>
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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.
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

The process didn’t happen over night
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-opp’s 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.

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

- Correct peer misperceptions about sexual harassment… negative behaviors will go down.

- Correct peer misperceptions about bystanders… positive behaviors will go up.
Social norms program helps students recognize which behaviors are ACTUALLY “cool” with their peers and use “positive peer pressure” to change the school climate.

In a nutshell:
When students think their peers are “cool” with their behavior...they keep doing it!

beliefs & attitudes
prevalent behaviors
sexual harassment
bystander intervention

What behavior do you want to “norm” around?

sexual violence
consent

“sexting”
intimate partner violence
Experience with students & schools

- Using information 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?

Developing the Survey

- Epic meetings!
- Debates 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 sure we were on the right track — was the survey asking what we really wanted to know?

School Readiness vs. PAAR Survey

- 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....

Survey the Students!

Crunch the Numbers!

Report results to students

- 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 posters.

91% of 7-8th grade Arlington Students would speak up to help a friend who is being sexually harassed.

Arlington Eagles
OMG! DID YOU HEAR ABOUT...

89% of Braddock Hills HS students DO NOT
Like to hear sexual rumors & gossip about their friend.

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

THE LITTLE THINGS