

Welcome,
This Web Conference
Will Begin Soon



A Project of



Peer Learning Forum –
Improving our Practice:
Evaluating Sexual and Domestic
Violence Prevention Efforts



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Will Begin Soon



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Evaluating Sexual and Domestic
Violence Prevention Efforts

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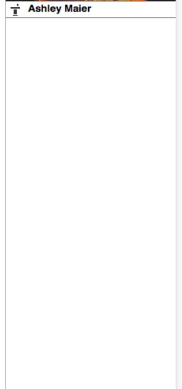
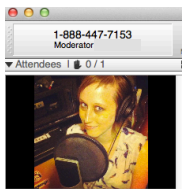


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How to use this technology



- Raise hand
- Text chat & private chat
- PowerPoint slides
- Polling questions
- Phone
- Closed captioning
- Web conference guidelines

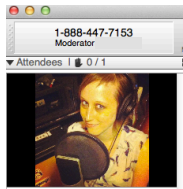
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PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by U.S. Centers for Disease Control and Prevention. The views and information provided in this web conferences do not necessarily represent the official views of the U.S. government, CDC or CALCASA.



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Peer Learning Forum

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Making Connections, Honoring Communities

February 26: **Using Popular Education to Engage Communities in Sexual Violence Prevention**

March 25: **Supporting Community Culture as Norms Change Strategy for Preventing Sexual and Domestic Violence**

March 26: **The Role of Alcohol Policies to Prevent Intimate Partner Violence and Sexual Violence Perpetration**

April 9: **Men of Color and Community Trauma Prevention: What Do Sexual And Domestic Violence Efforts Offer to Support Well-Being?**

May 7: **From Foundations to the Future: A Prevention Approach to Sexual and Domestic Violence**

June 11: **Linking with Child Focused Approaches when Preventing Sexual and Domestic Violence**

July 9: **Joint Strategies: How Does Sexual and Domestic Violence Better Leverage Local Health, Justice, Education, and Community Sectors?**

August 13: **Closing the Loop: Increasing Investment and Sustainability for Sexual and domestic violence prevention.**



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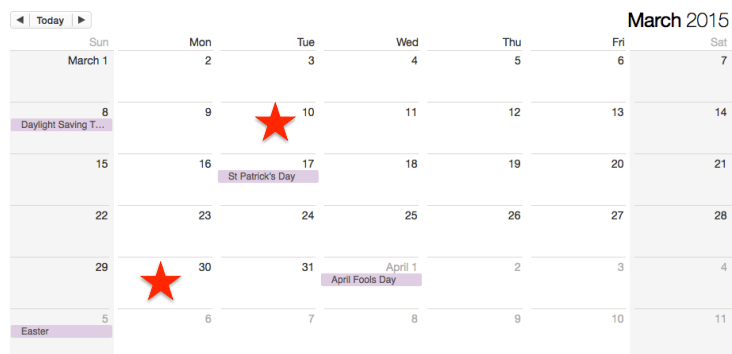
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DIFFERENT

Peer Learning Forum

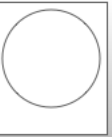



Audience Question




Did you attend session 1?


▼ Feedback ☰

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<input type="radio"/>	No	
<input checked="" type="radio"/>	No Answer	



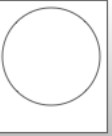



Audience Question




Did you view the session 1 recording?

▼ Feedback ☰

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<input type="radio"/>	No	
<input checked="" type="radio"/>	No Answer	





PreventConnect

- Domestic violence/intimate partner violence
- Sexual violence
- Violence across the lifespan
- Prevent before violence starts
- Connect to other forms of violence & oppression
- Connect to other prevention practitioners



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Learning Objectives

- Identify at least 1 use for EvaluACTION in your training and technical assistance efforts.
- Identify at least 1 use for NSVRC's evaluation tool in your training and technical assistance efforts.
- Describe how you plan to incorporate evaluation into their training and technical assistance plans.



Welcome Presenters!



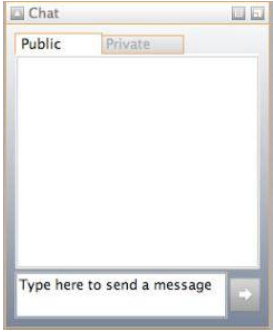
Diane Hall, Ph.D., MEd.
Lead Behavioral Scientist
Division of of Violence Prevention



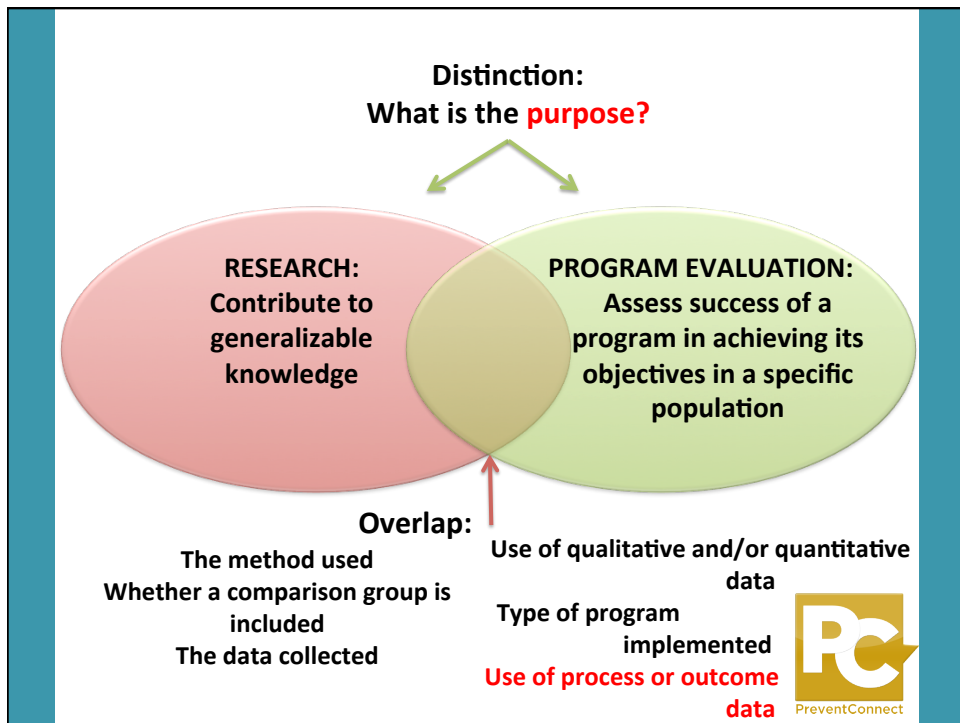

Jennifer Grove
Prevention Outreach Coordinator
National Sexual Violence
Resource Center



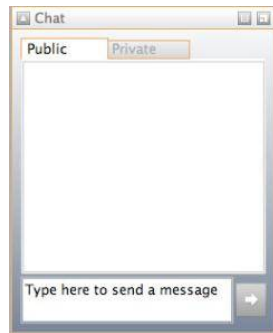
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What is the strongest impression you have from the last session?



Question for You



What's your role in this?



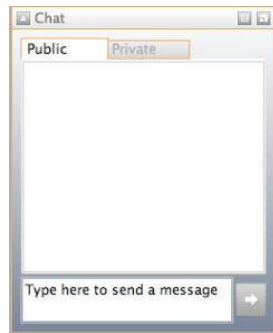
Some key attributes

Public health research	Program evaluation
Purpose is to develop or contribute to generalizable knowledge .	Purpose is to evaluate how well a health problem has been prevented/ controlled or improve a program or service.
Benefits may include participants, but always extend beyond participants .	Intended benefits are for the participants, clients, or their community .
Data collected exceed requirements for care of participants or scope of activity.	Data collected are needed to asses or improve the program or service or the health of the participants.

Publication of findings, methodological design, selection of participants, and hypothesis testing **do not** differentiate research from nonresearch.



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What are your thoughts about this distinction?



REVIEW

Question for You

▼ Feedback

Yes

No

No Answer

Best Incentive Ever!

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evaluACTION



- Importance of Evaluation
- Myths
- Defining Program Evaluation
- People of Evaluation
- The Framework
- What Can I Afford?
- Do's & Don'ts
- Recruit Your EvaluACTION Team
- Build an Evaluation Plan
- Next Steps

Evaluation


Putting Evaluation to Work



Focus Video



Making the Case



- Importance of Evaluation
- Myths
- Defining Program Evaluation
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Importance of Evaluation


1 Add Value TO YOUR WORK

Depending on your view of evaluation, you may see it as invaluable or as not having any benefit at all. You may see it as a way to highlight your program's flaws and nothing more. However, evaluation may also uncover areas in which your program truly shines. Do you may find some areas for improvement. When you know what's not working well, you know what to fix. Whether your program is on the right track, needs some help, or needs a reboot, improving your evaluation efforts can help it's about doing the work as well as you can, whether you're going from good to better or from better to the best.


2 Confidence IN YOUR INVESTMENT

If you were going to invest in a product or program, you would want to be confident in your investment, right? Like those commercials you see on TV, will you really lose 50 pounds in two days? Probably not. What about your program? You want to be able to easily justify your resources well. Are your program's activities being produced with appropriate use of resources such as budget and staff time? Does the value or benefit of achieving your program's goals and objectives exceed the cost of producing them? Demonstrating you are on the right path, and being financially responsible with good theory, supporting your efforts will help increase your credibility. Evaluation provides checks and balances to help you and your program stay on track, with the evidence to back it up.

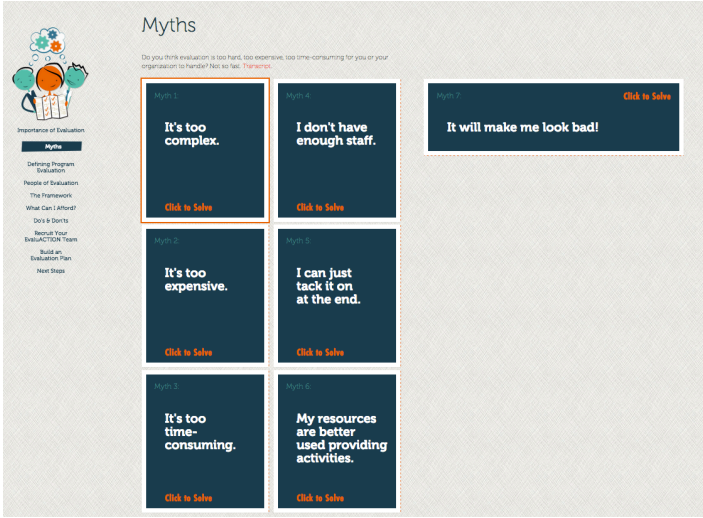
Hear from the Experts



Valerie Spiva Collins
Training and Technical Assistance Supervisor
PIDDHS National Resource Center (nrcnhs.org)




Myths

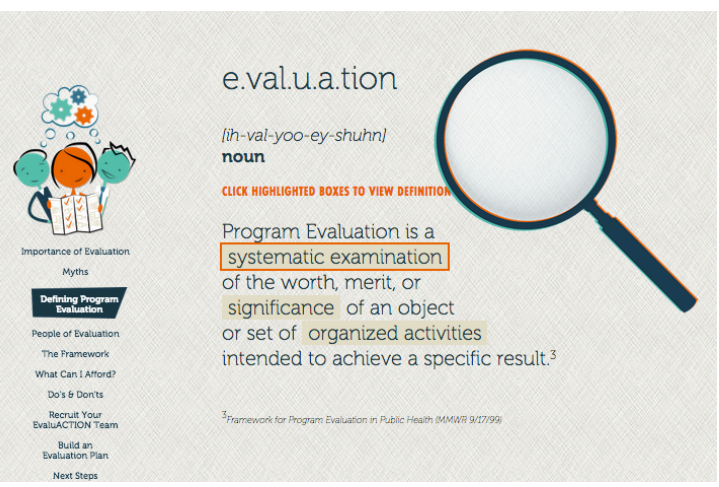


Do you think evaluation is too hard, too expensive, too time-consuming for you or your organization to handle? Not so fast. [Paragrip](#).

- Myth 1: It's too complex. [Click to Solve](#)
- Myth 2: It's too expensive. [Click to Solve](#)
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- Myth 7: It will make me look bad! [Click to Solve](#)



Definitions




e.val.u.a.tion
/ih-val-yoo-ey-shuhn/
noun

CLICK HIGHLIGHTED BOXES TO VIEW DEFINITION

Program Evaluation is a **systematic examination** of the worth, merit, or significance of an object or set of organized activities intended to achieve a specific result.³

³Framework for Program Evaluation in Public Health (MMWR 9/17/99)



People of Evaluation

People of Evaluation⁵

Stakeholders, as the name implies, are people invested in what happens with the program. This label covers a range of individuals and organizations. Program staff members have a professional stake in the organization's success, but many have a connection and passion for the work that make the investment much more personal. Other stakeholders may have a financial investment in the program if they provided funds to support the program, but the individuals and communities that experience the program are also stakeholders because programmatic changes could improve or diminish the components they receive.

CLICK TO EXPLORE ROLES

Survivors

- They provide a deeper and broader understanding of the issue. Violence ceases to be abstract when working with them. They will ensure your work is real and relevant.



Framework for Evaluation

Framework for Program Evaluation in Public Health

CLICK ICONS TO VIEW VIDEO CLIPS

engage stakeholders

describe the program

focus the evaluation design

gather credible evidence


justify conclusions

ensure use & share lessons learned

STANDARDS
utility - feasibility
propriety - accuracy



What Can I Afford?




What Can I Afford?⁸

Evaluation plans are not "one size fits all." How your approach evaluation will depend directly on your organization's specific needs and resources. What are your financial limits? What about staff? Do you have staff you can dedicate to this effort? Even if you answer those questions with "zero dollars, no time, no staff" that doesn't mean evaluation can't work for you. Consider what you're already doing and use that as existing plans. Invest that in the back of your mind as you use the chart below to quickly identify what's feasible based on your situation.

STEP	ACTION	Evaluation Plan Costs			
		0	\$	\$\$	\$\$\$
Take stock of current activities	Could be as simple as making a list of what you're currently doing	✓	✓	✓	✓
Develop a logic model	There are several free options available. Zero	✓	✓	✓	✓
Monitor your program	You can track what program funding is spent on and describe program activities. This may help to justify continued funding and build capacity.	✓	✓	✓	
Self-assessment	Programs at this stage of development often use self-assessment or an external evaluator to observe and document program activities. You might observe fundamental course of activities, participants activities, or products produced. You may also assess how satisfied participants or recipients were.	✓	✓		
Moderate evaluation efforts	You might assess changes in participants' knowledge, attitudes, or behaviors and collect information about implementation of your program.		✓	✓	
Moderate to higher cost evaluation efforts	Programs at this stage of development often use self-assessment or an external evaluator to observe and document program activities.				✓
Moderate to higher cost evaluation efforts	With additional resources, you may add a comparison group to help you assess changes in knowledge, attitudes, or behaviors among the participants in your program. Additional costs come in when you want to measure longer term changes because you need to collect additional data. Programs at the stage of development often use external evaluators to observe and document program activities.				✓




Do/Don't




Do's and Don'ts⁹

Click on the +s to reveal quick tips on things you should - and shouldn't - do when you're contemplating using evaluation as a tool.

DO



DON'T



[VIEW AS PDF](#)



Recruiting the Evaluation Team

Recruit Your Evaluation Team¹⁰

Good evaluation requires a combination of skills, best pulled together as an evaluation team, instead of giving just one person the responsibility. It's likely you're probably already doing some of this, even if you're not calling it evaluation. Members of the team don't necessarily need to view themselves as "evaluators." They may have the ability to do evaluation in some form or fashion without it being their sole job function. They may already be thinking evaluatively about the program and their role, whether by asking important questions, determining what information may be needed to answer those questions, or collecting the appropriate information in a thoughtful way. This mindset and your team's ability to think strategically can have a positive impact on your overarching efforts.

Any of your colleagues who are involved with the program and critical to its success can be an asset to the team. Maybe they work in your office, are partners at a local university, or are external evaluators you hire to assist your efforts. Regardless of their job or title, building a team with people who have the following skills will help you put your plan into action.

Adaptable
You're skilled at working with a variety of stakeholders

Adaptable	Supporter	Analyzer	Equal Opportunist	
Educator	Experienced	Innovator	Incorporator	Achiever



Building a Plan

Build an Evaluation Plan^{11,12,13}

By now, you may realize that you are, in fact, already doing some evaluation of your program. Perhaps you were "thinking evaluatively" all along but didn't realize it. Or maybe it doesn't seem as daunting as it once did and you're ready to dive in. Regardless of where your current activities stand, it's not too late to begin evaluating what you're doing. Evaluation is a process, one dependent on what you currently doing and on the direction in which you'd like to go. Use our Evaluation Plan Builder to help you get started—or to better organize your efforts if they are already underway.

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the WHAT **the HOW** **why it MATTERS**

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Ready...set...let's go!



Question for You

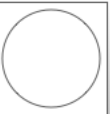
Did you build a logic model?

▼ Feedback

Yes

No

No Answer



Next Steps



Next Steps

Now that you have a better sense of what you're currently doing and what you would still like to know, check out these resources. They will help you take your efforts to the next level!

- CDC's Program Evaluation Resources**
This site provides additional evaluation resources, including step-by-step manuals, assistance with specific evaluation steps and logic models, and links to key professional associations and key journals.
- CDC's Developing an Effective Evaluation Plan Workbook**
This workbook provides detailed information and worksheets for planning evaluations.
- CDC's Evaluation for Improvement Manual**
This manual provides step-by-step information on how to hire an improvement evaluator with the goal of building an organization's capacity to conduct evaluations.
- HHS's How to Hire an Evaluator**
This publication offers some guiding principles for hiring an evaluator who is appropriate to your project's needs.
- American Evaluation Association (AEA)**
This site provides information on evaluations, as well as a searchable database for finding an evaluator.



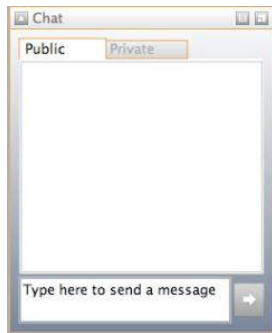
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Initial questions?



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How is this useful to you?



Making the Case

Importance of Evaluation



Importance of Evaluation

- Myths
- Defining Program Evaluation
- People of Evaluation
- The Framework
- What Can I Afford?
- Do's & Don'ts
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Hear from the Experts




Valerie Spiva Collins
Training and Technical Assistance Supervisor
PC2020 National Research Center (Principal)

3 ACCOUNTABILITY

A well-thought-out evaluation plan and engaging in evaluation may help you feel confident in your investment, and will help you remain accountable. Were your...






Importance of Evaluation

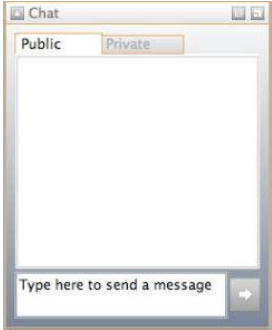
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Audience


- Programmatic grantees and partners:
 - Unfamiliar with program evaluation
 - Uncomfortable with program evaluation
 - Needing to “sell” the benefits of evaluation
- Program evaluators:
 - Needing to “sell” the benefits of evaluation



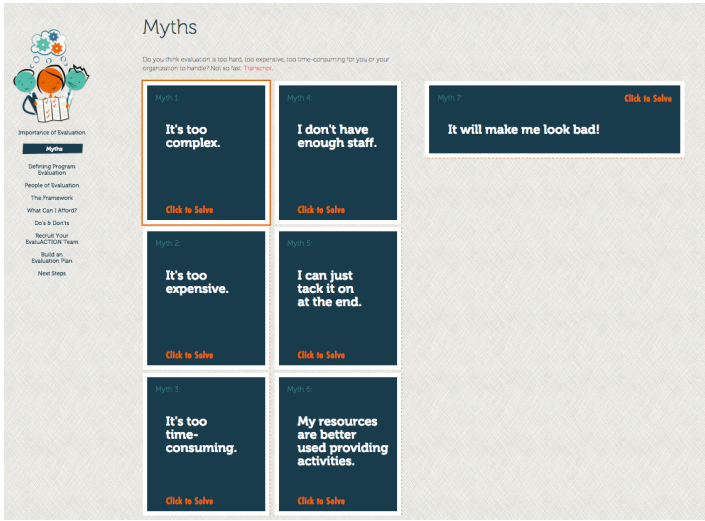
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How is this useful to your local programs?




Myths



Myths

Do you think evaluation is too hard, too expensive, too time-consuming for you or your organization to handle? Not so fast. Here are...

- Myth 1: It's too complex. [Click to Solve](#)
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- People of Evaluation
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e.val.u.a.tion

[ih-val-yoo-ey-shuhn]
noun

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Build an Evaluation Plan^{11,12,13}

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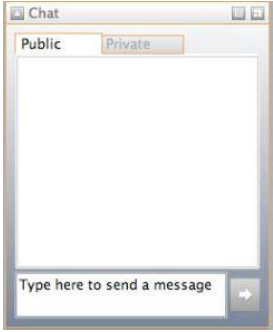
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evaluACTION

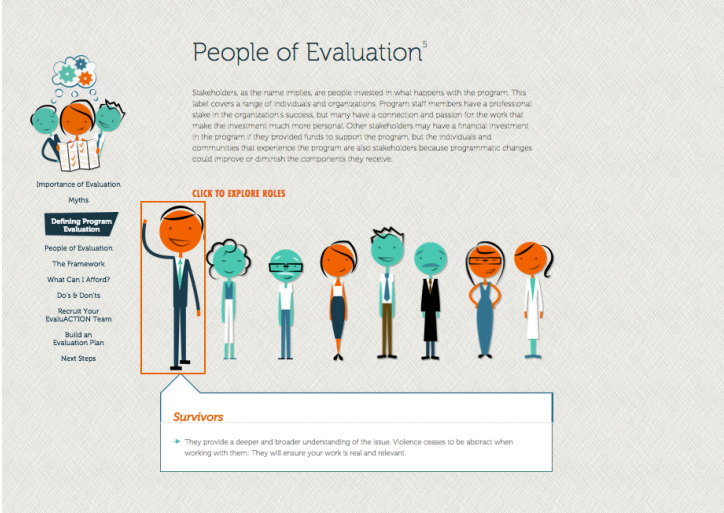


Type here to send a message

How is this useful to other stakeholders?



People of Evaluation




People of Evaluation⁵

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What EvaluACTION is and isn't

EvaluACTION is:

- An approachable intro to the benefits of program evaluation

EvaluACTION isn't:



What EvaluACTION is and isn't

EvaluACTION is:

- An approachable intro to the benefits of program evaluation

EvaluACTION isn't:

- A tool for conducting program evaluation



Framework for Evaluation



- Importance of Evaluation
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What EvaluACTION is and isn't

EvaluACTION is:

- An approachable intro to the benefits of program evaluation
- A way to introduce evaluation concepts in a non-technical manner

EvaluACTION isn't:

- A tool for conducting program evaluation



What EvaluACTION is and isn't

EvaluACTION is:

- An approachable intro to the benefits of program evaluation
- A way to introduce evaluation concepts in a non-technical manner

EvaluACTION isn't:

- A tool for conducting program evaluation
- A resource that includes more technical or complex info (e.g., research design)



evaluACTION



What else is
necessary in order
to use this?



What EvaluACTION is and isn't

EvaluACTION is:

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- A replacement for an evaluator



What Can I Afford?

What Can I Afford?[®]

Evaluation plans are not "one size fits all." How you approach evaluation will depend greatly on your organization's specific needs and resources. What are your financial limits? What about staff? Do you have staff you can dedicate to this effort? Even if you answer these questions with "Zero dollars, no time, no staff," that doesn't mean evaluation can't work for you. Consider what you're already doing and use that as a starting point. Keep that in the back of your mind as you use the chart below to quickly identify what's feasible based on your situation.

STEP	ACTION	Evaluation Plan Costs			
		0	\$	\$\$	\$\$\$
Take stock of current activities	Could be as simple as making a list of what you're currently doing	✓	✓	✓	✓
Develop a logic model	There are several free options available online	✓	✓	✓	✓
Monitor your program	You can track what program funding is spent on and describe program activities. This may help to justify continued funding and build capacity	✓	✓	✓	✓
Self-assessment	Programs at this stage of development often use self-assessment or an external evaluator to observe and document program activities. You might obtain numerical counts of activities, participants, activities, or products produced. You may also assess how satisfied participants or recipients were	✓	✓	✓	✓
More moderate evaluation efforts	You might assess changes in participants' knowledge, attitudes, or behaviors and collect information about implementation of your program. Programs at this stage of development often use self-assessment or an external evaluator to observe and document program activities		✓	✓	
Moderate to higher cost evaluation efforts	With additional resources, you may add a comparison group to help you assess changes in knowledge, attitudes, or behaviors among the participants in your program. Additional costs come in when you want to measure longer term changes because you need to collect additional data. Programs at this stage of development often use external evaluators to observe and document program activities			✓	✓



Do/Don't

Do's and Don'ts⁹

Click on the +s to reveal quick tips on things you should – and shouldn't – do when you're contemplating using evaluation as a tool.

DO

DON'T

VIEW AS PDF



Recruiting the Evaluation Team

Recruit Your Evaluation Team¹⁰

Good evaluation requires a combination of skills, best suited together as an evaluation team instead of giving just one person the responsibility. It's likely you're probably already doing some of this, even if you're not calling it evaluation. Members of the team don't necessarily need to view themselves as "evaluators." They may have the ability to do evaluation in some form or fashion without it being their sole job function. They may already be thinking evaluatively about the program and their role—whether by asking important questions, determining what information may be needed to answer those questions, or collecting the appropriate information in a thoughtful way. This mindset and your team's ability to think analytically can have a positive impact on your overarching efforts.

Any of your colleagues who are involved with the program (and critical to its success) can be an asset to the team. Maybe they work in your office, are partners at a local university, or are external evaluators you hire to assist your efforts. Regardless of their job or title, building a team with people who have the following skills will help you put your plan into action.

Adaptable
You're skilled at working with a variety of stakeholders.

Adaptable	Supporter	Analyzer	Equal Opportunist	
Educator	Experienced	Innovator	Incorporator	Achiever



evaluACTION



If you would add something to complement this, what would it be?



What EvaluACTION is and isn't

EvaluACTION is:

- An approachable intro to the benefits of program evaluation
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- A way to “sell” program evaluation
- A way to start an evaluation *plan*

EvaluACTION isn't:

- A tool for conducting program evaluation
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What EvaluACTION is and isn't

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EvaluACTION isn't:

- A tool for conducting program evaluation
- A resource that includes more technical or complex info (e.g., research design)
- A replacement for an evaluator
- Just for people working in violence prevention



Building a Plan

Build an Evaluation Plan ^{11.12.13}

By now, you may realize that you are, in fact, already doing some evaluation of your program. Perhaps you were “thinking evaluatively” all along but didn’t realize it. Or maybe it doesn’t seem as daunting as it once did and you’re ready to dive in. Regardless of where your current activities stand, it’s not too late to begin evaluating what you’re doing. Evaluation is a process, one dependent on what you’re currently doing and on the direction in which you’d like to go. Use our Evaluation Plan Builder to help you get started—or to better organize your efforts if they are already under way.

WHAT, HOW, & WHY IT MATTERS **the WHAT** **the HOW** **why it MATTERS**

So what exactly is an evaluation plan? The Centers for Disease Control and Prevention (CDC) defines one as “a written document that describes how you will monitor and evaluate your program, as well as how you intend to use evaluation results for program improvement and decision-making.” You can look at it as a road map of sorts. It will help you organize your efforts, ensure you’re using your financial and staff resources wisely, help you plan the next steps and assess you in staying accountable along the way. Although the plan is outlined as a series of steps, you may find that you need to go back and forth as you develop your evaluation plan. That’s okay! The CDC Evaluation Framework, which we use here, was designed to be cyclical.

Keep in mind as you work your way through this tool that you may not be able to answer all questions immediately. Or perhaps you find yourself needing to pause for a moment, so you can discuss part of the plan with colleagues who may be able to provide the answers you need. No need to worry. MyWee enables you to save your work so you can make changes later.

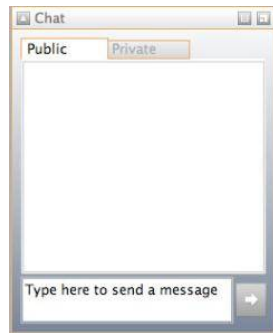
Our Evaluation Plan Builder will provide you with several printable documents: a logic model and your draft evaluation plan. So perhaps you want to start with the logic model and handle the next step? No problem! You can build your plan step-by-step, moving forward when you’re ready!

So before you build your evaluation plan, you’ll need to recruit your EvaluACTION team. Why don’t we do that now?

Ready...set...let's go!



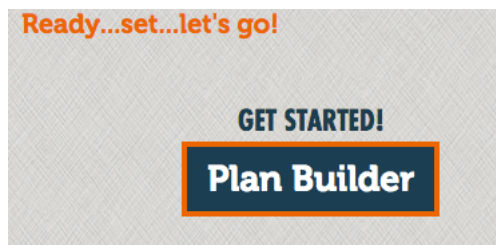
evaluACTION



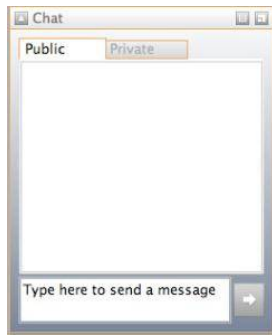
How can you incorporate this into your current training and TA plans?



Plan Builder



evaluACTION



We all want to know – what compliments this?



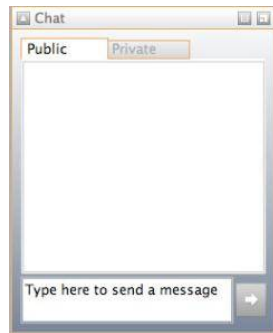
Next Steps

A graphic titled 'Next Steps' providing a list of resources. On the left is a vertical navigation menu with icons and text: 'Importance of Evaluation', 'Myths', 'Defining Program Evaluation', 'People of Evaluation', 'The Framework', 'What Can I Afford?', 'Do's & Don'ts', 'Recruit Your evaluACTION Team', 'Build an Evaluation Plan', and 'Next Steps'. The main content area has the heading 'Next Steps' and a sub-heading 'Now that you have a better sense of what you're currently doing and what you would still like to know, check out these resources. They will help you take your efforts to the next level!'. It features five resource cards, each with a title, a brief description, and a logo:

- CDC's Program Evaluation Resources**: This site provides additional evaluation resources, including step-by-step manuals, assistance with specific evaluation steps and logic models, and links to key professional associations and key journals. (CDC logo)
- CDC's Developing an Effective Evaluation Plan Workbook**: This workbook provides detailed information and worksheets for planning evaluations. (CDC logo)
- CDC's Evaluation for Improvement Manual**: This manual provides step-by-step information on how to hire an improvement evaluator with the goal of building an organization's capacity to conduct evaluations. (CDC logo)
- HHS's How to Hire an Evaluator**: This publication offers some guiding principles for hiring an evaluator who is appropriate to your project's needs. (HHS logo)
- American Evaluation Association (AEA)**: This site provides information on evaluations, as well as a searchable database for finding an evaluator. (American Evaluation Association logo)



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**EVALUATING SEXUAL VIOLENCE
PREVENTION PROGRAMS: STEPS AND
STRATEGIES FOR PREVENTIONISTS**

Evaluating Sexual Violence Prevention Programs: Steps and Strategies for Preventionists

This interactive online course **walks the user through the basic steps of evaluating the impact of sexual violence prevention programs.** Users will learn the key issues to consider at each of the following steps:

- Step 1: Clarifying Goals and Objectives
- Step 2: Planning Evaluation Design
- Step 3: Choosing Measurement Tools
- Step 4: Collecting Data



- The course takes approximately 60 minutes to complete
- It will help users identify
 - where their program has the skills and resources to do evaluation
 - where they may need some help.



Question for You

Are you familiar with this unit?

Feedback

- Yes
- No
- No Answer

NSVRC national sexual violence resource center

HOME RESOURCES CONNECT **eLEARNING** LIBRARY STORE Donate to NSVRC

Campus Browse Portal Search Portal Submit Tool

eLearning

Explore online courses, podcasts, videos and more.

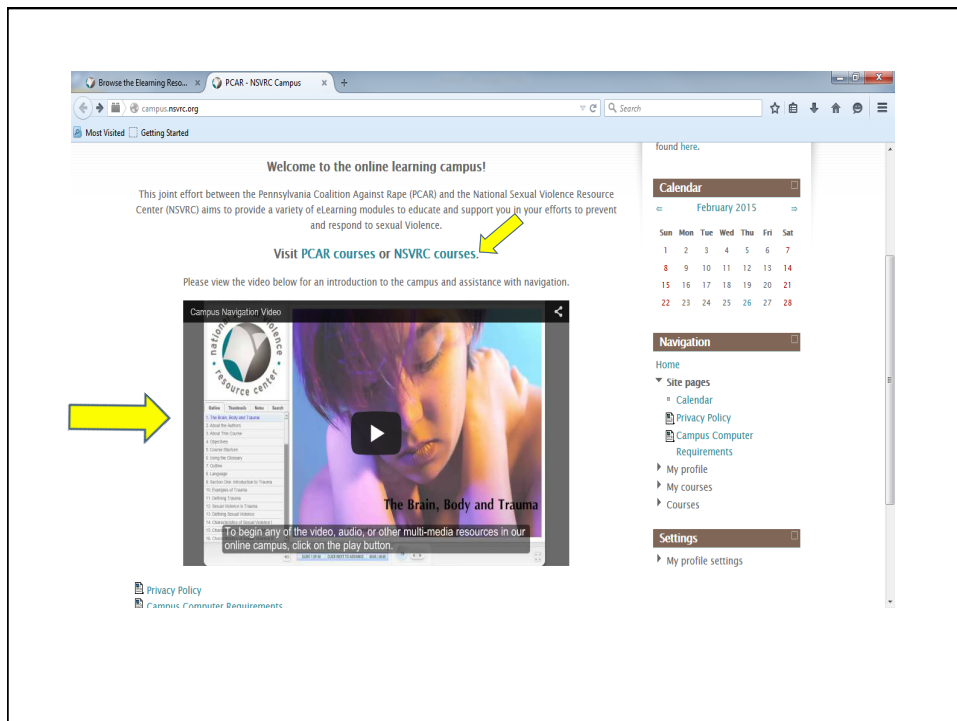
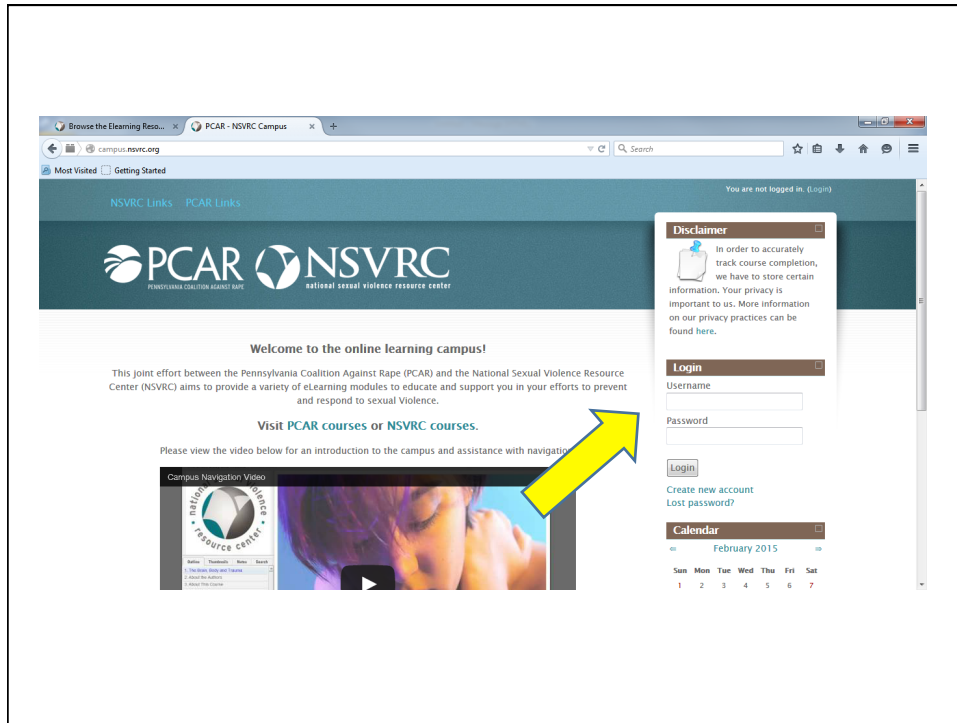
CAMPUS Take an NSVRC course on our Campus

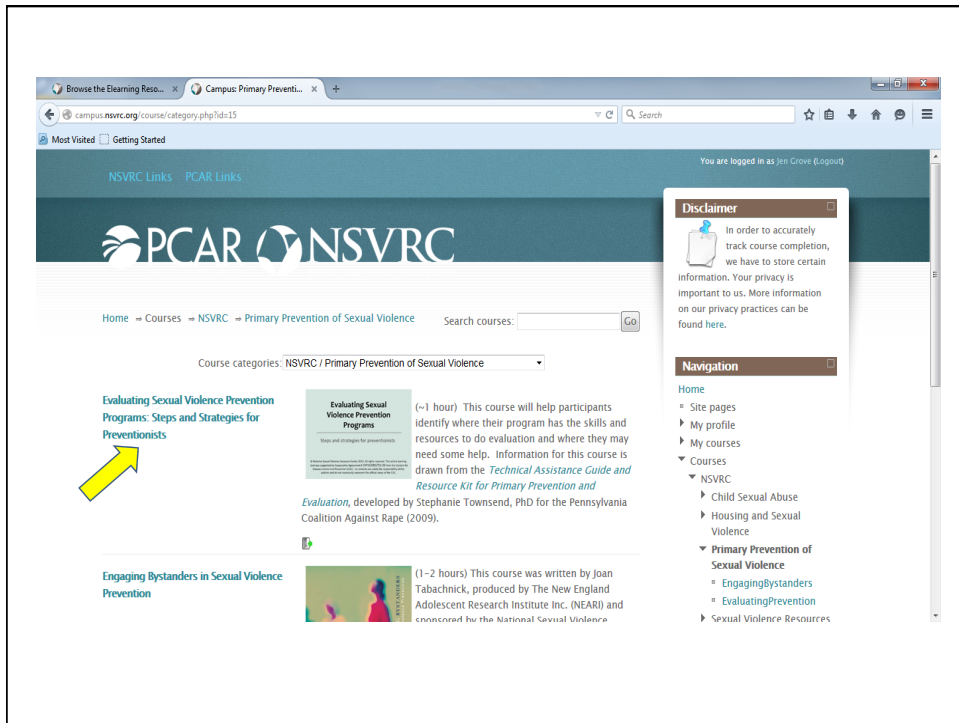
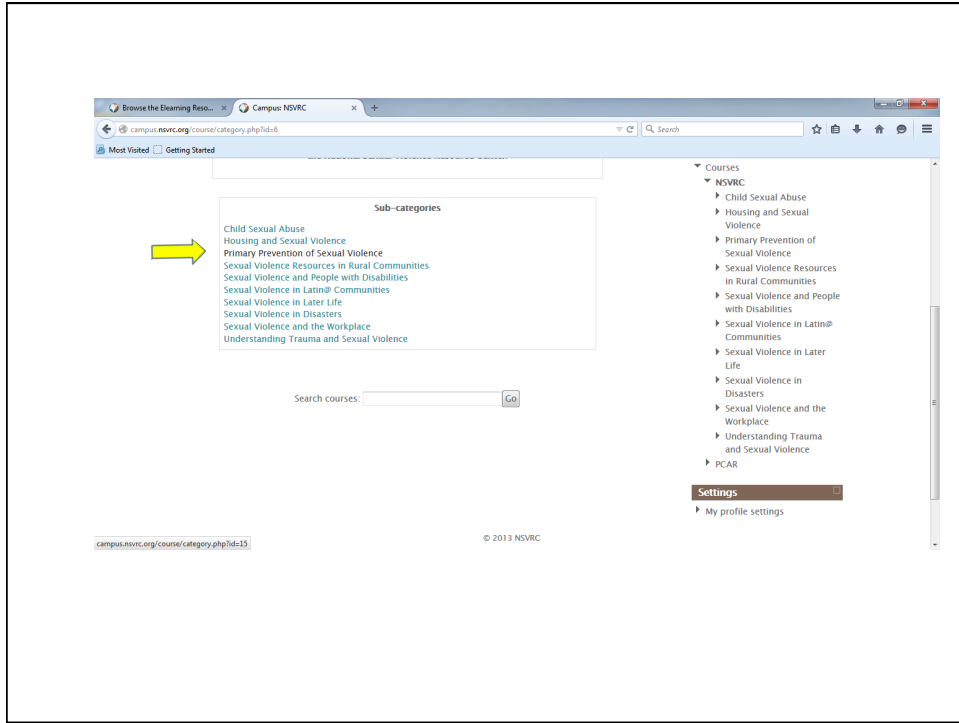
eLearning is a learning experience delivered through a computer and the internet. We include eLearning tools that are educational, interactive and related to prevention and intervention of sexual violence.

Featured Courses

03/27/2015 - 8:00am
SEXUAL ASSAULT NURSE EXAMINER (SANE) TRAINING

03/04/2015 - 8:00am
Nursing Response to Elder





The screenshot shows a web browser window with the URL campus.nsvrc.org/course/view.php?id=21. The page content includes:

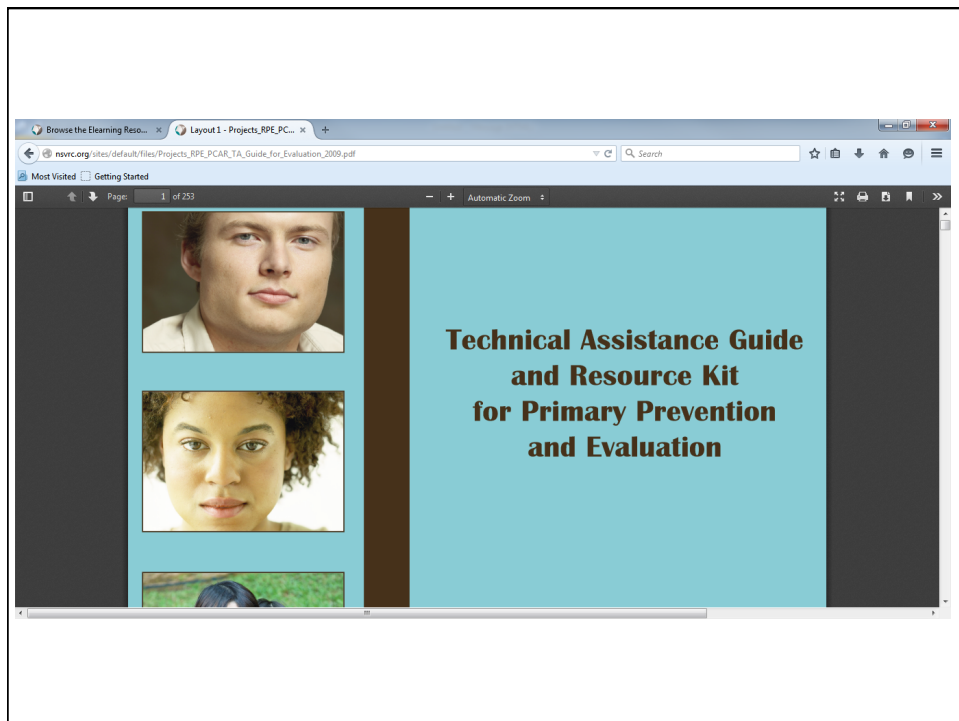
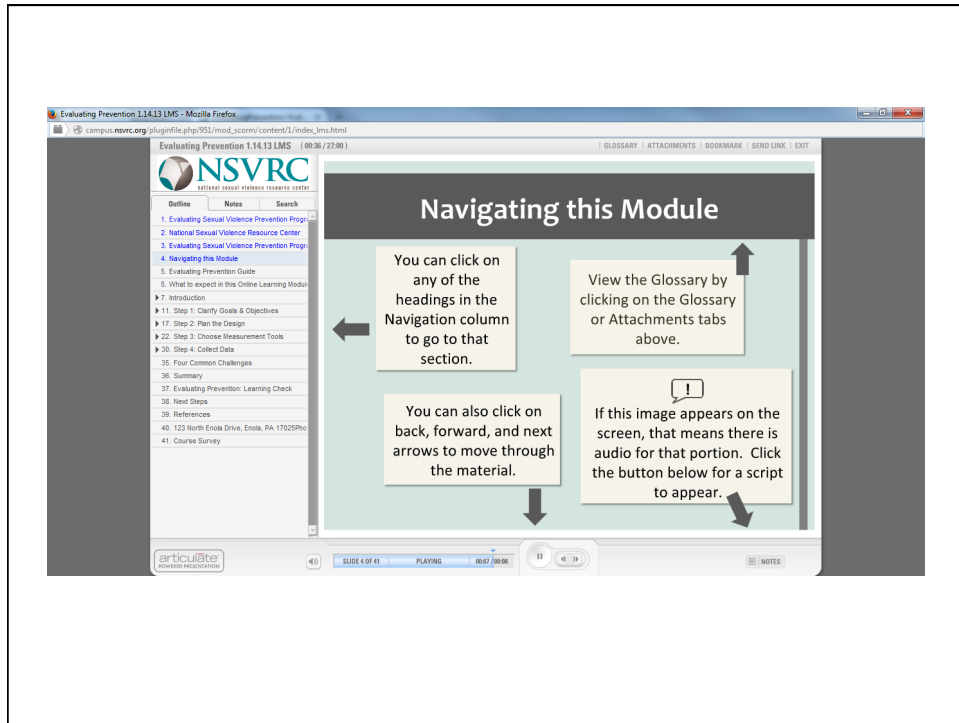
- Step 3: Choosing Measurement Tools
- Step 4: Collecting Data
- Text: "This course, which should take approximately 60 minutes to complete, will help users identify where their program has the skills and resources to do evaluation and where they may need some help. Information for this course is drawn from the *Technical Assistance Guide and Resource Kit for Primary Prevention and Evaluation*, developed by Stephanie Townsend, PhD for the Pennsylvania Coalition Against Rape (2009)."
- Text: "Please click one of the links below to begin the course."
- Text: "The interactive version will work for most users. It provides video, animation, audio, images, and interactivity."
- Text: "The text only version is a text file of the text in the course."
- Text: "The audio only version is a computer-read audio file of all of the text in the course."
- List of options:
 - Evaluating Sexual Violence Prevention Programs
 - Evaluating Sexual Violence Prevention Programs – Text Only
 - Evaluating Sexual Violence Prevention Programs – Audio Only

A yellow arrow points to the first option. The sidebar menu on the right includes: Site pages, My profile, My courses, EvaluatingPrevention (with sub-items: Participants, Courses, NSVRC, PCAR), Settings (with sub-items: Course administration, Unenroll me from EvaluatingPrevention, Grades), and My profile settings. At the bottom, it says "© 2013 NSVRC" and "You are logged in as Jen Grove (Logout)".

The screenshot shows a presentation slide titled "Evaluating Sexual Violence Prevention Programs" with the subtitle "Steps and strategies for preventionists". The slide includes the NSVRC logo and the following text:

© National Sexual Violence Resource Center 2012. All rights reserved. This online learning tool was supported by Cooperative Agreement # 5VF1CE001751-03 from the Centers for Disease Control and Prevention (CDC). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the CDC.

The slide is displayed in a Mozilla Firefox browser window. The address bar shows campus.nsvrc.org/pluginfile.php/951/mod_scorm/content/2/index.html. The slide navigation bar at the bottom indicates "SLIDE 1 OF 41" and "PLAYING 00:13 / 00:13".



The screenshot shows a web browser window displaying a video player. The video player is showing a slide titled "Why Evaluate Prevention Efforts?". The slide features a woman, Stephanie Townsend, PhD, sitting at a desk. The video player interface includes a navigation bar at the top with "Glossary", "Attachments", "Bookmark", "Send Link", and "Exit". On the left side, there is a table of contents for the course "Evaluating Prevention 1.14.13 LMS". The video player controls at the bottom show "Slide 8 of 41", "Playing", and a progress bar at 00:25 / 01:25.

The screenshot shows a web browser window displaying a video player. The video player is showing a slide titled "Theory of Change Model: Sexual Harassment Prevention". The slide features a flowchart diagram with four boxes on the left: "Increased awareness about sexual harassment.", "Increased empathy for young women and individuals who are sexually harassed.", "Increased criticism and accountability to perpetrators.", and "Develop skills for promoting respectful interactions with peers." These boxes point to a central box: "Increased desire to engage in respectful behaviors with peers." To the right of the diagram is a text box titled "Theory of Change Models" which explains that the buttons throughout the image explain different parts and that there is a sample model and a blank one for work with. The video player interface includes a navigation bar at the top with "Glossary", "Attachments", "Bookmark", "Send Link", and "Exit". On the left side, there is a table of contents for the course "Evaluating Prevention 1.14.13 LMS". The video player controls at the bottom show "Slide 14 of 41", "Playing", and a progress bar at 00:05 / 01:53.

The screenshot shows a presentation slide titled "Meet Calvin!". On the right side of the slide is a photograph of a young man with dark hair, wearing a red button-down shirt, smiling. To the left of the photo, the text reads: "Name: Calvin Cuevas", "Job: Community Outreach & Prevention Specialist", and "Program: Reducing incidents of sexual harassment in a local middle school." The slide is part of a presentation in a Mozilla Firefox browser window. The browser's address bar shows "campus.nsvrc.org/pluginfile.php/9551/mod_scorm/content/1/index_lms.html". The NSVRC logo is visible in the top left corner of the slide. A navigation bar at the bottom of the slide indicates "SLIDE 16 OF 41" and "PLAYING".

Question for You

Are you familiar with PCAR's evaluation guide?

Feedback

Yes


No

No Answer

The slide features a teal header with the text "Question for You". Below the header is a white area containing a teal speech bubble with the question "Are you familiar with PCAR's evaluation guide?". To the left of the speech bubble is a feedback form titled "Feedback" with three radio button options: "Yes", "No", and "No Answer". The "No Answer" option is selected. A blue arrow points from the bottom left towards the feedback form. In the bottom right corner, there is a logo for "PCAR PreventConnect", consisting of the letters "PC" in a stylized font inside a yellow square, with "PreventConnect" written below it.


PRIMARY PREVENTION AND EVALUATION RESOURCE KIT

Volume 1:
Choosing Prevention Strategies




PRIMARY PREVENTION AND EVALUATION RESOURCE KIT

Volume 2:
Evaluating Prevention Strategies




PRIMARY PREVENTION AND EVALUATION RESOURCE KIT

Volume 3:
Analyzing Evaluation Data



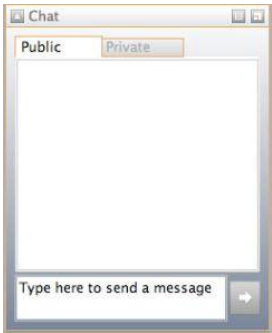
PRIMARY PREVENTION AND EVALUATION RESOURCE KIT

Volume 4:
Analyzing Qualitative Data




PCAR Primary Prevention & Evaluation Resource Kit
www.pcar.org/resources

Evaluation Tools



We all want to know – what compliments this?



March 30 – Next Session

The screenshot shows a web browser window displaying the PreventConnect website. The page is titled "Campus Primary Prevention" and shows a navigation menu with "NSVRC Links" and "PCAR Links". The main content area features a search bar and a list of courses under the category "NSVRC / Primary Prevention of Sexual Violence". Two courses are visible: "Evaluating Sexual Violence Prevention Programs: Steps and Strategies for Preventionists" (1 hour) and "Engaging Bystanders in Sexual Violence Prevention" (1-2 hours). A "Disclaimer" pop-up is visible on the right side of the page. The PreventConnect logo is in the bottom right corner.

Another Best Incentive Ever!



PreventConnect
1215 K Street
Suite 1850
Sacramento CA
95814

Website: preventconnect.org

Email: info@preventconnect.org

Email Group:

preventconnect.org/email-group

eLearning: learn.preventconnect.org

Wiki: wiki.preventconnect.org



preventconnect.org/Facebook



preventconnect.org/Twitter



preventconnect.org/Flickr



preventconnect.org/YouTube



preventconnect.org/LinkedIn



preventconnect.org/Pinterest

