

Welcome,  
this web conference  
will begin soon



**NSVRC EVALUATION TOOLKIT:  
INCREASING CAPACITY TO EVALUATE  
SEXUAL VIOLENCE PREVENTION WORK**

**PreventConnect**  
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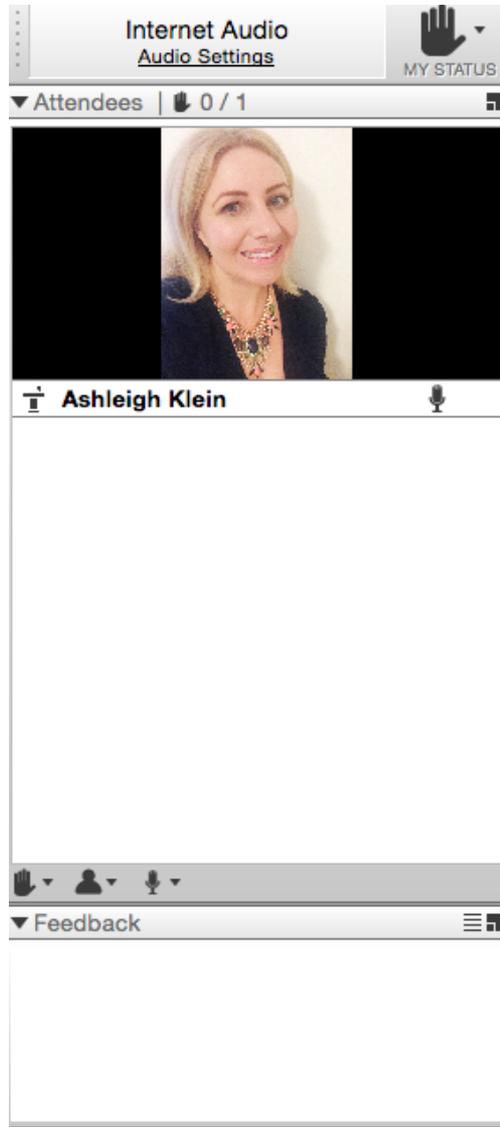
[preventconnect.org/YouTube](http://preventconnect.org/YouTube)

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# How to use this technology



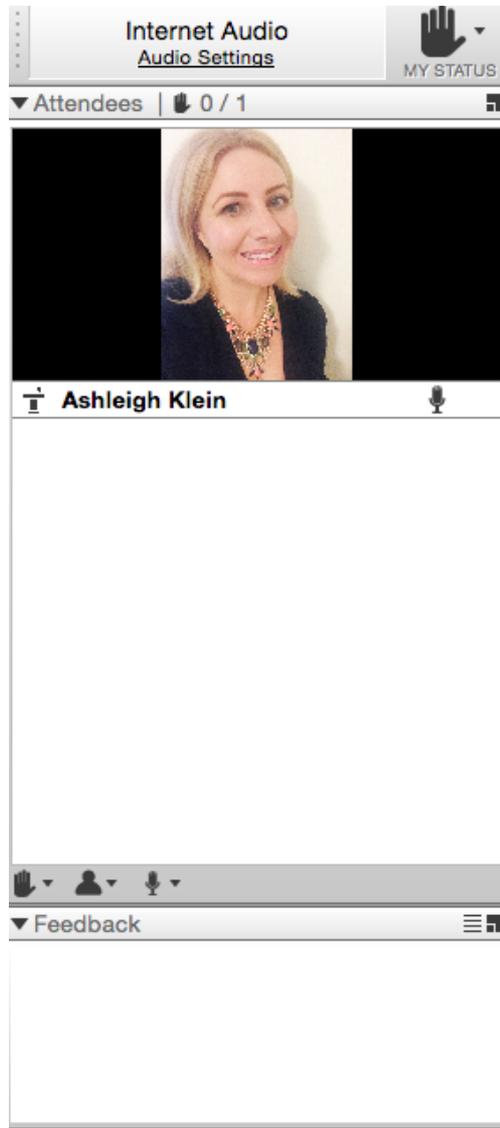
- Raise hand
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# How to use this technology



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*Peer  
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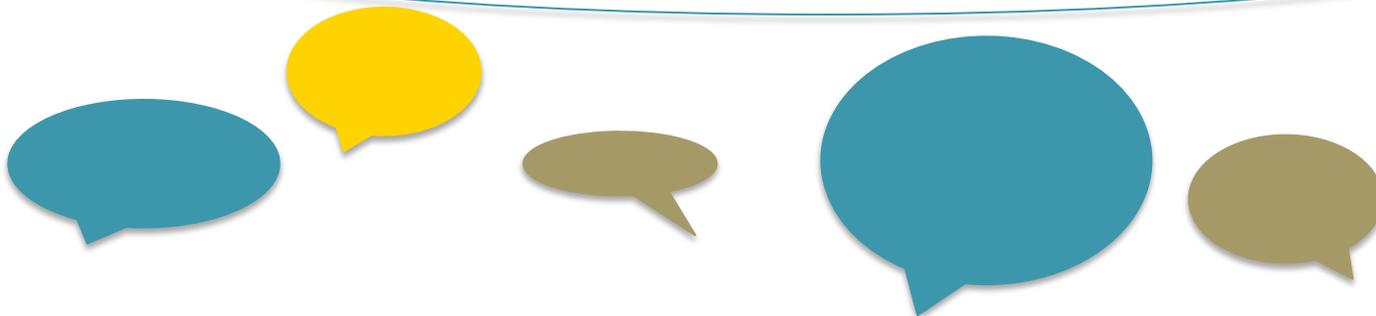
# PreventConnect

- 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



# PreventConnect

- Domestic violence/intimate partner violence
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# **EVALUATION TOOLKIT: INCREASING CAPACITY TO EVALUATE SEXUAL VIOLENCE PREVENTION WORK**

**July 27, 2018**

**11am-12:30pm PT; 2pm-3:30pm ET**

# About the Presenter



**Sally Laskey**

Evaluation Coordinator

National Sexual Violence Resource Center (NSVRC)



# Objectives

- Describe the *NSVRC Evaluation Toolkit* resources that aim to support sexual violence prevention program evaluation capacity building.
- Increase understanding of how to build evaluation capacity by using the resources in the NSVRC Evaluation Toolkit.
- Identify additional evaluation training and technical assistance needs.

# Introduction to the Evaluation Toolkit

What story will your  
evaluation tell?

NSVRC Evaluation Toolkit



[WWW.NSVRC.ORG](http://WWW.NSVRC.ORG)



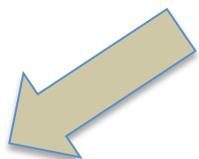
[www.nsvrc.org/evaluation-toolkit](http://www.nsvrc.org/evaluation-toolkit)



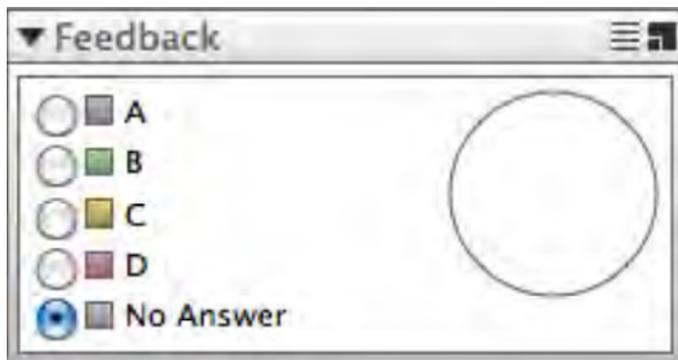
# Audience Poll

How would you rate your experience with evaluation?

- A. Beginner
- B. Intermediate
- C. Expert



Answer on the left



# Tour of the Toolkit

[Home](#) > [Find Resources](#) > [Advocates & Educators](#) > [Prevention](#) > [Evaluation Toolkit](#)



[Introduction](#)

[Evaluation Overview](#)

[Evaluation and Social Justice](#)

[Evaluation Approaches and Orientations](#)

[Doing Evaluation](#)

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[Data Collection](#)

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[Interpreting Data](#)

[Evaluating Across the Social Ecology](#)

[Evaluation Capacity](#)

[Rubrics](#)

[Existing Measures](#)

[Making Questionnaires More Interactive](#)

[Working with External Evaluators, Colleges, and Universities](#)

[Evaluation with Minimal Resources](#)

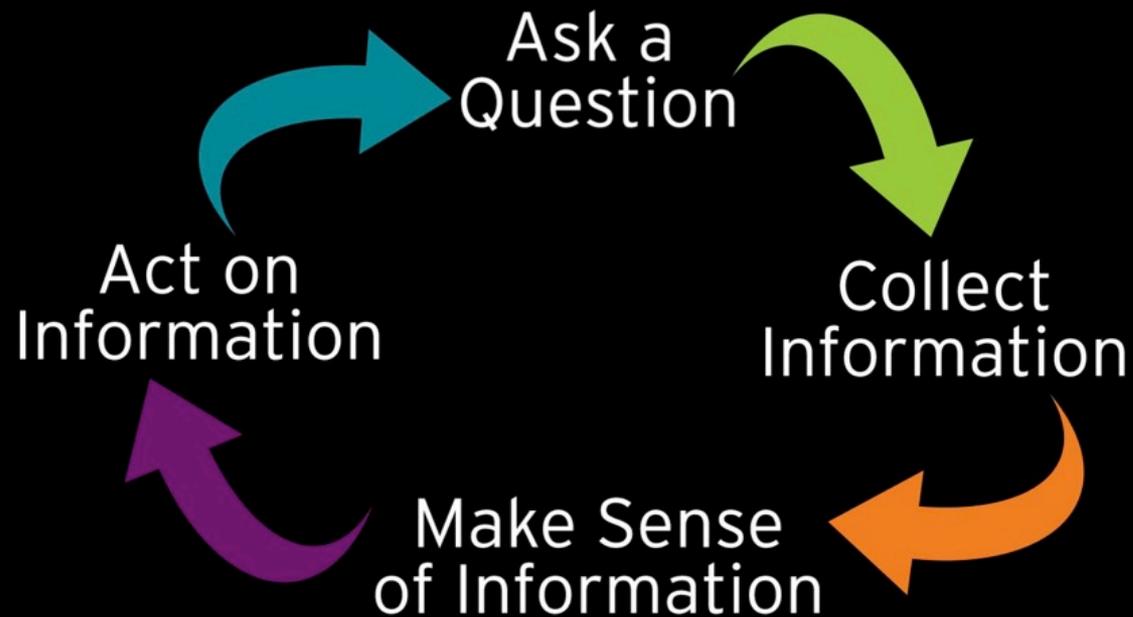
[Case Studies](#)

Topic  [Prevention](#)

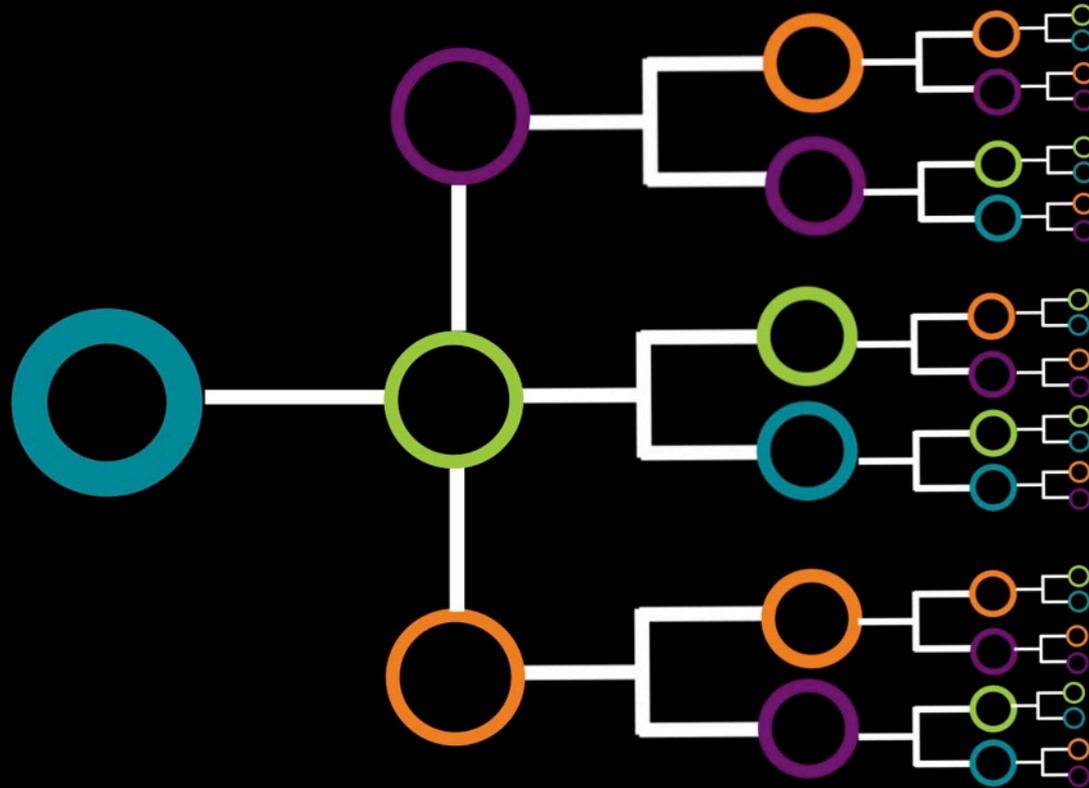
[www.nsvrc.org/evaluation-toolkit](http://www.nsvrc.org/evaluation-toolkit)



# Supports the Evaluation Process



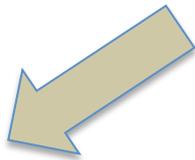
# Choose Your Own Evaluation Adventure



# Audience Poll

Have you looked at the Toolkit already?

Answer on  
the left



# Section 1: Introduction



# Resources

Self Study  
Guides



# Self-Study Plan Example



## Self-Study Plan: Introduction to Evaluation (Beginner)

---

Are you brand new to evaluation? Welcome! In order to help you orient yourself to this broad field of evaluation in a way that is also driven by your needs as a sexual violence preventionist, we've designed the following self-study plan. It includes videos for you to watch, documents to read, and an online course to take. We recommend that you follow along in the order in which the resources are listed to build your knowledge base and begin establishing some skills.

This self-study plan covers basic information about an array of evaluation topics including planning, data collection and analysis methods, and data communication so that you get a sense of the full process involved in program evaluation. The content is not exhaustive and is meant to introduce you to the various issues in evaluation.

Once you've finished this and feel like you've integrated the learning, you can move on to the additional self-study plans to add even more tools to your evaluation tool belt.

All of the resources listed in this self-study plan are free unless otherwise noted.

### Objectives of this Self-Study Plan:

After you complete this exploration, you will be able to:

- Define several key evaluation terms.
- Describe one process for developing and implementing an evaluation of a sexual violence prevention program.
- Identify three or more methods for evaluating sexual violence prevention programs.
- Describe the basic steps for analyzing qualitative and quantitative program evaluation data.
- Describe at least two fundamentals about communicating about data.
- Apply at least two fundamentals of communicating about data to your own work.
- Identify additional areas in which you need to gain more information or skills in order to conduct or support program evaluation.

# Section 2: Evaluation Overview

Evaluation is the process of determining the merit, worth and value of things, and evaluations are the products of that process.

Michael Scriven  
Evaluation Thesaurus, Page 1



# Audience Poll



# Section 3: Social Justice



# Inspirations



# Recorded Webinars and Podcasts

## Evaluating Culturally-Relevant Sexual Violence Prevention Initiatives: Lessons learned with the Visioning B.E.A.R. Circle Intertribal Coalition Inc. Violence Prevention Curriculum

Evaluating Culturally-Relevant Sexual Violence P...  
Building Cultural Bridges

Undoing the historical trauma of the past

Feedback

Chat

Maria Jairo Torres: Because it looks and sounds different for a Latino his...  
Jasmin Page: effective strategies are ones that are grounded in the culture of the community you're working with.  
Adrian Siler: culturally relevant prevention can emphasize community specific issues.  
Kathryn Klein: Adil's Preventing Sexual Violence in Latin@ Communities: [http://www.hscw.org/publications/newpublications/14\\_sasil\\_assessments\\_14trauma-assessment\\_0.pdf](http://www.hscw.org/publications/newpublications/14_sasil_assessments_14trauma-assessment_0.pdf)

MORE VIDEOS

- Slide 8 - Systems... 07:58
- Slide 10 - Culturally Re... 03:16
- Slide 11 - Culturally Re... 06:14
- 07:21

12:01 / 1:20:54

YouTube

<http://www.preventconnect.org/2016/03/evaluating-culturally-relevant-sexual-violence-prevention-initiatives-lessons-learned-with-the-visioning-b-e-a-r-circle-intertribal-coalition-inc-violence-prevention-curriculum/>

# Section 4: Evaluation Orientations & Approaches

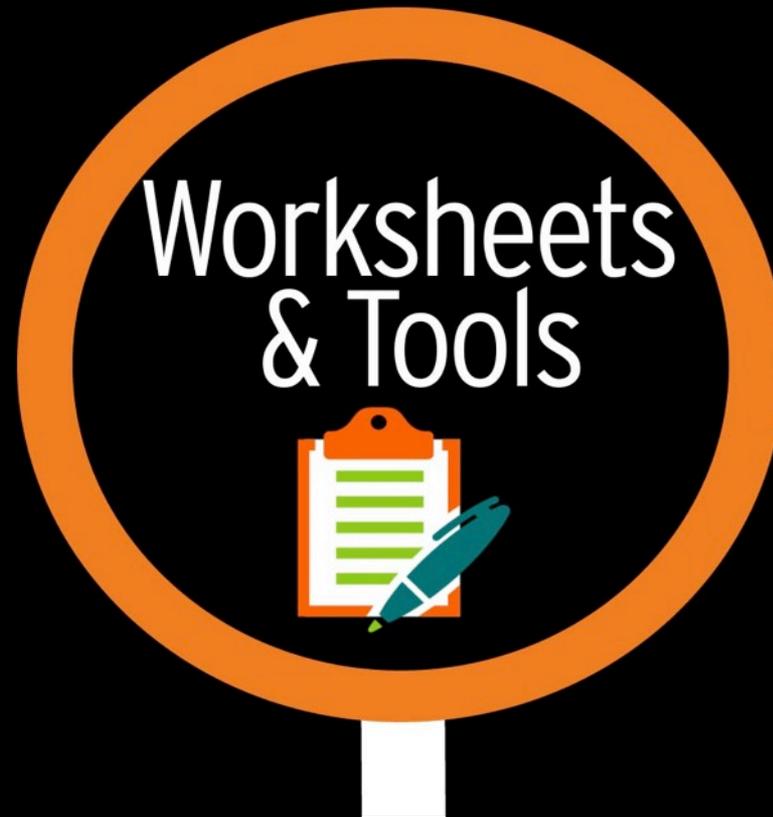


**Empowerment  
Utilization Focused  
Transformative Mixed Methods  
Actionable  
Activity-Based  
Participatory  
Developmental  
Principles Focused**

# Audience Poll



# Resources



# Participatory Evaluation Tool Example

## Tools, Methods, and Activities for Participatory Evaluation

Implementing a participatory evaluation process can feel daunting because of the many steps that you need to navigate. The chart below highlights some guiding questions for various phases of participatory evaluation and some tools, methods, or activities that might assist you at each stage. Click on the tool, method, or activity to see more information about it and get links to additional resources.

Step	Considerations	Tools/Methods/Activities
Planning/Design	<p>What is the problem? How should we define it and conceptualize it?</p> <p>What is the vision for what would be different or better if the problem is addressed?</p> <p>What are the most pressing evaluative questions?</p> <p>Which questions lead to actionable answers?</p> <p>What would program participants prioritize? How is that different from what the evaluator or program implementers would prioritize?</p> <p>What questions, if any, are you required to ask?</p>	<p><a href="#">Purpose to Practice (P2P)</a></p> <p><a href="#">Rich Pictures</a></p> <p><a href="#">Nine Whys</a></p> <p><a href="#">Min Specs</a></p> <p><a href="#">Dot Voting</a></p> <p><a href="#">Poll Everywhere</a></p>
Data Collection	<p>What types of data feel credible to program participants?</p> <p>What types of collection methods are more or less intrusive?</p> <p>What skills do participants need to build to participate in data collection?</p>	<p><a href="#">Poll Everywhere</a></p> <p><a href="#">Activity-Based Assessment</a></p> <p><a href="#">Most Significant Change</a></p>

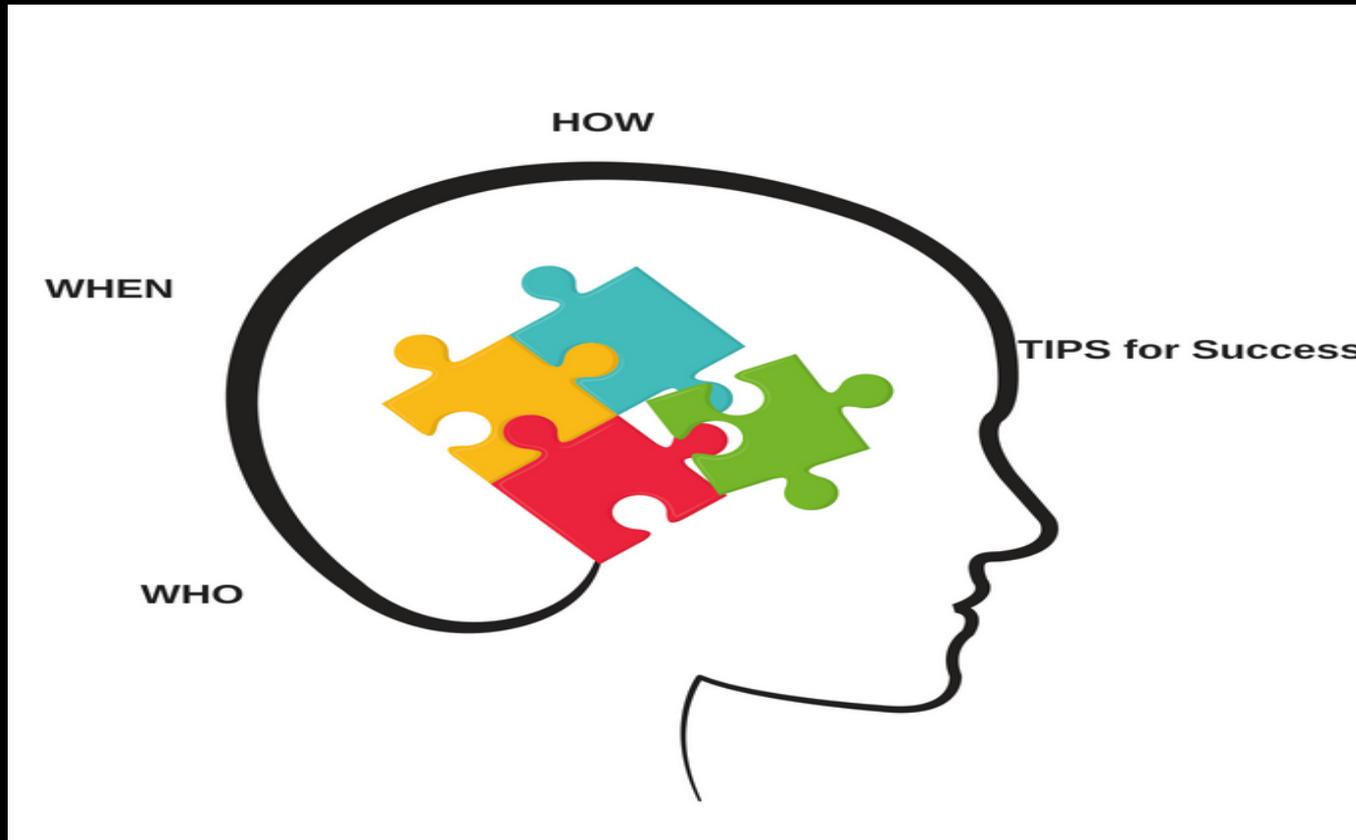


www.nsvrc.org | prevention@nsvrc.org | (877) 739-3895

[https://www.nsvrc.org/sites/default/files/publications/2018-06/Tools%2C%20Methods%2C%20and%20Activities%20for%20Participatory%20Evaluation\\_Final508.pdf](https://www.nsvrc.org/sites/default/files/publications/2018-06/Tools%2C%20Methods%2C%20and%20Activities%20for%20Participatory%20Evaluation_Final508.pdf)



# Section 5: Doing Evaluation



# Resources

Worksheets  
& Tools

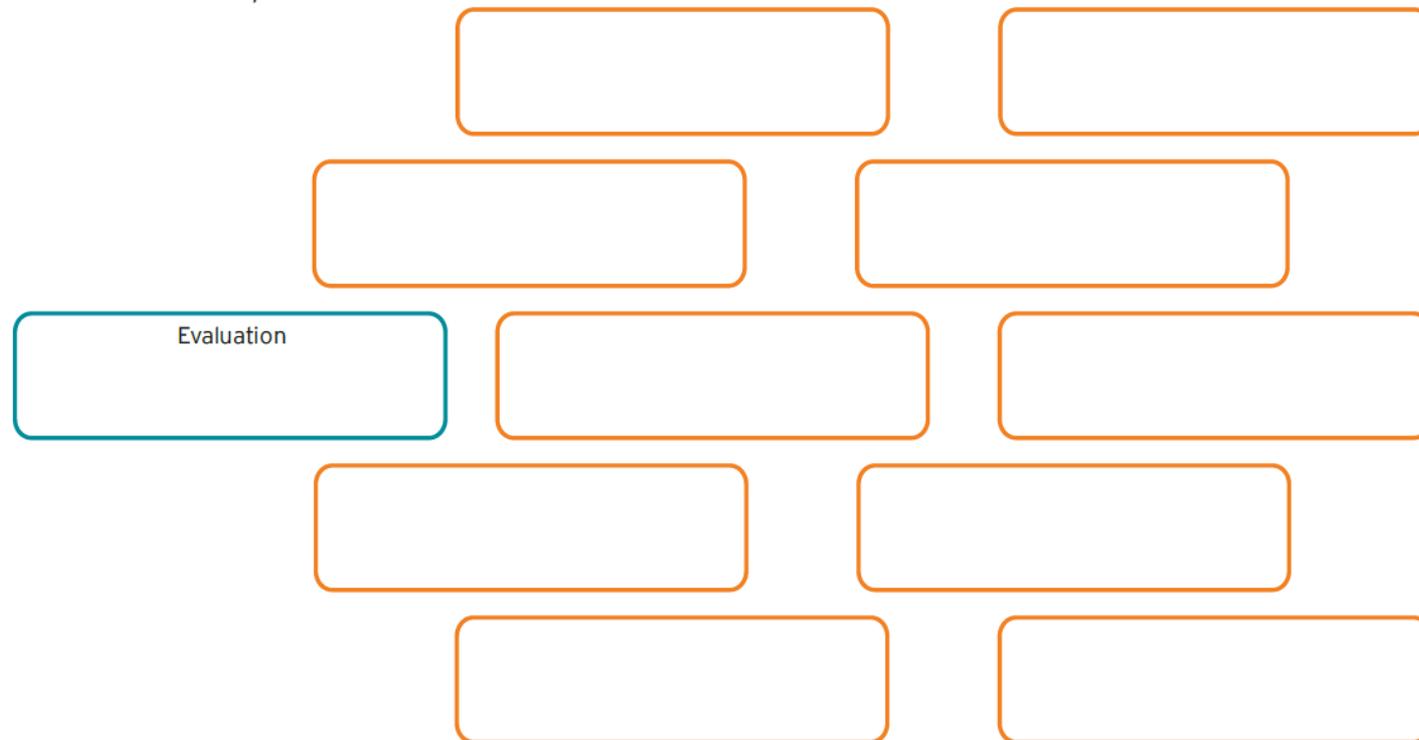


# Worksheet Example

## Mapping Your Evaluation System

Identify the community members, partners, and other entities that are likely to impact or be impacted by your evaluation process or data collection. Entities closer to the evaluation have more impact on it or are more impacted by it than those listed further away.

Draw solid lines between entities with strong or positive relationships and dotted lines between those with weak or potentially contentious relationships.



# Section 6: Outcomes & Indicators



# Resources

Worksheets  
& Tools



# Outcome and Indicators worksheets

## Outcomes and Indicators

Outcomes are often a critical part of program development and evaluation. There are evaluation models that don't require pre-determined outcomes (goal-free evaluation, for example), and innovative program development models often do not involve pre-establishing specific outcomes and rather look for emergent outcomes. However, most of us will be involved in developing and implementing programs and evaluations that require some level of specificity around outcomes or what we hope to achieve with our efforts.

We are all working to end sexual violence, but what will it take to get there? What are the short-term changes that will serve as signposts that we are on our way to that bigger vision? Those questions point to the outcomes we need to work on. Notice that these questions don't ask what we need to do to get there but rather what we need to **change**.

Developing good and meaningful outcomes takes some practice.

On the simplest level, the outcome answers the question: What do we hope will be different in the world as a (partial) result of our efforts?

These changes might be in various domains:

- Community and social norms
- School or community climate
- Individual attitudes, beliefs, or behaviors
- Relationship dynamics
- Organizational operations and practices

In order to be measurable, your outcome should include a clear **direction of change**. Usually that's indicated by either the word **increase** or the word **decrease**, but you might also have outcomes that seek to **improve** or **maintain** a condition.

When it comes time to measure your progress toward your outcome, you'll have to ask yourself a different question. How will you know if that outcome has been met? What will be different? This should give you more specific indicators of the change, and those **indicators** will drive outcome-related data collection.

### Writing Outcomes

Your vision is to end sexual violence and to create safe, healthy, and thriving communities in the process. So, what changes do you need to make along the way to get there?

Let's say your vision is a long-term impact that is 20+ years on the horizon. What will the world look like five years before you get there? And five years before that? And yet five more? And one year before that? If you can envision this, you can set your short-, mid-, and long-term goals that get you toward the ultimate impact you seek.

[https://www.nsvrc.org/sites/default/files/publications/2018-06/Outcomes%20and%20Indicators\\_Final508.pdf](https://www.nsvrc.org/sites/default/files/publications/2018-06/Outcomes%20and%20Indicators_Final508.pdf)

# Sections 7,8,9: Data Collection, Analysis and Interpretation



# Resources

Worksheets  
& Tools



# Identifying Data Worksheets

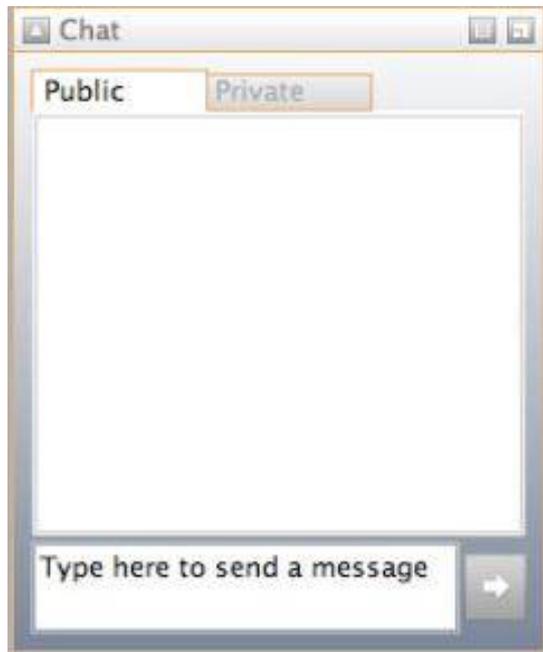
## Identifying Data Options

Use the following chart to identify potential sources of data for your evaluation efforts. Brainstorm what is available to you and link the available data up with an evaluation question or indicator. Then you can use the [Mapping Data Sources](#) worksheet to indicate which options you will choose for each question.

Data Options	Source	Question/Indicator
<b>Observational Data</b> Observational data come from directly observing behaviors of program participants or other members of a target audience or community.		
<b>Focus Groups/Interviews</b> Focus groups and interviews are opportunities to get detailed descriptive data including people's perceptions about their experiences in a program and reflections on how they have changed.		

[https://www.nsvrc.org/sites/default/files/publications/2018-06/Identifying%20Data%20Options\\_Final508.pdf](https://www.nsvrc.org/sites/default/files/publications/2018-06/Identifying%20Data%20Options_Final508.pdf)

# Text Chat Question



What are your  
favorite data  
hacks?

# Data Visualization Tools

**Cluster Map**

**Flow/ Path Diagram**

**Graphic Recording**

**Concept Mapping**

**Quote and Picture**

**Indicator Dots**

- High (Dark Blue)
- Medium (Light Blue)
- Low (Orange)

**Venn Diagram**

**Spectrum Display**

**Network Mapping**

**Ripple Effect Mapping**

**Icons & Color Coding**

**Change Photos/Diagram**

Before: X    After: \*

**Mind Mapping**

**Dendrogram**

**Timeline**

Start ————— End

**DIAGRAMS**

**PICTURES**

**Rating**

Theme 1

**QUOTES & WORDS**

**Callout Box**

**Phrase Net**

**QUALITATIVE CHART CHOOSER 2.0**

BY JENNIFER LYONS & STEPHANIE EVERGREEN

**TABLES**

**Word Tree**

I — learn visually

  — love data

**Word Clouds**

Theme 1: learn, new, skill

Theme 2: create, data, visual

**Evidence Matrix**

	Theme 1	Theme 2
A		
B		
C		

**Histomap**

**Heat Map**

	Theme 1	Theme 2
A		
B		
C		
D		
E		

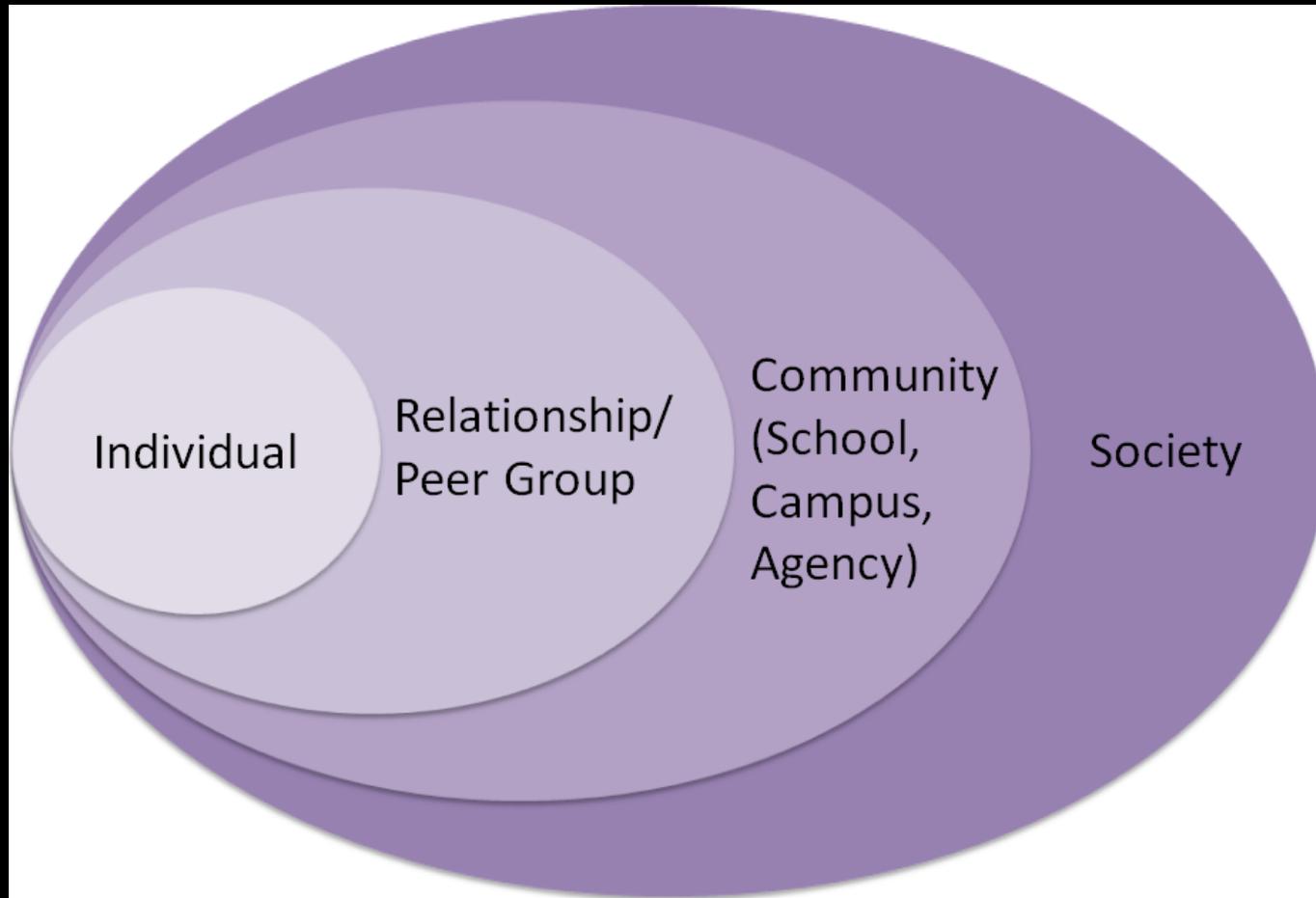
**FOR MORE SEE**

[STEPHANIEEVERGREEN.COM/BLOG](http://STEPHANIEEVERGREEN.COM/BLOG)

[PRESENTING DATA EFFECTIVELY](#)

[EFFECTIVE DATA VISUALIZATION](#)

# Section 10: Evaluating Across the Social Ecology



# Intermediate Self-Study Plan Example



## Self-Study Plan: Evaluation Beyond Individual and Relationship-Level Changes (Intermediate)

If you need additional resources, ideas, and skills for evaluating changes at the community, social, or systems levels, then this is the self-study plan for you. Follow the steps below to increase your knowledge base, discover new ideas to try, and identify further areas of learning (and ways to meet that need!).

Since most of these resources are not specific to sexual violence prevention, some of them will have guiding questions to help you consider their applicability to your work.

### Objectives of this Self-Study Plan

After you complete this exploration, you will be able to:

- Identify and describe at least one method for evaluating community, societal, or policy-change efforts.
- Describe the similarities and differences between evaluating individual changes and evaluating system-level changes.
- Identify your additional learning needs related to doing evaluation beyond the individual and relationship levels.

#### STEP ONE: Read some basic information about evaluating community initiatives.

Title: [Our Evaluation Model: Evaluating Comprehensive Community Initiatives](#) (University of Kansas, n.d.)

Time: 15 - 30 minutes

Notes: This section of the [Community Tool Box](#) offers a useful overview to one perspective about evaluating community initiatives and highlights some of the challenges and promises of such work.

Questions to guide your review:

- Which of the challenges outlined in the Community Tool Box article do you think are applicable to your own work? Which ones do not seem applicable to your work?
- What are your initial thoughts or impressions of the model they offer? How might it be relevant or useful for your own work?

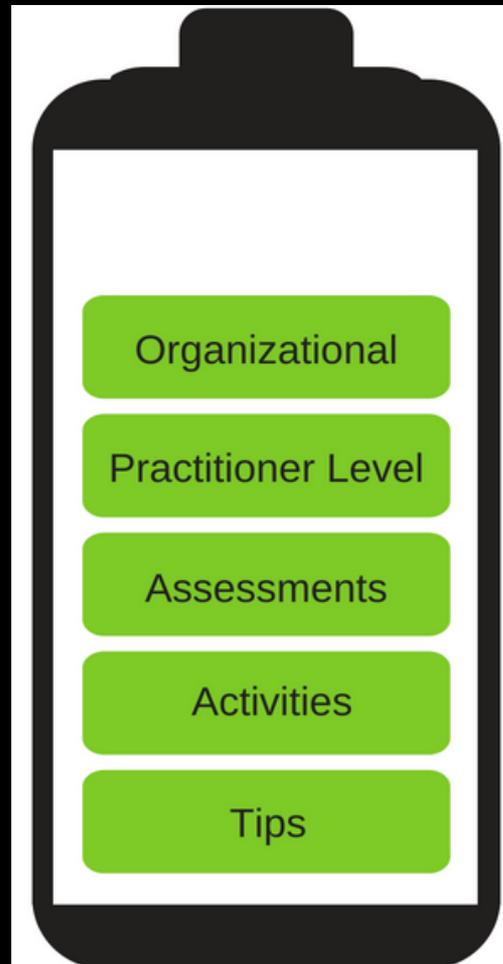
#### STEP TWO: Learn about Whole Measures.

Title: [Whole Measures: Transforming Our Vision of Success](#) (Center for Whole Communities, n.d.)

Time: 1 - 1.5 hours

[https://www.nsvrc.org/sites/default/files/publications/2018-06/Self-Study%20Plan\\_Evaluation%20Beyond\\_Final508.pdf](https://www.nsvrc.org/sites/default/files/publications/2018-06/Self-Study%20Plan_Evaluation%20Beyond_Final508.pdf)

# Section 11: Evaluation Capacity



# Audience Poll



# Resources

Training  
Activities



# Training Slide Deck

File Home Insert Design Transitions Animations Slide Show Review View Acrobat

1 Human Spectrogram

2 Human Spectrogram

3 Human Spectrogram

4 Human Spectrogram

5 Human Spectrogram

6 Why is evaluation challenging?

7 1-2-4-ALL (Interview)

8 Analyzing Qualitative Data - Steps

9 Steps to Analyzing Qualitative Data

10 Steps to Analyzing Qualitative Data

11 Steps to Analyzing Qualitative Data

12 Steps to Analyzing Qualitative Data

13 Steps to Analyzing Qualitative Data

14 Steps to Analyzing Qualitative Data

15 Analyzing Qualitative Data - Interview a Peer

16 Step 1: Gather Information

17 Step 2: Combine Information

18 Step 3: Make Meaning

19 Step 4: Make Recommendations

20 Step 5: Evaluate the Process

21 Step 5: Evaluate the Process

22 Step 5: Evaluate the Process

23 Participatory Data Interpretation - Data Placements + What? So What? Now What?

24 1 - 2 - 4 - All

# Section 12: Rubrics

Daddy,  
do you like  
my picture?



Honey,  
if you'd like me  
to be objective,  
I'll have to create  
a rubric.



[freshspectrum.com](http://freshspectrum.com)

# Resources

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## activity-based assessment

integrating evaluation into prevention curricula

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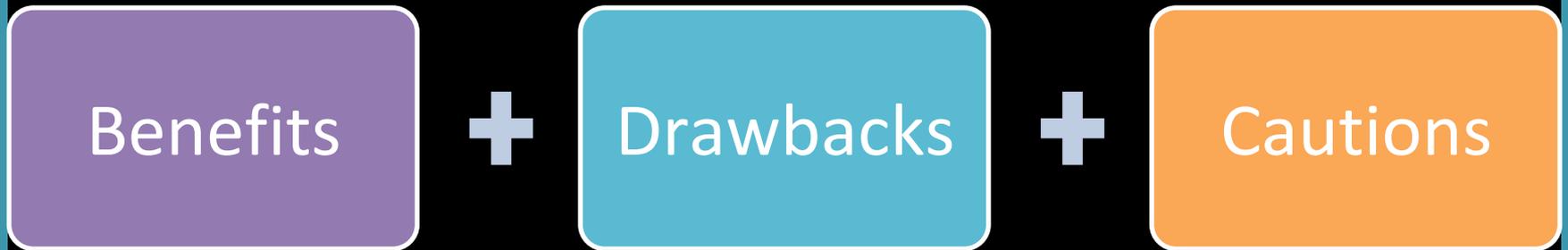
TOOLS FOR CHANGE

a publication of the Texas Association Against Sexual Assault & the Texas Council on Family Violence

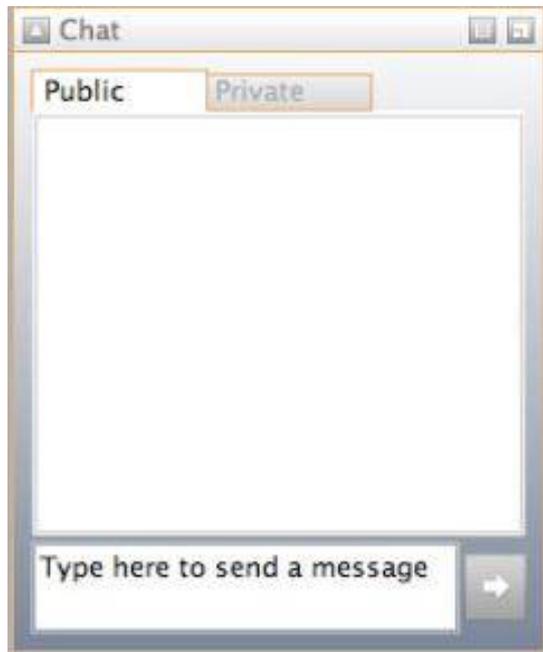
<http://taasa.org/wp-content/uploads/2015/05/Activity-Based-Assessment-Toolkit.pdf>



# Section 13: Existing Measures

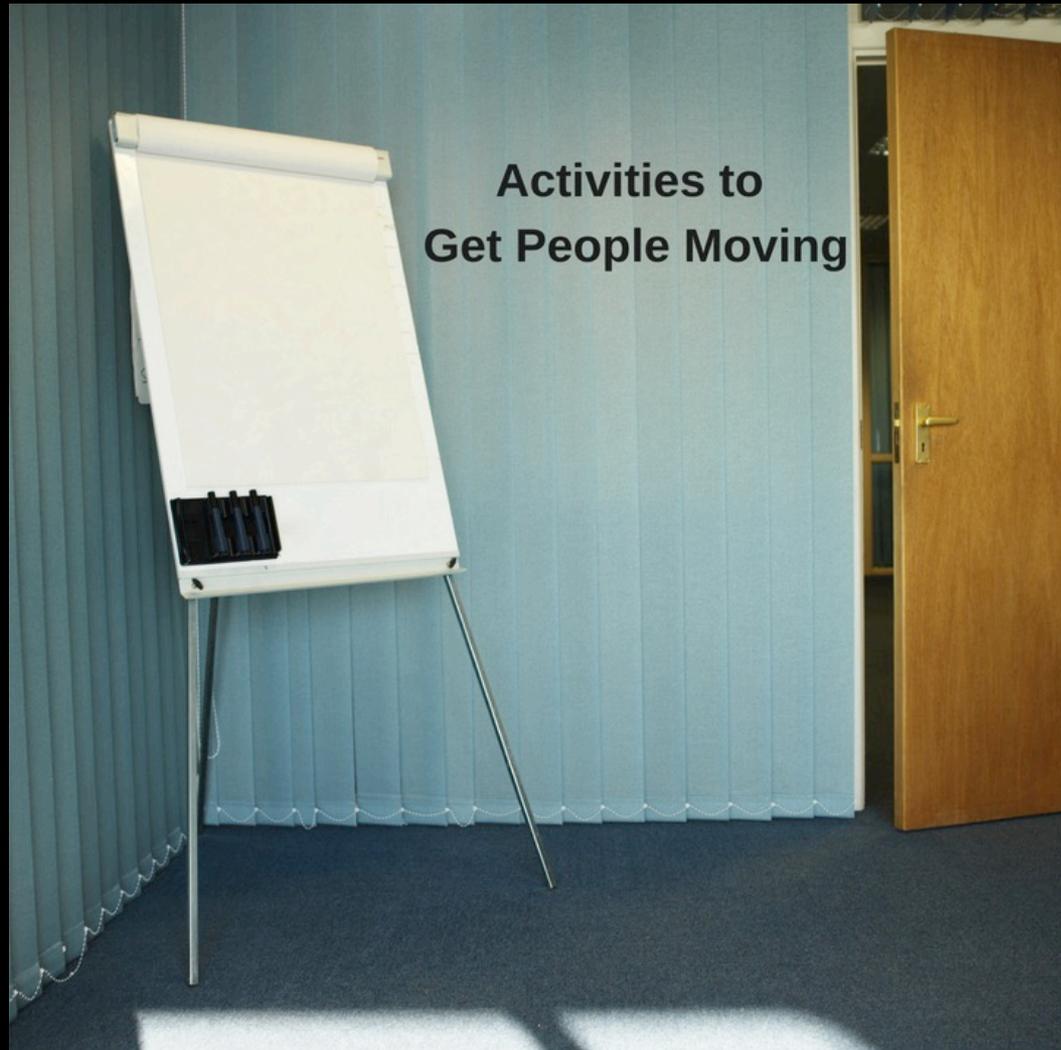


# Text Chat Question



What existing  
measures are you  
using?

# Section 14: Making Questionnaires More Interactive



# Section 15: Working with External Evaluators, Colleges & Universities

This **research** is really going to help move our field forward.



This **evaluation** is really going to help our program become more effective.



[freshspectrum.com](http://freshspectrum.com)

# Resources

## Examples & Case Studies



# Section 16: Evaluation with Minimal Resources

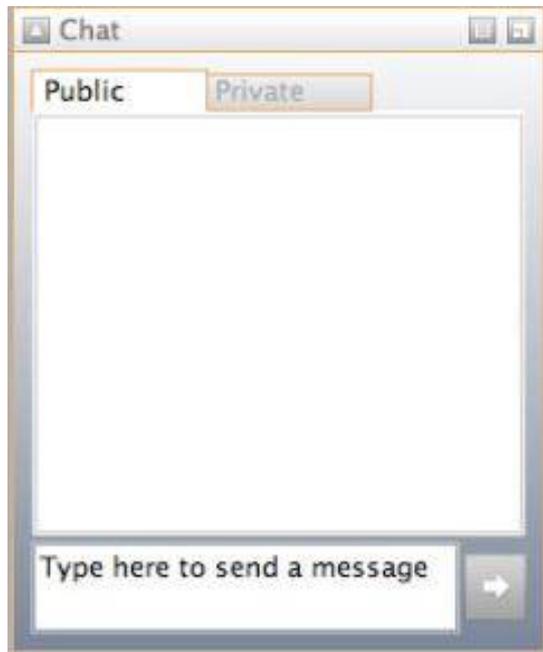


# Section 17: CASE Studies

Examples &  
Case Studies



# Text Chat Question



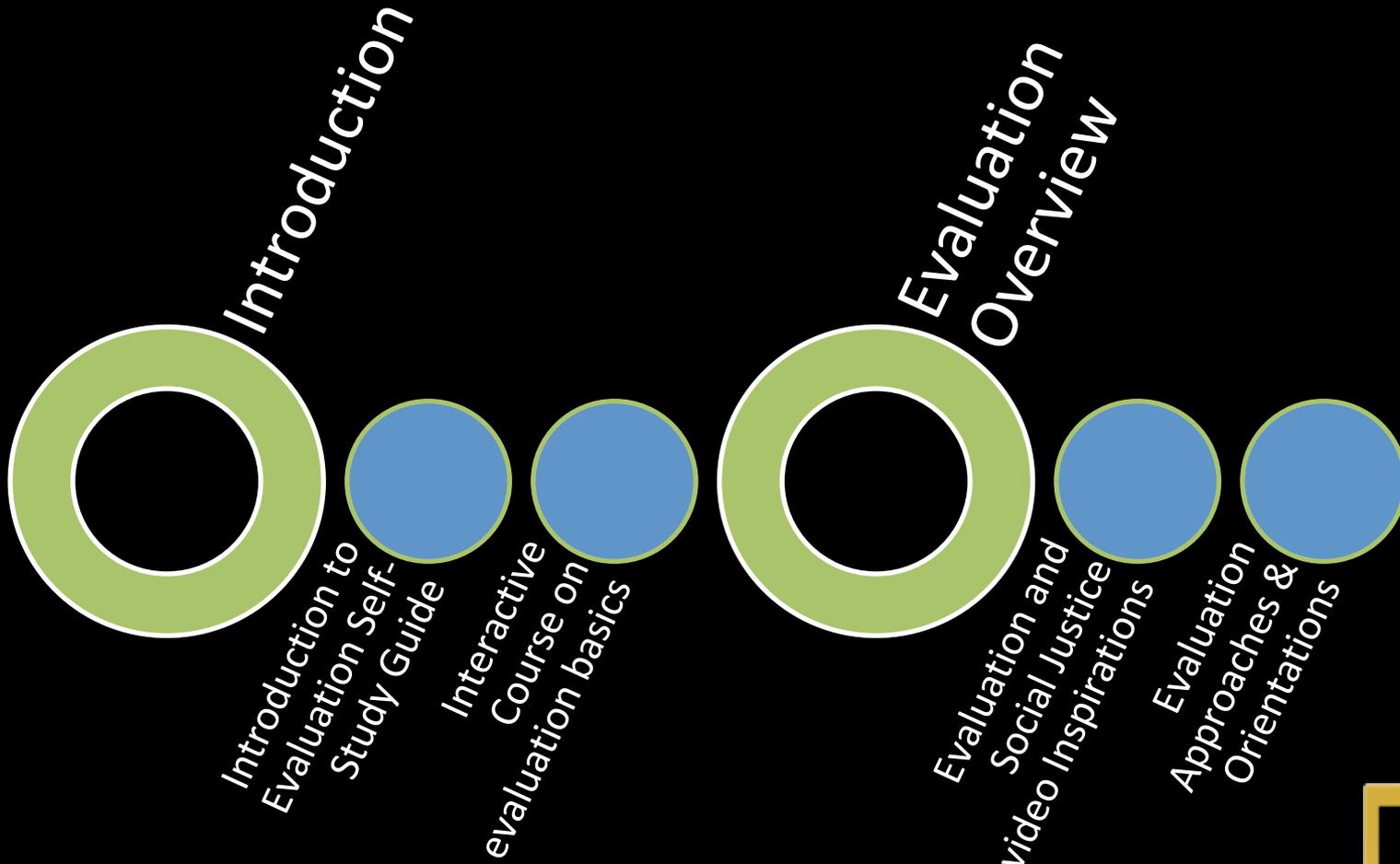
What other topics  
would you like to  
see added to the  
Toolkit?



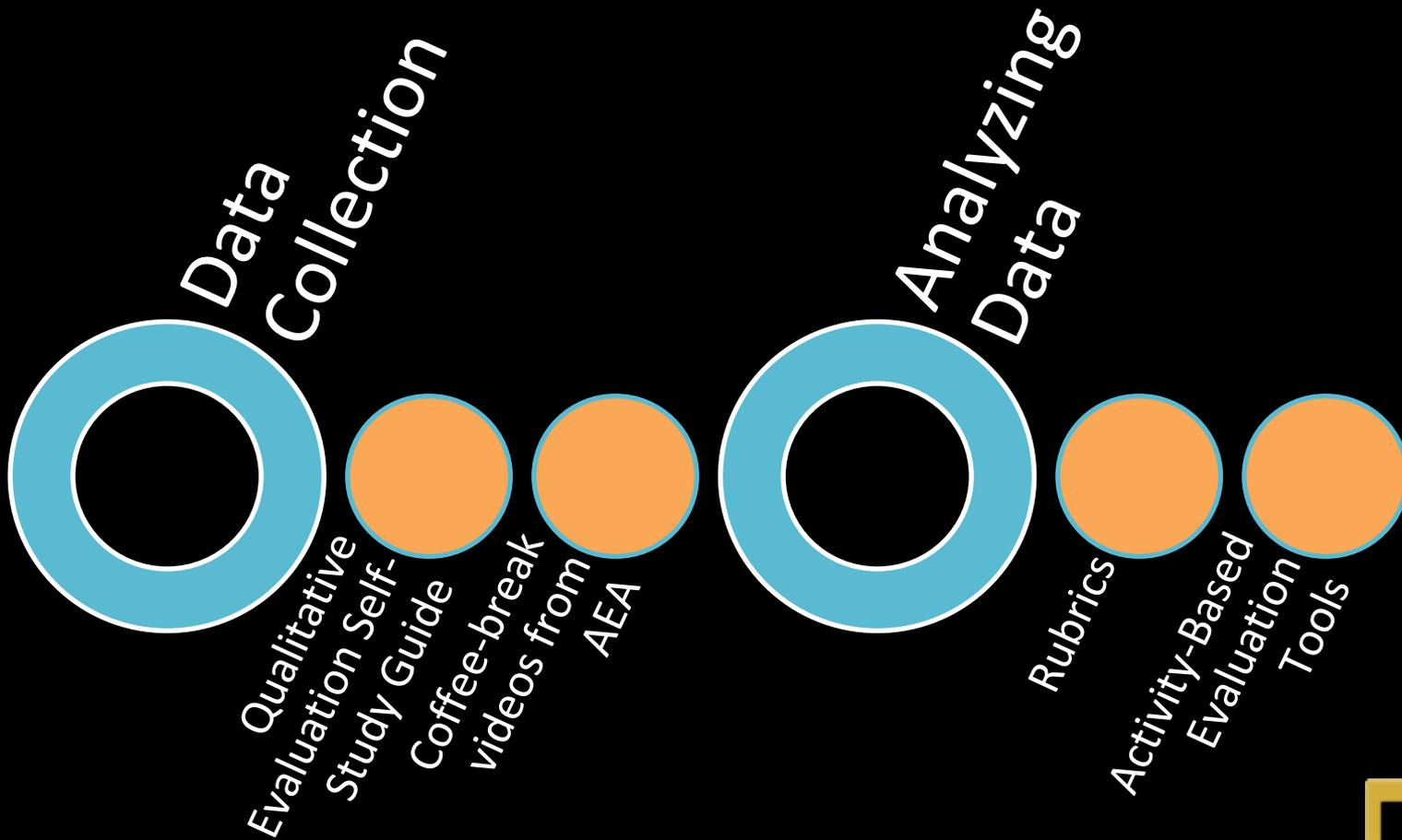
# Resources for all levels of experience



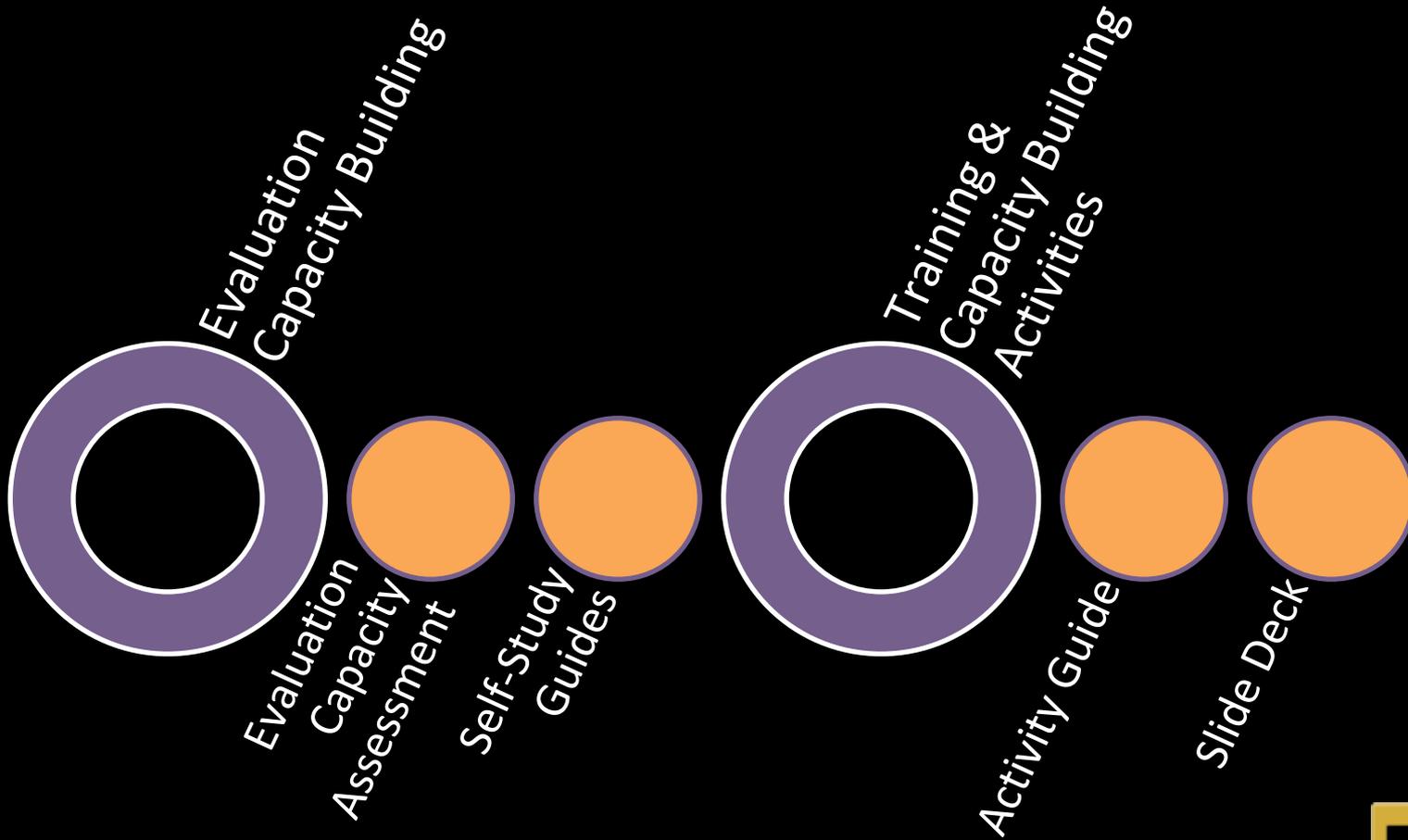
# Possible Beginner Path



# Data focused Intermediate Path



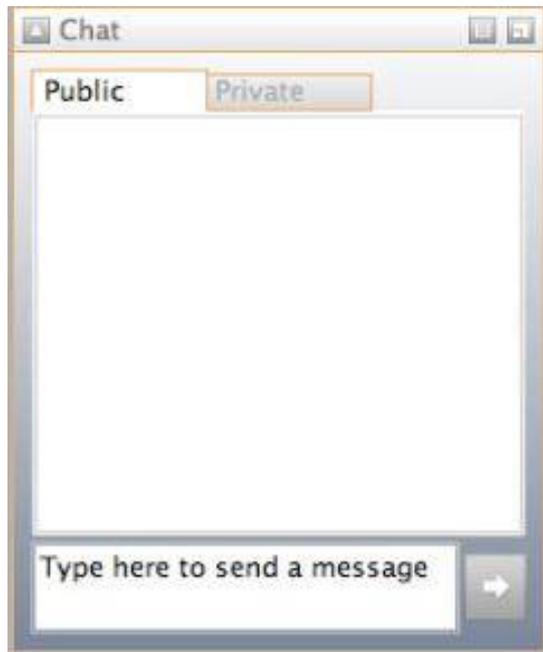
# Experienced Capacity Building Path



# Ways to Use Toolkit for Capacity Building

- Self-Study Plans
  - Individual
  - Study Groups
- Reading and Resource Lists
- Training tips, tools and activities
- Low cost online trainings

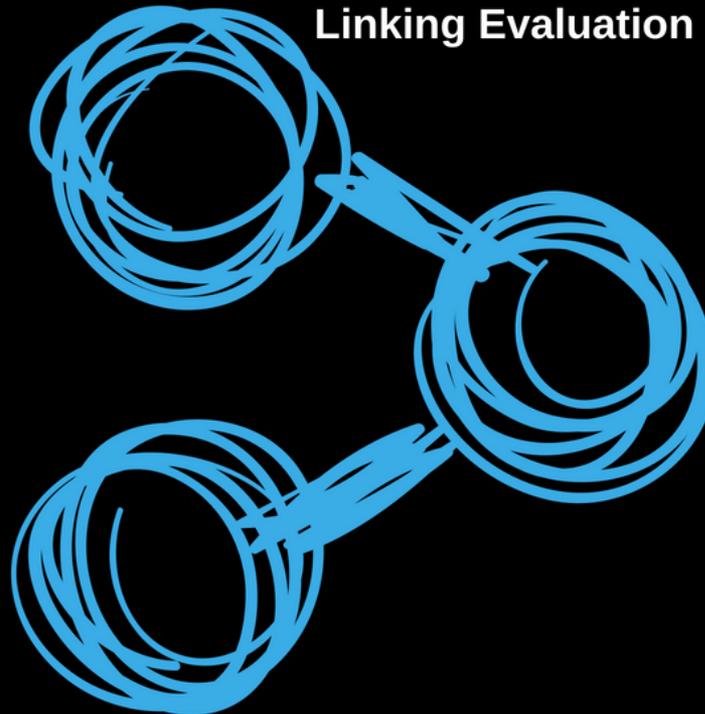
# Text Chat Question



How do you think  
you will use the  
Toolkit for  
capacity building?

# How can we connect our tools?

## Linking Evaluation Tools



Submit tools to [slaskey@nsvrc.org](mailto:slaskey@nsvrc.org) for annual review for inclusion



# Thank you for being part of this adventure!

Contact:

Sally J. Laskey

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[slaskey@nsvrc.org](mailto:slaskey@nsvrc.org)

[www.nsvrc.org/evaluation-toolkit](http://www.nsvrc.org/evaluation-toolkit)



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