

Welcome to the Web Conference

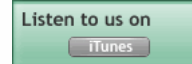


Telling the Story of Our Success:
Innovations in Measuring and Communicating
Effectiveness of Sexual and Domestic Violence
Prevention Efforts

We will start soon



www.PreventConnect.org



- Online Community
- Web Conferences, Reading Clubs
- Wiki, Podcasts, eLearning
- Twitter @preventconnect
- Blog <http://preventconnect.org>
- Facebook
- Prevent-Connect Email Group (listserv)



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916-446-2520

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Chad Sniffen,

chad@calcasa.org



How to use this technology



- Raise Hand
 - Q&A
 - Text Chat
 - PowerPoint Slides
 - Phone
- Please send a private chat message for help
- Call iLinc Technical Support at (800) 799-4510
- Call CALCASA at (888) 922-5227 ext. 315

2011 Web Conferences Building Prevention Leadership

- Advancing a Critical Analysis: Incorporating consciousness in prevention efforts
- Cultivating Community Driven Social Change
- Working with Men and Boys: Lessons Learned from DELTA
- Promoting a Diverse Leadership
- Measuring and Communicating Effectiveness (September 27, repeated September 28, 2011)

2011 Web Conferences From Data to Prevention

- **Understanding the Differences between National Sexual Violence and Intimate Partner Violence Surveys.**
- **Framing Sexual and Domestic Violence Prevention Impact From a Cost-Effectiveness Perspective** Transforming Communities
- **Using Data to Make the Case for Prevention**, Prevention Institute with Berkeley Media Studies Group
- **Framing Data to Make the Case for Primary Prevention**

PreventConnect



- Domestic violence /Intimate partner violence
- Sexual violence
- Violence across the life-span
- Prevent before violence starts
- Connect to other forms of violence

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.

Innovations in Measuring and Communicating Effectiveness of Sexual and Domestic Violence Prevention Efforts



Training conducted by:
Carolina Guzman, MPH
Annie Lyles, MSW



September 27th & September 28th, 2011
11:00AM -12:30 PST; 2:00-3:30 PM EST

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This Year's Focus: Building Prevention Leadership

- Build upon foundational understanding **primary prevention**
- Explore **specific strategies** to enhance leadership
- Identify opportunities to incorporate the principles of primary prevention in the **development, implementation and evaluation** of efforts to end sexual and domestic violence.

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Learning Objectives

- Engage in a **candid discussion** of the challenges and opportunities in incorporating the strategy.
- Provide examples of **lessons learned** from people and organizations working on this strategy.
- Identify opportunities to **incorporate population based efforts** like organizational practice and policy change within the strategy.
- Identify **potential indicators** for measuring the impact and outcomes of efforts.

Prevention

a **systematic** process that promotes healthy environments and behaviors and reduces the likelihood or frequency of an incident, injury or condition occurring.

Primary Prevention

*taking action **before** sexual and domestic violence occurs.*

The Prevention Continuum



Norms

Sanction behavior

Taken for granted

Based in culture & tradition

Behavior shapers

More than a habit

5 Key Norms



Limited Roles for Women



Power & Control



Narrow Definitions of Masculinity



Violence



Privacy and Silence



Measuring & Communicating Effectiveness

- Development of a comprehensive strategy
- Measuring changes in norms
- Ensuring others understand the impact of the work



Level	Key Activities	Key Indicators
1. Advancing Policy & Legislation	Developing and advocating for laws, regulations, and policies that support prevention efforts.	Number of laws, regulations, and policies adopted; impact on funding and resources.
2. Changing Organizational Practices	Working with organizations to change their policies, procedures, and practices to support prevention.	Number of organizations that have changed practices; impact on organizational culture.
3. Changing Coalitions & Networks	Building and strengthening coalitions and networks of organizations and individuals that support prevention.	Number of coalitions and networks formed; impact on collaboration and resource sharing.
4. Changing Practices	Implementing and evaluating evidence-based prevention programs and practices.	Number of programs and practices implemented; impact on behavior change and health outcomes.
5. Promoting Community Involvement	Engaging the community in prevention efforts through outreach, education, and participation.	Number of community members engaged; impact on community awareness and action.



Measuring & Communicating Effectiveness



Sally Thigpen

Health Scientist—Centers for Disease Control and Prevention



Natalie Wilkins PhD, CPH

Behavioral Scientist
Division of Violence Prevention
Centers for Disease Control and Prevention



Helen Singer

Health Scientist—Centers for Disease Control and Prevention

Measuring & Communicating Effectiveness



Amy Bush Stevens

Empowerment Evaluation
Consultant with the Ohio DELTA
Project and the Ohio Domestic
Violence Network



Kathleen Roberts

Research Associate – Florida
Center for Prevention Research,
Florida State University

POLL

What is your level of comfort or experience with measuring and communicating effectiveness?

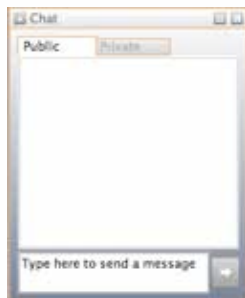
- A. **Beginner:** I need to hold onto the side to stay up
- B. **Intermediate:** Still a little wobbly but I can stand on my own
- C. **Experienced:** I am familiar with the basics and am looking for some new tricks
- D. **Advanced:** I have been practicing for a while and am interested in seeing what others are up to



Measuring & Communicating Effectiveness

Links to Sexual and Domestic Violence

What does measurement mean to you?

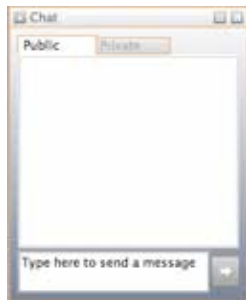


Use chat to answer

Measuring & Communicating Effectiveness

Links to Sexual and Domestic Violence

How does measuring and communicating effectiveness contribute to preventing sexual and domestic violence?



Use chat to answer

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Centers for Disease Control and Prevention

CDC 24/7: Saving Lives. Protecting People. Saving Money through Prevention.



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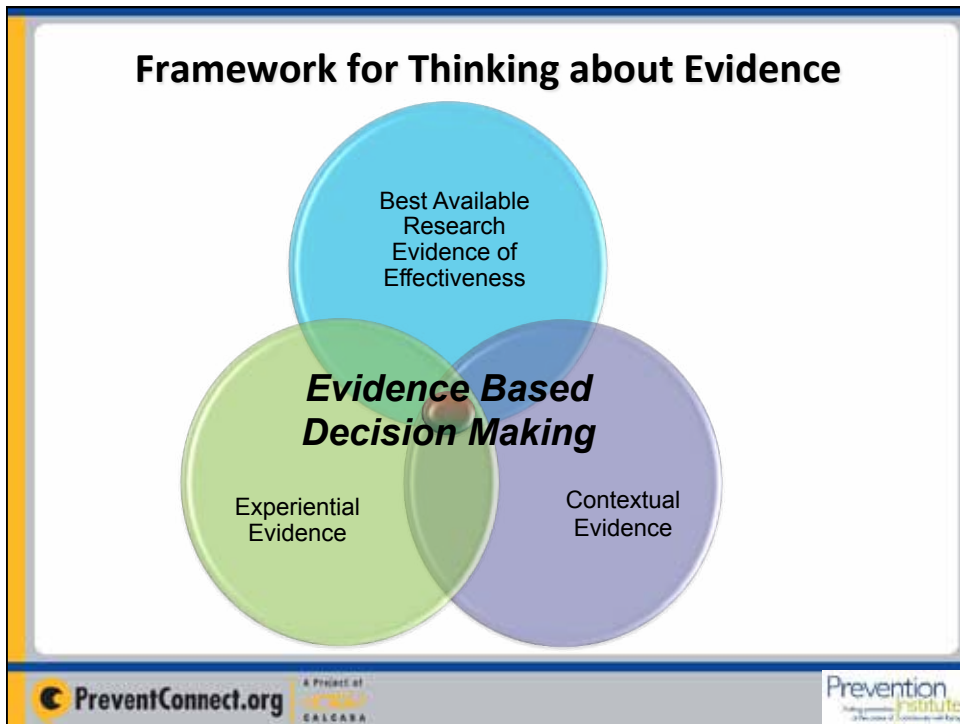
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Understanding Evidence
Part 1: Best Available Research Evidence

A Guide to the Continuum of Evidence of Effectiveness

Centers for Disease Control and Prevention
National Center for Injury Prevention and Control (NCIPC)

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Defining the Parameters of Well-Supported Evidence



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Continuum of Evidence of Effectiveness

	Well Supported	Supported	Promising Direction / Emerging / Undetermined More Research Needed			Unsupported	Harmful
Effect	Found to be effective		Some evidence of effectiveness	Expected preventive effect	Effect is undetermined	Ineffective	Practice constitutes risk of harm
Internal validity	True experimental design	Quasi experimental design	Non-experimental design	Sound theory only	No research No sound theory	True to quasi experimental design	Any design with results indicating negative effect
Type of evidence/research design	Randomized control trials and meta-analysis / systematic review	Quasi experimental design	Single group design	Exploratory study	Anecdotal / Needs assessment	Randomized control trials or quasi experimental design	Any design with results indicating negative effect
Independent replication	Program replications with evaluation replication		Program replication without evaluation replication	Partial program replication without evaluation replication		Program replications with evaluation replication	Possible program replication units without evaluation replication
Implementation and fidelity	Comprehensive		Partial	None		Comprehensive	Comprehensive/partial
External or ecological validity	Applied studies—different settings (2+)	Applied studies—similar settings (2+)	Real world informed	Somewhat real world informed	Not real world informed	Applied studies—same different settings	Possible applied studies—similar different settings



For more information:
Centers for Disease Control and Prevention
National Center for Injury Prevention and Control
Division of Violence Prevention
1-800-CDC-8000 • www.cdc.gov/injury/prevention • cdc@cdc.gov



6 Dimensions of Best Available Research Evidence of Effectiveness

- Effect
- Internal Validity
- Type of Evidence / Research Design
- Independent Replication
- Implementation Guidance
- External/Ecological Validity

Measuring & Communicating Effectiveness

How do you use evidence to inform your approach?



Use chat to answer

FCPR

The Florida Center for Prevention Research



Kathleen Roberts

Research Associate – Florida
Center for Prevention Research,
Florida State University

High School Campaign

- ‘Teen Norms Dating Survey’
– Adapted From Gateway Survey
- SNMC Implemented in 11 Rural High Schools
- Baseline Trend Data Found Misperceptions on key themes
- Creative Theme Focus Group Tested Using On-Line ‘Feedback Forum’



The FSU Survey

Self

- Sexual activity and orientation
- Attitudes on:
 - Consent
 - Bystander Intervention
 - Rape Myths
 - Joking about women
- Actual behavior:
 - Consent
 - Bystander intervention
 - Disapproval of sexist comments

Perception

- Sexual activity and orientation
- Attitudes on:
 - Consent
 - Bystander Intervention
 - Rape Myths
 - Joking about women
- Actual behavior:
 - Consent
 - Bystander intervention
 - Disapproval of sexist comments

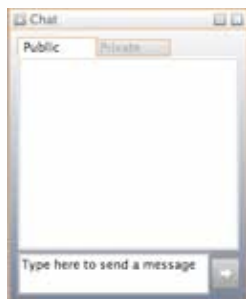
*This survey was created from a combination of questions that were drawn from surveys on sexual activity, rape myths, dating violence, and others.

Sexual Violence Prevention at Florida State University

- Social Norms Campaign
 - Survey sample of 3,000 with a 30% response rate
 - Identified ‘preliminary’ campaign themes based on gaps found between perception and reality
- Small Norms Workshop for Men
 - Facilitated by peer educators
 - Open dialogue that engages men as partners in prevention
 - Based on Berkowitz Ohio University workshop
- Community Action Team (CAT)
 - Driving force of campus partners
 - Assists in identifying venues for the workshops

Measuring & Communicating Effectiveness

How have you measured the impact of your efforts?



Use chat to answer

Prevention



Amy Bush Stevens

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Using a *Saturation Matrix* to visualize a Comprehensive Prevention Strategy

Comprehensive Prevention Saturation Matrix (school district version)

	School District A	School District B	School District C	School District D	School District E
Elementary	<i>[insert # participants for each activity at each grade level in each district;* color-code by activity]</i>				
Middle School					
High School					
Community-Wide	<i>[insert # of participants or other outputs for each activity delivered at the community or societal level]</i>				

* Insert rows as needed if you have more than one activity at each grade level

Activity	Description	Actual Outputs
Activity A	<i>[insert brief description that includes typical dose]</i>	<i>[report actual outputs, such as the total number of participants]</i>
Activity B		
Activity C		
Activity D		
Activity E		

*To insert color in a cell or change colors in Microsoft Word: Select the cell> Click "Format" from menu bar> Select "Borders and Shading" from drop-down menu> Click "Shading" button> Select fill color

Amy Bush Stevens/Ohio DELTA Project, 2011

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Lucas County DELTA Project 2010-11 School Year Activities

	Community-Wide	Youth & Young Adults	Faith Community
Changing Organizational Practices	Promedica Health System now includes "Healthy Relationships in Pregnancy" information for all expectant couples; 6,000 couples reached	<ul style="list-style-type: none"> Provided technical assistance to school districts on HB19 requirements and resources; Distributed Teen Dating Violence Prevention Curriculum Guide to all Lucas County Jr. and Sr. High Schools Successfully lobbied to get two items about IPV added to Lucas Co. Youth Needs Survey 	
Fostering Coalitions & Networks	<ul style="list-style-type: none"> DELTA participation in several community coalitions: Lucas County Domestic Violence Task Force, Sexual Assault Response Team, Lucas County Fatality Review Board, Neighborhood Housing Association Advisory Board, Crime Reduction Committee Technical Assistance to: Whitmer Consumer Science Advisory Board, Teen Pep, Neighborhood Health Association, Adolescent Health Committee, Toledo School for the Arts, counselors from the All Ohio Counseling Conference, Hospital Council 	<ul style="list-style-type: none"> DELTA merged with Partnerships for Successful Youth DELTA participation in several other youth-related coalitions: Lucas Co. FCFC, Strengthening Families Initiative, North Coast Fatherhood Collaborative, Coalition for Youth Enrichment, Teen Pep Advisory Board, Adolescent Health Committee, Child Abuse Task Force, Early Childhood Coordinating Committee, Children's Trust Fund, Whitmer Consumer Science Advisory Board, Lucas Co. Covering Kids and Families Coalition 	<ul style="list-style-type: none"> Developed DELTA Faith-Based Coalition: 12 members Recruited 6 new faith leader members to Coalition Provided technical assistance to faith leaders
Educating Providers	Trained 68 professionals on the promotion of healthy relationships through the Hospital Council	<ul style="list-style-type: none"> Trained 183 school counselors on the model of Expect Respect, research on the model, and significance for implementation in schools Trained 60 school personnel and health/social services providers on Project Connect Trained 45 Toledo School for the Arts faculty members on Teen Dating Violence and Healthy Relationships 	Trained 30 faith leaders on Domestic Violence, Healthy Relationships, and IPV Prevention Strategies
Promoting Community Education	<ul style="list-style-type: none"> 90 women attended Purple Reign Conference Healthy relationships information distributed at 9 events 6,716 fact sheets distributed 	<ul style="list-style-type: none"> Healthy Relationships packets delivered to 16 schools TDVAPM Activities in 13 schools 3,727 fact sheets distributed 	<ul style="list-style-type: none"> Domestic Violence Awareness discussion at Muhammed Mosque, 35 attendees Distributed 200 faith-based packets Distributed 867 fact sheets to places of worship
Strengthening Individual Knowledge and Skills		<ul style="list-style-type: none"> Expect Respect delivered to 863 youth in 8 different schools Love is Not Abuse delivered to 3,000 youth in 13 different schools Teen PEP delivered to 2,000 students in 7 different schools Youth-led activities and MOST Club 	

Constructing a Continuum of Comprehensive Support

Knox County DELTA Project 2010-11 School Year Activities (FY 2011)

Building a continuum of comprehensive support for healthy relationships and violence prevention throughout KNOX County

	Centerburg	Danville	East Knox	Fredricktown	Mount Vernon
Elementary	27 teachers trained 139 students	29 teachers trained 400 students		26 teachers trained 581 students	
		113 students	196 students		28 students
		281 students	209 students		
Middle School	74 students	59 students	29 students	200 students	863 students
	74 students				861 students
	12 students				
High School			64 students		
		28 students	27 students	97 students	314 students
			73 students		
Community-wide	Child Assault Prevention (CAP) in Preschools (180 students in 7 preschools)				
	Teen Advisory Committee (TAC)				
	Domestic Violence Awareness Month Vigil, Teen Dating Violence Awareness and Prevention Month, Sexual Assault Awareness Month Knox County DELTA Committee, Ohio Sexual Violence Prevention Coalition, IPV/SV Ohio Consortium				

Diagramming School District Participation

Which school districts have participated in which activities during the 2010-2011 school year?

	C-TEC	Granville	Heath	Johnstown-Monroe	Lakewood	Licking Heights	Licking Valley	Newark	North Fork	Northridge	Southwest Licking
Total enrollment	408 ^{***}	3,352	1,480	1,580	2,343	5,148	2,808	4,816	1,350	1,480	3,885
Parents of 0-12 Year Olds	NA		2 trained providers	1 trained provider	3 trained providers	4 trained providers	3 trained providers	3 trained providers			3 trained providers
Elementary**	NA	2 teachers (7% of classroom) 80 children ^{***}		2 teachers (2% of classroom) 18 children ^{***}	7 teachers (16% of classroom) 940 children ^{***}	5 teachers (2% of classroom) 110 children ^{***}	8 teachers (22% of classroom) 400 children ^{***}	3 teachers (4% of classroom) 108 children ^{***}	3 teachers (12% of classroom) 124 children ^{***}		77 teachers (12% of classroom) 302 children ^{***}
	NA		5 notes, 2.1 per teacher	143 notes, 3.3 per teacher							
Middle School	NA						1 teacher 75 students				
	NA	31 notes, 2.7 per teacher		107 notes, 4.0 per teacher		247 notes, 4.2 per teacher	140 notes, 3.7 per teacher				70 notes, 1.1 per teacher
High School	227 81 notes, 1.6 per teacher			18 notes, 1.4 per teacher		75 notes, 1.4 per teacher	12 notes, 0.7 per teacher				110 notes, 2.3 per teacher
Community-Wide	17 Trained Community-Based Spirit 2 Providers										

School-Based Triple P (Primary Care, Individual, School, Seminars/Lead Groups)
Good Behavior Game (number of teachers implementing game)
PAK&T (total number of notes handed out Feb. May 2011 and average number of notes handed out per teacher during the four month period (3 of notes = 9 of teachers in building))
Pride Survey, May 2008, 2010, and 2011
Pride Survey, started May 2011
Remind and Reminder
Community-Based Triple P (Primary Care)

*Elementary is defined as K-5 in some districts and as K-4 in others
 **Class size numbers are actual for teachers who responded to the follow-up survey. For teachers who did not respond to the survey, but did implement the game, the class size was imputed assuming average class sizes of 20 for elementary and 25 for middle and high school. Teachers of specials (music, art, gym) or sections (middle school) have much larger numbers of students. 63C teacher is not included in the number of children listed above.
 ***C-TEC enrollment number includes 11th and 12th grades only.



Communicating Results through Online Surveys

Cover Page
 Report Title:
 Report Date:
 Report prepared by: [name and organization]

Acknowledgements
 Say thank you to those who helped with the evaluation, including participants.

Background and purpose
 Brief description of the activity being evaluated: [setting, population, curriculum, etc.]

The purpose of this survey was to...
 If survey is part of an outcome evaluation, list the desired outcomes of the activity. Use the ABCDE format if possible. This template can also be used for process evaluation results.

Methods

Survey instrument	[name of instrument; specify if it came from an external source (such as an EBP curriculum) or if you developed it, or if it was a modification/hybrid from another instrument]
Timing	[post-program, retrospective pre-then-post, pre and post, or pre/post with additional follow-up]
Comparison group	Optional: [describe, if available] (delete if not available)
Sampling	[describe how respondents were selected: all participants invited, purposive sampling, convenience sampling, random or stratified random sampling, or cluster or stratified cluster sampling]
Data collection	[list method: paper-and-pencil self-administered in person or by mail, online self-administered, interview, or observation, etc.]



Media Literacy Survey Results (2010-2011)

Background and purpose

The purpose of this survey was to assess the effectiveness of the Media Literacy Program in teaching middle and high school students to think critically about music, television, movies, and other media (especially with regards to gender and violence).

The program was evaluated using both a pre-test and a post-test (which included retrospective pre-then-post items). The purpose of these surveys was to determine those aspects of the programs the students found most interesting, and to assess the effectiveness of the program in increasing student awareness, knowledge and skills. More specifically, the program aimed to increase student awareness and ability to think critically about portrayals of gender and violence in the media.

Methods

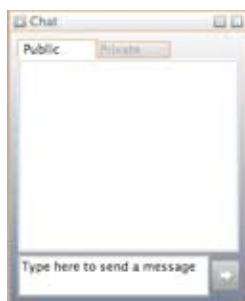
Survey instrument	Knox County DELTA Project Media Literacy Surveys
Timing	Pre-Session and Post-Session surveys
Sampling	All participants invited to fill out surveys at start and end of program
Data collection	Paper-and-pencil, self-administered in classroom setting

Description of survey respondents

Time period	2010-2011 School Year
Total number of participants	Total number of participants: 69
Number of completed surveys	Pre-Test Surveys: 67 Post-Test Surveys: 69

Measuring & Communicating Effectiveness

How do you communicate effectiveness of your efforts?



Use chat to answer

Indicators

- How do we know we are making progress?
- How do we measure outcome in a relevant way?



Sample Indicators

- Increased understanding that “prevention works”
- Positive perception of the community’s ability to make change for the common good
- Develop compelling outcomes geared for specific audiences, including media, community and funders



Inidcators

What are indicators that will show progress towards better measurement and communication of effectiveness?



Use chat to answer



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