

Gauging Progress

A Guidebook For Community Sexual Assault Programs
and Community Development Initiatives

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Adapted from *Outcomes for Success! 2000 Edition*, Reisman and Clegg, The Evaluation Forum, Seattle, WA

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Introduction

The Catalyst for This Guide

Organizational Research Services (ORS), a Seattle-based independent research and evaluation firm, began its relationship with the sexual assault field in Washington state in 1998, when the Office of Crime Victim's Advocacy asked us to evaluate the Sexual Assault Prevention Program. This was a three-tiered effort consisting of a statewide media campaign, a sexual assault prevention resource center, and three pilot projects intended to demonstrate the application of the community development model developed by William Lofquist (*The Technology of Development*, 1996). In addition to evaluating the community development pilot projects as an independent observer, we also provided project staff with training and ongoing technical assistance to help them learn how to gauge their own progress – an integral part of the community development model itself.

After it was determined that new core standards for CSAPs statewide would include a community development/social change component for sexual assault prevention, we believed it was important that some assistance also be provided to sexual assault programs and stakeholders so they could begin to learn how to gauge progress and use the results for ongoing planning. The production of this guide is a result of our experience evaluating and working with the community development pilot projects, ongoing discussions with the sexual assault prevention resource center, and conversations with several CSAP staff from around the state about their experiences with evaluation.

About ORS

For twelve years, ORS has provided evaluation and consulting services to many prevention programs in areas such as youth violence, youth development, community development and family support. We have worked in a one-to-one capacity with community-based programs to help them develop meaningful evaluations so that they are equipped to make beneficial program decisions. Using an “empowerment evaluation” philosophy, we approach our work with the belief that evaluation does not stand apart from the service delivery model of a program. Programs are the best experts in terms of defining their outcomes, and they must play an integral part in designing an evaluation strategy.

ORS is also the parent company of The Evaluation Forum, which for the past six years has offered comprehensive training and publications designed to assist grant recipients, such as United Way agencies and state and local government agencies, develop the skills needed to make the transition to outcome-based planning and evaluation.

The Scope of the Guide

The guide is based on material from The Evaluation Forum's publication *Outcomes for Success! 2000 Edition* and evaluation reports developed for OCVA. It is customized with tailored examples and exercises for sexual assault program staff and community stakeholders who are doing social change work specifically using the Lofquist community development model. This customization is intended to increase the effectiveness of the information by making it more relevant and cognizant of the real-world situations faced by CSAPs and stakeholder groups. In an easy-to-read format with examples and exercises, it is intended to lay the groundwork for thinking about how to gauge progress, with an emphasis on how to conceptualize evaluation of a community development initiative.

Specifically, it includes an introduction to outcome-based evaluation and how it is incorporated into the community development framework, how to conceptualize evaluation of community development projects, introduction to logic models, how to define realistic and measurable outcomes for community development, and an overview of methods to use to measure the outcomes. Advanced topics such as tool development, data management and analysis, and reporting and using results are not covered in this guide.

The Possible Uses of the Guide

It is written for you – sexual assault prevention specialists and community educators, sexual assault program supervisors and directors, and the community stakeholders who have joined with the prevention community to create positive change on the road to sexual-violence free communities. The information herein might be useful to:

- ✓ Develop a plan to help stakeholders know whether they are making a difference
- ✓ Communicate successes to the community and potential funders that may want to support the initiative
- ✓ Ensure that initiative actions are on track to achieve outcomes
- ✓ Strengthen the overall effort to increase the likelihood of its sustainability

Overview

Evaluation is not necessarily a prescriptive process, imposed from outside the organization. Much like community development, we believe that an initiative must own its evaluation in order for it to be implemented successfully and eventually used as a learning tool. Our goal is thus to build capacity within learning organizations like CSAPs and their stakeholder groups to take control of the evaluation process. This type of evaluation is about collaboratively designing a framework that will be used by programs and initiatives themselves, rather than fulfilling an outside requirement.

The guide is organized into nine main areas listed below. Definitions and a discussion of each topic begins each section, followed by examples for you to consider. There are also exercises throughout to help you practice particular skills. The sections follow a step-by-step process that will help get you started on the road to gauging progress.

1. Definition of Outcome-Based Evaluation
2. Why Outcome-Based Evaluation is Important for Community Development Initiatives
3. Conceptualizing Evaluation of a Community Development Initiative
4. Logic Models
5. Measuring Social Change: Define Outcomes
6. Create Indicators of Change
7. Choose a Data Collection Tool
8. Create an Evaluation Plan
9. Moving Forward

Concerns and Hopes About Evaluation from the Field

In preparing this guide, I questioned a few CSAP staff about their experiences, concerns and hopes about evaluation. For some, their concerns derived from experiences with accreditation. For others, it's the time and expertise evaluation requires that concerns them:

CONCERNS:

- ✓ Evaluation will take too much time away from the project work
- ✓ Evaluation is too intrusive into people's lives and will interfere with services to fragile or distrustful clients
- ✓ Social service providers don't have the time or inclination to document and account for every activity and its result
- ✓ Social change is not measurable

- ✓ Evaluation won't accurately capture the relationship-building work we do in community development

Still, there was a little hope for what outcome-based evaluation could offer:

HOPES:

- ✓ *"I would love to see a good model for knowing where we are and how to get to where we want to be."* – CSAP program director
- ✓ It can generate useful information for program decisions
- ✓ It helps us document successes so that funding and long-term support of the effort can be maintained

The concerns listed above are legitimate, and fairly common as well. Hopefully, this guide will clarify what is meant by outcome evaluation and what it looks like in the real world of community development initiatives. By reading through this guide you might also get ideas about how to minimize any potential barriers or negative consequences of evaluation.

What is Outcome-Based Evaluation?

Outcome-based evaluation is a systematic way to assess the extent to which a program or initiative has achieved its intended results. The purpose is to gather information about the effectiveness of particular strategies to inform planning and improve the overall program or initiative.

You may be familiar with assessment activities that focus on the needs and strengths of a particular community, or on how many people are served by a particular program. Others may focus on whether or not certain activities were accomplished. These types of assessments focus on what staff and volunteers do, and how much of it. For example, 100 clients served by ten advocates per year, or 40 sexual assault presentations conducted in ten schools to 800 students per year.

Outcome-based evaluation, in contrast, concentrates on the results of implementing these activities – what changes as a result of doing these activities?

The key question addressed in outcome-based evaluation is:

What has changed in the lives of individuals, families, organizations, or the community as a result of this program or initiative?

In other words... "So what?"

To begin to answer this question for a community development initiative, CSAP facilitators and stakeholders need to realistically assess the factors over which the initiative has reasonable control.

For example, a community development effort focused on ending sexual assault in a housing development *cannot* actually control the number of sexual assaults. However, it *can* directly influence such changes as increased community awareness of the problem, reduced tolerant attitudes toward sexual assault, and/or level of safety in the physical environment.

But before we get to that, let's define outcome-based evaluation a little further.

How is Outcome-Based Evaluation Different from Accreditation?

You are likely familiar with the accreditation required of each state-funded community sexual assault program. The accreditation process required of CSAPs ensures **quality of services**. It is a method used by the Office of Crime Victim's Advocacy to assess sexual assault programs across the state to make certain they provide a consistent level of quality core services, for both treatment and prevention of sexual assault.

The main focus of accreditation is on **what staff and volunteers do** – for instance, whether the CSAP has working relationships with the medical and legal communities, how much information about sexual assault is disseminated, and how many stakeholders participate in a community development planning process. Accreditation results are used by the funder to determine whether programs meet a standard level of accountability, service delivery, quality assurance, and community recognition. The programs, in turn, use the accreditation framework to assess the extent to which their policies and procedures, management practices, and qualifications demonstrate a capacity to provide core sexual assault services¹.

In contrast, outcome-based evaluation focuses on what happens **as a result of what staff and volunteers do**. That is, what is different in the lives of individuals, families, organizations, or community conditions as a result of staff facilitating a community development planning process? This information, in turn, is used by the program to gauge the progress of its activities and pinpoint changes to make that will increase the effectiveness of those activities.

What is the Difference Between Formal Research and Gauging Progress through Outcome Evaluation?

Gauging progress through outcome-based evaluation is not the same as conducting evaluation research. Community development efforts are typically driven by volunteers, with limited time and money, and take place in real-world circumstances. Thus, there is no expectation that CSAPs and stakeholders apply formal controlled research designs and use statistical tests to measure change in the communities with which they work – methods that require much more time and resources than most community-based organizations can afford. Rather, gauging progress is something CSAPs can learn how to do themselves through training.

Outcome measurement does not require carefully controlled evaluation designs, nor does it rely on sophisticated statistical testing. ***Good outcome evaluation must, however, be grounded in solid social science research methods and valid and reliable measures.*** Without this foundation the findings are worthless. By taking basic social science research methods and applying them to the real-world circumstances of community development initiatives, CSAPs can begin to gather useful feedback about the difference the community development activities are making, and ultimately improve the efficacy of their strategies.

¹ OCVA Sexual Assault Program Coordinator, personal correspondence

Why Is Evaluation Important for Community Development Initiatives?

Your CSAP may already be using outcome-based evaluation in other program areas. For example, evaluations of classroom presentations and client services help you to know how you are making a difference in people's lives – whether people know more, have more skills, or feel empowered. You may have thought about how you might try to evaluate community development prevention efforts, and concluded that it either can't be done or is too complex and time-consuming to realistically implement. If your CSAP has never used outcome-based evaluation, you might be feeling like evaluation is the least of your concerns, and you might try to evaluate the initiative much later, if at all.

Evaluation in the context of the Lofquist community development model is called “gauging progress,” and with some assistance can be quite manageable. Moreover, it is most useful and effective when incorporated into the early stages of the planning process with stakeholders – not at the “end” of a project.

- ✓ **Gauging progress is already a part of the community development framework developed by William Lofquist.** He explains how it is naturally built into the framework:

“Determining whether a community development initiative is moving toward the results that the planning process has identified is important for those who are participating. This task is incorporated within the framework and is most specifically related to the Elements of Change. I suggest that this not be equated with formal evaluation, but be seen as an essential part of the planning and action process.” (The Tasks and Skills of Community Development, 2000)

- ✓ **Without a way to gauge progress, stakeholders will not be able to revisit conditions and make informed decisions about what to do next.** When forming an action plan with stakeholders to address a particular condition or set of conditions in the community, it makes sense to also have a way to know how and when to adjust that plan so it can make the most impact.
- ✓ **Gauging progress allows stakeholders to publicize the progress steps achieved by the community development effort along the way which can help build support for the effort in the broader community.**

Uses of Outcome-Based Evaluation

There are many reasons to gauge progress on outcomes. In general, a CSAP and its community development stakeholder group can use outcome-based evaluation to do the following:

1. **Gauge community development progress to adjust and improve strategies.** Outcome evaluation helps you know whether the initiative's efforts are working and how strategies can be adjusted to maximize their effectiveness.
2. **Provide accountability to the community and funders or other supporters.** A strong evaluation can help community development initiatives show funders and others who have given resources that they are getting something for their investment.
3. **Market your successes to boost fundraising and community support.** Evidence of success can help attract new stakeholders and key allies, new financial support, and help build a positive reputation for the initiative.

What are the Other Ways Outcome-Based Evaluation Can “Pay Off” for a CSAP?

Your CSAP may already be using outcome-based evaluation in other programs, or evaluation might be new to you. In either case, sometimes it may seem that investing resources into evaluation is just not practical. But it is important to recognize that evaluation can have multiple functions within an agency or program, and can be used by different staff for various purposes.

For example, the *Executive Director* can use evaluation results for strategic planning, credibility and accountability, and to attract new dollars. *Program Managers* and *Directors* can use evaluation to determine what program strategies work the best, which can help with resource allocation decisions. *Prevention Specialists* and *Educators* can use evaluation to determine what strategies work and do not work, and which work for some situations and not for others. Additionally, they can gain insight into how to tweak strategies to enhance their impact. *All staff* can benefit from engaging in evaluation because it helps ensure that everyone understands the logic behind program activities (what you're doing and why), and how to proceed. This ensures that all are working toward the same goal in a coordinated way. Finally, *community members* can benefit, too, by gauging how much progress has been made as a result of their efforts and celebrating successes.

How To Conceptualize Evaluation of Community Development Initiatives

I Understand The Basic Elements Of The Lofquist Community Development Model. Where and How Does Evaluation Fit Into This Model?

- ✓ **Evaluation is built into the community development process – it is integral to planning and gauging progress.** Lofquist introduces this piece of the model through “*The Elements of Change*” (Technology of Development, 1996, p. 8). *The Elements of Change* diagram (please see Appendix A) lays out the rough course you need to determine if change has happened in conditions. It helps stakeholders understand how to create Condition A and B statements, and how they are linked to the action steps. Importantly, it also emphasizes the step of shaping *observable indicators* of those conditions. It is these observable indicators that the initiative will need to track over time, and it is important that they be defined early on so you know for what specific changes you are looking. We will discuss how to define those indicators a little later in this guide.
- ✓ **Reframe the role of evaluation into one that is indispensable to the initiative itself.** It can feel like evaluation takes time away from the more important work of the community development initiative. But if gauging progress is seen as part of the everyday work of the initiative, one that helps stakeholders know what progress has been made and what needs to be done to further the initiative, it won’t appear to be an extra time burden.
- ✓ **When possible, build evaluation into what you already do, and start in the planning stages rather than after activities are already implemented.** This will give stakeholders the opportunity to make decisions about what changes in conditions are realistic to expect, double check that the activities are likely to affect those changes, choose which outcomes the group will measure, and establish a “baseline” – an assessment of the condition *before* activities designed to change it begin.

Using A "Logic Model"

The Elements of Change helps you to see the crux of the action plan and the conditions it is intended to affect. **But it does not give you the whole picture that you need to ensure a logical framework for change is in place and to guide the evaluation of change.**

A Logic Model is a visual, dynamic tool that magnifies the community development action plan. It details how stakeholders believe Condition A will turn into Condition B, and how they will know when they've arrived at Condition B. It shows the linkages between their activities and the changes those activities are intended to produce. A logic model:

- ✓ Identifies the process parts of the initiative and how they are related to the expected outcome(s)
- ✓ Provides a graphic depiction of how the different parts of the initiative relate to the whole
- ✓ Helps identify the key questions evaluation should address
- ✓ Identifies what you're going to measure in the evaluation
- ✓ Defines the outcomes for which the initiative can be held accountable
- ✓ Makes clear the underlying theory of the initiative

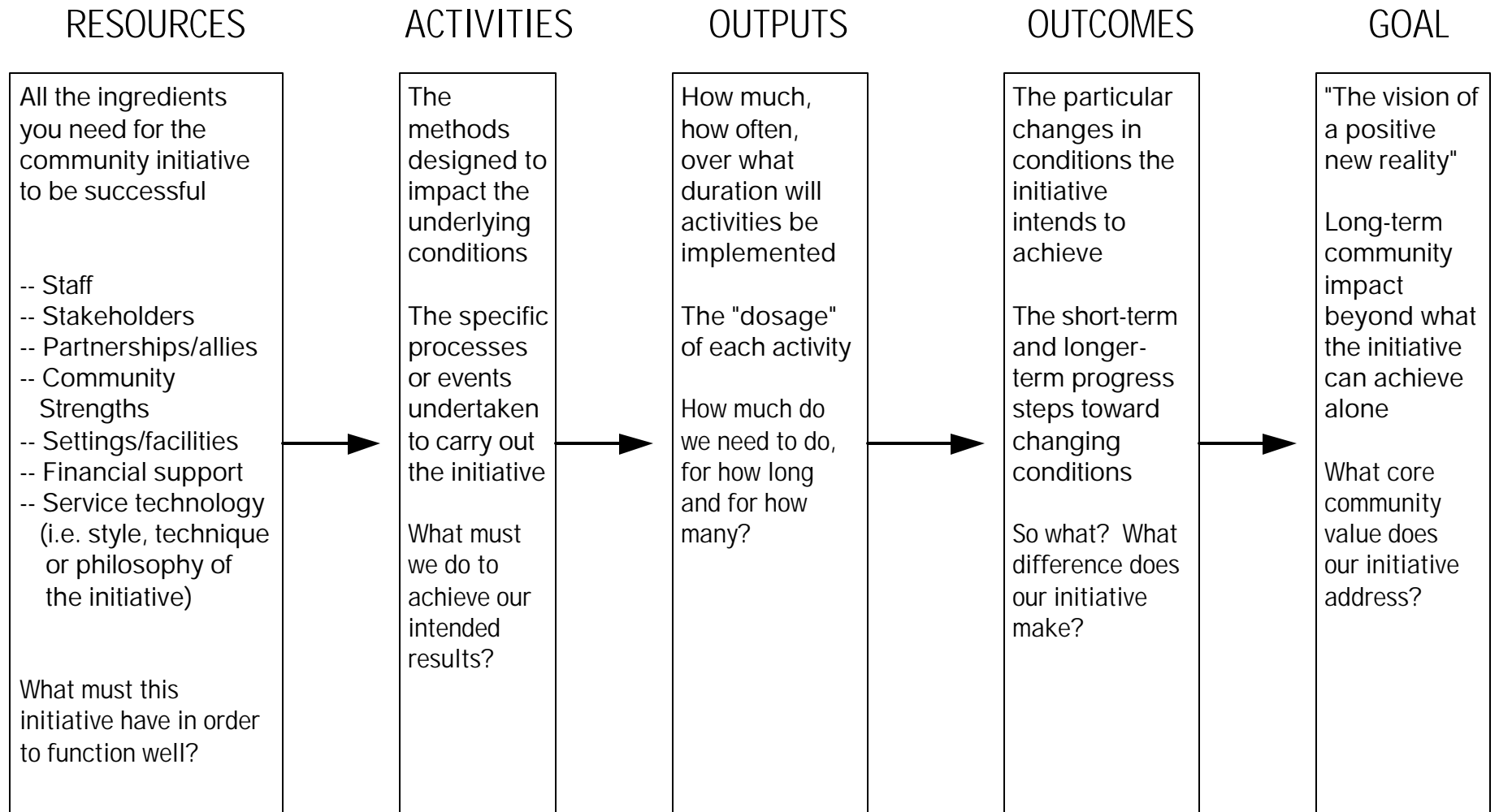
The process of developing a logic model with stakeholders and staff is valuable in itself, because it is an iterative process that clarifies the rationale of the initiative for all involved. Through the logic model development process, stakeholders can find new clarity about the initiative's functioning and intended results. Ideas and beliefs are shared, differences ironed out, consensus gained. An added benefit to creating a logic model is having a succinct way to "tell your initiative's story." Having a picture or diagram of how the initiative works can help communicate it to others. In the words of one sexual assault professional:

"Having a logic model has always given me a clear and concise visual on what the agreed upon outcomes or "Condition B" should be. It has helped me to be flexible in allowing the community to develop activities by providing a structure to help frame the activities, and it has helped me avoid the activity trap."

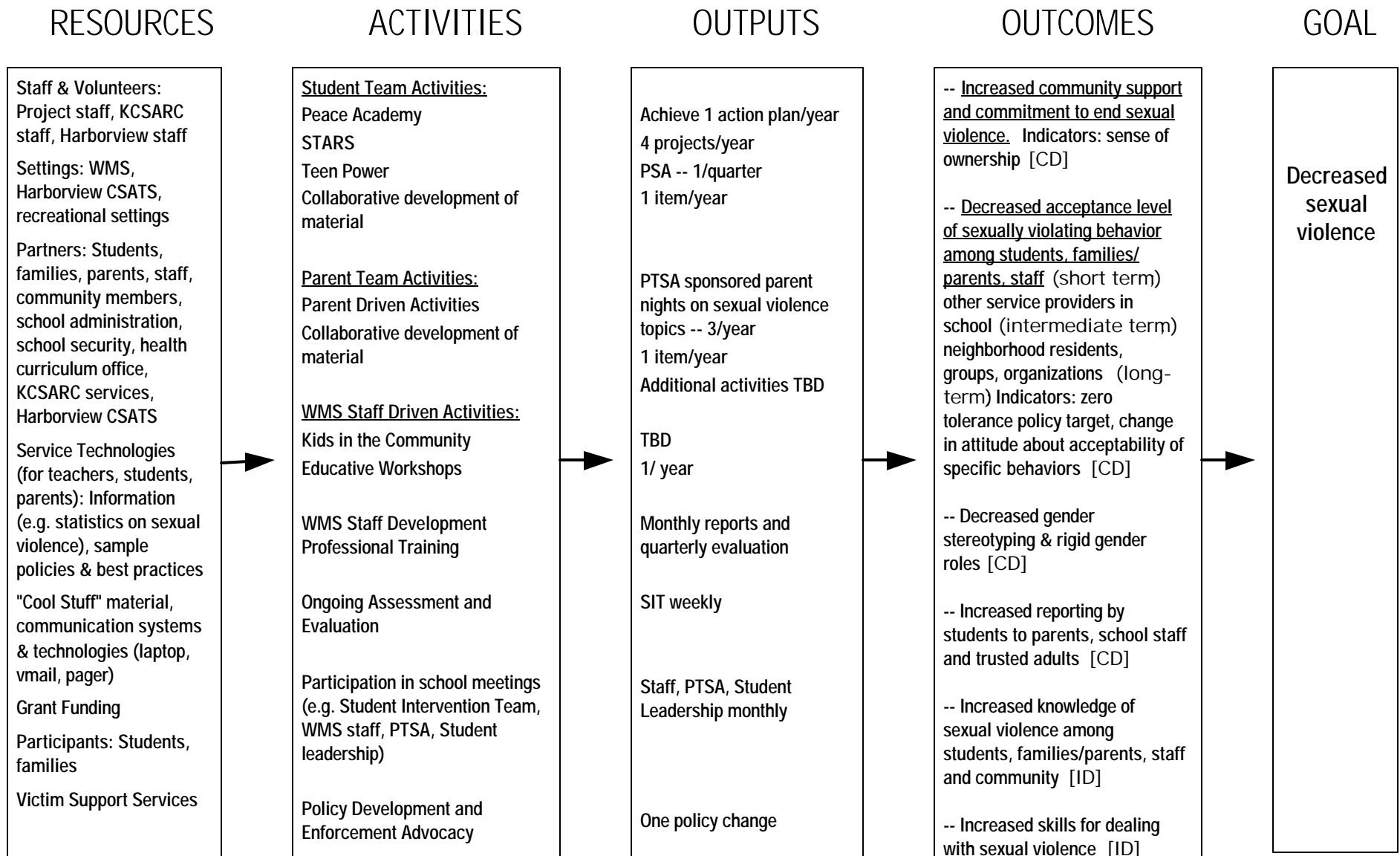
– Lydia Guy, Washington Middle School Prevention Project Coordinator

A sample logic model is shown on the next page, with definitions of each of the factors that must be addressed during its development. This is followed by sample logic models of community development prevention initiatives.

LOGIC MODEL WITH DEFINITIONS



WASHINGTON MIDDLE SCHOOL PROJECT 2000-2001 LOGIC MODEL

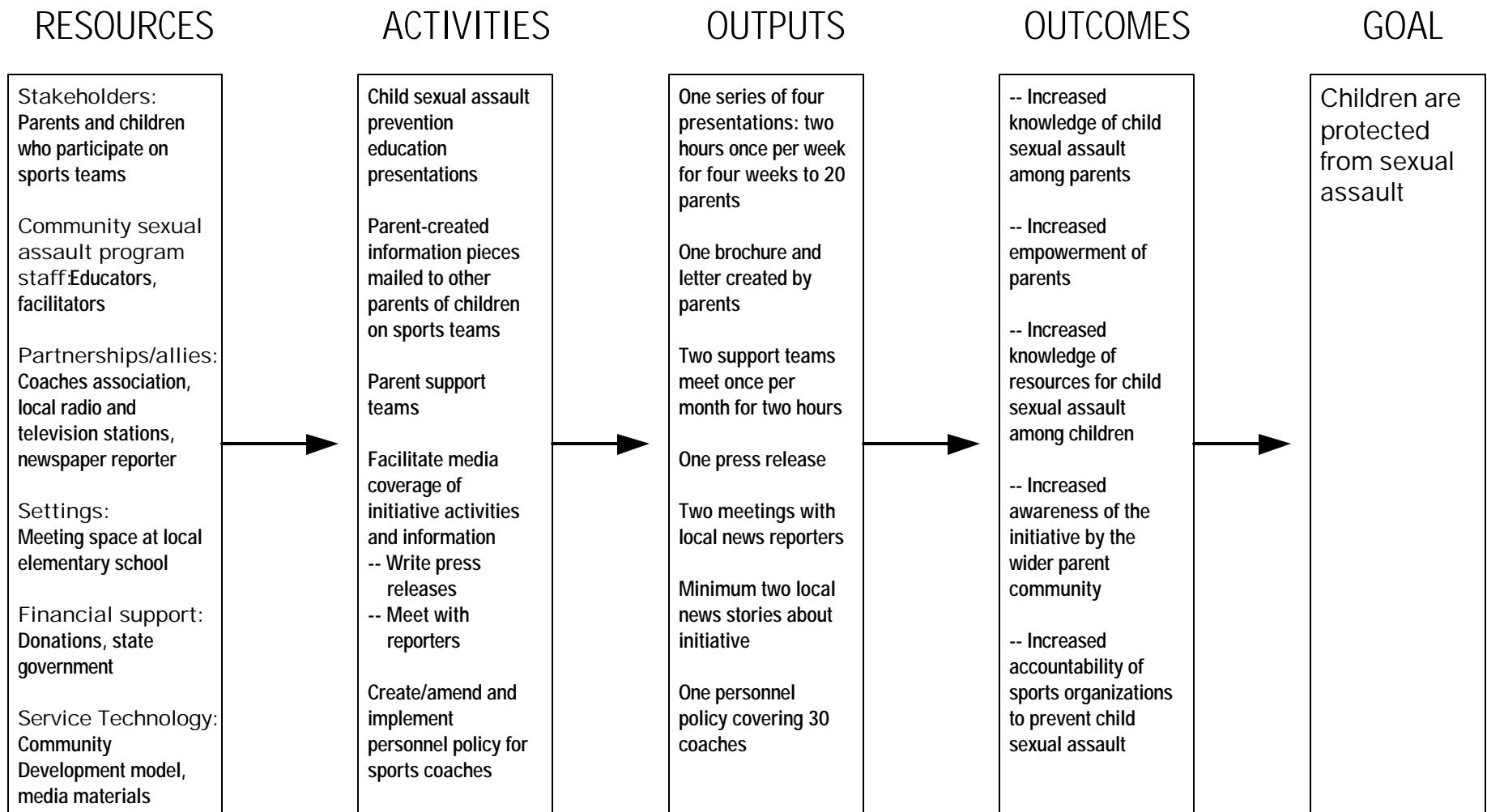


[CD]: Community Development Outcome
[ID]: Individual Development Outcome

HYPOTHETICAL LOGIC MODEL OF A COMMUNITY DEVELOPMENT INITIATIVE

Community: Parents

Precipitating Event: Softball coach accused of molesting children on team



I'm Already Using the Community Development Action Plan Tool. Why Develop a Logic Model too?

The community development action plan tool and the logic model are complementary frameworks with equally important purposes:

The community development action plan tool helps stakeholders to define the scope of the issue, assess resources, strengths and barriers, and organize action steps deemed likely to influence conditions. It is a strategic plan for the initiative.

The logic model is a “microscope” through which the action plan is viewed to detail how the initiative works to change conditions, and to concentrate evaluation efforts on realistic outcomes². The Washington Middle School Prevention Project Coordinator explains how she sees the difference:

“The community development planning tool helps me ensure that I am facilitating a participatory community development initiative focused on underlying conditions.

The logic model provides a precise blueprint of what should be occurring at any given time within the project. Using the logic model allows me an easy way to check the appropriateness of activities in relation to outcomes, and to stay on track.

All in all, it's a very effective tool and the time you spend developing it will be well worth the effort.”

– Lydia Guy

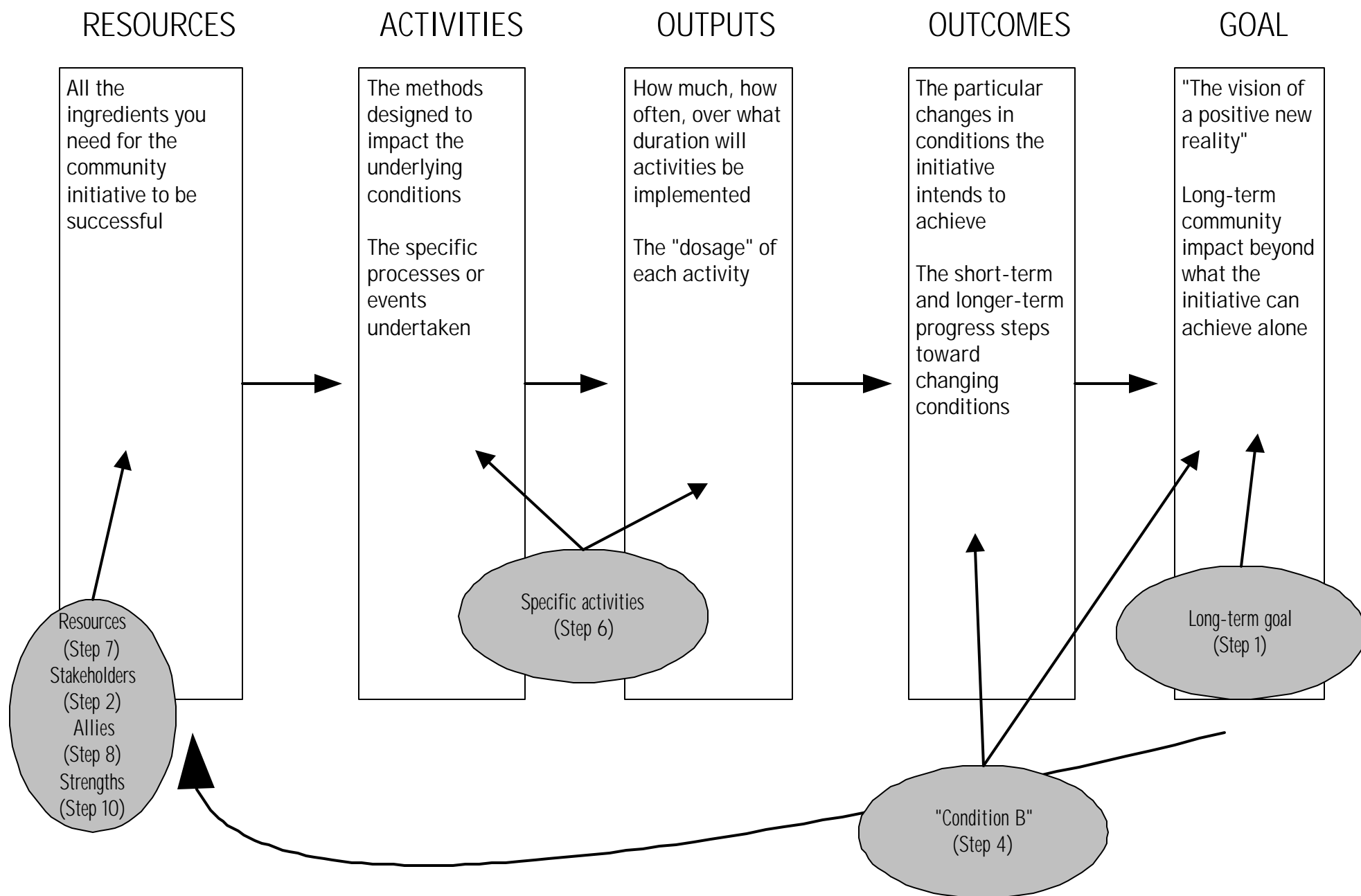


Tip: Some of the content of the logic model can be drawn from the planning tool, which gives you a head start on its development. Everything else you need to develop the logic model, such as clear outcome statements, you can get from stakeholders. It is important that they be involved in the process, and that it not be seen as a staff-only activity.

The following graphic shows the elements of the logic model and the related steps of the community development action plan tool (please refer to pages 23 and 24 for a copy of this tool).

² Thanks to Anne Gienapp for this metaphor idea.

ELEMENTS OF THE LOGIC MODEL WITH RELATED STEPS OF THE COMMUNITY DEVELOPMENT ACTION PLAN TOOL



In general, the categories of the logic model relate to the action plan in the following ways:

- ✓ The **Goal** is similar to the Condition B “vision of a future reality”; the ultimate impact expected to occur, usually beyond what one initiative can do alone.
- ✓ **Outcomes** are the long-term, intermediate-term, and short-term changes in Condition B listed in Step 4
- ✓ **Activities** are the specific action steps intended to produce change in conditions (Step 6)
- ✓ **Outputs** are how much and how often each action from Step 6 will be needed to have the desired effect on outcomes
- ✓ The **Resource** column can use your list from Step 7, plus stakeholders (Step 2), key allies (Step 8), and community strengths (Step 10).

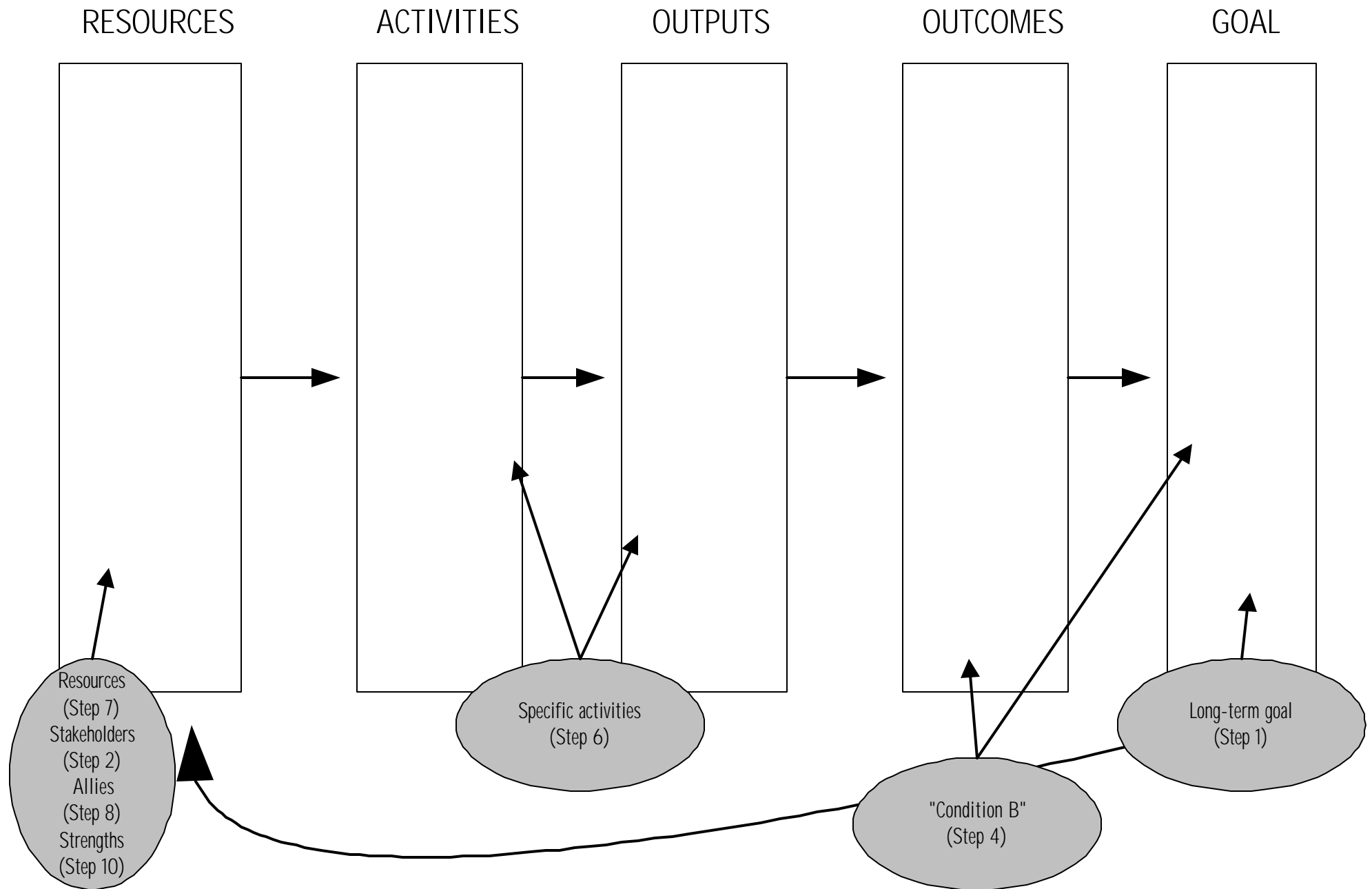
To complete the logic model from here, you will simply need to get more specific about your process (activities and outputs) and your outcomes (the more detailed measures of Condition B).



Tip: Try to avoid thinking about what needs to be done or actions to be taken by the initiative for as long as possible. The group should wait until they have defined Condition B and the associated outcomes that need to occur before determining the activities of the initiative.

EXERCISE: Take the work you may have already done with stakeholders on the community development planning steps and fill in the corresponding parts of the logic model on the next page. This will not be a complete logic model, but you will have a good head start!

RELATING THE LOGIC MODEL TO THE COMMUNITY DEVELOPMENT ACTION PLAN TOOL



Sexual Assault Prevention Action Plan

1

What is your long-term goal?

2

Who are your community participants (stakeholders)?

3

Focus on underlying conditions in the current reality: What is happening now that creates a climate where sexual violence can happen?

5

How will you gauge your progress? What will you see, hear or read that will show you that change has happened?

6

What specific activities will your group do to get from what is happening now (box 3) to your desired results (box 4)?

4

Focus on underlying conditions in the visioned reality: What conditions need to exist to create a community free from sexual violence?

7

List all of the resources needed to carry out the activities listed in box 6.

People (paid, volunteer, community member):

Physical space and materials:

Financial support:

8

Build a list of people in the following categories: (This list will help you determine important allies in your prevention efforts.)

A: Key people you believe will support and advocate for your prevention project.

B: Key people you would like to have involved but whose support you are not sure of.

C: Key people who you know, from past experience, are capable of blocking the way to your goals.

9

List all of the reasons you can think of that might be raised as objections to your plan. (Think like people who would be opposed to your activities.)

10

List all of the reasons you can think of why people will want to support your plan.

11

How will you help the community to keep the sexual assault prevention plan moving and growing?

12

Timeline: Plot your activities from first to last giving target date and person(s) responsible for completing task.

Start Date

End Date

Measuring Social Change: Define Realistic Outcomes

Before the logic model can be fully developed, a more focused understanding of outcomes needs to occur among the stakeholders.

You now have the basic framework that stakeholders can use to guide evaluation. Defining outcomes is the next step. After stakeholders have brainstormed the “Condition B” statements and prioritized them, those conditions need to be transformed into realistic, achievable outcomes so they can be tracked more easily. This is very useful in that it keeps everyone *realistic* about just what can be accomplished with whom and in what length of time. Identification of outcomes should happen as part of the stakeholder group’s process of developing an action plan.

Outcomes are the changes in community conditions stakeholders believe will occur as a result of the initiative.

It asks stakeholders to look beyond their own actions and ask “So what?” If a stakeholder group develops information pieces for parents of children on sports teams, what is the impact for that parent community?

Outcomes can be short-term, intermediate-term or long-term, depending on how far out in time stakeholders believe changes should occur. For example, a prevention initiative in a faith community may not expect to see differences in the number of congregation members who experience sexual assault, but perhaps may see changes in congregation members’ willingness to talk about the issue within the first year or so.

To identify the outcomes of the initiative, stakeholders must envision the expected impacts of the initiative on conditions. It begins by asking a simple question:

“What will change in the community or in the lives of individuals, families, and organizations as a result of this initiative?”

Do we Need to Think About Outcomes Differently in a Community Development Context?

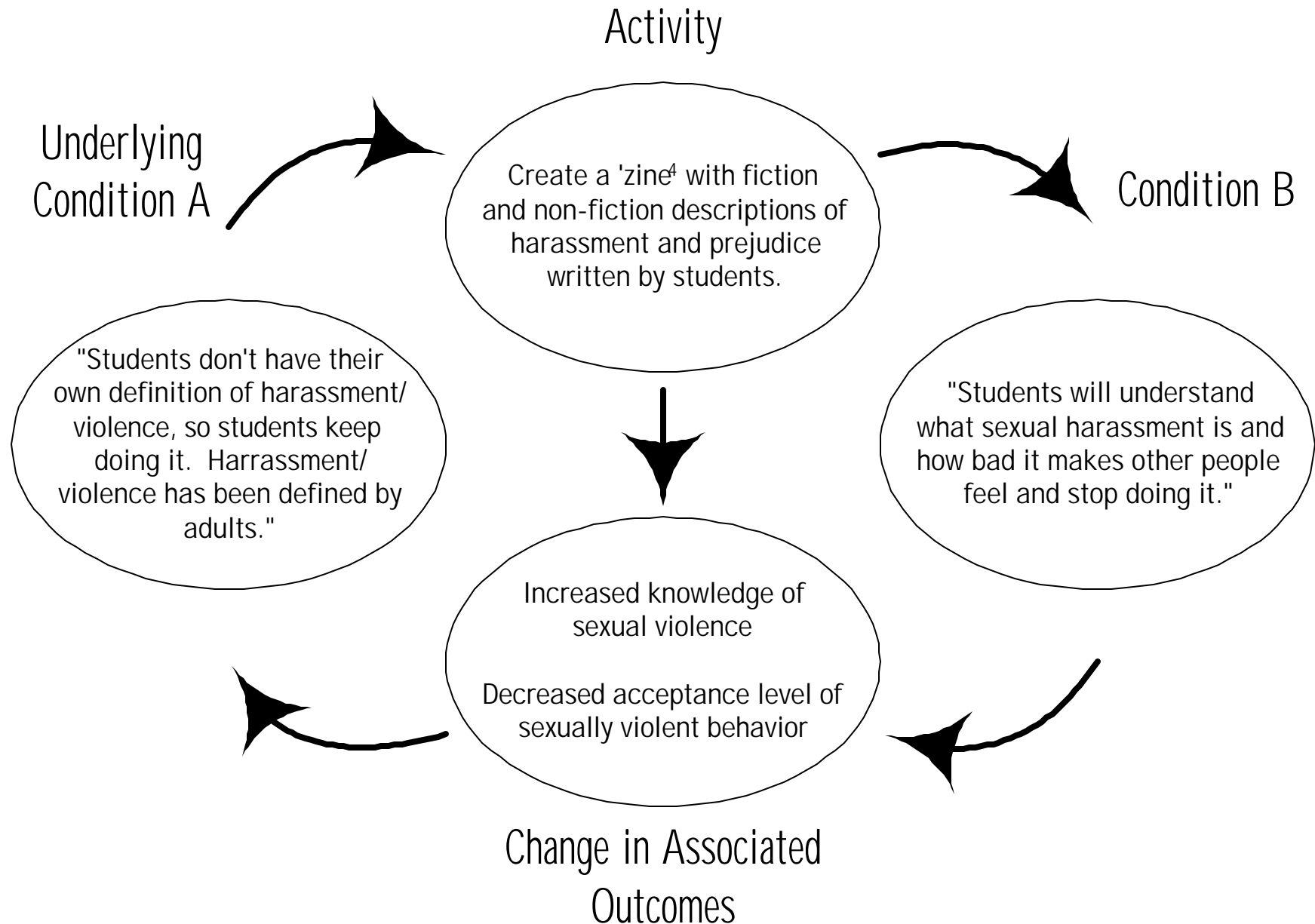
Outcomes are not quite the same as the “Condition B” statements you may be familiar with in the community development model. Condition B is the “description of a new reality, a future circumstance that is desired” (Lofquist, 2000). Put another way, these are the conditions that need to exist for the community to be free from sexual violence. For example, “a legal system that prosecutes all sexual assaults,” or “community members have empathy and respect for others.”

Outcomes, on the other hand, are the short-term, intermediate, and long-term *changes* stakeholders expect to achieve along the way to the broader vision. It may be that stakeholders are already very concrete and realistic when they define Condition B, and these statements are thus more like outcomes from the outset. Others, however, may prefer to think more abstractly and broadly when describing desired conditions. These types of conditions will need to be further specified into outcomes to make gauging progress manageable. Consider the following examples of desired conditions translated into outcomes:

Condition B	Outcomes
Students will understand what harassment is and how bad it makes people feel and stop doing it	<ul style="list-style-type: none">✓ Increased knowledge about sexual violence among students✓ Decreased acceptance level of sexually violating behavior among students
Youth in the Southeast Asian community understand the issues related to sexual assault	<ul style="list-style-type: none">✓ Improved understanding of sexual assault among Southeast Asian youth in Tacoma
An environment where everyone can feel safe and free from disrespect	<ul style="list-style-type: none">✓ Increased feeling of safety among housing residents✓ Increased respect among housing residents

The following example illustrates what one logical chain looks like, starting with “Condition A” and ending with clear outcomes:

EXAMPLE: Washington Middle School Prevention Project, Seattle, WA



³ A "Zine" is an informal, advertisement-free publication, often inexpensively photocopied, that typically includes written pieces reflecting the readership. The Washington Middle School Project's 'Zines were small booklets of 13 to 16 pages.

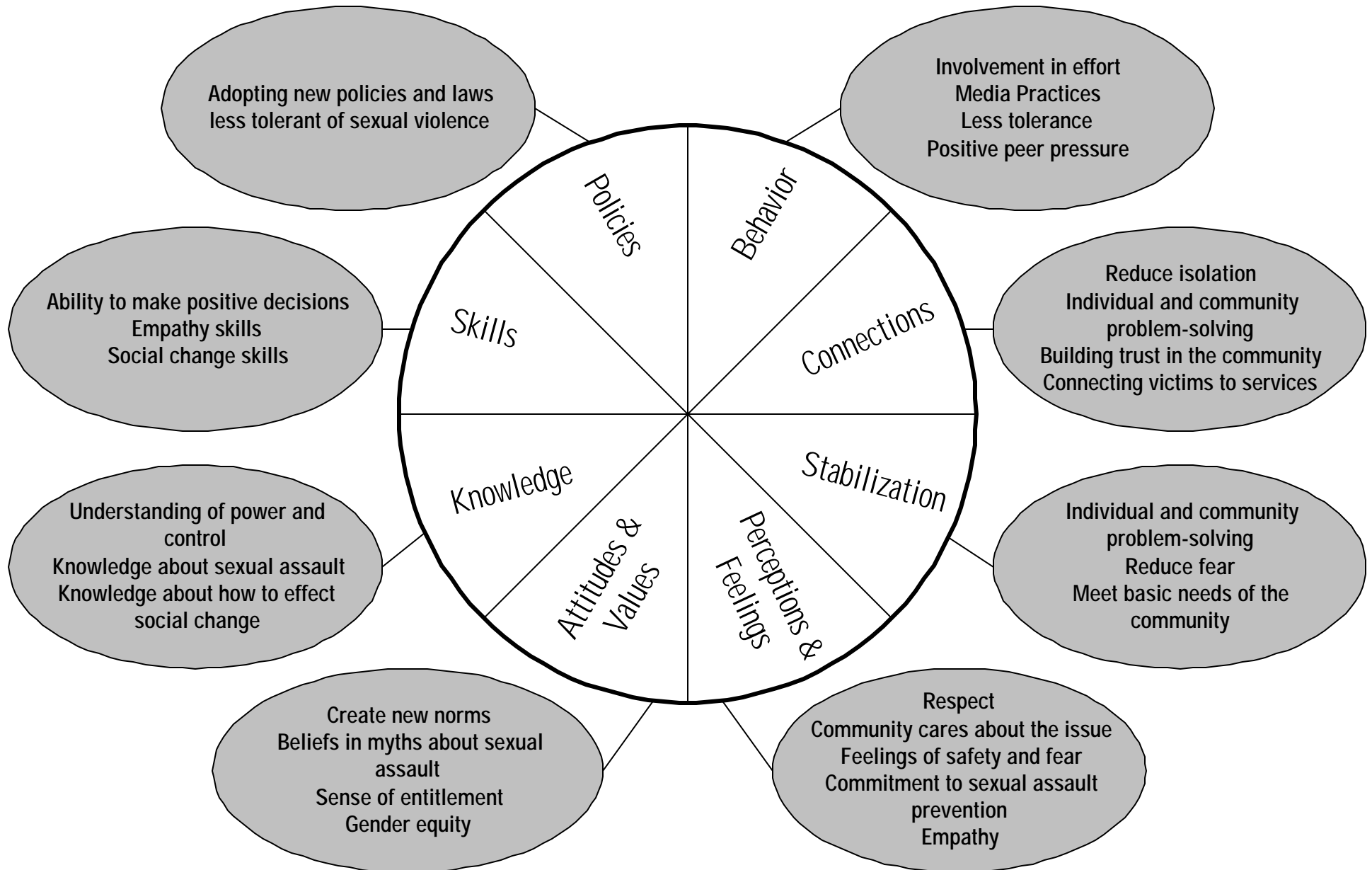
Areas of Change

Outcomes should realistically reflect the kinds of changes the initiative can make happen. For some initiatives, this may mean policy changes in various governing entities; in other initiatives, outcomes may be focused on increasing the safety of children after school. **The different areas of change prioritized by a stakeholder group can start at any level; it depends on the current circumstances of the community, or “where the community is.”**

It is also helpful to remember that the community development initiative is just one part of a balanced sexual assault program. For example, as a CSAP you are also facilitating change and healing for survivors, teaching skills to prevent sexual assault, and raising general awareness of the issue perhaps across many communities in the area.

When considering the possible outcomes of the community development initiative, it may be helpful to consider the following examples of basic areas of change that can occur in a community. The areas of change can be applied to both sexual assault prevention and advocacy activities.

Examples of Areas of Change for Sexual Assault Programs and Initiatives



How to Write an Outcome

There are various ways to write an outcome – different ways to describe what an initiative is striving to achieve. They are: Change Statements, Targets, and Benchmarks. Most community development initiatives will be using **change statements** to describe their outcomes.

✓ **Change Statements** include the increase, maintenance, or decrease in something

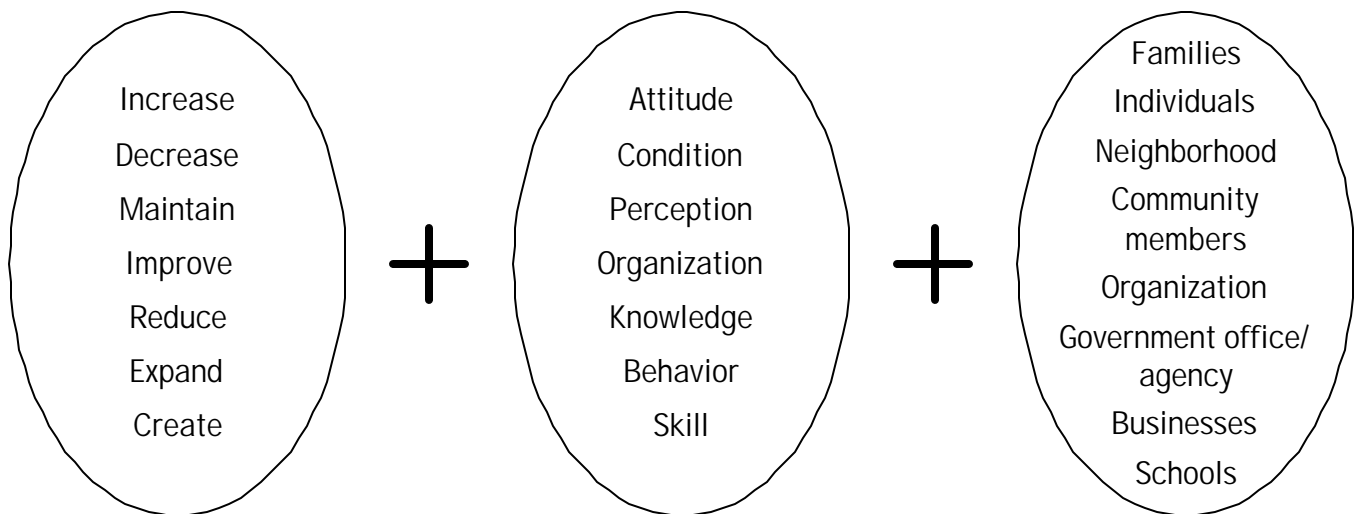
Example: Improve attitudes toward sexual assault among congregation members

The following template can be used to write a good **change statement**:



Such as:

(The defined community or particular members of that community)



Example:



Outcome Development at Different Levels of Change

As you know, community development focuses on creating conditions that promote the well-being of people (Lofquist, 1996). This means that there is a paradigm shift from thinking about *individuals* as the recipients of your services to viewing those individuals as active participants in changing the *community circumstances* that allow sexual assault to happen. And this requires thinking about outcomes at a different level, too.

Service providers are often used to fostering change in individuals like improving self-esteem and self-confidence, or building communication skills. In the community development framework, these types of outcomes are thought to happen as a “side benefit” to community members who get involved and become a part of the initiative.

Lofquist (1996) uses the terms *Products* and *ByProducts* to illustrate this difference in outcome levels. The community development framework focuses on community-level *products* which can in turn lead to several individual-level *byproducts*. That is, focusing energy on changing community conditions has shown to also build personal growth in individuals as an indirect result of their collective accomplishments. The theory is that by keeping the focus on community conditions there is a reduced need to directly pursue individual growth.

What this means is CSAPs and stakeholders can conserve their efforts and effect change on *both* the individual and community levels by focusing primarily on the community level.



Pitfall: It is common for adults who are working with a youth stakeholder group in particular to find themselves putting a lot of time into “youth development” activities designed to develop individual skills and self-worth when the initiative outcomes are actually focused on community level change. This mismatch of activities and outcomes is something to be aware of when facilitating the process with youth stakeholders, or with stakeholders from any “underserved” community.

COMMUNITY-LEVEL PRODUCTS vs. INDIVIDUAL-LEVEL BY-PRODUCTS

Activity Focus

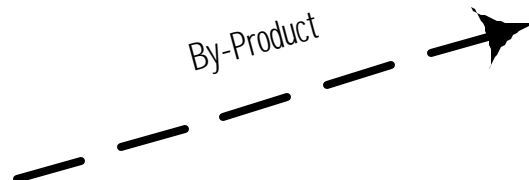
Individual Growth
and Development

Community
Development

Outcome Area

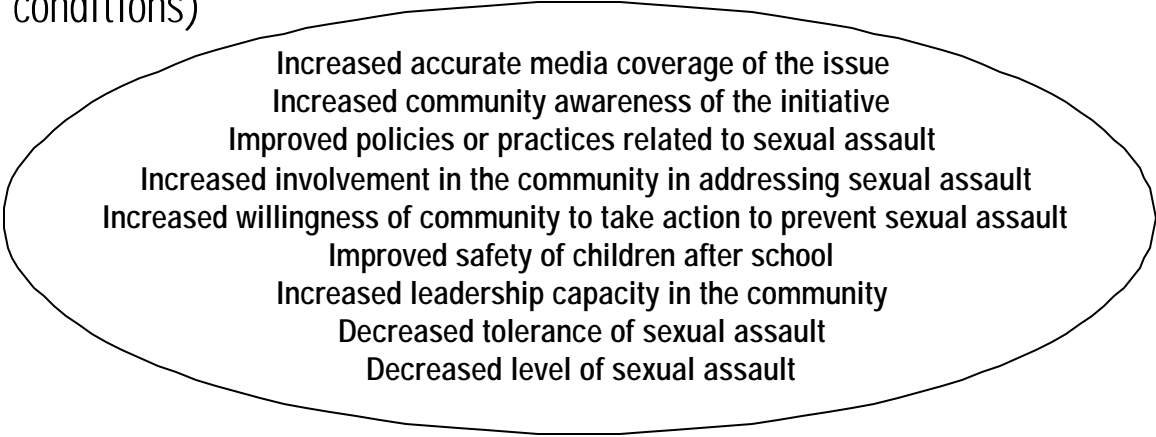
Individual-
level Change

Community-
level Change



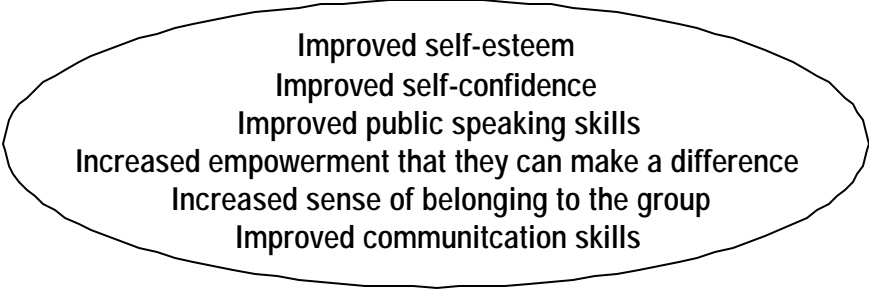
EXAMPLES OF PRODUCTS AND BY-PRODUCTS

Examples of Products (changes
in community conditions)



- Increased accurate media coverage of the issue
- Increased community awareness of the initiative
- Improved policies or practices related to sexual assault
- Increased involvement in the community in addressing sexual assault
- Increased willingness of community to take action to prevent sexual assault
- Improved safety of children after school
- Increased leadership capacity in the community
- Decreased tolerance of sexual assault
- Decreased level of sexual assault

Examples of By-products (changes in
individual growth and development of
initiative participants)



- Improved self-esteem
- Improved self-confidence
- Improved public speaking skills
- Increased empowerment that they can make a difference
- Increased sense of belonging to the group
- Improved communication skills

What Might Outcomes Look Like in a Community Development Initiative?

Here are some general examples of outcomes for you to consider, organized by the “Arena of Action” to which each relates. Lofquist (1996) uses four quadrants to depict the arenas, and notes that a well-balanced human service program should be operating in all four quadrants. For the purposes of sexual assault prevention, activities and their associated outcomes fall into the three quadrants shown below. These examples may help spur thinking and discussion of the outcomes of the initiative you are working with.

OUTCOME EXAMPLES:

Community Development/Social Change (Quadrant 1)

- ✓ Increased community leadership of sexual assault prevention initiatives
- ✓ Decreased community tolerance of sexually violating behavior
- ✓ Increased use of sexual assault prevention curriculum in schools
- ✓ Increased community understanding of sexual assault and associated myths
- ✓ Increased collaboration with other prevention initiatives or organizations in the community

Personal Growth & Development (Quadrant 2)

- ✓ Increased knowledge of sexual assault
- ✓ Improved personal safety skills
- ✓ Improved communication skills
- ✓ Improved leadership skills

Community Problem-Solving (Quadrant 3)

- ✓ Increased awareness that sexual assault is a problem
- ✓ Increased awareness that community is responsible for sexual assault prevention
- ✓ Increased safety of children during after-school hours
- ✓ Improved ability of law enforcement to respond to sexual assault

Now that you have a deeper understanding of outcomes and have seen some examples, it's time to try to identify outcomes for the community development initiative you are working on.

Just like with identifying conditions, it is the stakeholders that need to identify the outcomes with the CSAP there to help facilitate the process. It is important to explore all the perspectives each stakeholder offers in order to get a comprehensive view of possible outcomes for the initiative. Remember that distilling outcomes can be an energizing experience for those involved. It is an opportunity to get concrete about what they really care about and want to change in their community.



Tip: You may want to work on defining outcomes and developing the logic model with a smaller subset of stakeholders who have expressed interest in gauging progress. Then, when they have a working model, they can present it to the rest of the group for review and consensus.

EXERCISE: First Draft Outcomes

1. **Answering the following questions should help you get started with defining the initiative's outcomes:**

✓ **What sphere of life does the initiative affect?**

- Community level (e.g. community norms, community connectedness, community infrastructure, policies and laws, public or private space)
- Organizations (e.g. linkages among organizations, improved victim response system, improved collaborations)
- Family (e.g., family functioning, family management, family communication)
- Individuals (e.g. safety skills, empathy, knowledge...)

✓ **What is the one thing you would most like to be different for the community, organizations, families, or individuals that may be influenced by the initiative?**

- What else?
- What else?
- Do these things flow from the conditions stakeholders identified?

- ✓ Which of these are short-term and can be achieved in less than one year? Which will take longer? What are the steps that have to happen for longer-term change to occur?

- ✓ What part of this change can the initiative directly influence?

- ✓ Do you know how much change is realistic to expect? Do you have baseline information that tells you from where you are starting?

2. **Now, try to write a few outcomes of the community's sexual assault prevention initiative that flow from the Condition B "vision." Then, in the right column decide whether it is a short-term change or longer-term change.**

Condition B Statements	Outcomes	Short-term?	Mid-term?	Long-term?
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. **After you have a "starter list" of outcomes, here are some key questions to ask yourself or your evaluation workgroup to check their appropriateness:**

- ☐ Do these outcomes reflect progressive steps in the change process toward longer-term change in conditions?
- ☐ Do these outcomes address knowledge, perceptions, attitude, skills or behavior changes?
- ☐ Are the outcomes written as change statements -- will things increase, decrease or stay the same?
- ☐ Does each outcome contain only one idea?
- ☐ Are these outcomes relevant, related to the "core business" of this initiative?
- ☐ Is it within the initiative's control to influence these outcomes?

4. **Select the outcomes stakeholders want to track**

At this point, stakeholders can ask themselves which outcomes should be tracked to gauge progress. When first starting out, it is best to choose one to three outcomes to track. These questions will help with the selection:

- ✓ **Which outcomes are most important to achieve? Which are most closely related to the core vision of the initiative?**
- ✓ **Which outcomes are most meaningful? Is the change something that makes a real difference for the community?**
- ✓ **Which outcomes are most realistic? Which are most likely achievable given the resources available? Which are likely achievable within potential time constraints?**

What if the Outcomes Your Initiative has Identified are Important and Meaningful, but not Realistic Enough for Your Initiative to Influence Them?

The outcomes need to be narrowed down to a point at which you believe the initiative can have a reasonable impact. You can refine the outcomes in the following ways:

1.

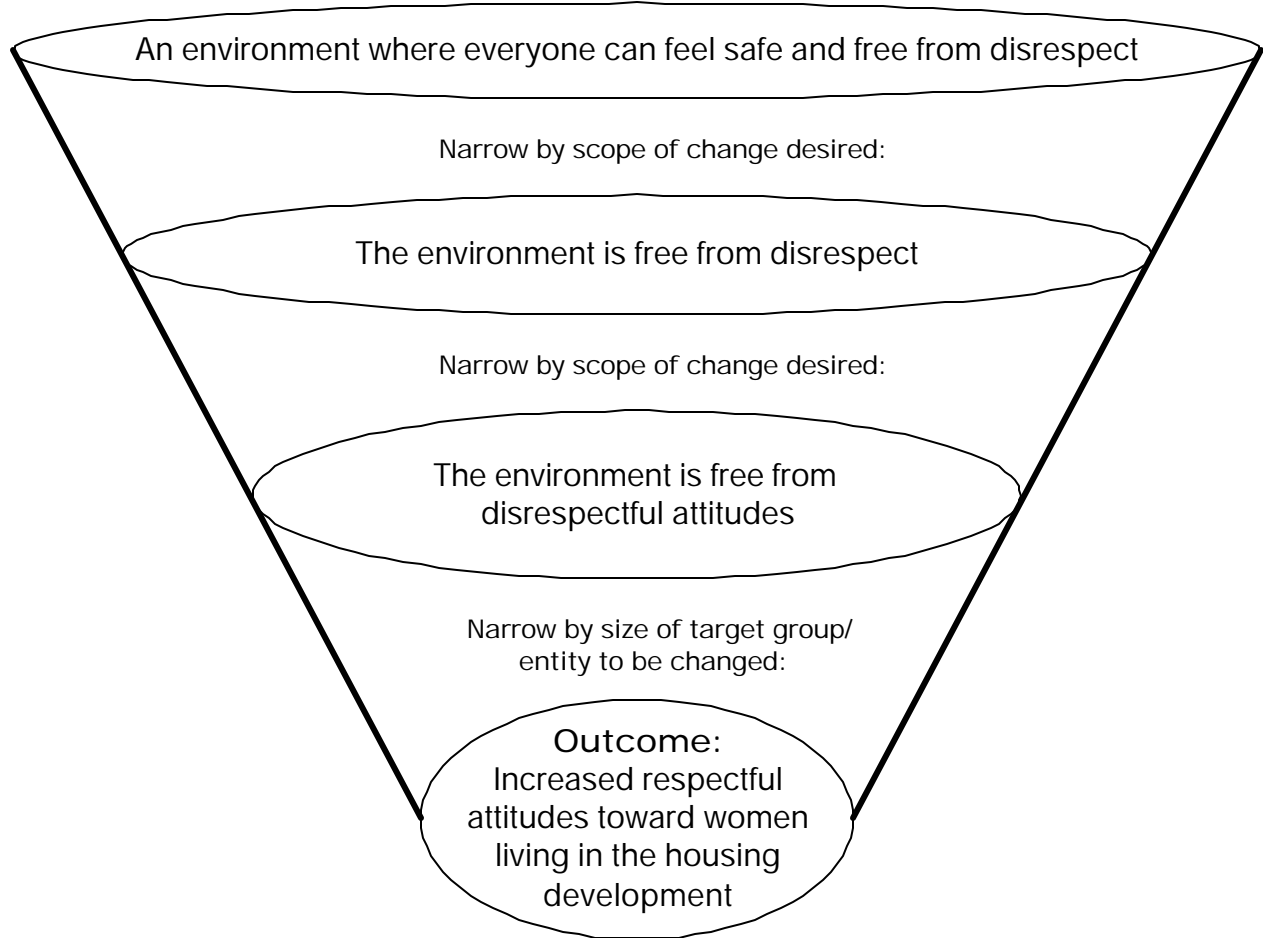
If the outcome involves a group of people to be influenced, you can narrow the size of this target group either geographically, demographically, or by other characteristics

2.

You can narrow the scope of the change desired

FOR EXAMPLE:

Condition B statement from stakeholder's vision of the future:



"Narrowing an Outcome for Influence" model adapted from: Success By Six, United Way of America



Exercise: **Now that you have a better understanding of outcomes, on page 69 in the back of this guide you will find a simple exercise that will help you and community stakeholders develop a complete logic model for the community development initiative.**

Measuring Social Change: Create Indicators Of Change

Lofquist describes the ability to define indicators of change as the basic skill required for gauging progress. It is also something that takes practice. For those of you who have asked the question, “But how do we measure that?” the following discussion and exercises should provide you with some answers.

Before you develop or choose a tool to gauge progress on outcomes, outcomes usually need to be made measurable by identifying specific observable *indicators* for each outcome. Outcomes, like Underlying Conditions, are often stated as abstract concepts that are difficult or impossible to measure directly.

Indicators make outcomes and conditions measurable by stating them in specific and measurable terms. Measurement happens by collecting data on each indicator.

To review, Outcomes are:

- ✓ Realistic end result or change that can be anticipated for the duration of an initiative
- ✓ Broader statements that describe the change that occurs due to the initiative's activities
- ✓ Indicate the trend or amount of the change
 - Change statement (increase, maintain, decrease)

Indicators are:

- ✓ The detailed examples that can be seen, heard or read in the real world that tell you outcomes are being met
- ✓ More specific statements that describe how outcomes are being accomplished
- ✓ The building blocks of measurement tools



Important: **Indicators need to be determined during the planning process with stakeholders so that progress can be gauged from the beginning. This will also help evaluation be viewed as an integral part of the community development initiative.**

Consider the following examples from sexual assault prevention projects:

Outcomes	Questions to ask	Indicators
✓ Increased community investment in issues of sexual violence	<i>What does "community investment" mean?</i> <i>What does "community investment" look like when it's happening?</i>	✓ Sexual violence is talked about more at student services meetings ✓ Staff spend more time on sexual violence prevention topics in class
✓ Increased knowledge of sexual violence among students, families, and staff	<i>What specific kinds of knowledge will be increased?</i>	✓ Individuals will master learning objectives such as prevalence, stereotypes, definitions, and causes
✓ Increased commitment of youth-serving organizations to community development approach for sexual assault prevention	<i>What does "commitment" mean?</i> <i>What does "commitment" look like when it's happening?</i>	✓ Organizations perceive sexual assault as a problem in the community ✓ Organizations are willing to take action to prevent sexual assault ✓ Organizations lead efforts to prevent sexual assault

Typically, one to three indicators are appropriate for each outcome that has been identified. Some outcomes are straightforward and require fewer indicators (one or two). For example, an outcome like *increased rate of prosecution* has just one indicator: the percentage of cases that are prosecuted. Others, such as *increased respect*, require that a number of dimensions be identified to adequately capture the concept of "respect."

Putting it All Together: From Condition A to Observable Indicators

Consider the following example that illustrates the process of developing measurable outcomes and indicators from a hypothetical community development planning process (example adapted from *Community Development and Sexual Violence Prevention*, Gayle M. Stringer, 1999).

DEFINED COMMUNITY: DAYCARE PROVIDERS

Condition A (What's happening now?)

- ✓ No policies regarding training on how to respond to child sexual abuse
- ✓ Fear (is it scaring children to teach prevention?)
- ✓ Non-supportive parents
- ✓ Lack of information (disempowered parents)
- ✓ Silence regarding sexual abuse

Condition B (Where do you want to be?)

- ✓ Supportive, involved parents
- ✓ Empowered parents
- ✓ Openness across system
- ✓ Policies regarding training on response to child sexual abuse

Outcomes (What are the realistic changes that will happen in the lives of individuals, families, organizations, or in community conditions to reach Condition B?)

- ✓ Increased involvement of parents in daycare functioning
- ✓ Increased feeling of empowerment among parents
- ✓ Increased understanding of parents about how teaching prevention to children works
- ✓ Improved policies regarding training on response to child sexual abuse
- ✓ Improved communication across daycare system

Activities (What has to happen to reach the outcomes?)

- ✓ Develop a staff/parent education task force
- ✓ Evaluate present policies
- ✓ Establish guidelines for policies across daycare settings
- ✓ Speakers Bureau created by core parent team and made available to daycare parent meetings
- ✓ Daycare association newsletter makes child sexual abuse prevention a focus; parent guest author

Indicators of Change (What will you see, hear or read in the real world that tells you each outcome is being achieved?):

- ✓ Parents participate in monthly daycare planning meetings
- ✓ Parents volunteer at daycare settings
- ✓ Parents feel informed about what is happening at the daycare setting
- ✓ Parents feel they have a say in what happens at the daycare setting
- ✓ Parents know that teaching prevention to children does not scare them
- ✓ Daycare setting policies reflect requirement of child sexual abuse training for all daycare providers
- ✓ Daycare settings across the system have a shared understanding of the importance of child abuse prevention
- ✓ Daycare settings across the system have a shared understanding of policies related to child sexual abuse training

Sometimes progress on outcomes can be poor for two reasons related to the underlying theory:

- ✓ Because the activities are not effective. Be willing to look at the logic model and whether the strategy needs to be changed to better match the intended outcomes. Are the activities logically linked to the desired outcome(s)? Are they intense enough? Occur often enough? Do you have the resources needed to adequately implement the activities?
 - Falling into the “activity trap” is quite common, and occurs when activities are implemented even though they have no clear connection to the intended outcomes. This can sometimes happen when activities are decided upon before Condition B or outcomes are clarified. Favored or traditional approaches to prevention may not be the logical choice for the initiative’s particular outcomes.
 - Using your logic model to keep you on track can help you avoid the “activity trap.”
- ✓ Because the overall plan does not match community circumstances. Tinkering with the activities alone may not necessarily improve outcomes. The rationale, i.e. the underlying conditions and what is believed to have an effect on them, may not be based on solid experience, and the entire “theory of change” may need to be revisited – which means revisiting underlying conditions with stakeholders.

Now, let’s turn to the community development initiative you’re involved with. What indicators would you use for each of the outcomes listed in your logic model? Ask yourself the following question to determine whether an indicator is specific and observable:

“Can I see it, hear it, or read it?”

EXERCISE: First Draft Indicators

1. **In the space provided below, list the outcomes stakeholders identified in the logic model.**
2. **Next, consider specific and observable aspects of each of these outcomes – what will tell you the outcome is being achieved?**



Tip: **Do not be concerned with *how* you're going to measure the indicators at this point. You will match these indicators with specific measurement tools and approaches, such as direct observation, interviews, and surveys later.**

Outcomes	Indicators
Outcome 1:	✓ ✓ ✓ ✓
Outcome 2:	✓ ✓ ✓ ✓
Outcome 3:	✓ ✓ ✓ ✓
Outcome 4:	✓ ✓ ✓ ✓

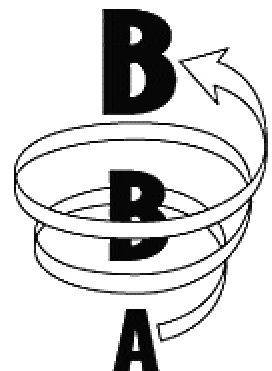
3. **Next, review the indicators with stakeholders to make sure they are strong. You can use the following checklist to help you.**

- ☐ Do the indicators make sense in relation to the outcomes they are intended to measure?
 - Is there a logical link between the indicator and the outcome? (e.g., if the outcome reflects change in behavior, then indicators should also reflect changes in behavior)
- ☐ Are the indicators directly related to the outcome? Do they define the outcome? Will they show the qualities of the change desired?
 - Is the indicator a direct measure of the outcome (i.e. it is not a cause or effect of its outcome)?
- ☐ Are the indicators specific?
- ☐ Are the indicators observable? Can they be seen (i.e., observed behavior), heard (i.e. participant interview), or read (i.e., participant survey, official records)?
- ☐ Is it reasonable to expect that the initiative can collect data on the indicators? Is it likely within the initiative's resources to do so?

Putting it All Together: The Steps for Stakeholders in Community Development Planning and Evaluation⁴

1. Develop goal/mission
2. Brainstorm to determine underlying conditions that support sexual violence (Condition A), and what conditions need to exist to create a community free from sexual violence (Condition B)
3. Select one to three conditions that the group believes it can influence
4. Begin developing a logic model
5. Narrow Condition B down to several realistic and achievable outcomes
6. Determine specific activities the group believes will influence the outcomes
7. Check the completed logic model to see if the outcomes are likely to happen given the type and intensity of the activities, and revise or adjust any activities or outcomes as necessary
8. Create indicators of change for each outcome you will track
9. Develop an evaluation plan
10. Gather or develop appropriate tools to gauge progress on indicators
11. Start implementing activities and evaluation tools
12. Review evaluation results along the way and make adjustments to improve strategies
13. As progress is made on indicators, revisit Condition A and B with stakeholders and create a new action plan and logic model

The precise order of these steps may vary depending on the particular situation of the stakeholder group and community.



⁴ Community development planning steps from *Community Development and Sexual Violence Prevention*, Gayle M. Stringer, 1999, and *Prevention Accreditation Standards Support Package*, Gayle M. Stringer and Laurie McKettrick, 1999.

Measuring Social Change: Select A Way To Gauge Progress

Once you have a set of observable indicators of change, it is time to decide the best way to gauge progress on those indicators. Many of you have probably used a survey to gather feedback on a presentation. You may have even used a “pre-test” and “post-test” design to gauge whether participants learned factual information or changed their attitudes about sexual assault after attending a presentation. This is just one way to gauge progress, and is not always appropriate for the unique strategies, outcomes and indicators of a community development initiative.

There are several data collection approaches that can be used to measure indicators.

Each approach has its advantages and disadvantages, and there is no absolute right or wrong method. Rather, **the method should be selected based on what kind of information you need, the unique circumstances of the community, and the resources of the initiative.** Each method provides a different type of information. Six different approaches are described on the following page, which are most commonly used by human service organizations in their outcome-based evaluations.

Ways to Gauge Progress	Description and Uses
<p>Observations</p> <p><i>e.g., Regular observations of hallway behavior at a middle school to determine extent of harassing behavior</i></p>	<p>These are first-hand observations of interactions and events that provide descriptive or evaluative information. Observations are usually guided by pre-determined protocols or observation guides.</p> <p>Observations are valuable if you face situations in which self-reporting or existing data may not be accurate, or in which professional judgment is helpful. They work best in small, individualized settings.</p>
<p>Interviews</p> <p><i>e.g., Open-ended interviews with community members to gauge their commitment to the initiative</i></p>	<p>Interviews are made up of a series of questions, typically semi-structured or unstructured, conducted face-to-face or over the telephone. The questions are open-ended, allowing participants to answer however they choose.</p> <p>Interviews are valuable when more in-depth information is necessary to adequately measure the indicator, and when the array of possible answers to the questions is not known.</p>
<p>Focus Groups</p> <p><i>e.g., Focus groups with community members to determine whether the desired change has occurred</i></p>	<p>Focus groups take advantage of small group dynamics to conduct interviews with a group (usually eight to 12 people).</p> <p>Focus groups are valuable when in-depth information is desired, and when the information may benefit from a discussion format.</p>
<p>Surveys (Written or telephone)</p> <p><i>e.g., Survey of community members to gauge awareness of sexual assault</i></p>	<p>Surveys are written instruments that contain several questions about the issues to be gauged. These can include a combination of types of questions, e.g. single, direct questions; series of questions about the same topic (scale); and unstructured open-ended questions. You can conduct surveys by mail, in person, over the telephone, or in a centralized activity as part of an event.</p> <p>Surveys are considered to be an efficient data collection strategy, and are best for collecting standardized information from larger groups of people who will understand the questions.</p>
<p>Internal Program Records</p> <p><i>e.g., Collect meeting minutes of a community task force to gauge how often sexual assault prevention was discussed over time</i></p>	<p>Internal records include any documents that are regularly kept by an organization, such as requests for presentations, meeting minutes, or client case records. These provide both descriptive and evaluative information. Reviews of these records can focus on the frequency with which specific behaviors occur.</p> <p>This is an unobtrusive approach to data collection that is easily built into existing functions of organizations. It works best when records are maintained consistently and information can be extracted easily.</p>
<p>Official Records</p> <p><i>e.g., Collect school discipline referrals to gauge how many are for sexual harassment</i></p>	<p>Using official records involves a review of existing information collected by agencies and institutions. This information provides a means for tracking changes in quantifiable behaviors, like sexual assault reports, school discipline referrals, or court documents.</p> <p>This is an unobtrusive way to look at community-wide impacts, if relevant data exist and are accessible.</p>

How Do We Know Which Method Is The Best Choice?

The type of method you choose should take into account the following considerations:

✓ **Type of Information Needed**

The tool(s) you choose should be specific to the outcomes of the initiative. Community development/social change outcomes may not automatically require a pre-post survey, though this may be the option with which you are the most familiar. When the information you need is highly standardized and potential responses are clearly defined, a survey may in fact be appropriate. If, however, the information needed is highly individualized, and responses are expected to vary widely or be unpredictable, interviews, focus groups and observations may be the best choices.

The first step is to find a logical match with the type of information your outcomes and indicators ask for. Avoid choosing the tool first and then trying to make the indicators fit the tool.

✓ **Validity**

Validity refers to the accuracy with which a tool measures what you want it to measure.

For example, can a series of questions on a survey accurately reflect the concept of tolerance of sexual assault? The level of ownership a community feels toward preventing sexual assault? Some methods are better able to accurately reflect the outcomes being measured than others:

Interviews, focus groups and observations typically offer the greatest degree of validity, because you can be more certain the participant(s) understands what is being asked. These methods also work best when you have smaller groups of people to question (i.e. less than 30).

✓ **Reliability**

Reliability refers to the degree of consistency a tool provides. Reliability means that the same information would be collected regardless of who collected it or the time of day or the location in which it was collected.

For example, will male and female interviewers be able to get the same responses if they interview the same people? Will two different observers identify the same characteristics of a particular situation? Some methods are more consistent than others:

Surveys tend to be more reliable than interviews or observations, because everyone is asked the same questions in the same way.

The reliability of official records depends on the procedures under which the data are collected. For example, school discipline records are often collected differently from one school to the next. If your defined community is a single school, this will not be a problem. If the community is made up of a number of schools, the inconsistency decreases your ability to compare records across schools.

✓ **Available Resources**

Gauging progress takes place in the real world. Staff/volunteer time and expertise, facilities, funding, and other community resources should be considered when selecting data collection methods. Some tools are less time consuming than others to implement:

Surveys tend to be more economical than other methods when you have many people to question (i.e. more than 30). Focus groups can produce rich information in less time than individual interviews.

✓ **Cultural Relevance**

Cultural aspects should also be considered when choosing a data collection tool, such as:

- **Language** – Written or oral tools like surveys and interviews must be language-appropriate
- **Trust** – Members of many cultures have valid reasons for distrusting surveys. These issues must be addressed, typically by ensuring respected members of that community are involved in planning the evaluation strategies.
- **Cultural sensitivity** – When choosing a method, consider how certain techniques fit with the cultural norms and values of the community and adapt accordingly.

Surveys are best for literate, middle class, U.S.-born populations. They are particularly bad for immigrants and refugees.

As stakeholders decide on appropriate data collection methods, ask the following questions:

- ✓ Are the data collection methods appropriate to the indicators you want to measure?
- ✓ Will you use “off the shelf” tools or develop your own?
- ✓ Are the tools reasonably valid, reliable, and culturally appropriate?
- ✓ Can data collection methods be implemented with the available resources?

Lesson Learned About Tool Choice: A community development initiative in a Southeast Asian community

Situation: The defined community is Southeast Asian youth living in a particular area of an urban city. The stakeholder group provides presentations to other youth and parents in the community about the facts of sexual assault. Through this activity they expect to increase awareness and understanding of the problem, as well as debunk common myths about sexual assault.

Chosen way to gauge progress: A pre-post survey, translated into Vietnamese and Khmer, to gauge knowledge and perceptions of sexual assault among youth as well as non-English speaking adult community members.

The problem: It turned out that most of the adults at the presentation were not literate in their native language and for those that were, the translation was “too formal.”

Lesson learned: A better option in this case might be to conduct personal interviews in participants’ native language using a set of standardized questions agreed upon by stakeholders.

Realistically, we don't have the expertise or the time to start developing surveys, or even focus groups. We're already understaffed as it is. How can we do this?

- ✓ As much as possible, see where data collection can be blended into existing initiative activities. Here are just a few examples – your own possibilities for “blending” depends on your unique situation and getting creative!
 - ➔ If you are already keeping track of phone calls that come in, tweak the call log to capture information that may be pertinent to your indicators.
 - ➔ If you already use a standard feedback form at community events, add some questions that may help you to gauge progress on indicators.
 - ➔ Ask a staff person or stakeholder who is present at an activity to formally observe it, if applicable, using a form developed beforehand.
- ✓ Check with stakeholders. There might be some technical expertise within the group (or they might know someone who has some) as well as some volunteers willing to contribute time. Brainstorm together about the possible options.
- ✓ Check with your local college or university, if you have one nearby. Often there are graduate students in sociology, social work, or public administration who can help you develop tools and make sense of the data after you collect it.



Tip: Don't forget to reflect on your own process along the way. Taking some time at each stakeholder meeting to take stock of successes, challenges, and lessons learned can help strengthen the initiative and provide context for outcome results down the road. A sample format of questions to ask yourselves can be found in Appendix B.

A Note About Sampling

Sampling is the step in evaluation planning where you decide from whom to collect data. You need to decide how many people to collect data from or about, and how you will select them from the full community population if necessary.

For surveys, if the defined community has less than 100 people, all should be included. If the community has more than 100 people, sampling is recommended.

For interviews, if the defined community has more than ten or so people, sampling is recommended.

If you sample, there are several strategies to do so that are briefly explained below:

SAMPLING STRATEGIES

Random sampling

Draw community members at random. Each member of the community has an equal chance of being chosen for the sample.

Systematic sampling

Compile a list of community members, start at a random place, and select at equal intervals (e.g. every fourth person).

Convenience sampling

Participants are selected based on their availability (e.g. people attending a public event). This is the least reliable sampling method.

Stratified sampling

Separate community members into groups of similar individuals (e.g. by age, gender, income) and then draw a random sample from each group.

Quota sampling

Select a sample that is representative of certain characteristics of the community (e.g. gender, age, ethnicity). Members are not drawn randomly.

Measuring Social Change: Develop An Evaluation Plan

An **evaluation plan** pulls together all the information about outcomes, indicators, data collection tools and sampling into a cohesive strategy. This is like a strategic plan for evaluation – it tells you *what's* going to happen, *how* it's going to happen, *when*, and with *whom*.

There are five pieces you will need to create the plan:

- ✓ Outcomes
- ✓ Indicators
- ✓ Data collection method and tools
- ✓ How often the data will be collected
- ✓ From whom or from where you will collect the data

Using the sample outcomes and indicators given earlier in this guide (see page 48), the following page contains what a completed evaluation plan might look like for this hypothetical community development initiative.



Important: Remember that as the initiative's plans change, the evaluation plan may also need to change to reflect any new outcomes and indicators.

A blank evaluation plan follows on page 63 for your own use.

SAMPLE EVALUATION PLAN DESCRIPTION

OUTCOME	INDICATORS	DATA COLLECTION METHOD & TOOLS	FREQUENCY & SCHEDULE OF DATA COLLECTION	SAMPLE SIZE & STRATEGY
1. Increased involvement of parents in daycare functioning	<p>Parents participate in monthly daycare planning meetings</p> <p>Parents volunteer at daycare sites</p>	<p>Attendance tracking form used at each planning meeting</p> <p>Observation of participation in meetings</p> <p>Volunteer sign-in sheets used at daycare site</p>	Ongoing. Data to be summarized every six months	<p>All parents attending daycare planning meetings</p> <p>All parents volunteering at daycare sites</p>
2. Increased feeling of empowerment among parents	<p>Parents feel informed about what is happening at the daycare site</p> <p>Parents feel they have a say in what happens at the daycare site</p>	Focus groups with parents	<p>Four parent focus groups to be conducted twice:</p> <p>First, before initiative activities begin</p> <p>Second, one year after initiative services have begun</p>	<p>Select a quota sample of six to eight parents from each of the four day care sites.</p> <p>Select parents representative of the ages, ethnicities and learning abilities of the children</p>

BLANK EVALUATION PLAN DESCRIPTION

OUTCOME	INDICATORS	DATA COLLECTION METHOD & TOOLS	FREQUENCY & SCHEDULE OF DATA COLLECTION	SAMPLE SIZE & STRATEGY

Moving Forward

So far, we've discussed how to develop a logic model, define outcomes and create indicators, what the tool choices are and what goes into an evaluation plan. The next steps in the evaluation process are to:

- ✓ Create or adapt appropriate tools to gauge indicators
- ✓ Decide how often and from whom you will collect the data
- ✓ Collect baseline data before initiative activities begin when possible
- ✓ Collect data systematically according to schedule
- ✓ Compile the results
- ✓ Use the results to inform discussions about how to revise strategies and to define new conditions, celebrate your successes, and inform the community

Building Positive Evaluation Culture in the Initiative and the CSAP⁵

The more that stakeholders are prepared for the tasks involved with gauging progress the more likely it is that it will be a successful endeavor. Realistically, however, there may be challenges along the way.

There are actions that can be taken to improve the likelihood that gauging progress will become integrated into the community development initiatives that your CSAP and community stakeholders undertake in the coming years. In many cases this is nothing short of changing the culture of an organization or group, and it definitely takes time and dedication. A combination of the following conditions will improve the chances that gauging progress will be a successful endeavor for a community development initiative:

⁵ Adapted from *Managing the Transition to Outcome-Based Planning and Evaluation* (1998), The Evaluation Forum.

A belief within the CSAP that prevention efforts (including social change) are measurable and that evaluation information is useful to improve the effectiveness of programs.

A belief among stakeholders that their efforts are measurable, and that evaluation information is useful to improve the effectiveness of the initiative.

Gauging progress is treated as a regular activity within the initiative, and built into the beginning of the planning stages. It is viewed as part of everyone's role.

Leadership within the CSAP is fully supportive of gauging progress through evaluation.

Staff and stakeholder time is dedicated to gauging progress.

Staff and/or stakeholders are trained in outcome planning and evaluation to build confidence and skills.

Stakeholders are included in the planning and design of the evaluation ensuring it is practical, relevant and useful.

Staff and stakeholders are willing to act on evaluation results and make adjustments accordingly.

Remember that gauging progress is key to what CSAPs and stakeholders are trying to accomplish. Use it to strengthen your efforts, and own it as a valuable tool that will help you steer your course toward communities that are free from sexual violence. We wish you much success in your work!

Gauging Progress

Activity 1: Developing the Components
of the Logic Model

Purpose: This activity will assist CSAP staff and stakeholders to develop the components of a logic model for the community development initiative.

Resources

Resources are the program inputs - that is, the elements or ingredients which constitute the initiative. For example, most community development initiatives need staff, funds, and participants in order to have an initiative. Other examples of program ingredients are:

1. partnerships with other organizations
2. presentation outlines
3. facilities
4. community support
5. transportation
6. community development model

Now consider the resources for your initiative. Examples are given to start the discussion. Check any that apply and add other categories that apply to your situation.

1. Who mainly works on the initiative?

- | | |
|--|--|
| <input type="checkbox"/> CSAP Staff (List specific types of roles) | <input type="checkbox"/> Stakeholders (List specific types of roles) |
| <input type="checkbox"/> Other (describe) | |

2. Where does the initiative take place?

- | | |
|--|--|
| <input type="checkbox"/> Community settings (describe) | <input type="checkbox"/> Organization facilities |
| <input type="checkbox"/> Participants' homes | <input type="checkbox"/> Congregations |
| <input type="checkbox"/> School settings | <input type="checkbox"/> A neighborhood |
| <input type="checkbox"/> Businesses | <input type="checkbox"/> Other (describe) |

3. What do you need within other organizations and the community?

- | | |
|--|--|
| <input type="checkbox"/> Key allies, collaborations, partners (list) | <input type="checkbox"/> Availability of transportation |
| <input type="checkbox"/> Interagency agreements | <input type="checkbox"/> Availability of related services (describe) |
| <input type="checkbox"/> Community support | <input type="checkbox"/> Other (describe) |
| <input type="checkbox"/> Other community strengths (describe) | |

4. What prevention "technologies" do you need to operate the initiative?

- | | |
|--|--|
| <input type="checkbox"/> Curriculum/presentation material | <input type="checkbox"/> Media and communication materials |
| <input type="checkbox"/> Information systems | <input type="checkbox"/> Community assessment tools |
| <input type="checkbox"/> Best practices or prevention models;
Community development model | <input type="checkbox"/> Other (describe) |

5. How is the initiative supported?

- | | |
|-------------------------------------|---|
| <input type="checkbox"/> Government | <input type="checkbox"/> Donations (describe) |
| <input type="checkbox"/> United Way | <input type="checkbox"/> Foundations |
| <input type="checkbox"/> Businesses | <input type="checkbox"/> Other (describe) |

6. Who is affected by the initiative?

- | | |
|---|---|
| <input type="checkbox"/> Participants (describe) | <input type="checkbox"/> Organizations (describe) |
| <input type="checkbox"/> Community members (describe) | <input type="checkbox"/> Other (describe) |

Activities

Activities are the methods used to influence changes in community conditions; that is, the specific processes and/or events which stakeholders undertake to carry out the initiative. Some examples of activities are:

- | | |
|-------------------------------|--|
| ✓ speaker's bureau | ✓ creating safe places for children after school |
| ✓ media training workshops | ✓ policy advocacy |
| ✓ parent support teams | ✓ performances |
| ✓ community education | ✓ anger management classes |
| ✓ community forums | ✓ recreational opportunities |
| ✓ policy development | ✓ skill-building workshops |
| ✓ informational presentations | ✓ awareness campaigns |
| ✓ prevention partnerships | |

List the processes and/or events that are included in the initiative:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Outputs

Outputs quantify your activities. For example, the number of participants at a presentation or the number of brochures distributed.

Consider the example below for an activity.

How much action is produced by each of your program's activities (listed in the **Activities** section on the previous page)?

Activities	Number and Type of Participants	Number and Duration of Processes or Events
Sexual assault prevention education workshops	90 parents in a rural community	3 series of 3-hour workshops for 6 weeks
Activities	Number and Type of Participants	Number and Duration of Processes/Events

Consider the example below for a product.

Product Provided	Quantity	Timeframe, If Appropriate
Public service announcements	30	over a 3-month period
Volunteer training manual	1	
Product Provided	Quantity	Timeframe, If Appropriate

--	--	--

Outcomes

Outcomes are the changes in community or organizational conditions, or participants' lives, you believe will occur as a result of the initiative's activities.

Outcomes can be short-term, intermediate, or long-term, depending how far out in time they are measured.

Some sample outcomes include:

- ✓ Increased enforcement of sexual harassment policy
- ✓ Increased empathy among boys 12 - 14
- ✓ Decreased community tolerance of sexual violence
- ✓ Maintain community commitment to sexual assault prevention
- ✓ Improved attitudes toward women and girls
- ✓ Increased knowledge of sexual assault issues

What are the measurable and achievable outcomes of the initiative and how soon do they occur?

List each outcome in the left column and indicate short-term, mid-term or long-term in the right column by circling the appropriate response.

Outcomes	Short-Term?	Mid-Term?	Long-Term?
	Short-Term?	Mid-term?	Long-Term?
	Short-Term?	Mid-term?	Long-Term?
	Short-Term?	Mid-term?	Long-Term?
	Short-Term?	Mid-term?	Long-Term?
	Short-Term?	Mid-term?	Long-Term?

Goals

Goals are the ultimate impacts that the community development initiative expects to make, but generally are beyond what one initiative can achieve alone. Goals provide direction and focus to the initiative and are consistent with the larger mission and vision of the stakeholder group and the CSAP. Goals are often closely influenced by many other factors in addition to the actions of the initiative, such as economic conditions and cultural values. Examples of goals are:

- ✓ A community free from sexual violence
- ✓ Public safety
- ✓ Child abuse prevention

List your program's goal below.

PROGRAM EVALUATION LOGIC MODEL

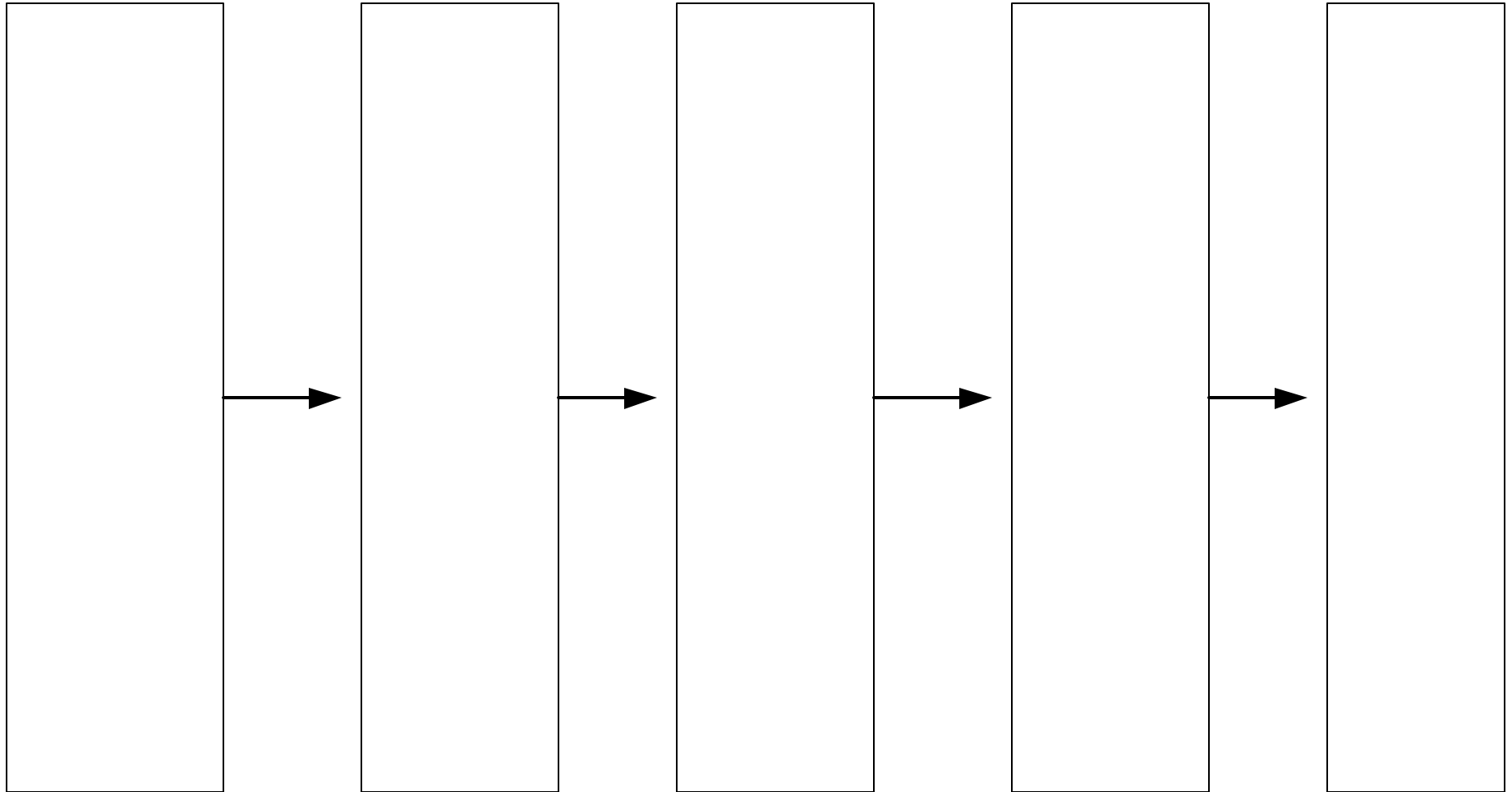
RESOURCES

ACTIVITIES

OUTPUTS

OUTCOMES

GOALS



Gauging Progress

Activity 2: Outcomes in the "Arenas of Action"

It may be helpful to think of the different levels of outcomes in terms of where they fit into the four “Quadrants” or “*Arenas of Action*” (Lofquist, *Technology of Development*, 1996). Activities and outcomes in all four quadrants together represent a balanced sexual assault program.

Where do the outcomes of the community development prevention initiative you are working in fit? The other prevention outcomes of the CSAP? Victim services programs?

1. List the applicable outcomes in each quadrant below, on your own or as a group.
2. Review the lists with others in the stakeholder group and/or CSAP, and discuss where improvements to the balance of the program need to occur, if at all.

Development ← PURPOSE → Problem-Solving

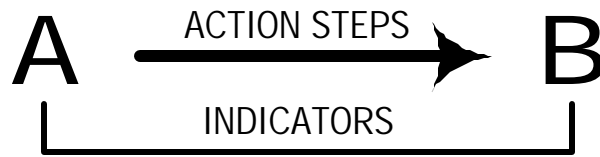
Community ↓ FOCUS ↓ Individual	1. Community Development Changes in conditions -- the products <hr/> <hr/> <hr/> <hr/> <hr/>	3. Community Problem-Solving Changes in the community after a response to a crisis or incident <hr/> <hr/> <hr/> <hr/> <hr/>
	2. Individual Growth & Development Changes in individuals -- the by-products <hr/> <hr/> <hr/> <hr/> <hr/>	4. Individual Problem-Solving Changes in individuals after response to a crisis <hr/> <hr/> <hr/> <hr/> <hr/>

Adapted from Loftquist, William (1996), *The Technology of Development*, Development Publications, Tucson, AZ.

Gauging Progress

Appendix A: Elements of Change

THE ELEMENTS OF CHANGE



STEP 1: CONDITION A

- The current reality
- What's happening now?
- The status quo

A *deep description* of what's happening now can lead to *discernment*, "keen perception or judgement, insight, acumen."

This leads to a *profound understanding* of what's happening now.

A profound understanding of what's happening now is never fully developed, but it grows as we begin to use our deep description to move to action.

Expanding the deep description of what's happening now continues even as we begin to change the current reality and continually push it into the future.

STEP 3: THE INDICATORS

- How will we gauge our progress?
- What indicators will we use?
- How clear are we about our movement from Condition A to Condition B?

The shaping of clear indicators is a form of mental discipline. It takes practice and imagination.

If we find it difficult to shape clear indicators, it may be because our Condition A and Condition B statements are not yet well developed or clear and specific enough.

STEP 4: THE ARROW

- What actions will we take to get from Condition A to Condition B?
- Are our actions clearly connected to our condition analyses and indicators?
- Do our actions have a high probability of getting us to Condition B?

STEP 2: CONDITION B

- The New Reality
- What will we have happen?
- The vision, goal, outcome

A profound understanding of what's happening now can help to define and describe what we will have happen.

Our Condition A statements can lead us into shaping profoundly useful Condition B statements.

Clear, specific and realistic Condition B statements can give us a sense of power and direction needed to attain them.

Well-crafted Condition B statements are beacons that light the way and give us hope.

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Development Publications
Tucson, AZ

Gauging Progress

Appendix B: Sample Tools

A Note About Tools

A few tools are included here to serve as examples of some of the kinds of formats you can use. The particular tool you use depends on the unique outcomes and indicators of the community development prevention initiative with which you are working. If you find a tool already in existence that seems to fit, *make sure* it matches the indicators identified by your stakeholders; in many instances “off the shelf” tools need to be adapted to fit more appropriately. It doesn’t matter if the tool is widely used and standardized – if it does not measure the outcomes you are directly trying to influence, there is no point in using it.

EXAMPLE **Format for Observational Tool**

Date: _____ Start time of observation: _____ End time of observation: _____

Observer name: _____

How often observations are conducted: _____

Outcome being gauged by this observation: _____

Describe the setting being observed:

Describe who is being observed:

Checklist of specific behavior indicators observed:

Check if Observed	Behavior indicator	Criteria to be met
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

OR

How much do the following behaviors happen?

None	Some	A lot	Behavior indicator	Criteria to be met
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Observer Comments:

Note: Use brackets [] around personal interpretation and personal feelings to distinguish them from the description of the setting.

SAMPLE
Observation Checklist
For Student Services meetings at a school

Date:

Length of meeting:

Setting:

Attendees:

1. What were the main issues discussed during this meeting? (e.g., academic achievement, drug/alcohol issues, sexual harassment...)

YES NO

2. Was sexual violence/harassment on the agenda?

☐ ☐

3. Was sexual violence/harassment discussed?

☐ ☐

(If answered "yes" for question 3, please continue; if answered "no" for question 3, please skip to question 8)

4. What was the main content of the sexual violence/harassment discussion?

5. Was agreement reached in this discussion?

☐ ☐

6. What was the length of the discussion? _____

7. Would you say that sexual violence/harassment was taken seriously by the attendees?

☐ ☐

Please explain:

8. Additional notes or comments:

EXAMPLE
OPEN-ENDED INTERVIEW QUESTIONS

1. What is your role in or connection to [the initiative], if any?
2. How aware have you been of [initiative's] efforts in this community?
3. Tell me about [the initiative]. What do you know about its activities, if anything?
4. What have you noticed that has changed in this community, if anything, since [the initiative] began one year ago?

How have individuals (youth, adults, etc.) changed, if at all?

How have organizations changed, if at all?

How has the community changed, if at all?

5. What have you noticed that has changed in you, if anything, since [the initiative] began one year ago?
6. What do you think could be done for the initiative to be more effective?
7. Do you think that the community has a say in the direction of this initiative? (Please explain.)
8. Do you feel that you have a say in the direction of this initiative? (Please explain.)

SAMPLE SURVEY

Defined community: Staff of Washington Middle School

TODAY'S DATE:

Washington Middle School is participating in a statewide sexual assault prevention program as the site of a three-year prevention project. Utilizing community development strategies, the prevention project is aimed at mobilizing students, staff, and parents of Washington Middle School to make your school free from all forms of violence, including sexual violence.

Periodically the project gathers feedback from students, staff, and parents to assess how the project is working. Names and other identifying information will not be attached to answers, so please answer as honestly as you can.

- 1. In your opinion, how much of a problem is sexual harassment among students at Washington Middle School?**

1	2	3	4	5
Not a problem at all		Somewhat of a problem		Very much a problem

→ Has this level increased, stayed the same, or decreased in the last year?

☐ Increased ☐ Stayed the same ☐ Decreased

- 2. On a scale of 1 – 5, how seriously do you treat each of the following issues? (Please circle one of the numbers to the left of each issue to indicate your response):**

1 = Not Very Seriously, 5 = Very Seriously

1 2 3 4 5 Substance abuse

1 2 3 4 5 Gun violence/gangs

1 2 3 4 5 Domestic violence

1 2 3 4 5 Child abuse

1 2 3 4 5 Teen pregnancy

1 2 3 4 5 Teen smoking

1 2 3 4 5 Sexual assault

1 2 3 4 5 Sexual harassment

3. About how much total *class time* have you spent this past school year addressing issues of sexual harassment/sexual violence (e.g. guided discussions, guest presentations, etc.)?

☐ None/less than 1 class period

○ 3 – 5 class periods

☐ Not Applicable

- 1 class period

☐ 6 or more class periods

- 2 class periods

☐ Other _____

4. About how much total *extra-curricular time* have you spent this past school year addressing issues related to sexual harassment/sexual violence (e.g. participating in training, volunteering, etc.)?

☐ None

○ 7 – 9 hours

☐ Not Applicable

○ 1 – 3 hours

○ 10 + hours

☐ 4 – 6 hours

☐ Other

5. The following table is a list of certain activities that took place this past school year. (Please check whether or not you attended or encouraged students to attend each activity):

Activity	Did you attend?	Did you encourage students to attend?
1. STARS Anti-Violence Pledge Drive	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
2. Peace Academy Forum	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No
3. SAVE Peace March	<input type="radio"/> Yes <input type="radio"/> No	<input type="radio"/> Yes <input type="radio"/> No

6. Did you attend the staff training on sexual harassment in April 2000? ☐ No ☐ Yes

→ If Yes, how useful was the information to your work?

1 2 3 4 5
Not useful at all Somewhat useful Very useful

7. During the 1999-2000 school year, how much difference do you believe the Prevention Project has made in preventing sexual harassment in Washington Middle School? (Please circle one number on the scale below to indicate your response.)

1 2 3 4 5
No Difference A Lot of Difference

→ What do you see, hear, or read that tells you this?

8. In what ways do you think *school staff* can help prevent sexual harassment/sexual violence in Washington Middle School?

9. In general, how much sexual harassment at Washington Middle School do you think is just “kids being kids?”

☐ All ☐ Most ☐ Some ☐ None

What is your current position? ☐ Teacher ☐ Counselor ☐ Administrator

How many years have you held this position at Washington Middle School? _____ years

Your Gender: ☐ Male ☐ Female

Thanks again for taking the time to complete this questionnaire.

SAMPLE SURVEY

Defined Community: Service Providers in Spokane with common mission to end sexual violence

- 1. The following questions ask for your opinion using the following scale. Circle one number for each question to indicate your response.**

1 2 3 4 5
 Strongly Disagree Strongly Agree
 DK = Don't Know

Question						
A. I am confident about the Partnership's readiness to effect changes that will help prevent sexual assault.	1	2	3	4	5	DK
B. The Partnership is willing and committed to making changes that will help prevent sexual assault.	1	2	3	4	5	DK
C. I am confident that the Partnership will make sustainable progress in preventing sexual assault.	1	2	3	4	5	DK

- 2. Please answer the following questions with the agency/organization for which you work in mind. Circle one response for each question using the following scale:**

1 2 3 4 5
 Strongly Disagree Strongly Agree
 DK = Don't Know

A. My agency/organization sees sexual assault as a problem in the community.	1	2	3	4	5	DK
B. My agency/organization recognizes the impact of sexual assault as a problem for our clients and the agency.	1	2	3	4	5	DK
C. My agency/organization is willing to collaborate with other agencies to prevent sexual assault.	1	2	3	4	5	DK
D. My agency/organization is taking a leadership role in sexual assault prevention (e.g., sponsoring activities, providing resources).	1	2	3	4	5	DK
E. My agency/organization has adopted a code of ethics regarding sexual assault prevention.	1	2	3	4	5	DK
F. My agency/organization believes sexual assault prevention should be delayed until important treatment needs are met.	1	2	3	4	5	DK

- 3. In the last 12 months, how much difference do you believe the Partnership has made in preventing sexual assault in Spokane? Please circle one number on the scale below to indicate your response.**

1 2 3 4 5
 No Difference A Lot of Difference

➔ What do you see, hear, or read that tells you this?

SAMPLE PROCESS QUESTIONS FOR STAKEHOLDERS

Time period covered: _____ Initiative/Project: _____

Person(s) completing this form: _____

1. List the initiative's greatest successes, accomplishments, achievements during this period. What worked particularly well? What facilitated these successes?	
Success:	What facilitated it?
Success:	What facilitated it?
Success:	What facilitated it?
2. List the initiative's greatest challenges, barriers, frustrations, disappointments. What did not work so well? What caused each challenge?	
Challenge:	What caused it?
Challenge:	What caused it?
Challenge:	What caused it?
3. What happened that you had not expected?	
4. What insights have you had about the initiative's development? What have you learned?	
5. What adjustments, if any, are planned for the initiative based on what you have learned?	

Gauging Progress

Appendix C: Tips for Writing Survey Questions

Writing good survey questions is a technical skill that takes practice. Many things have to be considered simultaneously, such as what information is needed, how to format the questions, how to make the questions understandable, and how to avoid wording problems to reduce measurement error. The following guidelines and examples will give you some pointers if you decide to write your own survey questions. For a more complete discussion about surveys, we highly recommend the book *How to Conduct Your Own Survey*, by Priscilla Salant and Don Dillman. It is written for people with no formal survey training in a friendly, jargon-free format.

Guiding Principles for Writing Survey Questions⁶:

1. **Use simple words**

→ Questions should be free from jargon and be written at a literacy level appropriate for the respondents

2. **Be concrete and specific**

→ For example, if asking people to recall something from memory, provide a specific time frame.

→ When possible, avoid questions about abstract concepts

3. **Avoid biased words**

→ For example, the word “rape” is more emotionally charged than “sexual assault” and may influence responses.

4. **Avoid biased response categories**

→ Provide the complete range of response options that are equally balanced between more positive answers and more negative answers.

Biased:

- ☐ Always
- ☐ Almost always
- ☐ Never

Less biased:

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never

5. **Each question should convey just one idea**

6. **Use more than one question to measure an attitude or belief**

→ This way you are not relying on a single question to measure a complicated attitude or belief.

⁶ The guidelines listed here are adapted from Salant, Priscilla and Don Dillman (1994). *How to Conduct Your Own Survey*, New York: John Wiley & Sons.

How do You Know You're Measuring What You Think You're Measuring?

Pilot testing

Validity is an important consideration when you are writing your own survey questions. One excellent way to check your questions for validity is to **pilot test** the survey tool. Some guidelines for pilot testing are as follows:

1. **Identify six to ten people similar to the people likely to respond to the survey.**
2. **Have them complete the survey, and then ask for feedback on the questions.**
 - Were the questions written clearly?
 - Did they understand what the questions were intended to ask?
 - Did the questions and response options apply to them?
3. **Use the feedback to make any necessary revisions to the questions.**

EXAMPLES OF STRONG AND WEAK SURVEY QUESTIONS

EXAMPLE #1

Indicator: Parents feel they have a say in what happens at the daycare setting

Weak: How often are parents invited to daycare staff meetings?

- ☐ Always
- ☐ Often
- ☐ Sometimes
- ☐ Never

Explanation:

- Though the question format is strong, the question itself does not match the idea conveyed in the indicator – how often parents are invited does not indicate whether parents believe they have a say in what happens at the daycare.

Stronger: How much do you agree or disagree with the following?
"As a parent, I have the ability to influence the way the daycare is run."

- ☐ Strongly agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

Explanation:

- The question format allows parents to rate the degree to which they feel they have a say in what happens at the daycare.
- The question makes the indicator even more specific by defining "have a say in what happens" as "ability to influence the way the daycare is run."

EXAMPLE #2

Indicator: Community members believe a person is not "asking to be sexually assaulted" if the person wears revealing clothes.

Weak: "The way a girl dresses or where she hangs out at night leads to sexual assault."

- ☐ True ☐ False

Explanation:

- There is more than one idea conveyed in the question (i.e. "double-barreled"), which means it is possible to have different opinions about "the way a girl dresses" and "where she hangs out at night" in relation to her responsibility.
- The term "leads to" is ambiguous. It is hard to tell if it means "causes," "contributes to," and/or that she is in fact responsible.
- The phrase "the way a girl dresses" does not convey the specific nature of the indicator, which specifies "revealing clothes."
- The true/false response option does not allow you to see small changes over time, and forces people to pick one or the other on an issue that is very complex for many people.

Stronger: How true is the following statement?

"A girl who wears revealing clothes puts herself in the position to be sexually assaulted."

- ☐ True
- ☐ Mostly true
- ☐ Sometimes true
- ☐ Not true

Explanation:

- There is only one idea conveyed in the question.
- The wording more specifically matches the indicator.
- The range of responses from which to choose allows you to gauge the *variation* of responses to this question – it will allow you to see both differences between groups of people who answer the questions (e.g. males and females), as well as even small changes over time (i.e. between baseline and follow-up).

EXAMPLE #3

Indicator: Community members understand the meaning of "consent"

Weak: "It is OK to have sex with someone if he or she consents and has been drinking alcohol."

- ☐ Yes
- ☐ No

Explanation:

- The question conveys more than one idea – "consent" and "drinking alcohol"
- The question does not match the indicator – it does not measure *knowledge* of what "consent" actually means.
- The yes/no response option does not allow you to detect variations in the way people answer the question, and forces people to pick one or the other on an issue that is very complex for many people.

Stronger: "Which of the following are examples of a person giving consent to sexual activity?" (please check all that apply)

- ☐ Person says nothing
- ☐ Person says "yes"
- ☐ Person says "I don't know"
- ☐ Person says "no," but doesn't push away
- ☐ Person says "yes," but is visibly drunk or high

Explanation:

- The question conveys only one idea.

- The response options give a range of examples from which to choose to demonstrate knowledge of the concept.
- The response options represent different aspects of consent.

Gauging Progress

Appendix D: References and Resources

References and Resources

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