Investing in Evidence:

Building Evaluation Capacity in the Movement

National Sexual Assault Conference 2013

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As You Wait…

1. Find a colored index card on your seat.
2. Look at the the image stuck to it.
3. Allow that image to inspire your thinking about why evaluation is important.
4. On the card, write a short answer to the question: “Why evaluate?”

Thank you!

Today…

1. Why evaluate prevention programs?
2. What is evaluation capacity?
3. What resources, supports and time are needed to do evaluation well?
4. How can we build evaluation capacity?

Why Evaluate…

- There are many good reasons to evaluate your work.

Why Evaluate?

Why Evaluate?

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Why Evaluate?

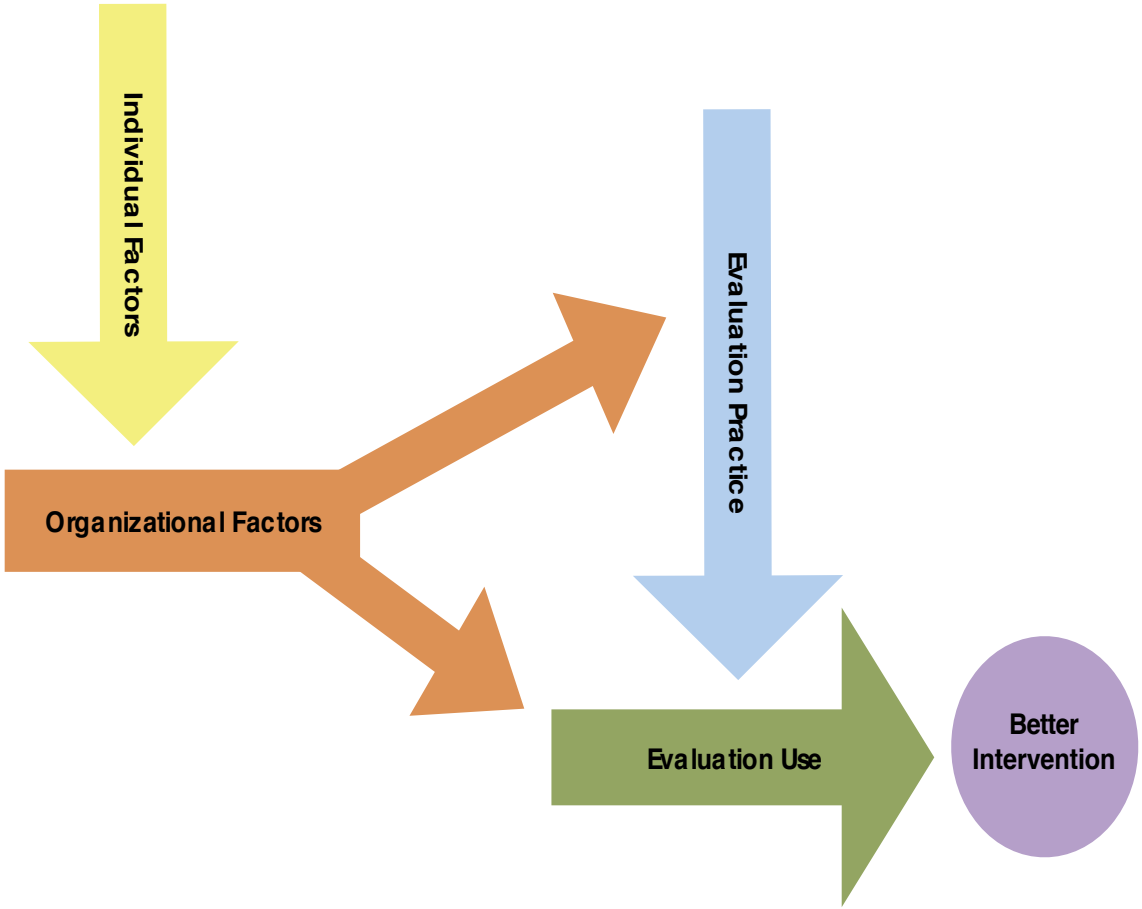
Evaluation Capacity

- Conceptualize: What is it?
- Measure: How to assess it?
- Increase: How to build it?

Taylor-Ritzler, T., Suarez-Balcazar, Y., Garcia-Iriarte, E., Henry, D.B., & Balcazar, F.B. (2013). Understanding and measuring evaluation capacity: A model and instrument validation study. *American Journal of Evaluation, 34*, 190—206.

Taylor-Powell, E., & Boyd, H.H. (2008). Evaluation capacity building in complex organizations. In M.T. Braverman, M. Engle, M.E. Arnold, & R.A. Rennekamp (Eds.), *Program evaluation in a complex organizational system: Lessons from Cooperative Extension. New Directions for Evaluation, 120,* 55–69.

Evaluation Capacity: What is it?



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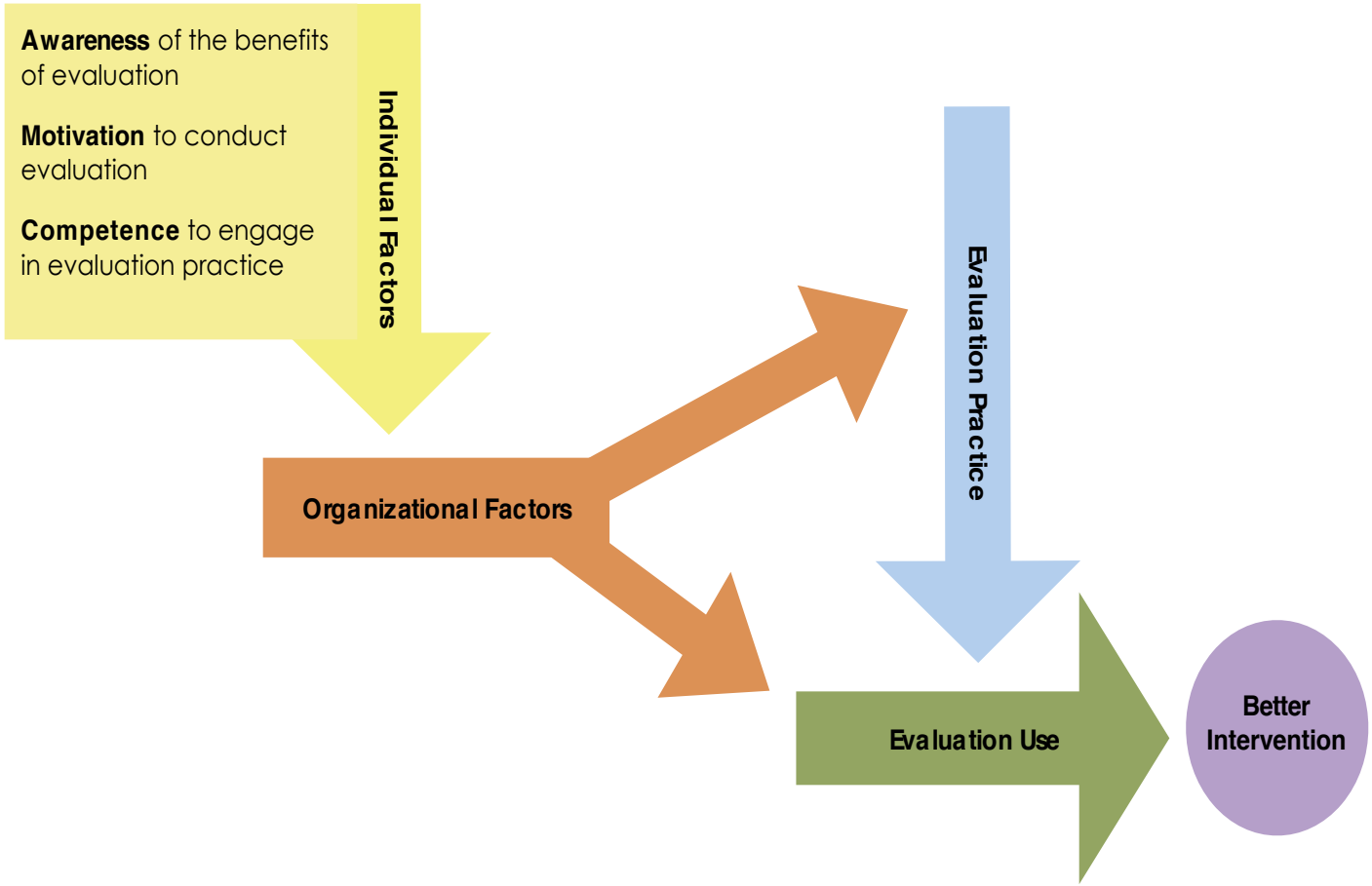

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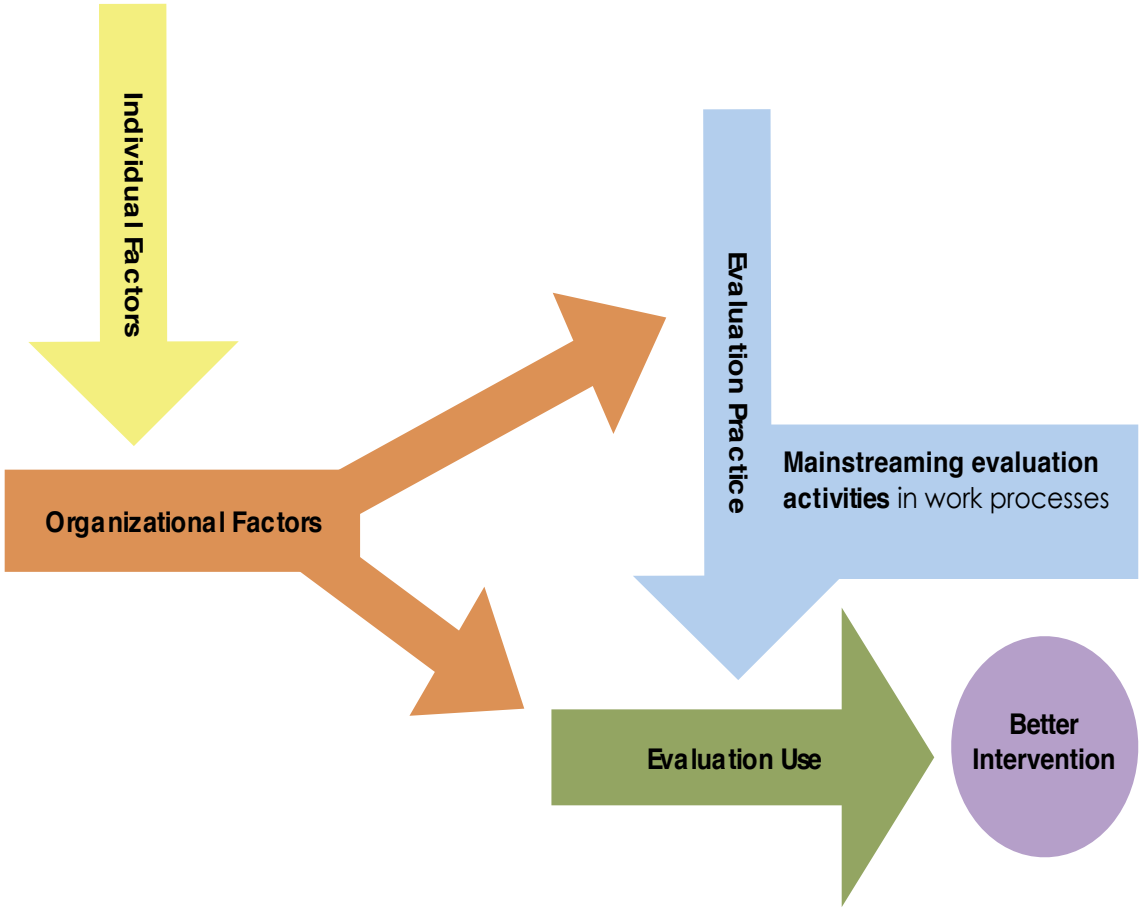

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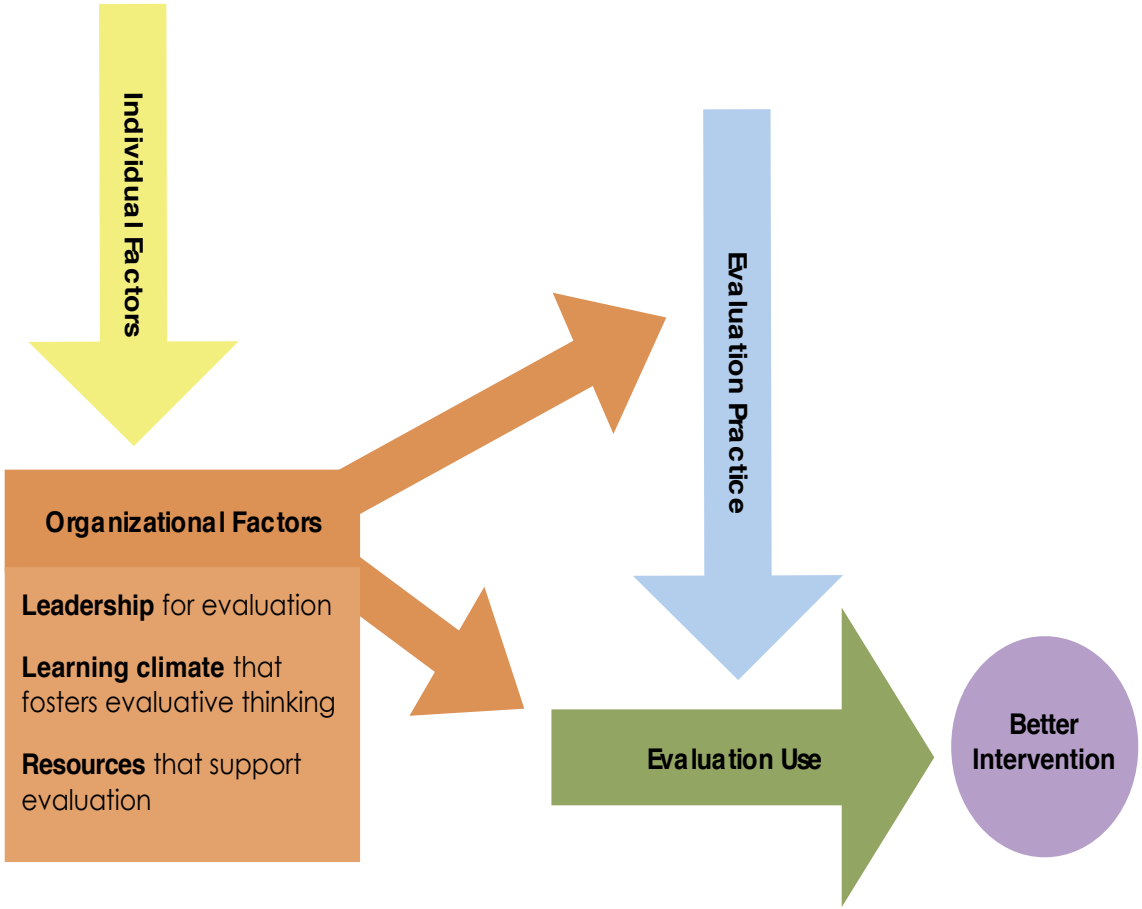
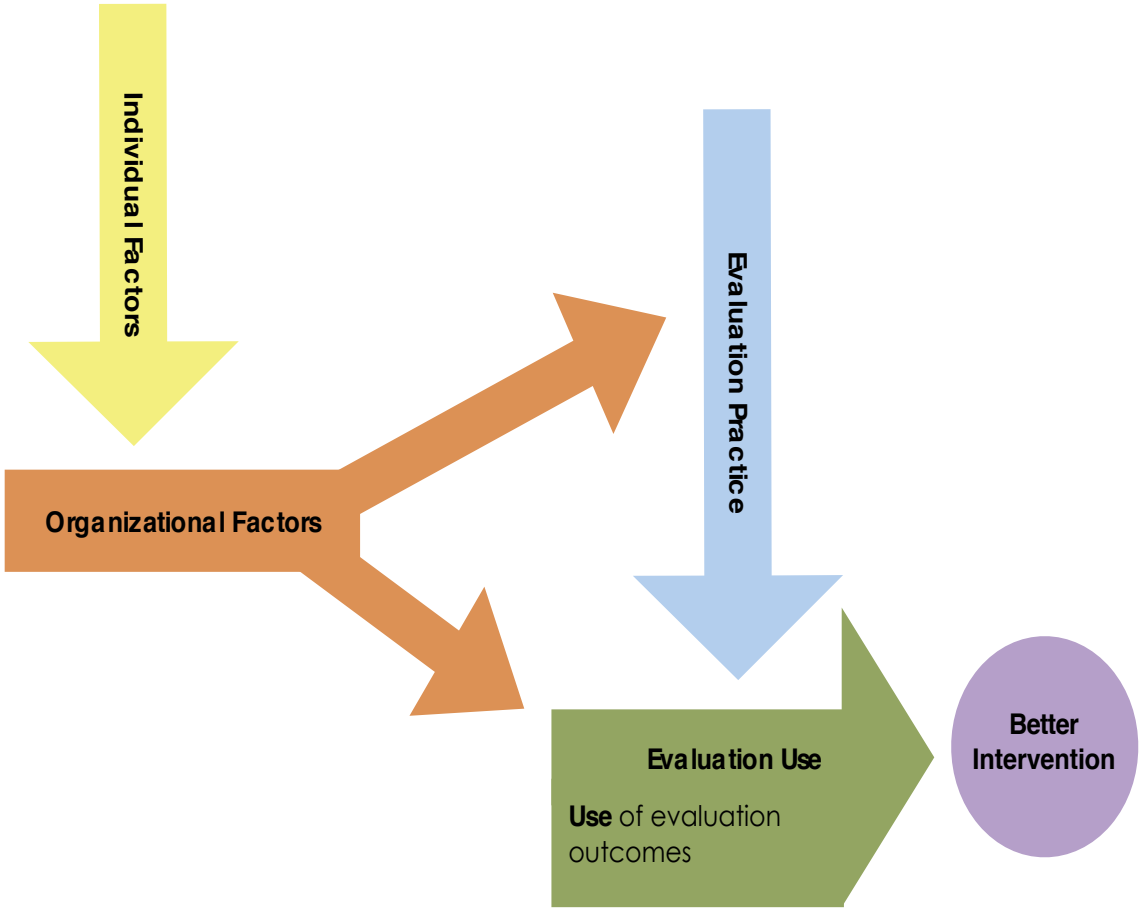
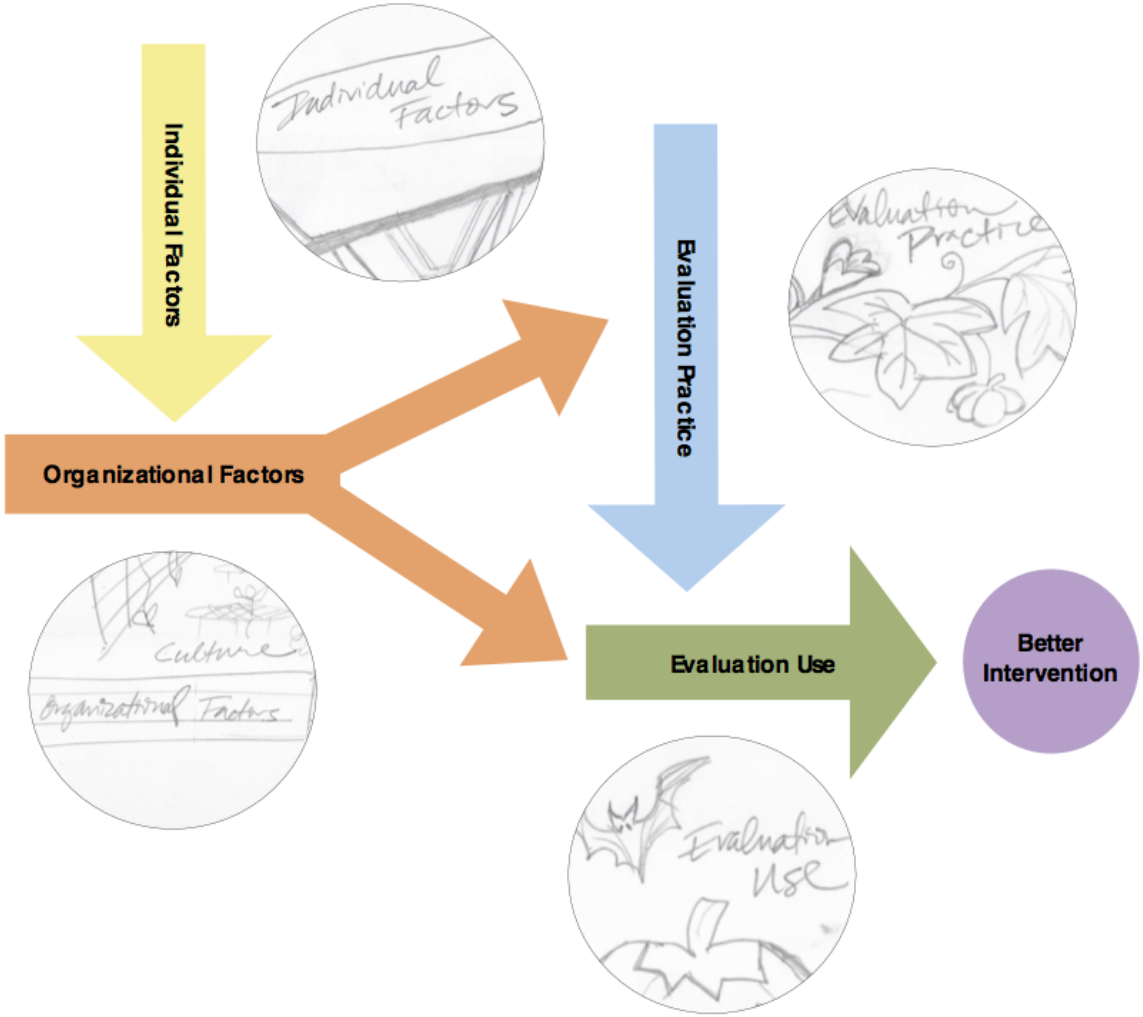


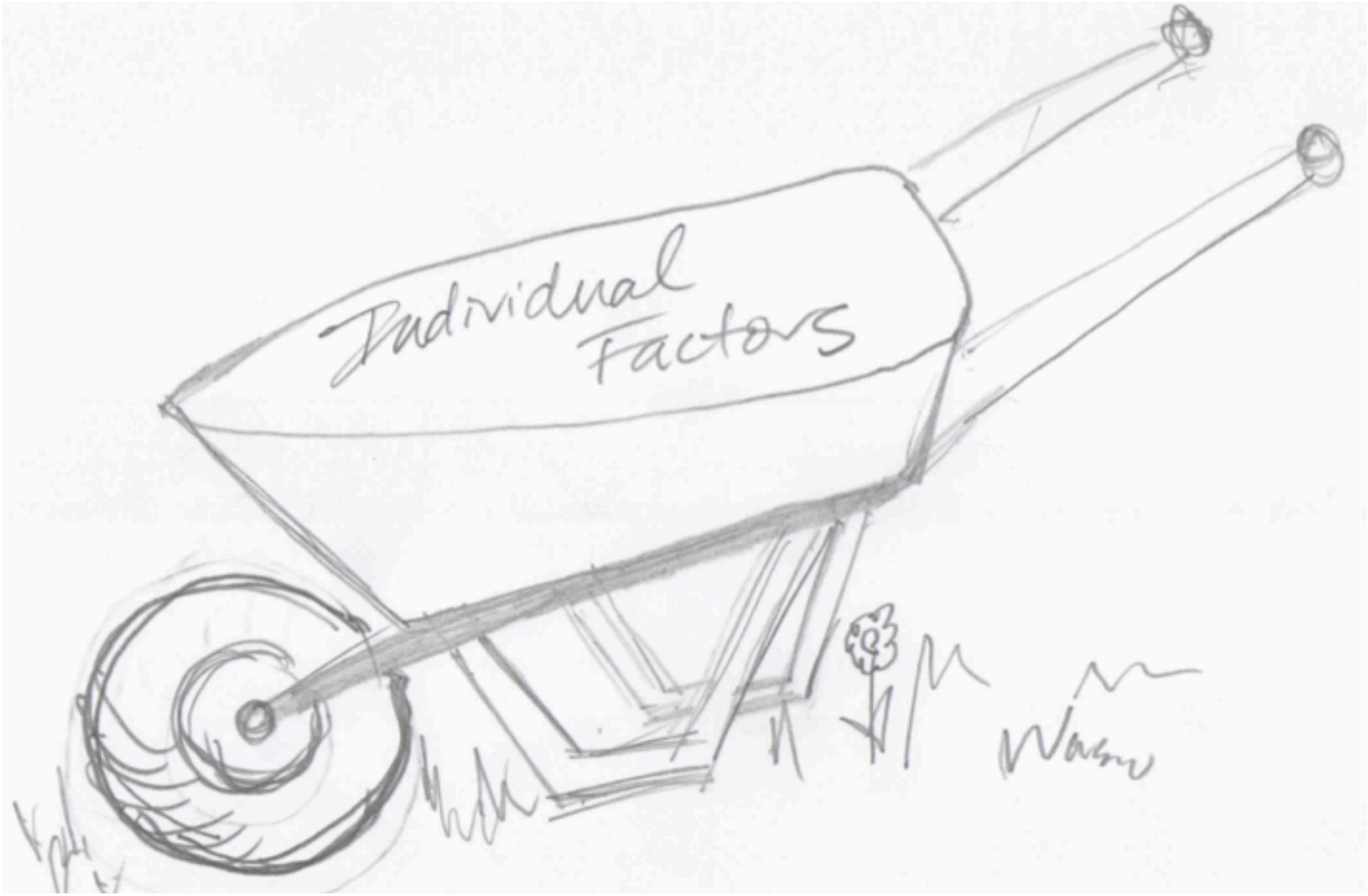
Evaluation Capacity: What is it?



Evaluation Capacity: An Analogy



Individual Factors

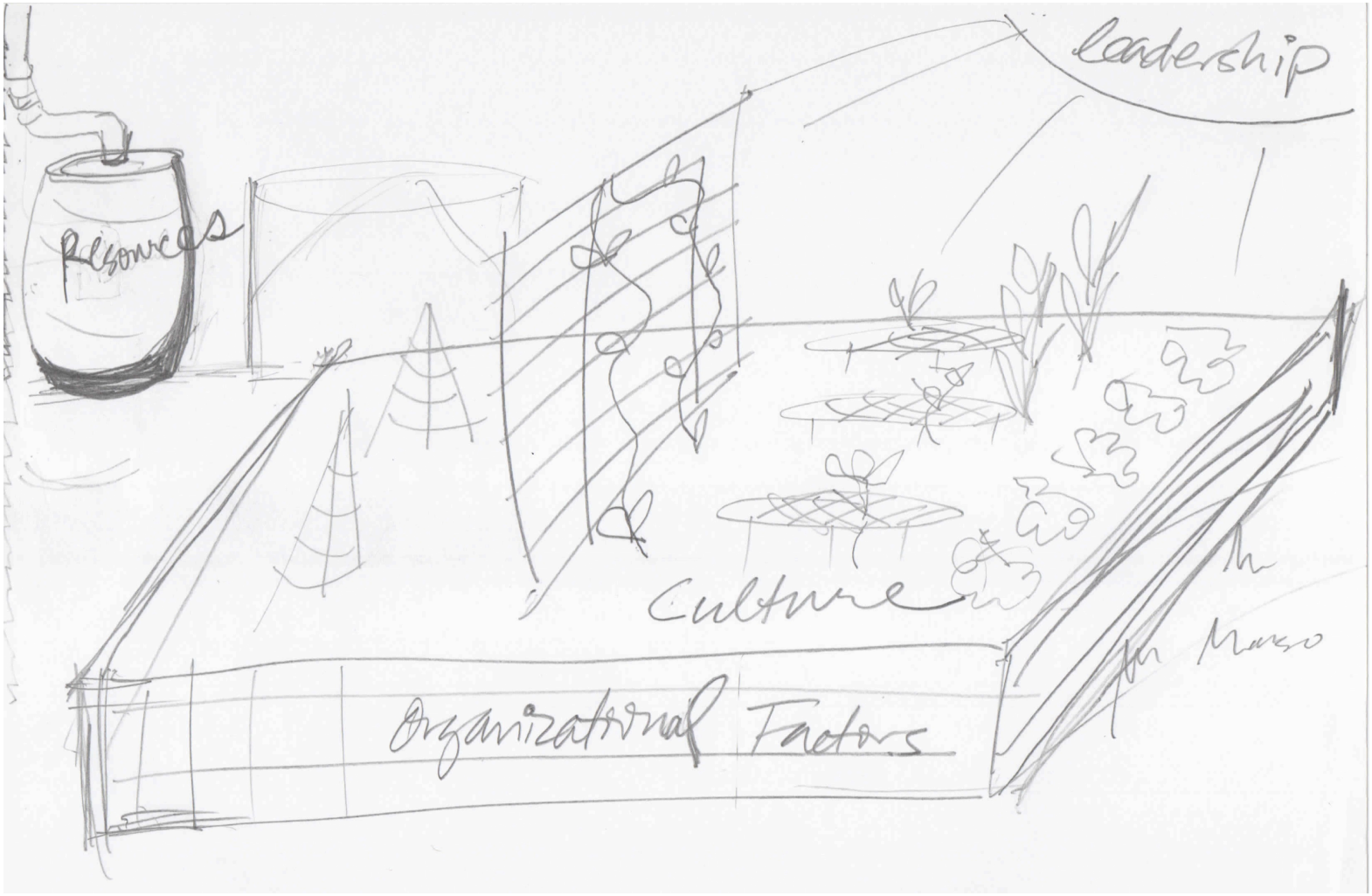


Individual Factors: Awareness of the benefits of evaluation

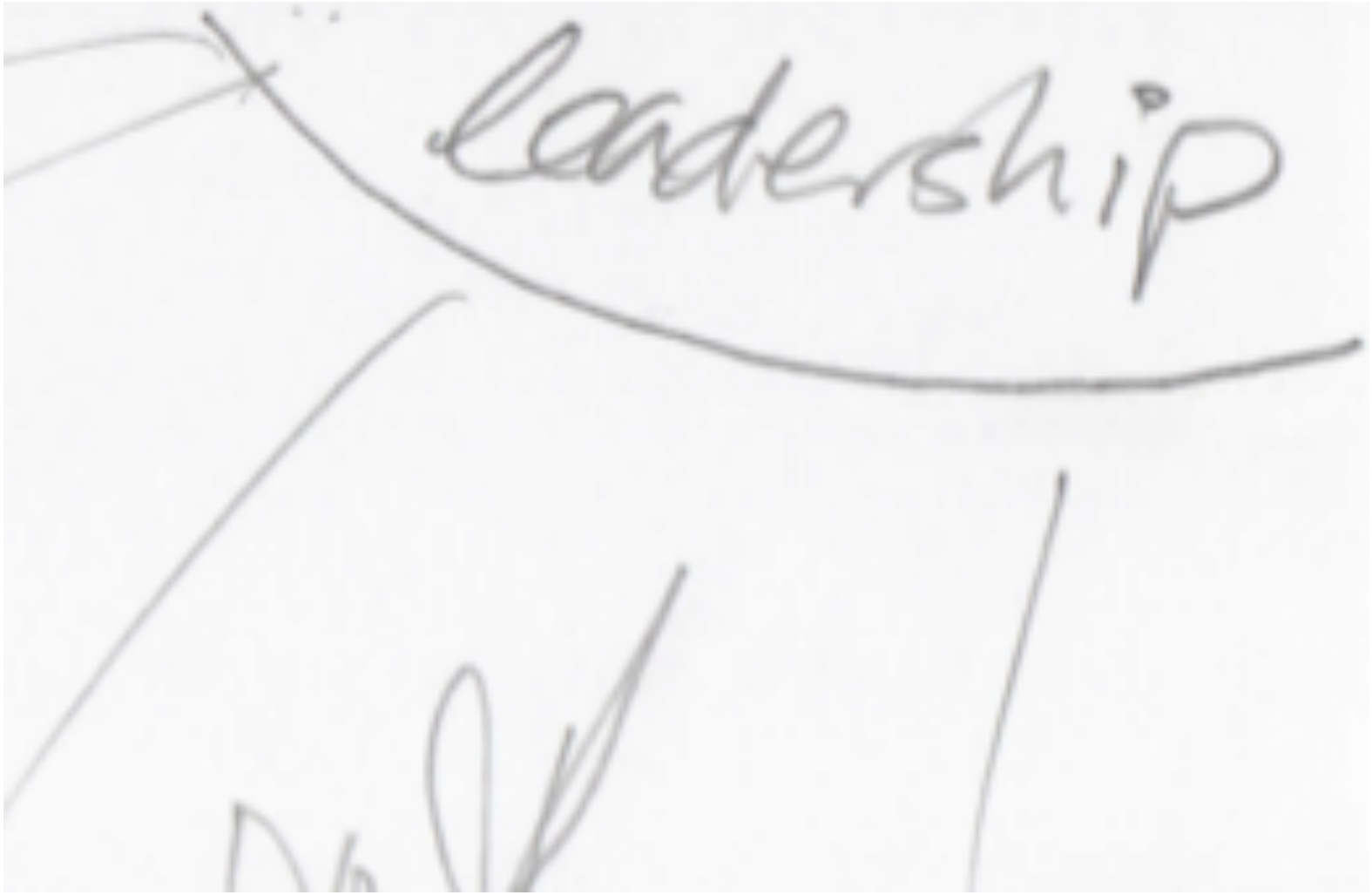
Individual Factors: Motivation to conduct evaluation

Individual Factors: Competence to engage in evaluation practice

Organizational Factors



Organizational Factors: Leadership for evaluation



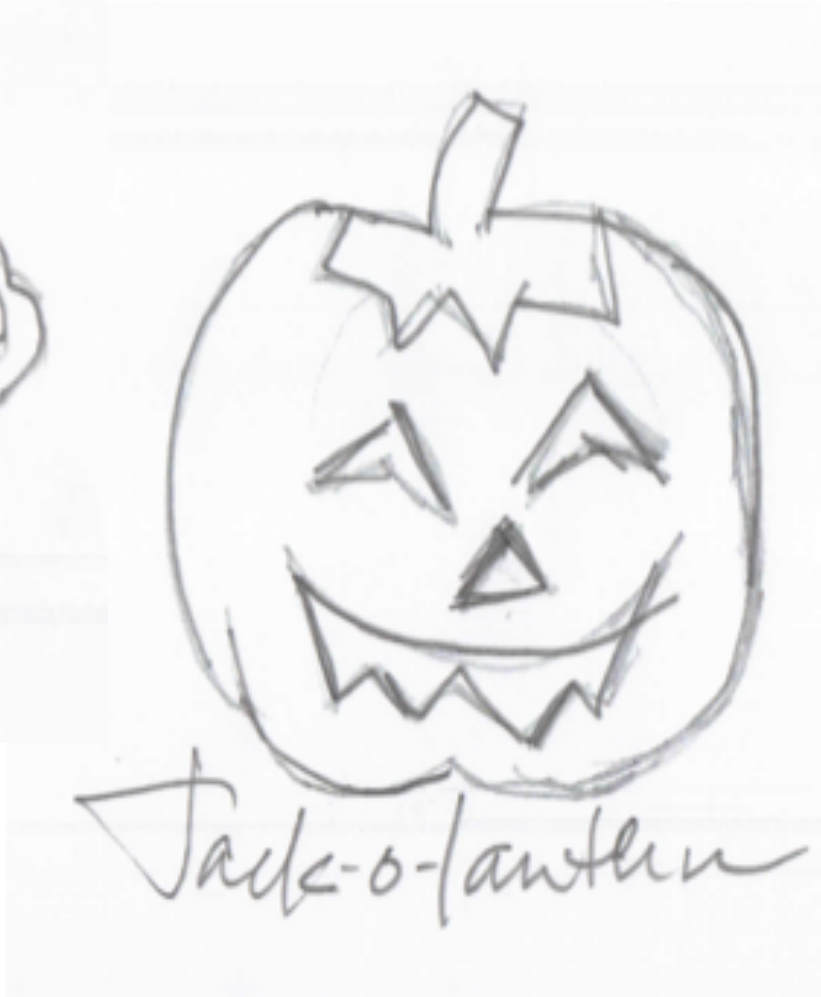
Organizational Factors: Resources that support evaluation

Organizational Factors: Learning climate that fosters evaluative thinking

Evaluation Practice

Evaluation Use

Multiple Uses of Evaluation Outcomes



Example: PAAR's Youth Curriculum

- **High** school and **middle** school versions
- 10 - 15 sessions

- **New** schools:
  - 3 high schools, urban and suburban, **during class**
  - 2 middle schools, urban, **after school**

What They Wanted to Learn

- Identifying harm in advertising

- Distinguish between violence and consent

"…He leaned over and started kissing me. I really liked it…I told him that I thought we should stop. He rolled over on top of me and kissed me again. I told him again that I thought we should stop…"

1. Do you think that a rape occurred? Yes No

2. How sure are you of your answer?

Very unsure	Moderately unsure	A little unsure	A little sure	Moderately sure	Very sure

- Survivor-supportive attitudes

7. How sure are you that Destiny is telling the truth?	Very unsure	Moderately unsure	A little unsure	A little sure	Moderately sure	Very sure
8. How sure are you that Destiny should tell someone about what happened?	Very unsure	Moderately unsure	A little unsure	A little sure	Moderately sure	Very sure

9. What would you say to Destiny if you were her friend?

- Likelihood of intervening

Tell a friend I'm concerned if I see their boyfriend or girlfriend acting jealous or trying to control them	Not at all likely	A little unlikely	Neutral	A little likely	Very likely
Speak out against sexist jokes when I hear them	Not at all likely	A little unlikely	Neutral	A little likely	Very likely

- Use of conflict resolution strategies

My friend or girlfriend/boyfriend respected my feelings.	Yes	No
I respected my friend's or girlfriend's/boyfriend's feelings.	Yes	No
My friend or girlfriend/boyfriend insulted or swore at me.	Yes	No
I insulted or swore at my friend or girlfriend/boyfriend.	Yes	No

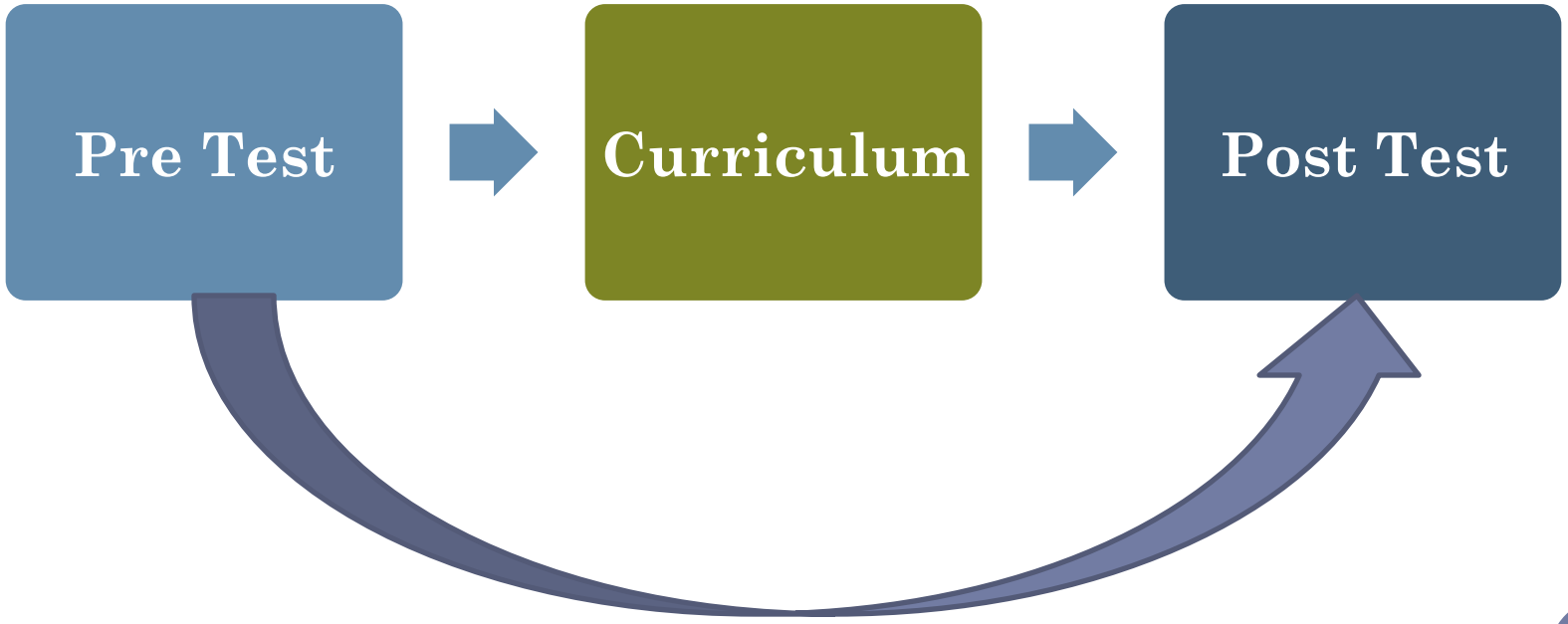
How They Wanted to Use Findings

- **Strengthen** the curriculum

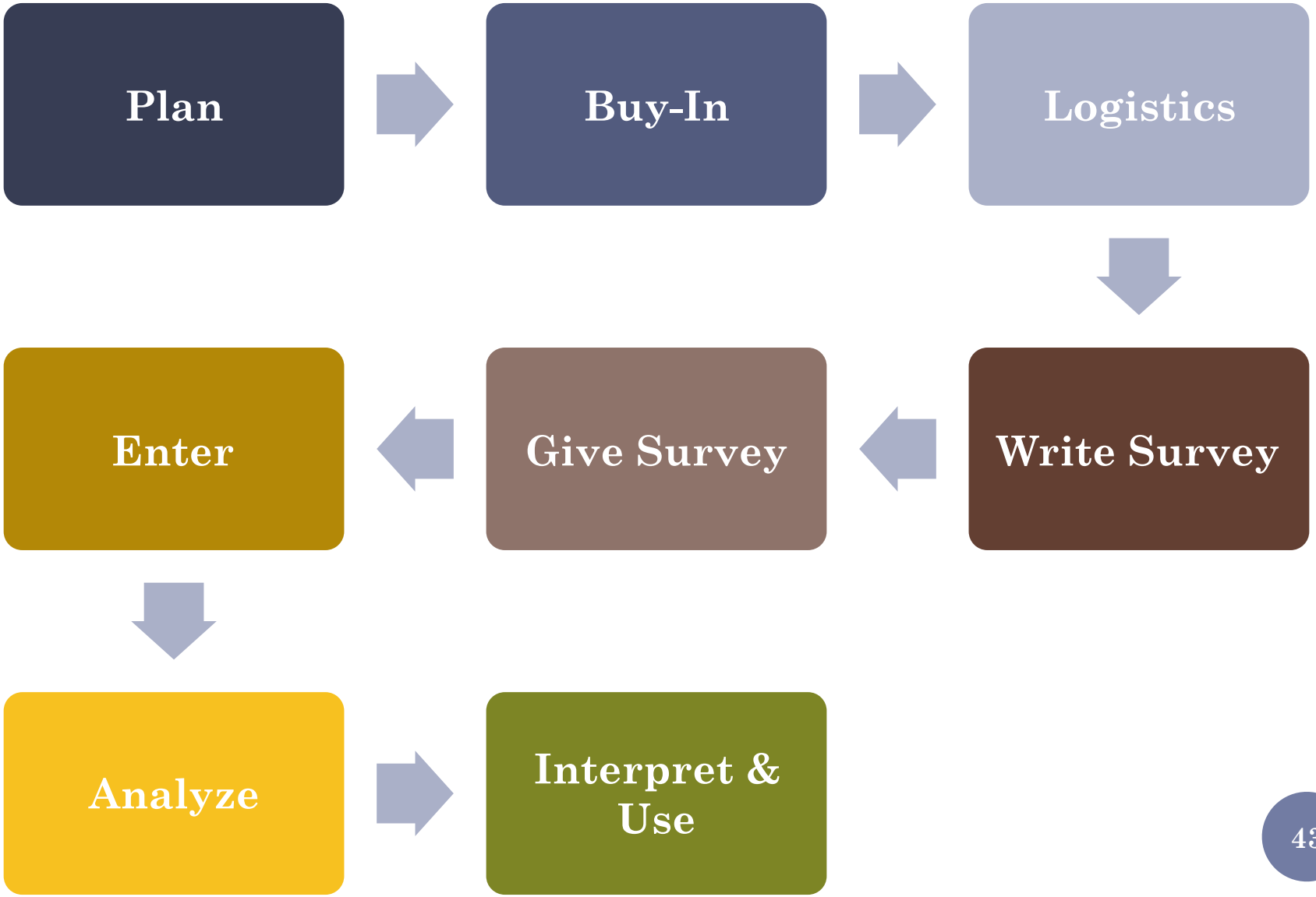
- **Leverage** support
  - Schools
  - Community
  - Funders

How They Collected Data / Evidence

How They Collected Data / Evidence



If your agency was going to do a similar evaluation, what would you need to do?


Plan
Buy-In
Logistics
Write Survey
Give Survey
Enter
Analyze
Interpret & Use

What would you need or need to do to carry off the evaluation?

Resources

- Staff availability
- Relationships
- Access
- Staff skills
  - Survey development
  - Data entry
  - Data analysis
  - Interpreting and using findings
- Staff attitudes
- Community attitudes
- Staff input
- Copying
- Database
- Funding
- Time

How long do you think it would take?

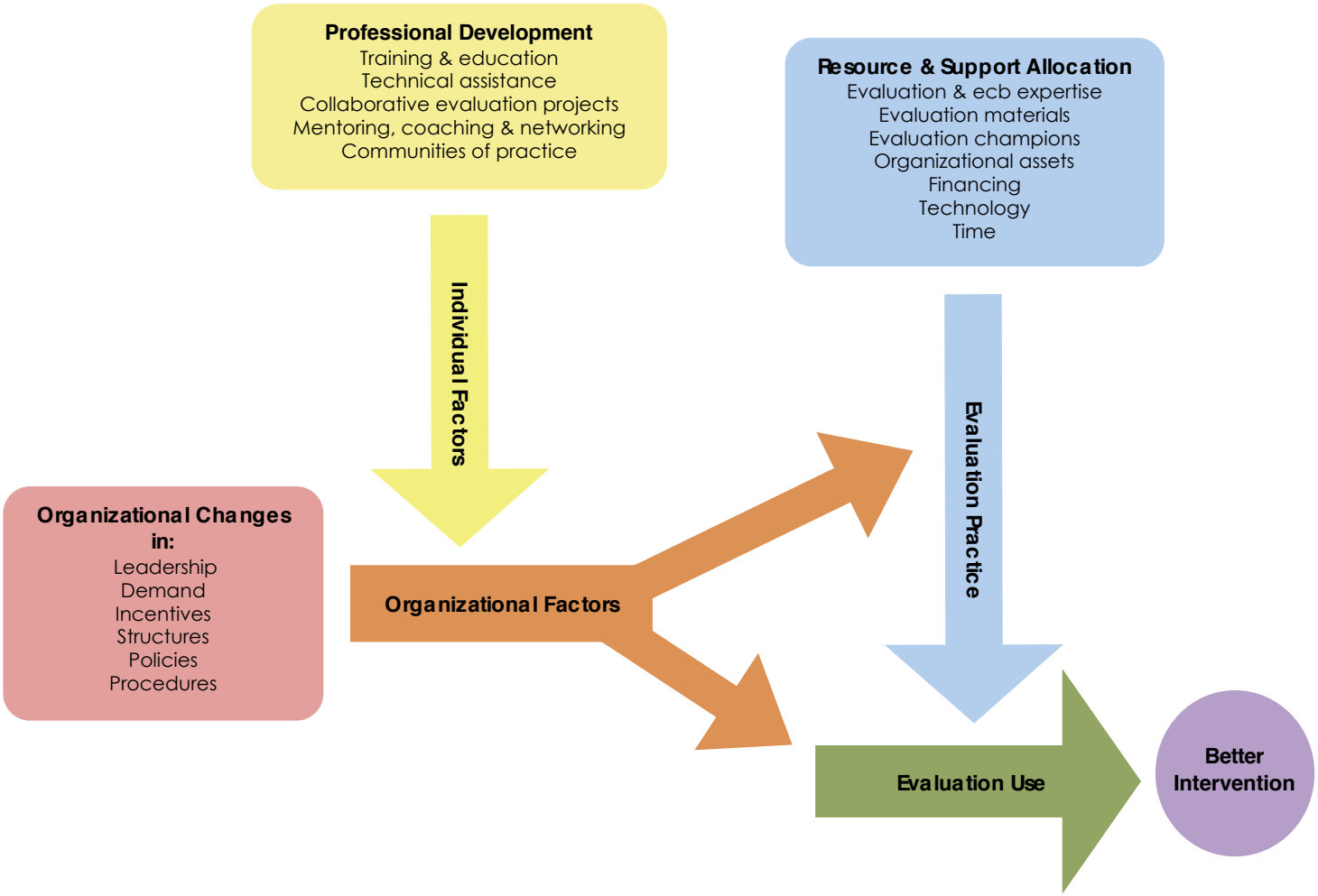
Planning & Logistics
Survey Writing
m & Data Collection
Entry, Analysis & Summar
Revisions & Use

g &
Logistic
s
2
Survey
Writing
1 month
m &
Data
Collecti
on
6
Analysis
&
Summar
y
Revisio
ns &
Use
1 month

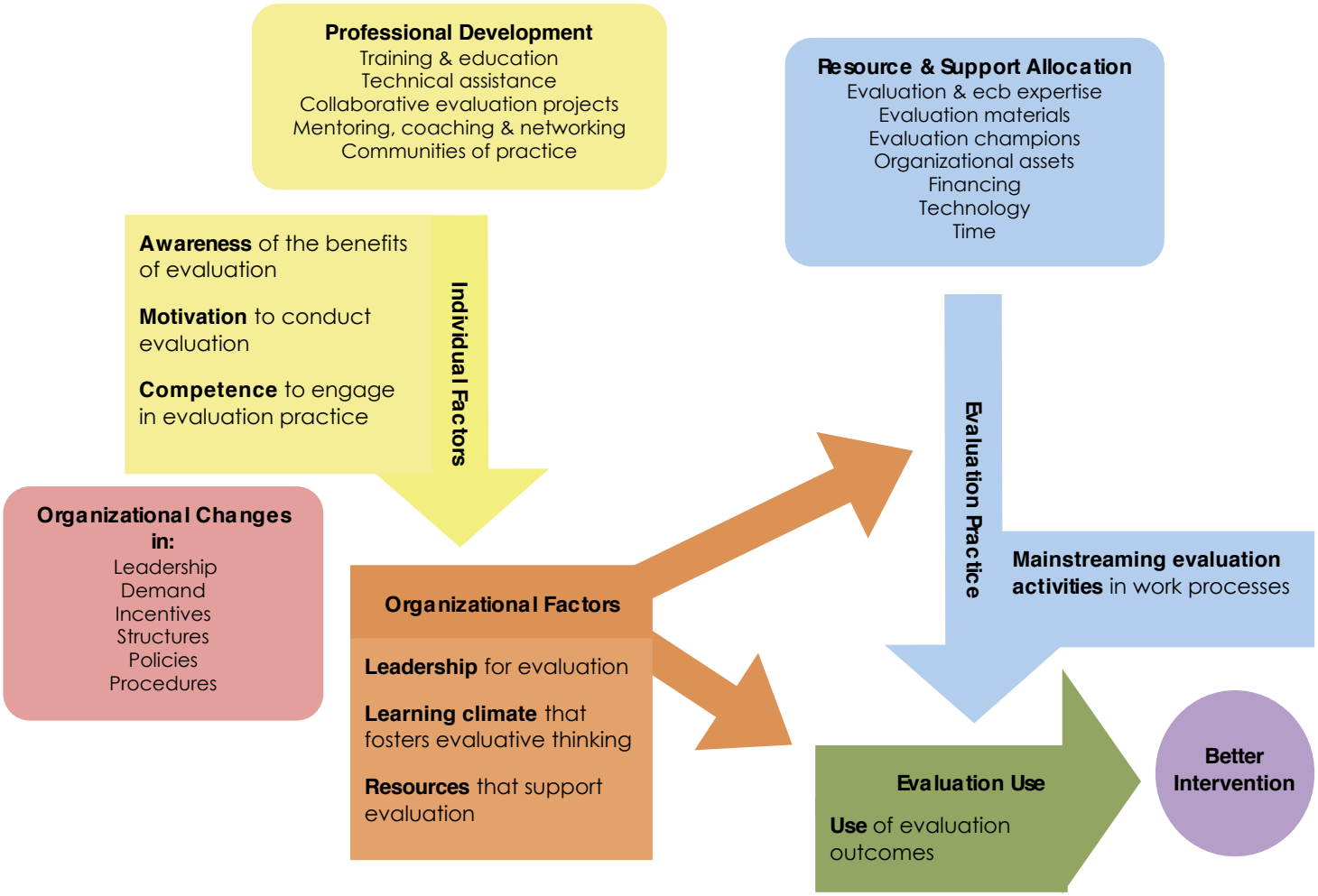
Evaluation Can…

- Build relationships
- Strengthen interventions
- Shape vision
- Build confidence and enthusiasm
- Leverage support

Evaluation Capacity: How to build it?



Evaluation Capacity: How to assess it?



Thank you for all you do!

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  Sharon.Wasco@gmail.com

Better Intervention