



Oregon Attorney General's Sexual Assault Task Force Program Evaluation Manual

March, 2007

A Collaborative Approach to Address Adult and Adolescent Sexual Assault in Oregon

“While there is greater recognition of the reality of sexual violence in society, more still needs to be done to prevent sexual violence. Additional strategies are needed to stop sexual violence before it occurs, to reduce the risk of susceptible populations, to create a climate where sexual violence is not tolerated, and to develop environments where healthy relationships and healthy sexuality is the norm.”

- *Recommendations to Prevent Sexual Violence in Oregon: A Plan of Action* (2006, p. 8)

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The Purpose of this Manual

This manual is written for Rape Prevention and Education grant applicants, grantees and stakeholders. Its primary purpose is to facilitate a comprehensive and coordinated Oregon-wide sexual violence *evaluation* effort. The manual describes the different types of prevention and key features for evaluating primary prevention efforts.

The objectives of the manual are to:



- a) create common, statewide program evaluation knowledge;
- b) ground prevention efforts in best practice and common theoretical frameworks;
- c) establish common and clear program evaluation guidelines; and
- d) create a forum where useful evaluation resources are shared and are easily accessible.

Our hope is that the manual will remind individual programs that their work is a very important part of a coordinated, state-wide initiative to prevent sexual violence. The manual will help grant applicants and grantees answer the following program planning and evaluation questions:

- What are the features of the most effective programs and how can we tailor those features to our program? Put another way, what kind of a program should we create and to whom should we direct our programming for the best possible outcomes?
- Utilizing these programs, what are the most likely/achievable outcomes?
- How will we most efficiently measure key outcomes? What are the most useful strategies and tools to determine how well our programs are meeting their goals?
- How will we analyze and interpret our findings? How can this information be used to guide our practice, enhance our programs, and increase community safety?

“We believe that primary prevention efforts must focus simultaneously on males’ perpetration of sexual violence as well as on raising the status of women and girls; that all efforts must include the involvement of both men and women to be successful; that the problem is of such a pervasive scope that it must be solved with assistance from all members of Oregon’s communities.”

- *Recommendations to Prevent Sexual Violence in Oregon: A Plan of Action* (2006, p. 8)

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Task Force History

Seeing a lack of improvement in sexual assault response as a concern, a group of victim advocates organized a 1999 statewide multidisciplinary gathering to assess how Oregon addresses adolescent and adult sexual assault. In May of 1999, 130 people spent two days at the Sexual Assault Summit assessing needs and identifying strategies for meeting them.

The top issues identified as critical to improving the state's response to sexual assault included:

- the need for adequate, specific, and quality training for responders;
- greater financial resources to improve local response;
- adequate, specific, consistent and useful data to improve our understanding of the problem; and
- closer and more cooperative local collaboration in the response to sexual assault.

In July 1999, Summit organizers held a follow-up meeting in conjunction with the Oregon District Attorney Association conference. It was at this meeting that Attorney General Myers responded to requests from participants to organize a statewide effort and the Attorney General's Sexual Assault Task Force (Task Force) was formed.

Task Force Mission Statement

The mission of the Task Force is to develop and support an effective, consistent, and collaborative approach to the response to and reduction of adult and adolescent sexual assault in Oregon. For its purposes, the Task Force defines "sexual assault" of adolescents as acts of forced or coerced sexual conduct by perpetrators over 14 years of age against victims over 14 years of age.

2006-2009 Task Force Goals

1. To provide leadership in Oregon for the efforts of improving the prevention of and response to sexual assault.
2. To provide a structure to ensure that Oregon's efforts to improve the response to and the prevention of sexual assault are collaborative, multi-disciplinary, and diverse.
3. To identify and promote Best Practices and Promising Practices in support of effective sexual assault intervention, response and prevention efforts.
4. To provide high quality training to responders, professionals, and those concerned with the prevention of sexual assault.
5. To provide a voice for victims of sexual assault in Oregon.
6. To shift attention of our work toward addressing the behavior of those responsible for perpetrating sexual assault.
7. To be Oregon's clearinghouse and communication center for information relating to sexual assault.
8. To determine, promote, respond to, and implement effective public policy and legislation in the interests of effective sexual assault response, intervention, and prevention efforts.

9. To determine, promote, and implement statewide efforts to prevent sexual assault and sexual violence in Oregon.
10. To promote funding and other resources in support of statewide and local efforts to respond to and prevent sexual assault and sexual violence.
11. To develop and support the existence, training, practice, and certification of Sexual Assault Nurse Examiners.
12. To be a resource and a provider of expertise in all areas of sexual assault response, intervention, and prevention.
13. To identify and work with local, regional, tribal, statewide, other states, and national organizations and entities who share an interest in sexual assault prevention, response or intervention.
14. To develop and implement an effective research, data collection, and evaluation plan relating to issues of sexual assault in Oregon.

Types of Prevention¹

There are many kinds of prevention. The three most common types of prevention are usually referred to as primary, secondary and tertiary.

Primary Prevention: Prevention activities designed to stop a negative event from ever occurring. Primary prevention of sexual violence stops sexual violence before it occurs by addressing the conditions that support, condone and lead to sexual violence. Primary prevention interventions focus on creating a climate where sexual assault is unacceptable by:

- promoting healthy and safe attitudes and beliefs about sexuality;
- empowering those who witness behaviors (bystanders) which support, condone or lead to sexual violence to speak out;
- developing interventions for young people who show risk factors for becoming perpetrators;
- promoting the status of women and girls; and
- addressing the root causes of violence in our society.

Secondary Prevention: Prevention activities designed to decrease risks for those identified as most likely to become victims or perpetrators of sexual violence. These strategies are sometimes called risk-reduction strategies. Secondary prevention strategies often focus on groups at-risk for victimization (e.g., youth, women, people who are homeless) and provide information about recognizing, escaping and resisting potential assault.

Tertiary Prevention: Prevention activities designed to mitigate the negative effects of violence. These strategies focus on the impact on victims and accountability of offenders after sexual violence occurs. They include the services provided in the immediate response to and long-term support of victims of sexual assault and criminal penalties, offender registration, and mandated treatment for those convicted of sexual assault. Tertiary prevention recognizes that victims and perpetrators of sexual violence are at increased risk for many unhealthy outcomes, including future victimization and perpetration, and attempts effective intervention. In addition to services offered by community nonprofit programs, Oregon's criminal justice and mental health systems provide many tertiary services.

¹ Definitions adapted from *Recommendations to Prevent Sexual Violence in Oregon: A Plan of Action* (2006).

Moving Toward Primary Prevention

The Task Force recommends directing prevention efforts toward primary and secondary approaches.

Primary prevention strategies focus on **changing the underlying conditions** that allow sexual violence to occur. Primary prevention efforts:

- are comprehensive (focused at multiple levels of the ecological model);
- seek to change knowledge, attitudes and behaviors which support sexual violence; and
- work to create lasting change.

Some examples of primary prevention activities include (but are not limited to):

- community engagement efforts which seek to change norms about the acceptability of sexual violence and enhance protective factors which inhibit the occurrence of sexual violence;
- efforts which engage youth and strengthen their developmental assets; and
- initiatives which promote the status of women and girls and focus on the issue of male violence.

Prevention: Current Knowledge about Best Practice

Characteristics of Effective Prevention Approaches²

- **Comprehensive.** Efforts addressing sexual violence prevention at all levels (i.e., of the ecological model), from the individual to the societal. Another useful idea for thinking about comprehensive programming is the “spectrum of prevention” (Cohen & Swift, 1999). The spectrum includes the following levels of influence for prevention programming:
 - Policy and legislation
 - Changing organizational practices
 - Fostering coalitions and networks
 - Educating providers
 - Promoting community education
 - Strengthening individual knowledge and skills
- **Small successes.** Successful plans choose manageable first steps and then build on their accomplishments.
- **Leadership from Diverse Communities.** Success will depend on a diverse group of leaders to articulate their vision of sexual assault prevention, to inspire, and to work collaboratively with individuals and groups from within and outside their own community.
- **Socio-Culturally Relevant.** Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.
- **Social Justice.** An understanding that without social justice there will always be violence. Social justice includes the elimination of societal inequities.

² Taken from *Recommendations to Prevent Sexual Violence in Oregon: A Plan of Action* (2006) and from Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). “What Works in Prevention: Principles of Effective Prevention Programs.” *American Psychologist*, 58, 449-456.

- Integration. New prevention strategies should incorporate current sexual violence prevention work already being conducted in Oregon.
- Varied Teaching Methods. Strategies should include multiple teaching methods, including some type of active, skills-based component.
- Sufficient Dosage. Participants need to be exposed to enough of the activity for it to have an effect. Research shows that 7-9 “doses” are needed to affect changes in attitudes and behaviors.
- Theory Driven. Prevention strategies should have a scientific justification or logical rationale for why the strategy should work.
- Positive Relationships. Programs should foster strong, stable, positive relationships between children/youth-adults, youth-youth, and adult-adult.
- Appropriately Timed. Program activities should happen at a time (developmentally) that can have maximal impact in a participant’s life.
- Evidence-based Strategies. Prevention efforts are informed by the best available research, either from research literature or expertise, and by providing culturally competent prevention strategies within each community.
- Outcome Evaluation. Given that so little research exists on the effectiveness of current prevention efforts, a systematic outcome evaluation is necessary to determine whether a program or strategy worked.
- Well-Trained Staff. Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

Overall Purpose of Program Evaluation

Program evaluation plays many roles but has a single goal:
To determine the worth or merit of whatever is evaluated.

- Worthen, Sanders & Fitzpatrick (1997, p. 8)

Program evaluation is designed to measure the usefulness of a program or activity and, as needed, to assist programs in adapting activities to increase their usefulness. The Task Force is very interested in learning the extent to which prevention efforts change knowledge, attitudes, and behaviors – and the relationship between these changes and sexual violence prevention. Program evaluation addresses the following questions, among others:

- Is our program being implemented as intended?
- Is our program reaching its goals?
- What are the programs’ relative costs and benefits?
- Which parts of our program are the most useful?
- What can be done to improve the parts of our program that are less useful?
- What adaptations will make the program more effective?

The Role of Theory for Program Planning & Evaluation

“He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast.”

- Leonardo da Vinci

What Is A Theory?

A theory is a set of statements about relationships among variables that presents a systematic understanding of a behavior, event, or circumstance, and offers an explanation for why it occurred. For example a theory for teaching children how to play musical instruments suggests that if children repeatedly listen to a song and are provided encouragement they will learn to play music before learning to read music. Theories describe where we are going (able to play an instrument), how we intend to get there (repetitive listening) and why we believe this is the most effective approach (listening only is more effective than teaching technical skills and reading notes). Theories are made up of personal factors (knowledge, attitudes, behavior, motivation) and environmental factors (social norms, accessibility, resources, opportunities), and the interaction of the two (Brindis, Sattley, & Mamo, 2005).

Theories address two important components necessary to address social problems – an explanation of why the problem exists (Explanatory Theory) and a belief about how to change the problem (Theory of Change). Using theory can be confusing because some theories are both an explanatory and a change theory. When using theory for program planning it is important to start by defining and articulating your Explanatory Theory.

An **explanatory theory** addresses why a problem exists. To begin to develop your program's theoretical framework you want to first ask yourself: *Why does sexual violence happen?* As you may imagine there are different opinions about the answer to this question, some of which are unsupported or false. Historically, and even currently, we continue to battle the belief that sexual violence is caused by a survivor's behavior or dress. This explanatory theory has led to efforts to change potential victims in an unsuccessful attempt to prevent sexual violence. When choosing your explanatory theory you need to consider if the theory is supported by research and if the theory fits with your program's mission and values. Some examples of explanatory theories for sexual violence include:

1. Sexual violence happens because sexually aggressive behavior is modeled and reinforced by our society and culture through mass media and there is minimal punishment observed for perpetrating this behavior. (Social Learning Theory)
2. Sexual violence happens because of the inequitable sexual division of labor and power and the societal norms that support this inequity. (Feminist Theory)

These are only two examples, though each of these is supported by research. By describing why sexual violence happens these theories also suggest what needs to happen to eliminate sexual violence. Social Learning Theory posits that we need to eliminate the portrayal of sexual aggression in mass media whereas Feminist Theory posits that we need to promote economic and political equity. Sexual assault is a complex problem which is best addressed through multiple explanatory theories. After you have selected your explanatory theory(ies) you are ready to define your theory of change which provides information about the most effective way to accomplish the goals associated with your theory(ies).

Theories of change tell us how and why change will happen. Theories of change, like explanatory theories, address personal factors (e.g. behavior) and environmental factors (e.g. inequity, social norms). Theories of change can tell you the most effective way to change knowledge, attitudes and behaviors in individuals, organizations and communities. They may also inform you how to change organizational or institutional policies and societal norms. Furthermore, theories of change may direct you toward what topics or activities (definitions, continuum of violence) you should implement and/or how you should implement them (group, experiential, media campaign).

There are many theories of change and you will likely need more than one. Your theories of change should be related to your explanatory theory(ies). In the Social Learning Theory example above, related theories of change may address how to change media images or how individuals perceive these messages. In the Feminist Theory example, a related theory of change might address ways to change social norms, empower young women, or promote economic and/or political opportunity for women.

It is often helpful when selecting change theories to begin with writing “*if.....then*” statements. These statements describe what you are going to do and the outcome you expect. Some examples include:

- *If we provide tuition scholarships to women **then** they will have more opportunity to pursue political positions and promote equity.*
- *If youth see rape as an actual threat and perceive that they have the ability to reduce the threat **then** they will be more likely to intervene.*
- *If people are taught critical thinking skills to deconstruct media images **then** they will change their response to what they are seeing and hearing.*
- *If people understand the contribution of gender and power inequity to sexual violence **then** they will see the problem as a societal issue and be more likely to intervene.*
- *If we have healthy communication skills **then** we can change behaviors to support more fulfilling and less violent experiences in relationships.*
- *If behaviors are modeled and reinforced by peers **then** individuals’ behaviors will change.*

After you have completed your “*if.....then*” statements you will want to explore why you believe these statements. Is there a reason you believe that providing information will lead to some behavior change? Often times our “*if.....then*” statements are supported by existing theories. For example, Social Learning Theory supports the idea that new behaviors are best integrated if they are taught, modeled and reinforced by our peers. The Health Belief Model supports the idea that people need to know the prevalence and consequences of sexual violence to perceive it as a threat and then they will intervene. Some examples of theories of change include:

Theory	Level	Focus
Developmental Assets and Resiliency Theory	Individual (youth)	Change will happen when we enhance a person’s external assets (education, support, opportunities) and internal assets (motivation, boundaries, self-esteem).
Health Belief Model	Individual, Family, or community	Change will happen when the target population perceives that there is a threat and they have the ability to reduce the threat.
Social Ecology Theory	Structural	Change will happen only if multiple systems (families, communities, schools, faith communities) integrate and promote the change.
Theory of Gender and Power	Individual, Institutional	Change will happen when norms about equity shift through knowledge and marginalized populations are in positions of power.

Adapted from Brindis, Sattley, & Mamo, 2005.

When **choosing your theories** (Explanatory or Theory of Change) consider the following criteria:

Is this theory supported by research?

For example, the theory that how women are dressed causes rape is not supported by research.

What does this theory neglect or not address?

Sexual violence is a complex social problem and can not be effectively answered by only one theory. Consider what your theory does not address. If sexual violence is caused by media images then why don't we all perpetrate violence? This is an important question to ask yourself and may lead you to pick more than one theory to adequately address the problem.

Does this theory provide useful strategies for intervening?

If the theory does not inform you about what to do, then it is not helpful. A suitable theory will suggest what needs to happen. For example, the Theory of Gender and Power suggests that prevention efforts should focus on changing inequities.

Is it consistent with values, beliefs, skills, and the worldview of those involved?

Do you buy into the theory? Do you believe it? It is important that the theory be consistent with your program's mission and values or it will not be implemented or effectively supported.

Is it consistent with your program activities?

If your theory guides you to promote healthy relationship and communication skills in young men, and you are teaching resistant strategies to young women, then you are not using theory to inform your practice. You could, in this situation, alter your activities, change your theory or add a theory that will address why you feel you need to do both.

Why Theory Is Important and Helpful

So why bother with theory? Articulating your program's theory(ies) is not just an academic exercise but instead can provide your staff, consumers and supporters with confidence in what you are doing and what you will accomplish. If you can articulate your program's theory(ies) you will be able to easily answer questions like "Why are you doing it that way?", "How will my support help you end sexual violence?" and "What impact will your program have in our community?" Three ways that theory is helpful includes:

- **Flexibility of Practice.**

If your program is grounded in theory then you have more flexibility in how you intervene or in the activities you choose to offer. For instance, if you buy a workbook or curriculum to implement but do not connect this to a theory then you will need to follow the curriculum as written. If instead you are clear about what your guiding theory suggests, then you can choose from multiple methods to meet your goals. For instance, let's say your program believes gender role socialization contributes to the prevalence of sexual violence and your goal is to deconstruct gender roles. This could be done through an educational group, media or community campaigns, or policy changes. You would pick the intervention strategy that best fits your program and community. Regardless of how you go about formulating the theory that guides your program, you will be in a position to better tailor your programs to the needs of your community.

- **Helps Communicate to Others.**

Defining your program's theory helps you communicate to program consumers, communities, and supporters as to why you are doing what you are doing. If you are able to articulate this then you will gain the trust and confidence of program consumers and supporters. This can be especially important if you need the support of administrators or community leaders for an innovative program or topics that they may feel are controversial. For example, if you are able to directly and clearly connect oppression and sexual violence then it would be easy to understand why you cover oppression in your program. Not only will this help you create effective partnerships but as you share your program theory you are educating those around you about the causes of and solutions to sexual violence. It would be quite an achievement if you overheard a school parent supporting your prevention program because youth need skills to intervene to prevent violence.

- **Helps Define Outcomes and Contribute to Knowledge.**

Having a program grounded in theory is important when you want to measure the effect you are having on those you serve. Measuring the effect of prevention efforts is challenging because we often do not see results for several years and programs do not have the resources to measure long term outcomes such as the prevalence of sexual violence. If your intervention is guided by theory then, instead of measuring the prevalence of sexual violence in general, we can measure more specific theoretical links or assumptions that we believe will lead to the prevention of sexual violence. For instance, if you believe that gender socialization is a cause of sexual violence and you implement a program to deconstruct gender roles then you would measure your effect on reducing or eliminating gender role stereotyping. If your data suggests that you were effective in deconstructing gender roles then you could make the *theoretical* argument that you also have prevented sexual violence.

Applying Theory

When people hear the word theory or if they are asked to define their Theory of Change, they may experience anxiety or frustration. It can be difficult to put our ideas into a theoretical framework and to articulate our assumptions. However, even when we do not have a formal name for a theory, we often do have ideas or beliefs about why social problems exist and what is needed to change them. Furthermore, as people articulate their beliefs it is often the case that these beliefs are derived from a formal theory or previous research.

The hardest part about defining your program theory is taking the time to articulate your theory and understanding that it is an evolving process. Your theory(ies) will likely change over time as you evaluate your interventions and as the prevention field produces more information. Not only can your theory change based on your interventions but your interventions may change as you better define the theory(ies) that guide your program. For example, after you have defined your prevention program theory you realize that teaching resistance strategies to girls is inconsistent with your theory that boys' socialization needs to be addressed to prevent sexual violence.

As mentioned, defining your program theory is a dynamic process and is most effective when you solicit feedback from staff, partners, community members, and consumers (those who will be participating in your program activities). It is also important to revisit and review your theory regularly. Such a process can serve as a framework to review programs and make decision about program development. As you select programs, curricula, and models it is helpful to ask yourself if they fit into your theory of how sexual violence will be prevented. The focus of this manual is on sexual violence prevention, but many of you provide intervention/response services and these services will likely be grounded in different theories.

The following worksheet is one tool that can assist you in defining your program theory. It is ideal when developing a program grounded in theory to begin with section A and work through to section C. It can be helpful to have several different people fill this out and then compare responses. For each response think about how it is that you have come to think, believe, or know this. Are responses informed by practice wisdom, research, literature, and/or trainings you have attended? It is important that you consult the literature and prevention research about why things happen and what has been proven to be effective. This not only strengthens your program model but also saves you precious time. There is a wealth of knowledge and information available about prevention theories, theories of change, and strategies that have worked and that have not worked, to help you plan your prevention program. When you have worked through these questions you will end up with a statement that will clearly connect your activities/services to the prevention of sexual violence. After you have created a program theory statement you can evaluate an activities fit with your program based on the criteria provided above (choosing theory section).

DEFINING YOUR THEORY WORKSHEET

SAMPLE

Theories describe where we are going, how we intend to get there and why we believe this is the most effective approach.

A. “WHERE ARE YOU GOING?”

1. What is the long term outcome of your program?
 - a. Example: To prevent sexual violence.

B. “WHY IS THIS THE MOST EFFECTIVE APPROACH?”

1. What do you believe causes sexual violence [Explanatory Theory]?
 - a. Example: gender role stereotyping
 - b. Example: inequity
 - c. Example: unhealthy media images and messages
 - d. _____
2. Based on what you believe causes sexual violence what do you need to do to prevent sexual violence?
 - a. Example: deconstruct gender roles
 - b. Example: provide equal opportunities
 - c. Example: promote healthy media images and messages
 - d. _____

C. “HOW DO YOU INTEND TO GET THERE?”

1. How will you accomplish B2a-d?
 - a. Example: Mixed gender educational group.
 - b. Example: Educational scholarships for girls.
 - c. Example: Mixed gender educational group.
 - d. Example: Community driven prevention campaign.

**As mentioned there are many different ways “to get there.” In this example both an educational group and community campaign will address media messages.*

2. Why do you think this is the most effective approach (C1a-d) for accomplishing B2a-d? [This is your Theory of Change]
 - a. Example: If youth are taught, in a group setting, to deconstruct their own experiences of gender roles, as well as how they perpetuate gender role expectations with others, then they can create a basis for attitude and behavior change.

- b. Example: If girls complete higher education then they will have better opportunities and be in positions of leadership to inform policies that promote equality.
- c. Example: If youth are provided skills and opportunities for critical thought (media messages & rape myths) then they are better able to analyze and judge information they are being given about sexual violence which lowers the effects of negative rape supportive messages.
- d. Example: If communities understand the costs of sexual violence in relation to the future of youth they will be more likely to intervene to reduce barriers that cause sexual violence.

D. YOUR THEORY STATEMENT.

1. Complete your theory statement:

*In order to prevent sexual violence we need to **[insert your explanatory theory]**. We will accomplish this by **[insert your activities/services]** because **[insert your theory of change]**.*

- a. Example: **In order to prevent sexual violence we need to** deconstruct gender roles, change attitudes, and enhance bystander intervention skills. **We will accomplish this by** facilitating a 12 week separated boys and girls education group that will complete the course with a community rape prevention project **because** research suggests that learning and attitude changes are more effective when groups consist of the same sex and include experiential activities. In addition research and theory suggest that if youth participate by planning and leading prevention events they will be more likely to practice safe behavior and transmit their knowledge to other youth.

Logic Model & its Role in Program Planning & Evaluation

Logic Model Development

Background and Context

Logic models represent a foundation for guiding the actions of social service agencies and the programs that they develop. The logic model reflects a deeper understanding of the problem to be addressed, the community needs and resources that come into play, the agency's overall purpose and capacity, as well as more specific program goals and means of assessing their effectiveness. The Kellogg Foundation has described logic models in the following manner:

“A program logic model is a picture of how your program works – the theory and assumptions underlying the program. ...it provides a roadmap of your program, highlighting how it is expected to work, what activities need to come before others, and how desired outcomes are achieved.” (WK Kellogg Foundation Handbook, 1998)

Often, logic models take the form of statements that connect problem areas to proposed solutions. This approach is particularly powerful when target problems are selected based upon studies that identify the critical risk factors that underlie the development and persistence of a particular problem. The Centers for Disease Control and Prevention's "Getting To Outcomes" (2004) refers to these relationships in the following manner:

“A logic model can be defined as a series of connections that link problems and/or needs you are addressing with the actions you will take to obtain your outcomes. The program activities should target those factors that you have identified as contributing to the problem. ...frequently (a logic model is) phrased in terms of “if then” statements...”

A simple example of a logic model statement phrased in this form would be:

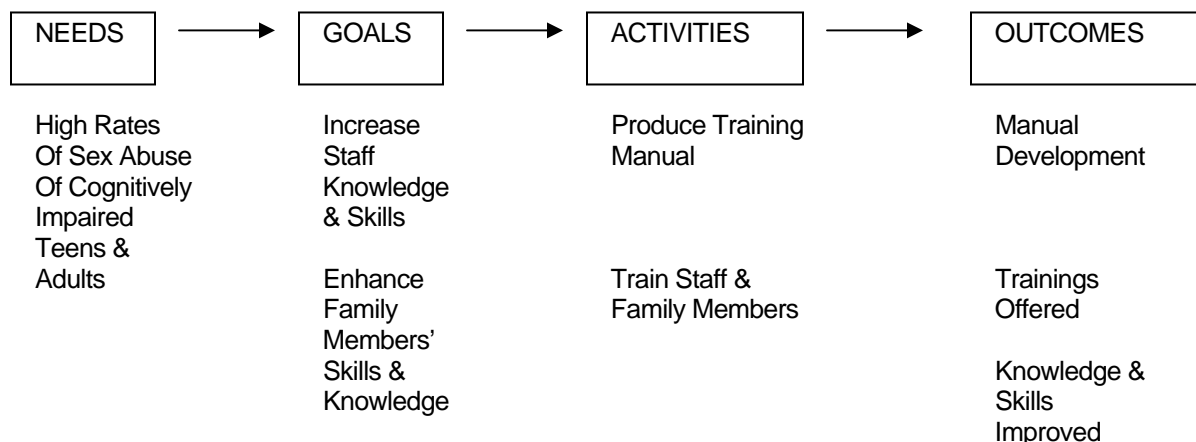
....**IF** our prevention programs are targeted at multiple levels of society (e.g., individuals, family, institutions, community),

....**THEN** they will have greater potential to result in positive outcomes

While we typically don't think of them as such, we regularly develop logic models as part of our everyday personal and professional lives. Personal examples might include vacation planning, strategic career planning or involvement in social action activities. Professional examples could include developing business plans, product development, and advertising. The same “If...then” statements underlie these personal and professional activities, as do the need to conduct “research” as a foundation for decision making. For example, in the case of vacation planning, we often consult travel books, the internet, and travel agents as part of our research to assist us in deciding on likely vacation destinations, fun activities, and relative costs. We then refine our choices by using “If...then” statements to explore options, advantages, and consequences of particular actions (e.g., If I plan on a three as opposed to two week vacation, then my costs will be higher, but I can visit a second city in Mexico). Our familiarity with decision making of this nature helps position us to develop an agency logic model.

The Structure of Logic Models

A variety of logic models have been suggested to help agencies organize themselves and their programs. Typically, these models have been structured as a linear process moving from the identification of needs, to the development of goals and objectives, which then translates into the creation of activities, and culminates with the measurement of outcomes (see example below).



While logic models of this nature offer a basic foundation for agency and program development, they are limited in a number of ways. First, they do not include all of the steps necessary to produce a high quality planning document. In this regard, they are like a cake recipe which doesn't include all of the ingredients. To be successful, we need to use a framework that helps us work through each of the steps in this process. Second, a logic model needs to incorporate a broad spectrum of input to ensure that our efforts have a solid grounding. Most linear models overemphasize agency input and lack sufficient external guidance. Finally, the linear nature of most models does not adequately represent the realities of how we think and how our programs actually work. Rather, there is a need for a structure that allows feedback from outcomes to foster modifications in the next generation of program activities.

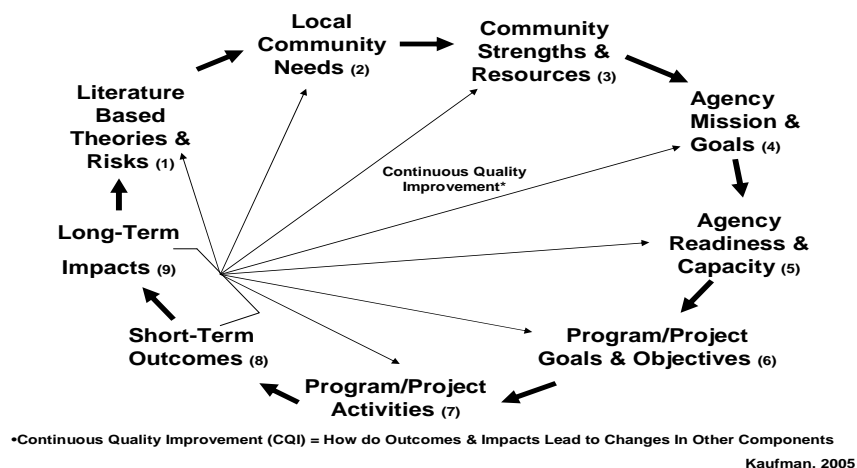
Adopting a Systemic Logic Model

A logic model based on a circular or systemic structure offers a more functional approach to program planning, implementation, and evaluation. The systemic model presented below (Kaufman, 2005) also offers solutions to the concerns previously raised about linear based logic models.

This model is more detailed and includes all of the steps necessary to successfully complete this process. The circular structure of this model allows information obtained as part of the evaluation process (i.e., "Short-Term Outcomes" and "Long-Term Impacts") to be integrated into the various model components (e.g., literature base, community needs and resources, agency mission) each time the agency cycles through the "planning-implementation-evaluation" sequence. This model also ensures that program approaches are strongly rooted in research-based risk factors, theory, and practice findings. The Systemic Logic Model encourages the use of strong evaluation measures and improves our knowledge about what works over time. Finally, this model results in the development of a strong foundation of agency specific information that can be utilized in a variety of ways to benefit the organization (e.g., grant writing, marketing).

Use of the Systemic Logic Model should begin with a careful review of the research literature to identify risk factors and theories related to the concern that the program is intended to address. The agency should develop a summary of key risk factors as well as a description of theories that may help explain the etiology (i.e., origin or cause) or maintenance of the problem. This information should be augmented with the results of a local community needs assessment which describes the scope of the problem as well as service gaps that may perpetuate it.

Systemic Logic Model



Often an evaluation of community strengths and resources will be completed along with the needs assessment. An analysis of this nature often involves identifying programs, services, and key individuals who support prevention of the identified problem. Needs assessment as well as community strengths are often evaluated with a combination of asset mapping, surveys, and interviews (or focus groups) of key community members and service consumers. This process also involves a close examination of the agency's mission and goals statement. Key questions are related to the current relevance of the agency mission and goals as well as their relationship to the agency's plans for growth and development.

The next step in this process is to assess the agency's readiness and capacity. Often these dimensions are examined in relation to the types of programs that the agency currently supports as well as consideration of planned projects. Capacity can be broadly defined and may include technical expertise, staffing, physical setting, and equipment, while readiness may relate to the agency's fiscal stability, flexibility and openness to change.

These factors provide a foundation for decisions on the part of the agency to pursue particular types of programming. Completing the preceding steps should clarify the types of projects and programs that the agency is positioned to successfully undertake. Setting program and/or project goals and objectives should flow easily from completion of the early steps in the logic model development process. Program or project activities should be selected based on the results of the literature review and should be closely tied to the assessment of community needs and strengths. Activities should fill community gaps while using approaches that the research literature suggests are effective in either combating risks or bolstering protective factors related to the target problem.

Program evaluation measures should be selected so that they are realistic for the context in which they will be used (e.g., developmentally appropriate, of reasonable length, of appropriate readability) and as well developed as possible (i.e., strong reliability and validity). Measures should offer the ability to evaluate both short-term outcomes and long-term impacts. Short-term outcome measures might assess changes in knowledge (e.g., definitions of abuse, sexual offense laws), attitudes (e.g., reductions in rape myths, increase in empathy for victims), and/or behaviors (e.g., actively seeking consent for sexual behaviors, intervening when witnessing abusive behaviors). In contrast, long-term impacts would involve larger scale changes more closely tied to reductions in sexual violence (e.g., reductions in sexually related misbehavior at school, reductions in rates of sexual violence in a particular community). As previously noted, there is an expectation with this model that evaluation findings will lead to "continuous quality improvement" (CQI) or the process by which findings are used to modify and enhance an agency's logic model on an ongoing basis. Involvement in such a process takes a strong static model and makes it even more powerful by offering a dynamic dimension that helps the model adapt and continually tailor itself as the agency changes.

The following brief example illustrates systemic logic model information generated as part of the development process for a hypothetical agency seeking to address the primary prevention of sexual violence associated with teen dating.

<u>Logic Model Component</u>	<u>Illustrative Response</u>
Risk Factors Identified	Support of Rape Myths; Lack of Knowledge Regarding Laws, Definitions of Assault, & Consequences of Assault; Poor Skills for Obtaining Consent
Pertinent Theories	Social Norms; Empathy; Social Learning
Community Needs	Safer Dating Environment for Teens
Community Strengths	Involvement Of A Broad Range Of Agencies; School And Community Interest; Parental Support
Agency Mission	To Prevent Sexual Assault And Child Sexual Abuse To Treat Victims/Survivors Of Sexual Assault
Agency Capacity	Long Standing Agency With Strong Funding History Prevention Programs Are More Recent Addition
Program Goals	Provide Teens With Knowledge Regarding Sexual Assault Prevention Intervene With Teens To Reduce Rape Myth Related Attitudes Intervene With Teens To Promote Healthy Relationships Teach Skills Related To Obtaining Sexual Consent Teach Skills Related To Promoting Healthy Relationships Reduce Community Social Norms That Support Dating Violence
Program Activities	Present Knowledge Based Vignettes To Teens In Their High School Health Classes Show Video Tapes & Facilitate Discussions To Address Dating Related Rape Myths Role Play Steps Involved In Obtaining Consent For Sexual Behaviors In Dating Relationships Conduct A Community Social Norms Campaign Based On The "Men's Strengths" Program
Short-Term Outcomes	Questions Regarding Changes In Knowledge Brief Rape Myths Questionnaire Observe & Rate Performance In Role Plays Of Obtaining Consent Track Numbers Of Community Members Who Are Exposed To Social Norms Campaign & Assess Impact
Long-Term Impacts	Track Reports Of Sexual Violence Among Teens In The Community Track Reports Of Dating Violence Among Teens In The Community Track Overall Rates of Sexual Assault In The County Over Time
Continuous Quality Improvement	Use Feedback from short-term and long-term outcomes to modify and improve systemic logic model components

Goal Oriented Program Evaluation

Program evaluation approaches are designed based upon the logic model and are tailored to the particular needs of each agency and their specific programs. The initial steps involved in creating an agency's logic model, including the identification of literature based risks and theories, community needs and strengths, the agency's mission and goals, as well as organizational readiness and capacity form the foundation for the selection of program goals and objectives.

Goal Oriented Program Evaluation approaches link the development of short and long-term outcome measures to the particular goals for each program component. The intent of this approach is to ensure that the evaluation process is answering the questions most central to determining the program's effectiveness. As long as program goals have been carefully selected to represent core features of the program, a goal oriented program evaluation approach will yield a highly sensitive set of measure to assess program success. The following represent examples of goal oriented evaluation measures:

<u>Illustrative Program Goals</u>	<u>Goal Oriented Evaluation Measures</u>
Provide Teens With Knowledge Regarding Sexual Assault Prevention	Brief Questionnaire Assessing Knowledge of Law & Consequences Related To Sexual Assault
Intervene With Teens To Reduce Rape Myth Related Attitudes	Selected Items From Burt's Rape Myths Questionnaire
Teach Skills Related To Obtaining Consent In Sexual Relationships	Observe Role Plays To Assess The Skills Of Teens To Obtain Consent
Reduce Community Social Norms That Support Dating Violence	Assess Community Members' Beliefs About Social Norms That Support Dating Violence

Given their significance for not only organizing a given program but also for guiding its evaluation, it is critical to develop high quality program goals. They should be clearly stated with any technical terms well defined. Each goal should also relate to a single element, rather than combining two or more concepts into a particular goal. Further, goals should be easily measurable. In other words, there should be one or more ways to determine if each of the goals have been met (e.g., manuals developed, knowledge questions answered correctly, inappropriate attitudes changed).

It is also crucial to select measures for goal oriented evaluation that meet high standards. Measures should be selected for their ability to determine if a particular goal has been met. Moreover, measures should be sensitive enough to show incremental steps toward the attainment of any given goal. With this in mind, it is advantageous to select measures that do a good job documenting scores across the range of possibilities (i.e., measuring low scores as well as midrange and high scores in a similarly effective fashion). For evaluation work, there is often the need to select brief measures, to fit the small window of time allotted for the evaluation process. At the same time, every effort should be made to utilize measures that have been developed and standardized for use with the population targeted in the prevention program. When it is not possible to use complete standardized measures, consideration should be given to utilizing select items from these measures that tap the dimensions that are central to your efforts.

Often, it is logistically difficult, if not impossible, to get program participants to respond to the large number of questions necessary to determine if program goals have been met. In such a case, it may be possible to stagger the administration of evaluation questions over time or across participants. For example, rather than having one group of prevention program participants answer 30 evaluation questions, it is possible to divide the questionnaire into three smaller measures of 10 questions each. Each participate group can then be divided into thirds and complete one of the three mini-measures. In this way all of the evaluation questions can be answered simultaneously without overwhelming program participants. Alternatively, it is possible to administer

a set of evaluation questions to all participants served by a program for a set period of time (e.g., 6 months) and then rotate a new set of questions in for the next 6 month period of time, and so on, until all questions have been answered to assess progress toward each program goal. In most cases, programs will serve enough participants to use the “mini-measure” approach. However, smaller programs should consider dividing their questions over time to ensure an adequate number of responses to answer evaluation questions.

Program evaluation should be considered an ongoing process that offers an excellent opportunity for an agency to continually ask questions that help refine its programs. Initial questions should focus directly on its goals. Later on, evaluation can seek to hone various program elements to enhance the effectiveness of its programs.

Please see Appendix B for an example of a logic model template. Notice how the logic model is a composite of program resources, theory, and program goals. Taken together, these things provide a focal point for evaluation of your program.

The Use of Evaluation Questionnaires & Other Instruments

There are many kinds of evaluation questionnaires and instruments. The Task Force will provide you with “common data elements” – evaluation questions that are being asked by all participating programs in Oregon. This will allow the Task Force to create a state-wide prevention impact snapshot. In addition, you will be interested in creating or adopting evaluation questions that are particularly useful for your own program. This section of the manual is designed to provide links to questionnaire examples. In many cases you may use the questions and questionnaires (following permission from the authors) as they were written or you may choose to use portions of existing questionnaires. Viewing these questionnaires may also be useful in stimulating your thinking for constructing your own questions.

Questionnaires for your review:

Instruments from the Centers for Disease Control that focus on measuring violence knowledge, attitudes, and behaviors: <http://www.cdc.gov/ncipc/pub-res/pdf/intro.pdf>

A “compendium” of assessment tools, also from the CDC (Dahlberg, Toal, Swahn, Behrens, 2005).
<http://www.cdc.gov/ncipc/pub-res/measure.htm>

Rape Prevention Through Bystander Education: Bringing a Broader Community Perspective to Sexual Violence Prevention (Banyard, Plante, & Moynihan, 2005). U.S. Department of Justice.
www.ojp.gov/nij/vawprog/welcome.html

National Model Programs & Resources

These programs have either been evaluated for their effectiveness or are believed to have the components associated with effective programs. It may be useful to review them as you think about your own program and its effectiveness.

Expect Respect: brosenbluth@austin-safeplace.org;
http://www.vawnet.org/NRCDVPublications/TAPE/Papers/NRC_Expect-full.pdf

Men of Strength (MOST) Clubs: <http://www.mencanstoprape.org/info-url2696/info-url.htm>

Safe Dates: http://www.modelprograms.samhsa.gov/template_cf.cfm?page=model&pkProgramID=228

Too Good for Violence:
http://www.modelprograms.samhsa.gov/template_cf.cfm?page=model&pkProgramID=527

The Mentors in Violence Prevention Project: www.jacksonkatz.com;
<http://www.sportinsociety.org/mvpphome.html>

Schewe, P. (2002). *Preventing violence in relationships: Interventions across the lifespan*. Washington, DC: APA Books.

Glossary/Key Definitions³

Evaluation-Based Definitions

Logic Model:	A series of theory-informed connections that link problems and/or needs with the resources needed and actions taken to achieve desired goals.
Goal:	A broad, measurable statement that describes the desired impact of a specific program. A goal is a long-term (e.g., 10 years) hoped-for change.
Outcome:	The effect of a program; outcomes are frequently stated in this way: By a specified date, there will be a change (increase or decrease) in the target behavior, among the target population.
Activities:	Activities are the key steps taken along the way toward achieving the hoped-for outcomes. They are those things that the program intends to do, develop and implement in order to produce desired outcomes.
Short-term Process Areas	Sometimes referred to as “indicators,” short-term process areas are the markers that determine the extent to which the plan or service is “on track.” Process Areas areas answer questions like: how many will receive the service? and, how many services or activities will be delivered how many times during a specified time period? Process indicators may be the development of an interagency agreement or the number of service units provided (e.g., # of parent education classes).
Short-term Outcomes	Short term outcomes are the measurable changes that need to occur prior to intermediate and long-term outcomes. For example, creation of a rape prevention plan developed by a consortium of key campus groups (short-term) needs to be established prior to a coordinated effort to increase awareness about rape on campus (intermediate) and prior to a reduction in rape on campus (long-term outcome).
Intermediate Outcomes	Intermediate outcomes are the measurable changes that need to occur prior to long-term outcomes. Intermediate outcomes create the conditions for long-term outcomes. For example, increased awareness about rape on college campuses (intermediate outcome) needs to occur prior to a reduction in rape on campus (long-term outcome).
Long-term Outcomes	Long-term outcomes are the changes that occur as a result of many interventions. Long-term outcomes are likely to be changes in behaviors, conditions (e.g., risk factors), and status (e.g., poverty rates). Long-term outcomes are sometimes called “impacts.” Long-term outcomes differ from goals, in that they are more readily measurable.
Pre-Post Test	Evaluation instruments designed to assess change by comparing the baseline measurement taken before the program begins to measurements taken after the program has ended.

³ Chinman, M., Imm, P., & Wandersman, A. (2004). *Getting to outcomes: Promoting Accountability through methods and tools for planning, implementation, and evaluation*. Santa Monica, CA: Centers for Disease Control and Prevention/RAND Corporation.

Sexual Violence-Based Definitions

Sexual Assault

The Task Force defines "sexual assault" as any nonconsensual sexual act. A sexual act is nonconsensual if it is inflicted upon a person unable to grant consent OR is unwanted and compelled through the use of physical force, manipulation, coercion, threats, or intimidation.

REFERENCES & RESOURCES

- Brindis, C.D., Sattley, D., & Mamo, L. (2005). *From theory to action: Frameworks for implementing community-wide adolescent pregnancy prevention strategies*. San Francisco, CA: University of California, San Francisco, Bixby Center for Productive Health Research & Policy, Department of Obstetrics, Gynecology, & Reproductive Sciences, & the Institute for Health Policy Studies. <http://crhrp.ucsf.edu/>.
- Chinman, M., Imm, P., & Wandersman, A. (2004). *Getting to outcomes: Promoting Accountability through methods and tools for planning, implementation, and evaluation*. Santa Monica, CA: Centers for Disease Control and Prevention/RAND Corporation.
- Cohen, L., & Swift, S. (1999). The spectrum of prevention: Developing a comprehensive approach to injury prevention. *Injury Prevention*, 5, 203-207.
- End Sexual Violence Oregon. www.endsexualviolenceoregon.org
- National Sexual Violence Resource Center. www.nsvrc.org
- National Violence Against Women Prevention Research Center. www.vawprevention.org
- Oregon Coalition Against Domestic and Sexual Violence. www.ocadsv.com
- Oregon Attorney General's Sexual Assault Task Force. www.oregonsatf.org
- Prevention Institute. www.preventioninstitute.org
- Worthen, B.R., Sanders, J.R., & Fitzpatrick, J.L. (1997). *Program evaluation: Alternative approaches and practical guidelines* (2nd ed.). New York: Addison Wesley Longman.

APPENDIX A
DEFINING YOUR THEORY WORKSHEET

A. “WHERE ARE YOU GOING?”

1. What is the long term outcome of your program?
a. _____

B. “WHY IS THIS THE MOST EFFECTIVE APPROACH?”

1. What do you believe causes sexual violence [Explanatory Theory]?
a. _____
b. _____
c. _____
d. _____

2. Based on what you believe causes sexual violence what do you need to do to prevent sexual violence?
a. _____
b. _____
c. _____
d. _____

C. “HOW DO YOU INTEND TO GET THERE?”

1. How will you accomplish B2a-d?
a. _____
b. _____
c. _____
d. _____

2. Why do you think this is the most effective approach (C1a-d) for accomplishing B2a-d? [Theory of Change]
a. _____
b. _____
c. _____
d. _____

D. YOUR THEORY STATEMENT.

2. Complete your theory statement:

In order to prevent sexual violence we need to _____
_____.

We will accomplish this by _____
_____.

We have chosen this method because _____

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Appendix C: Sample Sexual Violence Prevention Logic Model

SV Prevention Population: 16-24 y/o high-school females. GLBTQ teens.							
Theories of Change	Activities	Short Term Process Areas	Measures	Short Term Outcomes	Measures	Intermediate & Long Term Outcomes	Measures
<p>If youth participate in sexual violence prevention activities it will enhance their internal and external assets increasing the connection between youth and community - promoting health in multiple domains to prevent vulnerability and risk for sexual violence. (Developmental Assets/ Resiliency Theory)</p> <p>If youth have conversations about healthy sexuality that allow them to practice healthy expression of their thoughts and feelings then it will support a pattern of critical thought about their own sexuality and that of others, and shift attitudes about what is ok and not ok. (Developmental Assets/ Resiliency Theory)</p> <p>If communities understand the costs of sexual violence in relation to the future of youth they will be more likely to intervene to reduce barriers. (Health Belief Model)</p> <p>If people are able to identify the continuum of sexual violence and know how to intervene per the continuum then they will be more likely to intervene. (HBM)</p> <p>If youth are taught to deconstruct their own experiences of gender roles, as well as, how they perpetuate gender role expectations with others then they can create a basis for attitude and behavior change. (Theory of Gender and Power)</p> <p>If youth are provided skills and opportunities for critical thought (media messages & rape myths) then they are better able to analyze and judge information they are being given about sexual violence which lowers the effects of negative rape supportive messages. (TG&P; Social Learning Theory)</p> <p>If youth can identify how all systems of oppression support sexual violence and complicate the social context within which we have to respond then youth develop a pattern of critical thought that can challenge power abuses, lead to attitude and behavior changes that support working for justice. (TG&P)</p> <p>If youth are empowered through knowledge and support from peers, mentors and community members then they increase assets necessary to prevent vulnerability and risk of sexual violence and intervention skills. (Developmental Assets/Resiliency Theory; SLT)</p>	<p><i>School-based/ Alternative groups.</i> [on-going]</p> <p><i>School presentations</i> about:</p> <ul style="list-style-type: none"> • Oppression • Gender roles • Communication • Health continuum <p>[on-going]</p> <p><i>Community presentations</i> about:</p> <ul style="list-style-type: none"> • Resources • Sexual violence 101 • Zero Tolerance • Involvement and collaborations. <p>[on-going]</p> <p>Develop a <i>systematic plan</i> to increase community involvement. [By 2008]</p>	<p>3 – 8-15 week groups.</p> <p>Revise curriculum.</p> <p>1 GLBT group.</p> <p>Class presentations (1-5 sessions).</p> <p>Presentations to other community service providers.</p> <p>Develop plan for community involvement</p>	<p>Program Log:</p> <ul style="list-style-type: none"> • # attending • participant category • Descriptors –age, sex.. • Content covered • # of sessions • Length of sessions <p>Plan adopted.</p>	<p>70% show a decrease in stereotyping. (SP)</p> <p>70% will increase knowledge about what defines SV. (SP, CP)</p> <p>70% will be able to identify healthy versus unhealthy relationship behavior. (SP)</p> <p>70% will increase knowledge about ways to intervene. (CP, SP)</p> <p>70% will demonstrate an increase in feeling empowered. (SP)</p> <p>Increase in teen driven prevention activities.</p> <p>80% will identify resources available. (SP,CP)</p> <p>70% will demonstrate a willingness to be involved with SV prevention. (SP, CP)</p> <p>Increase in new community volunteers.</p>	<p>Measures TBA. (by 9/06)</p> <p>Prevention Activity log.</p> <p>Volunteer database.</p>	<p>Increase in community volunteers. (I)</p> <p>Increase in teen-driven prevention activities. (I)</p> <p>Increase in community activities related to sexual violence prevention. (I)</p> <p>SV prevention curriculum adopted, integrated and replicated in schools. (L)</p> <p>Increase in options for youth activities and engagement (L).</p> <p>Increase in healthy relationships attitudes and behaviors. (L)</p> <p>Reduce incidence of sexual violence. (L)</p> <p>Increase youth health and wellness. (L)</p>	<p>Unable to measure at this time.</p>

SP = School population
 CP = Community Population

I = Intermediate Outcome
 L = Long-term Outcome