

Planning for Community-Level Evaluation A Quick Overview and Brainstorming Template

Approaching Evaluation & Building Skills

Evaluation is a specific field of practice but makes use of a variety of skills many non-profit workers have already developed. As such, there are many non-profits that are equipped to engage in evaluation of their efforts with minimal outside help. The following resources can be helpful in continuing to build your knowledge and skill base:

National Sexual Violence Resource Center (free)

- [Evaluation Toolkit](#)
- [Evaluating Sexual Violence Prevention Programming eLearning Course](#)

Centers for Disease Control and Prevention (free)

- [Sexual Violence Indicators Guide and Database](#)
- [Evaluation: Putting Evaluation to Work](#)

American Evaluation Association (for cost)

- [Digital Knowledge Hub](#)
- Annual Conference & Summer Institute (links change by year)

Considerations for Community-Level Evaluation

Evaluating community-level primary prevention efforts involves the same processes as other kinds of evaluation, but there are still a few key points that you will want to keep in mind if you have not evaluated community-level work before:

- Community-level work involves making changes in community-level factors and therefore measures changes in those community-level factors. This might involve different kinds of data collection than you have used before. For example, you might need to do document reviews about policies and policy changes. It is easy to slip into the same old methods, like collecting data about individual attitudes, behaviors, and expectations. While you can still collect data from individual people, you need to make sure the data ultimately speaks to larger-scale changes (e.g., a sense of community connectedness or perceptions about norms).
- Trying to evaluate community-level efforts means you might be able to take advantage of more existing data sources to help with your evaluation efforts. Other community or municipal organizations might be collecting data that could help serve as indicators of the changes you are hoping to make (see the CDC link above for more information). You will likely need to collect other data along with using existing data in order to fully speak to the change your efforts have contributed to specifically, but using existing data can save time and other resources.

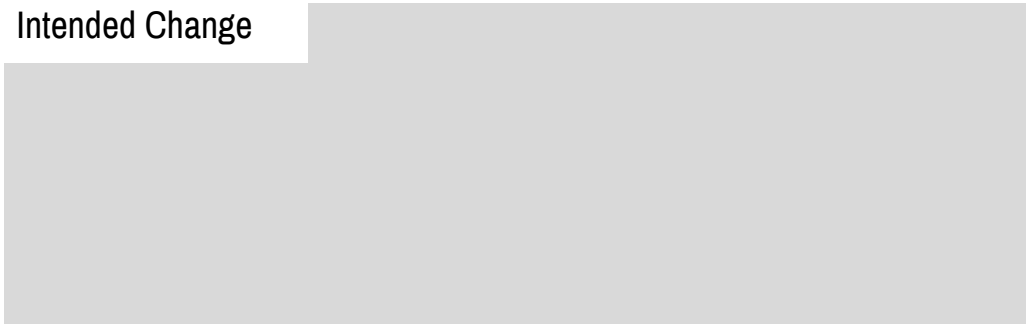
Community-Level Evaluation Planning

Overview

How to use this document: This worksheet is meant to support your efforts to plan to conduct evaluation of community-level primary prevention efforts. Ideally, you will work through this document along with members of the community in which you are working. When you first work through these sections and questions, you can treat it as a brainstorm, developing multiple options before narrowing down to a specific course of action (see second worksheet). The Tips & Considerations column offers questions for you to answer as you figure out each basic step of the plan.

Basic Steps

Intended Change

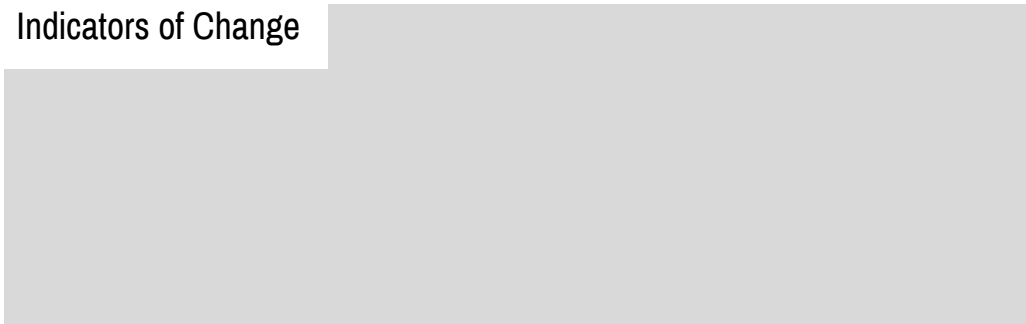


Tips & Considerations

What do you want to change? Be as specific as possible in the wording.

Usually, these are changes in norms, policies, or practices and address community- (or societal-) level risk factors, as identified by the CDC. Consult the STOP SV Technical Package for specific implementation ideas and areas of focus.

Indicators of Change



How will you know when the change has happened? What will you see or hear? What will look different? How will people engage with each other?

Consider which indicators are the most meaningful and most closely connected to your ideal change.

Community-Level Evaluation Planning

Basic Steps

Data Collection Process



Tips & Considerations

How will you gather information about those indicators? How many indicators do you need to collect information on in order to get the best sense of the change and how much the change matters in the community? What data already exist that you do not need to gather yourselves?

When will you collect the data? How can you integrate data collection along the way to ensure that you are able to make changes during the process of your work?

Analysis & Interpretation



In order to understand what the data tell you about the status of the change you are trying to make, you need to engage in a process of analyzing and interpreting those data. Means of analysis depend on the type of data.

Regardless of the type of data and methods of analysis, getting community input into analysis can be critical. Interpretation is the process of figuring out what the data really mean, which then will guide the actions you will take as a result.

Community-Level Evaluation Planning

(Example)

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Basic Steps

Intended Change

Increase norms supportive of bystander behaviors in all schools in the school district during this year*
(STOP SV Level 1)

Indicators of Change

- Policies in school are changed (document review)
- Students report change in perceived norms (survey or focus group)
- If one student intervenes in a situation, other students show support for them (observation or student report)

*Programming to support this might include changes to school policies, social norms campaigning, etc. These efforts would likely be combined with programming at the individual- and relationship-levels focused on behavior change.

Tips & Considerations

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Usually, these are changes in norms, policies, or practices and address community- (or societal-) level risk factors, as identified by the CDC. Consult the STOP SV Technical Package for specific implementation ideas and areas of focus.

How will you know when the change has happened? What will you see or hear? What will look different? How will people engage with each other?

Consider which indicators are the most meaningful and most closely connected to your ideal change.

Community-Level Evaluation Planning

(Example)

Basic Steps

Data Collection Process

- Annual review of school policy documents
- Bi-annual interviews with teachers about adherence to policies (practice)
- Student observers collect data on behaviors in school (observation instrument developed with students)
- Student focus groups at beginning and end of school year

Analysis & Interpretation

- Staff members conduct preliminary analysis of data to identify key points
- Data party at the end of the year with students and staff (separate groups) to collectively interpret the data and determine next steps (need to budget for pizza!)

Tips & Considerations

How will you gather information about those indicators? How many indicators do you need to collect information on in order to get the best sense of the change and how much the change matters in the community? What data already exist that you do not need to gather yourselves?

When will you collect the data? How can you integrate data collection along the way to ensure that you are able to make changes during the process of your work?

In order to understand what the data tell you about the status of the change you are trying to make, you need to engage in a process of analyzing and interpreting those data. Means of analysis depend on the type of data.

Interpretation is the process of figuring out what the data really mean, which then will guide the actions you will take as a result. How will you involve the community in the process of making meaning and deciding next steps?

Community-Level Evaluation Planning

Detailed Worksheet

How to use this document: If you want to record more detailed answers to the questions offered in the Tips & Considerations section, use this sheet. Once you've done a broader brainstorm, you can streamline your answers and put them in the basic steps worksheet.

Basic Steps

	What do you want to change specifically?
Intended Change	For whom/which community?
	By when?

Community-Level Evaluation Planning

Detailed Worksheet

Basic Steps

How will you know when the change has happened?

What will you see or hear?

Indicators of Change

What will look different?

How will people engage with each other?

Community-Level Evaluation Planning

Basic Steps

How will you gather information about those indicators?

How many indicators do you need to collect information on in order to get the best sense of the change and how much the change matters in the community?

What data already exist that you do not need to gather yourselves?

Data Collection Process

When will you collect the data?

How can you integrate data collection along the way to ensure that you are able to make changes during the process of your work?

Community-Level Evaluation Planning

Basic Steps

How will you involve the community in the process of making meaning and deciding next steps?

Analysis & Interpretation

Other Notes