PARTNERS IN SOCIAL CHANGE

WA State's Flower: Coast Rhododendron

END SEXUAL VIOLENCE IN OUR COMMUNITIES

Director's Desk

Lydia Guy

Prevention Services Director

Everything is everything
What is meant to be, will be
After winter, must come spring
Change, it comes eventually

Lauryn Hill

Spring is the perfect time to celebrate new life and to reflect upon past accomplishments. 2005 marks the ten year anniversary of the Final Report of the Sexual Assault Services Advisory Committee. In the summer of 1994, the Washington State Sexual Assault Services Advisory Committee convened. Victim service providers, Office of Crime Victims Advocacy (OCVA), the Department of Social and Health Services, Division of Children and Family Services (DCFS), and the Washington Coalition of Sexual Assault Programs (WCSAP) collaborated in the creation of the committee. A common desire was the provision of high quality and consistent services for *all* individuals, families and communities affected by sexual violence. This committee also had a more fundamental goal, the eradication of sexual violence.

Over the past decade Washington State has embarked on the implementation of a contemplative, systematic plan focused on moving us toward our ultimate goal. Prevention, and more specifically, social change work were identified as essential components to include in our range of activities. All of us together have designed service structures, implemented new strategies (community development) and provided services to survivors in addition to educating ourselves and communities about the multi-faceted issue of sexual violence. It has been rewarding yet challenging. As we look at the beauty, promise and hope that the spring flowers provide it is imperative that we celebrate our achievements while looking towards the future. With luck and perseverance the next decade will bring even greater societal change.

Lydia

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THE ROAD TO A SOCIAL CHANGE FRAMEWORK FOR SEXUAL ASSAULT PREVENTION IN WASHINGTON STATE

BY STEPHANIE CONDON

Prior to 1998, when the Office of Crime Victims Advocacy (OCVA) embarked on social change efforts to prevent sexual violence, state-funded sexual assault prevention work in the field was primarily traditional presentations focused on building personal safety and risk avoidance skills and encouraging children to disclose sexual abuse. Adoption of a community development approach to sexual violence prevention represented a major paradigm shift at the state level and for the field.

How did this shift come about? Through its experience administering prevention grants from 1991 - 1997, OCVA saw that traditional safety skills and risk avoidance strategies for child sexual abuse prevention made kids the front line of defense. We recognized that while these strategies helped increase disclosures from children and may have helped protect individual children in specific situations, we were not addressing the societal changes that needed to occur to eliminate sexual assault. OCVA determined that we should not continue to rely on children to protect themselves from this crime and we needed to shift our focus to the elimination of sexual assault and abuse by addressing the underlying causes of these crimes in our society. The development of this perspective at OCVA coincided with the arrival of federal Rape Prevention and Education funding authorized through the Violence Against Women Act. The State's Department of Health (DOH) received these funds and transferred administration of them to OCVA.

...We needed to shift our focus to the elimination of sexual assault and abuse by addressing the underlying causes of these crimes in our society.

Based on the availability of new federal funds to support prevention efforts coupled with OCVA's impetus to shift prevention efforts to a social change approach, OCVA and DOH decided to convene a statewide advisory committee to explore and identify strategies with this paradigm shift in mind. The prevention advisory committee members began an in-depth review of research on prevention models and strategies. Through their review they discovered the Lofquist Model of community development for social change. As committee members were asked to recommend one model for the State to adopt to guide sexual assault prevention efforts, the committee found the Lofquist Model to be the most applicable and adaptable to sexual assault. The Model was based on a social change foundation and was aligned well with OCVA's goal of shifting prevention efforts to a social change focus. The advisory committee's work culminated in the 1997 Sexual Assault Prevention Plan for Washington State.

Efforts got underway to integrate the Lofquist Model into the state's sexual assault prevention program. The three Prevention Service Standards were developed: Social Change, Information and Awareness and Building Skills. These services were adopted in State statute as a required core service and became part of CSAP core services contracts effective July 2000. Soon after, the Prevention Service Standards became part of the accreditation review process for CSAPs.

Prevention became a required core service for several reasons. Before prevention was a core service, prevention activities were an eligible activity for specialized services funding through the Education Service Standard. Experience had shown that due to the high demand for other specialized services (therapy and support groups), prevention and education services were only receiving a very limited portion of funding. In addition, OCVA felt it was essential for prevention activities to be offered in every region of the state. Many CSAPs had traditionally provided prevention activities in their communities and thus, it made sense to make prevention a component of the basic array of core services available in every region in the state.

Social change prevention work through community development has now been a required core service for CSAPs for nearly five years. CSAPs have faced challenges such as the extent of a community's readiness to engage in community development and sustaining stakeholder involvement. However, in the last five years, CSAPs have done some great community development work. Here are just two examples of what CSAPs have accomplished:

In Forks, the CSAP worked with a group of men from a broad cross section of the community to form a local branch of the White Ribbon Campaign, an international organization of men working to end men's sexual and domestic violence against women and children. The Forks White Ribbon Campaign was formed with the support of the Forks Abuse Program, which continues to offer the campaign technical assistance. The campaign's representation has expanded to include area businesses, tribes and church leaders. Activities have included collaborating with the Forks Abuse Program to do information tables at local grocers during Sexual Assault Awareness Month and at a local performance of the Vagina Monologues.

In Skagit County, the Skagit Domestic Violence and Sexual Assault Program has facilitated a community development process with Pioneer Center North, a chemical dependency treatment facility for men and women. Stakeholders have included case managers, a counselor, a vocational manager, a recreations specialist, a clinical director and assistant director, and residents. The stakeholders identified underlying conditions and decided they wanted to address pornography, staff responses to sexual violence, and tolerance for prejudice and sexism. As a result of the stakeholders' work, Pioneer Center North has eradicated pornographic materials from the facility, has developed new policies on pornography and sexual harassment, and has informed residents about the complaint process for sexual harassment. Residents helped eliminate pornography in their units and displayed anti-rape posters that they had made. Skagit Domestic Violence and Sexual Assault Program and Pioneer Center North staff co-facilitated Sexual Violence Education classes for center residents, center staff have been trained by the CSAP, and the project has moved toward Pioneer Center North taking over the classes for residents.

MODELS OF DISABILITY AND SEXUAL ASSAULT PREVENTION

BY RYAN WARNER

Within the wide spectrum of disabilities there are a number of different definitions and models of disability. Each one of these models presents a different perspective regarding the meaning of disability and the societal implications of being a person with a disability. In this article I will outline two models of disability in addition to arguing that one of the models is far superior when applied to sexual assault prevention.

The medical model of disability, also known as the pathological model, views disability as a defect, or a failure of the body. In doing so the medical model ties the cause of disabilities directly back to a medical condition such as bad health, genetics, or a person's personal behavior choice. This model may be familiar to many people. It is the basis for the perspective of society's most fundamental institutions. These institutions tend to view people with disabilities as the composite of their disability. The medical model focuses on the characteristics of the disability instead of the unique individual. Disability is viewed as a disease that can be solved with the silver bullet of a medical cure.

The medical model focuses on the characteristics of the disability instead of the unique individual ...a disease that can be solved with the silver bullet of a medical cure.

Although the medical model is the predominate model, other models of disabilities exist. One is the "social" model of disability. Essential to this model is the belief that disabilities have always been a natural part of the human experience. According to this model, people with disabilities do not face barriers as a result of the limitations of their disability; rather, barriers are a result of the way the social systems in society are organized. Examples of the social system include but are not limited to the physical arrangement of society as well as societal attitudes towards people with disabilities. The perspective of the social model of disability presents a cultural interpretation in which there is a positive recognition of the shared history and social and political contributions of people living with disabilities.

The medical model and the social model present two very different perspectives on disabilities and the role of people with disabilities in the world. Each definition is heavily informed by those who aided in its construction. The medical model was created to support the role of modern medicine in our society, whereas the social model of disability was created by people with disabilities as a way to seize their own power and define their experience on their own terms. It is important to remember when considering these two models that for the most part, the medical model was created by people without disabilities ABOUT people with disabilities, whereas the social model was a community-created definition by people with disabilities.

Operating from a defined framework is extremely important to thoughtful and effective prevention work. There are a number of important questions to ask yourself when adopting a framework or model.

According to [the Social] model, people with disabilities do not face barriers as a result of the imitations of their disability...barriers are a result of the way the social systems in society are organized.

1. **From, or from whom, does the definition originate?** It is important to question who created the definition or model and from what prospective they view the issue.

2. **Where is the power placed in the model?** It is important to acknowledge who in the model is given the power: Is it the community that is affected, or an outside force? Using the example of disabilities, power in the medical model is assigned to the medical establishment, and people with disabilities are relegated to the subservient role of patient. Conversely the social model places people with disabilities at the center of the model.

3. **Does the model agree with your philosophy?** Is the model or definition portraying an image that is consistent with the values and focus of the work that you are doing? It is important the model make an accurate statement regarding the intent of your work and the beliefs of your partners.

The application of accurate definitions is very important to effective community centered prevention work. Because community development is based on building strong relationships of trust and respect, the social model of disability is a stronger paradigm from which to frame sexual assault prevention work and community development initiatives. By understanding and appreciating the definitions that your partners subscribe to, your collaborations are strengthened by a greater awareness of each others perspectives and points of view. It is those points of view that expand your community development work and ability to end sexual violence.

We are sad to announce that this will be the last Partners in Social Change contribution by Ryan Warner as he is leaving WCSAP. We would like to take a moment to thank him for his insightful articles focusing on Prevention and Disabilities and his work over the past years at WCSAP. We wish him well in his future plans!

Theory Corner: Prevention as a Core Service

By Lydia Guy

In March 1999 prevention became a core service as part of the State of Washington Sexual Abuse/Assault Services Standards. Although prevention was not a new service for many of us, the standardization of this service was new for *all* of us. As part of the standardization, qualifications were created for staff and volunteers involved in its provision.

> Social change efforts should be initiated and led by a Community Sexual Assault Program. All volunteer and paid staff must complete 30 hours of initial sexual abuse/assault training, and the 5-hour WCSAP prevention orientation or equivalent. Twelve hours of on-going training is required annually. All training must be approved by the Washington Coalition of Sexual Assault Programs. The provider must be familiar with the dynamics of sexual abuse/assault and relevant community resources, as well as have an understanding of how medical, legal and social services respond to victims of sexual abuse/assault. Providers must have an understanding of the causes of sexual violence, prevention and social change theory, community development techniques and have demonstrated experience in educational techniques appropriate to their audience.
>
> Providers must be supervised by a paid staff person who has completed the 30 hours of initial sexual abuse/assault training and the5-hour prevention orientation, and has two years of relevant experience. The supervisor should observe the provider's training on a periodic basis.[1]

The qualifications were created in recognition of the fact that the provision of sexual assault prevention services requires a specific skill set, as well as making sure that everyone providing these services in Washington State has a basic understanding of social change theory and the Loftquist framework adopted in 1997. Qualifications are both prevention specific and inclusive of general sexual assault service delivery theory. Core and on-going training hours are required for everyone involved in the initiation of sexual assault prevention services due to the fact that the vast majority of prevention initiatives will include survivors and significant others and the necessity that sexual assault providers posses the ability to provide appropriate crisis oriented services.

The 5-hour prevention orientation, ***Prevention Accreditation Standards Support Package*** is provided as a training video and support package and can be obtained by contacting Prevention Services Coordinator, Meghan Milinski meghan@wcsap.org. Core and ongoing training can be obtained through various sources including but not limited to WCSAP, Community Sexual Assault Programs, and other sexual assault specific providers. Contact Advocacy Education Director, Janet Anderson janet@wcsap.org for information regarding core and ongoing training opportunities.

1. State of Washington Sexual Abuse/Assault Services Standards

Standard CS7: PREVENTION: SOCIAL CHANGE - The agency facilitates the process of community mobilization to eliminate factors that cause or contribute to sexual violence.

Evidence of Compliance

1.   Evidence of leadership by the agency in a community development planning process. Projects can target specific communities within the broader service area (i.e., schools, religious sector, summer camps).

2.   Evidence of participation by **at least five** potential stakeholders, reflective of the community's diversity, with the intent to develop and implement a community development plan focused on eliminating sexual violence.

3.   Evidence of appropriate training and supervision for all direct service volunteers and staff.

4.   Evidence that supervisors of prevention staff have the relevant social change and community development experience.

Required Level of Compliance: A*

Standard CS8: PREVENTION: INFORMATION/AWARENESS - The agency must demonstrate efforts to inform the community and increase awareness about sexual abuse/assault with the goal of increasing the community's acceptance of responsibility for prevention of sexual abuse/assault within the community defined in CS7 and in the broader service area.

Evidence of Compliance

1.   Evidence that the agency is disseminating information about sexual abuse/assault, including information on underlying causes of sexual violence (i.e. brochures, speakers bureau, PSAs, press releases, media kits and community events).

2.   Evidence that the agency is reaching out to diverse populations.

3.   Evidence of appropriate training and supervision for all direct service volunteers and staff.

4.   Evidence that supervisors of prevention staff have the relevant social change and community development experience.

Required Level of Compliance: A*

Standard CS9: PREVENTION: BUILDING SKILLS - The agency must provide programs and presentations focused on building skills of individuals and developing strategies to prevent sexual abuse/assault within the community defined in CS7 and the broader service area.

Evidence of Compliance

*   To achieve these standards, the agency must demonstrate compliance with each item.

1.   Evidence of programs/activities that build leadership, enhance decision-making, build relationship skills, and enhance positive self-concept (i.e. physical defense training, assertiveness training, personal-safety awareness, educational support groups, community organizing, social change theory, community development process or classroom presentations).

2.   Evidence of technical assistance being provided focused on skill-building to prevent sexual abuse/assault.

3.   Evidence that the agency is reaching out to diverse populations.

4.   Evidence of appropriate training and supervision for all direct service volunteers and staff.

5.   Evidence that supervisors of prevention staff have the relevant social change and community development experience.

*Required Level of Compliance: A**

PREVENTION: PAST, PRESENT AND BEYOND...

By Meghan Milinski

Ten years ago marks a milestone in the history of the various sexual assault organizations within Washington State. With the creation of the Washington State Sexual Assault Advisory Committee in 1995 our current Sexual Assault Services delivery system was developed. The committee was brought together by their "common desire ...for high quality and consistent service standards for victims of sexual abuse and sexual assault, which include[s] the availability of appropriate services for all victims in the state."[1] Their work resulted in three significant changes: the Office of Crime Victims Advocacy (OCVA) as the single state agency to preside over funding, the 'birth' of Community Sexual Assault Programs (CSAPs), and the list of the core services CSAPs would provide to their communities. A decade later, these transitions continue to shape the way sexual assault services in Washington are provided.

While reviewing the 1995 Advisory Committee's plan, one will not find direct mention of prevention (it can however be found in the 1997 updated appendix under "Core Services"). Regardless, this plan paved the way to implement prevention into the core services. By streamlining the primary core services and funding procedures the state could focus on other important sexual assault practices, primarily prevention. This opened the doors to researching and analyzing a plan specifically for the state of Washington; resulting in the Sexual Assault Prevention Plan for Washington State in 1997.

Although not formalized until 1997, the practice of prevention was not a new concept for Washington sexual assault organizations. In 1996, a survey conducted by WCSAP found that most communities in the state were participating in prevention related programs and education.[2] From 1991 until 1997[3], many organizations received funding to provide prevention related services such as classroom and theatrical presentations, print resources in Spanish, and public awareness campaigns.[4] Although many organizations were already involved in, or at the very least aware of prevention work, the plan encouraged making these services available to all community members through implementing more diverse practices. The goal for this plan was "to impact the underlying causes of sexual violence through the shifting of ownership of solutions from social services to the community using a community development approach."[5] The plan envisioned prevention services that were cultivated and initiated within a social change model. William Loftquist's "Technology of Development" was chosen as the framework. Loftquist's model transfers the focus from social service structures to those directly involved, the people who make up the communities where change is desired.
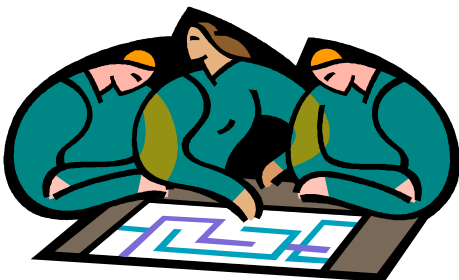
Using Loftquist's "Technology of Development" as the framework, the plan then focused on three main program elements: 1) a statewide media education campaign; 2) demonstration projects; and 3) a technical assistance resource center (which would develop into the 'home' of this very publication, The Sexual Assault Prevention Resource Center at WCSAP). After extensive research on prevention efforts in various age groups, it was decided that focusing Prevention funds on

children and youth was the best use of these resources. The plan states: "By educating this group, the project can teach prevention skills to the next generation of adults, thus achieving a lifelong benefit for the participants."[6] Today, many CSAPs continue channeling their prevention funds and time into their local school systems. Within the pages of *Partners in Social Change*, CSAPs have shared many unique school oriented prevention programs. These sexual assault prevention activities have provided a valuable way to introduce, engage and involve younger community members.

Fostering true community support and participation... can move us closer to the change we want to take place.

After reflecting on the last 10 years of prevention's history, it's time to take a step forward: planning and preparing strategies for the next 10 years. One of the accomplishments of the last decade is the focus on youth and prevention education. This is an important demographic and should continue to receive the attention it deserves. However, in addition to working with youth, we can use the next ten years to apply our knowledge and gained experience to focus on community development plans in a variety of other communities.

The continued use of Loftquist's "Technology of Development" during the next ten years will lead us towards implementing prevention activities and proceedings motivated towards social change. The initiatives must take into consideration the voice of the communities that make up the neighborhoods, cities and counties our organizations serve. Fostering true community support and participation, in conjunction with traditional activities of local CSAPs, can move us closer to the change we want to take place. The strength of this design is the opportunity for communities to both benefit from the knowledge of CSAPs in regards to sexual violence, as well as create a custom tailored response to these difficult issues.

As a fairly new member of WCSAP and its prevention department, this glance back into prevention's past has given me better perspective on the preparation and work that has gone into providing these services to the various communities in Washington State. Keeping the Sexual Assault Prevention Plan's challenging goal of "ultimately eliminating factors that cause or contribute to sexual violence"[7] in mind, Prevention activities and education must continue to play an integral role in our sexual assault organizations. We have overwhelmingly found that creating and nurturing relationships with members of all of our local communities is essential in addressing sexual violence. With the experience gained over the past ten years, sexual assault organizations in Washington have a lot to offer their communities and the state. Let's continue this progressive path of prevention with the confidence that the next ten years will bring us even closer to the realization of our goal.

1 Washington State Sexual Assault Services Advisory Committee, *Final Report: Washington State Sexual Assault Services Advisory Committee* (June 1995) pg. 1
2 Washington State Institute for Public Policy *Sexual Assault Prevention Plan for Washington State* (August 1997) pg. 24
3 ibid pg. 25
4 ibid pg. 25-26
5 ibid pg. ii
6 ibid pg. 19
7 ibid pg. 14

Evaluation and Social Change: Defining Realistic Outcomes

By Sarah Stachowiak & Hallie Goertz

Pam spent the last year engaging a wide group of stakeholders to address underlying community issues that perpetuated sexual violence. After months of meetings and difficult discussions, the group had decided that they should work to decrease victim-blaming in their community. They had chosen several activities to increase the community's awareness of this issue and how community members could positively impact this issue.

Now that the community group was coalescing and moving forward, Pam wondered about evaluation. How could she prove that this work was going to create the social change that they were working to achieve?

The social change model adopted and supported by OCVA focuses on impacting underlying causes of sexual violence by transforming communities to address sexual assault issues. These efforts often require CSAPs to establish relationships, convene community processes, and network with stakeholders. Ultimately, successful social change work shifts the ownership of solutions from social service agencies to the community.

How does an agency evaluate work that is often amorphous, ever-changing, and ultimately owned by community members?

One of the first steps toward evaluating social change is to work with your community stakeholders to <u>define outcomes</u> that are realistic, reasonable, and that you are able to impact with your social change interventions.

What are outcomes? They are the *changes* in community conditions that stakeholders believe will occur as a result of the initiative. In social change work, it may be helpful to consider outcomes that are changes in community environments, relationships, institutions or service systems. Examples of community-level outcomes include:

- √ Local media increases attention given to an issue.
- √ Community members have increased awareness of the prevalence of sexual assault.
- √ Community members have a shared definition of victim-blaming.
- √ Community members decrease tolerance for inappropriate or violent behavior.
- √ Schools increase enforcement of sexual harassment policies.
- √ Stakeholder groups deepen their collaborative relationships to address sexual violence.

In the vignette above, Pam was musing about how to find out if the local process she was involved in would impact community conditions. Say, for example, that one of the activities the stakeholder group had identified was to develop a number of opinion pieces for the local media on victim-blaming. Pam might develop a "So That" chain to identify outcomes related to specific activities her group was carrying out.

CONNECTIONS, FERRY COUNTY

Our *Girls Night Out SAP* groups are going strong this year. We began the school year with 2 large groups of girls. The 7th thru 12th graders decided to name their group Women (with an X over it) Teens (under Women) On A Mission (TOAM). The topic they chose to learn about is convicted sex offenders. They have gathered valuable information; which include learning who Ferry County's convicted offenders are, safety tips and "What do they look like." The girls are awesome.

Another group is compiled of 5th and 6th graders and they call themselves The Chunky Monkeys. Their topic is elder abuse. They have formed a group that goes to the local area rest homes once a month. The elders in our community have already formed tight relationships with them and they look forward to their visits each month. Also the girls talk to them about violence and what it was like when the elders were their age. One elder told them about the orphanage at the mission across the river where the Indian and abused children were taken, it was not a good place. I am trying to get this history and will keep the girls digging for more information regarding this.

THE CHUNKY MONKEY'S VISITING A NEW FRIEND.

We have one more group going on in Inchelium, located on the Colville Confederated Reservation. Heather Hooper Baumbach and Laurel Sylvan started this group about 5 weeks ago and are having at least 2 new girls participating each meeting. They are learning how to become a voice against sexual assault and are having a great time. The teens motto is "Onward and Upward in Prevention Work."

SHARE YOUR 2005 SAAW EVENTS & ACTIVITIES WITH US!

Sexaul Assault Awareness Week is quickly approaching. We will send out disposable cameras for you to snap shots of your organization's 2005 SAAW events. Then, when you send them back, we will showcase your pictures in the upcoming Summer 2005 *Partners in Social Change* newsletter! Please contact Meghan at meghan@wcsap.org for a disposable camera, return postage, and photo forms.

WHAT'S GOING ON? WCSAP NEWS

UPCOMING WCSAP TRAININGS

Advocate Core – Mount Vernon, WA
April 9th, 10th, 16th & 23rd

Advocate Core – Omak, WA
May 2nd – May 5th 2005

Therapist Core – Ellensburg, WA
May 9th – May 11th 2005

Contact Doyle at doyle@wcsap.org to register for these trainings or call 360-754-7583

Survivor's of Sexual Abuse/Assault Intensive Workshop
May 21st & May 22nd
Mountaineers Building, Seattle, WA
Join Staci Haines, author of *"The Survivor's Guide to Sex"* in this 2-day healing intensive for survivors of sexual trauma. This interactive workshop will introduce you to a mind/body approach to healing from trauma and re-building a self-defined life and sex life.

Cost: $250 for the weekend. Scholarships available.
To enroll please contact: Janet Anderson 360/754-7583 x108 or janet@wcsap.org. Mail registration to: Janet Anderson, WCSAP, 2415 Pacific Ave. SE Olympia, WA 98501

**While WCSAP is proud to be affiliated with this event and has agreed to provide publicity and administrative support, since this workshop is not part of our formal training series, WCSAP is unable to underwrite the financial cost for this workshop for members. However, a limited amount of scholarships will be provided by the trainer. If you would like to apply for a scholarship, please submit the scholarship request form. All registration materials can be found at www.wcsap.org.

WCCVA WASHINGTON COALITION OF CRIME VICTIM ADVOCATES
Victims' Rights in Washington State - An Overview of Statutes and Case Law
Winthrop: May 26 & 27
Port Hadlock: June 2 & 3

REGISTRATION & REGISTRATION FEE: Registration deadline is 2 weeks prior to the training event. There is no registration fee for this training event. However, a $25 check deposit is required to hold your spot. Deposits will be returned at training check-in. **Participants are not registered until registration form and deposit check are received.** Space is limited. Register early!

CONFIRMATION: Registration confirmation will be mailed or e-mailed upon receipt of registration form and deposit check.

LODGING: Contact the Sun Mountain Lodge and the Inn at Port Hadlock directly for reservations.

QUESTIONS? Contact WCCVA at (425) 301-9355 or wccvajoan@comcast.net

Many CSAPs report that the personal emissary work they do as part of community development has opened doors for them in the community and built important new relationships that enhance the CSAP's work in and connections to their community. OCVA continues to see exciting examples of the potential for this approach to bring about meaningful social change to end sexual violence.

Activity: Develop Op-ed pieces on victim-blaming
So that
Media coverage increases (outcome)
So that
Community members understand what "victim-blaming" is (short-term outcome)
So that
Community members recognize victim-blaming behaviors (short-term outcome)
So that
Community members decrease victim-blaming behaviors (intermediate outcome)
So that
The community decreases tolerance for victim-blaming and increases support for
 victims (long-term outcome)

When choosing outcomes to evaluate, stakeholders should prioritize those that realistically reflect the kinds of changes their initiative can make happen. In addition, remember that time periods for achieving outcomes can vary. It can be valuable to identify short-term, intermediate and longer term goals for this type of work.

Organizations often find it challenging to apply evaluation to prevention work. When you're preventing something from happening, you can't "prove" that a bad thing didn't happen because of an intervention. In addition, evaluation of efforts that impact the community rather than a small group of individuals can seem overwhelming. However, there are benefits to be gained from outcome-based evaluation.

Defining outcomes for social change work can help you:
1) See if you're addressing underlying conditions.
2) Continuously improve your processes or activities.
3) Support a group's sense of purpose and direction.
4) Make informed decisions about what to do next.
5) Report on progress to funders and stakeholders.

Once outcomes are defined and agreed upon by the stakeholder group, groups need to make outcomes measurable by creating indicators of change. This area will be explored in the next quarterly publication.

If you have questions or would like technical assistance on evaluation of prevention efforts, contact Organizational Research Services:
Sarah Stachowiak (sarahs@organizationalresearch.com, extension 10)
Hallie Goertz (hgoertz@organizationalresearch.com, extension 24)
206.728.0474