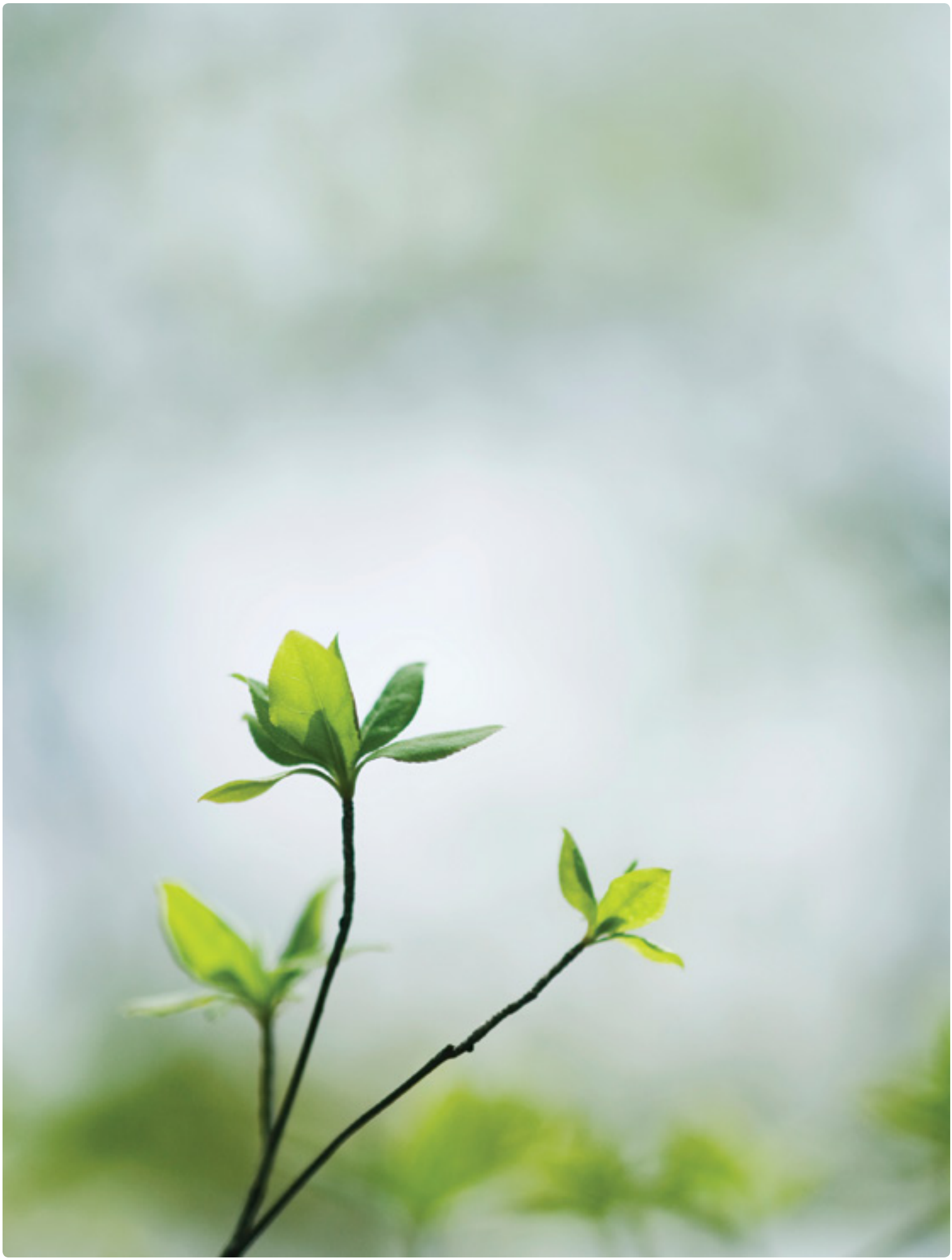
Cultivating Evaluation Capacity

A Guide for Programs Addressing Sexual and Domestic Violence

Nancy Smith and Charity Hope
Edited by Alice Chasan

VERA INSTITUTE OF JUSTICE
Center on Victimization and Safety



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From the Center Director

In recent years, public and private funders have developed a keen sense of the importance of measuring the value of the programs they support. At the same time, many social service providers have started to recognize the benefit of evaluating their programs. Among grantors and grant recipients alike, economic belt-tightening and the resulting need to optimize spending allocations have fostered an appreciation for data-driven rather than impressionistic or anecdotal assessments that social service programs deliver what they promise.

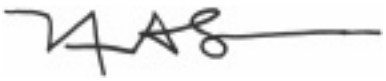
As pressures to evaluate have mounted, many social service agencies jumped into assessments of their programs without first developing their capacity to do so. As many of them discovered, without the underlying infrastructure necessary to support evaluation, their efforts were unsuccessful, or at a minimum, hard to sustain—and emerging research supports their claim. Common infrastructure shortfalls include insufficient staff training and inadequate budgeting to support evaluation activities.

For programs serving survivors of sexual and/or domestic violence, the challenges to meaningful evaluation are particularly complex. While the majority of social service programs focus on changing clients' behaviors, programs for survivors of sexual and domestic violence serve people affected by others' behavior. Given the nature of the problems these agencies seek to address, there is less clarity than in other fields about how to determine whether programs make a significant difference in the lives of survivors, or even how to safely engage survivors in evaluation efforts.

This guide is designed to help programs serving survivors of sexual and/or domestic violence assess their evaluation capacity and identify areas of strength, as well as areas for improvement. Whether an organization is just starting to grapple with how to determine success for its programs or seeking to reassess its evaluation efforts, it can turn to the principles outlined in these pages to support the work of cultivating a culture of evaluation.

We hope this guide will be a valuable resource.

Nancy Smith



Director, Center on Victimization and Safety, Vera Institute of Justice

Introduction

Social service organizations now view evaluation as an underpinning of their success, and for good reason. By examining its work, an organization can better tailor its outreach, services, and financial supports to the people or geographic regions most in need; determine which program elements work well and which ones do not; and identify gaps in staff training, as well as areas of exemplary staff performance. For programs addressing domestic and sexual violence, evaluation is an essential tool to ensure that all survivors receive vital services and support, and ultimately to end these forms of violence. In addition, the information gathered in preparing for and performing an evaluation can help an organization be better positioned to meet funders' benchmarks and to demonstrate to funders that it is meeting its program goals—essential measures in the current economic climate. This guide is designed to help organizations addressing domestic and/or sexual violence prepare for meaningful evaluations.

You probably already collect some information about your program and use it as the basis for improvements. More than likely, staff members discuss what they think is working well and what challenges they see and they share ideas on how programs and services could be improved. Evaluation builds from your current information-gathering procedures to create a more systematic and intentional ongoing data-collection and analysis process.

At its core, evaluation is the process of answering a set of questions about your programs and services—examining their functioning and effectiveness in comparison to their design. The evaluation, in turn, allows you to report your findings to key stakeholders and to use the information to enhance your programs.

Undeniably, there are costs to evaluating your program, including staff time and financial resources. Some people see these expenditures of time and money as diverting critical assets away from essential services for survivors. However, evaluation is an investment in your program.

Ultimately, this investment helps you to:

- Give survivors, staff, and other key stakeholders the opportunity to provide input into programs.
- Remain accountable to survivors, staff, communities, and funders.
- Give staff a deeper understanding of programs through revisiting goals, intended program impact, and underlying theories of change.
- Better understand if your program goals and objectives are being achieved.

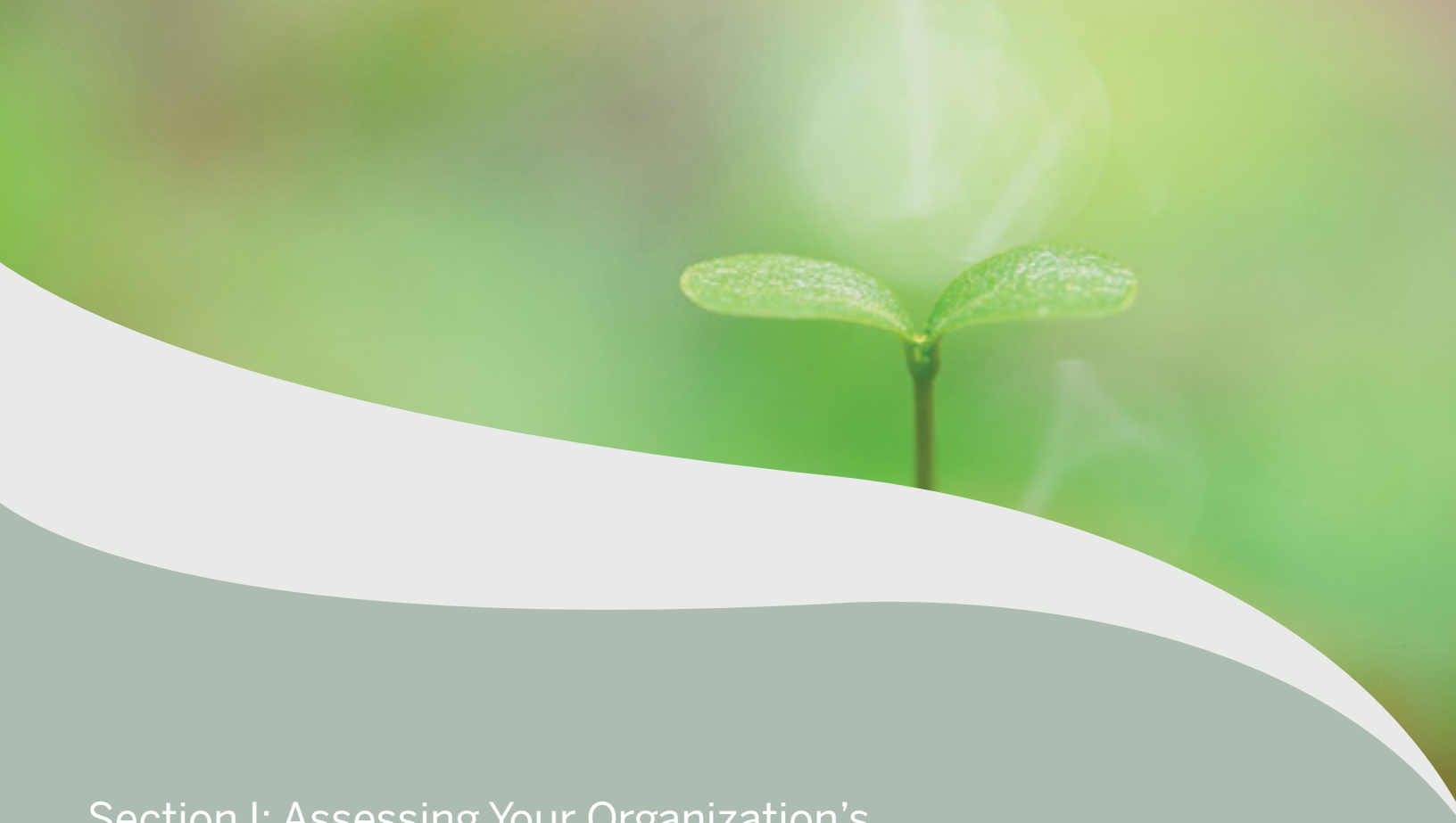
- Discover what works in your program, what doesn't, why, and new ways to improve your program.
- Allocate resources in a more informed way.
- Make more strategic planning decisions, including ways to customize programs and services for emerging populations or those with unmet needs.
- See how people are affected by your efforts and to better your organization's impact.
- Document what you are doing well and report this information to your funders and community supporters.
- Promote your program and seek new funding opportunities.

Because of evaluation's many benefits, policymakers, funders, and practitioners are calling for domestic and sexual violence programs to evaluate their work. Nevertheless, organizations often cannot find the necessary support—whether in the form of funding, training, or technical assistance—to help prepare them for this task. In response to this support gap, a variety of social scientists and practitioners have published self-help resources to guide an organization through the steps of creating, designing, and implementing an evaluation. But research has shown that an organization needs to have a number of elements in place before it can begin a meaningful evaluation. This guide is designed to help your organization assess its readiness and capacity to take on evaluation activities, with **the ultimate goal of integrating sustainable evaluation efforts into your operations.**

Section I describes the key factors within your organization that affect its readiness to conduct evaluation activities and provides a tool and process designed to help you better understand and assess your evaluation capacity. **Section II** provides practical information, tips, and resources on topics essential to enhancing your organization's evaluation capacity, including creating a culture of evaluation; how to ensure that your evaluation is aligned with your program goals; budgeting for evaluation; how to staff your evaluation team; what's involved in working with an external evaluator; and considerations for defining and measuring success. **Section III** lists resources for additional information and training on evaluation, as well as the guide's bibliography.

You know that the work that you do is important. Programs that address sexual and/or domestic violence can be life saving, and you see the impact of your programs and services every day. Evaluation can help you demonstrate the importance of this work to the public.

If individuals and organizations are not ready to engage in evaluation, progress is slow and success is unlikely.



Section I: Assessing Your Organization's Readiness to Evaluate

VERA INSTITUTE OF JUSTICE
Center on Victimization and Safety

Cultivating Evaluation Capacity

A Guide for Programs Addressing Sexual and Domestic Violence

Nancy Smith and Charity Hope, Edited by Alice Chasan

Organizations addressing domestic and/or sexual violence are facing increased pressures to measure their effectiveness, compelling leaders to jump-start an evaluation when a funder requires it. Many organizations that have made this leap without sufficient preparation find themselves struggling at various points. Conducting an evaluation requires everything from finding funding to articulating goals in measurable ways to ensuring staff participation in the evaluation to using the information culled from the data to inform a program's daily work. Without the necessary groundwork for these challenges, evaluation efforts may fail or become unsustainable, which can sour practitioners toward evaluation. But when an organization has a structure conducive to evaluation, it can avoid these pitfalls and sustain enthusiasm for the process. Enhancing the evaluation capacity of your organization as part of your planning can help to prevent negative outcomes.

Several factors comprise an organization's evaluation capacity:

- **organizational culture and practice around evaluation,** including the extent to which an organization values evaluation, is willing to be evaluated, and promotes learning and improvement;
- **commitment and support,** starting at the leadership level; the availability of financial resources; data-collection tools and practices; and the time and opportunity to participate in evaluation;
- **staff's prior experience,** including their knowledge of basic concepts of evaluation, experience collecting and interpreting data, and the ability to make changes based on findings; and
- **articulation of your program's foundational plan,** including essential methods for serving your clients, how change is expected to occur, goals, and the resources and activities that contribute to that change.

Many large organizations run a number of programs; others provide services in a single program. But for any direct-service organization interested in undertaking evaluation activities, an essential first step is to assess its capacity in each of these areas. Does your organization promote learning and reflection as part of its day-to-day practice? Has your organization articulated how your program and services create social and individual change? Can your staff easily articulate important outcomes? There are several evaluation-capacity assessment tools that organizations can use to assess their current capacity and identify areas for improvement. For example, Informing Change's Evaluation Capacity Diagnostic Tool is designed to help an organization assess its readiness to take on many types of evaluation activities. The results can help your organization develop a plan to enhance its evaluation capacity in the areas where you most need to do so.

What's Your Evaluation Capacity?

INFORMING CHANGE

Evaluation Capacity Diagnostic Tool

This Evaluation Capacity Diagnostic Tool, created by Informing Change, is designed to help organizations assess their readiness to take on many types of evaluation activities. It captures information on organizational context and the evaluation experience of staff and can be used in various ways. For example, the tool can pinpoint particularly strong areas of capacity as well as areas for improvement, and can also calibrate changes over time in an organization's evaluation capacity. In addition, this diagnostic can encourage staff to brainstorm about how their organization can enhance evaluation capacity by building on existing evaluation experience and skills. Finally, the tool can serve as a precursor to evaluation activities with an external evaluation consultant.

This tool is intended to be completed by the person within your organization who is most familiar with your evaluation efforts. Within small organizations, it is possible that the director or CEO might be the most appropriate person. This tool can be self-administered, but could also be completed with the assistance of an external evaluation consultant. Ideally, your organization should plan to self-administer the diagnostic and then have a follow-up conversation with an external consultant to determine the areas that your organization might focus its evaluation capacity building efforts. This tool can be administered at a certain point in time or at multiple points in time to determine changes in evaluation capacity.

Note: Quantifying the dimensions of capacity is very difficult. In addition, self-assessments often indicate a higher level of capacity than actually exists; respondents are not always aware of how much room there is for improvement. For example, an organization might think that it has effective knowledge, systems, and practices in place, but once it learns about other tools or practices, it might realize that its current capacity is not as strong as it originally thought. The results of this exercise should also be interpreted in the context of the organization's scope and stage of development. The tool is designed to be used by organizations to better understand their evaluation capacity and to spur dialogue, reflection, and growth in that area. It is not designed to be used for evaluative purposes.

Instructions

Choose your level of agreement with the following statements. After each section, add up your total score.

Organizational Context

Organizational Culture & Practice Around Evaluation	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Our organization sees **evaluation** as a tool that is **integral to our work.**	4	3	2	1
2. Our organization **models a willingness to be evaluated** by ensuring that evaluations, both their process and findings, are routinely conducted and visible to others within and outside of our organization.	4	3	2	1
3. Our organization has an **effective communication and reporting capability** to explain evaluation processes and disseminate findings, both positive and negative, within and outside of our organization.	4	3	2	1
4. Our organization **promotes and facilitates internal staff members' learning and reflection** in meaningful ways in evaluation planning, implementation, and discussion of findings ("learning by doing").	4	3	2	1
5. Our organization **values learning,** as demonstrated by staff actively asking questions, gathering information, and thinking critically about how to improve their work.	4	3	2	1
Add your total score in each row here.				

Total Score

Organizational Context (continued)

Organizational Commitment & Support for Evaluation	Strongly Agree	Agree	Disagree	Strongly Disagree
6. **Key leaders** in our organization **support evaluation.**	4	3	2	1
7. Our organization has established **clear expectations for the evaluation roles** of different staff.	4	3	2	1
8. Our organization ensures **that staff have the information and skills that they need** for successful participation in evaluation efforts (e.g., access to evaluation resources through websites and professional organizations, relevant training).	4	3	2	1
9. Our organization allows **adequate time and opportunities to collaborate on evaluation activities,** including, when possible, being physically together in an environment free from interruptions.	4	3	2	1
10. Our organization provides **financial support** (beyond what is allocated for evaluation through specific grants) **to integrate evaluation** into program activities.	4	3	2	1
11. Our organization has a **budget line item** to ensure ongoing evaluation activities.	4	3	2	1
12. Our organization has **existing evaluation data collection tools and practices** that we can apply/adapt to subsequent evaluations.	4	3	2	1
13. Our organization has **integrated evaluation processes** purposefully into ongoing organizational practices.	4	3	2	1
Add your total score in each row here.				

Total Score

Organizational Context (continued)

Using Data to Inform Ongoing Work	Strongly Agree	Agree	Disagree	Strongly Disagree
14. Our organization **modifies its course of action based on evaluation findings** (e.g., changes to specific programs or organizational-wide changes).	4	3	2	1
15. Evaluation findings are integrated into decision making when deciding what policy options and strategies to pursue.	4	3	2	1
16. Managers look to **evaluation** as one important input to help them **improve staff performance and manage for results.**	4	3	2	1
Add your total score in each row here.				

Total Score ☐

Evaluation Experience of Staff

Existing Evaluation Knowledge & Experience	Strongly Agree	Agree	Disagree	Strongly Disagree
17. Our organization has staff that have a basic **understanding of evaluation** (e.g., key evaluation terms, concepts, theories, assumptions).	4	3	2	1
18. Our organization has staff that are **experienced in designing evaluations** that take into account available resources, feasibility issues (e.g., access to and quality of data, timing of data collection), and information needs of different evaluation stakeholders.	4	3	2	1
19. Our organization can **identify which data collection methods are most appropriate for different outcome areas** (e.g., changes in norms require determining what people think about particular issues, so surveys, focus groups, and interviews are appropriate).	4	3	2	1
20. Our organization has staff with experience **developing data collection tools and collecting data** utilizing a variety of strategies, such as focus group sessions, interviews, surveys, observations, and document reviews.	4	3	2	1
21. Our organization has staff that know how to **analyze data and interpret what the data mean.**	4	3	2	1
22. Our organization has staff that are knowledgeable about and/or experienced at **developing recommendations** based on evaluation findings.	4	3	2	1
Add your total score in each row here.				

Total Score _____

Evaluation Experience of Staff (continued)

Developing a Conceptual Model for the Policy Process / Designing Evaluation	Strongly Agree	Agree	Disagree	Strongly Disagree
23. Our organization has **articulated how we expect change to occur** and how we expect specific activities to contribute to this change.	4	3	2	1
24. Our organization has **clarity about what we want to accomplish in the short term** (e.g., one to three years) and what success will look like.	4	3	2	1
25. Our organization has **articulated how our policy change goals connect to broader social change.**	4	3	2	1
26. Our organization's **evaluation design has the flexibility** to adapt to changes in the policy environment and our related work as needed (e.g., benchmarks and indicators can be modified as the project evolves).	4	3	2	1
27. Our organization has **tools and methods for evaluating the unique and dynamic nature of advocacy work.**	4	3	2	1
Add your total score in each row here.				

Total Score _____

Evaluation Experience of Staff (continued)

Defining Benchmarks & Indicators	Strongly Agree	Agree	Disagree	Strongly Disagree
28. Our organization **measures outcomes, not just outputs.** Outputs are quantifiable activities, services, or events, while outcomes are measurable results or changes a program/organization would like to see take place over time and that stem directly from the intended result of specific strategies (e.g., an output might be the number of legislators attending a briefing event while an outcome would be the change in the legislators' behavior as a result of attending the event).	4	3	2	1
29. Our organization can identify **outcome indicators** that are important/relevant for our work.	4	3	2	1
30. Our organization has identified **what indicators are appropriate for measuring the impact of our work** (e.g., Did our work change attitudes or policy? Did it raise money or increase volunteer hours? Did it result in more children in schools?).	4	3	2	1
31. Our organization can identify **what indicators are appropriate for measuring how we do our work** (e.g., has our organization strengthened its relationships with elected officials?).	4	3	2	1
32. Since policy goals can take years to achieve, our organization **identifies and tracks interim outcomes that can be precursors of policy change—**such as new and strengthened partnerships, new donors, greater public support, and more media coverage—that tell us if we are making progress and are on the right track.	4	3	2	1
Add your total score in each row here.				

Total Score _____

Scoring Instructions & Interpretation

Calculating your score: Write your total score for each section in the appropriate row and divide by the number of questions in each section to come up with your sectional score. Then, add up your sectional scores and divide by 32 to get your overall score. Round your scores to the nearest hundredth (i.e., two decimal points).

Section	Score	÷	Number of Questions	=	Sectional Score
Organizational Context					
Organizational Culture & Practice Around Evaluation		÷	5	=	
Organizational Commitment & Support for Evaluation		÷	8	=	
Using Data to Inform Ongoing Work		÷	3	=	
Evaluation Experience of Staff					
Existing Evaluation Knowledge & Experience		÷	6	=	
Developing a Conceptual Model for the Policy Process/Designing Evaluation		÷	5	=	
Defining Benchmarks & Indicators		÷	5	=	

Overall Score		÷	32	=	

Interpreting Your Score

Score	1.00–1.51	1.52–2.49	2.50–3.48	3.49–4.0
Capacity Level	Need for increased capacity	Emerging level of capacity in place	Moderate level of capacity in place	Significant level of capacity in place

Capacity Level Feedback

Need for increased capacity

There is low or uneven strength in your organization's evaluation expertise. There may be very limited measurement and tracking of performance, and most of your evaluation is based on anecdotal evidence. While your organization collects some data on program activities and outputs (e.g., number of children served), there are few measurements of social impact (e.g., drop-out rate lowered).

Emerging level of capacity in place

You have the essential elements of evaluation in place, but there is room for improvement. Your performance is partially measured and your progress is partially tracked. While your organization collects solid data on program activities and outputs (e.g., number of children served) it lacks data-driven, externally validated social impact measurement.

Moderate level of capacity in place

Your organization has a very respectable evaluation capacity. You regularly measure your performance and track your progress in multiple ways to consider the social, financial, and organizational impacts of program and activities. You also use a multiplicity of performance indicators, and while you measure your social impact, an external, third-party evaluation perspective is often missing.

Significant level of capacity in place

Your organization has an exemplary level of organizational evaluation capacity. You have a well-developed comprehensive, integrated system for measuring your organization's performance and progress on a continual basis, including the social, financial, and organizational impacts of program and activities. You also focus on a small number of clear, measurable, and meaningful key performance indicators. You strategically use external, third-party experts to measure your social impact.

For More Information

A Checklist for Building Organizational Evaluation Capacity

http://www.wmich.edu/evalctr/archive_checklists/ecb.pdf

Building Capacity in Evaluating Outcomes, A Teaching and Facility Resource for Community-Based Programs and Organizations

http://www.uwex.edu/ces/pdande/evaluation/bceo/pdf/bceoresource.pdf

Evaluation Capacity Assessment Tool, Centers for Disease Control and Prevention

http://library.capacity4health.org/category/topics/monitoring-and-evaluation-me/evaluation-basics/evaluation-capacity-assessment-tool

Assessing Evaluative Capacity, The Bruner Foundation

http://evaluativethinking.org/sub_page.php?page=assesset

State of Evaluation: Evaluation Practice and Capacity in the Non Profit Sector, Innovation Network, Inc.

http://stateofevaluation.org/

The Readiness for Organizational Learning and Evaluation (ROLE) Instrument, Evaluative Inquiry for Learning Organizations

http://www.fsg.org/Portals/0/Uploads/Documents/ImpactAreas/ROLE_Survey.pdf

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Our information-based services include evaluation, applied research, and program and organizational strategy development. Our work is guided by our core values—integrity, intelligence and compassion—and our experience extends across diverse contexts, populations and content areas, including education, health, youth engagement, leadership and philanthropy. **For more information visit: www.informingchange.com.**

Section II: Enhancing Your Evaluation Capacity

A. Creating a Culture of Evaluation in Your Organization

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Center on Victimization and Safety

Cultivating Evaluation Capacity
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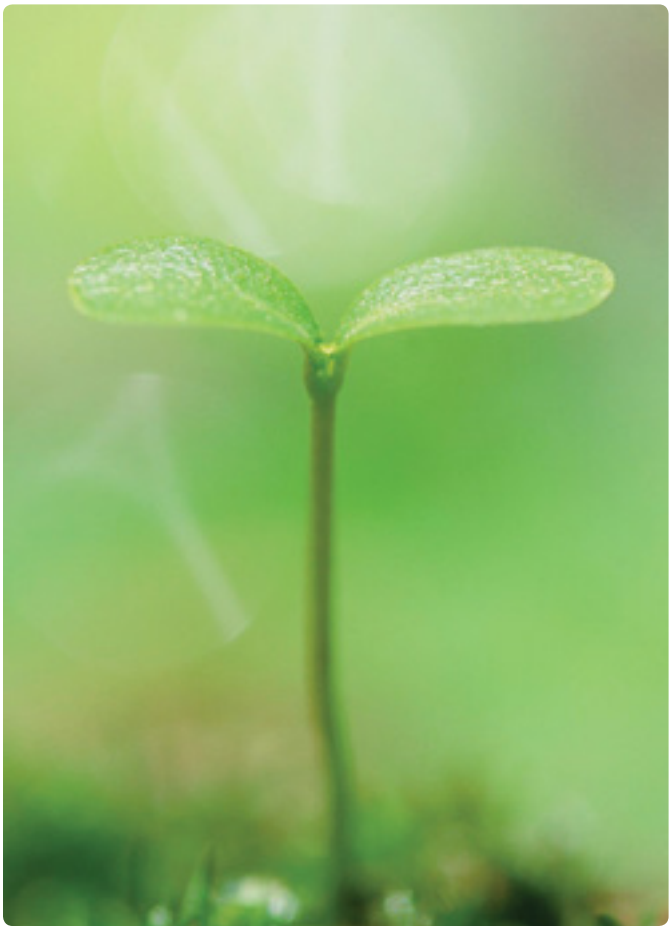
Once you have assessed your evaluation capacity, you likely will identify some areas for improvement. For instance, you may learn that there is some apprehension among staff when it comes to evaluation, or that there is no shared understanding of desired objectives. As you work on strengthening your capacity, what are your hopes and expectations about the effect of evaluating your organization? Do you want staff to simply engage in evaluation activities or would you like them to fully embrace the value of evaluation? Do you want to improve problem solving and decision making in one program, or throughout the organization? Do you want specific staff members to increase their capacity and interest in learning, or do you want this growth to be organization-wide?



Whatever your expectations, here are a few strategies to help you get started in realizing your evaluation vision:

- Identify evaluation champions—those who care about evaluation. Nurture and grow your pool of champions.
- Establish and use a common language around evaluation; make sure it is practitioner-friendly and works within your field and paradigm.
- Communicate consistently and continually about your evaluation efforts, sharing your hopes and expectations. Make evaluation an integral part of your programming and services.
- Make your evaluation commitment and expectations explicit; promote your commitment to evaluation in your agency description, annual reports, and grant proposals; and outline your expectations around evaluation in job and program descriptions.

To assist you, this section provides practical information, tips, and resources for enhancing your organization's capacity, as well as basic information on evaluation. It addresses creating a culture of evaluation; describing your program's plan; budgeting for evaluation; building your evaluation team; partnering with an external evaluator; and defining and measuring success.

Evaluation is not just important for accountability: It is essential for innovation.

A Creating a Culture of Evaluation in Your Organization

Your organization's readiness for evaluation is determined, in large part, by its culture: its norms, values, assumptions, and behaviors. Does your organization view evaluation as expensive and time-consuming? A tool to increase efficiency and save money? Both, or something in between? As you can imagine, your organization's experience with evaluation will vary significantly depending on how you answered that question. Organizations that value evaluation and learning, and express those values throughout their operations, are more likely to successfully evaluate than those that do not. An organizational culture that is conducive to evaluation is characterized by:

- **strong leadership** that nurtures evaluation as a priority and is committed to creating opportunities to build evaluation capacity;
- **evaluation champions:** staff who approach evaluation with interest, enthusiasm, determination, and caring;
- a **commitment to continuous improvement;**
- a **spirit of inquiry** that encourages staff to ask questions about what's happening in the organization and to seek answers;
- an **openness and willingness** to discuss what's not working and why;
- a **positive, non-judgmental environment** where mistakes are reframed as learning opportunities; and
- **visible indicators** of the ways in which the organization, its staff, and the people it serves benefit from evaluation.

Creating an organizational culture that supports evaluation does not happen overnight. It is a process that requires commitment, intentionality, and patience. Inevitably, your organization's culture will affect its experience with evaluation. Taking a look at the perception of and practice around evaluation is an essential first step to assessing your evaluation capacity (see page 6 for evaluation capacity assessment). Once you've taken the following steps, there are a few suggested activities that can spur your organization's culture-change process:

- Host a kick-off meeting with staff to help set a positive tone and to ensure that everyone is apprised of your evaluation project.
- Promote learning and reflection among staff by encouraging them to share their successes and struggles without penalty; to identify new strategies to prevent mistakes from reoccurring; and to carry forward the lessons learned in their work.
- Engage staff in discussions on how they have benefited from collecting and analyzing data in their work, where they see opportunities to use data in the future to strengthen their work, and the type of data collection and analysis they would need to make improvements.
- Identify staff who express an interest in evaluation and using data to inform their work.
- Actively involve staff in the design, implementation, and use of your evaluation.
- Model the use of data in day-to-day decision making. For example, when sharing important decisions, also share how you used data to inform that decision.
- Communicate about your evaluation activities in various ways. For example, you can hold celebratory events at key points during the evaluation, provide evaluation updates during staff meetings, and include information on your evaluation activities in your newsletters.

For More Information

Building an Evaluative Culture for Effective Evaluation and Results Management, Institutional Learning and Change Initiative

http://www.cgiar-ilac.org/files/publications/working_papers/ILAC_WorkingPaper_No8_EvaluativeCulture_Mayne.pdf

Integrating Evaluative Capacity into Organizational Practice, The Bruner Foundation

http://www.evaluativethinking.org/docs/Integ_Eval_Capacity_Final.pdf

An Evaluation Culture, Research Methods Knowledge Base

http://www.socialresearchmethods.net/kb/evalcult.php

Section II: Enhancing Your Evaluation Capacity

B. Describing Your Program's Plan

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Cultivating Evaluation Capacity

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B Describing Your Program's Plan

Domestic and sexual violence services were developed, and continue to evolve, to respond to the pressing need to help survivors with emergent safety issues and their experiences of trauma. These programs are responsible for not only providing services that respond to immediate health and safety crises, but also for supporting survivors through a difficult time in their lives, and ultimately, addressing the larger social issues of domestic and sexual violence. Most of these organizations, born out of necessity and built with a "do whatever it takes" attitude, have grown into a complex array of programs and services incorporating everyday lessons learned and emerging best practices.

While you and your colleagues may be operating on the assumption that everyone is working from the same playbook and with similar goals, it's crucial when assessing your readiness to evaluate your program to determine if that's true. Unless your program's plan—including its target population, goals, objectives, methods, and desired outcomes—is captured in writing and shared throughout the organization, there can be fuzziness about what's happening and why and confusion about where you're headed. Clarifying your goals will help you identify elements of your program that will be useful in measuring your program's progress and success.

A written program plan is your roadmap to change. It describes the problem your program is addressing, the resources your are investing, what you are doing to address the problem, and the short and long-term changes or outcomes you expect from your efforts. Most program planners and evaluators use what's known as a logic model to develop and graphically depict a program's plan and development. Having a logic model or some other means of describing your program's plan is essential for your evaluation efforts to be successful.

What is a Logic Model?

A logic model is a visual representation of the relationship between a given set of activities and the outcomes (or change) expected as a result of those activities. There are several different commonly used templates for logic models. But typically, as is the case with the W.K. Kellogg Foundation Logic Model in Figure 1, they have five components: (1) resources (also called inputs), (2) program activities, (3) outputs, (4) short and long-term outcomes, and (5) impacts.

1. Resources

Resources include the human, financial, organizational, and community resources your program has available to direct toward the work of the program. Examples include trained staff, facilities, or equipment.

2. Program activities

Program activities are what the program does with the resources. Activities are the processes, tools, events, technology, and actions that are an intentional part of your program implementation. These also may be referred to as interventions used to bring about the intended program changes or results. Examples include counseling, crisis line, or shelter services.

3. Outputs

Outputs are the direct products of your program activities and may include deliverables, products, and the services to be delivered by your program. Examples include the number of shelter nights, or hours of counseling provided.

4. Short- and long-term outcomes

Outcomes are the specific changes in your program participants' behavior, knowledge, skills, status, and level of functioning. You can also think of outcomes as the goals of your program. What does your program hope to achieve? Short-term outcomes focus on a one-to-three-year period, while long-term outcomes focus on a four-to-six-year period. Examples include survivors experiencing decreased isolation or identifying strategies for enhancing their safety.

5. Impact

Impact is the fundamental intended or unintended change occurring in organizations, communities, or systems as a result of program activities within seven to 10 years. The best measure of impact may occur after the program's completion.

Why Should You Develop a Logic Model?

- A logic model clarifies what your program hopes to achieve and documents the intended purpose.
- A logic model illustrates the rationale of your program.
- A logic model can help you design a meaningful program evaluation.
- A logic model can be used to monitor program activities.

Logic models are also very useful tools to demonstrate to potential funders that your program is based on sound reasoning because they clarify the links between various aspects of your program. For example, one of the goals of a residential domestic violence program may be to ensure the safety of survivors fleeing from abuse. A logic model would demonstrate how, exactly, the program accomplishes that goal or outcome by articulating the program's activities (emergency hotline, 24/7 shelter, crisis intervention, support services, etc.) and the resources the program invests to support those activities (staff time, facilities, equipment, policies, etc.).

Developing Your Logic Model

Determine whom you should involve in these discussions.
Involve a diverse range of stakeholders in your process. This will give you unique perspectives from different constituents, including survivors, front-line staff, board members, funders, and volunteers. People affected by the problem you are addressing and the program you are providing should be involved in your evaluation process, so why not involve them from the beginning?

Determine the scope and the period of time you're assessing with your logic model.

Think about how your program has evolved. Over time, programs, goals, and expectations change. As you create a logic model, reflect upon how your program has changed since its initial conception and implementation.

Decide what template to use.
There are many templates and tools, as well as detailed instructions, for creating logic models. Logic model templates provide you with a structure for organizing your program's information. Most templates contain the same core elements but use different language to describe these elements. Choose a template that makes the most sense for your organization.

Work backwards!
Start your logic model by discussing the ultimate goal of your program, or the need it addresses, and work backwards describing what the program does to reach its goal.

Stuck?
If you are having difficulty using the logic model format, stop and just tell the story of your program. Why does the program exist? What is the purpose of the program? What does the program accomplish? Ask someone else to write down the story and start to sketch out the relationships between activities and outcomes as you talk about them.

Double-Check Your Logic Model.
Describe your logic model out loud; talk it through, describing it in narrative form. Does it make sense? Are the links between the components clear? Are you able to clearly articulate the logic model and relationship between the components? Are the activities action-oriented? Are outcomes specific and measurable?

A Note About Outcomes

As part of your logic model development, you will need to identify specific and measurable outcomes. To help you do so, visualize the before and after vision of a person benefiting from your program.

- What can that person achieve now that she could not achieve before?
- How is her life now different?
- How might her future be different?
- If this person had not participated in your program (or a similar organization), what might have happened?

These questions can help you identify specific changes a person may experience as a result of your program.

Figure 1. Logic Model Example

W.K. Kellogg Foundation

Resources	Activities	Outputs	Short and Long Term Outcomes	Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished, these activities will produce the following evidence or service delivery:	We expect that if accomplished, these activities will lead to the following changes in 1–3, and then 4–6 years:	We expect that if accomplished, these activities will lead to the following changes in 7–10 years:

Many funding agencies require applicants to submit a logic model as a part of a funding request or to develop one in the course of their work, so, before you take the steps to create a new one, check to see if your program already has one in place. If you do not have a logic model, there are several great resources to help your program develop one.

For More Information

Example Logic Model for a Domestic Violence Program, National Center on Domestic and Sexual Violence

http://www.ncdsv.org/images/NRC-DV_FVPSA%20Outcomes%20APP%20A-Logic.pdf

Enhancing Program Performance with Logic Models, University of Wisconsin-Extension

http://www.uwex.edu/ces/lmcourse/

Logic Model Development Guide, W.K. Kellogg Foundation

http://www.wkkf.org/knowledge-center/resources/2006/02/wk-kellogg-foundation-logic-model-development-guide.aspx

Logic Model Workbook, Innovation Network

http://www.innonet.org/client_docs/File/logic_model_workbook.pdf

The Advocacy Progress Planner, The Aspen Institute

http://planning.continuousprogress.org/

Section II: Enhancing Your Evaluation Capacity

C. Budgeting for Evaluation

VERA INSTITUTE OF JUSTICE
Center on Victimization and Safety

Cultivating Evaluation Capacity

A Guide for Programs Addressing Sexual and Domestic Violence

Nancy Smith and Charity Hope, Edited by Alice Chasan

C Budgeting for Evaluation

One of the most common barriers to evaluation is a lack of financial resources. The costs, and the resources required, vary widely and are difficult to estimate. They depend on the goals of your evaluation, the complexity of your design, the size of your organization, and your internal capacity, including the extent to which you will be working with an external evaluator, among other things.

General cost estimates for evaluations range anywhere from 5 to 20 percent of your program's total budget. Where your evaluation budget falls within this range depends upon your evaluation goals. For example, if you want to obtain basic information such as the number of program participants and units of service, as well as demographic information, you will fall within the lower budget range. Even on a low budget, you will be able to gather basic information about participant satisfaction. If you increase your evaluation budget slightly, a low-to-moderate cost evaluation will allow you to begin to collect in-depth information about your program's implementation and begin to determine whether or not there has been a change in your participants' knowledge, attitudes, or behaviors. For example, you might be able to conduct a pre and post-test survey to see if knowledge or attitudes have changed.

Moderate-to-high cost evaluations will allow you to use a comparison or control group—a group of people who did not participate in your program but share most of the participants' characteristics, such as race, age, risks, or needs—which in turn, allows you to attribute any changes in your participants to your programming. The highest-cost evaluations will allow you to obtain longer-term outcome information on your program participants. As you increase your budget for evaluation, you increase the amount of information that you can collect and the sophistication of the data analysis, which allows your organization to gain a more nuanced assessment of its work.

Depending upon the economic climate, you may not be able to increase your evaluation budget on a regular basis. One way to lower evaluation costs over time is to integrate evaluation activities into

staff responsibilities, which may also sustain your evaluation efforts in the long term. For example, it may be effective for you to use your limited resources to hire an external expert to help you design the evaluation (including identifying your goals or measures of success and the kind of data you need to systematically collect to achieve those measurements) and train your staff to implement it. Your staff would then collect the pertinent data, enter it into a database, and analyze it on a regular basis. In this scenario, the bulk of your expenses would be one-time start-up costs, including the external evaluator, training, and technology for storing and analyzing the data. Of course, your organization would have to free up staff time to implement the evaluation activities on an ongoing basis. If you are interested in this option, be sure to double-check your existing and potential funding requirements to ensure that no restrictions exist on using grant funds for your evaluation and learn what expenses are allowable.

Common Costs Associated With Evaluation Efforts

- Personnel costs: the amount of staff time and/or external evaluator costs
- Training: for staff on evaluation protocols and/or technology.
- Materials and supplies: clerical supplies, paper, postage, etc.
- Printing and duplication: surveys, reports, etc.
- Equipment: computers, computer software, phones, etc,
- Compensation: for evaluation interviewees and focus group participants.

Avoiding Common Budgeting Pitfalls

- Not sure what, or even if, evaluation activities are supported by your current funding sources? When in doubt, seek guidance from your funder to improve your understanding and to allocate resources appropriately.
- Not sure how much you should budget for your evaluation or if external evaluator fees are reasonable? Contact your state domestic or sexual violence coalition to find out which direct-service programs have conducted an evaluation. Reach out to these organizations for cost comparisons.

A Note About Funding

Be sure to check with your funders to see if monies can be used for your evaluation efforts, and if there are any restrictions or requirements that apply to your evaluation.

For More Information

Checklist for Evaluation Budget, Western Michigan University Evaluation Center

http://www.wmich.edu/evalctr/archive_checklists/evaluationbudgets.pdf

Developing an Effective Evaluation Plan: Setting the Course for Effective Program Evaluation, Centers for Disease Control and Prevention

http://www.cdc.gov/obesity/downloads/CDC-Evaluation-Workbook-508.pdf

Section II: Enhancing Your Evaluation Capacity

D. Building Your Evaluation Team

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D Building Your Evaluation Team

Having a team of interested and knowledgeable people behind your evaluation activities is an essential ingredient to successfully integrating and sustaining evaluation in your day-to-day operations. Making deliberate choices about the design and composition of your team is, thus, a necessary step before launching any evaluation. Will your team be comprised exclusively of staff, a mix of staff and external evaluators (for example, consultants), or exclusively external evaluators? Each of these options has pros and cons that you will have to weigh to determine what's best given the nature of your organization, your evaluation goals, and your resources, as well as important considerations for ensuring an effective and successful process.

Figure 2. Pros and Cons of Using Internal Staff and External Evaluators

Internal Staff

Pros	Cons
Deep understanding of organization and its theory of change	May lack evaluation expertise
Credibility (based upon in-depth program knowledge)	May not have time
Potential to enhance internal capacity	May fear being critical about what's not working
	Potential for lack of objectivity
	May raise participants' discomfort level and sense of vulnerability

External Evaluators

Pros	Cons
Knowledge and skills	Additional cost
Independence and objectivity	Potential lack of subject-matter expertise
Credibility (based upon an unbiased, outside perspective)	Lack of knowledge of organization
Fresh perspective on your organization's work	Require staff time to orient evaluator to the organization
	May reduce participants' willingness to participate in the evaluation

A Hybrid Approach

Because both external evaluators and staff bring unique expertise to bear on your evaluation activities, your organization may want to consider a hybrid approach. You could bring in an external evaluator to design your evaluation and build an infrastructure your staff can implement, to assist with foundational activities such as creating a logic model and measures to determine success, or to train your staff so they can conduct evaluation activities on an ongoing basis. External evaluators can serve as a resource on an as-needed basis as your organization continues evaluation efforts. They can help address new challenges that may arise and adjust evaluation techniques as necessary. For instance, external evaluators can work with you to determine the methodology of your evaluation, or they can work with you to determine how to safely include the voices of survivors.

Engaging and Supporting Staff

If you decide to partner with an external evaluator, your staff have an integral role to play in all stages of the process of determining what works in your organization from planning to implementation and interpretation of results to sustaining the culture of evaluation. Your staff each has a unique understanding of your operations and programming. Also, all staff will play a role in collecting, interpreting, and using your evaluation information. For these reasons, you will want staff members to serve on your evaluation team or working group and, equally important, you will need to engage staff at all levels of your organization—from front-line staff to board members—in the planning and implementation processes.

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E. Partnering with External Evaluators

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E Partnering with External Evaluators

Few advocates working to end domestic and/or sexual violence have had the opportunity to learn how to conduct assessments and evaluations. For this reason, many of you will likely use an evaluation team or working group including both staff who understand the organization and issues involved in its work and consultants with expertise in evaluation.

How an External Evaluator Can Help

A good evaluator can help your organization:

- develop a logic model to document your organization's plan, including vision, methods, and objectives;
- design an evaluation to meet your needs;
- develop ways to measure whether your organization is meeting its goals;
- design user-friendly forms to collect data, and efficient processes and technologies to enter and store data;
- analyze data and identify findings;
- interpret findings;
- develop policy and practice recommendations based on findings;
- write reports;
- identify mechanisms to review and use data on a regular basis to inform decision making;
- identify organizational needs around evaluation, including staff training; and
- assist in filling those needs so your organization can conduct its own evaluation activities on an ongoing basis.

Finding External Evaluators

You can find evaluators at local colleges and universities, as well as research and policy institutes. In addition, your community may have evaluation experts who work as independent consultants. One of the best ways to identify an external evaluator is by reaching out to your network of contacts, other social service organizations in your area, your city and county government, and your funders for recommendations.

Choosing the Right Evaluator

Just as when you hire a staff member, you will want to check the formal education, experience, approach, and style of potential evaluators. Key questions to consider when vetting candidates include:

- What is the person's philosophical approach? Does s/he see evaluation as a collaborative endeavor with your organization, or a solo expedition of an outsider looking in?
- Has the person worked with other social service or advocacy organizations? What about other organizations that address domestic violence or sexual assault?
- How familiar is the person with domestic and sexual violence and stalking, generally, and your organization, specifically?
- Does the person work with an institutional review board (IRB)? (See Section II, page 38, for more information on IRBs) If so, what will this process entail for your organization? Will it require you to build additional time into your evaluation work plan?
- What are the candidate's initial ideas for your organization, and how do they fit within your philosophy, values, goals, and style?
- Does the candidate have strong communication skills?
- Is the candidate personable? Would you, other staff members, and the people you serve be comfortable working with the candidate?

In addition to exploring these questions, be sure to review potential evaluators' work and writing samples and get references from similar organizations that have hired them in the past.

Working with Your Evaluator to Develop a Shared Vision

Clear lines of communication, a collaborative relationship, and a detailed scope of work are essential. You will need to ensure that your goals and expectations, and the evaluator's goals and interests are aligned. Critical questions to discuss with your evaluator include:

- What is the purpose of the evaluation efforts? What design makes the most sense given your goals and organizational composition and resources?
- What are the roles and responsibilities of the evaluator versus staff roles and responsibilities?
- What materials and resources will your organization have to supply? What materials and resources will the evaluator provide?
- What are the key deliverables (for example, trainings, the evaluation design, survey instruments, databases, reports), and who has editorial authority over these products?
- If reports are included in the scope of work, what will they contain? When are they due? Who has final authority to use and release reports?
- What is the confidentiality agreement between the organization and the evaluator?
- If data will be collected, how will informed consent be obtained and how will the confidentiality of participants and other sensitive information be ensured? Who will have access to the data and where will it be stored?
- What is the budget for the evaluation? What is the payment schedule and conditions for payment?

Tips for a Successful Working Relationship

Any time people from different fields come together to collaborate on a project, there is tremendous benefit to intentionally building and nurturing the relationship. While everyone may agree on the overarching goals of the project, each field typically has its own culture, values, language, and standards or assumptions about how work should be done, among other things. Practitioners and researchers are no exception. Thus, developing a shared vision with an external evaluator will go a long way toward forging a strong collaboration. Additional tips for a strong and successful working relationship include:

- clearly defining roles and responsibilities;
- proactively determining decision-making authority;
- involving program staff and external evaluators in foundational planning sessions;
- communicating openly and frequently; and
- defining key terms and agreeing upon a shared language.

Institutional Review Boards

An institutional review board (IRB) is a group of people that monitors research designed to obtain information from or about human subjects. Members of an IRB come from multiple research disciplines from the communities in which the research is conducted. When direct-service programs conduct research with participants in programs funded by federal or state governments, they may be required to submit materials to federal or state IRBs. Many institutions that conduct research regularly, such as large universities and hospitals, have established their own IRBs. Working with an IRB helps ensure that your evaluation process protects your participants. You will need to work with an IRB if your organization is governed by one, your outside evaluator is affiliated by one, or your funding requires you to do so.

Research and the Protection of Human Subjects

Department of Justice (DOJ) regulations (28 CFR Part 46) protect the human subjects of federally funded research. In brief, 28 CFR Part 46 requires that most research involving human subjects that is conducted or supported by a federal department or agency be reviewed and approved by an IRB, in accordance with the regulations, before federal funds are expended for that research. As a rule, persons who participate in federally funded research must provide their informed consent and must be permitted to terminate their participation at any time.

For DOJ grantees, research does not include program evaluations and assessments used only for quality improvements to a program or service or quality assurance purposes. 28 C.F. R § 46.102(d).

For more information on determining whether or not an activity constitutes research involving human subjects, visit:

http://ojp.gov/funding/Apply/Resources/ResearchDecisionTree.pdf

For general information regarding data confidentiality and protection of human research subjects (and model privacy certificates and other forms), visit:

http://ojp.gov/ovc/grants/pdftxt/Privacy_certificate_model1.pdf

For More Information

Decision Tree for Determining Whether an Activity Constitutes Research, Office of Justice Programs

http://ojp.gov/funding/Apply/Resources/ResearchDecisionTree.pdf

E-Consortium of University Centers and Researchers for Partnership with Justice Practitioners, George Mason University

http://gmuconsortium.org/

Human Subjects and Privacy Protections, National Institute of Justice, Office of Justice Programs

http://www.nij.gov/nij/funding/human-subjects/welcome.htm

Protecting Human Subject Research Participants Training, National Institute of Health, Office of Extramural Research

http://phrp.nihtraining.com/users/login.php

Research Involving Human Subjects, National Institute of Health

http://grants.nih.gov/grants/policy/hs/

Section II: Enhancing Your Evaluation Capacity

F. Measuring Success in Domestic Violence and Sexual Assault Programs: Challenges and Considerations

Cris M. Sullivan, PhD

VERA INSTITUTE OF JUSTICE
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F Measuring Success in Domestic Violence and Sexual Assault Programs: Challenges and Considerations

Cris M. Sullivan, PhD

Programs working with survivors of domestic violence or sexual assault have been under increasing scrutiny from policymakers and funders to demonstrate that they are making a significant difference in the lives of those with whom they work. Unfortunately, this growing demand for programs to establish their impact has been difficult to meet for many service providers and advocates. No new funds have accompanied the demands for program evaluation, and organization staff typically lack the time and expertise needed to evaluate their work. Furthermore, some of the practices that funders are requesting from programs could endanger the very survivors they are trying to help (for instance, when funders expect program staff to follow clients over time to gather outcome data).

Measure of success should focus on programs' effectiveness in helping survivors create changes that they have determined are important to them, and that lead to their increased well-being.

Most pressing, however, is the issue of defining program success. There is no consensus on what constitutes improvement in the lives of survivors and their children. For example, some funders think that appropriate outcomes of domestic violence programs should be that clients will never suffer abuse again, or that they wind up leaving the relationship in which the abuse occurred. Some funders of sexual assault programs are looking for outcomes related to women avoiding situations or behaviors in order to avoid risk of re-assault. Such projected outcomes run the risk of disregarding the complexity of survivors' lives, as well as overlooking the responsibility of perpetrators and our communities in preventing violence. It is critical that programs'

projected outcomes avoid contributing to victim-blaming myths and focus on the reality that survivors come to programs with different experiences and needs. Domestic violence and sexual assault programs should not dictate to survivors what decisions they should make. Their role is to provide safe conditions within which survivors can restore their sense of self, to help them receive justice and support from their communities, and to assist them in achieving their own goals toward greater well-being.

Program outcomes can be derived from the larger objectives of well-being and justice, but they must be easily measurable, as well as tied to program activities. So, for example, while programs promote legal justice for survivors by educating them about the legal system, accompanying them through the legal process, helping them obtain legal remedies (when desired), and advocating on their behalf within the legal systems, they are not in control of whether the system will do what is needed to adequately protect the survivor. Program staff, then, might be responsible for helping a survivor get a restraining order if she both wants and is eligible for one, but they are not responsible for whether the police enforce the order.

Another important consideration of domestic violence and sexual assault programs when thinking about success is that they honor the fact that each survivor receiving their help has her own particular life experiences, needs, and concerns. While some nonprofits have a singular goal (such as improving literacy, increasing graduation rates, or preventing drug abuse), domestic violence and sexual assault programs attempt to provide services that affect many aspects of a survivor's life. Some survivors might want or need legal assistance, for example, while others do not. Some are looking for counseling, while others are not. While this flexibility in service provision is a strength of these programs, it makes creating standardized outcomes very challenging.

An outcome is a change in knowledge, attitude, skill, behavior, expectation, emotional status, or life circumstance as a result of the service the program provides.

Choosing outcomes on which to judge the work of domestic violence and sexual assault programs is also problematic because traditional outcome evaluation trainings and manuals focus on programs designed to change clients' behaviors. Literacy programs are designed to increase reading and writing skills, addiction programs are designed to help people stay clean and sober, and parenting programs help parents develop more effective skills to raise their children. By contrast, domestic violence and sexual assault programs are working with victims of someone else's behavior. The people they serve are not responsible for the abuse they experienced, and therefore the programs do not focus on changing their participants' behavior. These programs,

then, need to take a broader view of what constitutes an outcome.

It is helpful for domestic violence and sexual assault programs to remember that an outcome can be more than a change in behavior. More broadly, an outcome is a change in knowledge, attitude, skill, behavior, expectation, emotional status, or life circumstance as a result of the services the program provides. Once programs consider accept this more comprehensive definition, it becomes far easier to choose outcomes they would expect to see as a result of their services. For example, there are numerous examples of domestic violence and sexual assault programs increasing survivors' knowledge (about typical trauma responses, say, or how various systems work). They also often work to change survivors' attitudes if they enter programs blaming themselves for their victimization. Staff also teach numerous new skills to survivors, such as coping skills related to their traumas or how to behave during court proceedings. Some clients do want to change their behaviors (for instance, if they enter programs with addiction issues) and staff can help here as well.

Domestic violence and sexual assault programs may work to change people's expectations about the kinds of help available from their communities, and certainly these programs focus on improving the emotional status of their clients. Finally, some programs may focus on improving survivors' life circumstance by assisting them in obtaining safe and affordable housing, becoming employed, going back to school, or gaining citizenship.

It is not realistic to ask domestic violence and sexual assault programs to examine the long-term impact of their efforts—that is what research is for. If programs can demonstrate the positive short-term outcomes that have been shown to lead to longer-term impacts on the safety and well-being of survivors, this should help satisfy funders that the services they provide are worthwhile, and provide programs helpful information about what is and is not working within their services.

Section III: Building Your Evaluation Knowledge and Skills

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Cultivating Evaluation Capacity

A Guide for Programs Addressing Sexual and Domestic Violence

Nancy Smith and Charity Hope, Edited by Alice Chasan

Building Your Evaluation Knowledge and Skills

An important part of an organization's evaluation capacity is the level of knowledge staff have about program evaluation. While it might not be realistic to think that all staff will become experts in evaluation, providing staff with a basic foundation for understanding evaluation can be valuable. This knowledge can enable staff to help select an external evaluator and weigh in on important decisions about an evaluation's design. This guide is not meant to be a comprehensive resource for designing or conducting an evaluation; rather, it focuses on increasing your evaluation capacity. Many additional resources are available to guide you on conducting an evaluation, or to help you explore other evaluation concepts not covered in this guide.

Evaluation Resources Specific to Domestic and/or Sexual Violence

Advocacy Evaluation Mini-Toolkit
Learning for Action

http://www.lfagroup.com/wp/wp-content/uploads/2013/04/Advocacy-Evaluation-Mini-Toolkit.pdf

Domestic Violence Evidence Project
National Resource Center on Domestic Violence

http://dvevidenceproject.org/

Evaluation Toolkit
Evaluating the Work of Sexual Assault Nurse Examiner (SANE) Programs in the Criminal Justice System: A Toolkit for Practitioners

https://www.ncjrs.gov/pdffiles1/nij/grants/240917.pdf

Outcome Evaluation Strategies for Domestic Violence Service Programs Receiving FVPSA Funding: A Practical Guide
National Resource Center on Domestic Violence

http://www.ocjs.ohio.gov/FVPSA_Outcomes.pdf

Outcome Evaluation Strategies for Sexual Assault Service Programs: A Practical Guide, Michigan Coalition Against Sexual Assault

http://www.wcasa.org/file_open.php?id=883

General Evaluation Resources and Guides

American Evaluation Association
http://www.eval.org/

Basic Guide to Program Evaluation
Free Management Library

http://managementhelp.org/evaluation/program-evaluation-guide.htm

Better Evaluation
Rockefeller Foundation

http://betterevaluation.org/

Building Our Understanding: Key Concepts of Evaluation
Center for Disease Control

http://www.cdc.gov/nccdphp/dch/programs/healthycommunitiesprogram/tools/pdf/eval_planning.pdf

Center for Program Evaluation and Performance Measurement
Bureau of Justice Assistance, Office of Justice Programs

https://www.bja.gov/evaluation/

Evaluation
CYFERnet Children, Youth and Families Education and Research Network

http://www.cyfernet.org/

The Evaluation Center
Western Michigan University

http://www.wmich.edu/evalctr/

The Evaluation Exchange: A Periodical on Emerging Strategies in Evaluation
Harvard Family Research Project, Harvard Graduate School of Education

http://www.hfrp.org/evaluation/the-evaluation-exchange

Guide to Performance Measurement and Program Evaluation
Office for Victims of Crime Training and Technical Assistance

https://www.ovcttac.gov/taResources/OVCTAGuides/PerformanceMeasurement/welcome.html

Measuring Success: A Guide to Becoming an Evidence-Based Practice
Vera Institute of Justice

http://www.vera.org/sites/default/files/resources/downloads/measuring-success.pdf

Multicultural Health Evaluation
The California Endowment

http://www.calendow.org/uploadedFiles/Publications/Evaluation/Multicultural_Health_Evaluation/TCE0510-2004_Commissioning_.pdf

Participatory Evaluation Essentials
The Bruner Foundation

http://www.evaluationservices.co/uploads/Evaluation.Essentials.2010.pdf

Program Development and Evaluation
University of Wisconsin – Extension

http://www.uwex.edu/ces/pdande/evaluation/

Program Evaluation
The U.S. Centers for Disease Control and Prevention

http://www.cdc.gov/eval/

Project Evaluation Guide for Nonprofit Organizations
Imagine Canada

http://www.imaginecanada.ca/files/www/en/library/misc/projectguide_final.pdf

Program Evaluation: Principles and Practices
A Northwest Health Foundation Handbook

http://www.northwesthealth.org/resource/2005/9/22/program-evaluation-handbook-a-free-resource-for-non-profits?rq=program%20evaluation

Tools and Resources for Assessing Social Impact
Foundation Center

http://trasi.foundationcenter.org/

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