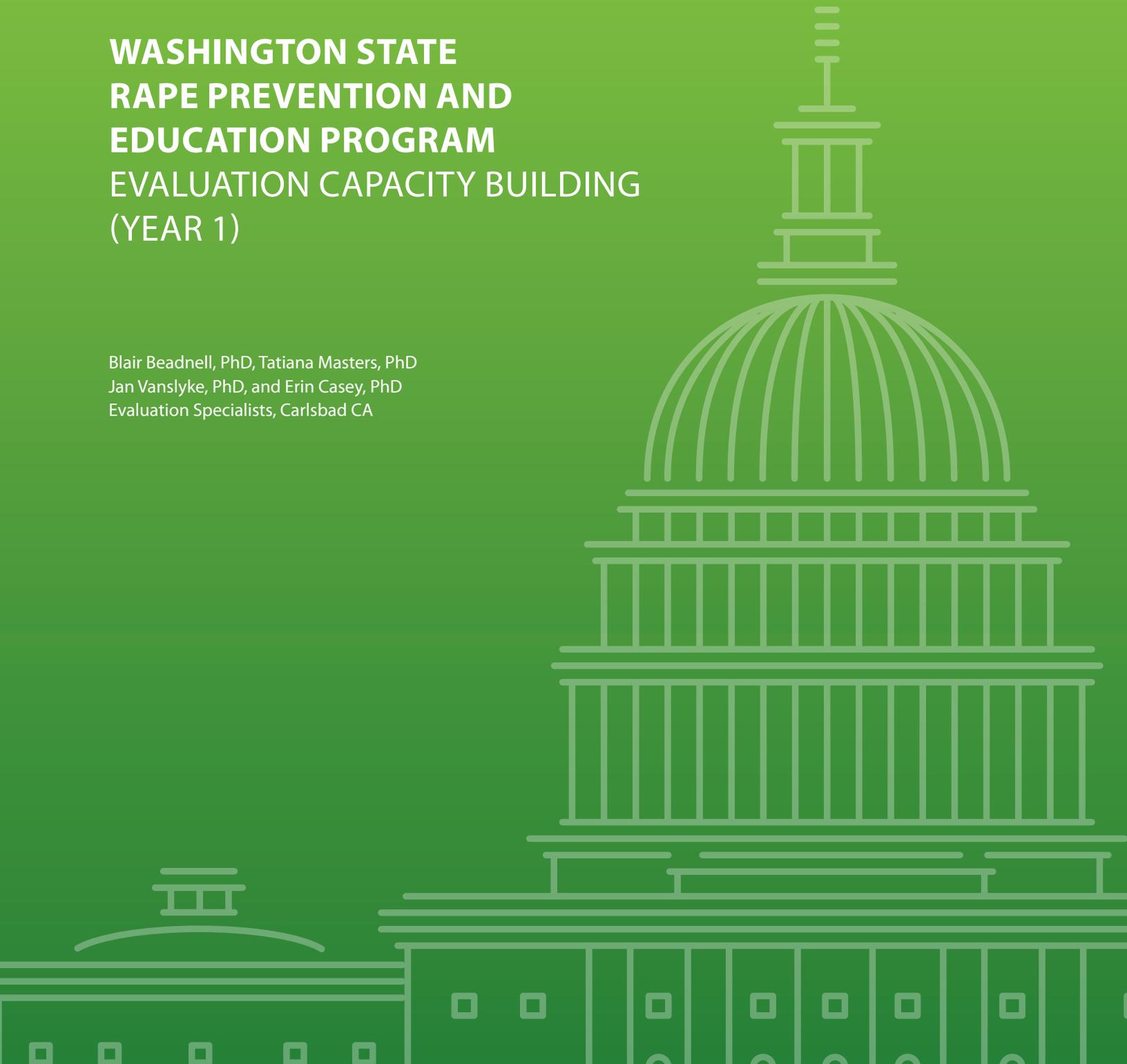


**WASHINGTON STATE
RAPE PREVENTION AND
EDUCATION PROGRAM
EVALUATION CAPACITY BUILDING
(YEAR 1)**

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SUMMARY

The Rape Prevention and Education Program (RPE) in Washington State currently funds seven local organizations to provide comprehensive primary prevention programming in their communities. In addition, RPE-funded local programs are required to participate in evaluation capacity building activities and apply what they learn to their implementation efforts. Evaluation Specialists, through a contract with the Washington State Department of Health, provides regularly scheduled capacity building activities and one-on-one evaluation support to all RPE-funded local programs.

In the first year (2015), all local programs successfully completed the required planning tasks, rated their evaluation capacity as improved at the end of the first year, and reported increased confidence in their ability to conduct program evaluation. Local programs also provided useful feedback to Evaluation Specialists about how training and support activities were conducted. Evaluation Specialists found that the feedback was both positive as well as corrective. Through this process, Evaluation Specialists were able to model evaluation in action by adapting evaluation activities based on feedback provided.



BACKGROUND

The Centers for Disease Control and Prevention (CDC) provides funding to state and territorial health departments to implement the Rape Prevention and Education (RPE) program. Through a competitive funding process, Washington has selected seven programs to implement comprehensive strategies in local communities. Each program provides primary prevention activities to specific target populations. Grantees vary widely geographically and in the populations they serve.

As part of their funding, grantees are expected to participate in evaluation activities and evaluate the implementation of their programs. Washington state hired Evaluation Specialists (ES) to provide capacity-building training and support to grantees. This report summarizes evaluation findings about capacity building activities in Year 1 (2015).

APPROACH TO BUILDING EVALUATION CAPACITY

In consultation with the WA RPE Program Director, ES developed a three-pronged evaluation capacity building program. This included:

- Program evaluation training via 6 monthly one-hour webinars
- A 2-day in-person training
- Regularly scheduled individualized consultation and guidance
- Reporting tools designed to guide grantees in systematically building their evaluation plan and allow ES to monitor progress.

All seven RPE programs were required to participate in the evaluation capacity development activities described above. Prevention staff and direct supervisors from each program were encouraged to engage in the evaluation process and participate in the capacity building activities.

The six evaluation training webinars provided during Year 1 were topic specific and included: RPE evaluation overview, reporting requirements, evaluation planning, logic model development, writing smart objectives, and data analysis. Following each webinar participants were asked to complete a web-based questionnaire. The number of questionnaire responses varied because more than one staff person from a program could attend each webinar.

This report answers four evaluation questions about the success of year 1 capacity building:

1. Did grantees complete state- and CDC-required evaluation planning tasks?
2. Did grantees rate their evaluation capacity as improved at year's end?
3. Did grantees show increased confidence by year's end in specific evaluation tasks?
4. What feedback did grantees provide about training activities?

Findings for Evaluation Question #1:

Did grantees complete state- and CDC-required evaluation planning tasks?

Answer:  **Yes.** By year's end, grantees had successfully completed all required tools.

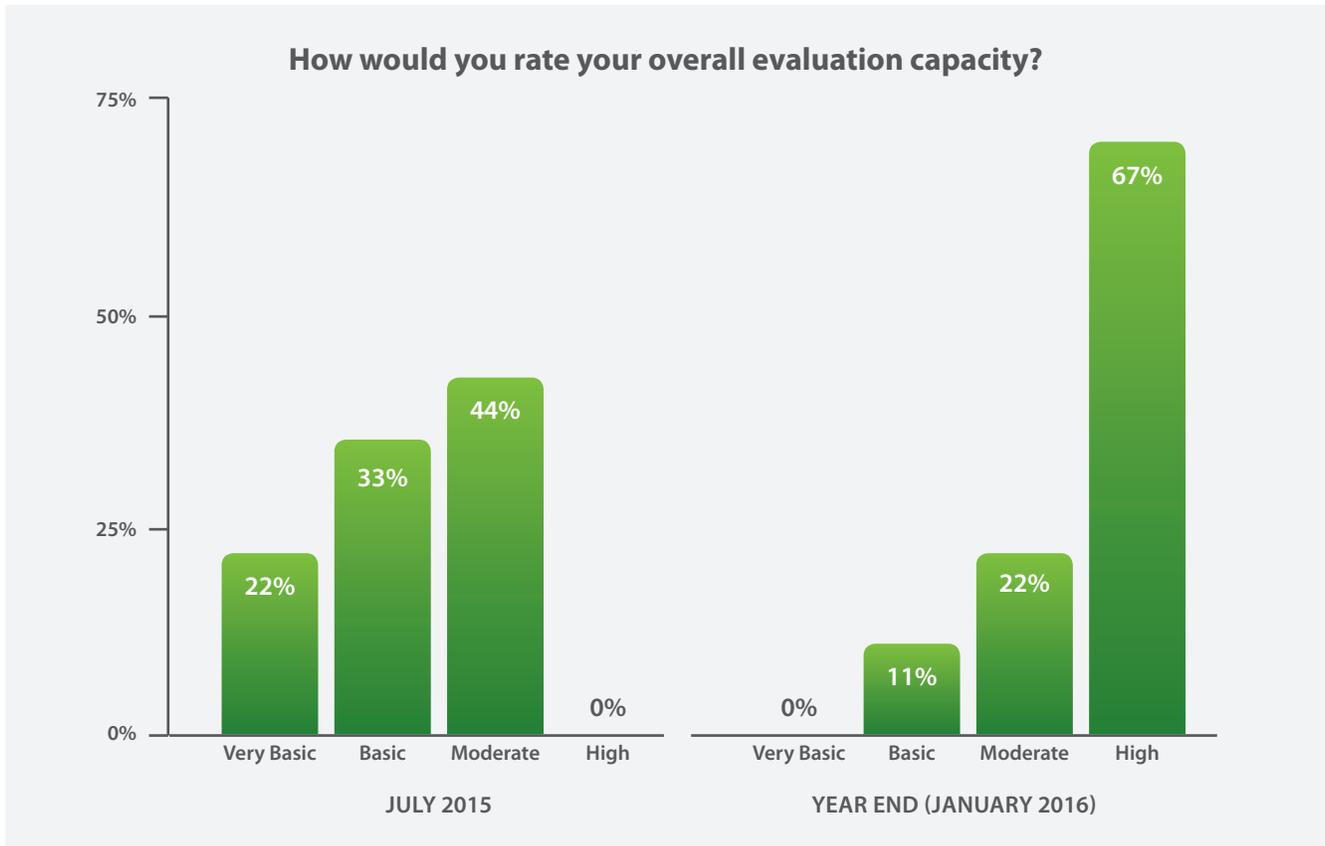


Findings for Evaluation Question #2:

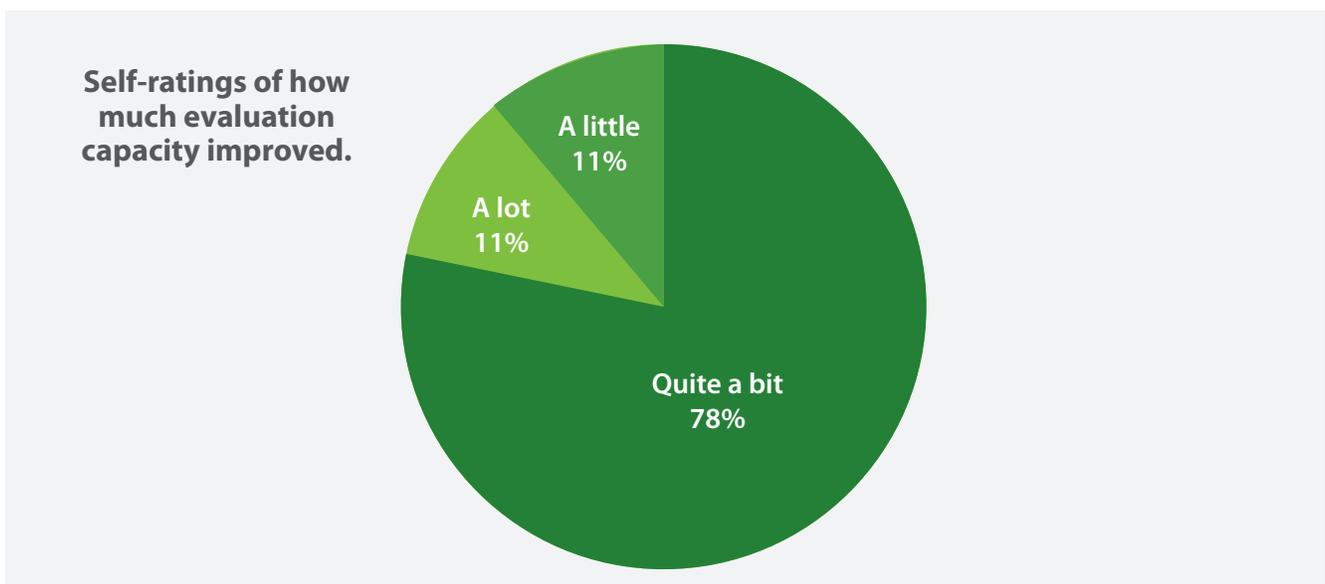
Did grantees rate their evaluation capacity as improved at year's end?

Answer:  Yes.

Grantees rated their overall evaluation capacity higher at year's end compared to when first funded (n=9)



The majority of grantees rated themselves as having experienced large improvements in evaluation capacity (n=9)



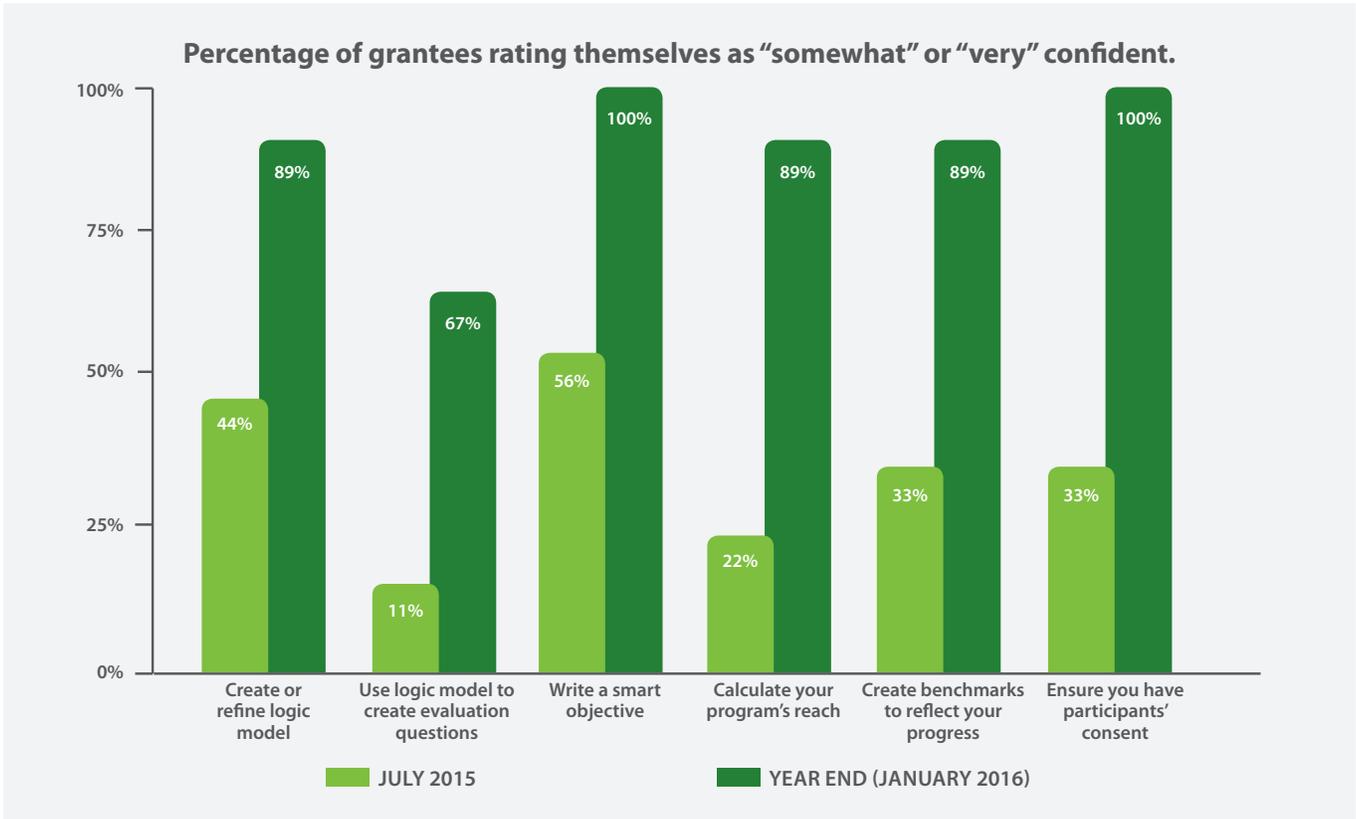
Note: "not at all" also was an option, but was not chosen by anyone.



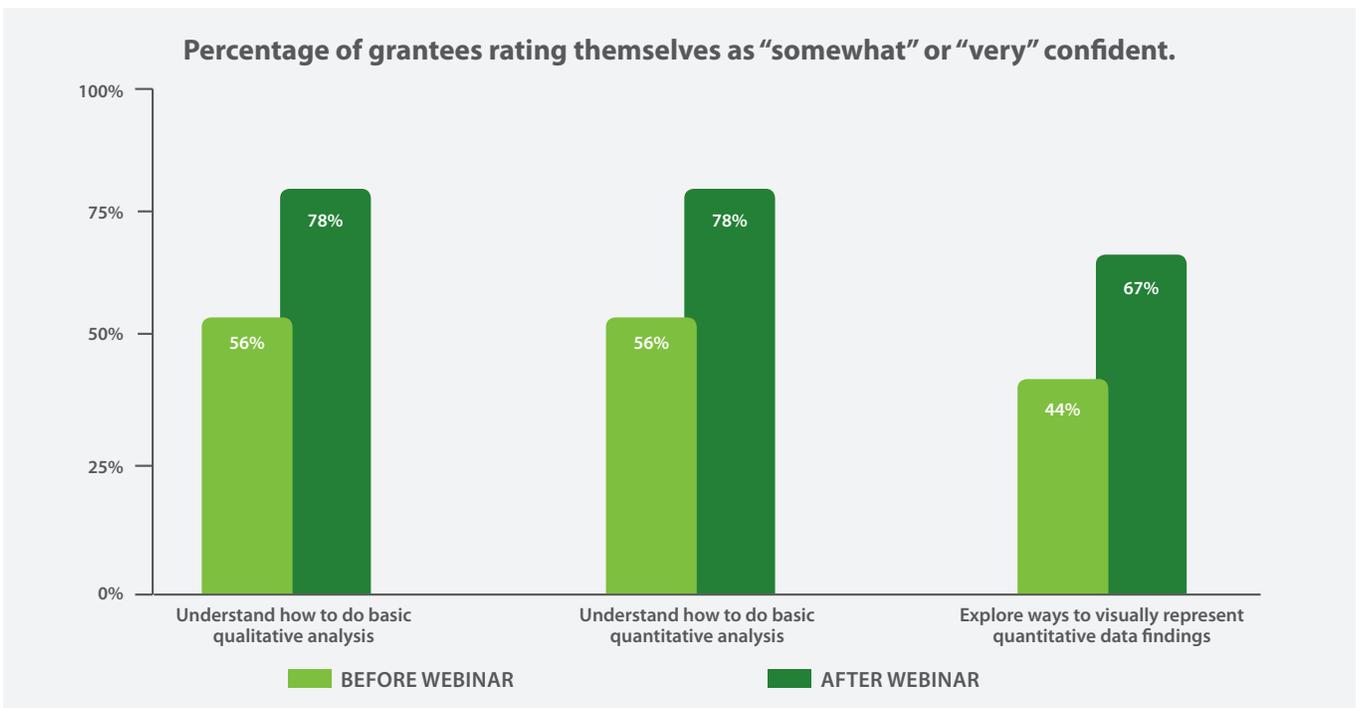
Findings for Evaluation Question #3:
Did grantees show increased confidence in specific evaluation tasks?

Answer:  **Yes.**

Grantees reported their confidence increased from when first funded to year's end (n=9)

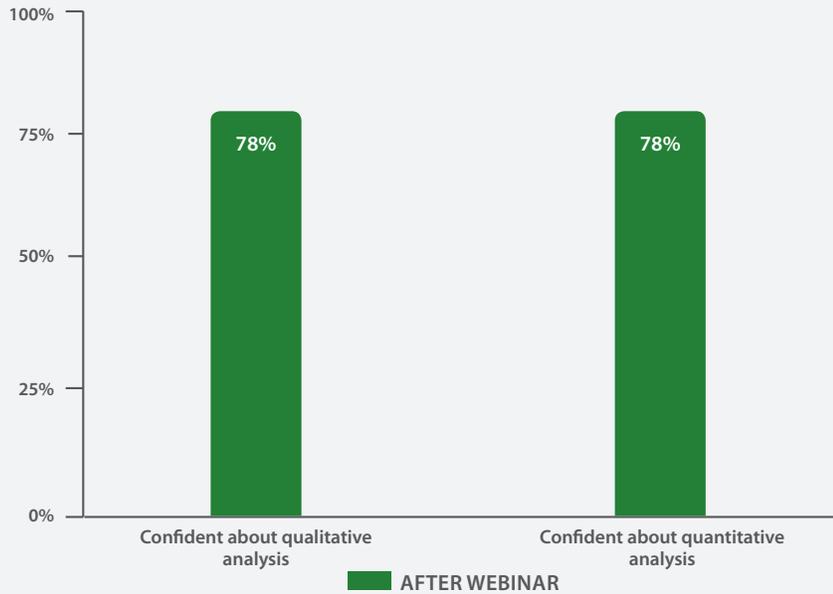


Grantees reported their confidence increased on topics in the year's final webinar (n=9)



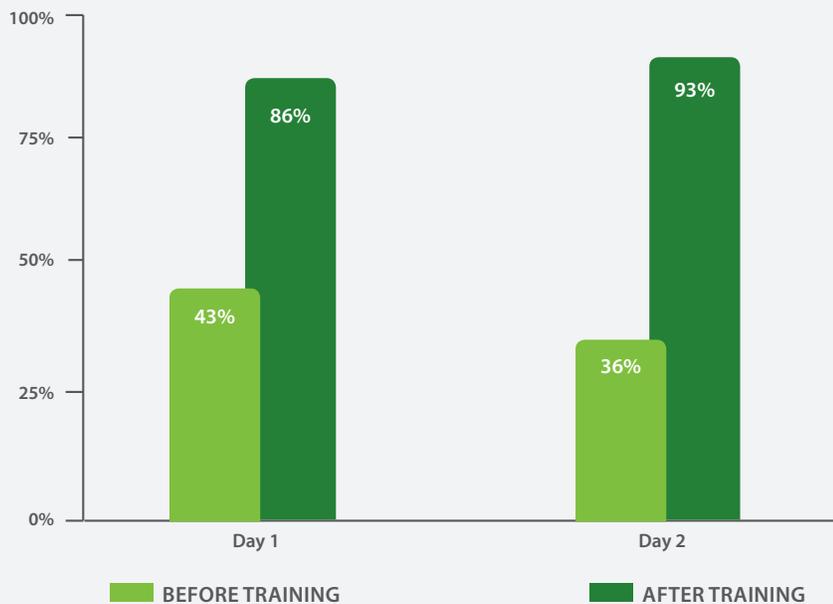
The majority felt confident in applying what they learned in the year's final webinar (n=9)

Percentage of grantees rating themselves as "somewhat" or "very" confident they could apply what they learned to their data.



Grantees reported increased confidence in skill sets* taught in 2-day training

Percentage of grantees rating themselves as "somewhat" or "very" confident.



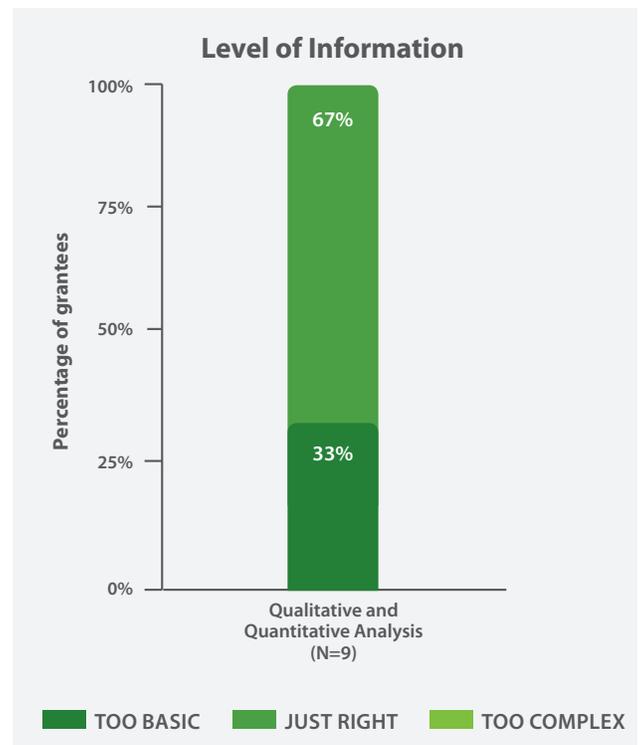
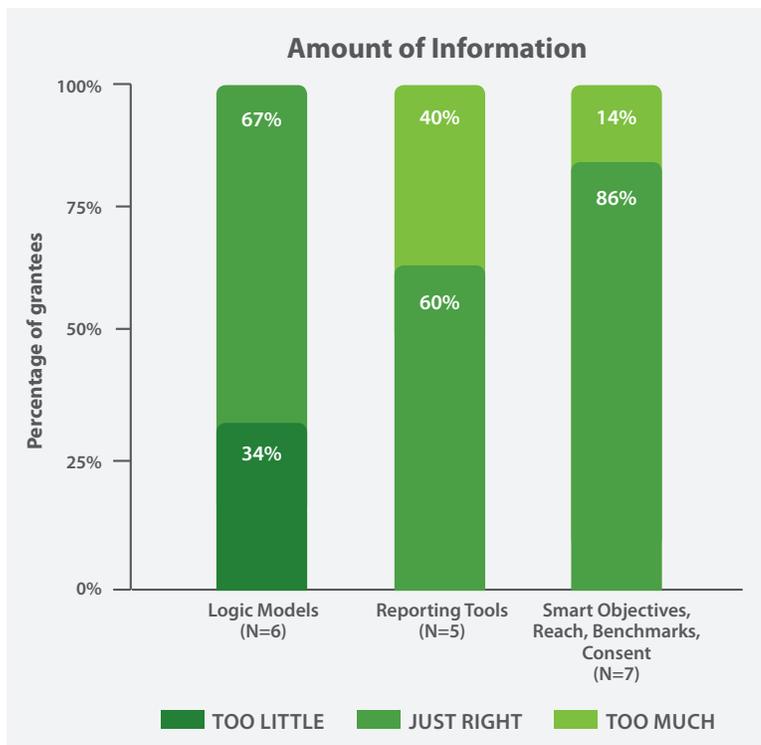
*Day 1 content included implementation evaluation and introduction to evaluation questions. Day 2 content included refining evaluation questions, implementation versus outcome evaluation, methods and data sources, data quality, and analysis and reporting.



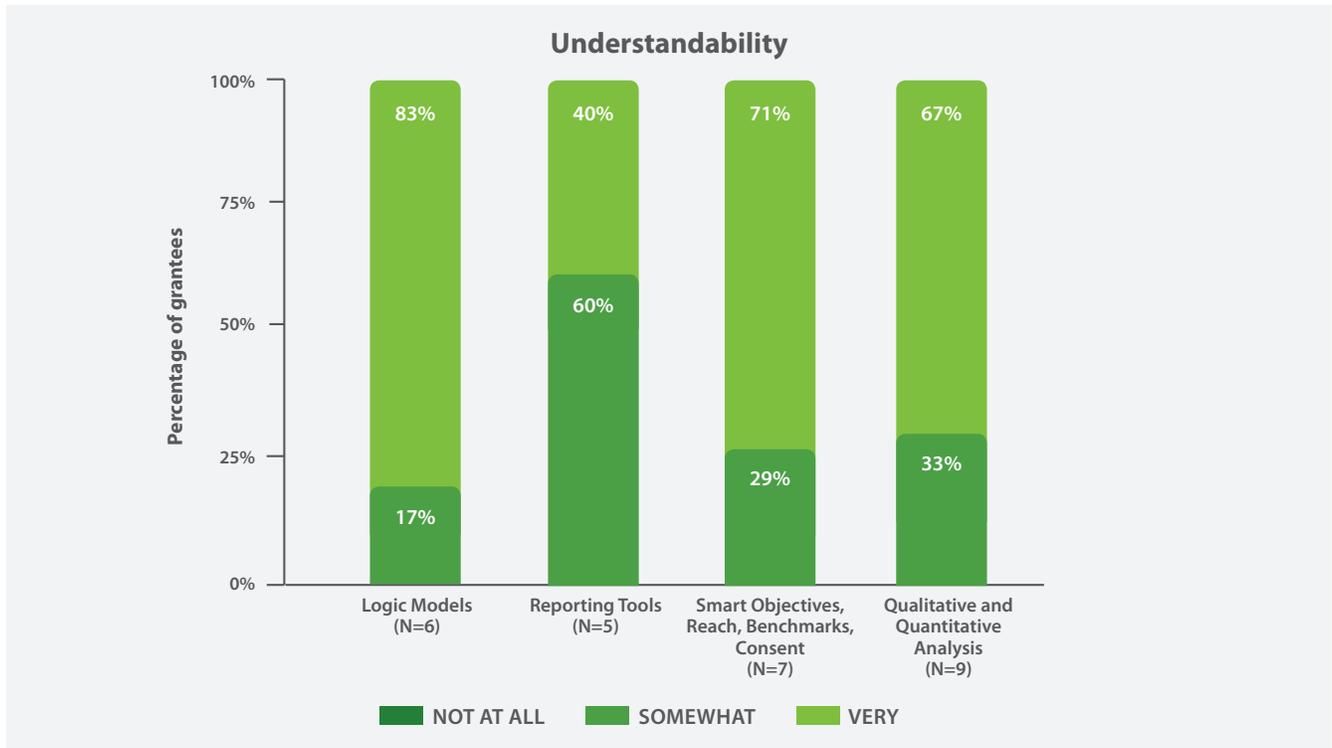
Findings for Evaluation Question #4: What feedback did grantees provide about training activities?

Answer: Overall reactions were positive. However, grantees did vary from each other. For example, some people found certain webinars to be too slow and other people too fast. All webinar topics appeared to have relevance: grantees typically found the information somewhat or very useful for their evaluation.

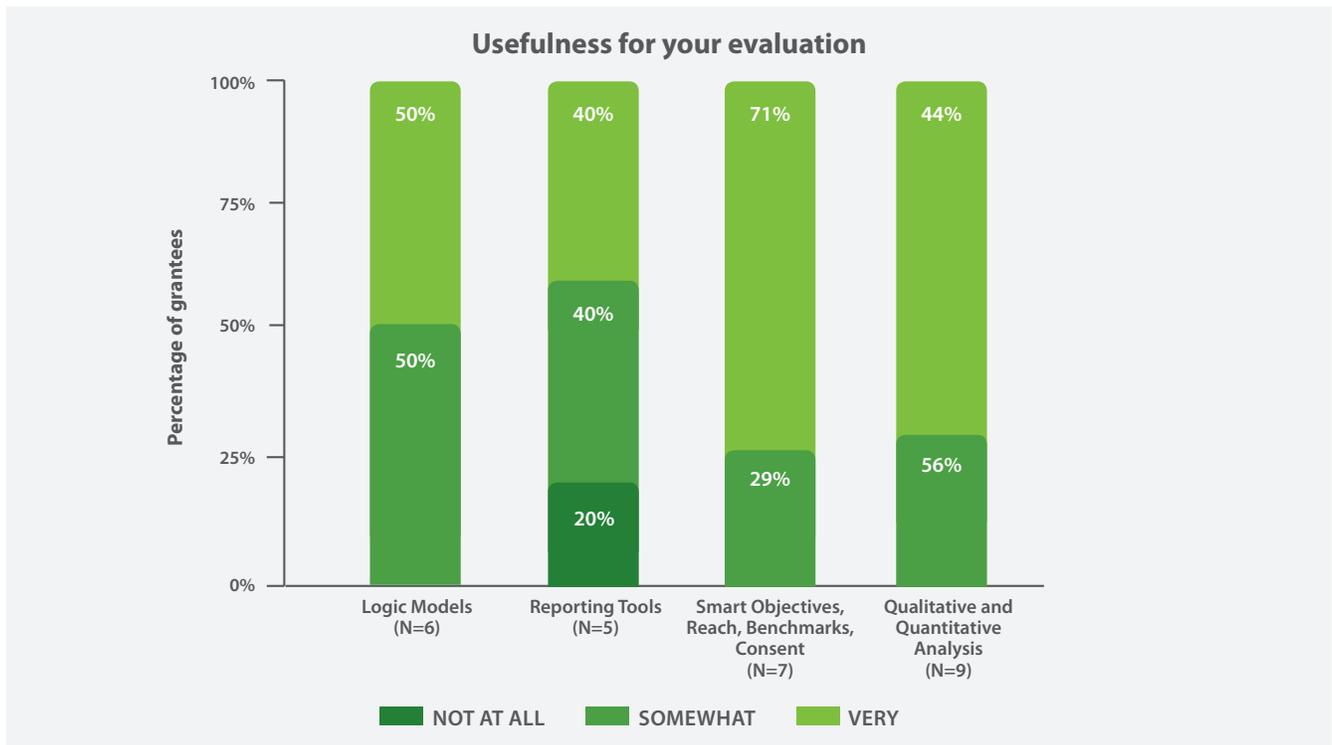
Most grantees felt the pace of training, amount of information, and level of information of the training activities were just right.



All grantees found the content somewhat or very understandable



All grantees typically found the content somewhat or very useful



Overall, grantees provided positive feedback in response to open-ended qualitative questions about webinars. They also emphasized the complementary nature of webinars and 1:1 support from ES liaisons. These four themes emerged from feedback across all webinars and on first year as a whole.

"They are very helpful and responsive" and "Communication was excellent"

Grantees value ES liaisons' availability, communication, expertise, and teaching style

They are all very welcoming of questions, and responsive to feedback.

[my liaison] is very patient, explains things in a variety of ways when I am confused, is encouraging when I've done something well and all around really helpful.

One-on-one support and consultation is key

If I'm being honest, the individual consultation that I get from my evaluators is far more helpful than the group webinars.

I always appreciate quick updates from each program, as well as a success (big or small) and any lessons learned.

Webinars serve both training and group support functions: Grantees want to hear from each other as well as from ES

I do like having the connection with other grantees and hearing about their projects though.

Perhaps more "case study" content with actual efforts from an organization in our cohort. Then the group could ask questions and give input/ feedback.

Presenters took a very difficult concept and broke it down.

Breaking down evaluation concepts and clarifying scientific terminology are critical techniques

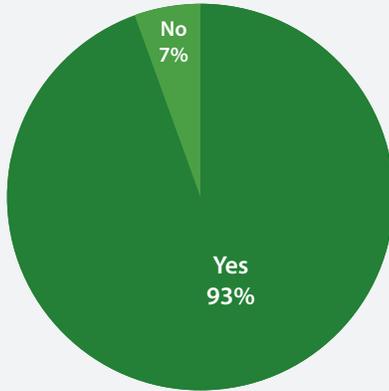
[what was helpful was] clarifying the typical logic model lingo!



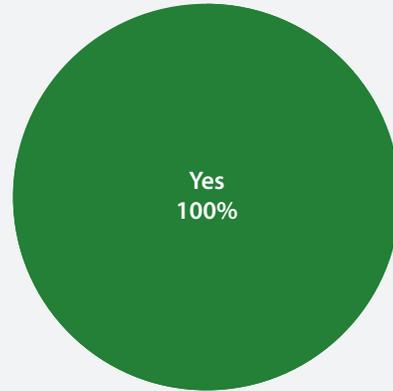
Grantees generally rated each day of the 2-day trainings positively.
All stated they could use the content in their work.

Evaluations of the in-person training (n=14)

Was content presented clearly?



Day 1



Day 2

I can integrate training content into my work

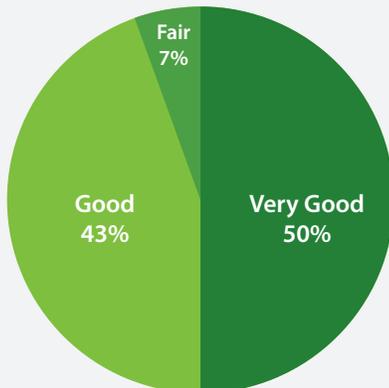


Day 1



Day 2

Overall quality of training



Day 1



Day 2



Qualitative feedback on the in-person training provided a valuable opportunity to model evaluation in action.

In addition to giving positive feedback – “Appreciated the mix of information and activities,” and “interactive, lighthearted, and informative with [an] understanding approach to our process with evaluation” – grantees indicated that one of Day 1’s activities was confusing, vague, and frustrating. They also suggested that ES use concrete examples and link training content to how they would apply it in their programs.

Because ES staff reviewed evaluations of Day 1 on-the-spot, we were able to (1) respond by adapting Day 2’s activities and (2) use our own experience with evaluation leading to program improvement as a real-time example. Grantees commented on the improvement they noticed and also on their appreciation of this transparency and responsiveness, as in these statements:

- “Loved that they changed the agenda based on feedback. Thank you for modeling this.”
- “You all changed from more heady/metaphorical exercises to concrete info today and that really helped. Like the use of visuals and examples.”

Grantee feedback reflected two main themes that can guide future evaluation capacity-building efforts. These were:

- Grantees are focused on applying evaluation concepts toward two ends: Improving their programming and meeting funder reporting requirements. Training must be linked to these goals to be most effective.
- Trainers need to meet grantees where they are and build their understanding of evaluation concepts step by step. This theme was exemplified by quotes such as “Did not use evaluation jargon. Explained clearly,” and “read needs of group. . . made a hard concept easier.”

CONCLUSIONS

Summary:

Findings from this evaluation showed that grantees’ engagement in the capacity building experiences led to successful gains in confidence, self-ratings of skills, and completion of evaluation planning tasks. Ratings of webinars and in-person trainings were overall positive.

Lessons learned:

- Some variation did occur in ratings of webinars and trainings. For example, at times a small number of individuals found them too slow or basic, while others found them too fast or having too much information. This reflects the general challenge often found in educational settings when participants have varying levels of experiences and previous exposure to the information.
- Webinars serve both training and group support functions. After relationships formed at the kick-off in-person training, interactions among grantees in webinars helped them learn from one another’s real world evaluation examples.

Recommendations for future evaluation capacity development activities:

- The combination of webinars/trainings with individualized support works well. The webinars/trainings provide general orientation to evaluation topics, and the individualized support allows responsiveness to the unique needs of each grantee.
- Incorporating real world examples from grantee programs is helpful because it is interesting and it illustrates evaluation concepts in action.
- Transparent self-evaluation on the part of the trainers is helpful in illustrating to trainees the methods being taught, and modeling how to make changes in response to corrective feedback.
- Grantees reported increased evaluation capacity. This suggests that having programs self-evaluate is a feasible and promising approach.



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ADDENDUM: METHODS USED

Tables detailing all findings are available upon request. We used SurveyMonkey online surveys to collect most data, except that we used paper and pencil questionnaires for the 2-day in-person training. When looking at improvements in capacity (e.g., at beginning of funding versus at end of year), data was from a year end questionnaire. Grantees rated their confidence for each item twice, once for the present time and once for (for example) when they were first funded. We did not compute statistical significance because the number of grantees is too small to meet the assumptions of such statistics.

