



LTG Associates, Inc.

**Strengthening What Works:
Preventing Intimate Partner Violence in
Immigrant and Refugee Communities**

PROJECT SUMMARY & RESULTS

**An Initiative of the Robert Wood Johnson Foundation
Vulnerable Populations Portfolio
LTG Associates, Inc., National Program Office**

February 2014

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**Submitted by LTG Associates, Inc.
February 2014**

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STRENGTHENING WHAT WORKS: Preventing Intimate Partner Violence in Immigrant and Refugee Communities

The Final Report

The final report for the Strengthening What Works (SWW) Initiative is composed of three complementary documents. The first is a summary of the initiative, its findings, and a focus on future developments. The second is a full analysis of the initiative, and includes: a detailing of the processes utilized and, the process and outcomes of the evaluation and capacity-building aspects of the initiative. The third and final document is a compilation of the grantee case studies in which each grantee organization traces their experience of the initiative and the outcomes for their organizations and communities. The three previous years' annual reports have detailed the activities of the SWW initiative; the activities summarized in those reports may be referenced in this report but will not be systematically discussed.

Introduction

The Initiative: Strengthening What Works Background

Strengthening What Works: Preventing Intimate Partner Violence in Immigrant and Refugee Communities (SWW) was a national initiative of the Robert Wood Johnson Foundation (RWJF) to identify and evaluate innovative or promising practices in intimate partner violence (IPV) prevention among immigrants and refugees, both underserved populations in the United States. In 2007, there were more than 30 million immigrants and refugees living in the country. Many of them have difficulty understanding, trusting and accessing appropriate health and social services. Despite the prevalence of IPV in the general population, there is limited research on the true extent and consequences of this problem in immigrant and refugee communities. Specific information on effective IPV intervention and prevention strategies for these populations is also lacking. Strengthening What Works was a pioneering effort to evaluate innovative or promising IPV prevention programs serving immigrants and refugees while building the capacity of organizations working in communities to understand and conduct evaluations, and expand the field's understanding of how to work with diverse ethnic populations. The RWJF Vulnerable Populations Portfolio was the home to SWW and work on the initiative was led by Wendy Yallowitz, M.S.W., as the Program Officer.

The SWW initiative was developed in response to a special solicitation by RWJF for promising or innovative community-based approaches to improve the health and healthcare of immigrants and refugees in the United States. Responses highlighted a strong interest in addressing IPV within immigrant and refugee communities and a need to strengthen the evaluation capacity of organizations working in communities that work with them.

The development of the SWW initiative included the creation of a Call for Proposals (CFP) that was distributed to 47 organizations identified in a national environmental scan for entities active in IPV prevention in immigrant and refugee communities. The targeted solicitation focused on two forms of universal prevention that reach the entire population, regardless of individual risk factors:

1. Primary prevention methods, which eliminate the causes of IPV before exposure to risk, such as targeting sociocultural norms that support, justify, or allow violent behavior between intimate partners, and also promote positive norms.
2. Secondary prevention methods, which aim to reduce the prevalence of IPV in a population that has been exposed to risk through:
 - Early detection (i.e., a focus on IPV reduction through universal screening programs at doctors' offices or when at-risk individuals call employee assistance programs [EAPs]).
 - Promotion of the development of healthy relationships at the community level, both generally and among individuals who have experienced IPV.

Other steps in the grant-making process included:

- The convening of a National Advisory Committee comprising nine experts in the field of IPV who were active in the grant review and selection, served as advisors, and provided ongoing expertise and resources to the program.
- Communication with and support to organizations invited to respond.
- Review of the 29 proposals received by RWJF. The initial criteria utilized for assessing proposals were:
 - Project significance and feasibility;
 - Evaluability;
 - Organizational capacity; and,
 - Program leadership.
- Determination of 10 finalists to participate in an evaluability assessment.
- Conduct of 10 evaluability assessment site visits. Issues explored in the evaluability assessment included:
 - Criteria for evaluability:
 - Goals and objectives;
 - Process Indicators;
 - Outcome Indicators; and,
 - Impacts.
 - Project design:
 - Statement of need;
 - Perceived causes of IPV in the community;
 - Implicit or explicit theories of change; and,
 - Range of planned activities.
 - Organizational capacity:
 - Experience in prevention programs;
 - Experience in IPV or DV;
 - Relation with the community and its leaders;
 - Cultural and linguistic capacity;

- Leadership and staff; and,
 - Funding sources.
- Final review of finalists using the following criteria:
 - Commitment to evaluation;
 - Contribution to the field of IPV prevention;
 - Evaluability of the proposed intervention;
 - Funding;
 - Organizational capacity and community linkages; and,
 - Project staff.
 - Eight organizations were recommended for, and subsequently awarded, an SWW grant.

The eight SWW awardees were:

- Arab American Action Network – Chicago, Illinois
- Asian Task Force Against Domestic Violence – Boston, Massachusetts
- Asian Women’s Shelter – San Francisco, California
- Casa de Esperanza – St. Paul, Minnesota
- Center for Pan Asian Community Services – Atlanta, Georgia
- Enlace Comunitario – Albuquerque, New Mexico
- Korean Community Center of the East Bay – Oakland, California
- Migrant Clinicians Network – Austin, Texas

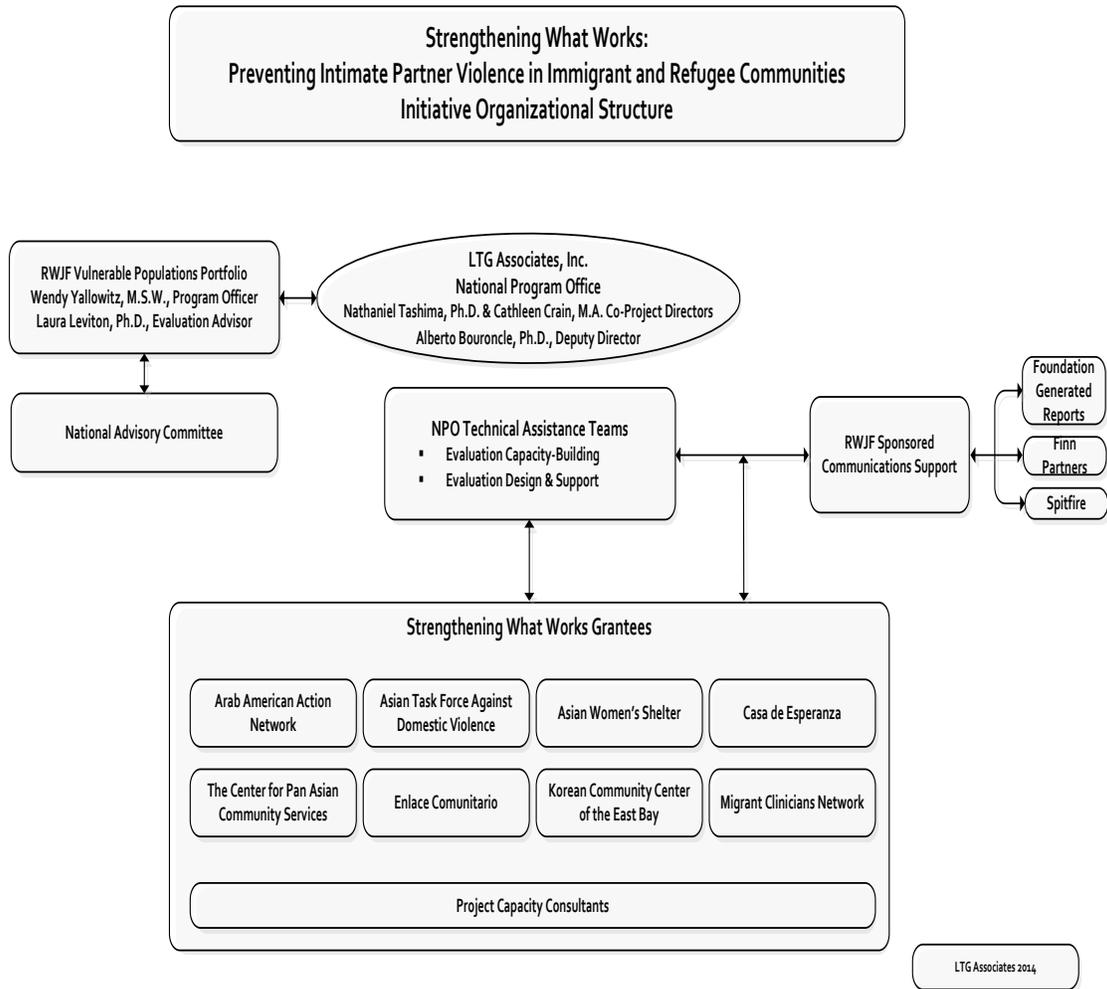
Each organization received a three-year grant to participate in evaluation of their prevention initiative(s) and engage in evaluation capacity building for their organization. Grants were effective from November 1, 2009 through October 31, 2012 and each grant was for a total of \$175,000 over three years.

National Program Office

LTG Associates, Inc. was the national program office (NPO) for Strengthening What Works. LTG is an anthropologically based consulting firm based in Turlock, California and the Metropolitan Washington, D.C. area, with extensive expertise in program evaluation, capacity-building, and culturally sensitive technical assistance and guidance for a wide array of organizations working in communities. As the NPO, LTG worked in partnership with RWJF to provide evaluation services as well as capacity-building for the SWW grantees and to evaluate the overall initiative.

The following graphic provides an overview of the organization of the SWW initiative.

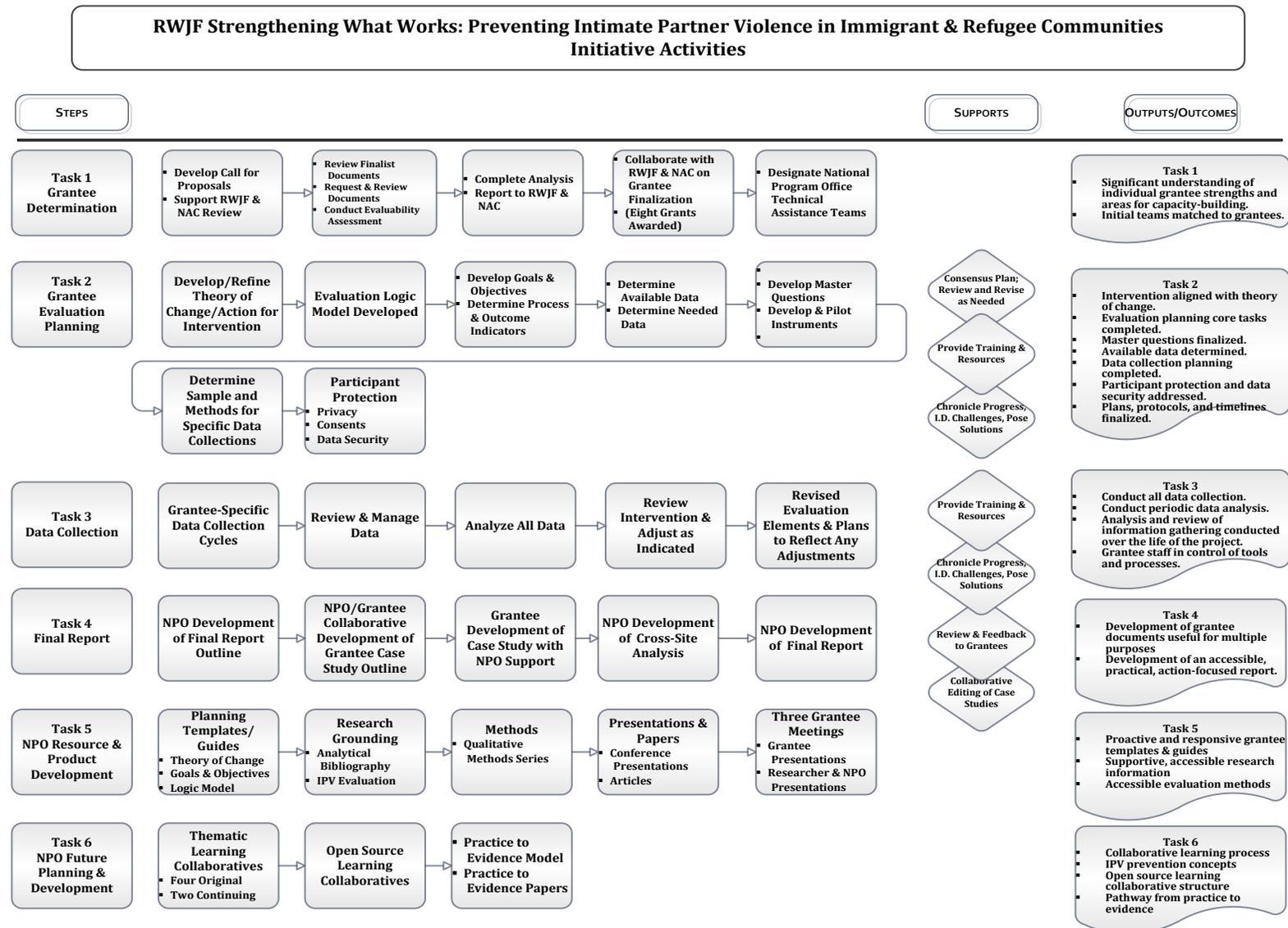
Figure 1. SWW Organization



SWW Steps, Supports, and Outputs/Outcomes

There were many steps in the process of developing and conducting the SWW initiative. The graphic on the next page presents an overview of the steps undertaken.

Figure 2. SWW Steps



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Over the life of the SWW initiative, there were many products developed to support the initiative and to share the emerging lessons. The following table summarizes key SWW products.

Figure 3. SWW Key Products

Name	Focus/Summary
Evaluability Assessment	A tailored, focused method for early determination of organizational capacity, capability, and scope in order to forecast likely success.
SWW Website (https://strengtheningwhatworks.webexone.com)	A richly resourced web space for the SWW grantees and the Project Capacity Consultants. Postings included; evaluation resources; IPV information; grant opportunities; discussion format; and, SWW documents.
Understanding the Challenges of Preventing Intimate Partner Violence: An Analytical Bibliography	The NPO developed an analytical bibliography on IPV and related topics following an extensive review of the literature in order to support grantee work and inform the ongoing SWW process. The bibliography included: <ul style="list-style-type: none"> ▪ Literature Review on Domestic Violence: Conceptualizing IPV ▪ The Causes of IPV: Understanding IPV to Inform Prevention ▪ Immigrants, Refugees, and IPV Prevention: Historic Challenges and Cultural Divergence ▪ Community Responses: Mainstream Efforts and Youth Interventions ▪ New Directions in IPV Prevention: Healthy Relationships; and Reframing of Cultural and Social Norms That Condone Violence
Evaluation Instruments for IPV Prevention Programs with Asian & Pacific Islander Populations: A Resource Scan	The goal of this activity was to determine whether there were existing evaluation instruments for domestic violence and/or intimate partner violence (DV/IPV) prevention programs targeting Asian and Pacific Islander (API) populations. The scan was far-ranging and determined that there were few resources that were particular and useful to API IPV <u>prevention</u> programs.
Theories of Change Evaluation Logic Models Evaluation Plans Evaluation Instruments Analysis Plans	For each of the eight grantees, the NPO team worked with SWW grantee project staff to develop each of the products and tools that would be necessary to ground and frame an evaluation for their intervention. Each grantee was provided with guidelines and support throughout the planning, implementation, data management, analysis, and reporting of their evaluation; specialized templates were designed and provided as needed.
PCC Recruitment & Training	The NPO developed a collaborative process to identify, interview, contract, and train Project Capacity Consultants (PCCs) to provide local, hands-on technical assistance to the eight SWW grantees under the supervision of the NPO. Selected PCCs were invited to the NPO offices for a training seminar in evaluation approach and common terminology, to ensure a consistent evaluation approach and also allow comparisons across grantees.
Qualitative Methods Modules	Twelve qualitative evaluation methods modules were developed in response to grantee requests to conduct rigorous qualitative data collection and analysis.
Grantee Meetings	Three in-person grantee meetings were held. Each meeting was structured to advance the SWW mission and purpose, and respond to grantee suggestions, and included presentations from NAC members, grantees and researchers.
Learning Collaboratives	Four learning collaborative planning meetings were hosted to explore themes identified by the NPO in grantee interventions.
Professional Presentations	American Evaluation Association 2010, San Antonio TX <ol style="list-style-type: none"> 1. Carter Roeber & Niel Tashima: <i>Community Capacity and Evaluation</i> 2. Mimi Kim, KCCEB: <i>Building Community Capacity in Immigrant Faith-Based Communities: How Can We Tell?</i> 3. Alberto Bouroncle & Cathleen Crain: <i>IPV Prevention at the Community</i>

Name	Focus/Summary
	<p><i>Level: Turning Practice into Evidence</i></p> <p>Annual Meeting of the American Anthropological Association, Montreal, Canada, November 2011</p> <p>Carter Roeber, Cathleen Crain, and Nathaniel Tashima: <i>“Social Capital and Intimate Partner Violence Prevention: Misconstruing Models and Measurement</i></p> <p>American Evaluation Association 2011, Anaheim, CA</p> <ol style="list-style-type: none"> 1. Greta Uehling: <i>Healthy Relationships Curricula for Immigrants and Refugees: Practice and Evidence</i> 2. Alberto Bouroncle: <i>Closing the Research Gap in IPV Prevention: Turning Practice into Evidence Using Community-Based Learning Collaboratives.</i> 3. Carter Roeber: <i>What Does Healthy Relationship Education Prevent? Prevention and Typologies of Intimate Partner Violence</i> <p>American Evaluation Association 2012, Minneapolis, MN</p> <ol style="list-style-type: none"> 1. Maribel Rodriguez-Valcasti: <i>Smart Communities: Creating and Sustaining Knowledge at the Community-based Level</i> 2. Alberto Bouroncle: <i>Advantages and Challenges of Turning Practice Into Evidence in Community Settings</i> 3. Carter Roeber: <i>Community-based Evidence: Addressing the Practical Limits of the Evidence-Based Practice Paradigm</i> <p>American Public Health Association 2013, Boston, MA</p> <ol style="list-style-type: none"> 1. Alberto Bouroncle: <i>Using Case Studies to Evaluate IPV Prevention in Immigrant and Refugee Communities</i> 2. Claudia Medina, Enlace: <i>Survivors as Health Promoters to Prevent IPV in Immigrant Communities</i> <p>American Evaluation Association 2013, Washington, DC</p> <ol style="list-style-type: none"> 1. Terry Redding: <i>Utility of Specialized Qualitative Methods Modules for Organizations Working in Community Settings</i> 2. Candace Kugel, MCN: <i>Report of Results from SWW Evaluation</i> 3. Nathaniel Tashima & Cathleen Crain: <i>Results of SWW IPV Prevention Initiative</i>
Journal Articles	<p>Journal of Forced Migration, FMR 38, October 2011</p> <ul style="list-style-type: none"> ▪ Greta Uehling, Alberto Bouroncle, Carter Roeber, Nathaniel Tashima and Cathleen Crain: Preventing Partner Violence in Refugee and Immigrant Communities. ▪ Four articles pending
Annual Reports	<ul style="list-style-type: none"> ▪ Annual Report: Year One ▪ Annual Report: Year Two ▪ Annual Report: Year Three
Case Studies	<p>Developed template and guidelines, and worked with grantees to design and complete individual case studies as final grantee product from SWW.</p>
Final Report	<ul style="list-style-type: none"> ▪ Volume I: Project Summary & Results ▪ Volume II: Final Report & Cross-Case Study Analysis ▪ Volume III: Grantee Case Studies

In the remainder of this portion of the final report, an overview of the results of the SWW initiative will be provided. Following will be some ideas for future direction both for the field of IPV prevention and for the creation of a mechanism that allows practitioners to generate evidence of effectiveness from field innovation.

Initiative Results

The initiative had two core purposes. One was to evaluate the promising/innovative field practices of SWW grantees in prevention of IPV in immigrant and refugee communities. The second was to develop evaluation capacity in SWW grantees. In this first section, we will address the results of each.

Evaluation of SWW Grantee IPV Prevention Programs

All of the SWW IPV prevention interventions focused on reframing social and cultural norms and/or developing healthy relationships. Each program approached the task in a different way, however, in the end, there were important commonalities. As will be detailed in the body of the report, all eight grantees claim positive evaluation results from their IPV prevention interventions and increased knowledge of the ways in which their programs affected the populations with which they work. The majority of the programs were able to demonstrate, at minimum, positive changes in skills, knowledge, attitudes, beliefs, and to a limited extent, behaviors of program participants.

The development and conduct of the different program evaluations in SWW were highly collaborative. A team of NPO staff was assigned to each grantee to provide evaluation support and to identify and provide focused capacity-building. The team members generally were cross-assigned to two or more grantees. This cross-assignment allowed a relatively small team to develop and support an in-depth knowledge of all grantees. It also informed the need for development of program materials and the identification and dissemination of valuable evaluation techniques and other resources. The initial teams were crafted to respond to the perceived needs and sensibilities of grantees. The composition of the technical assistance teams was, in some cases, changed over the course of the initiative to better respond to grantee needs, and to best utilize SWW NPO resources.

In addition, the NPO and each grantee jointly chose a project capacity consultant (PCC) to work up to 10 percent time, to provide local evaluation support. The PCC was to be a resource that the grantee could add into their program planning and grant development. It is understood that most non-profit organizations are not in a position to hire a full-time evaluator and in many cases do not see the need for such a resource. It was hoped that by providing this resource alongside developing capacity and appreciation for a culture of evaluation that grantees would have a ready and trusted resource that could be utilized when SWW ended. The PCC completed the resources available to each SWW grantee.

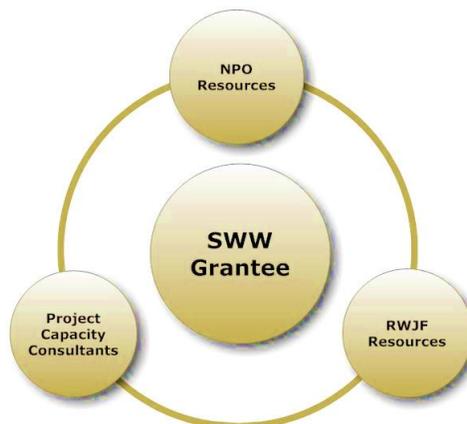


Figure 4, below, illustrates the programs and their approaches to IPV prevention in the SWW initiative.

Figure 4. SWW Grantee Programs and Key Successes

Grantee	Program Description	Participants / Ages	Key Successes & Outcomes
AAAN	Youth Healthy Relationships (YHR): A five-unit, eight-week workshop series for Arab American youth on healthy relationships, and general conflict resolution/anger management issues. Units included: Conflict Management, Anger Management, Identifying Forms and Signs of Domestic Abuse, Self-Discovery & Setting Personal Boundaries, and Social Norms and Arab Relationships: Understanding Culture & Customs.	Arab youth, 14-24	<ul style="list-style-type: none"> Conducted first “Arab American Youth Social Norms Survey.” AAAN had enthusiastic response from Arab American program participants and cited changes in knowledge and beliefs. Evaluation outcomes support utility of approach. Working with Enlace Comunitario on youth issues.
ATASK	Youth Empowerment Program (YEP): Intensive, small groups in which staff engage Asian American teens in addressing issues of dating/domestic violence through anti-violence education and awareness building, peer engagement, community organizing, and leadership skills.	Asian youth, 12-17	<ul style="list-style-type: none"> YEP participants showed changes in knowledge, attitudes and beliefs around dating/domestic violence. Participant developed and led activities.
AWS	Chai Chats: Chai Chats supports API LGBTQ community members to practice and promote healthy relationships through a 10-session cycle of community-centered training, dialogue, and skills building. Each session focuses on concrete skills for modeling, nurturing and promoting practices of healthy relationships. The group meetings are designed to be a safe and confidential space in which participants learn about various aspects of healthy and unhealthy relationships, gain knowledge and practice in new tools and skills, and share their experiences and offer support for one another.	API LBQT adults	<ul style="list-style-type: none"> Participants showed gains in knowledge and skills through the program. Enthusiasm for the intervention initiated development of a follow-on program “Extra-Strength Chai Chats” focused on refreshing and reinforcing Chai Chats Skills. Additional skills gains were demonstrated in follow-on program. Geographic expansion undertaken.
	Homophobia Busters (HB): A one-time workshop to educate members of the API community about homophobia and building allies in the straight community. The goal of HB is to create a group of concerned community members as allies to queer relationships and to address the potential of cultural isolation of LBTQ individuals in API communities.	API adult community members	<ul style="list-style-type: none"> Participants showed gains in knowledge, attitudes, beliefs, and skills through the program. Program expanded as a result of evaluation feedback.
Casa de Esperanza	Lideres: Latina Peer Education focuses on equipping women with leadership, communication, and presentation skills to lead peer workshops around IPV and other topics of interest to Latinas. <i>Lideres</i> provide information, facilitate conversations, introduce	Latina adults	<ul style="list-style-type: none"> There were insufficient data presented to determine intervention outcomes.

Grantee	Program Description	Participants / Ages	Key Successes & Outcomes
	key resources and work to increase connectedness and decrease isolation among workshop participants.		
CPACS	<p>Dreaming and Visioning for a better Tomorrow (DVT): Community Education Workshops: The Dreaming and Visioning for a better Tomorrow (DVT) Program’s workshops are run through a curriculum that was developed by CPACS. Each workshop is 2 hours long. Most of the workshops are conducted in-language and some are conducted with an interpreter. All workshops follow the same curriculum that discusses family violence (types/cycles); effects and consequences of violence; consequences of child abuse; US laws; immigration consequences; and resources.</p>	Asian refugee/ immigrant adults	<ul style="list-style-type: none"> • Participants showed gains in knowledge and changes in attitudes through the programs. • Female program participants found new opportunities and demonstrated new behaviors following the program. • Men and women demonstrated changes in couples roles and behaviors.
	<p>Men’s Support Group: Refugee men who participated in the Community Education Workshop and who may or may not be perpetrators/victims volunteer to participate in the men’s support group. In the men’s support group, the participants and facilitators have more in-depth discussions around cultural norms, perceptions of masculinity, responsible fatherhood, communication, and responsibility. The goal of this 4-week support group is to create dialogue on critical issues related to IPV as well as to create a safe environment for men to share their past and current experiences, concerns, and thoughts.</p>	Bhutanese refugee men and women	<ul style="list-style-type: none"> • Participants showed gains in knowledge and changes in attitudes through the programs. • Male and female participants demonstrated new behaviors following the program. • Men and women demonstrated changes in couples roles and behaviors.
	<p>Women’s Support Group: Refugee women who participated in the Community Education Workshop and who may or may not be perpetrators/victims volunteer to participate in the women’s support group. In the women’s support group, the participants and facilitators have discussions around motherhood, relationships, communication, and responsibility. The goal of this 4-week support group is to create dialogue on some critical issues related to IPV as well as to create a safe environment for women to share their experiences, concerns, and thoughts.</p> <p>The two DVT components, community education workshops and support groups for Bhutanese/ Asian refugee and immigrant men and women, give participants knowledge and skills to build healthy relationships.</p>		<ul style="list-style-type: none"> • Participants showed gains in knowledge and changes in attitudes through the programs. • Male and female participants demonstrated new behaviors following the program. • Men and women demonstrated changes in couples roles and behaviors. • Working with ATASK to develop youth-focused IPV prevention curriculum.
Enlace	Promotoras: Enlace Comunitario works with Latina immigrant survivors of domestic violence to develop their leadership	Latina immigrant IPV survivors	<ul style="list-style-type: none"> • <i>Promotoras</i> showed gains in knowledge, attitudes, beliefs and behaviors in regards to IPV and IPV

Grantee	Program Description	Participants / Ages	Key Successes & Outcomes
	capacity. As women with firsthand knowledge of domestic violence, the newly trained leaders prevent domestic violence in the Latino immigrant community by facilitating educational workshops, representing EC in the community, and developing media campaigns that change social norms from ones that are tolerant of DV to ones that are intolerant of it. <i>Promotoras</i> is a six-week leadership, community outreach, and community advocacy training curriculum. Program participants are asked to complete four community presentations over the year. Each group has between 6 and 10 women.		<p>prevention.</p> <ul style="list-style-type: none"> • <i>Promotoras</i> demonstrated increased leadership skills and capacity. • <i>Promotoras</i> were able to conduct IPV prevention presentations to the Latino community in Albuquerque. • Participants in <i>Promotora</i>-led presentations increased their awareness of IPV. • Has begun a project to work with men as allies in ending domestic violence.
KCCEB	Faith Leadership Advisory Group (FLAG): Shimtuh’s Faith-Based Initiative is a multi-strategy project focused on social norm support to reduce IPV and create gender equality in the Korean immigrant community. FLAG is a faith leaders group that supports community capacity building, and was involved in the development of the Bible Study Curriculum.	Korean faith leaders	<ul style="list-style-type: none"> • New members for the FLAG program were recruited.
	Bible Study Curriculum (BSC): The BSC focuses on training both clergy and lay church leaders to understand the development of healthy relationships and prevention of intimate partner violence through a Bible-based curriculum. The focus is on trained individuals utilizing the teachings actively in Korean American churches providing both Biblical and institutional support for building healthy relationships.	Korean adults	<ul style="list-style-type: none"> • A Bible Study Curriculum was completed and locally piloted which created demand for wider distribution. • A nine-week Bible Study Curriculum was implemented at three institutions, including outcome evaluation.
	Shimtuh Day: Shimtuh Days are outreach events at local churches to promote IPV prevention.	Korean Church Congregations	<ul style="list-style-type: none"> • Five Shimtuh Days were held in different faith-based institutions.
MCN	Hombres Unidos Contra Violencia Familiar (HUCVF): Workshops are for up to 10 Latino male migrant and seasonal farmworkers, presented by local farmworker-serving organizations using a curriculum developed by MCN. HUCVF workshops are presented as a series of 5 weekly sessions of 2 hours each.	Latino male farm workers, all ages	<ul style="list-style-type: none"> • MCN refined the HUCVF curriculum, the TOT manual, and the data collection tools. • Participants showed solid average increases in knowledge, attitudes, beliefs and skills regarding the nature, prevalence and prevention of IPV.

Changes in Evaluation Capacity of SWW Grantees

The second major purpose of SWW was to foster the development of evaluation capacity and a culture of evaluation within each grantee organization. An important part of LTG's approach was to meet grantees where they were in terms of evaluation. That is, to assess each grantee's level of experience and sophistication with evaluation, the tools already developed or acquired, and, staff skills. Some grantees had only responded to funder requirements for evaluation while others had been engaged in trying to answer their own questions about their programs. As noted, each grantee had an NPO technical assistance team and a PCC to provide capacity-building support. In addition, NPO staff developed or identified responsive evaluation resources for grantees to further their evaluation skills and systems development. The eight grantees began their work with SWW at different stages of knowledge and sophistication with regard to evaluation and virtually all had increased capacity and commitment to evaluation at the end. Some of the developments that grantees cited as important included:

- Development of an appreciation of evaluation as a tool both for program improvement and sustainability.
- Multiple staff engaged and trained to ensure that developed tools and skills were disseminated across the organization. This cross-training led to better organizational evaluation culture development as well as ensuring that staff turnover did not deprive the organization of important knowledge and skills.
- Developing program theories of change and logic models and ensuring that they were aligned. These were then used by a number of grantees to guide the development and/or refinement of curricula and intervention materials.
- Creating data collection instruments that were responsive to the intervention and answered both grantee and funder questions about the process and results of the intervention.
- Managing both qualitative and quantitative evaluation data and conducting limited analysis of the data provided a number of grantees with a far stronger understanding of what the data could tell them about their interventions.

Evaluation and Capacity-Building Results

Evaluation Results

As noted earlier, the SWW initiative was responsive to each grantee and began where they were with evaluation skills and capacity. Practically, this meant that grantees fell along a continuum of skills and capacity when they began, and, as noted above, most advanced readily along the continuum. However, those differences also had effects on the speed at which an evaluation could be developed and the sophistication of the process and expected products. It was never the purpose of the SWW initiative for grantees to become professional evaluators, rather, the purpose was to develop a set of functional skills, and an appreciation for what evaluation could yield for the organization and the communities it serves, and, a commitment to actively incorporating evaluation into program implementation and organizational structure. That is, developing an active culture of evaluation. Again, as noted above, those purposes were largely accomplished.

The outputs and outcomes of SWW evaluations were universally found to be useful by grantees. For interventions that had been developed and revised, the evaluation findings generally provided the preliminary evidence of effectiveness. For new interventions, the evaluation provided a solid platform on which interventions could be tested and refined, leading to stronger interventions, and for some, preliminary evidence of effectiveness of their intervention. For a few interventions, the evaluation highlighted a lack of program consistency that made them minimally evaluable or unevaluable without revisions. For the majority of SWW grantees, the findings of the evaluation were positive, pointing to evidence of effectiveness.

As importantly, the process of evaluation and development of an evaluation logic model, development through explicit theories of change; identification of goals, objectives, and indicators; development of evaluation logic models, identification and/or creation of evaluation questions; development of data collection instruments; conducting data collection; managing evaluation data; and, analyzing data, had an immediate positive effect on programs for a number of grantees. For some grantee organizations, this process made possible an alignment of program activities to explicit theories of change; or an understanding that they were not originally aligned, thus, improving the quality of the evaluations and the programs that they serve. The act of asking questions about the process and effects of interventions and being the key stakeholder in receiving and utilizing the results was important for a number of grantees.

Designing the evaluation created both the opportunity and support for a theoretical and programmatic review of grantee interventions that few non-profits are afforded. That opportunity alone was seen as very valuable and was well utilized by most SWW grantees.

It was clear to the NPO that several of the SWW interventions are at the point in their development that they are ready to be tested with similar populations; some could be disseminated for adaptation to similar segments of the population, and/or tested for use with new populations. Other interventions have the potential to reach the testing/dissemination stage after additional evaluation and potential refinement. Later in this document, the issue of whether, where, and how to move promising interventions to a larger stage, will be discussed.

Capacity-Building

SWW grantees were generally successful in developing or enhancing organizational evaluation capacity. The movement from the beginning of the initiative to the conclusion was generally proportionate with where they began. One of the challenges in capacity-building that will be highlighted in the cross-grantee analysis was staff turnover, which was high for a few of the grantees. An additional and sometimes related challenge was the dissemination of evaluation information and the capacity within grantee organizations to protect against loss of skills and to support institutional memory. Several of the SWW grantees were particularly focused on this issue and initiated organization-wide activities that ensured dissemination, thereby supporting sustainability of skills. A few of the SWW grantees failed to take on this issue and focused the capacity-building on a very few individuals; in at least two cases those individuals left the organization, taking the core of skills with them. For one organization, the personnel

loss represented the person with the most complete knowledge of the intervention and the majority of community credibility.

The culture of evaluation developed among grantee organizations reflects the vision and focus given to the SWW initiative by organizational leadership, the level of commitment to internalizing new

The Evaluability Assessment site visit, while initially intimidating, proved to be a useful and affirming experience. We entered into the process expecting a wholesale focus on quantitative evaluation, fearing that our previous evaluation efforts, which had been qualitative, would be judged as unfit or backward. However, in these initial interactions with the NPO, we were reassured to learn that there are many different, valid ways to evaluate programs such as ours. ...we emerged with a better understanding of our strengths and areas for growth with regard to both qualitative and quantitative evaluation methods.

AWS Case Study

evaluation skills, and the active engagement of multiple staff members to ensure that learnings become part of the organization's institutional memory.

Lessons and Direction from the Initiative

The SWW initiative yielded a variety of specific lessons for both its components: evaluation and capacity-building. There are also important lessons about the development and conduct of prevention programs both in intimate partner violence and more generally. Finally, future directions for prevention programs, as well as for the ability to identify and disseminate effective practitioner-led, field-developed interventions, were identified. In this section, those lessons, and direction will be summarized.

Lessons for Evaluation

Planning the Initiative and Choosing Grantees

Laying the Foundation for the Initiative

RWJF has a well-developed process by which national initiatives are developed, and SWW largely followed this process. The initiative was grounded in an environmental scan conducted by an expert consultant who had been contracted by the Foundation. The scan was a pioneering effort and laid out many of the important issues in the area of domestic violence and IPV. It also identified particular programs that were advanced as good candidates for SWW and delimited the range of those invited to participate in the grant competition. While those who were advanced were all found to be doing good and interesting work in intimate partner violence or domestic violence, it was later found that there was a much larger group of organizations serving immigrant and refugee communities that were not considered in the scan and that would have expanded the range of organizations considered.

Lesson: Environmental scans should have broad reach into the field and the populations of interest.

Evaluability Assessment

The evaluability assessment that was conducted as part of the grant competition for SWW was a critical part of good decision-making about grantee ability to fully participate in the initiative. The assessment was structured to maximize the relevant information gathered about each potential grantee. The NPO approach to the assessment was to develop protocols and train assessment teams that were highly interactive with one another, thus producing clear, reliable information on which RWJF and the NAC could rely when making final decisions. Even with the careful development of training and protocols, there were issues that were missed that would have improved the decision-making process. Those gaps largely centered on failing to ask the second question, that is, asking to see demonstrations of a capability or evidence of a completed resource (i.e., a completed curriculum). It should be noted that many of the SWW grantees found the evaluability assessment to be a thought-provoking and useful experience. The assessment asked them to think about their programs and organizations in ways they had not generally been asked or had time to do. As part of the grant-making process, RWJF was able to provide a stipend to the organizations participating in the assessment; this is both a respectful practice and one that recognizes the burden that can be placed on small organizations.

Lesson: An evaluability assessment is a critical element in the selection of participants in an SWW-type initiative.

Lesson: A well-developed protocol and trained, highly interactive teams that will challenge information and ensure the reliability of findings are an important aspect of a good evaluability assessment.

Lesson: Asking for demonstrations and evidence of completed resources is essential for understanding the current status of an organization or intervention to participate in a well-structured evaluation process.

Developing Evaluation Capacity

Critical Elements

Perhaps the most critical element in the development of evaluation capacity was developing and supporting a belief that evaluation is important to the mission of the organization. Too many non-profits

conduct evaluation because it is required by their program funders. These requirements are too often fragmentary, focused on the process and (rarely) outcomes of a particular intervention, and are the only source of funding for evaluation. The result is, for many organizations, evaluation that is conducted based on funders' questions and needs, and the organization fulfills its obligations without reference to its own needs for information about its program.

SWW created the opportunity for grantees to think through their program rationale, the critical questions that should be asked and of whom in order to understand both program process and effectiveness, and how to design and conduct an evaluation that would take them there. SWW asked grantees to focus on all three critical purposes of evaluation:

At the same time, ATASK came to the realization that tracking results was more important than ever. Still, evaluation activities such as tracking results were only done when necessary and as part of reporting to funders, administrators and others.
ATASK Case Study

- Accountability to both the communities served and to the funder;
- Program improvement; and,
- Learning and teaching the field.

As can be seen in the Case Studies, grantees generally found all of the steps in SWW, even when difficult and challenging, and the results of evaluation, even when puzzling or surprising, to be useful for their purposes. An important aspect of evaluation capacity-building in SWW was supporting the ultimate development of a culture of evaluation for each of the grantees. A culture of evaluation both sustains a focus on evaluation as a critical tool and shapes the way in which program development and delivery are

During the final year of this project, AWS began designing and piloting efforts to spread the new knowledge gained by the Chai Chats and Homophobia Busters evaluation teams to the rest of AWS staff. In January, we led a segment during AWS's staff retreat to present evaluation methods and perspectives to all AWS staff, including methods and findings from this project. We facilitated organizational teams to break out and identify their own indicators of success and possible evaluation methods for the programs they will be engaging in during the coming one to two years.
AWS Case Study

understood and supported within the organization. The first step toward the development of a culture of evaluation is to understand evaluation as useful and important for the organization and its stakeholders; most of the SWW grantees achieved

this step. The second step is to disseminate this understanding through multiple individuals in the organization to protect both the gained skills and knowledge from staff turnover; most SWW grantees achieved this step. The final step is to design evaluations for other programs addressing different community needs; at the end of SWW, nearly all grantees were in the process of developing evaluations for other organizational programs. Those who failed to develop a culture of evaluation most often failed at the dissemination step, by holding skills within the SWW team; in two cases, teams were eroded by loss of staff, and in one of those, the skills developed appear to have left with the departing staff. In another case, the organizational administrator retained a focus on evaluation, but did not disseminate the skills nor achieve

a culture of evaluation, engaging instead consultants to provide the services exclusively. Clearly, there are many important technical skills that are transmitted in good capacity-

We will sustain evaluation at Enlace by cross training multiple staff on evaluation so that we are not vulnerable to one person leaving the organization. On that same note, participating in evaluation activities is now an expectation for all new staff at EC. Most importantly, we will share the results with staff, *Promotoras*, leaders, and even participants in workshops. Without sharing the data and working together to analyze results, there is no incentive for anyone to engage in collection of data. ...we will keep evaluations simple. Some questions may be beyond the scope of our abilities, given our time constraints. All changes based on evaluation data will be documented.
Enlace Case Study

building, and SWW provided a full array of both proactive and responsive skills resources and trainings. However, beyond this array of skills, the second critical element to successful capacity-building lay in providing the grantees with ongoing support and affirmation from the funder, RWJF, the NPO, and from the PCC, as illustrated earlier. This "surround sound" approach created both intensity and a variety of levels of support and oversight. Grantee needs, concerns, and challenges were rapidly communicated

across the NPO SWW evaluation team including the PCC, and, as appropriate, RWJF; as possible within the resources of the initiative, those needs were met by the team. In different cases, resources were identified and transmitted, special trainings were developed and provided, and/or materials were developed and made available to all grantees. An example of this last type of support was the clear need for better understanding of qualitative evaluation methods communicated by a number of grantees. After reviewing the materials generally available, the NPO with the agreement of RWJF developed and disseminated a series of twelve modules on qualitative evaluation methods. The modules were based on sound and rigorous methods and were highly accessible, intended to be utilized across grantee organizations.

Designing and Conducting the Evaluations

The purpose of the SWW was to focus on immigrant and refugee communities and the advocates and providers who work with and for those populations. It was anticipated that there would be different levels of cultural understanding of evaluation, and a commitment to incorporating and sustaining the skills and values of good evaluation across the grantees. There were a variety of challenges and facilitators for evaluation and evaluation capacity-building that were experienced through the SWW initiative. In this section some of those that were experienced and addressed are presented.

Organizational Challenges and Facilitators to Evaluation

As noted earlier, evaluation requires resources, both human and financial, the use of which can be seen as competing with the provision of services. Until organizational opinion makers and leaders understand and value the accountability, improvement, and teaching functions of evaluation, tension with use of resources is likely to occur. Even with funding devoted to evaluation in the SWW initiative, there was still tension within some of the grantee organizations about use of staff time and in some cases about the use of the funding. In limited situations, organizational leadership failed to provide adequate support to staff engaged in the SWW initiative. In those situations, the NPO attempted to work with the organization's leadership to gain a clearer focus on the evaluation. From the inception of the initiative, the NPO emphasized the benefits that grantees could expect from good evaluation; this both went to helping to build the culture of evaluation and to addressing the tension with use of resources. These tensions between implementation and evaluation were addressed with grantees by the NPO each time they occurred; the NPO was also proactive in discussing this challenge with organizations that appeared to be vulnerable to these tensions.

Where staff were not actively engaged in capacity-building and evaluation development, but were tasked with evaluation activities, other issues sometimes arose. Such issues included staff not reserving enough time for evaluation activities and not using the instruments as agreed. NPO teams were able to address these issues and help to ensure that involved staff understood the rationale and appropriate formats for evaluation activities.

The SWW funding was approached by some organizational leaders as a gift of time and support to examine important programming, develop the tools to understand the effects of the interventions, and to reflect on the meaning of the data. Those organizations were often able to rapidly take up the SWW resources, use the information, benefit from the evaluation technical assistance and disseminate the culture of evaluation across the organization.

Challenges of Translating Evaluation: Culture and Language

An important area of both challenge and opportunity for SWW was in the cultural views of evaluation held by both staff and clients of grantee organizations. Besides relatively recent efforts to engage in community-based participatory research, evaluation has traditionally had a poor reputation in communities and with non-profit organization leadership and staff. A particular issue is that evaluation is seen as judging and criticizing work conducted in communities from a perspective that appears as biased towards the dominant culture. For SWW, it was the job of the NPO, the grantees, and the PCC to address this issue and to discover and share the positive role for evaluation. For communities, the job of understanding the benefits of evaluation belonged to SWW grantees. Where grantees were and remained skeptical, the communities with which they worked remained uncomfortable with evaluation activities. The majority of grantees moved steadily through engaging with the principles, skills, and tools of evaluation. One grantee remained skeptical for nearly two years before finding the ground on which they could engage. One grantee remained largely unengaged for the duration of the initiative, citing a variety of reasons for disengagement, none of which ultimately could be satisfied.

There were a variety of other cultural (ethnic and organizational) evaluation challenges experienced in SWW that will be discussed here.

Participant Protection

All SWW grantees were highly sensitive about protecting the individuals who they serve. However, the expectations of participant protection which shields information from everyone, utilizes identifiers and/or encryption, and has strict data management procedures to support it, was, in some cases seen as puzzling. This may be due in part to advocates being used to sharing information within the organization in order to address a particular problem. Framing this issue clearly as one of protecting clients helped advocates to understand and accept these requirements.

Cultural Knowledge of Evaluation Tools

Most of the evaluation plans developed by SWW grantees involved individual knowledge, attitude, belief, and ultimately behavior change to understand the immediate and intermediate effects of the interventions. Most grantee organizations utilized pre- and post-intervention surveys as a core tool to measure the effects of their programs. Several cultural issues arose around the use of these surveys.

In some organizations, there were program participants who were unfamiliar with surveys and needed orientation to both the surveys (their utility and requirements) and to the concepts of program evaluation. A related issue was that some cultures hold the development of group consensus as an important value. Those groups were uncomfortable with individuals completing the survey instruments and wanted to develop group consensus about the issues. In some cases, grantees were not willing or able to deny the group and so evaluation results were a function of developed consensus.

The culture-based perspective of “individual” responses and evaluation being determined by individual experience within an intervention framework is a particular value. In cultures where the development of group consensus is a strong normative value, where respect for a hierarchical system of decision-making is central, the individual may feel more comfortable having other avenues of “evaluating” the experience and perceived benefits of the intervention. However, within the American/English language framework of evaluation methodology, this perspective is extremely difficult to construct and validate.

However, many of the SWW grantees are embedded within communities which clearly value these perspectives. The challenge for evaluation then becomes how to move past the culture bound perspective of American/English language (Western European/North American/English language/Romance based languages) to a perspective that can value a more inclusive perspective and understanding of evaluation.

Language and Literacy

Participant communities in SWW showed uneven levels of literacy, a fact that constituted a challenge for some grantee organizations. Some individual participants were not literate in their own languages or in English, making the use of surveys difficult. SWW grantees, when faced with these challenges, developed specific approaches which relied on community interpreters, as well as traditional cultural processes for assessment of experiences. In one case, this resulted in a method that a Western/American approach might see as a focus group. However, in the grantee context, this was a culturally appropriate process where the group could discuss the intervention experience, honor diverse perspectives, and then determine how the intervention was experienced and assessed by the group.

Most SWW grantees worked across linguistic traditions even when everyone functioned in English as a common language. Many of the participants spoke a language other than English as their first language, and in some cases as their only language. Most of the grantee staff were native English speakers or English fluent. In many cases, grantee staff and their clients shared a common language; in a few, services were provided with the support of a translator. A number of grantees developed intervention and evaluation materials in English and those materials were then translated into the client language(s). In one case the intervention curriculum was developed in the grantees' community language then translated into English. This proved as complicated and time consuming as the reverse process. The fundamental challenge in working across languages is ensuring that at each step each participant has a clear understanding of the terminology being used and its meaning. It was anticipated that discordance in understanding would clearly undermine the effectiveness of the intervention. Adding to that complexity is the cultural knowledge necessary to convey evaluation concepts and purposes into cultures with limited experience of western concepts of evaluation methods and activities. Each step away from a common language presents potential for miscommunication and misunderstandings. Most grantees experienced some level of cultural and linguistic barriers, and all found particular challenges in translating evaluation concepts from English into the languages of those presenting and engaged in interventions.

The critical nature of the translation/back translation process was clearly highlighted. Without the checks and balance of translating from English to a community language and then back translating from the community language to English, the conceptual congruence can be easily lost. This is where a fundamental crux of evaluation occurs. Without accuracy and conceptual congruency or alignment, the evaluation can be challenged on its accuracy, and the intervention by extension can also be challenged.

The linguistic challenges underscored the importance of staff and stakeholder engagement and active dissemination of evaluation information across SWW grantee organizations. Without understanding the rationale, supporting the purpose, and being conversant with the forms and languages, grantee staff would have difficulty in successfully conducting evaluation activities.

Lesson: A focus on the long-term development of organizational capacity is essential.
Lesson: Developing internal valuation and appreciation for evaluation and its tools is critical to sustainability.
Lesson: Multiple levels of support and oversight help to increase the sense of importance of evaluation.
Lesson: A highly integrated team is important to providing high quality capacity-building.
Lesson: Resources need to be responsive, timely, appropriate, and widely disseminated.
Lesson: Developing and sustaining a culture of evaluation is key to successful evaluation.
Lesson: Addressing the full complexity of cultural and linguistic issues is critical to successful evaluation.

Prevention Programs: Changing Cultural Norms and Building Healthy Relationships

SWW grantees are experts in the field of intimate partner and domestic violence. Each is a leader in the field and brings decades of experience to the work they do. All eight have significant relationships with the communities that they serve and are widely respected by policymakers, community stakeholders, and funders. In analyzing the key components of the primary and secondary IPV prevention interventions that they developed, it became clear that there were elements that were specific to the populations being served, but, more importantly, there were common approaches that marked the interventions. In this section, those commonalities will be explored. It is important to note that in a number of cases, grantee prevention programs were in a developmental stage when the organization applied for an SWW grant. All of the programs were focused and refined over the course of SWW.

Every SWW IPV prevention program had fundamental purposes of changing or reframing the cultural and social norms that allow or justify violence, and also strengthening healthy relationship values. The social and cultural norms varied by group but the programs were grounded in understanding the norms of the specific immigrant or refugee community; grantees designed their interventions to respond to those norms. Importantly, those programs largely focused on strengthening or revitalizing existing norms and healthy relationships, some of which had been dormant or hidden, found a significant increase in attendance for prevention activities. Others concentrated on developing or refocusing the norm so that it denied the possibility of IPV being culturally or individually appropriate or acceptable. The following table presents a summary of some of the grantee norms-focused programs.

By using a Freirean, popular education, peer-led approach wherein Latino males explore attitudes, behaviors, and beliefs about S/IPV and define healthy relationships through group dialogue, our participants will take ownership of the issue, gain the skills and vocabulary to encourage others to develop healthy relationships, and become advocates against S/IPV. This reframing of the cultural norms that condone intimate partner abuse and resulting advocacy are expected to reduce S/IPV in our local communities.
MCN Theory of Change, MCN Case Study

Grantee	Norms Focus	Group Focus	Desired Changes
AAAN	Promoting communication and education with Arab American youth on culturally appropriate norms for healthy heterosexual relationships. Also provided support for management of general conflict resolution/anger issues.	Arab youth, 14-24	<ul style="list-style-type: none"> Relationships defined by both young men and women in respectful, culturally grounded ways. Youth able to work within constraints of pre-marriage communication norms to engage in healthy relationships norms development.
ATASK	Engaged Asian American teens in addressing issues of dating/domestic violence through anti-violence education and awareness building, peer engagement, community organizing, and leadership skills.	Asian youth, 12-17	<ul style="list-style-type: none"> Development of healthy, culturally-supported knowledge, attitudes and beliefs around dating/domestic violence. Able to utilize developed norms in working with other youth.
AWS	Chai Chats: Promoting healthy API LGBTQ relationships through development of skills for modeling, nurturing and promoting practices of healthy relationships.	API LBQT adults	<ul style="list-style-type: none"> Development and utilization of culturally supported knowledge and skills regarding healthy relationships.
	Homophobia Busters (HB): To counter homophobia that permits isolation of LGBTQ API community members. HB supports the education and activation of concerned community members as allies to queer relationships and to address the potential of cultural isolation of LGBTQ individuals in API communities.	API adult community members	<ul style="list-style-type: none"> Developing knowledgeable, skillful, and prepared allies in the heterosexual community to combat homophobia. Active engagement in supporting LGBTQ API individuals in API and larger community.
Casa de Esperanza	Supporting leadership development of women in the Latino community to counter gender stereotypes, to develop individual and group skills, to increase access to information and resources, and to decrease isolation among Latinas.	Latina adults	<ul style="list-style-type: none"> Development of culturally supported leadership skills. Changes in gender stereotypes. Increase community-based capacity to prevent and address IPV.
CPACS	Providing education that places API relationships in cultural and larger society context. Developing positive norms focused on healthy relationships.	Asian refugee/immigrant adults	<ul style="list-style-type: none"> Greater knowledge of context of DV and IPV. Changes in attitudes about relationships. Demonstrating new behaviors following the program.
	<p>Men's Support Group: Focus on cultural norms, perceptions of masculinity, responsible fatherhood, communication, and responsibility.</p> <p>Women's Support Group: Focus on cultural norms around motherhood, relationships, communication, and responsibility.</p>		<ul style="list-style-type: none"> Changes in knowledge and attitudes regarding healthy masculinity. Changes in attitudes about healthy relationships. Male and female participants demonstrated new behaviors following the program. Men and women demonstrated changes in couples roles and behaviors.

Grantee	Norms Focus	Group Focus	Desired Changes
Enlace Comunitario	Promotoras are trained in culturally appropriate methods to facilitate educational workshops, focused on changing social norms from ones that are tolerant of DV to ones that are intolerant of it.	Latina immigrant IPV survivors	<ul style="list-style-type: none"> ▪ <i>Promotoras</i> show gains in knowledge, attitudes, beliefs and culturally appropriate IPV and IPV prevention behaviors. ▪ Community conversations regarding culturally appropriate healthy relationships and IPV. ▪ Increased awareness of IPV among community participants.
KCCCB	Faith Leadership Advisory Group (FLAG): Faith leaders involved in the development of the Bible Study Curriculum to recast gender roles and encourage healthy relationships.	Korean faith leaders	<ul style="list-style-type: none"> ▪ Faith leaders became culturally appropriate spokespersons for healthy relationships. ▪ Active engagement in churches in IPV prevention and healthy relationships building.
	Bible Study Curriculum (BSC): The BSC focuses on the culturally and biblically supported development of healthy relationships and prevention of IPV through a Bible-based curriculum.	Korean adults	<ul style="list-style-type: none"> ▪ Participants gained knowledge of Biblical support for gender equity. ▪ Participants developed understanding of healthy relationships in cultural and Biblical contexts. ▪ Increased engagement in IPV prevention and healthy relationships development.
	Shimtuh Day: Increasing a culturally appropriate understanding of IPV and prevention.	Korean Church congregations	<ul style="list-style-type: none"> ▪ Increased knowledge of and support for IPV prevention.
MCN	Hombres Unidos Contra Violencia Familiar (HUCVF): Developing a culturally mediated understanding of positive masculinity and healthy relationships' skills.	Latino male farm workers, all ages	<ul style="list-style-type: none"> ▪ Increases in knowledge, attitudes, beliefs and skills regarding the nature, prevalence and prevention of IPV. ▪ Utilization of developed skills in relationships development.

“There was a demonstrated change with every participant. With the younger participants, their stated change was that the next time they find themselves in an argument they will try to avoid a fight before it starts. They also stated that it is better to reason than to fight. Regarding the older participants, some understood that hitting is not the best way to educate their children. But the most important [change observed] was that everyone understood that allowing a woman to express her opinion doesn’t make a man any less of a man, and that hitting a woman doesn’t make a man any more of a man.” MCN Case Study

All of the SWW interventions were focused specifically on the prevention of IPV in immigrant or refugee communities. It is important to note that in developing the SWW initiative, there was not a particular bias toward one kind of program, only that the organization be experienced in IPV/DV prevention and that the intervention be evaluable and the organization be prepared for and committed to evaluating their intervention. Each SWW grantee, as noted, focused on affirmative cultural norms change, reinforcement, or reinterpretation. Ten of the thirteen interventions focused specifically on the development and sustainment of culturally appropriate relationships. As illustrated below, healthy relationships development occurs within a context of changing cultural norms.

“Man, we didn’t wanna hear nothin’ about equality or anger management or conflict resolution or whatever,” said Hasan (pseudonym for a 19-year-old Arab male). “But after being at the Markaz for a few months, I realized that I had to respect everyone there, including the girls. I think my attitude was really messed up, but I’m doing better now. I’m even letting my little sister hang out with me sometimes.” AAAN Case Study



As these prevention strategies were developed independently by eight organizations with particular credentials in IPV/DV prevention work, and with an understanding that the findings of the evaluation indicate that these are promising approaches to IPV prevention, efforts to further assess the effectiveness of these interventions appears to be appropriate. There can be effective programs that focus only on changing or reframing cultural norms and do not address healthy relationships, but to address healthy relationships the approach must work within changing/reframing of cultural norms to be appropriate and effective.

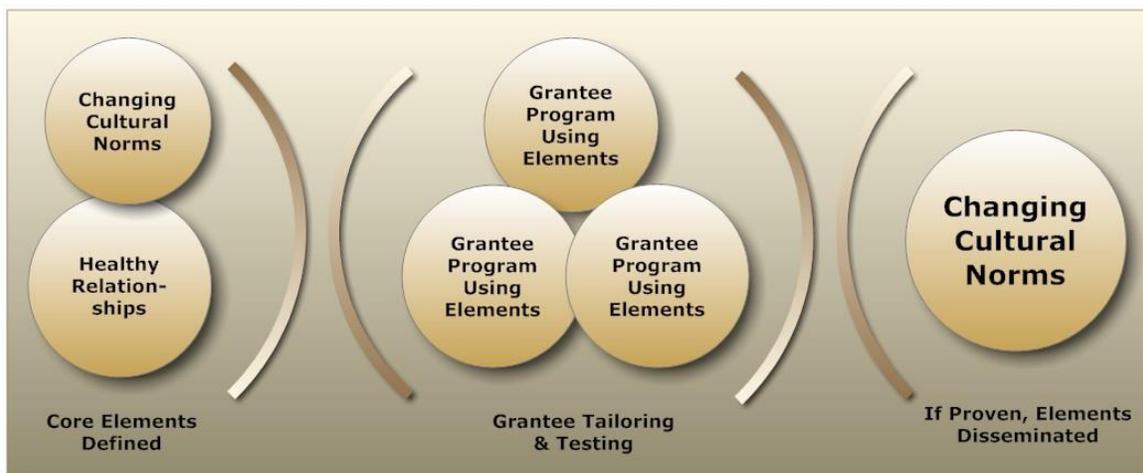
Future Directions

SWW had many useful insights into the effectiveness of the different interventions as described above. In addition, there are two areas revealed through the process of the SWW initiative that have important potential for improving IPV prevention and to the larger field of behavior change that will be discussed in this section.

Fundamental Elements of Prevention

The NPO recognized themes emerging from grantee interventions and evaluations in the second year of SWW. Exploratory meetings were organized to explore those themes and lay groundwork for future learning collaboratives. Those meetings yielded two central areas to be explored in preventing intimate partner violence: Reframing Social and Cultural Norms and Healthy Relationships. These fundamental directions have potentially broad applicability to both IPV prevention and issues far beyond IPV.

A group of SWW grantees could be engaged in a Learning Collaborative to identify the core elements of their interventions, either focusing on reframing social and cultural norms or a healthy relationships promoting intervention. These elements could then be tested through individual SWW grantees taking these core elements and tailoring them for a particular community or segment of a community. For example, taking the core elements of a healthy relationships program, AAAN and ATASK could each design a youth program – one focused to Asian American youth, the other to Arab American youth. The programs could then be implemented and evaluated, testing both the core elements and the tailoring. Another example would be MCN and Enlace utilizing and testing the same with a men’s healthy relationships curriculum. The more programs that utilize the identified core elements, the greater the ability to say whether or not these elements are effective with similar populations or even universal.



A Forum for Innovation

Through SWW, the importance and potential effectiveness of community-focused program innovations in addressing complex behavioral problems such as IPV was highlighted. Each of the SWW grantees brought critical community knowledge and experience to the IPV prevention interventions that they had developed, and, in most cases, a clear vision of what needed to be changed, how those changes should occur, and the expected results. SWW provided a means by which community innovations could be

evaluated so that a basis for understanding and measuring the effectiveness of their work in preventing IPV could be developed; in this, SWW was successful. In a number of cases, SWW grantees have developed IPV interventions that appear to affect positive change, and several appear ready to be shared with other communities – either working with the same populations or even new populations to prevent IPV. The main obstacle is the lack of appropriate mechanisms and spaces to tell others (practitioners, academics, or policymakers) about these innovations, to evaluate their effectiveness in other contexts with the same populations, and/or to understand if and how they work with different populations.

Most community-focused services, including prevention programs, live in relative isolation and the evaluation findings of innovative or promising practices that they develop are generally not widely disseminated. This leaves the field without access to potentially important innovation, and thus frequently re-inventing responses to community problems. The lack of access to innovation from the field is a loss to everyone engaged in improving the health and wellness of communities and populations. The development of a pathway, that is, a series of clear and supported steps that will allow and support effective innovations to be recognized, tested, amplified, and potentially disseminated, is critical. This is a generalized challenge for human services; the entire field will benefit from a practical, sustainable response. Three necessary steps to addressing this challenge are:

1. Obtaining evidence of the effectiveness of identified interventions,
2. Having a mechanism by which the interventions can be tested and disseminated to larger and different populations, and
3. Having the means by which to identify and disseminate *lessons* from the interventions that will then help to strengthen other prevention and service work.

Based on SWW, there is a timely opportunity to bring together practitioners, policymakers, and researchers to develop an accessible, practical pathway to addressing this challenge. SWW has highlighted the importance of community innovations as well as the lack of a path by which those innovations can be seen and understood by others, and used appropriately. A central organizing entity needs to engage in developing the path that community innovators can utilize to have their innovations evaluated, recognized, tested for other communities, and disseminated.

At the final SWW grantee meeting, the NPO began a discussion with grantees, policymakers, researchers, and funders of the necessary steps to building this pathway. This discussion was the beginning of a much more detailed conversation that must take place and include key representatives of all stakeholder groups. It is only through an intentional, managed conversation that the development of a pathway to turn community practice into effective practice, ready and supported in diffusion, will move forward.

Pathways to Dissemination for Promising Practices

Learning Collaboratives

In order for organizations working in communities to gain access to knowledge about effective, community-based IPV prevention strategies, methods should be developed to evaluate innovative or

promising interventions that have not yet been tested systematically. These methods would evaluate locally based interventions in real practice settings, and share the evaluation findings among other organizations to implement and test in order to turn these findings into evidence of effectiveness.

With a rigorous and systematic process, organizations working at the community level will be able to link together in a Learning Collaborative and develop or test identified promising approaches, assess them, and collaborate in turning the findings into evidence of effectiveness. These methods will help to close the loop between researchers and practitioners and inform the field of social and behavioral interventions of important innovations.

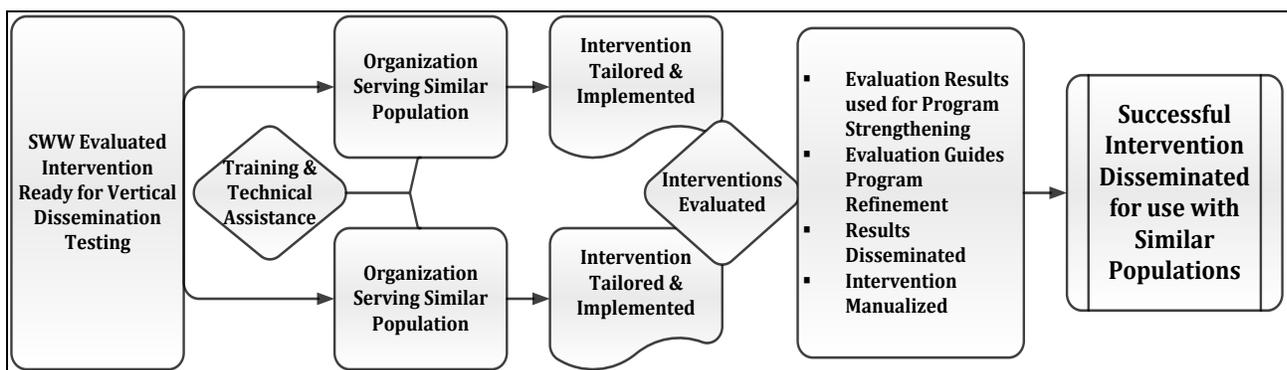
The initial steps in generating evidence of effectiveness will help organizations formalize their interventions through standardized approaches in the form of clear theories of change, evaluation logic models, implementation protocols, curricula, and formalization and manualization of interventions.

The Learning Collaborative approach presents advantages in terms of large sample sizes and an enhanced ability to study intervention processes and the adoption of new interventions, potentially benefitting the field of social and behavioral prevention interventions.

Vertical Dissemination

Some of the SWW grantees have strong programs that appear ready for immediate dissemination. As noted above, there is no place for such dissemination to happen. A strong first step for SWW grantees ready for dissemination would be to provide their intervention to a group of “like” communities. The grantee could then train the new implementer, monitor the implementation, and gain evaluation information about the utility of the intervention and areas for refinement. The NPO has identified two types of dissemination: vertical, meaning within a population; and, horizontal, meaning across populations. The graphic below illustrates vertical dissemination which would be a clear next step for SWW grantees with ready interventions.

Figure 5. Vertical Dissemination



This process would both allow grantees to further understand their program effectiveness and refine the program for further dissemination.

Conclusions

The RWJF Strengthening What Works: Preventing Intimate Partner Violence in Immigrant and Refugee Communities Initiative was both visionary and successful by all measures. The key outcomes of SWW are summarized in the table below.

Grantee Outcomes
▪ Grantees developed or enhanced evaluation skills and culturally appropriate tools that may be used over time.
▪ Grantees utilized evaluation results for improving their interventions.
▪ Grantees gained critical appreciation of the importance of evaluation to serving their communities.
▪ Most grantees developed a culture of evaluation that will be sustainable over time.
▪ Grantee evaluations pointed to the effectiveness of many of the IPV prevention interventions.
IPV Field Focused Outcomes
▪ Core directions for preventing IPV have been identified.
▪ Methods for testing the core directions for preventing IPV have been designed.
Evaluation & Technical Assistance Process Outcomes
▪ The SWW evaluation process, from evaluability assessment to final analyses, was successful.
▪ The evaluation yielded information useful to both grantees and the field.
▪ The capacity-building process resulted in both immediate skills gains, and for most grantees, the development and diffusion of a culture of evaluation.
▪ That organizations working in communities can determine the effectiveness of their interventions through rigorous evaluation has been demonstrated.
Identified Future Directions
▪ Exploration of the use of Reframing Social and Cultural Norms and Healthy Relationships.
▪ Creating the pathway for field innovations to gain evidence that supports dissemination.
▪ Supporting the vertical (within group) diffusion of two ready-for-dissemination interventions.

“Strengthening What Works helps to bridge that divide (between services and prevention). Direct service people think: There’s a crisis and we have to work on it and what can prevention do? Now we can say what prevention does.” Orchid Pusey, AWS, Strengthening What Works: Preventing Intimate Partner Violence in Immigrant and Refugee Communities A Progress Report, April 2012.