

# BEST PRACTICES AND THE PATH FORWARD FOR MEASURING PREVENTION OF INTERPERSONAL VIOLENCE

## Key Findings And Lessons Learned

### Performance Measurement

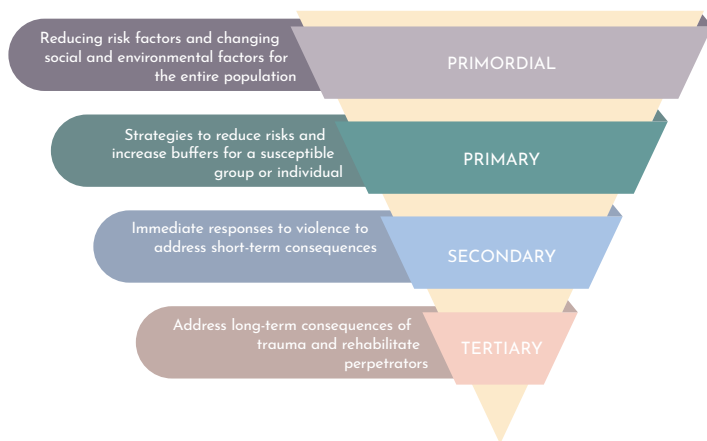
- Performance measurement should be informed by research and evidence.
- Data informs a theory of change that outlines high-level strategy and a clearly-specified logic model of investments and expected outcomes.
- Data used in performance measurement should be high-quality, valid, reliable, and representative of the population of interest.
- Addressing disproportionality requires investments in training, attention to equity, capturing and reporting disaggregated data, and partnering with community members to recommend policy changes that promote equity and inclusion.
- Measures must be good proxies for the desired construct(s) and the sample needs to be appropriate to the questions being asked.

### Measuring Progress on Prevention

Recommendations for improving the quality and usefulness of prevention data include:

- Review and select outcomes that assess progress toward increasing resilience across all levels of violence prevention;
- Track risk and protective factors simultaneously;
- Elevate the voices and experiences of survivors of interpersonal violence;
- Ensure that all data collection activities are preceded by trigger warnings and followed by the offer of comprehensive debriefing;
- Use culturally- and behaviorally-appropriate language to operationalize measures of interest;
- Detect nuance through using frequency-based response rather than binary yes/no options;
- Use mapping to visualize how communities differ in regard to risk and protective factors, policies, and outcomes;
- Measure complex and interconnected traumas experienced by survivors;
- Assess perpetration and victimization concurrently for each respondent and increase the use of anonymous surveys to improve reliability of self-reported measures; and
- Conduct data collection and analysis that address dimensions that can illuminate inequitable outcomes across individual, interpersonal, organizational, community, and policy contexts.

### Levels of Violence Prevention



Adapted from Centers for Disease Control and Prevention, *Veto Violence* (<http://vetoviolenecdc.gov/levels-prevention>)

To read the full report, go to [www.spark-learn.com/prevention](http://www.spark-learn.com/prevention)

## Prevention Data Inventory\*

### Topics Addressed by Existing Prevention Data

| Domain  | Topic  |
|---|--|
| Infrastructure                                    | Collaborative services (ATEA)<br>Community outreach events (BL)<br>Coordinated Community Response (ATEA)<br>Multidisciplinary team meeting connections (FJC)<br>Partnership survey (FJC)<br>Staffing and funding maintained in grant reports, staffing matrices, and 990 forms<br>Training (ATEA)  |
| Family/Early Childhood Development and Resilience | Adverse Childhood Experiences (HS)<br>Child care affordability, cost (DDK, COE)<br>Child care capacity and unmet need (COE)<br>Child Opportunity Index (DDK)<br>Children with exceptional needs enrolled in preschool, transitional kindergarten, and child care settings (DOE)<br>Early Start, Head Start, and Early Head Start enrollment (DOE)<br>Head Start neighborhood availability (DDK)<br>Multidisciplinary team meeting parent and children goal achievement (FJC)<br>Nurse Family Partnership, Black Infant Health (HS)<br>Preschool enrollment (COE, HPI)<br>Preschool supply and demand (COE)<br>Proximity to quality early childhood centers (DDK)<br>School performance data (COE, ED)                                      |
| School/ Community Trust and Connectedness         | Access to exercise opportunities, physical inactivity (CHR)<br>Business registrations (IRS)<br>Census participation (CB)<br>Clean air, safe drinking water (HPI)<br>County business patterns (CB)<br>Disconnected youth (CB)<br>Nonprofit organizations (IRS, NCCS)<br>Park access, supermarket access, tree canopy, retail density (HPI)<br>Poor mental or physical health days (CHR)<br>School climate, connectedness, antibullying climate, safety, positive behavior (CSCHLS)<br>School engagement and supports, social-emotional learning supports, caring adults, parental involvement, instructional equity, respect for diversity, fairness (CSCHLS)<br>Social associations (CB)<br>Youth substance use and mental health (CSCHLS) |
| Economic Opportunity and Stability                | Disconnected youth (CB)<br>Employment of women, unemployment, weekly pay (BLS)<br>Food insecurity (CHR)<br>Health insurance coverage (HPI, CB)<br>Home ownership, habitability, housing burden, uncrowded housing (HPI)<br>Multidisciplinary team meeting safety net goal achievement (FJC)<br>Pay and benefits for working parents (DDK)<br>Poverty rate, housing insecurity, and other measures of economic stability (CB, HPI)<br>Title X reproductive health services (HS)<br>Working adults who are eligible for and can afford FMLA leave (CB)<br>Youth education and employment rate, credential attainment, measurable skill gain (WDB)  |

**\* Acronyms:**

ATEA = Alliance to End Abuse

BL = BayLegal

BLS = Bureau of Labor Statistics

CB = CB Bureau

CDC = Centers for Disease Control

CHR = County Health Rankings

COE = Contra Costa County Office of Education

CSCHLS = California School Climate, Health, & Learning Surveys

DDK = diversitydatakids.org

EDO = ed-data.org

FJC = Family Justice Center

HPI = Healthy Places Index

HS = Contra Costa Health Services

IRS = Internal Revenue Services

NCCS = National Center for Charitable Statistics

NRCRD = Northeast Regional Center for Rural Development

WDB = Workforce Development Board of Contra Costa County