The Practice Implementation Manual

A Guide for Sharing Promising Practices in VAW Transition Houses and Shelters

PRACTICE EXCHANGE PROJECT
PROJET D'ÉCHANGE DE PRATIQUES

Canadian Network of Women's Shelters & Transition Houses
Réseau canadien des maisons d'hébergement pour femmes

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A Brief Introduction to the Network, the PEP, and the Practice Implementation Manual

In 2009, provincial and territorial associations of women's shelters and transition houses created the Canadian Network of Women's Shelters & Transition Houses to provide much-needed collective representation at the national level. The Network formally incorporated and became a registered charitable organization in December 2012. Together, we have become a national voice for change. The mission of the Network is to provide a unified voice on the national stage for women's shelters and transition houses and to provide leadership by collaborating, educating and innovating for systemic change that will lead to ending violence against women and children.

The Practice Exchange Project (PEP) aims to advance the coordination and implementation of high quality services and safety for women and children in Canada through collaboration, knowledge exchange and adoption of innovative practices.

A key element of the PEP is the Practice Implementation Manual. This new practical guide has been specifically developed with and for women's shelters and transition houses to help them implement promising practices based on the experiences of sister organizations. It is a resource for any shelter or transition house looking to review, update, or implement new practices, projects, or programs.

Further resources and a growing Inventory of Promising Practices are available on the Practice Exchange Project webpage at www.endvaw.ca/pep.

Managing and Exchanging Knowledge

The process of creating, sharing and applying knowledge within an organization or network is called Knowledge Management (KM). It includes identifying new knowledge (such as research publications) from outside the network and sharing it with members in a practical format, or compiling and sharing knowledge created within the network.

Knowledge Exchange is a component of Knowledge Management. It involves sharing knowledge between members of an organization or network. This includes **Practice Exchange**, which involves sharing practices and larger-scale project and program knowledge among sister organizations.

Shelter and transition house practice exchange involves both **EXPLICIT** and **TACIT KNOWLEDGE**.

Explicit Knowledge

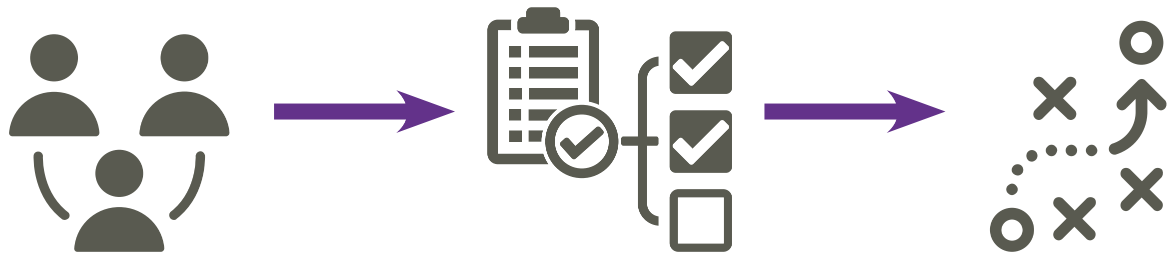
Knowledge that is specific, conscious and can be thoroughly explained with words and numbers. Sometimes called “know-what”, or “head knowledge”, this type of knowledge includes facts and step-by-step concrete processes and can be shared and transmitted in many formats including written documents. Examples include instructions for using tools and technology, processes for conducting a formal survey, or a recipe for baking bread. This manual is another example of explicit knowledge exchange.

Tacit Knowledge

Knowledge that is absorbed subconsciously and is difficult to identify or explain. Sometimes referred to as “know-how”, or “heart and body knowledge”. Examples include cultural norms, judgment, and kinetic “muscle-memory” knowledge of how to do specific activities safely, efficiently and with the desired emotional responses. Tacit knowledge can only be transmitted through practical experience and close relationships over time, such as through mentorship or learning communities. Tacit knowledge often underpins explicit knowledge.

Defining “Practice”, “Project”, and “Program”

Practices are the building blocks from which projects, programs and broader movements are constructed. Here is how they fit together:



PRACTICE

A PRACTICE is a defined process that addresses a **simple** issue within a larger project. It is relatively quick to implement and involves a small team who agree on the action to be taken. An example of a very simple practice implementation would be updating an intake form.

PROJECT

A PROJECT is a strategic set of practices to address a **complicated** issue. Projects can involve coordinating multiple practices, steps and people over a set period of time, and can often impact the way the organization operates. An example would be major renovations to a transition house or shelter.

PROGRAM

A PROGRAM is a strategic combination of projects to address an issue. Programs involve long-term collective efforts to make lasting change in the wider community. There will be disagreements and surprises along the way that require renegotiation of the original plan. An example of a very complex program would be a campaign to create a National Action Plan to end Violence Against Women.

The process of implementing or updating an initiative will vary depending on its scale. Simple practices can be implemented directly by the immediate users. Larger projects will require formal teams for exchange and implementation, as well as more long-term planning.

Peer-to-peer knowledge exchange at the practice and project level contributes to the capacity, shared vision and coordination necessary to build complex collective programs, and beyond that, broader multigenerational movements such as the struggle to end gender-based violence.

“Promising Practices” versus “Best Practices” – a Feminist Approach

“Best” or “Model” practices - have been proven, through consistent published evaluations, to meet the highest formal standards for effectiveness.

“Promising” practices - have shown effectiveness through more informal methods of assessment.

“Innovative” practices - apply emerging approaches and theories in real-life settings.

Much of the published literature on “Program Replication” is written on behalf of large centralized entities, focusing on top-down standardization or franchise-style scaling-up of an identical program. This approach demands adherence to the original “best practice” model. To be labelled a best practice, a practice or program must have been rigorously evaluated for effectiveness by an authority, often according to the scientific model of triple-blind testing with control groups. A best practice approach has pros and cons. It works well in a hierarchical model and with clinical practices where uniformity is beneficial. However it can be a slow and expensive process and it is not responsive to local diversity, changing contexts, or the wisdom of program users and practitioners.

Feminist practice seeks to equalize power relations and champions the voices of marginalized people, so a top-down model of practice exchange is often not a harmonious fit. Instead, “promising practices” reflect a more user-driven approach suitable to horizontal exchange. Promising practices are identified by their positive impacts on participants through formal and informal feedback. Ongoing evaluation remains important, but iterative participatory methods take precedence over standardized control-group models of testing.

The women’s anti-violence movement places women’s safety and empowerment first. This value-driven mission fosters a tendency to share promising practices freely between equals to increase the benefits to women. This is essential to understand when discussing practice exchange between women’s shelters and transition houses.

> *We are now rolling out our approach across the province. We are giving the campaign away!*
> *–PEP Focus Group Participant*

Practice Exchange already occurs between shelters at the local and provincial levels in formal and informal ways. This manual aims to encourage further practice exchange, particularly across provinces and territories. Although every community and every woman's story is unique, women's shelters and transition houses face many shared challenges. When shelters can collaborate and learn from each other's work on common issues, they are able to accomplish more. There are many reasons that can motivate shelters and transition houses to exchange practices:

- **Administrative Needs**
  An organization's insurance providers demand a transportation policy, so they may ask to look at a sister organization's policy to use and adapt as a template.
- **Sharing Momentum**
  A campaign or program takes off in one community, and other communities hear and want to build on this success.
- **Responding to Technology Shifts**
  Agencies work together to avoid duplicating the same time-consuming research needed to develop security procedures for cell-phones and social media.
- **Funding Opportunities**
  Funders offer funding opportunities inspired by the success of a program, and encourage collaboration with agencies who already deliver the program.
- **Gaps Between Values and Actions**
  An agency wants to increase physical accessibility in their programs and turns to a sister organization that has made successful improvements.

The role of the Canadian Network of Women's Shelters and Transition Houses is to facilitate shelter-led horizontal knowledge exchange more widely across provincial and territorial borders.

Principles of Caring

An Intersectional Feminist Approach to Working with Women Who Have Experienced Abuse

- Fosters physical and emotional safety for women throughout their recovery from gender-based abuse.
- Builds respectful mutual relationships between women wherever they are in their lives.
- Believes that violence violates women's human rights and that governments and societies have the responsibility to break this cycle.
- Uses gender-based analysis to expose power imbalances in society that lead to systemic oppression of women.
- Recognizes that other forms of power imbalance (including wealth, race, sexual orientation, gender identity, physical (dis)abilities and much more) intersect with gender to shape diverse individual experiences of oppression and violence.

- Supports the empowerment of marginalized people to demand and lead change to systems of power within communities, organizations and governments.
- Values emerging research and knowledge about the effects of violence and trauma to help inform and improve care and services for women who have experienced abuse, within a context of intersectional feminist analysis and principles.
- Understands that patterns of behaviour in women impacted by abuse are symptoms and coping strategies of violence and trauma within society, and must be understood and addressed holistically and not only clinically.

- Focuses on women's strengths rather than on their shortcomings, to encourage women to honour the qualities that contributed to their survival and to the survival of their children.
- Empowers women to foster and develop their own healthier coping strategies and slowly let go of more harmful behaviour.
- Reflects on the impacts of privilege and oppression within shelters and transition houses to find opportunities for positive personal and organizational change.

These principles have been adapted from "Reducing Barriers to Support for Women Fleeing Violence" by the BC Society of Transition Houses, the Alberta Council of Women's Shelters' "Shelter Practice Orientation Manual", the Ontario Association of Interval and Transition Houses' "Creating Inclusive Spaces Practical Guide for Creating an Integrated Anti-Racist, Feminist Service Delivery System", and discussions with directors and practitioners through the PEP Knowledge Exchange Focus Groups and Advisory Committee.

Overview of the Ten-Step Framework

There are ten steps in this Practice Implementation Framework: Build Relationships, Assess Community Needs, Assess Priorities and Feasibility, Connect With Prior Projects, Form an Advisory Team, Adapt the Plan, Secure Resources, Implement the Plan, Assess Progress, and Share Results. They are presented here as separate steps but in practice, users may find the steps overlapping or their order interchangeable.

Think of the **Ten-Step Framework** as a cyclical process rather than a linear progression. The three overarching processes in play are Assess, Plan, and Act. Assessment (Steps 1 -3) is gathering, sharing and reviewing knowledge about the current situation in order to make an informed plan for change. Planning (Steps 4-7) is creating a step-by-step strategy for implementing the desired change. Acting (Step 8) is conducting the activities according to the plan. To complete the cycle, a new round of Assessment begins (Steps 9 and 10) to determine ways of improving the practice, project or program, and knowledge is shared. Each step also involves smaller cycles of assessing, planning and acting.

Step One: Build Relationships

01

Women's shelters and transition houses exist in a network of organizational relationships with each other and with a wide array of local, provincial/territorial, national and even international organizations. Relationships are long-term mutual interactions that build understanding and increase trust between individuals or groups. They are an essential starting point for strategic planning and cooperation.

VAW counsellors often work with women using "relationship circles" to create a map of supports. A similar set of circles can be used for organizational relationship-mapping for shelters and transition houses.

At the heart of the circle are **participants** within the house: the residents, program users, staff, volunteers and board members. These are the most important relationships to consider when making changes or additions to existing practices, projects or programs.

Surrounding the inner network are the **collaborators**: nearby organizations who also serve the direct needs of house participants. Depending on the size of the community, this list can include other VAW houses, medical, housing, justice, law, schooling, and financial services.

The outside ring consists of **influencers**: funding, research, media, advocacy and policymaking entities that help shape the intellectual, cultural and material conditions in which VAW shelters and transition houses operate. Influencers also include networks and associations, such as the Canadian Network of Women's Shelters and Transition Houses, which can help connect shelters and transition houses with the work of VAW houses in other communities, thereby increasing opportunities for collaboration.

A worksheet on relationship-mapping is available at the back of the manual.

Step Two: Assess Needs

02

New and ongoing practices, projects and programs should address high-priority, high-impact needs that are timely and achievable. This can develop out of long-term relationships and experience, participatory consultations to identify and prioritize needs, and analyses of current resources and opportunities.

Here are some possible elements in a Needs and Feasibility Assessment:

1. **Review Existing Publications**
   Take advantage of existing information about your community, such as demographic statistics, articles, research papers, and lists of local organizations and services. How does your community compare to the national and/or provincial/territorial averages in terms of demographic profiles, income, housing options, and health? What services are not available locally? What do these documents tell you about the needs and strengths in your community?

2. **Collect Feedback on Needs and Strengths**
   Reach out and gather feedback from residents, program participants, staff, allies, and the broader community. This is an opportunity to discuss local Strengths, Weaknesses, Opportunities, and Threats (SWOT). Possible techniques include Program Tracking, Community Mapping, Time-Use Charts, and Focus Groups.

PROGRAM TRACKING

The numbers of people who have reached out for help through visits, phone calls or attending programs can be used to predict demand for new projects or programs. However, not all people who could benefit from support seek help; differences between the demographics of your community and the demographics of your program participants may also be consulted to identify gaps in cultural, physical or financial accessibility.

COMMUNITY MAPPING

Mapping is a visual participatory process in which community members mark a map to show practitioners where they go in a community, how often, and for what purpose. It can identify safety concerns, informal community resources and landmarks, and promising locations for new programs or resources.

TIME-USE CHARTS

Daily, weekly or seasonal time-use chart can help identify needs and can help guide the timing of activities.

FOCUS GROUPS

Focused group discussions are useful for gathering responses based on open-ended “how” and “why” questions. They can expose and explain underlying issues that might be difficult for a single person to articulate. They can also uncover local Strengths, Weaknesses, Opportunities, And Threats (SWOT). It is important to be targeted in the selection of group members, either for homogeneity or diversity, and to enlist expert facilitation to ensure balanced and productive participation. For a simple practice or project, an advisory team can serve as a focus group and may be able to complete a basic needs and feasibility assessment through discussion. For a more extensive project or program, a focus group (or several) may be part of a larger assessment process.

Step Three: Assess Priorities and Feasibility

03

Once you have generated a list of needs, and compiled similar types of needs into categories to minimize repetition, it is helpful to determine priorities. It is impossible to do everything at once, so identifying top priorities will allow you to focus. Some techniques include Surveys, Gap Analysis and Dotmocracy.

Surveys

Surveys can be used to identify needs, but they are most effective in determining preference or ranking of priorities. When designing multiple-choice survey questions, it is important to offer all possible answers, including "not applicable" or "I don't know".
Ask one clearly-worded question at a time. Large, well-resourced surveys can be conducted by specialized agencies using telephone outreach. More modest initiatives can rely on staff-designed online surveys distributed to contact lists using tools such as www.fluidsurveys.ca. Brief paper feedback surveys can be collected at events or solicited from program participants.

Gap Analysis

Gap Analysis is usually conducted using surveys which allow responders to rank issues by satisfaction level and importance level. Ranking survey questions typically use a five-point scale such as Very Low, Somewhat Low, Moderate, Somewhat High and Very High, as well as an option for Unsure. Issues that are ranked as low levels of satisfaction and high importance will have low Gap Analysis Scores and will be your top priorities for intervention. You can learn more at www.fluidsurveys.com/university/gap-analysis-identify-strengths-weaknesses.

"Dotmocracy"

This technique, also known as Idea Ranking Sheets, allows event participants to rank proposed ideas (often freshly generated and compiled by the participants) in real-time by marking sheets of options with sticker dots. A facilitator is able to share results almost instantly. It is a great tool for creating useful output from a group consultation. Its biggest limitation is that it only includes people who are able to attend an event in person, which may not be representative. More details are available at www.idearatingsheets.org.

Assess Feasibility

Not every high-priority need is achievable. Before moving ahead, it is important to consider the strengths and weaknesses of various proposed interventions to determine their feasibility. This is a good time to conduct a final SWOT analysis of Strengths, Weaknesses, Opportunities and Threats. A SWOT chart is located at the end of the manual.

Some feasibility elements to consider include Financial, Technical, Legal, Political and Scheduling. Selecting a high-priority initiative that can be bolstered by supportive leadership and funders, and coincide with events such as special commemorative days, and/or emerging legal or technical conditions, can greatly increase chances for success. Feasibility does not trump organizational values, however, and sometimes a more challenging but equity-driven project remains the best choice.

Step Four: Connect With Prior Projects

04

Once your shelter or transition house has determined their most feasible high-priority local need, it is beneficial to look at existing models of practices, projects and programs that have addressed the same concerns.

Finding Similar Practices, Projects and Programs

For simple practices, your local groups and fellow shelters and transition houses are usually your best resources. A common example is sharing templates for new policies and procedures.

For a complicated project or complex program, in most cases you will be developing something that does not already exist in your local community; but there may be a suitable example in your regional or provincial network. Try to connect with at least one similar organization from your home province for local context and one from other parts of Canada for cross-pollination and fresh ideas. You can also use your national network through the Inventory of Promising Practices.

The Inventory of Promising Practices includes a compilation of reports and evaluations of established practices, projects and programs from women's shelters and transition houses across Canada. It also includes a collection of short profiles of promising practices. The Network will continue to expand this resource as shelters and transition houses share their practice, project and program successes over time. These reports can serve as inspiration for developing similar interventions, and can help connect VAW houses to each other for guidance. The Inventory can be found on the PEP webpage at www.endvaw.ca/pep.

As the Inventory will continue to grow, it is advisable to also conduct independent searches for similar initiatives. Remember that other provinces and territories may use different language to describe the same work. For example, the terms "Shelter", "Transition House", "Interval House", "Maison d'hébergement" and other names vary according to region.

To aid your search, you may be able to turn to provincial/territorial shelter/transition house coordinators, within or beyond your own province or territory. Association staff are often very knowledgeable about their members' initiatives. A list of associations is available at http://endvaw.ca/about-cnwsth/our-members. You are also encouraged to reach out to the Knowledge Exchange Project Office at the Canadian Network of Women's Shelters and Transition Houses at hstewart@endvaw.ca or 1-613-680-5119.

Contacting a Sister Shelter or Transition House for Advice

Once you have identified a promising model or two that could be of use for your own initiative, reach out to the shelter director and/or program/project coordinator. If you are unable to find direct contact information, reach out to the appropriate provincial association or the Knowledge Exchange Project Officer to be connected. Ask whether they would be willing to talk to you about their initiative. The biggest constraint on cooperation is time and availability, so be prepared if they are not able to respond right away.

If they are able to share further information with you, conduct an informational interview. A template of proposed questions is available at the end of this manual. Ask what elements of the initiative contributed to its success, how "success" is being determined, how it was implemented and what unexpected challenges came up during implementation.

Ask the group for consent to use their model and/or templates as a guide for your new initiative. This may be a simple verbal agreement for template sharing, or a more complicated multi-party discussion for a large scale collaborative project. Ask whether they would be willing to share any reports, plans, proposals or tools from their initiative. Share some information about your own needs and local context and reflect together on whether these projects might be a good match for what you hope to achieve with your organization. Finally, ask whether you may invite a member of their organization to participate in an advisory committee for ongoing program adaptation and implementation.

Step Five: Form an Advisory Team

05

Multiple perspectives are beneficial for planning the implementation of any new practice, project or program. The purpose of an advisory team is to give feedback on the suitability of the plan and to offer suggestions for adjustments along the way. Unlike a Board, the advisory team or committee has no formal directive authority, but their wisdom and perspective can be essential to successful implementation.

For a **simple practice**, an informal check-in may be all that is needed to guide the implementation. The person in charge of the practice implementation can propose an approach and gather feedback verbally from the people who would be most directly impacted by the change (i.e., participants and staff), as well as from a representative from the template-providing organization, if applicable.

A **complicated project** would benefit from a more defined team that may meet in person or correspond by email once or more during the implementation process. These meetings would generate records or minutes and would be formally integrated into the plan.

More **complex programs** with long implementation timelines should have a formal advisory committee with clear expectations. This committee would ideally involve a representative from the sharing organization, staff, board and management from the new implementing organization, prospective program users, representatives from collaborating organizations and possibly a third-party expert, be they a First Nations Elder or a university professor. This committee may assist with assessment, outreach and advocacy for the program, as well as offer advice on implementation planning.

To support an effective advisory team, the practice, project or program implementation coordinator should:

- Appoint suitable members and ensure that they are available and that their responsibilities are clearly defined.
- Provide information on the implementation plan so that members can offer informed suggestions.
- Share materials to be reviewed well in advance so that members have a chance to review them in advance.
- Set clear times for meetings, collect RSVPs and send a reminder message the day before the meeting.
- Share an itinerary of topics to cover and specify what kind of feedback is expected, ideally in advance.
- Facilitate the discussion according to the itinerary to keep the meeting on time and on target.
- Acknowledge the contributions of each member to the success of the implementation process.

An advisory team planning form is available at the back of this manual.

Step Six: Adapt the Plan

06

This stage helps to transfer a sense of ownership of the project to the local team. Your strong relationships, community needs assessments and advisory committee will come in handy as you adapt the sharing organization's model of the original initiative to a version that reflects your local community's conditions. A simple practice may just need a few wording changes here and there, but a complicated project or complex program will need more detailed reflection and adaptation.

A plan will usually also include a timeline or calendar of inputs, activities and outputs and a resource plan. Greater detail in the original plans and any reports, assessments or evaluations will be very beneficial resources for adapting and re-implementing the initiative. The following are some elements to consider when completing the local adaption of the plan:

One of the most common ways to present an implementation plan is a Results-Based Management Logic Model.

Inputs →	**Activities →**	**Outputs →**	**Outcomes →**	**Impact**
Resources required for activities and outcomes: human, in-kind, financial.	Actions conducted to achieve outputs. This can be event planning, research, etc.	Direct products or services created by the activities, such as events and publications.	Direct changes caused by the outputs, including access to resources, changed behaviour, or changed policies.	The ultimate objective that the project or program is seeking, such as lower rates of violence.

EVALUATIONS AND PRIOR CHALLENGES

If you are fortunate enough to have access to a formal evaluation of the original practice, project or program you are adapting, you will be able to apply the recommendations to guide your adaptation process. What have the original implementers learned from their implementation of the project? Consider how a new implementation could avoid some of the challenges and build on the successes of the original initiative.

BRANDING

In some cases, with explicit written permission from the organization that created the original project, shelters and transition houses may be able to closely recreate a project and keep the original name and branding. However in most cases, especially when a project is being heavily adapted, it will be necessary to re-name the initiative and re-design any visual branding such as logos. Discuss with your committee about images and words that reflect the spirit of the initiative in your community.

SCALE

If you are moving a practice from a small town to a big city, or vice-versa, you will need to adapt. Cities have more volume of service, and often more linguistic diversity, but also more access to specialized services. Small towns serve fewer people but often have to provide a wider range of support in-house. Estimate the expected number of users based on your current users and the demographics of your community, and adjust the resource allocation accordingly.

LOCAL COLLABORATORS

If you are partnering with other organizations for your practice, project or program, discuss with them how to adapt the plan together to reflect their unique characteristics, needs, and resources. If they are collaborating significantly in the implementation it may be beneficial to include a representative on the advisory team.

Consider how to exchange information for effective collaboration without jeopardizing the confidentiality of the women and children using shelter programs.

Step Six: Adapt the Plan

06

TIMING

Consider whether your organization has timelines that differ from the sharing organization. Are there special events or anniversaries to consider? How do your collaborators' calendars affect the project? If it is necessary to offer a shorter timeline in your implementation of the new initiative compared to the original initiative, consider how to scale down the outputs to reflect that.

TERMINOLOGY

Professional language varies regionally in the VAW sector. If your sharing organization is from another region, you may need to make changes in templates and planning documents. Consult with the sharing organization if you are unclear about the meanings for the terms that they use.

CULTURES

If there are some predominant cultures in the community you serve, consider how you can reflect that in the initiative's planning, branding, language and materials. Consult with community leaders if they are not already present on your Advisory Committee.

INFRASTRUCTURE

Consider the extent to which local transportation, housing, safety, education or other structural factors affect your initiative's implementation. This may affect cost or the need for collaboration, compared with the original model.

RESOURCES

Assess whether you will be working with greater or fewer resources than the sharing organization. What unique resources does your local context offer, and what unique expenses? You may need to scale down (or up) project duration or services delivery objectives to reflect the available resources.

ACCESSIBILITY

Review steps that the original implementers undertook to ensure financial, cultural and physical accessibility. Consider the potential barriers to access that may exist in your organization and community and what resources you can use to help overcome those barriers.

Step Seven: Create a Resource Plan

07

Creating a resource plan is an essential part of the implementation planning process. Some very straightforward simple practices (such as forms and policies) may be possible to implement with existing resources, but most initiatives will require a formal plan and budget. Collaborative initiatives such as practice exchange have many features that make them appealing to funders. The cooperative planning process demonstrates that your initiative has broad support and helps you to leverage the resources necessary for success.

A resource plan should include a chart of the resources required for the completion of inputs and outputs in your adapted implementation plan, and a budget chart quantifying total expenses for the initiative as well as anticipated sources of income. The income side of the budget should match the total expenses. This side will list the value of all in-kind and in-house resources and will break down other anticipated sources of funds from grants and fundraising. The three key resource categories are labour, in-kind and in-house resources, and non-labour costs.

Labour

Based on your adapted implementation plan, identify all the roles involved with the completion of inputs and outputs. Remember to include any contract staff that will be brought in for specific tasks. Consider the essential skills you would include in a job description and the level of pay that would be in-scale with the skills and responsibilities of existing or comparable staff. If your organization is unionized, consult your labour contract. Be sure to consider accessibility, diversity, and understanding of the Principles of Caring in your hiring process.

Non-Labour Costs

This will include any purchases made for inputs and outputs, such as equipment, materials, food, services and utilities.

In-Kind Support and In-House Resources

The value of resources that you already have in-house (available within your organization) or in-kind (available within your collaborating team) should be reflected in your budget. This will help show the true value of the initiative you are planning and will show potential funders that there is existing investment in the plan. Consider: use of space, staff time, use of equipment, in-house services, and other resources.

Securing Income

In addition to major provincial and federal funders, consider foundations and corporate funding programs. A good listing of funding resources is available at https://charityvillage.com/directories/funders.aspx. For fundraising campaigns, seek to tell a story (with changed names if necessary) of how the program helped to change a life.

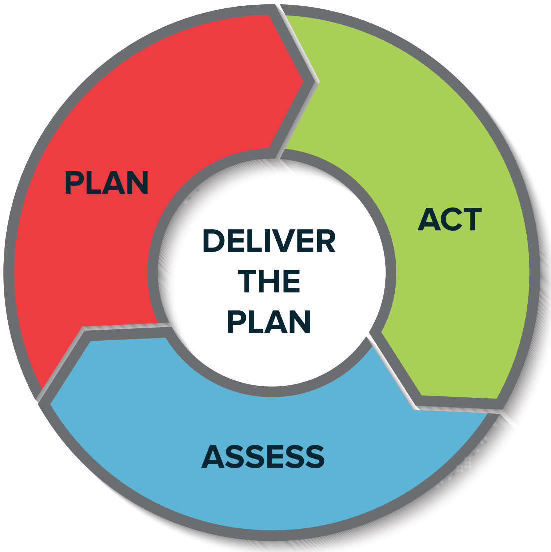
A resource planning worksheet is available at the back of the manual.

Step Eight: Deliver the Plan

08

This step is where the activities and outputs envisioned during the earlier planning stages are carried out. The key elements of delivering the plan are ensuring that the practice, project or program has the desired impact for the right amount of time and cost.

The process of monitoring and controlling plan delivery is a smaller cycle of the overarching cycle of practice implementation: **Plan, Act, Assess.**



The Delivery Plan
A plan should have measurable goals that will allow the project coordination team to track progress.

Tracking goals for **impact** will depend upon a detailed **logic model** of inputs, activities, and outcomes (or a comparable document showing the steps to create the anticipated change). This plan should be SMART:

- **Specific** – Targeted to a specific area for change
- **Measurable** – Setting benchmarks for the changes expected
- **Assignable** – Giving responsibility to specific people
- **Realistic** – Achievable given conditions and resources
- **Time-related** – On a specific timeline

Tracking the **timing** of the plan will rely on a detailed **schedule**. For a simple practice, this could be a single deadline. For a somewhat complicated project, a calendar of milestones such as activities and delivery goals may be more suitable.

For a very complicated project or a complex program, a detailed schedule helps to specify a timeline and order for each step and for each actor in the delivery team. The schedule may resemble a flowchart as responsibilities multiply to involve several team members at the same time, and then reconnect as one person's sole responsibility later in the delivery process. More formal project schedules (such as Gantt Charts) can show the ways that certain later steps are dependent on completion of earlier steps. For example, a delay in finalizing a design for a project logo would require postponement of a project website launch.

Tracking cost depends on a detailed budget. The budget that is submitted to a funding agency is a summary of broad categories of expenses and income, but a project delivery budget may be more detailed, including milestones and deliverables for each activity that appears in the logic model and schedule. For example, ensure that material costs reflect the amounts needed relative to the expected number of participants in an activity.

The logic model, schedule and budget will benefit from a consultation with the advisory team.

Delivery in Action
Acting on the delivery plan means making sure that everyone in the delivery team is aware of the logic model goals, schedule and budget for each step of the plan. Make sure that the plans are shared using terms and language that everyone can understand. Focus closely on one or two upcoming sections of the overall plan at any given time, while tracking it against the overall goals. At times, events will not unfold as expected, even if the plan is followed perfectly. Perhaps harsh weather on an event day will lower participation numbers, or perhaps a team member will get sick. At this point it may be beneficial to do a small assessment and adjust the plan.

Step Eight: Deliver the Plan

08

Assessing Delivery

When something happens that does not match the plan, the team will need to assess and decide how to proceed. This does not happen only at the end of the project. It is much more effective to assess and adjust whenever a challenge in the delivery arises. These mid-delivery assessments will often lead to adjustments to the budget, schedule and even the logic model, which will in turn change the future actions in the plan.

When expenses are different than budgeted, costs will have to be adjusted later in the budget. Being both over and under budget can affect the success of the plan. Major changes may require consultation with key funders for approval.

Changes in the timing of an activity can impact future elements of the schedule. Consider which future elements may be dependent on the delayed element and then re-adjust the schedule to reflect this. Confirm whether this will require increased costs in order to meet the deadlines of the plan and adjust the budget accordingly.

Impact is the most complicated element to assess mid-delivery. For example, if the measured effects of an activity do not fit the expected process of change outlined in the logic model, the advisory team should reflect freshly on the structure of the project or program. What new knowledge have they gained and how can this knowledge be used to adjust the logic model? How will this in turn be reflected in adjustments to the schedule and budget?

Assessment will also be discussed in more detail in Step Nine.

Step Nine: Assess Effectiveness

09

Assessment is an umbrella term that covers measurement and discussion of conditions before, during and after the delivery of a practice, project or program.

Needs Assessment

Pre-delivery assessment is a ***needs assessment***. This was discussed in Step Two: Assess Needs.

Formative Assessment or Evaluation

Mid-delivery assessment is a ***formative evaluation*** or assessment. This was introduced as part of Step Eight: Deliver the Plan. The most participatory version of formative assessments is developmental or adaptive evaluation. It includes the staff and users and considers whether the process, milestones and goals that have been set are still relevant or whether they need to be adjusted. Many of the methods mentioned in Step Two: Assess Needs can also be adapted to formative assessment, especially Focus Groups that explore lessons learned. Other appropriate methods of assessment include Budget, Time and Impact Tracking from Assessing Delivery in Step Eight: Deliver the Plan.

> *Change from resident feedback is very validating. We learned from the experience of a paraplegic resident.*
> *-PEP Focus Group Participant*

Summative Evaluation

Post-delivery assessment is a ***summative evaluation***.

Summative evaluation is a judgment of whether the practice, project or program was effective at meeting the goals that it set out. It can be conducted in-house or by an impartial third party. This type of evaluation can be helpful for providing evidence of the success of a project or program in order to help justify a request for further funding and/or to provide evidence that the project or program is a good candidate for adaptation and implementation by other organizations.

Use similar methods for a summative evaluation as were used in the needs assessment and formative assessments allows changes to be tracked over the course of the implementation, from the baseline of the needs assessment data to the results of the post-delivery evaluation. Tracking budget and timing against set goals is relatively straightforward. Measuring the impact on participants and the community is more interpretive and may be achieved through questionnaires, focus groups and semi-structured storytelling/interviews about significant changes.

When involving participants in assessment activities, consider how the process may be helpful to their journey as well as helpful to the assessment. Possible examples include, needs assessment exercises that guide participants to identify their strengths and their goals for change, and a summative evaluation focus group that guides participants to reflect on how the practice, project or program has impacted their lives.

Links to assessment and evaluation resources are available at www.endvaw.ca/pep.

Step Ten: Share Knowledge

10

One of the key goals of the Practice Exchange Project is to help ensure that promising projects by women's shelters and transition houses are recognized and celebrated across Canada. Consider sharing the knowledge that has been generated from the experience of implementation. To truly share the knowledge, organizations can report back not simply with funders but with the broader community as well.

Sharing Knowledge completes the ten-step cycle and may inspire other organizations to begin Step One of a practice exchange process to address a similar issue in their community.

Sharing knowledge can also be part of building relationships and awareness in your community and networks - bearing in mind, of course, the imperative to protect the confidentiality of all program participants. This outreach process can use social media, traditional media such as radio and newspapers, digital or print newsletters, blogs and websites. Sharing may be integrated into your implementation plan and into your organizational communications plan.

Successful knowledge exchange outreach will display the The Five C's of Knowledge Exchange.

Clear:	a message is easy to understand,
Concise:	a message is easy to read,
Consistent:	a message is related to information that is consistent with other existing information,
Compelling:	a message offers something that commands attention, and
Continuous:	a message has follow-up to make sure it is not forgotten or overlooked.

10 Steps Case Study

The Harmony Project was created by Portage Family Abuse Prevention Centre to address local barriers to preventing violence against women and girls in the city of Portage la Prairie in Manitoba. From March 2012 to March 2015, the Project researched and developed a community plan, raised community awareness, delivered Healthy Relationship training and implemented a Coordinated Community Response Model for the city of Portage la Prairie.

The planning, implementing, assessing and sharing of the Harmony Project closely mirrors the Ten-Step Framework for Practice Sharing and Implementation.

1 Build Relationships

At the outset of the program there was community resistance to addressing gender-based violence. The project team had to raise awareness, cultivate trust and build relationships in order to gather participation in developing, and then implementing, the community plan to reduce violence. This awareness was built through media campaigns, outreach and discussion. The steering committee took action throughout the project to engage with key stakeholders including RCMP, schools, Aboriginal Health and Regional Health authorities and the provincial housing authority.

2 Assess Needs

Portage la Prairie is a small city of approximately 13000 residents in central Manitoba. The Harmony Project grew from the initial activities that brought community stakeholders together to critically examine community realities with respect to violence against women and girls. Three barriers to violence prevention were identified: stigma around discussing violence in the community; lack of knowledge and awareness among service providers and general public; and lack of coordination between agencies and services providers.

Research to inform the development of the community plan included a review of gender-based analysis literature, best practices in addressing violence against women and girls, local interviews and focus groups, and a community awareness survey.

3 Assess Priorities and Feasibility

The three priorities of the community plan were identified through consultation with representatives from 24 agencies, including Aboriginal health and social services agencies, justice, mental health, law enforcement, education, and faith-based organizations, along with 44 community members who participated in a community forum in April 2013. The three priorities identified were raising community awareness, delivering training on healthy youth dating relationships and implementing a Coordinated Community Response Model.

4 Connect With Prior Projects

Two models of community response planning had been attempted in Portage la Prairie before in the past two decades but had failed. The planning team looked at the failure of these previous attempts as evidence that a top-down, authority-driven approach was the wrong strategy. This review helped encourage them to pursue the grassroots collaborative effort which was successful.

The team also reviewed best practices in addressing violence against women and girls that had been implemented elsewhere: the Domestic Violence Coordinated Response model from Winnipeg, and the Saskatchewan Hub model.

5 **Form an Advisory Team**

The project was guided by a steering committee with members from various organizations and government departments. The steering committee shaped the understanding and context of the project, made recommendations, contributed in-kind support, networked and helped identify community partners and stakeholders, and participated in the development of the community plan. They also supported the development of the community and evaluation plans. The steering committee met regularly and communication outside of meetings was conducted by email and telephone. As the project progressed, the steering committee evolved to become the Coordinated Community Response Model committee (CCRM committee).

6 **Adapt the Plan**

Many members of the original steering committee continued with the CCRM committee to develop a locally informed model. The community was involved in adapting the existing models to fit the local context. The following recommendations were collected at a community forum event in Portage la Prairie in 2013 following presentations from the Winnipeg Domestic Violence Coordinated Response model and the Saskatchewan Hub model:

- build in accountability policies to secure commitment from key players
- identify needed and available resources before starting any level of implementation
- identify champions and get buy-in from key agencies and government departments
- start small and build up trust and collaboration between and within key stakeholders

7 **Create a Resource Plan**

Portage Family Abuse Prevention Centre was awarded a $299,600.00 grant from Status of Women, Canada in response to a Call for Proposals for Women Living in Rural and Remote Communities and Small Urban Centres. The project funding was approved for a 36 month period from March 28, 2012 to March 27, 2015. As recommended by the model violence prevention projects from other parts of the Prairies that inspired the Harmony Project, the committee developed a resource plan. This plan included in-kind labour and support from local stakeholders.

10 Steps Case Study

8 Deliver the Plan

The Committee and Coordinators developed detailed time, resource and outcome plan charts detailing the activities for each year of the project, and the people who would be accountable for each step.

The CCRM committee collaboratively developed, vetted, and validated the coordinated Family Social Justice Model that is now known as the Portage & Area Coordinated Community Response Model.

The Project partnered with Red Cross to train 25 Healthy Youth and Adult Educators from local agencies, the community and reserves. In turn, these Educators provided Healthy Relationship training to over 1500 youth.

Community awareness levels rose significantly through media campaigns, engagement of key stakeholders and the Healthy Relationship training.

9 Assess Effectiveness

The Committee practiced Formative Assessment on an ongoing basis during the planning and delivery of the project by checking in with the community and changing the plan as needed. They also conducted a formal, third-party Summative Evaluation after the project ended by hiring Health in Common to prepare a report. Lessons learned included:

- the value of keeping stakeholders engaged through regular, brief lunch meetings
- letting the community lead and honouring a facilitation process that addressed conflicts and challenges as they arose
- using engaging projects to gain attention about difficult subjects like violence against women and girls
- balancing the community timelines with project funding timelines

10 Share Knowledge

The CCRM Committee and community partners agreed to raise awareness about the Harmony Project and its mission by engaging media whenever possible. As a result the project was profiled dozens of times in local print media and radio during the three years of implementation. Local schools and a Friendship Centre created videos to share the project as well.

The Portage Family Abuse Prevention Centre has shared their experience of coordinating the Harmony project with other shelters by presenting at the Manitoba Association of Women's Shelters in Winnipeg in June 2015 and at the World Conference of Women's Shelters in the Netherlands in November 2015. They are also featured in the Canadian Network of Women's Shelters and Transition Houses Practice Exchange Project, such as this manual and the Inventory of Promising Practices.

This case study was adapted from materials provided by the Portage Family Abuse Prevention Centre including the Harmony Project Final Evaluation Report (2015).

Relationship Circle Chart

Advisory Team Planning Form

Organizations and groups to include	
Knowledge and abilities desired	
Participation timeframe	
Frequency, length and location of meetings	
Responsibilities of the advisory team, and accountability plan	
Facilitator(s) of the advisory team	
Resources needed for advisory team meetings	
Proposed meeting dates and key goals for each meeting.	
Plan to acknowledge advisory team contributions	

Results-Based Management Logic Model Chart

Inputs → (Resources)	Activities → (Actions)	Outputs → (Products)	Outcomes → (Changes)	Impact (Objective)
Labour: In-House: In-Kind: Purchases:	Research: Planning: Internal Meetings: Other:	Products: Services:	Changes caused by the products and/or services:	How the changes contribute to the ultimate goal of the project / program:

Remember to make it **SMART**: Specific, Measurable, Assignable, Realistic and Time-related

Project Delivery Plan Adaptation

Topic	Relevant Local Characteristics	Delivery Plan Adaptation Ideas
Evaluation Learnings from Prior Models		
Branding, Logos and Visual Identity		
Scale (Scope, Numbers, Area, Duration)		
Local Collaboration Partners		
Timing/Scheduling		
Terminology		
Cultures		
Infrastructure		
Resources		
Physical, Cultural and Financial Accessibility		

Labour		
Role	Time needed	Payment
TOTAL		

In-Kind and In-House Resources		
Type of Resource	Location and Time needed	Market Value of Resource
TOTAL		

Other Expenses		
Item	Supplier	Cost
TOTAL		

Project Implementation Timeline Template

Project Step	Description	Person Responsible	Start date	End Date

Another tool for creating a concise and clear summary of your successful implementation is to use the template from the Inventory of Promising Practices.

Inventory of Promising Practice Template
Name of Women's Shelter or Transition, Interval, Second Stage or Safe House:

Website and Social Media:

Name of the practice, project or program to be highlighted:

Three sentence summary of the practice, project or program: What inspired it, when was it launched, who is served, and how does it help?

Two sentence summary of key learnings from the implementation process: What did you adjust along the way, and why?

Two sentence profile of house: Start date, type of housing offered, area served?

Optional: 1-sentence quote from a participant or house representative on why the service matters.

Sharing an implementation story in the Inventory of Promising Practices on www.endvaw.ca/pep helps to connect the knowledge of the women's shelter and transition house movement as a whole.

NOTES

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Provincial and Territorial Women's Shelter and Transition House Associations of Canada

BC Society of Transition Houses

Alberta Council of Women's Shelters

Yukon Women's Transition Home Society

Provincial Association of Transition Houses and Services of Saskatchewan

Manitoba Association of Women's Shelters

YWCA Yellowknife

Ontario Association of Interval & Transition Houses

Fédération des maisons d'hébergement pour femmes

Regroupement des maisons pour femmes victimes de violence conjugale

PEI Family Violence Prevention Services Inc.

Transition House Association of Nova Scotia

Transition House Association of Newfoundland and Labrador

Canadian Network of Women's Shelters and Transition Houses

We are a unified voice for women's shelters and transition houses in the national and global effort to end violence against women and their children. We create opportunities to exchange knowledge and share resources to ensure the women and children who turn to shelters and transition houses receive the most effective and compassionate support possible, and to ensure that policies, legislation and regulations are informed by the experiences and insights of our members.

Learn more about our initiatives: endvaw.ca facebook.com/endvawnetwork twitter.com/endvawnetwork

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