

Applying Principles-Focused Evaluation to Sexual Violence Prevention

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EVALUATION
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Today

- What is Principles-Focused Evaluation (PFE)?
- Exercise: Identifying principles
- Evaluating prevention programming with PFE
- Exercise: Defining and measuring principles
- Recap
- Questions



Disclaimer

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Defining Principles-Focused Evaluation

What are principles?

Generally a principle is:

- a statement that provides guidance
- about how to think or behave
- toward a desired result
- based on our own or shared values, beliefs, knowledge, etc.

PRINCIPLES

In principles-focused evaluation, principles:

- provide guidance to inform practitioner action,
- are useful in making decisions,
- inspire,
- are adaptable to a variety of situations, and
- can be evaluated.

A principle is...

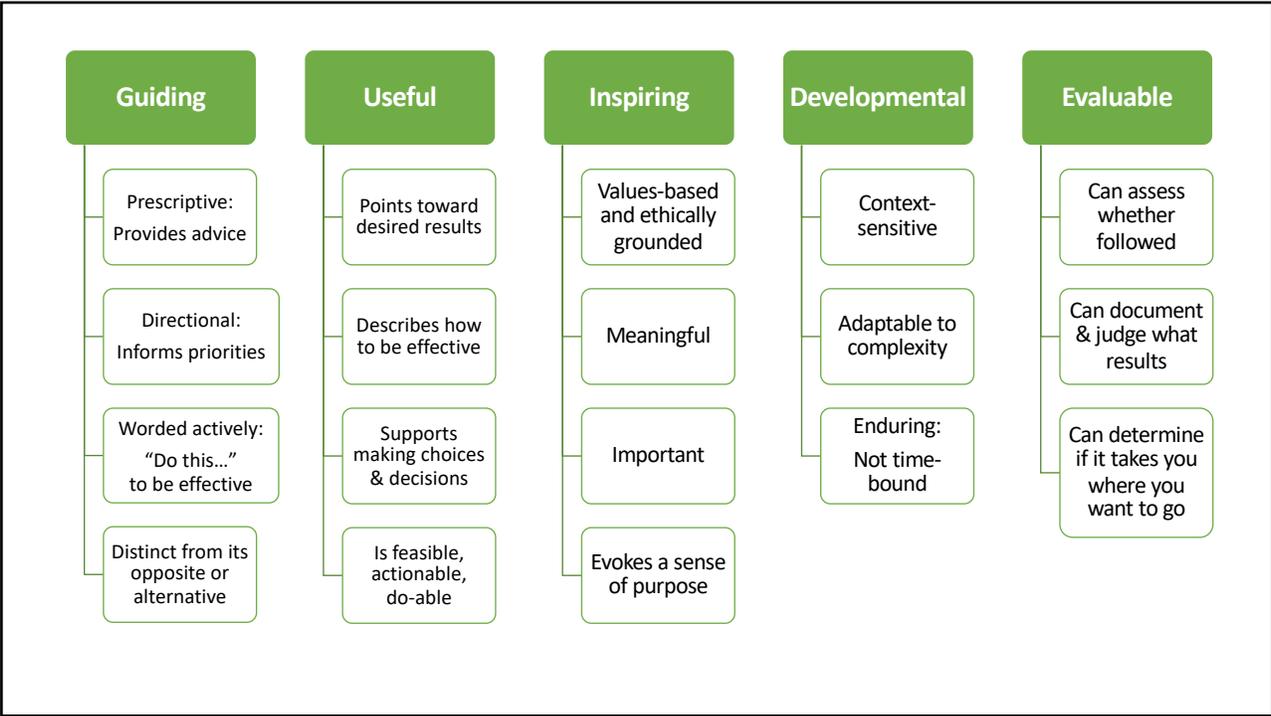
Guiding

Useful

Inspiring

Developmental

Evaluable



How do principles fit into other kinds of evaluation?



Are we implementing the intended activities of the program, and with the intended audience?

Are we behaving in ways as prevention practitioners that are consistent with our values and knowledge about prevention?

Are the participants in our prevention programs changing their knowledge, attitudes, and behaviors in the way we hoped?

Are we behaving in ways that support the outcomes we hope to see in participants?

Principles translate knowledge...

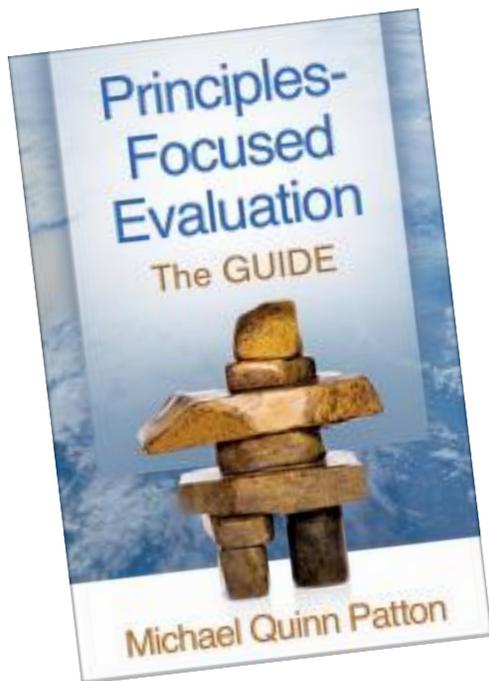
...into guidance for practitioner action

Practitioner knowledge	Principle
One size DOESN'T fit all.	Adapt your intervention for your target group and your context.

Principles translate knowledge...

...into guidance for practitioner action

Practitioner knowledge	Principle
One size DOESN'T fit all.	Adapt your intervention for your target group and your context.
<i>Sexual violence prevention knowledge example?</i>	<i>Sexual violence prevention principle example?</i>



Patton, Michael Q. (2018). *Principles-Focused Evaluation: The GUIDE*. New York, NY: The Guilford Press.

Principles-Focused Evaluation

- Takes stock of extent to which programs and prevention practitioners are adhering to their core principles, and...
- ...assesses whether doing so is yielding their desired results.
- Complements outcome evaluation
- Supports decision making during prevention implementation

Principles-Focused Evaluation

Is a good fit when

- Preventionists need to respond to dynamic situations – and make ‘in the moment’ decisions -- in the course of their work
- Evaluating across programs that work toward similar objectives but with different methods and populations

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- Preventionists need to respond to dynamic situations – and make ‘in the moment’ decisions -- in the course of their work
- **Evaluating across programs that work toward similar objectives but with different methods and populations**



Process for identifying principles

Group work with RPE grantees:

1. Writing success stories and sharing them
2. Examining what success stories have in common
3. Drafting principles according to GUIDE criteria
4. Multiple rounds of sharing, feedback, revising, and collaborating

Example of a Washington principle:
SHARED POWER

***Engage with others in ways that
encourage equal participation.***

Shared Power defined:

Preventionists work to engage all participants and audiences equally. They are welcoming to everyone in their attitudes and actions. They act as a facilitator rather than as a top-down expert.

As a result, participants and audiences believe their opinions and experiences are of equal value to those of other people. They also respect the opinions and experiences of others.

Exercise: Identifying Principles

Principles identification – the quick version!

- 1) Identify a success story. One person at your table tell a quick (3 minute) story about a time that a sexual violence prevention event, class, or program went REALLY well and made a difference for a person or group. Tell the story as if describing a movie version of the event (lots of detail!).
- 2) As a group: Think about and discuss the story. What did the practitioners do that helped achieve this exciting outcome? How did they behave? What was true of the larger group or setting that helped to foster this success?
- 3) From your discussion, identify one possible principle inherent in the story – a guiding statement for how prevention practitioners can operate in their work. Use the GUIDE framework to distill a principle that has meaning to you.
- 4) Write your principle on the provided paper – try to capture it in 1-2 sentences, and be prepared to share!

Evaluating Prevention Programming with PFE



Washington State RPE Principles, part 1

Prevention is Possible: Believe that people and communities can eliminate sexual violence.

Intersectional Feminism: Address how power, privilege, and gender, especially in combination, can create different experiences of oppression.

Consent Culture: Promote mutual consent in all sexual and other human interactions.

Shared Power: Engage with others in ways that value diverse contributions and encourage equal participation.

Washington State RPE Principles, part 2

Holistic Engagement: Recognize and address people's broader experiences and needs.

Meaningful Relationships: Develop trusting relationships by showing genuine interest and respect.

Modeling: Demonstrate how to recognize boundaries and communicate in open, respectful ways.

Sexual violence is rooted in the oppressive exercise of power based on culturally embedded gender discrimination.

Preventing sexual violence begins with (1) expecting that people and communities can eliminate sexual violence. To eliminate sexual violence, we must act in ways that (2) address how power, privilege, and gender, especially in combination, create different experiences of oppression, and (3) promote mutual consent in all sexual and other human interactions. This requires us to (4) engage with others in ways that value diverse contributions and encourage equal participation, (5) recognize and address people's broader experiences and needs, (6) develop trusting relationships by showing genuine interest and respect, and (7) demonstrate how to recognize boundaries and communicate in open, respectful ways.

Create an approach for assessing adherence to principles

Step One

What do you expect to see?

- What do preventionists do to implement this principle?
- If preventionists follow this principle, what may change in program participants?

Create questions based on principles

Step Two – Are you seeing it?

- Questions about preventionists implementing this principle
 - Can ask preventionists to self-evaluate, or...
 - ...can ask participants about preventionist practices
- Questions about changes in program participants
 - Again, can ask participants about themselves, or...
 - ...can ask others (e.g., teachers) about them

Example: SHARED POWER

Engage with others in ways that encourage equal participation.

Preventionists work to engage all participants/audiences equally. They are welcoming to everyone in their attitudes and actions. They act as a facilitator rather than a top-down expert. As a result, participants/audiences believe their opinions and experiences are of equal value to those of other people. They also respect the opinions and experiences of others.

Shared Power – Indicators

Questions to evaluate this principle with **preventionists**

I facilitated in a way that communicates that each participant is welcome and important.
I acted as a facilitator rather than a top-down expert
I incorporated participants' input into programming and discussions
I validated and gave credit to each participants' contributions.
I solicited contributions from different people.

STRONGLY DISAGREE

DISAGREE

AGREE

STRONGLY AGREE

Exercise: Defining and Measuring Principles

Creating indicators and questions for your principle

- 1) Refer to the principle your table developed. (Or, if you prefer, you can pick one that you like on the handout).
- 2) As a group, brainstorm the behaviors a prevention practitioner would use to uphold this principle. What, specifically, would they do while facilitating a prevention activity or program?
- 3) Select one or two of the behaviors that you think are most central to this principle, and write a question for each that a practitioner might use to self-assess this.
- 4) Be prepared to share one behavior and its corresponding question with the group!



The Big Picture

The process of identifying principles and indicators

- is lengthier and more nuanced than what we have time for today
- relies on practitioner wisdom...
- ...and knowledge of what the research says supports effective prevention
- aims to achieve consensus among a group, so requires attention to additional process steps

Washington State process

- Gathered state stakeholders in person across a total of about 2 days (inclusive of preventionists, administrators, evaluators, coalition representatives, etc.)
- Spent one day distilling and identifying principles
- Spent about 2 hours identifying potential behaviors / indicators in small groups
- Shared indicators across groups using a round-robin world café approach
- Prioritized indicators by voting on which indicators were most important (based on their own expertise)

Example

	What this principle looks like in PREVENTIONIST PRACTICE	What this principle looks like in PARTICIPANTS
Prevention is Possible	<p>Modeling equity and new norms 5+</p> <p>Inclusion of all, with respect</p> <p>Policies about prevention and equity promotion, not just response to sexual violence 7+</p> <p>Adapt programs to meet specific needs of subgroups (law enforcement, parents) 6+</p> <p>Collaboration to work together across areas +</p> <p>Surveys tracking beliefs about prevention before/after programming 2+</p> <p>Integrate micro-to-macro prevention: could this incident have been prevented >> can these norms be changed 6+</p> <p>Acknowledge small accomplishments 6+</p> <p>Incorporate prevention into all programs 8+</p> <p>Social media: Success stories to communicate prevention values to external parties 2+</p> <p>Agency is rooted in prevention 5+</p> <p>Shift narratives on prevention (e.g., in the media) 2+</p> <p>Support for staff (grantee identified grouping)</p> <ul style="list-style-type: none"> • Staff support each other to prevent burn out 6+ • Agencies care for employees • Visual messages and reminders of hope + • Create space and time for staff to talk about prevention 2+ <p>“Squeaky wheel” for prevention: Intentional, consistent promotion of prevention as a solution 8+</p> <p>Having conversations about choices and consequences 5+</p>	<p>Belief in collective responsibility and accountability 8+</p> <p>People in community hold each other accountable 7+</p> <p>Skills to challenge and change norms 6+</p> <p>Belief in possibility of prevention</p> <p>Belief that perpetrators can change 3+</p> <p>Decrease in victim blaming 5+</p> <p>Can name what we’re working toward (e.g., “safer schools,” “gender equity”) 6+</p> <p>Can identify their individual role in the movement 5+</p> <p>Can challenge their own biases/cultural norms 7+</p> <p>Fewer “risk reduction” measures (e.g., rape whistles) because we understand prevention more equitably 2+ and a Ⓞ</p> <p>Self-accountability 4+</p> <p>Identify common goals to bring community together 3+</p>

How is Washington using Principles?

- Principles are incorporated into the State RPE logic model.
- RPE grantees identify a subset of principles most relevant to them to assess
- RPE grantees receive self-assessment tools to evaluate how well the principles are upheld in prevention programming. Grantees participated in generating the content of these tools.
- Washington state will analyze principles self-assessments across programs.

Recap: What do we mean by PFE?

- Identifying and defining shared principles across sexual violence prevention programs.
- Identifying the prevention practitioner behaviors and program participant behaviors we would expect to see if these principles are being upheld.
- Creating a data collection tool that helps us assess the extent to which these practitioner and participant behaviors are happening.

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This does not have to be extensive or complex! It can be as simple as an occasional checklist completed by practitioners.

Recap: What can principles-focused evaluation (PFE) bring to the table?

- PFE can be a vehicle for a shared evaluation component across programs/agencies that focus on different outcomes and that serve different communities. PFE can be one approach to “rolling up” evaluation on a regional or state level.
- PFE can help reveal the “how” of prevention. When your prevention participants achieve the attitudinal or behavioral outcomes you hoped for, PFE can help you assess **how and why**. Conversely, when the outcomes are not looking as good as hoped, PFE can help you understand where things might be going awry.



Thank you!

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