

## TRANSCRIPT

# Applying Principles Focused Evaluation in the Sexual Violence Prevention Context

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**Slide 1:**

Evaluation Toolkit Webinar Series: Applying Principles-Focused Evaluation in the Sexual Violence Prevention Context

Image of a group of people around a table talking.

**Audio:**

Sally: Welcome to Applying Principles-Focused Evaluation in the Sexual Violence Prevention Context. My name is Sally Laskey, and I'm the evaluation coordinator with the National Sexual Violence Resource Center.

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**Slide 2:**

- Provides tools to prevent and respond to sexual harassment, abuse and assault
- Translates research and trends into best practices
- Supports organizations, communities, and individuals
- Works with the media to promote informed reporting

NSVRC logo

**Audio:**

This is a webinar that's part of our evaluation toolkit. The NSVRC provides tools to prevent and respond to sexual harassment, abuse and assault, we translate research and trends into best practices, we support organizations, communities and individuals, and we also work with the media to promote informed reporting.

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**Slide 3:**

What story will your evaluation tell? NSVRC Evaluation toolkit  
[www.nsvrc.org/evaluation-toolkit](http://www.nsvrc.org/evaluation-toolkit)

Image of a group of people around a table talking.

**Audio:**

When we were putting the evaluation toolkit together, one of the areas that came up as a need was more information on principles-focused evaluation and how it could be applied to rape prevention efforts. So I'm very excited that today, we have Tatiana Masters here with us to help us explore what this is looking like in the State of Washington, where they're actually doing this work. So now I'm gonna turn it over to Tatiana to get us started to learn more about principles-focused evaluation.

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**Slide 4:**

Photos of two women smiling. Tatiana Masters, PhD, MSW, Erin Casey, PhD, MSW  
Evaluation Specialists

**Audio:**

Tatiana: Thank you so much, Sally. I'm Tatiana Masters, I'm really happy to be here with you today recording this webinar about principles-focused evaluation or PFE as we sometimes call it. I wanna introduce myself briefly. I'm based in Seattle, Washington, where I work with a group called evaluation specialists, and we evaluate health and prevention programs of all kinds, but we're also right now contracted with the Washington State Department of Health supporting CDC-funded rape prevention education programming.

And so we're working with the community-based grantee organizations throughout the state to help them both build their evaluation capacity and evaluate the programming that they're doing. I should also say that we're re-recording this webinar, the original webinar was created to get me and my colleague and friend Erin Casey, who works with evaluation specialists and at University of Washington, Tacoma, however, she was not able to participate today, so I just wanna acknowledge Erin before we get rolling.

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**Slide 5:**

Webinar Overview

- Introduction to principles-focused evaluation (PFE)
- Washington State's principles
- Overview of PFE process
- Data: What has Washington learned so far?
- Recap

**Audio:**

Tatiana: Okay a little overview, we'll first introduce you to principles-focused evaluation and talk a little about the principles that we evolved here in Washington State. I'll give you an overview of the process that we took both to identify and flesh out those principles, and also to create evaluation tools and plans that integrate them.

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And I'll tell you what we've learned so far. Some data about our PFE efforts, we'll wrap it all up with a recap at the end.

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**Slide 6:**

Image of the state of Washington.

**Audio:**

Alrighty, so here's the beautiful State of Washington, as you know, the CDC funds rape prevention education in all 50 states, and here in Washington, we help evaluate that programming.

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**Slide 7:**

Disclaimer: This presentation, Applying Principles-Focused Evaluation to Sexual Violence Prevention: A Case Study from Washington State, was supported by Grant or Cooperative Agreement Number 1 NUF2CE002505, funded by the Centers for Disease Control and Prevention.

Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the CDC or the Department of Health and Human Services.

**Audio:**

It's a good time to give this disclaimer. While RPE is funded by a grant from the CDC to our State Department of Health, we at evaluation specialists are 100% solely responsible for the presentation today, and they don't... These ideas that I'm expressing don't represent the official views of the CDC, nor the Department of Health and Human Services.

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**Slide 8:**

What do you know about principles focused evaluation?  
Image of puzzle pieces making a question mark.

**Audio:**

Tatiana: Alright, Sally can I bring you in here for a minute and ask you what do you know about principles-focused evaluation?

Sally: Absolutely, Tatiana. So I actually first learned about principles-focused evaluation at a workshop that you did at the National Sexual Assault Conference, and then I did a little bit more reading about it, and the big thing that was emerging for me was, it was a way to align your evaluation approach with your core values and principles, and that it's often an approach that's used when you have a complex approach or complex intervention that you're looking to evaluate.

Tatiana: That's great, that's such a beautiful contextualization for this next overview.

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**Slide 9:**

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.

**Audio:**

Tatiana: So this is a pretty basic dictionary definition of what principles are, they're statements that guide you on how to think or behave. They're focused towards a result that you desire, and they're based, as Sally alluded to, on values and beliefs and also on knowledge and really like wisdom, deep wisdom.

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**Slide 10:**

In PFE, Principles should be...

G uiding

U seful

I nspiring

D evelopmental

E valuable

**Audio:**

So in principles-focused evaluation, the kind of rubric or mnemonic that you can think about for what is a principle, is you want your principle to be G-U-I-D-E, which is guiding, useful, inspiring, developmental, and also dear to my heart, evaluable.

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**Slide 11:**

A chart with the words "Guiding," "Useful," "Inspiring," "Developmental" and "Evaluable" across the top. Underneath "Guiding" are the descriptions "prescriptive," "directional," "worded actively," and "distinct." Under "Useful" are the phrases "points toward desired results," "describes how to be effective," "supports decisions," and "is do-able." Under "Inspiring" are the words "values-based," "meaningful," "important," and "evokes a sense of purpose." Under "Developmental" are the terms "context-sensitive," "adaptable to complexity," and "enduring." Under "Evaluable" are the phrases "can assess whether followed," "can document what results," and "can determine if it takes you where you want to go."

(GUIDE figure adapted from Patton, 2018)

**Audio:**

Here's a handout or here's a slide that is the same as a handout that will be available when you're listening to this recorded webinar, you'll also have access from the same site to printouts of all the handouts that we mention in the talk.

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Because this is a very text-dense slide and you probably won't take it all in right now, so please check out that handout. What this does is it tells you more about each of the G-U-I-D-E Elements of Guide. So when you're trying to figure out if something is a principle and kind of get that identified and written up so that you can share it and base evaluation on it, you can kind of test like, is this concept a principle, by saying, is it guiding? Does it prescribe something to do? Is it directing me in a particular way? Is it worded actively that it's very important? And is it distinct?

And you'll see for useful, inspiring, developmental and evaluable, other fleshing out of what makes a principle a principle. I wanna emphasize evaluable a little bit more. You can assess whether something is followed, you can think about what behavior would you see or what changes in beliefs if the principle was being followed. You can document what happens when the principle is followed. And then you can also kind of test and say, is this taking me in the direction I wanna go? That's evaluable.

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**Slide 12:**

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

Image of a stack of books.

**Audio:**

I'll mention now that principles-focused evaluation was first articulated by Michael Quinn Patton and it's described in detail in a book that he published about this, which you see the citation for on the screen.

So he goes into a lot of detail there. But my take on this is that like a lot of powerful ideas, the idea of principles-focused evaluation is really alive and evolving, and so everyone who's gonna use this will do it in a little bit of their own style, and that that's absolutely fine. It's a thing that is alive and will continue to change.

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**Slide 13:**

- Identifies effectiveness principles across practitioners
- and agencies
- Takes stock of principles' implementation
- Assesses results of using principles
- Complements other forms of evaluation
- Supports decision making during implementation

**Audio:**

Alright, so we've talked about what a principle is, how do we bring that into the evaluation world? What principles-focused evaluation does is it works across practitioners and agencies working in any field, in this case, sexual violence prevention,

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and it identifies what are some kind of core principles that they work by.

It then takes stock, evaluation again, of whether these principles are being implemented, whether practitioners are adhering to them as they do their prevention work. It assesses the results of using the principles and whether it's leading to the desired results, like are you seeing the things that you had hoped and anticipated seeing when people are using those principles more. It's a great complement to other forms of evaluation, which I'll talk a little bit more about on the next slide, and it can also support your decision-making during implementation, like you often will find yourself at a branching point implementing a program and then a principle can kind of help you see which direction to go, like the GUIDE aspect of principles.

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**Slide 14:**

How do principles fit into other kinds of evaluation?

Images of arrow shapes. From left to right: Implementation Evaluation, principles-focused evaluation, outcome evaluation

**Audio:**

Okay, the way PFE fits into other kinds of evaluation is really a bit of a bridge between implementation and outcome evaluation, so you might be measuring in step one, whether you're implementing the intended activities of your program with the intended audience. PFE in the middle, will ask you to look at whether you're behaving as a prevention practitioner in ways that are consistent with your values about prevention and what you know about prevention. Are you behaving in a way that supports the outcomes you'd like to see in people who participate in that program? And then finally, of course, outcome evaluation is whether people who participate or communities who participate in your prevention program, are they changing their knowledge, their attitudes, their behaviors in the way that you had hoped? So PFE doesn't substitute for any elements of evaluation, it just gets in the mix with them and helps them relate to each other better.

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**Slide 15:**

Image of the skyline of Seattle with the Space Needle.

**Audio:**

Beautiful Seattle. I'm gonna share the Washington State example now, I do want to say that we took a long and winding road in Washington State to reach our principles, but I found that it works better to show people where you ended up. So first, I'm gonna tell you where we arrived, the principles that we identified and are basing evaluation on, and then I'll go back in time, so to say, and describe the processes that we used to reach those principles.

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**Slide 16:**

Washington State RPE Principles

1. Prevention is Possible
2. Intersectional Feminism
3. Consent Culture
4. Shared Power
5. Holistic Engagement
6. Meaningful Relationships
7. Modeling

**Audio:**

This is another place that you can get the handout from the website and look at the descriptions and definitions of each of these principles, but what we reached through our long process were these seven principles, which are prevention is possible, intersectional feminism, consent culture, shared power, holistic engagement, meaningful relationships and modeling, so do check out the handout for definitions of each of these.

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**Slide 17:**

Image of a landscape with a trail and three people with hiking gear walking.

The Journey: How we decided that PFE might be a good fit for WA State

**Audio:**

Oh, this, I wanted a slide with a winding road, this road is straighter than our road actually was, but this tells you a little bit about how we figured out that PFE maybe was a good fit for Washington State and decided to go forward with it.

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**Slide 18:**

Image of the state of Washington.

PFE's fit for Washington

- 7 programs serving different populations
- Passionate providers with shared values
- Common goal: Preventing sexual violence

**Audio:**

So the Washington State RPE really needed methods to evaluate across a bunch of diverse programs, because like some other states, Washington decided that one size-fits-all communities was not right for the state, and we're doing RPE here, so they funded seven different programs.

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Each of these served a different population, they delivered really quite different programming, but each of the programs had this very deep knowledge of the community that they worked in and the groups of people that they were working with, and they were very passionate about their work. Some of them had some overlap in that they delivered programming in schools, some were trying to change social norms, other ones were trying to build skills. So a lot of different stuff was happening, but they were all working towards the same ultimate goal, of course, of preventing sexual violence. Another reason PFE was a good fit for Washington was that we had these committed prevention practitioners, and we also had people on the state level who were interested in innovative approaches to evaluation and in supporting PFE.

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**Slide 19:**

Why PFE?

- Potential to address the challenge of evaluating across diverse programs working toward a common goal
- Compatibility with other evaluation components that were already in place
- It combines practitioner wisdom with what research says supports effective prevention

**Audio:**

So we thought it was a great fit and we were drawn towards it for our evaluation because we thought it could really address some of the challenges of evaluating across all these different programs but yet we're working towards the same goal. We thought that it was compatible with some other components we had in our evaluation already, and as people like we at evaluation specialists have a lot of background in academic research on sexual violence prevention and other topics, we kind of dug how it could bring in what research says supports effective prevention in this realm, and combine that with practitioner wisdom and have those two powerful forces pulling in the same direction and not opposite from each other, as sometimes sadly occurs. So we liked it for all these reasons.

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**Slide 20:**

Image of wooden tiles spelling out the world relevant.

**Audio:**

Tatiana: I'm gonna ask Sally again about relevance. Like where have you seen PFE possibly being a relevant approach in communities or other places?

Sally: Yeah, I've been thinking a lot about this. There are three things or three areas that immediately come up for me, the first is that more and more in the sexual violence prevention field, we are looking to connect the dots with other issues and looking at how we can collaborate with other movements and with other partners and in doing so, finding those key core values that we can connect around, I think is really critical as we might be looking into new partnerships.

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I also see this extremely relevant to the work that we're doing to center our anti-oppression efforts within our sexual violence prevention work, and then of course, what is on my mind the last year is the need for us to adapt, and I think using this approach in really focusing in on the core principles and values can help when programs need to make adaptations like we all did because of COVID 19. And I'm just thinking for programs that had this in place, it gives you some good guide posts when you're having to make hard decisions about things that you wanna make sure continue to happen, and things that may need to be adapted due to a variety of different circumstances.

Tatiana: Yeah, I hadn't thought about that adaptation during times of COVID aspect, but that really sounds true to me, that sounds right on. Thanks, Sally.

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**Slide 21:**

The following words inside a speech bubble: So how, EXACTLY, do you do PFE?

**Audio:**

Tatiana: Okay, so we've kind of laid out what a principle is, what PFE is, and now I'm going to walk us through the steps that we took in Washington to do our principles-focused evaluation, which was a pretty long process that we began... I feel like I should say this, well before the pandemic, like I think it could have been three, even four years ago that we first started with this. So it doesn't require that long a timeline, that's just how it worked out here due to other factors, but we did begin it when there were still group gatherings, it's important to know this.

So let me just foreshadow the steps for you in doing principles-focused evaluation. First you're gonna identify principles that are generally shared across different sexual violence prevention organizations and programs. Second, you'll define the practitioner behaviors that would demonstrate these principles are live and guiding your work. Third, you would identify the ways program participants might respond if the practitioners, the preventionists were adhering to the principles. And then fourth, you would integrate questions about the principles into your existing evaluation approaches. So I will go through each of those in turn, no worries.

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**Slide 22:**

Image of a person walking up a winding staircase.

Steps in identifying and developing principles

**Audio:**

So first, we'll look at the steps in identifying and developing those principles.

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**Slide 23:**

Process for identifying principles

In-person group work with program staff:

- A. Writing success stories and sharing them
- B. Examining what success stories have in common
- C. Drafting principles according to GUIDE criteria
- D. Multiple rounds of sharing, feedback, revising, and collaborating

**Audio:**

So you remember that practice-based knowledge, like what the practitioners of a program know and do and their wisdom is what informs principles. So the process I'm gonna describe is all geared towards capturing that practice-based knowledge and getting it into the GUIDE language, G-U-I-D-E, guiding, useful, inspirational, developmental and evaluable.

So I'm gonna condense this quite in depth, long-lasting process, into a short amount of time, if you have questions about any part of it, feel free to get in touch with me. Alrighty, so when you're identifying principles, the first thing you wanna do is some in-person group work, you get your program staff together and you do these things which I'll talk about, you write success stories to share with the group, you look at those success stories and identify what they have in common, you draft up your principles according to the GUIDE criteria, get them into a kind of language that will make them maximally helpful to people down the line, and to do all this, you commit to multiple rounds of sharing, revising, feedback and collaboration.

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**Slide 24:**

Step A: Success Stories

Everyone brings prevention success stories to share

- Capturing a time their event, class, or program went REALLY well and made a difference
- Telling the story with lots of detail and information about what the prevention practitioner did

**Audio:**

We'll look a little more under the hood here. So before you get your group together, have the program representatives prepare by writing a brief prevention success story to bring and share. What we asked people to do was write up something just like a page, maybe a page and a half, that would share a time when their event or their class or their programming went really beautifully and it made a big difference. And tell that story with so much information and detail so that people can really visualize and experience what that prevention person did.

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**Slide 25:**

Image of people sitting around a table.

**Step B: Share and Compare Stories**

At in-person gathering,

- in small groups
- 2 to 4 people (or organizations) per group
- Read stories
- Identify commonalities across stories
- Name themes

**Audio:**

The next step is you get together and share these stories and compare them. The way we did it was that we had two to four people or organizations per group, everybody had copies of the stories, swapped them and read them. They worked together to identify things in common across the stories, and then they named those themes, those commonalities, and that became the principles. I do wanna note that when I discuss group processes and numbers of people here and also timelines, this is based on our experiences kind of like a case study of Washington. I think there's definitely room to adapt principles identification work to smaller and larger groups, like too many people organizations wouldn't be feasible, but there's nothing magical about the number of people or orgs that we had doing this.

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**Slide 26:**

Image of a notebook, glasses and a plant sitting on a desk.

In a moment, we will show you (and read to you) an example success story.

What do you notice about ways the practitioner is behaving or values the practitioner is demonstrating that facilitate success?

**Audio:**

Okay, so in a moment, I am going to read to you an example success story, which A, I got permission to share in this context and B, we cleaned up quite a lot to make it non-identifiable, which seemed important considering. And as you're listening or as you read later on the handout, 'cause this is on one of our handouts too, think about what you notice, how is that practitioner behaving, what values are they demonstrating that are gonna facilitate success in that program reaching its goals.

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**Slide 27:**

Example success story

When I first met Blaine, a white-identified student, in the context of his health class prevention curriculum, he was so entrenched in his hyper-masculinity that he would

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not even admit to ever experiencing physical pain. After a time, I noticed that when Blaine realized I saw him paying attention to my words, or intently watching a video, he would quickly divert his eyes. He would try to pretend as if he hadn't been paying attention. Then, I noticed that sometimes he would nod his head in agreement with something I said.

In general, I made it a practice to stick around after class to check in with students, and I casually mentioned during class that these debriefs were a time when folks who haven't had a chance to speak could let me know their thoughts. One day, Blaine covertly stayed. He told me that he was having a hard time reconciling what was happening in class with what his friends would think, and shared that he felt anxious all the time. We talked about how it is normal to feel uncomfortable when trying on different ideas. I also worked with him to consider talking to a counselor about some of his anxious feelings.

**Audio:**

Alright, I'll take a sip of water before I read this. The example success story goes, when I first met Blaine, a white-identified student in the context of his health class prevention curriculum, he was so entrenched in his hyper-masculinity that he would not even admit to ever experiencing physical pain. After time, I noticed that when Blaine realized I saw him paying attention to my words or intently watching a video, he would quickly divert his eyes, he would try to pretend as if he hadn't been paying attention, then I noticed that sometimes he would nod his head in agreement with something I said, in general, I made it a practice to stick around after class to check in on students, and I casually mentioned during class that these debriefs were a time when folks who haven't had a chance to speak could let me know their thoughts. One day, Blaine covertly stayed.

He told me that he was having a hard time reconciling what was happening in class with what his friends would think and shared that he felt anxious all the time. We talked about how it is normal to feel uncomfortable when trying on different ideas. I also worked with him to consider talking to a counselor about some of his anxious feelings.

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**Slide 28:**

Example success story (part 2)

During the next class session, I worked in some content about the role of peers, and the ways we can feel pressure to conform, but also sometimes be mistaken in what we assume peers think or believe. I tried to find moments of not only teaching bystander skills, but of modeling, myself, how to respectfully disagree with someone in a caring way. I also asked the young people to talk about their community - about its strengths, and also how the community might sometimes look the other way when folks were at risk of violence. Together, we generated strategies for navigating tough moments that took their home, peer, and community realities into account.

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Now, Blaine occasionally comes up to me after class to quietly say thank you or to apologize for his classmates' behavior, but he does not yet have the courage to do these things when his peers are watching. I see him engaged and nodding more often, and he told me that he is talking with someone about his anxious feelings. I count this as a success.

**Audio:**

During the next class session, I worked in some content about the role of peers and the ways we could feel pressure to conform, but also sometimes be mistaken in what we assume peers think or believe. I try to find moments, I'm not only teaching by standard skills but of modeling myself how to respectfully disagree with someone in a caring way. I also ask the young people to talk about their community, about its strengths and also how the community might sometimes look the other way when folks were at risk of violence, together we generated strategies for navigating tough moments that took their home, peer and community realities into account. Now, Blaine occasionally comes up to me after class to quietly say thank you or to apologize for his classmates' behavior, but he does not yet have the courage to do these things when his peers are watching, I see him engaged and nodding more often, and he told me that he is talking with someone about his anxious feelings. I count this as a success.

So this is only one success story, if we were doing a real principles identification process, we would have multiple stories, and what we do with them is look for areas where there were overlapping behaviors or ways of being that seemed to be facilitating the successes in the success stories. I would look at your story, you would look at my story and we would say, "Oh, here's a point of connection," So I'm gonna try to replicate that process briefly here.

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**Slide 29:**

Step C: Find commonalities

During the next class session, I worked in some content about the role of peers, and the ways we can feel pressure to conform, but also sometimes be mistaken in what we assume peers think or believe. I tried to find moments to model how to respectfully disagree with someone...

To be honest, I am often close to tears after reading the entries, because I am so honored to have students share their stories with me. Each week I write back to them. For that first prompt, I share something about myself with them, always balancing respect for their vulnerability and maintaining appropriate boundaries.

Red circles around the last sentence of each paragraph.

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**Audio:**

The next step is you find the commonalities between and among stories. So on one side of the screen, you see a brief excerpt from the story about Blaine. During the next class session, I worked in some content about the role of peers, the way we can feel pressure to conform, sometimes be mistaken, and then hear this part with the red circle around it, it says, I try to find moments to model how to respectfully disagree with someone, on the other side of the screen, there's an excerpt from a different success story, and let me read that real quick, to be honest, I am often close to tears after reading the entries, these are diary entries, because I am so honored to have students share their stories with me, each week I write back to them, for that first prompt, I share something about myself with them, always balanced in respect for their vulnerability and maintaining appropriate boundaries.

So that last part there is circled in red because the commonality that we saw in our group across these two stories was that the practitioners were modeling boundaries and they were communicating in open, respectful ways, they were showing with their own behavior ways that they wanted the students to act more like.

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**Slide 30:**

COMMON ACROSS STORIES

Modeling boundaries

Open, respectful communication

Image of an arrow pointing to:

DRAFT PRINCIPLE

Modeling:

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

**Audio:**

Alright, so the next step is kind of, to me, as a qualitative analyst, this is a qualitative analysis going on here, and other evaluators may also notice that when they look at this. So you're going from what you've noticed that's common across the stories such as modeling boundaries and open respectful communication, and you're saying like, what's going on with that, how can we put a name on that commonality that we're seeing, so that it's... That label can become the principle, a tag to hang off it, so our direct principle based on that might be modeling, and then we would write a... Sorry, a definition of that. So modeling is when you demonstrate how to recognize boundaries, can communicate in open, respectful ways, this pretty language-intensive piece of work to do with people, and I'll talk a little bit more about that later, so you can see how the data from the success stories, after a lot of discussion and revision turned into principles, it's like a process of reducing it, you kind of categorize, you summarize, it's easy to say it, but it can seem hard to do it, like it has demands on you cognitively and conceptually.

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So if you are an evaluator who's working with sexual violence prevention practitioners to identify these principles, your goal is really to help them start with examples of what their diverse work has in common, and move to this briefly stated principle, people can really do this, if you give them permission and reinforcement. I have been very pleased to see it.

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**Slide 31:**

Image of jelly beans.

**Audio:**

I'm gonna share just to help us get our heads around this, an example that seems to really help people understand the process. I didn't actually use it with our Washington State practitioners in identifying principles, I came to this example later, but I definitely would in the future, so what we'll do is like, let's use the jelly bean example and see if we can put it on to modeling, if you imagine that all these beautiful jelly beans are components of how people implement their programs or are their key ingredients that make the program successful, all together in a big mass...

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**Slide 32:**

Image of three jars of jelly beans.

**Audio:**

... then these little jars are each person's success story that they bring that's full of principle, potential principles, principle elements.

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**Slide 33:**

Three piles of jelly beans.

**Audio:**

You go through a process where you identify the commonalities, you put the like things together.

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**Slide 34:**

Three piles of jellybeans with the labels red, green, and yellow.

**Audio:**

And then you give each of the commonalities a vivid but short name that describes the theme that it represents, and that I would say in this metaphor is your draft principle.

So the principle is red or it's modeling, and that is another way of understanding that process you go through to identify a principle.

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**Slide 35:**

Image of writing on a paper

**Step D: Share, Merge, and Refine Draft Principles**

In person

- World café process
  - Each group puts draft principles up on giant Post-Its
  - People write input for other groups
- Facilitators help to combine principles in-the-moment
- We had 7; target is 4 to 8

**Audio:**

Okay, another thing you can do when you're refining the principles, and this happens for the most part kind of backstage, so to speak, is you can bring in knowledge from the research base about what supports effective prevention, and this can be effective prevention, just kind of generally in any area, or it could be sexual violence specific, if that's your area, if you are the content expert, you can do it, if you bring in an outside content expert who has knowledge in this field, they can look for things that might be kind of missing in the principles that have been identified, and then they can take that back to the practitioner group and vet that with them like, do you think it would be right to include this concept?

So the way that you then start sharing, merging and refining the draft principles is when you do this in-person, we used a World Cafe process where we use those giant posters that you stick up on the wall, people would put up their draft principle, their group came up with and then tour around and write input for other groups on their principles, we were there, myself and some other facilitators to help people make this happen in the moment, and we ended up with seven principles out of this process and the target from the Patton book is 4 to 8. I feel like 7 might be kind of a lot, we're sort of wishing we had stuck with maybe fewer. But 4 to 8 seems about right.

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**Slide 36:**

For Tips and Tools: Find out how evaluation can be used to address social inequities. NSVRC Evaluation Toolkit.

**Audio:**

Okay, I mentioned the World Cafe process. If you want more details on what that is and how it will work with groups like step-by-step to use it, also a lot of other great content, let me refer you to the NSVRC evaluation toolkit, same website as you've got this webinar on, I dare say.

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**Slide 37:**

Image of watches.

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Give yourself plenty of time. Principles end up concise and elegant, but working collaboratively to get them there takes quite a while.

**Audio:**

You are noticing by now, that the process of principles identification takes time, they end up in this very concise wording, but to get them there by working collaboratively, it will take you a while.

There's this effort to bring in the practitioner voices and integrate them deeply to make sure all the participating programs see themselves reflected in the final principles. And that is gonna take some time. Okay, so that all of that that I've just said was just step one, identifying the principles, I'm now gonna switch over to talk about preparing to measure them, both with practitioners and with program participants.

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**Slide 38:**

Image of measuring spoons.

Steps 2 & 3: Measuring Principles

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**Slide 39:**

PFE steps 2 and 3: Identify Behaviors that are Consistent with Adhering to Principles

What do you expect to see?

- What do practitioners do to implement this principle? What would indicate that they are adhering to this principle?
- If practitioners follow this principle, what may change in program participants? What behaviors or ways of engaging might you see?

**Audio:**

Alright, so what you wanna end up with are questions, so you follow... For evaluators a pretty standard measurement development approach, first, you figure out what you expect to see if this thing is working, what will practitioners be doing if they're really adhering to this principle, and if practitioners are following the principle, what are you thinking you will see in program participants, will they engage differently, have different behaviors or what?

Because of just time limitations, I'm gonna focus on the process we used regarding practitioner behavior, but it's the same for assessing impact on program participants.

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**Slide 40:**

Image of people sitting around a small table all watching something on a phone.

Process for Capturing Practitioner Wisdom

In-person group work with same program staff.

- A. Two principles per group
- B. Brainstorm behaviors a practitioner uses when upholding this principle
- C. What, specifically, would they do while facilitating an activity or program?
- D. Small groups use tailored worksheet to collect ideas

**Audio:**

I'll walk you through what we did. It's not the one perfect way, but it worked pretty well for us, so it's just an example... We did another round of in-person group work with the same program staff, we gave each small group two of our seven principles and had them brainstorm what they would think they'd see from practitioners when they were really upholding the principle, we wanted them to be as specific and behavioral as they could, what would the person be doing when they were facilitating your program that would show the principle was active, and we made some tailored worksheets for them to collect their ideas on, because we had noticed in the first round of principles identification that having that kind of container, that structure for the process, helped people know what they were "supposed to do" and do it, and that they just felt more comfortable with more structure and guidance in that way, so we provided that using this tailored worksheet as well as facilitation on site.

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**Slide 41:**

Process for Capturing Practitioner Wisdom

In-person group work, part 2

- A. Share behaviors showing each principle
- B. Post-Its and world café process
- C. Add to other groups' work
- D. Vote to prioritize or veto listed behaviors

**Audio:**

We had people then do another World Cafe, once they'd worked in their small groups, they used those giant Post-its in World Cafe process to show each other what behaviors they thought went with each principle, and then they went around and added to other groups work, and then we had a process of voting to kind of upvote or downvote on the listed behaviors so that everybody collaborated on that.

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**Slide 42:**

Image of a woman sitting at a typewriter.

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Create Questions based on Principles Indicators

Are you seeing what you expect to see?

- Questions about practitioners
- Questions about changes in program participants

**Audio:**

Alright, this is not actually me creating questions based on the principles indicators, but we did it ourselves, myself, Erin Casey and some other evaluation specialist colleagues, sat backstage and wrote questions to assess if we were seeing what we expected to see based on the behaviors that the practitioners had identified in that previous process, we wrote some for practitioners and some about changes in program participants as well.

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**Slide 43:**

Example of a Washington RPE principle:

SHARED POWER

Engage with others in ways that encourage equal participation.

**Audio:**

I'll give an example. So to illustrate, one of our Washington State principles was shared power, engage with others in ways that encourage equal participation.

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**Slide 44:**

What Shared Power Looks Like: 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.

**Audio:**

And the people who worked with us told us that what you would be seeing when shared power was in action, they said preventionists would 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, and then moving into what you would see in participants if practitioners were exemplifying shared power, 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, so that's the behaviors. We made them into these questions.

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**Slide 45:**

Measuring Adherence to Principles

Questions to evaluate Shared Power principle with practitioners

Chart with the following rows:

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 participant's contributions.

I solicited contributions from different people.

Text across the bottom: Strongly Disagree, Disagree, Agree, Strongly Agree

**Audio:**

This question set on the screen is about evaluating the shared power principle with practitioners, prevention practitioners, so one example is, I incorporated participants' input into programming and discussions, and people have the answer options of strongly disagreeing to strongly agreeing for answer options. So in Washington State Prevention practitioners are self-assessing on these items for the subset of the seven principles, they're evaluating for their program, and we've thought about doing this twice a year, I think we're now at once a year. And I'll come back and talk about what we're doing with principles-focused evaluation as well, a little bit at the end. So here is an example of questions to evaluate with program participants, whether the practitioner is using the shared power principle. So for example, the facilitator solicited contributions from different people. So these are quite similar, this data collection with participants as the one that you may have done with practitioners or the practitioner self-assessed, it doesn't have to mean a gigantic new measurement effort, like a bunch of new tools, it just means integrating a few new questions into whatever existing tools or observation you do, so you get participants' take on whether the principles are actually happening.

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**Slide 46:**

Why Measure these Things?

- PFE can help reveal the "how" of prevention
- PFE can help identify conditions under which participants most benefit from your program, and are most likely to show movement on intended program outcomes

**Audio:**

Okay, so why are we measuring all these things, this is always a very important question to address. PFE, principles-focused evaluation can really, I think help reveal the how in prevention. So when your prevention participants achieve those behavioral or those attitudinal outcomes that you had hoped for, PFE can help you assess how and why that's happening, or conversely, if the outcomes don't look like what you had hoped, PFE can help you understand where things might be going awry. And it can also

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identify the conditions where participants will most benefit from your program and are most likely to show the kind of movement that you'd want on the program outcomes.

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**Slide 47:**

Image of a mountain with flowers in the foreground.

A snapshot from Washington State...

**Audio:**

Alright, so Washington State again, I now will give a little update of where we're at, we had planned several years ago to have full implementation of our principles-focused evaluation measures during this year, that's the RPE year that started in February 2020, so if we think back to February 2020, a lot did not go as hoped in the year since then, for all of us in different ways, in Washington State as everywhere, programming and evaluation of that programming were first put on hold, and then they were adapted, and then they were often adapted again.

So what I'm gonna share now is pilot data from when we were first developing and testing the effectiveness of principles and their indicators and measures, and after we see that, I'll briefly talk about how the CDC move from a more individual level to more community level prevention programming, how that affected our PFE work and how we're integrating it.

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**Slide 48:**

- How is Washington using Principles?
- Principles incorporated into state logic model
- Grantees identify principles most relevant to them
- Self-assessment tools to evaluate how much principles upheld
- Analysis to assess across programs

**Audio:**

So with support from the Department of Health here, the principles are incorporated into the state RPE logic model. What grantees do is identify the subset of principles that are most relevant to them and their programming to assess, grantees like practitioners self-assess on how well the principles are upheld in their prevention programming, and they are moving towards collecting data from participants, and Washington State is analyzing the principles self-assessment across all the programs and using that as part of our state level evaluation reporting.

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**Slide 49:**

Piloting Principles Themselves:

Practitioner Ratings of the Relevance of Principles

Image of a chart showing the average response to each principle.

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**Audio:**

So here, you will see a chart from our pilot where practitioners rated the relevance of the principles, each principle to them. So three here was agree and four was strongly agree, and so there are averages, and you'll see that for nearly every principle, the average is between agree and strongly agree sometimes it's like for consent culture, the average is strongly agree at the high end.

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**Slide 50:**

Practitioners' Self-Assessment: An Excerpt

Table with "Shared Power" at the top left of the first row. Underneath it in each row are the phrases "Facilitate in a way that communicates that each participant is welcome and important.," "Act as a facilitator rather than a top-down expert," "Incorporate participants' input into programming," "Validate and give credit to each participants' contributions," and "Solicit contributions from different people." Across the top of table are the descriptors "Never," "Rarely," "Sometimes," "Usually," and "Always." The rows beneath these words include values that indicate the percent of practitioners who gave each response for each indicator.

**Audio:**

This is an excerpt from the actual assessment by practitioners of the extent to which they were using these principles, so they rated themselves on behaviors associated with each one, and this table shows the percent of practitioners who gave each response for each indicator. So this is shared power, because we've used this as an example a lot in this talk, but we have self-assessments for all seven of the principles, so you can see, for example, incorporate participants input into programming, the majority of practitioners, 70% said that they were usually able to do that, they felt.

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**Slide 51:**

Next steps for PFE in Washington State

- The Principles measures we developed are now part of the Washington State RPE Evaluation Toolkit.
- Toolkit will guide the new group of RPE grantees in evaluating their programming.
- We hope eventually to be able to link program participants' outcomes with preventionists' adherence to principles.

**Audio:**

The next steps for principles-focused evaluation in Washington State, which still accurately reflects where we're at for the most part, is that we've got these measures, they're part of our state level RPE evaluation tool kit, and they're guiding the one element of evaluating programming in the toolkit is kind of guiding the evaluation of all the programming, we're still hoping to get measurement of program participants

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outcomes and to be able to link them back to preventionists' adherence to the principles, but this is something that has not gone as quickly as anticipated because of the pandemic. So stay tuned for more on that.

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**Slide 52:**

PFE + Community Level Prevention

- We originally identified principles and developed measures for them based on individual-level prevention programming.
- But with the CDC's re-orientation toward community-level prevention, 4 out of Washington's 6 RPE grantees are doing community level prevention.
- Most principles do still apply, but some measurement refinement is in process.

**Audio:**

And we've also been somewhat affected by the CDC's reorientation to community level prevention, we had identified the principles and developed them based on individual level prevention programming and thinking that that was where we were at, but because of the reorientation we now have... And also just the progress of time being in a new RPE funding cycle, four out of Washington's six RPE grantees are doing community level prevention. Now, I'm happy to say that many of the principles do still apply quite well, they look a little different, but it's kind of a validation of the principles approach in my mind, they were doing some measurement refinement, but most principles do still apply to most programming. So we're moving forward tinkering with our measurements to be able to do this on a community level.

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**Slide 53:**

Image of the cover of the resource.

For More Information...

...on Principles-Focused Evaluation (and other evaluation topics),

see the Washington State Rape Prevention and Education (RPE) Evaluation Toolkit:

<https://www.doh.wa.gov/Portals/1/Documents/2900/971-NonDOH-RPEEval-PRINT.PDF>

**Audio:**

If you want more information on principles-focused evaluation, and then some other things that we're doing in Washington State, we made this tool kit, which is available at our Department of Health's website. I think that link will be clickable on our screen when you're watching your webinar, so I invite you to check that out for more details on the principles measurement.

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**Slide 54:**

Recap: What do we mean by PFE?

- Identifying and defining principles across diverse programs with a shared goal.
- Identifying practitioner and program participant behaviors we expect to see if these principles are being upheld.
- Creating a data collection tool to assess extent to which practitioner and participant behaviors are happening.

**Audio:**

Let me recap, so principles-focused evaluation, you create a list of principles to try to reflect the essence of your work, and that balance the need to articulate a clear goal of where you're headed with prevention work while also allowing for adaptation. You identify what you wanna see if the principles are alive and in action, and then you do data collection to see if what you would expect is happening. That's the evaluation part. I think that one of the real powerful things about principles-focused evaluation is that you get this great program tool, and also you get a great evaluation measure.

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**Slide 55:**

Image of a well.

Bonus

RPE grantees appreciated the principles identification process itself

**Audio:**

The grantees we worked with told us they really enjoyed the process of identifying principles itself plus sharing the success story, then working to see what all their different efforts really had in common at their core, and one person said, it was so poetic. She said it was like returning to drink from a really deep well, like the well of what was informing all their work. So this was something that we did not anticipate, but of course, we're very glad to have shared with us when the person said that.

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Slide 56:

Evaluation Toolkit: Webinar Series

Visit [www.nsvrc.org/evaluation-toolkit](http://www.nsvrc.org/evaluation-toolkit)

Email [resources@nsvrc.org](mailto:resources@nsvrc.org)

Audio:

Tatiana: I think that that reaches the end of the webinar, so thank you again for listening, for watching, and I'm gonna hand it back to Sally to close us out today.

Sally: Thank you so much, Tatiana. I think you've given us a lot to think about. I really appreciate the visualization of that well, that I think we can all come back to, I also am

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excited about what is to come with folks using this approach as new ways of doing community level prevention to address sexual assault are being developed. It seems like it's a great time to start talking about that. So thank you everyone for viewing this webinar from our Evaluation Toolkit Webinar series, we'll invite you to come back to the toolkit as much as possible, we do update it on a regular basis, and you can find all of those materials at [www.nsvrc.org](http://www.nsvrc.org). Thank you so much.