### Applying Principles-Focused Evaluation in the Sexual Violence Prevention Context

**Webinar Series Handout**  
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Visit [www.nsvrc.org/evaluation-toolkit](www.nsvrc.org/evaluation-toolkit) for more information.

In Principles-Focused Evaluation, Principles should be...

<table>
<thead>
<tr>
<th>Guiding</th>
<th>Useful</th>
<th>Inspiring</th>
<th>Developmental</th>
<th>Evaluable</th>
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<tbody>
<tr>
<td>Prescriptive: Provides advice</td>
<td>Points toward desired results</td>
<td>Values-based and ethically grounded</td>
<td>Context-sensitive</td>
<td>Can access whether followed</td>
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<tr>
<td>Directional: Informs priorities</td>
<td>Describes how to be effective</td>
<td>Meaningful</td>
<td>Adaptable to complexity</td>
<td>Can document &amp; judge what results</td>
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<td>Worded actively: “Do this...” to be effective</td>
<td>Supports making choices &amp; decisions</td>
<td>Important</td>
<td>Enduring: Not time-bound</td>
<td>Can determine if it takes you where you want to go</td>
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<td>Distinct from its opposite or alternative</td>
<td>Is feasible, actionable, do-able</td>
<td>Evokes a sense of purpose</td>
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How do principles fit into other kinds of evaluation?

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

**Principles-Focused Evaluation**
Are we behaving in ways as prevention practitioners that are consistent with our values and knowledge about prevention?
Are we behaving in ways that support the outcomes we hope to see in participants?

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

**Washington State RPE Principles**

*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.

*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.

**Success Story**
Name a risk factor; this kid has it. He adheres to strict gender norms, displays hostility toward women, is hyper-masculine, experiences violence in the home. He lives in a rural, under-resourced community that lacks employment opportunities and has a general tolerance of sexual violence and male entitlement. This cannot possibly be a success story, you think. Admittedly, Blaine’s* current attitudes and behavior are not remarkable, but his progress is.

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 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.

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.

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.

* Blaine is a pseudonym.

References