



Principles-Focused Evaluation: A Demonstration with Examples from Washington State's Rape Prevention and Education Program

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Today

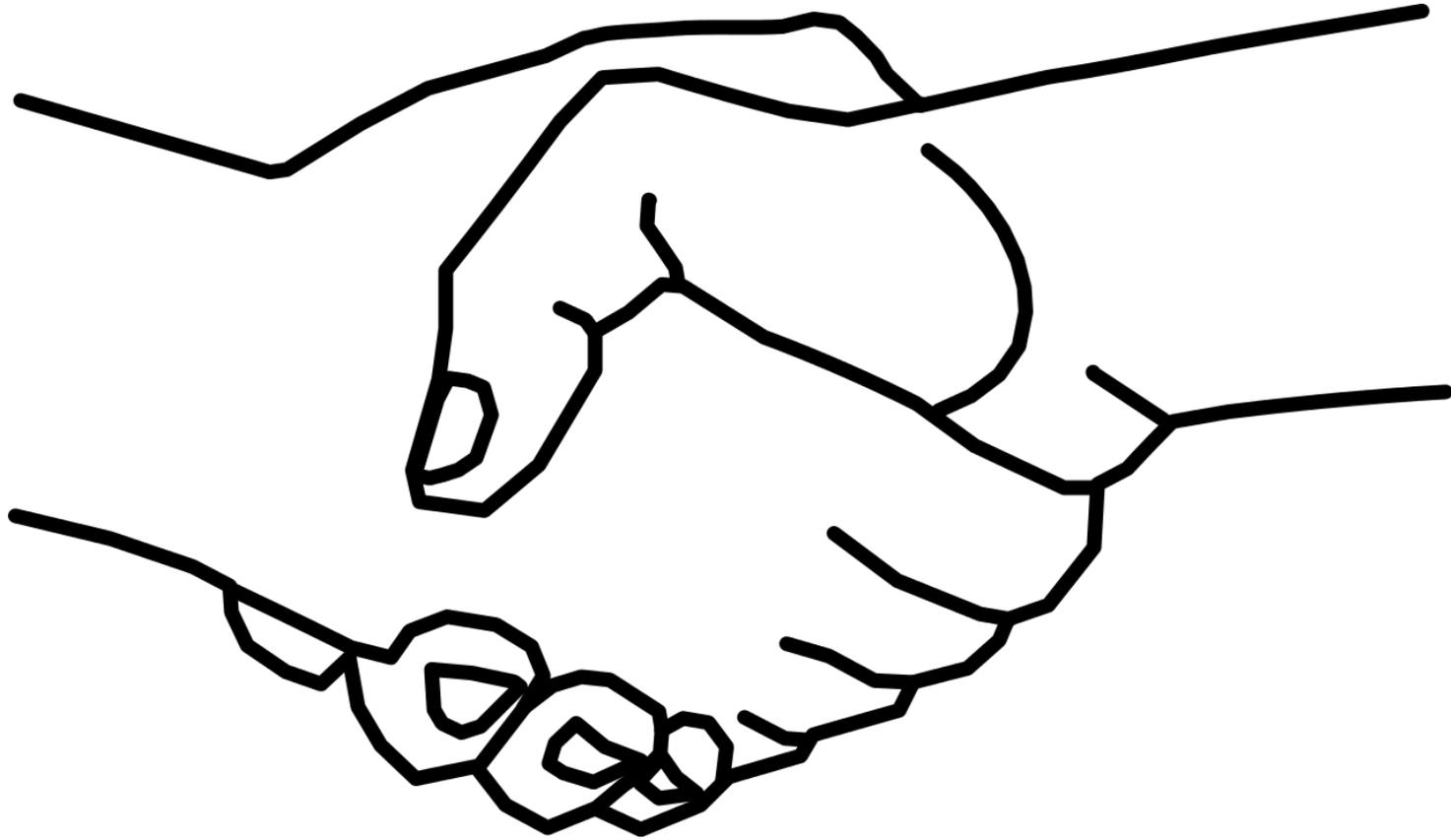
- Introduction to Principles-Focused Evaluation (PFE)
- The outcome: Washington State's principles
- The journey: How we learned about PFE, discerned it was a good fit for us, and decided to use it
- Demo: Introducing PFE to clients and getting their buy-in
- Demo: Identifying, developing, and refining principles
- Demo: Creating measurement questions to evaluate principles
- Recap and Questions



Disclaimer

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Introducing Principles- Focused Evaluation (PFE)

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.

In PFE, principles
should be...

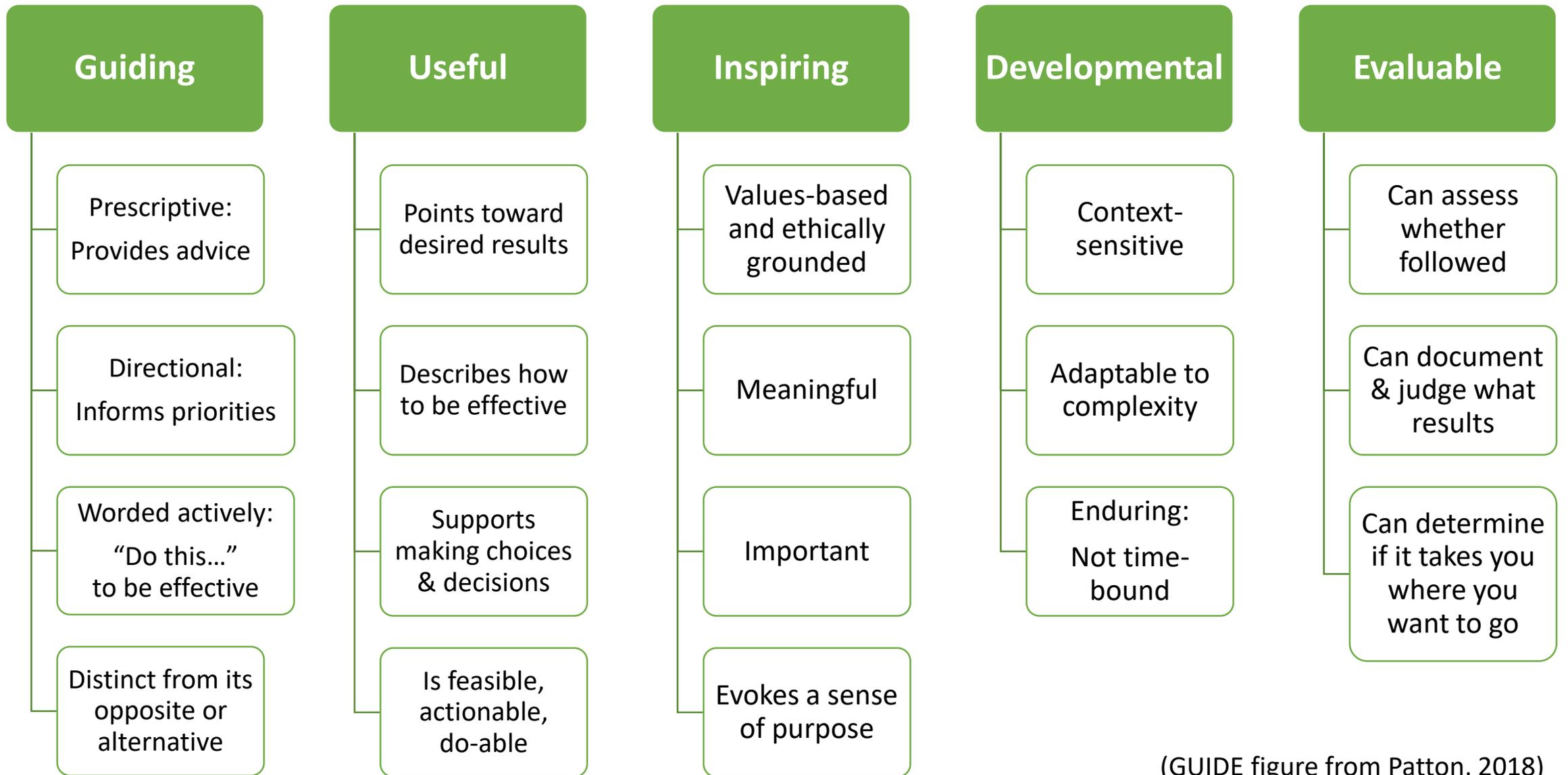
G uiding

U seful

I nspiring

D evelopmental

E valuable



(GUIDE figure from Patton, 2018)

Principles- Focused Evaluation

The GUIDE

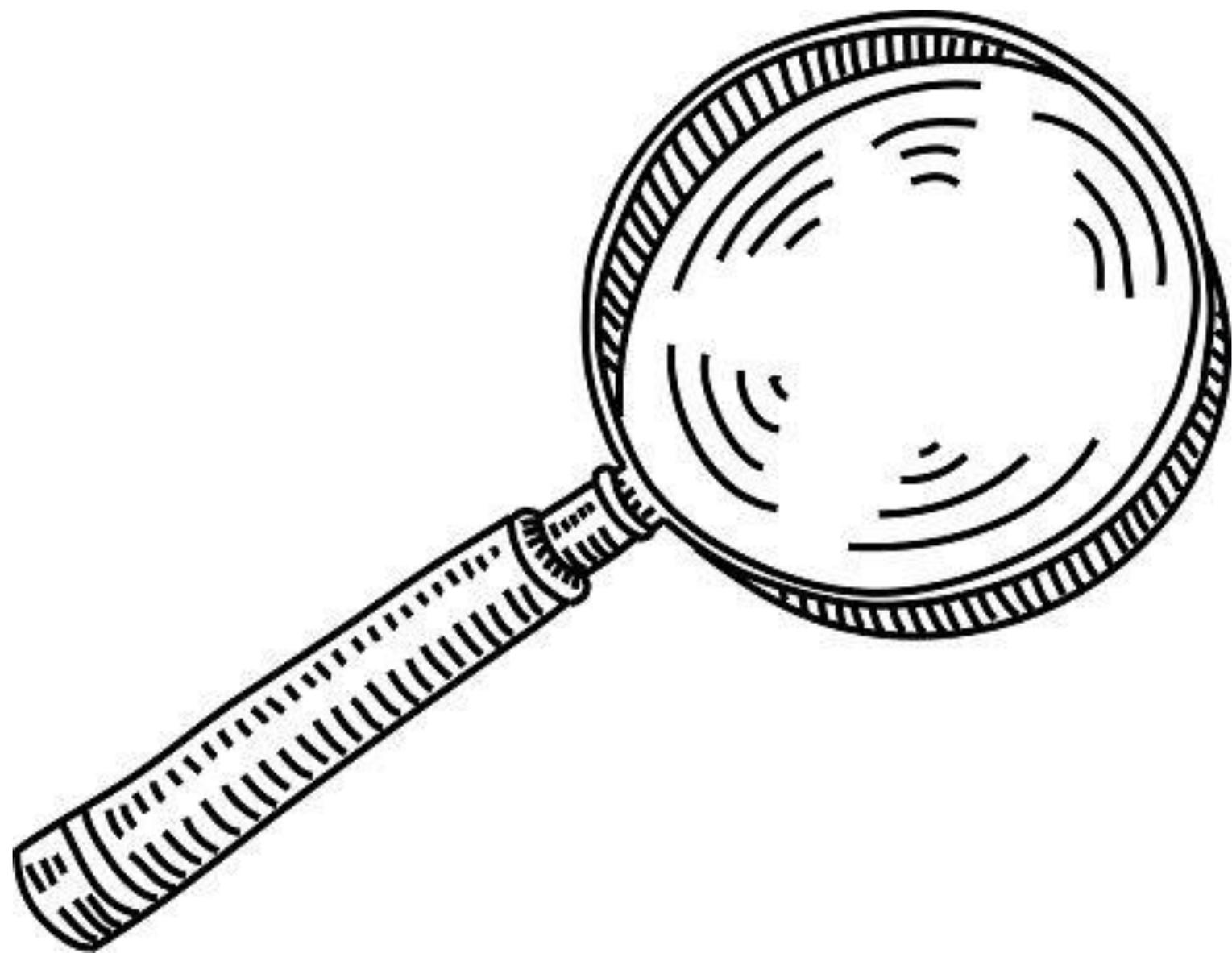


Michael Quinn Patton

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 other forms of evaluation.
- Supports decision making during implementation.





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.



The journey:
How we learned about
PFE, discerned it was
a good fit for us, and
decided to use it



What intrigued us about PFE

- Potential to address the challenge of evaluating across diverse programs working toward a common goal
- Combines practitioner wisdom...
- ...and what research says supports effective prevention.

Discerning the fit for Washington

WA state RPE program needed methods to evaluate across diverse programs

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

Principles-Focused Evaluation





In Washington, PFE...

- Could help reveal the “how” and “why” of prevention
- Could provide a shared evaluation component to “roll up” findings to a higher level



PFE was a good fit for WA RPE

- Programs and RPE initiative were principles-driven
- Principles-committed people were implementing the programs
- Evaluation Specialists had resources and time to develop high-quality principles

PFE worked for Evaluation Specialists

We were ready to:

- Take risks and try new approaches
- Learn by doing
- Seek outside support
- Engage stakeholders in process of developing principles
- Sell method to client



Time to role play!





**Steps in
identifying and
developing
principles**

Process for identifying principles

In-person group work with program staff:

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

Step 1: Success stories

Before people gather, invite them to prepare by writing brief success stories to bring and share

- Less than one page
- Capturing a time their event, class, or program went REALLY well and made a difference
- Telling the story with lots of detail

Alice was just beginning to think to herself, "Now, what am I to do with this creature when I get it home?" when it grunted again, so violently, that she looked down into its face in some alarm. This time there could



be *no* mistake about it: it was neither more nor less than a pig, and she felt that it would be quite absurd for her to carry it any further.

So she set the little creature down, and felt quite relieved to see it trot away quietly into the wood. "If it had grown up," she said to herself, "it would have made a dreadfully ugly child: but it makes rather a handsome pig, I think." And she began thinking over other children she knew, who

might do very well as pigs, and was just saying to herself, "if one only knew the right way to change them——" when she was a little startled by seeing the Cheshire Cat sitting on a bough of a tree a few yards off.

The Cat only grinned when it saw Alice. It looked good-natured, she thought: still it had *very* long claws and a great many teeth, so she felt that it ought to be treated with respect.

"Cheshire Puss," she began, rather timidly, as she did not at all know whether it would like the name: however, it only grinned a little wider. "Come, it's pleased so far," thought Alice, and she went on, "Would you tell me, please, which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where——" said Alice.

"Then it doesn't matter which way you go," said the Cat.

"——so long as I get *somewhere*," Alice added as an explanation.

Step 2: Share and compare stories

At in-person gathering, in small groups

- 2 to 4 people (or organizations) per group
- Reading one another's stories
- Naming commonalities across stories
 - Pick a scribe
 - “Popcorn” ideas
 - Cluster similar ideas together
 - Try for 3 to 6 common ideas to list back to group



LAMB

A PORTRAIT OF CONRAD

CONRAD

GREAT
READERS

It's
FRY

THE RAPTURE

Angela's Ashes

FAVORITE

John Updike

JOHN STEINBECK The Grapes of Wrath

timothy findley

Commonalities example

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 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...

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...

I have been blown away by the information students choose to share in their journals... The first prompt is, "Finish the sentence: If you really knew me, you would know..." The responses vary widely, from sharing their favorite color or sport, to answers like, "...you would know I spent several months last year in a homeless shelter with my dad." "...you would know I am gay!" "...you would know I have a two year old daughter." (These are recreated from memory because I don't copy or scan their journals to respect students' privacy).

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.

Step 3: Draft your principles

Still in same small groups

- Draft statements that sum up each commonality you found across your stories
- Use GUIDE criteria to assess, and ask...
- ...How well do they communicate to others what you care about and what directs your work?

COMMON ACROSS STORIES

Modeling boundaries

Open, respectful
communication



DRAFT PRINCIPLE

Modeling:

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

Power in the community
while addressing
individual needs.
Work with family, school +
community
Self-empowerment
Patience + sticking with it
perseverance recognizing
the process, returning to
issues, working on
readiness, seeking a fit
over time

state/program
Modeling vulnerability,
boundaries
Reciprocity, 2-way process,
mutuality
Modeling safety, roles
Modeling in session + interactions
Acknowledging a continuum of
roles, categories, complexities
theory-driven, but practices
made explicit, research-based
(warmly)

connectedness/relationships
peers
low-term relationships
promote participant resilience
Go big, comprehensive
Accountability for all
speak up + keep going
Culturally Specific
Believe people can change
Taking risks, trying out things.
Challenging
Being okay with uncertainty
Get always know from data!



“Are we doing it right?!?”

Power in the community
while addressing
individual needs.
Work with family, school
community
Self-empowerment
Patience sticking with it
perseverance recognizing
the process, returning to
issues, working on
readiness, seeking a fit
over time

state program
Modeling vulnerability,
boundaries
Reciprocity, 2-way process
mutual
modeling
Model
connectedness/relationships
peers
long-term relationships









Red



Yellow

Green



Staff/program
Modeling vulnerability,
boundaries
Reciprocity, 2-way process,
mutuality
modeling safety, roles
Modeling in sessions & interactions

Acknowledging a continuum of
roles, categories, complexities
Surfacing ideas, about gender,
power, race

theory-driven, but practices
made explicit, research-based
(journaling)

Step 4: 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

Step 4: Share, merge, and refine draft principles

After the in-person meeting

- via emailed documents
- Multiple rounds of revising by evaluators/ facilitators with stakeholder sign-off

Give yourself plenty of time.



Principles end up concise and elegant, but working collaboratively to get them there takes quite a while.



**Creating
measurement
questions to
evaluate principles**

Create an approach for assessing adherence to principles

What do you expect to see?

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



Power in the community
while addressing
individual needs.
Work with family, school →
community
Self-empowerment
Patience sticking with it
Recognizing the process, returning to
issues, working on
readiness, seeking a fit
Over-time

Staff/program
Modeling vulnerability,
boundaries
Reciprocity, 2-way process,
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Modeling safety, roles
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Acknowledging a continuum of
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theory-driven, but practices
made explicit, research-based
(journaling)

Connectedness/relationships
peer relationships
long-term relationships
provider-participant relationships
Go big, comprehensive
Accountability for all
Speak up + keep conversations
going
Culturally specific
Believe people can change
Taking risks, trying out things,
challenging
Being okay with uncertainty
Can't always know for sure

Staff/program
Modeling vulnerability,
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Reciprocity, 2-way process
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Surfacing ideas, about gender,
power, race
Theory-driven, but practices
made explicit, research-based
(journaling)

Process for capturing practitioner wisdom

In-person group work with same program staff

1. Two principles per group
2. Brainstorm behaviors a practitioner uses when upholding this principle
3. What, specifically, would they do while facilitating an activity or program?
4. Small groups use tailored worksheet to collect ideas

LESSON 3 - Gender | Boy Words

3C. READING & TRANSLATION

Listen to the reading on the video, then trans provided using the Latin vocabulary listed below. What the word endings mean; just match Latin sentences. If necessary, adjust the word order

Bellum est in caelo. Angeli pugnant cum Lucifer. Et multi pugnant deus vincit Lucifer. Deus iudicat caelo. Satan non est in caelo. Lucifer est bonus.

Vocabulary:
angeli - angels
bellum - war
bonus, boni - good
caelum, caelo - heaven, sky
cantant - sing
cum - with
Deus, Deo - God
est - is
et - and

LESSON 3 - Gender | Boy Words

3B. SENTENCES

Identify the words in the sentence by writing masculine or feminine

- Toga est longa. _____
- Fluvius est longus. _____
- Impluvium est longum. _____
- Ursa est magna. _____
- Oppidum est magnum. _____
- Insula est magna. _____
- Zebra est alta. _____
- Cactus est altus. _____
- Podium est altum. _____
- Cerebrum est magnum. _____

Singular and plural are often called *nominative singular* and *nominative plural* endings to form the plural.
 feminine -a changes to -ae: insulae
 masculine -us changes to -i: urae
 neuter -um changes to -a: oppida

Identify the words in the sentence by writing masculine or feminine

- Togae sunt longae. _____
- Fluvii sunt longi. _____
- Impluvia sunt longa. _____
- Ursae sunt magnae. _____
- Oppida sunt magna. _____
- Insulae sunt magnae. _____
- Zebrae sunt altae. _____
- Cacti sunt alti. _____

LESSON 3 - Gender | Boy Words & Girl Words

3A. GRAMMAR

In Latin, all nouns have genders. A noun can be *masculine*, *feminine*, or *neuter*. English has gender, too. Circle the masculine nouns and underline the feminine nouns in the following list of words:

- actor, actress
- prince, princess
- lion, lioness
- tiger, tigress
- duke, duchess
- sorcerer, sorceress
- waiter, waitress

- Latin indicates gender through word endings.
1. Feminine (girl words) end in -a
 - gallina, ninja, pizza, insula, ursa, aqua, Julia, stella
 2. Masculine words (boy words) end in -us or -r
 - snuffleupagus, tyrannasaurus, shopasaurus, cactus, hippopotomus, ursus, puer
 3. Neuter (neither) end in -um
 - uranium, plutonium, petroleum, linoleum, pandemonium, podium

Try to identify the following Latin words by gender. Place the words in the correct column. You do not need to know the meaning of the word; just watch the ending.

- caelum
- nauta
- fluvius
- stella
- oppidum
- vocabulum
- puer
- puella
- arca
- sofa
- amicus
- amica
- terra
- herba
- populus

MASCULINE	FEMININE	NEUTER

We designed a separate worksheet for each of our seven principles.

Process for capturing practitioner wisdom

In-person group work, part 2

5. Share behaviors showing each principle
6. Post-Its and world café process
7. Add to other groups' work
8. Vote to prioritize or veto listed behaviors



Create questions based on principles

Are you seeing what you expect to see?

- Questions about practitioners
- Questions about changes in program participants

Example of a Washington
RPE principle:

SHARED POWER

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

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.

Measuring adherence to principle

Questions to evaluate Shared Power principle with practitioners

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.

STRONGLY DISAGREE

DISAGREE

AGREE

STRONGLY AGREE

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.



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