THE WASHINGTON STATE RAPE PREVENTION AND EDUCATION (RPE) EVALUATION TOOLKIT

2019

IVP Injury and Violence Prevention

Washington State Department of Health

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    - Washington Coalition of Sexual Assault Programs

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Washington State Department of
Health

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Meet the Toolkit

Evaluation is one of the best steps you can take toward creating an excellent program.

Evaluating your program...

- Helps determine if your program is working the way you intended.
- Helps identify any shortcomings in your program so that you can adjust accordingly.
- Is a useful tool to secure and maintain funding.
- Builds community support by demonstrating your program's effectiveness.
- Helps plan for the future based on what you learn about your program.
- Allows you to adapt your program to a changing environment.
- Could generate interest from new partners to replicate the program in their community.

How can this toolkit help you?

The goal of this toolkit is to help you **plan and carry out your own program evaluations.** It will guide you through the necessary steps to build your own prevention plan, assess your program effectively, and share your successes with others.

Who can use the toolkit?

This toolkit is designed to support evaluation of any prevention program. Some of the tools and topics are specific to Washington's Rape Prevention and Education (RPE) program grantees, but anyone who wants to evaluate their prevention activities may use the concepts.

If you encounter evaluation terms you would like to know more about, there's a lot of information on the web.

Good search terms to use include: evaluation glossary, evaluation terms and phrases, vocabulary for evaluation, and evaluation definitions.
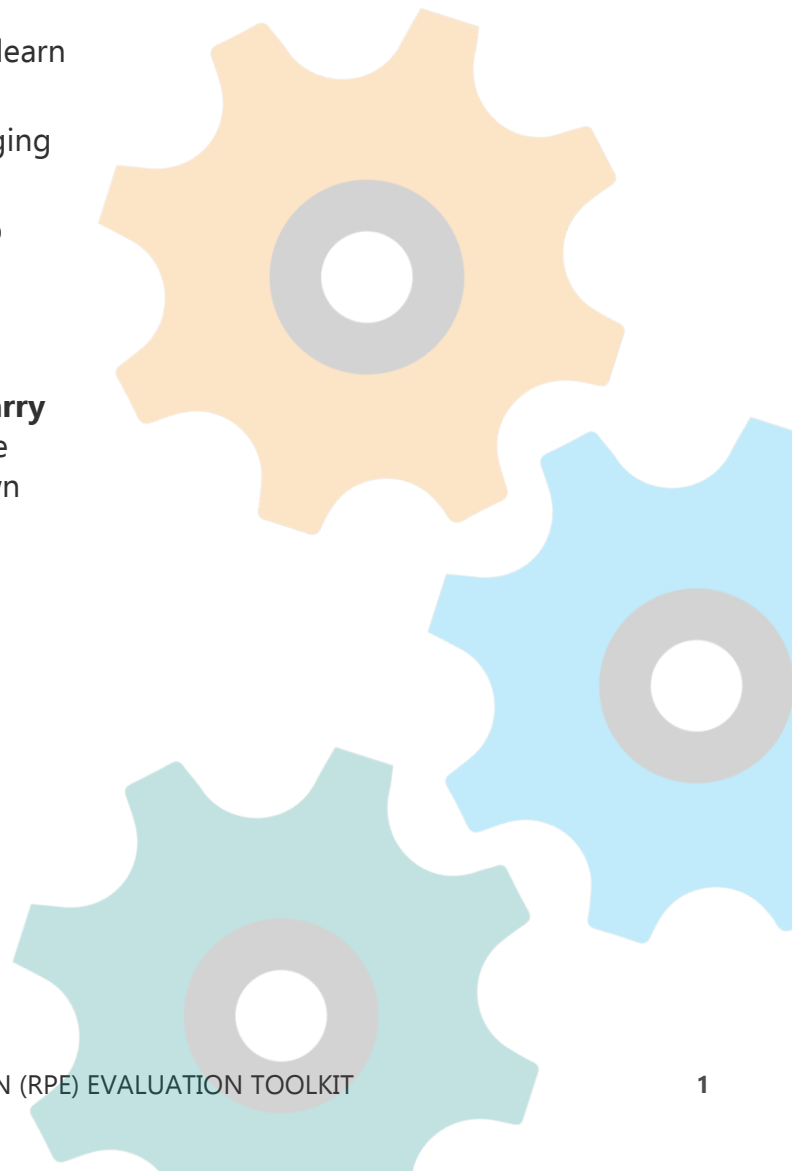
What's in the toolkit?

12 modules to guide your program evaluation:

1 Evaluation Checklist

2 Theory of Change

3 Evaluation Planning

4 Best Practices for Evaluation

5 Implementation Reporting

6 Outcome Reporting

7 Challenges, Lessons Learned, and Implications for Program Improvement

8 Success Stories

9 Annual Evaluation Report *and Summary of Highlights*

10 Data for Program Planning and Evaluation

11 Community-Level Prevention

12 Required Evaluation of Outcomes

! Required for RPE Grantees

Also includes an appendix for RPE Grantees: Evaluation of Prevention Principles

Although each module stands alone, it's helpful to complete them in sequential order. Most modules contain:

- Instructions
- An example of the completed evaluation activity
- A worksheet to guide you through the activity

For our examples, we chose a fictional Rape Prevention Education program designed to decrease sexually coercive and violent behavior by fraternity brothers.

What else can I do to enhance my evaluation?

You can learn even more about evaluation by...

- Using support services, such as technical assistance offered by agencies.
- Talking with other preventionists about their program evaluations.
- Using online resources, such as other evaluation toolkits and guides.
- You can also access some Centers for Disease Control and Prevention (CDC) resources:
  - **The Violence Prevention in Practice**
  - **EvaluAction**

See **Module 10: Data for Program Planning and Evaluation** for more information on resources.

1
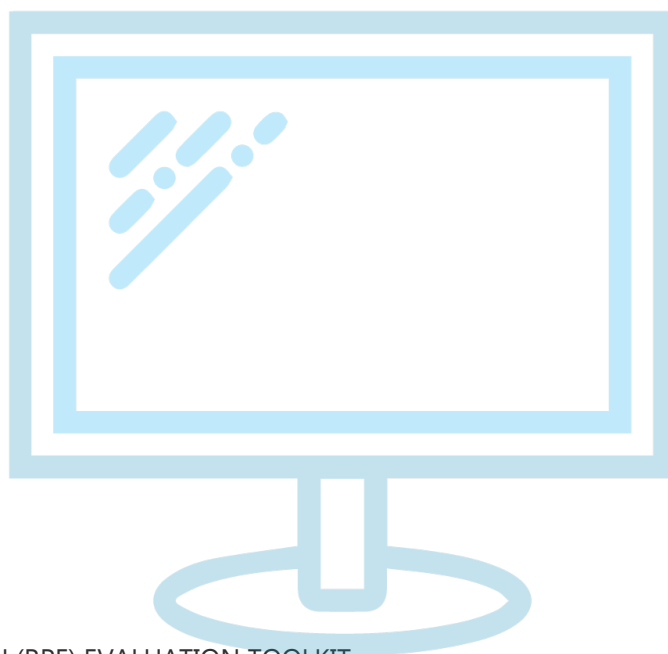
Evaluation Checklist

How do I conduct an evaluation?

The Evaluation Checklist describes the major activities you can expect to complete in your evaluation, and the order to complete them in. This checklist helps you track and report on your program.

How to use your checklist

Complete each activity and enter the date of completion on your checklist.

- Update your checklist regularly to help keep your program evaluation on track.
- Don't be afraid to start a new checklist if your evaluation plan changes.
- Refer to the corresponding module number for information about each activity.

Module	Activity	Date Completed
1	Evaluation Checklist *Review the contents of the toolkit*	
2	Theory of Change *Complete the Theory of Change Worksheet*	
3	Evaluation Planning *Complete the Evaluation Plan Worksheet*	
4	Best Practices for Evaluation *Review and Implement Best Practices*	
5	Implementation Reporting *Complete the Implementation Reporting Worksheet*	
6	Outcome Reporting *Complete the Outcome Reporting Worksheet*	

Module	Activity	Date Completed
7	**Record Challenges, Lessons Learned, and Implications for Program Improvement** *Complete the Challenges, Lessons Learned, and Implications for Program Improvement Worksheet*	
8	**Success stories** *Complete the Success Stories Worksheet*	
9	**Annual Evaluation Report** *Develop a Summary of Program Evaluation Highlights*	
	Develop an Annual Evaluation Report	
10	**Data for Program Planning and Evaluation** *Review module*	
11	**Community-Level Prevention** *Complete the Community-Level Prevention Worksheet*	
12	**Identify Outcomes to Evaluate (RPE grantees)** *Choose risk and protective factors*	
	Choose perpetration-related outcomes	

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Theory of Change
How does my program create change?

A **Theory of Change** sums up your program's strategy and helps you achieve short- and long-term goals.

All sexual violence prevention programs share the goal of ending sexual violence, but each individual program approaches this in a different way. In your Theory of Change diagram, state your goal in a way that focuses on your specific program. Your goals may include increasing protective factors and decreasing risk factors.

Other ways to describe Theory of Change:

logic model

program theory

conceptual map

mental model

causal chain

What is an "outcome"?

An **outcome** is a change that you expect to observe as a result of your program.

In evaluating Theories of Change, we usually think of outcomes at three levels. These levels are short-, medium-, and long-term outcomes. Long-term outcomes are also known as a program's "ultimate impact."

How "short" is short-term and how "medium" is medium-term?

The timeline is flexible, but here's a general guide:

Short-term outcomes = expected by the end of all training that is relevant to this particular outcome, whether it is one training session or multiple sessions
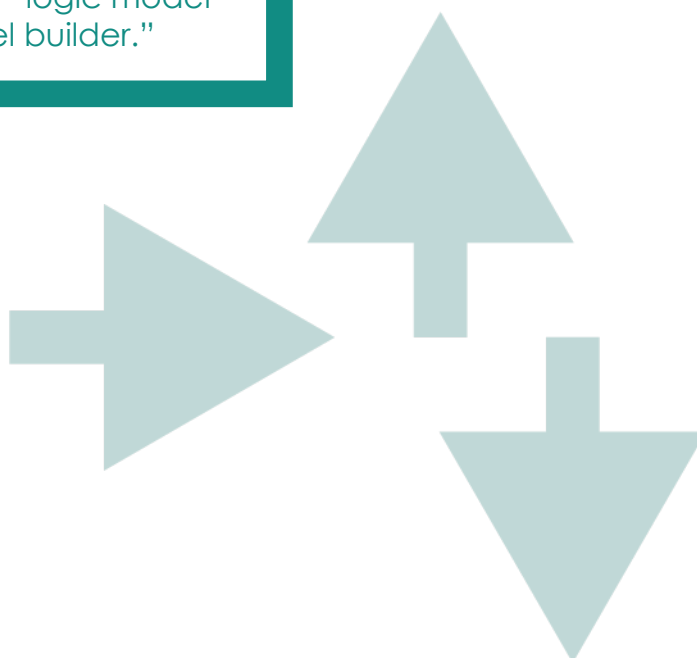
Medium-term outcomes = expected within 6 months to one year of training

Ultimate impact = expected any time after medium-term; just make sure the impact is something that you can measure

How to create your Theory of Change diagram

1) Ask yourself the questions shown in the Theory of Change example and worksheet.

2) Enter your answers into the Theory of Change worksheet.
   It may help to write and revise your answers on a separate document, then enter your final text on the worksheet.

3) It's easy for a Theory of Change diagram to become too simple or too detailed. Ask others for input on your diagram.
   For example, share a draft at a staff meeting and ask colleagues if it accurately sums up the work you do. Rely on this feedback to determine the best level of detail and make sure others can understand your Theory of Change.

4) You can always revise your Theory of Change if you make updates to your program or goals.

> Theory of Change diagrams can read from left to right, top to bottom or bottom to top. The provided worksheet is a simple left-to-right diagram. If you'd like to see other Theories of Change, search online for "sexual violence prevention theory of change," "logic model worksheet," or "logic model builder."

Goal	
	What am I ultimately trying to do, and with whom?
	Am I describing my goals in a way that focuses on my particular program?
	Will I be able to measure whether I'm reaching these goals?
	Decrease sexually coercive and violent behavior by fraternity brothers through improving their understanding of gender, power, and consent using Peer Opinion Leaders (POLs)

Inputs/Resources	Outputs		Outcomes / Results		
	Activities	Participants	Short-term	Medium-term	Ultimate impact
Who and what are our resources? What are we investing in?	*What will we do?*	*Who will we reach?*	*What do we hope to see in the short term?*	*What do we hope to see in the medium term?*	*What is the ultimate impact we hope to achieve?*
Funding from university Staffing: prevention trainer/program coordinator Curriculum for training Peer Opinion Leaders (POLs) Cooperation from fraternity leadership council Volunteers: POLs	Presentations to fraternity leadership council to obtain support and plan program activities POL training (interactive day-long training with gender-transformative content and skill-building for bystander intervention)	Fraternity council members POLs (64 total: 2 at each of 32 fraternities on campus)	POLs increase their own understanding of and commitment to pro-consent norms and... ...decrease their own endorsement of hostile masculinity POLs gain comfort in peer coach/ influencer role POLs build bystander intervention skills	POLs influence their fraternity brothers' commitment to pro-consent norms and... ...decrease brothers' endorsement of hostile masculinity POLs intervene in sexually coercive situations at fraternity events Brothers intervene with one another in sexually coercive situations at fraternity events	Rates of sexual coercion and violence associated with this university's fraternities decrease

Goal

Inputs/Resources	Outputs		Outcomes / Results		
	Activities	Participants	Short-term	Medium-term	Ultimate impact
Who and what are our resources? What are we investing in?	What will we do?	Who will we reach?	What do we hope to see in the short term?	What do we hope to see in the medium term?	What is the ultimate impact we hope to achieve?

Evaluation Planning

What should be included in my evaluation?

An **Evaluation Plan** contains information that you already know. The plan simply puts it in writing so that others can know it, too. It assesses the effectiveness of your program in two different ways: implementation evaluation and outcome evaluation.

Implementation evaluation

Measures how well you are implementing your program. It evaluates the Outputs – the Activities and Participants – in your Theory of Change.

Outcome evaluation

Measures your program's effects. It evaluates the Outcomes and Results in your Theory of Change.

This toolkit addresses both implementation and outcome evaluation. In some situations, you may want to write a plan that focuses on only one of these. Then, you can use just the Implementation or just the Outcomes section of the worksheet.

How to write an Evaluation Plan

An Evaluation Plan has six sections, beginning with a list of program objectives you will reference throughout the plan. It may help to consult your Theory of Change while writing your Evaluation Plan. Later in this module, we'll show you how to split these into implementation measures and outcome measures.

1) Program objectives	Program objectives are goals for your program activities, such as participation goals and desired results.
	Number your objectives so you may easily refer to them in other sections.
2) Evaluation questions	These questions address what you hope to learn from your evaluation so you can determine whether you are meeting your program objectives.
3) Methods	Methods help you determine how you will collect data for each of your objectives, when, and from whom. The surveys or interview questions you'll use to collect these data are described next in the measures section.
	Also called a "data collection plan."

4) Measures

Measures are the tools that you'll use to collect information.

What information will you collect?

What questions will you ask or what surveys will you use?

This may be quantitative *(numbers or ratings)* or qualitative *(fill-in-the-blank questions or verbal interviews).*

Measures are also called "data collection instruments" or "tools."

5) Data analysis plan

The data analysis plan helps you determine how you will distill and interpret the information you gather.

This may involve quantitative analysis *(computing the number of people served or the mean score on a rating of how much people learned)* or qualitative analysis *(a program success story, or the top three things people said they learned).*

You should have a plan to analyze each batch of data you gather.

6) Reporting

Reporting lets you inform others *(funders or stakeholders in your program)* what you have learned in your evaluation.

Examples are a written report or a presentation.

Writing Evaluation Plans can seem overwhelming. One way to start is by writing as if you were explaining your program objectives to a friend. "What we're trying to do is _____. First, we need to _____. We're going to see how well we're doing by _____." Let your ideas flow, then go back and finalize your writing later.

!

Required evaluation for RPE grantees

Washington State's RPE program has some requirements for implementation and outcome evaluation.

Required implementation evaluation

All RPE grantees are required to evaluate their use of the Washington State RPE Prevention Principles. Your evaluation plan should include questions that measure how well your program is following these principles. You may learn more about the principles in the Appendix: **Required Evaluation of Prevention Principles document**.

Required outcomes evaluation

Washington State requires that RPE grantees measure several key outcomes, in addition to outcomes that are specific to your program. Your Evaluation Plan should include these key outcomes, which are based on research in sexual violence prevention. You may learn more about these requirements in **Module 12**.

	Implementation	**Outcomes**
Program objectives	*What will you do to implement your program?* 1) Preventionist and fraternity leadership will identify and recruit 64 Peer Opinion Leaders (POLs) (two at each of 32 fraternities) by end of fall quarter (November) 2018. 2) Preventionist and fraternity leadership will carry out two POL training sessions (two to allow for POL scheduling needs), one day each, in January 2019. 3) After the first training, we will identify ways to improve how the program is delivered in the second.	*What changes do you want to see in your participants?* 4) POLs will decrease their own endorsement of hostile masculinity. 5) Fraternity brothers will decrease their endorsement of hostile masculinity. Notice how program objectives 1-5 correspond with evaluation questions 1-5.
Evaluation questions	*These questions describe what you hope to learn from your evaluation in order to determine whether you are meeting your program objectives.* 1) Did we succeed in recruiting the target numbers? 2) Did we succeed in carrying out the two sessions? 3) What worked and did not work, and how can the program be improved?	*These questions describe what you hope to learn from your evaluation in order to determine whether you are meeting your program objectives.* 4) What effects is the programming having on fraternity POLs? 5) What effects is the programming having on fraternity brothers?

	Implementation	**Outcomes**

Methods	*When, how, and from whom will you collect information to assess how well the delivery of your program is going?*
	
	1) The preventionist will collect data on objective 1 (POL recruiting) as the quarter unfolds.
	
	2) The preventionist will also keep track of when the two POL trainings planned in objective 2 are conducted, and how many POLs attend.
	
	3) Training sessions
	
	  a. The preventionist will keep track of how the presentation went, along with what seemed to work and not work.
	
	  b. Participants will fill out feedback forms at the end of each training session.
		When, how, and from whom will you collect information to assess how well your program is having the desired effects on participants?
		
		4) We will collect data on objective 4 (decrease POL endorsement of hostile masculinity) from POLs using pre- and post-training surveys.
		
		5) We will collect data on objective 5 (decrease fraternity brothers' endorsement of hostile masculinity) from all available fraternity brothers using surveys at the beginning of the POL program (January 2019) and at the end of the academic year (May 2019).

Measures	*What information will you collect to assess how well the delivery of your program is going? Will you use a survey? If so, will it be paper or electronic?*
	
	1) Preventionist will track POL recruitment with an enrollment spreadsheet that lists POL names and contact information.
	
	2) Preventionist will note completion of POL trainings and attendance in a project log.
	
	3) POL trainings
	
	  a. Preventionist will produce a written log of observations about what went well and what did not.
	
	  b. A participant feedback form will ask POLs to rate on a 1-to-5 scale how engaging and informative the presentation was. The form will offer a place for POLs to write in suggestions for improvement.
		What information will you collect to assess how well your program is having the desired effects on participants? Will you use a survey? Will you create your own survey questions or use those developed by others? Will it be a paper or electronic survey?
		
		4) We will collect data from POLs using two pre-existing, validated quantitative survey measures of hostile masculinity, the Adolescent Masculinity Ideology in Relationships Scale (AMIRS) and the Hostility Toward Women Scale. We will use a paper and pencil survey.
		
		5) We will use the same measures as in 4.

	Implementation	**Outcomes**
Data analysis plan	*How will you analyze and make sense of the information you collect about the delivery of your program?* 1) Objective 1 (Recruiting): Sum up the number of POLs recruited in each fraternity. 2) Objective 2 (POL training completion): Sum of the number of POLs who attend each training. Compute success at meeting recruitment goals by dividing this number by 64 (the number we intended to reach) and converting this answer into a percentage.	*How will you analyze and make sense of the information you collect about the effects of your program?* 4) Objective 4: We will enter POL pre- and post-test survey data into an Excel spreadsheet. Using the spreadsheet, we will first compute scores on the two measures by taking the average of answers on each of the questions. Then we will compute the amount of change from pre- to post-training. We will also note what the range of scores were at pre- and post-training (that is, the lowest to the highest score). 5) Objective 5: We will do the same calculations on data from fraternity brothers as we did in Objective 4 for POLs, because we are using the same surveys with both groups.

$$\text{Recruitment Success Rate} = \frac{\text{The number of people you } \textbf{actually} \text{ delivered your program to}}{\text{The number of people you } \textbf{intended} \text{ to deliver it to}}$$

3) Objective 3 (POL training evaluation):

   a. We will review notes about how the program went, and will identify areas and ways to make improvements, both in this year's second training and in future trainings.

   b. We will review participants' suggestions for improvement and identify ways to implement them; we will compute average scores on participants' feedback ratings. In later presentations, we will implement the improvements we identify.

	Implementation	**Outcomes**
Reporting.	*How and to whom will you report findings about the delivery of your program?* Along with some of our POLs, we will do a presentation to the fraternity council describing our implementation evaluation findings. We will have developed the following materials from which to select when putting together these reports. We will create text and bullet points based on findings for objectives 1 through 3. These will include: • What went well and what challenges occurred • Lessons learned • Improvements made • Recommendations for future	*How and to whom will you report findings about the effects of your program?* We will create tables showing all findings from the outcomes data analysis. From these numbers, we will create bar or line graph figures to present the same information visually.

	Implementation	Outcomes
Program objectives		
Evaluation questions		
Methods		
Measures		
Data analysis plan		
Reporting		

Best Practices for Evaluation

How can I make sure my evaluation goes well?

Plan an early presentation. Start the evaluation process with a mini-presentation for your co-workers and possibly your board of directors. This engages them in the evaluation and builds their support. It can be as simple as telling them your program's goal (from your Theory of Change) and your evaluation questions (from your Evaluation Plan).

Consider these tips to help conduct a successful program evaluation.

Meet frequently with your colleagues who are involved in implementing the evaluation. This gives them time to ask questions and for you to resolve potential challenges.

Observe your colleagues as they implement the evaluation. This is especially important at the beginning to ensure that tasks, such as data collection, are being carried out as you planned.

Maintain consistency. Make sure everyone who helps with the program is collecting and entering data in a consistent manner.

Define roles among staff members. Who will enter data, who will track participants, and who will input data from the field into your tracking system?

Document everything. Keep an informal project log — paper or electronic — of successes, challenges and decisions that have been made. The log will be useful when it comes time to report on the success of your evaluation. Sometimes, you may make adaptations in either your program or your evaluation plan itself. This is fine to do — just track the changes you make. A good resource for this is the Adaptation section of the CDC's **Violence Prevention in Practice tool**.

Create a system for tracking data, such as the number of participants and the dates you provide programming. Excel spreadsheets are a helpful tool for this.

Be flexible. If any part of your evaluation is failing to give you the information you seek, consider changing course.

Ask for help. Consult with colleagues at your agency who have experience conducting evaluations.

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Implementation Reporting
How do I tell others how I implemented my program?

Implementation Reporting describes how effectively you are implementing your program. Your implementation report may cover:

- How closely you came to meeting your implementation objectives.
- The number of people your program reached.
- The feedback that participants gave.
- Changes you might make when you offer your program again.

You will perform two kinds of reporting — Implementation Reporting and Outcome Reporting.

For information about Outcome Reporting, see Module 6.

Different reports for different audiences

Your implementation report will vary from audience to audience. Consider who your audience will be and include information that matters to them. Your audiences may include:

- Stakeholders
- Funders of your prevention work
- Program participants
- Prevention colleagues
- General public

Who are my stakeholders?

Stakeholders are people with an interest in your program, whether they are directly connected or not. They could be community groups, your agency's board, or teachers and administrators in the schools where you offer your program. When reporting to stakeholders, use a format that you think will be most effective. For example, you might choose between a fact sheet or a short presentation, or both.

Funders are another important audience.

RPE-funded grantees are required to submit an annual report that includes information required by the federal funder, the CDC. For details on how to submit this report, refer to **Module 9**, "Annual Evaluation Report."

How to create your implementation report

1) Refer to your **Evaluation Plan**. Enter the program objectives from the implementation column into the implementation reporting worksheet.

2) Complete the **data analysis** from your Evaluation Plan. This may involve adding numbers, computing averages or percentages, or completing other calculations. You may also use qualitative analysis, such as distilling participant feedback into takeaway messages.

3) **Create a report** that sums up the results of your data analysis for each implementation objective from your Evaluation Plan. Use **tables or graphs** to summarize numerical results. You may also use brief **text or bullet points** to describe successes, challenges, lessons learned, and improvements made.

Reminder for RPE grantees

RPE grantees are required to report on **Implementation Effectiveness Principles**. Refer to the Prevention Principles questions from your Evaluation Plan and enter your responses in the Implementation Reporting section of the provided worksheet.

This reporting example is based on a fictional program for reducing sexually coercive and violent behavior in fraternities. Note how the report refers directly to the program implementation objectives from the Evaluation Plan.

Objective 1	Objective 2	Objective 3
Peer Opinion Leader (POL) recruitment	POL training	Feedback from POLs about training
By the end of fall quarter (November) 2018, we recruited 60 POLs out of the planned **64**, 94% of our goal.	The preventionist and fraternity leadership carried out one POL training session on January 15, 2019, and another on January 25. A total of **58** POLs attended these sessions. We provided the training to **91%** of our intended total.	Most POLs gave positive feedback about the content of the training. Comments included, "This stuff is really important" and "My brothers and I want to do better as men, and this will help." However, a small number of POLs said that they lost interest or that their mind wandered at points during the training.

$$91\% = \frac{58 \text{ POLs actually trained}}{64 \text{ POLs intended}}$$

POLs also showed positive responses in a feedback survey. The second training session, when compared to the first training session, showed higher average scores in response to how engaging the presentation was. This may reflect changes we made following training session 1 (*see below*).

	Training 1	Training 2
How engaging was the presentation? *(1 = not engaging at all to 5 = extremely engaging)*	**3.8**	**4.3**
How informative was the presentation? *(1 = not informative at all to 5 = extremely informative)*	**4.6**	**4.7**

Changes made to the program

We identified several ways to improve how the program is delivered, based on the preventionist's notes for improvement as well as feedback from POLs. We added more interactive exercises to the second training session to make it more engaging. We also provided more snacks, because we ran out at the first training session.

Program Objectives: *If your evaluation plan has more or fewer implementation objectives, just add or remove rows.*

	Reporting Results
Objective 1	
Objective 2	
Objective 3	

Training/Survey Results:

Changes made to the program:

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Outcome Reporting
How do I tell others about my program's results?

Outcome Reporting describes the effect of your program. An outcome report briefly explains what you learned about the following aspects of your program:

- Short-, medium-, and long-term changes (or ultimate effects)
- Changes in participants, communities, systems, or organizations
- Changes that you wish to evaluate or are required by your funder (such as RPE)

You will perform two kinds of reporting — Implementation Reporting and Outcome Reporting.

For information about Implementation Reporting, see Module 5.

Creating your outcome report

1) Refer to your **Evaluation Plan**. Enter the program objectives from the outcomes column of your Evaluation Plan into the outcome reporting worksheet.

2) Complete the **data analysis** from your Evaluation Plan. This may involve adding numbers, computing averages or percentages and other types of calculations (Excel is a helpful program for this). This may also include qualitative analysis, such as distilling participant feedback into takeaway messages.

3) **Create a report** that sums up the results of your data analysis for each outcomes objective from your Evaluation Plan. Use **tables or graphs** to summarize numerical results. You may also use brief **text or bullet points** to describe successes, challenges, lessons learned and improvements made.

Reminder for RPE grantees

All RPE funded programs are required to **evaluate State prioritized outcomes**. These outcomes have been chosen based on sexual violence prevention research. By the time of your reporting, you will have collected data on these outcomes along with your other outcome data. Reporting on these required outcomes is simply a matter of analyzing that data and sharing your results. Details on these required outcomes are in **Module 12**.

This reporting example is based on a fictional program for reducing sexually coercive and violent behavior in fraternities. Notice how the report refers directly to the outcomes objectives from the Evaluation Plan. *(A table of results for Objective 5 would look just like this table, except it would report on fraternity brothers' scores.)*

Objective 4 Results

Objective 4: POLs will decrease their own endorsement of hostile masculinity.

1) Peer Opinion Leaders (POLs) decreased their own endorsement of hostile masculinity.

2) This table of results shows POLs' average scores pre- and post-training, using two measures of Hostile Masculinity:

	Before program	After program	Change
Adolescent Masculinity Ideology in Relationships Scale (AMIRS) *0 = strongly disagree to 4 = strongly agree* *Higher scores indicate more traditional gender ideologies.* *Sample question: "I think it is important for a guy to act like he is sexually active even if he is not."*	**1.5**	**1.0**	**− .5**
Hostility Toward Women Scale *0 = strongly disagree to 4 = strongly agree* *Higher scores indicate more hostility.* *Sample question: "I think that most women would lie just to get ahead."*	**1.25**	**1**	**− .25**

When you are reporting a survey score, it's a good idea to include the question asked, the scale, and what the scale means.

You can do this for survey questions you make up yourself as well as with existing questionnaires like the AMIRS.

Outcome reporting summary

Both POLs and fraternity brothers decreased their endorsement of hostile masculinity. POLs made larger improvements.

In each row, write out the objective in the first column. Then enter your results/findings in the following columns. You may need to rename the columns to reflect when you collected the data for your program. If your Evaluation Plan has more or fewer outcome objectives, just add or remove rows.

Worksheet for results

Outcome Objectives: *If you collected data at more than two points in time, you may also need to add columns.*

	Quantitative Results			Qualitative Results
	Before program	After program	Change	

If you are using RPE-Required Outcomes (Module 12): *You might have selected "Reduced rigid gender roles" as your outcome, so here you would report on the shorter-term protective factor that leads to that outcome: "Knowledge about sexual assault and consent."*

	Quantitative Results			Qualitative Results
	Before program	After program	Change	

In this section you will look at the big picture and summarize what you've learned from your evaluation. This section is brief but may be tough to write, because the goal is to distill the most important lessons.

You will identify the **Challenges, Lessons Learned, and Implications for Program Improvement**, in this order. These three steps are all linked, and each builds on the one before it.

What are Challenges?

Sometimes preventionists believe — understandably — that evaluations should include only positive information about their programs. However, the best way to help others who are running similar programs is to **speak honestly about the obstacles you encountered with your program,** in addition to the successes. This will help your colleagues anticipate their own challenges and avoid approaches that don't work. Don't be afraid to address:

- Difficulties that you encountered as you implemented your program.
- Program results you did not expect.

What are Lessons Learned?

Each challenge you encounter in your program will teach you a lesson. For example, you may come up with solutions that will help overcome a particular challenge or avoid it altogether. You may also identify solutions that simply did not work. Lessons learned can be simple and straightforward.

What are Implications for Program Improvement?

These are based on the lessons you learned from your evaluation. They state succinctly **what actions you took, or intend to take, to make your program more effective.**
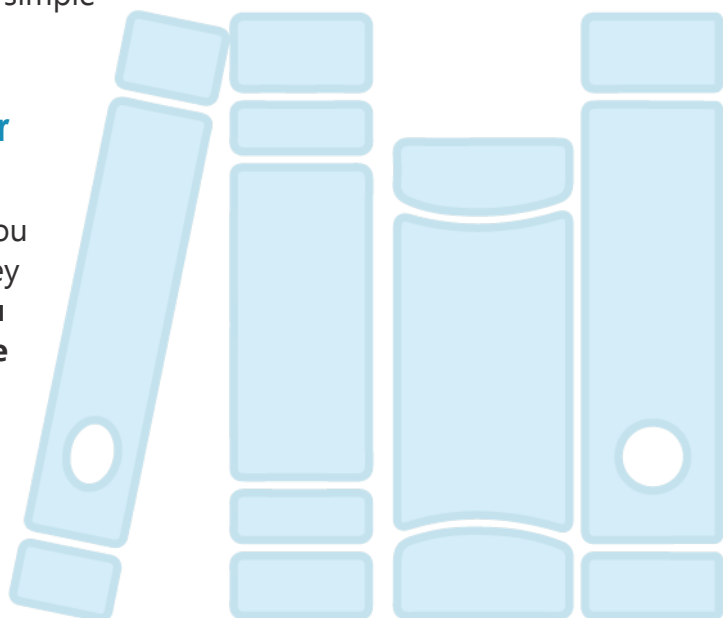
How to write your "Challenges, Lessons Learned, and Implications for Program Improvement"

1) Revisit your implementation and outcome reports, and ask yourself: "What was difficult and/or didn't go well?" Ask this question for each result.

2) When you see a result that is not what you hoped for or not what you intended, write one sentence to describe the challenge. Enter this in the "Challenge" column of your worksheet.

> Some results may not involve any difficulties. In this case, just think about the biggest and most important challenges. Programs usually have two or three, though this can vary.

3) Once you have completed your list of challenges, write what you learned from each challenge in the "Lesson Learned" column of your worksheet.

4) If your Lesson Learned involves a program change, write down this change in the third column of your worksheet. Describe in several sentences what changes you made or might make.

5) Some program changes may include a larger budget or involvement from others at your agency. Other changes might take a while to implement or may not be in your immediate power to implement. You can note these changes — just be sure to make them feasible and mention that you won't be able to make the improvements immediately.

Challenge	Lesson Learned	Implications for Program Improvement
We had some training-related challenges. A small number of Peer Opinion Leaders (POLs) said they lost interest or their minds wandered at some points during the training session.	Even a very energetic and interactive training session will have slow moments.	We introduced more interactive elements to our second POL training session, including an additional role-play. We also think that in the future, it would be good to add another preventionist to the POL training. Doing this would help maintain the energy level and interactivity throughout the day-long training.
We noticed that POLs decreased their hostile masculinity endorsement more than fraternity brothers did.	The way a program is delivered makes a difference in the outcome. The POLs have an intensive day-long training session with our preventionist. The brothers, on the other hand, have no dedicated training sessions. Instead, active POLs are present in the fraternity houses. The more direct and interactive POL intervention appears to have greater impact.	We chose to use POLs for this project because doing so is supported by the research on behavioral change, including around sexual violence prevention. This research indicates that hearing messages from peer leaders, rather than from outside trainers, is more effective in changing young men's opinions and behavior. Because the fraternity brothers do not get the intensive training session, it's not surprising that they exhibit different amounts of change than POLs. That being said, we believe there is room to modify the POL training to include additional ways to teach fraternity brothers about hostile masculinity.

Notice that one of these challenges is about **implementation** and the other is about **outcomes**. Challenges can arise in both parts of your program.

Challenge	Lesson Learned	Implications for Program Improvement

8

Success Stories

How do I capture great things that happened in my program?

A success story is a brief account of something positive that happened over the course of your program, whether expected or unexpected. These stories can bring your program to life in ways that numbers cannot. Preventionists often have success stories that don't quite fit into the evaluation plan. This section will spotlight these stories.

Here are just a few examples of success stories:

- **Strong enthusiasm** about your program in the community.
- **Individual participants' experience** — if they agree to let you share it and you remove details that would identify them.
- **Requests to learn more** about your program from preventionists in other areas.
- **Greater demand** for programming than you planned for.
- **Media coverage** of the people you serve or of sexual violence prevention work in your area.
- **Unexpected resources** that allowed you to offer expanded programming.
- Nearly **anything else!**

How to write a success story

The best way to come up with success stories is to keep a project log. Jotting down a few sentences once or twice a week will help you write success stories as they arise.

Keep in mind that you are telling a story. Be sure to include a lot of details to make the story come alive. Describe who, what, when, where, how, and the feelings involved.

The Peer Opinion Leader (POL) program to reduce sexual coercion and violence by fraternity brothers has been under way for just two months, since mid-January.

Today, I got a text from Jake, one of the POLs I trained back in January. Jake asked if he could call to talk to me about something. I was concerned he'd run into pushback as he tried to model consent and gender equity for his brothers. But he was actually calling about something completely different.

He proudly and excitedly told me how he'd overheard two of his brothers talking in their common area. When one young man made a misogynistic joke, the other one said, "Whoa, dude, that's not funny! I love you, man — I can't hear you saying that type of thing." Our POL was thrilled to report that some positive changes were already under way at his fraternity.
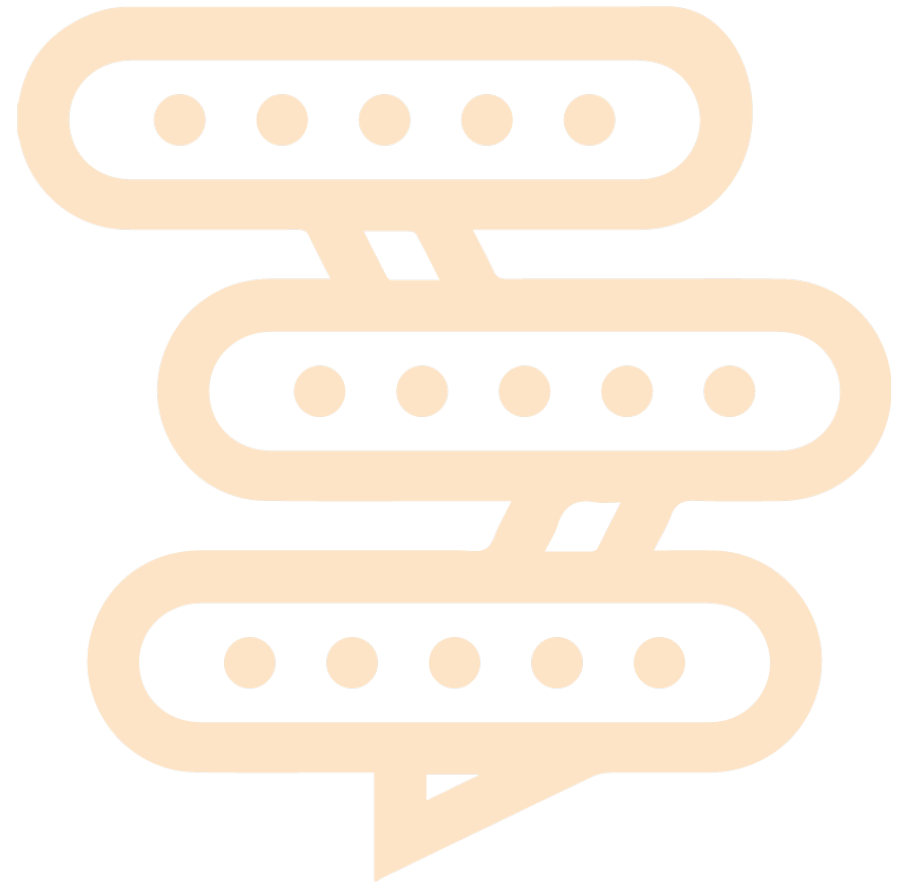
Main characters – who was involved?

What happened?

When did it happen?

Where did it happen?

What caused it?

How did you feel? How did others involved say they felt?

What did they say?

What's the take-away message?

9

Annual Evaluation Report
How do I tell the story of my work?

An evaluation report includes two important sections: a Summary of Program Evaluation Highlights and an Annual Evaluation Report, which is a more in-depth description of your summary.

The short story

A **Summary of Program Evaluation Highlights** is a brief evaluation report that covers the most important lessons that you learned from your program evaluation. Your report should be one page, at most, and is meant for audiences who just need the "short story." The conciseness of the report makes it appropriate for many audiences. This might include:

- People close to you, such as colleagues and supervisors.
- Institutions in your community with whom you would like to build and maintain a relationship. *For example, for programs provided in schools, the summary can inform school staff about what is happening with your program.*
- Policy makers in your community.

The full story

An **Annual Evaluation Report** includes your highlights summary, plus more in-depth information about your program evaluation. This report is for audiences that need the "entire story." The information provided in it can help you sustain your programming in the long-term.

Summary of Program Evaluation Highlights

and

Annual Evaluation Report to Funder

If you're an RPE grantee, at the end of your program evaluation you will write **two** reports, each aimed at different audiences. The Summary Report is a short version of your Annual Evaluation.

!

The Rape Prevention and Education Program is funded by the Centers for Disease Control and Prevention (CDC).

The evaluation report will be longer than the highlights summary, however it should still be as brief as possible. Here are some examples of audiences who may use this report:

- **Current funders** are always an important audience for your evaluation reporting. Regardless of who your funder is, know their reporting requirements and make sure that your evaluation plan includes steps to collect required information.
- **Future funders.** When you apply for funding in the future, this report can demonstrate to potential funders your ability to carry out programming and evaluation.
- **Anyone else** who could benefit from an in-depth understanding of your evaluation work. *For example, the report may be useful to new employees who will be conducting your program. The report can educate them on the program's goals, and alert them to what does and doesn't work.*

Tips for writing your reports

- It's important to make both reports **clear and succinct.** The language should be easily understandable for readers who are not trained in evaluation, especially with the highlights summary.
- **Avoid acronyms** when possible. If you use acronyms, spell them out the first time you use them.
- **Avoid jargon**. Instead, use terms that anyone can understand.
- Consider using **figures or graphs** to show results.
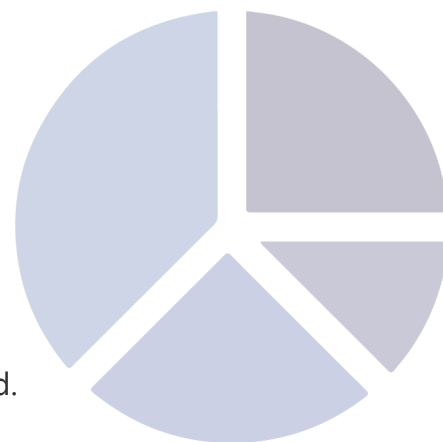
How do I create my Summary of Program Evaluation Highlights?

1) Copy the Goal from your **Theory of Change** into the provided worksheet.
   The goal reminds readers what your program is about and provides context for your highlights summary.

2) Review your implementation and outcomes reports and ask yourself: "What were the most interesting, exciting, or important things I learned about my program this year?" Ask this question for each result.

3) Select two to four results to feature in your summary. These can be either implementation or outcomes results.

4) Choose the best format to present your results — for example, text and bullet points, graphs or tables, or a combination.

5) Review your **Challenges and Lessons Learned**. Pick one to two key lessons to include in your highlights summary.
It may seem counterintuitive to share the challenges you faced in your program, but sharing your program's challenges is actually helpful for readers who are interested in ways to improve their own program.

6) Review your **Success Stories** and pick your favorite story to include in the summary.

7) Use attractive colors, fonts and visuals to make your summary visually appealing. This will help engage readers.

Instructions for creating your Annual Evaluation Report

The Annual Evaluation Report may seem daunting. The good news is that if you've worked through Modules 1 to 8 of this toolkit, you've already completed much of the work.

1) Begin the report with your Summary of Highlights to paint the big picture for readers. Enter the summary into the provided worksheet.

2) Read each section of the worksheet and type in your answers to the questions. Refer to your other toolkit worksheets as you do this. The table below shows you which parts of the toolkit to consult as you complete each section of the Annual Evaluation Report:

Section	Toolkit Worksheet
Summary of highlights	Use your Summary of Program Evaluation Highlights from this module
Population	**Theory of Change** (Participation section) Consult your original proposal for program funding
Prevention strategy	**Theory of Change** (Resources and Activities sections) Consult your original proposal for program funding
Risk and protective factors	**Evaluation Plan** (Program Objectives section)
Reach	**Implementation Reporting**

Section	Toolkit Worksheet
Outcomes reporting	**Evaluation Plan** (Measures/ Indicators/ Data Collection Tools section), for how you collected the information **Outcomes Reporting**, for what information and results you got
What did you learn?	**Implementation** and **Outcomes Reporting**

3) When you've finished writing your Annual Evaluation Report, share your report with a colleague or supervisor. Based on their feedback, you may want to revise your report for clarity or to incorporate additional information.

4) Review your report one last time and make sure it is consistent, attractive and professional.

> Pulling the final report together will take time. Plan ahead and follow these steps:
> - Write the report without worrying about format or grammar. Just get it all on the page.
> - Step away from the report for a couple of days, then reread and edit it yourself.
> - Get feedback from a colleague and incorporate their input.

Summary of Program Evaluation Highlights

The worksheet is just a starting point. Feel free to get creative with the presentation.

Program Goal

Evaluation Results Highlights

Key Lessons Learned

Success Stories

Annual Evaluation Report

You can choose the format for this section, as long as the information appears in your final report.

Agency: *[insert name]*

Program: *[insert name]*

Preventionist: *[insert name]*

Annual evaluation report for *[insert year]*

Summary of highlights (1 page)	*What were the most interesting, exciting, or important things I learned about my program this year?* Use the same content from your highlights summary, though you may want to format it differently.
Population (1 to 3 sentences)	*Who did your program serve?* Describe your participants in terms of age, gender, race/ethnicity, sexual orientation, urban/rural, disability status, or any other characteristics that make them unique.
Prevention strategy (1/2 page)	*What was the goal of your program? How did you implement your programming? Who delivered it, where, and when? How many sessions?* *Why did you offer this particular program?* For example: "It is evidence-based," or "It was designed based on community input." *What plans do you have to expand your program?*
Risk and protective factors (3 to 5 bullet points)	*What factors connected to your topic (e.g. sexual violence) did your program address?* For example, "We worked to decrease rigid gender roles and increase empathy." • Risk factor • Risk factor • Protective factor • Protective factor

Agency: *[insert name]*   Program: *[insert name]*

Preventionist: *[insert name]*   Annual evaluation report for *[insert year]*

Reach (1 or 2 sentences)	*How many people did you aim to provide your program to, and how many did you succeed in reaching?*
Outcomes reporting (2 to 3 pages, depending on what graphs you use)	*How, when and from whom did you collect data about your program's effects?* *What did you use to collect it? For example, what specific surveys?* *What results did you get? For example, tables of scores, or graphs, or bullet points.*
What did you learn? (1/2 to 1 page)	*What were the take-away messages from your evaluation?*
How did you share what you learned? (3 to 5 sentences)	*For example, did you offer any presentations, share your highlights summary with staff, or write a newsletter article about your evaluation?*
Changes made or planned (3 to 5 sentences)	*Based on what you learned in your evaluation this year, will you do anything differently in the next year of programming?*

Data for Program Planning and Evaluation

How do I use data-based information?

Data-based information comes from data others collect, typically public health agencies, researchers, and government agencies working at the federal, state, local, and tribal levels.

When should I use data-based information?

Data-based information is most helpful while planning your intervention program. It may also be helpful when you update your program. Data-based information can help you:

- Decide who to target with your program.
- Understand your population's needs, challenges, strengths, and sources of risk.
- Design your program for optimal effectiveness.
- Identify changes that you hope to facilitate in participants.
- Generate methods to measure this change.
- Tell your story when seeking funding or support.
- Create a plan that addresses racial disproportionality and other factors that impact marginalized communities.

You can often find information that's specific to the setting, population, or geographic area you serve. Examples of information that may be available include:

- Rates of sexual assault.
- Factors that increase or decrease the likelihood of sexual assault.
- Programs and program elements that have proven to be effective.

Tips for finding and using data-based information

- Keep track of where you find each piece of information, including page numbers and websites.
- Cite the source — that is, inform readers of the document or website where you obtained the information.

The following table lists common sources for data-based information along with tips for finding and using the information.

> Finding relevant data is sometimes difficult, particularly when it pertains to marginalized populations. You may need to map out several data points and connect the dots to tell a fuller story. Remember that lack of data is valuable information and may be noted in your program documents.
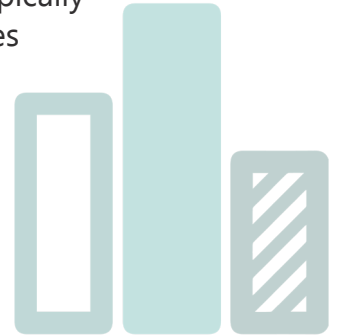
Where can I find data-based information to use in my program?

Source of Information	Types of Information	How to Find the Information
Summary articles or fact sheets	Summaries created by people who have compiled and summarized information from various sources.	Find this information in a basic Internet search. Use general search terms, such as "sexual assault," or terms more targeted to your population, such as "sexual assault in juvenile detention."
Organizations' websites	Organizations with a specific interest in a topic (such as sexual violence) will often provide data-based information as well as fact sheets or summary articles.	**Examples specific to sexual assault:** The CDC has an excellent website on a number of topics: **www.cdc.gov** Office on Women's Health: **www.womenshealth.gov** National Sexual Violence Resource Center is a helpful website. It also provides an index of other useful sites: **www.nsvrc.org/online-resources** Washington Coalition of Sexual Assault Programs: **www.wcsap.org** Washington State Department of Health: **www.doh.wa.gov** In addition to other resources, DOH has created "The Washington State Data Source Inventory," which lists data sources and what each source has related to sexual assault. Additionally, the site offers access to publicly available data sets that DOH is associated with -- for example, the Healthy Youth Survey.
Research articles	Researchers have completed a vast amount of research on sexual violence and related issues.	Work with a librarian at a public library or university library. You may also conduct an Internet search using **www.scholar.google.com** **Notes:** 1) Some articles are publicly available and can be downloaded, but some are not. 2) Research articles are sometimes technical and challenging to understand.
Publicly available data	Surveys and other data are sometimes publicly available. Many are focused on specific populations, such as youth.	**Note:** Some of these data sources are like a dashboard that allows you to obtain information directly on their website. Others require you to download an entire dataset and find what you need – a task best done by people who have experience with managing such datasets.

Sexual assaults in juvenile detention

An agency working with the local prison system wanted to reduce sexual assaults among youth in juvenile detention. As a starting point, they searched for data-based information on this topic and found a widely cited report from the U.S. Department of Justice that summarized findings on the topic.[1] According to this document, 9.5% of youth report experiencing one or more incidents of sexual victimization while in detention. It helped the agency to learn that two groups were responsible for this victimization: other youth (2.5%) and staff (7.7%). Additionally, they found that rates varied widely among detention centers, with 30% or more youth reporting sexual victimization in some centers.

Another report summarized research that identified risk factors for sexual victimization.[2] The research found that youths were more likely to be sexually assaulted if they were younger, easily intimidated, physically small, gay, disliked by staff or other inmates, incarcerated for first-time, non-violent offenses, or had prior experience with sexual assault. Other risk factors were related to the detention centers. For example, risk for sexual assault was higher in centers perceived to have ineffective grievance procedures.

The agency also found research that identified methods to address this problem.[2] These included targeting motivation to address the issue of sexual assault among detention center administrators, altering the physical space to remove opportunities for assault,

> While this is a fictional case study, the data-based information mentioned in it is real. Notice how using data-based information helped the agency:
> - Solidify its interest in this under-recognized but at-risk population.
> - Understand factors contributing to the problem.
> - Plan the focus of its program.

improving the composition of staff and the training they receive, and enhancing reporting and response systems.

Based on this data-based information, the agency decided to create programming to work with detention center administrators to:

1) Assess and improve their awareness, concern, and readiness to address the problem.

2) Provide input on staffing decisions.

3) Strengthen response systems to youth reporting victimization.

4) Provide staff training to improve understanding of the problem as well as skills for supervising, communicating with, responding to, and recognizing signs of abuse among youth in detention.

References

1) Bureau of Justice Statistics (2012). Sexual victimization in juvenile facilities reported by youth, 2012. U.S. Department of Justice, retrieved on 7/10/2018 from **https://www.bjs.gov/content/pub/pdf/svjfry12.pdf**

2) English, K., Hell, P., & Dumond, R. (2010). Sexual assault in jail and juvenile facilities: promising practices for prevention and response, final report. Report submitted to the U.S. Department of Justice, retrieved on 7/10/2018 from **www.ncjrs.gov/pdffiles1/nij/grants/236738.pdf**

Community-Level Prevention

How can my program impact the community?

The goal of **community-level prevention** (CLP) programs is to influence factors at the community level in a way that generates positive change in individuals. CLP programs target factors that increase or decrease risk for violence, such as social, economic, and environmental characteristics of neighborhoods, schools, and workplaces.

Regardless of your program's goals, both community-level and individual-level approaches can improve outcomes when implemented together.

Progress in sexual violence prevention is difficult to sustain when community attitudes and norms do not support prevention goals for safety, equity, non-violence, and respect. For this reason, CLP has become increasingly important in Rape Prevention Education (RPE) programming. CLP can work with communities to transform rape-supportive attitudes and behaviors among individuals.

What is community-level prevention?

The Centers for Disease Control (CDC) defines a community as a population with shared characteristics and environments, such as schools, neighborhoods, cities, organizations, workplaces, or institutions.

Societal
Change social norms to support gender equity and non-acceptance of violence

Community
Partner with groups across sectors to advance prevention efforts

Improve and sustain safe environments and create spaces that strengthen social connections

Influence institutional policies that support strong sanctions against sexual violence perpetration

Relationship
Support parents in developing skills to talk to youth and solve problems

Opportunities to build and maintain positive relationships between young people and with caring adults

Foster safe spaces for peer-to-peer education and mentoring

Individual
Build skills with school and community-based youth to develop leadership skills, identify boundaries, and understand interpersonal consent

For more information on community-level strategies, check out the CDC publication, "Continuing the Dialogue." Additional resources include "STOP SV: A Technical Package to Stop Sexual Violence" (see the "Creating Protective Environments" section) and the white paper, "Community-level Sexual Violence Prevention: Review of Prevention Efforts and Program Evaluation Approaches." To access the latter, please contact DOH at www.doh.wa.gov/YouandYourFamily/InjuryandViolencePrevention/SexualandDomesticViolence.

How is evaluating community-level programming different from evaluating individual-level programming?

For the most part, the evaluation steps that are covered in this toolkit — such as creating a Theory of Change or creating a plan to collect and analyze data — are the same evaluation steps that you will use to evaluate the CLP components of your program.

In some cases, your CLP program may require evaluation data that is different from the types of data required for individual-level programming. Following are three examples.

1) If you are evaluating a CLP program's effect on policy

When measuring a program's effect on policy, you will need to collect data about the policy. Examples include:

a) Reviewing a policy before and after CLP programming.

b) Interviewing or conducting surveys with individuals making or implementing the policy. Depending on your evaluation questions, the focus can be on the program's success (or lack thereof) in influencing the policy, obstacles that hindered success, and recommendations for next steps.

2) If you are evaluating a CLP program's effect on a specific setting

If you want to measure how your program affected a specific setting, you may need to use different data collection tools from those you would use to collect data from individuals. Examples include:

a) Observation of the setting(s) targeted by your programming.

b) Interviews with or surveys of community members who are part of the setting. An example would be asking women who attend fraternity parties about the strictness of the alcohol enforcement or their experiences with sexual aggression in those settings.

c) Data collected by the people in charge of the community where the setting exists. This is sometimes called "administrative data," such as a campus climate survey.

Keep in mind that changes at the community level may happen slowly. Think carefully when assessing short-term versus longer-term successes. It is important to be realistic about the timeline for long-term goals.

3) If you are evaluating the effect of a mass media campaign to influence social norms

An example of a mass media campaign is a social norms campaign — prevention messages meant to reach everyone in a community. This could include advertisements, billboards, posters, radio spots, or messages disseminated via social media. Common evaluation methods include:

a) Surveying all members of a community, or of a randomly selected sample that represents the whole community. Surveys can assess whether people have been exposed to or influenced by the messaging. Surveys could also be conducted before and after the social norms campaign to assess whether the targeted attitudes or behaviors changed.

b) Finding available data on rates of the events you are ultimately trying to reduce, such as sexual assaults. Looking at data before and after your social norms campaign can show whether rates changed. If you choose this approach, remember that it may take some time to see changes and that you may initially see higher rates of incidents as awareness rises and reporting increases.

c) Using an evaluation design in which one community (e.g. a school) is targeted by the campaign and another (called the "control") is not, then comparing outcome data between the two. In this design, you would use survey data or available data as described in (a) and (b) and then compare outcomes between the targeted community and the control community.

Publicly available datasets may offer helpful information for your CLP evaluation. The data can serve as measures of your outcomes, particularly if the community in question is geographic in nature (e.g. a county or state). See Module 10 for a list of CDC and WA DOH databases.

Evaluation of a new CLP activity should be incorporated into each section of the overall program evaluation. Most of the evaluation tasks in this toolkit include their own worksheets. Since CLP is integrated into each step of your overall program evaluation, it must also be integrated into each worksheet.

Instructions for integrating CLP into toolkit worksheets

Module Number	Module Name	Integration Instructions
2	Theory of Change	List your CLP programming as one of your "Activities" in the "Outputs" column. Include the inputs/resources you will need to implement the CLP programming, the participants, and the outcomes/results you hope to see at the community level.
3	Evaluation Planning	Write up the objectives of your CLP. Describe: • What you hope to learn from evaluation ("CLP Evaluation Questions"). • How you plan to collect evaluation data ("CLP Methods" or data collection plan). • What tools you will use to do so ("CLP Measures"). • How you will analyze the data ("CLP Data Analysis Plan"). Then briefly describe your plan for reporting your CLP evaluation results.
5	Implementation Reporting	Describe how you implemented your CLP activities as well as any progress in accomplishing the CLP implementation objectives outlined in your Evaluation Plan.

Module Number	Module Name	Integration Instructions
6	Outcome Reporting	Describe the results (or outcomes) of your CLP program activities, including whether you met the outcome objectives in your Evaluation Plan.
7	Challenges, Lessons Learned, and Implications for Program Improvement	Incorporate CLP evaluation when writing up Challenges, Lessons Learned, and Implications for Program Improvement. Consider whether you encountered any special challenges while carrying out your CLP. Be sure to describe challenges in this part of your report, along with what you learned and what you hope to improve in your program. If you did not encounter any challenges, you do not need to include CLP in this section.
8	Success Stories	Incorporate CLP evaluation when writing your Success Stories. If your success stories do not include any aspects of CLP programming, you do not need to include CLP in this section.
9	Annual Evaluation Report *and Summary of Highlights*	Describe what you have learned about your CLP activities during the evaluation process.

Required Evaluation of Outcomes

Which outcomes do I measure?

12

The table below lists **sexual violence risk and protective factors** along with their theoretically linked **perpetration-related outcomes.**

You must select:

1) At least one risk/protective factor *(left column)*

2) At least two perpetration-related outcomes *(right column)*

| 1. Sexual violence risk and protective factors (Short-term) | lead to… | 2. Perpetration-related outcomes (Mid-term) |

Knowledge about sexual assault and consent

Skills for being a proactive bystander

Skills for healthy/ respectful communication

Mentoring for youth/student leaders

Perceived peer support for sexual aggression

Reduced rigid gender roles

Increased empathy

Reduced tolerance of violence in the community

Increased social support and connectedness

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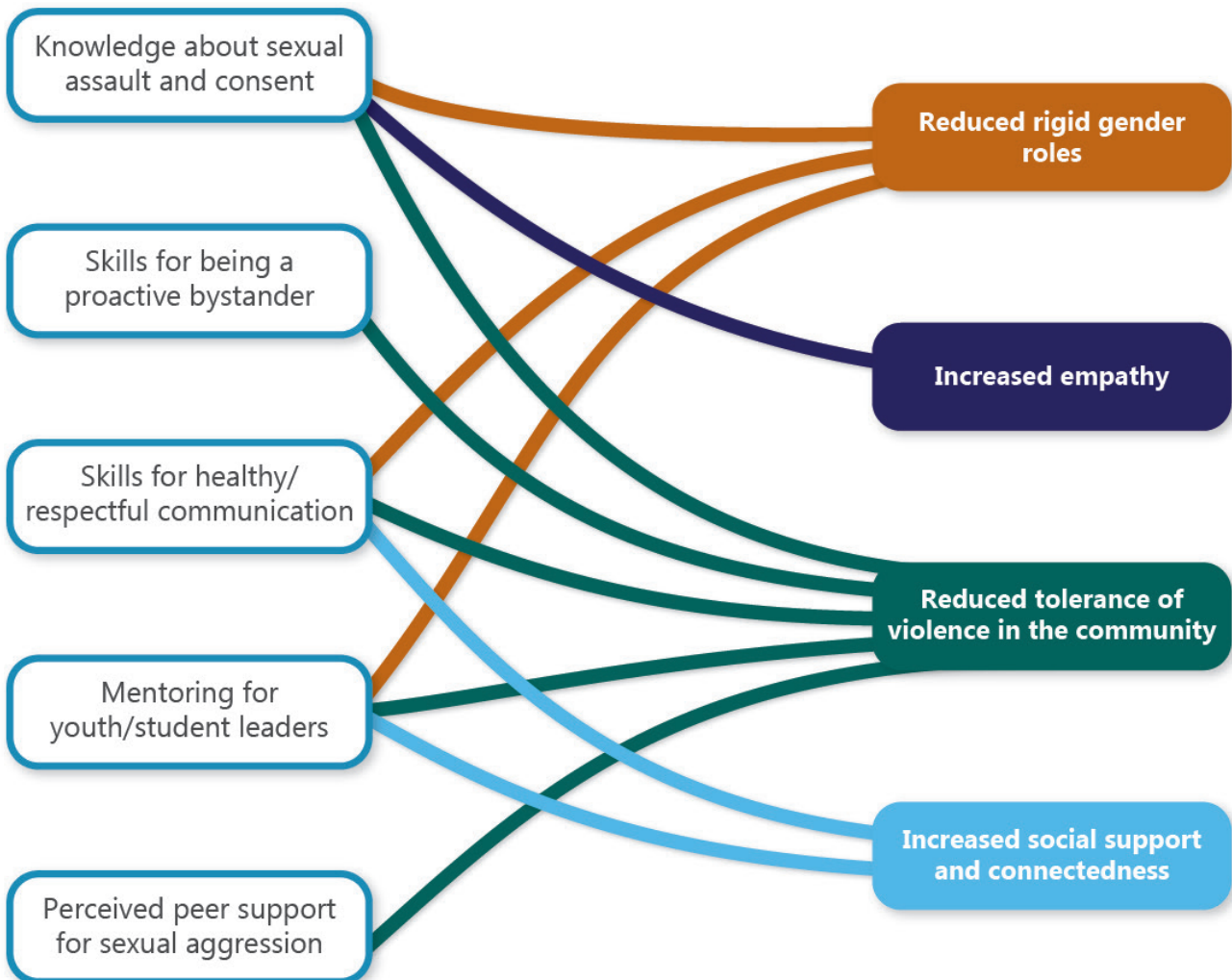
If you are an RPE grantee, Washington State requires that you measure certain key outcomes in addition to the outcomes in your Theory of Change. These outcomes were chosen based on research on sexual violence prevention.

Here are three examples of factor-outcome combinations that meet the requirements:

	1. Sexual violence risk and protective factors (Short-term)	2. Perpetration-related outcomes (Mid-term)
Example 1	Knowledge about sexual assault and consent	Reduced rigid gender roles
	Skills for healthy/respectful communication	Increased social support and connectedness

	1. Sexual violence risk and protective factors (Short-term)	2. Perpetration-related outcomes (Mid-term)
Example 2	Perceived peer support for sexual aggression	Reduced tolerance of violence in the community
	Knowledge about sexual assault and consent	Increased empathy

	1. Sexual violence risk and protective factors (Short-term)	2. Perpetration-related outcomes (Mid-term)
Example 3	Skills for being a proactive bystander	Reduced tolerance of violence in the community
	Mentoring for youth/student leaders	Increased social support and connectedness

Appendix A
Evaluation of Prevention Principles
Principles of Sexual Violence Prevention

IVP Injury and Violence Prevention

Washington State Department of *Health*

Publication Number: 971-NonDOH

Appendix A
Evaluation of Prevention Principles
Principles of Sexual Violence Prevention

Prevention principles are a part of principles-focused evaluation (PFE). PFE complements outcome evaluation and provides guidance for decision making during prevention program implementation. The principles described below were developed with preventionists in Washington to describe core practitioner values and behaviors that foster successful prevention work.

The following seven principles contribute to preventing sexual violence:

Prevention Principle 1: Prevention is Possible
Expect that people and communities can eliminate sexual violence.

Prevention Principle 2: Intersectional Feminism
Address how power, privilege, and gender, especially in combination, create different experiences of oppression.

Prevention Principle 3: Consent Culture
Promote mutual consent in all sexual and other human interactions.

Prevention Principle 4: Shared Power
Engage with others in ways that value diverse contributions and encourage equal participation.

Prevention Principle 5: Holistic Engagement
Recognize and address people's broader experiences and needs.

Prevention Principle 6: Meaningful Relationships
Develop trusting relationships by showing genuine interest and respect.

Prevention Principle 7: 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 believing that **people and communities can eliminate sexual violence**.

To eliminate sexual violence, we must act in ways that address how **power, privilege, and gender,** especially in combination, create different experiences of oppression, and promote mutual consent in all sexual and other human interactions.

This requires us to engage with others in ways that:

value diverse contributions,

encourage equal participation,

recognize and address people's **broader experiences** and needs,

develop meaningful relationships by showing genuine interest and **respect,**

demonstrate how to **recognize boundaries,** and

communicate in open, respectful ways.

In order to begin evaluating prevention principles, first determine which prevention principles are most relevant to your work. All the principles are aligned to the risk/protective factors and outcomes identified in the state-level logic model.

When selecting your principles, **make sure they align with the risk and protective factors and outcomes your program is targeting.** The outcomes of these principles, described on the following pages, can be divided into two categories: **preventionist interaction** and **program content**.

After selecting your principles, use all the associated questions — provided in the following tables — to survey both the **preventionist** and **participants**. This module provides separate lists of questions for the preventionist and for program participants. You will need both.

Don't use principle names and definitions when posing questions to program participants and target audiences, because may bias their responses.

Finally, if a question is used in more than one principle, you only need to ask it once.

Washington State requires all RPE grantees to evaluate their use of the RPE Prevention Principles. In this section, we will review these principles and offer two sets of evaluation questions for each principle.

The first set of questions evaluates how much **preventionists** use the principles when delivering their programs. The second set evaluates the effect that the principles have on program **participants**.
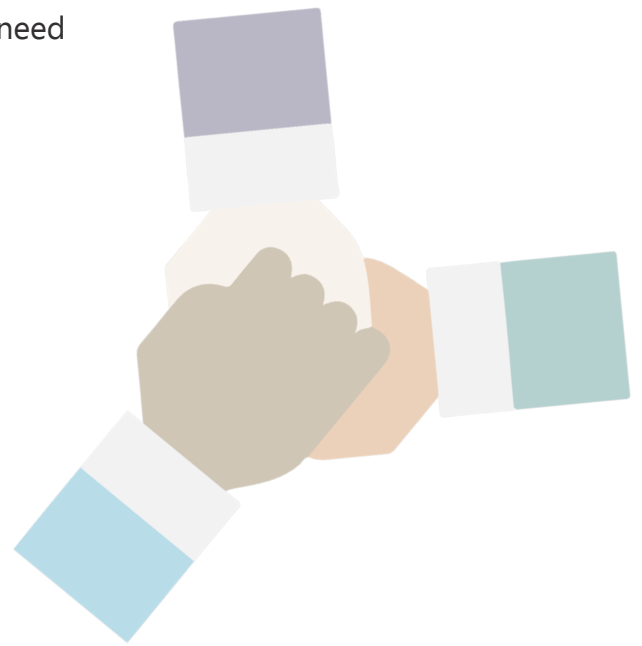
Remember

"Sexual violence" refers to a range of unwanted sexual experiences, including both physical and non-physical acts.

Prevention Principle 1: Prevention is Possible

Believe that people and communities can eliminate sexual violence.

What preventionists can do to implement this principle

- Focus on preventing sexual violence, rather than responding after it has occurred.
- Encourage people to stop blaming victims and work together to prevent sexual violence.
- Challenge attitudes that accept or normalize sexual violence, and foster beliefs that people who perpetrate sexual violence can stop. Do these both with yourself and with your communities.
- Know that these prevention efforts are adaptable to meet the needs of specific audiences.

Questions to evaluate this principle with **preventionists**

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Focus on preventing sexual violence, rather than responding after it has occurred?					
Encourage participants to work together to prevent sexual violence?					
Challenge beliefs that victims are to blame for their sexual assault?					
Challenge attitudes that allow or normalize sexual violence?					
Foster beliefs that people who perpetrate sexual violence can stop?					
Tailor your prevention messages to your specific audiences?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

What participants may learn from this principle

- Sexual violence can be prevented.
- Victims are not to blame for their sexual assault.

Questions to evaluate this principle with **participants**

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Emphasized that sexual violence can be prevented.					
Talked about ways we all can help prevent sexual violence.					
Showed how victims of sexual violence get blamed for their own victimization.					
Encouraged me to speak out against sexual violence.					

In the past, how likely were you to... **Thinking about the future, how likely are you to...**		Never	Rarely	Sometimes	Usually	Always
Challenge people when they say things that make sexual violence seem acceptable?	• Past:					
	• Future:					
Recognize you can do things to help prevent sexual violence?	• Past:					
	• Future:					

Before this class, how much did you agree with these statements? **How much do you agree with these statements now?**		Strongly disagree	Disagree	Agree	Strongly agree
I believe sexual violence is a problem that can be prevented.	• Before:				
	• Now:				
People are not to blame when sexual violence happens to them.	• Before:				
	• Now:				
Some people are sexually assaulted because they put themselves in risky situations.	• Before:				
	• Now:				

Prevention Principle 2: Intersectional Feminism

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

What preventionists can do to implement this principle

- Understand that people's identities and characteristics have a large effect on their lives. These include things such as race, class, gender, sexual orientation, ability, language, religion, immigration status, age, education level, and geographic location.
- Understand how different combinations of these characteristics lead to increases or decreases in power and oppression.
- Be particularly aware of how understanding gender norms is important in preventing sexual assault.
- Reflect on your own identity, power, privilege, and biases.
- Validate others' identities.

Questions to evaluate this principle with **preventionists**

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Think about your own biases and sources of privilege?					
Help others be aware of the effects of power, privilege, and biases?					
Acknowledge and respect participants' diverse identities?					
Elevate the perspectives of traditionally marginalized people?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

What participants may learn from this principle

- Racism, sexism, and heterosexism can impact people and perpetuate sexual violence.
- Increased reflection on their own identities, power, privileges, and biases.

Questions to evaluate this principle with **participants**

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Encouraged me to think about the advantages and disadvantages I have in my life compared to other people.					

Thinking about the future, how likely are you to... In the past, how likely were you to...	Never	Rarely	Sometimes	Usually	Always
Think about how things like my race, gender, and sexual orientation have given me advantages and/or disadvantages?					

Before this class, how much did you agree with these statements? How much do you agree with these statements now?		Strongly disagree	Disagree	Agree	Strongly agree
People who are treated unfairly due to their gender or race are at increased risk of being sexually assaulted.	• Before:				
	• Now:				

Prevention Principle 3: Consent Culture

Promote mutual consent in all sexual and other human interactions.

What preventionists can do to implement this principle

- Define what consent is and is not.
- Teach that children as well as adults have autonomy over their own bodies.
- Teach ways both consent and lack of consent can be communicated.
- Provide examples of situations where people may feel pressured or unable to consent (such as power differences or being under the influence of substances).
- Teach how to recognize and intervene in situations where others' consent may be compromised.
- Model and provide opportunities to practice asking for and verifying consent, as well as respecting lack of consent.

Questions to evaluate this principle with **preventionists**

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Define both what consent is and is not?					
Model that children as well as adults have autonomy over their own bodies?					
Teach ways both consent and lack of consent can be communicated?					
Model asking for and verifying consent, and respecting when it is not given?					
Model that gaining consent or permission to do something is the responsibility of the asker, not the person being asked?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

What participants may learn from this principle

- Consent to do something is the responsibility of the asker, not the person being asked.
- Better understanding of ways that consent and lack of consent can be communicated.

Questions to evaluate this principle with **participants**

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Described different ways people communicate lack of consent.					
Explained how to make sure someone is giving consent.					
Taught that everyone has the right to control what happens to their bodies.					

Thinking about the future, how likely are you to... In the past, how likely were you to...	Never	Rarely	Sometimes	Usually	Always
Make sure a person you are making out or being sexual with also wants to do so?					

Before this class, how much did you agree with these statements? How much do you agree with these statements now?		Strongly disagree	Disagree	Agree	Strongly agree
I could/can recognize when someone has not given their consent to do something sexual.	• Before:				
	• Now:				
If a person wants to do something sexual it is their responsibility to make sure the other person also wants to.	• Before:				
	• Now:				

Prevention Principle 4: Shared Power

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

What preventionists can do to implement this principle

- Engage all participants by being welcoming in your attitudes and actions.
- Act as facilitators rather than top-down experts.
- Validate and give credit to each participant's contributions.
- Solicit contributions from different people (e.g. people with different identifies and experiences, staff, administrators, families, and former participants) in many forms (e.g. group participation, volunteering).

Questions to evaluate this principle with **preventionists**

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Facilitate in a way that 1) communicates that each participant is welcome and important, and 2) was welcoming in your philosophy and actions?					
Act as a facilitator rather than a top-down expert?					
Incorporate participants' input into the programming?					
Validate and give credit to each participant's contributions?					
Solicit contributions from different people?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

What participants may learn from this principle
- Their opinions and experiences are of equal value to those of other people.
- Increased respect for the opinions and experiences of others.

Questions to evaluate this principle with **participants**

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Encouraged equal participation from everyone.					
Treated my ideas and contributions with the same importance as others.					
Allowed me to share my opinions, rather than just stating their own.					

How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
I felt respected by the facilitator.				

Prevention Principle 5: Holistic Engagement

Recognize and address people's broader identities, experiences, and needs.

What preventionists can do to implement this principle

- Recognize people are complex, with many aspects and identities.
- Embrace participant differences and perspectives, and take them into account while delivering your program.
- Be prepared to make referrals to other resources when people's needs go beyond those addressed in your program.

Questions to evaluate this principle with **preventionists**

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Help participants feel comfortable when they revealed different aspects of themselves?					
Understand participant behavior in the context of their experiences and larger environment?					
Accept people without judgment?					
Deliver your program in ways that take participant differences into account?					
Provide participants with referrals they may need outside of this program?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

What participants may learn from this principle

- Increased acceptance of all people without judgment.
- How to engage all people by considering their unique needs.

Questions to evaluate this principle with **participants**

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Made me feel comfortable when I revealed different aspects of myself.					
Accepted me without judgment.					

How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
I felt respected by the facilitator.				
I believed what the facilitator said was trustworthy.				
I felt the facilitator cared about my learning and well-being.				

Prevention Principle 6: Meaningful Relationships

Develop trusting relationships by showing genuine interest and respect.

What preventionists can do to implement this principle

- Understand the importance of developing trusting and respectful relationships with participants.
- Ask about and show interest in different parts of participants' lives. View these relationships as opportunities for mutual learning.
- Act in trustworthy ways, such as by offering choices and respecting confidentiality.

Questions to evaluate this principle with **preventionists**

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Show genuine interest in different aspects of participants' lives?					
Seek to learn from participants?					
Offer choices whenever possible to participants?					
Respect participants' confidentiality?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

What participants may learn from this principle

- How to feel comfortable with the preventionists.
- How to trust that preventionists want to be helpful.

Questions to evaluate this principle with **participants**

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Showed genuine interest in me.					
Treated me with respect.					

How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
I felt respected by the facilitator.				
I believed what the facilitator said was trustworthy.				
I felt the facilitator cared about my learning and well-being.				

Prevention Principle 7: Modeling

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

What preventionists can do to implement this principle

- Demonstrate setting your own personal boundaries.
- Seek to understand and respect the boundaries of others.
- Keep your words consistent with your actions.
- Communicate non-aggressively and with respect.
- Admit and correct your own mistakes.

Questions to evaluate this principle with **preventionists**

Over the past 3 months, how frequently did you...	Never	Rarely	Sometimes	Usually	Always
Demonstrate setting your own personal boundaries?					
Seek to understand and respect the boundaries of others?					
Keep your words consistent with your actions?					
Communicate non-aggressively and with respect?					
Admit and correct your own mistakes?					
Please describe an example that illustrates why you rated one of the indicators the way you did. The example can be either a success story or a challenge.					

What participants may learn from this principle

- Confidence in setting their own personal boundaries.
- Increased effort to understand and respect the boundaries of others.
- Increased ability to communicate with others in an open and respectful way.

Questions to evaluate this principle with **participants**

Throughout the class/program, the facilitator...	Never	Rarely	Sometimes	Usually	Always
Communicated in an open and respectful manner.					
Pressured people to say or do things they seemed uncomfortable with.					

How much do you agree with these statements?	Strongly disagree	Disagree	Agree	Strongly agree
I felt respected by the facilitator.				
I believed what the facilitator said was trustworthy.				
I felt I could speak up without being judged by the facilitator.				

Implementation Principles

Reporting on prevention principles is an important step in evaluation reporting. At the end of each program cycle, you must ask questions of both the preventionist(s) and all of the participants you served. Because programs are different lengths, principles evaluation frequency will vary. For example, if your program is eight weeks long, you'll ask the principles questions once every eight weeks.

To complete this table, insert the name of the principle you're evaluating into each column and complete the questions in the rows below. If your evaluation plan contains more or fewer principles, just add or remove columns.

Principle 1	Principle 2	Principle 3
Reporting Results	Reporting Results	Reporting Results