

## Principles-Focused Evaluation Summary Report

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### Acknowledgments

The use of principles-focused evaluation (PFE) in sexual violence prevention programming was introduced to STEPs by Erin Casey, PhD, MSW and Tatiana Masters, PhD, MSW. Drs. Casey and Masters have served as the evaluation team for Washington's RPE program, and have successfully led RPE grantees through a PFE process. Many of STEPs' materials and activities for Nebraska RPE's PFE process were adapted from their work. STEPs wishes to thank Drs. Casey and Masters for their leadership in pioneering this approach with RPE programs, and their willingness to share their process with others.

### Introduction

The purpose of this report is to provide an overview of the process used to identify the Prevention Principles for Nebraska RPE. Participants in the PFE process included:

- Judy Derr, The S.A.F.E. Center
- Sara Eliason, Women's Center for Advancement
- Nikki Gausman, The S.A.F.E. Center
- Nallely Hernandez, Women's Center for Advancement
- Veronica Holguin, The S.A.F.E. Center
- Peg Ogea-Ginsburg, Nebraska DHHS
- John Paul, Women's Center for Advancement
- Traci Pilar, Center for Survivors
- Jenny Vukson-Barajas, Women's Center for Advancement
- Rachel West, Nebraska Coalition to End Sexual and Domestic Violence

### Prevention Principles for Nebraska RPE

For each Prevention Principle, participants developed indicators from both the preventionist and participant perspectives. The preventionist indicators refer to the actions those providing prevention programming may take to implement the principle. The participant indicators refer to the changes experienced by recipients of prevention programming when the principle is implemented.

The Prevention Principles for Nebraska RPE and their selected indicators, as developed by participants in the PFE process, include:

**Prevention Principle #1: Believe that all individuals deserve to have healthy and positive relationships.**

What preventionists can do to implement this principle:

- Identify and promote social norms that support and normalize healthy relationships.

- Identify and challenge social norms that accept and normalize unhealthy relationships.
- Teach about the components of healthy and unhealthy relationships.
- Reflect on their own biases and beliefs related to who deserves to have healthy relationships.
- Model their belief that all individuals deserve to have healthy and positive relationships in their words and actions.

What participants may learn from this principle:

- Increased ability to identify components of healthy relationships.

**Prevention Principle #2: Engage in creative partnerships to prevent violence throughout our communities.**

What preventionists can do to implement this principle:

- Partner with both traditional and nontraditional programs and partners across their service area.
- Network with other agencies and leaders across their communities.
- Connect with partners through social media to increase the sharing of awareness and educational information.
- Develop and sustain coalition-building efforts.

What participants may learn from this principle:

- Increased understanding of how sexual violence prevention impacts their community.
- Increased understanding of their role in sexual violence prevention.
- Increased engagement and preparedness to take action to prevent sexual violence.

**Prevention Principle #3: Communicate the impact of sexual violence on individuals, families, communities, and society as a whole.**

What preventionists can do to implement this principle:

- Discuss sexual violence from a public health perspective including its long-term impacts on individuals, families, communities, and society.
- Adapt messages and stories to connect with different audiences.
- Educate in a way that empowers individuals to act.

What participants may learn from this principle:

- Increased understanding of how sexual violence impacts them, their families their communities, and their society, even if they have not experienced it directly.
- Increased interest to engage in community activism, bystander activities, and positive social media interactions.

**Prevention Principle #4: Conduct educational programming and activities in ways that are relatable, trustworthy, and credible to the intended audience.**

What preventionists can do to implement this principle:

- Engage participants through conversations and positive interactions instead of lectures.
- Develop content that is guided or reviewed by the intended audience including survivors and youth. Invite survivors, youth, and other partners to deliver presentations and/or educational materials.
- Know the content they are providing and believe the information themselves.
- Investigate biases they may hold regarding the intended audience and be aware of how those biases might affect the audience.

What participants may learn from this principle:

- Change in attitudes and beliefs around sexual violence.
- Increased engagement with the content.
- Increased knowledge of ways to access resources.
- Increased interest in sharing what they have learned and/or materials outside of the session.

**Prevention Principle #5: Empower individuals and communities to take ownership of sexual violence prevention efforts.**

What preventionists can do to implement this principle:

- Identify and communicate the connections across what partners are doing and what they and their organization are doing.
- Identify and challenge social norms that support and normalize sexual violence in the community.
- Provide educational and skill-based content to partners to prepare them to engage in community education and activism.
- Listen to the concerns, goals, and desires of community partners. Let community partners lead.

What participants may learn from this principle:

- Increased willingness and ability to be held accountable for their words and actions.
- Increased willingness and ability to help build positive momentum for sexual violence prevention in the community.
- Increased feelings of empowerment for using their voice to prevent sexual violence.

**Prevention Principle #6: Prepare individuals to take actions to promote healthy cultural norms and behaviors to create a culture where consent, equity, and equality are respected.**

What preventionists can do to implement this principle:

- Define consent, equity, and equality.
- Teach how consent, equity, and equality are connected to healthy norms and behaviors.
- Create safe spaces where trust can emerge.

- Tailor programming to fit communities and cultures so that it is socioculturally relevant.
- Engage men as allies in the work.

What participants may learn from this principle:

- Increased understanding of consent, equity, and equality.
- Increased understanding of how consent, equity, and equality are connected to their lives, communities, and society.

**Prevention Principle #7: Promote actionable, everyday strategies to prevent sexual violence.**

What preventionists can do to implement this principle:

- Identify and emphasize best practices in healthy relationships rather than focusing on unhealthy relationships.
- Consider and share strategies that can be used across Nebraska to promote sexual violence prevention.
- Communicate strategies for engaging and interactive programming and messaging.

What participants may learn from this principle:

- Increased recognition of and knowledge about ways to prevent sexual violence.
- Increased ability to identify situations in which strategies can be used to prevent sexual violence.

**Prevention Principle #8: Recognize youth as leaders in sexual violence prevention to foster positive interactions and youth-led initiatives.**

What preventionists can do to implement this principle:

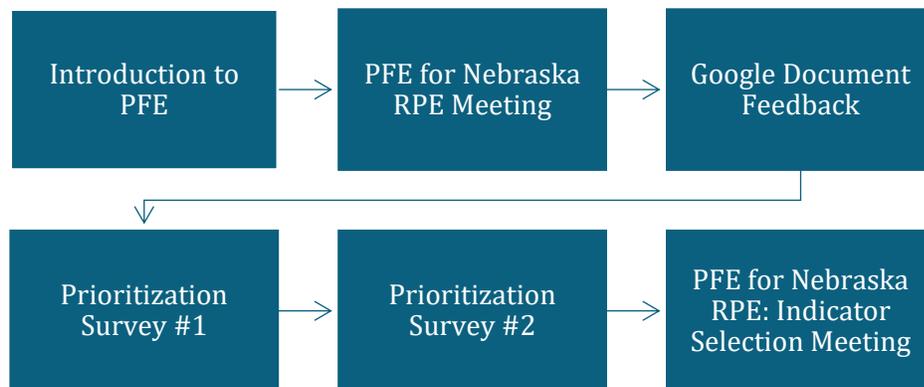
- Identify and work with youth leaders across universal, selected, and indicated populations.
- Provide youth with different options for engaging in the work.
- Include youth in discussions on how to reach their peers to educate them on sexual violence prevention and related topics.
- Engage youth to provide feedback and ideas for initiatives.

What participants may learn from this principle:

- Increased willingness and ability to share prevention programming and messaging with their peers, as well as the wider community.
- Increased skills to engage in sexual violence prevention.
- Increased understanding of how sexual violence prevention skills can be applied to other settings.
- Increased confidence in their ability to make a difference in their communities.

## Overview of the Process

STEPS used a highly collaborative and iterative approach to determine the Prevention Principles for Nebraska RPE. The graphic below provides an overview of the steps completed in the PFE process.



### Introduction to PFE

In October 2020, participants viewed a brief “Introduction to Principles-Focused Evaluation” PowerPoint with narration to prepare for participation in the process. The slides and voiceover provided an overview of PFE, defined principles, introduced what makes a strong principle, and outlined the benefits of PFE.

### PFE for Nebraska RPE Meeting and Google Document Feedback

Next, on October 21, 2020 from 9:00 am – 11:00 am, participants came together via Zoom to begin drafting Prevention Principles for Nebraska RPE. Participants drafted 18 principles by the end of the meeting. The complete meeting agenda can be found in [Appendix A](#).

After the initial principles were drafted, STEPs reviewed them and made slight changes to ensure alignment with the GUIDE criteria<sup>1</sup> for good principles. Participants then provided feedback on the changes on a shared Google document. Based on this feedback, STEPs identified 23 draft principles across the following themes: program delivery, inclusion, prevention topics/content, relationships and partnerships, shared responsibility, impact of SV, youth impact, community ownership, prevention approach/environment, and prevention beliefs.

[Appendix B](#) outlines the changes in wording from the original draft principles generated on October 21 to the 23 draft principles included in the first prioritization survey.

### Prioritization Survey #1

To narrow the list of principles from 23 to 10, STEPs sent participants a survey to rank their preferences for the draft principles in each theme. Three themes had only one draft principle and participants were instead asked to indicate if they would like the principle to

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<sup>1</sup> For a detailed overview of the GUIDE criteria, please see Patton, M.Q. (2017). *Principles-focused evaluation: The guide*.

be included or excluded in the final prioritization activity. The complete survey text can be found in [Appendix C](#).

Nine out of ten (90%) participants completed the survey. After surveys were completed, STEPs calculated a weighted average<sup>2</sup> for each principle to determine the most preferred principle in the theme. The results from Prioritization Survey #1 were as follows with the highest priority principles highlighted in blue.

<b>Theme</b>	<b>Principle</b>	<b>Weighted Average</b>
Program Delivery	Conduct educational programming and activities in ways that are relatable, trustworthy, and credible to the intended audience.	1.71
	Tailor educational programming and activities to meet the unique needs and cultural contexts of each audience.	1.29
Inclusion	Recognize and address that sexual violence impacts individuals of all gender identities and expressions in all educational programming.	1.22
	Recognize and address that sexual violence includes individuals from all ethnicities, races, genders, sexual identities, educational levels, faiths, and other social identities in all educational programming.	1.78
Prevention Topics/Content	Empower individuals to develop knowledge and skills for ending sexual violence and rape culture.	1.57
	Facilitate the development of skills and confidence so individuals will act to end sexual violence and rape culture.	2.00
	Promote actionable, everyday strategies to prevent sexual violence.	2.43
Relationships & Partnerships	Develop authentic collaborations with men and boys as allies in preventing sexual violence.	2.56
	Establish and maintain intentional relationships with community partners.	2.67
	Center community partners' strengths and needs to move the work forward together.	1.89
	Engage in creative partnerships to prevent violence throughout our communities.	2.89

<sup>2</sup> For more information on how weighted averages are calculated for ranking questions, please see the webpage at the following link: [Analyzing Results](#).

Shared Responsibility	Recognize and address the ways that culture and norms influence acceptance of sexual violence.	1.78
	Prepare individuals to take actions to promote healthy cultural norms and behaviors to create a culture where consent, equity, and equality are respected.	2.22
	Recognize everyone has a role in promoting social norms and behaviors that support sexual violence and take responsibility for creating safe communities.	2.00
Impact of SV	Communicate the impact of sexual violence on all of us.	1.29
	Communicate the impact of sexual violence on individuals, families, communities, and society as a whole.	1.71
Youth Impact	Identify and include adults in youth prevention efforts to promote positive relationships with safe people in the community.	1.56
	Recognize youth as leaders in sexual violence prevention to foster positive interactions and youth-led initiatives.	3.44
	Inspire and support youth to lead sexual violence prevention efforts in their communities.	2.56
	Empower young people to use their voice and make their own decisions.	2.44

For the three themes with only one item, the majority of participants indicated they should be considered in the final prioritization survey:

Theme	Principle	% Support Additional Consideration
Community Ownership	Empower individuals and communities to take ownership of sexual violence prevention efforts.	89%
Prevention Approach/ Environment	Create and maintain open, nonjudgmental, and safe spaces to encourage participation.	89%
Prevention Beliefs	Believe that all individuals deserve to have healthy and positive relationships.	89%

### Prioritization Survey #2

To identify the top 5-8 principles, participants were asked to complete one final prioritization survey where they ranked the 10 principles from the most important to

include in Nebraska RPE's Prevention Principles to the least important to include. The complete survey text can be found in [Appendix D](#).

Eight out of ten (80%) of participants completed the survey. After surveys were submitted, STEPs calculated the weighted average for each principle, which is shown below. The top principles fell into three different categories including the top 5 (principles with weighted averages above 6.0 points); top 6 (principles with weighted averages above 5.0 points); and top 8 (principles with weighted averages above 4.5 points).

	<b>Principle</b>	<b>Weighted Average</b>
<b>Top 5 (6.0+)</b>	Believe that all individuals deserve to have healthy and positive relationships.	7.13
	Engage in creative partnerships to prevent violence throughout our communities.	6.88
	Communicate the impact of sexual violence on individuals, families, communities, and society as a whole.	6.75
	Conduct educational programming and activities in ways that are relatable, trustworthy, and credible to the intended audience.	6.38
	Empower individuals and communities to take ownership of sexual violence prevention efforts.	6.00
<b>Top 6 (5.0+)</b>	Prepare individuals to take actions to promote healthy cultural norms and behaviors to create a culture where consent, equity, and equality are respected.	5.38
<b>Top 8 (4.5+)</b>	Promote actionable, everyday strategies to prevent sexual violence.	4.75
	Recognize youth as leaders in sexual violence prevention to foster positive interactions and youth-led initiatives.	4.63
	Recognize and address that sexual violence includes individuals from all ethnicities, races, genders, sexual identities, educational levels, faiths, and other social identities in all educational programming.	4.25
	Create and maintain open, nonjudgmental, and safe spaces to encourage participation.	2.88

### **PFE for Nebraska RPE Meeting: Indicator Selection Meeting**

On November 18, 2020 from 9:00 am – 11:00 am, participants came together via Zoom one final time to finalize the Prevention Principles for Nebraska RPE and identify indicators for each principle. The complete meeting agenda can be found in [Appendix E](#).

To begin the meeting, STEPs asked participants to vote for their preferred set of principles among the top 5, top 6, and top 8 options. The majority of participants voted to move forward with the top 8 principles. Based on these principles, participants spent the remainder of the meeting generating indicators before voting on their preferred indicators

for each principle. The list of generated indicators, as well as participant votes indicated with an “X,” can be found in [Appendix F](#).

## Appendix A. Principles-Focused Evaluation for Nebraska RPE Meeting Agenda

Wednesday, October 21, 2020 | 9:00-11:00 AM

2 minutes	Welcome & Introductions
10 minutes	Brief Review of PFE
5 minutes	Activity Overview & Instructions
28 minutes	Breakout Room #1
2 minutes	Group Introductions (if needed)
3 minutes	Success Story #1
5 minutes	Discussion #1
5 minutes	Draft Principle #1
3 minutes	Success Story #2
5 minutes	Discussion #2
5 minutes	Draft Principle #2
10 minutes	Group Sharing
10 minutes	Break
28 minutes	Breakout Room #2
2 minutes	Group Introductions (if needed)
3 minutes	Success Story #1
5 minutes	Discussion #1
5 minutes	Draft Principle #1
3 minutes	Success Story #2
5 minutes	Discussion #2
5 minutes	Draft Principle #2
10 minutes	Group Sharing
5 minutes	Review of Draft Principles
10 minutes	Next Steps
2 minutes	Wrap Up & Closing

**Appendix B. Nebraska RPE Draft Prevention Principles**

<b>10/21/2020 Draft Principle</b>	<b>10/22/2020 Proposed Principles</b>	<b>Principles Adopted for Prioritization Survey #1</b>
Conduct education/activities in a relatable style and format	<p>Option 1: Conduct educational programming and activities in ways that are relatable, trustworthy, and credible to the intended audience.</p> <p>Option 2: Tailor educational programming and activities to meet the unique needs and cultural contexts of each audience.</p>	<p>Conduct educational programming and activities in ways that are relatable, trustworthy, and credible to the intended audience.</p> <p>Tailor educational programming and activities to meet the unique needs and cultural contexts of each audience.</p>
Allowing for nonjudgmental participation-encourage participation	<p>Option 1: Create and maintain safe spaces where everyone feels welcome, respected, and valued.</p> <p>Option 2: Create and maintain inclusive, respectful, and safe spaces to encourage participation.</p> <p>Option 3: Create and maintain open, nonjudgmental, and safe spaces to encourage participation.</p>	Create and maintain open, nonjudgmental, and safe spaces to encourage participation.
Establishing and maintaining contacts with schools--being intentional with new and current staff	Establish and maintain intentional relationships with community partners.	Establish and maintain intentional relationships with community partners.

<b>10/21/2020 Draft Principle</b>	<b>10/22/2020 Proposed Principles</b>	<b>Principles Adopted for Prioritization Survey #1</b>
Relationship building --work with individual schools to determine their needs--providing resources--being creative and flexible to meet the challenges of the current environment	<p>Option 1: Center community partners' strengths and needs to move the work forward together.</p> <p>Option 2: Engage in creative solutions and partnerships to meet current needs.</p>	<p>Center community partners' strengths and needs to move the work forward together.</p> <p>Engage in creative solutions and partnerships to meet current needs.</p>
Engage unique/out of the box/creative partners in the work	Engage in creative solutions and partnerships to meet current needs.	Engage in creative partnerships to prevent violence throughout our communities.
Create a safe space to build trust	<p>Option 1: Create and maintain safe spaces where everyone feels welcome, respected, and valued.</p> <p>Option 2: Create and maintain inclusive, respectful, and safe spaces to encourage participation.</p> <p>Option 3: Create and maintain open, nonjudgmental, and safe spaces to encourage participation.</p>	Create and maintain open, nonjudgmental, and safe spaces to encourage participation.
Personal Connections: Demonstrate the reality of sexual violence and how it impacts all of us.	Communicate the impact of sexual violence on individuals, families, communities, and society as a whole.	<p>Communicate the impact of sexual violence on all of us.</p> <p>Communicate the impact of sexual violence on individuals, families, communities, and society as a whole.</p>

<b>10/21/2020 Draft Principle</b>	<b>10/22/2020 Proposed Principles</b>	<b>Principles Adopted for Prioritization Survey #1</b>
<p>Youth Voices Matter: Encourage interaction and youth driven activities to inspire actionable outcomes.</p>	<p>Option 1: Recognize youth as leaders in sexual violence prevention to foster positive interactions and youth-led initiatives.</p> <p>Option 2: Inspire youth to lead sexual violence prevention efforts in their communities.</p>	<p>Recognize youth as leaders in sexual violence prevention to foster positive interactions and youth-led initiatives.</p> <p>Inspire youth to lead sexual violence prevention efforts in their communities.</p>
<p>Everyone is an Ally: Generate purpose and action for an understanding that everyone has the capacity for violence yet everyone has the opportunity to create equity and equality.</p>	<p>Recognize everyone has a role in promoting social norms and behavior that support sexual violence and take responsibility for creating safe communities.</p>	<p>Recognize everyone has a role in promoting social norms and behaviors that support sexual violence and take responsibility for creating safe communities.</p>
<p>Responsibility for Change: Recognize that culture and norms influence violence and behaviors and educate that all people can take action to promote healthy customs.</p>	<p>Option 1: Recognize and address the ways that culture and norms influence acceptance of sexual violence.</p> <p>Option 2: Prepare individuals to take actions to promote cultural norms and behaviors to create safe communities.</p>	<p>Recognize and address the ways that culture and norms influence acceptance of sexual violence.</p> <p>Prepare individuals to take actions to promote healthy cultural norms and behaviors to create a culture where consent, equity, and equality are respected.</p>
<p>Guiding- Provides information about ending sexual violence and rape abuse/ culutre. How to be an effective bystander and standing up for others.</p>	<p>Option 1: Empower individuals to develop knowledge and skills for ending sexual violence and rape culture.</p> <p>Option 2: Facilitate the development of skills and confidence so individuals will</p>	<p>Empower individuals to develop knowledge and skills for ending sexual violence and rape culture.</p> <p>Facilitate the development of skills and confidence so individuals will act to end sexual violence and rape culture.</p>

<b>10/21/2020 Draft Principle</b>	<b>10/22/2020 Proposed Principles</b>	<b>Principles Adopted for Prioritization Survey #1</b>
	act to end sexual violence and rape culture.	
Useful -Inspire youth to know the difference between a healthy and unhealthy relationship.	Believe that all individuals deserve to have healthy and positive relationships.	Believe that all individuals deserve to have healthy and positive relationships.
Young people taking ownership over (campus) mobilization efforts	Empower individuals and communities to take ownership of sexual violence prevention efforts.	Empower individuals and communities to take ownership of sexual violence prevention efforts.
Incorporating information into daily perspectives.	Promote actionable, everyday strategies to prevent sexual violence.	Promote actionable, everyday strategies to prevent sexual violence.
Adolescents are empowered to use their voice to make their own decisions	Empower adolescents to use their voice and make their own decisions.	Empower adolescents to use their voice and make their own decisions.
To recognize that dating violence includes all genders and programming should incorporate both males and females and should examine their shared and unique characteristics.	<p>Option 1: Recognize and address that sexual violence impacts individuals of all gender identities and expressions in all educational programming.</p> <p>Option 2: Recognize and address that sexual violence includes individuals from all ethnicities, races, genders, sexual identities, educational levels, faiths, and other social identities in all educational programming.</p>	<p>Recognize and address that sexual violence impacts individuals of all gender identities and expressions in all educational programming.</p> <p>Recognize and address that sexual violence includes individuals from all ethnicities, races, genders, sexual identities, educational levels, faiths, and other social identities in all educational programming.</p>
Identify, acknowledge, include, and educate all of the adults in a social network that have access to youth (pay attention to adults in the school system that might be overlooked)	Identify and include adults in youth prevention efforts to promote positive relationships with safe people in the community.	Identify and include adults in youth prevention efforts to promote positive relationships with safe people in the community.

<b>10/21/2020 Draft Principle</b>	<b>10/22/2020 Proposed Principles</b>	<b>Principles Adopted for Prioritization Survey #1</b>
Approach men as allies – assume good intentions and work with them as collaborators as opposed to perpetrators/bad guys	Develop authentic collaborations with men and boys as allies in preventing sexual violence.	Develop authentic collaborations with men and boys as allies in preventing sexual violence.

## Appendix C. Prioritization Survey #1 Text

The draft principles have been grouped into themes including program delivery, inclusion, prevention topics/content, relationships and partnerships, shared responsibility, impact of SV, and youth impact. This survey asks you to rank your preferences for the draft principles in each theme. The top 1 or 2 highest preferred principles will move on to the final prioritization activity.

Three additional themes emerged from the draft principles including community ownership, prevention approach/environment, and prevention beliefs. For each of these principles, we will ask you to indicate if you would like them to be included or excluded in the final prioritization activity.

What is your name? (This is just to keep track of participants so we may follow-up with individuals who have not submitted their feedback.)

Please note: The principles on the following pages do not include taglines (i.e. Prevention is Possible, Everyone is an Ally, etc.). Would you like to see taglines included on the final principles?

- Yes
- No

Would you be interested in helping generate taglines for final principles if the group decides to include them?

- Yes
- No

The following draft principles are related to the theme of **program delivery**. Please rank the following principles in order of preference (most preferred principle at the top).

\_\_\_\_ Conduct educational programming and activities in ways that are relatable, trustworthy, and credible to the intended audience.

\_\_\_\_ Tailor educational programming and activities to meet the unique needs and cultural contexts of each audience.

Q6 The following draft principles are related to the theme of **inclusion**. Please rank the following principles in order of preference (most preferred principle at the top).

\_\_\_\_ Recognize and address that sexual violence impacts individuals of all gender identities and expressions in all educational programming.

\_\_\_\_ Recognize and address that sexual violence includes individuals from all ethnicities, races, genders, sexual identities, educational levels, faiths, and other social identities in all educational programming.

The following draft principles are related to the theme of **prevention topics/content**. Please rank the following principles in order of preference (most preferred principle at the top).

\_\_\_\_ Empower individuals to develop knowledge and skills for ending sexual violence and rape culture.

\_\_\_\_ Facilitate the development of skills and confidence so individuals will act to end sexual violence and rape culture.

\_\_\_\_ Promote actionable, everyday strategies to prevent sexual violence.

Q9 The following draft principles are related to the theme of **relationships and partnerships**. Please rank the following principles in order of preference (most preferred principle at the top).

\_\_\_\_ Develop authentic collaborations with men and boys as allies in preventing sexual violence.

\_\_\_\_ Establish and maintain intentional relationships with community partners.

\_\_\_\_ Center community partners' strengths and needs to move the work forward together.

\_\_\_\_ Engage in creative partnerships to prevent violence throughout our communities.

The following draft principles are related to the theme of **shared responsibility**. Please rank the following principles in order of preference (most preferred principle at the top).

\_\_\_\_ Recognize and address the ways that culture and norms influence acceptance of sexual violence.

\_\_\_\_ Prepare individuals to take actions to promote healthy cultural norms and behaviors to create a culture where consent, equity, and equality are respected.

\_\_\_\_ Recognize everyone has a role in promoting social norms and behaviors that support sexual violence and take responsibility for creating safe communities.

The following draft principles are related to the theme of **impact of SV**. Please rank the following principles in order of preference (most preferred principle at the top).

\_\_\_\_ Communicate the impact of sexual violence on all of us.

\_\_\_\_ Communicate the impact of sexual violence on individuals, families, communities, and society as a whole.

The following draft principles are related to the theme of **youth impact**. Please rank the following principles in order of preference (most preferred principle at the top).

\_\_\_\_ Identify and include adults in youth prevention efforts to promote positive relationships with safe people in the community.

\_\_\_\_ Recognize youth as leaders in sexual violence prevention to foster positive interactions and youth-led initiatives.

\_\_\_\_ Inspire and support youth to lead sexual violence prevention efforts in their communities.

\_\_\_\_ Empower young people to use their voice and make their own decisions.

The theme of **community ownership** had only one draft principle. Please indicate the extent you support including this principle for further consideration: Empower individuals and communities to take ownership of sexual violence prevention efforts.

- I support this principle as written. Include it in further consideration.
- I do not support this principle. Exclude it from further consideration.

The theme of **prevention approach/environment** had only one draft principle. Please indicate the extent you support including this principle for further consideration: Create and maintain open, nonjudgmental, and safe spaces to encourage participation.

- I support this principle as written. Include it in further consideration.
- I do not support this principle. Exclude it from further consideration.

The theme of **prevention beliefs** had only one draft principle. Please indicate the extent you support including this principle for further consideration: Believe that all individuals deserve to have healthy and positive relationships.

- I support this principle as written. Include it in further consideration.
- I do not support this principle. Exclude it from further consideration.

What other information, if any, would you like to share about the draft principles and/or your preferences?

## Appendix D. Prioritization Survey #2 Text

Thank you for your ongoing engagement in our Principles-Focused Evaluation process for Nebraska RPE. Following the last survey, we narrowed 23 principles to 10. Our final step is to trim the list further to our final 5-8 Prevention Principles for Nebraska RPE.

This survey asks you to identify which of the principles are most important to include in Nebraska RPE's Prevention Principles. Please read through all of the options carefully. When making your decision about which principles are most important to you, keep the GUIDE criteria in mind. Ask yourself:

- Which principles are the most clear and actionable in your work?
- Which principles are most useful for understanding, planning, or engaging in prevention work?
- Which principles do you think are the most inspiring?
- Which principles are most adaptable for your different audiences, strategies, or activities?

What is your name? (This is for survey completion follow-up purposes only. Your individual rankings will not be shared with anyone.)

Please order the following principles from the most important to include in Nebraska RPE's Prevention Principles to the least important to include (most important principle at the top):

- \_\_\_ Believe that all individuals deserve to have healthy and positive relationships.
- \_\_\_ Communicate the impact of sexual violence on individuals, families, communities, and society as a whole.
- \_\_\_ Conduct educational programming and activities in ways that are relatable, trustworthy, and credible to the intended audience.
- \_\_\_ Create and maintain open, nonjudgmental, and safe spaces to encourage participation.
- \_\_\_ Empower individuals and communities to take ownership of sexual violence prevention efforts.
- \_\_\_ Engage in creative partnerships to prevent violence throughout our communities.
- \_\_\_ Prepare individuals to take actions to promote healthy cultural norms and behaviors to create a culture where consent, equity, and equality are respected.
- \_\_\_ Promote actionable, everyday strategies to prevent sexual violence.
- \_\_\_ Recognize and address that sexual violence includes individuals from all ethnicities, races, genders, sexual identities, educational levels, faiths, and other social identities in all educational programming.
- \_\_\_ Recognize youth as leaders in sexual violence prevention to foster positive interactions and youth-led initiatives.

Please share any additional comments you may have about the proposed principles and/or your ranking.

## Appendix E. Principles-Focused Evaluation for Nebraska RPE: Indicator Selection Meeting Agenda

Wednesday, November 18, 2020 | 9:00-11:00 AM

- 2 minutes Welcome & Meeting Goals
- 10 minutes Review and Vote on Prevention Principle Options #1, #2, and #3
- 5 minutes Activity Overview & Instructions
- 60 minutes Breakout Brainstorm Sessions (timing based on Prevention Principle Option Vote)

Option #1 selected	5 sessions at 11 minutes each	Break between sessions 2 & 3
Option #2 selected	6 sessions at 9 minutes each	Break between sessions 3 & 4
Option #3 selected	8 sessions at 6 minutes each	Break between sessions 4 & 5

- 10 minutes Break
- 15 minutes Vote on Indicators
- 10 minutes Review of Indicators
- 5 minutes Next Steps
- 3 minutes Wrap Up & Closing

## Appendix F. Indicator Ideas and Votes

Each participant was given six votes per principle to choose their preferred indicators. Votes could be split between the preventionist and participant foci however the participants wished. Participants indicated their votes with an “X.”

Principle #1: Believe that all individuals deserve to have healthy and positive relationships.	
Preventionist Focus	Participant Focus
Create healthy relationship classesX	Recognize healthy relationshipsX
Create education on healthy vs. unhealthy	Identify components of healthy relationshipsXXXXxX
Model healthy relationships X Xx	
Mentor to encourage healthy relationships	
Check your bias around who can have healthy relationships XXX	
Identify harmful social norms and promote positive social norms.X XXxXX	
Educate on components of health relationships.XXXX	
Investing in and role modeling this belief ourselves. XXx	

Principle #2: Engage in creative partnerships to prevent violence throughout our communities.	
Preventionist Focus	Participant Focus
Networking with other agencies and leaders in communities XXXX	Broader range of participants
Be open to new experiences/ideas/partnershipsX	Increased community awareness X
Getting others excited about the work X	Participants open to ideas/experiences
Finding others that are excited about the work	Open to new ways of violence preventionX
	Stronger community ties XXX

<p>Understand ways to engage</p> <p>Partnering with traditional and nontraditional programs/partners across the service area. XXXXXX</p> <p>Ensuring we partner with diverse popul Develop and sustain coalition building efforts.XXX</p> <p>Partner with non-traditional groups (i.e., bars salons etc) to recognize signs of DV XXX</p> <p>Partner with others on social media - get on their social media (instagram stories about education, awareness)XXXXX</p>	<p>Better communication/coordinationXX</p> <p>Nontraditional partners understand their role in SVP and how SVP impacts their clients, communities, etc.XXXXX</p> <p>Partners are engaged and take action to prevent sexual violence.XXXXX</p>
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<p><b>Principle #3: Communicate the impact of sexual violence on individuals, families, communities, and society as a whole.</b></p>	
<p><b>Preventionist Focus</b></p> <p>Utilize personal stories to create awareness of the human impact- share success and strugglesXX</p> <p>Approach with a public health perspective, sexual violence impacts long term health to families and communitiesXXXXX</p> <p>Share the financial impact of sexual violence to society</p> <p>Factual storytelling to connect different groups of people to the impact (Making sure the stories are real - people can tell) XX</p> <p>Adapting messages/stories to connect with different audiences XXXX</p> <p>Educating in a way that empowers people to take action XXXX</p> <p>Develop messaging.</p>	<p><b>Participant Focus</b></p> <p>Creating an awareness of individual impactXX</p> <p>Develop activism in community to engage in bystander activities, engage in positive social media, promote activism overallXXXXXXXX</p> <p>Look at financial impacts and impacts to employees</p> <p>Understanding how SV affects/impacts my life</p> <p>Empowered to take actionX</p> <p>Participants can communicate/educate impact to others XX</p> <p>Everyone understands how SV impacts them and their communities, even if they haven't experienced it directly.XXXXXXX</p> <p>No longer believe that it isn't "my issue"</p>

Communicating your message/weaving it through presentations, materials, etc.  Creating campaigns.XX	More likely to speak up and act and get involved
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Principle #4: Conduct educational programming and activities in ways that are relatable, trustworthy, and credible to the intended audience.	
Preventionist Focus	Participant Focus
<p>Having the ‘right’ facilitators (Trained, culturally competent, think about age, etc.) XX</p> <p>Engage participants in conversation vs. lecture (Encouraging interaction, growth, etc)XXXX</p> <p>Develop content that is guided (or reviewed) by the audience (Survivor informed, having youth review programming, etc.); Engaging youth to provide material to young people; Engaging survivors in presentations/providing material to groups.XXXXXX</p> <p>Use different modes of education/multi-educational: in person, social media, etc.</p> <p>Educate staff about educational programming and activities.</p> <p>Preparing staff to respond to all audiences and respond to trauma.X</p> <p>Recognize your audience and be mindful of trauma.</p> <p>Investigate biases and develop insight in order to not affect audience negatively XXX</p> <p>Get to know your audience.</p> <p>Tailoring your presentations to your audience.</p> <p>Fact checking material to make sure that it is correct.</p>	<p>Participants actively engage</p> <p>Participants want to come back</p> <p>Change in attitudes and beliefs around SVXXXXXX</p> <p>Participants will feel safe with the information shared</p> <p>Participants will be engaged with information and will learn ways to access resourcesXXXXX</p> <p>More likely to relate to the material.</p> <p>More likely to share spread material outside of the setting (to friends, etc.)XXXX</p> <p>Empowered to take action.</p>

Know your materials, facts, etc., and believe the information yourselfXXXX	
Have and display confidence.X	

Principle #5: Empower individuals and communities to take ownership of sexual violence prevention efforts.	
Preventionist Focus	Participant Focus
<p>Providing knowledge and helping inspire activism within our community partners.XXX</p> <p>Connecting people with different resources to make it more possible for community outreach and activism.X</p> <p>Listening to the concerns, goals, and desires of community partners - not leading them but allowing yourself to be led by themX. XXX</p> <p>Inspiring local expertise.</p> <p>Identifying social norms and being able to respond to them (Ex. If you hear something that's not okay, being able to step up and say something)XXXXX</p> <p>Engaging and empowering partners to educate on SVX</p> <p>Giving others the confidence to have conversations around SV/healthy relationships X</p> <p>Making the connections between what partners are doing and what we're doingXXXX</p> <p>Modeling accountability of behaviors/actions</p> <p>Bringing in programming to partners and empowering a team to educate the communityXXX</p>	<p>Being accountable for your behaviors, words, actions to help build momentum with othersXX</p> <p>Participants share ideas, actionsX</p> <p>Feel confident in being an activist for SV prevention X</p> <p>Empowering partners to use their voice.XXXX</p>

**Principle #6: Prepare individuals to take actions to promote healthy cultural norms and behaviors to create a culture where consent, equity, and equality are respected.**

<b>Preventionist Focus</b>	<b>Participant Focus</b>
<p>Create peer group to investigate and challenge cultural norms around violence, respect, consent, etc. X</p> <p>Build and model frameworks of trust and confidentiality -- create safe space where trust can emerge.XX</p> <p>Create unique engagements with youth (investigate “pick up lines” ... other playful engagements) [school settings]</p> <p>Creating programming for women, leadership opportunities, economic opportunities.X</p> <p>Engaging men work/programming.XX</p> <p>Tailoring our programming to fit communities and cultures, making it socioculturally relevant.XX</p> <p>Defining consent, equity, and equality.X</p> <p>Teaching consent, equity, and equality and how they connect to healthy norms and behaviors.XXXXX</p> <p>Establish what this ideal culture looks like (What are the norms, values, behaviors) X</p> <p>Identify actions that are needed for the culture we wantX</p> <p>Have conversations about this ideal culture</p>	<p>Model the behaviorX</p> <p>Participants have/ actively promote healthy cultural norms and behaviors.</p> <p>Participants have a broader understanding of consent, equity, equality and they can connect it to their lives and society.XXXX</p> <p>People are engaged</p>

**Principle #7: Promote actionable, everyday strategies to prevent sexual violence.**

<b>Preventionist Focus</b>	<b>Participant Focus</b>
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<p>Programming involves skills building for participants.</p> <p>Educating on what is violence and what is not violence (safe/healthy).</p> <p>Communication or campaigns with concrete ideas for action.</p> <p>Bystander, upstander intervention techniques.XX</p> <p>Creating a peer culture that investigates and challenges unhealthy attitudes, norms that promote sexual violence.X</p> <p>Identifying and emphasizing best practices in healthy relationships (rather than focusing on unhealthy).XXXX</p> <p>Sharing everyday things that people can do</p> <p>Using a variety of methods to share strategies (Social media, poster campaigns, etc.)</p> <p>Unified effort across the state</p> <p>Generate a list of strategies to utilize across the state to promote SVPXXXX</p> <p>Share strategies in programming and messaging in ways that are engaging and interactive.XXXX</p> <p>Encourage each person to practice and implement strategies and skills.XX</p>	<p>People feel engaged to take actionX</p> <p>Participants acknowledge there is a problem in their community/life X</p> <p>Participants acknowledge there are solutions to the problems XXX</p> <p>Identify situations in which they can utilize skills and strategies.XXX</p> <p>Participants feel ready to take action and implement skills.XX</p> <p>Participants share stories with us about how they utilized skills to motivate others.</p>
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<p><b>Principle #8: Recognize youth as leaders in sexual violence prevention to foster positive interactions and youth-led initiatives.</b></p>	
<p><b>Preventionist Focus</b></p>	<p><b>Participant Focus</b></p>
<p>Encourage youth to be engaged through presentations and education.</p>	<p>Active youth who understand and implement Bystander Intervention</p>

<p>Identify youth who show initiative and are able to use their voice.</p> <p>Foster a diverse group or council of youth to provide feedback and initiatives.XX</p> <p>Develop messaging specific to youth and for youth.</p> <p>Develop a youth advisory council to advise the program on more effective ways to reaching youth and educating on sexual violence and related issues. (Letting youth design programming.)XX</p> <p>Incorporating ways to provide perks (gift cards, etc.), opportunities for youth to develop the skills they would like to learn, resume building.X</p> <p>Working with “high risk” youth to be leaders in this area. (We do not like the “high risk” label, but we think groups like Greek system, sports, ect.)XXX</p> <p>Provide incentive to show up.</p> <p>Identify youth leaders, including non-traditional groups (Ex. athletes, theater/arts, etc.)XXXX</p> <p>Tailor engagement/programming to different student groupsXX</p> <p>Listen to youth</p> <p>Give youth different ways to engageXXX</p>	<p>Youth will share ideas and messaging with their peers and wider community.XXX</p> <p>Youth become leader</p> <p>Youth look forward to coming to council meetings, enjoy fellowship, eat, etc.</p> <p>Youth will develop skills to take with them elsewhere.XXX</p> <p>Youth have skills around SV preventionXX</p> <p>Youth have confidence in their ability to make a differenceXX</p>
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