

Safe Touch Evaluation Report

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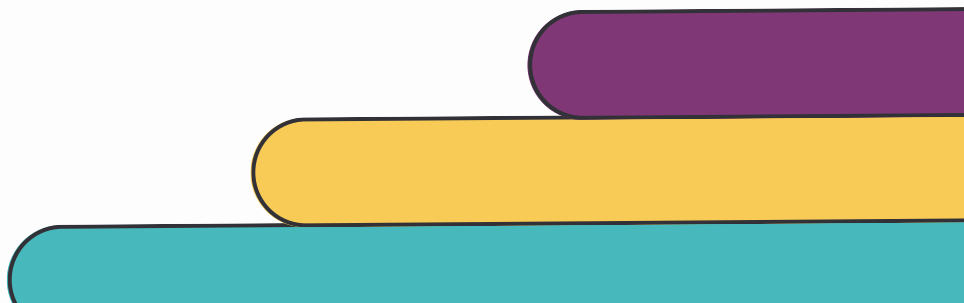
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www.OCRCC.org/SafeTouch/
www.MSBConsulting.org

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Introduction

Safe Touch is an educational program of Orange County Rape Crisis Center. By identifying touches as safe, unsafe, or confusing, students learn that no one should touch their body in a way that makes them feel unsafe or uncomfortable. Students learn the Safety Saying – say no, get away, tell someone – and practice expressing their boundaries. The program also addresses the concept of secrets and tricks while teaching children that it is never their fault if someone else violates their safe boundaries. OCRCC works with students to identify adults both at home and at school that students can talk to if they ever feel unsafe or uncomfortable.

This evaluation report is a reflection of the results from the Spring 2023 evaluation of Safe Touch which was delivered in Orange County Schools (OCS) and Chapel Hill Carrboro City Schools (CHCCS). The goal of the evaluation was to assess the knowledge and skills students demonstrated during and after participating in the Safe Touch program as a measure of program effectiveness and to support program improvement.

Data from OCS was isolated and compared to overall trends in the aggregated data to conduct a cursory analysis of potential differences in impact between OCS and CHCCS. The two schools from OCS included in the sample have a higher percentage of Latine students and non-English Speakers than overall CHCCS sample schools. This process involved a superficial analysis and did not include deep statistical analysis. No outstanding differences in fidelity or knowledge gain among students were identified. There may be discrepancies that would be identified through a more rigorous analysis.

Methods

The sample for the evaluation data collection was 8 schools out of 24 that received the intervention, two of which were pilot tested before official evaluation was started. These 8 schools were intentionally selected to represent the language and racial/ethnic diversity present throughout the schools that receive the Safe Touch program. Multiple tools were created to collect data for this evaluation. Each grade had their own tools to measure facilitator fidelity to curriculum, facilitator alignment with values-based skills and behaviors, students' ability to increase understanding of key concepts, and students' ability to demonstrate skills related to safety and consent. An evaluation observer watched each facilitator conduct the session and filled out the scorecards based on their observations. For the 1-month follow-up poll, electronic surveys were sent to teachers, who then filled them out on behalf of the class for Kindergarden-2nd grade or shared them with students to fill out for 3rd-5th grade.

Discussion

Safe Touch has been found to be successful in its implementation and impact across all six grades. During this evaluation, most activities were fully completed 90% of the time or more. Less experienced facilitators faced some challenges in delivering the full curriculum, particularly when there were disruptions related to classroom dynamics, student behavior, or schedules. The more experienced facilitators were able to deliver the curriculum in an effective and consistent way.

The students exhibited a remarkable grasp of conceptual knowledge and skills. Generally students were able to name unsafe touches, describe how it made the character feel (in practice scenarios and video/puppet show stories), and identify positive communication strategies and ways to seek support between 85%-100% of the time.

Data was collected from follow-up polls 1 month after the curriculum delivery. Although the sample was not big enough to be considered representative of our sample, these follow-up polls do show relatively good retention of material, especially in older grades. The ability to remember the Safety Saying one month later increased with every grade. This demonstrates the possibility that, with repeated exposure over grade years, students have built a solid foundation of the key concepts of the program. The comment from an evaluator below exemplifies the thoughtful engagement from participants.

"One kid asked, 'Is it sexual bullying if you don't know if you like the attention or not?'; The group also talked about flirting gone wrong because one student asked, 'What if you gave unwanted attention to someone on accident?'" - Evaluator comment about scorecards discussion (5th grade).

Students struggled the most with identifying unsafe touches, for example, in the Red Light Green Light 5th grade activity and during the Tommy 2nd grade Puppet show. Qualitative data shows that facilitators took more time to discuss these scenarios, which enhanced student comprehension in the end.

Discussion

As is demonstrated in the Summary of Outcomes graphs below, retention of the safety saying when students receive the curriculum a year later is less than after one month (as shown in full report), but there is still retention among the older grades (3rd-5th). On average, 95.2% of 3rd-5th graders who responded to the poll remembered the safety saying after 1 month. For lower grades (K-2nd) teachers reported that more than half the class knew the safety saying after one month, about 67% of the time. These findings demonstrate the importance of repeated and comprehensive exposure to the topic and indicate that additional review sessions and/or reminders of the safety saying throughout the year would be beneficial.

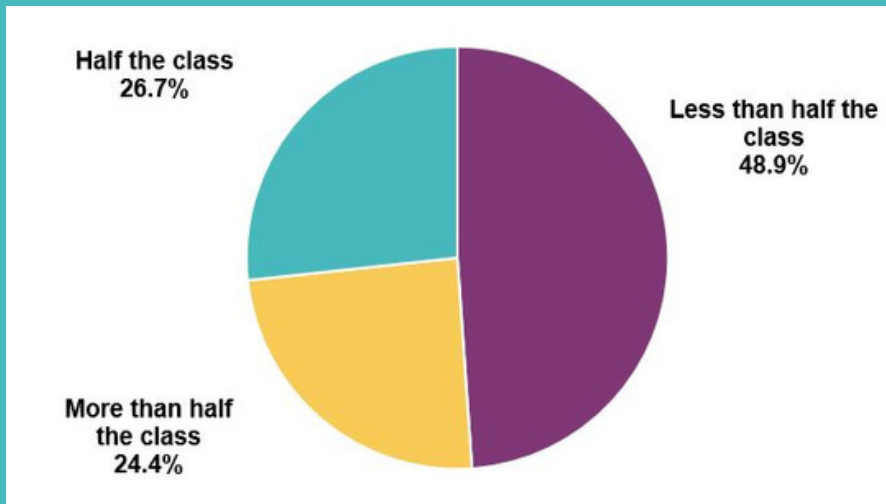
The 5th-grade post test results (given directly after class) show high self-reported retention from students, with more than 80% of them agreeing or strongly agreeing that their understanding of all the main subject areas increased after or because of Safe Touch.

Challenges

Some challenges to the adherence to fidelity included evaluation observers misunderstanding certain activities or scoring rubrics, an extensive evaluation data collection strategy that required comprehensive training, and varied readiness and skill level among facilitators and evaluators, many of whom were volunteers or interns. This lack of capacity led to some missed or incomplete delivery of sections of the curriculum and incorrectly documented responses, though fidelity was still generally high. Several evaluator notes showed that student restlessness and inattention contributed to incorrect answers or lack of participation as opposed to demonstrating clear misunderstanding of the material which is common in programming with children especially elementary school students.

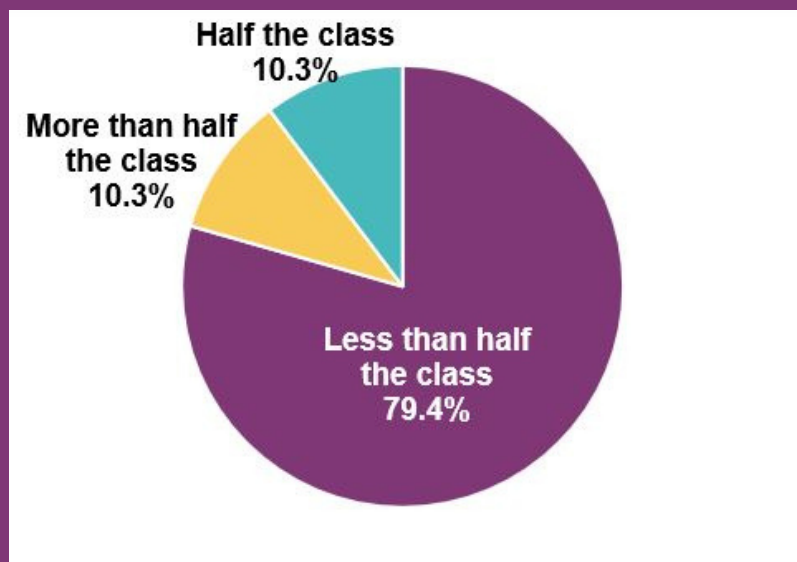
Summary of Outcomes Across Grades

How many students raised their hands at the end of the session saying they remember the Safety Saying from the beginning of class? (K-2nd grade)



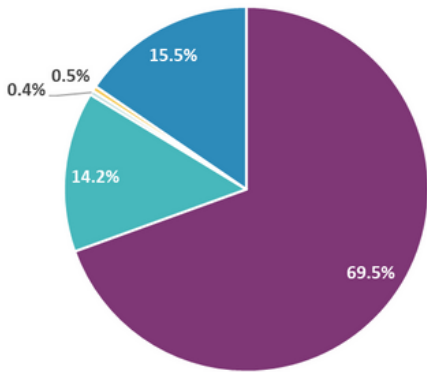
Summary of Outcomes Across Grades

How many students raised their hands saying they remember the Safety Saying from the previous year at the start of the session? (3rd-4th grade)



Values-Based Facilitator Skills

Effectiveness on Demonstrating Core Facilitator Values & Behaviors



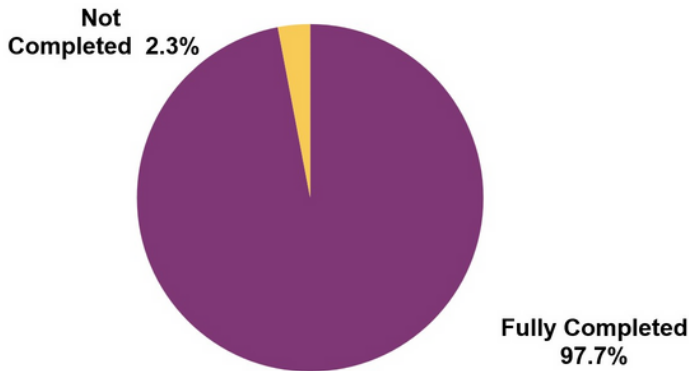
■ Highly Effective ■ Effective ■ Somewhat Effective ■ Does Not Meet Standards ■ Not Observed

Fidelity to a curriculum is about ensuring all the components of the curriculum are implemented and also ensuring the curriculum is implemented centering the values behind its design. This portion of the fidelity checklist assessed facilitators ability to demonstrate the values of the OCRCC Safe Touch Curriculum. The pie chart to the left demonstrates overall effectiveness results across all values and behaviors measured while the table below details results by value category. More reflection on this data can be found in the recommendations section below.

Value Category	Highly Effective	Effective	Somewhat Effective	Does Not Meet Standards	Not Observed
Empowerment	82.0%	16.9%	1.1%	0.0%	0.0%
Access	58.6%	11.6%	0.3%	1.3%	28.2%
Equity	14.4%	8.7%	0.0%	1.9%	75.0%
Education as Prevention	79.5%	14.9%	0.0%	0.3%	5.3%
Effective Facilitation	81.1%	18.3%	0.0%	0.0%	0.6%
Time	81.7%	16.3%	0.0%	1.9%	0.0%
Partnership	67.0%	10.7%	1.9%	0.0%	20.4%
Caring Adults	78.3%	15.8%	0.7%	0.0%	5.3%
Goal Oriented and Data Driven	19.0%	2.9%	0.0%	0.0%	78.1%

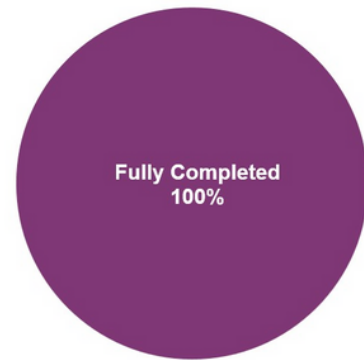
Kindergarten Fidelity and Skills Checklist

Introduction



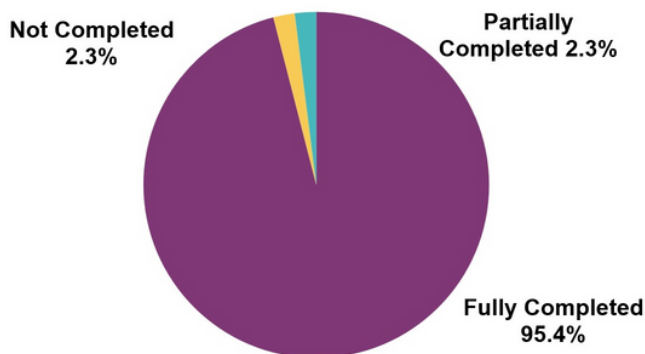
Across 22 sessions for the two Introduction activities, 97.7% were fully completed, and 2.3% were not completed.

Thumbs up, Thumbs down



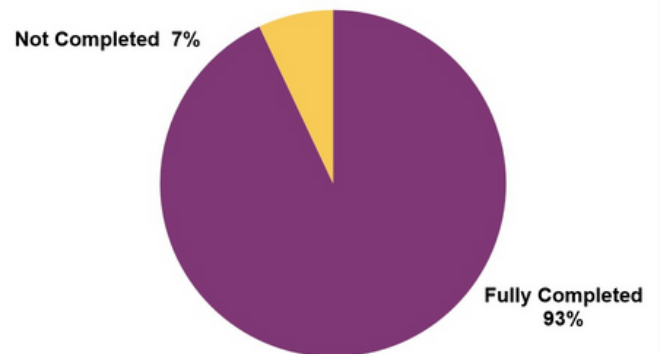
Across 22 sessions, 100% of the time the activity to identify safe and unsafe types of touches was fully completed.

Safety Saying, Secrets and Trusted Adults



Across 22 sessions for four Safety Saying Activity components, 95.4% were fully completed, 2.3% were partially completed, and 2.3% were not completed.

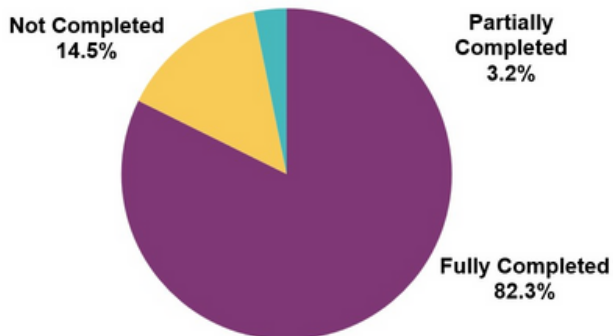
Puppet Shows and Discussion



Across 22 sessions for two Puppet Show and Discussion components, 93% were fully completed, and 7% were not completed.

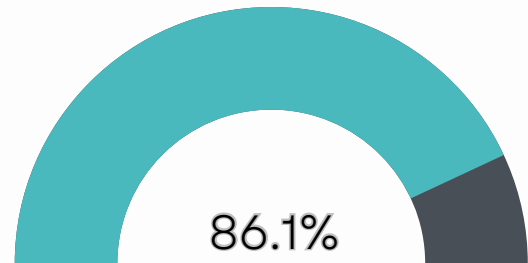
Kindergarten Fidelity and Skills Checklist

Conclusion



Across 22 sessions and 3 Conclusion components, 82.3% were fully completed, 3.2% were partially completed, and 14.5% were not completed.

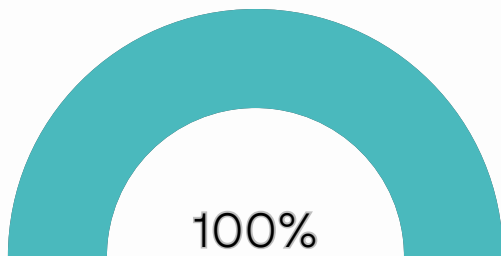
Thumbs up, Thumbs down



Across 22 sessions and 16 components, students were able to correctly label safe and unsafe touches and activities. More than half the class was correct 86.1% of the time.

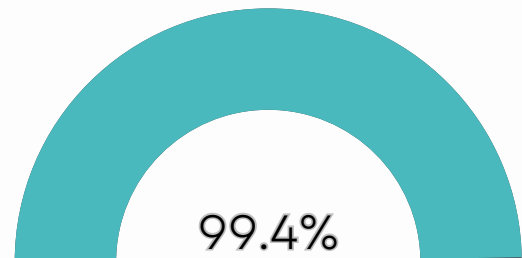
A lot of students knew the answers during this section, but weren't necessarily participating with thumbs which is why we see that some of them aren't more than half - Evaluator comment about Thumbs Up Thumbs Down Activity

Puppet Show #1



Across 22 sessions for 7 components, students were able to name unsafe touches, describe how it made the character feel, and identify positive communication strategies and ways to seek support 100% of the time.

Puppet Show #2



Across 22 sessions for 9 components, students were able to name unsafe touches, describe how it made the character feel, and identify positive communication strategies and ways to seek support 99.4% of the time. One class struggled with keeping secrets about unsafe touches.

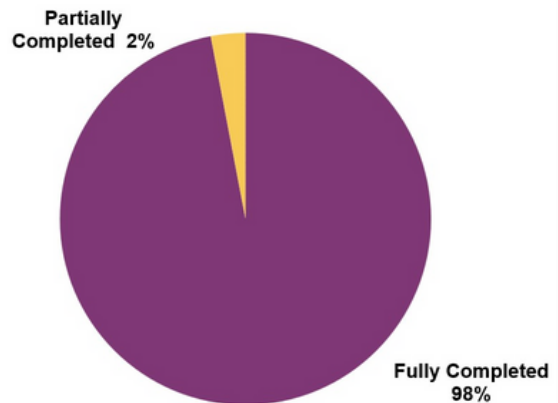
1st Grade Fidelity and Skills Checklist

Introduction



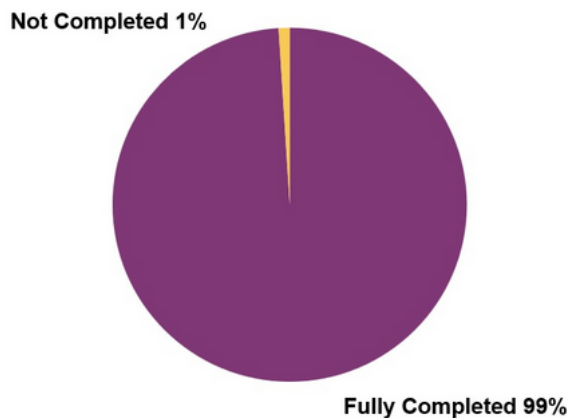
Across 25 sessions, the introduction component was fully completed 100% of the time.

Safe Touches Description



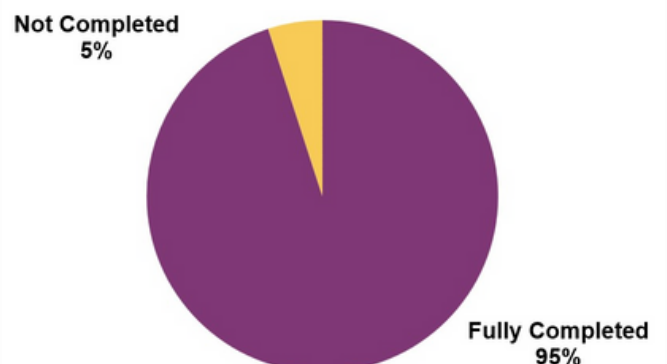
Across 25 sessions, for 2 components 98% were fully completed and 2% were partially completed.

Puppet show #1 and discussion



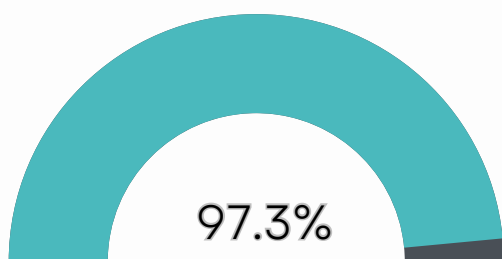
Across 25 sessions for 3 components for the first puppet show, 99% were fully completed and 1% was not completed.

Safety Saying and discussion



Across 25 sessions for 4 components for the Safety Saying discussions, 95% were fully completed and 5% were not completed.

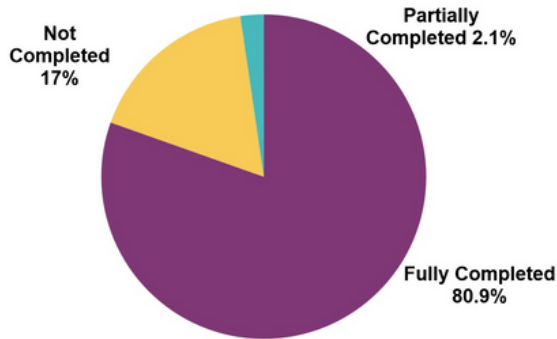
Safety Chant and Draw Private Square



Across 25 sessions for 2 components, more than half the class fully participated 97.3% of the time. In one class less than half of students completed Drawing the Private Square.

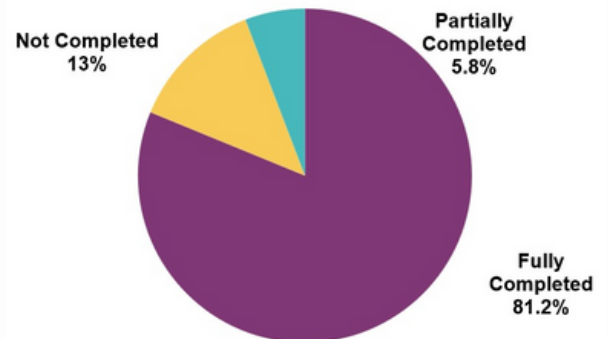
1st Grade Fidelity and Skills Checklist

Puppet show #2 and Discussion



Across 25 sessions for 2 components for the second puppet show, 80.9% were fully completed, 2.1% were partially completed, and 17% were not completed.

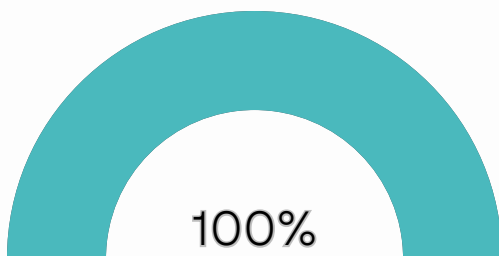
Conclusion



Across 25 sessions for 3 components of the conclusion, 81.2% were fully completed, 5.8% were partially completed, and 13% were not completed.

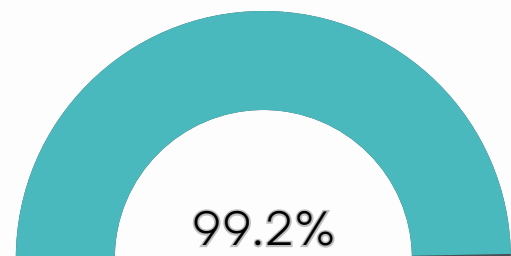
"One way you can stay safe is by using your words instead of your body when you get mad" -Student

Puppet Show #1



Across 25 sessions for 6 components, students were able to name unsafe touches, describe how it made the character feel, and identify positive communication strategies and ways to seek support 100% of the time.

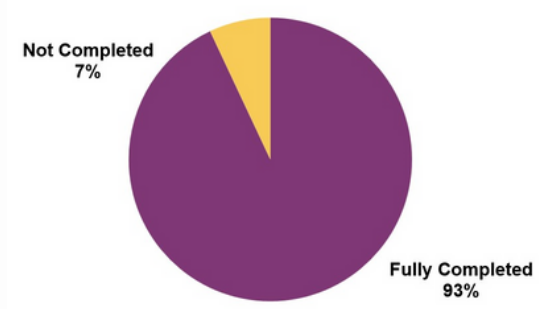
Puppet Show #2



Across 25 sessions for 6 components, students were able to name unsafe touches, describe how it made the character feel, and identify positive communication strategies and ways to seek support 99.2% of the time. Students in one class needed extra prompting to identify the action of telling someone.

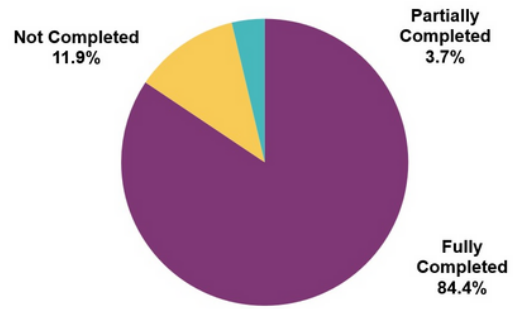
2nd Grade Fidelity and Skills Checklist

Introduction and Overview



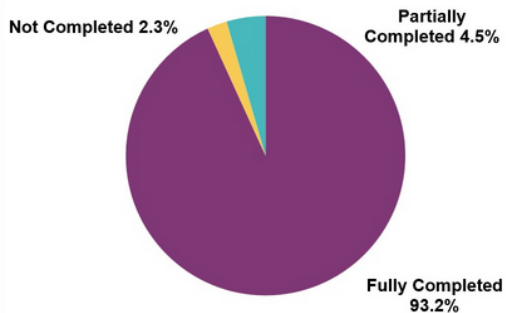
Across 23 sessions, for 2 components, 93% were fully completed and 7% were not completed.

Puppet Show Videos



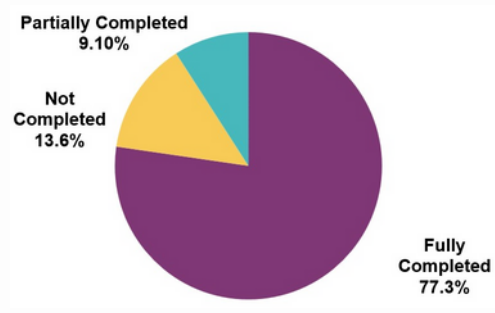
Across 23 sessions for 5 components, 84.4% were fully completed, 3.7% were partially completed, and 11.9% were not completed. The reminder about Ricky's story was the most skipped- 10 times (due to time constraints).

Safety Saying and Trusted Adults



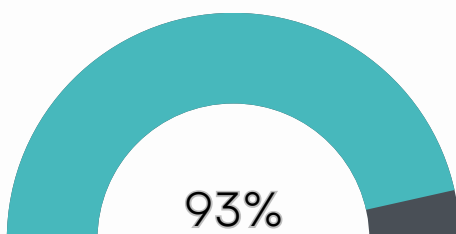
Across 23 sessions, for 2 components, 93.2% were fully completed, 4.5% were partially completed, and 2.3% were not completed.

Safety Chant Practice



Across 23 sessions, the Safety Chant was fully completed 77.3% of the time, partially completed 9.10% of the time, and not completed 13.6% of the time.

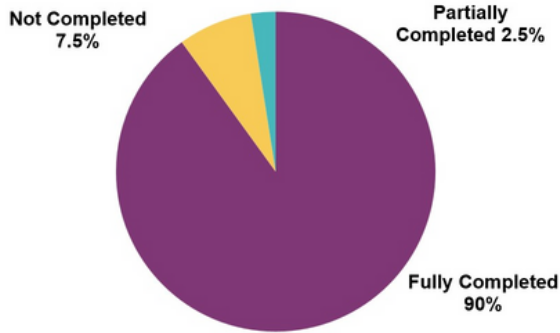
Trusted Adult Review Scorecard



Across 23 sessions and 4 components, students were able to name unsafe touches, describe how it made the character feel, and identify positive communication strategies and ways to seek support 93% of the time.

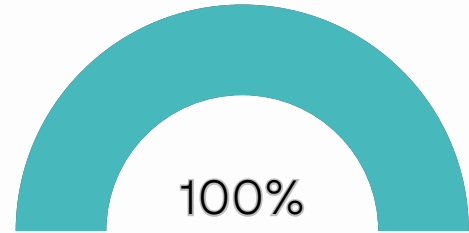
2nd Grade Fidelity and Skills Checklist

Conclusion



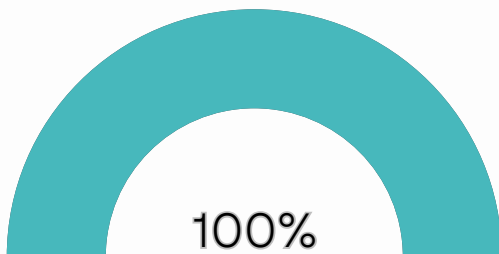
Across 23 sessions for 2 components, 90% were fully completed, 7.5% were partially completed, and 2.5% were not completed.

Puppet Show #1



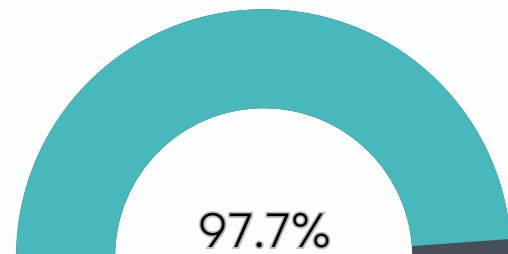
Across 23 sessions for 5 components, students were able to name unsafe touches, describe how it made the character feel, and identify positive communication strategies and ways to seek support 100% of the time.

Puppet Show #2



Across 23 sessions for 4 components, students were able to name unsafe touches, describe how it made the character feel, and identify positive communication strategies and ways to seek support 100% of the time.

Puppet Show #3



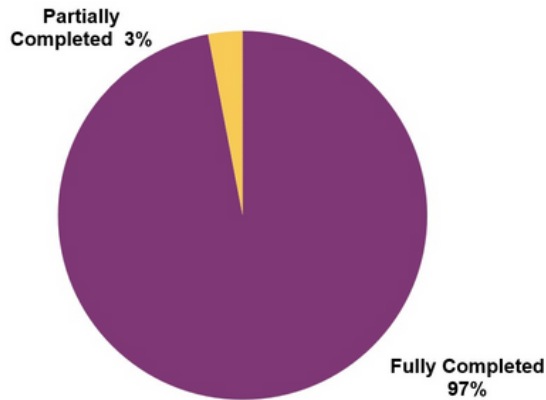
Across 23 sessions for 6 components, students were able to name unsafe touches, describe how it made the character feel, and identify positive communication strategies and ways to seek support 97.7% of the time. Three classes struggled to identify the difference between discipline and harm.

Across 18 sessions for the Safety Chant component, more than half the class practiced the chant 96% of the time.

Across 18 sessions for the Drawing the Private Square component, more than half the class could draw the square 77.8% of the time.

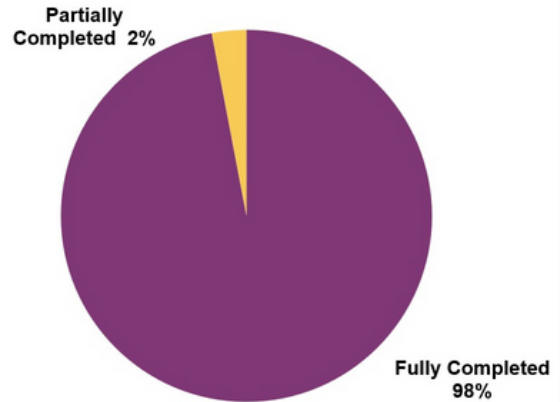
3rd Grade Fidelity and Skills Checklist

Review of types of touches and Safety Saying



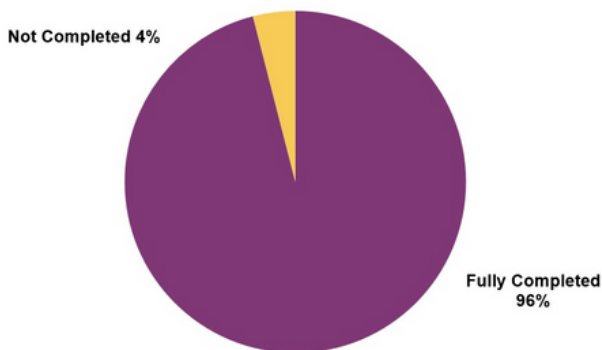
Across 25 sessions for 4 components to review the types of touches and Safety Saying, 97% were fully completed and 3% were partially completed.

Video and Discussion



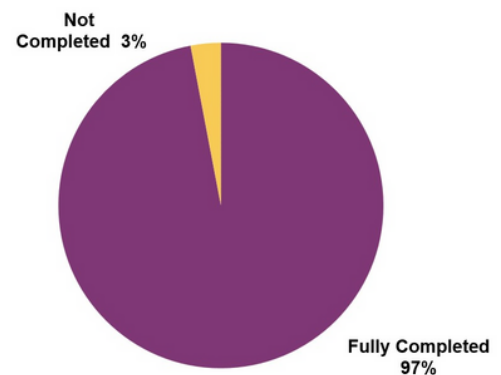
Across 25 sessions and 2 components to review and discuss the video about Sami, 98% were fully completed and 2% were partially completed.

Activities: What If and Crossword



Across 25 sessions and 2 components 96% were fully completed and 4% were not completed.

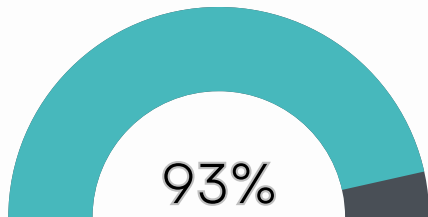
Conclusion



Across 25 sessions and 2 components 97% were fully completed and 3% were not completed.

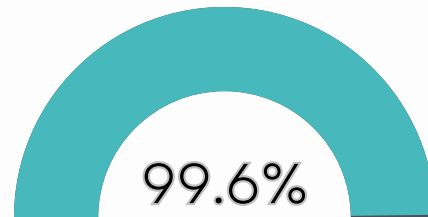
3rd Grade Fidelity and Skills Checklist

Trusted Adult Scorecard



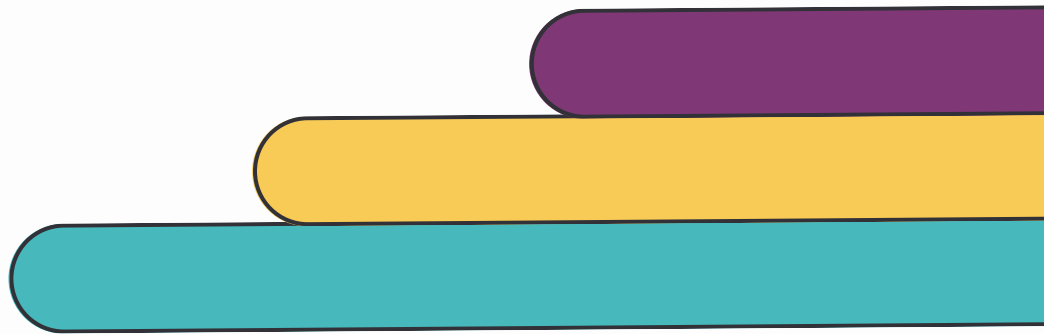
Out of 348 students, 93% successfully filled out their scorecard with 3 trusted adults they knew.

Video Discussion Scorecard



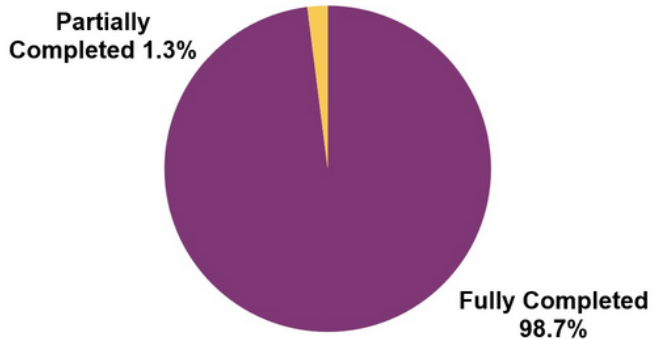
Across 25 sessions for 11 components, students were able to name unsafe touches, describe how it made the character feel, and identify positive communication strategies and ways to seek support 99.6% of the time. Students struggled in one class to identify the difference between a secret and a surprise.

"Anything could be a safe/unsafe touch. You have to ask them. And if they say no or they don't want it, then it is unsafe." -Student



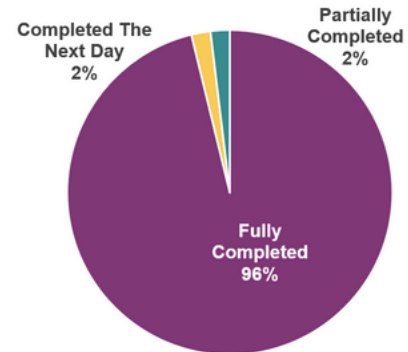
4th Grade Fidelity and Skills Checklist

Review of types of touches and Safety Saying



Across 26 sessions for 3 components for *Types of Touch* and *Safety Saying* components, 98.7% were fully completed and 1.3% were partially completed.

Online Safety

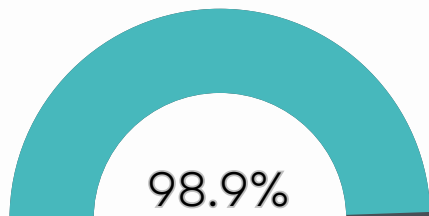


Across 26 sessions and 4 components for *Online Safety* Activities, 96% were fully completed, 2% were partially completed, and 2% were completed the next day.

Video Scorecard: Staying Safe Online

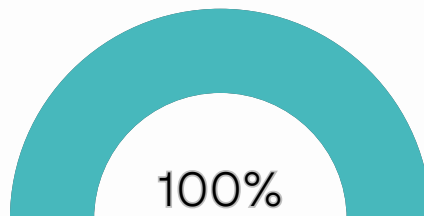
Rule # 1

sharing personal information



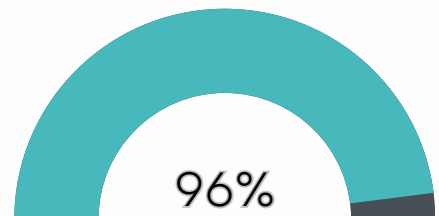
Rule # 2

what to do if you feel unsafe



Rule # 3

Public and Permanent



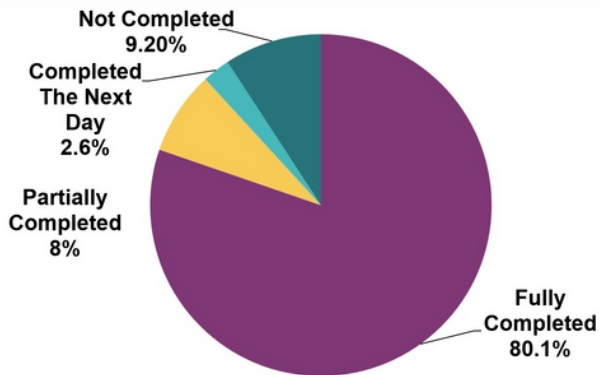
percent of good discussion responses

On average, 98.2% of students were able to identify ways to stay safe online

"Kids were able to name the types of personal details mentioned in the video that are not safe to share online (Full name, where you go to school, parents names, address, phone number, age/birthday, photos)..(there was a) online vs. real life friends discussion - you can't share personal details w/ online friends. Kids got into some 'what if' questions, one kid brought up online dating" - Evaluator Comment about online safety activity

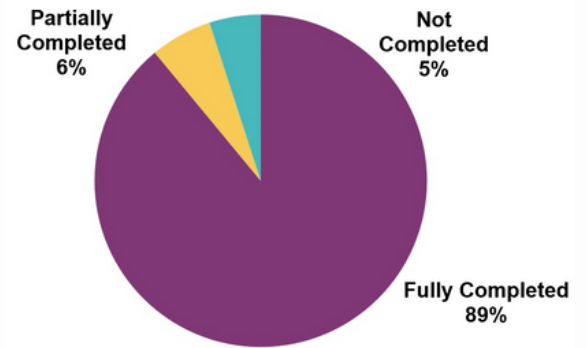
4th Grade Fidelity and Skills Checklist

Cyberbullying and Being an Active Bystander



Across 26 sessions for 3 components for Cyberbullying & Being an Active Bystander Activities, 80.1% were fully completed, 8% were partially completed, 9.2% were not completed, and 2.6% were completed the next day.

Conclusion



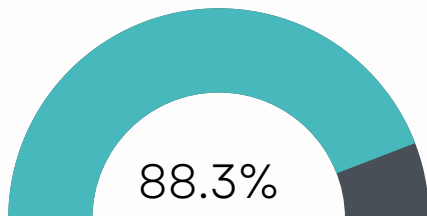
Across 26 sessions for 2 components for the Conclusion, 89% were fully completed, 6% were partially completed, and 5% were not completed.

Cyberbullying and Action Plan Scorecard

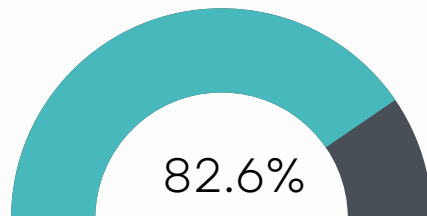
Across 26 Cyberbullying scenario sessions for 3 scenarios, more than half the class identified the correct action 91% of the time.

Percent of students who demonstrated they could:

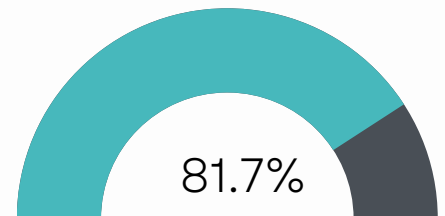
TAKE ACTION



OFFER SUPPORT



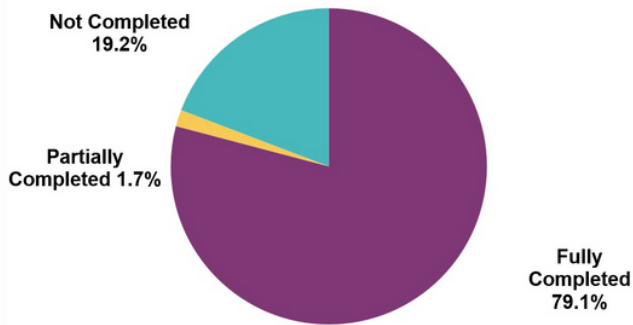
GET HELP



On average, 84.2% percent of students who engaged in these activities were able to demonstrate the ability to identify active bystander strategies

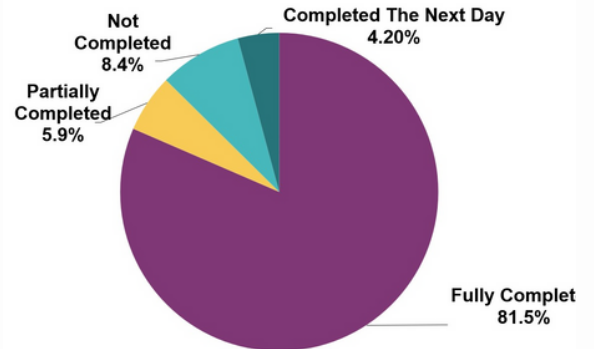
5th Grade Fidelity and Skills Checklist

Review of Body Safety and Internet Safety



Across 24 sessions for 6 components of Review of body and internet safety 79.1% were fully completed, 1.7% were partially completed, and 19.2% were not completed.

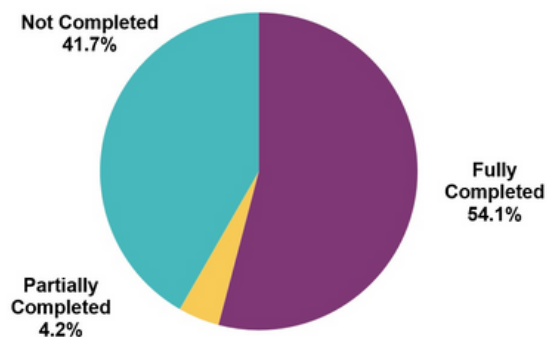
Sexual Bullying vs. Flirting



Across 24 sessions for 5 components of sexual bullying vs. flirting 81.5% of classroom sessions were fully completed, 5.9% were partially completed, 8.4% were not completed, and 4.2% were completed the next day.

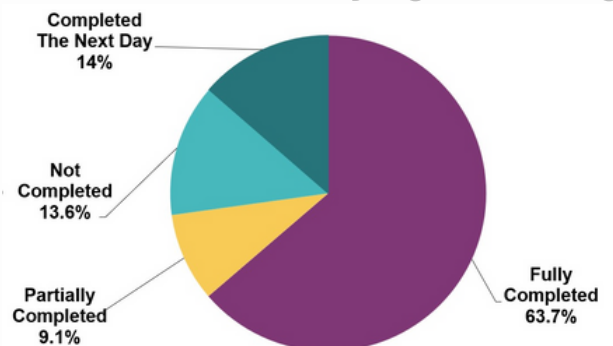
“Students needed a lot of help staying focused, composed, and quiet”
- Evaluator Comment on Review of Body Safety

Lesson Review



Across 24 sessions for 5 components 54.1% were fully completed, 4.2% were partially completed, and 41.7% were not completed. Many facilitators did not complete review sections because they were only given one day to complete the full curriculum delivery as opposed to two.

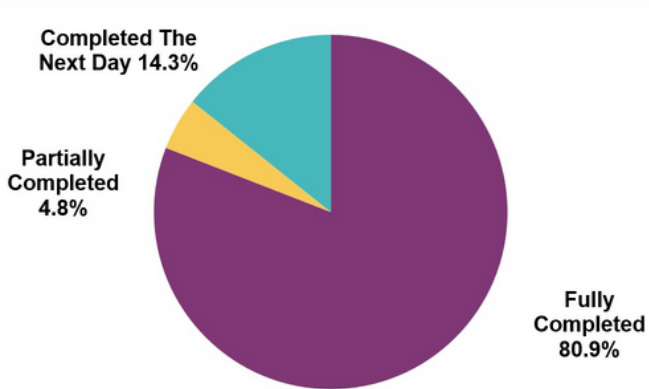
Review Sexual Bullying vs. Flirting



Across 24 sessions for 2 components 63.7% were fully completed, 9.1% were partially completed, 13.6% were not completed, and 13.6% were completed the next day.

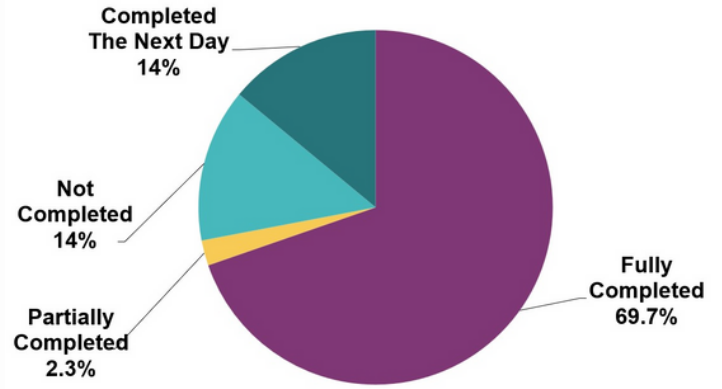
5th Grade Fidelity and Skills Checklist

Be An Active Bystander



Across 24 sessions for 2 components 80.9% were fully completed, 14.3% were partially completed, and 4.8% were completed the next day.

Graduation and Wrap Up

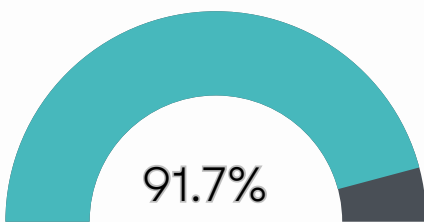


Across 24 sessions for 2 components 69.7% were fully completed, 2.3% were partially completed, 14% were not completed, and 14% were completed the next day.

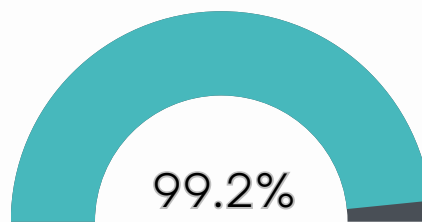
Activity Scorecards

Percent of class sessions where students demonstrated good discussion responses:

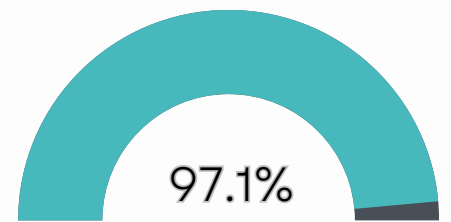
Jeopardy



Video Discussions



Red Light Green Light

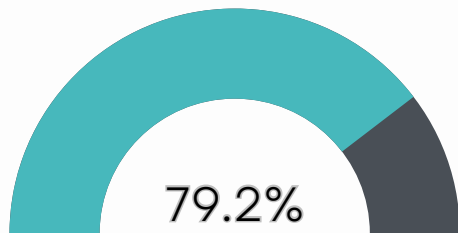


On Average, students demonstrated the ability to identify the difference between sexual bullying and flirting 96% of the time

"One kid asked, 'Is it sexual bullying if you don't know if you like the attention or not?'; The group also talked about flirting gone wrong because one student asked, 'What if you gave unwanted attention to someone on accident?'" - Evaluator comment about scorecards discussion

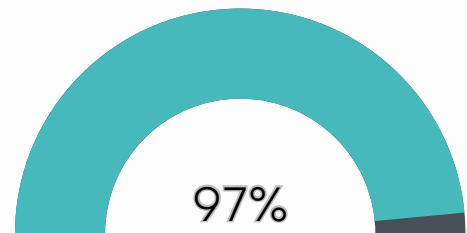
5th Grade Fidelity and Skills Checklist

Correctly Identifying Red Light Green Light Scenarios



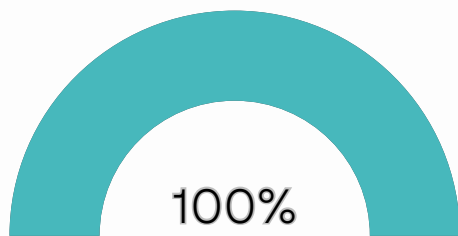
Across 24 sessions for 8 components more than half the class demonstrated the ability to identify sexual bullying and consent-related behaviors 79.2% of the time.

Red Light Green Light Discussion Questions

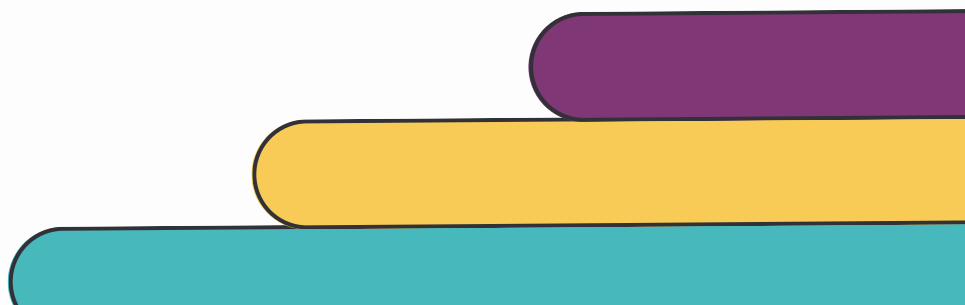


Across 24 sessions for 9 components students demonstrated the ability to identify sexual bullying and consent-related behaviors 97% of the time.

Active Bystander Scenarios Scorecard

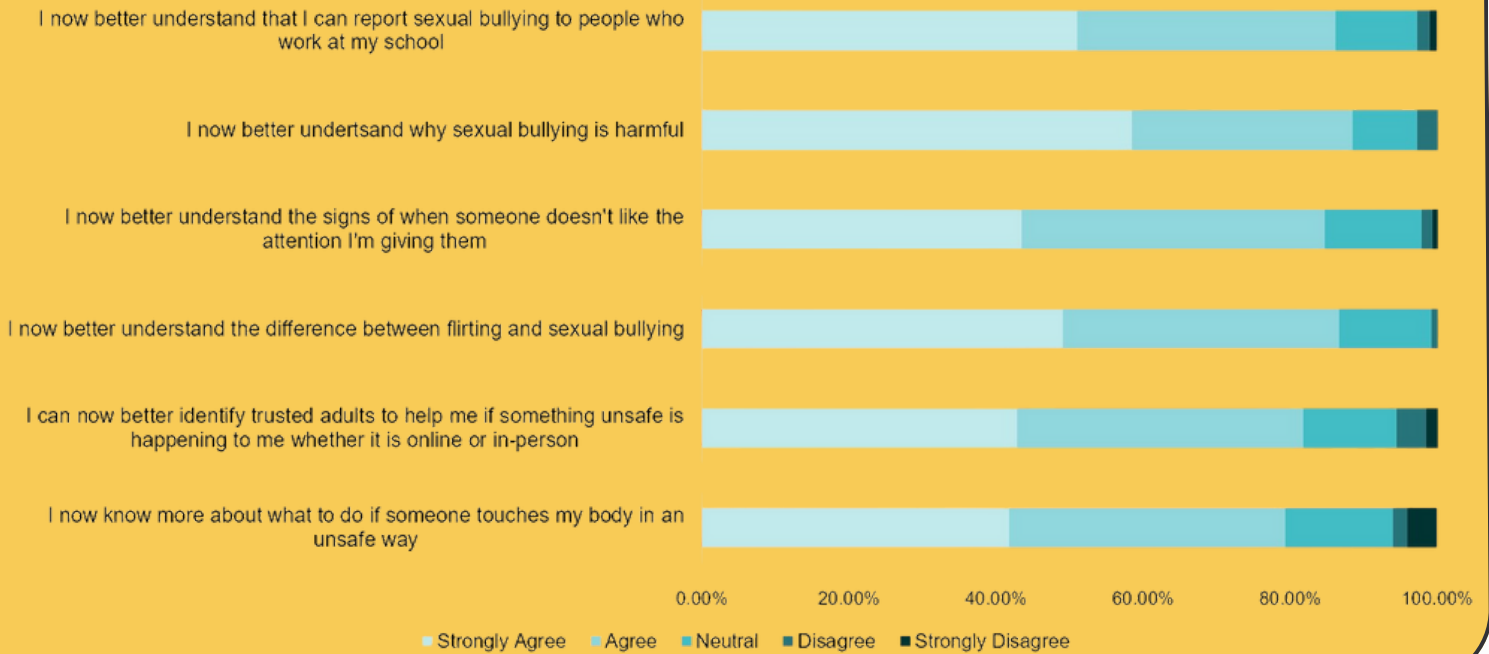


Through the Safe Touch 5th grade curriculum, 100% of students were able to demonstrate skills to identify positive bystander actions.



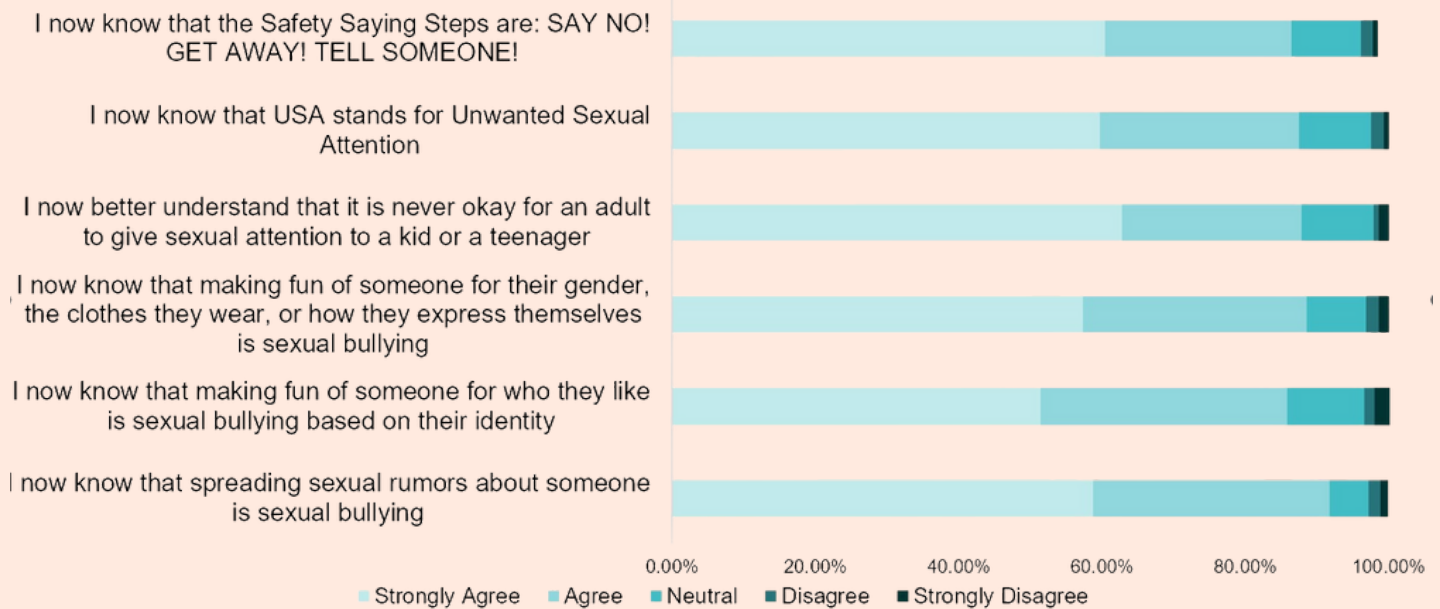
5th Grade Post Test Survey Answers

At least 80% of students agreed or strongly agreed that they improved their knowledge in every area of understanding after Safe Touch



5th Grade Post Test Survey Answers

At least 80% of students agreed or strongly agreed that they improved their knowledge in every area of understanding after Safe Touch



Out of 373 participants who filled out the post-test for 5th grade, a significant number of responses dropped off after answering the first three questions, reducing the number to 278 for the rest of the survey. All percentages on the graphs are accurately calculated based on the respective number of responses for each question, even though they do not represent the same total number of responses throughout the survey.

The Follow-Up Polls were only completed by a small number of teachers and students represented in the sample so while these results give us a glimpse into the retention of information they may not be fully representative.

1 Month Follow-Up Kindergarten

2 kindergarten classes responded to the poll.

What makes a touch safe?



More than half the class 100%

In both classes, more than half the class was able to remember that what makes a safe touch is that you like the touch.

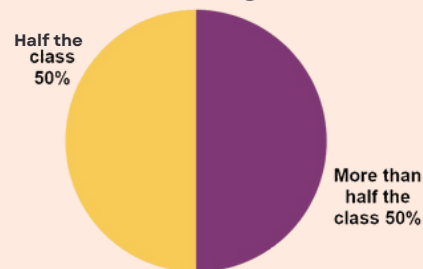
My body belongs to...(me)



More than half the class 100%

In both classes, more than half the class was able to remember that the phrase "my body belongs to..." ends with "me".

What is the safety saying?



Half the class 50%

More than half the class 50%

In one class, more than half the students remembered the safety saying. In the other class, half the class remembered.

1 Month Follow-Up 1st Grade

5 1st grade classes responded to the poll.

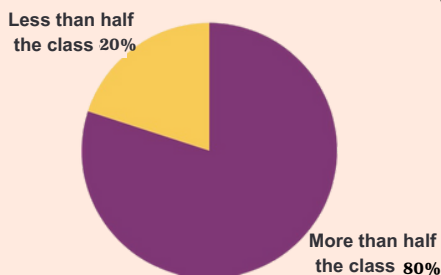
What are private parts?



More than half the class 100%

In all classes, more than half the class was able to remember that private parts are the parts we cover with a bathing suit.

My body belongs to...(me)

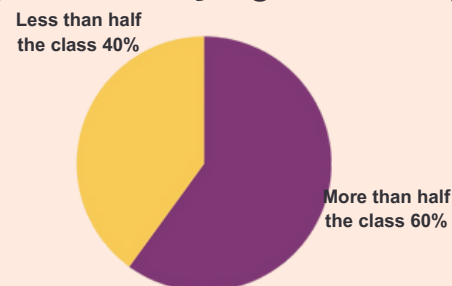


Less than half the class 20%

More than half the class 80%

In 4/5 classes, more than half the class was able to remember that the phrase "my body belongs to..." ends with "me".

What is the safety saying?



Less than half the class 40%

More than half the class 60%

In 3/5 classes, more than half the students remembered the safety saying. In 2/5 classes, less than half the class remembered.

1 Month Follow-Up 2nd Grade

5 2nd Grade classes responded to the poll.

What are private parts?

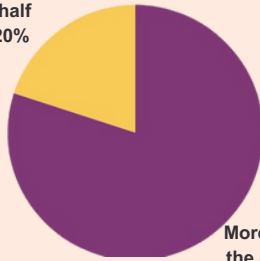


More than half the class 100%

In all classes, more than half the class was able to remember that private parts are the parts we cover with a bathing suit.

What is the safety saying?

Less than half the class 20%



More than half the class 80%

In 4/5 classes, more than half the students remembered the safety saying. In 1/5 classes, less than half the class remembered.

Who can I go to for help?



More than half the class 100%

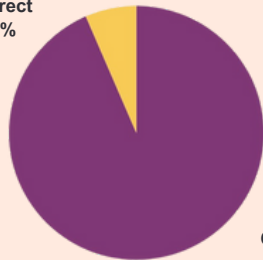
In all classes, more than half the students remembered you should go to a trusted adult if you've experienced an unsafe touch.

1 Month Follow-Up 3rd Grade

185 students responded to the poll.

What is the safety saying?

Incorrect 6.5%

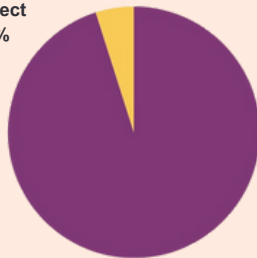


Correct 93.5%

Out of 185 students, 93.5% remembered the correct safety saying.

Should you keep secrets about touches?

Incorrect 4.9%

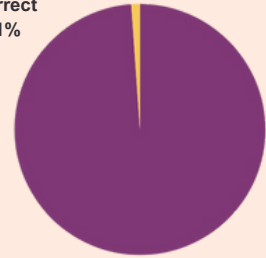


Correct 95.1%

Out of 185 students, 95.1% remembered that you should not keep secrets about touches.

Who can I go to for help?

Incorrect 1.1%



Correct 98.9%

Out of 185 students, 98.9% remembered that you should go to a trusted adult if you've experienced an unsafe touch.

1 Month Follow-Up 4th Grade

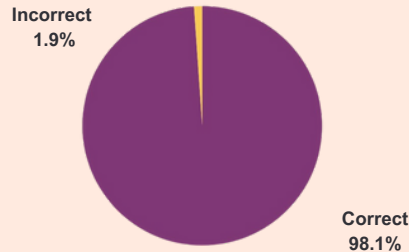
54 students responded to the poll.

What is the safety saying?



100% of students remembered the correct safety saying.

What does the online safety rule "play it safe" mean?



98.1% of students remembered that this rule means not sharing personal information online

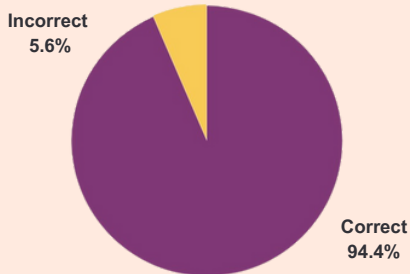
What does the online safety rule "follow the safety saying" mean?



100% of students remembered that this rule means if you get an unsafe message, block, unfollow and show someone.

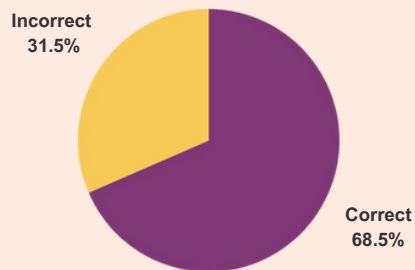
1 Month Follow-Up 4th Grade

What does the online safety rule "be proud of what you post" mean?



Out of 54 students, 94.4% remembered that this online rule means that what you post is public and permanent.

How can you be an active bystander to stop bullying?



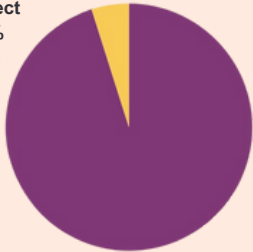
Out of 54 students, 68.5% remembered that being an active bystander means take action, offer support, get help.

1 Month Follow-Up 5 th Grade

54 students responded to the poll.

What is the safety saying?

Incorrect
3.8%

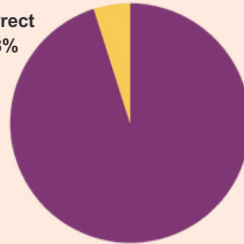


Correct
96.2%

Out of 54 students, 96.2% of students remembered the correct safety saying.

What is sexual bullying?

Incorrect
3.8%

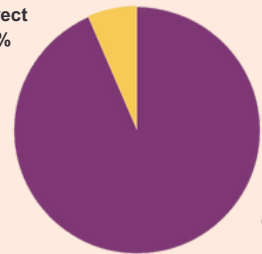


Correct
96.2%

Out of 54 students 96.2% remembered that sexual bullying is making someone uncomfortable based on their gender identity, who they like or their appearance.

What is flirting?

Incorrect
5.6%



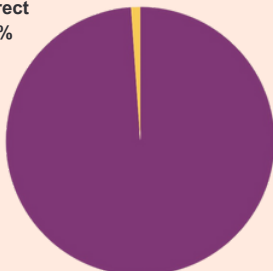
Correct
94.4%

Out of 54 students 94.4% remembered that flirting is romantic or special attention that is wanted.

1 Month Follow-Up 5th Grade

What is the difference between sexual bullying and flirting?

Incorrect
1.9%

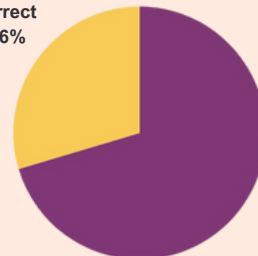


Correct
98.1%

Out of 54 students, 98.1% remembered that sexual bullying is unwanted attention and flirting is wanted attention.

How can you be an active bystander to stop bullying?

Incorrect
29.6%



Correct
70.4%

Out of 54 students, 70.4% remembered that being an active bystander means Take Action, Offer Support, Get Help

Quality improvement recommendations based on data

- Data showed that some values-based facilitator skills measures had a very high frequency of being "not observed", and continued discussions identified that opportunities may not be available to demonstrate certain skills during facilitation and therefore are not necessary to include on the check sheet. It may be favorable to change, clarify, or eliminate the following value-based measures: (high "not observed" values and/or happens outside of facilitation):
 - Facilitators make appropriate and data driven accommodations to the program to ensure accessibility for all participants
 - Facilitators demonstrate partnership and support of the school staff partners through facilitation of the program
 - Facilitators assess power imbalances within the school or community systems they work in and center the needs of the most marginalized participants

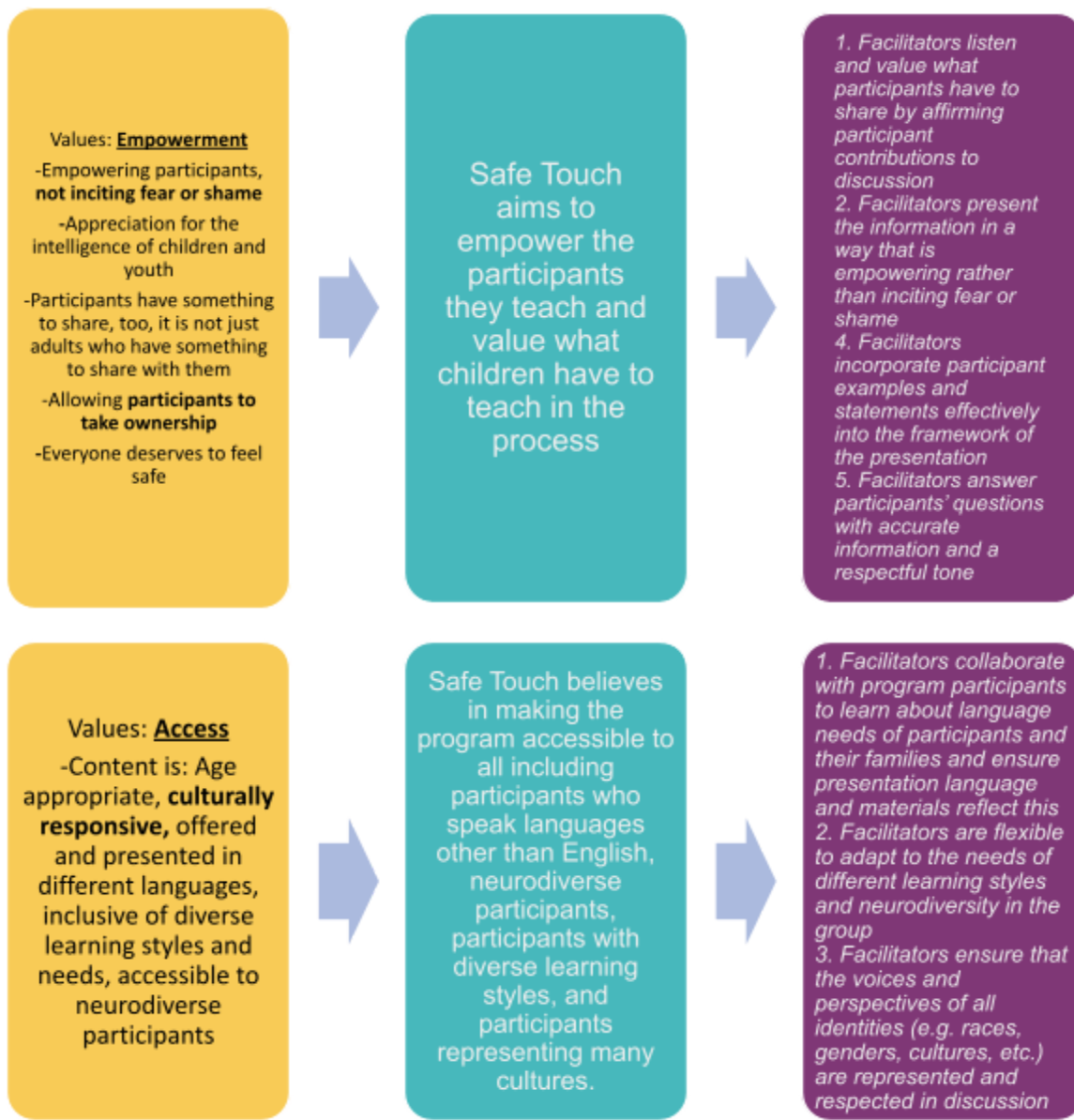
Quality improvement recommendations based on fidelity

- Consider moving 3rd grade Crossword puzzle to a different section as it distracted some students from watching the video for that class session.
- Because some facilitators struggled to complete the full curriculum delivery in the time allotted, it may be necessary to increase or repeat training time to ensure that all staff/facilitators understand essential elements of the program and where to prioritize time. In addition, training to explain the measurements and rubrics, especially values-based measures and how to label/identify them, and creating a system to ensure they fill out evaluation forms completely would be helpful.
- Apply an "essential elements" lens to the curriculum and take out any extraneous sections that duplicate anything in order to save time, and to limit the necessity of skipping activities at the end of the session
- The reminder about Ricky's story, Jeopardy and the Day 1 Lesson review were skipped the most, so identifying ways to cover material efficiently from the end of the curriculum could improve fidelity.

Legend: **Box 1**- Values; **Box 2**- Principles Statement; **Box 3**- Behaviors (*Italics are in Fidelity Checklist and cannot be changed*)

Safe Touch Values, Principles Statements, and Behaviors

Michael Quinn Patton is the evaluator who designed this type of evaluation and in his guide, he describes how principles-focused evaluation examines (1) whether principles (values) are clear, meaningful, and actionable, and, if so, (2) whether they are actually being followed, and, if so, (3) whether they are leading to desired results. By using principles focused evaluation, we can assess not just if facilitators are doing the activities and discussions of the curricula but also if they are implementing the curricula as intended and honoring the intended values and demonstrating those values. This document provides a larger overview of the values, principles statements, and behaviors that can demonstrate those values and principles for Safe Touch. It was created with input from OCRCC Staff, Interns, and Stakeholders.



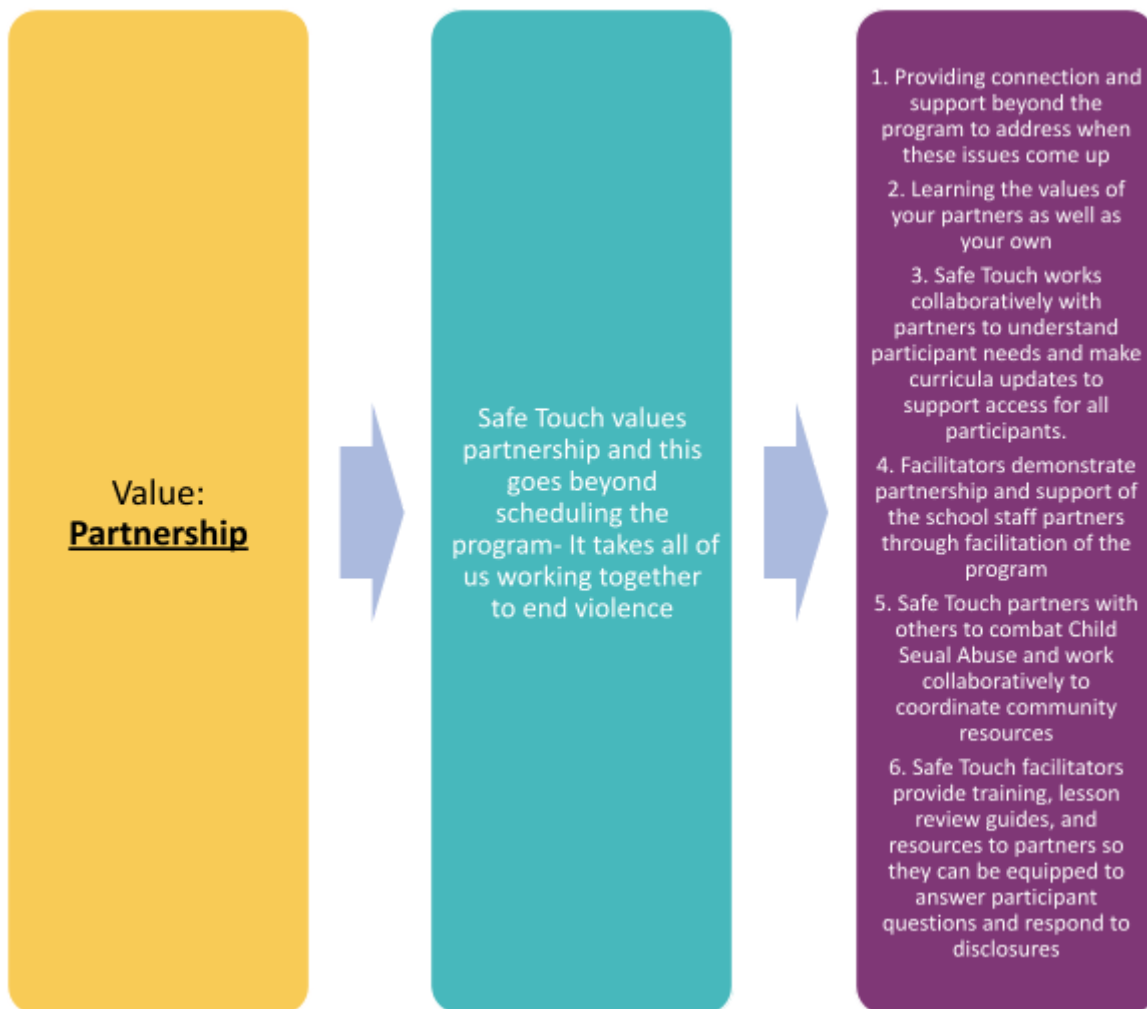
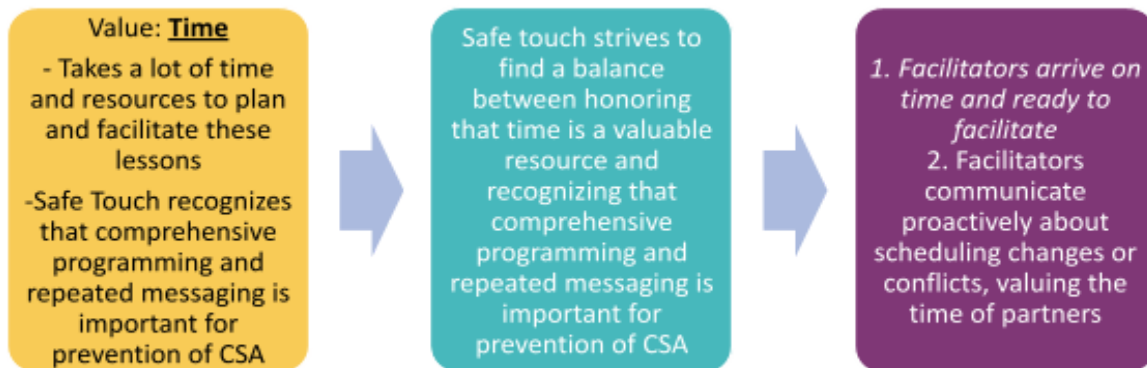
Legend: **Box 1**- Values; **Box 2**- Principles Statement; **Box 3**- Behaviors (*Italics are in Fidelity Checklist and cannot be changed*)



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