SERVICES TO ADVOCATE FOR AND RESPOND TO YOUTH GRANT PROGRAM

Strengths and Needs Assessment Guidance

This project was supported by Grant No. 2011-TA-AX-K020 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this program are those of the authors and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.
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INTRODUCTION

Nationally, approximately one in three teen girls in the United States is a victim of physical, emotional or verbal abuse from a dating partner. This figure far exceeds victimization rates for other types of violence affecting youth. Youth victims of domestic violence, dating violence, sexual assault, and stalking require specialized services designed to meet the specific needs of youth and young adults. While these crimes affect women regardless of their age, youth are especially vulnerable and face unique obstacles when seeking help. For example, youth may not have access to money, transportation, childcare, or safe shelter. Additionally, youth and young adults may be inexperienced with dating and may mistake potential abusive actions, such as jealousy or controlling behavior, as signs of love.

In working with youth and young adults, issues arise regarding confidentiality and when, or if, to involve child protective services in cases of assault. Service providers should adopt procedures and policies to respond to state mandatory reporting laws and to address the need for parental notification and consent guidelines.

The provision of services to young victims is complicated by the fact that there is no “one-size-fits-all” solution to domestic violence, dating violence, sexual assault, and stalking intervention. All services and programs that providers develop should consider how specific population programs address challenges and special needs when responding to domestic violence, dating violence, sexual assault, and stalking.

The Youth Services Grant Program is designed to support non-profit, tribal, and community based organizations in developing and implementing direct advocacy services to youth and young adult victims of domestic violence, dating violence, sexual assault, or stalking. Youth Services grantee projects may:

- Provide direct counseling and advocacy for youth and young adults who have experienced domestic violence, dating violence, sexual assault, or stalking.
- Provide mental health services for youth and young adults who have experienced domestic violence, dating violence, sexual assault, or stalking.
- Provide legal advocacy efforts on behalf of youth and young adults with respect to domestic violence, dating violence, sexual assault, or stalking.
- Provide additional services and resources for youth, including childcare, transportation, educational support, and respite care. Please note that no more than 25% of the budget may be allocated for these services.
- Develop innovative programs that will provide culturally-relevant direct services to victims from underserved populations, including underserved communities of color, to increase accessibility and availability to these populations.
- Incorporate strategies to involve youth in the development and implementation of direct services.

OBJECTIVES OF THE GUIDE

The strengths and needs assessment guidance was created to help lead Youth Services grantees through the planning phase of the grant. The guide includes tools and tips for creating an effective needs assessment and provides an overview of the strategic planning process and next steps for Youth Services grantees.
A strengths and needs assessment is a tool used to survey available services, knowledge, perceptions, and attitudes of a target audience on a specific topic area. The data collected through this needs assessment will help the grant project team ("project team") gather key information about young people’s knowledge, experience, and perceptions of domestic violence, dating violence, sexual assault, and stalking; available services for youth in schools and the community; and available resources to support young survivors of violence. This information will assist the project team in identifying strengths and gaps in service provision and resources, while also identifying what is working to allow grantees to better leverage resources to achieve desired outcomes. The needs assessment will alert staff members to what is happening in their organization and community.

While the project team will benefit from the information learned from the assessment and will be reporting these findings to their OVW program manager, there are a variety of other audiences that would benefit from what is learned through the assessment. For instance, the assessment provides an opportunity for community members to discuss ideas, opinions, and philosophies about intervention and response services, violence, and safety. The needs assessment could also provide other individuals or groups within the community a baseline of available resources and data that can be used to help with strengthening and expanded their services to youth. All project teams could consider publishing a report of the findings in the local newspaper, school district newsletter, or other publications of general distribution, or use the findings to secure additional funding for other projects. Performing a comprehensive needs assessment and, later, a robust strategic plan will allow for the project team to meet the goals of the Youth Services grant.
SECTION 1- DEVELOPING THE COLLABORATIVE TEAM

NOTE: Developing a collaborative team is not required for the planning phase for this grant, but may assist grantees in the needs assessment planning and implementation process.

INTRODUCTION

Each project team may develop a larger collaborative team (“collaborative”) that will coordinate and execute the needs assessment. The collaborative should forge relationships with key partners within the community to ensure that the needs assessment is conducted effectively and that the project’s goals and objectives have broad support.

SELECTING COLLABORATIVE PARTNERS

The collaborative should bring together individuals with the knowledge and skills that are necessary to effectively meet the needs of youth experiencing domestic violence, sexual violence, dating violence, and stalking. The collaborative should also represent the demographics of the school and community population and include various partners in the school, school district, and community. The collaborative can include partners beyond those already involved in the project team.

The collaborative could include a diverse range of relevant community partners, such as:
- Mental health providers
- Legal representatives
- Child advocacy centers
- Municipal and tribal leadership
- State government representatives
- Social services employees
- Child welfare employees
- Non-profit nongovernmental domestic violence and sexual assault victim service providers
- Healthcare service providers
- Victim support staff
- Law enforcement agency or representative
- State, tribal, territorial or local court staff
- School administrators, school staff, educators
- Faith-based organizations or representatives

MAKING THE PARTNERSHIP WORK

Once the project team has selected its collaborative, each project team should ensure that the collaborative follows these best practices for building effective partnerships.
AGREE ON COMMON PURPOSE, GOALS, AND ACTIVITIES; SHARE DECISION MAKING

The collaborative involvement can look different depending on the partner organization or individual. The project team should set standards for how the collaborative will work, including:

- Describe the goals of the Youth Services program and desired partnership outcomes.
- Set clear goals and objectives for the collaborative partnership.
- Establish a solid mutual purpose.
- Ensure that members are informed, in agreement, and committed to this mutual purpose.
- Outline procedures for decision-making and conflict resolution.
- Conduct and plan meetings to foster partner participation including youth.
- Appoint leadership.
- Share decision-making to build support for the assessment and the project overall.

Once the project team has set the stage, the collaborative can move forward with its work. New partners may want to stay involved in the project team’s work beyond the needs assessment. The collaborative should fully understand the scope of the project and where the needs assessment fits within that scope. The project team may develop an advisory board of collaborative partners to conduct ongoing work in support of the project upon the completion of the needs assessment.

CLEARLY DEFINE INDIVIDUAL AND ORGANIZATIONAL ROLES AND RESPONSIBILITIES

Strong, effective leadership is critical to reaching the group’s goals. It is fundamental for key partners to mutually respect other agencies’ organizational cultures and each partner’s contribution to the collaborative.

The collaborative should:

- Create distinct and meaningful roles to ensure that tasks are accomplished effectively.
- Determine the leadership structure of the collaborative.
- Ensure there is individual and organizational respect and shared responsibilities.
- Inform partners of anticipated monthly time contribution that will be expected for participating in the collaborative and the total number of months they will be expected to participate at that level.

ESTABLISH A COMMON LANGUAGE AND UNDERSTANDING.

Language, values, priorities, policies, and ways of doing business can be vastly different between organizations. Although each individual has joined the collaborative to pursue common objectives, each is coming from a unique position and may have a different way of understanding the problem or accomplishing the goals.

The collaborative should:

- Develop shared language or definitions for terms to ensure that all collaborative partners have the same foundation of knowledge.
- Use plain language when in meetings with the whole collaborative.
Avoid terms of art or jargon which may confuse or cause misunderstandings.

**DEVELOP AND IMPLEMENT FORMAL POLICIES, PROCEDURES, AND DECISION MAKING STRATEGIES**

Written policies and procedures help regulate the collaborative team’s activities and events to maintain consistency and effectiveness. Policies and procedures also minimize confusion and conflict, as well as establish trust and agreement. Different decision-making styles may be used for different situations, depending on whom the decision may impact, how much time is allotted, and whose support is needed. Anticipating the kinds of decisions the collaborative will be making is vital.

The collaborative should:
- Create a protocol that clearly defines what style of decision-making will be used for each decision type. For example, a protocol may call for consensus decisions, in which everyone must agree with the decision made.
- Establish a well-defined process for conflict management to resolve potential conflict as quickly as possible. An example of a protocol could include the following:
  - Individuals experiencing conflict first seek advice from a designated person who is familiar with conflict resolution; if the conflict remains unresolved within a given amount of time, the parties are referred to a third-party mediator.

**ENSURE THERE IS OPEN AND FREQUENT COMMUNICATION**

Regular, open dialogue facilitates progress and minimizes miscommunications, while also motivating members to achieve goals and objectives, as well as increasing productivity, buy-in, and trust. Power dynamics created by the presence of individuals who hold positions at varying levels of leadership in a school or district can hinder openness and honesty when sharing information.

The collaborative should:
- Ensure that facilitators of the collaborative meetings are prepared to navigate any power dynamics.
- Encourage the exchange of ideas and information in a trusting environment.

**DEVELOP STRONG AND SUSTAINABLE RELATIONSHIPS**

Collaborative teams can succeed in an environment that is oriented toward working together. Regular interaction will make the collaborative more natural and effective.

The collaborative should:
- Create a process for collaborative members to provide input on agenda items.
- Allow for time during meetings for brief presentations to help the group understand and maintain focus on the project as a whole.
- Create opportunities for members to socialize outside of formal meeting periods.
- Sustain relationships with collaborative members who are not always present at meetings by maintaining a newsletter or regular emails with updates and information.
CONDUCT ONGOING EVALUATION OF THE COLLABORATIVE

Allowing all participants to voice their opinions makes everyone feel valued and avoids leaving out topics that may need attention. Implementation of a feedback system is critical in keeping the collaborative on track and satisfying both collaborative needs and individuals’ wishes. Feedback should measure progress and members’ responses to the process to guarantee improvement and productivity.

The collaborative should:
- Create an environment in which people are comfortable speaking openly about what is working and what may need improvement.
- Inform members early on that soliciting feedback on the collaborative process will occur on an ongoing basis. The following questions should be included:
  - What do you feel is most effective about the collaborative?
  - Do you feel that you and your work are respected by all members of the collaborative?
  - Do you feel that the collaborative is making progress towards its goals?
  - Are meetings run effectively?
  - What can be improved?

RESOURCES

Included below are links to additional resources for more information on developing collaborations:

- The Prevention Institute: http://preventioninstitute.org/tools/partnership-tools.html
SECTION 2- THE STRENGTHS AND NEEDS ASSESSMENT

PLANNING THE STRENGTHS AND NEEDS ASSESSMENT

The information gathered from the needs assessment will help the project team (or the collaborative team) make informed decisions during the implementation phase. The needs assessment process can be complex and involves several layers of decision-making. The following section will provide guidance through these steps in the assessment planning process:

- Identify Assessment Goals
- Prioritize Assessment Goals
- Identify Stakeholders and Build Support
- Determine Assessment Timeline
- Identify Existing Data and Resources

IDENTIFY ASSESSMENT GOALS

The project team must agree upon the goals for the needs assessment to ensure the assessment will be conducted effectively. The assessment should give all project teams information about what resources are available to them and where there are unmet needs.

FOCUS AREAS FOR ASSESSING STRENGTHS AND NEEDS

There are four focus areas that the project team must keep in mind when developing assessment goals:

- Prevention Programs
- Existing Policy
- Intervention and Response
- Resources for Service Providers

NOTE: Though the project team will not be developing or conducting prevention programs, it is important to include prevention programs in the needs assessment in order to determine how best to provide intervention services.

Focus Area 1: Prevention Strategies and Programs

- If, and how, community organizations are educating youth, parents/caregivers, and adult influencers about:
  - Characteristics of healthy youth relationships,
  - Warning signs of abuse,
  - Bystander intervention skills,
  - Implications of technology on relationships,
  - Gender norms and the impact of media, and
  - How and where to get help.
- Youth-led communication and marketing efforts about abuse.
- Previous primary prevention programs and outcome results.
- Existing school-based and/or community-based primary prevention strategies, programs, and partnerships in prevention of youth risk behaviors.
- Existing use of evidence-based curricula addressing prevention of youth domestic violence, dating violence, sexual assault and/or stalking.

**Focus Area 2: Existing Policy**

- Current local or state policies related to intervention, response, or treatment of domestic violence, dating violence, sexual assault, and stalking.
- Procedures to respond to incidents of violence in the community.
- State, district, or local education or other standards promoting healthy youth relationships.

**Focus Area 3: Intervention, Treatment, and Response**

- Prevalence and types of violence, frequency of exposure to violence.
- Accessibility of counseling, health, and education services for youth.
- Availability of culturally-specific services for youth.
- Availability of services responsive to the safety needs of adults and children.
- Availability of victim services for youth.

**Focus Area 4: Resources for Youth, Parents/Caregivers, and Community Service Providers**

- Existence of advertising materials about services for youth in the community.
- Availability of evidence-based curricula currently being used.
- Accessibility of domestic violence, dating violence, sexual assault, and stalking prevention resources and materials.
- Existence of training for parents/caregivers and community service providers to better work with youth experiencing dating abuse.
- Available youth survey data, such as surveys related to safety, bullying, sexual harassment, positive peer relationships, etc.

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**PRIORITIZE GOALS**

Each project team should determine which elements of the four focus areas are specifically relevant to both their project and site. Each project team need not address each of these considerations to the same degree but should respond to them to the extent necessary to implement the project effectively.

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**IDENTIFY STAKEHOLDERS AND BUILD SUPPORT**

The project team may consider using the needs assessment as an opportunity to build support for the project. Beyond the individuals that make up the collaborative, there are individuals who will participate in, or be affected by, the needs assessment and who should also be aware of the assessment activities. The project team should create a plan to develop support among these stakeholders.

To build this support, the project team should:
- **Develop relationships with relevant or affected community organizations.** These relationships will help build consensus around the needs assessment and can assist with getting support from youth and young adult populations. This can be done through one-on-one meetings with organizational staff or in larger community forums.
- **Translate research and policy into youth-friendly language.** When meeting with community partners and youth partners, highlight how the project will contribute to the community’s work to address youth and young adult domestic violence, dating violence, sexual assault, and stalking. Provide statistics when helpful.
- **Bring together all the various stakeholders for a meeting of the minds.** Include youth, community-based organizations, and other allied professionals. Allow ample time for each group to share its view of what is working and what areas need improvement and time for stakeholders to discuss agenda items in mixed-discipline groups.

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### ASSESSMENT TIMELINE

The project team must consider how much time they will spend to complete the needs assessment activities. This will be determined by the scope of the assessment activities they will be conducting, as well as available resources, including staff and volunteers. For example, if there are many staff members to assist the project team in conducting focus groups, the timeline may be shorter than if there is one staff member conducting all focus groups. An initial goal for the completion of the assessment should be **6 months**, but it will vary depending on the scope of the assessment.

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### IDENTIFY EXISTING DATA SOURCES

After the project team has developed the objectives for the assessment, the next step is to research existing data sources to determine what data already exist and what must be collected for the first time through the assessment. Researching existing data is a prerequisite to using other assessment tools. Preexisting data can help guide the types of questions a project team develops for its data collection tools. For example, an organization may already collect data from youth on exposure to types of violence. This data can provide a baseline to which new data may be compared. In some cases, the process of gathering this data can help the project team develop support for the assessment by asking community partners for studies, surveys, or other data sources.

Consider doing the following when collecting data:

- Conduct an inventory of local data sources, such as newspapers, community newsletters, demographic reports, and school district priority statements. Consider whether the data that is available directly addresses the community and issues the project will be assessing.
- Analyze policies and procedures to collect information regarding federal, state, county, and city legislation. This can include looking at government actions, laws and regulations, as well as statements about funding priorities or government initiatives with community groups.
- Locate state or local government studies or surveys, gather information from area universities who may have conducted previous studies on relevant topics, or collect information from community organizations who work with youth.
- Be sure to locate the most recent data that has been collected on a particular issue.

For a list of specific data resources, please see **Appendix A**.
At this point in the assessment process, each project team should:

- Select the data collection method(s) that best fits the assessment objectives,
- Develop new or modify existing assessment instruments, and
- Develop the implementation procedures for conducting the assessment.

METHODOLOGY

Qualitative or Quantitative Data Collection

The Youth Services grant program does not require the use of any particular data collection method or instrument. However, understanding the difference between qualitative and quantitative data can assist the project team in selecting the right data collection tool. Collecting both quantitative and qualitative data can gather the most comprehensive data. Generally, quantitative data is numerical data that can be counted and analyzed using statistics. Qualitative data is often expressed in words and can help explain the story behind the information collected.

**NOTE:** If there is no one on the project team with experience in conducting data collection and analysis, consider bringing on an evaluator to assist with selecting and developing data collection instruments and methods. The evaluator should also lead the data analysis and work with the project team to interpret and write up the findings once the data is collected.

There are several techniques used to collect quantitative and qualitative data, such as

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<th>Quantitative Techniques</th>
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<tbody>
<tr>
<td>Surveys/Questionnaires</td>
<td>Observations</td>
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<tr>
<td>Pre/post Tests</td>
<td>Interviews</td>
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<tr>
<td>Existing Databases</td>
<td>Focus Groups</td>
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<tr>
<td>Statistical Analysis</td>
<td>Non-statistical Analysis (methods vary) 1</td>
</tr>
</tbody>
</table>

There are also strengths and limitations of each type of data which are relevant when deciding which data collection instrument to use. The following two tables outline some of the most important benefits and challenges.

1 These "Top Tips" were adapted primarily from: Evaluation for Learning: Basic Concepts and Practical Tools, LaFrance Associates, and User-Friendly Handbook for Mixed Method Evaluations, Division of Research, Evaluation and Communication of the National Science Foundation.
**Strengths and Limitations of Quantitative Data**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Limitations</th>
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<tbody>
<tr>
<td>Findings can be generalized, if selection process is well-designed and sample is representative of study population</td>
<td>Related secondary data sometimes not available, or accessing available data is difficult/impossible</td>
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<tr>
<td>Relatively easy to analyze</td>
<td>Difficult to understand context of program activities</td>
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<tr>
<td>Data can be very consistent, precise, reliable</td>
<td>Data may not be robust enough to explain complex issues</td>
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<tr>
<td>Data collection is usually cost efficient</td>
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**Strengths and Limitations of Qualitative Data**

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<thead>
<tr>
<th>Strengths</th>
<th>Limitations</th>
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<tbody>
<tr>
<td>Complement and refine quantitative data</td>
<td>Findings usually cannot be generalized to the study population or community</td>
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<tr>
<td>Provide more detailed information to explain complex issues</td>
<td>More difficult to analyze; don’t fit neatly in standard categories</td>
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<tr>
<td>Multiple methods for gathering data on sensitive subjects</td>
<td>Data collection is usually time consuming and costly</td>
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**SELECTING AND DEVELOPING THE DATA COLLECTION METHOD**

Once the project team has decided what type of data to collect, they must select and develop a data collection instrument. There are various instruments that a project team can use to collect data for the needs assessment. Using one method may be sufficient to collect the data for some project teams, whereas other project teams may employ more than one tool to gather the necessary data.

The most common and effective data collection methods are:

- **Focus groups**
- **Surveys**
- **Interviews with key stakeholders**
- **Observational data**

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Below is a description of these methods and general guidance for developing and conducting data collection. Some sites may have previously developed survey questions for other projects that they can modify for this needs assessment. For additional assistance, there are sample assessment instruments in the Appendices.

**NOTE:** All project teams must take confidentiality measures to maintain victim’s privacy and support best practices in ensuring victim’s safety. As recipients of VAWA funding, grantees must adhere to VAWA confidentiality provisions while also keeping in mind relevant state and federal mandates. For each assessment tool discussed below, there are additional confidentiality considerations that the project team should follow.

Keys to ensuring that information is confidential include:
- Keeping files of information gathered from focus groups in a locked file cabinet. Password protecting any computer software that is utilized to record youth information.
- Clearly articulating the limits of confidentiality to youth when conducting focus groups and surveys.
- Describing to youth and adults what will happen to their information once collected.
- Restricting discussion about, and access to, information gathered to the confines of the project team.
- Limit the project team members who have access to identifying information about participants.

### FOCUS GROUPS

Focus groups with individuals or agencies involved in victim services can provide data about:
- Awareness of and perceptions about violence in the community.
- Youth access to services.
- Gaps in youth services, particularly in underserved communities.
- Understanding of resources in the community.
- Prevalence of violence in the community.
- Ideas about how to improve the response to violence.
- Ideas about which entities should be involved in improving response to violence

When determining whether to use a focus group to gather data, consider the following:

**Benefits:**
- Gather detailed information about a subject.
- Gather information about group beliefs, attitudes, and perceptions about an issue.
- Provide a record of participant input about or support for a program.
- Build stakeholder support for work in the community through participation in focus groups.
- Determine preferences of participants about a program or outreach method.

**Challenges:**
- Requires training for the moderator and relies on skill of moderator.
- Can only be used to gather qualitative data; findings cannot be generalized to broader audiences.
- Can be difficult to avoid bias, such as social desirability bias, in the group setting because of the format.
Can be time consuming to develop procedure and recruit participants and moderators.

**Developing a Focus Group**

When developing and conducting a focus group, the project team must create standardized questions and procedures for conducting the focus group. There may be different types of questions and additional procedures based on whether focus group participants are minors or adults.

**Target Audience**

The target audiences for focus groups can be youth, parents, staff members, community members, and community based organizations. To define the appropriate target audience, the project team must consider the population of the community and the information that they would like to collect.

**Creating Focus Group Questions**

- Create open-ended questions that build from general to more specific. Open questions may help draw out the most information from participants.
- Create questions that are simple and easy to understand and answer.
- Do not alternate the topics of the question frequently to avoid confusing participants.
- Develop questions that are not biased or leading. Avoid questions that assume the respondent shares the same perspective as the project team or that may push the respondent to answer in a certain way.
- Allow space for the participants to give more detailed answers to some questions so as to capitalize on the richness of the information.

**Implementation**

- Conduct separate focus groups for youth, parents, staff, community members, and service providers. This will enable more openness; participants may not want to reveal their opinions in front of those they may not trust.
- Use a skilled facilitator. Whether the project team will need to hire an outside facilitator will depend on the scope of the focus groups and the expertise of project team members.
- Focus group procedure should be consistent across groups. The facilitator should always identify themselves, the project, the length of the interview, and what will be done with the information that is collected.
- Create a recording form to keep track of the information that is collected or a procedure for recording and transcribing the focus group.
- When conducting a focus group with minors, facilitators must have signed consent forms from parents or legal guardians before beginning the focus group.

**For the Facilitator:**

- Facilitators should understand the objectives of the focus group and know their role in the overall project.
• Keep the focus group on topic. Sometimes participants will want to talk about other issues that may not be related to the topic of the group.
• Ask clarifying questions if answers are unclear or if the facilitator thinks there is more that the interviewee can add to a particular answer.
• Use group activities in addition to questions to draw out ideas or perceptions and to build on multiple participants’ comments to more completely explain ideas.

Please refer to Appendix E for a sample moderator guide and sample focus group questions.

**Sensitivity to Experiences of Abuse**
As a reminder, using the words “victim” and “perpetrator” with the general public can be alienating. People often don’t identify themselves or their loved ones in these terms. Describing the focus group as an opportunity to discuss dating violence, domestic violence, sexual violence, or stalking may be off-putting to some.

At the outset of the focus group, facilitator should:
• State that there may be someone in the room who has dealt with violence personally and to be respectful of these experiences.
• Be sensitive to the needs of survivors of domestic violence, sexual violence, dating violence or stalking who are participants in a focus group and work to ensure that their needs are met.
• Frame the focus group as an opportunity to have a conversation about supporting safe and healthy relationships.

**Disclosure and Mandatory Reporting**
Confidentiality concerns are important to consider when conducting a focus group, including disclosure, mandatory reporting. For both adult and youth focus groups, facilitators should be prepared to handle disclosures of abuse. A facilitator should:

• Discuss mandatory reporting duties at the outset of all focus groups with minors.
• Respond to disclosures in a nonjudgmental and supportive way.
• Be prepared to take the disclosing participant aside to hear more about the situation after the focus group concludes.
• Know about local resources and know where to refer the participant.

**NOTE:** Facilitators must know the scope of their mandatory reporting duties and must be prepared to discuss what would happen were a minor to disclose abuse to them. These duties will vary from state to state and by profession. Please contact the TA providers with any questions about mandatory reporting duties.

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**SURVEY**

A survey is a set of questions to gauge:
• Awareness of and perceptions about violence in the community.
• Youth access to victim services.
• Gaps in services, particularly underserved communities.
• Understanding of resources in the community.
• Prevalence of violence in the community.
• Ideas about how to improve the response to violence.
• Ideas about which entities should be involved in improving response to violence.

When determining whether to use a survey to gather data, consider the following:

• **Benefits:**
  o Collect responses to many questions from a large number of individuals.
  o Allow respondents to be anonymous and/or confidential.
  o Evaluate responses quantitatively and gather statistical information.

• **Challenges:**
  o Can be hard to collect data about group perceptions because responses are individualized.
  o Response rate may be low due to the way in which the surveys are disseminated and collected.
  o Little opportunity to build stake-holder buy-in, compared with other instruments.

*Developing the Survey*

When developing and conducting a survey, the project team must select target audiences, create survey questions, and establish procedures for conducting the survey. Before developing a survey, consider the following questions:

• What are the content, scope, and purpose of the survey question?
• What is the best survey format for collecting this information?
• How should questions be phrased so as to get the necessary information?
• Who is the target audience?

**Target Audience**

• Consider whether it makes sense to survey the whole community or to survey a sample.
• Include youth and parents in the survey audience when trying to measure accessibility of victim services for youth in a community.
• Collect enough information from as representative a group as possible. Whatever responses are gathered will help determine if the findings can be generalized. This will also depend on the sample size of the survey.

**Creating survey questions**

• A survey can include a set of closed questions or open-ended questions, depending upon whether the project team wants to gather quantitative or qualitative data.
• Survey questions should be simple and easy to understand and answer.
• Group questions by topic so that respondents are not confused by shifts in topic. Ask all questions about a youth’s perception of the prevalence of domestic violence, dating violence, sexual assault or stalking in the same section of the survey.
• Maintain the same format for survey responses to prevent confusion for respondents. For example, if one question is a ranking question from one to ten, ensure that the ranking stays the same for the next question so that responses are consistent.
• Develop questions that are not biased or leading. Avoid questions that assume the respondent shares the same perspective as the project team or pushes the respondent to answer in a certain way.
• Pilot the survey and revise as necessary.
Implementation

- Develop clear instructions for respondents completing the survey. There are sample surveys in Appendix D.
- Be mindful of the scope of the survey. Depending on the number of questions, it may take a lot of time to administer, collect, and interpret survey results.
- Determine who will collect the data. This can be one person or many people, including individuals on the project team or volunteers. For more information on how to ensure proper data collection see the section entitled “Conducting the Assessment.”
- Explain the confidentiality process that you will using to collect the data to the respondents before administering the survey.
- Be explicit when giving instructions to those administering the survey. Include information about length of the survey and what will be done with answers.
- Word survey questions to be sensitive to survivors’ experiences.
- If the project team is collecting and analyzing quantitative data, hiring an outside evaluator may help ensure that the survey is prepared in a statistically sound way.
- Think through how the survey will be collected. Response rates may be low based on how surveys are disseminated and collected.
- Develop and include parental consent procedures for minors and consent forms for adults.
- Consider providing the survey both online and in paper form to increase accessibility to participants and ease the data collection process.

Confidentiality Concerns

Surveys can be given anonymously or confidentially. An anonymous survey means that there is no information identifying the respondent on the survey. A confidential survey means that while the names of the respondents are not shared, there is some way to determine who the respondent is. For instance, each survey might have an ID number linked to a respondent’s name. The project team may choose either way to administer the survey. If the project team administers the survey confidentially, the project team must have a system for keeping the respondent’s name confidential.

For more information about confidentiality and anonymity, see:

- Pennsylvania Coalition Against Rape (PCAR):

INTERVIEWS

Interviews are structured conversations with individuals with experience that would be relevant to the project, such as: health care providers, parents/caregivers, youth group leaders, victim service providers, community leaders, educators, law enforcement officials who work with youth, youth, and parents.

- Benefits:
  - Can be inexpensive to conduct interviews compared with producing surveys.
Gather specific examples of preferences or input from a wide variety of perspectives.
Explain and clarify information shared in an interview when responses are unclear.

- **Challenges:**
  - High potential for bias due to one-on-one nature of interviews.
  - May not provide the whole picture about the needs in a particular area.
  - Can be time and labor intensive to conduct.
  - Can be challenging to keep track of the discussion.
  - Relies on the experience of the interviewer.

**Developing Interview Questions and Procedures**

Before developing interviews, consider the following questions:
- Who should be interviewed? Staff? Youth? Etc.
- What are the content, scope, and purpose of the interview questions?
- How should questions be phrased so as to get the necessary information?

**Target Audience**
Generally, project team members should consider interviewing community leaders, faith leaders, school district officials and educators, parents, and youth.

**Creating Interview Questions**
Because the project team will be interviewing individuals in various capacities within the community, the questions may vary, but the goals of the questions should be the same. Interviews can be unstructured, semi-structured, or fully structured and can be conducted over the phone or in person.

**For unstructured interviews**, there are no questions that an interviewer is required to ask of the interviewee. The interviewer decides what to ask the interviewee, requiring a high level of expertise on the part of the interviewer.

**For semi-structured interviews**, the interviewer has a short list of required questions and is able to add to that list during the interview. Interviewers should be instructed to maintain a focused discussion that enables enough time for the interviewer to ask follow-up questions for clarification.

**For fully structured interviews**, the interviewer asks the same set of questions in every interview and does not vary from this list of questions. The project team should edit questions beforehand to make sure that the interview questions will elicit appropriate information.

The project team can decide which of these types of interviews to conduct and how thoroughly to script the interview questions.

When drafting the interview questions, consider the following tips:

- Like with survey questions, interview questions can be open-ended or closed. Open-ended questions (e.g. “What are your thoughts about…?”) can help gather broad data and perspectives. Closed questions (e.g. “Do you prefer X or Y”) will gather relative data and can help rank priorities.
- Use simple language when drafting questions.
• Order questions starting with the easiest to answer and ending with the most difficult. Interviewees may feel more comfortable answering sensitive or difficult questions once they trust the interviewer. For more specific tips, see Appendix C for a sample interview guide with questions.

Implementation

• Train the interviewers. The interviewer training should include: why the project team is conducting the needs assessment, the methodology behind the assessment, interview objectives, risk of interviewer bias, the procedure for the interview, and interview timelines.
• Interview procedure should be consistent, regardless of the age or employment of the interviewee. The interviewer should always identify themselves, the project, the length of the interview, and what will be done with the information, and thank the participant.
• Help the interviewers rehearse their questions before the interview, particularly for fully structured interviews. Practicing will allow the interviewer to feel more confident about his/her role and, while conducting actual interviews, focus on listening and recording responses and think through follow-up questions.
• Create a recording form to keep track of the information that is collected or create a process to allow the facilitator to record and transcribe the interview.
• Consider the staff time and resources available. Interviews can be time-consuming to conduct and data can be more difficult to interpret than survey data.

For the Interviewer:

• Keep the interview questions focused on the purpose of the interview. Sometimes interviewees will go off-topic.
• Ask clarifying questions. Follow-up questions should not be scripted, but will depend on the interviewee’s answers.
• Think about how a victim of domestic violence, sexual violence, dating violence, or stalking would feel about the questions being presented and how to be sensitive to the needs of survivors who will be interviewed.
• Capture all of the information discussed in the interview, including any clarifying questions that the interviewer asked that were not part of the original interview questions.

Confidentiality Concerns

An interviewee may disclose abuse during the interview or may discuss abuse that is happening to their child or a youth with whom they work. The interviewer should discuss his/her mandatory reporting duties at the outset of all interviews. If there is confusion about these duties, or confusion about what actions are reportable, please contact the TA provider.

If an interviewee discloses abuse during an interview, the interviewer should:
• Have a list of local resources they can share with the interviewee.
• Be prepared to respond in a nonjudgmental way to the disclosure.
• Be able to emotionally support the interviewee.

If an interview is going to be recorded, the interviewer must first ask the interviewee for his or her consent and must explain to the interviewee what will be done with the interview recording.
An alternative is to administer an interview in an anonymous (no identifying information provided) or confidential (identifying information coded) manner, as was described in the survey section. Either way, the collaborative can use fictitious names or “anonymous” when writing up the notes for the interview and reporting the results.

When interviewing minors, interviewers must have signed consent forms from parents or legal guardians before beginning the interview.

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**OBSERVATIONAL DATA**

Observational data collection is a way to gather information from participants who agree to observe and document their surroundings or the behaviors of others. This may take different forms but can be a community assessment or a school-based audit. Before selecting this method of data collection, be sure to understand what observational data collection means in the community setting and how to take appropriate safety precautions when conducting this method of data collection. There is an example of a safety audit and other resources in Appendix B.

**Guiding Observational Data Collection**

While there are various ways to collect observational data, structured observations are the most common method. The project team should develop goals for the observational data collection. These could be questions, such as:

- How common are acts of abuse between genders, between dating partners, friends, etc.?
- What forms of abuse are most common? Name-calling? Yelling?
- When abuse occurs, what are the responses of staff, other youth, etc.?

If the project team decides to do a structured observational collection, the project team must first define the behavior they hope to observe. For instance, if the project team is interested in learning about the frequency of verbal abuse, they must identify the behaviors that constitute verbal abuse (e.g. name-calling, yelling, threats). Next, the project team must determine who will be observed and in what settings. For instance, the project team could decide to observe youth in after-school activities.

**Implementation**

- Select a project team member to oversee the observational collection. The number of other observers will vary based on the scope of the collection.
- Prepare a protocol to help observers collect data effectively. This protocol should enable observers to describe where the observation took place, the people who were observed, and what was happening throughout the observation.
- Involve youth in collecting the data. Ensure that youth participation is done in a way that is safe for youth observers.
- Understand that observation can be time-consuming and data collection can be complicated when managing various groups of participants.
- Prepare observers to deal with the ethical issues that might arise (e.g. witnessing an act of abuse that requires intervention).
For the Observer:

- Make sure that all observers understand the goal of the observational data collection and the purpose of the needs assessment.
- Be familiar with the areas they will be observing.
- Be prepared emotionally for the types of behaviors that might occur, especially if observing the frequency of abusive behaviors.
- Be thoughtful about how many observers are participating in one area or setting. Though more than one observer can improve scope of data collected, the presence of more than one observer can change the behaviors of the individuals or groups being observed.
- Know what behaviors or actions to look for and how to record observations accurately.
- Collect data without judging others and do not intervene beyond the observer role.
- Be prepared to answer questions about the observational collection.

For more detailed tips on observational data collection, as well as sample safety audit tools, see Appendix B.

Confidentiality Concerns
When conducting observational data collection, like with interviews or surveys, the project team must assure that the information collected will be kept confidential. The project team must take measures to ensure that anyone observed through this method will not be adversely affected. This may include assuring individuals and participants that the observations are purely linked to the needs assessment and will not be used for other purposes.
COLLECT AND ANALYZE DATA

GATHERING AND DOCUMENTING THE DATA

With focus groups, interviews, and observational data collection, responses will have been collected by facilitators, observers or interviewers. For these methods, the project team must gather responses, document them, and prepare them for analysis. Once the data is collected, it must be organized and prepared for analysis. This process includes:

- Logging the data
- Checking the data for accuracy
- Entering the data into the computer

For online or mailed paper surveys, the project team should send follow-up information to improve the return rate. This follow-up can:

- Be via mail, electronic means, telephone, or school announcement.
- Explain when the results of the assessment will be disseminated.
- Thank individuals for their participation.

To appropriately document the data collected, the project team must have a procedure for logging the information. The project team can use a computerized database program or a standard statistical program. Whichever process the project team chooses, the team must keep original data records and be able to link those records to the information entered into the computer or database. When entering the data into the database, the project team must check the data for accuracy. If a response is too difficult to read or questions are unanswered it is important to note this to ensure that the analysis is as accurate as possible.

If the project team has collected quantitative data or is hoping to develop a generalized statistical analysis from the responses collected, the project team must develop a database structure. This database structure is a way to organize data and transform raw data into variables to be used in statistical analysis. The project team should also create a codebook to accompany this database which describes the data that is included and all variables. The codebook documents the variable name, type, format, date collected, and variable location. The codebook may also include notes about the variables.

ANALYZE AND INTERPRET DATA

This guide is not meant to be an evaluation manual, but will offer some general information and tips for the project team when conducting data analysis. The method used to analyze data will depend on the tool used to collect the data and the type of data that was collected. When reading over survey results or focus group responses, keep in mind the purpose of the response and what the respondent was trying to articulate. For instance, if the project team conducted a survey that integrated ranking and narrative questions, it may use both quantitative and qualitative methods to analyze the data.
• When analyzing quantitative data, the project team may use both descriptive and inferential statistical analysis.
• Allow sufficient time for data analysis in the assessment timeline.
• If no one on the project team has expertise in data analysis, consider hiring an outside evaluator. The evaluator can also help develop the assessment tools.
• Express your findings in helpful and clear ways. Visual aids, like graphs or charts, are helpful in distilling large amounts of data clearly. The data collected can be shown through frequencies, percentages, and means.

WRITING THE REPORT

Once the information from the survey tool has been collected and analyzed, the project team must write up a report of the results. Please use the following format for the written report that project teams will submit to OVW.

Executive Summary
  • Brief description of the project
  • Purpose and objectives of the needs assessment
  • Brief description of the sections of the report
  • Assessment tools used
  • Key findings

Description of Collaborative (If Applicable)
  • Individuals and organizations selected

Methodology of the Assessment
  • Tools selected and reasons for selection

Participant Profile
  • Aggregate description of surveyed individuals

Brief Report of Results/Responses
  • Open-Ended Survey Responses
  • Focus Group Responses
  • Existing Data, Observations

Analysis of Data/Key Findings

DISSEMINATING THE REPORT

After the written report is completed, the project team will create a plan for alerting all partners and stakeholders of the needs assessment outcomes. Look to the assessment objectives to determine with whom the project team would like to share the information gathered. Depending on the goals of the assessment and the type of data collected, the project team may wish to share results of the assessment with community partners, local schools, or the general public. Data may be shared in a public forum, such as a newspaper or town meeting, or through a report shared directly with individuals.
The dissemination plan should at least address the following key questions:

- Who should see the needs assessment?
- How will findings be disseminated?
- In what format should the assessment be sent to various groups?
- Should it go out to different groups in different formats?
SECTION 3- INTRODUCTION TO STRATEGIC PLANNING AND NEXT STEPS

After project teams have completed the needs assessment, teams will have a strong foundation on which to base a strategic planning process. The following section will give project teams an outline of the strategic planning requirements and next steps once teams complete the initial strategic planning.

STRATEGIC PLANNING

Project teams are not required to complete a full strategic plan for the purposes of this grant. However, project teams are required to submit a logic model, which will necessitate that teams do basic strategic planning for the project. A logic model is a one-page illustration of how each project will address an identified problem by using organizational and community resources to achieve a set of desired outcomes. The logic model need not be graphically complex, but it should visually represent how the organizational inputs and outputs will lead to the desired goals of the project. Each logic model should include the following sections:

- **Statement of need**
  - **Explanation:** Describe challenges in your own organization or lack of youth services in the community and explain how this leads to poor response for your target population.
  - **Examples:**
    - *External, In the Community:* Gaps in community services for runaway/homeless youth.
    - *Internal to the Grantee Organization or Consortium:* Lack of staff directly supporting youth-focused work.

- **Available resources/Organizational strengths/Inputs**
  - **Explanation:** Any organizational or community resource that supports or can contribute to the project.
  - **Examples:** Staff; strong mission statement; flexible organizational structure.

- **Outputs**
  - **Explanation:** Activities or actions that the organization will take that will contribute to reaching the desired outcomes.
  - **Examples:** Hire more staff; conduct outreach to youth.

- **Desired Outcomes**
  - **Explanation:** The change(s) that each grantee would like to see happen as a result of their efforts; the ultimate goals of the project.
  - **Example:** Improve capacity to serve a targeted population.

**Appendix G** is a list of helpful links and worksheets that will assist project teams in developing a logic model.
ORGANIZATIONAL POLICIES

After project teams have submitted the needs assessment and logic model to OVW, teams will review organizational policies to ensure that all policies address the specific needs of the community of youth that the project teams will serve. Appendix H is a checklist of the policies that project teams must have approved by OVW in order to move into the implementation phase. While project teams may already have some of these policies in place, teams must review them to ensure that they address the needs of youth and are accessible to young clients. Break the Cycle and OVW will be hosting a webinar to help project teams develop organizational policies and will be developing a policy toolkit for all grantees. Break the Cycle is also available to work with each grantee individually during the policy development phase.
APPENDICES

1. Appendix A: Existing Data: Resource Sheet
2. Appendix B: Observational Data: Sample Safety Audit
3. Appendix C: Interview: Sample Questions and Interview Guide
4. Appendix D: Survey: Sample Surveys
5. Appendix E: Focus Group: Sample Focus Group Questions and Forms
6. Appendix F: Evaluation Resources
7. Appendix G: Logic Model Resources
8. Appendix H: Checklist of Organizational Policies
APPENDIX A - RESOURCE SHEET FOR COLLECTING EXISTING DATA

Introduction

There are a variety of sources for information that have been previously collected at the federal, state and local level that may hold potentially useful data for grantees. Grantees should conduct research at the federal, state and local level to identify existing studies, data sets, articles and other information sources that may be relevant to their needs assessment goals.

Federal-

- Commonwealth Fund
- Journal of the American Medical Association (JAMA)
  - http://jama.ama-assn.org/content/286/5/572.full.pdf+html
- Liz Claiborne Inc. Omnibuzz Topline Findings
  - http://loveisnotabuse.com/web/guest/surveycurrent
- National Council on Crime and Delinquency Focus
- National Center on Domestic and Sexual Violence
  - http://www.ncdsv.org/ncd_articles.html
- US Department of Justice Bureau of Justice Statistics
  - http://www.bjs.gov/content/pub/pdf/cv07.pdf (Criminal Victimization)
- Youth Risk and Behavior Survey System (YRBSS)
  - http://www.cdc.gov/HealthyYouth/yrbs/index.htm
- Morbidity and Mortality Weekly Report (Includes interpretation of the YRBSS)
  - http://www.cdc.gov/mmwr/preview/mmwrhtml/ss6007a1.htm
- National Longitudinal Study of Youth Health
  - http://www.cpc.unc.edu/projects/addhealth

State and Local

- YRBSS by State and District
- CDC Youth Violence State Statistics
- US Department of Justice State-by-State Resources
  - http://www.ovw.usdoj.gov/statedomestic.htm

Guidance for Accessing and Using Public Data- A.2

- Community Tool Box: http://ctb.ku.edu/
There are various methods by which grantees can collect observational data. Some are more complicated than others. How in depth each grantee will be in their observational data collection will depend on the types of data they would like collect and how they would like to analyze the data. Included below are resources to assist grantees in collecting observational data, and conducting a safety audit. These resources were developed by Praxis International. These templates should give the project team a sense of what a safety audit might look like and whether observational data collection would be applicable.

B.1- Sample Safety Audit Questions developed by Praxis International
B.2- Safety Audit Etiquette developed by Praxis International
B.3- Safety Audit Team Confidentiality Agreement Template developed by Praxis International

For more guidance on observational data collection, please see the resource below:

B.1- SAMPLE SAFETY AUDIT QUESTIONS

- How does the way we process cases involving domestic violence (e.g., take 911 calls, respond to the scene as law enforcement officers, book offenders into jail, issue and enforce civil protection orders, manage non-custodial parental visits at our visitation center, conduct child protection investigations) incorporate victim safety and offender accountability?
- How do U.S. legal systems (municipal, state, federal; civil vs. criminal) work for indigenous women? Do they create safety and accountability from an indigenous perspective?
- What is the current intersection between criminal justice practitioners and child protection workers in domestic violence cases? How can we best utilize child protection/advocacy to create safety for women and children, and accountability for batterers?
- How are batterer intervention programs linked to the courts in a way that creates safety and accountability? How do batterer intervention programs address a father’s violence and its impact on his children?
- How are protection orders accessible and effective in creating safety and accountability?
- How does the design of the visitation center account for the needs of Native American women, children, and families?
- How are women of color made more vulnerable to violence by the design or lack of services in the community?
- How does implementation of the countywide Law Enforcement Domestic Violence Protocol enhance or diminish safety for battered women in cases involving dominant aggressor decisions and the provision of victim services?
- How do prosecution and probation recognize and respond to the complexities of risk and safety for all victims of domestic violence in our county?
- How is safety for victims of domestic violence in our city built into law enforcement response and the other community interventions initiated by a call to 911?
B.2 - SAFETY AUDIT ETIQUETTE

Your “Audit Attitude” is critical to your success:

- Assume that every practitioner wants to do a better job.
- Understand that it is a courageous act for an agency to invite others in to look at its response.
- Articulate the benefits for participating agencies and the Safety Audit team members: in other words, let them know “what’s in it for them.”
- Focus on the structure of the job, not the practitioner, as the place for change.
- Emphasize the partnership: your mutual roles as team members and as “co-investigators” alongside those you interview and observe.
- Remind all who are involved that the goal is to improve victim safety, not to intervene, discipline, or embarrass individual practitioners or participating agencies.
- Avoid judging as you listen.
- Thank practitioners for their time, insights, and contributions to the Safety Audit.

_Suspend what you think you know_ – The biggest mistakes that Audit team members make in gathering information are to (1) use the process to prove what they think they already know; (2) make assumptions about something a practitioner alluded to but did not fully explain, and; (3) argue with interviewees rather than ask questions with the goal of fully understanding how they think about and act on cases.

_Respect your access to agency case files and other records_ – Honor the terms of the confidentiality agreement and any other conditions on how such material should be handled, stored, and returned.

_Follow the agreed-upon process for releasing information_ – Only the Safety Audit Team can make and release findings, according to a process established at the beginning of their work together. Releasing information to administrators, the news media, or others outside of this agreement can damage the integrity and credibility of the Safety Audit.

_Safety Audit from: Praxis International_
The Any County Domestic Violence Safety and Accountability Audit (Safety Audit) will involve reviewing case records and other documents from participating agencies, as well as observing the work practices of individual practitioners. The Safety Audit Team will meet throughout the process to read and discuss the information collected. Efforts will be made to remove personal identifying details from any case files, reports, and other materials to be reviewed. To ensure the integrity of the process, respect the role of individual practitioners, and protect the privacy of community individuals, team members agree to the following:

1. The material collected and distributed to team members is intended only for use in conducting the Safety Audit and to inform the team and policy makers on the need for changes in intervention practices.

2. Team members will keep any materials containing case information confidential, in a secure location, and will return materials to the Audit Coordinator as requested on designated dates.

3. In public presentations, trainings, and other settings outside of the Safety Audit Team meetings, team members will preface the use of specific case examples by noting that names and other personally identifying information for those involved has been changed (redacted). Team members will not use such examples locally without discussing the use of such material with the team.

4. Team members will not remove any non-public forms, files, or other records containing personal identifying information, unless specifically agreed upon with the agency holding those files.

5. Only the Safety Audit Team can make and release findings. Team members agree to follow agreed-upon processes for releasing information about the Safety Audit to agency administrators, the news media, and others.

6. In the unlikely circumstance where a member of the Audit team observes a practice that requires immediate attention, either because of threats to a person’s safety or apparent professional misconduct, that team member and the Audit Coordinator will privately communicate their concerns to an appointed designee of the applicable organization. Further, the Audit team member will not act as an advocate for an individual, but may refer people to advocacy services in the community.

Safety Audit Team Member Signature: _____________________________________________

Print Name: ___________________________ Date: __________________

PLEASE RETURN THE SIGNED ORIGINAL TO THE SAFETY AUDIT COORDINATOR

- Name and contact information -

Template From: Praxis International
There is no one right way to conduct interviews to help collect data for your needs assessment. However, we have included below some helpful tips in developing the procedure and strategy for conducting interviews, as well as some sample interview questions. Below is a comprehensive guide for conducting interviews as well as a few sample questions to get the project team started. These questions are not specific to the Youth Services Grant; if the project team decides to conduct interviews, contact the TA providers for more samples and tools.

C.1- Sample Interviews from Community Toolbox
C.2- Interview Guide from Community Toolbox
This is an example of an interview conducted by staff at the Community Tool Box. The objective of this interview, conducted by phone, was to find out what funders want when conducting an evaluation. Even though this is based on an actual interview, it's been edited and the names of the interviewer and interviewee have been omitted because they are not relevant to the example.

**Interviewer:** Good morning. [GREETING] I'm calling from the Community Tool Box [IDENTIFICATION AND PURPOSE], a web site on health promotion and community development. We're writing a section on funders' interests on conducting evaluations. Can you talk to me right now? [MAKE SURE IT'S AN APPROPRIATE TIME TO CALL]

**Interviewee:** Sure.

**Interviewer:** Do you mind if I tape-record our conversation? [PERMISSION TO USE A TAPE RECORDER]

**Interviewee:** Go ahead, by all means.

**Interviewer:** Thanks! First of all, what, as a funder, are your interests when you conduct an evaluation? [STRAIGHT TO THE POINT]

**Interviewee:** Well, we want to change, we want to make a behavior change or community change and so we destine probably 10 to 20 percent of the overall budget to evaluation.

**Interviewer:** I see. [SHOWS INTERVIEWER IS PAYING ATTENTION]

**Interviewee:** And the evaluation, of course, will be, oftentimes both qualitative and quantitative in nature. We want to see the outcomes, whatever it might be; if it's teenage pregnancy, we'd like to see reductions of teenage pregnancies. We contract with people that have expertise in that particular area to conduct the evaluation.

**Interviewer:** Uh-huh. And what do you do when the outcomes come to you? [SCHEDULED QUESTION]

**Interviewee:** If it doesn't appear that the initiative is working, we clearly start losing interest in continuing the project in that manner. Oftentimes the evaluation portion of it is after the fact; the initiative is already over, for the most part. If it comes back and it looks like the initiative was successful and the outcomes were going in the direction that we anticipated, then we may do another round of that initiative.

**Interviewer:** Which problems do you face working with evaluators? [SCHEDULED QUESTION]

**Interviewee:** We don't seem to have much of a problem when working with evaluators, at least we don't hear a lot of problems. I mean, we have seen some problems in some evaluators when they begin the evaluation. [INTERVIEWEE TRYING TO AVOID QUESTION ]
Interviewer: Which kind of problems? [PROBE]

Interviewee: We may get some evaluations back that are measuring process rather than outcomes, and we clearly want to see outcomes. We want to see set outcomes that are related to a particular initiative, so we specifically ask to see some of those outcomes. Now, if it comes back later through the process that those aren't occurring, then clearly there's a problem there.

Interviewer: OK. How often do you use evaluations? [BREAKING DOWN COMPLEX QUESTION] Do you only use them when needed or is this a periodic process?

Interviewee: We have an agreement that all initiatives will allow us to perform site visits, to have a third party come in, or ourselves, and audit both their financial books and how the program is going at least once a year.

Interviewer: OK. May I sum up that your main interest is change? [LEADING QUESTION]

Interviewee: Yeah, of course we want to see behavior change, systems change, changes in culture centered around the health and well being of communities and individuals in communities.

Interviewer: OK, well, thank you very much for your time. May I call you again if we need clarification in any of the points we talked about today? [KEEPING DOOR OPEN FOR FURTHER INTERACTION]

Interviewee: Oh, sure.

Interviewer: All right, thanks a lot. Have a good day.

Interviewee: You too.

Interviewer: Good-bye.

******************************************************************************

EXAMPLE #2

Probing- A probe is a follow-up question. Its objective is to lead the interviewee to answer more fully or accurately. Here is an example of how to probe to achieve a complete and clear answer. This example was adapted from Kenneth Bailey’s Methods of Social Research.

Consider the question: What do you think are the most important problems that we have in our association today?

Possible answers:

1. "High fees." Answer is adequate but incomplete; you need more problems.

   **Probe:** Pause, wait for respondent to continue. Indicating understanding saying "yes." Repeat question, emphasizing problems (plural). Say that you need more problems.
2. "Managing problems." Answer is too vague.

   **Probe:** "I'm not quite sure I know what you mean. What kind of managing problems? Could you be more specific?"

3. "There are a lot of important problems."

   **Probe:** "List the five most important."

4. "There are more problems than there used to be and there will be even more in the future."

   **Probe:** "List the five that are the most important now."

5. "Things are getting worse all the time."

   **Probe:** "List the five that are the worst at the present time."
What is an interview?

When you're watching the news at night or reading the paper in the morning, you'll notice that all the stories have a point in common: They all contain interviews. No matter what subject is being tackled, there'll always be people willing to be interviewed about it. And that's great, because that way we can get a sample of what people think and feel about different issues.

Interviews are usually defined as a conversation with a purpose. They can be very helpful to your organization when you need information about assumptions and perceptions of activities in your community. They're also great if you're looking for in-depth information on a particular topic from an expert. (If what you really need is numerical data—how much and how many—a written questionnaire may better serve your purposes.)

Interviewing has been described as an art, rather than a skill or science. In other cases, it has been described as a game in which the interviewee gets some sort of reward, or simply as a technical skill you can learn. But, no matter how you look at it, interviewing is a process that can be mastered by practice. This chapter will show you how.

Why should you conduct interviews?

Using an interview is the best way to have an accurate and thorough communication of ideas between you and the person from whom you're gathering information. You have control of the question order, and you can make sure that all the questions will be answered.

In addition, you may benefit from the spontaneity of the interview process. Interviewees don't always have the luxury of going away and thinking about their responses or, even to some degree, censoring their responses. You may find that interviewees will blurt things out that they would never commit to on paper in a questionnaire.

When interviews are not the best option:

Interviews are not the only way of gathering information and depending on the case, they may not even be appropriate or efficient. For example, large-scale phone interviews can be time-consuming and expensive. Mailed questionnaires may be the best option in cases where you need information from a large number of people. Interviews aren't efficient either when all you need is collecting straight numeric data. Asking your respondents to fill out a form may be more appropriate.

Interviews will not be suitable if respondents will be unwillingly to cooperate. If your interviewees have something against you or your organization, they will not give you the answers you want and may even mess up your results. When people don't want to talk, setting up an interview is a
waste of time and resources. You should, then, look for a less direct way of gathering the information you need.

**Problems with interviews:**

You must also be well prepared for traps that might arise from interviews. For example, your interviewee may have a personal agenda and he or she will try to push the interview in a way to benefit their own interests. The best solution is to become aware of your interviewee’s inclinations before arranging the interview. Sometimes, the interviewee exercises his or her control even after the interview is done, asking to change or edit the final copy. That should be a right of the interviewer only. If the subject you’re addressing involves technical information, you may have the interviewee check the final result for you, just for accuracy.

**Whom should you interview?**

Your choice of interviewees will, obviously, be influenced by the nature of the information you need. For example, if you’re trying to set up a volunteer program for your organization, you may want to interview the volunteer coordinator at one or two other successful agencies for ideas for your program.

If you’re reluctant to contact a stranger for an interview, remember that most people enjoy talking about what they know and are especially eager to share their knowledge with those who are interested. Demonstrate interest and your chances of getting good interviews will improve.

**How should you conduct interviews?**

Sometimes, being a good interviewer is described as an innate ability or quality possessed by only some people and not by others. Certainly, interviewing may come more easily to some people than to others, but anybody can learn the basic strategies and procedures of interviewing. We’re here to show you how.

**Interview structure:**

First you should decide how structured you want your interview to be. Interviews can be formally structured, loosely structured, or not structured at all. The style of interviewing you will adopt will depend on the kind of result you’re looking for.

In a highly structured interview, you simply ask subjects to answer a list of questions. To get a valid result, you should ask all subjects identical questions. In an interview without a rigid structure, you can create and ask questions appropriate the situations that arise and to the central purpose of the interview. There’s no predetermined list of questions to ask. Finally, in a semi-structured setting, there is a list of predetermined questions, but interviewees are allowed to digress.

**Types of interviews:**
Now that you've decided how structured you want the interview to be, it's time to decide how
you want to conduct it. Can you do it through the phone, or do you need to it face-to-face?
Would a focus group be most appropriate? Let's look at each of these interview types in depth.

**Face-to-face interviews**

Face-to-face interviews are a great way to gather information. Whether you decide to interview
face-to-face depends on the amount of time and resources you have available at your disposal.
Some advantages of interviewing in person are:

- You have more flexibility. You can probe for more specific answers, repeat questions,
  and use discretion as to the particular questions you ask.
- You are able to watch nonverbal behavior.
- You have control over the physical environment.
- You can record spontaneous answers.
- You know exactly who is answering.
- You can make sure the interview is complete and all questions have been asked.
- You can use a more complex questionnaire.

However, if face-to-face interviews prove to be too expensive, too time-consuming, or too
inconvenient to be conducted, you should consider some other way of interviewing. For
example, if the information you’re collecting is of a sensitive and confidential
nature, your respondents may prefer the comfort of anonymity, and an anonymous questionnaire would
probably be more appropriate.

**Telephone interviews**

Telephone interviews are also a good way of getting information. They're particularly useful
when the person you want to speak to lives far away and setting up a face-to-face interview is
impractical. Many of the same advantages and disadvantages of face-to-face interviewing apply
here; the exception being, of course, that you won't be able to watch nonverbal behavior.

Here are some tips to make your phone interview successful:

- Keep phone interviews to no more than about ten minutes--exceptions to this rule may
  be made depending on the type of interview you're conducting and on the arrangements
  you've made with the interviewee.
- If you need your interviewee to refer to any materials, provide them in advance.
- Be extra motivating on the phone, because people tend to be less willing to become
  engaged in conversation over the phone.
- Identify yourself and offer your credentials. Some respondents may be distrustful,
  thinking they're being played a prank.
- If tape-recording the conversation, ask for authorization to do so.
- Write down the information as you hear it; don't trust your memory to write the
  information down later.
- Speak loud, clear and with pitch variation -- don't make it another boring phone call.
- Don't call too early in the morning or too late at night, unless arranged in advance.
- Finish the conversation cordially, and thank the interviewee.
With the increasing use of computers as a means of communication, interviews via e-mail have become popular. E-mail is an inexpensive option for interviewing. The advantages and drawbacks of e-mail interviews are similar to phone interviews. E-mails are far less intrusive than the phone. You are able to contact your interviewee, send your questions, and follow up the received answers with a thank-you message. You may never meet or talk to your respondent.

However, through e-mail your chances for probing are very limited, unless you keep sending messages back and forth to clarify answers. That's why you need to be very clear about what you need when you first contact your interviewee. Some people may also resent the impersonal nature of e-mail interaction, while others may feel more comfortable having time to think about their answers.

**How should you conduct the interview?**

Now that you're prepared, it's time to conduct the interview. Whether calling or meeting someone, be sure to be on time -- your interviewee is doing you a favor, and you don't want to keep him or her waiting.

When interviewing someone, start with some small talk to build rapport. Don't just plunge into your questions -- make your interviewee as comfortable as possible.

This box offers more hints on how to conduct a successful interview:

### Points to remember:

- **Practice** -- prepare a list of interview questions in advance. Rehearse, try lines, mock-interview friends. Memorize your questions. Plan ahead the location and ways to make the ambient more comfortable.
- **Small-talk** -- never begin an interview cold. Try to put your interviewee at ease and establish rapport.
- **Be natural** -- even if you rehearsed your interview time an time again and have all your questions memorized, make it sound and feel like you're coming up with them right there.
- **Look sharp** -- dress appropriately to the ambient you're in and to the kind of person you're interviewing. Generally you're safe with business attire, but adapt to your audience. Arrive on time if you are conducting the interview in person.
- **Listen** -- present yourself aware and interested. If your interviewee says something funny, smile. If it's something sad, look sad. React to what you hear.
- **Keep your goals in mind** -- remember that what you want is to obtain information. Keep the interview on track, don't digress too much. Keep the conversation focused on your questions. Be considerate of your interviewee's limited time.
- **Don't take "yes/no" answers** -- Monosyllabic answers don't offer much information. Ask for an elaboration, probe, ask why. Silence may also yield information. Ask the interviewee to clarify anything you do not understand.
- **Respect** -- make interviewees feel like their answers are very important to you (they are supposed to be!) and be respectful for the time they're donating to help you.
Questions:

Questions are such a fundamental part of an interview that it's worth taking a minute to look at the subject in depth. Questions can relate to the central focus of your interview, with to-the-point, specific answers; they can be used to check the reliability of other answers; they can be used just to create a comfortable relationship between you and the interviewee; and they can probe for more complete answers.

It's very important that you ask your questions in a way to motivate the interviewee to answer as completely and honestly as possible. Avoid inflammatory questions ("Do you always discriminate against women and minorities, or just some of the time?"), and try to stay polite. And remember to express clearly what you want to know. Just because interviewer and interviewee speak the same language, it doesn't mean they'll necessarily understand each other.

There are some problems that can arise from the way you ask a question. Here are several of the most common pitfalls:

1. Questions that put the interviewee in the defensive -- These questions bring up emotional responses, usually negative. To ask, "Why did you do such a bad thing?" will feel like you are confronting your interviewee, and he or she will get defensive. Try to ask things in a more relaxed manner.

2. The two-in-one question -- These are questions that ask for two answers in one question. For instance, "Does your company have special recruitment policy for women and racial minorities?" may cause hesitation and indecision in the interviewee. A "yes" would mean both, and a "no" would be for neither. Separate the issues into two separate questions.

3. The complex question -- Questions that are too long, too involved, or too intricate will intimidate or confuse your interviewee. The subject may not even understand the questions in its entirety. The solution is to break down the question and make brief and concise.

4. In addition, pay attention to the order in which you ask your questions. The arrangement or ordering of your question may significantly affect the results of your interview. Try to start the interview with mild and easy questions to develop a rapport with the interviewee. As the interview proceeds, move to more sensitive and complex questions.

Final thoughts

Remember to take good notes, if you're taking notes. Put quotation marks around the person's actual words, and don't embellish their quotes. You may tape-record the conversation, but make sure your tape recorder is working well, or hours of work can go down the drain. If you're going to tape-record your interview, make sure you obtain the interviewee's permission beforehand and on tape.

This Tool is From the Community Tool Box:  http://ctb.ku.edu
There are various types of surveys and survey questions that project teams can use to gather information as part of their needs assessment. The questions that grantees include in their survey will depend on the types of data they would like collect and how they would like to analyze the data. Included below is a link to a survey resource from the Office for Victims of Crime Technical Assistance Center. Please see the OVC Technical Assistance Center Guide: https://www.ovcttac.gov/views/Resources/dspConductingNeedsAssessment.cfm

If you would like more sample surveys, please contact Break the Cycle.
In this appendix, you will find example forms for developing and conducting youth and adult focus groups. Included are the following example forms developed by an evaluator for Break the Cycle:

E.1 - Focus group moderator guide for youth and adult participants
E.2 - Youth participant screening form
E.3 - Parental consent forms for youth participants

These forms are one example of how you could execute a series of focus groups in your community. You can adopt these forms in whole, as applicable, or use them as a foundation for developing your own focus group forms and procedures.
E.1 - SAMPLE MODERATOR’S GUIDE FOR YOUTH FOCUS GROUP

[TWO HOURS IN DURATION] OPENING [5 MINUTES]

1. **Welcome**

Welcome and thank you for your taking part in this focus group today. Focus groups are conducted by researchers to understand what people are thinking about certain products, services or issues.

Today, we are going to get information from you on the issues people like yourself are dealing with related to domestic and dating violence. The research is being conducted by (Insert Name Here). You will be helping us to develop a school response to help address incidents of dating violence on campus.

2. **Ground Rules**

a. In focus groups everybody doesn’t think the same way. There is no right or wrong answer. I’m interested in what you think. In fact, I want to get the most honest answers possible. Therefore, feel free to speak in your everyday language. Most importantly, we want to make sure that you all feel comfortable. Please tell us if something makes you uncomfortable, so that we can get a better understanding of what you do and do not like. Try to have fun, relax, and talk as if you would talk to a friend in an everyday conversation.

b. It’s important that I hear everyone’s thoughts and that everyone is heard. Therefore, I want you to try and talk one at a time so everyone can be heard. It is important **not to have side talk** because we will miss what is being shared. I will sometimes ask you to react to what someone else in the group says. It is also important that everyone go to the bathroom at the beginning of the session, if necessary, and also turn off their cell phones to make sure that no one’s sharing is interrupted. However, you do not have to answer any questions you do not want to answer, and you are free to leave the group at any time.

c. You’ll notice some things about this room. There is a camera in the room and several microphones on the table. *(POINT TO AUDIOTAPE MACHINE)* We are taping this group so that we can review your responses again and report what we have learned. You must talk in a voice as loud as mine *and try not to bang on the table so you don’t hurt the camera person’s ears!!!)*.

d. All your comments are confidential so feel free to speak as openly as possible. Your comments will be used for research purposes only. **We will keep anything you tell us confidential to the extent provided by law.** I am going to ask for your first names only just to help everyone feel okay about the group. But we will not use your name on the tapes. All tapes will be kept locked up at our offices, and no one except our staff will listen to/watch them. I would also like the group to respect each other’s privacy. Please keep what is said during this focus group private and do not repeat any names or anything that is said, once the discussion is over. We cannot be held responsible if
anything said in here is repeated outside. What is said in this room should stay here. AGREED? This group will run for about 2 hours, and if you finish it, you will receive your $50 in cash for participating.

If you are NOT participating fully, for example, not answering the questions being asked, not paying attention, or being disrespectful to other participants, I may ask you to leave.

Does everyone understand the rules?

3. Introductions

Let’s go around the table, and please give me your first name only and your age.

OKAY, LET’S JUMP RIGHT INTO THE DISCUSSION...

FOCUS GROUP QUESTIONS

Current Attitudes Around Domestic Violence: Why is there dating violence? Why are teens so often victims of dating violence? Are there contributing factors to dating violence?

1. How would you describe domestic or dating violence? What do you think emotional abuse is? Economic abuse? Sexual abuse? Do you think victims of dating violence recognize emotional, economic, and/or sexual abuse as domestic violence?
2. Who here personally knows someone your age that has been treated like you just described? Do you personally know anyone that has treated a dating partner like that? Do you know any couples that treat each other like that? (Show by raising hands)
3. Do you think that dating violence among teens is a problem in (insert your city/county/town)? At your school? Why or why not?
4. What are the biggest problems for teens at your school? Have you ever felt scared or not safe at school?
5. If you suspect or hear or see dating violence, should you intervene? If so, how? If not, why not?
6. Where do most incidents of dating violence happen? And when?
7. Why do you think teens are so often the victims of dating violence?
8. Do you see students in healthy/good relationships on your campus? What does that look like? What does it mean to be safe in your relationship and at school?

Attitudes and Knowledge Around School Policy and Response:

1. Do you know if your school has a policy on what do if a student is involved in a dating violence incident? What is the policy?
2. Do you know what your school would do if you reported an incident of dating violence? What if you told a teacher that you are in an abusive relationship?
3. Do you know of any incidents of dating violence on campus? What happened? What was the school’s response?
4. Do you think your school’s response to these incidents was fair? What should have happened differently?
5. How helpful do you think your school is to victims of domestic and dating violence? (Do they treat victims properly, do they act promptly, do they believe the victims, how do they treat them in front of the perpetrators, do they treat all victims the same, how do they treat young people, etc.?)
6. Do you think students at your school know where to go on campus for help?
7. How much should a school get involved when a student is in an abusive relationship? (Does it matter if the incidents happen on or off campus? Does it matter if the victim complains to a teacher?)
8. What would the school’s response look like?
9. Who would you trust at your school if you or a friend was in an abusive relationship?
11. What do you expect the school to do to keep information about your complaint or relationship confidential?
12. When should the school notify the police of an incident? If telling your story to the police was a required part of making a complaint how would that affect your decision to tell someone about an incident?
13. What kind of relationship do students at your school have with the on-campus police?
14. If the school notified your parents when you told someone of an incident, how would have affect your decision to tell? When do you think the school should notify parents?
15. What would be some of the challenges when schools try to help teen victims of domestic violence? How can a school assure a victim’s safety when intervening?
16. What kind of support OR assistance would a person/victim need who decided: “Okay, now I want out of this situation?”

THANK YOU FOR PARTICIPATING! GOOD JOB!
WHO IS DOING THIS FOCUS GROUP DISCUSSION?

Break the Cycle has asked your child to be a part of a focus group discussion, with 9 other participants. This discussion is to gather information for Break the Cycle.

WHAT IS THE PURPOSE OF THE FOCUS GROUP DISCUSSION?

The purpose of this group discussion is to help Break the Cycle staff who are working to improve (insert local city or town) public schools’ response to dating violence on campus.

WHAT WILL HAPPEN DURING THE FOCUS GROUP DISCUSSION?

A trained moderator will lead the group discussion, which will take about forty five (45) minutes. He/she will only ask for your child’s first name and age during the discussion. The moderator will ask the group questions about dating violence and their school’s response to incidents of dating violence. We will record the focus group and during the group some project members will observe the discussion. The focus group is audio recorded so that the researchers can review the responses again and accurately report what they have learned. All recordings will be secured, and no one except project members will listen to them. Your child does not have to answer any questions that they aren’t comfortable with and they will be able to leave the group at any time.

WHAT ARE THE RISKS OF FOCUS GROUP DISCUSSIONS?

The risks to your child being a part of this group discussion are small, and they will not be placed in any danger or harm. We will not use your child’s name in the report. We will only be asking questions related to domestic violence and seeking help. We will keep anything your child tells us confidential to the extent provided by law. Your child will be asked to keep what is said during the group discussion private and not to repeat any names or anything that is said once the group discussion is over. In addition, your child may leave the group at any time. If any medical emergencies occur, the moderator will call 911.

WHAT DOES MY CHILD GET OUT OF THIS FOCUS GROUP DISCUSSION?

Your child will be helping to improve school response to dating violence in the school community.

HOW MUCH WILL MY CHILD RECEIVE TO PARTICIPATE IN THE FOCUS GROUP DISCUSSION?

Your child will be paid $50 for their participation if they stay for the entire group discussion, which will last about forty five minutes.

CAN MY CHILD CHOOSE NOT TO PARTICIPATE IN THIS FOCUS GROUP DISCUSSION?

Yes. Your child may choose whether or not to take part in this group discussion. They may also leave the group at any time.

WHO CAN I CALL IF I HAVE QUESTIONS ABOUT THIS FOCUS GROUP DISCUSSION?
If you have any questions about this focus group discussion, please call Break the Cycle.

**SIGNED CONSENT**

I agree to let my child take part in this group discussion. I have read the Parent Permission Form. I understand that the group will discuss issues related to domestic and dating violence and school response to dating violence.

Parent’s Signature: __________________________________________

Parent’s Name (please print): __________________________________

Youth Participant’s Name (please print): _________________________

Date: ________________________________
E.3- SAMPLE PARTICIPANT SCREENING FORM

SCREENER’S NAME: ____________________________ DATE: ________________
TIME: ________________

Name of Potential Participant: ____________________________________________________________

POST SCREENING STATUS: ___ APPROVED ___ TERMINATED (SEE QUESTION #: ______)

EXPLANATION OF PURPOSE OF FOCUS GROUP: We are conducting focus group
discussions about issues related to domestic and dating violence in your school. There will be
other young people in the group to talk about this important issue. A moderator will lead the
group. They are there to guide the discussion, and to get your ideas and thoughts. By taking
part, you will help us to develop a school policy to address dating and sexual violence on
campus. You will receive $50.00 for taking part, and all of your input will be kept confidential.
The group will last about forty-five minutes, and will be videotaped and watched by project staff.
Your name will not be used on the videotapes or given out to anyone.

Based on what I’ve explained, are you interested in participating? [NOTE: Is the participant
articulate (i.e., does she express herself clearly, and seem willing to share ideas and feelings?]

☐ Yes  ☐ Responds Clearly

☐ No

1. May I ask you a few questions to see if you qualify? Are you within the ages of 12-19?
   Age: _____
   ☐ Yes
   ☐ No  (If no, explain that they don’t fit criteria and thank them.)

2. Do you live in (fill in local city/town)?
   ☐ Yes
   ☐ No  (If no, explain that they don’t fit criteria and thank them.)

3. Do you attend (fill in local public school)?  School:
   ☐ Yes
   ☐ No  (If no, find out what school they attend. They may still qualify.)

4. Are you comfortable discussing issues related to domestic and dating violence?
   ☐ Yes
   ☐ No
5. Are you comfortable discussing issues related to your school’s response to domestic and dating violence?
   □ Yes
   □ No

6. Are you willing to participate in the group discussion, by being open and honest? [Stress that honesty is needed.]
   □ Yes
   □ No

If under the age of 18:

7. Because you are under the age of 18, we will need to get written consent from your parent or guardian for you to participate in the focus group. We will provide you with the consent form and you will need to have it signed and bring it with you to the focus group in order to be allowed to participate. Will you be able to do this?
   □ Yes
   □ No
   (If no, explain that they cannot participate without parental consent and thank them.)

If the caller qualifies:

You qualify for one of the focus group discussions. The focus group discussion will be held on:

   Middle School:
   High School:
   Location:

We will send you an e-mail or letter confirming the date and location of the focus group and give you directions to the location. If under 18… It will also include the consent form that your parent or guardian must sign. I need to get some contact information from you now.

NAME OF PARTICIPANT:________________________________________________________________

E-MAIL ADDRESS:__________________________________________________________________

PHYSICAL ADDRESS:_______________________________________________________________

(Check whether they prefer info sent via e-mail or mail or both. Ask if they can receive attachments.)

DAYTIME PHONE #: (          ) _______ - ____________
EVENING PHONE #: (          ) _______ - ____________
CELL PHONE #: (          ) _______ - ____________
RECRUITER:_______________________________

If you have questions or need additional information, you may contact Break the Cycle. If you are unable to arrive on time or participate in the focus group, please contact Break the Cycle.
APPENDIX F - EVALUATION RESOURCES

For more detailed information on statistics and analysis, please see the following resources:

- For more information about regression analysis, see the University of Wisconsin Learning Store:
  http://learningstore.uwex.edu/assets/pdfs/g3658-6.pdf

- Center for Civic Partnerships:
  http://www.civicpartnerships.org/docs/tools_resources/Quan_Qual%20Methods%209.07.htm

- Pennsylvania Coalition Against Rape:

- Centers for Disease Control:
  http://www.cdc.gov/healthyyouth/evaluation/resources.htm

- Office of Victims of Crime:
  https://www.ovcttac.gov/views/Resources/dspConductingNeedsAssessment.cfm
An effective logic model will require that you assess your organization's strengths, the needs of the community, and goals and objectives for your program. If you would like more sample logic models, please contact the TA provider. For additional information about developing logic models, please see the following resources:

- Center for Civic Partnerships:  
  [http://www.civicpartnerships.org/docs/tools_resources/Logic%20Models%209.07.htm](http://www.civicpartnerships.org/docs/tools_resources/Logic%20Models%209.07.htm)

- University of Idaho:  
  [http://www.uiweb.uidaho.edu/extension/LogicModel.pdf](http://www.uiweb.uidaho.edu/extension/LogicModel.pdf)
Internal Policy and Procedure Documents

1. Informed Consent Document/ Focus on Youth
   □ Approved □ Needs Additional Work □ Missing

2. Mandatory Reporting Policy
   □ Approved □ Needs Additional Work □ Missing

3. Information Release Waiver
   □ Approved □ Needs Additional Work □ Missing

4. Confidentiality and Third Party Involvement
   □ Approved □ Needs Additional Work □ Missing

5. Confidentiality and Working with Other Agencies
   □ Approved □ Needs Additional Work □ Missing

6. Procedures to guide staff when victims disclose abuse (including during a prevention, education, or training event)
   □ Approved □ Needs Additional Work □ Missing

7. Trauma Assessment
   □ Approved □ Needs Additional Work □ Missing

8. Authorized Disclosure Form/ HIPAA
   □ Approved □ Needs Additional Work □ Missing