• 2022 •

Data Collection, Utilization, and Program Assessment Project

TOOLKIT

Contents

Introduction

So, a little about how we got here - The DATA Collection, Utilization & Program Assessment Project was born out of desire to assist tribal domestic violence and sexual assault programs and the communities they serve. Building on a decade old relationship, Dawn Stover, the former Executive Director of the Native Alliance Against Violence and Diane Gout, PhD, the Owner of Gray O.A.K., LLC collaborated and secured funding from the Department of Justice Office on Violence Against Women for a 2-year Training and Technical Assistance project.

From our unique perspectives, we understand that real, significant, and lasting change only occurs when the voices and experiences of the people are at the heart of the work. Our experience in policy, program development and assessment and the value of understanding and using data has been built on our relational work with the people, programs, and communities we have served over many decades.

We are innovators motivated by the need to help tribal communities tell their stories in a way that helps inform and create space for meaningful conversations and purposeful decision-making that will enhance and enrich the health and well-being of victims and survivors of domestic violence, sexual assault, dating violence, stalking, and sex trafficking, their families, and the tribal communities in which they reside.

Data Collection, Utilization, & Program Assessment Project

Native Alliance Against Violence

The Native Alliance Against Violence (NAAV) is Oklahoma's only tribal coalition against domestic and sexual violence. The NAAV, a 501 ©(3) nonprofit organization, serves Oklahoma's 38 federally recognized tribes and their tribal domestic and sexual violence programs by providing training, technical assistance and support to address the crimes of domestic violence, sexual assault, dating violence, stalking, and sex trafficking in Oklahoma Indian Country.

NATIVE ALLIANCE AGAINST VIOLENCE

It is the mission of the NAAV that "through the spirit of respect and cooperation, the NAAV will strive to unify tribal service programs throughout Oklahoma by providing culturally appropriate technical assistance, training and support to eliminate domestic violence, sexual assault, stalking and dating violence to restore balance and safety for tribal communities".

Gray O.A.K., LLC

Gray-OAK is a Maine-based research and evaluation company working primarily with tribes and non-tribal entities working with tribes across the United States and in Alaska. The owner, Dr. Diane Gout, has worked with tribes and tribal domestic violence and sexual assault programs for over 20 years.

Gray OAK LLC Ownership. Autonomy. Knowledge.

The overarching mission of Gray-OAK is to promote ownership, autonomy and knowledge (OAK) through the understanding and development of data.

The purpose of the DATA Collection, Analysis & Utilization Project is to assist Tribal Government and Tribal Jurisdiction Program grantees, subgrantees and potential grantees on data collection, data analysis, and how to use data to develop or enhance programs to effectively respond to domestic and dating violence, stalking, and sexual violence occurring within their communities.

Through the project, we've provided:

- Workshops and training segments at OVW training events and conferences;
- Webinar and distant learning trainings;
- Table exhibits and one-on-one TA at OVW sponsored conferences/trainings;
- Specialized, on-site technical assistance;
- A web portal for project communication and resource sharing – visit https://www.tribaldataproject.org which includes:
    - Semi-annual newsletters sharing information & education on promising approaches for program assessment, data collection, and data utilization; and
    - Resource materials including this toolkit, tip sheets, webinar recordings, and FAQs.

Toolkit

This program assessment toolkit was developed to capture the work of the project over the past two years; serving as a simple guide for tribal domestic violence and sexual assault programs to measure goals, objectives, and outcomes. Within it, you will find tools, resources, and information that can assist programs in better understanding the need for program assessment and how to approach and conduct meaningful program assessments. While this toolkit does not include every possible tool or resource that can be utilized, it does provide key components and has been developed with the understanding that tribal domestic violence and sexual assault programs have varying degrees of understanding, knowledge, and experience with program assessments. Therefore, some information may be new and more useful for those with less experience. For others, the information may be a refresher and hopefully, provide some new insights and ways to think about program assessments.

It's important to note that the Tribal Data Project works from the view that tribal programs know on an "intuitive" level, what is working and what isn't working as well as it should, in their communities and programs. Our desire through this project was simply to assist programs in learning how to accurately assess and document this knowledge by "demystifying" and creating a roadmap for the program assessment processes.

This toolkit provides information and tools on how to:

- Plan and Implement Your Assessment
- Analyze Your Data
- Report Out and Utilize Your Findings

The Tribal Data Project believes that at the heart of every program assessment is a STORY! Every individual, organization, and community have their own story. While collectively, the experiences may appear to be similar, individually, each story has its own nuance that makes their experience unique. Our goal is to help capture those nuances, remembering that when we are engaged in assessment work, that people are more than numbers and percentages. We must hold the information we collect with care and utilize the information in a way that honors the experiences of all.

Conducting Your Culturally Informed Program Assessment

Culture is a collective body of behaviors, values, beliefs, and customs shared by a specific group of people.

Culturally competent assessments require a deep understanding that culture is not “one size fits all” and that within groups, there is considerable diversity. Therefore, program assessments cannot be conducted in the absence of considering culture. Today, there are 574 federally-recognized tribes and more than 100 state-recognized tribes, each with their own customs, traditions, and histories.

Note: If you are engaging an outside evaluator, take time to have them clarify their values and philosophies early on to ensure they are a good fit. An evaluation guide by the CDC suggests all evaluators engage in self-reflection prior to getting started and include asking the following questions:[1]

1. Where am I from?
2. What are my core beliefs, values, religious and political orientation?
3. What is my biological sex and gender identity?
4. What is my age group?
5. What is my social class?
6. What life events greatly affected me?
7. What stereotypes do I subscribe to?
8. Are there factors above that will influence this evaluation?

[1] See full list of questions at: Practical Strategies for Culturally Competent Evaluation (cdc.gov).

Best Approach

Program Assessments:

- Are considered and planned prior to the start of a program, project, and/or grant;
- Are on-going throughout the life of the program, project, and/or grant;
- Are reviewed and modified as necessary;
- Incorporate the voices of stakeholders when appropriate (i.e., community members, clients, community partners, etc.);
- Can foster creativity;
- Are transparent and objective; and
- Utilize the information gathered in a manner that honors all who participated.

Let's Begin

Considering collecting data and conducting program assessments can induce a lot of stress for some organizations. Tribal programs who receive funding from the Office on Violence Against Women are already required to collect the data needed to complete their Semi-Annual Progress reports. While engaging in program assessments can provide a wealth of information for program planning and implementation, it can also add an additional layer of pressure. Some concerns are that assessments can:

- Require a lot of time and money;
- Be difficult to “get right” and requires specialized knowledge;
- Take time away from serving clients;
- Be used against them.

While there is merit to all of these concerns, there are ways to minimize them and gather information that can critically inform and improve program activities and outcomes.

Why Conduct a Program Assessment

Overall, program assessments drive learning, are designed to support our work, and are one of the most important communication tools an organization can utilize both internally and externally. We all want to understand the quality of services we are providing, identify where gaps and barriers might exist and how we might improve. Ideally, assessments should be part of every program and/or project design. Too often, program assessment is an afterthought and left to be developed at the end of a project. That has its own set of challenges, most importantly, creating situations where data must be gathered retrospectively, meaning pulling and collecting it after the fact and more often than not, having to rely on memory. This is less than ideal and introduces opportunity for errors. For example, it’s like tracking your daily meals for six months versus at the end of six months, trying to recall what you ate daily over the six-month period. It’s easy to see in this example where recall might be a bit foggy.

Exploration

Identify what is working well and where gaps/barriers exist – monitor implementation and outcomes.

Funding

Identify need for additional or new funding – Use findings for grant writing, fund-raising, etc.

Partnerships

Strengthen response systems, create new partnerships, etc.

Programming

Develop and/or improve services for the community.

Reporting

Provide documentation and data to funders (i.e., federal/state reporting requirements, etc.)

Types of Assessments

Process

This is where most programs start. It is fairly simple to do and provides the majority of information needed for funder reporting requirements.

Focuses on Activities & Outputs

Activity = what we do or provide (i.e., Services, Training, Community Education, Prevention, etc.).

Output = specific statement about what was produced as a result of the interactions and efforts (i.e., number of people served, types of services provided, frequency and duration of services, number of trainings conducted, number of people attending trainings, policies developed, etc.).

Questions:

- What are we doing?
- How are we doing it?
- Who is or isn't receiving our services?
- What barriers are we encountering?

Outcome

Ideally, outcomes should be directly linked to the activities of your project and/or program.

Focuses on Outcomes & Impact

Outcome = intended result (i.e., increase in knowledge, skills, and ability, change in awareness, attitudes, behaviors, and/or conditions).

Questions:

- What did participants learn?
- What changes occurred as a result of services, training, etc.?

Types of Data

What are the different data levels?

> Data is defined as "information, especially facts and numbers, collected to be examined, considered, and used to help guide decision-making." In essence, the Stories of our WORK!

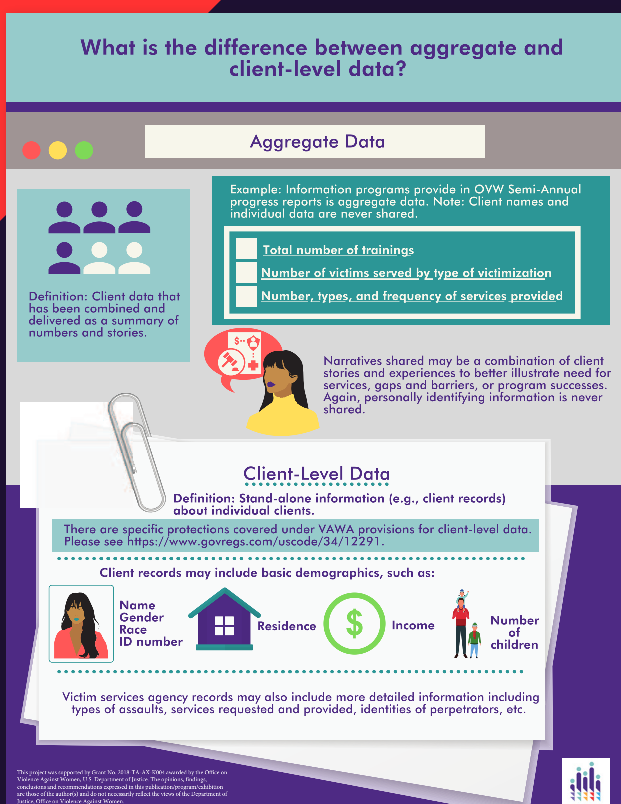
Most of these data levels could and should be incorporated into a well-developed program and/or project assessment.

- **Client level** (i.e., demographics, service requests, types of victimization, etc.)
- **Community level** (i.e., awareness and understanding, readiness for change, etc.)
- **System level** (i.e., CCR, referrals, etc.)
- **Services** (i.e., quality and availability)
- **Organizational** (i.e., staffing, financials, capacity, etc.)

What is the difference between quantitative (numbers) & qualitative (narrative) data?

Both types of data are important to crafting a well-informed story about your program and/or community. **Quantitative data** provides us quantity (i.e., number of clients served, number of trainings provided, number of services provided, etc.). Because these are counts, we can look at the numbers across time and they can be easily charted in bar charts, pie charts or graphs.

Qualitative data provides the context. It tells us what the numbers we are collecting means. Simply reporting numbers does not necessarily speak to the depth of the work of your organization or the complex issues within your communities. This type of data helps us gain deeper, more meaningful insight into our data – most often including the opinions, thoughts, and feelings of others. For example, we might learn the reasons clients are seeking services, how training improves service provision, or barriers that exist to providing or receiving services.



What is the difference between aggregate and client-level data?

Client-level data is data (i.e., name, gender, race, income, details about assaults and services provided, etc.) that is collected for each individual person and most often documented in client case files and records.

OVW-funded tribal domestic violence and sexual assault programs report their semi-annual data in **aggregate** form. This data is client-level data that has been combined, delivered as a summary of numbers and stories and removes information that may identify individuals.

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What Story Are We Trying to Tell?

Often – assessments are about balance. We walk that line of what we need or want to know vs the benefits to the individuals, communities, and systems we serve. We start by:

Strategizing

Engage stakeholders – they will assist with choosing methods, developing instruments, contextualizing findings, and establishing next steps.

Prioritizing

Is this a Program or Project Evaluation? Evaluation should be woven into the beginning of the project.

Monetizing

Ensure ample resources including staff time, funding for outside assistance, incentives, etc.

Recruiting & Engaging Stakeholders

Stakeholders are anyone with influence, power, or a vested interest in the information and outcome and who reflect the diversity of the community.

Engaging stakeholders who are connected to the communities is a critical first step in conducting a culturally-sensitive assessment. This process creates an avenue to building trust. Stakeholders and community participants must believe that the information will not be used against them. Trust is built over time.

Stakeholders should be provided with meaningful roles. They can play a critical role from the very beginning by helping to frame questions, recruit participants, provide input on the methods for data collection, and contextualize findings. Getting buy-in is critical in the success of assessments. For example, if you are doing a long-term assessment – get their commitment up front (i.e., signed consent (explaining your assessment and what you will be doing with the information), a timeline for when they can expect the surveys, how many they can expect to see, permissions to follow-up or contact them, etc.) Ideally, they will help ensure that all voices are heard and that the evaluator is considering the information collected through culturally sensitive lenses.

Community programs may include social service providers, practitioners, organizations who make up your CCR, community businesses, etc. Community leaders may be formal or informal leaders. For example, you may have youth in the community who are not elected or business leaders but other youth may look up to them or they have influence within their peer groups. They would be considered **informal leaders.**

Stakeholders – What is their role?

Stakeholders provide context and can assist in program assessments by going beyond simple demographic characteristics to incorporating cultural differences such as beliefs, ideologies, religion, and other factors that may influence how the participants/community members see and interact with their environment. Outside evaluators should be working closely with the program and community. There should be equality in the roles of each person.

A good mix of stakeholders includes those who:

- Understand the history of the community;
- Understand what traditions and norms exist in the community;
- Know the makeup of the community; and
- Can identify the specific interests, needs, and assets of the community.

Essentially, stakeholders act as an advisory group and provide feedback throughout the entire process from planning to the development and utilization of recommendations. This group should be manageable in size, 6-8 individuals and include a good mix of decision-makers, participants (those who utilize your services), and partners to your program. **Note:** Make sure they understand the time commitment and the expectations of their roles up front.

Crafting Your Logic Model

The easiest way to begin an assessment is by starting with your Logic Model. Developing the Logic Model at the beginning allows us to look more closely at how successfully we are implementing our project/program. We can examine how things are moving along, whether we are on target with our activities and outputs, any barriers we might be encountering, any unanticipated outcomes (favorable or not) and whether or not we need to make any adjustments.

In this way, the best Logic Models are actually non-linear or circular. The work of the project/program, implementation, managing, and assessing are ongoing and feed into one another across time.

What is a Logic Model?

Logic models are visual methods of presenting the work of your projects and programs; a roadmap.

An increasing number of federal and state funders are requiring them as part of grant proposals. Ideally, they are created at the on-set of your program or project. Logic models should be considered “living” documents. Meaning, they should be revisited throughout the life of the project/program. They can be used as both a planning and assessment tool and should be combined with a detailed timeline.

Logic models help us understand the relationships between the elements that help us develop and deliver our work. They include high levels of detail and allow us to describe what our program or project plans to do and what we expect as a result of our efforts. Logic Models are used in program design, planning, implementation, and assessment. Each element is interconnected and it inventories our efforts from start to finish. They rely on the If/Then principle – if we engage in these activities, then we can expect to see...what?

A well-crafted Logic Model:

- Brings detail to broad goals;
- Helps identify gaps in program logic and clarify assumptions;
- Builds understanding and promotes consensus;
- Makes explicit underlying beliefs;
- Helps clarify what is appropriate to assess and when; and
- Summarizes programs for effective communication.

Logic Model Explained

In our template, we start with describing the Situation – This provides a little bit of context about the importance of the issue our program/project is seeking to address. It provides the reader with an immediate understanding of the most pertinent pieces of information by which we have developed our goal(s) and objectives.

At the bottom, we display our Assumptions – this gives the reader an understanding of the value of our program/project and why we are equipped to address the issue.

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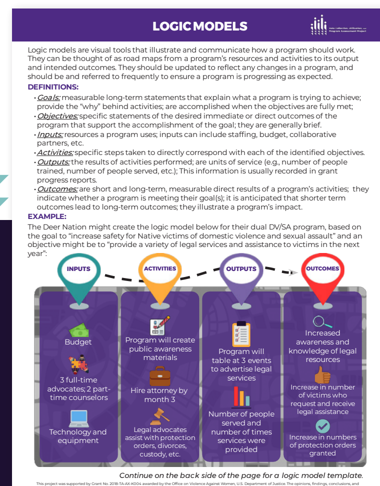


LOGIC MODELS

Logic models are visual tools that illustrate and communicate how a program should work. They can be thought of as road maps from a program’s resources and activities to its output and intended outcomes. They should be updated to reflect any changes in a program, and should be and referred to frequently to ensure a program is progressing as expected.

DEFINITIONS:

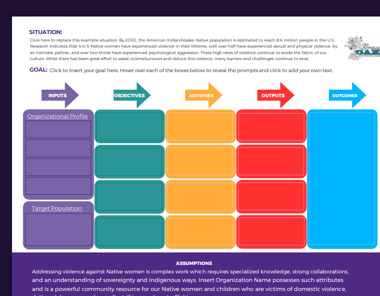
- *Goals:* measurable long-term statements that explain what a program is trying to achieve; provide the “why” behind activities; are accomplished when the objectives are fully met;
- *Objectives:* specific statements of the desired immediate or direct outcomes of the program that support the accomplishment of the goal; they are generally brief.
- *Inputs:* resources a program uses; inputs can include staffing, budget, collaborative partners, etc.
- *Activities:* specific steps taken to directly correspond with each of the identified objectives.
- *Outputs:* the results of activities performed; are units of service (e.g., number of people trained, number of people served, etc.); This information is usually recorded in grant progress reports.
- *Outcomes:* are short and long-term, measurable direct results of a program’s activities; they indicate whether a program is meeting their goal(s); it is anticipated that shorter term outcomes lead to long-term outcomes; they illustrate a program’s impact.

EXAMPLE:

The Deer Nation might create the logic model below for their dual DV/SA program, based on the goal to “increase safety for Native victims of domestic violence and sexual assault” and an objective might be to “provide a variety of legal services and assistance to victims in the next year”:

Continue on the back side of the page for a logic model template.

This project was supported by Grant No. 2018-TA-AX-K004 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this tip sheet are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.



SITUATION:

Click here to replace this example situation: By 2050, the American Indian/Alaska Native population is estimated to reach 8.6 million people in the U.S. Research indicates that 4 in 5 Native women have experienced violence in their lifetime, well over half have experienced sexual and physical violence by an intimate partner, and over two-thirds have experienced psychological aggression. These high rates of violence continue to erode the fabric of our culture. While there has been great effort to assist victims/survivors and reduce this violence, many barriers and challenges continue to exist.

GOAL: Click to insert your goal here. Hover over each of the boxes below to reveal the prompts and click to add your own text.

ASSUMPTIONS

Addressing violence against Native women is complex work which requires specialized knowledge, strong collaborations, and an understanding of sovereignty and Indigenous ways. Insert Organization Name possesses such attributes and is a powerful community resource for our Native women and children who are victims of domestic violence, dating violence, sexual assault, stalking, and sex trafficking.

Goal - Goals are measurable, long-term statements of the desired, global impact of the program and generally address change. Usually described in mission statements and provide the "why" behind activities; are accomplished when the objectives are fully met.

Inputs – describe what will be required to ensure the success of our efforts. It can also provide some details about our organization.

Target population – describes who we intend to serve as part of our goal.

Objectives - Tell us how to reach our goals utilizing all of our inputs/resources - a roadmap, stepping stone, facts based, concrete with specific actions – easy to understand. They are time specific (i.e., 6 mos., 5 years, etc.). And they are generally brief.

Activities – represent the specific action (i.e., services, training, etc.) that will be undertaken in order to meet the proposed objectives.

Outputs – (which are often confused with outcomes) represent a unit of service meaning the specific indicators of the activities (i.e., numbers of people served, numbers of training provided, etc.) and most detailed example of outputs are what is recorded on your bi-annual OVW progress reports.

Outcomes – are measurable changes in awareness, knowledge, skills, and/or behaviors and are a direct result of your program. Generally, they are changes that are mapped over time – short, intermediate, and long-term. Most programs/projects land somewhere between short term – intermediate outcomes. We expect short term outcomes to lead to longer term outcomes. They indicate whether a program is meeting their goal(s); they illustrate the transformative nature of our efforts.

Make Sure Your Goals & Objectives Are Measurable

Goals and objectives come in a variety of forms – in fact, no two organizations and/or projects will have the same goals and objectives. They are as unique as the organizations and projects themselves.

Because assessments serve to answer key questions: how effective are our efforts?, what are the gaps in services?, what are the emerging and recurring challenges?, and where and how can we improve?, it is imperative that the goals and objectives identified are measurable and attainable.

While they relate to one another, they are not the same. Program goals might be in line with supporting the overall mission of the program. Project goals support the overall program goal and project objectives support project goals. Client goals and objectives may be related to overall program and/or specific project goals and objectives. They are definitely inter-related but serve two very different purposes. Goals are generally our ideas and hopes for our programs and projects. They are tied to long term outcomes. Objectives are more concrete steps we must take. For example, a program goal might be to create housing stability for victims of domestic violence. The objectives will be directly related to how you are actually going to potentially achieve that goal. This requires you to do your research. How will you create housing options?

What partnerships do you need to develop? What is the timeframe? This might be overall or by activity. Can you identify or foresee any barriers (i.e., lack of available housing, funding concerns, single vs. family housing needs, etc.) The objectives should be set to get us closer to achieving our goals.

Goals

- Set the direction, long-term achievements
- Ideas/vision – ambitious
- Tied to long-term outcomes, impact
- Community
- Client lives (present/future)

Objectives

- Tell us how to get there, roadmap, stepping stone
- Facts based, concrete
- Specific actions – easy to understand
- Time specific (i.e., 6 mos., 5 years, etc.)

Program

Project

Client

Measurable

Key Elements for Project Goals & Objectives (SMART)

As developed by George Doran and Robert Ruben, SMART goals and objectives are defined as:

S	**Specific** – clear with identified expectations
M	**Measurable** – allow you to evaluate progress and your performance (must be trackable, keeping everyone accountable).
A	**Achievable** – needs to be within your program's mean (you can actually accomplish it).
R	**Realistic** – within the scope of your program (It reflects the work of your organization).
T	**Time-bound** – there are beginning and end points (you need to be able to set a time-frame for this work).

Limitations

There are limits to what logic models can accomplish. They cannot always account for unintended consequences. They are created and based on our best understanding of what we hope to accomplish with the activities we believe will guide us there. That said, as noted, they should always be considered working documents, meaning that they can be altered based on real time information and experiences. The logic models themselves do not ensure that people will stick to the action plans or deliver their best work. Much of what we do in our organizations is built upon not only the success of the plan we have, but on the competence and dedication of our staff.

Timing is important. Not only the amount of time you allow yourself to complete your objectives and activities, but also whether or not the timing is right for your project.

Timelines

Project timelines are essential tools in keeping everything on track. They can take many forms but the standard format for decades has been the Gantt chart. A Gantt chart provides an easy-to-understand visual depiction of the project work using horizontal bars to represent the length of time for each task in the project. The project timeline can be highly detailed, with dozens of tasks and subtasks, or very simple, listing only a few deliverables and deadlines. Regardless of how it is constructed, the timeline needs to capture the following key pieces of information:

- The lists of tasks to be completed;
- The dates on which the tasks need to be completed by;
- The expected duration of each task (how long will you be working on this task); and
- Identify which tasks depend on the completion of other tasks.

Timeline – Example

Increasing Access by Sexual Assault Survivors: The Voices and Perspectives of the Tribal Community

Project Timeline

Tasks Sub-tasks	1st QTR	2nd QTR	3rd QTR	4th QTR	1st QTR	2nd QTR	3rd QTR	4th QTR	1st QTR	2nd QTR	3rd QTR	4th QTR
OBJECTIVE I – Conduct Needs Assessment												
Form Advisory Panel	✓											
Hold 1st Advisory Board Meeting	✓											
Draft focus group/interview protocols/guide, consent forms, etc.)	✓											
Draft community surveys (i.e., community members, proxies)	✓											
Hold 2nd Advisory Board Meeting (review instruments, recruitment strategies, etc.)		✓										
Edits to instruments based on Advisory Panels' input		✓										
Conduct Community Forum to introduce Project		✓										
Begin recruitment/arrangements		✓										
Conduct 1st round of focus groups		→	→									
Conduct Analysis												
Transcribe focus group notes					→	→						
Analyze surveys					→	→						
Host 3th Advisory Board Meeting (report findings & develop strategic plan)						✓						
Finalize recommendations						✓						
Conduct community forum to share results and action steps with community						✓						
OBJECTIVE 2 – Implement Recommendation												
Provide Specialized Services												
Develop outreach and training materials						→	→					
Identify policies/codes to be developed and/or revised						→	→					
Develop/Revise policies/codes						→	→					
Host 4th Advisory Board Meeting (provide update on project & discuss evaluation measures)							✓					

Our example provides an idea of how detailed a timeline might be. The more detailed the timeline, the easier it is to determine where tasks might get delayed. For example, our example project relied on conducting focus groups with the community. Due to the pandemic, this became an impossible task and therefore, this timeline needed to be reworked and the focus groups turned into phone interviews. Interviews require more time to set up and conduct and therefore, required a shift in the tasks that depended upon the completion of that work. Having a timeline allows us to adjust when needed to keep our work moving forward.

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Methods & Tools

Collecting Data & Telling a Story Requires Thoughtful Consideration.

Often assessment is about balance. We walk that line of what we need or want to know versus the benefits to the individuals, communities, and systems we serve.

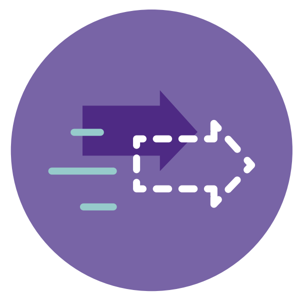
The selection of tools should be intentional and guided by your stakeholders. Some tools may not be culturally-sensitive or appropriate to the population being assessed. There should be no ambiguity in questions and terms should be well-defined so that everyone has the same understanding. Translators should be used whenever needed and tools should be provided in the appropriate language whenever possible.

Surveys

Surveys are the most common tool utilized in program assessment. This is primarily due to the convenience factor. That said, survey development is a bit of an art. Asking the right questions is what makes it so. And, asking a good mix of questions that provide numeric and narrative responses is essential to the success of the instrument and your assessment.

Create Stories

Inspire Conversations



Outline Future Directions

A survey is a set of questions (i.e., experiences, opinions, and behaviors) asked of a group of individuals to develop an understanding about specific topics/issues. Providing actionable feedback, surveys can be an essential tool in helping programs with their assessment efforts (community-wide, project, and program). The information collected through surveys can:

- Create stories – surveys allow a non-intrusive way to learn about what matters to individuals and communities; their thoughts and opinions. It can be more private (confidential and/or anonymous) than interviews or focus groups, allowing respondents to answer questions more openly and honestly.
- Inspire conversations – surveys provide an opportunity to discuss topics or issues that are important to individuals and their communities; and
- Help outline future directions – a well-developed survey process allows you to make decisions which are based on unbiased information. While we might have an intuitive feeling or an understanding about an issue based on our experiences, having concrete data can provide an additional level of confirmation.

There are a number of advantages to using surveys:

- Convenience – can be easy and quick to create – particularly true if created with an online survey program (i.e., survey monkey, survey gizmo, google forms, etc.)
- Costs – can be relatively inexpensive and less costly than conducting interviews and/or focus groups (i.e., time in conducting and analysis)
- Flexible – can be administered a number of different ways – in-person, on-line, e-mail, phone, etc.
- Larger population – Can gather information from a larger population than with interviews and/or focus groups
- No limits – no time constraints or limits on the number of questions that can be asked
- Easier to analyze – this is particularly true if a survey program/platform is used

Some of the disadvantages include:

- Can be difficult to get information if the topic of the survey is personally sensitive (i.e., victimization, substance abuse, mental health issues, etc.)
- People might skip questions or quit the survey part way through
- Differences in interpretation and/or understanding – questions may be worded in such a way that respondents don't understand or may be offended by the wording
- Inflexible – unlike interviews and/or focus groups, if respondents are confused by a question, it is quite difficult to provide clarification or modify the question to obtain the most accurate response
- Survey fatigue – Yes, this is a real thing. Because surveys are generally low-cost and easy to administer, many community programs and businesses use them. This can create response fatigue which results in a low response rate. Survey Taking fatigue happens while respondents are taking the survey. It is the result when surveys are thought to be too long and include questions that don't seem relevant.

Getting Started

THINGS TO CONSIDER

Why are you conducting a survey?	What are you trying to understand?
Who are you planning to survey?	How is your survey going to be administered?

Before developing a survey, it is important to clearly identify the purpose (Goals) of the survey. To determine this, the questions to ask include:

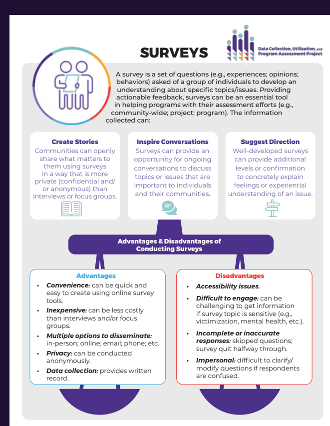
- Why are you conducting the survey? Is this method the best way to gather the information you need for your community, project, and/or program assessment? Why is this information important? Are there other sources of information that can answer our questions? For example, you might be thinking about expanding your program activities (i.e., starting a transitional housing program or legal services program or trying to determine if the community is aware of your services). A survey would guide you in your efforts here.

- What are you trying to figure out? Remember, there is a difference between what you want to know and what you need to know. What do you hope to do with this data? For example, to better inform your outreach strategies, your program might develop a community-wide survey to determine how many community members are familiar with the services your program offers. While it might be "interesting" to survey how many respondents have experienced violence themselves, this is not information you need in order to meet the goal of the survey.

- Who are we going to survey (i.e., community members, program participants, staff, community partners, etc.)? It is important to craft surveys that uses language that is relatable to the people being surveyed. For example, if you are considering developing an outreach program for youth, you would want to use terms and definitions that they would be most familiar with (i.e., how do they define dating, what types of "apps" are they using, etc.).

- How is the survey going to be administered (i.e., in-person, on-line, telephone, paper, mobile, etc.)? Some options are more costly than others. How are you going to reach your survey population? This is an important step that should be considered carefully. For example, if you are considering conducting a community survey among elders to determine the need for specialized sexual assault services, it would be important to conduct that survey in person. While you may not be asking specifically about their experiences, answering such questions may cause a memory to emerge. It would be essential to have an advocate available or be able to provide an immediate referral in such instances.

Survey Tip Sheet



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VIEW IN THE APPENDIX

CATEGORIES

Gaps in Service
Emerging Challenges
Recurring Challenges
What's Effective?
Where Can We Improve?

Generally, questions fall into one of these categories. For your purposes, you may be examining these issues from your side and theirs. Example, you identify challenges to engaging community members in utilizing services. On their side, there may be challenges for them in engaging due to personal/community/cultural concerns. This understanding from both sides allows programs to regroup to better meet the needs of everyone. It is important to know specifically the information you need and to what purpose. Remember that every number and percentage point represent a human being and their experience. Too often, American Indian and Alaska Native women have experienced trauma either themselves or their family/friends/community – make sure that this work is not re-traumatizing and that the information being gathered is necessary and not gratuitous. This is especially critical when engaging outside evaluators. If asking about trauma, ensure that it is in a safe place and manner and that an advocate is nearby.

When deciding how many questions to include, remember that less is more. The longer the survey, the greater the chance that people will skip questions or choose not to complete it. One to two pages is ideal with a good mixture of check boxes (i.e., yes/no, Likert scales, multiple choice, etc.) and narrative questions.

Structured Questions/Close-Ended	Open-Ended Questions
• Categorical - ask what, when or how • Yes/No questions • Multiple choice/unordered questions • Checkbox questions • Ordered rating/ranking questions	• Qualitative - ask how and why • Answer choices are removed • Respondents answer in their own words

There are two types of questions:

Structured questions – These types of questions provide answer choices.
Quantitative/categorical questions – ask what, when, or how. These types of questions are close-ended.

These are the easiest types of questions to analyze. Examples include:

- Yes/No questions (e.g., are you familiar with the services provided by the tribal victim services agency)
- Multiple Choice/unordered questions (e.g., how did you learn about the tribal victim services agency? Community event, social media, family, friend, other service provider, etc.)
- Check box questions (e.g., identify all of the services you are aware of that are provided by the tribal victim services agency? Advocacy/legal services/court accompaniment/crisis intervention/shelter/counseling/etc.)
- Ordered rating/ranking questions. These types of questions are generally used to measure someone's knowledge, feelings or opinions (e.g., our community needs services to address sex trafficking in our community? Strongly agree/Agree/Neither agree or disagree/Disagree/Strongly Disagree)

Helpful Hint:

When developing structured questions, it is useful to add options like "other", "explain", or "unsure" at the end of each answer to provide a more complete picture.

Qualitative/open-ended questions – ask how or why. These types of questions, answer choices are removed and respondents are asked to provide an answer in their own words (e.g., after attending our training event, identify (1) way in which you will utilize the information received within the next (3) months).

Things to Watch Out For

Do not ask multiple questions within a question (called double-barreled)

For example – “have you been a victim of dating violence or stalking?” Instead, you would separate into two questions.

Avoid leading questions

For example – “do you think domestic violence is an important issue in our community?” Instead, you might ask “how important of an issue is domestic violence in our community?” This could be done with a ranking or scale.

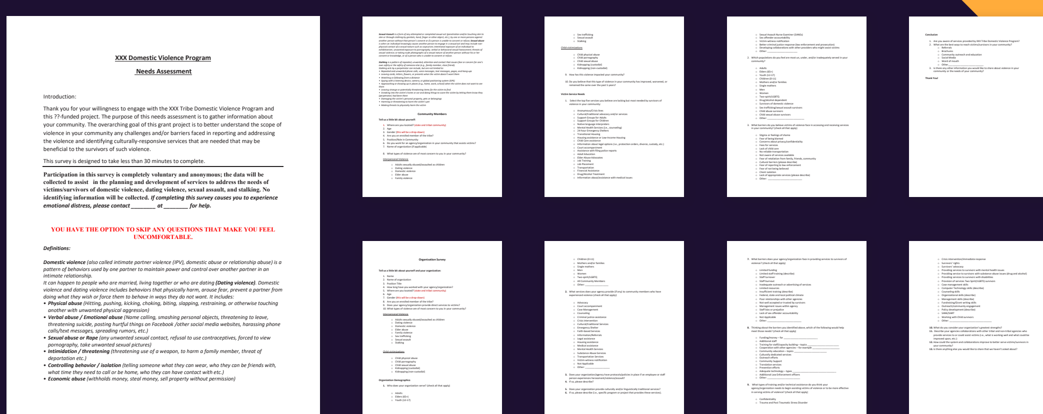
Pilot or test your survey

- allows you to ensure the words and terms are clear and understandable, language is culturally appropriate/non-offensive, order of questions makes sense, and that length of survey is reasonable.

Helpful Hint:

Remember to run the survey by your stakeholder advisory committee. The committee can allow for multiple perspectives and in addition to assisting in the development of the survey, the committee can also assist with recruitment and surveying strategies.

Needs Assessment Example



XXX Domestic Violence Program

Needs Assessment

Introduction:

Thank you for your willingness to engage with the XXX Tribe Domestic Violence Program and this ??-funded project. The purpose of this needs assessment is to gather information about your community. The overarching goal of this grant project is to better understand the scope of violence in your community any challenges and/or barriers faced in reporting and addressing the violence and identifying culturally-responsive services that are needed that may be beneficial to the survivors of such violence.

This survey is designed to take less than 30 minutes to complete.

Participation in this survey is completely voluntary and anonymous; the data will be collected to assist in the planning and development of services to address the needs of victims/survivors of domestic violence, dating violence, sexual assault, and stalking. No identifying information will be collected. ***If completing this survey causes you to experience emotional distress, please contact ________ at ________ for help.***

YOU HAVE THE OPTION TO SKIP ANY QUESTIONS THAT MAKE YOU FEEL UNCOMFORTABLE.

Definitions:

Domestic violence *(also called intimate partner violence (IPV), domestic abuse or relationship abuse) is a pattern of behaviors used by one partner to maintain power and control over another partner in an intimate relationship.*

It can happen to people who are married, living together or who are dating ***(Dating violence)****. Domestic violence and dating violence includes behaviors that physically harm, arouse fear, prevent a partner from doing what they wish or force them to behave in ways they do not want. It includes:*

- ***Physical abuse*** *(Hitting, pushing, kicking, choking, biting, slapping, restraining, or otherwise touching another with unwanted physical aggression)*
- ***Verbal abuse / Emotional abuse*** *(Name calling, smashing personal objects, threatening to leave, threatening suicide, posting hurtful things on Facebook /other social media websites, harassing phone calls/text messages, spreading rumors, etc.)*
- ***Sexual abuse or Rape*** *(any unwanted sexual contact, refusal to use contraceptives, forced to view pornography, take unwanted sexual pictures)*
- ***Intimidation / threatening*** *(threatening use of a weapon, to harm a family member, threat of deportation etc.)*
- ***Controlling behavior / isolation*** *(telling someone what they can wear, who they can be friends with, what time they need to call or be home, who they can have contact with etc.)*
- ***Economic abuse*** *(withholds money, steal money, sell property without permission)*

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VIEW IN THE APPENDIX

Data Protection

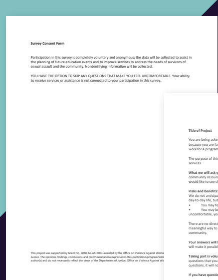
Just like client data, survey data requires protection. As part of your survey strategies, you should have a detailed process for how you will ensure either the **anonymity** or the **confidentiality** of the survey respondents' information as well as how the data will be protected. For example, who will have access to the data, will it be password protected on a computer, how long will the data be kept, etc.

Anonymous – means that no one will be able to identify the person taking the survey.

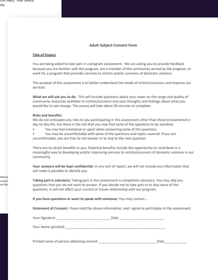
Confidential – means that the information collected that might indicate the identity of the person taking the survey will be kept private and protected.

> Personally identifying information may NOT be shared for the purposes of a program assessment internally or externally with an evaluator without the written, informed consent from the clients, regardless of whether the information has been encoded, encrypted, hashed, or otherwise protected.

Reported data must not identify participants. It is important to remember that identifying information doesn't have to be in the form of personal information (i.e., name, birthdate, contact information, etc.), particularly in close-knit communities. It might be other demographic information (i.e., age, race, gender, etc.) or unique information that is collected. For example, if you include narrative responses that discuss details of a specific incident or the fact that one of your respondent's reported being the mother to five young boys, you could be inadvertently identifying one of your respondents.



Survey Consent Form



Adult Subject Consent Form

Informed Consent

Each survey respondent should be provided an informed consent prior to completing your survey. Informed Consent is a statement that explains benefits and risks, who is collecting the data from the survey, how the information collected will be used, how the data will be protected and/or how confidentiality will be maintained, whether the survey is anonymous, and assures respondents that they may choose to not complete the survey, skip questions, or end the survey at any time without negative consequences (i.e., losing access to services, being denied services, etc.).

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VIEW IN THE APPENDIX

Survey Platforms

In addition to creating paper surveys to hand out and collect, there are a number of different survey platforms you can utilize depending on your need. The most common is Survey Monkey. Surveys can also be created in Google Docs, Alchemer, and Qualtrics. They all have a free version available each with their advantages and disadvantages.

- Survey Monkey – https://www.surveymonkey.com
- Google Docs – https://www.google.com/docs/about
- Alchemer – https://www.alchemer.com
- Qualtrics – https://www.qualtrics.com

Analyzing Your Data

Note:
It is important that the data is owned by the program. How the information will be used should be established early and in writing when engaging an outside evaluator.

Now that you've administered and collected your surveys, it’s time for analysis and to un cover the stories within the data. In most cases, you will just tabulate the information by adding it up and then determining the best way to display it (i.e., charts, tables, narrative, etc.).

For example, if you surveyed 200 community members about their awareness of the types of services your tribal victim services agency provides, you would just complete a count for each service. If you collected demographics (i.e., age, gender, etc.), you could analyze your data responses by those demographics. Such as, were female respondents more likely to be aware of your program and the services offered than male respondents.

Another example, if you surveyed a group of professionals before you provided a training on “appropriately responding to victims of sexual assault who are elders” and then surveyed them after the training, you would count the responses and determine if there had been a change in knowledge based on the training you provided.

Helpful Hint:
Now is a good time to reconvene your advisory committee with your diverse group of stakeholders to help provide balance and ensure accuracy in the interpretation and findings and to provide recommendations in communicating and sharing the findings.

These types of analysis are pretty straight-forward. Depending on the number of surveys you have collected, sometimes this analysis can be completed by hand. Data can also be analyzed in any of the survey platforms and/or can also be downloaded into analysis software including:

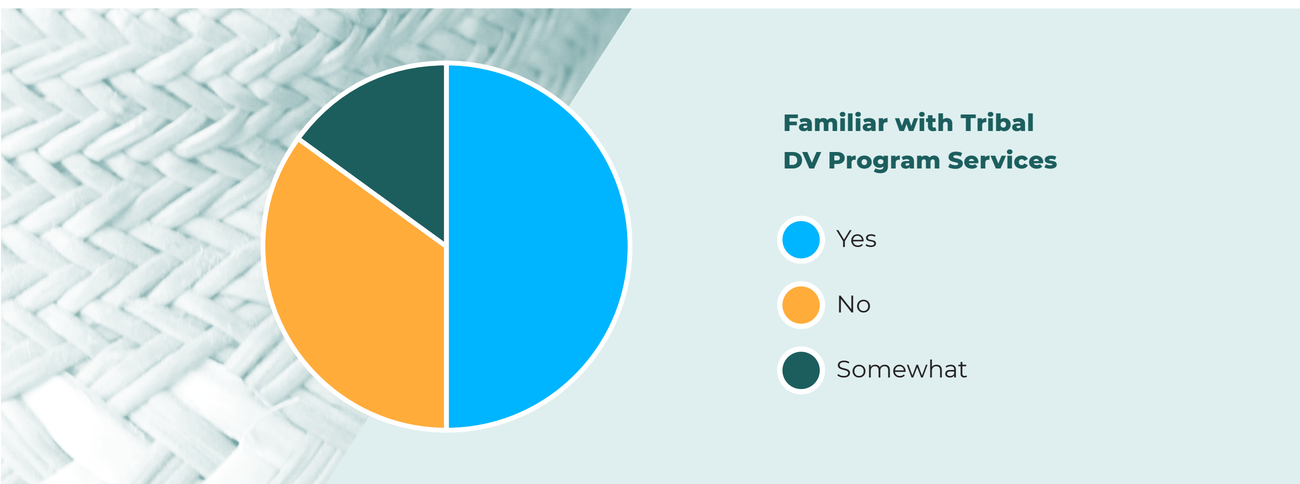
- Excel (xls or csv) https://www.microsoft.com/en-us/microsoft-365/excel
- SPSS (most often used for more complex analysis) https://www.ibm.com/analytics/spss-statistics-software

Once you've completed your analysis, there are a number of ways you might choose to display your findings using graphs, charts, and/or tables. If you utilize a survey platform, it will create whatever display you choose. If you complete your analysis by hand, you can create your graphs, charts, and/or tables in Excel, PowerPoint, or Word.

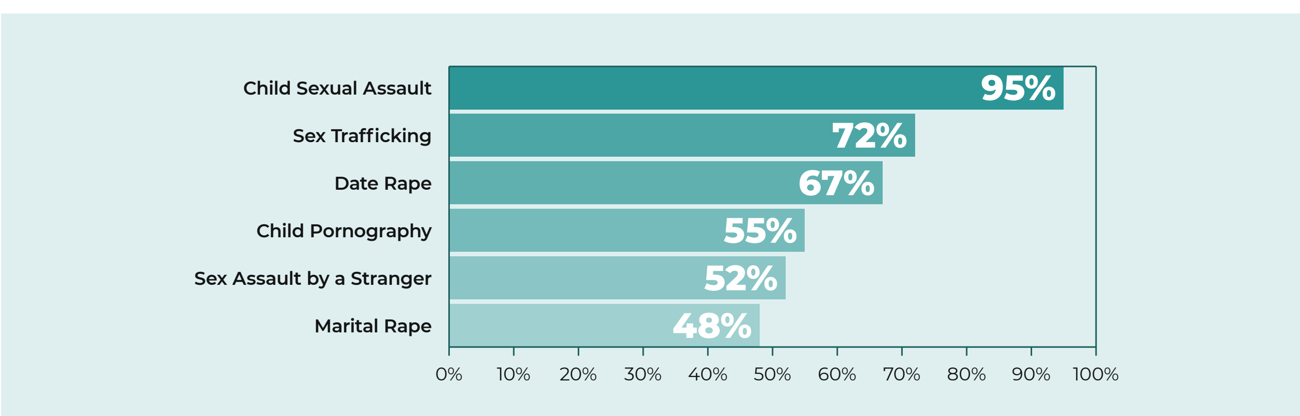
Example: Table

	Year 1	Year 2	
Number of projects providing training	48 (73.8%)	51 (78.4%)	**Total**
Training events provided	178	300	**478**
Participants trained	2,495	3,603	**6,098**

Example: Chart



Example: Chart



Narrative Analysis

When you include a number of open-ended questions asking about opinions and/or feelings, analysis may take a little more time. To analyze these types of questions, you are looking for common categories or themes. In most cases, these responses explain your numbers.

For example, if you asked 50 respondents to discuss the ways they believe the tribal victim service program could better serve survivors, you would try to identify the patterns in responses across all of the respondents.

Again, you might examine this information based on the demographics of the respondents and see if there is a difference in recommendations based on those demographics. You should write up a short paragraph summarizing your findings noting similarities and differences among the groups, if any. You might also pull out powerful quotes that highlight the story that is emerging from the data. Quotes can be a powerful way to emphasize your data!

Example

Survey examining the reasons community members might not report sexual abuse:

Themes

- This is a generational issue and it has become normalized;
- Overall lack of faith in law enforcement, victims are carrying a lot of shame.

Quotes

"I believe it is a generational issue...generational trauma. It is carried on even when people aren't aware of it. It gets passed on, how it should be handled. Like, you don't discuss it. It is something you tolerate and allow. You let it happen to you. It has become normal. You accept it and expect it will happen again."

"They aren't reporting it to police because they don't want more shame. They don't do anything anyway. I know other people who have experienced rape and they didn't want to feel more shame so they just carry it for the rest of their lives and take it to the grave."

Note:
As with numeric data, there is several options in analyzing narrative data. It can be analyzed manually by hand-coding for themes or analyzed using a qualitative analysis software program like NVivo, HyperResearch, or Qualtrics.

At this point you will want to start finalizing how you will use your findings and what types of formats you will use to document and/or share your findings (i.e., written report, PPT presentation, Infographic, etc.). Will you be sharing the findings (i.e., with staff, community, leadership, etc.) and/or will the information be used to make changes (i.e., training, policy development, outreach, programmatic, etc.)?

No matter how you decide to utilize the information you've collected and analyzed, an important step in the final process is to check back in with community to let them know what the findings were and how the information they provided is going to be useful. This allows them to see themselves in your work and to feel appreciated for their time and contribution. After all, the program assessment process is ultimately about creating programming that best meets the needs of the community. Reminder: All data gets old so be sure to utilize the information in a timely manner. It's never a good practice to conduct surveys with the thought that you might use the data later.

Presentation of Data

The most common way for program assessment data to be shared is through a written report that details the need, process and findings. This usually works well for funders and leadership but not necessarily as well with community members and stakeholders. Most individuals are less interested in the distinct details and more interested in the findings and how the information is going to be used. One method for presenting data that has become more utilized in recent years has been through **Infographics**.

Infographics transform data into stories with pictures. They are easy to understand, effectively communicate (images translate across cultures and languages), and are convenient to share (can be uploaded to social media, program websites, emails, or printed for distribution).

For example,

The Deer Nation might share the data, "In the past six months, 575 victims of domestic/sexual violence received comprehensive services. Of these victims served, 44% were survivors of domestic violence, 51% were survivors of sexual assault, and 5% were survivors of stalking. Some services provided to victims include: counseling services/support groups (67% of all victims receiving services), crisis intervention (46%), and civil legal assistance (4%)."

This infographic makes the data easier to read by using icons/symbols to represent amounts or percentages. It also allows you to highlight the most important data points from your assessment.

There are a number of programs available to choose from. Many have free tools including:

- Canva – https://www.canva.com
- Piktochart – https://piktochart.com
- Easel.ly – https://easel.ly

Another option for displaying your assessment findings is through a PowerPoint presentation. Some survey software packages like Survey Monkey, allow you to download your charts and graphs directly into PowerPoint. This type of presentation platform allows you to pick the most relevant points to display.

Regardless of the methods you choose to disseminate your data, be flexible and creative. Try using a variety of ways to convey your findings, these might even include artwork, photography, or audio. Using different communication approaches allows you to reach a broader audience.

Wrapping Up Your Assessment

It's always wise to take a moment and reflect on the process and identify any barriers and lessons learned. For example, perhaps you noticed on your survey that a particular question was frequently skipped. Now might be a good time to re-examine that question and decide if it could be asked in a different way.

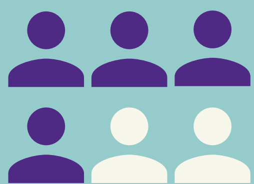
Set a clear plan for how you intend to use the findings. Will you be changing policies, developing new programs, applying for new grant funding, etc. Once you identify your next steps, make sure you begin the process of assessing your progress and the outcome of those activities.

Remember, program and project assessments should be on-going processes. We should always be looking for ways to improve our work for our program participants and communities.

APPENDIX

What is the difference between aggregate and client-level data?

Aggregate Data



Definition: Client data that has been combined and delivered as a summary of numbers and stories.

Example: Information programs provide in OVW Semi-Annual progress reports is aggregate data. Note: Client names and individual data are never shared.

- Total number of trainings
- Number of victims served by type of victimization
- Number, types, and frequency of services provided

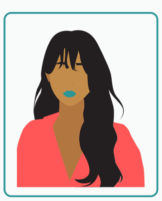
Narratives shared may be a combination of client stories and experiences to better illustrate need for services, gaps and barriers, or program successes. Again, personally identifying information is never shared.

Client-Level Data

Definition: Stand-alone information (e.g., client records) about individual clients.

There are specific protections covered under VAWA provisions for client-level data. Please see https://www.govregs.com/uscode/34/12291.

Client records may include basic demographics, such as:



Name
Gender
Race
ID number

Residence

Income

Number of children

Victim services agency records may also include more detailed information including types of assaults, services requested and provided, identities of perpetrators, etc.

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LOGIC MODELS

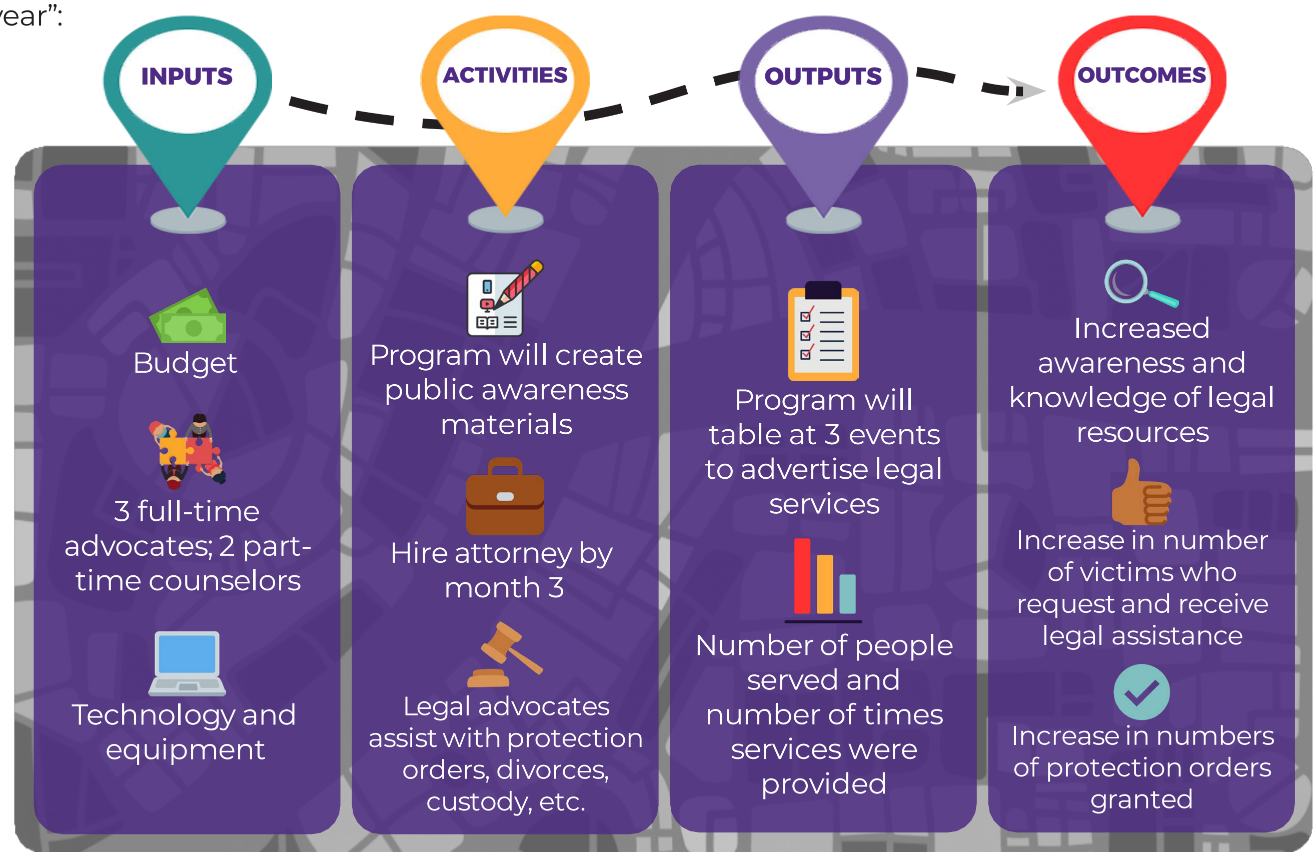
Logic models are visual tools that illustrate and communicate how a program should work. They can be thought of as road maps from a program's resources and activities to its output and intended outcomes. They should be updated to reflect any changes in a program, and should be and referred to frequently to ensure a program is progressing as expected.

DEFINITIONS:

- ***Goals:*** measurable long-term statements that explain what a program is trying to achieve; provide the "why" behind activities; are accomplished when the objectives are fully met;
- ***Objectives:*** specific statements of the desired immediate or direct outcomes of the program that support the accomplishment of the goal; they are generally brief.
- ***Inputs:*** resources a program uses; inputs can include staffing, budget, collaborative partners, etc.
- ***Activities:*** specific steps taken to directly correspond with each of the identified objectives.
- ***Outputs:*** the results of activities performed; are units of service (e.g., number of people trained, number of people served, etc.); This information is usually recorded in grant progress reports.
- ***Outcomes:*** are short and long-term, measurable direct results of a program's activities; they indicate whether a program is meeting their goal(s); it is anticipated that shorter term outcomes lead to long-term outcomes; they illustrate a program's impact.

EXAMPLE:

The Deer Nation might create the logic model below for their dual DV/SA program, based on the goal to "increase safety for Native victims of domestic violence and sexual assault" and an objective might be to "provide a variety of legal services and assistance to victims in the next year":



Continue on the back side of the page for a logic model template.

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SITUATION:

Click here to replace this example situation: By 2050, the American Indian/Alaska Native population is estimated to reach 8.6 million people in the U.S. Research indicates that 4 in 5 Native women have experienced violence in their lifetime, well over half have experienced sexual and physical violence by an intimate partner, and over two-thirds have experienced psychological aggression. These high rates of violence continue to erode the fabric of our culture. While there has been great effort to assist victims/survivors and reduce this violence, many barriers and challenges continue to exist.

GOAL: Click to insert your goal here. Hover over each of the boxes below to reveal the prompts and click to add your own text.

INPUTS	OBJECTIVES	ACTIVITIES	OUTPUTS	OUTCOMES
Organizational Profile				
Target Population				

ASSUMPTIONS

Addressing violence against Native women is complex work which requires specialized knowledge, strong collaborations, and an understanding of sovereignty and Indigenous ways. Insert Organization Name possesses such attributes and is a powerful community resource for our Native women and children who are victims of domestic violence, dating violence, sexual assault, stalking, and sex trafficking.

Timeline – Example

Increasing Access by Sexual Assault Survivors: The Voices and Perspectives of the Tribal Community

Project Timeline

Tasks Sub-tasks	1st QTR	2nd QTR	3rd QTR	4th QTR	1st QTR	2nd QTR	3rd QTR	4th QTR	1st QTR	2nd QTR	3rd QTR	4th QTR
OBJECTIVE I – Conduct Needs Assessment												
Form Advisory Panel	✔											
Hold 1st Advisory Board Meeting	✔											
Draft focus group/interview protocols/guide, consent forms, etc.)	✔											
Draft community surveys (i.e., community members, proxies)	✔											
Hold 2nd Advisory Board Meeting (review instruments, recruitment strategies, etc.)		✔										
Edits to instruments based on Advisory Panels' input		✔										
Conduct Community Forum to introduce Project		✔										
Begin recruitment/arrangements		✔										
Conduct 1st round of focus groups		→	→									
Conduct Analysis												
Transcribe focus group notes					→	→						
Analyze surveys					→	→						
Host 3rd Advisory Board Meeting (report findings & develop strategic plan)						✔						
Finalize recommendations						✔						
Conduct community forum to share results and action steps with community						✔						
OBJECTIVE 2 – Implement Recommendation												
Provide Specialized Services												
Develop outreach and training materials						→	→					
Identify policies/codes to be developed and/or revised						→	→					
Develop/Revise policies/codes						→	→					
Host 4th Advisory Board Meeting (provide update on project & discuss evaluation measures)							✔					

SURVEYS

Data Collection, Utilization, and Program Assessment Project

A survey is a set of questions (e.g., experiences; opinions; behaviors) asked of a group of individuals to develop an understanding about specific topics/issues. Providing actionable feedback, surveys can be an essential tool in helping programs with their assessment efforts (e.g., community-wide; project; program). The information collected can:

Create Stories

Communities can openly share what matters to them using surveys in a way that is more private (confidential and/or anonymous) than interviews or focus groups.

Inspire Conversations

Surveys can provide an opportunity for ongoing conversations to discuss topics or issues that are important to individuals and their communities.

Suggest Direction

Well-developed surveys can provide additional levels or confirmation to concretely explain feelings or experiential understanding of an issue.

Advantages & Disadvantages of Conducting Surveys

Advantages

- ***Convenience:*** can be quick and easy to create using online survey tools.
- ***Inexpensive:*** can be less costly than interviews and/or focus groups.
- ***Multiple options to disseminate:*** in-person; online; email; phone; etc.
- ***Privacy:*** can be conducted anonymously.
- ***Data collection:*** provides written record.

Disadvantages

- ***Accessibility issues.***
- ***Difficult to engage:*** can be challenging to get information if survey topic is sensitive (e.g., victimization, mental health, etc.).
- ***Incomplete or inaccurate responses:*** skipped questions; survey quit halfway through.
- ***Impersonal:*** difficult to clarify/modify questions if respondents are confused.

Continue on the back side of the page for information on when to conduct a survey.

When to Conduct a Survey

A survey is one way that organizations can develop a better understanding about the needs of their community and the people they are serving or hope to serve as well as assessing their program activities (e.g., training, community outreach, policy development, direct services, etc.). Below are a few examples of when tribal programs may want to conduct surveys:

Please note: *Grantees must obtain prior approval before conducting surveys with OVW grant funds. Be sure to contact your OVW grant manager before conducting a survey.*

Example 1: The tribal victim services program has noticed an increase in the number of elders seeking services with their program. The program does not have specific services designed specifically for this population. The program might consider crafting a survey to administer in the tribal community as well as to their current elder program clients to better understand the elder population's experiences and needs. This information would inform the program so that they may develop specialized services, create a new project within their program, seek new or additional funding, etc.

Example 2: The tribal victim services program has been conducting training in their tribal community. To better understand if the training material and methods of delivery are valuable to the participants, the program may administer a short survey before (to determine how much knowledge the participants have about the topic) and a short survey after (to determine whether there was an increase in their knowledge and whether the method of delivery was effective).

Example 3: The tribal victim services program has created a new transitional housing program with supportive services. It has been a year and the program wants to assess how helpful the program has been to the clients who have utilized their services and determine if there are ways to improve. The program might develop a short satisfaction survey for clients that includes questions about the ways in which the program has helped their clients, ways to enhance services, and identify additional needs.

Example 4: The tribal victim services program has received funding to create outreach campaigns. The program may create a short survey to administer to their current clients to determine how they learned about their organization (i.e., word of mouth, a community event, poster/flyer, PSA, social media, etc.) and then may create another survey for the community to assess the communities' awareness of the program and all of the services offered for victims/survivors (check-list).

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<u>XXX Domestic Violence Program</u>

<u>Needs Assessment</u>

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Thank you for your willingness to engage with the XXX Tribe Domestic Violence Program and this ??-funded project. The purpose of this needs assessment is to gather information about your community. The overarching goal of this grant project is to better understand the scope of violence in your community any challenges and/or barriers faced in reporting and addressing the violence and identifying culturally-responsive services that are needed that may be beneficial to the survivors of such violence.

This survey is designed to take less than 30 minutes to complete.

Participation in this survey is completely voluntary and anonymous; the data will be collected to assist in the planning and development of services to address the needs of victims/survivors of domestic violence, dating violence, sexual assault, and stalking. No identifying information will be collected. ***If completing this survey causes you to experience emotional distress, please contact ________ at ________ for help.***

YOU HAVE THE OPTION TO SKIP ANY QUESTIONS THAT MAKE YOU FEEL UNCOMFORTABLE.

Definitions:

Domestic violence *(also called intimate partner violence (IPV), domestic abuse or relationship abuse) is a pattern of behaviors used by one partner to maintain power and control over another partner in an intimate relationship.*
It can happen to people who are married, living together or who are dating ***(Dating violence)****. Domestic violence and dating violence includes behaviors that physically harm, arouse fear, prevent a partner from doing what they wish or force them to behave in ways they do not want. It includes:*

- ***Physical abuse*** *(Hitting, pushing, kicking, choking, biting, slapping, restraining, or otherwise touching another with unwanted physical aggression)*
- ***Verbal abuse / Emotional abuse*** *(Name calling, smashing personal objects, threatening to leave, threatening suicide, posting hurtful things on Facebook /other social media websites, harassing phone calls/text messages, spreading rumors, etc.)*
- ***Sexual abuse or Rape*** *(any unwanted sexual contact, refusal to use contraceptives, forced to view pornography, take unwanted sexual pictures)*
- ***Intimidation / threatening*** *(threatening use of a weapon, to harm a family member, threat of deportation etc.)*
- ***Controlling behavior / isolation*** *(telling someone what they can wear, who they can be friends with, what time they need to call or be home, who they can have contact with etc.)*
- ***Economic abuse*** *(withholds money, steal money, sell property without permission)*

Sexual Assault *is a form of any attempted or completed sexual act (penetration and/or touching skin to skin or through clothing by genitals, hand, finger or other object, etc.), by one or more persons against another person without that person's consent or if a person is unable to consent or refuse;* ***Sexual abuse*** *is when an individual knowingly causes another person to engage in a sexual act and may include non-physical contact of a sexual nature such as voyeurism; intentional exposure of an individual to exhibitionism; unwanted exposure to pornography; verbal or behavioral sexual harassment; threats of sexual violence; or taking nude photographs of a sexual nature of another person without his or her consent or knowledge, or of a person who is unable to consent or refuse.*

Stalking *is a pattern of repeated, unwanted, attention and contact that causes fear or concern for one's own safety or the safety of someone else (e.g., family member, close friend).*
Stalking acts by a perpetrator can include, but are not limited to:

- *Repeated and unwanted phone calls, voice messages, text messages, pages, and hang-ups*
- *Leaving cards, letters, flowers, or presents when the victim doesn't want them*
- *Watching or following from a distance*
- *Spying with a listening device, camera, or global positioning system (GPS)*
- *Approaching or showing up in places (e.g., home, work, school) when the victim does not want to see them*
- *Leaving strange or potentially threatening items for the victim to find*
- *Sneaking into the victim's home or car and doing things to scare the victim by letting them know they (perpetrator) had been there*
- *Damaging the victim's personal property, pets or belongings*
- *Harming or threatening to harm the victim's pet*
- *Making threats to physically harm the victim*

Community Members

Tell us a little bit about yourself:

1. Where are you located? (state and tribal community)
2. Age
3. Gender (this will be a drop-down)
4. Are you an enrolled member of the tribe?
5. Position/Role in Community
6. Do you work for an agency/organization in your community that assists victims?
7. Name of organization (if applicable)

8. What types of violence are of most concern to you in your community?

Interpersonal Violence

- Adults sexually abused/assaulted as children
- Dating violence
- Domestic violence
- Elder abuse
- Family violence

- Sex trafficking
- Sexual assault
- Stalking

Child victimizations

- Child physical abuse
- Child pornography
- Child sexual abuse
- Kidnapping (custodial)
- Kidnapping (non-custodial)

9. How has this violence impacted your community?

10. Do you believe that this type of violence in your community has improved, worsened, or remained the same over the past 5 years?

Victim Service Needs

1. Select the top five services you believe are lacking but most needed by survivors of violence in your community:

    - Anonymous/Crisis lines
    - Cultural/traditional advocacy and/or services
    - Support Groups for Adults
    - Support Groups for Children
    - Native language interpreters
    - Mental Health Services (i.e., counseling)
    - 24-hour Emergency Shelters
    - Transitional Housing
    - Housing assistance or Low-Income Housing
    - Child Care assistance
    - Information about legal options (i.e., protection orders, divorce, custody, etc.)
    - Court accompaniment
    - Assistance with filing police reports
    - Adult Education
    - Elder Abuse Advocates
    - Job Training
    - Job Placement
    - Transportation
    - Financial Assistance
    - Drug/Alcohol Treatment
    - Information about/assistance with medical issues

- Sexual Assault Nurse Examiner (SANEs)
- Sex offender accountability
- Victim-witness notification
- Better criminal justice response (law enforcement and prosecution)
- Developing collaborations with other providers who might assist victims
- Other: ______________________

2. Which populations do you feel are most un, under, and/or inadequately served in your community?

- Adults
- Elders (65+)
- Youth (12-17)
- Children (0-11)
- Mothers and/or families
- Single mothers
- Men
- Women
- Two-spirit/LGBTQ
- Drug/alcohol dependent
- Survivors of domestic violence
- Sex trafficking/sexual assault survivors
- Child abuse survivors
- Child sexual abuse survivors
- Other: ___________________________

3. What barriers do you believe victims of violence face in accessing and receiving services in your community? (check all that apply)

- Stigma or feelings of shame
- Fear of being blamed
- Concerns about privacy/confidentiality
- Fees for services
- Lack of child care
- No reliable transportation
- Not aware of services available
- Fear of retaliation from family, friends, community
- Cultural barriers (please describe)
- Fear of reporting to law enforcement
- Fear of not being believed
- Client isolation
- Lack of appropriate services (please describe)
- Other: _________________________

Conclusion

1. Are you aware of services provided by XXX Tribe Domestic Violence Program?
2. What are the best ways to reach victims/survivors in your community?
    - o Referrals
    - o Brochures
    - o Community outreach and education
    - o Social Media
    - o Word of mouth
    - o Other___________________________
3. Is there any other information you would like to share about violence in your community or the needs of your community?

Thank You!

Organization Survey

Tell us a little bit about yourself and your organization:

1. Name
2. Name of organization
3. Position Title
4. How long have you worked with your agency/organization?
5. Where are you located? (state and tribal community)
6. Age
7. Gender (this will be a drop-down)
8. Are you an enrolled member of the tribe?
9. Does your agency/organization provide direct services to victims?
10. What types of violence are of most concern to you in your community?

<u>Interpersonal Violence</u>

- Adults sexually abused/assaulted as children
- Dating violence
- Domestic violence
- Elder abuse
- Family violence
- Sex trafficking
- Sexual assault
- Stalking

<u>Child victimizations</u>

- Child physical abuse
- Child pornography
- Child sexual abuse
- Kidnapping (custodial)
- Kidnapping (non-custodial)

Organization Demographics

1. Who does your organization serve? (check all that apply)

- Adults
- Elders (65+)
- Youth (12-17)

- Children (0-11)
- Mothers and/or families
- Single mothers
- Men
- Women
- Two-spirit/LGBTQ
- All Community Members
- Other: _________________

2. What services does your agency provide (if any) to community members who have experienced violence (check all that apply):

- Advocacy
- Court accompaniment
- Case Management
- Counseling
- Criminal justice assistance
- Crisis intervention
- Cultural/traditional Services
- Emergency Shelter
- Faith-based Services
- Information/Referrals
- Legal assistance
- Housing assistance
- Medical assistance
- Mental Health Services
- Substance Abuse Services
- Transportation Services
- Victim-witness notification
- Not Applicable
- Other: __________________

3. Does your organization/agency have protocols/policies in place if an employee or staff person experiences harassment/violence/assault?

4. If so, please describe?

5. Does your organization provide culturally and/or linguistically traditional services?

6. If so, please describe (i.e., specific program or project that provides these services).

7. What barriers does your agency/organization face in providing services to survivors of violence? (check all that apply)

- Limited funding
- Limited staff training (describe)
- Staff turnover
- Staff burnout
- Inadequate outreach or advertising of services
- Limited resources
- Insufficient training (describe)
- Federal, state and local political climate
- Poor relationships with other agencies
- Not well accepted or trusted by survivors
- Management issues within agency
- Staff bias or prejudice
- Lack of sex offender accountability
- Not Applicable
- Other: _________________________

8. Thinking about the barriers you identified above, which of the following would help meet those needs? (check all that apply)

- Funding/money – for _________________________
- Additional staff
- Training for staff/capacity building – topics _______________________
- Cooperation with other agencies – for example ____________________
- Community education – topics ________________________
- Culturally dedicated services
- Outreach efforts
- Community Support
- Translation services
- Prevention efforts
- Adequate technology – types ________________________________
- Additional Law Enforcement officers
- Other: ________________________

9. What types of training and/or technical assistance do you think your agency/organization needs to begin assisting victims of violence or to be more effective in serving victims of violence? (check all that apply)

- Confidentiality
- Trauma and Post Traumatic Stress Disorder

- Crisis intervention/immediate response
- Survivors' rights
- Survivors' advocacy
- Providing services to survivors with mental health issues
- Providing service to survivors with substance abuse issues (drug and alcohol)
- Providing services to survivors with disabilities
- Provision of services Two Spirit/LGBTQ survivors
- Case management skills
- Computer Technology skills (describe)
- Counseling skills
- Organizational skills (describe)
- Management skills (describe)
- Fundraising/Grant writing skills
- Outreach/community engagement
- Policy development (describe)
- SANE/SART
- Working with Child survivors
- Other: ________________________________

10. What do you consider your organization's greatest strengths?

11. Describe your agencies collaborations with other tribal and non-tribal agencies who provide services to or could assist victims (i.e., what is working well and what could be improved upon, etc.):

12. How could the system and collaborations improve to better serve victims/survivors in your community?

13. Is there anything else you would like to share that we haven't asked about?

Survey Consent Form

Participation in this survey is completely voluntary and anonymous; the data will be collected to assist in the planning of future education events and to improve services to address the needs of survivors of sexual assault and the community. No identifying information will be collected.

YOU HAVE THE OPTION TO SKIP ANY QUESTIONS THAT MAKE YOU FEEL UNCOMFORTABLE. Your ability to receive services or assistance is not connected to your participation in this survey.

This project was supported by Grant No. 2018-TA-AX-K004 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

Adult Subject Consent Form

Title of Project

You are being asked to take part in a program assessment. We are asking you to provide feedback because you are familiar with the program, are a member of the community served by the program, or work for a program that provides services to victims and/or survivors of domestic violence.

The purpose of this assessment is to better understand the needs of victims/survivors and improve our services.

What we will ask you to do: This will include questions about your views on the range and quality of community resources available to victims/survivors and your thoughts and feelings about what you would like to see change. The survey will take about 30 minutes to complete.

Risks and benefits:
We do not anticipate any risks to you participating in this assessment other than those encountered in day-to-day life, but there is the risk that you may find some of the questions to be sensitive.

- You may feel emotional or upset when answering some of the questions.
- You may be uncomfortable with some of the questions and topics covered. If you are uncomfortable, you are free to not answer or to skip to the next question.

There are no direct benefits to you. Potential benefits include the opportunity to contribute in a meaningful way to developing and/or improving services to victims/survivors of domestic violence in our community.

Your answers will be kept confidential. In any sort of report, we will not include any information that will make it possible to identify you.

Taking part is voluntary: Taking part in this assessment is completely voluntary. You may skip any questions that you do not want to answer. If you decide not to take part or to skip some of the questions, it will not affect your current or future relationship with our program.

If you have questions or want to speak with someone: You may contact….

Statement of Consent: I have read the above information, and I agree to participate in the assessment.

Your Signature _______________________________Date __________________________

Your Name (printed) ____

Printed name of person obtaining consent _________________________________Date_____________

Data Collection, Utilization, and Program Assessment Project

https://tribaldataproject.org

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