COMMUNITY
ATTITUDES
ASSESSMENT
GUIDEBOOK &
TOOLS

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Developed in collaboration between:

Tom Delaney, PhD
&
Bethany Pombar, Prevention Specialist,
The Vermont Network Against Domestic and Sexual Violence
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For more information or technical assistance, contact:

Bethany Pombar, Prevention Specialist
Vermont Network Against Domestic and Sexual Violence
Bethany@vtnetwork.org
802-223-1302 x 103

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Section 1: Overview of this Guidebook

Welcome to the Community Attitudes Assessment Guidebook! This Guidebook was developed to help Vermont sexual and domestic violence programs plan and enhance prevention activities. The goal of the Guidebook is to support you in using this set of tools which was designed to learn about the beliefs and attitudes of people in your community around recognizing, preventing and reporting sexual and domestic violence. Please note, in this Guidebook and attached surveys and discussion guides, we use the term “sexual violence” however, the tools are applicable to both sexual and domestic violence attitudes and beliefs.

We have designed these tools to be relatively fast and easy for community members to fill out and also provide lots of valuable information for the programs that are serving those community members. These tools are also designed to be used repeatedly by a program, such as if there is a need to see how attitudes and beliefs about preventing sexual violence change over time. In order to compare from one administration of the tools to another, as well as to make it possible to compare the findings from one Vermont site to another, we encourage you to not change the wording or otherwise modify the items unless you absolutely must do so.

Adding some new items to the surveys and/or discussion questions is an option, although bear in mind that if you do so these items should also stay the same over time. If your program does need to add items it will also add to the time needed to complete the surveys or may take away from time for other topics during discussion groups. The tools in this book are included as MS Word documents to make it possible for you to modify them as needed.

A question you may have already asked yourself is Why should we collect data using these tools? There are several answers, including:

a) collecting data directly from the people in the community you serve will allow you to better understanding the needs, values, challenges and other things that are important for planning prevention activities,
b) these data can provide a baseline assessment against which you compare future assessment to look for changes and outcomes,
c) they serve to engage members of the community in your program activities by allowing more people to have input into your prevention work and
d) they provide information that can be important for helping partner programs and funders to understand the unique strengths and challenges facing your community.

We do not provide specific guidelines about how often to conduct surveys or discussion groups in your community, but it is probably the case that you will allow enough time between administering them to be able to see changes that occur. Unless you have specific reason for doing so, having one discussion group in late January and then another in early March will probably not show significant changes in the attitudes and beliefs of the people who participate in the groups (unless you include very different people in the two discussions!) What is more likely is that programs might use the tools on an every-other-year basis, or perhaps conduct
pre- and post-tests around a new prevention activity or program, and where the program allows enough time for the impact of the new activity to have the desired outcome before the post-test is done. We have designed the tools with the goal they will be easy enough to use that programs can reap these possible benefits as well as others.

Collecting data presents several issues for a program to deal with, and how those issues are addressed will affect the information you learn. The Guidebook will go over these issues and provide answers to many of the questions you may have about how to gather information. For example, it provides tips for how many individuals to include in your data collection in order to gather reliable information using surveys or discussion groups.

We also recognize that summarizing and presenting data, whether it is the numeric data from a survey or the written/narrative information from a discussion or focus group, can be challenging. As a companion to the Guidebook there is a pre-formatted Microsoft Excel database file that can be used for entering, summarizing and making graphs based on data from the surveys included in the Guidebook. **The Excel file can be found on the accompanying CD.** We did not include a specific tool for analyzing discussion guides, but instead provide a basic framework for how to interpret and summarize the information your program might collect using a discussion group.

These tools were piloted in two Vermont communities (Springfield and Burlington) to test how they work and discover how best to use them. We have included some examples of charts and tables that were created based on the pilot data we collected earlier in 2012. However you wind up using the Community Attitudes Assessment Tools, we hope that you are able to gather information that is important and useful for the community you serve and work with. If you have any questions about using this guide, you may contact Bethany Pombar at the Vermont Network Against Domestic and Sexual Violence (bethany@vtnetwork.org; (802) 223-1302 x103).
Section 2: Overview of the Surveys

Surveys are the most commonly used way that organizations learn about the attitudes and beliefs of the clients they serve. At the beginning of this project, we reviewed a variety of surveys that are available for assessing young peoples’ and adults’ attitudes about sexual and domestic violence, and we felt that there was an opportunity for us to create a new survey that would be more appropriate for learning about the communities served by Vermont programs. We have developed two surveys that are relatively brief (two pages each). The surveys measure a variety of attitudes including:

- What do people consider to be sexual violence versus what do they not consider sexual violence?
- Why do people think sexual violence happens?
- What are peoples’ beliefs about how to prevent sexual violence?
- What do people believe about reporting sexual violence? and
- Issues around consent.

These surveys are included as Appendices 1 and 2 of the Guidebook. As you will see in the data collection tips below, it is important to make sure that you are collecting data from the people you want to learn about (e.g., adults in your community versus youth from a different community) and to collect enough surveys that what you learn is really related to what people in your community believe and know (see Section 4 starting on page 6).

The Community Sexual Violence Assessment: Youth Version, also called the Youth Survey, is a two page survey that is designed to assess the sexual violence related beliefs and attitudes of young people aged 15-18. It has 26 statements and the young person is asked to rate their agreement with, using a six-point scale that ranges from “strongly disagree” to “strongly agree”. There are also four items that ask for demographic information including age and what sexual orientation the young person identifies as. The survey is included as Appendix 1 of this Guidebook.

The Community Sexual Violence Assessment: Adult Version, also called the Adult Survey, is a two page survey designed to assess the sexual violence related beliefs and attitudes of people aged 18 and over. Like the Youth Survey, it also has 26 statements that the adult respondent is asked to rate their agreement with using a six-point scale, and four items that ask for demographic information like age and what sexual orientation the young person identifies as. Many (but not all) of the items on the Adult Survey are identical to the items on the Youth Survey, which makes it straightforward to compare across the two instruments. This survey is included as Appendix 2 of this Guidebook.
Section 3: Survey Data Collection Tips

The single most important thing to consider when using the youth or adult surveys is that they need to be received and then filled out by the people your program wants to learn about. If they wind up being completed by people who are outside of your target group it will take away from how valid your findings are. Table 1 below provides some simple do’s and don’ts for how to collect survey data.

<table>
<thead>
<tr>
<th>Survey Data Collection “Do’s”…</th>
<th>Survey Data Collection “Don’ts”…</th>
</tr>
</thead>
<tbody>
<tr>
<td>make sure the hard copies get into the hands of the people you want to fill them out</td>
<td>leave surveys in a location and expect the correct people, of any people, to fill them out</td>
</tr>
<tr>
<td>be present, if possible, while the person is filling out the survey (or have a very targeted email list)</td>
<td>expect that someone who promises to mail or drop off a survey to you will do so.</td>
</tr>
<tr>
<td>allow people enough time to complete a survey</td>
<td>give a time limit unless it’s to partner agency, such as “We need the surveys back by August 15th”</td>
</tr>
<tr>
<td>tell people that there are 2 sides to the survey</td>
<td>assume people will read the instructions on their own</td>
</tr>
</tbody>
</table>

Along the lines of the above table, here are some considerations for how you might go about collecting your data:

- Be specific around who you want to learn about, e.g., “adults who live in X town and have children in high school” or “high school students at X school in their junior and senior years.” Who you target should align with who you are planning prevention activities for.

- Try to get a representative group of people (representative of the larger group you are trying to learn about); if you are trying to learn about the general attitudes of adults in a community, you should not just collect data from the people you provide services to, or who go to a particular church, or who volunteer for a particular program, etc.

- Use several different ways of contacting people and asking them to complete the surveys. These might include recruiting participants from different schools or programs (if they fit into your selected audience), different towns, using online versions of the surveys if you have a way of obtaining email addresses (to send links to the surveys) and partnering with other agencies that can help you collect electronic or hard copy data, such as a school or a social services program.
**How many surveys do you need to collect?**

This is an excellent question. The more, the better. As a rule of thumb, try to collect at least 30 completed surveys from each group you are trying to learn about for valid statistical accuracy and diversity. On the other hand, there is such as thing as too much data. Think of it as “diminishing returns”: if you have 20 surveys and collect ten additional ones, you’re really increasing the reliability of the information you are getting, but if you already have 100 surveys and collect 10 more, you are really not adding much to what you already know, so don’t put too much effort into those last 10 unless they are from a group that will increase the diversity of your participant pool, or provide some other benefit. *Example*: you realized you may not have many GLBTQ parents represented and want to do specific outreach to that group, even though you already have 75 general parent surveys.

**What about consent to complete surveys and surveying minors?**

In general, if a survey is voluntary, anonymous and if it asks questions that are unlikely to make most of the respondents upset (i.e., to cause them some kind of harm) you do not need to do a separate consent process to have an adult or youth fill out the survey. A major consideration when we were developing the youth and adult surveys was that we must not ask about people’s direct experience of sexual (or any kind) of violence, since doing so might put a participant in a position where he or she might become upset to the point of needing help. Whenever people talk about sexual and domestic violence, there is a chance that the questions might trigger someone or cause discomfort.

We have included the sexual violence hotline number in both the youth and adult surveys as well at the Network’s website— both of these contacts can be localized to be your hotline and website in the word version of the surveys. As an additional safeguard, there is also language at the beginning of the surveys regarding ethical considerations, including the fact that the surveys are voluntary and anonymous. Even with these considerations for anonymity, the surveys do ask several demographic questions, including age and town of residence, and it is possible that in some communities this could be enough identifying information that it would remove someone’s anonymity. We have labeled these questions as optional and most participants in the surveys will stay within their “comfort zone” in providing their information.

The youth survey was designed to be easily understood for most youth aged 15 years and above, we do not recommend asking youth under 15 to fill them out. While guardian consent is not necessary to have the youth complete the survey, whenever possible it is a good idea to have a parent or legal guardian provide consent. We also realize there are many circumstances were this is not possible and that is okay. If you try to collect survey data through schools they may (or may not) require that parents give active consent. Active consent involves using a consent form that is specifically designed to be brought home to parents for them to review and sign, and that has to be completed and brought back to the school prior to the survey being completed by the child. Because schools are so invested in maintaining students’ and parents’
rights, it is important to work with school administrators prior to approaching students to fill out surveys (or be recruited into focus groups).

Section 4: Survey Data Analysis

Analyzing survey data is generally straightforward, and does not need to involve any kind of statistical testing or specialized knowledge about research. Using this Guidebook should allow you to make sense of the survey data you collect, which is the goal of analyzing data, and then to present it in such a way that other people understand it as well. Most of the analysis we suggest you do consists of averages, which are pretty universally understood, and frequencies, which are simply counts/percentages of how often certain answers were provided.

The main choice you will be facing with your survey data is whether to collect it electronically or on paper copies. If you collect hard copies of data using the youth and/or adult surveys, that data will need to be hand entered into an MS Excel spreadsheet. The steps for doing this are numbered below, and in the electronic version of this Guidebook, there is a Microsoft Excel spreadsheet that has been set up to have data entered into it. The spreadsheet will generate numbers and graphs that will help understand, and then share, the information in the surveys. This file is named “Survey Database 2012.xls”. The database is compatible with Excel 2007 version or later. If you are using an earlier version of Excel, most features will work and you can contact Bethany Pombar (Bethany@vtnetwork) to troubleshoot problems.

If you use an online method for collecting surveys, such as SurveyMonkey (www.surveymonkey.com) or Zoomerang (www.zoomerang.com), both of which have free or low cost versions, you will need to import the data from the survey software into Excel. This is pretty straightforward, since both have functions for exporting data as a Microsoft Excel file. Appendix 5: Exporting Survey Data into MS Excel contains detailed instructions for getting data from a web survey software package into Excel. Once the data are exported from the survey software into Excel, you will follow the same steps (numbered below) to actually generate numeric and graphic summaries of the survey data.

Instructions for manually entering survey data into MS Excel:

1. Have the surveys ready for entry. This includes each one having a unique number (e.g., so you can always find “#27” if you have a question about it later) and having already resolved any issues with the data, such as a person having circled two answers, or having written in an answer that is difficult to read.

2. Open the database called Survey Database 2012.xls

3. For an adult survey, open the tab at the bottom called “adult version raw data”.

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4. Starting with the first blank row, enter all of the information from the survey into the cells that run across on that row. For example, you will enter the survey number, followed by each of the numbers for the 26 survey questions, and then the information for the demographic items at the end of the survey.

5. If possible, have a different person check the values you entered into the cells against the original survey form for that person.

6. If a value is missing, just leave the cell in the Excel spreadsheet blank.

7. If a value is outside the range of “acceptable” values for that question, Excel will not allow you to enter it and you can either adjust the number you are entering or leave that cell blank.

8. Excel will automatically update the tables and graphs that are included in the other tabs of the Excel database, including “Adult Summary”, “Youth Summary”, “Tables”, “Question Comparisons”, “Graphs”, and “Demographics Table”. There is a tab called “Data for Graphs and Tables” that you should ignore and not make any changes to.

9. The numbers and graphics in the “Demographics Table”, “Graphs”, etc. tabs are the ones you can use in order to understand your data and create a summary of your findings. In general, it is important to pay attention and report on the averages that Excel calculates, as well as the percent adults or youth who make particular responses, such as “82% of youth lived in Washington County” or “only 20% indicated they strongly agreed with the statement […]” More detailed suggestions about summarizing your data are in Section 8: Example Data Reports that starts on page 15.

Please remember that once you enter new data into the adult and youth survey data tabs, the information in the other tabs will automatically update.

The tables and graphs present the summary data separately for the youth and adult surveys, and also as a combined results sheet. It is fairly straightforward to modify the text in these tables and graphs, such as the headings of each column, by clicking in that cell of the table and typing new text.

The leftmost tab in the Excel database is called “Troubleshooting” and contains a series of troubleshooting tips. You may have to scroll to the right in order to see of the tabs in the Excel database.
Section 5: Overview of the Discussion Group Tools

This Guidebook includes tools and instructions for conducting discussion groups (sometimes called focus groups), in Appendices 3 and 4, which offer a rich and powerful way for learning about people’s attitudes and beliefs. One drawback of surveys is that they can be rigid—the person answering the question will only answer that one question, and may not tell you what other thoughts or opinions they have about the questions. Discussion groups allow people to react to what others are saying and may allow people to share things with your program that are important but that you might not have asked about on a survey. We developed two discussion guides, one for youth 15-18 and one for adults, which can be used as the basis for conducting focus groups in your community.

The questions in these guides were carefully selected and carefully worded, but that does not mean you must ask the exact same questions or word them identically. Discussion groups are easily tailored, and as long as you have a relatively small set of questions and those questions are clearly worded and easy to understand, you should be able to conduct a group that provides helpful information. If you do decide to change the questions before collecting baseline (or any) discussion group data, you should probably continue using the changed version in future groups, in order to be able to directly compare your results. Similar to the surveys, the discussion guides use very similar wording for the questions that get asked, this was done to make it easy to compare answers across the youth and adult group participants.

Because of the sensitive nature of discussion groups about sexual and domestic violence, and because we know from our pilot data that youth and adults sometimes answer questions very differently, you should always conduct separate groups for youth and adults. Specifically, we used ages 15 through 18 for our youth ages and 18 and over for our adult groups. It will be important for your group to reflect the diversity (age, race, socio-economic status, educational background, etc.) of the community you live in, even if recruiting people who are representative of your community is difficult.

Another consideration about running discussion groups is how to assign roles for the data collection. These roles are:

1) The moderator. The moderator is familiar with the topics being addressed, expresses interest in and respect for what the people in the group are sharing and is conscientious that the “ground rules” for the discussion are followed. The ground rules we suggest using are in the youth and adult discussion guides in Appendices 3 and 4. The moderator might also be number 2, the timekeeper.

2) The timekeeper. Usually it is very helpful to the moderator is there is a second person whose job it to make sure that enough (but not too much—you need to balance the number of questions that are remaining with the amount of time before the group ends!) time is spent on each topic and that the focus group will end on time.
3) **The note taker.** This is a very important role. Even if you will be audio recording and then transcribing the discussion, it will be helpful if someone is able to take detailed notes of what is said—having these notes may serve as the “first draft” summary of what you learn from the groups you hold, and will also mean there are at least three different people (the note taker, the timekeeper and the moderator) who are very familiar with what was said during the discussion. If the note taker is comfortable with also being the timekeeper, this can help reduce the number of “official” people who are in the room during the discussion, which can be helpful.

4) **The advocate.** Because of the sensitive nature of sexual violence related topics and the potential for people to feel triggered or otherwise uncomfortable, it will be important to have someone available who can help any participants who become upset. In the pilot study we conducted to test the discussion guides, at each focus group there was a trained advocate who was available, either inside or outside the room, for any of the discussion participants to talk with if they needed. This should probably be considered an essential part of conducting any discussion group that your program might decide to conduct.

Please review carefully the *Adult and Youth Discussion Group Guides (Appendices 3 and 4).* These contain important information about how to administer consent forms (including for minors) as part of a discussion group, as well as information about confidentiality, using pseudonyms to protect people’s anonymity and about using audio but NOT video recordings.
Section 6: Data Collection Tips for Discussion Groups

Just as with the surveys, defining your target audience and then recruiting and engaging a diverse cross section of that audience is critical. Section 8: Data Analysis for Discussion Groups, starting on page 14 will suggest a framework for analyzing your focus group data once you have collected it.

Important considerations in planning and conducting discussion groups include:

- **Having the right number of people be part of the groups;** typically eight is a good target number although groups of between five and twelve work. You may want to invite up to 12 knowing that some may not show up for the group.

- **Having the right mix of people in the group;** make sure the people in the room are as representative as possible of the community you are trying to learn about.

- **Incentives are very helpful for having people show up,** especially if the group is being held away from where they live and/or they have to find transportation. Small cash incentives or even just meals are often sufficient.

- **Ask questions that are clear, concise and understandable by everyone in the group;** the group moderator can also check in for understanding of the questions and terms used (e.g., “sexting” or “consent”) and paraphrase questions to ensure comprehension.

- **Not having too many questions;** it’s unlikely you would get through more than 7-8 questions in 90 minutes of discussion.

- **Following the discussion guide, but not too rigidly!** For example, if the group starts addressing later topics early in the discussion, the moderator might choose to let the conversation proceed and later on circle back to the topics that were skipped.

- **Make sure that everyone in the group has the opportunity to talk,** even if most of the time some individuals choose not to do so. Similarly, it is important to make sure that no one person or small group of people dominate the whole discussion. Examples of how to re-direct the discussion towards other participants include “Thanks for your perspectives, X, and now I’d like to hear from another person about this” and “Let’s hear from some people who haven’t had a chance to speak yet”.

- **Re-direct participants who are consistently going off topic or seems overly fixated on one idea,** an approach for re-directing the group might be “I can tell that’s an important for you. We can follow up about that after the group discussion, but now we need to move on to the next question.”
• Remember that you can ask questions as a “round” by taking turns asking specific people questions, although this needs to be done in a way that makes people who do not want to answer questions feel awkward. It’s also a good idea to change who the first person who is asked a question is from one question to the next.

• It is generally helpful if the moderator asks the group direct questions rather than saying “Let’s talk about X” or “How do you feel about Y?” More effective question asking might be “Who is willing to share why think that X is a problem in the community?” or “What do you (addressed to the whole group) think are the main reasons Y happens?”

• Have a moderator who is comfortable with the group, is organized and responds appropriately to what people are sharing. A moderator who can move the discussion forward without making people feel they are being cut off is very helpful, and

• Most importantly, making sure that people understand the discussion group rules and expectations around sharing things that are within their comfort zone and respecting the confidentiality of what other people are sharing.

Section 7: Data Analysis for Discussion Groups

Whether the data from the discussion groups you hold consists of detailed notes from the meeting, taking notes from an audio recording or using actual transcriptions, you are still faced with the issue of analyzing and summarizing what you learned. The main approaches to analyzing data from discussion groups available are:

⇒ conducting a formal analysis of transcripts using data coding software,

⇒ conducting an analysis of transcripts using a systematic coding approach but without software,

⇒ creating a detailed summary of the themes and frequencies that topics were brought up and that points were made, using a transcript (a thematic or content analysis) or

⇒ conducting a thematic/content analysis using very detailed notes from the discussion.

Many prevention programs will not be able to use a software-based or use a highly systematic coding approach to understanding and summarizing their discussion group data, due to financial and/ or time constraints. This is okay. Programs will still benefit from using a carefully done analysis of the themes (major and minor themes) that arose for each question and across
different questions, and while it is desirable if these can be done based on a transcript this can also be done using detailed notes from the group.

Here are some tips for conducting the analysis and preparing a report:

- **Use quotes** that are powerful and that clearly illustrate a point or a theme from the discussion group; using an exact quote can be tricky but very careful note taking (or audio recording!) should allow you to do this.

- **Identify a set of themes** that you feel best represent how people are answering the discussion group questions; you might do this by selecting the two or three most frequent topics/answers that came up for that question. As an example, in a focus group with young people, in response to a question about how to prevent sexual violence several participants indicated that prevention messages need to be part of the school curriculum, and two also pointed out that the issue has to do with parents and families teaching their children to be respectful of others.

- After looking though all of the themes across all of the questions, **try to identify themes that cut across two or more of the questions** (you might not have any of these, and that’s OK). An example might be the theme “need for better education of young people” or “prevention programming should be in schools” arose in questions such as *What do you think will prevent sexual violence from happening in your community? Where do you get most of your information about what is and what isn’t okay around sexual activity?*

*Appendix 6: Example Transcript and Analysis of Discussion Group Data* provides a detailed example of a focus group transcript, and provides a framework for how the information in the transcript can be coded and summarized using a relatively low-tech, but effective, approach.
Section 8: Examples for Data Reports

This section of the Guidebook addresses some issues for how to effectively communicate your findings, and provides examples that could be used in reports or presentations. There are many different ways to present information gathered using surveys and discussion groups; below we offer some suggestions.

The following are two examples of graphs that summarize a total of seven items from the youth and adult surveys. Because the wording of many items on the adult and youth versions of the survey is identical (or almost identical) they can be summarized easily in the same graph. Note that the titles for this (and the following) graphs are short but informative. The scale that the survey respondents used in answering the items is included just below the graph title. The blue bars are the averaged results from the youth surveys and the red bars from the adult surveys. The numbers above each bar are the actual averages calculated by Excel. It’s important to include these for this example, since there is not a scale on the left side of the graph that lets people know what the bars actually represent.

Language that might be the above graph to explain to viewers what they are looking at could be:  

**Graph 1 summarizes items about how people in our community think about sexual violence, including what might prevent sexual violence, whether it is a problem and whether threats are a form of sexual violence. Interestingly, adults are in stronger agreement with the statements than are the young people, particularly on the issue of sexual violence being a problem for “some people my age” in our community.**

The next graph is used to only summarize items from the adult survey; this is done because items that are substantially different on the youth and adult versions have to be presented separately in order to be “true” to the items. Only the red bars are used since only adult
responses are included. An example of language that could be used to summarize the below graph is: **Graph 7 presents findings from three items that deal with parents’ talking with their children about consent/sexuality and their knowledge of what to do if they suspect sexual violence has occurred. The adults showed generally high agreement with the statements, although the average agreement was lower (4.2 out of 6) for parent’ knowing how to talk to their children about issues of consent and sexuality.**

**Graph 7: Items from the Adult Surveys**

<table>
<thead>
<tr>
<th>Item</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult only: I know how to talk to the youth in my life about consent and sexuality.</td>
<td>4.2</td>
</tr>
<tr>
<td>Adult only: I know what to do if I think someone may be committing sexual violence against a child.</td>
<td>5.1</td>
</tr>
<tr>
<td>Adult only: I know what to do if I think someone may be committing sexual violence against an older teen or adult.</td>
<td>4.8</td>
</tr>
</tbody>
</table>

The following graph presents data from three items that only youth survey participants answered. It uses labels on the y axis to remind the reader of what the youth’s response choices were, and in this case it helps drive home the fact that the youth do not perceive sexual violence as serious problem in their school/community (this is in contrast to the findings from the youth focus group example included in Appendix 6, and in contrast to the adults’ perceptions!) An example of language that could summarize these data is “**Graph 8 shows that despite young people agreeing that sexual violence should always be reported, and despite mostly agreeing that they knew an adult they could talk to about sexual violence, on average they did not see it as a serious problem in their school or community.**”
Tables can be effective at presenting a large amount of information in a relatively compact way. Below are examples of a demographic table that presents what you might learn about the people who complete your surveys and a table that reports how frequently youth and adults circle specific numbers for the agreement items, e.g., \textit{what percent of adults circled a “6” versus a “5” versus a “4” for a particular statement}. Below is an example of a table that summarizes who participated in a pair of discussion groups—this is potentially an important piece of information for helping people understand that what you learned from discussion groups is based on people who represent the community you are trying to learn about.

\textbf{(Example) Table 1: Who participated in the Discussion Groups?}

<table>
<thead>
<tr>
<th></th>
<th>overall</th>
<th>group 2 (youth)</th>
<th>group 2 (youth)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of participants</td>
<td></td>
<td>17</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>What is your age?</td>
<td></td>
<td>17.1 yrs</td>
<td>17.5 yrs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17.5 yrs</td>
<td>16.8 yrs</td>
</tr>
<tr>
<td>What county do you live in?</td>
<td></td>
<td>Chittenden County</td>
<td>89%</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
<td>11%</td>
</tr>
</tbody>
</table>

The most important thing to keep in mind when you are using graphs, tables and even quotes in a report is that they should help the typical reader to better understand not only the numbers, but to enhance the “story behind the numbers” that you tell in the written part of your report. If the key findings of your study are (for example) that young people in a
community are surprisingly unaware of what constitutes sexual violence, and that therefore additional educational efforts and resources are needed to improve their understanding and implement a prevention program, you could ask yourself “Does this graph drive home the point that young people don’t see sexual violence as a widespread problem?” or “Does this table convince the reader that we really did a thorough job of engaging young people in the community”? If the answer is Yes, the graph is probably worth presenting, but if the answer is No, then perhaps you can find a different graph, table, quote or other way of presenting information that would make the key points you need to make.
Community Sexual Violence Assessment: Youth Version

Thank you for participating in this survey about sexual violence. We want to learn your thoughts and beliefs about sexual violence, even if you do not know anyone who has been a victim of sexual violence or anyone who has committed sexual violence. Completing this survey is voluntary—you do not have to do it. To protect your privacy, the survey is anonymous—we will not collect your name or identify you based on your answers.

Some people might become upset during this survey. If you become upset or need help, please call Vermont’s 24/7 sexual violence hot line at 1-800-489-7273 (800-489-RAPE). The sexual violence hot line is also anonymous. If you have any questions about this survey, you can contact the Vermont Network Against Domestic and Sexual Violence at 802-223-1302. Their website is: http://www.vtnetwork.org.

For each sentence below, please circle the number to the right of the sentence that says how much you agree with sentence.

<table>
<thead>
<tr>
<th></th>
<th>Strongly DISAGREE</th>
<th>Strongly AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Talking about consent and sexuality can help prevent sexual violence.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>2</td>
<td>In my community, sexual violence is a problem for some people my age.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>3</td>
<td>Teaching men and boys about communication will help prevent sexual violence.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>4</td>
<td>Threatening to harm someone if they don’t do something sexual is a form of violence.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>5</td>
<td>Nagging a boyfriend or girlfriend to send you sexts (sexual pictures/messages) can be a form of sexual violence.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>6</td>
<td>Consent is not an issue between people already in a sexual relationship with each other.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>7</td>
<td>I know a trusted adult I could talk to about sexual violence.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>8</td>
<td>If someone is in a relationship where there is sexual violence, they will leave if they really want to.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>9</td>
<td>Sometimes sexual violence happens because someone becomes so angry that they lose control.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>10</td>
<td>Most sexual violence happens between people who don’t know each other very well or are strangers.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>11</td>
<td>Sexual violence is a serious problem in my school or community.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>12</td>
<td>Males and females commit sexual violence at fairly equal rates.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>13</td>
<td>I feel confident that I know what sexual violence is.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>14</td>
<td>Pinching someone’s behind can be a form of sexual violence.</td>
<td>1  2  3  4  5  6</td>
</tr>
<tr>
<td>15</td>
<td>I have friends or acquaintances who have pressured, coerced or forced someone into sexual activity.</td>
<td>1  2  3  4  5  6</td>
</tr>
</tbody>
</table>

Please turn to other side
The following questions are OPTIONAL. They are intended to help us better understand the attitudes and beliefs of people in your community.

How old are you? _____ years

What county do you live in? (check one)  □ Not sure/don’t live in Vermont
□ Addison  □ Bennington  □ Caledonia  □ Chittenden  □ Essex
□ Franklin  □ Grand Isle  □ Lamoille  □ Orange  □ Orleans
□ Rutland  □ Washington  □ Windham  □ Windsor

With what gender do you identify? (check one)
□ male  □ female  □ transgender male to female  □ transgender female to male

What is your sexual orientation? (check one)
□ straight/heterosexual  □ gay/lesbian  □ bisexual  □ don’t know or other

Thank you for completing this survey!
Community Sexual Violence Assessment: Adult Version

Thank you for participating in this survey about sexual violence. We want to learn your thoughts and beliefs about sexual violence, even if you do not know anyone who has been a victim of sexual violence or anyone who has committed sexual violence. Completing this survey is voluntary—you do not have to do it. To protect your privacy, the survey is anonymous—we will not collect your name or identify you based on your answers.

Some people might become upset during this survey. If you become upset or need help, please call Vermont’s 24/7 sexual violence hot line at 1-800-489-7273 (800-489-RAPE). The sexual violence hot line is also anonymous. If you have any questions about this survey, you can contact the Vermont Network Against Domestic and Sexual Violence at 802-223-1302. Their website is: http://www.vtnetwork.org.

For each sentence below, please circle the number to the right of the sentence that says how much you agree with sentence.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Talking about consent and sexuality can help prevent sexual violence.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>In my community, sexual violence is a problem for some people my age.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
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<td>3</td>
<td>Teaching men and boys about communication will help prevent sexual violence.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
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<td>Threatening to harm someone if they don’t do something sexual is a form of violence.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Nagging a boyfriend or girlfriend to send you sexts (sexual pictures/messages) can be a form of sexual violence.</td>
<td>1 2 3 4 5 6</td>
<td></td>
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<tr>
<td>6</td>
<td>Consent is not an issue between people already in a sexual relationship with each other.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I know how to talk to the youth in my life about consent and sexuality.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>If someone is in a relationship where there is sexual violence, they will leave if they really want to.</td>
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<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I know what to do if I think someone may be committing sexual violence against a child.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

Please turn to other side
<table>
<thead>
<tr>
<th></th>
<th>I know what to do if I think someone may be committing sexual violence against an older teen or adult.</th>
<th>Strongly DISAGREE</th>
<th>Strongly AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>1 2 3 4 5 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>I know what to do to support someone if they become a victim of sexual violence.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Catcalling or commenting on someone’s body can be a form of sexual violence.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>A lot of people who say they are victims of sexual violence are lying or blowing things out of proportion.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>The best way to prevent sexual violence is to teach women and girls how to keep themselves safe.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Sexist and anti-gay jokes contribute to sexual violence.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>If I heard someone tell a sexist or anti-gay joke, I would voice my objection.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>If I saw sexual violence or harassment happening, I would do something about it.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>I know where to go in my community to get help for someone about sexual violence.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>I know how to find resources on the Internet about healthy relationships and preventing sexual violence.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>My community does enough to prevent and respond to sexual violence.</td>
<td>1 2 3 4 5 6</td>
<td></td>
</tr>
</tbody>
</table>

The following questions are **OPTIONAL**. They are intended to help us better understand the attitudes and beliefs of people in your community.

How old are you? _____ years

What county do you live in? (check one)  
- Not sure/don’t live in Vermont
  - Addison
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  - Orleans
  - Rutland
  - Washington
  - Windham
  - Windsor

With what gender do you identify? (check one)  
- male
- female
- transgender male to female
- transgender female to male

What is your sexual orientation? (check one)  
- straight/heterosexual
- gay/lesbian
- bisexual
- don’t know or other

Thank you for completing this survey!
Appendix 3
VT Network Focus Group Discussion Guide—Youth Version

<table>
<thead>
<tr>
<th>Introduction, Consent &amp; Payment Process: approximately 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distribute payment &amp; receipts as participants enter.</td>
</tr>
<tr>
<td>• Welcome</td>
</tr>
<tr>
<td>o Thank participants for coming</td>
</tr>
<tr>
<td>o Introduce facilitator</td>
</tr>
<tr>
<td>o Introduce advocate or explain where the phone is and its availability in the event that someone becomes upset or would like to access support during the focus group.</td>
</tr>
<tr>
<td>• Review consent form; give participants an opportunity to read it, ask questions and sign it. [Each participant must sign the consent form before participating in the focus group. For bookkeeping purposes, it will be helpful if participants provide their addresses, though refusal to do so should not preclude their participation in the focus group.]</td>
</tr>
<tr>
<td>• General description of the readiness assessment</td>
</tr>
<tr>
<td>o Goals of the readiness assessment</td>
</tr>
<tr>
<td>▪ “We want to hear from youth in this community about their attitudes and perceptions, knowledge of community resources, and ideas about community strengths and weaknesses related to sexual violence. Doing this will help us develop programs that try to prevent sexual violence. Our BIG goal is to enhance the prevention and education efforts offered in this community.</td>
</tr>
<tr>
<td>o The whole assessment includes 6 elements: 2 focus groups, 2 surveys, community profiles and advocate interviews.</td>
</tr>
<tr>
<td>o So this focus group that you are doing today is one part of the readiness assessment that is being done in your community.</td>
</tr>
<tr>
<td>o Definition of sexual violence (print on large sheets of paper and post where all can see):</td>
</tr>
<tr>
<td>• Sexual violence or sexual assault is any unwanted sexual attention, contact, or activity.</td>
</tr>
<tr>
<td>• It may involve forcing, pressuring, threatening or tricking someone into sexual acts or activities against their will and without their consent.</td>
</tr>
<tr>
<td>• Sexual violence can happen to children, teens or adults and can be committed by anyone.</td>
</tr>
<tr>
<td>• Some examples are:</td>
</tr>
<tr>
<td>o harassing someone in a sexual way</td>
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<td>o using sexual language about someone that makes them feel uncomfortable</td>
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<td>o telling someone that if they don’t do something sexual, someone will hurt them or someone they love</td>
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</table>
• Goal of this focus group: Learn more about youth attitudes, beliefs and knowledge relating to sexual and domestic violence in this community. Emphasize there are no “right” or “wrong” answers. We want to know participants’ honest views, observations, and hear about their experiences.

• Description of focus group and focus group “rules”
  o Discussion will consist of a series of questions and answers; each person will have the opportunity to answer every question. The facilitator will go around the group starting with different people for different questions, and you can always say “Pass” if you’re not ready to talk.
  o Discussion will last approximately 60 minutes.
  o Discussion will be audio recorded and we will also take some notes.
  o Share only information you are comfortable sharing.
  o Respecting other participants
    ▪ Listen and do not interrupt.
    ▪ Do not share any information from the group once this meeting has ended.
    ▪ Please do not text or make phone calls during this meeting unless it is very important.

• Explain that we will use fake names. Invite group discussion to arrive at a category of fake names, for example, plants or colors or animals. Ask participants to write their chosen names on the cards provided. Because the discussion will be recorded, ask that participants say their names whenever they speak, and if they forget, the facilitator should remind them.

• Emphasize that people should not share things they are not comfortable having other people know. Remind them that participation is voluntary and people can leave the discussion without providing a reason and without any penalty (they keep the money).

• Explain the availability of a local advocate again; include his/her name and whether the person is available in person or by phone in a nearby, private and available to members of the discussion.
Main questions: 60 minutes

Recap the definition of sexual violence. Distribute printed copies of questions.

“I’d like everyone to think about the following questions. I’ll give you a minute to think about them, and then we’ll go around the table and share our thoughts. We’ll go through the questions one by one. Please remember to say the name you are using before you speak.”

Q1: Do you believe sexual violence is a problem in this community? Why or why not?

Q2: What do you think about this definition of sexual violence? (the definition will be read aloud and posted on large sheets of paper in the room)

Q3: If someone you knew was harassing someone or pressuring, coercing or forcing someone into sexual activity, what would you do?

Q4: What resources currently exist in your community relating to sexual violence? Do you think your peers know about these resources and can access them?

Q5: What do you think will prevent sexual violence from happening in your community?

Q6: Why do you think sexual violence happens more often to females than to males? Who do you think is more likely to commit sexual violence?

The following 2 questions will be asked as a “round” to each of the participants (they will have the option to decline answering)

Q7: Where do you get most of your information about what is and what isn’t okay around sexual activity?

Q8: Do you know a trusted adult you can talk to about sexual violence?

Wrap-up: 10 minutes

• Thank participants for their time and efforts—“we’ve gotten some great insight about sexual violence in your community.”

• Remind participants how they can contact your program or an advocate if they have additional comments, questions, or concerns.
### Introduction, Consent & Payment Process: approximately 20 minutes

- Distribute payment & receipts as participants enter.
- **Welcome**
  - Thank participants for coming
  - Introduce facilitator (and assistant or note taker, if applicable)
  - Introduce advocate or explain where the phone is and its availability in the event that someone becomes upset or would like to access support during the focus group.
- Review consent form; give participants an opportunity to read it, ask questions and sign it. [Each participant must sign the consent form before participating in the focus group. For bookkeeping purposes, it will be helpful if participants provide their addresses, though refusal to do so should not preclude their participation in the focus group.]
- **General description of the readiness assessment**
  - **Goals of the readiness assessment**
    - *“We want to hear from people in this community about their attitudes and perceptions, knowledge of community resources, and ideas about community strengths and weaknesses related to sexual violence. Doing this will help us develop programs that try to prevent sexual violence. Our BIG goal is to enhance the prevention and education efforts offered in this community.”*
  - The whole assessment includes 6 elements: 2 focus groups, 2 surveys, community profiles and advocate interviews.
  - So this focus group that you are doing today is one part of the readiness assessment that is being done in your community.
  - Definition of sexual violence (print on large sheets of paper and post where all can see; we recommend using 4 large sheets of paper, one sheet for each bulleted item):

<table>
<thead>
<tr>
<th>Example of Sexual Violence</th>
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<tr>
<td>Sexual violence or sexual assault is any unwanted sexual attention, contact, or activity.</td>
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• Description of focus group and focus group “rules” [these are written on large sheets of paper and posted where people can see them]
  o Discussion will consist of a series of questions and answers; each person will have the opportunity to answer every question. The facilitator will go around the group starting with different people for different questions, and you can always say “Pass” if you’re not ready to talk.
  o Discussion will last approximately 90 minutes.
  o Discussion will be audio recorded and we will also take some notes.
  o Share only information you are comfortable sharing.
  o Respecting other participants
    ▪ Listen and do not interrupt.
    ▪ Do not share any information from the group once this meeting has ended.
    ▪ Please do not text or make phone calls during this meeting unless it is very important.

• Explain that we will use fake names. Invite group discussion to arrive at a category of fake names, for example, plants or colors or animals. Ask participants to write their chosen names on the cards provided. Because the discussion will be recorded, ask that participants say their names whenever they speak, and if they forget, the facilitator should remind them.

• Emphasize that people should not share things they are not comfortable having other people know. Remind them that participation is voluntary and people can leave the discussion without providing a reason and without any penalty (they keep the money).

• Explain the availability of a local advocate again; include his/her name and whether the person is available in person or by phone in a nearby, private and available to members of the discussion.
Main questions: 90 minutes

Q1: What do you think about this definition of sexual violence? [posted on the wall; read aloud to the group]
   - What parts of it surprise you?
   - What parts do you agree or disagree with?
   - Is there something you would add or take away?

Q2: What do you think will prevent sexual violence from happening in your community?
   - What needs to change in order to stop sexual violence from happening?
   - How would the community be different if there were no sexual violence?
   - What might that look like?

Q3: How would you describe the seriousness of sexual violence as a problem in this community?
   - Do you believe sexual violence is a frequent occurrence in this community, or infrequent?
   - Is it talked about?
   - Do you think your community does all it can to prevent sexual violence?
   - What should be done differently?

Q4: If someone you knew was harassing someone or pressuring, coercing or forcing someone into sexual activity, would you do something about it?
   - What would you do?
   - Who would you talk to?

Q5: What resources currently exist in your community relating to sexual violence? Do you think your peers know about these resources and can access them?

Q6: Why do you think sexual violence happens more often to females than to males? Who do you think is more likely to commit sexual violence?

Q7: What challenges might exist in your community for changing knowledge and attitudes about sexual violence?

Q8: Are there people in your community who you feel are leaders or are really engaged and can help prevent sexual violence? Who do you know who might develop into leaders?

Q9: What’s the best way for us to make your peers more aware of sexual violence?

Wrap-up: 10 minutes

- Thank participants for their time and efforts—“we’ve gotten some great insight about sexual violence in your community.”

- Remind participants how they can contact your program or an advocate if they have additional comments, questions, or concerns. You may want to distribute business cards and/or brochures.
Appendix 5:
Exporting Survey Data into MS Excel

Below are instructions for downloading survey data from SurveyMonkey or other similar survey collection tools into the provided MS Excel worksheet (provided on CD).

1. Log onto your organization’s SurveyMonkey account.

2. Locate the survey you want to download. In the example below, it’s called “Community Assessment of Adults...Attitudes and Knowledge”.
3. Click on the survey name in order to begin to manage the survey data. In the adult survey data example, the screen would look like:

4. Click on “Analyze Results” near the upper right of the page. Your screen should now look like:

At this point, the website will begin to show you summaries of the different items in the survey, including showing what percent of all respondents selected each choice (called frequencies) and what the average choice was. If you repeatedly hit the right pointing
arrow button on the middle right of the screen, it will bring you through all the items to the demographic items at the end. This is an OK way to look at your data HOWEVER it does not give you tools you need to create the variety of graphs and others figure that you will have once the data are in in MS Excel.

5. Click “Download Responses” on the left side. Your screen should look like:

6. Under “Choose Type of Download” select the option: “All responses collected.” Then under “Choose Format” select: “Advanced Spreadsheet Format”. Your screen should look like:
7. Scroll down to “Send results to this email address” and enter the address you want to receive the exported data. Then hit “Request Download”. A new screen will appear in your web browser, showing that SurveyMonkey is waiting to send you the download, but you can ignore this.

8. Next, you should receive an email from SurveyMonkey Support. Open the email and follow the link provided in the email. Your screen should now look something like:

   ![Download History](image1)

   Export download links are secured using SSL for this account.

9. Click the “download” button on the left side. You should now have the option of opening or saving a “zip” file. Choose the “open” option. You will probably see a screen like this:

   ![Download History](image2)

10. Open the MS Excel folder, and then open the MS Excel file called “Sheet_1”. You should now see an actual MS Excel spreadsheet that contains one row of data for every individual who filled out your survey online. There should only be one “tab” in Excel that has data. For this example, the screen shows:

   ![MS Excel Spreadsheet](image3)
You may have to make the width of each column a little wider in order to read the names at the tops of the columns.

11. The most important step at this point is to do a “SAVE AS” and save the excel file to the location where you will be examining your data and creating summaries. It’s good to use filenames that describes the file, so you might use a filename like “web_adult_data_9_14_12”. This could help avoid confusion about different versions of the data files that might get downloaded at future dates.

12. Next, delete the columns of data that you do not need. Keep the first column, called “Respondent ID” since this is a number that’s unique to each respondent and can be used to keep track of each respondents’ row of data. You can delete all the columns starting with “collectorID” through “Custom Data”.

13. Now open the datasheet (that was provided as part of the Community Assessment Training) called Survey Database 2012.xls, and click on the tab called “adult version raw data”. It should resemble this:

14. Select the rows of data from the file you exported from SurveyMonkey; you can do this by clicking on the row numbers at the left of the screen that correspond to all the rows you want to copy.

15. Right mouse click and select “copy”. Important: if you only want to import new data into the database you are using to summarize all your data, only select those rows or ID numbers that you have NOT already brought over from SurveyMonkey.
16. In the database *Survey Database 2012.xls*, go to the tab that has the version that matches what you are copying; in this examples it is the adult version.

17. Select the BLANK row that is closest to the top of the spreadsheet, right mouse click and “paste” the data into *Survey Database 2012.xls*.

18. At this point, all of the data, graphs, tables, etc. in the other tabs of *Survey Database 2012.xls* should automatically update to reflect the data you just pasted into the adult version raw data (or youth version raw data) tab. Explore what is in these tabs in order to get a sense of how people from your community answered the questions, and perhaps look for trends and differences between how adults and youth answered particular questions.

19. Please remember that for any of the graphs of tables, you can modify them, such as by changing the test in the titles, the x and y axis labels, changing colors of bars or parts of pie graphs, etc.

20. The very rightmost tab in the *Survey Database 2012.xls* database is called “troubleshooting” and contains advice for how to fix different challenges you might encounter when using the database.

21. Please remember that it is important to pay attention to when the survey was most recently taken. For example, if your program had a strict 2 week window for when you wanted your online survey to be available, you may want to exclude surveys done after that period from your summary or data report.

**Note:** even if you use a different online survey website, the instructions for exporting data from SurveyMonkey should be similar to what works on the site you use. For example, most sites have a function called “export”, “download data” or “save data”, and that once you begin the steps for exporting, will allow you to save the data from your survey in a way that’s easy to then get into MS Excel.

*Good luck!*
Appendix 6
Example Transcript and Analysis of Discussion Group Data

The following is an excerpt, changed to protect participants’ privacy, transcribed from a focus group held in spring, 2012. The focus group was with adults, and the excerpt is from the discussion following two questions (see Appendix 4 for the full Adult Discussion Group Guide):

Q2: What do you think will prevent sexual violence from happening in your community?
   - What needs to change in order to stop sexual violence from happening?
   - How would the community be different if there were no sexual violence?
   - What might that look like?

and

Q3: How would you describe the seriousness of sexual violence as a problem in this community?
   - Do you believe sexual violence is a frequent occurrence in this community, or infrequent?
   - Is it talked about?
   - Do you think your community does all it can to prevent sexual violence?
   - What should be done differently?

In this example, we used different highlighting colors and colored text to “code” for individual themes. The comments function in MS Word is used to briefly describe the themes we identified. A summary of the themes we identified is included further below, starting on page 6. This summary is very basic—it uses a list of bullet points to list out the major and minor themes, but such a list can be used as the basis of a written summary that can be as detailed (or alternatively, as brief) as you need it to be. The transcription occasionally contains comments inside brackets—these are used to communicate problems or other issues that arose during the transcription, such as part of the discussion being inaudible.

Start if excerpt of two questions:
Facilitator: Who’s willing to start us off [on question 2]?

Magenta: I’ve been thinking about this all day. I started learning about sexual violence when I was very young, like 13, they started teaching it in school, and I think if we start educating people around that age it can really help once they become teenagers and young adults. I think that would be a really good idea. Education needs to start as young as possible to prevent it from happening. [Comment [TVD1]: Education, and the need to do sexual violence prevention education at a young age is important.]

Comment [TVD2]: Sub theme: early education.
**Facilitator:** Thank you. Lime?

**Lime:** I agree with that wholeheartedly, but I also think it’s important to not only discuss the definitions at such an early age but also situations where it occurs and also tie in substances [substance abuse] as well. It’s one thing to give a definition and talk about being pressured and forced but there are a lot of other that can be involved and those are just as important as the knowledge part like knowing where, when and how it happens, and how to have a defense against it and early recognition of it.

**Turquoise:** I have a thought. You’d mentioned the statistics earlier and I think that sexual violence is something that’s happened in many cultures and many ages and it’s just a pervasive thing, but I think the change we’re making is that we’re taking the stigma away from it from talking about it and it used to be hush-hushed and you didn’t tell about it, and especially for a younger person there was no way to tell or no one to talk to, and maybe one thing to do would be to make it more open, like you said to educate early and have resources available for young people, you know, and take the shame away and if you tell kids that “it’s not your fault” that’s a great thing to say but it’s very difficult I think for the victim to believe and maybe one thing to help stop it happening in the community is to make it more open almost and make it not a shameful thing to report and to recognize it once it begins.

**Facilitator:** Thank you. Chartreuse?

**Chartreuse:** Yes, I’m chartreuse, and I definitely agree that education has to happen, not only in school but outside of school and at all ages can be effective, but I think on one hand it’s very much a cultural problem and it’s just accepted, you know, like victim blaming and there are different things that people do to write off that are sexual violence, and until you change these things as a cultural which is you know a really long term project and there’s so much knowledge. I’m not even sure how to go about it and it’s a cultural problem on the objectification of different people and all of that can contribute to the idea that different things are ok. I’d love to believe that education alone can stop the problem, I don’t know. I don’t if as a culture we can ever completely eradicate it.

**Facilitator:** Thank you.

**Red:** The word culture kept coming up for me, too. We live in an extremely sexual culture and an extremely violent culture. And also of course the first thing I thought of was education, education is extremely important. I believe education should be happening younger, it should be more accepted in schools. I know it’s really hard to get any form of you know really accurate health or sexual health information in schools for young kids because it’s a very taboo subject. I think that a connection of resources is really important, and if you, as soon as I think about how to get a bunch of youth engaged in something and interested I’ll let you know, but [garbled] we need to teach teenagers...and have them listen to it, that’s important and I think bridging the gap between the people that an organization like [organization name] would serve is important, so have [organization] go to a school session or something like that just so people know that it’s
out there and that someone can ask a question or somebody might think that it may not apply to them but in the future they come across a situation themselves with their friends and they remember that this is in my area and this is what I can do, so I think making the resource connection is really important.

Facilitator: Thank you Red. Orange, do you want to ...

Orange: I’m Orange, and I think that both education and culture are extremely important, and because the media in our culture is filled with sex and violence I think that from a young age media literacy is really important as a form of education so that when youth who are, according to the statistics, generally targeted with sexual violence that from a young age they are media literate and they can look at an advertisement or a video game or anything that combines sex and violence and they can process it and learn how to interpret it and whether, you know, establish their own opinion about whether it’s realistic or productive or positive, I guess. So media literacy.

Facilitator: Thank you Orange. I’m not sure how we...ok, Blue?

Blue: Also maybe more abundant resources? I live in a rural area and I can only imagine how difficult it might be to actually reach out to someone, if you live 40 minutes from anyone else?

Facilitator: Thank you.

Green: I hear the word culture a lot. I know from working with people across many cultures, which you get to do in [community name] a lot, that there’s more of an acceptance of sexual violence in some I’ll term them ethnic cultures for lack of a better term, but in some cultures backgrounds it seems like sexual violence is more accepted as a norm. It’s certainly where we are, it’s part of this culture.

Facilitator: Thank you Green. Did everyone get to comment on that? OK, Purple?

Purple: I think a small scale that most people struggle with, and I know that I do, is how to talk to your friend after they tell a rape joke or somehow contribute to that culture. You know, I’ve tried and my friend is like “Hey Purple we’re just joking around, don’t take it too seriously” but you know, getting shot down makes it harder but it’s still important to address on a small scale. I’d love to see some workshops or some resources to help build those skills.

Facilitator: Thanks Purple.

Green: I wish I could answer how the community would look different.

Purple: Purple thinks maybe I could wear things more freely, or not be afraid to go out at night. Maybe be safer.

Comment [TVD11]: Theme closely related to education—probably a sub-theme.

Comment [TVD12]: Feeling unsafe in one’s community, and the reasons why.
Facilitator: OK, don’t forget that if people have thoughts about questions number two, as we move forward don’t hesitate to toss them out. OK, question number 3 [reads text of next question]. OK, Chartreuse?

Chartreuse: I mean I definitely think that sexual violence is a problem in every community, including [names his community] but the biggest problem is that we don’t know how big of a problem it is. I mean what is it, like 80% of sexual violence goes unreported? We don’t know how much of it is going on and how much different people have to deal with different things. And I think that’s a serious problem. The underreporting. And a lot of that goes back to the culture and education of people, and history and everyone not wanting to talk about this stuff going on.

Facilitator: Thank you Chartreuse.

Red: This is red. I’m thinking about [town name] as a college town, and I believe we have five colleges in this town, at least? Something like that. And kind of pairing that with the demographics. I think that sexual violence is probably a huge problem in our community, but kind of to touch on what Chartreuse said I guess I don’t personally know how big of a problem it is. And I don’t know enough to say that necessarily it’s a bigger problem here than it is in most places or [if] it’s less of a problem here than most places. But it’s my best guess is to say that with all the colleges we have here especially with the drinking and lots of underage drinking that it’s probably a big problem.

Facilitator: Thank you Red.

Magenta: I’m going to kind of go off what Red said because I’m thoroughly new to this community and I don’t know what the seriousness in this community is but I am from [county name] originally and I can tell you it is a college community because there’s [college name] there and again a lot of underage activities that shouldn’t be occurring, and I guess it can be a problem in any community, whether it be a college town or not. Even in high schools it can be a problem, or it is a problem if it is a high school and at colleges and it can be a problem anywhere, basically.

Facilitator: Thank you Magenta.

Turquoise: OK, this is Turquoise. I guess I have a different view of sexual violence. I tend to think in the context of the discussion we’re just having that it doesn’t happen to just drink rowdy college students, of which I’m the mother of one, but you know, I remember reading this years and years ago in the Free Press and it might be wrong but something about that in Vermont random violence is rare in Vermont and violence usually happened between people that knew each other already, and they were talking about how horrible that was for domestic violence and I thought how great that is because there’s not a lot of random violence it’s just who you hang out with, right? But what I think about sexual violence is a problem in the community is I’m thinking what’s going on behind closed doors in a family situation like you said, like if it’s in
a rural area or if it's in a town I think there's you know, the person who is abducted off of Church St and is taken out to the country and God knows what happens to them well that's a big story and boy that sparks peoples' awareness. It's those untold stories of the babysitter or the family member or those kinds of things that are going on behind closed doors that are the unseen things and I think: Who knows? Who knows how often that happens? I mean obviously you're not going to read about that in the media, you've got people to protect and whatnot—that's the problem especially in a state that's a lot of rural, especially outside of Chittenden County. I mean that's where I see the problem being more entrenched and harder to get to. You've got people who are isolated and it may be happening generally with someone they know. That's what I'm thinking about how it's going to be more difficult to get an idea of what's going on.

Facilitator: Thank you Turquoise.

Lime: Thank you. I think it's definitely a common occurrence and I think one of the things is that having, being, for college years that's your path, you know? I think it's a lot of it's because of skewed vision, and I'll say one thing about that it's because if you're doing a little activity and you're nineteen and drinking or something you're going to be in somebody's house and other people are going to see you and even if something does happen somebody's going to talk about it and that will bring up secondary consequences, so not only did something happen but now you were also underage drinking or you were doing this or that, and I kind of think that while it's a more frequent occurrence than not I think a lot of its perpetuated by the fact that when it does happen the most vulnerable situations are the situations where there's not proper supervision in the sense that they're not at the bar, or say somebody who's sober or more of an authority figure who can intervene if there's something that's happening or there's something that's out of control. It goes along the line that nobody else wants to get in trouble too, I think sometimes, and it's not only internal group it could be guilt for the group. So sometimes, what I think should be done differently, I mean I'm for lowering the drinking age only because it allows more supervision of activities and stuff, and I'm not saying it only happens when alcohol is being drunk but I know it happens a lot under those circumstances. I think that pushing these drinking parties underground to whatever, whether you're at a frat party or your best friend's house your parents' house or wherever, I mean it really clouds it in illegality and that, on top of it, makes it very shunned. Not talked about, in my opinion.

Facilitator: Thank you Lime.

Purple: Purple again. I think a lot of people just don't know the definition of sexual violence, they have a very strict view of what it is. It's just rape of a man or a woman, and that bad things happen to them, but they don't have the language to say “Oh, I was a victim of sexual violence”. Or “This is a situation that's making me uncomfortable”, and if drinking is involved on top of that, they might blame themselves and say “Oh, I was drinking, it's my fault.” And I hear people talking about that, not at school, but they don't have the language or the knowledge to apply sexual violence to their situation.
**Facilitator:** Thank you Purple.

**Green:** I’m Green. And when I hear two young women give the examples that you guys did, it’s a huge problem that you guys feel that you can’t wear what you want, whenever you want. You feel your community would be safer if there was less of an incidence, which tells me at some point it doesn’t always feel safe. And that to me talks of things I take for granted. Of choosing to throw on jeans and a pair of sneakers this morning to go to work or whatever it is, but you know, and I’m not going to belittle anybody’s choice, and you’re free to wear what you want, but if your choices are guided by needing to feel safe or safer then that’s a problem, a huge problem.

**Magenta:** I’m Magenta, again. I grew up in [town name] and that’s the type of town where…you could walk at night by yourself and feel completely safe, because [town name] has one general store, and that’s not even open anymore, and it’s all just houses and apartment buildings. You could walk around all night and feel completely safe. Since moving to [new town] I wouldn’t walk by myself, at night, at all. I think it’s more of, I don’t know how to describe it, maybe more about where you live, whether you feel safe? It’s kind of a tough situation, whether you feel safe or don’t feel safe. I know I wouldn’t feel safe walking around [new town] in the middle of the night.

**Facilitator:** So do you think there are more incidents, or more risk?

**Magenta:** There’s definitely more risk, like if you live in a bigger city or a bigger town, then there’s more stuff going on. Because in [former town] it was just houses and apartment buildings, so it’s definitely a bigger risk.

**Facilitator:** Thanks Magenta. Have we heard from everybody on this one?

**Orange:** Well I haven’t said anything—I’m Orange. I guess what you just said Magenta is very interesting to me because I’m from a town in Massachusetts where walking around at night is totally safe, no problem. And then I moved to [town name] to go to school and then I studied abroad in large city in a foreign country where it is, you know, actually really dangerous to walk around by yourself at night, especially if you’re a foreigner and you don’t speak the language, and you’re a woman, and I think coming back to [town name] after that I feel safer, relatively, in [town name] than I did in Buenos Ares. But there’s still always that risk I guess. In a sort of city community, like [town name].

**Facilitator:** Thank you. Purple?

**Purple:** Well I feel like women are constantly educated to live in a state of constant fear, putting restrictions on them like “Don’t wear this”, “Don’t go out by yourself”, “Don’t drink too much”, “Be wary of your surroundings”, “Know who you’re with at all times” and it’s all this education on don’t be a victim, instead of the other way around, don’t be a perpetrator. And that’s the [unintelligible] of education, and we’re supposed to have steel locks on our vaginas instead of
wandering around openly and... knowing that other people are smart enough not to perpetrate sexual violence, knowing that they have that education.

Facilitator: Thank you Purple.

End of excerpt of two items.

Sample Discussion Group Analysis

Reading the above excerpt suggests some (example) major and minor themes that could be included in a discussion group summary, some of which appear across both items. As you can imagine, looking at a transcript of an entire focus group would suggest additional themes, some of which might be unique to a particular item and some of which might cut across multiple questions from the discussion guide. In the following summary, major themes are written as “high level” bullet points, and minor themes are included as “sub bullets”. Key quotes are included throughout the summary.

Summary of themes:

- **Education is a key for preventing SV from occurring**
  - Education that starts at an early age
  - Education across different ages and setting
  - Not just about the definition of SV, but the situations where it can happen
  - Teaching what the definition is important, though

- Media literacy is a key part of education for SV prevention: “...when youth who are, according to the statistics, generally targeted with sexual violence that from a young age they are media literate and they can look at an advertisement or a video game or anything that combines sex and violence and they can process it and learn how to interpret it and whether, you know, establish their own opinion about whether it’s realistic or productive or positive…”

- Culture, and changing cultural values that allow or promote SV, needs to be a target for preventing SV.
  - What the culture is relates to how safe people feel
  - Many people in the group felt that cities and larger towns are less safe

- Education needs to focus on more than just “Don’t be a victim” and instead needs to also focus on “Don’t be a perpetrator”

- Need for education-related resources for young people, such as specific programs in school and outreach materials.
  - People who live in rural areas may be in particular need of outreach—their own challenges related to isolation.
  - Workshops that provide specific skills to young people, such as how to talk to friends who make inappropriate jokes.
• “Sexual violence is a problem in every community”

• Underreporting is a serious problem: “We don’t know how much of it is going on and how much different people have to deal with different things. And I think that’s a serious problem. The underreporting. And a lot of that goes back to the culture and education of people, and history and everyone not wanting to talk about this stuff going on.”

• SV might be more common or visible in college towns, but it is also a problem with youth younger than college age.
Community Attitudes about Sexual Violence
Youth Assent/Consent Form

I understand that:

1. This focus group is being conducted by the Vermont Network Against Domestic and Sexual Violence and [program name].

2. The focus group is part of a project designed to learn about youth attitudes and beliefs around sexual violence, and what youth see as strengths and weaknesses in the community that relate to sexual violence. This is to help people and programs who are trying to prevent sexual violence from happening in my community.

3. The information gathered will be compiled in a report and be shared. My name and identifying information will not be included, but quotes from me might be.

4. I can leave at any time, without penalty and will keep the money I am paid.

5. I do not have to speak if I do not want to.

6. The people running the focus group will not share any information about who I am or where I live unless I say something about planning to hurt someone (including myself) or if I share about child abuse or neglect that is happening and has not yet been reported.

7. Some people who participate in this discussion might experience feelings or memories, during or after the group, that are painful and/or unexpected. An advocate is available to provide confidential support during or after the group, and I can contact an advocate through a hotline at any time.

8. I will not share information I hear from other participants outside of this focus group.

9. By signing this form, I acknowledge that I am receiving $20.00 for being part of the focus group.

If you have any questions about being in this study, please ask the researchers running the focus group or contact [1st name and email] or [2nd name and email].

Statement of Assent/Consent: I have read this form, or had it read to me, and I understand what it says. My questions (if any) have been answered. By signing below, I freely agree to be part of the project and I give my permission for The VT Network and [program name] to use my words from the focus group discussion without using my name, for any purpose related to enhancing prevention services for youth.

Youth signature: ____________________________________________ date: _____________
Youth name printed: _______________________________________
Witness signature: ____________________________________________ date: _____________
Witness name printed: _______________________________________

[1st name and email]
[2nd name and email]