

U.S. Department of Justice Office on Violence Against Women

SEMI-ANNUAL PROGRESS REPORT FOR

Education and Technical Assistance Grants to End Violence Against Women with Disabilities



Brief Instructions: This form must be completed for each Education and Technical Assistance Grants to End Violence Against Women with Disabilities grant (Disability Education Grant) received. The grant administrator or coordinator must ensure that the form is completed fully with regard to all grant-funded activities. Grant partners, however, may complete sections relevant to their portion of the grant. Grant administrators or coordinators are responsible for compiling and submitting a single report that reflects all information collected from grant partners.

All grantees should read each section to determine which questions they must answer based on the activities supported under this grant during the current reporting period. Sections B and D and subsections A1 and C4 of this form must be completed by all grantees. In subsections A2, C1-C3, and C5-C6 grantees must answer an initial question about whether they engaged in the activities described in that subsection. If the response is yes, then the grantee must complete the rest of that subsection. If the response is no, the rest of that subsection is skipped.

The activities of volunteers or interns may be reported if they are coordinated or supervised by Disability Education Grant-funded staff or if Disability Education Grant funds substantially support their activities.

For further information on filling out this form, refer to the separate set of instructions, which contains detailed definitions and examples, illustrating how questions should be answered.








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SECTION **A1**

GENERAL INFORMATION

Grant Information

All grantees must complete this section.

-  1. Date of report / / (format date with 6 digits - 01/31/04)
-  2. Current reporting period January 1-June 30 July 1-December 31 (Year)
-  3. Grantee name _____
-  4. Grant number _____
(The federal grant number assigned to your Disability Education Grant)
-  5. **Type of lead agency/organization**
(Check the one answer which best describes the entity to whom the grant was awarded.)
- | | |
|--|--|
| <input type="checkbox"/> Community based organization | <input type="checkbox"/> State government |
| <input type="checkbox"/> Disability agency/organization | <input type="checkbox"/> State sexual assault coalition |
| <input type="checkbox"/> Domestic violence program | <input type="checkbox"/> Tribal government |
| <input type="checkbox"/> Dual sexual assault/domestic violence program | <input type="checkbox"/> Tribal sexual assault and domestic violence coalition |
| <input type="checkbox"/> Dual state sexual assault and domestic violence coalition | <input type="checkbox"/> Unit of local government |
| <input type="checkbox"/> Faith-based organization | <input type="checkbox"/> University/college |
| <input type="checkbox"/> Sexual assault program | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> State domestic violence coalition | |
-  6. **Point of contact**
(person responsible for the day-to-day coordination or administration of the grant)
- First Name _____ MI _____ Last Name _____
- Agency/organization _____
(if different from grantee name)
- Address _____
- City _____ State _____ Zip Code _____
- Telephone _____ Facsimile _____
- E-mail _____
-  7. **Does this Disability Education Grant specifically address tribal populations?**
(Check yes if your Disability Education Grant focuses on tribal populations, and indicate which tribes or nations you serve or intend to serve.)
- Yes No If yes, which tribes/nations: _____

 **8. What percentage of your Disability Education Grant funds was directed to each of these areas?**
(Provide appropriate percentages to reflect the time and/or resources you have devoted to each of these areas during the current reporting period. The total should equal 100%.)

Throughout this form, the term **sexual assault** includes both assaults committed by offenders who are strangers to the victim/survivor and assaults committed by offenders who are known to, related by blood or marriage to, or in a dating relationship with the victim. The term **domestic violence** applies to any pattern of coercive behavior that is used by one person to gain power and control over a current or former intimate partner. Domestic violence includes dating violence, which is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. **Stalking** is defined as a course of conduct directed at a specific person that places that person in reasonable fear of the death of, or serious bodily injury to, herself, a member of her immediate family, or her spouse or intimate partner. (See pages 2-3 of the separate instructions for more complete definitions.)

	Percentage of grant funds
Sexual assault	<input type="text"/>
Domestic violence	<input type="text"/>
Stalking	<input type="text"/>
TOTAL	100%

SECTION **A2**

Staff Information

Were Disability Education Grant funds used to fund staff positions during the current reporting period?

Check yes if Disability Education Grant funds were used to pay staff, including part-time staff and contractors.

- Yes—answer question 9
 No—skip to Section B



9. Staff

(Report the total number of full-time equivalent [FTE] staff funded under this grant during the current reporting period. Include employees who are part-time and/or only partially funded with Disability Education Grant funds, as well as contractors. If an employee or contractor was not employed or utilized over the entire reporting period, report the average. Round to the second decimal. See separate instructions for examples of how to calculate FTEs for part-time staff and contractors.)

Staff	Grant-funded staff
Administrator (fiscal manager, executive director)	<input type="text"/>
Advocate	<input type="text"/>
Interpreter	<input type="text"/>
Outreach worker	<input type="text"/>
Program coordinator (training coordinator, outreach coordinator)	<input type="text"/>
Support staff (secretary, administrative assistant)	<input type="text"/>
Technical assistance provider	<input type="text"/>
Trainer/educator	<input type="text"/>
Other (specify): _____	<input type="text"/>
TOTAL	<input type="text"/>

SECTION **B**

PRIORITY AREAS

All grantees must complete this section.



10. Priority areas

(Check all priority areas that apply to activities supported by Disability Education Grant funds during the current reporting period.)

Check ALL that apply	Priority areas
<input type="checkbox"/>	Provide education and technical assistance on the nature, definition, and characteristics of sexual assault, domestic violence, and stalking experienced by women with disabilities ²
<input type="checkbox"/>	Provide education and technical assistance on outreach activities to ensure that women with disabilities who are victims of sexual assault, domestic violence, and stalking receive appropriate assistance
<input type="checkbox"/>	Provide education and technical assistance on the requirements of shelters and victim services organizations under Federal anti-discrimination laws, including the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973
<input type="checkbox"/>	Provide education and technical assistance on cost-effective ways that shelters and victim services may accommodate the needs of individuals with disabilities in accordance with the Americans with Disabilities Act of 1990.

² OVV recognizes that there are individuals who do not consider themselves to be “individuals with disabilities” and who do not identify with this designation. However, for the purposes of the Disability Education Grant Program, “individuals with disabilities” refers to all individuals covered under the definition contained in the Americans with Disabilities Act (42 U.S.C. §12102(2)).

SECTION
C1

FUNCTION AREAS Training

 **Were your Disability Education Grant funds used to provide training during the current reporting period?**

Check yes if Disability Education Grant-funded staff provided training, or if grant funds directly supported training.

- Yes—answer questions 11-13
 No—skip to C2

For the purposes of this reporting form, **training** means providing information on sexual assault, domestic violence, and stalking that enables a person to improve her/his response to victims/survivors with disabilities as it relates to her/his role in the system. **Education** means providing general information that will increase awareness and knowledge about sexual assault, domestic violence, or stalking against people with disabilities. In this subsection, report information on training.

 **11. Number of training events**

(Report the total number of training events provided during the current reporting period that were either provided by Disability Education Grant-funded staff or directly supported by Disability Education Grant funds. Also report the total number of training events for which interpretive services were provided. Staff development training provided to Disability Education Grant-funded staff should not be counted.)

Total number of training events provided

Total number of training events for which interpretive services were provided:

12. Number of people trained
 (Report the number of people trained by Disability Education Grant-funded staff or with Disability Education Grant funds during the current reporting period.)

People trained	Number
Adult protective services staff	<input type="text"/>
Community advocacy organization staff (P& A, UCP, NAMI)	<input type="text"/>
Court personnel (judges, clerks)	<input type="text"/>
Disability organization staff (non-governmental, non-residential)	<input type="text"/>
Domestic violence program staff	<input type="text"/>
Dual sexual assault and domestic violence program staff	<input type="text"/>
Educators (university, school staff)	<input type="text"/>
Faith-based organization staff	<input type="text"/>
Government agency staff (INS, Social Security, TANF, DHS)	<input type="text"/>
Health/mental health professionals (excluding sexual assault forensic examiners)	<input type="text"/>
Immigrant organization staff (non-governmental)	<input type="text"/>
Interpreters	<input type="text"/>
Job training program staff (vocational rehabilitation, occupational training)	<input type="text"/>
Law enforcement officers	<input type="text"/>
Multidisciplinary group	<input type="text"/>
Personal care attendants	<input type="text"/>
Prosecutors	<input type="text"/>
Residential, institutional, or independent living center staff	<input type="text"/>
Sexual assault forensic examiners	<input type="text"/>
Sexual assault program staff	<input type="text"/>
Social service organizations staff (homeless shelter, food pantry)	<input type="text"/>
Transportation providers	<input type="text"/>
Tribal government/agency staff	<input type="text"/>
Victim-witness specialists	<input type="text"/>
Volunteers	<input type="text"/>
Other (specify): <input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>



13. Training topics

(Check appropriate boxes to indicate all topics covered in training events provided by your Disability Education Grant during the current reporting period.)

Sexual assault, domestic violence and stalking

- Caregiver abuse overview, dynamics, and services
- Confidentiality
- Dating violence overview, dynamics, and services
- Domestic violence overview, dynamics, and services
- Mandatory reporting requirements for violence against women with disabilities
- Public benefits (TANF, disability, food stamps, SSI)
- Safety planning for victims/survivors with disabilities
- Sexual assault overview, dynamics, and services
- Sexual exploitation overview, dynamics, and services
- Stalking overview, dynamics, and services
- Other (specify): _____

Disabilities and accessibility

- Americans with Disabilities Act
- Assistive technology and devices
- Cost effective ways to accommodate victims/survivors with disabilities
- Disability rights and laws
- Effective communication with individuals with disabilities
- Guardianship issues
- Information on blindness or low vision
- Information on cognitive disabilities
- Information on deafness or hearing loss
- Information on developmental disabilities
- Information on medical disabilities and chronic illness
- Information on mental illness
- Information on physical disabilities
- Interpreter services
- Outreach to victims/survivors with disabilities
- Physical, attitudinal, and programmatic barriers to accessibility
- Protection and advocacy agencies
- Recognizing and responding to violence against women with disabilities
- Resources for victims/survivors with disabilities (local, state, federal, or tribal)
- Technology as a safety issue
- TTY, Assistive Listening Devices (ALD), and relay services
- Other (specify): _____

Criminal justice issues

- Criminal codes specific to violence against women with disabilities
- Forensic evidence collection and victims/survivors with disabilities
- Hate crimes against people with disabilities
- Identification and arrest of primary aggressor
- Interpreters in the criminal justice process
- Investigation of violence against women with disabilities
- Judicial response to violence against women with disabilities
- Law enforcement response to violence against women with disabilities
- Prosecution response to violence against women with disabilities
- Protection orders and women with disabilities (including full faith and credit)
- Women with disabilities as witnesses
- Other (specify): _____

Issues specific to victims/survivors with disabilities who:

- are American Indian or Alaska Native
- are Asian
- are black or African American
- are elderly
- are Hispanic or Latino
- are homeless or living in poverty
- are immigrants, refugees, or asylum seekers
- are isolated or institutionalized
- are lesbian, gay, bisexual, transgender, or intersex
- are Native Hawaiian or other Pacific Islander
- have substance abuse problems
- live in rural areas
- Other (specify): _____

Health Care

- Recognizing and responding to victims/survivors with disabilities
- Forensic evidence collection for victims/survivors with disabilities
- Institutional care issues for victims/survivors with disabilities (includes residential, institutional or independent living centers)
- Other (specify): _____

SECTION **C2**

Education

? **Were your Disability Education Grant funds used to provide education during the current reporting period?**

Check yes if Disability Education Grant-funded staff provided education, or if grant funds directly supported education.

- Yes—answer questions 14-16
 No—skip to C3

For the purposes of this reporting form, **education** means providing general information that will increase awareness and knowledge about sexual assault, domestic violence, or stalking against people with disabilities. **Training** means providing information on sexual assault, domestic violence, and stalking that enables a person to improve her/his response to victims/survivors with disabilities as it relates to her/his role in the system. In this subsection, report information on education activities.

? **14. Number of education events**

(Report the total number of education events provided during the current reporting period that were either provided by Disability Education Grant-funded staff or directly supported by Disability Education Grant funds. Also report the total number of education events for which interpretive services were provided.)

Total number of education events provided

Total number of education events for which interpretive services were provided

? **15. People educated with Disability Education Grant funds**

(Report the number of people educated during the current reporting period.)

People attending event	Number
Community businesses (retail stores, pharmacies)	<input type="text"/>
Community groups	<input type="text"/>
Faith-based groups	<input type="text"/>
Parents/guardians of individuals with disabilities	<input type="text"/>
People with disabilities	<input type="text"/>
Schools, universities	<input type="text"/>
Other (specify): _____	<input type="text"/>
TOTAL	<input type="text"/>



16. Education topics

(Check appropriate boxes to indicate all topics covered in education events provided by your Disability Education Grant during the current reporting period.)

Sexual assault, domestic violence and stalking against women with disabilities

- Caregiver abuse overview, dynamics, and services
- Community resources for victims/survivors with disabilities
- Dating violence overview, dynamics and services
- Domestic violence overview, dynamics, and services
- Overview of violence against women with disabilities
- Physical and attitudinal barriers to accessibility
- Recognizing and responding to violence against women with disabilities
- Sexual assault overview, dynamics, and services
- Sexual exploitation overview, dynamics, and services
- Stalking overview, dynamics, and services
- Other (specify): _____

Appropriate response to victims/survivors with disabilities who:

- are blind or have low vision
- have cognitive disabilities
- are deaf or hard of hearing
- have a physical disability
- have developmental disabilities
- have medical disabilities or chronic illness
- have mental illness
- live in residential or institutional facilities
- Other (specify): _____

SECTION **C3**

Technical Assistance

? Were your Disability Education Grant funds used to provide technical assistance during the current reporting period?

Check yes if Disability Education Grant-funded staff provided technical assistance, or if grant funds directly supported technical assistance.

- Yes—answer questions 17-19
- No—skip to C4

? 17. Technical assistance

(Report the total number of technical assistance activities provided with Disability Education Grant funds during the current reporting period, indicating whether they were site visits to conduct accessibility assessments or other consultations. Consultations may include in-person, telephone, electronic, or other types of contact. Each contact should be counted as one activity.)

Technical assistance: A wide variety of activities designed to facilitate individual or agency change in some systematic manner by providing expertise to solve a problem. Examples of technical assistance activities include clarifying legislative and policy implementation and/or standards of service, technology consultations, and assistance with problem-solving.

People receiving technical assistance	Number of accessibility assessment site visits	Number of other technical assistance consultations
Adult protective services staff		
Community advocacy organization staff (P&A, UCP, NAMI)		
Court personnel (judges, clerks)		
Disability organization staff (non-governmental, non-residential)		
Domestic violence program staff		
Dual sexual assault and domestic violence program staff		
Educators (university, school staff)		
Faith-based organization staff		
Government agency staff (INS, Social Security, TAN, DHSF)		
Health/mental health professionals (excluding sexual assault forensic examiners)		
Immigrant organization staff (non-governmental)		
Interpreters		
Job training program staff (vocational rehabilitation, occupational training)		
Law enforcement officers		
Multidisciplinary group		
Personal care attendants		
Prosecutors		
Residential, institutional, or independent living center staff		
Sexual assault forensic examiners		
Sexual assault program staff		
Social service organizations staff (homeless shelter, food pantry)		
Transportation providers		
Tribal government/agency staff		
Victim-witness specialists		
Volunteers		
Other (specify):		
TOTAL		



18. Topics of technical assistance

(Check appropriate boxes to indicate all topics covered in technical assistance provided with Disability Education Grant funds during the current reporting period.)

- Accessibility assessment (physical, programmatic, attitudinal)
- Accessible materials
- Assistive technology and devices
- Caregiver abuse
- Collaboration and cross-training for responding to victims/survivors with disabilities
- Cost-effective compliance with ADA
- Court response to violence against women with disabilities
- Culturally and racially appropriate services for victims/survivors with disabilities
- Disability organizations' response to violence against women with disabilities
- Disability services and resources
- Disclosure, confidentiality, and safety
- Domestic violence experienced by women with disabilities
- Effective communication with victims/survivors with disabilities
- Guardianship and power of attorney issues
- Health care response to violence against women with disabilities
- Issues regarding victims/survivors living in residential or institutional facilities
- Law enforcement response to violence against women with disabilities
- Outreach to victims/survivors with disabilities
- Personal safety planning for victims/survivors with disabilities
- Prosecution response to violence against women with disabilities
- Requirements of the Americans with Disabilities Act and other anti-discrimination laws
- Responding to violence against victims/survivors who live in residential or institutional facilities, or independent living centers
- Responding to violence against women who are blind or have low vision
- Responding to violence against women with cognitive disabilities
- Responding to violence against women who are deaf or hard of hearing
- Responding to violence against women with developmental disabilities
- Responding to violence against women with medical disabilities and chronic illness
- Responding to violence against women with mental illness
- Responding to violence against women with physical disabilities
- Service animals and accessibility
- Sexual assault experienced by women with disabilities
- Stalking experienced by women with disabilities
- Technology as a safety issue
- TTY, ALD and relay services
- Victim services response to violence against women with disabilities
- Working with interpreters
- Other (specify)



19. Organizational policies and technical assistance

As a result of the technical assistance provided with Disability Education Grant funds, how many organizations developed, revised, and/or implemented policies regarding accessibility and/or services for women with disabilities?

SECTION **C4**

Coordinated Community Response

All grantees must complete this section.



20. Coordinated community response activities

(Check the appropriate boxes to indicate the agencies or organizations, even if they are not a memorandum of understanding [MOU] partner, that you provided on-site consultation to; attended invitational meetings with; engaged in development, revision, or implementation of training and/or education with; and/or, engaged in partnership and team building with during the current reporting period. In the last column, indicate the agencies or organizations with which you have an MOU for purposes of the Disability Education Grant.)

Agency/Organization	On-site consultation	Invitational meetings	Development, revision, and/or implementation, of training and/or education	Partnership, team building, and cross training	MOU partner
Adult protective services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Batterer Intervention Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community advocacy organization (P&A, UCP, NAMI)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disability organization (non-governmental, non-residential)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual sexual assault and domestic violence program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith-based organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government agency (INS, Social Security, TAN, DHS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health/mental health organization (excluding sexual assault forensic examiners)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immigrant organization (non-governmental)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Job training program staff (vocational rehabilitation, occupational training)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law enforcement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal organization (legal services, bar association)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prosecutors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residential, institutional, or independent living center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault forensic examiners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social service organizations (homeless shelter, food pantry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tribal government/agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify) <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION **C5**

Product Development

Were your Disability Education Grant funds used to develop, substantially revise, and/or distribute products during the current reporting period?

Check yes if Disability Education Grant funds supported the development, substantial revision, and/or distribution of products.

- Yes—answer question 21
- No—skip to section D



21. Use of Disability Education Grant funds for product development, substantial revision, and/or distribution

(Report the number of products developed, substantially revised or distributed with Disability Education Grant funds during the current reporting period. Report the number of new products developed or substantially revised during the current reporting period; the title/topic and intended audience for of each product developed, revised, and/or distributed; and the number of products used and/or distributed. The description of the product should include the title, topic, and intended audience. If a product was created in or translated into a language other than English, including Braille or sign language. Indicate the language. Report on products that were newly developed during the current reporting period whether or not they were used or distributed, and on products that were previously developed and were used and/or distributed during the current reporting period.)

Products	Number developed or revised	Title/topic	Intended audience	Number used or distributed	Other languages
Brochures					
Manuals					
Training Curricula					

Question 21 continued on next page

Products	Number developed or revised	Title/topic	Intended audience	Number used or distributed	Other languages
Training materials					
Other (specify): Tribal codes					

SECTION
D

NARRATIVE

All grantees must answer question 22.

Please limit your response to four pages for this question. To answer this question go to

22. Report on the status of your Disability Education Grant goals and objectives for the current reporting period.

(Using Appendix A as a guide, report on the status of the goals and objectives for your grant as of the end of the current reporting period, as they were identified in your grant proposal, or as they have been added or revised. Indicate whether the activities related to your objectives for the current reporting period have been completed, are in progress, are delayed, or have been revised. Comment on your successes and challenges, and provide any additional explanation you feel is necessary for us to understand what you have or have not accomplished relative to your goals and objectives. If you have not accomplished objectives that should have been accomplished during the current reporting period, you must provide an explanation.)

All grantees must answer questions 23 and 24 on an annual basis. Submit this information on the January to June reporting form only.

Please limit your response to two pages for each question.

23. What do you see as the most significant areas of remaining need, with regard to obstacles faced by individuals with disabilities? To answer this question go to

(For example, we need more training of disability organization staff about violence against women with disabilities; we struggle with negative community attitudes towards victims/survivors with mental illness.)

24. What has Disability Education Grant funding allowed you to do that you could not do prior to receiving this funding? To answer this question go to

(For example, we were able to train all victim service agencies in the state on the use of TTYs.)

Question 25 is optional.

Please limit your response to two pages for this question. To answer this question go to

25. Provide any additional information that you would like us to know about your Disability Education Grant and/or the effectiveness of your grant.

(If you have other data or information regarding the effectiveness of your Disability Education Grant-funded program or that would more fully or accurately reflect your grant activities than the data you have been asked to provide on this form, answer this question. If you have not already done so elsewhere on this form, you may want to report on changes in accessibility of services for victims/survivors with disabilities; development, revision, or implementation of policies in your own agency; the sustainability of the grant activities; and/or positive or negative unintended consequences, i.e. changed grantee's own policies.)

Public Reporting Burden

Paperwork Reduction Act Notice. Under the Paperwork Reduction Act, a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. We try to create forms and instructions that are accurate, can be easily understood, and which impose the least possible burden on you to provide us with information. The estimated average time to complete and file this form is 60 minutes per form. If you have comments regarding the accuracy of this estimate, or suggestions for making this form simpler, you can write to the Office on Violence Against Women, U.S. Department of Justice, 810 7th Street, NW, Washington, DC 20531.

APPENDIX A

Describe your goals and objectives, as outlined in your grant proposal, or as revised - Question #22.

Goals/Objectives	Status
Key Activities	
Comments	

Goals/Objectives	Status
Key Activities	
Comments	

APPENDIX A

OMB Clearance # 1122-0012
Expiration Date: 10/31/2007

Describe your goals and objectives, as outlined in your grant proposal, or as revised - Question #22 (cont. 1).

Goals/Objectives	Status
Key Activities	
Comments	

Goals/Objectives	Status
Key Activities	
Comments	

APPENDIX A

Describe your goals and objectives, as outlined in your grant proposal, or as revised - Question #22 (cont. 2).

	Status
Goals/Objectives	
Key Activities	
Comments	

	Status
Goals/Objectives	
Key Activities	
Comments	

What do you see as the most significant areas of remaining need, with regard to increasing victim/survivor safety and offender accountability? - Question #23

OMB Clearance # 1122-0012
Expiration Date: 10/31/2007

What do you see as the most significant areas of remaining need, with regard to increasing victim/survivor safety and offender accountability? - Question #23 (cont.)

OMB Clearance # 1122-0012
Expiration Date: 10/31/2007

What has Disability Education Grant funding allowed you to do that you could not do prior to receiving this funding? - Question #24

OMB Clearance # 1122-0012
Expiration Date: 10/31/2007

What has Disability Education Grant funding allowed you to do that you could not do prior to receiving this funding? - Question #24 (cont.)

OMB Clearance # 1122-0012
Expiration Date: 10/31/2007

Provide additional information that you would like us to know about your Disability Education Program and/or the effectiveness of your grant - Question #25.

OMB Clearance # 1122-0012
Expiration Date: 10/31/2007

Provide additional information that you would like us to know about your Disability Education Program and/or the effectiveness of your grant - Question #25 (cont.).

OMB Clearance # 1122-0012
Expiration Date: 10/31/2007

