

**U.S. DEPARTMENT OF JUSTICE
OFFICE ON VIOLENCE AGAINST WOMEN
SEMI-ANNUAL PROGRESS REPORT FOR
GRANTS TO REDUCE ~~VIOLENT CRIMES~~ DOMESTIC VIOLENCE, DATING
VIOLENCE,
SEXUAL ASSAULT, AND STALKING ~~AGAINST WOMEN~~ ON CAMPUS
PROGRAM**

Brief Instructions: This form must be completed for each Grants to Reduce Domestic Violence, Dating violence, Sexual Assault, and Stalking ~~Violent Crimes Against Women~~ on Campus Program (Campus Program) grant received. A 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 engaged in under this grant during the current reporting period. Sections B, E, and F of this form must be completed by all grantees. In section A, subsection A1 must be answered. In section C, subsection C1 must be answered. In Section D and subsections A2, C2-C7, grantees must answer an initial question about whether they engaged in certain activities during the current reporting period. If the response is yes, then the grantee must complete that section/subsection. If the response is no, the grantee may be asked to explain, and the rest of that section/subsection is skipped.

For example, 1) *if you are a Campus Program grantee providing training and victim services with staff funded under this grant, you should complete A1, A2, B, C1, C32, D, E, F (and answer "no" in C3-C6C2 and C4-C7), or 2) if you are a Campus Program grantee providing training with staff funded under this grant, you should complete A1, A2, B, C1, C32, E, and F (and answer "no" in C3-C6C2, C4-C7, and D).*

The activities of volunteers or interns should ~~may~~ be reported if they we ~~are~~ coordinated or supervised by Campus Program-funded staff or if Campus Program funds substantially supported ed 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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edits

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A. GENERAL INFORMATION

A1. Grant Information

All grantees must complete this subsection.

1. Date of report _____

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 Campus Program grant) __

5a. Type of lead institution (Check the answer[s] that best describes the institution receiving Campus Program funds.
Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Public school | <input type="checkbox"/> Historically black college |
| <input type="checkbox"/> Private school | <input type="checkbox"/> Other (specify): _____ |
| <input type="checkbox"/> Tribal school | <input type="checkbox"/> _____ |

5b. Additional designations of lead institution (Check all that apply.)

- Tribal college or university
- Historically black college or university
- Faith-based college or university
- Community college
- College or university serving primarily Latino or Hispanic populations
- University or colleges based in the territories of Guam, Virgin Islands, Puerto Rico, Northern Mariana Islands, or American Samoa
- College or university serving primarily either men or women
- Other (specify): _____

6. Is this a Higher Education Association Special Initiative to Address Violent Crimes on Campuses grant?

Yes No **If yes**, identify the association:

7a. Is this a consortium project?

Yes No

7b. Is this a flagship project?

Yes No

7c. If you answered yes to either 7a or 7b above, list each participating members and indicate the number of each types of institutions represented in your consortium project in 7d and 7e.

Institution name:

(1) _____

(2) _____

(3) _____

(4) _____

7d. Type of institution (~~Check the~~Report the number of each type of institution of your answer[s] that best describe the consortium project members.) ~~Check all that apply.~~

Public school	
Private school	

7ee. Additional designation of participating institutions (Report the number of each type of institution represented in your project, if appropriate.)

<u>Tribal school</u>	
<u>Historically black college</u>	
<u>Faith-based</u>	

<u>Community college</u>	
<u>Latino or Latino/Hispanic</u>	
<u>Territory-based</u>	
<u>Single sex</u>	
<u>Other (specify):</u>	

- Public School
- Private School
- Tribal School
- Historically black college
- Other (specify):

8. Point of contact (person responsible for the day-to-day coordination ~~of~~
~~administration~~ of the grant)

First name _____ -MI _____ Last name _____

Institution name *(if different from grantee name)*

Address _____

City _____ State _____ Zip _____

Telephone _____ Facsimile _____

E-mail _____

9. Does this grant specifically address tribal populations? (Check yes if your
Campus Program grant focuses on
tribal populations, and indicate which tribes or nations you serve or intend to serve.)

Yes No **If yes**, which tribes/nations: _____

10. What percentage of your Campus Program funds was directed to each of these areas? (Report the area[s] addressed by your Campus Program grant during the current reporting period and estimate the approximate percentage of funds [or resources] used to address each area [consider education, training, victim services, etc.]. The grantee may choose how to make this determination. If the Campus Program grant funds a ~~consortium~~consortium or flagship project, responses in this question should reflect the aggregated responses of ~~consortium~~project members.)

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/ dating 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 or dating partner. **Stalking** is defined as a course of conduct directed at a specific person that would cause a reasonable person to fear for his or her safety or the safety of others or suffer substantial emotional distress.

(See 3-4 the separate instructions for more complete definitions.)

~~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, or 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. **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 or himself, a member of her/his immediate family, or her/his spouse or intimate partner. (See pages 3-4 the separate instructions for more complete definitions.)~~

	Percentage of grant funds
Sexual assault	
Domestic violence/ dating violence	
Stalking	
TOTAL	100%

A2. Staff Information

Were Campus Program funds used to fund staff positions during the current reporting period? Check yes if Campus Program funds were used to pay staff, including part-time staff and contractors. (If the grant funds a ~~consortium~~consortium or flagship project, responses in this section should reflect the aggregated responses of ~~consortium~~project members.)

- Yes--answer question 11**
- No--skip to Section B**

11. Staff (Report the total number of full-time equivalent (FTE) staff funded by the Campus Program grant during the current reporting period. Report staff by functions performed, not by title or location. Include employees who are part-time and/or only partially funded with these grant funds as well as consultants/contractors. ~~— If an employee or contractor was not employed or utilized for only a portion of over the entire reporting period, prorate appropriately.~~ For example, if you hired a full-time advocate in October who was 100% funded with Campus Program funds, you would report that as .50 FTEs. Report all FTEs in decimals, not percentages. One FTE is equal to 1,040 hours—40 hours per week x 26 weeks. and round to the second decimal. ~~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 and prorate FTEs for part-time staff and contractors.)

Staff	Grant-funded staff FTEs
Administrator (director, fiscal manager)	
Attorney Campus police/security officer	
Campus police/security officer Civil attorney	
Counselor	
Evaluator	
Information technology staff specialist	
Legal advocate (does not include attorney or paralegal)	
Paralegal	
Program coordinator (training coordinator, victim services coordinator)	
Support staff (secretary , administrative assistant, bookkeeper, accountant)	
Trainer/educator (includes peer educators if paid)	
Victim advocate (includes domestic violence, sexual assault, dual)	
Other (specify):	
TOTAL	

B. PURPOSE AREAS

All grantees must complete this section. (If the grant funds a *consortium* or *flagship project*, responses in this section should reflect the aggregated responses of *consortium* members.)

12. Statutory purpose areas (Check all purpose areas that apply to activities supported *with* Campus Program funds during the current reporting period.)

Check ALL that apply	Purpose areas
<input type="checkbox"/>	To provide personnel, training, technical assistance, data collection, and other equipment with respect to the increased apprehension, investigation, and adjudication of people committing violent crimes against women <u>domestic violence, dating violence, sexual assault, and stalking</u> on campus.
<input type="checkbox"/>	To develop and implement campus policies, protocols, and services that more effectively identify and respond to the crimes of domestic violence, dating violence, sexual assault, and stalking, and to train campus administrators, campus security personnel, and personnel serving on campus disciplinary boards on such policies, protocols, and services. To train campus administrators, campus security personnel, and personnel serving on campus disciplinary or judicial boards to more effectively identify and respond to violent crimes against women on campus, including the crimes of sexual assault, stalking, domestic violence, and dating violence.
<input type="checkbox"/>	To implement and operate education programs for the prevention of domestic violence, dating violence, sexual assault, and stalking <u>violent</u>
<input type="checkbox"/>	To develop, enlarge, or strengthen victim services programs on the campuses of institutions involved, including programs providing legal, medical, or psychological counseling, for victims of domestic violence, dating violence, sexual assault, and stalking, and to improve delivery of victim assistance on campus. To develop, enlarge, or strengthen support services programs, including medical or psychological counseling, for victims of sexual offense crimes.
<input type="checkbox"/>	To create, disseminate, or otherwise provide assistance and information about victims' options on and off campus to bring disciplinary or other legal action, including assistance to victims in immigration matters. To develop and implement more effective campus policies, protocols, orders, and services specifically devoted to prevent, identify, and respond to violent crimes against women on campus, including the crimes of dating violence, domestic violence, sexual assault, and stalking.
<input type="checkbox"/>	To develop, install, or expand data collection and communication systems, including computerized systems, linking campus security to local law enforcement for the purpose of identifying and tracking arrests, protection orders, violations of protection orders, prosecutions, and convictions with respect to the crimes of domestic violence, dating

	violence, sexual assault, and stalking on campus. To develop, install, or expand data collection and communication systems, including computerized systems, linking campus security to local law enforcement for the purpose of identifying and tracking arrests, protection orders, violations of protection orders, prosecutions, and convictions with respect to violent crimes against women on campus, including the crimes of dating violence, domestic violence, sexual assault, and stalking.
<input type="checkbox"/>	To provide capital improvements (including improved lighting and communications facilities, but not including the construction of buildings) on campuses to address the crimes of dating violence, domestic violence, sexual assault, and stalking. To develop, enlarge, or strengthen victim-service programs for the campus and to improve delivery of victim services on campus. To provide capital improvements (including improved lighting and communications facilities, but not including the construction of buildings) on campuses to address violent crimes against women on campus, including the crimes of dating violence, domestic violence, sexual assault, and stalking.
<input type="checkbox"/>	To support improved coordination among campus administrators, campus security personnel, and local law enforcement to reduce domestic violence, dating violence, sexual assault, and stalking on campus. To support improved coordination among campus administrators, campus security personnel, and local law enforcement to reduce violent crimes against women on campus.

13. Program priority areas addressed by your grant *(In addition to the purpose areas identified above, the Campus Program Grant Application and Program Guidelines may have identified several areas that would receive priority consideration. If your program addressed any of these priority areas during the current reporting period, list them below.)*

C. FUNCTION AREAS

C1. Minimum Requirements

All grantees must complete this section. (If the grant funds a [consortium](#) or [flagship project](#), responses in this section should reflect the aggregated responses of [consortium project](#) members.)

For ~~the~~ purposes of this reporting form, **education** means providing general information that will increase public awareness of sexual assault, dating violence, domestic violence, or stalking. **Training** means providing information on sexual assault, dating violence, domestic violence, and stalking that enables persons to improve their response to victims/survivors as it relates to their role in the system.

14. Prevention and education program events provided for incoming students
 (Report the total number of prevention and education program events supported with Campus Program funds provided for incoming students during the current reporting period. Report the number of prevention and education program events supported with a funding source other than your Campus Program grant provided to incoming students during the current reporting period.)

Total number of prevention and education program events provided with Campus Program funds _____

Total number of prevention and education program events provided with other funding sources _____

Total number of prevention and education program events provided

15. Was the mandatory prevention and education program for incoming students developed in collaboration with campus and community-based victim advocacy organizations?

- Yes No

16a. Prevention and education for incoming students (In the first column, report the number of incoming students during the current reporting period. In the second column, report the number of incoming students who received prevention and education supported with Campus Program funds during the current reporting period. In the third column, report the number of incoming students who received prevention and education supported with a funding source other than Campus Program funds during the current reporting period.)

	Total Number incoming students	Number educated with Campus Program funds	Number educated with other funding sources	Number incoming educated with other fundin sources
Incoming				

students				
----------	--	--	--	--

16b. If all incoming students were not provided with prevention education, please explain in the box below.

17. Topics of prevention and education program events for incoming students

(Indicate all topics addressed in the prevention and education program events provided to incoming students during the current reporting period. Check all that apply.)

- | | |
|---|--|
| <ul style="list-style-type: none"><input type="checkbox"/> Dating violence prevention<input type="checkbox"/> Domestic violence prevention<input type="checkbox"/> Sexual assault prevention<input type="checkbox"/> Sexual harassment prevention<input type="checkbox"/> Stalking prevention<input type="checkbox"/> Dating violence overview, dynamics, and services<input type="checkbox"/> Domestic violence overview, dynamics, and services | <ul style="list-style-type: none"><input type="checkbox"/> Sexual assault overview, dynamics, and services<input type="checkbox"/> Sexual harassment overview, dynamics, and services<input type="checkbox"/> Stalking overview, dynamics, and services<input type="checkbox"/> Other (specify):
_____ |
|---|--|

~~18. Do you evaluate your prevention and education program events for incoming students with pre- and/or post-tests? (Check only one answer. If you conduct such tests, discuss results in question 55.)~~

- Always
- Most of the time
- Some of the time
- Rarely
- Never

198. Training program events provided for campus police/security officers and judicial/disciplinary board members (Report the total number of training program events supported with Campus Program funds provided for campus police/security officers and judicial/disciplinary board members during the current reporting period. Report the number of training program events supported with a funding source other than your Campus Program grant provided for campus police/security officers and judicial/disciplinary board members during the current reporting period. Report total number of events for each group and each funding source in the total sections.)

	Number provided with Campus Program funds	<u>Number provided with another funding source</u>	<u>Total eEvents pProvidedN umber provided with another funding source</u>
Campus police/security officers			
Judicial/disciplinary board members			
<u>Total events</u>			

2019. Were the training programs for campus police/security officers and judicial/disciplinary board members developed in collaboration with campus and community-based victim advocacy organizations?

- Yes No

2120. Training for campus police/security officers and judicial/disciplinary board members (In the first column, report the number of campus police/security officers and judicial/disciplinary board members who received training supported with Campus Program funds during the current reporting period. In the second column, report the number of campus police/security officers and judicial/disciplinary board members who received training supported with a funding source other than Campus Program funds during the current reporting period. In the third column, report the

numbers of those who ~~have~~ did not received training during the current reporting period, and in the last column, report the total. Report the total of each column in the last row.)

	Number trained with Campus Program funds	Number trained with another funding source	<u>Number not trained</u>	<u>Total Number not trained</u>
Campus police/security officers				
Judicial/disciplinary board members				
<u>Total</u>				

2221. Training content areas for campus police/security officers and judicial/disciplinary board members (Indicate all topics covered in training program events provided to campus police/security officers and judicial/disciplinary board members during the current reporting period. Check all that apply.)

Sexual assault, dating violence, domestic violence, and stalking

- Confidentiality
- Dating violence overview, dynamics, and services
- Domestic violence overview, dynamics, and services
- Drug-facilitated sexual assault
- Safety planning for victims
- Sexual assault overview, dynamics, and services
- ~~Sexual harassment overview, dynamics, and services~~
- Stalking/cyberstalking -overview, dynamics, and services
- Response to victims who have been trafficked
- Other (specify): _____

Justice and disciplinary systems

- Campus police/security response
- Civil court procedures
- Criminal court procedures
- Disciplinary/judicial board response
- Domestic violence statutes/codes
- Firearms and domestic violence
- Identifying predominant aggressor/decreasing dual arrests
- Judicial response
 - Mandatory reporting requirements
 - Pro-arrest policies
 - Protection orders (including full faith and credit)
 - Sexual assault statutes/codes
 - Stalking statutes/codes
 - Other (specify): _____

Underserved populations

- Issues specific to victims/survivors who:
- live in rural areas
 - are American Indian or Alaska Native
 - are Asian
 - are black or African American
 - are-have disabilities
 - are elderly
 - are Hispanic or Latino
 - are homeless or living in poverty
 - are immigrants, refugees, or asylum seekers (documented or undocumented)
 - are victims of human trafficking
 - ~~are lesbian, gay, bisexual, transgender, or intersex~~
 - are Native Hawaiian or other Pacific Islander
 - have mental health problems-issues
 - have substance abuse problems-issues
 - have limited English proficiency
 - Other (specify): _____
- Campus and community response**
- Campus response to sexual assault
 - Clery Act reporting
 - Coordinated community response
 - Response teams (DART, DVRT, SART)
 - Technology
 - Other (specify): _____

23. Do you evaluate training program events for campus police/security officers and judicial/disciplinary board members with pre- and/or post-tests?
(Check only one answer. If you conduct such tests, discuss results in question 55.)

- Always
- Most of the time
- Some of the time
- Rarely
- Never

224. Coordinated campus-based community response activities supported by Campus Program funds during the current reporting period (Check the appropriate boxes to indicate the campus-based groups or offices, even if they are not partners with which you have an internal memorandum of understanding [IMOU], that you provided victims/survivors referrals to, received referrals from, engaged in consultation with, provided technical assistance to, and/or attended meetings with, according to the usual frequency of those interactions. If the interactions were not part of a regular schedule, you will need to estimate the frequency with which these interactions occurred during the current reporting period. In the last column, indicate the campus-based groups or offices with which you have an IMOU for the purposes of the Campus Program grant.)

Campus-based group or office	Victim/survivor referrals, consultations,			Meetings			IMOU partner
	Daily	Weekl	Mont	Weekl	Mont	Quart	
Academic deans/directors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Academic departments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletics department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus police/security department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Counseling center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disciplinary/judicial office or board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faculty Senate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith-based services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Greek affairs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men's anti-violence groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
President of the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Residential life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student affairs (multicultural center, career services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student sSenate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Victim services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Victim/survivor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women's center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Women's anti-violence groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. 21 (Optional) Additional information *(Use the space below to discuss the effectiveness of your campus-based CCR coordinated community response (CCR) activities and to provide any additional information you would like to share about your campus-based CCR-activities beyond what you have provided in the data above. Examples might include improved information to victims regarding available resources and greater coordination between departments on campus.)*

242523. Coordinated community-based response activities supported by Campus Program funds during the current reporting period (Check the appropriate boxes to indicate the community-based agencies, organizations, or groups, even if they are not partners with which you have an external memorandum of understanding [EMOU], that you provided victim/survivor referrals to, received referrals from, engaged in consultation with, provided technical assistance to, and/or attended meetings with, according to the usual frequency of the interactions. If the interactions were not part of a regular schedule, you will need to estimate the frequency with which these interactions occurred during the current reporting period. If Campus Program-funded staff participated in a task force or work group, indicate that under "Meetings" by checking the frequency of the meetings and the types of organizations participating. In the last column, indicate the community-based agencies, organizations, or groups with which you have an EMOU for purposes of the Campus Program grant.)

Community-based agency/organization/group	Victim/survivor referrals, consultations, technical assistance			Meetings			EMOU partner
	Daily	Weekly	Monthly	Weekly	Monthly	Quarterly	
<u>Advocacy organization (NAACP, LGBTQ organization)</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Batterer Intervention Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Community advocacy organization (NAACP, LGBTQ organization)</u>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Domestic violence program organization</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Dual sexual assault and domestic violence program organization</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Educational institutions/organizations</u>							
Faith/spiritual-based organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government agency (vocational rehabilitation, food stamps, TANF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health/mental health organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law enforcement (excluding campus police/security)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Legal organization (<i>legal services, bar association, law school</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prosecutor's office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Sexual Assault Response</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Sexual Assault Nurse</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<i>Sex offender treatment</i>							
Social service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Community task force</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Tribal government/ T ribal government agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (<i>specify</i>):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24A. Number of communities with improved CCR capacity (*Provide the number of communities that have improved their capacity to respond to domestic violence, dating violence, sexual assault, and stalking as the result of the coordinated community response activities described above. For purposes of this question, a community may be defined as a city or town that you serve; in larger metropolitan areas a "community" may be a neighborhood or borough.*)

Number of communities _____

2125. (Optional) Additional information (*Use the space below to discuss the effectiveness of your community-based CCR activities and to provide any additional information you would like to share about your community-based CCR activities beyond what you have provided in the data above. Examples might include an improved response to victims of domestic violence following meetings of a regional task force; - improved information to victims regarding resources and greater coordination between the campus and the local victim services agency as the result of meetings between campus and community advocates.*)

C2. Policies

Were your Campus Program funds used to develop, substantially revise, or implement policies or protocols during the current reporting period? Check yes if Campus Program-funded staff developed, substantially revised, or implemented policies or protocols, or if Campus Program funds directly supported the development, revision, or implementation of policies or protocols.

- Yes--answer question 26-27**
- No--skip to C3**

26246. Types of policies or protocols developed, substantially revised, or implemented during the current reporting period (Check all the types of policies or protocols developed, substantially revised, or implemented during the current reporting period. Check all that apply.)

Law enforcement Campus based	Community based		Campus based	Community based	
<input type="checkbox"/>	<input type="checkbox"/>	Appropriate response to underserved populations	<input type="checkbox"/>	<input type="checkbox"/>	Appropriate services for underserved populations <u>Appropriate response to victim/survivors with substance abuse issues and/or mental health diagnoses</u> Confidentiality Disciplinary policy and procedures Mandatory training standards for staff and volunteers Protocols with campus police/security Staff, board, and/or volunteers represent the diversity of your service area <u>Procedures for anonymous, confidential, or Jane Doe reporting of sexual assault</u> Victim/survivor informed about Crime Victims Compensation and <u>v</u> Victim <u>i</u> mpact <u>s</u> tatements Other (specify): _____
<input type="checkbox"/>	<input type="checkbox"/>	Identifying primary aggressor/discouraging dual arrest	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Immediate access to protection order information	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Mandatory training on sexual assault, domestic violence, <u>dating violence</u> , and stalking	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<u>Procedures for anonymous, confidential, or Jane Doe reporting of sexual assault</u>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<u>Sexual assault response and protocols</u>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<u>Policies to protect victims from internet disclosure of identifying information</u>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<u>No charge to victim/survivors for any costs related to the prosecution of sexual assault, domestic violence/dating violence, and/or stalking</u>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	<u>No charge to sexual assault victim/survivor for any costs associated with forensic exam</u>	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	No victims polygraphed	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Pro-arrest/mandatory arrest	<input type="checkbox"/>	<input type="checkbox"/>	Health care Advocate response to emergency room/campus health center Appropriate response to underserved populations Forensic evidence collection and documentation Mandatory training on sexual assault, domestic violence, <u>dating violence</u> , and stalking Routine screening and
<input type="checkbox"/>	<input type="checkbox"/>	Protection order enforcement (including full faith and credit)	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Providing information to victims/survivors about victim services	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>	Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	
Victim services			<input type="checkbox"/>	<input type="checkbox"/>	

referrals for sexual assault, domestic violence, [dating violence](#), and stalking

Other (specify): _____

Judicial/disciplinary board (campus-based)

- Accelerated hearing schedules
- Appropriate response to underserved populations
- Confidentiality
- Mandatory training on sexual assault, [dating violence](#), domestic violence, and stalking
- Discouraging mediation
- Procedures for disciplinary hearing security
- Sanctions
- Victim notification
- Other (specify): _____

Justice system (community-based)

- Civil court procedures
- Criminal court procedures
- Decreasing dual arrests/identifying predominant aggressor
- Domestic violence/[dating violence](#) statutes/codes
- Firearms and domestic violence/[dating violence](#)
 - Judicial response
 - Law enforcement response
 - Pro-arrest policies
 - Prosecution response
 - Protection orders (including full faith and credit)
- [Sexual assault response and protocols](#)

- [Sexual assault statutes/codes](#)
- Stalking statutes/codes
- Other (specify): _____

Student conduct code

- Dating violence policy
- Domestic violence policy
- [Sexual assault policy](#)
- [Sexual harassment policy](#)
- Stalking policy
- Other (specify): _____

Campus response

- Clery Act reporting
- Data collection
- Coordinated campus/community response
- Response teams (DART, DVRT, SART)
- [Sexual assault response and protocols](#)
- Other (specify): _____

27. (Optional) Additional information *(Use the space below to discuss the effectiveness of policies you have developed or implemented -and to provide any additional information you would like to share about your activities relating to the developing, revising or implementing of policies beyond what you have provided in the data above.)*

C23. Training

Were your Campus Program funds used for training during the current reporting period? Check yes if Campus Program-funded staff provided training or if grant funds directly supported the training. (If the grant funds a consortium or flagship project, response in this section should reflect the aggregated responses of consortium members.)

- Yes--answer questions 257-302827-3031**
- No--skip to C43**

For the purposes of this reporting form, **training** is providing information on sexual assault, dating violence, domestic violence, dating violence, and stalking that enables a person-professionals to improve their response to victims/survivors as it relates to their role in the system. **Education** is providing general information that will increase public awareness of sexual assault, dating violence, domestic violence, dating violence, or stalking. In this subsection, report information on training activities. Report education activities in subsection C43.

28257. Training events provided (Report the total number of training events provided with Campus Program funds during the current reporting period. Exclude those events reported in subsection C1, Minimum Requirements, where you report on events provided for incoming students and campus police/security and judicial disciplinary board members. Staff development training provided to Campus Program-funded staff should not be counted.)

Total number of training events provided _____

~~**28. Do you evaluate training events with pre- and/or post-tests?** (Check only one answer. If you conduct such tests, discuss results in question 55.)~~

- Always
- Most of the time
- Some of the time
- Rarely
- Never
-

29269. Number of people trained (Report the number of people trained with Campus Program funds during the current reporting period. Use the category that is most descriptive of the people attending the training event. Exclude those reported in subsection C1. Campus Program-funded staff attending training events should not be counted as people trained. If you are unable to report do not know how many people to report in specific categories, because of lack of information, you may report the overall number in "Multidisciplinary," but this category should be used only as a last resort. Students, community members, and victims should not be reported as people trained, since they are not professionals responding to victims.)

People trained	Number
<u>Advocacy organization staff (NAACP, LGBTQ organization)</u>	
Attorneys/law students	
Batterer <u>i</u> ntervention <u>p</u> rogram staff	
<u>Community advocacy organization staff (NAACP, LGBTQ organization)</u>	
<u>Educators (teachers, administrators, etc.)</u>	

Faculty/staff-	
Faith-based organization staff	
Health professionals (<i>doctors, nurses, <u>health center staff</u></i>)	
Law enforcement officers	
Mental health professionals	
Multidisciplinary (<i>various disciplines at same training</i>) (use only as a last resort if you do not have complete information on attendees)group	
Peer educators	
<u>Pre-professional students (students who will serve victims in a professional capacity upon completion of their program, i.e., e.g., Social Work, Medical, Psychology students)</u>	
<u>Sex offender management/sex offender treatment providers</u>	
Social service organization staff (<i>non-governmental, e.g., food bank, homeless shelter</i>)	
Student affairs staff (<i>residential life, multicultural center, disability organization, LGBTQ</i>)	
Victim advocates (<i>includes domestic violence, <u>sexual assault, dual</u></i>)	
Victim advocates (sexual assault)	
Victim advocates (dual sexual assault and domestic violence)	
Volunteers	
Other (<i>specify</i>):	
TOTAL	

303027. Training content areas (Indicate all topics covered in training events provided by your Campus Program funds during the current reporting period. Do not include staff development training events attended by Campus Program-funded staff. Check all that apply.)

Sexual assault, domestic violence, - and dating violence, and stalking

- Confidentiality
- Dating violence overview, dynamics, and services
- Domestic violence overview, dynamics, and services
- Drug-facilitated sexual assault
- Safety planning for victims/survivors
- Sexual assault overview, dynamics, and services
- ~~Sexual harassment overview, dynamics, and services~~
- Stalking overview, dynamics, and services
- Response to victims/survivors who are incarcerated
- Response to victims/survivors who have been trafficked
- Other (specify): _____

Justice and disciplinary systems

- Campus police/security response
- Civil court procedures
- Criminal court procedures
- Disciplinary/judicial board response
- Domestic violence statutes/codes
- Firearms and domestic violence
- Identifying predominant aggressor/ decreasing dual arrests
- Judicial response
 - Mandatory reporting requirements
 - Pro-arrest policies
 - Protection orders (including full faith and credit)
 - Sexual assault statutes/codes
 - Stalking statutes/codes
 - Other (specify): _____

Underserved populations

Issues specific to victims/survivors who:

- live in rural areas
- are American Indian or Alaska Native
- are Asian
- are black or African American
- ~~are disabled~~
- are elderly
- are Hispanic or Latino
- are homeless or living in poverty
- are immigrants, refugees, or asylum seekers
- are international students
- are lesbian, gay, bisexual, transgender, or intersex
- are Native Hawaiian or other Pacific Islander
- are non-traditional or older students
- have disabilities
- have limited English proficiency
- ~~have mental health problems-issues~~
- have substance abuse problems-issues
- live in rural areas
- ~~are non-traditional or older students~~
- ~~are international students~~
- Other (specify): _____

Campus and community response

- Clery Act reporting
- Community response to sexual assault
- Coordinated community response

- Response teams (DART, DVRT, SART)
- Technology
- Other (*specify*):

3116. (Optional) Additional information *(Use the space below to discuss the effectiveness of your training activities and to provide any additional information you would like to share about your training activities beyond what you have provided in the data above. Examples might include- improved system response to victims with disabilities following a multidisciplinary training- on issues specific to victims/survivors with disabilities, or greater awareness and reporting of drug-facilitated sexual assault.)*

-

C34. Campus Education

Were your Campus Program funds used for campus education (outreach events, public awareness, and/or prevention activities) during the current reporting period? Check yes if Campus Program-funded staff were used to support campus education or if Campus Program funds directly supported campus education. *(If the grant funds a consortium or consortium or flagship project, responses in this section should reflect the aggregated responses of consortium members.)*

- **Yes--answer questions 32-34 35-31 28-35 30**
- **No--skip to C4—5**

For ~~the~~ purposes of this reporting form, **education** means providing general information that will increase public awareness of sexual assault, dating violence, domestic violence, or stalking. In this subsection, report information on prevention activities and education programs. **Training** means providing information on sexual assault, dating violence, domestic violence, and stalking that enables ~~a person~~ professionals to improve their response to victims/survivors as it relates to their role in the system. In this subsection, report information on education activities. Report training activities should be reported in subsection C23.

32-31-28. Outreach-Education activities (Indicate the ~~outreach~~ activities supported with Campus Program funds during the current reporting period. Check all that apply.) Discuss whether this question should be called “Prevention and education activities”, rather than “outreach and education,” or should add prevention as a third. See the next question—29.

<u>Activities</u>	<u>Events</u>
Clothesline Project	
Concerts	
Domestic Violence Awareness Month	<input type="checkbox"/>
Media campaigns (press conferences, public service announcements, articles)	
Rallies/Speak Outs	<input type="checkbox"/>
Sexual Assault Awareness Month	<input type="checkbox"/>
Silent Witnesses	<input type="checkbox"/>
Stalking Awareness Month	<input type="checkbox"/>
Tabling at public events	<input type="checkbox"/>
Take Back the Night March	<input type="checkbox"/>
Theater productions	
Video series	<input type="checkbox"/>
Vigils	<input type="checkbox"/>
Women’s History Month activities	<input type="checkbox"/>
Other (specify): _____ _____	

32. Prevention and education program events provided (Report the total number of prevention and education program events provided during the current reporting period that were either provided by Campus Program-funded staff or directly supported by Campus Program funds. Exclude the

~~prevention and education program events for incoming students reported in subsection C1. Do not count outreach events reported in item 31.)~~

Total number of prevention and education program events provided _____

Activities	Sexual assault	Domestic violence/dating violence	Stalking
<u>Community organizing/community events (rallies, speak outs, take back the night, vigils)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Educational exhibits (clothesline project, silent witness, information tables)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Media campaigns (press conferences, public service announcements, articles)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Productions for public awareness (video series, theater productions)</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Other (specify):</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

333329. Prevention and Education program attendees (Report the number of people attending ~~prevention and~~ education program events provided with Campus Program funds during the current reporting period. Use the category that is most descriptive of the people attending the ~~prevention or~~ education program event. Exclude those reported in subsection C1.)

People attending	Number
Institution administrators (Provost, President)	
Academic deans/directors	
Athletics staff (including athletes, coaches, athletics department) Varsity athletes	
Faculty/staff	
Fraternity/sSorority members	
Men's group participants	
Parents of students	
Residential life staff	
Student affairs staff (multicultural center, LGBTQ center, career services)	
Students (c Club sports, intramurals, classroom, <u>non-traditional, international, etc., excluding those in section C1</u>)	
Victims/survivors	
Women's group participants	
<u>Community members/general public</u>	
Other (specify):	
TOTAL	

34304. Topics of prevention and education programs (Indicate all topics addressed in ~~prevention and~~ education programs provided with Campus Program funds during the current reporting period. Check all that apply.)

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Dating violence prevention <input type="checkbox"/> Domestic violence prevention <input type="checkbox"/> Self-defense ? <input type="checkbox"/> Sexual assault prevention <input checked="" type="checkbox"/> Sexual harassment prevention <input type="checkbox"/> Stalking prevention <input type="checkbox"/> Dating violence overview, dynamics, and services | <ul style="list-style-type: none"> <input type="checkbox"/> Domestic violence overview, dynamics, and services <input type="checkbox"/> Sexual assault overview, dynamics, and services <input checked="" type="checkbox"/> Sexual harassment overview, dynamics, and services <input type="checkbox"/> Stalking overview, dynamics, and services <input type="checkbox"/> Other (specify): |
|---|---|

3539. (Optional) Additional Information Use the space below to discuss the effectiveness of your outreach and education activities and to provide any additional information you would like to share about those activities beyond what you have provided in the data above. Examples might include a marked increase in calls from victims of sexual violence to your hotline following a Take Back the Night rally held on the campus commons, or during a Clotheslines Project exhibition.

~~35. Do you evaluate prevention and education program events with pre- and/or post-tests? (Check only one answer. If you conduct such tests, discuss results in question 55.)~~

~~Always~~

~~Most of the time~~

~~Some of the time~~

~~Rarely~~

~~Never~~

C45. Products

Were your Campus Program funds used to develop, substantially revise, or distribute products during the current reporting period? Check yes if Campus Program-funded staff developed, substantially revised, or distributed products or if Campus Program funds directly supported the development, revision, or distribution of products. *(If the grant funds a consortium consortium or flagship project, responses in this section should reflect the aggregated responses of consortium project members.)*

- Yes--answer question 3616-31**
- No--skip to C65**

363631. Use of Campus Program funds for product development, substantial revision, or distribution *(Report the number of products developed, substantially revised, or distributed with Campus Program 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 each product developed, revised, or distributed; and the number of products used or distributed. If a product was created in or translated into a language other than English, including Braille, indicate the language. Report on products that were newly developed or revised during the current reporting period whether or not they were used or distributed, and on products that were previously developed or revised but used or distributed during the current reporting period. Do not report the number of products printed or copied; only report the number developed or revised—in most cases that number will be one for each product described—and/or the number used or distributed. See separate instructions for examples of how to report under “developed or revised” and “used or distributed.” need to have campus database updated so the numbers are reported the right way; also some variable names need to be corrected*

Products	Number developed or revised	Title/topic	Intended audience	Number used or distributed	Other languages
Brochures					
Manuals					
Newsletter					
Posters					
Promotional products (<i>wallet cards, key rings,</i>					
Training materials (<i>power point presentations,</i>					

Training					
Web site (indicate the number of page views in the					
Other (specify): _____					

C56. Data Collection and Communication Systems

Were your Campus Program funds used for data collection systems or communication systems or for the purchase of hardware or other equipment during the current reporting period? Check yes if Campus Program funds or Campus program-funded staff were used to develop, install, or expand data collection and/or communication systems. *(If the grant funds a ~~consortium~~consortium or flagship project, responses in this section should reflect the aggregated responses of ~~consortium~~project members.)*

- Yes--answer questions 37-38327-338**
- No--skip to C67**

~~**37327. Use of Campus Program funds for data collection and/or communication systems** *(Indicate whether Campus Program grant funds were used to develop, install, link or expand data collection and/or communication systems, or purchase computers or other equipment during the current reporting period. Check all that apply.)*~~

- Develop data collection/communication systems
- Install data collection/communication systems
- Expand existing data collection/communication systems
- Link existing data collection/communication systems with local law enforcement
- Share information with other community partners
- Manage data collection and communication
- Purchase computers and other equipment

~~**38338. Purpose of data collection and/or communication systems** *(Indicate all types of information identified or tracked with this technology by checking all that apply.)*~~

- Arrests
- Case management
- Compliance with judicial/disciplinary board-ordered sanctions
- Convictions
- Evaluation/outcome measures
- Incident reports
- Judicial/disciplinary board conditions/violations
- Judicial/disciplinary board hearing schedules
- Prosecutions
- Protection orders
- Recidivism
- Sentencing
- Stalking and harassment orders
- Victim notification
- Victim service availability
- Violations of protection orders
- Other *(specify):* _____

C67. System and Capital Improvement

Were your Campus Program funds used for system and/or capital improvement (but not including construction of buildings) during the current reporting period?

Check yes if Campus Program-funded staff engaged in system and/or capital improvement activities (but not including construction of buildings) or if Campus Program funds directly supported system (e.g., interpreters, evaluations, language lines) and/or capital improvements (e.g. improved lighting, emergency call boxes). If the grant funds a ~~consortium~~ consortium or flagship project, responses in this section should reflect the aggregated responses of consortium project members.

- Yes--answer questions -39--40349-40-35**
- No--skip to Section D**

39349. Use of Campus Program funds for system improvement (Indicate the system improvement activities supported with your Campus Program funds during the current reporting period. Check all that apply.)

	Victim services	Campus police/security	Judicial/disciplinary board
Evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpreters	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Language lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Translation of forms and documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

404035. Use of Campus Program funds for capital improvements (Indicate the capital improvements supported with Campus Program funds during the current reporting period. Capital improvements do not include the construction of buildings. Check all that apply.)

Capital improvements	
Emergency call boxes	<input type="checkbox"/>
Landscape design for security	<input type="checkbox"/>
Lighting	<input type="checkbox"/>
Security cameras	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>

38. (Optional) Additional information *(Use the space below to discuss the effectiveness of your system and capital improvements and to provide any additional information you would like to share beyond what you have provided about system and capital improvements in the data above. For example, if you have seen an increase in reporting as result of funding interpreters or language lines you may provide that information here.)*

D. VICTIM SERVICES

Were your Campus Program funds used to provide victim services to victims/survivors during the current reporting period? Check yes if Campus Program-funded staff provided victim services or if Campus Program funds were used to support victim services during the current reporting period. *(If the grant funds a consortium or flagship project, responses in this section should reflect the aggregated responses of consortium/project members.)*

- Yes--answer questions 411-4841-47**
- No---if no, please explain in box below, and then skip to Section E**

414136. Number of victims/survivors served, partially served, and victims/survivors seeking services who were not served *Please do not answer this question without referring to the separate instructions for further explanation and examples of how to distinguish among these categories.*

(Report the following, to the best of your ability, as an unduplicated count for each category during the current reporting period. This means that each victim/survivor who was seeking sought or who received services during the current reporting period should be counted only once and in only one of the listed categories. For the purposes of this question, victims/survivors are those against whom the sexual assault, domestic violence, dating violence, and/or stalking was directed. If the victim/survivor presented with more than one victimization, that person should be counted only once under the primary victimization. If you report victims/survivors as partially served or not served, please indicate reasons in the two tables below.)

	Sexual assault	<u>Dating/ Domestic violence/ dating violence</u>	Stalking	<u>TOTAL</u>
A. Served: <i>Victims/survivors who received the service(s) they <u>requested needed</u>, if those services <u>were were funded by provided</u> under your Campus Program grant</i>				
B. Partially served: <i>Victims/survivors who received some service(s), but not all of the services they <u>requested needed</u>, if those services were <u>funded by provided</u> under your Campus Program grant</i>				
<u>TOTAL SERVED AND PARTIALLY SERVED RECEIVING SERVICES (41A+B)</u>				

C. Victims/survivors seeking services who were not served: <i>Victims/survivors who sought services and did not receive the service(s) they were seeking needed, if those services were funded by provided under your Campus Program grant</i>				
<u>Total Seeking Services</u> <u>(36A+B+C)</u>				

42. Reasons that victims/survivors seeking services were not served or were partially served *(Check all that apply.)*

	Reasons not served or partially served
<input type="checkbox"/>	Program reached capacity
<input type="checkbox"/>	Need not documented
<input type="checkbox"/>	Did not meet eligibility or statutory requirements
<input type="checkbox"/>	Program rules not acceptable to victim/survivor
<input type="checkbox"/>	Services not appropriate for victim/survivor
<input type="checkbox"/>	Transportation problems
<input type="checkbox"/>	Conflict of interest
<input type="checkbox"/>	Services inappropriate or inadequate for victims/survivors with substance abuse problems
<input type="checkbox"/>	Services inappropriate or inadequate for victims/survivors with mental health problems
<input type="checkbox"/>	Insufficient/lack of adequate language capacity (including sign language)
<input type="checkbox"/>	Geographic or other isolation of victim/survivor
<input type="checkbox"/>	Hours of operation
<input type="checkbox"/>	Insufficient/lack of culturally appropriate services
<input type="checkbox"/>	Insufficient/lack of services for people with disabilities
<input type="checkbox"/>	Other (specify): _____

	Reasons not served or partially served
<input type="checkbox"/>	<u>Conflict of interest</u>
<input type="checkbox"/>	<u>Did not meet statutory requirements</u>
<input type="checkbox"/>	<u>Hours of operation</u>
<input type="checkbox"/>	<u>Inadequate language capacity (including sign</u>

	<u>language</u>)Insufficient/lack of culturally appropriate services
<input type="checkbox"/>	<u>Insufficient/lack of culturally appropriate services-Insufficient/lack of language capacity (including sign language)</u>
<input type="checkbox"/>	<u>Insufficient/lack of services for people with disabilities</u>
<input type="checkbox"/>	<u>Lack of child care</u>
<input type="checkbox"/>	<u>Program reached capacity</u>
<input type="checkbox"/>	<u>Program rules not acceptable to victim/survivor</u>
<input type="checkbox"/>	<u>Services inappropriate or inadequate for victims/survivors with substance abuse issues</u> <u>Services inappropriate or inadequate for victims/survivors with mental health issues</u>
<input type="checkbox"/>	<u>Services inappropriate or inadequate for victims/survivors with mental health issues</u> <u>Services inappropriate or inadequate for victims/survivors with substance abuse issues</u>
<input type="checkbox"/>	<u>Services not appropriate for victim/survivor</u>
<input type="checkbox"/>	<u>Transportation</u>
<input type="checkbox"/>	<u>Other (specify): _____</u>

4343. Demographics of victims/survivors served or partially served (Based on the victims/survivors reported in 4141A and 4141B, report the total numbers for all that apply. This should be an unduplicated count for “gender” and “age”. Total number of race/ethnicity reported should be at least as many reported as the total of 41 A+B, and may exceed that total. Because victims/survivors may identify in more than one category of race/ethnicity, the total for “Race/Ethnicity” may exceed the total number of victims/survivors reported in 41A and 41B. However, the total number of victims/survivors reported under Race/Ethnicity should not be less than the total number of victims/survivors reported in 41A and 41B. The total number of victims/survivors reported under “Gender” and the total number reported under “Age” should equal the total number of victims/survivors reported in 41A and 41B. Those victims/survivors for whom gender, age, and/or race/ethnicity are not known should be reported in the “unknown” category.)

	Number of victims/survivors
Race/Ethnicity (victims/survivors <u>should</u> may be counted <u>once</u> for each <u>category of race/ethnicity that applies</u>)	
<u>Black or African American</u>	
American Indian and Alaska Native	
Asian	
<u>Black or African American</u>	
<u>Hispanic or Latino</u>	
Native Hawaiian and other Pacific Islander	
Hispanic or Latino	
White	
<u>Unknown</u>	
TOTAL RACE/ETHNICITY (<u>should not be less than the sum of</u> be equal to, or greater than, 41A and plus 41B) <u>Unknown</u>	
Gender	

Female	
Male	
Unknown	
TOTAL GENDER (should equal <u>the sum of 4141A and 4141B</u>)	
Age	
0-127	
<u>13-17</u>	
18-24	
25-59	
60+	
Unknown	
TOTAL AGE (should equal <u>the sum of 4141A and 4141B</u>)	
Other demographics	
People with disabilities	
People with limited English proficiency	
People who are immigrants/refugees/asylum seekers	
People who live in rural areas	

444. Victims/survivors' relationship to offender (For those victims/survivors reported as served and partially served in 4141A and 4141B, report the victim/survivor's relationship of the victim/survivor to the offender, by type of victimization. If a victim/survivor experienced more than one type of victimization and/or was victimized by more than one perpetrator, count the victim/survivor in all categories that apply. The total number of relationships in the sexual assault column must be at least [insert sum of sexual assault victims reported in 4136A and 4136B]; the total number in the domestic violence/dating violence column must be at least [insert sum of domestic violence victims reported in 4136A and 4136B]; and the total number in the stalking column must be at least [insert sum of stalking victims reported in 4136A and 4136B]. - The total number of relationships reported for each victimization must be equal to or greater than the number of victims reported in 36A and 36B for that victimization.)
The number of victims/survivors reported here may total more than the sum of 41A and 41B.)

<u>Victims/survivors' Relationship to offender</u>	<u>Number of victim/survivor relationships</u>		
	<u>Sexual assault</u>	<u>Domestic violence/ Dating violence</u>	<u>Stalking</u>

Current or former spouse or intimate partner			
Other family or household member (in-law, grandparent, etc.)			
Acquaintance (friend, neighbor, employere, co-worker, -classschoolmate, -professorstudentteacher, etc.)			
<u>Current or former d</u> Dating relationship			
Stranger			
Relationship unknown			
Other (specify):- _____			
TOTAL			

455. Victim services (Report the number of primary victims/survivors from 4136A and 4136B who received Campus Program-funded services. Count each victim/survivor only once for each type of service that the victim received during the current reporting period; do not report the number of times that service was provided to the victim. The total for each type of service should not be higher than the total of 4136A and 4136B [insert total of 4136-A and 4136-B.]~~Report the number of victims/survivors from 4136A and 4136B provided with victim advocacy; face-to-face crisis intervention; hotline call assistance; support group; counseling services; hospital response; legal advocacy or court accompaniment; civil legal assistance; disciplinary board advocacy; and housing assistance. A victim/survivor may be counted once for each type of service received during the current reporting period. The numbers of victims/survivors reported here may total more than the sum of 41A and 41B.)~~Count each victim/survivor only once for each type of service received during the current reporting period, regardless of the number of times that service was provided to the victim. Report the number of victims receiving each service, not the number of times the service was provided.

Type of service	Number of victims/survivors
Victim advocacy (Actions designed to help the victim/survivor obtain needed support, resources, or services including employment, health care, victim's compensation, etc.)	
Crisis intervention (Crisis intervention is a process by which a person identifies, assesses, and intervenes with an individual in crisis so as to restore balance and reduce the effects of the crisis in her/his life. In this category, report only crisis	
<u>Academic/eEducation advocacy (Actions designed to help the victim/survivor obtain needed support, resources, or services including assistance with course scheduling, academic letter of support, etc.)</u>	
<u>Civil legal assistance (Civil legal services provided by an attorney and/or paralegal)</u>	

Crisis intervention (<i>Crisis intervention is a process by which a person identifies, assesses, and intervenes with an individual in crisis so as to restore balance and reduce the effects of the crisis in her/his life. In this category, report crisis intervention</i>	
Disciplinary board advocacy (<i>Assisting a victim/survivor with issues relating to campus disciplinary board actions such as preparation of statements, accompanying the victim/survivor to disciplinary board hearings, and all other advocacy relating to campus-based proceedings</i>)	
Hotline calls (<i>Crisis or information and referral calls received by a program's hotline or office telephone.</i>)	
Hospital/clinic response/other medical response (<i>Accompanying a victim/survivor to, or meeting a victim/survivor at a hospital, clinic, or medical office</i>)	
Housing assistance (<i>Assisting a victim/survivor with housing issues including finding a room in a different dorm or finding temporary housing either on- or off-campus; preventing access by the perpetrator to the victim/survivor's new residence</i>)	
Legal advocacy/court accompaniment (<i>Assisting a victim/survivor with legal issues including preparing paperwork such as victim impact statements, accompanying a victim/survivor to an administrative hearing, court proceeding, or law enforcement interview, and all other advocacy within the criminal or civil justice system. Services provided by an attorney and/or paralegal should be reported in civil legal assistance.</i>)	
Support group/Counseling services (<i>Individual or group counseling or support provided by a volunteer, peer, or professional.</i>)	
Transportation	
Victim/survivor advocacy (<i>Actions designed to assist the victim/survivor in obtaining support, resources, or services, including employment, health care, victim's compensation, etc.</i>)	
Hospital response (<i>Accompanying or meeting a victim/survivor at the hospital, usually for a forensic exam.</i>)	
Legal advocacy/Court accompaniment (<i>Assisting a victim/survivor with legal issues including preparing paperwork such as victim impact statements, accompanying a victim/survivor to a court proceeding or law enforcement interview, and all other advocacy with the criminal or civil justice system.</i>)	
Civil legal assistance (<i>Civil legal services provided by an attorney.</i>)	

Disciplinary board advocacy <i>(Assisting a victim/survivor with issues relating to campus disciplinary board actions such as preparation of statements, accompanying the victim/survivor to disciplinary board hearings, and all other advocacy relating to campus-based proceedings.)</i>	
Housing assistance <i>(Assisting a victim/survivor with housing issues including finding a room in a different dorm or finding temporary housing either on- or off-campus; preventing access by the perpetrator to the victim/survivor's new residence.)</i>	
Other (specify):	

451A. Hotline/information/referral services *(Report the number of hotline calls received from victims, and the total number of hotline calls received, during the current reporting period. Victims whose calls are reported here should not be reported as victims served in Question 4136 unless they also received at least one of the services listed in Question 451 Victim Services. Victims who receive services such as crisis intervention or victim advocacy over the telephone should be reported in Question 415.)*

<u>Type of service</u>	<u>Number of calls from victims</u>	<u>Total number of calls</u>
<u>Hotline calls (Crisis or information and referral calls received by an agency's hotline or office telephone.)</u>		

38. (Optional) Additional information *(Use the space below to discuss the effectiveness of your victim services and to provide any additional information you would like to share about your victim services activities beyond what you have provided in the data above. For example, if you have witnessed an increase in the number of victims/survivors who are able to remain in school and continue their education because of your academic and housing advocacy, you could report that here.)*

466. Number of victims reporting crimes *(Of the victims/survivors who sought services provided under your Campus Program grant, provide the number who reported crimes of sexual assault, domestic violence, dating violence and/or stalking, to campus police/security or community law enforcement during the current reporting period.)*

Where crime occurred	Campus police/security	Community law enforcement	Total
On-campus			
Off-campus			
Total			

47. (Optional) Additional information *(Use the space below to discuss the effectiveness of your victim services and to provide any additional information you would like to share about your victim services activities beyond what you have provided in the data above. For example, if you have witnessed an increase in the number of victims/survivors who are able to remain in school and continue their education because of your academic and housing advocacy, you could report that here.)*

487. Protection orders (Report the total number of temporary and/or final protection orders requested and granted for which Campus Program-funded victim services staff provided assistance to victims/survivors during the current reporting period. These orders may also be referred to as restraining orders, anti-harassment orders, or no-contact or stay-away orders.)

	<u>Temporary protection orders</u>	<u>Final protection orders</u>
<u>Number of sexual assault protection orders requested</u>		
<u>Number of sexual assault protection orders granted</u>		
<u>Number of domestic violence/dating violence protection orders requested</u>		
<u>Number of domestic violence/dating violence protection orders granted</u>		
<u>Number of stalking protection orders requested</u>		
<u>Number of stalking protection orders granted</u>		

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	<u>Temporary protection orders</u>	<u>Final protection orders</u>	<u>Total</u>
<u>Number of protection orders requested</u>			
<u>Number of protection orders granted</u>			
<u>Total</u>			

E. CAMPUS AND COMMUNITY MEASURES

All grantees must complete this section. (If the grant funds a consortium consortium or flagship project, responses in this section should reflect the aggregated responses of consortium project members.)

In this section, use the numbers from your Clery Act report to provide information for the entire campus or for the campuses represented in your consortium consortium or flagship project, to the extent that the information is available. This applies to all sexual assault, domestic violence, dating violence, and stalking offenses, as defined by question 10, - that occurred on campus, or in or on noncampus buildings or property, and on public property, as defined by the Clery Act (20 U.S.C. § 1092(f)(6)), that were reported to campus security authorities or local law enforcement. Campus security authorities are not restricted to campus police/security officers. See page 17 of the separate instructions for the definitions of “campus” (to include noncampus buildings or property, and public property) and “campus security authorities” as defined by the Clery Act. See page 3 of the separate instructions for complete definitions of sexual assault, domestic violence, dating violence, and stalking.

498. Number of offenses reported (Report the number of sexual assault, domestic violence, dating violence, and/or stalking offenses reported to campus security authorities, as defined by the Clery Act and supporting regulations, during the current reporting period.)

Type of offense	Number of offenses reported
Sexual assault	
Domestic violence/ <u>dating</u>	
Stalking	
TOTAL	

4509. Number of criminal offenses charged and campus disciplinary or judicial board actions (Report the number of offenses in which criminal charges were filed in the local jurisdiction and/or in which campus disciplinary/judicial board actions were held during the current reporting period.)

- a. Number of offenses resulting in criminal charges being filed in the local jurisdiction
- b. Number of offenses resulting in campus disciplinary/judicial board actions

5150. Dispositions of campus disciplinary or judicial board actions (Report the dispositions of all campus disciplinary or judicial actions resolved during the current reporting period.)

Type of offense	Number dismissed			Sanctions					
	Request of victim	Lack of evidence	Other	Reprimand	Suspension	Expulsion	Counseling	Community service	Other
Sexual assault									

Domestic_ violence/da									
ting violence									
Stalking									
TOTAL									

52. (Optional) Additional information *(Use the space below to discuss the effectiveness of your law enforcement and/or judicial and disciplinary board activities and to provide any additional information you would like to share about these activities beyond what you have provided in the data above.)*

5153. Dispositions of criminal charges in local jurisdiction (Report the dispositions of all criminal charges filed in the local jurisdiction that were resolved during the current reporting period. [Deferred adjudication is a process in which the judge requires the defendant to adhere to certain terms, prior to any adjudication of guilt. If a defendant successfully completes those terms, the charges are dismissed.]

Type of offense	Number dismissed				Number of deferred adjudications	Number convicted				Number acquitted
	Request of	Plea bargain	Lack of	Other		Guilty of	Guilty of	Plead as	Plead	
Sexual										
Domestic/ dating										
Stalking										
TOTAL										

F. NARRATIVE

All grantees must answer question 5452. (If the grant funds a consortium consortium or flagship project, response to this question should reflect the aggregated responses of consortium project members.)

PLEASE LIMIT YOUR RESPONSE TO FOUR PAGES FOR THIS QUESTION.

5452. Report on the status of your Campus Program grant goals and objectives as of the end of the current reporting period. (~~Using Appendix A as a guide,~~ report succinctly 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 briefly 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 53-55 and 564 on an annual basis. Submit this information on the January to June reporting form only. (If the grant funds a consortium consortium or flagship project, responses to these questions should reflect the aggregated responses of consortium project members.)

PLEASE LIMIT YOUR RESPONSE TO TWO PAGES FOR EACH QUESTION.

5355. What do you see as the most significant areas of remaining need, with regard to improving services to victims/survivors of sexual assault, domestic violence, dating violence and stalking, increasing victims/survivors safety, and enhancing community response (including offender accountability for both batterers and sex offenders)-increasing victim/survivor safety and offender accountability? (Consider underserved populations, campus-community collaborations, judicial/disciplinary board response, student safety, challenges implementing prevention and education programs across campus, and/or challenges and barriers unique to your institution or service area.)

564. What has Campus Program funding allowed you to do that you could not do prior to receiving this funding? (For example, the money allowed us to make capital improvements; install data collection or communication systems; revised judicial/disciplinary board procedures; create and implement prevention and education programs; and train campus administrators, judicial/disciplinary board members, and security personnel.)

Questions 575 and 58is are optional.

PLEASE LIMIT YOUR RESPONSE TO TWO PAGES FOR THESE QUESTIONS.

575. Provide additional information that you would like us to know about your Campus Program and/or the effectiveness of your grant. (If you have any other data or information that you have not already reported in answer to previous

questions that demonstrate the effectiveness of your Campus Program-funded program, please provide it below. Refer to separate instructions for a fuller explanation and example. If you feel that the data you have provided does not fully or accurately reflect the effectiveness of your Campus Program or grant-funded activities, you may wish to provide supplemental data. If you have not already done so elsewhere on this form, feel free to discuss any of the following: institutionalization of staff positions, policies, and/or protocols, systems-level changes, community collaboration, results of pre-tests and post-tests, the removal or reduction of barriers and challenges for victims/survivors, utilization of volunteers and/or interns to complete activities, promising practices, and positive or negative unintended consequences.)

528. Provide any additional information that you would like us to know about the data submitted. *(If you have any information that could be helpful in understanding the data you have submitted in this report, please answer this question. For example, if you submitted two different progress reports for the same reporting period, you may explain how the data was apportioned to each report; or if you did not report staff or activities, you may explain why.) or if you funded staff— e.g., victim advocates, law enforcement officers, etc.—but did not report any corresponding victim services or law enforcement activities, you may explain why; or if you did not use program funds to support either staff or activities during the reporting period, please explain how program funds were used, if you have not already done so.)*

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

Goals/Objectives <i>(Describe your goals and objectives, as outlined in your grant proposal, or as revised—Question #52)</i>	Key Activities	Status <i>(completed, in progress, delayed, revised)</i>	Comments <i>(successes, challenges, explanations)</i>
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