

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



SEMI-ANNUAL PROGRESS REPORT FOR

Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus Program

Brief Instructions: This form must be completed for each Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking 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 and 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 or subsection. If the response is no, the grantee may be asked to explain, and the rest of that section or 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, C3, D, E, and F (and answer "no" in C2 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, C3, E, and F (and answer "no" in C2, C4-C7, and D).

The activities of volunteers or interns should be reported if they were coordinated or supervised by Campus Program-funded staff or if Campus Program funds substantially supported 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.






Section	Page Number
Section A: General Information	1
A1: Grant Information	1
A2: Staff Information	3
Section B: Purpose Areas	4
Section C: Function Areas	5
C1: Minimum Requirements	5
C2: Policies	12
C3: Training	15
C4: Campus Education	19
C5: Products	22
C6: Data Collection and Communication Systems	23
C7: System and Capital Improvement	24
Section D: Victim Services	25
Section E: Campus and Community Measures	32
Section F: Narrative	34


SECTION **A1**


GENERAL INFORMATION


Grant Information


All grantees must complete this subsection.


-  **1. Date of report** (format date with 6 digits, like - 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 Campus Program grant)
-  **5a. Type of lead institution**
(Check the answer that best describes the institution receiving the Campus Program funds.)

 - Public school
 - Private school
-  **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 member and indicate the number of each type of institution represented in your project in 7d and 7e.**

Institution name:

(1) _____

(2) _____

(3) _____

(4) _____



7d. Type of institution

(Report the number of each type of institution of your project members.)

Public school Private school



7e. Additional designation of participating institutions

(Report the number of each type of institution represented in your project, if appropriate.)

Type of institution	Number
Tribal school	<input type="text"/>
Historically black college	<input type="text"/>
Faith-based	<input type="text"/>
Community college	<input type="text"/>
Latino or Hispanic	<input type="text"/>
Territory-based	<input type="text"/>
Single sex	<input type="text"/>
Other (specify): <input type="text"/>	<input type="text"/>



8. Point of contact

(person responsible for the day-to-day coordination of the grant)

First name _____ MI ____ Last name _____

Institution name _____

Address _____

City _____ State _____ Zip code _____

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 or flagship project, responses in this question should reflect the aggregated responses of 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/survivor. 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 separate instructions for more complete definitions.)

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

SECTION **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 or flagship project, responses in this subsection should reflect the aggregated responses of 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 employed or utilized for only a portion of the 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 FTE. Report all FTEs in decimals, not percentages. One FTE is equal to 1,040 hours—40 hours per week x 26 weeks. See separate instructions for examples of how to calculate and prorate FTEs.)

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

SECTION **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 project 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 domestic violence, dating violence, sexual assault, and stalking 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.
<input type="checkbox"/>	To implement and operate education programs for the prevention of domestic violence, dating violence, sexual assault, and stalking.
<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.
<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.
<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.
<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.
<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.



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.)

SECTION **C1**

FUNCTION AREAS Minimum Requirements

All grantees must complete this subsection.

(If the grant funds a consortium or flagship project, responses in this subsection should reflect the aggregated responses of project members.)

For 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 professionals 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 not educated
Incoming students	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>	<input style="width: 50px; height: 20px;" type="text"/>



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.)

- Dating violence prevention
- Domestic violence prevention
- Sexual assault prevention
- Sexual harassment prevention
- Stalking prevention
- Dating violence overview, dynamics, and services
- Domestic violence overview, dynamics, and services
- Sexual assault overview, dynamics, and services
- Stalking overview, dynamics, and services
- Other (specify):



18. 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	Number provided with another funding source	Total events provided
Campus police/security officers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Judicial/disciplinary board members	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total events	<input type="text"/>	<input type="text"/>	<input type="text"/>



19. 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



20. 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 did not receive 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	Number not trained	Total
Campus police/security officers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Judicial/disciplinary board members	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

21. 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/survivors
- Sexual assault overview, dynamics, and services
- Stalking/cyberstalking overview, dynamics, and services
- 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/dating violence statutes/codes
- Firearms and domestic violence/dating 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
- have disabilities
- are elderly
- are Hispanic or Latino
- are homeless or living in poverty
- are immigrants, refugees, or asylum seekers
- are lesbian, gay, bisexual, transgender, or intersex
- are Native Hawaiian or other Pacific Islander
- have mental health issues
- have substance abuse 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): _____



22. 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 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 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, technical assistance			Meetings			IMOU Partner
	Daily	Weekly	Monthly	Weekly	Monthly	Quarterly	
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 senate	<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 groups	<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. (Optional) Additional information

(Use the space below to discuss the effectiveness of coordinated community response [CCR] activities funded or supported by your Campus Program grant 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/survivors regarding available resources and greater coordination between departments on campus.) (Maximum - 2000 characters)



24. 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	
Advocacy organization (NAACP, LGBTQ organization)	<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>
Court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual sexual assault and domestic violence organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational institutions/ organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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 (legal services, bar association, law school)	<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 organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex offender treatment program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social service organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tribal government/Tribal government agency	<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"/>



25. (Optional) Additional information

(Use the space below to discuss the effectiveness of community-based CCR activities funded or supported by your Campus Program grant 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/survivors of domestic violence/dating violence following meetings of a regional task force; improved information to victims/survivors regarding resources and greater coordination between the campus and the local victim services agency as the result of meetings between campus and community advocates.) (Maximum - 2000 characters)




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 questions 26-27
 No--skip to C3

 **26. 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**

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Appropriate response to underserved populations |
| <input type="checkbox"/> | <input type="checkbox"/> | Identifying primary aggressor/discouraging dual arrest |
| <input type="checkbox"/> | <input type="checkbox"/> | Immediate access to protection order information |
| <input type="checkbox"/> | <input type="checkbox"/> | Mandatory training on sexual assault, domestic violence/dating violence, and stalking |
| <input type="checkbox"/> | <input type="checkbox"/> | Procedures for anonymous, confidential, or Jane Doe reporting of sexual assault |
| <input type="checkbox"/> | <input type="checkbox"/> | Sexual assault response and protocols |
| <input type="checkbox"/> | <input type="checkbox"/> | Policies to protect victims/survivors from internet disclosure of identifying information |
| <input type="checkbox"/> | <input type="checkbox"/> | No charge to victims/survivors for any costs related to the investigation of sexual assault, domestic violence/dating violence, and/or stalking offenses |
| <input type="checkbox"/> | <input type="checkbox"/> | No charge to sexual assault victim/survivor for any costs associated with forensic exam |
| <input type="checkbox"/> | <input type="checkbox"/> | No victims/survivors polygraphed |
| <input type="checkbox"/> | <input type="checkbox"/> | Pro-arrest/mandatory arrest |
| <input type="checkbox"/> | <input type="checkbox"/> | Protection order enforcement (<i>including full faith and credit</i>) |
| <input type="checkbox"/> | <input type="checkbox"/> | Providing information to victims/survivors about victim services |
| <input type="checkbox"/> | <input type="checkbox"/> | Other (<i>specify</i>): _____ |

Victim services

Campus based **Community based**

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Appropriate services for underserved populations |
| <input type="checkbox"/> | <input type="checkbox"/> | Appropriate response to victims/survivors with substance abuse issues and/or mental health diagnoses |
| <input type="checkbox"/> | <input type="checkbox"/> | Confidentiality |
| <input type="checkbox"/> | <input type="checkbox"/> | Disciplinary policy and procedures |
| <input type="checkbox"/> | <input type="checkbox"/> | Mandatory training standards for staff and volunteers |
| <input type="checkbox"/> | <input type="checkbox"/> | Protocols with campus police/security |
| <input type="checkbox"/> | <input type="checkbox"/> | Staff, board, and/or volunteers represent the diversity of your service area |
| <input type="checkbox"/> | <input type="checkbox"/> | Procedures for anonymous, confidential, or Jane Doe reporting of sexual assault |
| <input type="checkbox"/> | <input type="checkbox"/> | Victim/survivor informed about Crime Victims Compensation and victim impact statements |
| <input type="checkbox"/> | <input type="checkbox"/> | Other (<i>specify</i>): _____ |

Health care

Campus based Community based

- 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/dating violence, and stalking
- Routine screening and referrals for sexual assault, domestic violence/dating violence, and stalking
- Other (specify): _____

Student conduct code

- Dating violence policy
- Domestic violence policy
- Sexual assault 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): _____

Judicial/disciplinary board (campus-based)

- Accelerated hearing schedules
- Appropriate response to underserved populations
- Confidentiality
- Mandatory training on sexual assault, domestic violence/dating violence, and stalking
- Discouraging mediation
- Procedures for disciplinary hearing security
- Sanctions
- Victim/survivor 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): _____



27. (Optional) Additional information

(Use the space below to discuss the effectiveness of policies funded or supported by your Campus Program grant that 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.) (Maximum - 2000 characters)



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, responses in this subsection should reflect the aggregated responses of project members.)

- Yes—answer questions 28-31
- No—skip to C4

For the purposes of this reporting form, **training** is providing information on sexual assault, domestic violence, dating violence, and stalking that enables 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, domestic violence, dating violence, or stalking. In this subsection, report information on training activities. Report education activities in subsection C4.



28. 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. Training provided to Campus Program-funded staff should not be counted.)

Total number of training events provided



29. 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 do not know how many people to report in specific categories, you may report the overall number in "Multidisciplinary," but this category should be used only as a last resort. Students, community members, and victims/survivors should not be reported as people trained, since they are not professionals responding to victims/survivors.)

People trained	Number
Advocacy organization staff (NAACP, LGBTQ organization)	<input type="text"/>
Attorneys/law students	<input type="text"/>
Batterer intervention program staff	<input type="text"/>
Educators (teachers, administrators, etc.)	<input type="text"/>
Faith-based organization staff	<input type="text"/>
Health professionals (doctors, nurses, health center staff)	<input type="text"/>
Law enforcement officers	<input type="text"/>
Mental health professionals	<input type="text"/>
Multidisciplinary (various disciplines at same training)	<input type="text"/>
Peer educators	<input type="text"/>
Pre-professional students (students who will serve victims/survivors in a professional capacity upon completion of their program, e.g., social work, medical, psychology students)	<input type="text"/>
Sex offender management/sex offender treatment providers	<input type="text"/>
Social service organization staff (non-governmental – food bank, homeless shelter)	<input type="text"/>
Student affairs staff (residential life, multicultural center, disability organization, LGBTQ)	<input type="text"/>
Victim advocates (includes domestic violence, sexual assault, dual)	<input type="text"/>
Volunteers	<input type="text"/>
Other (specify): _____	<input type="text"/>
TOTAL	<input type="text"/>

**30. Training content areas**

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

Sexual assault, domestic violence, 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
- 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/dating violence statutes/codes
- Firearms and domestic violence/dating 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:

- 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 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 issues
- have substance abuse issues
- live in rural areas
- 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): _____



31. (Optional) Additional information

(Use the space below to discuss the effectiveness of training activities funded or supported by your Campus Program grant 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/survivors with disabilities following a multidisciplinary training on issues specific to victims/survivors with disabilities, or greater awareness and reporting of drug-facilitated sexual assault.) (Maximum - 2000 characters)

SECTION **C4**

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 flagship project, responses in this subsection should reflect the aggregated responses of project members.)

- Yes—answer questions 32-35
 No—skip to C5

For purposes of this reporting form, **education** means providing general information that will increase public awareness of sexual assault, domestic violence, dating violence, or stalking. In this subsection, report information on prevention activities and education programs. **Training** means providing information on sexual assault, domestic violence, dating violence, and stalking that enables 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 in subsection C3.



32. Education activities

(Indicate the activities supported with Campus Program funds during the current reporting period. Check all that apply.)

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



33. Education program attendees

(Report the number of people attending 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 education program event. Exclude those reported in subsection C1.)

People attending	Number
Institution administrators (<i>Provost, President</i>)	<input type="text"/>
Academic deans/directors	<input type="text"/>
Athletics (<i>including athletes, coaches, athletics department</i>)	<input type="text"/>
Faculty/staff	<input type="text"/>
Fraternity/sorority members	<input type="text"/>
Parents of students	<input type="text"/>
Residential life staff	<input type="text"/>
Student affairs staff (<i>multicultural center, LGBTQ center, career services</i>)	<input type="text"/>
Students (<i>club sports, intramurals, classroom, non-traditional, international, etc., excluding those reported in subsection C1</i>)	<input type="text"/>
Victims/survivors	<input type="text"/>
Women's group participants	<input type="text"/>
Community members/general public	<input type="text"/>
Other (<i>specify</i>):	<input type="text"/>
TOTAL	<input type="text"/>



34. Topics of education programs

(Indicate all topics addressed in education programs provided with Campus Program funds during the current reporting period. Check all that apply.)

- | | |
|---|---|
| <input type="checkbox"/> Dating violence prevention | <input type="checkbox"/> Domestic violence overview, dynamics, and services |
| <input type="checkbox"/> Domestic violence prevention | <input type="checkbox"/> Sexual assault overview, dynamics, and services |
| <input type="checkbox"/> Self-defense | <input type="checkbox"/> Stalking overview, dynamics, and services |
| <input type="checkbox"/> Sexual assault prevention | <input type="checkbox"/> Other (<i>specify</i>): _____ |
| <input type="checkbox"/> Stalking prevention | |
| <input type="checkbox"/> Dating violence overview, dynamics, and services | |



35. (Optional) Additional information

(Use the space below to discuss the effectiveness of outreach and education activities funded or supported by your Campus Program grant 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/survivors of sexual violence to your hotline following a Take Back the Night rally held on the campus commons, or during a Clotheslines Project exhibition.)
(Maximum - 2000 characters)

SECTION **C5**

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 or flagship project, responses in this subsection should reflect the aggregated responses of project members.)

- Yes—answer question 36
- No—skip to C6



36. 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.”)

Products	Number developed or revised	Title/topic	Intended audience	Number used or distributed	Other languages
Brochures	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Manuals	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Newsletter	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Posters	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

36. Use of Campus Program funds for product development, substantial revision, or distribution (cont.)

Products	Number developed or revised	Title/topic	Intended audience	Number used or distributed	Other languages
Promotional products <i>(wallet cards, key rings, whistles, etc.)</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Training materials <i>(power point presentations, theatre scripts, etc.)</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Training curricula	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Web site <i>(indicate the number of page views in the number used or distributed column)</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other <i>(specify):</i>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



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 or flagship project, responses in this subsection should reflect the aggregated responses of project members.)

- Yes—answer questions 37-38
 No—skip to C7



37. Use of Campus Program funds for data collection and/or communication systems

(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



38. 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): _____

SECTION **C7**

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 (not including construction of buildings) or if Campus Program funds directly supported system improvements (e.g., interpreters, evaluations, language lines) and/or capital improvements (e.g., improved lighting, emergency call boxes). (If the grant funds a consortium or flagship project, responses in this subsection should reflect the aggregated responses of project members.)

- Yes—answer questions 39-40
- No—skip to section D

39. 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"/>

40. 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
- Landscape design for security
- Lighting
- Security cameras
- Other (specify): _____

SECTION **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 project members.)

- Yes—answer questions 41-48
- No—if no, please explain in box below, and then skip to section E



41. 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 or who received services during the current reporting period should be counted only once. For 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.)

	Sexual assault	Domestic violence/ dating violence	Stalking	TOTAL
A. Served: Victims/survivors who received the service(s) they requested, if those services were funded by your Campus Program grant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
B. Partially served: Victims/survivors who received some service(s), but not all of the services they requested, if those services were funded by your Campus Program grant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL SERVED AND PARTIALLY SERVED (41A+B)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
C. Victims/survivors seeking services who were not served: Victims/survivors who sought services and did not receive the service(s) they were seeking, if those services were funded by your Campus Program grant	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>



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"/>	Conflict of interest
<input type="checkbox"/>	Did not meet statutory requirements
<input type="checkbox"/>	Hours of operation
<input type="checkbox"/>	Insufficient/lack of culturally appropriate services
<input type="checkbox"/>	Insufficient/lack of language capacity (<i>including sign language</i>)
<input type="checkbox"/>	Insufficient/lack of services for people with disabilities
<input type="checkbox"/>	Lack of child care
<input type="checkbox"/>	Program reached capacity
<input type="checkbox"/>	Program rules not acceptable to victim/survivor
<input type="checkbox"/>	Services inappropriate or inadequate for victims/survivors with mental health issues
<input type="checkbox"/>	Services inappropriate or inadequate for victims/survivors with substance abuse issues
<input type="checkbox"/>	Services not appropriate for victim/survivor
<input type="checkbox"/>	Transportation
<input type="checkbox"/>	Other (<i>specify</i>): <input type="text"/>

43. Demographics of victims/survivors served or partially served
(Based on the victims/survivors reported in 41A and 41B, report the total numbers for all that apply. 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.)

Race/ethnicity <i>(victims/survivors should not be counted more than once in either the category "American Indian and Alaska Native" or in the category "Native Hawaiian and other Pacific Islander.")</i>	Number of victims/survivors
American Indian and Alaska Native	<input type="text"/>
Asian	<input type="text"/>
Black or African American	<input type="text"/>
Hispanic or Latino	<input type="text"/>
Native Hawaiian and other Pacific Islander	<input type="text"/>
White	<input type="text"/>
Unknown	<input type="text"/>
TOTAL RACE/ETHNICITY <i>(should not be less than)</i>	<input type="text"/>
Gender	Number of victims/survivors
Female	<input type="text"/>
Male	<input type="text"/>
Unknown	<input type="text"/>
TOTAL GENDER <i>(should equal)</i>	<input type="text"/>
Age	Number of victims/survivors
0-12	<input type="text"/>
13-17	<input type="text"/>
18-24	<input type="text"/>
25-59	<input type="text"/>
60+	<input type="text"/>
Unknown	<input type="text"/>
TOTAL AGE <i>(should equal)</i>	<input type="text"/>
Other demographics	Number of victims/survivors
People with disabilities	<input type="text"/>
People with limited English proficiency	<input type="text"/>
People who are immigrants/refugees/asylum seekers	<input type="text"/>
People who live in rural areas	<input type="text"/>



44. Victims/survivors' relationship to offender by victimization

(For those victims/survivors reported as served and partially served in 41A and 41B, report the victim/survivor's relationship 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 _____; the total number in the domestic violence/dating violence column must be at least _____; and the total number in the stalking column must be at least _____.

Victims/survivors' relationship to offender	Number of victim/survivor relationships by victimization		
	Sexual assault	Domestic violence/dating violence	Stalking
Current or former spouse or intimate partner	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other family or household member	<input type="text"/>	<input type="text"/>	<input type="text"/>
Acquaintance (<i>neighbor, employee, co-worker, classmate, student, etc.</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Current or former dating relationship	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stranger	<input type="text"/>	<input type="text"/>	<input type="text"/>
Relationship unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>



45. Victim services

(Report the number of primary victims/survivors from 41A and 41B who received Campus Program-funded services. Count each victim/survivor only once for each type of service that the victim/survivor received during the current reporting period; do not report the number of times that service was provided to the victim/survivor. The total for each type of service should not be higher than .

Type of service	Number of victims/survivors
Academic/education advocacy (Actions designed to help the victim/survivor obtain needed support, resources, or services including assistance with course scheduling, academic letter of support, etc.)	<input type="text"/>
Civil legal assistance (Civil legal services provided by an attorney and/or paralegal)	<input type="text"/>
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 crisis intervention that occurs in person and/or over the telephone.)	<input type="text"/>
Disciplinary board advocacy (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)	<input type="text"/>
Hospital/clinic/other medical response (Accompanying a victim/survivor to, or meeting a victim/survivor at a hospital, clinic, or medical office)	<input type="text"/>
Housing assistance (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)	<input type="text"/>
Legal advocacy/court accompaniment (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.)	<input type="text"/>
Support group/counseling services (Individual or group counseling or support provided by a volunteer, peer, or professional)	<input type="text"/>
Transportation	<input type="text"/>
Victim/survivor advocacy (Actions designed to assist the victim/survivor in obtaining support, resources, or services, including employment, health care, victim's compensation, etc.)	<input type="text"/>
Other (specify):	<input type="text"/>



45A. Hotline calls

(Report the number of hotline calls received from victims/survivors, and the total number of hotline calls received, during the current reporting period. Victims/survivors whose calls are reported here should not be reported as victims served in Question 41 unless they also received at least one of the services described in Question 45 Victim Services. Victims/survivors who receive services such as crisis intervention or victim advocacy over the telephone, in addition to basic hotline information and/or referrals, should also be reported in Question 45. Hotline calls that include victim advocacy or crisis intervention services are those that require more time than the average call and involve a more intensive focus on the immediate needs and situation of the victim. For examples of when to report only the hotline call and when to report both the hotline call and a service or services in Question 45, see separate instructions.)

	Number of calls from victims/survivors	Total number of calls
Hotline calls (Crisis or information and referral calls received by an agency's hotline or office telephone)	<input type="text"/>	<input type="text"/>



46. Number of victims/survivors 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	<input type="text"/>	<input type="text"/>	<input type="text"/>
Off-campus	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>



47. (Optional) Additional information

(Use the space below to discuss the effectiveness of victim services funded or supported by your Campus Program grant 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.)

(Maximum - 2000 characters)



48. 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.)

Sexual assault protection orders	Temporary orders	Final orders
Number requested	<input type="text"/>	<input type="text"/>
Number granted	<input type="text"/>	<input type="text"/>

Domestic violence/dating violence protection orders	Temporary orders	Final orders
Number requested	<input type="text"/>	<input type="text"/>
Number granted	<input type="text"/>	<input type="text"/>

Stalking protection orders	Temporary orders	Final orders
Number requested	<input type="text"/>	<input type="text"/>
Number granted	<input type="text"/>	<input type="text"/>

SECTION **E**

CAMPUS AND COMMUNITY MEASURES

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 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 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 non-campus buildings or property, and on public property, that were reported to campus security authorities or local law enforcement. Campus security authorities are not restricted to campus police/security officers. See instructions for question 49 for the definitions of “campus” (to include non-campus buildings or property, and public property) and “campus security authorities” as defined by the Clery Act.



49. Number of offenses reported

(Report the number of sexual assault, domestic violence, dating violence, and/or stalking offenses reported to campus security authorities, during the current reporting period.)

Type of offense	Number of offenses reported
Sexual assault	<input type="text"/>
Domestic violence/dating violence	<input type="text"/>
Stalking	<input type="text"/>
TOTAL	<input type="text"/>



50. 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




51. Dispositions of campus disciplinary or judicial board actions

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

Type of offense	Number dismissed			Number acquitted	Sanctions					
	Request of victim	Lack of evidence	Other		Reprimand	Suspension	Expulsion	Counseling	Community service	Other
Sexual assault	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Domestic/dating violence	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stalking	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

 **52. (Optional) Additional information**
 (Use the space below to discuss the effectiveness of law enforcement and/or judicial and disciplinary board activities funded or supported by your Campus Program grant and to provide any additional information you would like to share about these activities beyond what you have provided in the data above.) (Maximum - 2000 characters)

 **53. 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 victim	Lack of evidence	Plea bargain	Other		Guilty of highest	Guilty of lesser	Plead as charged	Plead lesser	
Sexual assault	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Domestic/dating violence	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stalking	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

SECTION
F**NARRATIVE**

All grantees must answer question 54. (If the grant funds a consortium or flagship project, responses to this question should reflect the aggregated responses of project members.)



54. Report on the status of your Campus Program grant goals and objectives as of the end of the current reporting period.

(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 55 and 56 on an annual basis. Submit this information on the January to June reporting form only. (If the grant funds a consortium or flagship project, responses to these questions should reflect the aggregated responses of project members.)

Please limit your response to the space provided (8,000 characters, approximately two pages of continuous single-spaced text) for each question.



55. 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)?

(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.)



56. 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; revise judicial/disciplinary board procedures; create and implement prevention and education programs; and train campus administrators, judicial/disciplinary board members, and security personnel.)

Questions 57 and 58 are optional.

Please limit your response to the space provided (8,000 characters, approximately two pages of continuous single-spaced text) for each question.



57. 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(s) to previous questions that demonstrate the effectiveness of your Campus Program grant, please provide it below. Refer to separate instructions for a more detailed explanation and example. 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.)



58. 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 funded staff—e.g., victim advocates—but did not report any corresponding victim services, 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, 800 K Street, NW, Washington, DC 20531.

APPENDIX A

Describe your goals and objectives, as outlined in your grant proposal, or as revised - Question #54

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 #54 (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 #54 (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 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)?

Question #55

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)?

Question #55 (cont.)

What has Campus Program funding allowed you to do that you could not do prior to receiving this funding?

Question #56

What has Campus Program funding allowed you to do that you could not do prior to receiving this funding?

Question #56 (cont.)

Provide additional information that you would like us to know about your Campus Program and/or the effectiveness of your grant.

Question #57

Provide additional information that you would like us to know about your Campus Program and/or the effectiveness of your grant.

Question #57 (cont.)

Provide any additional information that you would like us to know about the data submitted.

Question #58

Provide any additional information that you would like us to know about the data submitted.

Question #58 (cont.)

