Family Violence Prevention and Services Act (FVPSA) Resource Center Grantee Feedback Questions for Virtual Listening Sessions

*The disclaimer will be provided on a slide at the beginning of the virtual meeting.*

PAPERWORK REDUCTION ACT OF 1995 (Pub. L. 104-13) STATEMENT OF PUBLIC BURDEN: The purpose of this information collection is to engage FVPSA discretionary grantees to help ACF modernize its internal Performance Progress Report by improving data completeness and quality while reducing staff and grantee burden. Public reporting burden for this collection of information is estimated to average [60/90] minutes per meeting. This is a voluntary collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information subject to the requirements of the Paperwork Reduction Act of 1995, unless it displays a currently valid OMB control number. The OMB # is 0970-0531 and the expiration date is 07/31/2022. If you have any comments on this collection of information, please contact [rachel.orsinger@acf.hhs.gov](mailto:rachel.orsinger@acf.hhs.gov).

**The following questions will be utilized both for live polls and virtual discussion groups during the virtual listening sessions.**

**Introduction:**

The ACF is considering content and format changes to its internal FVPSA discretionary grantee Performance Progress Report (PPR) to improve data completeness and quality while reducing staff and grantee burden. By developing an automated process that assesses data quality of grantee submissions, FVPSA will be able to identify errors more quickly and improve resource efficiency. The goal of this project is to improve data quality, completeness, and accessibility. These results will enable FVPSA to make better data-driven decisions and direct funds more appropriately to enhancing domestic violence services to match emerging needs.

The information representatives of Resource Centers (RCs) provide will help FVPSA identify and consider potential changes to the RC PPR content and format and better understand the reporting burden for this grant requirement. FVPSA will solicit feedback on:

1. Ways to capture more quantifiable data about reach and impact as described in funding opportunity announcements;
2. Questions about technical assistance and reporting burden; and
3. Other updates Resource Center grantees would like included in the PPR.

Information collected through these meetings will be shared with MITRE’s Health FFRDC given their role as ACF’s contractor supporting this effort. No information collected will be shared back with RC representatives other than in the aggregate, with any personally identifying details removed.

**Focus Areas and Quantifying Impact**

**Question 1:** How do Resource Centers (RCs) identify focus areas for each reporting period?

**Question 2:** How do RCs identify the most frequently addressed training topics and technical assistance content areas for a given reporting period?

Follow-up: What types of training and technical assistance do RCs typically deliver during a given reporting period? (see Table A below)

Follow-up: Are there any training or technical assistance activities that RCs typically provide that should receive their own category?

**Question 3:** What are the best metrics for determining the success of RCs?

Follow-up: Is there any data that RCs wished the PPRs asked for that demonstrate the success of the program?

**Question 4:** What are the best metrics for quantifying the impact of RCs?

**Optional Question 5:** Is there any data that RCs wished the PPRs asked for that align with emerging issues (for example, substance use or stalking)?

**Feedback on Current PPR and Other Data Submitted to FVPSA and the National Resource Center on Domestic Violence (NRCDV)**

**Question 6:** What is the most challenging aspect of the current PPR submission?

Follow-up: What is the most challenging data element to collect for the current PPR submission?

Follow-up: How do RCs track and collect the data necessary for the current PPR submission?

Follow-up: Do RCs use the information currently reported in the PPRs for any internal goal setting or other operational purposes?

**Question 7:** If RCs could change any aspect of the current PPR, what would it be?

Follow-up: How long does it typically take to collect the data required for the current PPR submission, format the data as required by the current submission template, perform a quality check, and submit?

**Optional Question 8:** Are there any data requested by the current PPRs that does not align to the mission of specific RCs?

**Technical Assistance and Sharing Best Practices**

**Question 9:** What types of technical assistance (TA) do RCs currently receive from your project officer/FVPSA? Do RCs have any unmet TA needs?

Follow-up: How do RCs communicate progress or challenges with your project officer/FVPSA outside of the PPR? What information do RCs typically share?

**Question 10:** Do RCs provide TA to other FVPSA grantees (ex. State coalitions or tribal consortiums)? Do RCs document or track that TA differently than TA delivered to non-FVPSA grantees?

**Optional Question 11:** How do RCs typically share information or best practices with other FVPSA grantees?

The following data elements are currently being reported by RCs through the current PPR to FVPSA and will be referenced as needed during the virtual listening sessions.

Data Currently Reqested through PPRs

1. Major Activities and Accomplishments
2. Program areas (vary by resource center, one example is below)
3. Focus areas
4. Public awareness and resource development activities
5. Providing training, technical assistance and leadership building
6. Policy development and systems engagement
7. Research and evaluation
8. Community and FYSB grantee engagement
9. Program performance and evaluation plan
10. Problems
11. Significant Findings and Events
12. Dissemination Activities
13. Other Activities
14. Activities Planned for the Next Reporting Period
15. Author Contact Information

In addition to the required performance narrative information included in the PPR, RCs currently voluntarily submit training and technical assistance information into a database housed by the NRCDV. FVPSA is considering integrating NRCDV reporting elements into their PPR to collect more quantifiable data, standardize reporting, and enhance FVPSA’s understanding of trends occurring across RCs when carrying out grant activities.

The following data elements collected by the NRCVD, along with the current data submission format, will be referenced as needed during FVPSA’s listening sessions with RC grantees:

Section C: Training and Community Engagement Report

1.Were Grant Award funds used to provide training during the current reporting period?

1. Type and number of training events provided
2. Number of individuals reached through training and community engagement during reporting period
3. Training content areas during the reporting period
4. Most frequently provided training during the reporting period

Section D: Technical Assistance (TA) Report

1. Were Grant Award funds used to provide TA during the current reporting period?
2. Recipients of TA and Type and Number of TA Activities
3. TA content areas during the reporting period
4. Most frequently addressed TA topics during the reporting period (select the 5 most frequently addressed TA topics from Table E or other emerging issues)

Section E: Culturally-Specific Special Issue Resource Centers

1. Were Grant Award funds used to develop or enhance engagement of or services/responses to culturally-specific communities or individuals during the reporting period?
2. Activities addressing culturally-specific populations
3. Culturally-specific populations served
4. Activities at the intersection of other social, personal, demographic identifiers

Section F: NRCDV and Special Issue Resource Centers

1. Were Grant Award funds used to develop or enhance engagement of or services/responses to racial or ethnic minority groups and/or underserved communities or individuals during the reporting period?
2. Activities addressing racial and ethnic minority groups and/or underserved populations
3. Developing/enhancing response to racial and ethnic minority groups and underserved populations

Section G: Products Development and Distribution Report

1. Were Grant Award funds used to develop, substantially revise, or distribute products during the current reporting period?
2. Use of Grant Award funds to develop, substantially revise, or distribute products during the reporting period

Section H: Website and Social Media Report

1. Were Grant Award funds used to support website activities, including the posting and dissemination of information, or to develop and disseminate online newsletters or other publications
2. Website usage for each website supported by Grant Award funds
3. Online newsletters and eLerts/Subscriptions

Current NRCVD Data Submission Format

**Table A. Type and Number of Training Events Provided**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Types of Training/ Community Engagement** | **Total number of training/community engagement events (total # of people trained with these grant funds)** | | | | | | | |
| National | Tribal | International | Regional (several states) | State/ territorial | Local | **Total** |  |
| **A. Conferences/ Institutes Hosted by Organization**  **Plenaries/Keynotes \_\_\_\_**  **Workshops \_\_\_\_**  **% Funded under grant \_\_\_\_** |  |  |  |  |  |  |  |  |
| **B. Plenary/Workshop Presentations**  **Less than day-long \_\_\_\_**  **Day-long or multi-day \_\_\_\_** |  |  |  |  |  |  |  |  |
| **C. New Grantee Orientation** |  |  |  |  |  |  |  |  |
| **D. Audio Conferences** |  |  |  |  |  |  |  |  |
| **E. Video Conferences** |  |  |  |  |  |  |  |  |
| **F. Webinars**  **1) Resource Center webinar** |  |  |  |  |  |  |  |  |
| **2) Hosted for another org. with significant support provided** |  |  |  |  |  |  |  |  |
| **G. ToT Sessions** |  |  |  |  |  |  |  |  |
| **H. Listening Sessions** |  |  |  |  |  |  |  |  |
| **I. Other Community Engagement Events** |  |  |  |  |  |  |  |  |
| **J. Social Media-Based Events/Trainings** |  |  |  |  |  |  |  |  |
| **K. Radio Programs** |  |  |  |  |  |  |  |  |
| **L. Other: Lecture, Advisory council meeting, Community of Practice** |  |  |  |  |  |  |  |  |
| **TOTAL** |  |  |  |  |  |  |  |  |

**Table B. Number of Individuals Reached through Training and Community Engagement During Reporting Period**

|  |  |
| --- | --- |
| **Categories of Individuals Trained** | **Number Trained** |
| Adult Protective Services |  |
| Anti-Trafficking Agencies (Non-Governmental) |  |
| Attorneys |  |
| Batterer Intervention Programs (BIPs) |  |
| Child Support System (Administrative and Judicial Agency Personnel, System-Based Victim Advocates) |  |
| Child Welfare System (Judges, Social Workers, Administrators, Foster Care, System-Based Advocates) |  |
| Child Care/Head Start Agencies |  |
| Civil Justice System (Judges, Clerks, Custody Evaluators, 3rd Party Neutrals, System-Based Victim Advocates) |  |
| Coordinated Community Response (CCR) Entities |  |
| Corrections System (Probation, Parole, and Correctional Facilities) |  |
| Criminal Justice System (Clerks, Prosecutors, Expert Witnesses, System-Based Victims, Witness Specialists) |  |
| Culturally-Specific Community-Based Programs- DV/SA Programs |  |
| Culturally-Specific Community-Based Programs- Other |  |
| Disability Rights/Deaf Organizations |  |
| Domestic/Dating Violence Programs and Dual Domestic Violence/Sexual Assault Programs (Including Advocates, Boards, Volunteers) |  |
| Domestic Violence State/Territory Coalitions and Dual Domestic Violence/Sexual Assault State/Territory Coalitions (Including Advocates and Boards) |  |
| Educators (Teachers/Faculty from Elementary through College) and School/Campus Personnel |  |
| Economic Security, Asset-Building, Anti-Poverty Programs (Non-Governmental) |  |
| Elder Abuse Organizations (Non-Governmental) |  |
| Emergency Preparedness Agencies |  |
| Employers |  |
| Faith-Based/Spiritual Leaders/Organizations |  |
| Fatherhood Programs |  |
| Funders- Private Foundations, Corporate Funders |  |
| FVPSA/FYSB Program |  |
| General Public |  |
| Health Care Providers Working with Adults |  |
| Health Care Providers Working with Children |  |
| Home Visitation Agencies |  |
| Housing Agencies and Transitional Housing Programs (Non-DV Focused) |  |
| Immigrant Organizations (Non-Governmental) |  |
| Interpreters and Translators |  |
| Judges |  |
| Juvenile Delinquency System (Probation, Other Personnel) |  |
| Law Enforcement Agencies |  |
| LGBTQ Community Organizations |  |
| Media |  |
| Mental Health Professionals |  |
| Military Family Advocacy Program |  |
| Military Justice Personnel (Military Police, JAGs, Other) |  |
| Multi-Disciplinary Groups |  |
| NGOs (Non-DV)- International (UN Women, Other) |  |
| NGOs (Non-DV)- National/Tribal (NCAAP, NCAI, Nat’l Council of La Raza, NASW) |  |
| NGOs (Non-DV)- State, Territorial, or Local (State/Local Chapter, Other CBOs) |  |
| Policymakers- Federal Government (Congress, White House, Federal Agencies including OVW and OVC) |  |
| Policymakers- State/Territorial and Local |  |
| Policymakers- Tribal |  |
| Public Benefits Agencies (TANF, SNAP, WIC, Other) |  |
| Researchers/Scholars |  |
| Refugee Organizations (Including those Working with Asylees) |  |
| Reproductive and Sexual Health and Rights Programs |  |
| Sexual Assault Programs and Coalitions |  |
| Students (K-12, Undergraduate, Graduate, Including Law School and Medical School) and Student Groups |  |
| Substance Abuse Programs |  |
| Supervised Visitation Programs |  |
| Social Services for Adults, Children, and Families (Non-Governmental) |  |
| TA Providers- DVRN Members |  |
| TA Providers- Other DV/SA/Stalking TA Providers |  |
| Tribal Domestic Violence and Sexual Assault Coalitions |  |
| Tribal Domestic Violence and Sexual Assault Programs |  |
| Tribal Governments (Including Tribal Councils) |  |
| Tribal Justice System (Judges, Clerks, Prosecutors, Probation, Other) |  |
| Tribal Law Enforcement |  |
| Other Individuals and Groups (Social Clubs, Beauty Salons, Community Organizers) |  |
| Other Underserved Communities |  |
| University/Campus Administrators and Campus Police |  |
| Victims/Survivors of Domestic Violence, Dating Violence, Sexual Assault, Stalking |  |
| Victims/Survivors and Other Individuals Charged with Crimes |  |
| Victims/Survivors’ Family and Friends |  |
| Youth Serving Organizations |  |
| Other: Primary Care Associations; State Departments of Health/Public Health; HRSA Workforce Development Agencies |  |
| **TOTAL** |  |

**Table C. Training Content Areas During the Reporting Period**

|  |  |
| --- | --- |
| **Training Topics (Check All that Apply)** | **X** |
| Accessibility (ADA, language, programming) |  |
| Adolescent/Teen Relationship Abuse |  |
| Advocacy |  |
| Batterers Intervention Programs/Reducing Abusive Behavior |  |
| Child Custody Related Issues |  |
| Child Support |  |
| Child Welfare/Child Protection Issues (Co-Occurrence, System Response) |  |
| Children and Youth Exposed to Domestic Violence |  |
| Civil Legal Issues (Including Family Court Response, POs, Civil Legal Assistance) |  |
| Community Organizing, Engagement, and Mobilization |  |
| Confidentiality/Privacy (HIPPAA, Privileged Communication, Tech Safety |  |
| Corrections (Probation/Parole, Programs in Prison and Related) |  |
| Coordinated Community Response |  |
| Creating and Sustaining Culturally-Specific Organizations and Communities |  |
| Criminal Legal Issues (Law Enforcement, Prosecution, Court, and Defense Responses) |  |
| Cultural Competency for NGOs and Systems |  |
| Curricula and Training Issues |  |
| Data Collection and Evaluation |  |
| Domestic and Dating Violence (Dynamics, Incidence/Prevalence, Response) |  |
| Domestic Violence Victims Charged with Crimes |  |
| Economic Empowerment |  |
| Elder Abuse |  |
| Emergency Preparedness |  |
| Engaging Men and Boys |  |
| Evidence-Based, Evidence-Informed, and Promising Practices (Including Practice-Based Evidence) |  |
| Faith/Religion |  |
| Fatherhood and Domestic Violence |  |
| Firearms and Domestic Violence |  |
| Grants and Funding |  |
| HIV and AIDS |  |
| Health Care and Domestic Violence |  |
| Housing (Transitional Housing, Discrimination, Affordable Housing) |  |
| Homicide (Lethality/Dangerousness Assessments, Fatality Reviews, Homicide Prevention) |  |
| Juvenile System Issues (Delinquency, Dependency, Foster Care, Other) |  |
| Immigration Issue, Including Response to Immigrant Survivors |  |
| Language Access, Interpretation, and Translation |  |
| LGBTQ Communities, Including Response to Survivors of Abuse |  |
| Male Victims |  |
| Mandatory Reporting (Child Welfare, Law Enforcement) |  |
| Mental Health and Domestic Violence |  |
| Military (Programming, Advocacy, System Response) |  |
| Organizational Development (Fund Development, Boards, Strategic Planning, Other) |  |
| Primary Prevention |  |
| Program Development |  |
| Program Evaluation |  |
| Public Benefits (TANF, SNAP, Other) |  |
| Re-Entry, Including for Incarcerated Women |  |
| Refugees, Including Response to Refugee Survivors |  |
| Research and Statistics |  |
| Disabilities/Deafness, Including Response to Survivors with Disabilities or Who are Deaf |  |
| Runaway and Homeless Youth |  |
| Rural Communities, Including Survivors Living in Rural/Remote Areas |  |
| Safety Audits (Organizations, Systems) |  |
| Safety Planning |  |
| Stalking, Including Response to Stalking Survivors |  |
| Substance Abuse and Domestic Violence |  |
| Supervised Visitation and Exchange |  |
| Technology and Technology Capacity |  |
| Technology Safety and Security |  |
| Trauma-Informed Practice |  |
| Tribal Nations (Sovereignty, Services, Legal and Health Response, Child Welfare, Other) |  |
| Tribal Justice Issues (Law Enforcement, Prosecution, Court, and Correction Responses) |  |
| Workplace Issues |  |
| Other: Addressing DV During COVID, COVID-19 and Telehealth, Partner Inflicted Brain Injury, Following Young Peoples’ Lead on Online Youth Engagement for SV Prevention in Times of COVID) |  |

**Table D. Recipients of TA and Type and Number of TA Activities**

**Site Visit:** An in-person visit made to an agency/location for the purpose of providing TA consultation.

**TA Consultation**: TA consultations involve substantive contact with individuals or organizations via phone, email, or in person that does not rise to the level of a site visit.

**Information and Referral (I & R) Services**: I & R services involve the provision of information, materials, or referrals to other resources in response to specific requests.

|  |  |  |  |
| --- | --- | --- | --- |
| **Categories of Individuals Trained** | **# of Site Visits** | **# of TA Consultations** | **# of I & R Responses** |
| Adult Protective Services |  |  |  |
| Anti-Trafficking Agencies (Non-Governmental) |  |  |  |
| Attorneys |  |  |  |
| Batterer Intervention Programs (BIPs) |  |  |  |
| Child Support System (Administrative and Judicial Agency Personnel, System-Based Victim Advocates) |  |  |  |
| Child Welfare System (Judges, Social Workers, Administrators, Foster Care, System-Based Advocates) |  |  |  |
| Child Care/Head Start Agencies |  |  |  |
| Civil Justice System (Judges, Clerks, Custody Evaluators, 3rd Party Neutrals, System-Based Victim Advocates) |  |  |  |
| Coordinated Community Response (CCR) Entities |  |  |  |
| Corrections System (Probation, Parole, and Correctional Facilities) |  |  |  |
| Criminal Justice System (Clerks, Prosecutors, Expert Witnesses, System-Based Victims, Witness Specialists) |  |  |  |
| Culturally-Specific Community-Based Programs- DV/SA Programs |  |  |  |
| Culturally-Specific Community-Based Programs- Other |  |  |  |
| Disability Rights/Deaf Organizations |  |  |  |
| Domestic/Dating Violence Programs and Dual Domestic Violence/Sexual Assault Programs (Including Advocates, Boards, Volunteers) |  |  |  |
| Domestic Violence State/Territory Coalitions and Dual Domestic Violence/Sexual Assault State/Territory Coalitions (Including Advocates and Boards) |  |  |  |
| Educators (Teachers/Faculty from Elementary through College) and School/Campus Personnel |  |  |  |
| Economic Security, Asset-Building, Anti-Poverty Programs (Non-Governmental) |  |  |  |
| Elder Abuse Organizations (Non-Governmental) |  |  |  |
| Emergency Preparedness Agencies |  |  |  |
| Employers |  |  |  |
| Faith-Based/Spiritual Leaders/Organizations |  |  |  |
| Fatherhood Programs |  |  |  |
| Funders- Private Foundations, Corporate Funders |  |  |  |
| FVPSA/FYSB Program |  |  |  |
| General Public |  |  |  |
| Health Care Providers Working with Adults |  |  |  |
| Health Care Providers Working with Children |  |  |  |
| Home Visitation Agencies |  |  |  |
| Housing Agencies and Transitional Housing Programs (Non-DV Focused) |  |  |  |
| Immigrant Organizations (Non-Governmental) |  |  |  |
| Interpreters and Translators |  |  |  |
| Judges |  |  |  |
| Juvenile Delinquency System (Probation, Other Personnel) |  |  |  |
| Law Enforcement Agencies |  |  |  |
| LGBTQ Community Organizations |  |  |  |
| Media |  |  |  |
| Mental Health Professionals |  |  |  |
| Military Family Advocacy Program |  |  |  |
| Military Justice Personnel (Military Police, JAGs, Other) |  |  |  |
| Multi-Disciplinary Groups |  |  |  |
| NGOs (Non-DV)- International (UN Women, Other) |  |  |  |
| NGOs (Non-DV)- National/Tribal (NCAAP, NCAI, Nat’l Council of La Raza, NASW) |  |  |  |
| NGOs (Non-DV)- State, Territorial, or Local (State/Local Chapter, Other CBOs) |  |  |  |
| Policymakers- Federal Government (Congress, White House, Federal Agencies including OVW and OVC) |  |  |  |
| Policymakers- State/Territorial and Local |  |  |  |
| Policymakers- Tribal |  |  |  |
| Public Benefits Agencies (TANF, SNAP, WIC, Other) |  |  |  |
| Researchers/Scholars |  |  |  |
| Refugee Organizations (Including those Working with Asylees) |  |  |  |
| Reproductive and Sexual Health and Rights Programs |  |  |  |
| Sexual Assault Programs and Coalitions |  |  |  |
| Students (K-12, Undergraduate, Graduate, Including Law School and Medical School) and Student Groups |  |  |  |
| Substance Abuse Programs |  |  |  |
| Supervised Visitation Programs |  |  |  |
| Social Services for Adults, Children, and Families (Non-Governmental) |  |  |  |
| TA Providers- DVRN Members |  |  |  |
| TA Providers- Other DV/SA/Stalking TA Providers |  |  |  |
| Tribal Domestic Violence and Sexual Assault Coalitions |  |  |  |
| Tribal Domestic Violence and Sexual Assault Programs |  |  |  |
| Tribal Governments (Including Tribal Councils) |  |  |  |
| Tribal Justice System (Judges, Clerks, Prosecutors, Probation, Other) |  |  |  |
| Tribal Law Enforcement |  |  |  |
| Other Individuals and Groups (Social Clubs, Beauty Salons, Community Organizers) |  |  |  |
| Other Underserved Communities |  |  |  |
| University/Campus Administrators and Campus Police |  |  |  |
| Victims/Survivors of Domestic Violence, Dating Violence, Sexual Assault, Stalking |  |  |  |
| Victims/Survivors and Other Individuals Charged with Crimes |  |  |  |
| Victims/Survivors’ Family and Friends |  |  |  |
| Youth Serving Organizations |  |  |  |
| Other: Primary Care Associations; State Departments of Health/Public Health; HRSA Workforce Development Agencies |  |  |  |
| **TOTAL** |  |  |  |

**Table E. TA Content Areas During the Reporting Period**

|  |  |
| --- | --- |
| **Training Topics (Check All that Apply)** | **X** |
| Accessibility (ADA, language, programming) |  |
| Adolescent/Teen Relationship Abuse |  |
| Advocacy |  |
| Batterers Intervention Programs/Reducing Abusive Behavior |  |
| Child Custody Related Issues |  |
| Child Support |  |
| Child Welfare/Child Protection Issues (Co-Occurrence, System Response) |  |
| Children and Youth Exposed to Domestic Violence |  |
| Civil Legal Issues (Including Family Court Response, POs, Civil Legal Assistance) |  |
| Community Organizing, Engagement, and Mobilization |  |
| Confidentiality/Privacy (HIPPAA, Privileged Communication, Tech Safety |  |
| Corrections (Probation/Parole, Programs in Prison and Related) |  |
| Coordinated Community Response |  |
| Creating and Sustaining Culturally-Specific Organizations and Communities |  |
| Criminal Legal Issues (Law Enforcement, Prosecution, Court, and Defense Responses) |  |
| Cultural Competency for NGOs and Systems |  |
| Curricula and Training Issues |  |
| Data Collection and Evaluation |  |
| Domestic and Dating Violence (Dynamics, Incidence/Prevalence, Response) |  |
| Domestic Violence Victims Charged with Crimes |  |
| Economic Empowerment |  |
| Elder Abuse |  |
| Emergency Preparedness |  |
| Engaging Men and Boys |  |
| Evidence-Based, Evidence-Informed, and Promising Practices (Including Practice-Based Evidence) |  |
| Faith/Religion |  |
| Fatherhood and Domestic Violence |  |
| Firearms and Domestic Violence |  |
| Grants and Funding |  |
| HIV and AIDS |  |
| Health Care and Domestic Violence |  |
| Housing (Transitional Housing, Discrimination, Affordable Housing) |  |
| Homicide (Lethality/Dangerousness Assessments, Fatality Reviews, Homicide Prevention) |  |
| Juvenile System Issues (Delinquency, Dependency, Foster Care, Other) |  |
| Immigration Issue, Including Response to Immigrant Survivors |  |
| Language Access, Interpretation, and Translation |  |
| LGBTQ Communities, Including Response to Survivors of Abuse |  |
| Male Victims |  |
| Mandatory Reporting (Child Welfare, Law Enforcement) |  |
| Mental Health and Domestic Violence |  |
| Military (Programming, Advocacy, System Response) |  |
| Organizational Development (Fund Development, Boards, Strategic Planning, Other) |  |
| Primary Prevention |  |
| Program Development |  |
| Program Evaluation |  |
| Public Benefits (TANF, SNAP, Other) |  |
| Re-Entry, Including for Incarcerated Women |  |
| Refugees, Including Response to Refugee Survivors |  |
| Research and Statistics |  |
| Disabilities/Deafness, Including Response to Survivors with Disabilities or Who are Deaf |  |
| Runaway and Homeless Youth |  |
| Rural Communities, Including Survivors Living in Rural/Remote Areas |  |
| Safety Audits (Organizations, Systems) |  |
| Safety Planning |  |
| Stalking, Including Response to Stalking Survivors |  |
| Substance Abuse and Domestic Violence |  |
| Supervised Visitation and Exchange |  |
| Technology and Technology Capacity |  |
| Technology Safety and Security |  |
| Trauma-Informed Practice |  |
| Tribal Nations (Sovereignty, Services, Legal and Health Response, Child Welfare, Other) |  |
| Tribal Justice Issues (Law Enforcement, Prosecution, Court, and Correction Responses) |  |
| Workplace Issues |  |
| Other: Addressing DV During COVID, COVID-19 and Telehealth, Partner Inflicted Brain Injury, Following Young Peoples’ Lead on Online Youth Engagement for SV Prevention in Times of COVID) |  |

**Table F. Activities Addressing Culturally-Specific Populations**

|  |  |  |
| --- | --- | --- |
| **Activities** | **Lead/ Primary Activity** | **Partner/ Support Activity** |
| Developing materials and other resources to increase the field’s awareness of and education about the needs and strengths of ethnic and racial minority groups |  |  |
| Engaging in systems advocacy and collaboration to identify and maximize systems’ support and access and minimize barriers for racial and ethnic minority groups |  |  |
| Engaging in community organizing, outreach, advocacy, movement building, and/or collaboration to enhance culturally-specific community supports and to minimize barriers for that population |  |  |
| Identifying and increasing awareness about critical issues affecting target populations of the CSSIRCs to increase culturally-specific and culturally-competent services and access to all programs serving survivors |  |  |
| Increasing participation and visibility of culturally-specific communities in shaping intervention and prevention policy initiatives |  |  |
| Increasing participation and visibility of culturally-specific communities in shaping intervention and prevention research initiatives and methodologies to enhance healing and well-being for racial and ethnic minority groups |  |  |
| Providing training regarding culturally appropriate services for communities |  |  |
| Analyzing critical issues and new trends in order to develop survivor-centered and community-defined advocacy and community engagement strategies |  |  |
| Contributing content-area expertise to national, state, federal, and local issues |  |  |
| Developing, supporting, and enhancing leadership in racial and ethnic communities |  |  |
| Identifying, adapting, and implementing evidence-based, trauma informed, culturally-relevant strategies and program models |  |  |

**Table G. Culturally-Specific Populations Served**

|  |  |  |
| --- | --- | --- |
| **Developing/Enhancing Response for Victims/Survivors Who Are:** | **Lead/ Primary Activity** | **Partner/ Support Activity** |
| American Indian or Alaska Native (AIAN) |  |  |
| Asian |  |  |
| Native Hawaiian or other Pacific Islander |  |  |
| Black of African American |  |  |
| Hispanic or Latin@ |  |  |

**Table H. Activities at the Intersection of other Social, Personal, Demographic Identifiers**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Victims/Survivors who:** | **Primary/ Lead** | **Partner/ Support** | **AI/AN** | **Asian** | **Black/ African American** | **Latin@** | **Pacific Islander** | **Native Hawaiian** | **Pan-Ethnic** | **General Population** |
| Are deaf or hard of hearing |  |  |  |  |  |  |  |  |  |  |
| Have physical disabilities |  |  |  |  |  |  |  |  |  |  |
| Have cognitive disabilities |  |  |  |  |  |  |  |  |  |  |
| Are elders |  |  |  |  |  |  |  |  |  |  |
| Are homeless or living in poverty |  |  |  |  |  |  |  |  |  |  |
| Are immigrants |  |  |  |  |  |  |  |  |  |  |
| Are refugees or asylum seekers |  |  |  |  |  |  |  |  |  |  |
| Are lesbian, gay, bisexual, transgender, or intersex |  |  |  |  |  |  |  |  |  |  |
| Are torture victims or were victimized in conflict zones |  |  |  |  |  |  |  |  |  |  |
| Are victims of trafficking |  |  |  |  |  |  |  |  |  |  |
| Have limited English proficiency |  |  |  |  |  |  |  |  |  |  |
| Are experiencing mental health issues |  |  |  |  |  |  |  |  |  |  |
| Are experiencing substance abuse issues |  |  |  |  |  |  |  |  |  |  |
| Are charged, incarcerated, or re-entering the community after incarceration |  |  |  |  |  |  |  |  |  |  |
| Have barriers accessing services because of religion |  |  |  |  |  |  |  |  |  |  |
| Live in rural areas |  |  |  |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |  |  |  |

**Table I. Activities Addressing Racial and Ethnic Minority Groups and/or Underserved Populations**

|  |  |  |
| --- | --- | --- |
| **Activities** | **Lead/ Primary Activity** | **Partner/ Support Activity** |
| Developing materials and other resources to increase the field’s awareness of and education about the needs and strengths of ethnic and racial minority groups and/or underserved populations |  |  |
| Engaging in systems advocacy and collaboration to identify and maximize systems’ support and access and minimize barriers for racial and ethnic minority groups and/or underserved populations |  |  |
| Engaging in community organizing, outreach, advocacy, movement building, and/or collaboration to enhance community supports and to minimize barriers for specific racial and ethnic minority populations and/or underserved populations |  |  |
| Increasing participation and visibility of racial and ethnic minority groups and underserved populations in shaping intervention and prevention policy initiatives |  |  |
| Increasing participation and visibility of racial and ethnic minority groups and underserved populations in shaping intervention and prevention research initiatives and methodologies to enhance healing and well-being for survivors |  |  |
| Providing training regarding culturally appropriate services for communities |  |  |
| Analyzing critical issues and new trends in order to develop survivor-centered and community-defined advocacy and community engagement strategies |  |  |
| Contributing content-area expertise to national, state, federal, and local issues |  |  |
| Developing, supporting, and enhancing leadership in racial and ethnic communities |  |  |
| Identifying, adapting, and implementing evidence-based, trauma informed, culturally-relevant strategies and program models |  |  |

**Table J. Developing/Enhancing Response to Racial and Ethnic Minority Groups and Underserved Populations**

|  |  |  |
| --- | --- | --- |
| **Developing/Enhancing Response for Victims/Survivors Who Are:** | **Lead/ Primary Activity** | **Partner/ Support Activity** |
| American Indian or Alaska Native (AIAN) |  |  |
| Asian |  |  |
| Native Hawaiian or other Pacific Islander |  |  |
| Black of African American |  |  |
| Hispanic or Latin@ |  |  |
|  |  |  |
| Are deaf or hard of hearing |  |  |
| Have physical disabilities |  |  |
| Have cognitive disabilities |  |  |
| Are elders |  |  |
| Are homeless or living in poverty |  |  |
| Are immigrants |  |  |
| Are refugees or asylum seekers |  |  |
| Are lesbian, gay, bisexual, transgender, or intersex |  |  |
| Are torture victims or were victimized in conflict zones |  |  |
| Are victims of trafficking |  |  |
| Have limited English proficiency |  |  |
| Are experiencing mental health issues |  |  |
| Are experiencing substance abuse issues |  |  |
| Are charged, incarcerated, or re-entering the community after incarceration |  |  |
| Have barriers accessing services because of religion |  |  |
| Live in rural areas |  |  |
| Other |  |  |

**Table K. Use of Grant Award Funds to Develop, Substantially Revise, or Distribute Products During the Reporting Period**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Product Types (During Reporting Period)** | **# Developed and/or Substantially Revised** | **# Printed (# Hard Copies Distributed)** | **# Disseminated Online (# of Copies Viewed/Downloaded from Website, if known)** | **Produced in Other Languages/Formats (Identify Language)** |
| Annotated Bibliography |  |  |  |  |
| Brochure |  |  |  |  |
| Benchcard/ Deskcard |  |  |  |  |
| Fact Sheet/ Tip Sheet |  |  |  |  |
| Funding Alert |  |  |  |  |
| Journal Article/ Book Chapter |  |  |  |  |
| Manual |  |  |  |  |
| Newsletter/ Magazine |  |  |  |  |
| Online Collection |  |  |  |  |
| Podcasts |  |  |  |  |
| Reports- Legislative/ Policy/ Other |  |  |  |  |
| Research/ News Alerts |  |  |  |  |
| Resource Guide/ Directory |  |  |  |  |
| TA Packet/ Guide/ Brief |  |  |  |  |
| Toolkits |  |  |  |  |
| Training Curriculum |  |  |  |  |
| Training Materials |  |  |  |  |
| Videos/ CDs |  |  |  |  |
| Webinar Recordings |  |  |  |  |
| Formal Permission Granted to Other Organization to Reprint Existing Publications |  |  |  |  |
| Other Publications: Posters, Samples, and Templates, Worksheets, Digital Tools, Billboard Files |  |  |  |  |
| **TOTALS** |  |  |  |  |

**Table L. Website Usage**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Prior 6 Months** | **Current 6 Months** | **12-Month Total** | **% Change** |
| **Views** |  |  |  |  |
| **Visitors** |  |  |  |  |
| **Daily Visits** |  |  |  |  |

**Table M. Online Newsletters and eLerts/ Subscriptions**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of eNewsletters, eLerts, and other Online Subscriptions** | **# Produced during Reporting Period** | **Subscriptions on 1st day of Reporting Period** | **Subscriptions on Last Day of Reporting Period** | **% Change** |
| Health e-Bulletin |  |  |  |  |
| Health listserv |  |  |  |  |