

**U.S. DEPARTMENT OF JUSTICE
OFFICE ON VIOLENCE AGAINST WOMEN**

**INSTRUCTIONS FOR SEMI-ANNUAL PROGRESS REPORT FOR
GRANTS TO REDUCE DOMESTIC VIOLENCE, DATING VIOLENCE,
SEXUAL ASSAULT, AND STALKING, ON CAMPUS PROGRAM**

The statutory requirements of Section 826(d)(3) of the Higher Education Amendments of 1998 require the Attorney General to submit an annual report to Congress. The report must address the activities of grantees receiving federal funds under the Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus Program (Campus Program), including information about the effectiveness of grant-funded programs, and a statistical summary of persons served.

In addition, the Violence Against Women Act of 2000 (VAWA 2000) requires grantees to report on the effectiveness of activities carried out with grant funds, including the number of people served and the number seeking services who could not be served. To meet these Congressional reporting requirements and the requirements of the Government Performance and Results Act, the Office on Violence Against Women (OVW) requires all grantees to complete this **Semi-Annual Progress Report**.

A grant administrator or coordinator must ensure that the form is completed fully with regard to all grant-funded activities. Grant administrators and coordinators are responsible for compiling and submitting a single report that reflects all information collected from grant partners. Grant partners, however, may complete sections relevant to their portion of the grant.

This form is to be used for reporting progress semi-annually, for the periods January 1 to June 30 and July 1 to December 31. **All grantees should read each section to determine which questions they must answer based on the activities supported under this grant during the current reporting period.** Sections B, E, and F of this form must be completed by all grantees. In section A, subsection A1 must be completed by all grantees. In section C, subsection C1 must be completed by all grantees. 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 rest of that section/subsection is skipped.

The activities of volunteers or interns may be reported if they are coordinated or supervised by Campus Program grant-funded staff or if Campus Program funds substantially support their activities.

This form must be submitted to the OVW within 30 days of the end of the reporting period (July 30 or January 30).

If you have any questions about this form or if you need assistance completing the form, call the VAWA Measuring Effectiveness Initiative at the Muskie School of Public Service, 1-800-922-VAWA (8292). Information on the Semi-Annual Progress Report can be found at <http://muskie.usm.maine.edu/vawamei/>. If you have questions about your grant, please contact your program specialist at 1-202-307-6026 (TTY: 202-307-2277).

INSTRUCTIONS

Please note: It may be helpful to have the Campus Program Application Guideline and your original grant proposal available at the time you complete this form. The application guideline is available on the OVW website (www.ovw.usdoj.gov/ovwgrantprograms.htm).

A. General Information

A1. Grant Information

All grantees must complete this subsection.

1. Date of report

Enter the date on which you submit this form.

2. Current reporting period

Check the box corresponding to the six-month period for which you are providing information. Then enter the year for which you are providing information. The GMS form should be pre-populated with this information.

3. Grantee name

Enter the name of the institution that received the grant (e.g., Howard University). The GMS form should be pre-populated with this information.

4. Grant number

Enter the federal grant number assigned to your Campus Program grant. The GMS form should be pre-populated with this information.

5. Type of lead institution

5a. Check either public or private.

5b. Check the box(es), if applicable, that describe additional characteristics of lead institution as set forth in the Program Priority areas of the Campus Grant solicitation. Check all that apply.

The Higher Education Act of 1965, as amended, defines *Historically Black Colleges and Universities (HBCU)* as: " ... any historically black college or university that was established prior to 1964, whose principal mission was, and is, the education of black Americans, and that is accredited by a nationally recognized accrediting agency or association determined by the Secretary [of Education] to be a reliable authority as to the quality of training offered or is, according to such an agency or association, making reasonable progress toward accreditation."

6. Higher Education Association Special Initiative

The 2003 Campus Program solicitation funded the Higher Education Association Special Initiative to Address Violent Crimes Against Women on Campuses. If grant funds support a Special Initiative, check yes and identify the association.

7. Consortium members, flagship projects, and types of institutions

7a. and b. Indicate whether your project is a consortium or a flagship project.

7c. List all participating members of your consortium or flagship project.

7d. Indicate the number and types of institutions these members represent.

7e. Report, if applicable, additional characteristics of participating institutions and the number of each type.

8. Point of contact

Provide the name, the institution name if different from grantee, mailing address, telephone number, facsimile number, and e-mail address for the contact person who is responsible for the day-to-day coordination of the grant.

9. Tribal populations

Check yes if your grant specifically focuses on American Indians and indicate which tribes or nations you serve or intend to serve.

Indian tribe: A tribe, band, pueblo, nation, or other organized group or community of Indians, including any Alaska Native village or regional or village corporation (as defined in, or established pursuant to, the Alaska Native Claims Settlement Act [43 U.S.C. 1601 et seq.]), that is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

10. Percentages of grant funds directed to sexual assault, domestic violence/dating violence, and stalking

Report the area(s) addressed by your Campus Program grant during the current reporting period and estimate the approximate percentage of funds (or resources) committed to each area. The grantee may choose how to make this determination. *(If the grant funds a consortium or flagship project, responses in this question should reflect the aggregated responses of consortium or flagship project members.)*

Sexual assault is a continuum of behaviors defined in the Violence Against Women Act (VAWA) to include sexual assaults committed by offenders who are strangers to the victim/survivor and sexual assaults committed by offenders who are known to, related by blood or marriage to, or in a dating relationship with the victim. VAWA defines sexual assault as any conduct proscribed as sexual abuse by federal statute. Such proscribed behavior includes knowingly causing another person to engage in a sexual act by using force against that other person or by threatening or placing that other person in fear. It also includes engaging in a sexual act with another person after knowingly rendering that person unconscious, or administering to another person by force or threat of force, or without the knowledge or permission of that person, a drug, intoxicant, or other similar substance and thereby substantially impairing the ability of that other person to appraise or control sexual conduct. Sexual assault also includes knowingly engaging in a sexual act with another person if that other person is incapable of appraising the nature of the conduct or is physically incapable of declining participation in or communicating unwillingness to engage in that sexual act. Sexual assault also includes knowingly engaging in sexual contact with another person without the other person's permission. Finally, the statute proscribes any attempts to commit any of these acts.

The Higher Education Amendments define **domestic violence** to include acts or threats of violence, (not including acts of self defense) committed by a current or former spouse of the victim/survivor, by a person with whom the victim/survivor shares a child in common, by a person who is cohabiting with or has cohabited with the victim/survivor, by a person similarly situated to a spouse of the victim/survivor under the domestic or family violence laws of the jurisdiction, or by any other person against an adult or youth victim/survivor who is protected from that person's acts under the domestic or family violence laws of the jurisdiction receiving grant monies. It should be understood that domestic violence applies to any pattern of coercive behavior that is used by one person to gain power and control over a current or former intimate partner or dating partner. This pattern of behavior may include physical or sexual violence, emotional or psychological intimidation, threats,

verbal abuse, stalking, isolation, or economic control. In compiling domestic violence figures, grantees should include grant funds directed at dating violence.

VAWA 2000 defines **dating violence** as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined by the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.

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.

EXAMPLE 1: A university receives Campus Program funding to offer on-campus advocacy services for victims/survivors of sexual assault and domestic violence. During the current reporting period, approximately one-quarter of the Campus Program-funded services are for sexual assault victims/survivors and the rest are for victims/survivors of domestic violence. If all services offered are approximately the same to all clients, one could estimate that approximately 25% of the program's funds are directed to sexual assault and 75% to domestic violence/dating violence.

EXAMPLE 2: A university receives Campus Program funding to offer on-campus advocacy services for victims/survivors of sexual assault and domestic violence. During the current reporting period, approximately one-quarter of the Campus Program-funded services are for sexual assault victims/survivors and the rest are for victims/survivors of domestic violence. However, the services provided to sexual assault victims/survivors cost twice as much as the services provided to domestic violence victims/survivors. Thus, one could estimate that 50% of the program funds are directed to sexual assault and 50% to domestic violence/dating violence.

A2. Staff Information

11. Staff

If your Campus Program funds were used to fund staff positions during the current reporting period, check yes and answer question 11. If not, check no and skip to section B. *(If the grant funds a consortium or flagship project, responses in this subsection should reflect the aggregated responses of consortium or flagship project members.)*

Unpaid volunteers, interns, and peer educators should not be reported in question 11. However, the activities of unpaid volunteers, interns, and peer educators can be reported throughout the form if they are coordinated or supervised by Campus Program-funded staff or if Campus Program funds substantially support their activities. You may report on the use of unpaid volunteers, interns, and peer educators in question 54 or question 57, depending on applicability.

Report the number of full-time equivalent (FTE) staff funded under this grant during the current reporting period according to job function. Include employees who are part-time and/or partially funded with these grant funds as well as contractors/consultants. Pro-rate appropriately if an employee or contractor was not employed or utilized over the entire reporting period. If staff members fall into two or more categories of job descriptions, split their time as appropriate. Round to the second decimal.

Administrator: Administrative positions, such as director and fiscal manager.

Campus police/security officer: Staff that engage in law enforcement activities.

Counselor: Professional counselors or peer counselors who provide emotional support, guidance, problem solving, etc. to victims/survivors.

Program coordinator: Staff who coordinate specific aspects of the program, such as Training Coordinator and Victim Services Coordinator.

Support staff: Staff who are secretaries, administrative assistants, receptionists, bookkeepers, etc.

EXAMPLE 1: If you have one full-time trainer whose salary is 100% funded with Campus Program funds and another full-time trainer whose salary is 25% funded with Campus Program funds, report 1.25 FTE under Trainer/educator.

EXAMPLE 2: A staff member, whose salary is 100% funded with Campus Program funds, spends approximately 20 hours a week coordinating the victim services program, 16 hours providing victim advocacy, and 4 hours collecting and analyzing evaluation data. Report as .50 under Program coordinator, .40 under Victim advocate, and .10 under Evaluator.

EXAMPLE 3: If an employee, whose salary is 100% funded with Campus Program funds, worked full time for the first three months and had no time on the grant during the last three months of the reporting period, report that staff person as .50 FTE under the appropriate category.

EXAMPLE 4: If you contracted with an information technology specialist who worked 345 hours during the current reporting period, report that person as .33 FTE (345/1040) under Information technology staff.

B. Purpose Areas

12. Statutory purpose areas

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

Check all purpose area(s) that apply to activities supported with Campus Program funds during the current reporting period, even if those activities are different from the purpose area(s) indicated in your original application for funding or in previous reports.

13. Priority areas

In addition to the purpose areas identified in question 12, 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. Because these priority areas may change in each year's program guidelines, you should consult the guidelines for the fiscal year for which you received your grant funds and/or your grant application.

C. Function Areas

C1. Minimum Requirements

14. Prevention and education program events for incoming students

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 consortium or flagship project members.)*

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

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 Campus Program funds provided for incoming students during the current reporting period. Report the total number of programs provided with all funding sources.

Incoming students are all students new to the institution, including freshmen, transfer, and graduate students.

15. Program developed in collaboration

Indicate whether or not your mandatory prevention and education program for incoming students was developed in collaboration with campus and/or community-based victim advocacy organizations.

16a. and 16b. 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. In the fourth column, report the number of incoming students who did not receive prevention and education programming. If incoming students did not receive prevention and education programming, please provide the number in the 4th column and explain in 16b.

EXAMPLE 1: During the current reporting period, there were 3,043 incoming students. The University pays for the prevention education provided during orientation. You would report this as 3,042 under Number incoming and 3,043 under Number educated with other funding source.

EXAMPLE 2: Campus Program-funded staff conducted prevention education to the 3,043 incoming students during student orientation. You would report this as 3,043 under Number incoming and 3,043 under Number educated with Campus Program funds.

EXAMPLE 3: All incoming students are required to take a 14-week course that focuses on the prevention of sexual assault, dating violence, domestic violence, and stalking. Campus Program funds supported the development of the curriculum and training materials and Campus Program-funded staff supervised peer educators who conducted the class. You would report this as 3,043 under Number incoming and 3,043 under Number educated with Campus Program funds.

17. Topics of prevention and education

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

18. Training program events 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 Campus Program funds provided for campus police/security officers and judicial/disciplinary board members during the current reporting period. Report the total number of events from each funding source, and for each group.

19. Program developed in collaboration

Indicate whether or not your mandatory training programs for campus police/security officers and judicial/disciplinary board members were developed in collaboration with campus and/or community-based victim advocacy organizations.

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. In the third column, report the number of campus police/security officers and judicial/disciplinary board members who did not receive training during the current reporting period. Report totals by funding and by type of attendees.

EXAMPLE: University funds pay for the training of the entire campus police department which includes twelve campus police officers. Campus Program-funded staff do not conduct the trainings nor do Campus Program funds directly support the training events. You would report this as 12 under Number trained with another funding source.

21. Training content areas

Indicate all topics covered in training events provided to campus police/security officers and judicial/disciplinary board members during the current reporting period. Check all that apply.

22. Coordinated campus-based community response

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 victim/survivor referrals from, engaged in consultation with, provided technical assistance to, and/or attended meetings with, during the current reporting period, 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 the interactions occurred during the current reporting period. If the meeting was with a task force, you should indicate all attendees.

In the last column, indicate which of the campus-based groups or offices were grant partners during the current reporting period, even if you have not reported response activities on this table. A grant partner is a group or office with which you have an IMOU for purposes of the Campus Program grant.

Activities should be reported here only if Campus Program-funded staff completed them or if Campus Program funds were used to directly support them. You should also count activities engaged in by staff who are partially funded by your Campus Program grant. You should report coordinated community response activities completed without the support of Campus Program funds in either question 54 or question 57.

EXAMPLE: You are a campus-based sexual assault prevention program. You have weekly consultations with the campus counseling center and campus victim services program. You provide technical assistance on average once a month to the disciplinary office and to the campus police. You participate in a quarterly task force meeting on improving the coordinated response of the campus community to sexual assault. Members of the task force include the victim services program, faith-based services, campus counseling center, disciplinary office, and campus police. Campus Program funds directly support the above activities. You have an IMOU with the victim services program, the campus counseling center, and the disciplinary office. You would report the CCR activities by checking the Weekly column for both Counseling center and Victim services under Victim/survivor referrals, etc., and by checking the Quarterly column under Meetings for each of the following: Counseling center, Disciplinary/judicial office or board, Faith-based services, Campus police/security department, and Victim services.

23. (Optional) Additional information

Use the space provided to discuss the effectiveness of coordinated campus-based community response activities (by providing examples or additional data) funded or supported by your Campus Program grant, or to provide any additional information about your campus-based CCR activities that you have not already provided.

24. Coordinated community-based response

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 victims/survivors referrals to, received referrals from, engaged in consultation with, provided technical assistance to, and/or attended meetings with, during the current reporting period, 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 the meeting was with a task force, you should indicate all attendees. In the last column, indicate which of the community-based agencies, organizations, or groups were grant partners during the current reporting period, even if you have not reported response activities on this table. A grant partner is an agency, organization, or group with which you have an EMOU for purposes of the Campus Program grant.

Activities should be reported here only if Campus Program-funded staff completed them or if Campus Program funds were used to directly support them. You should also count activities engaged in by staff who are partially funded by your Campus Program grant. You should report

coordinated community response activities completed without the support of Campus Program funds in either question 54 or question 57.

EXAMPLE: You are a campus-based sexual assault and domestic violence prevention program. During the current reporting period, you provided six victim/survivor referrals to the local domestic violence program and four referrals to the local sexual assault program. You participate in a task force that meets monthly to improve the coordinated response to domestic violence by the local community. Members of the task force include a domestic violence program, the local court, local law enforcement, the prosecutor's office, and a local health organization. Campus Program funds directly support the above activities. You have an EMOU with a local domestic violence program, a local sexual assault program, and a local civil legal assistance provider. You would report the CCR activities as follows: by checking the Monthly column under Victim/survivor referrals, etc., for Domestic violence program and Sexual assault program; by checking the Monthly column under Meetings for Court, Domestic violence program, Health/mental health organization, Law enforcement, and Prosecutor's office; and by checking Domestic violence program, Legal organization, and Sexual assault program under EMOU partner.

25. (Optional) Additional information

Use the space provided to discuss the effectiveness of coordinated community-based response activities (by providing examples or additional data) funded or supported by your Campus Program grant, or to provide any additional information about your community-based CCR activities that you have not already provided.

C2. Policies

26. Policies or protocols developed, substantially revised, or implemented

If your Campus Program funds were used to develop, substantially revise, or implement policies or protocols during the current reporting period, check yes and answer questions 26-27. If not, check no and skip to C3.

Check all the types of policies or protocols developed, substantially revised, or implemented during the current reporting period. These activities should be completed by Campus Program-funded staff or directly supported with Campus Program funds. Check all that apply.

Develop: To create a new policy or protocol.

Substantially revise: To make a significant amendment to an existing policy or protocol.

Implement: To carry out a new or revised policy or protocol as standard practice.

EXAMPLE 1: The campus police/security department did not have a policy concerning appropriate response to underserved populations. During the current reporting period, grant-funded staff assisted with the development of a policy and outlined protocols for responding appropriately to underserved populations. You would report this activity during the current reporting period because the development of the policy was completed.

EXAMPLE 2: The campus police/security department had a policy and protocol concerning appropriate response to underserved populations, but it only referred to the needs of ethnic minorities. During the current reporting period, grant-funded staff assisted with the amendment of

the policy to include appropriate response to people who are disabled. You would report this activity during the current reporting period because the amendments were completed.

EXAMPLE 3: The campus police/security department amended its policy concerning appropriate response to underserved populations to include protocols for people who are disabled. During the current reporting period, grant-funded staff provided support for the distribution of the new protocols and the support necessary for the new protocols to become standard practice within the department. You would report this activity during the current reporting period because the protocol became standard practice. You would not continue to report this same activity on future reporting forms.

27. (Optional) Additional information

Use the space provided to discuss the effectiveness of the policies developed, substantially revised, or implemented (by providing examples or additional data) that were funded or supported by your Campus Program grant, or to provide any additional information about your policy activities that you have not already provided.

C3. Training

28. Training provided

If your Campus Program funds were used for training during the current reporting period, check yes and answer questions 28-31. If not, check no and skip to C4. *(If the grant funds a consortium or flagship project, responses in this subsection should reflect the aggregated responses of consortium or flagship project members.)*

Throughout this subsection, report only on activities provided by Campus Program-funded staff and activities directly supported by Campus Program funds.

For the purposes of this reporting form, **training** means providing information on sexual assault, dating violence, domestic violence, and stalking that enables a person to improve their response to victims/survivors as it relates to their role in the system. **Education** means providing general information that will increase public awareness of sexual assault, dating violence, domestic violence, or stalking. In this subsection, report information on training activities. Educational activities should be reported in subsection C4.

Report the total number of training events provided during the current reporting period that were either provided by Campus Program-funded staff or directly supported by Campus Program funds. If non-grant-funded staff were sent to training with Campus Program funds, count the training as an event. Exclude those reported in subsection C1, unless they attended a training event separate from the training events required under the minimum requirements. Staff development training provided to Campus Program-funded staff should not be counted.

EXAMPLE 1: Campus Program funds are used to send three Deans to the same Violence Against Women Conference during the current reporting period. You should count this as one event.

EXAMPLE 2: During the current reporting period, the Program Director of the Campus Program grant conducted six training events attended by counseling center staff, campus clergy, and peer

educators. However, the Program Director is fully funded by the university and Campus Program funds are not used to support these training events. You would not report any of the training events conducted by the Program Director in this question since she/he is not funded by the Campus Program grant and Campus Program funds are not used to support the training events. You can however, report this information in either question 54 if it relates to the goals and objectives of your Campus Program grant or question 57 if it relates to the effectiveness of your Campus Program grant.

EXAMPLE 3: Campus Program-funded staff conducted a fifteen-week course for twenty peer educators on the dynamics of and services for sexual assault, dating violence, domestic violence, and stalking. The same students attended the course during the entire fifteen-week period. You would report this as one training event.

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 who attended the training event. If you are unable to determine the disciplines represented at a training event, report those people under multidisciplinary group. Exclude those reported in subsection C1, unless they attended an event separate from the training programs for campus police/security officers and judicial/disciplinary board members required by the Campus Program grant. Campus Program-funded staff attending staff development training should not be counted.

EXAMPLE 1: During the current reporting period, Campus Program-funded staff conducted a fifteen-week course for twenty peer educators in which they trained about the dynamics of and services for sexual assault, dating violence, domestic violence, and stalking. The same students attended the course during the entire fifteen-week period. You would report twenty peer educators as trained.

EXAMPLE 2: Campus Program-funded staff coordinated a training event attended by peer educators, residential life staff, and student health staff. CALCASA pays for someone other than your Campus Program-funded staff to conduct the training. You would report all people trained since Campus Program-funded staff coordinated the training event.

30. Training content areas

Check the topics addressed in training events during the current reporting period. Check all that apply. Do not include topics of staff development training attended by Campus Program-funded staff.

31. (Optional) Additional information

Use this space to discuss the effectiveness of your Campus-Program funded training activities (by providing examples or additional data), or to provide any additional information about your training activities that you have not already provided.

C4. Campus Education

32. Use of Campus Program funds for Education activities

If your Campus Program funds were used for campus education (public awareness, prevention

activities and/or outreach events) during the current reporting period, check yes and answer questions 32-35. If not, check no and skip to C5. (If the grant funds a consortium or flagship project, responses in this subsection should reflect the aggregated responses of consortium or flagship project members.)

Throughout this subsection, report only on activities provided by Campus Program-funded staff and activities directly supported by Campus Program funds.

For the purposes of this reporting form, **education** means providing general information that will increase public awareness of sexual assault, dating violence, domestic violence, or stalking. In this subsection, report information on prevention activities and educational events. **Training** means providing information on sexual assault, dating violence, domestic violence, and stalking that enables a person to improve their response to victims/survivors as it relates to their role in the system. Training activities are reported in subsection C3.

Indicate the activities, by type of victimization, supported with Campus Program funds during the current reporting period. Check all that apply.

EXAMPLE 1: Campus Program-funded staff and staff from the Women's Center coordinated community event activities for Sexual Assault Awareness Month. You would report this activity by checking the box in "Community organizing/community events" under "Sexual assault," since Campus Program-funded staff helped coordinate activities.

EXAMPLE 2: At the local community resource fair held during Domestic Violence Awareness Month, Campus Program-funded staff supervised volunteers who staffed a table presenting the Clothesline Project. You would report this activity as an Educational exhibit under Domestic violence/dating violence.

33. Prevention and education program attendees

Report the number of people attending prevention and education programs provided with Campus Program funds during the current reporting period. Use the category that is most descriptive of the people attending the education or prevention program event. Exclude those reported in subsection C1, unless they attended an event separate from the prevention and education program for incoming students required by the Campus Program grant.

EXAMPLE: Campus Program-funded staff conducted a prevention and education program event for all varsity athletic teams and ROTC. Some of the attendees also attended a required 14-week class for incoming students. You would report those students who attended the prevention and education program event for all varsity athletic teams and ROTC in this question under "Athletics" and under "Other" as ROTC. The students who attended the required 14-week class for incoming students should be reported in subsection C1.

34. Topics of prevention and education programs

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

35. (Optional) Additional information

Use this space to discuss the effectiveness of your Campus-Program funded outreach and education activities (by providing examples or additional data), or to provide any additional information about your outreach and education activities that you have not already provided.

C5. Products

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

If your Campus Program funds were used to develop, substantially revise, or distribute products during the current reporting period, check yes and answer question 36. If not, check no and skip to C6. (If the grant funds a consortium or flagship project, responses in this section should reflect the aggregated responses of consortium or flagship project members.)

Throughout this subsection, report only on activities provided by Campus Program-funded staff and activities directly supported by Campus Program funds.

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; the 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 substantially revised during the current reporting period whether or not they were used or distributed; report on products that were previously developed or revised that were used or distributed during the current reporting period.

EXAMPLE: Your Campus Program developed a brochure in Spanish on services for Latina victims/survivors and distributed 1,000 copies during the current reporting period. You also distributed 500 copies of an existing brochure on stalking. You developed a new poster on dating violence, but have not distributed any in this reporting period. You would report this as follows: , for the first brochure, enter 1 as the Number developed or revised in the Brochure category, enter the topic, enter Latina victims/survivors under Intended audience, 1,000 under Number used or distributed, and Spanish under Other languages. For the second brochure, enter the title in the Brochure category, students under Intended audience, and 500 as the Number used or distributed. For the poster, enter 1 under Number developed or revised, describe the poster, and enter students under Intended audience.

C6. Data Collection and Communication Systems

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

If your Campus Program funds were used to develop, install, or expand data collection and/or communication systems, or to purchase computers or other equipment during the current reporting period, check yes and answer questions 37-38. If not, check no and skip to C7. (If the grant funds a consortium or flagship project, responses in this subsection should reflect the aggregated responses of consortium or flagship project members.)

Throughout this subsection, report only on activities provided by Campus Program-funded staff and activities directly supported by Campus Program funds.

Indicate whether your Campus Program grant was used to develop, install, link, or expand data collection and/or communication systems, or to purchase computers or other equipment during the current reporting period. Check all that apply.

38. Purpose of data collection and/or communication systems

Indicate the types of information that are being identified or tracked using the technology identified in question 37. Check all that apply.

C7. System and Capital Improvement

39. Use of Campus Program funds for system improvement

If your Campus Program funds were used for system and/or capital improvement activities (but not including the construction of buildings) during the current reporting period, check yes and answer questions 39-40. If not, check no and skip to section D. (If the grant funds a consortium or flagship project, responses in this subsection should reflect the aggregated responses of consortium or flagship project members.)

Throughout this subsection, report only on activities provided by Campus Program-funded staff and activities directly supported by Campus Program funds.

Indicate the system improvement activities supported with Campus Program funds during the current reporting period and identify the system(s) in which the improvement occurred. Check all that apply.

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 under the Campus Program grant solicitation cannot include the construction of buildings. Check all that apply.

D. Victim Services

41. Number of victims/survivors served, partially served, and victims/survivors seeking services who were not served

If Campus Program-funded staff provided victim services or if Campus Program funds were used to support victim services during the current reporting period, check yes and answer questions 41-48. If not, check no and skip to section E. Provide information in this section that represents only those victims/survivors served and services provided with Campus Program funding. (If your grant funds a consortium or flagship project, responses in this section should reflect the aggregated responses of consortium or flagship project members.)

Report the following, to the best of your ability, as unduplicated numbers for each category during the current reporting period. Victims/survivors are those against whom the sexual assault, domestic violence, dating violence, or stalking was directed. Some victims/survivors may have experienced both sexual assault and domestic violence, or domestic violence and stalking. These victims/survivors should be counted only once under the primary victimization. (See Example 1 below on primary victimization and refer to definitions of domestic violence/dating violence, sexual assault, and stalking in the instructions for question 10.)

A. *Victims/survivors served* are those who received the service(s) they requested, if those services were provided under your Campus Program grant.

- B. *Victims/survivors partially served* are those who received some service(s), but not all of the services they requested, if those services were provided under your Campus Program grant.
- C. *Victims/survivors seeking services who were not served* are those who sought services and did not receive the service(s) they requested, if those services were provided under your Campus Program grant.

Note: If you receive a call or request for service from someone who is NOT a victim/survivor, this activity should not be reported on this form. If the person is a victim/survivor requesting a service you do NOT provide under your grant, that person should NOT BE COUNTED in any category.

EXAMPLE 1 (Primary victimization): A victim/survivor comes into your Campus Program looking for help with a protection order. Her estranged intimate partner, who has a history of very controlling behavior with some physical abuse, came to her apartment and sexually assaulted her. You could report her under either domestic violence or sexual assault, but you must choose only one. In this instance, sexual assault would be more appropriate, because it was the sexual assault that prompted her to seek services.

EXAMPLE 2 (Served): A domestic violence victim/survivor calls your program looking for assistance obtaining a protection order. You assist her with the paperwork and with the filing and service of the emergency protection order, and accompany her to the protection order hearing three weeks later. Since this victim/survivor received the services she requested that were provided under your Campus Program grant, she should be counted as “served” in the domestic violence/dating violence column.

EXAMPLE 3 (Partially served): A victim/survivor whose former intimate partner has been charged with stalking comes to your Campus Program-funded program to talk about her case. Your advocate explains the process to her, what she can expect, the different hearings that will take place, etc. She asks the advocate to attend the arraignment with her, but the advocate is already scheduled to be in another court hearing on that date. This victim/survivor received information from your advocate, but not the other service she requested that you normally provide under your Campus Program grant. She should be counted as “partially served” in the stalking column.

EXAMPLE 4 (Not served): A woman is sexually assaulted by the person she is dating. A police officer who responded to the assault report called your program’s hotline asking if an advocate will accompany the victim/survivor to the hospital during her examination. There is no advocate available to do this, and it is a service your program is funded to do under your Campus Program grant. You are unable to provide the needed service; therefore, she should be counted as “not served.”

(Examples 5A, 5B, and 5C use the same scenario to illustrate how the three categories of “served,” “partially served,” and “not served” should be applied to the varying responses that the victim/survivor received.)

EXAMPLE 5

A. A sexual assault victim/survivor calls your program looking for crisis intervention and support. You provide crisis intervention and she attends a support group for sexual assault victims/survivors. This victim/survivor has received the services she requested that you are funded to provide under your Campus Program grant and should be counted as “served.”

B. A sexual assault victim/survivor calls your program looking for crisis intervention and support. You provide crisis intervention. However, your group support services are full and you can not provide this service. This victim/survivor has received some, but not all, of the services she requested that you are

funded to provide under your Campus Program grant and should be counted as “partially served.”

C. A sexual assault victim/survivor calls your program looking for crisis intervention and support. You have a waiting list for all services and cannot provide her any services at this time. When your services become available, you cannot locate her. This victim/survivor has not received any of the services she requested that you are funded to provide under your Campus Program grant and should be counted as “not served.”

42. Reasons that victims/survivors seeking services were not served or were partially served

Indicate in the appropriate table the number of victims/survivors who were either partially served or not served, and the reasons that victims/survivors seeking services were either not served or were partially served. OVW acknowledges that funded programs may not be able to serve all victims/survivors that request services. This information is being collected to identify unmet needs and barriers to service.

Conflict of interest: The program cannot serve the victim/survivor because of current or previous relationships with that victim/survivor or other parties related to that victim/survivor, which would interfere with the ability of the program to serve that victim/survivor. (For example, the program is currently serving a victim/survivor. Her partner, identifying as your client’s victim, requests to join the same support group as the person you are already serving.)

Did not meet statutory requirements: Victim/survivor does not meet eligibility requirements of program or does not meet requirements of statute.

Hours of operation: Hours during which the program provides services are not consistent with the hours the victim/survivor is available to receive needed services.

Insufficient/lack of culturally appropriate services: Services currently provided under the grant are not culturally appropriate for the victim/survivor.

Insufficient/lack of language capacity (including sign language): Interpreter services not available or not available at the time the victim/survivor is seeking services. Victims/survivors may have been placed on a waiting list to receive interpreter services, but have not been served by the end of the current reporting period.

Insufficient/lack of services for people with disabilities: The services provided under the grant are not accessible to people with disabilities. For example, a shelter does not allow a care attendant to accompany a victim/survivor to the shelter, which prevents her from being able to use shelter services.

Lack of child care: Victim/survivor is unable to receive requested services due to the lack of available child care.

Program reached capacity: Program is operating at full capacity. Victims/survivors may be placed on a waiting list.

Program rules not acceptable to victim/survivor: Although eligible for services under the grant, a victim/survivor is not willing to comply with rules of the program. For example, a program requires eight individual counseling sessions and the victim/survivor does not want to attend individual counseling.

Services inappropriate or inadequate for victims/survivors with mental health issues: Staff is not able, for any reason, to provide appropriate or adequate services for victims/survivors with mental health problems.

Services inappropriate or inadequate for victims/survivors with substance abuse issues: Staff is not able, for any reason, to provide appropriate or adequate services for victims/survivors with substance abuse problems.

Services not appropriate for victim/survivor: For any reason, the services available under the grant

are not appropriate for a victim/survivor. For example, although support groups are offered under the grant for survivors of sexual assault, a gay man requesting support group services is not served because there are no support groups for gay men and it is clinically determined to be inappropriate for the man to attend the women's group.

Transportation: Victim/survivor is unable to arrange for transportation to receive services. This includes situations in which public transportation is not available or, if available, but cannot be paid for.

Other: Describe any other reason for not serving that is not captured above.

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. The demographic categories listed under this item are mandated by the federal Office of Management and Budget.

Race/ethnicity: Report the race or ethnicity with which the victim/survivor identifies. You may count victims/survivors in more than one of the race/ethnicity categories.

Gender: Report the gender of each victim/survivor, or if the gender is unknown, report it as unknown. This is an unduplicated count, and the total number for gender should equal the sum of 41A and 41B.

Age: Report the number of victims/survivors served in the applicable age category, or if the age is unknown, report it as unknown. This is an unduplicated count, and the total number for age should equal the sum of 41A and 41B.

People with disabilities: Count victims/survivors with a significant limitation in activities of daily living as people with disabilities. This may include people who are vision-impaired, people who are hearing-impaired, people with developmental disabilities, and people with diagnosed mental illness, if their activities are so limited.

People with limited English proficiency: Report the number of victims/survivors served who have limited English proficiency. Individuals who do not speak English as their primary language and who have limited ability to read, write, speak, or understand English can be counted as having limited English proficiency.

People who are immigrants/refugees/asylum seekers: Where possible, report the number of victims/survivors who are immigrants, refugees, or asylum seekers. This is not a question about immigration or legal status.

People who live in rural areas: Report the number of victims/survivors who live in a rural area or community. (If you do not know if an area is rural, you may use the following definition: A rural area is any area or community, respectively, no part of which is within an area designated as a standard metropolitan statistical area by the Office of Management and Budget, consistent with the U.S. Census; or any area or community, respectively, that is within an area designated as a metropolitan statistical area or considered as a part of a metropolitan statistical area and is located in a rural census tract. You may also use the following website to determine if the victims/survivors you have served live in areas: <http://datawarehouse.hrsa.gov/RuralAdvisor/>.)

EXAMPLE: Your program served a 20-year-old woman who is an American Indian victim/survivor of sexual assault whose primary language is Lakota and who does not read or write English. You would count this victim/survivor under Race/ethnicity (American Indian), Gender (Female), Age (18-25), and as a person with limited English proficiency.

44. Victims/survivors' relationship to offender

Indicate the relationship of the victim/survivor to the offender by type of victimization. Victims/survivors are those against whom the sexual assault, domestic violence, or stalking was directed. If a victim/survivor experienced more than one type of victimization and/or was victimized by more than one offender, count the victim/survivor in all categories that apply. This should reflect information the victim/survivor identified or reported in the course of seeking services, or information considered necessary to provide appropriate services to the victim/survivor. The number of victims/survivors reported here may total more than the sum of 41A and 41B.

Intimate partner: The victim/survivor (1) is currently or formerly married to the offender, (2) shares a child in common with the offender, (2) is cohabitating with or has cohabitated with the offender as a spouse, or (3) is a person similarly situated to a spouse of the offender under the domestic or family violence laws of the jurisdiction receiving grant monies.

Dating relationship: A social relationship of a romantic or intimate nature. The existence of such a relationship is determined by the following factors: 1) length of the relationship; 2) type of relationship; and 3) frequency of the interaction between the persons involved.

EXAMPLE: A victim/survivor who was stalked by both her former intimate partner and in her current dating relationship would be counted as follows: by entering 1 under Stalking in both the Current or former spouse or intimate partner category and the Dating relationship category.

45. Victim services

Based on the victims/survivors reported in 41A and 41B, report the number of primary victims/survivors who received Campus Program-funded services during the current reporting period. Count each victim/survivor only once for each type of service that victim/survivor received during the current reporting period; do not report the number of times that service was provided to the victim/survivor. Do not report secondary victims receiving services in this question.

Academic/education advocacy: Actions designed to help the victim/survivor obtain needed resources or services. Academic advocacy would include assisting a victim/survivor to change course schedules to avoid an offender, intervening on the victims/survivors behalf with professors, etc.

Civil legal assistance: Civil legal services provided by an attorney and/or paralegal.

Crisis intervention: Process by which a person identifies, assesses, and intervenes with an individual in crisis to restore balance and reduce the effects of the crisis in her/his life. Report crisis intervention that occurs in person and/or over the telephone.

Disciplinary board advocacy: Assisting a victim/survivor with issues relating to campus disciplinary board actions such as the preparation of a complaint, accompanying the victim/survivor to disciplinary board hearings, and all other advocacy relating to campus-based proceedings.

Hospital/clinic/other medical response: Accompanying a victim/survivor to or meeting a

victim/survivor at a hospital, clinic, or medical office.

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, and/or preventing access by the perpetrator to the victim/survivor's new residence.

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.

Support group/counseling services: Individual or group counseling or support provided by a volunteer, peer, or professional.

Transportation: Provision of transportation, either directly or through bus passes, taxi fares, or other means of transportation

Victim/survivor advocacy: Actions designed to help the victim/survivor obtain needed resources or services including employment, housing, shelter services, health care, victim's compensation, etc.

45A. Hotline/information/referral services

Report the number of crisis or information and referral calls received on phone lines paid for with Campus Program funds or answered by Campus Program-funded staff during the current reporting period. Calls reported here should not be reported as victims/survivors served in question 41 unless they also received at least one of the services listed in question 45, Victim Services. All calls, whether or not from victims/survivors, should be included in "Total number of calls."

EXAMPLE 1: A victim/survivor calls the grant-funded hotline and is in crisis. The advocate spends 30 minutes on the call assisting the victim/survivor. In this case, the call would be counted in this question under "Number of calls from victims/survivors" and "Total number of calls." The victim/survivor would also be counted in question 41 as a victim served, in question 45 under "Crisis intervention," and demographics would need to be collected on this caller in questions 43 and 44.

EXAMPLE 2: A student calls the grant-funded hotline and requests information about available services for a friend who has been sexually assaulted. Your program provides the caller with the information. In this case, the caller would be counted in this question under "Total number of calls." The person would not be reported in any other questions, and demographics would not be collected for this caller, since he or she was not a victim/survivor.

46. Number of victims reporting on-campus/off-campus crimes

To the best of your ability, provide the number of victims/survivors who sought services provided under your Campus Program grant who reported crimes of sexual assault, domestic violence, and/or stalking to the campus police/security or local law enforcement, during the current reporting period.

47. (Optional) Additional information

Use this space to discuss the effectiveness of your Campus-Program funded victim services activities (by providing examples or additional data), or to provide any additional information about your victim services activities that you have not already provided.

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. This should include all orders having the force of law that are designed to protect the victim/survivor from contact with the offender during the pendency of the order. They may be referred to as “no contact” or “stay away” orders in your jurisdiction, and they may be criminal or civil. Temporary orders are generally issued ex parte, meaning without a court hearing, for a short period of time (e.g., 30 days), and final orders are issued after a court hearing, for a longer period of time (e.g., two years). For all instances in which Campus Program-funded victim services staff assisted the victim/survivor in obtaining such an order, the number of those orders requested and granted should be reported here.

E. Campus and Community Measures

49. Number of offenses reported

All grantees must complete this section.

In this section, use the numbers from your Clery Act report to provide information for your entire campus or for the campuses represented in your consortium or flagship project, to the extent that the information requested is available. This applies to all sexual assault, domestic violence, dating violence, and stalking offenses that occurred on campus, in or on non-campus buildings or property, and public property. (If the grant funds a consortium or flagship project, responses in this section should reflect the aggregated responses of consortium or flagship project members.)

Campus security authorities: (1) a campus police department or a campus security department of an institution; (2) any individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department, such as an individual who is responsible for monitoring institutional property; (3) any individual or organization specified in an institution’s statement of campus security as an individual or organization to which students and employees should report criminal offenses; (4) an official of an institution who has significant responsibility for student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings. If such an official is a pastoral or professional counselor, the official is not considered a campus security authority when acting as a pastoral or professional counselor. 34 C.F.R. § 668.46(a)

Campus: (1) Any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and (2) any building or property that is within or reasonably contiguous to the area identified in paragraph (1) of this definition, that is owned by the institution but controlled by another person, is frequently used by students, and supports institutional purposes (such as a food or other retail vendor).

Non-campus building or property: (1) Any building or property owned or controlled by a student organization that is officially recognized by the institution; or (2) any building or property controlled by the institution that is used in direct support of, or in relation to, the institution’s educational purposes, is frequently used by students, and is not within the same reasonably contiguous geographic area of the institution.

Public property: All public property, including thoroughfares, streets, sidewalks, and parking facilities, that is within the campus, or immediately adjacent to and accessible from the campus.

Report the number of sexual assault, domestic violence, dating violence, and/or stalking offenses reported to campus security authorities as defined by the Clery Act and supporting regulations, during the current reporting period. OVW recognizes that the crime categories included in the Clery Act crime report do not explicitly address domestic violence/dating violence and stalking. Provide the best information available.

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. Report the number of offenses that resulted in campus disciplinary or 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. Report the number of dismissals and the reason of dismissal by type of offense. Report the number of sanctions by type of sanction and type of offense.
52. (Optional) Additional information
Use this space to discuss the effectiveness of your Campus-Program funded law enforcement and/or judicial and disciplinary board activities (by providing examples or additional data), or to provide any additional information about your law enforcement and/or judicial and disciplinary board activities that you have not already provided.
53. Dispositions of criminal charges
Report the dispositions of all criminal charges filed in the local jurisdiction that were resolved during the current reporting period. Report the number of cases dismissed according to the reason for dismissal. Report the number of deferred adjudications. (*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.*) Report the number of convictions by type. Report the number of acquittals.

F. Narrative

54. Report on the status of the goals and objectives for this grant.

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

All grantees must answer question 54.

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

EXAMPLE 1:

Objective: Train all incoming students on sexual assault prevention.

Activity: Develop training curricula and present training material during student orientation.

Status: Ongoing.

Comments: We developed training curricula and presented the training material to incoming students during student orientation. However, 10% of the incoming students were not able to attend orientation. We will provide two training events during the next six months in an attempt to train all incoming students.

EXAMPLE 2:

Objective: Train all campus police officers on mandatory reporting requirements and pro-arrest policies.

Activity: Develop training curricula and deliver training to all campus police officers.

Status: Complete.

Comments: Campus-based coordinated community response has resulted in the institutionalization of training for all campus police officers on issues regarding statutes and codes related to sexual assault, domestic violence, dating violence, and stalking. The University will fully fund such training.

55. What do you see as the most significant areas of remaining need, with regard to increasing victim safety and offender accountability?

All grantees must answer question 55 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 in this section should reflect the aggregated responses of consortium or flagship project members.)

Please limit your response to the space provided (8,000 characters).

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.

EXAMPLE: Calls received by our campus police department that are related to sexual assault and domestic violence are logged as medical calls. Often, we are not aware of sexual assault or domestic violence/dating violence incidents unless the victim/survivor contacts our office. There is a need for better training of campus security dispatch personnel with regard to identifying calls as sexual assault and domestic violence/dating violence incidents.

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

All grantees must answer question 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 in this section should reflect the aggregated responses of consortium or flagship project members.)

Please limit your response to the space provided (8,000 characters).

EXAMPLE 1: The money allowed us to make capital improvements; install data collection/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.

EXAMPLE 2: We have a data collection system that is linked to the local police department. Prior to Campus Program funding, we did not have a data collection system.

EXAMPLE 3: We installed lights in every parking lot on campus. Parking lots did not have lights prior to Campus Program funding.

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

Question 57 is optional.

Please limit your response to the space provided (8,000 characters).

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

EXAMPLE 1: Community-based coordinated community response has enabled us to build strong relationships with local sexual assault and domestic violence/dating violence programs. If our program cannot provide a victim/survivor with services funded by this grant due to program capacity, we are now able to refer them to a program that can provide the requested services. Ultimately, victims/survivors are served in a more comprehensive and timely manner.

EXAMPLE 2: We conducted a pre-test and post-test at a training event on identifying predominant aggressors for campus police/security officers. The pre-test indicated only 40% of the attendees successfully identified the predominant aggressor. The post-test indicated that 100% of the attendees successfully identified the predominant aggressor.

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

Question 58 is optional.

Please limit your response to the space provided (8,000 characters).

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.