

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

SEMI-ANNUAL PROGRESS REPORT FOR Grants to Reduce Violent Crimes Against Women on Campus Program

Brief Instructions: This form must be completed for each Grants to Reduce Violent Crimes Against Women on Campus Program (Campus Program) grant received. A grant administrator or coordinator must ensure that the form is completed fully with regard to all grant-funded activities. Grant partners, however, may complete sections relevant to their portion of the grant. Grant administrators or coordinators are responsible for compiling and submitting a single report that reflects all information collected from grant partners.

All grantees should read each section to determine which questions they must answer, based on the activities engaged in under this grant during the current reporting period. Sections B, E, and F of this form must be completed by all grantees. In section A, subsection A1 must be answered. In section C, subsection C1 must be answered. In Section D and subsections A2, C2-C6, grantees must answer an initial question about whether they engaged in certain activities during the current reporting period. If the response is yes, then the grantee must complete that section/subsection. If the response is no, the rest of that section/subsection is skipped.

For example, 1) if you are a Campus Program grantee providing training and victim services with staff funded under this grant, you should complete A1, A2, B, C1, C2, D, E, F (and answer "no" in C3-C6), or 2) if you are a Campus Program grantee providing training with staff funded under this grant, you should complete A1, A2, B, C1, C2, E, and F (and answer "no" in C3-C6 and D).

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

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

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SECTION **A1**

GENERAL INFORMATION

Grant Information

All grantees must complete this subsection.

1. **Date of report**
2. **Current reporting period** **January 1-June 30** **July 1-December 31** (Year)
3. **Grantee name** _____
4. **Grant number** _____
(the federal grant number assigned to your Campus Program grant)
5. **Type of lead institution**
(Check the answer[s] that best describes the institution receiving the Campus Program funds. Check all that apply.)
 Public school Historically black college
 Private school Other (specify): _____
 Tribal school _____
6. **Is this a Higher Education Association Special Initiative to Address Violent Crimes on Campuses grant?**
 Yes No If yes, identify the association: _____
7. **Is this a consortium project?**
 Yes No If yes, list each participating members and indicate the types of institutions represented in your consortium.
Institution name:
(1) _____
(2) _____
(3) _____
(4) _____
Type of institution (Check the answer[s] that best describe the consortium members. Check all that apply.)
 Public school Historically black college
 Private school Other (specify): _____
 Tribal school _____
8. **Point of contact**
(person responsible for the day-to-day coordination or administration of the grant)
Name _____
Institution name (if different from grantee name) _____
Address _____

Telephone _____ Facsimile _____
E-mail _____

9. Does this grant specifically address tribal populations?

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

Yes No If yes, which tribes/nations: _____

10. What percentage of your Campus Program funds was directed to each of these areas?

(Report the area[s] addressed by your Campus Program grant during the current reporting period and estimate the approximate percentage of funds [or resources] used to address each area [consider education, training, victim services, etc.]. The grantee may choose how to make this determination. If the grant funds a consortium, responses in this question should reflect the aggregated responses of consortium members.) Throughout this form, the term **sexual assault** includes both assaults committed by offenders who are strangers to the victim/survivor and assaults committed by offenders who are known to, or related by blood or marriage to, or in a dating relationship with the victim. The term **domestic violence** applies to any pattern of coercive behavior that is used by one person to gain power and control over a current or former intimate partner. Domestic violence includes dating violence, which is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. **Stalking** is defined as a course of conduct directed at a specific person that places that person in reasonable fear of the death of, or serious bodily injury to, herself or himself, a member of her/his immediate family, or her/his spouse or intimate partner. (See pages 3-4 of the separate instructions for more complete definitions.)

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

SECTION **A2**

Staff Information

Were Campus Program funds used to fund staff positions during the current reporting period?

Check yes if Campus Program funds were used to pay staff, including part-time staff and contractors. (If the grant funds a consortium, responses in this section should reflect the aggregated responses of consortium members.)

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

11. Staff

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

Staff	Grant-funded staff
Administrator (director, fiscal manager)	<input type="text"/>
Campus police/security officer	<input type="text"/>
Civil attorney	<input type="text"/>
Counselor	<input type="text"/>
Evaluator	<input type="text"/>
Information technology specialist	<input type="text"/>
Legal advocate	<input type="text"/>
Program coordinator (training coordinator, victim services coordinator)	<input type="text"/>
Support staff (secretary, administrative assistant)	<input type="text"/>
Trainer/educator	<input type="text"/>
Victim advocate	<input type="text"/>
Other (specify): <input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>

SECTION **B**

PURPOSE AREAS

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

12. Statutory purpose areas

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

Check ALL that apply	Purpose areas
<input type="checkbox"/>	To provide personnel, training, technical assistance, data collection, and other equipment with respect to the increased apprehension, investigation, and adjudication of people committing violent crimes against women on campus.
<input type="checkbox"/>	To train campus administrators, campus security personnel, and personnel serving on campus disciplinary or judicial boards to more effectively identify and respond to violent crimes against women on campus, including the crimes of sexual assault, stalking, domestic violence, and dating violence.
<input type="checkbox"/>	To implement and operate education programs for the prevention of violent crimes against women.
<input type="checkbox"/>	To develop, enlarge, or strengthen support services programs, including medical or psychological counseling, for victims of sexual offense crimes.
<input type="checkbox"/>	To create, disseminate, or otherwise provide assistance and information about victims' options on and off campus to bring disciplinary or other legal action, including assistance to victims in immigration matters.
<input type="checkbox"/>	To develop and implement more effective campus policies, protocols, orders, and services specifically devoted to prevent, identify, and respond to violent crimes against women on campus, including the crimes of dating violence, domestic violence, sexual assault, and stalking.
<input type="checkbox"/>	To develop, install, or expand data collection and communication systems, including computerized systems, linking campus security to local law enforcement for the purpose of identifying and tracking arrests, protection orders, violations of protection orders, prosecutions, and convictions with respect to violent crimes against women on campus, including the crimes of dating violence, domestic violence, sexual assault, and stalking.
<input type="checkbox"/>	To develop, enlarge, or strengthen victim service programs for the campus and to improve delivery of victim services on campus.
<input type="checkbox"/>	To provide capital improvements (including improved lighting and communications facilities, but not including the construction of buildings) on campuses to address violent crimes against women on campus, including the crimes of dating violence, domestic violence, sexual assault, and stalking.
<input type="checkbox"/>	To support improved coordination among campus administrators, campus security personnel, and local law enforcement to reduce violent crimes against women on campus.

13. Program priority areas addressed by your grant

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

SECTION **C1**

FUNCTION AREAS Minimum Requirements

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

14. Prevention and education program events provided for incoming students

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

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

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

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

Yes No

16. 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.)

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

17. Topics of prevention and education program events

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

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

18. Do you evaluate your prevention and education program events for incoming students with pre-and/or post-tests?

(Check only one answer. If you conduct such tests, discuss results in question 55.)

Always Most of the time Some of the time Rarely Never

19. Training program events provided for campus police/security officers and judicial/disciplinary board members

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

	Number provided with Campus Program funds	Number provided with another funding source
Campus police/security officers		
Judicial/disciplinary board members		

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

Yes No

21. Training for campus police/security officers and judicial/disciplinary board members

(In the first column, report the number of campus police/security officers and judicial/disciplinary board members who received training supported with Campus Program funds during the current reporting period. In the second column, report the number of campus police/security officers and judicial/disciplinary board members who received training supported with a funding source other than Campus Program funds during the current reporting period. In the third column, report the numbers of those who have not received training.)

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

22. Training content areas

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

Sexual assault, domestic violence, and stalking

- Confidentiality
- Dating violence overview, dynamics, and services
- Domestic violence overview, dynamics, and services
- Drug-facilitated sexual assault
- Safety planning for victims
- Sexual assault overview, dynamics, and services
- Sexual harassment overview, dynamics, and services
- Stalking overview, dynamics, and services
- Other (specify): _____

Justice and disciplinary systems

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

Underserved populations

Issues specific to victims/survivors who:

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

Campus and community response

- Clery Act reporting
- Coordinated community response
- Response teams (DART, DVRT, SART)
- Technology
- Other (specify): _____

23. Do you evaluate training program events for campus police/security officers and judicial/disciplinary board members with pre- and/or post-tests?

(Check only one answer. If you conduct such tests, discuss results in question 55.)

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

24. Coordinated campus-based community response activities supported by Campus Program funds during the current reporting period

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

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

25. Coordinated community-based response activities supported by Campus Program funds during the current reporting period

(Check the appropriate boxes to indicate the community-based agencies, organizations, or groups, even if they are not partners with which you have an external memorandum of understanding [EMOU], that you provided victim/survivor referrals to, received referrals from, engaged in consultation with, provided technical assistance to, and/or attended meetings with, according to the usual frequency of the interactions. If the interactions were not part of a regular schedule, you will need to estimate the frequency with which these interactions occurred during the current reporting period. In the last column, indicate the community-based agencies, organizations, or groups with which you have an EMOU for purposes of the Campus Program grant.)

Community-based agency/organization/group	Victim/survivor referrals, consultations, technical assistance			Meetings			EMOU Partner
	Daily	Weekly	Monthly	Weekly	Monthly	Quarterly	
Batterer Intervention Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community advocacy organization (NAACP, LGBTQ organization)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual sexual assault and domestic violence program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith/spiritual-based organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government agency (vocational rehabilitation, food stamps, TANF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health/mental health organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law enforcement (excluding campus police/security)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal organization (legal services, bar association)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prosecutor's office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social service organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tribal government/ Tribal government agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Types of policies or protocols developed, substantially revised, or implemented during the current reporting period

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

Law enforcement

Campus based **Community based**

- Appropriate response to underserved populations
- Identifying primary aggressor/discouraging dual arrest
- Immediate access to protection order information
- Mandatory training on sexual assault, domestic violence, and stalking
- No victims polygraphed
- Pro-arrest/mandatory arrest
- Protection order enforcement (including full faith and credit)
- Providing information to victims/survivors about victim services
- Other (specify): _____

Victim services

Campus based **Community based**

- Appropriate services for underserved populations
- Confidentiality
- Disciplinary policy and procedures
- Mandatory training standards for staff and volunteers
- Protocols with campus police/security
- Staff, board, and/or volunteers represent the diversity of your service area
- Victim/survivor informed about Crime Victims Compensation and Victim Impact Statements
- Other (specify): _____

Health care

Campus based **Community based**

- Advocate response to emergency room/campus health center
- Appropriate response to underserved populations
- Forensic evidence collection and documentation
- Mandatory training on sexual assault, domestic violence, and stalking
- Routine screening and referrals for sexual assault, domestic violence, and stalking
- Other (specify): _____

Judicial/disciplinary board (campus based)

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

Justice system (community based)

- Civil court procedures
- Criminal court procedures
- Decreasing dual arrests/identifying predominant aggressor
- Domestic violence statutes/codes
- Firearms and domestic violence
- Judicial response
- Law enforcement response
- Pro-arrest policies
- Prosecution response
- Protection orders (including full faith and credit)
- Sexual assault statutes/codes
- Stalking statutes/codes
- Other (specify): _____

Student conduct code

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

Campus response

- Clery Act reporting
- Data collection
- Coordinated campus/community response
- Response teams (DART, DVRT, SART)
- Other (specify): _____

SECTION
C2

Training

Were your Campus Program funds used for training during the current reporting period?

Check yes if Campus Program-funded staff provided training or if grant funds directly supported the training. (If the grant funds a consortium, response in this section should reflect the aggregated responses of consortium members.)

- Yes—answer questions 27-30
 No—skip to C3

For the purposes of this reporting form, **training** is 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** is 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. Report education activities in subsection C3.

27. Training provided

(Report the total number of training events provided with Campus Program funds during the current reporting period. Exclude those events reported in subsection C1. Staff development training provided to Campus Program-funded staff should not be counted.)

Total number of training events provided

28. Do you evaluate training events with pre- and/or post-tests?

(Check only one answer. If you conduct such tests, discuss results in question 55.)

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

29. Number of people trained

(Report the number of people trained with Campus Program funds during the current reporting period. Use the category that is most descriptive of the people attending the training event. Exclude those reported in subsection C1.)

People trained	Number
Attorneys/law students	<input type="text"/>
Batterer Intervention Program staff	<input type="text"/>
Community advocacy organization staff (NAACP, LGBTQ organization)	<input type="text"/>
Faculty/staff	<input type="text"/>
Faith-based organization staff	<input type="text"/>
Health professionals (doctors, nurses)	<input type="text"/>
Law enforcement officers	<input type="text"/>
Mental health professionals	<input type="text"/>
Multidisciplinary group	<input type="text"/>
Peer educators	<input type="text"/>
Social service organization staff	<input type="text"/>
Student affairs staff (residential life, multicultural center, disability organization, LGBTQ)	<input type="text"/>
Victim advocates (domestic violence)	<input type="text"/>
Victim advocates (sexual assault)	<input type="text"/>
Victim advocates (dual—sexual assault and domestic violence)	<input type="text"/>
Volunteers	<input type="text"/>
Other (specify): _____	<input type="text"/>
TOTAL	<input type="text"/>

30. Training content areas

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

Sexual assault, domestic violence, and stalking

- Confidentiality
- Dating violence overview, dynamics, and services
- Domestic violence overview, dynamics, and services
- Drug-facilitated sexual assault
- Safety planning for victims
- Sexual assault overview, dynamics, and services
- Sexual harassment overview, dynamics, and services
- Stalking overview, dynamics, and services
- Other (specify): _____

Justice and disciplinary systems

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

Underserved populations

Issues specific to victims/survivors who:

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

Campus and community response

- Clery Act reporting
- Coordinated community response
- Response teams (DART, DVRT, SART)
- Technology
- Other (specify): _____

SECTION
C3

Campus Education

Were your Campus Program funds used for campus education (outreach events, public awareness, and/or prevention activities) during the current reporting period?

Check yes if Campus Program-funded staff were used to support campus education or if Campus Program funds directly supported campus education. (If the grant funds a consortium, responses in this section should reflect the aggregated responses of consortium members.)

- Yes—answer questions 31-35
 No—skip to C4

For the purposes of this reporting form, **education** means providing general information that will increase public awareness of sexual assault, dating violence, domestic violence, or stalking. In this subsection, report information on prevention activities and education programs. **Training** means providing information on sexual assault, dating violence, domestic violence, and stalking that enables a person to improve their response to victims/survivors as it relates to their role in the system. Training activities should be reported in subsection C2.

31. Outreach activities

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

Events

- Clothesline Project
- Concerts
- Domestic Violence Awareness Month
- Media campaigns (press conferences, public service announcements, articles)
- Rallies/Speak Outs
- Sexual Assault Awareness Month
- Silent Witnesses
- Stalking Awareness Month
- Tabling at public events
- Take Back the Night March
- Theater productions
- Video series
- Vigils
- Women's History Month activities
- Other (specify): _____

32. Prevention and education program events provided

(Report the total number of prevention and education program events provided during the current reporting period that were either provided by Campus Program-funded staff or directly supported by Campus Program funds. Exclude the prevention and education program events for incoming students reported in subsection C1. Do not count outreach events reported in item 35.)

Total number of prevention and education program events provided

33. Prevention and education program attendees

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

People attending	Number
Institution administrators (Provost, President)	<input type="text"/>
Academic deans/directors	<input type="text"/>
Varsity athletes	<input type="text"/>
Faculty/staff	<input type="text"/>
Fraternity/Sorority members	<input type="text"/>
Men's group participants	<input type="text"/>
Parents of students	<input type="text"/>
Residential life staff	<input type="text"/>
Student affairs staff (multicultural center, LGBTQ center, career services)	<input type="text"/>
Students (Club sports, intramurals, classroom)	<input type="text"/>
Victims/survivors	<input type="text"/>
Women's group participants	<input type="text"/>
Other (specify): _____	<input type="text"/>
TOTAL	<input type="text"/>

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.)

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

35. Do you evaluate prevention and education program events with pre- and/or post-tests?

(Check only one answer. If you conduct such tests, discuss results in question 55.)

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

SECTION **C4**

Products

Were your Campus Program funds used to develop, substantially revise, or distribute products during the current reporting period?

Check yes if Campus Program-funded staff developed, substantially revised, or distributed products or if Campus Program funds directly supported the development, revision, or distribution of products. (If the grant funds a consortium, responses in this section should reflect the aggregated responses of consortium members.)

- Yes—answer question 36
 No—skip to C5

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

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

Products	Number developed or revised	Title/topic	Intended audience	Number used or distributed	Other languages
Brochures					
Manuals					
Newsletter					
Posters					
Promotional products (wallet cards, key rings, whistles, etc.)					
Training materials (power point presentations, theatre scripts, etc.)					
Training curricula					
Web site (indicate the number of page views in the number used or distributed column)					
Other (specify): _____					

SECTION
C5

Data Collection and Communication Systems

Were your Campus Program funds used for data collection systems or communication systems or for the purchase of hardware or other equipment during the current reporting period?

Check yes if Campus Program funds or Campus program-funded staff were used to develop, install, or expand data collection and/or communication systems. (If the grant funds a consortium, responses in this section should reflect the aggregated responses of consortium members.)

- Yes—answer questions 37-38
 No—skip to C6

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

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

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

38. Purpose of data collection and/or communication systems

(Indicate all types of information identified or tracked with this technology by checking all that apply.)

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

SECTION **C6**

System and Capital Improvement

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

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

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

39. Use of Campus Program funds for system improvement

(Indicate the system improvement activities supported with your Campus Program funds.)

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

40. Use of Campus Program funds for capital improvements

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

Capital improvements

Emergency call boxes

Landscape design for security

Lighting

Security cameras

Other (specify): _____

SECTION **D**

VICTIM SERVICES

Were your Campus Program funds used to provide victim services to victims/survivors during the current reporting period?

Check yes if Campus Program-funded staff provided victim services or if Campus Program funds were used to support victim services during the current reporting period. (If the grant funds a consortium, responses in this section should reflect the aggregated responses of consortium members.)

- Yes—answer questions 41-47
 No—skip to Section E

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

Please do not answer this question without referring to the separate instructions for further explanation and examples of how to distinguish among these categories.

(Report the following, to the best of your ability, as an unduplicated count for each category during the current reporting period. This means that each victim/survivor who sought or received services during the current reporting period should be counted only once and in only one of the listed categories. For the purpose of this question, victims/survivors are those against whom the sexual assault, domestic violence, and/or stalking was directed. If the victim/survivor presented with more than one victimization, that person should be counted only once under the primary victimization.)

	Sexual assault	Domestic violence	Stalking
A. Served: Victims/survivors who received the service(s) they needed, if those services were provided under your Campus Program grant	<input type="text"/>	<input type="text"/>	<input type="text"/>
B. Partially served: Victims/survivors who received some service(s), but not all of the services they needed, if those services were provided under your Campus Program grant	<input type="text"/>	<input type="text"/>	<input type="text"/>
C. Victims/survivors seeking services who were not served: Victims/survivors who sought service and did not receive the service(s) they needed, if those services were provided under your Campus Program grant	<input type="text"/>	<input type="text"/>	<input type="text"/>

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

(Check all that apply.)

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

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. This should be an unduplicated count for "gender" and "age".)

Race/Ethnicity (victims/survivors may be counted for each race/ethnicity that applies)	Number of victims/survivors
Black or African American	<input type="text"/>
American Indian and Alaska Native	<input type="text"/>
Asian	<input type="text"/>
Native Hawaiian and other Pacific Islander	<input type="text"/>
Hispanic or Latino	<input type="text"/>
White	<input type="text"/>
Unknown	<input type="text"/>

Gender	Number of victims/survivors
Female	<input type="text"/>
Male	<input type="text"/>
Unknown	<input type="text"/>
TOTAL (should equal sum of 41A and 41B)	<input type="text"/>

Age	Number of victims/survivors
0-17	<input type="text"/>
18-24	<input type="text"/>
25-59	<input type="text"/>
60+	<input type="text"/>
Unknown	<input type="text"/>
TOTAL (should equal sum of 41A and 41B)	<input type="text"/>

Other demographics	Number of victims/survivors
People with disabilities	<input type="text"/>
People with limited English proficiency	<input type="text"/>
People who are immigrants/refugees/asylum seekers	<input type="text"/>
People who live in rural areas	<input type="text"/>

44. Victims/survivors' relationship to offender

(For those victims/survivors reported in 41A and 41B, report the relationship of the victim/survivor to the offender by type of victimization. If a victim/survivor experienced more than one type of victimization and/or was victimized by more than one perpetrator, count the victim/survivor in all categories that apply. The number of victims/survivors reported here may total more than the sum of 41A and 41B.)

Relationship to offender	Sexual assault	Domestic violence	Stalking
Current or former spouse or intimate partner	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other family or household member (in-law, grandparent, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Acquaintance (friend, neighbor, co-worker, schoolmate, professor, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dating relationship	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stranger	<input type="text"/>	<input type="text"/>	<input type="text"/>
Relationship unknown	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other (specify): _____	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>

45. Victim services

(Report the number of victims/survivors from 41A and 41B provided with victim advocacy; face-to-face crisis intervention; hotline call assistance; support group; counseling services; hospital response; legal advocacy or court accompaniment; civil legal assistance; disciplinary board advocacy; and housing assistance. A victim/survivor may be counted once for each type of service received during the current reporting period. The numbers of victims/survivors reported here may total more than the sum of 41A and 41B.)

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

46. Number of victims reporting crimes

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

Where crime occurred	Campus police/security	Community law enforcement
On-campus	<input type="text"/>	<input type="text"/>
Off-campus	<input type="text"/>	<input type="text"/>

47. 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.)

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

SECTION E

Campus and Community Measures

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

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

48. Number of offenses reported

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

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

49. Number of criminal offenses charged and campus disciplinary or judicial board actions

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

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

50. Dispositions of campus disciplinary or judicial board actions

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

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

51. Dispositions of criminal charges

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

Type of offense	Number dismissed				Number of deferred adjudications	Number convicted				Number acquitted
	Request of victim	Lack of evidence	Plea bargain	Other		Guilty of highest	Guilty of lesser	Plead as charged	Plead lesser	
Sexual assault	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Domestic violence	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Stalking	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

SECTION
F

Narrative

All grantees must answer question 52. (If the grant funds a consortium, response to this question should reflect the aggregated responses of consortium members.)

Please limit your response to four pages for this question.

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

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

All grantees must answer questions 53 and 54 on an annual basis. Submit this information on the January to June reporting form only. (If the grant funds a consortium, responses to these questions should reflect the aggregated responses of consortium members.)

Please limit your response to two pages for each question.

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

(Consider underserved populations, campus-community collaborations, judicial/disciplinary board response, student safety, challenges implementing prevention and education programs across campus, and/or challenges and barriers unique to your institution or service area.)

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

(For example, the money allowed us to make capital improvements; install data collection or communication systems; revised judicial/disciplinary board procedures; create and implement prevention and education programs; and train campus administrators, judicial/disciplinary board members, and security personnel.)

Question 55 is optional.

Please limit your response to two pages for this question.

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

(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.)

Public Reporting Burden

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

APPENDIX A

Report on the status of the goals and objectives for the Grants to Reduce Violent Crimes Against Women on Campus Program. Question 57.

Status

(completed, in progress, delayed, revised)

Goals/Objectives (Describe your goals and objectives, as outlined in your grant proposal, or as revised)

Key Activities

Comments (successes, challenges, explanations)

Status

(completed, in progress, delayed, revised)

Goals/Objectives (Describe your goals and objectives, as outlined in your grant proposal, or as revised)

Key Activities

Comments (successes, challenges, explanations)