

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

**INSTRUCTIONS FOR SEMI-ANNUAL PROGRESS REPORT FOR SERVICES, TRAINING,
EDUCATION, AND POLICIES TO REDUCE SEXUAL ASSAULT, DOMESTIC VIOLENCE,
DATING VIOLENCE, AND STALKING IN SECONDARY SCHOOLS GRANT PROGRAM**

INTRODUCTION

The Violence Against Women Act of 2000 (VAWA 2000) requires grantees to report on the effectiveness of the activities carried out with grant funds, including number of persons served and number of persons 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 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 engaged in under this grant during the current reporting period.** Subsection A1, section B, subsection C2, and section E of this form must be completed by all grantees. In subsections A2, C1, and C3-C7, and in section D, 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 or subsection is skipped.

All information should reflect only STEP Program-funded activities engaged in during the current reporting period. The activities of volunteers or interns may be reported if they are coordinated or supervised by STEP Program-funded staff or if STEP Program funds substantially support their activities.

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

If you have any questions about this form, or if you need assistance completing the form, contact the VAWA Measuring Effectiveness Initiative at the Muskie School of Public Service at 1-800-922-VAWA (8292) or email vawamei@usm.maine.edu. Reporting forms, instructions, training dates, and other information regarding the reporting process for the STEP Program can be found at <http://muskie.usm.maine.edu/vawamei>. If you have questions about your grant, please contact your OVW program specialist at 1-202-307-6026 (TTY: 202-307-2277).

INSTRUCTIONS

Please note: It may be helpful to have the STEP 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/).

In most of the questions on this form, you are given the option of an “Other” category. However, whenever possible, use existing categories to describe your grant-funded staff or activities. These existing categories should adequately capture the majority of activities. The “Other” category will rarely be needed.

A. General Information

A1. Grant Information

All grantees must complete this subsection.

1. Date of report
Enter the date on which you submit the form.
2. Current reporting period
This information will be pre-populated by GMS. You must download a new reporting form for each reporting period.
3. Grantee name
This information will be pre-populated by GMS.
4. Grant number
This information will be pre-populated by GMS.
5. Type of applicant and/or lead institution
Choose the box(es) that best describes the institution receiving the STEP Program grant. Choose all that apply.
6. Consortium project
Check yes if the STEP Program funds a consortium project.
- 6a. Type of participating schools
If you checked yes in question 6, choose the box(es) that best describe each type of school represented in your consortium project. Check all that apply.
- 6b. Participating schools
If you checked yes in question 6, list each participating school/school district in your consortium project.
7. Student level focus of grant
Choose the box that best describes the student level focus of STEP Program funds. Choose only one.
8. Point of contact
Provide the name, agency/organization name, mailing address, telephone number, facsimile number, and e-mail address for the contact person responsible for the day-to-day coordination of the grant.

9. Tribal populations

Check yes if your STEP Program grant specifically focuses on American Indians, and indicate which tribes or nations you serve or intend to serve. Report only on tribes or nations you intentionally serve with grant funding. Do not include a tribe or nation if they are served incidentally by your program. Answers such as “all tribes in our state,” “all federally recognized tribes,” or the use of “et cetera” are not valid responses.

The term “Indian tribe” means 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 programs and services provided by the United States to Indians because of their status as Indians.

10. Percentage of grant funds

Report the area(s) addressed by your STEP 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. The percentage of funds may change for each reporting period. If the grant funds a consortium project, responses in this question should reflect the aggregated responses of project members.

Definitions

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/survivor. 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 Violence Against Women Act defines **domestic violence** as felony or misdemeanor crimes of violence (including threats or attempts) committed by a current or former spouse of the victim, by a person with whom the victim shares a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse, by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, 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/dating violence applies to any pattern of coercive behavior that is used by one person to gain power and control over a current or former intimate partner or dating partner. This pattern of behavior may include physical or sexual violence, emotional and psychological intimidation, threats, verbal abuse, stalking, isolation, and economic control.

The Violence Against Women Act 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.

Youth indirectly exposed to domestic violence is defined as youth who have been indirectly subjected to a violent act of sexual assault, domestic violence, dating violence, or stalking.

A2. Staff Information

If STEP 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 project, responses in this section should reflect the aggregated response of 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 STEP Program-funded staff or if STEP Program funds substantially support their activities. You may report on the use of unpaid volunteers, interns, and peer educators in question 61 or question 64 of the Narrative Section E, depending on applicability.

11. Staff

Report the total number of full-time equivalent (FTE) staff funded by the STEP Program grant during the current reporting period. Report staff by function(s) performed, not by title or location. Include employees who are part-time and/or partially funded with these grant funds, as well as consultants/contractors. If an employee or contractor was employed or utilized for only a portion of the reporting period, prorate appropriately. If staff members fall into two or more categories of job descriptions, divide their time as appropriate. Report all FTEs in decimals, not percentages, and round to the second decimal. One FTE is equal to 1,040 hours, which is 40 hours per week multiplied by 26 weeks.

Administrator: Administrative position, such as principal, vice principal, or superintendent.

Counselor: Professional counselor, guidance counselor, or peer counselor who is paid and who provides emotional support, guidance, problem-solving, etc., to victims/survivors. A financial counselor should be reported as a victim advocate.

Evaluator: A person who conducts, or provides guidance to others who are conducting formal evaluation or any other evaluation process to assess the impact of programs and policies for the purpose of enhancing their effectiveness.

Information technology staff: A person who develops, maintains, and uses computer systems, software, and networks for the processing and distribution of data.

Law enforcement: A person who engages in law enforcement activities, such as a school police officer or security officer. Can be sworn/deputized or not.

Legal advocate: A person who assists a victim/survivor with legal issues including preparing paperwork for protection orders, accompanying a victim/survivor to a court hearing or other civil proceeding, and all other advocacy within the justice system.

Program coordinator: A person who coordinates specific aspects of the program, such as victim services coordinator, client services coordinator, training coordinator, or volunteer coordinator.

Support staff: A person who is a secretary, administrative assistant, project assistant, bookkeeper, accountant, and/or receptionist.

Trainer/educator: A person who develops and/or delivers training or education content/curricula. Peer educators, are reported here if they are paid with STEP Program funds. Peer educators are trained students who provide general information to other students that will increase awareness of sexual assault, domestic violence, dating violence, and/or stalking.

Victim advocate (includes domestic violence, sexual assault, and dual): A person who facilitates a victim/survivor in accessing needed resources or services. An advocate may also provide crisis intervention, safety planning, and support during medical exams.

EXAMPLE 1: You have one full-time victim advocate whose salary is 100% funded with STEP Program funds and another victim advocate whose salary is 25% funded with STEP Program funds during the current reporting period. Report them as 1.25 FTEs under victim advocate.

EXAMPLE 2: A staff member, whose salary is 100% funded with STEP Program funds, spends an average of 20 hours of her/his time per week training and 20 hours providing direct victim advocacy. Report this person's time as .50 under trainer/educator and .50 under victim advocate.

EXAMPLE 3: If you used your STEP Program funds to contract with a trainer for 520 hours over the course of the current reporting period, report that person as .50 FTE (520 hours worked divided by 1,040 hours in the six-month reporting period) under trainer/educator.

EXAMPLE 4: If a counselor 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 (three months divided by six months) under counselor.

Responses in the "Other" category should be very specific. Responses such as graduate assistant, contractor, and consultant are not valid since they do not specify the function performed by the staff person. If reporting multiple staff positions in the other category, report corresponding FTEs to each staff person listed.

B. Purpose Areas

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

12. Statutory purpose areas

Check all purpose areas that you indicated in your proposal that apply to activities supported with STEP Program funds during the current reporting period.

13. (Optional) Program special interest areas

In addition to the purpose areas identified in question 12, the STEP Program Solicitation may have identified several program special interest areas. If your program addressed any of these interest areas during the current reporting period, list them here.

C. Function Areas

C1. Planning

If STEP Program funds were used for planning and development activities during the current reporting period, check yes and answer questions 14-16. If not, check no and skip to subsection C2. If the grant funds a consortium project, responses in this section should reflect the aggregated response of project members.

14. Number of planning meetings

Report the number of planning meetings supported with STEP Program funds during the current reporting period.

15. Planning activities conducted

Check all activities that were supported by your STEP Program grant during the current reporting period.

16. Additional information

Use the space provided to discuss the effectiveness of planning activities that were funded or supported by your STEP Program grant beyond what you have provided in the data. You may provide examples or any other information about your planning activities that you have not already provided.

C2. Minimum Requirements

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

Coordinated community response

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

17. Frequency of coordinated community response (CCR) meetings

Report the frequency of meetings supported by STEP Program funds during the current reporting period. If the meetings were not part of a regular schedule, estimate the frequency with which these meetings occurred and explain in Question 20, Additional information.

18. School-based representatives participating in CCR activities

Check the appropriate boxes to indicate the types of school-based representatives participating in CCR activities during the current reporting period.

19. Community-based representatives participating in CCR activities

Check the appropriate boxes to indicate which agencies or organizations participated in CCR meetings during the current reporting period. If the meeting was with a task force, you should indicate the affiliation of all attendees, rather than reporting as “task force” in the other category.

EXAMPLE: You participate in a quarterly task force meeting on improving understanding of youth issues in the community. Members of the task force include representatives from a legal services agency, law enforcement department with whom you do not have an MOU, and a domestic violence victim services organization with which you have an MOU. STEP Program funds directly support the above activities. You would report the CCR activities by checking the boxes for legal organization and local law enforcement agency under the Partner (non-MOU) category, and also checking the box for domestic violence organization under the Partner (MOU) column.

20. Additional information

Use this space to discuss the effectiveness of CCR activities funded or supported by your STEP Program grant. You may provide examples or any other information about your CCR activities beyond what you have provided in the data.

Prevention and education program for students

For the purposes of this reporting form, **education** means providing general information that will increase public awareness of sexual assault, domestic violence, dating violence, or stalking. In this subsection, report information on prevention activities and education programs. **Training** means providing information on sexual assault, domestic violence, dating violence and stalking that enables professionals to improve their response to victims/survivors as it relates to their role in the system. In this section, report information on education activities in questions 21-26 and training for peer educators in questions 27-29. Report all other training activities in subsection C4.

21. Prevention and education program events for students

Report the number of prevention and education program events provided that were supported by STEP Program funds during the current reporting period.

22. Number of students attending prevention and education programs

Enter the number of students who received prevention and education that were supported by STEP Program funds during the current reporting period.

23. Prevention and education activities for students

Check all the types of prevention and education activities that were supported with STEP Program funds during the current reporting period. If you use the "Other" category, specify the activity.

24. Prevention and education program curricula

Use the space provided to indicate the name(s) of curricula used for the prevention and education program for students. Indicate the attributes of the curricula. Check all that apply.

Evidence-based: curricula that have gone through rigorous research and demonstrated a record of success with valid and reliable evidence to show the curricula is effective.

Research-supported: curricula that have extensive evaluation but do not rise to the level of being considered evidence-based.

25. (Optional) Additional information

Use the space provided to discuss the effectiveness of prevention and education activities funded or supported by your STEP Program grant. You may provide examples, data, or any information about your prevention and education activities beyond what you have provided in the data.

26. Youth advisory committee meetings

Report the number of youth advisory committee members, the number of youth advisory committee meetings, and the frequency of meetings during the current reporting period.

27. Peer educator training

Report the number of peer educators who received training supported with STEP Program funds during the current reporting period. Peer educators are trained students who provide general information to other students that will increase awareness of sexual assault, domestic violence, dating violence, and/or stalking.

28. Training content areas for peer educators

Indicate all topics covered in the training events for peer educators provided by your STEP Program funds during the current reporting period. Check all that apply.

29. Additional information

Describe the types of youth advisory committee activities funded or supported by your STEP Program grant. Please describe the level of participation of youth advisory committee members and types of activities they engaged in beyond what you have provided in the data. An example might include: the youth advisory committee met three times and participated in selecting the most appropriate prevention and education curriculum for our high school.

Strengthening the school disciplinary process

30. Number of incidents involving student victims/survivors reported to school authorities

Report the number of sexual assault, domestic violence, dating violence, and/or stalking incidents reported to school authorities (i.e. coaches, teachers, guidance counselors, administrators, etc.) during the current reporting period.

In order to count incidents in this question, the report must involve student victims/survivors enrolled in your school or other participating school in your district or consortium. Report incidents perpetrated by students enrolled in your school (or participating school) and incidents perpetrated by any other offender. Specify the type of other offender (parent, student enrolled in a different school, teacher, etc.) in the box provided.

EXAMPLE 1: A student at your school reported during the current reporting period that s/he experienced dating violence in a relationship with another student enrolled in your school. You would enter "1" in the category "incident involving offenders who are enrolled students" under the Dating Violence heading.

EXAMPLE 2: A student at your school reported during the current reporting period that s/he experienced dating violence in a relationship with another student enrolled in your school. The same student also reported a previous sexual assault by a different student enrolled in your school. You would enter "1" in the category "incident involving offenders who are enrolled students" under the Dating Violence heading. You would enter "1" in the category "incident involving offenders who are enrolled students" under the Sexual Assault heading. Both incidents would be reported in this question, even though they involved the same student victim/survivor.

EXAMPLE 3: A student enrolled at your school reported to you that s/he was experiencing stalking by an ex-dating partner who is a student at a different school which is not part of your funded program. You would enter "1" under the category "incidents involving other offenders" under the Stalking heading, and enter "student not enrolled" in the specify box.

31. Actions taken in response to incidents reported to school authorities

For the sexual assault, domestic violence, dating violence, and/or stalking incidents reported to school authorities in question 30 involving *enrolled student offenders*, report the action(s) taken. Report all that apply.

For the categories "Number brought forward to school disciplinary process" and "Number not brought forward to school disciplinary process," only report if a decision has been reached regarding whether the incident will be brought forward, or not brought forward, to the school's disciplinary process. Do not

report if the decision of whether or not to bring the incident forward to the school disciplinary process is still pending as of the end of the reporting period.

*EXAMPLE 1: (One enrolled student victim/survivor, enrolled student offender, one type of victimization) A student at your school reported during the current reporting period that s/he experienced dating violence in a relationship with another student enrolled in your school. You referred the student to victim services. The case did not go forward to the school disciplinary process. You would enter "1" in the category "Number referred to victim services," and enter "1" in the category "Number **not** brought forward to school disciplinary process," all under the Dating Violence heading.*

*EXAMPLE 2: (One enrolled student victim/survivor, two enrolled student offenders, two types of victimizations) A student at your school reported during the current reporting period that s/he experienced dating violence in a relationship with another student enrolled in your school. You referred the student to victim services, but the dating violence incident did not go forward to the school disciplinary process. The same student who experienced dating violence also reported a previous sexual assault by a different student enrolled in your school. Law enforcement was notified about the sexual assault and that incident was brought forward to the school disciplinary process. You would enter "1" in the category "Number referred to victim services," and "1" in the category "Number **not** brought forward to school disciplinary process," all under the Dating Violence heading. You would enter "1" in the category "Number referred to victim services," "1" in the category "Number reported to law enforcement," and "1" in the category "Number brought forward to school disciplinary process," all under the Sexual Assault heading.*

EXAMPLE 3: (One enrolled student victim/survivor, one non-enrolled offender, one victimization) A student enrolled at your school reported to you that s/he was experiencing stalking by an ex-dating partner who is a student at a different school, which is not part of your funded program. You referred the student to victim services and reported this to law enforcement, however, you would not report this in Question 31 because only actions taken regarding incidents in which both the student victim/survivor and the student offender are enrolled at your school should be reported in Question 31.

32. Dispositions of school disciplinary process

Report the dispositions of all school disciplinary actions reached during the current reporting period. Report the number of dismissals by the reason for dismissal under the corresponding type of offense. Report the number of unsubstantiated cases under the corresponding type of offense. Report the number of disciplinary actions by action taken under the corresponding type of offense. If "other" disciplinary action is reported, use the space provided to describe the type of action. Do not report if cases are pending.

33. Disciplinary process changes

Indicate the changes implemented or instituted as a result of STEP funding to strengthen the school disciplinary process during the current reporting period. Check all that apply.

34. Additional information

Use the space provided to discuss the school disciplinary activities addressed during the current reporting period, and to provide any additional information you would like to share about your school disciplinary process beyond what you have provided in the data. You may provide more information about dispositions reached for disciplinary process cases or incidents involving non-enrolled students here.

Parent/caregiver outreach and engagement program

35. Number of events

Report the number of events held for parents/caregivers relating to sexual assault, domestic violence, dating violence, and stalking, supported by STEP Program funds during the current reporting period.

36. Number of parents/caregivers reached

Report the number of parents/caregivers reached with the outreach and engagement program supported with STEP Program funds during the current reporting period.

37. Type of activities

Check all the types of parent/caregiver outreach and engagement activities held during the current reporting period.

38. Topics of activities

Check all the topics of parent/caregiver outreach and engagement activities held during the current reporting period.

39. (Optional) Additional information

Use the space provided to discuss the effectiveness of your parent/caregiver outreach and engagement program during the current reporting period, and to provide any additional information beyond what you provided in the data.

C3. Policies

If STEP Program-funded staff developed, substantially revised, and/or implemented policies or protocols or if STEP Program funds were used to develop, substantially revise, and/or implement policies or protocols during the current reporting period, check yes and answer questions 40 and 41. If not, check no and skip to subsection C4. If the grant funds a consortium project, responses in this section should reflect the aggregated response of project members.

40. Types of protocols or policies developed, substantially revised, or implemented

Check all the types of protocols or policies developed, substantially revised, and/or implemented during the current reporting period. These activities should be completed by STEP Program-funded staff or directly supported by STEP Program funds. Check all that apply. If the protocol/policy is in the development or revision phase, it should not be reported until it is actually complete.

Developed: To create a new policy or protocol.

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

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

EXAMPLE 1: (Developed) Your school did not have a policy concerning appropriate response to victims/survivors of stalking. During the current reporting period, grant-funded staff developed a policy and outlined protocols for responding appropriately to victims/survivors of stalking. You report this activity during the current reporting period because the development of the policy was completed.

EXAMPLE 2: (Substantially revised) Your school had a policy and protocol that addressed sexual harassment, but did not have a separate definition for sexual assault. During the current reporting period, grant-funded staff amended the policy to include a definition of sexual assault and specific responses in sexual assault cases that differ from sexual harassment cases.. You report this activity

during the current reporting period because the amendments were completed.

EXAMPLE 3: (Implemented) Your school amended its policy concerning appropriate response to underserved youth to include protocols for people who are disabled. During the current reporting period, the new protocols were distributed and implemented within the school. You would report this activity during the current reporting period because the protocol was implemented in that time frame. You would not continue to report this same activity as implemented in future reporting periods.

41. (Optional) Additional information

Use the space provided to discuss the effectiveness of the policies you have developed, revised, or implemented that were funded or supported by your STEP Program grant. You may provide examples, data, or any other information about your policy activities that you have not already provided beyond what you have provided in the data.

C4. Training

If STEP Program-funded staff provided training, or if STEP Program funds were used for training during the current reporting period, check yes and answer questions 42-45. If not, check no and skip to subsection C5. If the grant funds a consortium project, responses in this section should reflect the aggregated response of project members.

For the purposes of this reporting form, **training** is providing information on sexual assault, domestic violence, dating violence, and stalking that enables professionals to improve their response to victims/survivors as it relates to their role in the system. **Education** is providing general information that will increase public awareness of sexual assault, domestic violence, dating violence, or stalking. In this subsection, report information on training activities. Report education activities in subsection C2.

42. Number of training events for school personnel

Report the number of training events for school personnel provided with STEP Program funds during the current reporting period. Exclude those events reported in subsection C2, where you report on prevention and education events provided for students and training for peer educators. Training provided to STEP Program-funded staff should not be counted here. For example, if you provided professional development training for grant-funded staff and non-grant-funded staff, you would only count non-grant-funded staff as being trained.

43. Number of school personnel trained

Report the number of school personnel who received training supported with STEP Program funds during the current reporting period under the appropriate category.

44. Content areas

Check all topic areas covered in the training events reported in question 43. Do not include topics of training events attended by STEP Program-funded staff unless there were also other school personnel or attendees.

45. (Optional) Additional information

Use this space to discuss the effectiveness of training activities funded or supported by your STEP Program grant, and to provide any additional information you would like to share about your training activities beyond what you provided in the data.

C5. Products

If STEP Program-funded staff developed, substantially revised, and/or implemented products or if STEP Program funds were used to develop, substantially revise, and/or distribute products during the current reporting period, check yes and answer question 46. If not, check no and skip to subsection C6. If the grant funds a consortium project, responses in this section should reflect the aggregated response of project members.

46. Product development, revision, and/or distribution

Report the number of products developed, substantially revised, and/or distributed with STEP Program funds during the current reporting period. Report the number of new products developed and/or substantially revised during the current reporting period; the title/topic; and intended audience for each product developed, revised, and/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, and on products that were previously developed or revised and were used or distributed during the current reporting period. Do not report the number of products printed or copied. Only report the number developed or revised (in most cases that number will be one for each product described) and/or the number used or distributed.

EXAMPLE: You used your STEP Program funds to develop a brochure in Spanish on services for Latina youth victims/survivors of sexual assault and to distribute 1,000 copies during the current reporting period. You also distributed 500 copies of an existing brochure that had been created with grant funds previously. You developed a new poster on sexual assault, also with STEP Program funds, but have not distributed any posters 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 youth 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, enter the intended audience, and enter “500” as the Number used or distributed.

For the poster, enter “1” under Number developed or revised, describe the poster, and enter the intended audience.

C6. Evaluation

If STEP Program funds were used during the current reporting period to conduct a formal evaluation to assess the impact of programs and policies in order to enhance the development of the program, check yes and answer questions 47-49. If not, check no and skip to subsection C7. If the grant funds a consortium project, responses in this section should reflect the aggregated response of project members. Needs assessment activities should not be reported here. Report needs assessment activities in Section C1, Planning.

47. Evaluation phase

Check which phase of the evaluation process your program was engaged in during the current reporting period. Check all that apply.

48. Collaboration partner(s)

Indicate the type of partner(s) you collaborated with to conduct your evaluation. Check all that apply. If you select “other,” specify the type of partner in the space provided.

49. (Optional) Additional information

Use this space to discuss how your evaluation activities relate to the minimum requirements of developing a prevention and education program, strengthening school disciplinary process, and establishing a parent outreach and engagement program. Describe in detail the activities of the phase(s) you are in beyond what you have provided in the data.

C7. Mentoring

If STEP Program funds supported mentoring during the current reporting period, check yes and answer questions 50-54. If not, check no and skip to section D. If the grant funds a consortium project, responses in this section should reflect the aggregated response of project members.

50. Number of mentors

Report the number of mentors recruited, trained, and/or coordinated by STEP Program-funded staff or whose activities were supported by STEP Program funds during the current reporting period. Mentors are individuals who work with students, including student athletes, to help them understand and recognize violence and violent behavior, how to prevent it, and how to appropriately address their feelings.

50a. Training for mentors

Report the number of mentors who received training on sexual assault, domestic violence, dating violence, stalking and youth indirectly exposed to violence during the current reporting period with STEP Program funds.

51. Mentors not receiving training

If any mentors you reported in question 50 did not receive training on the issues sexual assault, domestic violence, dating violence, stalking and youth indirectly exposed to violence during the current reporting period, explain in the space provided.

52. Collaborating organization

Indicate the name of the existing mentoring organization you collaborated within the space provided.

53. Mentoring activities

Report the number of each type of mentoring activity funded or supported by your STEP Program grant, and the number of youth receiving this mentoring service during the current reporting period.

54. Additional information

Use this space to discuss the effectiveness of mentors funded or supported by STEP Program grant funds, and to provide any additional information you would like to share about mentoring program activities beyond what you provided in the data.

D. Victim Services

If STEP Program-funded staff provided services, or if STEP Program funds were used to provide victim services during the current reporting period, check yes and answer questions 55-61. If not, check no and skip to section E. If the grant funds a consortium project, responses in this section should reflect the aggregated response of project members.

55. Number of victims/survivors served, partially served, and victims/survivors seeking services who were not served. (Victims/survivors includes both students and school personnel who receive grant-funded services).

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 requested or received services during the current reporting period should be counted only once in that reporting period. You can report victims/survivors in each reporting period in which they requested or received services. (See Examples 1 and 2.)

Some victims/survivors may have experienced more than one type of victimization, such as sexual assault and domestic violence, or domestic violence and stalking. These victims/survivors should be counted only once under the primary victimization, which you will determine. (See Example 3 below and refer to the definitions of sexual assault, domestic violence, dating violence, and stalking in question 10.)

EXAMPLE 1: (unduplicated count) A victim/survivor requested services three different times during the current reporting period. Report this person only once in question 55.

EXAMPLE 2: (unduplicated count) A victim/survivor requested counseling at the beginning of the reporting period and then the same victim came back at the end of the reporting period and requested civil legal advocacy. Although this victim came two times and requested two different services, you will count that victim/survivor only once in question 55. You will count the victim/survivor once for each type of service received in question 60, Victim services.

EXAMPLE 3: (primary victimization) A victim/survivor requested crisis intervention. Her estranged boyfriend, who had a history of very controlling behavior, came to her house and sexually assaulted her. In this case, you could report the victim under either dating violence or sexual assault, but you must choose only one. In this case, the sexual assault category may be more appropriate, because it was the sexual assault that prompted her to seek services.

Served, partially served, and not served are defined as:

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

(Note: If you receive a call or request for service from someone who is NOT a victim/survivor, or if

the person is a victim/survivor and is only requesting a service you do NOT provide under your STEP Program grant, that person should NOT BE COUNTED in any category in question 55.)

EXAMPLE 1: (Served) A dating violence victim/survivor is referred to your program by her teacher for counseling services. She attends three counseling sessions with a STEP-funded counselor. Since this victim/survivor received the services she requested that were provided under your STEP Program grant, she should be counted as “served.”

EXAMPLE 2: (Partially served) Your school based advocacy program offers crisis intervention and transportation under your STEP Program grant. A victim asks for these two services, but your program can only provide crisis intervention because the advocate is busy and unable to provide transportation. You would count this victim as “partially served,” because your program could not provide the transportation, which you are grant-funded to provide.

EXAMPLE 3: (Not served) A youth is sexually assaulted by the person with whom she was living and disclosed this school resource officer. The school resource officer called your program on behalf of the victim 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 provide under your STEP Program grant. You are unable to provide the requested service; therefore she should be counted as “not served.”

EXAMPLE 4: (Not counted) A youth contacts your school based victim services program for individual counseling services. Your program is not funded to provide individual counseling services. Only victims/survivors requesting or receiving STEP Program-funded services would be counted in question 55. The youth would not be counted at all in this question.

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

EXAMPLE 5:

A. A student who is a sexual assault victim/survivor contacts your program looking for crisis intervention and group 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 STEP Program grant and should be counted as “served.”

B. A student who is a sexual assault victim/survivor contacts your program looking for crisis intervention and group support. You provide crisis intervention. However, your group support services are full and you cannot 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 STEP Program grant and should be counted as “partially served.”

C. A student who is a sexual assault victim/survivor contacts your program looking for crisis intervention and group 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 STEP Program grant and should be counted as “not served.”

The partially served and not served categories generally have to do with issues within your program that keep you from providing grant-funded services to a victim/survivor who requests those services. If a victim/survivor chooses to discontinue services once they have begun receiving them, then the victim/survivor should be reported as “served.” The same is true if a victim/survivor moves, even if

s/he does not inform you, and s/he is unable to complete the services. When determining whether a victim/survivor is served, partially served, or not served, do not consider services the victim/survivor declined, unless the victim/survivor requested a service but found the program rules unacceptable.

56. Victims/survivors' relationships to offender

For those victims/survivors reported as served and partially served in 55A and 55B, report the relationship of the victim/survivor to the offender. Victims/survivors are those against whom the sexual assault, domestic violence, dating violence, or stalking was directed. If a victim/survivor was victimized by more than one perpetrator, count the victim/survivor in all categories that apply. The total number of relationships in the sexual assault column must be at least the sum of the number of sexual assault victims/survivors reported in 55A and 55B; the total number in the domestic violence column must be at least the sum of the number of domestic violence victims/survivors reported in 55A and 55B; the total number in the dating violence column must be at least the sum of the number of dating violence victims/survivors reported in 55A and 55B; and the total number in the stalking column must be at least the sum of the number of stalking victims/survivors reported in 55A and 55B. The total number of victims/survivors reported here all together may total more than the sum of all victims/survivors reported in 55A and 55B. The number in each type of victimization can be more than the number reported as served and partially served for that particular type of victimization, but it cannot be less.

Current or former spouse or intimate partner: The victim/survivor (1) is currently or formerly married to the offender, (2) shares a child in common with the offender, (3) is cohabitating with or has cohabitated with the offender as a spouse, or (4) is a person similarly situated to a spouse of the offender under the laws of the jurisdiction receiving grant monies.

Other family member or household member: The victim/survivor is related to the offender by blood, kinship, or similar relationships. Family is defined to include both traditional and non-traditional family structures, including foster parents, grandparents and other relatives, single parents, gay or lesbian parents, extended family, clans, etc. This includes victims/survivors who shared a household or have/had a roommate relationship with the offender.

Current or former dating relationship: The victim/survivor is, or has been, in a social relationship of a romantic or intimate nature with the offender. 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.

Acquaintance: The victim/survivor is known to the offender. For example, the victim/survivor is a neighbor, employee, co-worker, friend, fellow schoolmate, student, etc., of the offender.

Stranger: The victim/survivor and the offender are not known to each other.

57. Number of youth indirectly exposed to violence who were served, partially served, and not served

Report the following, to the best of your ability, as an unduplicated count during the current reporting period. This means that each youth indirectly exposed to violence who requested or received services during the current reporting period should be counted only once in that reporting period. You can report youth indirectly exposed to violence in each reporting period in which they requested or received services. (See Examples 1 and 2.)

EXAMPLE 1: (unduplicated count) A youth indirectly exposed to violence requested services three different times during the current reporting period; you will report this person only once in question 57.

EXAMPLE 2: (unduplicated count) A youth indirectly exposed to violence requested school-based counseling at the beginning of the reporting period and then the same youth came back at the end of the reporting period and requested academic advocacy. Although this youth came two times and requested two different services, you will only count that youth once in question 57. You will count

the youth once for each type of service received in question 60, Services to youth indirectly exposed to violence.

Served, Partially Served, and Not Served are defined as:

- A. Youth indirectly exposed to violence served* are those who received the service(s) they requested, if those services were provided under your STEP Program grant.
- B. Youth indirectly exposed to violence partially served* are those who received some of the service(s), but not all of the services they requested, if those services were provided under your STEP Program grant.
- C. Youth indirectly exposed to violence seeking services who were not served* are those who sought services but did not receive the service(s) they were seeking, if those services were provided under your STEP Program grant.

Note: If you receive a call or request for service from someone who is NOT a youth indirectly exposed to violence, or if the person is a youth indirectly exposed to violence but is requesting a service you do NOT provide under your STEP Program grant, that person should NOT BE COUNTED in any category in question 57. If you contact victims/survivors to offer services, and they do not want services or you cannot locate the victim/survivor, do not count them in this question.

EXAMPLE 1: (Served) A youth who witnessed his mother being physically assaulted in the home by her partner is referred to your program looking for school-based individual counseling. Your STEP-funded school-based counselor provides individual counseling to the youth. Since this youth received the services he requested that were provided under your STEP Program grant, he should be counted as "served."

EXAMPLE 2: (Partially served) Your program offers crisis intervention and transportation under your STEP Program grant. A youth who witnessed her friend being sexually assaulted asks for these two services, but your program can only provide crisis intervention because the advocate is busy and unable to provide transportation. You would count this youth as "partially served," because your program could not provide the transportation.

EXAMPLE 3: (Not served) A youth who witnessed her friend being physically assaulted by her boyfriend contacts your program for a school-based support group. The support group is full and she is put on a waiting list. At the end of the reporting period she has not received the service, and it is a service your program is funded to provide under your STEP Program grant. You are unable to provide the requested service; therefore she should be counted as "not served."

EXAMPLE 4: (Not counted) A youth indirectly exposed to violence contacts your program for individual counseling. Your program is not funded to provide individual counseling. Only youth indirectly exposed to violence receiving grant-funded services would be counted in question 57. The youth would not be counted at all in this question.

(Examples 5A-C use the same scenario to illustrate how the three categories of "served," "partially served," and "not served" differ, and how they should be applied to the varying responses the youth indirectly exposed to violence received.)

EXAMPLE 5:

A. A youth who witnessed his mother being physically assaulted in the home by her partner contacts your program looking for crisis intervention and group support. You provide crisis intervention and he attends a support group for youth indirectly exposed to violence. This youth has received the services he requested that you are funded to provide under your STEP Program grant and should be counted as “served.”

B. A youth who witnessed her friend being sexually assaulted contacts your program looking for crisis intervention and group support. You provide crisis intervention, however, your group support services are full and you cannot provide this service. This youth indirectly exposed to violence has received some, but not all, of the services she requested that you are funded to provide under your STEP Program grant and should be counted as “partially served.”

C. A youth who witnessed her friend being physically assaulted by her boyfriend contacts your program looking for crisis intervention and group 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 youth has not received any of the services she requested that you are funded to provide under your STEP Program grant and should be counted as “not served.”

The partially served and not served categories generally have to do with issues within your program that keep you from providing grant-funded services to a youth indirectly exposed to violence who requests those services. If a youth indirectly exposed to violence chooses to discontinue services once they have begun receiving them, then the youth should be reported as “served.” The same is true if a youth indirectly exposed to violence moves, even if s/he does not inform you, and s/he is unable to complete the services. When determining whether a youth indirectly exposed to violence is served, partially served, or not served, do not consider services the victim/survivor declined, unless the youth requested a service but found the program rules unacceptable.

58. Reasons that victims/survivors and/or youth indirectly exposed to violence seeking services were not served or were partially served

Indicate the reasons that victims/survivors and/or youth indirectly exposed to violence seeking services were not served or were partially served by checking all that apply. OVW acknowledges that funded STEP Programs may not be able to serve all victims/survivors and/or youth indirectly exposed to violence who 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 current or previous relationships with that victim/survivor or other parties related to that victim/survivor 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 requirements of statute. For example, a victim/survivor requests help with a divorce, but has not met statutory residency requirements to file for a divorce in the jurisdiction.

Hours of operation: Hours during which the program provides services are not compatible with the hours the victim/survivor is available to receive requested 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 be 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 maintains a 10:00 p.m. curfew and the victim/survivor declines shelter because s/he does not agree with the curfew.

Services inappropriate or inadequate for people with mental health issues: Staff are not able, for any reason, to provide appropriate or adequate services for victims/survivors with mental health problems. For example, the program does not have overnight staff and the victim/survivor cannot be left alone overnight.

Services inappropriate or inadequate for people with substance abuse issues: Staff are 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 victim/survivor requesting support group services is not served because it is clinically determined that the victim/survivor is not appropriate for the group.

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

Below are examples of responses in the “other” category that indicate the victim/survivor or youth indirectly exposed to violence should have been reported in a different category or should not have been reported at all in answer to question 55 for victims/survivors or question 57 for youth indirectly exposed to violence.

EXAMPLE 1: In the “Other” category, you report, “Victim refused services.”

If your program offers services, usually through outreach, and the victim/survivor refuses the services or does not contact your program to accept services, you would not count this person in question 55.

EXAMPLE 2: In the “Other” category, you report “Service was not provided by our program.” Only consider services supported with grant funds. For example, your STEP Program grant funds only crisis intervention services but a victim/survivor contacts your program seeking both crisis intervention and a support group. You only consider your program’s ability to provide the crisis intervention when determining if the victim/survivor should be counted as served, partially served, or not served, since your program is not funded to provide support group services under your STEP Program grant. In this case, you would consider them as served because you provided the grant-funded service they requested.

EXAMPLE 3: In the “Other” category, you report “Could not locate victim.”

If your program began to provide the requested services, this person would be counted as served.

However, if this person was placed on a waiting list, and when your program was able to provide the service you were not able to locate the victim/survivor, you would then count this victim/survivor as not served. You would indicate “Program reached capacity” in question 58 because your program was not able to provide the service when it was requested.

59. Demographics of victims/survivors and youth indirectly exposed to violence served or partially served

Based on the victims/survivors reported in 55A and 55B and the youth indirectly exposed to violence reported in 57A and 57B, report the total numbers for all that apply. Because victims/survivors may identify as more than one race/ ethnicity, the total may exceed the total number of victims/survivors reported in 55A and 55B and the youth indirectly exposed to violence reported in 57A and 57 B. However, the total number of victims/survivors reported in the “gender” and “age” categories should equal the total number of victims/survivors reported in 55A and 55B and the youth indirectly exposed to violence reported in 57A and 57 B. In the “other demographics” category, the number reported for each individual category cannot be greater than the sum of 55A and 55B for victims/survivors or 57A and 57B for youth indirectly exposed to violence. The demographic categories listed under race/ethnicity are mandated by the federal Office of Management and Budget.

Race/ethnicity: Report the race or ethnicity with which the victim/survivor identifies, or if the race is unknown, report it as unknown. 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 under victims/survivors category should equal the sum of 55A and 55B, and the total number of gender under the youth indirectly exposed to violence category should equal the sum of 57A and 57B.

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 under victims/survivors category should equal the sum of 55A and 55B, and the total number of age under the youth indirectly exposed to violence category should equal the sum of 57A and 57B.

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 blind or who have low vision, people with developmental disabilities, or people with a chronic, debilitating 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 D/deaf or hard of hearing: Report the number of victims/survivors who identify with and participate in the language, culture, and community of Deaf people based on the use of sign language (Deaf); victims/survivors who identify within the audiological definition of severe to profound hearing loss and who do not have a cultural affiliation (deaf); and/or victims/survivors who identify with any degree of hearing loss from mild to profound and are committed to participate in society through the use of their residual hearing plus hearing aids, speechreading, and assistive technology to aid communication (hard of hearing).

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

People who are lesbian, gay, bisexual, transgender, or intersex: Report the number of victims/survivors who identify as lesbian, gay, bisexual, transgender, or intersex.

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 either of the following definitions: 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.)

EXAMPLE: You served a 15-year-old youth who is a victim/survivor of dating violence, who identifies as American Indian and Latina, who does not read or write English, and whose primary language is Lakota. In the "Number of victims/survivors" column, count this youth under Race/Ethnicity (American Indian and Hispanic or Latino), Gender (Female), Age (13-17), and as a person with limited English proficiency.

60. Services to victims/survivors and youth indirectly exposed to violence

Based on the victims/survivors reported in 55A and 55B, and the youth indirectly exposed to violence reported in 57A and 57B, report the number of primary victims/survivors who received STEP Program-funded services during the current reporting period in the corresponding column. Count each victim/survivor and/or youth indirectly exposed to violence 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.

Academic/education advocacy: Actions designed to help the victim/survivor obtain needed resources or services regarding education issues. This includes advocating on behalf of the victim/survivor with teachers and administrators, assisting the victim/survivor with class scheduling, or assisting with other accommodations (e.g., making up for missed classes due to medical appointments, court hearings, etc.)

Civil legal advocacy/court accompaniment: Assisting with civil legal issues, including preparing paperwork for protection orders; accompaniment to a protection order hearing or other civil or administrative proceeding; and all other advocacy within the civil justice system. Does not include advocacy by attorneys and/or paralegals.

Counseling services/support group: Short-term individual or group counseling or support provided by a volunteer, peer, or professional.

Criminal justice advocacy/court accompaniment: Assisting with criminal legal issues including notification of case status, hearing dates, plea agreements, and sentencing terms; preparing paperwork such as victim impact statements; accompaniment to a criminal court proceeding or law enforcement interview; and all other advocacy within the criminal justice system.

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

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

Employment counseling: Actions designed to assist a victim/survivor in obtaining employment, e.g., coaching on career options, skills training, job searches, resume-writing, marketing, job interviews, and preservation of employment.

Forensic examinations: Sexual assault examination/rape kit by a SANE/SAFE certified provider.

Hospital/clinic/medical response: Accompanying a victim/survivor to, or meeting a victim/survivor at, a hospital, clinic, or medical office.

Housing assistance: Actions designed to help the victim/survivor obtain needed resources or services regarding housing such as locating appropriate rentals, assisting with an application for Section 8 housing, or working with transitional housing or other residential program to obtain housing.

Job training: Providing training in specific employment-related skills to a victim/survivor, e.g., on computer literacy.

Language services: Provision of interpretation and/or translation.

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. This might include referrals to teen support group, academic advocacy, legal advocacy, teen health center, victim's compensation, etc.

E. Narrative

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

All grantees must answer question 61.

Please limit your responses to the space provided.

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

Report on the status of the goals and objectives for your STEP 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: Provide training for new athletic coaches.

Activity: Coordinate with local victim services agency to schedule training dates and compile training materials.

Status: Ongoing.

Comments: Training dates have been set and publicized. Materials for training notebooks have been selected. Training will be provided as scheduled over a two-month period in February and March of 2013.

EXAMPLE 2:

Objective: Offer language services to victims/survivors.

Activity: Hire an interpreter to assist with translation.

Status: Delayed.

Comments: The person we originally hired for this position had to leave the area due to a family emergency before starting work, so the hiring has been delayed. We hope to have someone in the position by March 1, 2013.

All grantees must answer questions 62 and 63 on an annual basis. Submit this information on the January to June reporting form only.

Please limit your responses to the space provided (8,000 characters) for each question.

62. What do you see as the most significant areas of remaining need, with regard to improving services to victims/survivors of sexual assault, domestic violence, dating violence, and stalking, increasing victim/survivor safety, and enhancing community response?

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

63. What has STEP Program funding allowed you to do that you could not do prior to receiving this funding? (e.g., revise disciplinary procedures, create and implement prevention and education programs, train teachers, guidance counselors, and coaches.)

EXAMPLE: Before we received STEP Program funds, our agency did not have appropriate staff to serve student victims. Since we received this funding, we have hired an on-site youth advocate and have increased the number student victims served by our program from 2 to 40.

Questions 64 and 65 are optional.

Please limit your responses to the space provided (8,000 characters) for each question.

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

(If you have other data or information that you have not already reported in answer to previous questions on this form that demonstrate the effectiveness of your STEP Program- please provide it below. Feel free to discuss any of the following: institutionalization of staff positions, policies and/or protocols; systems-level changes; community collaboration; the removal or reduction of barriers and challenges for victims/survivors; promising practices; positive or negative unintended consequences.)

EXAMPLE: In this reporting period we conducted exit interviews with all of the victims/survivors who attended our support groups. All of the respondents gave positive feedback about the program. As a result of information received, we made changes to the program and expanded outreach to the LGBTQI community.

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

(If you have any information that could be helpful in understanding the data you have submitted in this report, please answer this question. For example, if you submitted two different progress reports for the same reporting period, you may explain how the data was apportioned to each report; or if your STEP Program funds supported staff—e.g. victim advocates, attorneys, etc.—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. You may also use this space to provide any clarifying information that is requested by OVW in review of your progress report information.)