

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

Brief Instructions: This form must be completed for each Services, Training, Education, and Policies to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking in Secondary Schools Grant Program (STEP 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 activities engaged in under this grant during the current reporting period. Following are some guidelines and examples regarding sections of this form that must be completed by STEP Program grantees:

- All grantees must complete the following: Subsection A1, Section B, Subsection C2, and Section E.
- In section D and subsections A2, C1, and C3-C7, grantees must answer an initial question about whether they engaged in certain activities during the current reporting period. If the response is yes, then the grantee must complete that section/subsection. If the response is no, the grantee may be asked to explain, and the rest of that section or subsection is skipped.

For example,

- 1) If you are in the planning phase, you would complete A1, A2, B, C1, C2, and E, as well as other sections, as appropriate.
- 2) If you are providing victim services with staff funded under this grant and distributing manuals that you developed under this grant, you would complete A1, A2, B, C2, C5, D, and E, as well as other sections, as appropriate.

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

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

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GENERAL INFORMATION

Grant Information

All grantees must complete this subsection

1. **Date of report** (format date with 6 digits - 01/30/12)
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 STEP Program grant)
5. **Type of applicant and/or lead institution**
(Check the answer[s] that best describes the institution receiving the STEP Program funds. Check all that apply.)
- Charter school School administered by DOD
- Private school School district
- Public school Tribal school
6. **Is this a consortium project?** Yes No

If you answered yes to question 6 above, answer questions 6a and 6b.

- 6a. **Types of participating schools in consortium project**
(Check the answer[s] that best describes the other participating schools in your consortium. Check all that apply.)
- Alternative school Public school
- Charter school Private school
- Faith-based school School administered by DOD
- Military school Tribal school
- 6b. **Names of participating schools in consortium project**
School/school district name(s):
- (1) _____
- (2) _____
- (3) _____
- (4) _____
7. **Student level focus of grant**
(Check the answer that best describes the student level on which the STEP Program funds focus.)
- Middle school High school Both middle and high school

8. Point of contact

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

First name _____ MI _____ Last name _____

Institution name _____

Address _____

City _____ State _____ Zip code _____

Telephone _____ Facsimile _____

E-mail _____

9. Does this grant specifically address tribal populations?

(Check yes if your STEP 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 STEP Program grant funds was directed to each of these areas?

(Report the area[s] addressed by your STEP 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 STEP Program grant funds a consortium project, responses in this question should reflect the aggregated responses of project members.)

Throughout this form, the term **sexual assault** includes both assaults committed by offenders who are strangers to the victim/survivor and assaults committed by offenders who are known to, related by blood or marriage to, or in a dating relationship with the victim/survivor. The term **domestic violence** 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. The term **dating violence** is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim/survivor. The term **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. The term **youth indirectly exposed to violence** is defined as youth who have been indirectly subjected to a violent act of sexual assault, domestic violence, dating violence, or stalking. *(See separate instructions for more complete definitions.)*

| | Percentage of grant funds |
|--------------------------------------|---------------------------|
| Sexual assault | <input type="text"/> |
| Domestic violence | <input type="text"/> |
| Dating violence | <input type="text"/> |
| Stalking | <input type="text"/> |
| Youth indirectly exposed to violence | <input type="text"/> |
| TOTAL (must equal 100%) | <input type="text"/> |

Staff Information

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

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

- Yes — answer question 11**
- No — skip to section B**

11. Staff

(Report the total number of full-time equivalent [FTE] staff funded by the STEP Program during the current reporting period. Report staff by functions performed, not by title or location. Include employees who are part-time and/or only partially funded with these grant funds as well as consultants/contractors. If an employee or contractor was employed or utilized for only a portion of the reporting period, prorate appropriately. For example, if you hired a full-time advocate in October who was 100% funded with STEP Program funds, you would report that as .50 FTE. Report all FTEs in decimals, not percentages. One FTE is equal to 1,040 hours—40 hours per week x 26 weeks. See separate instructions for examples of how to calculate and prorate FTEs.)

| Staff | FTE(s) |
|---|----------------------|
| Administrator (<i>principal, vice principal, superintendent</i>) | <input type="text"/> |
| Counselor (<i>therapy counselor, guidance counselor</i>) | <input type="text"/> |
| Evaluator | <input type="text"/> |
| Information technology staff | <input type="text"/> |
| Law enforcement (<i>includes school resource officer, security officer</i>) | <input type="text"/> |
| Legal advocate (<i>does not include attorney or paralegal</i>) | <input type="text"/> |
| Program coordinator (<i>training, victim services, or volunteer coordinator</i>) | <input type="text"/> |
| Support staff (<i>administrative assistant, office staff</i>) | <input type="text"/> |
| Trainer/educator (<i>includes peer educators, only if paid</i>) | <input type="text"/> |
| Victim advocate (<i>includes domestic violence, sexual assault, or dual advocate</i>) | <input type="text"/> |
| Other (<i>specify</i>): | <input type="text"/> |
| TOTAL | <input type="text"/> |

PURPOSE AREAS

All grantees must complete this subsection.

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

12. Statutory purpose areas

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

| Check ALL that apply | Purpose areas |
|--------------------------|--|
| <input type="checkbox"/> | Provide training to school administrators, faculty, counselors, coaches, healthcare providers, security personnel, and other staff on the needs and concerns of students who experience domestic violence, dating violence, sexual assault, or stalking, and the impact of such violence on students. |
| <input type="checkbox"/> | Develop and implement policies in middle and high schools regarding appropriate, safe response to, and identification and referral procedures for, students who are experiencing or perpetrating domestic violence, dating violence, sexual assault, or stalking, including procedures for handling the requirements of court protective orders issued to or against students or school personnel, in a manner that ensures that safety of the victim/survivor and holds the perpetrators accountable. |
| <input type="checkbox"/> | Provide support services for students and school personnel, such as a resource person who is either on-site or on-call, and who is an employee from the victim services partner(s) of the applicant(s), for the purpose of developing and strengthening effective prevention and intervention strategies for students and school personnel experiencing domestic violence, dating violence, and sexual assault or stalking. |
| <input type="checkbox"/> | Provide developmentally appropriate educational programming to students regarding sexual assault, domestic violence, dating violence, and stalking, and the impact of experiencing sexual assault, domestic violence, dating violence, and stalking on children and youth by adapting existing curricula activities to the relevant student population. |
| <input type="checkbox"/> | Work with existing mentoring programs and develop strong mentoring programs for 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. |
| <input type="checkbox"/> | Conduct evaluations to assess the impact of programs and policies assisted under this section in order to enhance the development of the program. |

13. (Optional) Program special interest areas

(In addition to the purpose areas identified above, the STEP Program Solicitation identified program special interest areas. If your program addressed any of these special interest areas during the current reporting period, list them below.) (Maximum – 250 characters)

FUNCTION AREAS Planning

Were STEP Program funds used for planning during the current reporting period?

Check yes if you used STEP Program funds for planning activities during the current reporting period. (If the grant funds a consortium project, responses in this subsection should reflect the aggregated responses of project members.)

Yes — answer questions 14-16

No — skip to section C2

14. Planning meetings

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

Number of planning meetings

15. Planning activities conducted

(Report planning activities conducted with STEP Program funds during the current reporting period. Check all that apply.)

- Build capacity of coordinated community response (CCR) team
- Convene CCR team planning meetings
- Conduct focus groups
- Develop and conduct school and/or community needs assessment
- Develop and disseminate surveys
- Develop evaluation measures and tools
- Develop prevention and training curricula/programs
- Form a youth advisory committee and hold meetings
- Recruit and hire project staff
- Review, revise, or develop school policies and protocols
- Utilize CCR team to review, revise, or develop a strategic plan

Other (specify):

16. Additional information

(Use the space below to provide a brief explanation of the planning activities funded or supported by your STEP Program grant, and provide any additional information you would like to share about planning activities beyond what you have provided in the data above. An example might include how your review of school policies and protocols has informed the development of your strategic plan.)
(Maximum – 2000 characters)

Minimum Requirements

All grantees must complete questions 17-20.

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

Coordinated community response activities (CCR)

17. Frequency of CCR team 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, you will need to estimate the frequency with which these meetings occurred.)

| | Weekly | Monthly | Quarterly |
|--------------------------------|--------------------------|--------------------------|--------------------------|
| Frequency of CCR team meetings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

18. School-based representatives participating in coordinated community response activities supported by STEP Program funds during the current reporting period

(Check the appropriate boxes to indicate the types of school-based representatives participating in coordinated community response activities during the current reporting period.)

| Type of school-based representative | |
|---|--------------------------|
| Coach/athletic staff | <input type="checkbox"/> |
| Guidance counselor | <input type="checkbox"/> |
| Health professional | <input type="checkbox"/> |
| LGBTQI organization staff | <input type="checkbox"/> |
| Mental health professional | <input type="checkbox"/> |
| Parent representative | <input type="checkbox"/> |
| Principal (includes vice principal) | <input type="checkbox"/> |
| Pupil personnel worker | <input type="checkbox"/> |
| ROTC staff | <input type="checkbox"/> |
| School administrative office staff (i.e., administrative assistant) | <input type="checkbox"/> |
| School district representative | <input type="checkbox"/> |
| School resource officer (school-based law enforcement) | <input type="checkbox"/> |
| Social worker | <input type="checkbox"/> |
| Special education teacher/coordinator | <input type="checkbox"/> |
| Student groups representative | <input type="checkbox"/> |
| Teacher representative | <input type="checkbox"/> |
| Title IX coordinator | <input type="checkbox"/> |
| Other (specify): <input type="text"/> | <input type="checkbox"/> |

19. Community-based partners participating in coordinated community response activities supported by STEP Program funds during the current reporting period

(Indicate the types of community-based agencies, organizations, or groups attending CCR meetings, and whether or not you have a memorandum of understanding [MOU] for purposes of the STEP Program grant.)

| Type of community-based partner | Partner (non-MOU) | Partner (MOU) |
|---|--------------------------|--------------------------|
| Child advocacy center | <input type="checkbox"/> | <input type="checkbox"/> |
| Child care provider | <input type="checkbox"/> | <input type="checkbox"/> |
| Child welfare agency | <input type="checkbox"/> | <input type="checkbox"/> |
| Corrections (<i>probation, parole, juvenile justice, correctional facilities</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| Courts (<i>state, tribal, territorial, local, juvenile, dependency</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| Culturally specific community organization (<i>non-governmental, does not include immigrant organization staff</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| D/deaf organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Disability organization (<i>non-governmental, non-residential</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| Domestic violence organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Dual sexual assault and domestic violence organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Faith/spiritual-based organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Governmental agency (<i>ICE, food stamps, TANF, excludes CPS</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| Health organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Immigrant organization (<i>non-governmental</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| Job training organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Legal organization (<i>legal services, bar association, law school</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| LGBTQI organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Local law enforcement agency | <input type="checkbox"/> | <input type="checkbox"/> |
| Mental health organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Prosecutor's office | <input type="checkbox"/> | <input type="checkbox"/> |
| Runaway/homeless youth organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Sexual assault organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Social services organization (<i>non-governmental</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| Substance abuse organization | <input type="checkbox"/> | <input type="checkbox"/> |
| Tribal government/Tribal government agency | <input type="checkbox"/> | <input type="checkbox"/> |
| Youth organization (<i>non-governmental, includes mentoring organization</i>) | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (<i>specify</i>): <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> |

20. Additional information

(Use the space below to discuss the coordinated community response [CCR] activities funded or supported by your STEP Program grant, and to provide any additional information you would like to share about your CCR activities beyond what you have provided above. Examples might include improved response to victims/survivors of domestic violence/dating violence following meetings of a regional task force, or improved information to victims/survivors regarding resources, and greater coordination between the school and the local victim services agency, as the result of meetings between the school and community advocates. If you did not engage in CCR activities during this reporting period, please explain here.) (Maximum – 2000 characters)

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 for students. **Training** means providing information on sexual assault, domestic violence, dating violence, or stalking that enables professionals to improve their response to victims/survivors as it relates to their role in the system. In this section, report prevention and 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 provided for students

(Report the number of prevention and education program events provided for students that were supported with STEP Program funds during the current reporting period.)

Number of events provided with STEP Program funds

22. Number of students attending prevention and education programs

(Report the number of students who received prevention and education supported with STEP Program funds during the current reporting period.)

Number of students educated with STEP Program funds

23. Prevention and education activities for students

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

| Activities | Sexual assault | Domestic violence | Dating violence | Stalking | Youth indirectly exposed to violence |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------------------|
| Delivering media campaigns (<i>press conferences, public service announcements, articles</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Holding educational exhibits (<i>Clothesline Project, Silent Witness, information tables</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Holding school events (<i>rallies, assemblies</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Organizing social media campaigns (<i>Twitter, Facebook, text messaging</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Providing printed materials (<i>posters, flyers, brochures</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Providing productions for public awareness (<i>video series, theater productions</i>) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Putting on a classroom presentation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (<i>specify</i>): <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

24. Prevention and education program curricula

(If your STEP Program-funded project used an established curriculum for prevention and education programs for students during the current reporting period, provide the name[s] of the curriculum/ curricula below and indicate the attributes. Check all that apply.)

| Name of curriculum | Evidence-based | Research-supported | Based on well-known theories of change | Supported by program-specific evaluation |
|----------------------|--------------------------|--------------------------|--|--|
| <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

25. (Optional) Additional information

(Use the space below to discuss the effectiveness of prevention and education activities funded or supported by your STEP Program grant, and to provide any additional information you would like to share about those activities beyond what you have provided in the data above. For example, describe your experience using the curricula you indicated in question 24.) (Maximum – 2000 characters.)

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, supported by STEP Program funds during the current reporting period.)

| Number of committee members | Number of committee meetings | Frequency of meetings | | | |
|-----------------------------|------------------------------|-----------------------|----------------------|----------------------|----------------------|
| | | Weekly | Monthly | Quarterly | Annually |
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

27. Peer educator training

(Report the number of peer educators who received training supported with STEP Program funds during the current reporting period.)

Number of peer educators trained with STEP Program funds

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.)

Sexual assault, domestic violence, dating violence, and stalking

- Bystander intervention
- Confidentiality
- Dating violence overview, dynamics, and services
- Domestic violence overview, dynamics, and services
- Drug/alcohol facilitated sexual assault
- Prevention models and/or curricula on sexual assault, domestic violence, dating violence, and/or stalking
- School response policy and procedures
- Sexual assault overview, dynamics, and services
- Stalking overview, dynamics, and services
- Use of technology in sexual assault, domestic violence, dating violence, and/or stalking
- Victim disclosures of sexual assault, domestic violence, dating violence, and/or stalking
- Youth indirectly exposed to sexual assault, domestic violence, dating violence, and/or stalking
- Other (specify):

Underserved populations

Issues specific to victims/survivors who:

- are American Indian or Alaska Native
- are Asian
- are black or African American
- are elderly
- are Hispanic or Latino
- are homeless or living in poverty
- are immigrants, refugees, or asylum seekers
- are international students
- are lesbian, gay, bisexual, transgender, or intersex
- are Native Hawaiian or Other Pacific islander
- have disabilities
- have limited English proficiency
- have mental health issues
- have substance abuse issues
- live in rural areas

29. Additional information

(Use the space below to 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. 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.) (Maximum – 2000 characters.)

Strengthening the school disciplinary process

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

(Report the number of sexual assault, domestic violence, dating violence, and/or stalking cases reported to school authorities involving student victims. Report incidents perpetrated by students enrolled in your school [or other participating school in your district or consortium] and incidents perpetrated by any other individual the current reporting period.)

| Number of incidents | Sexual assault | Domestic violence | Dating violence | Stalking |
|---|----------------------|----------------------|----------------------|----------------------|
| Enrolled student perpetrators | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Other perpetrators (specify): <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

31. Actions taken on cases reported to school authorities

(For incidents reported in Question 30 involving enrolled student perpetrators, report the action[s] taken under the appropriate category.)

| Number of action(s) taken | Sexual assault | Domestic violence | Dating violence | Stalking |
|--|----------------------|----------------------|----------------------|----------------------|
| Number referred to victim services | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number reported to law enforcement | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number reported to child protective services | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number reported to another school/other district authority | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number brought forward to school disciplinary process | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number not brought forward to school disciplinary process | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

32. Dispositions of school disciplinary process

(Report the number of dispositions reached for all school disciplinary process cases resolved during the current reporting period. Report all dispositions for all types of cases.)

| Actions taken | Sexual assault | Domestic violence | Dating violence | Stalking |
|--|----------------------|----------------------|----------------------|----------------------|
| Number of cases dismissed: | | | | |
| Request of victim or parent | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Lack of evidence | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Other (specify): <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Number of unsubstantiated cases: | | | | |
| Unsubstantiated | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Disciplinary action(s) taken: | | | | |
| Suspension | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Expulsion | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Counseling | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Community service | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Referral to services/early intervention | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Transfer school/jurisdiction/classes | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Restrictions on activities (i.e., extracurricular) | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Other (specify): <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

33. Disciplinary process changes

(Indicate below which changes you have implemented or instituted, as a result of STEP funding, to strengthen the school disciplinary process during the current reporting period.)

- A disciplinary process that examines patterns of behavior of the alleged student perpetrator, including behavior that is not a violation of the student code
- A distinct policy defining and prohibiting dating violence
- A distinct policy defining and prohibiting domestic violence
- A distinct policy defining and prohibiting sexual assault
- A distinct policy defining and prohibiting stalking
- Developed or strengthened procedures to notify the student victim and/or student perpetrator of the next steps, outcomes, etc. of the disciplinary process
- Enhanced procedure to ensure student victims have equitable access to an advisor, including a victim advocate, during the disciplinary process
- Offer and/or provide victim services to the student victim regardless of whether that student pursues a disciplinary action
- Ongoing training for school or district personnel who hear disciplinary cases
- Policies prohibiting retaliation by other students towards the student victim
- Policies that outline distinct and appropriate disciplinary actions for domestic violence, dating violence, sexual assault, and/or stalking
- Procedure that prohibits direct confrontation of student victims by the alleged student perpetrator
- Procedure to notify the student victim of the Title IX coordinator and process
- Procedures for notifying parents/guardians about the disciplinary action and process
- Procedures that address the confidentiality of the student victim in the disciplinary process, including notification of dispositions
- Procedures that address the intersections of confidentiality, mandatory reporting of child abuse, and the school disciplinary process
- Procedures that do not require peer mediation, conflict resolution, or restorative justice in domestic violence, dating violence, sexual assault, and/or stalking cases
- Procedures that provide student victims the option to make their statements in various formats (i.e., written, oral, recorded)
- Strategies and procedures that are victim centered in the period prior to a formal disciplinary hearing
- Timelines for a disciplinary action disposition and appeal processes

34. Additional information

(Use the space below to discuss the school disciplinary activities supported by STEP Program funds that were 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 above. If you used funds to institute disciplinary activities or strengthen your disciplinary procedures, please explain here. Examples might include strengthening disciplinary procedures to be more victim-centered or enhanced disciplinary actions for offending students.)
(Maximum – 2000 characters)

Parent/caregiver outreach and engagement program

35. Parent/caregiver outreach and engagement program activities

(Report the number of events held for parents/caregivers relating to sexual assault, domestic violence, dating violence, and/or stalking in the current reporting period.)

Number of events:

36. Number of parents/caregivers reached with outreach and engagement program

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

Number of parents/caregivers:

37. Type of activity

(Report the types of parent/caregiver outreach and engagement program activities supported with STEP Program funds during the current reporting period. Check all that apply)

- Electronic and/or printed materials
- Forum or town hall meeting
- In-person training
- Parent/caregiver-specific social media campaign
- PTA meeting
- School event *(back to school night, parent-teacher conferences)*
- Other *(specify):*

38. Topics of parent/caregiver outreach activities

(Report the topics of parent/caregiver outreach activities supported with STEP Program funds during the current reporting period. Check all that apply.)

- Community resources available
- Mandatory reporting laws
- Overview of dating violence dynamics
- Overview of domestic violence dynamics
- Overview of sexual assault dynamics
- Overview of stalking dynamics
- Relevant school policies and procedures
- School-based services offered to students
- Where to report sexual assault, domestic violence, dating violence, and/or stalking crimes
- Other *(specify):*

39. (Optional) Additional information

(Use the space below to discuss the effectiveness of your parent/caregiver outreach and engagement program activities supported with STEP Program funds during this reporting period, and to provide any additional information you would like to share about the program beyond what you have provided above. Examples might include enhanced notification to parents/caregivers regarding the disciplinary process via school website, or improved parent participation in comprehensive school strategy planning meetings.) (Maximum – 2000 characters)

Were your STEP Program funds used to develop, substantially revise, or implement policies or protocols during the current reporting period?

Check yes if STEP Program-funded staff developed, substantially revised, or implemented policies or protocols, or if STEP funds directly supported the development, revision, or implementation of policies or protocols. (If the grant funds a consortium project, responses in this section should reflect aggregated response of project members.)

Yes — answer questions 40-41

No — skip to section C4

40. Policies or protocols developed, revised, or implemented

(Check the appropriate boxes to indicate the types of policies or protocols that you developed, revised, and/or implemented during the current reporting period with STEP Program funds.)

| Types of policies or protocols | Developed | Revised | Implemented |
|--|--------------------------|--------------------------|--------------------------|
| Age-appropriate and safe response to dating violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Age-appropriate and safe response to domestic violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Age-appropriate and safe response to sexual assault | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Age-appropriate and safe response to stalking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Age-appropriate and safe response to youth indirectly exposed to domestic violence, dating violence, sexual assault, and/or stalking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Appropriate response to victims/survivors with substance abuse issues and/or mental health diagnoses | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Confidentiality (e.g. victim service files) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Confidentiality for non-mandated reporters | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Confidentiality for student educational records | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Culturally and linguistically appropriate response to underserved populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Disciplinary policy and procedures | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Law enforcement notification procedure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mandated reporting | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mandatory ongoing education for students and parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mandatory ongoing training for school personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mandatory training for volunteers and mentors | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parent notification procedure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Parental consent | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Procedures for protection orders | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Protocols with school police/security | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Referral procedure for non-abusing parents of student victims | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Referral procedure to criminal justice or law enforcement for sexual assault, domestic violence, dating violence, and/or stalking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

40. Policies or protocols developed, revised, or implemented (continued)

| Types of policies or protocols (cont.) | Developed | Revised | Implemented |
|--|--------------------------|--------------------------|--------------------------|
| Referral to community-based victim services, such as medical, mental health services, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Routine screening for sexual assault, domestic violence, dating violence, and/or stalking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Response to school personnel who are perpetrators of sexual assault, domestic violence, dating violence, and/or stalking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Response to school personnel who are victims of sexual assault, domestic violence, dating violence, and/or stalking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student disciplinary code on dating violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student disciplinary code on domestic violence | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student disciplinary code on sexual assault | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student disciplinary code on stalking | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (specify): <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other (specify): <input type="text"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

41. (Optional) Additional information

(Use the space below to discuss the effectiveness of policies funded or supported by your STEP Program grant that you have developed, revised, or implemented, and to provide any additional information you would like to share about your activities relating to the developing, revising, or implementing of policies beyond what you have provided in the data above. Examples might include improved response following implementation of a protocol that provides schedule changes or a protocol on referrals for victim services.) (Maximum – 2000 characters)

SECTION **C4**

Training

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

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

Yes – answer questions 42-45

No – skip to section C5

For 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, and/or stalking. In this subsection, report information on training activities. Report education activities in subsection C2.

42. Training events provided for school personnel

(Report the number of training events for school personnel provided with STEP Program funds during the current reporting period. Exclude those prevention and education events reported in subsection C2, Minimum Requirements. Training provided to STEP Program-funded staff should not be counted here.)

Number of training events provided

43. Training for school personnel

(Report the total number of school personnel who received training supported with STEP Program funds during the current reporting period. Student peer educators who receive training should be reported in subsection C2.)

| School personnel attending | Number |
|---|---|
| Administrators | <input style="width: 80px; height: 20px;" type="text"/> |
| Coaches/athletic staff | <input style="width: 80px; height: 20px;" type="text"/> |
| Facilities/custodial staff | <input style="width: 80px; height: 20px;" type="text"/> |
| Guidance counselors | <input style="width: 80px; height: 20px;" type="text"/> |
| Law enforcement officers (includes school resource officers, security officers) | <input style="width: 80px; height: 20px;" type="text"/> |
| School administrative office staff (i.e., administrative assistant) | <input style="width: 80px; height: 20px;" type="text"/> |
| Parent/caregiver liaisons | <input style="width: 80px; height: 20px;" type="text"/> |
| School nurses | <input style="width: 80px; height: 20px;" type="text"/> |
| School social workers | <input style="width: 80px; height: 20px;" type="text"/> |
| Teachers | <input style="width: 80px; height: 20px;" type="text"/> |
| Transportation staff | <input style="width: 80px; height: 20px;" type="text"/> |
| Other (specify): <input style="width: 300px; height: 20px;" type="text"/> | <input style="width: 80px; height: 20px;" type="text"/> |
| TOTAL | <input style="width: 80px; height: 20px;" type="text"/> |

44. Training content areas

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

- Age-appropriate response and intervention
- Bystander intervention
- Child abuse statutes/codes
- Confidentiality
- Coordinated community response
- Dating violence overview, dynamics, and services
- Disciplinary/grievance procedures
- Domestic violence overview, dynamics, and services
- Drug/alcohol facilitated sexual assault
- Family Educational Rights and Privacy Act (FERPA)
- Juvenile court procedures
- Mandatory reporting requirements
- Parent outreach/response/communication
- Prevention models and/or curricula on sexual assault, domestic violence, dating violence, and/or stalking
- Protection orders *(including full faith and credit)*
- Response teams *(DART, DVRT, SART)*
- School response policy and procedures
- Sexual assault overview, dynamics, and services
- Stalking overview, dynamics, and services
- Title IX
- Use of technology in sexual assault, domestic violence, dating violence, and/or stalking
- Victim disclosures of sexual assault, domestic violence, dating violence, and/or stalking
- Youth indirectly exposed to domestic violence, dating violence, sexual assault, and/or stalking
- Other *(specify):*

Underserved populations

Issues specific to victims/survivors who:

- are American Indian or Alaska native
- are Asian
- are black or African American
- are elderly
- are Hispanic or Latino
- are homeless or living in poverty
- are immigrants, refugees, or asylum seekers
- are international students
- are lesbian, gay, bisexual, transgender, or intersex
- are Native Hawaiian or Other Pacific Islander
- have disabilities
- have limited English proficiency
- have mental health issues
- have substance abuse issues
- live in rural areas

45. (Optional) Additional information

(Use the space below 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 have provided in the data above. Examples might include a dating violence training improving teachers' support to students who disclose relationship abuse.)
(Maximum – 2000 characters)

Products

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

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

Yes — answer question 46

No — skip to section C6

46. Use of STEP Program funds for product development, substantial revision, or distribution

(Report the number of new products developed or substantially revised during the current reporting period; the title/topic and intended audience for each product developed, revised, or distributed; and the number of products used or distributed. If a product was created in or translated into a language other than English, including Braille, indicate the language. Report on products that were newly developed or revised during the current reporting period whether or not they were used or distributed, and on products that were previously developed or revised but used or distributed during the current reporting period. Do not report the number of products printed or copied; only report the number developed or revised—in most cases that number will be one for each product described—and/or the number used or distributed. See separate instructions for examples of how to report under “developed or revised” and “used or distributed.”)

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

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

| Products | Number developed or revised | Title/topic | Intended audience | Number used or distributed | Other languages |
|---|-----------------------------|----------------------|----------------------|----------------------------|----------------------|
| Outreach products <i>(wallet cards, key rings, whistles)</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Public service announcements/ videos | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Social media <i>(Facebook, Twitter, text messaging)</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Training materials <i>(Power Point presentations, theater scripts, etc.)</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Web site <i>(Indicate the number of page views in the number used or distributed column)</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Other <i>(specify):</i> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

Were your STEP Program funds used for evaluation activities during the current reporting period?

Check yes if STEP Program-funded staff or STEP Program-funded evaluator conducted a formal evaluation to assess the impact of programs and policies in order to enhance the development of the program. (If the grant funds a consortium project, responses in this section should reflect aggregated response of project members.)

Yes — answer questions 47-49

No — skip to section C7

47. What phase of the evaluation process were you engaged in during the current reporting period?

(Report the phase[s] of the STEP Program funded evaluation process that you engaged in during the current reporting period. Check all that apply.)

- Planning
- Data gathering
- Analyzing
- Reporting findings

48. What partner(s) are you collaborating with to conduct the evaluation?

(Report the partner[s] that you collaborated with to conduct evaluation activities with STEP Program funds during the current reporting period. Check all that apply.)

- College/university
- Private consulting agency
- School district-based evaluator or staff
- Other (specify):

49. (Optional) Additional information

(Use the space below to discuss how your STEP Program funded 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. For example, if you are in the planning phase, describe what measures you plan to use and your approach to the evaluation. If you are gathering data, how are you doing this, and from whom? Is the evaluator conducting this work, and how is project staff involved?)
(Maximum – 2000 characters)

Mentoring

Were your STEP Program funds used for mentoring during the current reporting period?

Check yes if STEP Program-funded staff conducted mentoring program activities or if STEP Program funds were used to directly support mentoring activities. Do not report peer educator activities here. Peer educator activities are reported in Section C2, Minimum Requirements. (If the grant funds a consortium project, responses in this section should reflect aggregated response of project members.)

Yes – answer questions 50-54

No – skip to section D

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.)

Number of mentors

50a. Of the mentors you reported in Question 50, how many received training during the current reporting period on the issues of sexual assault, domestic violence, dating violence, stalking, and youth indirectly exposed to violence with STEP Program funds?

Number of mentors receiving training

51. If any mentors you reported in question 50 did not receive training during the current reporting period, please explain below:

52. What existing mentoring organization did you collaborate with during the current reporting period?

(Report the name[s] of the mentoring organization[s] that you collaborated with in the text box below.)

Mentoring organization name(s):

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.)

| Type of activity | Number of mentoring activities | Number of youth receiving mentoring service |
|---------------------------------------|--------------------------------|---|
| After-school group | <input type="text"/> | <input type="text"/> |
| Field trip/outing | <input type="text"/> | <input type="text"/> |
| Service project | <input type="text"/> | <input type="text"/> |
| Other (specify): <input type="text"/> | <input type="text"/> | <input type="text"/> |
| TOTAL | <input type="text"/> | <input type="text"/> |

54. Additional information

(Use the space below to discuss the effectiveness of mentors funded or supported by your STEP Program grant and to provide any additional information you would like to share about mentoring program activities beyond what you have provided above. An example might include discussing the success of mentors who were former high school football players who returned to their high school to discuss issues of dating violence with the school's football team. (Maximum – 2000 characters)

VICTIM SERVICES

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

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

- Yes — answer questions 55-61**
- No — if no, please explain in box below, and then skip to section E**

55. Number of victims/survivors served, partially served, and victims/survivors seeking services who were not served. Please do not answer this question without referring to the separate instructions for further explanation and examples of how to distinguish among these categories. (Report the following, to the best of your ability, as an unduplicated count for each category during the current reporting period. This means that each victim/survivor who was seeking services or who received services during the current reporting period should be counted only once. For purposes of this question, **victims/survivors** are those against whom the sexual assault, domestic violence, dating violence, and/or stalking was directed. If the victim/survivor presented with more than one victimization, that person should be counted only once under the primary victimization. Do not report secondary victims or youth indirectly exposed to violence here.)

| | Sexual assault | Domestic violence | Dating violence | Stalking | TOTAL |
|--|----------------|-------------------|-----------------|----------|-------|
| A. Served: Victims/survivors who received the service(s) they requested, if those services were funded by your STEP Program grant | | | | | |
| B. Partially served: Victims/survivors who received some service(s), but not all of the services they requested, if those services were funded by your STEP Program grant | | | | | |
| TOTAL SERVED AND PARTIALLY SERVED (55A+B) | | | | | |
| C. Victims/survivors seeking services who were not served: Victims/survivors who sought out services and did not receive the service(s) they were seeking, if those services were funded by your STEP Program grant | | | | | |

56. Victims/survivors' relationship to offender by victimization

(For those victims/survivors reported as served and partially served in 55A and 55B, report the victim/survivor's relationship to the offender, by type of victimization. If a victim/survivor experienced more than one type of victimization and/or was victimized by more than one perpetrator, count the victim/survivor in all categories that apply. The total number of relationships in the sexual assault column must be at least [insert sum of sexual assault victims/survivors reported in 55A and 55B]; the total number in the domestic violence column must be at least [insert sum of domestic violence victims/survivors reported in 55A and 55B]; the total number in the dating violence column must be at least [insert sum of dating violence victims/survivors reported in 55A and 55B] the total number in stalking violence column must be at least [insert sum of stalking victims/survivors reported in 55A and 55B].)

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

57. Number of youth indirectly exposed to violence served, partially served, and youth indirectly exposed to violence 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 youth indirectly exposed to violence who was seeking services or who received services during the current reporting period should be counted only once. For purposes of this question, **youth indirectly exposed to violence** is defined as youth who have been indirectly subjected to a violent act of sexual assault, domestic violence, dating violence, or stalking.

| | Number of youth indirectly exposed to violence |
|---|--|
| A. Served: Youth indirectly exposed to violence who received the service(s) they requested, if those services were funded by your STEP Program grant | <input type="text"/> |
| B. Partially served: Youth indirectly exposed to violence who received some service(s), but not all of the services they requested, if those services were funded by your STEP Program grant | <input type="text"/> |
| TOTAL SERVED AND PARTIALLY SERVED (57A+B) | <input type="text"/> |
| C. Not served: Youth indirectly exposed to violence who sought out services and did not receive the service(s) they were seeking, if those services were funded by your STEP Program grant | <input type="text"/> |

58. Reasons that either victims/survivors and/or youth indirectly exposed to violence seeking services were not served or were partially served
(Check all that apply.)

| Victims/ survivors | Youth indirectly exposed to violence | Reasons not served or partially served |
|--------------------------|---|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Conflict of interest |
| <input type="checkbox"/> | <input type="checkbox"/> | Did not meet statutory requirements |
| <input type="checkbox"/> | <input type="checkbox"/> | Hours of operation |
| <input type="checkbox"/> | <input type="checkbox"/> | Insufficient/lack of culturally appropriate services |
| <input type="checkbox"/> | <input type="checkbox"/> | Insufficient/lack of language capacity <i>(including sign language)</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | Insufficient/lack of services for people with disabilities |
| <input type="checkbox"/> | <input type="checkbox"/> | Lack of child care |
| <input type="checkbox"/> | <input type="checkbox"/> | Program reached capacity |
| <input type="checkbox"/> | <input type="checkbox"/> | Program rules not acceptable to victim/survivor |
| <input type="checkbox"/> | <input type="checkbox"/> | Services inappropriate or inadequate for victims/survivors with mental health issues |
| <input type="checkbox"/> | <input type="checkbox"/> | Services inappropriate or inadequate for victims/survivors with substance abuse issues |
| <input type="checkbox"/> | <input type="checkbox"/> | Services not appropriate for victim/survivor |
| <input type="checkbox"/> | <input type="checkbox"/> | Transportation |
| <input type="checkbox"/> | <input type="checkbox"/> | Other <i>(specify):</i> <input data-bbox="769 1188 1492 1232" type="text"/> |

59. Demographics of victims/survivors and youth indirectly exposed to domestic violence who were 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, provide the total numbers for all that apply. Because individuals may identify in more than one category of race/ethnicity, the total for “Race/ethnicity” may exceed the total number of victims/survivors reported in 55A and 55B or the number of youth indirectly exposed to violence reported in 57A and 57B. However, the total number of victims/survivors reported under “Race/ethnicity” should not be less than the total number of victims/survivors reported in questions 55A and 55B and the total number of youth indirectly exposed to violence should not be less than the total number of youth indirectly exposed to violence reported in 57A and 57B. The total number of victims/survivors reported under “Gender” and the total number reported under “Age” should equal the total number of victims/survivors reported in questions 55A and 55B or the number of youth indirectly exposed to violence reported in 57A and 57B. Those victims for whom gender, age, and/or race/ethnicity is not known should be reported in the “Unknown” category.)

| Race/ethnicity (victims/survivors and youth indirectly exposed to domestic violence should not be counted more than once in either the “American Indian or Alaska Native” or “Native Hawaiian or Other Pacific Islander” category) | Number of victims/survivors (from Q55) | Number of youth indirectly exposed to violence (from Q57) |
|---|---|--|
| American Indian or Alaska Native | <input type="text"/> | <input type="text"/> |
| Asian | <input type="text"/> | <input type="text"/> |
| Black or African American | <input type="text"/> | <input type="text"/> |
| Hispanic or Latino | <input type="text"/> | <input type="text"/> |
| Native Hawaiian or Other Pacific Islander | <input type="text"/> | <input type="text"/> |
| White | <input type="text"/> | <input type="text"/> |
| Unknown | <input type="text"/> | <input type="text"/> |
| TOTAL RACE/ETHNICITY (should not be less than [insert sum of 55A and 55B] for victims/survivors, or [insert 57A and 57B] for youth indirectly exposed to violence) | <input type="text"/> | <input type="text"/> |
| Gender | | |
| Female | <input type="text"/> | <input type="text"/> |
| Male | <input type="text"/> | <input type="text"/> |
| Unknown | <input type="text"/> | <input type="text"/> |
| TOTAL GENDER (should equal [insert sum of 55A and 55B] for victims/survivors, or [insert 57A and 57B] for youth indirectly exposed to violence) | <input type="text"/> | <input type="text"/> |
| Age | | |
| 0-6 | <input type="text"/> | <input type="text"/> |
| 7-12 | <input type="text"/> | <input type="text"/> |
| 13-17 | <input type="text"/> | <input type="text"/> |
| 18-24 | <input type="text"/> | <input type="text"/> |
| 25-59 | <input type="text"/> | <input type="text"/> |
| 60+ | <input type="text"/> | <input type="text"/> |
| Unknown | <input type="text"/> | <input type="text"/> |
| TOTAL AGE (should equal [insert sum of 55A and 55B] for victims/survivors, or [insert 57A and 57B] for youth indirectly exposed to violence) | <input type="text"/> | <input type="text"/> |

59. Demographics (continued)

| Other demographics | Number of victims/survivors (from Q55) | Number of youth indirectly exposed to violence (from Q57) |
|---|--|---|
| People with disabilities | <input type="text"/> | <input type="text"/> |
| People with limited English proficiency | <input type="text"/> | <input type="text"/> |
| People who are D/deaf or hard of hearing | <input type="text"/> | <input type="text"/> |
| People who are immigrants/refugees/asylum seekers | <input type="text"/> | <input type="text"/> |
| People who are lesbian, gay, bisexual, transgender, or intersex | <input type="text"/> | <input type="text"/> |
| People who live in rural areas | <input type="text"/> | <input type="text"/> |

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

*(Report the number of victims/survivors from 55A and 55B and the number of youth indirectly exposed to violence from 57A and 57B who received STEP Program-funded services. Count each victim/survivor and each youth indirectly exposed to violence only once for each type of service that the individual received during the current reporting period; do **not** report the number of times that service was provided to the individual. The total for each type of service should not be higher than the total of 55A and 55B [insert total of 55A and 55B] for victims/survivors and not higher than the total of 57A and 57B, [insert total of 57A and 57B] for youth indirectly exposed to violence.)*

| Type of service | Number of victims/survivors (Q55) | Number of youth indirectly exposed to violence (Q57) |
|--|-----------------------------------|--|
| Academic/education advocacy <i>(Actions designed to help the victim/survivor obtain needed support, resources, or services including assistance with class scheduling, etc.)</i> | <input type="text"/> | <input type="text"/> |
| Civil legal advocacy/court accompaniment <i>(Assisted with civil legal issues including preparing paperwork for a protection order and accompanying victim/survivor to a protection order hearing, administrative hearing, or other civil court proceeding. Does not include advocacy by attorneys and/or paralegals)</i> | <input type="text"/> | <input type="text"/> |
| Counseling services/support group <i>(Individual or group counseling or support provided by a volunteer, peer, or professional)</i> | <input type="text"/> | <input type="text"/> |
| Criminal justice advocacy/court accompaniment <i>(Assisted 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)</i> | <input type="text"/> | <input type="text"/> |

60. Services to victims/survivors and youth indirectly exposed to domestic violence (continued)

| Type of service | Number of victims/survivors (Q55) | Number of youth indirectly exposed to violence (Q57) |
|--|-----------------------------------|--|
| Crisis intervention (<i>Crisis intervention is a process by which a person identifies, assesses, and intervenes with an individual in crisis so as to restore balance and reduce the effects of the crisis in her/his life. In this category, report crisis intervention that occurs in person and/or over the telephone.</i>) | <input type="text"/> | <input type="text"/> |
| Disciplinary advocacy (<i>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</i>) | <input type="text"/> | <input type="text"/> |
| Employment counseling (<i>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 presentation of employment</i>) | <input type="text"/> | <input type="text"/> |
| Forensic examinations (<i>Sexual assault examination/rape kit by a SANE/SAFE certified provider</i>) | <input type="text"/> | <input type="text"/> |
| Hospital/clinic/other medical response (<i>Accompanying a victim/survivor to, or meeting a victim/survivor at a hospital, clinic, or medical office</i>) | <input type="text"/> | <input type="text"/> |
| Housing assistance (<i>Assisting a victim/survivor with housing issues, including finding temporary housing, and preventing access by the perpetrator to the victim/survivor's new residence</i>) | <input type="text"/> | <input type="text"/> |
| Job training (<i>Providing training in specific employment-related skills to a victim/survivor, e.g. on computer literacy</i>) | <input type="text"/> | <input type="text"/> |
| Language services (<i>interpretation, translation</i>) | <input type="text"/> | <input type="text"/> |
| Transportation | <input type="text"/> | <input type="text"/> |
| Victim/survivor advocacy (<i>Actions designed to assist the victim/survivor in obtaining support, resources, or services, including employment, health care, victim's compensation, etc.</i>) | <input type="text"/> | <input type="text"/> |
| Other (specify): <input type="text"/> | <input type="text"/> | <input type="text"/> |

NARRATIVE

(If the grant funds a consortium project, responses to this question should reflect the aggregated responses of project members.)

All grantees must answer question 61.**PLEASE LIMIT YOUR RESPONSES TO THE SPACE PROVIDED.****61. Report on the status of your STEP Program grant goals and objectives as of the end of the current reporting period.**

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

All grantees must answer questions 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, APPROXIMATELY TWO PAGES OF CONTINUOUS SINGLE-SPACED TEXT) 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 victims/survivors' 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?

(For example, we were able to train all teachers and school staff in our district, or we have been able to develop new partnerships with our local domestic violence and sexual assault programs, leading to increased referrals from our schools to these agencies.)

Questions 64 and 65 are optional.**PLEASE LIMIT YOUR RESPONSES TO THE SPACE PROVIDED (8,000 CHARACTERS, APPROXIMATELY TWO PAGES OF CONTINUOUS SINGLE-SPACED TEXT) FOR EACH QUESTION.****64. Provide additional information that you would like us to know about your STEP Program and/or the effectiveness of your grant.**

(If you have any other data or information that you have not already reported in answer(s) to previous questions that demonstrate the effectiveness of your STEP Program grant, 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; and positive or negative unintended consequences.)

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; if you funded staff—e.g. victim advocates—but did not report any corresponding victim services, you may explain why; or if you did not use program funds to support either staff or activities during the reporting period, please explain how program funds were used.)

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

Question #61

Status

(100 characters)

Goals/Objectives (1,750 characters)

Key Activities (1,750 characters)

Comments (500 characters)

Status

Goals/Objectives

Key Activities

Comments

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

Question #61 (cont. 1)

Status

Goals/Objectives

Key Activities

Comments

Status

Goals/Objectives

Key Activities

Comments

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

Question #61 (cont. 2)

Status

Goals/Objectives

Key Activities

Comments

Status

Goals/Objectives

Key Activities

Comments

What do you see as the most significant areas of remaining need, with regard to improving services to victims/survivors of sexual assault, domestic violence, dating violence and stalking, increasing victims/survivors' safety, and enhancing community response? *(Consider underserved populations, school-community collaborations, response, student safety, challenges implementing prevention and education programs across schools, and/or challenges and barriers unique to your school or service area.)*

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

Question #62 (cont.)

What has STEP Program funding allowed you to do that you could not do prior to receiving this funding? *(For example, we were able to train all teachers and school staff in our district, or we have been able to develop new partnerships with our local domestic violence and sexual assault programs, leading to increased referrals from our schools to these agencies.)*

Question #63

What has STEP Program funding allowed you to do that you could not do prior to receiving this funding? *(For example, we were able to train all teachers and school staff in our district, or we have been able to develop new partnerships with our local domestic violence and sexual assault programs, leading to increased referrals from our schools to these agencies.)*

Question #63 (cont.)

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

(If you have any other data or information that you have not already reported in answer(s) to previous questions that demonstrate the effectiveness of your STEP Program grant, 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; and positive or negative unintended consequences.)

Question #64

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

(If you have any other data or information that you have not already reported in answer(s) to previous questions that demonstrate the effectiveness of your STEP Program grant, 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; and positive or negative unintended consequences.)

Question #64 (cont.)

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; if you funded staff—e.g. victim advocates—but did not report any corresponding victim services, you may explain why; or if you did not use program funds to support either staff or activities during the reporting period, please explain how program funds were used.)

Question #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; if you funded staff—e.g. victim advocates—but did not report any corresponding victim services, you may explain why; or if you did not use program funds to support either staff or activities during the reporting period, please explain how program funds were used.)

Question #65 (cont.)