

U.S. Department of Justice
Office on Violence Against Women
SEMI-ANNUAL PROGRESS REPORT FOR

Engaging Men and Youth in Preventing Sexual Assault, Domestic Violence, Dating Violence, and Stalking Grant Program

Brief Instructions: This form must be completed for each Engaging Men and Youth in Preventing Sexual Assault, Domestic Violence, Dating Violence, and Stalking Grant Program (Engaging Men and Youth 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.

Following are some guidelines and examples regarding sections of this form that must be completed by Engaging Men and Youth Program grantees:

- All grantees must complete the following: Subsection A1, Section B, Subsection C6, and Section D.
- In subsections A2, C1-C5, C7, and C8 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 subsection. If the response is no, the rest of that subsection is skipped.

For example,

- 1) If you are in the planning phase, you should complete A1, A2, B, C1, C6, and D.
- 2) If you are providing education programming with staff or volunteers and distributing manuals that you developed under this grant, you should complete A1, A2, B, C4, C5, C6, C8, and D.
- 3) If you are providing training with staff funded under this grant, you should complete A1, A2, B, C2, C6, and D.

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

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

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GENERAL INFORMATION

Grant Information

All grantees must complete this subsection.

1. **Date of report** (format date with 6 digits - 07/31/11)
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 Engaging Men and Youth Program grant)
5. **Type of grantee organization**
(Check the one answer that best describes the type of agency/organization administering your Engaging Men and Youth Program funds.)
 - ☐ Community-based child or youth services organization
 - ☐ Culturally specific services organization
 - ☐ Local government entity
 - ☐ Nonprofit, non-governmental domestic violence, dating violence, sexual assault, or stalking victim services provider or coalition
 - ☐ State government entity
 - ☐ Territorial government entity
 - ☐ Tribal government entity
 - ☐ Other (specify):

5a. Specify type of grantee organization

(Provide additional information about the type of grantee organization. For example, if you checked "state government entity" in question 5, and you are a state college, write the name of your college in the space provided here. Or, if you checked "culturally specific services organization," state the name of your agency or briefly describe the specific populations with which you work.) (Maximum - 250 characters)

6. Point of contact

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

First name _____ MI _____ Last name _____

Agency/organization name _____

Address _____

City _____ State _____ Zip code _____

Telephone _____ Facsimile _____

E-mail _____

7. Is this a faith-based organization?☐ Yes ☐ No**8. Does this grant specifically address tribal populations?**

(Check yes if your Engaging Men and Youth Program grant focuses on tribal populations and if so, specify which tribes or nations.)

☐ Yes ☐ No

If yes, which tribes/nations (Maximum - 75 characters):

9. Which culturally specific/underserved populations do you specifically address?

(Check the appropriate box(es), and elaborate below.)

Men and/or youth who:

- ☐ are African
- ☐ are American Indian or Alaska Native
- ☐ are Asian
- ☐ are black or African American
- ☐ are D/deaf or hard of hearing
- ☐ are gay, lesbian, bisexual, transgender, or intersex
- ☐ are Hispanic or Latino
- ☐ are homeless/runaway
- ☐ are immigrants, refugees, or asylum seekers
- ☐ are incarcerated/institutionalized
- ☐ are Middle Eastern
- ☐ are military personnel
- ☐ are Native Hawaiian or Other Pacific Islander
- ☐ are sexually exploited
- ☐ belong to a particular religion/spiritual group (specify):
- ☐ have disabilities
- ☐ have limited English proficiency
- ☐ have mental health issues
- ☐ have substance abuse issues
- ☐ live in rural areas
- ☐ Other (specify):

9a. Additional information

Provide additional information about the culturally specific/underserved populations you specifically addressed. (For example, your public education/awareness campaign was launched within a predominantly Hispanic neighborhood and included billboards in Spanish, or your community organizing/mobilization efforts included a youth retreat with young Somali men.) (Maximum - 250 characters)

10. What percentage of your Engaging Men and Youth Program funds was directed to each of these areas?

(Report the area(s) addressed by your Engaging Men and Youth Program grant during the current reporting period and estimate the approximate percentage of funds [or resources] used to address each area [consider community organizing, public education, etc.]. The grantee may choose how to make this determination.)

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. **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. (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"/>
TOTAL (must equal 100%)	<input type="text"/>

SECTION
A2
STAFF INFORMATION
Were Engaging Men and Youth Program funds used to fund staff positions during the current reporting period?

Check yes if Engaging Men and Youth Program funds were used to pay staff, including part-time staff and contractors.

☐ **Yes--answer question 11**
☐ **No--skip to Section B**
11. Staff

(Report the number of full-time equivalent [FTE] staff funded by the Engaging Men and Youth Program grant during the current reporting period. Report staff by the 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. Report grant-funded overtime. 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 administrator in October who was 100% funded with Engaging Men and Youth Program funds, you would report that as .5 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 FTEs for part-time staff and contractors.)

Staff	FTE(s)
Administrator (fiscal manager, executive director, project director)	<input type="text"/>
Communications specialist (public awareness, media relations)	<input type="text"/>
Community organizer	<input type="text"/>
Educator/trainer	<input type="text"/>
Information technology staff	<input type="text"/>
Program coordinator (training coordinator, volunteer coordinator)	<input type="text"/>
Support staff (secretary, administrative assistant, accountant, bookkeeper)	<input type="text"/>
Translator/interpreter	<input type="text"/>
Writer/editor	<input type="text"/>
Other (specify): <input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>



PROGRAM ACTIVITIES

All grantees must complete this subsection.

12. Program activities

(Check all program activities your Engaging Men and Youth program engaged in during the current reporting period.)

Check ALL that apply	Program activities
<input type="checkbox"/>	Create public education campaigns and community organizing to encourage men and boys to work as allies with women and girls to prevent violence against women and girls conducted by entities that have experience in conducting public education campaigns that address domestic violence, dating violence, sexual assault, or stalking
<input type="checkbox"/>	Strategic radio PSAs and print materials (<i>posters, brochures, and billboards, where applicable</i>) that provide men with a clear “call to action” to talk to youth and address the importance of role modeling, and provide contact information for a violence prevention organization in their community
<input type="checkbox"/>	Online resources that include relevant violence prevention information
<input type="checkbox"/>	Activities that engage men as influencers, or activities that highlight violence against women prevention messages
<input type="checkbox"/>	Activities that encourage children and youth to pursue nonviolent relationships and reduce their risk of becoming victims or perpetrators of domestic violence, dating violence, sexual assault, or stalking; and that include at a minimum information on domestic violence, dating violence, sexual assault, stalking, or child sexual abuse and how they affect children and youth, and strategies to help participants be as safe as possible

13. Program interest areas

(In addition to the program activities identified above, the Engaging Men and Youth Program Solicitation may have encouraged several program interest areas. If your program addressed any of these interest areas during the current reporting period, list them below.) (Maximum - 250 characters)



FUNCTION AREAS

Planning and Development

Were your Engaging Men and Youth Program funds used for planning and development during the current reporting period?

Check yes if you have Engaging Men and Youth Program funds and you are in the planning phase. Only those grantees who received Engaging Men and Youth Program funds and who are in the planning phase will answer questions 14-18.

- ☐ **Yes--answer questions 14-18**
- ☐ **No--skip to Section C2**

14. Planning and development meeting attendance

(Report the number of people attending planning and development meetings during the current reporting period.)

Number of people attending

Number of meetings

15. Planning and development activities conducted *(Check all that apply.)*

- ☐ Canvassing
- ☐ Community forums
- ☐ Cross training with MOU partners
- ☐ Developing collaboration charter
- ☐ Developing memo outlining specific forms of project
- ☐ Developing needs assessment plan and tools
- ☐ Developing needs assessment report
- ☐ Developing strategic plan
- ☐ Focus groups
- ☐ Interviews with community leaders
- ☐ Reviewing types of MOU partners
- ☐ Surveys
- ☐ Town hall meetings
- ☐ Other (*specify*):

16. Mandatory planning and development activities

(Check the appropriate boxes to indicate the agencies or organizations, even if they are not partners with which you have a memorandum of understanding [MOU], that you engaged in mandatory planning and development activities with during the current reporting period, according to the usual frequency of the interactions. If the interactions were not part of a regular schedule, you will need to estimate the frequency with which these interactions occurred during the current reporting period. In the last column, indicate the agencies or organizations with which you have an MOU for the purposes of the Engaging Men and Youth grant.)

Agency/organization	Meetings			MOU partner
	Weekly	Monthly	Quarterly	
After school programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletic teams/organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Batterer intervention programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's advocacy programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community advocacy groups (NAACP, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community businesses (retail stores, barbershops, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service/civic groups (Kiwanis, Lions, Rotary, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community leaders (city councilors, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community members (unaffiliated adults)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corrections (probation, parole, correctional facilities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Courts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culturally specific community groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dating violence programs (including teen dating violence)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual programs (domestic violence and sexual assault)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrichment programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith-based organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fatherhood groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fraternities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgender organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government agencies (Social Security, TANF, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health/mental health organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immigration organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex offender management/sex offender treatment providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social service organizations (non-governmental)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer programs (non-governmental camps, parks and recreation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tribal governments/tribal government agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth organizations (Boys & Girls Club, Boy Scouts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): <input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Technical assistance received during planning and development

(Report the number of site visits and/or consultations received from OVW TA providers during the current reporting period.)

Technical assistance	Number of site visits conducted by OVW TA provider	Number of consultations conducted by OVW TA provider	Number of OVW approved workshops/institutes/training events
Collaboration/coordinated community response	<input type="text"/>	<input type="text"/>	<input type="text"/>
Community engagement	<input type="text"/>	<input type="text"/>	<input type="text"/>
Community organizing	<input type="text"/>	<input type="text"/>	<input type="text"/>
Developing public education campaigns	<input type="text"/>	<input type="text"/>	<input type="text"/>
Focus groups and interviews	<input type="text"/>	<input type="text"/>	<input type="text"/>
Leadership development	<input type="text"/>	<input type="text"/>	<input type="text"/>
Needs assessment plan and tools	<input type="text"/>	<input type="text"/>	<input type="text"/>
Planning and implementation phase reports	<input type="text"/>	<input type="text"/>	<input type="text"/>
Strategic planning	<input type="text"/>	<input type="text"/>	<input type="text"/>
MOU partners	<input type="text"/>	<input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>

18. (Optional) Additional information

(Use the space below to discuss the effectiveness of your planning and development activities funded or supported by your Engaging Men and Youth Program grant and to provide any additional information you would like to share about planning and development activities beyond what you have provided in the data above. An example might include how the collaboration has been enhanced, or how the capacity of the organizations involved in the collaborative has been improved.) (Maximum - 2000 characters)

SECTION
C2**Training****Were your Engaging Men and Youth Program funds used for training during the current reporting period?**

Check yes if Engaging Men and Youth Program-funded staff provided training, or if Engaging Men and Youth Program funds directly supported the training.

☐ **Yes--answer questions 19-22**

☐ **No--skip to Section C3**

For the purposes of this reporting form, **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.

19. Training events provided

Report the number of training events that were either provided by Engaging Men and Youth Program-funded staff or directly supported by Engaging Men and Youth Program funds.

Number of training events provided

20. Number of people trained

(Report the unduplicated number of people trained during the current reporting period by Engaging Men and Youth Program-funded staff or training supported by Engaging Men and Youth Program funds. Report the number of people trained in the appropriate column(s) and use the category that is most descriptive of the people who attended the training event. Use the category "Multidisciplinary" only as a last resort, when you are unable to provide a breakdown of the different types of professionals who attended a training event. Students, community members, and victims should not be reported as people trained, since they are not professionals. See separate instructions for examples.)

People trained	Number who were grant-funded (grantee/ MOU partners)	Number who were not grant-funded (grantee/ MOU partners)	Number of other professionals	TOTAL
Advocacy organization staff (NAACP, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
After school program staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Athletic team/organization staff (coaches, trainers, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Batterer intervention program staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Child care staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Children's advocacy program staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Community leaders (city councilors, school board members, etc.)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Corrections personnel (probation, parole, correctional facilities)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Court personnel	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

20. Number of people trained (cont.)

People trained	Number who were grant-funded (grantee/ MOU partners)	Number who were not grant-funded (grantee/ MOU partners)	Number of other professionals	TOTAL
Culturally specific program staff (<i>non-governmental, does not include immigrant organization staff</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dating violence program staff (<i>including teen dating violence</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Domestic violence program staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Dual program staff (<i>domestic violence and sexual assault</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Educators (<i>teachers, administrators, etc. - does not include university staff</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Faith-based organization staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Gay, lesbian, bisexual, transgender organization staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Government agency staff (<i>Social Security, TANF, etc.</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Health/mental health organization staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Immigrant/refugee organization staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Law enforcement officers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Multidisciplinary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sexual assault program staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Sex offender management/sex offender treatment providers	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Social service organization staff (<i>non-governmental</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
State or tribal coalition staff (<i>includes sexual assault, domestic violence, and dual</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Summer program staff (<i>non-governmental camps, parks and recreation, etc.</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Tribal government/Tribal government agency staff	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
University staff (<i>resident advisors, counselors, faculty, etc.</i>)	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Youth organization staff (<i>Boys & Girls Club, Boy Scouts, etc.</i>)	<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"/>
TOTAL	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

21. Training content areas

(Indicate all topics covered in training events provided or directly supported with your Engaging Men and Youth Program funds during the current reporting period. Check all that apply.)

Sexual assault, domestic violence, dating violence, and stalking

- ☐ Bystander/upstander intervention
- ☐ Child sexual abuse
- ☐ Community organizing/mobilizing
- ☐ Dating violence overview, dynamics, and services
- ☐ Domestic violence overview, dynamics, and services
- ☐ Domestic violence/dating violence prevention
- ☐ Digital abuse overview, dynamics, and services
- ☐ Gang affiliation
- ☐ Healthy parenting/parenting skills
- ☐ Healthy relationships/domestic violence/dating violence prevention (*elementary school*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*middle school*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*high school*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*university*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*community*)
- ☐ Leadership development
- ☐ Mandated reporting of child sexual abuse
- ☐ Men/boys as allies to women/girls
- ☐ Mentoring/role-modeling
- ☐ Safety planning (*as bystanders or through disclosures*)
- ☐ Self reflection
- ☐ Sexual assault overview, dynamics, and services
- ☐ Stalking overview, dynamics, and services
- ☐ Other (specify):

Issues specific to men and/or youth who:

- ☐ are African
- ☐ are American Indian or Alaska Native
- ☐ are Asian
- ☐ are black or African American
- ☐ are D/deaf or hard of hearing
- ☐ are gay, lesbian, bisexual, transgender, or intersex
- ☐ are Hispanic or Latino
- ☐ are homeless/runaway
- ☐ are immigrants, refugees, or asylum seekers
- ☐ are incarcerated or institutionalized
- ☐ are Middle Eastern
- ☐ are military personnel
- ☐ are Native Hawaiian or Other Pacific Islander
- ☐ are sexually exploited
- ☐ belong to a particular religion/spiritual group (specify):
- ☐ have disabilities
- ☐ have limited English proficiency
- ☐ have mental health issues
- ☐ have substance abuse issues
- ☐ live in rural areas
- ☐ Other (specify):

22. (Optional) Additional information

(Use the space below to discuss the effectiveness of training activities funded or supported by your Engaging Men and Youth 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. An example might include improved understanding of the impact men can have on male youth following a training provided to a group of social service organization staff.) (Maximum - 2000 characters)



COMMUNITY ORGANIZING/MOBILIZATION AND PREVENTION ACTIVITIES

Were your Engaging Men and Youth Program funds used for community organizing/mobilization and/or prevention activities during the current reporting period?

Check yes if Engaging Men and Youth Program-funded staff engaged in community organizing/mobilization and/or prevention activities or if Engaging Men and Youth Program funds were used to directly support the community organizing/mobilization and/or prevention activities.

☐ **Yes--answer questions 23-27**

☐ **No--skip to Section C4**

23. Events provided

(Report the number and type of events that were either provided by Engaging Men and Youth Program-funded staff or directly supported with Engaging Men and Youth Program funds as part of your community organization/mobilization and/or prevention efforts. Also report the total number of people who attended each event by the type of event.)

Type of event	Number of events	Number of people
Cultural arts	<input type="text"/>	<input type="text"/>
Culturally specific event	<input type="text"/>	<input type="text"/>
Information table	<input type="text"/>	<input type="text"/>
Pledge drive	<input type="text"/>	<input type="text"/>
Public forum	<input type="text"/>	<input type="text"/>
Rally	<input type="text"/>	<input type="text"/>
School presentation (<i>one-time assembly, theater production, etc.</i>)	<input type="text"/>	<input type="text"/>
Speak out	<input type="text"/>	<input type="text"/>
Walk/run	<input type="text"/>	<input type="text"/>
Other (<i>specify</i>): <input type="text"/>	<input type="text"/>	<input type="text"/>

24. Venue at which events were held

(For the events reported in 23, check the appropriate box(es) for each venue at which an event was held. Check all that apply.)

- ☐ College/university
☐ Community business (*retail stores, barbershops, etc.*)
☐ Community fair/event
☐ Cultural event (*festivals, culinary events, etc.*)
☐ Elementary school
☐ High school
☐ Middle school
☐ Online/web (*social networking, webinar, live chat, etc.*)
☐ Sporting event
☐ Religious institution (*church, synagogue, mosque, etc.*)
☐ Tribal land/reservation
☐ Other (*specify*):

25. Ongoing activities

(Report the number of each type of activity in the appropriate column. Report the total number of people reached within each category under the appropriate column for each type of activity in which people were engaged. The number of people reported should be an unduplicated count. See separate instructions for examples.)

	Educational course	Self reflection/ support group	Retreat/ outing	Online social media	Leadership/ mentoring training	Other (specify):
Total number of activities:						
People reached:						
After school program staff (e.g., Boys and Girls Club)						
Athletes (adults)						
Athletes (youth)						
Coaches						
Community advocacy group members (NAACP, etc.)						
Community business owners/employees (retail stores, barbershops, etc.)						
Community service/civic group members (Kiwanis, Lions, Rotary, etc.)						
Community leaders (city councilors, school board members, etc.)						
Community members (unaffiliated adults)						
Culturally specific community group members (adults)						
Culturally specific community group members (youth)						
Educators (faculty, staff, administrators, etc.)						
Ex-offenders (adults)						
Ex-offenders (youth)						
Faith-based group members (adults)						
Faith-based group members (youth)						
Fatherhood group members						

25. Ongoing activities (cont.)

(Report the number of each type of activity in the appropriate column. Report the total number of people reached within each category under the appropriate column for each type of activity in which people were engaged. The number of people reported should be an unduplicated count.)

	Educational course	Self reflection/ support group	Retreat/ outing	Online social media	Leadership/ mentoring training	Other (specify):
Fraternity members						
Gay/lesbian/bisexual/ transgender/intersex (adults)						
Gay/lesbian/bisexual/ transgender/intersex (youth)						
Health/mental health professionals						
Immigrant/refugee organization members (adults)						
Immigrant/refugee organization members (youth)						
Mentoring program staff (Big Brothers, etc.)						
Parents or guardians						
Students (elementary school)						
Students (middle school)						
Students (high school)						
Students (university or college)						
Youth organization members (Boy Scouts, etc.)						
Other (specify):						

26. Topics of community organizing/mobilization events provided with Engaging Men and Youth Program funds

(Indicate all topics covered in community education/mobilization and/or prevention events provided with your Engaging Men and Youth Program funds during the current reporting period. Check all that apply.)

Sexual assault, domestic violence, dating violence, and stalking

- ☐ Bystander/upstander intervention
- ☐ Child sexual abuse
- ☐ Community organizing/mobilizing
- ☐ Dating violence overview, dynamics, and services
- ☐ Domestic violence overview, dynamics, and services
- ☐ Domestic violence/dating violence prevention
- ☐ Digital abuse overview, dynamics, and services
- ☐ Gang affiliation
- ☐ Healthy parenting/parenting skills
- ☐ Healthy relationships/domestic violence/dating violence prevention (*elementary school*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*middle school*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*high school*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*university*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*community*)
- ☐ Leadership development
- ☐ Mandated reporting of child sexual abuse
- ☐ Men/boys as allies to women/girls
- ☐ Mentoring/role-modeling
- ☐ Safety planning (*as bystanders or through disclosures*)
- ☐ Self reflection
- ☐ Sexual assault overview, dynamics, and services
- ☐ Stalking overview, dynamics, and services
- ☐ Other (specify):

Issues specific to men and/or youth who:

- ☐ are African
- ☐ are American Indian or Alaska Native
- ☐ are Asian
- ☐ are black or African American
- ☐ are D/deaf or hard of hearing
- ☐ are gay, lesbian, bisexual, transgender, or intersex
- ☐ are Hispanic or Latino
- ☐ are homeless/runaway
- ☐ are immigrants, refugees, or asylum seekers
- ☐ are incarcerated or institutionalized
- ☐ are Middle Eastern
- ☐ are military personnel
- ☐ are Native Hawaiian or Other Pacific Islander
- ☐ are sexually exploited
- ☐ belong to a particular religion/spiritual group (specify):
- ☐ have disabilities
- ☐ have limited English proficiency
- ☐ have mental health issues
- ☐ have substance abuse issues
- ☐ live in rural areas
- ☐ Other (specify):

27. (Optional) Additional information

(Use the space below to discuss the effectiveness of community organizing/mobilization and/or prevention activities funded or supported by your Engaging Men and Youth Program grant and to provide any additional information you would like to share about your community organizing/mobilization and/or prevention activities beyond what you have provided in the data above. An example might include discussing the success of a pledge drive with the local fraternity.)
(Maximum - 2000 characters)

SECTION
C4
PUBLIC EDUCATION/AWARENESS CAMPAIGNS
Were your Engaging Men and Youth Program funds used for broad-based public education/awareness campaigns during the current reporting period?

Check yes if Engaging Men and Youth Program-funded staff conducted public education/awareness campaign activities or if Engaging Men and Youth Program funds were used to directly support public education/awareness campaign activities.

☐ **Yes--answer questions 28-31**
☐ **No--skip to Section C5**
28. Public education/awareness campaign activities

(Indicate the public education/awareness campaign activities that were supported with Engaging Men and Youth Program funds during the current reporting period.)

Type of activity	Number
Billboards	<input type="text"/>
Bus shelter/bus/taxi advertisements	<input type="text"/>
Contests	<input type="text"/>
Media articles/opinion editorials	<input type="text"/>
Merchandising (T-shirts, mugs, magnets, etc.)	<input type="text"/>
Online social media (Facebook, Twitter, etc.)	<input type="text"/>
Poster campaign	<input type="text"/>
Press conferences	<input type="text"/>
Print (magazines, newspapers, brochures, etc.)	<input type="text"/>
Radio advertisements	<input type="text"/>
Sponsorships (concerts, sporting events, etc.)	<input type="text"/>
Television advertisements	<input type="text"/>
Web-based video/internet advertisements (e.g., YouTube)	<input type="text"/>
Other (specify): <input type="text"/>	<input type="text"/>

29. Intended audience of your public education/awareness campaign activities with Engaging Men and Youth Program funds*(Check all that apply.)***Men/youth who:**

- ☐ are African
- ☐ are American Indian or Alaska Native
- ☐ are Asian
- ☐ are athletes
- ☐ are black or African American
- ☐ are business owners
- ☐ are coaches
- ☐ are D/deaf or hard of hearing
- ☐ are educators (*faculty, staff, administrators*)
- ☐ are elementary school students
- ☐ are ex-offenders
- ☐ are faith-based group members
- ☐ are fathers/father-figures/caregivers
- ☐ are fraternity members
- ☐ are gay/lesbian/bisexual/transgender/intersex
- ☐ are high school students
- ☐ are Hispanic/Latino
- ☐ are immigrants
- ☐ are Middle Eastern
- ☐ are middle school students
- ☐ are military personnel
- ☐ are Native Hawaiian or Other Pacific Islander
- ☐ are university/college students
- ☐ have disabilities
- ☐ live in rural areas
- ☐ live in urban communities
- ☐ Other (*specify*):

30. Topics of public education/awareness activities provided with Engaging Men and Youth Program funds

(Indicate all topics covered in public education/awareness activities provided with your Engaging Men and Youth Program funds during the current reporting period. Check all that apply).

Sexual assault, domestic violence, dating violence, and stalking

- ☐ Bystander/upstander intervention
- ☐ Child sexual abuse
- ☐ Dating violence, overview, dynamics, and services
- ☐ Domestic violence, overview, dynamics, and services
- ☐ Domestic violence/dating violence prevention
- ☐ Digital abuse overview, dynamics, and services
- ☐ Gang affiliation
- ☐ Healthy parenting/parenting skills
- ☐ Healthy relationships/domestic violence/dating violence prevention (*elementary school*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*middle school*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*high school*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*university*)
- ☐ Healthy relationships/domestic violence/dating violence prevention (*community*)
- ☐ Leadership development
- ☐ Mandated reporting of child sexual abuse
- ☐ Men/boys as allies to women/girls
- ☐ Mentoring/role-modeling
- ☐ Safety planning (*as bystanders or through disclosures*)
- ☐ Self-reflection
- ☐ Sexual assault overview, dynamics, and services
- ☐ Stalking overview, dynamics, and services
- ☐ Other (*specify*):

31. (Optional) Additional information

(Use the space below to discuss the effectiveness of public education/awareness campaign activities funded or supported by your Engaging Men and Youth Program grant and to provide any additional information you would like to share about your public education/awareness campaign activities beyond what you have provided in the data above. An example might include discussing pre- and post-test surveys indicating a increase in knowledge of dating violence among high school students as a result of your public education campaign. (Maximum - 2000 characters)



VOLUNTEER ACTIVITIES

Were your Engaging Men and Youth Program funds used for volunteer development during the current reporting period?

Check yes if Engaging Men and Youth Program-funded staff conducted volunteer development activities or if Engaging Men and Youth Program funds were used to directly support volunteer development activities.

☐ **Yes--answer questions 32-34**

☐ **No--skip to Section C6**

32. Number of volunteers

(Report the number of volunteers recruited and trained using Engaging Men and Youth Program funds during the current reporting period. Volunteers are unpaid persons acting on behalf of your organization who engage in activities such as community mobilization, public education, and mentoring.)

	Number of volunteers
Recruited	<input type="text"/>
Trained	<input type="text"/>

33. Volunteer activities

(Report the number of volunteers who engaged in each type of activity funded or supported by your Engaging Men and Youth Program grant during the current reporting period.)

Type of activity	Number of volunteers
Community organizing/mobilization and/or prevention activities	<input type="text"/>
Mentoring	<input type="text"/>
Public education/awareness campaigns	<input type="text"/>
Other (specify): <input type="text"/>	<input type="text"/>
TOTAL	<input type="text"/>

34. (Optional) Additional information

(Use the space below to discuss the effectiveness of volunteers funded or supported by your Engaging Men and Youth Program grant and to provide any additional information you would like to share about volunteer activities beyond what you have provided in the data above. An example might include discussing the success of trained volunteers 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)

SECTION
C6
COORDINATED COMMUNITY RESPONSE
All grantees must complete this subsection.
35. Coordinated community response activities

(Check the appropriate boxes to indicate the agencies or organizations, even if they are not partners with which you have a memorandum of understanding [MOU], that you engaged in consultation with, provided technical assistance to, and/or attended meetings with, during the current reporting period, according to the usual frequency of the interactions. If the interactions were not part of a regular schedule, you will need to estimate the frequency with which these interactions occurred during the current reporting period. In the last column, indicate the agencies or organizations with which you have an MOU for purposes of the Engaging Men and Youth grant. If Engaging Men and Youth Program-funded staff participated in a task force or work group, indicate that under "Meetings" by checking the frequency of the meeting and the types of organizations participating.)

Agency/organization	Consultations, technical assistance			Meetings			MOU partner
	Daily	Weekly	Monthly	Weekly	Monthly	Quarterly	
After school program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletic team/organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Batterer intervention program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Children's advocacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community advocacy group (NAACP, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community business (retail store, barbershop, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community service/civic group (Kiwanis, Lions, Rotary, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community leader (city councilor, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community member (unaffiliated adult)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Corrections (probation, parole, and correctional facility)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Court	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Culturally specific community group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dual organization (Domestic violence and sexual assault)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Enrichment program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Faith-based organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fatherhood group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fraternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gay, lesbian, bisexual, transgender organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Government agency (Social Security, TANF, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Coordinated community response activities (cont.)

Agency/organization	Consultations, technical assistance			Meetings			MOU partner
	Daily	Weekly	Monthly	Weekly	Monthly	Quarterly	
Health/mental health organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Immigrant organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Law enforcement agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sexual assault organization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex offender management/sex offender treatment provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social service organizations (non-governmental)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summer program (non-governmental camp, parks and recreation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tribal government/tribal government agency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Youth organization (Boy Scouts, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (specify): <div></div>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. (Optional) Additional information

(Use the space below to discuss the effectiveness of coordinated community response [CCR] activities funded or supported by your Engaging Men and Youth Program grant and to provide any additional information you would like to share about your CCR activities beyond what you have provided in the data above. Examples might include weekly meetings held with the Boys and Girls Club to discuss possible prevention activities.) (Maximum – 2000 characters)

SECTION C7

POLICIES

Were your Engaging Men and Youth Program funds used to develop, substantially revise, or implement policies during the current reporting period?

Check yes if Engaging Men and Youth Program-funded staff developed, substantially revised, and/or implemented policies or protocols, or if Engaging Men and Youth Program funds directly supported the development, revision, and/or implementation of policies or protocols.

☐ **Yes--answer questions 37-38**

☐ **No--skip to Section C8**

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

(Check all that apply)

Sexual assault, domestic violence, dating violence, and stalking

- ☐ Access to translators/interpreters
- ☐ Appropriate use of translators/interpreters
- ☐ Appropriate and safe response to dating violence
- ☐ Appropriate and safe response to domestic violence
- ☐ Appropriate and safe response to sexual assault
- ☐ Appropriate and safe response to stalking
- ☐ Appropriate response to victims/survivors with substance abuse issues and/or mental health diagnoses
- ☐ Background checks for staff and volunteers
- ☐ Confidentiality
- ☐ Coordinated community response
- ☐ Cross-training between community organizations
- ☐ Culturally and linguistically appropriate response to underserved populations
- ☐ Data collection
- ☐ Developing/distributing materials for underserved populations
- ☐ Identifying gaps in services
- ☐ Mandatory reporting
- ☐ Mandatory training standards for staff and volunteers
- ☐ Needs assessment
- ☐ Parental consent
- ☐ Parent notification procedure
- ☐ Procedures for anonymous, confidential, or Jane Doe reporting of sexual assault
- ☐ Protocols with school police/security
- ☐ Referral procedure for dating violence
- ☐ Referral procedure for domestic violence
- ☐ Referral procedure for sexual assault
- ☐ Referral procedure for stalking
- ☐ Staff development
- ☐ Strategic planning
- ☐ Supporting representatives of historically underserved groups to participate in meetings
- ☐ Other (specify):

38. (Optional) Additional information

(Use the space below to discuss the effectiveness of policies you have developed, substantially revised, or implemented that were funded or supported by your Engaging Men and Youth Program grant and to provide any additional information you would like to share about your activities beyond what you have provided in the data above. Examples might include improved advocacy response following implementation of a protocol that provides employees with detailed information about the issues of mandatory reporting for youth victims or working with project partners to ensure that organizational policies are responsive to the needs of youth.) (Maximum – 2000 characters)



PRODUCTS

Were your Engaging Men and Youth Program funds used to develop, substantially revise, or distribute products during the current reporting period?

Check yes if Engaging Men and Youth Program-funded staff developed products or if Engaging Men and Youth Program funds directly supported the development, revision, or distribution of products.

☐ **Yes—answer question 39**

☐ **No—skip to Section D**

39. Use of Engaging Men and Youth Program funds for product development, substantial revision, or distribution

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

39. Use of Engaging Men and Youth 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
Newsletters					
Toolkits					
Training curricula					
Training materials					
Reports					
Websites (report number of page views in the used or distributed column)					
Videos					
Other (specify):					



NARRATIVE

All grantees must answer question 40.

Please limit your response to four pages for this question.

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

All grantees must answer questions 41-42 on an annual basis. Please submit this information on the January to June reporting form only.

Please limit your response to two pages for each question.

- 41. What do you see as the most significant areas of remaining need with regard to increasing safety for victims/survivors of sexual assault, domestic violence, dating violence, and stalking, and enhancing community response (including offender accountability for both batterers and sex offenders)?**
(Consider geographic regions, underserved populations, service delivery systems, types of victimization, and challenges and barriers unique to your community.)
- 42. What has the Engaging Men and Youth Program funding allowed you to do or maintain that you could not do without receiving this funding?**
(For example you created a radio ad featuring male members of a local sports team speaking out against sexual assault, domestic violence, dating violence, and stalking.)

Questions 43-44 are optional.

Please limit your response to two pages for each question.

- 43. Provide any additional information that you would like us to know about your Engaging Men and Youth Program grant and/or the effectiveness of your grant.**
(If you have other data or information regarding your program that would more fully or accurately reflect the effectiveness of your Engaging Men and Youth Program grant than the data you have been asked to provide on this form, answer this question. If you have not already done so elsewhere on this form, you may want to report on community collaboration, the increased number of men engaging in prevention activities and what types of actions they are taking, promising practices, and positive or negative unintended consequences, such as how women in your community feel about your engaging men efforts.)
- 44. 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 you funded staff—e.g., educators—but did not report any corresponding education activities, 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.)

Public Reporting Burden

Paperwork Reduction Act Notice. Under the Paperwork Reduction Act, a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. We try to create forms and instructions that are accurate, can be easily understood, and which impose the least possible burden on you to provide us with information. The estimated average time to complete and file this form is 60 minutes per form. If you have comments regarding the accuracy of this estimate, or suggestions for making this form simpler, you can write to the Office on Violence Against Women, U.S. Department of Justice, 145 N Street, NE, Washington, DC 20531.

Report on the status of your Engaging Men and Youth Program grant goals and objectives as of the end of the current reporting period. **Question #40**

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 Engaging Men and Youth Program grant goals and objectives as of the end of the current reporting period. **Question #40 (cont. 1)**

Status**Goals/Objectives****Key Activities****Comments****Status****Goals/Objectives****Key Activities****Comments**

Report on the status of your Engaging Men and Youth Program grant goals and objectives as of the end of the current reporting period. **Question #40 (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 increasing safety for victims/survivors of sexual assault, domestic violence, dating violence and stalking, and enhancing community response (including offender accountability for both batterers and sex offenders)?

(Consider geographic regions, underserved populations, service delivery systems, types of victimization, and challenges and barriers unique to your community.) **Question #41**

What do you see as the most significant areas of remaining need with regard to increasing safety for victims/survivors of sexual assault, domestic violence, dating violence, and stalking, and enhancing community response (including offender accountability for both batterers and sex offenders)?
(Consider geographic regions, underserved populations, service delivery systems, types of victimization, and challenges and barriers unique to your community.) **Question #41 (cont.)**

What has the Engaging Men and Youth Program funding allowed you to do or maintain that you could not do without receiving this funding? *(For example you created a radio ad featuring male members of a local sports team speaking out against sexual assault, domestic violence, dating violence, and stalking.)*

Question #42

What has the Engaging Men and Youth Program funding allowed you to do or maintain that you could not do without receiving this funding? *(For example you created a radio ad featuring male members of a local sports team speaking out against sexual assault, domestic violence, dating violence, and stalking.)*

Question #42 (cont.)

Provide any additional information that you would like us to know about your Engaging Men and Youth Program grant and/or the effectiveness of your grant. *(If you have other data or information regarding your program that would more fully or accurately reflect the effectiveness of your Engaging Men and Youth Program grant than the data you have been asked to provide on this form, answer this question. If you have not already done so elsewhere on this form, you may want to report on community collaboration, the increased number of men engaging in prevention activities and what types of actions they are taking, promising practices, and positive or negative unintended consequences, such as how women in your community feel about your engaging men efforts.)* **Question #43**

Provide any additional information that you would like us to know about your Engaging Men and Youth Program grant and/or the effectiveness of your grant. *(If you have other data or information regarding your program that would more fully or accurately reflect the effectiveness of your Engaging Men and Youth Program grant than the data you have been asked to provide on this form, answer this question. If you have not already done so elsewhere on this form, you may want to report on community collaboration, the increased number of men engaging in prevention activities and what types of actions they are taking, promising practices, and positive or negative unintended consequences, such as how women in your community feel about your engaging men efforts.)* **Question #43 (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; or if you funded staff—e.g., educators—but did not report any corresponding education activities, 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.)* **Question #44**

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 you funded staff—e.g., educators—but did not report any corresponding education activities, 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.)* **Question #44 (cont.)**

Use this form for the July - December Reporting Period