

FY21 REPORTING SYSTEM

PROTOCOL

FOR SVPP PROGRAMS

 SVPP EVALUATION



TEXAS A&M UNIVERSITY
Center for Community
Health Development

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OVERVIEW

This document contains information about the Sexual Violence Primary Prevention (SVPP) Program Reporting System. The reporting system and protocol were developed by a team of evaluators at Texas A&M University to streamline site data collection. This reporting system satisfies reporting requirements for the *SAPCS-Federal grant program - Rape Prevention and Education* funds only. The reporting system is designed to allow organizations to input data on a monthly or quarterly basis, as preferred. We strongly encourage you to have this protocol available as you enter data into the data collection system. It contains specific definitions and other information you will need as you record your activities.

DEVELOPMENT PROCESS

The evaluation team closely examined various program reporting documents to ensure collection of required data. Specifically, information from the following reports were condensed into the system:

- Rape Prevention and Education (RPE) Program Report Tools required by the Centers for Disease Control and Prevention (CDC);
- RPE Work Plan Tool required by the CDC; and
- SAPCS-Federal Quarterly Performance Report (QPR) required by the Office of Attorney General (OAG) of Texas.

The OAG Primary Prevention Program Administrator and staff from the Grants Administration were consulted to ensure that the reporting system requirements were in line with OAG requirements.

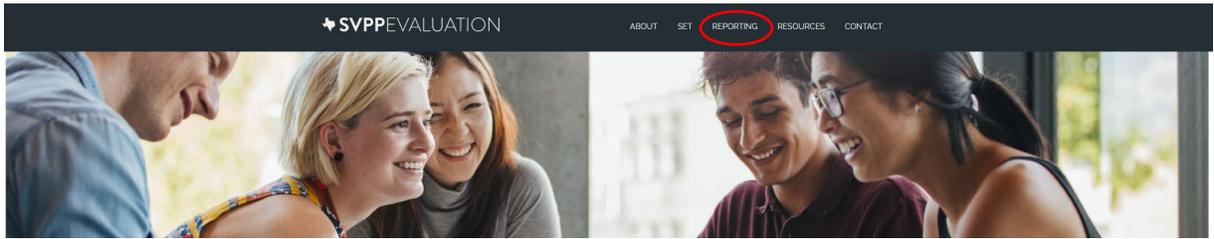
NAVIGATION

The reporting system is an online data collection tool hosted through Qualtrics. Data input and submission will require internet access.

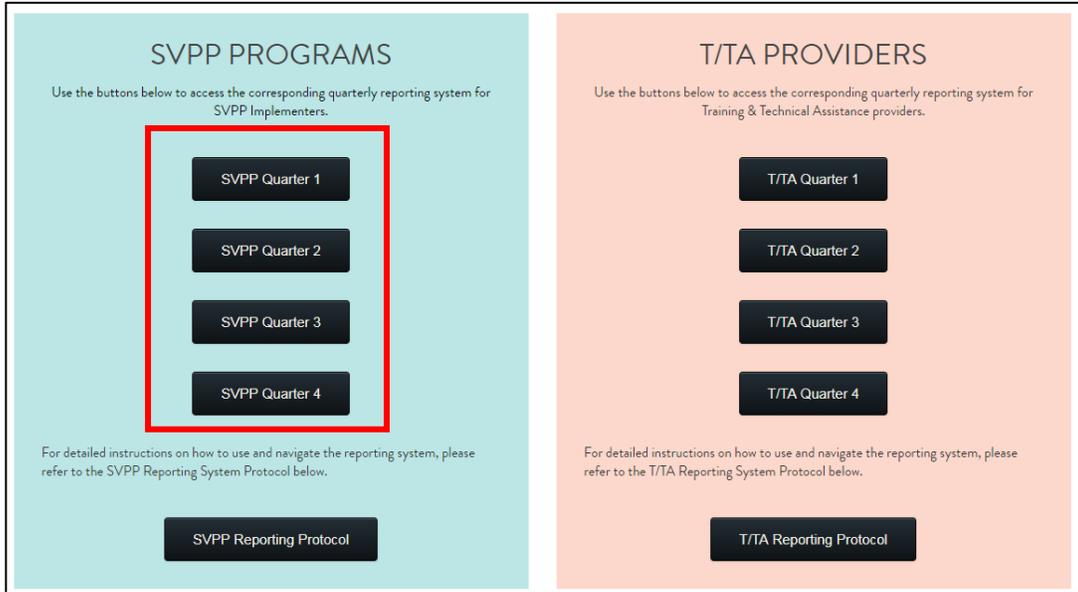
ACCESSING THE REPORTING SYSTEM

The reporting system is accessed through the Texas SVPP Evaluation website. Instructions for accessing the system are as follows:

1. Go to www.evalsvpptx.com.
2. Click on the REPORTING tab.



- The SVPP program reporting system links for sexual assault programs are in the turquoise box on the left side of the screen. Scroll to and click on the quarterly reporting button that corresponds with the quarter you would like to report.



- You will be asked to enter your password which has been assigned to you by the Texas A&M Evaluation team and is unique to your organization. If you are unsure of your organization’s password, please go to www.evalsvppts.com/contact and fill out the form to request your password be sent to you via email.

SAVING DATA

At the bottom of each page that requires data input, there is a “**SAVE & CONTINUE**” button. This button saves all the data on the current page. You *must* click this button to save your data, even if you have not filled in all of the requested information on the page. When you return to the reporting system at a later time, you will automatically be directed to the last page you were on.

RETURNING TO THE SYSTEM

The system is designed to allow you to return to the system if you are unable to input all of your quarterly data at one time. Once you have saved inputted data and exited the reporting system by closing your browser, you can return to the system through the Texas SVPP Evaluation website (www.evsvpptx.com). You will enter your password and then automatically be directed the page where you left off. If you certify and submit your quarterly data and return to the system, the previously submitted data is no longer visible to you as it has been received by the evaluation team. If you need to edit submitted information, submit a data corrections form (instructions provided on page 5).

SUBMITTING REPORT(S)

As required by the OAG, you will be prompted with a certification page at the end of each quarter before you submit your data. After you have input all required data for the reporting period, you will be required to enter the name of the authorized individual who will be verifying your data.

You have completed reporting for Quarter 1! However, you **must certify the data before your report is submitted**. Continue using one of the following options:

Update/Add Additional Data:
Navigate to the correct page using the "BACK" button.

Certify Data:
Enter the name of the individual who has authority to certify your organization's data in the field below and click "**PROCEED TO SUMMARY PAGE**".

If you are authorized to verify your organization's data, you will be able to review and certify all of your data on the summary page. If you need a supervisor to certify your data, the summary page will provide you with instructions on sharing your inputted data with an authorized official.

E1. Please provide the name of the person certifying data:

Follow the instructions on this page to proceed to the summary page where the authorized official will be able to review and verify data for the reporting period.

Summary Page

This page contains a summary of your responses. If you need to correct any data before submitting your report, please use the "BACK" button to navigate to the appropriate page. Your report is not submitted until the "VERIFY" button at the bottom of this page is clicked.

Data Verification/Certification

Data verification by an Authorized Official or Grant Contact is required. By clicking "VERIFY" at the bottom of this page, you are attesting that the data and information contained in this report are true and accurate to the best of your knowledge and understanding. If you do not have the authority to verify this data, please follow the instructions below to share the report with your Authorized Official or Grant Contact:

- Electronically – Close your browser and have your Authorized Official/Grant Contact login to the reporting system using the organization's password. They will automatically be taken to this summary page where they can review and verify the data.
- PDF – Use your browser's Print to PDF mechanism to print this summary page. For many web browsers, this can be done by right clicking within the browser window and selecting "Print". **NOTE: DO NOT RELY ON THE DOWNLOAD PDF BUTTON BELOW.** It does not always display all of the data entered.

Authorized Official/Grant Contacts

Please review the data entered in the report. Once you verify that all the information is correct, select the "VERIFY" button at the bottom of the page to certify the report. If data needs to be corrected before verification, use the "BACK" button to navigate to the appropriate question(s) that need to be updated.

Saving this Summary Page for Your Records

You may save this Summary Page by using your web browser's Print to PDF mechanism. For many web browsers, this can be done by right clicking within the browser window and selecting "Print". **NOTE: DO NOT RELY ON THE DOWNLOAD PDF BUTTON BELOW.** It does not always display all of the data entered. However, please rest assured that all of the data that appears on this summary page has been captured by the system, even though it may not appear when the "Download PDF" button is used.

The summary page is your opportunity to review all your inputted data for the reporting period before it is officially submitted. Once you have reviewed your data and do not have any additions or edits, the authorized official of your organization must verify your data by clicking "VERIFY" at the very bottom of the summary page. By verifying the data, the authorized official attests that the data and information contained in the report are true and accurate to the best of their knowledge and understanding.

DATA CORRECTIONS

In the event that submitted data needs to be corrected, the grantee will be responsible for submitting a form through the Texas SVPP Evaluation website (www.evalsvp.tx.com). Instructions for accessing the form are as follows:

1. Go to www.evalsvp.tx.com.
2. Click on the REPORTING tab.
3. Scroll to the SUBMITTING DATA CORRECTIONS form.
4. Complete the required fields and click "Submit".

SUBMITTING DATA CORRECTIONS
Use the form below to submit corrections to previously submitted data.

Implementing Organization Name *

Name of Individual Submitting Corrections *

Phone Number of Individual Submitting Corrections *

Email Address of Individual Submitting Corrections *

Was this data correction prompted by your organization or at the request of Texas A&M or the Office of the Attorney General? *

My organization
 Texas A&M
 Office of the Attorney General

Select the quarter for which you are submitting corrections *

Submit updated data and any helpful contextual information in the box below *

Submit

DUE DATES

Your SAPCS-Federal Performance Report must be submitted quarterly via the SVPP Reporting System within 30 days of the end of the quarter. Reports are due on or before the following dates:

- **May 30th** – Quarter 1 (February, March, and April)
- **August 30th** – Quarter 2 (May, June, and July)
- **November 30th** – Quarter 3 (August, September, and October)
- **February 28th** – Quarter 4 (November, December, and January)

TECHNICAL ASSISTANCE

REPORTING SYSTEM

For technical assistance regarding this reporting system, please contact Emily Martin at emilymartin@tamu.edu (preferred) or **979-436-9350**.

PROGRAMMATIC QUESTIONS

For programmatic reporting questions, please contact Peggy Helton at peggy.helton@oag.texas.gov or **512-936-1423**.

DEFINITIONS

Definitions of terms for reporting SAPCS-Federal activities.

Community – any defined population with shared characteristics and environments, including schools, neighborhoods, cities, organizations (e.g., workplaces), or institutions.

Community-level Strategies – strategies that target the characteristics of settings (e.g., school, workplaces, and neighborhoods) that increase risk for, or protect people from, violence

Outcomes to be measured – identified in the Texas Logic Model and seeks to determine if the program made a difference and was successful in bringing about the intended changes. All funded organizations will be required to conduct the evaluation included in their chosen program. Additionally, all funded organizations will be required to collect outcomes and use specific measurement tools provided by the OAG.

Outputs – product of program activities.

Population of Focus – 6th – 12th grade (or age equivalent if not in a school setting), college/university students, and adult influencers. The population of focus is the population chosen by an organization in which prevention programming is designed to create a change.

Program – is a specific curriculum, training, or policy being implemented (e.g., Bringing in the Bystander, Second Step, etc.).

Protective Factors – events, conditions, situations, or exposure to influences that impede the initiation of sexual violence in at-risk populations and in the community. See Texas Programming Summary for list of Texas specific protective factors.

Reach – measures the degree to which the population of focus is affected by the prevention strategy. Usually reach is a count of the number of individuals, organizations, and/or communities affected by the prevention strategy. Reach is calculated by dividing the actual number of people/entities served by the potential number of people/entities served and involves the following two components:

- Potential Reach – the number of individuals, organizations, or communities that could possibly be affected by or receive the prevention program. When calculating potential reach, grantees should consider how many individuals, organizations, and/or communities they expect to reach through programming which may be less than the total number of individuals, organizations, and/or communities within your selected community.

For examples:

- Potential reach at the individual level - if your population of focus is college age men and there are 1,000 students in the college, 500 of which are men, then your potential reach for individuals would be 500.

- Potential reach at the organizational level – if your population of focus is a city and there are 100 organizations within your city, but you only plan on reaching 10 organizations, then your potential reach at the organizational level would be 10.
- Potential reach at the school level – if your selected community is a school district with 10 schools in the district, but you plan on reaching only 5 of those schools, then your potential reach at the school level would be 5.
- Potential reach at the community level – the potential reach will always be the number of communities listed on your programming summary. For example, if you have listed 1 city, your potential reach at the community level will be 1. If you listed 1 neighborhood, 1 college, and 1 organization, then your potential reach at the community level would be 3.
- Actual Reach – the number of individuals, organizations, or communities that are affected by or received the prevention strategy.

Risk Factors for Sexual Violence – events, conditions, situations, or exposure to influences that result in the initiation of sexual violence. See Texas Programming Summary for list of Texas specific risk factors.

Social Norms – group-level beliefs and expectations of members’ behavior.

Strategy – a specific program, policy, or practice. A strategy is an activity (e.g., environmental change, policy-related activity, social norms change activity, bystander intervention training, healthy relationship education) intended to prevent violence and promote health in a group of people). This is a general definition provided by the CDC and should be considered within the guidance of the Texas SAPCS-Federal Programming Summary.

Texas SAPCS-Federal Programming Summary – contains information on focus areas, approaches, specific program requirements, risk and protective factors, programs available for use with SAPCS-Federal funds, definitions of specific terms, and general guidance relevant to the SAPCS-Federal grant. You can access an electronic copy of the document at <https://evalsvptx.com/resources>.

Additionally, the following definitions should be used when you report your allocation of resources.

Educational Seminars – live, interactive programs delivered to program participants only, in-person or virtually (e.g. individuals that participate in programming such as Be Strong, Bringing in the Bystander, Close to Home, etc.).

Training Programs for Professionals – any live, interactive training (in person or virtual) provided to professionals as a result of programming.

Other Education – live, interactive instruction, outside of implementing your chosen program, aimed at internal or external audiences, conducted in person or in a virtual environment. Education to internal audiences refers to groups internal to your organization such as agency staff, volunteers, or board members. Education to external

audiences refers to groups outside your organization such as coalition members, community stakeholders, and youth (other than program participants).

- Internal audiences refers to groups internal to your organization such as agency staff, volunteers, or board members.
- External audiences – Planning Group – planning group meetings are reported under Other Education – External - Planning Group.
- External Audiences - Other - groups other than program participants or planning group members.

Asynchronous programming – implementation of whole sessions of chosen program (e.g. Bringing in the Bystanders, Be Strong, etc.) using pre-recorded lectures (including podcasts) and digital curriculum materials where participants respond through email, discussion boards, social networking, and collaborative documents at a time of their own choosing.

Coalition Building – efforts involve building an alliance or partnership of groups working together to achieve a common purpose or to engage in joint activity.

Community Mobilization – efforts involve engaging every level of the community working together to follow a systematic process and take actions to design and implement preventive activities.

Policy Education – educating the public on the evidence associated with potential organizational and public policy solutions to prevent sexual violence (e.g. research on policy alternatives and their impact; educating the public with examples of best practices or success stories across states or localities; compiling and communicating the results of research on health issues and policy approaches that have successfully addressed them; upon formal, written request, providing public officials with technical advice or assistance concerning evidence of program or policy effectiveness) ***Important note: Examples of unallowable activities (e.g. lobbying) with RPE funds: grassroots lobbying (calls to action; sign-on letters urging support for a bill; media campaign ads recommending the public contact legislators); or direct lobbying (any kind of communication to legislators that refer to and reflect a view on a specific pending or proposed measure.***

Social Norms Change – changing or modifying negative or harmful social norms, and promoting social norms that protect against violence.

Strategic Planning – time and resources spent on planning programming (e.g. staff meetings discussing implementation, de-briefs with staff, etc.)

Staff Development – conferences, webinars, and other training attended by grant funded staff such as the Prevention Institute, the National Sexual Assault Conference, etc.

Evaluation – time and resources spent on evaluation efforts including administering surveys, recording survey results, and using evaluation results for program improvement.

QUESTION GUIDE

The question guide portion of this protocol details and clarifies what is being asked in each question of the reporting system. Each section header corresponds to each page of the reporting system. The title of each page of the reporting system is located at the top of that page. A description of the section content and the frequency at which each question is asked in the reporting system is listed below each section header. Each question is displayed in the left column, the question type (data field) in the middle column, and further explanation of each question in the right column.

INTRODUCTION QUESTIONS

These questions cover basic programmatic information including contact information for the person responsible for data corrections. All questions on this page are required.

Question frequency: **Quarterly**

Question Number	Question/Description	Data Field	Instructions/Answer Options
B1	Implementing Organization:	Pre-filled	This is filled in automatically based off of the password you entered. If the name displayed is not your organization, please close the browser immediately and make sure your password is correct. If you are unsure of your organization's password, please go to www.evalsptx.com/contact and fill out the form to request your password be sent to you via email.
B2	Person to contact for corrections:	Text Entry	Enter in the information for the person that should be contacted regarding updating or correcting submitted data. The following information is required: <ul style="list-style-type: none">• <i>Full name</i>• <i>Phone Number</i>• <i>Email</i>

B3	Select the program(s) your organization implemented this quarter.	Multiple Answer	Response options: <ul style="list-style-type: none"> • <i>Be Strong: From the Inside Out</i> • <i>Bringing in the Bystander</i> • <i>Close to Home</i> • <i>Coaching Boys into Men - as a train the trainer program only</i> • <i>LiveRespect</i> • <i>Mentors in Violence Prevention – MVP Strategies</i> • <i>Second Step</i> • <i>Step Up</i> • <i>Other: [write in name of program(s)]</i>
<p>If you have a planning group that meets regularly, regardless of what program you are implementing, report meetings (virtual or face to face) under Other Education, External Audiences, Planning Group. This includes meetings led by SAPCS-Federal staff with your planning group when they meet to discuss prevention activities. Additionally, be sure to describe these activities under your community level activities (Q2) and under either coalition building (Q1i) or community mobilization (Q1j) depending on which definition best describes your activities.</p>			

EDUCATION QUESTIONS

These questions regard monthly education activities, including participant information. Education means live, interactive instruction conducted in person or in a virtual environment.

Question frequency: **Monthly**

Question Number	Question/Description	Data Field	Instructions/Answer Options
Educational seminars and training programs for professionals means live, interactive instruction of your chosen program, conducted in person or in a virtual environment with program participants.			
M1	Number of <i>educational seminars</i> conducted in [month]: <i>Note: Each seminar should be counted individually even if part of a series.</i>	Numerical Entry	[month] is automatically filled in by the system. Enter by month, the number of educational seminars conducted and total number of attendees who attended each

M2	Number of <i>participants who attended educational seminars</i> in [month]:	Numerical Entry	one. <u>Each seminar and each seminar’s participants should be counted individually even if part of a series.</u> Data entered here should be for program participants only (e.g. individuals that participate in Be Strong, Bringing in the Bystander, etc.). General education associated with community level strategies should be entered under “Other Education”.
M3	Number of <i>training programs for professionals</i> conducted in [month]:	Numerical Entry	[month] is automatically filled in by the system. Enter by month, the number of training programs for professionals
M4	Number of <i>participants who attended training programs for professionals</i> in [month]:	Numerical Entry	conducted and total number of attendees who attended each one. <u>Each training and each training’s participants should be counted individually even if part of a series.</u> Training programs for professionals means any training provided to professionals either as a result of programming or community level activities.

OTHER EDUCATION QUESTIONS

These questions regard education given to people other than program participants or training programs for professionals, focusing on internal and external audiences. See definitions on pages 7 - 9. Other education means live, interactive instruction conducted in person or in a virtual environment.

Question frequency: **Monthly**

Question Number	Question/Description	Data Field	Instructions/Answer Options
	Other education means live, interactive instruction, outside of implementing sessions of your chosen program, that is conducted in person or in a virtual environment. Other Education to external audiences is now broken down into two categories: Planning Group and Other.		

M5	Enter the following information for internal audiences (i.e. agency staff, volunteers, board members) that occurred in [month].	Numerical Entry	[month] is automatically filled in by the system. This field is for education to internal audiences only. Internal audiences refer to groups like agency staff, volunteers, and board members. The response boxes are listed below: <ul style="list-style-type: none"> • <i>Total Education Workshops for internal audiences</i> • <i>Total Education Participants for internal audiences</i>
M6	Enter the following information for external audiences - planning group that occurred in [month]. <i>Include meetings led by SAPCS-Federal staff with your planning group when they meet to discuss prevention activities.</i>	Numerical Entry	[month] is automatically filled in by the system. Fill in the response boxes regarding external audiences involved in your planning group only. The response boxes are listed below: <ul style="list-style-type: none"> • <i>Total number of meetings with planning group</i> • <i>Total number of planning group meeting participants</i>
M7	Enter the following information for external audiences – other (do not include planning group) that occurred in [month]. <i>Record any education that does not fall into the category of educational seminars, training programs for professionals, internal audiences or meetings with planning group.</i>	Numerical Entry	[month] is automatically filled in by the system. Fill in the response boxes regarding external audiences only. External audiences - Other refer to groups other than program participants or planning group members. The response boxes are listed below: <ul style="list-style-type: none"> • <i>Total Education Workshops for external audiences - other</i> • <i>Total Education Participants for external audiences - other</i>
M5a	Select the types of internal audiences (e.g. volunteers, agency staff, etc.) and enter in the training topics covered for each audience type in [month].	Text Entry	[month] is automatically filled in by the system. This question appears if a number greater than zero is input for question M5. Response options: <ul style="list-style-type: none"> • <i>Volunteers: [specify topics]</i> • <i>Agency staff: [specify topics]</i> • <i>Other internal audiences: [specify topics]</i>

M7a	Identify types of external participants – Other (e.g. influencers, youth, etc.) and training topics in [month].	Text Entry	[month] is automatically filled in by the system. This question appears if a number greater than zero is input for question M7. Response options: <ul style="list-style-type: none"> • <i>Adult Influencers: [specify topics]</i> • <i>Youth: [specify topics]</i> • <i>Other external audiences: [specify topics]</i>
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ASYNCHRONOUS PROGRAMMING

Question frequency: **Monthly**

This question captures information about asynchronous programming provided each month. Asynchronous programming means you are implementing whole sessions of your chosen program (e.g. Bringing in the Bystander, Be Strong, etc.) using pre-recorded lectures (including podcasts) and digital curriculum materials where participants respond through email, discussion boards, social networking, and collaborative documents at a time of their own choosing.

Question Number	Question/Description	Data Field	Instructions/Answer Options
Asynchronous programming means you are implementing whole sessions of your chosen program (e.g. Bringing in the Bystander, Be Strong, etc.) using pre-recorded lectures (including podcasts) and digital curriculum materials where participants respond through email, discussion boards, social networking, and/or collaborative documents at a time of their own choosing.			
M8	Enter the following information for <i>asynchronous programming</i> that occurred in [month].	Numerical Entry	[month] is automatically filled in by the system. As with educational sessions, <u>each session and each session’s participants should be counted individually even if part of a series.</u> The response boxes are listed below: <ul style="list-style-type: none"> • <i>Total Number of Whole Sessions/Lectures</i> • <i>Total Number of Participants for Asynchronous Programming</i>

SOCIAL MEDIA QUESTIONS

Question frequency: **Quarterly**

V1	Did your prevention team use social media to promote prevention messages this quarter?	Multiple Choice	Response options: <ul style="list-style-type: none"> • Yes • No
V1a	Which social media platform(s) did you use? Select all that apply.	Multiple Answer	This question will appear if you answered “Yes” for question V1. Response options: <ul style="list-style-type: none"> • Facebook • Instagram • Snapchat • TikTok • Other platform: [specify]
V1b	How many followers does your [platform] account have? <i>If your agency has multiple accounts, please report the total number of followers for the account that your prevention program utilizes. Do not report followers for accounts not associated with your SAPCS-Federal grant activities.</i>	Numerical Entry	This question will appear for each social media platform you selected in question V1. [platform] is automatically filled in by the system.
V1c	About how often did you post prevention messages on [platform] during this reporting period? Choose which option best describes the frequency at which you post prevention messaging.	Multiple Choice	This question will appear for each social media platform you selected in question V1. [platform] is automatically filled in by the system. Response options: <ul style="list-style-type: none"> • Daily • Weekly • Monthly • A couple of times this quarter • Once this quarter

PODCAST AND/OR YOUTUBE VIDEO QUESTIONS

Question frequency: **Quarterly**

<p>Podcasts and YouTube videos are digital audio or audio/visual files made available on the computer or through a mobile device for an individual to access at their convenience. The content is not inherently interactive and may be on a stand-alone topic or part of a series. Do not count pre-recorded programming (curriculum) sessions in this section; those should be captured in the previous Asynchronous Programming section.</p>			
V2 – Q1 only	How many active prevention podcasts or YouTube videos does your program have? If zero, enter 0. <i>Only count podcasts that prevention staff produced or participated in.</i>	Numerical Entry	Do not count podcasts or videos from other agencies that you shared or used as part of your programming if someone from your prevention staff was not directly involved in the production of the episode.
V2 – Q2, Q3, Q4 only	Did your primary prevention program release any podcast and/or YouTube videos this quarter? <i>Only count podcasts/videos that prevention staff produced or participated in.</i>	Multiple Choice	Do not count podcasts or videos from other agencies that you shared or used as part of your programming if someone from your prevention staff was not directly involved in the production of the episode. Response options: <ul style="list-style-type: none"> • Yes • No
V2a – Q2, Q3, Q4 only	Enter the total number of unique prevention podcasts/YouTube videos released this quarter.	Numerical Entry	This question will appear if you answered “Yes” for question V2.
V2b	Approximately how many people have you reached through your prevention podcasts/videos? <i>This estimation is not specific to this quarter; listeners/viewers may be counted multiple times if they listen to multiple episodes.</i>	Multiple Choice	Quarter 1: This question will appear if you input a number higher than zero in question V2. Quarters 2 – 4: This question will appear if you answered “Yes” for question V2. Response options: <ul style="list-style-type: none"> • Under 50 listeners/viewers • 51 - 100 listeners/viewers • 100 – 200 listeners/viewers • 201 – 300 listeners/viewers • 301 – 400 listeners/viewers • 401 – 500 listeners/viewers • 501 + listeners/viewers – specify estimated number:

QUARTERLY OVERVIEW QUESTIONS

These questions regard the entire quarter as a whole (i.e. all three months combined), including reporting on resources used and highlights of activities during the quarter.

Question frequency: **Quarterly**

Question Number	Question/Description	Data Field	Instructions/Answer Options
Q1	<p>Enter the <i>percent of resources spent</i> on each SAPCS-Federal activity this quarter. For the purposes of this question, social media posts, podcasts, and YouTube videos are considered Social Norms Change activities.</p> <p>Asynchronous Programming is now a separate category and Other Education to external audiences is now broken down into two categories: Planning Group and Other.</p>	Numerical Entry	<p>Enter the percent value of resources spent on each activity below. The sum of all categories must add up to 100%. The responses boxes are listed below:</p> <ul style="list-style-type: none"> • <i>Educational Seminars</i> • <i>Training programs for professionals</i> • <i>Other education - internal</i> • <i>Other education – external – planning group</i> • <i>Other education – external – other</i> • <i>Asynchronous Programming</i> • <i>Preparation of informational materials</i> • <i>Training programs for students and campus personnel designed to reduce the incidence of sexual assault at colleges and universities</i> • <i>Coalition Building</i> • <i>Community Mobilization</i> • <i>Policy Education</i> • <i>Social Norms Change</i> • <i>Strategic Planning</i> • <i>Staff Development</i> • <i>Evaluation</i>
Q1a	<p>Describe <i>educational seminar</i> activities this quarter. Provide sufficient detail to justify percent of resources spent.</p>	Text Entry	<p>This question will appear if you entered a percentage for “Educational Seminars” in question Q1. Use the text box to provide detail on any educational seminar activities during the reporting period. Educational seminars are for program participants only (e.g. individuals that participate in your</p>

			program such as Be Strong, Bringing in the Bystander, Close to Home, etc.).
Q1b	Describe <i>training programs for professionals</i> activities this quarter. Provide sufficient detail to justify percent of resources spent.	Text Entry	This question will appear if you entered a percentage for “Training programs for professionals” in question Q1. Use the text box to provide detail on any training programs for professionals activities during the reporting period. See definition on pages 7 - 9.
Q1c	Select the <i>sector(s) in which you implemented educational seminars and/or training programs for professionals</i> this quarter. For each sector selected, specify the name of the organization(s) in which you implemented the activity.	Text Entry	This question will appear if you entered a percentage for “Educational seminars” and/or “Training programs for professionals” in question Q1. Select the sectors in which you implemented activities this quarter. Response options include: <ul style="list-style-type: none"> • Schools: [Specify] • College/University: [Specify] • Community-based organizations that primarily serve youth: [Specify] • Other community-based organizations: [Specify] • Governmental Agencies: [Specify] • Businesses: [Specify] • Residential Complexes: [Specify] • Other (not listed): [Specify] Use the text boxes to provide the names of organizations where educational seminars and/or training programs for professionals were conducted.
Q1d	Describe the <i>training topics covered in Educational Seminars and/or Training Programs for Professionals</i> .	Text Entry	This question will appear if you entered a percentage for “Educational Seminars” or “Training programs for professionals” in question Q1. Describe any and all training topics your program covered.
Q1e	Provide details for <i>Other Education</i> activities directed at <u>internal</u> audiences. Provide sufficient detail to justify percent of resources spent.	Text Entry	This question will appear if you entered a percentage for “Other Education” in question Q1e. Use the text box to provide detail on any Other Education activities

			directed at internal audiences. See definition on pages 7 – 9.
Q1f	<p><i>Other Education - External -Planning Group.</i></p> <p>Provide details for <i>Planning Group Meetings.</i> Provide sufficient detail to justify percent of resources spent.</p> <p>Additionally, be sure to describe these activities under your community-level activities (Q2) and under either coalition building (Q1i) or community mobilization (Q1j) depending on which definition best describes your activities.</p>	Text Entry	This question will appear if you entered a percentage for “Other Education – External - Planning Group” in question Q1. Use the text box to provide detail on any Other Education activities directed at external audiences – planning group. See definition on pages 7 – 9.
Q1g	<p><i>Other Education - External -Planning Group.</i></p> <p>How many planning group members were active this quarter?</p>	Text Entry	This question will appear if you entered a percentage for “Other Education – External - Planning Group” in question Q1.
Q1h	<p><i>Other Education - External -Planning Group.</i></p> <p>Select the categories that best describe planning group members that were active this quarter.</p>		<p>This question will appear if you entered a percentage for “Other Education – External - Planning Group” in question Q1. Response options include:</p> <ul style="list-style-type: none"> • Youth • Adult Influencers • Business/Labor • Education • Housing • Media • Social Services • Other (not listed): [specify]
Q1i	<p>Provide details for <i>Other Education</i> activities directed at <u>external, other</u> audiences. Provide sufficient detail to justify percent of resources spent.</p>	Text Entry	This question will appear if you entered a percentage for “Other Education – External - Other” in question Q1. Use the text box to provide detail on any Other Education activities directed at external audiences. See definition on pages 7 - 9.

Q1j	Provide details for <i>Asynchronous Programming</i> activities this quarter. Provide sufficient detail to justify percent of resources spent.	Text Entry	This question will appear if you entered a percentage for “Asynchronous Programming” in question Q1. Use the text box to provide detail on any Asynchronous Programming activities you conducted. See definition on pages 7 - 9.
Q1k	Describe <i>preparation of informational materials</i> activities this quarter. Provide sufficient detail to justify percent of resources spent.	Text Entry	This question will appear if you entered a percentage for “Preparation of informational materials” in question Q1. Use the text box to provide detail on any preparation of informational materials activities during the reporting period.
Q1l	Describe <i>training programs for students and campus personnel</i> activities this quarter. Provide sufficient detail to justify percent of resources spent.	Text Entry	This question will appear if you entered a percentage for “Training programs for students and campus personnel” in question Q1. Use the text box to provide detail on any training programs for students and campus personnel activities during the reporting period. Training programs for students and campus personnel is for program participants only conducted on a college campus (e.g. college students that participate in your program such as Be Strong, Bringing in the Bystander, Close to Home, etc.).
Q1m	Describe <i>coalition building</i> activities this quarter. Provide sufficient detail to justify percent of resources spent.	Text Entry	This question will appear if you entered a percentage for “Coalition Building” in question Q1. Enter any coalition building activities that took place this quarter. See definition on pages 7 - 9.
Q1n	Describe <i>community mobilization</i> activities this quarter. Provide sufficient detail to justify percent of resources spent.	Text Entry	This question will appear if you entered a percentage for “Community Mobilization” in question Q1. Enter any community mobilization activities that took place this quarter. See definition on pages 7 - 9.
Q1o	Describe <i>policy education</i> activities this quarter. Provide sufficient detail to justify percent of resources spent.	Text Entry	This question will appear if you entered a percentage for “Policy Education” in question Q1. Enter any policy education activities that took place this quarter. See definition on pages 7 - 9.

Q1p	Describe <i>social norms change</i> activities this quarter. Provide sufficient detail to justify percent of resources spent. Social media posts, podcasts, and YouTube videos are also considered Social Norms Change activities and should be detailed in this section.	Text Entry	This question will appear if you entered a percentage for “Social Norms Change” in question Q1. Enter any social norms change activities that took place this quarter. See definition on pages 7 - 9.
Q1q	Describe <i>strategic planning</i> activities this quarter. Provide sufficient detail to justify percent of resources spent.	Text Entry	This question will appear if you entered a percentage for “Strategic Planning” in question Q1. Use the text box to provide detail on any strategic planning activities during the reporting period. See definition on pages 7 - 9.
Q1r	Describe <i>staff development</i> activities this quarter. Provide the name of the staff development event/conference, name(s) and title(s) of those who attended, and tracks attended. Provide sufficient detail to justify percent of resources spent and to relate the staff development to prevention activities.	Text Entry	This question will appear if you entered a percentage for “Staff development” in question Q1. Use the text box to provide detail on any staff development activities during the reporting period. Grantees must report on required training in the quarter it occurs. Required training for this grant is the Texas Association Against Sexual Assault’s Prevention Institute. See definition on pages 7 - 9.
Q1s	Describe <i>evaluation</i> activities this quarter. Provide sufficient detail to justify percent of resources spent.	Text Entry	This question will appear if you entered a percentage for “Evaluation” in question Q1. Use the text box to provide detail on any evaluation activities during the reporting period. See definition on pages 7 - 9.
<u>Quarterly Summary</u>			
Q2	Describe <i>community level activities</i> your organization engaged in this quarter.	Text Entry	See definition on pages 7 - 9.
Q3	Detail <i>successes</i> associated with implementing primary prevention activities.	Text Entry	Enter any primary prevention activity successes your program experienced during this reporting period.

Q4	Detail challenges associated with implementing primary prevention activities.	Text Entry	Enter any primary prevention activity challenges your program experienced during this reporting period.
Q5	Were there any significant changes to your programming this quarter? Significant changes may include but not be limited to focus area, approaches, population of focus, implementation setting, program implemented, and significant adaptations. <i>Note: Changes must be approved by the OAG prior to implementation.</i>	Text Entry	Opportunity to provide additional information about programming changes that occurred during the quarter.

Youth Engagement

Please note: Questions Q6 – Q9 are intended to measure authentic youth engagement. While the goal is to see an increase over time, it is important to remember that youth’s engagement may move up and down the different stages at any given time – that is okay - the aim is to move toward youth-led activities. Please do your best to answer these questions in a way that reflects youth’s engagement during this quarter.

Q6	How would you describe youth’s overall engagement in programming this quarter?	Multiple Choice	Response options include: <ul style="list-style-type: none"> • <i>Adult-led activities, in which youth do as directed without explanation of the purpose for the activities</i> • <i>Adult-led activities, in which youth understand purpose, but have no input into planning</i> • <i>Adult-led activities, in which youth are consulted with minimal opportunities for feedback</i> • <i>Adult-led activities, in which youth understand purpose, decision-making process, and have a role</i> • <i>Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions</i>
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			<ul style="list-style-type: none"> • <i>Adult-led activities, in which decision making is shared with youth</i> • <i>Youth-led activities with little input from adults</i> • <i>Youth-led activities, in which decision making is shared between youth and adults working as equal partners</i> • <i>Not Applicable – youth not engaged this quarter</i>
Q7	How can your program <i>improve youth engagement?</i>	Text Entry	Detail how your program may be able to improve the engagement of youth.
Q8	Describe the <i>youth engagement bright spots (successes)</i> your program experienced this quarter.	Text Entry	Detail bright spots/successes your program experienced in regard to youth engagement during this reporting period.
Q9	Describe the <i>youth engagement challenges</i> your program experienced this quarter.	Text Entry	Detail challenges your program experienced in regard to youth engagement during this reporting period.
<u>Volunteers & Personnel</u>			
Q10	Volunteer Involvement: Describe how your agency utilized volunteers within any agency program (not just primary prevention) during this reporting period.	Text Entry	Enter any information about volunteer involvement within your agency. This question is asking about agency-wide volunteer involvement, not necessarily specific to primary prevention.
Q11	Are there <i>any changes in key personnel</i> that may have an impact on the agency's primary prevention program or grant performance?	Yes/No	Response options: <ul style="list-style-type: none"> • Yes • No
Q11a	Please explain changes.	Text Entry	This question appears if “Yes” is selected above. Explain the changes in key personnel.
Q12	Have any grant-funded positions been left vacant for more than three months?	Yes/No	Response options: <ul style="list-style-type: none"> • Yes • No

Q12a	Please explain vacancies.	Text Entry	This question appears if “Yes” is selected above. Explain the circumstances around the vacancy.
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