

# FY21 RPE QUARTERLY REPORTING SYSTEM UPDATES

This document outlines the updates made to the FY21 Quarterly Reporting System for SAPCS-Federal/Rape Prevention & Education (RPE) grantees. The complete reporting protocol and accompanying training resources are available at <https://evalsvpptx.com/reporting/>.

## DEFINITIONS

The following definitions have been added or expanded to provide clarification and guidance on how to classify activities.

- **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, 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 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.

**For those implementing Close to Home:** These updated definitions change the way you will classify your program activities. Classify all Close to Home planning group meetings as Other Education. If you are only implementing Close to Home and no other programs, you will likely not have any Educational Seminars & Training Programs for Professionals on your report and that is OK.

- **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.
- **Podcasts and YouTube Videos** - 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.

## MONTHLY QUESTIONS

Other Education for external audiences has been broken down into two categories: Planning Group and Other and an Asynchronous Programming question has been added.

### Other Education – External – Planning Group

- M7. Enter the following information for external audiences – planning group that occurred in [month].
  - Total number of meetings with planning group
  - Total number of planning group meeting participants

### Asynchronous Programming

- M8. Enter the following information for asynchronous programming that occurred in [month].
  - Total number of whole sessions/lectures
  - Total number of participants for asynchronous programming

## QUARTERLY QUESTIONS

Quarterly questions regarding social media and podcasts/YouTube videos have been added.

### Social Media

- V1. Did your prevention team use social media to promote prevention messages this quarter?  
Response options: Yes; No.  
If yes, the following questions will be asked:
  - D1a. Which social media platform(s) did you use?  
Response options: Facebook, Instagram, Snapchat, TikTok, Other Social Media Platform.  
For each platform selected you will be asked:
    - V1b. How many followers does your [platform] account have? *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.*
    - 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.*  
Response options: Daily; Weekly; Monthly; A couple of times this quarter; Once this quarter

### Podcasts and/or YouTube Videos

- V2. Quarter 1 only: How many active prevention podcasts or YouTube videos does your program have? If zero, enter 0. *Only count podcasts that prevention staff produced or participated in.*  
V2. Quarters 2, 3 and 4: Did your primary prevention program release any podcast and/or YouTube videos this quarter? *Only count podcasts/videos that prevention staff produced or participated in.*  
Response options: Yes; No.  
If you answer >0 (Quarter 1) or Yes (Quarters 2, 3, or 4), the following questions will be asked:

- Quarters 2, 3, and 4 only: V2a. Enter the total number of unique prevention podcasts/YouTube videos released this quarter.
- V2b. Approximately how many people have you reached through your prevention podcasts/videos? *This estimation is not specific to this quarter; listeners/viewers may be counted multiple times if they listen to multiple episodes.*  
Response options: 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.

### Percent of Resources Spent

Other Education – External – Planning Group, Other Education – External – Other, and Asynchronous Programming has been added as a new category to Q1. Percent of resources spent. Additional guidance to count social media posts, podcasts, and YouTube videos as Social Norms Change has also been added.

- Q1. Enter the percent of resources spent on each SAPCS-Federal activity this quarter.  
*When considering the percent of resources, social media posts, podcasts, and YouTube videos are considered Social Norms Change activities. Asynchronous Programming is now a separate category.*  
Response options: Educational Seminars; Training programs for professionals; Other education – internal; **Other education – external - planning group; Other education – external - other; Asynchronous Programming**; Preparation of informational materials; Training programs for students and campus personnel designed to reduce the incidence of sexual assault at colleges and universities; Coalition Building; Community Mobilization; Policy Education; Social Norms Change; Strategic Planning; Staff Development; Evaluation.
  - If you select Other Education – External – Planning Group the following questions will populate:
    - Q1f. Provide details for Planning Group Meetings. Provide sufficient detail to justify percent of resources spent. *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.*
    - Q1g. How many planning group members were active this quarter?
    - Q1h. Select the categories that best describe planning group members that were active this quarter.  
Response options include: Youth; Adult Influencers; Business/Labor; Education; Housing; Media; Social Services; Other (not listed): [specify]
  - If you select Other Education – External – Other the following question will populate:
    - Q1i. Provide details for Other Education activities directed at external, other audiences. Provide sufficient detail to justify percent of resources spent.
  - If you select Asynchronous Programming the following question will populate:
    - Q1j. Provide details for Asynchronous Programming activities this quarter. Provide sufficient detail to justify percent of resources spent.