

FY23 ANNUAL QUESTIONS

# PROTOCOL

FOR SVPP PROGRAMS

 SVPP EVALUATION



TEXAS A&M UNIVERSITY  
Center for Community  
Health Development

# TABLE OF CONTENTS

- NAVIGATION ..... 2
  - Accessing the Reporting System ..... 2
  - Saving Data ..... 2
  - Returning to the System ..... 2
  - Submitting Report ..... 3
  - Data Corrections ..... 4
- DUE DATE ..... 4
- TECHNICAL ASSISTANCE ..... 4
  - Reporting System ..... 4
  - Programmatic Questions ..... 4
- DEFINITIONS ..... 5
- ANNUAL QUESTION GUIDE ..... 8
  - Prevention Strategy** Form Background and Program, Policy, or Practice Description ..... 8
  - Programs Implemented ..... 10
  - Population of Focus and Reach ..... 15
  - Risk and Protective Factors and Violence Outcomes for this Program, Policy or Practice ..... 20
  - Adaptations ..... 22
  - Implementation Measures for this Program, Policy, or Practice ..... 25
  - Program, Policy, or Practice Resources ..... 27
  - Use of Data ..... 29

# 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 <https://evalsvpptx.com>.
2. Click on the REPORTING tab.
3. 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.
4. 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 <https://evalsvpptx.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 (<https://evalsvpptx.com>). You will enter your password and then automatically be directed to 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 4).

## SUBMITTING REPORT

As required by the OAG, you will be prompted with a certification page 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.

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*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**

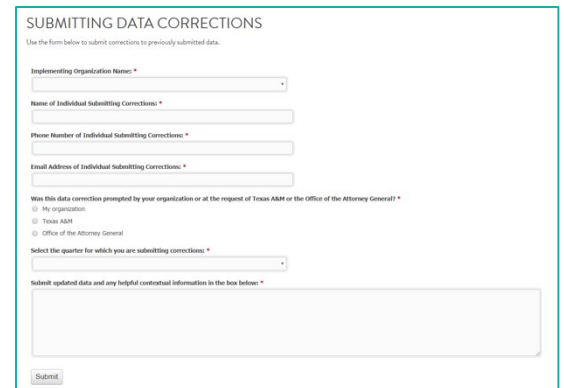
You may save this Summary Page by using your web browser's Print to PDF mechanism. For many web browsers, this can be done by right clicking within the browser window and selecting "Print". **NOTE: DO NOT RELY ON THE DOWNLOAD PDF BUTTON BELOW.** It does not always display all of the data entered. However, 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 (<https://evalsvpptx.com>). Instructions for accessing the form are as follows:

1. Go to <https://evalsvpptx.com>.
2. Click on the REPORTING tab.
3. Scroll to the SUBMITTING DATA CORRECTIONS form.
4. Complete the required fields and click “Submit”.



## DUE DATE

Annual questions are part of your SAPCS-Federal Performance Report for Quarter 2. The Quarter 2 report must be submitted via the SVPP Reporting System within 30 days of the end of the quarter, which is August 30<sup>th</sup>.

## TECHNICAL ASSISTANCE

### REPORTING SYSTEM

For technical assistance regarding this reporting system, please contact Elfreda Samman at [esamman@tamu.edu](mailto:esamman@tamu.edu).

### PROGRAMMATIC QUESTIONS

For programmatic reporting questions, please contact Leah Haight at [Leah.Haight@oag.texas.gov](mailto:Leah.Haight@oag.texas.gov).

# DEFINITIONS

This section contains definitions of terms for reporting SAPCS-Federal activities.

**Actual Reach** – the number of individuals, organizations, or communities that are affected by or received the prevention strategy.

**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** – 6<sup>th</sup> – 12<sup>th</sup> 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.

**Practice** - changing organizational practices in support of specific Focus Areas and Approaches.

**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.

**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/>.

**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.



# ANNUAL QUESTION GUIDE

The question guide portion of this protocol details and clarifies what is being asked in each question in the Annual portion of the reporting system. Please refer to the Quarterly Reporting System Protocol for Monthly & Quarterly Questions for more detail on those sections. 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.

## PREVENTION STRATEGY FORM

### BACKGROUND AND PROGRAM, POLICY, OR PRACTICE DESCRIPTION

The following annual questions will only display in your quarterly report for Quarter 2 and are only to be filled out once per year. These questions ask information about the prevention program(s) you implemented over the course of the reporting period.

Question frequency: **Annually (in Quarter 2)**

Question Number	Question/Description	Data Field	Instructions/Answer Options
<b><u>SELECTION OF PROGRAMS IMPLEMENTED</u></b>			
<b>Ensure that each program that you implemented anytime between August 1, 2022 - July 31, 2023 is selected in P1 below, even if you are not currently implementing it. For example, if you implemented MVP for a month and then changed to Close to Home, you would choose both programs below.</b>			
P1	<p>P1. Select the name(s) of all the program(s) you implemented between August 1, 2022 – July 31, 2023. Check all that apply.</p> <p>If you select multiple programs, policies, or practices then a unique set of questions will populate for each program, policy, or practice selected. Be sure to complete the entire set of</p>	Multiple Answer	<p>Select the program(s), policy(ies), and practice(s) you implemented during this reporting year. If your primary program is not listed, please select the appropriate “Other – program [#] – not listed” option and enter the program title in the provided box(es). Options include:</p> <p><i>Programs:</i></p> <ul style="list-style-type: none"> <li>• <i>Be Strong: From the Inside Out</i></li> <li>• <i>Bringing in the Bystander</i></li> <li>• <i>Close to Home</i></li> </ul>

	<p>questions for each program, policy, or practice that you select below.</p>		<ul style="list-style-type: none"> <li>• <i>Coaching Boys into Men - as a train the trainer program only</i></li> <li>• <i>LiveRespect</i></li> <li>• <i>Mentors in Violence Prevention – MVP Strategies</i></li> <li>• <i>Second Step</i></li> <li>• <i>Step Up</i></li> <li>• <i>Other program 1– not listed: (write in name of program)</i></li> <li>• <i>Other program 2– not listed: (write in name of program)</i></li> </ul> <p><i>Policies or Practices:</i></p> <ul style="list-style-type: none"> <li>• <i>Policy or practice initiative 1: (write in name of policy or practice)</i></li> <li>• <i>Policy or practice initiative 2: (write in name of policy or practice)</i></li> <li>• <i>Policy or practice initiative 3: (write in name of policy or practice)</i></li> <li>• <i>Policy or practice initiative 4: (write in name of policy or practice)</i></li> </ul>
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## PROGRAMS IMPLEMENTED

This set of questions (P2-P46) applies to all programs selected in P1.

P2	Identify the organization that developed [name of program].	Text Entry	[name of program] is displayed based on your response to P1. This question appears if a program was selected in question P1. Provide the name of the organization that developed the program you are implementing.
P3	How many <i>sessions</i> does [name of program] include? <i>This number should represent the number of sessions prescribed by the organization that created the program.</i>	Numerical Entry	[name of program] is displayed based on your response to P1. This question appears if a program was selected in question P1.
P4	Is your organization implementing the prescribed number of sessions submitted above?	Multiple Choice	This question appears if a program was selected in question P1. Response options: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
P4a	How many sessions is your organization implementing?	Numerical Entry	This question appears if “No” was selected in question P1c.
P4b	Please explain why your organization is implementing a different number of sessions than the number prescribed by the organization that created the program.	Text Entry	This question appears if “No” was selected in question P1c.
P5	How many unique cycles of [name of program] have been implemented by your organization this reporting period? (August 1, 2022 – July 31, 2023). <i>Do not count any cycles that have been started but not completed.</i>	Numerical Entry	[name of program] is displayed based on your response to P1. This question appears if a program was selected in question P1. List the number of unique cycles of this program implemented by your organization over the course of the reporting period (August 1, 2022 – July 31, 2023). (i.e. how many times was this program fully implemented from start to finish with a different group of participants). <i>Example:</i>

			<i>If your organization fully implemented Bringing in the Bystander with 6 different cohorts over the reporting period, the number of unique implementation cycles is 6.</i>
P6	<p>Describe [name of program, policy, or practice]. If describing a program grantee <b>must</b> identify the <u>community level component</u> implemented as a part of a comprehensive primary prevention program.</p> <p><i>The description should explain clearly to someone who is not familiar with this program, policy, or practice: what it is, what it intends to do, how and where (setting) it is being implemented, and if a program, any community level activities associated with this program.</i></p>	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1. Provide a summary of this program, policy, or practice (500 Character Limit). The description should explain clearly to someone who is not familiar with this program, policy, or practice: what it is, what it intends to do, how and where (setting) it is being implemented, and if a program, any community level activities associated with this program.
P7	<p>Which STOP SV approach does [name of program, policy, or practice] address? Select only one. <i>If your approach addresses multiple categories, choose one category that it best aligns with.</i></p>	Multiple Choice	<p>[name of program, policy, or practice] is displayed based on your response to P1. Select the STOP SV approach that most accurately reflects your program, policy, or practice. For more information on what each of these entails, see the Texas Programming Summary (<a href="https://evalsvppts.com/resources/">https://evalsvppts.com/resources/</a>). Options include:</p> <ul style="list-style-type: none"> <li>• <i>Bystander approaches</i></li> <li>• <i>Mobilizing men and boys as allies</i></li> <li>• <i>Strengthening leadership and opportunities for girls</i></li> </ul>
P8	<p>Explain how [name of program, policy, or practice] addresses the STOP SV approach selected above.</p>	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1. Provide a brief explanation of how this program, policy, or practice addresses the approach.

P9	What is the main way [name of program, policy, or practice] is delivered? Select only one.	Multiple Choice	[name of program, policy, or practice] is displayed based on your response to P1. Select the option that most accurately reflects how this program, policy, or practice is delivered. Response options include: <ul style="list-style-type: none"> <li>• Educational curriculum</li> <li>• Social marketing</li> <li>• Organizational policy change</li> <li>• Policy education or implementation</li> <li>• Community mobilization: [describe focus]</li> <li>• Other (not listed): [specify]</li> </ul>
P9a	Please further describe the focus of the effort. <i>Concisely describe the focus of this effort. What changes or actions does it intend to influence?</i>	Text Entry	This question appears if “Organizational policy change”, “Policy education or implementation”, “Community mobilization” or is selected above.
P9b	Select the type of policy. Refer to the definition of Policy Education on page 6 of the Reporting Protocol to ensure your organization does not engage in lobbying.	Multiple Choice	This question appears if “organizational policy change” or “policy education or implementation” is selected above. Please select the type of policy from the response options below: <ul style="list-style-type: none"> <li>• Policy</li> <li>• Procedure</li> <li>• Administrative action</li> <li>• Organizational contract</li> <li>• Other (not listed): [Specify]</li> </ul>
P9c	Select the focus of your policy. When reporting the focus of a policy effort, be as specific as possible in your description. For example, if you are educating groups on policy benefits, describe who you are reaching, what information is provided and how activities are delivered. Refer to the definition of Policy Education on page 6 to ensure your organization does not engage in lobbying.	Multiple Choice	This question appears if “organizational policy change” or “policy education or implementation” is selected above. Please select the focus of policy from the response options below: <ul style="list-style-type: none"> <li>• Sexual harassment</li> <li>• Other, policies associated with Texas-specific approaches: [ Specify, character Limit: 100]</li> <li>• Other (not listed): [Specify, Character Limit: 100]</li> </ul>

P10	<p>Concisely describe the main way [name of program, policy or practice] is delivered. How does it bring about immediate change? What methods or principles does it use? <i>If the program/policy/practice you are describing is a community mobilization effort, be sure to describe how the community members are brought together for planning and action.</i></p>	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1.
P11	<p>What is the evidence (evaluation results, research outcomes, etc.) for the effectiveness of [name of program, policy, or practice] in addressing the identified sexual violence problem? Select only one.</p> <p>Use the following information to guide your response.</p> <ul style="list-style-type: none"> <li>• <i>Example approach listed in the technical package</i> <ul style="list-style-type: none"> <li>○ <i>Bringing in the Bystander</i></li> <li>○ <i>Coaching Boys into Men</i></li> </ul> </li> <li>• <i>Based on best available research evidence</i> <ul style="list-style-type: none"> <li>○ <i>Be Strong: From the Inside Out</i></li> <li>○ <i>Close to Home</i></li> <li>○ <i>LiveRespect</i></li> <li>○ <i>Mentors in Violence Prevention – MVP Strategies</i></li> </ul> </li> </ul>	Multiple Choice	<p>[name of program, policy, or practice] is displayed based on your response to P1. Response options include:</p> <ul style="list-style-type: none"> <li>• <i>Example approach listed in the technical package</i></li> <li>• <i>Based on best available research evidence</i></li> <li>• <i>Based on practice-based evidence</i></li> <li>• <i>Other (not listed): [specify Character Limit: 100]</i></li> </ul>

	<ul style="list-style-type: none"> <li>○ <i>Second Step</i></li> <li>○ <i>Step Up</i></li> <li>• <i>Based on practice-based evidence</i> <ul style="list-style-type: none"> <li>○ <i>Locally developed program approved by OAG during application process</i></li> </ul> </li> <li>• <i>Other (not listed): [specify Character Limit: 100]</i></li> </ul>		
P12	What are the reasons for selecting [name of program, policy, or practice]?	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1. Briefly describe why your organization decided to select this program, policy or practice.
P13	Describe the essential content (the “what”) of [name of program, policy, or practice]. <i>For individual-level practice-based strategies, describe the knowledge, skills, and messages delivered through the prevention strategies.</i>  <i>For community-level practice-based strategies, describe the key messages or design elements.</i>	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1. Describe the essential content (the “what”) of this program, policy or practice. Character Limit: 1000
P14	Describe the essential delivery (the “how”) of [name of program, policy, or practice]. <i>For individual-level practice-based strategies, describe the instructional methods, delivery timing, and logistics.</i>	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1. Describe the essential delivery (the “how”) of this program, policy, or practice. Character Limit: 1000

	<i>For community-level practice-based strategies, describe guiding principles, implementation methods and processes.</i>		
P15	Describe the characteristics of the implementers (the “who”) of [name of program, policy, or practice]. <i>For individual-level practice-based strategies, describe the person or entity delivering prevention strategy activities.</i>  <i>For community-level practice-based strategies, describe the characteristics of leaders, partners, and stakeholder implementing the prevention strategy.</i>	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1. Describe the essential implementer’s characteristics (the “who”) of this program, policy, or practice. Character Limit: 1000
P16	Were there any changes to [name of program, policy, or practice] during this reporting period?	Yes/No	[name of program, policy, or practice] is displayed based on your response to P1. Response options: • Yes • No
P16a	Explain changes.	Text Entry	This question appears if “yes” is selected above. Explain the changes to this program, policy, or practice during this reporting year. Character Limit: 1000

## POPULATION OF FOCUS AND REACH

This section relates to the population of focus for this program, policy, or practice implemented between August 1, 2022 and July 31, 2023.

Question frequency: **Annually (in Quarter 2)**

Question Number	Question/Description	Data Field	Instructions/Answer Options
P17	Provide a narrative description of the population and setting of focus for [name of program, policy, or practice].	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1.



			Describe the population of focus and setting of focus for your programming.
P18	Why was this population or setting selected and how is [name of program, policy, or practice] appropriate for the selected population of focus?	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1. Describe your organizations rational for selecting this population or setting.  Describe how the program is appropriate for selected population.
P19	Is there a specific community or population you are focusing on?	Yes/No	Options include:  <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul> If this program, policy, or practice is focused on a specific type of community or population, then select “Yes” and select all categories that apply in the next question. If it does not have a specific or special emphasis, then select “No”.
P19a	If yes, select all that apply.	Multiple Answer	This question appears if “Yes” is selected above. Select the specific community(ies) and/or population(s) you are focusing on. Options include:  <ul style="list-style-type: none"> <li>• <i>Poor or Economically Disadvantage</i></li> <li>• <i>People with Disabilities</i></li> <li>• <i>Rural</i></li> <li>• <i>Tribal Communities</i></li> <li>• <i>Urban Communities</i></li> <li>• <i>Vulnerable or At-Risk Population</i></li> <li>• <i>Adolescent</i></li> <li>• <i>African American or Black Population</i></li> <li>• <i>Asian Population</i></li> <li>• <i>Hispanic or Latino Population</i></li> <li>• <i>Pacific Islanders Population</i></li> <li>• <i>Parents and Families</i></li> <li>• <i>Single Parents</i></li> <li>• <i>Women and Girls</i></li> </ul>

			<ul style="list-style-type: none"> <li>• <i>Men and Boys</i></li> <li>• <i>Other (not listed): [specify, Character Limit: 100]</i></li> <li>• <i>Other (not listed): [specify, Character Limit: 100]</i></li> <li>• <i>Other (not listed): [specify, Character Limit: 100]</i></li> <li>• <i>Other (not listed): [specify, Character Limit: 100]</i></li> <li>• <i>Other (not listed): [specify, Character Limit: 100]</i></li> </ul>
P20	Select the types of <i>individuals</i> that you are focusing on and who you intend to affect (select all that apply). The selected categories should align with the narrative description provided above.	Multiple Answer	<p>If your population is not listed, select ‘Other’ and describe your population. Options include:</p> <ul style="list-style-type: none"> <li>• <i>Students</i></li> <li>• <i>Teachers/Professors</i></li> <li>• <i>School Administrators</i></li> <li>• <i>School Staff</i></li> <li>• <i>Parents</i></li> <li>• <i>Healthcare Professionals</i></li> <li>• <i>Mental Health Providers</i></li> <li>• <i>Employees of An Organization</i></li> <li>• <i>Other (not listed): [specify, Character Limit: 100]</i></li> <li>• <i>Other (not listed): [specify, Character Limit: 100]</i></li> <li>• <i>Other (not listed): [specify, Character Limit: 100]</i></li> <li>• <i>Other (not listed): [specify, Character Limit: 100]</i></li> </ul>
P21	Select the types of <i>organizations</i> that you are focusing on and who you intend to affect (Select all that apply). The selected categories should align with the narrative description provided above.	Multiple Answer	<p>Select the intended organizations. If your organization of interest is not listed, select ‘Other’ and describe the organizations. Options include:</p> <ul style="list-style-type: none"> <li>• <i>Schools or Universities</i></li> <li>• <i>Non-government Agencies</i></li> <li>• <i>Non-Profits</i></li> <li>• <i>Businesses</i></li> <li>• <i>Homes</i></li> <li>• <i>Employers</i></li> </ul>

			<ul style="list-style-type: none"> <li>• Other (not listed): [specify, Character Limit: 100]</li> <li>• Other (not listed): [specify, Character Limit: 100]</li> <li>• Other (not listed): [specify, Character Limit: 100]</li> <li>• Other (not listed): [specify, Character Limit: 100]</li> <li>• Other (not listed): [specify, Character Limit: 100]</li> </ul>
P22	Select the types of <i>communities</i> you are focusing on and who you intend to affect (Select all that apply). The selected categories should align with the narrative description provided above.	Multiple Answer	<p>Select the intended communities. If your community of interest is not listed, select 'Other' and describe your community. Options include:</p> <ul style="list-style-type: none"> <li>• School District</li> <li>• County</li> <li>• City</li> <li>• Census Tract/Zip Code</li> <li>• Commercial District</li> <li>• Neighborhood</li> <li>• Territory Area</li> <li>• Park and Recreational Area</li> <li>• Other (not listed): [specify, Character Limit: 100]</li> <li>• Other (not listed): [specify, Character Limit: 100]</li> <li>• Other (not listed): [specify, Character Limit: 100]</li> </ul>
Reach Questions – See definition of Actual Reach on page 5.			
P23	Individuals - Actual Reach: Enter number of individuals <b>from your population of focus</b> reached through [name of program, policy, or practice] between August 1, 2022 – July 31, 2023. Include participants from educational sessions, training sessions, projects (ex: community gardens, art walks, etc.), presentations (static,	Numerical Entry	[name of program, policy, or practice] is displayed based on your response to P1. Enter the number of individuals from the population of focus affected by or exposed to this program, policy, or practice.

	<p>primarily one-way communication including webinars), community meetings, asynchronous programming, and social media followers. <i>Organizations should only enter data here for individuals within their selected community (as identified in your Programming Summary). If you reached individuals outside your selected community, please enter those individuals in question P25.</i></p>		
P24	<p>Individuals - Actual Reach from <u>Outside Your Selected Community (as identified in your Programming Summary)</u>:</p> <p>Enter number of individuals from outside your community reached through [name of program, policy, or practice] between August 1, 2022 – July 31, 2023:</p>	Numerical	Due to COVID-19 we recognize that some organizations may now be reaching individuals from outside their selected community. Please record the number of those individuals here, if applicable.
P25	<p>Schools – Actual Reach:</p> <p>Enter number of schools reached through [name of program, policy, or practice] between August 1, 2022 – July 31, 2023:</p>	Numerical Entry	[name of program, policy, or practice] is displayed based on your response to P1. Enter the number of schools from the population of focus affected by or exposed to this program, policy, or practice.
P26	<p>Organizations - Actual Reach:</p> <p>Enter number of organizations reached through [name of program, policy, or practice] between August 1, 2022 – July 31, 2023.</p>	Numerical Entry	[name of program, policy, or practice] is displayed based on your response to P1. Enter the number of organizations from the population of focus affected by or exposed to this program, policy, or practice.

P27	Communities- Actual Reach: Enter number of communities reached through [name of program, policy, or practice] between August 1, 2022 – July 31, 2023.	Numerical Entry	[name of program, policy, or practice] is displayed based on your response to P1. Enter the number of communities from the population of focus affected by or exposed to this program, policy, or practice.
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## RISK AND PROTECTIVE FACTORS AND VIOLENCE OUTCOMES FOR THIS PROGRAM, POLICY OR PRACTICE

Question frequency: **Annually (in Quarter 2)**

P28	Provide a narrative description of the outcomes and risk and protective factors that [name of program, policy, or practice] intends to change.	Text Entry	[name of program, policy, or practice] is displayed based on your response to A1. Describe the outcomes and risk and protective factors that your selected program intends to change.
Identify the <b>risk factors</b> [name of program, policy, or practice] addresses.			
P29	Individual (select all that apply):	Multiple Answer	Select the risk factors that this program, policy, or practice addresses. Options include: <ul style="list-style-type: none"> <li>• <i>Alcohol and drug use</i></li> <li>• <i>Lack of empathy</i></li> <li>• <i>General Aggressiveness and acceptance of violence</i></li> <li>• <i>Exposure to sexually explicit media</i></li> <li>• <i>Hostility towards women</i></li> <li>• <i>Adherence to traditional gender role norms</i></li> <li>• <i>Hyper-masculinity</i></li> </ul>
P30	Relationship (select all that apply):	Multiple Answer	Select the relationship risk factors that this program, policy, or practice addresses. Options include: <ul style="list-style-type: none"> <li>• <i>Emotionally unsupportive family environment</i></li> <li>• <i>Association with sexually aggressive, hypermasculine, and delinquent peers</i></li> </ul>

P31	Community (select all that apply):	Multiple Answer	Select the community risk factors that this program, policy, or practice addresses. Options include: <ul style="list-style-type: none"> <li>• <i>General tolerance of sexual violence within the community</i></li> </ul>
P32	Societal (select all that apply):	Multiple Answer	Select the societal risk factors that this program, policy, or practice addresses. Options include: <ul style="list-style-type: none"> <li>• <i>Societal norms that support sexual violence</i></li> <li>• <i>Societal norms that support male superiority and sexual entitlement</i></li> <li>• <i>Societal norms that maintain women's inferiority and sexual submissiveness</i></li> </ul>
Identify the <b>protective factors</b> [name of program, policy, or practice] addresses.			
P33	Individual (select all that apply):	Multiple Answer	Select the individual protective factors that this program, policy, or practice addresses. Options include: <ul style="list-style-type: none"> <li>• <i>Emotional health and connectedness</i></li> <li>• <i>Empathy and concern for how one's actions affect others</i></li> </ul>
P34	Relationships (select all that apply):	Multiple Answer	Select the relationship protective factors that this program, policy, or practice addresses. Options includes: <ul style="list-style-type: none"> <li>• <i>Connection to a caring adult</i></li> </ul>
P35	Community (select all that apply):	Multiple Answer	Select the community protective factors that this program, policy, or practice addresses. Options include: <ul style="list-style-type: none"> <li>• <i>Neighborhood or community support and connectedness</i></li> </ul>
P36	Societal (select all that apply):	Multiple Answer	Select the societal protective factors that this program, policy, or practice addresses. Option includes: <ul style="list-style-type: none"> <li>• <i>Societal norms that violence is unacceptable</i></li> </ul>
P37	What types of violence and injury outcomes does [name of program,		[name of program, policy, or practice] is displayed based on your response to P1. Response options include:

	policy, or practice] directly address? Select all that apply.		<ul style="list-style-type: none"> <li>• <i>Sexual Violence</i></li> <li>• <i>Child Abuse and Neglect</i></li> <li>• <i>Child Sexual Abuse</i></li> <li>• <i>Human Trafficking</i></li> <li>• <i>Youth Violence</i></li> <li>• <i>Intimate Partner Violence</i></li> <li>• <i>Teen Dating Violence</i></li> <li>• <i>Suicide</i></li> <li>• <i>Other (not listed): [specify Character Limit: 100]</i></li> </ul>
P38	How does [name of program, policy, or practice] address those risk and protective factors among the population of focus?	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1. Describe how this program, policy, or practice address those risk and protective factors among the population of focus.

## ADAPTATIONS

Question frequency: **Annually (in Quarter 2)**

Question Number	Question/Description	Data Field	Instructions/Answer Options
P39	Have you made any adaptations to [name of program, policy, or practice]?	Multiple Choice	Response options include: <ul style="list-style-type: none"> <li>• <i>Yes</i></li> <li>• <i>No</i></li> </ul>
P40	Select the type(s) of adaptation(s) made to [name of program, policy or practice]. <i>Select all that apply.</i>  <i>For each adaptation selected a unique set of questions will populate. You will be</i>	Multiple Answer	This question appears if “Yes” is selected above. Response options include: <ul style="list-style-type: none"> <li>• <i>Added content</i></li> <li>• <i>Deleted content</i></li> <li>• <i>Change sequence of sessions</i></li> <li>• <i>Modified delivery or method</i></li> <li>• <i>Added policy component</i></li> <li>• <i>Deleted policy component</i></li> </ul>

	<i>required to complete that set of questions for each adaptation selected.</i>		<ul style="list-style-type: none"> <li>• <i>Modified an environmental design element</i></li> <li>• <i>Changed the type of recommended implementer</i></li> <li>• <i>Other (not listed): specify below</i></li> </ul>
P40a	<p>Describe in adequate detail what change was made to the design and implementation of the effort. What essential what, how, and who is changed? How is it changed?</p> <p>For example, to implement a program in a different type of setting, what change did you make to the content, or to how it is delivered, or who implements it from how it was intended or designed? How does the change maintain the underlying logic of why the element is essential to the prevention strategy?</p>	Text Entry	This question appears if “Yes” is selected above.
P40b	Which element of the prevention strategy did your program change or adapt?	Multiple Choice	<p>This question appears if “Yes” is selected above.</p> <p>Response options include:</p> <ul style="list-style-type: none"> <li>• <i>Content</i></li> <li>• <i>Design element</i></li> <li>• <i>Policy component</i></li> <li>• <i>Delivery or method</i></li> <li>• <i>Implementer</i></li> </ul>
P40c	<p>Select the reason for the [type of adaptation selected above] adaptation.</p> <p><i>Choose the answer that best describes your primary reason.</i></p>	Multiple Choice	<p>This question appears if “Yes” is selected above.</p> <p>Response options include:</p> <ul style="list-style-type: none"> <li>• <i>To increase relevance of materials for participants</i></li> <li>• <i>To increase participant participation</i></li> </ul>



			<ul style="list-style-type: none"> <li>• <i>To create or maintain relationships with participants</i></li> <li>• <i>To respond to limited time and resources</i></li> <li>• <i>To respond to a resource, space, or time limitation</i></li> <li>• <i>To increase relevancy to or fit with context</i></li> <li>• <i>To align with the implementer's facilitation style</i></li> <li>• <i>Other (not listed): specify below</i></li> </ul>
P40d	Describe the reasons for the [type of adaptation selected above] adaptation. <i>Concisely describe what led to this adaptation and how the adaptation was decided. In the previous question, you chose the answer that best describes your primary reason. You can also elaborate on other reasons here.</i>	Text Entry	This question appears if “Yes” is selected above.
P40e	Was this adaptation made before or during delivery?	Multiple Choice	<p>This question appears if “Yes” is selected above.</p> <p>Response options include:</p> <ul style="list-style-type: none"> <li>• <i>Made before delivery was started</i></li> <li>• <i>Made during implementation</i></li> </ul>
P40f	Select the response option that best aligns with your organization's plan for this adaptation in future implementation cycles.	Multiple Choice	<p>This question appears if “Yes” is selected above.</p> <p>Response options include:</p> <ul style="list-style-type: none"> <li>• <i>Keep</i></li> <li>• <i>Change</i></li> <li>• <i>Omit</i></li> <li>• <i>Adapt across sites</i></li> <li>• <i>No plans</i></li> </ul>

P40g	Is there anything else you want to tell us about this adaptation?	Text Entry	Optional opportunity to provide information about the adaptation. Character Limit: 1000
P41	Describe how you plan to track and monitor these adaptations. <i>If you selected multiple adaptations make sure to describe how you are tracking and monitoring each of them.</i>		

## IMPLEMENTATION MEASURES FOR THIS PROGRAM, POLICY, OR PRACTICE

Question frequency: **Annually (in Quarter 2)**

Question Number	Question/Description	Data Field	Instructions/Answer Options
P42	Provide a brief description about the implementers of [name of program, policy, or practice].	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1. Implementers may include but not be limited to SAP staff, community partners, volunteers, community-based organizations, etc.
P43	How many implementers have been trained to deliver or implement [name of program, policy, or practice] during this reporting period (August 1, 2022 and July 31, 2023)? <i>Note: Do not include implementers who have been trained on this program during previous years.</i>	Text Entry	[name of program, policy, or practice] is displayed based on your response to P1. Enter number only.

<p>P44</p>	<p>Report on the activities that demonstrate progress on [name of program, policy, or practice] (e.g. dose delivery).</p> <p>Select the types of activities implemented this year. Select all that apply. <i>Ensure that all of your community-level activities associated with this program are represented in your selection(s).</i></p> <p><i>For each activity selected, a unique set of questions will populate. You will be required to complete that set of questions for each activity selected.</i></p>	<p>Multiple Answer</p>	<p>[name of program, policy, or practice] is displayed based on your response to P1.</p> <p>Response options:</p> <ul style="list-style-type: none"> <li>• <i>Educational sessions</i></li> <li>• <i>Training sessions</i></li> <li>• <i>Projects (ex: community gardens, art walks)</i></li> <li>• <i>Ads</i></li> <li>• <i>Web/Social Media Postings</i></li> <li>• <i>Text messages or emails</i></li> <li>• <i>Presentations (static, primarily one-way communication – including webinars)</i></li> <li>• <i>Print materials</i></li> <li>• <i>Meetings</i></li> <li>• <i>Other - asynchronous programming</i></li> <li>• <i>Other 1 (not listed- any other community-level work associated with this program not captured in other categories ): [specify Character Limit: 100]</i></li> <li>• <i>Other 2 (not listed- any other community-level work associated with this program not captured in other categories ): [specify Character Limit: 100]</i></li> <li>• <i>Other 3 (not listed- any other community-level work associated with this program not captured in other categories ): [specify Character Limit: 100]</i></li> </ul>
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P44a	Describe the [name of activity selected above].	Text Entry	[name of activity selected above] will automatically be filled in based on your response(s) to question P44. You will be asked to answer this question for each of the activities selected.
P44b	Explain the purpose of the [name of activity selected above].	Text Entry	[name of activity selected above] will automatically be filled in based on your response(s) to question P44. You will be asked to answer this question for each of the activities selected.
P44c	How many activities were completed this year related to [name of activity selected above]?	Numerical Entry	[name of activity selected above] will automatically be filled in based on your response(s) to question P44. You will be asked to answer this question for each of the activities selected.
P44d	Provide implementation progress comments related to [name of activity selected above] that have not been already captured.	Text Entry	[name of activity selected above] will automatically be filled in based on your response(s) to question P44. Provide anything else not already captured about the progress on implementing the selected activity.

## PROGRAM, POLICY, OR PRACTICE RESOURCES

Question frequency: **Annually (in Quarter 2)**

Question Number	Question/Description	Data Field	Instructions/Answer Options
P45	How much of [name of program, policy, or practice] was funded by RPE? Select only one.	Multiple Choice	[name of program, policy, or practice] is displayed based on your response to P1. Response options: <ul style="list-style-type: none"> <li>• <i>Fully Funded</i></li> <li>• <i>Funded in part</i></li> </ul>

P45a	How much of [name of program, policy, or practice] was funded by RPE?		This question appears if “Funded in Part” is chosen in response to question P49. Response options: <ul style="list-style-type: none"> <li>• 51 – 99%</li> <li>• 50%</li> <li>• 1 – 49%</li> <li>• 0%</li> </ul>
P45b	How many other sources or partners contributed to [name of program, policy, or practice]? <i>Do not count RPE funding as a source.</i> (Enter number)	Numerical Entry	[name of program, policy, or practice] is displayed based on your response to P1. This question appears if any response option other than 100% was selected above. Enter the number of sources or partners that contribute to this program, policy, or practice.
P45c	Select the sectors that those sources/partners represent. Select all that apply.	Multiple Answer	This question appears if any response option other than 100% was selected above. Response options: <ul style="list-style-type: none"> <li>• <i>Business/Labor</i></li> <li>• <i>Education</i></li> <li>• <i>Justice</i></li> <li>• <i>Health Services</i></li> <li>• <i>Housing</i></li> <li>• <i>Media</i></li> <li>• <i>Public Health</i></li> <li>• <i>Social Services</i></li> <li>• <i>Other (not listed): [specify]</i></li> </ul>
P45d	Select the ways in which partners contributed. Select all that apply.	Multiple Answer	This question appears if any response option other than 100% was selected above. Response options: <ul style="list-style-type: none"> <li>• <i>Funding</i></li> <li>• <i>Resources</i></li> <li>• <i>Staffing</i></li> <li>• <i>Other (not listed): [specify Character Limit: 100]</i></li> </ul>

P46	Were there any changes to contributing partners during this reporting period?	Yes/No	Response options: <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>
P46a	If yes, please explain.	Text Entry	This question appears if “Yes” was selected above. <i>Character Limit: 1000</i>

## USE OF DATA

This section relates to how your organization uses data/evaluation results for program improvement.

Question frequency: **Annually (in Quarter 2)**

Question Number	Question/Description	Data Field	Instructions/Answer Options
The following question pertains to your RPE program as a whole, not a specific program, policy or practice.			
D1	How do you use information or data that you collect for program improvement? If relevant, mention how you disseminate or share the information on data you collect and with whom.	Text Entry	In a few sentences, describe how you use the information on data you collect. If relevant, mention how you disseminate or share the information on data you collect and with whom.