# FY23 quarterly reporting system tempLAte

This template is an OPTIONAL resource for grantees to use if they would like to answer the reporting system questions within a Word document prior to inputting data into the online Quarterly Reporting System. This template is for internal program use only and grantees are still responsible for submitting all data through the Quarterly Reporting System.

Rows with a light blue background indicate that the question is a sub-question. Sub-questions are auto populated in the reporting system based on the response to a previous question.

## Introduction Questions

**Question frequency:** Quarterly

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| --- | --- | --- | --- | --- |
| Question Number | Question/Description | Data Field | Instructions/Answer Options | Grantee Response |
| 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 <https://evalsvpptx.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:   * *Full name* * *Phone Number* * *Email* |  |
| B3 | Select the program(s) your organization implemented this quarter. | Multiple Answer | Response options:   * *Be Strong: From the Inside Out* * *Bringing in the Bystander* * *Close to Home* * *Coaching Boys into Men - as a train the trainer program only* * *LiveRespect* * *Mentors in Violence Prevention – MVP Strategies* * *Second Step* * *Step Up* * *Other:* [write in name of program(s)] |  |
| B4 | Select the approaches that your organization addressed this quarter. You can find the approaches your organization planned to address in your organization's SAPCS-Federal Programming Summary. *If you need a copy of your organization's current Programming Summary, contact Leah Haight at Leah.Haight@oag.texas.gov.* | Multiple Answer | Options include:   * *Bystander Approaches* * *Mobilizing men and boys as allies* * *Social-emotional learning* * *Strengthening leadership and opportunities for girls.* |  |
| B4a | State how your financial expenditures for this quarter related to your progress in addressing ***bystander approaches***. | Text Entry | This question will appear if you chose "bystander approaches" in question B4. Use the text box to provide a narrative about how financial expenditure for the reporting period related to progress in addressing the approach. |  |
| B4b | State how your financial expenditures for this quarter related to your progress in addressing ***mobilizing men and boys as allies***. | Text Entry | This question will appear if you chose "mobilizing men and boys as allies" in question B4. Use the text box to provide a narrative about how financial expenditure for the reporting period related to progress in addressing the approach. |  |
| B4c | State how your financial expenditures for this quarter related to your progress in addressing ***social-emotional learning***. | Text Entry | This question will appear if you chose "social-emotional learning" in question B4. Use the text box to provide a narrative about how financial expenditure for the reporting period related to progress in addressing the approach. |  |
| B4d | State how your financial expenditures for this quarter related to your progress in addressing ***strengthening leadership and opportunities for girls***. | Text Entry | This question will appear if you chose "strengthening leadership and opportunities for girls" in question B4. Use the text box to provide a narrative about how financial expenditure for the reporting period related to progress in addressing the approach. |  |
| 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. | | | | |

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## Education Questions

**Question frequency:** Monthly

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| --- | --- | --- | --- | --- |
| Question Number | Question/Description | Data Field | Instructions/Answer Options | Grantee Response |
| 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 ***educational seminars*** conducted in [month]:  *Note: Each seminar should be counted individually even if part of a series.* | 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 one. Each seminar and each seminar’s participants should be counted individually even if part of a series. 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”. |  |
| M2 | Number of ***participants who attended educational seminars*** in **[**month]: | Numerical Entry |  |
| M3 | Number of ***training programs for professionals*** conducted in [month]: | Numerical Entry | [month] is automatically filled in by the system. Enter by month, the number of training programs for professionals conducted and total number of attendees who attended each one. Each training and each training’s participants should be counted individually even if part of a series. Training programs for professionals means any training provided to professionals either as a result of programming or community level activities. |  |
| M4 | Number ***of participants who attended training programs for professionals*** in [month]: | Numerical Entry |  |

## Other Education Questions

**Question frequency:** Monthly

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| --- | --- | --- | --- | --- |
| Question Number | Question/Description | Data Field | Instructions/Answer Options | Grantee Response |
| 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:   * *Total Education Workshops for internal audiences* * *Total Education Participants for internal audiences* |  |
| M6 | Enter the following information for ***external audiences - planning group*** that occurred in [month].  *Include meetings led by SAPCS-Federal staff with your planning group when they meet to discuss prevention activities.* | 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:   * *Total number of meetings with planning group* * *Total number of planning group meeting participants* |  |
| M7 | Enter the following information for ***external audiences – other*** *(do not include planning group)* that occurred in [month].  *Record any education that does not fall into the category of educational seminars, training programs for professionals, internal audiences or meetings with planning group.* | 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:   * *Total Education Workshops for external audiences - other* * *Total Education Participants for external audiences - other* |  |
| 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:   * *Volunteers*: [specify topics] * *Agency staff*: [specify topics] * *Other internal audiences*: [specify topics] |  |
| 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:   * *Adult Influencers: [specify topics]* * *Youth: [specify topics]* * *Other external audiences: [specify topics]* |  |

## Asynchronous Programming

**Question frequency:** Monthly

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| Question Number | Question/Description | Data Field | Instructions/Answer Options | Grantee Response |
| 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 ***asynchronous programming*** that occurred in [month]. | Numerical Entry | [month] is automatically filled in by the system. As with educational sessions, **each session and each session’s participants should be counted individually even if part of a series**. The response boxes are listed below:   * *Total Number of Whole Sessions/Lectures* * *Total Number of Participants for Asynchronous Programming* |  |

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## Social Media Questions

**Question frequency:** Quarterly

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| Question Number | Question/Description | Data Field | Instructions/Answer Options | Grantee Response |
| V1 | Did your prevention team use social media to promote prevention messages this quarter? | Multiple Choice | Response options:   * 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:   * Facebook * Instagram * Snapchat * TikTok * Other platform: [specify] |  |
| 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.* | 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:   * Daily * Weekly * Monthly * A couple of times this quarter * Once this quarter |  |

## Podcast and/or YouTube Video Questions

**Question frequency:** Quarterly

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| 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. | | | | |
| Question Number | Question/Description | Data Field | Instructions/Answer Options | Grantee Response |
| V2 – Q1 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.* | 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? *Only count podcasts/videos that prevention staff produced or participated in.* | 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:   * 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? *This estimation is not specific to this quarter; listeners/viewers may be counted multiple times if they listen to multiple episodes.* | 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:   * 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: |  |

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## Quarterly Overview Questions

**Question frequency:** Quarterly

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| Question Number | Question/Description | Data Field | | Instructions/Answer Options | Grantee Response |
| Q1 | Enter the ***percent of resources spent*** 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.  Asynchronous Programming is now a separate category and Other Education to external audiences is now broken down into two categories: Planning Group and Other. | Numerical Entry | | 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:   * *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* |  |
| *Note: For each category selected in Q1, one or more follow-up questions will be populated. Only answer questions Q1a-s if you put an amount greater than zero in for the respective category in Q1.* | | | | | |
| Q1a | Describe ***educational seminar*** activities this quarter. Provide sufficient detail to justify percent of resources spent. | Text Entry | | 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 program such as Be Strong, Bringing in the Bystander, Close to Home, etc.). |  |
| Q1b | Describe ***training programs for professionals*** 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 ***sector(s) in which you implemented educational seminars and/or training programs for professionals*** 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:   * *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 ***training topics covered in Educational Seminars and/or Training Programs for Professionals***. | 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 ***Other Education*** activities directed at internal 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 | ***Other Education*** **- External -Planning Group.**  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. | 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 | ***Other Education*** **- External -Planning Group.**  How many planning group members were active this quarter? | Text Entry | | This question will appear if you entered a percentage for “Other Education – External - Planning Group” in question Q1. |  |
| Q1h | ***Other Education*** **- External -Planning Group.**  Select the categories that best describe planning group members that were active this quarter. |  | | This question will appear if you entered a percentage for “Other Education – External - Planning Group” in question Q1. Response options include:  • Youth  • Adult Influencers  • Business/Labor  • Education  • Housing  • Media  • Social Services  • Other (not listed): [specify] |  |
| Q1i | Provide details for ***Other Education*** activities directed at external, other audiences. Provide sufficient detail to justify percent of resources spent. | 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***Asynchronous Programming*** 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 ***preparation of informational materials*** 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 ***training programs for students and campus personnel*** 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 ***coalition building*** 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 ***community mobilization*** 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 ***policy education*** 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 ***social norms change*** 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 ***strategic planning*** 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 ***staff development*** 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 ***evaluation*** 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. |  |

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| **Quarterly Summary** | | | | |
| Question Number | Question/Description | Data Field | Instructions/Answer Options | Grantee Response |
| Q2 | Describe ***community level activities*** your organization engaged in this quarter. | Text Entry | See definition on pages 7 - 9. |  |
| Q3 | Detail ***successes*** 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.  *Note: Changes must be approved by the OAG prior to implementation.* | Text Entry | Opportunity to provide additional information about programming changes that occurred during the quarter. |  |

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| **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.* | | | | |
| Question Number | Question/Description | Data Field | Instructions/Answer Options | Grantee Response |
| Q6 | How would you describe ***youth’s overall engagement*** in programming this quarter? | Multiple Choice | Response options include:   * *Adult-led activities, in which youth do as directed without explanation of the purpose for the activities* * *Adult-led activities, in which youth understand purpose, but have no input into planning* * *Adult-led activities, in which youth are consulted with minimal opportunities for feedback* * *Adult-led activities, in which youth understand purpose, decision-making process, and have a role* * *Adult-led activities, in which youth are consulted and informed about how their input will be used and the outcomes of adult decisions* * *Adult-led activities, in which decision making is shared with youth* * *Youth-led activities with little input from adults* * *Youth-led activities, in which decision making is shared between youth and adults working as equal partners*   *Not Applicable – youth not engaged this quarter* |  |
| Q7 | How can your program ***improve youth engagement***? | Text Entry | Detail how your program may be able to improve the engagement of youth. |  |
| Q8 | Describe the ***youth engagement bright spots (successes)*** 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 ***youth engagement challenges*** your program experienced this quarter. | Text Entry | Detail challenges your program experienced in regard to youth engagement during this reporting period. |  |
| **Volunteers & Personnel** | | | |  |
| Question Number | Question/Description | Data Field | Instructions/Answer Options | Grantee Response |
| 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 ***any changes in key personnel*** that may have an impact on the agency's primary prevention program or grant performance? | Yes/No | Response options:   * *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:   * *Yes* * *No* |  |
| Q12a | Please explain vacancies. | Text Entry | This question appears if “Yes” is selected above. Explain the circumstances around the vacancy. |  |