

## Regional Children’s Advocacy Centers Program Performance Questions and Definitions

PERFORMANCE QUESTIONS	DEFINITIONS
<b>ACTIVITIES AND OUTPUTS</b>	
<p>1. How many training requests were received during this reporting period?</p> <p>_____</p>	<p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p>2. How many training requests were completed this reporting period?</p> <p>_____</p>	<p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p> <p><b>Completed</b> means the requested training or technical assistance was delivered and has concluded.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p>3. How many individuals attended training during this reporting period?</p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p>4. Of the individuals attending training during this reporting period, how many completed an evaluation form?</p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim</p>

	<p>advocates who work to address allegations of child abuse.</p> <p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p> <p><b>Evaluation forms</b> can be online or paper-based and are typically offered to participants near the end of or after the conclusion of the training or technical assistance. Their purpose is to collect structured feedback from participants about the training or technical assistance quality, relevance, and effectiveness. The forms are helpful in assessing satisfaction, trainer or provider performance, content value, and areas for future improvement to ensure training or technical assistance goals are met.</p> <p><b>Completed</b> means the requested training or technical assistance was delivered and has concluded.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p>5. <b>How many individuals were successfully contacted to follow up on training they received?</b></p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p>
<p>6. <b>How many technical assistance requests were received this reporting period?</b></p> <p>_____</p>	<p><b>Technical assistance</b> refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p>7. <b>How many technical assistance requests were completed this reporting period?</b></p> <p>_____</p>	<p><b>Technical assistance</b> refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.</p> <p><b>Completed</b> means the requested training or technical assistance was delivered and has concluded.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p>8. <b>How many individuals received technical assistance this reporting period?</b></p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related</p>

<p>_____</p>	<p>social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Technical assistance</b> refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p>9. <b>Of the individuals who received technical assistance this reporting period, how many completed an evaluation form?</b></p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Technical assistance</b> refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.</p> <p><b>Evaluation forms</b> can be online or paper-based and are typically offered to participants near the end of or after the conclusion of the training or technical assistance. Their purpose is to collect structured feedback from participants about the training or technical assistance quality, relevance, and effectiveness. The forms are helpful in assessing satisfaction, trainer or provider performance, content value, and areas for future improvement to ensure training or technical assistance goals are met.</p> <p><b>Completed</b> means the requested training or technical assistance was delivered and has concluded.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p>10. <b>How many individuals were successfully contacted to follow up on technical assistance they received?</b></p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p> <p><b>Technical assistance</b> refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.</p>

	<p><b>Completed</b> means the requested training or technical assistance was delivered and has concluded.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p><b>11. Did you adjust the program plan as described in your application’s proposal narrative? If yes, what adjustments did you make, and why?</b></p> <p>○ Yes: _____</p> <p>○ No</p>	
<p><b>12. Did you experience any challenges during this reporting period that impacted service delivery to program participants? If yes, how did you address the challenges or do the challenges remain unresolved?</b></p> <p>○ Yes: _____</p> <p>○ No</p>	
<b>OUTCOMES</b>	
<p><b>13. Of the individuals who completed a training evaluation form this reporting period, how many reported increased knowledge?</b></p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p> <p><b>Knowledge</b> refers to increased awareness of program implementation approaches, such as coordinating with other organizations or delivering services for child victims and their families; subject matter topics related to child victims and abuse; or practical, job-related skills and competencies that learners can immediately apply in their work.</p> <p><b>Evaluation forms</b> can be online or paper-based and are typically offered to participants near the end of or after the conclusion of the training or technical assistance. Their purpose is to collect structured feedback from participants about the training or technical assistance quality, relevance, and effectiveness. The forms are helpful in assessing satisfaction, trainer or provider performance, content value, and areas for future improvement to ensure training or technical assistance goals are met.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>

<p><b>14. Of the individuals who completed a technical assistance evaluation form this reporting period, how many reported that the technical assistance met their needs?</b></p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Technical assistance</b> refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.</p> <p><b>Evaluation forms</b> can be online or paper-based and are typically offered to participants near the end of or after the conclusion of the training or technical assistance. Their purpose is to collect structured feedback from participants about the training or technical assistance quality, relevance, and effectiveness. The forms are helpful in assessing satisfaction, trainer or provider performance, content value, and areas for future improvement to ensure training or technical assistance goals are met.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p><b>15. Of the individuals who were contacted this reporting period to follow up on training received, how many reported increased use of best practices or improved program implementation?</b></p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p> <p><b>Best practices</b> for child advocacy programs focus on a trauma-informed, multidisciplinary team (MDT) approach where medical, legal, and mental health professionals coordinate investigations to minimize child trauma. Effective programs prioritize the child’s voice, ensure confidentiality, provide individualized support, and use evidence-based practices for prevention and intervention.</p> <p>Examples of child advocacy best practices include:</p> <ul style="list-style-type: none"> <li>● <i>Multi-Disciplinary Team (MDT) Approach:</i> Coordinate efforts among child protective services, law enforcement, medical professionals, and therapists to provide a cohesive, evidence-based response to abuse, reducing the need for multiple interviews.</li> <li>● <i>Trauma-Informed Care:</i> Ensure all staff are trained in trauma-informed care and prioritize the child's psychological safety. The goal is to provide services that empower survivors without re-traumatizing them.</li> <li>● <i>Child-Centered Advocacy:</i> Validate the child's experience</li> </ul>

	<p>and ensure they feel safe and supported throughout the process; involve children and non-offending caregivers in decision-making regarding their care; and tailor advocacy to the specific and evolving needs of the family.</p> <ul style="list-style-type: none"> <li>• <i>Prevention and Education Strategies</i>: Can include training staff on abuse detection and implementing rigorous screening processes.</li> <li>• <i>Structured Decision-Making Tools</i>: Assess risk and inform case management to ensure consistent, high-quality care.</li> <li>• <i>Family Engagement</i>: Activities that involve parents in advocacy—particularly in early childhood programs—such as through Policy Councils.</li> </ul> <p><b>Improved program implementation</b> involves enhancing the processes, strategies, and actions used to execute a program; using data for continuous improvement; adapting to local contexts; overcoming implementation barriers; and enhancing coordination with other organizations. This can include aligning, synchronizing, and organizing efforts, resources, and schedules to achieve shared goals or prevent conflicts in operations. Improved program implementation could also involve proactive communication and the exchange of information to ensure that different parties are on the same page regarding tasks, timelines, and responsibilities.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p>16. <b>Of the individuals who were contacted this reporting period to follow up on technical assistance received, how many reported increased use of best practices or improved program implementation?</b></p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p> <p><b>Best practices</b> for child advocacy programs focus on a trauma-informed, multidisciplinary team (MDT) approach where medical, legal, and mental health professionals coordinate investigations to minimize child trauma. Effective programs prioritize the child’s voice, ensure confidentiality, provide individualized support, and use evidence-based practices for prevention and intervention.</p> <p>Examples of child advocacy best practices include:</p> <ul style="list-style-type: none"> <li>• <i>Multi-Disciplinary Team (MDT) Approach</i>: Coordinate efforts among child protective services, law enforcement, medical professionals, and therapists to provide a cohesive, evidence-based response to abuse, reducing the need for multiple interviews.</li> <li>• <i>Trauma-Informed Care</i>: Ensure all staff are trained in</li> </ul>

	<p>trauma-informed care and prioritize the child's psychological safety. The goal is to provide services that empower survivors without re-traumatizing them.</p> <ul style="list-style-type: none"> <li>• <i>Child-Centered Advocacy:</i> Validate the child's experience and ensure they feel safe and supported throughout the process; involve children and non-offending caregivers in decision-making regarding their care; and tailor advocacy to the specific and evolving needs of the family.</li> <li>• <i>Prevention and Education Strategies:</i> Can include training staff on abuse detection and implementing rigorous screening processes.</li> <li>• <i>Structured Decision-Making Tools:</i> Assess risk and inform case management to ensure consistent, high-quality care.</li> <li>• <i>Family Engagement:</i> Activities that involve parents in advocacy—particularly in early childhood programs—such as through Policy Councils..</li> </ul> <p><b>Improved program implementation</b> involves enhancing the processes, strategies, and actions used to execute a program; using data for continuous improvement; adapting to local contexts; overcoming implementation barriers; and enhancing coordination with other organizations. This can include aligning, synchronizing, and organizing efforts, resources, and schedules to achieve shared goals or prevent conflicts in operations. Improved program implementation could also involve proactive communication and the exchange of information to ensure that different parties are on the same page regarding tasks, timelines, and responsibilities.</p> <p><b>Reporting period</b> is the specific timeframe covered by this report.</p>
<p><b>17. During the reporting period, did you experience any challenges related to external factors beyond your control that impacted program outcomes? If yes, please describe the challenges.</b></p> <p><input type="radio"/> Yes: _____</p> <p><input type="radio"/> No</p>	<p><b>Program</b> refers to the training and/or technical assistance services and related tools, resources, and products provided.</p> <p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p> <p><b>Technical assistance</b> refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.</p>
<p><b>18. How would you describe progress made toward this award's goals and objectives?</b></p> <p><input type="radio"/> Not started</p> <p><input type="radio"/> Behind schedule</p> <p><input type="radio"/> On track</p> <p><input type="radio"/> Ahead of schedule</p> <p><input type="radio"/> Complete</p>	

PROGRAM QUESTIONS	DEFINITIONS
<p>1. <b>What types of training and technical assistance does the program provide?</b>  <i>Select all that apply.</i></p> <ul style="list-style-type: none"> <li>○ Memorandum of understanding (MOU) development</li> <li>○ Strategic planning</li> <li>○ Policy and procedures development</li> <li>○ Standard operating procedures development</li> <li>○ Victim advocacy training</li> <li>○ Family engagement</li> <li>○ Skill-based training</li> <li>○ Other, specify: _____</li> </ul>	<p><b>Program</b> refers to the training and/or technical assistance services and related tools, resources, and products provided.</p> <p><b>Memorandum of understanding (MOU)</b> refers to a formal document between two or more parties that outlines their shared intentions, goals, and how they'll work together. It typically establishes mutual understanding, defines roles and responsibilities, and sets expectations for a collaborative project or organizational relationship.</p> <p><b>Strategic planning</b> is the process whereby an organization defines its long-term vision, sets goals, creates actionable strategies, and allocates resources to achieve its future direction, essentially creating a roadmap to turn vision into measurable results by aligning efforts and adapting to change. It involves understanding the current situation (using tools like SWOT analysis) and outlining steps, timelines, and responsibilities for success over several years.</p> <p><b>Policy and procedures development</b> is a structured process of creating, documenting, and implementing rules and step-by-step instructions to guide an organization's operations, ensure consistent performance, maintain compliance, and achieve strategic goals by defining what to do and how to do it. Policies and procedures provide a framework for decision-making, clarify employee roles, and promote efficiency and accountability.</p> <p><b>Standard operating procedures development</b> is the systematic process of creating detailed, step-by-step instructions to guide employees in consistently and correctly performing routine tasks, ensuring quality, efficiency, compliance, and knowledge retention across an organization.</p> <p><b>Victim advocacy training</b> equips professionals and volunteers with the skills and knowledge needed to support crime victims through the justice system and during their recovery. Training typically focuses on trauma-informed care, legal rights, crisis intervention, communication, and ethics, preparing trainees to assist survivors and their families with legal navigation, emotional support, or resource connection .</p> <p><b>Skills-based training</b> is a targeted educational approach focusing on teaching specific, practical abilities needed for job performance, rather than broad theoretical knowledge. It prioritizes hands-on experience, actionable techniques, and measurable competency development to directly improve workplace proficiency and efficiency.</p> <p><b>Family engagement training</b> teaches community partners the skills needed to build strong, respectful partnerships with families, moving beyond simple involvement to collaborative relationships. Training typically focuses on communication, cultural competence, building trust, and empowering families to be active participants in their children's recovery, and recognizes them as experts on their own children.</p>

<p>2. How many training requests does the program expect to receive each reporting period?</p> <p>_____</p>	<p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p>
<p>3. How many training requests does the program expect to complete each reporting period?</p> <p>_____</p>	<p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p>
<p>4. How many individuals does the program expect to train each reporting period?</p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Training</b> refers to in-person or virtual teaching and learning activities, including planning, curriculum development, and curriculum delivery, as well as skills-based training that teaches practical, hands-on, and specific job-related abilities and competencies that learners can immediately apply in their work and organizations.</p>
<p>5. How many technical assistance requests does the program expect to receive each reporting period?</p> <p>_____</p>	<p><b>Technical assistance</b> refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.</p>
<p>6. How many technical assistance requests does the program expect to complete each reporting period?</p> <p>_____</p>	<p><b>Technical assistance</b> refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.</p>
<p>7. How many individuals does the program expect to support with technical assistance each reporting period?</p> <p>_____</p>	<p><b>Individuals</b> refers to professionals in law enforcement, child protection services, and other related social services, such as juvenile justice professionals in state and local departments of juvenile justice, court and probation personnel, prosecutors, Guardians ad Litem, medical professionals, mental health experts, or victim advocates who work to address allegations of child abuse.</p> <p><b>Technical assistance</b> refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.</p>
<p>8. What is the target population for the program?</p> <p><i>Select all that apply.</i></p>	<p><b>Target population</b> is the group(s) of people for whom the program is primarily designed, whom the program envisions will engage in the program’s services.</p>

<ul style="list-style-type: none"> <li><input type="radio"/> Law enforcement</li> <li><input type="radio"/> Prosecution</li> <li><input type="radio"/> Multidisciplinary teams</li> <li><input type="radio"/> State Chapters</li> <li><input type="radio"/> Local Children's Advocacy Centers</li> <li><input type="radio"/> Tribal Children's Advocacy Centers</li> <li><input type="radio"/> Child Welfare/protection professionals</li> <li><input type="radio"/> Court, juvenile justice personnel</li> <li><input type="radio"/> Medical professionals</li> <li><input type="radio"/> Mental health professionals</li> <li><input type="radio"/> Forensic interviewers</li> <li><input type="radio"/> Victim advocates</li> <li><input type="radio"/> Other, specify: _____</li> </ul>	
<p><b>9. How many Children's Advocacy Centers (CACs) in the region are accredited?</b></p> <p>_____</p>	
<p><b>10. How many CACs in the region are operational?</b></p> <p>_____</p>	
<p><b>11. How many satellite CACs are located in the region?</b></p> <p>_____</p>	
<p><b>12. What types of services do the local CACs provide?</b></p> <p><i>Select all that apply.</i></p> <ul style="list-style-type: none"> <li><input type="radio"/> Forensic interviews</li> <li><input type="radio"/> Medical services</li> <li><input type="radio"/> Mental health services</li> <li><input type="radio"/> Victim advocacy</li> <li><input type="radio"/> Multidisciplinary team coordination</li> <li><input type="radio"/> Case management</li> <li><input type="radio"/> Caregiver support</li> <li><input type="radio"/> Courtroom preparation</li> <li><input type="radio"/> Public education</li> <li><input type="radio"/> Training</li> <li><input type="radio"/> Other, specify: _____</li> </ul>	
<p><b>13. When are training or technical assistance recipients contacted to follow up on the services they received?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Three months</li> <li><input type="radio"/> Six months</li> <li><input type="radio"/> Other, specify: _____</li> </ul>	