



Missing and Murdered Indigenous People Grant Program

Cohort 1 Data Reporting Guide

**Instructions for Quarterly
Data Reporting**

April 2024



Table of Contents

Background	1
Grantee Specific QPR Templates.....	1
Technical Assistance for Data Collection or Submission.....	3
General Instructions.....	3
QPRs, Due Dates, and Reporting Periods.....	4
SECTION A: Grantee and Report Information	4
SECTION B: Inputs & Implementation.....	4
SECTION C: Goals and Objectives.....	6
SECTION D: Outreach and Awareness Campaigns	7
SECTION E: Education, Training, and Prevention Activities.....	9
Conference/GONA Attendance.....	10
Education, Training, and Prevention Activities	11
SECTION F: Distribution of DNA Kits	14
SECTION G: Cooperation and Communication on Jurisdictional Issues.....	15
SECTION H: Support Services	17
New Participants and their Demographic Information	17
Services Provided to Participants During the Reporting Period	19
Outcomes of Participants.....	22
Data Check Resource for the Reporting of Participant Information	24
SECTION I: Investigations of New or Pre-existing MMIP Cases.....	25
SECTION J: Drones/Technology to Assist with Search and Rescue	26
SECTION K: Database or Case Management Systems.....	28
SECTION L: Additional Narrative	29

Background

The Budget Act of 2022 (Senate Bill 154, Chapter 43, Statutes of 2022) established the Missing and Murdered Indigenous People (MMIP) Grant Program for federally recognized Indian tribes in California to support efforts to identify, collect case-level data, publicize, and investigate and solve cases involving missing and murdered indigenous people. In September 2023, the Board of State and Community Corrections (BSCC) awarded four (4) tribes a total amount of \$2,876,003 in grant funds. The grantees will use the funds to develop culturally based prevention strategies, strengthen responses to human trafficking, and improve cooperation and communication on jurisdictional issues between state, local, federal, and tribal law enforcement in order to investigate and solve cases involving missing and murdered indigenous people.

Grantees are required to submit quarterly progress reports (QPRs) to the BSCC. The purpose of these reports is to determine the extent to which grantees are making progress toward grant objectives and to assist with examining statewide implementation and outcomes of the grant program. To design the QPRs, BSCC Research completed a thorough review of the grantees' proposals, interviewed grantees and other subject matter experts, reviewed relevant literature, and developed a statewide logic model. Following this process, QPR sections were developed to gather information and data for the common activities across grantees. The QPR sections request both quantitative and qualitative data (i.e., narrative responses). Including the collection of qualitative data will bring the numbers and personal stories together to ensure a complete picture of the program's impact is captured.

This document is an instructional guide for completing the QPRs for the MMIP Grant Program. This guide covers each of the QPR sections and provides instructions and descriptions about the types of information requested.

The information and data the BSCC collect from grantees through the QPRs will be used for the statewide outcome report for the grant program. It may also be used to develop data dashboards. This may provide useful information to stakeholders regarding the grant program and to other agencies that are interested in implementing similar projects. It does not preclude grantees from gathering data specific to their individual project's goals and objectives, evaluating their individual project, or using data not requested through these reports to demonstrate the impact of their individual project.

Grantee Specific QPR Templates

Each grantee's QPR was tailored to include only the sections pertinent to their grant-funded project. A list of all possible sections is provided below followed by whether the section was included for *all* grantees or select grantees as required for their project.

Please review the list of sections below and the detailed instructions for completing each section within this guide. *If the tailored QPR form does not include a section that is*

pertinent to the project, please reach out to the BSCC grant team as soon as possible.

- A. Grantee and Report Information** (*all grantees*) – Requests information necessary to know the grantee and reporting period for which the quarterly progress is being submitted.
- B. Inputs and Implementation** (*all grantees*) – Request the status for a variety of project implementation activities and a narrative description of progress, accomplishments, or other challenges for each activity.
- C. Goals and Objectives** (*all grantees*) – Requests a description of the progress achieved toward the goals and objectives the project was intended to address.
- D. Outreach and Awareness Campaigns** (*select grantees*) – Requests information on community outreach and awareness campaign activities completed.
- E. Education, Training, and Prevention Activities** (*select grantees*) – Requests information related to any education, training, and prevention activities implemented and conferences attended.
- F. Distribution of DNA Kits** (*select grantees*) – Requests information related to the distribution of DNA kits, the recipients, and the intent of distribution.
- G. Cooperation and Communication on Jurisdictional Issues** (*select grantees*) – Requests information about the activities that occurred during the reporting period to improve cooperation and communication on jurisdictional issues. Information requested include the number of activities and for each the activity format/type, description of the purpose, the total number of attendees, a breakdown of the attendee count by agency affiliation, and a description of accomplishments or outcomes achieved.
- H. Support Services for the Tribal Community** (*all grantees*) – Designed to collect a variety of information related to providing support services to people within the tribal community. The information requested includes:
- the unique count of new participants in the reporting period.
 - demographic information for the new participants.
 - a unique count of participants who received services during the reporting period, the services received, and a description of any service highlights.
 - a unique count of participants for which outcomes are being reported, the outcomes demonstrated, and a description of any outcome highlights.
- I. Investigations of New and Pre-existing MMIP Cases** (*select grantees*) – Requests information about investigations of new and pre-existing missing and murdered indigenous people cases.

- J. Use of Drones/Technology to Assist with Search and Rescue** (select grantees) – Requests information about the purchase and use of drones or other technology, and corresponding training, to assist in search and rescue missions.
- K. Database or Case Management Systems** (select grantees) – Collects information about the purchase, installation, development or improvement of database systems or case management systems intended to identify, collect case-level data, publicize, and investigate and solve cases involving missing and murdered indigenous people.
- L. Additional Narrative** (*all* grantees) – Provides an opportunity to share any additional information necessary to detail the project’s progress during the reporting period.

Note: To maintain a consistent naming convention (Section A, Section B, Section C, etc.) for the respective sections, the section identifiers (e.g., A, B, C) were not modified for each tailored QPR form. It is not an error if the section identifiers skip a letter within the tailored QPR form as that signifies a section was not included.

Technical Assistance for Data Collection or Submission

Grantees may request technical assistance related to data collection or submission of the QPRs by the BSCC’s grant team at MMIP@bscc.ca.gov.

General Instructions

The [QPR](#) was developed as a Microsoft Word template. Grantees will need access to Microsoft Word to open and complete each QPR. Completed reports are submitted using an [online form](#) in the SmartSheet platform. A SmartSheet account to use the form is not required. Grantees are required to complete all fields within the [online form](#) and provide the completed QPR Word document as an attachment.

Before completing and submitting required QPRs, grantees are responsible for ensuring the accuracy of the information and data being submitted. Additionally, it is important to ensure consistency in the way data are collected and calculated across each reporting period. Grantees are encouraged to complete periodic data checks to ensure data accuracy.

The BSCC will review each QPR that is submitted and may reach out to the grantee with any data inquiries that may arise from the review process. Grantees are expected to respond to these inquiries within a reasonable time. Depending on the inquiry and any clarifications provided by the grantee, data corrections or a QPR resubmission by the grantee may be necessary.

QPRs, Due Dates, and Reporting Periods

For each QPR, the table below identifies the due date and reporting period (timeframe for which the information and data reported shall represent).

Quarter	Reporting Period	Due no later than:
1. & 2.	October 1, 2023 – March 31, 2024	May 15, 2024
3.	April 1, 2024 – June 30, 2024	August 15, 2024
4.	July 1, 2024 – September 30, 2024	November 15, 2024
5.	October 1, 2024 – December 31, 2024	February 15, 2025
6.	January 1, 2025 – March 31, 2025	May 15, 2025
7.	April 1, 2025 – June 30, 2025	August 15, 2025
8.	July 1, 2025 – September 30, 2025	November 15, 2025
9.	October 1, 2025 – December 31, 2025	February 15, 2026
10.	January 1, 2026 – March 31, 2026	May 15, 2026
11.	April 1, 2026 – June 30, 2026	August 15, 2026
12.	July 1, 2026 – September 30, 2026	November 15, 2026
13.	October 1, 2026 – December 31, 2026	February 15, 2027

SECTION A: Grantee and Report Information

This section is for the collection of general information related to the grantee and the reporting period for which the QPR was completed. Please complete each item.

- 1. Grantee:** Use the text box provided to enter the official name of the grantee for which the QPR was completed and submitted.
- 2. BSCC Grant Award Number:** Use the text box to enter the number assigned to the grantee's specific project by BSCC. This number can be found on the grant agreement.
- 3. Reporting Period:** Use the dropdown menu to select the corresponding reporting period and due date for which the QPR was completed and submitted. Refer to the table above for the reporting periods and due dates that are available within the dropdown menu.

SECTION B: Inputs & Implementation

This section requests information about eight specific project implementation activities (see list below). For each activity, two pieces of information are requested:

- **Status of the implementation activity** – using the dropdown menu provided select the status of this activity. The options within the dropdown menu and their definitions are below. Select only one status per activity.
 - Not Started: Have yet to be able to focus on this project activity.

- Planning: Have started preparations and plans to begin the implementation activity.
 - Implementation Started: Initiated implementing this component, but it may not yet be fully developed and/or need refinement.
 - Complete/Established. Project activity is fully in place/completed and supporting project goals.
 - N/A. Does not apply to the project.
- **Description of progress** – using the text box provided, provide a narrative description of progress, accomplishments, and/or challenges the project has encountered in the current reporting period. Use as much space as needed within each of the description boxes to provide details about the status (the reporting boxes will expand as necessary).

When an activity is “complete/established,” document the quarter in which that occurred. For the remaining quarters note the date of completion. For example, if hiring all staff for the essential positions of the project was “Complete/Established” in Quarter 4, please continue to select “Complete/Established” selection in future QPRs, starting with Quarter 5 QPR, and include the date of completion in the description.

Eight Specific Project Implementation Activities

1. **Partnerships:** Formal relationships between agencies, schools, contractors, or community organizations to support project goals. This also includes formal relationships with state, local, or federal agencies and tribal law enforcement, including but not limited to, tribal councils, tribal police, and tribal courts, to improve cooperation and communication on jurisdictional issues.
2. **Staffing, Mentors and/or Volunteers:** Hiring/securing people for positions needed for the project.
3. **Training:** Training provided to staff, mentors, volunteers, etc. to support project goals. Training reported here is specific to staff to implement the project, not training as a service of the project.
4. **Identification, Outreach, & Enrollment Process:** Process for identifying participants, conducting outreach, and enrolling participants into project services. Includes outreach to the community to identify participants.
5. **Education/Training Materials:** Development of educational and/or training materials to achieve positive participant outcomes and project goals.
6. **Evidence-based Programming:** Interventions based on strategies that are known to achieve positive participant outcomes and project goals. For more information regarding evidence-based practices see: http://www.bscc.ca.gov/s_web-basedresourcesonevidence-basedpractices/

7. **Data Collection/Evaluation:** Systematic, ongoing data collection for the local and statewide evaluation. This includes the Local Evaluation Plan (LEP), the securing of evaluator(s) if applicable, and the data collection method(s) for the QPR and Local Evaluation Report (LER).
8. **Quality Assurance:** What kinds of self-check procedures do you have in place to verify that the project is being delivered as intended? Pay special attention to the use of evidence-based interventions, dosages, and outcomes.

SECTION C: Goals and Objectives

This section requests information about the progress made during the reporting period toward each goal and its associated objectives the project was intended to address.

To use this section, first use the space provided to enter each goal and its associated objectives for the project. These are the goals and associated objectives included in the proposal's Project Work Plan, which were included in the grant contract and are part of the Local Evaluation Plan (LEP). These goals will remain the same across the grant period. While space is provided for five (5) goals and their associated objectives, if the project has fewer goals, enter N/A for the remaining goals.

Note: If the Field Representative has approved modifications to the project's goals and objectives (e.g. within in the LEP), use the approved version within the template.

To avoid repeating this step for each QPR submission, it is recommended to create a custom QPR template. Input the goals and objectives and save the Word document as a template. For future QPR submissions, utilize this saved template to have pre-filled goals and objectives.

For each goal and its associated objectives, narrative responses are requested to describe the progress achieved and challenges encountered during the reporting period.

- **Progress:** Use the text box to provide a narrative response that describes progress towards the goal ***and*** its objectives.
- **Challenges:** Use the text boxes to provide narrative responses that describe: 1) any challenges encountered while working towards the goal and its objectives, and 2) how they were addressed. A table format is used to list each challenge and how it was addressed in separate rows.

Each text box will expand as necessary so that as much space as needed is available to ensure sufficient detail is provided to describe the progress and challenges during the reporting period.

SECTION D: Outreach and Awareness Campaigns

This section requests information about project activities during the reporting period focused on community outreach and awareness campaigns. Only report outreach and awareness campaign activities funded by the grant.

Important Difference Between Section D & Section E

Before you report, know the distinguishing factors between these two sections.

- **Section D: Outreach and Awareness Campaigns** – generally refers to activities that are considered marketing efforts that aim to raise awareness about a particular topic (e.g., MMIP) or inform people about the availability of support services. The activities target a large number of people and can provide general information about a topic, but the intent is to inform the community about a current problem.
- **Section E: Education, Training, and Prevention Activities** – generally refers to activities focused on imparting fundamental knowledge and applying new skills. These activities are typically led by an instructor, trainer, or facilitator and are delivered to groups of people through lectures, demonstrations, and hands on activities. The focus is learning and applying new skills rather than just raising awareness.

There is a degree of overlap between the two sections if one focuses on just the content of the message being imparted. However, also consider the depth of the material, intended audience, and intended outcomes. Please direct any questions on how to report for the specific project to the BSCC grant team at MMIP@bscc.ca.gov.

1. **Activities:** For any activity or activities that were accomplished during the reporting period as part of the community outreach and awareness campaigns, use the table provided to report, for each activity: (i) the total number used, and (ii) a brief description. If an activity was not used during the reporting period, enter N/A for the quantity.
 - **Amber/Feather Alerts:** Utilizing Amber and/or Feather alerts to disseminate critical information to the community regarding missing or murdered people. These alert systems increase the likelihood of successful outcomes while also raising awareness about the issue of missing and murdered indigenous people.
 - **Billboards:** Billboards produced for the purpose of notifying the community about a variety of issues surrounding missing and murdered indigenous people. Topics may include new and existing MMIP cases, resources, awareness, and

notifications of hotlines. Report the number of individual billboards installed. Include only in the reporting period they were installed. If three billboards were installed in a single reporting period at three distinct locations, report three (3) in the Quantity column.

- **Flyers/Pamphlets:** Flyer or pamphlets produced for the purpose of notifying the community about a variety of issues surrounding missing and murdered indigenous people. Topics may include new and existing MMIP cases, resources, awareness, and notifications of hotlines. Report the number of flyers or pamphlets distributed during the reporting period. For example, if a flyer was made/designed to raise awareness about a specific MMIP case and five hundred (500) copies of the flyer were distributed, report 500 within the Quantity column.
- **Posters:** Posters produced for the purpose of notifying the community about a variety of issues surrounding missing and murdered indigenous people. Topics may include new and existing MMIP cases, resources, awareness, and notifications of hotlines. Report the total number of posters distributed. For example, if ten (10) posters were distributed to raise awareness for a specific case, report ten (10) in the Quantity column.
- **Presentations:** Short, informal presentations to share information with people on a variety of issues. Topics may include awareness of missing and murdered indigenous people, available resources, and law enforcement efforts. The short, informal presentations may occur at a variety of venues including festivals, awareness nights, or booths for community events. The information is shared with a general audience rather than participants who are enrolled in active case management and/or have progress tracked over time. Do not include formal, scheduled educational/curriculum-based meetings or trainings here as these should be reported in Section E: Education, Training, and Prevention Activities.
- **Social Media Posts:** Social media posts by the project designed to bring awareness to the community about a variety of issues surrounding missing and murdered indigenous people. Topics may include new and existing MMIP cases, resources, awareness, and notifications of hotlines. This can include but is not limited to posts via websites, Facebook, Instagram, TikTok, Twitter/X, etc. Report the total number of posts published. For example, if twenty (20) posts were published to raise awareness for a specific case, report twenty (20) in the Quantity column.
- **Surveys:** Survey administered by the grantee to identify needs, knowledge levels, and perspectives of the community. Surveys help bring a voice to specific issues being experienced by the community.
- **Tipline contacts:** Report the total number of contacts received during the reporting period through tips lines, email or other mechanisms that are or were

established for requesting critical information from the community regarding missing or murdered people and case investigations.

- **Other, please describe:** Provide a count and brief description of any other participant activity used for community outreach and awareness campaigns.
2. **Goals:** Use the list of options provided to select the goal(s) of the community outreach and awareness campaign activities during the reporting period. Select all that apply. The list of options include:
- **Education/prevention of MMIP and/or human trafficking:** Outreach and awareness designed to notify community members of issues surrounding MMIP and/or human trafficking. The intent is to raise awareness about a topic or fact rather than imparting in-depth knowledge or skills.
 - **MMIP case awareness:** Outreach and awareness designed to notify members of ongoing case investigations, law enforcement efforts with cases, and encouragement for those with information to come forward.
 - **Tribal resources:** Outreach and awareness designed to notify people of available tribal resources that can be accessed for support.
 - **Other, please describe:** Provide a brief description of any other goals the project set forth to achieve.
3. **Target Population:** Use the list of options provided to select the populations that were the intended audience for the outreach and awareness campaign activities during the reporting period. Select all that apply.
- **Family of victims:** People who are closely connected with victims. See below for the victim definition.
 - **Local community:** Any community of people living in the geographical area of the grantee.
 - **Tribal community:** All members of the tribe and members of their households, residents of the Rancheria, persons with significant ties to the tribe, and persons consenting to the jurisdiction of the tribe.
 - **Victims:** People who were directly impacted by MMIP, human trafficking, sexual assault, domestic violence, or other crimes.
 - **Other, please describe:** Provide a brief description of any other target populations served.
4. **Highlights:** Use the text box provided to describe any accomplishments or outcomes that were achieved because of the community outreach and awareness activity/activities. For example, were new cases identified or pre-existing cases reinvestigated as a result, new tips gathered, a certain number of people were reached during the activities, etc.?

SECTION E: Education, Training, and Prevention Activities

This section requests information related to the project's delivery of education, training, and prevention activities, as well as attendance at conferences.

Important Difference Between Section D & Section E

Before you report, know the distinguishing factors between these two sections.

- **Section D: Outreach and Awareness Campaigns** – generally refers to activities that are considered marketing efforts that aim to raise awareness about a particular topic (e.g., MMIP) or inform people about the availability of support services. The activities target a large number of people and can provide general information about a topic, but the intent is to inform the community about a current problem.
- **Section E: Education, Training, and Prevention Activities** – generally refers to activities focused on imparting fundamental knowledge and applying new skills. These activities are typically led by an instructor, trainer, or facilitator and are delivered to groups of people through lectures, demonstrations, and hands on activities. The focus is learning and applying new skills rather than just raising awareness.

There is a degree of overlap between the two sections if one focuses on just the content of the message being imparted. However, also consider the depth of the material, intended audience, and intended outcomes. Please direct any questions on how to report for the specific project to the BSCC grant team at MMIP@bscc.ca.gov.

Conference/GONA Attendance

Questions one (1) through three (3) request information related to conference(s) or Gathering of Native Americans (GONAs) that were attended by tribal members/staff. Do not complete if the conferences/GONAs were hosted by the grantee. If the grantee hosted a conference/GONA, include it in “Education, Training, and Prevention Activities Implemented” sub-section below.

1. **Name of conference(s)/GONA(s) attended.** Use the text box provided to list the name(s) of any conferences/GONAs tribal members/staff attended during the reporting period. If multiple conferences or GONAs were attended, list the name of each conference/GONA attended separately.
2. **Number of tribal members/staff who attended conference/GONA.** Use the text box provided to report the number of tribal members/staff who attended the conference/GONA. If multiple conferences or GONAs were attended, report the number of tribal members/staff who attended each conference/GONA separately.
3. **Conference/GONA content.** Use the check boxes provided to select the category that best describes the content of the conference/GONA. If multiple topics were

discussed at the conference/GONA, select all that apply. If topics were discussed that are not included on the list, use the “Other” category, and in the corresponding text box briefly describe the content.

Education, Training, and Prevention Activities

The remainder of this section gathers information about the education, training, and prevention activities that occurred during the reporting period.

First, the total number of distinct activities that occurred during the reporting period is requested. Second, for each activity that occurred, a series of questions is used to gather information about the specific activity (i.e., content of training, target audience, number of times delivered, number of attendees, metrics related to effectiveness, and any additional information). Each series of questions is grouped together in a subsection. A subsection should be completed for each distinct activity that occurred during the reporting period. The subsections are labeled Activity #1, Activity #2, and Activity #3. The number of subsections completed should be equal to the total number of distinct activities reported. If more than three (3) subsections are needed, please use the [Section E Supplemental Form](#) and include it as an attachment to the QPR.

- 4. Total number of activities.** Use the text box provided to report the total number of distinct activities that occurred during the reporting period that provided education, training, or prevention. If the same activity (e.g., mentor training) occurred twice (2) during the reporting period, count it as one (1) activity. Enter numerical, whole values only.

If drone/technology training occurred, please enter that information in Section J: Use of Drones/Technology to Assist with Search and Rescue below. All other education, training, and prevention activities should be reported in this section.

Activity #X Subsection. Complete a subsection for each distinct activity. Each subsection collects eight (8) pieces of information about the respective activity.

- 5. Name/title of activity.** Use the text box provided to report the name or title of the education, training, or prevention activity.
- 6. Activity category.** Use the list of options provided to select the category that best describes the content or information provided to the participants who attended. Select all that apply. If the content is not listed, select the “Other” category and provide a brief description of the content in the corresponding text box.
 - **Cultural/intergenerational gathering:** A gathering of people from similar cultures or tribes made up of multiple generations, from the youngest to the oldest, to form mutually beneficial relationships and learn from each other.
 - **Domestic violence prevention education:** Targeted teaching designed to increase awareness of domestic violence, recognizing abusive behavior or signs, and understanding characteristics of healthy relationships.

- **Gathering of Native Americans (GONA):** A Native-American, culture-based planning process where community members gather to address community-identified issues, using an interactive approach that empowers and supports members.
- **Healing or talking circles:** A Native American approach of bringing people together in a quiet respectful manner for the purpose of teaching, listening, learning and sharing. Often used as an approach to addressing mental health needs.
- **Human trafficking prevention education:** Targeted teaching designed to increase awareness of human trafficking, how to recognize and report it, and how to prevent it.
- **Mentor training:** Training provided to adult mentors who will provide a positive relationship to youth, as well as provide them with guidance, support and a deeper understanding of their native culture.
- **MMIP awareness and prevention education:** Targeted teaching designed to increase awareness of missing and murdered indigenous people, the relationship between MMIP and other crimes such as domestic violence and human trafficking, and recognizing behavior or signs of MMIP and associated crimes.
- **Substance use disorder education:** Targeted training to youth and adults about substance use disorder, and its impact on the person and society at large.
- **Suicide prevention education:** Targeted training to educate people on how to recognize suicide warning signs, respectfully report concerns, and support people who may be struggling.
- **Trauma-informed care training:** Targeted training to people to provide compassionate care to people who have been exposed to trauma, recognize the signs and symptoms of trauma, integrate knowledge about trauma into their practices, and strategies to avoid re-traumatization.
- **Trauma recovery training:** Targeted training to people to help others overcome past traumas, and to foster recovery and empowerment in survivors of trauma. This type of training usually is targeted for people who treat survivors of domestic violence, sexual assault, and human trafficking. An example includes Seeking Safety.
- **Other, please describe:** Use the text box to provide a brief description of any other category that describes the content delivered.

7. **Activity description.** Use the text box provided to provide a brief description of the activity.

8. **Target audience.** Use the list of options provided to select the target audience of the activity. Select all that apply. Limit selections to only those whom the activity was *intended*. For example, if the activity was intended for the tribal community, but a couple of people outside of the tribal community attend, only report the tribal community. However, if the event was intended for the tribal community and a large number of people outside of the tribal community attended, then include this additional audience as a target audience.

If the target audience is not listed, use the “Other” category and provide a brief description of the target audience in the corresponding text box.

- a. **County health care services:** An agency administered by county officials to provide health related services to county residents.
- b. **County superior court:** A system administered by county officials to resolve civil and criminal cases.
- c. **Local community:** Any community of people living in the geographical area of the grantee.
- d. **Local law enforcement:** City police or county sheriff.
- e. **Private investigator:** Private investigator(s) contracted by the grantee.
- f. **Tribal advocates:** People who publicly support or recommend a particular cause or policy of the tribe. May or may not be members of the tribal community.
- g. **Tribal community:** All members of the tribe and members of their households, residents of the Rancheria, persons with significant ties to the tribe, and persons consenting to the jurisdiction of the tribe.
- h. **Tribal court:** A system administered by the tribe to resolve civil and criminal cases involving tribal members.
- i. **Tribal law enforcement:** An agency administered by tribal officials to provide public safety services.
- j. **Tribal staff:** Staff employed by the tribe. May or may not be members of the tribal community.
- k. **Tribal youth:** Members of the tribal community (see definition below) who are under the age of 24.
- l. **Other, please describe:** Use the text box to provide a brief description of any other target audiences served.

9. Number of times delivered. Use the text box provided to report the number of times this activity was delivered during the reporting period. If it was only delivered one time, enter 1.

10. Total number of attendees. Using the table provided, report the number of attendees for each time the activity was delivered. If the activity was only offered once, only complete the first line. If the activity was offered multiple times during the reporting period, enter the number of people in attendance at each session and include a total in the last row. If additional rows are needed, report the instances offered and number of attendees within item # E.12 Additional information, below. If additional rows are reported in item #E.12, include those attendees in the Total row in item #E.10.

11. Metrics. Use the text box provided to report any data or metrics collected to assess the effectiveness of this activity and any findings. This may include things such as pre- post-test surveys, knowledge tests, or other outcome measures.

12. Additional information. Use the text box provided to share any additional information or impacts related to the activity.

SECTION F: Distribution of DNA Kits

This section collects a variety of information related to project activities during the current reporting period focused on the distribution of DNA kits. DNA kits may be distributed to tribal community members, regional community members, runaways, victims, or family members of victims for the purposes of proactively identifying community members in response to a specific case or incident and locating and identifying missing or murder indigenous people. Only report those kits funded by the grant.

- 1. Number of DNA kits distributed:** Use the text box provided to report the total number of DNA kits distributed by the grantee during the current reporting period. Enter whole, numerical values only.

DNA kits refer to the collection of biological material (DNA) for the purposes of sequencing and comparing results to create a DNA profile. The profile may then be used in case investigations or part of establishing a database.

- 2. Target Population.** Use the text boxes provided to select the target population that was the focus of the distribution efforts during the reporting period. Select all that apply.

- **Families of victims:** People who are closely connected with victims. See below for the victim definition.
- **Local community:** Any community of people living in the geographical area of the grantee.
- **Runaways:** Youth who have left home without parental/caregiver permission and stayed away.
- **Tribal community:** All members of the tribe and members of their households, residents of the Rancheria, persons with significant ties to the tribe, and persons consenting to the jurisdiction of the tribe.
- **Victims:** People who were directly impacted by MMIP, human trafficking, sexual assault, domestic violence, or other crimes.
 - **Other, please describe:** Use the text box provided to describe the population who received DNA kits that was not listed above.

- 3. Goals.** Use the check boxes provided to indicate the goals for the DNA kit distribution efforts during the reporting period. Select all that apply.

- **Prevention:** Distributing DNA kits for the purpose of establishing a DNA profile, establishing, or updating a DNA database, or educating community members about the use of DNA kits in helping with case investigations.
- **Intervention, in response to a specific case or incident:** Distributing DNA kits for the purpose of helping with case investigations, identifying victims, or to identify or rule out suspects.
- **Other, please describe:** Use the text box provided to describe the intended purpose of the DNA kit that was not listed above.

- 4. Highlights.** Use the text box provided to describe any accomplishments, outcomes, or impacts that were achieved because of the distribution of DNA kits during the current reporting period. For example, were cases resolved, did community members indicate they felt safer having shared their DNA in the event of an incident involving missing and/or murders indigenous people, etc.?

SECTION G: Cooperation and Communication on Jurisdictional Issues

This section collects information about the activities that occurred during the reporting period to improve cooperation and communication on jurisdictional issues.

First, the total number of distinct activities that occurred during the reporting period is requested. Second, for each distinct activity that occurred, a series of questions is used to gather information about the activity (i.e., format, description, frequency, number of attendees, attendees' agency affiliations, and accomplishments and outcomes). Each series of questions is grouped together in a subsection labeled Activity #1, Activity #2, and Activity #3. A subsection should be completed for each distinct activity that occurred during the reporting period. The number of subsections completed should be equal to the total number of distinct activities reported. If more than three subsections are needed, please use the [Section G Supplemental Form](#) and include it as an attachment with the QPR submission.

- 1. Total Number of Activities.** Use the text box provided to report the total number of distinct activities that occurred or were held during the reporting period to improve cooperation and communication on jurisdictional issues. If the same activity (e.g., a round table meeting) occurred three (3) times during the reporting period, count it as one (1) activity. Enter numerical, whole values only.

Complete a Subsection for Each Activity

Each subsection collects seven pieces of information about the respective activity:

- 2. Name/Title of Activity.** Use the text box provided to report the name or title of the activity.
- 3. Activity Format/Type.** Use the checkboxes provided to select the most appropriate description of the activity's format or the type of activity. Two options are provided – meeting or conference. "Other" is also available as an option. If used, please provide a description of the activity format or type.
- 4. Activity Description.** Use the text box provided to describe the activity including a brief description of its purpose, goals, or objectives.
- 5. Frequency.** Use the text box provided to report the number of times the activity occurred during the reporting period. If it only occurred one time, enter 1. Enter a

whole, numerical value only.

- 6. Total Number of Attendees.** Use the table provided to report the total number of unique people who attended each occurrence. If offered once, fill in the first row only. If offered multiple times during the reporting period, enter the number of unique attendees for each time the activity occurred. Include total of all attendees in the last row. Enter whole, numerical values only. If additional rows are needed, report the instances offered and number of attendees within item #G.9 Additional information, below. If additional rows are reported in item #G.9, include those attendees in the Total row in item #G.6.
- 7. Attendees by Agency Affiliation.** Use the pre-defined options provided to select the agency affiliations of the people who attended the activity (across all occurrences). Select all options that apply.
 - **County superior court:** A system administered by county officials to resolve civil and criminal cases.
 - **Federal law enforcement:** Federal-level law enforcement. For example, the Department of Justice and the Bureau of Alcohol, Tobacco, Firearms, and Explosives.
 - **Local community:** Any community of people living in the geographical area of the grantee.
 - **Local law enforcement:** City police or county sheriff.
 - **Private investigator:** Private investigator(s) contracted by the grantee.
 - **State law enforcement:** State-level law enforcement. For example, California Department of Justice, California Highway Patrol, California Bureau of Firearms, and California Bureau of Investigation.
 - **Tribal community:** All members of the tribe and members of their households, residents of the Rancheria, persons with significant ties to the tribe, and persons consenting to the jurisdiction of the tribe.
 - **Tribal law enforcement:** An agency administered by tribal officials to provide public safety services.
 - **Tribal court:** A system administered by the tribe to resolve civil and criminal cases involving tribal members.
 - **Unknown, did not collect:** Attendee's agency was unknown, and not collected.
 - **Other, please describe:** Use the text box provided to describe the agency affiliation.
- 8. Accomplishments or Outcomes.** Use the text box provided to describe any accomplishments or outcomes that were achieved because of the activity. For example, was an agreement established, a working group established, a training scheduled, or a relationship established or strengthened?
- 9. Additional information.** Use the text box provided to share any additional information or impacts related to the activity.

SECTION H: Support Services

This section collects a variety of information related to people who receive support services through the grant-funded project, the services they are provided, and any outcomes they may demonstrate. This section is organized into four subsections:

- New Participants and their Demographic Information
- Services Provided to Participants During the Reporting Period
- Outcomes of Participants
- Data Check Resource for the Reporting of Participant Information

New Participants and their Demographic Information

This subsection requests a count of the number of unique people who, during the reporting period, were newly signed up or newly enrolled to receive support services through the grant-funded project. Then, for each of these people, a variety of demographic information is requested. For each unique person who is provided with support services, the information requested in this subsection should only be provided once – in the reporting period the person signed up or enrolled for support services.

For this subsection, five pieces of information are requested:

- 1. Total Number of New Participants.** Use the text box provided to report the total number of unique people who signed up or were enrolled during the reporting period to receive support services through the grant-funded project. Enter numerical, whole values only. Do not include any people who were counted in prior reporting periods.
- 2. Participant Group.** A table is provided with four (4) pre-defined categories intended to capture the reason why participants are being provided with support services. For each category, indicate the number of new participants (of those reported in H.1) for which the reason is applicable. **A participant can be included in more than one category.** However, the value provided for a specific category should not exceed the total number of new participants reported in H.1. That is, the category cannot apply to more people than the total count of new participants. The list of participant group categories includes:
 - a. At-risk for experiencing violence in their lifetime
 - b. Impacted by MMIP or human trafficking. This can be either directly or as a friend, family member, or relative.
 - c. Victim of family, domestic, or dating violence.
 - d. Youth or young adult in a mentoring program.
 - e. Other, please describe. If “Other” is applicable, please use the text box provided to describe the reason the participant(s) is seeking support services and the number of participants for which each reason is applicable.
- 3. Race/Ethnicity.** A table is provided with pre-defined race/ethnicity categories to collect race and ethnicity information for the new participants. For each category, indicate the number of new participants (of those reported in H.1) for which the category is applicable. **A participant can be included in ONLY one category.** For

individuals who indicate multiple races/ethnicities, report them as “Multi-ethnic” within category ‘j. includes American Indian/Alaska Native’ or ‘k. does not include American Indian/Alaska Native’, as applicable. The sum of the reported values (total provided in the last row) should equal the total number of new participants (H.1) provided for the reporting period.

Self-report is the preferred method for collecting race and ethnicity data. “Other” should be used when the individual does not self-identify with any of the race and ethnicity categories or options provided. The State of California mandates that collection of race and ethnicity data must include and report each major Asian group, including, but not limited to, Chinese, Japanese, Filipino, Korean, Vietnamese, Asian Indian, Laotian, and Cambodian, and each major Pacific Islander group, including, but not limited to, Hawaiian, Guamanian, and Samoan. The State also specifies the collection of ethnicity or race data must provide the option of selecting one or more ethnicity or racial designations (see the [Recommendations for the Collection and Reporting of Juvenile Race and Ethnicity Data](#)). If a form is required to collect self-reported data from clients, an optional form is available at <https://www.bscc.ca.gov/wp-content/uploads/C.-Race-and-Ethnicity-Form.docx>.

Grantees may have unique circumstances which affect the way they can report these data. In these instances, grantees are strongly encouraged to contact the BSCC grant team at MMIP@bscc.ca.gov to ensure an appropriate and consistent solution can be identified.

4. **Gender Identity.** A table is provided with pre-defined gender identity categories to collect gender identity information for the new participants. Gender identity refers to an individual’s innate sense of their gender (in contrast to their biological sex assigned at birth). For each category, indicate the number of new participants (of those reported in H.1) for which the category is applicable. **A participant can be included in ONLY one category.** Please ask participants to self-report whenever possible. The sum of the reported values (total provided in the last row) should equal the total number of new participants (H.1) provided for the reporting period. The list of gender identify categories is below and select terms were defined.
 - a. Woman
 - b. Man
 - c. Transgender woman – a person who was assigned the biological sex of male at birth who lives and identifies as a woman.
 - d. Transgender man – a person who was assigned the biological sex of female at birth who lives and identifies as a man.
 - e. Gender non-binary – a person who does not identify exclusively as a man or woman, may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories.
 - f. Two-spirit – a person who identifies as having both a masculine and a feminine spirit.
 - g. Prefer to self-define or questioning
 - h. Decline to state

- i. Other, please describe. If “Other” is selected, please use the text box provided to describe the gender identity of the participant(s) and the number of participants for which the gender identity is applicable.
 - j. Unknown/did not collect
5. **Age.** A table is provided with predefined age categories to collect age information for the new participants. For each age category, indicate the number of new participants (of those reported in H.1) for which the category is applicable. **A participant can be included in ONLY one category.** Please use the participants’ age at the time they signed up or enrolled to receive support services. The sum of the reported values (total provided in the last row) should equal the total number of new participants (H.1) provided for the reporting period. The list of age categories includes:
 - a. Under 13 years of age
 - b. 13-17 years
 - c. 18-24 years
 - d. 25-30 years
 - e. 31-40 years
 - f. 41-50 years
 - g. 51-60 years
 - h. 61 years or older
 - i. Unknown/did not collect

Services Provided to Participants During the Reporting Period

This subsection requests a count of the number of unique participants who, during the reporting period, received support services and the support services they received.

For this subsection, three types of information are requested.

6. **Total Number of Participants Who Received Services** – Use the text box provided to report the total number of unique participants who received support services during the reporting period. This count should include new participants for the quarter and those who were “new” in prior quarters and continued to receive services. Finally, only include in the count those participants who were actively engaged in services – that is, received or participated in at least one service during the reporting period.
7. **Services Received** – A table is provided with a list of pre-defined services as the rows (see the data dictionary for definitions). For each service, use the text box provided in the second column to report the number of participants (of those reported in H.6) who received the service at least once during the reporting period. Provide a total number of unique participants who received the service, not the count of how many times the service was provided.

Important instructions:

- Be sure to review the definition for each pre-defined service. The definitions are below.

- The services can be provided either directly by the project (on-site) or on a referral basis. If the services were provided through a referral, **only** count a service as being provided if it was confirmed that the participant followed through on the referral and received the service in the reporting period.
- A participant can receive multiple services and be included in the count for multiple rows (e.g., received basic needs and case management). However, the value for a specific service (i.e., row) should not exceed the total number of participants who received services (H.6). That is, the service cannot be provided to more people than there are participants who received support services.
- If the service is not provided as a component of the grant-funded project, report N/A for “not applicable”.
- If the service is a component of the project and could be provided, but was not during the reporting period, report zero.

Service definitions:

- a. Basic needs:** Providing individuals with basic needs including but not limited to clothing, toiletries, blankets, etc. This does not include providing individuals with food (see food access).
- b. Case management:** The assessment, planning, and care coordination of services to meet a person’s individual needs.
- c. Connected with an MMIP case investigator:** Any service aimed at connecting victims and families of victims with MMIP case investigation conducted by law enforcement.
- d. Court filing fees assistance:** Court fees or costs paid directly by the grant funded project or helping a person to file court papers to receive services without paying court fees and costs.
- e. Cultural/intergenerational gathering:** a gathering of people from similar cultures or tribes made up of multiple generations, from the youngest to the oldest, to form mutually beneficial relationships and learn from each other.
- f. Educational support:** Any services aimed to help youth progress in school, including tutoring, academic advising, study hall, supplemental classes, etc.
- g. Family reunification support:** Any services specifically intended to support the unique needs of a person being reunited with their family (parents, children, siblings), other important care givers (aunts, uncles, grandparents), or the tribal community including visitation, case management, education, skill building, or other service delivery. When the remains of a missing person are recovered, these services may include exhumation (if needed), repatriation, and burial of the remains.
- h. Food access:** Providing a person with food.
- i. Health services:** Providing services to address the prevention, diagnosis, treatment, amelioration or cure of disease, illness, injury, and other physical impairments in individuals.
- j. Housing-related support:** Services to help individuals find shelter or housing. Services may include but are not limited to tenant screening, housing assessment, individualized housing support plan, housing search, assistance with housing applications and required documentation, assisting

with benefits advocacy, and identifying and securing resources to assist with rent and expenses.

- k. Legal services:** Services that focus on legal support for participants. Services may include legal advocates, legal representation in court proceedings, technical assistance, and policy making.
- l. Mental health services, individual:** Providing participants mental health support services such as counseling. Many types of counseling are acceptable, but please reserve this category for counseling that is relatively structured and intensive and would not be more appropriately described as mentoring or skill building activities. *This service focuses on the mental health services provided in an individual or one-on-one setting.*
- m. Mental health services, group or talking circle:** Same as above. However, use this service when the mental health services are provided in a group or talking circle.
- n. Mentoring, one-on-one:** Formation of an ongoing relationship between a mentor from the project and participant in which the mentor becomes a confidant, role model, teacher, friend, etc. and supports a path of positive development for the participant. Use this service for mentoring that occurs in a one-on-one setting.
- o. Mentoring, group or talking circle:** Same as above. However, use this service for mentoring that occurs in a group or talking circle.
- p. Mentoring, intergenerational gathering:** Same as above. However, use this service for mentoring that occurs during intergenerational gatherings.
- q. Patient advocate:** Services that help a person communicate with their health care provider so they get the information they need to make decisions about their healthcare.
- r. Print, marketing, advertisement cost assistance:** Costs paid directly by the grant funded project for any print, marketing or advertisements made related to an MMIP case.
- s. Public assistance programs:** Helping people to enroll or sign up for public assistance programs, including but not limited to Social Security, veteran's benefits, retirement benefits, CalFresh, WIC, SNAP, etc.
- t. Substance use treatment, individual:** Providing participants with substance use support services which may include inpatient or outpatient rehab, sessions with a substance use counselor, Alcoholics Anonymous, Narcotics Anonymous, detox, medication assisted therapy, or other services. Use this service for substance use treatment that occurs in a one-on-one setting.
- u. Substance use treatment, group or talking circle:** Same as above. However, use this service for substance use treatment that occurs in groups or talking circles.
- v. Transportation assistance:** Any service aimed at helping participants with transportation for appointments or associated with MMIP cases. This may include providing vouchers for public transportation or ride share services, transportation by project staff, or reimbursement of travel expenses.
- w. Victim advocate:** Any services aimed at providing support to victims. Services may include crisis intervention, emotional support, referrals, information about

legal rights and protections, assisting with understanding the court or criminal justice system, and safety planning.

- x. **Other, please describe:** Use the text box provided to describe the service provided to participants. The service should not be listed in the options above.

- 8. **Highlights** – Use the text box provided to describe any highlights, accomplishments, or challenges overcome during the reporting period as it relates to the participants and the services they were provided. Please do not include any personally identifiable information about any participants.

Outcomes of Participants

This subsection requests a count of the number of participants for whom outcomes are being reported and the outcomes that were demonstrated.

For this subsection, three types of information are requested.

- 9. **Total Number of Participants Whose Outcomes are being Reported** – Use the text box provided to report a count of the unique number of participants whose outcomes are being reported. Enter whole, numerical values only.

Before reporting outcomes keep in mind:

- a. A participants' outcomes can only be reported one time during the grant period within only one QPR.
- b. A participants' outcomes should only be reported when:
 - the person is no longer receiving services;
 - there is no expectation the person will receive services in the remaining grant period; and/or,
 - at the end of the grant period (i.e., reported in QPR #13 due February 15, 2027).

- 10. **Outcomes of Participants** – A table is provided with a list of pre-defined outcomes as the rows. For each outcome, use the text box provided in the second column to report the number of participants (of H.9) who demonstrated the outcome. Enter whole, numerical values only.

Important instructions:

- Be sure to review the definition for each outcome. The definitions are below.
- An outcome refers to a change that happens compared to some prior state.
- Only report outcomes with well-defined measures. Some possible ways to measure change include validated (or non-validated) questionnaires, interviews, observations, and behavioral assessments. Outcomes should not be based on personal interactions or anecdotes.

- Outcomes reported should be relevant to both the participant and the services provided.
- The same participant may be reported across multiple outcomes (i.e., rows). However, the value reported for a single row should not exceed the total number of participants whose outcomes are being reported (i.e., the value reported for H.9).
- If the outcome was not tracked/measured as a component of the grant-funded project, report N/A. If the outcome was tracked, but was not demonstrated for the participants being reported, report zero.

Outcome definitions:

- Achieved closure regarding an MMIP case:** Any participant who achieved closure satisfaction. Closure generally refers to a feeling of resolution for a traumatic, upsetting, or confusing life event.
- Decrease in substance use:** Any participant who improved their substance use status compared to when they signed up or enrolled for services. This could mean a verified decrease or complete cessation of use, improvement of a standardized substance abuse assessment, or the opinion of a qualified professional.
- Improved cultural awareness/identity:** Any participant who exhibited an increase in their level of cultural awareness and identification with their heritage.
- Improved mental health status:** Any participant who improved their mental health status compared to when they signed up or enrolled for services. This could mean improvement of a standardized mental health assessment or the opinion of a qualified professional.
- Improved resilience:** Any participant who exhibited an improvement in their ability to adapt to difficult or challenging life experiences, especially through mental, emotional, and behavioral flexibility and adjustment to external and internal demands¹ as measured using a standardized assessment for the construct² or the opinion of a qualified professional or Indigenous Cultural Expert.
- Improved self-confidence:** Any participant who exhibited an improvement of trust in their abilities, capabilities, and judgment as measured³ using a standardized assessment for the construct or the opinion of a qualified professional.
- Improved self-esteem:** Any participant who exhibited an improvement in their physical self-image, view of their accomplishments and capabilities, and values and perceived success in living up to them, as well as the ways in

¹ American Psychological Association. (2018, April 19). *APA Dictionary of Psychology*. <https://dictionary.apa.org/resilience>

² Sheung, L. K. (June 2022). Repository of Resilience Measures. Center for Health and Happiness. Harvard T.H. Chan School of Public Health. <https://www.hsph.harvard.edu/health-happiness/repository-of-resilience-measures/>. Provided as a resource only. The BSCC does not endorse or approve specific measures.

³ American Psychological Association. (2018, April 19). *APA Dictionary of Psychology*. <https://dictionary.apa.org/resilience>

which others view and respond to them.⁴ Improvements should be measured using a standardized assessment for the construct or the opinion of a qualified professional.

- h. Reunited with family and/or support system:** Any participant who was brought back together with their family (parents, children, siblings), other important care givers (aunts, uncles, grandparents), or the tribal community.
- i. Other, please describe:** Use the text box provided to describe any other outcome demonstrated by a participants or participants that was not listed above.

11. Highlights – Use the text box provided to describe any highlights, accomplishments, or challenges overcome as it relates to the participants and the outcomes demonstrated. Please do not include any personally identifiable information about any participants.

Data Check Resource for the Reporting of Participant Information

This subsection was developed as a resource to assist with data verification and ensuring data are being reported as intended for the QPR design. Completing this section each quarter is encouraged and is **required for the Quarter 13 QPR**. The subsection consists of two tables to complete as described below.

12. Key Participant Data Points. Use the text boxes provided in the second column to report the following calculations:

- a.** The total number of new participants reported across all QPRs to date (including the current QPR). To calculate, sum all values reported for item H.1 across all QPRs.
- b.** The total number of participants whose outcomes were reported across all QPRs. To calculate, sum all values reported for H.9 across all QPRs.

13. Data Check. Use the text box provided in the second column to report the following calculation:

- c.** [Total number of new participants across all QPRs] (calculation in 12.a above)
– [Total number of participants whose outcomes were reported across all QPRs] (calculation in 12.b above)

Next, evaluate the value obtained in the calculation described in 13.c above as follows:

- If the value of 13.c is zero (0) then outcomes for **all** participants have been reported. This is excellent.
- If the value of 13.c is negative (less than zero), then outcomes have been reported for more participants than the number of participants reported. **In this situation, a data correction is needed. Please reach out to the BSCC to discuss.**

⁴ American Psychological Association. (2023, Nov. 15). *APA Dictionary of Psychology*. <https://dictionary.apa.org/resilience>

- If the value of 13.c is positive (greater than zero), then there are some participants for whom outcomes have not been reported. **In this situation, please complete question 14 below for QPR #13 ONLY.**

For the Quarter 13 QPR and if the data check value is positive, complete question 14.

14. Participants for which Outcomes were not Reported. Use the text box provided to provide a brief description of why outcomes were not reported. That is, were the participants continuing with services, contact was lost with the participants, etc. Give counts by reason or category, if feasible. This question only needs to be completed for QPR #13, the final QPR.

SECTION I: Investigations of New or Pre-existing MMIP Cases

This section collects a variety of information related to the investigation of new and pre-existing missing and murdered indigenous people cases. Only report investigations funded by the grant.

- 1. Agency.** Use the list of options provided to select the lead agency or agencies that are investigating missing and murdered indigenous people cases. Select all that apply.
 - **Federal law enforcement:** Federal-level law enforcement. For example, the Department of Justice and the Bureau of Alcohol, Tobacco, Firearms, and Explosives.
 - **Local law enforcement:** City police or county sheriff.
 - **Private investigator:** Private investigator(s) contracted by the grantee.
 - **State law enforcement:** State-level law enforcement. For example, California Department of Justice, California Highway Patrol, California Bureau of Firearms, and California Bureau of Investigation.
 - **Tribal law enforcement:** An agency administered by tribal officials to provide public safety services.
 - **Other, please describe:** Use the text box to provide a brief description of any other agency investigating missing and murdered indigenous people cases that were not listed above.

Question 2 gathers quantitative data related to the investigation of missing indigenous people cases. **Question 5** gathers quantitative data related to the investigation of murdered indigenous people cases. Both questions use a table format to request three pieces of information for both “new” cases and “pre-existing” cases.

- The number of cases opened/reopened.
- The number of cases for which the investigation continued.
- The number of cases that were resolved.

Use the text boxes within the second column of the tables to report the requested data for each respective row. If there was no activity during the reporting period for a requested data point, report zero (0).

For reporting purposes:

- **“New” case opened:** refers to a case that was identified after the start of the grant period for which an investigation of was started for the first time during the reporting period. New cases may have recently occurred or previously occurred but were not identified until after the start of the grant period. Do not include pre-existing cases that were previously identified but not investigated.
- **“Pre-existing” case reopened:** refers to a case that had been identified prior to the start of the grant period for which an investigation was opened again after having been investigated previously sometime in the past prior to the grant period. May include in the count any pre-existing cases that were never investigated.
- **Cases for which the investigation continued:** Investigations began (opened/reopened) in a prior quarter and were ongoing in the reporting period. Only include a case in the count if activity related to the investigation occurred during the reporting period **and** it was previously counted as a “new” case opened or a “pre-existing” case reopened.
- **Cases that were resolved:** Resolution may include cases closed due to inactivity/all leads have been pursued and no future activity is likely to occur, the missing indigenous person was found alive or deceased, an arrest was made, or a conviction occurred. Any cases included in this count should have been previously counted as a “new” case opened or a “pre-existing” case reopened.

Following each table to collect the quantitative data, qualitative information is requested for each of the respective case types (missing, murdered). Specifically:

- **About Missing/Murdered Cases:** Use the text box provided to share a description of the background relevant to the investigations of missing or murdered indigenous people cases. For example, what types of investigative efforts were done to find the missing person or people?
- **Resolution of Missing/Murdered Cases:** Use the text box provided to describe any relevant information related to the resolution of the missing or murdered indigenous people cases. For example, what was the impact of the investigations, what was the resolution for the case(s)?

SECTION J: Drones/Technology to Assist with Search and Rescue

This section requests information related to the purchase, training, and use of drones or other technology in search and rescue missions. Only report activities that occurred during the reporting period.

1. **Number and Type of Drones/Technology purchased.** In the first column of the table provided, include a brief description of the drone/technology purchased with grant funds during the reporting period. Include in the descriptions any enhanced features (e.g., drone with ground penetrating radar). For each description of drone/technology purchased, use the text box in the second column report the total number purchased.

- 2. Drone/Technology Training:** Provide information requested related to training people to use drones/technology associated with search and rescue missions.
- a. In the text box provided, report the total number of people trained using grant funds during the reporting period to use the drones/technology used in search and rescue missions.
 - b. Using the provided table, provide additional details on the specific drones/technologies that people were trained on. In the first column, provide a brief description of the drone/technology the person/people were trained on. For each respective row, provide the number of people who received the respective training. Report all trainings, regardless of whether the drones/technology were newly purchased with grant funds or were acquired before the grant period.
- 3. Search and Rescue Missions.** Complete this subsection if search and rescue missions were conducted with the use of drones/technology during the reporting period. Include the use of both existing and new drones/technology purchased using grant funds.
- a. **Drones/Technology Used.** Use the check boxes provided to select the technology that was used in the search and rescue mission(s) that occurred during the reporting period. It is understood that some of the listed technologies are attached to/part of the drone, it does not necessarily mean that it was used in a particular mission. For example, if the area being searched was all on land, even though the drone used had sonar technology, do not check “sonar technology” as it was not used.
 - **Drones:** a flying device that can be controlled remotely or autonomously using software-controlled flight plans.
 - **Ground Penetrating Radar (GPR):** a non-destructive detection and imaging method which identifies subsurface elements either underground or within a surface such as concrete.
 - **Sonar technology:** technology that uses sound waves to detect objects under the surface of the water.
 - **Thermal technology:** a camera that includes a specialized type of imaging device designed to detect and measure thermal energy or heat.
 - **3D Scanner:** technology which captures data necessary to generate highly detailed 3D models.
 - **Other, please describe:** Use the text box to provide a brief description of any other drones/technology used that were not listed above.
 - b. **Drone/Technology Metrics.** Using the table provided, report the associated metrics for all search and rescue operations that occurred during the reporting period. These metrics should include new drones/technology purchased using grant funds and existing drones/technology.
 1. **Number of search and rescue missions where drones and other technology were used:** Report the total number of search and rescue

missions where drones and other technology were used. Searches for people and/or evidence may be included.

2. **Number of drone/technology deployments:** Report the total number of drone/technology deployments. Sum all deployments, regardless of type. For example, if GPR was used five (5) times and three (3) drones were deployed during the reporting period, report eight (8).
 3. **Total number of drone flight hours:** Report the total number of drone flight hours that occurred for the purposes of search and rescue missions during the reporting period.
 4. **Total number of miles flown by drones:** Report the total number of miles flown by drones for the purposes of search and rescue missions during the reporting period.
4. **Challenges Encountered.** Use the text box provided to describe any challenges encountered using drones or other technology during search and rescue missions that occurred during the reporting period. Include a description of how the challenges were overcome.
5. **Impact of Drones/Technology:** Use the text box provided to describe how the drones or other technology impacted the search and rescue missions during the reporting period.

SECTION K: Database or Case Management Systems

This section collects information about the purchase, installation, development, or improvement of database systems or case management systems intended to identify, collect case-level data, publicize, and investigate and solve cases involving missing and murdered indigenous people. For this section, three pieces of information are requested:

1. **Activities.** A list of four activities is provided. From the list of activities, select all activities that occurred during the reporting period. The list includes:
 - A new database or case management system was purchased or installed.
 - Upgrades to an existing database or case management system were implemented.
 - Training related to the database system or case management system was provided.
 - Other database- or case management-related activities were completed. Use the text box to provide a brief description of any other database- or case management-related activities that were not listed above.
2. **Description of Activities.** Use the text box provided to describe the types of database or case management system purchases, updates, or improvements made during the reporting period.

- 3. Outcomes.** Use the text box provided to describe any outcomes that were observed or measured because of the database or case management system changes to date.

SECTION L: Additional Narrative

This section includes a text box to report any additional information necessary to detail the project's progress during the reporting period.

- 1. Additional Narrative.** Use the text box provided to share any additional information necessary to explain the project's progress during the reporting period. If providing additional details in reference to a section within this report, please cite relevant sections.
 - If providing additional details in reference to a section within this report, please cite the relevant section.
 - Additional information may include stories, history, and case information (non-personal) that may help others understand the project's effort or impart cultural information necessary to understand the data provided.
 - Grantees are encouraged to share any materials related to their investigations and outreach and awareness efforts (e.g., flyers, posters, screenshots of social media posts). To share these materials include them as an attachment in the online submission form and identify each submission by number in the text box.