



Adult Reentry Grant: (Cohort 4)

Data Reporting Guide

**Instructions for Quarterly
Data Reporting**

September 2025



INTRODUCTION

This document is an instructional guide for completing the Adult Reentry Grant (ARG) Quarterly Progress Report (QPR) for cohort 4. This guide covers each of the QPR sections and provides instructions and descriptions about the types of information the project will need to report. Additional assistance in completing this form is available:

For assistance regarding this form, please contact the BSCC at:
ARGCohort4@bscc.ca.gov

The QPR form is provided in a Word format and should be completed electronically in Word using the form fields provided.

GRANTEE INFORMATION

This section is for the collection of general information related to the grantee's organization. The following items will come pre-filled with the project's specific information. Please confirm the accuracy of this information.

- **Grantee:** Official name of grantee organization/county.
- **BSCC Grant Award Number:** Number assigned to grantee by BSCC. This number can be found on the grant agreement.
- **Project Title:** Name of project provided in the grant application information sheet.

This section requests contact information of the person who prepared the report. BSCC staff may need to contact the report preparer so provide the following information:

- **Date:** Date the QPR was completed.
- **Prepared by:** Name (first and last) of the individual who prepared the QPR.
- **Title:** Official title of the individual who prepared the QPR.
- **Phone:** Phone number to contact the individual who prepared the QPR.
- **Email:** Email address to contact the individual who prepared the QPR.

REPORTING PERIOD

Select the current quarter the project is reporting for using the drop-down menu:

Quarter	Reporting Period	Due Date
Quarter 1	June 30, 2025 – September 30, 2025	November 15, 2025
Quarter 2	October 1, 2025 – December 31, 2025	February 15, 2026
Quarter 3	January 1, 2026 – March 31, 2026	May 15, 2026
Quarter 4	April 1, 2026 – June 30, 2026	August 15, 2026
Quarter 5	July 1, 2026 – September 30, 2026	November 15, 2026
Quarter 6	October 1, 2026 – December 31, 2026	February 15, 2027
Quarter 7	January 1, 2027 – March 31, 2027	May 15, 2027
Quarter 8	April 1, 2027 – June 30, 2027	August 15, 2027
Quarter 9	July 1, 2027 – September 30, 2027	November 15, 2027
Quarter 10	October 1, 2027 – December 31, 2027	February 15, 2028
Quarter 11	January 1, 2028 – March 31, 2028	May 15, 2028
Quarter 12	April 1, 2028 – June 30, 2028	August 15, 2028

SECTION A: PROJECT DESCRIPTION

In this section, provide information necessary to describe the project. In most cases, the information provided in this section will stay consistent throughout the grant/project cycle. Once complete and approved by BSCC, this section will no longer be included in the QPR template, the final version will be retained, and any updates or modifications will need to be made by working with BSCC staff.

1. **Expansion of an ARG Project?** Use the yes/no dropdown menu provided to indicate whether this project is an expansion of an existing BSCC ARG funded project, either a cohort 2 or cohort 3.

If yes, use the text box provided to describe how the project is being expanded. This may include, but is not limited to, expansion of the number of individuals who may be served, or an expansion of the services provided.

2. **Evidence-based/Promising Practices Used:** Evidence-based practices are programs and strategies that have been found effective at improving positive or preventing negative outcomes, using rigorous scientific research methods. Programs and strategies may be evidence-based across all populations, or only for particular cultures and identities.

Promising practices are programs and strategies that have shown some positive results and potential for improving desired outcomes. They may have evidence from use in real-world settings, a strong theoretical framework, and/or expert opinion, but have not been fully replicated in scientific studies. Depending on the level of scientific evidence, these are sometimes referred to as “evidence-informed,” “research-supported,” or “emerging” practices.

Review the evidence-based/promising practices and/or approaches listed and select all that are used when delivering services or interacting with participants. Definitions for each are provided below.

- **Case Management:** The Commission for Case Manager Certification defines case management as a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the client's health and human service needs. It is characterized by advocacy, communication, and resource management and promotes quality and cost-effective interventions and outcomes.

Case management is an area of specialty practice within the health and human services professions. Its underlying premise is that everyone benefits when clients reach their optimum level of wellness, self-management, and functional capability. Case management facilitates the achievement of client wellness and autonomy through advocacy, assessment, planning, communication, education, resource management and service facilitation. Based on the needs and values of the client, and in collaboration with all service providers, the case manager links clients with appropriate providers and resources throughout the continuum of health and human

services and care settings, while ensuring that the care provided is safe, effective, client-centered, timely, efficient, and equitable. This approach achieves optimum value and desirable outcomes for all community partners and interested parties.

- **Cognitive Behavioral Therapy:** Cognitive Behavioral Therapy assumes that individuals can become conscious of their own thoughts and behaviors and then make positive changes to them. Individuals' thoughts are often the results of experiences, and behavior is often influenced and prompted by these thoughts. In addition, thoughts may sometimes become distorted and fail to reflect reality accurately. Cognitive Behavioral Therapy focuses on restructuring distorted thinking and perception, which in turn changes individuals' behavior.¹ Common cognitive behavioral programs for individuals who are system involved are Aggression Replacement Training, Moral Reconation Therapy, Relapse Prevention Therapy, and Thinking for a Change.²
- **Critical Time Intervention:** A time-limited, evidence-based practice that mobilizes support for society's most vulnerable individuals during periods of transition. It facilitates community integration and continuity of care by ensuring that a person has enduring ties to their community and support systems during these critical periods.
- **Harm Reduction:** A set of practical strategies that reduce negative consequences of drug use. It incorporates a spectrum of strategies that move through stages of safer use, managed use, and abstinence. Harm reduction strategies meet drug users "where they're at," addressing conditions of use with the use itself. It can also be used to address other behavioral health concerns. *Housing First Resources* on page 40 for more information about the principles of Harm Reduction.
- **Housing First:** Housing First is an approach to serving people experiencing homelessness that recognizes a homeless person must first be able to access a decent, safe place to live, that does not limit length of stay (permanent housing), before stabilizing, improving health, reducing harmful behaviors, or increasing income. Under the Housing First approach, anyone experiencing homelessness is connected to a permanent home as quickly as possible and Housing First programs remove barriers to accessing housing and do not require sobriety or an absence of criminal history. It is based on the "hierarchy of needs" in which people must access basic necessities like a safe place to live and food to eat before being able to achieve quality of life or pursue personal goals. Housing First providers offer services as needed and requested, on a voluntary basis, and do not make housing contingent on participation in services. The core components of Housing first are outlined in Welfare and Institutions Code section 8255 subdivision (b).
- **Motivational Interviewing:** Motivational interviewing is a person-centered communication method of fostering change by helping a person explore and resolve ambivalence. Rather than using external pressure, motivational interviewing looks

¹ Clark, P. (2010). Preventing Future Crime with Cognitive Behavioral Therapy. National Institute of Justice Journal (265) pp. 22-25. <https://www.cpoc.org/sites/main/files/file-attachments/preventing.pdf?1501715507>.

² Milkman, H. & Wanberg, K. (2007). Cognitive-Behavioral Treatment: A Review and Discussion for Corrections Professionals. National Institute of Corrections. <https://s3.amazonaws.com/static.nicic.gov/Library/021657.pdf>.

for ways to access internal motivation for change. It borrows from client-centered counseling in its emphasis on empathy, optimism, and respect for the individual's choice. It also draws from self-perception theory, which says that a person becomes more or less committed to an action based on the verbal stance he or she takes. Thus, an individual who talks about the benefits of change is more likely to make that change, whereas an individual who argues and defends the status quo is more likely to continue present behavior.³

- **Rapid Rehousing:** Rapid rehousing is an intervention designed to move an individual who is homeless into permanent housing as quickly as possible and keep them stable once they are there. It has three components – housing identification services, financial assistance for housing-related expenses (e.g., move-in costs, deposits, rent and utility costs), and case management services to help address barriers to stable housing. Rapid rehousing is time limited.⁴
 - **Risk/Needs Assessment:** Risk and needs assessments refer to an evaluation tool used to guide decision making by estimating an individual's likelihood of reoffending and determining what criminogenic needs must be addressed to reduce that likelihood. The tools generally consist of questions designed to assess an individual's history of criminal behavior, attitudes and personality, and life circumstances. Common risk and needs assessment tools include Correctional Assessment Intervention System (CAIS), Correctional Offender Management Profile for Alternative Sanctions (COMPAS), Level of Service Assessment (LSI-R and LS/CMI), Offender Screening Tool (OST), Ohio Risk Assessment System (ORAS), and Static Risk and Offender Needs Guide (STRONG).
 - **Trauma Informed Care:** A trauma informed approach is one in which all parties involved recognize and respond to the impact of traumatic stress in a way that is designed to meet the participant's needs and ensures the physical and psychological safety of all participants, family members, and staff. A trauma-informed approach recognizes how trauma affects all individuals in an organization, program, system, and/or workforce; responds effectively and with compassion; and actively works to resist re-traumatization.
 - **Other (describe):** Provide a brief description of any other evidence-based practices and/or approaches that are used when delivering services or interacting with participants.
3. **Project Activities and Services:** Review the activities listed and select all that apply as components of the project. The activities or services may be provided either directly or through a referral process. **However, only select those activities for which there will be follow-up to ensure the participant actively participated in the activities and/or actually received the services. If individuals are simply referred and there is no follow-up to see if the participant actually followed through with the referral, do**

³ National Institute of Corrections. Motivational Interviewing. <https://nicic.gov/projects/motivational-interviewing>.

⁴ Urban Institute. June 2015. *Rapid Rehousing: What the Research Says*. <https://www.urban.org/sites/default/files/publication/54201/2000265-Rapid-Re-housing-What-the-Research-Says.pdf>.

not select the activity/service. There is space available to describe any project activities and/or services not listed here.

- **Access to basic needs:** Providing participants with basic needs, including food, clothing, toiletries, etc.
- **Education services:** Connecting participants to or providing them directly with education services. Education services may include academic tutoring, school and/or class enrollment, GED preparation courses, establishing financial aid, etc.
- **Employment services:** Connecting participants to or providing them directly with employment services which may include placement, training, job shadowing, job search skills (e.g., resume development, interview skills), etc.
- **Family/friend tenancy stipend:** Compensation provided to an individual (who is a family member or friend) who has a program participant living with them to help cover the costs associated with the participants' tenancy.
- **Financial services:** Connecting participants to or providing them directly with financial services or credit counseling. Some examples may include linkages to assistance with credit recovery, financial planning, credit disputes, budgeting, etc.
- **Housing identification:** Finding housing for individuals quickly. Involves finding and recruiting landlords willing to rent to those who are served by the program; matching participants to appropriate housing (housing that is decent, safe and will be affordable after assistance ends); provides an individual a choice in their housing.
- **Housing navigation:** Providing assistance that will help an individual develop a housing plan, address barriers identified during the plan and provide assistance with acquiring documentation and completing forms required for housing.
- **Individual case planning:** Assessing, planning, monitoring, and evaluating the services and assistance required for the individual's unique needs.
- **In-reach services:** Activities that engage incarcerated persons to prepare for reentry, transition into the community, and participate in services or programming. These can include coordination with custody staff, presentations inside facilities, communication with parole agents, administration of needs assessments, reentry plan development, family reintegration and the establishment of connections with community services.
- **Landlord incentives:** Providing financial incentive to landlords to rent to those who are served by the program (e.g., leasing bonuses, holding fees, application expense reimbursement, damage claim reimbursement).
- **Leadership/mentorship training:** Providing participants training in leadership or mentoring to develop fundamental skills so that in turn they can serve as leaders, mentors or educators to fellow participants.
- **Legal services:** Connecting participants to or providing them directly with legal services. Legal services may include legal representation for clearing outstanding fines and fees, or record sealing and expungements, custodial resolutions, reentry court, etc.
- **Life skills training:** Providing participants with training to develop skills that serve in increasing connectedness to themselves, their families and community, increasing

protective factors and decreasing risk factors (e.g., decision-making, problem-solving, critical thinking, self-awareness).

- **Medical services:** Connecting participants to or providing them directly with medical services. Medical services may include signing participants up for health care services (Medi-Cal, private insurance) establishing a primary care provider, providing transportation to medical appointments and the pharmacy, and much more.
- **Mental health services:** Connecting participants to or providing them directly with mental health services provided by professionals. Mental health services may include individual counseling, group therapy, crisis services, day treatment programs, inpatient and residential services, and much more.
- **Mentoring (individuals or groups):** Formation of an ongoing relationship between a mentor from the project and participants (either in a group setting or one-on-one), in which the mentor becomes a confidant, role model, teacher, friend, etc. and supports a path of positive development for the participants.
- **Move-in cost assistance:** Providing assistance with the costs involved with moving into a home (e.g., security deposits, utility deposits/turn on fees, moving costs (including truck rental), overdue storage facility fees, refrigerator and/or stove, furniture, key deposits).
- **Outreach:** Activities to promote the project to the community and identify referrals. May include information/resources provided to potential partners, materials shared with members of the public, and meetings and/or forums held for the community to discuss the project's goals and efforts.
- **Pro-Social/recreational activities:** Any project activities provided to participants that serve as positive outlets and alternatives to certain behaviors. They may include social gatherings, sporting events, visiting colleges, or entertainment venues.
- **Public assistance services:** Connecting participants with public assistance services including signing participants up for Social Security, veteran's benefits, retirement benefits, CalFresh, WIC, SNAP, etc.
- **Rental subsidies:** Rent for housing paid directly to the landlord on behalf of the individual. Any difference between the total rent amount and the subsidy is paid by the individual to the landlord.
- **Substance use services:** Connecting participants to or providing them directly with drug or alcohol services. May include inpatient or outpatient rehab, sessions with a substance abuse counselor, Alcoholics Anonymous, Narcotics Anonymous, or other group or individual services.
- **Tenancy support:** Acting as a liaison between the renter and landlord to mediate or resolve any concerns that may arise.
- **Transportation:** Providing vouchers for public transportation or ride share services or transportation by project staff of participants to attend appointments, work, and other service-related events.
- **Utility assistance:** Connecting participants to or providing them directly with financial assistance to offset the costs of electricity, water, and/or, fuel associated with housing.

- **Vital document readiness:** Helping obtain the vital records necessary to secure services (e.g., identification cards, birth certificate, social security card).
- **Other (describe):** Provide a brief description of any other activities/services that the project provides to participants.

- 4. Participant Success Definition.** Provide a description of the measurable milestone(s) that the project uses to determine when a participant has successfully completed services and exited the project. Note that the project will use this definition for identifying those participants who are “successfully exiting” the project when completing Section G. The definition should include, but not be limited to, an amount of time in pro-social activities, obtaining housing and/or employment, a dosage of services received, improvement in an outcome measure, or other definition specific to the project.

SECTION B: PROJECT INPUTS & IMPLEMENTATION

In this section identify the progress in implementing various project activities. The information in this section will mainly be used by BSCC staff for grant monitoring.

For each project component listed below (1) indicate the project’s implementation status by selecting the appropriate status option (see definitions below) **and** (2) provide a narrative description of the progress, accomplishments, and/or challenges the project faced **during the reporting period**.

Status Options:

Not Started	Planning	Implementation Started	Complete/Established	N/A
Have not yet been able to focus on project activity.	Started preparations and plans to begin implementing activity.	Initiated implementing this component but may not be fully developed or needs refinement.	Project activity is fully in place/completed and supporting project goals.	Does not apply to the project in particular.

- 1. Partnerships:** Formal relationships between agencies, housing providers, probation/parole offices, and/or community organizations to support project goals and help the project operate effectively. Partnerships may be referral sources for participant enrollment, service providers the project refers participants to, or agencies the project collaborates with at any point in the project (describe the status of these partnerships).
- 2. Housing Identification:** Formal relationships with housing providers to support project goals (describe the project’s progress in this area).
- 3. Staffing, Mentors and/or Volunteers:** Hiring staff and/or volunteers for the essential positions of the project (describe the project’s progress in this area).
- 4. Training:** Developing and executing the training content and activities necessary for a fully prepared project staff (describe project’s progress in this area).
- 5. Identification, Outreach, & Enrollment Process:** Developing and promoting a clear pathway for participants to be identified and enrolled in the project (describe the project’s progress in this area).

progress in this area). Includes outreach to the community to promote the project and identify participants.

6. **In-Reach Services:** Services provided in a CDCR facility or local jail to the target population focused on increasing awareness of the project resources and/or to educate, initiate, and recommend services prior to release.
7. **Evidence-based Programming:** A project design informed by empirical research demonstrating the intervention contributes to positive participant outcomes (describe the project's progress in this area). For more information regarding evidence-based practices see: http://www.bscc.ca.gov/s_web-basedresourcesonevidence-basedpractices/
8. **Data Collection/Evaluation:** The systematic, ongoing data collection for local and statewide evaluation. This will include the local evaluation plan for the BSCC, the securing of a local evaluator(s), if applicable, and the data collection method(s) for the QPR and Local Evaluation Report (LER) (describe the project's progress in this area).
9. **Quality Assurance:** What kinds of self-check procedures does the project 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 (describe the project's progress in this area).

SECTION C: GOALS AND OBJECTIVES

In this section, describe progress toward the goals and objectives the project was intended to address. To complete this section, please refer to the goals and objectives identified in the proposal within the Work Plan, which are included in the grant contract and are part of the Local Evaluation Plan (LEP).

- **Status update:** Select a status option for each project goal and subsequent objectives.
- **Progress:** Use the textbox provided to describe any progress towards the stated goal(s) and objective(s) during the current reporting period, any challenges that were encountered, and any efforts to address those challenges.

SECTION D: PROJECT HIGHLIGHTS AND UPCOMING ACTIVITIES

In this section, describe any project highlights that occurred during the current reporting period and any upcoming significant project activities.

1. **Project Highlights:** Use the text box provided to describe any project highlights and/or accomplishments that occurred during the current reporting period with the project. These may include but are not limited to highlights focusing on outreach activity successes or reaching certain project milestones.
2. **Upcoming Project Activities:** Use the text box provided to describe any significant project activities that will take place in upcoming reporting periods that BSCC staff may attend (e.g., trainings, community events, graduations, media events).

SECTION E: PARTICIPANT ENROLLMENT QUARTERLY TOTALS

E.1 Participant Referrals and Enrollments

In this section, report the number of participants who were referred to and enrolled in the project *during the current reporting period*.

- a. **Total Participants Referred to Project:** Report the number of participants who were referred to the project during the current reporting period. These participants may or may not have also been enrolled in the project during the current reporting period.
- b. **Total Participants Enrolling for the FIRST TIME:** Report the total number of participants who enrolled in the project for the FIRST TIME during the current reporting period.

Grantees are strongly encouraged to establish an internal formal exit policy to use when dropping a participant from the grant program- when they have lost contact and it is not anticipated that they will return for services. Adopting a formal exit policy helps maintain accurate data collections practices.

- **Informal Exit:** A grant program chooses not to have a definite timeline when determining if a participant has withdrawn/dropped out.
- **Formal Exit:** A grant program predetermines a definite timeline when deciding if a participant has withdrawn/dropped out.

E.2 Demographics of Enrolled Participants

In this section, report demographic data for the participants who enrolled in the project during this reporting period.

This section should be a non-duplicated count of the participants, so the TOTAL box (bottom line of each demographic box) should equal line b in Section E.1 above.

- **Point of Entry:** Report the number of participants entering the project based on the source of their referral. Specify the primary source from which each enrolled participant was referred to the project. Report only one referral source per participant.
 - a. **Parole:** Participant was referred to the project by a parole office as part of, or in lieu of, parole.
 - b. **Probation:** Participant was referred to the project by a probation office as part of, or in lieu of, probation.
 - c. **Community Organization:** Participant was referred to the project by a community organization, such as a resource center, church, activism group, etc.
 - d. **Service Referral:** Participant was referred by an organization or agency that has an ongoing referral-based relationship with the project, which may be mutual or one-way.
 - e. **Self or Family Referral:** Participant came to project on their own accord or as some kind of informal agreement with their family/caregivers (without law enforcement or government involvement).
 - f. **In-Reach Service Outreach:** Participant was referred to the project by a custody institution or through services provided in custody settings.

- g. **Community Outreach:** Rather than being referred to the project, the participant was identified during outreach efforts. Community events, contacting at-risk participants or families, and advertisements or other public postings are all common and acceptable types of outreach.
 - h. **Internal Referral:** Participant was referred to the project by a different branch of the grantee's organization or was referred to the project by an employee or volunteer of the grantee's organization.
 - i. **Other:** Please count any other type of participant referral sources the project may have here.
- **Length of Time Since Release from Prison:** Indicate the length of time since the participant was released from state prison. *As this is the target population for the ARG funds, this is required demographic information and "Unknown" is not accepted.*
 - a. **Currently incarcerated:**
 - b. **Zero (0) days- 2 months ago:** The participant was released from prison between zero days (they were released the same day they enrolled in services) and 2 months ago, before being enrolled in services.
 - c. **3 months – 6 months ago:** The participant was released from prison between 3 months and 6 months ago, before being enrolled in services.
 - d. **7 months – 12 months ago:** The participant was released from prison between 7 months and 12 months ago, before being enrolled in services.
 - e. **13 months – 24 months ago:** The participant was released from prison between 13 months and 24 months ago, before being enrolled in services.
 - f. **25 months – 35 months ago:** The participant was released from prison between 25 months and 35 months ago, before being enrolled in services.
 - g. **3 – 5 years ago:** The participant was released from prison between 3 years and the final day of the fifth year ago, before being enrolled in services.
 - h. **6 – 10 years ago:** The participant was released from prison between 6 years and the final day of the tenth year ago, before being enrolled in services.
 - i. **11 or more years ago:** The participant was released from prison 11 years ago or longer, before being enrolled in services.
- **Age Groups:** Indicate the participants' age at the time they enrolled in the project.
 - a. **18-30 years:** The participant's age was between 18 and 30 years of age at the time they enrolled.
 - b. **31-40 years:** The participant's age was between 31 and 40 years of age at the time they enrolled.
 - c. **41-50 years:** The participant's age was between 41 and 50 years of age at the time they enrolled.
 - d. **51-60 years:** The participant's age was between 51 and 60 years of age at the time they enrolled.
 - e. **61-years or older:** The participant's age was 61 years of age or greater at the time they enrolled.
 - f. **Unknown:** The participant's age was unknown at the time they enrolled.

- **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 for which the category is applicable. A participant can be included in ONLY one category. Please ask participants to self-report whenever possible. 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. **Prefer to self-define or questioning**
 - g. **Prefer not to state**
 - h. **Other**
 - i. **Unknown:** Enter the remaining number of participants enrolled for which the project does not know the participant's gender identity in the "Unknown" row.

 - **Race/Ethnicity:** Indicate the participants' race/ethnicity using the categories provided in the QPR form. Please ask participants to self-report whenever possible. 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, Native Hawaiian, Guamanian, and Samoan. The State also provides guidelines for multiracial Californians, that is, data on ethnic origin, ethnicity, or race 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 the project requires a race/ethnicity form that will allow the collection of this data in a way that conforms to state requirements outlined above, please notify the BSCC by email at ARGCohort4@bscc.ca.gov.
- If a participant indicates they belong to multiple races/ethnicities, report them under "j. Multi-ethnic origin, ethnicity, or race".
- **Education Status:** Indicate the participants' highest level of education completed using the categories provide below.
 - a. **Did not graduate high school or GED**
 - b. **High school diploma or GED**
 - c. **Trade school**

- d. **Some College:** Some college courses have been completed but no degree has been obtained
 - e. **College graduate – associate degree**
 - f. **College graduate – bachelor’s degree**
 - g. **College graduate – master’s degree or PhD**
 - h. **Other (describe):** Use the text box provided to describe the highest level of education completed.
 - i. **Unknown:** Enter the remaining number of participants enrolled for which the project does not know their educational status in the “Unknown” row.
- **Employment Status:** Indicate the participants’ level of employment using the categories provided below.
 - a. **Not employed:** Participant is not employed.
 - b. **Employed part-time:** Participant is employed parttime, 35 hours per week or less.
 - c. **Employed full-time:** Participant is employed fulltime, more than 35 hours per week.
 - d. **Other (Unemployed and not seeking employment due to various reasons [i.e., treatment, disability, full-time students, etc.]):** Participant is not employed and not seeking employment due to various reasons (i.e., treatment, disability, full-time students, etc.).
 - e. **Unknown:** Enter the remaining number of participants enrolled for which the project does not know their employment status in the “Unknown” row.

SECTION F: ACTIVELY ENGAGED PARTICIPANTS AND SERVICES PROVIDED DURING THE REPORTING PERIOD

F.1 Total Number of Actively Engaged Participants during the Reporting Period

In this section, use the text box provided to report the total number of participants who are enrolled in the project (regardless of the quarter in which they were enrolled) **and** were actively engaged in services at some point during the current reporting period. **This includes participants enrolled in any quarter who engage in at least one service.** “Actively engaged” is defined as receiving service(s) at any point during the reporting period. The count provides a snapshot in time of participants served during the reporting period. Include those participants who are identified as “Successfully Completed – Still Active” in these counts (see Section G.2).

F.2 Project Services Provided to Actively Engaged Participants

In this section, report the total number of participants participating in each activity *during the current reporting period*. Participants exiting during the reporting period should also be included in the total if they were actively participating at any time during the quarter before their exit. The same participants can be reported across different activities and quarters if they are active in those activities. Include those participants who are identified as “Successfully Completed – Still Active” in these counts (see Section G.2). See Project Activities and Services on page 4, for definitions of each activity type.

For example, if a participant received three group mentoring sessions during the current reporting period, they would only be counted **one time** under “Mentoring”. However, if a

participant received one group mentoring session and one reentry planning session during the current reporting period, they would be counted **twice**: once under “Mentoring” and once under “In-reach services”.

The purpose of this table is to provide a ‘snap-shot’ of the project participation during the reporting period, so the total number of **participants receiving each service** should be provided rather than a count of how many of how many times a service was provided.

SECTION G: PARTICIPANTS WHO EXITED THIS REPORTING PERIOD

In this section, report the total number of participants exiting the project during the current reporting quarter, why those participants left, and the demographic information of any successful completions.

G.1 Participants Who Exited During Reporting Period

- a. Total Participants Exited During Quarter:** Record the number of participants exiting during the current reporting period, regardless of reason, for the FIRST TIME.

G.2. Participant Exit Due to Successful Completion

For the participants exiting as a successful completion from the project during the current reporting period, record the reason for the participants exit using the successful completion categories below. The values reported should be a non-duplicated count, so that the combined TOTAL of the G.2 and G.3 tables match the value in the box in Section G.1a above.

- a. Successful Completion – Still Active:** Participants successfully completed the project (using the project definition included in Section A.4) and remain active within the project by receiving services. Participants reported in this category should also be reported in Section G. “Actively Engaged Participants and Services Provided during the Reporting Period.”
- b. Successful Completion – Inactive:** Participants successfully completed the project (using the project definition included in Section A.4) who have exited and are no longer receive services.

Note: If a participant previously identified as “Successful Completion - Still Active” stops receiving services, do not reclassify that participant as “Successful Completion - Inactive”.

G.3 Participant Exit Due to Unsuccessful Completion

For the participants exiting as an unsuccessful completion from the project during the current reporting period, record the reason for the participants exit using the unsuccessful completion categories below. The values reported should be a non-duplicated count, so that the combined TOTAL of the G.2 and G.3 tables match the value in the box in Section G.1a above. **DO NOT report dropouts (in Section I) until the last reporting period (QPR #12).**

- a. Non-Compliant (asked to leave):** Participant was told by project staff they can no longer participate in the project, perhaps due to repeated misconduct.

- b. **Arrest/Incarceration:** Participant was arrested and/or incarcerated or otherwise engaged in the justice system in a way that eliminated their ability to participate in the project.
- c. **Deceased:** Participant was enrolled in the project and subsequently passed away.
- d. **Services not appropriate for participant:** Participant was enrolled in the project, but it was later determined that this project does not fit the participant's needs.

G.4 Demographic Information for Participants Who Exited “Successful Completion – Still Active” and “Successful Completion – Inactive”

In this section, record the demographic information AT ENTRY for all participants who successfully completed (either still active or inactive) the project during the current reporting period. For each demographic box in this section, the TOTAL should match the total of lines a. and b. in Section G.2 above labelled as “Participant Exit Due to Successful Completion”.. For more detailed instructions on entering the demographic data, see Section E.2 above.

- **Length of Time Since Release from State Prison (at ENTRY)**
- **Age Groups (at ENTRY)**
- **Gender Identity (at ENTRY)**
- **Race/Ethnicity (at ENTRY)**
- **Education Status (at ENTRY)**
- **Employment (at ENTRY)**

G.5 Participant Outcomes

In this section, for each enrollment cohort, indicate how many of the participants who **successfully completed** the project demonstrated the positive outcomes listed below. List only the values for project outcomes that are applicable to the project plan/goals for participants. Individual participants should only be reported once per cell. These outcomes are project defined and measured. However, measurement should be in place, defined, and assessed based on status at entry and exit.

- a. **# of participants placed into permanent, affordable housing:** Participants who when they entered the project were not in permanent housing and at exit were in permanent housing. “Affordable” means the individual will be able to cover the housing expenses once assistance ends. For the purposes of the QPR ONLY, “permanent housing” is defined below.
 - i. Permanent housing may include private, unsubsidized housing; subsidized housing; permanent supportive housing; or housing shared with friends or family in a stable living situation (one that should not be categorized as “temporary”). Permanent housing does not include shelter, transitional housing program, jail or prison, or a treatment facility.
- b. **# of participants placed in time-limited housing:** Participants who when they entered the project were not housed and at exit were in time-limited housing. For the purposes of the QPR ONLY, “time-limited housing” is defined below.
 - i. Time-limited housing may include temporary housing options such as transitional housing, emergency hotel vouchers, and shelters for up to 12 months, so long as

the individual is provided with assistance with accessing permanent housing while in the time-limited housing.

Important Data Reporting Note: Report only one housing outcome per participant. That is, either outcome: 1) # of participants placed into permanent, affordable housing **or** 2) # of participants placed in time-limited housing. Report the housing situation the participant is in at the time they exited the program.

Example A: If a participant was first placed in time-limited housing and was then placed in permanent housing and was in that permanent housing when they exited the project, report the outcome as “place in permanent housing”. **Example B:** If a participant was placed in permanent housing, then lost the housing and was placed in time-limited housing and was in the time-limited housing when they exited the project, report the outcome as “place in time-limited housing”.

- c. **# of participants who improved their housing status:** Participant who exited the project having improved their housing status. For example, participants who were homeless but became permanently housed, participants who were in emergency shelter and became permanently housed, and participants who were in transitional housing and became permanently housed.
- d. **# of participants who increased their income:** Participant exited the project with an increase in their income compared to when they entered.
- e. **# of participants who increased their credit score:** Participant exited the project with an increase in their credit score compared to when they entered.
- f. **# of participants with improved possession of vital documents:** Participant exited the project with an increased amount of vital documents in their possession compared to when they were first enrolled in the project. This could mean obtaining a birth certificate, driver’s license, social security card, or Real I.D.
- g. **# of participants with improved life skills (self-sufficiency, independence, confidence):** Participant exited the project with an increase in their self-sufficiency, independent and confidence to succeed compared to when they entered.
- h. **# of participants who improved transportation self-sufficiency:** Participant exited the project with an improvement in their availability of transportation compared to when they entered. For example, an individual may not have known how to use, access, and/or have the ability to pay for public transportation for their transportation needs (e.g., to work, to appointments, to obtain other needs or assistance) and exited knowing the public transportation that is available and has voucher for use or the ability to pay for the transportation. Or an individual may have entered without a personal vehicle and exited with ownership of a personal vehicle with insurance and the ability to pay for gas to use the vehicle.
- i. **# of participants with improved mental health care:** Participant exited the project with improved mental health compared to when they were first enrolled in the project. This determination should be made by a qualified mental health professional and/or a standardized measurement device or based upon receiving formal treatment/support.
- j. **# of participants with improved utilization of medical care:** Participant exited the project with improved utilization of medical care compared to when they were first enrolled

in the project. This could mean accessing and using health insurance, attending appointments, obtaining medication, or receiving needed medical procedures.

- k. **# of participants with reduced quantity or frequency of substance use:** Participant exited the project with an improved substance use status compared to when they entered. This could mean a verified decrease or complete cessation of use, improvement on a standardized substance abuse assessment, the opinion of a qualified professional, active enrollment and participation in support or treatment programs, etc.
- l. **# of participants with increased protective factors/resiliency skills:** Participant exited the project with improved protective factors/resiliency skills compared to when they were first enrolled in the project. This could mean a verified increase in a participant's self-control, decision making, self-image, ability to adapt in the face of adversity, or social competence.
- m. **# of participant with increased linkage to and usage of basic needs:** Participant exited the project with increased linkages to and usage of basic needs as compared to when they first enrolled in the project. This could mean a verified increase in a participant's access to and use of food banks, toiletries and clothing.
- n. **# of participants with increased pro-social behaviors:** Participant exited the project with improved pro-social behaviors compared to when they were first enrolled in the project. This could mean a verified increase in a participant's positive attitudes and actions towards themselves, family, and friends.
- o. **# of participants with improved soft/interpersonal skills:** Participant exited the project with improved soft/interpersonal skills compared to when they were first enrolled in the project. This could mean a verified increase in a participant's communication skills, problem-solving, time management, decision making, organization, or stress management.
- p. **# of participants with increased work readiness or hard/technical skill:** Participant exited the project with increased work readiness or hard/technical skill compared to when they were first enrolled in the project. This could mean a verified increase in a participant's level of skill through workshops or trainings, certifications, and hard and/or soft skill improvements. Some examples may include but are not limited to computer skills, math skills, project management and an academic degree.
- q. **# of participants who improved employment status:** Participant who entered the project unemployed is exiting the project employed part-time, and/or full-time, or the participant who entered the project employed part-time is exiting the project employed full-time.
- r. **# of participants with improved educational status:** Participant exited the project with improved educational status as compared to when they were first enrolled in the project. This could mean a verified increase in the amount of credits they have earned, passing a High School Equivalency Test (GED), earning an Associate's or Bachelor's degree.
- s. **# of participants with improved financial stability:** Participant exited the project with improved financial stability compared to when they were first enrolled in the project. This could mean a verified increase in employment, knowledge of financial literacy, and opening a checking and/or savings account.

- t. **# of participants with improved healthy interpersonal relationships:** Participant exited the project with increased healthy interpersonal relationships compared to when they were first enrolled in the project. This could mean a verified increase in communication with coworkers, friends or spouse, a level of trust and support has been established and improved upon.

SECTION H: PROJECT OUTCOME MEASURES

This section is completed annually using participant data for a full year. **Only complete this section in QPR's #5, #9, and #12. For each of these QPRs, the time period for participant data is as follows:**

- QPR #5 for the period of 6/30/25 through 6/30/26. That is, the calculation should include all participants who were exited from the project and/or permanently housed between June 30, 2025 and through June 30, 2026.
- QPR #9 for the period of 7/1/26 through 6/30/27. That is, the calculation should include all participants who were exited from the project and/or permanently housed between July 1, 2026 and through June 30, 2027.
- QPR #12 for the period of 7/1/27 through 6/30/28. That is, the calculation should include all participants who were exited from the project and/or permanently housed between July 1, 2027 and through June 30, 2028.

For both calculations and for the purpose of the QPR *ONLY*, the definition of permanent housing follows:

Permanent housing may include private, unsubsidized housing; subsidized housing; permanent supportive housing; or housing shared with friends or family in a stable living situation (one that **should not** be categorized as “temporary”). Permanent housing **does not include** shelter, transitional housing program, jail or prison, or a treatment facility.

1. **Length of Time to Permanent Housing:** The average length of time between when a participant is enrolled in the project to when they move into permanent housing.

Who to include:

Only include participants that entered the project not in permanent housing, who then became permanently housed during the outlined period.

Necessary data to perform the calculation:

Program enrollment dates and permanent housing move-in dates for all participants that were permanently housed during the outlined period.

Calculation:

Average = (Sum of the number of days from enrollment to move in date for all participants that were permanently housed during the outlined period) / (total number of participants that were permanently housed during the outlined period)

Only include one decimal place in the reported figure.

Example:

A project had a total of 5 participants who were placed into permanent housing during the outlined period. The number of days for each of these participants from enrollment to being moved into permanent housing was 40, 36, 63, 24 and 30 days.

$$\text{Average} = \frac{40 + 36 + 63 + 24 + 30}{5} = 38.6 \text{ days}$$

2. **Permanent Housing Success Rate:** The percentage of participants who were in permanent housing when they exited the project.

Who to include:

Include all participants who were exited (for any reason) from the project during the outlined period.

Necessary Data to perform the calculation:

A list of all participants who were exited from the program (for any reason) during the outlined period and whether they were in permanent housing at the time of exit (yes or no).

Calculation:

Percent = [(Total number of participants who were in permanent housing upon exit during the outlined time period) / (total number of participants who exited, for any reason, during the same time period)] x 100.

Only include one decimal place in the reported figure.

Example:

A total of 65 participants were exited from the project during the outlined period. Of those 65 participants, 34 were in permanent housing at the time of exit.

$$\text{Percent} = (34 / 65) \times 100 = 52.3\%$$

SECTION I: FINAL QUARTER DATA REPORTING

This section is a resource to assist with data verification and ensuring data is being reported as intended for the QPR design.

This section should **ONLY** be completed in QPR #12.

SECTION J: ADDITIONAL NARRATIVE

In this section, provide any additional narrative necessary to explain the project's progress during current reporting period. Any additional data that are project specific, which may help inform project progress, may be included here. If providing additional details in reference to a

section within this report, please cite relevant section numbers. Use the textbox provided for the additional information.

SECTION K: SUCCESS STORIES (OPTIONAL)

In this section, provide any success stories that offer additional information related to the project's success over the quarter. This section serves as an opportunity to document stories which could be used in the project's Local Evaluation Report at the end of the grant cycle. For privacy purposes **DO NOT** include identifying information.