

A photograph of the California State Capitol dome, featuring a large, ornate, light-colored dome with a dark, ribbed top. The dome is surrounded by a colonnade of white columns. The building is set against a clear blue sky with a few wispy clouds. Green trees are visible on the left and right sides of the frame. The image is partially obscured by a white, curved graphic element at the bottom.

California Violence Intervention and Prevention Grant – Cohort 5 Data Reporting Guide

**Instructions for Quarterly
Data Reporting**

2026



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Introduction

Lead agencies receiving CalVIP funds are required to submit participant measures to the Board of State and Community Corrections (BSCC) as part of the Quarterly Progress Report. The purpose of collecting these data is to demonstrate progress made on program objectives and to evaluate the impacts of CalVIP at the statewide level.

The purpose of this document is to

- Provide instructions for submitting data to the BSCC.
- Provide definitions for each of the required data variables.

For assistance regarding this form, please contact the BSCC at:

CalVIP@bscc.ca.gov

DUE DATES

Quarter	Reporting Period	Due Date
1	April 1, 2026 to June 30, 2026	August 15, 2026
2	July 1, 2026 to September 30, 2026	November 15, 2026
3	October 1, 2026 to December 31, 2026	February 15, 2027
4	January 1, 2027 to March 31, 2027	May 15, 2027
5	April 1, 2027 to June 30, 2027	August 15, 2027
6	July 1, 2027 to September 30, 2027	November 15, 2027
7	October 1, 2027 to December 31, 2027	February 15, 2028
8	January 1, 2028 to March 31, 2028	May 15, 2028
9	April 1, 2028 to June 30, 2028	August 15, 2028
10	July 1, 2028 to September 30, 2028	November 15, 2028
11	October 1, 2028 to December 31, 2028	February 15, 2029
12	January 1, 2029 to March 31, 2029	May 15, 2029

Quarterly Progress Report

Section 1 – Grantee Information

This section is for the collection of general information related to your organization.

1. **Grantee Name:** Official name of the city/organization that directly received funding from the BSCC.

This section also asks for contact information of the person preparing the report in order for us to contact the report preparer if needed.

2. **Your Name**
3. **Your Role(s)**
4. **Phone #**
5. **Email**
6. **Reporting Period** Select the current quarter you are reporting for using the drop-down menu. Note: options on this item will vary based on your project's contract start date:

Section 2 – Enrollment Quarterly Totals

Enrollments: Indicate whether your project enrolls participants. If your project **does** enroll participants – Report the total number of **unique** people who, during the current reporting period, were newly enrolled to receive support services through the grant-funded project.

1. **Does your project enroll participants?** Indicate whether your project enrolls participants.
2. **(If yes to 1) Total UNIQUE enrollments** – Indicate the number of individuals who formally enrolled in your project for the **FIRST TIME** during the current reporting period.
3. **How many individuals did your project informally contact during the current reporting period?** Report the number of individuals your project informally contacted during the current reporting period.

A participant is **informally contacted** when they have brief or one-time interactions with the project that do not involve completing the intake process. This may include outreach, community events, check-ins, sharing information, or providing quick support without formally enrolling them in services.

2.1 – Demographics at Enrollment

Use this section to report the demographic information for unique individuals enrolling in your project for the first time during the current reporting period. This section should be a **non-duplicated count** of the individuals your project served, so the total of each demographic section should equal the value entered for item 3, **Total UNIQUE enrollments**, in Section 2. If a category has no applicable participants, leave it blank.

1. Age Ranges: Please use the individual's age at the time they enrolled in your project.

- Under 12-years of age
- 13-17 years
- 18-24 years
- 25-34 years
- 35-44 years
- 45 or more years
- Unknown

2. Gender Identity: Report the total number of participants within each category, newly enrolled during the current reporting period. Per best practice, participants should self-identify their gender identity. Report one gender identity per enrolled participant.

- Woman/Female: An individual who identifies as and an internal sense of being a woman.
- Man/Male: An individual who identifies as and an internal sense of being a man.
- Transgender Woman/Female: A woman who was assigned male at birth. Transgender women have a female gender identity, and many transgender women undergo medical and social transition to alter their appearance in a way that aligns with their gender identity or alleviates gender dysphoria. As with transgender men, not all transgender women experience gender dysphoria. This term can include Trans-feminine identifying persons.
- Transgender Man/Male: A man who was assigned female at birth. Transgender men have a male gender identity, and many trans men undergo medical and social transition to alter their appearance in a way that aligns with their gender identity or alleviates gender dysphoria. As with transgender women, not all transgender men experience gender dysphoria. This term can include Trans-masculine identifying persons.

- Two-Spirit: A term referring to an individual's gender identity used by some Native American and Alaska Native individuals. Some use as both a gender identity and a sexual orientation and/or identity.
- Genderqueer: Genderqueer people typically reject notions of the binary and static categories of gender and embrace a fluidity of gender identity. People who identify as "genderqueer" may see themselves as being both man and woman, neither man or woman or as falling completely outside these categories. Genderqueer can also be used as an umbrella term encompassing identities such as agender, bigender, pangender, non-binary or gender-fluid.
- Non-Binary: An adjective describing a person who does not identify exclusively with the gender binary. Non-binary people may identify as being both a man and a woman, somewhere in between, or as falling completely outside these categories. Some, but not all, non-binary people also identify as transgender.
- Agender: A person that "lacks" a gender. Agender people see themselves as neither a man nor a woman, or both. They're gender-neutral and often describe themselves as genderfree or genderless. This term is under the non-binary, transgender umbrella. Agender is often considered a type of non-binary identity, but not all non-binary individuals identify as agender.
- Gender Fluid/Diverse: Is an identity under the multigender, nonbinary, and transgender umbrellas. Genderfluid individuals have different gender identities at different times. A genderfluid individual's gender identity could be multiple genders at once and then switch to none at all, or move between single gender identities, or some other combination therein.
- Questioning/Unsure: Rather than be locked into a certainty, some people are still exploring or questioning their gender or sexual orientation. People may not wish to have one of the other labels applied to them yet, for a variety of reasons, but may still wish to be clear, for example, that they are non-binary or non-heterosexual.
- Unknown: This option should only be used if the grantee is unable to collect gender identity data from a participant. This category should not be used as a selection option for a participant to self-identify as.
- Use another term (specify): This option should be used for sexual and gender identities not listed.

- 3. Race/Ethnicity:** Please ask individuals 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, Hawaiian, Guamanian, and Samoan. The State also provides guidelines for multiracial Californians: 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 needed, a [race/ethnicity form](#) is available to help you collect this data in a way that conforms to the state requirements outlined above.
- 4. Education Status:** Please indicate the total number of individuals who are enrolled or not enrolled in school.

For those who are currently enrolled in school, please indicate the total enrollees at each level/type of school they attend:

- Enrolled in Elementary school
- Enrolled in middle school
- Enrolled in high school
- Enrolled in training program
- Enrolled in a 2- or 4-year college

For individuals not currently enrolled in school, please indicate the highest level of education completed. Provide the total number of enrollees for each status:

- Some middle school
- Some high school
- High school diploma or GED
- Some college or vocational training
- Associate degree
- Bachelor's degree or higher

For individuals with undisclosed or uncollected education data, please indicate total enrollees for each status:

- Decline to state
- Unknown education status
- Other

Enter the remaining number of individuals enrolled for which you do not know their educational status in the "Unknown Education Status" box.

5. Employment Status: Indicate the level of employment of the individuals entering your project:

- Employed not looking for employment: Individual is employed and satisfied with their current level of employment, not looking for additional work or a different job.
- Employed – looking for additional/other employment: Individual is employed but is seeking additional employment or a different job. This option may be used for individuals that are working part time but desire to work full time.
- Unemployed – looking for employment: Individual is not employed but wishes to be and is currently seeking employment.
- Unemployed – not looking for employment: Individual is not employed and is not currently seeking employment.
- Unknown employment status: Employment status was not provided by the participant during the enrollment process.

6. Housing Status: Indicate the number of enrollees in each of the housing situations below:

- Living Independently (own/rent): Enrollee has a self-sufficient living situation (on the lease/paying rent; not doubled up or couch surfing).
- Living with family (parents or relatives): Enrollee is living with parent and/or relatives, who may live together in the same house or have another custody agreement.
- Living with friends/other non-relatives: Enrollee lives with a friend or other non-relatives on a permanent basis (not on a temporary basis or “couch surfing”).
- Living in Foster Care: Enrollee lives in a home in which they were placed by Child Protective Services.
- Transitional Housing: Enrollee lives in housing that provides stability and services, which may include Sober Living Home, or Transitional, Bridge, or Rapid Rehousing.
- Permanent Supportive Housing: Enrollee is provided on-going rental assistance with supportive services (such as mental health and health care for chronically homeless households).
- Unhoused/Homeless (car, street, abandoned building, tent, etc.)
- Unknown Housing Status
- Other Housing Status

Section 3 – General Project Overview

Please provide an update on your efforts in administering your project during the reporting period.

3.1 – Project Inputs and Implementation

Indicate the status of each project implementation area below by selecting a status from the dropdown menu. Each status category has been defined below. Please only select one status category per implementation area. If any of the implementation areas listed do not apply to the project, select “N/A” (meaning “not applicable”). Please use the definitions below to respond to each category:

Not Yet Started: No planning or implementation has begun.

Planning: Work has started on planning and preparation.

Implementation Started: Implementation is underway but not yet complete or fully refined.

Complete/Established: Fully implemented and functioning as intended to support project goals.

Not Applicable: Not relevant to the project.

- 1. Partnerships:** Establishing 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, Contracting, Mentors and/or Volunteers:** Hiring/securing people for positions needed for the project.
- 3. Training:** Providing training and/or project-related professional development to staff, contractors, mentors, volunteers, etc. to support project goals and activities.
- 4. Identification, Outreach, & Enrollment Process:** Establishing the process for identifying participants, conducting outreach, and enrolling participants into project services. Includes outreach to the community to promote the project and identify participants.
- 5. Programming:** Implementing the interventions and programming to achieve positive participant outcomes and project goals. When applicable, programming should be trauma-informed and culturally relevant.
- 6. Data Collection/Evaluation:** Collecting data and conducting program evaluation in an ongoing, systematic manner for utilization in the local and statewide evaluations. 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).

- 7. Quality Assurance:** What kinds of self-check procedures do you have in place to verify that your project is being delivered as intended? Pay special attention to the use of evidence-based interventions, dosages, and outcomes (describe your project's progress in this area).

3.2 – Goals and Objectives (Annual Requirement)

This section is required once per year and will display on the Qualtrics QPR form for input during the August 15 reporting period each year.

In this section, provide a progress update for the project's goals and objectives. To complete this section, please refer to the goals and objectives identified in the project proposal within the Work Plan, which are included in the grant contract and are part of the project's Local Evaluation Plan (LEP).

Indicate the required number of project goals that must include status updates using the dropdown menu. This number should align with the goals listed in your proposal's work plan. This will direct the form to display the specific number of goal input sections.

For each goal:

1. Select the status of the goal and related objectives for this reporting period.
2. Use the text box to provide any progress updates for this goal and its objectives for this reporting period. This can include:
 - Progress made during the quarter towards achieving goals and objectives.
 - Any goal and/or objective specific challenges that were encountered
 - Efforts to address those challenges

Section 4 – Participation in Services

SUPPORT SERVICES (INDIVIDUAL SERVICES)

Provide the total number of **individuals** who received any of the following support services during the current reporting period. Referrals should **not** be included. Be sure to include individuals who are identified as "Successfully Completed – still active" in these counts. If your project did not provide these services **directly**, leave these items blank.

Individuals may be counted in more than one service category.

Case Management

1. **Case Management** – Services designed to assess participant needs, develop individualized plans, coordinate services, and provide ongoing support to help participants achieve stability, safety, and long-term goals.

2. Other Case Management Services

If you enter any value for this item, item 2a will appear below.

2a. Please describe what other case management services your project provided

Mentoring Services

1. General Mentoring Services – Providing participants with access to a mentor, 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.

2. Credible Messengers – A specific mentorship model in which accepted members of the community/target population are used to aid and influence others within that community.

3. Other Mentoring Services

If you enter any value for this item, item 3a will appear below.

3a. Please describe what other mentoring services your project provided

Clinical/Therapeutic Services

1. Mental Health Services/Treatment – May include individual counseling, group therapy, cognitive behavioral therapy (CBT), day treatment programs, inpatient and residential services, and much more.

2. Substance Use Treatment/Prevention – Services designed to address and/or prevent substance use/abuse. May include inpatient or outpatient rehab, sessions with a substance abuse counselor, Alcoholics Anonymous, Narcotics Anonymous, or other group or individual services.

3. Domestic Violence Support Services – Services aimed at supporting survivors of domestic violence through counseling, parenting classes, emergency assistance, and much more.

4. Other Clinical/Therapeutic Services

If you enter any value for this item, item 4a will appear below.

a. Please describe what other clinical/therapeutic services your project provided.

Behavior Modification Services

1. Anger Management – Programs designed to promote anger prevention practices and anger control techniques.

2. Interactive Journaling – A structured writing process that motivates and guides participants toward positive life changes.

3. Other Behavior Modification Services

If you enter any value for this item, item 6a will appear below.

3a. Please describe what other behavior modification services your project provided

Restorative and Community Healing Services

4. **Restorative/Healing Circles** – A community-level harm reparation approach which encourages individuals to be open and honest about their perspectives regarding conflict, how they were harmed, and/or how they think others may have been harmed.

5. **Other Restorative and Community Healing Services**

If you enter any value for this item, item 8a will appear below.

5a. Please describe what other restorative and community healing services your project provided.

BASIC NEEDS & STABILIZATION SERVICES (INDIVIDUAL SERVICES)

Provide the total number of **individuals** who received access to basic needs and stabilization services during the current reporting period. Referrals should **not** be included. If your project did not provide access to basic services **directly**, leave these items blank.

1. **Basic Needs Access** – Services which provide participants with basic needs, including food, transportation to food banks, clothing, toiletries, bus passes, etc.
2. **Housing Services** – Services which work to improve participants' immediate and/or long-term housing situation. Housing services may include placement into transitional or temporary housing, shelters, or permanent residences, hotel vouchers, etc.
3. **Legal Services** – Providing participants with access to a lawyer, paralegal, etc. for assistance.
4. **Advocacy** – Services designed to provide support to participants and/or improve their ability for self-advocacy.
5. **Other Basic Access Services**

If you enter any value for this item, item 5a will appear below.

5a. Please describe what other basic access services your project provided

YOUTH & SCHOOL-BASED SERVICES (INDIVIDUAL SERVICES)

Provide the total number of **individuals** who received school/student services during the current reporting period. Referrals should **not** be included. If your project did not provide these services **directly**, leave these items blank.

1. **After-School Programming** – Programs designed to provide youth with safe, structured activities that convene regularly in the hours following the traditional school day.
2. **Education/Academic Support** – Services designed to improve the academic outcomes of youth, such as tutoring, academic clubs, etc.

3. **School Outreach** – Services often provided through a partnership with a local school to provide various resources to students and classrooms.
4. **Youth Court** – Courts that involve young people in the sentencing of peers who have been diverted from juvenile courts.
5. **Other School/Student-based Services**

If you enter any value for this item, item 5a will appear below.

5a. Please describe what other school/student services your project provided

TRAINING, SKILL-BUILDING & WORKFORCE DEVELOPMENT (INDIVIDUAL SERVICES)

Provide the total number of **individuals** who received training/skills building services during the current reporting period. Referrals should **not** be included. If your project did not provide these services **directly**, leave these items blank.

1. **Employment Training/Mentoring** – Training/Mentoring services designed to provide knowledge and/or work experience in order to help participants get/retain gainful employment.
2. **Group Social-Emotional Learning** – Services designed to improve self-awareness, self-control, and interpersonal skills in participants.
3. **Law-Related Education** – Courses designed to equip individuals with knowledge and skills pertaining to law.
4. **Parenting Classes** – Programs which focus on enhancing parenting practices and behaviors, such as developing and practicing positive discipline techniques, promoting positive play and interaction between parents and children, etc.
5. **Other Training/Skills Building Services**

If you enter any for this item, item 5a will appear below.

5a. Please describe what other training/skills building services your project provided

OUTREACH & VIOLENCE INTERVENTION (INDIVIDUAL SERVICES)

Provide the total number of **individuals** who received outreach and violence intervention services during the current reporting period. Referrals should **not** be included. If your project did not provide outreach or violence intervention services **directly**, leave these items blank.

Outreach Services

1. **Street Outreach** – Street outreach involves Providing high-risk individuals with access to case management services, medical care, mental health services, transportation help, and other supports that promote safety and stability.

2. Other Outreach Services

If you enter any value for this item, item 4a will appear below.

2a. Please describe what other outreach/intervention services your project provided

Violence Intervention Services

1. Crisis Intervention/Rapid Response – Crisis Intervention/Rapid Response involves staff providing immediate, short-term support to stabilize a critical emotional incident and prevent it from escalating.

2. Hospital-Based Violence Intervention – Hospital-Based Violence Intervention occurs when trained staff engage individuals at the hospital immediately following a violent injury and connect them to supportive services during recovery.

3. Other violence intervention Services

If you enter any value for this item, item 3a will appear below.

3a. Please describe what other violence intervention services your project provided

COMMUNITY-LEVEL ACTIVITIES (NOT INDIVIDUAL SERVICES)

Provide the total number of **community engagement activities or events** conducted during the current reporting period. Report the **number of activities**, *not* the number of individuals served. Referrals should **not** be included. If your project did not conduct any community-level activities or events during the current reporting period, leave these items blank.

1. Community Engagement/Outreach – Outreach efforts designed to engage directly with the community and/or reach individuals within the target community.

2. Neighborhood Beautification – Activities designed to improve the target area/neighborhood.

3. Police Trust Building – Services designed to improve relations and/or increase trust between local law enforcement and the community.

4. Other Community Engagement Services

If you enter any value for this item, item 4a will appear below.

4a. Please describe what other community engagement services your project provided

Section 5 – Project Service Outcomes

- 4. Do your project's goals include detecting or interrupting cycles of violence?** Select "Yes" if any of the goals identified in your project workplan involved detecting and/or interrupting cycles of violence within the target community.

A **violence interruption** refers to a direct intervention by trained community violence intervention (CVI) staff to prevent an imminent act of serious violence between identified high-risk individuals or groups. This count **does not** include general outreach, routine check-ins, case management, community events, non-imminent conflicts, and follow-up contacts.

- 2a. (If yes to 1) How many incidents were interrupted in the current reporting period?** Using the provided definition of a violence interruption, enter the number of unique incidents in which staff intervened to prevent an imminent act of violence during this reporting period. If no incidents were interrupted, leave this field blank.

- 5. Did any enrolled participants exit your project during the current reporting period?** Select whether you had any participants exit your project for any reason this quarter. If your project does not formally enroll participants (and therefore never have exits), select "No".

If you select "Yes" you will be required to complete Section 6 of the QPR form for this quarter.

Section 6 – Exiting Participants

This section only needs to be completed if the project has participant exits. If no exits occurred during the reporting period, please skip this section.

6.1 – Total Exits

Report the number of **unique individuals** (first-time enrollees) who exited your project during the reporting period. Do not count any participant more than once.

1. **Total participants exiting:** Enter the total number of **unduplicated** participants in their first enrollment who exited your project during the current reporting period. If no participants exited this reporting period, you do not need to complete the 'Exiting Participants' section of the QPR.
2. (If value entered in 1) **Reason for Exit:** Record the number of participants who exited your project for the **first time** during the current reporting period. Each value must be an **unduplicated** count. The total across all exit reasons should equal the total participants reported exiting this quarter.
 - 2a. **Successful completion (active – still receiving services)** – Participant has successfully completed the requirements to exit your project, however, is still receiving project services; use the definition of “successful completion” you provided in the Baseline data form.
 - 2b. **Successful completion (inactive – no longer receiving services)** – Participant has successfully completed the requirements to exit your project and is no longer receiving project services; use the definition of “successful completion” you provided in the Baseline data form.
 - 2c. **Dropped out/lost contact** – Participant has stopped coming to project activities and did not respond to outreach from project staff about continuing
 - 2d. **Non-compliant (asked to leave)** – Participant was told by project staff they can no longer participate in the project, perhaps due to repeated misconduct.
 - 2e. **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 your project.
 - 2f. **Services determined not appropriate** – Participant was enrolled in your project, but it was later determined that this project does not fit the individual's needs.
 - 2g. **Other:** Any other reason participants exited the project.
(If value entered in 2g)
 - 2h. **Please describe the individuals exiting in the “Other” category above.**

6.2 – Successful Exit Demographics

Record demographic information **at entry/enrollment** for all participants whose **reason for exit was successful completion (active or inactive)** during the current reporting period.

Each demographic category should report **unduplicated counts**.

The **total number reported across all demographic categories must match the total number of participants who successfully exited for the first time** during the current reporting period (see items 2a and 2b in Section 6.1).

1. 1st Time Enrollment Age
2. 1st Time Enrollment Gender
3. 1st Time Enrollment Race/Ethnicity
4. 1st Time Enrollment Education Level
5. 1st Time Enrollment Employment Status
6. 1st Time Enrollment Housing Status

Re-reporting Demographics for Successful Exits: CalVIP reporting uses aggregate (summary) data and does not track individuals across reporting periods. Because individual records cannot be linked from enrollment to exit, demographic information must be re-reported to accurately reflect the participants who successfully exited for the first time during the current reporting period.

Section 7 – Outcomes

Of the participants who **successfully completed** the project during the current reporting period, enter the number who demonstrated each applicable positive outcome listed below, based on your project's workplan and goals.

Report only the outcomes that apply to your project. These outcomes should be defined and measured using established methods that assess participant status at entry and exit.

Note: Each participant should be counted once per outcome across the entire grant period to ensure unduplicated outcome totals.

Participants may be counted in multiple outcomes (for example, a participant may improve education status, increase protective factors, and avoid recidivism while enrolled).

a. Did not recidivate while enrolled:

Indicate the number of participants that did not recidivate (**using the BSCC definition of recidivism¹**) after they were enrolled in your project. This can be based on self-report on the part of the participants.

b. Reduced number of violent incidents while enrolled:

Indicate the number of participants that reduced the amount of violence and/or violent incidents while they were enrolled in your project. This can be based on self-report on the part of the participants.

c. Reduced at-risk/criminal behaviors while enrolled:

Participants who had a lower risk level after successfully completing your project than they did when they were first enrolled in your project.

Assessments vary, but common examples include improvement from high to medium risk, medium to low risk, or a decrease on a quantitative scale (e.g., improving from a risk status of "8" to "6"). This determination should be made with a standardized assessment tool and/or by a mental health or criminal justice professional. It is NOT appropriate to report a reduced risk status based on personal interactions or anecdotes.

d. Reduced levels of gang involvement:

Indicate the number of participants that reduced their involvement in gang activities after they were enrolled in your project. This can be based on self-report on the part of the participants.

¹ The BSCC defines recidivism as the conviction of a new felony or misdemeanor committed within three years of release from custody or committed within three years of placement on supervision for a previous criminal conviction ([link](#)).

e. Improved academic status:

Participants who raised their grades and/or GPA, improved grade level performance, or met any other short-/long-term academic goals before successfully exiting your project.

f. Improved employment status:

Participants who were classified as “looking for employment” at entry found some form of employment before successfully exiting your project.

g. Improved housing status:

Participants who exited the project in a more stable or secure housing situation than when they enrolled. This includes movement from homelessness, emergency shelter, or transitional housing to permanent housing, as well as improvements from unstable or temporary arrangements (such as couch-surfing, overcrowded housing, or unsafe living situations) to safer, more stable housing.

h. Increased protective factors:

Participant is exiting your project with improved protective factors/resiliency skills compared to when they were first enrolled in your 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.

i. Other positive outcomes:

Participants successfully exited your project with a positive outcome(s) not described above.

j. (If value entered in i) Please describe the individuals exiting in the “Other positive outcomes” category above.