

The top of the page features a photograph of the California State Capitol building's dome, set against a clear blue sky with some light clouds. The dome is white with a dark, ribbed top. The image is framed by a white curved border that separates it from the rest of the page.

# **Tribal Youth Diversion Grant – Cohort 2 Data Reporting Guide**

**Instructions for Quarterly  
Data Reporting**

**October 2020**



## Introduction

This document is an instructional guide for completing the Tribal Youth Diversion (TYD) Quarterly Progress Report (QPR). This guide covers each of the QPR sections and provides instructions and descriptions about the types of information you will need to report. Additional assistance in completing this form is available:

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

## Completing the QPR

The QPR form is provided in an Adobe Form format. This form is programmed to allow the entered information to be downloaded into a database. Therefore, the QPR must be completed and saved electronically. It is recommended that narrative responses first be drafted in Word format and pasted into the QPR form.

There are a number of fields in the QPR that will not change throughout the grant. For example, county identified goals and objectives (section 1.3), and project description (section 1.4) should be completed in the first QPR submitted. In subsequent QPRs; these sections will be pre-filled<sup>1</sup>. Each quarter, you will be asked to provide updated data for all other sections of the QPR. Should you need to make an edit to sections 1.3 and/or 1.4, please contact the BSCC at [TribalYouthDiversion@bscc.ca.gov](mailto:TribalYouthDiversion@bscc.ca.gov).

Once the QPR is completed, please save a version of the file using the following naming format:

[Reporting Period]-[Grantee Name]

For example, if Tribe A were submitting their Year 1, Quarter 3 QPR, the file name would be: **“Y1Q3-TribeA.pdf”**

For the initial reporting period, please use this convention: “Y1Q12-[Grantee Name]”.

Please email an electronic file of your completed QPR to **TribalYouthDiversion@bscc.ca.gov** by the reporting period due date with the subject heading “QPR [Reporting Period] + [Grantee]” for example, “QPR Y1Q3 Tribe A”.

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<sup>1</sup> Pending review and approval. Information for these sections submitted in the first QPR will be reviewed and compared to the funded proposal.

## Grantee Information

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

- **Grantee:** Official name of grantee organization.
- **BSCC Grant Award Number:** Number assigned to your grant by BCSS. This number can be found on your grant agreement.
- **Project Title:** Name of project provided in your grant agreement.

This section also asks for contact information of the person preparing the report in order for us to contact the report preparer if needed. This information includes the **Date**, as well as the preparer's **Name, Title, Phone, and Email**.

## Current Reporting Quarter

Select the current quarter you are reporting for using the drop-down menu:

- **QUARTER 1 & 2:** July 1 – December 31, 2020      Due: February 15, 2021
- **QUARTER 3:** January 1 – March 31, 2021      Due: May 17, 2021
- **QUARTER 4:** April 1 – June 30, 2021      Due: August 16, 2021
- **QUARTER 5:** July 1 – September 30, 2021      Due: November 15, 2021
- **QUARTER 6:** October 1 – December 31, 2021      Due: February 14, 2022
- **QUARTER 7:** January 1 – March 31, 2022      Due: May 16, 2022
- **QUARTER 8:** April 1 – June 30, 2022      Due: August 15, 2022
- **QUARTER 9:** July 1 – September 30, 2022      Due: November 14, 2022
- **QUARTER 10:** October 1 – December 31, 2022      Due: February 14, 2023
- **QUARTER 11:** January 1 – March 31, 2023      Due: May 15, 2023
- **QUARTER 12:** April 1 – June 30, 2023      Due: August 14, 2023
- **QUARTER 13:** July 1 – September 30, 2023      Due: November 14, 2023
- **QUARTER 14:** October 1 – December 31, 2023      Due: February 14, 2024

## Technical Assistance

Indicate if any technical assistance is needed. If you select “Yes”, please describe what kind of assistance you need.

## SECTION 1: General Project Overview

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Provide a general overview of your project's status and activities during the current reporting period. The information in this section will mainly be used by the BSCC for grant monitoring.

### 1.1 Expenditure Status

This section covers the financial aspects of your project. You will be asked to report the following information:

- a. **Tribal Youth Diversion Grant Award Amount:** The total amount of funds your project was awarded for the full grant period. You'll enter this value for your first QPR, but on future iterations of the form it will be pre-entered for you.
- b. **Amount Invoiced-to-Date:** The total amount of your quarterly invoices at the end of the reporting period. This is the total amount of money you have spent/invoiced so far (this does not include encumbrances).
- c. **Percent of Award Invoiced-to-Date:** The percentage of the TYD Grant award you have invoiced to date. On the first QPR, you will calculate this value by dividing the value you entered for Amount Invoiced-to-Date (1.1b) by the value for Grant Award Amount (1.1a). On future iterations of the QPR, this value will be automatically calculated for you.
- d. **In relation to the overall grant budget, are Tribal Youth Diversion Grant funds being expended as planned and on schedule?** Indicate if the reported spending reflects expenses in the budget plan outlined in your grant agreement. If your spending so far has been different from your budget plan, please tell us why and describe your updated budget plan.

### 1.2 Project Inputs & Implementation

In this section you will identify your progress in implementing various project activities. For each of the following project components, please describe your project's implementation status by selecting one of the following options for each component:

- **Not Started.** Your project has not yet focused on implementing this project activity.
  - **Planning.** Have started preparations and plans to begin implementing activity.
  - **Implementation Started.** Your project has 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 your project in particular.
- a. **Partnerships:** Formal or informal relationships with police departments, courts, schools, service providers, and other community organizations that help your project operate effectively. Your partnerships may be sources to enroll youth from, service providers you refer youth to, or agencies you collaborate with at any point in your project (describe the status of these partnerships).
  - b. **Staffing and/or Volunteers:** Hiring staff and/or volunteers for the essential positions of your project (describe your project's progress in this area).

- c. **Training:** Developing and executing the training content and activities necessary for a fully prepared project staff (describe your project’s progress in this area).
- d. **Identification, Outreach, & Enrollment Process:** Developing and promoting a clear pathway for youth to be identified and enrolled into your project (describe your project’s progress in this area).
- e. **Evidence-based Programming:** A project design informed by empirical research demonstrating the intervention contributes to positive youth outcomes (describe your project’s progress in this area). For more information regarding evidence-based practices see:  
[http://www.bscc.ca.gov/s\\_web-basedresourcesonevidence-basedpractices/](http://www.bscc.ca.gov/s_web-basedresourcesonevidence-basedpractices/)
- f. **Data Collection/Evaluation:** Your systematic, ongoing data collection for local and statewide evaluation. This will include your local evaluation plan for the BSCC, the securing of a local evaluator(s) if applicable, and your data collection method(s) for the QPR and Local Evaluation Report (LER) (describe your project’s progress in this area).
- g. **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).

### 1.3 Tribe-Identified Goals and Objectives

Enter the goals and objectives identified in your grant agreement. These goals will remain the same across the grant period and, following the first submitted QPR, this information will be pre-filled for you (unless you have consulted with the BSCC about a making a change). For each objective, describe the grant activity during the reporting period, addressing each of the following:

1. **Progress:** Describe any progress towards the stated goal and objectives during the reporting period.
2. **Challenges:** Describe any challenges toward the stated goal and objectives during the reporting period.
3. **Changes:** If applicable, what steps were implemented to address challenge?

### 1.4 Impact of COVID-19 Pandemic

In this section, describe specific effects that COVID-19 and related health directives may have on your ability to deliver services for your project. Describe what challenges you expect to face and what steps you plan to implement to address those challenges.

## 1.5 Description of Project

In this section, you will identify the specific project type and general activities that most closely align with your project. In most cases, the information that you provide in this section will stay consistent throughout your grant/project cycle.

**a. Project Type:** How do you characterize the type of youth diversion programming your project will implement with the TYD funds? Please select all applicable categories from the following list:

- Tribal Diversion
- School-based Diversion
- Pre-arrest Diversion
- Court Diversion
- Probation Diversion
- Family/Youth Self-Referral
- Other (describe)

If you marked “Other”, please provide a brief description of your Project Type.

**b. Risk/Needs Assessments Used:** Indicate whether the youth enrolled in your project are routinely given a formal assessment to identify their needs and/or risks. A formal assessment is typically completed by a professional (i.e., social worker, school counselor, etc.). Are youth enrolling in your project formally assessed by either your project, a project partner, or a referring agency in terms of identifying their specific needs? (Yes or No)

If yes, please describe the assessment your project uses.

If no, describe how youth needs are determined after they are enrolled in your project (e.g., how does your project identify what services and supports to provide youth?).

**c. Youth Project Activities:** Please review the activities listed and select all that apply as components of your project. There will also be room for you to describe any project activities not listed here.

- **Academic support/tutoring:** Any services aimed to help youth progress in school, including tutoring, academic advising, study hall, supplemental classes, etc.
- **Assessment of risk/needs:** Any routine process involving assessing youth, assigning risk levels or other individualized plans, and monitoring progress over time with repeated testing.
- **Career counselling:** Counseling focused on helping youth develop and plan for a future career. These services can focus on general job skills like constructing a resume and interviewing, soft skills like communication, computer literacy, and professionalism, or any other kind of employment support for youth. This counseling must be provided by a professional as part of your project, not by referral to any outside agency.
- **Cognitive Behavioral Therapy:** Therapy that is focused on taking incremental steps toward addressing specific emotional or behavioral difficulties. These services should be structured and be run by an individual qualified to conduct cognitive behavioral therapy.

- **Cultural enrichment/education:** Providing youth with education focused on helping youth develop an understanding of and an identity within Native American/American Indian culture.
- **Family counseling:** Counseling provided by a professional as part of your project, not by referral to any outside agency. Many types of counseling are acceptable, but please reserve this category for counseling that focuses on bringing members of a family together to work through situational or relationship issues. This counseling must be relatively structured and intensive and would not be more appropriately grouped as Mentoring or Parenting Training.
- **Immersion retreats:** A health-based intervention designed to provide youth with immersion into native culture as well as to develop trust and a working relationship between the youth and the project team in a natural environment.
- **Mentoring (individuals or groups):** Formation of an ongoing relationship between a mentor from your project and youth (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 youth.
- **Native cultural education in classrooms and events:** Any project activities taking place in a school/classroom setting that is intended to increase native cultural awareness and education among school children, school district staff, teachers, and members of the community. These activities are focused on a broad audience rather than only enrolled youth.
- **Parenting training:** Training for the parents/caretakers of youth enrolled in your project. This training must take place in workshops or events provided by your project and be focused on helping parents coordinate their caregiving with the services your project is providing to the youth.
- **Referral/linkages to community-based support services:** Connecting youth specifically to community-based **support** services outside of your project that uses members of the local community to support youth. Community-based support services may include but are not limited to transportation services, laundry services, food-access services, and after-school programs.
- **Referral/linkages to mental health services:** Connecting youth specifically to **mental health services** outside of your project, either directly through a partnership or indirectly by providing youth with resources. Mental health services can include individual counseling, group therapy, and much more. While you may be providing these services to your youth directly in some cases, this category is for when you make outside referrals to mental health services.
- **Referral/linkages to alcohol or drug services:** Connecting youth to services outside your project which help them with any existing drug and/or alcohol use. Alcohol or drug services can include inpatient or outpatient rehab, sessions with a substance abuse counselor, Alcoholics Anonymous, Narcotics Anonymous, or other groups or individual services. While

you may be providing these services to your youth directly in some cases, this category is for when you make outside referrals for alcohol or drug services.

- **Referral/linkages to any other services:** Connecting youth to any other services outside of your project. This can involve “warm-hand offs” or other active modes of connecting youth that go beyond simply providing a list of available resources.
  - **Trauma training:** Any training provided by the project to youth to help youth understand and address adverse childhood experiences, chronic interpersonal trauma, and traumatic stress (personal, historical, etc.).
  - **Wellness training:** Training provided by the project to youth that is designed to help youth improve their physical and/or emotional well-being with the intent of empowering youth.
  - **Workshops:** Any workshop(s) provided by your project that do not fall under one of the other listed categories.
  - **Tribal court:** Utilizing a court setting in order to divert youth from entering the juvenile justice system.
  - **Youth/Family support groups:** Informal groups of individuals with common experiences or concerns focused around providing encouragement, comfort, and advice for enrolled youth and/or their families.
  - **Other (describe):** Provide a brief description of any other activities your project uses.
- d. **How do you define “success” for youth in terms of these project activities?** Provide a description of the measurable milestone(s) that you use to determine when a youth has successfully completed services and exited your project.

## SECTION 2: Native Cultural Education in Schools and Community Outreach

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Report the number of activities your project conducted during the current reporting period which were focused on increasing cultural awareness and education in schools and the community. **Only complete this section if it is applicable to your project;** if your project does not utilize school-based education and/or community outreach, leave this section blank.

- a. **Native cultural education in classrooms:** Provide the number of educational activities your project has implemented with the intent of fostering a greater understanding and appreciation for native culture.
1. **# of students who attended the above education:** List the cumulative total number of students present for any native cultural education classroom activities recorded.
  2. **# of teachers who attended the above education:** List the cumulative total number of teachers present for any native cultural education classroom activities recorded.

3. **# of other school district staff who attended the above education:** List the cumulative total number of school district staff (other than teachers) present for any native cultural education classroom activities recorded.
- b. **Native cultural education through events:** Provide the number of educational events your project has implemented with the intent of fostering a greater understanding and appreciation for native culture.
1. **#of individuals potentially reached during the above events:** List the cumulative number of individuals who attended any events focused on native cultural education.

### SECTION 3: Youth Enrollment Quarterly Totals

In this section, report the number of youth that were referred to and enrolled in your project during the current reporting period. Youth can “re-enter” the project if they exit for any reason and reenroll. For the purpose of data tracking, we will separate out data for youth enrolled in your project into the three enrollment cohort categories below:

- **FIRST TIME Enrollment Cohort:** Youth that have entered the project for the first time during the current reporting period.
- **SECOND TIME Enrollment Cohort:** Youth that entered the project, left the project during any prior reporting period, and then reenrolled during the current reporting period.
- **THIRD TIME OR MORE Enrollment Cohort:** Youth that have left the project two or more times during any prior reporting period(s) and have reenrolled during the current reporting period.

#### 3.1 Youth Referrals and Enrollments

Report the number of youth referred to and enrolling in your project during the current reporting period. Classify enrollments based on enrollment cohort using the definitions above.

- a. **Total Youth Referred to Project:** Report the number of youth that were referred to your project during the current reporting period.
- b. **Total Youth Enrolling for the FIRST TIME:** Report the total number of youth that enrolled in your project for the FIRST TIME during the current reporting period.
- c. **Total Youth Enrolling for the SECOND TIME:** Report the total number of youth that enrolled in your project for the SECOND TIME during the current reporting period.
- d. **Total Youth Enrolling for the THIRD TIME OR MORE:** Report the total number of youth that enrolled in your project for the THIRD TIME OR MORE during the current reporting period.

### 3.2 Youth Enrollments

Report the number of youth enrolling in your project based on their enrollment cohort.

**a. Point of Entry:**

Report the number of youth entering your project based on the source of their referral, the point of diversion, and participation status.

1. **Source of referrals (into your services):** Specify the primary source from which each youth was referred to your project. Report only one referral source per youth entry.
  - a. **Probation:** Youth was referred to your project by a probation department as part of, or in lieu of, probation.
  - b. **Court:** Youth was mandated to participate in your project by a judge in lieu of incarceration or other penalization by the justice system.
  - c. **Community Organization:** Youth was referred to your project by a community organization, such as a youth/teen center, recreation club, church, activism group, etc.
  - d. **School/Truancy:** Youth was referred to your project by their school for reasons such as truancy or disruptive behavior.
  - e. **Police/Law Enforcement:** Youth was referred to your project by a law enforcement officer, usually following contact and potentially arrest or citation.
  - f. **Service Referral:** Youth was referred by an organization or agency that has an ongoing referral-based relationship with your project, which may be mutual or one-way.
  - g. **Self or Family Referral:** Youth came to project on their own accord or as some kind of informal agreement within their family/caregivers (without law enforcement, school, or government involvement).
  - h. **Outreach:** Rather than being referred to project, youth was identified during outreach efforts. School and community events, contacting at-risk youth or families, and advertisements or other public postings are all common and acceptable types of outreach.
  - i. **Other:** Please count any other type of youth referral sources you may have here.
2. **Point of Youth Diversion:** Indicate the point at which youth were diverted from the justice system into your project. Choose the most accurate option from the following:
  - a. **No contact with law enforcement:** Any youth diverted before coming in contact with law enforcement. This can be a result of youth outreach, self/family referral, etc.
  - b. **Informal contact with law enforcement:** Any youth diverted to your project as an alternative to adjudication hearings. These interactions can be youth-or law

enforcement-initiated and may occur in programmatic settings (e.g., police-led programs), day-to-day interactions in community/school settings, or if a youth was a victim of a crime.

- c. **Pre-adjudication:** Any youth diverted to your project after an arrest has been made, but before a judge has made a formal ruling on the matter.
- d. **Post-adjudication:** Any youth diverted to your project after a judge has made a ruling on the case.
- e. **Unknown:** Any youth with no data recorded regarding their point of diversion.

**Point of Youth Diversion TOTAL:** This value will automatically be calculated for you. It is the total youth diverted during the current reporting period for each enrollment cohort. As this section represents an unduplicated count of all youth enrolled, each enrollment cohort total should equal lines 3.1 b, c, and d, respectively, in the box above.

### 3. Youth Participation Status:

- a. **Mandated:** Youth participation in your project is a condition of probation, a court order, a school requirement, or other mandate.
- b. **Voluntary:** Youth participation in your project is voluntary.
- c. **Unknown:** No information was recorded regarding the participation status of youth.

**Youth Participation Status TOTAL:** This value will automatically be calculated for you. It is the total for each enrollment cohort. As this section should be an unduplicated count of all youth enrolled, each enrollment cohort total should equal lines 3.1 b, c, and d, respectively, in the box above.

### b. Demographics of Participants at Enrollment:

Please use this section to report the demographic information for youth enrolling in your project during the current reporting period for each enrollment cohort. This section should be a non-duplicated count of the youth your project served, so the automatically calculating TOTAL boxes for each enrollment cohort (bottom line of each demographic box) should equal lines 3.1 b, c, and d, respectively, in box 3.1 above.

1. **Age Groups:** Please use the youths' age at the time they enrolled in your project.
2. **Gender Identity:** Please ask youth to self-report whenever possible.
3. **Race/Ethnicity:** Please ask youth 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 you require a race/ethnicity form that will allow you to collect this data in a way that conforms to state requirements outlined above, please notify the BSCC by email at **TribalYouthDiversion@bscc.ca.gov**.

If a youth indicates they belong to multiple races/ethnicities, report them under one of the following in the Race/Ethnicity section when applicable:

- j. Multi-ethnic origin, ethnicity, or race that **includes** American Indian/Alaska Native
- k. Multi-ethnic origin, ethnicity, or race that **does not** include American Indian/Alaska Native

**4. Education Status:** Please indicate the total number of youth who are enrolled or not enrolled in school.

For those who are enrolled in school, please indicate at what level/type of school they currently attend.

- Middle school/Junior High
- High school
- Other school/training

For those youth not enrolled in school, please indicate their current graduation status.

- Have high school diploma or GED
- Have not graduated
- Other

Enter the remaining number of youth enrolled for which you do not know their educational status in the “Unknown/Did not collect” row.

**5. Employment:** Please indicate the level of employment of the youth entering your project.

- a. **Student not looking for employment:** Youth is not employed and not seeking employment due to their primary status as a student.
- b. **Employed not looking for employment:** Youth is employed and satisfied with their current level of employment, not looking for additional work or a different job.
- c. **Employed – looking for additional/other employment:** Youth is employed but is seeking additional employment or a different job. This option may be used for youth that are working part time but desire to work full time.
- d. **Not employed – looking for employment:** Youth is not employed but wishes to be and is currently seeking employment.
- e. **Other (not employed, not in school, but not looking for employment due to treatment, disability, etc.):** Youth is not in school and not employed, but is not seeking employment due to disability, physical or mental health issues, legal issues, or another reason.

f. **Unknown/did not collect**

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

- a. **Living with original caregiver/parent:** Youth is living with parent and/or original caretaker(s), who may live together in the same house or have another custody agreement.
- b. **Living independently:** Youth has a self-sufficient living situation (on the lease/paying rent; not doubled up or couch surfing).
- c. **Living with relatives (not in foster care):** Youth lives with members of their family other than their original caretaker(s).
- d. **Living in Foster Home:** Youth lives in a home in which they were placed by Child Protective Services.
- e. **Living in out-of-home care through Child Welfare or Probation**
- f. **Living in a car, on the street, an abandoned building, or tent**
- g. **Doubled up/couch surfing**
- h. **Unknown/Did not collect**

7. **Risk Status:** It is considered best practice to use a standardized tool to inform treatment plans for youth. Many assessments categorize youth as low, medium, or high risk, and are designed to be used as pre/posttests or on an ongoing basis, but there are many other accepted methods. If your project records risk status as a part of your enrollment, please group each youth into one of the three categories (low, medium, or high risk). If your project does not record risk status or if individual youths had no risk status recorded at entry, enter those youth into the “Unknown/Did not collect” row.

- c. **Youth Participating in Project Services:** Record the total number of youth within each enrollment cohort participating in each activity during the current reporting period. Youth 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 youth can be reported across different activities and quarters, as long as they are active in those activities.

For example, if a youth received three group mentoring sessions during the current reporting period, they would only be counted **one time** in a column: under “Group mentoring”. However, if a youth received one group mentoring session and one academic tutoring session during the current reporting period, they would be counted **twice** in a column: once under “Group mentoring” and once under “Academic support/tutoring”.

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 4: Youth Exited Quarterly Totals

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In this section, you will be asked to report the total number of youth exiting your project, why those youth left, and the demographic information for each enrollment cohort.

### 4.1 Youth Exited During Quarter

- a. **Total Youth Exited During Quarter:** Record the number of youth exiting from each enrollment cohort.
  1. **From First Entry:** Record the number of youth exiting your project during the current reporting period who were classified as first-time entries.
  2. **From Second Entry:** Record the number of youth exiting your project during the current reporting period who were classified as second-time entries.
  3. **From Third or More Entries:** Record the number of youth exiting your project during the current reporting period who were classified as third-time entries or higher.
  
- b. **Reasons for Youth Exit:** Please indicate the primary reason for the youth exiting the project during the current reporting period based on the youth's enrollment cohort.
  1. **Successful Completion:** Youth successfully completed your project; use the definition you included in Section 1.4.d.
  2. **Dropped Out/Lost Contact:** Youth stopped coming to project activities and did not respond to outreach from project staff about continuing.
  3. **Non-Compliant (asked to leave):** Youth was told by project staff they can no longer participate in the project, perhaps due to repeated misconduct.
  4. **Arrest/Incarceration:** Youth was arrested and/or incarcerated, or otherwise engaged in the justice system in a way that eliminated their ability to participate in your project.
  5. **Services not appropriate for youth:** Youth was enrolled in your project, but it was later determined that this project does not fit the youth's needs.
  6. **Other:** Any other reason youth exited the project.
  7. **Did not collect**

**TOTAL:** This value will automatically be calculated for you. It is the total youth who exited your project during the current reporting period. As this section should be an unduplicated count of all youth enrolled, each enrollment cohort total should equal lines a, b, and c, respectively, in the box in 4.1.a.

- c. **Successful Exits:** Record the demographic information AT ENTRY for all youth who successfully exited your project during the current reporting period for each enrollment cohort. For each demographic box in this section, the automatically calculated TOTAL lines for each enrollment cohort should match the corresponding enrollment cohort cell on line 1 in Section 4.2.1 above labelled “Successful Completion”. For more detailed instructions on entering the demographic data, see Section 3.2.b above.
1. **Age Groups (at ENTRY)**
  2. **Gender Identity (at ENTRY)**
  3. **Race/Ethnicity (at ENTRY)**
  4. **Education Status (at ENTRY)**
  5. **Employment (at ENTRY)**
  6. **Housing Status (at ENTRY)**
  7. **Risk Status (at ENTRY)**
- d. **Youth Outcomes:** For each enrollment cohort, indicate how many of the youth who **successfully completed** your project demonstrated the positive outcomes listed below. You only need to list values for project outcomes that are applicable to your project plan/goals for youth. Individual youth should only be reported once per cell.
1. **# of youth with reduced assessed risk status:** Youth 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.
  2. **# of youth with improved mental health status:** Youth is exiting your project with a reduced risk status compared to when they were first enrolled in your 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.
  3. **# of youth with reduced quantity or frequency of substance use:** Youth is exiting your 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.
  4. **# of youth without contact with the justice system:** Youth who avoided contact (e.g., arrest, booking, supervision violation, etc.) with the justice system during the entirety of their time working with your project. This means without further processing if their diversion was formal, or without any processing if they had been diverted before initial contact.

5. **# of youth who improved school attendance:** Youth who tended to miss fewer days of school by the end of your project than when they enrolled in the project.
6. **# of participants who improved academic performance:** Youth 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.
7. **# of participants with improved school behavior (e.g. fewer suspensions, expulsions, etc.)**
8. **# of participants with improved employment status:** Youth who were classified as “looking for employment” at entry found some form of employment before successfully exiting your project.
9. **# of participants with improved housing status:** Youth is exiting your project with an improved housing status. This could mean an improvement from homeless to housed, from couch-surfing/doubled up to being a rent-paying member on a lease, leaving Foster Care or other out-of-home care to a more permanent situation, etc.
10. **# of AI youth with improved cultural awareness/identity:** Native American/American Indian youth exhibited an increase in their level of cultural awareness and identification with their heritage before successfully exiting your project.
11. **Other:** Briefly describe any other positive outcomes youth who successfully completed your project exhibited.