



Proposition 64 Grant - Cohort 3 Data Reporting Guide

**Instructions for Quarterly
Data Reporting**

June 2023



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Introduction

This document is an instructional guide for completing the Proposition 64 (Prop 64) – Cohort 3 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:
Prop64_Grant3@bscc.ca.gov

Completing the QPR

The QPR form is provided through Smartsheet, an online data platform. You will not need a Smartsheet account, special software, or licenses to submit your quarterly report. Each form must be completed and submitted in its entirety in a single session. With this in mind, it is recommended that narrative responses first be drafted in Adobe format and pasted into the QPR form.

To keep the forms at a manageable length, forms are split into two separate quarterly submissions:

1. [General Project Overview: Youth Cannabis Use: Prevention & Intervention / Enrollments; Public Health Awareness & Education; and Cannabis Compliance and Enforcement](#) – Part 1 of the quarterly form which collects information on expenditures, implementation status, activities and enrollments (if applicable).
2. [Youth Participant Exits and Outcomes](#) – Part 2 of the quarterly form which collects exit information and positive outcomes for participants.
Note: This form will only need to be completed during reporting periods in which participants have exited from your project.

Many fields within the QPR use logic to determine if the items that will be displayed. With that in mind, not all items in the guide will be shown to all respondents.

Quarterly Progress Report | Part 1:

General Project Overview

Youth Cannabis Use: Prevention & Intervention / Enrollments; Public Health Awareness & Education; and Cannabis Compliance and Enforcement

Grantee Information

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

1. **Grantee:** Official name of grantee organization/county that directly received funding from the BSCC.
2. **BSCC Grant Award Number:** Number assigned to your grant by BSCC. This number can be found on your grant agreement.
3. **Your Name:** The preparer's name.
4. **Email:** The preparer's email.
5. **Phone:** The preparer's phone number.
6. **Your Role(s):** The preparer's role(s).
7. **Current Reporting Period:** Select the current quarter you are reporting for using the drop-down menu

- | | |
|--|------------------------|
| • QUARTER 1: May 1, 2023 to June 30, 2023 | Due: August 15, 2023 |
| • QUARTER 2: July 1, 2023 to September 30, 2023 | Due: November 15, 2023 |
| • QUARTER 3: October 1, 2023 – December 31, 2023 | Due: February 15, 2024 |
| • QUARTER 4: January 1, 2024 – March 31, 2024 | Due: May 15, 2024 |
| • QUARTER 5: April 1, 2024 – June 30, 2024 | Due: August 15, 2024 |
| • QUARTER 6: July 1, 2024 – September 30, 2024 | Due: November 15, 2024 |
| • QUARTER 7: October 1, 2024 – December 31, 2024 | Due: February 15, 2025 |
| • QUARTER 8: January 1, 2025 – March 31, 2025 | Due: May 15, 2025 |
| • QUARTER 9: April 1, 2025 – June 30, 2025 | Due: August 15, 2025 |
| • QUARTER 10: July 1, 2025 – September 30, 2025 | Due: November 15, 2025 |
| • QUARTER 11: October 1, 2025 – December 31, 2025 | Due: February 15, 2026 |
| • QUARTER 12: January 1, 2026 – March 31, 2026 | Due: May 15, 2026 |
| • QUARTER 13: April 1, 2026 – June 30, 2026 | Due: August 15, 2026 |
| • QUARTER 14: July 1, 2026 – September 30, 2026 | Due: November 15, 2026 |
| • QUARTER 15: October 1, 2026 – December 31, 2026 | Due: February 15, 2027 |
| • QUARTER 16: January 1, 2027 – March 31, 2027 | Due: May 15, 2027 |
| • QUARTER 17: April 1, 2027 – June 30, 2027 | Due: August 15, 2027 |
| • QUARTER 18: July 1, 2027 – September 30, 2027 | Due: November 15, 2027 |
| • QUARTER 19: October 1, 2027 – December 31, 2027 | Due: February 15, 2028 |
| • QUARTER 20: January 1, 2028 – March 31, 2028 | Due: May 15, 2028 |
| • QUARTER 21: April 1, 2028 – April 30, 2028 | Due: August 15, 2028 |

8. **Would you like any technical assistance?** Select “Yes” if you would like technical assistance for anything regarding the evaluation of your project.

If you select “Yes” on this item, item 7a will be shown below.

- 8a. **Please describe the type and nature of the assistance you would like.**

Briefly describe the technical assistance needs of your project.

Section 1 – General Project Overview

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.

A. Expenditure Status

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

1. **Proposition 64 Grant Award Amount:** The total amount of funds your project was awarded for the full grant period.
2. **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.
3. **Percent of Award Invoiced-to-Date:** The percentage of the Prop 64 Grant award you have invoiced to date. Calculate this value by dividing the value you entered for Amount Invoiced-to-Date (2.) by the value for Grant Award Amount (1.).
4. **In relation to the overall grant budget, are Proposition 64 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.

If you select “No” on this item, item 4a will be shown below.

- 4a. **If not, please explain why. Describe any corrective actions needed.** If your spending so far has been different from your budget plan, please tell us why and describe your updated plan.

Section 2 – Project Status

2A Project Inputs & Implementation

Indicate the status of each of your project implementation activities below by using the dropdown menu provided (select only one per activity). Please use the definitions below to respond to each category or mark. Select “N/A” for any activity that does not apply to

your project. For each activity provide a narrative description of progress, accomplishments, and/or challenges your project has faced in the current reporting period.

Note: when all applicable components are “complete/established,” document the quarter in which that occurred. For the remaining quarters note the date of completion for the activity.

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.

If you select any response other than “N/A” on any of the following items, a description box will appear for you to provide a brief description of your progress, accomplishments, and/or challenges for that implementation activity.

1. 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).

2. Staffing and/or Volunteers: Hiring staff and/or volunteers for the essential positions of your project (describe your project’s progress in this area).

3. Training: Developing and executing the training content and activities necessary for a fully prepared project staff (describe your project’s progress in this area).

4. 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).

5. 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/

6. 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).

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).

2B Highlights & Project Activities

1. Overall Project Highlights

In this section you will describe any overall project highlights and/or accomplishments that occurred during the current reporting period with your Proposition 64 Cohort 3 project.

2. Upcoming Project Activities

In this section you will describe any significant project activities that will take place during the next reporting period that would be of particular interest for BSCC (e.g., trainings, community events, media events).

2C Project Goals and Objectives

For the following items, please refer back to the Goals and Objectives you listed in your workplan submitted with your grant application. Enter the goals and objectives identified in your grant agreement. These goals will remain the same across the grant period. Please provide updates for each Goal/Objective listed on your project's workplan related to the current reporting period.

For each goal listed on your workplan, describe the following:

- A. Describe progress towards this goal and its objectives during this reporting period.**
- B. Describe any challenges encountered while working towards this goal and its objectives during the reporting period. Describe how they were addressed.**

Section 3 – Description of Project Activities

In this section we ask you to classify your project's purpose area(s), describe risk/needs assessments used, identify project activities, tell us how you define when a participant has successfully completed your project and how you define when an enforcement and compliance activity and/or service has been successfully completed.

Project Purpose Area: Which Project Purpose Area(s) will your project implement with the Prop 64 Cohort 3 funds? Select all that apply.

- Project Purpose Area 1- Youth Development/Youth Prevention and Intervention School-based Diversion
- Project Purpose Area 2- Public Health Court Diversion
- Project Purpose Area 3- Public Safety Family/Youth Self-Referral
- Project Purpose Area 4- Environmental Impacts

Depending on the PPA(s) selected, a new set of items will populate.

3A Youth Cannabis Use: Prevention & Intervention

1. Risk/Needs Assessments Used: Indicate whether the youth enrolled in your project are routinely given a formal criminogenic assessment to identify their needs and/or risks. A formal assessment is typically completed by a professional (i.e., social worker, school counselor, etc.).

If you select “Yes” on this item, item 1a will be shown below. Please describe the criminogenic risk/needs assessment your project uses.

Youth Development Activities & Case Management

2. Select Youth Development Activities & Case Management Activities: Please select the activities that are elements of your project (check all that apply). 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.
- **Behavior change plans:** Plans established in working directly with youth, where behaviors such as substance use, bullying, or school performance are discussed. Steps are identified and followed to increase or decrease identified behaviors.
- **Career counselling/job shadowing:** 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. Job shadowing can include youth working alongside staff to understand duties, participating in ride-alongs, demonstrations, explorer programs, etc.
- **Individual/family support services:** Any service activities provided by the project that assists or supports either the youth or the youth’s family. This could include medical, dental, etc. Do not include mental health, substance use,

academic, or community-based services as these types of services are captured in other categories listed here.

- **Individual/group 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 is relatively structured and intensive and would not be more appropriately grouped as Mentoring, Life skills training or Skill building activities.
- **Individual/group mentoring:** 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.
- **Leadership/mentorship training:** Providing youth training in leadership or mentoring to develop fundamental skills so that in turn they can serve as leaders, mentors or educators to fellow youth.
- **Life skills training:** Providing youth with training to develop skills that serve in increasing connectedness to themselves, their families and community, increasing protective factors and decreasing risk factors.
- **Ongoing 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.
- **Pro-Social activities/recreational activities:** Any project activities provided to youth that serve as positive outlets and alternatives to certain behaviors. They can include sports leagues, Friday Night Lights events, visiting colleges or entertainment venues.
- **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 substance use services:** Connecting youth to services outside your project which help them with any existing drug and/or alcohol use.

Drug or alcohol services can include inpatient or outpatient rehab, sessions with a substance abuse counselor, Alcoholics Anonymous, Narcotics Anonymous, or other group 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.
- **Skill building activities:** Any project activities to strengthen youth’s independent life, problem solving, resiliency, and/or refusal skills.
- **Substance use awareness education:** Any educational demonstrations, school/classroom presentations, focus groups or events provided to youth to help spread awareness of substance use and its effects.
- **Workshops:** Any workshop(s) provided by your project that do not fall under one of the other listed categories.
- **Other Youth Activity (describe):** Provide a brief description of any other youth prevention and/or intervention activities your project uses.

3. How do you define “success” for youth in terms of these project activities?

Describe the measurable milestone(s) of success your project uses to determine when a youth has successfully completed services (e.g. counseling, substance use services, pro-social activities, mentoring, individualized case plan development and completion, etc.). Note that you will use this definition for identifying those youth who are “successfully exiting” your project when you complete Section 4. This definition could be an amount of time in pro-social activities, a dosage of services received, improvement in an outcome measure, or other definition specific to your project.

3B Public Health Awareness & Education in Schools and Communities

Public Health Awareness & Education Activities

1. Select Public Health Awareness & Education Activities: Please select the activities that are elements of your project (check all that apply). There will also be room for you to describe any project activities not listed here.

- **Elementary School educational presentations:** Educational presentations given to elementary school students and staff that focus on cannabis awareness and its ties to public health. This can include classroom-based or assembly-level presentation for elementary school students and staff who are

in a general audience and not for participants who are enrolled in active case management and/or have progress tracked over time.

- **Middle School / Junior High educational presentations:** Educational presentations given to middle school / junior high school students and staff that focus on cannabis awareness and its ties to public health. This can include classroom-based or assembly-level presentation for elementary school students and staff who are in a general audience and not for participants who are enrolled in active case management and/or have progress tracked over time.
- **High School educational presentations:** Educational presentations given to high school students and staff that focus on cannabis awareness and its ties to public health. This can include classroom-based or assembly-level presentation for elementary school students and staff who are in a general audience and not for participants who are enrolled in active case management and/or have progress tracked over time.
- **Community Educational Events / Presentations:** Educational presentations and events provided to your community that focus on cannabis awareness and public health. This can include festivals, conferences, awareness nights, or general audience meetings.
- **Social Media Campaigns:** Campaigns run by your project through social media that focus on cannabis awareness and its ties to public health. This can include campaigns run via websites, Facebook, Instagram, TikTok, mass transit advertisements, billboards, etc.
- **Other Public Health Awareness Activity (describe below):** Provide a brief description of any other public health awareness activities your project uses.

2. How do you define “success” for public health awareness, education in schools and communities, in terms of these project activities? Describe the measurable milestone(s) of success your project uses to determine when public health awareness, education in schools and communities have been successfully completed (e.g. social media campaigns, community events, school education events, etc.).

3. Public Health Awareness and Education in Schools and Community Quarterly Activities: Report the total number of project activities completed during the current reporting period to increase public health awareness and education about cannabis among school children, young adults, school district staff, teachers, parents, and members of the community, if applicable. If the project did not complete these activities this quarter, report zero. If the project will not ever be implementing these activities, report N/A.

Only report activities that are for a general audience and not for participants who are enrolled in active case management and/or have progress tracked over time.

- a. **Total # of educational event(s):** For the current reporting period, provide the total number of educational events your project has implemented with the intent of providing information and awareness of cannabis use and its negative effects.
 1. **Total # of students who attended the above event(s):** List the cumulative total number of students present for any educational classroom events recorded during the current reporting period.
 2. **Total # of teachers who attended the above event(s):** List the cumulative total number of teachers present for any educational classroom events recorded during the current reporting period.
 3. **Total # of other school district staff who attended the above event(s):** List the cumulative total number of school district staff (other than teachers) present for any educational classroom activities recorded during the current reporting period.

- b. **Total # of community educational event(s):** For the current reporting period, provide the total number of community educational events your project has implemented with the intent of providing information and awareness of cannabis use and its negative effects.
 1. **Total # of youth potentially reached during the above event(s):** List the cumulative number of youth who attended any events focused on information and awareness of cannabis use and its negative effects during the current reporting period.
 2. **Total # of adults potentially reached during the above event(s):** List the cumulative number of adults who attended any events focused on information and awareness of cannabis use and its negative effects during the current reporting period.

- c. **Total # of social media campaign educational activities:** For the current reporting period, provide the total number of social media campaigns your project has implemented with the intent of providing information and awareness of cannabis use and its negative effects.
 1. **Total # of youth potentially reached during the above events:** List the cumulative number of youth who were potentially reached via the campaign during the current reporting period.
 2. **Total # of adults potentially reached during the above events:** List the cumulative number of adults who were potentially reached via the campaign during the current reporting period.

3. **Total # of social media materials (handouts/pamphlets, commercials, websites, etc.) created:** List the cumulative number of materials created for the campaign during the current reporting period.
4. **Total # of social media “hits” captured:** List the cumulative number of “hits” or “visits” to the social media campaign or website during the current reporting period.

3C Cannabis Compliance & Enforcement

Compliance & Enforcement Activities

1. Select Compliance & Enforcement Activities: Please select the activities that are elements of your project (check all that apply). There will also be room for you to describe any project activities not listed here.

- **Aerial/Surveillance of Land:** Utilizing surveillance photos or video to determine the extent of illegal cannabis cultivation and environmental impacts.
- **Cannabis retailer education/outreach/training:** Any training, educational events or outreach provided to cannabis retailers to increase knowledge about codes, regulations, youth substance use, illegal cannabis product sales, etc.
- **Compliance monitoring of permitted operations:** Code enforcement officers or deputies inspect and/or monitor local permitted operations to determine compliance with codes and regulations. This can include brick and mortar outlets and delivery, manufacturing, testing, distribution, and cultivation locations.
- **Cultivation eradication:** Eradicating illegal cannabis plants found during investigations, surveillance and/or inspections.
- **Environmental assessments:** Staff or partners will assess sites to determine environmental impacts due to illegal cannabis cultivations. Environmental reclamation plans may be developed to identify land and water within or near cultivation sites in need of remediation.
- **Land remediation:** Upon an environmental assessment, land remediation of illegal cannabis cultivation sites is done to restore damaged habitats, eliminate soil erosions, remove contaminates, remove unpermitted graded roads and/or buildings, etc.
- **Identification of illegal cultivation areas:** Identifying areas that host illegal cannabis cultivations via aerial/surveillance footage or physical inspections (by foot or vehicle).

- **Law Enforcement Investigations:** Investigations conducted within the targeted service area, that may focus on illegal cannabis cultivation, sales, distribution, associated gang activity, etc.
- **Testing illegal cannabis products:** Staff or partners will test cannabis products from brick and mortar outlets and delivery, legal or illegal manufacturing, distribution, and/or cultivation locations to determine if it meets compliance standards of legal cannabis products.
- **Water remediation:** Upon an environmental assessment, water remediation within or near illegal cannabis cultivation sites is done to restore water diversions and habitats, eliminate soil erosions, remove contaminates, etc.
- **Other (describe):** Provide a brief description of any other cannabis compliance and enforcement activities your project uses.

2. How do you define “success” for the activities completed?: Describe the measurable milestone(s) of success your project uses to determine when a cannabis compliance and enforcement activity has been successfully completed (e.g. compliance monitoring/code enforcement initiated and completed, investigations initiated and completed, eradication goals met, etc.). Note that you will use this definition for identifying those activities which are “successfully completed” when you complete the following section. This definition could be an amount of activities completed, a dosage of activities delivered (e.g. retailer education, retailer training, etc.), improvement in an outcome measure, or other definition specific to your project.

3. Cannabis Compliance and Enforcement Activity Outcomes: Report project activities during the current reporting period focused on cannabis compliance and enforcement. Of the total number of activities that were successfully completed during this reporting period (as per the line labelled “Successful Completion” in question 2. above), enter the total number of activities that demonstrated the positive outcomes listed below as applicable for your project plan/goal(s). Each line should represent an unduplicated count of an activity. This allows for tracking the total number of activities with positive outcomes. If the project did not complete these activities this quarter, report zero. If the project will not ever be implementing these activities, report N/A.

a. Total # of Cannabis Operations-related Educational, Informational or Outreach Events Completed: For the current reporting period, provide the number of educational, informational, or outreach events your project has provided to retailers with the intent of providing information and awareness of youth cannabis use and its negative effects.

- 1. Total # of retailers who were contacted:** List the cumulative total number of retailers who were contacted and/or trained during the educational, informational or outreach events during the current reporting period.

2. **Total # of retailers with increased knowledge of cannabis code and regulation:** For the current reporting period, list the cumulative total number of retailers who improved their knowledge of cannabis code and regulation during the educational, informal, or outreach events. This could mean a verified improvement in knowledge of industry legal requirements.
3. **Total # of retailers with increased awareness of youth cannabis use and illicit cannabis:** For the current reporting period, list the cumulative total number of retailers who improved their awareness of youth cannabis use and illicit cannabis during the educational, informal, or outreach events. This could mean a verified improvement in knowledge of underage use and sales and illicit cannabis products.

b. Total # of Compliance/Code Enforcement Activities Completed:

For the current reporting period, provide the number of compliance/code enforcement activities your project initiated and completed.

1. **Total # inspections completed:** For the current reporting period, list the cumulative total of inspections completed at brick and mortar outlets and delivery, manufacturing, testing, distribution and cultivation (legal or illegal) locations.
2. **Total # of code enforcement actions/violations found:** For the current reporting period, list the cumulative total of code enforcement actions/violations found at brick and mortar outlets and delivery, manufacturing, testing, distribution, and cultivation (legal or illegal) locations.
3. **Total # of code enforcement actions/violations resolved:** For the current reporting period, list the cumulative total of actions/violations listed in b2. that were resolved.

c. Total # of Enforcement Activities Completed: For the current reporting period, provide the number of enforcement activities your project initiated and completed.

1. **Total # of aerial/satellite surveillance inspections completed:** For the current reporting period, provide the cumulative number of aerial/satellite surveillance inspections completed.
2. **Total # of illegal cultivation areas identified:** For the current reporting period, provide the cumulative number of illegal cultivation areas identified.
3. **Total # of unlicensed cannabis growth investigations completed:** For the current reporting period, provide the cumulative number of unlicensed cannabis growth investigations initiated and completed.

4. **Total # of unpermitted plants identified and eradicated:** For the current reporting period, provide the cumulative number of unpermitted plants identified and eradicated.
5. **Total # of environmental inspections completed:** For the current reporting period, provide the cumulative number of environmental inspections completed.
6. **Total # of complaints resolved:** For the current reporting period, list the cumulative total of public complaints regarding cannabis enforcement your project responded to and resolved.

Section 4 – Youth Enrollment Quarterly Totals

In this section, report the total number of youth that were referred to and enrolled in your project, their demographic data, as well as their participation in development activities and case management *during the current reporting period*.

1. **Does your project enroll participants?** Indicate whether your project enrolls participants.

If you select “Yes” on this item, section 4.2 will be shown below.

4.1 Youth Referrals & Enrollments

Record the number of youth referred to and enrolled in your project *during the current reporting period*. **Do not include non-enrolled youth participants, such as students within a classroom, those reached via social-media campaigns, etc.**

Each line should represent an unduplicated count of individuals. Line a. should include all individual youth referred to the project. This should only count each individual one time, even if they were referred multiple times this quarter or during a previous quarter.

For the purpose of data tracking, we will separate out data for youth enrolled in your project into the two enrollment cohort categories. Line b. should show the number of youth enrolling in the project for the **FIRST TIME** this reporting period. Any reenrollments will be counted on line c. **SECOND TIME**, as needed. Youth can “re-enter” the project if they exit for any reason and reenroll.

The **TOTAL** number of youth enrolled this quarter for each enrollment category should match their respective total lines of Entry into Services this Quarter (Point of Youth Diversion and Youth Participation Status), Age Groups, Gender Identity, Race/Ethnicity, Education Status, Employment Status and Risk Status.

- **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.
- a. **Total Youth Referred to Project**: Report the number of youth that were referred to your project during the current reporting period. These youth may or may not have also been enrolled in 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.

4.2 Youth Enrollment Data

In this section, report data for youth entering your project for the First Time or Second Time. If a youth has exited the project for any reason and returned, they are considered a “re-entry”. All data for youth re-entering the project will be recorded in the SECOND TIME Enrollments column below, as appropriate.

The TOTAL number of youth reported on respective total lines of all boxes in Section a. Point of Entry (Source of Referrals, Point of Youth Diversion and Youth Participation Status), Section b. Demographics of Youth at Enrollment (Age Groups, Gender Identity, Race/Ethnicity, Education Status, Employment Status and Risk Status) should equal and match the corresponding cells in 4.1.a, 4.1.b and 4.1.c.

For example: if 25 participants were referred (a.) and 15 enrolled for the first time (b.), then the totals for Source of Referrals, Point of Youth Diversion, Youth Participation Status, Age Groups, Gender Identity, Race/Ethnicity, Education Status, Employment Status and Risk Status should each equal 15 participants.

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 *during the current reporting period* (first time or second time). Report only one referral source per participant.

1. **Source of referrals (into your services)**: For the current reporting period, 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 a cannabis-related incident, 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 Referral Source:** Report count any other type of youth referral sources you may have here. Please describe the other referral source reported.
2. **Point of Youth Diversion:** For the current reporting period, 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.

3. **Youth Participation Status:** For the current reporting period, indicate the youth's participation status. Choose the most accurate option from the following:

- 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.

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 totals for each enrollment cohort should equal lines 4.1 b, and c, respectively, in box 4.1 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. If a youth indicates they belong to multiple races/ethnicities, report them under one of the following in the Race/Ethnicity section when applicable: Multi-ethnic origin, ethnicity, or race. 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 Prop64_Grant3@bscc.ca.gov.

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

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

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

Not enrolled in school: 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 Status:** Please indicate the level of employment of the youth entering your project.

- a. Student:** Youth is not employed and not seeking employment due to their primary status as a student.
- b. Employed:** Youth is employed and satisfied with their current level of employment, not looking for additional work or a different job.
- c. Not employed:** Youth is not employed but wishes to be and is currently seeking employment.
- d. Unknown/did not collect**

- 6. Risk Status:** Please indicate the risk status of the youth entering your project.

It is considered best practice to use a standardized criminogenic 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. Actively Engaged Youth & Development Activities and Case Management Services Provided during the Reporting Period

This section captures a snapshot of actively engaged youth this quarter,

regardless of enrollment quarter.

1. Total Number of Actively Engaged Youth during the Reporting Period:

Record the total number of youth currently enrolled in your project who are actively engaged and participating in each activity during the current reporting period. This includes youth enrolled in this and prior quarters who continue to engage in services offered. “Actively Engaged” is defined as: receiving services during the reporting period. This figure provides a snapshot in time of participants served during the reporting period. Include those youth who are identified as “Successfully Completed – Still Active” in these counts (see Section 4.1b).

2. Total Number of Development Activities and Case Management Services during the Reporting Period: For Actively Engaged Participants (see c.1), report the number of youth who received/participated in each of the services or activities below at any time during the current reporting period. The same participant may be reported across multiple services or activities and quarters. 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.

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 “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 “Mentoring” and once under “Academic support/tutoring”.

Include those participants who are identified as “Successfully Completed – Still Active” in these counts (see Section 4.1.b.). These activities/services represent those identified as part of your project on page 8. If the project did not complete these activities this quarter, report zero. If the project will not ever be implementing these activities, report N/A.

- d. 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 Part 2 of the QPR form for this quarter.

Section 5 – Additional Narrative

In this section, you may report additional narrative necessary to detail your project during current reporting period. If providing additional details in reference to a section within this report, please cite relevant section numbers. Any additional data that is project specific, which may help inform project progress, may be included here.

Quarterly Progress Report | Part 2: Youth Participant Exits & Outcomes

Grantee Information

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

1. **Grantee:** Official name of grantee organization/county that directly received funding from the BSCC.
2. **Your Name:** The preparer's name.
3. **Email:** The preparer's email.
4. **Phone:** The preparer's phone number.
5. **Your Role(s):** The preparer's role(s).
6. **Current Reporting Period:** Select the current quarter you are reporting for using the drop-down menu.

Section 6 – Youth Exited Quarterly Totals 6.1 Youth Exited During Quarter

- a. **Total Youth Exited During Reporting Period:** Record the total number of enrolled youth exiting during the current reporting period based on the number of times they entered your project. Totals should include each type of exit (Successful Completion – Still Active, Successful Completion – Inactive, Dropped Out/Lost Contact, Non-Compliant (asked to leave), Arrest/Incarceration, Services not appropriate for youth, and Unknown).
 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.
- b. **Reasons for Youth Exits:** Record the number of youth who exited your project during the current reporting period. The values in each column should be a non-duplicated count, so the TOTAL values should match the values in the box in Section 6.1.a above. **Note: If a youth previously identified as “Successful Completion - Still Active” stops receiving services, do not reclassify that youth as “Successful Completion - Inactive”.** If you don't have any participants exiting in a category, write "N/A".
 1. **Successful Completion – Still Active:** Youth successfully completed your project (using the definition you included in Section 3A.3.) who remain active within the project by receiving services. Youth reported in this category should

also be reported in section 4.2.c. “Youth Participating in Development Activities and Case management”.

2. **Successful Completion – Inactive:** Youth successfully completed your project (using the definition you included in Section 3A.3.) who have exited and no longer receive services Note-If a youth previously identified as “Successful Completion - Still Active” stops receiving services, do not reclassify that youth as “Successful Completion - Inactive”.
3. **Dropped Out/Lost Contact:** Youth stopped coming to project activities and did not respond to outreach from project staff about continuing.
4. **Non-Compliant (asked to leave):** Youth was told by project staff they can no longer participate in the project, perhaps due to repeated misconduct.
5. **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.
6. **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.
7. **Other:** Any other reason youth exited the project.
8. **Did not collect**

6.2 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 (FIRST TIME or SECOND TIME). For each demographic box in this section, the totals for each enrollment cohort should match the total of corresponding enrollment cohort cells on line 1 and 2 in Section 6.1.b.1 and 6.1.b.2. above labelled “Successful Completion - Still Active” and “Successful Completion - Inactive”. For more detailed instructions on entering the demographic data, see Section 4.2.b above.

a. Demographics of Participants (at entry) Exiting

1. **Age Groups (at ENTRY)**
2. **Gender Identity (at ENTRY)**
3. **Race/Ethnicity (at ENTRY)**
4. **Education Status (at ENTRY)**
5. **Employment Status (at ENTRY)**

6. Risk Status (at ENTRY).

- b. Youth Outcomes:** Of the total number of youths who successfully exited during this reporting period (line labelled “Successful Completion” in section 6.1.b.1 above), enter the total number of youth who demonstrated the positive outcomes listed below as applicable for your project plan/goal(s) for those youth.

Note: Individual youth should only be reported once per cell during the entire grant. This allows for tracking the total number of youth with positive outcomes. Youth may be reported in multiple outcomes (e.g., a youth may have increased protective factors/resiliency skills, school attendance, mental health status and without contact with the justice system) and in multiple enrollment categories (FIRST TIME or SECOND TIME).

The value in each cell should not exceed the value entered for the corresponding enrollment categories in box 6.1.b.1 above.

If the project did not complete these activities this quarter, report zero. If the project will not ever be implementing these activities, report N/A.

- 1. Total # 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. Total # 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.
- 3. Total # of youth with increased perception of harm of cannabis use:** Youth is exiting your project with an improved perception of the harmfulness of cannabis use compared to when they were first enrolled in your project. This could mean a verified decrease in the understanding of the negative effects of cannabis use on the physical and/or emotional wellbeing, legal status, or relationships.

- 4. Total # of youth with increased protective factors/resiliency skills:** Youth 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 youth's self-control, decision making, self-image, ability to adapt in the face of adversity, or social competence.
- 5. Total # of youth with increased pro-social behaviors:** Youth is exiting your project with improved pro-social behaviors compared to when they were first enrolled in your project. This could mean a verified increase in a youth's positive attitudes and actions towards themselves, family, and friends.
- 6. Total # of parents/caregivers with increased knowledge of negative impact of youth cannabis use:** Parents/caregivers, of youth participants exiting your project, show improved knowledge of the negative impacts of youth cannabis use compared to when the youth was first enrolled. This could mean a verified increase in understanding the developmental, emotional, or legal impacts of use.
- 7. Total # of youth with improved family or caretaker support/relationships:** Youth is exiting your project with improved family or caretaker support/relationships compared to when they were first enrolled in your project. This could mean a verified increase in positive attitudes toward others, willingness to communicate, and/or time spent with family or caretakers.
- 8. Total # 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.
- 9. Total # 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.
- 10. Total # of youth with improved mental health status:** Youth is exiting your project with an improved mental health 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.
- 11. Total # 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).

- 12. Total # of youth with improved school behavior (e.g. disciplinary incidents):** Youth is exiting your project with improved school behavior compared to when they were first enrolled in your project. This could mean a verified decrease in suspensions, expulsions, detention, etc.
- 13. Total # of youth diverted from drug-related disciplinary incidents:** Youth who would have faced drug-related suspensions or citations but did not as a result of participation in this project as an alternative diversion opportunity.
- 14. Total # 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.

Section 7 – Additional Narrative

In this section, you may report additional narrative necessary to detail your project during current reporting period. If providing additional details in reference to a section within this report, please cite relevant section numbers. Any additional data that is project specific, which may help inform project progress, may be included here.