

# YOUTH REINVESTMENT GRANT Quarterly Progress Report Guide

Version 11.3.20

## INTRODUCTION

This document is an instructional guide for completing the YRG Quarterly Progress Report (QPR). This guide covers each of the QPR sections and provides instructions and descriptions about the types of program information you will be asked to report. Additional assistance completing this form is available.

For assistance regarding **Section I: Quarterly Grant Status** please contact BSCC at [YouthReinvestmentGrant@bscc.ca.gov](mailto:YouthReinvestmentGrant@bscc.ca.gov)

For any other assistance please contact the YRG Statewide Evaluation Technical Assistance Provider, The Institute for Social Research at Sacramento State University: [YRGEval@csus.edu](mailto:YRGEval@csus.edu)

## Completing the QPR

The QPR forms are provided in an Adobe Form format. BSCC will send out the QPR forms for each quarter at least a month ahead of the due date. The form is programmed to allow grantees to complete the form and submit via email. We recommend grantees draft the narrative portions of the QPR in Word format and then paste the text into the QPR form.

There are several fields in the QPR that will not change throughout the grant. For example, grantee identified goals and objectives, and project description. After entering this information in your first QPR, the form for your subsequent QPRs will be auto-filled with this information and you will not need to enter it into the form again.

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

["Reporting Period"]-["Grantee Name"] for example: Y1Q3-SacramentoCounty.pdf

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

Please email an electronic file of your completed QPR to the BSCC at [YouthReinvestmentGrant@bscc.ca.gov](mailto:YouthReinvestmentGrant@bscc.ca.gov) by the reporting period due date with the email subject heading "QPR [Reporting Period] + [Grantee]" for example, "QPR Y1Q3 Fresno County".

## GRANTEE INFORMATION

This first section is for general grantee information related to your organization.

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

This section also asks for contact information of the person preparing the report in order that they can be contacted if needed, including their Name, Title, Phone, and Email.

## SECTION 1: QUARTERLY GRANT STATUS

This section of the QPR provides a general overview of your project's status and services during the reporting period. The information in Section 1 will primarily be used by BSCC for grant monitoring.

Indicate (yes/no) if you require technical assistance in the following quarter; if yes, describe the type of technical assistance needed.

### 1.1 Expenditure Status

This part of the report is interested in the financial aspects of your project. You will be asked about the following:

- Youth Reinvestment Grant Award Amount:** Please enter the total amount of funding your project received/will receive from the BSCC.
- Amount Invoiced to Date:** The total amount of your quarterly invoices at the end of the reporting period; the total amount of funding you have spent/invoiced so far (this does not include encumbrances).
- Percent of Award Invoiced to Date:** Enter the percent of the YRG award invoiced to date. Divide the amount invoiced by the total grant amount [Amount Invoiced ÷ Total Awarded] to find the percentage of your grant that has been used so far.
- In relation to the overall grant budget, are state YRG funds being expended as planned?** Indicate if the reporting spending reflects expenses in the budget submitted with your proposals. If your spending so far has been different from your original budget plan, please tell us why and describe any corrective actions needed.

## 1.2 Project Inputs & Implementation

This section identifies best-practices of evidence-based youth diversion projects and your progress in their implementation.

For each of these project components, please describe your project components and indicate their implementation status using the following options:

- **Not Started.** Your project has not yet focused on implementing this component.
- **Planning Phase.** Your project has started preparations and plans to design and implement this component.
- **Implementation Started.** Your project has initiated implementing aspect of project, but may not be fully developed and/or will need refinement
- **Complete/Established.** The project component is fully in place/completed and supporting project goals
- **N/A.** Does not apply to your project design.

**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 progress in obtaining staff/volunteers).

**c. Training:** Developing and executing the training content and services necessary for a fully-prepared project staff (describe your progress in implementing your training process). Sometimes law enforcement, schools, and other community partners outside your organization may need training on how to collaborate with and support you.

**d. Identification, Outreach, and Enrollment Process:** Developing and promoting a clear pathway for youth to be identified and enrolled into your project (describe the implementation status of these efforts).

**e. Evidence-based Practices:** A project design informed by empirical research demonstrating the intervention contributes to positive youth outcomes (describe your progress in implementing evidence-based practices). For more information regarding evidence-based practices see: <https://nicic.gov/evidence-based-practices-criminal-justice-system-annotated-bibliography>

**f. Data Collection/Evaluation:** Your systematic, ongoing data collection for local and statewide evaluation. This will include your local evaluation plan for BSCC, securing a local evaluator(s), and of course data collection for the QPR (describe your progress in data collection/evaluation).

**g. Quality Assurance:** What kinds of self-check procedures do you have in place? How will you know that your services are being delivered as intended? Pay special attention to the use of evidence-based interventions, dosages, and outcomes (describe your progress in implementing quality assurance measures).

### 1.3 Status of Grant Agreement Goals & Objectives

Enter the goals and objectives identified in your grant agreement. These goals will remain the same across the grant period (unless you have consulted with BSCC about a making a change). For each objective, describe the grant activity during the reporting period, including:

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 challenges?

### 1.4 Impact of Covid-19 Pandemic

Please explain any effects Covid-19 and related public health directives (including social distancing, working from home, cancellation of events, etc.) will have on your ability to deliver your YRG project. Please write about the challenges your project will face and the steps you will take (or have already taken) to address them.

## SECTION 2: STATEWIDE EVALUATION REPORTING

This section covers data reporting related to grant-funded project services and outcomes for the YRG statewide evaluation.

### 2.1 Description of Grantee Project

This section identifies the specific project type and general project services 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 and you will only need to complete this once.

#### a. Project Type

In your grant agreement, how are the types of youth diversion services that you plan to implement with the YRG funds characterized? Please select all categories that are included in your grant agreement:

- Pre-arrest Diversion
- Probation Diversion
- Community-Led Diversion
- Police Diversion
- Court Diversion
- Restorative Justice Diversion
- Community Assessment Diversion
- Service Referral Diversion
- Other (describe):

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

#### b. Placement Criteria & Assessment

i. Please describe the process or criteria used for identifying a youth’s eligibility for enrollment. This may be the youth’s commission of an offense, school truancy, referral from a professional, communication from youth’s family, etc. When your project is aware of potential participants, how do you determine if your services are appropriate for that youth?

ii. The next questions asks if the youth 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 used. 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 Services

Please review these services and select all that apply as components of your project. There will also be room for you to describe any project services you don't see listed here.

**Assessment of risk/needs:** Any routine project process involving assessing youth, assigning risk levels or other individualized plans, and monitoring progress over time with repeated testing. An important aspect of case management.

**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, psychiatry, 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 drug and alcohol services:** Connecting youth to services outside your project that specifically address substance abuse/drug and alcohol issues. These may 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 to mental health services.

**Referral/linkages to any other services:** Connecting youth to other services outside of your project, using "warm-hand offs" or other active modes of connecting youth that go beyond simply providing a list of available resources.

**Restorative Justice Activities:** Services that address the harmful cost of crime to victims and/or society as a whole. Most focus on the impact of actions on others (rather than the fact that rules were broken), building empathy, and bringing affected parties together to build consensus and community. Common restorative justice services include community service hours, restitution payment, mediation with victims, and writing letters of apology or repentance.

**Group/Individual 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 or Pro-Social Activities.

**Pro-Social Activities:** Services that encourage positive relations toward others and society as a whole. These can be recreational, artistic, social, educational, and more. Any activity

that provides youth with alternatives to risky behavior (and does not fit into the other categories) can be grouped here.

**Educational Support:** Any services aimed to help youth progress in school, including tutoring, academic advising, study hall, supplemental classes, etc.

**Mentoring:** Formation of an ongoing relationship with the youth in which the mentor becomes a confidant, role model, teacher, friend, etc. and supports a path of positive development for the youth.

**Vocational Training/Placement:** Any service aimed to help prepare youth for the workforce. These services can focus on general job skills like constructing a resume and interviewing, soft skills such as communication, computer literacy and professionalism, trainings and internships for specific jobs, or any other kind of employment support for youth.

**Other:** A service that falls outside of the categories above and is an intentional and impactful component of your project design.

**d. Grantee Definition of “Successful Completion of Services” – UPDATED**

*The purpose of this question is for grantees to identify the level of participation for youth to finish or complete your program services. Your definition of “successful completion of services” should be limited to a measure of program participation or program “dosage”. That is, please define the minimum amount of time, the number of sessions, or other measures of program participation, that youth are expected to complete in order to reasonably gain benefits from your program activities. For example, “10 mentor sessions”, “one school year” or “six counseling meetings”.*

Note: For the purposes of reporting, your definition should be about participation only – and should not require that youth also have positive outcomes in order to be counted as successfully completing services. Youth meeting this minimum level of program participation may not necessarily achieve intended outcomes (and that’s okay and expected). The previous instructions were confusing, and some grantees were only including those youth in Sections D (see below) who met the minimum program participation AND achieved expected positive outcomes. We want to make sure you are reporting all of the youth who met the minimum level of participation, regardless of their outcomes.

## 2.2 Youth Participant Reporting

This section is for you to report how many youth enter your project, receive services, and/or exit during the reporting period. For the purposes of the QPR reporting, “enrollment” is defined as youth entering into services for the first time (i.e., youth can only be “enrolled” once).

Youth who re-start services in the current reporting period are considered “re-entry” if they have been reported in a previous QPR as exited. Report re-entry youth based on whether this is their 2<sup>nd</sup> or 3<sup>rd</sup> time (or more) restarting services. Your QPR form will add up your 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> (or more) time enrollees to generate a total in the “All Entries” column.

### A. YOUTH ENROLLMENT & RE-ENTRY

This section is for you to report how many youth enter your project, receive services, and/or exit during the reporting period. For the purposes of the QPR reporting, “enrollment” is defined as youth entering services for the first time (i.e. youth can only be “enrolled” once).

**1. Total entries into project this period:** Total number of youth that entered your project during the reporting period.

**2. Total referrals into your services (source):** Specify the primary source from which each youth was referred to your project. *Please only report referral information for youth who enter your services* (i.e. the total of this row should be the same as your “total entries into project this period” total above). Report only one referral source per youth entry.

- a. **Probation:** Youth was referred to project by probation department, as part of or in lieu of probation.
- b. **Court:** Youth was mandated to participate in project by a judge in lieu of incarceration or other penalization by the justice system.
- c. **Community Organization:** Youth was referred to project by a community organization, such as a youth/teen center, recreation club, church, activism group, etc.
- d. **School/Truancy:** Youth was referred to 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. **Restorative Justice:** Youth was referred as a part of a restorative justice process.
- g. **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.
- h. **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).



- i. **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.
- j. **Other:** Please count any other types of referrals here.

### 3. 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 into 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 initiated by youth or law enforcement, 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:** Use for those youth whose point of diversion is not known.

### 4. Youth Participation Status

Indicate whether youth participation in your project was mandated or voluntary. This item is asking how many individuals are being required to attend your program as a whole as a condition of probation, a court order, a school requirement, etc., not whether individual components of the program are mandatory or voluntary for participants.

- 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:** Use for those youth whose participation status is unknown.

## B. YOUTH DEMOGRAPHICS and PROFILES at ENTRY

Please use this section to report the demographic information of your youth entering into services during the reporting period. This section should be a non-duplicated count of the youth your project served. The “Total Youth Enrolled” reported above for each reporting period should equal the total number of youth reported in this section. We highly encourage all grantees to respond to all sections. If any information is not collect by your project, please enter ‘0’ on the lines asking for specific responses and put all enrolled youth on the “Unknown/did not collect line at the bottom of each of the boxes.

**1. Age Groups:** Please use the youth’s age at the time they enrolled your project and report in the appropriate age category.

**2. Gender:** Please ask youth to self-report their gender whenever possible.

**3. Race/Ethnicity:** Please ask youth to self-report their race/ethnicity whenever possible. The State of California mandates that the collection of race and ethnicity data must identify the specific ethnic groups within the broader categories of Asian and Pacific Islander. For those youth who chose more than one major race and/or ethnic category, please report them as “i. Multi-ethnic origin, ethnicity or race.” Otherwise, only report youth in one of the major race/ethnicity categories

**4. Education Status:** Please indicate below the total number of youth who are enrolled or not enrolled in school. If a youth is enrolled in a continuation high school, please select “high school,” and likewise for continuation middle school/junior high. If a youth is in elementary school, please select “Other school/training.”

**a. For those who are enrolled in school, please indicate at what level/type of school.**

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

**b. For those youth not enrolled in school, please indicate how many**

- Have high school diploma or GED
- Have not graduated
- Other (describe):

**c. Unknown/did not collect**

**5. Employment Status:** Please choose the option that best describes youth’s employment status.

**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:** Please choose the option that best describes youth's housing status.

**a. Living with parent/s:** 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 Care:** 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:** Youth is housed in the care of Child Welfare Services, Probation, or a similar situation.

**f. Living in a car, on the street, an abandoned building, or tent:** Youth is homeless and seeking shelter in one of the listed situations, or another similar situation.

**g. Doubled up/couch surfing:** Youth is sharing the housing of another person, increasing the typical amount of people occupying that housing (doubled up) or is staying with friends/acquaintances on a temporary basis, moving regularly (couch surfing).

**h. Other:** Use this category for youth who have a housing status that does not fit into any of the categories above.

**i. Unknown/did not collect**

**7. Assessed Risk Status (Optional)**

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. Please group your youth assessments into the three groups, or use "other" and describe how youth are grouped by your assessment.

## C. YOUTH PARTICIPATION in SERVICES

See “Youth Project Services” 2.1c above for definitions

### C1. Youth Participation during Reporting Period

Record the total number of youth participating in each relevant service during the reporting period, based on their enrollment/entry status. Youth exiting during the reporting period should also be included in the total. The purpose of this table is to provide a ‘snap-shot’ of the project participation during the reporting period. Youth may be counted in multiple services during one reporting period (e.g., the same youth may have participated in “e. restorative justice activities” and “g. pro-social activities”).

### C2. Annual Participation (reported only in Quarter 4 QPR)

Record the total number of youth who participated in each service during at least one quarter in the grant year. This total should be an unduplicated number of youth for each service (for example, if a youth received Educational Support in Q1 through Q4, this youth should only be counted once in the Educational Support annual total).

## D. EXITING YOUTH

Please record the total number of youth that formally exited your project during the reporting period. Then, please specify which of those youth exited for the first time and which were exiting the 2nd or 3rd time. For youth that have exited four or more times, please report each subsequent exit as an additional 3rd time exit.

**1. Total youth exited during quarter.** Number of youth who exited your project in the reporting period for any reason.

**2. Primary reason for youth exit:** Primary reason that youth exited your project. Youth should be counted only once in this section.

**a. Successful Completion:** Youth successfully completed your project (see your definition of “Successful Completion of Services” in Section 2.1d above).

**b. Dropped Out/Lost Contact:** Youth stopped coming to project services and did not respond to outreach from project about continuing.

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

**d. Arrest/Incarceration:** Youth was arrested and/or incarcerated, or otherwise engaged in the justice system in a way that eliminates their ability to participate in your project.

**e. Services not appropriate for youth:** Youth was enrolled in your project, but it was later determined that your services did not fit the youth’s needs.

**f. Other:** Youth exited services for a reason not identified above.

**g. Did not collect**

## E. SUCCESSFULLY EXITING YOUTH DEMOGRAPHICS (please read carefully)

Please only report demographic information for youth that successfully exited your program. The totals in these final tables should be the same number you reported for **a. Successful Completion** in Table D above.

For these youth, please record demographic information at the time of their entry. For example, if a youth entered your project when they were 17 years old, and exited when they were 20 years old – you would still count them in the “13-17 years” line.

1. Age (at time of entry)
2. Gender
3. Race/Ethnicity

## 2.3 Successfully Exiting Youth Outcomes

Please record the total number of youth who successfully exited (**a. Successful Completion**) this reporting period AND demonstrated positive changes in the outcome groups below. Only report on outcomes with well-defined measures, which are or will be part of your local evaluation efforts. More than one outcome may be reported for an individual youth (i.e., they may be counted on more than one line). Please note that you should only report a **measurable positive change** for any outcome category. For example, if a youth enters and exits your project with a stable housing situation, it is not appropriate to report a positive outcome for this youth in terms of housing status. Outcomes reported should be relevant to both the youth and the services provided.

### Project Outcomes (# of youth)

- a. **Youth exiting with reduced assessed risk status:** Youth is exiting your project with a reduced risk status compared to when they entered. 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.
- b. **Youth exiting with improved mental health status:** Youth is exiting your project with an improved mental health status compared to when they entered. This determination should be made by a qualified mental health professional and/or a standardized measurement device or based upon receiving formal treatment/support.
- c. **Youth exiting with improved substance abuse status:** Youth is exiting your project with an improved substance abuse status compared to when they entered. This could mean successful completion of a treatment program, 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.

- d. Youth exiting with positive youth development outcomes:** Youth is exiting your project with successful outcomes in positive youth development activities. This could mean completion of your project's services in this area, new enrollment/participation in pro-social or recreational activities (such as sports, social groups, the arts), self-reported attitudes, or improvement in development measured in another tangible way by your project.
- e. Youth exiting with positive restorative justice outcomes:** Youth is exiting your project with success in a measurable restorative justice outcome. Examples include paying restitution, completing community service hours, writing a letter of apology, completing mediation with a victim of their actions, demonstration of remorse approved by a judge or other legal professional, etc.
- f. Youth exiting with improved educational outcomes:** Youth is exiting your project with an improved educational status. This could mean an improvement in grades, better attendance, enrolling in school when they previously were not, successful participation in educational support or mentoring, etc.
- g. Youth exiting with improved vocational outcomes:** Youth is exiting your project with an improved vocational/employment status. This could mean obtaining employment, success at work (e.g., promotion, award), enrollment/completion in vocational training, etc.
- h. Youth exiting 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.
- i. Youth exiting with no contact with the criminal justice system:** Youth is exiting your project without any contact with the criminal justice system. This means without further processing if their diversion was formal, or without any processing if they had been diverted before initial contact.
- j. j/k Other:** Use these outcomes to identify important outcomes that your project is measuring which are outside of the categories listed above. Please describe the outcome and the indicator used to measure change.