



Children Exposed to Violence Program Performance Measures Definitions and Questions

OUTPUTS	DEFINITIONS	QUESTIONS
Individuals Served		
<p>1. Number of individuals served (by population)</p> <p>(OJJDP Overall)</p>	<p>To be “served” means a program, organization, or system admitted an individual and actively provided them services funded by OJJDP.</p> <p>Report individuals as served if an individual received services during the previous activity period and continued to receive services in the current activity period (carried over) or who began receiving services during the current activity period (new admission). To prevent duplications, count individuals once and only when they started receiving services, regardless of the number of times the individual may be served.</p> <p>A parent may be a child’s biological parent, adoptive parent, foster parent, stepparent through marriage, or a temporary adult caregiver. A legal guardian is appointed by a judge to take care of a minor child.</p> <p>Additional family members include siblings and extended family members such as grandparents, aunts/uncles, and cousins or individuals identified by the youth as family.</p>	<p>A. Number of children (ages 0-10) served who were carried over</p> <p>B. Number of children (ages 0-10) served who were new admissions</p> <p>C. Number of youth (ages 11-17) served who were carried over</p> <p>D. Number of youth (ages 11-17) served who were new admissions</p> <p>E. Number of young adults (ages 18-24) served who were carried over</p> <p>F. Number of young adults (ages 18-24) served who were new admissions</p> <p>G. Number of parents/legal guardians served who were carried over</p> <p>H. Number of parents/legal guardians served who were new admissions</p> <p>I. Number of additional family members served who were carried over</p> <p>J. Number of additional family members served who were new admissions</p>
Service Delivery		
<p>2. Number of awards used an evidence-based program or practice</p> <p>(Program Specific)</p>	<p>A program or practice is defined as evidence-based if up to three rigorous outcome evaluations (utilizing experimental or quasi-experimental designs) demonstrated its effectiveness by measuring the relationship between the program and its intended outcome(s)</p>	<p>A. Did you employ an evidence-based program or practice?</p> <p>B. Provide the name and source of the evidence-based program or practice employed</p>

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	<p>and has the ability to replicate and scale when implemented with fidelity.</p> <p>A practice is defined as evidence-based when meta-analyses of experimental or quasi-experimental designs assess the average effectiveness of the practice on various outcomes across several studies. The practice must have the highest quality of evidence with a statistically significant average effect size favoring the practice.</p>	
<p>3. Percentage of eligible individuals served by an evidence-based program or practice</p> <p>(OJJDP Overall)</p>	<p>A program or practice is defined as evidence-based if up to three rigorous outcome evaluations (utilizing experimental or quasi-experimental designs) demonstrated its effectiveness by measuring the relationship between the program and its intended outcome(s) and has the ability to replicate and scale when implemented with fidelity.</p> <p>A program is a specific set of activities carried out according to guidelines to achieve a defined purpose. The results apply to the exact set of activities and procedures used for that one program as it was implemented at the time of evaluation. A program profile can answer: Did the ABC Mentoring Program in Xtown, USA achieve its goals?</p> <p>A practice is defined as evidence-based when meta-analyses of experimental or quasi-experimental designs assess the average effectiveness of the practice on various outcomes across several studies. The practice must have the highest quality of evidence with a statistically significant average effect size favoring the practice.</p> <p>A practice is a general category of programs, strategies, or procedures that share similar characteristics about the issues they address and how they address them. A single evidence rating is given for each outcome affected by the practice. A practice profile can answer: Does mentoring usually achieve its goals?</p>	<p>A. Number of individuals served by an evidence-based program</p> <p>B. Number of individuals served by an evidence-based practice</p> <p>C. Name and source of evidence-based program</p> <p>D. Name and source of evidence-based practice</p>

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	<p>Evidence-based programs or practices can come from various valid sources (e.g., OJJDP Model Programs Guide, Blueprints for Violence Prevention, Substance Abuse and Mental Health Services Administration, National Registry of Evidence-Based Programs and Practices, Office of Justice Program’s CrimeSolutions.gov, and State model program resources).</p>	
<p>4. Percentage of eligible individuals served by a promising program or practice</p> <p>(OJJDP Overall)</p>	<p>A promising program is defined as promising if it does not satisfy the strict definition of an evidence-based program, but some evidence demonstrates achievement of intended outcomes. More extensive research is recommended.</p> <p>A program is a specific set of activities carried out according to guidelines to achieve a defined purpose. The results apply to the exact set of activities and procedures used for that one program. A program profile can answer: Did the ABC Mentoring Program in X-town, USA achieve its goals?</p> <p>A practice is defined as promising if it does not satisfy the strict definition of an evidence-based practice, but some evidence demonstrates achievement of intended outcomes. The practice must have a moderate quality evidence with statistically significant average effect size favoring the practice. More extensive research is recommended.</p> <p>A practice is defined as a general category of programs, strategies, or procedures that share similar characteristics about the issues they address and how they address them. A practice profile can answer: Does mentoring usually achieve its goals?</p>	<p>A. Number of individuals served by a promising program</p> <p>B. Number of individuals served by a promising practice</p> <p>C. Name and source of promising program</p> <p>D. Name and source of promising practice</p>

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5. Percentage of eligible individuals served by a supportive service (Program Specific)	Supportive services are services provided to mitigate the risks for an individual exposed to violence or non-violence. Examples include but are not limited to skill building in emotional self-awareness and control, positive social skills, problem solving, and conflict resolution; peer support networks; mental health services; and family services.	A. Number of individuals served who received supportive services
6. Percentage of eligible individuals served by a prevention service (Multi-Program)	Efforts that support youth who are "at-risk" of becoming involved in delinquent behavior and help prevent a juvenile from entering the juvenile justice system as a delinquent. Prevention may include community-based programs, after-school programs, or programming that increases an individual's protective factors and decreases their risk factors.	A. Number of individuals served who received prevention services
7. Percentage of eligible individuals served by an intervention service (Multi-Program)	Programs or services that are intended to disrupt a juvenile's delinquency process, reduce risk factors for delinquency and other negative behaviors, and/or build skills and prevent a youth from penetrating further into the juvenile justice or child welfare systems. Intervention may include diversion, arbitration, meditation programs, community service work, treatment, residential placement, or community-based programming.	A. Number of individuals served who received intervention services
8. Percentage of eligible individuals served by a trauma-informed service (Multi-Program)	Trauma-informed is understanding the impact that exposure to violence and trauma have on an individual's physical, psychological, and psychosocial development; recognizing when an individual has been exposed to violence and trauma and is in need of help to recover from the adverse impacts of trauma; and responding in ways that resist retraumatization.	A. Number of individuals served who received trauma-informed services
9. Percentage of eligible individuals served by a community outreach strategy (Program Specific)	Community outreach is the provision of an organization's educational, social, and support resources to the larger community with the goal of increasing awareness and building the capacity of individuals, families, and communities.	A. Number of individuals served by community-outreach strategies

OUTCOMES	DEFINITIONS	QUESTIONS
Prevention/Intervention Outcomes		
10. Percentage of eligible individuals detained (OJJDP Overall)	Detention refers to the placement of a youth in a facility under court authority at some point between the time of referral to court intake and case disposition. Detention prior to case disposition is known as pre-dispositional detention. Detention after sentencing is post-dispositional detention. Post-dispositional detention includes awaiting placement or short-term sentencing to detention. Count individuals who received either type of detention.	A. Number of individuals eligible for detention B. Number of individuals detained of those eligible
11. Percentage of eligible individuals adjudicated for a delinquency offense (OJJDP Overall)	Adjudication is a judicial determination (judgment) that a juvenile is responsible for the delinquency offense charged in a petition or other charging document. Delinquency offense is an act committed by a juvenile that would be criminal if committed by an adult. The juvenile court has jurisdiction over delinquent acts. Delinquent acts are defined in statute.	A. Number of individuals adjudicated for a first-time delinquency offense B. Number of individuals adjudicated for a subsequent delinquency offense
12. Percentage of eligible individuals adjudicated for a status offense (OJJDP Overall)	Adjudication is a judicial determination (judgment) that a juvenile is responsible for a status offense charged in a petition or other charging document. A status offense is an act or conduct that would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult. Status offenses may include truancy, curfew violations, incorrigibility, running away, and underage possession and/or consumption of alcohol or tobacco based on the individual’s age and state and local statute.	A. Number of individuals served B. Number of individuals adjudicated for a first-time status offense C. Number of individuals adjudicated for a subsequent status offense
13. Percentage of eligible individuals adjudicated for a violent offense (Program Specific)	Violent crimes include murder or nonnegligent manslaughter, forcible rape, or robbery, or aggravated assault committed with the use of a firearm.	A. Number of individuals adjudicated for a first-time violent offense B. Number of individuals adjudicated for a subsequent violent offense

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<p>14. Percentage of eligible individuals who violated a court order/condition</p> <p>(OJJDP Overall)</p>	<p>Court conditions or orders are documented behavior and service participation expectations ordered by the justice system that an individual must complete to end the system’s jurisdiction over an individual. Court conditions or orders include pre-dispositional orders pending trial, post-dispositional orders (i.e., probation), and/or diversion program conditions.</p>	<p>A. Number of individuals assigned a court order/condition</p> <p>B. Number of individuals who violated a court order/condition</p>
<p>15. Number of individuals incarcerated in an adult prison or jail</p> <p>(Multi-Program)</p>	<p>Jail is a locked facility for adults who are awaiting trial and serving a sentence of one year or less. Prison is a locked facility for individuals who have been convicted of a criminal offense and serving a sentence of 1 year or longer.</p>	<p>A. Number of individuals incarcerated in an adult prison or jail</p>
<p>Program Quality</p>		
<p>16. Percentage of eligible individuals who completed their intended service requirements</p> <p>(OJJDP Overall)</p>	<p>Service requirements are the actions, behavior changes, and/or outcomes an individual is expected to achieve as defined by the program model and an individual’s risk level. For example, a diversion program may last 1 month, and a family therapeutic program may last 9 months. Count individuals who exited a service on any day between the first and last days of the activity period. Exit early means an individual exited the service before the intended time.</p>	<p>A. Number of eligible individuals who exited the service</p> <p>B. Number of individuals who exited the service on time and who completed the service’s requirements</p> <p>C. Number of individuals who exited the service early and who completed the service’s requirements</p> <p>D. Number of individuals who exited the service after the intended time and who completed the service’s requirements</p> <p>E. Number of individuals who exited the service on time and who did not complete the service’s requirements</p> <p>F. Number of individuals who exited the service early and who did not complete the service’s requirements</p> <p>G. Number of individuals who exited the service after the intended time and who did not complete the service’s requirements</p>

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<p>17. Percentage of eligible individuals who completed their required court conditions</p> <p>(OJJDP Overall)</p>	<p>Court conditions are documented behavior and service participation expectations ordered by the justice system and/or a judge that an individual must complete to end the system’s jurisdiction over the individual’s life. Completion means an individual successfully met the requirements as defined by the court.</p>	<p>A. Number of individuals assigned conditions by the court</p> <p>B. Number of individuals who completed their assigned court conditions</p>
<p>Protective Factors</p>		
<p>18. Percentage of eligible individuals who exhibited improved self-esteem</p> <p>(OJJDP Overall)</p>	<p>Self-esteem is perceiving oneself as worthy of esteem or respect. Examples of self-esteem and positive identity include having a sense of purpose, a positive view of personal future, and perception of personal power (an individual feels they have control over things that happen to them).</p> <p>The simplest evaluation design is pre- and post-test, defined as a before and after assessment to measure whether the expected changes took place in the participants in a program.</p>	<p>A. Number of individuals who received services to improve self-esteem</p> <p>B. Number of eligible individuals who exhibited an improvement in self-esteem</p>
<p>19. Percentage of eligible individuals with improved parent/caregiver relationships</p> <p>(OJJDP Overall)</p>	<p>An improved parent/caregiver relationship is defined as increased positive interactions between a child and their parent/caregiver. Examples include improved positive communication, a strengthened bond, frequent shared activities, trust, and increased emotional and practical support provided by a parent/caregiver to a child.</p> <p>A parent may be a child’s biological parent, adoptive parent, foster parent, stepparent through marriage, or a temporary adult caregiver. A legal guardian is appointed by a judge to take care of a minor child.</p> <p>Additional family members include siblings and extended family members such as grandparents, aunts/uncles, and cousins, or individuals identified by the youth as family.</p>	<p>A. Number of individuals who received services to improve parent/caregiver relationships</p> <p>B. Number of eligible individuals who exhibited improved parent/caregiver relationships</p>

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<p>20. Percentage of eligible individuals who participated in positive leisure/recreational activities</p> <p>(OJJDP Overall)</p>	<p>Leisure/recreational activities are structured or unstructured activities that an individual chooses to refresh their mind and bodies. Examples of unstructured activities include walking, meditating, reading, swimming, playing games, and dancing. Examples of structured activities include art lessons, music practice, sports activities, clubs, and involvement in youth programs, or after-school programs.</p>	<p>A. Number of individuals who received services to promote participation in positive leisure/recreational activities</p> <p>B. Number of eligible individuals who participated in positive leisure/recreational activities</p>
<p>21. Percentage of eligible individuals who exhibited improved social competencies</p> <p>(OJJDP Overall)</p>	<p>Social competence is the ability to achieve personal goals in social interactions while simultaneously maintaining positive relationships with others over time and across situations. Examples of social competencies include planning, decision making, empathy, sensitivity, cultural competence, and peaceful conflict resolution.</p> <p>The simplest evaluation design is pre- and post-test, defined as a before and after assessment to measure whether the expected changes took place in the participants in a program.</p>	<p>A. Number of individuals who received services to improve social competencies</p> <p>B. Number of eligible individuals who exhibited social competencies</p>
<p>22. Percentage of eligible individuals who actively engaged with school</p> <p>(OJJDP Overall)</p>	<p>Active engagement with school is multifaceted and includes a student who demonstrated behavioral engagement (i.e., class preparation, good attendance, participation in school activities); emotional engagement (i.e., liked school, interested in school); and cognitive engagement (i.e., self-regulated, exerted extra effort to do well, set academic goals). Engagement also includes student connectedness (feeling a sense of belonging) and bonding (strong relationships with teachers and other students).</p>	<p>A. Number of individuals who received services to improve school engagement</p> <p>B. Number of eligible individuals who exhibited active engagement with school</p>
<p>23. Percentage of eligible individuals who exhibited improved mental health</p> <p>(OJJDP Overall)</p>	<p>A mental health disorder is defined as any clinically significant behavioral or psychological syndrome characterized by the presence of distressing symptoms, impairment of functioning, or significantly increased risk of suffering death, pain, disability, or loss of freedom. The definition does not include deviant</p>	<p>A. Number of individuals who received services to improve mental health</p> <p>B. Number of eligible individuals who exhibited improved mental health</p>

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	<p>behavior, disturbances that are essentially conflicts between the individual and society, or expected and culturally sanctioned responses to events.</p>	
<p>24. Percentage of eligible individuals who abstained from or reduced substance misuse</p> <p>(OJJDP Overall)</p>	<p>Substance misuse is defined as the risky use of substances without addiction, including heavy or excessive use of alcohol, underage drinking, any use of illicit substances, and use of prescription medications without medical justification. Use of illegal substances includes, but is not limited to, illegal drugs (e.g., heroin), prescription and nonprescription drugs, and alcohol, depending on the legal age to use a substance in local, state, or federal statute. Abstinence is defined as not misusing substances.</p>	<p>A. Number of individuals who received services for substance misuse</p> <p>B. Number of individuals who abstained from illegal substance use</p> <p>C. Number of individuals who abstained from legal substance use</p> <p>D. Number of individuals who reduced illegal substance misuse</p> <p>E. Number of individuals who reduced legal substance misuse</p>
<p>25. Percentage of eligible individuals who exhibited improved traumatic stress symptoms</p> <p>(Multi-Program)</p>	<p>A traumatic event is a violent, dangerous or frightening event that poses a threat to an individual’s life. Individuals exposed to trauma can develop a variety of symptoms such as anxiety, behavioral changes, difficulty forming attachments, nightmares, academic difficulties, sleeping or eating disorder, and emotional or physical symptoms.</p>	<p>A. Number of individuals who received services for traumatic stress</p> <p>B. Number of eligible individuals who exhibited improved traumatic stress symptoms</p>
<p>Victimization</p>		
<p>26. Number of individuals who experienced a victimization</p> <p>(OJJDP Overall)</p>	<p>Victimization is defined as an individual impacted by either a violent or non-violent event directly or as a witness. A subsequent victimization includes an individual who experienced a new unrelated victimization or a new victimization similar in nature or circumstances to their first victimization.</p>	<p>A. Number of individuals who experienced a first-time victimization</p> <p>B. Number of individuals who experienced a subsequent victimization</p>
<p>27. Number of individuals who experienced a non-violent victimization</p> <p>(Program Specific)</p>	<p>Non-violent victimization is defined as an individual impacted by an event directly or as a witness that does not involve an attack (or threat of attack) on an individual, such as burglary.</p> <p>At school includes on the property of a functioning public or private elementary or secondary school, in the school</p>	<p>A. Number of children (ages 0-10) who experienced a non-violent victimization at school</p> <p>B. Number of children (ages 0-10) who experienced a non-violent victimization at home</p>

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	<p>building, on the way to or from regular sessions at school (e.g., on the school bus), and while attending or traveling to or from a school-sponsored event.</p> <p>At home includes in the physical space a child or youth calls home, excluding substantiated or indicated cases of maltreatment.</p> <p>In the community includes victimizations that do not occur in the home or school (as defined).</p>	<p>C. Number of children (ages 0-10) who experienced a non-violent victimization in the community</p> <p>D. Number of youth (ages 11-17) who experienced a non-violent victimization at school</p> <p>E. Number of youth (ages 11-17) who experienced a non-violent victimization at home</p> <p>F. Number of youth (ages 11-17) who experienced a non-violent victimization in the community</p>
<p>28. Number of individuals who experienced a violent victimization</p> <p>(Program Specific)</p>	<p>Violent victimization is defined as an individual impacted by an event directly or as a witness that involves the threat or actual use of violence. This includes rape, sexual assault, robbery, aggravated assault, simple assault, adult physical/sexual assault, adults sexually abused as children, child sexual assault, domestic violence, mass violence, robbery, survivors of homicide victims, and terrorism.</p> <p>At school includes on the property of a functioning public or private elementary or secondary school, in the school building, on the way to or from regular sessions at school (e.g., on the school bus), and while attending or traveling to or from a school-sponsored event.</p> <p>At home includes in the physical space a child or youth calls home, excluding substantiated or indicated cases of maltreatment.</p> <p>In the community includes victimizations that do not occur in the home or school (as defined).</p>	<p>A. Number of children (ages 0-10) who experienced a violent victimization at school</p> <p>B. Number of children (ages 0-10) who experienced a violent victimization at home</p> <p>C. Number of children (ages 0-10) who experienced a violent victimization in the community</p> <p>D. Number of youth (ages 11-17) who experienced a violent victimization at school</p> <p>E. Number of youth (ages 11-17) who experienced a violent victimization at home</p> <p>F. Number of youth (ages 11-17) who experienced a violent victimization in the community</p>
<p>29. Percentage of individuals who experienced a substantiated or indicated case of maltreatment</p>	<p>Definitions of maltreatment vary by state, but four types are generally recognized: physical abuse, sexual abuse, neglect (including educational neglect, medical</p>	<p>A. Number of individuals who experienced a first time substantiated or indicated case of maltreatment</p>

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<p>(Multi-Program)</p>	<p>neglect, and other forms), and emotional maltreatment.</p> <p>Substantiated cases are when state law or policy supports an allegation of maltreatment or risk of maltreatment. Indicated cases are when an allegation could not be substantiated, but authorities have reason to suspect maltreatment or the risk of maltreatment.</p>	<p>B. Number of individuals who experienced a subsequent substantiated or indicated case of maltreatment</p>