



Delinquency Prevention Program Performance Measures Definitions and Questions

OUTPUTS	DEFINITIONS	QUESTIONS
Individuals Served		
<p>1. Number of individuals served (by population) (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>

OUTPUTS	DEFINITIONS	QUESTIONS
Service Delivery		
<p>2. 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 X Town, 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>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’s National Registry of Evidence-Based Programs and Practices, Office of Justice Programs’ CrimeSolutions.gov, and state model program resources).</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>3. Percentage of eligible individuals served by a promising program or practice</p> <p>(OJJDP Overall)</p>	<p>A 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>
<p>4. Percentage of eligible individuals served by a culturally specific service</p> <p>(Multi-Program)</p>	<p>Culturally specific services are informed by the community and tailored to that specific community’s language, structures, and familiar cultural environment. Most of a culturally specific service or program’s members and/or clients and staff must be from a specific community such as African American, Native American, Latinx, Asian and Pacific Islander, pan immigrant and refugee, or from the disability community.</p>	<p>A. Number of individuals served who received culturally specific services</p>

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5. Percentage of eligible individuals served by a trauma-informed service (Multi-Program)	The nature of a service being 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
6. Percentage of eligible individuals served by a multi-disciplinary team (Multi-Program)	A multi-disciplinary team is defined as when two or more individuals, representing different disciplines, working collectively toward a shared mission, goal, or outcome for the benefit of the same individual or group of individuals.	A. Number of individuals served by a multi-disciplinary team

OUTCOMES	DEFINITIONS	QUESTIONS
Prevention/Intervention Outcomes		
7. 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
8. 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

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<p>9. Percentage of eligible individuals adjudicated for a status offense (OJJDP Overall)</p>	<p>Adjudication is a judicial determination (judgment) that a juvenile is responsible for a status offense charged in a petition or other charging document.</p> <p>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.</p>	<p>A. Number of individuals adjudicated for a first-time status offense</p> <p>B. Number of individuals adjudicated for a subsequent status offense</p>
<p>10. Percentage of eligible individuals adjudicated for an offense by a tribal court (Multi-Program)</p>	<p>Adjudication is a judicial determination (judgement) that a juvenile is responsible for an offense charged in a petition or other charging document.</p> <p>An offense (either first-time or subsequent status or delinquency offense) is any breach of law triable by federal, state, or tribal court.</p> <p>A tribal court is a court with jurisdiction over the activities of American Indians/Alaskan Natives and tribes on tribal lands.</p>	<p>A. Number of individuals served</p> <p>B. Number of individuals adjudicated for a first-time offense by a tribal court</p> <p>C. Number of individuals adjudicated for a subsequent offense by a tribal court</p>
<p>11. Percentage of eligible individuals who violated a court order/condition (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>

OUTCOMES	DEFINITIONS	QUESTIONS
Program Quality		
<p>12. 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 individuals who exited the service during the activity period</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>
<p>13. Percentage of eligible individuals engaged in services based on the program model</p> <p>(Multi-Program)</p>	<p>A program model is a road map of planned resources, activities, outputs, and outcomes that capture the intended impact and effects of a program.</p> <p>Engagement is the practice of integrating individuals in decisions that affect them, their peers, and their communities. In tribal communities, engagement focuses on involving individuals in developing and implementing tribal policy, while giving individuals an opportunity for skill development, capacity building, and leadership development.</p>	<p>A. Number of eligible individuals served</p> <p>B. Number of individuals who engaged in services based on the program model</p>

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<p>14. 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>15. 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>16. 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>17. 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>18. 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>19. 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>

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<p>20. Percentage of eligible individuals who exhibited improved mental health (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 behavior, disturbances that are essentially conflicts between the individual and society, or expected and culturally sanctioned responses to events.</p>	<p>A. Number of individuals who received services to improve mental health B. Number of eligible individuals who exhibited improved mental health</p>
<p>21. Percentage of eligible individuals who abstained from or reduced substance misuse (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 B. Number of individuals who abstained from illegal substance use C. Number of individuals who abstained from legal substance use D. Number of individuals who reduced illegal substance misuse E. Number of individuals who reduced legal substance misuse</p>
<p>22. Percentage of eligible individuals with improved positive relationships with tribal elders (Multi-Program)</p>	<p>Positive relationships with tribal elders are the continuous bond, which consists of listening to oral traditions, demonstrating respect, and caring for the needs of tribal elders.</p>	<p>A. Number of individuals who received services to improve their relationships with tribal elders B. Number of individuals who exhibited an improved relationship with tribal elders</p>
<p>23. Percentage of eligible individuals who engaged in traditional enculturation activities (Multi-Program)</p>	<p>Traditional enculturation is the process of how individuals learn and identify their ethnic minority culture.</p>	<p>A. Number of individuals who received services to engage in traditional enculturation activities B. Number of individuals who engaged in traditional enculturation activities</p>

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24. Percentage of eligible individuals who participated in cultural rites of passage (Multi-Program)	Cultural rites of passage are ceremonies, teachings, or activities that mark important transitional periods in a member of a specific group’s life.	A. Number of individuals who received services to participate in cultural rites of passage B. Number of eligible individuals who participated in cultural rites of passage
25. Percentage of eligible individuals who exhibited cultural competencies (Multi-Program)	Cultural competency is the integration and transformation of knowledge about specific cultural groups into behaviors that can be used to increase positive interactions with their identified cultural group.	A. Number of individuals who received services to exhibit cultural competencies B. Number of individuals who exhibited cultural competencies
26. Percentage of eligible individuals who received educational support from family members (Multi-Program)	Family support is the involvement of parents and kin in an individual's educational development, which includes assistance to improve an individual's academic achievement and student-teacher and parent-teacher relationships.	A. Number of individuals who received educational support B. Number of eligible individuals who received educational support from family members
Tribal Youth Outcomes		
27. Percentage of eligible individuals’ case plans informed by family members (Program Specific)	A case plan is a document describing the services offered and provided to an individual to achieve specified goals and objectives. Case plans informed by family members include plans where family members actively contribute to the decisionmaking, development, and implementation of their child's case plan (i.e., identifying goals and objectives and service needs, recommending revisions, and monitoring completion). Family is defined by the individual and may include a parent, guardian, sibling, aunt/uncle, grandparent, family friend, significant adult in individual’s life, or a mentor.	A. Number of case plans created B. Number of case plans informed by an individual’s family