

OFFICE OF JUVENILE JUSTICE AND DELINQUENCY PREVENTION PROGRESS REPORTING QUESTIONS

To demonstrate that you are using your funds as intended and to keep track of your progress, the Office of Juvenile Justice and Delinquency Prevention (OJJDP) requires you to submit several reports to OJJDP throughout the life of your award, in addition to your performance measures report. The progress report includes questions on award information, planning activities, and your progress to date.

Submit your progress reporting questions directly into the Justice Grants (JustGrants) system. Use this document to help prepare your answers ahead of time. Read below to view the progress reporting questions.

Progress Reporting Questions Instructions

- You must respond to all questions, unless otherwise indicated.
- You must submit your completed survey by the due date to meet your performance reporting requirements.
- An unsubmitted survey indicates noncompliance with your performance reporting requirements.
- Unless otherwise indicated, you report on the activities and results that occurred on, and between, the first and last day of the specified activity period.

Need Help?

If you need assistance responding to the progress reporting questions or the performance measures, contact the OJJDP Performance Measurement Tool Helpdesk at 866-487-0512 or send an email to: ojdppmt@ojp.usdoj.gov.

If you need assistance with JustGrants, contact the JustGrants Helpdesk at JustGrants.Support@usdoj.gov.

PROGRESS REPORTING QUESTIONS

Award Information

1. Has the award point of contact completed the Office of Justice Programs (OJP) Financial Management and Grant Administration Training?
2. Has the award financial point of contact completed the OJP Financial Management and Grant Administration Training?
3. What is the status of your OJJDP grant award?
 - Active awards expended federal funds during the activity period (e.g., newly hired coordinator engaged in planning activities, services delivered to target population, task force met).
 - Inactive awards did not expend federal funds during the activity period (e.g., waiting for new staff to start or partners to sign agreements).
 - If your award is currently inactive, enter an estimated start date for your award activity.
 - If your award is currently inactive, describe the steps that need to occur for your award to become active. Include things that your program manager can do to assist.
4. Do you plan to award funds to subgrantees?
 - If Yes, list the number of subawards.
 - If Yes, list who reports/will report the subaward performance data to OJJDP. Choose one of the following: primary grantee, individual subgrantee, or combination.

Planning Activities

5. Did you engage in planning activity during the activity period?

Examples of planning activities include, but are not limited to, developing a strategic plan, hiring new staff, establishing a steering or advisory committee, or recruiting volunteers.

- If Yes, enter the planning activities start date.
- If Yes, enter the planning activities end date (or future end date).
- If Yes, enter the planning goals and objectives from your application that were accomplished during the activity period.

If required by your solicitation, submit any planning documents for review by your program manager.

Progress Narrative Questions

6. Share a story demonstrating the impact of OJJDP funding during the activity period.
7. Provide a narrative of your progress, since your last report, on each of your application's goals and objectives.
8. Provide a narrative that highlights the progress made since your last report on each of your proposed grant deliverables.
9. Did you provide training and technical assistance over the activity period?
- If Yes, list the specific trainings (include dates/locations) you conducted since your last report.
10. Do you plan to conduct a webinar at any time during the grant period?
11. Do you plan to host or facilitate a conference, meeting, or training at any time during the grant period?
12. Did you adjust your proposal's plan (i.e., changed staffing, secured new partners, changed projected youth/target population served)?
13. Did you formally submit changes as a program office approval or change in scope Grant Award Modification (GAM)?
- If Yes, list the GAM(s) you submitted and their approval status.
 - If Yes, what adjustments did you make, and what were the factors that precipitated the changes?
14. Did you experience any challenges during the activity period?
- If Yes, how did you address the challenges you experienced?
15. Did you access OJJDP-funded training and/or technical assistance during the activity period?
- If Yes, what type of assistance did you receive?
16. How did the training and/or technical assistance impact the accomplishment of your application's goals, objectives, and performance results?
17. What additional training and/or technical assistance, if any, do you need? Include specific topics and types of assistance you need.
18. Are you on track to expend all funds during the grant cycle?
- If No, provide an explanation for why you are not on track. Consult with your OJJDP program manager to discuss next steps.
19. What additional assistance, if any, do you need from your OJJDP program manager?
20. Do you report on protective factors in your performance measures reporting?

If you are unsure if you report on protective factors - *Check by solicitation name for the definitions and questions assigned to your award which contain protective factors.*

20a. If Yes, did you see any secondary effects during this reporting period?

To determine if any secondary effects were observed start by reviewing the targeted protective factor(s) reported. If the services you provide are targeting specific protective factors, you may notice the youth you serve start to exhibit other improved protective factors as a result of the services.

- *Example: A program that targets an increase in school engagement also notices that youth served have also improved participation in positive leisure or recreational activities.*

OJJDP calls these protective factor secondary effects. If you have noticed protective factor secondary effects in your program, answer Yes to Question 20a. Please note that secondary effect(s) should only be reported if they are derived from activities funded by your specific OJJDP grant. If you have not noticed any secondary protective factors, please continue with the rest of your performance reporting.

20b. If you observed secondary protective factor effect(s) use the list below to choose the appropriate protective factor secondary effects that you observed. Please note the list below contains all available OJJDP protective factors options. Therefore, some may look new to you because they are not part of the original list you see in your definitions and questions document. Please consider the full list offered and choose the one(s) you believe are the best options:

Select all that apply

Secondary Protective Factor Effect	Primary Protective Factor Assignment	Definition
Improved positive self-esteem	Multiple Definitions and Questions Documents	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).
Improved parent/caregiver relationships	Multiple Definitions and Questions Documents	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.
Participated in positive leisure/recreational activities	Multiple Definitions and Questions Documents	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 afterschool programs.
Improved social competencies	Multiple Definitions and Questions Documents	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.
Actively engaged with school	Multiple Definitions and Questions Documents	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).

Secondary Protective Factor Effect	Primary Protective Factor Assignment	Definition
Met age-appropriate academic capabilities	Multiple Definitions and Questions Documents	Individuals demonstrate academic knowledge and skills appropriate for their age, such as reading at their grade level and understanding and applying grade-appropriate math concepts, as defined by assessment tools used by the child's school.
Met school attendance expectations	Multiple Definitions and Questions Documents	A student met attendance expectations if they attended school for the required number of days as defined by the school district's policies where the student is enrolled. Unmet attendance expectations include students who received a greater number of unexcused absences as allowed under school policy.
Improved mental health	Multiple Definitions and Questions Documents	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.
Abstained from or reduced substance misuse	Multiple Definitions and Questions Documents	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.
<u>Experienced a major depressive episode within the past 6 months</u>	Juvenile Justice and Mental Health Collaboration	A major depressive episode is if an individual had a period of 2 weeks or longer during which they had either a depressed mood or a loss of interest or pleasure in usual activities, as well as at least four other symptoms that reflect a change in functioning, such as problems with sleep, eating, energy, concentration, or self-worth.
<u>Reduced gang-related behavior</u>	Community-Based Violence Prevention	Gang-related behavior can include outward displays or engagement in criminal activity, violence, peer recruitment, and use of certain types of attire, hand signs, graffiti/drawings, etc.
<u>Part of a prosocial peer group</u>	Community-Based Violence Prevention	Prosocial peer groups exhibit positive social behaviors and often take the form of helping, sharing, other acts of kindness, maintenance of social ties, and other relationally inclusive behaviors present in peer relationships.
Improved positive relationships with tribal elders	Multiple Definitions and Questions Documents	Positive relationships with tribal elders are the continuous bond that consists of listening to oral traditions, demonstrating respect, and caring for the needs of tribal elders.
Engaged in traditional enculturation activities	Multiple Definitions and Questions Documents	Traditional enculturation is the process of how individuals learn and identify their ethnic minority culture.
Participated in cultural rites of passage	Multiple Definitions and Questions Documents	Cultural rites of passage are ceremonies, teachings, or activities that mark important transitional periods in a member of a specific group's life.

Secondary Protective Factor Effect	Primary Protective Factor Assignment	Definition
Exhibited cultural competencies	Multiple Definitions and Questions Documents	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.
Received educational support from family members	Multiple Definitions and Questions Documents	Family support is the involvement of parents and kin in an individual's educational development. Family engagement in educational development help to improve an individual's achievement and student-teacher and parent-teacher relationships.
<u>Exhibited improved family functioning</u>	Family Treatment Court Program and Family-Based Alternative Sentencing	Family functioning refers to interactions with family members that involve physical, emotional, and psychological activities.
<u>Improved family wellbeing</u>	Family Treatment Court	Family wellbeing refers to safety, health, and financial security of the whole family.
<u>Improved traumatic stress symptoms</u>	Children Exposed to Violence and Adolescent Sex Offenders and Children with Sexual Behavior Problems	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 disorders, and emotional or physical symptoms.
<u>Improved psychological distress symptoms</u>	Adolescent Sex Offenders and Children with Sexual Behavior Problems	Psychological symptoms include mental health problems that impair an individual's social, occupational, or school functioning. Examples may include anxiety levels, nervousness, fidgetiness, levels of sadness or depression, ability to manage stress, or hopefulness.
<u>Engaged in age-appropriate sexual behavior</u>	Adolescent Sex Offenders and Children with Sexual Behavior Problems	Age-appropriate sexual behavior is when an individual demonstrates sexual knowledge, beliefs, and behaviors appropriate for their developmental age. Inappropriate sexual behavior includes actions clearly beyond a child's developmental stage; involves threats, force or aggression; involves children of widely different ages and abilities; and provokes strong emotional reactions in a child.
<u>Exhibited healthy sexual behavior in functional areas</u>	Adolescent Sex Offenders and Children with Sexual Behavior Problems	Functional areas include understanding and sexual behavior management, relationships with peers, emotional management and skills development, time management, nonsexual behavior management, family relationships and functionality, and participation in interventions and community.

20c. If you observed secondary protective factor effect also provide a written explanation of the secondary effects.

This is the end of the progress report questions. If you have additional documents or deliverables (e.g., reports) you would like to share with your OJJDP program manager, upload those documents into JustGrants.

Thank You!