

Arts Programs for Justice-Involved Youth 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>
<p>2. Percentage of individuals engaged in art programs</p> <p>(Program Specific)</p>	<p>Art programs include, but are not limited to, painting, sculpting, drama, digital media, film, music, dance, singing, and creative writing.</p>	<p>A. Number of individuals engaged in art programs</p>

OUTPUTS	DEFINITIONS	QUESTIONS
Service Delivery		
<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 3 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, SAMHSA’s National Registry of Evidence-Based Programs and Practices, OJP’s CrimeSolutions.gov, and State model program resources).</p>	<p>A. Number of eligible individuals served by an evidence-based program</p> <p>B. Number of eligible 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>

OUTPUTS	DEFINITIONS	QUESTIONS
<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 promising 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 eligible individuals served by a promising program</p> <p>B. Number of eligible 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>5. 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 members and/or clients and staff of a culturally specific service or program 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 who received culturally specific services</p>

OUTPUTS	DEFINITIONS	QUESTIONS
<p>6. Percentage of eligible individuals served by a mental health treatment service</p> <p>(Multi-Program)</p>	<p>Services that help an individual with a mental illness to improve a situation, relieve symptoms, manage a crisis, or deal with an issue through communication with and attention given to the individual experiencing the issue. Treatment usually involves a developmentally appropriate intervention or therapy.</p>	<p>A. Number of individuals served who received mental health treatment services</p>
<p>7. Percentage of eligible individuals served by a specialized aftercare service</p> <p>(Multi-Program)</p>	<p>Reintegrative services that prepare individuals in residential placement for reentry into the community by establishing the necessary collaborative arrangements with the community to ensure the delivery of prescribed services and supervision.</p>	<p>A. Number of individuals served who received specialized aftercare services</p>
<p>8. Percentage of eligible individuals served by a diversion service</p> <p>(Multi-Program)</p>	<p>Diversion services are intended to redirect youthful offenders from the juvenile justice system through services and supports as an alternative to formal processing in the juvenile justice system. Diversion from formal processing is dependence on successful completion of service requirements.</p>	<p>A. Number of individuals who received diversion services</p>
<p>9. Percentage of eligible individuals served by a community-based service</p> <p>(Multi-Program)</p>	<p>A community-based program is a small, open group home or other suitable place located near an individual's home or family and programs of community supervision and service which maintain community and consumer participation in the planning, operation, and evaluation of the program. Examples may include, but are not limited to, medical, educational, vocational, social, and psychological guidance, training, special education, counseling, alcoholism treatment, drug treatment, and other rehabilitative services.</p>	<p>A. Number of individuals served who received community-based services</p>
<p>10. Percentage of eligible individuals served by a multi-disciplinary team</p> <p>(Multi-Program)</p>	<p>A multi-disciplinary team is when two or more individuals, representing different disciplines, working collectively toward a shared mission, goal, or outcome for the same individual or group of individuals.</p>	<p>A. Number of total individuals served by a multi-disciplinary team</p>

OUTPUTS	DEFINITIONS	QUESTIONS
Collaboration Outputs		
<p>11. Percentage of new practices that used multi-disciplinary collaboration</p> <p>(Program Specific)</p>	<p>A multi-disciplinary collaboration is when two or more entities or individuals representing different disciplines, work collectively toward a shared mission, goal, or outcome for the same individual or group of individuals. Examples of multi-disciplinary collaboration may include, but are not exclusive to joint case plans, multi-disciplinary planning teams, blended funding, shared performance measures, and information sharing.</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.</p>	<p>A. Number of new practices employed</p> <p>B. Number of new practices that used multi-disciplinary collaboration</p>
Program Outputs		
<p>12. Number of Memorandums of Agreements/ Understanding implemented</p> <p>(Multi-Program)</p>	<p>Memorandums of agreements/understanding (MOA/U) are formal partnering or coordination agreements between entities. Count when participants officially implemented the MOA/U.</p>	<p>A. Number of Memorandums of Agreement/ Understanding implemented</p>

OUTCOMES	DEFINITIONS	QUESTIONS
Prevention/Intervention Outcomes		
<p>13. Percentage of eligible individuals detained</p> <p>(OJJDP Overall)</p>	<p>Detention refers to the placement of a youth in a secure 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.</p>	<p>A. Number of individuals eligible for detention</p> <p>B. Number of individuals detained of those eligible</p>
<p>14. Percentage of eligible individuals adjudicated for a delinquency offense</p> <p>(OJJDP Overall)</p>	<p>Adjudication is a judicial determination (judgment) that a juvenile is responsible for the delinquency offense charged in a petition or other charging document.</p> <p>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.</p>	<p>A. Number of individuals served</p> <p>B. Number of individuals adjudicated for a first-time delinquency offense</p> <p>C. Number of individuals adjudicated for a subsequent delinquency offense</p>
<p>15. Percentage of eligible individuals adjudicated for a status offense</p> <p>(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 served</p> <p>B. Number of individuals adjudicated for a first-time status offense</p> <p>C. Number of individuals adjudicated for a subsequent status offense</p>

OUTCOMES	DEFINITIONS	QUESTIONS
<p>16. 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>17. Percentage of eligible individuals who received a post-release technical violation</p> <p>(Multi-Program)</p>	<p>The jurisdiction or agency supervising an individual's post-imprisonment release determine whether the individual failed to comply with the conditions of their release. Count the number of individuals who received a technical violation, not the number of violations.</p>	<p>A. Number of eligible individuals who received a post-release technical violation</p>
<p>18. Percentage of eligible individuals who received post-release parole</p> <p>(Multi-Program)</p>	<p>A conditional release from imprisonment that entitles the person to serve the remainder of the sentence outside the correctional institution if the terms of the release are not violated.</p>	<p>A. Number of individuals released from imprisonment</p> <p>B. Number of eligible individuals who received post-release parole</p>
<p>19. Percentage of eligible individuals who received post-release probation</p> <p>(Multi-Program)</p>	<p>A sentencing alternative to imprisonment (jail or prison) in which the court releases convicted defendants, under supervision, if certain conditions are observed.</p>	<p>A. Number of individuals released from imprisonment (jail or prison)</p> <p>B. Number of eligible individuals who received post-release probation</p>

OUTCOMES	DEFINITIONS	QUESTIONS
Protective Factors		
<p>20. 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). 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>21. 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>
<p>22. 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 afterschool 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>

OUTCOMES	DEFINITIONS	QUESTIONS
<p>23. 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. 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>24. 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>25. 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 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</p> <p>B. Number of eligible individuals who exhibited improved mental health</p>

OUTCOMES	DEFINITIONS	QUESTIONS
<p>26. 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 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>Productive Lives</p>		
<p>27. Percentage of eligible individuals who completed high school</p> <p>(OJJDP Overall)</p>	<p>Number of individuals who received a diploma from a traditional high school, an alternative high school, or a General Education Development (GED).</p>	<p>A. Number of eligible individuals who received a high school diploma or a General Education Development (GED)</p>
<p>28. Percentage of eligible individuals employed (full or part-time)</p> <p>(OJJDP Overall)</p>	<p>Number of individuals who worked full time (40 hours or more per week) or part-time (20 hours or less per week). Employment includes paid employment, a paid or unpaid internship, or participation in an apprenticeship program.</p>	<p>A. Number of eligible individuals employed (full or part-time)</p>
<p>29. Percentage of eligible individuals enrolled in a higher education or a certificate program</p> <p>(Multi-Program)</p>	<p>Higher education or certificate program enrollment includes attendance (full or part-time) at a college, university, academy, seminary, conservatory, institute of technology, vocational school, trade school, or other college, that awards a formal degree or certificate.</p>	<p>A. Number of eligible individuals enrolled in a higher education or a certificate program</p>