

Supporting Vulnerable At-Risk Youth and Youth Transitioning Out of Foster Care Program Performance Measures Definitions and Questions

| OUTPUTS | DEFINITIONS | QUESTIONS |
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| 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> |

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| 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 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 <u>implemented with fidelity</u>.</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 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 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 (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 B. Number of eligible individuals served by a promising practice C. Name and source of promising program D. Name and source of promising practice</p> |
| <p>4. Percentage of eligible individuals served by an intervention service (Multi-Program)</p> | <p>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.</p> | <p>A. Number of individuals served who received intervention services</p> |

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| 5. Percentage of eligible individuals served by a substance use disorder treatment service (Multi-Program) | Services that help an individual with a substance use disorder 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. | A. Number of individuals served who received substance use disorder treatment service |
| 6. Percentage of eligible individuals served by a mental health treatment (Multi-Program) | 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. | A. Number of individuals served who received mental health treatment service |
| 7. Percentage of eligible individuals served by academic services (Multi-Program) | Academic services comprise various instructional methods or school resources provided to students to help them accelerate their academic achievement. These services can include mentoring, tutoring, or after-school homework help. | A. Number of individuals served by academic services |
| 8. 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 |
| 9. 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 who received trauma-informed services |

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| <p>10. Percentage of eligible individuals served by emergency shelter care (Program Specific)</p> | <p>Emergency shelter care is short-term foster care, up to 90 days, for children in need of immediate placement. Children come into care in need of this kind of placement due to placement disruption or removal and no known relatives or kin at the time of placement need.</p> | <p>A. Number of eligible individuals served by emergency shelter care</p> |
| <p>11. Percentage of eligible individuals served by a crisis stabilization program (Program Specific)</p> | <p>Crisis stabilization services are designed to prevent or ameliorate a behavioral health crisis and/or reduce acute symptoms of mental illness by providing continuous 24-hour observation and supervision for persons who do not require inpatient services.</p> | <p>A. Number of eligible individuals served by crisis stabilization program</p> |
| <p>Training and Technical Assistance</p> | | |
| <p>12. Number of training events held (OJJDP Overall)</p> | <p>Training refers to in-person or virtual teaching and learning activities, including planning, curriculum development and delivery, aimed to help individuals apply the knowledge, skills, and attitudes needed by a task, job, or organization.</p> <p>Training event(s) are planned activities that are delivered to help individuals apply knowledge, skills, and attitudes needed by a task, job, or organization. Training events include both train-the-trainer and training for individuals.</p> <p>Training request(s) are any formal or informal inquiries for learning activities, curriculum development, and delivery, for a group of individuals or organizations.</p> | <p>A. Number of training requests received B. Number of training events held</p> |
| <p>13. Number of individuals trained (population trained) (OJJDP Overall)</p> | <p>Number of individuals who attended a training event.</p> | <p>A. Number of individuals trained B. Population trained</p> |

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| 14. Percentage of technical assistance requests delivered (OJJDP Overall) | Technical assistance refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice. | A. Number of technical assistance requests accepted B. Number of technical assistance requests delivered by type |
| Collaboration | | |
| 15. 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 multidisciplinary team |
| 16. Number of Memorandums of Agreements/Understanding implemented (Multi-Program) | Memorandums of agreements/understanding (MOA/U) are formal partnering or coordination agreements between entities. Count when participants officially implemented the MOA/U. | A. Number of Memorandums of Agreement/Understanding implemented |

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| Training and Technical Assistance | | |
| 17. Percentage of training participants who reported they applied training knowledge or skills within 3 months of attending a training (OJJDP Overall) | Number of individuals who reported they used the knowledge or skills learned at a training event within 3 months of attending the training, as determined by a post-survey. | A. Number of participants that used the skills or knowledge learned at a training within 3 months of attending the training |

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| <p>18. Percentage of organizations who employed a new evidence-based or promising service, policy, or practice recommended by a technical assistance provider</p> <p>(OJJDP Overall)</p> | <p>Number of organizations who reported employing a new evidence-based or promising service, policy, or practice as a result of receiving technical assistance.</p> | <p>A. Number of organizations received technical assistance</p> <p>B. Number of organizations that employed a new evidence-based or promising service, policy, or practice after receiving technical assistance</p> <p>C. Number of organizations that employed a new service, policy, or practice after receiving technical assistance</p> |
| <p>Prevention/Intervention</p> | | |
| <p>19. 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>20. 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 delinquency offense</p> <p>C. Number of individuals adjudicated for a subsequent delinquency offense</p> |
| <p>21. 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> |

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| Program Quality | | |
| 22. Percentage of eligible individuals who completed their required court conditions (OJJDP Overall) | 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 an individual. Completion means an individual successfully met the requirements as defined by the court. | A. Number of individuals assigned conditions by the court B. Number of individuals who completed their assigned court conditions |
| 23. Percentage of eligible individuals who completed their intended service requirements (OJJDP Overall) | 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 one 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. | A. Number of eligible individuals who exited the service B. Number of individuals who exited the service on time and who completed the service’s requirements C. Number of individuals who exited the service early and who completed the service’s requirements D. Number of individuals who exited the service after the intended time and who completed the service’s requirements E. Number of individuals who exited the service on time and who did not complete the service’s requirements F. Number of individuals who exited the service early and who did not complete the service’s requirements G. Number of individuals who exited the service after the intended time and who did not complete the service’s requirements |

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| <p>24. Percentage of eligible individuals in foster care with no juvenile justice involvement (OJJDP Overall)</p> | <p>Foster care is a temporary service provided by states for children who cannot live with their families. Foster care may be provided by a relative, unrelated foster parent, group home, residential care facility, emergency shelter, or supervised independent living.</p> <p>Juvenile justice involvement means an at-risk child or youth has had contact with any part of the juvenile justice system and cannot be appropriately served through community services and supports.</p> | <p>A. Number of eligible individuals served B. Number of eligible individuals in foster care with no juvenile justice involvement C. Number of eligible individuals in foster care with juvenile justice involvement</p> |
| Victimization | | |
| <p>25. Number of individuals who experienced a victimization (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 circumstance to their first victimization.</p> | <p>A. Number of individuals who experienced a first-time victimization B. Number of individuals who experienced a subsequent victimization</p> |
| Productive Lives | | |
| <p>26. Percentage of eligible individuals employed (full or part-time) (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>27. Percentage of eligible individuals who completed high school (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 who completed college access programs (Program Specific)</p> | <p>Number of individuals who completed college access programs, which focus on increasing college readiness and enrollment.</p> | <p>A. Number of eligible individuals who completed college access programs</p> |

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| 29. Percentage of eligible individuals who completed college success programs (Program Specific) | Number of individuals who completed college success programs, which focus on increasing retention and college graduation rates. | A. Number of eligible individuals who completed college success programs |
| 30. Percentage of eligible individuals enrolled in a higher education or certification program (Multi-Program) | 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. | A. Number of eligible individuals enrolled in a higher education or certification program |
| Protective Factors | | |
| 31. Percentage of eligible individuals who exhibited improved positive self-esteem (OJJDP Overall) | 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. | A. Number of individuals who received services to improve self-esteem B. Number of eligible individuals who exhibited improvement in self-esteem |
| 32. Percentage of eligible individuals with positive parent/caregiver relationships (Program Specific) | Positive parent/caregiver relationships are continuous relationships with a child that consist of caring, teaching, communicating, leading and providing for the needs of a child. | A. Number of eligible Individuals who received services to improve parent/caregiver relationships B. Number of eligible Individuals who exhibited an improvement in parent/caregiver relationships |

| OUTCOMES | DEFINITIONS | QUESTIONS |
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| <p>33. 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> |
| <p>34. 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, decisionmaking, 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>35. 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>36. 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>37. 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 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>Program Outcomes</p> | | |
| <p>38. Percentage of eligible individuals released into safe, stable housing (Program Specific)</p> | <p>Release into safe, stable housing is when an individual returns to housing of reasonable quality and security after detention or incarceration. For youth, this includes living with a legal guardian, parent(s), or extended family. For adults, this includes transitioning to a group home or independent housing.</p> | <p>A. Number of eligible individuals B. Number of eligible individuals (children ages 0–10) released into safe, stable housing C. Number of eligible individuals (youth ages 11–17) released into safe, stable housing D. Number of eligible individuals (young adults ages 18–24) released into safe, stable housing</p> |