



## Girls in the Juvenile Justice System Program Performance Measures Definitions and Questions

| OUTPUTS  | DEFINITIONS   | QUESTIONS   |
|--|---|---|
| <b>Individuals Served</b>  |   |   |
| <p>1. Number of individuals served (by population)<br/> <b>(OJJDP Overall)</b></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   |
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| <b>Service Delivery</b>   |  |   |
| <p>2. Percentage of eligible individuals served by an evidence-based program or practice<br/><b>(OJJDP Overall)</b></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 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> |

| OUTPUTS  | DEFINITIONS  | QUESTIONS   |
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| <p>3. Percentage of eligible individuals served by a promising program or practice</p> <p><b>(OJJDP Overall)</b></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 multi-disciplinary team</p> <p><b>(Multi-Program)</b></p>       | <p>A multi-disciplinary team is defined as when two or more individuals, representing different disciplines, work collectively toward a shared mission, goal, or outcome for the benefit of the same individual or group of individuals.</p>   | <p>A. Number of individuals served by a multi-disciplinary team</p>   |

| OUTPUTS   | DEFINITIONS  | QUESTIONS  |
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| 5. Percentage of eligible individuals served by a prevention service<br><b>(Multi-Program)</b>              | 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       |
| 6. Percentage of eligible individuals served by an intervention service<br><b>(Multi-Program)</b>           | 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     |
| 7. Percentage of eligible individuals served by a mental health treatment service<br><b>(Multi-Program)</b> | Services that help an individual with a mental illness to improve a situation, relieve symptoms, manage 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 who received mental health treatment services |
| 8. Percentage of eligible individuals served by a trauma-informed service<br><b>(Multi-Program)</b>         | 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         |

| OUTPUTS   | DEFINITIONS  | QUESTIONS   |
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| <b>System Improvement</b>   |  |   |
| 9. Percentage of partnerships maintained<br><br><b>(Multi-Program)</b>                  | Partnerships refer to a formal collaborative effort between two or more entities (e.g., public, private, tribal agencies, organizations, or programs).<br><br>A maintained partnership is a continuous formal collaborative effort between two or more public, private, tribal agencies, organizations, or programs, in effect for 6 months or longer.   | A. Number of new partnerships established<br>B. Number partnerships maintained<br>C. Type of partnership            |
| <b>Training and Technical Assistance</b>  |  |   |
| 10. Number of training events held<br><br><b>(OJJDP Overall)</b>                        | 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.<br><br>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 of individuals.<br><br>Training request(s) are any formal or informal inquiries for learning activities, curriculum development, and delivery, for a group of individuals or organizations. | A. Number of training requests received<br>B. Number of training events held  |
| 11. Number of individuals trained (population trained)<br><br><b>(OJJDP Overall)</b>    | Number of individuals who attended a training event.   | A. Number of individuals trained<br>B. Population trained   |
| 12. Percentage of technical assistance requests delivered<br><br><b>(OJJDP Overall)</b> | 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<br>B. Number of technical assistance requests delivered by type |

| OUTCOMES  | DEFINITIONS  | QUESTIONS  |
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| <b>Training and Technical Assistance</b>  |  |  |
| <p>13. Percentage of training participants who reported they applied training knowledge or skills within 3 months of attending a training</p> <p><b>(OJJDP Overall)</b></p>                     | <p>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.</p>   | <p>A. Number of participants that used the skills or knowledge learned at a training within 3 months of attending the training</p>   |
| <p>14. Percentage of organizations who employed a new evidence-based or promising service, policy, or practice recommended by a technical assistance provider</p> <p><b>(OJJDP Overall)</b></p> | <p>Number of participants that used the skills or knowledge learned at a training within 3 months of attending the training. 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>A. Number of organizations that 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> |

| OUTCOMES   | DEFINITIONS   | QUESTIONS  |
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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’s National Registry of Evidence-Based Programs and Practices, Office for Justice Programs’ CrimeSolutions.gov, and state model program resources).</p>   |  |
| <p><b>Prevention/Intervention</b></p>  |   |  |
| <p>15. Percentage of eligible individuals detained<br/><b>(OJJDP Overall)</b></p>                              | <p>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.</p>  | <p>A. Number of individuals eligible for detention<br/>B. Number of individuals detained of those eligible</p>   |
| <p>16. Percentage of eligible individuals adjudicated for a status offense<br/><b>(OJJDP Overall)</b></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<br/>B. Number of individuals adjudicated for a first-time status offense<br/>C. Number of individuals adjudicated for a subsequent status offense</p>           |
| <p>17. Percentage of eligible individuals adjudicated for a delinquency offense<br/><b>(OJJDP Overall)</b></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<br/>B. Number of individuals adjudicated for a first-time delinquency offense<br/>C. Number of individuals adjudicated for a subsequent delinquency offense</p> |

| OUTCOMES   | DEFINITIONS  | QUESTIONS  |
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| <p>18. Percentage of eligible individuals who violated a court order/condition<br/><b>(OJJDP Overall)</b></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<br/>B. Number of individuals who violated a court order/condition</p>   |
| <b>Program Quality</b>   |  |  |
| <p>19. Percentage of eligible individuals who completed their intended service requirements<br/><b>(OJJDP Overall)</b></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<br/>B. Number of individuals who exited the service on time and who completed the service’s requirements<br/>C. Number of individuals who exited the service early and who completed the service’s requirements<br/>D. Number of individuals who exited the service after the intended time and who completed the service’s requirements<br/>E. Number of individuals who exited the service on time and who did not complete the service requirements<br/>F. Number of individuals who exited the service early and who did not complete the service’s requirements<br/>G. Number of individuals who exited the service after the intended time and who did not complete the service’s requirements</p> |
| <p>20. Percentage of eligible individuals who completed their required court conditions<br/><b>(OJJDP Overall)</b></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<br/>B. Number of individuals who completed their assigned court conditions</p>  |



| OUTCOMES  | DEFINITIONS  | QUESTIONS   |
|---|--|---|
| <b>System Improvement</b>   |  |   |
| 21. Number of new evidence-based practices employed<br><b>(Multi-Program)</b>     | <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>Employed means to make use of.</p> | A. Number of new evidence-based practices employed  |
| 22. Number of new promising practices employed<br><b>(Multi-Program)</b>          | <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>  | A. Number of new promising practices employed       |
| 23. Number of new trauma-informed practices employed<br><b>(Program Specific)</b> | <p>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.</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>              | A. Number of new trauma-informed practices employed |

| OUTCOMES   | DEFINITIONS  | QUESTIONS   |
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| <b>Victimization</b>   |  |   |
| 24. Number of individuals who experienced a victimization<br><br><b>(OJJDP Overall)</b>      | 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.  | A. Number of individuals who experienced a first-time victimization<br>B. Number of individuals who experienced a subsequent victimization  |
| <b>Child Welfare Involvement</b>   |  |   |
| 25. Percentage of eligible individuals who achieved permanency<br><br><b>(Multi-Program)</b> | <p>Permanency for a child in out-of-home care refers to the child moving to live with an adult with whom the child has a continuous, reciprocal relationship.</p> <p>Reunification is a when the court determines a child can safely return home after living in out-of-home care.</p> <p>Adoption is the social, emotional, and legal process in which children who will not be raised by their birth parents become full and permanent legal members of another family while maintaining genetic and psychological connections to their birth family.</p> <p>Legal guardianship is a judicially created relationship between a child and a caretaker, which is intended to be permanent and self-sustaining through the transfer to the caretaker of parental rights in respect to the child.</p> <p>Emancipation is when a minor has achieved independence from his or her parents.</p> | A. Number of eligible individuals who achieved permanency<br>B. Number of eligible individuals adopted<br>C. Number of eligible individuals reunified with their family<br>D. Number of eligible individuals that secured legal guardianship<br>E. Number of eligible individuals emancipated |

| OUTCOMES  | DEFINITIONS  | QUESTIONS   |
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| <b>Protective Factors</b>   |  |   |
| 26. Percentage of eligible individuals who exhibited improved positive self-esteem<br><br><b>(OJJDP Overall)</b>                  | 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<br>B. Number of eligible individuals who exhibited an improvement in self-esteem  |
| 27. Percentage of eligible individuals with positive parent/caregiver relationships<br><br><b>(OJJDP Overall)</b>                 | 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.<br><br>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.<br><br>Additional family members include siblings and extended family members such as grandparents, aunts/uncles, and cousins, or individuals identified by the youth as family. | A. Number of individuals who received services to improve parent/caregiver relationships<br>B. Number of eligible individuals who exhibited improved parent/caregiver relationships                                   |
| 28. Percentage of eligible individuals who participated in positive leisure/recreational activities<br><br><b>(OJJDP Overall)</b> | 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.   | A. Number of individuals who received services to promote participation in positive leisure/recreational activities<br>B. Number of eligible individuals who participated in positive leisure/recreational activities |

| OUTCOMES   | DEFINITIONS   | QUESTIONS  |
|--|---|--|
| <p>29. Percentage of eligible individuals who exhibited improved social competencies</p> <p><b>(OJJDP Overall)</b></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 improved social competencies</p> |
| <p>30. Percentage of eligible individuals who actively engaged with school</p> <p><b>(OJJDP Overall)</b></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>31. Percentage of eligible individuals who exhibited improved mental health</p> <p><b>(OJJDP Overall)</b></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   |
|---|--|---|
| 32. Percentage of eligible individuals who abstained from or reduced substance misuse<br><br><b>(OJJDP Overall)</b>       | 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. | A. Number of individuals who received services for substance misuse<br>B. Number of individuals who abstained from illegal substance use<br>C. Number of individuals who abstained from legal substance use<br>D. Number of individuals who reduced illegal substance misuse<br>E. Number of individuals who reduced legal substance misuse |
| 33. Percentage of eligible individuals who received educational support from family members<br><br><b>(Multi-Program)</b> | 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<br>B. Number of individuals who received educational support from family members  |
| <b>Productive Lives</b>   |  |   |
| 34. Percentage of eligible individuals employed (full or part time)<br><br><b>(OJJDP Overall)</b>                         | 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.  | A. Number of eligible individuals employed (full or part time)  |
| 35. Percentage of eligible individuals who completed high school<br><br><b>(OJJDP Overall)</b>                            | Number of individuals who received a diploma from a traditional high school, an alternative high school, or a GED.   | A. Number of eligible individuals who received a high school diploma or a GED   |