Juvenile Mentoring Program Performance Measures Definitions and Questions

OUTPUTS	DEFINITIONS	QUESTIONS
Award Profile		
Organization Profile		
1. Type of organization **(Program Specific)**	A national organization has active chapters or subawardees in at least 45 states. A multi-state organization has operated an established mentoring program for at least 3 years and has active chapters or subawardees in at least 5 states but fewer than 45 states. A direct service organization is one directly implementing a mentoring program.	A. Type of organization B. Number of communities served
2. Program implementation **(Program Specific)**	A subgrantee is provided a subaward from a primary grantee to carry out part of the primary grantee's award or program funded. A site-based program operates from a designated location. Report the number of sites.	A. Number of subgrantees B. Number of program sites
3. Number of subrecipient services accessed **(Program Specific)**	A subrecipient is an outside entity that provides goods or services contributory to the award, rather than carry out part of the award.	A. Name of provider B. Location C. Service provided D. Amount of service contract
4. Partners **(Program Specific)**	A partnership is a formal collaborative effort between two or more public, private, or tribal agencies, organizations, or programs.	A. Partners
Program Profile		
5. Match structure **(Program Specific)**	One-on-one mentoring is when mentoring services are delivered by matching one mentor with one mentee. Group Mentoring is when mentors are matched with more than one mentee and activities are provided in a group setting.	A. Match structure Select one.

OUTPUTS	DEFINITIONS	QUESTIONS
6. Program focus area **(Program Specific)**	Program focus area includes if the mentoring relationship targets a specific activity, protective factor, or population. Select general if the mentoring program focuses on overall youth development. Select other and provide comment if program focus is not listed.	A. Program focus
7. Program model **(Program Specific)**	A community-based program is when a mentoring relationship operates without a designated location. A site-based program operates from a designated location. A school-based program operates within a school or educational setting.	A. Program model
8. Proposed number of mentees **(Program Specific)**	Report the number of unduplicated count of individuals the mentoring program expects to accept into the program as a mentee throughout the award cycle.	A. Proposed number of mentees for the life of the award
9. Proposed number of mentors **(Program Specific)**	Report the number of unduplicated count of individuals the mentoring program expects to accept into the program as a mentor throughout the award cycle.	A. Proposed number of mentors for the life of the award
10. Proposed number of matches **(Program Specific)**	Report the number of unduplicated count of matches the programs expects to approve and support throughout the award cycle. A match is when a program facilitates a formal relationship between an individual (mentor) to provide guidance, support, and encouragement through regularly scheduled meetings to another individual or group of individuals (mentee).	A. Proposed number of matches for the life of the award
11. Mentee target focus **(Program Specific)**	The characteristics of the mentees the program expects to serve or target.	A. Mentee target population
12. Program services offered to mentee and their family **(Program Specific)**	Services include activities, assistance, or support provided to a mentee and/or their family.	A. Services offered to mentee/family

OUTPUTS	DEFINITIONS	QUESTIONS
13. Mentor target focus **(Program Specific)**	The characteristics of the mentors the program expects to serve or target.	A. Mentor target population
14. Mentor training requirements **(Program Specific)**	Training requirements include the topics covered, type of training, and amount of training a program requires mentors accepted into the program to complete. Pre-match training is the requirements a mentor must complete before meeting officially with their assigned mentee(s). Post-match training is the requirements a mentor must complete while serving as a mentor.	A. Training topics provided to mentors B. Number of hours of training provided to mentors C. Type of training provided to mentors
15. Planned duration of match length **(Program Specific)**	The minimum required number of months is the number of months a match is expected to last according to the program's model.	A. Minimum number of months a match is expected to meet
16. Planned frequency of match contacts **(Program Specific)**	The frequency of the match contacts is the number of times a mentor and mentee are expected to meet according to the program's model.	A. Number of times per month a match is expected to meet B. Number of times per week a match is expected to meet
17. Planned intensity of match contacts **(Program Specific)**	The intensity of a match contact is the minimum number of hours per month and/or weeks a match is expected to meet according to the program's model.	A. Minimum number of hours per month a match is expected to meet B. Minimum number of hours per week a match is expected to meet
Program Outputs		
Mentoring Activities		
18. Percentage of recruited individuals accepted as a mentor **(Program Specific)**	Recruitment is strategies (e.g., public service announcements, word-of-mouth campaigns, presentations, and social media) used to engage and convey program information and expectations to prospective mentors. Acceptance is when a program officially allows an individual to serve as a mentor after meeting the program's defined criteria and screening requirements.	A. Number of individuals recruited to be a mentor B. Number of recruited individuals accepted as a mentor

OUTPUTS	DEFINITIONS	QUESTIONS
19. Number of accepted mentors **(Program Specific)**	An accepted mentor is when a program officially allows an individual to serve as a mentor after meeting the program's defined criteria and screening requirements. At the beginning of the activity period is the number of individuals who were accepted as a mentor during the previous activity period and continued to serve as a mentor a minimum of one day of the current activity period. During the activity period is any mentor accepted into the program on any day of the activity period.	A. Number of accepted mentors at the beginning of the activity period B. Number of accepted mentors C. Number of mentors accepted during the activity period D. Number of accepted mentors ages 0–10 E. Number of accepted mentors ages 11–17 F. Number of accepted mentors ages 18–24 G. Number of accepted mentors ages 25–64 H. Number of accepted mentors ages 66+ I. Number of mentors exited the program J. Number of accepted mentors K. Number of accepted mentors at the end of the activity period
20. Percentage of eligible mentors matched with a mentee **(Program Specific)**	A match is when a program facilitates a formal relationship between an individual (mentor) to provide guidance, support, and encouragement through regularly scheduled meetings to another individual or group of individuals (mentee). Acceptance is when a program officially allows an individual to participate as a mentor after meeting the program's defined criteria and screening requirements. A closed match is when the relationship between a mentee and mentor ends. Count the number of mentors.	A. Number of eligible mentors matched with a mentee(s) at the beginning of the activity period B. Number of eligible mentors matched with a mentee(s) during the activity period C. Number of mentors' matches closed D. Number of mentors matched with a mentee E. Percentage of mentors matched with a mentee

OUTPUTS	DEFINITIONS	QUESTIONS
21. Number of accepted mentees **(Program Specific)**	An accepted mentee is when a program officially allows an individual to participate as a mentee after meeting the program's defined criteria and screening requirements. At the beginning of the activity period is the number of individuals who were accepted as a mentee during the previous activity period and continued to participate as a mentee a minimum of one day of the current activity period. During the activity period is any mentee accepted into the program on any day of the activity period.	A. Number of accepted mentees at the beginning of the activity period (ages 0–10, 11–17) B. Number of mentees accepted during the activity period (ages 0–10, 11–17) C. Number of mentees exited the program D. Number of accepted mentees E. Number of accepted mentees at the end of the activity period
22. Percentage of eligible mentees matched with a mentor **(Multi-Program)**	A match is when a program facilitates a formal relationship between an individual (mentor) to provide guidance, support, and encouragement through regularly scheduled meetings to another individual or group of individuals (mentee). Acceptance is when a program officially allows an individual to participate as a mentee after meeting the program's defined criteria and screening requirements. A closed match is when the relationship between a mentee and mentor ends. Count the number of mentees.	A. Number of mentees matched with a mentor at the beginning of the activity period B. Number of mentees matched with a mentor during the activity period C. Number of mentees' matches closed D. Number of mentees matched with a mentor E. Percentage of individuals matched with a mentor during the activity period F. Number of individuals matched with a mentor at the end of the activity period

OUTPUTS	DEFINITIONS	QUESTIONS
Program Support Services		
23. Number of training events held **(OJJDP Overall)**	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. 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. 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 B. Number of training events held
24. Number of individuals trained (population trained) **(OJJDP Overall)**	Number of individuals who attended a training event.	A. Number of individuals trained B. Population trained
25. 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

OUTCOMES	DEFINITIONS	QUESTIONS
Program Support Services		
26. 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
27. Percent of organizations who employed a new policy or practice recommended by a technical assistance provider **(Multi-Program)**	Number of organizations who reported employing a new service, policy, or practice as the result of receiving technical assistance.	A. Number of organizations received technical assistance B. Number of organizations that employed a new service, policy, or practice after receiving technical assistance
Prevention/Intervention Outcomes		
28. Percentage of eligible individuals detained **(OJJDP Overall)**	Detention refers to the placement of a youth in a facility under court authority at some point between the time of referral to court intake and case disposition. Detention prior to case disposition is known as pre-dispositional detention. Detention after sentencing is post-dispositional detention. Post-dispositional detention includes awaiting placement or short-term sentencing to detention. Count individuals who received either type of detention.	A. Number of individuals eligible for detention B. Number of individuals detained of those eligible
29. Percentage of eligible individuals adjudicated for a delinquency offense **(OJJDP Overall)**	Adjudication is a judicial determination (judgment) that a juvenile is responsible for the delinquency offense charged in a petition or other charging document. Delinquency offense is an act committed by a juvenile that would be criminal if committed by an adult. The juvenile court has jurisdiction over delinquent acts. Delinquent acts are defined in statute.	A. Number of individuals adjudicated for a first-time delinquency offense B. Number of individuals adjudicated for a subsequent delinquency offense

OUTCOMES	DEFINITIONS	QUESTIONS
30. Percentage of eligible individuals adjudicated for a status offense **(OJJDP Overall)**	Adjudication is a judicial determination (judgment) that a juvenile is responsible for a status offense charged in a petition or other charging document. 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.	A. Number of individuals served B. Number of individuals adjudicated for a first-time status offense C. Number of individuals adjudicated for a subsequent status offense
31. Percentage of eligible individuals who violated a court order/condition **(OJJDP Overall)**	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.	A. Number of individuals assigned a court order/condition B. Number of individuals who violated a court order/condition
Program Quality		
32. Percentage of mentoring matches that met the program's required number of match contacts **(Multi-Program)**	Required number of match contacts is the number of times a mentor and mentee are expected to meet according to the program's model (i.e., daily, weekly). Include open and closed matches.	A. Number of matches that met the required number of contacts
33. Percentage of closed mentoring matches that met the program's required length of the match **(Multi-Program)**	The required length of a match is how long a match is expected to last (i.e., one-year, school year, athletic season) as defined by the program's model. Exit early means a match closed before the required time and exceeded includes matches that continued beyond the required length of time.	A. Number of matches that closed B. Number of matches that closed early C. Number of matches that met the required length of the match D. Number of matches that exceeded the required length of the match

OUTCOMES	DEFINITIONS	QUESTIONS
34. Percentage of programs that employed effective mentor screening practices **(Program Specific)**	Effective screening practices determine whether prospective mentors have the time, commitment, and personal qualities to be an effective mentor and keep mentees safe. Recommendations suggest a minimum of two reference checks (personal and/or professional) and the completion of a comprehensive background check using multiple sources.	A. Number of recruited mentors who completed a screening interview B. Number of accepted mentors with completed reference checks C. Number of accepted mentors with a completed background checks per OJP policy requirements
35. Percentage of programs that employed effective pre-match training practices **(Program Specific)**	Effective pre-match training practices ensure program participants have the skills and information needed to build strong, effective mentoring relationships. Recommendations suggest a minimum of one-hour of pre-match training for all mentors and a two-hour pre-match training (e.g., home visit, orientation style meeting) for a mentee and their family.	A. Number of mentors completed pre-match training B. Number of mentors and their parent/legal guardian completed pre-match orientation/training
36. Percentage of programs that employed effective matching practices **(Program Specific)**	Effective matching practices match mentors and mentees along dimensions likely to increase the odds that the mentoring relationship will endure. Shared characteristics may include interests, proximity, availability, age, sex, race, ethnicity, personality, and expressed preferences of mentor and mentee. Initial match meetings include the first time a mentor and mentee meet on-site or in the community.	A. Number of mentees and mentors matched based on shared characteristics B. Number of initial match meetings attended by program staff
37. Percentage of programs that employed effective monitoring and support practices **(Program Specific)**	Effective monitoring and support practices monitor mentoring relationship milestones and provide mentors with ongoing advice, problem-solving support, and training opportunities for the duration of the relationship. Recommendations suggest two contacts the first month of the match and one time a month after. Programs should conduct an assessment, using a validated tool, a minimum of one time during the relationship to assess the quality of the mentoring relationship. The validity of an assessment tool is the extent to which it measures what it was designed to measure, without contamination from other characteristics.	A. Number of mentors contacted the required number of times by program staff B. Number of mentees and their parent/guardian contacted the required number of times by program staff C. Number of mentor and mentee relationships assessed with a validated tool

OUTCOMES	DEFINITIONS	QUESTIONS
38. Percentage of programs that employed effective match closure practices **(Program Specific)**	Effective closure practices facilitate closing the match in a way that affirms the contributions of both the mentor and the mentee and offers both individuals the opportunity to assess their experience. Recommendations suggest closure interview/meetings manage unanticipated match closures, communicate the terms and policies governing a match closure, celebrate the accomplishments of the mentoring relationship, and support the transition.	A. Number of mentors that completed an exit interview and/or closure meeting B. Number of mentees and their parent/guardian completed that an exit interview and/or closure meeting
Protective Factors		
39. Percentage of eligible individuals who exhibited improved 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 an improvement in self-esteem
40. Percentage of eligible individuals with improved parent/caregiver relationships **(OJJDP Overall)**	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. 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. 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 B. Number of eligible individuals who exhibited improved parent/caregiver relationships

OUTCOMES	DEFINITIONS	QUESTIONS
41. Percentage of eligible individuals who participated in positive leisure/recreational activities **(OJJDP Overall)**	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.	A. Number of individuals who received services to promote participation in positive leisure/recreational activities B. Number of eligible individuals who participated in positive leisure/recreational activities
42. Percentage of eligible individuals who exhibited improved social competencies **(OJJDP Overall)**	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.	A. Number of individuals who received services to improve social competencies B. Number of eligible individuals who exhibited social competencies
43. Percentage of eligible individuals who actively engaged with school **(OJJDP Overall)**	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).	A. Number of individuals who received services to improve school engagement B. Number of eligible individuals who exhibited active engagement with school

OUTCOMES	DEFINITIONS	QUESTIONS
44. Percentage of eligible individuals who exhibited improved mental health **(OJJDP Overall)**	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.	A. Number of individuals who received services to improve mental health B. Number of eligible individuals who exhibited improved mental health
45. Percentage of eligible individuals who abstained from or reduced substance misuse **(OJJDP Overall)**	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 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
46. Percentage of eligible individuals who met age-appropriate academic capabilities **(Multi-Program)**	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.	A. Number of individuals who received services to improve academic capabilities B. Number of eligible individuals who exhibited age-appropriate academic capabilities
47. Percentage of eligible individuals who met school attendance expectations **(Multi-Program)**	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.	A. Number of individuals who received services to improve school attendance B. Number of eligible individuals who met school attendance expectations

OUTCOMES	DEFINITIONS	QUESTIONS
Victimization		
48. Number of individuals who experienced a victimization **(OJJDP Overall)**	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 B. Number of individuals who experienced a subsequent victimization
Productive Lives		
49. Percentage of eligible individuals who completed high school **(OJJDP Overall)**	Number of individuals who received a diploma from a traditional high school, an alternative high school, or a General Education Development.	A. Number of eligible individuals who received a high school diploma or a General Education Development
50. Percentage of eligible individuals employed (full or part time) **(OJJDP Overall)**	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)