



## Second Chance Act: Children of Incarcerated Parents Program Performance Measures Definitions and Questions

OUTPUTS	DEFINITIONS	QUESTIONS
<b>Individuals Served</b>		
<p>1. Number of individuals served (by population) <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
<b>Service Delivery</b>		
<p>2. Percentage of eligible individuals served by an evidence-based program or practice</p> <p><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 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, OJP’s CrimeSolutions.gov, and State model program resources).</p>	<p>A. Number of individuals served by an evidence-based program</p> <p>B. Name and source of evidence-based program</p>

OUTPUTS	DEFINITIONS	QUESTIONS
<p>3. Percentage of eligible individuals served by a mental health treatment service <b>(Multi-Program)</b></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>4. Percentage of eligible individuals served by a substance use disorder treatment service <b>(Multi-Program)</b></p>	<p>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.</p>	<p>A. Number of individuals served who received a substance use disorder treatment</p>
<p>5. Percentage of eligible individuals served by a family support service <b>(Multi-Program)</b></p>	<p>Community-based services that assist and support parents in their role as caregivers and help parents enhance their skills and resolve problems to promote optimal child development.</p>	<p>A. Number of individuals who received a family support service</p>
<p>6. Percentage of eligible individuals served by a prevention service <b>(Multi-Program)</b></p>	<p>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.</p>	<p>A. Number of individuals served who received prevention services</p>
<p>7. Percentage of eligible individuals served by a specialized aftercare service <b>(Multi-Program)</b></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 who attended a parenting education service <b>(Multi-Program)</b></p>	<p>A process that involves the expansion of insights, understanding and attitudes, and the acquisition of knowledge and skills on the development of both parents and of their children and the relationship between them.</p>	<p>A. Number of individuals served who attended a parenting education service</p>

OUTPUTS	DEFINITIONS	QUESTIONS
<b>Family Engagement</b>		
<p>9. Percentage of eligible individual’s case plans informed by parents/legal guardians <b>(Multi-Program)</b></p>	<p>A case plan documents how assigned entities and/or individuals will support an individual's success. A case plan may include goals and objectives, timelines, expectations, and services required.</p> <p>Case plans informed by parents/legal guardians include plans where parents/guardians actively contribute to the decisionmaking, development, and implementation of their child's case plan (i.e., identifying goals and objectives and service needs, recommending revisions, and monitoring completion).</p>	<p>A. Number of case plans created B. Number of case plans informed by a child's parent/legal guardian</p>
<p>10. Percentage of parental visits where the child/children appropriately participated <b>(Program Specific)</b></p>	<p>Appropriate participation is when a child/children safely and voluntarily chooses to participate in a parental visit, free from parental or other adult pressure, urging, coercion, or force. To demonstrate a child appropriately participated in a parental visit, the facility or program supervising the parental visit used protective procedures (e.g. screening, attendance of a guardian ad litem). Calculate the count per parental visit, not per the number of child/children participants.</p>	<p>A. Number of parental visits B. Number of parental visits that followed a protective procedure C. Number of parental visits where the child/children appropriately participated D. Type of protective procedure followed</p>
<b>Training and Technical Assistance</b>		
<p>11. Number of training events held <b>(OJJDP Overall)</b></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 of 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>

OUTPUTS	DEFINITIONS	QUESTIONS
12. Number of individuals trained (population trained)  <b>(OJJDP Overall)</b>	Number of individuals who attended a training event.	A. Number of individuals trained B. Population trained
13. Percentage of technical assistance requests delivered  <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 B. Number of technical assistance requests delivered by type

OUTCOMES	DEFINITIONS	QUESTIONS
<b>Training and Technical Assistance</b>		
<p>14. 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>15. 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 organizations who reported employing a new evidence-based or promising service, policy, or practice as a result of receiving technical assistance.</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 or practices can come from various valid sources (e.g., OJJDP Model Programs Guide, Blueprints for Violence Prevention, Substance Abuse and Mental Health</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>

OUTCOMES	DEFINITIONS	QUESTIONS
	<p>Services Administration’s National Registry of Evidence-Based Programs and Practices, Office for Justice Programs’ CrimeSolutions.gov, and state model program resources).</p>	
<p>16. Percentage of parents/caregivers who demonstrated the ability to apply new parenting techniques <b>(Program Specific)</b></p>	<p>Individuals demonstrate the application of parenting techniques based on child and human development that support child milestones and healthy parent/child interactions.</p>	<p>A. Number of parenting education participants who demonstrated the ability to apply new parenting techniques</p>
<p><b>Children and Youth Outcomes</b></p>		
<p><b>Prevention/Intervention Outcomes - Children and Youth</b></p>		
<p>17. Percentage of eligible individuals detained <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 B. Number of individuals detained of those eligible</p>
<p>18. Percentage of eligible individuals adjudicated for a delinquency offense <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.  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 B. Number of individuals adjudicated for a first-time delinquency offense C. Number of individuals adjudicated for a subsequent delinquency offense</p>
<p>19. Percentage of eligible individuals adjudicated for a status offense <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.  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 adjudicated for a first-time status offense B. Number of individuals adjudicated for a subsequent status offense</p>

OUTCOMES	DEFINITIONS	QUESTIONS
<b>Protective Factors Children and Youth</b>		
<p>20. Percentage of eligible individuals who exhibited improved positive self-esteem <b>(OJJDP Overall)</b></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).</p> <p>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 B. Number of eligible individuals who exhibited an improvement in self-esteem</p>
<p>21. Percentage of eligible individuals who participated in positive leisure/recreational activities <b>(OJJDP Overall)</b></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 after-school programs.</p>	<p>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</p>
<p>22. Percentage of eligible individuals who exhibited improved social competencies <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, decisionmaking, empathy, sensitivity, cultural competence, and peaceful conflict resolution.</p> <p>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 B. Number of eligible individuals who exhibited social competencies</p>
<p>23. Percentage of eligible individuals who actively engaged with school <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 B. Number of eligible individuals who exhibited active engagement with school</p>



OUTCOMES	DEFINITIONS	QUESTIONS
<p>24. Percentage of eligible individuals who exhibited improved mental health <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 B. Number of eligible individuals who exhibited improved mental health</p>
<p>25. Percentage of eligible individuals who abstained from or reduced substance misuse <b>(OJJDP Overall)</b></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 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.</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>26. Percentage of eligible individuals who met age-appropriate academic capabilities <b>(Multi-Program)</b></p>	<p>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.</p>	<p>A. Number of individuals who received services to improve academic capabilities B. Number of eligible individuals who exhibited age-appropriate academic capabilities</p>
<p>27. Percentage of eligible individuals who met school attendance expectations <b>(Multi-Program)</b></p>	<p>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.</p>	<p>A. Number of individuals who received services to improve school attendance B. Number of eligible individuals who met school attendance expectations</p>

OUTCOMES	DEFINITIONS	QUESTIONS
<b>Productive Lives Children and Youth</b>		
28. Percentage of eligible individuals who completed high school <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
29. Percentage of eligible individuals employed (full or part time) <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)
<b>Victimization</b>		
30. Number of individuals who experienced a victimization <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 B. Number of individuals who experienced a subsequent victimization
<b>Parent Outcomes</b>		
<b>Prevention/Intervention Outcomes - Parents</b>		
31. Percentage of eligible individuals who received post-release parole <b>(Multi-Program)</b>	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.	A. Number of individuals released from imprisonment B. Number of eligible individuals who received post-release parole
32. Percentage of eligible individuals who received post-release probation <b>(Multi-Program)</b>	A sentencing alternative to imprisonment (jail or prison) in which the court releases a convicted defendant, under supervision, if certain conditions are observed.	A. Number of eligible individuals who received post-release probation
33. Percentage of eligible individuals convicted of a subsequent criminal offense <b>(Multi-Program)</b>	An individual received a verdict of guilty of a charge or charges by a criminal court for violation of the penal laws of a state or the United States.  Subsequent offense is when an individual previously convicted for a criminal offense received a conviction for a new offense.	A. Number of eligible individuals convicted for a subsequent criminal offense

OUTCOMES	DEFINITIONS	QUESTIONS
<p>34. Percentage of eligible individuals who received a post-release technical violation</p> <p><b>(Multi-Program)</b></p>	<p>The jurisdiction or agency supervising an individual's post-imprisonment release determined 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>35. Percentage of eligible individuals who received a behavior infraction while incarcerated</p> <p><b>(Program Specific)</b></p>	<p>Individuals cited by prison officials for a behavior violation of the prison's code of conduct or disciplinary code. Count the number of individuals who received a behavior infraction, not the number of infractions.</p>	<p>A. Number of individuals imprisoned</p> <p>B. Number of imprisoned individuals who received a behavior infraction</p>
<p><b>Protective Factors Parents</b></p>		
<p>36. Percentage of eligible individuals who exhibited improved self-esteem</p> <p><b>(OJJDP Overall)</b></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).</p> <p>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>37. Percentage of eligible individuals who participated in positive leisure/recreational activities</p> <p><b>(Program Specific)</b></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, or clubs.</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>38. Percentage of eligible individuals who exhibited improved social competencies <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, decisionmaking, empathy, sensitivity, cultural competence, and peaceful conflict resolution.</p> <p>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 B. Number of eligible individuals who exhibited social competencies</p>
<p>39. Percentage of eligible individuals who exhibited improved mental health <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 B. Number of eligible individuals who exhibited improved mental health</p>
<p>40. Percentage of eligible individuals who abstained from or reduced substance misuse <b>(OJJDP Overall)</b></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 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.</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><b>Productive Lives Parents</b></p>		
<p>41. Percentage of eligible individuals who completed high school <b>(OJJDP Overall)</b></p>	<p>Number of individuals who received a diploma from a traditional high school, an alternative high school, or a GED.</p>	<p>A. Number of eligible individuals who received a high school diploma or a GED</p>

OUTCOMES	DEFINITIONS	QUESTIONS
<p>42. Percentage of eligible individuals employed (full or part time) <b>(OJJDP Overall)</b></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>43. Percentage of eligible individuals enrolled in a higher education or a certificate program <b>(Multi-Program)</b></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>
<p><b>Program Outcomes Parents</b></p>		
<p>44. Percentage of eligible individuals with a positive parent/child relationship during parental incarceration <b>(Program Specific)</b></p>	<p>The status of the relationship between a parent and their child/children as measured by a validated assessment tool. Report the status of parent/child relationship prior to the parent's incarceration and the status of the parent/child relationship during the parent's incarceration. Assess the parent/child relationship a minimum of one time during the parent's incarceration. A positive relationship is defined by the assessment tool.</p>	<p>A. Number of imprisoned individuals B. Number of positive parent/child relationships pre-parental incarceration C. Number of positive parent/child relationships during the parent's incarceration</p>
<p>45. Percentage of positive parent/child relationships post-parental incarceration <b>(Program Specific)</b></p>	<p>The status of the relationship between a parent and their child/children as measured by a validated assessment tool. Report the status of parent/child relationship after the parent's release from incarceration. Assess the parent/child relationship a minimum of one time after the parent's release from incarceration. A positive relationship is defined by the assessment tool.</p>	<p>A. Number of individuals released from imprisonment B. Number of positive parent/child relationships post-parental incarceration</p>
<p>46. Percentage of parent/caregivers who used a new parenting technique during parent/caregiver child interactions <b>(Multi-Program)</b></p>	<p>Parent/caregivers used insights, understanding, knowledge, and skills learned from parent education in interactions with their child/children. Demonstration of parent/caregiver use of knowledge and skills may be directly observed by educators, social services staff, or self-reported by a parent/caregiver on a validated assessment tool. Assess the parent/caregiver's use of new parenting techniques a minimum of one time.</p>	<p>A. Number of individuals who used a new parenting technique during parent/caregiver and child interactions</p>