



## Juvenile Drug Treatment Court 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 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
<p>3. Percentage of eligible individuals served by a promising program or practice</p> <p><b>(OJJDP Overall)</b></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 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 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 substance use disorder treatment service</p> <p><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 substance use disorder treatment</p>
<p>5. Percentage of treatment programs providing medication-assisted treatment</p> <p><b>(Multi-Program)</b></p>	<p>Substance use disorder treatment services include 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>The Substance Abuse and Mental Health Services Administration defines medication-assisted treatment as the use of medications, in combination with counseling and behavioral therapies, to provide a “whole-patient” approach to the treatment of substance use disorders.</p>	<p>A. Number of total substance use disorder treatment programs</p> <p>B. Number of substance use disorder treatment programs that provide medication-assisted treatment</p>

OUTPUTS	DEFINITIONS	QUESTIONS
6. Percentage of eligible individuals served by an intervention service <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 peer-recovery support program <b>(Multi-Program)</b>	Peer-recovery support systems are designed and delivered by people who have experienced both substance use disorder and recovery.	A. Number of eligible individuals served by a peer-recovery support program
<b>Family Engagement</b>		
8. Number of family engagement strategies/activities implemented <b>(Multi-Program)</b>	Family engagement is a collaborative relationship in which families are partners in both their child's treatment and the development of policies, programs, and practices of the system their child is involved. Family engagement activities may include setting goals, developing case plans, making joint decisions, and working with families to ensure their child's safety and well-being.	A. Number of family engagement strategies/ activities implemented
9. Percentage of professionals and practitioners who used family engagement strategies with fidelity <b>(Program Specific)</b>	Family engagement is a collaborative relationship in which families are partners in both their child's treatment and the development of policies, programs, and practices of the system their child is involved. Family engagement activities may include setting goals, developing case plans, making joint decisions, and working with families to ensure their child's safety and well-being.  Fidelity is the degree to which a program's core services, components, and procedures are implemented as originally designed.	A. Number of professionals and practitioners who used family engagement strategies with fidelity  B. Number of professionals and practitioners who used family engagement strategies
10. Percentage of eligible individual's case plans informed by parents/ guardians <b>(Multi-Program)</b>	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. A case plan informed by a parent/guardian is when a parent/guardian actively contributed 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).	A. Number of case plans developed  B. Number of case plans informed by a child's parent/guardian

OUTPUTS	DEFINITIONS	QUESTIONS
<b>Training and Technical Assistance</b>		
11. Number of training events held  <b>(OJJDP Overall)</b>	<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>	A. Number of training requests received B. Number of training events held
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>		
14. Percentage of training participants who reported they applied training knowledge or skills within 3 months of attending a training  <b>(OJJDP Overall)</b>	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
15. Percentage of organizations who employed a new evidence-based or promising service, policy, or practice recommended by a technical assistance provider  <b>(OJJDP Overall)</b>	Number of organizations who reported employing a new evidence-based or promising service, policy, or practice as a result of receiving technical assistance.	A. Number of organizations received technical assistance B. Number of organizations that employed a new evidence-based or promising service, policy, or practice after receiving technical assistance C. Number of organizations that employed a new service, policy, or practice after receiving technical assistance
<b>Prevention/Intervention Outcomes</b>		
16. Percentage of eligible individuals adjudicated for a delinquency offense  <b>(OJJDP Overall)</b>	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 served B. Number of individuals adjudicated for a first-time delinquency offense C. Number of individuals adjudicated for a subsequent delinquency offense
17. Percentage of eligible individuals who violated a court order/condition  <b>(OJJDP Overall)</b>	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

OUTCOMES	DEFINITIONS	QUESTIONS
<b>Protective Factors</b>		
18. Percentage of eligible individuals who exhibited improved positive self-esteem  <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 B. Number of eligible individuals who exhibited an improvement in self-esteem
19. Percentage of eligible individuals with improved parent/caregiver relationships  <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.  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
20. Percentage of eligible individuals who participated in positive leisure/recreational activities  <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 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

OUTCOMES	DEFINITIONS	QUESTIONS
<p>21. 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. 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>22. 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>
<p>23. 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>

OUTCOMES	DEFINITIONS	QUESTIONS
<p>24. Percentage of eligible individuals who abstained from or reduced substance misuse</p> <p><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 not limited to, illegal drugs (e.g., heroin), prescription and nonprescription drugs, and alcohol, depending on the legal age to use a substance in local, state, or federal statute. Abstinence is defined as not misusing substances.</p>	<p>A. Number of individuals who received services for substance misuse</p> <p>B. Number of individuals who abstained from illegal substance use</p> <p>C. Number of individuals who abstained from legal substance use</p> <p>D. Number of individuals who reduced illegal substance misuse</p> <p>E. Number of individuals who reduced legal substance misuse</p>
<p><b>Productive Lives</b></p>		
<p>25. Percentage of eligible individuals who completed high school</p> <p><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>
<p>26. Percentage of eligible individuals employed (full or part-time)</p> <p><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>27. Percentage of eligible individuals enrolled in a higher education or a certificate program</p> <p><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>

OUTCOMES	DEFINITIONS	QUESTIONS
<b>Program Quality</b>		
<p>28. Percentage of eligible individuals who completed their intended service requirements</p> <p><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>	<ul style="list-style-type: none"> <li>A. Number of eligible individuals who exited the service</li> <li>B. Number of individuals who exited the service on time and who completed the service’s requirements</li> <li>C. Number of individuals who exited the service early and who completed the service’s requirements</li> <li>D. Number of individuals who exited the service after the intended time and who completed the service’s requirements</li> <li>E. Number of individuals who exited the service on time and who did not complete the service’s requirements</li> <li>F. Number of individuals who exited the service early and who did not complete the service’s requirements</li> <li>G. Number of individuals who exited the service after the intended time and who did not complete the service’s requirements</li> </ul>
<p>29. Percentage of eligible individuals who completed their required court conditions</p> <p><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>	<ul style="list-style-type: none"> <li>A. Number of individuals assigned conditions by the court</li> <li>B. Number of individuals who completed their assigned court conditions</li> </ul>

OUTCOMES	DEFINITIONS	QUESTIONS
<b>Implementation</b>		
<p>30. Percentage of guidelines employed by a juvenile drug treatment court</p> <p><b>(Program Specific)</b></p>	<p>The juvenile drug treatment court’s guidelines outline the policies and practices on how to establish, manage, and operate a juvenile drug treatment court using evidence-based and effective practices.</p> <p>Objective 1. Focus the juvenile drug treatment court’s philosophy and practice on effectively addressing substance use and criminogenic needs to decrease future offending and substance use and to increase positive outcomes.</p> <p>Objective 2. Ensure equitable treatment for all youth by adhering to eligibility criteria and conducting an initial screening.</p> <p>Objective 3. Provide a juvenile drug treatment court process that engages the full team and follows procedures fairly.</p> <p>Objective 4. Conduct comprehensive needs assessments that inform individualized case management.</p> <p>Objective 5. Implement contingency management, case management, and community supervision strategies effectively.</p> <p>Objective 6. Refer participants to evidence-based substance use treatment, to other services, and for prosocial connections.</p> <p>Objective 7. Monitor and track program completion and termination.</p>	<p>A. Number of guidelines employed by a juvenile drug treatment court</p> <p>B. Number of juvenile drug treatment court guidelines</p>
<p>31. Number of new juvenile drug treatment courts established</p> <p><b>(Program Specific)</b></p>	<p>A juvenile drug treatment court is a specialized court for youth with substance use disorders who are at medium to high risk for reoffending. Juvenile drug treatment courts provide youth with specialized treatment and services.</p>	<p>A. Number of new juvenile drug treatment courts established</p>