



Tribal Healing to Wellness Program Performance Measures Definitions and Questions

OUTPUTS	DEFINITIONS	QUESTIONS
Individuals Served		
<p>1. Number of individuals served (by population)</p> <p>(OJJDP Overall)</p>	<p>To be “served” means a program, organization, or system admitted an individual and actively provided them services funded by OJJDP.</p> <p>Report individuals as served if an individual received services during the previous activity period and continued to receive services in the current activity period (carried over) or who began receiving services during the current activity period (new admission). To prevent duplications, count individuals once and only when they started receiving services, regardless of the number of times the individual may be served.</p> <p>A parent may be a child’s biological parent, adoptive parent, foster parent, stepparent through marriage, or a temporary adult caregiver. A legal guardian is appointed by a judge to take care of a minor child.</p> <p>Additional family members include siblings and extended family members such as grandparents, aunts/uncles, and cousins or individuals identified by the youth as family.</p>	<p>A. Number of children (ages 0-10) served who were carried over</p> <p>B. Number of children (ages 0-10) served who were new admissions</p> <p>C. Number of youth (ages 11-17) served who were carried over</p> <p>D. Number of youth (ages 11-17) served who were new admissions</p> <p>E. Number of young adults (ages 18-24) served who were carried over</p> <p>F. Number of young adults (ages 18-24) served who were new admissions</p> <p>G. Number of parents/legal guardians served who were carried over</p> <p>H. Number of parents/legal guardians served who were new admissions</p> <p>I. Number of additional family members served who were carried over</p> <p>J. Number of additional family members served who were new admissions</p>

OUTPUTS	DEFINITIONS	QUESTIONS
Service Delivery		
2. Percentage of eligible individuals served by a culturally specific service (Multi-Program)	Culturally specific services are informed by the community and tailored to that specific community’s language, structures, and familiar cultural environment. Most members and/or clients and staff of a culturally specific service or program must be from a specific community such as African American, Native American, Latinx, Asian and Pacific Islander, pan immigrant and refugee, or from the disability community.	A. Number of individuals who received culturally specific services
3. Percentage of eligible individuals served by a prevention service (Multi-Program)	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
4. Percentage of eligible individuals served by a diversion service (Multi-Program)	Diversion services are intended to redirect youthful offenders from the juvenile justice system through services and supports as an alternative to formal processing in the juvenile justice system. Diversion from formal processing is dependence on successful completion of service requirements.	A. Number of individuals who received diversion services
5. Percentage of eligible individuals served by a family-centered service (Program Specific)	Family-centered services work with families to enhance their capacity to care for and protect their children. Services emphasize children’s safety and needs within the context of their families and communities, by building on families’ strengths to achieve outcomes.	A. Number of individuals who received family-centered services
6. Percentage of eligible individuals served by a substance use disorder treatment service (Multi-Program)	Services that help an individual with a substance use disorder to improve a situation, relieve symptoms, manage a crisis, or deal with an issue through communication with and attention given to the individual experiencing the issue. Treatment usually involves a developmentally appropriate intervention or therapy.	A. Number of individuals who received substance use disorder treatment services

OUTPUTS	DEFINITIONS	QUESTIONS
<p>7. Percentage of treatment programs providing medication-assisted treatment</p> <p>(Multi-Program)</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>
<p>8. Percentage of eligible individuals served by a mental health treatment service</p> <p>(Multi-Program)</p>	<p>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.</p>	<p>A. Number of individuals who received mental health treatment services</p>
<p>9. Percentage of eligible individuals attended a parenting education service</p> <p>(Multi-Program)</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>
Training and Technical Assistance		
<p>10. Number of training events held</p> <p>(OJJDP Overall)</p>	<p>Training refers to in-person or virtual teaching and learning activities, including planning, curriculum development and delivery, aimed to help individuals apply the knowledge, skills, and attitudes needed by a task, job, or organization.</p> <p>Training event(s) are planned activities that are delivered to help individuals apply knowledge, skills, and attitudes needed by a task, job, or organization. Training events include both train-the-trainer and training 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</p> <p>B. Number of training events held</p>

OUTPUTS	DEFINITIONS	QUESTIONS
11. Number of individuals trained (population trained) (OJJDP Overall)	Number of individuals who attended a training event.	A. Number of individuals trained B. Population trained
12. Percentage of technical assistance requests delivered (OJJDP Overall)	Technical assistance refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.	A. Number of technical assistance requests accepted B. Number of technical assistance requests delivered by type
Collaboration		
13. Percentage of partnerships maintained (type of partnership) (Multi-Program)	Partnerships refer to a formal collaborative effort between two or more entities (e.g., public, private, tribal agencies, organizations, or programs). 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 partnerships established B. Number of partnerships maintained C. Type of partnership
Program Outputs		
14. Number of tribal healing to wellness courts established (Program Specific)	A tribal healing to wellness court integrates substance abuse treatment with the justice system to provide services adapted for justice involved tribal members.	A. Number of tribal healing to wellness courts established

OUTCOMES	DEFINITIONS	QUESTIONS
Training and Technical Assistance		
15. 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
16. Percentage of organizations who employed a new evidence-based or promising service, policy, or practice recommended by a technical assistance provider (OJJDP Overall)	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 that 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
Prevention/Intervention Outcomes		
17. 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

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<p>18. Percentage of eligible individuals adjudicated for a status offense</p> <p>(OJJDP Overall)</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</p> <p>B. Number of individuals adjudicated for a status offense</p> <p>C. Number of individuals adjudicated for a subsequent status offense</p>
<p>19. Percentage of eligible individuals adjudicated for a delinquency offense</p> <p>(OJJDP Overall)</p>	<p>Adjudication is a judicial determination (judgment) that a juvenile is responsible for the delinquency offense charged in a petition or other charging document.</p> <p>Delinquency offense is an act committed by a juvenile that would be criminal if committed by an adult. The juvenile court has jurisdiction over delinquent acts. Delinquent acts are defined in statute.</p>	<p>A. Number of individuals served</p> <p>B. Number of individuals adjudicated for a delinquency offense</p> <p>C. Number of individuals adjudicated for a subsequent delinquency offense</p>
<p>20. Percentage of eligible individuals adjudicated for an offense by a tribal court</p> <p>(Multi-Program)</p>	<p>Adjudication is a judicial determination (judgement) that a juvenile is responsible for an offense charged in a petition or other charging document.</p> <p>An offense (either first-time or subsequent status or delinquency offense) is any breach of law triable by federal, state, or tribal court.</p> <p>A tribal court is a court with jurisdiction over the activities of American Indians/Alaska Natives and tribes on tribal lands.</p>	<p>A. Number of individuals served</p> <p>B. Number of individuals adjudicated for a offense by a tribal court</p> <p>C. Number of individuals adjudicated for a subsequent offense by a tribal court</p>
<p>21. Percentage of eligible individuals who violated a court order/condition</p> <p>(OJJDP Overall)</p>	<p>Court conditions or orders are documented behavior and service participation expectations ordered by the justice system that an individual must complete to end the system's jurisdiction over an individual. Court conditions or orders include pre-dispositional orders pending trial, post-dispositional orders (i.e., probation), and/or diversion program conditions.</p>	<p>A. Number of individuals assigned a court order/condition</p> <p>B. Number of individuals who violated a court order/condition</p>

OUTCOMES	DEFINITIONS	QUESTIONS
System Improvement		
22. Number of new diversion services employed (Multi-Program)	Diversion services are mechanisms designed to hold youth accountable for their actions by sanctioning behavior and in some cases securing services, but at the same time generally avoiding formal court processing in the juvenile justice system. Employed means to make use of.	A. Number of new diversion services employed
23. Number of new data-informed services employed (Multi-Program)	Data-informed services collect and analyze data to inform policy and practice decisions to improve outcomes for children and families. Employed means to make use of.	A. Number of new data-informed services employed
24. Number of new family-centered services employed (Program Specific)	Family-centered services are services that work with families to enhance their capacity to care for and protect their children. Family-centered services emphasize children’s safety and needs within the context of their families and communities, by building on families’ strengths to achieve outcomes. Employed means to make use of.	A. Number of new family-centered services employed
25. Percentage of the Tribal Healing to Wellness 10 Key Components employed (Program Specific)	Tribal Healing to Wellness 10 Key Components are the recommended practices for tribal justice systems to use when designing and implementing a tribal healing to wellness court that meets the needs of their community.	A. Number of Tribal Healing to Wellness Court Key Components B. Number of Tribal Healing to Wellness Court Key Components employed
Program Quality		
26. Percentage of eligible individuals engaged in services based on the program model (Multi-program)	A program model is a road map of planned resources, activities, outputs, and outcomes that capture the intended impact and effects of a program. Engagement is when an individual is in a collaborative relationship with a program, based on the program's model, as a partner in both their treatment and the development of policies, program design, and practices of the program in which they received services.	A. Number of individuals serviced B. Number of eligible individuals engaged in their services

OUTCOMES	DEFINITIONS	QUESTIONS
27. Percentage of eligible individuals who completed their required court conditions (OJJDP Overall)	Court conditions are documented behavior and service participation expectations ordered by the justice system and/or a judge that an individual must complete to end the system's jurisdiction over an individual. Completion means an individual successfully met the requirements as defined by the court.	A. Number of individuals assigned conditions by the court B. Number of individuals who completed their assigned court conditions
Victimization		
28. 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		
29. 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)
30. 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 GED.	A. Number of eligible individuals who received a high school diploma or a GED
Protective Factors		
31. Percentage of eligible individuals with improved positive relationships with tribal elders (Multi-Program)	Positive relationships with tribal elders are the continuous bond that consists of listening to oral traditions, demonstrating respect, and caring for the needs of tribal elders.	A. Number of individuals who received services to improve their relationships with tribal elders B. Number of individuals who exhibited an improved relationship with tribal elders

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<p>32. Percentage of eligible individuals who participated in cultural rites of passage</p> <p>(Multi-Program)</p>	<p>Cultural rites of passage are ceremonies, teachings, or activities that mark important transitional periods in a member of a specific group's life.</p>	<p>A. Number of individuals who received services to participate in cultural rites of passage</p> <p>B. Number of eligible individuals who participated in cultural rites of passage</p>
<p>33. Percentage of eligible individuals who exhibited cultural competencies</p> <p>(Multi-Program)</p>	<p>Cultural competency is the integration and transformation of knowledge about specific cultural groups into behaviors that can be used to increase positive interactions with their identified cultural group.</p>	<p>A. Number of individuals who received services to exhibit cultural competencies</p> <p>B. Number of individuals who exhibited cultural competencies</p>
<p>34. Percentage of eligible individuals who engaged in traditional enculturation activities</p> <p>(Multi-Program)</p>	<p>Traditional enculturation is the process of how individuals learn and identify their ethnic minority culture.</p>	<p>A. Number of individuals who received services to engage in traditional enculturation activities</p> <p>B. Number of individuals who engaged in traditional enculturation activities</p>
<p>35. Percentage of eligible individuals who exhibited improved self-esteem</p> <p>(OJJDP Overall)</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 a 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.</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>36. Percentage of eligible individuals with positive parent/caregiver relationships</p> <p>(Multi-Program)</p>	<p>Positive parent/caregiver relationships are continuous relationships with a child that consists of caring, teaching, communicating, leading and providing for the needs of the child.</p>	<p>A. Number of eligible individuals who received services to improve parent/caregiver relationships</p> <p>B. Number of eligible individuals who exhibited an improvement in parent/caregiver relationships</p>

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<p>37. Percentage of eligible individuals who participated in positive leisure/recreational activities</p> <p>(OJJDP Overall)</p>	<p>Leisure/recreational activities are structured or unstructured activities that an individual chooses to refresh their mind and bodies. Examples of unstructured activities include walking, meditating, reading, swimming, playing games, and dancing. Examples of structured activities include art lessons, music practice, sports activities, clubs, and involvement in youth programs, or after-school programs.</p>	<p>A. Number of individuals who received services to promote participation in positive leisure/recreational activities</p> <p>B. Number of eligible individuals who participated in positive leisure/recreational activities</p>
<p>38. Percentage of eligible individuals who exhibited improved social competencies</p> <p>(OJJDP Overall)</p>	<p>Social competence is the ability to achieve personal goals in social interactions while simultaneously maintaining positive relationships with others over time and across situations. Examples of social competencies include planning, 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 social competencies</p>
<p>39. Percentage of eligible individuals who actively engaged with school</p> <p>(OJJDP Overall)</p>	<p>Active engagement with school is multifaceted and includes a student who demonstrated behavioral engagement (i.e., class preparation, good attendance, participation in school activities); emotional engagement (i.e., liked school, interested in school); and cognitive engagement (i.e., self-regulated, exerted extra effort to do well, set academic goals). Engagement also includes student connectedness (feeling a sense of belonging) and bonding (strong relationships with teachers and other students).</p>	<p>A. Number of individuals who received services to improve school engagement</p> <p>B. Number of eligible individuals who exhibited active engagement with school</p>

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<p>40. Percentage of eligible individuals who exhibited improved mental health</p> <p>(OJJDP Overall)</p>	<p>A mental health disorder is defined as any clinically significant behavioral or psychological syndrome characterized by the presence of distressing symptoms, impairment of functioning, or significantly increased risk of suffering death, pain, disability, or loss of freedom. The definition does not include deviant behavior, disturbances that are essentially conflicts between the individual and society or expected and culturally sanctioned responses to events.</p>	<p>A. Number of individuals who received services to improve mental health</p> <p>B. Number of eligible individuals who exhibited improved mental health</p>
<p>41. Percentage of eligible individuals who abstained from or reduced substance misuse</p> <p>(OJJDP Overall)</p>	<p>Substance misuse is defined as the risky use of substances without addiction, including heavy or excessive use of alcohol, underage drinking, any use of illicit substances, and use of prescription medications without medical justification. Use of illegal substances includes, but 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</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>42. Percentage of eligible individuals who received educational support from family members</p> <p>(OJJDP Overall)</p>	<p>Family support is the involvement of parents and kin in an individual's educational development. Family engagement in educational development help to improve an individual's achievement and student-teacher and parent-teacher relationships.</p>	<p>A. Number of individuals who received educational support</p> <p>B. Number of eligible individuals who received educational support from family members</p>

OUTCOMES	DEFINITIONS	QUESTIONS
Tribal Youth Outcomes		
43. Percentage of eligible individuals' wellness plans informed by family members (Multi-Program)	<p>A family member is an individual related by blood or affinity, with a close association and assumes obligations and responsibilities conducive to family life.</p> <p>A family informed wellness plan is a guide created to address a child's specific needs, by tailoring it to the family's strengths. Family members can recommend services that will be most successful to them, participate in identifying expected outcomes, and create timelines to achieve the goals of the wellness plan.</p>	A. Number of individuals with a wellness plan B. Number of eligible individual's wellness plans informed by family members