2010 Title II Formula Grant

Instructions for New Applicants

Follow the instructions in this section and assemble your application in the order indicated. Please adhere to the page limits noted below. Use 12-point typeface and the margins provided.

Applications must be stapled or held together with a binder clip in the upper left corner. *Do not bind your application* or submit it in a folder. Your application copies must also be *three-hole punched on the left side*.

The original and 12, two-sided, three-hole punched copies must be submitted to the CCJJ office by the deadline, Wednesday, August 18, 12:00 noon. Applications submitted after the deadline may be considered only after all other applications received on time are considered. Late application should not expect to be funded.

Section 1: Cover Sheet

Complete the cover sheet. Be sure to include the implementing agency's name and address in Box 1. In Box 2, check "Initial" (government entities may receive up to three years of future grant funding while CBO's and tribal organizations may receive 4 years of future funding). In Box 5 inert the project period: Oct. 1, 2010 to Sept. 30, 2011. In Box 7, check "Initiate a New Program". Title II Formula Grant Funds cannot be used to support an existing program. Do **not** list any cash or in-kind match. Any information on supplemental funding may be included in the narrative.

Section 2: Program Area Checklist

The Office of Juvenile Justice and Delinquency Prevention requires all projects to identify the purpose area for which these funds will be used. Indicate the purpose area of the proposed project. You must account for 100% of the requested funds in one purpose area.

Section 3: AGENCY DESCRIPTION

Describe your organization's mission statement, purpose and goals. Provide evidence demonstrating that the organization is qualified to provide the proposed service(s) or program(s) and your experience working with your target population. Describe any past collaborative efforts and successes.

Section 4: Project Summary

Provide a **one-page** overview of your proposed project.

Section 5: Problem Statement (20 points)

Define and describe the problem that your project intends to address. Document the problem in a manner that allows for measurement of its scope before, during and after project activity. Provide statistics documenting identified risk and protective factors. **Data from the UBJJ Risk & Protective Factors Tool (http://www.juvenile.utah.gov/) and the SMART system (http://smart.gismapping.info/smart/UserLogin.aspx?ReturnUrl=%2fsmart%2fdefault.aspx) must be included.** Data from other official sources (e.g. school district, units of local government, state government, federal government or institution of higher learning) may also be included.

Address the following questions:

- What is the specific problem in your jurisdiction and how does it relate to the project priorities outlined in the RFP? Why does this problem exist in your area?
- Using Appendix A, provide a prioritized list of two to five risk or protective factors that your program will target and the specific program components that target these factors.
- What or who is experiencing the problem (an area of the community, a segment of the juvenile population, etc.)? Provide information about your target population.
- Is this problem related to specific crimes or is it a system-related problem?
- How does this problem affect the disproportionate numbers of minorities in the juvenile justice system?
- What are the current gaps in the system that are preventing this problem from being addressed? Why is federal funding needed?

Section 6: Target Population and Cultural Competency (15 points)

Follow the instructions on the form. *Projects must show cultural competency and sensitivity when providing direct services to minorities.* The project must have a clear target population of youth who will participate in the project. Written exclusionary criteria must be provided defining the types of youth who are not appropriate for the program. Projects must demonstrate extensive knowledge of the barriers that clients face and show that they are appropriately addressed and removed. Projects must also ensure staffs' cultural competency and demonstrate extensive knowledge of specific cultural characteristics of the target population

Section 7: Risk & Protective Factors Logic Model (20 points)

The Utah Board of Juvenile Justice uses a risk and protective factor approach to delinquency prevention and intervention. This model hypothesizes that youth who are provided services that reduce specific risk factors and increase specific protective factors will reduce delinquent behavior. Risk and protective factors that predict delinquency and other related problems such as school drop out or substance abuse, have been identified in communities, schools, families, peers and within the individual.

Given the central importance of the risk and protective factor approach to the Board's funding efforts, programs must submit a logic model detailing which risk or protective factors the proposed program targets and the individual intervention(s) that will target each factor. The table below should be used to create a risk and protective factor based logic model for your proposed program. Instructions and an example are provided. A complete logic model should show that: (1) the proposed program targets no more than six risk or protective factors (see Appendix A); (2) the targeted factors are problematic in the geographical area or with the specific population that the program targets; (3) the interventions that will be used have been empirically shown to impact the targeted factors; (4) the program intensity and length is sufficiently strong that the targeted factors are likely to show change.

Risk and Protective Factor Logic Model					
Targeted Factor	**Rationale**	**Intervention**			
		Name	**Length (weeks)**	**Frequency (times per week)**	**Duration (hours)**
Use Appendix A to choose 3-6 risk and/or protective factors that your program will target.	List the reasons(s) these factors were chosen using data from the sources detailed in the Appendix B.	List the intervention(s) you are proposing to use to reduce the risk factors or increase that targets the specific factor. For interventions that target more than one factor, list the intervention under each factor that it targets. Many of the empirically supported programs websites list which risk or protective factors an intervention targets (see Appendix B).	List how long each intervention is (that is the time from start to end).	List how many times per week the participants will meet for this intervention.	List how long each meeting is.

Example:					
Prosocial involvement	Youth in the 6th grade in Sample County are 15% below the state average on the prosocial involvement scale as measured by the 2007 SHARP survey.	Life Skills Training ™	12 weeks	2 times per week	2 hours
Interaction with Antisocial Peers	Youth in Sample County are 10% above the state average in interaction with antisocial peers.	Life Skills Training ™	12 weeks	2 times per week	2 hours

Section 8: Performance Measurement Data Collection Plan (15 points)

All Title II subgrantees are required to select performance measures from OJJDP's performance measurement system and develop a data collection plan that specifies which measures will be collected and how they will be measured. (See Appendix C for relevant OJJDP Performance Measures.) For additional information, go to: http://www.dsgonline.com/Program_Logic_Model/fg_pm.htm .

Performance measurement is a system of tracking progress in accomplishing goals, objectives and outcomes. It monitors a few vital signs related to program performance.

Within each program area, there are performance measures tables that present output and outcome performance measures. Outputs measure the products or changes for individuals, the juvenile justice system, or county that result from the program. Outcomes are benefits or changes as a result of the program. There are two types of outcomes:

1. Short-term – those that occur during the program or by the completion of the program.
2. Long-term – those that occur 6 months to 1 year after program completion.

The OJJDP performance measurement system designates some measures as mandatory, that is, they are required to be selected, and some are non-mandatory, or optional.

Subgrantees are required to report on:

1. All mandatory and two optional output measures, and
2. All mandatory and two optional outcome measures.

Subgrantees will develop a data collection plan that specifies each mandatory and optional performance measure selected, the source of data (such as the name of the specific survey to be used or arrest data), and a timetable for collecting the data. This information will be provided by completing the Performance Measurement Data Collection Plan chart found in Section 8. When appropriate, applications will include Memorandum of Understanding or Inter-agency Agreements that show how outcome-level data will be obtained from agencies such as the police, schools, courts, or mental health agencies.

Section 9a: Project Design and Management (25 points)

Project Activities

Identify whether the proposed project is evidence based. If it is, cite the source (provide a link) and provide the name of the program. Describe the approach to be used during your project. Explain how your project will address the problem you described. Explain how your program work and cite relevant research to show that your program strategy is effective. Explain each of the various steps or phases of the project, including a description of how the proposed work will be organized and how clients will be managed. The narrative should include a list of the specific program components that target the risk and protective factors targeted by your program (see Appendix A for a listing of risk and protective factors).

The following are specific requirements for funded projects:

-The core curriculum of the program should be evidence based. Programs should provide evidence of this, citing one or more studies showing the curriculum is effective with the target population. If the curriculum is being adapted to youth who it was not originally designed for, the rationale for using the curriculum needs to be explained. A list of websites with information on programs that have received empirical support is located in Appendix B.

-The program should document the degrees to which it incorporates the characteristics of effective prevention or intervention program listed in Appendix C.

-In order to evaluate program effectiveness, a program must have written completion criteria in place. Describe how a client will exit the program.

Project Staffing

Identify staff members that will be directly involved in your project and include their qualifications. Identify any new staff, their job descriptions and qualification. Do not attach resumes. Identify any consultants that will be hired. Consultant resumes must be included and labeled as “Attachment B.”

If you are using volunteers, identify how many will be used, how they will be recruited, how they will be trained and their role in the project.

The following staff components are requirements for funded projects:

- The program director must be involved in the program in order for the program to be effective. Describe how the program director will help select, train, and supervise staff. The director must also provide some direct service delivery such as co-facilitating a group, carry a small caseload, or conduct assessments. This will ensure the director knows what is occurring within the program and what problems the program is facing.

- Describe how the staff will be trained on the program (a record of this training should be included in the staff file).

-Regular staff supervision should take place and evidence of this should be included in the staff file. This should include meeting date, duration, and topics of discussion.

-The staff should be assessed at least semi-annually on the skills needed to implement the program. This ensures each youth receives the same program. Assessments should be based upon observation while delivering the program. Results should be written and stored in staff files.

- Written ethics guidelines should be in place and known to all staff working with the youth. These guidelines should include staff boundaries and interactions with youth.

-Background checks should be performed on all staff prior to hiring. Evidence of this should be included in staff files.

Collaboration
Describe applicable collaborative efforts with other organizations in your community. Each listed organization must provide a letter of participation (Attachment A). Programs that fail to demonstrate active collaboration with other agencies or organizations will not be funded.

Section 9b: Work Plan and Time Table

Provide a detailed work plan giving a month by month description of activity for the time period covered by this application (Oct. 1, 2010 to Sept. 30, 2011). You must include the following:

- Activities necessary to achieve objectives
- Timetable for completion of each activity
- Staff position or consultants to be assigned to each activity
- Location where the activity will occur

Section 10: Budget Matrix, Narrative and Matching Funds

Complete the Budget Matrix based on information found in the Budget Guidelines.

Include as part of the Budget Matrix a detailed budget narrative. The narrative should clearly identify and justify all grant expenses and should be directly related to the grant activities.

When planning your budget, remember to include the costs associated with participating in the University of Utah's evaluation study. Acceptable costs include staff time to administer and mail the surveys; postage costs; and mailing supplies expenses.

Conclude this section with information regarding your organization's fiscal officer, including phone number and contact information.

Personnel

List full or part-time program salaried employees directly involved in the proposed project. **Do not request grant funding for an employee who is already on the payroll unless the original position held by that person will be filled by a new employee.** List the name of individual, if known. If a person has not been hired, list the title of the position and indicate "vacant."

For grant employees, indicate the number of hours for each position. The hourly rate for personnel salaries can be determined on the basis of 8 hours per day, 40 hours per week, 173.33 hours per month, or 2,088 hours per year.

Salaries may not exceed those normally paid for comparable positions in the community or the unit of government associated with the project. Paid vacation and sick leave are allowable expenditures, but must not exceed the time that is normally allowed by the agency or unit of government associated with the project. All leave earned must be used or paid during the period of the grant.

Employees who are not on the payroll are classified as consultants. Consultant information should be described in the Consultant Budget section.

Fringe benefits are to be based on the employer's share only. Fringe benefit base wage amounts for part-time employees must be prorated according to the percentage of total time spent with each employer. Show how you calculated fringe benefits.

Consultant Contracts

Persons with specialized skills who are not on the payroll are considered consultants. **When a consultant is known, a resume listing the consultant's qualifications must accompany the application with a draft of the consultant contract.** However, if the position is vacant and the project receives funding, the identified consultant contract must be pre-approved by CCJJ prior to hiring the consultant.

In this section, include any expenses such as travel and per diem that will be paid to the individual consultant in addition to their fees.

Consultant fees for individuals may not exceed $56.25 per hour or $450 per day, for an 8-hour day, plus expenses, without prior approval from CCJJ. Fee justification must be provided.

Describe the procedure used in acquiring the consultant (i.e., small purchase procedures, competitively sealed bids, non-competitive negotiation, etc.). All procurement transactions whether negotiated or competitively bid without regard to dollar value shall be conducted in a manner so as to provide maximum open and free competition.

Equipment, Supplies & Operating

Identify all purchases of supplies, equipment and operating within this single category.

Equipment is tangible, non-expendable personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.

Supplies are materials that are expendable or consumed during the course of the project. List items by type (e.g. office supplies, postage, utilities, training materials, copying paper, and other expendable items) and show the basis of computation.

All purchases must be necessary for the project to achieve its goals and objectives. Subgrantees are expected to follow the written purchasing policies and procedures of their agency (state, city, county or non-profit agency). All procurement transactions, whether negotiated or competitively bid and without regard to dollar value, shall be conducted in a manner to provide maximum open and free competition. At a minimum, subgrantees policies should meet or exceed state standards as follows:

- Purchases under $1,000 - No competitive quotes are required, however, the best source and price should still be selected.
- Purchases between $1,000 and $5,000 - Quotes should be obtained (by phone, fax, or letter) from at least two vendors. Award must be made to the vendor submitting the lowest quote meeting the minimum specification and required delivery date.
- Purchases exceeding $5,000 - A competitive sealed bid process must be conducted or subgrantees may purchase items through "State Contract" with approved vendors. Sole source contracts must be approved by CCJJ prior to being awarded.

Travel and Training

For in-state trips, include the per-mile reimbursement rate and anticipated miles to be traveled and the number of people traveling. For out-of-state training, list the actual conferences to be attended, the conference site and date, estimated travel, registration, lodging and per diem costs and how many individuals will attend. Explain how the information acquired at the conference is necessary and beneficial to your project. If conference information is not currently available, list the types of training desired, number of people needing the training, and the estimated costs. If your grant is approved, you will need to obtain pre-authorization from CCJJ to attend any conferences that were not pre-identified.

Grant related *travel charges must not exceed the rates allowed by the State of Utah.* Organizations whose written travel policies are less restrictive than the State of Utah, or that do not have their own written travel policy, must adhere to the State of Utah Travel Policy (see http://www.justice.utah.gov/Grants/STATE_TRAVEL_INFO_FY09.pdf). Grant related travel charges must not exceed the rates usually allowed by the relevant unit of government or agency involved in the project. The mileage rate may not exceed $.50/mile, as per new State Travel Policy.

Unallowable Expenses

No Supplanting

Funds must be used to *supplement* existing funds for program activities and *not* replace those funds which have been appropriated for the same purpose.

Other Exclusions

Funds cannot be used to purchase weapons, land, or for new construction. However, remodeling costs may be approved by the review committee but may not exceed 10% of the total grant award. The purchase of alcoholic beverages or entertainment of any kind is not permitted with Title II funding.

Grant Change Requests

Expenditure of funds in excess of 10% of the amount budgeted per budget category will be permitted only with CCJJ's prior written approval. Title II funds may not be utilized for any item not part of the approved budget or separately approved by CCJJ via a Grant Change Request Form.

Attachments

Attachment A: Letters of Participation
The letters should detail the specific contribution the agency/organization is providing for your project. **These should not be letters of support**.
Attachment B: Consultant Contract(s) and Resume(s)
Include only if applicable.

Appendices

Complete the Certified Assurances and Grant Conditions, and then obtain original signatures. Appendices are attached only to your original grant application. ***Do not include them with your copies.***

Application Checklist

	Section 1 - Fill out Cover Sheet appropriately with budget amounts matching the Budget Matrix and Budget Narrative. Do not include cash or in-kind funding on the cover sheet.
	Signatures - Required on Cover Sheet and specified Appendices
	Section 2 – Program Area Checklist
	Section 3 – Agency Description
	Section 4 - Project Summary – One page
	Section 5 – Problem Statement – (No more than 3 pages)
	Section 6 – Target Population
	Section 7 – Risk & Protective Factors Logic Model
	Section 8 – Performance Measurement Data Collection Plan
	Section 9a – Project Design and Management (No more than 3 pages)
	Section 9b – Work Plan & Time Table
	Section 10 - Budget Matrix and Narrative
	Attachment A – Consultant Resume(s) (if applicable)
	Attachment B - Letters of Participation (DO NOT INCLUDE LETTERS OF SUPPORT)
	Attachment C - Denial for Funding Letter (CBOs ONLY)
	Appendix 1 – Signed: Certified Assurances and Grant Conditions Certification of Debarment Suspension, Ineligibility, & Voluntary Exclusion Certification Regarding Lobbying, Signed EEOP (applicable only if 50+ employees AND $25,000+ in federal funds) Audit/Single Audit Requirement (Local Agencies ONLY) Drug Free Workplace Requirements (State Agencies ONLY)
	Copies - (1) original with Appendices and (12) twelve copies ***without*** Appendices (stapled or held with binder clip and three-hole punched on the left side)
	Deadline – Wednesday, August 18, 2010 at 12:00 noon – Utah State Capitol Complex Utah Commission on Criminal & Juvenile Justice Senate Office Building, Suite 330 P.O. Box 142330 SLC, UT 84114-2330

APPENDIX A

Community Domain Risk Factors	
Community and Personal Transitions & Mobility	**Neighborhoods with high rates of residential mobility have been shown to have higher rates of juvenile crime and drug selling. Children who experience frequent residential moves and stressful life transitions have been shown to have higher risk for school failure, delinquency, and drug use.**
Community Disorganization	**Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.**
Low Neighborhood Attachment	**A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.**
Laws and Norms Favorable Toward Drug Use	**Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.**
Perceived Availability of Drugs and Handguns	**The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.**
Community Domain Protective Factors	
Opportunities for Positive Involvement	**When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.**
Rewards for Positive Involvement	**Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.**
Family Domain Risk Factors	
Family History of Antisocial Behavior	**When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.**
Family Conflict	**Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.**
Parental Attitudes Favorable Toward Antisocial Behavior & Drugs	**In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.**
Poor Family Discipline	**Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors.**
Poor Family Supervision	**Parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.**
Family Attachment	**Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.**
Family Domain Protective Factors	
Opportunities for Positive Involvement	**Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.**
Rewards for Positive Involvement	**When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.**

School Domain Risk Factors	
Academic Failure	**Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.**
Little Commitment to School	**Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or nonmedically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.**
School Domain Protective Factors	
Opportunities for Positive Involvement	**When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.**
Rewards for Positive Involvement	**When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors**
Peer-Individual Risk Factors	
Favorable Attitudes Toward Antisocial Behavior	**Young people who accept or condone antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.**
Early Initiation of Problem Behavior	**Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse. The later the age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.**
Favorable Attitudes Toward Drug Use	**Initiation of use of any substance is preceded by values favorable to its use. During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs. However, in middle school, as more youth are exposed to others who use drugs, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use are at higher risk for subsequent drug use.**
Friends' Use of Drugs	**Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.**
Interaction with Antisocial Peers	**Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.**
Low Perceived Risk of Drug Use	**Young people who do not perceive drug use to be risky are far more likely to engage in drug use.**
Rewards for Antisocial Involvement	**Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.**
Rebelliousness	**Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence, and normlessness have all been linked with drug use.**
Sensation Seeking	**Young people who seek out opportunities for dangerous, risky behavior in general are at higher risk for participating in drug use and other problem**

	behaviors.
Peer-Individual Protective Factors	
Religiosity	**Young people who regularly attend religious services are less likely to engage in problem behaviors.**
Social Skills	**Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.**
Belief in the Moral Order	**Young people who have a belief in what is "right" or "wrong" are less likely to use drugs.**

APPENDIX B: Research & Data Sites

1. Utah Board of Juvenile Justice Risk & Protective Factor Tool: Created and maintained by UBJJ and the U of U Criminal Justice Center. It aggregates a number of data source into a single database searchable in various formats.
www.juvenile.utah.gov

2. Utah Commission on Criminal and Juvenile Justice Research Page: Summaries and links to various studies conducted by CCJJ or the University of Utah Criminal Justice Center.
http://www.justice.utah.gov/Research/default.htm

3. University of Utah Criminal Justice Center (UCJC): Summaries and links to numerous studies conducted by the UCJC.
http://www.law.utah.edu/ucjc/studies

4. Child Welfare League of America Juvenile Justice Division: Includes sources to many different national studies on juvenile justice and child welfare issues.
http://www.cwla.org/programs/juvenilejustice/default.htm

5. Justice Research and Statistics Association: Links to numerous studies conducted by JRSA.
http://www.jrsa.org/pubs/juv-justice/index.html

6. Office of Juvenile Justice and Delinquency Prevention: Links to basic statistics on juvenile offending, victimization of juveniles, and involvement of youth in the juvenile justice system.
http://ojjdp.ncjrs.org/

7. Utah Division of Juvenile Justice Services Annual Reports and publications
http://www.hsdyc.utah.gov/annual-reports.htm

8. Utah Department of Substance Abuse and Mental Health, Reports and Statistics (SHARP Youth Prevention Needs Assessment):
http://www.dsamh.utah.gov/sharp.htm

9. Utah Bureau of Criminal Investigations, Utah Crime Statistics: Links to basic crime statistics.
http://publicsafety.utah.gov/bci/crimestatistics.html

10. Utah State Courts Publications: Provides links to various Court publications.
http://www.utcourts.gov/resources/reports/

11. Utah Courts Courtools Measures: Designed to help courts identify and monitor important performance measures and to make improvements to better serve the needs of the public.
http://www.utcourts.gov/courtools/index.html

12. Governor's Office on Planning and Budget, Demographic and Economic Development: Provides basic demographic information Utah.
http://governor.utah.gov/dea/

13. Voices for Utah Children: Links to various reports on child wellbeing.
http://www.utahchildren.org

14. Kids Count Data Center: State reports on child wellbeing.
http://datacenter.kidscount.org

15. Utah Afterschool Network: Provides links to research regarding after school programming.
http://www.utahafterschool.org/ideas.php

16. SMART System: GIS-based system, developed to support the early identification of emerging local issues and provide assistance to decision makers with both rapid response and long-term plans.
http://smart.gismapping.info/smart/UserLogin.aspx?ReturnUrl=%2fsmart%2fdefault.aspx

Model Programs

Model programs are evidence-based programs shown to be effective. They are intended to be replicated. Programs are often categorized into exemplary, effective, and promising, based on a set of methodological criteria and the strength of the findings. Model program information is available at the following links:

OJJDP Model Program Guide:
http://www.dsgonline.com/mpg2.5/mpg_index.htm

Blueprints for Violence Prevention
http://www.colorado.edu/cspv/blueprints/index.html

CASEL (Collaborative for Academic, Social, and Emotional learning)
http://www.casel.org

Centers for Disease Control and Prevention
http://www.cdc.gov

Department of Education Safe, Disciplined, and Drug-free Schools
http://www.ed.gov/about/offices/list/osdfs/index.html

Drug Strategies, Inc.
http://www.drugstrategies.org

Find Youth Info: Resources to Strengthen America's Youth
http://www.findyouthinfo.gov

Hamilton Fish Institute on School and Community Violence at George Washington University
http://www.hamfish.org

Institute for Medicine
http://www.iom.edu

National Institute on Drug Abuse (NIDA) Preventing Drug Abuse
http://www.nida.nih.gov/NIDAHome.html

National Institute of Justice What Works Report
http://www.ncjrs.gov/works

Promising Practices Network
http://www.promisingpractices.net/programs.asp

SAMSHA's National Registry of Evidence-based Programs & Practices
http://nrepp.samhsa.gov

Surgeon General's Youth Violence Report
http://www.surgeongeneral.gov/library/youthviolence/youvioreport.htm

Websites with information on empirically supported programs

				Program Type								Search Criteria			
Name of Website	**Website**	**Prevention**	**Intervention**	**Delinquency**	**ATOD**	**Sex Offense**	**Mental Health**	**Academic**	**Violence Offense**	**Family**	**Gang**	**Risk & Protective**	**Population**	**Problem Behavior**	**Program Type**
OJJDP Model Programs	http://www.dsgonline.com/mpg2.5/mpg_index.htm	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Blueprints for Violence	http://www.colorado.edu/cspv/blueprints/index.html	X	X	X	X			X	X	X		X	X		X
CSAP	http://casat.unr.edu/bestpractices/search.php	X		X	X			X	X	X	X	X	X		
Samhsa	http://nrepp.samhsa.gov/find.asp	X	X	X	X		X	X	X	X	X		X	X	X
WA State Institute for Public Policy	http://www.wsipp.wa.gov/rptfiles/07-06-1201.pdf	X	X	X	X	X		X	X	X					
Helping america's youth	http://guide.helpingamericasyouth.gov/	X	X	X	X	X	X	X	X	X	X	X			X
NIDA	http://www.nida.nih.gov/NIDAHome.html	X	X		X										
NIJ	http://www.ncjrs.gov/works	X		X				X		X					
Promising practice network	http://www.promisingpractices.net/programs.asp	X	X	X	X		X	X	X	X					
Department of Education	http://www.ed.gov/about/offices/list/osdfs/index.html	(Grants)													

APPENDIX C: Performance Measures

PROGRAM AREA 10. DISPROPORTIONATE MINORITY CONTACT

OUTPUT PERFORMANCE MEASURES

#	Output Measure	Definition	Reporting Format
1	Number of FTEs funded with FG $	The number of program staff, as measured through the number of Full-Time Equivalents, working for the program during the reporting period. To calculate FTE, divide the number of staff hours used by the program by 2080.	Number of Full-Time Equivalent DMC Coordinators paid with FG $
2	Number of programs implemented	The number of new programs implemented during the reporting period.	Number of DMC-related programs in operation during the reporting period
3	Number and percent of program staff trained	The number and percent of program staff that are trained during reporting period. Program staff include full and part-time employees and/or volunteers. The number is the raw number of staff to receive any formal training relevant to the program or their position as program staff. Include any training from any source or medium received during the reporting period as long as receipt can be verified. Training does not have to have been completed during the reporting period. To get the percent divide the raw number by the total number of program staff. Program records are the preferred data source.	A. Number of staff who participated in training B. Total number of program staff C. Percent (A/B)
4	Number of hours of program staff training provided	The number of training hours that program staff are provided during the reporting period. Training includes in-house and external trainings.	Number of DMC-related hours of training provided to staff
5	Number of non-program personnel trained	The number of non-program people who are trained on DMC-related issues such as improving understanding of cultural differences, cultural context, cultural diversity, cultural awareness, bias, multicultural workplaces, etc. during the reporting period. The number is the raw number of non-program people from law enforcement, courts, other related agencies, or community members who participate in training, conferences, or workshops. Although DMC program staff may also participate in such training (e.g., statewide or local DMC conferences) do not count them here. Count them under #4.	Number of non-program people who participated in training
6	Number of hours of non-program personnel training provided	The number of DMC-related training hours provided to non-program people during the reporting period. Include DMC training, conferences, and workshops conducted not just for DMC program staff only but for juvenile justice system personnel at large (e.g. law enforcement, court, etc.), and other related agencies and community members.	Number of DMC-related hours of training provided to non-program personnel
7	Number of program materials developed during the reporting period	The number of program materials that were developed during the reporting period. Include only substantive materials such as program overviews, client workbooks, lists of local service providers. Do not include program advertisements or administrative forms such as sign-in sheets or client tracking forms. Count the number of pieces developed. Program records are the preferred data source.	Number of program materials developed during the reporting period
8	Number of program youth served	An unduplicated count of the number of youth served by the program during the reporting period. Definition of the number of youth served for a reporting period is the number of program youth carried over from previous reporting period, plus new admissions during the reporting period. In calculating the 3-year summary, the total number of youth served is the number of participants carried over from the year previous to the first fiscal year, plus all new admissions during the 3 reporting fiscal years. Program records are the preferred data source.	Number of program youth carried over from the previous reporting period, plus new admissions during the reporting period
9	Number of service hours completed	The number of hours of service completed by program youth during the reporting period. Service is any explicit activity (such as program contact, counseling sessions, course curriculum, community service, etc.) delivered by program staff or other professionals dedicated to completing the program requirements. Program records are the preferred data source.	A. Total number of program youth service hours B. Number of youth enrolled in program C. Percent (A/B)

#	Output Measure	Definition	Reporting Format
10	Average length of stay in program	The average length of time (in days) that clients remain in the program. Include data for clients who both complete program requirements prior to program exit and those who do not. Program records are the preferred data source.	A. Total number of days between intake and program exit across all clients served B. Number of cases closed C. Average (A/B)
11	Number of planning activities conducted	The number of planning activities undertaken during the reporting period. Planning activities include meetings held, needs assessments undertaken.	Number of planning activities undertaken
12	Number of assessment studies conducted	The number of DMC assessment studies undertaken during the reporting period to determine factors contributing to DMC.	Number of assessment studies undertaken
13	Number of data improvement projects implemented	The number of data improvement projects funded at the state or local levels specifically to improve the quality and completeness of DMC data.	Number of projects funded during the reporting period
14	Number of objective decision-making tools developed	Report whether any objective decision-making tools were developed, such as detention risk, risk assessment, needs assessment, mental health assessment were developed to determine the supervision needs of the youth.	Number of tools developed
15	Number of program/agency policies or procedures created, amended, or rescinded	The number of program/agency policies or procedures created, amended, or rescinded during the reporting period. A policy is a plan or specific course of action that guides the general goals and directives of the program or agency. Include policies that are either relevant to the topic area of the program or policies that affect program operations.	Number of program/agency policies or procedures created, amended, or rescinded

PROGRAM AREA 10. DISPROPORTIONATE MINORITY CONTACT
OUTCOME PERFORMANCE MEASURES

#	Outcome Measure	Definition	Reporting Format	Reporting Term	
				SHORT	LONG
1	Number of state agencies reporting improved data collection systems	The number of state-level agencies that show improved data collection systems as evidenced by an ability to collect data by race; collect data by race with increased accuracy and consistency; report timely data collection and submission, etc. during the reporting period. Data improvement project files are the preferred data source.	Number of improved state-level data collection systems during the reporting period	X	X
2	NUMBER OF LOCAL AGENCIES REPORTING IMPROVED DATA COLLECTION SYSTEMS	The number of local-level agencies that show improved data collection systems as evidenced by an ability to collect data by race; collect data by race with increased accuracy and consistency; report timely data collection and submission, etc. during the reporting period. Data improvement project files are the preferred data source.	Number of improved local-level data collection systems during the reporting period	X	X
3	Number of minority staff hired	The number of staff of a specific minority group hired during the reporting period.	Number of minority staff hired	X	
4	**NUMBER AND PERCENT OF PROGRAM YOUTH WHO OFFEND/ REOFFEND	The number and percent of participating program youth who were arrested or seen at a juvenile court for a new delinquent offense during the reporting period. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source.	A. Number of program youth who were arrested or seen at a juvenile court for a new delinquent offense during this reporting period B. Number of program youth tracked for new arrests or delinquent offenses during this reporting period C. Percent (A/B)	X	X
5a	***SUBSTANCE USE	The number and percent of program youth who have exhibited a decrease in substance use during the reporting period. Self-report, staff rating, or urinalysis are most likely data sources.	A. Number of program youth with the noted behavioral change B. Number of youth in the program who received services for this behavior C. Percent (A/B)	X	X
5b	***SCHOOL ATTENDANCE	The number and percent of program youth who have exhibited a desired change in school attendance during the reporting period. Self-report or official records are the most likely data sources.	A. Number of program youth with the noted behavioral change B. Number of youth in the program who received services for this behavior. C. Percent (A/B)	X	X
5c	***FAMILY RELATIONSHIPS	The number and percent of program youth who have exhibited a desired change in family relationships during the reporting period. Such changes are positive ones and could be related to increased, positive interactions with family members that involve physical, emotional, and psychological activities. Self-report or staff ratings are the most likely data sources.	A. Number of program youth with the noted behavioral change B. Number of youth in the program who received services for this behavior C. Percent (A/B)	X	X

#	Outcome Measure	Definition	Reporting Format	Reporting Term	
				SHORT	LONG
5d	***ANTISOCIAL BEHAVIOR	The number and percent of youth who have exhibited a decrease in antisocial behavior during the reporting period. Self-report or staff ratings are the preferred data source. Anti-social behavior: A pervasive pattern of behavior that displays disregard for and violation of the rights of others, societal mores, or the law (such as deceitfulness, irritability, consistent irresponsibility, lack of remorse, failure to conform to social norms).	A. Number of program youth with the noted behavioral change B. Number of youth in the program who received services for this behavior C. Percent (A/B)	X	X
6	Number and percent of program youth completing program requirements	The number and percent of program youth who have successfully fulfilled all program obligations and requirements. Program obligations will vary by program, but should be a predefined list of requirements or obligations that clients must meet prior to program completion. Program records are the preferred data source. The total number of youth include those who exited successfully or unsuccessfully.	A. Number of program youth who exited the program having completed program requirements B. Total number of youth who were in the program during the reporting period C. Percent (A/B)	X	
7	Number and percent of program families satisfied with program	The number and percent of program families satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	A. Number of program families who report being satisfied with the program B. Total number of program families C. Percent (A/B)	X	
8	Number and percent of program youth satisfied with program	The number and percent of program youth satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	A. Number of program youth who report being satisfied with the program B. Total number of program youth C. Percent (A/B)	X	
9	Number and percent of program staff with increased knowledge of program area	The number and percent of program staff who gained a greater knowledge of the program area through trainings or other formal learning opportunities. Appropriate for any program whose staff received program-related training. Training does not need to have been given by the program. Self-report data collected using training evaluation or assessment forms are the expected data source.	A. Number of program staff trained during the reporting period who report increased knowledge B. Number of program staff trained during the period and returning surveys C. Percent (A/B)	X	
10	Number and percent of non-program personnel with increased knowledge of program area	The number of non-program personnel, such as representatives from law enforcement, courts, referral agencies, or community members who gained a greater knowledge of DMC and DMC-related topics through trainings or other formal learning opportunities. Training does not need to have been given by the program. Self-report data collected using training evaluation or assessment forms are the expected data source.	A. Number of non-program personnel trained during the reporting period who report increased knowledge B. Number of non-program personnel trained during the reporting period and returning surveys C. Percent (A/B)	X	

#	Outcome Measure	Definition	Reporting Format	Reporting Term	
				SHORT	LONG
11	NUMBER OF CONTRIBUTING FACTORS DETERMINED FROM ASSESSMENT STUDIES	Assessment studies are conducted to determine the factors contributing to disproportionality at certain juvenile justice system contact points for certain racial/ethnic minority(ies). Count the number of factors in the family, the educational system, the juvenile justice system, and the socioeconomic conditions determined to have contributed to minority overrepresentation at certain juvenile justice system contact points.	Number of contributing factors determined from assessment studies	X	
12	Number of contact points reporting reduction in disproportionality at the state level	Number of contact points reporting significant disproportionality at the state level during the reporting period compared with the last reporting period. Contact points include arrest, referral to juvenile court, diversion, detention, petition filed, found delinquent, probation, secure confinement, and transfer/waiver to adult court.	Number of contact points (arrest, referral to juvenile court, diversion, detention, petition filed, found delinquent, probation, secure confinement, and transfer/waiver to adult court) reporting significant disproportionality at the state level during the reporting period.		X
13	Number of contact points reporting reduction in disproportionality at the local level	Number of contact points reporting significant disproportionality at the local level during the reporting period compared with the last reporting period. Contact points include arrest, referral to juvenile court, diversion, detention, petition filed, found delinquent, probation, secure confinement, and transfer/waiver to adult court.	Number of contact points (arrest, referral to juvenile court, diversion, detention, petition filed, found delinquent, probation, secure confinement, and transfer/waiver to adult court) reporting significant disproportionality at the local level during the reporting period.		X
14	NUMBER AND PERCENT OF RECOMMENDATIONS FROM ASSESSMENT STUDIES IMPLEMENTED	Assessment studies contain multiple recommendations. Count the total number of those chosen for implementation.	A. Number of recommendations chosen for implementation B. Number of recommendations made C. Percent (A/B)		X

FORMULA PERFORMANCE MEASURE KEY

Short-Term = Occurs during or by the end of the program
Long-Term = Occurs 6 months to 1 year after program completion
Annual Term = Occurs once a year

BOLD = Mandatory measure
*** = Mandatory for Core Requirements programs only**
**** = Mandatory for Intervention programs only**
***** = Mandatory for Prevention programs only**

PROGRAM AREA 30. SEX OFFENDER PROGRAMS
OUTPUT PERFORMANCE MEASURES

#	Output Measure	Definition	Reporting Format
1	Number of MOUs developed	The number of Memoranda of Understanding or interagency agreements developed during reporting period of the program. Include all formal partnership or coordination agreements. Program records are the preferred data source.	Number of Memoranda of Understanding developed
2	Number of program slots available	The number of client service slots available during the reporting period of the program. If slots were lost over the reporting period, please report a negative number. Program records are the preferred data source.	Number of client service slots available during the reporting period
3	Number of FTEs funded with FG funds $	The number of staff funded by Formula Grants, as measured through the number of Full-Time Equivalents, working for the program during the reporting period. To calculate FTE, divide the number of staff hours used by the program and divide by 2080.	Number of Full-Time Equivalents
4	Number of program materials developed during the reporting period	The number of program materials that were developed during the reporting period. Include only substantive materials such as program overviews, client workbooks, lists of local service providers. Do not include program advertisements or administrative forms such as sign-in sheets or client tracking forms. Count the number of pieces developed. Program records are the preferred data source.	Number of materials developed
5	Number and percent of program staff trained	The number and percent of program staff that are trained during reporting period. Program staff include full and part-time employees and/or volunteers. The number is the raw number of staff to receive any formal training relevant to the program or their position as program staff. Include any training from any source or medium received during the reporting period as long as receipt can be verified. Training does not have to have been completed during the reporting period. To get the percent divide the raw number by the total number of program staff. Program records are the preferred data source.	A. Number of staff who participated in training B. Total number of program staff C. Percent (A/B)
6	Number of hours of program staff training provided	The number of training hours that program staff are provided during the reporting period. Training includes in-house and external trainings.	Number of training hours provided to staff
7	Number of planning activities conducted	The number of planning activities undertaken during the reporting period. Planning activities include meetings held, needs assessments undertaken.	Number of planning activities undertaken
8	Number of program/agency policies or procedures created, amended, or rescinded	The number of program/agency policies or procedures created, amended, or rescinded during the reporting period. A policy is a plan or specific course of action that guides the general goals and directives of the program or agency. Include policies that are either relevant to the topic area of the program or policies that affect program operations.	Number of program/agency policies or procedures created, amended, or rescinded
9	NUMBER OF PROGRAM YOUTH SERVED	An unduplicated count of the number of youth served by the program during the reporting period. Definition of the number of youth served for a reporting period is the number of program youth carried over from previous reporting period, plus new admissions during the reporting period. In calculating the 3-year summary, the total number of youth served is the number of participants carried over from the year previous to the first fiscal year, plus all new admissions during the 3 reporting fiscal years. Program records are the preferred data source.	Number of program youth carried over from the previous reporting period, plus new admissions during the reporting period
10	Number of service hours completed	The number of hours of service completed by program youth during the reporting period. Service is any explicit activity (such as program contact, counseling sessions, course curriculum, community service, etc.) delivered by program staff or other professionals dedicated to completing the program requirements. Program records are the preferred data source.	A. Total number of program youth service hours B. Number of youth enrolled in program C. Percent (A/B)
11	Average length of stay in diversion program	The average length of time (in days) that clients remain in the diversion program. Include data for clients who both complete program requirements prior to program exit and those who do not. Program records are the preferred data source.	A. Total number of days between intake and program exit across all program youth exiting program B. Number of cases closed C. Average (A/B)

PROGRAM AREA 30. SEX OFFENDER PROGRAMS
OUTCOME PERFORMANCE MEASURES

#	Outcome Measure	Definition	Reporting Format	Reporting Term	
				SHORT	LONG
1	Number and percent of program youth with a new sex offense	The number and percent of program youth who were rearrested or seen at juvenile court for a new delinquent offense. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source.	A. Number of program youth with a a new sex offense B. Number of youth in program C. Percent A/B	X	X
2	NUMBER AND PERCENT OF PROGRAM YOUTH WHO OFFEND/ REOFFEND	The number and percent of participating program youth who were arrested or seen at a juvenile court for a new delinquent offense during the reporting period. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source.	A. Number of program youth who were arrested or seen at a juvenile court for a new delinquent offense during this reporting period B. Number of program youth tracked for new arrests or delinquent offenses during this reporting period C. Percent (A/B)	X	X
3	Number and percent of program youth charged with formal probation violations	The number and percent of program youth who have been charged with a formal probation violation. Official records are the preferred data source.	A. Number of program youth charged with a probation violation B. Number of youth in program C. Percent (A/B)	X	X
4	Number and percent of program youth committed to correctional facility	The number and percent of program youth who have been ordered to a correctional facility. Include youth mandated to any secure residential facility including juvenile correctional and adult corrections facilities. Official records are the preferred data source.	A. Number of youth enrolled in a correctional facility B. Number of youth in program C. Percent (A/B)	X	X
5a	ANXIETY	The number and percent of program youth how have exhibited a decrease in anxiety during the reporting period. Self-report or staff rating are most likely data sources.	A. Number of program youth served during the reporting period with the noted behavioral change B. Number of youth in the program who received services for this behavior C. Percent (A/B)	X	
5b	DEPRESSION	The number and percent of program youth who have exhibited a decrease in depression during the reporting period. Self-report or staff rating are most likely data sources.	A. Number of program youth served during the reporting period with the noted behavioral change B. Number of youth in the program who received services for this behavior C. Percent (A/B)	X	
5c	SELF ESTEEM	The number and percent of program youth who have exhibited an increase in self-esteem during the reporting period. Self-report or staff rating are most likely data sources.	A. Number of program youth served during the reporting period with the noted behavioral change B. Number of youth in the program who received services for this behavior C. Percent (A/B)	X	

#	Outcome Measure	Definition	Reporting Format	Reporting Term	
				SHORT	LONG
5d	COPING SKILLS	The number and percent of program youth who have exhibited an increase coping skills during the reporting period. Self-report or staff rating are most likely data sources.	A. Number of program youth served during the reporting period with the noted behavioral change B. Number of youth in the program who received services for this behavior C. Percent (A/B)	X	
6	NUMBER AND PERCENT OF PROGRAM YOUTH COMPLETING PROGRAM REQUIREMENTS	The number and percent of program youth who have successfully fulfilled all program obligations and requirements. Program obligations will vary by program, but should be a predefined list of requirements or obligations that clients must meet prior to program completion. Program records are the preferred data source. The total number of youth include those who exited successfully or unsuccessfully.	A. Number of program youth who exited the program having completed program requirements B. Total number of youth who exited the program during the reporting period (both successfully and unsuccessfully) C. Percent (A/B)	X	
7	Number and percent of program families satisfied with program	The number and percent of program families satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	A. Number of program families satisfied with the program B. Total number of program families served by the program during the reporting period C. Percent (A/B)	X	
8	Number and percent of program youth satisfied with program	The number and percent of program youth satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	A. Number of program youth who report being satisfied with the program B. Total number of program youth served by the program during the reporting periodnumber of program youth C. Percent (A/B)	X	
9	Number and percent of program staff with increased knowledge of program area	The number and percent of program staff who gained a greater knowledge of the program area through trainings or other formal learning opportunities. Appropriate for any program whose staff received program-related training. Training does not need to have been given by the program. Self-report data collected using training evaluation or assessment forms are the expected data source.	A. Number of staff trained during the reporting period who report increased knowledge B. Number of staff trained during the reporting period C. Percent (A/B)	X	

FORMULA PERFORMANCE MEASURE KEY

Short-Term = Occurs during or by the end of the program
Long-Term = Occurs 6 months to 1 year after program completion
Annual Term = Occurs once a year

BOLD = Mandatory measure
*** = Mandatory for Intervention programs only**

PROGRAM AREA 32. SUBSTANCE ABUSE
OUTPUT PERFORMANCE MEASURES

#	Output Measure	Definition	Reporting Format
1	Number of MOUs developed	The number of Memoranda of Understanding or interagency agreements developed during reporting period of the program. Include all formal partnership or coordination agreements. Program records are the preferred data source.	Number of Memoranda of Understanding developed
2	Number of program slots available	The number of client service slots available during the reporting period of the program. If slots were lost over the reporting period, please report a negative number. Program records are the preferred data source.	Number of client service slots added during reporting period
3	Number of FTEs funded by TV or FG	The number of staff funded through Title V or Formula Grants, as measured through the number of Full-Time Equivalents, working for the program during the reporting period. To calculate FTE, divide the number of staff hours used by the program and divide by 2080.	Number of Full-Time Equivalents
4	Number of program materials developed during the reporting period	The number of program materials that were developed during the reporting period. Include only substantive materials such as program overviews, client workbooks, lists of local service providers. Do not include program advertisements or administrative forms such as sign-in sheets or client tracking forms. Count the number of pieces developed. Program records are the preferred data source.	Number of materials developed
5	Number and percent of program staff trained	The number and percent of program staff that are trained during reporting period. Program staff include full and part-time employees and/or volunteers. The number is the raw number of staff to receive any formal training relevant to the program or their position as program staff. Include any training from any source or medium received during the reporting period as long as receipt can be verified. Training does not have to have been completed during the reporting period. To get the percent divide the raw number by the total number of program staff. Program records are the preferred data source.	A. Number of staff who participated in training B. Total number of program staff C. Percent (A/B)
6	Number of hours of program staff training provided	The number of training hours that program staff are provided during the reporting period. Training includes in-house and external trainings.	Number of hours of training provided to staff
7	Number of planning activities conducted	The number of planning activities undertaken during the reporting period. Planning activities include meetings held, needs assessments undertaken.	Number of planning activities undertaken
8	Number of program/agency policies or procedures created, amended, or rescinded	The number of program/agency policies or procedures created, amended, or rescinded during the reporting period. A policy is a plan or specific course of action that guides the general goals and directives of the program or agency. Include policies that are either relevant to the topic area of the program or policies that affect program operations.	Number of program/agency policies or procedures amended, created, or rescinded
9	NUMBER OF PROGRAM YOUTH SERVED	An unduplicated count of the number of youth served by the program during the reporting period. Definition of the number of youth served for a reporting period is the number of program youth carried over from previous reporting period, plus new admissions during the reporting period. In calculating the 3-year summary, the total number of youth served is the number of participants carried over from the year previous to the first fiscal year, plus all new admissions during the 3 reporting fiscal years. Program records are the preferred data source.	Number of youth carried over from the previous reporting period, plus new admissions during the reporting period
10	Number of service hours completed	The number of hours of service completed by program youth during the reporting period. Service is any explicit activity (such as program contact, counseling sessions, course curriculum, community service, etc.) delivered by program staff or other professionals dedicated to completing the program requirements. Program records are the preferred data source.	A. Total number of program youth service hours B. Number of youth enrolled in program C. Percent (A/B)
11	Number and percent of youth screened	The number and percent of youth screened at the intake procedure during the reporting period. Include all youth who met the program's minimum criteria for participation. Program records are the preferred data source.	A. Number of youth who are screened B. Number of youth in program C. Percent (A/B)

#	Output Measure	Definition	Reporting Format
12	Number and percent of youth assessed	The number and percent of youth who are assessed for the substance abuse. Program case files are the preferred data source.	A. Number of youth that are assessed B. Number of youth in program C. Percent (A/B)
13	Number and percent of youth referred	The number and percent of youth who are referred to substance abuse services. Program case files are the preferred data source.	A. Number of youth referred to SA services B. Number of youth served C. Percent (A/B)
14	Average length of stay in program	The average length of time (in days) that clients remain in the program. Include data for clients who both complete program requirements prior to program exit and those who do not. Program records are the preferred data source.	A. Total number of days between intake and program exit across all clients served B. Number of cases closed C. Average (A/B)

PROGRAM AREA 32. SUBSTANCE ABUSE
OUTCOME PERFORMANCE MEASURES

#	Outcome Measure	Definition	Reporting Format	Reporting Term	
				SHORT	LONG
1	Number and percent of program youth who offend/ reoffend	The number and percent of participating program youth who were arrested or seen at a juvenile court for a new delinquent offense during the reporting period. Appropriate for any youth-serving program. Official records (police, juvenile court) are the preferred data source.	A. Number of program youth who were arrested or seen at a juvenile court for a new delinquent offense during this reporting period B. Number of program youth tracked for new arrests or delinquent offenses during this reporting period C. Percent (A/B)	X	X
2	Number and percent of program youth charged with formal probation violations	The number and percent of program youth who have been charged with a formal probation violation. Official records are the preferred data source.	A. Number of program youth charged with a probation violation B. Number of youth in program C. Percent (A/B)	X	X
3	*NUMBER AND PERCENT OF PROGRAM YOUTH EXHIBITING DESIRED CHANGE IN SUBSTANCE USE	The number and percent of program youth who have exhibited a change in substance use during the reporting period. Self-report, staff rating, or urinalysis are most likely data sources.	A. Number of program youth served during the program period with the noted behavioral change B. Total number of youth served during the reporting period. C. Percent (A/B)	X	
3	*NUMBER AND PERCENT OF PROGRAM YOUTH EXHIBITING A DESIRED CHANGE IN TARGETED BEHAVIORS	Select as many as apply	A. Total number of youth who exited the program 6-12 months ago who had the noted behavioral change B. total number of youth who, during this reporting period, exited the program 6-12 months earlier. C. Percent (A/B)		X
4	NUMBER AND PERCENT OF PROGRAM YOUTH COMPLETING PROGRAM REQUIREMENTS	The number and percent of program youth who have successfully fulfilled all program obligations and requirements. Program obligations will vary by program, but should be a predefined list of requirements or obligations that clients must meet prior to program completion. Program records are the preferred data source. The total number of youth include those who exited successfully or unsuccessfully.	A. Number of program youth who exited the program having completed program requirements B. Total number of youth who exited the program during the reporting period (both successfully and unsuccessfully) C. Percent (A/B)	X	
5	Number and percent of youth complying with their aftercare plan	Number and percent of youth who comply with their designed aftercare plan once youth exit program. Program records are the preferred data source.	A. Number of youth complying with aftercare plan B. Number of youth with an aftercare plan C. Percent (A/B)		X

#	Outcome Measure	Definition	Reporting Format	Reporting Term	
				SHORT	LONG
6	Number and percent of program families satisfied with program	The number and percent of program families satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	A. Number of program families satisfied with the program B. Total number of program families served by the program during the reporting period C. Percent (A/B)	X	
7	Number and percent of program youth satisfied with program	The number and percent of program youth satisfied with the program in areas such as staff relations and expertise, general program operations, facilities, materials, and service. Self-report data collected using program evaluation or assessment forms are the expected data source.	A. Number of program youth who report being satisfied with the program B. Total number of program youth served by the program during the reporting period C. Percent (A/B)	X	
8	Number and percent of program staff with increased knowledge of program area	The number and percent of program staff who gained a greater knowledge of the program area through trainings or other formal learning opportunities. Appropriate for any program whose staff received program-related training. Training does not need to have been given by the program. Self-report data collected using training evaluation or assessment forms are the expected data source.	A. Number of staff trained during the reporting period reporting increased knowledge B. Number of staff trained during the reporting period C. Percent (A/B)	X	

FORMULA PERFORMANCE MEASURE KEY

Short-Term = Occurs during or by the end of the program
Long-Term = Occurs 6 months to 1 year after program completion
Annual Term = Occurs once a year

BOLD = Mandatory measure
*** = Mandatory for Prevention programs only**