



FY 2010 Title II Formula Grant REQUEST FOR PROPOSALS

Deadline: Wednesday, Aug. 18, 2010, 12:00 noon.

The Utah Board of Juvenile Justice is pleased to announce the availability of Title II Formula Grants funded by allocations from the Office of Juvenile Justice and Delinquency Prevention.

- An estimated **\$96,600** will be competitively awarded to support one to two new and innovative programs in the priority categories that follow. These projects will be funded based on individual merit.
- Only new and innovative project applications will be accepted.
- An additional **\$445,400** is available to support continuation projects only.

Units of local government, school districts, state agencies, faith based organizations, Indian tribes and tribal organizations or qualified community-based organizations may apply for funding who meet one or more of the following UBJJ goals:

- 1. Provide evidence-based outpatient substance abuse treatment to at-risk youth in Carbon, Emery, Grand, Salt lake, Summit, Tooele and Wasatch counties.**
- 2. Expand and improve sex offender services and resources within the juvenile justice system.**
- 3. Reduce the disproportionate representation of minority youth at decision points within the juvenile justice system, from arrest through commitment to the Division of Juvenile Justice Services.**

Priority will be given to projects:

1. Using empirically supported curricula models (must cite source);
2. Targeting UBJJ Goals 1 and 2 that serve rural areas of Utah, with special emphasis on tribal organizations Tooele County, Summit County, the Northeastern and Four Corners regions, where resources are scarce;

Applicants must identify which program area will be addressed by the proposed project and designate performance measures for that area from the provided list (see Appendix C). Projects outside the priority areas will not be considered. As funding is only for continuation projects and new/innovative programs, project staff will be required to participate in program evaluation throughout the funding period. These standards are detailed in the section entitled Evaluation & Study Participation.

For additional information, please contact:

Reg Garff, Juvenile Justice Specialist
Utah State Capitol Complex
Senate Building, Suite 330
P.O. Box 142330
SLC, UT 84114-2330
801-538-1372 or rgarff@utah.gov

Source of Title II Formula Grant Funds

The U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention provides Title II Formula Grant funding to the State of Utah based on the formula outlined in the Juvenile Justice and Delinquency Prevention Act as reauthorized in 2002.

To qualify for Formula Grant Funding, the State of Utah, through the Utah Board of Juvenile Justice, submitted a juvenile justice plan outlining the priorities for federal funding for FY 2010. As part of the plan, the Board certified that Utah is addressing the four core requirements of the Act: (1) removal of status offenders from secure settings; (2) removal of juveniles from adult jails and lockups; (3) separation of juveniles from incarcerated adults; and (4) implementation of strategies to address the disproportionate contact of minority youth with the juvenile justice system.

Program Priorities

Title II funds may only be used for new and innovative programs. Funds cannot be used to support the needs of existing programs. In developing this request for proposal, the Utah Board of Juvenile Justice has identified three priorities for this year's funding competition.

Program Area 32: Substance Abuse

Utah, like many parts of the country, has documented a steady decline in its juvenile crime rate. In the last seven years, Utah's juvenile arrest rate has fallen from 4,789 per 100,000 in 1995 to 1,760 per 100,000 in 2005. The percentage of youth, however, arrested for alcohol and drug-related crimes varies from 14,117 in 2000 to 12,127 in 2005. However, from 2006 to 2008 there has been a marked increase to 13,514 in 2008 (*2008 Kids Count Data Center*, Annie E. Casey Foundation).

- Utah SHARPS data shows a distinct rise in attitudes favorable to drug use from 16% in 2003 to 23% in 2007.
- Utah's Division of Substance Abuse and Mental Health reports that 4.7% of Utah youth in the 6th through 12th grades are in need of treatment for drug and/or alcohol dependence or abuse. That translates to 11,899 youth in need of treatment with only 1,534 treatment slots available.
- About 40% of those who start dinking at age 15 or younger develop alcohol dependence. That figure drops to 10% for those who start drinking at age 21 or older.

The Board is seeking applications for programs to provide evidence-based outpatient treatment to at-risk youth in Carbon, Emery, Grand, Salt Lake, Summit, Tooele and Wasatch counties or Native American communities. These communities have been identified as having the highest needs in the State.

Proposed projects should complement Utah's State Incentive Cooperative Agreement (SICA) program. A letter of collaboration with the local SICA Coordinator is required.

Program Area 30: Sex Offender Programs

Utah has seen an increase in the number of juvenile sex offenses committed by younger offenders. The system is in need of additional services for these young offenders.

The Board seeks to expand and improve sex offender services and resources within the juvenile justice system by funding projects that:

- a) Increase accessibility to already-established assessment and treatment services and resources.
- b) Increase awareness and education of staff working with youth offenders.

Program Area 10: Disproportionate Minority Contact

Data estimates from FY09 indicate that minorities age 10-17 represented 20.1% of the total population. This is an increase of 2.4% compared to the 2000 Census data. Additional data showed that minorities were overrepresented at arrest and referral to juvenile court and underrepresented at diversion (also called non-judicial closure) from juvenile court. Collectively, minority youth accounted for 33.4% of all arrests and 36.5% of referrals to juvenile court in fiscal year 2009.

Using the FY09 data information, Statewide Relative Rate Index indicates:

- The Hispanic youth arrest rates were more than twice that of White youth and were referred to juvenile court at a rate of two and a half times that of White youth.
- African-American youth arrest rates were more than three times that of White youth and were referred to juvenile court at a rate almost three times that of White youth.
- Asian/Pacific Islander youth arrest rates were more than twice that of White youth.

The table below indicates that the rate of disparity between Hispanic and White youth at diversion from juvenile court, per 100 referrals, has increased for the last four years, although there was a slight improvement in the FY09.

Area Reporting	Year	White (per 100 ref.)	His./Lat. (per 100 ref.)	Diff. (per 100 ref.)	RRI
State	FY06	18.1	16.7	1.4	.92
	FY07	23.9	21.1	2.8	.88
	FY08	30.7	25.3	5.4	.82
	FY09	31.7	26.8	4.9	.84
Salt Lake Co	FY06	24.6	22.7	1.9	.90
	FY07	33.7	28.1	5.6	.84
	FY08	37.9	30.5	7.4	.80
	FY09	39.0	32.0	7.0	.82
Utah Co	FY06	25.4	21.6	3.8	.85
	FY07	29.4	21.0	8.4	.71
	FY08	32.2	17.0	15.2	.53
	FY09	29.3	18.6	10.7	.63
Weber Co	FY06	10.1	9.8	0.3	.98
	FY07	15.3	13.1	2.2	.85
	FY08	32.9	28.0	4.9	.85
	FY09	37.4	31.7	5.7	.85

The Board seeks to reduce the disproportionate representation of minority youth at decision points within the juvenile justice system, from arrest through transfer & waiver to the adult system. The Board also seeks programs that would bring parity between minority and White youth at the arrest, diversion and referral points of contact. Proposed projects may include, but are not limited to:

- a. Increasing diversion for Hispanic youth in Salt Lake, Utah, and/or Weber County
- b. Increasing the number of rehabilitative services for non-English speaking youth with priority for refugee youth.
- c. Providing effective cultural competency training for prosecution and defense attorneys, law enforcement and officers of the court.

Projects must identify the decision point targeted within the juvenile justice system.

General Submission Requirements

Qualified Applicants

Only units of local government, school districts, state agencies, Indian tribes and tribal organizations, faith based organizations or qualified community-based organizations are eligible to apply for funding assistance.

Community-based organizations (CBOs), such as private non-profit agencies, may receive funding only under contract with a unit of government. CBOs may receive funding directly if they have been denied funding for the proposed program from a unit of local government within the past twelve months. Community-based agencies requesting direct funding must attach a Denial of Funding Letter to their application. CBO's must show that they made an attempt to receive funding from other government sources.

Prospective applicants should not view the Denial of Funding Letter as a major obstacle or exclusion to apply for Title II funding. Since most government agencies lack the resources to fund private agencies, a denial letter should be easy to obtain. If the CBO receives more than 60% of their funds from any local unit of government, a letter is not necessary. However, the applicant must indicate that they receive over 60% of their funds from a local unit of government. The CBO is required to seek only one local government source for funding. A local unit of government may be a city or county agency in the jurisdiction in which the CBO does business.

Submitting an Application

All applications for funding must be submitted utilizing the required forms and following the required format. **One original plus twelve three-hole punched, double sided copies are required.** An electronic version of the application must also be sent either via e-mail (rgarff@utah.gov) or on CD ROM. Faxed applications will not be accepted. Emailed applications alone will not be accepted.

Grant Applications are due by 12:00 noon, Wednesday, August 18, 2010 to:

Utah Board of Juvenile Justice
 c/o Utah Commission on Criminal and Juvenile Justice
 Utah State Capitol Complex
 Senate Building, Suite 330
 P.O. Box 142330
 SLC, UT 84114-2330

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.

The chief executive official of the sponsoring unit of local government, state agency, or qualified community-based organization must sign the application. All sections of the application pertinent to the proposed project must be completed in full.

Data Resources

You must conduct a thorough assessment of the proposed target population that identifies the specific risk or protective factors to be targeted using the list located in Appendix A. Additional information supporting a local need for the chosen risk and protective factor targets must be included using information from the risk and protective indicator tool (RAPIT) at: <http://www.juvenile.utah.gov/> and the SMART system (<http://smart.gismapping.info/smart/UserLogin.aspx?ReturnUrl=%2fsmart%2fdefault.aspx>). You will need to register to use the SMART tool. Data from the last three years is necessary. Applications must include data to effectively support their project.

Additional supporting information should also be added when available. A list including additional sources of information is available in Appendix B. Please use one of these sources or one of your own choosing.

Model Program Resources

Priority will be given to projects using model programs that have been empirically proven to be successful. Applicants must name the source of the model program being replicated and include any back-up documentation supporting the claim that the project is a model program. A list of model program sources is available in Appendix B.

Other Requirements

Collaboration

Your project must show active collaboration with two or more youth-serving agencies in the form of a letter from the agency that specifies the level of involvement in the project. Projects that accept referrals from any agency, or that make referrals to any agency, must have letters of intent to participate and/or cooperate with the project from the affected agency or agencies. *Do not include letters of support.*

Competent Grant Management

Your agency must assure its willingness to comply with all grant requirements for administration, monitoring, reporting, evaluation, and data collection by reviewing and signing all applicable Certified Assurances and Grant Conditions. The signed assurances must be attached to and submitted with the original grant application.

Cultural Competency

Projects must show cultural competency and sensitivity when providing direct services to minorities. This may be demonstrated by staff training, written policies and/or procedures, staff member experience, written action plan or other method determined by the subgrantee.

Cultural sensitivity is defined as awareness that an individual's gender, race, ethnic/cultural background, community and societal factors significantly affect his or her quality of life. Cultural competency is defined as a systemic approach that demands the skills needed to implement programs within a culturally sensitive framework.

Evaluation Study Participation Required

Evaluation study participation is required if you are awarded grant funding. Your agency must agree to participate in a program evaluation and improvement process conducted by Utah Criminal Justice Center (UCJC) at the University of Utah. The study uses scientifically-validated assessments and survey instruments to facilitate quality program development. The following timeline details evaluation requirements:

Year One

Program and staff characteristics: Report data on the type of services provided, staff characteristics, and training during site visits from program monitors and research staff.

Participant profiles at program start: Enter demographic information on participating youth into an on-line reporting system. Administer to all your grant-funded program clients self-report surveys that are designed to measure common behavioral problems, risk and protective factors.

The parent/guardian must complete a permission slip before any survey or questionnaire can be administered. The youth is asked to complete an assent form and is free to refuse to take any surveys.

Program completion: Enter information on youth completing or leaving the program into on-line reporting system.

Participant progress: At the discretion of UCJC and UBJJ, either administer measures of participant progress such as session checklists or facilitate interviews with participants or observation of program delivery by evaluation staff.

Satisfaction measures: Administer satisfaction measures to youth leaving the program.

Year Two and above:

Continue evaluation tasks from year one.

Participant change in attitudes and behaviors: Administer questionnaires measuring changes in attitudes or behaviors. These surveys will be administered at when a youth is starting and ending your program. At the discretion of UCJC, custom surveys or other methods, such as participant interviews, may be implemented if the standard questionnaires will not enable a valid analysis of your program.

The parent/guardian must complete a permission slip before any survey or questionnaire can be administered. The youth is asked to complete an assent form and is free to refuse to take any surveys.

All evaluation data is analyzed by UCJC. Reports will be sent back to participating programs providing feedback about the program's impact through on on-line tool. Grant funding may be requested to assist with evaluation staff time or survey administration costs.

Performance Measures

In an effort to validate program effectiveness to Congress, and thus ensure future grant funding, OJJDP has implemented mandatory performance measures across the country. 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 a full listing of OJJDP's Performance Measures, go to: https://www.ojjdp-dctat.org/help/program_logic_model.cfm?grantID=3).

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 should 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. Applications should include Memorandum of Understanding or Inter-agency Agreements that show how outcome-level data will be obtained from agencies when appropriate, such as the police, schools, courts, or mental health agencies.

Developing Program Self-Sufficiency

There is no match requirement for applicants seeking Title II funding. Do not include match on the Application Cover Sheet.

To promote self-sufficiency and long-term operational integrity, future continuation-funding is based on your program performance and a step-down policy. You may not request more than your qualifying amount, as explained below.

- Government agencies applying for a second year of funding may receive no more than 75% of their funding amount received in the first year, and in their third and final year are eligible to receive no more than one half of their first year of funding. For example, if a project receives \$30,000 in its first year, the second year award may be no more than \$22,500 (75% of the first year award). In its third and final year of funding the project qualifies for step-down funding at one half of the base year amount, or \$15,000.
- Not-for-profit and tribal entities may receive up to four years of funding. The second year grant will be no more than 90% of the first year amount. In the third year, projects may be funded up to 75% of the base amount. In the fourth and final year of funding, projects may not receive more than one half of the first year of funding.

If your project is funded for a subsequent year, you will be required to show how you will maintain your program at its first year service level.

You are also be required to submit a sustainability plan outlining specific plans and actions to be taken during the funding cycle to ensure the project will continue as grant funding is reduced and eventually eliminated.

Continued yearly funding is contingent upon complying with all program evaluation requirements and implementing suggested program improvements. These standards are detailed in the section title "Evaluation Participation Required." **As per federal regulations, projects not showing significant impact after two years of funding will be eliminated.**

Scoring Criterion for New Applicants**Problem Statement – (20%)**

1. Clearly describes problem to be addressed.
2. Thoroughly documents the problem with data and statistics from Risk & Protective Factors Tool and SMART tool.
3. Identifies gaps in services.
4. The target population is clearly defined.

Risk & Protective Factors Logic Model – (20%)

1. Targets factors that data shows are problematic
2. Uses interventions that have been shown to be effective
3. Interventions are of sufficient dose to be effective
4. Project focused on 3-6 identified factors

Performance Measures Data Collection Plan – (10%)

1. Plan shows ability to document success of the program.
2. Performance measures clearly identified and appropriate for determining success.

Project Design and Management – (25%)

1. Outlines clear and convincing plan to address the problem.
2. Cites relevant research to show efficacy of the program strategy.
3. Staff roles and qualifications are identified and appropriate for the proposed program.
4. Program collaborators and their roles are identified.
5. Client processing is clearly mapped out.
6. Timeline of activities is reasonable.

Budget Matrix and Narrative – (10%)

1. Costs are reasonable for the program as outlined.
2. Budget narrative outlines specific needs for items to be purchased.

Cultural Competency – (15%)

1. Demonstrates extensive knowledge of the barriers that clients face.
2. Barriers are appropriately addressed and removed.
3. Demonstrate how the project will ensure staff's cultural competency.
4. Demonstrates extensive knowledge of specific cultural characteristics of the target population.

Scoring Criterion for Continuation Applicants

1. Has the applicant clearly shown that their program is making a positive impact on the problem identified?
2. Has the applicant provided *measurable* data to show that the program is effective?
3. Did the applicant participate in the U of U evaluation using the survey instruments; did the applicant provide preliminary findings?
4. If the applicant is making revisions to the plan, has justification for these revisions been provided and will these revisions strengthen the program or rectify program deficiencies?
5. Has the applicant made plans to seek other sources of funding to continue the effort? Is the sustainability plan adequate?
6. Is the project continuing at the first year's service level, making up for the reduction in grant funds? (Matching funds cannot be required for Title II grants.)
7. Does the project demonstrate cultural competency and sensitivity when providing direct services to minorities?
8. Does this program continue to fit into the Board's priorities?

2010 Title II Grant Schedule

July 15	Request for Proposals released
Aug 18, 12:00 noon	Deadline for submitting grant applications
Aug.19	Applications distributed to Review Committees
Aug. 19 – Sept. 9	Committee members review and score applications
Aug. 16	Review Committees meet to make funding recommendations
Sept. 22 - 27	Final awards determined and applicants notified
Sept. 27 – 30	Contracts finalized with awarded applicants
October 1	Effective date for new programs to begin

APPENDIX A

<i>Community Domain Risk Factors</i>	
<i>Community and Personal Transitions & Mobility</i>	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.
<i>Community Disorganization</i>	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.
<i>Low Neighborhood Attachment</i>	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	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.
<i>Perceived Availability of Drugs and Handguns</i>	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.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
<i>Family History of Antisocial Behavior</i>	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.
<i>Family Conflict</i>	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.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	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.
<i>Poor Family Discipline</i>	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.
<i>Poor Family Supervision</i>	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.
<i>Family Attachment</i>	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.
<i>Family Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	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.
<i>Rewards for Positive Involvement</i>	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.

<i>School Domain Risk Factors</i>	
<i>Academic Failure</i>	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.
<i>Little Commitment to School</i>	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.
<i>School Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	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.
<i>Rewards for Positive Involvement</i>	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
<i>Peer-Individual Risk Factors</i>	
<i>Favorable Attitudes Toward Antisocial Behavior</i>	Young people who accept or condone antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<i>Early Initiation of Problem Behavior</i>	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.
<i>Favorable Attitudes Toward Drug Use</i>	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.
<i>Friends' Use of Drugs</i>	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.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Low Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Rewards for Antisocial Involvement</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Rebelliousness</i>	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.
<i>Sensation Seeking</i>	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.
<i>Peer-Individual Protective Factors</i>	
<i>Religiosity</i>	Young people who regularly attend religious services are less likely to engage in problem behaviors.
<i>Social Skills</i>	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.
<i>Belief in the Moral Order</i>	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

Name of Website	Website	Program Type											Search Criteria			
		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	
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	
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	
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	

#	Outcome Measure	Definition	Reporting Format	Reporting Term	
				SHORT	LONG
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 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 period 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 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**