

Title II Quarterly Reporting Guide

July 2025

NEBRASKA

Good Life. Great Service.

COMMISSION ON LAW ENFORCEMENT
AND CRIMINAL JUSTICE

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For questions or technical assistance with quarterly reporting, contact:

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All documents will be uploaded to Amplifund.

Introduction

This document demonstrates the steps involved in reporting Office of Juvenile Justice Delinquency Prevention (OJJDP) Performance Measures and the Nebraska Crime Commission Quarterly Activity Narrative Reporting Form for Title II grant recipients. Both reports are due by the 15th of the month following the end of each quarter.

All grantees and subgrantees of the OJJDP Title II funding must report on their program effectiveness, populations served, and outcomes of services provided for youths. Grantees are responsible for ensuring all programs and sub-awards are complying with the required data entry and activity narratives. Failure to report required data and narratives can result in suspension or termination of grant funding.

OJJDP Performance Measures (Data Reporting)

Programs funded by Title II must use the OJJDP Performance Measures to record data that shows progress towards achieving program goals and objectives youth participants and to document all grant requirements related to program activities. There are 28 questions to be answered in the OJJDP Performance Measures, with space provided for notes to explain the data or provide comments if needed. This form will be uploaded to AmpliFund/Euna and posted on the Crime Commission Website.

For additional guidance on performance measures reporting, the questions and their definitions are included in Attachment A at the end of this document.

Quarterly Narrative Reporting Requirements

The quarterly activity narratives will be completed on the Nebraska Crime Commission Activity Narrative Reporting Form. This form provides an update on activities, progress toward achieving goals and objectives of the funded project. This form will be uploaded to AmpliFund/Euna and posted on the Crime Commission Website.

Training Guides for OJJDP Performance Measure

Training videos and handouts on entering data relevant to all or various program types can be found on the Title II OJJDP website at <https://ojjdp.ojp.gov/programs/formula-grants-program#formula-grant-program-areas>.



The screenshot shows the OJJDP website's 'Formula Grants Program' page. The header includes the OJJDP logo and navigation links: About, Contact Us, and Subscribe. A search bar is located in the top right. The main navigation menu includes: About, Funding, News & Events, Library & Multimedia, Research & Statistics, and Programs (which is highlighted). Below the navigation, a breadcrumb trail reads 'Home / Programs'. The main content area has a dark blue background with the title 'Formula Grants Program' in white. Below the title, a paragraph states: 'OJJDP provides formula grants to states to support their delinquency prevention and juvenile justice systems improvement efforts.' To the left of the main content, there is a list of links: Overview, Programs and Funding, Core Requirements, Training and Technical Assistance, and Resources. To the right, there is a sidebar with two links: State Support and Training & TA.

- [Overview](#)
- [Programs and Funding](#)
- [Core Requirements](#)
- [Training and Technical Assistance](#)
- [Resources](#)

Overview [🔗](#)

The Formula Grants Program is authorized under the JJDP Act of 1974, as [amended](#).

OJJDP's Formula Grants Program supports state and local delinquency prevention and intervention efforts, and juvenile justice systems improvements. Within the program [purpose areas](#), states can provide job training, mental health and substance use treatment, community-based programs and services, reentry/aftercare services, and school programs to prevent truancy.

State Support

Training & TA

There are training videos available as well at <https://ojjdp.ojp.gov/media/video/18231>.

For the video, focus on starting on minutes 10 to 15:45. This will help in understanding what is needed for the questions in the OJJDP Performance Measure. Not all questions discussed are in the order of the current OJJDP Performance Measures. Additional NCC guided video will be available before the 1st quarter review.



The screenshot shows the OJJDP website's 'Title II Performance Measures Training' page. The header includes the OJJDP logo and navigation links: About, Contact Us, and Subscribe. A search bar is located in the top right. The main navigation menu includes: About, Funding, News & Events, Library & Multimedia, Research & Statistics, and Programs. Below the navigation, a breadcrumb trail reads 'Home'. The main content area has a dark blue background with the title 'OJJDP Title II Performance Measures Training' in white. Below the title, the date 'August 31, 2021' is displayed. A link to 'Review the YouTube Terms of Service' and the 'Google Privacy Policy' is provided. A video player is embedded, showing a thumbnail with the text 'Understanding Title II Data - How to Collect It, How to Track It, and How to Report It'. To the right of the video player, there is a sidebar with a list of publications: Multi-Level Approach to Preventing Child Exploitation, Second Chance Act (SCA) Youth Offender Reentry Program Performance Measures Training, and Wellness Program Implementation Series (Part 4): Chaplaincy.

OJJDP Title II Performance Measures Training

August 31, 2021

[Review the YouTube Terms of Service](#) and the [Google Privacy Policy](#)

[Watch on YouTube](#) [Accessibility](#) [Engagement Tools](#) [ojjdp.gov](#)

Publications

Multimedia

Resources for the Field

Types of Publications

- Multi-Level Approach to Preventing Child Exploitation
- Second Chance Act (SCA) Youth Offender Reentry Program Performance Measures Training
- Wellness Program Implementation Series (Part 4): Chaplaincy

Quarterly OJJDP Performance Measures Instructions

The Performance Measures quarterly reporting will be documented on an excel spreadsheet, which will be uploaded into AmpliFund/Euna by the Project Point of Contact or Authorized Second Point of Contact, whichever person has access to AmpliFund/Euna.

Each program will be required to answer 28 questions pertaining to the quarter's activities that are funded by the OJJDP Title II Program. The questions should be reviewed to confirm that all required data for the OJJDP Performance Measure is collected. The Project Point of Contact will review the OJJDP Performance Measures to determine which questions apply to their grant and collaborate with staff to complete the responses.

Instructions for the form can be found on the first tab of the OJJDP Performance Measure spreadsheet. These instructions explain how to answer the first set of dropdown questions and provide guidance on how reporting for the performance measure should be counted and documented.

The form and performance measures are set up so that the fields will wrap when text exceeds the column width. Please do not change the formatting on the form. If there is an error or issue with the OJJDP Performance Measure, reach out to the NCC Grant Manager for assistance.

OJJDP Performance Measures:

There are ten categories for reporting performance measures, each with its own tab on the spreadsheet, with at least one question to answer in each tab. Even if that tab/question does not pertain to the funded program you still need to go into the tab and mark "No" to "Do you plan to collect and report data for this measure" and "If not, why not"

Categories to answer:

- Individuals Served
- Demographics
- Service Delivery
- Training and Technical Assistance
- Prevention and Intervention Outcomes
- Program quality
- Protective Factors
- Youth Accountability
- Productive Lives
- Victimization

On the first tab where data is entered (Individuals Served), the top four rows are different from other tabs. Please complete these fields for your agency and funded program.

- **Organization Name:** Name of the program/county/agency from the program type table.
- **Grant ID:** This is the Grant ID generated by NCC for this year Title II.
- **Project Title:** This is the title on the Title II Application.
- **Program Reporting Period:** This will be the current federal fiscal year services, activities, or project implemented.
 - July 1, 20XX to June 30, 20XX

Question and sub-questions: Review each question and sub-questions. Answer the following for each question and sub-questions.

- **Did you plan to collect and report this measure?** In the cell there is a drop-down option.
 - Choose Yes or No to answer from the drop-down menu.
- **If no, why not:** In the cell there is a drop-down option.
 - Choose the appropriate answer from the drop-down menu.
 - Performance Measure is not relevant to the program as designed.
 - Agency does not have the capacity to collect the data necessary to report for this measure
 - Both
- **If yes, how will you collect the necessary data?** In the cell there is a drop-down option.
 - Choose the appropriate answer from the drop-down menu
 - Participant Survey
 - Staff Observations
 - Case Notes
 - Sign-in Sheets
 - Other (Specify in Notes section)

Aggregate data will be entered into the next four columns (I through L). Provide the total number of individuals served in the appropriate quarter as designated by the sub-question. This could be youth, families, individuals, participants, etc.

- When 'No' is selected with a corresponding reason, entering a number is not necessary.

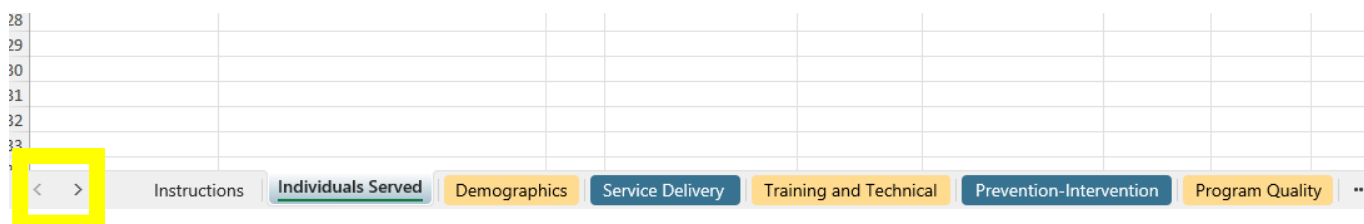
Make sure you enter the data under the correct quarter as indicated in the spreadsheet. You will use the same spreadsheet throughout the fiscal year, updating each quarter with a running total being calculated by the spreadsheet.

The final tab is the signature tab. Each quarter the Project Point of Contact will need to sign and date for the appropriate quarter. Use the arrows on the left of the tabs to navigate the additional tabs. The arrows are highlighted below on the display.

Be aware that the cells can be moved. Do not move the cells. If you accidentally move the cells, use the UNDO at the top of the document to undo the move.



Note that by signing the form, you affirm that the information provided is true, complete, and accurate to the best of the county or agency's knowledge. Providing false, misleading, and fraudulent information may result in penalties, termination of the grant, repayment of funds, and exclusion of future funding.



Nebraska Crime Commission Quarterly Activity Narrative Reporting Form

The NCC Quarterly Activity Narrative Reporting Form is to ensure the budget is being spent accordingly, progress on goals and objectives are being documented, and demonstrate impact of services. Each goal and objective listed in the grant application for the funded program will need to be reported on each quarter. If there was no activity or progress on a specific goal, please note that in the form.

There are spaces for three goals and objectives. If you have more than three in your application, there is a place to add additional goals and objectives.

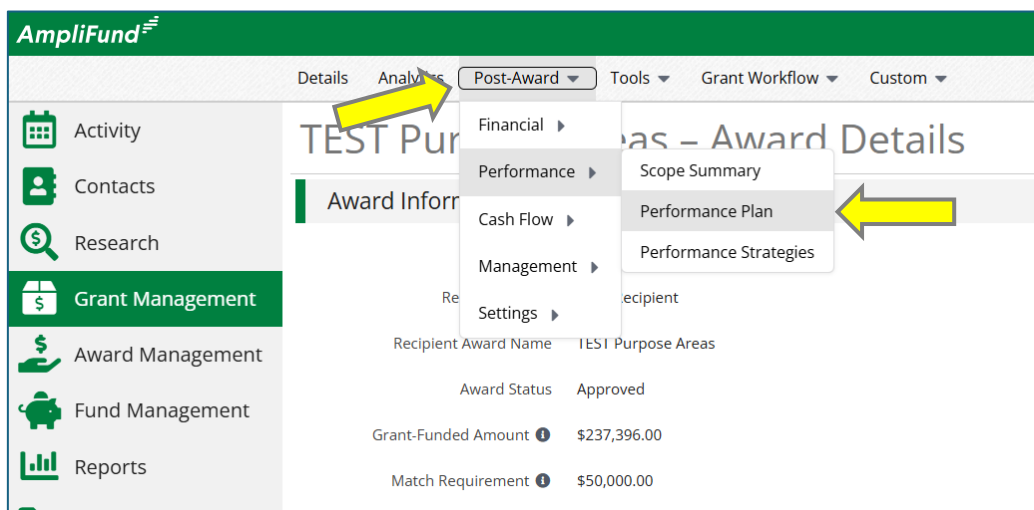
Read each question carefully and follow the instructions to ensure compliance. Detailed instructions for all questions can be found on the last page of the Nebraska Crime Commission Quarterly Activity Narrative Reporting form.

The Project Point of Contact must sign the NCC Quarterly Activity Narrative report which affirms that to the best of their knowledge and belief that the information provided is correct and complete.

Quarterly Reporting Submission in AmpliFund

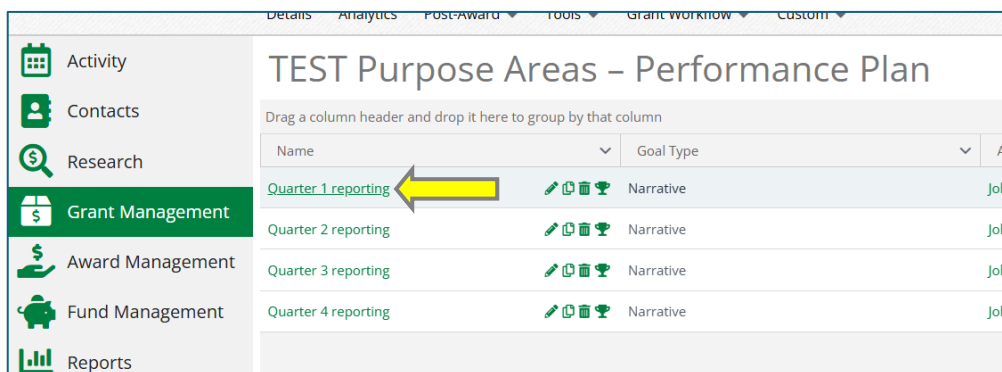
Both the OJJDP Performance Measures spreadsheet and the NCC Quarterly Activity Narrative Reporting Form will be submitted through Amplifund.

Log on to AmpliFund. Click on the "Post-Award" menu at the top of the grant page, then select Performance, then Performance Plan.

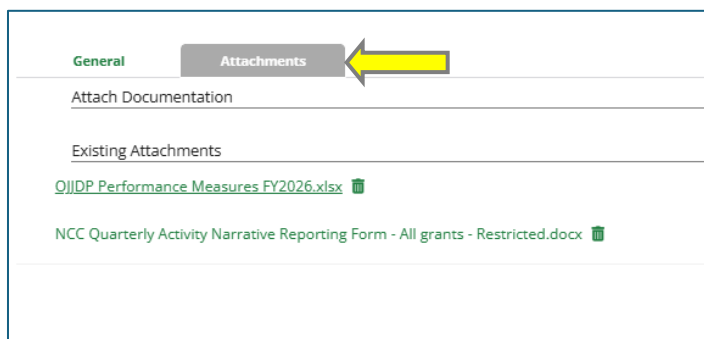


There is a list of the quarterly reporting periods. Click on the current quarterly reporting period to download OJJDP Performance Measure and NCC Quarterly Activity Narrative Reporting Form.

Note that you will only need to download the OJJDP Performance Measures in the 1st quarter as you will be utilizing the same sheet throughout the year.



After clicking on the Quarterly 1 Reporting, a new page will open. Find the “Attachments” tab and download the attachments OJJDP Performance Measure and NCC Quarterly Activity Narrative Reporting Form by clicking on the provided links.



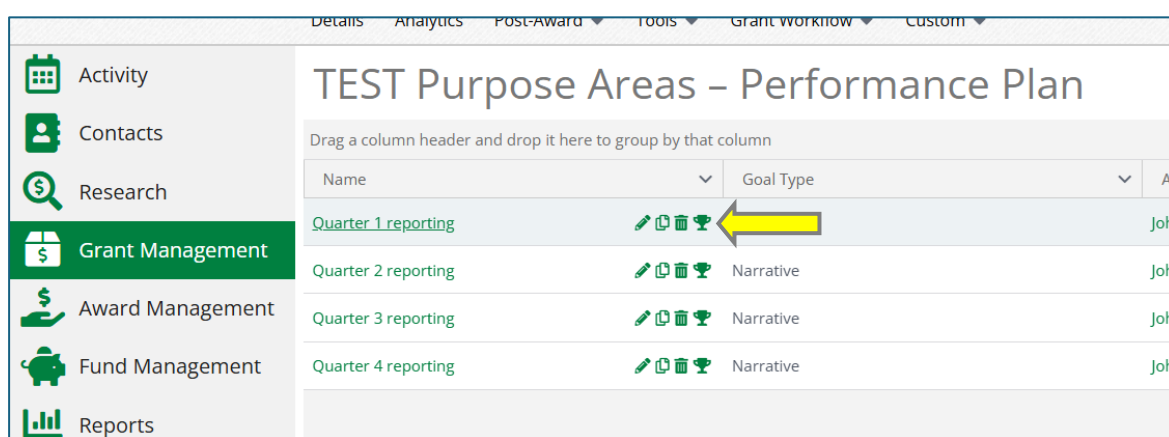
Save the completed forms as [County or Agency] OJJDP Quarterly Report – Q [1,2,3,4] and [County or Agency] NCC Quarterly Report – Q [1,2,3,4]

Example:

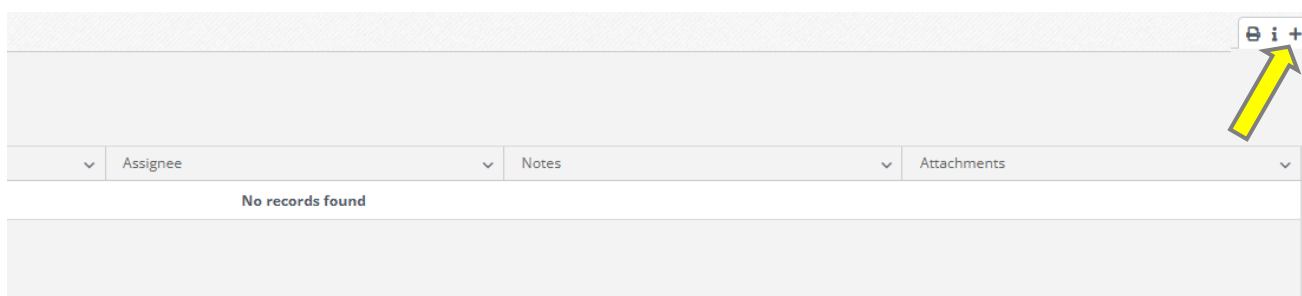
Lancaster County OJJDP Quarterly Report – Q1

Lancaster County NCC Quarterly Report – Q1

Once you have the forms completed, click on the Trophy icon (Achievements) next to the appropriate quarter.



Click on the plus sign (+) on the top right corner to add a new achievement.



A new screen will open where you can upload and submit both files. On that screen, the date should populate for the day the information is being entered. **Double-check** this is the correct date.

Create Achievement

Grant TEST Purpose Areas

Strategy Quarterly Reporting

Goal Type Milestone

Goal Quarter 1 reporting

Description Please download the spreadsheet from Amplifund or the NCC website. Complete one row for each funded program. The sheet must be signed by the project or secondary lead who did certify the individual youth data.

Upload completed sheet into the appropriate quarter.

Assignee John Turner

Achievement Date 10/14/2025

Complete ☐

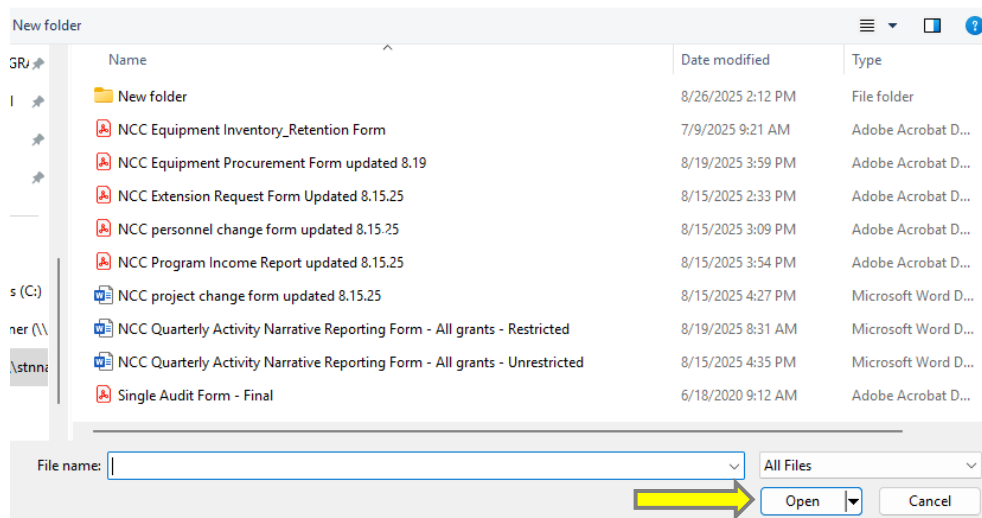
Notes

Upload File(s) Choose file(s)

Create Cancel

Click on “Choose File(s)” and select the documents that you have saved to your computer for that quarter.

Once the files are selected, click “Open” and it will upload the documents.



After **DOUBLE-CHECKING** the date and confirming both documents are attached click the “Complete” box and hit “Create”.

If there were any issues that came up with this process this quarter, email or call the NCC Title II grant manager to help with the issue.

Subawards submissions

If a county or agency has more than one subrecipient, each sub-awarded agency will need their own OJJDP Performance Measures and NCC Quarterly Narrative Activity Reporting Form. It is recommended that the subrecipients complete and submit both forms and to the Primary Point of Contact for submission, however the process for completion that works best for all parties should be utilized. This process and expectations for all parties should be clearly established between the county/agency and subrecipient.

DUE DATES

The quarterly data is due on the 15th of the month FOLLOWING the end of the quarter. Please put reminders on your calendar! If the 15th falls on a weekend or holiday, the data will be due the Friday prior.

To avoid technical problems or certificate issues resulting in late reporting, do NOT wait until the due date to complete quarterly reporting. Consistent late reporting will reflect poorly on the grantee’s grant management abilities, deem the grantee higher risk, and potentially be a factor in future funding decisions.

Quarter	Covers Program Activity During	Due Date
1	July 1 – September 30	October 15
2	October 1 – December 31	January 15
3	January 1 – March 31	April 15
4	April 1 – June 30	July 15

ATTACHMENT A

Title II Formula Grants Program Performance Measures Definitions and Questions for Subgrantee Reporting

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

Adapted from the Office of Juvenile Justice and Delinquency Prevention, State Relations and Assistance Division *Title II Formula Grants Program Performance Measures Definitions and Questions*

OUTPUTS	DEFINITIONS	QUESTIONS
Service Delivery		
2. Percentage of eligible individuals served by an evidence-based program or practice	A program or practice is defined as evidence-based if up to 3 rigorous outcome evaluations (utilizing experimental or quasi-experimental designs) demonstrated its effectiveness by measuring the relationship between the program and its intended outcome(s) and has the ability to replicate and scale when implemented with fidelity. A program is a specific set of activities carried out according to guidelines to achieve a defined purpose. The results apply to the exact set of activities and procedures used for that one program as it was implemented at the time of evaluation. A program profile can answer: Did the ABC Mentoring Program in X-town, USA achieve its goals? A practice is defined as evidence-based when meta-analyses of experimental or quasi-experimental designs assess the average effectiveness of the practice on various outcomes across several studies. The practice must have the highest quality of evidence with a statistically significant average effect size favoring the practice. A practice is a general category of programs, strategies, or procedures that share similar characteristics about the issues they address and how they address them. A single evidence rating is given for each outcome affected by the practice. A practice profile can answer: Does mentoring usually achieve its goal? Evidence-based programs or practices can come from various valid sources (e.g., OJJDP Model Programs Guide, Blueprints for Violence Prevention, Substance Abuse and Mental Health Services Administration's National Registry of Evidence-Based Programs and Practices, Office of Justice Programs CrimeSolutions.gov, and State model program resources).	A. Number of individuals served by an evidence-based program B. Number of individuals served by an evidence-based practice C. Name and source of evidence-based program D. Name and source of evidence-based practice

OUTPUTS	DEFINITIONS	QUESTIONS
3. Percentage of eligible individuals served by a promising program or practice	A promising program is defined as promising if it does not satisfy the strict definition of an evidence-based program, but some evidence demonstrates achievement of intended outcomes. More extensive research is recommended. A program is a specific set of activities carried out according to guidelines to achieve a defined purpose. The results apply to the exact set of activities and procedures used for that one program. A program profile can answer: Did the ABC Mentoring Program in X-town, USA achieve its goals? A promising practice is defined as promising if it does not satisfy the strict definition of an evidence-based practice, but some evidence demonstrates achievement of intended outcomes. The practice must have a moderate quality evidence with statistically significant average effect size favoring the practice. More extensive research is recommended. A practice is defined as a general category of programs, strategies, or procedures that share similar characteristics about the issues they address and how they address them. A practice profile can answer: Does mentoring usually achieve its goals?	A. Number of individuals served by a promising program B. Number of individuals served by a promising practice C. Name and source of promising program Name and source of promising practice
4. Percentage of eligible individuals served by a diversion service	Diversion services are intended to redirect youthful offenders from the juvenile justice system through services and supports as an alternative to formal processing in the juvenile justice system. Diversion from formal processing is dependence on successful completion of service requirements.	D. Number of individuals who received diversion services

OUTPUTS	DEFINITIONS	QUESTIONS
Training and Technical Assistance		
5. Number of training events held	Training refers to in-person or virtual teaching and learning activities, including planning, curriculum development and delivery, aimed to help individuals apply the knowledge, skills, and attitudes needed by a task, job, or organization. Training event(s) are planned activities that are delivered to help individuals apply knowledge, skills, and attitudes needed by a task, job, or organization. Training events include both train-the- trainer and training of individuals. Training request(s) are any formal or informal inquiries for learning activities, curriculum development and delivery, for a group of individuals or organizations.	A. Number of training requests received B. Number of training events held
6. Number of individuals trained (population trained)	Number of individuals who attended a training event. Population trained: The professional population breakdown attending the training. You will type out the profession of the individuals trained.	A. Number of individuals trained B. Population trained
11. Percentage of training participants who reported they applied training knowledge or skills within 3 months of attending a training	Number of individuals who reported they used the knowledge or skills learned at a training event within 3 months of attending the training, as determined by a post-survey.	A. Number of participants that used the skills or knowledge learned at a training within 3 months of attending the training
Prevention/Intervention Outcomes		
13. Percentage of eligible individuals detained	Detention refers to the placement of a youth in a facility under court authority at some point between the time of referral to court intake and case disposition. Detention prior to case disposition is known as pre- dispositional detention. Detention after sentencing is post-dispositional detention. Post- dispositional detention includes awaiting placement or short-term sentencing to detention. Count individuals who received either type of detention.	A. Number of individuals eligible for detention B. Number of individuals detained of those eligible

OUTCOMES	DEFINITIONS	QUESTIONS
14. Percentage of eligible individuals adjudicated for a delinquency offense	Adjudication is a judicial determination (judgment) that a juvenile is responsible for the delinquency offense charged in a petition or other charging document. Delinquency offense is an act committed by a juvenile that would be criminal if committed by an adult. The juvenile court has jurisdiction over delinquent acts. Delinquent acts are defined in statute.	A. Number of individuals served B. Number of individuals adjudicated for a first time delinquency offense C. Number of individuals adjudicated for a subsequent delinquency offense
15. Percentage of eligible individuals adjudicated for a status offense	Adjudication is a judicial determination (judgment) that a juvenile is responsible for a status offense charged in a petition or other charging document. A status offense is an act or conduct that would not, under the law of the jurisdiction in which the offense was committed, be a crime if committed by an adult. Status offenses may include truancy, curfew violations, incorrigibility, running away, and underage possession and/or consumption of alcohol or tobacco based on the individual's age and state and local statute.	A. Number of individuals served B. Number of individuals adjudicated for a first time status offense C. Number of individuals adjudicated for a subsequent status offense
16. Percentage of eligible individuals who violated a court order/condition	Court conditions or orders are documented behavior and service participation expectations ordered by the justice system that an individual must complete to end the system's jurisdiction over an individual. Court conditions or orders include pre-dispositional orders pending trial, post-dispositional orders (i.e., probation), and/or diversion program conditions.	A. Number of individuals assigned a court order/condition B. Number of individuals who violated a court order/condition

OUTCOMES	DEFINITIONS	QUESTIONS
Program Quality		
17. Percentage of eligible individuals who completed their intended service requirements	Service requirements are the actions, behavior changes, and/or outcomes an individual is expected to achieve as defined by the program model and an individual's risk level. For example, a diversion program may last 1 month, and a family therapeutic program may last 9 months. Count Individuals who exited a service on any day between the first and last days of the activity period. Exit early means an individual exited the service before the intended time.	A. Number of eligible individuals who exited the service B. Number of individuals who exited the service on time and who completed the service's requirements C. Number of individuals who exited the service early and who completed the service's requirements D. Number of individuals who exited the service after the intended time and who completed the service's requirements E. Number of individuals who exited the service on time and who did not complete the service's requirements F. Number of individuals who exited the service early and who did not complete the service's requirements G. Number of individuals who exited the service after the intended time and who did not complete the service's requirements
18. Percentage of eligible individuals who completed the required court conditions	Court conditions are documented behavior and service participation expectations ordered by the justice system and/or a judge that an individual must complete to end the system's jurisdiction over the individual's life. Completion means an individual successfully met the requirements as defined by the court.	A. Number of individuals assigned conditions by the court B. Number of individuals who completed their assigned court conditions

OUTCOMES	DEFINITIONS	QUESTIONS
Youth Accountability		
19. Percentage of eligible individuals who completed their required community service hours	Community service is a sentencing option mandated by the courts, as part of the court's conditions or orders, that requires an individual to complete a specified number of hours of service or labor for a community-based or public organization.	A. Number of individuals court-mandated to complete community service hours B. Number of individuals who completed their court-mandated community service hours
Protective Factors		
20. Percentage of eligible individuals who exhibited improved self-esteem	Self-esteem is perceiving oneself as worthy of esteem or respect. Examples of self-esteem and positive identity include having a sense of purpose, a positive view of personal future, and perception of personal power (an individual feels they have control over things that happen to them). The simplest evaluation design is pre- and post-test, defined as a before and after assessment to measure whether the expected changes took place in the participants in a program.	A. Number of individuals who received services to improve self-esteem B. Number of eligible individuals who exhibited an improvement in self-esteem
21. Percentage of eligible individuals with improved parent/caregiver relationships	An improved parent/caregiver relationship is defined as increased positive interactions between a child and their parent/caregiver. Examples include improved positive communication, a strengthened bond, frequent shared activities, trust, and increased emotional and practical support provided by a parent/caregiver to a child. A parent may be a child's biological parent, adoptive parent, foster parent, stepparent through marriage, or a temporary adult caregiver. A legal guardian is appointed by a judge to take care of a minor child. Additional family members include siblings and extended family members such as grandparents, aunts/uncles, and cousins, or individuals identified by the youth as family.	A. Number of individuals who received services to improve parent/caregiver relationships B. Number of eligible individuals who exhibited improved parent/caregiver relationships

OUTCOMES	DEFINITIONS	QUESTIONS
22. Percentage of eligible individuals who participated in positive leisure/recreational activities	Leisure/recreational activities are structured or unstructured activities that an individual chooses to refresh their mind and bodies. Examples of unstructured activities include walking, meditating, reading, swimming, playing games, and dancing. Examples of structured activities include art lessons, music practice, sports activities, clubs, and involvement in youth programs, or afterschool programs.	A. Number of individuals who received services to promote participation in positive leisure/recreational activities B. Number of eligible individuals who participated in positive leisure/recreational activities
23. Percentage of eligible individuals who exhibited improved social competencies	Social competence is the ability to achieve personal goals in social interactions while simultaneously maintaining positive relationships with others over time and across situations. Examples of social competencies include planning, decision making, empathy, sensitivity, cultural competence, and peaceful conflict resolution. The simplest evaluation design is pre- and post-test, defined as a before and after assessment to measure whether the expected changes took place in the participants in a program.	A. Number of individuals who received services to improve social competencies B. Number of eligible individuals who exhibited social competencies
24. Percentage of eligible individuals who actively engaged with school	Active engagement with school is multifaceted and includes a student who demonstrated behavioral engagement (i.e., class preparation, good attendance, participation in school activities); emotional engagement (i.e., liked school, interested in school); and cognitive engagement (i.e., self-regulated, exerted extra effort to do well, set academic goals). Engagement also includes student connectedness (feeling a sense of belonging) and bonding (strong relationships with teachers and other students).	A. Number of individuals who received services to improve school engagement B. Number of eligible individuals who exhibited active engagement with school
25. Percentage of eligible individuals who exhibited improved mental health	A mental health disorder is defined as any clinically significant behavioral or psychological syndrome characterized by the presence of distressing symptoms, impairment of functioning, or significantly increased risk of suffering death, pain, disability, or loss of freedom. The definition does not include deviant behavior, disturbances that are essentially conflicts between the individual and society or expected and culturally sanctioned responses to events.	A. Number of individuals who received services to improve mental health B. Number of eligible individuals who exhibited improved mental health

OUTCOMES	DEFINITIONS	QUESTIONS
26. Percentage of eligible individuals who abstained from or reduced substance misuse	Substance misuse is defined as the risky use of substances without addiction, including heavy or excessive use of alcohol, underage drinking, any use of illicit substances, and use of prescription medications without medical justification. Use of illegal substances includes, but is not limited to, illegal drugs (e.g., heroin), prescription and nonprescription drugs, and alcohol, depending on the legal age to use a substance in local, state, or federal statute. Abstinence is defined as not misusing substances.	A. Number of individuals who received services for substance misuse B. Number of individuals who abstained from illegal substance use C. Number of individuals who abstained from legal substance use D. Number of individuals who reduced illegal substance misuse E. Number of individuals who reduced legal substance misuse
Productive Lives		
27. Percentage of eligible individuals who completed high school	Number of individuals who received a diploma from a traditional high school, an alternative high school, or a General Education Development.	A. Number of eligible individuals who received a high school diploma or a General Education Development
28. Percentage of eligible individuals employed (full or part time)	Number of individuals who worked full time (40 hours or more per week) or part time (20 hours or less per week). Employment includes paid employment, a paid or unpaid internship, or participation in an apprenticeship program.	A. Number of eligible individuals employed (full or part time)
Victimization		
29. Number of individuals experienced victimization	Victimization is defined as an individual impacted by either a violent or non-violent event directly or as a witness. A subsequent victimization includes an individual who experienced a new unrelated victimization or a new victimization similar in nature or circumstances to their first victimization.	A. Number of individuals who experienced a first-time victimization B. Number of individuals who experienced a subsequent victimization