



Title II Formula Grants Program Performance Measures Definitions and Questions

OUTPUTS	DEFINITIONS	QUESTIONS
Individuals Served		
1. Number of individuals served (by population) (OJJDP Overall)	<p>To be “served” means a program, organization, or system admitted an individual and actively provided them services funded by OJJDP.</p> <p>Report individuals as served if an individual received services during the previous activity period and continued to receive services in the current activity period (carried over) or who began receiving services during the current activity period (new admission). To prevent duplications, count individuals once and only when they started receiving services, regardless of the number of times the individual may be served.</p> <p>A parent may be a child’s biological parent, adoptive parent, foster parent, stepparent through marriage, or a temporary adult caregiver. A legal guardian is appointed by a judge to take care of a minor child.</p> <p>Additional family members include siblings and extended family members such as grandparents, aunts/uncles, and cousins, or individuals identified by the youth as family.</p>	<ul style="list-style-type: none"> 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

OUTPUTS	DEFINITIONS	QUESTIONS
Service Delivery		
<p>2. Percentage of eligible individuals served by an evidence-based program or practice</p> <p>(OJJDP Overall)</p>	<p>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.</p> <p>A program is a specific set of activities carried out according to guidelines to achieve a defined purpose. The results apply to the exact set of activities and procedures used for that one program as it was implemented at the time of evaluation. A program profile can answer: Did the ABC Mentoring Program in X-town, USA achieve its goals?</p> <p>A practice is defined as evidence-based when meta-analyses of experimental or quasi-experimental designs assess the average effectiveness of the practice on various outcomes across several studies. The practice must have the highest quality of evidence with a statistically significant average effect size favoring the practice.</p> <p>A practice is a general category of programs, strategies, or procedures that share similar characteristics about the issues they address and how they address them. A single evidence rating is given for each outcome affected by the practice. A practice profile can answer: Does mentoring usually achieve its goal?</p> <p>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).</p>	<p>A. Number of individuals served by an evidence-based program</p> <p>B. Number of individuals served by an evidence-based practice</p> <p>C. Name and source of evidence-based program</p> <p>D. Name and source of evidence-based practice</p>

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<p>3. Percentage of eligible individuals served by a promising program or practice (OJJDP Overall)</p>	<p>A promising program is defined as promising if it does not satisfy the strict definition of an evidence-based program, but some evidence demonstrates achievement of intended outcomes. More extensive research is recommended.</p> <p>A program is a specific set of activities carried out according to guidelines to achieve a defined purpose. The results apply to the exact set of activities and procedures used for that one program. A program profile can answer: Did the ABC Mentoring Program in X-town, USA achieve its goals?</p> <p>A 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.</p> <p>A practice is defined as a general category of programs, strategies, or procedures that share similar characteristics about the issues they address and how they address them. A practice profile can answer: Does mentoring usually achieve its goals?</p>	<p>A. Number of individuals served by a promising program</p> <p>B. Number of individuals served by a promising practice</p> <p>C. Name and source of promising program</p> <p>D. Name and source of promising practice</p>
<p>4. Percentage of eligible individuals served by a diversion service (Multi-Program)</p>	<p>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.</p>	<p>A. Number of individuals who received diversion services</p>

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Training and Technical Assistance		
5. Number of training events held (OJJDP Overall)	<p>Training refers to in-person or virtual teaching and learning activities, including planning, curriculum development and delivery, aimed to help individuals apply the knowledge, skills, and attitudes needed by a task, job, or organization.</p> <p>Training event(s) are planned activities that are delivered to help individuals apply knowledge, skills, and attitudes needed by a task, job, or organization. Training events include both train-the-trainer and training of individuals.</p> <p>Training request(s) are any formal or informal inquiries for learning activities, curriculum development and delivery, for a group of individuals or organizations.</p>	A. Number of training requests received B. Number of training events held
6. Number of individuals trained (population trained) (OJJDP Overall)	Number of individuals who attended a training event.	A. Number of individuals trained B. Population trained
7. Percentage of technical assistance requests delivered (OJJDP Overall)	Technical assistance refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to address a problem, for the purpose of informing policy, procedure, or practice.	A. Number of technical assistance requests accepted B. Number of technical assistance requests delivered by type
Program Output		
8. Funds allocated per Title II program area (Program Specific)	<p>After-care Reentry Community-based programs that prepare targeted youth to successfully return to their homes and communities after confinement in a training school, youth correctional facility, or other secure institution. These programs focus on preparing youth for release and providing a continuum of follow-up postplacement services to promote successful reintegration into the community.</p>	A. Please select the program area(s) where you allocated funds and indicate the amounts allocated: <ol style="list-style-type: none"> 1. Aftercare/Reentry 2. After-School Programs 3. Alternatives to Detention 4. Child Abuse and Neglect Programs 5. Community-Based Programs and Services 6. Delinquency Prevention 7. Gangs

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	<p>After-school Programs Programs that provide at-risk youth and youth in the juvenile justice systems with a range of age-appropriate activities, including tutoring, mentoring, and other educational and enrichment activities.</p> <p>Alternatives to Detention These are community- and home-based alternatives to incarceration and institutionalization including for youth who need temporary placement such as crisis intervention, shelter, and after-care and for youth who need residential placement such as a continuum of foster care or group home alternatives that provide access to a comprehensive array of services.</p> <p>Child Abuse and Neglect Programs that provide treatment to juvenile offenders who are victims of child abuse or neglect and to their families to reduce the likelihood that such youth offenders will commit subsequent violations of law.</p> <p>Community-based Programs and Services These programs and services are those that work pre- and post-confinement with:</p> <ul style="list-style-type: none"> a. Parents and other family members to strengthen families to help keep youth in their homes b. Youth during confinement and their families to ensure safe return of youth home and to strengthen the families c. Parents with limited English-speaking ability <p>Delinquency Prevention Comprehensive juvenile justice and delinquency prevention programs that meet needs of youth through collaboration of the many local systems before which a youth may appear, including schools, courts, law enforcement agencies, child</p>	<ul style="list-style-type: none"> 8. Graduated and Appropriate Sanctions 9. Hate Crimes 10. Job Training 11. Learning and Other Disabilities 12. Mental Health Services 13. Mentoring, Counseling, and Training Programs 14. Positive Youth Development 15. Probation 16. Protecting Juvenile Rights 17. School Programs 18. Substance and Alcohol Abuse 19. Compliance Monitoring 20. Deinstitutionalization of Status Offenders 21. Disproportionate Minority Contact 22. Diversion 23. Gender-Specific Services 24. Indian Tribe Programs 25. Indigent Defense 26. Jail Removal 27. Juvenile Justice System Improvement 28. Planning and Administration 29. Reducing Probation Officer Caseloads 30. Rural Area Juvenile Programs 31. Separation of Juveniles from Adult Inmates 32. State Advisory Group Allocation

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	<p>protection agencies, mental health agencies, welfare services, healthcare agencies, and private nonprofit agencies offering youth services.</p> <p>Gangs Programs, research, or other initiatives primarily to address issues related to youth gang activity. This program area includes prevention and intervention efforts directed at reducing gang-related activities.</p> <p>Graduated and Appropriate Sanctions Programs to encourage courts to develop and implement a continuum of post-adjudication restraints which include expanded use of probation, mediation, restitution, community service, treatment, home detention, intensive supervision, electronic monitoring, translation services and similar programs, and secure community-based treatment facilities linked to other support services such as health, mental health, education (remedial and special), job training, and recreation. Programs to assist in design and use of evidence-based risk assessment instruments to aid in application of appropriate sanctions.</p> <p>Hate Crimes Programs to prevent and reduce hate crimes committed by youth.</p> <p>Job Training Projects to enhance the employability of youth or prepare them for future employment. Such programs may include job readiness training, apprenticeships, and job referrals.</p> <p>Learning and Other Disabilities Programs concerning youth delinquency and disability, including on-the-job training to assist community services, law enforcement, and juvenile justice personnel to recognize and provide for learning and other disabled juveniles.</p>	

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	<p>Mental Health Services Programs providing mental health services for youth in custody in need of such services including, but are not limited to assessment, development of individualized treatment plans, and discharge plans.</p> <p>Mentoring, Counseling, and Training Programs Programs to develop and sustain a one- to-one supportive relationship between a responsible adult age 18 or older (mentor) and an at-risk youth, youth who have offended, or youth with a parent or legal guardian who is or was incarcerated (mentee) that takes place on a regular basis. These programs may support academic tutoring, vocational and technical training, and drug and violence prevention counseling.</p> <p>Positive Youth Development Programs that assist delinquent and at-risk youth in obtaining a sense of safety and structure, belonging and membership, self-worth and social contribution, independence and control over one's life, and closeness in interpersonal relationships.</p> <p>Probation Programs to expand use of probation officers particularly to permit nonviolent youth offenders, including status offenders, to remain with their families as an alternative to incarceration or institutionalization and to ensure youth meet terms of their probation.</p> <p>Protecting Juvenile Rights Projects to develop and implement activities focused on improving services for and protecting the rights of youth affected by the juvenile justice system, including hiring court-appointed defenders, providing training, coordination, and innovative strategies for indigent defense services.</p>	

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	<p>School Programs Education programs or supportive services in traditional public schools and in detention/corrections education settings to encourage youth to remain in school or alternative learning programs, to support transition to work and self-sufficiency, and to enhance coordination between correctional programs and juveniles local education programs for purposes of ensuring the instruction they receive outside school is aligned with that provided in their schools and that any identified learning problems are communicated.</p> <p>Substance and Alcohol Abuse Programs, research, or other initiatives to address the use and abuse of illegal and other prescription and nonprescription drugs and the use and abuse of alcohol. Programs include control, prevention, and treatment.</p> <p>Compliance Monitoring Programs, research, staff support, or other activities performed primarily to enhance or maintain a state's ability to adequately monitor jails, detention facilities, and other facilities to assure compliance with sections 223(a)(11), (12), (13), and (22) of the Juvenile Justice and Delinquency Prevention (JJDP) Act.</p> <p>Deinstitutionalization of Status Offenders Programs, research, or other initiatives to eliminate or prevent the placement of accused or adjudicated status offenders and nonoffenders in secure facilities, pursuant to Section 223(a)(11) of the JJDP Act.</p> <p>Disproportionate Minority Contact Programs, research, or other initiatives primarily to address the disproportionate number of youth members of minority groups who come into contact with the juvenile justice system, pursuant to Section 223(a)(22) of the JJDP Act.</p>	

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	<p>Diversion Programs to divert youth from entering the juvenile justice system, including restorative justice programs such as youth or teen courts, victim-offender mediation, and restorative circles.</p> <p>Gender Specific Services Services to address offenders' gender-specific needs, especially those of female offenders in the juvenile justice system.</p> <p>Indian Tribe Programs Programs to address youth justice and delinquency prevention issues for Indian Tribes and Alaska Natives.</p> <p>Indigent Defense Hiring court-appointed defenders and providing training, coordination, and innovative strategies for indigent defense.</p> <p>Jail Removal Programs, research, or other initiatives to eliminate or prevent the detention or confinement of youth in adult jails and lockups, as defined in Section 223(a)(13) of the JJDP Act.</p> <p>Juvenile Justice System Improvement Programs, research, and other initiatives to examine issues or improve practices, policies, or procedures on a system-wide basis (e.g., examining problems affecting decisions from arrest to disposition and detention to corrections).</p> <p>Planning and Administration Activities related to state plan development, other pre-award activities, and administration of the Formula Grants Program, including evaluation, monitoring, and staffing pursuant to the JJDP Act at 42 U.S.C. § 5632(c) and the OJJDP Formula Grant Regulation at 28 C.F.R. Part 31, Subpart B, § 31.102.</p>	

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	<p>Reducing Probation Officer Caseloads Incentive grants to units of general local government that reduce the caseload of probation officers within such units. Grants may not exceed 5 percent of award, excluding State Advisory Groups' allocation.</p> <p>Rural Area Juvenile Programs Prevention, intervention, and treatment services in an area located outside a metropolitan statistical area as designated by the U.S. Bureau of the Census.</p> <p>Separation of Juveniles from Adult Inmates Programs that ensure that youth will not be detained or confined in any institutions where they may come into contact with adult inmates, pursuant to Section 223(a)(12) of the JJDP Act.</p> <p>State Advisory Group SAG Allocation Activities related to carrying out the state advisory group's responsibilities under Section 223(a)(3) of the JJDP Act.</p>	
<p>9. Percentage of subaward funding decisions made to fulfill statewide 3-year plan (Program Specific)</p>	<p>Subawards (subgrants) is funding given to a subrecipient to carry out part of the funded award or program.</p> <p>A statewide 3-year plan is crafted by the State Advisory Group to outline the state's activities, over a 3-year period, to prevent juvenile delinquency and improve the juvenile justice system.</p> <p>Identify how many subawards fulfilled the goals and activities outlined in the 3-year plan.</p>	<p>A. Number of subawards B. Number of subawards fulfilled a goal of the state 3-year plan</p>
<p>10. Percentage of subawards that met the goals stated in their application (Program Specific)</p>	<p>Subawards (subgrants) is funding given to a subrecipient to carry out part of the funded award or program.</p> <p>Identify how many subawards met the goals stated in their applications at the end of their award cycle.</p>	<p>A. Number of subawards that ended during the reporting period B. Number of subawards that met the goals stated in their application</p>

OUTCOMES	DEFINITIONS	QUESTIONS
Training and Technical Assistance		
11. Percentage of training participants who reported they applied training knowledge or skills within 3 months of attending a training (OJJDP Overall)	Number of individuals who reported they used the knowledge or skills learned at a training event within 3 months of attending the training, as determined by a post-survey.	A. Number of participants that used the skills or knowledge learned at a training within 3 months of attending the training
12. Percentage of organizations who employed a new evidence-based or promising service, policy, or practice recommended by a technical assistance provider (OJJDP Overall)	Number of organizations who reported employing a new evidence based or promising service, policy, or practice as a result of receiving technical assistance.	A. Number of organizations received technical assistance B. Number of organizations that employed a new evidence-based or promising service, policy, or practice after receiving technical assistance C. Number of organizations that employed a new service, policy, or practice after receiving technical assistance
Prevention/Intervention Outcomes		
13. Percentage of eligible individuals detained (OJJDP Overall)	Detention refers to the placement of a youth in a facility under court authority at some point between the time of referral to court intake and case disposition. Detention prior to case disposition is known as pre-dispositional detention. Detention after sentencing is post-dispositional detention. Post-dispositional detention includes awaiting placement or short-term sentencing to detention. Count individuals who received either type of detention.	A. Number of individuals eligible for detention B. Number of individuals detained of those eligible

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

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

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Youth Accountability		
19. Percentage of eligible individuals who completed their required community service hours (Multi-Program)	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 (OJJDP Overall)	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 (OJJDP Overall)	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

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22. Percentage of eligible individuals who participated in positive leisure/recreational activities (OJJDP Overall)	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 (OJJDP Overall)	Social competence is the ability to achieve personal goals in social interactions while simultaneously maintaining positive relationships with others over time and across situations. Examples of social competencies include planning, decisionmaking, empathy, sensitivity, cultural competence, and peaceful conflict resolution. The simplest evaluation design is pre- and post-test, defined as a before and after assessment to measure whether the expected changes took place in the participants in a program.	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 (OJJDP Overall)	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 (OJJDP Overall)	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 (OJJDP Overall)	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 (OJJDP Overall)	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) (OJJDP Overall)	Number of individuals who worked full time (40 hours or more per week) or part time (20 hours or less per week). Employment includes paid employment, a paid or unpaid internship, or participation in an apprenticeship program.	A. Number of eligible individuals employed (full or part time)
Victimization		
29. Number of individuals experienced victimization (OJJDP Overall)	Victimization is defined as an individual impacted by either a violent or non-violent event directly or as a witness. A subsequent victimization includes an individual who experienced a new unrelated victimization or a new victimization similar in nature or circumstances to their first victimization.	A. Number of individuals who experienced a first time victimization B. Number of individuals who experienced a subsequent victimization