



## Community Based Violence Prevention (CBVP)/Gang and Youth Violence Prevention Program Performance Measures Definitions and Questions

OUTPUTS	DEFINITIONS	QUESTIONS
<b>Individuals Served</b>		
<p>1. Number of individuals served (by population)</p> <p><b>(OJJDP Overall)</b></p>	<p>To be “served” means a program, organization, or system admitted an individual and actively provided them services funded by OJJDP.</p> <p>Report individuals as served if an individual received services during the previous activity period and continued to receive services in the current activity period (carried over) or who began receiving services during the current activity period (new admission). To prevent duplications, count individuals once and only when they started receiving services, regardless of the number of times the individual may be served.</p> <p>A parent may be a child’s biological parent, adoptive parent, foster parent, stepparent through marriage, or a temporary adult caregiver. A legal guardian is appointed by a judge to take care of a minor child.</p> <p>Additional family members include siblings and extended family members such as grandparents, aunts/uncles, and cousins or individuals identified by the youth as family.</p>	<p>A. Number of children (ages 0-10) served who were carried over</p> <p>B. Number of children (ages 0-10) served who were new admissions</p> <p>C. Number of youth (ages 11-17) served who were carried over</p> <p>D. Number of youth (ages 11-17) served who were new admissions</p> <p>E. Number of young adults (ages 18-24) served who were carried over</p> <p>F. Number of young adults (ages 18-24) served who were new admissions</p> <p>G. Number of parents/legal guardians served who were carried over</p> <p>H. Number of parents/legal guardians served who were new admissions</p> <p>I. Number of additional family members served who were carried over</p> <p>J. Number of additional family members served who were new admissions</p>
<b>Service Delivery</b>		
<p>2. Percentage of eligible individuals served by an evidence-based program or practice</p> <p><b>(OJJDP Overall)</b></p>	<p>A program or practice is defined as evidence-based if up to three rigorous outcome evaluations (utilizing experimental or quasi-experimental designs) demonstrated its effectiveness by measuring the relationship between</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>

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	<p>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 goals?</p> <p>Evidence-based programs 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>C. Name and source of evidence-based program</p> <p>D. Name and source of evidence-based practice</p>
<p>3. Percentage of eligible individuals served by a promising program or practice</p> <p><b>(OJJDP Overall)</b></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. 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>

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	<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 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 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>D. Name and source of promising practice</p>
<p>4. Percentage of eligible individuals served by a prevention service</p> <p><b>(Multi-Program)</b></p>	<p>Efforts that support youth who are "at-risk" of becoming involved in delinquent behavior and help prevent a juvenile from entering the juvenile justice system as a delinquent. Prevention may include community-based programs, after-school programs, or programming that increases an individual's protective factors and decreases their risk factors.</p>	<p>A. Number of individuals served who received prevention services</p>
<p>5. Percentage of eligible individuals served by an intervention service</p> <p><b>(Multi-Program)</b></p>	<p>Programs or services that are intended to disrupt a juvenile's delinquency process, reduce risk factors for delinquency and other negative behaviors, and/or build skills and prevent a youth from penetrating further into the juvenile justice or child welfare systems. Intervention may include diversion, arbitration, meditation programs, community service work, treatment, residential placement, or community-based programming.</p>	<p>A. Number of individuals served who received intervention services</p>

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6. Percentage of eligible individuals served by a trauma-informed service  <b>(Multi-Program)</b>	Trauma informed is understanding the impact that exposure to violence and trauma have on an individual’s physical, psychological, and psychosocial development; recognizing when an individual has been exposed to violence and trauma and is in need of help to recover from the adverse impacts of trauma; and responding in ways that resist retraumatization.	A. Number of individuals served who received trauma-informed services
7. Percentage of eligible individuals served by a suppression service  <b>(Program Specific)</b>	Suppression is formal and informal social control procedures, including close supervision and monitoring of gang-involved youth, by agencies of the juvenile/criminal justice system and community-based agencies, schools, and grassroots groups.	A. Number of individuals who received suppression services
<b>Training and Technical Assistance</b>		
8. Number of training events held  <b>(OJJDP Overall)</b>	<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
9. Number of individuals trained (population trained)  <b>(OJJDP Overall)</b>	Number of individuals who attended a training event.	A. Number of individuals trained B. Population trained
10. Percentage of technical assistance requests delivered  <b>(OJJDP Overall)</b>	Technical assistance refers to development, dissemination, and delivery of specialized knowledge or expertise to an organization or group of individuals to	A. Number of technical assistance requests accepted

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	address a problem, for the purpose of informing policy, procedure, or practice.	B. Number of technical assistance requests delivered by type
<b>Family Engagement</b>		
11. Percentage of improved functioning in eligible families  <b>(Multi-Program)</b>	Family functioning refers to interactions with family members that involve physical, emotional, and psychological activities.	A. Number of eligible individuals who received services to improve their family's functioning  B. Number of eligible individuals who exhibited improved family functioning

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<b>Prevention/Intervention</b>		
12. Percentage of eligible individuals detained  <b>(OJJDP Overall)</b>	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
13. Percentage of eligible individuals adjudicated for a delinquency offense  <b>(OJJDP Overall)</b>	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 adjudicated for a first-time delinquency offense  B. Number of individuals adjudicated for a subsequent delinquency offense
14. Percentage of eligible individuals adjudicated for a status offense  <b>(OJJDP Overall)</b>	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	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

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	<p>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>15. Percentage of eligible individuals who violated a court order/condition  <b>(OJJDP Overall)</b></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>
<p>16. Number of individuals incarcerated in an adult prison or jail  <b>(Multi-Program)</b></p>	<p>Jail is a locked facility for adults who are awaiting trial and serving a sentence of 1 year or less. Prison is a locked facility for individuals who have been convicted of a criminal offense and serving a sentence of 1 year or longer.</p>	<p>A. Number of individuals incarcerated in an adult prison or jail</p>
<b>Program Outcomes</b>		
<p>17. Percent change in gang membership  <b>(Program Specific)</b></p>	<p>A gang is a group of three or more individuals who engage in criminal activity and identify themselves with a common name or sign.  Count an individual as a gang member in accordance with definitions from state or local statutes.</p>	<p>A. Number of individuals identified as a gang member at the beginning of the award cycle B. Number of individuals identified as a gang member during the activity period</p>
<p>18. Percent change in association of individuals with gang members  <b>(Program Specific)</b></p>	<p>An individual who is associated with gang members is someone who begins to form friendships, mental connections, or bonds with gang members. In this situation, the individual is not yet considered a formal member of a gang.</p>	<p>A. Number of individuals identified as associates of gang members at the beginning of the award cycle B. Number of individuals identified as associates of gang members</p>
<p>19. Percentage of eligible individuals adjudicated for a gang-related violent offense  <b>(Program Specific)</b></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>A. Number of eligible individuals adjudicated for a first-time gang-related violent offense B. Number of eligible individuals adjudicated for a subsequent gang-related violent offense</p>

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	<p>A gang-related violent offense refers to criminal and non-political acts of violence committed by a group of people who regularly engage in criminal activity against innocent people. It may also refer to the physical hostile interactions between two or more gangs.</p>	
<p>20. Percent change in community-based violence incidents  <b>(Program Specific)</b></p>	<p>A community-based violent incident is a crime that includes an element of the use or attempted use of physical force against another person in the community.</p>	<p>A. Number of community-based violence incidents at the beginning of the award cycle B. Number of community-based violence incidents during the activity period</p>
<p>21. Percent change in school-based violence incidents  <b>(Program Specific)</b></p>	<p>Violent victimization involves the threat or actual use of violence and includes rape, sexual assault, robbery, aggravated assault, simple assault, adult physical/sexual assault, adults sexually abused as children, child sexual assault, domestic violence, mass violence, robbery, survivors of homicide victims, and terrorism.</p> <p>At school includes on the property of a functioning public or private elementary or secondary school, on the way to or from regular sessions at school, and while attending or traveling to or from a school-sponsored event. Count includes students, school staff, and school volunteers.</p>	<p>A. Number of eligible individuals at school B. Number of eligible individuals who experienced a violent victimization at school</p>
<p><b>Program Quality</b></p>		
<p>22. Percentage of eligible individuals who completed their intended service requirements  <b>(OJJDP Overall)</b></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 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</p>

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		<p>completed the service's requirements</p> <p>E. Number of individuals who exited the service on time and who did not complete the service 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>23. Percentage of eligible individuals who completed their required court conditions</p> <p><b>(OJJDP Overall)</b></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>
<b>Victimization Outcomes</b>		
<p>24. Number of individuals who experienced a victimization</p> <p><b>(OJJDP Overall)</b></p>	<p>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.</p>	<p>A. Number of individuals who experienced a first-time victimization</p> <p>B. Number of individuals who experienced a subsequent victimization</p>
<b>Training and Technical Assistance</b>		
<p>25. Percentage of training participants who reported they applied training knowledge or skills within 3 months of attending a training</p> <p><b>(OJJDP Overall)</b></p>	<p>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.</p>	<p>A. Number of participants that used the skills or knowledge learned at a training within 3 months of attending the training</p>
<p>26. Percentage of organizations who employed a new evidence-based or</p>	<p>Number of organizations who reported employing a new evidence-based, or</p>	<p>A. Number of organizations that received technical assistance</p>

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<p>promising service, policy, or practice recommended by a technical assistance provider</p> <p><b>(OJJDP Overall)</b></p>	<p>promising service, policy, or practice, as a result of receiving technical assistance.</p>	<p>B. Number of organizations that employed a new evidence-based or promising service, policy, or practice after receiving technical assistance</p> <p>C. Number of organizations that employed a new service, policy, or practice after receiving technical assistance</p>
<p><b>Protective Factors</b></p>		
<p>27. Percentage of eligible individuals who exhibited improved self-esteem</p> <p><b>(OJJDP Overall)</b></p>	<p>Self-esteem is perceiving oneself as worthy of esteem or respect. Examples of self-esteem and positive identity include having a sense of purpose, a positive view of personal future, and perception of personal power (an individual feels they have control over things that happen to them). The simplest evaluation design is pre- and post-test, defined as a before and after assessment to measure whether the expected changes took place in the participants in a program.</p>	<p>A. Number of individuals who received services to improve self-esteem</p> <p>B. Number of eligible individuals who exhibited an improvement in self-esteem</p>
<p>28. Percentage of eligible individuals with improved parent/caregiver relationships</p> <p><b>(OJJDP Overall)</b></p>	<p>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.</p> <p>A parent may be a child’s biological parent, adoptive parent, foster parent, stepparent through marriage, or a temporary adult caregiver. A legal guardian is appointed by a judge to take care of a minor child.</p> <p>Additional family members include siblings and extended family members such as grandparents, aunts/uncles, and cousins or individuals identified by the youth as family.</p>	<p>A. Number of individuals who received services to improve parent/caregiver relationships</p> <p>B. Number of eligible individuals who exhibited improved parent/caregiver relationships</p>
<p>29. Percentage of eligible individuals who participated</p>	<p>Leisure/recreational activities are structured or unstructured activities that</p>	<p>A. Number of individuals who received services to promote</p>

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<p>in positive leisure/recreational activities</p> <p><b>(OJJDP Overall)</b></p>	<p>an individual chooses to refresh their mind and bodies. Examples of unstructured activities include walking, meditating, reading, swimming, playing games, and dancing. Examples of structured activities include art lessons, music practice, sports activities, clubs, and involvement in youth programs or after-school programs.</p>	<p>participation in positive leisure/recreational activities</p> <p>B. Number of eligible individuals who participated in positive leisure/recreational activities</p>
<p>30. Percentage of eligible individuals who exhibited improved social competencies</p> <p><b>(OJJDP Overall)</b></p>	<p>Social competence is the ability to achieve personal goals in social interactions while simultaneously maintaining positive relationships with others over time and across situations. Examples of social competencies include planning, 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.</p>	<p>A. Number of individuals who received services to improve social competencies</p> <p>B. Number of eligible individuals who exhibited social competencies</p>
<p>31. Percentage of eligible individuals who actively engaged with school</p> <p><b>(OJJDP Overall)</b></p>	<p>Active engagement with school is multifaceted and includes a student who demonstrated behavioral engagement (i.e., class preparation, good attendance, participation in school activities); emotional engagement (i.e., liked school, interested in school); and cognitive engagement (i.e., self-regulated, exerted extra effort to do well, set academic goals). Engagement also includes student connectedness (feeling a sense of belonging) and bonding (strong relationships with teachers and other students).</p>	<p>A. Number of individuals who received services to improve school engagement</p> <p>B. Number of eligible individuals who exhibited active engagement with school</p>
<p>32. Percentage of eligible individuals who exhibited improved mental health</p> <p><b>(OJJDP Overall)</b></p>	<p>A mental health disorder is defined as any clinically significant behavioral or psychological syndrome characterized by the presence of distressing symptoms, impairment of functioning, or significantly increased risk of suffering death, pain, disability, or loss of freedom. The definition does not include deviant behavior, disturbances that are essentially conflicts between the</p>	<p>A. Number of individuals who received services to improve mental health</p> <p>B. Number of individuals who exhibited improved mental health</p>

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	individual and society or expected and culturally sanctioned responses to events.	
<p>33. Percentage of eligible individuals who abstained from or reduced substance misuse</p> <p><b>(OJJDP Overall)</b></p>	<p>Substance misuse is defined as the risky use of substances without addiction, including heavy or excessive use of alcohol, underage drinking, any use of illicit substances, and use of prescription medications without medical justification. Use of illegal substances includes, but is not limited to, illegal drugs (e.g., heroin), prescription and nonprescription drugs, and alcohol, depending on the legal age to use a substance in local, state, or federal statute. Abstinence is defined as not misusing substances.</p>	<p>A. Number of individuals who received services for substance misuse</p> <p>B. Number of individuals who abstained from illegal substance use</p> <p>C. Number of individuals who abstained from legal substance use</p> <p>D. Number of individuals who reduced illegal substance misuse</p> <p>E. Number of individuals who reduced legal substance misuse</p>
<p>34. Percentage of eligible individuals who reduced gang-related behavior</p> <p><b>(Program Specific)</b></p>	<p>Gang-related behavior can include outward displays or engagement in criminal activity, violence, peer recruitment, and use of certain types of attire, hand signs, graffiti/drawings, etc.</p>	<p>A. Number of individuals who received services to reduce gang-related behavior</p> <p>B. Number of individuals who reduced gang-related behavior</p>
<p>35. Percentage of eligible individuals who are part of a prosocial peer group</p> <p><b>(Program Specific)</b></p>	<p>Prosocial peer groups exhibit positive social behaviors and often take the form of helping, sharing, other acts of kindness, maintenance of social ties, and other relationally inclusive behaviors present in peer relationships.</p>	<p>A. Number of individuals who received services for prosocial peer groups</p> <p>B. Number of eligible individuals with a prosocial peer group</p>
<b>System Improvement</b>		
<p>36. Percentage of the Comprehensive Gang Model strategies employed by a community</p> <p><b>(Program Specific)</b></p>	<p>The OJJDP Comprehensive Gang Model is a set of five core strategies—community mobilization, opportunities provision, social intervention, suppression, and organizational change and development—that offer a comprehensive, collaborative approach designed to prevent and reduce gang violence.</p>	<p>A. Please indicate which strategies of the Comprehensive Gang Model strategies were employed:</p> <ul style="list-style-type: none"> <li>• Community mobilization</li> <li>• Opportunities provision</li> <li>• Social intervention</li> <li>• Suppression</li> <li>• Organizational change and development</li> </ul>
<p>37. Percentage of new policies adhered to evidence-based practices</p> <p><b>(Multi-Program)</b></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</p>	<p>A. Number of new policies employed</p> <p>B. Number of new policies adhered to evidence-based practices</p>

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	<p>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 goals?</p> <p>A policy is a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions.</p> <p>Adhere means to closely follow and uphold.</p>	
<p>38. Percentage of new policies adapted evidence-based practices</p> <p><b>(Multi-Program)</b></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 goals?</p> <p>A policy is a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions.</p> <p>Adapt means to make suitable to requirements or conditions; to adjust or modify.</p>	<p>A. Number of new policies employed</p> <p>B. Number of new policies adapted evidence-based practices</p>

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<p>39. Percentage of new policies adhered to promising practices</p> <p><b>(Multi-Program)</b></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 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 policy is a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions.</p> <p>Adhere means to closely follow and uphold.</p>	<p>A. Number of new policies employed</p> <p>B. Number of new policies adhered to promising practices</p>
<p>40. Percentage of new policies adapted promising practices</p> <p><b>(Multi-Program)</b></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 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 policy is a definite course or method of action selected from among alternatives and in light of given conditions to guide</p>	<p>A. Number of new policies employed</p> <p>B. Number of new policies adapted promising practices</p>

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	<p>and determine present and future decisions.</p> <p>Adapt means to make suitable to requirements or conditions; to adjust or modify.</p>	