



CREATING RESULTS WITH YOUTH AND THEIR FAMILIES



San Mateo County Probation Department:
JUVENILE PROBATION AND CAMPS FUNDING (JPCF) &
JUVENILE JUSTICE CRIME PREVENTION ACT (JJCPA)

Annual Evaluation Report 2012-2013

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YEAR TWO EVALUATION HIGHLIGHTS

In 2011, eleven programs serving San Mateo County youth and their families were awarded three-year grants from the San Mateo County Probation Department’s allocation of Juvenile Probation and Camps Funding (JPCF) and Juvenile Justice Crime Prevention Act (JJCPA). The desired outcomes of the funding include:

- Improved family functioning
- Increased developmental assets
- Greater engagement and connection to school
- Improved educational outcomes
- Reduced substance use
- Decreased gang involvement
- Decreased justice-involvement

Provided in the table below are key evaluation highlights that are discussed in more depth in the following sections of this report.

Figure 1. **Key Evaluation Highlights, FY11-12 & 12-13**

Data Highlights	Evaluation Years	
	2011-2012	2012-2013
Number of clients served	2,436	2,672
Average number of hours of service	22.26	24.12
Average length of time in the program (months)	6.4	6.4
Percentage of participants who:		
<ul style="list-style-type: none"> ■ Improved by at least one asset level on their Total DAP Score <i>(only includes those who scored in the two lowest asset levels at entry)</i> 	NA	41%
<ul style="list-style-type: none"> ■ Continued to abstain from AOD <i>(only includes those who reported no drug/alcohol use at program entry)</i> 	NA	38%
<ul style="list-style-type: none"> ■ Reduced their use of AOD <i>(only includes those who were at or above the clinical cutoff score)</i> 	NA	68%
<ul style="list-style-type: none"> ■ Were arrested for a new law violation 	17%	16%

BACKGROUND

In April 2010, the Juvenile Justice Coordinating Council (JJCC) established a subcommittee which was authorized to oversee the planning and creation of the 2001 Local Action Plan. The subcommittee included representatives who work with at-risk and Probation youth from Probation, Human Services Agency, Behavioral Health and Recovery Services, Health Policy and Planning, a local Police Department, representatives from High Schools, CBOs, and community members familiar with youth development and active in justice work, including membership on the Juvenile Justice and Delinquency Prevention Commission.

Through an extensive data collection process that included five key informant interviews, ten focus groups and an online survey, a core set of desired outcomes and strategies were identified to address needs of youth and their families in San Mateo County. The outcomes included:

- Improved family functioning
- Increased developmental assets
- Greater engagement and connection to school
- Improved educational outcomes
- Reduced substance use
- Decreased gang involvement
- Decreased justice-involvement

The core strategies included:

- Emphasize early intervention
- Address the needs of both youth and their families
- Where possible, use practices that are recognized evidence-based models
- Understand and address system barriers that limit accessibility and lead to increased recidivism
- Address the needs of underserved groups, or groups over-represented in the Juvenile Justice System
- Set clear outcomes for funded programs/strategies and plan for their assessment

JPCF and JJCPA jointly fund a complementary set of interventions along a continuum of from early intervention to more intensive intervention. Programs serving justice-involved youth are typically funded by JJCPA, given that funding's intent to reduce further justice involvement. Early intervention services are funded by JPCF.

In 2011, eleven programs serving San Mateo County youth and their families were awarded three-year grants from the San Mateo County Probation Department's allocation of Juvenile Probation and Camps Funding (JPCF) and Juvenile Justice Crime Prevention Act (JJCPA). These two funding streams have different origins, funding emphasis, and reporting requirements, but both are based on actual receipts from California Vehicle License fees (please see Appendix I for a complete description of JPCF and JJCPA). The JJCC oversees funds from both JPCF and JJCPA, and Applied Survey Research (ASR) was awarded the contract as the evaluator.

Of the eleven grantees awarded three-year grants, five are funded through JJCPA and six through JPCF. This array of programs provided services to youth on a continuum of need, from early intervention to more intensive intervention (see Figure 2 below).

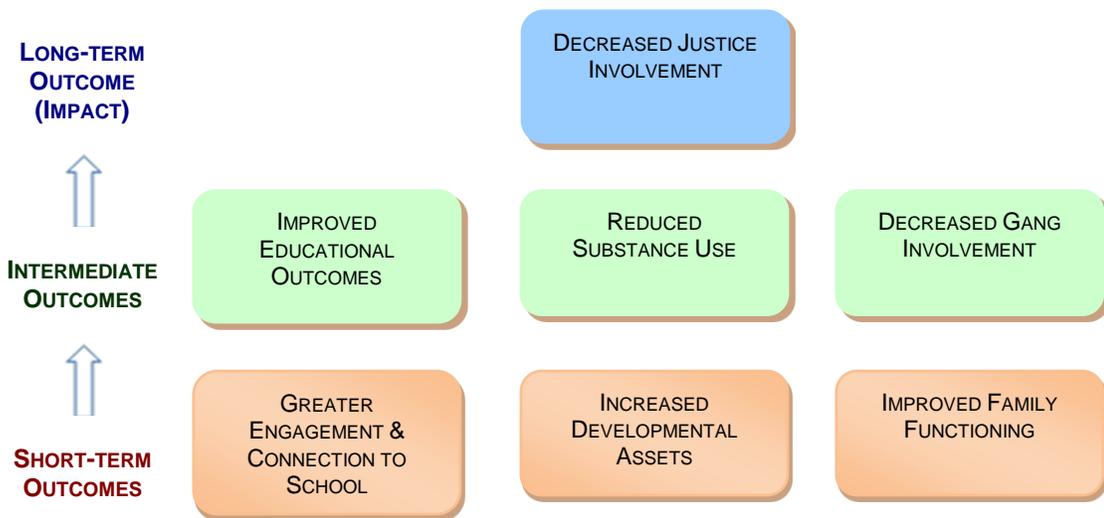
Figure 2. **Program descriptions of JPCF and JJCPA grantees**

JJCPA GRANTEES	Fresh Lifelines for Youth	Provides mentoring and case management for probation youth
	Acknowledge Alliance	Provides counseling for youth attending community & court schools
	StarVista - Insights	Provides substance use treatment for probation youth, and family counseling
	Assessment Center	Provides multidisciplinary team risk/needs assessments to youth who come in contact with the juvenile justice system
	Family Preservation Program	Provides case management and supervision of youth with significant mental health and family issues
JPCF GRANTEES	Boys and Girls Club of the Peninsula	Provides mentoring services and enrichment activities to at-risk youth
	El Centro de Libertad	Provides group and individual counseling and alcohol and drug treatment to middle and high school students. The program also offers a drop in parent series
	Peninsula Conflict Resolution Center	Provides programing around leadership, conflict resolution and communication skills to at risk high school students, and also provides parent training workshops
	Pyramid Alternatives – Strengthen our Youth	Provides group and individual counseling to at-risk middle and high school students, and also provides parenting workshops
	YMCA – School Safety Advocates	Provides counseling and case management to middle school students and their families
	Parent Programs	Provides parenting education to parents of probation involved youth

EVALUATION DESIGN & METHODOLOGY

Through the planning process for the 2011-2015 Local Action Plan, stakeholders identified the most important changes they would like to see for youth and families. These outcomes are documented in the literature as having the potential to put a youth on the path to better success in adulthood.¹ Progress on these outcomes would be evidence of successful investments of Probation funds. These changes include both shorter- and longer-term outcomes which are interrelated and build upon each other, to ultimately impact the desired long-term goal of decreased justice involvement.

Figure 3. **Spectrum of desired outcomes**



The first year of evaluation was formative in nature, consisting of an evaluation kick-off meeting to discuss the overall goals and driving evaluation questions, and meetings with each grantee to review program-specific outcomes and finalize the evaluation plan. ASR also conducted pilot tests with validated tools to measure the above outcomes (see Appendix II for a complete description of each tool).

The second year of evaluation (12-13) consisted of the **rollout of specific evaluation tools** based on grantees' scope of services and goals (see Appendix II). ASR also **finalized the scope of its proposed recidivism study**, with the input of the evaluation subcommittee (consisting of JJCC members and JPCF/JJCPA grantees), **analyzed the data, and presented the preliminary findings to the JJCC**. Lastly, ASR **conducted four focus group discussions**, two with youth, one with parents, and one with service providers.

This year's JPCF/JJCPA evaluation report documents:

¹ US Department of Health and Human Services, 2008. *What Challenges are Boys Facing and What Opportunities Exist to Address Those Challenges?* Fact Sheet: Juvenile Delinquency. <http://aspe.hhs.gov/hsp/08/boys/FactSheets/jd/report.pdf>

- Service- and client-level data: the number of clients served, the number of units of service and basic client demographics
- Client survey data: pre- and post-survey data captured on the Developmental Assets Profile, Adolescent Alcohol and Drug Scale, and post-data captured on the Family Communication Scale
- Data on JJCPA's six mandated outcome
- Recidivism data on court- and non-court ordered probation youth and non-justice involved youth
- Client success stories illustrating the extent to which services impacted youth

EVALUATION FINDINGS

Profile of Clients Served

In 2012-2013, all grantees combined served a total of 2,672 clients. As seen in the figure below, Boys & Girls Club of the Peninsula, Assessment Center, and YMCA’s School Safety Advocates served 59% of the overall population of clients (24%, 19% and 16%, respectively).

Figure 4. **Number and Percentage of Clients Served by Grantee, FY 12-13**

		Number of clients served	Percentage of all program participants
JJCPA GRANTEES	Fresh Lifelines for Youth	30	1%
	Acknowledge Alliance	144	5%
	StarVista- Insights	178	7%
	Assessment Center	504	19%
	Family Preservation Program	136	5%
JPCF GRANTEES	Boys and Girls Club of the Peninsula	647	24%
	El Centro de Libertad	67	3%
	Peninsula Conflict Resolution Center	117	4%
	Pyramid Alternatives – Strengthen our Youth	298	11%
	YMCA – School Safety Advocates	430	16%
	Parent Programs	121	5%

As indicated in the figure below, most youth served by JJCPA and JPCF grantees in 2012-2013 were Latino. Grantees with the largest share of Latino participants (two-thirds or more) include Fresh Lifelines for Youth, Acknowledge Alliance, Boys & Girls Club and Parent Programs. All grantees served mostly male clients, with the exception of Pyramid Alternatives and Parent Programs. The average age of JJCPA participants was 16.4, and the average age of JPCF participants was 14.6.

Figure 5. **Clients’ Demographic Profile, FY 12-13**

		ETHNICITY (%)					GENDER (%) M/F	AGE
		Latino	White	Filipino / P.I.	Asian	African American		
JJCPA GRANTEES	Fresh Lifelines for Youth	77	3	7	0	13	63/37	17.1
	Acknowledge Alliance	71	8	9	0	11	76/24	16.4
	StarVista	62	18	12	3	4	80/20	16.9

	Assessment Center	55	18	10	5	9	72/28	15.8
		ETHNICITY (%)					GENDER (%) M/F	AGE
		Latino	White	Filipino / P.I.	Asian	African American		
	Family Preservation Program	57	24	2	2	13	80/20	16.0
JPCF GRANTEEES	Boys and Girls Club of the Peninsula	72	1	5	0	16	59/41	13.6
	El Centro de Libertad	61	27	4	3	0	81/19	16.1
	Peninsula Conflict Resolution Center	50	<1	31	0	4	52/48	15.9
	Pyramid Alternatives – SOY	52	13	19	7	7	45/55	14.2
	YMCA – School Safety Advocates	47	16	16	3	4	51/49	12.7
	Parent Programs	71	17	8	3	0	36/64	NA

Note: Not reported here are students identified as multi-racial/other. Parent Programs' ethnic composition refers to parent participants and not their children.

Risk Factors

Youth participating in the various programs also exhibit risk factors known to significantly influence youth development and delinquency², as noted during ASR's site visits with program staff. These include, but are not limited to, poor school attendance and school engagement, violence in the home and/or community, challenging family dynamics (involvement of Child Protective Services, lack of parental involvement, financial hardships), mental health issues, and alcohol and drug dependency.

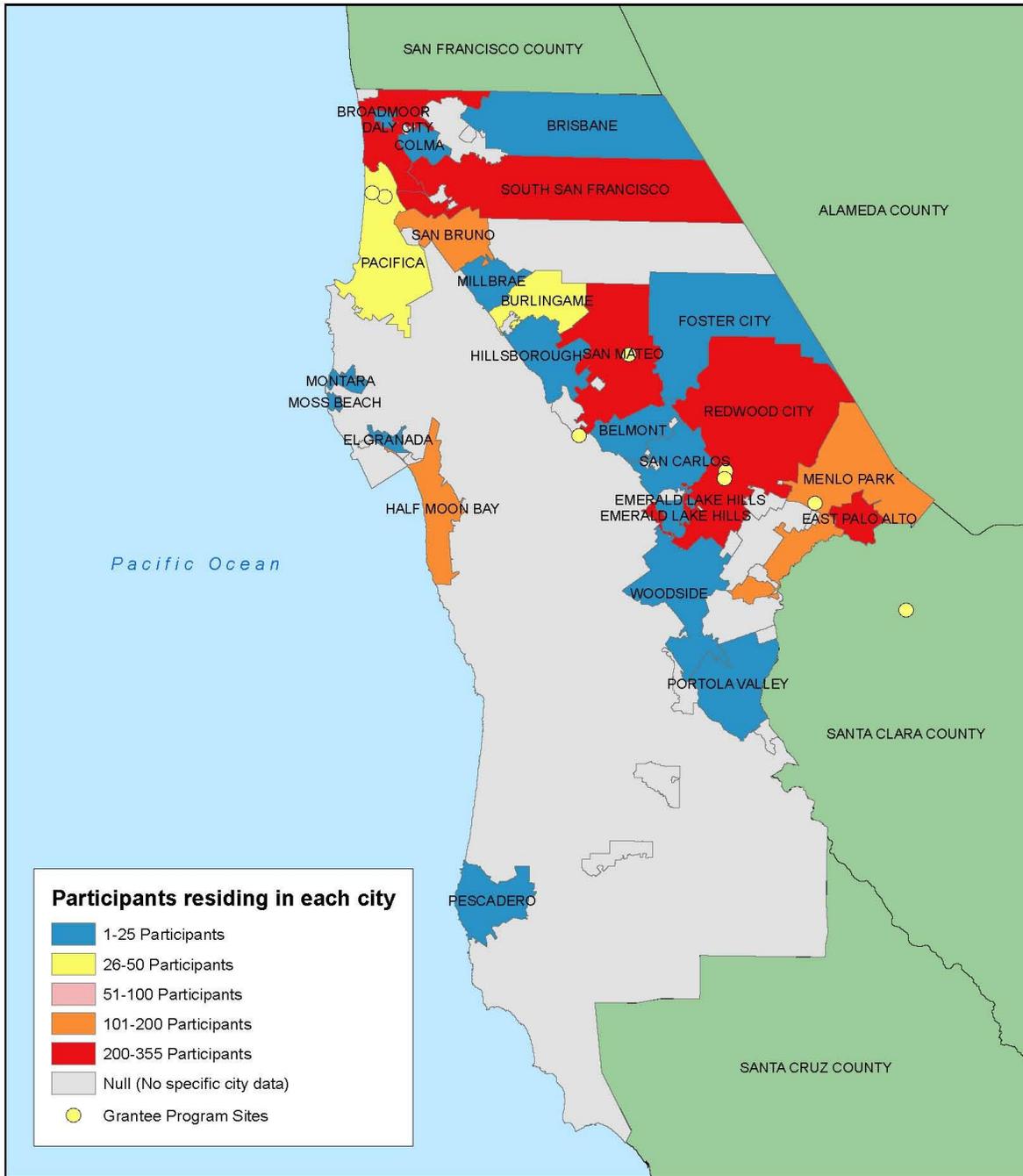
Geographical Location

Provided on the next page is a color-coded map of the county indicating the concentration of clients within key cities. As seen, the great majority of clients (from 200 to 398) reside in East Palo Alto, Redwood City, San Mateo, South San Francisco and Daly City. In comparison to the previous fiscal year (11-12), a greater share of participants served in fiscal year 12-13 were from South San Francisco and San Mateo.

Please see Appendix IV for a city-by-city breakdown.

² Please refer to the Local Action Plan 2011-2015 for a list of risk factors identified in the literature.

Figure 6. Clients' City of Residence, FY 12-13



San Mateo County Probation
 Grantee Program Coverage By Number of Participants 2012-2013



The number of months between program entry and exit was calculated for clients who had exited their program. For some youth this may mean that the program ended because the school term came to a close. For other youth it may mean that they completed the program, were terminated, or declined services.

The average hours of service provided per participant ranged greatly among programs (from 8.4 hours to 72.3 hours), reflecting programs' levels of intervention. For example, Fresh Lifelines for Youth is a yearlong program, hence the 72-hour average, whereas StarVista's counseling sessions typically last 12-20 weeks.

Figure 7. Length of Participation & Units of Service, FY 12-13

		Average time in program (months)		Average units of service (hours)		Total units of service (hours)	
		11-12	12-13	11-12	12-13	11-12	12-13
JJCPA GRANTEEES	Fresh Lifelines for Youth	10.0	10.0	88.9	72.3	2,667.1	2,169.3
	Acknowledge Alliance	3.8	4.3	10.3	10.6	1,423.1	1,497.5
	StarVista	5.1	3.5	21.3	19.9	2,365.7	3,635.1
	Assessment Center*	2.2	2.0	6.7	8.4	715.8	634.8
	Family Preservation Program	18.0	18.0	NA	NA	NA	NA
JPCF GRANTEEES	Boys and Girls Club of the Peninsula	9.3	8.8	33.7	39.3	21,945	25,443
	El Centro de Libertad	4.1	5.1	16.9	14.9	898.0	1,013.38
	Peninsula Conflict Resolution Center	6.9	6.1	3.43	36.4	493.5	3,824
	Pyramid Alternatives – SOY	4.0	4.2	11.23	9.7	2,515.5	2,755.5
	YMCA – School Safety Advocates	5.4	6.2	11.5	13.5	3,293	5,756
	Parent Programs	1.8	2.1	18.6	16.2	2,366.0	1,783

Note: The average participation time in a program was calculated for all clients who entered and exited their respective program during FY 2012-2013. *For Assessment Center average time in the program is for all youth served; UOS (avg and total) are for youth on contracts only.

Profile of Developmental Assets Among Clients

In 2011, the Juvenile Justice Coordinating Council (JJCC) updated its 2011-2015 Local Action Plan to include seven specific outcomes that they would like to see achieved through the investment of JPCF and JJCPA funds. One of the outcomes selected was **increased developmental assets**, which the literature shows as providing the resiliency and resources necessary for youth to deal with difficult circumstances in a healthy manner and avoid anti-social peers, violence, conflict, and unhealthy risk-taking behaviors. To that end, ASR selected the Developmental Assets Profile (DAP) as a pre/post measure of youth development.

The Search Institute created the DAP tool to capture specific youth experiences and qualities that have been identified as being essential to healthy psychological and social development in childhood and adolescence. These assets have the power to influence youth's developmental trajectories, protect them from a range of negative outcomes, and help them become more productive, caring and responsible adults.

The DAP survey includes 58 statements that are rated on a 0 to 3 scale. All 58 items are further categorized into the following eight asset categories.

External Assets

1. **Support**—support from parents, family and other adults; parent-adolescent communication; advice and help from parents; helpful neighbors; and caring school environment
2. **Empowerment**—feeling safe at home, at school and in the neighborhood; feeling valued; and having useful jobs and roles
3. **Boundaries and Expectations**—having good role models; clear rules at home and school; encouragement from parents and teachers; and monitoring by family and neighbors
4. **Constructive Use of Time**—participation in religious or spiritual activity; involvement in a sport, club, or group; creative activities; and quality time at home

Internal Assets

5. **Commitment to Learning**—enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things
6. **Positive Values**—standing up for one’s beliefs; taking responsibility; avoiding alcohol, tobacco and drugs; valuing honesty; healthy behaviors; being encouraged to help others; and helping, respecting, and serving others
7. **Social Competencies**—building friendships; properly expressing feelings; planning ahead; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully
8. **Positive Identity**—optimism; locus of control; and self-esteem

The scales used for the eight asset categories range from 0 to 30, and can be interpreted using the following guidelines.

Figure 8. **Interpretive Guidelines for DAP’s Internal and External Asset Categories**

Label	Range of Scores	Interpretive Guidelines
Thriving	26-30	Abundant assets: most assets are experienced strongly and/or frequently
Adequate	21-25	Moderate assets: most assets are experienced often, but there is room for improvement
Vulnerable	15-20	Borderline assets: some assets are experienced, but many are weak and/or infrequent. There is considerable room for strengthening assets in many areas
Challenged	0-14	Depleted levels of assets: few if any assets are strong or frequent. Most assets are experienced infrequently. There are tremendous opportunities for strengthening assets in most areas

A total of 921 pre- and 594 post-DAP surveys were administered to program participants during fiscal year 2012-2013. Of these, 542 pre- and post-surveys were matched. There are a number of potential reasons why the number of pre- and post-surveys administered during the fiscal year do not match: 1) some youth may have ended services prematurely and therefore did not have the opportunity to complete a post-survey; 2) some youth may have been absent on the day that the survey was administered to a group of participants, and program staff were not able to administer the survey at a later date; 3) some youth were still receiving services at the time the fiscal year had ended (i.e., June 30th), which is likely to be the case for StarVista, FPP, El Centro de Libertad, and Assessment Center; and 4) there is the possibility of an error in the administration

of the surveys, such as not handing out a survey to a youth or providing incorrect/different identifiers on the survey, which ASR needs to match a pre- and post-survey.

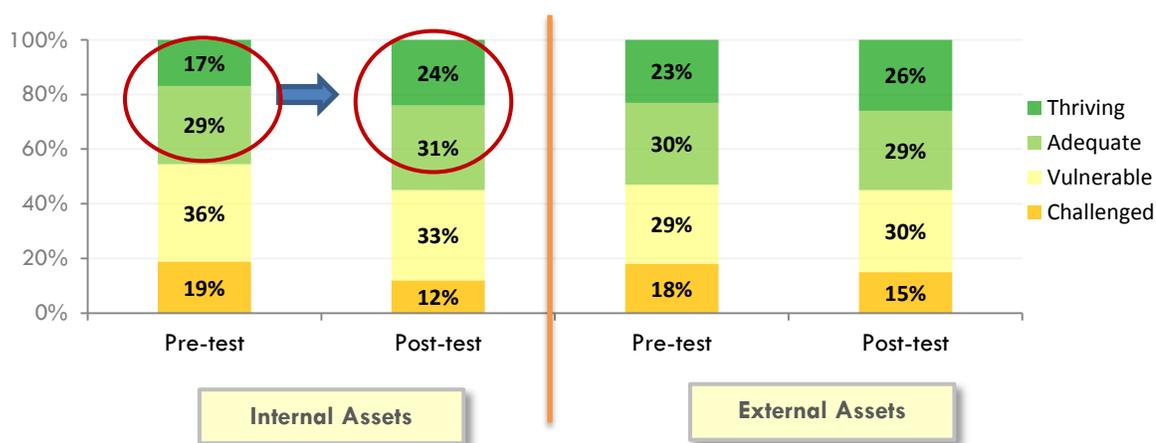
Please note that four of the 11 grantees were not included in this year’s analysis for the following reasons:

- **FLY** used its own developmental asset tool in 12-13 (the results of which are presented in FLY’s report), but implemented the DAP at the start of fiscal year 13-14. FLY’s pre/post DAP data will therefore be included in next year’s evaluation report.
- **Peninsula Conflict Resolution Center’s (PCRC)** post-surveys were lost by FedEx while in transit and could unfortunately not be recovered.
- **Parent Programs** does not directly serve youth so this program did not use the DAP. Instead, they administered a pre-post survey to parents which focuses on the specific skills addressed by this program, the results of which are presented in Parent Programs’ report.
- **Family Preservation Program (FPP)** only had one post administered within the fiscal year due to the length of time youth typically remain in the program (participation ranges from less than one year to three years).

What is the asset profile of program participants?

The average internal and external asset scores are categorized into four distinct ranges, from “thriving” to “challenged.” The chart below shows the percentages of youth in each level, on their pre test scores and their post test scores, within the two larger domains of internal and external assets. As seen below, the percentage of youth in the two highest asset categories increased from 46% at pre to 56% by post test.

Figure 9. **Percentage of Participants Who are “Thriving” to “Challenged” in Internal and External Assets**



Source: Developmental Assets Profile survey. Note: Based on 542 participants.

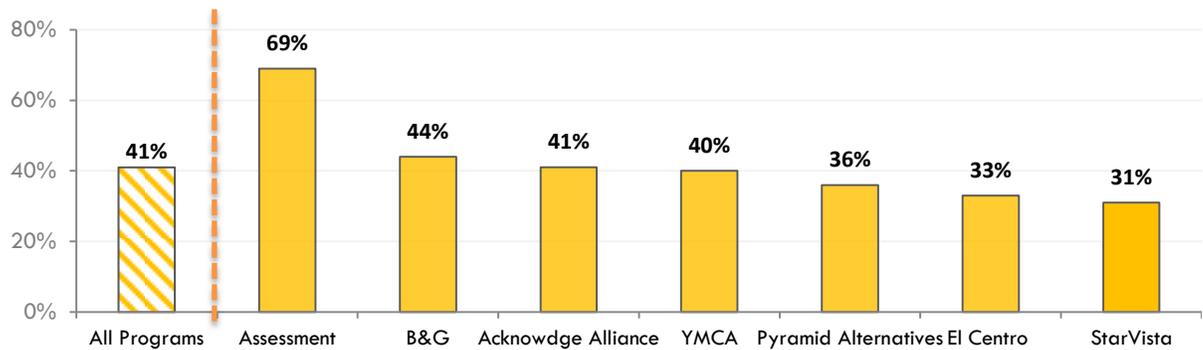
What percentage of “most at-risk” participants improved by at least one asset level?

In order to further examine the outcomes of those youth who entered the program with the lowest assets and had room for growth, ASR created a second data set including only participants who fell in the levels of “challenged” and “vulnerable,” based on their total pre-DAP asset score. The resulting subset was composed of the 266 “most at-risk” participants served by seven of the 11 JJCPA and JPCF grantees.

This analysis reviewed the percentage of youth who improved by at least one level, such as from “challenged” into “vulnerable” or from “vulnerable” to “adequate.” As seen in the figure below, **41% of the “most at-risk” youth in the two lowest asset levels improved up by at least one asset level during their program.** When looking at program-specific data, the share of youth who moved up by at least one level varied from 31% to 69%, the latter representing youth served by the Assessment Center.

52% of “challenged” youth – those with the lowest levels of assets, moved up by at least one asset level; 35% of “vulnerable” youth moved up by at least one asset level.

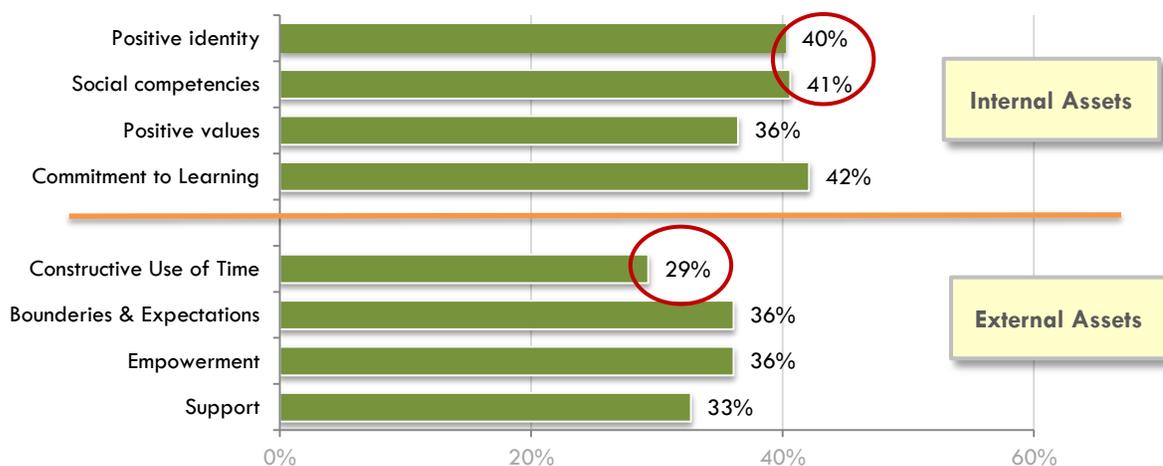
Figure 10. **Percentage of “Challenged” and “Vulnerable” Participants Who Improved by At Least One Asset Level on Their Overall DAP score**



Note: The sample for All Programs is 266; Assessment Center is 16; Boys & Girls is 27; Acknowledge Alliance is 22; YMCA is 84; Pyramid Alternatives is 72; El Centro de Libertad is 12; StarVista is 29.

Presented next is the percentage of the “most at-risk” youth who improved by at least one asset level on specific DAP’s asset categories. About four out of ten of the “most at-risk” youth moved up by at least one level on their **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things), **Social Competencies** (i.e., building friendships; properly expressing feelings; planning ahead; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully), and **Positive Identity** (i.e., optimism; locus of control; and self-esteem). On the other hand, youth were less likely to gain increased assets in the area of **Constructive Use of Time**.

Figure 11. **Percentage of “Challenged” and “Vulnerable” Participants Who Improved by At Least One Asset Level, by Asset Category**



Source: Developmental Assets Profile surveys.

Note: Based on 266 “most at-risk” participants. Participants from FLY, PCRC, FPP and Parent Project were not included in this analysis.

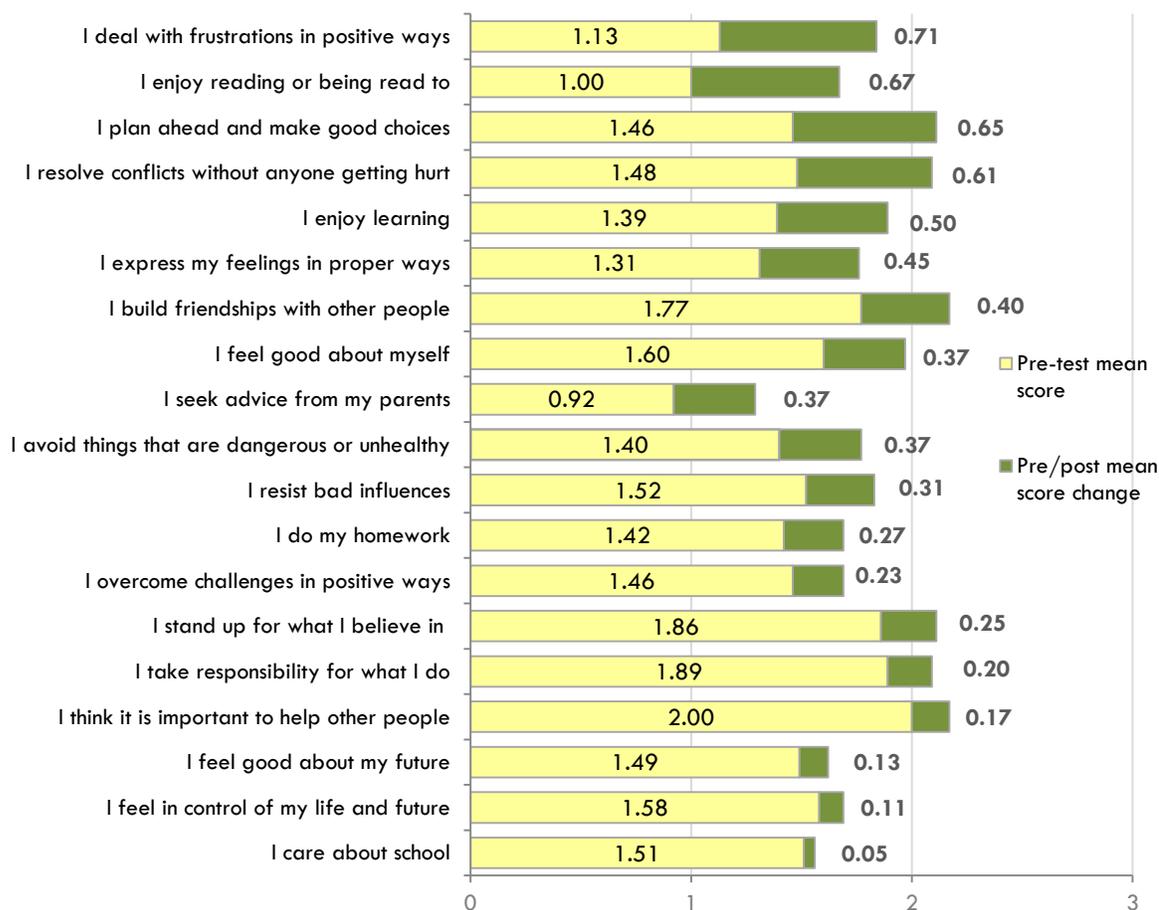
On which DAP items did “most at-risk” participants experience significant improvements?

Presented in the next figure are survey items for which the “most at-risk” participants made significant gains ($p < .05$) over the course of their program participation. All of these items were measured on a 0 to 3 scale, with 0 being “not at all/rarely,” 1 being “somewhat/sometimes,” 2 being “very/often,” and 3 being “extremely/almost always.” Please see Appendix V for pre/post changes within the entire group of surveyed participants.)

Across the programs, the “most at risk” youth had significantly improved their conflict resolution skills & their ability to handle their frustrations.

The item-by-item changes observed in the figure below indicate that youth were generally became **more capable of handling conflicts without violence and expressing their feelings in a non-confrontational manner; more involved in their academic success; more hopeful about their future; and were more likely to take responsibility for their actions.**

Figure 12. Pre/Post Changes on Selected DAP Items



Source: Developmental Assets Profile surveys.

Note: The sample size varied between 257 and 265 youth. Participants from FLY, PCRC, FPP and Parent Programs were not included in this analysis.

Profile of Clients' Alcohol and Drug Use

In addition to developmental assets, the Juvenile Justice Coordinating Council (JJCC) also seeks to impact **use of alcohol and drugs**. As such, ASR selected the Adolescent Alcohol and Drug Involvement Scale (AADIS) as a pre/post measure of program participants' use of substances.

The AADIS is a 14-item screening for alcohol/drug problems, and has been found to be a sensitive measure of the prevalence of alcohol and drug problems among students. It has been used as a standard measure in the Wisconsin juvenile correctional system since 2001. Scores indicate whether or not a participant is using substances, and scores above 37 indicate a greater likelihood of meeting the criteria for a DSM-IV substance use disorder, and are a trigger for more in-depth assessment.

A total of 368 pre- and 257 post-AADIS surveys were administered during fiscal year 2012-2013. Of these, 208 pre/post AADIS surveys were matched and included in the following analyses.

There are a number of potential reasons why some pre-and post-surveys could not be matched: 1) some youth may have ended services prematurely and therefore did not have the opportunity to complete a post-survey; 2) some youth may have been absent on the day that the survey was administered to a group of participants, and program staff were not able to administer the survey at a later date; 3) some youth were still receiving services at the time the fiscal year had ended (i.e., June 30th), which is the case for StarVista, FPP and Assessment Center; and 4) there is the possibility of an error in the administration of the surveys, such as not handing out a survey to a youth or providing incorrect/different identifiers on the survey, which ASR needs in order to match a pre- and post-survey.

Please note that of the 11 grantees, four of them are required to use the AADIS: StarVista, Pyramid Alternatives, YMCA and El Centro de Libertad. However, since very few pre/post AADIS surveys from YMCA youth could be matched (due to administration errors), data associated with this program are not included in the following analysis.

What is the AOD profile of program participants?

Nearly three-quarters of youth (74% of all youth with a pre-test; n=368) reported using substances at the time they started services. The most commonly reported age they started using drugs and/or drinking was 12 to 13. "Curiosity" was the most commonly reported reason for starting to use substances, and they generally continue to use because they are "bored/want to have fun." Additionally, a little over one-quarter (27%; n=368) of program participants for whom data were available were at or above the AADIS cutoff score when they first joined the program.

Figure 13. Alcohol and Drug Profile of Program Participants

	Response	Percentage (n)
Most commonly reported reason for using AOD in general	Bored/to have fun	30% (112)
Most commonly reported way clients get AOD	From friends	42% (156)
Most commonly reported age clients started using/drinking	12-13	30% (54)
Most commonly reported reason for starting to use	Curiosity	45% (166)
Percent of participants who reached the AADIS cutoff score	----	27% (368)

Note: Based on 368 program participants who had completed a pre-AADIS. Clients could choose multiple responses on some of these items.

Of the clients who reported not drinking or using drugs at program-start, did they continue to abstain throughout their participation?

Of the 208 participants who had reported not using at the time of their entry into the program, **78 of them (38%) continued to abstain by the end of their participation.** It is important to keep in mind that youth tend to be more honest and forthcoming over the course of their engagement in a program, and may therefore not fully disclose substance use early on.

With regard to program-specific data, four of the 11 programs administer the AADIS and their findings are listed below:

- Pyramid Alternatives— 95% of youth continued to abstain (or 71 of 75 youth with pre/post data).

- El Centro de Libertad – 28% of youth continued to abstain (or 5 of 18 youth with pre/post data).
- StarVista – all participants reported using substances upon starting the program (or 34 youth with pre/post data).
- (YMCA – As noted earlier, this program’s AADIS data could not be included in this year’s analysis due to the very low number of matched surveys.)

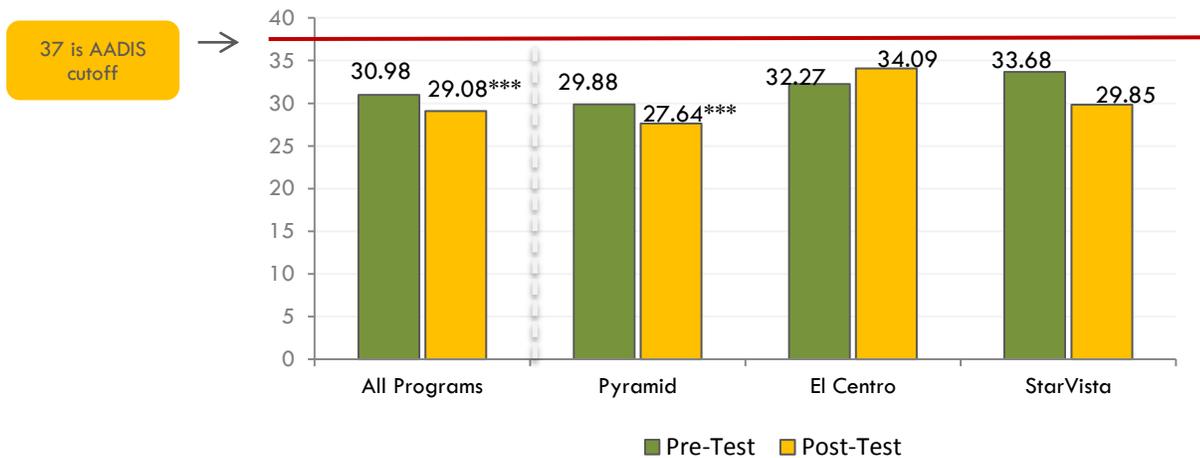
Of the clients who reported drinking or using drugs at program-start, did their habits change by the end of their participation?

Matched pre/post data were available for 123 of the youth who acknowledged substance use on their pre-test. As seen in the figure below, **participants’ overall AADIS score decreased by 1.90 points** by the time they ended their services (marginally significant; $p < .10$), indicating reduced alcohol and drug use over the course of their engagement.

Middle school students significantly decreased their use, as compared to high school students
(see Pyramid Alternatives’ report)

Also presented in the figure below are program-specific data. Youth served by Pyramid Alternatives and StarVista reported less use over time (the reduction was statistically significant for Pyramid Alternatives). On the other hand, El Centro youth had increased their use, although this increase was no statistically significant.

Figure 14. Pre/Post Average Scores on the AADIS



Source: Adolescent Alcohol and Drug Involvement Scale.

Note: The sample of youth with matched surveys, across all programs is 123: Pyramid Alternatives is 73; El Centro de Libertad is 11; StarVista is 34. (***) statistically significant $p < .10$.

Of the participants who scored at or above the AADIS' cut-off score³, did their post-test score improve?

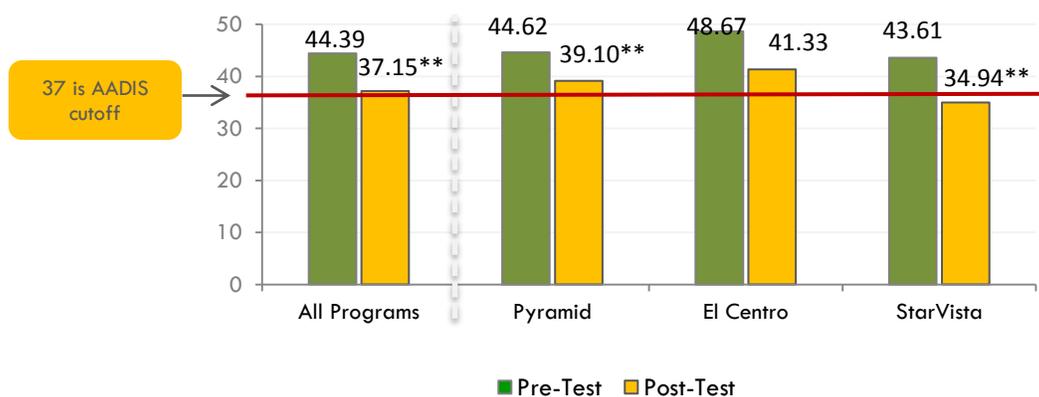
As noted earlier, 27% (or 101 of 368 youth) of program participants were at or above the cutoff score of 37 upon starting their services, meaning they were at risk for having a diagnosable substance abuse disorder. Of these participants, 41 of them had pre/post data available.

68% of all youth above the cutoff experienced a reduction in their AADIS score (n=41)

As seen in the figure below, there was a significant decline in reported substance use over time, by 7.24 points. That is, **clients who had the highest levels of alcohol and drug challenges upon starting the program reported showed a significant reduction in use over time**. Also noteworthy is that the post-scores for 39% of youth (16 of 41 youth) fell below the cutoff score by the end of their services.

Additionally, **Pyramid Alternatives' and StarVista's youth showed significant reductions in their scores** - by 5.52 points and 8.67 points respectively – with StarVista youth dropping to below the cutoff score upon ending their services. El Centro's youth also experienced a reduction in score by 7.34 points, but the significance of that change cannot be determined due to the low number of youth (n=3).

Figure 15. **Pre/Post AADIS Scores of Participants Meeting or Exceeding the AADIS Cutoff Score**



Source: Adolescent Alcohol and Drug Involvement Scale. Note: The sample for All Programs is 41; Pyramid Alternatives is 21; El Centro de Libertad is 3; StarVista is 18. (**) statistically significant at $p < .05$.

Of the youth served by Pyramid Alternatives, middle school-aged students experienced a steep and statistically significant reduction in scores (by 9.20 points), unlike high school-aged students. Additionally, by the end of their services, middle school students' post-AADIS score had fallen below the AADIS cutoff score.

³ Each response within the survey is assigned a value ranging from 0 to 7, representing the degree of severity (i.e., need for further clinical assessments). For example, when asked "when did you last use drugs or alcohol," an answer of "not for over a year" is assigned a value of 2, whereas "today" is assigned a value of 7. The total score is then formed by adding each item's value, and can range from 0 to 37 and higher. The scoring interpretation is as follows: 0 = No alcohol or other drug use; 1-36 = Alcohol and/or other drug use present, does not reach threshold for substance use disorder based on DSM-IV criteria (Screener may find clinical cause to over-ride negative finding.); 37 or higher = Alcohol and/or other drug use present which may reach DSM IV criteria; full assessment is indicated.

Level of Communication Between Clients and Parents

A third priority outcome selected by the Juvenile Justice Coordinating Council (JJCC) is **improved family functioning**. This outcome - along with decreased substance use and increased developmental assets - is documented in the literature as having the potential to put a youth on the path to better success in adulthood.⁴ To that end, ASR selected the Family Communication Scale to gauge changes in families' communication over time. The survey is composed of 10 items measured on a 5-point scale, from "strongly disagree" to "strongly agree." The sum of the 10 items is the total score, and can range from 10 points ("very low") to 50 points ("very high").

Since only six surveys were administered this fiscal year, outcome data on parent-child communication are not discussed in the main report but can be read in Pyramid Alternatives' evaluation report.

Summary of Focus Group Discussions

To further complement the data obtained from the surveys, ASR conducted four focus group discussions, two of which were with youth, one with parents and another with service providers, as noted below:

- Peninsula Conflict Resolution Center (8 youth)
- Fresh Lifelines for Youth (10 youth)
- Parent Programs (9 parents)
- YMCA (4 School Safety Advocates)

In light of the different populations included in the focus group discussions, a unique interview protocol was used for each of the four programs involved. However, for the purpose of this report, ASR is only summarizing findings associated with three main questions (more detailed findings can be viewed in grantees' individual reports).

What changes did youth see in themselves as a result of the services they received?

Youth were asked to take a minute to think of a word or adjective that best described them on the day of the focus group. This is what they shared:

STRONGER!

"Before, I used to make little things into big things. Like it is the end of the world. I know how to handle things better now. I think things through."

"When I entered the foster care system, I knew that my mom wouldn't get me back, so I felt weak. Now I feel stronger and feel hopeful about the future."

"I was giving up before because my family didn't care. FLY helped to put a smile on my face."

COURAGEOUS!

"The doors were closing on me before and I didn't see any opportunities. Now when doors are being closed, I move on to other/new doors; I make an effort."

⁴ Please refer to the Local Action Plan 2011-2015 for a list of risk factors identified in the literature, and for a list of needs to be addressed by Local Action Plan strategies.

RESPONSIBLE!	"I didn't take responsibilities before. Now I try to register for classes on my own, and not rely on my parents. I try to look for a job on my own. I am in charge of some things in the group. I try to be on time; the program made me realize it is important to be on time."
OPEN AND OUTGOING!	"I used to be very quiet. I did not used to stand up for myself. Now, if I see something wrong I say something."
DEDICATED!	"I was doing drugs before. Now I am dedicated to positive things in my life like school. I also finish what I start."
WISER!	"I make better decisions, and I am more knowledgeable about my [Native American] culture."
INDEPENDENT!	"I was weak as hell before. I went through a lot and didn't care. I was dependent on men to take care of me and give me what I wanted. Now I am independent."
PROUD!	"Before the Mana group I was not making a 2.0 GPA, and I was not going to school. I was not making the right choices. Now I have a 3.6 GPA."
NICER!	"I was hard-headed. I would let the smallest thing get to me. I did not care about anything or anybody."
HEROIC!	"I did not have confidence in anything in middle school. I am proud of myself now. I used to see people get picked on and I would do nothing. Now I am not scared to take a stand and stop what's wrong. Both in the community and school. I won the Youth Hero award."
INTELLIGENT!	"I used to act out, and hang around with the wrong group of people. Now I make better choices."
WORK IN PROGRESS!	"I didn't care before so there was no reason for me to try."

What did parents learn while attending San Mateo's Parent Programs?

When asked whether their expectations of the program were met, all nine parents agreed that the program's sessions had been very helpful to them, and had **exceeded their expectations**. The breadth of information that was shared with them during the 8-week session lead to heightened knowledge around five unique aspects of their child's life/environment: **drugs, peer pressure, gangs, legal rights, and the juvenile justice system**. Most parents also said that they share the information they gathered from class with their children, thereby spreading the knowledge and enhancing the benefits.

How do the services offered by YMCA's school safety advocates impact the wellbeing of youth and their families?

The program **helps youth deal with life stressors, which lead to symptoms of depression, self-harm, anxiety and anger**, and which in turn, result in harmful or unhealthy behaviors (e.g., substance use, lack of engagement in school, truancy, aggressive behavior, etc.). School Safety Advocates reported seeing behavioral changes in their clients, such as less fighting, less substance use and improved academic outcomes. Parents also benefited by being connected to community resources to help address their child's difficulties and ultimately stabilize the family.

In addition to providing direct services to youth and providing support to their families, **School Safety Advocates work in tandem with school staff**. For example, when School Safety Advocates see a youth with needs that have not been reported and/or addressed, they will bring this information to the attention of school officials. Similarly, teachers will contact School Safety Advocates if one of their students is exhibiting behavioral issues in the classroom.

Justice Outcomes

JJCPA-funded programs are required to report data on the following six mandated outcomes for program participants:

- Arrest rate for a new law violation,
- Incarceration rate,
- Probation violation rate,
- Court-ordered probation completion rate,
- Court-ordered restitution completion rate, and
- Court-ordered community service completion rate.

San Mateo County has elected to report these outcomes at 180 days post-entry, with the reference group being the past year's program participants. ASR provided support for the continued utilization of an existing county database into which program and Probation staff enter participant background information and the required outcome data as recorded in JCMS. ASR also guided the effort to make some necessary modifications and enhancements to the system.

The figures below present the justice outcomes for each program for youth whose evaluation period of six months post-program entry occurred in 2012-2013. (Note: Additional information and analysis are provided in each program's individual grantee report.) When reviewing the JJCPA outcome data there are several important factors to note:

- **The number of cases upon which percentages are based varies with the outcome.** Arrests for new law violations and incarceration are for all youth whose six-month evaluation period occurred in 2012-2013. Probation violations and completion of probation are based on youth who are wards of the court. Completion of restitution and community service are based on those youth who have been ordered to fulfill those conditions by the court. For some programs and outcomes the number of cases in the sample is quite small so may lead to unstable results in year to year comparisons.
- **Results for probation violations and arrests for new law violations are based on filed charges,** not all of which will necessarily have a final disposition of sustained. (Note: Next year's recidivism analysis, a separate component of the evaluation plan, will provide data on sustained charges.) A Probation Officer may give a youth a probation violation for not following conditions of their probation including: not going to school, breaking curfew, testing positive for alcohol or drugs, associating with a gang member, etc. This behavior may result in a consequence that includes a juvenile hall stay but will not necessarily include a police arrest.
- **Incarceration rates are for Juvenile Hall stays for any reason, including arrests for new law violations, probation violations or Probation Officer initiated holds (blue-booking).** Probation Officers may place a 24-48 hour hold on a youth as a consequence for truancy or school suspension. In addition, court orders for Family Preservation Program (FPP) allow Probation Officers to use short-term juvenile hall admits as an approach to stabilize participants and for youth to become acquainted with immediate consequences.

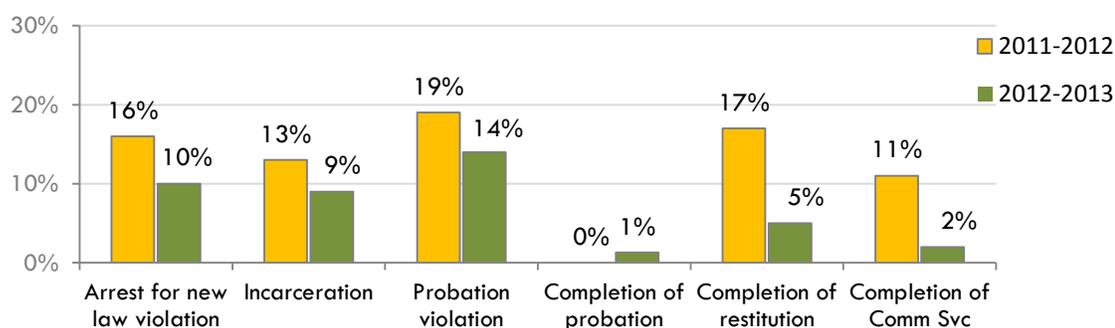
- **Youth who have not completed probation, community service or restitution at six months after entry have not necessarily failed in their attempts to satisfy these conditions.** Youth may still be working towards meeting these obligations at the evaluation milestone and could complete them at a later date. The amount of restitution ordered varies but can reach into the thousands of dollars. It commonly takes a year or more to complete formal probation.

Assessment Center

The JJCPA data for the Assessment Center represents three groups of youth: youth who are brought into custody by law enforcement, those who are placed on diversion, and those who are referred to other lower level intervention services. The first group is assessed, goes to court, and their cases are transferred to the Investigations Unit. The second group is also assessed and participates in a program of support and supervision services over a period of three to six months. The third group are those referred by police agencies out-of-custody and are given lower level intervention programs to complete (e.g., Petty Theft Program, Victim Mediation Program, or Victim Impact Awareness Program). Due to the relatively brief amount of time many participants spend in this program, they are unlikely to be receiving Assessment Center services at the time of the evaluation (180 days after program entry). Approximately one-third (32%) of youth were on formal probation at some time in the 180 days after entry.

Compared to last year, there were decreases in Arrests (by 6 percentage points), Incarceration (by 4 percentage points), and Probation Violations (by 5 percentage points). The percent who completed formal Probation increased from 0% to 1% this year. Both completion of Restitution and Community service decreased. However, the number of youth who were recorded in the JJCPA database as having been assigned these conditions increased this year. The local outcome, average daily population in Juvenile Hall, continued its decline over the last few years from 122.8 in 2011-2012, to 110.8 in 2012-2013.

Figure 16. **JJCPA Justice Outcomes Within 180 Days After Program Entry – Assessment Center (FY 11-12 & 12-13)**



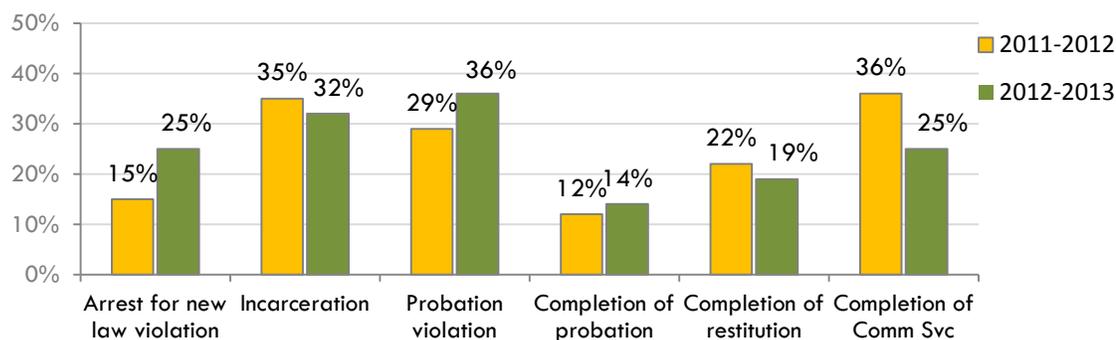
Note: Arrests for new law violations and Incarceration are based on 487 youth (11-12) and 462 youth (12-13); Probation Violation based on 178 youth (11-12) and 150 youth (12-13); Completion of Probation rates are based on 150 youth; Completion of Restitution is based on 47 youth (11-12) and 104 youth (12-13); Completion of Community Service is based on 9 youth (11-12) and 45 youth (12-13).

Acknowledge Alliance (formerly Cleo Eulau) – Court and Community School Counseling

In addition to the mandated outcomes presented below, Acknowledge Alliance collects data on two local outcomes. A survey assessing positive attitudes toward future goals, which is administered at program entry and again six months later, showed an average improvement of 4.5 points (48.88 to 53.41). This program also collects school attendance during the intervention as an indicator of connection and engagement in school. The percentage of school days attended was 87.7% (n=141). Fifty-six percent of youth were on formal probation at program entry or sometime in the 180 days after.

Program outcomes compared to the previous year indicate an approximate 11% percentage point increase in Arrests and an almost 4% decrease in Incarceration. Probation Violations also increased. Completion of Probation increased slightly. Completion of Restitution decreased slightly though completion of Community Service decreased by ten percentage points.

Figure 17. JJCPA Justice Outcomes Within 180 Days After Program Entry – Acknowledge Alliance (FY 11-12 & 12-13)

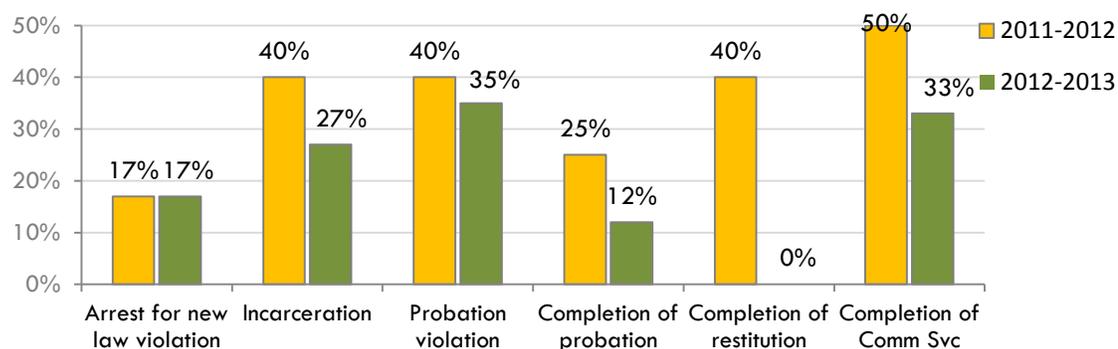


Note: Arrests for new law violations and Incarceration are based on 144 youth (11-12) and 142 youth (12-13); Probation Violation and Completion of Probation rates are based on 86 youth (11-12) and 80 youth (12-13); Completion of Restitution is based on 55 youth (11-12) and 26 youth (12-13); Completion of Community Service is based on 28 youth (11-12) and 20 youth (12-13).

Fresh Lifelines for Youth (FLY)

Overall, the program outcomes compared to the previous year indicated the same rate of Arrests (17%), a decrease in Probation Violations (by 5 percentage points), and a decrease in Incarceration (by 13 percentage points). There were decreases in the rates of completion of formal Probation (by 13 percentage points). Completion of court-ordered Restitution and Community Service also decreased, though few youth were ordered to these conditions. Over one half (56%) of the 30 FLY participants were on formal probation at program entry or sometime in the next six months and two youth were on informal probation. Five youth had previously been on court-ordered or non-court-ordered probation.

Figure 18. **JJCPA Justice Outcomes Within 180 Days After Program Entry – Fresh Lifelines for Youth (FY 11-12 & 12-13)**



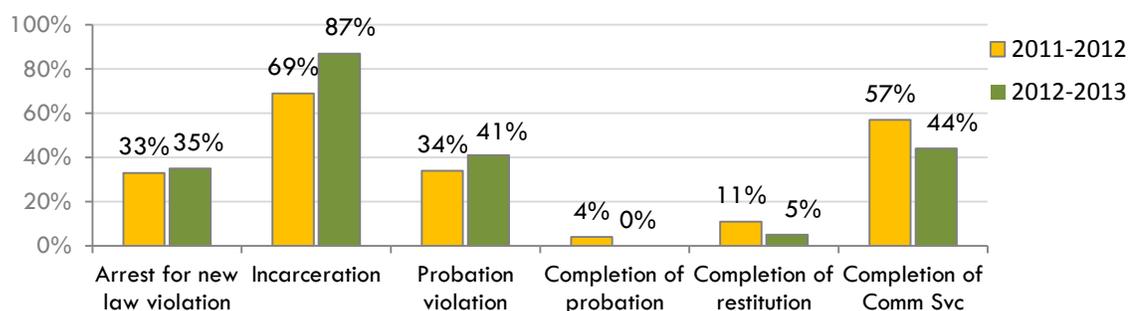
Note: Arrests for new law violations and Incarceration are based on 30 youth (11-12 and 12-13); Probation Violation is based on 20 youth (11-12) and 17 youth (12-13); Completion of Probation rates are based on 20 youth (11-12) and 17 youth (12-13); Completion of Restitution is based on 10 youth (11-12) and 6 youth (12-13); Completion of Community Service is based on 4 youth (11-12) and 3 youth (12-13).

Family Preservation Program (FPP) – In-home Intensive Intervention

The central goal of FPP is to maintain youth in their homes. For the local outcome of out-of-home placement, just one youth (1.8% of participants) was given a placement order in the six months after entry. This underscores the program's effectiveness in meeting its goal of keeping families intact and in maintaining educational continuity for the youth. All FPP youth are on formal probation at program entry.

Compared to the previous year, program outcomes indicate a slight increase in Arrests (by 2 percentage points) and Probation Violations (by 7 percentage points). There was a larger increase in Incarceration (by 18 percentage points). This year there were no youth who completed formal probation. Because of the severity of youth and family issues (family dysfunction, criminal history for the parents, lack of accountability for the minor, history of child maltreatment, drug or alcohol use, school behavioral issues or educational difficulties and mental health concerns), youth rarely complete the program and probation in 180 days. However, seven youth who entered the program in 2012 did successfully complete the program and probation within twelve months of entry. Five percent completed court-ordered Restitution (a decrease of 6 percentage points from previous year) and nearly 44% completed court-ordered Community Service (a decrease of 13 percentage points).

Figure 19. **JJCPA Justice Outcomes Within 180 Days After Program Entry – Family Preservation Program (FY 11-12 & 12-13)**



Note: Arrests for new law violations and Incarceration are based on 49 youth (11-12) and 54 youth (12-13); Probation Violation and Completion of Probation rates are based on 49 youth (11-12) and 54 youth (12-13); Completion of Restitution is based on 28 youth (11-12) and 19 youth (12-13); Completion of Community Service is based on 14 youth (11-12) and 16 youth (12-13).

StarVista Insights Drug Treatment

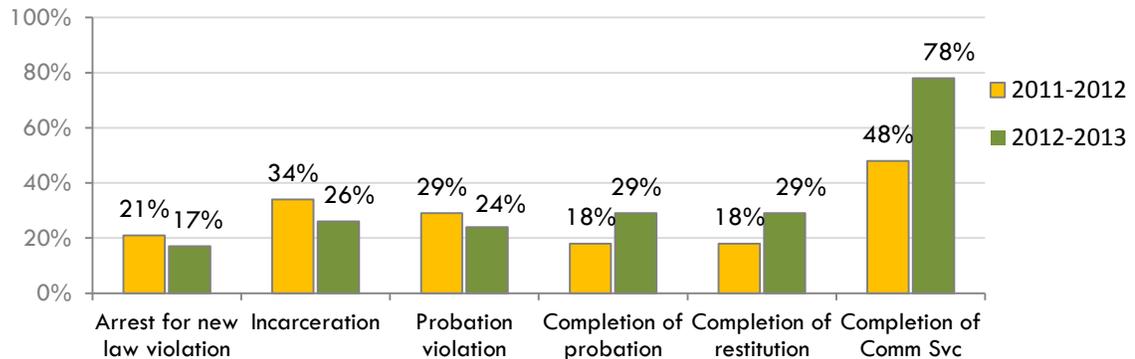
In addition to the mandated outcomes, StarVista’s Insights program has implemented its own entry and exit survey to evaluate progress on the following indicators.

Figure 20. **Percentage of Clients Who Met Insight’s Goals at Exit**

Goals	2011-2012	2012-2013
60% of youth will show progress towards an identified goal	97%	98%
60% of youth will improve their decision-making skills by at least one level	74%	40%
60% of youth will agree that they are good at planning ahead and making decisions	94%	85%
60% of youth will improve their relationship skills by at least one level	23%	---
60% will agree that they get along well with their family	92%	74%

The program outcomes compared to the previous year indicate a decrease in Arrests (by 4 percentage points), Incarceration (by 8 percentage points), and Probation Violations (by 5 percentage points). Compared to the previous year, more youth completed formal Probation (by 11 percentage points), completion of court-ordered Restitution (by 11 percentage points), and completion of court-ordered Community Service (by 30 percentage points). The great majority of participants, 87%, were on formal probation at program entry or in the 180 days after.

Figure 21. **JJCPA Justice Outcomes Within 180 Days After Program Entry – StarVista (FY 11-12 & 12-13)**



Note: Arrests for new law violations and Incarceration are based on 82 youth (11-12) and 91 youth (12-13); Probation Violation is based on 55 youth (11-12) and 79 youth (12-13); Completion of Probation rates are based on 55 youth (11-12) and 79 (12-13); Completion of Restitution is based on 38 youth (11-12) and 24 (12-13); Completion of Community Service is based on 21 youth (11-12) and 9 (12-13).

Overall Results

The figure below presents results for the five JJCPA programs combined, as compared to findings presented in the 2013 report of all state JJCPA funded programs.⁵ Much like San Mateo County, these programs serve a variety of youth in terms of need and risk levels with a variety of service types. Programs included in these state-level outcome statistics may use a number of evaluation periods for reporting outcomes, including but not exclusive to that used by San Mateo County. However, the California Department of Corrections and Rehabilitation, Corrections Standards Authority (CDCR-CSA) does combine these in its report to the state legislature.

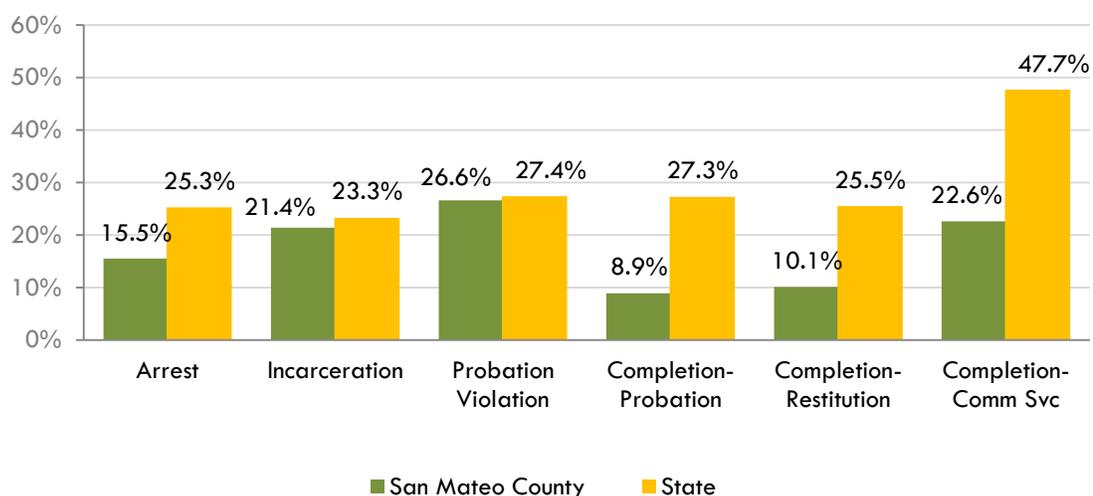
As seen in the figure, in comparison to the entire group of state-funded programs, San Mateo County JJCPA programs combined have:

- Lower arrest rate for new law violations (+)
- Lower incarceration rate (+)
- Lower probation violation rate (+)
- Lower probation completion (-)
- Lower restitution completion (-)
- Lower community service completion (-)

Lower rates of completion of probation, restitution and community service are likely due to the fact that San Mateo Probation measures these outcomes at 180 days after program entry, and most youth will not have completed their terms of probation than six months.

⁵ California Department of Corrections and Rehabilitation, Corrections Standards Authority. Juvenile Justice Crime Prevention Act: Annual Report, March 2013.

Figure 22. **Comparison of JJCPA Justice Outcomes, San Mateo County vs Statewide Average, FY 12-13**



Recidivism Study

Goals of the Study

In coordination with the JJCC and its Evaluation Subcommittee, ASR conducted a recidivism study of participants in JPCF and JJCPA funded programs. We are including in this report a summary of the study methodology and findings. For a more complete description of findings, refer to the full SMP Recidivism Study PowerPoint presentation presented at the October 2013 JJCC meeting.

The primary goals of this study were to:

1. Estimate the rate of re-entries into the juvenile justice system, using more granular indicators of recidivism.
 - a) What are the characteristics of youth who recidivated compared to those who didn't?
 - b) What are the predictors of recidivism in juvenile justice system?
2. Estimate the rate of first entries into the juvenile justice system.
 - a) What are the characteristics of youth who went on to have first contact / entry into juvenile justice system?
 - b) What are the predictors of first contact / entry into juvenile justice system?

The JJCC can use the study findings in the following ways:

1. Use these data to agree on common definitions of recidivism for the county: which indicator(s) is most helpful to evaluate our collective effectiveness (e.g., charges vs. sustained violations)?
2. Use these data to establish benchmarks for county juvenile services and track trends, against which we can start to track and intervene against numbers we find unacceptably high; and

- Set up a framework to more fairly evaluate the justice-related outcomes of the variety of programs funded. The programs provide a range of content, a range of modalities, and serve a range of youth and risk levels. It is not an accurate assessment of effectiveness to compare whole programs to each other. More likely, programs will have greater success with certain types of youth than others.

Who was included in the study?

Selection of participants was based on a combination of program of entry and date of entry:

- For Assessment Center, Family Preservation Program, and Acknowledge Alliance (formerly The Cleo Eulau Center) date of entry was between July 1, 2010 and December 31, 2011 (both FY 10-11 and FY 11-12).
- For all other programs, date of entry was between July 1, 2011 and Dec 31, 2011.
- A six-month buffer period after the end of each youth's 12 month recidivism window to allow time for any charged incurred to be sustained, if they were to be so.

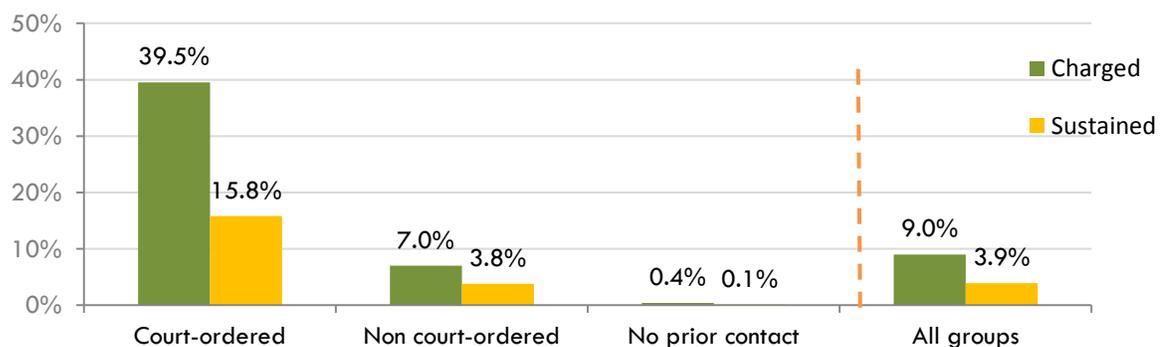
Because an individual youth could enroll in more than one program, they were assigned to the program of first entry in the study period. If a youth was 17 years or older they were excluded from the study because they would age out of the youth justice system. This study did not obtain data on adult charges. Youth were excluded if they were missing key data or did not fit into one of the three final study groups as described below.

- Youth on Court-ordered Probation (e.g., ward probation, non-ward 725, DEJ) n=215 youth
- Youth on Non-court ordered Probation (e.g., VIA, petty theft, informal probation 654) n=287 youth
- Youth who have never had contact with Probation n=692 youth

What percent of youth have contact with the juvenile justice system after their program start date?

Sixteen percent of youth who were on Court-ordered probation when they enrolled in the JJCPA or JPCF program had a new sustained probation violation within 12 months of program entry, as compared to 4% of those on Non-court-ordered probation. Note that this latter group would have had to move to a higher level of service sometime during the 12 months following program entry in order to have committed a probation violation.

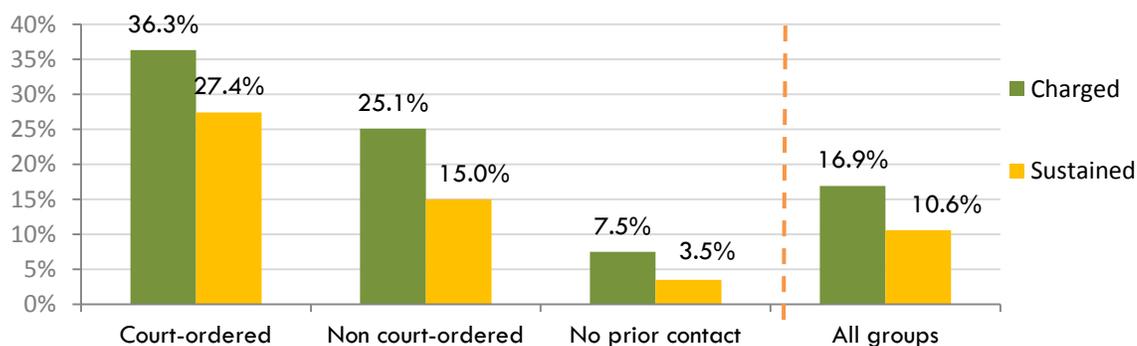
Figure 23. **New Probation Violations Within 12 Months of Program Entry**



Source: Based on JCMS data export.

The likelihood of committing a new law violation within twelve months of entry into a program varied predictably by study group. While only 3.5% of those with no prior contact had a new law violation, 27.4% of those on court-ordered probation and 15.0% percent of those on non-court ordered probation recidivated. Overall, **10.6% of the groups combined had a sustained law violation within 12 months**.

Figure 24. **New Law Violations Within 12 Months of Program Entry**



Source: Based on JCMS data export.

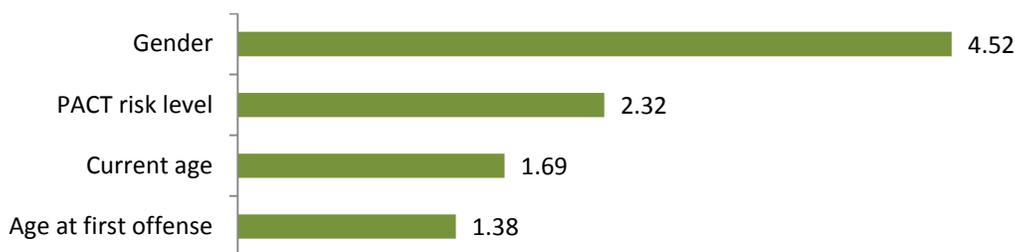
Which youth are most likely to reoffend?

ASR conducted an analysis to understand **the characteristics of those who recidivated compared to those who did not**. Taking court-ordered youths' background and overall risk level together, the study explored which factors emerge as significant predictors of recidivism. This analysis focused on youth on Court-ordered probation, because they had a high enough rate of recidivism and also were administered the Positive Achievement Change Tool (PACT) close to the time of program entry. The PACT measures a youth's risk of re-offending as well as identifies specific areas of strength and need in domains such as education, family, substance use, etc.

Gender and overall PACT risk level emerged as statistically significant predictors of recidivism ($p < .05$), as seen in the figure below. Specifically, **being a boy rather than a girl makes you 4.5 times more likely to have a sustained new law violation in 12 months**; and **going up one PACT level more than doubles the odds of having a sustained new law violation in 12 months**.

Additionally, age at first offense and current age at the time of program entry were also marginally significant predictors (p values between .05 and .10). As indicated in the figure below, for each year younger that a youth is when they commit their first offense, they are 1.38 times more likely to have a sustained new law violation in 12 months. For each year older a youth is when they enter their program, they are 1.69 times more likely to have a sustained new law violation in 12 months. In others words, the youth who began their justice involvement at a younger age, and who are still in the system now at an older age are the most likely to reoffend.

Figure 25. **Factors Associated with Increased Odds of Having a New Sustained Law Violation within 12 months**

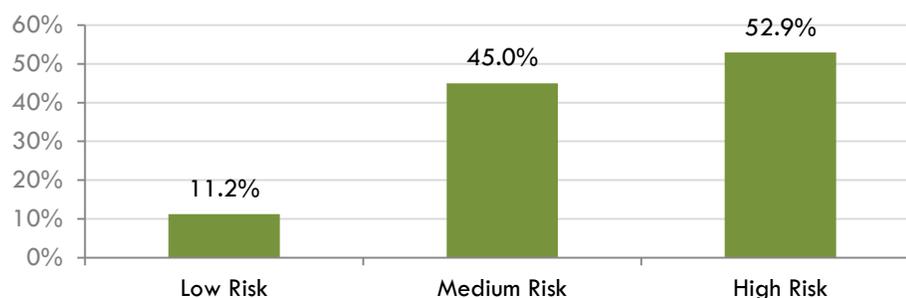


Sources: JCMS, PACT results from Assessments.com, program data.

How effective is the PACT alone for predicting recidivism?

The analysis also sought to determine the rates of recidivism for youth with different PACT risk levels. PACT risk for recidivism level (low, medium, high) indeed proved to be a predictor for later sustained law violations within 12 months of program entry. **Only 11% of those on court-ordered probation who had a low PACT risk level at the time of program entry recidivated.** The rates for those on Court-ordered and Non-court-ordered probation were much higher (45% and 53%). It is notable that the rates for medium and high risk youth were very similar. Thus, for this sample, the PACT effectively distinguished lower risk youth from versus higher risk youth, but not as well between medium and high risk youth.

Figure 26. **Percent of Youth Who Had Sustained Law Violations with 12 months, by PACT Risk Level**



Sources: JCMS, PACT results from Assessments.com.

Next Steps

ASR will continue to analyze this data to answer the remaining goals of the study:

- Examine additional predictors of recidivism as captured in the PACT assessment: Substance Use, Mental Health, Gang involvement/affiliation, Expelled from/dropped out of school, Special education and Child Protective Services involvement.
- Examine predictors of first contact with the juvenile justice system.
- Work with Probation to prioritize additional research questions raised by the JJCC during the initial presentation of findings.

PROGRESS ON RECOMMENDED LOCAL ACTION PLAN STRATEGIES

The Local Action Plan (LAP) process identified core strategies to address the needs of youth and their families and to promote the desired outcomes of improved family functioning, improved education outcomes, increased developmental assets, reduced substance use and gang involvement, and reduced justice involvement. The following section recaps the progress made on each of these strategies in the 2012-13 year.

1. Emphasis on early intervention.

The consensus among LAP informant sources was that in order to achieve optimal outcomes, services must begin when youth first begin to display behavioral problems or have other risk factors that may be predictive of future justice contact. Thus, funds would be best spent by targeting youth who are showing signs of behavioral difficulties (e.g., behavioral referrals at school), through the continuum of those who are experiencing their first contact with the Juvenile Justice system or who are on Probation for the first time.

Currently funded programs serve youth on the entire continuum of early intervention. School-based counseling programs (e.g., Pyramid Alternatives, YMCA) provide support for self-referred or school staff referred youth who are at risk for delinquency due to unhealthy coping mechanisms, substance use, gang involvement, difficult family dynamics, and family substance use. Boys and Girls Club provides enrichment for youth at risk of dropping out of school. El Centro and Insights provide counseling and treatment for youth who are using and getting into trouble due to their drug or alcohol use. PCRC helps youth referred by school staff due to behavioral issues to build communication, conflict resolution and decision-making skills. The Assessment Center provides services to youth at their first involvement in the justice system. FPP works with families at the most involved end of the spectrum, those who are at risk of out-of-home placement.

2. Address the needs of both youth and their families.

Of the 11 grantees providing services for youth, five also offer parenting workshops and/or family counseling in addition to their youth-centered interventions. Parent Programs provides a structured parent education program primarily for parents of justice involved youth. StarVista conducts family psycho-educational groups. Pyramid Alternatives, El Centro de Libertad and PCRC each conduct a parent education series.

3. Where possible, use practices that are recognized evidence-based models.

As part of the 2010 Local Action Plan process, the Juvenile Justice Coordinating Council strongly urged that programs and strategies funded under JJCPA and JPCF follow evidence-based practices. This request was incorporated into the requests for proposals, whereby applicants described their proposed model or practice.

In spring 2012, ASR conducted site visits to gather qualitative data about each of the 11 funded programs. Information we gathered included: presenting issues and underlying needs of the youth and families served, the design and implementation of the programs, which evidence-based practices, models or tools were being used, examples of client outcomes, and challenges and lessons learned in the first year of the grant.

The site visits were highly illustrative in terms of helping ASR better understand the programming realities underneath the conceptual umbrella of the Local Action Plan. When asked what kind of evidence-based models or practices were in place, we learned that by and large, few programs are following evidence-based models, in the sense of ensuring fidelity to a scripted, curriculum with a manual, such as Strengthening Families or Project LEARN. We also found instances where standardized curricula were tailored in order to be responsive and appropriate for grantees' population and setting. We found instead that grantees are using evidence-based practices, or modalities that have been shown to produce reliable, consistent results, such as Cognitive Behavioral Therapy, Trauma-informed Therapy, Psychodynamic Therapy, Relapse Prevention Therapy, or Motivational Interviewing. Finally, a small share of grantees are using evidence-based measurements, or standardized, validated surveys, screens, or assessments.

In sum, we found that funded programs were using a variety of solid, carefully crafted practices to respond to the needs of their clients, but we also found that those practices spanned the range of what are considered evidence-based. Given the JJCC's interest in evidence-based programming, we recommend convening a meeting with funded partners to discuss what being 'evidence-based' means, and agree on definitions, for which there are many lists, ranking systems and registries of EBPs, such as SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP).⁶ ASR can then help grantees catalogue their efforts as 1) **evidence-based theory** or premise, or that the theory of change held is accurate; 2) **evidence-based model**, shown to multiple experimental or quasi experimental studies to be effective; 3) **evidence-based practices**, or modalities shown to promote positive outcomes; and 4) **evidence-based tools**, or instruments that have been validated (concurrent and predictive).

4. Understand and address system barriers that limit accessibility and lead to increased recidivism.

Families' inability to **access resources** was listed in the Local Action Plan as a high need area to address. All programs are offered free of charge to youth and their families. Of the eleven JPCF and JJCPA grantees, the following five offer their services directly on school campuses:

- Pyramid Alternatives – delivers its services in two high schools and two middle schools.
- PCRC – delivers its services in four high schools.
- El Centro de Libertad – delivers its services in two Coast-side schools.
- Acknowledge Alliance – delivers its services in five court and community schools.
- YMCA – delivers its services in seven middle schools.

In addition, the Boys & Girls Club provides transportation to its clubhouses.

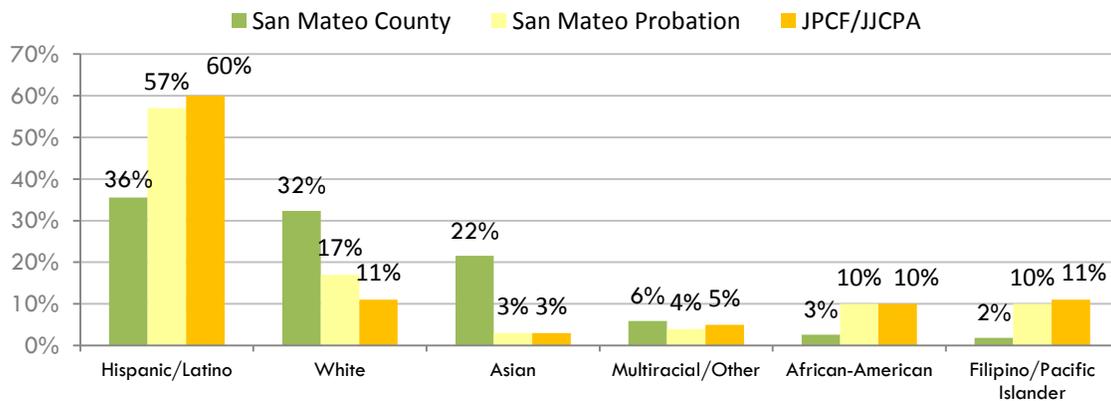
⁶ A list for the many registries and systems for scoring or ranking evidence, published by Children's Services Council, <http://cache.trustedpartner.com/docs/library/000238/PUBResearchReview.pdf>.

5. Address the needs of underserved groups or groups over-represented in the Juvenile Justice system.

Age Groups – Because behavioral issues that may be predictive of future justice involvement often begin in middle school or earlier, a special focus was placed on serving youth in sixth through tenth grades. JPCF programs have a high presence in middle schools and the average age of participants overall was 14.6 years. El Centro, YMCA and Pyramid Alternatives provide services in nine middle schools. Boys and Girls Club focuses on youth in sixth through tenth grade with its JPCF funds. Participants of JJCPA programs who are more likely to be justice involved have an average age of 16.4 years.

Ethnicity - Youth belonging to ethnic groups that are disproportionately overrepresented in the justice system (i.e., Latino, Polynesian, African-American) should receive additional priority in accessing services. The ethnic distribution of JJCPA/JPCF participants closely approximated that of the San Mateo Probation active caseload. The largest proportion of youth served by programs were Latinos (60%).

Figure 27. **Ethnicity of San Mateo Youth (age 10-19), San Mateo Probation Active Caseload and JPCF/JJCPA Youth Participants**



Sources: **San Mateo County 2012 ages 10-19:** California Department of Finance. Demographic Research Unit. Report P-2. State and County Population Projections by Race/Ethnicity and Age (5-year groups) 2010 through 2060 updated 1/31/2013 <http://www.dof.ca.gov/research/demographic/reports/projections/P-2/> pulled from internet 11/5/13
San Mateo Probation: Active caseload 2012-13
JPCF/JJCPA Youth: 2012-2013. Note: will include duplicate youth who are enrolled in multiple programs.

The programs with the largest proportion of African-American youth were Boys and Girls Club (16%), FPP (13%) and FLY (13%). Peninsula Conflict Resolution Center had the largest proportion of Pacific Islander youth (including Filipino) at 31%. The evaluation does not have data on Polynesian participants specifically for all programs.

Geographic areas – High need regions include those that are geographically cut off from many services as well as cities or parts of cities that have a high level of environmental risk (e.g., high crime rates, large gang population). Two programs, Pyramid Alternatives and El Centro de Libertad, provide services directly at coast-side schools. However, only 195 youth served by JPCF or JJCPA programs lived in coast-side towns. The cities with the largest concentrations of participants were Redwood City, East Palo Alto, San Mateo, Daly City, and South San Francisco.

6. Set clear outcomes for funded programs/strategies and plan for their assessment.

Program-specific outcomes were mapped out during ASR’s one-on-one meetings with JJCPA and JPCF grantees, and assigned survey tools were set in place following the pilot phase and were officially launched at the start of fiscal year 2012-2013.

7. JPCF and JJCPA should jointly fund a complementary set of interventions along a continuum of youth and service needs.

The combined JPCF and JJCPA funded programs serve youth on a continuum of the early intervention spectrum. The majority of programs work with youth on the development of behavioral skills/decision-making while providing counseling and asset development as well and information and referral for services. Several programs also work on a continuum of alcohol and drug education, early intervention, and treatment or referral for treatment (Pyramid Alternatives, El Centro de Libertad, StarVista Insights, Family Preservation Program, Assessment Center). Conflict resolution skills and communication are strategies provided by El Centro de Libertad and Peninsula Conflict Resolution Center. Boys and Girls Club provides enrichment and academic goal setting support.

Many if not all grantees operate their programs through braided funding, as San Mateo County Probation funds do not cover the full cost of those programs. Programs also administer programs outside of these funding streams to which they can refer their youth, thus further expanding the service options for youth.

Figure 28. **Strategies by Funding Source and Program**

		Strategies
JJCPA GRANTEES	Fresh Lifelines for Youth	Mentors, Leadership, Service Learning, Behavioral skills/Decision-making
	Acknowledge Alliance (formerly Cleo Eulau Counseling Center)	Psychotherapy
	StarVista	Alcohol and Drug Treatment, Behavioral and decision-making skills
	Assessment Center	Information and Referral for Services, Alcohol and Drug Treatment, Behavioral skills development/Decision-making
	Family Preservation Program	Family Therapy, Information and Referral for Services, Alcohol and Drug Treatment, Behavioral skills development/Decision-making
JPCF GRANTEES	Boys and Girls Club of the Peninsula	Afterschool enrichment, Academic support, Mentors
	El Centro de Libertad	Leadership development, Behavioral Skills and decision-making skills, conflict resolution, interpersonal skill dev., and alcohol/drug treatment.
	Peninsula Conflict Resolution Center	Leadership, Conflict resolution, Communication skills, Decision-making
	Pyramid Alternatives – SOY	Counseling and Asset Development, Information and Referral for Services (case management), Drug and Alcohol Education
	YMCA – School Safety Advocates	Counseling including Behavioral Skills and Decision-making skills, Conflict Resolution, Information and Referral for Services
	Parent Programs	Parent Skills Training

APPENDIX I

Juvenile Justice Crime Prevention Act (JJCPA) – In September 2000, the California Legislature passed AB1913, the Schiff-Cardenas Crime Prevention Act, which authorized funding for county Juvenile Justice programs. A 2001 Senate Bill extended the funding and changed the program’s name to the Juvenile Justice Crime Prevention Act (JJCPA). This effort was designed to provide a stable funding source to counties for juvenile programs that have been proven effective in reducing crime among at-risk and young offenders.

Counties are required by statute to collect data at program entry and report data in the following six categories at 180 days post-entry: Arrest rate, Incarceration rate, Probation violation rate, Probation completion rate, Court-ordered restitution completion rate and Court-ordered community service completion rate.

The Probation juvenile case management system is the primary source of this data. Programs are also required to include a reference group for outcomes. In addition to the mandated outcomes, many counties track and report on local outcomes specific to their individual programs. For example, some local outcomes relate to academic progress, including school attendance, grade point average and school behaviors.

Juvenile Probation and Camps Funding (JPCF) – The Juvenile Probation and Camps Funding Program (JPCF) was developed in response to legislation signed by Governor Schwarzenegger in July 2005 (AB 139, Chapter 74) which appropriated state funds to support a broad spectrum of county Probation services targeting at-risk youth, juvenile offenders and their families. JPCF is administered by the State Controller’s Office with the funding amount being dependent upon actual receipts from California Vehicle License fees. After having awarded programs their contracts for fiscal year 2012-13, San Mateo County learned that they were receiving less JPCF funding than anticipated and was required to reduce contract amounts by one-third. Thus, all programs were required to reduce their scope of services by one-third of what was originally proposed to the County.

APPENDIX II

Assignment of evaluation tools

		Developmental Assets Profile	Adolescent Alcohol & Drug Involvement Scale	Family Communication Scale
JJCPA GRANTEEES	Fresh Lifelines for Youth	Pre/Post*	--	--
	Acknowledge Alliance	Pre/Post	--	--
	StarVista	Pre/Post	Pre/Post	--
	Assessment Center	Pre/Post	--	--
	Family Preservation Program	Pre/Post	--	--
JPCF GRANTEEES	Boys and Girls Club of the Peninsula	Pre/Post	--	--
	El Centro de Libertad	Pre/Post	Pre/Post	Post
	Peninsula Conflict Resolution Center	Pre/Post	--	Pre/Post
	Pyramid Alternatives – SOY	Pre/Post	Pre/Post	Post
	YMCA – School Safety Advocates	Pre/Post	Pre/Post**	--
	Parent Programs	Pre/Post Parenting Survey		

Note: *Fresh Lifelines for Youth used its own developmental asset tool in 12-13 but will transition to the Developmental Assets Profile starting in 13-14. **The YMCA will administer the ADDIS only when clinically warranted.

APPENDIX III

DESCRIPTION OF THE EVALUATION TOOLS

DEVELOPMENTAL ASSET PROFILE (DAP)

The Search Institute created the Developmental Asset Profile tool to capture specific youth experiences and qualities that have been identified as being essential to healthy psychological and social development in childhood and adolescence. These assets have the power to influence youth's developmental trajectories, protect them from a range of negative outcomes, and help them become more productive, caring and responsible adults.

The DAP includes a total of 58 items, covering 40 types of developmental assets, which are further categorized into eight main asset areas and five context areas. It is not expected that every program will show progress on each scale.

The 8 main asset categories include:

- Support
- Empowerment
- Boundaries & expectations
- Constructive use of time
- Commitment to learning
- Positive values
- Social competencies
- Positive identity

The 5 context areas include:

- Personal
- Social
- Family
- School
- Community

Reading level: 6th grade.

ADOLESCENT ALCOHOL INVOLVEMENT SCALE (AADIS)

AADIS is a 14 item screening for alcohol/drug problems. It has been used as a standard measure in the Wisconsin juvenile correctional system since 2001. Scores indicate whether or not a participant is using, and if so, whether or not s/he is likely to meet criteria for a DSM-IV substance use disorder. It is typically used to indicate when further screening (i.e. an in-depth interview or more specific substance use measure) is indicated, and thus it should work as a measure of how prevalent alcohol and drug problems are among students.

The AADIS was developed by D. Paul Moberg, Center for Health Policy and Program Evaluation, University of Wisconsin Medical School. Adapted with permission from Mayer and Filstead's "Adolescent Alcohol Involvement Scale" *Journal of Studies on Alcohol* 40: 291-300, 1979) and Moberg and Hahn's "Adolescent Drug Involvement Scale" (*Journal of Chemical Dependency*, 2: 75-88, 1991).

FAMILY COMMUNICATION SURVEY

The Family Communication Survey was developed based on Dr. David Olson's *Family Communication Scale*. This survey measures communication in families and participants' satisfaction with the impact of the program on communication.

APPENDIX IV

Clients' city of residence: 2011-2012 vs. 2012-2013

City	2011-2012	2012-2013
Atherton	0	3
Belmont	18	20
Brisbane	24	4
Burlingame	33	28
Colma	3	3
Daly City	282	312
East Palo Alto	385	341
El Granada	13	20
Emerald Hills	1	1
Foster City	14	21
Fremont	4	0
Garrison	1	0
Half Moon Bay	91	108
Hayward	12	10
Hillsborough	4	3
La Honda	0	2
Loma Mar	0	1
Menlo Park	177	182
Millbrae	18	20
Montara	10	9
Moss Beach	23	18
Mountain View	4	2
Pacifica	26	33
Palo Alto	9	2
Pescadero	4	4
Portola Valley	2	5
Redwood City	398	273
Redwood Shores	2	0
San Bruno	181	181
San Carlos	9	17
San Mateo	283	355
South San Francisco	195	350
Stanford	0	1
Woodside	4	2

APPENDIX V

Pre/post mean scores on the DAP survey

	Mean Score	Sample
Q1 Pre: Stand up for what I believe in.	2.12	539
Q1 Post: Stand up for what I believe in.	2.30	539
Q2 Pre: Feel in control of my life and future.	1.96	536
Q2 Post: Feel in control of my life and future.	2.12	536
Q3 Pre: Feel good about myself.	2.03	535
Q3 Post: Feel good about myself.	2.16	535
Q4 Pre: Avoid things that are dangerous or unhealthy.	1.85	535
Q4 Post: Avoid things that are dangerous or unhealthy.	2.01	535
Q5 Pre: Enjoy reading or being read to.	1.43	532
Q5 Post: Enjoy reading or being read to.	1.55	532
Q6 Pre: Build friendships with other people.	2.10	536
Q6 Post: Build friendships with other people.	2.26	536
Q7 Pre: Care about school.	1.98	535
Q7 Post: Care about school.	2.10	535
Q8 Pre: Do my homework.	1.90	531
Q8 Post: Do my homework.	1.98	531
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	2.19	534
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	2.16	534
Q10 Pre: Enjoy learning.	1.85	533
Q10 Post: Enjoy learning.	2.00	533
Q11 Pre: Express my feeling in proper ways.	1.73	531
Q11 Post: Express my feeling in proper ways.	1.88	531
Q12 Pre: Feel good about my future.	2.04	530
Q12 Post: Feel good about my future.	2.15	530
Q13 Pre: Seek advice from my parents.	1.54	535
Q13 Post: Seek advice from my parents.	1.70	535
Q14 Pre: Deal with frustration in positive ways.	1.56	535
Q14 Post: Deal with frustration in positive ways.	1.76	535
Q15 Pre: Overcome challenges in positive ways.	1.86	529
Q15 Post: Overcome challenges in positive ways.	2.02	529
Q16 Pre: Think it is important to help other people.	2.35	537
Q16 Post: Think it is important to help other people.	2.43	537

	Mean Sore	Sample
Q17 Pre: Feel safe and secure at home.	2.49	537
Q17 Post: Feel safe and secure at home.	2.54	537
Q18 Pre: Plan ahead and make good choices.	1.95	535
Q18 Post: Plan ahead and make good choices.	2.13	535
Q19 Pre: Resist bad influences.	1.93	534
Q19 Post: Resist bad influences.	2.05	534
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.90	531
Q20 Post: Resolve conflicts without anyone getting hurt.	1.97	531
Q21 Pre: Feel valued and appreciated by others.	1.88	531
Q21 Post: Feel valued and appreciated by others.	1.95	531
Q22 Pre: Take responsibility for what I do.	2.25	536
Q22 Post: Take responsibility for what I do.	2.31	536
Q23 Pre: Tell the truth even when it is not easy.	1.90	534
Q23 Post: Tell the truth even when it is not easy.	2.06	534
Q24 Pre: Accept people who are different from me.	2.50	536
Q24 Post: Accept people who are different from me.	2.55	536
Q25 Pre: Feel safe at school.	2.21	539
Q25 Post: Feel safe at school.	2.25	539
Q26 Pre: Actively engaged in learning new things.	2.10	533
Q26 Post: Actively engaged in learning new things.	2.17	533
Q27 Pre: Developing a sense of purpose in my life.	2.14	530
Q27 Post: Developing a sense of purpose in my life.	2.21	530
Q28 Pre: Encouraged to try things that might be good for me.	2.22	531
Q28 Post: Encouraged to try things that might be good for me.	2.32	531
Q29 Pre: Included in family tasks and decisions.	2.01	525
Q29 Post: Included in family tasks and decisions.	2.04	525
Q30 Pre: Helping to make my community a better place.	1.59	525
Q30 Post: Helping to make my community a better place.	1.68	525
Q31 Pre: Involved in a religious group or activity.	1.38	527
Q31 Post: Involved in a religious group or activity.	1.39	527
Q32 Pre: Developing good health habits.	2.02	527
Q32 Post: Developing good health habits.	2.06	527
Q33 Pre: Encouraged to help others.	2.18	527
Q33 Post: Encouraged to help others.	2.25	527
Q34 Pre: Involved in a sport, club, or other group.	1.88	531
Q34 Post: Involved in a sport, club, or other group.	1.94	531
Q35 Pre: Trying to help solve social problems.	1.65	528

	Mean Score	Sample
Q35 Post: Trying to help solve social problems.	1.80	528
Q36 Pre: Given useful roles and responsibilities.	2.02	529
Q36 Post: Given useful roles and responsibilities.	2.08	529
Q37 Pre: Developing respect for other people.	2.34	530
Q37 Post: Developing respect for other people.	2.35	530
Q38 Pre: Eager to do well in school and other activities.	2.23	531
Q38 Post: Eager to do well in school and other activities.	2.33	531
Q39 Pre: Sensitive to the needs and feelings of others.	1.96	524
Q39 Post: Sensitive to the needs and feelings of others.	2.11	524
Q40 Pre: Involved in creative things such as music, theater, or art.	1.75	528
Q40 Post: Involved in creative things such as music, theater, or art.	1.77	528
Q41 Pre: Serving others in my community.	1.36	525
Q41 Post: Serving others in my community.	1.51	525
Q42 Pre: Spending quality time at home with my parents(s).	1.84	529
Q42 Post: Spending quality time at home with my parents(s).	1.95	529
Q43 Pre: Friends who set good examples for me.	2.06	531
Q43 Post: Friends who set good examples for me.	2.10	531
Q44 Pre: A school that gives students clear rules.	2.22	530
Q44 Post: A school that gives students clear rules.	2.14	530
Q45 Pre: Adults who are good role models for me.	2.33	532
Q45 Post: Adults who are good role models for me.	2.36	532
Q46 Pre: A safe neighborhood.	2.12	533
Q46 Post: A safe neighborhood.	2.13	533
Q47 Pre: Parent(s) who try to help me succeed.	2.57	530
Q47 Post: Parent(s) who try to help me succeed.	2.53	530
Q48 Pre: Good neighbors who care about me.	1.52	528
Q48 Post: Good neighbors who care about me.	1.60	528
Q49 Pre: A school that cares about kids and encourages them.	2.19	526
Q49 Post: A school that cares about kids and encourages them.	2.20	526
Q50 Pre: Teachers who urge me to develop and achieve.	2.29	531
Q50 Post: Teachers who urge me to develop and achieve.	2.26	531
Q51 Pre: Support from adults other than my parents.	2.26	528
Q51 Post: Support from adults other than my parents.	2.29	528
Q52 Pre: A family that provides me with clear rules.	2.33	529
Q52 Post: A family that provides me with clear rules.	2.33	529
Q53 Pre: Parent(s) who urge me to do well in school.	2.60	528
Q53 Post: Parent(s) who urge me to do well in school.	2.61	528

	Mean Sore	Sample
Q54 Pre: A family that gives me love and support.	2.56	527
Q54 Post: A family that gives me love and support.	2.52	527
Q55 Pre: Neighbors who help watch out for me.	1.38	525
Q55 Post: Neighbors who help watch out for me.	1.50	525
Q56 Pre: Parent(s) who are good at talking with me about things.	2.09	530
Q56 Post: Parent(s) who are good at talking with me about things.	2.05	530
Q57 Pre: A school that enforces rules fairly.	1.90	528
Q57 Post: A school that enforces rules fairly.	1.88	528
Q58 Pre: A family that knows where I am and what I am doing.	2.29	530
Q58 Post: A family that knows where I am and what I am doing.	2.31	530

APPENDIX VI

Crosswalk of DAP Items & Categories

DAP Items	Asset Scale	Context Scale
13. I seek advice from my parents.	Support	Family
47. I have parent(s) who try to help me succeed.	Support	Family
48. I have good neighbors who care about me.	Support	Community
49. I have a school that cares about kids and encourages them.	Support	School
51. I have support from adults other than my parents.	Support	Social
54. I have a family that gives me love and support.	Support	Family
56. I have parent(s) who are good at talking with me about things.	Support	Family
17. I feel safe and secure at home.	Empowerment	Family
21. I feel valued and appreciated by others.	Empowerment	Social
25. I feel safe at school.	Empowerment	School
29. I am included in family tasks and decisions.	Empowerment	Family
36. I am given useful roles and responsibilities.	Empowerment	Community
46. I have a safe neighborhood.	Empowerment	Community
43. I have friends who set good examples for me.	Boundaries & Exp.	School
44. I have a school that gives students clear rules.	Boundaries & Exp.	School
45. I have adults who are good role models for me.	Boundaries & Exp.	Social
50. I have teachers who urge me to develop and achieve.	Boundaries & Exp.	School
52. I have a family that provides me with clear rules.	Boundaries & Exp.	Family
53. I have parent(s) who urge me to do well in school.	Boundaries & Exp.	Family
55. I have neighbors who help watch out for me.	Boundaries & Exp.	Community
57. I have a school that enforces rules fairly.	Boundaries & Exp.	School
58. I have a family that knows where I am and what I am doing.	Boundaries & Exp.	Family
31. I am involved in a religious group or activity.	Const. Use of Time	Community
34. I am involved in a sport, club, or other group.	Const. Use of Time	Community
40. I am involved in creative things such as music, theater, or art.	Const. Use of Time	Community
42. I am spending quality time at home with my parent(s).	Const. Use of Time	Family
5. I enjoy reading or being read to.	Commit. to Learning	Personal
7. I care about school.	Commit. to Learning	School
8. I do my homework.	Commit. to Learning	School
10. I enjoy learning.	Commit. to Learning	School
26. I am actively engaged in learning new things.	Commit. to Learning	School
28. I am encouraged to try things that might be good for me.	Commit. to Learning	School
38. I am eager to do well in school and other activities.	Commit. to Learning	School
1. I stand up for what I believe in	Positive Values	Personal
9. I stay away from tobacco, alcohol, and other drugs.	Positive Values	Personal
16. I think it is important to help other people.	Positive Values	Social
22. I take responsibility for what I do.	Positive Values	Personal
23. I tell the truth even when it is not easy.	Positive Values	Personal
30. I am helping to make my community a better place.	Positive Values	Community
32. I am developing good health habits.	Positive Values	Personal
33. I am encouraged to help others.	Positive Values	Social
35. I am trying to help solve social problems.	Positive Values	Community
37. I am developing respect for other people.	Positive Values	Community
41. I am serving others in my community.	Positive Values	Community
4. I avoid things that are dangerous or unhealthy.	Social Competencies	Personal
6. I build friendships with other people.	Social Competencies	Social
11. I express my feelings in proper ways.	Social Competencies	Social
18. I plan ahead and make good choices.	Social Competencies	Personal
19. I resist bad influences.	Social Competencies	Social
20. I resolve conflicts without anyone getting hurt.	Social Competencies	Social
24. I accept people who are different from me.	Social Competencies	Community
39. I am sensitive to the needs and feelings of others.	Social Competencies	Social
2. I feel in control of my life and future.	Personal Identity	Personal
3. I feel good about myself.	Personal Identity	Personal
12. I feel good about my future.	Personal Identity	Personal
14. I deal with frustration in positive ways.	Personal Identity	Personal
15. I overcome challenges in positive ways.	Personal Identity	Social
27. I am developing a sense of purpose in my life.	Personal Identity	Personal