



CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

San Mateo County Probation Department:
Juvenile Probation and Camps Funding &
Juvenile Justice Crime Prevention Act

The power of classroom wellness
Acknowledge Alliance

formerly The Cleo Eulau Center

JJCPA Evaluation Report 2012-2013

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OVERVIEW OF FINDINGS

Presented here is an overview of key data findings covering two evaluation years: 2011-2012 and 2012-2013. The following sections of the report will discuss these findings in detail.

Figure 1. **Data Highlights from 2011-2012 and 2012-2013**

Data Highlights	Evaluation Years	
	2011-2012	2012-2013
Number of clients served	131	144
Average number of hours of service	10.3	10.6
Average length of time in the program (months)	3.6	4.3
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	NA
<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	NA
<ul style="list-style-type: none"> Arrested for a new law violation six months after entry 	14.6%	25.4%

EVALUATION BACKGROUND & METHODOLOGY

In 2011, five 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 Justice Crime Prevention Act (JJCPA) funding. This State program began in September 2000 when 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.

JJCPA is administered by the Correction Standards Authority with the funding amount being dependent upon actual receipts from California Vehicle License fees. After having awarded programs their contracts for the 2011-12 fiscal year, San Mateo learned that they were receiving less JJCPA funding than anticipated and was required to reduce contract amounts by one-third. All programs were therefore required to adjust their scope of services for that year. During fiscal year 2012-13, however, 100% of the funds were reinstated, allowing programs to return to their original scope of services.

Applied Survey Research (ASR) was awarded the contract as the evaluator of San Mateo's JJCPA programs and also experienced reduced funding from the original proposal. In the first year of evaluation ASR met with each grantee to review program-specific outcomes and finalize the evaluation plan. ASR identified and piloted assessment tools to capture youth development changes (i.e., the Search Institute's Developmental Asset Profile) as well as changes in perception and usage of alcohol and other drugs (i.e., Adolescent Alcohol and Drug Inventory Scale). These assessments were formally launched during the fiscal year 2012-2013.

JJCPA programs are required to report data on the following six mandated outcomes for program participants: 1) arrest rate, 2) incarceration rate, 3) probation violation rate, 4) probation completion rate, 5) court-ordered restitution completion rate and 6) 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 cohort of program participants. ASR provided support for the continued utilization of a previously created county database into which program and Probation staff enter participant background information and the required outcome data. ASR also guided the effort to make some necessary modifications and enhancements to the system.

This year's JJCPA evaluation report documents:

- Service- and client-level data: 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
- Data on JJCPA's six mandated outcome
- Client success stories illustrating the extent to which services impacted youth

PROGRAM DESCRIPTION

The Court and Community School Counseling (CCSC) program is operated by Acknowledge Alliance (formerly the Cleo Eulau Center), a community based mental health organization located in Mountain View. The mission of Acknowledge Alliance is to help children and adolescents develop their capacity to rebound from hardship and adversity and grow to become competent adults. They foster resilience and the building of trusting relationships, thereby empowering youth to realize their fullest potential.

Throughout the academic year, the program provides onsite mental health counseling to youth attending San Mateo County Court and Community Schools and Sequoia Community Day School. Many youth attending Court and Community Schools must participate in counseling as part of their diversion contract or formal probation terms (completing CCSC's services fulfill the counseling requirement for youth on diversion or formal probation). The program's goals include increasing students' self-awareness, self-esteem, tolerance, and empathy for others as well as preventing delinquency, improving school attendance, reducing recidivism, and improving anger management skills.

Specialized individual and group counseling sessions, held weekly, provide opportunities for students to explore experiences, relationships, and feelings in a safe and confidential setting. Students gain insight into their self-destructive behaviors, learn more effective forms of self-advocacy, and develop techniques to address and cope with traumas and pressures in their lives, creating the necessary resiliency skills for lasting change. Sessions are led by graduate student interns in clinical psychology; interns participate in weekly clinical trainings and are regularly supervised by licensed, experienced therapists.

The Transition Program provides the same counseling services for students going back to district high schools from the Court and Community Schools. In fiscal year 2011-2012 Acknowledge Alliance operated successful transition programs in two public schools, and added two more in fiscal year 2012-2013. The program includes individual and group therapy for the students as soon as they land on the new campus; pre-enrollment parent meetings at the district high schools and close collaboration between Acknowledge Alliance counselors, and district high school staff to ensure a smooth transition and follow-through.

Youth Risk Factors

Youth counseled by Acknowledge Alliance exhibit risk factors known to significantly influence youth development and delinquency.¹ As indicated by program staff during ASR's site visit, the youth served by Acknowledge Alliance tend to experience anxiety and agitated depression (when depression becomes normalized) due to traumatic experiences that started early in their lives. In addition, according to the data entered in the JJCPA database, nearly six in ten youth (59%) served in fiscal year 2012-2013 had been suspended and/or expelled from school during the past year.

Programmatic Challenges

Some of the challenges discussed during ASR's site visit included inconsistent attendance due to the lack of transportation for some of the youth attending community schools, and the premature return of students who could benefit from more counseling services into mainstream schools.

¹ 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.

EVALUATION FINDINGS

Profile of Clients Served

Acknowledge Alliance served 144 youth during FY 2012-2013. Six of these clients entered the program twice. Client demographics presented below are based on the (unduplicated) youth for whom this report presents JJCPA outcome data – those who had their six month follow-up in 2012-2013. The great majority of youth were males (76%) and Latinos (71%). The average age of clients was 16.

Figure 2. **Client Demographics, FY 2012-2013**

		Sample
Number served		144
Gender	Male	76%
	Female	24%
Ethnicity	Latino	71%
	Caucasian	8%
	African American	11%
	Filipino/Pacific Islander	9%
	Asian	0%
	Other/Multi-racial	1%
Average age of clients		16.4

Note: Percentages are based on the unduplicated number of youth for whom outcomes will be presented (n=136). Six clients entered the program twice.

Client Services

Youth who entered and exited the program during FY 2012-2013 received services for an average of 4.3 months. While Acknowledge Alliance aims to serve youth for an entire school year (or nine months), many do not receive services for that length of time due to a variety of circumstances, including return to mainstream school districts. For all youth served, the average amount of service received in 2012-2013 was 10.6 hours. The overall number of units of service for the year for all client served totaled 1,497.50 hours.

Figure 3. **Units of Service, FY 2012-2013**

	Units of service
Mean Units of Service	10.6
Total Units of Service	1,497.50

Program Activities

In addition to the services provided to youth, program staff were also involved in various outreach activities, including presentations to school staff, parents and the community, and meetings with school officials. As seen in the figure below, the largest share of staff hours (148.5 hours) was spent presenting Acknowledge Alliance's Transition Program to district high school staff (see page 3).

Figure 4. Project-Level Activities, FY 2012-2013

Activity	Number of activities	Number of participants	Number of units of service (hours)
Presentation to school staff (1 to 1.5 hours)	18	130	181
Meeting with teachers/school staff (.5 hours to 2 hours)	4	22	57.75
Presentation to students (.75 to 1 hour)	3	10	2.50
Presentation to community (1.5 hours)	12	567	2,424.50
TOTAL	37	729	2,665.75

Note: Units of service are calculated by multiplying the amount of time (hours) by the number attending a presentation/event. The number of participants within each activity is not unique; participants may have attended more than one meeting.

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, with 0 being “not at all/rarely,” 1 being “somewhat/sometimes,” 2 being “very/often,” and 3 being “extremely/almost always.” All 58 DAP 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 5. **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

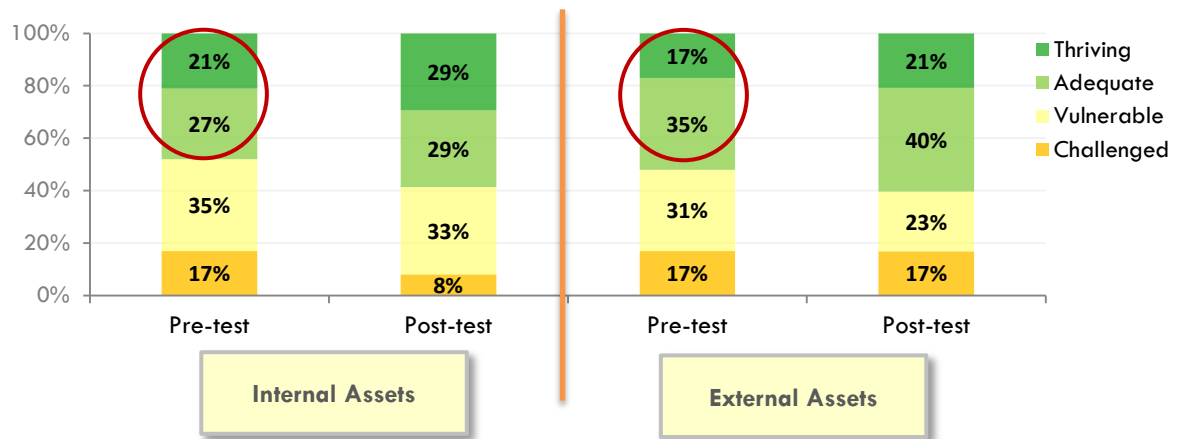
A total of 97 pre- and 51 post-Developmental Assets Profile surveys (DAP) were administered during the 2012-2013 academic year. Of these, 48 pre- and post-surveys were matched and included in the analysis.

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; and 3) 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.

What is the asset profile of program participants?

The average internal and external asset scores were configured into four distinct ranges, from “thriving” to “challenged.” As seen in the figure below, **close to half of the participants reported “thriving” to “adequate” levels of Internal and External Assets upon entering the program.** In light of the risk factors faced by these youth (see page 5), ASR suspects that some youth over-reported on some of the survey items.

Figure 6. **Percentage of Participants Who are “Thriving” to “Challenged” in Internal and External Assets**



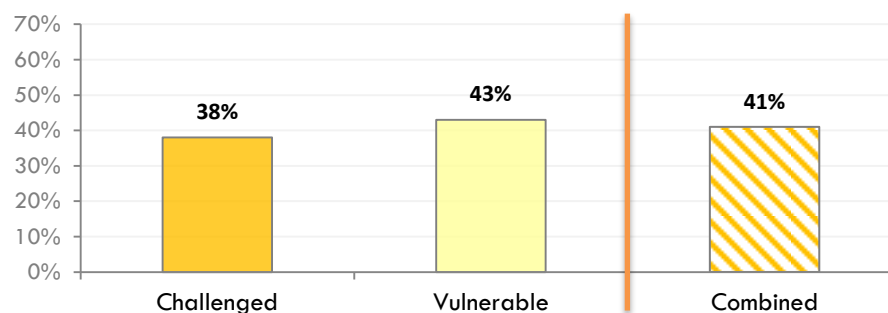
Note: Based on 48 participants.

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 categories of “challenged” and “vulnerable,” based on their total pre-DAP asset score. The resulting subset was composed of the 22 “most at-risk” participants served by Acknowledge Alliance.

As seen in the figure below, of the participants who had “challenged” and “vulnerable” levels of assets upon joining the program, **41% (or 9 of 22 youth) successfully moved up by at least one asset level upon ending their services**. It is important to keep in mind that any movement from one asset level to the next can be a difficult standard to achieve for some of the youth served this program, especially in light of their risk factors (see “Youth Risk Factors” on page 5).

Figure 7. **Percentage of “Challenged” and “Vulnerable” Participants Who Improved by At Least One Asset Level on Their Overall DAP score**



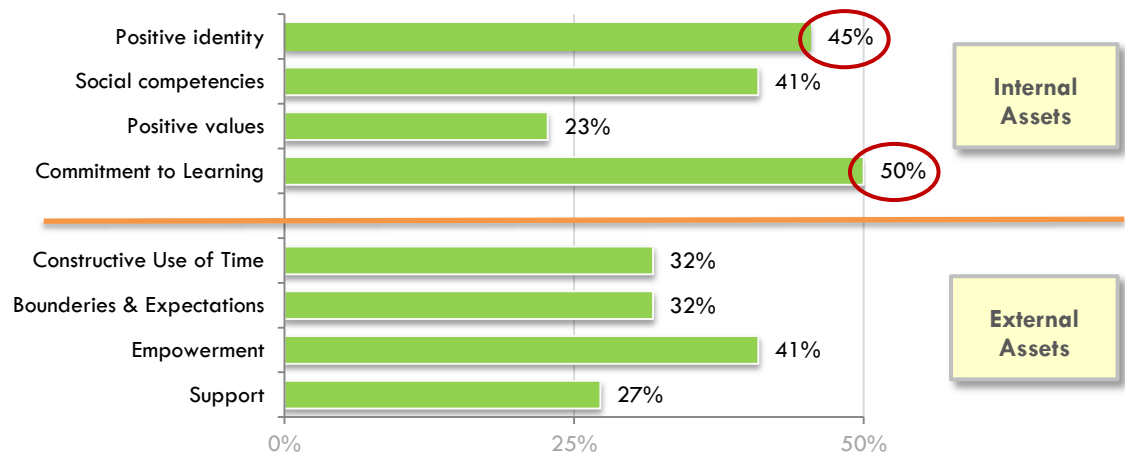
Note: The sample size for “challenged” is 8; 14 for “vulnerable”; and 22 for “combined”.

Presented in the figure on the next page is the percentage of the most at-risk program participants who improved by at least one asset level (e.g., moved out from “challenged” into “adequate”) on the DAP’s asset categories.

As seen in the figure, the one asset category reflecting the highest share of participants (50%) who moved up by at least one level is **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things). Additionally, 45% of youth moved up by at least one level on **Positive Identity** (i.e., optimism; locus of control; and self-esteem).

On the other hand, **Positive Values** (i.e., standing up for one's beliefs; taking responsibility; avoiding AOD; valuing honesty; healthy behaviors; being encouraged to help others; and helping, respecting, and serving others) and **Support** (i.e., support from parents, family and other adults; parent-adolescent communication; advice and help from parents; and caring school environment) proved to be more difficult to surmount, as seen by the relatively low percentage.

Figure 8. **Percentage of “Challenged” and “Vulnerable” Participants Who Improved by At Least One Asset Level, by Asset Category**



Source: Developmental Assets Profile surveys.

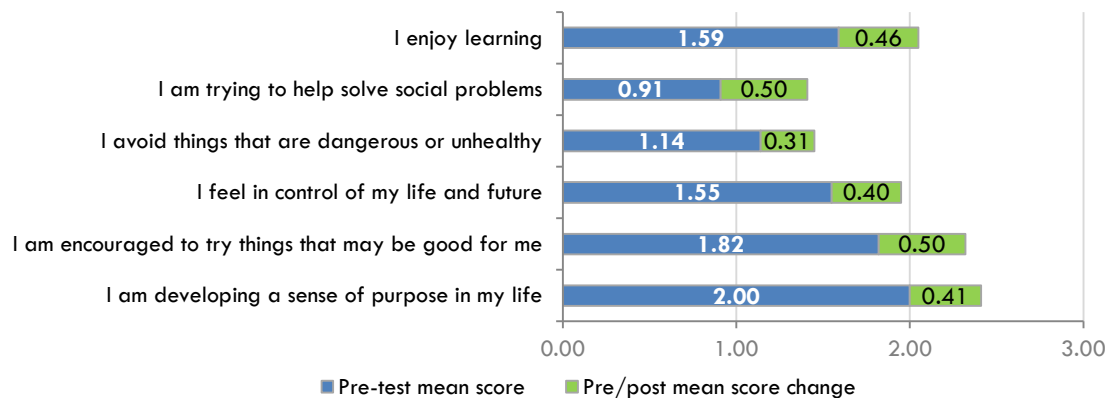
Note: Based on 22 “most at-risk” participants.

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

Presented in the next figure are survey items on which “at-risk” participants made significant gains over the course of their participation. All of these items were statistically significant at $p < .05$, and 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 Attachment 1 for pre/post changes within the entire group of surveyed participants.)

The pre/post changes observed on the items listed in the figure below indicate that youth had **an enhanced sense of purpose; were more willing to try new things and explore; and had an increased appreciation for learning**, by the time their services had ended.

Figure 9. Pre/Post Changes on Selected DAP Items



Note: Based on 22 most “at-risk” participants. All items were statistically significant at $p < 0.05$.

JJCPA Mandated Outcomes

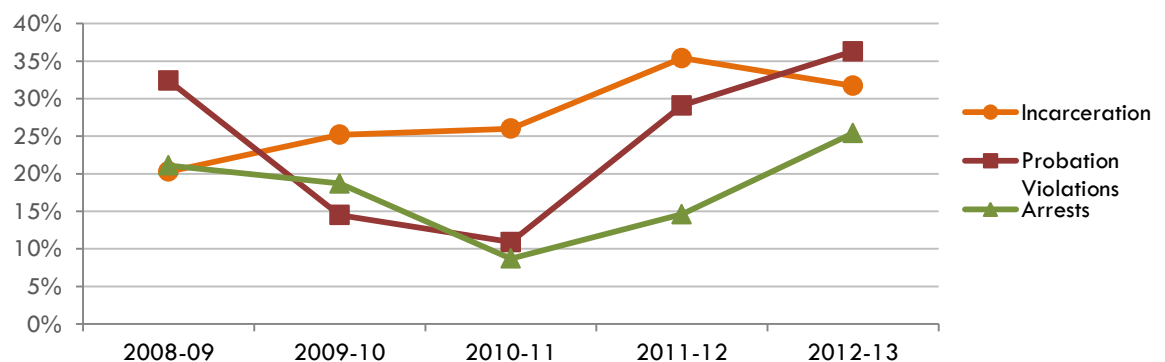
Justice outcomes are based on 142 youth whose six month post-entry evaluation milestone occurred in 2012-2013. Thus, data presented in this section are for youth who enrolled in the program during the 2012 calendar year.

Arrests, probation violations and incarceration

Of the 142 youth in the evaluation cohort, 25% had an arrest for a new law violation in the six months following their entry into the program and 32% were incarcerated at least once in the same time period. Incarceration can be due to an arrest for a new law violation, probation violation or a 24-48 hold initiated by a Probation Officer as a consequence for truancy or school suspension. Of the 80 youth who were on formal court-ordered probation at entry or during the six months following entry, 36% had at least one probation violation filed. A Probation Officer may give a youth a 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 be a police arrest.

The figure below presents the last five years of data for these outcomes. There is a generally upward trend over the last two years in rates of probation violations and arrests. The incarceration rate is slightly lower than last year.

Figure 10. Arrest, Probation Violation and Incarceration Rates by Project Year



Note: In 2012-13 Arrests for new law violations and Incarceration are based on 142 youth; Probation Violations is based on 80 youth.

Completion of probation, restitution and community service

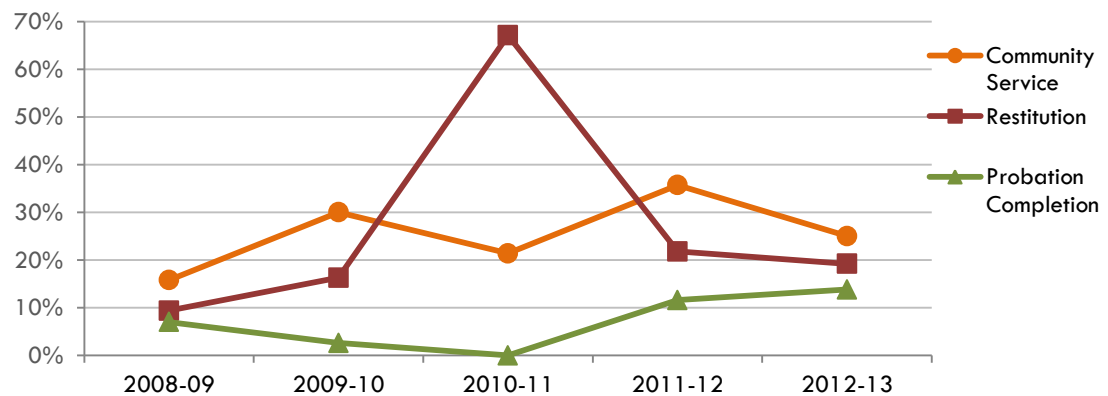
For outcomes related to completion of probation and conditions of restitution and community service, percentages are based upon the subgroup of youth who were wards of the court. A little over one half (56%) of the 142 youth served by this program were on formal probation when they first entered the program or at some point in the six months after entry. It should be noted that formal juvenile probation generally takes at least twelve months to complete. In the six months after entry, youth may complete probation or youth who were not previously on probation may become wards of the court. In fiscal year 2012-13, 14% of the 80 youth who were on formal probation at some point in the six months after entry completed probation.

Youth on probation may be ordered by the court to pay restitution. Completion of payment of restitution is reported only for those youth for whom an account was established within a month of this order. For both the restitution and court ordered community service outcomes the number of youth in each group is generally small and varies each year. This small sample size may lead to unstable results. This year, 26 youth were ordered to pay restitution and 19% completed this condition. There can be great variation in restitution amounts ordered by the court which may affect the time it would take a youth to finish payment.

Of the 20 youth ordered to complete community service at some time during the six months following entry, 25% completed this condition of their probation. It can at times be difficult for youth to find a community service opportunity as the number of sites in the county that will accept youth to perform community services is decreasing. It is important to note that not completing probation, restitution or community service by six months post-entry does not mean that youth failed to complete altogether. It is likely that they are still working on the conditions at this point and may complete at some point after the six-month point.

Completion of probation increased slightly this year. Completion of restitution and community service decreased this year over last.

Figure 11. Completion of Probation, Restitution Payment and Community Service



Note: In 2012-13 Completion of Probation is based on 80 youth; Completion of Restitution is based on 26 youth; Completion of Community Service is based on 20 youth.

Local Outcomes

The Court and Community School Counseling program collects outcome data that is closely related to the impact that their counseling services may have on youth.

Positive Attitudes Toward Future Goals

This outcome is assessed with an instrument that measures how hopeful students feel about their ability to become successful in a number of key areas in their lives, including school, work, family relationships, friendships, anger management, and life satisfaction. During the 2012-2013 fiscal year the number of items was reduced from 12 to 8, thereby decreasing the total number of possible points. As such, outcomes for this measure are split into two groups based on the test version. For the 51 youth who enrolled January through July of 2012 the average scores were 48.9 at intake and 53.4 at exit, with an average positive shift of 4.5 points which was statistically significant ($p < .001$). The improvement between pre and post is slightly greater than for last year. For the 90 youth who enrolled August through December of 2012 and completed the revised pre and post assessment, the average score at pre-test was 31.11 and at post-test was 34.92 for an average change of 3.8 points which was also statistically significant ($p < .001$).

Greater Connection to and Engagement in School

Sixty-three percent of youth who enrolled in this program during 2012 ($n=142$) had been suspended or expelled during the past year and 37% were confirmed to have an attendance problem at entry. Greater connection to and engagement in school is one of the outcomes that the Court and Community School Counseling program strives to achieve through its counseling services. Acknowledge Alliance staff obtained from participants' schools the total number of potential days students could have attended during the intervention and the actual days attended. From these two figures the percentage of school days attended during the time youth were enrolled in the program was calculated.

Current year results for the local outcome measure of Percentage of School Days Attended during the intervention was 87.7%, a 1.2% percentage point increase compared to last year ($n=141$). Over the last four years this figure has ranged from 85%-88%.

It is important to point out that students who miss 10% or more of school days (both excused and unexcused absences) are considered 'chronically absent' – a key early warning indicator of students likely to drop out of high school and a risk factor known to significantly predict delinquency.²

Client Vignettes

As a way to illustrate the effort of the Court and Community School Counseling program and the benefits to its participants, staff provided a summarized case history of two clients served this year.

Julio is a 16 year old client, who started therapy in Juvenile Hall because he was very worried about his court date, felt trapped in his cell and missed his family. He also had sleeping problems.

Julio was very anxious when we started working together. The way he thought about himself was very concrete. Although he had been in Juvenile Hall many times before and was charged with assault with great body injury, he felt he hadn't done anything wrong. He engaged in drinking, smoking and would often be injured after fighting with friends. He didn't consider any of his habits harmful to himself or others.

² 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.

Julio's engagement in the therapeutic process was very consistent from the beginning of the treatment. In fact, he always seemed to look forward to his sessions, and counted days until he would have his session. Julio learned to allow himself to feel his emotions and express them in words. As a result, his behavior reflected less impulsiveness, and more conscious choices. He also appeared less stressed.

"I have to say it's a little hard that today is the last session, but I changed a lot. I changed so much since I was here the first time! This really helped me. Thank you."

Toward the end of the therapy, Julio showed great improvement. He learned to develop the capacity to contain his feelings and think about them in ways that gave him more freedom to choose how to deal with them. As a consequence, he had less anxiety. He learned to examine and understand better his relationship with his family, his friends and himself, and to think about how others view him. Additionally, he was able to share and reflect on traumatic events in his life.

He is able to own responsibility for his actions now and conveyed this in court in a genuine manner. Also, he is better able to control his impulses and has been successful at not engaging in fighting even in situations where he felt he had been offended by someone. He was accepted back in school after being expelled, and showed motivation to be successful in this area too.

C.J. is a 17 year old client who was referred to this program by the school principal due to problems she was having with substance abuse and family relational conflicts which were affecting her ability to focus in school.

Initially, C.J. was overly talkative and tangential within the therapeutic space, never staying on one topic with poor capacity to reflect on her relationships. She was distracted and fidgety in classes and would engage in fights with female peers; cocaine and marijuana use; and frequent flights from home.

Towards the end of the program, C.J. seemed to be slowly letting her guard down. She was able to stay on topic more. She was far more trusting of me and open to letting my voice into the room. She was far more attentive and responsive to my interpretations of her behaviors and experiences and the guidance I offered about her relationships with others.

Over the course of therapy, C.J. seemed to be more in touch with her actual feelings of frustration and despair rather than the anger and indifference she previously portrayed. C.J. learned that not all adults in her life needed to criticize and control her behavior. She learned she could trust that some adults (therapist, principal, teachers) could care about her and have her best interests in mind. This allowed her to settle down more in school and concentrate on what was being taught.

C.J. is thinking differently about her interpersonal relationships and the ways in which she interacts with her family and friends. She no longer uses cocaine and has significantly limited her use of marijuana. During the last few sessions CJ demonstrated that she was able to tackle certain emotional situations with far more insight and perspective, leading to more positive outcomes with family members, teachers and peers.

My client reported on numerous occasions how important it was for her to finally have a person with whom she could trust to not tell others what she needed to say. The safe space of the therapy alone was of huge value to her.

Attachment I – Pre/Post DAP Mean Scores

DAP Asset Categories

(The item in bold is statistically significant at $p < .10$)

	Pre Mean Score	Post Mean Score	Sample
Support	21.27	21.39	48
Empowerment	21.70	21.93	48
Boundaries & Expectations	20.34	20.68	44
Constructive Use of Time	16.06	16.57	44
Commitment to Learning	20.97	21.79	48
Positive Values	20.66	21.35	48
Social Competencies	19.68	20.95	48
Positive Identity	20.75	21.92	48

DAP Items

(Items in bold are statistically significant at $p < .10$)

“I...

	Mean Score	Sample
Q1 Pre: Stand up for what I believe in.	2.56	48
Q1 Post: Stand up for what I believe in.	2.65	48
Q2 Pre: Feel in control of my life and future.	2.17	48
Q2 Post: Feel in control of my life and future.	2.29	48
Q3 Pre: Feel good about myself.	2.28	47
Q3 Post: Feel good about myself.	2.36	47
Q4 Pre: Avoid things that are dangerous or unhealthy.	1.63	48
Q4 Post: Avoid things that are dangerous or unhealthy.	1.83	48
Q5 Pre: Enjoy reading or being read to.	1.48	46
Q5 Post: Enjoy reading or being read to.	1.78	46
Q6 Pre: Build friendships with other people.	2.17	47
Q6 Post: Build friendships with other people.	2.30	47
Q7 Pre: Care about school.	2.15	47
Q7 Post: Care about school.	2.19	47
Q8 Pre: Do my homework.	1.77	47
Q8 Post: Do my homework.	1.66	47
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	1.49	47

	Mean Score	Sample
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	1.45	47
Q10 Pre: Enjoy learning.	2.21	48
Q10 Post: Enjoy learning.	2.38	48
Q11 Pre: Express my feeling in proper ways.	1.70	47
Q11 Post: Express my feeling in proper ways.	1.91	47
Q12 Pre: Feel good about my future.	2.32	47
Q12 Post: Feel good about my future.	2.26	47
Q13 Pre: Seek advice from my parents.	1.64	47
Q13 Post: Seek advice from my parents.	1.81	47
Q14 Pre: Deal with frustration in positive ways.	1.46	48
Q14 Post: Deal with frustration in positive ways.	1.79	48
Q15 Pre: Overcome challenges in positive ways.	1.91	47
Q15 Post: Overcome challenges in positive ways.	1.98	47
Q16 Pre: Think it is important to help other people.	2.53	47
Q16 Post: Think it is important to help other people.	2.43	47
Q17 Pre: Feel safe and secure at home.	2.57	47
Q17 Post: Feel safe and secure at home.	2.53	47
Q18 Pre: Plan ahead and make good choices.	2.32	47
Q18 Post: Plan ahead and make good choices.	2.26	47
Q19 Pre: Resist bad influences.	1.69	48
Q19 Post: Resist bad influences.	1.92	48
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.70	46
Q20 Post: Resolve conflicts without anyone getting hurt.	1.78	46
Q21 Pre: Feel valued and appreciated by others.	2.02	48
Q21 Post: Feel valued and appreciated by others.	2.15	48
Q22 Pre: Take responsibility for what I do.	2.63	48
Q22 Post: Take responsibility for what I do.	2.58	48
Q23 Pre: Tell the truth even when it is not easy.	1.98	48
Q23 Post: Tell the truth even when it is not easy.	2.23	48
Q24 Pre: Accept people who are different from me.	2.48	48
Q24 Post: Accept people who are different from me.	2.63	48
Q25 Pre: Feel safe at school.	2.35	48
Q25 Post: Feel safe at school.	2.29	48
Q26 Pre: Actively engaged in learning new things.	2.30	43
Q26 Post: Actively engaged in learning new things.	2.44	43
Q27 Pre: Developing a sense of purpose in my life.	2.34	44
Q27 Post: Developing a sense of purpose in my life.	2.48	44
Q28 Pre: Encouraged to try things that might be good for me.	2.34	44

	Mean Score	Sample
Q28 Post: Encouraged to try things that might be good for me.	2.50	44
Q29 Pre: Included in family tasks and decisions.	2.05	43
Q29 Post: Included in family tasks and decisions.	2.09	43
Q30 Pre: Helping to make my community a better place.	1.69	42
Q30 Post: Helping to make my community a better place.	1.74	42
Q31 Pre: Involved in a religious group or activity.	1.30	44
Q31 Post: Involved in a religious group or activity.	1.27	44
Q32 Pre: Developing good health habits.	2.14	44
Q32 Post: Developing good health habits.	2.07	44
Q33 Pre: Encouraged to help others.	2.28	43
Q33 Post: Encouraged to help others.	2.30	43
Q34 Pre: Involved in a sport, club, or other group.	1.64	44
Q34 Post: Involved in a sport, club, or other group.	1.82	44
Q35 Pre: Trying to help solve social problems.	1.30	43
Q35 Post: Trying to help solve social problems.	1.72	43
Q36 Pre: Given useful roles and responsibilities.	2.17	42
Q36 Post: Given useful roles and responsibilities.	2.21	42
Q37 Pre: Developing respect for other people.	2.45	42
Q37 Post: Developing respect for other people.	2.31	42
Q38 Pre: Eager to do well in school and other activities.	2.39	44
Q38 Post: Eager to do well in school and other activities.	2.25	44
Q39 Pre: Sensitive to the needs and feelings of others.	1.95	44
Q39 Post: Sensitive to the needs and feelings of others.	2.02	44
Q40 Pre: Involved in creative things such as music, theater, or art.	1.58	43
Q40 Post: Involved in creative things such as music, theater, or art.	1.58	43
Q41 Pre: Serving others in my community.	1.50	42
Q41 Post: Serving others in my community.	1.69	42
Q42 Pre: Spending quality time at home with my parents(s).	1.81	43
Q42 Post: Spending quality time at home with my parents(s).	1.84	43
Q43 Pre: Friends who set good examples for me.	1.95	44
Q43 Post: Friends who set good examples for me.	1.91	44
Q44 Pre: A school that gives students clear rules.	2.02	44
Q44 Post: A school that gives students clear rules.	1.95	44
Q45 Pre: Adults who are good role models for me.	2.27	44
Q45 Post: Adults who are good role models for me.	2.27	44
Q46 Pre: A safe neighborhood.	1.73	44
Q46 Post: A safe neighborhood.	1.75	44
Q47 Pre: Parent(s) who try to help me succeed.	2.56	43

	Mean Score	Sample
Q47 Post: Parent(s) who try to help me succeed.	2.47	43
Q48 Pre: Good neighbors who care about me.	1.57	44
Q48 Post: Good neighbors who care about me.	1.34	44
Q49 Pre: A school that cares about kids and encourages them.	1.86	44
Q49 Post: A school that cares about kids and encourages them.	1.86	44
Q50 Pre: Teachers who urge me to develop and achieve.	2.00	44
Q50 Post: Teachers who urge me to develop and achieve.	2.09	44
Q51 Pre: Support from adults other than my parents.	2.21	43
Q51 Post: Support from adults other than my parents.	2.40	43
Q52 Pre: A family that provides me with clear rules.	2.40	42
Q52 Post: A family that provides me with clear rules.	2.33	42
Q53 Pre: Parent(s) who urge me to do well in school.	2.50	44
Q53 Post: Parent(s) who urge me to do well in school.	2.64	44
Q54 Pre: A family that gives me love and support.	2.60	42
Q54 Post: A family that gives me love and support.	2.45	42
Q55 Pre: Neighbors who help watch out for me.	1.56	43
Q55 Post: Neighbors who help watch out for me.	1.63	43
Q56 Pre: Parent(s) who are good at talking with me about things.	2.02	44
Q56 Post: Parent(s) who are good at talking with me about things.	2.23	44
Q57 Pre: A school that enforces rules fairly.	1.66	44
Q57 Post: A school that enforces rules fairly.	1.73	44
Q58 Pre: A family that knows where I am and what I am doing.	1.91	44
Q58 Post: A family that knows where I am and what I am doing.	2.02	44

ATTACHMENT II – CROSSWALK OF DAP ITEMS TO ASSET AND CONTEXT SCALES

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