



## CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

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

**Boys & Girls Clubs of the Peninsula**

JPCF 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	<b>652</b>	<b>647</b>
Average number of hours of service	<b>33.7</b>	<b>39.3</b>
Average length of time in the program (months)	<b>5</b>	<b>5</b>
Percentage of youth who:		
<ul style="list-style-type: none"> <li>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></li> </ul>	NA	<b>44%</b>
<ul style="list-style-type: none"> <li>Continued to abstain from AOD <i>(only includes those who reported no drug/alcohol use at program entry)</i></li> </ul>	NA	NA
<ul style="list-style-type: none"> <li>Reduced their use of AOD <i>(only includes those who were at or above the clinical cutoff score)</i></li> </ul>	NA	NA

## EVALUATION BACKGROUND & METHODOLOGY

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In 2011, six 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. 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 the 2011-12 fiscal year, San Mateo learned that they were receiving less JPCF 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 JPCF programs and also experienced reduced funding from the original proposal. The first year of evaluation was very 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 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 fiscal year 2012-2013.

This year's JPCF 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 Asset Profile
- Client success stories illustrating the extent to which services impacted youth

## PROGRAM DESCRIPTION

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The mission of Boys and Girls Clubs of the Peninsula (BGCP) is to help the at-risk youth in the community develop the academic and life skills they need to graduate high school ready for college and career. Through the implementation of Project LEARN, an evidence-based curriculum, BGCP provides the following youth-centered strategies:

**After-school Enrichment & Academic Support:** BGCP provides daily after-school enrichment and academic support through Project LEARN. BGCP staff pick up participating youth at their school and bring them directly to the clubhouses where during the first hour youth work on their homework assignments in one-on-one and small group tutoring before engaging in high-yield learning activities either in the gym, computer clubhouse, art room, academic room, or games room.

**Mentoring:** Most, if not all, participating youth in grades 8-12 have mentors who meet weekly with them to ask the tough questions: How is school going? What problems are you having? What do you need to be successful? What projects are coming up? How are your applications to high school or college going? Let's work through all of it together.

**Leadership Development:** Pre-teens and teens participate in BGCP's Torch Club and Keystone Club, respectively, which provide leadership opportunities for these members. Essentially, these groups function as Youth Boards of Directors, offering their insight into programming decisions, disciplinary issues, and events within the Club. Members participate in community service to the Club as a means of preparing them for Teen Staff positions. These Clubs are sanctioned by Boys and Girls Club Association (BGCA) and members have the opportunity to participate in annual conferences with members from clubs throughout the United States and Canada.

**Behavioral Skill & Life Skills Development:** Every quarter, BGCA's evidence-based *SMART Moves* violence prevention and drug/alcohol/sexual activity education and prevention curriculum in participating schools. This nationally-recognized *SMART Moves* curriculum increases youth knowledge of risk behaviors and resistance skills by focusing on self-awareness, decision-making, interpersonal skills, peer and social pressures, stress reduction, communication skills, assertiveness training, and self-esteem enhancement while handling topics including sexuality, and drug, tobacco, and alcohol avoidance.

### Youth Risk Factors

Youth participating in BGCP's clubhouses exhibit risk factors known to significantly influence youth development and delinquency.<sup>1</sup> As indicated during ASR's interview with program staff, some youth live in violent communities (including East Palo Alto, eastern Menlo Park, and the North Fair Oaks section of Redwood City). A large share of youth suffer from mental health disorders such as Post-Traumatic Stress Disorder. Additionally, youth tend to struggle academically and many are eligible for special education services.

### Programmatic Challenges

During ASR's site visit in 11-12, a staff member mentioned that while the program is well-poised to provide youth with enrichment activities, it does not have the capacity to address the underlying issues that most of their youth experience (such as the risk factors noted above). This continued to be a challenge in 12-13.

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<sup>1</sup> 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

Of the 647 unduplicated youth served by Boys & Girls' clubhouses, over half of them were males (59%), 72% were Latinos, and the average age was a little over 13.

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

		Sample
Number served		647
Gender	Male	59%
	Female	41%
Ethnicity	Latino	72%
	African American	16%
	Pacific Islander/Filipino	5%
	Other/Multi-racial	4%
	Caucasian	1%
	Asian	1%
Average age of clients		13.6

Note: Percentages are based on 647 youth.

### Client Services

Youth who entered and exited the program during FY 2012-2013 received services for an average of five months. For all youth served, the average amount of service received in FY 2012-2013 was close to 40 hours. The overall number of units of service for the year for all client served totaled 25,443 hours.

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

	Units of service
Total Units of Service	25,443
Mean Units of Service	39.3

### 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, Applied Survey Research 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 4. **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

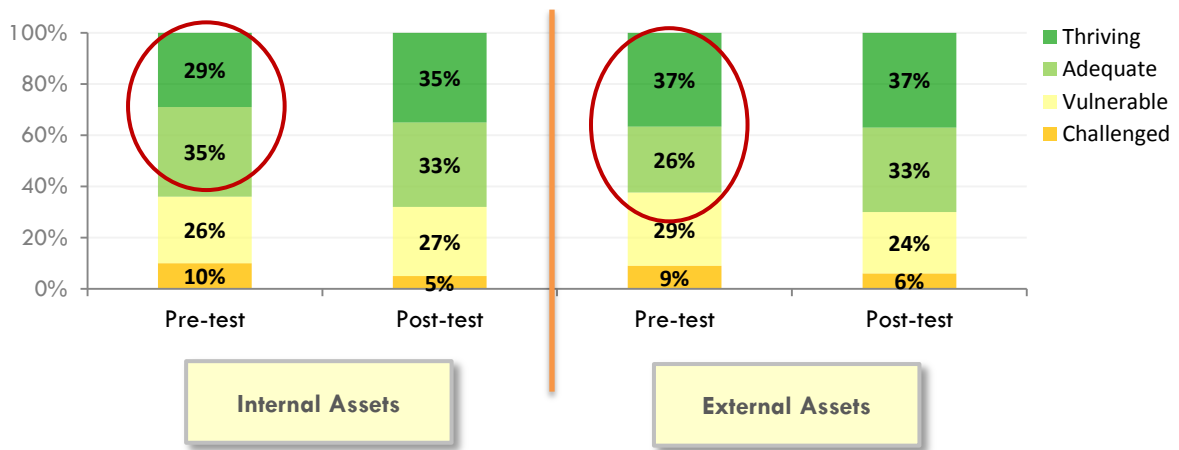
A total of 133 pre- and 84 post-DAP were administered during the 2012-2013 academic year. Of these, 82 pre- and post-surveys were matched and included in the analysis. There are a number of potential reasons why the number of pre- and post-surveys administered during the fiscal year do not match: 1) 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 youth?*

A considerable share of youth (close to two-thirds) reported asset levels within the “thriving” to “adequate” range upon program entry. In considering the risk levels faced by youth served by the BGCP (see “Youth Risk Factors” on page 5), ASR suspects that youth may have over-reported on some items at the time of their pre-test.

Figure 5. **Percentage of Youth Who are “Thriving” to “Challenged” in Internal and External Assets (All Youth)**



Note: Based on 82 youth.

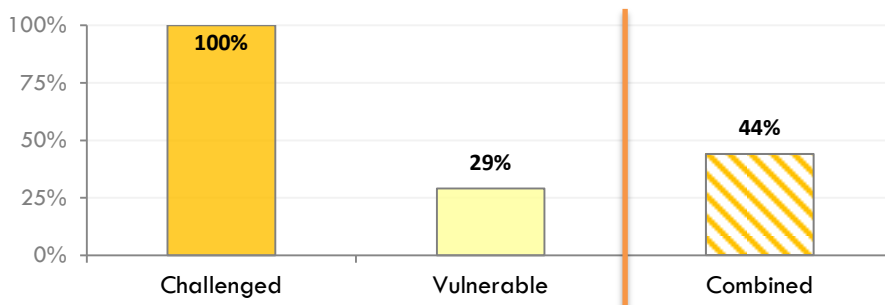
### *What percentage of most “at-risk” youth improved by at least one asset level?*

In order to examine further 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 youth who fell in the categories of “challenged” and “vulnerable,” based on their total pre-DAP asset score. The resulting subset was composed of the 27 “most at-risk” youth served by Boys & Girls Clubs of the Peninsula.

As seen in the figure below, **all of the youth (n=6) who were “challenged” upon joining the program moved up by at least one level by the time of their post-test.** Overall, 44% (12 of 22 youth) of youth within the two lowest assets made strides over the course of their participation. 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 by BGCP, especially in light of their risk factors (see “Youth Risk Factors” on page 5).



Figure 6. Percentage of “Challenged” and “Vulnerable” Youth Who Improved by At Least One Asset Level on Their Overall DAP score

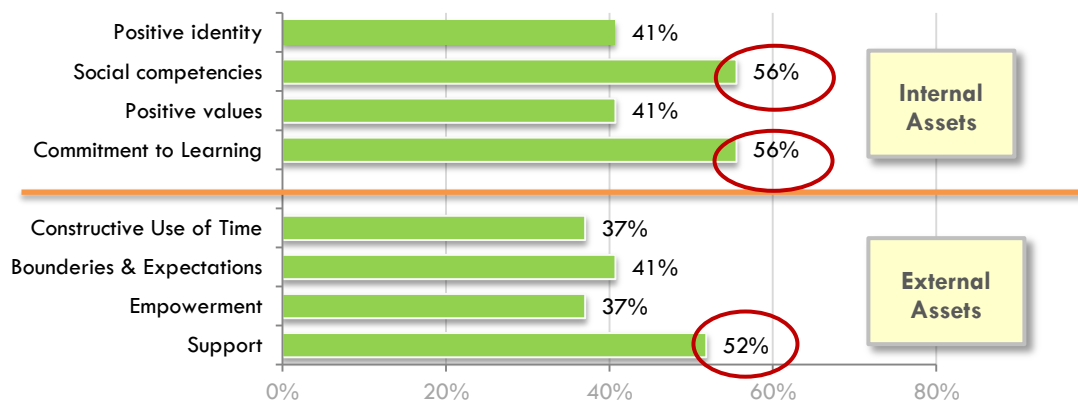


Note: The sample size for “challenged” is 6; 21 for “vulnerable”; and 27 for “combined”.

Presented in the figure on the next page is the percentage of the most at-risk youth 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 below, over half of the most “at-risk” youth moved up by at least one level on their **Social Competencies** (i.e., resisting negative peer pressure, properly expressing feelings, planning ahead), on their **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; doing homework), and on **Support** (i.e., support from parents, family and other adults; helpful neighbors; and caring school environment).

Figure 7. Percentage of “Challenged” and “Vulnerable” Youth Who Improved by At Least One Level, by Asset Category



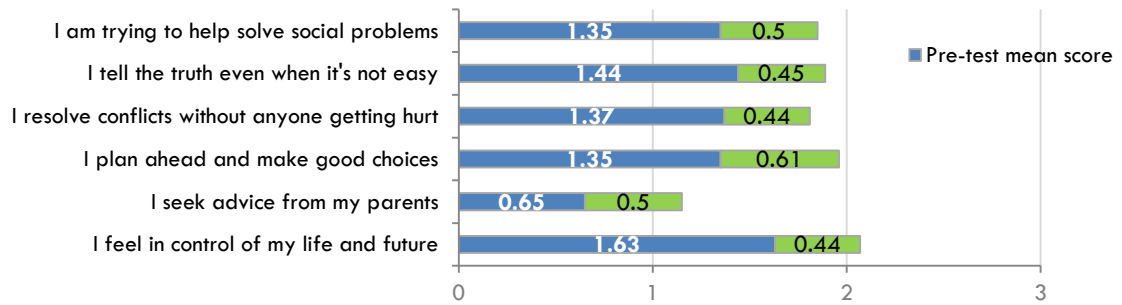
Note: Based on 27 most “at-risk” youth.

### ***On which DAP items did “most 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 are 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 youth had an **enhanced sense of control, were resolving conflicts without the use of violence, were more honest and reached out to their parents for support** by the time their participant ended.

Figure 8. Pre/Post Changes on Selected DAP Items



Source: Developmental Assets Profile surveys.

Note: Based on 27 most "at-risk" youth. All items were statistically significant at  $p < 0.05$ .

## Client Vignettes

BGCP program staff provided the following client vignettes to help illustrate the extent to which its services impacted one of their clients.

**T**yrone is a 17-year-old boy who has been a BGCP member since he was 6 years old. He was raised by a single mother who has done her best to shelter him from the environment of their neighborhood. She stayed engaged in his education to ensure he did his best, but her long working days couldn't shelter him from the negative influence of his friends. His friends influenced Tyrone to experiment with drugs and violence, and Tyrone found himself in trouble. He was lashing out at teachers, BGCP staff, and family members.

Tyrone surprised us this year. We never guessed he had a passion for cooking. As he became more involved in our Culinary Arts career exposure program, we observed him becoming calmer. He has become a great role model for younger members and a very smart and mild-mannered young man.

Tyrone shared that our encouragement and constructive feedback were for his benefit. He now refrains from having a disrespectful attitude towards staff and has become an active listener.

Tyrone is avoiding his former friends. He now hangs out with friends who are a positive influence. He plans out his after school, evening, and weekend activities so he doesn't accidentally encounter any trouble with former rivals or enemies.

Tyrone attributes his success today to BGCP. He says he knows that he always has our staff to count on and lean on in challenging times.

"As a child, I didn't have a role model because most of my family members made the wrong decisions. BGCP has helped me get my head on straight and has kept me out of trouble. They made me feel like I could become something in my life, and that's why I'm still here today."

**D**avid is a 17-year-old boy who started attending BGCP about 10 years ago when his mother brought him to the after-school program. Since a young age, David has had no relationship with his father. His mother is a drug user, and is also raising his older sister and younger brother. The family moves every couple of months and is currently living in a shelter in San Mateo. His older sister (20) dropped out of high school and is now working toward her GED. His younger brother, a freshman, does not attend school and is currently on house arrest.

BGCP has been David's second home. He does most of his school work and socializing at BGCP. David enjoys the Computer Clubhouse and actively participates in academic tutoring and mentoring. David is now tutoring and mentoring younger members at BGCP. He is also part of BGCP's Keystone leadership and community service club.

David says he plans to continue to "be a role model and a mentor to our youth by spending time with them and helping them with their homework." He also wants to "get youth involved in opportunities that will inspire them to become something in life. My main purpose is to teach them that there are possibilities and opportunities and to teach them to imagine the possibilities their future may hold."

David has made positive steps in the last year. He worked with his school guidance counselor and now has an IEP; he perseveres with his school work seeking help when he faces challenges; he has struggled with anger but is working on finding constructive solutions to problems and challenges utilizing his BGCP mentor; and he now has a part-time job to help his mother with family expenses.

## Attachment I – Pre/Post DAP Mean Scores

### DAP Asset Categories

(The item in bold is statistically significant at  $p < .05$ )

	Pre Mean Score	Post Mean Score	Sample
Support	23.09	22.98	82
Empowerment	22.31	22.18	82
Boundaries & Expectations	23.24	23.38	81
Constructive Use of Time	21.45	21.64	81
Commitment to Learning	21.86	22.81	82
Positive Values	22.15	22.32	82
<b>Social Competencies</b>	<b>21.08</b>	<b>22.67</b>	<b>82</b>
Positive Identity	22.30	22.45	82

### DAP Items

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

"I . . .

	Mean Score	Sample
Q1 Pre: Stand up for what I believe in.	2.26	82
Q1 Post: Stand up for what I believe in.	2.33	82
<b>Q2 Pre: Feel in control of my life and future.</b>	<b>2.25</b>	<b>81</b>
<b>Q2 Post: Feel in control of my life and future.</b>	<b>2.43</b>	<b>81</b>
Q3 Pre: Feel good about myself.	2.38	81
Q3 Post: Feel good about myself.	2.32	81
<b>Q4 Pre: Avoid things that are dangerous or unhealthy.</b>	<b>1.93</b>	<b>80</b>
<b>Q4 Post: Avoid things that are dangerous or unhealthy.</b>	<b>2.17</b>	<b>80</b>
Q5 Pre: Enjoy reading or being read to.	1.55	80
Q5 Post: Enjoy reading or being read to.	1.53	80
Q6 Pre: Build friendships with other people.	2.21	82
Q6 Post: Build friendships with other people.	2.33	82
<b>Q7 Pre: Care about school.</b>	<b>2.11</b>	<b>81</b>
<b>Q7 Post: Care about school.</b>	<b>2.31</b>	<b>81</b>
Q8 Pre: Do my homework.	2.41	80
Q8 Post: Do my homework.	2.41	80
<b>Q9 Pre: Stay away from tobacco, alcohol, and other drugs.</b>	<b>2.73</b>	<b>80</b>
<b>Q9 Post: Stay away from tobacco, alcohol, and other drugs.</b>	<b>2.46</b>	<b>80</b>

	Mean Score	Sample
Q10 Pre: Enjoy learning.	2.00	79
Q10 Post: Enjoy learning.	2.19	79
Q11 Pre: Express my feeling in proper ways.	1.89	81
Q11 Post: Express my feeling in proper ways.	2.06	81
Q12 Pre: Feel good about my future.	2.37	79
Q12 Post: Feel good about my future.	2.39	79
<b>Q13 Pre: Seek advice from my parents.</b>	<b>1.66</b>	<b>80</b>
<b>Q13 Post: Seek advice from my parents.</b>	<b>1.91</b>	<b>80</b>
Q14 Pre: Deal with frustration in positive ways.	1.91	80
Q14 Post: Deal with frustration in positive ways.	1.79	80
Q15 Pre: Overcome challenges in positive ways.	2.10	80
Q15 Post: Overcome challenges in positive ways.	2.19	80
Q16 Pre: Think it is important to help other people.	2.35	81
Q16 Post: Think it is important to help other people.	2.40	81
Q17 Pre: Feel safe and secure at home.	2.46	81
Q17 Post: Feel safe and secure at home.	2.58	81
Q18 Pre: Plan ahead and make good choices.	2.21	81
Q18 Post: Plan ahead and make good choices.	2.36	81
Q19 Pre: Resist bad influences.	2.08	78
Q19 Post: Resist bad influences.	2.24	78
Q20 Pre: Resolve conflicts without anyone getting hurt.	2.01	80
Q20 Post: Resolve conflicts without anyone getting hurt.	2.15	80
<b>Q21 Pre: Feel valued and appreciated by others.</b>	<b>2.27</b>	<b>79</b>
<b>Q21 Post: Feel valued and appreciated by others.</b>	<b>2.03</b>	<b>79</b>
Q22 Pre: Take responsibility for what I do.	2.38	81
Q22 Post: Take responsibility for what I do.	2.31	81
Q23 Pre: Tell the truth even when it is not easy.	2.01	79
Q23 Post: Tell the truth even when it is not easy.	2.11	79
Q24 Pre: Accept people who are different from me.	2.43	81
Q24 Post: Accept people who are different from me.	2.53	81
Q25 Pre: Feel safe at school.	2.12	81
Q25 Post: Feel safe at school.	2.21	81
Q26 Pre: Actively engaged in learning new things.	2.41	81
Q26 Post: Actively engaged in learning new things.	2.48	81
Q27 Pre: Developing a sense of purpose in my life.	2.44	80
Q27 Post: Developing a sense of purpose in my life.	2.42	80
Q28 Pre: Encouraged to try things that might be good for me.	2.39	80

	Mean Score	Sample
Q28 Post: Encouraged to try things that might be good for me.	2.49	80
Q29 Pre: Included in family tasks and decisions.	2.27	78
Q29 Post: Included in family tasks and decisions.	2.28	78
Q30 Pre: Helping to make my community a better place.	1.95	78
Q30 Post: Helping to make my community a better place.	1.96	78
Q31 Pre: Involved in a religious group or activity.	1.85	78
Q31 Post: Involved in a religious group or activity.	1.91	78
Q32 Pre: Developing good health habits.	2.38	78
Q32 Post: Developing good health habits.	2.36	78
Q33 Pre: Encouraged to help others.	2.29	79
Q33 Post: Encouraged to help others.	2.35	79
Q34 Pre: Involved in a sport, club, or other group.	2.49	79
Q34 Post: Involved in a sport, club, or other group.	2.56	79
<b>Q35 Pre: Trying to help solve social problems.</b>	<b>1.96</b>	<b>79</b>
<b>Q35 Post: Trying to help solve social problems.</b>	<b>2.24</b>	<b>79</b>
Q36 Pre: Given useful roles and responsibilities.	2.34	80
Q36 Post: Given useful roles and responsibilities.	2.36	80
Q37 Pre: Developing respect for other people.	2.35	81
Q37 Post: Developing respect for other people.	2.36	81
Q38 Pre: Eager to do well in school and other activities.	2.48	79
Q38 Post: Eager to do well in school and other activities.	2.53	79
Q39 Pre: Sensitive to the needs and feelings of others.	2.13	78
Q39 Post: Sensitive to the needs and feelings of others.	2.22	78
Q40 Pre: Involved in creative things such as music, theater, or art.	2.11	81
Q40 Post: Involved in creative things such as music, theater, or art.	1.94	81
Q41 Pre: Serving others in my community.	1.82	78
Q41 Post: Serving others in my community.	1.90	78
Q42 Pre: Spending quality time at home with my parents(s).	2.05	81
Q42 Post: Spending quality time at home with my parents(s).	2.17	81
Q43 Pre: Friends who set good examples for me.	2.24	79
Q43 Post: Friends who set good examples for me.	2.22	79
Q44 Pre: A school that gives students clear rules.	2.36	80
Q44 Post: A school that gives students clear rules.	2.38	80
Q45 Pre: Adults who are good role models for me.	2.50	80
Q45 Post: Adults who are good role models for me.	2.44	80
Q46 Pre: A safe neighborhood.	1.99	80
Q46 Post: A safe neighborhood.	1.91	80

	Mean Score	Sample
Q47 Pre: Parent(s) who try to help me succeed.	2.69	80
Q47 Post: Parent(s) who try to help me succeed.	2.61	80
Q48 Pre: Good neighbors who care about me.	1.74	81
Q48 Post: Good neighbors who care about me.	1.89	81
Q49 Pre: A school that cares about kids and encourages them.	2.38	79
Q49 Post: A school that cares about kids and encourages them.	2.37	79
<b>Q50 Pre: Teachers who urge me to develop and achieve.</b>	<b>2.30</b>	<b>81</b>
<b>Q50 Post: Teachers who urge me to develop and achieve.</b>	<b>2.49</b>	<b>81</b>
Q51 Pre: Support from adults other than my parents.	2.56	80
Q51 Post: Support from adults other than my parents.	2.44	80
Q52 Pre: A family that provides me with clear rules.	2.48	79
Q52 Post: A family that provides me with clear rules.	2.52	79
Q53 Pre: Parent(s) who urge me to do well in school.	2.68	79
Q53 Post: Parent(s) who urge me to do well in school.	2.65	79
Q54 Pre: A family that gives me love and support.	2.75	80
Q54 Post: A family that gives me love and support.	2.69	80
Q55 Pre: Neighbors who help watch out for me.	1.70	80
Q55 Post: Neighbors who help watch out for me.	1.75	80
Q56 Pre: Parent(s) who are good at talking with me about things.	2.37	81
Q56 Post: Parent(s) who are good at talking with me about things.	2.21	81
Q57 Pre: A school that enforces rules fairly.	2.08	79
Q57 Post: A school that enforces rules fairly.	2.15	79
Q58 Pre: A family that knows where I am and what I am doing.	2.59	80
Q58 Post: A family that knows where I am and what I am doing.	2.48	80

## 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