



## CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

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



### JPCF Evaluation Report 2012-2013

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## OVERVIEW OF FINDINGS

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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 youth served	<b>249</b>	<b>298</b>
Average number of hours of service	<b>11.23</b>	<b>9.7</b>
Average length of time in the program (months)	<b>4</b>	<b>4</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>36%</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	<b>48%</b>
<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	<b>70%</b>

## 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 Involvement 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 youth 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 and Adolescent Alcohol and Drug Scale; and post-survey data captured on the Family Communication Scale
- Client success stories illustrating the extent to which services impacted youth

## PROGRAM DESCRIPTION

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Pyramid Alternative's Strengthen Our Youth (SOY) program serves the needs of at-risk students and families at four school sites in Daly City, South San Francisco, and Half Moon Bay. SOY is an early intervention program designed to increase developmental assets, school engagement, and family functioning. The SOY program has three main components: substance use prevention, topic specific group therapy, and parent education. In September and October, SOY counselors facilitated classroom presentations on substance use and prevention as a part of the 6th, 7th or 9th grade health curriculum. Once these classroom presentations were completed, SOY counselors began their topic specific groups; the topics varied by school site depending upon the needs of each school. SOY's Spanish language parenting group, located in South San Francisco, focused on topics related to child and adolescent development. In addition to the main components of the program, SOY staff also provided individual and family counseling, brief crisis intervention, and case management. SOY counselors also facilitated school-wide events, and conducted afterschool and evening presentations to parents and staff on topics related to mental health and substance abuse prevention.

### Youth Risk Factors

Youth participating in SOY exhibit risk factors known to significantly influence youth development and delinquency.<sup>1</sup> As indicated by program staff during ASR's site visit in fiscal year 11-12, many youth are at-risk of using alcohol and/or drugs. SOY counselors reported that alcohol and marijuana are the most frequently abused substances, followed by prescription drugs, ecstasy, and cocaine. Substance use is higher in high schools than in middle schools. Additionally, many students are at-risk for academic failure, school suspension and expulsion due to behavioral problems, and involvement with the Juvenile Justice System due to drug charges, vandalism, or gang-related activities. Some students in the program also face challenging family dynamics such as involvement with Child Protective Services, financial hardships (poverty), illegal immigration status and substance use in the family.

### Programmatic Challenges

Program staff also indicated that amid fiscal challenges, the schools where the SOY program is located have had to significantly reduce the number of district funded school counselors, resulting in an increased demand for SOY counselors to serve more students. However, SOY counselors have had to limit their caseload to 25-30 youth per semester to preserve the quality of service. SOY counselors regularly meet with district-funded school counselors and school administrators to prioritize and help the students exhibiting the greatest need for mental health and substance abuse counseling services.

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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

The program served a total of 298 unduplicated youth in 2012-2013, the majority of whom were females (55%) and Latinos (43%). Participating youth were 14 years of age, on average. The program serves youth in grades 6 through 12.

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

		Sample
Number served		298
Gender	Female	55%
	Male	45%
Ethnicity	Latino	52%
	Filipino/Pacific Islander	19%
	Caucasian	13%
	Asian	7%
	African American	7%
	Other/Multi-racial	2%
Average age of youth		14.2

Note: Gender based on a sample size of 280; ethnicity based on a sample size of 246; and age based on a sample size of 234.

### Client Services

Youth who entered and exited the program during 2012-2013 received services for an average of four months. For all youth, the average amount of service received in 2012-2013 was over 9 hours. The overall number of units of service for the year for all youth totaled 2,755.50 hours.

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

	Units of service
Mean Units of Service	9.73
Total Units of Service	2,755.50

Additionally, nearly half (49%) of the youth served received group therapy, and one-quarter (25%) received individual therapy. Case management was provided to 19% of the youth served, and a very small percentage (4%) received crisis intervention.

Referrals to outside services were also provided to youth and their families, totaling 227 referrals during the 2012-2013 academic year. (Note that some youth received multiple referrals.)

## Program Activities

In addition to the services and referrals provided to SOY students, a major effort is put into the delivery of drug and alcohol education classroom presentations to 7th and 9th grade students. The presentations also cover adolescent social development, coping skills, peer pressure and refusal skill development. As seen in the figure below, program staff presented to nearly four thousand (duplicated) individuals over the course of the year.

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

	Number of activities	Number of attendees	Number of units of service (hours)
Presentation to parents (1-2 hours)	6	52	312
Presentation to students (1-2 hours)	69	1,867	128,823
Presentation to community (2 hours)	2	6	12
Presentation to school staff (2.5 hours)	7	116	812
Meeting with teachers/school staff (1-2 hours)	51	219	11,169
Incident/crisis intervention (1 hour)	6	9	54
Other school event: Back to School Night and Red Ribbon (1-2 hours)	21	1,469	30,849
Other	5	117	585
<b>TOTAL</b>	<b>167</b>	<b>3855</b>	<b>172,616</b>

Note: Units of service are calculated by multiplying the amount of time (hours) by the number attending a presentation/event. The number of youth within each activity is not unique; the same youth can attend more than one session.

## 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 and 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 158 pre- and 145 post-DAP were administered during the 2012-2013 academic year. Of these, 141 pre- and post-surveys were matched and included in the analysis.

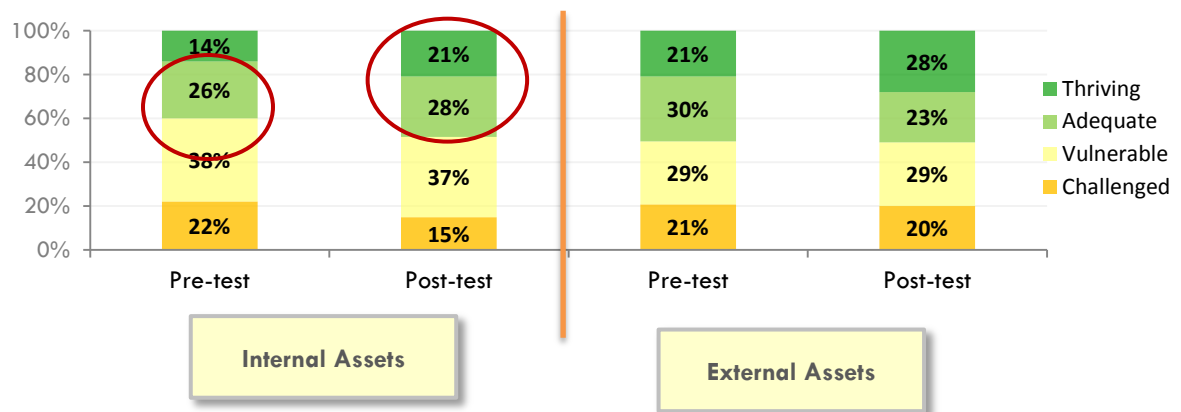
There are a number of potential reasons why the number of pre- and post-surveys administered during the fiscal year do not match: 1) some youth may have ended services prematurely and therefore did not have the opportunity to complete a post-survey; 2) some youth may have been absent on the day that 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?

The average internal and external asset scores were configured into four distinct ranges, from “thriving” to “challenged.” As seen in the figure below, pre to post changes are primarily seen within Internal Assets (i.e., Commitment to Learning, Positive Values, Social Competencies and Positive Identity). Specifically, a **higher share of youth scored in the “thriving” and “adequate” range by the end of their participation** (40% at pre vs. 49% at post). Also noteworthy, is that **fewer youth scored in the “challenged” range by the time their participation ended.**

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



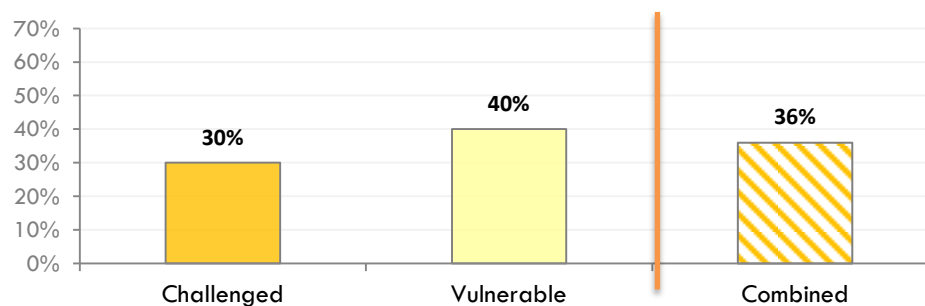
Note: Based on 141 youth.

### 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 72 “most at-risk” youth served by SOY.

As seen in the figure below, of the youth who had “challenged” and “vulnerable” levels of assets upon joining the program, **36% (or 26 of 72 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 by SOY, especially in light of their risk factors (see “Youth Risk Factors” on page 5).

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



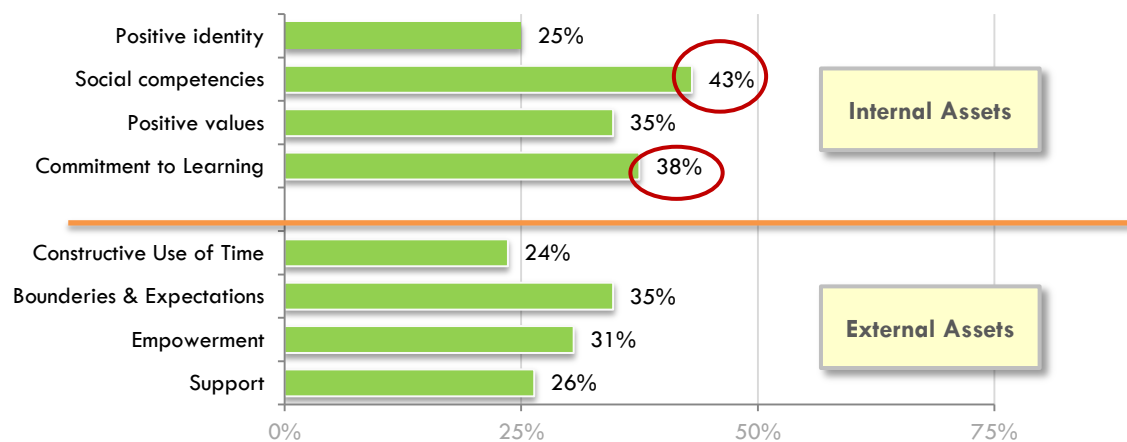
Note: The sample size for “challenged” is 27; 45 for “vulnerable”; and 72 for “combined”.

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

As seen in the figure below, the two asset categories reflecting the highest share of youth who moved up one level are **Social Competency** (i.e., properly expressing feelings; planning ahead; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully) and **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; doing homework).

On the other hand, fewer “most at-risk” youth (only about one-quarter) succeeded in moving up a level in the asset categories of **Positive Identity** (i.e., optimism; locus of control; and self-esteem) and **Constructive Use of Time** (i.e., participation in religious or spiritual activity; involvement in a sport, club, or group; creative activities; and quality time at home).

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



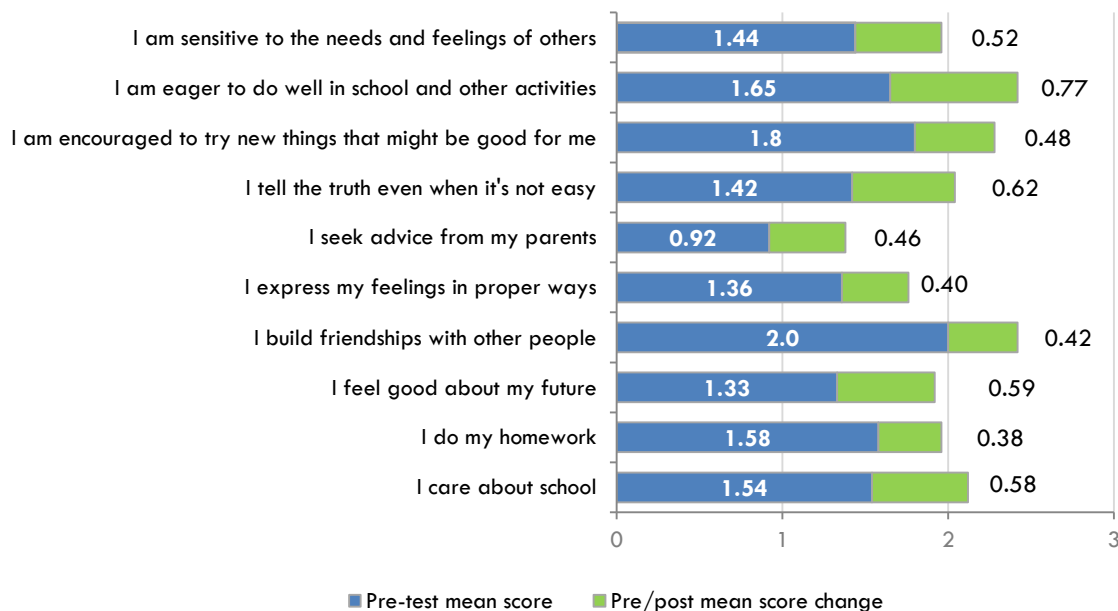
Note: Sample size is based on 72 youth.

### ***On which DAP items did “most at-risk” youth experience significant improvements?***

Presented in the next figure are survey items on which the “most at-risk” youth 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 youth.)

The item-by-item changes observed in the figure below indicate that youth were generally **more involved in their academic success, more capable of handling frustrations in a safe manner, and felt optimistic about their future.**

Figure 9. Pre/Post Changes on Selected DAP Items



Source: Developmental Assets Profile surveys.

Note: Sample size varied between 24-26. All items were statistically significant at  $p < .05$ .

## Profile of Clients' Alcohol and Drug Use

In addition to seeing changes in youth's developmental assets, the Juvenile Justice Coordinating Council (JJCC) also hoped to see **"decreased use of alcohol and drugs."** As such, ASR selected the Adolescent Alcohol and Drug Involvement Scale (AADIS) as a pre/post measure of youth' use of substances.

The 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 substances, 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 a more in-depth assessment is needed, and thus is a sensitive measure of the prevalence of alcohol and drug problems among students.

A total of 168 pre- and 151 post-AADIS were administered during the 2012-2013 academic year. Of these, 148 pre/post AADIS surveys were matched and included in the analyses discussed next.

As mentioned previously, 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 AOD profile of youth?*

According to youth, the most commonly reported age they started using drugs and/or drinking was 14 to 15. "Curiosity" was the most commonly reported reason for starting to use substances, and they generally continue to use due to "boredom and/or to have fun." Additionally, 15% of youth (high school and middle

school combined) were at or above the AADIS cutoff score at the time they had joined the program. A larger share of high school students met the cutoff score (21%; n=70), as compared to middle school students (10%; n=95).

Figure 10. **Alcohol and Drug Profile of Youth**

	Response	Percentage (n)
Most commonly reported reason for using AOD in general	Bored/to have fun	27% (41)
Most commonly reported way youth get AOD	From friends	33% (55)
Most commonly reported age youth started using/drinking	14-15	12% (14)
Most commonly reported reason for starting to use	Curiosity	33% (55)
Percent of youth who reached the AADIS cutoff score	----	15% (165)

Note: Based on 168 youth who had completed a pre-AADIS.

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

(Note that of the 148 youth who had completed a pre and post-AADIS, 75 of them answered the survey item measuring this outcome at both points in time.)

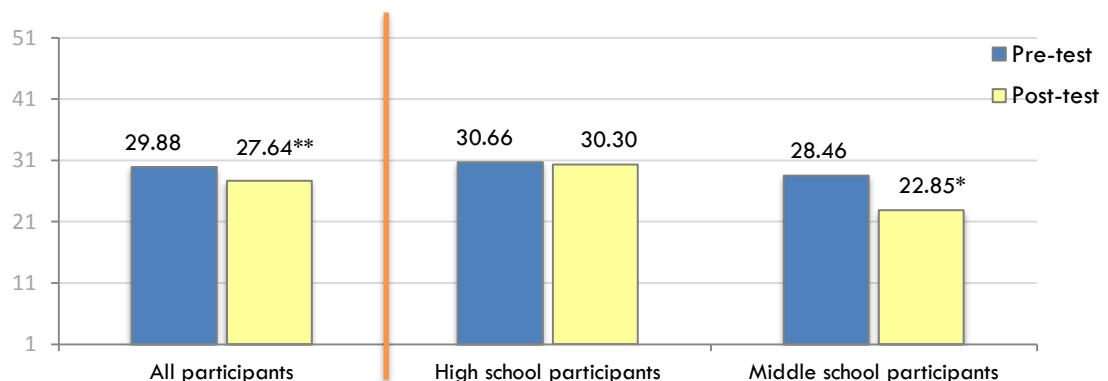
**Ninety-five percent of youth continued to abstain by the end of their participation.**

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

(Note that of the 148 youth who had completed a pre and post-AADIS, 73 of them answered the survey item measuring this outcome at both points in time.)

Overall, youth who reported using substances at pre-test **performed better at a marginally statistically significant level on the AADIS** at post-test. When comparing high school to middle school students, one can see from the figure below that middle school youth experienced greater, and significant, improvements on their AADIS score upon ending their services, as compared to high school youth.

Figure 11. **Pre/Post Average Scores on the AADIS**



Source: Adolescent Alcohol and Drug Involvement Scale.

Note: The sample size=73 youth who reported using drugs and/or drinking alcohol (26 middle schoolers and 47 high schoolers).  
 (\*) statistically significant change from pre-test to post-test  $p < 0.05$ ; (\*\*) statistically significant from pre-test to post-test  $p < 0.10$

### *Of the youth who scored at or above the AADIS' cut-off score<sup>2</sup>, did their post-test score improve?*

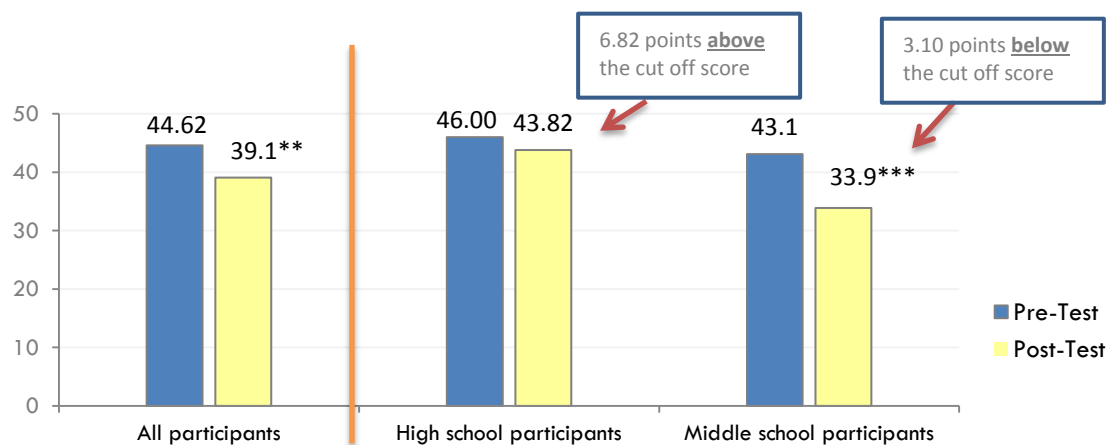
As noted on the previous page, 15% of youth (24 of 165) were at or above the cutoff score upon starting their services. Of these youth, only 21 of them had pre/post data available.

Among youth who met the criteria for further assessment (i.e., scored 37 or more), and for whom pre/post data were available (n=21), there was a significant decline over time, by 5.52 points. That is, **youth who had the highest levels of alcohol and drug challenges upon starting the program reported a significant reduction in these concerns over time** (see figure below). However, when disaggregating the sample by high school versus middle school youth, one can see that only middle school youth experienced a significant reduction in levels of alcohol and drug challenges; in fact, their average score dropped several points below the AADIS' cut-off score.

**70%** of youth experienced a reduction in their AADIS score (n=21)

Additionally, the post-scores for six of these youth fell below the cutoff score by the end of their services.

Figure 12. Pre/Post AADIS Scores of Youth Meeting or Exceeding the AADIS Cut Off Score



Note: Based on 21 youth who scored at or above the cut off score, and had completed a pre- and post-AADIS (10 middle school students and 11 high school students). (\*\*) statistically significant at p<.05; (\*\*\*) statistically significant from pre-test to post-test p<0.10.

## Level of Communication Between Youth 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

<sup>2</sup> 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.

adulthood.<sup>3</sup> To that end, Applied Survey Research 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").

A total of 6 parents who attended SOY's drop-in parenting classes completed a post-survey toward the end of the school year. All six parents had attended a total of 13 classes. The total score for each participant ranged from 34 to 41 points, with an **average of 38 points**. This average indicates that **family members generally felt good about their communication, but had some concerns**.

In addition to rating their family's communication, parents were also asked to indicate whether their participation in the program had helped them in six specific areas. Each item was measured on a 4-point scale, with 1 being "didn't help," 2 being "helped a little," 3 being "helped somewhat," and 4 being "helped a lot." As seen in the figure below, **parents felt that the parenting sessions had really helped them to communicate more calmly with their children and had also been helpful in learning about the importance of acknowledging their children's feelings**.

Figure 13. **Parents' Satisfaction with SOY's Parenting Session, FY 12-13**

	Mean score
<i><b>This program helped me to...</b></i>	
Listen to what my child(ren) has to say (i.e., to be a good listener).	3.83
Share my ideas and opinions with my child(ren) in a calm way.	4.00
Talk openly and honestly with my child(ren).	3.67
Respect my child's(ren) feelings.	4.00
Understand the ways my child's(ren) experiences growing up are different than my own experiences.	3.83
Keep better track of how my child spends his/her time, and who his/her friends are.	3.67

Note: Family Communication Survey.

## Client Vignettes

Pyramid Alternative's SOY program staff provided the following client vignettes to help illustrate the impact of its services on two of its youth.

Sam is an 18-year old student who was referred to the program due to depressed mood, poor academic performance, and anger management and acculturation issues. He was shy at first, socially anxious, academically unmotivated, and socially isolated. After receiving services ranging from individual therapy and art therapy to Cognitive Behavioral Therapy techniques, Sam became very talkative, animated and cheerful. Over the course of his participation, he developed a strong social support network, became involved in social/sport activities, and developed an education plan. When asked what he appreciated about the program, he stated that he had enjoyed having someone to talk to and appreciated having someone who motivated him to change.

<sup>3</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.

Kimberly is a 13-year old student who was referred to the program due to disengagement in class. In her initial assessment, she reported a great deal of anxiety and worrying. When she first started the program, Kimberly was shy and nervous. She stated that she would “practice” what she was planning on saying in counseling in order to reduce her anxiety. The counselor taught Kimberly various Cognitive Behavioral Therapy techniques to help manage her anxiety, including thought stopping, relaxation techniques and how to replace negative thoughts with positive thoughts. Over time, Kimberly appeared more engaged and talkative. She reports having increased friendships at school. She also reported feeling less anxious and more outgoing. Kimberly went from experiencing anxiety 90% of the time to just 5% of the time. When asked what she appreciated about the program, she stated that she “got a lot from counseling” and stated that she will miss her weekly sessions.

## ATTACHMENT I – PRE/POST DAP MEAN SCORES

### DAP Asset Categories

(Bold items are statistically significant at  $p < .05$ )

	Pre Mean Score	Post Mean Score	Sample
Support	20.49	20.76	140
Empowerment	20.71	21.24	141
Boundaries & Expectations	20.96	21.12	141
Constructive Use of Time	16.96	17.96	141
<b>Commitment to Learning</b>	<b>18.77</b>	<b>19.74</b>	<b>141</b>
<b>Positive Values</b>	<b>19.69</b>	<b>20.52</b>	<b>141</b>
<b>Social Competencies</b>	<b>19.95</b>	<b>21.08</b>	<b>141</b>
<b>Positive Identity</b>	<b>18.19</b>	<b>19.18</b>	<b>140</b>

### DAP Survey Items

(Bold items are statistically significant at  $p < .10$ )

“I . . .

	Mean Score	Sample
<b>Q1 Pre: Stand up for what I believe in.</b>	<b>1.97</b>	<b>139</b>
<b>Q1 Post: Stand up for what I believe in.</b>	<b>2.14</b>	<b>139</b>
Q2 Pre: Feel in control of my life and future.	1.77	139
Q2 Post: Feel in control of my life and future.	1.83	139
Q3 Pre: Feel good about myself.	1.91	139
Q3 Post: Feel good about myself.	2.00	139
<b>Q4 Pre: Avoid things that are dangerous or unhealthy.</b>	<b>1.77</b>	<b>139</b>
<b>Q4 Post: Avoid things that are dangerous or unhealthy.</b>	<b>1.96</b>	<b>139</b>
<b>Q5 Pre: Enjoy reading or being read to.</b>	<b>1.28</b>	<b>137</b>
<b>Q5 Post: Enjoy reading or being read to.</b>	<b>1.50</b>	<b>137</b>
<b>Q6 Pre: Build friendships with other people.</b>	<b>2.06</b>	<b>139</b>
<b>Q6 Post: Build friendships with other people.</b>	<b>2.24</b>	<b>139</b>
Q7 Pre: Care about school.	1.96	138
Q7 Post: Care about school.	2.05	138
Q8 Pre: Do my homework.	1.88	137
Q8 Post: Do my homework.	1.99	137
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	2.09	139



	Mean Score	Sample
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	2.11	139
Q10 Pre: Enjoy learning.	1.78	139
Q10 Post: Enjoy learning.	1.83	139
Q11 Pre: Express my feeling in proper ways.	1.69	136
Q11 Post: Express my feeling in proper ways.	1.85	136
Q12 Pre: Feel good about my future.	1.86	138
Q12 Post: Feel good about my future.	1.95	138
Q13 Pre: Seek advice from my parents.	1.57	138
Q13 Post: Seek advice from my parents.	1.67	138
<b>Q14 Pre: Deal with frustration in positive ways.</b>	<b>1.57</b>	<b>138</b>
<b>Q14 Post: Deal with frustration in positive ways.</b>	<b>1.78</b>	<b>138</b>
<b>Q15 Pre: Overcome challenges in positive ways.</b>	<b>1.81</b>	<b>134</b>
<b>Q15 Post: Overcome challenges in positive ways.</b>	<b>1.94</b>	<b>134</b>
Q16 Pre: Think it is important to help other people.	2.45	139
Q16 Post: Think it is important to help other people.	2.47	139
Q17 Pre: Feel safe and secure at home.	2.44	140
Q17 Post: Feel safe and secure at home.	2.43	140
Q18 Pre: Plan ahead and make good choices.	1.95	140
Q18 Post: Plan ahead and make good choices.	2.07	140
Q19 Pre: Resist bad influences.	1.91	141
Q19 Post: Resist bad influences.	1.96	141
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.95	137
Q20 Post: Resolve conflicts without anyone getting hurt.	2.01	137
Q21 Pre: Feel valued and appreciated by others.	1.82	136
Q21 Post: Feel valued and appreciated by others.	1.90	136
Q22 Pre: Take responsibility for what I do.	2.22	138
Q22 Post: Take responsibility for what I do.	2.27	138
<b>Q23 Pre: Tell the truth even when it is not easy.</b>	<b>1.81</b>	<b>138</b>
<b>Q23 Post: Tell the truth even when it is not easy.</b>	<b>2.11</b>	<b>138</b>
Q24 Pre: Accept people who are different from me.	2.58	137
Q24 Post: Accept people who are different from me.	2.55	137
Q25 Pre: Feel safe at school.	2.21	140
Q25 Post: Feel safe at school.	2.26	140
Q26 Pre: Actively engaged in learning new things.	1.94	139
Q26 Post: Actively engaged in learning new things.	1.95	139
Q27 Pre: Developing a sense of purpose in my life.	2.00	139
Q27 Post: Developing a sense of purpose in my life.	2.02	139
Q28 Pre: Encouraged to try things that might be good for me.	2.12	139

	Mean Score	Sample
Q28 Post: Encouraged to try things that might be good for me.	2.24	139
Q29 Pre: Included in family tasks and decisions.	1.88	138
Q29 Post: Included in family tasks and decisions.	1.89	138
Q30 Pre: Helping to make my community a better place.	1.58	137
Q30 Post: Helping to make my community a better place.	1.66	137
Q31 Pre: Involved in a religious group or activity.	1.45	139
Q31 Post: Involved in a religious group or activity.	1.50	139
Q32 Pre: Developing good health habits.	1.91	137
Q32 Post: Developing good health habits.	1.96	137
Q33 Pre: Encouraged to help others.	2.26	136
Q33 Post: Encouraged to help others.	2.23	136
Q34 Pre: Involved in a sport, club, or other group.	1.91	138
Q34 Post: Involved in a sport, club, or other group.	1.89	138
Q35 Pre: Trying to help solve social problems.	1.68	139
Q35 Post: Trying to help solve social problems.	1.76	139
Q36 Pre: Given useful roles and responsibilities.	1.89	137
Q36 Post: Given useful roles and responsibilities.	1.99	137
Q37 Pre: Developing respect for other people.	2.37	138
Q37 Post: Developing respect for other people.	2.36	138
Q38 Pre: Eager to do well in school and other activities.	2.16	138
Q38 Post: Eager to do well in school and other activities.	2.29	138
Q39 Pre: Sensitive to the needs and feelings of others.	1.95	137
Q39 Post: Sensitive to the needs and feelings of others.	2.05	137
<b>Q40 Pre: Involved in creative things such as music, theater, or art.</b>	<b>1.61</b>	<b>137</b>
<b>Q40 Post: Involved in creative things such as music, theater, or art.</b>	<b>1.78</b>	<b>137</b>
Q41 Pre: Serving others in my community.	1.38	138
Q41 Post: Serving others in my community.	1.51	138
<b>Q42 Pre: Spending quality time at home with my parents(s).</b>	<b>1.77</b>	<b>137</b>
<b>Q42 Post: Spending quality time at home with my parents(s).</b>	<b>1.95</b>	<b>137</b>
Q43 Pre: Friends who set good examples for me.	2.04	139
Q43 Post: Friends who set good examples for me.	2.14	139
<b>Q44 Pre: A school that gives students clear rules.</b>	<b>2.14</b>	<b>140</b>
<b>Q44 Post: A school that gives students clear rules.</b>	<b>1.99</b>	<b>140</b>
Q45 Pre: Adults who are good role models for me.	2.32	139
Q45 Post: Adults who are good role models for me.	2.31	139
Q46 Pre: A safe neighborhood.	2.24	140
Q46 Post: A safe neighborhood.	2.28	140
Q47 Pre: Parent(s) who try to help me succeed.	2.51	138

	Mean Score	Sample
Q47 Post: Parent(s) who try to help me succeed.	2.46	138
Q48 Pre: Good neighbors who care about me.	1.49	139
Q48 Post: Good neighbors who care about me.	1.55	139
Q49 Pre: A school that cares about kids and encourages them.	2.16	139
Q49 Post: A school that cares about kids and encourages them.	2.18	139
Q50 Pre: Teachers who urge me to develop and achieve.	2.30	139
Q50 Post: Teachers who urge me to develop and achieve.	2.22	139
Q51 Pre: Support from adults other than my parents.	2.14	135
Q51 Post: Support from adults other than my parents.	2.23	135
Q52 Pre: A family that provides me with clear rules.	2.31	139
Q52 Post: A family that provides me with clear rules.	2.30	139
Q53 Pre: Parent(s) who urge me to do well in school.	2.52	140
Q53 Post: Parent(s) who urge me to do well in school.	2.51	140
Q54 Pre: A family that gives me love and support.	2.44	140
Q54 Post: A family that gives me love and support.	2.44	140
Q55 Pre: Neighbors who help watch out for me.	1.25	138
Q55 Post: Neighbors who help watch out for me.	1.39	138
Q56 Pre: Parent(s) who are good at talking with me about things.	2.04	137
Q56 Post: Parent(s) who are good at talking with me about things.	2.00	137
Q57 Pre: A school that enforces rules fairly.	1.75	139
Q57 Post: A school that enforces rules fairly.	1.81	139
Q58 Pre: A family that knows where I am and what I am doing.	2.21	138
Q58 Post: A family that knows where I am and what I am doing.	2.26	138

## 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