



## CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

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

**Assessment Center**

JJCPA Evaluation Report 2013-2014

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## OVERVIEW OF FINDINGS

Presented here is an overview of key data findings covering three evaluation years: 2011-2012 through 2013-2014. The following sections of the report will discuss these findings in detail.

Figure 1. **Data Highlights from 2011-2012 through 2013-2014**

Data Highlights	Evaluation Years		
	2011-2012	2012-2013	2013-2014
Number of clients served	580	504	454
Average number of hours of service	6.7	8.4	8.3
Average length of time in the program (months)	1.7	2.1	2.3
Percentage of participants 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	69% (n=16)	57% (n=21)
<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	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	NA
<ul style="list-style-type: none"> <li>▪ Were arrested for a new law violation</li> </ul>	16% (n=487)	10% (n=462)	14% (n=398)

## EVALUATION BACKGROUND & METHODOLOGY

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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 Survey). These assessments were formally launched during 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
- JJCPA's six mandated outcomes
- Client success stories illustrating the extent to which services impacted youth

## PROGRAM DESCRIPTION

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The Juvenile Assessment and Referral Center, herein referred to as the “Assessment Center” provides a primary point of entry for intake and assessment of youth who have come in contact with the juvenile justice system via law enforcement, including but not limited to, youth who participate in JJCPA programs. At the Assessment Center, youth receive a multidisciplinary team risk/needs assessment, including screening for mental health, substance abuse, and other significant risk factors. Background checks from multiple agencies including Child Protective Services, Mental Health, and Juvenile Justice are conducted. Based on the assessment findings, a recommendation that includes a balance of accountability and support/treatment services is discussed with the family. Recommendations are also made to the Juvenile Court if release from custody is appropriate. Diversion-eligible youth can be referred to a range of programs and services including the Petty Theft Program, Juvenile Mediation Program, Victim Impact Awareness Program, and Traffic Court; youth may also be placed on shorter-term (3 months) or longer-term (6 months) supervised intervention and informal contracts.

It is important to note that Assessment Center services are provided to other youth in addition to those reported in this report. Services are largely intended to be brief and to link youth with appropriate community resources to avoid formal court proceedings where possible and to focus probation efforts on those youth who are at higher risk to reoffend. Some immediate bridging services are available for youth in crisis in order to stabilize a family and optimize its chances for success. For instance, in fiscal year 2013-14, the Assessment Center screened and managed approximately 2,152 cases which include “602” youth (formal wards of the Court or those who have committed criminal law offenses) and “601” youth (those who have issues of truancy, runaway history, or out-of-control behavior at home and/or in school).

Youth cases were triaged in the following ways: 307 were mandatory court cases; 217 youth were booked into secure custody; 97 youth were placed in the Petty Theft Program; 89 were placed in the Juvenile Mediation/ Victim Impact Awareness Program; 137 youth were screened and referred to Traffic Court; 52 cases were referred back to the youth’s county of residence; 180 families with “601” youth at risk were served through the Youth Outreach Pilot Program (542 CPS background checks were made); 221 youth had criminal background checks; approximately 37 youth received an Alcohol and Drug assessment and an additional 3 youth received brief intervention services to increase engagement in treatment; 71 youth received a letter of reprimand; and 131 juvenile record sealing applications were evaluated for submission to the Court. Lastly, approximately 68 youth were assessed and placed on diversion contracts (i.e., 90-day or 6-months contracts).

### Youth Risk Factors

Youth served by the Assessment Center exhibit risk factors known to significantly influence youth development and delinquency.<sup>1</sup> As indicated during ASR’s interview with program staff, youth served typically experience mental health issues (probably related to the trauma they experienced in life); abuse illicit drugs and alcohol; lack positive support from their family and/or community; and experience personality issues such as extreme insecurity and lack of confidence.

### Programmatic Challenges

There are no challenges to report this year.

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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 Assessment Center served a total of 454 unduplicated JJCPA youth during fiscal year 2013-2014. The majority of youth were males (64%), Latinos (52%), and were on average close to 16 years old.

Figure 2. **Client Demographics, FY 2013-2014**

		Sample
Number served		454
Gender	Male	64%
	Female	36%
Ethnicity	Latino	52%
	Caucasian	21%
	Pacific Islander/Filipino	10%
	African American	8%
	Asian	5%
	Other/Multi-racial	5%
Average age of clients		15.6

### Client Services

Youth who entered and exited the program during fiscal year 2013-2014 received services for an average of two months. Data on client contacts was available only for youth who were on intervention or informal contracts. For that group, the average amount of service received in fiscal year 2013-2014 was 8.3 hours. The overall number of units of service for the year for youth on contract totaled 617 hours. The type of services most frequently provided were individual supervision, parental contact, and collateral contact.

Figure 3. **Units of Service, FY 2013-2014**

	Units of service
Mean Units of Service	8.3
Total Units of Service	617.0

Note: Based on 74 youth on intervention or informal contracts served in 2013-2014.

### 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 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

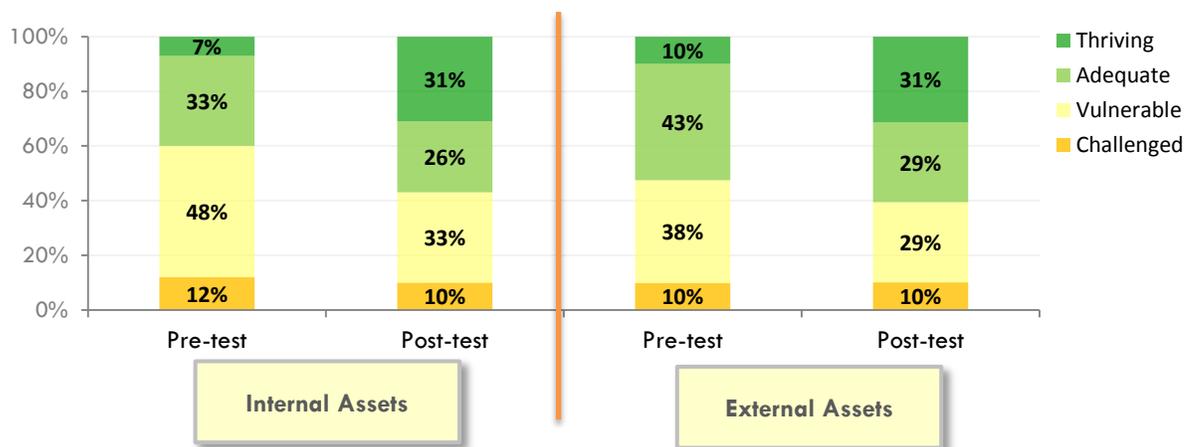
A total of 73 pre<sup>2</sup>- and 45 post-DAP were administered during the 2013-2014 academic year to youth on intervention or informal contracts. Of these, 42 pre- and post-surveys were matched and included in the analysis, representing 58% of all intake surveys.

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 (i.e., youth failed to comply with the terms of their contracts, moved out-of-county, or were found to be inappropriate for diversion services) and therefore did not have the opportunity to complete a post-survey; 2) some youth were still receiving services at the time the fiscal year had ended (i.e., June 30th); 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, six in ten youth **reported “challenged” to “vulnerable” levels of Internal Assets** upon entry, and **nearly five in ten reported the similar levels of External Assets upon starting the program.** By program exit, however, more youth reported “adequate” to “thriving” levels of assets.

Figure 5. **Percentage of Participants Who are “Thriving” to “Challenged” in Internal and External Assets**



Source: Developmental Assets Profile surveys.

Note: Based on 42 participants.

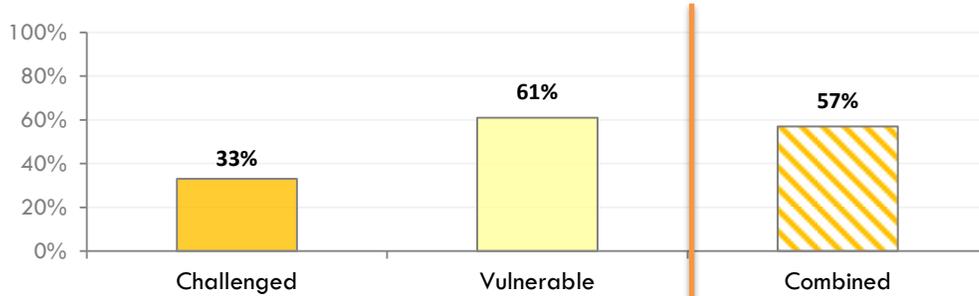
### ***What percentage of most “at-risk” participants improved by at least one asset level?***

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 21 most “at-risk” participants served by Assessment Center.

<sup>2</sup> The Assessment Center is only required to administer surveys to youth placed on diversion contracts (i.e., 90-day or 6-months contracts). This explains why the number of surveyed JJCPA youth is substantially smaller than the total number of JJCPA youth served (as reported on page 6).

As seen in the figure below, of the participants who had “challenged” and “vulnerable” levels of assets upon joining the program, **57% (or 12 of 21 youth) successfully moved up by at least one asset level upon ending their services.**

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

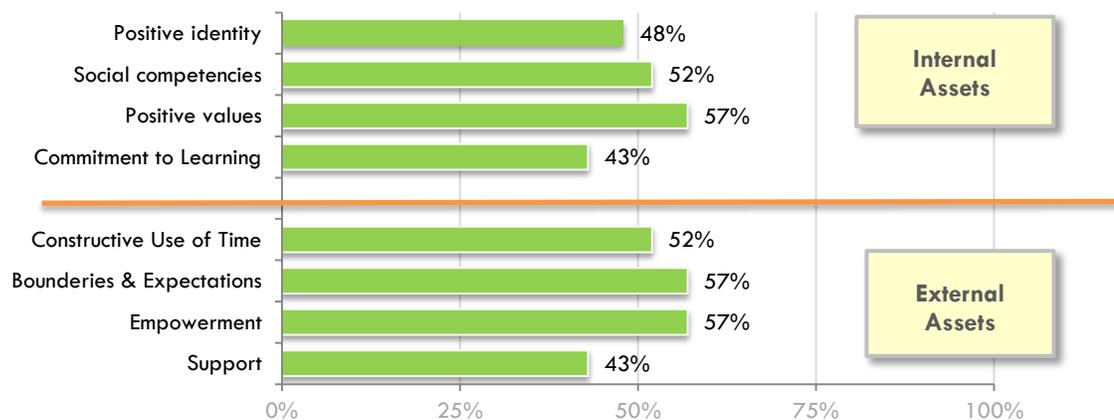


Note: The sample size for “challenged” is 3; 18 for “vulnerable”; and 21 for “combined”.

Presented next 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 “vulnerable” or from “vulnerable” to “adequate”) on the DAP’s asset categories.

Fifty-seven percent (12 of 21 youth) of the most “at-risk” youth moved up by at least one level on their **Positive Values** (i.e., standing up for one’s beliefs; taking responsibility; avoiding alcohol or drugs; valuing honesty; healthy behaviors; being encouraged to help others; and helping, respecting, and serving others), **Empowerment** (i.e., feeling safe at home, at school and in the neighborhood; feeling valued; and having useful jobs and roles) and **Boundaries & Expectations** (i.e., having good role models; clear rules at home and school; and encouragement from parents and teachers).

Figure 7. **Percentage of Participants Who Experienced Gains, by Asset Category**



Source: Developmental Assets Profile surveys.

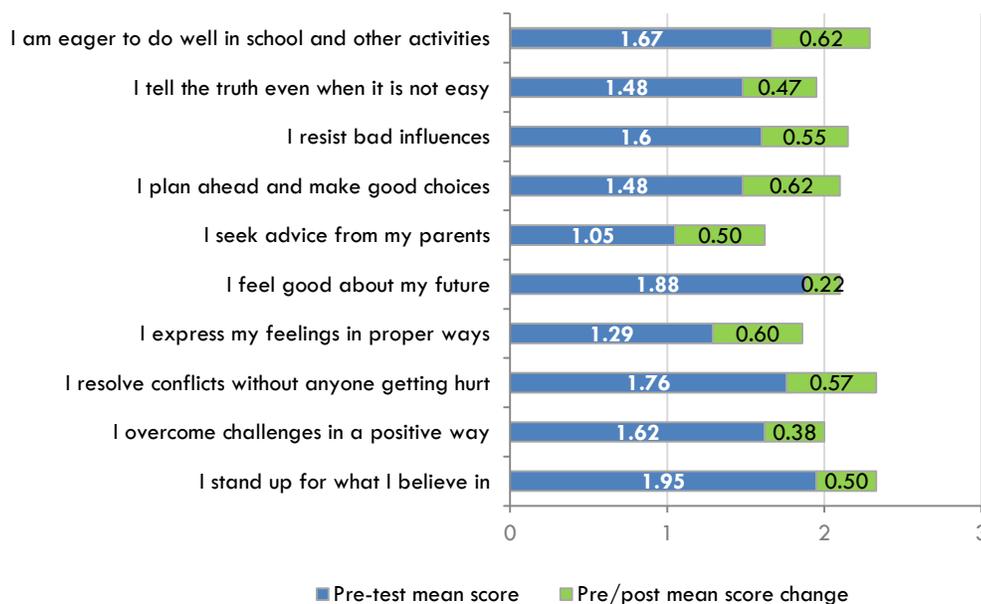
Note: Based on 21 most “at-risk” participants.

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

Presented in the next figure are survey items on which “most 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.” (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 significantly **more involved in their academic success, more capable of handling conflicts without violence, more hopeful about their future, and more likely to reach out to their parents for support.**

Figure 8. **Pre/Post Changes on Selected DAP Items**



Note: The sample size varied between 20 and 21. All items were statistically significant at  $p < .05$ .

## **JJCPA Mandated Outcomes**

Justice outcomes are based on 398 JJCPA youth whose six month post-entry evaluation milestone occurred in 2013-2014. Thus, data presented in this section are for youth who enrolled in the program during the 2013 calendar year. Please note that due to the relatively brief amount of time many participants spend in these programs, they are unlikely to be receiving Assessment Center services at the time of the evaluation (180 days after program entry).

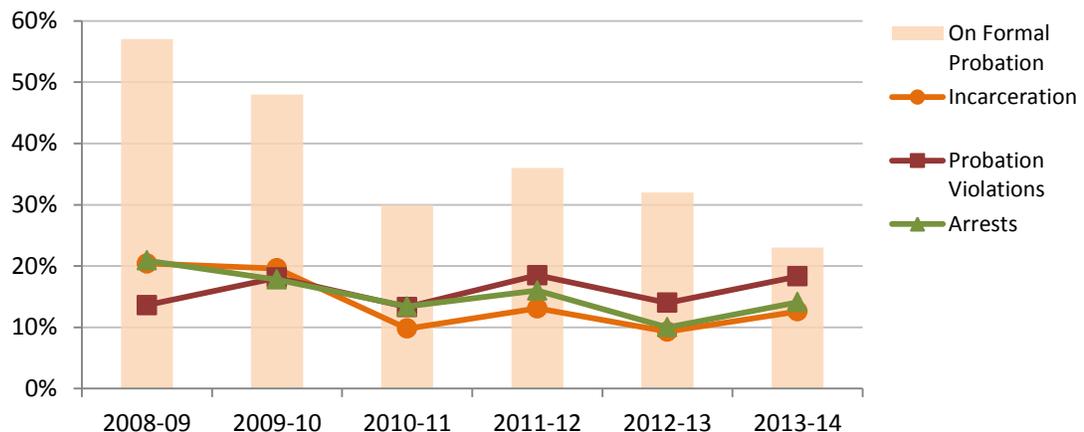
### ***Arrests, probation violations and incarceration***

Of the 398 youth in the evaluation cohort, 14% had an arrest for a new law violation filed in the six months following their entry into the program and 13% were incarcerated at least once in the same time period. Incarceration may be due to an arrest for a new law violation, a probation violation or a 24-48 hour hold as a consequence for truancy or school suspension. Of the 93 youth who were on formal court-ordered probation some time during the six months following entry, 18% 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 six years of data for these outcomes. Arrest, incarceration, and probation violation rates increased this year. In fiscal year 2013-14, there were 9% fewer youth on formal probation than in the two previous fiscal years 11-12 and 12-13 (36% and 32%, respectively, vs. 23%).

Figure 9. **Arrests, Probation Violation and Incarceration Rates by Project Year**



Note: In 2013-14 Arrests for new law violations and Incarceration are based on 398 youth; Probation Violations are based on 93 youth.

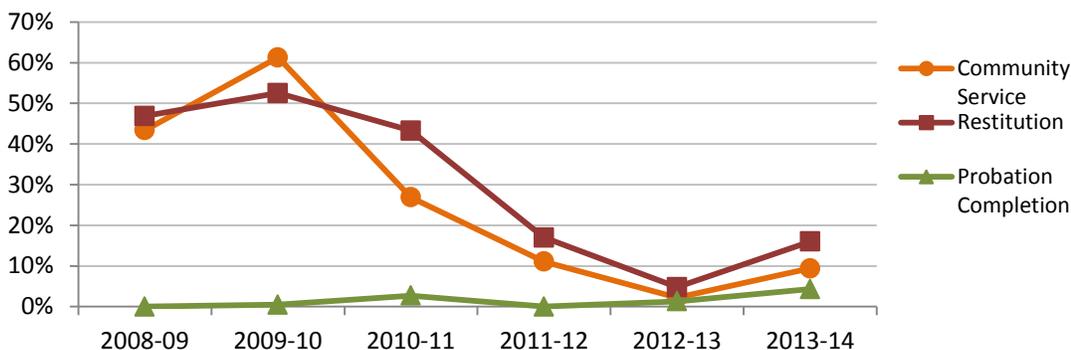
### **Completion of probation, restitution and community service**

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. Four youth completed probation within six months after entry to the Assessment Center. It should be noted that formal juvenile probation generally takes at least twelve months to complete. The youth who ended up on formal probation were likely those who received a lower level of service including only a juvenile hall booking assessment. The time period from entry into the Assessment Center to exit for that group is quite short.

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, 25 youth were assigned restitution, an account to pay was established and 16% 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 32 youth ordered to complete community service at some time during the six months following entry, 9% completed this condition of their probation. As the number of sites in the county that will accept youth to perform community services is decreasing, it can at times be difficult for youth to find a community service opportunity. Additionally, there may be some youth who are still in the midst of fulfilling conditions of probation including community service or paying restitution at the time of the evaluation; although they are not in violation, they are still in the process of completion and are reported as 'incomplete.'

Figure 10. **Completion of Probation, Restitution Payment and Community Service**



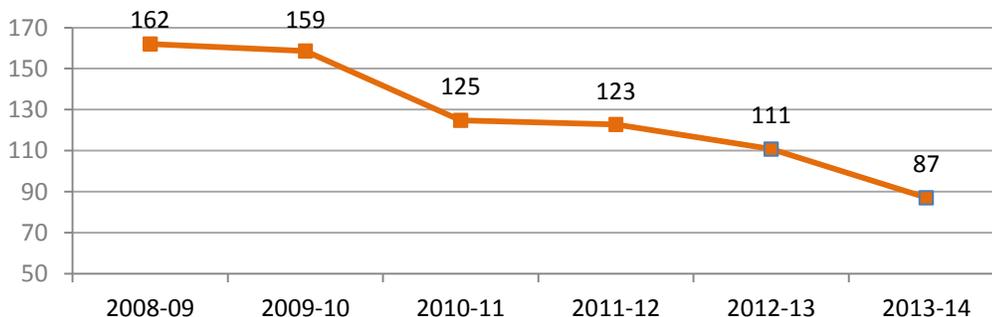
Note: In 2013-14 Completion of Probation rates are based on 93 youth; Completion of Restitution is based on 25 youth; Completion of Community Service is based on 32 youth.

### Local Outcomes

One of the goals of the Assessment Center is to reduce the number and length of juvenile hall stays. The result for the local outcome shows a steady decrease since FY2008-09. There are a number of factors that could possibly influence this decline (e.g., decrease in crime overall, fewer bookings for less serious offenders, etc.), however, the Assessment Center is unable to say with certainty which factor is most influential.

This data is based on monthly Institutions Division Workload reports.

Figure 11. **Average Daily Population in Juvenile Hall**



### Client Vignette

Assessment Center staff provided the following client vignette to help illustrate the extent to which its services impacted its clients.

**K**ate is a 17-year old female who was referred to the Probation Department by the Pacifica Police Department. According to the police report, Kate was charged with a 242 PC (Battery).

Since Kate’s placement on an Intervention Contract (for a duration of three months), her school attendance improved from having "cuts" on her attendance record to attending school on a daily basis. Kate has followed all school and class rules, and her Probation Officer only received positive reports from the school’s Dean.

Kate has been attending individual, family and group counseling, and stayed consistent in her attendance while on Probation and continued to do so after successfully completing Probation. In addition to the

therapy she received while in the program, Kate also became involved in school activities (such as playing soccer), joined a few clubs at her school, and volunteered to help with her school's graduation ceremony and other related events. Outside of school, Kate also worked a part-time job at a local coffee shop.

Kate graduated from high school with Honors just as her probation was coming to an end, and she was accepted to UC Santa Cruz.

## Attachment I – Pre/Post DAP Mean Scores

### DAP Asset Categories

(Bold items are statistically significant at  $p < .05$ ; see Figure 4 for interpretive guidelines)

	Pre Mean Score	Post Mean Score	Sample
<b>Support</b>	16.66	21.14	21
<b>Empowerment</b>	19.42	22.76	21
<b>Boundaries &amp; Expectations</b>	18.28	22.33	21
Constructive Use of Time	13.90	17.85	21
Commitment to Learning	16.38	19.33	21
<b>Positive Values</b>	16.42	20.61	21
<b>Social Competencies</b>	17.42	21.57	21
<b>Positive Identity</b>	17.04	20.23	21

### DAP Items Mean Scores

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

“I . . .”

	Mean Score	Sample
<b>Q1 Pre: Stand up for what I believe in.</b>	1.95	21
<b>Q1 Post: Stand up for what I believe in.</b>	2.33	21
Q2 Pre: Feel in control of my life and future.	1.85	20
Q2 Post: Feel in control of my life and future.	1.95	20
Q3 Pre: Feel good about myself.	1.95	20
Q3 Post: Feel good about myself.	2.25	20
Q4 Pre: Avoid things that are dangerous or unhealthy.	1.71	21
Q4 Post: Avoid things that are dangerous or unhealthy.	2.10	21
Q5 Pre: Enjoy reading or being read to.	1.19	21
Q5 Post: Enjoy reading or being read to.	1.52	21
Q6 Pre: Build friendships with other people.	1.90	21
Q6 Post: Build friendships with other people.	2.10	21
Q7 Pre: Care about school.	1.57	21
Q7 Post: Care about school.	1.81	21
Q8 Pre: Do my homework.	1.48	21
Q8 Post: Do my homework.	1.67	21
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	1.39	18
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	1.83	18

	Mean Score	Sample
Q10 Pre: Enjoy learning.	1.70	20
Q10 Post: Enjoy learning.	2.00	20
<b>Q11 Pre: Express my feeling in proper ways.</b>	1.29	21
<b>Q11 Post: Express my feeling in proper ways.</b>	1.86	21
<b>Q12 Pre: Feel good about my future.</b>	1.55	20
<b>Q12 Post: Feel good about my future.</b>	2.10	20
<b>Q13 Pre: Seek advice from my parents.</b>	1.05	21
<b>Q13 Post: Seek advice from my parents.</b>	1.62	21
Q14 Pre: Deal with frustration in positive ways.	1.40	20
Q14 Post: Deal with frustration in positive ways.	1.65	20
<b>Q15 Pre: Overcome challenges in positive ways.</b>	1.62	21
<b>Q15 Post: Overcome challenges in positive ways.</b>	2.00	21
Q16 Pre: Think it is important to help other people.	2.33	21
Q16 Post: Think it is important to help other people.	2.33	21
Q17 Pre: Feel safe and secure at home.	2.30	20
Q17 Post: Feel safe and secure at home.	2.35	20
<b>Q18 Pre: Plan ahead and make good choices.</b>	1.48	21
<b>Q18 Post: Plan ahead and make good choices.</b>	2.10	21
<b>Q19 Pre: Resist bad influences.</b>	1.60	20
<b>Q19 Post: Resist bad influences.</b>	2.15	20
<b>Q20 Pre: Resolve conflicts without anyone getting hurt.</b>	1.76	21
<b>Q20 Post: Resolve conflicts without anyone getting hurt.</b>	2.33	21
Q21 Pre: Feel valued and appreciated by others.	1.95	21
Q21 Post: Feel valued and appreciated by others.	2.05	21
Q22 Pre: Take responsibility for what I do.	2.00	21
Q22 Post: Take responsibility for what I do.	2.29	21
<b>Q23 Pre: Tell the truth even when it is not easy.</b>	1.48	21
<b>Q23 Post: Tell the truth even when it is not easy.</b>	1.95	21
Q24 Pre: Accept people who are different from me.	2.33	21
Q24 Post: Accept people who are different from me.	2.48	21
Q25 Pre: Feel safe at school.	2.29	21
Q25 Post: Feel safe at school.	2.62	21
Q26 Pre: Actively engaged in learning new things.	1.86	21
Q26 Post: Actively engaged in learning new things.	2.10	21
Q27 Pre: Developing a sense of purpose in my life.	1.86	21
Q27 Post: Developing a sense of purpose in my life.	2.14	21

	Mean Score	Sample
Q28 Pre: Encouraged to try things that might be good for me.	2.00	21
Q28 Post: Encouraged to try things that might be good for me.	2.05	21
<b>Q29 Pre: Included in family tasks and decisions.</b>	1.38	21
<b>Q29 Post: Included in family tasks and decisions.</b>	2.00	21
<b>Q30 Pre: Helping to make my community a better place.</b>	1.10	20
<b>Q30 Post: Helping to make my community a better place.</b>	1.65	20
<b>Q31 Pre: Involved in a religious group or activity.</b>	0.76	21
<b>Q31 Post: Involved in a religious group or activity.</b>	1.48	21
<b>Q32 Pre: Developing good health habits.</b>	1.57	21
<b>Q32 Post: Developing good health habits.</b>	2.10	21
Q33 Pre: Encouraged to help others.	1.90	21
Q33 Post: Encouraged to help others.	2.19	21
Q34 Pre: Involved in a sport, club, or other group.	1.95	21
Q34 Post: Involved in a sport, club, or other group.	1.90	21
<b>Q35 Pre: Trying to help solve social problems.</b>	1.48	21
<b>Q35 Post: Trying to help solve social problems.</b>	1.90	21
Q36 Pre: Given useful roles and responsibilities.	1.70	20
Q36 Post: Given useful roles and responsibilities.	2.10	20
<b>Q37 Pre: Developing respect for other people.</b>	1.95	21
<b>Q37 Post: Developing respect for other people.</b>	2.43	21
<b>Q38 Pre: Eager to do well in school and other activities.</b>	1.67	21
<b>Q38 Post: Eager to do well in school and other activities.</b>	2.29	21
Q39 Pre: Sensitive to the needs and feelings of others.	1.71	21
Q39 Post: Sensitive to the needs and feelings of others.	2.00	21
Q40 Pre: Involved in creative things such as music, theater, or art.	1.33	21
Q40 Post: Involved in creative things such as music, theater, or art.	1.81	21
<b>Q41 Pre: Serving others in my community.</b>	0.79	19
<b>Q41 Post: Serving others in my community.</b>	1.53	19
Q42 Pre: Spending quality time at home with my parents(s).	1.43	21
Q42 Post: Spending quality time at home with my parents(s).	1.86	21
Q43 Pre: Friends who set good examples for me.	1.67	21
Q43 Post: Friends who set good examples for me.	2.00	21
Q44 Pre: A school that gives students clear rules.	2.10	21
Q44 Post: A school that gives students clear rules.	2.29	21
Q45 Pre: Adults who are good role models for me.	2.00	21
Q45 Post: Adults who are good role models for me.	2.43	21

	Mean Score	Sample
<b>Q46 Pre: A safe neighborhood.</b>	2.05	21
<b>Q46 Post: A safe neighborhood.</b>	2.57	21
<b>Q47 Pre: Parent(s) who try to help me succeed.</b>	2.05	21
<b>Q47 Post: Parent(s) who try to help me succeed.</b>	2.52	21
Q48 Pre: Good neighbors who care about me.	1.25	20
Q48 Post: Good neighbors who care about me.	1.65	20
Q49 Pre: A school that cares about kids and encourages them.	2.10	21
Q49 Post: A school that cares about kids and encourages them.	2.19	21
Q50 Pre: Teachers who urge me to develop and achieve.	2.05	21
Q50 Post: Teachers who urge me to develop and achieve.	2.24	21
Q51 Pre: Support from adults other than my parents.	1.86	21
Q51 Post: Support from adults other than my parents.	2.29	21
<b>Q52 Pre: A family that provides me with clear rules.</b>	1.95	21
<b>Q52 Post: A family that provides me with clear rules.</b>	2.43	21
<b>Q53 Pre: Parent(s) who urge me to do well in school.</b>	2.19	21
<b>Q53 Post: Parent(s) who urge me to do well in school.</b>	2.67	21
<b>Q54 Pre: A family that gives me love and support.</b>	1.95	21
<b>Q54 Post: A family that gives me love and support.</b>	2.48	21
<b>Q55 Pre: Neighbors who help watch out for me.</b>	0.80	20
<b>Q55 Post: Neighbors who help watch out for me.</b>	1.45	20
<b>Q56 Pre: Parent(s) who are good at talking with me about things.</b>	1.33	21
<b>Q56 Post: Parent(s) who are good at talking with me about things.</b>	2.05	21
Q57 Pre: A school that enforces rules fairly.	1.75	20
Q57 Post: A school that enforces rules fairly.	2.15	20
<b>Q58 Pre: A family that knows where I am and what I am doing.</b>	1.90	21
<b>Q58 Post: A family that knows where I am and what I am doing.</b>	2.43	21

## 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