



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 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	57	67	44
Average number of hours of service	23.0	13.1	10.0
Average length of time in the program (months)	2 to 7 months	4 to 8 months	6 to 7 months
Percentage of youth who:			
<ul style="list-style-type: none"> ▪ Improved by at least one asset level on their Total DAP Score <i>(only includes those who scored in the two lowest asset levels at entry)</i> 	NA	33% (N=12)	38% (N=8)
<ul style="list-style-type: none"> ▪ Continued to abstain from AOD <i>(only includes those who reported no drug/alcohol use at program entry)</i> 	NA	71% (N=5)	NA
<ul style="list-style-type: none"> ▪ Reduced their use of AOD <i>(only includes those who were at or above the clinical cutoff score)</i> 	NA	33% (N=11)	40% (N=5)

EVALUATION BACKGROUND & METHODOLOGY

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 (JPCF). 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 Assets Profile and Adolescent Alcohol and Drug Scale
- Client success story illustrating the extent to which services impacted a youth

PROGRAM DESCRIPTION

As part of the JPCF funding, El Centro de Libertad works with high-risk youth at two Half Moon Bay schools: Pilarcitos, an alternative high school, and CUNHA, a middle school. In addition to its school-based program, El Centro de Libertad also provides services at their Outpatient Treatment Center for youth needing early intervention treatment for alcohol and drug dependence.

CUNHA

This program serves middle school students with special needs in the areas of mental health, behavioral issues, gang affiliation, and students without proper legal status. There are two gender-specific groups that meet on a weekly basis for about 12 weeks. Students are given the opportunity to engage in pro-social and skill-building activities.

Pilarcitos

El Centro de Libertad facilitates a co-ed educational group and provides anger/stress management workshops with students attending this alternative school.

Outpatient Treatment Center

Outpatient treatment is provided to CUNHA, Pilarcitos, and other youth ages 13–18, and provides basic information on addiction and recovery, with special attention given to relationship problems and family issues. The program requires attendance at weekly group and individual sessions. The former provide general information on the disease model of addiction, the recovery process, family issues and friendships, problem-solving and decision-making skills, anger management, and school and work-related issues. The youth are encouraged to recognize the underlying patterns of addiction in their own families. Sessions explore the relationship of substance abuse to violence, gang involvement, and promiscuity. Role-playing is used to develop coping and resistance skills. The individual sessions are used to personalize and further explore the topics presented at the group meetings, including referring youth to appropriate community resources.

In addition to meeting the above requirements, the youth are also required to pass random alcohol and drug screens and to complete counselor-assigned homework. This is a 90-day program; treatment is extended for youth who cannot meet the program requirements.

Youth Risk Factors

Youth referred to El Centro de Libertad exhibit risk factors known to significantly influence youth development and delinquency.¹ As indicated during ASR's interview with program staff, the majority of youth come from single-mother households (most of whom are foreign-born), where protective family assets such as engagement and role modeling are non-existent. Additionally, youth seen by El Centro de Libertad suffer from substance abuse and mental health disorders such as Attention Deficit Hyperactivity Disorder.

Programmatic Challenges

El Centro de Libertad provided consistent treatment service onsite at the clinical offices and was able to maintain continuity of communication with the Pilarcitos faculty, but there was a challenge reengaging the faculty at CUNHA. The target start date was to begin services at both Pilarcitos and CUNHA in September, at

¹ Please refer to the Local Action Plan 2011-2015 for a list of risk factors identified in the literature, and for a list of needs to be addressed by Local Action Plan strategies.

the beginning of the school year. Services were delayed several months with services at Pilarcitos beginning in November and services at CUNHA beginning during the start of the second semester. The shorter intervention in the school resulted in fewer overall hours of services through December 2013. In December there was a staffing change at El Centro de Libertad. By January, services in the schools were fully restored.

EVALUATION FINDINGS

Profile of Clients Served

During fiscal year 2013-2014, El Centro de Libertad served 46 youth (unduplicated) across three programs. The majority of the youth served were males and Latinos. The youngest group of youth was served through CUNHA, while Pilarcitos served older youth.

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

		CUNHA	Pilarcitos	Outpatient Treatment Center
Number served		6	18	20
Gender	Male	100%	56%	90%
	Female	0%	44%	10%
Ethnicity	Latino	100%	78%	55%
	Caucasian	0%	17%	30%
	Filipino/ Pacific Islander	0%	6%	5%
	Asian	0%	0%	10%
Average age of clients		13.7	17.5	16.2

Client Services

Expectedly, youth attending the Outpatient Treatment Center received on average more service hours (12.6), as compared to Pilarcitos (7.6) and CUNHA (8.7) due the program's requirements.

The average length of time in the three programs also varied: CUNHA youth remained in the program for a little more than five months; Pilarcitos youth remained in the program for about eight months; and youth in the Outpatient Treatment Center remained in the program for a little over six months, or past the 90-day minimum.

Figure 3. **Client Units of Service and Length of Time in The Project, FY 2013-2014**

	CUNHA	Pilarcitos	Outpatient Treatment Center
Total Units of Service	52.2	136.8	252
Mean Units of Service	8.7	7.6	12.6
Mean length of time in project (months)	5.5	8.0	6.4

Note: The units of service and length of time are based on 6 CUNHA youth, 18 Pilarcitos youth and 20 Outpatient youth.

In addition to the services provided to youth, El Centro de Libertad also conducted the following activities.

Figure 4. **Project-Level Activities, FY 2013-2014**

Activity	Units of service
Presentation to the community	7.5
Other	5.0
TOTAL	12.5

Note: Units of service are calculated by multiplying the amount of time (hours) by the number attending a presentation/event.

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 1. **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 27² pre- and 20 post-DAP surveys were administered during fiscal year 2013-2014. Of these, 14 pre- and post-surveys were matched and included in the analysis, representing 52% of all intake surveys. Please note that matched surveys were obtained from Pilarcitos youth; CUNHA and the Treatment Center did not have any matched surveys this year (please see Programmatic Challenges for details). As a result, the findings described below should be interpreted with caution, and should not be generalized to the full population of youth served by El Centro de Libertad.

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.

ASR is currently taking steps to help El Centro de Libertad address its challenges with the administration and tracking of the surveys.

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 on the next page, **the majority of respondents had “challenged” to “vulnerable” levels of both Internal and External Assets upon program entry.** By the end of their participation, a sizeable share of youth remained in the two lowest levels of assets.

² El Centro de Libertad experienced some difficulties in administering its surveys this fiscal year, resulting in a substantially lower number of youth surveyed.

Figure 2. Percentage of Youth Who are “Thriving” to “Challenged” in Internal and External Assets



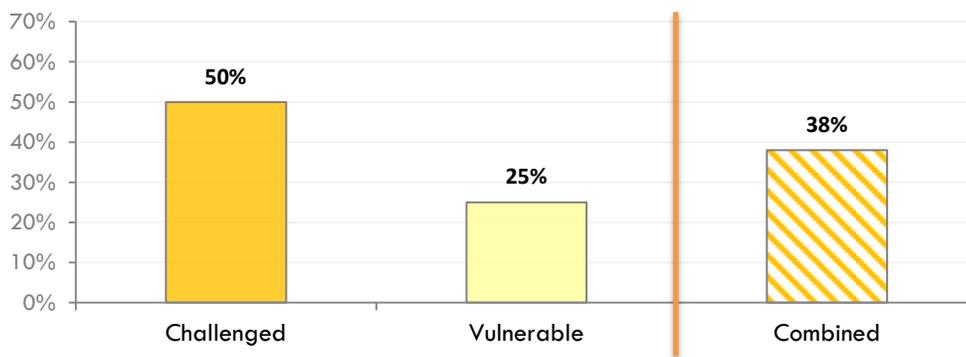
Note: Based on 14 youth.

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 8 most “at-risk” Pilarcitos youth served by El Centro de Libertad. As mentioned previously, due to the very small sample size of most “at-risk” youth, these findings should be interpreted with caution.

As seen in the figure below, of the youth who had “challenged” and “vulnerable” levels of assets upon joining the program, 38% (or 3 of 8 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 El Centro de Libertad, especially in light of their risk factors (see “Youth Risk Factors” on page 5).

Figure 3. 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 4; 4 for “vulnerable”; and 8 for “combined”.

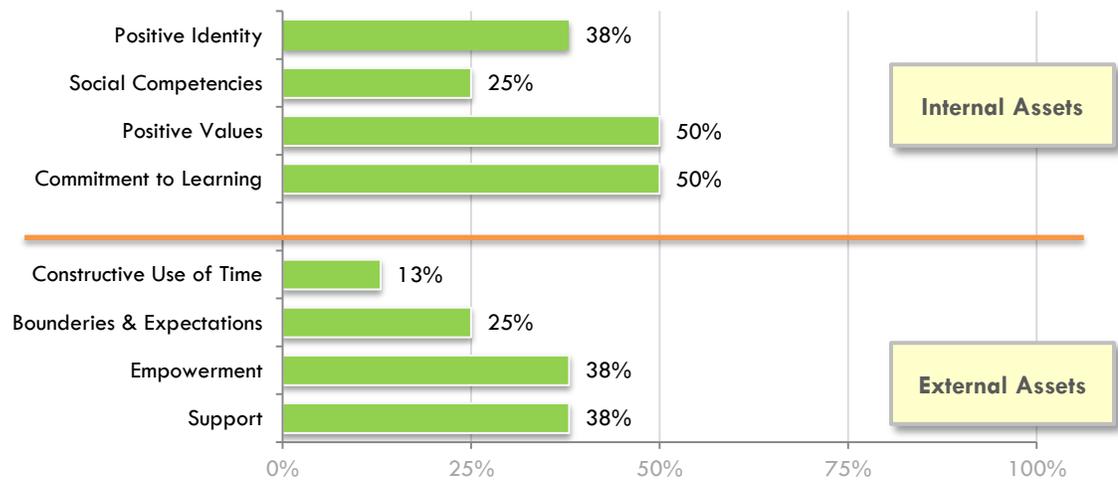
Presented next is the percentage of the most “at-risk” youth who improved by at least one asset level (e.g., moved out from “challenged” into “adequate”) on the DAP’s asset categories.

As seen in the figure on the next page, the two asset categories reflecting the highest share of youth (50%) who moved up by at least one level are **Positive Values** (i.e., standing up for one’s beliefs; taking responsibility; avoiding alcohol or drug use; valuing honesty; healthy behaviors; and helping, respecting, and

serving others), and **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; doing homework).

On the other hand, fewer youth were able to move up a level on the asset categories of **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), **Boundaries & Expectations** (i.e., having good role models; clear rules at home and school; encouragement from parents and teachers; and monitoring by family and neighbors), and **Social Competencies** (i.e., building friendships; properly expressing feelings; resisting negative peer pressure; resolving conflicts peacefully).

Figure 4. **Percentage of “Challenged” and “Vulnerable” Youth Who Improved by At Least One Asset Level, by Asset Category**



Source: Developmental Assets Profile surveys.

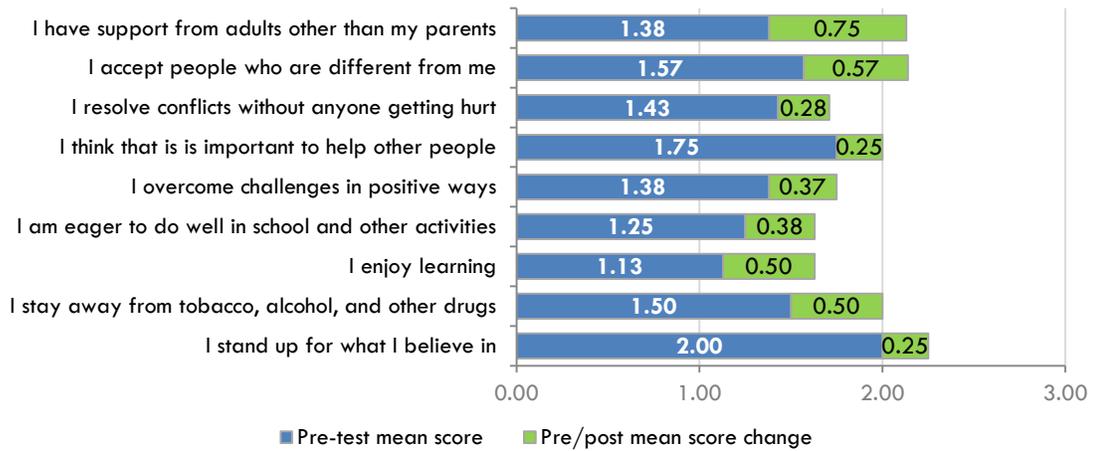
Note: Based on 8 youth with pre/post data

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

Presented in the next figure are survey items on which most “at-risk” youth made gains over the course of their participation. However, due to the small sample size, testing for statistical significance was not feasible. The DAP survey items 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.” (See Attachment 1 for pre/post changes within the entire group of surveyed youth.). Once again, due to the very small sample size of most “at-risk” youth, these findings should be interpreted with caution.

Some of the survey items that reflect the highest change at post-test (although not statistically significant due to the small sample size) relate to youths’ **appreciation for learning, ability to stay away from things that could be unsafe, sense of community, and improved self-esteem.**

Figure 5. Pre/Post Changes on Selected DAP Items



Source: Developmental Assets Profile surveys.

Note: Sample size varies between 6-8.

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, Applied Survey Research selected the Adolescent Alcohol and Drug Involvement Scale (AADIS) as a pre/post measure of youth’s 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 24 pre- and 11 post-AADIS surveys were administered during fiscal year 2013-2014. Of these, 10 pre/post AADIS surveys were matched and included in the analyses, representing 42% of all intake surveys. Please note that all 10 surveys were completed by Pilarcitos youth; CUNHA and the Treatment Center did not have any matched surveys this year (please see Programmatic Challenges for details). As a result, the findings described below should be interpreted with caution, and should not be generalized to the full population of youth served by El Centro de Libertad.

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 10 to 13. The most commonly reported reason for starting to use substances was “curiosity,” and they generally continue to use because they “like the feeling.” The number of drinks consumed by youth ranged between 5

and 9. When asked how they feel about their use of drugs and/or alcohol, most youth believed that they could “control it and set limits” on themselves. Additionally, one-fifth of youth were at or above the AADIS cutoff score upon starting services.

Figure 6. **Alcohol and Drug Profile of Youth**

	Response	Percentage (n)
<i>Most commonly reported...</i>		
Reason for starting to use AOD in general	Curiosity	50% (24)
Reason for using in general	Liking the feeling	46% (24)
Number of drinks usually consumed	5-9	35% (20)
Time of day	At night	54% (24)
Way of getting AOD	From friends	50% (24)
Age when youth started using/drinking	10-13	52% (23)
Perception of their control of their use	“I can control it and set limits on myself”	46% (24)
Percent of youth who reached the AADIS cutoff score	---	54% (24)

Source: Adolescent Alcohol and Drug Involvement Scale.

Note: Based on 24 youth who completed a pre-AADIS. In some cases, respondents selected more than one answer.

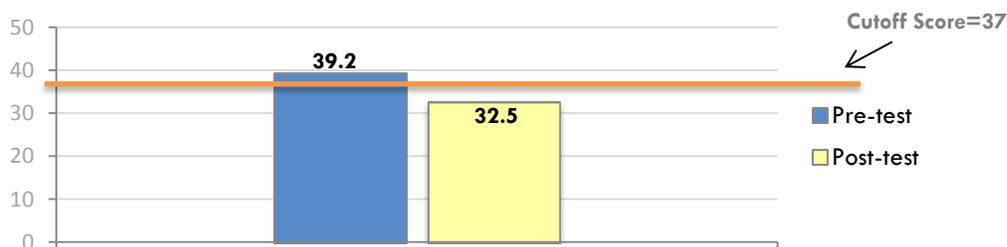
Of the clients who reported not drinking or using drugs at program-start, did they continue to abstain throughout their participation?

All youth reported drinking or using drugs at the start of the program.

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

Overall, youth had lower AADIS scores at post-test (not statistically significant though), indicating decreased use of alcohol and/or drug use. Please keep in mind that only 10 youth are represented in this analysis.

Figure 7. **Pre/Post Average Scores on the AADIS**



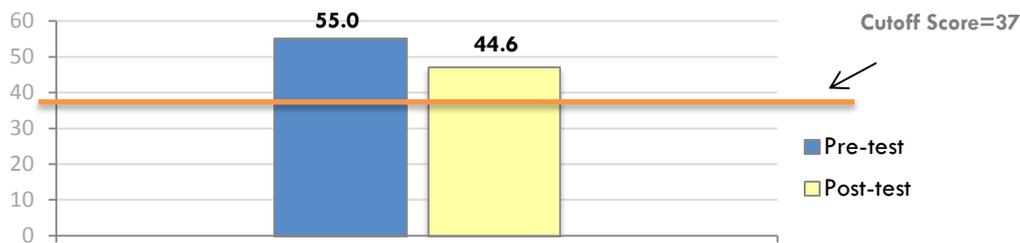
Source: Adolescent Alcohol and Drug Involvement Scale.

Note: Based on 10 youth.

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

Upon entry into the program, 47% (or 14 of 30 youth) were either at or above the cut-off score, meaning that these youth reached the threshold for substance use disorder based on DSM-IV criteria. Of the youth for whom there was pre and post data on their cut-off scores (N=5), those who had the highest levels of alcohol and drug challenges at pre reported a reduction in these concerns over time, but remained above the cutoff score (3 of 5 youth). Once again, these findings should be interpreted with caution as only 5 youth are represented in this analysis.

Figure 8. Pre/Post Scores of Participants Meeting or Exceeding the AADIS Cutoff Score



Source: Adolescent Alcohol and Drug Involvement Scale. Note: Based on 5 youth.

Client Vignette

El Centro de Libertad staff provided the following client vignette to help illustrate the impact of its services.

Freddie is a 16 year old male referred by San Mateo County Probation for possession of marijuana, and also self-reported experiencing difficulty in his academic performance. Freddie joined El Centro de Libertad's Outpatient Treatment center for 12 weeks, where he received weekly one-on-one and group counseling sessions. In addition, Freddie attended parent education groups with his family, and also participated in weekly peer-based Twelve Step meetings. During his engagement, Freddie never tested positive for drugs.

Freddie is now involved in sports, and continues to do well in school. Outside of his studies, Freddie volunteers at the Youth Club as an umpire for Little League baseball, and works part-time at a fast food restaurant.

"I didn't realize how much [drugs and alcohol] were affecting me. I don't want to waste my life on the streets just getting high or drinking. I forgot what life was really like. I want to keep this up and get off probation and learn more about my body and my family."

Through his participation in the program, Freddie became interested in the mind-body connection, especially as it relates to his drug-free performance in sports.

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

Attachment I – Pre/Post DAP Mean Scores

DAP Asset Categories

(See Figure 1 for data interpretation guidelines)

	Pre Mean Score	Post Mean Score	Sample
Support	20.9	21.2	14
Empowerment	21.7	27.1	14
Boundaries & Expectations	19.4	20.4	14
Constructive Use of Time	14.4	14.4	14
Commitment to Learning	19.4	20.0	14
Positive Values	19.4	20.4	14
Social Competencies	19.5	18.9	14
Positive Identity	20.5	19.8	14

DAP Items Mean Scores

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

“1...”

	Mean Score	Sample
Q1 Pre: Stand up for what I believe in.	2.00	8
Q1 Post: Stand up for what I believe in.	2.25	8
Q2 Pre: Feel in control of my life and future.	1.75	8
Q2 Post: Feel in control of my life and future.	1.63	8
Q3 Pre: Feel good about myself.	1.75	8
Q3 Post: Feel good about myself.	1.75	8
Q4 Pre: Avoid things that are dangerous or unhealthy.	2.00	8
Q4 Post: Avoid things that are dangerous or unhealthy.	1.75	8
Q5 Pre: Enjoy reading or being read to.	.86	7
Q5 Post: Enjoy reading or being read to.	1.00	7
Q6 Pre: Build friendships with other people.	1.25	8
Q6 Post: Build friendships with other people.	1.25	8
Q7 Pre: Care about school.	1.63	8
Q7 Post: Care about school.	1.63	8
Q8 Pre: Do my homework.	1.25	8
Q8 Post: Do my homework.	1.38	8
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	1.50	8
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	2.00	8
Q10 Pre: Enjoy learning.	1.13	8

	Mean Score	Sample
Q10 Post: Enjoy learning.	1.63	8
Q11 Pre: Express my feeling in proper ways.	1.63	8
Q11 Post: Express my feeling in proper ways.	1.63	8
Q12 Pre: Feel good about my future.	1.75	8
Q12 Post: Feel good about my future.	1.75	8
Q13 Pre: Seek advice from my parents.	1.63	8
Q13 Post: Seek advice from my parents.	1.38	8
Q14 Pre: Deal with frustration in positive ways.	1.50	8
Q14 Post: Deal with frustration in positive ways.	1.13	8
Q15 Pre: Overcome challenges in positive ways.	1.38	8
Q15 Post: Overcome challenges in positive ways.	1.75	8
Q16 Pre: Think it is important to help other people.	1.75	8
Q16 Post: Think it is important to help other people.	2.00	8
Q17 Pre: Feel safe and secure at home.	2.63	8
Q17 Post: Feel safe and secure at home.	2.38	8
Q18 Pre: Plan ahead and make good choices.	1.63	8
Q18 Post: Plan ahead and make good choices.	1.38	8
Q19 Pre: Resist bad influences.	1.38	8
Q19 Post: Resist bad influences.	1.38	8
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.43	7
Q20 Post: Resolve conflicts without anyone getting hurt.	1.71	7
Q21 Pre: Feel valued and appreciated by others.	1.88	8
Q21 Post: Feel valued and appreciated by others.	1.63	8
Q22 Pre: Take responsibility for what I do.	2.25	8
Q22 Post: Take for what I do.	2.38	8
Q23 Pre: Tell the truth even when it is not easy.	1.63	8
Q23 Post: Tell the truth even when it is not easy.	1.50	8
Q24 Pre: Accept people who are different from me.	1.57	7
Q24 Post: Accept people who are different from me.	2.14	7
Q25 Pre: Feel safe at school.	2.14	7
Q25 Post: Feel safe at school.	2.14	7
Q26 Pre: Actively engaged in learning new things.	1.75	8
Q26 Post: Actively engaged in learning new things.	1.50	8
Q27 Pre: Developing a sense of purpose in my life.	1.63	8
Q27 Post: Developing a sense of purpose in my life.	1.75	8
Q28 Pre: Encouraged to try things that might be good for me.	1.63	8
Q28 Post: Encouraged to try things that might be good for me.	2.00	8
Q29 Pre: Included in family tasks and decisions.	1.25	8

	Mean Score	Sample
Q29 Post: Included in family tasks and decisions.	1.88	8
Q30 Pre: Helping to make my community a better place.	.88	8
Q30 Post: Helping to make my community a better place.	1.00	8
Q31 Pre: Involved in a religious group or activity.	.50	8
Q31 Post: Involved in a religious group or activity.	.63	8
Q32 Pre: Developing good health habits.	1.43	8
Q32 Post: Developing good health habits.	1.43	8
Q33 Pre: Encouraged to help others.	1.50	8
Q33 Post: Encouraged to help others.	1.75	8
Q34 Pre: Involved in a sport, club, or other group.	.75	8
Q34 Post: Involved in a sport, club, or other group.	1.00	8
Q35 Pre: Trying to help solve social problems.	1.00	7
Q35 Post: Trying to help solve social problems.	1.25	7
Q36 Pre: Given useful roles and responsibilities.	1.63	8
Q36 Post: Given useful roles and responsibilities.	1.38	8
Q37 Pre: Developing respect for other people.	1.38	8
Q37 Post: Developing respect for other people.	1.63	8
Q38 Pre: Eager to do well in school and other activities.	1.25	8
Q38 Post: Eager to do well in school and other activities.	1.63	8
Q39 Pre: Sensitive to the needs and feelings of others.	1.13	8
Q39 Post: Sensitive to the needs and feelings of others.	1.13	8
Q40 Pre: Involved in creative things such as music, theater, or art.	.50	8
Q40 Post: Involved in creative things such as music, theater, or art.	.63	8
Q41 Pre: Serving others in my community.	.50	8
Q41 Post: Serving others in my community.	1.00	8
Q42 Pre: Spending quality time at home with my parents(s).	1.13	8
Q42 Post: Spending quality time at home with my parents(s).	1.13	8
Q43 Pre: Friends who set good examples for me.	1.25	8
Q43 Post: Friends who set good examples for me.	2.00	8
Q44 Pre: A school that gives students clear rules.	1.63	8
Q44 Post: A school that gives students clear rules.	1.75	8
Q45 Pre: Adults who are good role models for me.	2.00	7
Q45 Post: Adults who are good role models for me.	2.25	7
Q46 Pre: A safe neighborhood.	1.63	8
Q46 Post: A safe neighborhood.	2.00	8
Q47 Pre: Parent(s) who try to help me succeed.	2.25	8
Q47 Post: Parent(s) who try to help me succeed.	2.13	8
Q48 Pre: Good neighbors who care about me.	1.13	8

	Mean Score	Sample
Q48 Post: Good neighbors who care about me.	1.38	8
Q49 Pre: A school that cares about kids and encourages them.	1.75	8
Q49 Post: A school that cares about kids and encourages them.	1.63	8
Q50 Pre: Teachers who urge me to develop and achieve.	2.00	8
Q50 Post: Teachers who urge me to develop and achieve.	2.13	8
Q51 Pre: Support from adults other than my parents.	1.38	8
Q51 Post: Support from adults other than my parents.	2.13	8
Q52 Pre: A family that provides me with clear rules.	1.57	7
Q52 Post: A family that provides me with clear rules.	1.57	7
Q53 Pre: Parent(s) who urge me to do well in school.	2.13	8
Q53 Post: Parent(s) who urge me to do well in school.	1.88	8
Q54 Pre: A family that gives me love and support.	2.57	7
Q54 Post: A family that gives me love and support.	2.14	7
Q55 Pre: Neighbors who help watch out for me.	1.13	8
Q55 Post: Neighbors who help watch out for me.	.88	8
Q56 Pre: Parent(s) who are good at talking with me about things.	1.71	7
Q56 Post: Parent(s) who are good at talking with me about things.	2.00	7
Q57 Pre: A school that enforces rules fairly.	1.25	8
Q57 Post: A school that enforces rules fairly.	1.50	8
Q58 Pre: A family that knows where I am and what I am doing.	1.50	8
Q58 Post: A family that knows where I am and what I am doing.	1.63	8

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