



CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

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



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	110	178	199
Average number of hours of service	21.3	19.9	16.8
Average length of time in the program (months)	4.4	3.5	4.5
Percentage of participants who:			
<ul style="list-style-type: none"> Improved by at least one asset level on their Total DAP Score <i>(only includes those who scored in the two lowest asset levels at entry)</i> 	NA	31% (n=29)	42% (n=12)
<ul style="list-style-type: none"> Continued to abstain from AOD <i>(only includes those who reported no drug/alcohol use at program entry)</i> 	NA	NA*	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	50% (n=18)	36% (n=25)
<ul style="list-style-type: none"> Arrested for a new law violation six months after entry 	20.7% (n=82)	16.5% (n=159)	18.2% (n=91)

Note: *All youth for whom there was a pre- and post-AADIS reported using drugs and/or alcohol upon entry in the program

EVALUATION BACKGROUND & METHODOLOGY

In 2011, five programs serving San Mateo County youth and their families were awarded three-year grants from the San Mateo County Probation Department's allocation of Juvenile Justice Crime Prevention Act (JJCPA) funding. This State program began in September 2000 when the California Legislature passed AB1913, the Schiff-Cardenas Crime Prevention Act, which authorized funding for county Juvenile Justice programs. A 2001 Senate Bill extended the funding and changed the program's name to the Juvenile Justice Crime Prevention Act (JJCPA). This effort was designed to provide a stable funding source to counties for juvenile programs that have been proven effective in reducing crime among at-risk and young offenders.

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

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

PROGRAM DESCRIPTION

StarVista's Insights Program provides education and counseling resources and services to youth and families in San Mateo County. Insights is a drug and alcohol treatment program targeting youth aged 12 to 17. Insights empowers youth to take responsibility and facilitate positive, lasting changes for themselves and for their families. Through case management and individual, group, and family counseling, participants learn about mood management, relationships, mental health, and positive communication.

The underlying philosophy of Insights is a strength-based, holistic approach based on identifying the motivational factors to build on within the young person. Insights also approaches substance abuse as a response to a range of possible stressors and circumstances that need to be identified to help the youth recognize their needs and make healthy choices in support of those needs. It recognizes that family influences are paramount for youth and family functioning needs to be addressed to help all of those involved make positive changes in their lives.

Additionally, Insights' staff are trained in *Seeking Safety*, a treatment model for mental health/trauma (PTSD) and substance abuse that underpins the youth-centered programming. *Seeking Safety* is a present-focused therapy to help people attain safety from trauma/substance abuse and stressors/PTSD. *Seeking Safety* topics most commonly applied at Insights include: Safety, Self-Empowerment, Substance Use and High-Risk Behavior, Honesty, Asking for Help, Healthy Relationships, Community Resources, Compassion, Creating Meaning, Taking Good Care of Yourself, Coping with Triggers, and Life Choices.

The majority of referrals for JJCPA funded youth are from probation though they may also come from schools, community-based systems, mental health providers, and self-referrals. The counseling process begins with a family assessment where the client and their parent/guardian or caregiver meets with an intake counselor. Clients may be at various stages of substance use, abuse, or addiction and, based on their needs, are offered a set of services ranging from 12 to 20 weeks of gender specific group work and individual and family sessions.

Youth Risk Factors

Youth served by StarVista's Insights program exhibit risk factors known to significantly influence youth development and delinquency.¹ As indicated by program staff during ASR's site visit, youth tend to have poor school attendance and teacher relationships; abuse illicit drugs and alcohol; have few positive school-related activities; and lack healthy peer support. Additionally, some youth also claim gang involvement.

Programmatic Challenges

Some of the challenges discussed during ASR's site visit during the 11-12 fiscal year included the need for bilingual staff and clinicians, and male clinicians to accompany male clients during urine analysis testing. These challenges remain the same for FY13-14. In addition, some clients need additional services that go beyond Insight's service delivery. For example, clients with substantial substance abuse disorders and mental health needs should have access to intensive outpatient, day treatment or residential treatment services; this level of care is however not always available and/or accessible to the population of clients served by Insights.

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

EVALUATION FINDINGS

Profile of Clients Served

StarVista's Insights program served 199 unduplicated youth during FY2013-2014. The majority of Insights youth served were males (79%), Latinos (56%), and were on average close to 17 years of age.

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

		Sample
Number served		199
Gender	Male	79%
	Female	21%
Ethnicity	Latino	56%
	Caucasian	12%
	Pacific Islander/Filipino	3%
	African American	6%
	Asian	3%
	Other/Multi-racial	15%
Average age of clients		16.7

Note: Percentages are based on 199 youth.

Client Services

Youth who entered and exited the program during the 2013-2014 fiscal year received services for an average of about four months. For all youth served, the average amount of service received in the 2013-2014 fiscal year was nearly 17 hours. The overall number of units of service for the year for all clients served totaled 3,212 hours.

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

	Units of service
Mean Units of Service	16.8
Total Units of Service	3,212.41

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 80² pre- and 53 post-DAP surveys were administered during the 2013-2014 fiscal year. Of these, 22 pre- and post-surveys were matched and included in the analysis, representing only 28% of all intake surveys. 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 Insights.

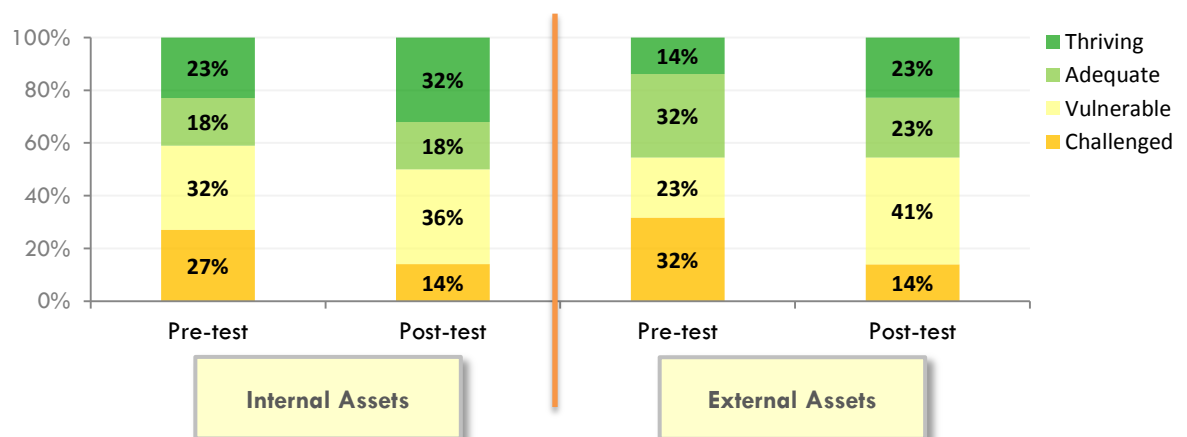
There are a number of potential reasons why the number of pre- and post-surveys administered during the fiscal year do not match: 1) some youth may have ended services prematurely and therefore did not have the opportunity to complete a post-survey; 2) some youth may have been absent on the day that the survey was administered to a group of participants, and program staff were not able to administer the survey at a later date; 3) some youth were still receiving services at the time the fiscal year had ended (i.e., June 30th); and 4) 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 Insights address its challenges in administering and tracking pre and post-surveys.

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, over half of the youth reported both Internal and External Assets in the “challenged” and “vulnerable” range upon starting services. By the end of their participation, **fewer youth reported “challenged” levels of assets, and more youth were reportedly “thriving.”**

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



Note: Based on 22 participants.

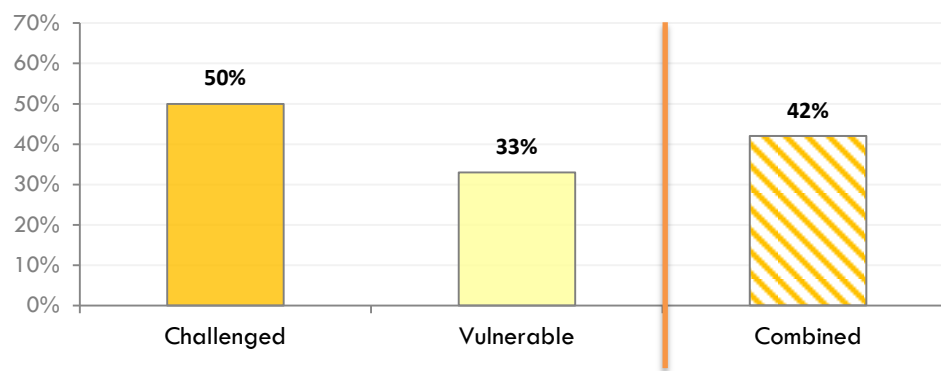
² StarVista administers pre-surveys during the second or third counseling session, by which type a rapport has been established between the youth and their counselors. In some cases, however, youth do not return for services by the time of the pre-survey administration due to incarceration or simply because they dropout. Additionally, some youth and/or their guardians did not consent to participate in the evaluation. As such, the number of pre-surveys administered is substantially smaller than the number of youth served.

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 12 most “at-risk” participants served by Insights. Once again, in light of the very small sample size, these findings should be interpreted with caution, and should not be generalized to the full population of youth served by Insights.

As seen in the figure below, of the participants who had “challenged” and “vulnerable” levels of assets upon joining the program, **42% (or 5 of 12 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 Insights, especially in light of their risk factors (see “Youth Risk Factors” on page 5).

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



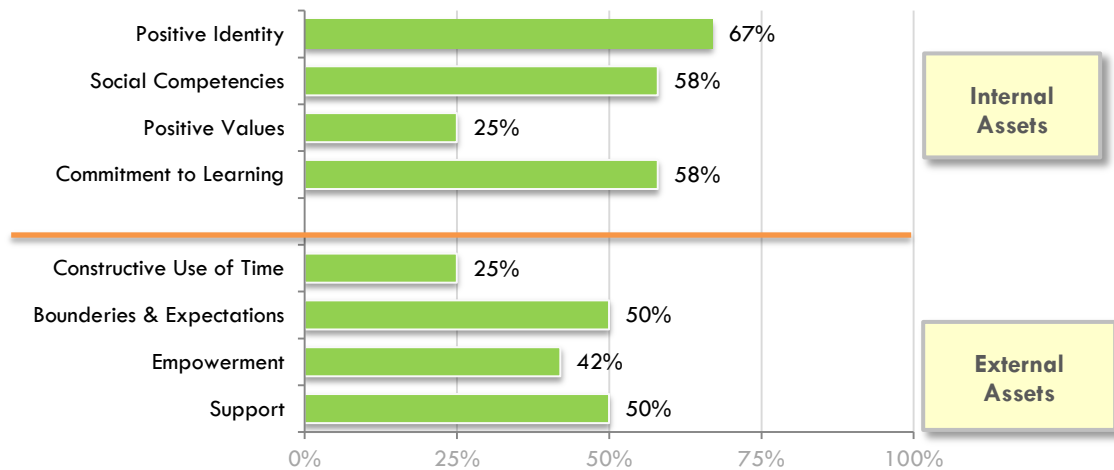
Note: The sample size for “challenged” is 6; 6 for “vulnerable”; and 12 for “combined”.

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

As seen in the figure, over two-thirds of “at-risk” youth moved up by at least one level on the asset category of **Positive Identity** (i.e., optimism; locus of control; and self-esteem), and over half of the youth also made strides on their **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things) and **Social Competencies** (i.e., properly expressing feelings; planning ahead; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully).

On the other hand, **Positive Values** (i.e., standing up for one’s beliefs; taking responsibility; avoiding alcohol, tobacco and drugs; valuing honesty; healthy behaviors; and helping, respecting, and serving others) and **Constructive Use of Time** (i.e., involvement in a sport, club, or group; creative activities; and quality time at home) proved to be more difficult to surmount for nine of the 12 most “at-risk” youth.

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



Source: Developmental Assets Profile surveys.

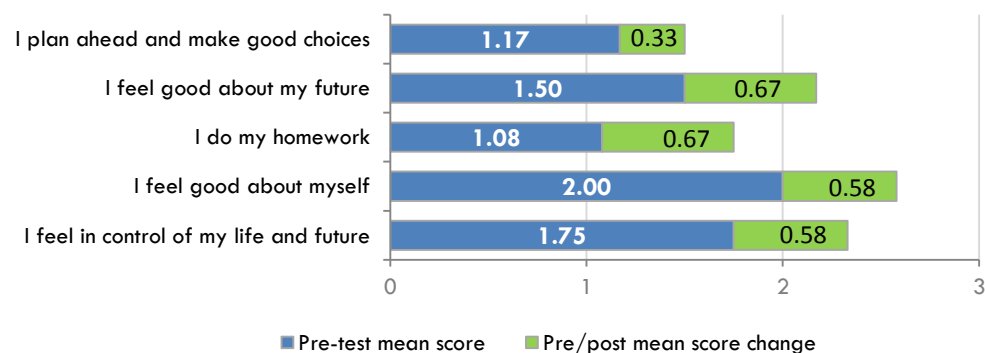
Note: Based on 12 most “at-risk” participants.

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 are measured on a 0 to 3 scale, with 0 being “not at all/rarely,” 1 being “somewhat/sometimes,” 2 being “very/often,” and 3 being “extremely/almost always.” (See Attachment 1 for pre/post changes within the entire group of surveyed participants.)

As indicated in the figure below, the most “at-risk” youth felt significantly **more hopeful about their future** and **were taking care to do their homework** upon ending their services.

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



Source: Developmental Assets Profile surveys.

Note: The sample size varied between 11-12. All items were statistically significant at $p < 0.05$.

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, Applied Survey Research selected the Adolescent Alcohol and Drug Involvement Scale (AADIS) as a pre/post measure of program participants' 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 132 pre- and 108 post-AADIS surveys were administered during the 2013-2014 fiscal year. Of these, 48 pre- and post-AADIS surveys were matched and included in the analyses, representing 36% of all intake surveys. As a reminder, in light of the small sample size, the findings described below should be interpreted with caution, and should not be generalized to the full population of youth served by Insights.

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; 3) some youth were still receiving services at the time the fiscal year had ended (i.e., June 30th); and 4) 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 program participants?

According to participants, the most commonly reported age they started using drugs and/or drinking was 12 to 13. "Curiosity" was the most commonly reported reason for starting to use substances, and they generally continue to use because they "like the feeling." Additionally, 60% (n=132) of program participants for whom data were available were at or above the AADIS cutoff score when they first joined the program.

Figure 9. Alcohol and Drug Profile of Program Participants

	Response	Percentage (n)
<i>Most commonly reported...</i>		
Reason for starting to use AOD in general	Curiosity	66% (125)
Reason for using in general	Liking the feeling	54% (125)
Number of drinks usually consumed	3-4	30% (104)
Time of day	At night	58% (125)
Way of getting AOD	From friends	56% (125)
Age when youth started using/drinking	12-13	33% (123)
Perception of their control of their use	"I can control it and set limits on myself"	53% (125)

	Response	Percentage (n)
*Percent of youth who reached the AADIS cutoff score	----	60% (132)

Note: Based on youth who had completed a pre-AADIS and reported using substances; *This percentage is based on actual AADIS score calculated from all pre-AADIS, rather than self-reported use.

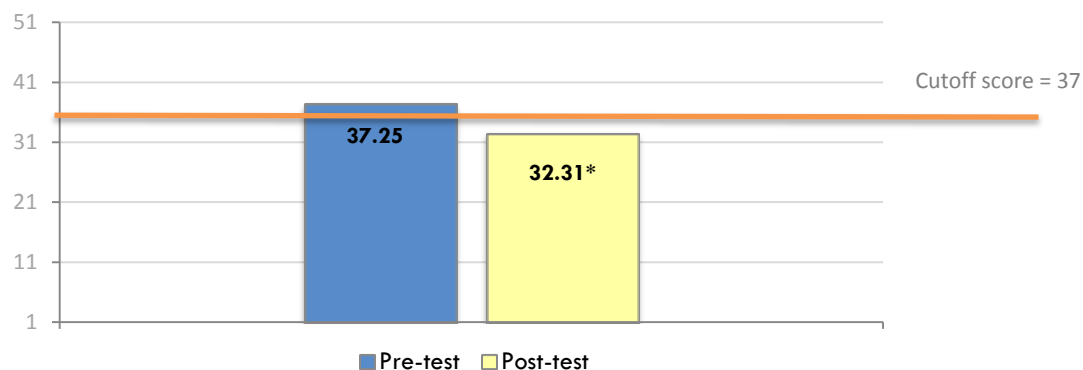
Of the clients who reported not drinking or using drugs at program-start, did they continue to abstain throughout their participation?

This question cannot be answered given that **all youth who had completed both a pre- and post-AADIS reported drinking or using drugs upon entry in the program.**

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

As seen in the figure below, youths' overall AADIS score significantly decreased by 4.94 points by the time they ended their services.

Figure 10. Pre/Post Average Scores on the AADIS



Source: Adolescent Alcohol and Drug Involvement Scale.

Note: Based on 48 participants who reported using drugs and/or drinking alcohol, and who had pre and post data. (*) statistically significant at $p < .01$.

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

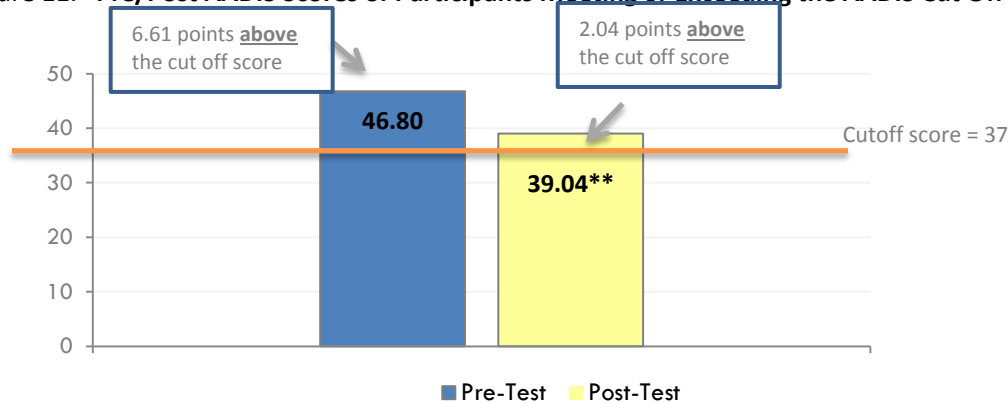
As noted on the previous page, 60% of program participants (79 of 132) were at or above the cutoff score upon starting their services. Of these participants, only 25 of them had pre/post data available.

As seen in the figure below, there was a significant decline over time, by 7.76 points. That is, **clients who had the highest levels of alcohol and drug challenges upon starting the program reported a significant reduction in these concerns over time.**

Additionally, the post-scores for a little over one-third of these participants (9 of 25) fell below the cutoff score by the end of their services.

36% of participants experienced a reduction in their AADIS score (n=25)

Figure 11. Pre/Post AADIS Scores of Participants Meeting or Exceeding the AADIS Cut Off Score



Source: Adolescent Alcohol and Drug Involvement Scale.

Note: Based on 25 program participants who scored at or above the cut off score, and had completed a pre- and post-AADIS. (**) statistically significant at $p < .05$.

In 2013-2014, ASR rolled out an AADIS Addendum consisting of two questions to measure the extent to which youth reported using less or more drugs and alcohol since their start of services. This additional form was requested by grantees who felt that a need to capture this level of information in a more direct manner, especially because youth typically under-report substance use. The findings that follow are based on this Addendum.

Of the youth who met the clinical cutoff at the start of the program (i.e., reached the threshold for substance use disorder based on DSM-IV criteria), 83% (10 of 12 youth) reported using less drug and 75% (9 of 12 youth) reported consuming less alcohol.

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 (Screeners 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.

JJCPA Mandated Outcomes

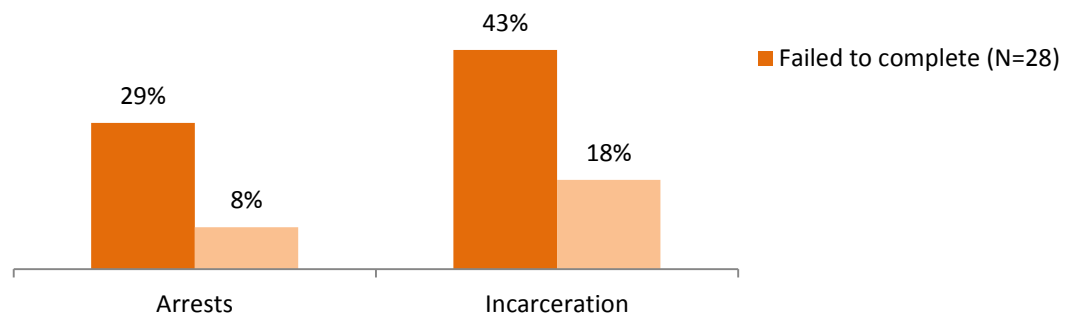
Justice outcomes are based on 159 youth whose six month post-entry evaluation milestone occurred in the 2013-2014 fiscal year. Thus, data presented in this section are for youth who enrolled in the program during the 2013 calendar year.

Arrests, probation violations and incarceration

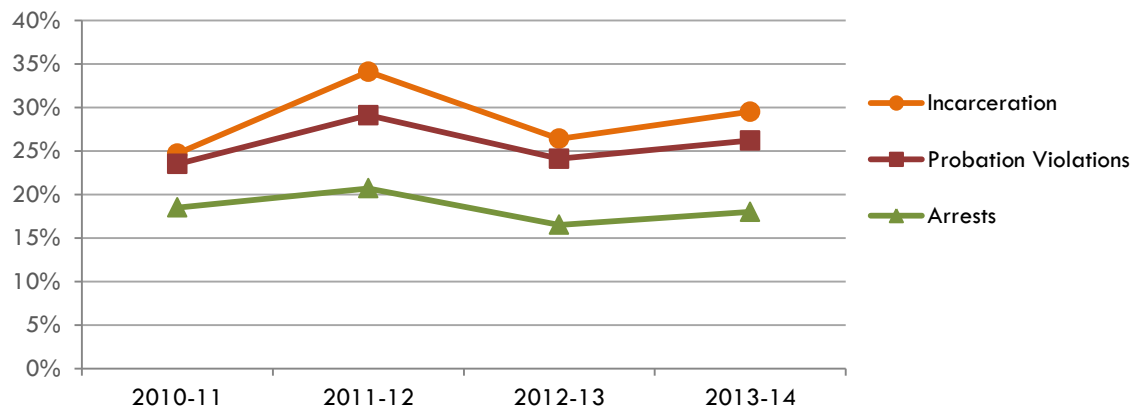
Of the 159 youth in the evaluation cohort, 18% had an arrest for a new law violation filed in the six months following their entry into the program and 30% were incarcerated at least once in the same time period. Incarceration can be for an arrest for a new law violation, probation violation, or a 24-48 hour hold initiated by a Probation Officer as a consequence of truancy or school suspension. Of the 130 youth who were on formal court-ordered probation at entry or during the six months following entry, 26% 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.

Youth who complete the Insights treatment program experience better justice outcomes than those who fail and exit the program. While 29% of the 28 youth who exited and failed to complete the program by six months post-entry had an arrest for a new law violation, that figure was just 8% for the 97 youth who completed the program. Similarly, 43% of those who failed the program were detained in juvenile hall while 18% of those who completed the program were incarcerated. Participants who were still in progress at six months were excluded from this analysis

Figure 12. **Arrests and Incarceration by Program Completion Status at Six Months**



The figure on the next page presents arrests, incarceration, and probation violation rates over four years. While the rates had decreased in 11-12 and 12-13, they increased slightly in 13-14.

Figure 13. **Arrest, Probation Violation and Incarceration Rates by Project Year**

Note: 2013-14 Arrests for new law violations and Incarceration are based on 159 youth; Probation Violation rate is based on 130 youth.

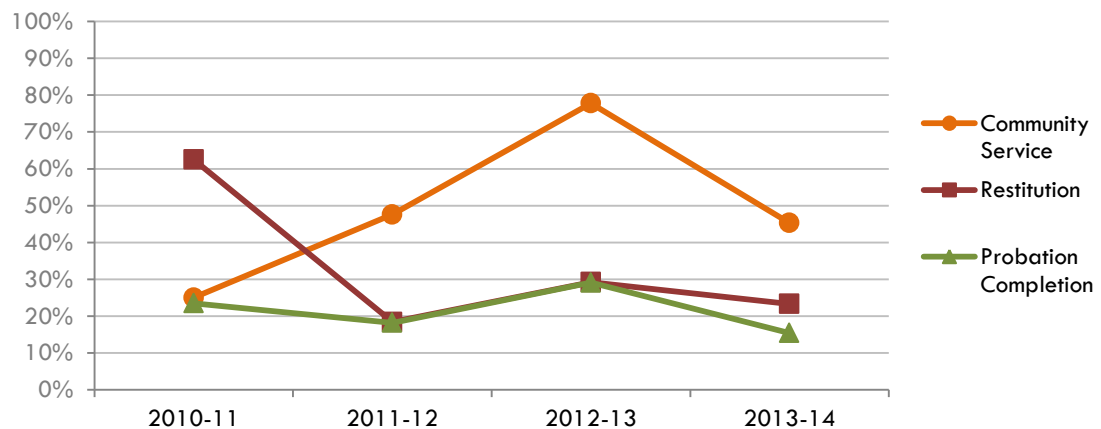
Completion of probation, restitution and community service

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. At the time of program entry or sometime during the six months following entry, 65% of the 199 youth were on formal probation. It should be noted that formal juvenile probation generally takes at least twelve months to complete. In the six months after entry, youth may complete probation or youth who were not previously on probation may become wards of the court. In the 2013-14 fiscal year, 15% of the 130 youth who were on formal probation at some point in the six months after entry completed probation.

Youth on probation may be ordered by the court to pay restitution. Completion of payment of restitution is reported only for those youth for whom an account was established within a month of this order. For both the restitution and court ordered community service outcomes the number of youth in each group is generally small and varies each year. This small sample size may lead to unstable results. This year, 30 youth were assigned restitution and 23% 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 53 youth ordered to complete community service at some time during the six months following entry, 45% completed this condition of their probation. It can at times be difficult for youth to find a community service opportunity as the number of sites in the county that will accept youth to perform community services is decreasing.

It is important to note that not completing probation, restitution, or community service by six months post-entry does not mean that they failed to complete altogether. It is likely that they are still working on the conditions at this point and may complete at some point after the six-month point. The rates of completion of probation, restitution, and community service decreased this year as compared to 2012-13.

Figure 14. **Completion of probation, restitution payment and community service**

Note: 2013-14 Completion of Probation rate is based on 130 youth; Completion of Restitution is based on 30 youth; Completion of Community Service is based on 53 youth.

Local Outcomes

StarVista's Insights program has implemented its own entry and exit survey to reflect predicted progress on three progress measures. Please note that the following percentages are based on all youth served by Insights, including JJCPA and non-JJCPA youth.

- ❖ **GOAL 1 – 60% of youth will show progress towards an identified goal.**

Outcome for this goal – 98% of youth (320 of 328 youth) said at program exit that they made some or a lot of improvement on their identified goal.

- ❖ **GOAL 2 – 60% of youth will improve their decision-making skills.**

Outcome for this goal – 86% of youth (263 of 306 youth) agree that they are better at planning ahead and making decisions. Seventy-one percent improved a level.

- ❖ **GOAL 3 – 60% of youth will improve their relationship skills.**

Outcome for this goal – 90% of youth (35 of 39) who listed an issue with family at the start of services, had improved by a level at program exit.

Client Vignette

As a way to illustrate the effort of Insights and the benefits to its participants, staff provided a summarized case history of one client served this year.

Karla is a 16 year old Latina female initially referred for treatment by her probation officer. Karla was referred for being at school under the influence of alcohol and in possession of a bottle of Vicodin pills which had been illegally obtained. Karla reported a history of alcohol-related legal and school issues since high school began.

Karla was present with her mother for the intake session. Karla's mother reported that she and her husband (Karla's stepfather) were separated because Child Protective Services had ordered that he leave their home. Karla reported that her stepfather had been sexually abusing her since he entered their lives 3 years ago.

Karla reported that she did not tell her mother but reported the sexual abuse to a counselor while she was detained in Juvenile Hall. She reported tremendous relief that he was no longer living with them and in custody. Karla's mother reported that her own father had sexually abused her and that she felt guilty for "not seeing the signs of abuse" in her own home.

During the intake, Karla reported that alcohol use made her "feel better". She reported that she was initially introduced to alcohol by her stepfather. She reported that he would often "get her drunk" before he abused her. She reported she soon realized alcohol "made the abuse easier to handle" when it was happening. She reported that her substance use had steadily increased since age 13. She reported that this past year, she was drinking regularly before school "most days" and throughout the weekends. She reported she had been smoking marijuana on a daily basis since age 14. She reported occasional use of "pills" over the last 6 months when she could find them.

Karla's mother stated that she had witnessed her daughter's increasing substance use but had not known what to do. Karla stated that without drugs and alcohol, she experienced feelings of sadness, nervousness, and anger. Karla and her mother agreed to a treatment plan including a girls group, individual counseling for Karla, mother-daughter counseling for Karla and her mother, and a psychiatric medication. Karla's mother reported that the court might adjudicate Karla to residential treatment if she was unable to get the services she needed in outpatient care at Insights. All parties agreed that on-going or increasing substance use would result in a referral to a higher level of care.

An Insights family counselor met with Karla and her mother throughout treatment. Both were able to discuss the abuse Karla had suffered and the impact on her. Her mother was able to apologize for not protecting her daughter. Her mother requested her own individual counseling to focus on her own trauma and feelings of guilt and was referred to local low-income counseling clinics.

Karla was able to discuss her challenges further in group and individual sessions. Karla was able to identify how her substance use assisted her in dealing with her trauma. She also reported the understanding that her substance use had caused many negative consequences for her.

Over these initial 8 weeks of treatment, Karla began to verbalize a reduction in her substance use. She and her mother reported the ability to better verbalize their feelings, dysfunctional coping strategies, and healthier styles of relating to one another. Karla reported some improvement in her anxiety and depression. She reported feeling supported and "cared for" by her mother, her probation officer, and the Insights Program. She reported she felt the medications prescribed by her psychiatrist were also helping. She reported on-going cravings to use substances and the improved ability to utilize coping strategies. Karla reported being proud of herself for reporting the abuse she was suffering and changing her life. She reported gratitude towards the Insights Program for supporting her on her path to healing and creating the life she wants.

ATTACHMENT I – PRE/POST DAP MEAN SCORES

DAP Asset Categories

(Items in bold are statistically significant at $p < .05$; see Figure 4 for interpretive guidelines)

	Pre Mean Score	Post Mean Score	Sample
Support	14.66	17.08	12
Empowerment	16.41	18.66	12
Boundaries & Expectations	14.50	17.08	12
Constructive Use of Time	10.41	11.41	12
Commitment to Learning	14.41	17.33	12
Positive Values	13.91	15.91	12
Social Competencies	14.33	17.08	12
Positive Identity	15.41	20.41	12

DAP Survey Items

(Items in bold are statistically significant at $p < .05$)

“1 . . .”

	Mean Score	Sample
Q1 Pre: Stand up for what I believe in.	2.00	12
Q1 Post: Stand up for what I believe in.	2.42	12
Q2 Pre: Feel in control of my life and future.	1.75	12
Q2 Post: Feel in control of my life and future.	2.33	12
Q3 Pre: Feel good about myself.	2.00	12
Q3 Post: Feel good about myself.	2.58	12
Q4 Pre: Avoid things that are dangerous or unhealthy.	1.33	12
Q4 Post: Avoid things that are dangerous or unhealthy.	1.75	12
Q5 Pre: Enjoy reading or being read to.	1.08	12
Q5 Post: Enjoy reading or being read to.	1.25	12
Q6 Pre: Build friendships with other people.	1.67	12
Q6 Post: Build friendships with other people.	1.83	12
Q7 Pre: Care about school.	1.50	12
Q7 Post: Care about school.	1.83	12
Q8 Pre: Do my homework.	1.08	12
Q8 Post: Do my homework.	1.75	12

	Mean Score	Sample
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	0.83	12
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	1.33	12
Q10 Pre: Enjoy learning.	1.33	12
Q10 Post: Enjoy learning.	1.75	12
Q11 Pre: Express my feeling in proper ways.	1.17	12
Q11 Post: Express my feeling in proper ways.	1.67	12
Q12 Pre: Feel good about my future.	1.50	12
Q12 Post: Feel good about my future.	2.17	12
Q13 Pre: Seek advice from my parents.	0.92	12
Q13 Post: Seek advice from my parents.	1.42	12
Q14 Pre: Deal with frustration in positive ways.	1.08	12
Q14 Post: Deal with frustration in positive ways.	1.50	12
Q15 Pre: Overcome challenges in positive ways.	1.17	12
Q15 Post: Overcome challenges in positive ways.	1.58	12
Q16 Pre: Think it is important to help other people.	1.75	12
Q16 Post: Think it is important to help other people.	1.83	12
Q17 Pre: Feel safe and secure at home.	2.42	12
Q17 Post: Feel safe and secure at home.	2.25	12
Q18 Pre: Plan ahead and make good choices.	1.17	12
Q18 Post: Plan ahead and make good choices.	1.50	12
Q19 Pre: Resist bad influences.	1.33	12
Q19 Post: Resist bad influences.	1.50	12
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.42	12
Q20 Post: Resolve conflicts without anyone getting hurt.	1.50	12
Q21 Pre: Feel valued and appreciated by others.	1.58	12
Q21 Post: Feel valued and appreciated by others.	1.58	12
Q22 Pre: Take responsibility for what I do.	1.83	12
Q22 Post: Take responsibility for what I do.	2.25	12
Q23 Pre: Tell the truth even when it is not easy.	1.42	12
Q23 Post: Tell the truth even when it is not easy.	2.00	12
Q24 Pre: Accept people who are different from me.	2.08	12
Q24 Post: Accept people who are different from me.	2.33	12
Q25 Pre: Feel safe at school.	2.00	12
Q25 Post: Feel safe at school.	2.25	12
Q26 Pre: Actively engaged in learning new things.	1.67	12
Q26 Post: Actively engaged in learning new things.	2.00	12

	Mean Score	Sample
Q27 Pre: Developing a sense of purpose in my life.	1.75	12
Q27 Post: Developing a sense of purpose in my life.	2.08	12
Q28 Pre: Encouraged to try things that might be good for me.	1.67	12
Q28 Post: Encouraged to try things that might be good for me.	1.92	12
Q29 Pre: Included in family tasks and decisions.	1.17	12
Q29 Post: Included in family tasks and decisions.	1.33	12
Q30 Pre: Helping to make my community a better place.	0.92	12
Q30 Post: Helping to make my community a better place.	0.83	12
Q31 Pre: Involved in a religious group or activity.	0.67	12
Q31 Post: Involved in a religious group or activity.	0.75	12
Q32 Pre: Developing good health habits.	1.42	12
Q32 Post: Developing good health habits.	1.58	12
Q33 Pre: Encouraged to help others.	1.58	12
Q33 Post: Encouraged to help others.	1.75	12
Q34 Pre: Involved in a sport, club, or other group.	0.83	12
Q34 Post: Involved in a sport, club, or other group.	1.00	12
Q35 Pre: Trying to help solve social problems.	1.08	12
Q35 Post: Trying to help solve social problems.	1.00	12
Q36 Pre: Given useful roles and responsibilities.	1.17	12
Q36 Post: Given useful roles and responsibilities.	1.58	12
Q37 Pre: Developing respect for other people.	1.75	12
Q37 Post: Developing respect for other people.	1.83	12
Q38 Pre: Eager to do well in school and other activities.	1.75	12
Q38 Post: Eager to do well in school and other activities.	1.67	12
Q39 Pre: Sensitive to the needs and feelings of others.	1.17	12
Q39 Post: Sensitive to the needs and feelings of others.	1.42	12
Q40 Pre: Involved in creative things such as music, theater, or art.	1.50	12
Q40 Post: Involved in creative things such as music, theater, or art.	1.42	12
Q41 Pre: Serving others in my community.	0.75	12
Q41 Post: Serving others in my community.	0.58	12
Q42 Pre: Spending quality time at home with my parents(s).	1.08	12
Q42 Post: Spending quality time at home with my parents(s).	1.33	12
Q43 Pre: Friends who set good examples for me.	1.33	12
Q43 Post: Friends who set good examples for me.	1.50	12
Q44 Pre: A school that gives students clear rules.	1.50	12
Q44 Post: A school that gives students clear rules.	1.75	12

	Mean Score	Sample
Q45 Pre: Adults who are good role models for me.	1.92	12
Q45 Post: Adults who are good role models for me.	2.00	12
Q46 Pre: A safe neighborhood.	1.50	12
Q46 Post: A safe neighborhood.	2.17	12
Q47 Pre: Parent(s) who try to help me succeed.	2.00	12
Q47 Post: Parent(s) who try to help me succeed.	2.25	12
Q48 Pre: Good neighbors who care about me.	0.67	12
Q48 Post: Good neighbors who care about me.	1.25	12
Q49 Pre: A school that cares about kids and encourages them.	1.25	12
Q49 Post: A school that cares about kids and encourages them.	2.00	12
Q50 Pre: Teachers who urge me to develop and achieve.	1.33	12
Q50 Post: Teachers who urge me to develop and achieve.	2.08	12
Q51 Pre: Support from adults other than my parents.	1.42	12
Q51 Post: Support from adults other than my parents.	1.83	12
Q52 Pre: A family that provides me with clear rules.	1.73	11
Q52 Post: A family that provides me with clear rules.	1.82	11
Q53 Pre: Parent(s) who urge me to do well in school.	2.17	12
Q53 Post: Parent(s) who urge me to do well in school.	2.17	12
Q54 Pre: A family that gives me love and support.	2.17	12
Q54 Post: A family that gives me love and support.	2.08	12
Q55 Pre: Neighbors who help watch out for me.	0.58	12
Q55 Post: Neighbors who help watch out for me.	0.92	12
Q56 Pre: Parent(s) who are good at talking with me about things.	1.75	12
Q56 Post: Parent(s) who are good at talking with me about things.	1.17	12
Q57 Pre: A school that enforces rules fairly.	1.18	11
Q57 Post: A school that enforces rules fairly.	1.64	11
Q58 Pre: A family that knows where I am and what I am doing.	1.17	12
Q58 Post: A family that knows where I am and what I am doing.	1.58	12

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