



CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

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



School Safety Advocates

JPCF Evaluation Report 2013-2014

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TABLE OF CONTENTS

Overview of Findings.....	3
Evaluation Background & Methodology.....	4
Program Description	5
Youth Risk Factors.....	5
Programmatic Challenges	5
Evaluation Findings	5
Profile of Clients Served	7
Client Services	7
Program Activities.....	8
Profile of Developmental Assets Among Clients.....	8
Profile of Clients' Alcohol and Drug Use	13
Client Vignettes.....	16
Attachment I – Pre/Post DAP Mean Scores	19
Appendix II – Crosswalk of DAP Items & Categories	23

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	286	430	560
Average number of hours of service	11.51	13.50	9.89
Average length of time in the program (months)	5	6	4
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	40% (n=84)	30% (n=70)
<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*	75% (n=8)
<ul style="list-style-type: none"> Reduced their use of AOD <i>(only include those who were at or above the clinical cutoff score)</i> 	NA	NA*	50% (n=4)

Note: *A pre/post analysis of AADIS items was not feasible in FY12-13 due to the low number of surveys (N=8).

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. The Juvenile Probation and Camps Funding Program (JPCF) was developed in response to legislation signed by Governor Schwarzenegger in July 2005 (AB 139, Chapter 74) which appropriated state funds to support a broad spectrum of county Probation services targeting at-risk youth, juvenile offenders and their families. JPCF is administered by the State Controller's Office with the funding amount being dependent upon actual receipts from California Vehicle License fees. After having awarded programs their contracts for the 2011-12 fiscal year, San Mateo learned that they were receiving less JPCF funding than anticipated and was required to reduce contract amounts by one-third. Thus, all programs were required to reduce their scope of services by one-third of what was originally approved by the County.

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., ADDIS). 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 stories illustrating the extent to which services impacted youth

PROGRAM DESCRIPTION

School Safety Advocates (SSA) is a school-based violence prevention program offered by the YMCA in six San Mateo County Middle schools. SSAs services include: 1) crisis intervention and mediation; 2) risk and mental health assessment; 3) family case management, including parent support and psycho-education; 4) on-campus anger management “CALM groups” based on Aggression Replacement Therapy; on-campus Girls United empowerment groups; and 5) referrals for further individual and family counseling at the Youth Service Bureaus/YMCA clinics. Additionally, SSA provides outreach and education activities to enhance its strategies for reducing school violence, criminal justice involvement, and risk factors including, “lunch box” discussions with students and SSAs; classroom bullying workshops; and parent workshops.

The purpose of the SSA program is to keep young people out of the criminal justice system by addressing critical safety concerns. SSA staff work in partnership with school personnel to create safe environments on campuses by intervening to stop fights, mediating conflicts through restorative justice techniques, and preempting any potential bullying, self-harm, and suicide. SSA’s therapeutic program model enables staff to establish relationships with youth so that they feel empowered to work with a safe adult who can guide them through problem-solving and skill- building techniques designed to address challenges, both in the school and in the home. To these ends, the overarching goals of the SSA program are to:

1. Reduce youth violence, gang participation, substance abuse and involvement in the criminal justice system;
2. Change at-risk youth behaviors to increased personal responsibility, risk avoidance, protective behaviors and resiliency;
3. Provide developmental inputs to promote positive behavioral change – safe environments, supportive adults, and a variety of programs and interventions matched to risk levels; and
4. Measure the impacts of those developmental inputs as indicators of positive behavioral change.

Youth Risk Factors

Youth referred to SSA exhibit risk factors known to significantly influence youth development and delinquency.¹ As indicated during ASR’s interview with program staff, these youth typically experience challenges at home (from the presence of domestic violence to child maltreatment) and exhibit signs of depression, anxiety and panic attacks. Some of the youth served also use illicit drugs such as marijuana and methamphetamine, as well as over the counter prescription drugs.

Programmatic Challenges

The Youth Service Bureau changed its client-charting and database system to online cloud-based charting and data storage. This switch improved access to clients’ charts and streamlined the data collection process for staff. However, during this initial year, several glitches arose on how data were captured via the online system. Adjustments to the data collection and entry processes were made throughout the year, and all reported glitches were addressed and resolved by the start of FY14-15.

In addition to the technical difficulties just described, SSAs struggled to adequately meet the current demands of the high number of referrals at each school site. In fact, a number of referrals cannot be assessed due to SSAs current caseloads. School administrators have made it very clear that they cannot effectively address the needs of their students and families without the assistance of this program. Many of the school administrators have inquired about increasing the number of hours that the SSA is at their school.

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 needs of clients have also changed from previous years. SSAs noticed that the students coming to meet with them have higher levels of needs and risks (e.g., victims of abuse, self-injurious behavior, domestic violence and suicidal ideation). Lastly, the availability of reliable school space to meet with students has been impacted by construction this past year.

EVALUATION FINDINGS

Profile of Clients Served

YMCA's School Safety Advocates worked with a total of 560 unduplicated youth during the 2013-2014 academic year. The majority of the youth served were females (57%), Latinos (46%) and were on average close to 13 years old.

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

		Sample
Number served		560
Gender	Male	43%
	Female	57%
Ethnicity	Latino	46%
	Caucasian	22%
	Filipino/Pacific Islander	13%
	African American	7%
	Asian	6%
	Other/Multi-racial	6%
Average age of clients		12.7

Note: Age and gender are based on 560 participants; ethnicity is based on 554 participants.

At program exit (which may have coincided with the conclusion of services in the spring and/or graduation), 45% of youth had successfully completed the program and 21% left upon graduating. Twenty-four percent of youth did not engage with services after the first session (parent withheld or withdrew consent).

Client Services

Youth who entered and exited the program during 2013-2014 received services for an average of four months². For all youth served, the average amount of service received was nearly ten hours. The overall number of units of service for the year totaled 5,481 hours.

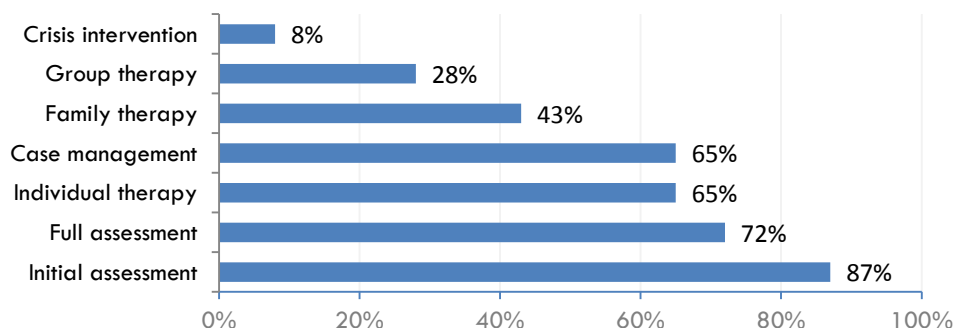
Figure 3. **Units of Service, FY 2013-2014**

	Units of service
Mean Units of Service	9.89
Total Units of Service	5,481

²The length of time in the program is captured more accurately in FY13-14 due to improved data collection processes. Client charts are now closed closer to the actual termination date, rather than natural termination time (i.e., end of school year).

As noted in the figure below, over 80% of youth served received an initial assessment and close to two-thirds of youth received individual therapy and case management. Group counseling was provided to a smaller population of youth (28%) as compared to family and individual counseling.

Figure 4. **Types of Client Services Provided, FY 2013-2014**



Note: The percentages are based on 560 participants.

Referrals to outside services were also provided to youth. While the exact number of referrals cannot be provided this year – due to the switch in data collection processes – SSAs reported approximately 210 referrals for the fiscal year. Most referrals were for family counseling, more intensive counseling services and community resources to meet basic needs (i.e., housing, medical, food).

Program Activities

In addition to the services and referrals provided to youth, the YMCA also provided outreach and educational programming to enhance its strategies for reducing school violence, criminal justice involvement, and risk factors. As noted in the figure below, 2,481 staff hours were allocated to classroom “lunchbox” presentations on requested topics such as sexual harassment and conflict resolution; 435 staff hours were spent conducting bullying workshops; and 980 staff hours were allocated to parenting workshops.

Figure 5. **Project-Level Activities, FY 2013-2014**

Activities	Number of activities	Number of participants	Number of units of service (hours)
Lunch Box workshops (1 hour)	154	2,481	2,481
Bullying workshops (1 hour)	21	435	435
Parenting workshops (1 hour)	7	980	980
TOTAL	182	3,896	3,896

Note: The number of participants within each activity is not unique; the same participants can attend more than one session.

Profile of Developmental Assets Among Clients

In 2011, the Juvenile Justice Coordinating Council (JJCC) updated its 2011-2015 Local Action Plan to include seven specific outcomes that they would like to see achieved through the investment of JPCF and JJCPA funds. One of the outcomes selected was “**increased developmental assets**,” which the literature shows as

providing the resiliency and resources necessary for youth to deal with difficult circumstances in a healthy manner and avoid anti-social peers, violence, conflict, and unhealthy risk-taking behaviors. To that end, ASR selected the 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 and the five context areas range from 0 to 30, and can be interpreted using the following guidelines.

Figure 6. **Interpretive Guidelines for The 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

Label	Range of Scores	Interpretive Guidelines
Challenged	0-14	Depleted levels of assets: few if any assets are strong or frequent. Most assets are experienced infrequently. Tremendous opportunities for strengthening assets in most areas

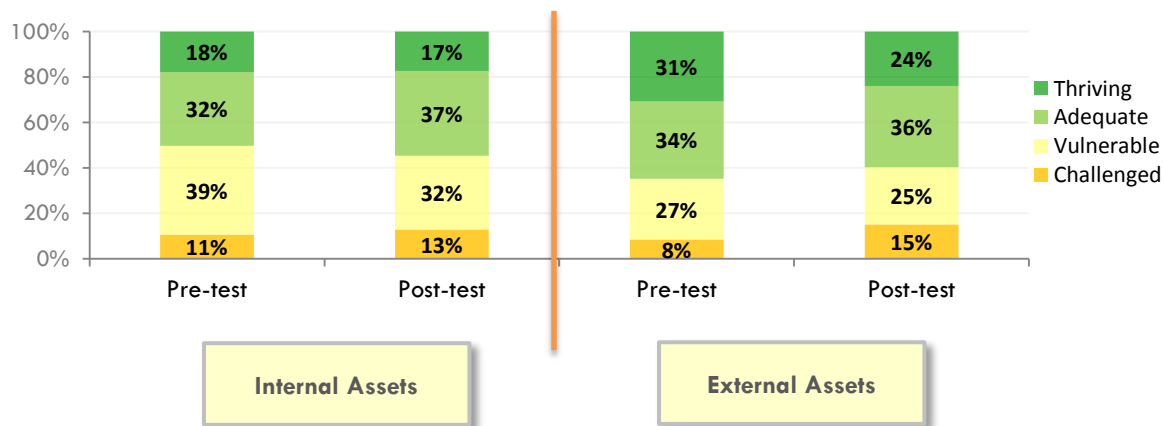
A total of 195 pre³- and 187 post-DAP surveys were administered to YMCA program participants during the 2013-2014 academic year. Of these, 179 pre- and post-surveys were matched and included in the analysis, representing 92% of all intake surveys.

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 ended services prematurely and therefore did not have the opportunity to complete a post-survey; 2) youth may have been absent on the day that the survey was administered to a group of participants and staff were not able to catch that person at a later date; and 3) there is the possibility of an error in the administration of the surveys, such as missing a person or providing incorrect or different identifiers on the survey which ASR needs to match the pre and post.

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.” Upon entering the program, half of the youth reported low levels of Internal Assets, and a little over one-third (35%) reported low levels of External Assets. Upon program exit, fewer participants reported low levels of Internal Assets (45%). On the other hand, there was a slight increase (5%) in the number of youth reporting low levels of External Assets at program exit.

Figure 7. **Percentage of Participants Who are “Thriving” to “Challenged” in Internal and External Assets**



Note: Based on 179 participants.

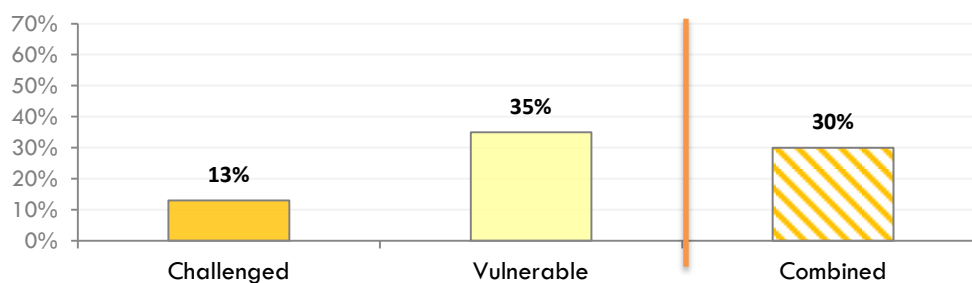
What percentage of most “at-risk” participants improved by at least one asset level?

³ Pre-surveys are only administered once School Safety Advocates have had a chance to meet with their clients a couple of times, in an effort to promote a good rapport between clients and their advocates. As such, if a youth does not return for services when the pre-survey is due to be administered, s/he will not have the chance to complete one. In addition, pre-surveys are not administered to youth receiving crisis intervention due to the brief nature of the intervention.

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 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 70 most “at-risk” participants served by YMCA’s School Safety Advocates.

As seen in the figure below, **30% of the most “at-risk” participants were able to move up by at least one asset level by the time their services ended.** 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 this program, especially in light of their risk factors (see “Youth Risk Factors on page 5).

Figure 8. Percentage of “Challenged” and “Vulnerable” Participants Who Improved by At Least One Asset Level on Their Overall DAP score



Source: Developmental Assets Profile surveys.

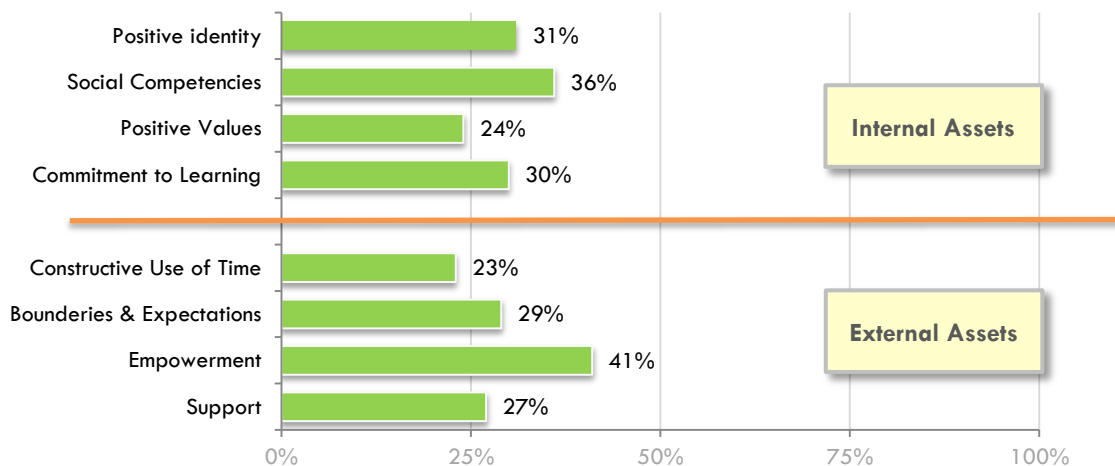
Note: The sample size for “challenged” is 15; 55 for “vulnerable”; and 70 for “combined”.

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.

As seen in the figure on the next page, four in ten youth made strides with regard to their sense of **Empowerment** (i.e., feeling safe; and feeling valued), and over one-third moved up by at least one level on **Social Competencies** (i.e., building friendships; properly expressing feelings; resisting negative peer pressure; and resolving conflicts peacefully).

On the other hand, fewer youth successfully moved up a level on the asset category of **Constructive Use of Time** (i.e., involvement in a sport, club or group; creative activities; and quality time at home).

Figure 9. **Percentage of “Challenged” and “Vulnerable” Participants Who Improved by At Least One Asset Level, by Asset Category**



Source: Developmental Assets Profile surveys.

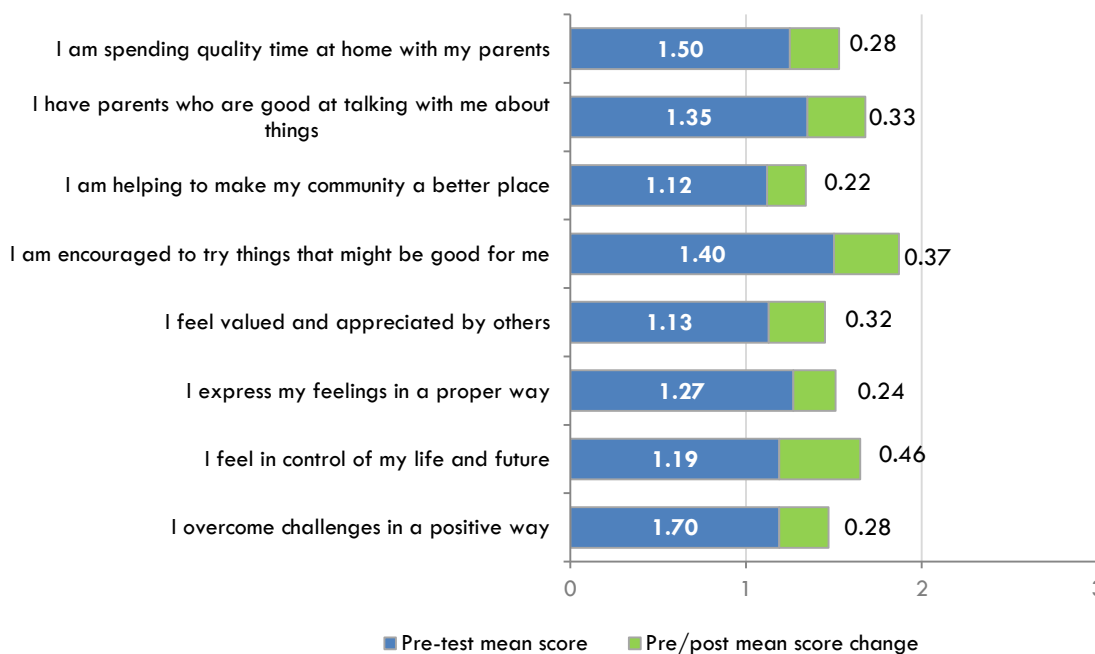
Note: Based on 70 participants.

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

Presented in the next figure are survey items on which “at-risk” participants made significant gains over the course of their participation. All of these items were statistically significant at $p < .05$, and are measured on a 0 to 3 scale, with 0 being “not at all/rarely,” 1 being “somewhat/sometimes,” 2 being “very/often,” and 3 being “extremely/almost always.” (Please see Attachment 1 for pre/post changes within the entire group of surveyed participants.)

The item-by-item changes observed in the figure below indicate that youth were generally significantly **more capable of handling frustrations in a safe manner, more willing to turn to their parents for support, and felt optimistic about their future.**

Figure 10. Pre/Post Changes on Selected DAP Items



Source: Developmental Assets Profile surveys.

Note: The sample size varied between 70-65. All items were statistically significant at $p < .05$.

Profile of Clients' Alcohol and Drug Use

In addition to seeing changes in youth's developmental assets, the Juvenile Justice Coordinating Council (JJCC) also hoped to see **"decreased use of alcohol and drugs."** As such, 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 49 pre- and 30 post-Adolescent Alcohol and Drug Involvement Scale surveys (AADIS) were administered during the 2013-2014 academic year. Of those, 21 pre/post AADIS were matched. (Please note that unlike the DAP, which was administered to all youth served, the AADIS was only administered to youth whose CRAFFT Screening Test score warranted further testing.)

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?

The majority of youth reported starting to use drugs and/or drink around 10 to 13 years of age. “Curiosity” was the most commonly reported reason for starting to use substances. Youth reported getting their drugs and alcohol from friends, and reported using substances at night. The most commonly reported number of drinks consumed ranges from 2 to 4.

Additionally, 14% of youth (7 of 49 youth) were at or above the AADIS cutoff score at the time of program entry.

Figure 1. Alcohol and Drug Profile of Youth

	Response	Percentage (n)
<i>Most commonly reported...</i>		
Reason for starting to use AOD in general	Curiosity	44% (23)
Reason for using in general	Liking the feeling; drinking when feeling stressed	30% (23)
Number of drinks usually consumed	2-4	73% (11)
Time of day	At night	48% (23)
Way of getting AOD	From friends	30% (23)
Age when youth started using/drinking	10-13	78% (18)
Perception of their control of their use	“I can control it & set limits on myself”	44% (23)
*Percent of youth who reached the AADIS cutoff score	----	14% (49)

Note: Based on 23 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.

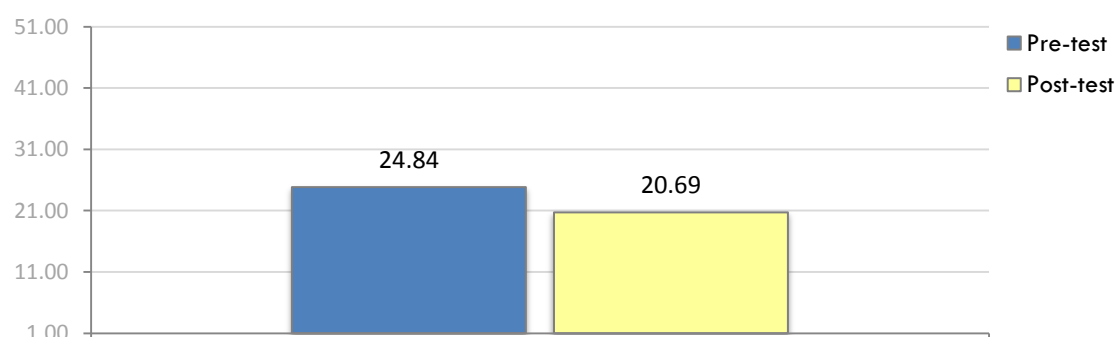
Of the youth who reported not drinking or using drugs at program-start, did they continue to abstain throughout their participation?

Of the eight youth who had reported not using at the time of their entry into the program – and for whom pre/post data were available – **six of them (75%) continued to abstain by the end of their participation.**

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

Of the youth who reported using substances on their pre-survey – and for whom pre/post data were available (n=13) - their use had decreased by 4.15 points by the time their program participation ended. This change was however not statistically significant.

Figure 2. Pre/Post Average Scores on the AADIS



Source: Adolescent Alcohol and Drug Involvement Scale.

Note: Based on 13 youth who reported using drugs and/or drinking alcohol and had a pre/post AADIS.

Of the youth who scored at or above the AADIS' cut-off score⁴, did their post-test score improve?

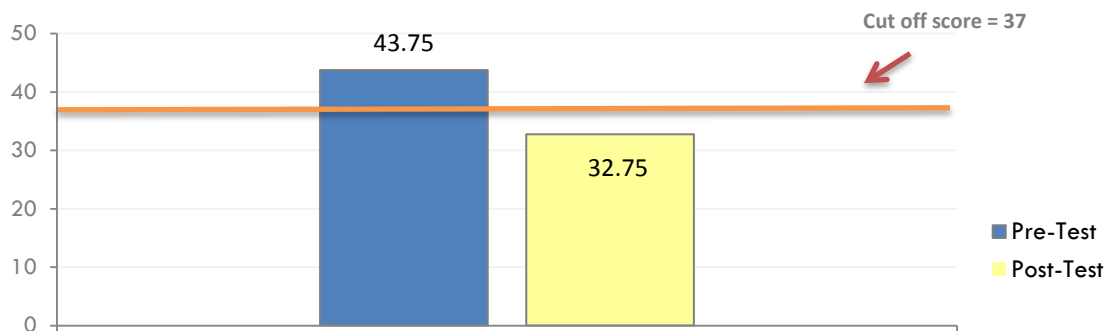
As noted on the previous page, seven youth were at or above the clinical cutoff score upon starting their services. Of these youth, only 4 had pre/post data available.

Among youth who met the criteria for further assessment (i.e., scored 37 or more), and for whom pre/post data were available, they had experienced a decrease in use by 4.25 points (not statistically significant). That is, **youth who had the highest levels of alcohol and drug challenges upon starting the program reported a reduction in these concerns over time, bringing them below the clinical cutoff score.**

50% of youth experienced a reduction in their AADIS score (n=4)

⁴ 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.

Figure 3. Pre/Post AADIS Scores of Youth Meeting or Exceeding the AADIS Cut Off Score



Note: Based on 4 youth who scored at or above the cut off score, and had completed a pre- and post-AADIS.

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. However, due to the low number of Addendum forms completed (n=22) and the fact that half of the youth selected the answer option “This does not apply to me – I do not use drug/alcohol”, these findings are not reported.

Client Vignettes

YMCA’s School Safety Advocates provided the following vignettes to help illustrate the impact of their services.

Angelica, a 15-year old girl (8th grade) joined the SSA program at the end of her 7th grade year after being referred by a fellow student for concerns around her self-injurious (cutting) behavior and depressive symptoms.

When Angelica first joined the SSA program, she was anxious about talking to her counselor. She presented with a blunted affect, depressed mood, and ongoing self-injurious behaviors (cutting, burning, scratching herself on the arms, legs, and stomach), self-medication (experimenting with alcohol and marijuana), and was resistant to opening up. Angelica was raised in a highly inconsistent/volatile environment and has a history of physical/sexual abuse by her father and older sister. Her mother passed away when she was young, at which point she was placed in multiple foster placements, one of which was verbally abusive. Angelica currently lives with her older, young-adult brother and his girlfriend who are acting as her legal guardians. When Angelica first started the SSA program, she felt as though she had little/no adult support and felt little motivation to decrease or eliminate her cutting behaviors.

Angelica engaged in the SSA MS program at school and met on a regular basis with the SSA to discuss her current/past family circumstances and experiences, as well as exploring her self-injurious behavior, exploration of drugs and alcohol, and her depression. She would check in weekly if not more, and (for the first time), explore the triggers/motivations behind her self-harm and self-medication. She worked to come up with alternative coping/self-soothing behaviors such as art, poetry, and listening to music, and would report back times when she had used them instead of hurting herself. She was able to identify times, places, and people when she would experiment with alcohol and marijuana. Angelica not only checked in with the SSA, but also started to turn consistently to other adults at the school for support, such as the Dean and

school counselor. Angelica was referred mid-year to an outside therapist that she started seeing weekly and is now receiving wraparound services for her family. She reports that she can open up to her therapist in ways that she didn't feel comfortable opening up to anyone else, and that she is slowly working through her feelings of inadequacy and abandonment.

Over the course of the year, Angelica's affect and attitude has fluctuated widely. One day she will come in with a look of desperation and sadness, and the next she will be smiling and discussing ways that her life has improved. She has good days and bad but there is a glimmer of excitement for the future that was not present in the start of the year.

Angelica learned alternative coping skills to self-harm, and made connections between her current feelings toward herself and her history of abuse. She learned that she is not 'faulty' or 'flawed', but that many of her feelings are a result of a difficult childhood. She also was able to identify peers that were negatively impacting her and slowly began to separate herself from them.

While she still struggles with the urge to self-harm, Angelica has learned to lean into healthier coping skills such as drawing, writing poetry, and listening to music. She is also beginning to develop newer, healthier relationships with peers that are not actively using drugs and alcohol.

Angelica reports that the program has been of value to her because she "can talk to someone and really be myself, without feeling judged or like I'm going to get in trouble". She also commented about "having more adults who care about her" like her therapist and wraparound team.

"[I enjoy the program because] I can talk to someone and really be myself, without feeling judged or like I'm going to get in trouble. I also have more adults who care about me."

Ted is a 6th grade boy who was referred to a School Safety Advocate (SSA) by his teachers and academic counselor who were concerned about his isolation. Ted was a respectful, friendly student to all of his teachers but had a hard time engaging with peers. He often spent lunch and free time isolating himself from peers by staying in his teacher's classroom or sitting alone.

During the assessment sessions, Ted was soft spoken and timid. He was eventually able to acknowledge his past trauma and recent loss. Ted had never attended a school for more than a few months, as he moved often when he lived with his mother. He never had the opportunity to make friends or settle into a school due to his chronic absences and sudden moves to a new town. Ted had little contact with his father throughout most of his elementary years due to his father being incarcerated, until a Judge awarded his father full custody due to his mother's mental instability and substance use.

The intense loss of his mother's care and presence in his life was never processed or discussed, as well as the absent relationship with his father prior to custody changes. Ted had repressed his past trauma, loss, grief, and fear for the future. The transition to living with his father and not saying goodbye to his mother resulted in depressive symptoms, confusion, isolation from his peers, hopelessness, loss, and disassociation.

Ted participated in individual sessions with the SSA. Ted also joined a social skills group and attended Chill Zone during lunch twice per week. As Ted began to peel back the layers of his pain and family issues, he became more open to his peers. Ted and his father were referred to the Youth Services Health Clinic by the SSA for family therapy to strengthen their relationship and communication. Ted and his father attended family therapy for the duration of the school year.

The SSA program and connection to multiple services allowed Ted the experience to process and heal from the past. He was motivated in his sessions and filled the room with the painful memories from the past.

He processed his pain and confusion about the events of his past. He addressed his anger toward his mother and father. He expressed his desires and hopes to create a better life. He was able to learn new coping and communication skills to use at school as well as at home.

He was able to create a relationship with his father and they established healthy communication skills with one another. Ted made a handful of good friends at school. His grades and attendance improve along with his confidence and hope for the future.

Ted appears to be more engaged in school and with his father. He was able to talk about next school year and friends that he hopes to see during the summer. "I could trust (my SSA) and she helped me when I was having a bad day. I love my dad and we like to do things together."

Attachment I – Pre/Post DAP Mean Scores

DAP Asset Categories

(Bold items are statistically significant at $p < .05$; please see Figure 6 for interpretation guidelines)

	Pre Mean Score	Post Mean Score	Sample
Positive Identity	12.67	14.80	70
Social Competencies	17.48	18.61	70
Positive Values	16.58	17.82	70
Commitment to Learning	15.91	16.54	70
Constructive Use of Time	13.58	13.62	70
Boundaries & Expectations	18.65	19.05	70
Empowerment	17.38	18.92	70
Support	17.11	17.87	70

DAP Items

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

“I...”

	Mean Score	Sample Size
Q1 Pre: Stand up for what I believe in.	1.60	70
Q1 Post: Stand up for what I believe in.	1.80	70
Q2 Pre: Feel in control of my life and future.	1.19	69
Q2 Post: Feel in control of my life and future.	1.65	69
Q3 Pre: Feel good about myself.	1.25	68
Q3 Post: Feel good about myself.	1.32	68
Q4 Pre: Avoid things that are dangerous or unhealthy.	1.63	68
Q4 Post: Avoid things that are dangerous or unhealthy.	1.76	68
Q5 Pre: Enjoy reading or being read to.	1.26	66
Q5 Post: Enjoy reading or being read to.	1.27	66
Q6 Pre: Build friendships with other people.	1.65	66
Q6 Post: Build friendships with other people.	1.91	66
Q7 Pre: Care about school.	1.57	69
Q7 Post: Care about school.	1.70	69
Q8 Pre: Do my homework.	1.91	68
Q8 Post: Do my homework.	1.82	68
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	2.31	67
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	2.31	67
Q10 Pre: Enjoy learning.	1.38	68
Q10 Post: Enjoy learning.	1.46	68
Q11 Pre: Express my feeling in proper ways.	1.27	70

	Mean Score	Sample Size
Q11 Post: Express my feeling in proper ways.	1.51	70
Q12 Pre: Feel good about my future.	1.51	68
Q12 Post: Feel good about my future.	1.66	68
Q13 Pre: Seek advice from my parents.	1.12	68
Q13 Post: Seek advice from my parents.	1.35	68
Q14 Pre: Deal with frustration in positive ways.	0.93	67
Q14 Post: Deal with frustration in positive ways.	1.16	67
Q15 Pre: Overcome challenges in positive ways.	1.19	70
Q15 Post: Overcome challenges in positive ways.	1.47	70
Q16 Pre: Think it is important to help other people.	2.15	67
Q16 Post: Think it is important to help other people.	2.15	67
Q17 Pre: Feel safe and secure at home.	2.19	68
Q17 Post: Feel safe and secure at home	2.29	68
Q18 Pre: Plan ahead and make good choices.	1.49	68
Q18 Post: Plan ahead and make good choices.	1.69	68
Q19 Pre: Resist bad influences.	1.78	69
Q19 Post: Resist bad influences	1.88	69
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.70	70
Q20 Post: Resolve conflicts without anyone getting hurt	1.71	70
Q21 Pre: Feel valued and appreciated by others.	1.13	67
Q21 Post: Feel valued and appreciated by others	1.45	67
Q22 Pre: Take responsibility for what I do.	1.81	69
Q22 Post: Take responsibility for what I do	1.90	69
Q23 Pre: Tell the truth even when it is not easy.	1.47	66
Q23 Post: Tell the truth even when it is not easy.	1.71	66
Q24 Pre: Accept people who are different from me.	2.44	68
Q24 Post: Accept people who are different from me	2.40	68
Q25 Pre: Feel safe at school.	1.93	68
Q25 Post: Feel safe at school	1.88	68
Q26 Pre: Actively engaged in learning new things.	1.54	70
Q26 Post: Actively engaged in learning new things.	1.57	70
Q27 Pre: Developing a sense of purpose in my life.	1.52	69
Q27 Post: Developing a sense of purpose in my life.	1.57	69
Q28 Pre: Encouraged to try things that might be good for me.	1.50	70
Q28 Post: Encouraged to try things that might be good for me.	1.87	70
Q29 Pre: Included in family tasks and decisions.	1.58	69
Q29 Post: Included in family tasks and decisions.	1.68	69
Q30 Pre: Helping to make my community a better place.	1.12	68

	Mean Score	Sample Size
Q30 Post: Helping to make my community a better place.	1.34	68
Q31 Pre: Involved in a religious group or activity.	0.94	70
Q31 Post: Involved in a religious group or activity.	0.87	70
Q32 Pre: Developing good health habits.	1.54	69
Q32 Post: Developing good health habits.	1.71	69
Q33 Pre: Encouraged to help others.	1.88	68
Q33 Post: Encouraged to help others.	1.93	68
Q34 Pre: Involved in a sport, club, or other group.	1.44	66
Q34 Post: Involved in a sport, club, or other group.	1.48	66
Q35 Pre: Trying to help solve social problems.	1.27	70
Q35 Post: Trying to help solve social problems.	1.50	70
Q36 Pre: Given useful roles and responsibilities.	1.57	69
Q36 Post: Given useful roles and responsibilities.	1.81	69
Q37 Pre: Developing respect for other people.	2.02	65
Q37 Post: Developing respect for other people.	2.18	65
Q38 Pre: Eager to do well in school and other activities.	1.97	69
Q38 Post: Eager to do well in school and other activities.	1.90	69
Q39 Pre: Sensitive to the needs and feelings of others.	1.88	67
Q39 Post: Sensitive to the needs and feelings of others.	1.87	67
Q40 Pre: Involved in creative things such as music, theater, or art.	1.68	69
Q40 Post: Involved in creative things such as music, theater, or art.	1.48	69
Q41 Pre: Serving others in my community.	1.18	68
Q41 Post: Serving others in my community.	1.13	68
Q42 Pre: Spending quality time at home with my parents(s).	1.25	68
Q42 Post: Spending quality time at home with my parents(s).	1.53	68
Q43 Pre: Friends who set good examples for me.	1.58	69
Q43 Post: Friends who set good examples for me.	1.93	69
Q44 Pre: A school that gives students clear rules.	2.23	70
Q44 Post: A school that gives students clear rules.	1.83	70
Q45 Pre: Adults who are good role models for me.	1.84	68
Q45 Post: Adults who are good role models for me.	2.09	68
Q46 Pre: A safe neighborhood.	2.12	69
Q46 Post: A safe neighborhood.	2.26	69
Q47 Pre: Parent(s) who try to help me succeed.	2.20	66
Q47 Post: Parent(s) who try to help me succeed.	2.17	66
Q48 Pre: Good neighbors who care about me.	1.54	67
Q48 Post: Good neighbors who care about me.	1.48	67
Q49 Pre: A school that cares about kids and encourages them.	1.72	69

	Mean Score	Sample Size
Q49 Post: A school that cares about kids and encourages them.	1.81	69
Q50 Pre: Teachers who urge me to develop and achieve.	1.97	69
Q50 Post: Teachers who urge me to develop and achieve.	2.06	69
Q51 Pre: Support from adults other than my parents.	1.99	70
Q51 Post: Support from adults other than my parents.	1.90	70
Q52 Pre: A family that provides me with clear rules.	1.94	69
Q52 Post: A family that provides me with clear rules.	1.99	69
Q53 Pre: Parent(s) who urge me to do well in school.	2.38	69
Q53 Post: Parent(s) who urge me to do well in school.	2.35	69
Q54 Pre: A family that gives me love and support.	2.12	69
Q54 Post: A family that gives me love and support.	2.17	69
Q55 Pre: Neighbors who help watch out for me.	1.28	68
Q55 Post: Neighbors who help watch out for me.	1.26	68
Q56 Pre: Parent(s) who are good at talking with me about things.	1.35	66
Q56 Post: Parent(s) who are good at talking with me about things.	1.68	66
Q57 Pre: A school that enforces rules fairly.	1.60	67
Q57 Post: A school that enforces rules fairly.	1.64	67
Q58 Pre: A family that knows where I am and what I am doing.	1.93	68
Q58 Post: A family that knows where I am and what I am doing.	2.03	68

Source: Developmental Assets Profile surveys.

Note: Based on 70 participants. (*) Statistically significant change from pre-test to post-test $p < 0.01$; (**) statistically significant change from pre-test to post-test $p < 0.05$; (***) marginally significant change from pre-test to post-test $p < 0.10$.

APPENDIX II – CROSSWALK OF DAP ITEMS & CATEGORIES

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