



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 2012-2013

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OVERVIEW OF FINDINGS

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

Figure 1. **Data Highlights from 2011-2012 and 2012-2013**

Data Highlights	Evaluation Years	
	2011-2012	2012-2013
Number of clients served	286	430
Average number of hours of service	11.51	13.50
Average length of time in the program (months)	5	6
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%
<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
<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

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
- Qualitative data gathered during a focus group discussion with School Safety Advocates
- 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 toward 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), 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

As indicated during ASR’s site visit, School Safety Advocates cannot adequately meet the current demands placed on them by school officials without additional resources. SSAs receive a high number of referrals, many of which are unable to be assessed due to the high number of clients that they have on their caseloads. Clients would greatly benefit from SSAs having more time and/or a smaller case load to provide more qualitative care including more in depth assessments and services to clients and their families. There is also the constant issue of adequate space for the SSAs at the schools. SSAs need a secure, consistent and confidential space to provide services to clients, which is a major issue at several schools despite numerous meetings with administrators. 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 site.

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

YMCA's School Safety Advocates worked with a total of 430 unduplicated youth during the 2012-2013 academic year. The majority of the youth served were males (51%), Latinos (47%) and were on average 13 years old.

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

		Sample
Number served		430
Gender	Male	51.4%
	Female	48.6%
Ethnicity	Latino	47.4%
	Caucasian	15.8%
	Filipino/Pacific Islander	15.6%
	Other/Multi-racial	9.8%
	African American	4.4%
	Asian	2.8%
Average age of clients		12.7

Note: The percentage for gender is based on 430 participants; age is based on 426 participants.

At program exit (which may have coincided with the conclusion of services in the Spring), 64% youth had successfully completed the program. Twenty-one percent of the 430 youth did not engage with services after the first session (parent withheld or withdrew consent) and 9% had left the program prematurely.

Client Services

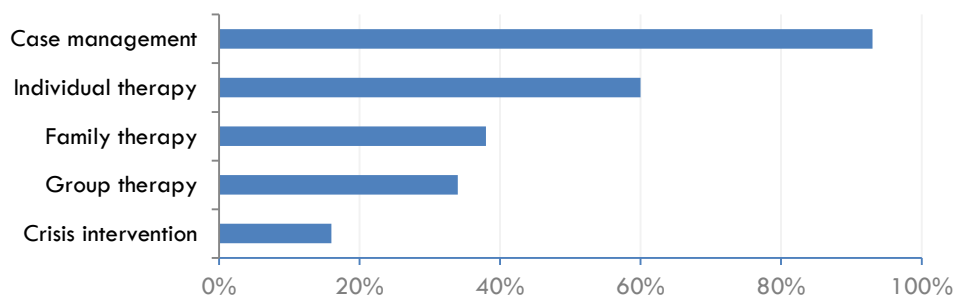
Youth who entered and exited the program during 2012-2013 received services for an average of six months. For all youth served, the average amount of service received was 13.5 hours. The overall number of units of service for the year totaled 5,756 hours.

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

	Units of service
Mean Units of Service	13.5
Total Units of Service	5,756

Note: The units of service are based on 430 participants who entered and exited the program during the FY.

As noted in the figure below, the majority of youth (93%) received case management services. Individual counseling was provided to a larger population of youth (60%) as compared to family and group counseling.

Figure 4. **Types of Client Services Provided, FY 2012-2013**

Note: The percentages are based on 430 participants.

Referrals to outside services were also provided to youth, totaling 249 referrals during the 2012-2013 academic year. (Note that some youth received multiple referrals.)

Program Activities

In addition to the services and referrals provided to 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, 684 staff hours were allocated to classroom “lunchbox” presentations on requested topics such as sexual harassment, and conflict resolution; 3,290 staff hours were spent conducting bullying workshops; and 926 staff hours were allocated to parenting workshops.

Figure 5. **Project-Level Activities, FY 2012-2013**

Activities	Number of activities	Number of participants	Number of units of service (hours)
Lunch Box workshops (1 hour)	145	1086	684
Bullying workshops (1 hour)	9	1315	3,290
Parenting workshops (1 hour)	5	530	926
TOTAL	159	2,931	4,900

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 and 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
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

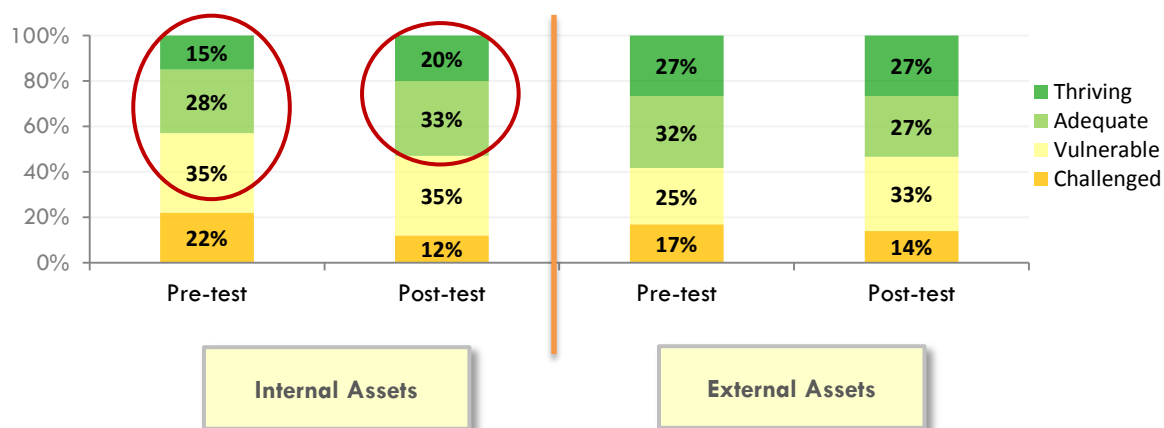
A total of 234 pre- and 193 post-DAP surveys were administered to YMCA program participants during the 2012-2013 academic year. Of these, 170 pre- and post-surveys were matched and included in the analysis.

There are a number of potential reasons why the number of pre- and post-surveys administered during the fiscal year do not match: 1) some youth 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.” As seen in the figure below, pre to post changes are primarily seen within Internal Assets. Specifically, a **higher share of participants scored in the “thriving” and “adequate” range** by the end of their participation (43% at pre vs. 53% at post). Also noteworthy, is that **fewer participants scored in the “challenged” range** by the time their participation ended.

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



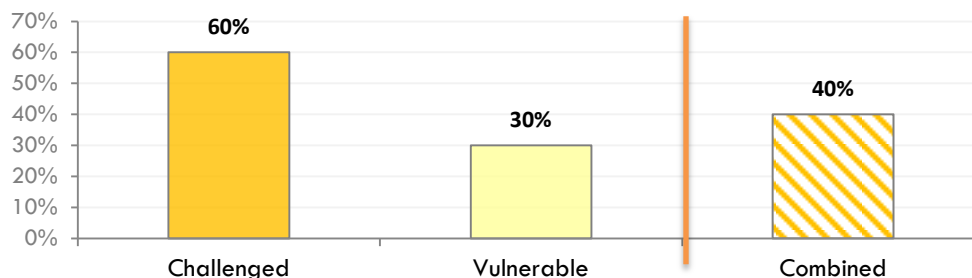
Note: Based on 170 participants.

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

In order to examine further the outcomes of those youth who entered the program with the lowest assets and had room for growth, ASR created a second data set including only 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 84 “most at-risk” participants served by YMCA’s School Safety Advocates.

As seen in the figure below, **60% (18 of 30 youth) of the “challenged” youth and 30% of the “vulnerable” youth 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.

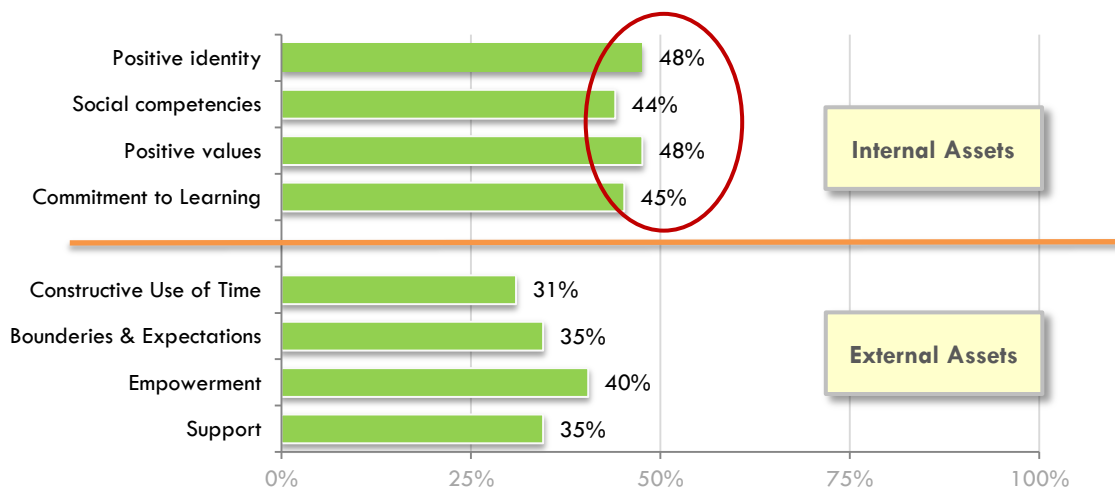
Note: The sample size for “challenged” is 30; 54 for “vulnerable”; and 84 for “combined”.

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 below, the largest share of at-risk participants moved up by at least one level on all four categories comprising their Internal Assets. Specifically, nearly half of these participants made strides with regard to their sense of **Positive Identity** (i.e., optimism; locus of control; and self-esteem) and **Positive Values** (i.e., standing up for one’s beliefs; taking responsibility; avoiding alcohol and drugs; valuing honesty; being encouraged to help others; and helping, respecting, and serving others).

On the other hand, fewer youth successfully moved up a level on their external asset categories.

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 170 participants.

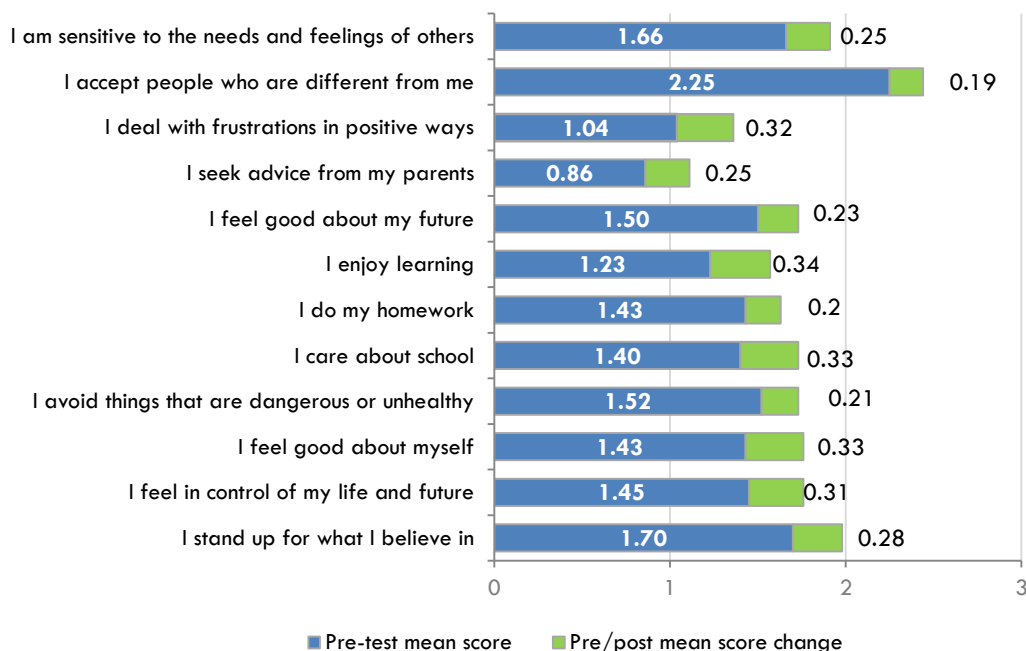
On which DAP items did “at-risk” participants experience significant improvements?

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 involved in their academic success, 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 81-84. 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 59 pre- and 8 post-Adolescent Alcohol and Drug Involvement Scale surveys (AADIS) were administered during the 2012-2013 academic year. (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.)

In light of the very small number of post-surveys completed ($n=8$)², a pre/post analysis on AADIS items was not feasible.

Focus Group Summary

A focus group was conducted with four YMCA School Safety Advocates and the SSA program supervisor. The questions focused primarily on outcomes for youth and their families, and are summarized below.

YMCA's SSA work directly with youth but also support their families and coordinate services with school staff. As an example of the latter, SSAs bring to school official's attention youth with needs who are "flying under the radar." For example, they may be working with a youth who had been attending their open lunchtime workshops but did not have anything to eat. They assisted this youth by providing them with the form to obtain free lunch. It is also not uncommon for school teachers to bring to the attention of SSAs youth who raise red flags by their behavior in the classroom. SSAs in turn will set up meetings with school staff to address these issues. SSAs also participate in Student Study Team meetings with school staff to bring together all of the available resources in the school to address a student's issues.

As illustrated by the vignettes below and reiterated by the SSAs in this focus group, **the program helps youth deal with life stressors which lead to symptoms of depression, self-harm, anxiety and anger, which in turn result in substance use, lack of engagement in school and truancy, aggressive behavior, and acting out at home, in the classroom and in the community.** During group and individual counseling sessions SSAs address both the underlying issues and consequent behaviors. SSAs observed that the behavioral issues decrease after program involvement. For example, they see less fighting, improvement in grades, promotion to grade levels, reduced substance use, and improved engagement in school. Youth in turn begin to realize the positive benefits of staying in class and modifying their behavior as well as the consequences of their actions. They also benefit from finding friends and improving social skills, sometimes meeting socially outside of a group. At one school, SSAs and teachers identified some youth with learning disabilities who had social skills deficits but were not participating in SSA activities. These youth were not connecting with other students and were at risk for disengaging from school. Together the school staff and SSAs put a program together for this group and observed that by the end of the year these students were socializing with more students. The members of one Girls United group decided on their own to start an anti-bullying group at school based on their experience in the group. This group of girls took a leadership role by organizing and addressing a need at the school.

SSAs also discussed the situations that can present challenges to success. The primary factor which impedes their work is lack of support from the family. This may be due to parents not being able to take time off of work to attend meetings or being too immersed in their own issues to sufficiently attend to the needs of their child. SSAs noted that when families are more involved in the process there are better results for their children. When families do engage in the program they also benefit from both direct services and community referrals, which address the youth's difficulties and help stabilize the family. These case management referrals include those for food, shelter, physical and mental health services, domestic violence, legal issues, and YMCA gym memberships. Families also learn from SSAs of services available through the school such as free lunch and the IEP process.

² Among clients who had a complete AADIS, many had only a complete post-test or a pre-test, but not both. For many clients, we received only one survey (either a pretest or a posttest) although they had been administered both a pretest and a posttest according to the client tracking sheet. Wherever possible, matches were made according to ID number from the DAP, birthdate, gender, and race/ethnicity

As such, the program's multidimensional service strategies (working in partnership with the school personnel, counseling youth and providing resources to parents) further promote the desired goals listed on page 5 of this report.

Client Vignettes

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

Jose, a 14 year old student, was referred to the SSA program following a suicide attempt in the fall. He had overdosed on pain medication, and was hospitalized for a week. The client was facing several challenges at home: domestic violence, money, medical, and housing. Jose described that at the time his house was a "very dysfunctional house. Very depressing."

As the client was being linked with SSA services on campus, there was an increase in volatility within the home. Substance use by a parent increased as well as another incident of domestic violence. Jose reports, "financially, my family was struggling." The family also dealt with the stress of caring for Jose's younger brother who has cerebral palsy and needs constant care and attention. Jose described each day as "unknown" as what to expect.

As a result of all the stressors Jose was facing, he appeared with depressive symptoms: irritable, withdrawn, disengaged, lack of focus. Jose described himself as being, "Very negative. I was not a fun person to be around. I was Irritable and under a lot of stress." He was failing most classes and was frequently absent/truant from school.

"The biggest benefit was being able to go in and talk to someone who would listen to you. And through that I was able to see the challenges through a different perspective, and I learned coping skills to help handle the stressors."

At the time of the referral, Jose had difficulty staying on task and maintaining focus. He was also regularly self-medicating with marijuana to cope with the stressors he was facing. "Schooling was a task to maintain," Jose reports, "It was hard to resist different peer pressures and keep my head on straight." Jose also started selling marijuana regularly out of a need for money to help provide for the family. He also talked about "hanging out with the wrong people" who were gang involved. As a result of the domestic violence, Jose, his mother, and his younger siblings all fled the home and were facing homelessness.

Jose met with the SSA and was referred to the CALM group to work on anger management skills and to develop new coping skills. He developed trust with the SSA and other group members. Jose was able to talk about his challenges. He was resistant at times to learn a new skill, but was constantly engaged in the process.

Jose has made dramatic improvements throughout the year in behavior and in mood. Most importantly, Jose reports that he is more prepared to face the challenges he encounters. "I'm a lot more enjoyable person. There are times when I am still down, but I'm ok with that. I can trust that I can talk about what is going on, and know that there is hope that things can improve. I'm a lot more positive now." He feels a better connection to the school and with administrators that he had thought were "out to get him". He is able to identify several adults, including the SSA, his uncle and a teacher who he sees as supportive and can talk to.

Jose reports learning a whole new skill set on how to handle challenges and stressors. "It can be very useful and helpful, not only just for you but also for your family. I taught my mom and siblings the different coping skills I learned, and it helped relief stress throughout the family." Jose also has learned to trust other adults in his life and how to reach out when he is feeling down, upset or stressed.

The first change Jose implemented was to utilize the support available to him, both at school, and in the community. For the first time, he started opening up with others and discussed openly the challenges he was

facing. “I discovered how helpful talking to someone can be. I sought out advice more frequently, from teachers, and family members. Nine months ago I was the kind of kid that hated to talk to people about what was stressing me out, or upsetting me. And I hated to cry. It didn’t make sense to reach out to people for help.” Jose took a completely different approach to life once he began using the SSA services. He reports: “I stopped being lazy, and such a procrastinator. I tried to stay on task.” After putting into place some changes and using different coping skills, he stopped using marijuana. He demonstrated great insight and an ability to learn from his past experiences. “I wanted to become more aware of what I was doing, and think about my actions before I did anything.” He also put an end to selling marijuana and has been helping at his uncle’s business. He reports proudly of being able to make some money “honestly” and getting a great experience in something he is interested in.

The SSA provided the mother with referrals to community agencies, such as San Mateo shelter network, Community Overcoming Relationship Abuse (CORA), 2nd Harvest Food Bank, Samaritan House, and Daly City Youth Center. The SSA also helped with case management and coordination of care following a hospital stay. The reduced stress in the family has helped Jose reconnect with his family members in a healthier way. “I try to be more helpful with my family, and my brother”

Amy, a 14 year old student, was referred to the program due to behavioral issues at school (peer conflict/fighting; drug/alcohol use; authority issues, low academics). The school felt she would benefit from services. Amy also had family issues since being removed from her mother’s care and living with her grandmother.

Amy was exhibiting depressive symptoms. She was using unhealthy coping skills and poor decision making. She was beginning to have behavioral issues similar to the previous year: peer conflict/fighting, discord with teachers, low grades, truancy, and several suspensions within the first few months of school. She was stressed due to family issues (her mother had recently had another child, now 8 siblings). She also reported using marijuana and alcohol regularly and had a low motivation for school/academics.

Initially Amy was referred to Girls United and participated in group during the fall semester. She consistently engaged well in group and was seen as one of the leaders in group. After group was completed, the SSA and group facilitator decided she would benefit from additional support and connected her with weekly individual therapy at school. She consistently showed up for sessions and actively engaged in individual therapy learning about anger management skills, coping skills, and decision making. This gave her an opportunity to gain insight into her behavior and the cause/effect it has on her and those around her.

“I like the program because it gave me a place to talk, and a person to talk to who wasn’t judgmental and supported me regardless of what was going on.”
“This program has made me not only a better student, but a stronger person. I wish I had done this last year.”

Amy was involved in significantly less peer conflict and school misbehavior as the year progressed. The last half of the school year she had no suspensions. Amy reported a decrease in her marijuana and alcohol use throughout the school year. Amy made significant strides in her academics, bringing up her failing grades to having only As, Bs, and Cs. She became invested in wanting to do well at school. This enabled her to participate in end of year activities, including graduation. Due to the behavioral and academic improvements she made this year, she was nominated by staff and peers for “Most Improved” amongst the 8th graders for the yearbook. She appeared to be happier and feeling “good and not wanting to do what I used to do anymore. I like who I am now.”

Amy learned how to resolve peer conflict without getting aggressive, including how to be assertive and apply conflict management skills. She also developed greater insight on her decision making skills and how they would support the goals and aspirations she had for herself. She also learned how to cope with stress and unpleasant emotions in healthy ways, as seen through her decrease in substance use. Amy reflected, “I’m better at dealing with my emotions, rather than just trying to escape from them.” In therapy she was able to

talk about her lack of self-esteem and confidence, and how she can build confidence and esteem in herself. “I’m learning how to heal myself through talking with someone, rather than just bottling things up.”

The program has helped her to handle conflict in a healthier way across several systems: family, friends, and school. She has also learned healthy coping mechanisms to use when dealing with unpleasant emotions, rather than trying to ignore them or using drugs/alcohol to cope. She also made a change in how she structured her time after school (now devoting more time to homework and studying). She has also learned to acknowledge her strengths and the positive things about her life, rather than focusing on the negatives and things she doesn’t like about herself.

Attachment I – Pre/Post DAP Mean Scores

DAP Asset Categories

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

	Pre Mean Score	Post Mean Score
Positive Identity	18.14	20.11
Social Competencies	20.29	21.52
Positive Values	19.69	20.48
Commitment to Learning	18.96	20.25
Constructive Use of Time	17.78	17.48
Boundaries & Expectations	22.29	22.25
Empowerment	21.10	21.73
Support	21.19	21.34

DAP Items

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

“I...

	Mean Score	Sample Size
Q1 Pre: Stand up for what I believe in.	1.94	170
Q1 Post: Stand up for what I believe in.	2.22	170
Q2 Pre: Feel in control of my life and future.	1.82	169
Q2 Post: Feel in control of my life and future.	2.04	169
Q3 Pre: Feel good about myself.	1.81	168
Q3 Post: Feel good about myself.	2.06	168
Q4 Pre: Avoid things that are dangerous or unhealthy.	2.04	167
Q4 Post: Avoid things that are dangerous or unhealthy.	2.08	167
Q5 Pre: Enjoy reading or being read to.	1.56	170
Q5 Post: Enjoy reading or being read to.	1.55	170
Q6 Pre: Build friendships with other people.	2.13	167
Q6 Post: Build friendships with other people.	2.31	167
Q7 Pre: Care about school.	1.88	168
Q7 Post: Care about school.	2.04	168
Q8 Pre: Do my homework.	1.81	167
Q8 Post: Do my homework.	1.96	167
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	2.51	168
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	2.43	168
Q10 Pre: Enjoy learning.	1.72	169

	Mean Score	Sample Size
Q10 Post: Enjoy learning.	1.87	169
Q11 Pre: Express my feeling in proper ways.	1.65	168
Q11 Post: Express my feeling in proper ways.	1.83	168
Q12 Pre: Feel good about my future.	1.99	169
Q12 Post: Feel good about my future.	2.14	169
Q13 Pre: Seek advice from my parents.	1.47	170
Q13 Post: Seek advice from my parents.	1.59	170
Q14 Pre: Deal with frustration in positive ways.	1.46	168
Q14 Post: Deal with frustration in positive ways.	1.67	168
Q15 Pre: Overcome challenges in positive ways.	1.78	167
Q15 Post: Overcome challenges in positive ways.	1.99	167
Q16 Pre: Think it is important to help other people.	2.36	169
Q16 Post: Think it is important to help other people.	2.48	169
Q17 Pre: Feel safe and secure at home.	2.52	170
Q17 Post: Feel safe and secure at home	2.57	170
Q18 Pre: Plan ahead and make good choices.	1.77	168
Q18 Post: Plan ahead and make good choices.	2.04	168
Q19 Pre: Resist bad influences.	2.07	167
Q19 Post: Resist bad influences	2.15	167
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.92	169
Q20 Post: Resolve conflicts without anyone getting hurt	1.93	169
Q21 Pre: Feel valued and appreciated by others.	1.79	168
Q21 Post: Feel valued and appreciated by others	1.88	168
Q22 Pre: Take responsibility for what I do.	2.09	169
Q22 Post: Take responsibility for what I do	2.18	169
Q23 Pre: Tell the truth even when it is not easy.	1.81	170
Q23 Post: Tell the truth even when it is not easy.	1.96	170
Q24 Pre: Accept people who are different from me.	2.55	170
Q24 Post: Accept people who are different from me	2.60	170
Q25 Pre: Feel safe at school.	2.17	169
Q25 Post: Feel safe at school	2.28	169
Q26 Pre: Actively engaged in learning new things.	1.97	170
Q26 Post: Actively engaged in learning new things.	2.11	170
Q27 Pre: Developing a sense of purpose in my life.	2.03	168
Q27 Post: Developing a sense of purpose in my life.	2.17	168
Q28 Pre: Encouraged to try things that might be good for me.	2.18	170
Q28 Post: Encouraged to try things that might be good for me.	2.29	170
Q29 Pre: Included in family tasks and decisions.	1.99	168

	Mean Score	Sample Size
Q29 Post: Included in family tasks and decisions.	2.07	168
Q30 Pre: Helping to make my community a better place.	1.55	168
Q30 Post: Helping to make my community a better place.	1.57	168
Q31 Pre: Involved in a religious group or activity.	1.31	167
Q31 Post: Involved in a religious group or activity.	1.24	167
Q32 Pre: Developing good health habits.	1.98	170
Q32 Post: Developing good health habits.	2.03	170
Q33 Pre: Encouraged to help others.	2.20	169
Q33 Post: Encouraged to help others.	2.24	169
Q34 Pre: Involved in a sport, club, or other group.	1.98	170
Q34 Post: Involved in a sport, club, or other group.	1.98	170
Q35 Pre: Trying to help solve social problems.	1.62	168
Q35 Post: Trying to help solve social problems.	1.69	168
Q36 Pre: Given useful roles and responsibilities.	1.96	170
Q36 Post: Given useful roles and responsibilities.	1.99	170
Q37 Pre: Developing respect for other people.	2.34	169
Q37 Post: Developing respect for other people.	2.34	169
Q38 Pre: Eager to do well in school and other activities.	2.14	170
Q38 Post: Eager to do well in school and other activities.	2.34	170
Q39 Pre: Sensitive to the needs and feelings of others.	2.02	167
Q39 Post: Sensitive to the needs and feelings of others.	2.17	167
Q40 Pre: Involved in creative things such as music, theater, or art.	1.89	170
Q40 Post: Involved in creative things such as music, theater, or art.	1.81	170
Q41 Pre: Serving others in my community.	1.26	168
Q41 Post: Serving others in my community.	1.33	168
Q42 Pre: Spending quality time at home with my parents(s).	1.83	169
Q42 Post: Spending quality time at home with my parents(s).	1.87	169
Q43 Pre: Friends who set good examples for me.	2.14	170
Q43 Post: Friends who set good examples for me.	2.09	170
Q44 Pre: A school that gives students clear rules.	2.35	170
Q44 Post: A school that gives students clear rules.	2.26	170
Q45 Pre: Adults who are good role models for me.	2.35	170
Q45 Post: Adults who are good role models for me.	2.42	170
Q46 Pre: A safe neighborhood.	2.23	169
Q46 Post: A safe neighborhood.	2.26	169
Q47 Pre: Parent(s) who try to help me succeed.	2.58	170
Q47 Post: Parent(s) who try to help me succeed.	2.57	170
Q48 Pre: Good neighbors who care about me.	1.63	166

	Mean Score	Sample Size
Q48 Post: Good neighbors who care about me.	1.72	166
Q49 Pre: A school that cares about kids and encourages them.	2.31	169
Q49 Post: A school that cares about kids and encourages them.	2.34	169
Q50 Pre: Teachers who urge me to develop and achieve.	2.34	169
Q50 Post: Teachers who urge me to develop and achieve.	2.31	169
Q51 Pre: Support from adults other than my parents.	2.24	170
Q51 Post: Support from adults other than my parents.	2.26	170
Q52 Pre: A family that provides me with clear rules.	2.32	170
Q52 Post: A family that provides me with clear rules.	2.31	170
Q53 Pre: Parent(s) who urge me to do well in school.	2.70	168
Q53 Post: Parent(s) who urge me to do well in school.	2.68	168
Q54 Pre: A family that gives me love and support.	2.57	169
Q54 Post: A family that gives me love and support.	2.50	169
Q55 Pre: Neighbors who help watch out for me.	1.43	166
Q55 Post: Neighbors who help watch out for me.	1.52	166
Q56 Pre: Parent(s) who are good at talking with me about things.	1.99	168
Q56 Post: Parent(s) who are good at talking with me about things.	1.90	168
Q57 Pre: A school that enforces rules fairly.	2.03	169
Q57 Post: A school that enforces rules fairly.	1.98	169
Q58 Pre: A family that knows where I am and what I am doing.	2.38	169
Q58 Post: A family that knows where I am and what I am doing.	2.40	169

Source: Developmental Assets Profile surveys.

Note: Based on 170 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