



CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

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

Boys & Girls Clubs of the Peninsula

JPCF Evaluation Report 2013-2014

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OVERVIEW OF FINDINGS

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

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

Data Highlights	Evaluation Years		
	2011-2012	2012-2013	2013-2014
Number of clients served	652	647	472
Average number of hours of service	33.7	39.3	38.5
Average length of time in the program (months)	5.0	5.3	5.4
Percentage of youth who:			
<ul style="list-style-type: none"> ▪ Improved by at least one asset level on their Total DAP Score <i>(only includes those who scored in the two lowest asset levels at entry)</i> 	NA	44% (n=27)	69% (n=26)
<ul style="list-style-type: none"> ▪ Continued to abstain from AOD <i>(only includes those who reported no drug/alcohol use at program entry)</i> 	NA	NA	NA
<ul style="list-style-type: none"> ▪ Reduced their use of AOD <i>(only includes those who were at or above the clinical cutoff score)</i> 	NA	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. All programs were therefore required to adjust their scope of services for that year. During fiscal year 2012-13, however, 100% of the funds were reinstated, allowing programs to return to their original scope of services.

Applied Survey Research (ASR) was awarded the contract as the evaluator of San Mateo's JPCF programs and also experienced reduced funding from the original proposal. The first year of evaluation was very formative in nature, consisting of an evaluation kick-off meeting to discuss the overall goals and driving evaluation questions, and meetings with each grantee to review program-specific outcomes and finalize the evaluation plan. ASR identified and piloted assessment tools to capture youth development changes (i.e., the Search Institute's Developmental Asset Profile) as well as changes in perception and usage of alcohol and other drugs (i.e., Adolescent Alcohol and Drug Inventory Scale). These assessments were formally launched during fiscal year 2012-2013.

This year's JPCF evaluation report documents:

- Service- and client-level data: number of clients served, the number of units of service and basic client demographics
- Client survey data: pre- and post-survey data captured on the Developmental Asset Profile
- Focus group discussion summary
- Client success story illustrating the extent to which services impacted a youth

PROGRAM DESCRIPTION

The mission of Boys and Girls Clubs of the Peninsula (BGCP) is to help the at-risk youth in the community develop the academic and life skills they need to graduate high school and ready themselves for college and a career. Through the implementation of Project LEARN, an evidence-based curriculum, BGCP provides the following youth-centered strategies:

After-school Enrichment & Academic Support: BGCP provides daily after-school enrichment and academic support through Project LEARN. BGCP staff pick up participating youth at their school and bring them directly to the clubhouses where, during the first hour, youth work on their homework assignments in one-on-one and small group tutoring before engaging in high-yield learning activities either in the gym, computer clubhouse, art room, academic room, or games room.

Mentoring: Most, if not all, participating youth in grades 8-12 have mentors who meet weekly with them to ask the tough questions: How is school going? What problems are you having? What do you need to be successful? What projects are coming up? How are your applications to high school or college going? Let's work through all of it together.

Leadership Development: Pre-teens and teens participate in BGCP's Torch Club and Keystone Club, respectively, which provide leadership opportunities for these members. Essentially, these groups function as Youth Boards of Directors, offering their insight into programming decisions, disciplinary issues, and events within the Club. Members participate in community service to the Club as a means of preparing them for Teen Staff positions. These Clubs are sanctioned by Boys and Girls Club Association (BGCA) and members have the opportunity to participate in annual conferences with members from clubs throughout the United States and Canada.

Behavioral Skill & Life Skills Development: Every quarter, BGCP implements BGCA's evidence-based *SMART Moves* violence prevention and drug/alcohol/sexual activity education and prevention curriculum in participating schools. This nationally-recognized *SMART Moves* curriculum increases youth's knowledge of risk behaviors and resistance skills by focusing on self-awareness, decision-making, interpersonal skills, peer and social pressures, stress reduction, communication skills, assertiveness training, and self-esteem enhancement while handling topics including sexuality, and drug, tobacco, and alcohol avoidance.

Youth Risk Factors

Youth participating in BGCP's clubhouses exhibit risk factors known to significantly influence youth development and delinquency.¹ As indicated during ASR's interview with program staff, some youth live in violent communities (including East Palo Alto, eastern Menlo Park, and the North Fair Oaks section of Redwood City). A large share of youth suffer from mental health disorders such as Post-Traumatic Stress Disorder. Additionally, youth tend to struggle academically and many are eligible for special education services.

Programmatic Challenges

BGCP has made important strides in addressing the underlying risk factors facing the youth. Starting in FY13-14, each clubhouse now has a dedicated counselor that provides mental health support for youth three days a week. However, it is important to note that program staff still lack rigorous training in crisis support. This is a gap BGCP hopes to address in FY14-15.

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

Of the 472 unduplicated youth served by Boys & Girls' clubhouses², over half of them were males (56%), about two-thirds (67%) were Latinos, and the average age was close to 14.

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

		Sample
Number served		472
Gender	Male	56%
	Female	44%
Ethnicity	Latino	67%
	African American	19%
	Pacific Islander/Filipino	7%
	Other/Multi-racial	4%
	Caucasian	2%
	Asian	1%
Average age of clients		13.9

Note: Gender is based on a sample size of 472; age is based on a sample size of 467.

Client Services

Youth who entered and exited the program during FY 2013-2014 received services for an average of 5 months. For all youth served, the average amount of service received in FY 2013-2014 was close to 39 days (Boys & Girls Club of the Peninsula captures days of participation, rather than hours). The overall number of units of service for the year totaled 18,120 days.

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

	Units of service
Total Units of Service	18,120
Mean Units of Service	38.47

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,

² Boys and Girls Clubs of the Peninsula is required to report demographics and units of services on the total number of youth served in its clubhouses, but is only required to assess/evaluate 150 of these youth (per JPCF's funding requirements).

Applied Survey Research selected the Developmental Assets Profile (DAP) as a pre/post measure of youth development.

The Search Institute created the DAP tool to capture specific youth experiences and qualities that have been identified as being essential to healthy psychological and social development in childhood and adolescence. These assets have the power to influence youth’s developmental trajectories, protect them from a range of negative outcomes, and help them become more productive, caring, and responsible adults.

The DAP survey includes 58 statements that are rated on a 0 to 3 scale, with 0 being “not at all/rarely,” 1 being “somewhat/sometimes,” 2 being “very/often,” and 3 being “extremely/almost always.” All 58 DAP items are further categorized into the following eight asset categories.

External Assets

1. **Support**—support from parents, family and other adults; parent-adolescent communication; advice and help from parents; helpful neighbors; and caring school environment
2. **Empowerment**—feeling safe at home, at school and in the neighborhood; feeling valued; and having useful jobs and roles
3. **Boundaries and Expectations**—having good role models; clear rules at home and school; encouragement from parents and teachers; and monitoring by family and neighbors
4. **Constructive Use of Time**—participation in religious or spiritual activity; involvement in a sport, club, or group; creative activities; and quality time at home

Internal Assets

5. **Commitment to Learning**—enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things
6. **Positive Values**—standing up for one’s beliefs; taking responsibility; avoiding alcohol, tobacco and drugs; valuing honesty; healthy behaviors; being encouraged to help others; and helping, respecting, and serving others
7. **Social Competencies**—building friendships; properly expressing feelings; planning ahead; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully
8. **Positive Identity**—optimism; locus of control; and self-esteem

The scales used for the eight asset categories range from 0 to 30, and can be interpreted using the following guidelines.

Figure 4. **Interpretive Guidelines for DAP’s Internal and External Asset Categories**

Label	Range of Scores	Interpretive Guidelines
Thriving	26-30	Abundant assets: most assets are experienced strongly and/or frequently
Adequate	21-25	Moderate assets: most assets are experienced often, but there is room for improvement
Vulnerable	15-20	Borderline assets: some assets are experienced, but many are weak and/or infrequent. There is considerable room for strengthening assets in many areas
Challenged	0-14	Depleted levels of assets: few if any assets are strong or frequent. Most assets are experienced infrequently. There are tremendous opportunities for strengthening assets in most areas

A total of 142 pre³- and 68 post-DAP were administered during the 2013-2014 academic year. Of these, 66 pre- and post-surveys were matched and included in the analysis, representing 46% of all intake surveys. As a result, the findings discussed next should be interpreted with caution, and should not be generalized to the full population of youth served by Boys & Girls Clubs of the Peninsula.

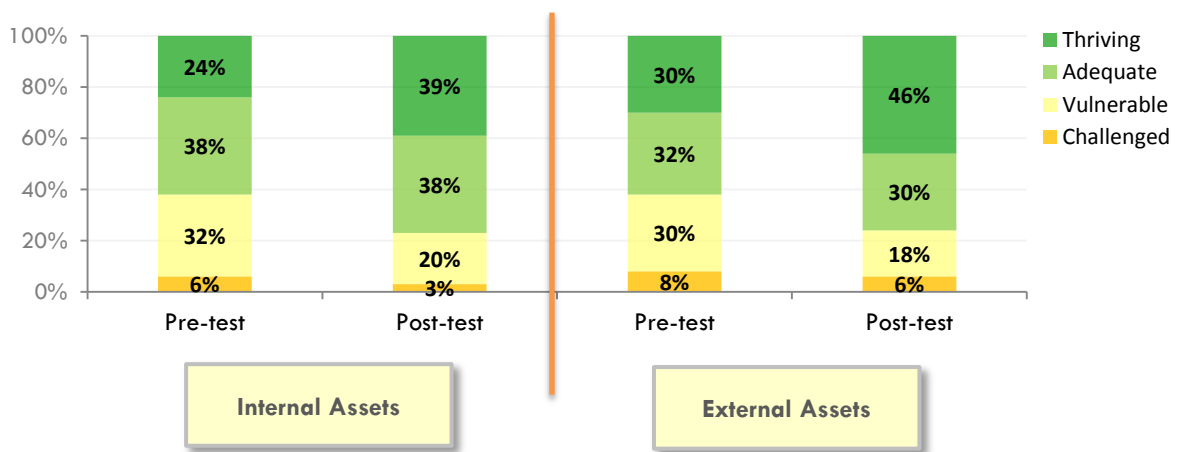
There are a number of potential reasons why the number of pre- and post-surveys administered during the fiscal year do not match: 1) some youth may have ended services prematurely and therefore did not have the opportunity to complete a post-survey; 2) some youth may have been absent on the day that the survey was administered to a group of participants, and program staff were not able to administer the survey at a later date; and 3) there is the possibility of an error in the administration of the surveys, such as not handing out a survey to a youth or providing incorrect/different identifiers on the survey, which ASR needs to match a pre- and post-survey.

ASR is currently taking steps to help BGCP address its challenges in administering and tracking pre and post-surveys.

What is the asset profile of youth?

A considerable share of youth (about 6 in 10) reported asset levels within the “thriving” to “adequate” range upon program entry. In considering the risk levels faced by youth served by the BGCP (see “Youth Risk Factors” on page 5), ASR suspects that youth may have over-reported on some items at the time of their pre-test.

Figure 5. Percentage of Youth Who are “Thriving” to “Challenged” in Internal and External Assets (All Youth)



Note: Based on 66 youth.

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

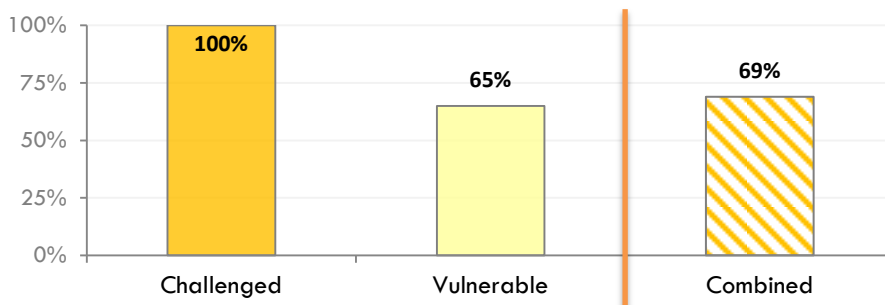
In order to examine further the outcomes of those youth who entered the program with the lowest assets and had room for growth, ASR created a second data set including only youth who fell in the categories of “challenged” and “vulnerable,” based on their total pre-DAP asset score. The resulting subset was composed of the 26 most “at-risk” youth served by Boys & Girls Clubs of the Peninsula. Once again, in light of the small

³ The Boys & Girls Clubs of the Peninsula administers the surveys on a specific day in an effort to minimize disruptions to the delivery of its activities. As such, if a youth is not present on that day, s/he will not complete a pre-survey.

sample size, the findings described below should be interpreted with caution, and should not be generalized to the full population of youth served by Boys & Girls Clubs of the Peninsula (BGCP).

As seen in the figure below, **all three youth who were “challenged” upon joining the program moved up by at least one level by the time of their post-test.** Overall, 69% (18 of 26 youth) of youth in the two lowest asset levels made strides over the course of their participation. 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 BGCP, especially in light of their risk factors (see “Youth Risk Factors” on page 5).

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



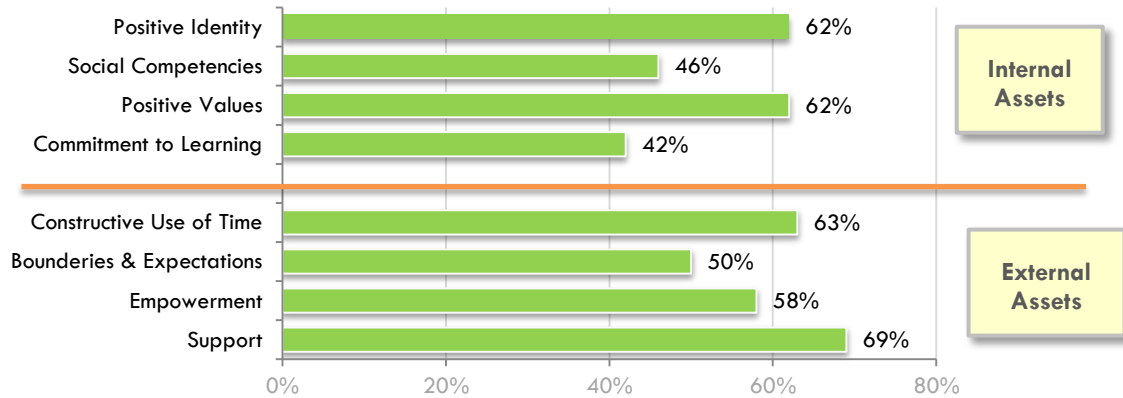
Note: The sample size for “challenged” is 3; 23 for “vulnerable”; and 26 for “combined”.

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

As seen in the figure on the next page, the asset category with the largest share of “at-risk” youth (69%) making gains over the course of their engagement was **Support** (i.e., support from parents, family and other adults; helpful neighbors; and caring school environment), followed by **Constructive Use of Time** (i.e., involvement in a sport, club, or group; and creative activities), **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, tobacco and drugs; valuing honesty; and helping, respecting others).

On the other hand, less than half of the “at-risk” youth gained momentum on their **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; and doing homework) and **Social Competencies** (i.e., building friendships; properly expressing feelings; resisting negative peer pressure; and resolving conflicts peacefully).

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



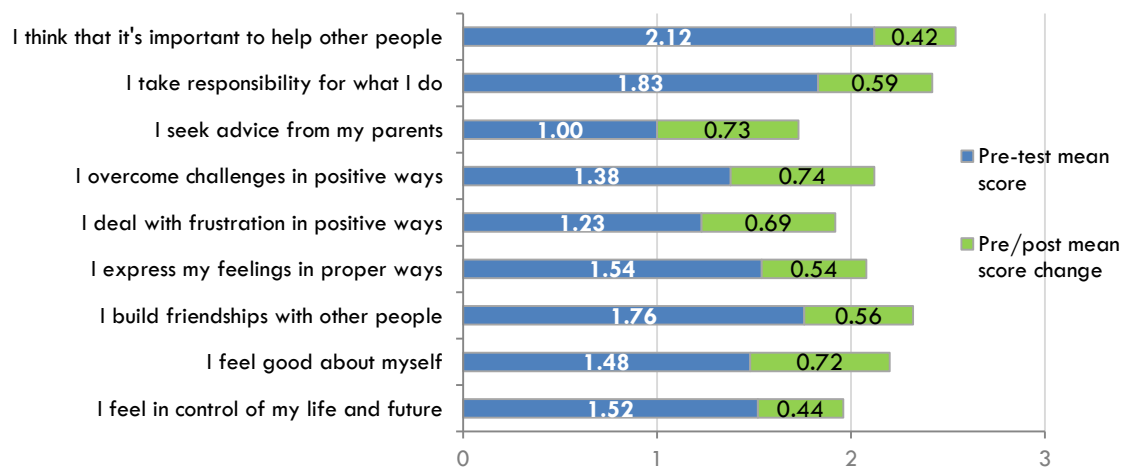
Note: Based on 26 most “at-risk” youth.

On which DAP items did most “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.) As mentioned previously, these findings should be interpreted with caution, and should not be generalized to the full population of youth served by Boys & Girls Clubs of the Peninsula (BGCP).

The pre/post changes observed on the items listed in the figure below indicate that the most “at-risk” youth experienced an **enhanced sense of control and sense of self, were resolving conflicts without the use of violence, and reached out to their parents for support** by the time their participation ended.

Figure 8. Pre/Post Changes on Selected DAP Items



Source: Developmental Assets Profile surveys.

Note: Based on 26 most “at-risk” youth. All items were statistically significant at $p < .05$.

Focus Group Findings

ASR conducted two focus group discussions with Boys & Girls (BGCP) youth to better understand how their engagement in BGCP activities supports them in their endeavor to avoid risky and unlawful behaviors. One discussion was held with 10 high school-aged youth (6 girls and 4 boys), and another with 10 elementary school-aged youth (6 girls and 4 boys).

Youth were first asked to name the program activities they engaged in while at the Boys & Girls clubhouse, and to select those that were most helpful to them in staying out of trouble. The high school participants said that “dinner time” and “afternoon electives” such as cooking, sports, digital media, and dance were the most crucial to them; elementary school participants voted for “Early Care,” or STEM (science, technology, engineering, and math) activities.

Next, youth were prompted to think of a person their age who had been in trouble with the law. Once they had thought of someone, they were asked a series of questions about ways in which that person was the same or different from them. As seen in the figure below, non-law abiding peers were not doing as well academically as the Boys & Girls’ participants, were more likely to live in different neighborhoods, and were more likely to use substances. There were few differences in responses between the two focus groups.

Figure 9. **Perceptions of Boys and Girls Club Youth Regarding Non-Law Abiding Peers**

	ELEMENTARY SCHOOL YOUTH <i>The person they thought of...</i>	HIGH SCHOOL YOUTH <i>The person they thought of...</i>
Attendance & Grades	<ul style="list-style-type: none"> - Attended school less often (7) - Had poor grades (8) 	<ul style="list-style-type: none"> - Attended school less often (6) - Had poor grades (8)
Gangs		<ul style="list-style-type: none"> - Was involved with gangs to a larger extent (6)
Substance Use	<ul style="list-style-type: none"> - Was using more drugs and/or alcohol (3) 	<ul style="list-style-type: none"> - Was using more drugs and/or alcohol (6)
Neighborhood	<ul style="list-style-type: none"> - Lives in a different neighborhood (8) 	<ul style="list-style-type: none"> - Lives in a different neighborhood (7) - Lives with only one parent or a guardian (5)

Youth were next asked to brainstorm numerous ways in which people their age get in trouble with the law, and to illustrate how they would try to dissuade someone from engaging in risky or unlawful behaviors. This question was particularly helpful in providing information about how their involvement with the Boys & Girls club influenced their mindset and decision-making process.

For example, high school-aged participants said that in an effort to persuade a friend not to join a gang, they would tell their friends to **“think before you act”** and to consider the consequences of their actions (e.g., if they steal from others, they’ll get arrested; or if they join, they might get hurt or they’d be “putting their life in danger”). They would advise their friends to stay away from dangerous situations and would talk to them about the benefits of getting a job instead. Other youth suggested telling friends to **“be a leader,”** to **“be their own person,”** and to set a good example for their cousins, nieces, and nephews. One participant said she would try to find out why the person wants to join a gang, while another

How youth get in trouble

- Making/using drugs
- Drinking
- Fighting
- “Gang banging”/gang affiliation
- Possessing/using weapons
- Having sex
- Stealing
- Vandalism
- Possessing contrabands

said she'd have them watch something that would make them reconsider joining the gang (either something happy as a distraction or something that would show them the negative repercussions of joining a gang).

Elementary school-aged participants talked about how to help friends avoid underage drinking. Although they were more inclined to share how they would avoid these activities themselves, they were able to offer some ideas. These ideas included asking their friend not to drink (e.g., "don't go to the bar"), throwing away any alcohol a friend had obtained, **convincing others not to buy alcohol for minors**, and **telling the police**.

Both elementary and high school-aged participants then discussed fighting as another way youth get in trouble with the law and how they could persuade a friend who wanted to fight to consider alternatives. Several youth said they would tell their friends to **"try to work it out"** or **use words instead of violence** to resolve their differences. Likewise, one participant suggested having a rap contest instead of a physical fight. Youth also said they would advise friends to avoid the person they wanted to fight or to tell that person to "back off." They said they'd try to convince their friends that **"fighting is a last resort."** One participant suggested the friend should **talk to a counselor about the problem**, while another said she would try to comfort the friend involved in the conflict.

Finally, both elementary and high school-aged youth talked about how to convince a friend to not break into school or someone's home to steal valuables or vandalize the premises. Several youth suggested warning the potential victim of the crime, **telling the friend they'll call the police**, or simply calling the police without informing the friend. One participant said they'd tell their friends "don't do that" because they might get hurt (e.g., because the victim might have a gun) or because they're "too small," while another youth said she'd tell the friend it's a "stupid" thing to do. Another youth said she'd invite her friend out to dinner to keep them from committing the crime. A few participants said they'd ask the friend to **think about how the action would affect their future** and their families (specifically, how their mom would feel about it or what their mom would say or think).

Client Vignette

BGCP program staff provided the following client vignette to help illustrate the extent to which its services impacted one of their clients.

Nateja is a 14-year-old girl who has been a BGCP member since she was 10 years old. When Nateja first joined BGCP's clubhouse, she had a lot of energy – too much energy for her to manage. Her natural leadership qualities made her an influencer. Unfortunately, she didn't use these qualities to inspire others – but rather to distract them. She also had a casual approach to academics. She preferred to do well in school – but didn't have a firm understanding of what it takes to be a successful student. Nateja came to BGCP as a pre-teen full of potential, but lacked the skills necessary for success in middle and high school.

During her participation, Nateja became fully ensconced in BGCP's clubhouse activities. During the last academic year, she attended an average of 3.5 days per week. Nateja participated in Power Hour (homework help), played soccer, attended cooking classes, volunteered coaching younger members, engaged in "college bound" programs, and served as an officer in the Torch Club pre-teen leadership group. She has attended and participated daily for the past four years.

Nateja's middle school experience was enhanced greatly by her participation at BGCP. Through the mentorship she experienced, she steadily improved her grades and grew into a leader at her middle school. She has matured and has become the driver of her academic experience, rather than a passenger. Most importantly, Nateja has learned how to productively leverage her natural leadership abilities. She sees value in trying new experiences, saying "yes" to opportunities, helping others make positive decisions, and working hard to honor her commitments. Nateja is now a resource to her peers, rather than a distraction. She is ready to enter high school and prepared to do what it will take to achieve

success. In fact, she has already identified some of the challenges that lay ahead. Nateja doesn't know what college she wants to attend, or what career she will pursue – but she does understand that striving for success in every activity she participates in will ensure that she will have the option of pursuing any goal she sets for herself as she navigates her high school career.

Nateja has learned that her success in the future is a direct result of the decisions she makes right now. She understands the concept of delayed gratification, and that she should try to use her energy as a means to be productive as often as she can. She can be funny, loud, and social in ways that benefit herself and her peers. She's also learned that when she faces challenges, she has mentors she can turn to for advice and resources, or to just listen. Nateja has learned that it's best to get help with small problems immediately before they become major issues.

This summer Nateja is involved with the BGCP Teen Center, participating in high school preparatory activities in addition to an exciting apprenticeship at Google. Nateja visits Google twice a week to learn about the different business units (and career opportunities) that make up the "Google Economy." In the past, Nateja may have passed on an opportunity like this to spend her time hanging out with friends. Now, Nateja sees value in these types of activities and actively pursues them. Not only does she participate, but she serves as a leader. Where she used her talents to distract in the past, she now uses them to engage herself and others in potentially life-changing opportunities.

Nateja explains that the value of the BGCP is the "family and opportunities" that come with being a member. She knows that there are countless adults invested in her future – and she shows her appreciation.

Attachment I – Pre/Post DAP Mean Scores

DAP Asset Categories

(The items in bold are statistically significant at $p < .05$; see Figure 4 for data interpretation guidelines)

	Pre Mean Score	Post Mean Score	Sample
Support	14.92	21.42	26
Empowerment	16.46	22.26	26
Boundaries & Expectations	18.33	22.16	24
Constructive Use of Time	15.33	21.08	24
Commitment to Learning	20.19	22.65	26
Positive Values	17.76	22.07	26
Social Competencies	18.26	21.96	26
Positive Identity	14.88	20.65	26

DAP Items

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

“1 . . .”

	Mean Score	Sample
Q1 Pre: Stand up for what I believe in.	1.85	26
Q1 Post: Stand up for what I believe in.	2.08	26
Q2 Pre: Feel in control of my life and future.	1.52	25
Q2 Post: Feel in control of my life and future.	1.96	25
Q3 Pre: Feel good about myself.	1.48	25
Q3 Post: Feel good about myself.	2.20	25
Q4 Pre: Avoid things that are dangerous or unhealthy.	1.52	25
Q4 Post: Avoid things that are dangerous or unhealthy.	1.80	25
Q5 Pre: Enjoy reading or being read to.	1.72	25
Q5 Post: Enjoy reading or being read to.	1.96	25
Q6 Pre: Build friendships with other people.	1.76	25
Q6 Post: Build friendships with other people.	2.32	25
Q7 Pre: Care about school.	2.00	25
Q7 Post: Care about school.	2.28	25
Q8 Pre: Do my homework.	2.15	26
Q8 Post: Do my homework.	2.23	26
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	2.29	24
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	2.33	24

	Mean Score	Sample
Q10 Pre: Enjoy learning.	1.88	25
Q10 Post: Enjoy learning.	2.28	25
Q11 Pre: Express my feeling in proper ways.	1.54	26
Q11 Post: Express my feeling in proper ways.	2.08	26
Q12 Pre: Feel good about my future.	1.58	26
Q12 Post: Feel good about my future.	1.96	26
Q13 Pre: Seek advice from my parents.	1.00	26
Q13 Post: Seek advice from my parents.	1.73	26
Q14 Pre: Deal with frustration in positive ways.	1.23	26
Q14 Post: Deal with frustration in positive ways.	1.92	26
Q15 Pre: Overcome challenges in positive ways.	1.38	26
Q15 Post: Overcome challenges in positive ways.	2.12	26
Q16 Pre: Think it is important to help other people.	2.12	26
Q16 Post: Think it is important to help other people.	2.54	26
Q17 Pre: Feel safe and secure at home.	2.08	24
Q17 Post: Feel safe and secure at home.	2.42	24
Q18 Pre: Plan ahead and make good choices.	1.92	25
Q18 Post: Plan ahead and make good choices.	2.00	25
Q19 Pre: Resist bad influences.	1.92	25
Q19 Post: Resist bad influences.	2.32	25
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.68	25
Q20 Post: Resolve conflicts without anyone getting hurt.	1.96	25
Q21 Pre: Feel valued and appreciated by others.	1.32	25
Q21 Post: Feel valued and appreciated by others.	1.96	25
Q22 Pre: Take responsibility for what I do.	1.83	24
Q22 Post: Take responsibility for what I do.	2.42	24
Q23 Pre: Tell the truth even when it is not easy.	1.72	25
Q23 Post: Tell the truth even when it is not easy.	2.08	25
Q24 Pre: Accept people who are different from me.	2.35	26
Q24 Post: Accept people who are different from me.	2.73	26
Q25 Pre: Feel safe at school.	1.92	26
Q25 Post: Feel safe at school.	2.54	26
Q26 Pre: Actively engaged in learning new things.	2.08	24
Q26 Post: Actively engaged in learning new things.	2.17	24
Q27 Pre: Developing a sense of purpose in my life.	1.79	24
Q27 Post: Developing a sense of purpose in my life.	2.17	24
Q28 Pre: Encouraged to try things that might be good for me.	2.08	24

	Mean Score	Sample
Q28 Post: Encouraged to try things that might be good for me.	2.33	24
Q29 Pre: Included in family tasks and decisions.	1.35	23
Q29 Post: Included in family tasks and decisions.	2.00	23
Q30 Pre: Helping to make my community a better place.	1.45	22
Q30 Post: Helping to make my community a better place.	2.09	22
Q31 Pre: Involved in a religious group or activity.	1.00	23
Q31 Post: Involved in a religious group or activity.	1.70	23
Q32 Pre: Developing good health habits.	1.48	23
Q32 Post: Developing good health habits.	2.04	23
Q33 Pre: Encouraged to help others.	1.78	23
Q33 Post: Encouraged to help others.	2.52	23
Q34 Pre: Involved in a sport, club, or other group.	1.75	24
Q34 Post: Involved in a sport, club, or other group.	2.38	24
Q35 Pre: Trying to help solve social problems.	1.35	23
Q35 Post: Trying to help solve social problems.	1.96	23
Q36 Pre: Given useful roles and responsibilities.	1.63	24
Q36 Post: Given useful roles and responsibilities.	2.13	24
Q37 Pre: Developing respect for other people.	1.96	23
Q37 Post: Developing respect for other people.	2.39	23
Q38 Pre: Eager to do well in school and other activities.	2.17	23
Q38 Post: Eager to do well in school and other activities.	2.57	23
Q39 Pre: Sensitive to the needs and feelings of others.	1.83	24
Q39 Post: Sensitive to the needs and feelings of others.	2.38	24
Q40 Pre: Involved in creative things such as music, theater, or art.	2.04	23
Q40 Post: Involved in creative things such as music, theater, or art.	2.22	23
Q41 Pre: Serving others in my community.	1.38	24
Q41 Post: Serving others in my community.	1.92	24
Q42 Pre: Spending quality time at home with my parents(s).	1.29	24
Q42 Post: Spending quality time at home with my parents(s).	2.04	24
Q43 Pre: Friends who set good examples for me.	1.92	24
Q43 Post: Friends who set good examples for me.	2.38	24
Q44 Pre: A school that gives students clear rules.	2.13	23
Q44 Post: A school that gives students clear rules.	2.35	23
Q45 Pre: Adults who are good role models for me.	1.88	24
Q45 Post: Adults who are good role models for me.	2.58	24
Q46 Pre: A safe neighborhood.	1.33	24
Q46 Post: A safe neighborhood.	2.25	24

	Mean Score	Sample
Q47 Pre: Parent(s) who try to help me succeed.	1.92	24
Q47 Post: Parent(s) who try to help me succeed.	2.29	24
Q48 Pre: Good neighbors who care about me.	0.70	23
Q48 Post: Good neighbors who care about me.	1.39	23
Q49 Pre: A school that cares about kids and encourages them.	1.91	23
Q49 Post: A school that cares about kids and encourages them.	2.52	23
Q50 Pre: Teachers who urge me to develop and achieve.	2.09	22
Q50 Post: Teachers who urge me to develop and achieve.	2.36	22
Q51 Pre: Support from adults other than my parents.	1.86	22
Q51 Post: Support from adults other than my parents.	2.59	22
Q52 Pre: A family that provides me with clear rules.	1.82	22
Q52 Post: A family that provides me with clear rules.	2.14	22
Q53 Pre: Parent(s) who urge me to do well in school.	2.14	22
Q53 Post: Parent(s) who urge me to do well in school.	2.23	22
Q54 Pre: A family that gives me love and support.	1.88	24
Q54 Post: A family that gives me love and support.	2.13	24
Q55 Pre: Neighbors who help watch out for me.	0.65	23
Q55 Post: Neighbors who help watch out for me.	1.13	23
Q56 Pre: Parent(s) who are good at talking with me about things.	1.50	22
Q56 Post: Parent(s) who are good at talking with me about things.	2.23	22
Q57 Pre: A school that enforces rules fairly.	1.92	24
Q57 Post: A school that enforces rules fairly.	2.33	24
Q58 Pre: A family that knows where I am and what I am doing.	2.00	24
Q58 Post: A family that knows where I am and what I am doing.	2.25	24

ATTACHMENT II – CROSSWALK OF DAP ITEMS TO ASSET AND CONTEXT SCALES

DAP Items		Asset Scale	Context Scale
13.	I seek advice from my parents.	Support	Family
47.	I have parent(s) who try to help me succeed.	Support	Family
48.	I have good neighbors who care about me.	Support	Community
49.	I have a school that cares about kids and encourages them.	Support	School
51.	I have support from adults other than my parents.	Support	Social
54.	I have a family that gives me love and support.	Support	Family
56.	I have parent(s) who are good at talking with me about things.	Support	Family
17.	I feel safe and secure at home.	Empowerment	Family
21.	I feel valued and appreciated by others.	Empowerment	Social
25.	I feel safe at school.	Empowerment	School
29.	I am included in family tasks and decisions.	Empowerment	Family
36.	I am given useful roles and responsibilities.	Empowerment	Community
46.	I have a safe neighborhood.	Empowerment	Community
43.	I have friends who set good examples for me.	Boundaries & Exp.	School
44.	I have a school that gives students clear rules.	Boundaries & Exp.	School
45.	I have adults who are good role models for me.	Boundaries & Exp.	Social
50.	I have teachers who urge me to develop and achieve.	Boundaries & Exp.	School
52.	I have a family that provides me with clear rules.	Boundaries & Exp.	Family
53.	I have parent(s) who urge me to do well in school.	Boundaries & Exp.	Family
55.	I have neighbors who help watch out for me.	Boundaries & Exp.	Community
57.	I have a school that enforces rules fairly.	Boundaries & Exp.	School
58.	I have a family that knows where I am and what I am doing.	Boundaries & Exp.	Family
31.	I am involved in a religious group or activity.	Const. Use of Time	Community
34.	I am involved in a sport, club, or other group.	Const. Use of Time	Community
40.	I am involved in creative things such as music, theater, or art.	Const. Use of Time	Community
42.	I am spending quality time at home with my parent(s).	Const. Use of Time	Family
5.	I enjoy reading or being read to.	Commit. to Learning	Personal
7.	I care about school.	Commit. to Learning	School
8.	I do my homework.	Commit. to Learning	School
10.	I enjoy learning.	Commit. to Learning	School
26.	I am actively engaged in learning new things.	Commit. to Learning	School
28.	I am encouraged to try things that might be good for me.	Commit. to Learning	School
38.	I am eager to do well in school and other activities.	Commit. to Learning	School
1.	I stand up for what I believe in	Positive Values	Personal
9.	I stay away from tobacco, alcohol, and other drugs.	Positive Values	Personal
16.	I think it is important to help other people.	Positive Values	Social
22.	I take responsibility for what I do.	Positive Values	Personal
23.	I tell the truth even when it is not easy.	Positive Values	Personal
30.	I am helping to make my community a better place.	Positive Values	Community
32.	I am developing good health habits.	Positive Values	Personal
33.	I am encouraged to help others.	Positive Values	Social
35.	I am trying to help solve social problems.	Positive Values	Community
37.	I am developing respect for other people.	Positive Values	Community
41.	I am serving others in my community.	Positive Values	Community
4.	I avoid things that are dangerous or unhealthy.	Social Competencies	Personal
6.	I build friendships with other people.	Social Competencies	Social
11.	I express my feelings in proper ways.	Social Competencies	Social
18.	I plan ahead and make good choices.	Social Competencies	Personal
19.	I resist bad influences.	Social Competencies	Social
20.	I resolve conflicts without anyone getting hurt.	Social Competencies	Social
24.	I accept people who are different from me.	Social Competencies	Community
39.	I am sensitive to the needs and feelings of others.	Social Competencies	Social
2.	I feel in control of my life and future.	Personal Identity	Personal
3.	I feel good about myself.	Personal Identity	Personal
12.	I feel good about my future.	Personal Identity	Personal
14.	I deal with frustration in positive ways.	Personal Identity	Personal
15.	I overcome challenges in positive ways.	Personal Identity	Social
27.	I am developing a sense of purpose in my life.	Personal Identity	Personal