



## CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

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



**JJCPA Evaluation Report 2013-2014**

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## OVERVIEW OF FINDINGS

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

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

Data Highlights	Evaluation Years		
	2011-2012	2012-2013	2013-2014
Number of clients served	30	30	31
Average number of hours of service	88.9	72.3	97.8
Average length of time in the program (months)	10.8	10.8	10.8
Percentage of participants who:			
<ul style="list-style-type: none"> <li>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></li> </ul>	NA	NA	56% (n=18)
<ul style="list-style-type: none"> <li>Continued to abstain from AOD <i>(only includes those who reported no drug/alcohol use at program entry)</i></li> </ul>	NA	NA	NA*
<ul style="list-style-type: none"> <li>Reduced their use of AOD <i>(only includes those who were at or above the clinical cutoff score)</i></li> </ul>	NA	NA	10% (n=21)
<ul style="list-style-type: none"> <li>Were arrested for a new law violation</li> </ul>	16.7% (n=30)	16.7% (n=30)	16.1% (n=31)

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

## EVALUATION BACKGROUND AND METHODOLOGY

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

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

Applied Survey Research (ASR) was awarded the contract as the evaluator of San Mateo's JJCPA programs and also experienced reduced funding from the original proposal. In the first year of evaluation ASR met with each grantee to review program-specific outcomes and finalize the evaluation plan. ASR identified and piloted assessment tools to capture youth development changes (i.e., the Search Institute's Developmental Asset Profile) as well as changes in perception and usage of alcohol and other drugs (i.e., Adolescent Alcohol and Drug Involvement Scale). These assessments were formally launched during fiscal year 2012-2013.

JJCPA programs are required to report data on the following six mandated outcomes for program participants: 1) arrest rate, 2) incarceration rate, 3) probation violation rate, 4) probation completion rate, 5) court-ordered restitution completion rate and 6) court-ordered community service completion rate. San Mateo County has elected to report these outcomes at 180 days post-entry with the reference group being the past year's cohort of program participants. ASR provided support for the continued utilization of a previously created county database into which program and Probation staff enter participant background information and the required outcome data. ASR also guided the effort to make some necessary modifications and enhancements to the system.

This year's JJCPA evaluation report documents:

- Service- and client-level data: number of clients served, the number of units of service and basic client demographics
- Client survey data: pre- and post-survey data captured the Developmental Assets Profile and Adolescent Alcohol and Drug Involvement scale
- JJCPA's six mandated outcomes
- Client success story illustrating the extent to which services impacted a youth

## PROGRAM DESCRIPTION

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The mission of Fresh Lifelines for Youth, Inc. (FLY) is to prevent juvenile crime and incarceration through legal education, mentoring, and leadership training. FLY's vision is that the most marginalized and underserved youth will gain the life skills and character needed to avoid the criminal justice system and transform from delinquent youth into positive community leaders.

FLY's programs are designed to build multiple internal and external developmental assets crucial for adolescent development and that youth in the juvenile justice system are often lacking. FLY's programs promote safety in the community and prevent crime and incarceration by working with current juvenile justice youth to identify and develop their strengths. FLY provides opportunities for youth to engage and redirect their talents and energy, and create positive change in their communities through community service. Youth in the Leadership Program also have the opportunity to serve as positive role models by sharing their experiences and offering advice to the program's middle school law youth. The following are the activities provided by the program:

### Leadership: Youth Intake/ Assessment

Youth complete a written application, attend an intake meeting (usually at his/her home), have two interviews (one with a current client), a youth orientation, and a separate feedback discussion with the parent(s). This intake method is used to help youth learn and apply job interview skills.

### Leadership: Leadership Retreat

Youth attend a three-day retreat in the Santa Cruz mountains where they learn how to set goals and complete a training in leadership and community activism.

### Leadership: Community Service

Youth plan and participate in monthly community service activities such as visiting with seniors, working at soup kitchens, maintaining an inner-city garden used for elementary school field trips, and speaking to middle school students about the dangers of drugs, violence, and crime.

### Case Management: Individual Mentoring

Youth meet with their case managers twice a month, or approximately 5 hours per month (more if needed). Case managers help youth set and achieve academic, vocational, and healthy living goals. Case managers also serve as positive role models who emphasize the importance of education and self-sufficiency. For example, the case manager helps connect high school youth with individualized tutoring. For those youth who are high school graduates, the case manager helps them pick a college, enroll in classes, and secure financial aid. When youth have conflicts with peers or family members, the case manager helps them design an action plan for how to resolve the conflict peacefully.

### Case Management: Activities/Workshops

Case managers plan workshops on public speaking, career searching, resume writing, interviewing, and financial management. They also sponsor fun monthly activities such as bowling, hiking, and sober Friday nights.

## Youth Risk Factors

Youth participating in this program exhibit risk factors known to significantly influence youth development and delinquency.<sup>1</sup> According to program staff, eight out of ten youth have learning disabilities; over three-quarters of youth have experienced significant trauma in their lives; over half of youth have been victims of physical violence; and one-quarter of youth have mental health concerns. In addition, according to the data entered in the JJCPA database, a little over half the youth served in 2013-2014 had attendance problems (53%), and half of the youth were not performing at grade level (50%).

## Programmatic Challenges

One of the approaches FLY uses when working with youth is to encourage them to try on a more pro-social identity that will open up new life options. When the program brings youth together who don't know each other they have an opportunity to decide what they are going to share with others and how they want to portray themselves. One of the challenges shared with ASR during the site visit is that in San Mateo County youth are more likely to know each other from the camps or juvenile hall than is the case in other communities. Thus, it is much more difficult for them to create a new identity. Additionally, they cannot let themselves become open as quickly for fear of appearing vulnerable before it feels safe.

Another challenge is the dearth of community based programming that is not therapeutic. There are opportunities for youth to engage in mental health and substance abuse counseling. However, there are few enrichment opportunities in San Mateo County available to this group other than Habitat for Humanity.

It should also be noted that in FY13-14, FLY engaged with The Carey Group (TCG) to informally assess FLY's Law and Leadership Program and make recommendations to greater align with empirically based risk reduction strategies in accordance with Evidence-Based principles. In a formal report dated July 2014, and after a series of observations and programmatic review, TCG offered 6 substantive findings/recommendations, most of which FLY has already acted upon.

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<sup>1</sup> 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

FLY served a total of 31 unduplicated youth from August 2013 through June 2014. However, since one youth did not complete the program, the total served for the entire duration of the program was 30. Over two-thirds of youth were males (68%), and close to three-quarters were Latinos (73%), and youth were on average 17 years old.

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

		Sample
Number served		31
Gender	Male	68%
	Female	32%
Ethnicity	Latino	73%
	Pacific Islander /Filipino	7%
	Caucasian	7%
	African American	13%
Average age of clients		16.9

Note: Percentages based on 31 participants.

### Client Services

FLY youth received on average 97 hours of service over the course of 330 days, and the overall number of units of service for the year totaled 3,032 hours.

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

	Units of service
Mean Units of Service	97.83
Total Units of Service	3,032.8

### Profile of Developmental Assets Among Clients

In 2011, the Juvenile Justice Coordinating Council (JJCC) updated its 2011-2015 Local Action Plan to include seven specific outcomes that they would like to see achieved through the investment of JPCF and JJCPA funds. One of the outcomes selected was “**increased developmental assets**,” which the literature shows as providing the resiliency and resources necessary for youth to deal with difficult circumstances in a healthy manner and avoid anti-social peers, violence, conflict, and unhealthy risk-taking behaviors. To that end, ASR selected the Developmental Assets Profile (DAP) as a pre/post measure of youth development.

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

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

#### External Assets

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

#### Internal Assets

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

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

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

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

A total of 30 pre- and 28 post-DAP surveys were administered during the 2013-2014 fiscal year. Of these, 28 pre- and post-surveys were matched and included in the analysis.

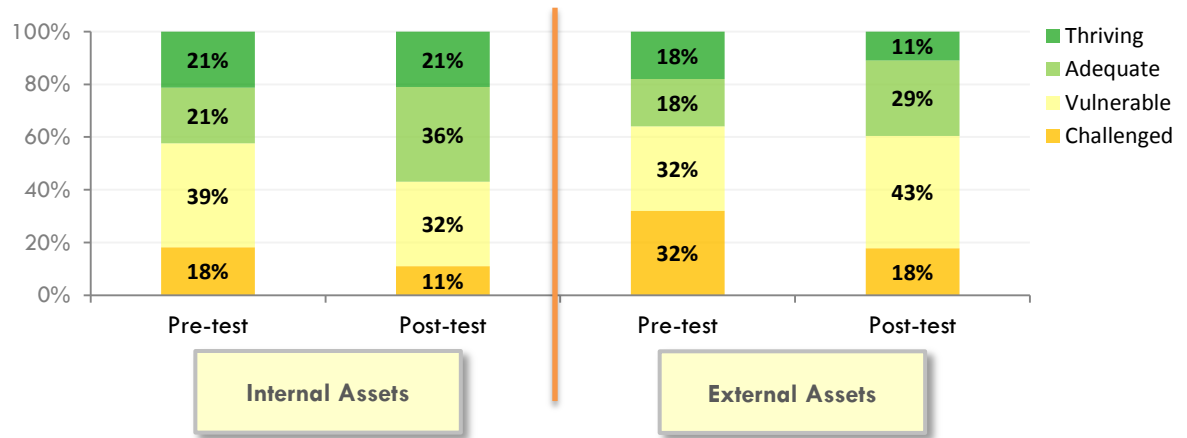
### ***What is the asset profile of program participants?***

The average internal and external asset scores were configured into four distinct ranges, from “thriving” to “challenged.” As seen in the figure on the next page, nearly 4 in ten youth reported “vulnerable” levels of Internal



Assets, and nearly one-third reported “challenged” levels of External Assets upon starting services. By the end of their participation, more youth reported “adequate” levels of Internal and External Assets.

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



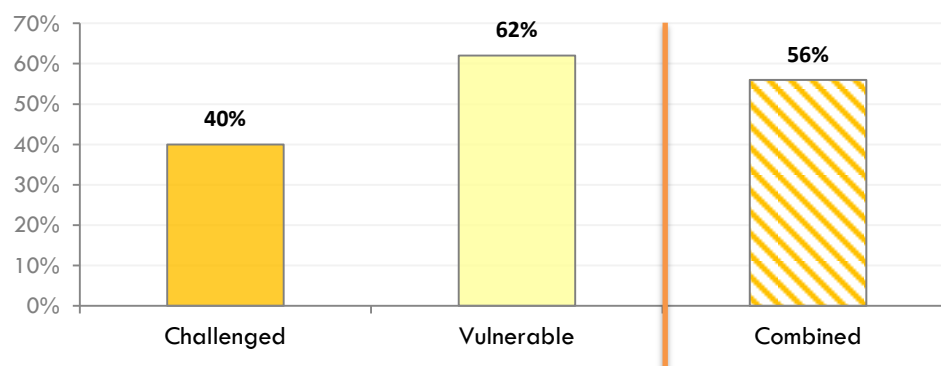
Note: Based on 28 participants.

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

In order to further examine the outcomes of those youth who entered the program with the lowest assets and had room for growth, ASR created a second data set including only participants who fell in the categories of “challenged” and “vulnerable,” based on their total pre-DAP asset score. The resulting subset was composed of the 18 most “at-risk” participants served by FLY.

As seen in the figure below, of the participants who had “challenged” and “vulnerable” levels of assets upon joining the program, **56% (or 10 of 18 youth) successfully moved up by at least one asset level** upon ending their services. It is important to keep in mind that any movement from one asset level to the next can be a difficult standard to achieve for some of the youth served by FLY, especially in light of their risk factors (see “Youth Risk Factors” on page 6).

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



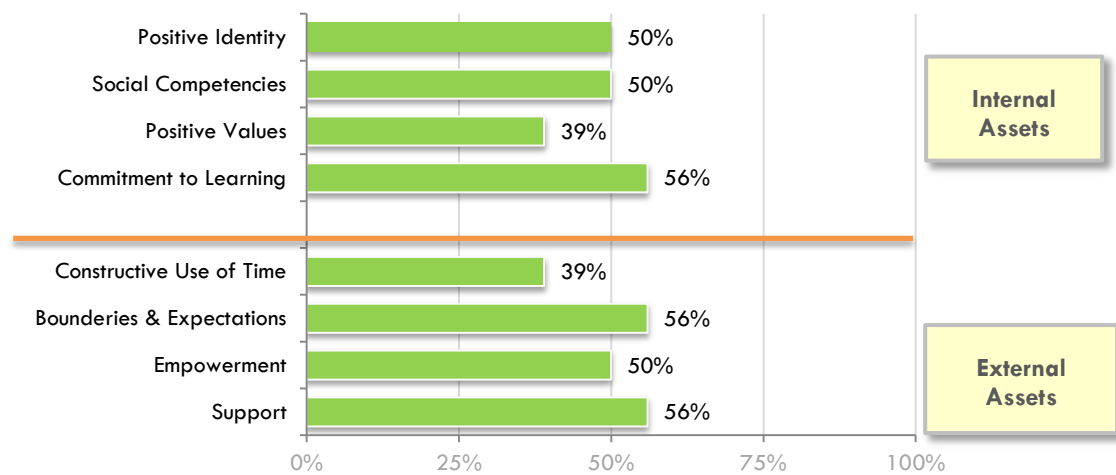
Note: The sample size for “challenged” is 5; 13 for “vulnerable”; and 18 for “combined”.

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

As seen in the figure, over half of the most “at-risk” youth moved up by at least one level on the asset categories of **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things), **Boundaries & Expectations** (i.e., having good role models; clear rules at home and school; and encouragement from parents and teacher), and **Support** (i.e., support from parents, family and other adults; parent-adolescent communication; and advice and help from parents).

On the other hand, **Positive Values** (i.e., standing up for one’s beliefs; taking responsibility; avoiding alcohol, tobacco and drugs; valuing honesty; healthy behaviors; and helping, respecting, and serving others) and **Constructive Use of Time** (i.e., involvement in a sport, club, or group; creative activities; and quality time at home) proved to be more difficult to surmount for 11 of the 18 most “at-risk” youth. It is important to remember that the majority of the youth served by FLY are on probation and are required to abide to the terms of their probation, which in some cases include specific curfews, further limiting their ‘free’ time.

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



Source: Developmental Assets Profile surveys.

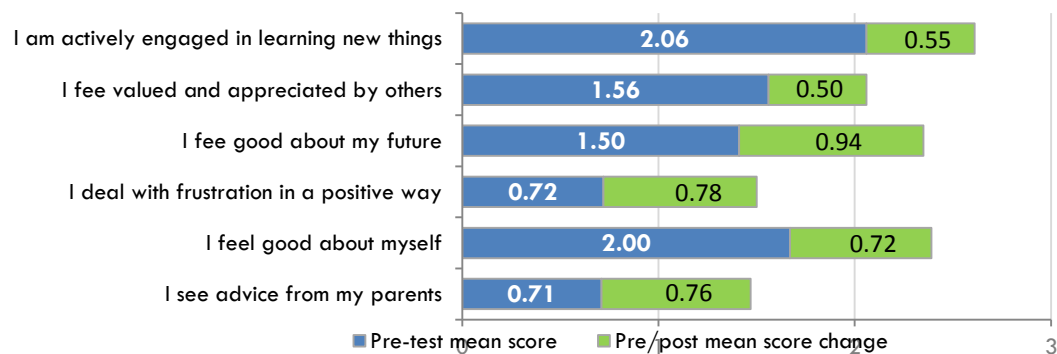
Note: Based on 18 most “at-risk” participants.

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

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

As indicated in the figure on the next page, the most “at-risk” youth felt significantly **more hopeful about their future, better able to resolve conflicts peacefully, and were more likely to reach out to their parents for support.**

Figure 8. Pre/Post Changes on Selected DAP Items



Source: Developmental Assets Profile surveys.

Note: The sample size varied from 17-18. 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 30 pre- and 28 post-AADIS surveys were administered during the 2013-2014 fiscal year. Of these, 28 pre- and post-AADIS surveys were matched and included in the analyses discussed next.

### What is the AOD profile of program participants?

According to participants, the most commonly reported age they started using drugs and/or drinking was 12 to 13. "Curiosity" was the most commonly reported reason for starting to use substances, and they generally continue to use because they are stressed and/or worried. Additionally, 77% (n=30) of program participants for whom data were available were at or above the AADIS cutoff score when they first joined the program.

Figure 9. Alcohol and Drug Profile of Program Participants

	Response	Percentage (n)
<i>Most commonly reported...</i>		
Reason for starting to use AOD in general	Curiosity	50% (30)
Reason for using in general	Feeling stressed, nervous, tense, full of worries	50% (30)
Number of drinks usually consumed	5-9	50% (22)
Time of day	At night	77% (30)

	Response	Percentage (n)
Way of getting AOD	Buy on their own	60% (30)
Age when youth started using/drinking	12-13	43% (30)
Perception of their control of their use	"I can control it and set limits on myself"	50% (30)
*Percent of youth who reached the AADIS cutoff score	----	77% (30)

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

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

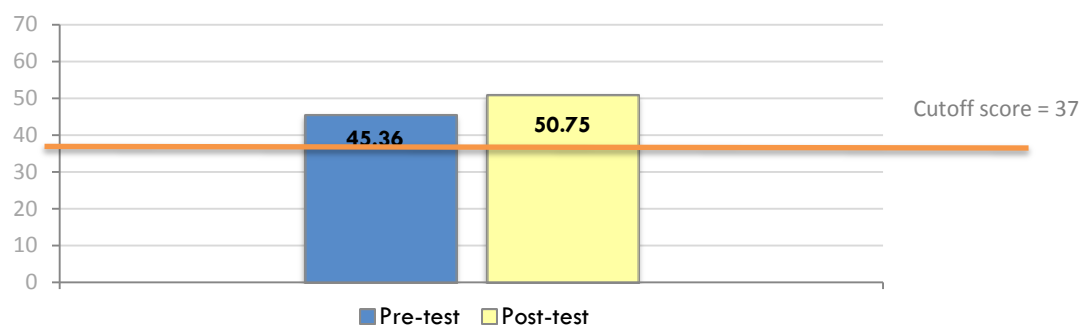
This question cannot be answered given that **all youth who had completed both a pre- and post-AADIS reported drinking or using drugs upon entry in the program.**

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

Please note that while FLY does not provide drug and alcohol treatment services, it supports youth in their efforts to curb their addictions through role-playing, teaching coping skills to address their triggers, and helping them shift their perception of their use.

As seen in the figure below, the average AADIS score upon program entry exceeded the clinical cutoff by 8.36 points. By the time youth ended their services, their **overall AADIS score had increased by 5.39 points** (not a statistically significant increase).

Figure 10. Pre/Post Average Scores on the AADIS



Source: Adolescent Alcohol and Drug Involvement Scale.

Note: Based on 28 participants who reported using drugs and/or drinking alcohol, and who had pre and post data.

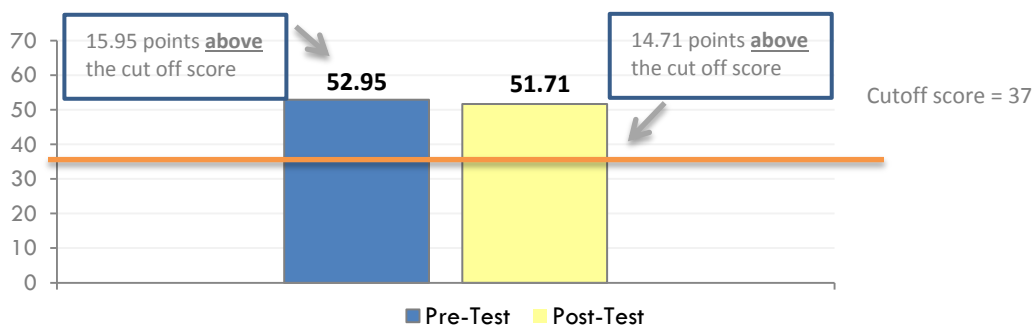
***Of the participants who scored at or above the AADIS' cut-off score<sup>2</sup>, did their post-test score improve?***

As noted on the previous page, 77% of program participants (23 of 30) were at or above the cutoff score upon starting their services, meaning that these youth reached the threshold for substance use disorder based on DSM-IV criteria. Of these participants, only 21 had pre/post data available.

As seen in the figure below, youth scored 15.95 points above the clinical cutoff score upon entry in the program. By the end of their participation, youth reported a slight decrease in use (by 1.24 points) but remained above the cutoff. Only 2 of the 21 youth had post-scores that fell below the clinical cutoff.

**10%** of participants experienced a reduction in their AADIS score (n=21)

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



Source: Adolescent Alcohol and Drug Involvement Scale.

Note: Based on 21 program participants 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. The findings that follow are based on this Addendum.

Of the youth who met the clinical cutoff at the start of the program (i.e., reached the threshold for substance use disorder based on DSM-IV criteria), 55% (11 of 20 youth) reported using less drug and 71% (15 of 21 youth) reported consuming less alcohol. On the other hand, 30% (6 of 20 youth) reported using the same amount of drugs, and 19% (4 of 21 youth) reported consuming the same amount of alcohol upon exiting the program.

## JJCPA Mandated Outcomes

Justice outcomes are based on the 31 youth who enrolled in FLY in August 2013 and whose six month post-entry evaluation milestone occurred in fiscal year 2013-2014.

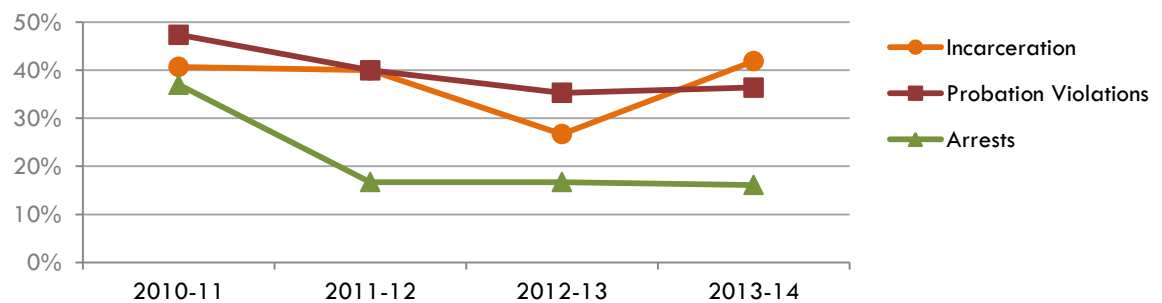
<sup>2</sup> Each response within the survey is assigned a value ranging from 0 to 7, representing the degree of severity (i.e., need for further clinical assessments). For example, when asked “when did you last use drugs or alcohol,” an answer of “not for over a year” is assigned a value of 2, whereas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

### Arrests, probation violations and incarceration

Of the 31 youth in the evaluation cohort, 16% had an arrest for a new law violation filed in the six months following their entry into the program and 42% were incarcerated at least once in the same time period. Incarceration may be the result of an arrest for a new law violation, probation violations or 24-48 hour holds initiated by Probation Officers as a consequence of truancy or school suspension. Of the 22 youth in fiscal year 2013-2014 who were on formal court-ordered probation at entry or during the six months following entry, 36% had at least one probation violation filed. A Probation Officer may give a youth a violation for not following conditions of their probation including: not going to school, breaking curfew, testing positive for alcohol or drugs, associating with a gang member, etc. This behavior may result in a consequence that includes a juvenile hall stay but will not be a police arrest.

The next figure presents the last four years of data for these outcomes. Arrests for new law violations and probation violations remained stable, while incarceration rates increased by 15.2 percentage points from last year. One possible explanation for the increased rate of incarceration is that the youth served in FY13-14 were higher-risk youth, as compared to last year.

Figure 12. **Arrest, Probation Violation and Incarceration Rates by Project Year**



Note: 2013-14 Arrests for new law violations and Incarceration are based on 31 youth; Probation Violation is based on 22 youth.

FLY serves a particularly high risk group in terms of current and past justice involvement. At program entry 20 (65%) of the 31 program participants were on formal probation. Additionally, of the 31 youth, six had previously been on non-court-ordered probation; of those six, four are part of the 20 who were on formal probation at entry.

### Completion of probation, restitution and community service

For outcomes related to completion of probation and conditions of restitution and community service, percentages are based upon the subgroup of youth who were wards of the court. In fiscal year 2013-14, 71% of the 31 participants were on formal probation at some point in the six months after entry. Of these 22 youth, 14% completed probation in the six months after entry. It should be noted that formal juvenile probation generally takes at least twelve months to complete. In the six months after entry, youth may complete probation or youth who were not previously on probation may become wards of the court.

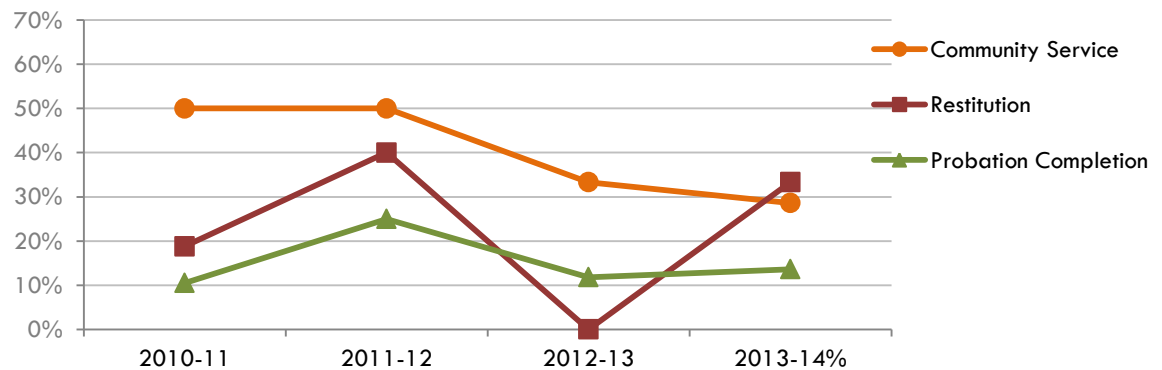
Youth on probation may be ordered by the court to pay restitution. Completion of payment of restitution is reported only for those youth for whom an account was established within a month of this order. For both the restitution and court-ordered community service outcomes the number of youth in each group is generally small and varies each year. This small sample size may lead to unstable results. This year, 12 youth were assigned restitution and 33% completed this condition. There can be great variation in restitution amounts ordered by the court which may affect the time it would take a youth to finish payment.

One of the seven youth ordered to complete community service at some time during the six months following entry, 29% completed this condition of their probation by 180 days. It can at times be difficult for youth to find a

community service opportunity as the number of sites in the county that will accept youth to perform community services is decreasing. However, service work is a component of the FLY program, a factor which may lead to increased rates of completion. **It is important to note that not completing probation, restitution, or community service by six months post-entry does not mean that they failed to complete altogether.** It is likely the case that they are still working on the conditions at this point and may complete at some point after six-months.

The rate of completion of probation increased slightly this year (by 1.80 percentage points), and a notably higher percentage of youth completed their restitution (33% in 13-14 vs. 0% in 12-13). FLY explained that completion of restitution was not being captured by staff in FY12-13, hence the sharp increase in 13-14. Completion of community service in 13-14 decreased by 4.7 percentage points.

Figure 13. Completion of Probation, Restitution Payment and Community Service



Note: 2013-14 Completion of Probation rate is based on 22 youth; Completion of Restitution is based on 12 youth; Completion of Community Service is based on 7 youth.

## Client Vignette

As a way to illustrate the effort of the FLY program and the benefits to its participants, staff provided an account of one of its youth.

Justin is an 18-year old male who joined FLY's Leadership Training Program after participating in the Law Program at Camp Glenwood.

It seemed like Justin had it all together, he had a job where he worked during his weekend home passes from Camp Glenwood, he was on his way towards completing his GED, and he was looking forward to returning home and working on his relationship with his mother. However, two weeks prior to Justin's release, Justin learned that his mom and siblings had been evicted from their apartment. His younger brother and sister had to move in with a family friend, and his mom was struggling to find housing. In response to his mother's eviction, Probation kept Justin in custody at Camp Glenwood for three additional weeks in hopes his mother would be able to find more stable housing. At this point, Justin wanted to quit. All of his hard work and motivation felt as though it was a waste. His mother's eviction brought up feelings of familiar frustrations and financial stresses that Justin had experienced throughout his life. He felt as though he had no control over his future, no matter how hard he tried.

"I learned that I can ask for help and there are actually people who will help me. I learned that even if something bad happens it's not the end of the world. I know I can succeed and want to reach my goals. I'm more mature now and am not acting like a little kid. I take care of myself and don't let other people affect me in a negative way as often. I know I can always turn to FLY if I need help or have a question, and that I have support if I need it. FLY helped me stay focused on my goals."

Once Justin was in the Leadership Training Program he received additional support, advocacy, and guidance from his FLY case manager. Together they worked to come up with a new plan, and Justin started to see that all of his

plans were not ruined, despite the challenges he was facing. Justin was released to a group home where he continued to work with his case manager to find new employment and opportunities.

Justin was an enthusiastic participant in all of FLY's activities. He even volunteered to be part of an additional youth speech committee within the Leadership Training Program! Throughout the year, however, Justin struggled to balance his family's financial and emotional struggles. At one point, his mother even left the country and he was not sure when, or if, she was going to return. It was during these times that Justin could rely on his case manager to help him identify what resources he had available and talk about his next steps. Justin began to feel more confident in his ability to overcome challenges as the program continued.

Currently, Justin does not live with his mom but rents a room from another family. He completed his GED, and attended CSM for one semester. Justin was also released from probation. Today, he is fully independent and works full time for a roofing and construction company. Justin continues to be impacted by his mother and family, but he works to stay focused on his own goals. He has learned how to adjust and modify his plans when an unexpected challenge arises.



## ATTACHMENT I – PRE/POST DAP MEAN SCORES

### DAP Asset Categories

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

	Pre Mean Score	Post Mean Score	Sample
<b>Support</b>	13.72	19.33	18
<b>Empowerment</b>	16.94	19.88	18
<b>Boundaries &amp; Expectations</b>	15.77	19.50	18
Constructive Use of Time	11.38	13.38	18
Commitment to Learning	18.61	19.94	18
Positive Values	17.16	18.77	18
Social Competencies	15.33	17.83	18
<b>Positive Identity</b>	14.27	20.05	18

### DAP Survey Items

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

“1 . . .”

	Mean Score	Sample
Q1 Pre: Stand up for what I believe in.	2.50	18
Q1 Post: Stand up for what I believe in.	2.56	18
Q2 Pre: Feel in control of my life and future.	1.67	18
Q2 Post: Feel in control of my life and future.	2.00	18
<b>Q3 Pre: Feel good about myself.</b>	1.67	18
<b>Q3 Post: Feel good about myself.</b>	2.39	18
Q4 Pre: Avoid things that are dangerous or unhealthy.	1.11	18
Q4 Post: Avoid things that are dangerous or unhealthy.	1.50	18
Q5 Pre: Enjoy reading or being read to.	1.33	18
Q5 Post: Enjoy reading or being read to.	1.22	18
Q6 Pre: Build friendships with other people.	1.39	18
Q6 Post: Build friendships with other people.	1.83	18
Q7 Pre: Care about school.	1.94	17
Q7 Post: Care about school.	2.00	17
Q8 Pre: Do my homework.	1.53	17
Q8 Post: Do my homework.	1.41	17
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	0.67	18

	Mean Score	Sample
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	1.11	18
Q10 Pre: Enjoy learning.	2.00	17
Q10 Post: Enjoy learning.	2.35	17
Q11 Pre: Express my feeling in proper ways.	1.39	18
Q11 Post: Express my feeling in proper ways.	1.56	18
<b>Q12 Pre: Feel good about my future.</b>	1.41	17
<b>Q12 Post: Feel good about my future.</b>	2.35	17
<b>Q13 Pre: Seek advice from my parents.</b>	0.71	17
<b>Q13 Post: Seek advice from my parents.</b>	1.47	17
<b>Q14 Pre: Deal with frustration in positive ways.</b>	0.72	18
<b>Q14 Post: Deal with frustration in positive ways.</b>	1.50	18
<b>Q15 Pre: Overcome challenges in positive ways.</b>	0.89	18
<b>Q15 Post: Overcome challenges in positive ways.</b>	1.72	18
Q16 Pre: Think it is important to help other people.	2.33	18
Q16 Post: Think it is important to help other people.	2.56	18
<b>Q17 Pre: Feel safe and secure at home.</b>	2.06	18
<b>Q17 Post: Feel safe and secure at home.</b>	2.56	18
Q18 Pre: Plan ahead and make good choices.	1.50	18
Q18 Post: Plan ahead and make good choices.	1.72	18
Q19 Pre: Resist bad influences.	1.39	18
Q19 Post: Resist bad influences.	1.83	18
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.17	18
Q20 Post: Resolve conflicts without anyone getting hurt.	1.61	18
<b>Q21 Pre: Feel valued and appreciated by others.</b>	1.56	18
<b>Q21 Post: Feel valued and appreciated by others.</b>	2.06	18
Q22 Pre: Take responsibility for what I do.	2.39	18
Q22 Post: Take responsibility for what I do.	2.28	18
Q23 Pre: Tell the truth even when it is not easy.	1.82	18
Q23 Post: Tell the truth even when it is not easy.	2.00	18
Q24 Pre: Accept people who are different from me.	2.56	18
Q24 Post: Accept people who are different from me.	2.33	18
Q25 Pre: Feel safe at school.	2.00	18
Q25 Post: Feel safe at school.	2.22	18
<b>Q26 Pre: Actively engaged in learning new things.</b>	2.06	18
<b>Q26 Post: Actively engaged in learning new things.</b>	2.61	18
Q27 Pre: Developing a sense of purpose in my life.	2.22	18
Q27 Post: Developing a sense of purpose in my life.	2.22	18

	Mean Score	Sample
Q28 Pre: Encouraged to try things that might be good for me.	2.17	18
Q28 Post: Encouraged to try things that might be good for me.	2.33	18
Q29 Pre: Included in family tasks and decisions.	1.56	18
Q29 Post: Included in family tasks and decisions.	1.44	18
Q30 Pre: Helping to make my community a better place.	0.94	18
Q30 Post: Helping to make my community a better place.	1.17	18
Q31 Pre: Involved in a religious group or activity.	0.72	18
Q31 Post: Involved in a religious group or activity.	1.11	18
Q32 Pre: Developing good health habits.	1.33	18
Q32 Post: Developing good health habits.	1.89	18
Q33 Pre: Encouraged to help others.	2.22	18
Q33 Post: Encouraged to help others.	2.22	18
Q34 Pre: Involved in a sport, club, or other group.	1.47	17
Q34 Post: Involved in a sport, club, or other group.	1.41	17
Q35 Pre: Trying to help solve social problems.	1.22	18
Q35 Post: Trying to help solve social problems.	1.44	18
Q36 Pre: Given useful roles and responsibilities.	1.50	18
Q36 Post: Given useful roles and responsibilities.	1.78	18
Q37 Pre: Developing respect for other people.	2.24	17
Q37 Post: Developing respect for other people.	2.18	17
Q38 Pre: Eager to do well in school and other activities.	2.00	17
Q38 Post: Eager to do well in school and other activities.	2.24	17
Q39 Pre: Sensitive to the needs and feelings of others.	1.59	17
Q39 Post: Sensitive to the needs and feelings of others.	1.88	17
Q40 Pre: Involved in creative things such as music, theater, or art.	1.22	18
Q40 Post: Involved in creative things such as music, theater, or art.	1.33	18
Q41 Pre: Serving others in my community.	1.28	18
Q41 Post: Serving others in my community.	1.06	18
Q42 Pre: Spending quality time at home with my parents(s).	1.06	18
Q42 Post: Spending quality time at home with my parents(s).	1.44	18
Q43 Pre: Friends who set good examples for me.	1.59	17
Q43 Post: Friends who set good examples for me.	1.88	17
Q44 Pre: A school that gives students clear rules.	1.94	17
Q44 Post: A school that gives students clear rules.	2.00	17
<b>Q45 Pre: Adults who are good role models for me.</b>	2.12	17
<b>Q45 Post: Adults who are good role models for me.</b>	2.65	17
Q46 Pre: A safe neighborhood.	1.44	18

	Mean Score	Sample
Q46 Post: A safe neighborhood.	1.83	18
<b>Q47 Pre: Parent(s) who try to help me succeed.</b>	1.82	17
<b>Q47 Post: Parent(s) who try to help me succeed.</b>	2.59	17
Q48 Pre: Good neighbors who care about me.	0.72	18
Q48 Post: Good neighbors who care about me.	1.11	18
Q49 Pre: A school that cares about kids and encourages them.	1.50	16
Q49 Post: A school that cares about kids and encourages them.	1.94	16
Q50 Pre: Teachers who urge me to develop and achieve.	1.76	17
Q50 Post: Teachers who urge me to develop and achieve.	1.76	17
Q51 Pre: Support from adults other than my parents.	1.94	17
Q51 Post: Support from adults other than my parents.	2.35	17
Q52 Pre: A family that provides me with clear rules.	1.71	17
Q52 Post: A family that provides me with clear rules.	1.94	17
Q53 Pre: Parent(s) who urge me to do well in school.	2.24	17
Q53 Post: Parent(s) who urge me to do well in school.	2.47	27
<b>Q54 Pre: A family that gives me love and support.</b>	1.82	17
<b>Q54 Post: A family that gives me love and support.</b>	2.41	17
Q55 Pre: Neighbors who help watch out for me.	0.50	18
Q55 Post: Neighbors who help watch out for me.	0.89	18
<b>Q56 Pre: Parent(s) who are good at talking with me about things.</b>	0.88	17
<b>Q56 Post: Parent(s) who are good at talking with me about things.</b>	1.76	17
<b>Q57 Pre: A school that enforces rules fairly.</b>	1.18	17
<b>Q57 Post: A school that enforces rules fairly.</b>	1.94	17
<b>Q58 Pre: A family that knows where I am and what I am doing.</b>	0.94	16
<b>Q58 Post: A family that knows where I am and what I am doing.</b>	1.69	16

## 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