



## CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

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

### **Family Preservation Program**

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	139	136	123
Average number of hours of service	NA	NA	NA
Average length of time in the program during fiscal year (months)	7.2	6.8	7.1
Percentage of participants who:			
<ul style="list-style-type: none"> <li>Improved by at least one asset level on their Total DAP Score</li> </ul>	NA	NA	27% (n=15)
<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	NA
Were arrested for a new law violation	32.7% (n=49)	35.2% (n=54)	45.1% (n=51)

## EVALUATION BACKGROUND & 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 Inventory Scale). These assessments were formally launched during the 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: the number of clients served, the number of units of service, and basic client demographics
- Client survey data: pre-survey data captured on the Developmental Asset Profile
- JJCPA's six mandated outcomes
- Client success story illustrating the extent to which services impacted a youth

## PROGRAM DESCRIPTION

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The Family Preservation Program (FPP) serves youth ages 12 to 17, with a primary focus on those who have entered the juvenile justice system with criminal charges that resulted from behaviors related to significant emotional or mental health issues and who are at high risk of being placed out of home. The program is also appropriate for minors charged with low-level (non-predatory, non-violent) sex offenses, minors who have substance abuse issues, and minors who come from a home where domestic violence is present. All minors in the program are at high risk for out-of-home placement.

The program's primary goal is to maintain youth in their homes by expanding the use of intensive supervision, flexible support services, and community-based resources. Each probation officer in this unit has a caseload of up to 18 youth with significant family, emotional, and/or mental health issues. The program offers intensive probation case management and therapeutic interventions by County and contracted mental health providers. The Probation Department unit that administers this program works collaboratively with Behavioral Health and Recovery Services, Human Services Agency, schools, and other strengths-based, collateral agencies. Depending on the court orders and the youth's needs, participation in the program may be from less than a year to as many as three years.

### 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, a number of youth experience challenges at home, ranging from domestic violence to bereavement, and suffer from mental health disorders. Additionally, it is not uncommon for these families to also be involved with Child Protective Services.

Furthermore, according to data entered in the JJCPA database, two-thirds (67%) of youth who entered the program in 2012 had poor school attendance upon entering the program, and 55% had been suspended or expelled from school during the past year.

### Programmatic Challenges

For the 2014 year, a change in program management occurred early in the year, as well as, staffing issues; a probation officer was on leave in February for eight months and during this time, a second staff began his leave in March, and the third was on leave from June to the middle of July. For approximately two months, FPP was understaffed by three probation officers.

As the program population requires consistent attention and supervision, the probation officers were tasked to handle a higher volume of cases, while maintaining the integrity of the program services.

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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

The Family Preservation Program served a total of 123 unduplicated JJCPA youth during fiscal year 2013-2014. Client demographics presented below are based on the youth for whom this report presents JJCPA outcome data – those who had their six month follow-up in fiscal year 2013-2014. The majority of youth were males (67%), Latinos (45%), and were on average 16 years old.

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

		Sample
Number served		123
Gender	Male	67%
	Female	33%
Ethnicity	Latino	45%
	Caucasian	16%
	Hawaiin/PI	6%
	African American	14%
	Asian	8%
	Other/Multi-racial	10%
Average age of clients		16.3

Note: Percentages are based on the unduplicated number of youth for whom outcomes will be presented and for whom data were available (n=49).

### Client Services

Of the 123 youth served during fiscal year 2013-2014, 48% of youth were still ‘active’ by the end of the fiscal year either because the youth may have required additional time to complete his/her court-ordered conditions of probation or because the Probation Officer felt that the youth could benefit from extended supervision.

### 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 3. **Interpretive Guidelines for DAP’s Internal and External Asset Categories**

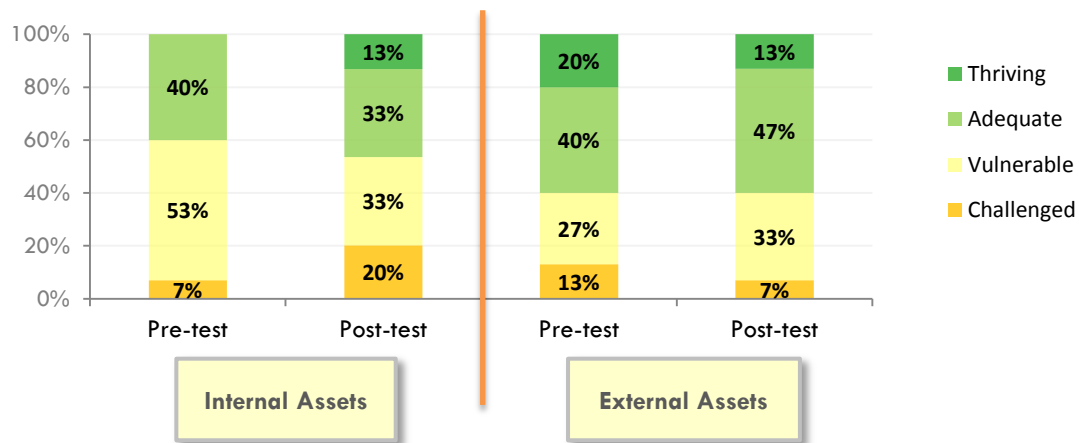
Label	Range of Scores	Interpretive Guidelines
Thriving	26-30	Abundant assets: most assets are experienced strongly and/or frequently
Adequate	21-25	Moderate assets: most assets are experienced often, but there is room for improvement
Vulnerable	15-20	Borderline assets: some assets are experienced, but 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 49 pre-DAP and 19 post-DAP were administered during fiscal year 2013-2014. Of these, 15 pre- and post-surveys were matched and included in the analysis. (Please note that of the 123 youth served in the fiscal year, some youth had completed a pre-survey in the previous fiscal year, which explains why only 49 pre-surveys were administered in FY13-14). Very few post-surveys were administered in fiscal year 2013-2014 due to the average time youth typically remain in the program, which is anywhere from 18 months to three years. As such, the majority of the youth served in fiscal year 2013-2014 will complete their post-assessments during the 2014-2015 fiscal year.

### 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, **six in ten youth reported “challenged” to “vulnerable” levels of Internal Assets and slightly less (four in ten youth) reported the same levels of External Assets** upon entering the program.

Figure 4. **Percentage of Participants Who are “Thriving” to “Challenged” in Internal and External Assets**



Note: Based on 15 participants.

### What percentage of participants improved by at least one asset level? <sup>2</sup>

Presented in the figure below is the percentage of the youth who improved by at least one asset level (e.g., moved out from “challenged” into “adequate”) on the DAP’s asset categories. Please note that due to the relatively small number of youth represented in this analysis, these findings should be interpreted with caution, and should not be generalized to the full population of youth served by FPP.

As seen in the figure, the largest share of youth (60%) moved up by at least one level on the asset category of **Empowerment** (i.e., feeling safe at home, at school and in the neighborhood; feeling valued; and having useful roles). Nearly half (47%) of FPP youth had also made gains on the asset category of **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).

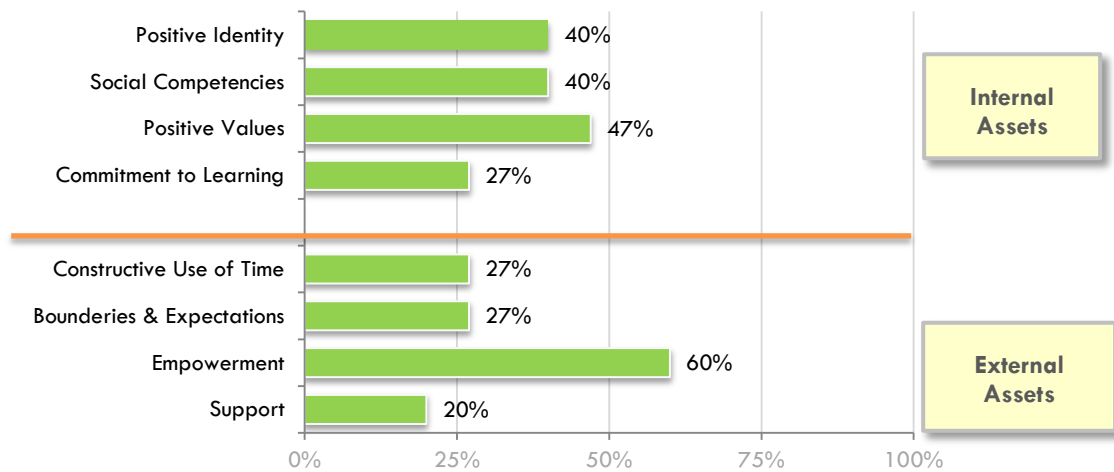
On the other hand, the majority of the youth had a more difficult time moving up by at least one level on the asset categories of **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things), **Constructive Use of Time** (i.e., involvement in a sport, club, or group; creative activities; and quality time at home), **Boundaries & Expectations** (i.e., having good role models; clear rules at home and school; and encouragement from parents and teachers) and **Support** (i.e., support from parents, family and other adults; parent-adolescent communication; advice and help from parents; and caring school environment).

**27%** of youth improved by at least one asset level (n=15)

<sup>2</sup> This analysis includes all participants served by FPP, rather than only those considered to be the most “at-risk.”



Figure 5. **Percentage of “Challenged” and “Vulnerable” Participants Who Improved by At Least One Level, by Asset Category**



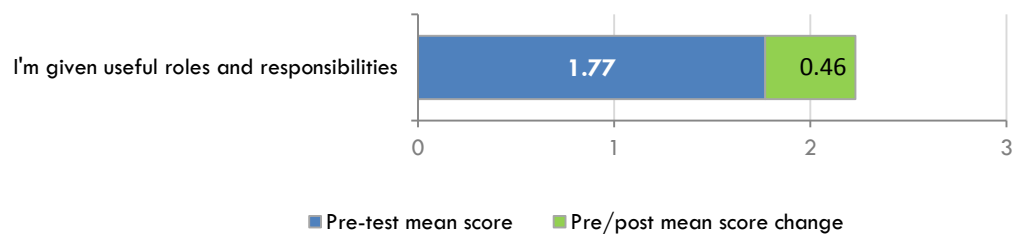
Source: Developmental Assets Profile surveys.

Note: Based on 15 participants.

### *On which DAP items did youth experience significant improvements?*

Presented in the next figure is a survey item on which youth made significant gains over the course of their participation. This improvement was statistically significant at  $p < .10$ , and is 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.)

Figure 6. **Pre/Post Changes on Selected DAP Items**



Source: Developmental Assets Profile surveys.

Note: The sample size varied from 10-15.

## JJCPA Mandated Outcomes

Justice outcomes are based on 51 youth whose six month post-entry evaluation milestone occurred in fiscal year 2013-2014. Thus, data presented in this section are for youth who enrolled in the program during the 2013 calendar year.

### *Arrests, probation violations and incarceration*

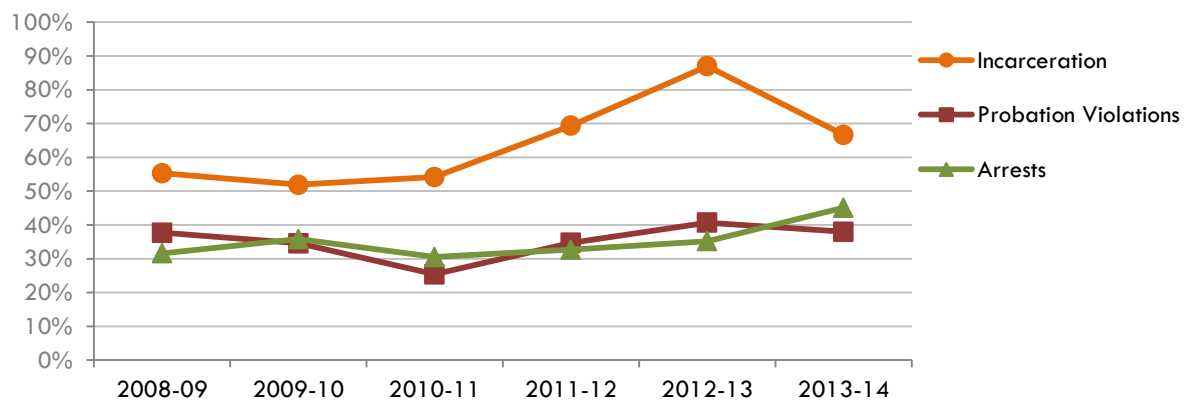
Of the 51 youth in the evaluation cohort, 45% had an arrest for a new law violation filed in the six months following their entry into the program and 67% were incarcerated at least once in the same time period.

Incarceration can be for an arrest for a new law violation, probation violation, or a Probation Officer initiated hold. While the incarceration rate is somewhat high, the court orders for this program allow Probation Officers to use short-term juvenile hall admits as an approach to stabilize FPP participants and for youth to understand immediate consequences. These are referred to as blue booking detentions. Fifty-five percent (28 of 51 youth) had a blue-booking detention in the six months following entry and 67% (34 of 51 youth) had a detention for non-blue booking reasons (e.g. new law violation, probation violation).

Fifty FPP youth were on formal probation at entry into the program. Nearly four in ten youth (38%) had a probation violation filed within six months of entry. 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 can include a juvenile hall stay.

The figure below presents the last six years of data for these outcomes. Unlike the previous two years, there was a decrease in the rate of incarceration (by 20.3 percentage points) and probation violations (by 2.7 percentage points) in 13-14. However, arrests for new law violations increased by 9.9 percentage points.

Figure 7. **Arrest, Probation Violation and Incarceration Rates by Project Year**



Note: For 2013-14 Arrests for new law violations and Incarceration are based on 51 youth; probation violations are based on 50 youth.

### ***Completion of probation, restitution and community service***

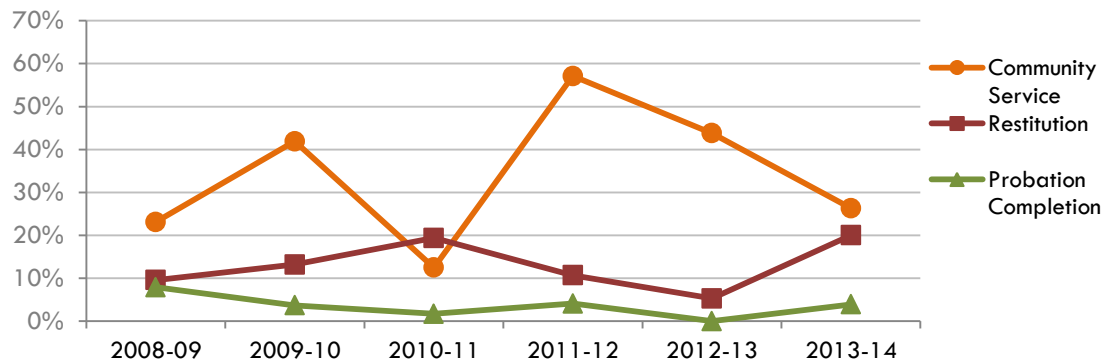
All youth in FPP were on formal probation. Due to the nature of the intervention and the challenges faced by these families, the length of time in this program can be long; up to three years and averaging 18 months. Thus, it is to be expected that this program would have a low probation completion rate at six months after entry. This year, 4% completed probation within six months of entry.

As a condition of probation, youth 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 small and varies each year. This small sample size may lead to unstable results. This year, 10 youth were assigned restitution and two youth completed this condition. There can be great variation in restitution amounts ordered by the court which may affect the time it would take a youth to finish payment.

Of the 19 youth ordered to complete community service at some time during the six months following entry, 26% completed this condition of their probation. As the number of sites in the county that accept youth to perform community services is decreasing, it can at times be difficult for youth to find a community service opportunity. It is important to note that not completing probation, restitution or community service by six months post-entry does not mean that they failed to complete altogether. It is likely that they are still working on the conditions at this point and may complete at some point after six months.

Both completion of probation and completion of restitution increased in the current year, as compared to previous years. Completion of community service, however, continues to decrease. FPP Probation Officers are recommending community service more frequently and providing additional support for its completion. The amount of time for which it is ordered has also been reduced to a more achievable level for youth (e.g., 50 hours).

Figure 8. Completion of Probation, Restitution Payment and Community Service



Note: For 2013-14 Completion of Probation is based on 50 youth; Completion of Restitution is based on 10 youth; Completion of Community Service is based on 19 youth.

### Out-of-Home Placement

The central goal of FPP is to maintain youth in their homes. For the local outcome of out-of-home placement, none of the youth were given a placement order, underscoring the program's effectiveness in meeting its goal of keeping families intact. This represents a decrease compared to last couple of years.

### Client Vignette

As a way to illustrate the effort of the FPP program and the benefits to its participants, staff provided this case story.

**A**ngelica, an 18-year old female, was involved in a physical altercation where she was the aggressor. When she started the services with this program, Angelica was very aggressive, used alcohol, marijuana, and had attendance and behavioral problems both at home and at school. The probation officer assigned to Angelica's case initiated family counseling services for Angelica, her mother and grandmother to address their historical family problems. Angelica was also referred to anger management, alcohol and drug counseling, as well as individual counseling. Additionally, Angelica was assigned a Court Appointed Special Advocate (CASA). The CASA assisted Angelica in various ways, such as by helping her complete applications for employment.

While in the program, Angelica's probation officer conducted daily morning home visits on school days to ensure that she was awake and ready for school. These visits were deemed necessary as Angelica was unresponsive to her grandmother's directives. In addition to the home visits, Angelica's probation officer also visited the school to ensure that Angelica was in school and to monitor her attendance and compliance with her court orders.

Even with all of the resources and support from probation, Angelica was very resistant to the demands placed on her. Her resistance to abide by the rules sometimes resulted in her being booked into the Youth Services Center (YSC) and/or taken back to court for therapeutic detention time.

Angelica eventually came to terms with her situation and understood that her probation officer was here to support her, as well as to hold her accountable for her failure to comply with her court orders and probation directives. She successfully completed counseling and ultimately learned to exercise discipline in her own life. She became focused on completing the coursework needed to earn her high school diploma and succeeded in doing so. After earning her high school diploma, Angelica began setting goals for the future, something she had not contemplated in the past. Shortly after earning her high school diploma and completing her court orders her probation was terminated.

## Attachment I – Pre-DAP Mean Scores

### DAP Asset Categories

(See Figure 3 for interpretation guidelines)

	<b>Pre Mean Score</b>	<b>Post Mean Score</b>	<b>Sample</b>
Support	23.86	23.00	15
Empowerment	20.73	22.73	15
Boundaries & Expectations	23.40	21.60	15
Constructive Use of Time	16.53	16.00	15
Commitment to Learning	20.13	20.40	15
Positive Values	20.13	20.33	15
Social Competencies	19.33	21.06	15
Positive Identity	16.46	18.13	15

### DAP Survey Items

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

“I . . .”

	<b>Mean Score</b>	<b>Sample</b>
Q1 Pre: Stand up for what I believe in.	2.07	15
Q1 Post: Stand up for what I believe in.	2.00	15
Q2 Pre: Feel in control of my life and future.	1.85	13
Q2 Post: Feel in control of my life and future.	1.85	13
Q3 Pre: Feel good about myself.	1.75	12
Q3 Post: Feel good about myself.	2.00	12
Q4 Pre: Avoid things that are dangerous or unhealthy.	1.77	13
Q4 Post: Avoid things that are dangerous or unhealthy.	1.77	13
Q5 Pre: Enjoy reading or being read to.	1.87	15
Q5 Post: Enjoy reading or being read to.	2.20	15
Q6 Pre: Build friendships with other people.	2.33	15
Q6 Post: Build friendships with other people.	2.20	15
Q7 Pre: Care about school.	1.87	15
Q7 Post: Care about school.	1.93	15
Q8 Pre: Do my homework.	1.57	14
Q8 Post: Do my homework.	1.36	14

	Mean Score	Sample
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	1.60	15
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	1.67	15
Q10 Pre: Enjoy learning.	2.07	15
Q10 Post: Enjoy learning.	2.13	15
Q11 Pre: Express my feeling in proper ways.	1.36	14
Q11 Post: Express my feeling in proper ways.	1.86	14
Q12 Pre: Feel good about my future.	1.60	15
Q12 Post: Feel good about my future.	1.87	15
Q13 Pre: Seek advice from my parents.	1.85	13
Q13 Post: Seek advice from my parents.	2.00	13
Q14 Pre: Deal with frustration in positive ways.	1.38	13
Q14 Post: Deal with frustration in positive ways.	1.85	13
Q15 Pre: Overcome challenges in positive ways.	1.71	14
Q15 Post: Overcome challenges in positive ways.	1.64	14
Q16 Pre: Think it is important to help other people.	2.40	15
Q16 Post: Think it is important to help other people.	2.33	15
Q17 Pre: Feel safe and secure at home.	2.60	15
Q17 Post: Feel safe and secure at home.	2.80	15
Q18 Pre: Plan ahead and make good choices.	1.73	15
Q18 Post: Plan ahead and make good choices.	1.80	15
Q19 Pre: Resist bad influences.	1.77	13
Q19 Post: Resist bad influences.	2.08	13
Q20 Pre: Resolve conflicts without anyone getting hurt.	1.93	14
Q20 Post: Resolve conflicts without anyone getting hurt.	2.21	14
Q21 Pre: Feel valued and appreciated by others.	1.87	15
Q21 Post: Feel valued and appreciated by others.	2.00	15
Q22 Pre: Take responsibility for what I do.	2.43	14
Q22 Post: Take responsibility for what I do.	2.50	14
Q23 Pre: Tell the truth even when it is not easy.	2.21	14
Q23 Post: Tell the truth even when it is not easy.	2.14	14
Q24 Pre: Accept people who are different from me.	2.47	15
Q24 Post: Accept people who are different from me.	2.60	15
Q25 Pre: Feel safe at school.	2.47	15
Q25 Post: Feel safe at school.	2.40	15
Q26 Pre: Actively engaged in learning new things.	2.33	15
Q26 Post: Actively engaged in learning new things.	2.13	15

	Mean Score	Sample
Q27 Pre: Developing a sense of purpose in my life.	1.80	15
Q27 Post: Developing a sense of purpose in my life.	1.87	15
Q28 Pre: Encouraged to try things that might be good for me.	2.20	15
Q28 Post: Encouraged to try things that might be good for me.	2.40	15
Q29 Pre: Included in family tasks and decisions.	1.92	13
Q29 Post: Included in family tasks and decisions.	2.08	13
Q30 Pre: Helping to make my community a better place.	1.45	11
Q30 Post: Helping to make my community a better place.	1.82	11
Q31 Pre: Involved in a religious group or activity.	1.58	12
Q31 Post: Involved in a religious group or activity.	1.75	12
Q32 Pre: Developing good health habits.	2.27	15
Q32 Post: Developing good health habits.	2.13	15
Q33 Pre: Encouraged to help others.	2.27	15
Q33 Post: Encouraged to help others.	2.40	15
Q34 Pre: Involved in a sport, club, or other group.	1.77	13
Q34 Post: Involved in a sport, club, or other group.	1.62	13
Q35 Pre: Trying to help solve social problems.	1.69	13
Q35 Post: Trying to help solve social problems.	1.92	13
Q36 Pre: Given useful roles and responsibilities.	1.77	13
Q36 Post: Given useful roles and responsibilities.	2.23	13
Q37 Pre: Developing respect for other people.	2.14	14
Q37 Post: Developing respect for other people.	2.50	14
Q38 Pre: Eager to do well in school and other activities.	2.14	14
Q38 Post: Eager to do well in school and other activities.	2.14	14
Q39 Pre: Sensitive to the needs and feelings of others.	1.93	14
Q39 Post: Sensitive to the needs and feelings of others.	2.14	14
Q40 Pre: Involved in creative things such as music, theater, or art.	1.82	11
Q40 Post: Involved in creative things such as music, theater, or art.	1.73	11
Q41 Pre: Serving others in my community.	1.40	10
Q41 Post: Serving others in my community.	1.70	10
Q42 Pre: Spending quality time at home with my parents(s).	2.00	10
Q42 Post: Spending quality time at home with my parents(s).	1.40	10
Q43 Pre: Friends who set good examples for me.	2.21	14
Q43 Post: Friends who set good examples for me.	2.14	14
Q44 Pre: A school that gives students clear rules.	2.40	15
Q44 Post: A school that gives students clear rules.	2.27	15

	Mean Score	Sample
Q45 Pre: Adults who are good role models for me.	2.53	15
Q45 Post: Adults who are good role models for me.	2.07	15
<b>Q46 Pre: A safe neighborhood.</b>	1.71	14
<b>Q46 Post: A safe neighborhood.</b>	2.36	14
Q47 Pre: Parent(s) who try to help me succeed.	2.50	14
Q47 Post: Parent(s) who try to help me succeed.	2.79	14
Q48 Pre: Good neighbors who care about me.	1.91	11
Q48 Post: Good neighbors who care about me.	1.82	11
Q49 Pre: A school that cares about kids and encourages them.	2.60	15
Q49 Post: A school that cares about kids and encourages them.	2.53	15
Q50 Pre: Teachers who urge me to develop and achieve.	2.40	15
Q50 Post: Teachers who urge me to develop and achieve.	2.33	15
<b>Q51 Pre: Support from adults other than my parents.</b>	2.53	15
<b>Q51 Post: Support from adults other than my parents.</b>	2.47	15
Q52 Pre: A family that provides me with clear rules.	2.54	13
Q52 Post: A family that provides me with clear rules.	2.54	13
Q53 Pre: Parent(s) who urge me to do well in school.	2.77	13
Q53 Post: Parent(s) who urge me to do well in school.	2.62	13
Q54 Pre: A family that gives me love and support.	2.75	12
Q54 Post: A family that gives me love and support.	2.67	12
Q55 Pre: Neighbors who help watch out for me.	1.55	11
Q55 Post: Neighbors who help watch out for me.	1.73	11
Q56 Pre: Parent(s) who are good at talking with me about things.	2.42	12
Q56 Post: Parent(s) who are good at talking with me about things.	2.42	12
Q57 Pre: A school that enforces rules fairly.	2.47	15
Q57 Post: A school that enforces rules fairly.	2.33	15
Q58 Pre: A family that knows where I am and what I am doing.	2.00	14
Q58 Post: A family that knows where I am and what I am doing.	1.93	14



# 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