CREATING RESULTS WITH YOUTH AND THEIR FAMILIES

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

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	75	117	170
Average number of hours of service	8.8*	36.4	24.8
Average length of time in the program (months)	6.9	6.1	9.3
Percentage of participants who: ▪ Improved by at least one asset level on their Total DAP Score *(only includes those who scored in the two lowest asset levels at entry)*	NA	NA**	**55%** (n=11)
▪ Continued to abstain from AOD *(only includes those who reported no drug/alcohol use at program entry)*	NA	NA	NA
▪ Reduced their use of AOD (only include those who were at or above the clinical cutoff score)	NA	NA	NA

Note: (*) 11-12 was PCRC's first year delivering services at 2 high schools, hence the substantially lower UOS. (**) a pre/post analysis of this program's DAP surveys was not completed in 2012-2013 as this program's FedEx package was lost while in transit and could not be found.

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 2013-2014.

This year's JPCF evaluation report documents:

- Service- and client-level data: number of clients served, the number of units of service and basic client demographics

- Client survey data: pre- and post-survey data captured on the Developmental Assets Profile

- Client success stories illustrating the extent to which services impacted youth

PROGRAM DESCRIPTION

The Peninsula Conflict Resolution Center (PCRC) is a school-based violence prevention program operating in five Bay Area high schools: Jefferson, Capuchino, San Mateo, Sequoia, and South San Francisco. In FY2013-14, PCRC made some programmatic changes resulting in new and/or modified programs. Specifically, the Leadership Program, which was evaluated in fiscal years 2011-12 and 2012-13, branched out into three new programs: Emerging Leaders, MANA and La Raza (described below). The Alternative to Suspension program, also evaluated in the two last fiscal years, was folded into each of the three new leadership programs. Lastly, the Peer Mediation Program, also evaluated in fiscal years 2011-12 and 2012-13, was offered again this fiscal year, but was however not used as a resource by schools.

Emerging Leaders: This program consists of **weekly sessions**(1-2 times a week) throughout the academic year focusing on communication, conflict resolution, critical thinking, leadership, positive decision-making, impacts of gang involvement, cultural knowledge and connection, assets, academic support, and building connections with other peers and adults.

MANA: Designed for Pacific Islander students, this program consists of **weekly sessions**(2-4 times a week) throughout the academic year focusing on communication, conflict resolution, critical thinking, leadership, positive decision-making, impacts of gang involvement, cultural knowledge and connection, assets, academic support, and building connections with other peers and adults.

La Raza Program: Designed for recently migrated mono and bilingual youth, this program consists of **weekly sessions** (1-2 times a week) throughout the academic year focusing on communication, conflict resolution, critical thinking, leadership, positive decision-making, impacts of gang involvement, alcohol and other drug prevention, cultural knowledge and connection, assets, academic support, and building connections with other peers and adults.

Parent Training

This parent-centered program consists of **12 workshops** in elementary schools. Some of the topics covered during the workshops include conflict resolution, effective communication, violence prevention, positive discipline, and gang awareness.

Youth Risk Factors

Youth referred to the above-listed PCRC programs exhibit risk factors known to significantly influence youth development and delinquency.[1] As indicated during ASR's interview with program staff, PCRC youth typically lack parental involvement (in some cases due to incarceration), witness gang-related violence in their communities, are not engaged in their schools (some are truant, while others have dropped out altogether), and use illicit drugs.

Programmatic Challenges

During ASR's site visit and interview with PCRC staff in fiscal year 11-12, the following challenges were pointed out (all of which are still relevant to fiscal year 2013-14). Some of the schools served by PCRC lack the resources and capacity to 1) engage parents in school activities; 2) connect high needs parents to services; and 3) assist PCRC in its recruitment efforts.

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[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.

Additional challenges experienced in FY2013-14 include inconsistent youth participation, principally due to their busy schedules and the availability of other afterschool programs. PCRC is considering the possibility of offering school credits as an incentive for improved engagement with its programs. The other challenge faced by PCRC is that caused by the adults involved in young people's lives but who do not provide consistent support, and consequently fail in their attempts to meet the youth halfway. To help address this concern, PCRC would like to offer more skill-building opportunities for these adults (i.e., parents, teachers, administrators, law enforcement personnel, and other adults). PCRC believes that its programmatic successes would be greatly amplified by increasing adults' empathy, communication, and cultural competency skills.

EVALUATION FINDINGS

Profile of Clients Served

PCRC served 170 unduplicated youth during fiscal year 2013-2014. The majority of the youth served were females (54%), Filipino/Pacific Islander (50%), and were on average close to 16 years old.

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

		Sample
Number served		170
Gender	Male	46%
	Female	54%
Ethnicity	Latino	43%
	Filipino/Pacific Islander	50%
	Multi-racial	7%
	African American	<1%
Average age of clients		15.7

Note: The percentages listed for gender are based on 170 participants; ethnicity is based on 167 participants; and age is based on 111 participants.

Client Services

Youth who entered and exited the various leadership programs during FY 2013-2014 received services for an average of nine months. The overall number of units of service for the year totaled 3,972 hours.

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

	Units of service
Mean Units of Service	24.8
Total Units of Service	3,972.4

Program Activities

In addition to the services provided to PCRC youth, a major effort is put into bringing awareness to students, school staff, and the community around the impact of disrespectful language, the importance of respect and empathy, and the application of conflict resolution skills. As seen in the table below, project-level activities in FY2013-2014 totaled 83,616 staff hours.

Figure 4. **Project-Level Activities, FY 2013-2014**

	Number of attendees	Number of units of service (hours)
Presentation to students	720	41,220
Presentation to the community	1,140	27,041
Other school event	970	15,355
TOTAL	**2,830**	**83,616**

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 research shows as providing the resiliency and resources necessary for youth to deal with difficult circumstances in a healthy manner and avoid anti-social peers, violence, conflict, and unhealthy risk-taking behaviors. To that end, ASR selected the DAP as a pre/post measure of youth development.

The Search Institute created the Developmental Asset Profile 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 5. **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

Label	Range of Scores	Interpretive Guidelines
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 50 pre[2]- and 38 post-DAP were administered to PCRC youth during the 2013-2014 academic year. Of these, 16 pre- and post-surveys were matched and included in the analysis, representing 32% of all intake surveys. Please note that due to the challenges faced by PCRC (see the footnote below)p ASR cannot attribute the findings discussed next to any of the three programs offered by PCRC (i.e., MANA vs. La Raza vs. Emerging Leaders).   As a result of the small number of youth represented in the analyses, the findings should be interpreted with caution, and should not be generalized to the full population of youth served by PCRC.

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 PCRC address its challenges in administering and tracking pre and post-surveys.

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, upon starting the program **half of the youth reported "adequate" levels of Internal Assets**, which was probably an overstatement based on the fact that only one-quarter felt that way by the end of their participation. On the other hand, **a higher proportion of youth reported "vulnerable" levels of External Assets both at program entry and exit**.

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[2] PCRC staff reported some difficulties with the administration of the surveys this fiscal year, resulting in lower than expected pre-surveys. The tracking of the surveys was also compromised this year, which explains the low number of matched surveys. PCRC is currently working on improving the administration process to maximize the number of completed surveys for next fiscal year.

Figure 6.   **Percentage of Participants Who are "Thriving" to "Challenged" in Internal and External Assets**
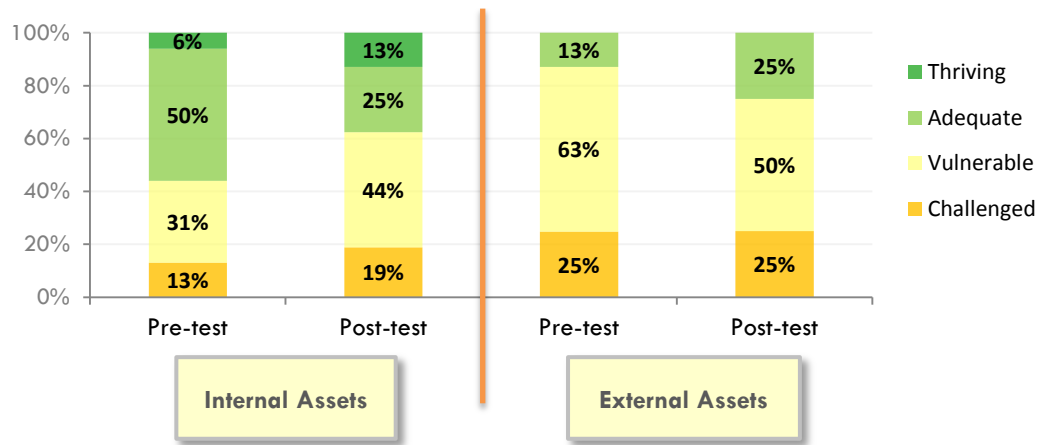
Note: Based on 16 participants.

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 11 most "at-risk" youth served by any of the three PCRC programs. <u>Once again, in light of the very small sample size, these findings should be interpreted with caution, and should not be generalized to the full population of youth served by PCRC.</u>

As seen in the figure below, of the youth who had "challenged" and "vulnerable" levels of assets upon joining the program, **55% of them (or 6 of 11 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 PCRC, especially in light of their risk factors (see "Youth Risk Factors" on page 5).

Figure 7.   **Percentage of "Challenged" and "Vulnerable" Youth Who Improved by At Least One Asset Level on Their Overall DAP score**
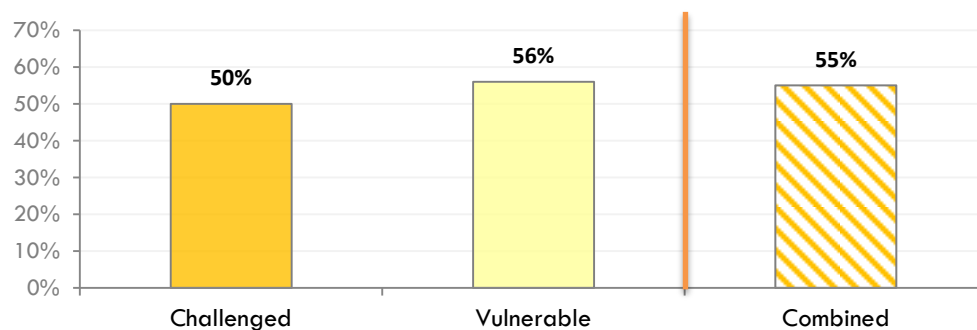

Note: The sample size for "challenged" is 2; 9 for middle school; and 11 for "combined".

Presented next is the percentage of the most "at-risk" middle and high school youth who improved by at least one asset level (e.g., moved out from "challenged" into "vulnerable" or from "vulnerable" to

"adequate") on the DAP's asset categories. Over half (55%) of the 11 evaluated "at-risk" youth moved up by at least one level on the asset category of **Boundaries & Expectations** (i.e., having good role models; clear rules at home and school; and encouragement from parents and teachers); and nearly five in ten youth also made progress on their **Commitment to Learning** (i.e., enjoys reading and learning; caring about school; doing homework; and being encouraged to try new things) and sense of **Empowerment** (i.e., feeling safe at home, at school and in the neighborhood; and feeling valued).

On the other hand, nine of the eleven "at-risk" youth continued to struggle with the asset categories of **Positive Identity** (i.e., standing up for one's beliefs; taking responsibility; avoiding alcohol, tobacco and drugs; valuing honesty; being encouraged to help others; and helping, respecting, and serving others) and **Social Competencies** (i.e., building friendships; properly expressing feelings; resisting negative peer pressure; being sensitive to and accepting others; and resolving conflicts peacefully).

Figure 8.   **Percentage of "Challenged" and "Vulnerable" Youth Who Improved by At Least One Asset Level, by Asset Category**
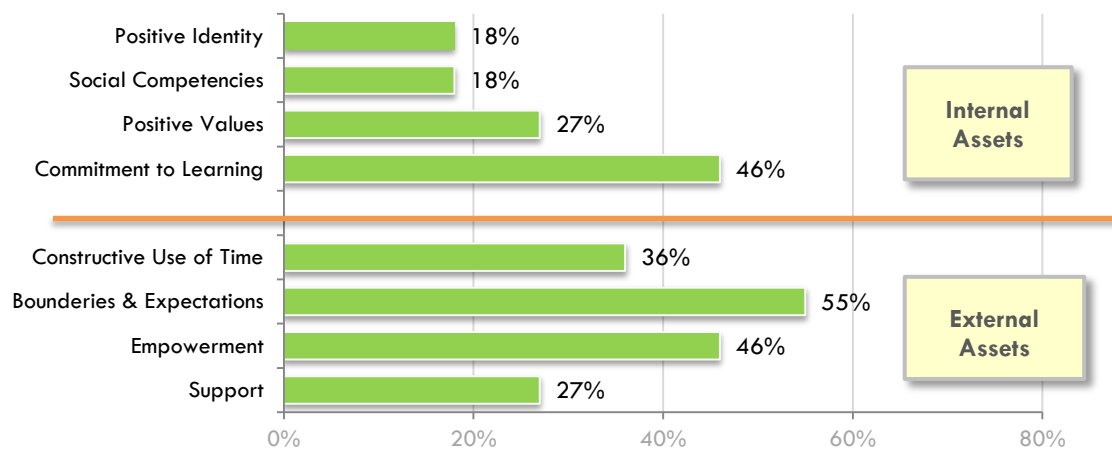
Source: Developmental Assets Profile surveys.

Note: Sample based on 11 participants.

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

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

The item-by-item changes observed in the figure on the next page indicate that most "at-risk" youth felt **more valued** and **academically engaged** by the end of the program.

Figure 9.   **Pre/Post Changes on Selected DAP Items**
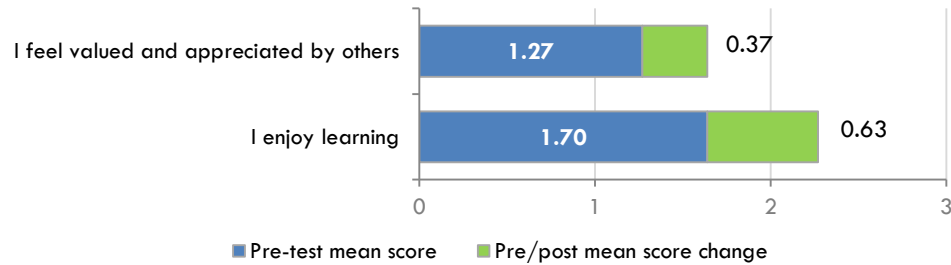
Source: Developmental Assets Profile surveys.

Note: Sample based on 11 participants.. All items were statistically significant at p<.05.

Client Vignettes

PCRC provided the following client vignettes to help illustrate the impact of its services.

Andre is a 14-year old boy who was referred by his school counselor after she had worked with him on his transition from middle school to high school. While Andre had a great energy and was very bright, he was not as engaged in school or with his peers due to bullying.

When Andre first entered the Emerging Leaders Program (ELP), he was incredibly shy. He wasn't open with the facilitator of his group and didn't talk to many people in the group. As his first few weeks in the program passed, he became more talkative around other ELP students, to the point of being disruptive and uncooperative during group activities and discussions. He would often crack jokes or make inappropriate comments during serious discussions or when concentration and focus were needed in team activities. Many times, other ELP students would reach out to me throughout the week to complain about his disruptive behavior, apathy, and lack of participation in teambuilding activities.

The types of activities Andre engaged in were focused on team building, identity formation, life skills, and critical thinking. These activities ranged from discussions to group activities and creative projects centered on writing or visual arts. Although he was able to complete each activity satisfactorily, it was never without any disruptive behavior or moments where he didn't take the activity seriously. There were multiple instances where he would half-heartedly attempt a project or not give his full self in a group activity. This always garnered frustration from other students. His engagement varied from day to day, but he always understood what tasks needed to be accomplished at the end of the day.

Towards the end of the program, Andre became more sociable and self-aware. After many one-on-one check-ins with the group's facilitator, he was able to explain why he was disruptive and deflected serious discussions and questions with jokes and inappropriate behavior. Identifying insecurity and discomfort around showing his true self due to his history of being bullied was a big factor in his behavior. By the end of the school year, Andre's interactions with other ELP students became more pleasant and he ended up building new friendships with other group members.

Andre learned what it meant to be a member of a community; that it requires trusting others, contributing to the greater good, building relationships, and working together.

Andre has become more involved in the school community and has started making more friends at school. He just recently signed up to play football for Jefferson High School in the fall and is currently participating in the team's summer training camp.

Andre said that it was a fun and unique experience to work with different kinds of students at Jefferson. Being new to the school and the only freshman in ELP, he found it intimidating at first but later learned a lot

from the other ELP members. He also mentioned that he liked how so many different students from the school could work together and have fun; that ELP gives students an opportunity to work with people they normally wouldn't interact with.

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Elena is an 18-year old girl who was recruited two years ago by another member of our program and was also supported by her mother to join the ELP program. Her mother was part of a PCRC parent project. Her mother shared with PCRC that her daughter was very shy and introverted and was even attending special counseling to deal with some of her issues at home.

When Elena first started with the Emerging Leaders Program she was really introverted and was struggling with school. She was having a hard time making friends because she was shy and struggling with self-esteem and family issues. Her relationship with her parents was very shaky.

As time went on, Elena began to socialize with other ELP youth. She actually became best friends with another girl who was one of ELP's most outspoken leaders. PCRC believes because of these new relationships fostered during ELP, Elena become more involved and outspoken. She began to help out during presentations, attended after school events, and attended ELP planning meetings. She attended ELP meetings consistently and would check in with PCRC if she could not make a meeting. Elena began to come out of her shell and has become a role model for the other young girls in the ELP group.

> "The value of this program is big because this isn't a program that will be over in one day. It taught me a lot of life skills. This program will follow me for the rest of my life with the things that I've learned."

As a result of Elena coming to ELP she found her voice as a young Latina/Xicana woman. She began to show signs of pride and higher self-esteem in her ethnicity and culture. Elena stepped up as an ELP leader by taking active roles during our meetings. She took on outreach roles and helped PCRC get students to the meetings. Elena did presentations for our first parent dinner in May 2014 and spoke in front of her mother and classmates. At the end of this year Elena was at risk of failing multiple classes, but before the end of the year she raised many of those grades from F's to C's and even managed to get a B in one of her more problematic classes, economics. Although Elena is not graduating on stage this May, she will attend summer school and hopes to graduate in July due to missing some credits from previous grade levels.

What Elena has learned in the program, "We learn how to communicate with others and work together as a team." She has also developed a number of skills including how to plan and facilitate a meeting, how to organize community events, how to do outreach and recruitment, and how to better communicate with her family and peers.

Elena said, "I noticed I began to be more social and outgoing in this program. I feel more motivated to learn and I started feeling encouraged to do new things in my community." Elena is thinking more positively about her future. When PCRC met Elena she was thinking about going to cosmetology school, now she is thinking about going to community college and transferring to a four year university.

Attachment I – Pre/Post DAP Mean Scores

DAP Asset Categories

(Bold items are statistically significant at p<.05; please see Figure 5 for interpretation guidelines)

	Pre Mean Score	Post Mean Score	Sample
Positive Identity	15.54	17.72	11
Social Competencies	20.09	20.45	11
Positive Values	18.36	20.27	11
Commitment to Learning	18.81	20.63	11
Constructive Use of Time	14.36	16.18	11
Boundaries & Expectations	17.36	18.81	11
Empowerment	16.90	20.27	11
Support	15.09	16.36	11

DAP Items

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

"I…"

	Mean Score	Sample Size
Q1 Pre: Stand up for what I believe in.	2.00	11
Q1 Post: Stand up for what I believe in.	2.00	11
Q2 Pre: Feel in control of my life and future.	1.55	11
Q2 Post: Feel in control of my life and future.	1.64	11
Q3 Pre: Feel good about myself.	1.55	11
Q3 Post: Feel good about myself.	1.91	11
Q4 Pre: Avoid things that are dangerous or unhealthy.	1.45	11
Q4 Post: Avoid things that are dangerous or unhealthy.	1.73	11
Q5 Pre: Enjoy reading or being read to.	1.55	11
Q5 Post: Enjoy reading or being read to.	1.64	11
Q6 Pre: Build friendships with other people.	2.09	11
Q6 Post: Build friendships with other people.	2.09	11
Q7 Pre: Care about school.	2.00	11
Q7 Post: Care about school.	2.09	11
Q8 Pre: Do my homework.	1.82	11
Q8 Post: Do my homework.	1.82	11
Q9 Pre: Stay away from tobacco, alcohol, and other drugs.	1.50	10
Q9 Post: Stay away from tobacco, alcohol, and other drugs.	1.60	10
Q10 Pre: Enjoy learning.	1.64	11

	Mean Score	Sample Size
Q10 Post: Enjoy learning.	2.27	11
Q11 Pre: Express my feeling in proper ways.	2.00	11
Q11 Post: Express my feeling in proper ways.	1.91	11
Q12 Pre: Feel good about my future.	1.45	11
Q12 Post: Feel good about my future.	1.91	11
Q13 Pre: Seek advice from my parents.	0.64	11
Q13 Post: Seek advice from my parents.	1.18	11
Q14 Pre: Deal with frustration in positive ways.	1.27	11
Q14 Post: Deal with frustration in positive ways.	1.36	11
Q15 Pre: Overcome challenges in positive ways.	1.70	10
Q15 Post: Overcome challenges in positive ways.	1.60	10
Q16 Pre: Think it is important to help other people.	2.40	10
Q16 Post: Think it is important to help other people.	2.30	10
Q17 Pre: Feel safe and secure at home.	2.09	11
Q17 Post: Feel safe and secure at home	2.64	11
Q18 Pre: Plan ahead and make good choices.	1.64	11
Q18 Post: Plan ahead and make good choices.	1.64	11
Q19 Pre: Resist bad influences.	2.22	9
Q19 Post: Resist bad influences	1.56	9
Q20 Pre: Resolve conflicts without anyone getting hurt.	2.00	11
Q20 Post: Resolve conflicts without anyone getting hurt	2.45	11
Q21 Pre: Feel valued and appreciated by others.	1.27	11
Q21 Post: Feel valued and appreciated by others	1.64	11
Q22 Pre: Take responsibility for what I do.	2.10	10
Q22 Post: Take responsibility for what I do	2.40	10
Q23 Pre: Tell the truth even when it is not easy.	2.00	10
Q23 Post: Tell the truth even when it is not easy.	2.20	10
Q24 Pre: Accept people who are different from me.	2.60	10
Q24 Post: Accept people who are different from me	2.80	10
Q25 Pre: Feel safe at school.	1.82	11
Q25 Post: Feel safe at school	2.00	11
Q26 Pre: Actively engaged in learning new things.	2.09	11
Q26 Post: Actively engaged in learning new things.	2.00	11
Q27 Pre: Developing a sense of purpose in my life.	1.73	11
Q27 Post: Developing a sense of purpose in my life.	2.09	11
Q28 Pre: Encouraged to try things that might be good for me.	2.00	11
Q28 Post: Encouraged to try things that might be good for me.	2.18	11
Q29 Pre: Included in family tasks and decisions.	1.27	11

	Mean Score	Sample Size
Q29 Post: Included in family tasks and decisions.	1.55	11
Q30 Pre: Helping to make my community a better place.	1.55	11
Q30 Post: Helping to make my community a better place.	1.73	11
Q31 Pre: Involved in a religious group or activity.	0.82	11
Q31 Post: Involved in a religious group or activity.	0.91	11
Q32 Pre: Developing good health habits.	1.36	11
Q32 Post: Developing good health habits.	1.64	11
Q33 Pre: Encouraged to help others.	2.09	11
Q33 Post: Encouraged to help others.	2.27	11
Q34 Pre: Involved in a sport, club, or other group.	2.18	11
Q34 Post: Involved in a sport, club, or other group.	1.91	11
Q35 Pre: Trying to help solve social problems.	1.50	10
Q35 Post: Trying to help solve social problems.	1.80	10
Q36 Pre: Given useful roles and responsibilities.	1.82	11
Q36 Post: Given useful roles and responsibilities.	2.27	11
Q37 Pre: Developing respect for other people.	2.30	10
Q37 Post: Developing respect for other people.	2.60	10
Q38 Pre: Eager to do well in school and other activities.	2.10	10
Q38 Post: Eager to do well in school and other activities.	2.30	10
Q39 Pre: Sensitive to the needs and feelings of others.	1.91	11
Q39 Post: Sensitive to the needs and feelings of others.	2.09	11
Q40 Pre: Involved in creative things such as music, theater, or art.	1.22	9
Q40 Post: Involved in creative things such as music, theater, or art.	1.78	9
Q41 Pre: Serving others in my community.	1.09	11
Q41 Post: Serving others in my community.	1.73	11
Q42 Pre: Spending quality time at home with my parents(s).	1.36	11
Q42 Post: Spending quality time at home with my parents(s).	1.64	11
Q43 Pre: Friends who set good examples for me.	1.45	11
Q43 Post: Friends who set good examples for me.	1.91	11
Q44 Pre: A school that gives students clear rules.	1.91	11
Q44 Post: A school that gives students clear rules.	1.91	11
Q45 Pre: Adults who are good role models for me.	1.91	11
Q45 Post: Adults who are good role models for me.	2.09	11
Q46 Pre: A safe neighborhood.	1.73	11
Q46 Post: A safe neighborhood.	2.09	11
Q47 Pre: Parent(s) who try to help me succeed.	2.00	11
Q47 Post: Parent(s) who try to help me succeed.	2.18	11
Q48 Pre: Good neighbors who care about me.	0.64	11

	Mean Score	Sample Size
Q48 Post: Good neighbors who care about me.	0.64	11
Q49 Pre: A school that cares about kids and encourages them.	1.73	11
Q49 Post: A school that cares about kids and encourages them.	1.55	11
Q50 Pre: Teachers who urge me to develop and achieve.	2.00	11
Q50 Post: Teachers who urge me to develop and achieve.	1.91	11
Q51 Pre: Support from adults other than my parents.	2.18	11
Q51 Post: Support from adults other than my parents.	2.00	11
Q52 Pre: A family that provides me with clear rules.	2.10	10
Q52 Post: A family that provides me with clear rules.	2.30	10
Q53 Pre: Parent(s) who urge me to do well in school.	2.18	11
Q53 Post: Parent(s) who urge me to do well in school.	2.36	11
Q54 Pre: A family that gives me love and support.	2.09	11
Q54 Post: A family that gives me love and support.	2.45	11
Q55 Pre: Neighbors who help watch out for me.	0.55	11
Q55 Post: Neighbors who help watch out for me.	0.91	11
Q56 Pre: Parent(s) who are good at talking with me about things.	1.27	11
Q56 Post: Parent(s) who are good at talking with me about things.	1.45	11
Q57 Pre: A school that enforces rules fairly.	1.45	11
Q57 Post: A school that enforces rules fairly.	1.27	11
Q58 Pre: A family that knows where I am and what I am doing.	2.18	11
Q58 Post: A family that knows where I am and what I am doing.	2.27	11

Source: Developmental Assets Profile surveys.

Note: Based on 11 participants.

APPENDIX II – CROSSWALK OF DAP ITEMS & CATEGORIES

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

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