

**THE UTAH BOARD
OF
JUVENILE JUSTICE OUTCOMES EVALUATION
ANNUAL REPORT
2006**

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OF
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2006**

UTAH CRIMINAL JUSTICE CENTER

UNIVERSITY OF UTAH

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INTRODUCTION

Introduction

This report provides the findings for the Utah Board of Juvenile Justice (UBJJ) Outcome Evaluation Monitoring Project for 2006. Outcomes monitoring projects, such as that reported here, are system wide efforts to gather and analyze data on the impact of prevention and intervention programs. The goal is to assess and improve outcomes for at risk and delinquent youth. Monitoring systems also assist in establishing accountability for the expenditure of public funds. This evaluation is designed to provide practical tools that board members and program directors can use to guide the development of effective quality programs.

The evaluation uses a widely accepted theoretical model, reliable and valid survey instruments, and a cost-effective delivery system which allows outcome assessments across a range of primary prevention and intervention programs.

The evaluation is designed to provide helpful guidance to UBJJ members and programs on the following four questions:

- Is the program needed?
- Is the program using empirically based practices and principles?
- Does the program target youth who can benefit?
- Is the program working?

The Utah Board of Juvenile Justice only funds new programs. Therefore the evaluators have sought to balance the rigor of science with the difficulties that occur during program development. With this in mind, the evaluation should not be viewed as a definitive test or report card of program effectiveness. It is valid as a tool for improving programs. To help this process, feedback on each program is provided with specific indications of what appears to be working along with recommendations for improvement. Programs may also use this report for documentation of initial impact in order to successfully obtain long term funding.

The Risk and Protective Factor Model

The UBJJ Outcome Evaluation Monitoring Project is guided by the Risk and Protective Factor Model. This approach has identified factors that put youth at risk for or protect from the problem behaviors of substance abuse, delinquency, violence, teen pregnancy, and school dropout. The model is based upon the work of

Dr. J. David Hawkins, Dr. Richard F. Catalano, and their colleagues at the University of Washington. These researchers have reviewed more than 30 years of findings on the predictors of problem youth behaviors. They categorize these risk and protective factors into those arising from the community, the family, the school, and within the individual and their peer interactions.

Evaluation Overview

In order to answer the evaluation questions listed in the introduction, information is collected on the components of each program, how closely program components match best practices, the characteristics of the youth at the start of the program, and the changes exhibited by the youth at the end of the program.

The above information is gathered using three tools:

- Risk and protective factor indices: This tool provides a comprehensive database of risk and protective indicators for Utah youth and assists in empirically guided funding allocation.
- Effective programming guides: This tool summarizes best practices to facilitate quality program implementation and improvement.
- Outcome assessment measures: This tool assesses fit of program services to participants at program start and measures participant changes at program end.

Programs are evaluated by first developing a model that specifies which risk or protective factors are targeted. After specifying the program targets, the rationale for picking a particular factor is supported using relevant data from the risk and protective factor indices tool where possible. This tool is currently under development and therefore has not been applied to all programs reported on here. A prototype of the tool is available on the Utah Board of Juvenile Justice's web site at www.juvenile.utah.gov. The tool provides a comprehensive resource to assist funding priority choices and program planning. Information from more than 20 sources of data relating to the needs of Utah youth is included. Information on risk and protective factors can be accessed using topical guides focusing on specific issues, populations, and geographical regions or by individual risk and protective factors.

INTRODUCTION

Next the degree to which the components of the program follow empirically supported principles is assessed using guides from the effective program principles tool. This tool consists of research based guidelines on interventions and principles presented as concise summaries and checklists. Summaries have been or are currently being developed for such topics as effective prevention and intervention principles, social skills training, female specific programming, methods for recruiting and retaining high risk youth, and effective rural programs. The summaries are distillations of research reviews that take into account the adaptations needed in specific settings of the programs UBJJ funds.

After the program model and the intended effects have been identified using the procedures above, the degree to which the appropriate youth were served and the changes these youth exhibited after the program is measured. Two approaches for measuring these areas are used. The first design is termed the standard evaluation as most programs are reviewed under this approach. A second design, termed the individual evaluation, was developed for programs that are not suited for the standard evaluation.

Standard Evaluations

UBJJ funded programs are included in the standard evaluation if the primary interventions target youth who are 11 years or older and last longer than one month. Programs that serve youth younger than 11 years old or are family or parent focused are included in the individual evaluation approach. Two measures are used to assess change in the standard evaluation approach. The first is based upon scales from the Prevention Needs Assessment survey which is used by the State Office of Education to measure the risk and protective factors of Utah youth. The second measure, the Youth Outcome Questionnaire, is a brief instrument explicitly designed to be sensitive to changes in the most common behavioral and psychological difficulties exhibited by youth. Both measures are administered to every youth entering a UBJJ funded program using either paper or internet versions.

Currently evaluations are underway for Child and Family Empowerment, Discovering Possibilities, Granite Park Youth Development, Ochos Pasos, South Summit Mentoring, The Dream Team, Utah Peace Institute, Vietnamese Youth Delinquency Prevention,

Youth and Families Supplemental Instruction and Technology Initiative. The following programs are not reported on here as the number of program completers during the past year was too few for an adequate analysis: The Dream Team, Granite Park Youth Development, Utah Peace Institute, and Youth and Family Connections.

INTRODUCTION

CHARACTERISTICS OF THE STANDARD EVALUATION PROGRAMS

PROGRAM	PROGRAM TYPE*	PRE OR POST ADJUDICATION	TARGET POPULATION
CHILD AND FAMILY EMPOWERMENT	Selective	Pre Adjudication	Polynesian females
DISCOVERING POSSIBILITIES	Intervention	Post Adjudication	Female adolescents
GRANITE PARK YOUTH DEVELOPMENT	Selective	Pre Adjudication	At risk, low socio-economic status youth
OCHO PASOS	Intervention	Post Adjudication	Hispanic male youth who are gang affiliated
SOUTH SUMMIT MENTORING	Selective	Pre Adjudication	At risk rural youth of elementary and middle school age
THE DREAM TEAM	Intervention	Post Adjudication	Minority females
UTAH YOUTH PEACE ALLIANCE	Selective	Pre Adjudication	Minority refugee youth
VIETNAMESE YOUTH DELINQUENCY PREVENTION	Selective	Pre Adjudication	Vietnamese youth
YOUTH AND FAMILIES TECHNOLOGY INITIATIVE	Indicated	Pre Adjudication	Youth at risk for school failure

Categorized using the following definitions adopted by the Institute of Medicine (1994):

Universal Programs: Address the general population with programs aimed at delaying problems. Participants are not specifically recruited for the activities.

Selective Programs: Target specific subgroups at greater risk for problem behaviors due to their age, gender, family history, and place of residence. Participants in selective prevention services are not assessed for specific individual risk factors. Program activities are designed to address the identified risk and/or protective factors of the targeted group.

Indicated Programs: Targets individuals exhibiting early signs of problem behaviors.

Intervention Programs: Targets individuals with problem behavior. Provides treatment focused on specified behavior.

INTRODUCTION

Individual Evaluation

Individual evaluations are used for programs that do not fit the criteria used for the standard evaluation. A variety of methods and measures is used to evaluate these programs, including surveys of the parent or guardian, assessments of program satisfaction, and court records. Currently individualized evaluations are underway for Big Brothers and Sisters of Washington County, Family and Youth Connections, Grandfamilies, and Legal Equity for Minority Youth. The following programs are not reported on here as the number of program completers were too few for analysis: Family and Youth Connections and Grandfamilies. Analysis of the Big Brothers and Big Sisters of Washington County program is being conducted and will be presented in an individual report in the spring of 2007.

CHARACTERISTICS OF THE INDIVIDUAL EVALUATION PROGRAMS

	PROGRAM TYPE*	PRE OR POST ADJUDICATION	TARGET POPULATION
BIG BROTHERS BIG SISTERS	Selective	Pre Adjudication	At risk youth
FAMILY AND YOUTH CONNECTIONS	Indicated	Pre Adjudication	Children of substance abusing adults
GRANDFAMILIES	Selective	Pre Adjudication	Youth placed in care of their grandparents due to parental drug abuse
LEMY	Indicated	Pre Adjudication	Minority youth

Categorized using the following definitions adopted by the Institute of Medicine (1994):

Universal Programs: Address the general population with programs aimed at delaying problems. Participants are not specifically recruited for the activities.

Selective Programs: Target specific subgroups at greater risk for problem behaviors due to their age, gender, family history, and place of residence. Participants in selective prevention services are not assessed for specific individual risk factors. Program activities are designed to address the identified risk and/or protective factors of the targeted group.

Indicated Programs: Targets individuals exhibiting early signs of problem behaviors.

Intervention Programs: Targets individuals with problem behavior. Provides treatment focused on specified behavior.

RESULTS

Overview

The table below provides the number of surveys received by program for the past year. Results are reported for programs that have 10 or more youth completing defined as a single youth submitting a valid survey at program start and end. These programs represent two hundred and four program completers. This is 59% of youth who entered a program UBJJ is currently funding and represents an increase of 3% and 7% from 2004 and 2005.

CHARACTERISTICS OF PARTICIPANTS

	Number	Percent
TOTAL PARTICIPANTS		
GENDER		
Male	114	56%
Female	90	44%
ETHNICITY		
Caucasian	31	15%
African American	6	3%
Native American	11	5%
Alaskan Native	0	0%
Pacific Islander/ Asian American	43	21%
Hispanic	102	50%
Other	10	5%
GRADE		
5th or below	0	0%
6th	20	10%
7th	19	9%
8th	25	12%
9th	42	21%
10th	45	22%
11th	13	6%
12th	39	19%

RESULTS

Global Measures of Impact

Using the guiding evaluation questions, a general picture of the impact of UBJJ funding is presented below.

Is the program needed?

Information on local risk and protective factors is beginning to be applied to all UBJJ programs. Currently, one program, Youth and Families Supplemental Instruction and Technology Initiative, has used information from the risk and protective factor indice tool to show empirically the need for the program it has developed. The other funded programs focus on priorities of UBJJ funding as evidenced by the high number of female and minority program participants.

Is the program using empirically based practices?

Every program, with the exception of the Vietnamese Youth Prevention Project, has completed a risk and protective factor based logic model. This model specifies the relation between program intervention and targeted risk and protective factors. These models identify which factors are measured for change.

Many programs currently use a mix of empirically based practices and less defined approaches. Most noteworthy in the current report, sixty percent of the programs that provide a family oriented programming component report using an evidence based curriculum.

The Vietnamese Youth Delinquency Prevention Project is currently working with evaluators to identify the targeted factors for this program. All program models will be refined during the next year to ensure the targeted risk and protective factors make sense given the program components. Outcome data from the current evaluation will be used to facilitate this process.

Does the program target youth who can benefit?

UBJJ funded programs target youth who are at greater risk than their peers for delinquent behavior with the exception of the Vietnamese Youth Delinquency Prevention program. In most cases the youth in UBJJ funded programs are at risk for or participating in other problem behaviors, such as substance abuse and school failure.

Youth in UBJJ funded programs are most commonly having difficulties with their school environments. Most noteworthy, the youth report higher rates of school suspensions, low commitment to school, and academic failure. For the general population of Utah youth, school suspensions and being drunk or high at school are the most commonly reported antisocial behaviors. Therefore, findings that show UBJJ funded programs are successfully targeting youth with these problems is encouraging.

Is the program working?

The percentage of programs showing improvement in the targeted risk and protective factors is presented here. Overall, fifty-six percent of program targets showed positive changes, four percent below the targeted performance level of 60%.

Most UBJJ programs have a component designed to decrease school related delinquency. Results show that 80% of UBJJ programs that target this area obtained significant decreases in risk factors and increases in protective factors related to school problems.

The next most common target for UBJJ programs is factors related to the family. Of the programs targeting this area, just under half show decreases in family conflict, poor family management, or increases in prosocial involvement, all factors affecting a youth's likelihood of participating in delinquent behavior.

The third most common area targeted is social skills. Results show that 75% of UBJJ programs that target this area obtained significant increases in this protective factor.

CHANGE IN INDICATORS

PROGRAM	Positive	Negative	No Change	% of Indicators Positive*
DISCOVERING POSSIBILITIES	6	0	3	67
CHILD AND FAMILY EMPOWERMENT	3	0	2	60
OCHO PASOS	8	0	2	80
SOUTH SUMMIT MENTORING	6	0	1	86
TECHNOLOGY INITIATIVE- SCHOOL BASED	3	1	3	43
TECHNOLOGY INITIATIVE- CLUB BASED	5	2	2	55
VIETNAMESE YOUTH	0	3	0	0
OVERALL				56
*This percentage equals the number of positive changes divided by the sum of the positive, negative, and no changes.				

RESULTS

Standard Evaluations

This section presents the data currently available for surveys received for programs funded during FY 2006. The findings for each program is presented in the following order:

-Evaluation Summary: Description of the type of program, how well participants fit the program, changes exhibited by participants after the program, and recommendations for improvement.

- Participant Demographics
- Confidence in the Results
- Program Logic Model
- ATOH Use and Antisocial Behaviors
- Risk Factors
- Protective Factors
- Common Psychological and Behavioral Problems

How to Read the Charts

Risk and Protective Factors

In order to read the Risk and Protective Factor Charts, there are four features to keep in mind while scanning the chart: 1) cut-points help with distinguishing between participants at risk and those not-at-risk, 2) dots indicating program rates compared to state rates, 3) dashed lines showing comparisons to other state levels, and 4) multiple bars are shown for factors that the program targets and are therefore measured for changes.

Cut-Points

Before the percentage of youth at risk on a given scale could be calculated, a scale value or cut-point needed to be determined that would separate the at-risk group from the not-at-risk group. The Prevention Needs Assessment (PNA) survey was used for this purpose. It was designed to assess adolescent substance use, anti-social behavior and the risk and protective factors that predict these adolescent problem behaviors. Since PNA surveys have been given to over 500,000 youth nationwide, it was possible to select two groups of youth, one that was more at risk for problem behaviors and another group that was less at risk. A cut-point score was then determined for each risk and protective factor scale that best divided the youth from the two groups into their appropriate group, more at-risk or less at-risk. The criteria for selecting the more at-risk and the less at-risk groups included academic grades (the more at-risk group received "D" and "F" grades, the less at-risk group received "A" and "B" grades), ATOD use (the more at-risk group had more regular use,

the less at-risk group had no drug use and use of alcohol or tobacco on only a few occasions), and antisocial behavior (the more at-risk group had two or more serious delinquent acts in the past year, the less at-risk group had no serious delinquent acts).

Dots

The Dots on the charts represent the percentage of all of the Utah youth surveyed who reported 'elevated risk' or 'elevated protection'. The comparison to the state-wide sample provides additional information for determining the relative importance of each risk or protective factor level. Scanning across the charts, you can easily determine which factors are most (or least) prevalent.

Dashed Line

Levels of risk and protection also can be compared to a more national sample. The dashed line on each risk and protective factor chart represents the percentage of youth at risk or with protection for the seven state sample upon which the cut-points were developed. The seven states included in the norm group were Colorado, Illinois, Kansas, Maine, Oregon, Utah, and Washington. All the states have a mix of urban and rural students.

Youth Outcome Questionnaire (YOQ)

In order to read the YOQ chart, it is important to understand how the results are analyzed. The YOQ has been given to large samples of youth in several western states. From this information **cutpoints** were developed to classify youth in terms of the level of psychological and behavioral problems they report. Youth are classified into those who report similar levels of psychological symptoms and functioning as their peers, termed the **Normal Population**, and those who report functioning similar to youth receiving mental health treatment, termed the Distressed Population.

The **cutpoints** were established by finding the score that best distinguished between youth who were receiving treatment for psychological difficulties and those who were not. The chart shows the percentage of youth falling into the **distressed population**. The bars represent these. A **Second Bar**, representing scores at program end, is presented for scales measuring areas which the program targets.

CHILD AND FAMILY EMPOWERMENT

Child and Family Empowerment provides culturally sensitive intervention services to Polynesian females designed to increase self-esteem and attachment to their cultural community. A detailed presentation of the current findings for this program is given in the tables and graphs on the following pages.

Program model and target youth

Child and Family Empowerment serves youth in Salt Lake City who are more at risk on a majority of measured risk factors than the general population of Utah youth. These youth also report higher rates of alcohol, tobacco, and marijuana use, and delinquent behavior. The youth in this program have equal or more protection than the general population of Utah youth across all areas measured with the exception of the opportunities and rewards they perceive as available for prosocial behavior in their communities. Therefore the youth in this program are appropriate for interventions targeting all important areas of their lives including community, family, school, and peer/individual. The program is designed to target common psychological and behavior problems and community protective factors including culturally informed classes on self-esteem, psychological difficulties, social skills, and cultural community activities. The program also includes art therapy.

Outcomes

The results reported here are based upon 30 youth who completed the program during a period of nine months. These youth represent 78% of the total youth who enrolled in the program. The results reported here should be viewed with some caution until the analysis has been repeated with a larger group of youth.

The program is targeting the youth it is designed to serve. As shown in the graphs below, the youth are more at risk, use some substances at higher rates, and commit more delinquent acts than their peers. While in general the youth have equal or greater protection than their peers, in the community domain they have less. Therefore the program appropriately targets the protective factors concerning the community. The program also has reached the intended ethnicity as 100% of the youth are Polynesian females. At program completion, the youth showed positive changes on three of the five scales used to measure program targets. The targeted common psychological and behavioral problem areas of intrapersonal distress and social problems decreased. Increases were

found for the prosocial opportunities the youth perceived in their communities. Two program targets, social skills and interpersonal distress did not show changes from the start of the program.

Summary and Recommendations

The data analyzed for this report are preliminary. The program components are focused on psychological and behavior difficulties or protective community factors. Results suggest the program has succeeded at enrolling the targeted Polynesian female population. Youth who complete the program report positive changes on three of the five risk and protective factor targets. At this point, the program appears to be impacting the psychological difficulties of the youth. Given the high rates of delinquent behavior, this area is important to consider for intervention.

UBJJ OUTCOME EVALUATION 2005-2006
CHILD AND FAMILY EMPOWERMENT
 DEMOGRAPHICS AND CONFIDENCE IN RESULTS

CHARACTERISTICS OF PARTICIPANTS

	Number	Percent
TOTAL PARTICIPANTS		
GENDER		
Male	0	0%
Female	28	100%
ETHNICITY		
Caucasian	0	0%
African American	0	0%
Native American	0	0%
Alaskan Native	0	0%
Pacific Islander/ Asian American	28	100%
Hispanic	0	0%
Other	28	
Total		
GRADE		
5th or below	0	0%
6th	0	0%
7th	1	4%
8th	4	14%
9th	5	18%
10th	4	14%
11th	3	11%
12th	11	39%
Total	28	

CONFIDENCE IN RESULTS

Number of Youth Completing Program	30 (78%)
Years of Data	9 months

***Note:** Difference in totals are due to the number of youth answering a specific question.*

CHILD AND FAMILY EMPOWERMENT

RISK AND PROTECTIVE LOGIC MODEL

→ no change
 ↑ positive change
 ↓ negative change

BEHAVIORS

Psychological & Behavioral Problems

↑ **Intrapersonal distress**

Intervention: *Culturally informed cognitive behavioral classes on anxiety, depression, and assertiveness*
Self-esteem groups
Art therapy

↑ **Interpersonal Distress**

Intervention: *Culturally informed cognitive behavioral classes on anxiety, depression, and assertiveness*
Self-esteem groups
Art therapy

↑ **Social Problems**

Intervention: *Culturally informed cognitive behavioral classes on anxiety, depression, and assertiveness*
Self-esteem groups
Art therapy

COMMUNITY

PROTECTIVE

↑ **Opportunities for Prosocial Involvement**

Intervention: *Bridging cultures discussion groups*
Attend culture activities
Contact with same culture and gender role models

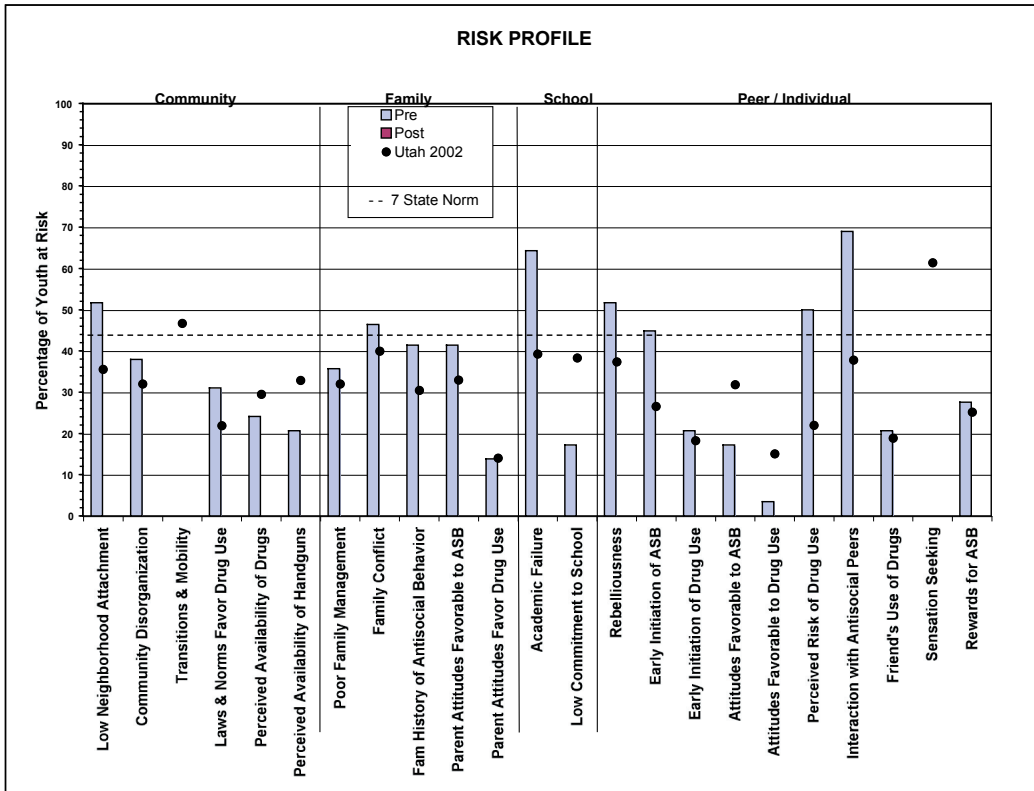
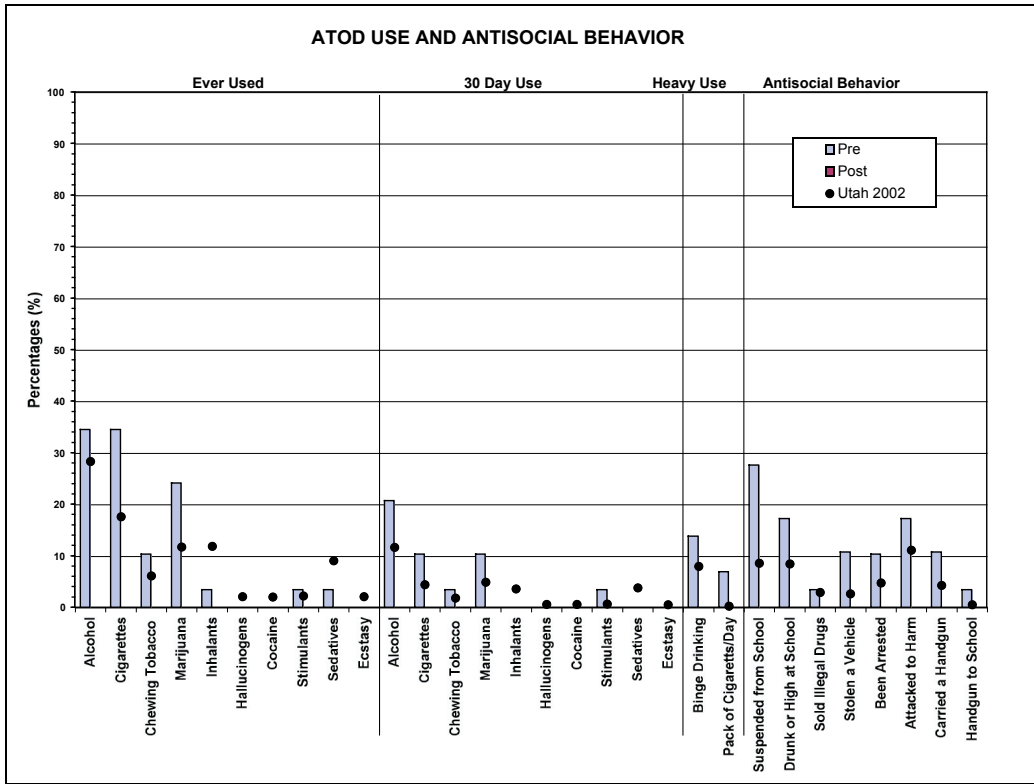
PEER/INDIVIDUAL

PROTECTIVE

↑ **Social Skills**

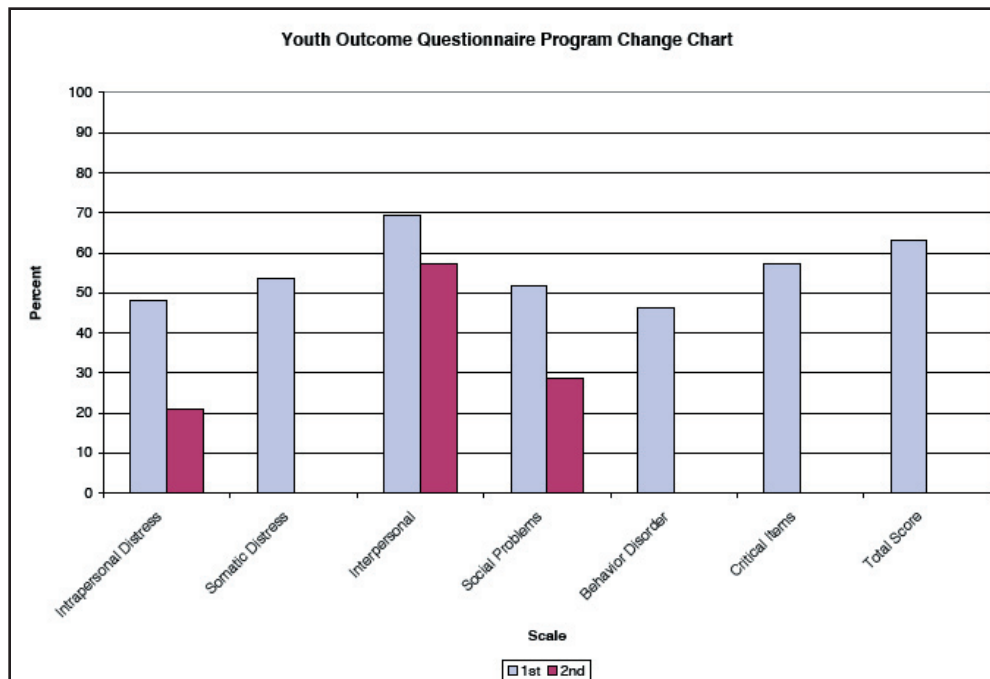
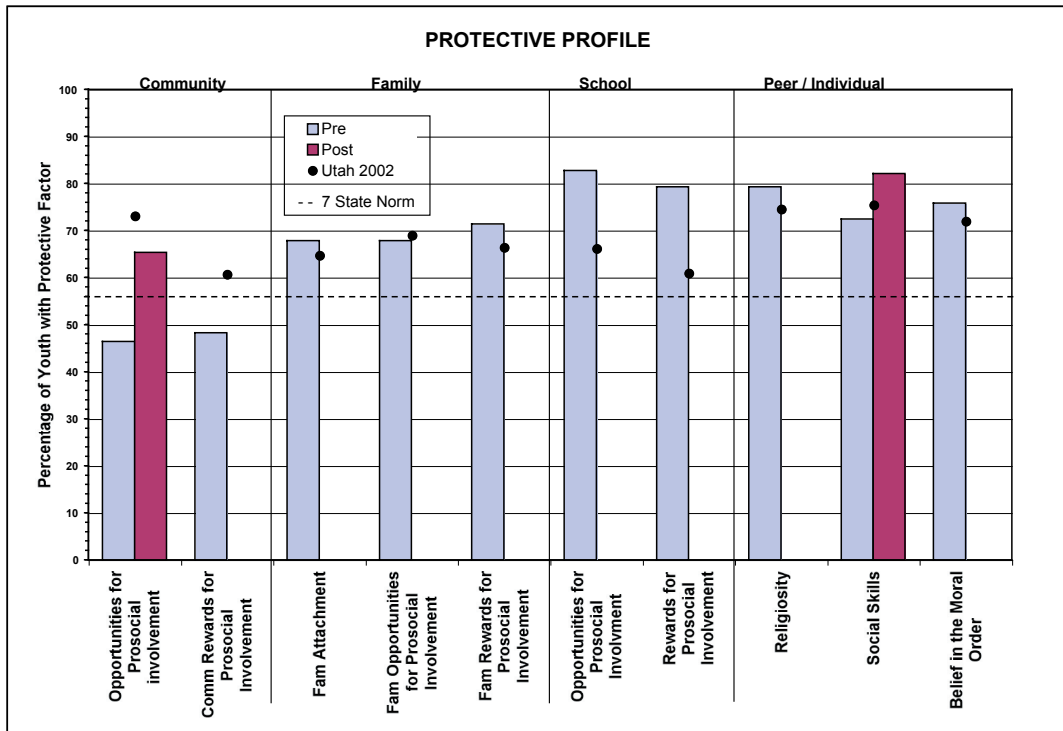
Intervention: *Culturally informed assertiveness classes*

CHILD AND FAMILY EMPOWERMENT



Note: Post test results are shown only for scales the program was designed to target.

CHILD AND FAMILY EMPOWERMENT



Note: Post test results are shown only for scales the program was designed to target.

DISCOVERING POSSIBILITIES

PROGRAM INFORMATION

Discovering Possibilities provides services for female youth referred by the Juvenile Court and related agencies. The program serves females from 13 to 17 years of age. This population has been targeted because of the increasing numbers of females entering the Juvenile Justice System. A detailed presentation of the current findings for this program is given in the tables and graphs on the following pages.

Program model and target youth

Discovering Possibilities serves females in Salt Lake County who are more at risk and have less protection than the general population of Utah youth across all areas measured. Therefore the youth in this program are appropriate for interventions targeting all important areas of their lives including community, family, school, and peer/individual. The program includes components designed to target each of these domains using a psycho-educational curriculum, an experiential/support group, case management, mentoring, community service/service learning, and interaction with peer mentors. Parenting classes are also offered.

Outcomes

The results reported here are based upon 10 youth who completed the program during a period of one year and six months. These youth represent 63% of the total youth who enrolled in the program. Several youth were not able to take the post tests due to difficulties accessing the Internet survey system, so this total is less than the actual number of youth completing the program. Given the small number of youth on which the data is based, the results reported here should be viewed as preliminary.

The program is targeting the youth it is designed to serve. As shown in the graphs below, the youth are more at risk and have less protection across all domains than their peers in the surrounding community. The program also has reached the intended gender as a 100% of the youth are female.

At program completion, the youth showed positive changes on six of the nine scales used to measure the program targets. Decreases were found for low commitment to school and family conflict. The targeted common psychological and behavioral problem areas of intrapersonal distress, social problems, and interpersonal behavior also decreased. Increases were found for social skills. Three program targets, opportunities for prosocial involvement in the community,

attitudes favorable to antisocial behavior, and attitudes favorable to drug use did not show changes from the start of the program.

Summary and Recommendations

The data analyzed for this report is based on a small number of youth and therefore should be considered preliminary. The program components are sensible given the multiple areas of need these youth have. Results suggest the program has succeeded at enrolling the target population as the youth have multiple risk factors and lack multiple protective factors. Youth who complete the program report positive changes on six of nine risk and protective factor targets. No negative changes were found. No recommendations are being given for this program currently as the data do not suggest areas for improvement or concern.

DISCOVERING POSSIBILITIES
DEMOGRAPHICS AND CONFIDENCE IN RESULTS

CHARACTERISTICS OF PARTICIPANTS

	Number	Percent
TOTAL PARTICIPANTS		
GENDER		
Male	0	0%
Female	8	100%
ETHNICITY		
Caucasian	1	13%
African American	1	13%
Native American	0	0%
Alaskan Native	0	0%
Pacific Islander/ Asian American	0	0%
Hispanic	4	50%
Other	2	25%
Total	8	
GRADE		
5th or below	0	0%
6th	0	0%
7th	0	0%
8th	0	0%
9th	4	50%
10th	3	38%
11th	0	0%
12th	1	13%
Total	8	

CONFIDENCE IN RESULTS

Number of Youth Completing Program	10 (63%)
Years of Data	1 year 6 months

***Note:** Difference in totals are due to the number of youth answering a specific question.*

DISCOVERING POSSIBILITIES
RISK AND PROTECTIVE LOGIC MODEL

→ no change
 ↑ positive change
 ↓ negative change

BEHAVIORS

Common Psychological and Behavior Problems

↑ **Intrapersonal distress**

Intervention: *Self-esteem based interventions*
Self empowerment skills
Conflict resolution and problem solving skills

↑ **Social Problems**

Intervention: *Self-esteem based interventions*
Self empowerment skills
Conflict resolution and problem solving skills

↑ **Interpersonal Behavior**

Intervention: *Self-esteem based interventions*
Self empowerment skills
Conflict resolution and problem solving skills

COMMUNITY

PROTECTIVE

→ **Opportunities for Prosocial Involvement**

Intervention: *Community activities including attending conferences*
Community guest speakers to discuss opportunities
Tour recreational centers in the community
Community learning activities

FAMILY

RISK

↑ **FAMILY CONFLICT**

Intervention: *Parenting classes for youth's parents*
Conflict resolution and problem solving skills

SCHOOL

RISK

↑ **Low Commitment to School**

Intervention: *Advocate for youth with school personnel*
Grade tracking
Tour post secondary schools and training facilities

PEER/INDIVIDUAL

RISK

→ **Attitudes Favorable to Anti-Social Behavior**

Intervention: *Positive peer skill building*
The group develops a strong, positive peer group
Bonding with prosocial adult female role models
Self empowerment skills

→ **Attitudes Favorable to Drug Use**

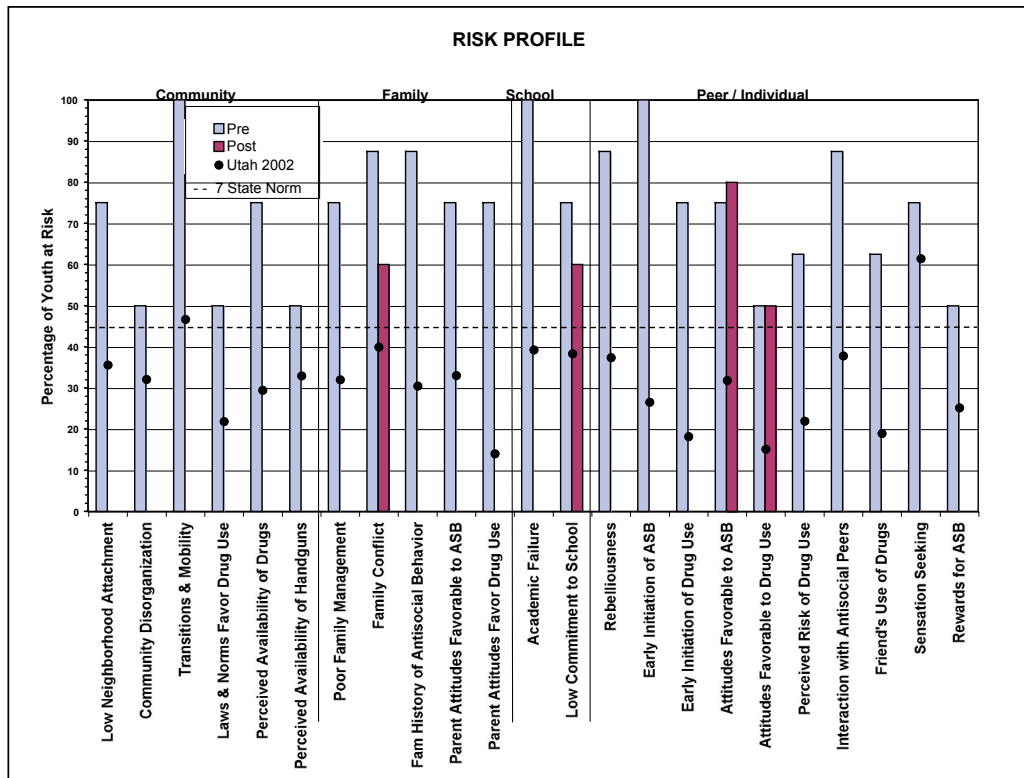
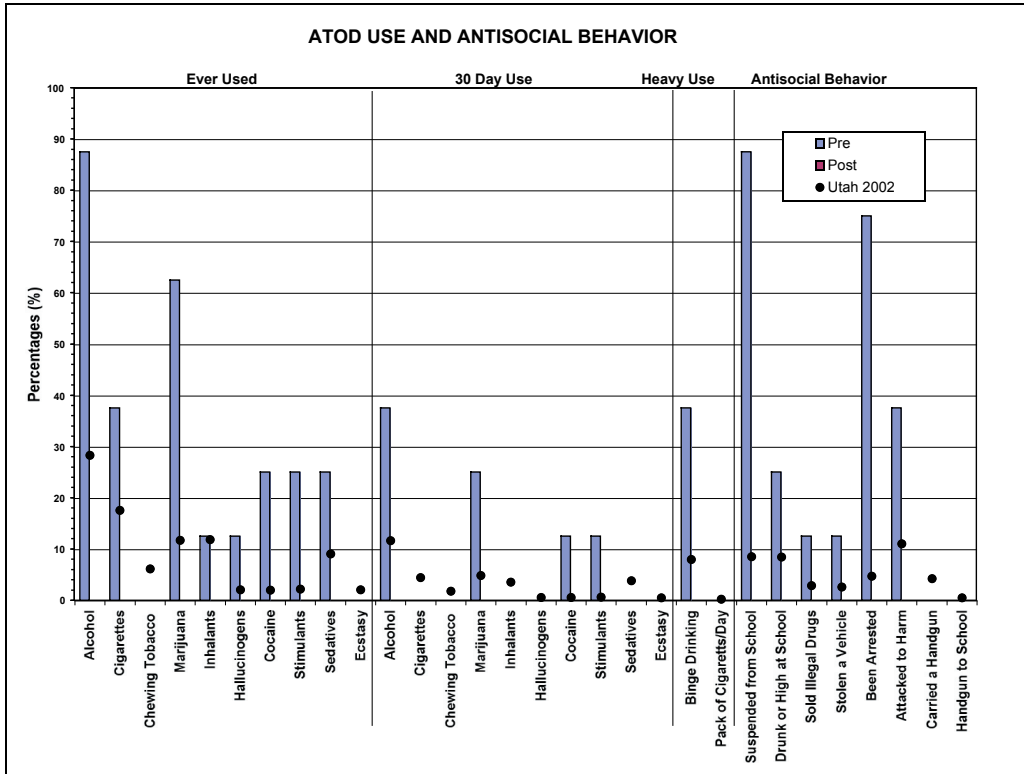
Intervention: *Psycho-educational classes on women's health and substance abuse*

PROTECTIVE

↑ **Social Skills**

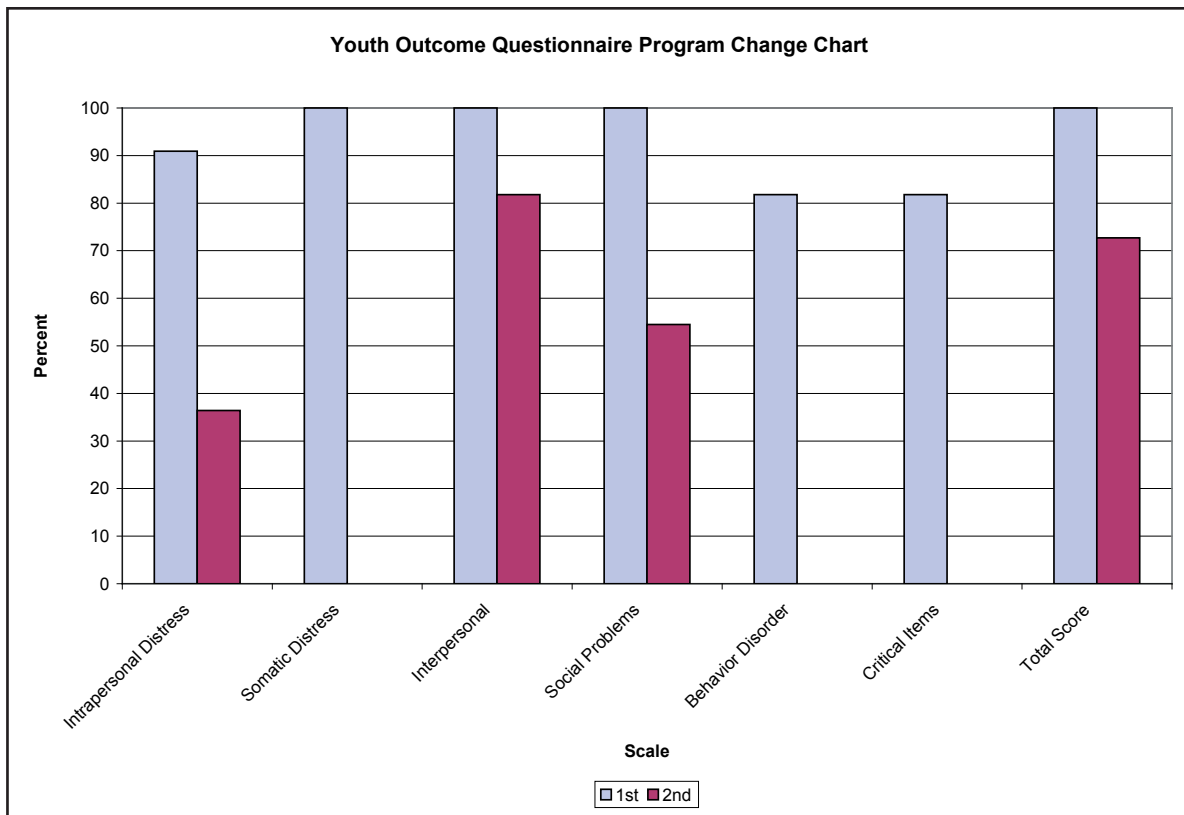
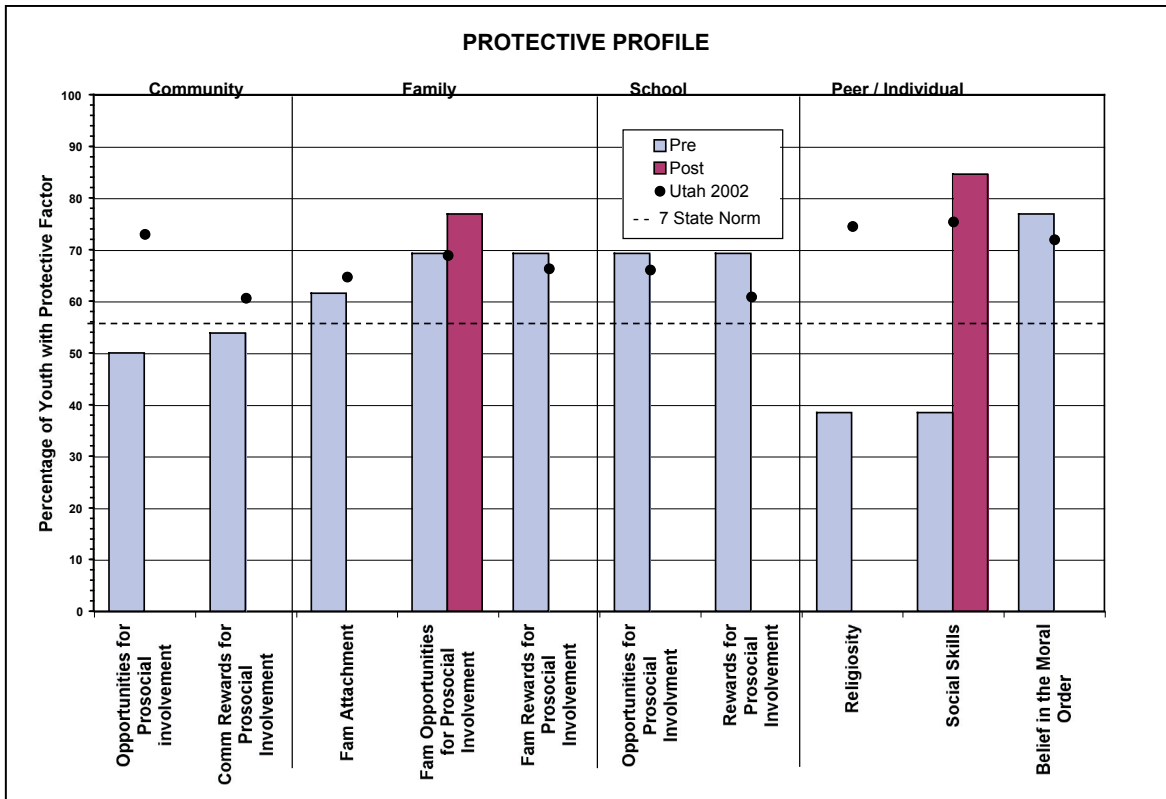
Intervention: *Conflict resolution and problem solving skills*
Empathy building groups

DISCOVERING POSSIBILITIES



Note: Post test results are shown only for scales the program was designed to target.

DISCOVERING POSSIBILITIES



Note: Post test results are shown only for scales the program was designed to target.

OCHOS PASOS

PROGRAM INFORMATION

Ochos Pasos provides prevention and intervention services to Hispanic youth who are affiliated with gangs. A detailed presentation of the current findings for this program is given in the tables and graphs on the following pages.

PROGRAM MODEL AND TARGET YOUTH

Ochos Pasos serves youth in Salt Lake City who are more at risk and have less protection than the general population of Utah youth across all areas measured. Therefore the youth in this program are appropriate for interventions targeting all important areas of their lives including community, family, school, and peer/individual. The program includes components designed to target each of these domains including academic interventions, classes on social skills, victim empathy, and substance abuse. Parenting classes are also offered.

This program seeks to intervene with youth and their families who speak little English. Therefore interventions are provided in Spanish. Programming is provided to both the youth and their parents.

OUTCOMES

The results reported here are based upon 22 youth who completed the program during a period of two years and three months. These youth represent 43% of the total youth who enrolled in the program. Due to the large number of youth who did not complete the program, it is likely that the results are not representative of the total number of youth who started the program. Therefore, the results reported here should be viewed with caution.

The program is targeting the youth it is designed to serve. As shown in the graphs below, the youth are more at risk and have less protection across all domains than their peers in the surrounding community. The program also has reached the intended ethnicity as 95% of the youth are Hispanic.

At program completion, the youth showed positive changes on eight of the 10 scales used to measure program targets. Specifically, fewer youth reported being suspended from school. Decreases were found also for low commitment to school, academic failure, attitudes favorable to antisocial behavior and drug use, and friends use of drugs. Increases were found for social skills and belief in the moral order. Two program targets, poor family management and social problems, did not show changes from the start of the program.

SUMMARY AND RECOMMENDATIONS

The data analyzed for this report should be viewed with caution as 57% of the youth entering this program did not finish. The program components are sensible given the multiple areas of need these youth have. Results suggest the program has succeeded at enrolling Hispanic youth. Youth who complete the program report positive changes on eight of 10 risk and protective factor targets. Given that the majority of youth do not complete the program, an increased focus on retaining youth should be a high priority.

OCHOS PASOS
DEMOGRAPHICS AND CONFIDENCE IN RESULTS

CHARACTERISTICS OF PARTICIPANTS

	Number	Percent
TOTAL PARTICIPANTS	37	
GENDER		
Male	16	76%
Female	5	24%
ETHNICITY		
Caucasian	0	0%
African American	0	0%
Native American	0	0%
Alaskan Native	0	0%
Pacific Islander/ Asian American	0	0%
Hispanic	20	95%
Other	1	5%
Total	21	
GRADE		
5th or below	0	0%
6th	1	5%
7th	3	14%
8th	3	14%
9th	4	19%
10th	7	33%
11th	1	5%
12th	2	10%
Total	21	

CONFIDENCE IN RESULTS

Number of Youth Completing Program	22 (43%)
Years of Data	2 year 3months

***Note:** Difference in totals are due to the number of youth answering a specific question.*

OCHOS PASOS

RISK AND PROTECTIVE LOGIC MODEL

BEHAVIORS

Antisocial Behavior

↑ Suspended from School

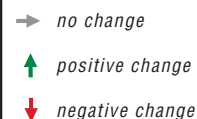
Common Psychological and Behavior Problems

→ **Interpersonal Behavior**

Intervention: *Social skills classes covering personal responsibility
Problem solving
Communication
Conflict resolution*

→ **Social Problems**

Intervention: *Social skills classes covering personal responsibility
Problem solving
Communication
Conflict resolution*



FAMILY

RISK

→ **Poor Family Management**

Intervention: *Parenting Skills Classes*

SCHOOL

RISK

↑ **Academic Failure**

Intervention: *Academic mentoring and homework time
Study skills classes
Collaboration with school*

↑ **Low Commitment to School**

Intervention: *Academic mentoring and homework time
Study skills classes
Collaboration with school*

PEER/INDIVIDUAL

RISK

↑ **Attitudes Favorable to Anti-Social Behavior**

Intervention: *Victim empathy
Cognitive restructuring including violent behavior cycle,
thinking errors, and how violence affects the body*

↑ **Attitudes Favorable to Drug Use**

Intervention: *Drug and alcohol education including peer refusal skills*

↑ **Friends Use of Drugs**

Intervention: *Drug and alcohol education including peer refusal skills*

PROTECTIVE

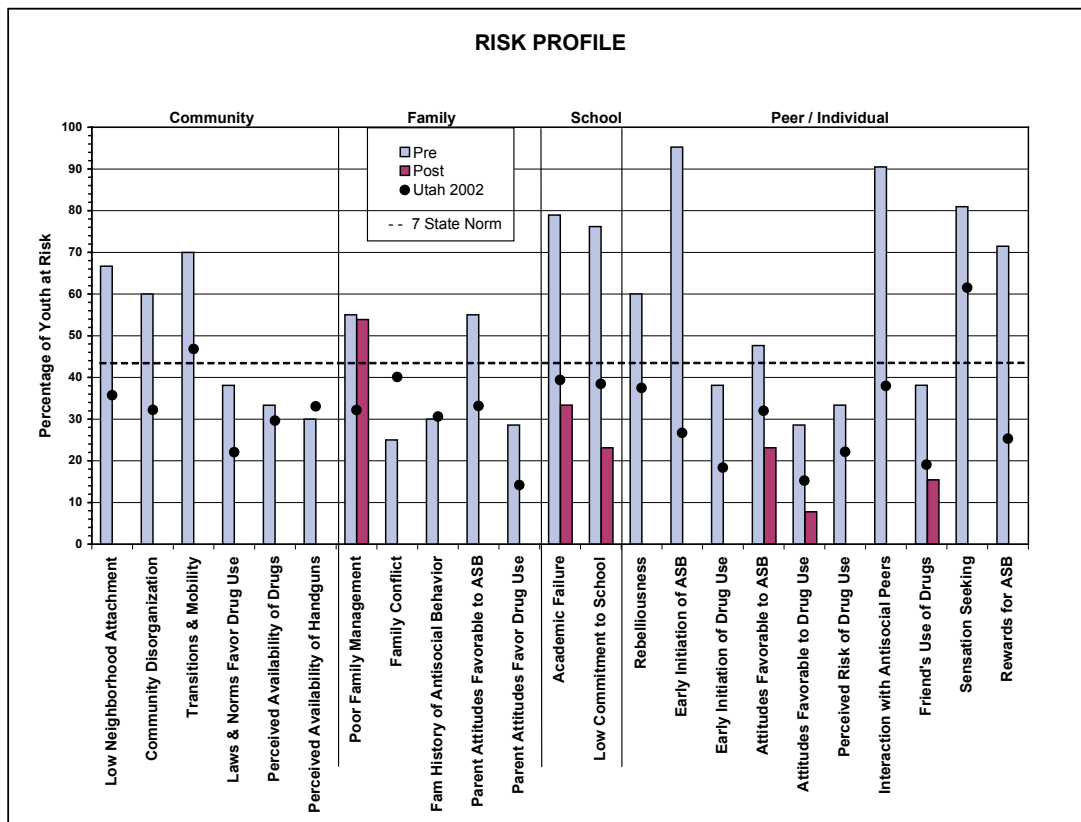
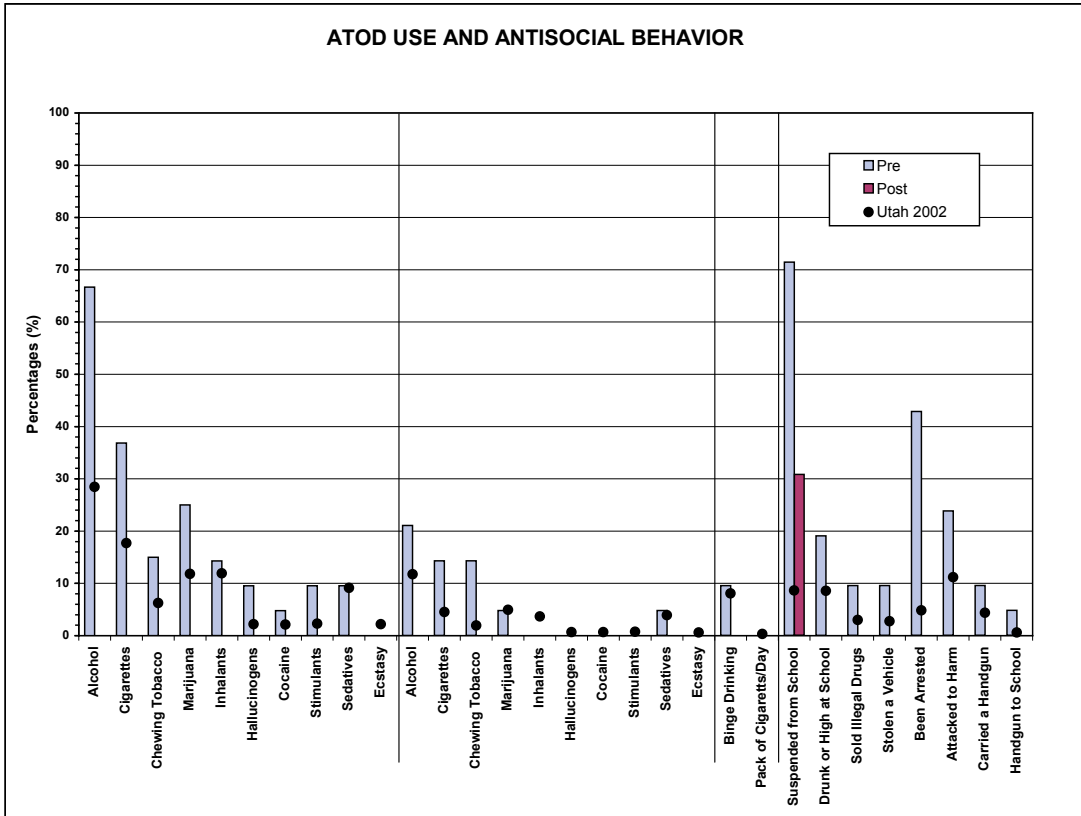
↑ **Social Skills**

Intervention: *Social skills classes covering personal responsibility,
problem solving communication, conflict resolution,
and building positive self-esteem*

↑ **Believe in the Moral Order**

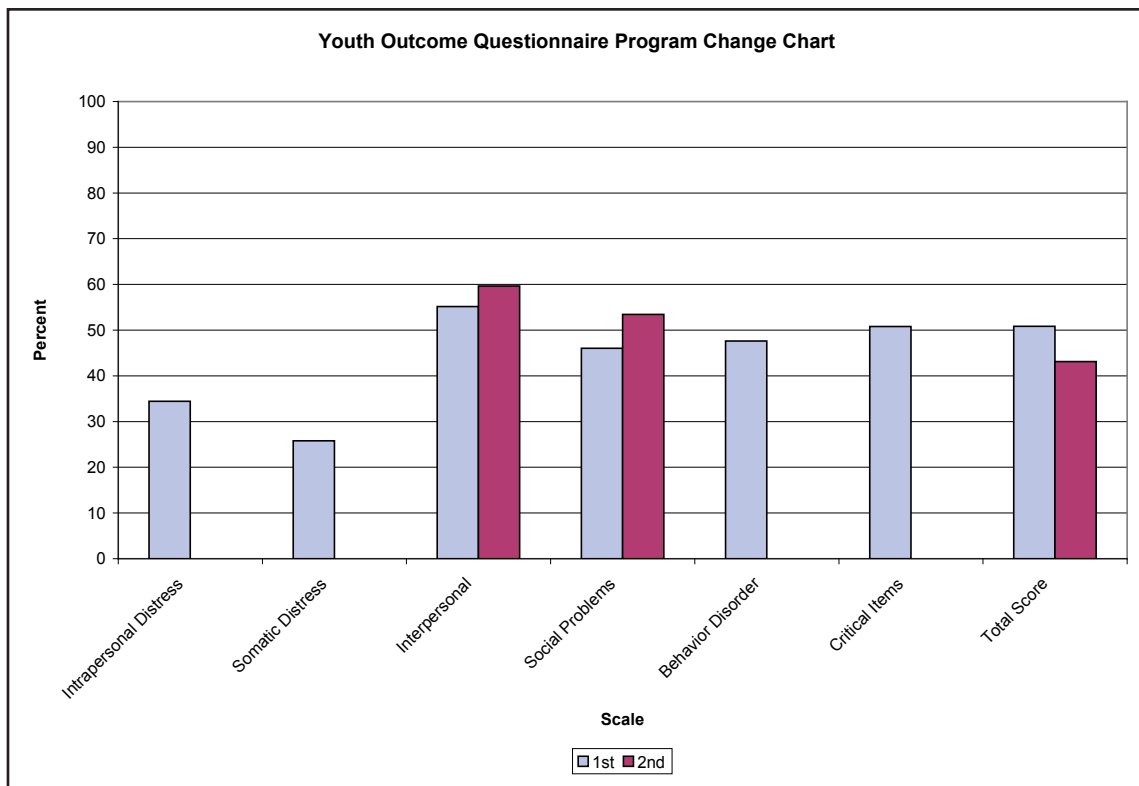
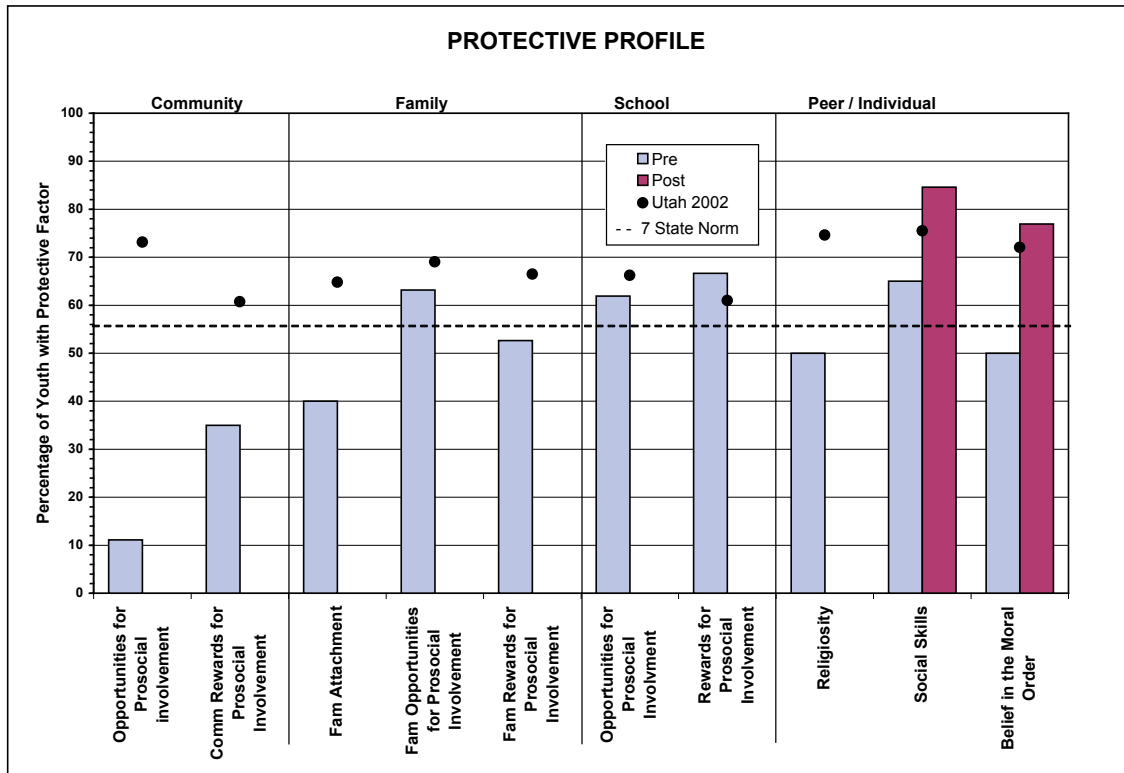
Intervention: *Social skills classes covering personal responsibility,
problem solving communication, conflict resolution,
and building positive self-esteem*

OCHOS PASOS



Note: Post test results are shown only for scales the program was designed to target.

OCHOS PASOS



Note: Post test results are shown only for scales the program was designed to target.

SOUTH SUMMIT MENTORING

PROGRAM INFORMATION

South Summit Mentoring serves youth in Summit County who lack supervision and prosocial activities during the afterschool hours. The program serves rural youth in elementary and middle school. This report covers only middle school age youth. A detailed presentation of the current findings for this program is given in tables and graphs on the following pages.

Program model and target youth

South summit mentoring serves youth who are more at risk and have less protection than the general population of Utah youth across most areas measured excepting rewards for prosocial involvement at their school. The youth showed particularly elevated use of substances and antisocial behavior. Therefore the youth in this program are appropriate for interventions targeting all important areas of their lives including community, family, school, and peer/individual. The program includes components designed to target each of these domains including tutoring, mentoring, life skills development, creative and physical activities and family activities.

Outcomes

The results reported here are based upon 10 youth who completed the program during a period of seven months. These youth represent 53% of the total youth who enrolled in the program. Given the small number of youth on which the data is based and large number of youth who did not complete the program, the results reported here should be viewed as preliminary. The program is targeting the youth it is designed to serve. As shown in the graphs below, the youth are more at risk and have less protection across all domains than their peers in the surrounding community.

At program completion, the youth showed positive changes on six of the nine scales used to measure program targets. Decreases were found for academic failure and low commitment to school. Increases were found for opportunities for prosocial involvement with the family and community, rewards for prosocial involvement with the family, and social skills. Two program targets, social problems and rewards for prosocial involvement in the community, did not show changes from the start of the program. Rewards for prosocial involvement at school and interpersonal behavior worsened.

Summary and Recommendations

The data analyzed for this report is based on a small number of youth and therefore should be considered preliminary. The program components are sensible given the multiple areas of need these youth have. Results suggest the program has succeeded at enrolling the target population as the youth have multiple risk factors and lack multiple protective factors. Youth who complete the program report positive changes on six of the nine risk and protective factor targets. No negative changes were found. Given that approximately 47% of youth do not complete the program, an increased focus on retaining youth should be a high priority.

SOUTH SUMMIT MENTORING
DEMOGRAPHICS AND CONFIDENCE IN RESULTS

CHARACTERISTICS OF PARTICIPANTS

	Number	Percent
TOTAL PARTICIPANTS	37	
GENDER		
Male	5	45%
Female	6	55%
ETHNICITY		
Caucasian	8	73%
African American	0	0%
Native American	3	27%
Alaskan Native	0	0%
Pacific Islander/ Asian American	0	0%
Hispanic	0	0%
Other	0	0%
Total	11	
GRADE		
5th or below	0	0%
6th	0	0%
7th	1	9%
8th	7	64%
9th	3	27%
10th	0	0%
11th	0	0%
12th	0	0%
Total	11	

CONFIDENCE IN RESULTS

Number of Youth Completing Program	10 (53%)
Years of Data	7 months

Note: Difference in totals are due to the number of youth answering a specific question.

SOUTH SUMMIT MENTORING
RISK AND PROTECTIVE LOGIC MODEL

BEHAVIORS

Psychological & Behavioral Problems

↓ **Interpersonal distress**

Intervention: *Twice weekly life-skills class*

→ **Social Problems**

Intervention: *Twice weekly life-skills class*

→ *no change*
 ↑ *positive change*
 ↓ *negative change*

FAMILY

PROTECTIVE

↑ **Opportunities for Prosocial Involvement**

Intervention: *Weekly family groups*

↑ **Rewards for Prosocial Involvement**

Intervention: *Weekly award nights*

SCHOOL

RISK

↑ **Academic Failure**

Intervention: *Tutoring one hour per day*

Educational games to develop cognitive skills

↑ **Low Commitment to School**

Intervention: *Rewards for completing all school work for 1 month*

PROTECTIVE

↑ **Opportunities for Prosocial Involvement**

Intervention: *Monthly Service Project*

↓ **Rewards for Prosocial Involvement**

Intervention: *Presentations of service project*

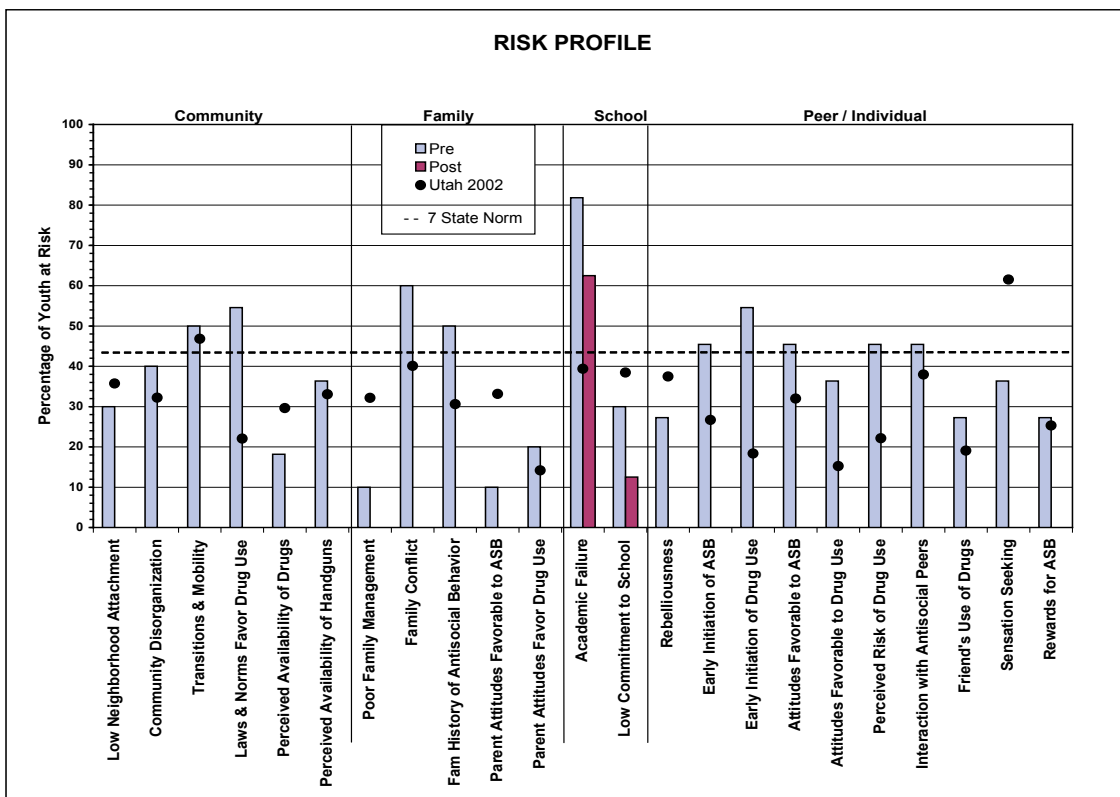
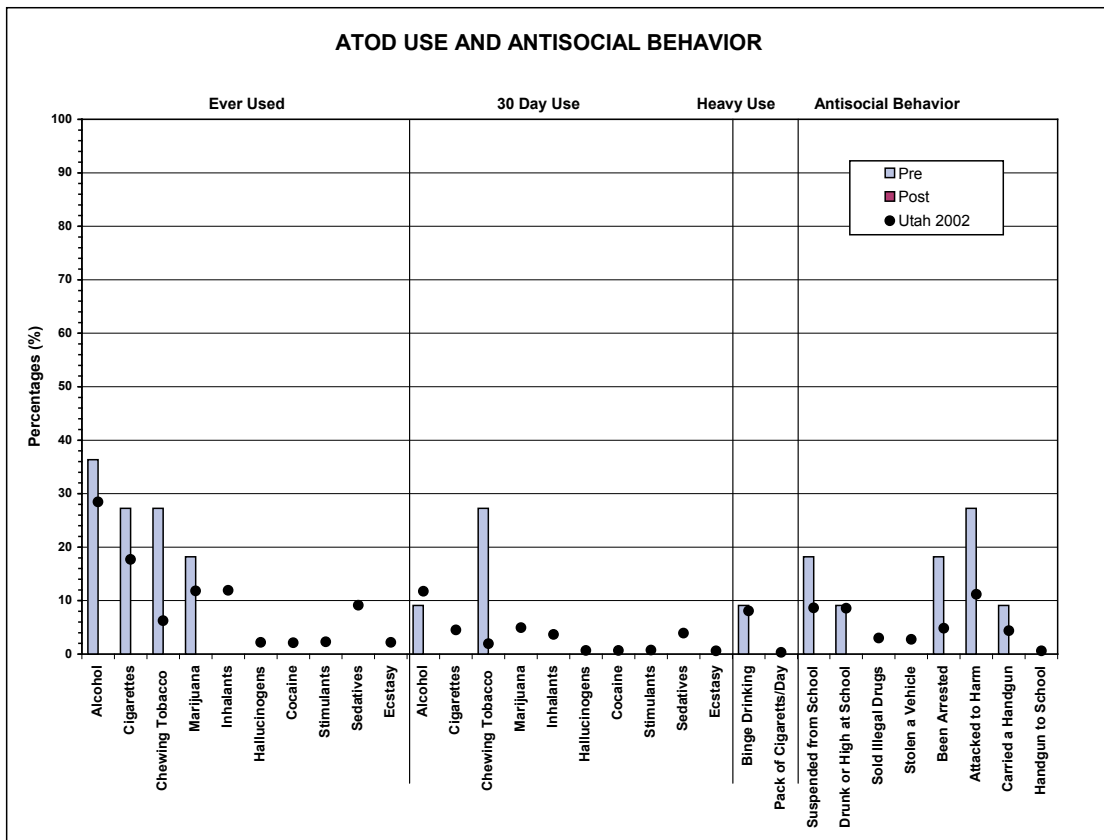
PEER/INDIVIDUAL

PROTECTIVE

↑ **Social Skills**

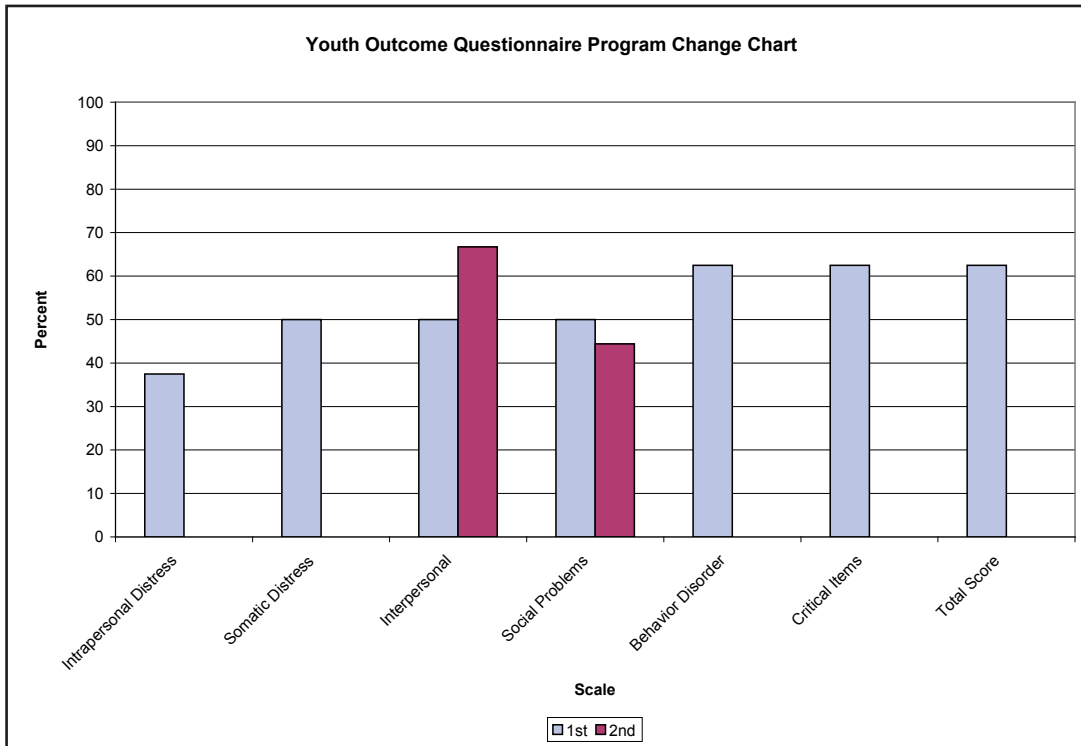
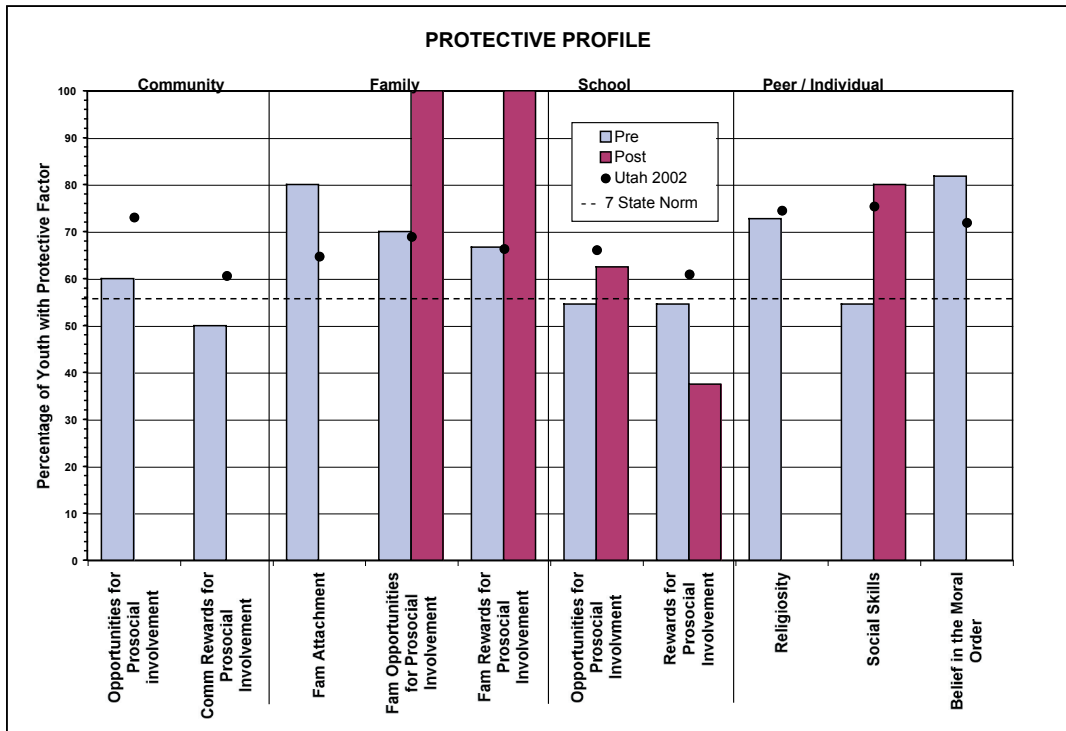
Intervention: *Twice weekly life-skills class*

SOUTH SUMMIT MENTORING



Note: Post test results are shown only for scales the program was designed to target.

SOUTH SUMMIT MENTORING



Note: Post test results are shown only for scales the program was designed to target.

VIETNAMESE YOUTH DELINQUENCY PREVENTION PROGRAM INFORMATION

Vietnamese Youth Delinquency Prevention program seeks to prevent refugee and immigrant children from gang involvement, prevent substance abuse, and assist in bridging cultures. A detailed presentation of the current findings for this program is given in the tables and graphs on the following pages.

In addition to finishing this task, it is recommended that the program focus on recruiting youth who have a higher likelihood of problem behaviors. The evaluators will also look at the possibility that cultural factors may lead the youth to underreport on the measures.

Program model and target youth

The evaluators are currently working with the Vietnamese Youth Delinquency Prevention to clarify the logic model under which this program operates. The specific interventions and rationale for these interventions has not been identified.

Outcomes

The results reported here are based upon 18 youth who completed the program during a period of two years and eight months. These youth represent 62% of the total youth who enrolled in the program. The percentage of program completers has increased substantially during the past year. Most of the youth reported on here have participated in the program for a period of two or more years.

Overall, the program appears to target youth who are less at risk than the Utah youth in general. As shown in the graphs below, the youth are less at risk and have more protection than their peers on the majority of factors. Risk and protective factors in the community domain are the exception to this trend. Youth entering the program are less attached to their neighborhoods, have more transitions and mobility, and perceive more community disorganization. The youth also perceive fewer opportunities and rewards for prosocial involvement.

At program completion, the youth have shown negative changes on many risk factors and several protective factors. Despite these negative changes, the youth in general continue to have less risk and more protection than the general population.

Summary and Recommendations

The youth entering this program appear to be less at risk for and have more protection from problem behaviors than Utah youth in general. Specific risk and protective factors have not been identified for this program because the evaluators are working with it to specify the program components.

VIETNAMESE YOUTH DELINQUENCY PREVENTION
DEMOGRAPHICS AND CONFIDENCE IN RESULTS

CHARACTERISTICS OF PARTICIPANTS

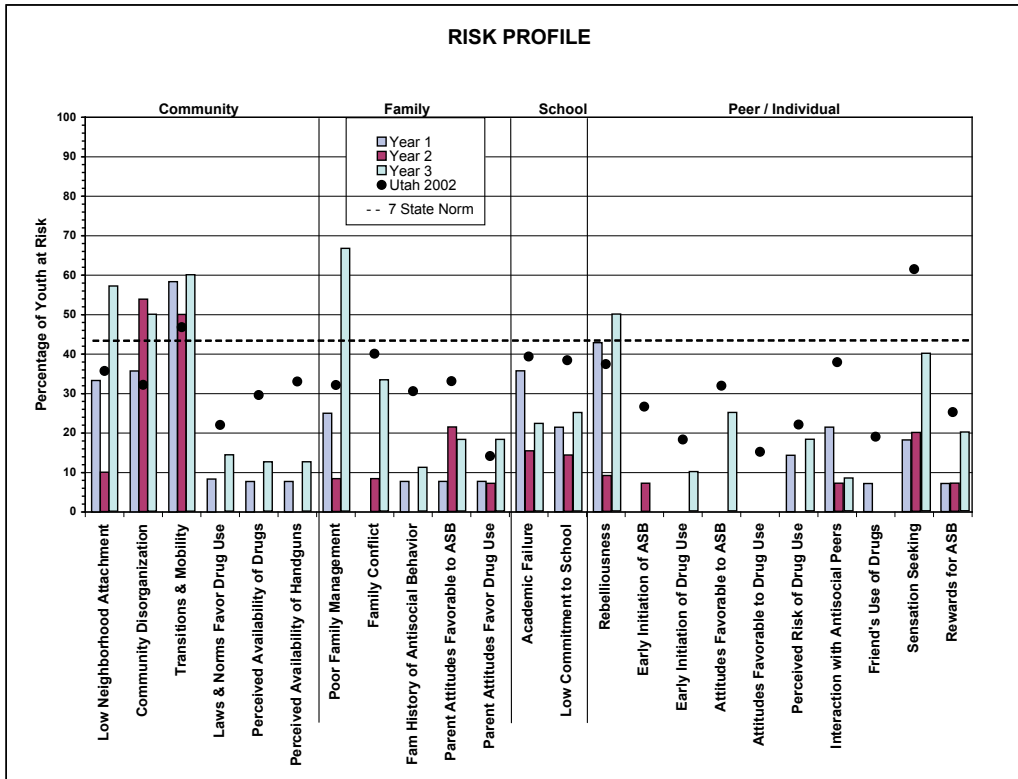
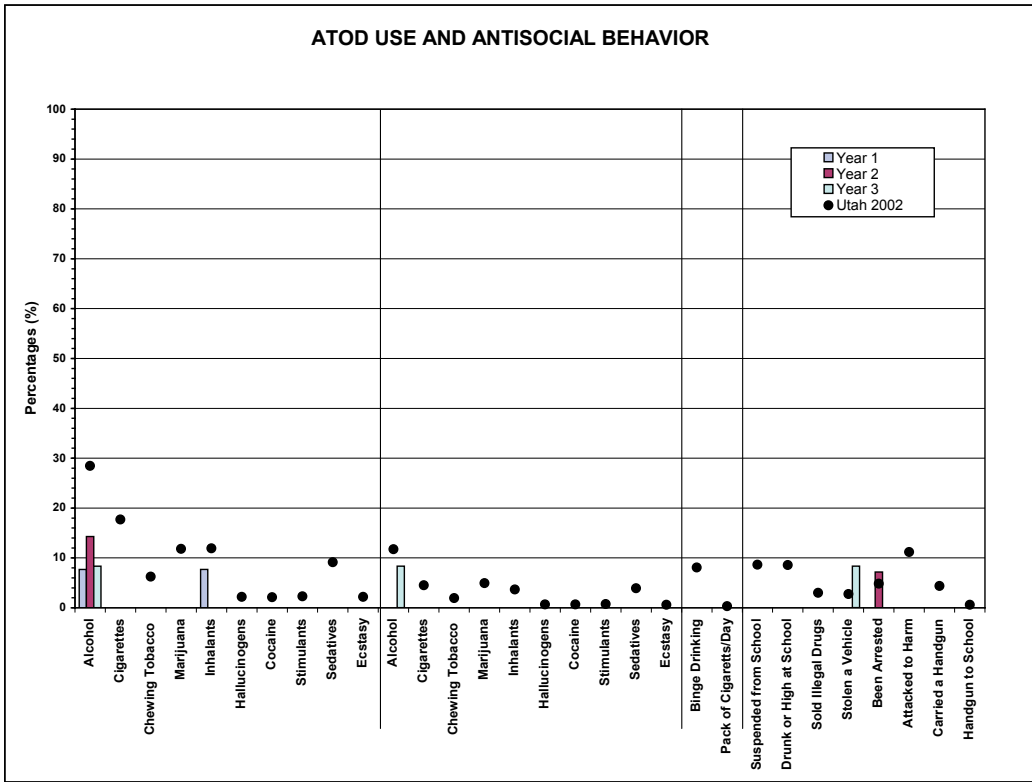
	Number	Percent
TOTAL PARTICIPANTS		
GENDER		
Male	8	53%
Female	7	47%
ETHNICITY		
Caucasian	0	0%
African American	0	0%
Native American	0	0%
Alaskan Native	0	0%
Pacific Islander/ Asian American	15	100%
Hispanic	0	0%
Other	0	0%
Total	15	
GRADE		
5th or below	0	0%
6th	2	13%
7th	4	27%
8th	3	20%
9th	1	7%
10th	2	13%
11th	1	7%
12th	2	13%
Total	15	

CONFIDENCE IN RESULTS

Number of Youth Completing Program	18 (62%)
Years of Data	2 years 8 months

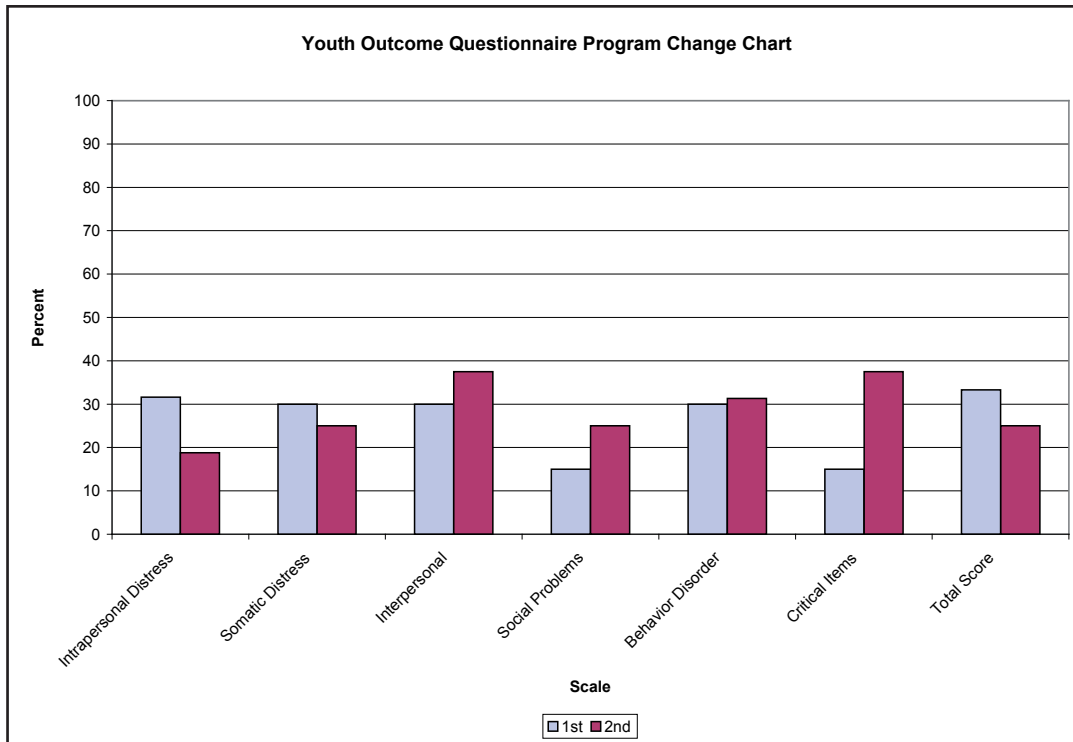
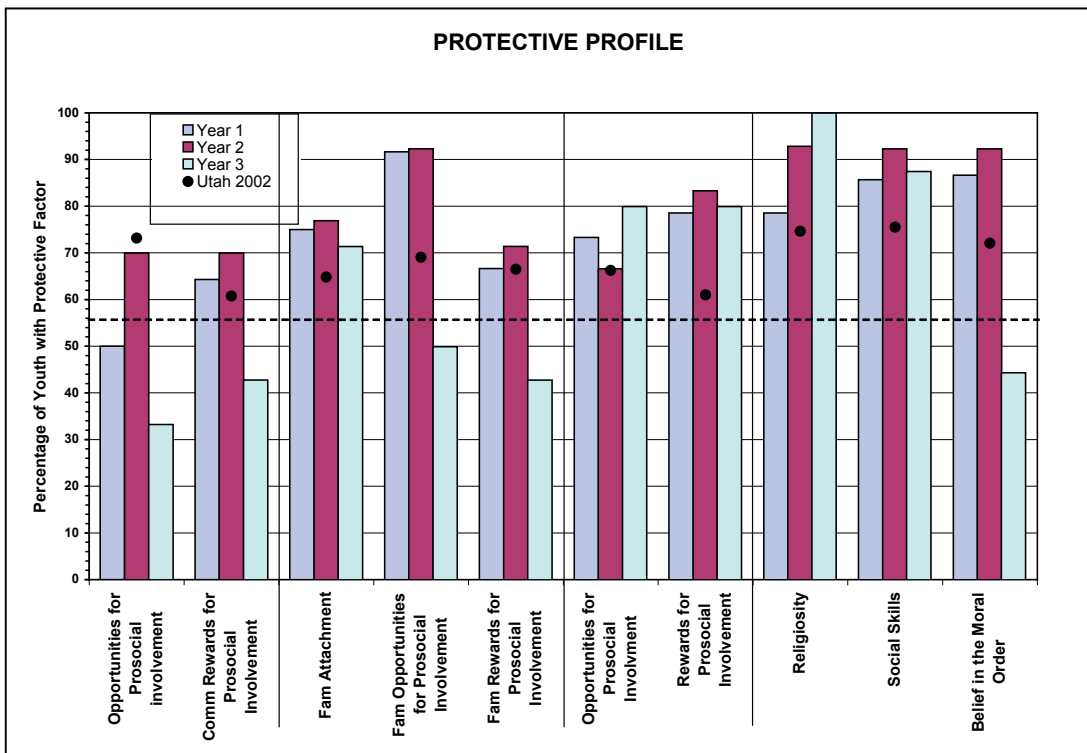
***Note:** Difference in totals are due to the number of youth answering a specific question.*

VIETNAMESE YOUTH DELINQUENCY PREVENTION



Note: Post test results are shown only for scales the program was designed to target.

VIETNAMESE YOUTH DELINQUENCY PREVENTION



Note: Post test results are shown only for scales the program was designed to target.

YOUTH AND FAMILIES SUPPLEMENTAL INSTRUCTION AND TECHNOLOGICAL INITIATIVE

CLUB BASED PROGRAM INFORMATION

Youth and Families Supplemental Instruction and Technological Initiative serves youth in Box Elder County who are at risk of school failure and have family difficulties. A detailed presentation of the current findings for this program is given in tables and graphs on the following pages. The results are presented separately for two different sites at which this program is operated. Results for the club based program are listed on this page.

PROGRAM MODEL AND TARGET YOUTH

The approach and rationale for this program is well specified. As measured by the SHARP prevention needs assessment survey in 2005, school failure is the number one risk factor for youth in the Box Elder School District. The percentage of youth dropping out of school has also increased 100% in previous two years. The program seeks to increase school success by increasing student's grades and attendance, improving literacy levels, developing computer and multimedia skills, and increasing life skills. After school sessions are offered three times per week with supplemental instruction, technology, and multimedia assistance. Tutoring is available every week day. The program also provides education in computers, GED attainment and English language education to parents and adults within the community.

In addition to interventions targeting school success, the program includes a family based intervention designed to increase effective family functioning. This type of intervention makes sense because youth who participated in programs UBJJ has previously funded at this site showed higher levels of risk and lower levels of protection in this area than their peers in the local community.

In addition to risk and protective factors associated with the school and family domains, the program has a social skills component. On past evaluations, youth entering the program had lower social skills abilities lower than their peers in the local community on past evaluations.

OUTCOMES

The results reported here are based upon 14 youth who completed the program during a six month period of time.

Due to the small number of youth and short period of time, this report should be considered preliminary. The results provide initial evidence that the program is targeting the youth it is designed to serve. As shown in the graphs below, the youth are more at risk in the school domain than their peers in the surrounding community. They also report higher levels of risk on family factors than their peers. The program targets youth who are in middle school. This is an appropriate age for school success programming as the rate of school suspensions for Utah youth peaks during these years.

At program completion, the youth showed positive changes on five of the eight scales used to measure program targets. Specifically, decreases were found for low commitment to school and family conflict. Increases were found for prosocial involvement with the school and family and in social skills. Negative changes were found on scales measuring poor family management and academic failure. Changes in common psychological and behavioral problems, including interpersonal functioning and social problems, did not show changes from the start of the program.

SUMMARY AND RECOMMENDATIONS

Overall, the data analyzed for this report are preliminary. The program model follows empirically based practices for school success and family based intervention. Results suggest the program has succeeded at targeting youth who may benefit from interventions in these areas. While some negative changes were found, youth who complete the program report positive changes on the majority of risk and protective factors related to the areas that the program targets. Given that approximately 40 percent of youth do not complete the program, an increased focus on retaining youth should be a high priority.

**YOUTH AND FAMILIES SUPPLEMENTAL INSTRUCTION AND TECHNOLOGICAL INITIATIVE
CLUB BASED
DEMOGRAPHICS AND CONFIDENCE IN RESULTS**

CHARACTERISTICS OF PARTICIPANTS

	Number	Percent
TOTAL PARTICIPANTS	14	

GENDER

Male	9	69%
Female	4	31%

ETHNICITY

Caucasian	10	77%
African American	0	0%
Native American	1	8%
Alaskan Native	0	0%
Pacific Islander/ Asian American	0	0%
Hispanic	2	15%
Other	0	0%
Total	13	

GRADE

5th or below	0	0%
6th	6	46%
7th	4	31%
8th	1	8%
9th	1	8%
10th	1	8%
11th	0	0%
12th	0	0%
Total	13	

CONFIDENCE IN RESULTS

Number of Youth Completing Program	14 (61%)
Years of Data	6 months

***Note:** Difference in totals are due to the number of youth answering a specific question.*

**YOUTH AND FAMILIES SUPPLEMENTAL INSTRUCTION AND TECHNOLOGICAL INITIATIVE CLUB BASED
RISK AND PROTECTIVE LOGIC MODEL**

BEHAVIORS**Antisocial Behavior**

→ Suspended from School

Common Psychological and Behavior Problems

→ **Interpersonal Behavior**

→ **Social Problems and**

→ no change

↑ positive change

↓ negative change

FAMILY**RISK**

↓ **Poor Family Management**

Rational: Past program participants have reported higher rates of poor family management than their peers in Brigham City (UBJJ Outcome Evaluation 2005)

Intervention: *Strengthening Families Program*

↑ **Family Conflict**

Rational: Past program participants have reported higher rates of family conflict than their peers in Brigham City (UBJJ Outcome Evaluation 2005)

Intervention: *Strengthening Families Program*

PROTECTIVE

↑ **Opportunities for Prosocial Involvement**

Rational: Past program participants have reported lower rates of opportunities for prosocial involvement than their peers in Brigham City (UBJJ Outcome Evaluation 2005)

Intervention: *Strengthening Families Program*

Monthly family night programs

Joint parent and youth technology projects

SCHOOL**RISK**

↓ **Academic Failure**

Rational: Highest risk factor for Brigham City youth (SHARP Survey 2005)

Intervention: *Supplemental instruction during & after school in core academic areas*

After school applied technology-based program designed to enhance academic skills

After school technology-based ESL support

Technology-based literacy program

Study time focusing on core skills & skills in computer labs

Grade tracking

↑ **Low Commitment to School**

Rational: Drop out rate increased 100% in past two years in Box Elder School District

Intervention: *Provide alternative learning opportunities through technology programming.*

Provide academically based mentoring

PROTECTIVE

↑ **Opportunities for Prosocial Involvement**

Rational: Past program participants have reported lower rates of opportunities for prosocial involvement than their peers in Brigham City (UBJJ Outcome Evaluation 2005)

Intervention: *Provide opportunities for academic achievement through technology programming.*

Collaborate with school to provide more opportunities for school involvement

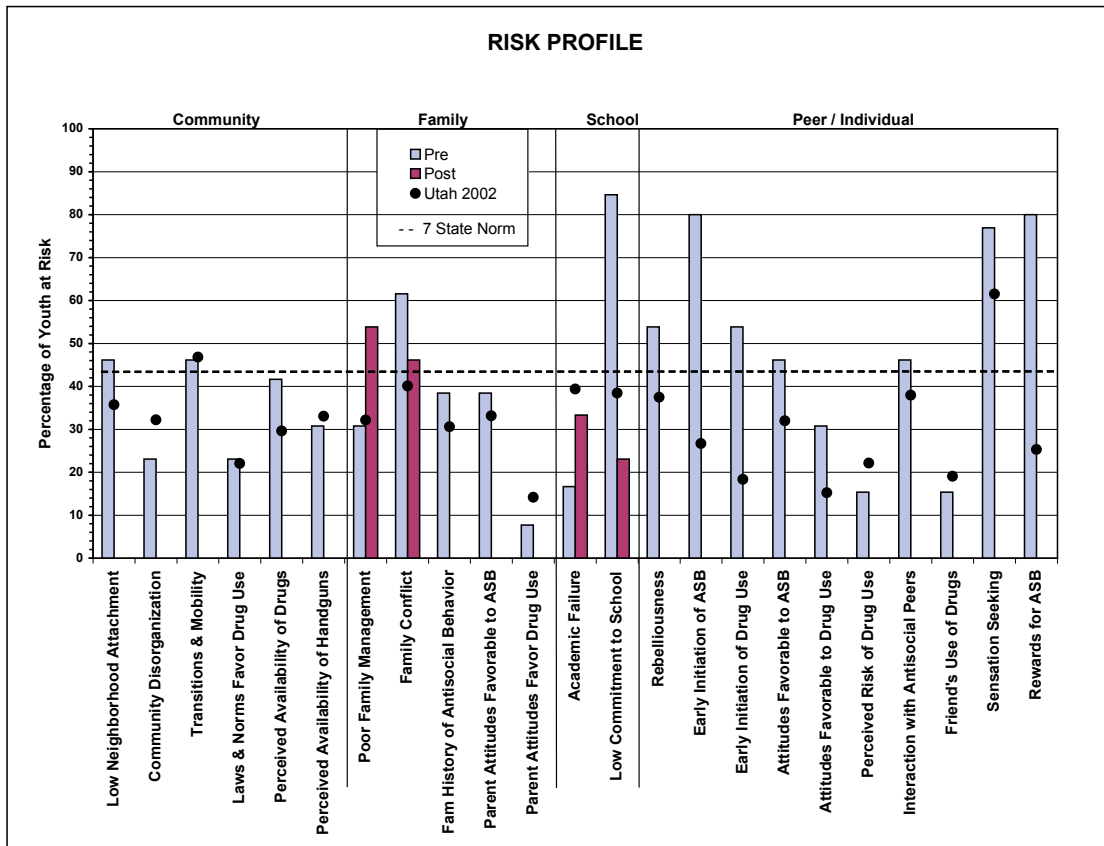
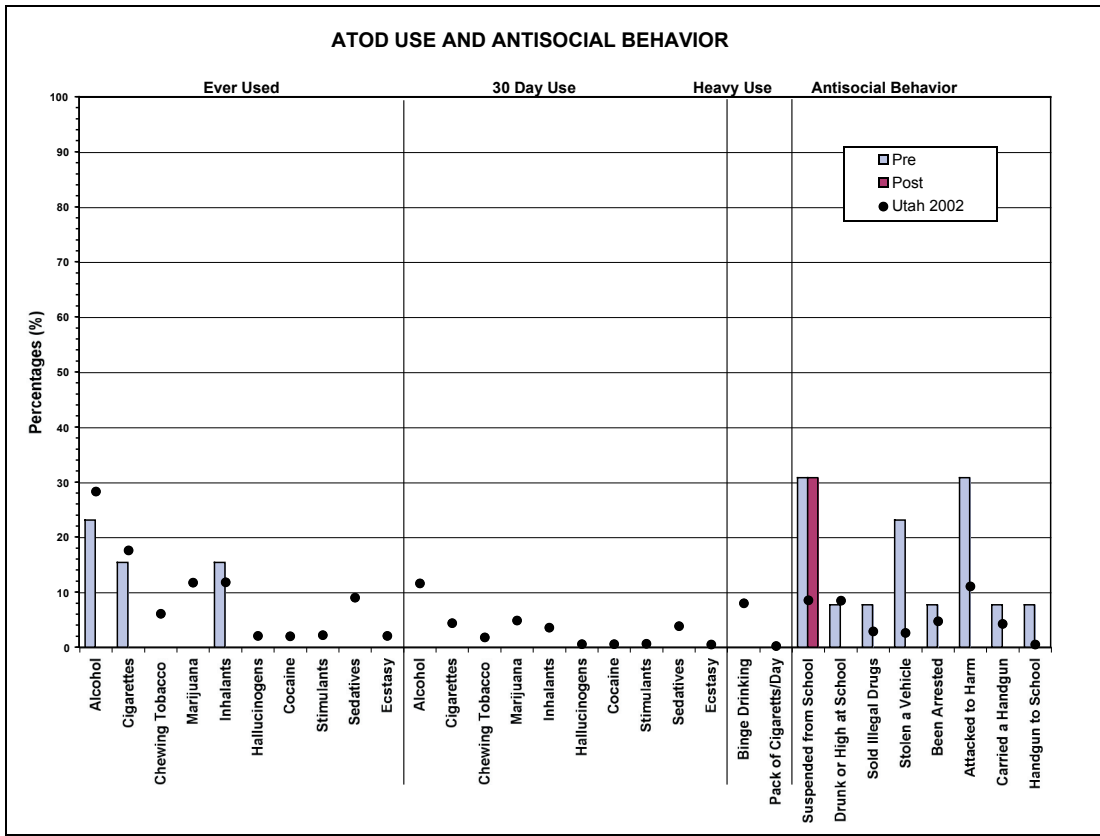
PEER/INDIVIDUAL**PROTECTIVE**

↑ **Social Skills**

Utilize team activities with technology programs

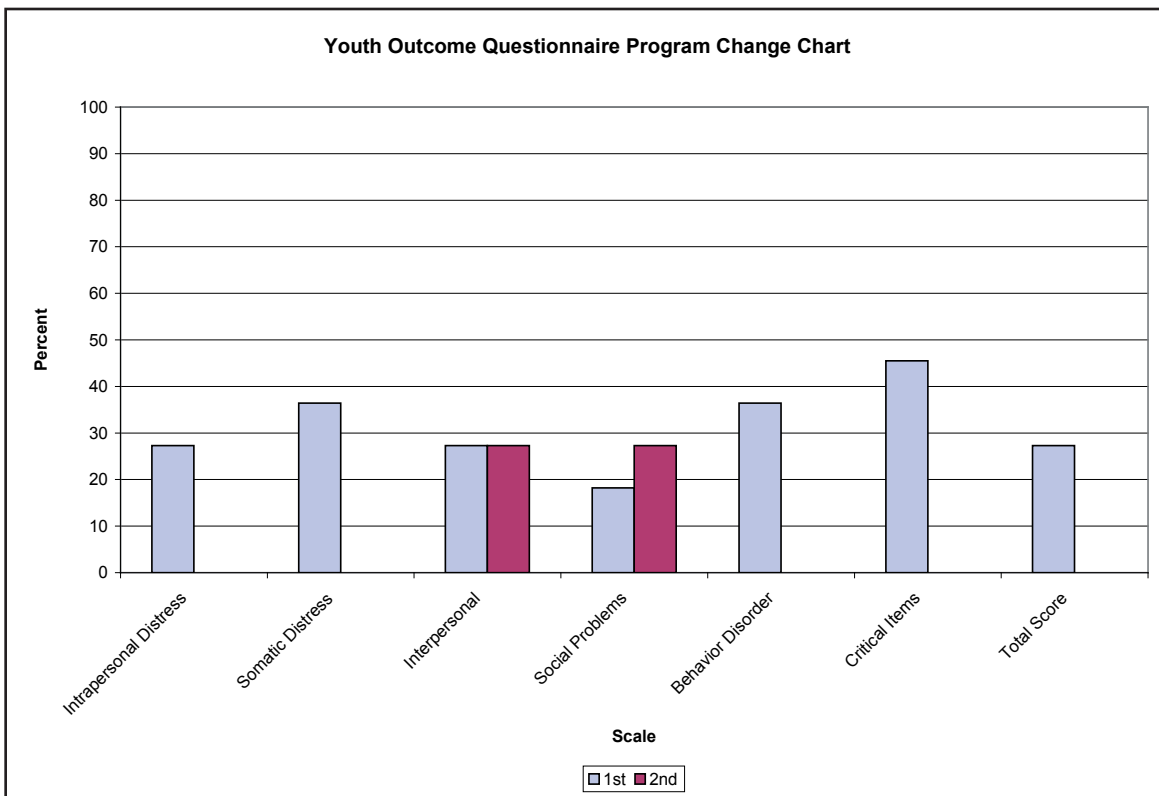
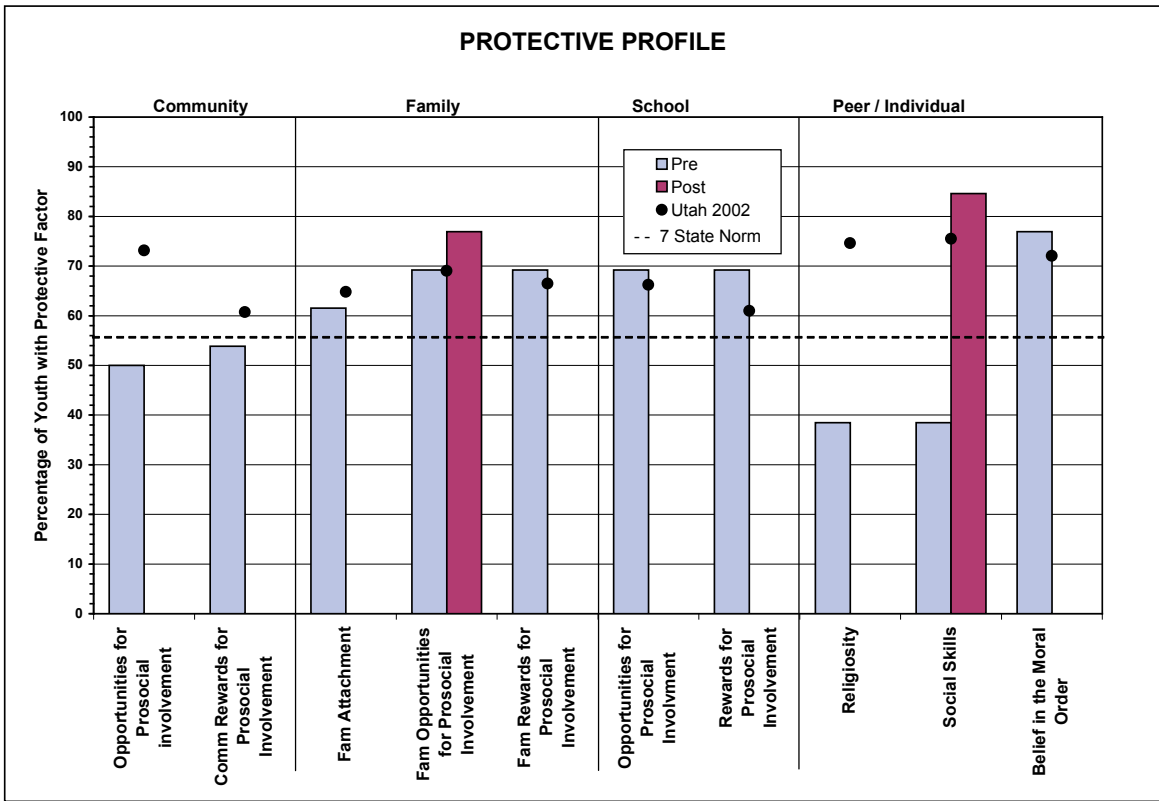
Provide conflict resolution activities

YOUTH AND FAMILIES SUPPLEMENTAL INSTRUCTION AND TECHNOLOGICAL INITIATIVE
CLUB BASED



Note: Post test results are shown only for scales the program was designed to target.

YOUTH AND FAMILIES SUPPLEMENTAL INSTRUCTION AND TECHNOLOGICAL INITIATIVE
CLUB BASED



Note: Post test results are shown only for scales the program was designed to target.

YOUTH AND FAMILIES SUPPLEMENTAL INSTRUCTION AND TECHNOLOGICAL INITIATIVE SCHOOL BASED

PROGRAM INFORMATION

Youth and Families Supplemental Instruction and Technological Initiative: School Based serves youth in Box Elder County who are at risk of school failure and have family difficulties. A detailed presentation of the current findings for this program is given in the tables and graphs on the following pages.

Program model and target youth

The approach and rationale for this program is well specified. As measured by the SHARP prevention needs assessment survey in 2005, school failure is the number one risk factor for youth in the Box Elder School District. The percentage of youth dropping out of school has also increased 100% in the previous two years. The program seeks to increase school success by increasing student's grades and attendance, improving literacy levels, developing computer and multimedia skills, and increasing life skills. After school sessions are offered three times per week with supplemental instruction, technology, and multimedia assistance. Tutoring is available every week day. The program also provides education in computers, GED attainment and English language education to parents and adults within the community.

In addition to interventions targeting school success, the program includes a family based intervention designed to increase effective family functioning. Youth who participated in programs at the Boys and Girls Club of Brigham City showed higher levels of risk and lower levels of protection in this area than their peers in the local community on past evaluations.

In addition to risk and protective factors associated with schools and families, the program has a social skills component. On past evaluations, youth entering the program had lower social skills abilities lower than their peers in the local community on past evaluations.

Outcomes

The results reported here are based upon 11 youth who completed the program during a six month period of time. This is 100% of the youth who enrolled. Due to the small number of youth and short period of time, this report should be considered preliminary.

The results provide initial evidence that the program is targeting the youth it is designed to serve. As shown in the graphs below, the youth are more at risk in the school domain than their peers in the surrounding community. They do not report higher levels of risk on family factors than their peers. The program targets youth who are in middle school. This is an appropriate age for school success programming as the rate of school suspensions for Utah youth peaks during these years.

At program completion, the youth showed positive changes on five of the 10 scales used to measure program targets. Specifically, decreases were found for academic failure and low commitment to school. Increases were found for prosocial involvement with the school and family. Negative changes were found on scales measuring family conflict and interpersonal behavior problems. Changes in common psychological and behavioral problems decreased for social problems and increased for interpersonal behavioral problems. No changes were found in rates of being suspended from school or social skills ability.

Summary and Recommendations

The data analyzed for this report are preliminary. The program model follows empirically based practices for school success and family based interventions. Results suggest the program has succeeded at targeting youth who may benefit from interventions that are academically focused. Because the youth entering this program have similar rates of risk and protection in the family domain they have less need for family focused interventions. While some negative changes were found, youth who complete the program report positive changes on the majority of risk and protective factors related to the areas that the program targets. The evaluators recommend the program look at the rationale for providing family focused interventions at this site as the youth do not appear to have an elevated risk for family problems.

**YOUTH AND FAMILIES SUPPLEMENTAL INSTRUCTION AND TECHNOLOGICAL INITIATIVE
SCHOOL BASED**

DEMOGRAPHICS AND CONFIDENCE IN RESULTS

CHARACTERISTICS OF PARTICIPANTS

	Number	Percent
--	--------	---------

TOTAL PARTICIPANTS

GENDER

Male	8	73%
Female	3	27%

ETHNICITY

Caucasian	10	91%
African American	0	0%
Native American	0	0%
Alaskan Native	0	0%
Pacific Islander/ Asian American	0	0%
Hispanic	0	0%
Other	1	9%
Total	11	

GRADE

5th or below	0	0%
6th	9	82%
7th	2	18%
8th	0	0%
9th	0	0%
10th	0	0%
11th	0	0%
12th	0	0%
Total	11	

CONFIDENCE IN RESULTS

Number of Youth Completing Program	11 (100%)
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Years of Data	6 months
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***Note:** Difference in totals are due to the number of youth answering a specific question.*

YOUTH AND FAMILIES SUPPLEMENTAL INSTRUCTION AND TECHNOLOGICAL INITIATIVE SCHOOL BASED
RISK AND PROTECTIVE LOGIC MODEL

BEHAVIORS

Antisocial Behavior

→ Suspended from School

Common Psychological and Behavior Problems

↓ **Interpersonal Behavior**

↑ **Social Problems**

→ no change
↑ positive change
↓ negative change

FAMILY

RISK

→ **Poor Family Management**

Rational: Past program participants have reported higher rates of poor family management than their peers in Brigham City (UBJJ Outcome Evaluation 2005)

Intervention: *Strengthening Families Program*

↓ **Family Conflict**

Rational: Past program participants have reported higher rates of family conflict than their peers in Brigham City (UBJJ Outcome Evaluation 2005)

Intervention: *Strengthening Families Program*

PROTECTIVE

↑ **Opportunities for Prosocial Involvement**

Rational: Past program participants have reported lower rates of opportunities for prosocial involvement than their peers in Brigham City (UBJJ Outcome Evaluation 2005)

Intervention: *Strengthening Families Program*

Monthly family night programs

Joint parent and youth technology projects

SCHOOL

RISK

↑ **Academic Failure**

Rational: Highest risk factor for Brigham City youth (SHARP Survey 2005)

Intervention: *Supplemental instruction during & after school in core academic areas*

After school applied technology-based program designed to enhance academic skills

After school technology-based ESL support

Technology-based literacy program

Study time focusing on core skills & skills in computer labs

Grade tracking

↑ **Low Commitment to School**

Rational: Drop out rate increased 100% in past two years in Box Elder School District

Intervention: *Provide alternative learning opportunities through technology programming.*

Provide academically based mentoring

PROTECTIVE

↑ **Opportunities for Prosocial Involvement**

Rational: Past program participants have reported lower rates of opportunities for prosocial involvement than their peers in Brigham City (UBJJ Outcome Evaluation 2005)

Intervention: *Provide opportunities for academic achievement through technology programming.*

Collaborate with school to provide more opportunities for school involvement

PEER/INDIVIDUAL

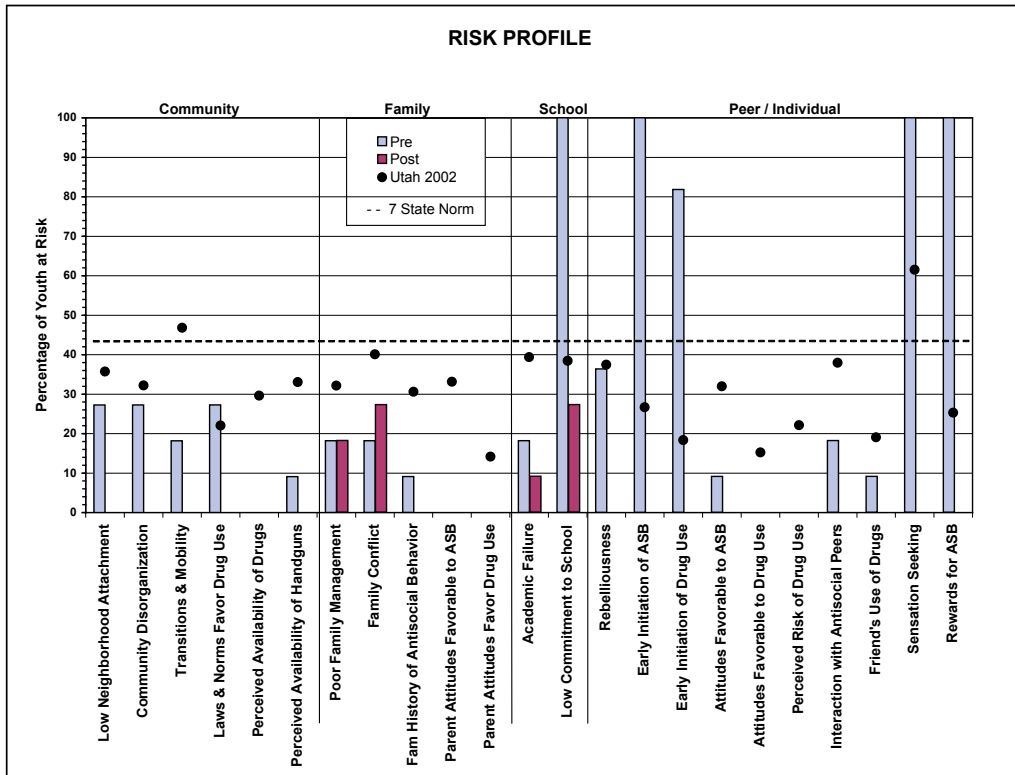
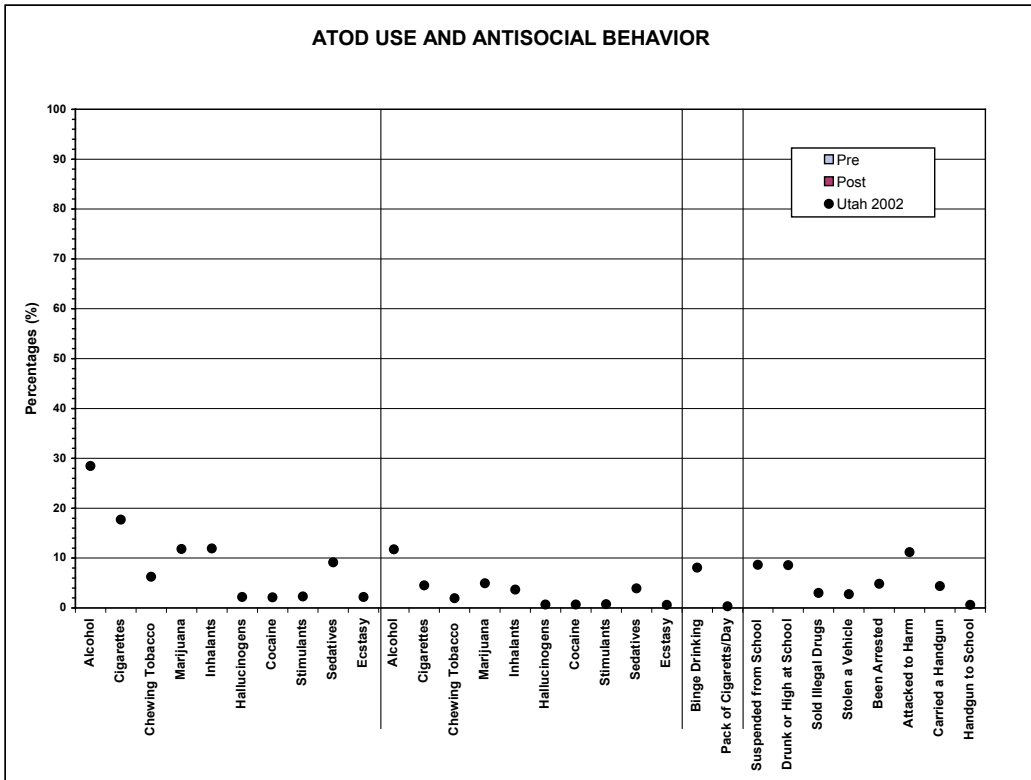
PROTECTIVE

→ **Social Skills**

Utilize team activities with technology programs

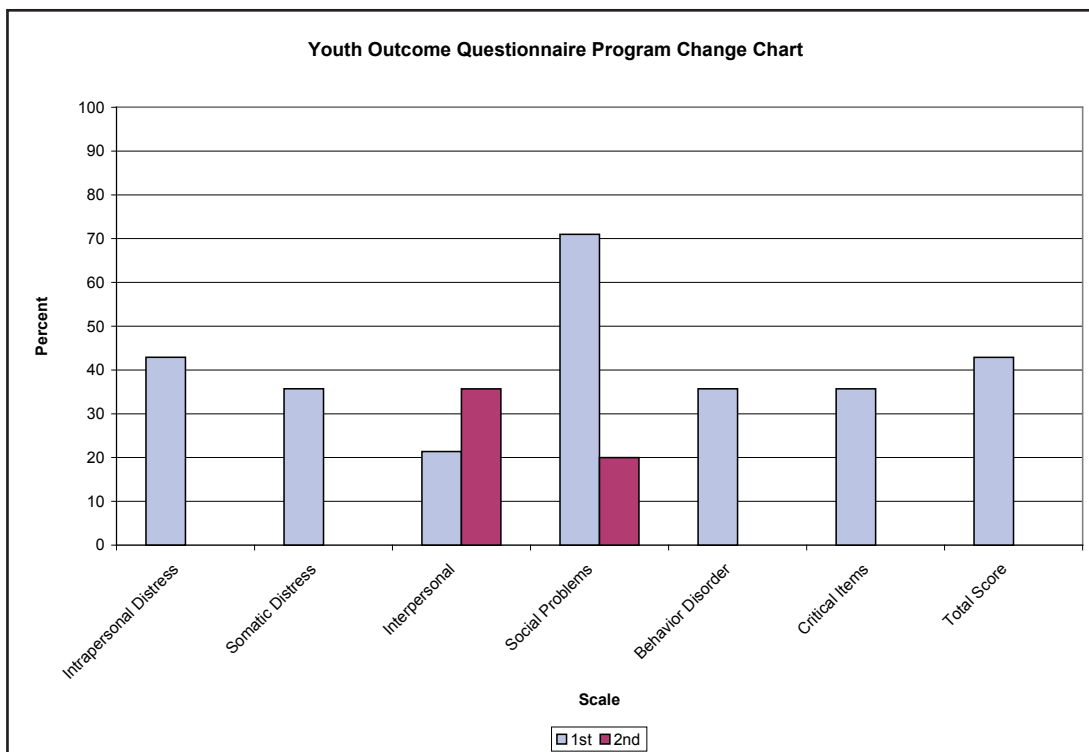
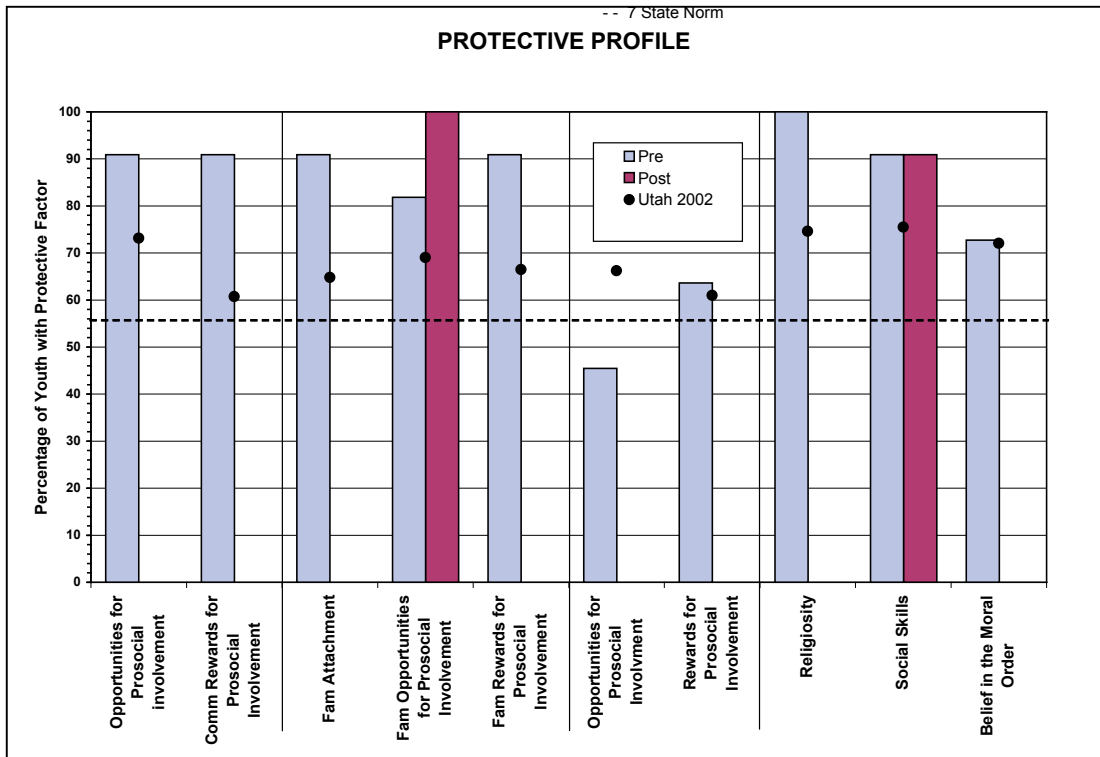
Provide conflict resolution activities

YOUTH AND FAMILIES SUPPLEMENTAL INSTRUCTION AND TECHNOLOGICAL INITIATIVE SCHOOL BASED



Note: Post test results are shown only for scales the program was designed to target.

YOUTH AND FAMILIES SUPPLEMENTAL INSTRUCTION AND TECHNOLOGICAL INITIATIVE SCHOOL BASED



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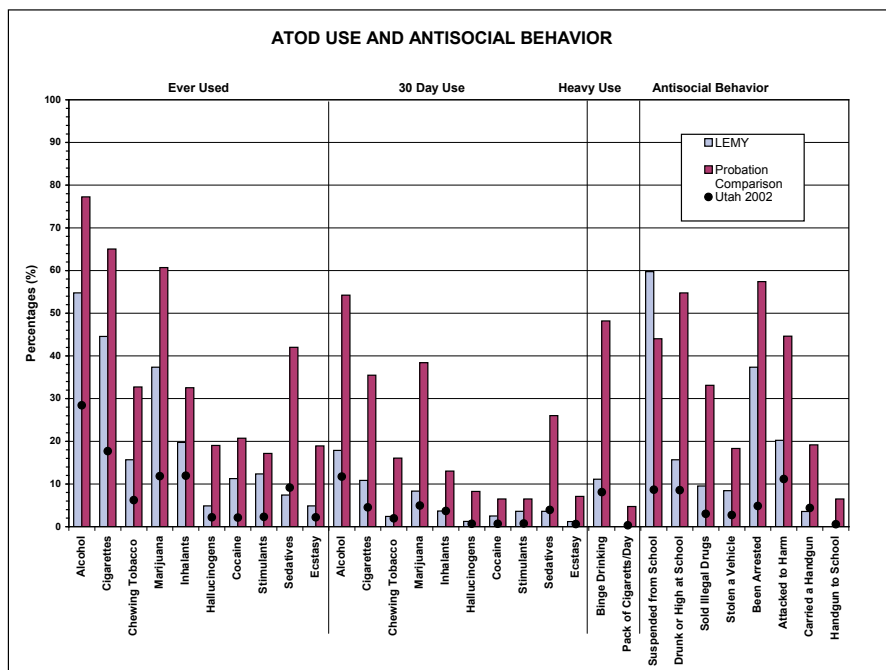
INDIVIDUAL EVALUATIONS

Legal Equity for Minority Youth

Legal Equity for Minority Youth (LEMY) provides legal representation for minority youth in Utah County. This program differs from other programs UBJJ funds as it is intended to reduce differential treatment of minority offenders by the juvenile court. The premise of the LEMY program is that minority offenders will be treated more fairly by the court when provided representation and legal education. Further reductions may be gained by educating court officials on the risk and protective factor profile differences in between minority youth and other youth involved in the legal system. As part of educating court officials on the different experiences of minority youth, the evaluators have completed a profile of the risk and protective factors for youth entering this program. This profile, presented in the graphs below, empirically illuminates important differences between minority and Caucasian offenders. This information can be used by the program as a tool to decrease cultural bias that may exacerbate further involvement within the juvenile justice system. Once a sufficiently large sample of youth have participated in the program (100 or more), the sanctions and other court imposed requirements for minority offenders who are represented by LEMY will be compared to three other offender groups: minorities who do not have representation, Caucasians with representation, and Caucasians without representation. It is anticipated that the program will serve sufficient youth that the results of this analysis will be presented in the annual report for next year.

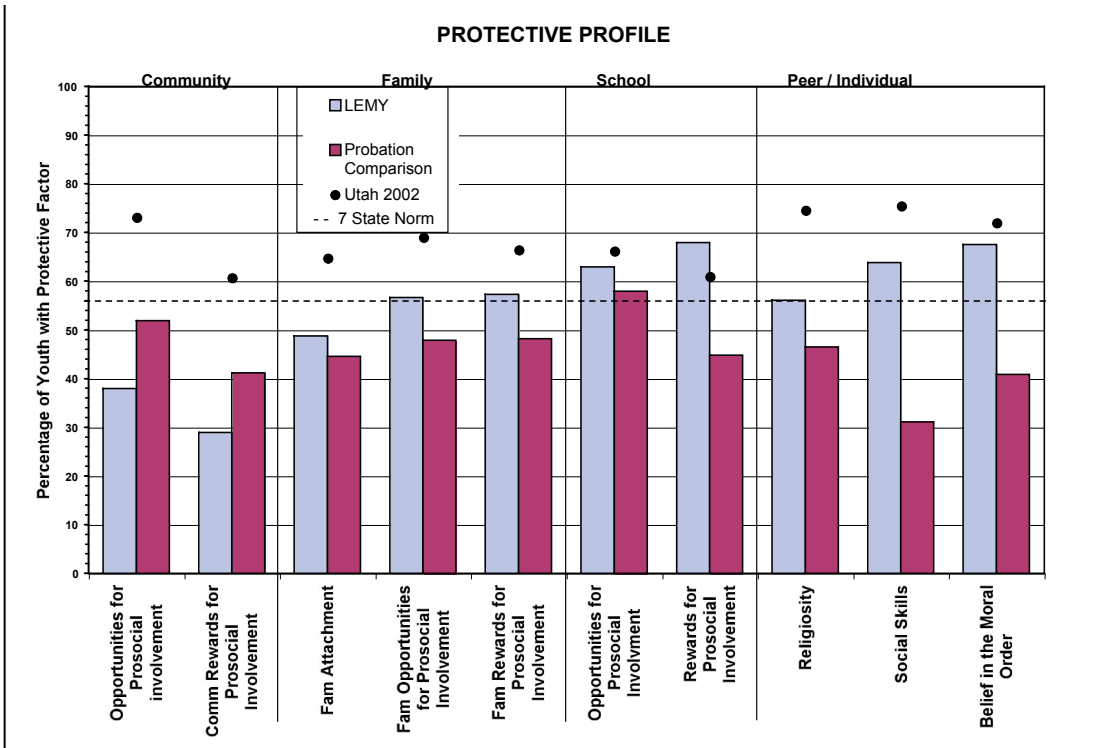
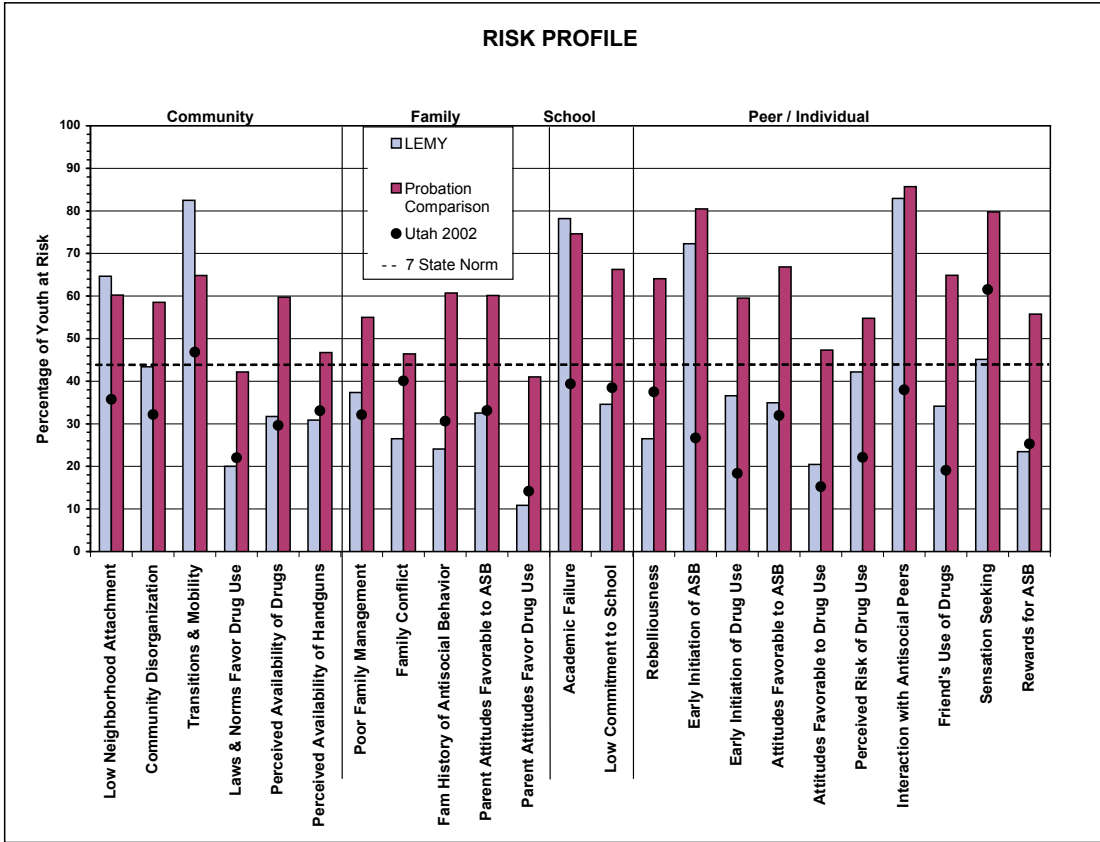
The results presented here are based on analysis of 88 youth who participated in the LEMY program. Seventy-nine percent of these participants were male. Eighty-one percent were Hispanic, 8% were of mixed ethnicity, 6% were African-American, 4% were native American, and 1% were Caucasian. Eighty-seven percent were in grades 9 through 12.

Youth in the LEMY program have higher rates of alcohol tobacco and other drug use and antisocial behaviors than Utah youth in general. This is expected given their involvement with the juvenile court. When compared with youth who are on probation, in general, youth in the LEMY program report lower rates of substance use and risk. Compared to probation youth, LEMY youth report higher rates of protection. This difference also is expected as many LEMY youth are not on probation. Importantly there are four areas where this is not the case. Youth in the LEMY program are more likely to report suspensions from school. In addition, they are more at risk and have less protection on factors involving their communities. For example, youth in the LEMY program have higher rates of transitions and mobility in their communities. They perceive fewer opportunities and rewards for prosocial involvement in their communities.



Note: Post test results are shown only for scales the program was designed to target.

INDIVIDUAL EVALUATIONS



Note: Post test results are shown only for scales the program was designed to target.

APPENDIX

Appendix A: Risk and Protective Factor Definitions

<i>Community Domain Risk Factors</i>	
<i>Community and Personal Transitions & Mobility</i>	Neighborhoods with high rates of residential mobility have been shown to have higher rates of juvenile crime and drug selling. Children who experience frequent residential moves and stressful life transitions have been shown to have higher risk for school failure, delinquency, and drug use.
<i>Community Disorganization</i>	Research has shown that neighborhoods with high population density, lack of natural surveillance of public places, physical deterioration, and high rates of adult crime also have higher rates of juvenile crime and drug selling.
<i>Low Neighborhood Attachment</i>	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
<i>Laws and Norms Favorable Toward Drug Use</i>	Research has shown that legal restrictions on alcohol and tobacco use, such as raising the legal drinking age, restricting smoking in public places, and increased taxation have been followed by decreases in consumption. Moreover, national surveys of high school seniors have shown that shifts in normative attitudes toward drug use have preceded changes in prevalence of use.
<i>Perceived Availability of Drugs and Handguns</i>	The availability of cigarettes, alcohol, marijuana, and other illegal drugs has been related to the use of these substances by adolescents. The availability of handguns is also related to a higher risk of crime and substance use by adolescents.
<i>Community Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
<i>Family Domain Risk Factors</i>	
<i>Family History of Antisocial Behavior</i>	When children are raised in a family with a history of problem behaviors (e.g., violence or ATOD use), the children are more likely to engage in these behaviors.
<i>Family Conflict</i>	Children raised in families high in conflict, whether or not the child is directly involved in the conflict, appear at risk for both delinquency and drug use.
<i>Parental Attitudes Favorable Toward Antisocial Behavior & Drugs</i>	In families where parents use illegal drugs, are heavy users of alcohol, or are tolerant of children's use, children are more likely to become drug abusers during adolescence. The risk is further increased if parents involve children in their own drug (or alcohol) using behavior, for example, asking the child to light the parent's cigarette or get the parent a beer from the refrigerator.
<i>Poor Family Discipline</i>	Parents' use of inconsistent and/or unusually harsh or severe punishment with their children places them at higher risk for substance use and other problem behaviors.
<i>Poor Family Supervision</i>	Parents' failure to provide clear expectations and to monitor their children's behavior makes it more likely that they will engage in drug abuse whether or not there are family drug problems.
<i>Family Attachment</i>	Young people who feel that they are a valued part of their family are less likely to engage in substance use and other problem behaviors.
<i>Family Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	Young people who are exposed to more opportunities to participate meaningfully in the responsibilities and activities of the family are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	When parents, siblings, and other family members praise, encourage, and attend to things done well by their child, children are less likely to engage in substance use and problem behaviors.

APPENDIX

<i>School Domain Risk Factors</i>	
<i>Academic Failure</i>	Beginning in the late elementary grades (grades 4-6) academic failure increases the risk of both drug abuse and delinquency. It appears that the experience of failure itself, for whatever reasons, increases the risk of problem behaviors.
<i>Little Commitment to School</i>	Surveys of high school seniors have shown that the use of hallucinogens, cocaine, heroin, stimulants, and sedatives or nonmedically prescribed tranquilizers is significantly lower among students who expect to attend college than among those who do not. Factors such as liking school, spending time on homework, and perceiving the coursework as relevant are also negatively related to drug use.
<i>School Domain Protective Factors</i>	
<i>Opportunities for Positive Involvement</i>	When young people are given more opportunities to participate meaningfully in important activities at school, they are less likely to engage in drug use and other problem behaviors.
<i>Rewards for Positive Involvement</i>	When young people are recognized and rewarded for their contributions at school, they are less likely to be involved in substance use and other problem behaviors
<i>Peer-Individual Risk Factors</i>	
<i>Favorable Attitudes Toward Antisocial Behavior</i>	Young people who accept or condone antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
<i>Early Initiation of Problem Behavior</i>	Early onset of drug use predicts misuse of drugs. The earlier the onset of any drug use, the greater the involvement in other drug use and the greater frequency of use. Onset of drug use prior to the age of 15 is a consistent predictor of drug abuse. The later the age of onset of drug use has been shown to predict lower drug involvement and a greater probability of discontinuation of use.
<i>Favorable Attitudes Toward Drug Use</i>	Initiation of use of any substance is preceded by values favorable to its use. During the elementary school years, most children express anti-drug, anti-crime, and pro-social attitudes and have difficulty imagining why people use drugs. However, in middle school, as more youth are exposed to others who use drugs, their attitudes often shift toward greater acceptance of these behaviors. Youth who express positive attitudes toward drug use are at higher risk for subsequent drug use.
<i>Friends' Use of Drugs</i>	Young people who associate with peers who engage in alcohol or substance abuse are much more likely to engage in the same behavior. Peer drug use has consistently been found to be among the strongest predictors of substance use among youth. Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who use drugs greatly increases the risk of that problem developing.
<i>Interaction with Antisocial Peers</i>	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
<i>Low Perceived Risk of Drug Use</i>	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
<i>Rewards for Antisocial Involvement</i>	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
<i>Rebelliousness</i>	Young people who do not feel part of society, are not bound by rules, don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society, are at higher risk of abusing drugs. In addition, high tolerance for deviance, a strong need for independence, and normlessness have all been linked with drug use.
<i>Sensation Seeking</i>	

APPENDIX

<i>Social Skills</i>	Young people who are socially competent and engage in positive interpersonal relations with their peers are less likely to use drugs and engage in other problem behaviors.
<i>Belief in the Moral Order</i>	Young people who have a belief in what is “right” or “wrong” are less likely to use drugs.

About the Utah Criminal Justice Center

**395 South 1500 East Room 234
Salt Lake City, UT 84112-0260**

Staff working on the UBJJ outcome evaluation

Director: Russ Van Vleet

Research Analyst: Matt Davis

Research Assistant: Karlie Lundell

The Utah Criminal Justice Center serves the needs of the criminal and juvenile justice systems in Utah, university students and faculty, and the citizenry of Utah by bringing together the talents, resources, and leadership of various academic departments and colleges at the University of Utah and the Utah Commission on Criminal and Juvenile Justice in a physical center dedicated to education, training, and research in the area of criminal and juvenile justice.

The Utah Commission on Criminal and Juvenile Justice (hereinafter "CCJJ") was created in 1983 by the Utah State Legislature to promote broad philosophical agreement in Utah's criminal and juvenile justice systems and to provide a mechanism for coordinating the functions of the various branches and levels of government to reduce crime and victimization. Almost from its inception, CCJJ has enjoyed a research partnership with the University of Utah College of Social Work. In 1997, the contract was expanded to include the Utah Department of Corrections. To date, more than thirty studies have been completed, ranging from a \$200,000 National Institute of Justice study of sentencing guidelines in Utah to a \$5,000 study of crime in Salt Lake City apartment complexes. In addition, a number of position papers have been developed for CCJJ in response to inquiries from state legislators regarding criminal justice issues.

Over the past few years, CCJJ, the College of Social Work, and faculty members from various departments and colleges at the University of Utah have worked together to form the Utah Center for Criminal Justice to provide focus and direction to students from several disciplines who are interested in pursuing a career in criminal and juvenile justice, given the ongoing difficulty of

recruiting and retaining qualified criminal and juvenile justice professionals in Utah. In addition to the College of Social Work, the University of Utah's College of Law, College of Social and Behavioral Sciences, College of Health, and College of Education have participated in the Center in one form or another.