THE UTAH BOARD OF JUVENILE JUSTICE

PROGRAM EVALUATION AND IMPROVEMENT PROJECT

UBJJ

ANNUAL REPORT
2010

UTAH CRIMINAL JUSTICE CENTER

UNIVERSITY OF UTAH

December 2010

Prepared by:

Matthew J Davis, M.S.

Michael J Tanana, M.S.

Mindy Vanderloo, M.A.

Moises Prospero, Ph.D.

TABLE OF CONTENTS

1

Evaluation Overview

3

Risk and Protective Factor Tool (RAPIT)

4

Program Directory Tool

5-11

Program Results

Choices

Connections

Green River Drug and Violence Prevention

South Salt Lake Substance Abuse

Uintah Basin Youth Services

EVALUATION OVERVIEW

In 2009, the Utah Board of Juvenile Justice (UBJJ) implemented a new evaluation process called the UBJJ Program Evaluation and Improvement Project. This process has evolved out of the UBJJ Outcome Evaluation Study which has evaluated the outcome of UBJJ funded programs since 2002. The new evaluation process is designed to rapidly move UBJJ funded programs from the startup phase to a level of maturity where a program's effectiveness can be empirically tested. Implementing and maintaining an effective, evidenced based program is a difficult process that can take many years. For example, even when an existing curriculum is used, adapting this intervention to the local setting; ensuring the intervention is delivered in an effective manner; and maintaining trained, quality staff is a considerable task for the best administrator. UBJJ funds only new programs and only for three years. Most of these programs are small and many are rural. These characteristics make the task of taking a program from the startup phase to maturity formidable. In order to increase the number of programs that successfully navigate the process, the new evaluation structure focuses on providing extensive guidance to funded programs on how to implement factors which characterize effective, evidenced based programs. This guidance is tailored to each program in terms of the program targets, type of youth, curriculum, setting, and size. The overall objective of the evaluation is to increase the number of effective programs. This is important not only because the youth and their families deserve such, but also because these programs receive public funding and therefore UBJJ needs to know that the money is well spent.

This report provides the findings for the UBJJ Program Evaluation and Improvement Project for 2010. The evaluation is conducted by the Utah Criminal Justice Center at the University of Utah. The current status of each program participating in the evaluation is provided. Table 1 lists the programs currently participating in the evaluation process. Updates are provided also on the additional tools the evaluators have developed to assist the board in making empirically based funding decisions.

Table 1 PROGRAMS INCLUDED IN THE EVALUATION DURING 2010

	PROGRAM TYPE*	PRE OR POST ADJUDICATION	TARGET POPULATION
CHOICES	Intervention	Post- adjudication	Juveniles with sex offenses who are on probation and fall into Levels One and Two on the NOJOS classification structure
CONNECTIONS	Selective and Indicated Prevention	Pre-adjudication	Youth showing initial behavioral problems and poor academic performance.
GREEN RIVER DRUG AND VIOLENCE PREVENTION	Selective Prevention	Pre Adjudication	Youth at risk for substance abuse
SOUTH SALT LAKE SUBSTANCE ABUSE PREVENTION	Selective Prevention	Pre Adjudication	At-risk youth and families attending Lincoln Elementary school
UNITAH BASIN YOUTH SERVICES	Intervention	Post- adjudication	Native American and female adolescents in Duchesne and Uintah Counties who are exhibiting behavioral problems at school and at home.

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.

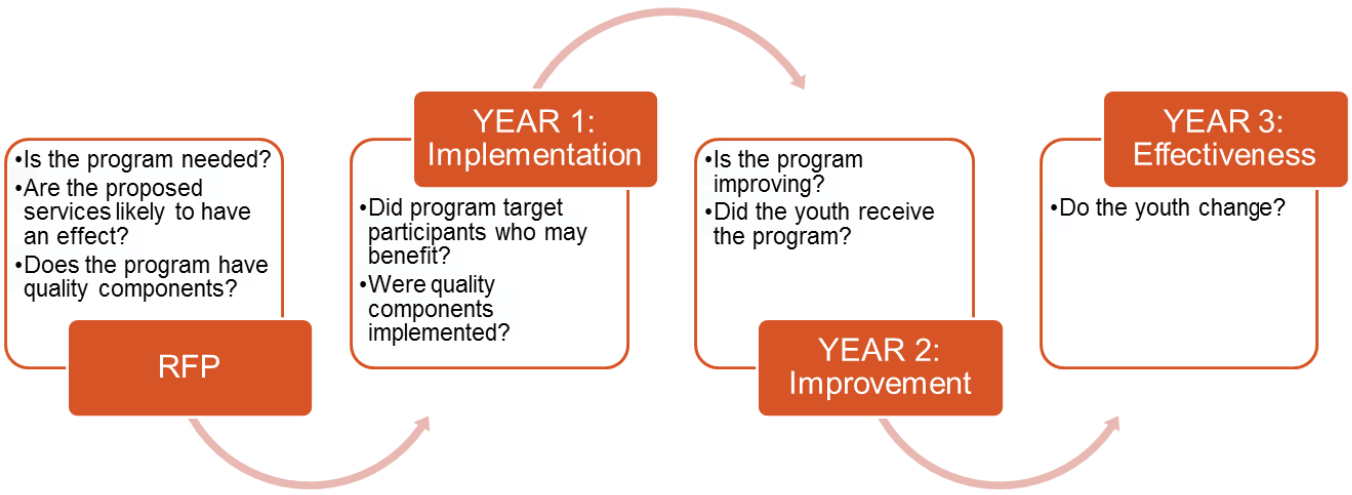
EVALUATION STRUCTURE

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?

Figure 2 illustrates how these questions fit into the evaluation structure. Three tools have been developed to answer the evaluation questions. The Risk and Protective Information Tool (RAPIT) provides information on a wide array of indicators of the well-being of Utah youth. This tool is used to assist the board in identifying areas of need throughout the state of Utah. The Program Directory Tool complements RAPIT by providing information on what programs already exist for a specific need, population, or geographic location. ted 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.

Figure 1 EVALUATION STRUCTURE



RISK AND PROTECTIVE FACTOR TOOL

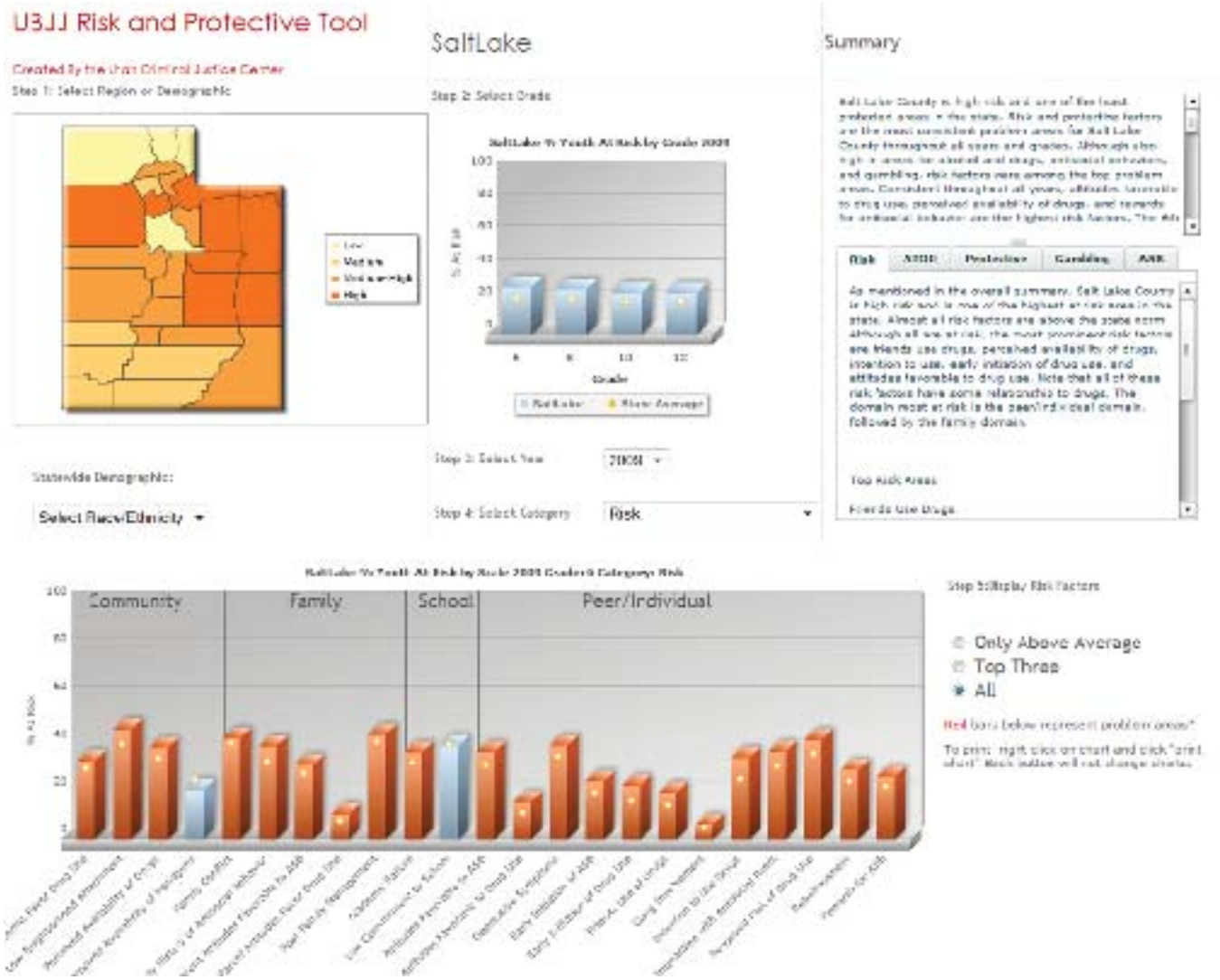
The RAPIT TOOL

This tool provides a comprehensive database of risk and protective indicators for Utah youth and assists in empirically guided funding allocation.

Funding decisions are guided by an internet based Risk and Protective Factors Indicator Tool (RAPIT) that summarizes data from court, education, and other state agencies. 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.

The tool provides a comprehensive resource to assist funding priority choices and program planning. It allows the board to identify problem areas at the state, county, and local level. Board members can see existing problem areas using interactive maps and charts. Emerging problems can be determined by viewing results across years and ages. Programs applying for UBJJ funding are required to use information from this tool to provide evidence of local needs. The RAPIT is accessible at www.juvenile.utah.gov.

Figure 2 ILLUSTRATION OF RAPIT



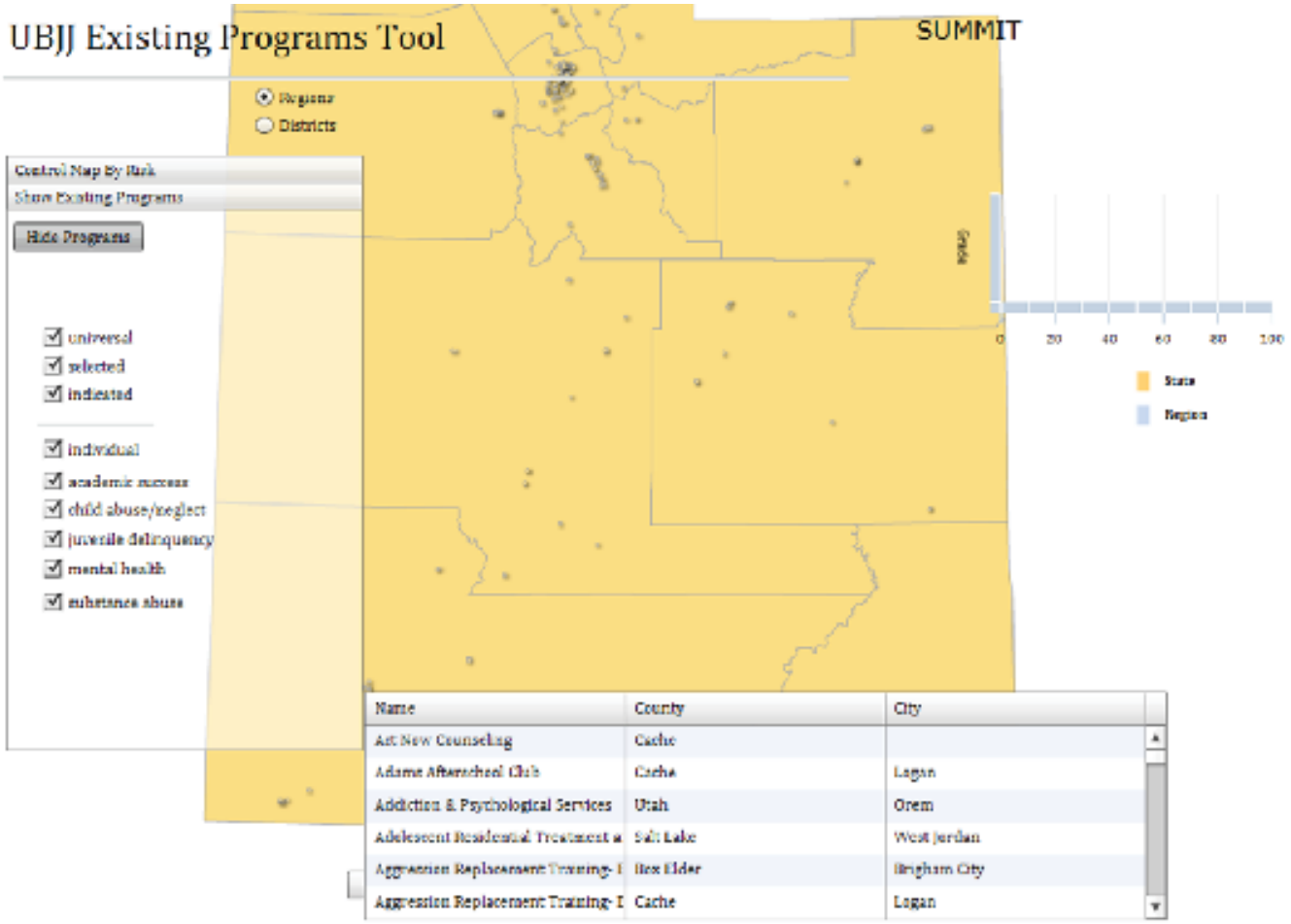
PROGRAM DIRECTORY TOOL

To aid in UBJJ's efforts to improve service to Utah's youth, the evaluators are developing a website where information on all programs serving youth across Utah can be accessed by both professionals and the public. The database is searchable by factors such as geographic area, program type, program targets, participant type. The directory includes information on all programs that provide prevention and intervention services. It includes programs that are provide services to the community, schools, and government agencies (DCFS, JC, JJS) across the spectrum of problems and issues for which youth receive services.

Ultimately, this website will serve as a comprehensive source of information for local professionals and community members who work with youth. It will enable them to see what programs are currently operating in their particular area. The tool will also be available for state agencies to assess more accurately funding needs across the state because knowledge about what programs alreday exist will be easily available.

he directory currently has information on over 200 programs with semi-annual updates. The directory is accessible at http://www.juvenile.utah.gov/.

Figure 3 ILLUSTRATION OF PROGRAM DIRECTORY TOOL



CHOICES

TARGET POPULATION
Juveniles with sex offenses who are on probation and fall into Levels One and Two on the NOJOS classification structure.

PROGRAM TYPE
Intervention*

PRIMARY SERVICE
Individual and group counseling

SECONDARY SERVICE
Family counseling when indicated

EVALUATION FOCUS THIS YEAR
Improvement**

LENGTH OF TIME THE PROGRAM HAS BEEN EVALUATED
20 months

PROGRAM LENGTH
4.3 months (average)

SUMMARY
Choices has undergone a six-month and one-year evaluation.

STRENGTHS
The program has been responsive to the evaluator's suggestions for improvement.

Based upon observation and interviews during site visits, the program has been enrolling the intended target population. It has developed written exclusionary criteria that appear to be followed.

The director and staff have the appropriate qualifications, and experience. The director is involved closely in the administration of the program and provides some direct service delivery to clients. Staff have and know ethical guidelines for working with youth.

The core curriculum follows generally accepted principles of sex offender treatment. However, this area needs to be further developed. Towards this end, a manual that guides the treatment process is under development. The program has a structured list of topics it covers over the entire length of treatment. The topics include elements that have been shown to increase the likelihood of participant success including a focus on relapse prevention and learning how to identify and replace maladaptive thoughts. A manual that guides the treatment process is under development. The intensity of services varies by participant need in that all participants receive individual counseling. Youth who fall into the NOJOS Level Two are provided additional group counseling. Completion criteria have been developed based on the acquisition of skills which the program teaches.

RECOMMENDATIONS
The following recommendations were made based upon the one-year evaluation of this program:

-Program has had difficulty having participants complete evaluation surveys. These surveys are crucial to the evaluation as they are used to measure whether the target population is entering the program and whether they are showing change.

-During the group and individual counseling sessions, behavioral training should be emphasized more. A step-by-step guide for doing this can be found here: Teaching Behavioral Skills.pdf.

-Rewards and consequences designed to increase program participation should be increased. The procedures for administering rewards and consequences should be written and staff should be trained on its use. Participants should know exactly what behaviors will be rewarded and what behaviors will be consequence. They should also know what the reward and consequence will be. More information on how using reinforcers can be found here: Rewards and Consequences.pdf.

*See Table 1 for program type definitions.
**See Table 2 for a description of the evaluation focus by funding year.

CONNECTIONS

TARGET POPULATION
Youth showing initial behavioral problems and poor academic performance.

PROGRAM TYPE
Selective and Indicated Prevention*

PRIMARY SERVICE
Aggression Replacement Training and academic monitoring

SECONDARY SERVICE
At least one parenting class per session

EVALUATION FOCUS THIS YEAR
Improvement**

LENGTH OF TIME THE PROGRAM HAS BEEN EVALUATED
20 months

PROGRAM LENGTH
3.1 months (average)

SUMMARY
Connections has undergone a six-month and one-year evaluation.

STRENGTHS
The program has been responsive to the evaluator's suggestions for improvement.

As shown in the tables on the next page, it is enrolling the intended target population.

The primary service, Aggression Replacement Training, is a SAMSHA evidence based program.

The director and staff have the appropriate qualifications and experience. The director provides some direct service delivery. Staff have and know ethical guidelines for working with youth.

The program has increased the amount of time focused on learning prosocial behaviors. The program has increasingly used prosocial rewards effectively to encourage positive behavior.

Completion criteria are based on acquisition of skills taught during the program.

RECOMMENDATIONS

The following recommendations were made based upon the one-year evaluation of this program:

-Program has had difficulty having participants complete evaluation surveys. These surveys are crucial to the evaluation as they are used to measure whether the target population is entering the program and whether they are showing change.

-Written inclusionary and exclusionary criteria should be developed and provided to referral sources. These criteria should state that court referred youth are excluded from school groups and vice versa.

-Gender of groups should be only male or only female.

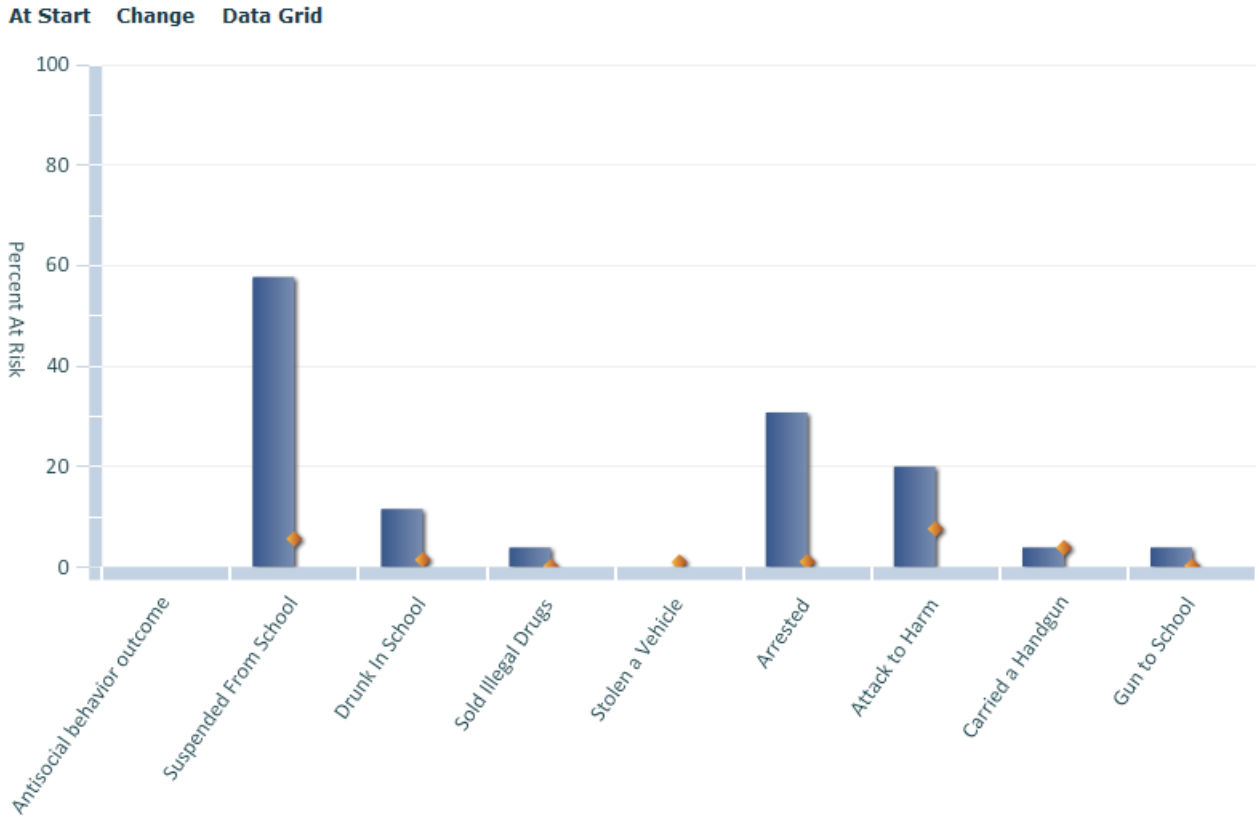
-Skills training should happen consistently every week in order to correctly implement ART.

-Consequences designed to increase program participation and prosocial behavior during sessions should be increased. The procedures for administering consequences should be written and staff should be trained on its use. Participants should know exactly what behaviors will be consequence and what these consequences will be. More information on how using reinforcers can be found here: Teaching Behavioral Skills.pdf.

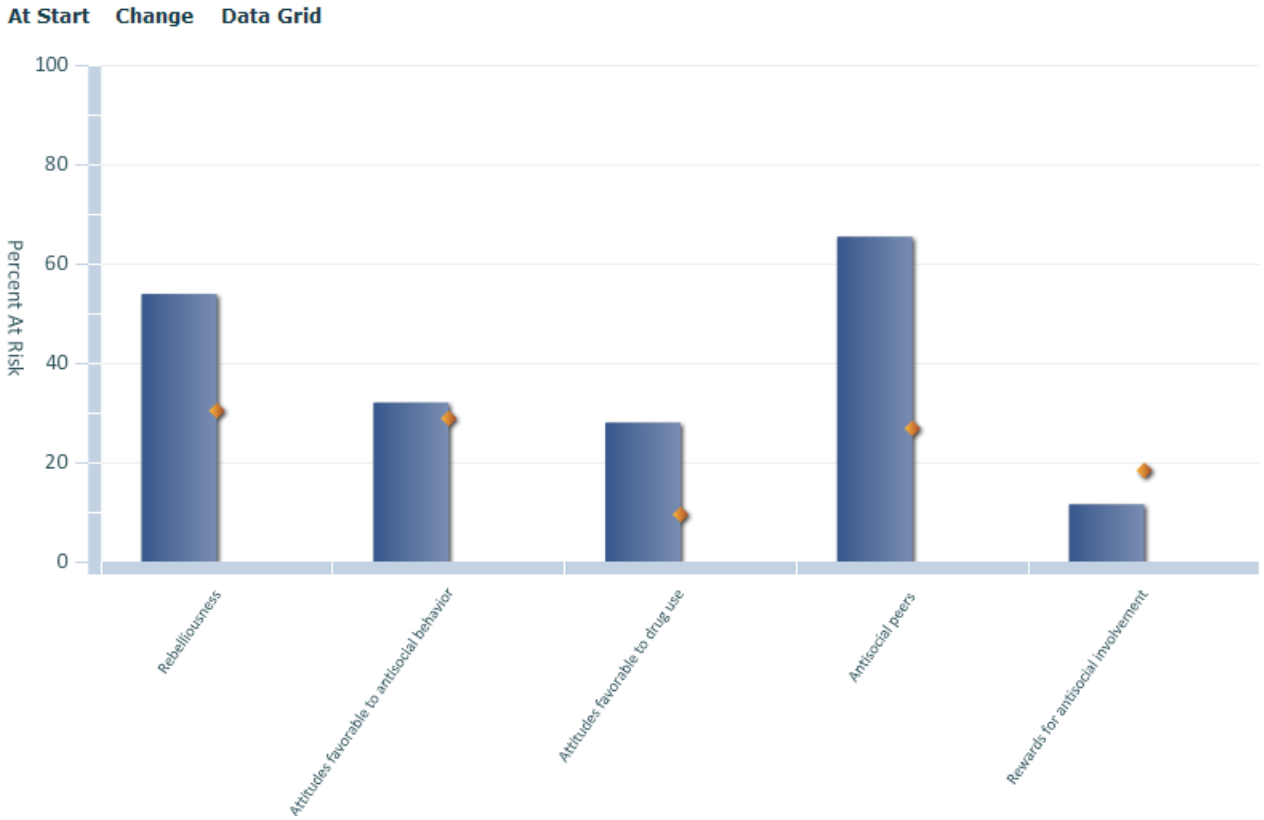
*See Table 1 for program type definitions.
**See Table 2 for a description of the evaluation focus by funding year.

CONNECTIONS

Anti-Social Behavior



Peer and Individual Risk



GREEN RIVER DRUG AND VIOLENCE PREVENTION

TARGET POPULATION
Youth showing initial behavioral problems and poor academic performance.

PROGRAM TYPE
Selective Prevention*

PRIMARY SERVICE
Too Good for Drugs Too Good for Violence

SECONDARY SERVICE
None

EVALUATION FOCUS THIS YEAR
Improvement**

LENGTH OF TIME THE PROGRAM HAS BEEN EVALUATED
23 months

PROGRAM LENGTH
5.4 months (average)

SUMMARY

Green River Drug and Violence Prevention has undergone a six-month and one-year evaluation.

STRENGTHS

The program has been responsive to the evaluator's suggestions for improvement.

Based upon observation and interviews during site visits, the program has been enrolling the intended target population. Note: This program does not complete start surveys because the youth are too young. As discussed in the recommendations, it has had some difficulty excluding youth who are inapproapriate due to young age.

The primary service has changed to Too Good for Drugs Too Good for Violence, a SAMSHA evidence based program designed for the target population.

The director is involved in the hiring of staff and provides some direct service delivery. Staff have and know ethical guidelines for working with youth.

The staff consistently used the program manual. The facilitator demonstrated a strong understanding of how to teach behavioral skills.

RECOMMENDATIONS

The following recommendations were made based upon the one-year evaluation of this program:

-The program should follow the exclusionary criteria which it has developed. Attendance records indicated that the exclusionary criteria are not always followed as some youth were younger than kindergarten age. The AmeriCorps VISTA interns could be responsible for watching these youth during program.

-Staff should be trained on the Too Good for Drugs Too Good for Violence curriculum. This training should include: reading the program manual, watching a facilitator trained in the model deliver the instruction, and co- facilitating the curriculum with feedback on staff's performance.

-After receiving the above training, staff should be regularly supervised and assessed on delivering the curriculum. This supervision should be based upon a structured assessment process which should include written checklists measuring whether or not the necessary program components at each session were delivered competently.

-Rewards and consequences designed to increase program participation should be increased. The procedures for administering rewards and consequences should be written and staff should be trained on its use. Participants should know exactly what behaviors will be rewarded and what behaviors will be consequence. They should also know what the reward and consequence will be. More information on how to use reinforcers can be found here: Rewards and Consequences.pdf.

-Written completion criteria that are based upon acquiring skills which program targets should be developed and followed. The director indicated that this recommendation was in progress. More information on developing completion criteria can be found here: Completion Criteria.pdf.

*See Table 1 for program type definitions.
**See Table 2 for a description of the evaluation focus by funding year.

SOUTH SALT LAKE SUBSTANCE ABUSE PREVENTION

TARGET POPULATION
At-risk youth and families attending Lincoln Elementary school.

PROGRAM TYPE
Selected Prevention*

PRIMARY SERVICE
Drug abuse and violence prevention using the Too Good for Drugs and Too Good for Violence curriculum and tutoring using the Early Steps reading curriculum.

SECONDARY SERVICE
Service learning projects and family classes using the "Strengthening Families" curriculum.

EVALUATION FOCUS THIS YEAR
Improvement**

LENGTH OF TIME THE PROGRAM HAS BEEN EVALUATED
23 months

PROGRAM LENGTH
9 months (average)

SUMMARY
South Salt Lake Substance Abuse Prevention has undergone a six-month and one-year evaluation.

STRENGTHS
The program has been responsive to the evaluator's suggestions for improvement.

Based upon observation and interviews during site visits, the program has been enrolling the intended target population. Note: This program does not complete start surveys because the youth are too young.

The primary service Too Good for Drugs Too Good for Violence, is a SAMSHA evidence based program. The Early Steps tutoring program is also empirically supported for tutoring reading skills. The secondary service, Strengthening Families is also a SAMSHA empirically supported program.

The director and staff have the appropriate qualifications and experience. The staff is enthusiastic and motivated for working with a young population of youth.

The staff is trained in the "Too Good for Drugs Too Good for Violence" through official training channels for this curriculum. The staff also receives training on the "Early Steps" curriculum. For both curricula, the staff consistently uses the manual. The "Strengthening Families" curriculum is administered by trained providers. The staff has and knows ethical guidelines. Completion criteria have been developed.

RECOMMENDATIONS

The following improvements are recommended:

-The program director should provide some direct training on the curriculum.

-The program director should provide ongoing supervision of staff and assessment of service delivery.

-The program director should provide some direct service delivery.

-Written exclusionary criteria should be developed and provided to referral sources.

-During the Too Good for Drugs and Too Good for Violence sessions, behavioral training should be emphasized more. Specifically, participants should practice pro-social behaviors and skills more. A step-by-step guide for doing this can be found here: Teaching Behavioral Skills.pdf.

-Rewards and consequences designed to increase program participation and pro-social behavior should be consistently administered, particularly during the Too Good for Drugs and Too Good for Violence sessions. The procedures for administering rewards and consequences should be written and staff should be trained on its use. Participants should know exactly what behaviors will be rewarded and what behaviors will be consequence. They should also know what the reward and consequence will be. More information on how using reinforcers can be found here: Rewards and Consequences.pdf.

-Completion criteria should be expanded to include demonstrated acquisition of the skills which the program targets. At the six month evaluation the program reported successful completion criteria would include 70% or greater on the skills test for the Too Good for Drugs and Too Good for Violence curriculum and an increase of five percentile points on the Oral Reading Fluency score on the standardized annual academic test administered by the school. More information on developing completion criteria can be found here: Completion Criteria.pdf.

*See Table 1 for program type definitions.
**See Table 2 for a description of the evaluation focus by funding year.

UINTAH BASIN YOUTH SERVICES

TARGET POPULATION
Native American and female adolescents in Duchesne and Uintah Counties who are exhibiting behavioral problems at school and at home.

PROGRAM TYPE
Intervention*

PRIMARY SERVICE
Individual and group counseling

SECONDARY SERVICE
Family counseling when indicated

EVALUATION FOCUS THIS YEAR
Improvement**

LENGTH OF TIME THE PROGRAM HAS BEEN EVALUATED
20 months

PROGRAM LENGTH
4.3 months (average)

SUMMARY
Choices has undergone a six-month and one-year evaluation.

STRENGTHS
The program has been responsive to the evaluator's suggestions for improvement.

As shown in the tables on the next page, it is enrolling the intended target population.

The primary service, Thinking for a Change, is a cognitive behavioral curriculum which has empirical support. The secondary service, Girls Circle is an OJJDP recommended curriculum that has yet to demonstrate empirical support.

The director and staff have the appropriate qualifications and experience. The staff has and knows ethical guidelines for working with youth.

Completion criteria have been developed based upon attendance, participation and homework completion.

The program has participated well in completing evaluation participant surveys.

RECOMMENDATIONS
The following recommendations were made based upon the one-year evaluation of this program:

-The program director should provide some direct training on the curriculum.

-The program director should provide some direct service delivery.

-Written exclusionary criteria should be developed and provided to referral sources.

-Youth who score low should not be involved in groups or other programming with youth who score moderate or high on the Pre-Screen Risk Assessment tool (PSRA).

-Staff should be trained further on the Thinking for a Change curriculum. This training should include: reading the program manual, watching a facilitator trained in the model deliver the instruction, and co-facilitating the curriculum with feedback on staff's performance.

-After receiving the above training, staff should be regularly supervised and assessed on delivering the curriculum. This supervision should be based upon a structured assessment process which should include written checklists measuring whether or not the necessary program components at each session were delivered competently. The program has a form for assessing service delivery for the "Thinking for a Change" curriculum but it has not been used regularly.

-The program should not expand the use of girls circle.
Rewards and consequences designed to increase program participation and pro-social behavior should be consistently administered by all staff. The point sheets that some staff use could be used for this purpose. More information on how using reinforcers can be found here: Rewards and Consequences.pdf.

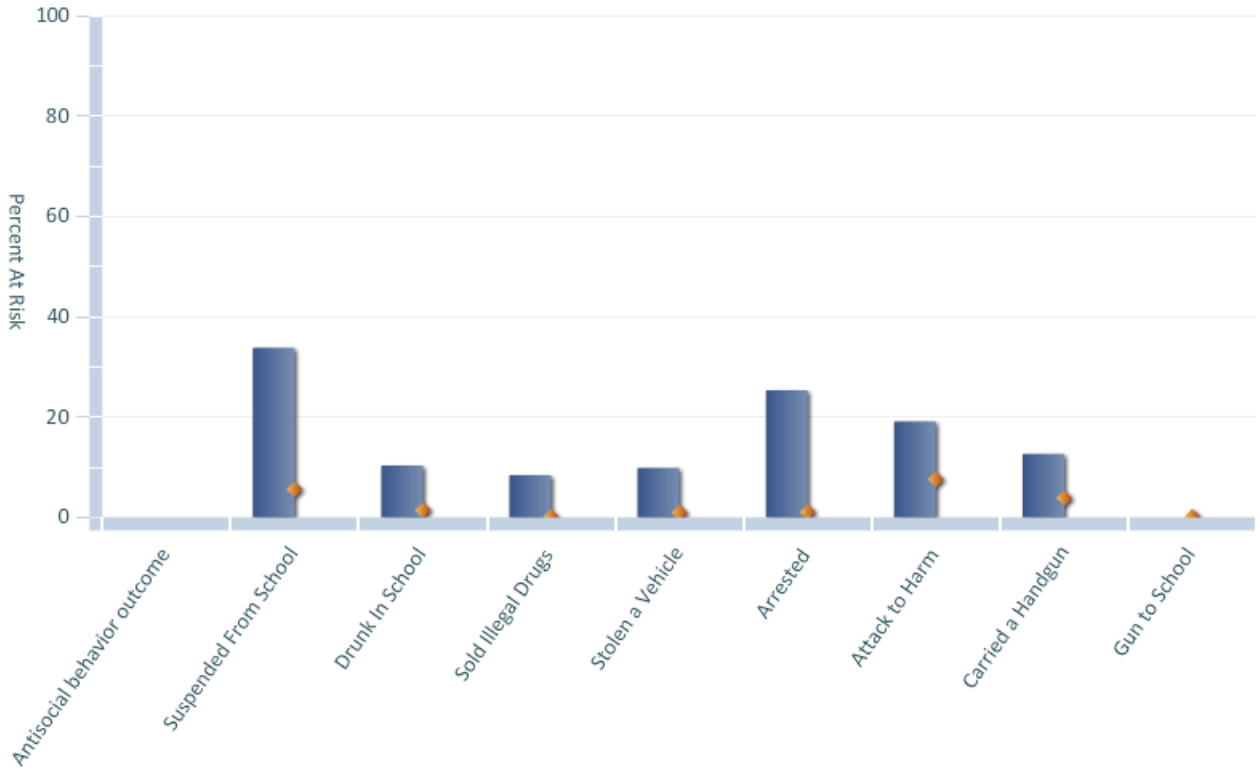
-The current completion criteria should be revised to specify how much attendance, homework completion, and group participation are required for successful graduation. The criteria should also be expanded to include demonstrated acquisition of the skills which the program targets. More information on developing completion criteria can be found here: Completion Criteria.pdf.

*See Table 1 for program type definitions.
**See Table 2 for a description of the evaluation focus by funding year.

UINTAH BASIN YOUTH SERVICES

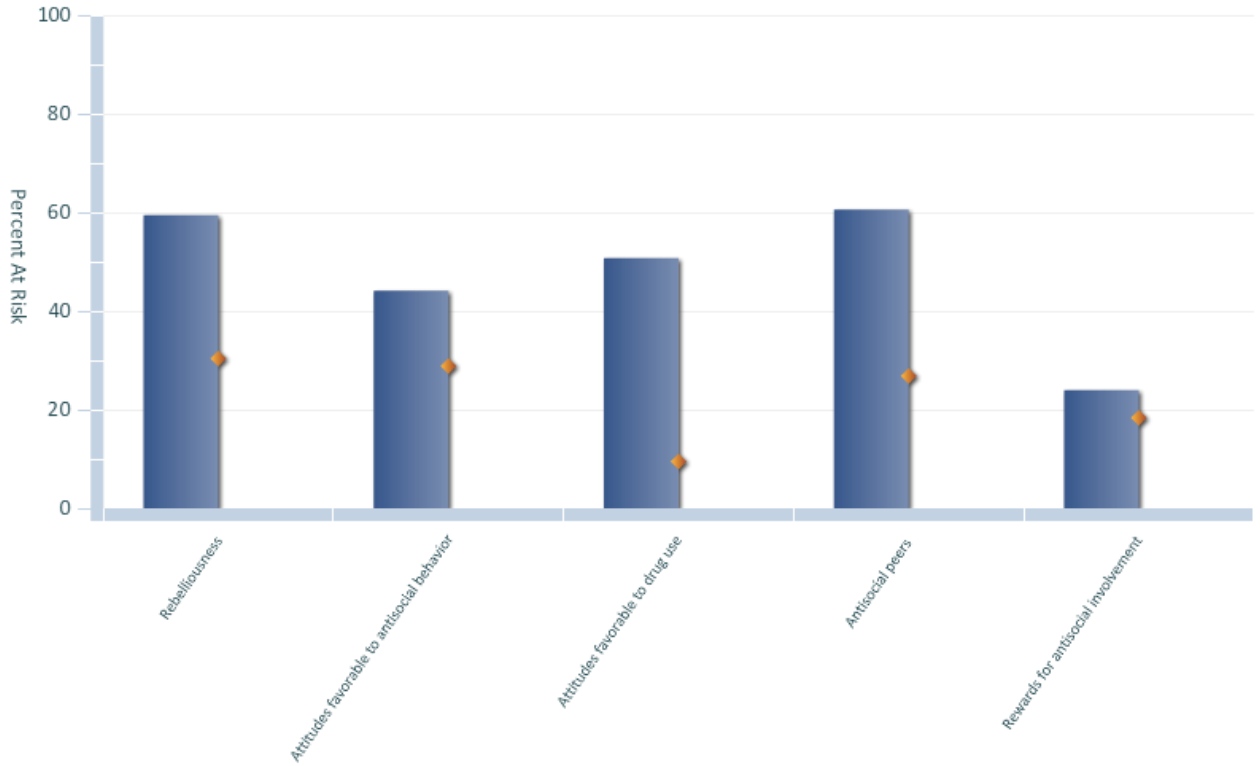
Anti-Social Behavior

At Start Change Data Grid



Peer and Individual Risk

At Start Change Data Grid



APPENDIX

Appendix A: Risk and Protective Factor Definitions

Community Domain Risk Factors	
Community and Personal Transitions & Mobility	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.
Community Disorganization	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.
Low Neighborhood Attachment	A low level of bonding to the neighborhood is related to higher levels of juvenile crime and drug selling.
Laws and Norms Favorable Toward Drug Use	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.
Perceived Availability of Drugs and Handguns	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.
Community Domain Protective Factors	
Opportunities for Positive Involvement	When opportunities are available in a community for positive participation, children are less likely to engage in substance use and other problem behaviors.
Rewards for Positive Involvement	Rewards for positive participation in activities helps children bond to the community, thus lowering their risk for substance use.
Family Domain Risk Factors	
Family History of Antisocial Behavior	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.
Family Conflict	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.
Parental Attitudes Favorable Toward Antisocial Behavior & Drugs	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.
Poor Family Discipline	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.
Poor Family Supervision	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.
Family Attachment	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.
Family Domain Protective Factors	
Opportunities for Positive Involvement	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.
Rewards for Positive Involvement	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

School Domain Risk Factors	
Academic Failure	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.
Little Commitment to School	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.
School Domain Protective Factors	
Opportunities for Positive Involvement	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.
Rewards for Positive Involvement	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
Peer-Individual Risk Factors	
Favorable Attitudes Toward Antisocial Behavior	Young people who accept or condone antisocial behavior are more likely to engage in a variety of problem behaviors, including drug use.
Early Initiation of Problem Behavior	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.
Favorable Attitudes Toward Drug Use	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.
Friends' Use of Drugs	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.
Interaction with Antisocial Peers	Young people who associate with peers who engage in problem behaviors are at higher risk for engaging in antisocial behavior themselves.
Low Perceived Risk of Drug Use	Young people who do not perceive drug use to be risky are far more likely to engage in drug use.
Rewards for Antisocial Involvement	Young people who receive rewards for their antisocial behavior are at higher risk for engaging further in antisocial behavior and substance use.
Rebelliousness	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 nonconformity have all been linked with drug use.
Sensation Seeking	

APPENDIX

Social Skills	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.
Belief in the Moral Order	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 Program Evaluation and Quality Improvement Project

Director: Moises Prospero, Ph.D.
Research Analyst: Matthew Davis, M.S.
Research Analyst: Michael Tanana, M.S.
Research Analyst: Mindy Vanderloo, M.S.

The mission of UCJC is to serve 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 goals of UCJC include the following:

1-the production of usable research on criminal and juvenile justice issues at the request of the legislative, executive, and judicial branches of the Utah State Government;

2-the recruitment of a faculty, drawn from various colleges and departments at the University of Utah, to teach an interdisciplinary curriculum in criminal and juvenile justice; and

3-the training and placement of university students in the Utah criminal and juvenile justice systems.