



**NYC Center for Economic Opportunity
Independent Evaluation**

*Learning Independence for
Empowerment (LIFE) Transitions
Program Community Component:*

Final Program Assessment Report

November 6, 2009

Prepared for:
New York City Center for Economic
Opportunity (CEO)

Prepared by:
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1600 Research Boulevard
Rockville, MD 20850
and
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90 Broad Street
New York, NY 10004

Westat®

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Foreword

The Center for Economic Opportunity (CEO) is committed to evaluating its programs and policies and has contracted with Westat and Metis Associates in order to inform decision-making within CEO and the sponsoring agencies. Westat and Metis have developed a collaborative team approach in the planning, design, and implementation of various types of evaluations, including impact, outcome, and implementation studies. In some cases, staff from both Westat and Metis share duties and responsibilities in implementing the study. In other cases, staff from either Westat or Metis is responsible for conducting the study. This study of the LIFE Transitions Program was conducted by staff from both Westat and Metis.

All staff interviews and three youth focus groups were conducted by Metis staff Mabel Fu and Jonathan Tunik. Another youth focus group was conducted by Liz Quinn of Westat, who is the principal author of this report. The data entry and analysis were led by Michael Scuello of Metis, who also contributed to this report.

We would like to acknowledge the cooperation of the LTP staff respondents. All of the individuals who were contacted for the study agreed to be interviewed and generously offered their time and their ideas. We appreciate the youth who gave their time to participate in the focus groups. We also appreciate the help provided by the staff of CEO who assisted with gaining entrée to the respondent groups.

Executive Summary

The LIFE Transitions Program (LTP) – conceptualized, developed, and implemented by the New York City (NYC) Department of Juvenile Justice (DJJ) and funded by the NYC Center for Economic Opportunity (CEO) – provides services to a vulnerable and difficult-to-serve population: youth leaving juvenile detention to return to their home communities. Two community-based organizations (CBO's) provide workshops to youth in detention, and they continue and expand the services after youth return to the community. Following a 12-session curriculum, the workshops and services are designed to build positive attitudes toward educational achievement, encourage pro-social activities, and teach youth about careers and economic independence.

Under contract to CEO, Westat/Metis conducted a program assessment of the LTP to learn how it influences the young people it serves. The study included a qualitative component based on staff interviews and youth focus groups and a quantitative component based on surveys administered by DJJ. In addition, we summarize DJJ administrative data on participation in and outcomes of the program. At the time of the program assessment, the program had been in existence for about a year and a half. This final report presents our findings.

The LTP annual target for enrollment in the community component is at least 75 intakes per provider per year, with at least 50 youth per provider participating for a minimum of 90 days. DJJ data provided an overall picture of all youth who were served by the LTP during FY2009, showing that only one CBO met the annual targets; for both CBO's, three-quarters of participating youth were re-enrolled in school but only about half of them stayed in school, for at least 60 days; and among youth overall who were

participating in the LTP, a quarter of them were re-admitted to detention within 90 days.

The qualitative study obtained LTP staff perceptions of the program. The staff described the importance of, and the barriers to, youth re-enrolling in and attending school regularly. Many of the youth have low literacy levels and this, combined with a history of chronic absenteeism, makes school a very baffling, unwelcoming, and frustrating environment. The staff spoke of trying to help youth gain a sense of positive possibilities and ability to succeed in school, which was difficult for youth who did not have positive relationships with adults or a sense that anyone cared about what they did. Staff described the need to establish contact quickly with youth after they returned to the community, before they fell back under the influence of the places and people that contributed to their previous negative behaviors. And maintaining the youth's engagement in the program was an extremely labor-intensive effort with constant follow-up and focus on building trust.

Youth's families could be helpful, but families with criminal involvement and dysfunctional parenting can contribute to the youth's negative behavior. Some of the parents had such challenging problems and service needs that LTP staff was overwhelmed. They had to know "where to draw the line" when the families requested or needed extensive services.

In general, staff expressed the wish for expansion of the LTP: more workshop topics, more outreach, more employment programs, more time to conduct workshops, more space, more mental health services, more staff, more tools for doing their work, and the ability to serve youth before they were put in detention, before they offended.

Youth in the focus groups expressed positive feelings about the LTP and the staff.

They spoke of how the LTP had helped them stay in school, participate in enjoyable activities, get along better with people, and find jobs. However, barriers to participation included the distance they had to travel to get there, their ties to “the streets,” and their difficulties in re-integrating into their communities. Some felt that no one understood what they were going through, although most expressed their appreciation that the LTP staff tried to understand them. Note that participation in the focus groups was low and thus self-selection bias was likely – i.e., youth who did not have positive attitudes toward the LTP likely decided not to participate in the focus groups.

Youth who participated in LTP workshops in detention and after returning to the community completed surveys that measured the youth’s attitudes toward school and the value of education, their employment and career plans, their perceptions of their life skills, and their experience in the LTP. As with the focus groups, there are limitations in the survey (lack of a representative sample; lack of a comparison group; low response rate; and low variability among responses, possibly indicating a bias toward providing socially approved answers).

The results showed that a high proportion of the youth responded very positively on the survey items – perhaps unexpectedly, given the DJJ data cited earlier. This could be the result of poor self-control, in which youth know what is right but are unable to do it. Or these positive responses could indicate response bias, which could be due to (1) the instruments being worded in such a way as to elicit positive responses, (2) the youth wishing to respond with socially approved answers whether or not it was what they truly believed, or (3) the youth who participated in the survey having more favorable attitudes overall than all youth who were in detention or even

all youth who participated in the LTP.¹ For example:

- Over 90 percent of survey respondents believed that high educational achievement can lead to success in life; 90 percent indicated that they would definitely finish high school; and 80 to 90 percent said they planned to go to college or learn a trade.
- Similarly in the areas of employment/career plans, over 70 percent could name two skills they had that could help them get a legal job in the future. Comparable high proportions had thought about what kind of legal (legitimate) work they wanted to do in the future.

However, there was an indication of the vulnerability of these youth to negative influences in their life (which perhaps argues for low self-control rather than response bias influencing the survey responses). In the area of life skills, although a large proportion (75 to 84%) said they knew who and what their negative influences were, fewer (58 to 62%) said they knew how to stay away from the negative influences. Even this percentage might have been overly positive, given the percentages of youth who did not achieve 90 days of LTP participation, did not stay in school for 60 days after their release from detention, and were re-admitted to detention within 90 days of their LTP intake after returning to the community.

Most of the youth had positive impressions of the LTP program: around three-quarters said that the program helped them make better choices, and 86 percent said the program helped them learn better ways to deal with school. However, in one version of the instrument, only a quarter of the youth said

¹ About 60% of the youth who participated in a workshop in detention completed at least one survey instrument – not a particularly bad response rate for this type of population.

they wanted to continue participating in the LTP when they got home.² The primary reasons for not wanting or not being able to continue were related to work, school, and/or family obligations. Very few said that their reason for not continuing was that they had already learned everything the program could teach them.

In conclusion, now that early implementation “kinks” have been worked out, it would be a good time to conduct a follow-up study to help strengthen the program and improve data collection. A survey instrument could be identified or developed that would be likely to

produce more response variability. And additional qualitative investigation could help understand how to better retain youth and what works best for whom. This study could more fully address impact questions such as: What other strategies are effective in re-engaging youth in school and work, after leaving detention? How can we help youthful offenders to avoid re-offending? What do at-risk youth need to transition to successful adulthood?

² This was a binary (yes/no) version of the question, with 51 youth responses. In a five-point version of the question, two out of eight of the youth responding said they agreed or strongly agreed that they wanted to continue with the program when they got home. Above, we report the finding with the much larger *N* (the binary version).

I. Overview of LIFE Transitions Program

Combating poverty through strategies to help disadvantaged young people is a priority for New York City's (NYC) Center for Economic Opportunity (CEO). These strategies are designed to support a successful transition to adulthood for young people who face major barriers to educational success and workforce engagement, such as youth who have been arrested and spent time in secure juvenile detention. CEO funds the LIFE Transitions Program (LTP), which was designed to encourage youth's educational attainment during and after detention and link them to community supports.³

In 2008, under contract to CEO, Westat/Metis conducted a review of the LTP and produced a program review report, summary, and evaluation options memo.⁴ In 2009, Westat/Metis conducted a more in-depth descriptive study of the LTP, especially the community portion; this report presents the results of the study. Section 1 of the report provides an overview of the program; Section 2 summarizes the study design and methodology; Section 3 presents the qualitative study; Section 4 describes the LTP survey respondents; Section 5 presents the findings from the survey data; and Section 6 concludes the report. The study covers the period April 2008-June 2009.

The NYC Department of Juvenile Justice (DJJ) operates detention facilities and group homes that annually admit nearly 6,000 youth ages 7-15, with an average length-of-stay of 26

days in FY2009.⁵ The LTP was developed by DJJ to address the needs of youth ages 10 and older who have been confined in either of the two long-term secure juvenile detention facilities in NYC.⁶ The purpose of the LTP is to help youth escape cycles of poverty and criminal behavior through workshops and case management designed to improve their life skills, educational preparedness, career awareness, and beliefs about the value of education. The program incorporates an "inside/outside" approach, which involves working with the youth while they are in detention and after they return to their communities and keeping the service provider staff (and to some extent the services) constant throughout the youth's participation in the program. The program was designed to address the youth's school barriers (e.g., approximately 29 percent of youth in detention read below the 4th-grade level⁷), and service coordination needs.⁸ DJJ launched the in-detention program in March 2008 and the community component in May 2008.

I.1 LTP Workshops

DJJ contracted with two community-based organizations (CBO's) to implement the LTP: Good Shepherd Services (GSS) in the Bronx and the Center for Community Alternatives (CCA) in Brooklyn. The two

³ The conceptual basis for the LTP is described in *NYC Department of Juvenile Justice Discussion Paper: Workforce/Lifeskills & Educational Engagement Program for Youth in Detention*. Retrieved on September 10, 2009, at http://nyc.gov/html/djj/pdf/ceo_initiative.pdf.

⁴ The program review report can be found at www.nyc.gov/html/ceo/downloads/pdf/LTP_PRR.pdf.

The program review summary can be found at www.nyc.gov/html/ceo/downloads/pdf/LTP_PRS.pdf.

⁵ Data supplied to us by DJJ on September 14, 2009.

⁶ DJJ's two long-term secure juvenile detention facilities are Horizon (in the Bronx) and Crossroads (in Brooklyn).

⁷ NYC Department of Education, December 31, 2006, Statistical Summary for 2006-2007, as cited in *NYC Department of Juvenile Justice Discussion Paper: Workforce/Lifeskills & Educational Engagement Program for Youth in Detention*.

⁸ There is a lack of a "single point of contact" and systems-level case management for youth released back into the community (*NYC Department of Juvenile Justice Discussion Paper: Workforce/Lifeskills & Educational Engagement Program for Youth in Detention*).

CBO's provide weekly workshop sessions targeted to all youth in longer-term secure detention sites, and they continue and expand services after youth return to the community. The workshop sessions are based on a 12-session life-skills curriculum (one for boys and one for girls) developed by Girls Incorporated (Girls Inc.) of NYC. The in-detention group workshops are delivered weekly to youth in their housing units at the two facilities. They are designed to achieve the following (according to the Girls Inc. contract):

- Build positive attitudes toward school attendance and educational achievement;
- Introduce youth to a variety of pro-social and achievable occupational futures and workforce attachments;
- Encourage youth to think positively about their futures and take positive actions; and
- Teach youth how to chart a path for sustainable economic independence.

1.2 Community Component

Youth who attend at least one LTP workshop in detention are targeted for the community-based component of the program. Outreach to parents/guardians and youth while in detention is critically important in achieving ongoing participation in the LTP community component after release. During the in-detention workshops, youth are informed about the community-based services and encouraged to continue their involvement after their release. In addition, the LTP providers seek to engage parents/guardians during detention center visiting hours by distributing program fliers and talking with parents/guardians in the centers' waiting rooms.

Utilizing a passive consent process, DJJ sends parents/guardians an opt-out letter that describes LTP goals and identifies the CBO

that would provide services to the youth after release from detention. The letter indicates that, unless the parent/guardian notifies DJJ otherwise, their child's contact information will be released to the CBO providers.

Parents/guardians can opt out of the community component by mailing or faxing the letter back to DJJ, calling DJJ at the number in the opt-out letter, e-mailing DJJ staff at the e-mail address provided in the letter, or telling a case manager at the detention facility. Once the youth are released, the outreach occurs via phone calls and visits to the youth's homes. DJJ notifies LTP staff of youth being released from detention (and whose parents/guardians have not opted out) by providing them with the names and addresses of the youth and their parents/guardians. In the initial months of the program, there were problems with contact information not being up-to-date, but LTP staff reported that this information has improved and is no longer a problem. Initially contact information was based only on self-report of youth and families, but DJJ re-engineered data processes to allow for better access to accurate addresses.

The community component includes both workshops and case management. The workshops are delivered either in small groups or one-on-one, depending on youth's schedules and availability. The one-on-one workshops can (and often do) occur in the youth's homes. The case management includes developing an individualized plan for each youth enrolled; assisting youth and families who need help navigating school placement and re-enrollment procedures; and tracking school enrollment, attendance, and family participation at court appointments. The LTP staff also link youth to needed services and to activities that are pro-social, low-cost or free, and readily available. Challenges to youth's ongoing participation in the community component include competition with court-mandated programs (leaving youth with little

time for participation in the LTP); the long distance many youth must travel to get to the LTP offices; and a lack of involvement and support from some of the youth's parents.

The LTP annual target for enrollment in the community component is at least 75 intakes per provider per year, with at least 50 youth per provider participating for a minimum of 90 days.⁹ Table 1-1 below summarizes the intake and participation from April 2008 to June 2009, with the annual target rows indicated in bold, based on DJJ data. One CBO (CCA) met both of the annual targets.¹⁰

Table 1-2 shows progress on the LTP outcomes of school re-enrollment, internships, community service projects, other CBO activities, and re-admission to DJJ, also based on DJJ data. Among all the participants, over three-quarters were re-enrolled in school after their LTP intake. Of the total of 138 youth intakes for the fiscal year, 36 (about 26%) were re-admitted to DJJ within 90 days. Information on specific reasons for re-admission is not available; however, youth frequently are readmitted on the same charge across the pendency of the case. Readmission is not necessarily for new criminal behavior.

⁹ These DJJ targets are based on the number of youth expected to be released to the community and an impression of a reasonable number of youth who would "stick with" the program.

¹⁰ We were not able to determine why CCA met the annual targets and GSS did not, but it might be due to the fact that only CCA provided court-mandated programming (although the LTP was voluntary) and thus had a pool of court-mandated youth for recruitment.

Table I-1. LTP Participation April 2008-June 2009

| Indicator | CCA | GSS | Total |
|--|-----------|-----------|------------|
| Number of youth who participated in at least one LTP workshop in detention | | | 1,698 |
| Average number of workshops community youth received while in detention | 5.0 | 5.0 | |
| Average number of workshops received by all youth in detention | 3.5 | 3.0 | |
| Number of youth referred to LTP CBO's | 378 | 320 | 698 |
| Number of youth referred whose families received outreach* | 364 | 313 | 677 |
| Number of families/youth who reached out to LTP CBO | 12 | 6 | 18 |
| Number of youth whose families received services | 99 | 12 | 111 |
| Number of youth intakes (target = 75 per provider) | 99 | 39 | 138 |
| Number of youth who completed 90 days in the community program (target = 50 per provider) | 59 | 18 | 77 |
| Number of youth who did not complete the community program** | 19 | 15 | 34 |
| Number of youth still in progress | 21 | 6 | 27 |
| Average number of days youth participated in the community program (includes 9-month follow-up) | 89 | 141 | |

*Reasons for not receiving outreach include incorrect contact information, family mobility, or youth residing outside New York City.

**These youth utilized the program at some level, but did not reach specific benchmarks.

SOURCE: New York City Department of Juvenile Justice

Table I-2. LTP Outcomes April 2008-June 2009

| Indicator | CCA | GSS | Total |
|--|-----|-----|-------|
| Number of youth re-enrolled in school | 85 | 21 | 106 |
| Number of youth who completed 30 days (unverified) | 50 | 20 | 70 |
| Number of youth who completed 60 days (unverified) | 40 | 19 | 59 |
| Number of youth who completed 90 days (unverified) | 29 | 18 | 47 |
| Number of youth who participated in internships | 2 | 3 | 5 |
| Number of youth who participated in community service projects | 39 | 1 | 40 |
| Number of youth who participated in other CBO activities* | 1 | 4 | 5 |
| Number of youth who were re-admitted to detention within 90 days of intake** | 23 | 13 | 36 |

*These other CBO activities include the Summer Youth Employment Program and working in the CBO offices.

**No information is available on the reasons for the re-admissions.

SOURCE: New York City Department of Juvenile Justice

2. Study Design and Methodology

CEO contracted with Westat and its subcontractor Metis Associates to conduct an in-depth program assessment of the LTP. The assessment consists of a qualitative study (based on staff interviews and youth focus groups) and a quantitative study (based on youth surveys). The two studies together provide a picture of program operation and of the youth who have participated in the program.

2.1 Qualitative Study

The qualitative study is based on interviews with staff of the CBO providers and focus groups with youth who participated in the program. CBO staff was asked about their goals and experiences in the LTP, effective practices, and how the program could better serve the youth. These interviews lasted about an hour. The staff interview guide is included in Attachment A. We conducted four focus groups (one group for girls and one for boys, at each of the two CBO's) in order to ask youth about their experiences with the LTP and whether their participation changed their behavior or attitudes. Youth self-selected and volunteered for the focus groups, which lasted about an hour. They received refreshments and free movie passes. The focus group guide is included in Attachment B.

2.2 Quantitative Study

The quantitative study was based on a voluntary survey that DJJ began administering in March 2008 to youth who participated in the program while in detention. The survey was administered at the 1st, 5th, and 11th workshop sessions and obtained information from the youth on their attitudes toward school and the value of education, their employment and

career plans, their perception of their life skills, and their experience in the LTP. The survey was available in both English and Spanish. Most of the item responses were coded (e.g., from 1=Very False to 5=Very True), but there were a few open-ended sub-questions that were not data-entered or analyzed because of the wide variability in responses.

There were two slightly different versions of the survey instrument (referred to as the “old” or “short” format and the “new” format) administered at different sessions. However, the two versions included a large proportion of identical items so responses from the different versions were merged wherever possible. The resulting dataset included (1) questions and response categories that were common across the versions and so were merged, (2) questions that were common but had different response categories and so could not be merged, and (3) questions that were unique to each version and so could not be merged. Copies of the instruments and additional information about the different versions (including the number of instruments that were administered by workshop session and crosswalks showing corresponding questions in the different versions) are included in Attachment C. Detailed tables on responses to individual items are included in Attachment D.

As can be derived from Table 2-1, nearly all (98%) of the surveys were administered while the youth were still in detention.¹¹ The final analysis file consisted of 1,288 surveys

¹¹ The average length-of-stay in secure detention is 26 days, and 67 percent of youth leave within that time period. Since LTP workshops occur weekly, most youth would be in secure detention only long enough to complete four sessions. Thus the numbers of surveys completed in sessions 5 and 11 are far lower than the number completed in session 1.

(administered in both CCA and GSS workshops) covering 1,019 youth.¹²

Table 2-1. Site of Administration by Session for Unduplicated Surveys

| Administration Site | Session | | | | Total |
|---------------------|---------|-----|----|---------|-------|
| | 1 | 5 | 11 | Missing | |
| Secure detention | 910 | 276 | 74 | 3 | 1,263 |
| Community | 2 | 7 | 8 | 0 | 17 |
| Missing | 5 | 1 | 2 | 0 | 8 |
| Total | 917 | 284 | 84 | 3 | 1,288 |

2.3 Study Limitations

Limitations of the study include (1) survey nonresponse, (2) lack of a comparison group, (3) revisions in the instruments over time, (4) lack of variability in survey responses, and (5) low participation in the youth focus groups. First, of the 1,698 youth who participated in at least one workshop session while in detention (see Table 1-1 above), we received at least one survey from 1,019 of them, a response rate of 60 percent.¹³ And as we note below in the description of survey respondents, survey nonresponse did not appear to be randomly distributed, but was slightly higher among males.¹⁴ In addition, although youth could complete up to three surveys (at their 1st, 5th, and 11th workshop sessions), over three-quarters only completed one survey (due primarily to their short

lengths of stay in detention), thus precluding a meaningful longitudinal analysis. Second, the surveys were administered only to youth served by the LTP, so there is no comparison group for assessing program impact.¹⁵ Third, the survey instrument that DJJ administered was revised over time, so that some items are not available for every respondent. Fourth, youth overall tended to give very similar responses on the survey questionnaires, creating a lack of variability; this could have been due to socially desirable response bias or other reasons. And finally, there was very low participation in the youth focus groups, with two groups consisting of only one youth each. These limitations severely constrain our ability to assess program impact, extrapolate our findings to all LTP participants, or even accurately describe whether and how the young people changed over the course of their participation in the program.

¹² Although 1,507 surveys were collected in total (for the same 1,019 youth), 219 were duplicates by youth and thus removed from the analysis file. When duplicate cases were encountered, the participant's latest survey administration was selected to ensure recording of the individual's most recent attitudes. In addition, there was a small amount of item nonresponse and some response exclusion; for example, data from four items in three session-11 surveys were eliminated due to suspected corrupted responses.

¹³ The survey was voluntary and quite a few youth declined to participate. However, in this incarcerated population, a 60 percent response rate is higher than is often achieved.

¹⁴ We did not have the data to investigate other characteristics that also might have been under- or over-represented.

¹⁵ Under the data collection procedures in place, it was not possible to create a comparison group within the detention facilities.

3. Qualitative Study

After developing the staff interview and focus group guides and the parent consent and youth assent forms, the next step was to obtain IRB approval to conduct the study. We submitted IRB review packages to both the Westat and the Metis IRB, although the Metis IRB served as the IRB of record as it is located in NYC (while Westat is in Rockville, MD) and would be more accessible if any parents had questions or problems. The Westat IRB granted approval on May 11, 2009, and the Metis IRB granted approval on May 14, 2009.

3.1 CBO Staff Interviews

In-person individual staff interviews with all LTP staff were conducted at CCA on June 15, 2009 (with the program director and three transitional specialists), and at GSS on June 19, 2009 (with the program director, educational-vocational specialist, community outreach worker, and two life skills counselors). All interviews were tape-recorded. Below, each subsection is summarized immediately under the heading, then details and quotes from the interviews follow.

LTP Community Component

- According to the CBO staff, the primary LTP goals for youth in the community component include complying with educational requirements, maintaining a positive outlook, developing healthy relationships, and contributing to the community.

Both CCA and GSS offer LTP workshops, case management, and service referrals to youth who have returned to the community from detention, where they participated in at least one LTP workshop. Participation in the LTP is voluntary (although CCA also provides court-mandated programs outside of the

LTP). The LTP workshops and case management are delivered flexibly, often in the youth's homes (one-on-one), and worked around youth's school, home, job, and mandated activities. For youth in detention, the workshops are a major part of the LTP, but for youth in the community, the workshops are less emphasized, although staff at both CBO's encourage youth to complete any of the 12 workshops that they did not attend while in detention. But staff reported that getting youth to complete the workshops often was difficult because the youth "don't necessarily like the workshops...."

Staff members at both CBO's emphasized the critical importance of re-enrollment in school and regular school attendance. They said that re-enrollment is not a major problem, but it is a challenge to get many of the youth to attend school regularly. It requires a great deal of monitoring and encouragement, and even with that, the success rate is "50-50." As one staff member stated:

The problem is that we have these youth that haven't been going to school in years. We have these youth that's 16, 17 years old and they haven't been in school – they've been enrolled but they haven't been going to school for years, they can't read. But they're putting them up so they're sitting in a classroom and they don't understand anything. They're not gaining any credits.... It's very frustrating to be sitting somewhere you have no knowledge of what's going on, no one's caring whether you're there or not.

Changing negative expectations and giving the youth a sense of possibilities was also mentioned at both CBO's. A CCA staff member described helping youth to see the positive in situations and, especially, to see school as a way to achieve success and do well

in the future. And as a GSS staff member said:

When the young person feels like there's a possibility of a different way of doing something, that there's a possibility of passing in school, there's a possibility of being the person who is doing well, who is getting attention for the things that they do well. A lot of our young people, I think, have sort of run out of possibilities in their own minds.

Establishing strong positive relationships with the youth is an important part of the LTP work at both CBO's. Many of the youth, when they first began participating in the LTP, felt that there were no adults who listened to them and cared what they do, and the LTP staff worked very hard to change that perception. A CCA staff member said:

Sometimes a lot of kids don't feel wanted or needed or important, for that matter... and I think the little conversations go a long way. And I think in turn once they see that, they not only try to make themselves prouder, I think they try to make me proud and do what they have to do in the program.

Another staff member described how to establish rapport and cooperation:

I think a lot of these kids, if you just talk to them, because they don't have that. They don't feel like they have someone who listens to them. Once you have that, they'll really do just about anything you want as long as you explain to them, you know, 'This is what I need from you. This is why I need it from you. It's not for me. It's for you.' And they're very cooperative, and they're very respectful.

Both CBO's provide a structure for community service activities, such as helping at soup kitchens and participating in fund-raising

walks in the park. The purpose is "...so that the clients can have an under-standing of giving back," a CCA staff member said. Some youth resist community service; a GSS staff member pointed out that: "So we tend to push the envelope a little bit as far as social responsibility, and for a lot of young people who resent that, they tend to, I guess, bow out earlier...."

Differences between the CBOs

- GSS has a stronger focus on employment, which seems to be motivational for many youth, based on staff comments.
- GSS offers alternative schools, which are beneficial but serve very few youth.
- CCA offers court-mandated programming (in addition to the voluntary LTP), which is very helpful in recruiting youth.

GSS has a stronger focus on employment, and offers a job readiness program for youth who are actively engaged in the LTP. The job readiness program consists of six sessions covering workers' rights, interviewing skills, money management, finances, etc. After youth complete the job readiness program, the LTP can hire them as interns in the program and pay them stipends, which is a powerful incentive to participate for many of the youth. As a GSS staff member pointed out: "They sort of have to get their own money, which is why a lot of them got arrested in the first place." As one staff member described, the LTP tries:

...To give them a sense of having the law working on your side...to see rules and regulations of society as being a plus for them rather than a negative and see that their identification on one side of the law will help them rather than on the other side.

The program finds volunteer positions for the youth then pays the youth a stipend:

...So that they can have something to place on their resume, as well as the experience of being in a trusted position....You're not being the victim, you're not being either the perpetrator or being victimized by the system. You're actually responsible for certain things and then you can get them done and people can look up to you and ask you for something, and it's an enormous sense of pride."

GSS offers alternative schools¹⁶ while CCA does not, although very few of GSS's youth attend those alternative schools. A GSS counselor said that having the GSS schools available is an advantage because "...it's giving them another opportunity to do right in school and to get where they needed to get. A lot of our young people are not on a high school level as far as credits...." CCA staff thought that having a CCA school might be beneficial but also believed that it would not make a difference in absenteeism because the distractions can come from the community: "I think that absenteeism is something that's universal....It depends on the individual...the peer pressure comes once you step out your door."

CCA offers court-mandated programming (in addition to the voluntary LTP), while GSS does not. CCA staff felt that it was beneficial to combine mandated activities and the LTP, although participation in either voluntary or mandated programs depends primarily on the youth's motivation, and there can be high or

low turnover in either type of program. One CCA staff member liked that the LTP had the structure of a mandated program, but its voluntary nature gives it a nontraditional "holistic" advantage. A GSS staff member noted that the recruitment and engagement process would be much easier if youth were being brought into GSS by a mandated program, and this would affect the intake numbers. Overall, it seems that having mandated programs within the same agency as the LTP probably does help in the recruitment process, although some GSS staff liked being all-volunteer because it helped strengthen the relationships with the youth and families. (Note, however, that there could be self-selection operating more strongly at GSS, since there is no mandated element, and thus, the youth and families that do participate there might be more highly motivated.)

Engaging the Youth

- Engage youth while still in detention through showing them you care about them, then re-engage them quickly after they are released.
- To maintain their participation, address their needs and interests, follow up with them, pat them on the back when they do well.
- Not surprisingly, staff reported that youth with better family support, more maturity, and more than one arrest are more likely to meet the 90-day benchmark.
- Serving as a point of contact for other agencies helps build trust and communication with youth and families.

The initial contact with the youth occurs in detention, and it is important to engage the youth at that point. This is accomplished by the counselors who, according to a GSS staff member, are "...very engaging, have great

¹⁶ GSS does not actually operate its own schools. It has a partnership with DOE in which GSS provides the social service component, and DOE provides the educational component. This can be beneficial to youth because there is a stronger focus on counseling and academic support, as well as more flexibility to rearrange youth's schedules. Given the LTP's difficulties in keeping the youth in school, perhaps GSS should consider increasing its alternative school enrollment.

personalities and are very outgoing.” The youth must see the counselors as “...somebody who’s going to help them...actually affect their lives...” A CCA staff member spoke of the importance of the quality of the communication with the youth:

You really have to get to know them and really see who they are – not who they’re trying to show you. And once you see that and you talk to them and you get that connection, that’s what really keeps them encouraged and keeps them involved in the program.

After the youth return to the community, it is essential to establish contact quickly. As a GSS staff member said:

You want to get them within hours because you want to be...within the first few voices that they hear after being released. When we lose that window of opportunity, and we call them a week, four to five days, a month later after they’ve already been released and they’ve already been back to the same old places and hung out with the same people and did some of the same old things, it’s a little more difficult compared to somebody who gets out right now and give us a call.

To maintain the youth’s participation, it is important to build a strong relationship with them, give them personal recognition, remember small milestones, always be enthusiastic about their successes, get them past negative things. “Pat them on the back.” Provide workshops and services they need, be consistent, and follow up. As a GSS staff member said:

Everything is a follow-up with a follow-up with a follow-up. I mean I think part of what our kids all have lacked...none of them come from families where the

family is in a position to follow-up and follow-up and follow-up.

The staff members interviewed said that most of their youth have met the 90-day benchmark, and when youth did not meet the benchmark, it was usually because they were remanded (which reportedly happens to 10-30% of the youth, according to the interviewees¹⁷). The differences between youth who make the benchmark and those who do not include (1) degree of family support, (2) maturity level, and (3) number of times arrested (i.e., those with more than one arrest “get the message faster than somebody who has just been arrested once”).

Both CBO’s serve as points of contact for other agencies, which can be a struggle for the CBO staff. Some probation officers work well with them; some do not. Some schools will send information; some will not. A GSS counselor pointed out that all the other programs focus on only one area of a youth’s life (e.g., only substance abuse, or only school grades), and the LTP is unique because it focuses on the entire range of services. And because the LTP focuses on the entire range and, additionally, is voluntary, the youth are “...more willing to talk, more willing to communicate, and there’s a better understanding of who the client is, there’s a better rapport, and I think trust...is formed faster...” Youth and families sometimes tell LTP staff things before they tell the probation officer, before they “get in trouble.”

Family Involvement

- Parents who understand and work with the LTP can be very helpful to the youth.
- However, parents with criminal involvement and dysfunctional parenting

¹⁷ These percentages have not been verified, although DJJ reported that 36 youth were re-admitted to detention out of the 138 youth intakes in FY2009, a rate of 26 percent.

can be the reason for the youth's behavior.

- Families with multiple service needs can overwhelm LTP staff.

Involvement of the youth's families is a complicated issue. As mentioned previously, youth who achieve the 90-day benchmark are more likely to have good family support. And a CCA counselor noted that if parents check on their children, get them up in the morning, stay involved, ask them whether they are attending school, it can help keep the youth accountable for their behavior. If parents make the effort to understand what the LTP program is trying to accomplish, become allies of the program, and are willing to coach and support their children, they can be very helpful in helping the youth attain their goals.

However, as a GSS counselor said, it can get "tricky" because in a lot of cases the parents "...are the cause of the problem with the young people...." Some of the parents are criminally involved themselves.

I mean, some kids, the problems with the home situation are unbelievable. Kids that we've lost to the streets, the families are also in the streets, and you can't turn around three generations of disaster in one after-school program, even though we try.

Other families are not criminally involved or dysfunctional but have other challenges, such as not speaking English, not being "savvy" about the school system or probation system, and being unable to guide their children through systems that are very alien to them.

In addition, working closely with families that have a multitude of problems can be overwhelming to the staff, who feel that they need more training in order to effectively help the parents. The LTP's had not initially anticipated having so much family contact,

but they try to help as best as they can. The result is that some parents expect the LTP to "fix the kid" and blame the LTP if things go wrong, or the family comes to rely too much on the LTP and sees the staff as family members who should "raise the child." LTP staff "have to know where to draw the line," as a CCA staff member stated.

DJJ Contact Information

All interviewed staff said that the quality of the DJJ contact information improved dramatically after the first 6-8 months of program implementation. They stated that now there are few problems with the information, and when there are problems, DJJ staff obtain corrected information for them.

Service Referrals

- LTP staff refer youth to a multitude of activities and services, tailoring the referrals to youth's needs and interests.

LTP staff provide referrals for the youth to "whatever they wanna do." The referrals are important because then the youth feel that the staff care about them and are going out of their way to get them the services they need. Staff note that it is important to provide "...the services that the client needs, not what we think the client needs...." When youth do not follow up on referrals, sometimes it is due to their packed schedules, but other times it is due to youth indifference: "Some kids get really lazy when they come out of detention...they tell about a lot of things they're interested in, but just don't make it – they're just chillin'."

The referrals are to after-school activities, Big Brothers/Big Sisters, the Police Athletic League, YMCA, scholarship programs, GED

programs,¹⁸ mental health services, substance abuse counseling, family therapy, community service activities, internships, food pantries, clothing programs, fatherhood programs, Fresh Air Fund, Safe Space, Advocates for Children, and GEMS (a program for sexually exploited girls). Sometimes the counselors go with youth on their appointments to make sure they keep them. At GSS, most youth are referred to tutoring even if they are doing satisfactorily in school, "...because everybody could use a little extra tutoring." In addition to receiving needed services, the referrals help keep the youth busy: "That's one thing I like, to fill up their schedule because when their schedule is full there's less time to be running around with the wrong people."

Program Improvement

Staff had numerous suggestions for improving the LTP. Their responses included:

- Workshops on additional topics such as gang involvement, unstable family lives, single parent homes;
- More outreach to the community and parents;
- Workshops for parents;
- More jobs, internships, educational resources, nontraditional GED programs, and alternative programs for the youth;
- Year-long program, rather than only 90 days;
- Free mental health services for the youth and families;
- More space at the LTP dedicated to programming (as opposed to offices);
- More LTP staff "because the cases get bigger and the time doesn't stretch";

- More LTP staff to help with the paperwork, the attendance, and the surveys;
- Additional LTP staff training because "...there are so many problems, so many things going on, we're not trained to be able to assist in depth";
- Better tools for measurement and guidance for understanding what numbers DJJ wants the programs to collect and what formulas to use;
- Better interface between DJJ, ACS, and OCFS;
- A way to hold the youth more accountable for their behavior; and
- Less "data stuff."

In addition, providing the LTP to youth who had not been arrested could help prevent arrests. A CCA staff member spoke of the need for a program that would serve youth before they had to go into detention.

I really think a program like this would benefit a lot of the kids who are starting to turn before they go in, because I speak to numerous parents of kids that I'm working with now, and they said, 'I wish I had this program when I first saw him turning to the worse, and I wish there were programs like this before they had to be jailed. . . .' There are youth who need someone to talk to 'cause they're in the same situations, but they just haven't been in detention facilities. And, you know, there's like nothing we can do for them.

When asked how these youth could be identified, the staff member responded that the following characteristics indicate a need for the program: youth with Person in Need of Supervision (PINS) petitions, those who run away, those who are depressed.

¹⁸ Enrollment in GED programs does not count in the DJJ data as enrollment in school.

3.2 Youth Focus Groups

Focus groups were conducted at GSS on June 19, 2009, and at CCA on June 29, 2009. The GSS focus groups included five girls in one focus group and four boys in another group. At CCA, only one girl and one boy were available to participate, so the focus groups were actually individual interviews at that CBO. Signed parent informed consent forms were required before youth could participate, and youth signed assent forms both to participate in the focus group and to provide permission to tape-record the discussion. (The boys at GSS did not consent to tape-record their discussion. Everyone else did.)

Youth Characteristics

Seven of the eleven youth across all focus groups were African American, three were Hispanic, and one was Black/Hispanic. Eight of the eleven were in the 10th-12th grades; one girl was in 9th grade, one girl was not currently attending school, and one boy had completed high school. Both CBO's had difficulty getting signed parent consent forms and found it necessary to conduct home visits or speak directly to parents at events in order to obtain them. The youth had been participating in the LTP for anywhere from a month to a year.

Overall, the boys were more reserved and reticent, while the girls were more forthcoming with their perceptions and experiences. However, both youth (boy and girl) at CCA (who were individually interviewed) were somewhat reserved. Additional differences are noted below.

LTP Experiences

Youth named the following LTP activities as their favorites: the job readiness program, creating a magazine clipping collage that was representative of the youth, game night, and

one-on-one sessions with the caseworker. No one said that he/she disliked anything that he/she had done at the LTP, but several mentioned the distance they had to travel to get there as a negative aspect. Most said that their parents liked the program and supported their participation, even if the parents did not actually come to the site or participate in LTP activities themselves.

Several GSS girls emphasized the importance of the LTP in helping them get back into school. Several GSS boys specifically mentioned job readiness and career awareness as important benefits of LTP participation. Through GSS's assistance, one youth who wanted to be a chef got a job at a soup kitchen, and his hours and responsibilities were recently expanded (at his request). A GSS girl had established a personal goal of obtaining a job in retail, and recently achieved her goal. The LTP helped both girls and boys enroll in the Summer Youth Employment Program (SYEP), and several would be starting jobs soon.

The youth mentioned various ways that the LTP got their attention and encouraged them to participate, starting while they were in detention: "I only used to listen to them for the candy, but then she started talking about things she could do and then that's when I really started listening." And another girl: "So when they [LTP staff] brung that candy, I know everybody was happy. I was happy." The youth said that their LTP counselors were quite helpful, and the youth stayed engaged and continued to come back because of them. The counselors stayed in contact with the youth and their parents after the youth left detention, explained the program, helped the youth with their resumes and job-hunting, helped with transferring schools, and helped youth get a green card.

The girls discussed what kept them motivated to participate. One girl said that she

did not participate much in the LTP because she felt her life was in the streets:

...me, personally, I feel like most of my responsibility is in the streets. That's where everything I do is at, get money, do this, do that....Maybe if I would come more and start to participate more then it'll come to me [a job], but basically everything is just outside for me.

Another girl said she felt the same way, but her caseworker's personal contact made a difference: "Mr. [LTP caseworker] came knocking on my door one day and that's when I start coming." One girl participated because it kept her out of trouble:

... 'cause when I was out in the street, a lot of bad things happened to me but I just couldn't realize that I keep getting in trouble while I'm in the streets. So while I've been coming here, it's been keeping me safe and somewhere and when I come here, I go straight home and stuff, so that's why.

Several GSS boys mentioned that they liked to come into the office, even when they had no activities scheduled, just to "hang out" or chat with their caseworker.

Connecting youth with positive activities that addressed youth's interests also helped keep the youth motivated: "They helped me with school, and one of my dreams is to become a photographer, so...they pay for classes for me to take photography, and it has helped me a lot, and the transition program has helped me a lot with that as well." The CCA LTP (as well as GSS, noted previously) enrolled most of the youth in the SYEP program, and several youth expressed glad anticipation of starting their summer jobs soon. Some youth said that they did not participate in LTP activities because of the

travel required or because they did not think the activities were useful.

One important function for the LTP staff was to serve as positive role models for the youth. As one girl explained: "Yeah, basically they said, 'Look at us. We went through the same thing as you go through right now and look at us now, what we've become.' So that helped us think about it. If we just follow the steps that they did, we could become something as well as like they did."

School

Regarding school re-enrollment after detention, four of the five boys went back to the same schools they were in before detention, with no problems, and three of the six girls went back to the same school. (One girl, who was 17 and had last attended 11th grade, was not currently in school.) The girls discussed the difficulties:

My counselor treated me the same but I think my principal, I don't know, I sensed that before I got locked up we was cool. But then when I came back, I sensed there was a different vibe between us. I don't know if he was holding that against me.... The other students, they wasn't happy to see me.

But changing schools is not automatic or easy:

I mean it might sound easy just going up and changing schools, but you got to go through so much stuff. And then once you're in high school, you do have to be getting beat up every day or your school has to be in another state for you to change schools. It's that or nothing. You stay there.

The boys generally felt that school was boring but necessary and said that the LTP

had not changed their school behavior.¹⁹ However, working with the caseworkers had a big impact on most of the girls' attendance, study habits, and attitudes about school: "...they [LTP staff] would make you feel good that you've been going to school and stuff." Another girl described her experience and how the LTP helped her with school:

Me, I never used to go to school at all. I was mostly in my sophomore year, I wasn't going, and ever since I got locked up and [caseworker] and [LTP provider] was coming to be able to help us and to try to change us, it helped me a lot. It made me realize a lot of things. So when I came out, they helped me go to school the first week I came out and now I'm motivated to go to school. I changed with my family. I'm mostly home. I don't go out. I don't do anything. That changed me a lot.

Another girl described how the LTP changed her attitude about school:

They made me think about my future because I always used to think about, all right, it's only about today, what I'm gonna do today. Now I'm thinking about my future, what I'm gonna be, 'cause I know I'm not – they made me really feel like I'm not gonna get nowhere, not going to school....They [LTP staff] made me look at the things that is outside in the world.

One boy said that the LTP helped him stay in school by "...keeping observation on me. They called my school, I have to give them my report cards. I have to call them when I leave for school." He does not like his school: "It's disorganized. It's crowded in the hallways, and they don't go by the book, they make up their own rules." The LTP helps him

stay in school by talking with him about his experiences and providing tutoring. This has helped him get his assignments done more quickly and be "more relaxed. They gave me examples of how behaviors don't help get me anywhere."

However, not all the youth had experienced a change in their attitude toward school. One girl acknowledged that she did not want to go back into detention, and her behavior had improved, but she still did not value school:

I'm not outside doing stupid things like I used to. I still do stupid things. I can't say it completely changed you, like you're a turned around person, but I look at myself and I look at the things I'm going through and I really don't want to go back. But as far as school, it's just like school just isn't for me. It never was.

And another girl said that she values school more now than she did prior to participating in the LTP: "I see school more important now...everything that's been happenin', school is the only thing that can really help me." Her attendance has improved, and her behavior in school is better. She thinks the change is due to being able to attend a small alternative school, which the LTP helped her enroll in. For this youth, being able to attend a small alternative high school made a big difference in her attitude toward school.

Some of the youth expressed frustration with their difficulties in re-integrating into the community: "It's either you do what they [i.e., probation officer, judge, lawyer, school staff] say or you go back to jail...especially if you're on probation. They use that against you...." Another said: "They don't take the time to find out what's going on and what's this and what's that. It's 'either you do this or you're going back,' and they don't understand what's really going on." They expressed appreciation

¹⁹ Although GSS has alternative schools, none of the youth in the focus groups attended those schools.

that the LTP staff took the time to try to understand what was going on with them.²⁰

Relationships

Most of the youth (girls and boys) said that the LTP had not changed the way they interacted with people, other than their family. However, one girl said that:

...since I came out of detention, I looked at my attitude and say I do have an attitude problem, whatever, so I checked or whatever 'cause most of the people I had the attitude with was only trying to help me before I got to that point, so I had to realize that.

And several girls related that their LTP caseworkers helped them get along better with their parents. As one girl said:

My mom's the reason why I got locked up because me and her had a fight.... We didn't get along, period. We couldn't stand each other, always fighting with her. But since I've been coming here [LTP], not only this place helped me but I have a caseworker and a therapist, whatever, and they helped me, too, with my stuff with my mom. But [LTP caseworker], he helped me. He talked to me about my mom.... So now me and my mom's relationship is a little better than before.

And another girl stated:

My behavior around the house with my mom, my relationship with my mom became better... I've been less disrespectful to teachers and my principal.... I think the conversations with the people here [LTP staff], that they talk to me. They give me advice and I guess I

kind of listen to it, and that's probably what changed.

One girl related that, although she and her mother had had a lot of conflict with each other, her mother was the only one who came to visit her in detention even though "I hurt her so much." She realized from this that her mother loved her.

Staying with the LTP

The youth were asked about why some youth do not stick with the LTP. Responses included:

- Lack of interest in LTP activities;
- Long distance to get there;
- Youth do not want help;
- "You have to show a lot of participation. You've got to be coming a lot and...then they might think that they're not gonna get anything out of it...."
- "They give up. They're tired and lazy, or they get distracted by other things like friends."

Two of the youth mentioned that the judge told them they had to participate (although the LTP is never court-mandated), but both youth said that now they like the LTP and are glad they are participating.

LTP Impact

Although the boys had little to say regarding the impact of participating in the LTP, several of the girls said that the LTP had helped them: "I think it's a wonderful experience. I think it changed my life." "Since I've been here now, yeah, it changed me a little." "It's a good program."

And the girls had high future aspirations: "...mine is to finish high school and go to college and to be a lawyer." "Mine is to finish

²⁰ Given the gender differences in the discussions about school, it would be interesting to see whether girls are more likely to achieve the educational targets; however, currently the data are not available for that comparison.

high school and go to four-year college and become a teacher for the disabled kids.” I want to finish high school...I want to be a social worker.” “I want to finish high school and go to college and study photography.” “I’m planning on auditioning for *Top Model* in a few months...” Some of the boys also expressed their aspirations: one wants to open a restaurant, and another one wants to become an auto mechanic (and is going to a training program for it) and a professional ball player.

Finally, a girl expressed her optimism in no uncertain terms: “But I’m gonna make it, though. I’m gonna make it, though.”

4. Description of LTP Survey Respondents

Demographic information was collected in only one version of the survey instrument (the “old” survey format), and 735 youth completed that version (72.1% of the 1,019 youth who completed at least one instrument). Among those 735 youth, not all completed every demographic item, and some of the responses could not be coded. Below we present information on gender, race/

ethnicity, primary language, borough, and offence where it was available, for three groups: all DJJ FY09 releases, all LTP participants, and survey respondents. In order to better understand the overall population, we include information on offenses committed by DJJ releases and borough of residence for LTP participants, even though we do not have that information for survey respondents.

Table 4-I. Comparison of Demographic and Other Information by Data Source

| Characteristic | All DJJ FY09 Releases ¹ | LTP Participants ² | Survey Respondents |
|------------------------------|------------------------------------|-------------------------------|--------------------|
| Gender: | | | |
| Male | 80% | 82% | 79% |
| Female | 20% | 18% | 21% |
| Transgender | 0% | 0% | 1% |
| Total | 100% (N=5822) | 100% (N=1894) | 100% (N=697) |
| Race/Ethnicity: | | | |
| Black not Hispanic | 58% | | 58% |
| Hispanic | 26% | | 29% |
| Other/unknown | 11% | | 10% |
| White not Hispanic | 4% | | 2% |
| Asian/PI | 1% | | 1% |
| Total | 100% (N=5822) | | 100% (N=559) |
| Primary Language: | | | |
| English | | | 91% |
| Spanish | | | 7% |
| Other | | | 3% |
| Total | | | 100% (N=522) |
| Borough of Residence: | | | |
| Bronx | | 32% | |
| Brooklyn | | 23% | |
| Manhattan | | 20% | |
| Queens | | 16% | |
| Staten Island | | 6% | |
| Other/Unknown | | 3% | |
| Total | | 100% (N=1894) | |
| Top Three Offenses: | | | |
| Robbery | 23% | | |
| Assault | 12% | | |
| Probation violation | 6% | | |

¹Data were supplied to us by DJJ on September 14, 2009.

²From LTP Quarterly Reports for 2008 (Quarters 3 and 4) and 2009 (Quarters 1 and 2).

4.1 Gender

Information on gender was collected from 697 of the 735 “old” survey instruments (95%). Table 4-1 shows that the largest proportion of survey respondents were male (about 79%), followed by female (21%) and transgender (just under 1%). According to DJJ’s quarterly reports on the LTP for Fiscal Year 2009, about 82 percent of youth who were served by the CBO’s were males, indicating that there was a slight under-representation of males among the survey respondents.

4.2 Race/Ethnicity

Race/ethnicity was collected for 582 of the possible 735 respondents (79%). As the ethnicity question was open-ended, participant responses required recoding into a more coherent set of categories. To this end, we used the six ethnicity categories designated by the NYC Department of Education: American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; Black—not of Hispanic Origin; White—not of Hispanic Origin; and Multiracial.²¹ Of the total respondents, only 559 (76% of the 735 respondents) could be classified into these six categories.²² Table 4-1 shows that most of the participants attending the programs were of either Black or Hispanic descent. DJJ’s quarterly reports did not include information on race/ethnicity of participants, so we cannot determine how representative these proportions are of the entire LTP population. However, according to data supplied to us by DJJ on September 14, 2009, about 58 percent of youth released from DJJ in FY09 were Black not Hispanic; 26

percent were Hispanic; 4 percent were White; and 1 percent were Asian/Pacific Islander. So Black youth were represented among survey respondents in about the same proportion as among all youth released from DJJ; Hispanic youth were slightly over-represented; and White and Asian/Pacific Islander youth were somewhat under-represented.

4.3 Primary Language

Primary language was collected for 522 of the possible 735 respondents (71%). As with the race/ethnicity question, primary language was an open-ended question requiring recoding. Based on observed frequencies, participant responses were recoded into three major categories: English, Spanish, and Other. “Other” includes but is not limited to Chinese, Bengali, Creole, Russian, and Greek.

Some participants also responded to the question with more than one language. For those cases, the order of priority for the recode went from English to Spanish to Other. For example, if a participant responded that her primary language was English/Spanish, she would have been counted in the English category. As seen in Table 4-1, the majority of participants reported English as their primary language (91%), followed by Spanish (6.5%) and other languages (2.5%). DJJ’s quarterly reports did not include information on primary language of participants, so we cannot determine how representative these proportions are of the entire LTP population.

²¹ The majority of responses recoded into Multiracial include either African-American/Black or Hispanic as one of the two reported races.

²² Responses that could not be recoded include but are not limited to “Alien,” “Muslim,” and “American.”

5. Participant Outcomes

This section presents our descriptive findings on participant outcomes, including attitudes toward school, employment/career plans, life skills and goal achievement, and experience in the LTP. We conducted a factor analysis to determine whether items on the survey could be summarized by a smaller set of components, but the resulting model explained only a low proportion of variation in responses, probably because of limited variability in participant responses. The factor analysis is presented in Attachment E. In addition, we explored a longitudinal analysis to see how youth changed over time, analyzing survey responses at sessions 1, 5, and 11; however, more than three quarters of the youth completed only one survey, so the longitudinal findings are based on very low numbers of youth and should be viewed with extreme caution.²³ The longitudinal analysis is presented in Attachment F. The remainder of this section presents our findings on participant attitudes.

5.1 Participant Attitudes Toward School

Survey respondents generally held positive attitudes toward school and the value of education (Table 5-1). Across the three sessions, more than 90 percent of respondents believed that high educational achievement

can lead to success in life, and over 80 percent valued the importance of educational attainment. Above 60 percent of respondents associated graduation from high school with higher earnings, and even more respondents associated a college degree with higher income. For respondents at sessions 5 and 11, approximately 85 percent indicated that they better understood the relationship between school and careers. In addition, a great majority of respondents (over 90%) at all three sessions planned to attend school most days or more than they previously did. More than 80 percent of the respondents at session 11 planned to go to school every day and were more dedicated to regular school attendance.

Regarding the questions that appeared on the new survey format only, over 80 percent of respondents agreed that they worked hard on schoolwork across all three sessions. A very high proportion of respondents (90% or more) indicated that they would definitely finish high school. A majority also responded favorably to attending college or learning a trade.

5.2 Employment/Career Plans

Many participants seemed to have at least some idea about their future employment (Table 5-2). At all three sessions, greater than 70 percent of respondents indicated that they

²³ There are two longitudinal issues that we were unable to fully analyze in this study due to limitations in the data and that merit further exploration: (1) how do youth attitudes change over time, with additional exposure to the LTP, and (2) how do long-stayers (i.e., youth who completed surveys in session 11) differ from short-stayers (i.e., youth who were released after completing a survey in session 1). The small numbers of youth who completed more than one survey, and the large differences between sample sizes of the different session pairs, mean that it is incorrect to draw many conclusions about changes over time. See, e.g., Menard, S., 1991, *Longitudinal Research*, Newbury Park, CA: Sage, pp. 36-38.

could identify two job skills they had. The same question appeared on the new survey format with binary response categories (*yes* or *no*) instead of a five-point Likert-like scale. As expected, the proportion of respondents with affirmative responses was somewhat higher

(approximately 80 percent) since those with less certain answers who would have responded *neither agree nor disagree* tended to respond more positively given dichotomous choice.²⁴

Table 5-I. Positive Attitudes Toward School by Session

| Survey Question | Proportion of Youth Responding 4 (True, Agree) or 5 (Very True, Strongly Agree) at Session: | | |
|---|---|--------------------|-------------------|
| | I | 5 | 11 |
| Q1. Doing well in school can help me do well in my life. | 90.4% (791/875) | 92.7% (254/274) | 97.5% (79/81) |
| Q6. It is not important to do well in school. (reverse-coded) ²⁵ | 86.8% (750/864) | 83.6% (224/268) | 84.1% (69/82) |
| Q9. People who graduate college make more money in their life than people who do not graduate. | 68.3% (594/870) | 71.3% (191/268) | 72.8% (59/81) |
| Q11. People who graduate high-school make more money in their life than people who do not graduate. | 61.7% (526/853) | 63.7% (170/267) | 70.7% (58/82) |
| Q16. I do not plan to go to school everyday when I go home. (reverse-coded) ²⁵ | | | 81.8% (45/55) |
| Q18. I plan to attend school most days or more than I previously did. | 92.1% (223/242) | 97.3% (72/74) | 98.4% (60/61) |
| Q19. I am more committed to regularly attending school. | | | 87.9% (51/58) |
| Q24. I have a better idea about the relationship between school and careers. | | 87.5% (63/72) | 84.2% (64/76) |
| Questions that appear only on new survey format: | | | |
| Q4. I work very hard on my schoolwork. | 82.4% (196/238) | 84.0% (63/75) | 85.0% (17/20) |
| Q7. I am sure that I will finish high school. | 89.7% (217/242) | 90.9% (70/77) | 100.0% (20/20) |
| Q8. I plan to go to college or learn a trade. | 90.1% (218/242) | 88.0% (66/75) | 80.0% (16/20) |

²⁴ Note that the relatively lower percentage of favorable answers to this question at session 11 was based on a smaller number of respondents (15 out of 19).

²⁵ The proportions presented are based on youth responding 1 (very false, strongly disagree) or 2 (false, disagree).

Table 5-2. Employment/Career Plans by Session

| Survey Question | Proportion of Youth Responding 4 (True, Agree) or 5 (Very True, Strongly Agree) at Session: | | |
|--|---|--------------------|------------------|
| | I | 5 | 11 |
| Q3. I can name two skills I have that can help me get a legal job in the future. | 70.2% (368/524) | 74.2% (121/163) | 87.0% (47/54) |
| Q7. I've thought about what kind of legal (legit) work I want to do in the future. | 75.5% (646/856) | 76.6% (209/273) | 86.4% (70/81) |
| Q8. Learning about many different jobs can help me find the right job for me. | 82.7% (716/866) | 82.0% (218/266) | 86.3% (69/80) |
| Questions that appear only on new survey format with binary responses – proportions based on affirmative responses: | | | |
| Q15. I can name two skills that I have that can help me get a legal job in the future. | 81.1% (172/212) | 83.6% (56/67) | 78.9% (15/19) |

In addition, most respondents further considered what kind of legal job they wanted to pursue in the future. Many youth (over 80 percent) agreed that learning about various occupations would benefit them in finding the right one.

5.3 Life Skills and Goal Achievement

Overall, many youth confirmed that they possessed necessary life skills (Table 5-3). Over 65 percent of respondents at all three sessions indicated that they realized who the bad influences were in their life, although this proportion of positive responses appears somewhat less skewed than the other findings presented in this report. A higher proportion (75% or more) responded favorably to the same question with binary response categories on the new survey format. However, it seemed that relatively fewer youth knew how to stay away from these bad influences.

Approximately 80 percent of respondents realized that there were many approaches to solving conflict. For respondents at sessions 5 and 11, most of them indicated that they had

guidelines that they could follow to be successful and that they knew how to budget an income realistically. In addition, a large proportion of respondents (77.4%) at session 11 were able to name two positive things in their life, and a great majority (90.7%) knew how to achieve their goals after re-entry into the community.

5.4 Participant Attitudes Toward Experience in LTP

Participants at sessions 5 and 11 were further asked some questions regarding their experience in LTP. In general, most youth thought highly of the program (Table 5-4). At both sessions, over 85 percent of respondents agreed that LTP helped them learn how to look at school more positively and that the program staff truly cared about them. Many youth also attributed their improvement in acting around other people to LTP (Q20 on the new survey format). Among respondents to the old survey format at session 11, 50 out of 58 (86.2%) confirmed that LTP helped them learn better ways to deal with school, and 36 out of 51 (70.6%) expressed intention

to continue attending LTP after being released.

Table 5-3. Life Skills and Goal Achievement by Session

| Survey Question | Proportion of Youth Responding 4 (True, Agree) or 5 (Very True, Strongly Agree) at Session: | | |
|--|---|--------------------|------------------|
| | I | 5 | II |
| Q4. I know who the bad influences are in my life. | 67.4% (419/622) | 66.3% (126/190) | 88.5% (54/61) |
| Q5. I do not know how to stay away from the bad influences in my life. (reverse-coded). | 58.2% (358/615) | 58.1% (111/191) | 62.3% (38/61) |
| Q10. There are many ways to resolve conflict. | 79.5% (683/859) | 79.8% (209/262) | 84.1% (69/82) |
| Q20. I have a road map that I can stick to be successful. | | 86.1% (62/72) | 74.4% (58/78) |
| Q21. I know how to make a realistic budget based on an income. | | 83.3% (60/72) | 66.7% (52/78) |
| Q22. I can name two positive things in my life. | | | 77.4% (41/53) |
| Q23. I know what to do to achieve my goals when I go home. | | | 90.7% (49/54) |
| Questions that appear only on new survey format with binary responses – proportions based on affirmative responses: | | | |
| Q13. I know who and what my bad influences are. | 82.5% (184/223) | 84.3% (59/70) | 75.0% (15/20) |

Table 5-4. Positive Attitudes Toward Experience in LTP by Session

| Survey Question | Proportion of Youth Responding 4 (True, Agree) or 5 (Very True, Strongly Agree) at Session: | |
|--|---|------------------|
| | 5 | 11 |
| Q14. The [precursor to LTP] helped me learn how to look at school in a more positive way. | 88.9% (64/72) | 87.2% (68/78) |
| Q15. The [precursor to LTP] helped me learn better ways to deal with school. | | 86.2% (50/58) |
| Q26. I want to go to this program when I get home. | | 70.6% (36/51) |
| Questions that appear only on new survey format: | | |
| Q20. Because of this program, I can make better choices about how I act around other people. | 81.9% (59/72) | 73.7% (14/19) |
| Q22. The staff I worked with in this program really care about me. | 87.3% (62/71) | 85.0% (17/20) |
| Questions that appear only on new survey format with binary responses – proportions based on affirmative responses: | | |
| Q23. When I get back home, I want to keep going to this program. | 26.3% (15/57) | 25.0% (2/8) |

However, note that when a similar question regarding continuing attendance at LTP appeared on the new survey format with binary response categories (*yes* or *no*) rather than a 1-to-5 scale, three quarters of respondents indicated that they did not want to continue attending LTP. We cannot explain this contradictory finding other than to point out that there were only eight responses to this item on the new survey format, compared

to 51 responses on the old survey format, and low numbers can produce anomalies. It is also important to remember that many of the youth are court-mandated into programs that fill their time when they return to the community, and since the LTP is not a mandated program, many youth feel they do not have time to participate even if they feel the LTP is effective.

6. Conclusion

The LTP study provided descriptive findings of the program and the young people who participated in the study. Despite its limitations (respondents who were not representative of all youth served by the LTP or all youth coming out of detention, no comparison group, and limited variability of responses), the study was a beginning toward understanding what might work to help these young people establish and maintain positive connections with adults and have positive expectations for their future. Youth in the focus groups spoke appreciatively of their caseworkers' efforts on their behalf, but also described the pressures they feel from negative influences in their families, friends, and communities. Youth in the survey reported that the LTP helped them make better choices and have better ways to deal with school, but most would not continue with the LTP because of competing demands from family, school, or work. An important finding (because it showed somewhat less positive skewing than other findings) was a lower overall positive response to knowing the negative influences in their life and how to stay away from them. And given staff and youth comments in the qualitative study about the powerful influences of friends and community after youth are released from detention, this is an area that the workshops should focus on more.

The community component of the LTP has been in operation for about a year and a half, and some early implementation "kinks" have been worked out (e.g., contact information is of a higher quality, staff are more aware of the high service needs of some families, and staff are more prepared for the intense effort needed to keep youth engaged). Now a follow-up study is needed to learn more about how to better retain youth in the program, for whom the program works best, what program "dosage" is required to achieve an effect, what

are realistic program participation and completion targets, and what are long-term outcomes (e.g., in the areas of recidivism, school achievement, and employment). Currently it is premature to plan a more rigorous evaluation with a comparison group (if indeed a comparison group is even possible), as the LTP is not always meeting targets overall, and many youth do not complete the program. However, much has been learned about serving this difficult population, and the knowledge can be built on to make the program more stable and help it reach more youth.

In addition, the program assessment shows that the data collection instrument needs further improvement to be more sensitive to outcomes of interest.²⁶ One possibility would be to incorporate standardized scales that measure some of the factors the LTP tries to influence; one example might be the Achenbach System of Empirically Based Assessment (ASEBA) Youth Self-Report (YSR).²⁷

Thus, we recommend program improvement efforts that would help the LTP recruit and retain more youth, additional qualitative study that would reach a wider variety and greater number of youth, and quantitative data collection using an improved or different instrument. Then an evaluation could more

²⁶ The Westat/Metis team was involved in the early development of the instrument. However, we recommended (but were not involved in) pilot testing the instrument, and this might have uncovered the low variability in responses and potential social desirability bias, which is often a concern in surveys of this type.

²⁷ The ASEBA provides standardized scores on a broad array of youth competencies and problems, and the YSR was designed and normed for youth ages 11 to 18. It obtains information on youth's involvement in a variety of activities, social ratings, academic performance, and mental health. See Achenbach, T.M., and Rescorla, L.A., 2001, *Manual for the ASEBA School-Age Forms and Profiles*, Burlington, VT: University of Vermont, Research Center for Children, Youth, and Families.

fully address the questions: What other strategies are most effective in re-engaging youth in school and work, after leaving detention? How can we help youthful offenders avoid re-offending? What do at-risk youth need to transition to successful adulthood?

ATTACHMENT A

LTP Staff Interview Guide

Westat/Metis
4/14/09

Evaluation of LIFE Transitions Program (LTP)

CBO Staff Interview Protocol

Respondent Name: _____

Agency: _____ **Title of Respondent:** _____

Years in Current Position: _____ **Years at Agency:** _____

Interviewer: _____

Introduction:

Hello, I am _____, from [Westat/Metis Associates]. [Westat/Metis] is a research firm selected by the Center for Economic Opportunity, or CEO, to evaluate many of its programs. As you probably know, CEO has funded approximately 40 initiatives across numerous sponsoring agencies aimed at reducing the number of people living in poverty in New York City (NYC). One of these initiatives is DJJ's Life Transitions Program (LTP), which improves the educational preparedness of youth involved with the juvenile justice system. In 2008 we conducted a program review of LTP, and we are now conducting an evaluation that uses the survey data that the programs have been collecting, as well as interviews with CCA and GSS staff and focus groups with young people who have participated in the programs.

We anticipate that this interview will last about one hour. The information collected through the interviews will be written up in a report to CEO. The report or a version of the report may also be available to the public. While we may need to identify organizations in our reporting to CEO, all efforts will be made to maintain the anonymity of interview respondents.

Do you have any questions before we begin?

We would like to ask your permission to record this interview. The recording is for note-taking purposes only and will not be shared with CEO, DJJ or staff at your agency. May we record the interview?

Let us begin.

1. What are the most important goals that you try to achieve with the youth? How well are you able to achieve those goals? What helps you achieve them? What are the barriers to achieving the goals?
2. The LTP providers frequently act as a central point of contact for the agencies that the youth are involved with – schools, probation, social services – and even including families. To what extent is that true for your organization? Please describe how that happens.
 - a. Does it have an impact on your LTP participant outcomes? If so, how?

Westat/Metis
4/14/09

3. *[For CCA staff:]* CCA provides court-mandated programming, although LTP is not a mandated program. What impact does that have on recruitment, programming, and participant outcomes for LTP participants?
4. *[For GSS staff:]* GSS does not provide court-mandated programming. How does that affect recruitment, programming, and participant outcomes for LTP participants?
5. *[For CCA staff:]* CCA does not operate its own schools. How does that affect school outcomes for LTP participants? *[Probe: Academic achievement, interactions with school staff and students, absenteeism.]*
6. *[For GSS staff:]* GSS operates its own school. How does that affect school outcomes for LTP participants? *[Probe: Academic achievement, interactions with school staff and students, absenteeism.]*
7. How much and what types of contact do you have with the families of LTP participants? Does family involvement hinder or help with youth participation in LTP? Please explain.
8. What is your experience with the contact information that DJJ provides on youth who are released into the community? Do you find that the information is frequently wrong or out-dated? What impact does that have on youth connecting with LTP? What steps, if any, have been taken to remedy this?
9. What have you found to be most effective in initially engaging youth when they return to the community?
10. What is most effective in maintaining youth's involvement in LTP?
11. What are the differences between youth who achieve the 90-day milestone and those who do not? What are the characteristics of youth who complete 90 days compared to youth who do not?
12. What types of services do you refer youth to (e.g., social services, mental health, substance abuse)? Do the youth follow up on the referrals? If not, why not?
13. How often do youth who have participated in your LTP program go back into detention? Do you maintain contact with those youth? What is the nature of the contact? What impact does it have?
14. What improvements to LTP would better serve the needs of these youth? Please provide examples.

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15. Are there any question(s) did we *not* ask you that we should have? Is there anything else you would like to tell us about your program?

Thank you for your time today and for sharing your thoughts about LTP.

ATTACHMENT B

Youth Focus Group Guide

Evaluation of LIFE Transitions Program (LIFE or LTP)

Youth Focus Group Guide

Agency: _____ Date of focus group: _____

Moderator: _____ Number of youth participating: _____

Participants' gender (circle one): M F

Participants' race/ethnicity: _____

Introduction:

Hello, I am _____, from [Westat/Metis Associates]. [Westat/Metis] is a research firm selected by the Center for Economic Opportunity, or CEO, to evaluate many of its programs. I'm here to talk with you today specifically about the LIFE Transitions Program, or LTP, in order to learn about your experiences and ways in which it has had an impact on you. We'd like for you to tell us about the services that were available to you, what activities you've participated in, and what was helpful or not about those services and activities. We expect that this discussion will last about an hour. Your participation in the focus group is voluntary, which means that you may decline to answer any of the questions. You can also leave the group at any time you like. We will not mention your name anywhere in our final report and we will not identify you to the LTP staff, DJJ, CEO, or anyone else.

[Make sure that each youth has signed an assent form.]

We would like to ask your permission to tape-record this interview. The recording is for note-taking purposes only and will not be shared with the LTP. Also I will not start the recording until after introductions, so that your names are not on the tape. May we tape-record the interview?

Do you have any questions for me before we start?

First, let's go around the room and introduce ourselves. Please say how old you are and what grade you're in, or if you're out of school, the highest grade you've completed. ***[If tape-recording:]*** I will not tape-record any of this information. ***[Note race/ethnicity of each participant.]***

Now I will begin my questions.

Begin tape recording now

1. How long have you been involved with the LTP and what is your favorite LTP activity or workshop so far, either while in detention or back in your community? What did you like about it? Is there any activity or workshop that you disliked?

2. After you were released from detention, did you go back to the same school you were in before detention? If so, how did the school treat you after you got out of detention? If not, why not? *[Probe: Staff attitude, student attitudes; felt welcome, rejected, no change, and reasons.]*
 - a. If you went back to the same school and encountered problems, what did you do about it? Did you transfer to a different school?
 - b. Did LTP help you get back into school?
3. How do you currently feel about school?
 - a. Is this the same or different than before you participated in the LTP? If it is different, how is it different? Was LTP helpful in changing the way you feel about school? How so?
 - b. Is your attendance, study habits, or behavior in school different from before you participated in LTP? In what ways is it different? How did LTP help to change your attendance, study habits, or behavior? *[Probe: was it the program activities, your connection with the LTP facilitator, or something else that made the difference?]*
4. Is the way you interact with people at your school different from before you participated in LTP? How about at home or in your community? Please provide examples. *[Probe: do you get along better with other people, avoid getting into trouble at school, help out at home, or anything else?]*
5. How do your parents or guardians feel about your involvement with LTP? Are they supportive, interested, uninvolved, or what?
6. Do you participate in any of the other activities of the LTP program, such as internship (GSS) or service learning (CCA)?
 - a. *If so*, why did you choose to participate? How has it been useful?
 - b. *If not*, why didn't you participate?
7. What is the most important way that the LTP has helped you?
8. What are your thoughts about why some youth don't stick with the LTP?
9. *[For participants at CCA:]* What other types of programs are you participating in through CCA, besides the LTP? Was it required? If so, who required it? What did you find helpful about it, if anything?
10. How do you like to spend your time outside the LTP program? What are some of the main activities that you like to do (for example, sports, hobbies)?
11. What are your plans for the future? What do you envision yourself doing as an adult?
12. Are there any question(s) we did *not* ask you that we should have? Is there anything else you would like to tell us about your experience with the LTP?

Thank you for your time today and for sharing your thoughts about LTP.

ATTACHMENT C

Survey Instrument Versions

Survey Instrument Versions

DJJ administered two different survey instrument formats at session 1, 5, and 11. The old (“short”) format, administered in 2008, included 27 items, of which only the first 13 were administered at Session 1 and 5. DJJ revised the instrument and the new format, administered in 2009, included 24 items, of which only the first 15 were administered at Session 1. Table C1 shows the number of “short” and of new instruments, and the total, that were administered at each workshop session. Table C2 shows questions for which the responses were combined because they were the same questions, and Tables C3-C5 show questions that were not combined. The two versions of the instrument are included after the tables.

Table C1: Total Number of Analyzed Surveys by Workshop Session and Format

| Session | “Short” | New | Total |
|---------|---------|-----|-------|
| 1 | 660 | 257 | 917 |
| 5 | 201 | 83 | 284 |
| 11 | 64 | 20 | 84 |
| Total | 925 | 360 | 1,285 |

Table C2: Corresponding Questions for Which Responses Were Combined

| Old Format (“Short”) | New Format |
|---|--|
| Q1. Doing well in school can help me do well in my life. | Q2. Doing well in school can help me do well in my life. |
| Q6. It is not important to do well in school. | Q1. It is important for me to do well in school. (<i>reverse coded</i>) |
| Q7. I’ve thought about what kind of legal (legit) work I want to do in the future. | Q10. I’ve thought about what kind of legal work I want to do in the future. |
| Q8. Learning about many different jobs can help me find the right job for me. | Q11. Learning about many different jobs can help me find the right job for me. |
| Q9. People who graduate college make more money in their life than people who do not graduate. | Q6. People who graduate from college make more money in their life than people who do not. |
| Q10. There are many ways to resolve conflict. | Q12. I can think of some positive ways to resolve conflict. |
| Q11. People who graduate high-school make more money in their life than people who do not graduate. | Q5. People who graduate from high school make more money in their life than people who do not. |
| Q13. There are things I can do to make school better for myself. | Q9. There are things I can do to make school better for myself. |
| Q14. The CEO program helped me learn how to look at school in a more positive way. | Q17. This program helped me learn how to look at school in a more positive way. |
| Q17. This program helped me think about jobs in the future. | Q16. This program helped me think about careers for the future. |
| Q18. I plan to attend school most days or more than I previously did. | Q3. I plan to attend school most days, or more than I previously did. |
| Q20. I have a road map that I can stick to be successful. | Q21. Because of this program, I have a road map that I can use to help me be successful. |

| Old Format (“Short”) | New Format |
|--|---|
| Q21. I know how to make a realistic budget based on an income. | Q19. This program helped me learn how to make a budget that will focus on my needs before my wants. |
| Q24. I have a better idea about the relationship between school and careers. | Q18. This program helped me understand the connection between school and careers I might want for the future. |

Table C3: Corresponding Questions for Which Responses Were Not Combined Due to Different Response Categories

| Old Format (“Short”) | New Format |
|--|--|
| Q2. I can name two people or places to go to help me do well in school. | Q14. I can name two people or places to go to help me do well in school. |
| Q3. I can name two skills I have that can help me get a legal job in the future. | Q15. I can name two skills I have that can help me get a legal job in the future. |
| Q4. I know who the bad influences are in my life. | Q13. I know who and what my bad influences are. |
| Q26. I want to go to this program when I get home. | Q26. When I get back home, I want to keep going to this program. |
| Q27. I cannot go to this program when I get home because | Q27. If I don't/can't go to this program when I get home, it will be because: <i>(multiple response)</i> |

Table C4: Questions from Old Format (“Short”) without Analogue from New Format

| |
|--|
| Q5. I do not know how to stay away from the bad influences in my life. |
| Q12. Before I came to DJJ, I went to school most days. |
| Q15. The CEO program helped me learn better ways to deal with school. |
| Q16. I do not plan to go to school every day when I go home. |
| Q19. I am more committed to regularly attending school. |
| Q22. I can name two positive things in my life. |
| Q23. I know what to do to achieve my goals when I go home. |

Table C5: Questions from New Format without Analogue from Old Format (“Short”)

| |
|--|
| Q4. I work very hard on my schoolwork. |
| Q7. I am sure that I will finish high school. |
| Q8. I plan to go to college or learn a trade. |
| Q20. Because of this program, I can make better choices about how I act around other people. |
| Q22. The staff I worked with in this program really care about me. |

CEO PROGRAM PARTICIPANT SURVEY [*“OLD”* FORMAT]

First Name _____ Crossroads ____ Horizons ____ Hall ____ Date _____

Gender: M__F__T__ Race _____ Primary Language _____

| | | Very False | | | Very True | |
|-------------------|--|-------------------|---|---|------------------|---|
| | | 1 | 2 | 3 | 4 | 5 |
| 1. | Doing well in school can help me do well in my life. | 1 | 2 | 3 | 4 | 5 |
| 2. | I can name two people or places to go to help me do well in school. | 1 | 2 | 3 | 4 | 5 |
| 1. _____ 2. _____ | | | | | | |
| 3. | I can name two skills I have that can help me get a legal job in the future | 1 | 2 | 3 | 4 | 5 |
| 1. _____ 2. _____ | | | | | | |
| 4. | I know who the bad influences are in my life. | 1 | 2 | 3 | 4 | 5 |
| 5. | I do not know how to stay away from the bad influences in my life. | 1 | 2 | 3 | 4 | 5 |
| 6. | It is not important to do well in school. | 1 | 2 | 3 | 4 | 5 |
| 7. | I've thought about what kind of legal (legit) work I want to do in the future. | 1 | 2 | 3 | 4 | 5 |
| 8. | Learning about many different jobs can help me find the right job for me. | 1 | 2 | 3 | 4 | 5 |
| 9. | People who graduate college make more money in their life than people who do not graduate. | 1 | 2 | 3 | 4 | 5 |
| 10. | There are many ways to resolve conflict. | 1 | 2 | 3 | 4 | 5 |
| 11. | People who graduate high-school make more money in their life than people who do not graduate. | 1 | 2 | 3 | 4 | 5 |
| 12. | Before I came to DJJ, I went to school most days. | 1 | 2 | 3 | 4 | 5 |
| 13. | There are things I can do to make school better for myself. | 1 | 2 | 3 | 4 | 5 |

Think about what you have learned in the CEO program and how you feel about what you have learned. Then answer the questions below to the best of your ability. Thank you.

FOR THOSE WHO HAVE COMPLETED 11 SESSIONS ONLY

| | | Very False | | | Very True | |
|-------------------|---|-------------------|---|---|------------------|---|
| 14. | The CEO program helped me learn how to look at school in a more positive way. | 1 | 2 | 3 | 4 | 5 |
| 15. | The CEO program helped me learn better ways to deal with school. | 1 | 2 | 3 | 4 | 5 |
| 16. | I do not plan to go to school everyday when I go home. | 1 | 2 | 3 | 4 | 5 |
| 17. | This program helped me think about jobs in the future. | 1 | 2 | 3 | 4 | 5 |
| 18. | I plan to attend school most days or more than I previously did. | | | | | |
| 19. | I am more committed to regularly attending school. | 1 | 2 | 3 | 4 | 5 |
| 20. | I have a road map that I can stick to be successful. | 1 | 2 | 3 | 4 | 5 |
| 21. | I know how to make a realistic budget based on an income. | 1 | 2 | 3 | 4 | 5 |
| 22. | I can name two positive things in my life. | 1 | 2 | 3 | 4 | 5 |
| 1. _____ 2. _____ | | | | | | |
| 23. | I know what to do to achieve my goals when I go home. | 1 | 2 | 3 | 4 | 5 |
| 24. | I have a better idea about the relationship between school and careers. | 1 | 2 | 3 | 4 | 5 |
| 25. | It is not important to do well in school | | | | | |
| 26. | I want to go to this program when I get home. | 1 | 2 | 3 | 4 | 5 |
| 27. | I cannot go to this program when I get home because _____. | | | | | |



Life Transitions Program – Participant Survey [“New” Format]

First Name: _____

Today’s Date: _____

Crossroads: _____ Horizons _____ Hall: _____

| How much do you agree or disagree with the sentences below? (Check one response for each sentence) | | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree |
|---|--|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|
| 1. | It is important to me to do well in school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Doing well in school can help me do well in my life. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | I plan to attend school most days, or more than I previously did. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | I work very hard on my schoolwork. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | People who graduate from high school make more money in their life than people who do not. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | People who graduate from college make more money in their life than people who do not. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | I am sure that I will finish high school. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | I plan to go to college or learn a trade. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | There are things I can do to make school better for myself. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | I’ve thought about what kind of legal work I want to do in the future. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. | Learning about many different jobs can help me find the right job for me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. | I can think of some positive ways to resolve conflict. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|-----|---|--------------------------|---------------------------|----------|----------|
| 13. | I know who and what my bad influences are. | <input type="radio"/> No | <input type="radio"/> Yes | 1. _____ | 2. _____ |
| 14. | I can name two people or places to go to help me do well in school. | <input type="radio"/> No | <input type="radio"/> Yes | 1. _____ | 2. _____ |
| 15. | I can name two skills that I have that can help me get a legal job in the future. | <input type="radio"/> No | <input type="radio"/> Yes | 1. _____ | 2. _____ |

| Think about the time you have spent in this Life Transitions program. Mark the response that <u>best</u> describes how you feel about this program. | | Strongly Agree | Agree | Neither Agree or Disagree | Disagree | Strongly Disagree |
|---|---|--------------------------|--------------------------|---------------------------|--------------------------|--------------------------|
| 16. | This program helped me think about careers for the future | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. | This program helped me learn how to look at school in a more positive way. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | This program helped me understand the connection between school and careers I might want in the future. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | This program helped me learn how to make a budget that will focus on my needs before my wants. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | Because of this program, I can make better choices about how I act around other people. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | Because of this program, I have a road map that I can use to help me be successful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | The staff I worked with in this program really care about me. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | |
|-----|---|---------------------------|
| 23. | When I get back home, I want to keep going to this program. | <input type="radio"/> Yes |
| | | <input type="radio"/> No |

| | | |
|-----|---|---|
| 24. | If I don't/can't go to this program when I get home, it will be because: (Mark one or more based on what you think <u>might</u> stop your participation.) | |
| | <input type="radio"/> I plan to/have to work full-time or part-time. | <input type="radio"/> The program is too far from my home. |
| | <input type="radio"/> I plan to be involved in other after-school activities. | <input type="radio"/> I have learned the most I can from this program. |
| | <input type="radio"/> I plan to/have to spend a lot of time on school and homework. | <input type="radio"/> I have to take care of or look after someone when I leave school. |
| | <input type="radio"/> My parent or guardian will not let me come. | <input type="radio"/> Other reason (please explain): |

ATTACHMENT D

Youth Survey Frequencies

Youth Survey Frequencies

Table D1: Positive Responses to Survey Questions by Session

| Survey Question | Proportion of Youth Responding 4 (True, Agree) Or 5 (Very True, Strongly Agree) at Session: | | |
|---|---|--------------------|------------------|
| | 1 | 5 | 11 |
| Q1. Doing well in school can help me do well in my life. | 90.4% (791/875) | 92.7% (254/274) | 97.5% (79/81) |
| Q2. I can name two people or places to go to help me do well in school. | 71.0% (401/565) | 72.7% (125/172) | 81.0% (47/58) |
| Q3. I can name two skills I have that can help me get a legal job in the future. | 70.2% (368/524) | 74.2% (121/163) | 87.0% (47/54) |
| Q4. I know who the bad influences are in my life. | 67.4% (419/622) | 66.3% (126/190) | 88.5% (54/61) |
| Q5. I do not know how to stay away from the bad influences in my life. | 24.1% (148/615) | 20.4% (39/191) | 23.0% (14/61) |
| Q6. It is not important to do well in school. | 9.7% (84/864) | 12.3% (33/268) | 8.5% (7/82) |
| Q7. I've thought about what kind of legal (legit) work I want to do in the future. | 75.5% (646/856) | 76.6% (209/273) | 86.4% (70/81) |
| Q8. Learning about many different jobs can help me find the right job for me. | 82.7% (716/866) | 82.0% (218/266) | 86.3% (69/80) |
| Q9. People who graduate college make more money in their life than people who do not graduate. | 68.3% (594/870) | 71.3% (191/268) | 72.8% (59/81) |
| Q10. There are many ways to resolve conflict. | 79.5% (683/859) | 79.8% (209/262) | 84.1% (69/82) |
| Q11. People who graduate high-school make more money in their life than people who do not graduate. | 61.7% (526/853) | 63.7% (170/267) | 70.7% (58/82) |
| Q12. Before I came to DJJ, I went to school most days. | 54.3% (344/633) | 52.1% (99/190) | 58.1% (36/62) |
| Q13. There are things I can do to make school better for myself. | 83.7% (730/872) | 85.3% (227/266) | 91.5% (75/82) |
| Q14. The CEO program helped me learn how to look at school in a more positive way. | | 88.9% (64/72) | 87.2% (68/78) |
| Q15. The CEO program helped me learn better ways to deal with school. | | | 86.2% (50/58) |
| Q16. I do not plan to go to school every day when I go home. | | | 10.9% (6/55) |
| Q17. This program helped me think about jobs in the future. | | 93.1% (67/72) | 89.9% (71/79) |
| Q18. I plan to attend school most days or more than I previously did. | 92.1% (223/242) | 97.3% (72/74) | 98.4% (60/61) |
| Q19. I am more committed to regularly attending school. | | | 87.9% (51/58) |
| Q20. I have a road map that I can stick to be successful. | | 86.1% (62/72) | 74.4% (58/78) |
| Q21. I know how to make a realistic budget based on an income. | | 83.3% | 66.7% |

| Survey Question | Proportion of Youth Responding 4 (True, Agree) Or 5 (Very True, Strongly Agree) at Session: | | |
|---|---|------------------|-----------------------------|
| | 1 | 5 | 11 |
| Q22. I can name two positive things in my life. | | (60/72) | (52/78) 77.4% (41/53) |
| Q23. I know what to do to achieve my goals when I go home. | | | 90.7% (49/54) |
| Q24. I have a better idea about the relationship between school and careers. | | 87.5% (63/72) | 84.2% (64/76) |
| Q26. I want to go to this program when I get home. | | | 70.6% (36/51) |
| Questions that only appear on new survey format | | | |
| Q4. I work very hard on my schoolwork. | 82.4% (196/238) | 84.0% (63/75) | 85.0% (17/20) |
| Q7. I am sure that I will finish high school. | 89.7% (217/242) | 90.9% (70/77) | 100.0% (20/20) |
| Q8. I plan to go to college or learn a trade. | 90.1% (218/242) | 88.0% (66/75) | 80.0% (16/20) |
| Q20. Because of this program, I can make better choices about how I act around other people. | | 81.9% (59/72) | 73.7% (14/19) |
| Q22. The staff I worked with in this program really care about me. | | 87.3% (62/71) | 85.0% (17/20) |
| Questions that only appear on new survey format with binary responses – proportions based on affirmative responses. | | | |
| Q13. I know who and what my bad influences are. | 82.5% (184/223) | 84.3% (59/70) | 75.0% (15/20) |
| Q14. I can name two people or places to go to help me do well in school. | 81.1% (176/217) | 85.7% (60/70) | 75.0% (15/20) |
| Q15. I can name two skills that I have that can help me get a legal job in the future. | 81.1% (172/212) | 83.6% (56/67) | 78.9% (15/19) |
| Q23. When I get back home, I want to keep going to this program | | 26.3% (15/57) | 25.0% (2/8) |
| Q24_a. If I don't/can't go to this program when I get home, it will be because I plan to/have to work full-time or part-time | | 46.1% (35/76) | 20.0% (4/20) |
| Q24_b. If I don't/can't go to this program when I get home, it will be because I plan to be involved in other after-school activities. | | 36.8% (28/76) | 30.0% (6/20) |
| Q24_c. If I don't/can't go to this program when I get home, it will be because I plan to/have to spend a lot of time on school and homework. | | 28.9% (22/76) | 40.0% (8/20) |
| Q24_d. If I don't/can't go to this program when I get home, it will be because My parent or guardian will not let me come. | | 6.6% (5/76) | 10.0% (2/20) |
| Q24_e. If I don't/can't go to this program when I get home, it will be because The program is too far from my home. | | 13.2% (10/76) | 5.0% (1/20) |
| Q24_f. If I don't/can't go to this program when I get home, it will be because I have learned the most I can from this program. | | 18.4% (14/76) | 5.0% (1/20) |
| Q24_g. If I don't/can't go to this program when I get home, it will be because I have to take care of or look after someone when I leave school | | 11.8% (9/76) | 25.0% (5/20) |

| Survey Question | Proportion of Youth Responding 4 (True, Agree) Or 5 (Very True, Strongly Agree) at Session: | | |
|---|---|-------------------------|-----------------------|
| | 1 | 5 | 11 |
| Q24_h. If I don't/can't go to this program when I get home, it will be because of another reason. | | 14.5% <i>(11/76)</i> | 5.0% <i>(1/20)</i> |

Table D2: Summary Statistics for Survey Questions by Session

| Survey Question | Session 1 | | | | | Session 5 | | | | | Session 11 | | | | |
|---|-----------|--------|------|--------------------|-------|-----------|--------|------|--------------------|-------|------------|--------|------|--------------------|-------|
| | Mean | Median | Mode | Standard Deviation | Range | Mean | Median | Mode | Standard Deviation | Range | Mean | Median | Mode | Standard Deviation | Range |
| Q1. Doing well in school can help me do well in my life. | 4.60 | 5 | 5 | 0.801 | 4 | 4.65 | 5 | 5 | 0.809 | 4 | 4.81 | 5 | 5 | 0.450 | 2 |
| Q2. I can name two people or places to go to help me do well in school. | 4.01 | 5 | 5 | 1.247 | 4 | 4.15 | 5 | 5 | 1.119 | 4 | 4.47 | 5 | 5 | 0.941 | 4 |
| Q3. I can name two skills I have that can help me get a legal job in the future. | 3.98 | 5 | 5 | 1.287 | 4 | 4.12 | 5 | 5 | 1.148 | 4 | 4.46 | 5 | 5 | 0.818 | 3 |
| Q4. I know who the bad influences are in my life. | 3.91 | 4 | 5 | 1.324 | 4 | 3.93 | 4 | 5 | 1.243 | 4 | 4.54 | 5 | 5 | 0.848 | 4 |
| Q5. I do not know how to stay away from the bad influences in my life. | 2.39 | 2 | 1 | 1.464 | 4 | 2.38 | 2 | 1 | 1.386 | 4 | 2.26 | 2 | 1 | 1.504 | 4 |
| Q6. It is not important to do well in school. | 1.56 | 1 | 1 | 1.145 | 4 | 1.65 | 1 | 1 | 1.253 | 4 | 1.55 | 1 | 1 | 1.135 | 4 |
| Q7. I've thought about what kind of legal (legit) work I want to do in the future. | 4.10 | 5 | 5 | 1.162 | 4 | 4.13 | 4 | 5 | 1.073 | 4 | 4.47 | 5 | 5 | 0.838 | 4 |
| Q8. Learning about many different jobs can help me find the right job for me. | 4.32 | 5 | 5 | 0.974 | 4 | 4.30 | 5 | 5 | 1.035 | 4 | 4.50 | 5 | 5 | 0.796 | 3 |
| Q9. People who graduate college make more money in their life than people who do not graduate. | 3.95 | 4 | 5 | 1.260 | 4 | 4.05 | 5 | 5 | 1.220 | 4 | 4.10 | 5 | 5 | 1.168 | 4 |
| Q10. There are many ways to resolve conflict. | 4.23 | 5 | 5 | 1.041 | 4 | 4.21 | 5 | 5 | 1.043 | 4 | 4.45 | 5 | 5 | 0.834 | 4 |
| Q11. People who graduate high-school make more money in their life than people who do not graduate. | 3.77 | 4 | 5 | 1.283 | 4 | 3.78 | 4 | 5 | 1.306 | 4 | 3.99 | 4 | 5 | 1.232 | 4 |
| Q12. Before I came to DJJ, I went to school most days. | 3.53 | 4 | 5 | 1.428 | 4 | 3.51 | 4 | 5 | 1.348 | 4 | 3.73 | 4 | 5 | 1.357 | 4 |
| Q13. There are things I can do to make school better for myself. | 4.34 | 5 | 5 | 0.960 | 4 | 4.39 | 5 | 5 | 0.962 | 4 | 4.54 | 5 | 5 | 0.688 | 3 |
| Q14. The CEO program helped me learn how to look at school in a more positive way. | | | | | | 4.32 | 4 | 4 | 0.668 | 2 | 4.54 | 5 | 5 | 0.751 | 3 |
| Q15. The CEO program helped me learn better ways to deal with school. | | | | | | | | | | | 4.59 | 5 | 5 | 0.773 | 3 |
| Q16. I do not plan to go to school everyday when I go home. | | | | | | | | | | | 1.62 | 1 | 1 | 1.225 | 4 |
| Q17. This program helped me think about jobs in the future. | | | | | | 4.40 | 4.5 | 5 | 0.725 | 4 | 4.48 | 5 | 5 | 0.714 | 3 |
| Q18. I plan to attend school most days or more than I previously did. | 4.43 | 5 | 5 | 0.754 | 4 | 4.59 | 5 | 5 | 0.547 | 2 | 4.79 | 5 | 5 | 0.451 | 2 |

| Survey Question | Session 1 | | | | | Session 5 | | | | | Session 11 | | | | |
|--|-----------|--------|------|--------------------|-------|-----------|--------|------|--------------------|-------|------------|--------|------|--------------------|-------|
| | Mean | Median | Mode | Standard Deviation | Range | Mean | Median | Mode | Standard Deviation | Range | Mean | Median | Mode | Standard Deviation | Range |
| Q19. I am more committed to regularly attending school. | | | | | | | | | | | 4.53 | 5 | 5 | 0.863 | 4 |
| Q20. I have a road map that I can stick to be successful. | | | | | | 4.19 | 4 | 4 | 0.705 | 3 | 4.23 | 5 | 5 | 1.068 | 4 |
| Q21. I know how to make a realistic budget based on an income. | | | | | | 4.18 | 4 | 4 | 0.699 | 2 | 3.94 | 4 | 5 | 1.073 | 4 |
| Q22. I can name two positive things in my life. | | | | | | | | | | | 4.34 | 5 | 5 | 0.939 | 4 |
| Q23. I know what to do to achieve my goals when I go home. | | | | | | | | | | | 4.70 | 5 | 5 | 0.633 | 2 |
| Q24. I have a better idea about the relationship between school and careers. | | | | | | 4.36 | 4 | 5 | 0.698 | 2 | 4.34 | 5 | 5 | 0.857 | 4 |
| Q26. I want to go to this program when I get home. | | | | | | | | | | | 4.16 | 5 | 5 | 1.155 | 4 |
| Q27. I cannot go to this program when I get home because | | | | | | | | | | | 1.00 | 1 | 1 | 0.000 | 0 |
| Questions that only appear on new survey format | | | | | | | | | | | | | | | |
| Q4. I work very hard on my schoolwork. | 4.09 | 4 | 4 | 0.879 | 4 | 4.12 | 4 | 4 | 0.915 | 4 | 4.35 | 4.5 | 5 | 0.745 | 2 |
| Q7. I am sure that I will finish high school. | 4.46 | 5 | 5 | 0.805 | 4 | 4.52 | 5 | 5 | 0.837 | 4 | 4.70 | 5 | 5 | 0.470 | 1 |
| Q8. I plan to go to college or learn a trade. | 4.39 | 5 | 5 | 0.783 | 4 | 4.35 | 4 | 5 | 0.726 | 3 | 4.25 | 4.5 | 5 | 0.910 | 3 |
| Q20. Because of this program, I can make better choices about how I act around other people. | | | | | | 4.11 | 4 | 4 | 0.848 | 4 | 4.00 | 4 | 4 | 1.000 | 3 |
| Q22. The staff I worked with in this program really care about me. | | | | | | 4.30 | 4 | 4 | 0.725 | 3 | 4.30 | 4.5 | 5 | 0.865 | 3 |
| Questions that only appear on new survey format with binary responses (0=negative, 1=affirmative) | | | | | | | | | | | | | | | |
| Q13. I know who and what my bad influences are. | 0.83 | 1 | 1 | 0.381 | 1 | 0.84 | 1 | 1 | 0.367 | 1 | 0.75 | 1 | 1 | 0.444 | 1 |
| Q14. I can name two people or places to go to help me do well in school. | 0.81 | 1 | 1 | 0.392 | 1 | 0.86 | 1 | 1 | 0.352 | 1 | 0.75 | 1 | 1 | 0.444 | 1 |
| Q15. I can name two skills that I have that can help me get a legal job in the future. | 0.81 | 1 | 1 | 0.392 | 1 | 0.84 | 1 | 1 | 0.373 | 1 | 0.79 | 1 | 1 | 0.419 | 1 |
| Q23. When I get back home, I want to keep going to this program | | | | | | 1.26 | 1 | 1 | 0.444 | 1 | 1.25 | 1 | 1 | 0.463 | 1 |

| Survey Question | Session 1 | | | | | Session 5 | | | | | Session 11 | | | | |
|---|-----------|--------|------|--------------------|-------|-----------|--------|------|--------------------|-------|------------|--------|------|--------------------|-------|
| | Mean | Median | Mode | Standard Deviation | Range | Mean | Median | Mode | Standard Deviation | Range | Mean | Median | Mode | Standard Deviation | Range |
| Q24_a. If I don't/can't go to this program when I get home, it will be because I plan to/have to work full-time or part-time | | | | | | 0.46 | 0 | 0 | 0.502 | 1 | 0.20 | 0 | 0 | 0.410 | 1 |
| Q24_b. If I don't/can't go to this program when I get home, it will be because I plan to be involved in other after-school activities. | | | | | | 0.37 | 0 | 0 | 0.486 | 1 | 0.30 | 0 | 0 | 0.470 | 1 |
| Q24_c. If I don't/can't go to this program when I get home, it will be because I plan to/have to spend a lot of time on school and homework. | | | | | | 0.29 | 0 | 0 | 0.457 | 1 | 0.40 | 0 | 0 | 0.503 | 1 |
| Q24_d. If I don't/can't go to this program when I get home, it will be because My parent or guardian will not let me come. | | | | | | 0.07 | 0 | 0 | 0.250 | 1 | 0.10 | 0 | 0 | 0.308 | 1 |
| Q24_e. If I don't/can't go to this program when I get home, it will be because The program is too far from my home. | | | | | | 0.13 | 0 | 0 | 0.340 | 1 | 0.05 | 0 | 0 | 0.224 | 1 |
| Q24_f. If I don't/can't go to this program when I get home, it will be because I have learned the most I can from this program. | | | | | | 0.18 | 0 | 0 | 0.390 | 1 | 0.05 | 0 | 0 | 0.224 | 1 |
| Q24_g. If I don't/can't go to this program when I get home, it will be because I have to take care of or look after someone when I leave school | | | | | | 0.12 | 0 | 0 | 0.325 | 1 | 0.25 | 0 | 0 | 0.444 | 1 |
| Q24_h. If I don't/can't go to this program when I get home, it will be because of another reason. | | | | | | 0.14 | 0 | 0 | 0.354 | 1 | 0.05 | 0 | 0 | 0.224 | 1 |

Table D3: Response Frequencies to Survey Questions by Session

| Survey Question | Session 1 | | | | | | Session 5 | | | | | | Session 11 | | | | | |
|---|-----------|-------|-------|-------|-------|-----|-----------|-------|-------|-------|-------|-----|------------|-------|-------|-------|-------|----|
| | 1 | 2 | 3 | 4 | 5 | N | 1 | 2 | 3 | 4 | 5 | N | 1 | 2 | 3 | 4 | 5 | N |
| Q1. Doing well in school can help me do well in my life. | 1.3% | 2.1% | 6.3% | 16.6% | 73.8% | 875 | 2.2% | 1.5% | 3.6% | 15.0% | 77.7% | 274 | 0.0% | 0.0% | 2.5% | 13.6% | 84.0% | 81 |
| Q2. I can name two people or places to go to help me do well in school. | 7.1% | 6.4% | 15.6% | 20.5% | 50.4% | 565 | 4.1% | 4.1% | 19.2% | 18.0% | 54.7% | 172 | 1.7% | 1.7% | 15.5% | 10.3% | 70.7% | 58 |
| Q3. I can name two skills I have that can help me get a legal job in the future. | 8.2% | 6.5% | 15.1% | 19.7% | 50.6% | 524 | 4.9% | 4.9% | 16.0% | 21.5% | 52.8% | 163 | 0.0% | 3.7% | 9.3% | 24.1% | 63.0% | 54 |
| Q4. I know who the bad influences are in my life. | 9.0% | 7.6% | 16.1% | 18.6% | 48.7% | 622 | 6.8% | 6.3% | 20.5% | 19.5% | 46.8% | 190 | 1.6% | 1.6% | 8.2% | 18.0% | 70.5% | 61 |
| Q5. I do not know how to stay away from the bad influences in my life. | 41.5% | 16.7% | 17.7% | 9.3% | 14.8% | 615 | 37.2% | 20.9% | 21.5% | 7.3% | 13.1% | 191 | 49.2% | 13.1% | 14.8% | 8.2% | 14.8% | 61 |
| Q6. It is not important to do well in school. | 73.5% | 13.3% | 3.5% | 2.9% | 6.8% | 864 | 72.4% | 11.2% | 4.1% | 3.7% | 8.6% | 268 | 75.6% | 8.5% | 7.3% | 2.4% | 6.1% | 82 |
| Q7. I've thought about what kind of legal (legit) work I want to do in the future. | 5.7% | 4.9% | 13.9% | 24.8% | 50.7% | 856 | 4.0% | 4.0% | 15.4% | 27.8% | 48.7% | 273 | 1.2% | 1.2% | 11.1% | 22.2% | 64.2% | 81 |
| Q8. Learning about many different jobs can help me find the right job for me. | 2.5% | 3.2% | 11.5% | 24.9% | 57.7% | 866 | 3.8% | 3.0% | 11.3% | 23.3% | 58.6% | 266 | 0.0% | 2.5% | 11.3% | 20.0% | 66.3% | 80 |
| Q9. People who graduate college make more money in their life than people who do not graduate. | 7.2% | 6.9% | 17.6% | 19.8% | 48.5% | 870 | 7.1% | 3.7% | 17.9% | 19.4% | 51.9% | 268 | 6.2% | 2.5% | 18.5% | 21.0% | 51.9% | 81 |
| Q10. There are many ways to resolve conflict. | 3.6% | 3.4% | 13.5% | 25.6% | 53.9% | 859 | 4.2% | 2.3% | 13.7% | 27.5% | 52.3% | 262 | 1.2% | 0.0% | 14.6% | 20.7% | 63.4% | 82 |
| Q11. People who graduate high-school make more money in their life than people who do not graduate. | 8.7% | 7.4% | 22.3% | 21.8% | 39.9% | 853 | 9.7% | 6.7% | 19.9% | 23.2% | 40.4% | 267 | 7.3% | 4.9% | 17.1% | 23.2% | 47.6% | 82 |
| Q12. Before I came to DJJ, I went to school most days. | 13.6% | 11.4% | 20.7% | 17.1% | 37.3% | 633 | 9.5% | 15.8% | 22.6% | 18.4% | 33.7% | 190 | 11.3% | 4.8% | 25.8% | 16.1% | 41.9% | 62 |
| Q13. There are things I can do to make school better for myself. | 2.3% | 3.6% | 10.4% | 25.6% | 58.1% | 872 | 3.0% | 2.3% | 9.4% | 23.7% | 61.7% | 266 | 0.0% | 1.2% | 7.3% | 28.0% | 63.4% | 82 |
| Q14. The CEO program helped me learn how to look at school in a more positive way. | | | | | | | 0.0% | 0.0% | 11.1% | 45.8% | 43.1% | 72 | 0.0% | 1.3% | 11.5% | 19.2% | 67.9% | 78 |
| Q15. The CEO program helped me learn better ways to deal with school. | | | | | | | | | | | | | 0.0% | 1.7% | 12.1% | 12.1% | 74.1% | 58 |
| Q16. I do not plan to go to school everyday when I go home. | | | | | | | | | | | | | 74.5% | 7.3% | 7.3% | 3.6% | 7.3% | 55 |

| Survey Question | Session 1 | | | | | | Session 5 | | | | | | Session 11 | | | | | |
|--|-----------|-------|-------|-------|-------|-----|-----------|-------|-------|-------|-------|----|------------|-------|-------|-------|-------|----|
| | 1 | 2 | 3 | 4 | 5 | N | 1 | 2 | 3 | 4 | 5 | N | 1 | 2 | 3 | 4 | 5 | N |
| Q17. This program helped me think about jobs in the future. | | | | | | | 1.4% | 0.0% | 5.6% | 43.1% | 50.0% | 72 | 0.0% | 1.3% | 8.9% | 30.4% | 59.5% | 79 |
| Q18. I plan to attend school most days or more than I previously did. | 0.8% | 2.1% | 5.0% | 38.0% | 54.1% | 242 | 0.0% | 0.0% | 2.7% | 35.1% | 62.2% | 74 | 0.0% | 0.0% | 1.6% | 18.0% | 80.3% | 61 |
| Q19. I am more committed to regularly attending school. | | | | | | | | | | | | | 1.7% | 1.7% | 8.6% | 17.2% | 70.7% | 58 |
| Q20. I have a road map that I can stick to be successful. | | | | | | | 0.0% | 1.4% | 12.5% | 51.4% | 34.7% | 72 | 3.8% | 1.3% | 20.5% | 16.7% | 57.7% | 78 |
| Q21. I know how to make a realistic budget based on an income. | | | | | | | 0.0% | 0.0% | 16.7% | 48.6% | 34.7% | 72 | 3.8% | 3.8% | 25.6% | 28.2% | 38.5% | 78 |
| Q22. I can name two positive things in my life. | | | | | | | | | | | | | 1.9% | 0.0% | 20.8% | 17.0% | 60.4% | 53 |
| Q23. I know what to do to achieve my goals when I go home. | | | | | | | | | | | | | 0.0% | 0.0% | 9.3% | 11.1% | 79.6% | 54 |
| Q24. I have a better idea about the relationship between school and careers. | | | | | | | 0.0% | 0.0% | 12.5% | 38.9% | 48.6% | 72 | 1.3% | 1.3% | 13.2% | 30.3% | 53.9% | 76 |
| Q26. I want to go to this program when I get home. | | | | | | | | | | | | | 5.9% | 0.0% | 23.5% | 13.7% | 56.9% | 51 |
| Questions that only appear on new survey format | | | | | | | | | | | | | | | | | | |
| Q4. I work very hard on my schoolwork. | 1.7% | 4.2% | 11.8% | 48.3% | 34.0% | 238 | 1.3% | 6.7% | 8.0% | 46.7% | 37.3% | 75 | 0.0% | 0.0% | 15.0% | 35.0% | 50.0% | 20 |
| Q7. I am sure that I will finish high school. | 1.2% | 1.7% | 7.4% | 29.3% | 60.3% | 242 | 2.6% | 0.0% | 6.5% | 24.7% | 66.2% | 77 | 0.0% | 0.0% | 0.0% | 30.0% | 70.0% | 20 |
| Q8. I plan to go to college or learn a trade. | 1.2% | 1.2% | 7.4% | 37.2% | 52.9% | 242 | 0.0% | 1.3% | 10.7% | 40.0% | 48.0% | 75 | 0.0% | 5.0% | 15.0% | 30.0% | 50.0% | 20 |
| Q20. Because of this program, I can make better choices about how I act around other people. | | | | | | | 1.4% | 2.8% | 13.9% | 47.2% | 34.7% | 72 | 0.0% | 10.5% | 15.8% | 36.8% | 36.8% | 19 |
| Q22. The staff I worked with in this program really care about me. | | | | | | | 0.0% | 1.4% | 11.3% | 43.7% | 43.7% | 71 | 0.0% | 5.0% | 10.0% | 35.0% | 50.0% | 20 |
| Questions that only appear on new survey format with binary responses | | | | | | | | | | | | | | | | | | |
| | No | Yes | N | | | | No | Yes | N | | | | No | Yes | N | | | |
| Q13. I know who and what my bad influences are. | 17.5% | 82.5% | 223 | | | | 15.7% | 84.3% | 70 | | | | 25.0% | 75.0% | 20 | | | |
| Q14. I can name two people or places to go to help me do well in school. | 18.9% | 81.1% | 217 | | | | 14.3% | 85.7% | 70 | | | | 25.0% | 75.0% | 20 | | | |

| Survey Question | Session 1 | | | | | | Session 5 | | | | | | Session 11 | | | | | |
|---|-----------|-------|-----|---|---|---|-----------|-------|----|---|---|---|------------|-------|----|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | N | 1 | 2 | 3 | 4 | 5 | N | 1 | 2 | 3 | 4 | 5 | N |
| Q15. I can name two skills that I have that can help me get a legal job in the future. | 18.9% | 81.1% | 212 | | | | 16.4% | 83.6% | 67 | | | | 21.1% | 78.9% | 19 | | | |
| Q23. When I get back home, I want to keep going to this program | | | | | | | 73.7% | 26.3% | 57 | | | | 75.0% | 25.0% | 8 | | | |
| Q24_a. If I don't/can't go to this program when I get home, it will be because I plan to/have to work full-time or part-time | | | | | | | 53.9% | 46.1% | 76 | | | | 80.0% | 20.0% | 20 | | | |
| Q24_b. If I don't/can't go to this program when I get home, it will be because I plan to be involved in other after-school activities. | | | | | | | 63.2% | 36.8% | 76 | | | | 70.0% | 30.0% | 20 | | | |
| Q24_c. If I don't/can't go to this program when I get home, it will be because I plan to/have to spend a lot of time on school and homework. | | | | | | | 71.1% | 28.9% | 76 | | | | 60.0% | 40.0% | 20 | | | |
| Q24_d. If I don't/can't go to this program when I get home, it will be because My parent or guardian will not let me come. | | | | | | | 93.4% | 6.6% | 76 | | | | 90.0% | 10.0% | 20 | | | |
| Q24_e. If I don't/can't go to this program when I get home, it will be because The program is too far from my home. | | | | | | | 86.8% | 13.2% | 76 | | | | 95.0% | 5.0% | 20 | | | |
| Q24_f. If I don't/can't go to this program when I get home, it will be because I have learned the most I can from this program. | | | | | | | 81.6% | 18.4% | 76 | | | | 95.0% | 5.0% | 20 | | | |
| Q24_g. If I don't/can't go to this program when I get home, it will be because I have to take care of or look after someone when I leave school | | | | | | | 88.2% | 11.8% | 76 | | | | 75.0% | 25.0% | 20 | | | |
| Q24_h. If I don't/can't go to this program when I get home, it will be because of another reason. | | | | | | | 85.5% | 14.5% | 76 | | | | 95.0% | 5.0% | 20 | | | |

ATTACHMENT E

Factor Analysis

Factor Analysis

A factor analysis was used to determine whether items on the survey could be summarized by a smaller set of components. The result of the analysis should provide a list of constructs comprised of several survey items that should correlate to form quantifiable themes. To maximize the likelihood of success, only responses from the 1st session were analyzed as they represented the largest pool of responses at a single point in time. Several models were conducted using a range of response sets to maximize the number of observed cases as well as the number of input variables.²⁸ This was done to maximize the number of cases in the analysis while retaining the most variables of interest. The final set of survey items that yielded the largest N²⁹ while retaining the most questions is presented below in Table E1.

Table E1: Session 1 Survey Items Loaded Into Factor Analysis

| | |
|---|---|
| Q1. Doing well in school can help me do well in my life. | Q2. I can name two people or places to go to help me do well in school. |
| Q3. I can name two skills I have that can help me get a legal job in the future. | Q4. I know who the bad influences are in my life. |
| Q5. I know how to stay away from the bad influences in my life. | Q6. It is important to do well in school. |
| Q7. I've thought about what kind of legal (legit) work I want to do in the future. | Q8. Learning about many different jobs can help me find the right job for me. |
| Q9. People who graduate college make more money in their life than people who do not graduate. | Q10. There are many ways to resolve conflict. |
| Q11. People who graduate high-school make more money in their life than people who do not graduate. | Q12. Before I came to DJJ, I went to school most days. |
| Q13. There are things I can do to make school better for myself. | |

The factor analysis extracted three constructs, one comprising nine items and two comprising two items each (see Table E2). However, the low proportion of variation in responses explained by the model (54.2% total) and the overlap of categories (e.g., school, work, life skills) included in the three constructs suggest that the model does not fit the data well. Further, it is difficult to interpret the underlying relationship between the variables included in each construct to label them appropriately. One possible reason for the ambiguity in the analysis results could stem from the limited variability in participant responses; the tables in Attachment B show that the majority of participants responded favorably to questions. As factor analyses are sensitive to lack of variation, it

²⁸ Factor analysis requires values to be present for all items loaded in to the model. In other words, if a participant has not responded to an item, none of that participant's responses will be included in the analysis.

²⁹ N=401

is reasonable to expect that the model fit was affected by the relatively low proportion of negative responses.

Table E2: Factor Analysis Model Summary

| Construct | Survey Question | Factor Loading | % of Variation Explained |
|-----------|---|----------------|--------------------------|
| 1 | Q10. There are many ways to resolve conflict. | 0.742 | 31.5 |
| | Q13. There are things I can do to make school better for myself. | 0.735 | |
| | Q7. I've thought about what kind of legal (legit) work I want to do in the future. | 0.723 | |
| | Q2. I can name two people or places to go to help me do well in school. | 0.714 | |
| | Q3. I can name two skills I have that can help me get a legal job in the future. | 0.693 | |
| | Q1. Doing well in school can help me do well in my life. | 0.651 | |
| | Q8. Learning about many different jobs can help me find the right job for me. | 0.644 | |
| | Q4. I know who the bad influences are in my life. | 0.494 | |
| 2 | Q12. Before I came to DJJ, I went to school most days. | 0.480 | 12.4 |
| | Q9. People who graduate college make more money in their life than people who do not graduate. | 0.820 | |
| 3 | Q11. People who graduate high-school make more money in their life than people who do not graduate. | 0.811 | 10.3 |
| | Q6. It is important to do well in school. | 0.803 | |
| | Q5. I know how to stay away from the bad influences in my life. | 0.752 | |

Extraction Method: Principal Component Analysis.

Rotation Method: Quartimax with Kaiser Normalization.

Rotation converged in four iterations.

Total variation explained by model: 54.2%

Appendix F

Longitudinal Analysis

Longitudinal Changes in Attitudes

The majority of participants (77.4%) completed a survey at only one of the three sessions (usually session 1), with only a small proportion responding more than once. Table F1 provides the total number of surveys completed by session(s). While the majority of multiple-session respondents completed surveys to allow analysis of change from Sessions 1 to 5 (i.e., respondents to Session 1 and 5 and Sessions 1, 5, and 11), comparisons from Sessions 5 to 11 and 1 to 11 were also possible, albeit for a much smaller population.

Table F1: Surveys Taken by Respondents

| Session | N (%) |
|--------------|----------------|
| 1 only | 697 (68.5) |
| 5 only* | 75 (7.4) |
| 11 only* | 15 (1.5) |
| 1 and 5 | 162 (15.9) |
| 1 and 11 | 22 (2.2) |
| 5 and 11 | 11 (1.1) |
| 1, 5, and 11 | 36 (3.5) |
| Total | 1018** (100.0) |

*Since the survey was voluntary, participants could decline to complete the survey at session 1 but then agree to complete it at session 5 and/or session 11.

** Session information was missing for one respondent.

To improve the reliability of the analysis, only items for which there were response rates of at least 75 percent were included. This threshold was selected empirically to capture as many items as possible while also representing the majority of multiple respondents. Table F2 shows the total number of possible respondents for each of the three session comparisons along with the threshold number for keeping an item in the analysis. For example, a comparison of Session 1-to-5 responses was included in the analysis if the total number of respondents was greater than 149. Using this threshold, a total of eight items were included for the Session 1-to-5 and 1-to-11 analysis and nine for the session 5-to-11 analysis.

Table F2: Total Possible Respondents for Longitudinal Comparisons

| Session Comparison | Total N | 75% of Total N |
|--------------------|---------|----------------|
| 1 to 5 | 198 | 149 |
| 1 to 11 | 58 | 44 |
| 5 to 11 | 47 | 35 |

To calculate change over time, a respondent's initial response to an item was compared to his/her subsequent response to the same item at a later session. The difference in response could have either remained the same (e.g., "agree" responses to both administrations), been more positive (e.g., from "agree" to "strongly agree") or more negative (e.g., from "strongly agree" to "disagree"). Table F3 presents the proportion of respondents falling into each of these categories for the nine items by session comparison and overarching themes. It is important to note that one should not infer a negative connotation from responses remaining the same over time – particularly if the majority of individuals have "agreed" or "strongly agreed" to a positive item at both intervals, as would seem to be the case given the observed response frequencies displayed in Tables B1-B3 of Attachment B. Of further note, these data should be interpreted with caution given the small proportion of participants for which responses across sessions were available.

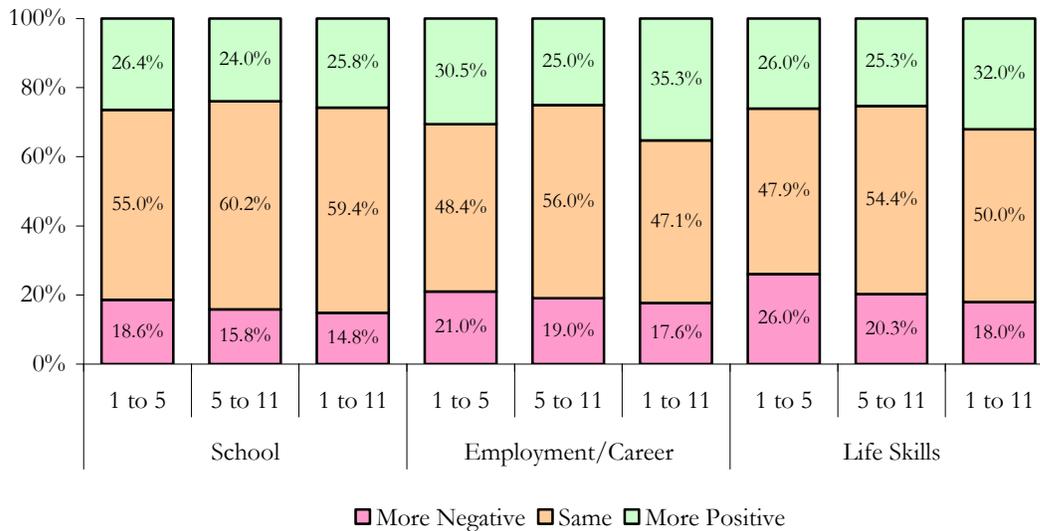
Table F3: Longitudinal Changes in Attitudes across Survey Administrations

| Survey Question | Session 1 to 5 | | | Session 5 to 11 | | | Session 1 to 11 | | |
|---|-------------------|--------------------|-------------------|-----------------|------------------|------------------|------------------|------------------|------------------|
| | More Negative | Same | More Positive | More Negative | Same | More Positive | More Negative | Same | More Positive |
| School Related Items | | | | | | | | | |
| Q1. Doing well in school can help me do well in my life. | 13.3% (24/181) | 66.9% (121/181) | 19.9% (36/181) | 6.8% (3/44) | 77.3% (34/44) | 15.9% (7/44) | 2.0% (1/50) | 78.0% (39/50) | 20.0% (10/50) |
| Q6. It is not important to do well in school. | 20.5% (36/176) | 59.7% (105/176) | 19.9% (35/176) | 17.8% (8/45) | 68.9% (31/45) | 13.3% (6/45) | 11.3% (6/53) | 75.5% (40/53) | 13.2% (7/53) |
| Q9. People who graduate college make more money in their life than people who do not graduate. | 18.2% (32/176) | 50.0% (88/176) | 31.8% (56/176) | 20.9% (9/43) | 48.8% (21/43) | 30.2% (13/43) | 29.4% (15/51) | 45.1% (23/51) | 25.5% (13/51) |
| Q11. People who graduate high-school make more money in their life than people who do not graduate. | 22.4% (38/170) | 43.5% (74/170) | 34.1% (58/170) | 15.9% (7/44) | 52.3% (23/44) | 31.8% (14/44) | 17.0% (9/53) | 45.3% (24/53) | 37.7% (20/53) |
| Q13. There are things I can do to make school better for myself. | 19.0% (32/168) | 54.2% (91/168) | 26.8% (45/168) | 17.8% (8/45) | 53.3% (24/45) | 28.9% (13/45) | 14.3% (7/49) | 53.1% (26/49) | 32.7% (16/49) |

| Employment/Career Related Items | | | | | | | | | |
|--|-------------------|-------------------|-------------------|-----------------|------------------|------------------|-----------------|------------------|------------------|
| Q7. I've thought about what kind of legal (legit) work I want to do in the future. | 21.3% (37/174) | 46.6% (81/174) | 32.2% (56/174) | 20.0% (9/45) | 53.3% (24/45) | 26.7% (12/45) | 17.6% (9/51) | 39.2% (20/51) | 43.1% (22/51) |
| Q8. Learning about many different jobs can help me find the right job for me. | 20.8% (36/173) | 50.3% (87/173) | 28.9% (50/173) | 17.9% (7/39) | 59.0% (23/39) | 23.1% (9/39) | 17.6% (9/51) | 54.9% (28/51) | 27.5% (14/51) |
| Life Skills Related Items | | | | | | | | | |
| Q5. I do not know how to stay away from the bad influences in my life. | | | | 25.7% (9/35) | 48.6% (17/35) | 25.7% (9/35) | | | |
| Q10. There are many ways to resolve conflict. | 26.0% (44/169) | 47.9% (81/169) | 26.0% (44/169) | 15.9% (7/44) | 59.1% (26/44) | 25.0% (11/44) | 18.0% (9/50) | 50.0% (25/50) | 32.0% (16/50) |

In general, attitudes of most respondents either stayed the same or became more positive at the later session compared to the previous one. Further, for all of the items analyzed there were a substantial proportion (around half) of youth whose attitudes did not become either more positive or more negative. Figure 1 below illustrates the data in Table F3, and following the figure we summarize the observed outcomes by encompassing themes. As noted previously, there are very large differences between sample sizes and attrition in the different session pairs, so these findings should be interpreted cautiously.

Figure 1. Sum of Longitudinal Change in Attitude by Theme



School

The majority of youth did not change their responses across different sessions to whether high educational attainment could lead to success in life (Q1), while only a small proportion of youth chose more negative responses at a later time point. In the session 1 to 11 analysis for this item in particular, only 1 out of 50 (2%) respondents changed opinion in the negative direction whereas one fifth of the youth shifted to more positive attitudes.

Regarding the importance of educational achievement (Q6), the pattern of change was similar in that most respondents held the same attitudes from session to session. For the session 1 to 11 analysis, respondents who altered their opinions in the positive direction slightly outnumbered those who changed negatively (13.3% to 11.3%, respectively).

The attitudes of approximately one half of the respondents did not change from session to session with regard to the positive relationship between higher income and a college degree (Q9), and a similar pattern was also observed for participant attitudes toward the association between higher salary and graduation from high school (Q11). For the session 1 to 11 and 5 to 11 analysis, the percentage of youth who held more negative attitudes toward the value of graduation from high school were substantially lower than that of those who changed their opinions negatively toward the merit of a college degree. Nevertheless, there were approximately one fourth of respondents who associated higher earnings with graduation from college more positively across different survey administrations. In addition, there were more youth with more positive responses to things they could do to make school better (Q13) than those who held more negative attitudes, with approximately one half expressing the same opinion across sessions.

Employment/Career

A very encouraging finding was observed in the session 1-to-11 comparison: 43.1 percent of respondents gave more thinking to the legal job they wanted to pursue in the future (Q7), while only 17.6 percent changed in the negative direction. More positive than negative change was also exhibited in the session 1 to 5 and session 5 to 11 analyses for the same item, though the differences were not as striking. Further, there were also slightly more respondents displaying more positive than negative attitudes toward the influence of learning about various jobs on finding the right one (Q8).

Life Skills

In the session 5 to 11 analysis for Q5, an equal percentage of respondents (25.7%) changed their opinions either more positively or more negatively about knowing how to keep away from bad influences. Regarding multiple ways to resolve conflict, substantially more youth held more positive opinions in the session 5 to 11 and 1 to 11 analysis, although the same number of respondents changed their attitudes either more positively or more negatively (44 out of 169, 26%) in the session 1 to 5 analysis.

Finally, while most of the longitudinal findings reflect changes for the better, there is the possibility that youth with positive feelings about the program and/or those who developed such feelings while in the program might have been more likely to fill out multiple surveys. To this end, the analyses presented above may not generalize well to attitudinal changes expressed by all program participants.