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Advancing a Transactional Ecology Model of School-Based Positive Youth Development
Programs for Children

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Introduction

Knowing that children thrive in a multi-systems approach to mental health development, a growing number of schools often promote their vision through mission statements that include school-based youth development programs claiming to improve social and academic outcomes for all students (Greenberg et al., 2003). However, there is scant empirical evidence investigating effective school-based “wraparound” mental health services for low income, Latino children and their families (Cabrera, 2013; Gándara, 2017). This quasi-experimental, mixed methods case study utilizes a sample of 415 low-income children and their parents living in northern California to test the hypothesis that school-based youth development programs can potentially strengthen students’ developmental asset attainment and positively impact the school environment.

Theoretical Foundations

The asset building framework informing this study (Benson, 1990; Benson et al., 2006; Benson, 2007) defines a model of positive youth development as an accumulation of 40 developmental assets that predict the ability to thrive. Although past studies have reported the many cumulative effects of asset development, few studies have explored the effects of elementary school youth development programs on the interaction of individual assets in minority children (Lopez, 2015; O’Connell, Boat, & Warner, 2009).

Transactional Ecology Model of Developmental Asset Attainment

Mirroring John Dewey’s (1949) transactional thinking, Figure 1 depicts the ecological model informing this study. The model views the child’s ecosystem as an amalgamation of four socializing microsystems (a) school, (b) family, (c) peers, and (d) community. Embedded within and between each microsystem are developmental assets that involve dynamic mesosystem co-actions that are designed to socially influence the

child. Each developmental asset is seen as a protective factor that co-acts to strengthen the child's capacity for positive development. Internal assets originating from the child have the potential to evoke positive change in school, family, peer, and community contexts. Respectively, external assets stemming from each microsystem have the ability to produce a child who academically achieves, and is a socially caring and competent. Therefore, when we take this multifaceted approach we can visualize communities as relational spaces where intentional efforts are made to view young people as resources in the broader community (Goldstein & Brooks, 2014).

The Present Study

This purpose of this 10-month case study was to investigate the effects of a multi-tiered, school-based program (The Glen Project) on the (a) individual developmental asset attainment of low-income, K-5th grade students, families and the (b) overall school climate. The guiding questions for the study were:

1. What are the overall asset attainment differences for all subjects?
2. What are the individual asset attainment differences between program participants versus nonparticipants?
3. What are the individual asset attainment differences between services received by program participants?
4. How did the Glen Project impact the entire school climate?
5. How do students describe their asset development? How do parents describe the child's asset development?

This study explored service effects at two program levels (a) mental health and (b) school support. Tables 1 and 2 describe the respective services, implementation timeline, and participation rate.

Background and Setting

This study was conducted in a community serving a highly vulnerable population.

The school administrator reported that most (95%) of the students in this study lived below the poverty line and were first or second generation immigrants from Mexico. She characterized the neighborhood surrounding the school as “crime ridden” with the majority of the children “coming to school traumatized and unable to focus on academics”. Data obtained from the administration reported a rising number of yearly office referrals (a) discipline referrals ($n=127$), (b) academic referrals ($n=171$), and (c) suspensions ($n=41$).

Method

Multiple sources of data were collected from (a) *Developmental Assets Preteen Profile* (DAP-P) surveys (b) student interviews, (c) bilingual parent interviews, (d) pre/post administrative referral reports, and principal exit interview.

Sample

Two levels of human subjects approval were obtained from (a) the associated county Health Services Institutional Review Board and (b) the associated university Institutional Review Board. The subjects were divided into two groups (a) students, (b) parents. Asset attainment was studied in two settings (a) PEI mental health services, (b) school support services, and under two conditions (a) program participants, (b) nonparticipants. Subjects studied in both settings were non-overlapping. Table 3 describes the total sample ($n=415$) demographics while Tables 4 and 5 describe the demographics of both student and parent groups.

Instrumentation and Analysis

The Search Institute’s Student Developmental Assets Preteen Profile (DAP-P) K-3, 4-5 was administered in the fall and spring. The survey utilized a four-point Likert Scale with 58 questions. The corresponding DAP-P Parents’ Report of Their K-5th

Graders survey was given to the parents to understand asset attainment from the parental perspective.

A structured interview ascertained student asset attainment perceptions. The 20-question interview related to all eight asset categories. A similar 24-question bilingual parent interview protocol ascertained parents' perceptions of their child's asset attainment. A principal exit interview documented the program impact on the overall school climate in terms of discipline and referrals.

Pre/post surveys were analyzed using descriptive statistics, a Wilcoxon signed-rank test, an independent samples t-test, and a One-Way Repeated Measures *ANOVA*. Content analysis was used to analyze emerging themes from student, parent, and principal interviews.

Results

Overall, there were item-level significant differences in asset attainment, but no differences in scaled scores between participants and nonparticipants. Data results are presented as they relate to the five questions posed for this study.

Research Question 1

Figure 2 reports that the mean scaled score of developmental assets for all subjects did not vary from fall to spring. Because subjects demonstrated no change in their overall scaled scores, the researcher took a closer look at individual asset mean outcomes. A Wilcoxon signed-rank test for all subjects ($n=415$) reported a statistically significant change in nine individual assets within a 10-month period (see Table 6). To more deeply understand these substantial asset losses the researcher investigated the asset attainment differences between subject conditions (a) participants, (b) nonparticipants; program settings (a) PEI mental health services, (b) school support services; and subject groups (a) student perceptions, (b) parent perceptions.

Research Question 2

To distinguish the asset attainment differences between the two-subject conditions, an independent samples t-test was performed on scores for program (a) participants and (b) nonparticipants. In five out of eight asset categories participants made significant asset gains over nonparticipants (see Table 7).

Research Question 3

To extricate the asset attainment differences between subjects receiving (a) PEI mental health versus (b) school support services, a One-Way Repeated Measures *ANOVA* reported that in three out of four internal asset categories, participants receiving school support services made significant asset gains over participants receiving PEI mental health services (see Table 8).

Research Question 4

To comprehend school climate impact, the researcher compared pre/post school referral reports and conducted an administrative exit interview. The results indicated that parents were more connected to the school and that referrals were down for (a) discipline (35%), (b) academics (66%), and (c) suspensions (51%).

Research Question 5

To understand asset attainment differences between (a) students, and (b) parents, the researcher incorporated randomly selected qualitative interviews into the project design. Tables 9 and 10 report asset attainment by student/parent participants and nonparticipants.

Discussion

The overall findings in this study suggest that the Glen Project possibly demonstrated a positive impact on the participants versus the nonparticipants.

Quantitative and qualitative data from participants verified that students increased their Internal Assets in every category – (a) Commitment to Learning, (b) Positive Values, (c) Social Competencies, and (d) Positive Identity and their External Assets in one category – (a) Constructive Use of Time compared to nonparticipant children. Comparative data from administrative referral reports revealed that the program positively affected school wide referral patterns in all categories and increased home-school connections.

Trends in Qualitative/Quantitative Findings

Looking across all data patterns, the overarching qualitative findings supported the quantitative findings in this study. For example, when examining the External Asset (a) Constructive Use of Time and the Internal Asset (b) Commitment to Learning the independent samples t-test reported that program participants outperformed nonparticipants on the survey associated with the traits (a) Sports, Clubs, Groups and (b) Tries New Things. Additionally, the *ANOVA* analysis confirmed that parents/student participants in school support services outperformed participants in PEI mental health services.

The qualitative data contribute some helpful insights into these differences. Student interviews reported that the increase in assets related to (a) Constructive Use of Time were associated with the asset (b) Commitment to Learning. Students shared that after school programs like Power School gave them the opportunity to try new things through such activities as performing arts, cooking, and roleplay. They clarified that their desire to try new things was motivated by the new skills they learned in school support services such as Skillstreaming. Corroborating parent comments reported that their children learned to enjoy reading for pleasure and that they wanted to pursue a higher education because of their involvement in PEI and Power School.

Similarly, for the internal asset associated with Social Competencies, the t-test reported that the program participants outperformed nonparticipants on scores associated with the traits (a) Positive Interactions and (b) Sensitive to Others. The qualitative data supported these findings with contrastive perspectives between program participants and nonparticipants. According to student interviews, a large majority of students who participated in the program conveyed positive experiences associated with the themes “Social-emotional Competence” and “Self-Control”. Students suggested that Power School provided a safe place to develop friendships.

Parents who participated in the program also observed the presence of these traits at home with their children. Many parents observed social competency traits such as (a) Builds Friendships, (b) Plans Ahead, (c) Resolves Conflicts, and (d) Positive Interactions. Coded for themes (a) Friendly, (b) Forward thinker, (c) Social Competence and (d) Self-Control. Parents expressed that their child’s involvement increased their ability to build friendships, and control their frustrations and anger.

In sharp contrast, nonparticipant students reported an absence of skills to appropriately express their feelings. For the Social Competencies asset related to the trait Expresses Feelings, 89% of the children’s responses were coded “anxious” when asked if they knew what to do when they are angry and frustrated.

Nonparticipant parents also noticed that their child lacked the social-emotional skills to appropriately handle conflict, anger, and frustration. For the traits (a) Resolves Conflict and (b) Positive Interactions, parents shared several incidents when their child lost self-control.

Finally, for the internal asset associated with Positive Identity, the *ANOVA* analysis revealed that subjects who participated in school support services outperformed

subjects who participated in PEI mental health services for the trait Overcomes Challenges. The associated interview question confirmed that student participants and nonparticipants possessed high self-esteem, yet their strengths differed. Participants receiving school support services reported increased confidence in their identity, yet mental health service participants reported increased confidence in school abilities. Persistent throughout the interviews students shared examples of how the Why Try and Power School programs taught them esteem-building concepts.

Conclusion

Sameroff (2002) concludes that “Children affect their environments and environments affect children.” (p. 19). Supporting this thesis, the current study potentially contributes to the growing body of literature on positive youth development in that it provides multidimensional insight into the individual asset development of children within several socializing systems of a child’s ecology.

The study posits that an increased attainment of social-emotional assets possibly equips children to effectively build peer connections at home and school. The study also speculates that developing a child’s positive value to care for others could potentially increase the desire to help at home, in the school, and in the community. Lastly, the study suggests that how a child spends time out of school could theoretically improve creativity and the commitment to learn new things.

Developmental assets are not just skills, they are the relational synapse that nurtures connections to all socializing agencies in a child’s ecosystem. Ultimately the findings in this study suggest the existence of a deep connection to the socializing effects of school programs that could potentially increase a child’s relational wellbeing for years to come.

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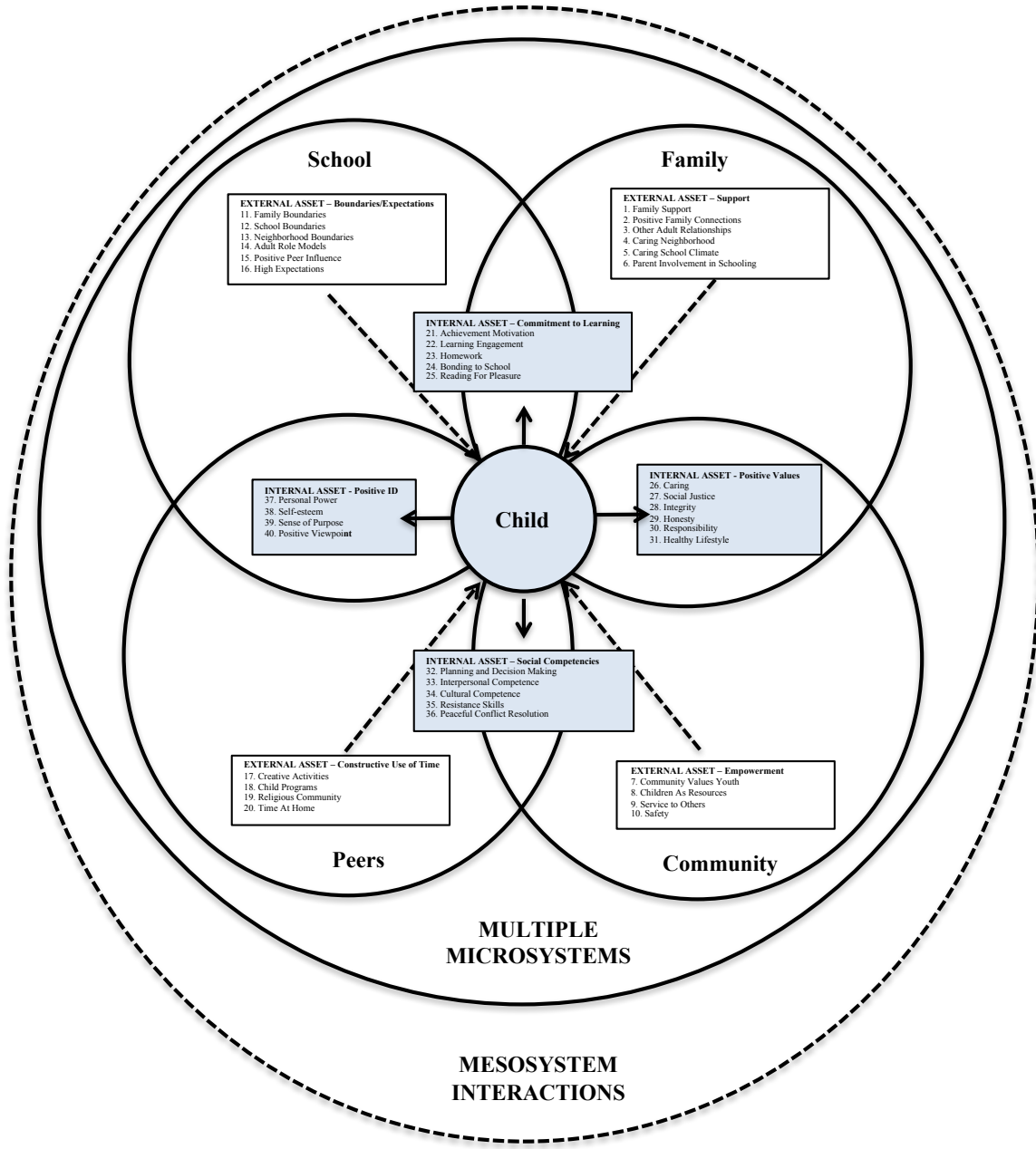


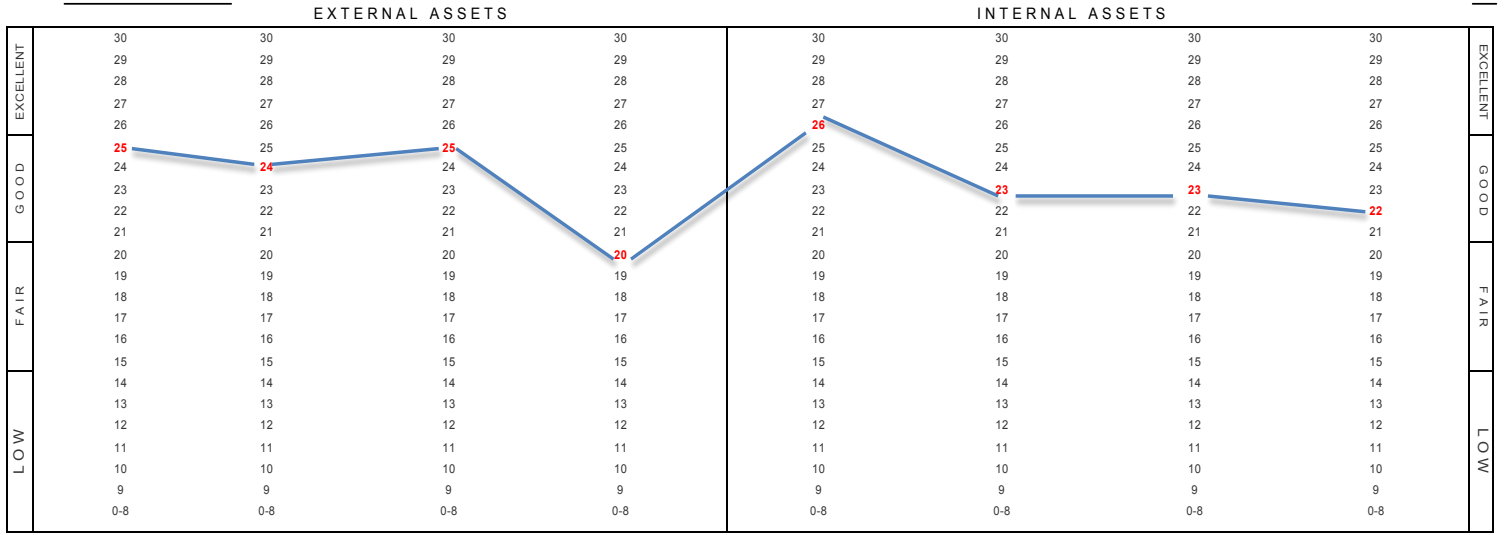
Figure 1. The transactional ecology model of developmental asset attainment. This model incorporates theoretical elements from Bronfenbrenner (1979), Sameroff (1975), and McElvain (2009).

ID: _____
 Name: _____
 Date: _____
 DOB: _____

Gender: _____
 Age: _____
 Grade: _____

DEVELOPMENTAL ASSETS PRETEEN PROFILE (DAP-P)
 YOUR K-5th GRADER REPORT -- CATEGORY VIEW
 VERSION 1.0

Total Asset Score _____
 External Assets Scale Score _____
 Internal Assets Scale Score _____



- | | | | | | | | |
|---|--|--|---|--|---|--|--|
| <p>I. SUPPORT</p> <p>SCALE SCORE</p> <p>13. Seeks Parent Advice
47. Parents help
48. Has good neighbors
49. Caring school
51. Adults support
54. Family support
56. Parents talk</p> | <p>II. EMPOWERMENT</p> <p>SCALE SCORE</p> <p>17. Feels safe at home
21. Feels valued
25. Feels safe at school
29. Performs chores
36. Useful roles
46. Has safe neighbors</p> | <p>III. BOUNDARIES & EXPECTATIONS</p> <p>SCALE SCORE</p> <p>43. Peer role models
44. Clear school rules
45. Adult role models
50. Teachers encourage
52. Clear family rules
53. Parents encourage
55. Neighbors monitor activities
57. Fair school rules
58. Family monitors activities</p> | <p>IV. CONSTRUCTIVE USE OF TIME</p> <p>SCALE SCORE</p> <p>31. Religious activity
34. Sports, clubs, groups
40. Creative activities
42. Spends time at home</p> | <p>V. COMMITMENT TO LEARNING</p> <p>SCALE SCORE</p> <p>5. Enjoys reading
7. Cares about school
8. Does homework
10. Enjoys learning
26. Is engaged in learning
28. Tries new things
38. Is motivated to learn</p> | <p>VI. POSITIVE VALUES</p> <p>SCALE SCORE</p> <p>1. Stands up for beliefs
9. Avoids alcohol
16. Values helping
22. Takes responsibility
23. Values honesty
30. Helps community
32. Healthy habits
33. Is encouraged to help
35. Helps solve problems
37. Respects others
41. Serves others</p> | <p>VII. SOCIAL COMPETENCIES</p> <p>SCALE SCORE</p> <p>4. Has positive interactions
6. Builds friendships
11. Expresses feelings
18. Plans ahead
19. Resists pressure
20. Resolves conflicts
24. Accepts others
39. Is sensitive to others</p> | <p>VIII. POSITIVE IDENTITY</p> <p>SCALE SCORE</p> <p>2. Feels in control
3. Has positive self esteem
12. Perceives good future
14. Manages frustration
15. Overcomes challenges
27. Develops new skills</p> |
|---|--|--|---|--|---|--|--|

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Figure 2. Parent and student developmental asset attainment over 10 months. Scaled score data obtained from Developmental Assets Preteen Profile (DAP-P) survey post-test scores obtained at the end of the 10-month study.

Table 1

PEI Service Description, Implementation Timeline, and Participation Rate

	Service	Service Description	Timeline	S(n)	P(n)	%
1	Strengthening Families	A 14-session, parenting skills, children's life skills, and family life skills training program specifically designed for high-risk families. Parents and children participate, both separately and together in fourteen 2-hours group sessions preceded by a meal that includes informal family practice time. Strengthening Families was delivered by Parent Instructors and PEI case managers/coordinators.	Jan - June	11	16	20
2	Triple P Level 4	Positive Parenting Program (Triple P) is a multi-level parenting program designed to provide appropriate treatment based on families' needs and presenting circumstances. Triple P4 targets parents requiring intensive training in positive parenting in either a group or individual setting. Triple P4 was facilitated by Parent Instructors and PEI Case Managers/Coordinators.	Jan - June	2	2	3
3	Triple P Level 5	Triple P 5 targets parents of children with behavior problems and family adjustment difficulties or parents with anger management issues, in both group and individual settings. Triple P5 was facilitated by PEI Therapists.	Jan - June	2	1	2
4	Trauma Focused Cognitive Behavioral Therapy (TF-CBT)	An evidence-based treatment intervention designed to help youth and their parents overcome the negative effect of traumatic life events such as abuse, loss of a loved one, violence, etc. TF-CBT was utilized by PEI Therapists.	Jan - June	5	6	8
5	Case Management Services	Case managers facilitate Strengthening Families, Triple P 4, manage cases, crisis intervention, link & refer families, and respond to daily school needs. Case managers are coordinated through the PEI management team.	Jan - June	20	22	33
6	Outreach	Recruitment of students for all PEI modalities and services.	Jan - June	45	--	19

Note. S=students, P=parent, %=percent of total PEI participants. The school was awarded a 5-yr Prevention Early Intervention (PEI) Grant to develop and coordinate all mental health services for students and their families. This was the first year of the grant, 47% of the sample parents and students participating in the Glen Project youth development program received PEI services.

Table 2

School Support Service Description, Implementation Timeline, and Participation Rate

	School Support Service	Service Description	Implementation	S(n)	P(n)	%
1	“Why Try”	The “Why Try” program helps students learn how to deal with life’s daily pressures and challenges by giving them tools to help them in their decision-making process.	May	16	--	11
2	Community Gang Forum	Members of the community meet with parents and students to talk about addressing the gang problem in the city and school’s surrounding neighborhood.	October	10	12	20
3	Community and Family Health Resource Fair	A variety of health agencies from the city and county set up a resource fair to share their services with parents and students. Parents and students peruse dozens of information booths and participate in several information sessions. The purpose is to build awareness, link service providers with clients, and build community within the school.	March	13	20	22
4	Power School	PowerSchool is an after-school collaboration between the district and community based organization partners. Every day Power School offers a healthy snack, support with homework, an academic component to support school day learning, recreation time to encourage a healthy physically active lifestyle, and an enrichment program. Power school utilizes CASA de Milagros, and a Visual and Performing Arts curriculum created by the Youth Alliance.	August-June	42	--	28
5	Skillstreaming	<i>Skillstreaming</i> is a four-part training program that uses demonstration, role-playing, enactment feedback, and simple social principles—to develop social competence in children.	August-June	36	--	24

NOTE. S=student, P=parent. %=percent of total school support services participants. 53% of the sample parents and students participating in the Glen Project youth development program received school support services.

Table 3

DAP-P Total Sample Demographics and Numbers Receiving Services

	<i>n</i>	K	1	2	3	4	5	Male	Female	White	Asian	Hispanic	Black	Free Lunch	PEI	School Support	None
Students	292	51	52	48	45	50	46	153	139	4	3	283	2	268	85	117	90
Parents	123	--	--	--	--	--	--	60	63	0	2	120	1	113	47	32	44
Total	415	--	--	--	--	--	--	213	202	4	5	403	3	381	132	149	134
%	100	17	17	16	15	17	15	51	49	0	0	97	0	91	32	36	32

Note. Student grade level data was not collected for parents, PEI=Prevention Early Intervention. Financial eligibility guidelines for free meals in California Child Nutrition Programs for a family of four are \$31,000 per year (California Department of Education, 2014).

Table 4

Demographics, Socioeconomic Status and Grade Level of Interviewed Students

Groups	<i>n</i>	Male	Female	White	Asian	Hispanic	Black	Free Lunch	K	1	2	3	4	5
Students With Services	54	26	28	3	1	51	1	49	2	13	7	9	13	10
Students Without Services	21	13	8	2	3	15	1	19	4	5	2	3	3	4
Total	75	39	36	5	4	66	2	68	6	18	9	12	16	14
%	100	52	48	6	5	88	2	90	8	24	12	16	21	19

Note. Services include Prevention Early Intervention (PEI) and School Support. Financial eligibility guidelines for free meals in California Child Nutrition Programs for a family of four are \$31,000 per year (California Department of Education, 2014).

Table 5

Demographics, Socioeconomic, Education, Citizenship and Language Level of Interviewed Parents

	<i>n</i>	Male	Female	White	Asian	Hispanic	Free Lunch	C	HS	M	E	N/A	DOC	UNDOC	ENG	NON-ENG
Parents With Services	34	4	30	1	3	31	31	4	4	5	10	11	12	22	9	25
Parents Without Services	17	4	13	1	1	15	15	0	4	2	2	9	8	9	2	15
Total	51	8	43	2	4	45	45	4	8	7	12	20	20	31	11	40
%	100	15	85	3	7	90	90	7	15	13	23	40	39	61	22	78

Note. Services include Prevention Early Intervention (PEI) and School Support. Financial eligibility guidelines for free meals in California Child Nutrition Programs for a family of four are \$31,000 per year (California Department of Education, 2014). C=College, HS=High School, M=Middle School, E=Elementary, N/A=No Education, DOC = Documented, UNDOC = Undocumented, ENG = English Speaker, NON-ENG = Non-English Speaker.

Table 6

Wilcoxon Signed Rank z-test and Descriptive Statistics of Asset Attainment for Total Sample

Question	Asset Category	Trait	Rate	Z	p	Fall M (SD)	Spring M (SD)
4	IA - Social Competencies	Positive Interactions	Increase	-2.18	.029*	1.65 (1.3)	1.80 (1.3)
7	IA - Commitment to Learning	Cares About School	Decrease	-4.01	.000***	2.69 (.63)	2.50 (.83)
9	IA - Positive Values	Avoids Alcohol	Increase	-2.28	.022*	2.33 (1.1)	2.48 (1.0)
13	EA - Support	Seeks Parent Advice	Decrease	-2.87	.004*	2.22 (.98)	2.00 (1.1)
31	EA – Constructive use of Time	Religious Activity	Increase	-2.17	.029*	1.86 (1.4)	2.00 (.97)
34	EA - Constructive Use of Time	Sports, Clubs, Groups	Decrease	-3.26	.001**	2.02 (1.2)	1.79 (1.2)
44	EA - Boundaries & Expectations	Clear School Rules	Increase	-2.21	.027*	2.72 (.64)	2.78 (.54)
47	EA - Support	Parents Help	Increase	-1.90	.056*	2.72 (.58)	2.78 (.53)
54	EA – Support	Family Support	Increase	-2.28	.023*	2.81 (.56)	2.89 (.41)

Note. * p<.05, **p<.01, ***p<.001. Data obtained from the Developmental Assets Preteen Profile (DAP-P) survey.

Table 7

Independent Samples t- tests and Descriptive Statistics by Question for Sample Groups

Question	Asset Category	Trait	Participants			Nonparticipants			95% CI for Mean Difference		t	df
			M	SD	n	M	SD	n	Lower	Upper		
4	IA-Social Competencies	Positive Interactions	2.04	1.28	281	1.68	1.37	134	-.6573	-.0552	-2.32*	413
19	IA-Social Competencies	Resists Pressure	2.43	.88	281	2.63	.76	133	0.129	.3710	2.10*	412
28	IA-Commitment to Learn	Tries New Things	2.65	.65	280	2.39	.85	134	-.4386	-.0823	-2.87**	412
30	IA-Positive Values	Helps Community	2.26	.84	280	2.00	1.01	134	-.4685	-.0368	-2.30*	412
33	IA-Positive Values	Encouraged to Help	2.55	.77	281	2.35	.90	134	-.3870	-.0011	-1.98*	413
34	EA-Constructive Use of Time	Sports, Clubs, Groups	2.14	1.12	279	1.64	1.22	134	-.7669	-.2360	-3.71***	413
39	IA-Social Competencies	Sensitive to Others	2.33	.76	280	2.13	.95	132	-.3969	.0044	-1.92*	410
40	EA-Constructive Use of Time	Creative Activities	1.95	1.15	279	1.64	1.23	133	-.5824	-.0424	-2.2*	412
44	EA-Boundaries & Expectations	Clear School Rules	2.63	.71	280	2.85	.41	132	.1052	.3413	3.71***	410
57	EA-Boundaries & Expectations	Fair School Rules	2.43	.85	279	2.74	.63	133	.1562	.4706	.99***	410

Note. * p<.05., **p<.01, ***p<.001. Data obtained from the Developmental Assets Preteen Profile (DAP-P) survey. Participants who received services participated in both the school support and Prevention Early Intervention programs. Participants who did not receive services did not participate in any youth development program associated with the Glen Project.

Table 8

One-Way Repeated Measures ANOVA Comparing Asset Attainment of Program Participants Receiving PEI Versus School Support Services

Service	Asset Category	Trait	Rate	Source	Type III SS	df	MS	F	p	Partial η^2
PEI	IA – Positive Values	Encouraged To Help	Increase	Between subjects						
				Intercept	2123.779	1	2123.779	2179.464	.000	.858
				Error	350.802	413	.974			
				Within Subjects						
				Q33*PEI	1.924	1	1.924	3.580	.05	.010
				Error	193.508	413	.548			
SCHOOL	IA – Positive Identity	Overcomes Challenges	Increase	Between subjects						
				Intercept	2562.290	1	2562.290	2098.831	.000	.854
				Error	439.393	413	1.221			
				Within Subjects						
				Q15*School	3.686	1	3.686	4.778	.029	.013
				Error	277.761	413	.772			
SCHOOL	IA – Commitment To Learning	Tries New Things	Increase	Between subjects						
				Intercept	3775.654	1	3775.654	5631.687	.000	.940
				Error	239.344	409	.670			
				Within Subjects						
				Q28*School	3.176	1	3.176	6.313	.012	.017
				Error	179.588	409	.503			
SCHOOL	EA – Constructive Use of Time	Sports, Clubs, Groups	Increase	Between subjects						
				Intercept	2235.260	1	2235.260	1197.256	.000	.770
				Error	666.514	411	1.867			
				Within Subjects						
				Q34*School	4.037	1	4.037	4.165	.042	.012
				Error	346.049	411	.969			

Note. * p<.05, *PEI=Prevention Early Intervention, *School = School Support Services. Data obtained from the Developmental Assets Preteen Profile (DAP-P) survey.

Table 9

Asset Attainment Reported By Student Participants and Nonparticipants

Participant Asset Categories	Trait(s)	Theme(s)	<i>n</i>	%	Response Examples
Support	Family Support	Encouraged to Learn	86/109	79	They always tell me to stay in school and learn, and that I should always try to do my best every day.
Empowerment	Feels Safe at Home/School Feels Valued	Home-School Connection	49/108	46	My program [Why Try] makes me feel important. Now if there are bad people in my neighborhood I can say what I mean and stand up for myself and not get bullied.
Boundaries & Expectations	Teachers Encourage	Emotional Competence	80/91	88	Ms. Jaime [PEI Therapist] helped me feel better. I am still very upset and sad about my dad being gone in prison.
Constructive Use of Time	Sports, Clubs, Groups Creative Activities	Adventurous	35/64	55	I have done new things I wouldn't have done on my own. I like doing the plays [in Power School]. I also like when we make food together. I made chicken alfredo one day, which tasted really good.
Commitment to Learning	Is Motivated to Learn	Enthusiastic	46/64	72	[Skillstreaming] helped me learn new things that I didn't know before and that makes me want to learn MORE new skills because it's exciting.
Positive Values	Is Encouraged to Help	Caring	64/72	89	Yes, I want to help my family members learn how to manage their feelings better using the techniques my counselor [PEI Therapist] gave me.
Social Competencies	Positive Interactions Expresses Feelings	Social Comp.	111/11	94	Yes, I didn't use to talk about myself much but [PEI Therapist] has helped me talk more about how I feel and now I want to help make other people feel good too. [Why Try] helped me learn more about myself so I am not angry as much anymore.
		Emotional Comp.	8	84	
		Self-Control	45/64	86	
			45/52		
Positive Identity	Has Positive Self Esteem Overcomes Challenges	Self Confidence	50/65	76	Yes, I used to feel embarrassed and weird about myself and my identity, but after talking about these issues with my counselor [PEI], it has boosted my self-esteem.
Nonparticipants					
Support	Family Support	Family Encouragement	6/30	60	My family reads to me. My 12-year old sister likes reading too. She reads me good night stories.
Empowerment	Feels Safe at School	School Security Feels Important	18/33	57	I definitely feel safer when I'm at school and I don't like leaving. I don't feel safe in the neighborhood because I don't know people. I feel important because I go to school every day.
Boundaries & Expectations	Clear School Rules Clear Family Rules	Academically Responsible	10/19	56	My mom wants me to practice writing outside of school so it will help my writing in school. School has taught me to sit quietly and pay attention.
Constructive Use of Time	Sports, Clubs, Groups	Sports, Religion Programs	7/12	57	The teacher gives work to do outside of communion and soccer helps me want to stay in school.
Commitment to Learning	Is Motivated to Learn	Enthusiastic	11/15	73	In the library I read books that teach me stuff about sports, etc. I learn a lot of new things and I feel really excited
Positive Values	Values Helping	Caring	15/21	71	I want to teach my sister how to read or play soccer.
Social Competencies	Expresses Feelings	Anxious	17/19	89	I don't know how to say what I feel and sometimes I get angry, but I still treat every one the same.
Positive Identity	Has Positive Self Esteem	Self Confidence	14/21	67	Because I practice I'll get better at stuff.

Note. *n* = Number of themed responses /Total number of trait responses. Students who received services participated in both the school support and Prevention Early Intervention (PEI) programs. Students who did not receive services did not participate in any youth development program associated with the Glen Project.

Table 10

Asset Attainment Reported By Parent Participants and Nonparticipants

Participants					
Asset Categories	Trait(s)	Theme(s)	(n)	%	Response Examples
Support	Family Support	School Involvement	38/51	74	Attending all the programs helps the schools because there is more support at school from the parents. We try to make all of the meetings but language is definitely a problem. His mom is the one that goes most of the time because I am working.
Empowerment	Feels Safe at Home/School Feels Valued	School Connection	34/69	50	The Community Gang Forum has helped me because I am able to inform my daughter on gangs as she is now growing older and it has helped inform my older daughters.
Boundaries & Expectations	Adult Role Models	Positive Adult Role Models	54/59	92	In our family program [Strengthening Families] we did so many activities together like we danced and sang and cooked together. Even the way we were speaking to our kids, we became more aware of it and it has definitely changed and become more positive.
Constructive Use of Time	Sports, Clubs, Groups	Extracurricular Activity Growth	55/66	83	They spend more time in activities now than last year. They play soccer in the summer and t-ball during the year.
Commitment to Learning	Enjoys Learning	Ambitious Reads for Pleasure	37/67	56	My daughter meets with one of the counselors (PEI), and she is very motivated and wants to go to college. She finishes her homework during the after-school program [Power School], and likes to read. In fact this year he received several reading awards.
Positive Values	Encouraged to Help	Takes Initiative	51/56	91	He is a student helper at school, at home he needs to empty the trash, needs to sweep under his bed, and clean up his clothes. I believe that this school encourages kids to have a voice and be heard.
Social Competencies	Builds Friendships	Friendly	52/77	68	My son has lots of friends and says he is going to study to be a teacher. He tells me it's important to plan ahead and make good decisions. He is definitely good with his words. He doesn't act out of fury.
	Plans Ahead	Forward Thinker	49/62	79	
	Resolves Conflicts	Social Comp.	42/63	79	
	Positive Interactions	Self Control	34/56	60	
Positive Identity	Perceives Good Future	Self Assured	37/64	58	He seems to be very confident with what he needs to do to get there. He does have a passion for computers and that is something I do see him pursuing later on.
Nonparticipants					
Support	Family Support	Limited School Involvement	16/20	81	I haven't been able to participate because I work.
Empowerment	Feels Safe At Home/School	Anxiety	21/33	64	He is a little fearful. As school he feels confident and safe but outside of school or when he's not at home, he's worried something will happen.
Boundaries & Expectations	Clear School/Family Rules	Compliant	21/29	75	The rules at home are that he must first do his homework and then clean up then he can watch TV. We tell him to be a good boy, be respectful, be kind.
Commitment to Learning	Is Motivated to Learn	Motivated to Attend School	20/25	80	Jose is motivated to go to school, we always talk about how that's the most important thing.
Positive Values	Encouraged to Help Takes Responsibility	Helps at Home	32/38	86	He helps me around the house and does his chores when needed. He knows how to do things on his own and he takes care of his little brother.
Social Competencies	Plans Ahead	Ambitious	16/24	66	She tells me when I grow up I want to study something like how to be a veterinarian. We encourage her to let adults solve her problems. When she gets mad she starts kicking and screaming. She throws tantrums and we have to deal with it.
	Resolves Conflict	Lacks Social Comp.	13/18	76	
	Positive Interactions	Lacks Self Control	14/20	70	
Positive Identity	Has Positive Self Esteem	Assured by Parents	14/20	72	I tell her that she is worth a lot and that she should also value herself.

Note. *n* = Number of themed responses /Total number of trait responses. Parents who received services participated in both the school support and Prevention Early Intervention (PEI) programs. Parents who did not receive services did not participate in any youth development program associated with the Glen Project.