

**AN EVALUATION OF  
SOUTH CAROLINA COMMISSION OF INDIGENT  
DEFENSE'S HOLISTIC REENTRY PROJECT IN  
RICHLAND COUNTY**

**FUNDED BY THE JUVENILE ACCOUNTABILITY BLOCK  
GRANT ADMINISTERED BY THE SOUTH CAROLINA  
DEPARTMENT OF PUBLIC SAFETY**

**FINAL REPORT FOR GRANT YEAR 2015-2016 PREPARED BY  
SYSTEM WIDE SOLUTIONS, INC**

**October 20, 2016**

## **EXECUTIVE SUMMARY**

The purpose of the Holistic Reentry Project is to reduce recidivism and therefore disproportionate minority contact among Richland County youth with the juvenile justice system. The target population is minority youth that have been incarcerated in Richland County for at least ten days after being adjudicated delinquent in the Richland County Family Court. The project provides holistic reentry services to improve the outcomes of targeted youth who are returning to their communities after serving a period of secure confinement. The project has client level and program level goals including improved outcomes for the youth and sustainability, expansion and dissemination of the project.

The project is using social case work methods to support the clients and their families and to access the community resources needed by both. This is a difficult process, impeded by two major barriers. First, the clients and their families have little resource of their own and a reluctance to make investments of time and energy they are not prepared to make. Second, the institutions which are established to provide education, health, mental health and social services are also under resourced and therefore reluctant to invest in cases which they believe will have little chance of success. The project is working hard to overcome both of these barriers.

The program is in the early stages of development. It is providing support and case management, has developed relationships with some essential community resources and developed a methodology, largely based on social work social casework. It still needs to develop more community resources to support the clients and their families as well as means for helping the clients and their families learn how to manage their lives.

Of the ten process objectives, the Holistic Reentry Project met two, not met one, and partially met four others. Three of the process objectives will not be applicable until the second and third years of the project. The data gathered during the current year on participating youth will form a baseline for measuring next year's progress toward objectives. Staff expect to enroll the projected number of youth for the next year and to demonstrate progress toward many of the other objectives. Outcome indicators cannot be measured at this time since they call for comparisons between years, and the project has only been operating for one year.

The project staff should continue to work toward objectives in Year Two with emphasis on continuing the personal relationships with clients, families and community resources.

# TABLE OF CONTENTS

<b>EXECUTIVE SUMMARY</b> .....	<b>1</b>
<b>PROJECT DESCRIPTION</b> .....	<b>1</b>
<i>Program Measurable Objectives</i> .....	<i>2</i>
<b>METHODOLOGY</b> .....	<b>4</b>
Philosophy of the Approach.....	4
Parts of the Methodology .....	4
Data Gathering.....	4
Develop Evaluation Reports.....	5
<b>DESCRIPTION OF YOUTH SERVED</b> .....	<b>6</b>
<b>PROGRESS TOWARD PROJECT PROCESS OBJECTIVES</b> .....	<b>8</b>
<b>PROGRESS TOWARD PROJECT OUTCOME OBJECTIVES</b> .....	<b>11</b>
<b>CONCLUSIONS</b> .....	<b>15</b>
<b>RECOMMENDATIONS</b> .....	<b>17</b>
<b>APPENDIX ONE: INSTRUMENTS</b> .....	<b>18</b>

## **PROJECT DESCRIPTION**

The purpose of the Holistic Reentry Project is to reduce recidivism and therefore disproportionate minority contact among Richland County youth with the juvenile justice system. The target population is minority youth that have been incarcerated in Richland County for at least ten days after being adjudicated delinquent in the Richland County Family Court. The project provides holistic reentry services to improve the outcomes of targeted youth who are returning to their communities after serving a period of secure confinement. The project has client level and program level goals including improved outcomes for the youth and sustainability, expansion and dissemination of the project.

The Reentry team includes a Social Worker, the Project Director, and two to four Youth Advocates (bachelor or master level social work interns). The treatment team, led by the Social Worker, carries a maximum active caseload of 15 clients and each client is on the caseload for at least six months after his or her release from detention. Priority is given to clients who, at the time they were placed in detention, were not enrolled in any school or educational program, and to clients who are overage and under-credited.

The Project Director is the Richland County juvenile public defender (case attorney). The Project Director is responsible for overseeing the work of the reentry team and has particular responsibility for managing the legal services to the client. The Public Defender's office contributes the supervision time of the Project Director to the program.

The Social Worker is a Licensed Master Social Worker, with experience in the justice system and youth serving programs. The Social Worker and Project Director develop an initial plan and protocol for referrals and treatment of reentering youth.

Based on research and needs of the target population, the team selects relevant, reliable assessment tools. Culturally competent interventions and tools are selected to meet needs of client as youth from minority communities and recognize needs of LGBT youth and those who have experienced trauma.

The Social Worker is responsible for program activities—both direct service and program management. The Social Worker works with enrolled youth and their families to develop individual reintegration plans. To ensure intensive community based support to youth and their families, the Social Worker supervises two to four Youth Advocates who meet with youth and/or their families at least weekly, with additional contact offered as needed to provide encouragement, information about the reentry process, service referrals and concrete supports. The Social Worker directly supervises the youth advocates, meeting at least twice weekly with them for supervision and meets at least once every two weeks with the Project Director to discuss client progress, program evaluation and sustainability prospects. The Social Worker is responsible for intake, eligibility determination, coordination of psychosocial assessment and gathering client records, individual plan development and monitoring plans. Case planning is structured around six domains: family and housing; education and economic opportunity; physical and mental health; supportive adults;

civic engagement and structured activities; and complying with legal conditions of release (probation, parole and supervised release). The treatment plan lays out specific long-term goals for the client, along with specific measurable objectives to be reached at one month, three months and six months from release. Action items outlined in the plan are clearly designed

### **Program Goals**

1. Develop a holistic youth reentry program to provide intensive support and case management to reentering youth and their families in Richland County.
2. Identify, assess and enroll minority youth at high risk for recidivism and develop individualized reintegration plans for them.
3. Help each client achieve health, education and social goals in their homes and communities.
4. Intensely monitor youth and family's participation in their plan.
5. Evaluate the project for effectiveness, quality and potential expansion.
6. Sustain the program in years two and three.

### **Program Measurable Objectives**

1. Implement a quality, effective pilot reentry program for up to 30 confined youth a year in Richland County.
2. Improve 12 month education, behavioral, health and legal outcomes for enrolled youth.
3. Eighty percent of clients will have long term (12 month) positive legal outcomes such as complying with probation requirements and avoiding recommitment. The long term outcomes will include reducing arrests and goals and will be set once baseline data is available.
4. One hundred percent of clients will be screened for mental health, health, substance use, anger management issues and trauma disorders. One hundred percent of those diagnosed with disorders will be referred for treatment and 85% will comply with treatment
5. Eighty percent of clients will have positive education outcomes including school enrollment, attendance, and academic performance {passing grades}.
6. One hundred percent of clients will be assessed and referred for occupational outcomes such as vocational training. One hundred percent of clients will include vocational goals in their individual plans.
7. One hundred percent of families will be assessed for housing and other concrete support needs and referred to community agencies for support.
8. One hundred percent of clients will have an identified caring adult or mentor in the community as part of their reentry plan.
9. Improve, expand and sustain the program in Richland County within three years.
10. Implement a process and outcomes evaluation to monitor and improve program quality and outcomes.

11. Develop partnerships in the community to support sustainability including USC School of Social Work (for interns), health and human service agencies (for services), educational and employment agencies.
12. Identify local, regional and national funding sources to secure funding to sustain and expand the program (two full-time LMSWs) in Richland by year Three.
13. Brief local government entities annually on program to generate financial support for sustainability and expansion.

# METHODOLOGY

## Philosophy of the Approach

SWS is using an action research approach to conduct this evaluation. As described by Greenwood and Levin in *Introduction to Action Research*, action research involves the professional researcher working with the members of an organization and community to improve a situation. Action research (or, in this case, evaluation) means that information developed by the evaluator is used by the organization and community to change their activities and objectives as they go along to make it more likely that the goals of the program will be achieved. In action research, the evaluator is part of the process. In traditional evaluation, the evaluator stands outside of the process.

## Parts of the Methodology

There are seven parts to the methodology for the evaluation. The seven parts are:

- Part 1 - Conduct three or more on-site visits. The first visit was to review the Project's activities, goals, and objectives and develop performance indicators. During the first visit the evaluation plan and database development were discussed. Subsequent site visits were made to deliver the database and evaluation plan and to monitor Project progress.
- Part 2 - Develop a database which can be used by the Project to capture and store the information required by the objectives and performance indicators. Help the Project Team identify exactly where to find the data that is required by the goals and measurable objectives for any new elements not now in the database so that it may be entered into the database. Provide a training on how to use the database to complete reports and to monitor the youth and the project as a whole.
- Part 3 - Identify possible surveys required by the performance measures or obtain if already in place. Train the staff on how to administer any new surveys and how to enter the results into the database.
- Part 4 - Conduct a process evaluation by measuring the implementation of the applicable measurable objectives.
- Part 5 - Conduct an outcome evaluation by measuring the progress made towards meeting the applicable measurable objectives.
- Part 6 - Prepare a final report at the end of each grant year. The final report includes an executive summary, an introduction, the process and the outcome evaluations, conclusions regarding meeting the goals of the project and recommendations.
- Part 7 - As part of the evaluation, report the evaluation data required by OJJDP.

## Data Gathering

A series of interviews with project personnel, reviews of documentation, and observations were conducted during the year. Support was provided to identify surveys and reviewed if already in

place. A method for documenting qualitative data was developed for use by persons involved in the program.

The database developed by the program and SWS was used to store the data needed to measure the objectives.

## **Develop Evaluation Reports**

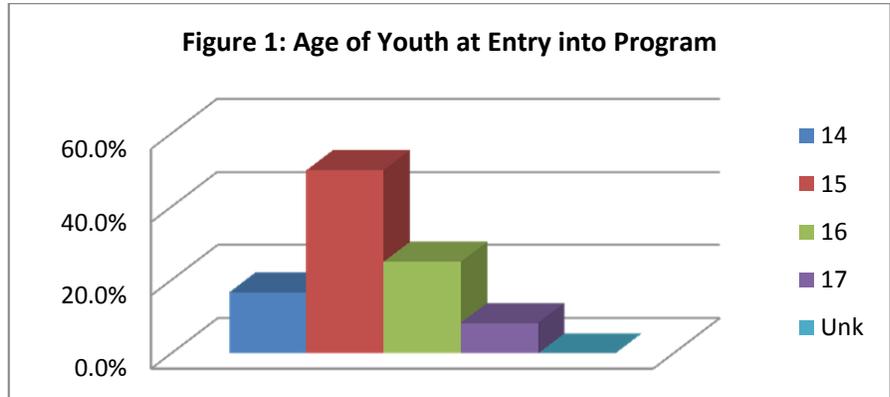
There are five parts to developing the evaluation reports. 1) A quantitative database and a qualitative database were developed into which all of the data gathered could be placed. 2) Statistical and qualitative methods were used to analyze the databases, creating a description of the project, its successes and its weaknesses. 3) The findings of the analysis were escribed in charts, tables, and a written form that is understandable and usable. 4) Written conclusions were drawn from the findings and reported. 5) Written recommendations were made.

The final report includes an executive summary, a description of the grant and its goals and objectives; a section for the findings of the process evaluation; a section for the outcome evaluation findings; the conclusions regarding meeting the goals of the program; and the recommendations. This results in a detailed, written discussion of how well the grant proposal is being carried out. The process and the outcome evaluation sections may be broken out into two separate reports.

## DESCRIPTION OF YOUTH SERVED

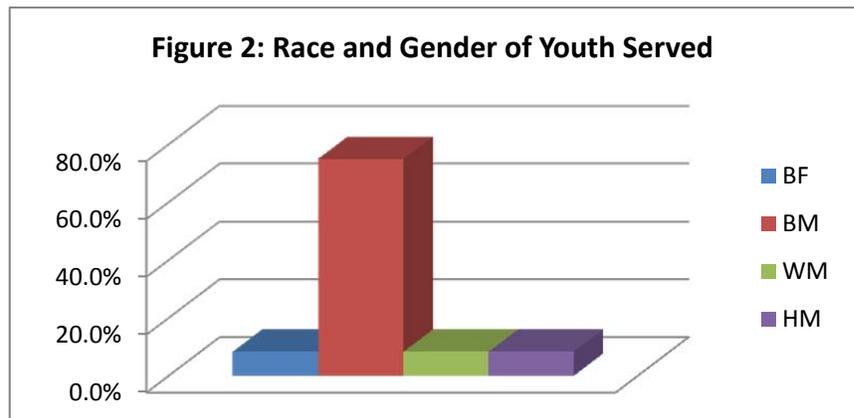
A total of 12 youth were served, 40% of the number planned. The youth ranged in age from 14 through 17, with six (50%) age 15, three (25%) age 16, two (16.7%) age 14, and one (8.3%) age 17. (See Table 1 and Figure 1)

Table 1: Age of Youth at Entry into Program		
	GY 2016	
	#	%
14	2	16.7%
15	6	50.0%
16	3	25.0%
17	1	8.3%
Unk	0	0.00%
<b>Total</b>	<b>12</b>	<b>100.0%</b>



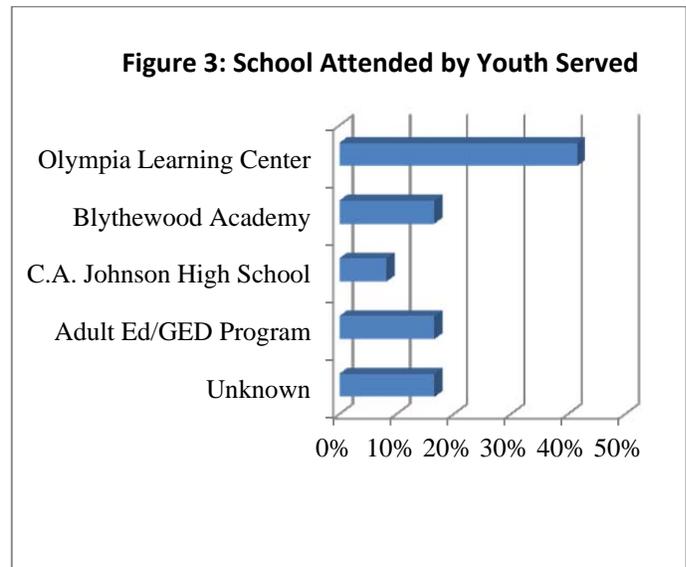
Of the 12 youth, eleven (91.6%) are male and 1 (8.3%) is female. Ten (83.3%) are African-American, one (8.3%) is white and one (8.3%) is Hispanic. (See Table 2 and Figure 2)

Table 2: Race and Gender of Youth Served		
	GY 2016	
	#	%
Black Female	1	8.3%
Black Male	9	75.0%
White Male	1	8.3%
Hispanic Male	1	8.3%
<b>Total</b>	<b>12</b>	<b>100.0%</b>



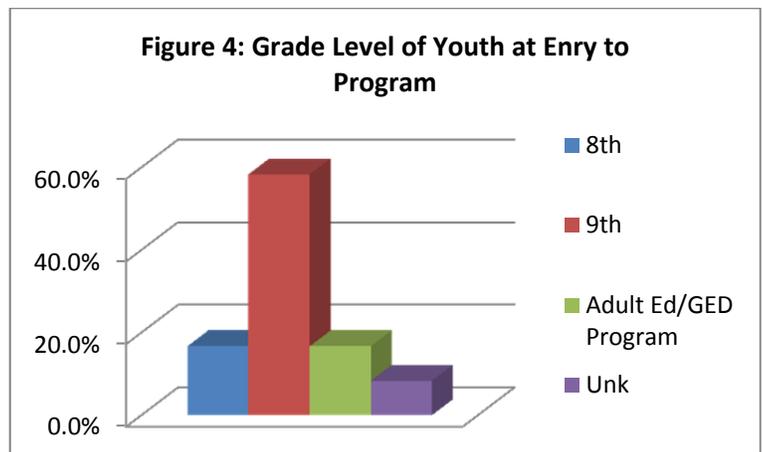
Ten youth attend four different schools in Richland County and for two youth school information was unknown. (See Table 3 and Figure 3)

<b>Table 3: School Attended by Youth</b>		
<b>School</b>	<b>GY2016</b>	
	<b>#</b>	<b>%</b>
Olympia Learning Center	5	41.7%
Blythewood Academy	2	16.7%
C.A. Johnson High School	1	8.3%
Adult Ed/GED Program	2	16.7%
Unknown	2	16.7%
<b>Total</b>	<b>12</b>	<b>100.0%</b>



The 12 youth are in grades eight and nine, a GED program or their status is unknown. (See Table 4 and Figure 4)

<b>Table 4: Grade of Youth at Entry into Program</b>		
	<b>GY 2016</b>	
	<b>#</b>	<b>%</b>
8th	2	16.7%
9th	7	58.3%
Adult Ed/GED Program	2	16.7%
Unk	1	8.3%
<b>Total</b>	<b>12</b>	<b>100.0%</b>



## PROGRESS TOWARD PROJECT PROCESS OBJECTIVES

During the project period, October 1, 2015 to September 30, 2016, the Project Director and Social Worker, with help from personnel in the Richland County Public Defender’s Office, worked to complete the following grant objectives:

1. *Implement a quality, effective pilot reentry program for up to 30 confined youth a year in Richland County.*

Findings: A program was developed and implemented that includes providing case management and support to the clients and their families. Twelve clients and their families took part in the program. All twelve youth were provided services throughout the grant year for a total of 395 hours of service; that is an average of 32.92 hours of service per youth. (See Table 5) Additional elements are still being added to the program, such as a Life Skills Management curriculum. **The project met this objective.**

Table 5: Services to Youth			
Service Type	Hours	#Youth Served	Hrs Per Youth
Community Support Services	19.5	5	3.9
Group session	15	2	7.5
Home Visits	37.5	10	3.75
Individual Session	25	7	3.57
Transportation	37	8	4.62
Phone Contacts	108	12	9
School Visit	29.75	6	4.96
Other	123.25	12	10.27
<b>Total</b>	<b>395</b>	<b>12</b>	<b>32.92</b>

2. *One hundred percent of clients will be screened for mental health, substance use, anger management issues and trauma disorders. One hundred percent of those diagnosed with disorders will be referred for treatment and 85% will comply with treatment*

Findings: The project is using the mental health, substance use, anger management issues and trauma disorders assessments of the clients received from the screenings at the Department of Juvenile Justice Evaluation Center. Out of the 12 youth served, 10 (83.3%) were screened and eight (80%) were referred for services. **The project has not met this objective.**

3. *One hundred percent of clients will be assessed and referred for occupational outcomes such as vocational training. One hundred percent of clients will include vocational goals in their individual plans.*

Findings: While vocational goals are included in the individual plans, finding environments in which the clients can be accepted and flourish has been difficult. Those who are old enough are being referred to the JROTC. The younger clients are not ready for JROTC. At this time nine of the 12 youth (75%) have been assessed for occupational outcomes. **The project has partially met this objective**

4. *One hundred percent of families will be assessed for housing and other concrete support needs and referred to community agencies for support.*

Findings: Assessments of parents' needs occurred for eight of the twelve families (66.6%). Referrals to community agencies are taking place. However, developing relationships with the families so they will provide information on themselves and accept referrals and developing relationships with potential referral sources is an on-going process. **The project has partially met this objective**

5. *One hundred percent of clients will have an identified caring adult or mentor in the community as part of their reentry plan.*

Findings: Negotiations to access mentors from Sowing Seeds are under way. Eight out of the twelve youth (66.6%) have been referred for mentoring. In the meantime, the social work students placed with the project are carrying out some of the duties of caring adults/mentors. **The project has partially met this objective**

6. *Improve, expand and sustain the program in Richland County within three years.*

Findings: **This objective is not applicable at this time.**

7. *Implement a process and outcomes evaluation to monitor and improve program quality and outcomes.*

Findings: System Wide Solutions (SWS) is conducting the evaluation. **The project has met this objective**

8. *Develop partnerships in the community to support sustainability including USC College of Social Work (for interns), health and human service agencies (for services), educational and employment agencies.*

Findings: The project has developed a strong relationship with the USC College of Social Work. There are four graduate students assigned to the project as social work interns. Each spends two days a week at the project and is assigned two clients and those clients' families to work with. Discussions are being held with AMI Kids, which has facilities in Clinton, Georgetown and Seabrook. The project did have a strong relationship with a therapeutic program for children and their families supported by Medicaid but the company has now gone out of business. The project is seeking another program to take the place of that program. **The project has partially met this objective.**

9. *Identify local, regional and national funding sources to secure funding to sustain and expand the program (two full-time LMSWs) in Richland by year Three.*

Findings: **This objective is not yet applicable.**

10. *Brief local government entities annually on program to generate financial support for sustainability and expansion.*

Findings: **This objective is not yet applicable**

## PROGRESS TOWARD PROJECT OUTCOME OBJECTIVES

1. Improve 12 month education, behavioral, health and legal outcomes for enrolled youth.
  - a. *Eighty percent of clients will have long term (12 month) positive legal outcomes such as complying with probation requirements and avoiding recommitment. The long term outcomes will include reducing arrests and goals will be set once baseline data is available.*

Findings: Baseline data was collected during this year. Six of the twelve youth had court hearings during the grant period and all six (100%) attended those court hearings. Since the youth have not been in the program 12 full months at the time of this report, the data will be used as baseline and long term data will be gathered in years two and year three.

- b. *Eighty percent of clients will have positive education outcomes including school enrollment, attendance, and academic performance {passing grades}.*

Findings: Baseline data was available for five of the twelve youth served. Comparison data will be gathered in years two and year three.

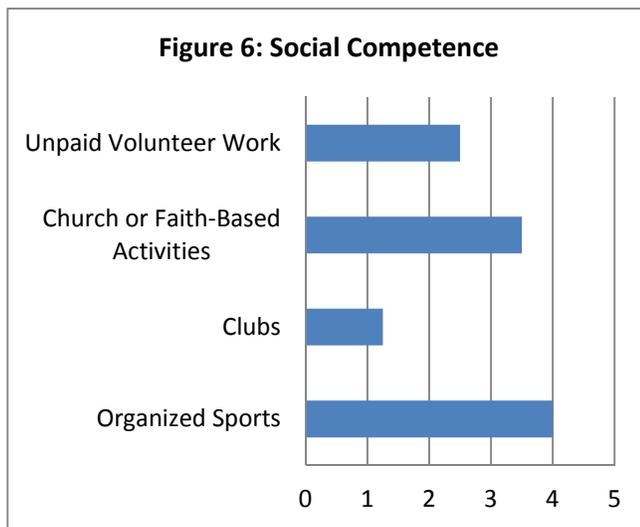
- c. *Eighty percent of clients will have positive behavioral health outcomes.*

Findings: Evaluators developed a custom pre and post-test survey for the project (See Appendix One for a copy of survey.) The survey uses items from the SAMSHA question pool to assess risk factors such as social competence, anti-social behaviors and family relations. The pre-test survey was administered at the beginning of services. The post test is to be administered to participants at the completion of the program. Since none of the youth have yet completed the program only pre-test data is available at this time.

Twelve total youth participated in the program this current grant year. Pre-test survey data is available for four youth on social competence. Of the youth who took the pre-test the mean score for Social Competence was a 2.81 on a scale of 7-1 with seven being every day and one being never. This score is between *Once in a While* and *Hardly Ever*. (See Table 6 and Figure 6).

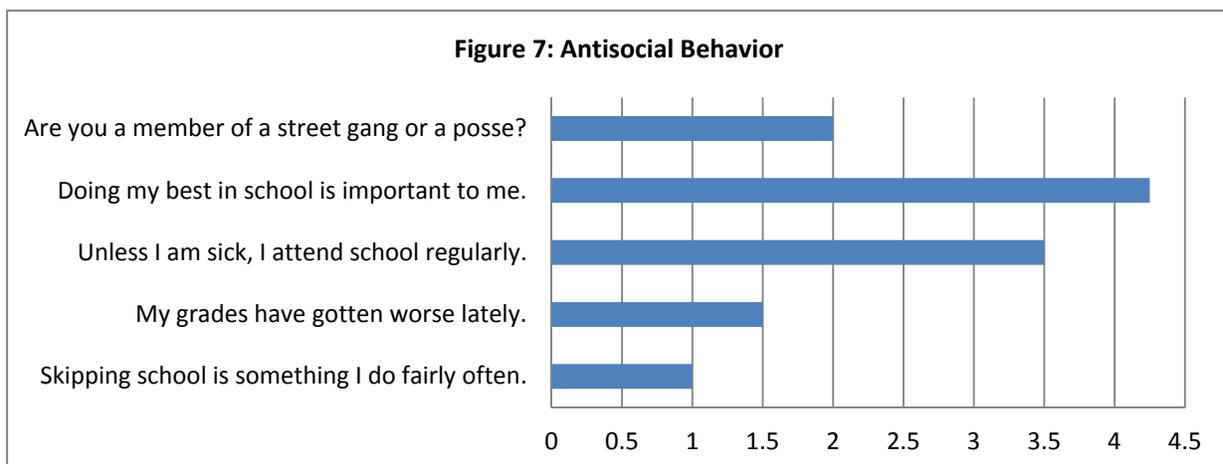
The youth were most likely to be involved in organized sports, with all reporting engaging in sports at least once a month. The least likely activity the youth reported being involved in was clubs, with an average score of 1.25. The overall mean was 2.81 (See Table 6 and Figure 6).

<b>Table 6: Social Competence Pre-Test</b>		
<b>In the past 6 months, how often did you participate in the following activities?</b>		
	<b># of Participants Completed</b>	<b>Average Response</b>
Organized Sports	4	4
Clubs	4	1.25
Church or Faith-Based Activities	4	3.5
Unpaid Volunteer Work	4	2.5
<b>Average</b>	<b>4</b>	<b>2.81</b>



Twelve total youth participated in the program this current grant year. Pre test survey data are available for four youth on anti-social behavior. (See Table 7 and Figure 7).

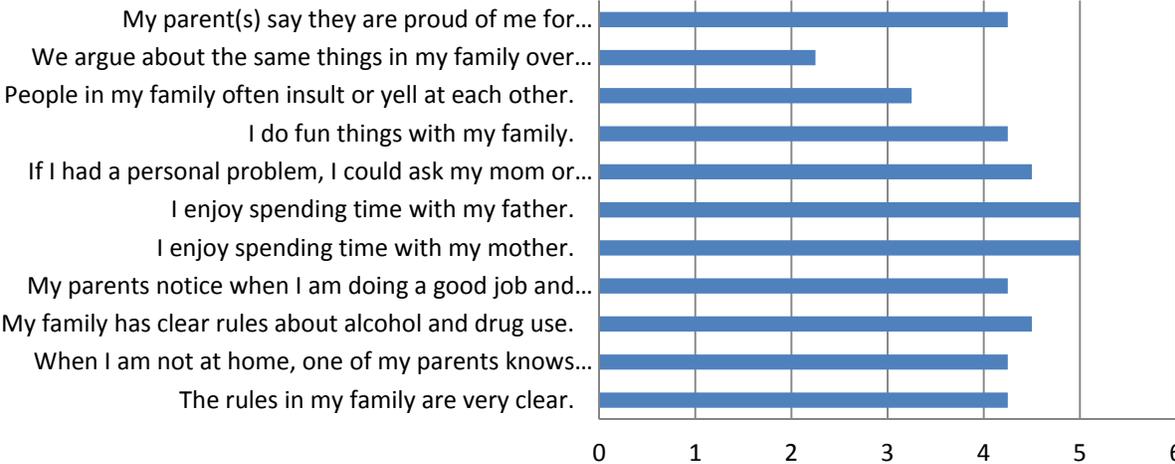
<b>Table 7: Antisocial Behavior Pre-Test</b>		
<b>How much do you agree or disagree with these statements?</b>		
	<b># of Participants Completed</b>	<b>Average Response</b>
Skipping school is something I do fairly often.	4	1
My grades have gotten worse lately.	4	1.5
Unless I am sick, I attend school regularly.	4	3.5
Doing my best in school is important to me.	4	4.25
Are you a member of a street gang or a posse?	4	2
<b>Overall Score</b>	<b>4</b>	<b>2.51</b>



Twelve youth participated in the program. Pre- test survey data is available for four youth. Of the youth who took the pre-test the average score for Family Relationships was (on a scale of 5-1, with five being strongly agree and five being strongly disagree with the first eight questions scored positively and the last three negatively). The overall mean is 2.39 which is a relatively weak score on family relationships. (See Table 8 and Figure 8)

<b>Table 8: Family Relationships Pre-Test</b>		
<b>How much do you agree or disagree with these statements?</b>		
	<b># of Participants Completed</b>	<b>Average Response</b>
The rules in my family are very clear.	4	4.25
When I am not at home, one of my parents knows where I am and who I am with.	4	4.25
My family has clear rules about alcohol and drug use.	4	4.5
My parents notice when I am doing a good job and let me know about it.	4	4.25
I enjoy spending time with my mother.	4	5
I enjoy spending time with my father.	4	5
If I had a personal problem, I could ask my mom or dad for help.	4	4.5
I do fun things with my family.	4	4.25
People in my family often insult or yell at each other.	4	-3.25
We argue about the same things in my family over and over.	4	-2.25
My parent(s) say they are proud of me for something I have done.	4	-4.25
<b>Average</b>	<b>4</b>	<b>2.39</b>

**Figure 8: Family Relationships**



## CONCLUSIONS

Of the ten process objectives, the Holistic Reentry Project met two, not met one, and partially met four others. Three of the process objectives will not be applicable until the second and third years of the project the data gathered on participating youth will form a baseline for measuring next year's progress toward objectives. Staff expect to enroll the projected number of youth for the next year and to demonstrate progress toward many of the other objectives

The project has made a strong start in mobilizing local resource and in carrying out services for the youth enrolled. At this point the project has made the following progress on its goals.

- 1. Develop a holistic youth reentry program to provide intensive support and case management to reentering youth and their families in Richland County.*

The project is in the early stages of development. It is providing support and case management, has developed relationships with some essential community resources and developed a methodology, largely based on social casework. It still needs to develop more community resources to support the clients and their families as well as means for helping the clients and their families learn how to manage their lives.

- 2. Identify, assess and enroll minority youth at high risk for recidivism and develop individualized reintegration plans for them.*

The project is designed to work with the most difficult cases in the community. Reintegration may be a misnomer in the goal, since these clients were never integrated into the community in the first place. The work of bringing them and their families into the community so that they may lead productive lives is problematic. The project should be congratulated for attempting to do so.

- 3. Help each client achieve health, education and social goals in their homes and communities.*

The project is putting in place the mechanisms to help each client achieve their goals. There are two barriers that impede progress in doing so. First, the clients and their families have little resource of their own and a reluctance to make investments of time and energy they are not prepared to make. Second, the institutions which are established to provide education, mental health and social services are also under resourced and therefore reluctant to invest in cases which they believe will have little chance of success. The project is working hard to overcome both of these barriers.

- 4. Intensely monitor youth and family's participation in their plan.*

The project is using telephone calls, texts, and personal visits to monitor the clients and their families. The suspicion of people perceived as authority figures by the clients and families must

first be overcome in order to communicate with the clients and families. This takes a large investment of time and skills to accomplish. The project is making that investment, but it is a lengthy process requiring specialized knowledge and skills.

5. *Evaluate the project for effectiveness, quality and potential expansion.*

As evidenced by this report and the contact between the evaluators and the project, this goal is being achieved.

6. *Sustain the program in years two and three.*

This goal will be evaluated in the second and third year of the project.

## **RECOMMENDATIONS**

1. The project staff should continue to work toward objectives in Year Two with emphasis on continuing the personal relationships with clients, families and community resources.
2. The staff should work towards achieving more complete pre-test data.

**APPENDIX ONE:  
INSTRUMENTS**

**Client Satisfaction Survey**  
**(to be administered with Client Post-Test)**

Student Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Please circle or list your responses for each question.

**1. Overall, how helpful were the services you received?**

Very Helpful	Helpful	Somewhat Helpful	Not at all Helpful
--------------	---------	------------------	--------------------

**2. How has your behavior changed since you started receiving services?**

Greatly Improved	Improved Somewhat	Stayed the Same	Got Worse	Got Much Worse
------------------	----------------------	-----------------	-----------	----------------

**3. How has your school attendance changed since you started receiving services?**

Attend More Often	Attend the Same	Attend Less Often	Not Enrolled	Already Graduated
-------------------	-----------------	-------------------	--------------	----------------------

**4. Have these limitations helped you make better decisions?**

Yes, Definitely	Yes, I think so	Not Sure	No, I don't think so	Definitely Not
-----------------	-----------------	----------	----------------------	----------------

**5. Which of the services you received was the most helpful?**

\_\_\_\_\_

**6. Which of the services you received was the least helpful?**

\_\_\_\_\_

**7. In your opinion, how helpful was the staff?**

Very Helpful	Helpful	Somewhat Helpful	Not at all Helpful
--------------	---------	------------------	--------------------

**8. Were the tasks assigned fair?**

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
----------------	-------	----------	----------	-------------------

## Client Pre-Post Survey

[Administer pre test on entry and post test before exit of program]

Student Name: \_\_\_\_\_

Today's Date: \_\_\_\_\_

*Directions: Please answer these questions as honestly as you can. Circle your answer or mark an X in the box.*

In the past 6 months, how often did you participate in the following activities?	Every Day	Several Times a Week	At Least Once a Week	At Least Once a Month	Once in a While	Hardly Ever	Never
1. Organized Sports	7	6	5	4	3	2	1
2. Clubs	7	6	5	4	3	2	1
3. Church or Faith-Based Activities	7	6	5	4	3	2	1
4. Unpaid Volunteer Work	7	6	5	4	3	2	1
5. Paid Employment	7	6	5	4	3	2	1
6. GED classes	7	6	5	4	3	2	1

How much do you agree or disagree with these statements?	Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree
7. Skipping school is something I do fairly often.	5	4	3	2	1
8. My grades have gotten worse lately.	5	4	3	2	1
9. Unless I am sick, I attend school regularly.	5	4	3	2	1
10. Doing my best in school is important to me.	5	4	3	2	1

Circle the best answer								
11. My estimated GPA (grade point average) is	4.0-3.5	3.5-3.0	3.0-2.5	2.5-2.0	2.0-1.5	1.5-1.0	1.0-.5	.5-0
12. At the end of last semester my grades were	Mostly As		Mostly Bs	Mostly Cs	Mostly Ds		Mostly Fs	
13. Are you a member of a street gang or a posse?	Yes		No					

How wrong do your parents feel it would be for you ...	Very wrong	Wrong	Don't know	A little bit wrong	Not wrong at all
14. to steal anything worth more than \$5.00?	5	4	3	2	1
15. to draw graffiti, write things, or draw pictures on buildings or other property (without the owner's permission)?	5	4	3	2	1
16. to pick a fight with someone?	5	4	3	2	1
17. to carry a handgun?	5	4	3	2	1
18. to skip school without parent's permission?	5	4	3	2	1

How much do you agree or disagree with these statements?	Strongly Agree	Agree	Can't Decide	Disagree	Strongly Disagree
19. The rules in my family are very clear.	5	4	3	2	1
20. When I am not at home, one of my parents knows where I am and who I am with.	5	4	3	2	1
21. My family has clear rules about alcohol and drug use.	5	4	3	2	1
22. My parents notice when I am doing a good job and let me know about it.	5	4	3	2	1
23. I enjoy spending time with my mother.	5	4	3	2	1
24. I enjoy spending time with my father.	5	4	3	2	1
25. If I had a personal problem, I could ask my mom or dad for help.	5	4	3	2	1
26. I do fun things with my family.	5	4	3	2	1
27. People in my family often insult or yell at each other.	5	4	3	2	1
28. We argue about the same things in my family over and over.	5	4	3	2	1
29. My parent(s) say they are proud of me for something I have done.	5	4	3	2	1
30. These questions are important.	5	4	3	2	1
31. I have been very honest in filling out this survey.	5	4	3	2	1

THANK YOU FOR COMPLETING THIS SURVEY