FINAL PROGRESS REPORT
OJJDP Grant Award #2002-JN-FX-K002

Youth Violence and Gambling Project: A Positive Development Approach
Community Comparisons of Positive Youth Development and
Violence Prevention

GRADUATE SCHOOL OF PSYCHOLOGY
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The Fuller Youth Initiative for Positive Youth Development and Violence Prevention is a program of research funded by award number 2002-JN-FX-K002 (Youth Violence and Gambling: A Positive Development Approach; and subsequent extension entitled: Community Comparisons of Positive Youth Development and Violence Prevention) from the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

A. BACKGROUND AND SIGNIFICANCE

The Fuller Youth Initiative for Positive Youth Development and Violence Prevention takes an innovative approach to the problem of youth violence prevention through the integration of Positive Youth Development (PYD) with traditional Best Practice approaches (CDC; Thornton, Craft, Dahlberg, Lynch, & Baer, 2002). The positive youth development approach stands in contrast to other conceptual frames that construe youth through the lenses of risks, deficits, and behavioral problems. Risk and deficit models are powerful organizing principles that shape policy, but may unintentionally impede community engagement in solving the problems of youth. A risk model encourages reliance on professional interventions and solutions, diminishing community accountability and efficacy. On the other hand, the PYD perspective with its focus on identifying a constellation of skills, competencies, values, and behaviors for individual success encourages community action and involvement. A working assumption of this approach is that all youth possess individual and ecological assets that have the potential of being marshaled in service of enhancing their healthy life chances (Lerner et al, 2001). A growing literature underscores the distinctive contribution of a positive development perspective in designing and delivering community based programs that are effective in enhancing the lives of young people (Benson, 1997; Eccles, & Gootman, 2002). As such, it is an appropriate model for addressing the issue of violence prevention. This project explores a broad-spectrum approach to youth violence prevention through research, program evaluation, and community education.

Documenting the Problem of Youth Violence

Although rates of many juvenile felony arrests have declined in the years between 1996 and 2001, the problem of youth violence remained a significant concern. The crime rate for battery reached a high point in California public schools in 2001 according to a report by the California department of education (California Safe Schools Assessment, 2001). Although property crimes were the most commonly reported incidents in the 1995/96 report, the 2001 report stated that battery had become the most frequently reported crime on middle and high school campuses in the state.

A comparison of 2002 juvenile arrest records indicated that Pasadena, the focus of our first wave of data collection, has one of the highest rates of youth violence of the cities in Southern California. Los Angeles County had the highest number of juvenile felony arrests (16,044) of all counties in the state. In Los Angeles, despite declining overall

crime rates during recent years, youth gang violence and homicide rates have remained high, creating what has been referred to as an "enduring long term epidemic." (Advancement Project Los Angeles, 2006). In 2006, a total of 5,390 juveniles were arrested in L.A. County on felony charges, which includes homicide, forcible rape, and aggravated assault (Los Angeles County Sheriff's Department, 2006). In the second wave of data collection, Compton and areas of south Los Angeles were identified as having violence rates that exceeded that of Pasadena, thus providing meaningful comparisons for the initial study

Three Perspectives on Prevention

Prevention practices that aim to reduce youth violence are influenced by "risk reduction" or "deficit" models that identify the various influences related to the increased incidence of youth violence. The risk prevention programs focus on reducing negative outcomes through linking proximal causes to identified problems and designing professionally delivered interventions to reduce those factors that put youth at risk. A review of the literature offers compelling support for risk reduction prevention efforts. Multiple personal and social factors have been linked with aggression and violence among youth including biological or genetic risk factors (DiLalla & Gottesman, 1991; Earls, 1994; Hawkins, Laub & Lauritsen, 1998; Johnson, 1996; Kraemer et al., 1997), social-cognitive deficits (Tolan, Guerra & Kendall, 1995), inflated self-esteem (Baumeister et al., 1996), and involvement in drug and alcohol use (Fagan, 1993; Farrington & Hawkins, 1991; Loeber & Stouthamer-Loeber, 1987; Stiffman, Dore & Cunningham, 1996). Adolescent violence is frequently concomitant with other problematic behaviors (e.g., alcohol use, weapon possession, drug use, gambling).

Social factors play a significant role in the understanding of adolescent violence. Familial and peer influences focus on poor child-rearing practices, inadequate supervision, lack of parental involvement, poor or punitive discipline (Elliott, Huizinga, & Ageton, 1985; Farrington & Welsh, 1999; Hawkins, et al., 1998; Loeber & Stouthamer-Loeber, 1987; Patterson, DeBaryshe, & Ramsey, 1989; Patterson & Yoerger, 1997; Roitberg & Menard, 1995), antisocial parents (Moffitt, 1987), association with deviant peer groups (Hann & Boreck, 2001; Thornberry, 1998), and peer rejection (Hann & Boreck, 2001; Loeber, 1988; Reiss & Roth, 1993). Contextual factors such as a lower socioeconomic status or living in disadvantaged and violent neighborhoods are also determinative influences in youth violence (Bursik & Grasmick, 1993; Elliott & Menad, 1996; Hawkins, et al. 1998; Loeber & Stouthamer-Loeber, 1987; Kupersmidt & Coie, 1990; Osgood & Chambers, 2000.) Taken together these findings suggest that adolescent violence is influenced by a dynamic interaction of risk factors situated in the child's developmental context.

The risk-reduction approach. The risk reduction approach, while effective in characterizing global patterns of risk, is limited in advancing an understanding of the interaction of these various factors in the developmental context of an individual adolescent. A common limitation of these models is found in the observation that a minority of youth exposed to similar levels of "at risk" factors actually participate in violent activities. Further the absence of risk factors does not in and of itself protect youth

from problematic actions. There is growing recognition that policies guided by "at risk" profiles alone are not adequate to address the "complex problems" and "complex solutions" needed to address adolescent violence (NIMH, 2000).

The protective factors approach. A second approach to violence prevention focuses on the influence of "protective factors" as conceptually distinct from "risk factors." This approach focuses on the positive contribution of resiliency factors as moderators of the negative influence of risk factors on adolescent development. These protective resources include personal factors such as intelligence and social factors including supportive families and schools. A prevention model based on the promotion of protective factors seeks to promote the resources that are associated with positive outcomes (Benson, Scales, Leffert, & Roehlkepartain, 1998) even in environments where youth are at-risk for moe problematic developmental outcomes.

The PYD approach. We have proposed "positive youth development" [PYD] as a third approach to prevention. PYD identifies the resources that are associated with healthy outcomes and prevention strategies that are focused on strengthening the ecological infrastructure supporting youth in a given community. Healthy developmental outcomes are more common in social contexts where there is an integration of personal and social resources (Eccles & Gootman, 2002). The assumptions of PYD emphasize the importance of a broad scale developmental infrastructure where deficits in one area may be compensated for by resources in another area. This infrastructure includes a focus on personal as well as social resources. The development of a system of positive values is associated with promotion of personal character and the reduction of participation in risk behaviors. A child who demonstrates a sense of self-responsibility through standing up for what he/she believes is more likely to hold onto intolerant attitudes toward deviance and violent behavior, which some describe as having a protective effect (Jessor, et al., 1995). A positive value orientation is associated with increased academic ability, fewer problem behaviors, and positive psychological attributes (Barnea, Teichman & Rahav, 1992; Donahue, 1987; Eisenberg, Miller, Shell, & McNalley, 1991; Wentzel, 1991). Other studies find that students with high achievement motivation and commitment to school report gains on psychological indicators and decreased involvement in problem behavior (Connell, Halpern-Felsher, Clifford & Crichlow et al., 1995; Jessor et al., 1995; Paulson, Coombs, & Richardson, 1990). Other internal resources include a positive social orientation, decision-making skills, and resistance skills that are associated with decreased risk taking behavior and positive social adjustment (Donaldson, Graham, & Hanson, 1994; Elias, Gara, Ubriaco, & Rothbaum, 1986; Garmezy, 1985; Jessor et al., 1998; Moore & Gullone, 1996; Rohrbach, Graham, Hansen, & Flay, 1987; Werner & Smith, 1982). Adolescents who have a positive identity and a sense of purpose are less like to engage in problematic behaviors involving harm to others (Allen, Leadbeater, & Aber, 1990; DuRant, et al. 1994).

Developmental resources emerge through positive encounters with parents and peers, and are reinforced by the larger community system (Benson, et al., 1998). In addition to having their basis in relationship, resources have a cumulative effect. This means that the greater the number of resources a child has access to, the less likely she/he will be to

engage in problem behaviors (Benson, 1997; Leffert et al., 1998). Conversely, while the absence of one resource may not be predictive of problem behavior, a pattern of resource deprivation may help explain certain negative outcomes.

Recent directions in developmental psychology support an inquiry into the role of developmental assets in promoting positive outcomes among youth. Literature on the study of developmental pathways and adolescence delinquency and violence offer direction in the study of alternative pathways leading to positive outcomes for youth facing similar environmental challenges and risk factors (Lerner & Galambos, 1998; Loeber & Hay, 1997). This approach considers the individual characteristics of the adolescent together with the immediate environment, potentialities, and limitations found in the larger social context (Steinberg, 1995). Research documenting the role of developmental resources is needed to further an understanding of the direct and indirect effects of developmental resources in promoting resilience to the risks associated with violent behavior and to optimizing developmental outcomes among youth.

A Positive Youth Development approach to violence prevention provides a full spectrum approach to theory and practice. The PYD model acknowledges the pivotal role of risk factors in shaping the developmental trajectory of youth, but also acknowledges the buffering role that developmental resources may have in minimizing the negative influences of risk exposure. Finally, the model's emphasis on optimizing development promotes proactive strategies designed to promote a developmental infrastructure capable of providing the social, psychological, and human capital investments necessary for youth to thrive.

B. GRANT OUTCOMES

In the following project narrative each section is organized by the project objectives in the areas of research, program evaluation, and education/dissemination. These outcomes take into account analyses previously conducted for the first wave of the grant. During the first phase of the grant the following was accomplished as specified in previous grant guidelines:

1. Hiring of coordinators to carry out the research and program evaluation tasks
2. Formation of a Community Advisory Board. Key members from the community included representatives from the local school district, youth service organizations and coalitions, the Mayor of the City of Pasadena, the Pasadena Chief of Police, and residents active in the community concerning youth issues.
3. All research and program evaluation instruments were developed during this phase. These have been submitted in past reports.
    a. The Fuller Youth Initiative Survey of Youth Risk & Safety
    b. The Fuller Youth Initiative Pathways into the Future In-Depth Interview
    c. The Fuller Youth Initiative Best Practices and Positive Youth Development Program Evaluation Interview.
4. Research activities during the first wave of the grant included several projects. All the projects during the first and second wave have been continuously approved by the Human Subjects Review Board of the Graduate School of Psychology at Fuller Theological Seminary.
    a. The Fuller Youth Initiative Survey of Youth Risk & Safety was administered to a sample of 587 male and female youth in the City of Pasadena.
    b. The Fuller Youth Initiative Pathways into the Future In-Depth Interview was conducted with 70 youth in the City of Pasadena.
    c. The Program Evaluation Team conducted 10 process program evaluations in the San Gabriel Valley.
    d. The Fuller Youth Initiative has created a manual entitled Elements for *Program Success: A Manual for Youth Violence Prevention Implementation and Evaluation* based on issues faced by grassroots programs that impede broader utilization of best practices.

The research and program evaluation accomplishments during the first grant wave in Pasadena and the San Gabriel Valley served as the background and foundation for the next wave of research in South Los Angeles and Compton. The communities were selected based on levels of youth risk and community resource. Comparisons were conducted for all three community samples. Pasadena was considered a high resource community while both Compton and South Los Angeles were considered areas with fewer community resources and high levels of youth risk behavior.

Research Initiative 1

Objective 1.1 ***Identify the developmental risks and resources common among youth in these communities (Pasadena, Compton, & S. Los Angeles).***

Descriptions of Participants in Each Community.

Pasadena. Five-hundred and eighty-six adolescent male (*N* = 321) and female (*N* = 265) participants between the ages of thirteen and seventeen (Mean Age = 15.08) were selected by random telephone dialing from Pasadena California. The majority of the participants were Hispanic (46.2%) or Caucasian (26.3%) followed by African American (19.8%), Asian (4.1%), and the rest either identified as "other" or (2.9%) or choose not to answer (0.7%). Most participants (73.8%) reported attending a public school with the remainder attending a non-religious private school (11.8%), attending a parochial school (11.2%), and the final 3.2% attending either boarding school, non-public school, or home school. The majority of the participants resided with at least one biological parent (*n* = 527) who was married (66.5%) and spoke English as a primary language in their home (*n* = 179, 42.5%). Spanish was the primary language spoken at home by 23.8% (*n* = 100) of the participants with another 33.7% speaking half English and half another language in the home. Over half of the parents (57.7) reported a family income of less the $50,000 and 36% of the parents had achieved a post secondary education. Few parents saw violence as either a big problem in their child's school (5.6%) or somewhat of a problem (22.9%) and these parents considered violence in their neighborhoods as less of a concern (3.6% and 13% respectively). This community is referred to as the high risk/high resource community by virtue of the relatively high levels of education and income and yet similar high levels of crime statistics.

Compton. Four-hundred and twenty-one adolescent male (*N* = 219) and female (*N* = 202) participants between the ages of thirteen and seventeen (Mean Age = 14.87) were selected by random telephone dialing from a second city in Southern California. The majority of the participants were Hispanic (63.2%) or African American (32.1%), Caucasian (2.4%) followed by and the rest either identifying something else (2.4%) or choosing not to answer (0.7%). Most participants (93.8%) reported attending a public school with 1.2% attending a non-religious private school, 2.1% attending a parochial school, and the final 3.2% attending boarding school, non-public school, or home school. The majority of the participants resided with at least one biological parent (*n* = 355), who was married (62.1%) and the family spoke English (*n* = 199, 49.1%) in their home. Spanish was the primary language spoken at home by 19.5% (*n* = 79) of the participants with another 31.1% speaking half English and half another language in the home. Over half of the parents (80.6) reported a family income of less the $50,000 and over half of those families earned less than $20,000. Less than 10% of the parents and had achieved a post secondary education. Most of the parents responding to the survey saw violence as either a big problem (25%) or somewhat of a problem (31.5%) in their child's school and have greater concerns for violence in their neighborhood with 37.3% of these parents calling violence a "big problem."

South Los Angeles. Four-hundred and five adolescent male (*N* = 204) and female (*N* = 201) participants between the ages of thirteen and seventeen (Mean Age = 15.08) were selected by random telephone dialing from a city in Southern California. The majority of the participants were Hispanic (57.3%) or African American (38.3%). Both Caucasian and Asian youth represented less than 1 percent of the sample. Most participants (90.1%) reported attending a public school with 2.7 % attending a non-religious private school, 3.5% attending a parochial school, and the final 3.7% attending a boarding school, non-public school, or home school. The majority of the participants resided with at least one biological parent (*n* = 354), for which 50% were living in married households where English (*n* = 369, 62.9%) was typically in the home. Spanish was the primary language spoken at home by 19.9% (*n* = 117) of the participants with another 16% speaking half English and half another language in the home. Over two-thirds of the parents (85.5%) reported a family income of less the $50,000 and over half of those families earned less than $20,000 annually and 12.9% of the parents had achieved a post secondary education. A majority of the parents responding see violence as either a big problem (27.7%) or somewhat of a problem (22.8%) in their child's school. Almost two thirds (61%) of these parents expressed similar concerns about violence in their neighborhood with 34.8% citing this as a big problem. Communities 2 and 3 are considered high risk as measured by juvenile violent crime statistics and low resource as measured by adult education and family income.

Comparison of Risks and Resources by Community

Youth reports of risk behaviors and developmental resources are summarized using a combination of multi-item scales and indices. Scale estimates were based on 4 and 5 item Likert-type responses where participants were asked to report their level of agreement to statements describing the relative presence or absence of a resource or risk. All scales were ordered so that high scores indicate greater resource or greater risk. Estimates of internal consistency were completed for each scale and alpha coefficients ranged from .58 to .85. All indices were composed of single or multiple items where a youth reported the presence or absence of a behavior or experience. Sum scores represent the total number of risks or resources reported by the youth. Table 1.1 lists means and standard deviations for youth estimate of risks and risk-related outcomes for each community. Table 1.2 lists youth reports of developmental resources and indicators of thriving.

Table 1.1 Personal and Social Risks

	Min/ Max	Pasadena		Compton		South LA	
		N = 586		n = 421		n = 405	
Personal Risks							
Academic Disengagement	1-5	1.90	.94	2.03	.68	2.01	.63
Gambling	0-5	1.00	1.29	1.58	1.56	1.64	1.58
Gambling Problems	0-3	1.18	1.19	.78	1.00	.75	.98
Self Substance Use	0–4	.53	1.20	.08	.22	.06	.18
Weak Social Ties	1-5	1.84	.60	1.91	.59	1.97	.64
Family and Peer Risks							
Physical Abuse	0-3	.56	.57	.55	.60	.59	.62
Sexual Abuse	0-3	.29	.56	.24	.52	.27	.61
Family Abuse	0-4	.78	.4	1.24	.75	1.29	.72
Parent Substance Use	0-4	1.57	.78	.10	.12	.11	.17
Peer Substance Use	0–4	1.09	1.26	1.63	1.86	1.61	1.88
Peer Delinquency	0–7	.83	1.24	.82	1.34	.89	1.44
Gang Affiliation	0–4	.24	.56	.38	.72	.42	.73
Environmental Risks							
Community Violence Exposure	0-35	9.98	7.07	11.52	7.98	11.90	7.82
Neighborhood Disorganization	1-5	2.00	.85	2.92	.73	2.91	.74
Outcomes							
Psychological Distress	1-5	1.17	.62	1.78	.63	1.81	.62
Aggressive Beliefs	0-17	3.39	2.42	2.67	1.29	2.83	1.38
Violent Behavior	0-4	1.38	.55	1.51	.68	1.52	.68

Table 1.2. Developmental Resources and Thriving Indicators

	Min/ Max	Pasadena High Resource		Compton Low Resource		South LA Low Resource	
		N = 586		N = 421		N = 405	
		Mean	SD	Mean	SD	Mean	SD
Resources							
Parental Support	1 - 5	3.36	.49	2.49	.34	2.47	.37
Adult Support	1 - 5	4.02	.91	3.83	.91	3.78	.95
Neighborhood Support	1 - 5	3.55	.64	3.37	.66	3.26	.67
School Bonding	1 - 5	3.88	.59	3.79	.56	3.73	.58
Thriving Indicators							
Future Orientation	1 - 5	3.66	.58	3.93	.53	3.89	.59
Fulfillment of Potential	1 - 5	3.59	.86	3.73	.88	3.68	.85
Positive Identity	1 - 5	3.88	.75	3.93	.79	3.89	.74
Positive Values	1 - 5	3.77	.47	4.29	.47	4.26	.45
Resourcefulness	1 - 5	3.77	.63	3.77	.64	3.75	.66
Restraint Values	1 - 5	3.86	.95	3.74	1.07	3.73	1.06
Service Activities	1 - 5	2.49	1.11	2.24	1.25	2.18	1.17

***Objective 1.2** Compare differences in risks and resources reported by youth in each of the high-risk communities.*

A comparison of these three communities points to variations in youth reports of risks, resources and wellbeing across both high risk/low resource communities and the high risk/high resource community. As expected the youth in the high resource community reported more personal resources than those in low resource communities. These youth were also more likely to endorse values against having sex as a teenager (69%). It was not expected that high resource youth would report the highest levels of aggressive beliefs among the three communities.

As expected the youth in the high risk /low resource communities reported higher rates of violent behavior and psychological distress. These outcomes are consistent with elevated reports of exposure to family abuse, community violence, gang affiliation, peer substance use, and neighborhood disorganization. Overall the pattern of responses, while consistent with community differences in juvenile arrest records, do appear to underestimate the level of youth risk behavior given what might be expected based on the juvenile arrests reports for each community and parental reports of violence related problems in their child's school and neighborhood.

It was unexpected that youth from the low resource communities would post the highest ratings on four of the eight thriving indicators. Modal (4) and median scores (3.68 – 4.28) for future orientation, fulfillment of potential, positive identity, and positive values indicate that youth in these communities on the whole endorsed a high level of agreement to these statements. These higher thriving scores contrast with the lower ratings given by youth in rating their developmental resources.

Mean estimates given for community comparisons in Tables 1.1 and 2.1 are based on a single imputation model of missing data using a Expectation Maximization,(EM) routine. While appropriate for univariate analysis, this data imputation method is limited in providing groups estimates that can be tested using more traditional inferential statistics. Therefore One-way Analysis of Variance procedures were conducted on items in the survey that were not included in the data imputation. Following our planned missingness design all participants responded to at least one item representing each of the risk, resource, and thriving measures.

Youth in high resource communities reported significantly higher rates of neighborhood support (F (2,1409) 18.46, $p < .001$), community service (F (2,1409) 9.53, $p < .001$), and restraint values (F (2,1409) 18.46, $p <. 001$). Findings revealed higher rates of aggressive beliefs (F (2,1409) 15.45, $p <. 001$) among the higher resource group. In comparing community reports of aggressive beliefs this may suggest that either youth in the higher resource community may have more aggressive beliefs that they are less likely to act upon, given their lower rates of reported violent behavior. Alternatively, it also may be the case that youth in the low resource/high risk communities were less likely to endorse items associated with aggressive beliefs.

Youth in lower resource communities reported significantly higher rates of gang affiliation (F (2,1409) 5.04, $p < .01$), witnessing domestic violence (F (2,1409) 5.76, $p < .01$), neighborhood disorganization (F (2,1409) 94.03, $p < .001$), violent behavior (F (2,1409) 12.02, $p < .001$), and future orientation (F (2,1409) 18.46, $p < .001$). These youth reported more involvement in gambling (F (2,1409) 30.38, $p < .001$), but they were less likely to be involved in a fight as a result of gambling (F (2,1409) 4.17, $p < .001$) compared to the higher resource youth. These youth were more likely to report that they had been a victim of violence or a direct witness of domestic violence, though these differences only approached statistical significance ($p = .08$). As expected these youth reported higher rates of psychological distress consistent with trauma exposure: intrusive memories (F (2,1409) 4.78, $p < .01$), distrust of others (F (2,1409) 3.82, $p < .05$), and constriction of emotions (F (2,1409) 6.43, $p < .01$).

Overall the comparison of risks, resources, and thriving across these communities present both expected and unexpected findings. Youth in the high resource community reported higher levels of personal developmental resources and lower levels of risk behavior overall. Youth in lower resource communities report greater exposure to risk overall and higher incidence of violent behavior, which is consistent with their exposure and involvement in a greater number of developmental risks. What is less clear is why the youth from high resource communities report a higher number of aggressive beliefs and youth from lower resource communities exceed the other youth on several thriving indicators.

A number of explanations warrant consideration. First, the use of random digit dialing for selection and recruitment of participants necessarily limits the sampling frame to households with land-line phones. This may have constricted the sample to a less transient population and one at less risk as a result. Second, the parent interview and consent procedure advised parents that suspected incidence of child-abuse would be reported. In reviewing call logs used to document calls during sampling, there was a clear indication that some cases dropped from the survey at this point. It is possible that youth who were at higher risk may have been excluded from the survey as a result. Finally, the response patterns across the communities may suggest that participants in the low resource communities were more likely to give a positive impression in answering questions about thriving and minimizing negative descriptions of risk related behaviors. This is perhaps most evident in the significant differences observed in youth responses to questions regarding aggressive beliefs. Six of the 17 aggressive belief questions were not endorsed by any of the youth from the low resource communities, whereas some representation of high resource community youth scores were found on all aggressive belief items. Most items on the survey have a high degree of face validity and youth answering questions in their own home may have felt more pressure to provide a positive impression of their personal behavior, family life, and community experience as a result.

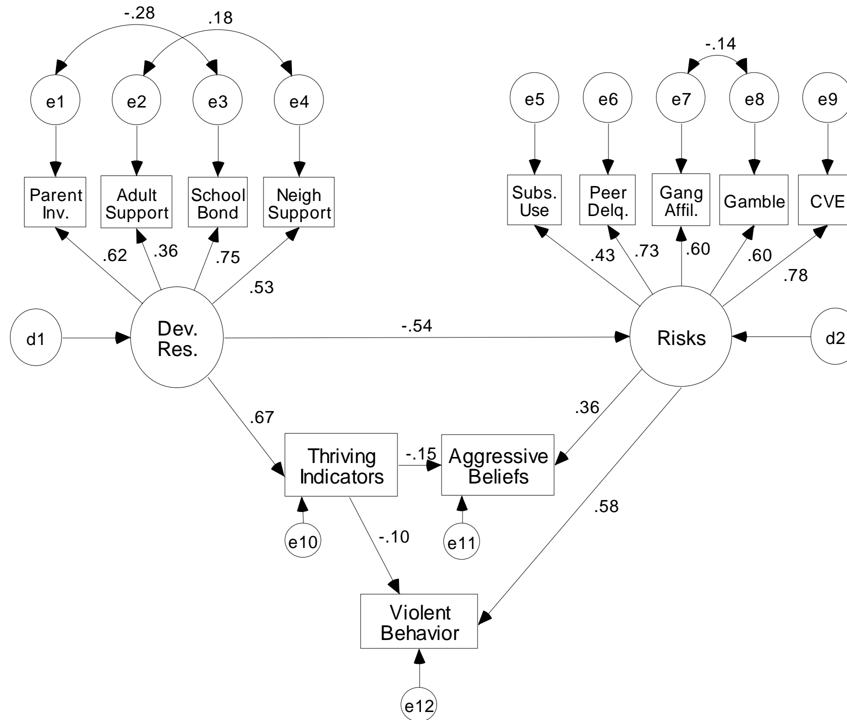
Objective 1.3 ***Identify community and neighborhood specific resources and their relationship reduction in youth violence and promotion of positive development.***

Findings from the Positive Youth Development and Violence Prevention project demonstrate support for the role of PYD resources in reducing the influence of common risk factors associated with youth violence and aggressive beliefs. A series of structural equation models were used to test the protective role of developmental resources and their role in promoting positive youth development for each community.

A path model using latent variables to represent developmental resources and risk factors was proposed. The model tested the shared effect of PYD resources on risk, aggressive beliefs, violent behavior, and thriving. A measurement model was created and tested on each sample separately and then the PYD assumptions were tested in a structural model. The Analysis of Moment Structures (AMOS) program was used to test the proposed measurement and structural models.

The final model for Pasadena demonstrated support for a good fit of the model to the data as evident by several common measures of goodness of fit (*GFI* = .97, *AGFI* = .95, *CFI* = .95, *RMSEA* = .05). A review of the chi square difference test indicated an overall improvement in the model compared to the assumption of an independence model χ^2 (127.69, p < .01, df = 48). See Figure 1. The model illustrates the protective role of assets in reducing the risks associated with violent behavior (R^2 = .29) and promoting thriving (R^2 =.44) which is also is associated with lower rates of violent behavior (*B* = -.10, *CR* =-2.64, *p* <.01) and aggressive beliefs (*B* = -.15, *CR* = -3.60, *p* < .001). The model explains 39% of the variance in violent behavior and 19% of the variance in aggressive beliefs reported by youth in this sample.

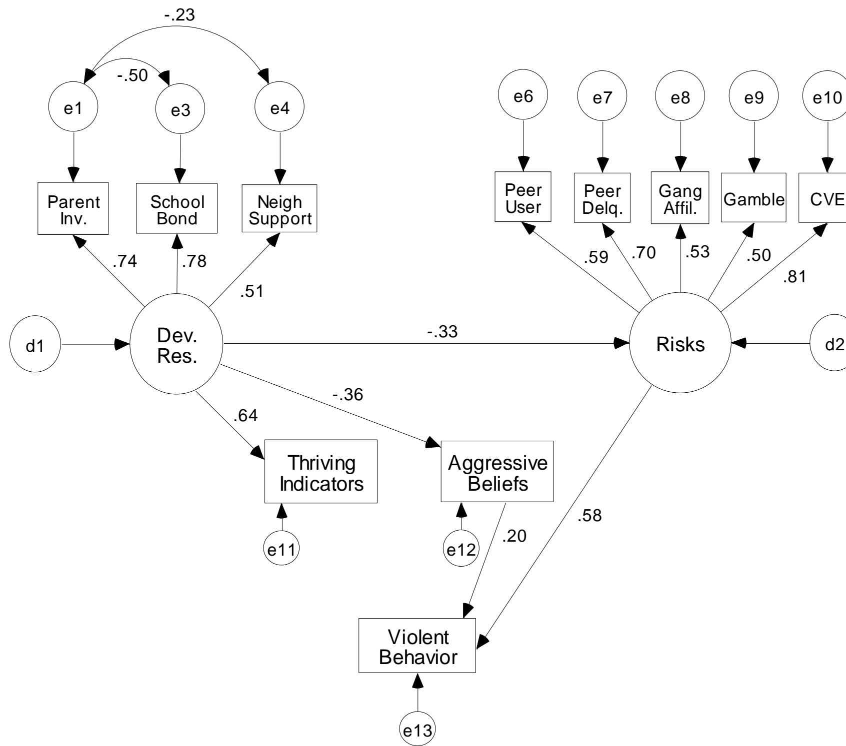
Figure 1. Structural Model for Pasadena Youth



Note: Parent Inv. = Parental Involvement; School Bond = School Bonding; Neigh. Support = Neighborhood Support; Substance Use = Frequency of Self Reported Drug and Alcohol Use; Peer Delq. = Peer Delinquency; Gang Affil. = Gang Affiliation; Gamble = Frequency of Gambling; and CVE. = Community Violence Exposure; Dev. Res. = Developmental Resources.

A similar model was tested on the sample from Compton. The test of the model indicated an acceptable fit of the structural model to the data as suggested by various goodness of fit indicators: *GFI* = .96, *AGFI* = .94, *CFI* = .95, *RMSEA* = .05. Examining the chi square difference test indicated an overall improvement in the model compared to the assumption of an independence model χ^2 (97.16 $p < .01$, $df = 39$). The developmental resource adult support was removed from the model and self reported substance use was removed from the risk model. Peer substance use was added to the risk for violence model. Overall the model does not show significant effects for Developmental Resources or Thriving on Violent Behaviors. The model does provide support for the indirect effect of developmental resources on lower rates of youth violence as evidenced by the direct effect on aggressive beliefs (B = -.36, CR =-5.84, p <.01) and violence risk (B = -.33, CR =-4.96, p <.01). The model explains 41% of the variance in thriving 40% of the violent behavior reported by youth in community 2. See Figure 2.

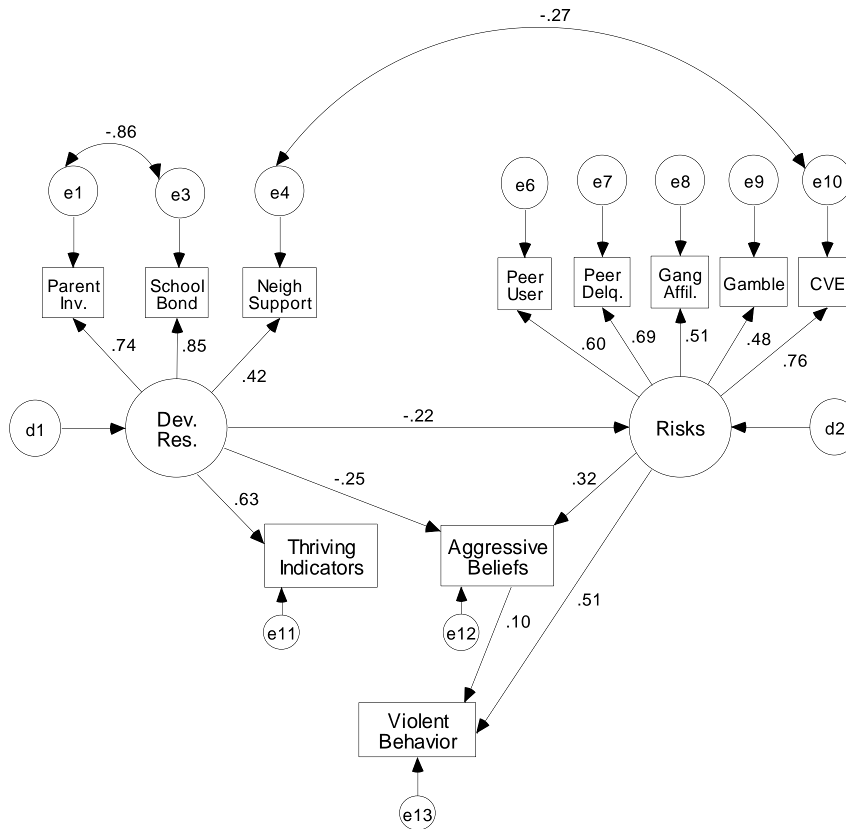
Figure 2. Structural Model for Compton Youth



Note: Parent Inv. = Parental Involvement; School Bond = School Bonding; Neigh. Support = Neighborhood Support; Peer User = Frequency of Peer Drug and Alcohol Use; Peer Delq. = Peer Delinquency; Gang Affil. = Gang Affiliation; Gamble = Frequency of Gambling; and CVE. = Community Violence Exposure; Dev. Res. = Developmental Resources.

The measurement model for risk indicators of violence in South Los Angeles was similar to the model used for the other low resource community. See Figure 3. The test of the structural equation evidenced goodness of fit indices: *GFI* = .97, *AGFI* = .95, *CFI* = .97, *RMSEA* = .05. Again the chi square difference test demonstrated an improved model fit compared to the assumption of independence χ^2 (71.91, p < .01, df = 39). This model follows the measurement model for risk and resources used in Community 2. The influence of developmental resources is more clearly seen in its influence on thriving and aggressive beliefs than on violence risk (R^2 = .05) and violent behaviors. There is no direct effect of developmental resources or thriving on violent behaviors. The influence of resources on developmental risks was smaller than other models (*B* = -.22, *CR* = -3.54, p< .01). Developmental resources demonstrated an indirect effect in predicting lower rates of youth violence as seen in the inverse relationship between developmental resources and aggressive beliefs (*B* = -.25, *CR* = - 4.47, p < .01) and aggressive beliefs are in turn positively associated with violent behavior (*B* = -.10, *CR* = -1,99, p = .05). Overall the model explains 31% of the variance in youth reports of violent behaviors and 40% of reported thriving behavior.

Figure 3. Structural Model for South Los Angeles Youth



Note: Parent Inv. = Parental Involvement; School Bond = School Bonding; Neigh. Support = Neighborhood Support; Peer User = Frequency of Peer Drug and Alcohol Use; Peer Delq. = Peer Delinquency; Gang Affil. = Gang Affiliation; Gamble = Frequency of Gambling; and CVE. = Community Violence Exposure; Dev. Res. = Developmental Resources.

Overall, the models tested across the three community samples demonstrate support for the role of developmental resources as a significant influence in the lives of youth. Across all three models youth reporting parental support and involvement, a positive school experience, and caring neighbors were more likely to report higher rates of thriving behaviors. In the high resource community thriving behavior was associated with lower rates of reported youth violence. Across the three community models developmental resources were associated with lower rates of aggressive beliefs. In low resource communities this influence is likely to correspondence with fewer violent behaviors given that youth reports of aggressive beliefs were directly related to violent behaviors. Finally youth reports of developmental resources were inversely related to reports of risk factors associated with youth violence. As expected this relationship was stronger for communities with more resources. While these models demonstrate an example of applying PYD theory approach to prevention, these models were tested using correlational models that follow predetermined assumptions about the effects of resources and risks on aggressive beliefs and violent behaviors. Further research is needed to

replicate the structural models tested in this investigation and to assess the direct and effects inferred in these models in the lives of particular youth.

Objective 1.4 ***Compare the validity of the PYD prevention model across three community samples and present findings at scientific conferences and local conferences for practitioners.***

The previous findings suggest that the PYD model is valid across the three community samples. Partial findings based on the Pasadena data have been presented at scientific conferences. See below.

Violence Prevention and Positive Youth Development, 9th International Conference on Family Violence. **San Diego, CA, 2004**

Foy, D. (2004, September). Using Advanced Quantitative Methods: Planned Missingness. Paper presented in, *Asset-based models and "Best Practices" for Youth Violence Prevention: A Program of Research.* Symposium conducted at the 9th International Conference on Family Violence. San Diego, CA.

Furrow, J. (2004, September). From Risk to Resilience: Positive Psychology and Youth Violence Prevention. Paper presented in, *Asset-based models and "Best Practices" for Youth Violence Prevention: A Program of Research.* Symposium conducted at the 9th International Conference on Family Violence. San Diego, CA.

Herrera-Maldonado, S. (2004, September). The Fuller Youth Initiative Survey of Youth Risk & Safety: Preliminary Findings. Paper presented in, *Asset-based models and "Best Practices" for Youth Violence Prevention: A Program of Research. Symposium conducted* at the 9th International Conference on Family Violence. San Diego, CA.

Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development. 13th **Annual Meeting of the Society for Prevention Research. Washington D.C., 2005.**

Herrera, S. (2005, May). Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development. Paper presented in, S. Herrera (Chair) *Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development.* Symposium conducted at the 13th Annual Meeting of the Society for Prevention Research. Washington D.C.

Furrow, J., Foy, D., & Brown, W. (2005, May). Thriving and Violence Risk Among Youth: A Test of A Positive Youth Development and Prevention. Paper presented in, *Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development.*

Symposium conducted at the 13th Annual Meeting of the Society for Prevention Research. Washington D.C.

Wagener, L., King, P.E., & Schultz, W. (2005, May). Positive Youth Development Model of Thriving. Paper presented in, *Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development.* Symposium conducted at the 13th Annual Meeting of the Society for Prevention Research. Washington D.C.

Positive Youth Development as a Violence Prevention Model. **10th International Conference on Family Violence, San Diego, CA, 2005.**

Furrow, J. & Foy, D. Positive Youth Development and Violence Prevention. 10th International Conference on Family Violence, San Diego, California, September 16 – 21, 2005.

Asset Network of Pasadena Conference for community-based agencies working with youth:

Furrow, J. & Herrera, S. (2005, April) *Thriving: Pasadena Youth on a Pathway to a Hopeful Future.* Paper presented at the "Raising Leave it to Beaver Kids in a Beavis and Butthead World" with Clay Roberts. A conference of the Asset Network of Greater Pasadena, CA.

Furrow, J., Wagener, L. King, P. & the FYI Research Team. *Building Hopeful Futures: Understanding Obstacles to Positive Youth Development and Supporting the Promises of Youth*. Payton Hall, Fuller Theological Seminary, February 2, 2007.

Pasadena Mayor's Reception - Presentation to Policy Makers:

Furrow, J., Wagener, L. King, P. & the FYI Research Team. *Building Hopeful Futures, Obstacles and Opportunities for Supporting Promises of Youth in Pasadena*. Pacific Asia Museum, February 15, 2007.

Community Advisory Board:

Fuller Youth Initiative Program of Research Accomplishments. Payton Hall, Fuller Theological Seminary, June 28, 2007. Special invitees: Mayor Bill Bogaard of the City of Pasadena; Pasadena Chief of Police, Bernard Melekian; Congressman Adam Schiff (29th District).

Research Initiative 2

Objective 2.1 ***Identify the developmental resources unique to the youth's involvement in the prevention program.***

Objective 2.2 ***Compare resources and risk exposure of those participating in a prevention program to average resources reported by youth in the community.***

The FYI research program recruited subjects from a variety of settings to participate in the FYI Pathway's Interview, an in-depth interview protocol. The sampling procedure included youth who were nominated as "care exemplars" from a public high school (56), at-risk youth placed in an alternative high school settings (26), participants in two community based programs for homeless youth (9), and active participants in four violence prevention programs (33).

A comparison of youth reports of developmental resources was conducted based on youth participating in one of three different violence prevention programs[1]. Youth reports of risk, resources, and violence related outcomes were compared with a representative sample of youth from the same community served by the prevention program. Youth participating in prevention programs report having comparable or higher ratings for developmental resources. See Table 2.1. The largest difference between the two groups was in the area of school bonding and parental involvement. The increase in resources corresponded with higher rates of personal and social risk. Program youth reported higher levels of personal risk factors including academic disengagement and alcohol / drug use. They were more likely to endorse a number of social risks associated with violent behavior including having peers who were involved in delinquent behavior and alcohol and drug use. Program youth were more likely to report being a victim of physical or sexual abuse, and were more likely to be exposed to a variety of forms of community violence compared to the average peer in each of their communities. These youth reported similar levels of thriving compared to the community wide ratings with the exception of higher ratings on community service involvement. Finally youth in prevention programs were more likely to experience higher levels of psychological distress, to endorse more aggressive beliefs, and to report greater involvement in violent behaviors when compared to youth from their respective communities. These findings suggest that prevention programs are appropriately targeting high need youth within their communities.

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[1] The fourth prevention program included youth (n= 3) who were recruited as a part of an at risk sample in Pasadena. The procedure for nominating these youth was based on different criteria than the youth in the other three programs. These three youth were excluded from the analysis.

Table 2.1 Community-Based Comparisons of Prevention Program Youth

	Min/ Max	Compton				South Los Angeles			
		Phone Sample		Prevention Program		Phone Sample		Prevention Programs	
		n = 421		N = 18		n = 405		n = 11	
		mean	sd	mean	sd	mean	sd	mean	sd
Personal Risks									
Academic Disengagement	1- 5	1.90	.94	2.12	2.01	2.03	.68	2.36	.50
Gambling	0-5	1.00	1.29	1.67	1.75	1.58	1.56	1.18	1.25
Gambling Problems	0-3	1.18	1.19	.69	.95	.78	1.00	.50	1.22
Self Substance Use	0 – 4	.53	1.20	.78	1.35	.08	.22	.82	1.07
Weak Social Ties	1-5	1.84	.60	1.57	.69	1.91	.59	1.67	.68
Physical Abuse	0 - 3	.56	.57	.89	.58	.55	.60	.64	.50
Sexual Abuse	0 - 3	.29	.56	.78	.73	.24	.52	.27	.46
Family Abuse	0 - 4	.78	.40	1.17	.92	1.24	.75	.91	.70
Parent Substance Use	0 - 4	1.57	.78	1.67	1.54	.10	.12	2.36	1.91
Peer Substance Use	0 – 4	1.09	1.26	1.82	2.00	1.63	1.86	2.27	3.13
Peer Delinquency	0 – 7	.83	1.24	2.17	2.09	.82	1.34	2.36	2.25
Gang Affiliation	0 – 4	.24	.56	1.56	1.46	.38	.72	1.36	1.37
Community Violence Exposure	0- 35	9.98	7.07	19.05	12.33	11.52	7.98	18.18	9.46
Neighborhood Disorganization	1-5	2.00	.85	3.22	1.37	2.92	.73	3.51	.87
Psychological Distress	1-5	1.17	.62	2.11	.62	1.78	.63	2.31	1.04
Aggressive Beliefs	0-17	3.39	2.42	4.39	2.66	2.67	1.29	6.27	3.35
Violent Behavior	0 - 4	1.38	.55	1.50	1.15	1.51	.68	.82	1.40
Parent Involvement	1 - 5	2.49	.34	3.73	.52	2.47	.37	3.89	.49
Adult Support	1 - 5	3.83	.91	3.81	1.05	3.78	.95	3.98	.77
School Bonding	1 - 5	3.37	.66	3.60	.71	3.26	.67	3.66	.60
Neighborhood Support	1 - 5	3.79	.56	3.79	.51	3.73	.58	3.29	.99
Thriving Indicators									
Future Orientation	1 - 5	3.93	.53	3.5	.47	3.89	.59	3.53	.35
Fulfillment of Potential	1 - 5	3.73	.88	3.36	.82	3.68	.85	3.59	.49
Positive Identity	1 - 5	3.93	.79	4.08	.73	3.89	.74	3.86	1.07
Positive Values	1 - 5	4.29	.47	3.98	.56	4.26	.45	3.65	.51
Resourcefulness	1 - 5	3.77	.64	3.22	.51	3.75	.66	3.39	.47
Restraint Values	1 - 5	3.74	1.07	3.64	1.22	3.73	1.06	3.77	1.08
Service Activities	1 - 5	2.24	1.25	2.39	1.54	2.18	1.17	2.27	1.01

Objective 2.3 ***Examine the relationship between developmental resources and participation in behaviors that put youth at risk for violence.***

Reports of youth participating in violence prevention programs were analyzed to examine the relationship of a youth's personal and social risk with their reports of violent behaviors. These relationships were tested using zero-order correlations and results should be treated as preliminary given the small sample size. Youth who reported greater involvement in alcohol and drug use ($r = .55$, $p < .01$) and reported greater levels of psychological distress ($r = .53$, $p <.01$) were more likely to report being involved in violent behaviors within the past year. These youth were also more likely to report higher levels of neighborhood disorganization ($r = .44$, $p <.05$) and exposure to community violence ($r = .45$, $p < .05$). Similarly these youth are more likely to report being exposed to abuse (physical $r = .52$, $p < .01$; sexual $r < . 41$, $p < .05$). Youth reporting higher violence scores were also more likely to report affiliating with gangs ($r = .52$, $p < .01$) and having friends involved in delinquent behaviors ($r = .42$; $p < .05$).

No statistically significant relationships were evident between developmental resource and self reported violent behaviors. Developmental resources were more likely related to violence risks rather than violence behavior specifically. Participants who reported a positive relationship with their school were less likely to report having friends who were involved in delinquent actions ($r = .40$, $p = .03$) or affiliated with gang activities ($r = -.37$, $p = .05$). Youth living in supportive neighborhoods were more likely to report lower levels of community violence exposure ($r = -.39$, $p = .04$) and lower levels of disorder in their neighborhood ($r = - .53$, $p = .03$). These findings suggest that developmental resources may serve a protective effect from violent behavior for the youth who are participating in prevention programs.

Objective 2.4 ***Identify the developmental resources that are most related to positive developmental outcomes and post traumatic growth following a critical life event.***

For youth in prevention programs several developmental resources were positively associated with reports of increased thriving among these youth. Those youth who reported greater parental involvement were more likely to report higher scores on future orientation ($r = .57$, $p < .01$) and resourcefulness ($r = .39$, $p = .04$) Youth who reported a positive relationship with their school were more likely to endorse positive values ($r = .34$, $p = .07$) and values of restraint ($r = .42$, $p = .02$). Youth living in supportive neighborhoods were more likely to report higher scores on positive identity ($r = .42$, $p = .03$).

There were no relationships found between measures of post-traumatic growth and developmental resources. As expected developmental resources were positively related to post traumatic growth but the magnitude of these correlations (r = .08 to .19) was weak. A similar analysis repeated on all youth who participated in the pathways interview ($n = 114$) and again no significant correlations were found.

Objective 2.5 Summarize findings for practitioners and profession

Distribution of results from analysis of findings from the study of youth in prevention programs was delayed as a result of difficulties in recruiting participants. Findings in this report are based on preliminary analysis of data gathered at the end of the grant period. Future presentation and dissemination of results will follow a similar practice of dissemination through professional meetings, publications, and community organizations.

Program Evaluation

Objective 3.1 *Identify 40 youth who represent "best outcomes" of the programs for research interview in Research Initiative 2.*

Extensive recruitment efforts of youth from the participating programs in South Los Angeles and Compton have yielded a total of 29 interviews (17 males, 12 females). Ultimately, we were unable to conduct any interviews with youth from the last program due to their logistics. Obstacles to the recruitment process are noted and explained in the obstacles section.

Objective 3.2 *Program's Alignment with "Best Practices" Model across Community Samples*

The Best Practices Program Evaluation study was conducted in two phases. During the initial phase of the project, youth programs located in Pasadena, Compton and South Los Angeles in Southern California were identified as potential participants for a phone survey study. These three communities were subsequently categorized into high or low resource communities. Pasadena was labeled as a "High Resource Community" given the high number of youth programs and resources found within the boundaries of that particular community. For the purpose of analysis, Compton and selected areas of South Los Angeles were collapsed into one community and labeled as a "Low Resource Community," given the scarcity of youth violence prevention programs in these areas, higher representation of low-income individuals and overall lack of community resources. During the second phase of the study, a selected number of youth violence prevention programs, working with 25 or more youth between 12 and 18 years of age, were recruited from the list of programs that completed the telephone survey. During this second phase, program directors and key staff participated in a face-to-face program evaluation interview.

Phase I: Phone Interview to Assess Familiarity with Best Practices.
During phase one, phone surveys were conducted with youth programs in the target area in order to identify programs that met eligibility criteria for this study and to inquire about their familiarity with best practices. A team of five raters categorized programs into four Best Practices strategies identified by the Center for Disease Control (CDC; Thornton, Craft, Dahlberg, Lynch, & Baer, 2002) these are mentoring, social cognitive, family-based, and home-visiting strategies. Programs that used a combination of strategies were categorized as using "Multiple" strategies and programs that did not fit into any one of the categories were classified as "Other". Below are the findings per the two community samples surveyed at this phase:

High Resource Community. Descriptive information was obtained from 61 of the 89 adolescent programs contacted. Of these 61 programs, 44 were identified as a youth violence prevention program. Thirty percent of these programs were classified as employing exclusive Best Practices strategies; specifically 16% (7/44) were classified as social cognitive, 9% (4/44) mentoring, and 5% (2/44) as parenting /family-based programs. Of the 44 programs, 18% were classified as employing some combination of

strategies (i.e. social cognitive and recreational), and 52% of were classified as employing exclusive "Other" strategies. The "Other" strategies category included programs that employed multiple strategies (35%), Recreational strategies (35%), and Career Development strategies (17%).

Low Resource Community: Twenty-seven of 82 adolescent programs in an economically disadvantaged community were initially contacted to confirm that they were in operation and to obtain general information about the program. One third of these programs were randomly selected to provide more descriptive information about their programs. Overall, 74 percent (20/27) of these programs reported no familiarity with the "Best Practices" of youth violence prevention, 15 percent (4/27) reported some familiarity, and 11 percent (3/27) reported full familiarity. Furthermore, in relative congruence with previous estimates, 37 percent (10/27) of these programs were found to employ "Best Practice" strategies.

Phase II: Process Evaluation/Semi-Structured Interview Assessing Adherence to Best Practices.

Program directors and/or agency directors and other staff from selected programs participated in a face-to-face semi-structured interview, approximately 2 to 2.5 hours in length. Selected programs completed a demographic form and were asked to provide supporting documents on their background, such as written mission statements, goals summaries and brochures. All of the interviews were conducted onsite at the participating agency, by two or more trained researchers.

The Fuller Youth Initiative's Best Practices and Positive Youth Development Interview is a semi-structured interview consisting of 463 multiple choice and open-ended questions designed to assess the use of best practices for youth violence prevention. The measure was constructed by the Fuller Youth Initiative researchers based on the literature available on best practices such as Blueprints for Youth Violence Prevention (Elliot & Mihalic, 2004), and Center for Disease Control (CDC) sourcebooks (Thornton et al., 2002) as well as other program evaluation resources (Mihalic, Ballard, Michalski, Tortoise, Cunningham, & Argamaso, 2002). The interview asked questions in each of the following domains: theory, implementation, and evaluation.

Program theory. The theory section assessed the organization's knowledge of relevant literature on youth violence prevention, the needs in the targeted community, and knowledge of best practices (e.g., "What steps have you taken to understand the literature on youth violence prevention?"). Within the theory domain, the clarity of the program and the theoretical rationale of the program were also assessed. These concepts were addressed through evaluation of the agency's printed material. An example of questions asked in this domain is "What challenges have you encountered in forming a detailed mission statement?"

Program implementation. The implementation domain primarily addressed the availability and quality of the program's resources. For example, agencies were asked

whether or not they felt they had sufficient funding and what obstacles, if any, they have encountered in securing funding. The degree to which the program was able to appropriately recruit staff was assessed and questions pertaining to practices common to model programs were asked using three different sets of items divided by program strategy (family-based, social-cognitive strategies, and mentoring strategies).

Program evaluation. Lastly the evaluation domain, or the third component of the survey, addressed the frequency and quality of evaluation and feedback. Items such as, "Do you conduct a formal program evaluation", "How often do you conduct a formal program evaluation" and "When was the last time you conducted a program evaluation" were used to assess this last domain. When possible, past evaluation reports were also reviewed.

Ratings/Analysis. Once the interview administration was complete and all supporting documents were acquired and reviewed, a team of three research fellows rated each program on each of the domains. The raters were graduate student research fellows who had completed a minimum of two training sessions. The research fellows were asked to rate each program on a 3-point scale in which a rating of 3 indicated excellence, 2 indicated adequacy, and 1 indicated comparative weakness or the need for improvement. Frequencies/percentages were calculated in each domain so that meaningful comparisons could be made between domains. Tables 1-3 show the frequency of ratings by theory, evaluation, and implementation. In general, programs demonstrated a marginally adequate use of best practices in theory and implementation, while many were rated lower in the evaluation domain.

The following are the most salient findings by each domain:

Program theory. In both communities (High and Low Resource), the majority of programs were rated as excellent concerning knowledge of community needs and knowledge of the program participants. Eleven of the 14 programs were rated as excellent in their knowledge of their participants. It also appears that these community-based agencies were well informed about the communities and the youth they served. See Table 3.1.

Table 3.1. Percentages of ratings by Best Practice Theory criteria

Best Practice Criteria ***Program Theory***	**High Resource Community n = 10**			**Low Resource Community n = 4**		
	Excellent 3	Adequate 2	Needs Improvement 1	Excellent 3	Adequate 2	Needs Improvement 1
Knowledge – Literature Awareness	20%	50%	30%	25%	0%	75%
Knowledge of community need	80%	10%	10%	75%	25%	0%
Knowledge of participants	70%	30%	0%	100%	0%	0%
Clarity of problem	40%	30%	30%	25%	75%	0%
Clarity of target population	40%	20%	40%	75%	25%	0%
Clarity of general goals	50%	40%	10%	50%	50%	0%
Clarity of measurable objectives	10%	50%	40%	25%	50%	25%
Clarity of staff expectations	40%	50%	10%	25%	75%	0%
Clarity of volunteer expectations	30%	0%	70%	0%	25%	75%

*Program Implementation***.** In the implementation domain, agencies demonstrated the strongest adherence to best practices (see Table 2). All agencies were rated as adequate to marginally excellent on staff competency, staff recruitment, community investment, appropriate goals and objectives, appropriateness of practices and appropriate setting or facilities for program activities. An area of particular strength was staff recruitment. Thirteen of the 14 programs across both communities were rated as excellent in this category**.** See Table 3.2.

Table 3.2. Percentages of ratings by Best Practice Implementation criteria

Best Practice Criteria *Program Implementation*	**High Resource Community n = 10**			**Low Resource Community n = 4**		
	Excellent 3	Adequate 2	Needs Improvement 1	Excellent 3	Adequate 2	Needs Improvement 1
Model program best practices	10%	80%	10%	0%	75%	25%
Sufficiency of funding	20%	40%	40%	25%	50%	25%
Sufficiency of staffing	10%	60%	0%	0%	50%	50%
Staff competency	40%	60%	0%	25%	75%	0%
Staff recruitment	90%	10%	0%	100%	0%	0%
Community investment	40%	60%	0%	25%	75%	0%
Appropriate goals & objectives	40%	60%	0%	75%	25%	0%
Appropriateness of practices	40%	60%	0%	100%	0%	0%
Appropriate setting	50%	50%	0%	75%	0%	25%
Appropriate materials	20%	30%	50%	75%	0%	25%
Quality of training	40%	20%	40%	0%	50%	50%

*Program evaluation***.** Programs across both communities were given low ratings in this domain. See Table 3.3. A review of program barriers offers a more in-depth description of the challenges youth programs face in this domain. See below.

Table 3.3 Percentages of ratings by Best Practice Evaluation criteria

Best Practice Criteria *Program Evaluation*	**High Resource Community n = 10**			**Low Resource Community n = 4**		
	Excellent 3	Adequate 2	Needs Improvement 1	Excellent 3	Adequate 2	Needs Improvement 1
Frequency of program eval.	30%	0%	70%	50%	0%	50%
Frequency of data collection	40%	10%	50%	50%	0%	50%
Standardization of data collect.	20%	20%	60%	50%	0	50%
Measures	0%	60%	40%	50%	50%	0%
Fidelity	40%	10%	0%	50%	25%	25%
Feedback	40%	50%	10%	0%	50%	50%
Analysis	10%	10%	80%	0%	50%	50%

Objective 3.3 Identify obstacles to program's implementation of "best practices"

*Program theory***.** A particular weakness and challenge found within the theory domain for both community samples was related to the difficulty in clarifying measurable objectives. Only two of the 14 agencies were rated as "excellent" in this domain. Similarly nine of the 14 agencies were rated as "needing improvement" on the clarity of expectations for volunteers. See Table 3.1. In this particular domain, several agencies indicated that conducting thorough needs assessments and literature reviews can be challenging. A representative of one agency went on to explain that some resources can be difficult to read or understand, and that many staff lack the statistical knowledge to make sense of the data. In addition, interviewees reported that finding and gaining access to local data from police departments and schools can be challenging. Furthermore, some agencies indicated that there is a plethora of data, making it difficult for program staff to narrow down information.

*Program implementation***.** Notably, a particular challenge for both communities was related to the core issue of implementation fidelity. Specifically, acquiring and utilizing standardized intervention resources appeared to be a challenge for several agencies. Only 4 agencies reported having a written curriculum that formed the basis for a consistent and replicable set of interventions. Similarly, only 6 agencies reported having a written training manual to ensure consistency and protocol among staff and volunteers. It is important to highlight that for the "Low Resource Community," having sufficient staff and quality training was a significant barrier to their implementation of best practices.
Additional data on barriers to the implementation of best practices were collected via 12 dichotomous close-ended items regarding specific barriers to implementation. A one-sample t-test was employed to analyze these items. Conflict with participant cultural values and transportation problems were found as significant barriers to effective best practice implementation. See Table 3.4. Open-ended items were also coded for common themes endorsed in the 10 programs located in the "High resource community". Specifically, a team of four coders derived common themes using Grounded Theory from program responses to the open-ended item *What obstacles/challenges have you encountered in trying to implement your program?* Two programs chose not to respond to this item. Coders then coded each program statement into one or more of the derived themes. See Table 3.5. Frequency and extensiveness of each theme across programs was decided by 3/4th consensus. Frequency is defined as the number of occurrences of each theme within all program responses and extensiveness is defined as the number of programs that responded under a given theme. As seen in Table 3.5, endorsed themes of Staff Diversity, Staff Quality and Sufficient Number of Staff are consistent with literature stating a variety of staff related barriers.

Table 3.4. Implementation Barriers Endorsed by
Community-Based Youth Violence Programs in High Resource Community

	M	**SD**	**T**	**P**
Program conflicts with participant religious values	.10	.32	1.00	
Program conflicts with participant cultural values	.70	.48	4.58	.001
Community is not involved	.10	.32	1.00	
Participants are not involved	.10	.32	1.00	
Strategies lack diversity to meet all needs	.30	.48	1.97	
Program too demanding	.40	.52	2.45	.04
Participants distrust program	.10	.32	1.00	
Language barrier	.30	.48	1.97	
Participants' transportation problems	.40	.52	2.45	.04
Over 50% participant drop out	.10	.32	1.00	
Participants do not take leadership	.10	.32	1.00	
Program is too costly	.20	.42	1.50	

Note. $n = 10$

Table 3.5. Barrier Themes Endorsed by
Community-Based Youth Violence Programs in High Resource Community

	Frequency[a]		Extensiveness[b]	
	n	% total themes	n	% total programs
Staff Diversity	3	25	3	30
Staff Quality	2	17	2	20
Sufficient Number of Staff	1	8	1	10
Community Investment	2	17	1	10
Participant Investment	1	8	1	10
Unclear Participant Expectations	1	8	1	10
Funding	2	17	2	20

[a] $n = 12$, [b] $n = 10$

Program evaluation. The weakest adherence to best practices was demonstrated within the evaluation domain 9 out of the 14 of the programs across the two communities were rated 1 (needs improvement) on frequency of program evaluation, 9 were rated 1 on standardization of data collection, and 10 were rated 1 on the appropriateness and technical adequacy of data analysis.

***Objective 3.4** Identify program components that promote developmental resources and positive youth development*

All programs appeared to be intuitively implementing PYD practices, but need greater clarification and inclusion of positive outcomes in service delivery as evidenced by the marginal ratings on understanding of the PYD theory and inclusion of such PYD knowledge in the program goals and objectives. See Table 3.6. The "Low Resource Community" received particularly low ratings in this domain.

PYD proponents advocate for strengthening the personal and ecological resources of youth in a given community, instead of reducing problem behavior alone (Lerner, 2004). Catalano et al., (2002) have conceptualized fifteen constructs within which to categorize these youth resources. In general, these resources seem to have broad appeal and appear to be easily endorsed by community programs. Data on whether programs explicitly endorsed the PYD model in their goals and objectives, and 2) the frequency by which Catalano et al., 2002 constructs were represented in the goals and objectives of programs endorsing PYD were explored with 10 youth programs located in the High Resource community. Of the 77 goals and objectives provided by all 10 programs, 58% (45) addressed PYD constructs. Specifically, a similar percentage was found for goals (58.6%) and objectives (57.9%). There was not an even distribution of Catalano's PYD constructs throughout the programs' goals and objectives Of the 45 goals and objectives addressing PYD constructs, 22 (49%) fell in the "Cognitive Competency" construct, whereas no other construct was represented in more than 7 goals or objectives (or 9% of the total).

Table 3.6. Percentages of ratings by Positive Youth Development criteria

Positive Youth Development	**High Resource Community n = 10**			**Low Resource Community n = 4**		
	Excellent 3	Adequate 2	Needs Improvement 1	Excellent 3	Adequate 2	Needs Improvement 1
Knowledge	50%	20%	30%	25%	0	75%
Understanding	40%	30%	30%	0	0	100%
Goals & Objectives	40%	30%	30%	0	50%	50%
Practices	100%	0	0	75%	25%	0

Objective 3.5 Compare program evaluation results across three community samples through:

3.5a. Identification of common areas of alignment, obstacles, and PYD strategies

Overall, findings from this program evaluation study suggest that many community-based youth violence prevention programs are still unfamiliar with best practices. Furthermore, those who are familiar with best practices have difficulties in sustaining adherence to these evidence-based guidelines.

The phone survey results suggest that many youth violence prevention programs continue to practice strategies outside of the Best Practices literature. Our findings support what others have already identified as a need in the field of prevention. There is limited evidence available with regard to the effectiveness of dissemination strategies of best practices (Ernett el al. 2003). Many of the programs surveyed are apparently employing practices that have not been shown to be effective, despite dissemination of the literature. More than half of the programs (52%) surveyed over the phone, in the "high resource community", were classified as employing other strategies that included recreational interventions, career development, faith-based, tutoring, community service, and/or a combination of several strategies. Similar findings were corroborated in the survey conducted in the "low resource community" in which 74% of the surveyed programs reported no familiarity with "Best Practices" of youth violence prevention.

Our program evaluation study also highlights the many barriers to the implementation of best practices elements that are present at the community level. Specifically, data obtained from the multiple case studies of fourteen programs suggests that many community-based youth violence prevention programs struggle to implement best practice strategies, particularly in areas such as knowledge of research-based theories, clear measurable objectives, and outcome evaluations. There is an evident disparity between the degree of knowledge that programs have about communities in which they work and their knowledge of the best practices literature. Findings also suggest that many programs have not clearly delineated the objectives of their program. Only 14 % of the total sample of programs across communities was found to have an excellent articulation of their objectives while 36% of the programs surveyed were found to have a poor articulation of their objectives. An immediate consequence of having poor clear objectives is related to the limitations that this creates in conducting outcome evaluations. Our findings indicate that community-based youth violence prevention programs have limited ability to conduct outcome evaluations. Fifty percent of the programs interviewed were found to have infrequent or non-existent program evaluation. This is likely due to lack of infrastructure, lack of available expertise, and lack of resources. Finally, many non-profit, community-based youth agencies are chronically under resourced and must constantly prioritize how to make their thin budgets stretch.

Lastly, PYD strategies seem to have broad appeal and appear to be easily endorsed by community programs. Findings suggest that PYD has been intuitively integrated into community-based youth violence prevention programs, but that the model has not been applied in an explicit, measurable way. To an extent, this may be due to unclear program goals and objectives. Our findings also indicate that many programs have only a cursory understanding of PYD and may not have enough knowledge about the model to adequately represent it in goals and objectives.

3.5b. Identify community-based resources that support prevention programs and their outcomes

Analysis of the results from 14 program evaluations underscores the need for resources to support the delivery of prevention programming in both high and low resource communities. Since program directors and staff are often overwhelmed by their operation, they can benefit from readily accessible resources that are easy to implement. As one program director stated during a feedback session: “Some programs are at the dirt level more so than at the grassroots level.” The following resources were valued among the evaluated prevention programs.

Coalitions. Coalitions are effective in joining community programs and personnel in collaboration around a shared interest and concern. In our experience, community-based programs find coalitions helpful because it gives their program and the issues of positive youth development and violence prevention a voice and representation at the community level. The relationships established in these coalitions provide an opportunity for meaningful partnerships among programs. Often, participation in a coalition helps program directors to leverage in-kind services and to avoid duplication of efforts.

We feel strongly that coalitions can also serve as dissemination points of Best Practices Violence Prevention and PYD strategies and resources. A majority of the evaluated programs did not have staff resources to review recent publications on best practices. Best Practices dissemination efforts by governmental agencies may be aided by reaching out to coalitions that have the ability to assemble multiple grassroots organizations. We, at the Fuller Youth Initiative, had the opportunity to work with a local coalition that facilitated several opportunities for sharing local findings and best practices information for program staff and for policy makers. Local programs sent representatives to these events and considered these sessions to be valuable in-service training opportunities.

Lastly, coalitions provide a conduit for ongoing program development and technical assistance. A common concern expressed by program directors is the lack of capacity building and technical assistance, particularly around issues related to program implementation and program evaluation. Community-based grassroots organizations face particular challenges when implementing their programs. For example, some of the programs working with youth from the courts face deadlines for program participation imposed by the court that interfere with final outcomes. Program directors have to be very creative about circumventing these types of obstacles. Capacity building and technical assistance provided through a coalition has the potential of equipping grassroots

programs with the resources and the knowledge to improve their infrastructure and to implement and adapt programs in real settings, as well as to find and apply real and viable solutions. One such example is the Violence Prevention Coalition of Greater Los Angeles. They offer program evaluation workshops on a yearly basis to assist violence prevention programs that have limited funding for this type of activity.

Wraparound Services. A number of programs evaluated by our project consisted of wraparound services. Given the nature of the needs of at-risk youth and their families, several programs have implemented a number of individualized services that are based on a multimodal intervention approach. In our experience wraparound services programs are most organized when they work in tandem with other agencies and leverage services through partnerships. One of the programs we worked with in the Compton area is currently mobilizing the community to move towards forming partnerships to support program delivery through leveraging of services, as well as advocacy and policy making. Clearly, South Los Angeles & Compton are areas that are characterized by a lack of youth programs and by decades of economic disinvestment and may benefit from this approach to program development and service delivery.

Funding. A critical need expressed by all programs is the need for predictable and consistent sources of funding. As is generally the case, most of the programs evaluated relied on government funds. It would be beneficial for grantors to also provide capacity building and technical assistance along with the funding to help programs sustain their efforts over time.

C. OBSTACLES DURING GRANT PERIOD

Program Recruitment in Compton and South Los Angeles

In the process of identifying youth violence prevention programs we found there were several criteria that narrowed the eligibility of programs for participation in the study. First, programs needed to consider violence prevention a main goal of their programming and service delivery in Compton and selected zip code areas of South Los Angeles. Second, programs had to express a willingness to participate in both the Program Evaluation and the Pathways into the Future Interview components of the FYI project. Third, programs were selected that served a minimum of 40 youth participants (instead of 25 originally) who were between 12-18 years of age. Preference was given to programs that had sufficient numbers of youth in the 10th and 11th grade to ensure their ability to contribute nominations of youth who could qualify for the "Pathways Interview."

There were a number of challenges in identifying qualified violence prevention programs in the communities of Compton and South Los Angeles. The most significant challenge was identifying program candidates. Many attempts were made to identify programs through our survey of programs in the area, contact with recognized social services agencies, visits to the area, as well as contact with the Los Angeles County Sheriff's Office. These attempts yielded very limited results. In our experience, South Los Angeles and Compton are areas low in the number of violence prevention programs for youth. A related challenge in identifying programs was the lack of sufficient community-based coalitions or networks. One exception, the Violence Prevention Coalition of Greater Los Angeles, underwent significant restructuring and was out of operation during a significant part of our grant period. The other coalition we found in Compton recommended programs that we had contacted already.

Recruitment of Participants from Programs in Compton and South Los Angeles

The nomination procedure for youth to participate in the Pathways into the Future In-depth Interview took more time than previously anticipated. Each program received materials explaining the nomination criteria and process. We asked programs to consider their ability to refer youth who they considered to be their "best outcomes" and to provide packets of information to these youth. In addition, we offered to follow-up on the interested youth. However, due to confidentiality, programs enrolled had to present the information to each potential youth/referral initially in order to obtain a release of information from the parent that allowed them to provide to us the name, address and phone number of the potential participant and the parent or guardian. While the programs initially estimated that they would have the necessary number of youth considered to be "best outcomes" and who were in the 10th and/or 11th grade, they had to resort to their lists of recent program graduates. They were also waiting to have a new pool of referrals as soon as youth in their current programs made strides in their individual progress.

Given the complexities we faced in recruiting a sample for S. Los Angeles and Compton the principal investigator and co-investigators decided to pursue an additional sample of female youth that would still allow for the fulfillment of grant commitments and to make meaningful comparisons by gender and by geographical area. With this in mind, the research investigators decided to pursue a sample of exemplar and at-risk female

adolescents in Pasadena for comparison with the previously obtained sample of male youth.

The research team came to this decision based on the growing evidence that female youth involvement in violence and delinquency is increasing. The researchers also felt that while female youth are clearly affected by community violence, there is need for a better understanding of how these types of experiences impact them. Initially the team thought that we would not the have capacity to recruit both female adolescents in Pasadena and adolescents from S. Los Angeles and Compton. This view changed in light of the lower numbers obtained in that area. Existing networks in Pasadena have been helpful in obtaining a larger pool of potential participants.

Completion of interviews
Extensive recruitment efforts of youth from the participating programs in S. Los Angeles & Compton yielded a total of 29 interviews (17 males, 12 females). Our ability to conduct a good number of interviews was significantly undermined at one of the programs after the agency's funding source required the program to have all interviewers to be fingerprinted through the agency's designated Probation Office. The Probation Office scheduled the appointments at times that were difficult to meet for the interviewers. Unfortunately, the Probation Office was not willing to accommodate alternate schedules and the program was instructed to not accept fingerprints from other facilities. Ultimately, we were unable to conduct any interviews with youth from the last program we recruited due to their logistics. In this instance, the program supervisor insisted on being on site at the time of the interviews but he was never available to coordinate times for the interviews.

Extensive follow-up was conducted with youth who expressed interest in participating in the interview. As stipulated by the protocol submitted to our Human Subjects Review Committee, we reviewed the consent form verbally with the parent in addition to the youth over the phone prior to obtaining a signature. We found that this process took more time than anticipated, as the protocol required contacting the parent/guardian to thoroughly explain the study.

We also experienced many "no-shows" at the first and subsequent rescheduling appointments of several youth. As a result, we devised a protocol that reminded the youth and the parent, if possible, about the appointment the night before the interview. If a youth did not come in within 15 minutes of the interview, they were called to remind them about their appointment in the hope that they were still interested in coming. We also continued to be sensitive to the programs enrolled in our projects and we had to take into account their requests concerning use of space in the facilities and program hours in our interview schedule.

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APPENDIX 1

PUBLICATIONS

Fuller Youth Initiative Research Team. *Elements for Program Success: A Manual for Youth Violence Prevention Implementation and Evaluation*

Herrera, S., Rojas-Flores, L., Walling, S.M., Foy, D., Furrow, J.L., Brown, W.S., & Wagener, L.M. *Community Violence and Reactions Among Suburban Youth; Ethnicity and Gender Considerations*. Manuscript in preparation.

Rojas-Flores, L., Herrera, S., Furrow, J., Wagener, L., Sagawa, J., Walling, S., Brown, W., & Foy, D. (2007). *Are Community-Based Programs Implementing "Best Practices"? A Multiple Case Study of Youth Violence Prevention Programs*. Manuscript in preparation.

APPENDIX 2

POSTER SESSIONS

Year 2004

Ragin, A., Sagawa, J., Thomas, J., McGovern, S., Chandy, S., & Rojas-Flores, L (2004, May). *What intervention strategies are community-based, violence prevention programs using?* Poster presented at the Society for Prevention Research, Quebec, Canada.

Sagawa, J., McGovern, S., Ragin, A., & Rojas-Flores, L. (2004, May). *Do community-based youth violence prevention programs use "Best Practices" strategies?* Poster presented at the Society for Prevention Research, Quebec, Canada.

Year 2005

Sagawa, J.T. & Furrow, J. L. (2005, April). *The Role of Future Orientation in Moderating the Influence of Risk on Violent Behavior*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Atlanta, Georgia.

Schultz, W., Wagener, L. & King, P. E. (2005, April). *Indicators of Thriving in Adolescence: A Factor-Analytic Study*. Poster session presented at the Biennial Meeting of the Society for Research in Child Development (SRCD), Atlanta, Georgia.

Year 2006

Green, L., Chandy, S., Rojas-Flores, L., & Herrera, S. (2006, May) *Best Practices/Positive Youth Development Program Evaluation of a First Offenders Program: Implications for the Prevention of Youth Violence.* Poster session presented at the 14th Annual Meeting of the Society for Prevention Research, San Antonio, TX.

Herrera, S., Rojas-Flores, L., Walling, S., Foy, D., Furrow, J., & Wagener, L. (2006, June) *Aggressive Beliefs and Violence Exposure Among Suburban Youth: Ethnicity and Gender Considerations.* Poster session presented at the Family Research Consortium IV (UCLA Center for Culture and Health) 3rd Annual Summer Institute, On the Move: Geographic Transitions and the Mental Health of Families, Spokane, WA.

Rojas-Flores, L., Herrera, S., Foy, D. W., Furrow, J., & Wagener, L. (2006 September). *Youth's Exposure to Community Violence: Exploring Ethnicity and*

Gender Considerations in a Suburban Sample in the United States. Poster presented at the First World Congress of Cultural Psychiatry, Beijing, China.

Quagliana, E., Carmona, H., Chandy, S., Enoch, V., & Rojas-Flores, L. (2006, May) *Positive Youth Development Utilization in Community Youth Violence Prevention Programs.* Poster session presented at the 14th Annual meeting of the Society for Prevention Research, San Antonio, TX.

Sagawa, J. & Furrow, J. (2006, March) *Looking Forward: Further Investigation into the Protective Role of Future Orientation*. Poster session presented at the Society for Research on Adolescence, Biennial Meeting, San Francisco.

Sagawa, J.T., DeWitt, B., Sando, L., Groenewal, P, & Rojas-Flores, L. (2006, May) *Are Community-Based Violence Prevention Programs Familiar with Best Practices.* Poster session presented at the 14th Annual meeting of the Society for Prevention Research, San Antonio, TX.

Sando, L. Mueller, R. & Furrow, J. (2006, March) *Survey-Primed and Spontaneously Generated Perceptions of Parents' Values as Predictors of Adolescent Prosocial Value Endorsement*. Poster session presented at the Society for Research on Adolescence, Biennial Meeting, San Francisco.

Year 2007

Carmona, H., Herrera, S., Rojas-Flores, L. (2007, May) *Barriers to Implementation of Evidence-Based Practices in Community-Based Youth Violence Prevention Programs*. Poster session presented at the Society for Prevention Research, 15th Annual Meeting, Washington, DC.

Park, S., Wagener, L., Furrow, J. & Eriksson, C. (2007, August) *Community Violence and aggressive beliefs: Posttraumatic growth in adolescent males.* Poster session presented at the American Psychological Association Annual Convention, Division 56, San Francisco, CA.

Current submissions:

Abraham, M., Wardlaw, V., Sloan, T., & Furrow, J.L. (2008, March) *Faith and hope for the future: Religiousness and future orientation among African American youth.* Poster abstract submitted for the Biennial conference of the Society for Research on Adolescents, Chicago, IL.

Andrews, E., Furrow, J. L., & Wagener, L. (2008, March) *Religiousness and adolescent aggressive beliefs*. Poster abstract submitted for the Biennial conference of the Society for Research on Adolescents, Chicago, IL.

Dewitt-G, B., Furrow, J. L. & Wagener, L. (2008, March) *Considering Multiple Contexts in Thriving: Single Parent Families and Contextual Resources on Adolescent Thriving*. Poster abstract submitted for the Biennial conference of the Society for Research on Adolescents, Chicago, IL.

Geddart, A., Carmona, H., Wagener, L., & Furrow, J. L. (2008, March) *Identity and thriving in youth.* Poster abstract submitted for the Biennial conference of the Society for Research on Adolescents, Chicago, IL.

Sagawa, J., Furrow, J. L., & Wagener, L. (2008, March) *Understanding Future Orientation Among Male Delinquent Adolescents: The Role of School Context.* Poster abstract submitted for the Biennial conference of the Society for Research on Adolescents, Chicago, IL.

Sando, L., Furrow, J. L., & Wagener, L. (2008, March) *Parental Involvement, Positivity, and Adolescent Development of Prosocial Values.* Poster abstract submitted for the Biennial conference of the Society for Research on Adolescents, Chicago, IL.

APPENDIX 3

PAPERS / SYMPOSIA / PRESENTATIONS

Papers

Schultz, W., Wagener, L.M., & King, P. E. (2006, March) *Predictors of Thriving in Adolescence*. Paper presented at the Society for Research on Adolescence, Biennial Meeting, San Francisco.

Current submissions

Furrow, J. L. & King, P. E. (2008, March) *Religious engagement and urban youth: A look at social resources and thriving*. Paper abstract submitted for the (2008) biennial conference of the Society for Research on Adolescents, Chicago, Ill.

Panel

***Positive Youth Development as a Violence Prevention Model.* 10th International Conference on Family Violence, San Diego, CA, 2005.**

Furrow, J. & Foy, D. Positive Youth Development and Violence Prevention. 10th International Conference on Family Violence, San Diego, California, September 16 – 21, 2005.

Herrera, S., Furrow, J., Foy, D., *Developmental Pathways: Looking at the Lives of Youth.* 10th International Conference on Family Violence, San Diego, California, September 16 – 21, 2005.

Rojas-Flores, L., Herrera, S., & Sagawa, J. *Best Practices & Positive Youth Development Strategies in Community-based Youth Violence prevention Programs*. 10th International Conference on Family Violence, San Diego, California, September 16 – 21, 2005.

Symposia

***Violence Prevention and Positive Youth Development, 9th International Conference on Family Violence.* San Diego, CA, 2004**

Furrow, J. (2004, September). From Risk to Resilience: Positive Psychology and Youth Violence Prevention. Paper presented in, *Asset-based models and "Best Practices" for Youth Violence Prevention: A Program of Research.* Symposium conducted at the 9th International Conference on Family Violence. San Diego, CA.

Herrera-Maldonado, S. (2004, September). The Fuller Youth Initiative Survey of Youth Risk & Safety: Preliminary Findings. Paper presented in, *Asset-based models*

and "Best Practices" for Youth Violence Prevention: A Program of Research. Symposium conducted at the 9th International Conference on Family Violence. San Diego, CA.

Foy, D. (2004, September). Using Advanced Quantitative Methods: Planned Missingness. Paper presented in, *Asset-based models and "Best Practices" for Youth Violence Prevention: A Program of Research.* Symposium conducted at the 9th International Conference on Family Violence. San Diego, CA.

Rojas-Flores, L. (2004, September). Development of a "Best Practices" Program Evaluation Protocol. Paper presented in, *Asset-based models and "Best Practices" for Youth Violence Prevention: A Program of Research*. Symposium conducted at the 9th International Conference on Family Violence. San Diego, CA.

***Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development. 13th* Annual Meeting of the Society for Prevention Research. Washington D.C., 2005**

Herrera, S. (2005, May). Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development. Paper presented in, S. Herrera (Chair) *Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development*. Symposium conducted at the 13th Annual Meeting of the Society for Prevention Research. Washington D.C.

Furrow, J., Foy, D., & Brown, W. (2005, May). Thriving and Violence Risk Among Youth: A Test of A Positive Youth Development and Prevention. Paper presented in, *Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development*. Symposium conducted at the 13th Annual Meeting of the Society for Prevention Research. Washington D.C.

Rojas-Flores, L., Aoki, W., & Sagawa, J. (2005, May). Evaluating Best Practices and Positive Youth Development Strategies in Community-Based Youth Violence Prevention Programs. Paper presented in, *Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development.* Symposium conducted at the 13th Annual Meeting of the Society for Prevention Research. Washington D.C.

Wagener, L., King, P.E., & Schultz, W. (2005, May). Positive Youth Development Model of Thriving. Paper presented in, *Pathways to a Hopeful Future: Violence Prevention and Positive Youth Development.* Symposium conducted at the 13th Annual Meeting of the Society for Prevention Research. Washington D.C.

Society for Community Research and Action (SCRA, APA Div. 27), 11th Biennial Meeting, Pasadena, CA, 2007.

Rojas-Flores, L., Herrera, S., Foy, D., Furrow, J. & Wagener, L. (2007, May). Strengthening “Best Practices” Implementation in Community-based Youth Violence Prevention Programs. In L.M. Wagener (Chair), *Strengthening “Best Practices” Implementation in Community-based Youth Violence Prevention Programs.* Symposium conducted at the Society for Community Research and Action, 11th Biennial Meeting, Pasadena, CA.

Rojas-Flores, L., Herrera, S., Foy, D., Furrow, J., & Wagener, L. (2007, May) Are Community-based Youth Violence Prevention Programs Following “Best Practices”? In L.M. Wagener (Chair), *Strengthening “Best Practices” Implementation in Community-based Youth Violence Prevention Programs.* Symposium conducted at the Society for Community Research and Action, 11th Biennial Meeting, Pasadena, CA June.

Herrera, S., Carmona, H., Furrow, J., Foy, D., & Wagener, L. (2007, May) Challenges to Best Practices Among Community-Based Youth Violence Prevention Programs. In L.M. Wagener (Chair), *Strengthening “Best Practices” Implementation in Community-based Youth Violence Prevention Programs.* Symposium conducted at the Society for Community Research and Action, 11th Biennial Meeting, Pasadena, CA.

Wagener, L., Gibson, C., Siciliano, O., Herrera, S., Furrow, J., Foy, J., & Rojas-Flores, L. (2007, May) Bridging the Gap: Research Collaboratives in Community – Based Youth Violence Prevention. In L.M. Wagener (Chair), *Strengthening “Best Practices” Implementation in Community-based Youth Violence Prevention Programs.* Symposium conducted at the Society for Community Research and Action, 11th Biennial Meeting, Pasadena, CA.

APPENDIX 4

COMMUNITY DISSEMINATION EFFORTS

Community Advisory Board Presentations

Exploring a Positive Development Approach to Violence Prevention and Gambling Behavior Among Youth, Fuller Youth Initiative Community Advisory Board, December 6, 2002.

Research and Program Evaluation Updates. Fuller Youth Initiative Community Advisory Board, May 30, 2003.

Violence Prevention and Positive Youth Development. Fuller Youth Initiative Community Advisory Board, October 8, 2004.

Exploring a Positive Development Approach to Violence Prevention and Gambling Behavior Among Youth. Fuller Youth Initiative Community Advisory Board, April 15, 2005.

Ethnicity and Violence Exposure in a sample of Suburban Youth, Preliminary Findings. Fuller Youth Initiative Community Advisory Board, December 9th, 2005.

Silent Distress: Obstacles to Positive Youth Development Among Pasadena Youth. Fuller Youth Initiative Community Advisory Board, July 11, 2006.

Fuller Youth Initiative Program of Research Accomplishments. Payton Hall, Fuller Theological Seminary, June 28, 2007.

"Best Practices" Implementation of Youth Violence Prevention Programs. Payton Hall, Fuller Theological Seminary, June 28, 2007.

Asset Network of Pasadena Conference for community-based agencies working with youth:

Furrow, J. & Herrera, S. (2005, April) *Thriving: Pasadena Youth on a Pathway to a Hopeful Future.* Paper presented at the "Raising Leave it to Beaver Kids in a Beavis and Butthead World" with Clay Roberts. A conference of the Asset Network of Greater Pasadena, CA.

Furrow, J., Wagener, L. King, P. & the FYI Research Team. *Building Hopeful Futures: Understanding Obstacles to Positive Youth Development and Supporting the Promises of Youth*. Payton Hall, Fuller Theological Seminary, February 2, 2007.

Pasadena Mayor's Reception - Presentation to Policy Makers:

Furrow, J., Wagener, L. King, P. & the FYI Research Team. *Building Hopeful Futures, Obstacles and Opportunities for Supporting Promises of Youth in Pasadena*. Pacific Asia Museum, February 15, 2007.

APPENDIX 5

PhD DISSERTATIONS

Young, A. (2004). *A New Understanding of Youth Exposed to Intercaregiver Aggression: From negative Developmental Outcomes to Thriving.*
Advisor: Linda M. Wagener

Schultz, W.J. (2005). *Predictors of Thriving in Adolescents.*
Advisor: Linda M. Wagener

McGovern, S. (2005). *Neighborhood Influences on Adolescent Developmental Outcomes.*
Advisor: Linda M. Wagener

Mueller, R. (2005). *Value and Identity in Prosocial and At-Risk Youth: The Role of Value Endorsement, Value Salience, and Moral Identity in Behavior*.
Advisor: James L. Furrow

Park, S. (2006). *Exposure to Community Violence and Aggressive Beliefs in Adolescents: The Role of Posttraumatic Growth and Development Resources.*
Advisor: Linda M. Wagener

White, K. (2006). *Understanding the Features and Function of Purpose in At-Risk and Thriving Male Adolescents.*
Advisor: Linda M. Wagener

Verner, J. (2006) *The Relation of Key Dimensions of Parenting to Academic Achievement in Adolescence: An Ecological Perspective.*
Advisor: Linda M. Wagener

In Progress:

DeWitt Goudelock, B. *The Influence of Adolescent Perceptions of Resources on Developmental Trajectory: A Mixed Method Approach.*
Advisor: Linda M. Wagener

Quagliana, D. *Values as a Moderator of the Influence of Violence Exposure on Beliefs about Aggression.*
Advisor: James L. Furrow

Sagawa, J. *Future Orientation in Pro-Social and Delinquent Youth: The Impact of Context and Behavior.*
Advisor: James L. Furrow

APPENDIX 6

PsyD DISSERTATION PROJECTS (PROGRAM EVALUATION)

Green, L. (2005). *Best Practices and Positive Youth Development Program Evaluation: First-Time Offenders Program.*
Advisor: Lisseth Rojas-Flores

Hall, R. (2005). *Best Practices and Positive Youth Development Program Evaluation: A Substance Abuse Prevention Program*.
Advisor: Lisseth Rojas-Flores

Thomas, J. (2005). *Evaluation of a Community-Based Tutoring and Mentoring Program: Academic Achievement, Responsibility, and Prosocial Behavior.*
Advisor: Lisseth Rojas-Flores

Chandy, S. (2006). *Best Practices and Positive Youth Development Program Evaluation of a Parenting-Based Youth Violence Prevention Program.*
Advisor: Lisseth Rojas-Flores

Bond, K. (2007). *Best Practices and Positive Youth Development Program Evaluation: A Community Based Peer-Mentoring Program.*
Advisor: Lisseth Rojas-Flores

Gale, J. (2007). *Best Practices and Positive Youth Development: A Peer Tutoring/Mentoring Program Evaluation.*
Advisor: Lisseth Rojas-Flores

In Progress:

Groenewal, P. *A Community-Based Program for Parents of Youth Offenders: An Evaluation of a Violence Prevention Program in an Urban Setting.*
Advisor: Lisseth Rojas-Flores

Mueller, L. *Mentoring At-Risk Youth: A Positive Youth Development and Best Practices Evaluation of a Violence Prevention Program.*
Advisor: Linda M. Wagener

Newgren, K. *Preventing Youth Violence in an Urban Community: An Evaluation of a Secondary Prevention Program.*
Advisor: Lisseth Rojas-Flores

APPENDIX 7

MASTER THESES

Schultz, W. (2004). *Indicators of Thriving in Adolescence: A Factor-Analytic Study*.
Advisor: Linda M. Wagener

Sagawa, J. (2006). *The Role of Future Orientation as a Protective Factor in Buffering the Influence of Risk on Youth Violence.*
Advisor: James L. Furrow

Arnold, E. (2007). *Adolescent Prosocial Behavior and Self-Understanding: The Relative Importance of Positive Moral Values and Self-Concept.*
Advisor: James L. Furrow

In Progress:

Abraham, M. *Faith and Hope for the Future: Religiousness and Future Orientation Among African American Youth.*
Advisor: James L. Furrow

Andrews, E. *Religiousness and Adolescent Aggressive Beliefs.*
Advisor: James L. Furrow

Carmona, H. Barriers *to the Implementation of Evidence Based Practice: A Grounded Theory Approach.*
Advisor: Lisseth Rojas-Flores

Sando, L. *Prosocial Value Development in Adolescence: The Impact of Parental Involvement and Positivity in the Parent-Adolescent Relationship Status.*
Advisor: James L. Furrow