

**Evaluation Report for the Riverside County Probation Department
Juvenile Crime Prevention Act Program**

TECHNICAL REPORT

Youth Accountability Teams (YAT)

Marion Ashley, Chairman
Riverside County Board of Supervisors

Mark A. Hake
Chief Probation Officer
Riverside County Probation Department

Shelly Davis, Division Director
Special Services Division

Evaluation Team
Stephen G. Tibbetts, Ph.D., Project Director
Larry K. Gaines, Ph.D., Associate
Pamela J. Schram, Ph.D., Associate
Matthew Tracy, M.A., Graduate Research Coordinator
Adriana Vasquez, Graduate Research Assistant

California State University, San Bernardino
Department of Criminal Justice

April 2015

TABLE OF CONTENTS

EXECUTIVE SUMMARY – Youth Accountability Teams (YAT)	4
JUVENILE CRIME PREVENTION ACT REPORT:	
YOUTH ACCOUNTABILITY TEAMS (YAT)	7
Program Outcomes	8
Case Log Workbook Data	9
Table 1: Case Log Data -- Summaries of YAT Program Referrals for 2001-2014 Fiscal Year Time Period	10
Table 2: Case Log Data – Summaries of YAT Program Referrals for 2013-2014 Fiscal Year Time Period	12
Figure 1 Comparisons Between the 2001-2013 Fiscal Years and 2013-2014 Fiscal Year – Referral Source.	13
Figure 2 Comparisons Between the 2001-2013 Fiscal Years and 2013-2014 Fiscal Year – Charge	14
Figure 3 Comparisons Between the 2001-2013 Fiscal Years and 2013-2014 Fiscal Year – Action	15
Figure 4 Comparisons Between the 2001-2013 Fiscal Years and 2013-2014 Fiscal Year – Contract with Known Disposition	16
Assessment Data	17
Background Information	17
Table 3: Assessment Data – Summaries of YAT Contract Youth Referral Charge for 2001-2014 Fiscal Year Time Period	18
Figure 5 Comparisons Between the 2001-2013 Fiscal Years and 2013-2014 Fiscal Year Referral Charge for Youths on Contract	19
Attitudinal Measures	20
Table 4: Assessment Data: Youth Asset Evaluation – Support	21
Table 5: Assessment Data: Youth Asset Evaluation – Empowerment	23
Table 6: Assessment Data: Youth Asset Evaluation – Boundaries and Expectations	24
Table 7: Assessment Data: Youth Asset Evaluation – Constructive Use of Time	25
Table 8: Assessment Data: Youth Asset Evaluation – Commitment to Learning.	26
Table 9: Assessment Data: Youth Asset Evaluation – Positive Values	29
Table 10: Assessment Data: Youth Asset Evaluation – Social Competencies	30
Table 11: Assessment Data: Youth Asset Evaluation – Positive Identity	31

Qualitative Data	33
Entry Forms – Youths	33
Exit Forms – Youths.	36
Exit Forms – Probation Officers	39
Board of State and Community Corrections (BSCC)	41
Table 12: BSCC Data:	
Six-Month Follow-Up Information	41
Table 13: BSCC Data:	
Comparing Pre-Program and Post-Program	
Probation-Related Delinquency	43
Petitions Filed	44
Table 14: Petitions Filed	45
APPENDIX A	46
Youth Accountability Teams	47

EXECUTIVE SUMMARY

Youth Accountability Teams (YAT)

Even the most conservative critic sees the value in diverting minor offenders from the juvenile justice system and handling them in a non-punitive, treatment-oriented manner. This type of diversion can transpire at various stages of the formal justice process. Usually, diversion occurs for youths committing minor, non-criminal acts, for first offenders, and for youths who are best managed by local social agencies. Diversion can occur at referral (arrest), during the intake process or petition filing, and even at adjudication. The Riverside County Juvenile Justice Crime Prevention Act (JJCPA) Program focuses on early diversion of youths involved in minor acts or the beginning stages of involvement in some type of delinquent behavior. Since intervention occurs prior to formal referral, it is positioned to prevent juveniles from becoming seriously delinquent.

The Youth Accountability Team (YAT) program includes community-based organizations in providing youths outreach counseling. This program involves probation, law enforcement, and staff of the district attorney's office in efforts to prevent, intervene, and suppress juvenile delinquency. The target population is pre-delinquent and misdemeanor referrals for youth who are 12 through 17 years old, who are at-risk in the areas of substance abuse, truancy, family conflict, mental health, school adjustment, or gang involvement. Currently, the YAT Program staffs eighteen (18) sites (see Appendix A; 16 Districts [some have more than one site]). YAT staff is involved with juveniles in two capacities. The first group is a large number of youths referred to the program who

are “contacted” for assessment and counseling. The second group is made up of contacted youths who are placed on formal **contracts**, these youths are referred to as the actual “program youths.”

Overall, the YATs in their various locations throughout Riverside County have had contact with thousands of juveniles, most of who have been involved in minor misbehavior. From July 1, 2001 to June 30, 2014, there were 36,395 referrals. In some instances, the YATs had more than one referral for a youth (e.g., the first referral a counsel and close, the second referral a contract). These youths were at-risk in the areas of property offenses (22.1%), violent offenses (20.2%), defiance/incorrigibility (18.5%), truancy (14.7%), and drugs/alcohol (12.7%). The various types of action for these juveniles included the following: contract (38.5%), counsel/close (25.3%), rejected/ineligible (22.7%), consequence agreement (9.1%), and transferred/referred (4.0%). Of those youths placed on contract with a known disposition, approximately 72 percent were successful (72.01%) compared to approximately 28 percent (27.99%) unsuccessful.

The next section of the report provides more information pertaining specifically to those youths placed on contract. From July 1, 2001 to June 30, 2014, assessment data have been collected for 12,732 youths on contract. The average age of youths placed on contract is 15.0 years old. The average grade level is 9.2, ranging from 1st grade to a few who have graduated from high school. Almost two-thirds of the youths are males (64.6%). Over half of the youths are Hispanic (62.1%) followed by White (15.9%) and African-American (13.3%). The most common reason the youths were referred to YAT

was for a property offense (27.6%), followed by a violent offense (20.0%), and drugs/alcohol (17.2%).

As agreed with the Board of State and Community Corrections (BSCC), success is measured against prior performance standards, or “benchmarks,” stated in terms of rates of arrest, incarceration, and probation completion. Truancy rates are also used to evaluate the effectiveness of the YAT Program. Additionally, local evaluative components have been added to generate more detailed information about programs for use by the Riverside County Probation Department in the continued development of juvenile diversion programs. A summary of key information submitted to BSCC for the 2013-2014 fiscal year are included (e.g., arrests, completion of probation). Further, these data required by the BSCC are provided for the entire length of the program period and are shown by the specific YAT site of referral.

Petitions filed (with the juvenile court) are also shown; it is important to note that this is a dynamic table, still ongoing and being updated throughout this coming year as follow-up data become available. Also, the assessment form given to the program youths included a number of attitudinal measures: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity. Generally, improvements were found when comparing entry and exit surveys. In addition to the attitudinal measures, the assessment forms include space for the youths to provide written comments. These comments offer some information about the youths’ perceptions of the YAT Program. A few examples of these comments are provided in the report.

JUVENILE CRIME PREVENTION ACT REPORT: YOUTH ACCOUNTABILITY TEAMS (YAT)

This technical report is a summary of the continuing evaluation of the Juvenile Justice Crime Prevention Act (“JJCPA”) Program of the Riverside County Probation Department. The JJCPA is designed to implement the provisions of California law A.B. 1913, as overseen by the Board of State and Community Corrections (BSCC), formerly the Corrections Standards Authority. The JJCPA Program in Riverside County focuses on one area of juvenile intervention -- Youth Accountability Teams (YATs). This technical report provides interim findings on the YAT program.

Even the most conservative critic appreciates the importance in diverting minor offenders from the juvenile justice system and processing them in a non-punitive, treatment-oriented fashion. Such diversion can occur at various stages of the formal justice process. Generally, diversion occurs for youths committing minor (i.e., non-criminal acts), for first-time offenders, and for youths who are best served by local social agencies. Diversion can occur at referral, during the intake process or petition filing, and even at adjudication. The Riverside County JJCPA Program focuses on early diversion. Since intervention occurs prior to formal referral, it is positioned to prevent juveniles from becoming serious delinquents.

The Youth Accountability Teams (YATs) involve probation, law enforcement, youth outreach counselors, and staff of the district attorney’s office in efforts to prevent, intervene, and suppress juvenile delinquency. The target population is pre-delinquent and misdemeanor referrals typically aged between 12 to 17 years, who are at-risk in the areas of substance abuse, truancy, family conflict, mental health, school adjustment, or

gang involvement. Currently, the YAT program staffs eighteen (18) sites (see Appendix A for the sixteen [16] districts; some districts have more than one site).

As per agreement with the BSCC, success is measured against prior performance standards, or “benchmarks,” stated in terms of rates of arrest, incarceration, and probation completion. Truancy rates are also used to evaluate the effectiveness of the YAT program. Additionally, local evaluation components were included to provide more detailed information about programs for use by the Riverside County Probation Department in the continued development of juvenile diversion programs.

Program Outcomes

To assess the implementation and effectiveness of the YATs, the evaluation research team uses various data collection procedures and analyses. To measure program outcomes, the evaluation includes the following:

- *Case Log Workbook Data.* Each site implemented a procedure to collect and record information on those juveniles they have contacted through the YATs. These contacts include consequence agreements (i.e., non-contract monitoring), counsel and close, referral to another agency, and youths placed on contract.
- *Assessment Data.* For those youths placed on contract, the assessment entry and exit forms have been administered to the juveniles to measure their attitudes regarding values, school, and support.
- *Board of State and Community Corrections.* Report measures as required by BSCC including arrests, juvenile detentions, and completion of probation.

Case Log Workbook Data

As mentioned previously, the Case Log Workbook Data involves the YATs collecting and recording information on those juveniles they have contacted through the various site teams. These contacts include consequence agreements (i.e., non-contract monitoring), counsel and close, referral to another agency, and youth placed on contract. From July 1, 2001 to June 30, 2014, there were 36,395 referrals. In some instances, the YATs had more than one referral for a youth (e.g., the first referral a counsel and close, the second referral a contract). Table 1 summarizes these referrals for this time period.

Over half of these referrals were from law enforcement (60.9%). Approximately 88% of these referrals fell into one of five types of charges: property offenses (22.1%), violent offenses (20.2%), defiance/incorrigibility (18.5%), truancy (14.7%), and drugs/alcohol (12.7%). [NOTE: The Case Log Workbook Data were merged with an existing data system. Thus, some of the previous offense categories have been modified. For instance, theft and vandalism are now grouped together into "Property".] The various types of action for these juveniles included the following: contract (38.5%), counsel/close (25.3%), rejected/ineligible (22.7%), consequence agreement (9.1%), and transferred/referred (4.0%). Of those youths placed on contract with a known disposition (n=13,508), approximately 72 percent were successful (72.01%) compared to approximately 28 percent (27.99%) unsuccessful.

**Table 1: Case Log Data – Summaries of YAT Program Referrals
For 2001-2014 Fiscal Year Time Period**

	Number	Percent
Referral Source (n=36,395)		
<i>Principal/Assistant Principal</i>	236	.65
<i>Law Enforcement</i>	22168	60.91
<i>Parent/Guardian</i>	2620	7.20
<i>Probation Officer</i>	351	.96
<i>School Staff</i>	10530	28.93
<i>Self/Victim</i>	113	.31
<i>Outside Agency</i>	302	.83
<i>Other</i>	15	.04
<i>Missing</i>	60	.17*
Charge (n=36,395)		
<i>Truancy</i>	5331	14.65
<i>Violent</i>	7343	20.18
<i>Drugs/Alcohol</i>	4618	12.69
<i>Defiance/Incorrigibility</i>	6744	18.53
<i>Property</i>	8053	22.13
<i>Runaway</i>	262	0.72
<i>Mental Issues</i>	58	0.16
<i>Other</i>	3652	10.03
<i>Missing</i>	334	.92
Action (n=36,395)		
<i>Contract</i>	14007	38.49
<i>Counsel/Close</i>	9204	25.29
<i>Consequence Agreement</i>	3302	9.07
<i>Rejected/Ineligible</i>	8266	22.71
<i>Transferred/Referred</i>	1462	4.02
<i>Other</i>	55	0.15
<i>Missing</i>	99	0.27
Contract With Known Disposition (n=13,508)		
<i>Successful</i>	9727	72.01
<i>Unsuccessful</i>	3781	27.99

*Does not add up to 100% due to rounding.

To provide more time specific information pertaining to the YAT referrals, Table 2 summarizes these referrals for the 2013-2014 fiscal year. For this fiscal year, over three-fourths of the referrals were from law enforcement (76.4%) followed by school staff (17.7%) and parents/guardians (5.4%). In reference to the charge, almost one-third of the youths were referred to the YAT program for property offenses (29.9%) followed by defiance/incorrigibility (20.1%), violence (16.2%) and drugs/alcohol (12.7%). Almost two-thirds of these referrals resulted in a contract (64.0%) followed by such actions as rejected/ineligible (21.9%), counsel/close (7.1%) and consequence agreement (6.1%). Of those youths placed on contract with a known disposition (n=1040), almost three-quarters were successful (71.6%) compared to 28.4 percent unsuccessful.

To further explore whether there have been any significant changes or patterns in referral source, charge, action, and contract disposition, comparisons were conducted between the 2001-2013 fiscal years (i.e., July 1, 2001 to June 30, 2013) and the 2013-2014 fiscal year (i.e., July 1, 2013 to June 30, 2014). These comparisons are between the **percents** rather than actual **numbers**. Below are various graphs to illustrate these comparisons.

Table 2: Case Log Data – Summaries of YAT Program Referrals for 2013-2014 Fiscal Year Time Period

	Number	Percent
Referral Source (n=1625)		
<i>Principal/Assistant Principal</i>	0	0.00
<i>Law Enforcement</i>	1242	76.43
<i>Parent/Guardian</i>	88	5.42
<i>Probation Officer</i>	0	0.00
<i>School Staff</i>	287	17.66
<i>Self/Victim</i>	1	0.06
<i>Outside Agency</i>	7	0.43
<i>Other</i>	0	0.00
<i>Missing</i>	0	0.00
Charge (n=1625)		
<i>Truancy</i>	47	2.89
<i>Violent</i>	263	16.19
<i>Drugs/Alcohol</i>	207	12.74
<i>Defiance/Incorrigibility</i>	326	20.06
<i>Property</i>	486	29.91
<i>Runaway</i>	8	0.49
<i>Mental Issues</i>	1	0.06
<i>Other</i>	287	17.66
<i>Missing</i>	0	0.00*
Action (n=1625)		
<i>Contract</i>	1040	64.00
<i>Counsel/Close</i>	115	7.08
<i>Consequence Agreement</i>	99	6.09
<i>Rejected/Ineligible</i>	356	21.91
<i>Transferred/Referred</i>	15	.92
<i>Other</i>	0	0.00
<i>Missing</i>	0	0.00
Contract With Known Disposition (n=1040)		
<i>Successful</i>	745	71.64
<i>Unsuccessful</i>	295	28.36

*Does not add up to 100% due to rounding.

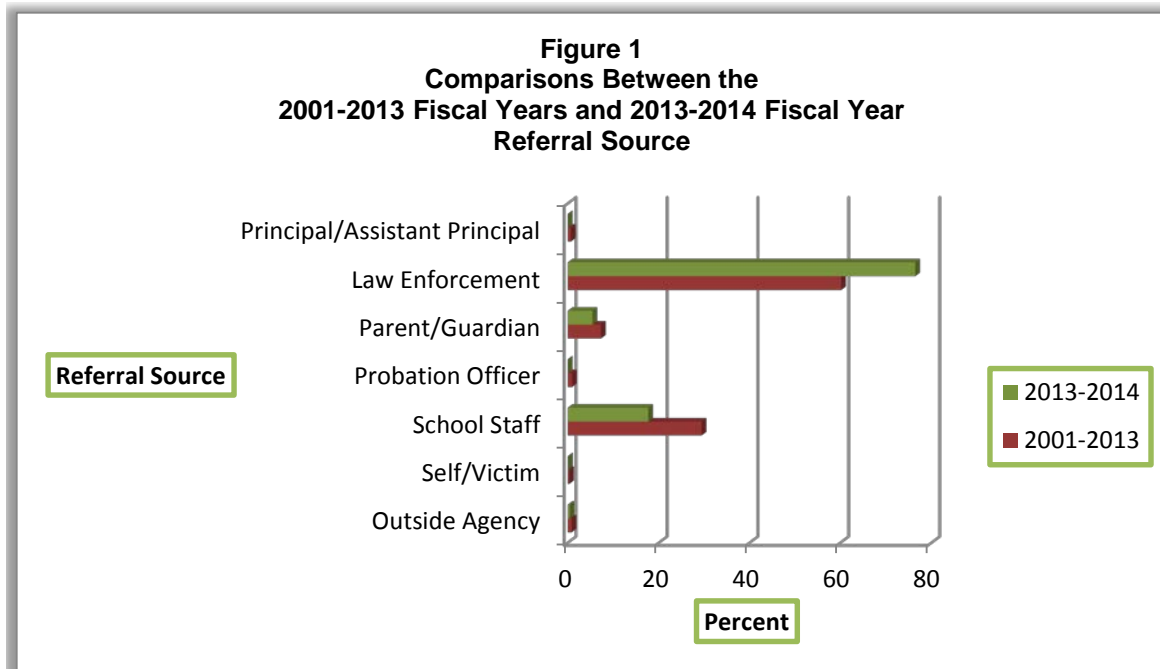


Figure 1 illustrates the referral source comparisons between the 2001-2013 fiscal year time period (i.e., July 1, 2001 to June 30, 2013) and the 2013-2014 fiscal year (i.e., July 1, 2013 to June 30, 2014). There appear to be two distinct differences. With respect to percent, there continues to be a larger percentage of referrals from school staff for the 2001-2013 time period compared to the 2013-2014 time period. Alternatively, a larger percentage of referrals continue to come from law enforcement for the 2013-2014 fiscal year compared to the 2001-2013 fiscal year time period. As with the previous year’s *Technical Report*, this continues to be a consistent pattern. [Note: This figure does not include the “Other” and “Missing” categories due to the percents for these categories being 0.2 percent and lower for both periods.]

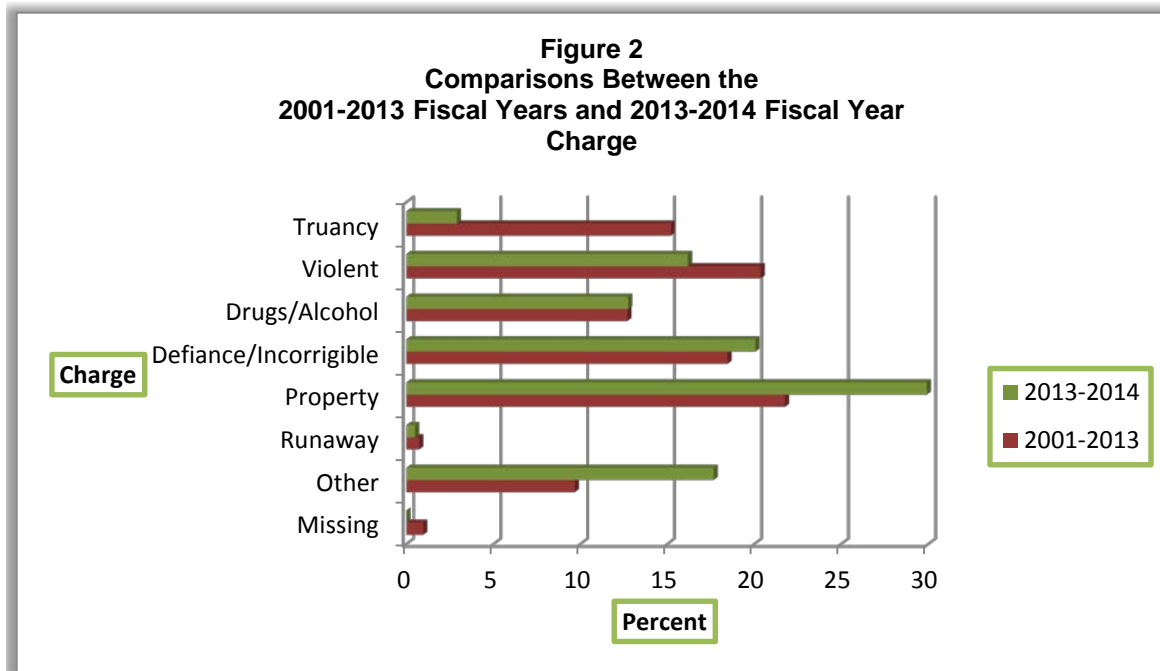


Figure 2 provides a comparison between the same two time periods (2001-2013 fiscal years and 2013-2014 fiscal year) and type of charge. It is essential to note that some categories have been collapsed in the “other” category (e.g., mental issues). These were collapsed because the categories were not initially part of the “charge” variable during the beginning stages of the YAT program. There are some notable differences between these two time periods. Specifically, there continues to be a decrease in the percentage of truancy referrals between the 2013-2014 fiscal year and the 2001-2013 time period. Further, the 2013-2014 fiscal year reveals significant increases in such charges as property offenses and defiance/incorrigibility, but decreased charges for violent offenses (which breaks a trend from last fiscal year, and perhaps a returning to the original goals of the program for more minor offenders).

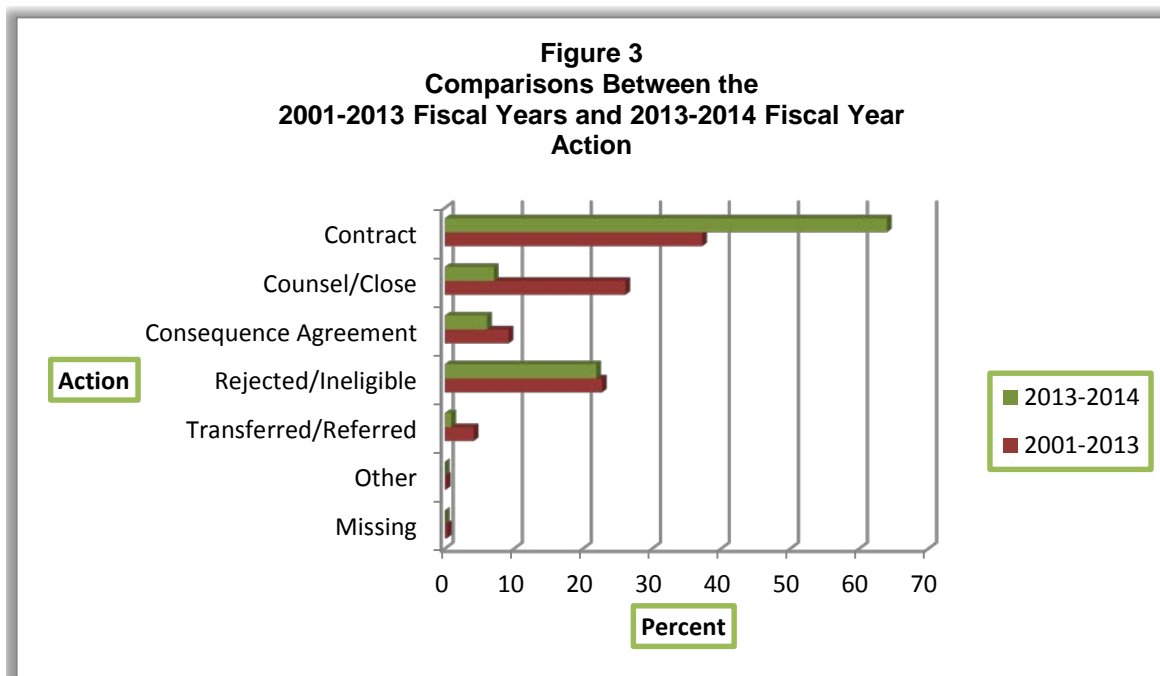
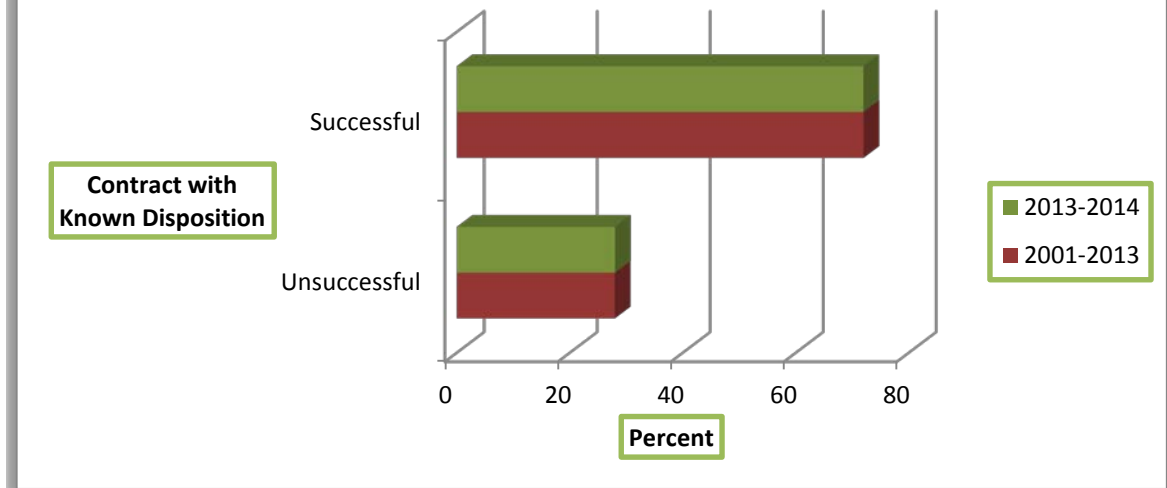


Figure 3 summarizes a comparison between the same two time periods (2001-2013 fiscal years and 2013-2014 fiscal year) and type of action. As with the previous figures, there are some differences. The most noticeable is between counsel/close actions as well as those youths placed on contract. The 2001-2013 time period has a comparatively larger percentage of youths receiving counsel/close action. As with the previous year's *Technical Report*, this continues to be a consistent trend. On the other hand, the 2013-2014 fiscal year reveals a comparatively larger percentage of youths were placed on contract compared to the previous time period, which means that the program is likely working with more youths on a full-time program than in previous years.

Figure 4
Comparisons Between the
2001-2013 Fiscal Years and 2013-2014 Fiscal Year
Contract with Known Disposition



The last of these comparisons, contract with known disposition, is summarized in Figure 4. As with the previous figures, this graph compares the 2001-2013 fiscal years with the 2013-2014 fiscal year. As noted in this figure, there are no major differences between these two time periods pertaining to disposition. However, when comparing the rates between successful and unsuccessful completion, there are noticeable differences. Over 70 percent of the youths participating in YAT successfully completing the program compared to less than 29 percent unsuccessfully completing the program. This shows the programs' consistency and efficiency in successfully taking to completion youths on contract. A consistent 70-plus percentage success rate is considered extremely good, especially for a program of this size.

Assessment Data

Background Information

For those youths placed on contract, the assessment entry and exit forms are administered to the juveniles to measure their attitudes regarding values, school, and support. Additional information is also collected such as the contract and referral form. This portion of the *Technical Report* summarizes these data.

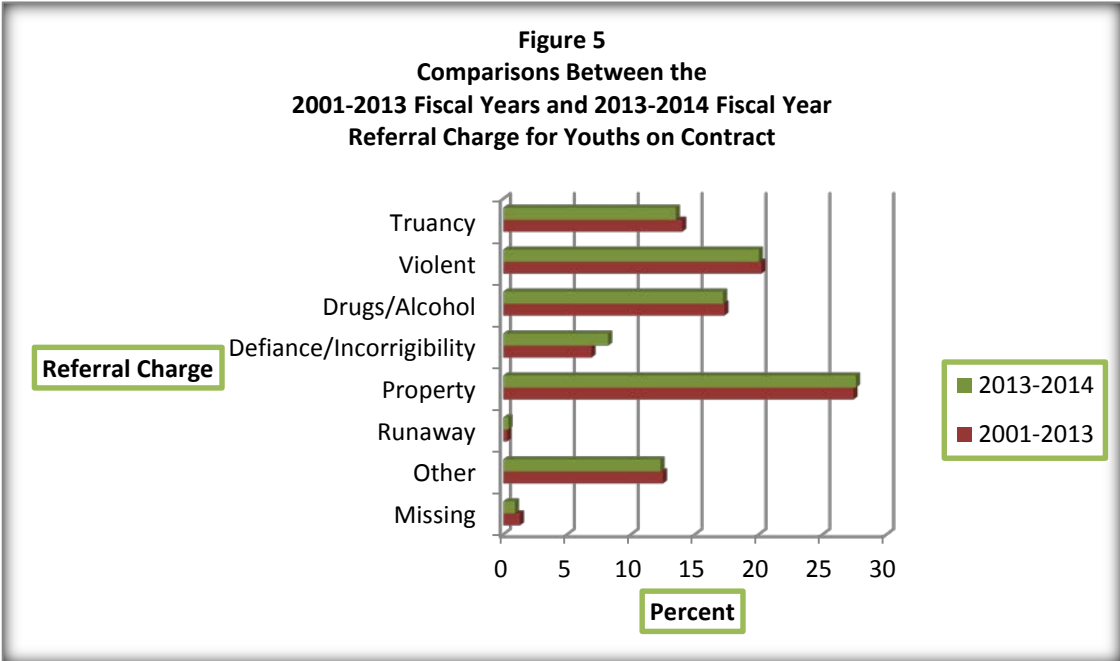
From July 1, 2001 to June 30, 2014, assessment data have been collected for 12,732 youths on contract. (Assessment data have been collected from only those youths on contract. The number of youths on contract, according to the Case Log Workbook Data, is more than those reported from this dataset. The difference in the actual number of youths on contract is due to the time difference between the date of analyzing the Case Log Workbook Data and the date of analyzing the assessment data. Thus, data collection is still in progress and the results of these data are an interim summary of the program.)

The average age of youths placed on contract is 15.0 years old. The average grade level is 9.2, ranging from 1st grade to a few who have graduated from high school. Almost two-thirds of the youths are males (64.6%). Over half of the youths are Hispanic (62.1%) followed by White (15.9%) and African-American (13.3%). Over one-quarter of the youths were referred to YAT for a property offense (27.6%) followed by a violent offense (20.0%), and drugs and/or alcohol (17.2%) (see Table 3).

Table 3: Assessment Data – Summaries of YAT Contract Youth Referral Charge for 2001-2014 Fiscal Year Time Period

	Number	Percent
Referral Charge (n=12732)		
<i>Truancy</i>	1713	13.5
<i>Violent</i>	2551	20.0
<i>Drugs/Alcohol</i>	2194	17.2
<i>Defiance/Incorrigibility</i>	1040	8.2
<i>Property</i>	3510	27.6
<i>Runaway</i>	44	0.4
<i>Other</i>	1566	12.3
<i>Missing</i>	114	0.9

To further explore whether there have been any significant changes or patterns between the 2001-2013 fiscal years period (i.e., July 1, 2001 to June 30, 2013) and the 2013-2014 fiscal year (i.e., July 1, 2013 to June 30, 2014), a comparison was conducted on referral charge ***for only those youths placed on contract***. This comparison is between the **percents** rather than actual **numbers**. The results are illustrated in Figure 5.



The most noticeable difference in Figure 5 is the increase in defiance/ incorrigibility charges, as well as for property charges for the 2013-2014 fiscal compared to the 2001-2013 time period. Another difference is that for the 2001-2013 fiscal years time period there was a higher percentage of youths referred to YAT for truancy when compared to the 2013-2014 fiscal year.

Attitudinal Measures

The assessment form includes collecting information regarding youths' attitudes on various issues including the following: support, empowerment, boundaries and expectations, constructive use of time, commitment to learning, positive values, social competencies, and positive identity. This portion of the report provides a preliminary summary of these attitudinal measures for those youths referred to the YAT program from July 1, 2001 to June 30, 2014. These tables include only those youths who provided responses on **both** the entry and exit forms. For each table, the percent difference between the entry and exit forms was also calculated. A negative number indicates a decrease in the percentage of responses from the entry to the exit forms; a positive number indicates an increase in the percentage of responses from the entry to the exit forms.

One portion of the survey asked the juveniles questions pertaining to support they receive from various individuals in their lives. Table 4 summarizes these responses. One notable difference between the youths' responses on the entry and exit forms was the item, "I can ___ go to adults in my family for advice and support and we have good conversations about important matters." For the response "always," there was a 5.9% increase from the entry to the exit forms. For the item, "My family ___ helps me to do well in school," there was a 4.4% increase for the response "always." The item, "My school is _____ a caring, encouraging place," revealed a 2.6 percent increase in the response "always."

Table 4: Assessment Data: Youth Asset Evaluation – Support

Question Item	Entry	Exit	Percent Difference
I get ___ love at home. (n=8426)			
A little	341 (4.0%)	212 (2.5%)	-1.5
Some	866 (10.3%)	651 (7.7%)	-2.6
Enough	2577 (30.6%)	2564 (30.4%)	-0.2
A lot	2359 (28.0%)	2469 (29.3%)	1.3
More than enough	2283 (27.1%)	2530 (30.0%)*	2.9
I can ___ go to adults in my family for advice and support and we have good conversations about important matters. (n=8453)			
Never	580 (6.9%)	371 (4.4%)	-2.5
Sometimes	2610 (30.9%)	1962 (23.2%)	-7.7
Usually	2022 (23.9%)	2381 (28.2%)	4.3
Always	3241 (38.3%)	3739 (44.2%)*	5.9
I have ___ adults other than my parents who I can go to for advice and support. (n=7381)			
0	0 (0.0%)	0 (0.0%)	0.0
1	1066 (14.4%)	672 (9.1%)	-5.3
2	1587 (21.5%)	1469 (19.9%)	-1.6
3	1217 (16.5%)	1380 (18.7%)	2.2
4	682 (9.2%)	897 (12.2%)	3.0
5	414 (5.6%)	452 (6.1%)	0.5
More than 5	2415 (32.7%)	2511 (34.0%)	1.3
My neighbors ___ know my name and look out for me. (n=8308)			
Never	3118 (37.5%)	2642 (31.8%)	-5.7
Usually	3731 (44.9%)	4028 (48.5%)	3.6
All	1459 (17.6%)	1638 (19.7%)	2.1
My school is ___ a caring, encouraging place. (n=8350)			
Never	905 (10.8%)	715 (8.6%)	-2.2
Usually	4967 (59.5%)	4933 (59.1%)	-0.4
Always	2478 (29.7%)	2702 (32.3%)	2.6
My family ___ helps me do well in school. (n=8410)			
Never	455 (5.4%)	299 (3.6%)	-1.8
Usually	3076 (36.6%)	2866 (34.1%)	-2.5
Always	4879 (58.0%)	5245 (62.4%)	4.4

*Does not add up to 100% due to rounding.

The next section of the survey measured juveniles' attitudes pertaining to empowerment (see Table 5). When comparing the percent difference on the response of "extremely safe," the youths revealed improved feelings of safety in various environments: home (2.5% improvement); school (2.8% improvement) and neighborhood (2.5% improvement). For the item, "I _____ feel valued by adults in my community," there was a 3.2 percent increase for the "always" response from the entry to the exit surveys.

Table 6 summarizes the findings from the next section of the survey that measures juveniles' perceptions of boundaries and expectations. For the item, "Neighbors let someone know when they see kids misbehave or in trouble," there was a 4.2% improvement on the youths' response "always" between the entry and exit forms. Interestingly, for the item, "My school has clear rules and consequences for actions," for both the entry and exit surveys, about 95 percent of the respondents stated, "yes."

Table 7 summarizes the findings on juveniles' attitudes about their constructive use of time. One noticeable difference is the decrease in the youths' response of "never," especially for the items, "I spend three hours or more a week learning or practicing music, theater or other art activities" (a 6.9% decrease) and "I spend one hour or more a week involved in sports, clubs, or other organized groups at school or in the community" (a 5.3% decrease).

Table 5: Assessment Data: Youth Asset Evaluation – Empowerment

Question Item	Entry	Exit	Percent Difference
I ___ feel valued by adults in my community. (n=8191)			
Never	1505 (18.4%)	1142 (13.9%)	-4.5
Usually	4852 (59.2%)	4951 (60.4%)	1.2
Always	1834 (22.4%) *	2097 (25.6%)	3.2
Kids my age are ____. (n=7948)			
Not asked to get involved in the community	1575 (19.8%)	1233 (15.5%)	-4.3
Rarely asked to get involved in the community	2212 (27.8%)	2137 (26.9%)	-0.9
Sometimes asked to get involved in the community	2427 (30.5%)	2545 (32.0%)	1.5
Often asked to get involved in the community	1325 (16.7%)	1523 (19.2%)	2.5
Always asked to get involved in the community	409 (5.1%) *	510 (6.4%)	1.3
I voluntarily serve my community one hour or more each week. (n=7865)			
Yes	1966 (25.0%)	2231 (28.4%)	3.4
No	5899 (75.0%)	5632 (71.6%)	-3.4
How safe do you feel at home? (n=8356)			
Unsafe	136 (1.6%)	110 (1.4%)	-0.3
Safe	3671 (43.9%)	3489 (41.8%)	-2.1
Extremely Safe	4549 (54.4%)	4757 (56.9%)	2.5
How safe do you feel at school? (n=8071)			
Unsafe	829 (10.3%)	713 (8.8%)	-1.5
Safe	5703 (70.7%)	5588 (69.2%)	-1.5
Extremely Safe	1539 (19.1%)	1770 (21.9%)	2.8
How safe do you feel in the neighborhood? (n=7861)			
Unsafe	728 (9.3%)	653 (8.3%)	-1.0
Safe	5283 (67.2%)	5164 (65.7%)	-1.5
Extremely Safe	1850 (23.5%)	2044 (26.0%)	2.5

*Does not add up to 100% due to rounding.

Table 6: Assessment Data: Youth Asset Evaluation – Boundaries and Expectations

Question Item	Entry	Exit	Percent Difference
My family ___ sets standards for behavior and checks up on me to know where I am. (n=8436)			
Never	153 (1.8%)	144 (1.7%)	- 0.1
Usually	1848 (21.9%)	1866 (22.1%)	0.2
Always	6435 (76.3%)	6426 (76.2%)	-0.1
My school has clear rules and consequences for actions. (n=8344)			
Yes	7943 (95.2%)	7919 (94.9%)	-0.3
No	387 (4.6%)	418 (5.0%)	0.4
Unknown	14 (0.2%)	7 (0.1%)	-0.1
Neighbors let someone know when they see kids misbehave or in trouble. (n=8173)			
Never	2453 (30.0%)	2021 (24.7%)	-5.3
Sometimes	3983 (48.7%)	4076 (49.9%)	1.2
Always	1737 (21.2%)	2076 (25.4%)	4.2
The adults around me behave in a positive and responsible way. (n=8183)			
Yes	7737 (94.5%)	7789 (95.2%)	0.7
No	446 (5.5%)	394 (4.8%)	-0.7
My close friends behave in a responsible way. (n=8312)			
Never	259 (3.1%)	204 (2.5%)	-0.6
Sometimes	5025 (60.5%)	4965 (59.7%)	-0.8
Always	3028 (36.4%)	3139 (37.8%)	1.4
My parent(s), guardians, and teachers encourage me to do well. (n=8189)			
Never	73 (0.9%)	60 (0.7%)	-0.2
Once in a while	559 (6.8%)	446 (5.4%)	-1.4
Sometimes	1618 (19.8%)	1642 (20.1%)	0.3
Always	5939 (72.5%)	6041 (73.8%)	1.3

Table 7: Assessment Data: Youth Asset Evaluation – Constructive Use of Time

Question Item	Entry	Exit	Percent Difference
I spend three hours or more a week learning or practicing music, theater or other art activities. (n=8435)			
Never	3513 (41.6%)	2924 (34.7%)	-6.9
Sometimes	3089 (36.6%)	3446 (40.9%)	4.3
Always	1833 (21.7%)	2065 (24.5%)	2.8
I spend one hour or more a week involved in sports, clubs, or other organized groups at school or in the community. (n=8387)			
Never	3291 (39.2%)	2845 (33.9%)	-5.3
Sometimes	2600 (31.0%)	2938 (35.0%)	4.0
Always	2496 (29.7%)	2604 (31.0%)	1.3
I spend one hour or more a week in religious or spiritual activities. (n=8395)			
Never	3696 (44.0%)	3511 (41.8%)	-2.2
Sometimes	3179 (37.9%)	3371 (40.2%)	2.3
Always	1520 (18.1%)	1513 (18.0%)*	-0.1
I go out “with nothing special to do” no more than two nights each week. (n=7994)			
Never	3378 (42.3%)	3718 (46.5%)	4.2
Sometimes	4563 (57.1%)	4241 (53.1%)	-4.0
Always	53 (0.7%)	35 (0.4%)	-0.3

*Does not add up to 100% due to rounding.

Table 8: Assessment Data: Youth Asset Evaluation – Commitment to Learning

Question Item	Entry	Exit	Percent Difference
Doing well in school matters to me. (n=8356)			
Almost never	140 (1.7%)	111 (1.3%)	-0.4
Some days	1248 (14.9%)	986 (11.8%)	-3.1
Most days	2963 (35.5%)	2937 (35.1%)	-0.4
Every day	4005 (47.9%) *	4322 (51.7%)	3.8
I focus on learning and pay attention in class. (n=8344)			
Almost never	207 (2.5%)	145 (1.7%)	-0.8
Some days	1799 (21.6%)	1416 (17.0%)	-4.6
Most days	4000 (47.9%)	4030 (48.3%)	0.4
Every day	2338 (28.0%) *	2753 (33.0%)	5.0
I do an hour or more of homework each school day. (n=8331)			
Almost never	1321 (15.9%)	1092 (13.1%)	-2.8
Some days	2821 (33.9%)	2559 (30.7%)	-3.2
Most days	2455 (29.5%)	2761 (33.1%)	3.6
Every day	1734 (20.8%) *	1919 (23.0%)	2.2
I care about school. (n=8373)			
Almost never	1006 (12.0%)	916 (10.9%)	-1.1
Some days	2030 (24.2%)	1861 (22.2%)	-2.0
Most days	2583 (30.8%)	2769 (33.1%)	2.3
Every day	2754 (32.9%)	2827 (33.8%) *	0.9
I read for pleasure three or more hours a week. (n=8376)			
Almost never	4027 (48.1%)	3746 (44.7%)	-3.4
Some days	2603 (31.1%)	2772 (33.1%)	2.0
Most days	1112 (13.3%)	1180 (14.1%)	0.8
Every day	634 (7.6%)	678 (8.1%)	0.5

*Does not add up to 100% due to rounding.

When examining youths' attitudes about their commitment to learning, there were some notable improvements (see Table 8). For the item, "Doing well in school matters to me," the youths response "every day" increased by 3.8 percent. There was also an improvement in regard to the item, "I focus on learning and pay attention in class" (an increase of 5.0%). There was also some improvement for respondents who reported reading for pleasure three or more hours a week, especially when comparing the "almost never" entry and exit responses to the same comparison of "some days," "most days" or "every day" entry and exit responses.

The following section measures youths' attitudes on values such as honesty and integrity (see Table 9). For the item, "I believe it is important for me not to have sex or to use alcohol or drugs," there was a 3.1 percent increase from the entry and exit forms for those juveniles who responded "yes." In reference to the item, "I can stand up for what I believe in," there was a 4.1 percent improvement for those juveniles who responded "all the time." There were also similar positive improvements for the items, "I tell the truth even when it is not easy," and "I can accept and take personal responsibility for my actions."

Table 10 summarizes the results from the section of the survey designated "Social Competencies." The item, "I am ___ at planning ahead and making decisions," revealed positive changes between the youths' entry and exit responses of "excellent" (4.8% improvement). These positive attitudinal improvements were also reflected in the item, "I can resist negative peer pressure and risky situations." Specifically, between

the entry and exit survey, there was a relatively large 7.3 percent improvement on youths' response of "always."

Table 9: Assessment Data: Youth Asset Evaluation – Positive Values

Question Item	Entry	Exit	Percent Difference
I believe helping other people is ____. (n=8357)			
Hardly every important	176 (2.1%)	159 (1.9%)	-0.2
Somewhat important	1206 (14.4%)	1167 (14.0%)	-0.4
Usually important	3094 (37.0%)	2924 (35.0%)	-2.0
Always important	3881 (46.4%)	4107 (49.1%)	2.7
It matters to me that everyone is treated equally, that no one goes hungry, and that no one is poor. (n=8368)			
Hardly ever	295 (3.5%)	195 (2.3%)	-1.2
Sometimes	1090 (13.0%)	980 (11.7%)	-1.3
Most times	2260 (27.0%)	2329 (27.8%)	0.8
All the time	4723 (56.4%)	4864 (58.2%)	1.8
I can stand up for what I believe in. (n=8387)			
Rarely	200 (2.4%)	130 (1.6%)	-0.8
Sometimes	586 (7.0%)	407 (4.9%)	-2.1
Usually	889 (10.6%)	808 (9.6%)	-1.0
Often	2012 (24.0%)	2001 (23.9%)	-0.1
All the time	4700 (56.0%)	5041 (60.1%)	4.1
I tell the truth even when it is not easy. (n=8383)			
Rarely	412 (4.9%)	275 (3.3%)	-1.6
Sometimes	1640 (19.6%)	1317 (15.7%)	-3.9
Usually	1658 (19.8%)	1629 (19.4%)	-0.4
Often	2924 (34.9%)	3197 (38.1%)	3.2
All the time	1749 (20.9%)	1965 (23.4%)*	2.5
I can accept and take personal responsibility for my actions. (n=8363)			
Rarely	164 (2.0%)	135 (1.6%)	-0.4
Sometimes	771 (9.2%)	552 (6.6%)	-2.6
Usually	1115 (13.3%)	993 (11.9%)	-1.4
Often	2326 (27.8%)	2434 (29.1%)	1.3
All the time	3987 (47.7%)	4249 (50.8%)*	3.1
I believe it is important for me not to have sex or to use alcohol or other drugs. (n=8255)			
Yes	5485 (66.4%)	5737 (69.5%)	3.1
No	931 (11.3%)	808 (9.8%)	-1.5
I don't know	1839 (22.3%)*	1710 (20.7%)	-1.6

*Does not add up to 100% due to rounding.

Table 10: Assessment Data: Youth Asset Evaluation – Social Competencies

Question Item	Entry	Exit	Percent Difference
I am ___ at planning ahead and making decisions. (n=8311)			
Terrible	437 (5.3%)	311 (3.7%)	-1.6
Struggling	1274 (15.3%)	856 (10.3%)	-5.0
Okay	5390 (64.9%)	5534 (66.6%)	1.7
Excellent	1210 (14.6%)*	1610 (19.4%)	4.8
I am ___ good at making and keeping friends. (n=8308)			
Not	148 (1.8%)	132 (1.6%)	-0.2
Sometimes	2731 (32.9%)	2559 (30.8%)	-2.1
Really	5429 (65.3%)	5617 (67.6%)	2.3
I know and am comfortable with people of different cultures or races. (n=8342)			
Never	129 (1.5%)	127 (1.5%)	0.0
Sometimes	739 (8.9%)	704 (8.4%)	-0.5
Most of the time	1762 (21.1%)	1840 (22.1%)	1.0
All the time	5712 (68.5%)	5671 (68.0%)	-0.5
I can resist negative peer pressure and risky situations. (n=8138)			
Never	318 (3.9%)	221 (2.7%)	-1.2
Sometimes	2002 (24.6%)	1484 (18.2%)	-6.4
Usually	3151 (38.7%)	3173 (39.0%)	0.3
Always	2667 (32.8%)	3260 (40.1%)	7.3
I try to deal with conflict without using violence. (n=8108)			
All the time	2011 (24.8%)	2169 (26.8%)	2.0
Sometimes	3189 (39.3%)	2923 (36.1%)	-3.2
Usually	2501 (30.8%)	2666 (32.9%)	2.1
Always respond with violence	407 (5.0%)	350 (4.3%)	-0.7

*Does not add up to 100% due to rounding.

Table 11: Assessment Data: Youth Asset Evaluation – Positive Identity

Question Item	Entry	Exit	Percent Difference
I feel I have control over a lot that happens to me. (n=8315)			
Never	244 (2.9%)	148 (1.8%)	-1.1
Sometimes	1816 (21.8%)	1409 (16.9%)	-4.9
Often	3159 (38.0%)	3243 (39.0%)	1.0
All the time	3096 (37.2%)	3515 (42.3%)	5.1
I feel good about myself. (n=8340)			
Rarely	487 (5.8%)	281 (3.4%)	-2.4
Sometimes	1566 (18.8%)	1143 (13.7%)	-5.1
Often	2678 (32.1%)	2750 (33.0%)	0.9
All the time	3609 (43.3%)	4166 (50.0%)	6.7
I believe my life has purpose and meaning. (n=8276)			
Rarely	510 (6.2%)	288 (3.5%)	-2.7
Sometimes	1440 (17.4%)	1124 (13.6%)	-3.8
Most of the time	2146 (25.9%)	2199 (26.8%)	0.9
All the time	4180 (50.5%)	4665 (56.4%)	5.9
I feel good about my future in the world. (n=8284)			
Never	256 (3.1%)	176 (2.1%)	-1.0
Sometimes	1842 (22.2%)	1334 (16.1%)	-6.1
Usually	2606 (31.5%)	2595 (31.3%)	-0.2
Always	3580 (43.2%)*	4179 (50.4%)*	7.2

*Does not add up to 100% due to rounding.

The last section of the assessment survey asked youths about their identity perceptions. Table 11 summarizes the comparisons between the youths' responses on the entry and exit surveys. For all four items in this section, the youths revealed positive improvements. Specifically, for the response, "all the time," there was a 5.1 percent improvement for the item, "I feel I have control over a lot that happens to me." For the item, "I feel good about myself," there was a 6.7 percent difference for the response, "all the time." Again, for the response, "all the time," there was a 5.9 percent improvement for the item, "I believe my life has purpose and meaning." Finally, for the item, "I feel good about my future in the world," there was a 7.2 percent improvement for the response, "always."

Qualitative Data

In addition to the attitudinal measures, the assessment forms include space for the youths to provide written comments. These comments are on both the entry and exit forms and are completed by the juveniles as well as the probation officers.

Entry Forms – Youths. At the end of the entry form, the juveniles are asked to comment on the following questions:

What do you think are the issues that caused you to be involved with the YAT team?

“The neighborhood I grew up in.”

“Wanting to fit in.”

“I made some bad choices regarding the use of marijuana.”

“I was getting in trouble at school with having a bad attitude.”

“My behavior in and out of school.”

“Fighting, problems with girls/drama.”

“The issues are negative behavior and drug use.”

“Because I left school when it was still in session.”

“My behavior and for talking so much in class.”

“Self control of temper and fighting.”

“Because I’m a addict and I have no boundaries and out of control.”

“Not listening to my mom, or not doing what she told me to do.”

“I made some bad choices with some guys at the skate park.”

“Hanging out with the wrong crowd and making immature decisions.”

How can we assist you? (Prioritize your and your family's needs)

"It can help me by keeping me on track and to not make the same mistake again."

"I can focus and do things right so my family doesn't have to worry about me."

"Help me see that drugs are only going to get me in trouble."

"Get my life on the right track and be trusted by my parents again."

"By helping me not to need [marijuana] as much because I don't want to go to juvie but I'm scared of what might happen."

"Give me more structure and keep me involved in good activities instead of bad stuff."

"Making better decisions and how to listen to my parents better."

"They can assist me by helping me make good choices."

What must you do to realize your potential?

"I need to pay more attention to the damage I am doing to me and my family."

"Be myself and not anyone else. Don't act like someone I'm not."

"I need to just work hard for what I believe in."

"I think I have some potential, but sometimes I just give up because I feel I can't do anything right."

"I need to start picking the right friends instead of those who will get me into trouble."

"Go to school, work hard, never give up on my dreams."

"Be told and pushed by people that really care for me and that I care for."

"I must stay away from drugs and all the bad weed smoking people I hang out with and just be a loner and get my grades together."

"Keep going and never give up no matter what happens."

What can your family do to help you meet your goals?

“They can support me in my goals.”

“It helps when they encourage me to do my best.”

“To advise me in finding the right friends.”

“Nothing because they already do all they can. It is more up to me to do better.”

“It is me that has to push forward to meet my goals but my family can be supportive.”

“Be there for me when I am stressed or busy.”

“My parents could be more strict.”

“Just stay by my side no matter what.”

“Staying behind me, encouraging and supporting me.”

“Be on top with my school work.”

“By being more strict with me and push me to do the best I can.”

“Be more kind and respectful.”

“Just cheer me on and be positive and proud of me.”

Exit Forms – Youths. On the exit forms, youths were asked to evaluate their perceptions of the YAT Program. Specifically, youths were asked the following open-ended questions. Below are some of the juveniles' responses to these questions.

In what ways were we most helpful to you?

"The program taught me how to communicate with one another and participated in cool stuff and people came to do presentations."

"It helped me to stay out of trouble, when I had a question I just went up and asked."

"Everything basically! Mostly the programs/meetings and community service."

"Learning doing better choices helps you in life."

"The ways that were most helpful to me were that they showed us what happens when people use drugs."

"Talking in groups of people with similar backgrounds."

"They understood where we were coming from."

"Helped me see things in a different way; fighting isn't the answer."

"You were helpful to me to not want to fight or even attempt to do drugs."

"You let me talk about my problems and you showed and explained how to fix them."

"The ways you were helpful to me was by helping me, being there for me, telling me what's wrong and what's right."

"It helped me not hang out with negative influences."

"The classes really helped me get on the right path and this program taught me to never take anything that's not mine or not paid for. Also, to stay away from negative things."

"They helped me see that I have a lot of goals in life"

"The program was very helpful. It helped a lot in keeping me out of trouble."

What were some of the positive experiences?

“It was fun in here and I got to meet new people.”

“Now I know what to do in a bad situation.”

“Everything was fun.”

“One of the best experiences was the DSA. It was nice to help out little kids and motivating them in doing better. . . .”

“Feeling like I could change.”

“Having the group share personal experiences of conflicts.”

“Getting to meet new people who have gone through the same experiences as me. Plus I feel like a more positive person.”

“When we talk about the runaway service.”

“Behave, be good, and be nice to my parents.”

“Some of the positive experiences I had were when the police officer came to speak to us. I learned some of the required things needed to get into the Marines.”

“I have fun volunteering at the after school program for the elementary school.”

“The community service trip.”

“I went to a very informing class on respect for other people’s property.”

“I felt very safe with staff and all activities in the program.”

“Meeting new people; talking with other people and learning I was not alone in my struggles.”

What were some of the most negative experiences?

“Some of the negative experiences were when my parents went to the meeting with me. I was a bit ashamed of what I had dragged them into.”

“Having to sit here in this classroom knowing that I did something wrong.”

“Being in the juvie.”

“Some negative experiences were not behaving and being rude to probation officers.”

“Having no transportation because of where I live.”

“The constant pain of having to check in every week.”

“Having others talk and/or brag about bad things they do.”

Exit Forms – Probation Officers. On the exit forms, the probation officers were asked to evaluate the youth’s performance while on contract. Specifically, the probation officers were asked the following open-ended questions. Below are some of the responses to these questions.

Did you encounter any problems when working with this youth (e.g., school, parents, peers)?

“The minor and mom are not good at keeping appointments. Minor transferred to another school due to attendance.”

“Minor had a hard time in the beginning [to] change behavior.”

“The minor had a hard time at school. It appears minor was labeled at school and that made it difficult to change behavior.”

“Parents have domestic violence issues.”

“Minor needed redirection regarding check-up and program attendance. Minor chose to go to the beach or an outing with friends instead of programming on a few occasions.”

“Mom was fairly negative about minor’s behavior. Nothing was good enough for her. Minor would make progress and mother would refer back to a negative incident/behavior.”

“Dealing with the constant balancing act between the mother and father—seems like they are always in a tug-of-war contest.”

“The minor lived very far in a rural area and family did not have transportation.”

What were the most positive outcomes when working with this youth (e.g., increased school attendance, increased parent involvement, etc.)?

“Increased self-awareness; minor listened to what was being said.”

“The minor has shown maturity in addressing the consequences of actions and continues to be involved in extracurricular activities.”

“Increased honesty; minor realizes needs to obey parents directives because they are trying to keep minor safe as possible and out of negative drug lifestyle.”

“Increased parent involvement; attended all classes and participated. Has good leadership skills; is a great role model.”

“Increased confidence.”

“Nice to see we actually seemed to have made a big difference in this case.”

Do you see this youth as a success? (Please describe)

“Yes. Minor avoided conflict while on contract and was able to handle peer pressure issues without incident.”

“Minor had strong potential, but ultimately up to this youth (and parents).”

“Yes, minor has a great support system at home; mother always encourages minor to do well in school and to go to college.”

“Minor has a loving family who help keep minor accountable.”

“Yes. Minor is determined to become an attorney. Minor has the skills and personality to become a good attorney.”

“Yes minor completed the requirements of this program. Minor is a typical kid who will push the limits but I believe parents need to learn how to properly respond to this behavior.”

“Minor matured and has set goals to succeed in life.”

Board of State and Community Corrections (BSCC)

The Board of State and Community Corrections (BSCC) requires each county to annually submit various outcome measures on youths participating in programs funded by A.B. 1913. This information is for only those youths placed on **contract**. Table 12 is a summary of key information provided to CSA for the October 15, 2014 report. This information is based on those youths who met the following criteria: 1) completed the YAT program; and 2) completed their six-month follow-up period on or before June 30, 2014. This table is for the 2013-2014 fiscal year.

Table 12: Board of State and Community Corrections Data: Six-Month Follow-Up Information

Follow-Up Item	Number of Participants	Reported Rate
Arrests	945	8.6%
Incarceration Rate	945	2.7%
Completion of Probation	60	26.7%
Violation of Probation	60	3.0%

While 8.6% of the youths had at least one arrest during the six-month follow-up, over 90 percent (91.4%) of these youths did not have an arrest during that same time period. It is also essential to note that in reference to the “Completion of Probation” and “Violation of Probation” items, at the time of the data collection, for some of the youths on probation their status was “open.”

The next portion of this report includes only those youths who completed the program and provided a six month follow-up time period. The following information is from those youths who met these criteria, since the inception of the program. This information includes whether they were arrested, completed probation, violated probation, and were placed in juvenile hall. Table 13 is a breakdown of each YAT site on these specific measures.

Table 13: Board of State and Community Corrections Data by Site.

	ARRESTS	SUCCESSFUL COMPLETION PROBATION	PROBATION VIOLATION	PLACEMENTS
Banning (n=364)	58	2	3	13
Beaumont (n=362)	47	5	2	9
Blythe (n=257)	41	6	5	11
Cathedral City (n=741)	84	12	16	29
Coachella Valley (n=788)	112	11	19	44
Corona (n=390)	37	6	2	5
Desert Hot Springs (n=592)	62	6	9	21
Eastvale (n=46)	6	1	0	0
Hemet (n=360)	39	4	3	16
Indio (n=707)	109	14	17	33
Lake Elsinore (n=607)	49	9	3	5
La Quinta (n=572)	64	5	5	16
Moreno Valley (n=760)	110	7	12	43
Murrieta (n=332)	42	11	3	12
Norco (n=172)	17	1	1	5
Palm Desert (n=604)	77	7	7	16
Palm Springs (n=482)	51	5	8	13
Perris (n=678)	56	7	8	22
Rancho Verde (n=543)	47	6	3	18
Rubidoux (n=412)	37	3	5	9
San Jacinto (n=430)	39	5	2	17
Temecula (n=531)	65	5	1	8

Petitions Filed

Along with the follow-up information collected above, Table 14 provides a breakdown, by each YAT site, on petitions filed after program completion. Specifically, this information is based on after program completion for the following time periods: 6 months, 12 months, 18 months, 24 months, 30 months, and 36 months. The number in **bold** is how many petitions have been filed; the following number is the total number of cases. Information is currently in the process of being collected for an updated portion of this table; it was last completely updated in September 2014 and updates are pending.

Table 14: Petitions Filed

<u>YAT SITE</u>	6 months	12 months	18 months	24 months	30 months	36 months
Banning	28/344	21/351	21/349	21/325	25/298	6/291
Beaumont	18/354	18/345	5/349	15/292	11/264	6/256
Blythe	27/235	10/248	11/246	11/245	20/236	8/247
Cathedral City	78/701	53/710	47/698	32/671	26/647	26/612
Coachella Valley	61/745	58/744	47/744	39/743	29/715	22/689
Corona	30/379	24/385	11/398	13/377	7/384	12/344
Desert Hot Springs	45/542	45/532	32/516	28/511	27/493	19/485
Eastvale	2/50	2/50	4/41	1/42	0/41	0/32
Hemet	29/356	23/362	15/354	11/355	21/303	10/297
Indio	73/671	51/689	48/669	33/654	27/619	24/568
Lake Elsinore	29/654	20/661	23/636	19/606	13/582	8/558
La Quinta	27/575	27/572	25/550	20/539	8/517	11/492
Moreno Valley	69/758	54/764	43/736	39/678	14/656	13/651
Murrieta	16/342	12/345	22/312	10/301	5/272	4/231
Norco	8/165	7/166	5/167	2/166	0/165	1/159
Palm Desert	49/577	35/582	29/575	24/553	21/541	13/513
Palm Springs	54/455	26/469	32/456	28/450	10/456	13/441
Perris	33/698	37/650	30/628	26/592	19/567	10/556
Rancho Verde	29/522	23/526	21/526	17/530	14/532	16/529
Rubidoux	23/455	21/443	14/420	12/386	14/349	5/323
San Jacinto	31/433	37/426	31/407	36/384	19/387	8/392
Temecula	26/558	23/561	21/537	14/522	8/514	6/482

APPENDIX A

Youth Accountability Teams/School Districts

Banning

Beaumont

Coachella

Corona/Norco

Desert Sands

Hemet

Jurupa

Lake Elsinore

Moreno Valley

Murrieta

Palm Springs

Perris

Riverside

San Jacinto

Temecula

Val Verde