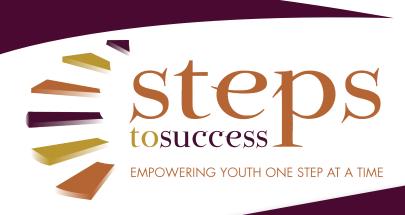
Center for the Study and Prevention of Violence Institute of Behavioral Science University of Colorado Boulder



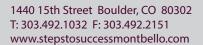
COMMUNITY RISK ASSESSMENT

**REPORT** 

MONTBELLO

STEPS TO SUCCESS RISK AND PROTECTIVE FACTOR COMMITTEE

2014





## COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO





Note: This report was updated in 2014 to reflect final community survey data and to include additional priority protective factors.

## **Acknowledgments**

Montbello Residents

**Denver Public Schools** 

**Community Interviewers** 

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## COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO

2014



#### **Table of Contents: Steps to Success**

Community Assessment Report

## 1. Executive Summary

#### 2. Introduction

- a. Steps to Success Overview
- b. Communities That Care Model
- c. Key Accomplishments of Steps to Success

#### 3. The Risk and Protective Factor Assessment

- a. Goals & Purpose
- b. What and Why of Risk and Protective Factors
- c. Data collection methods
- d Prioritization methods

### 4. Community Assessment Data Highlights

- a. Top 3 Prioritized Risk factors
- b. Top 1 Prioritized Protective factor
- c. Violence Risk Screening Results for Montbello Youth
- d. Community Strengths

#### 5. Conclusion and Recommendations

## **Appendices**

Appendix 1: The Community Assessment Data

- A. Risk Factor Description Top 10
- B. Protective Factor Description Top 4
- C. Tables Youth Violence and Other Problem Behaviors (Community-Youth; High School-Youth; Middle School-Youth and Elementary School-Youth)
- D. Charts of Risk and Protective Factors (Community-Parent and Youth; High School-Youth; Middle School-Youth and Elementary School-Youth)
- E. Communities That Cares Risk Factors and Adolescent Problem Behaviors
- F. List of Items in Scales

Appendix 2: Effect Sizes of Early and Late Risk Factors for Violence

Appendix 3: Glossary

- A. Terms
- B. Risk and Protective Factor Definitions

Appendix 4: Steps to Success Coordinating Committee and Community Board

#### References







## COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO

2014



## 1. Executive Summary

Steps to Success Overview: Steps to Success is a unique partnership between Far Northeast Denver's Montbello community, faculty researchers from the University of Colorado (CU) Boulder and the CU School of Medicine/Children's Hospital to promote positive youth development and reduce youth violence through a coordinated community-wide effort. The project is funded by a five-year (2011-2016) \$5.4 million cooperative agreement from the Centers for Disease Control and Prevention's National Centers of Excellence in Youth Violence Prevention. The Steps to Success project is based on the Communities That Care model to provide a framework for members of a community to work together to prevent youth violence and other problem behaviors, including substance use, delinquency, teen pregnancy, and dropping out of school.

Purpose of Community Assessment Report: This report describes the results of the risk and protective factor assessment completed as part of Steps to Success and highlights prioritized risk and protective factors specific to the Montbello community.

What are Risk and Protective Factors: A risk factor is anything that increases the chances that a person will suffer harm. A protective factor is something that decreases the potential harmful effect of a risk factor. Many of us understand risk and protective factors related to our chances of having a disease like cancer or heart disease. Exercising and eating healthy can be protective factors from getting cancer or heart disease, while smoking or obesity puts us at greater risk for having these diseases.

In this report, the risk factors identified increase the likelihood that a young person will become violent or engage in other problem behaviors such as dropping out of school or using drugs and alcohol, while protective factors buffer the young person against those risks. Many of the same risk and protective factors that predict violence also predict other problem behaviors, including substance use, delinquency, teen pregnancy, and dropping out of school. Likewise, a reduction in the risk factors and an increase in the protective factors that predict violence and other problem behaviors will also help to promote positive youth development.

- Risk factors: Factors that increase the likelihood that a young person will become violent or engage in other problem behaviors such as dropping out of school or using drugs and alcohol. Examples include association with delinquent peers, poor parental monitoring, and academic failure beginning in elementary school.
- Protective factors: Factors that buffer young people against risk and decrease the likelihood that they
  will become violent or engage in other problem behavior. Examples include good social skills, being
  recognized at school for pro-social involvement and attending religious services







## COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO





Data Collection and Prioritization Process: A key goal of the Steps to Success project is to work in partnership with the community during the entire project. Data have been collected in both the community and in local schools based on the experiences and perceptions of residents in order to prioritize the most important risk and protective factors related to youth violence and other problem behaviors for Montbello. Data on a total of 2,144 students (grades 4-12 from 5 Montbello elementary schools, four Montbello middle schools, and 4 high schools in Montbello), 415 community parents, and 695 community youth were collected and analyzed for this report. A previous version of this report presented data from a preliminary sample of 249 community parents and 434 community youth. The community assessment data – labeled community-parent, community-youth, were collected by a well-trained group of interviewers who went door-to-door to every household in the target neighborhood of Montbello seeking participation in a confidential survey from eligible households (those with at least one youth between the ages 10-17). Participant answers were recorded on a computer. Elementary school, middle school, and high school student data were collected by having the students complete an anonymous computer-based survey during the spring or fall 2012.

The aggregate data from these five groups (Community-Youth, Community-Parent, Montbello elementary schools, Montbello middle schools, and Montbello high schools) were presented to the Risk and Protective Factor Committee. The data was also presented with national or statewide comparison data wherever possible as a reference point for Committee members to understand what might be elevated or low in the Montbello community. The committee used the data from all five groups to determine the top risk and protective factors presented in this report. In some instances the community-parent data served to validate youth perceptions (e.g., parents were asked the same questions as the youth). Parents were also asked questions that were not included in the youth surveys (e.g., detailed information about the neighborhood and their family's history). Together these data sources provide an in-depth portrait of the strengths and issues in the Montbello community.

Community Strengths: Although much of this report emphasizes areas for improvement, there are many community strengths that the Committee believed were important to highlight. This report considers high levels of protective factors, things that can buffer the likelihood that youth will engage in violence or other problem behaviors, as examples of community strengths see Below is a list or protective factors that are over 80% for youth in Montbello (see Section 4.D. for a full list of the protective factors over 80% in Montbello).

Over 80% of Montbello youth report trusting relationships with caring adults, belief
in the moral order, parents encouraging prosocial behavior, prosocial relationships
with friends, a positive school environment and school opportunities for prosocial
involvement.

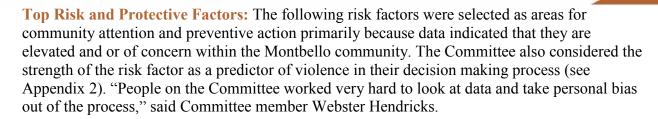
<sup>&</sup>lt;sup>1</sup> Data from the preliminary report were compared to the final report results and the differences appear unlikely to have impacted the Montbello Community Board's prioritization of risk and protective factors.











The top 3 risk factors, in red, are the priority factors the committee suggests focusing efforts on in next two to three years. According to the Communities That Care Risk Factor and Adolescent Problem Behavior Chart, *these 3 top prioritized risk factors predict substance use, delinquency, teen pregnancy, school drop out, and violence* (see Appendix 1 E). An explanation of the top 3 prioritized risk factors listed below can be found in Section 4 of this report and the definitions and rationale for all 10 risk factors below can be found in Appendix 1. The list of risk factors below is presented in order of their ranking.

### **Risk Factor List in Priority Order:**

- 1. Early and Persistent Problem Behavior
- 2. Family Conflict / Family Management Problems
- 3. Friends Engaging in Problem Behavior / Weak Social Ties
- 4. Lack of Commitment to School
- 5. Family Exposure to Violence
- 6. Gang Involvement
- 7. Availability of Drugs / Drug Use
- 8. Academic Failure Beginning in Late Elementary School
- 9. Family History of Problem Behavior
- 10. Low Neighborhood Attachment

The data also portrayed factors within Montbello that could be targeted in order to improve the protective buffer that can help keep youth on a path to success. In prioritizing protective factors, the community selected protective factors that showed low levels in Montbello. The top protective factors identified to increase are as follows:

## **Protective Factor List in Priority Order:**

- 1. Religiosity
- 2. Family, Community and School Recognition for Prosocial Behavior

This report recommends the community give particular attention to the top three prioritized risk factors and top prioritized protective factors when developing the community's action plan to prevent youth violence and other problem behaviors and to promote positive youth development.

**Violence Risk Screening:** This report also highlights the percentage of youth in Montbello middle and high schools and in the community that are at-risk for violence based on a 14-item violence screening questionnaire that was embedded in the community-youth and middle and high school surveys. This information may be important when making programming decisions because it provides an estimate on the number of at-risk youth that may benefit from evidence-based violence prevention programs.







#### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO





• The results show that 18% of Montbello community youth, 26% of Montbello high school youth and 24% of Montbello middle school youth surveyed had scores that indicated they were at risk for serious violence perpetration one year later.

Steps to Success Impact: If proven programs are chosen to be implemented in Montbello that address the prioritized risk and protective factors, and the programs are implemented properly, youth involvement in violence or other problem behaviors should be reduced over time in Montbello. As a result of this project, we expect that Montbello will achieve a substantive reduction in the overall levels of violence for youth ages 10-17. By substantive reduction, we expect to match or better the 10% reductions in the rates of violent behavior called for in the objectives of the national Healthy People 2020 Framework for the Violence Prevention Leading Health Indicators (U.S. Department of Health and Human Services, 2013). The first follow-up community and school assessment will take place in 2015. Because many of the same risk and protective factors that predict violence also predict other problem behaviors, it is likely that these behaviors will be reduced by this amount as well.

• Outcome Goals: Reduce levels of youth violence and other problem behaviors among ages 10-17 by at least 10% by 2016.

#### Conclusion and Recommendations:

Based on the analysis of the data and input from the community, the following priority risk factors were identified for the community to focus on over the next two to three years:

#### **Top 3 Risk Factors:**

- 1. Early and Persistent Problem Behavior
- 2. Family Conflict / Family Management Problems
- 3. Friends Engaging in Problem Behavior / Weak Social Ties

#### **Top Prioritized Protective Factors:**

- 1. Religiosity
- 2. Family, Community and School Recognition for Prosocial Behavior

These risk factors were selected as priorities because the data indicated they are strong or moderate predictors of youth violence and other problem behaviors and at elevated levels in Montbello. In prioritizing the top protective factors, the community selected protective factors that showed low levels in Montbello. The Risk Assessment Committee recommends that the Montbello community give particular attention to implementing strategies or programs to address these risk and protective factors when developing the community action plan.







## COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO 2014





#### 2. Introduction

#### 2A. Steps to Success Overview

Steps to Success Overview: Steps to Success is a unique partnership between the Far Northeast Denver Montbello community, faculty researchers from the University of Colorado (CU) Boulder and the CU School of Medicine/Children's Hospital to promote positive youth development and reduce youth violence through a coordinated community-wide effort. The project is funded by a five-year (2011-2016) \$5.4 million cooperative agreement from the National Centers of Excellence in Youth Violence Prevention. The Steps to Success project is based on the Communities That Care model as a way for members of a community to work together to prevent youth violence and other problem behaviors, including substance use, delinquency, teen pregnancy, and dropping out of school.

Steps to Success officially kicked off in February of 2012 and is directed by a Community Board consisting of community leaders and partner organizations. A Key Leader Advisory Board, consisting of city and state leaders and elected officials also meets quarterly to support the work of the Community Board. These Boards make decisions – based on data – about the strategy and programming that best meet the needs of the Montbello community. They also review and provide input on the work of the various committees of Steps to Success. They identify gaps and areas of promise that can be leveraged and enhanced, and will participate in the development of a Community Action Plan for Montbello. As part of the Community Action Plan, the Community Board will select evidence-based programs that align with the needs of the community. Steps to Success aims to embed these programs and strategies into an on-going community delivery system supported by both governmental and nongovernmental organizations so that the Montbello community may continue to benefit from the programs long after the five years of federal funding ends.

According to Risk and Protective Factor Committee Co-Chair Sharikia Towers, "This is an amazing opportunity that will help us address some of the needs in the community while providing us with guidance on how to sustain, which I believe is key in making a difference in the youth and community."

#### **Community's Vision**:

'A self-empowered community that we are proud of'

#### **Steps to Success Purpose:**

'To promote positive youth development and reduce youth violence in Montbello through a coordinated community effort'







## COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO





#### 2B. Communities That Care Model

Steps to Success uses the Communities that Care (CTC) framework to guide its community effort. CTC was developed by Dr. David Hawkins and Dr. Richard Catalano of the Social Development Research Group in Seattle, Washington as a model example for how community members can work together efficiently and effectively to promote positive youth development and prevent youth violence and other problem behaviors, including substance use, delinquency, teen pregnancy, and dropping out of school.

There are many benefits to using Communities That Care – including encouraging local control, building community capacity, and positively impacting risk factors, specifically (Hawkins, Catalano and Kuklinski, 2011):

#### Local control

- The community determines which risk factors to prioritize
- The community chooses which evidence-based programs to implement to address their top concerns

#### Community capacity

- Data based decision making
- Community organization

#### Proven impact

- Delinquency (62% vs. 70%)
- Alcohol use (67% vs. 75%)
- Cigarette smoking (44% vs. 52%)

Communities that have used CTC have had successful results. These results were accomplished by implementing the CTC model in the way that it was intended to be used including:

- Prioritizing 2-5 risk factors to be targeted
- Investing \$75,000 per year for evidence-based programs (on average communities selected 2 to 3 programs)
- Employing a full-time site manager
- Training community members in the CTC model.

The Steps to Success project in Montbello is implementing the CTC model as it is intended by following all the above listed guidelines for implementation.







### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO





2C. Key Accomplishments of Steps to Success to Date

#### **Overview of Steps to Success Key Accomplishments:**

- Establishment of a community-driven organizational structure to support and oversee project goals
- Collection of community and school survey data
- Prioritization of the risk and protective factors as described in this report

Community Driven Organizational Structure: In February of 2012, community leaders, community members, and local partners attended a kick-off event to introduce the Steps to Success Project. During this two-day event participants began to lay the groundwork for the five year project by developing a Community Board and establishing workgroups. The community determined a local name for the project, Steps to Success, in order to convey the purpose in a more clear and friendly manner. There was also discussion surrounding who was at the table and who was missing, with the purpose of identifying groups that might need additional outreach in order to participate.

Starting in March of 2012, monthly Community Board meetings took place to bring together community members and engage them around the goals of Steps to Success. A Key Leader Advisory Board, consisting of city and state leaders and elected officials also meets quarterly to support the work of the Community Board. Additionally, a Coordinating Committee, consisting of representatives from the Community Board, Key Leader Advisory Board and the work groups, meets monthly to steer and coordinate the project. (See Appendix 4 for a full list of Steps to Success partners).

Over the course of monthly meetings, the Community Board members established a structure for Steps to Success, including further work on the formation of work groups who will lead and achieve the various steps in implementing the CTC model. These work groups include:

- Risk and Protective Factor Committee
- Resource Assessment Committee
- Youth Involvement Work Group
- Community Outreach and Public Relations
- Sustainability Committee

Collection of Community and School Survey Data: Data have been collected in the community and in local schools based on the experiences and perceptions of residents in order to sort out the most priority risk and protective factors related to youth violence and other problem behaviors. The community assessment data – labeled Community-Parent, Community-Youth, were collected by a well-trained group of interviewers who went door to door to every household in the target neighborhood seeking participation from eligible households (at least one youth between ages 10-17). Aggregated Elementary School, Middle School, and High School data (grade levels 4 through 12 in the Montbello community) were collected by having the students take a survey on a computer during the spring or fall of 2012.







#### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO

2014

#### Prioritization Process and Accomplishments of the Risk and Protective Factor Committee:

The Risk and Protective Factor Committee began meeting in April of 2012. This Committee's key accomplishments include setting goals for their work, reviewing the survey instruments, participating in trainings on reviewing and prioritizing the data, prioritizing the risk and protective factors, and writing this report.

Risk and Protective Factor Committee's Primary Goal: To analyze data and prioritize the protective and risk factors that will allow us to have the maximum positive impact on the Montbello community.

The Committee reviewed the community and school survey instruments and provided input on some of the measures to be included. They also assisted in recruiting interviewers for Community Survey data collection. Committee members attended a Community Assessment Training in June of 2012 as preparation for how to review the Community and School Survey data. This training was held for a second time in July of 2012, and many highlights of the training were reviewed at ensuing meetings to reinforce the lens of how the Committee should prioritize the risk and protective factors.

In fall of 2012, the Committee reviewed the risk and protective factor lists developed from CTC and made predictions on the risk and protective factors of what they expected the Montbello data to show based on their experiences. This activity was also done with the Community and Key Leader Advisory Boards. Initial predictions prior to the actual data collection and analysis prioritized "Family management problems", "Lack of commitment to school" and "Friends who engage in Problem behavior" as the top risk factors. The actual prioritization based on the data aligns well with these initial predictions.

In January of 2013 the Risk and Protective Factor Committee reviewed the school and community data and made recommendations surrounding priority risk and protective factors. This report presents the results of their review.







## COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO

2014



### 3. The Risk and Protective Factor Assessment

#### 3A. Goals & Purpose of the Assessment

A key goal of Steps to Success is for the Montbello community to develop a profile of risk factors, protective factors and problem behaviors in their community. This Assessment Report is designed to provide this profile in a way that can be shared with Steps to Success community partners with the ultimate goal of developing and implementing a Community Action Plan beginning spring 2013.

Although there has been data collected on crime and violence in Montbello using statistics from the Denver Police Department, this is the first time Montbello has collected data on the risk and protective factors that predict violence and other problem behaviors in a structured, scientifically valid way. Some of the best researchers in the nation are overseeing the data collection process in Montbello to ensure it collects valid measures and accurately represents the community through Community and School surveys.

These surveys provide Montbello with detailed information about their specific risk and protective factors. *This will help community members make truly informed decisions that respond to their neighborhood's unique needs*. The data will be used to set priorities and define key areas of action to address those priorities. Dave Bechhoefer, Co-Chair of the Steps to Success Community Board and Executive Director of the Lowry Family Center in Montbello explains, "This information will be so helpful to our community. We have limited resources in terms of time, people and money and this community data will help us use our scarce resources in the best possible way."

### 3B. What and Why of Risk and Protective Factors

Risk and Protective Factor Description: Research has identified a number of factors that put children and adolescents at risk of engaging in violence and other problem behaviors and some factors that seem to protect them from the effects of risk (Surgeon General's Report on Youth Violence, 2001). In other words, protective factors are conditions or attributes that buffer risk factors. Problem behaviors are defined as those behaviors that put young people's health and development in jeopardy. Some examples of problem behavior include violence, aggression, bullying, gang involvement, truancy and substance use. To effectively prevent problem behavior and support positive youth development, it is critical to understand and address the risk and protective factors that predict these behaviors.

Risk and protective factor profiles are grouped into 5 key domains: community, family, school, peer and individual. To help identify areas of strengths and challenges, state and national comparisons are provided whenever available.







#### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO

2014

Risk factors also vary in strength and by age. The 2001 Surgeon General's Report on Youth Violence ranked predictors of violence as having a large, moderate, or small effect on youth violence. The strength of these risk factors varies by age (see Appendix 2 for full listing). Early risk factors (for children ages 6-11) account for violence that begins before adolescence. However, these early risk factors may or may not be related to violence that begins in adolescence. Many adolescents with late onset violence did not encounter early risk factors. This important information is considered in the selection of priority risk factors in Montbello.

This report identifies 10 risk factors (with prioritization of the top 3) and 4 protective factors (with prioritization of the top factor) for the Montbello community (see Section 4 for details about the priority risk and protective factors and Appendix 1 for a complete review of the Community Assessment Data). There are several reasons for selecting a greater number of priority risk factors than protective factors in this report. First, there is a much longer history of research on risk factors predicting violence and thus many more risk factors have been identified by research than buffering protective factors. In essence, there are fewer buffering protective factors demonstrated by research to select from. Second, research on protective factors shows that their effect size was typically lower than most of the risk factors they buffered. A greater number of risk factors were selected because risk factors are more powerful predictors of violence and reducing these risk factors will have a greater impact on reducing violence in the community. Third, the selection of priority risk and protective factors is ultimately for the purpose of intervening to reduce risk and increase protective factors by implementing evidencebased programs in the community. There are relatively few programs actually designed to enhance protective factors since the concept is still fairly new and many more evidence-based programs available to address risk. This is another reason for selecting more priority risk factors.

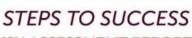
#### 3C. Data Collection Methods

Process for Selecting Montbello as the Target Neighborhood: Montbello was selected after a number of steps. The Center for the Study and Prevention of Violence (CSPV) at CU Boulder discussed the project with then Mayor Hickenlooper, who directed us to the work with the Denver Crime Prevention and Control Commission (CPCC). CPCC helped CSPV obtain Denver crime and violence data and a special "cluster" analysis identified 10 communities which were very much alike. The "cluster" analysis showed Montbello and Northeast Park Hill were a match on various social characteristics (e.g., race/ethnicity, percent free and reduced lunch and crime rates). Next, CSPV staff met several times with community stakeholders who described the local infrastructure that would be available to manage the project. Montbello, given the data, infrastructure and dynamics surrounding youth violence, was selected as the target neighborhood for implementation of a comprehensive strategy to prevent youth violence. Northeast Park Hill was selected as the comparison community.

**About Montbello:** Montbello is 4.5 square miles with a population of approximately 30,000. According to the 2010 census, 37% of the population is under the age of 18. Through much of its 50-year existence, Montbello has been characterized by a majority of African-American residents but recently Montbello has changed to become mostly Hispanic. Approximately 59% of the population is Hispanic, 28% African American, and 8% is white. The Piton Foundation reports that there are more vulnerable children in Montbello than in any other neighborhood in





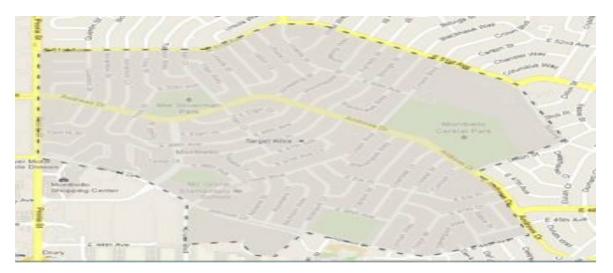






Denver and the number continues to grow at a faster rate than other neighborhoods. Montbello schools report an average of 90% participation in the free and reduced lunch program, and Montbello has been hit particularly hard by the foreclosure crisis. The neighborhood has approximately 30,000 residents, and yet is served by a small handful of nonprofits, and has only one full-service grocery store. Montbello is large and geographically isolated from much of the rest of metro Denver, so transportation and scarcity of services pose significant barriers to the many low-income residents. The overall crime rate in Montbello was 5.33 per 100 people in 2009, and the violent crime rate for youth aged 11 to 24 was 2.6 per 100 youth. This is in the top 1/3 of the distribution of violent crime and of other crime among 11-24 year olds of Denver.

The target area for this project is a subset of the Montbello neighborhood selected because it had high crime as reported by Denver Police Department.



#### **Survey Methods:**

The community and school surveys were designed to measure both problem behaviors and risk and protective factors. They provide information about the frequency of problem behaviors and the underlying factors for why youth may become involved in such behaviors.

#### **Community Surveys:**

In June 2012, Steps to Success began its field effort to collect information on violence and risk and protective factors for violence in the Montbello neighborhood of Denver, CO. This includes a full census of households in a subsection of Montbello. Households were screened for eligibility (eligibility depends on youth ages 10-17 residing in the home). The data collection effort aimed to interview all eligible youth and one parent from each of those households. On June 12-13, 2012 Steps to Success (STS) staff held the first training of community interviewers to screen households for eligible youth, and then ask permission to conduct hour-long interviews of approximately 500 youth and one of their parents. Any youth aged 10-17 was considered to

<sup>&</sup>lt;sup>3</sup> http://www.denverchildrenscorridor.org/why



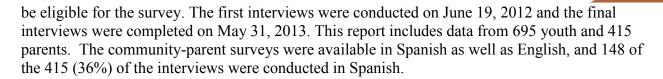


<sup>1</sup> http://www.denverchildrenscorridor.org/why

<sup>&</sup>lt;sup>2</sup> http://www.denverchildrenscorridor.org/data/the-power-of-a-free-lunch







#### **School Surveys:**

The school surveys were completed online in computer labs in during the spring of April and May 2012 or the fall between October and November 2012.

- A total of **904 students** (grades 4 through 6) from **five Montbello elementary schools** (or had elementary school grades such as K8) completed the survey. Each school obtained a response rate of 84% or higher.
- A total of **738 students** (grades 6 through 8) from **four Montbello middle schools** (or had middle school grades such as a K8 or Middle/High) completed the survey. Each school obtained a response rate of 78% or higher (78%; 86%; 95%; 93%).
- A total of **502** students (grades 9 through 12) from **4 Montbello high schools** (or had high school grades such as Middle/High) completed the survey. Each school obtained a response rate of 58% or higher (58%; 69%; 79%; 86%).

#### 3D. Prioritization Methods

The risk and protective factor committee analyzed the data to identify community strengths and elevated risk factors in Montbello. The committee followed the criteria listed below in the development of the prioritized list.

#### Criteria for risk and protective factor prioritization:

- 1. Risk/Protective factors selected are in at least 2 of the following 5 domains:
  - o Individual
  - o Peer
  - o Family
  - o School
  - Community
- 2. Risk/Protective factors are prioritized by the committee based on **level** of risk/protective factor as compared to a provided norm from the community or school(s) where available.
- 3. At least 2-3 priority risk/protective factors will be selected. Additionally, we will prioritize the top ten risk and four protective factors to better understand the profile of the Montbello community.
- 4. Higher **strength** risk factors, which are more highly correlated with violence, are given higher priority (Surgeon General's Report on Youth Violence, 2001); Large effect size .30 or higher; moderate effect size .20-.29; small effect size less than .20
- 5. Risk and protective factors are selected for Montbello by using the following aggregate level reports from: elementary, middle, and high school, and the community-parent and community-youth.

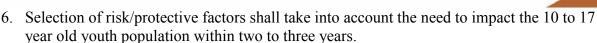






#### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO

2014



The risk and protective factor committee spent a total of ten hours reviewing data and discussing what the Montbello data was portraying. There were many committee discussions throughout the process to maintain focus on what the data was showing – leaving personal bias and experience out of the prioritization process was something the group strived to accomplish. In order to determine the two lists, risk factors and protective factors, a voting process took place. After the first review meeting on January 19, 2013, each member of the committee did a self-vote on the top five risk and top two protective factors they thought should be included. According to Committee member Webster Hendricks, "People on the Committee worked very hard to look at data and take personal bias out of the process." An initial list of eleven risk factors and five protective factors were identified based on totaling everyone's self-vote.

At the Community Board meeting the next week on January 24, 2013, the initial list was discussed and comments were noted. Later that week, the risk and protective factor committee met again to review additional data and the Community Board's comments. After another self-vote among the present members, using the same strategy as the initial ranking, a revised and final list of priorities was determined. Please see the charts below for the factors and their ranking. For additional information on these factors, please see Section 4 of this report (The Community Assessment Data section) and Appendix 1.

Ranking	Risk Factor*	Domain
1	Early and persistent problem behavior	Individual
2	Family conflict/family management problems	Family
3	Friends engaging in problem behavior/weak social ties	Peer
4	Lack of commitment to school	School
5	Family exposure to violence	Family
6	Gang involvement	Individual
7	Availability of drugs/drug use	Community
8	Academic failure beginning in late elementary school	School
9	Family history of problem behavior	Family
10	Low neighborhood attachment	Community









#### 2014

Ranking	Protective Factor**	Domain
1	Religiosity	Individual
	Family, Community and School Recognition for Prosocial Behavior	Family, Community and School

Red - These are the priority factors the committee recommends focusing on





<sup>\*</sup>In prioritizing risk factors, the community selected risk factors showing high levels in Montbello.

<sup>\*\*</sup>In prioritizing protective factors, the community selected protective factors showing low levels in Montbello.



#### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO





## 4. The Community Assessment Data

Overview: This section of the report provides detailed information on the top 3 prioritized risk factors and the top 2 prioritized protective factors. For each of the top 3 prioritized risk factors and top 2 prioritized protective factor the report provides: (a) the definition and rationale describing the importance of the factor, (b) list of all the scales or items related to the factor, and (c) the percentages from the Montbello data in charts. Data on the percent of young people at risk for future engagement in violence and the community strengths are also presented in this section of the report.

Please note that the calculated effect size listed in each table refers only to the data presented in the Surgeon General's Report to Youth Violence (2001). Effect sizes have not yet been calculated for the Montbello data.

See Appendix 1 for data on all 10 risk factors and 4 protective factors and youth violence and other problem behaviors for Montbello youth.

#### **4A. Top 3 Prioritized Risk Factors**

#### 1st Priority Risk Factor: Early and Persistent Problem Behavior

Ranking	Risk Factor	Domain	Effect Size/Strength
1	Early and persistent problem behavior*	Individual	.38 – age 6-11 Large

**Definition:** The earlier that young people use drugs, commit crimes, first drop out of school or become sexually active, the greater their chances of having chronic problems with the respective problem behavior.

Rationale: The most powerful early risk factors for violence at age 15-18 are involvement in general offenses and substance use before age 12. Experimentation with drugs and alcohol is not that unusual by age 18 but use of these substances by children under age 12 is. Early use of these substances signals antisocial attitudes and early involvement in a delinquent lifestyle that often comes to include violent behavior in adolescence (Surgeon General's Report on Youth Violence, 2001).





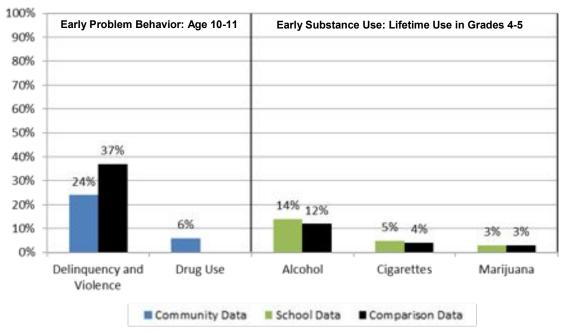


#### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO



Chart 1: First Priority Risk Factor to Improve

## Early and Persistent Problem Behavior\*



<sup>\*</sup>Measured with youth ages 10-11 in Montbello.

## 2<sup>nd</sup> Priority Risk Factor: Family Conflict/Family Management Problems

Ranking	Risk Factor	Domain	Effect Size/Strength
2	Family conflict/Family management problems	Family	.19 – age 12-14 Small; .15 – age 6-11; Small

**Definition:** Family conflict – children raised in families high in conflict are at a higher risk for violence, delinquency, school drop-out, teen pregnancy, and drug use. Family management problems – these include a lack of clear expectations for behavior; failure of parents to supervise and monitor their children; and excessively severe, harsh or inconsistent punishment. Children exposed to these family management practices are at a higher risk for violence, delinquency, school drop-out, teen pregnancy, and drug use.

Rationale: Youth report high levels of poor family management and conflict in both the community and school surveys. Service providers in the community also report many issues related to these risk factors. Research shows that good family management decreases the likelihood of later violence among aggressive children. When the Community Board, Advisory





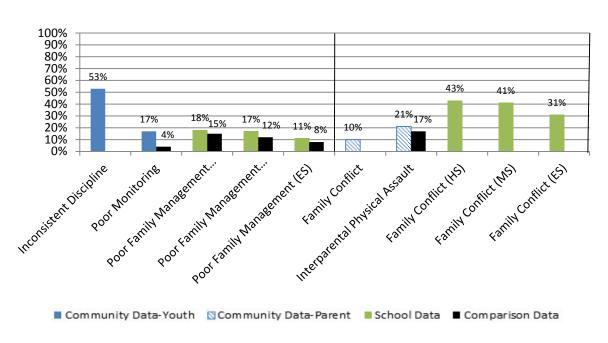




Board and Risk and Protective Factor Work Group prioritized the risk and protective factors in fall 2012 before the data was collected, the family domain was considered most important and the risk factor Family Management Problems was selected as the number one priority.

Chart 2: Second Priority Risk Factors to Improve

#### **Family Management Problems/Family Conflict**



## 3<sup>rd</sup> Priority Risk Factor: Friends Engaging in Problem Behavior / Weak Social Ties

Ranking	Risk Factor	Domain	Effect Size/Strength
3	Friends engaging in problem behavior/Weak social	Peer	.37 – age 12-14 Large
	ties		

**Definition:** Friends who engage in the problem behavior – even when young people come from well-managed families and do not experience other risk factors, spending time with friends who engage in problem behaviors greatly increases their risk of developing those behaviors in adolescence. Weak social ties – teens not involved in conventional activities and are unpopular at school are at risk at becoming violent. Often youth with weak social ties, who are rejected and unpopular with conventional peers may find acceptance in antisocial or delinquent peer groups.

Rationale: Friends engaging in problem behavior or antisocial peers is a strong predictor of violence in youth ages (12-14). Weak social ties (also a strong predictor of violence in youth ages 12-14) may contribute to forming relationships with antisocial peers. Levels are higher in the school survey than in the community survey. This could be a result of the young people feeling more comfortable to report anonymously rather than providing the information to an







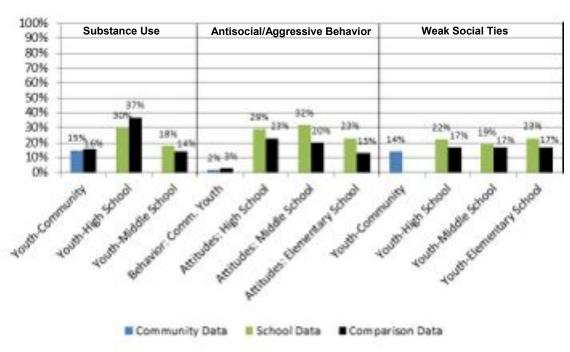




interviewer. When the Community Board, Advisory Board and Risk and Protective Factor Work Group prioritized the risk and protective factors in fall 2012 before the data was collected, Friends Who Engage in Problem Behavior was selected as the third priority. In addition, some of these behaviors are impacting public places in the community. According to the Deputy Manager of Denver Parks, in 2012 vandalism and graffiti in two Far Northeast parks (Parkfield and Town Center) was among the worst in the city with a cost of \$57,000. The Steps to Success survey data supports this is an important area to address.

Charts 3 and 4: Third Priority Risk Factor to Improve

## Antisocial Peers: Friends Engaging in Problem Behavior/Weak Social Ties: 1. Antisocial Peer Behavior/Attitudes



\*Behavior: Perceptions of Antisocial Peer Behavior; Attitudes: Perceptions of Peer Attitudes that Aggression is Acceptable

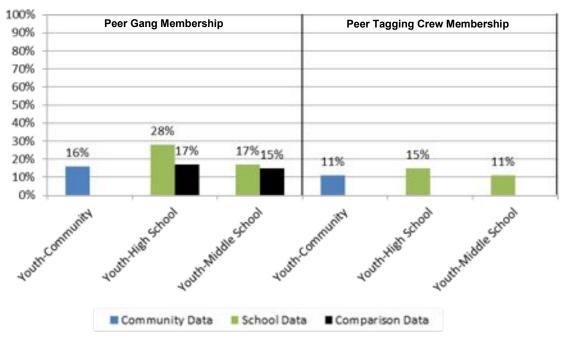












#### 4B. Top Two Prioritized Protective Factors

## 1<sup>st</sup> Priority Protective Factor: Religiosity

In prioritizing protective factors, the community selected protective factors that showed low levels in Montbello. Religiosity was prioritized as the top protective factor to improve.

Ranking	Protective Factor	Domain	Effect Size/Strength
1	Religiosity	Community	Significant reduction in probability of violence

**Definition:** Religiosity – attending religious services is shown to lower the likelihood of engaging in problem behaviors. The community survey measured young people's participation in religious services, whether they viewed themselves as a religious person, and how much satisfaction they get from participating in religious activities.

**Rationale:** Research shows lower attendance at religious services is a significant predictor of later violence among aggressive children. This may be due to the messages of tolerance and peaceful resolution of problems and opportunities for interaction and bonding with prosocial peers and adults.







#### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO

2014

## 2<sup>nd</sup> Priority Protective Factor: Family, Community and School Recognition for Prosocial Behavior

Ranking	Protective Factor	Domain	Effect Size/ Strength
2	Family recognition for prosocial behavior	Family	NA
	Community recognition for prosocial behavior	Community	NA
	School recognition for prosocial behavior	School	NA

**Definition:** The Communities that Care model uses the Social Development Strategy as a way to promote healthy behavior for children and young people in the community. The Social Development Strategy provides a recipe for building prosocial bonds in the family, school and community. Children and young people are motivated to follow healthy beliefs and clear standards if they feel attached and committed – in other words **bonded** – to those promoting those standards. The Social Development Strategy describes the 3 components essential for creating this prosocial bond:

- 1. Providing meaningful opportunities
- 2. Teaching the skills needed to succeed in these opportunities
- 3. Recognizing children and young people for their contributions

**Rationale:** The Montbello community and school data shows that there are many meaningful opportunities for young people to be involved in prosocial activities, but that recognition for their involvement is low and could be improved in the family, community and school contexts. The surveys did not measure whether children and young people are being taught the skills they need to succeed in these meaningful prosocial opportunities.







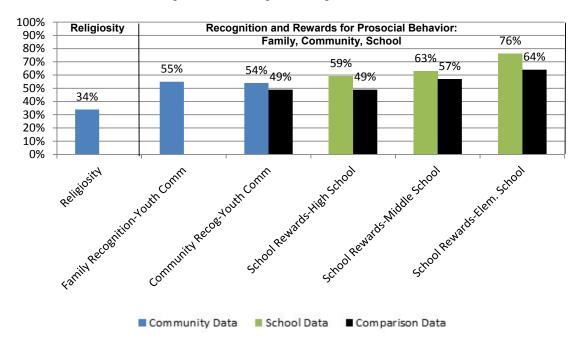
## COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO

2014



Chart 5: Priority Protective Factors to Improve

## Protective Factors: Religiosity and Recognition/Rewards for Prosocial Behavior by Community, Family, and School



#### 4C. Violence Risk Screening Results for Montbello Youth

This report also highlights the percentage of youth in Montbello middle and high schools and in the community that are at-risk for violence based on a 14-item violence screening questionnaire that was embedded in the community youth and middle and high school surveys. The results show that 18% of Montbello community youth, 26% of high school youth and 24% of middle school youth surveyed had scores that indicated they were at risk for serious violence perpetration one year later. These results are compared to 17% of youth screened at Children's Hospital Colorado Adolescent Clinic during a visit with their primary care pediatrician. This information may be important for the Resource Assessment Work Group when making decisions because it provides an estimate on the number of at-risk youth that may benefit from evidence-based violence prevention programs.

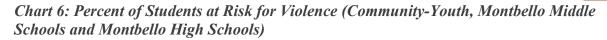




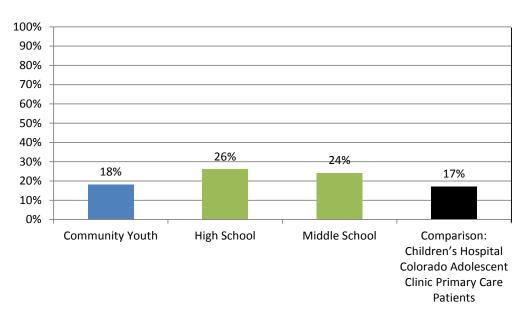


#### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO

2014



## **Violence Risk Screening in Montbello**



**Green Bars** School Surveys **Blue Bars** Community-Youth survey

#### 4D. Community Strengths

Although much of this report emphasizes areas for improvement, there are many community strengths that the Committee believed were important to highlight. This report considers high levels of protective factors, things that can buffer the likelihood that youth will engage in violence or other problem behaviors, as examples of community strengths.

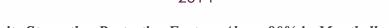
Young people in Montbello are reporting trusting relationships with caring adults, belief in the moral order, parents encouraging prosocial behavior, prosocial relationships with friends, a positive school environment and school opportunities for prosocial involvement. The following protective factors are **all above 80% in Montbello** based on the data from the Community-Youth survey and the Elementary, Middle and High School survey data.



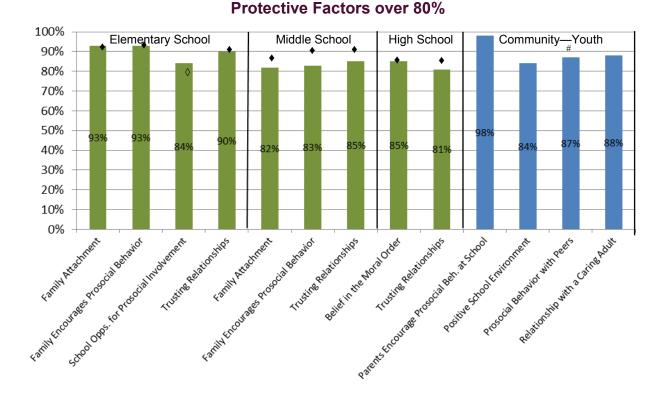




#### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO



# 2014 Chart 7: Community Strengths: Protective Factors Above 80% in Montbello



#### **Chart Legend**

**Green Bars** School Surveys

**Blue Bars** Community-Youth survey

- (\*) Safe Communities Safe Schools comparison from 2011-2012 at the appropriate grade level;
- (٥) Communities That Care comparison data from grade 6
- (#) Strengths and Difficulties Questionnaire comparison data (age 10-17).







#### COMMUNITY RISK ASSESSMENT REPORT - MONTBELLO





#### 5. Conclusion and Recommendations

Steps to Success Impact: If proven programs are chosen to be implemented in Montbello that address the prioritized risk and protective factors, and the programs are implemented properly, youth involvement in violence or other problem behaviors should be reduced over time in Montbello. As a result of this project, we expect that Montbello will achieve a substantive reduction in the overall levels of violence for youth ages 10-17. By substantive reduction, we expect to match or better the 10% reductions in the rates of violent behavior called for in the objectives of the national Healthy People 2020 Framework for the Violence Prevention Leading Health Indicators (U.S. Department of Health and Human Services, 2013). The first follow-up community and school assessment will take place in 2015. Because many of the same risk and protective factors that predict violence also predict other problem behaviors, it is likely that these behaviors will be reduced by this amount as well.

• Outcome Goals: Reduce levels of youth violence and other problem behaviors among ages 10-17 by at least 10% by 2016.

Based on the analysis of the data and input from the community, the following priority risk factors were identified for the community to focus on over the next two to three years:

#### **Top 3 Risk Factors:**

- 1. Early and Persistent Problem Behavior
- 2. Family Conflict / Family Management Problems
- 3. Friends Engaging in Problem Behavior / Weak Social Ties

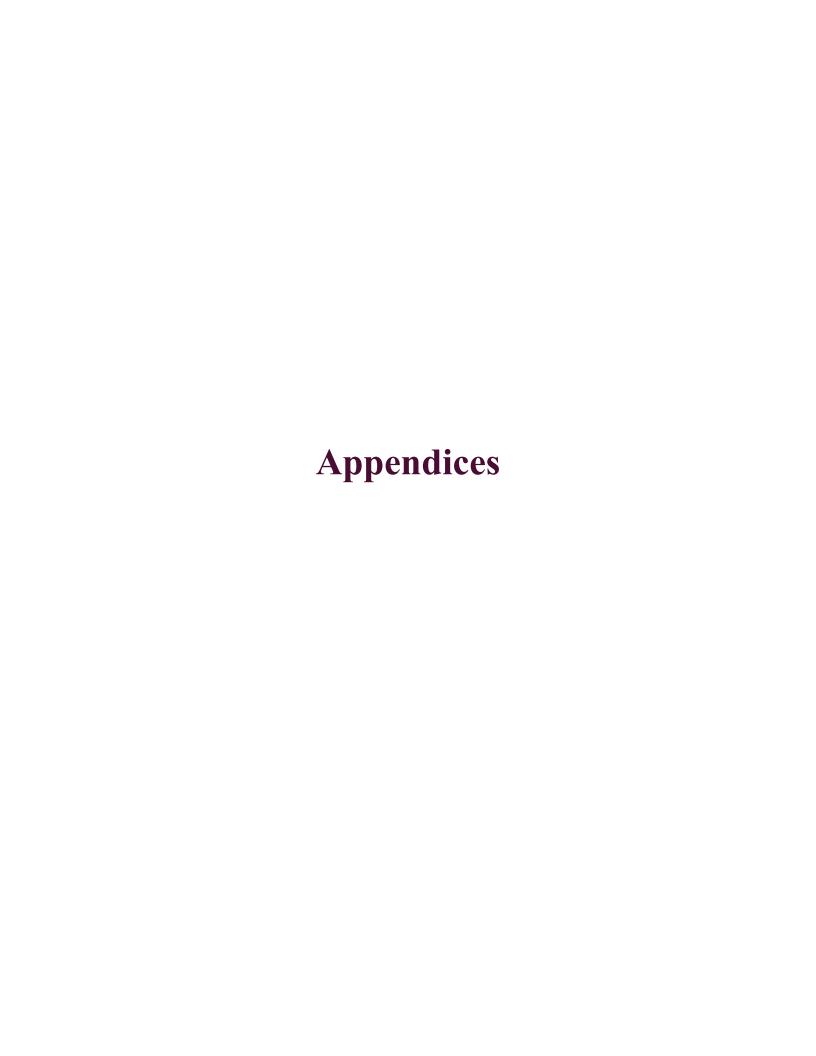
#### **Top Prioritized Protective Factors:**

- 1. Religiosity
- 2. Family, Community and School Recognition for Prosocial Behavior

These risk factors were selected as priorities because the data indicated they are strong or moderate predictors of youth violence and other problem behaviors and at elevated levels in Montbello. In prioritizing the top protective factors, the community selected protective factors that showed low levels in Montbello. The Risk Assessment Committee recommends that the Montbello community give particular attention to implementing strategies or programs to address these risk and protective factors when developing the community action plan.







## **Appendix 1: Community Assessment Data**

Overview: Appendix 1 provides detailed information of the 10 risk and four protective factors highlighted in this report. For each of the 10 risk factors and 4 protective factors, you will find the definition and rationale describing the importance of the factor, a list of all the scales or items related to the factor and the percentages for Montbello.

In the charts listed below, the effect size and strength is provided for each risk factor. An effect size is the predictive power of an individual or general type of risk factor to predict youth violence. The measure used for risk factor effect sizes in this report is a simple correlation between two variables. The calculated effect size listed in each table refers only to the data presented in the Surgeon General's Report on Youth Violence (2001) (see Appendix 3 for complete list). Based on the Surgeon General's Report, a large effect size is .30 or higher; a moderate effect size is .20-.29; and a small effect size less than .20.

**Comparison Data:** Whenever possible, data presented in this report are accompanied by comparative data. The comparative data are provided through the following sources from which we obtained most of the measures for the survey:

- 1. Safe Communities Safe Schools (SCSS) comparison data comparisons to other SCSS elementary, middle and high schools across Colorado that completed the survey during the 2011-2012 school year (elementary school student n=6,437; middle school student n=7,001; high school student n=8,379).
- 2. National data from the Youth Risk Behavior Survey (YRBS) (Centers for Disease Control and Prevention, 2012).
- 3. Communities That Care (CTC) comparison data comparisons to data from over 300,000 youth surveyed in eight states in 1998. The data have been weighted to create demographics comparable to the U.S. (Arthur et al., 2002 and 2007).
- 4. National data from the National Youth Survey Family Study (NYSFS) (Elliott, Huizinga, and Menard, 1989). Data from the eleventh wave of data collection for the original respondents (a nationally representative sample first interviewed as 11-17 year olds in 1976), collected in 2001, were used for comparisons with the parents in the community survey. Data from two waves of their adolescent children (aged 11-17 and then 12-18), collected in 2001 and 2002, were used for comparisons with the youth in the community survey.
- 5. The violence risk measure used in this report, VIPRS (Sigel, et al., 2011), has previously been validated on youth who were primary care patients at the Children's Hospital Colorado Adolescent Clinic.
- 6. Data for the scales used from the Strengths and Difficulties Questionnaire (SDQ) (Goodman, 2001) were compared with national norms (for the appropriate ages for each school level) provided by the SDQ developers. Percentages were reported for those with scores in the "normal" range, compared with those with scores in the "borderline" or "abnormal" ranges.

#### **Appendix 1A. Prioritized 10 Risk Factors**

Ranking	Risk Factor	Domain	Effect Size/ Strength
1	Early and persistent problem behavior*	Individual	.38 (age 6-
			11) Large

Scale/Item	Survey	Montbello Percentage	Comparison
Early Problem Behavior: Delinquency/Violence	Youth Community	24%	37% NYSFS
Early Problem Behavior: Drug Use	Youth Community	6%	NA
Substance use – alcohol lifetime	Youth Elementary	14%	12% SCSS
Substance use – cigarettes lifetime	Youth Elementary	5%	4% SCSS
Substance use – marijuana lifetime	Youth Elementary	3%	3% SCSS

**Definition:** Early and persistent problem behavior – the earlier that young people use drugs, commit crimes, first drop out of school or become sexually active, the greater their chances of having chronic problems with the respective problem behavior.

Rationale: The most powerful early risk factors for violence at age 15-18 are involvement in general offenses and substance use before age 12. Experimentation with drugs and alcohol is not that unusual by age 18 but use of these substances by children under age 12 is. Early use of these substances signals antisocial attitudes and early involvement in a delinquent lifestyle that often comes to include violent behavior in adolescence (Surgeon General's Report on Youth Violence, 2001).

<sup>\*</sup>Measured with youth ages 10-11 in Montbello.

Ranking	Risk Factor	Domain	Effect Size/ Strength
2	Family conflict/Family management problems	Family	.19 (age 12- 14) Small; .15 (age 6- 11) Small

Scale/Item		Montbello Percentage	Comparison
Poor family management (inconsistent discipline)	Youth Community	53%	NA
Poor family management (poor monitoring)	Youth Community	17%	4% NYSFS
Poor family management	Youth High	18%	12% SCSS
Poor family management	Youth Middle	17%	8% SCSS
Poor family management	Youth Elementary	11%	4% SCSS

Scale/Item	Survey	Montbello Percentage	Comparison
Family conflict	Parent Community	10%	NA
Family conflict (physical assault between parent and partner/spouse)	Parent Community	21%	17% NYSFS
Family conflict	Youth High	43%	NA
Family conflict	Youth Middle	41%	NA
Family conflict	Youth Elementary	31%	NA

**Definition:** Family conflict – children raised in families high in conflict are at a higher risk for violence, delinquency, school drop-out, teen pregnancy, and drug use. Family management problems – these include a lack of clear expectations for behavior; failure of parents to supervise and monitor their children; and excessively severe, harsh or inconsistent punishment. Children exposed to these family management practices are at a higher risk for violence, delinquency, school drop-out, teen pregnancy, and drug use.

Rationale: Youth report high levels of poor family management and conflict in both the community and school surveys. Service providers in the community also report many issues related to these risk factors. Research shows that good family management decreases the likelihood of later violence among aggressive children. When the Community Board, Advisory Board and Risk and Protective Factor Work Group prioritized the risk and protective factors in fall 2012 before the data was collected, the family domain was considered most important and the risk factor Family Management Problems was selected as the number one priority.

Ranking	Risk Factor	Domain	Effect Size/
			Strength
3	Friends engaging in problem behavior/Weak social	Peer	.37 (age 12-
	ties		14) Large

Scale/Item	Survey	Montbello	Comparison
		Percentage	
Peer drug use (alcohol/marijuana)	Youth Community	15%	16% NYSFS
Peer drug use	Youth High	30%	37% SCSS
Peer drug use	Youth Middle	18%	14% SCSS
Antisocial peers (behavior)	Youth community	2%	3% NYSFS
Attitudes favorable toward the acceptability of	Youth High	29%	23% SCSS
aggression			
Attitudes favorable toward the acceptability of	Youth Middle	32%	20% SCSS
aggression			
Attitudes favorable toward the acceptability of	Youth Elementary	23%	13% SCSS
aggression			
Weak social ties	Youth Community	14%	NA
Weak social ties	Youth High	22%	17% SCSS
Weak social ties	Youth Middle	19%	17% SCSS
Weak social ties	Youth Elementary	23%	7% SCSS

Scale/Item	Survey	Montbello Percentage	Comparison
Peer gang membership	Youth Community	16%	NA
Peer gang membership	Youth High	28%	17% SCSS
Peer gang membership	Youth Middle	17%	15% SCSS
Peer tagging crew membership	Youth Community	11%	NA
Peer tagging crew membership	Youth High	15%	NA
Peer tagging crew membership	Youth Middle	11%	NA

**Definition:** Friends who engage in problem behavior – even when young people come from well-managed families and do not experience other risk factors, spending time with friends who engage in problem behaviors greatly increases their risk of developing those behaviors in adolescence. Weak social ties – teens not involved in conventional activities and who are unpopular at school are at risk for becoming violent. Often, youth with weak social ties, who are rejected and unpopular with conventional peers, may find acceptance in antisocial or delinquent peer groups.

Rationale: Friends engaging in problem behavior (or antisocial peers) is a strong predictor of violence in youth ages (12-14). Weak social ties (also a strong predictor of violence in youth ages 12-14) may contribute to forming relationships with antisocial peers. Levels are higher in the school survey than in the community survey. This could be a result of the young people feeling more comfortable to report anonymously rather than providing the information to an interviewer. When the Community Board, Advisory Board, and Risk and Protective Factor Work Group prioritized the risk and protective factors in fall 2012 before the data were collected, Friends Who Engage in Problem Behavior was selected as the third priority. In addition, some of these behaviors are impacting public places in the community. According to the Deputy Manager of Denver Parks, in 2012, vandalism and graffiti in two Far Northeast parks (Parkfield and Town Center) was among the worst in the city with a cost of \$57,000 to clean and repair. The Steps to Success survey data supports this as an important area to address.

Ranking	Risk Factor	Domain	Effect Size/ Strength
4	Lack of commitment to school	School	.19 ( age 12-
			14) Small;
			.13 (age 6-
			11) Small

Scale/Item	Survey	Montbello Percentage	Comparison
Truancy	Youth Community	32%	18% NYSFS
Truancy	Youth High	33%	NA
Truancy (since beginning of year)	Youth Middle	22%	NA
Truancy (since beginning of year)	Youth Elementary	12%	NA
Suspensions	Youth Community	14%	11% NYSFS

Scale/Item	Survey	Montbello Percentage	Comparison
Low commitment to school (scale)	Youth High	28%	42% CTC
Low commitment to school (scale)	Youth Middle	27%	49% CTC
Low commitment to school (scale)	Youth Elementary	18%	55% CTC
I stayed home from school because I felt I would be unsafe at school or on way to school past 30 days (item)	Youth High	18%	6% YRBS
I stayed home from school because I felt I would be unsafe at school or on way to school past 30 days (item)	Youth Middle	26%	12% SCSS

**Description:** Lack of commitment to school – occurs when a young person no longer sees the role of student as meaningful and rewarding. Young people who have lost this commitment to school are at higher risk for drug abuse, delinquency, teen pregnancy, school drop-out and violence. Many factors can contribute to lack of commitment to school in young people, including individual and family factors and youth who have been exposed to violence may have trouble concentrating. Additionally, when young people do not feel safe at school or on their way to school, they may react by staying home.

Rationale: Research shows that young people with a history of aggression are less likely to be aggressive at age 18 if they are bonded to school and achieve highly in school. The Risk and Protective Factor Committee felt this was an important risk factor to be addressed in Montbello. When the Community Board, Advisory Board and Risk and Protective Factor Work Group prioritized the risk and protective factors in fall 2012 before the data was collected, Lack of Commitment to school was selected as the number two priority. The data supports this is an important area to address.

Ranking	Risk Factor		Effect Size/ Strength
5	Exposure to violence	Family/Ind.	

Scale/Item	Survey	Montbello Percentage	Comparison
Family exposure to violence	Parent Community	36%	NA
Family victimization (theft)	Parent Community	31%	NA
Family victimization (violence)	Parent Community	11%	NA
Victim of physical aggression at school last 12 months	Youth High	25%	12% SCSS
Victim of physical aggression at school last 12 months	Youth Middle	29%	23% SCSS
Victim of physical aggression at school last 12 months	Youth Elementary	32%	NA
Bullying victimization (last 2 months)	Youth High	8%	NA
Bullying victimization (last 2 months)	Youth Middle	16%	NA

Scale/Item	· · · · · ·	Montbello Percentage	Comparison
Bullying victimization (last 2 months)	Youth Elementary	19%	NA

**Description:** Exposure to violence – can disrupt normal development in children and adolescents with profound effects on their mental, physical and emotional health. It can also impact families. For example, parents affected by the trauma of violence may be less available to bond as a loving and responsive caregiver. Also, in response to exposure to violence, parents may be more restrictive with children to protect them from harmful neighborhood influences.

Rationale: A high percentage of Montbello youth report being victims of violence at school and in the community. Exposure to violence at home and in the community may contribute to levels of toxic stress in children and families. Research shows significant stress in the lives of young children is a risk factor for health-threatening behaviors as well as a catalyst for physiologic responses that can lay the groundwork for chronic, stress-related diseases later in life. Adolescents who are exposed to violence in their neighborhood may turn to violence as a way to assert control over their surroundings. Studies show that adolescents exposed to violence are more likely to engage in violent acts, often as preemptive strikes in the face of a perceived threat (Surgeon General's Report on Youth Violence, 2001)

Ranking	Risk Factor	Domain	Effect Size/
			Strength
6	Gang involvement	Individual	.31 (age 12-
			14) Large

Scale/Item	Survey	Montbello Percentage	Comparison
Gang membership	Youth Community	1%	1%
A lot of gang activity in the neighborhood	Parent Community	28%	NA
Friend gang membership	Youth Community	16%	NA
Tagging crew membership	Youth Community	0%	NA
Gang membership	Youth High	10%	5% SCSS
Gang membership	Youth Middle	9%	6% SCSS
Gang membership	Youth Elementary	4%	NA

**Definition:** *Gang involvement* – research has shown that children who have delinquent friends are more likely to use alcohol or other drugs and to engage in delinquent or violent behavior than children who do not have delinquent friends. Gang members, however, are even more likely to exhibit these problem behaviors.

Rationale: Gang membership is a strong predictor of youth violence for 12-14 year olds. Thirty-one percent of Montbello parents report "a lot of gang activity" in the community, and middle and high school gang membership is higher than the comparison sites. When considering these other data points, it appears that the youth self-report in the community survey is low for gang membership. It is possible that the young people surveyed may have underreported on this

measure during the interview. However, it is also possible that gang activity is taking place in the neighborhood but that the gang members live outside of the target neighborhood that Steps to Success surveyed.

Ranking	Risk Factor	Domain	Effect Size/
			Strength
7	Availability of drugs/drug use	Community /	.30 drug use
		Individual	(age 6-11)
			Large; .06
			drug use (age
			12-14) Small;
			.17 neighb.
			drugs and
			crime (age
			12-14) Small

Scale/Item	Survey	Montbello Percentage	Comparison
Laws and norms favorable toward drug use	Parent Community	35%	NA
Laws and norms favorable toward drug use	Youth Community	24%	89% CTC
Easy access to drugs	Youth Community	19%	42% CTC
Drug Use (ages 10-11)	Youth Community	6%	NA
Substance use – alcohol lifetime	Youth High	62%	67% SCSS
Substance use – marijuana lifetime	Youth High	46%	42% SCSS
Substance use – alcohol lifetime	Youth Middle	50%	36% SCSS
Substance use – marijuana lifetime	Youth Middle	26%	15% SCSS
Substance use – alcohol lifetime	Youth Elementary	14%	12% SCSS
Substance use – marijuana lifetime	Youth Elementary	3%	3% SCSS

**Definition:** Community laws and norms favorable toward drug use, firearms, and crime — communities where laws or standards pertaining to drug use, firearms and crime are favorable or unclear have higher rates of youth alcohol and other drug use, violence and delinquency. The Risk and Protective Committee also wanted to include actual drug use in this risk factor. Early access to drug use is also addressed in the first prioritized risk factor "early and persistent problem behavior."

Rationale: Teen alcohol and drug use is related to the perceived approval and disapproval of use and to access and availability of the drugs. Early drug use is a strong predictor of future violence. Laws and norms favorable to drug use and easy access to drugs are likely to relate to higher late-childhood and early adolescent drug use.

Ranking	Risk Factor	Domain	Effect Size/
			Strength
8	Academic failure beginning in late elementary school	School	.14 (age 12- 14) Small; .13 (age 6-11) Small

Scale/Item	Survey	Montbello	Comparison
		Percentage	
Academic failure (mostly D's and F's)	Youth High	8%	7% SCSS
Academic failure (mostly D's and F's)	Youth Middle	6%	3% SCSS
Academic failure (mostly D's and F's)	Youth Elementary	3%	2% SCSS
Academic failure (mostly D's and F's)	Youth Community	3%	5% NYSFS

**Definition:** Academic failure beginning in late elementary school – beginning in the late elementary grades, children who fall behind academically are at greater risk of alcohol and other drug abuse, school drop-out, teen pregnancy, violence and delinquency.

**Rationale:** Research shows that young people with a history of aggression are less likely to be aggressive at age 18 if they are bonded to school and achieve highly in school.

Ranking	Risk Factor	Domain	Effect Size/
			Strength
9	Family history of problem (antisocial) behavior	Family	.23 (age 6-
			11)
			Moderate;
			.16 (age 12-
			14) Small

Scale/Item	Survey	Montbello Percentage	Comparison
Family history of antisocial behavior (ever)	Parent Community	44%	NA
Family history of antisocial behavior (last year)	Parent Community	13%	NA
Family history of drug use (last year)	Parent Community	16%	NA

**Definition:** Family history of the problem behavior – in families with a history of alcohol or other drug addictions, delinquency, teen pregnancy, school drop-out and violence, young people are at increased risk for similar behavioral problems.

**Rationale:** Family history of antisocial behavior is a moderate factor for violence for children ages 6-11. Studies suggest that children learn violent behavior by observing their parents. It has a small effect for youth age 12-14 because parents' direct influence on behavior is largely eclipsed by peer influence during teen years.

Ranking	Risk Factor	Domain	Effect Size/ Strength
	Low neighborhood attachment and community disorganization	Community	.17 (age 12- 14) Small

Scale/Item	Survey	Montbello Percentage	Comparison
Low neighborhood attachment	Youth Community	18%	23% CTC
Low neighborhood attachment	Youth High	28%	28% CTC
Low neighborhood attachment	Youth Middle	22%	21% CTC
Low neighborhood attachment	Youth Elementary	18%	18% CTC
Community disorganization	Parent Community	14%	65% NYSFS
Low neighborhood social cohesion	Parent Community	13%	NA

**Definition:** Low neighborhood attachment and community disorganization – neighborhoods where residents report low levels of bonding to the neighborhood have higher rates of juvenile crime, violence and drug use.

Rationale: Disorganized communities are characterized by social structural characteristics such as poverty, high turnover of residents, single parent households and racial and ethnic heterogeneity. These social structural characteristics may give rise to social processes such as low neighborhood attachment and bonding, low social cohesion and low levels of collective efficacy (willingness to intervene on behalf of a problem seen in the neighborhood).

#### **Appendix 1B. Prioritized 4 Protective Factors**

In prioritizing protective factors, the community selected protective factors that showed low levels in Montbello.

Ranking	Protective Factor	Domain	Effect Size/
			Strength
1	Religiosity	Individual	Significant
			reduction in
			probability of
			violence*

Scale/Item	· · · · · · · · · · · · · · · · · · ·	Montbello Percentage	Comparison
Religiosity	Youth Community	34%	NA

**Definition:** *Religiosity* – attending religious services is shown to lower the likelihood of engaging in problem behaviors. The community survey measured young people's participation in religious services, whether they viewed themselves as a religious person, and how much satisfaction they get from participating in religious activities.

**Rationale:** Research shows lower attendance at religious services is a significant predictor of later violence among aggressive children. This may be due to the messages of tolerance and peaceful resolution of problems and opportunities for interaction and bonding with prosocial peers and adults.

#### \*Herrenkohl et al., 2003

Ranking	Protective Factor	Domain	Effect Size/ Strength
2	Family recognition for prosocial behavior	Family	NA
	Community recognition for prosocial behavior	Community	NA
	School recognition for prosocial behavior	School	NA

Scale/Item	Survey	Montbello	Comparison
		Percentage	
Family recognition for prosocial behavior	Youth Community	55%	NA
Community recognition for prosocial involvement	Youth Community	54%	51% CTC
School rewards for prosocial involvement	Youth High	59%	49% CTC
School rewards for prosocial involvement	Youth Middle	63%	57% CTC
School rewards for prosocial involvement	Youth Elementary	76%	64% CTC

**Definition:** The Communities that Care model uses the Social Development Strategy as a way to promote healthy behavior for children and young people in the community. The Social

Development Strategy provides a recipe for building prosocial bonds in the family, school and community. Children and young people are motivated to follow healthy beliefs and clear standards if they feel attached and committed – in other words *bonded* – to those promoting those standards. The Social Development Strategy describes the 3 components essential for creating this prosocial bond:

- 1. Providing meaningful opportunities
- 2. Teaching the skills needed to succeed in these opportunities
- 3. Recognizing children and young people for their contributions

**Rationale:** The Montbello community and school data shows that there are many meaningful opportunities for young people to be involved in prosocial activities, but that recognition for their involvement is low and could be improved in the family, community and school contexts. The surveys did not measure whether children and young people are being taught the skills they need to succeed in these meaningful prosocial opportunities.

#### **Appendix 1C. Youth Violence and Other Problem Behaviors**

Overview: Appendix 1.C. provides behavioral data on youth violence and other problem behavior. This information is reported in the tables below for Community Survey Youth (Table 1.C.1), high school students in Montbello – state and national comparisons (Tables 1.C.2 and 1.C.3), middle school students in Montbello (Table 1.C.4.) and elementary school students in Montbello (Table 1.C.5).

The behavioral data in this appendix consists of subscales or questions where youth respond "no"=0 or "yes"=1 to the items. In most cases for behavior, what is reported is prevalence, which means reporting the percentage of youth who said they had engaged in at least one behavior on the scale or item at least one time in the given time period (for example, in the last year or the last school year). The average percent "yes" reported for each subscale/item in the table can be interpreted as follows: 40% of students responding to the survey reported "yes" to engaging in delinquent acts. Montbello student responses that are elevated by 5% or more than the comparison are highlighted in red.

Table 1.C.1: Youth Violence and Problem Behaviors: Youth Community Survey Profile Compared to National Youth Survey Family (NYSFS) or Youth Risk Behavior Survey (YRBS)

	BEHAVIOR	Montbello Community Survey	Comparison NYSFS/CTC
		Average % Yes	Average % Yes
1.	Delinquency, Violence & Victimization		
	Delinquency including violence-Last 12 months	41%	52%
	Perpetration of violence -Last 12 months	10%	5%
	Perpetration of aggression (physical, verbal and relational)-Last 12 months	58%	59%
	Perpetration of aggression (physical and verbal)-Last 12 months	54%	30%
	Perpetration of aggression (relational)	28%	44%
	Victim of violence-Last 12 months	23%	15%
	Victim of theft-Last 12 months	37%	23%
	Cyber-Bullying victimization-Last 12 months	23%	n/a
	Cyber-Bullying perpetration-Last 12 months	15%	n/a
	Teen dating violence-Last 12 months	3%	n/a
2.	Weapon carrying		
	Owned or possessed a gun-Last year	1%	n/a
	Carried a gun on school property-Last year	0%	n/a
3.	Gang and Tagging Crew Participation		
	Family member(s) in a gang	8%	n/a

	BEHAVIOR	Montbello Community Survey	Comparison NYSFS/CTC
		Average % Yes	Average % Yes
	Friends belong to a gang	16%	n/a
	Respondent belongs to a gang	1%	1%
	Family member(s) in a tagging crew	3%	n/a
	Friends belong to a tagging crew	11%	n/a
	Respondent belongs to a tagging crew	0%	n/a
4.	Substance Use		
	Cigarette use–Last year	6%	21%
	Alcohol use–Beer–Last year	11%	n/a
	Alcohol use–Wine–Last year	8%	n/a
	Alcohol use-Hard Liquor-Last year	10%	n/a
	Alcohol use–Any–Last year	16%	32%
	Marijuana use–Last year	15%	11%
	Narcotics without a prescription–Last year	2%	3%
	Amphetamines without a prescription–Last year	0%	1%
	Inhalants	2%	1%
5.	Truancy-Since the beginning of the school year	32%	18%

Table 1.C.2: Youth Violence and Other Problem Behaviors: High Schools in Montbello Compared to State and National Comparisons

The following table provides a comparison of average scores on particular problem behavior questions for students attending high schools in Montbello with high school students answering these questions in Colorado and the nation in 2011 through the Youth Risk Behavioral Survey (Centers for Disease Control and Prevention, 2012). 1

SCHOOL SAFETY				
	HS Montbello	Colorado	Nation	
During the past 30 days, I stayed home from school because I felt I would be unsafe at school or on my way to and from school	18%	4%	6%	
VIOLENCE				
	HS Montbello	Colorado	Nation	
During the past 12 months, I was in a physical fight on school property	23%	n/a	12%	
During the past 12 months, I was in a physical fight in which I was injured and had to be treated by a doctor or nurse	9%	n/a	4%	

 $<sup>^{1}</sup>$  Estimates are generally accurate within +/- 5% to 9% at 95% confidence depending on the school size. 100 (+/-.09); 150 (+/-.08); 200 (+/-.07); 250 (+/-.06); 300 & over (+/-.05)

14

During the past 30 days, I carried a gun	8%	n/a	5%
During the past 30 days, I carried a weapon on school property	8%	6%	5%
During the last 12 months, I was threatened or injured with a weapon on school property	8%	7%	7%
SUBSTANCE USE			
	HS Montbello	Colorado	Nation
In the past 30 days, I smoked a cigarette	14%	16%	18%
In the past 30 days, I smoked a cigarette on school property	7%	n/a	5%
In the past 30 days, I had at least one drink of alcohol	23%	36%	39%
In the past 30 days, I had 5 or more drinks of alcohol within 2 hours	13%	22%	22%
In the past 30 days, I used marijuana	25%	22%	23%
MENTAL HEALTH			
	HS Montbello	Colorado	Nation
During the past 12 months, I seriously considered attempting suicide	10%	15%	16%
During the past 12 months, I made a plan about how I would attempt suicide	9%	11%	13%
During the past 12 months, I actually attempted suicide	8%	6%	8%
EATING DISORDERS			
	HS Montbello	Colorado	Nation
During the past 30 days I went without eating for 24 hours or more (also called fasting) to lose weight or to keep from gaining weight	16%	n/a	12%
During the past 30 days I took diet pills, powders or liquids without a doctor's advice to lose weight or to keep from gaining weight	6%	n/a	5%
During the past 30 days I vomited or took laxatives to lose weight or to keep from gaining weight	7%	n/a	4%

Table 1.C.3: Youth Violence and Other Problem Behaviors: High Schools in Montbello Compared to State and National Comparisons

	BEHAVIOR	HS Montbello	SCSS CO
		Average % Yes	Average % Yes
1.	Delinquency, Violence & Victimization		
	Delinquency-Last 12 months	27%	23%
	Perpetration of aggression-Last 12 months	36%	15%
	Victim of aggression-Last 12 months	25%	12%
	Bullying victimization-Last 2 months (excludes cyber-bullying)	8%	n/a
	Bullying perpetration-Last 2 months (excludes cyber-bullying)	5%	n/a
	Cyber-Bullying Victimization-Last 12 months	19%	n/a
	Cyber-Bullying Perpetration-Last 12 months	12%	n/a

	BEHAVIOR	HS Montbello	SCSS CO
		Average % Yes	Average % Yes
	Teen dating violence-Last 12 months	7%	9%
2.	Weapon carrying		
	Carried a gun – Last 30 days	8%	10%
	Carried a gun on school property–Last 30 days	4%	3%
	Carried a weapon on school property-Last 30 days	8%	7%
	Was threatened/injured with weapon at school-Last 12 months	8%	5%
	Threatened/injured someone with a weapon at school-Last 12 months	6%	3%
3.	Gang Participation and Presence of Gangs		
	Gang members at your school	37%	16%
	Gang fights at your school	20%	7%
	Pressure to join gangs at your school	9%	3%
	Asked/pressured to join a gang at your school	11%	5%
	Belong to a gang	10%	5%
	Friends at school belong to a gang	28%	17%
	Tagging crew members at your school	23%	n/a
	Pressure to join tagging crews at your school	7%	n/a
	Asked/pressured to join a tagging crew at your school	8%	n/a
	Belong to a tagging crew	7%	n/a
	Friends at school belong to a tagging crew	15%	n/a
4.	Substance Use		
	Cigarette use–Life time	29%	37%
	Alcohol use–Life time	62%	67%
	Marijuana use–Life time	46%	42%
	Other illegal drug use–Life time	10%	12%
	Prescription drug use without doctor's prescription-Life time	13%	21%
	Cigarette use–Last year	21%	10%*
	Alcohol use-Last year	45%	17%*
	Marijuana use–Last year	34%	4%*
	Drug use–Last year	6%	10%*
	Prescription drug use without doctor's prescription-Last year	6%	n/a
	Cigarette use–Last 30 days	14%	12%
	Alcohol use–Last 30 days	23%	24%
	Marijuana use–Last 30 days	25%	20%
	Drug use–Last 30 days	4%	5%

	BEHAVIOR	HS Montbello	SCSS CO
		Average % Yes	Average % Yes
	Prescription drug use without doctor's prescription-Last 30 days	4%	9%
	Under the influence of alcohol at school–Last 30 days	4%	5%
	Under the influence of drugs at school-Last 30 days	2%	6%
	Cigarette use on school property–Last 30 days	7%	4%
	Using alcohol at school–Last 30 days	3%	3%
	Using drugs at school—Last 30 days	2%	5%
5.	Truancy-Since the beginning of the school year	33%	n/a
6.	Sexual behavior	39%	n/a

Table 1.C.4: Youth Violence and Other Problem Behavior: Montbello Middle Schools Profile Compared to Other SCSS Middle Schools or National Youth Survey Family (NYSFS)

	BEHAVIOR	MS Montbello	SCSS CO
		Average % Yes	Average % Yes
1.	Delinquency, Violence & Victimization		
	Delinquency-Last 12 months	39%	29%
	Perpetration of aggression-Last 12 months	41%	16%
	Victim of aggression-Last 12 months	29%	23%
	In a physical fight on school property-Last 12 months	29%	21%
	In a physical fight on school property and had to have a doctor or nurse treat injury-Last 12 months	11%	6%
	Bullying victimization-Last 2 months (excludes cyber-bullying)	16%	n/a
	Bullying perpetration-Last 2 months (excludes cyber-bullying)	9%	n/a
	Cyber-Bullying Victimization-Last 12 months	22%	n/a
	Cyber-Bullying Perpetration-Last 12 months	12%	n/a
	I stayed home from school because I felt I would be unsafe at school or on my way to and from school-Last 30 days	26%	12%
	Teen dating violence-Last 12 months	9%	8%
2.	Weapon carrying		
	Carried a gun – Last 30 days	8%	9%
	Carried a gun on school property–Last 30 days	4%	2%
	Carried a weapon on school property-Last 30 days	7%	6%
	Was threatened/injured with weapon at school-Last 12 months	10%	7%
	Threatened/injured someone with a weapon at school-Last 12 months	4%	3%
3.	Gang Participation and Presence of Gangs		
	Gang members at your school	21%	14%

	BEHAVIOR	MS Montbello	SCSS CO
		Average % Yes	Average % Yes
Ga	ang fights at your school	17%	8%
Pr	essure to join gangs at your school	8%	5%
As	sked/pressured to join a gang at your school	12%	8%
Ве	elong to a gang	9%	6%
Fr	iends at school belong to a gang	17%	15%
Та	gging crew members at your school	13%	n/a
Pr	essure to join tagging crews at your school	7%	n/a
As	sked/pressured to join a tagging crew at your school	8%	n/a
Ве	elong to a tagging crew	8%	n/a
Fr	iends at school belong to a tagging crew	11%	n/a
4. Su	ibstance Use		
Ci	garette use–Life time	22%	16%
Al	cohol use–Life time	50%	36%
M	arijuana use–Life time	26%	15%
Ot	her illegal drug use–Life time	8%	4%
Pr	escription drug use without doctor's prescription-Life time	9%	10%
Ci	garette use–Last year	14%	10%*
Al	cohol use–Last year	35%	17%*
M	arijuana use–Last year	19%	4%*
Dr	rug use–Last year	5%	10%*
Pr	escription drug use without doctor's prescription-Last year	6%	n/a
Ci	garette use–Last 30 days	9%	6%
Al	cohol use– Last 30 days	18%	13%
M	arijuana use– Last 30 days	15%	8%
Dı	rug use– Last 30 days	4%	2%
Pr	escription drug use with our doctor's prescription-Last 30 days	4%	5%
Uı	nder the influence of alcohol at school–Last 30 days	4%	2%
Uı	nder the influence of drugs at school–Last 30 days	3%	3%
Ci	garette use on school property–Last 30 days	3%	2%
	sing alcohol at school–Last 30 days	3%	2%
Us	sing drugs at school—Last 30 days	3%	2%
	ruancy-Since the beginning of the school year	22%	n/a
6. Se	xual behavior	17%	n/a

Table 1.C.5: Youth Violence and Other Problem Behaviors: Montbello Elementary School Profile Compared to Other SCSS Elementary Schools

	BEHAVIOR	ES Montbello	SCSS CO
		Average % Yes	Average % Yes
1.	Bullying, Violence & Victimization		
	Involvement in Fighting (anywhere)-Last 12 months	32%	n/a
	Involvement in Fighting (at school)-Last 12 months	20%	n/a
	Victim of physical aggression at school-Last 12 months	32%	n/a
	Bullying victimization-Last 2 months	19%	n/a
	Bullying perpetration-Last 2 months	5%	n/a
	Cyber-Bullying Victimization-Last 12 months	19%	n/a
	Cyber-Bullying Perpetration-Last 12 months	12%	n/a
2.	Gang Participation and Presence of Gangs		
2.	Gang members at your school	11%	n/a
	Gang fights at your school	22%	n/a
	Belong to a gang	4%	n/a
	Friends at school belong to a gang	7%	n/a
	Tagging crew members at your school	15%	n/a
	Belong to a tagging crew	4%	n/a
	Friends at school belong to a tagging crew	6%	n/a
3.	Substance Use		
	Cigarette use–Ever Used-Life time	5%	4%
	Alcohol use–Ever Used-Life time	14%	12%
	Marijuana use–Ever Used-Life time	3%	3%
	Cigarette use–Last year	2%	n/a
	Alcohol use-Last year	8%	n/a
	Marijuana use–Last year	2%	n/a
4.	Truancy-Last School Year	12%	n/a

#### 1D. Charts of Risk and Protective Factors

Montbello Community Survey (Individual, Peer, Family, School, Community) – Risk and Protective Factors – 3 Charts

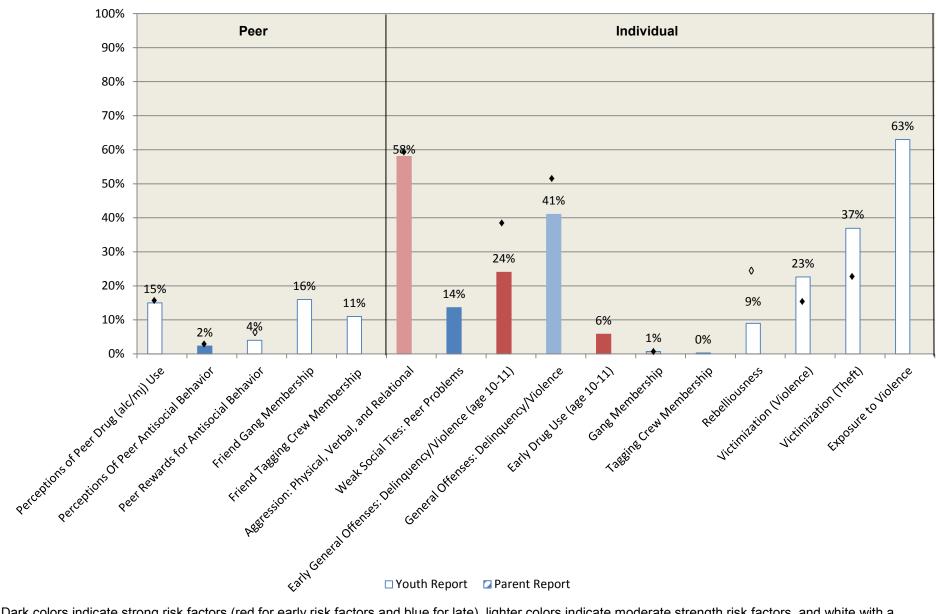
Montbello Elementary Schools Aggregate - (Individual, Peer, Family, School, Community) - Risk and Protective Factors - 2 Charts

Montbello Middle Schools Aggregate – (Individual, Peer, Family, School, Community) – Risk and Protective Factors – 2 Charts

Montbello High Schools Aggregate (Individual, Peer, Family, School, Community) – Risk and Protective Factors – 2 Charts

Appendix 1D Chart 1: Risk Factors – Peer and Individual Contexts – Montbello Community Survey

% Prevalence or % Agree/Strongly Agree

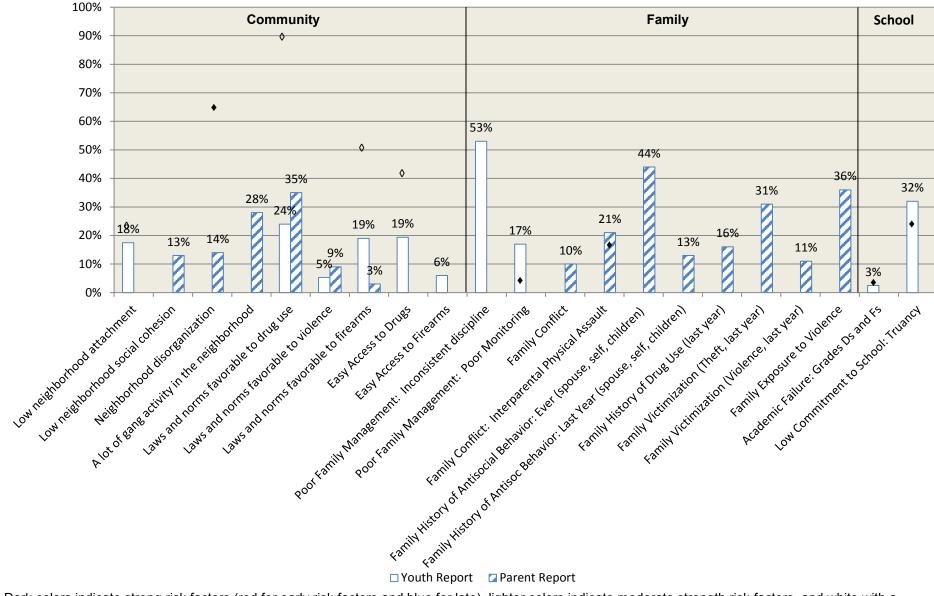


Dark colors indicate strong risk factors (red for early risk factors and blue for late), lighter colors indicate moderate strength risk factors, and white with a blue outline indicate weak risk factors.

Filled Diamonds show comparisons with National Youth Survey Family Study data (age 11-17, Wave 11, except Early General Offenses, which is age 11 only), open diamonds indicate Communities That Care (grades 6,8,10, and 12) or Strengths and Difficulties Questionnaire comparison data (age 10-17)

Appendix 1D Chart 2: Risk Factors - Community, Family and School Contexts - Montbello Community

% Prevalence or % Agree/Strongly Agree

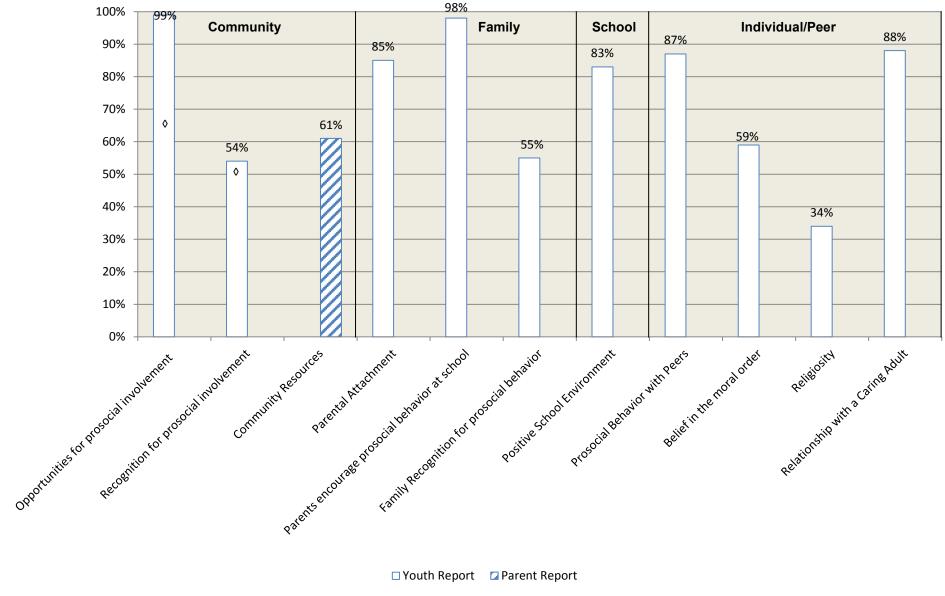


Dark colors indicate strong risk factors (red for early risk factors and blue for late), lighter colors indicate moderate strength risk factors, and white with a blue outline indicate weak risk factors.

Filled Diamonds show comparisons with National Youth Survey Family Study data (age 11-17, Wave 11, except Early General Offenses, which is age 11 only), open diamonds indicate Communities That Care (grades 6,8,10, and 12) or Strengths and Difficulties Questionnaire comparison data (age 10-17).

### **Appendix 1D Chart 3: Protective Factors – Montbello Community Survey Data**

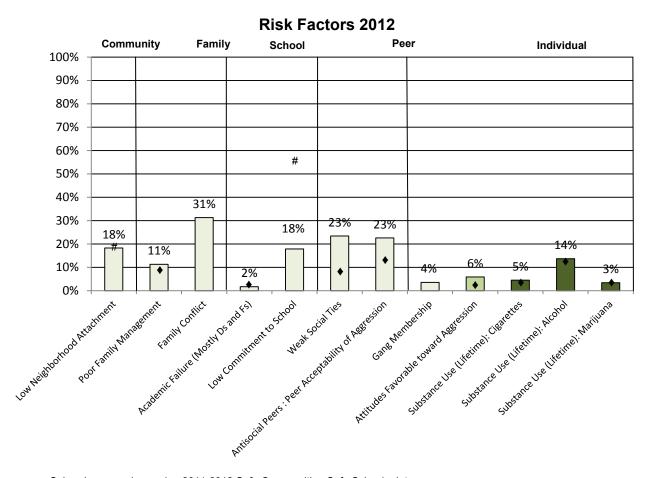
% Prevalence or % Agree/Strongly Agree



Dark colors indicate strong risk factors (red for early risk factors and blue for late), lighter colors indicate moderate strength risk factors, and white with a blue outline indicate weak risk factors.

Filled Diamonds show comparisons with National Youth Survey Family Study data (age 11-17, Wave 11, except Early General Offenses, which is age 11 only), open diamonds indicate Communities That Care (grades 6,8,10, and 12) or Strengths and Difficulties Questionnaire comparison data (age 10-17).

# APPENDIX 1D Charts 4-9 Appendix 1D Chart 4: Risk Factor Profile - Montbello Elementary Schools Aggregate

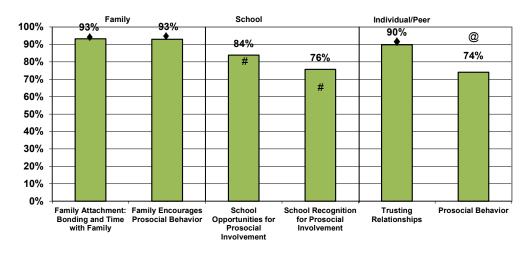


♦ Colorado comparison using 2011-2012 Safe Communities-Safe Schools data. # Communities That Care normative survey data.

Dark green bars-largest effect Light green bars-moderate effect Lightest green bars-small effect

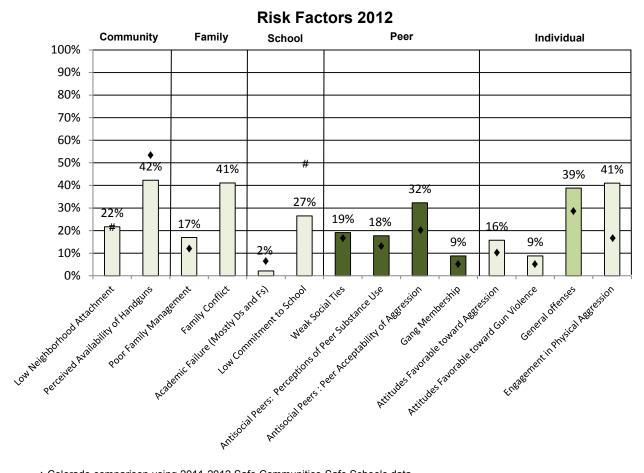
# Appendix 1D Chart 5: Protective Factor Profile - Montbello Elementary Schools Aggregate

#### **Protective Factors 2012**



- ♦ Colorado comparison using 2011-2012 Safe Communities-Safe Schools data.
- # Communities That Care normative survey data.
- @Strengths and Difficulties Norms 2001

# Appendix 1D Chart 6: Risk Factor Profile - Montbello Middle Schools Aggregate

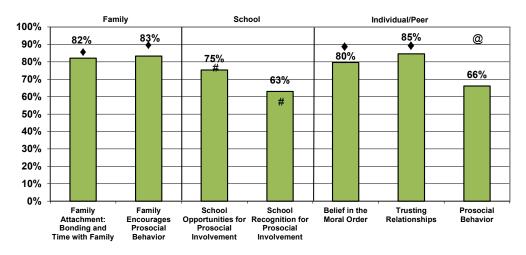


- ♦ Colorado comparison using 2011-2012 Safe Communities-Safe Schools data.
- # Communities That Care normative survey data.

Dark green bars-largest effect Light green bars-moderate effect Lightest green bars-small effect

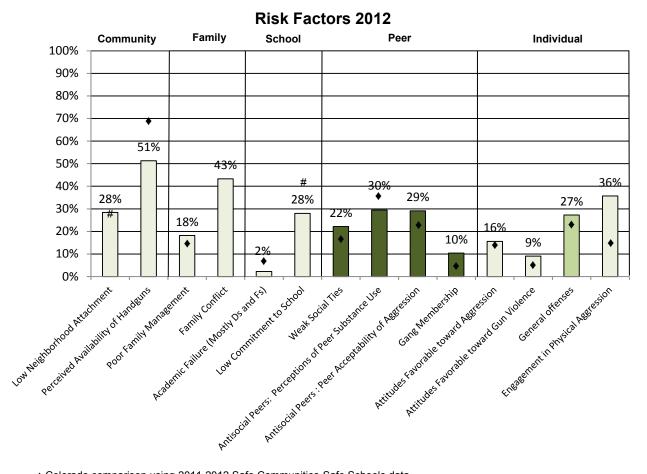
# Appendix 1D Chart 7: Protective Factor Profile - Montbello Middle Schools Aggregate

#### **Protective Factors 2012**



- ♦ Colorado comparison using 2011-2012 Safe Communities-Safe Schools data.
- # Communities That Care normative survey data.
- @Strengths and Difficulties Norms 2001

### Appendix 1D Chart 8: Risk Factor Profile - Montbello High Schools Aggregate

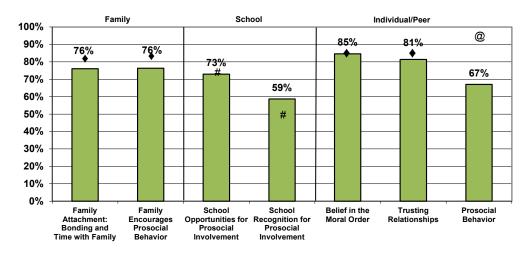


- ♦ Colorado comparison using 2011-2012 Safe Communities-Safe Schools data.
- # Communities That Care normative survey data.

Dark green bars-largest effect Light green bars-moderate effect Lightest green bars-small effect

# Appendix 1D Chart 9: Protective Factor Profile - Montbello High Schools Aggregate

#### **Protective Factors 2012**



- ♦ Colorado comparison using 2011-2012 Safe Communities-Safe Schools data.
- # Communities That Care normative survey data.
- @Strengths and Difficulties Norms 2001

# **Communities That Care**

Risk Factors Adolescent Problem Behaviors				iors	
Community  Availability of Almos	\ %	n pregnal	Ol Drop-C		
Stance	Delinque, use	1 Arco	0/0	la	
16/16	1946	Sha	DOD.	Viole	<b>5</b>
Community	26	9	9	4	(6)
Availability of drugs		_			-
Availability of firearms		•			•
Community laws and norms favorable toward drug use, firearms and crime	•	•			•
Media portrayals of violence					•
Transitions and mobility					
Low neighborhood attachment and community disorganization	•	•			•
Extreme economic deprivation	•			•	
Family					
Family history of the problem behavior					
Family management problems	•			•	
Family conflict	•		•	•	
Favorable parental attitudes and involvement in the problem behavior	•				•
School					
Academic failure beginning in late elementary school	•	•	•	•	•
Lack of commitment to school	•			•	
Peer and Individual					
Early and persistent antisocial behavior	•				
Rebelliousness	•			•	
Friends who engage in the problem behavior	•			•	
Gang involvement	•	•			
Favorable attitudes toward the problem behavior	•		•	•	
Early initiation of the problem behavior				•	
Constitutional factors		•			•

#### Appendix 1F: List of Items in Scales

#### Risk Factor 1: Early and Persistent Problem Behavior

Early Problem Behavior-Delinquency/Violence: Percentage of 10-11 year old community youth who said yes to doing at least one of the following things at least one time in the last year.

Run away from home

Lied about your age to get into someplace or to buy something, for example, lying about your age to get into a movie or to buy alcohol

Hitchhiked where it was illegal to do so

Carried a hidden weapon

Been loud, rowdy, or unruly in a public place so that people complained about it or you got in trouble

Begged for money or things from strangers

Made obscene telephone calls such as calling someone and saying dirty things

Been drunk in a public place

Purposely damaged or destroyed property that did not belong to you (for example, breaking, cutting or marking up something)

Purposely set fire to a house, building, car, or other property or tried to do so

Broken city curfew laws (that is, been in a public place including out in the street without a parent or other adult during the curfew period from 11:00pm to 5am)

Avoided paying for things such as movies, bus or subway rides, food, or computer services

Gone into or tried to go into a building to steal something

Stolen or tried to steal money or things worth \$5 or less

Stolen or tried to steal money or things worth between \$5 and \$50

Stolen or tried to steal money or things worth more than \$50 but less than \$100

Stolen or tried to steal money or things worth \$100 or more

Taken something from a store without paying for it (including events you have already told me about)

Snatched someone's purse or wallet or picked someone's pocke

Taken something from a car that did not belong to you

Knowingly bought, sold, or held stolen goods or tried to do any of these things

Gone joyriding, that is, taken a motor vehicle such as a car or motorcycle for a ride or drive without the owner's permission

Stolen or tried to steal a motor vehicle such as a car or motorcycle

Used checks illegally or used a slug or fake money to pay for something (INCLUDES INTENTIONAL OVERDRAFTS)

Used or tried to use credit or bank cards without the owner's permission

Tried to cheat someone by selling them something that was worthless or not what you said it was

Attacked someone with a weapon or with the idea of seriously hurting or killing them

Hit someone with the idea of hurting them (other than the events you just mentioned)

Used a weapon, force, or strong-arm methods to get money or things from people

Thrown objects such as rocks or bottles at people (other than events you have already mentioned)

Been involved in gang fights

Been paid for having sexual relations with someone

Physically hurt or threatened to hurt someone to get them to have sex with you

Had or tried to have sexual relations with someone against their will (other than those events you just mentioned)

Sold marijuana or hashish ("POT," "GRASS," "HASH")

Have you done anything else in the past year that could have gotten you in trouble with the police?

### Early Problem Behavior-Substance Use: Percentage of 10-11 year old community youth who said yes to using at least one of the following substances at least one time in the last year.

During the past year, how often did you use tobacco?

During the past year, how often did you drink beer?

During the past year, how often did you drink or use wine?

During the past year, how often did you drink hard liquor?

OxyContin, and Percocet?

(Coded yes to previous only if) Did you use these without a doctor's prescription to you?

BENZEDRINE, WHITES, DIET PILLS, DEXIES)

(Coded yes to previous only if) Did you use these without a doctor's prescription to you?

During the past year, how often did you use marijuana or hashish?

During the last year, did you use liquid marijuana?

During the last year, how often did you use inhalants, such as glue, paint, nail polish, or aerosol sprays?

### Substance Use: Percentage of 4th and 5th grade students (elementary survey) who said yes to using each of the following substances at least one time in the last year.

During the past year, how often have you smoked cigarettes?

The next question is about drinking alcohol. Alcohol includes beer, wine, wine coolers, and liquor such as rum, gin, vodka or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes. During the past year, how often have you drunk wine, beer, or other alcohol?

During the past year, how often have you used marijuana (sometimes called pot or weed)?

#### Risk Factor 2:Family Management Problems/Family Conflict

## Poor Family Management (Inconsistent Discipline): Percentage of community youth who answered "sometimes" or "often" (compared with "never") to more than half of the following questions.

If your parents had planned some punishment for you, how often can you talk them out of it?

How often do your parents punish you for something and at other times not punish you for the same thing?

How often do your parents disagree about how to discipline you?

## Poor Family Management (Poor Monitoring): Percentage of community youth who answered "never"/"no" or "sometimes" (compared with "often"/"yes") to more than half of the following questions.

How often...do you leave a note for your parents or call them about where you are going if they are not home?

..do your parents know who you are with when you are away from home?

..do you know how to get in touch with your parents if they are not at home?

do your parents know where you are when you're not at home or at school?

Do you have a certain time to be home on school nights? Do you have a certain time to be home on weekend nights? (If no to both previous questions, skip the following question) Would your parents know if you did not come home on time? Poor Familiy Management: Percentage of students (same for Elementary, Middle, and High) who responded ("NO!" or "no", compared with "yes" and "YES!") to more than half of the following questions. My family has rules about where I can go and what I can do. When I'm not home, one of my parents knows who I am with. When I'm not home, one of my parents knows where I am. My parents know who my friends are Family Conflict (Conflict Scale from the Family Environment Scale): Percentage of community parents who responded that more than half of the following items were true for their family. We fight a lot in our family. Family members rarely become openly angry. (REVERSED) Family members often get so angry they throw things Family members hardly ever lose their tempers. (REVERSED) Family members often criticize each other Family members sometimes hit each other If there is a disagreement in our family, we try hard to smooth things over and keep the peace. (REVERSED) In our family, we believe you don't get anywhere by raising your voice. (REVERSED) Family Conflict (Interparental Physical Assault from the Conflict Tactics Scale): Percentage of community parents living with a spouse or partner who responded that they or their spouse had engaged in any of the following behaviors in the last year. How often have you thrown something at your (s/p)? pushed, shoved, or grabbed your (s/p)? slapped your (s/p)? kicked, bit, or hit your (s/p) with your fist? hit or tried to hit your (s/p) with something? beaten up your (s/p)? choked your (s/p)? threatened your (s/p) with a knife or gun? used a knife on or fired a gun at your (s/p)? How often has your spouse or partner thrown something at you? pushed, grabbed, or shoved you? slapped you? kicked, bit, or hit you with (his/her) fist? hit or tried to hit you with something? beaten you up? choked you? threatened you with a knife or gun? used a knife on or fired a gun at you? Family Conflict: Percentage of students (same for Elementary, Middle, and High School) who responded ("YES!" or "yes", compared with "no" and "NO!") to more than half of the following questions. We fight in our family. I fight with my parents. I fight with my siblings Risk Factor 3: Friends Engaging in Problem Behavior Perceptions of Peer Drug Use: Percentage of community youth who said that at least half of their friends (that is, "Half of Them", "Most of Them", "All of Them" compared with "Very Few of Them", "None of Them") used alcohol or marijuana in the past year. In the last year, how many of your friends...Used alcohol? Used marijuana? Perceptions of Peer Drug Use: Percentage of students (Middle, High) who Agree or Strongly Agreed (compared with Disagreed or Strongly Disagreed) with more than half of the following statements. My friends think it is OK to drink alcohol. My friends drink to get drunk My friends think that using drugs is a dumb idea. (REVERSED) My friends think it is OK to smoke cigarettes Antisocial Peers (Behavior): Percentage of community youth who said that at least half of their friends (that is, "Half of Them", "Most of Them", "All of Them" compared with "A Few of Them", "None of Them") engaged in at least one of the following behaviors in the past year. Purposely damaged or destroyed property that did not belong to them? Stolen something worth less than \$5? Stolen something worth more than \$5 but less than \$100? Gone into or tried to go into a building to steal something? Hit someone with the idea of hurting them? Attacked someone with a weapon or with the idea of seriously hurting them? Used a weapon, force, or strong-arm methods to get money or things from people? Sold hard drugs such as heroin, cocaine, or LSD? Antisocial Peers (Attitudes Favorable toward the Acceptability of Aggression): Percentage of students (Middle, High School) who Agreed or Strongly Agreed (compared with Disagreed or Strongly Disagreed) with more than half of the following items. My friends at school think it is wrong to hit other people. (REVERSED) My friends at school think it is OK to push or shove other people if you are mad. My friends at school think it is OK to physically fight to get what you want. My friends at school think it is OK to hit someone back when they hit you first. My friends at school think it is OK to take your anger out on others by using physical force. My friends at school think it is wrong to call other people mean names. (REVERSED)

who Agreed or Strongly Agreed (compared with Disagreed or Strongly Disagreed) with more than half of the following items. My friends at school think it is OK to push or shove other people if you are mad. My friends at school think it is wrong to get into physical fights with others. (REVERSED) My friends at school think it is OK to hit someone back when they hit you first. My friends at school think it is OK to yell at others and say mean things. Weak Social Ties (Community, "Peer Problems" scale from the Strengths and Difficulties Questionnaire): Percentage of community youth whose scores on these items fall within the clinical range for "abnormal" or "borderline (compared with "normal") would rather be alone than with people of my age. I have one good friend or more. (REVERSED) Other people my age generally like me. (REVERSED) Other children or young people pick on me or bully me. I get along better with adults than with people my own age Weak Social Ties (School): Percentage of students (same for Elementary, Middle, High School) who Disagreed or Strongly Disagreed (compared with Agreed or Strongly Agreed) with more than half of the following questions. I have a friend my age who cares about me. I spend most of my free time at school with my friends I feel lonely at school. (REVERSED) My friends are interested in what I think and how I feel. When I have personal problems, my friends try to understand and let me know they care Peer Gang and Tagging Crew Membership (Community): Percentage of community youth who answerd "Yes" to either of the following questions: Do any of your friends belong to a youth or street gang? Do any of your friends belong to a tagging crew? Peer Gang and Tagging Crew Membership (School): Percentage of students (same for Elementary, Middle, and High School) who answered "Yes" to one of the following questions: Do any of your friends at school belong to a gang? Do any of your friends at school belong to a tagging crew? Risk Factor 4: Lack of Commitment to School Truancy (Community sample): Percentage of community youth who gave an answer of one or greater to the following question. How many times in the past year have you skipped school without an excuse? Truancy (School samples): Percentage of students (same for Elementary, Middle and High school) who gave an answer of one or greater to the following question. Since the beginning of this school year, how many times have you "cut" or skipped at least one class without an excuse? Suspensions: Percentage of community youth who answered "yes" to the following question. During the past 12 months, have you been suspended from school? Low Commitment to School: Percentage of students (same for Elementary, Middle and High School) who answered "NO!" or "no" (compared with "yes" or "YES!") to more than half of the following items. Do you feel your schoolwork is important? Are most of your subjects interesting? Do you enjoy being in school? Do you hate being in school? Skipped School (lack of safety): Percentage of students (same for Elementary, Middle, and High School) who said yes to each of the following questions I stayed home from school because I felt I would be unsafe at school or on way to school past 30 days Risk Factor 5: Exposure to Violence Family Exposure to Violence: Percentage of community parents who reported that at least one of the following had happened to at least one of their family members in the last year During the past year, did you or a family member see anyone get attacked on purpose with a stick, rock, gun, knife, or other thing that would nurt? At home, at school, at a store, in a car, on the street, or anywhere else? did you or a family member see or hear people being shot? did you or a family member see a parent or adult get pushed, slapped, hit, or beat up by another parent or adult or their boyfriend or girlfriend? known someone who has been killed or seriously injured? had friends or other people they knew who were victims of crimes in which they were seriously injured? Family Victimization (Violent): Percentage of community parents who reported that at least one of the following had happened to at least one of their family members in the last year. During the past year, has a member of your family, including you, had someone use a weapon, force, or strong-arm methods to get money or things from them? been hit by someone trying to hurt them? been attacked by someone with a weapon or by someone trying to seriously hurt or kill them? Sometimes groups of kids or gangs attack people. In the last year, did a group of kids or a gang hit, jump, or attack a member of your family? During the past year, has a member of your family, including you, been physically hurt or threatened to be hurt by someone trying to have sex w Family Victimization (Theft): Percentage of community parents who reported that at least one of the following had happened to at least one of their family members in the last year. During the past year, has a member of your family, including you, had their pocket picked or their purse or wallet snatched, or an attempt made to do so? had some of their things, other than a wallet or purse, like books, clothes, money, stolen from them from a locker, restaurant, etc.? had books, clothes, money, or other items stolen from their car? had books, clothes, money, or other items stolen from their home? Victimization by Physical Aggression (Last 12 months, Middle/High School): Percentage of students (Middle and High School) who said that they had been victimized in a specific way and then answered that it had happened on school property. When you were hit by someone trying to hurt you in the past 12 months, was this on school property?

When you were beaten up during the past 12 months, was this on school property?

When someone attacked you with a weapon in the past 12 months, was this on school property?

who said that they had been victimized in a specific way and then answered that it had happened on school property.

During the past 12 months, how many times did someone hit you on school property?

During the past 12 months, how many times did someone beat you up on school property?

Bullying Victimization (Last 2 months): Percentage of students (same for Elementary, Middle, and High School) who reported being victimized by at least one of the following forms of bullying in the previous two months.

I was called mean names, was made fun of, or teased in a hurtful way.

Other students left me out of things on purpose, excluded me from their group of friends, or completely ignored me.

I was hit, kicked, pushed, shoved around, or locked indoors.

Other students told lies or spread false rumors about me and tried to make others dislike me.

I was threatened or forced to do things I did not want to do.

I was bullied with mean names, comments, or gestures with a sexual meaning.

I was bullied in another way.

#### Risk Factor 6: Gang Involvement

Gang Membership: Percentage of community youth who answered "Yes" to the following question.

Do you belong to a youth or street gang?

Gang activity in the neighborhood: Percentage of community parents who answered "Yes" to the following question

Is there a lot of gang activity around your neighborhood?

Friend gang membership: Percentage of community youth who answered "Yes" to the following question.

Do any of your friends belong to a youth or street gang?

Tagging crew membership: Percentage of community youth who answered "Yes" to the following question.

Do any of your friends belong to a tagging crew?

Gang membership: Percentage of students (same for Elementary, Middle, and High School) who answered "Yes" to the following question.

Do you belong to a youth or street gang?

#### Risk Factor 7: Availability of Drugs/Drug Use

Laws and Norms Favorable to Drug Use (Parent): Percentage of community parents who answered "Not Wrong at All" or "A Little Bit Wrong" (compared with "Wrong" or "Very Wrong"), or "Very Unlikely or "Unlikely" (compared with "Likely" or "Very Likely") to more than half of the following questions.

How wrong would most adults in your neighborhood think it was for teenagers to use marijuana illegally?

How wrong would most adults in your neighborhood think it was for teenagers to use marijuana for medical purposes if they had a prescription?

How wrong would most adults in your neighborhood think it was for teenagers to drink alcohol?

How wrong would most adults in you neighborhood think it was for teenagers to smoke cigarettes?

If a teenager drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, how likely would he or she be to be caught by the police?

If a teenager smoked marijuana in you neighborhood, how likely would he or she be to be caught by the police?

Laws and Norms Favorable to Drug Use (Youth): Percentage of community youth who answered "Not Wrong at All" or "A Little Bit Wrong" (compared with "Wrong" or "Very Wrong"), or "Very Unlikely or "Unlikely" (compared with "Likely" or "Very Likely") to more than half of the following questions.

How wrong would most adults in your neighborhood think it was for kids your age to use marijuana illegally?

How wrong would most adults in your neighborhood think it was for kids your age to use marijuana for medical purposes if they had a prescription?

How wrong would most adults in your neighborhood think it was for kids your age to drink alcohol?

How wrong would most adults in you neighborhood think it was for kids your age to smoke cigarettes?

If a kid drank some beer, wine, or hard liquor (for example, vodka, whiskey, or gin) in your neighborhood, would he or she be caught by the police?

If a kid smoked marijuana in you neighborhood, would he or she be caught by the police?

Easy Access to Drugs: Percentage of community youth who answered "Very Easy" or "Sort of Easy" (compared with "Sort of Hard" or "Very Hard" to more than half of the following questions.

If you wanted to get some beer, wine, or hard liquor (for example, vodka, whiskey, or gin), how easy would it be for you to get some?

If you wanted to get some cigarettes, how easy would it be for you to get some?

If you wanted to get some marijuana, how easy would it be for you to get some?

If you wanted to get a drug like cocaine, LSD, or amphetamines, how easy would it be for you to get some?

Drug Use (Age 10-11): Percentage of community youth aged 10-11 who answered that they used one of the following drugs at least one time in the last year.

During the past year, how often did you use tobacco?

During the past year, how often did you drink beer?

During the past year, how often did you drink or use wine?

During the past year, how often did you drink hard liquor?

During the past year, how often did you use narcotics other than heroin, such as methadone, opium, morphine, codeine, Demerol, Vicodin, OxyContin, and Percocet?

During the last year, how often did you use amphetamines, uppers, ups, speed, pep pills, or bennies? (RITALIN, ADDERALL, DEXEDRINE, BENZEDRINE, WHITES, DIET PILLS, DEXIES)

During the past year, how often did you use marijuana or hashish?

During the last year, did you use liquid marijuana?

During the last year, how often did you use inhalants, such as glue, paint, nail polish, or aerosol sprays?

Alcohol Use: Percentage of students (same for Elementary, Middle, and High School) who answered "Yes" to the following question.

During your life, have you drunk wine, beer, or other alcohol?

Marijuana Use: Percentage of students (same for Elementary, Middle, and High School) who answered "Yes" to the following question.

During your life, have you used marijuana (sometimes called pot or weed)?

#### Risk Factor 8: Academic Failure

Academic Failure: Percentage of community youth, or students (same for Elementary, Middle, and High School) who answered "Mostly Ds" or "Mostly F"s (compared with "Mostly As," Mostly Bs," or "Mostly Cs."

What kind of grades do you usually get?

#### Risk Factor 9: Family History of Antisocial Behavior

Family History of Antisocial Behavior (Ever): Percentage of community parents who answered "Yes" to any of the following questions.

Have any of your children ever been in trouble with the law?

Have you ever been in trouble with the law?

Has your (spouse/partner) ever been in trouble with the law?

Family History of Antisocial Behavior (Past Year): In follow-ups to previous "ever" section, percentage of community parents who answered "Yes" to any of the following questions.

Have they been in trouble with the law in the last year?

Have you been in trouble with the law during the past year?

Has your (spouse/partner) been in trouble with the law during the past year?

Family History of Drug Use (Past Year): Percentage of community parents who answered "Yes" to the following questions for children or teenagers (tobacco, alcohol), or any aged family members (all other drugs).

During the last year, have any members of your family, including you, used...tobacco (for example, cigarettes, chewing tobacco, or other nicotine products)

alcohol (for example, beer, wine, liquor, or other alcohol)

marijuana

other drugs

#### Risk Factor 10: Low Neighborhood Attachment and Community Disorganization

Low Neighborhood Attachment: Percentage of community youth or students (same for Elementary, Middle, and High School) who answered "Strongly Agree" or "Agree" (compared with "Disagree" or "Strongly Disagree" to more than half of the following questions.

I'd like to move out of my neighborhood.

I like living in my neighborhood. (REVERSED)

If I had to move, I would miss the neighborhood I now live in. (REVERSED)

Community Disorganization: Percentage of community parents who indicated that at least six of the below were a "Big Problem" (compared with "Somewhat of a Problem" or "Not a Problem").

High unemployment.

Different racial or cultural groups who do not get along well with each other.

Vandalism; buildings and personal belongings broken and torn up.

Little respect for rules, laws, and authority.

Winos and junkies.

Prostitution

Abandoned houses

Sexual assaults or rapes.

Burglaries and thefts.

Gambling

Run down and poorly kept buildings and yards

Syndicate, mafia, or organized crime

Assaults and muggings

Delinquent gangs.

Drug use or drug dealing in open

Peddling of stolen goods.

Police not available.

Low Neighorhood Social Cohesion: Percentage of community parents who answered "Strongly Disagree" or "Disagree" (compared with "Neither Disagree nor Agree", "Agree", or "Strongly Agree") to more than half of the following questions.

People around here are willing to help their neighbors.

This is a close-knit neighborhood.

People in this neighborhood can be trusted

People in this neighrborhood generally don't get along with each other. (REVERSED)

#### **Protective Factor 1: Religiosity**

Religiosity: Percentage of youth who scored high (indicated below for each question) on more than half of the following questions.

To what extent do you think of yourself as a religious person? (A Lot/Very Much compared with Not at All/a Little Bit/Some)

If you had to choose between going to religious services or doing something else, which would you do? (Probably/Definitely Go to Services compared with Don't Know/Probably/Definitely Do Something Else)

On the average, how often do you take part in religious activities? (Once a Month or more)

How much satisfaction do you get from participating in religious activities? (A Lot/Very Much compared with Not at All/a Little Bit/Some)

#### Protective Factor 2: Recognition for Prosocial Behavior

Family Recognition for Prosocial Behavior: Percentage of community youth who answered "Often" compared with "Sometimes" or "Rarely" to more than half of the following items.

When you have done something your parents like or approve of, how often do your parents say something nice about it?

Say something nice about it?

...Wink or smile at you?

...Give you a hug, pat on the back, or kiss for it?

Give you an extra reward for it, like a present or extra allowance?

..Mention it to someone else?

Community Recognition for Prosocial Behavior: Percentage of community youth who answered "Strongly Agree" or "Agree" (compared with "Disagree" or "Strongly Disagree") to more than half of the following items.

My neighbors notice when I am doing a good job and let me know.

There are people in my neighborhood who encourage me to do my best.

There are people in my neighborhood who are proud of me when I do something well.

School Rewards for Prosocial Behavior: Percentage of students (same for Elementary, Middle, and High School) who answered "Strongly Agree" or "Agree" (compared with "Disagree" or "Strongly Disagree") to more than half of the following items.

My teacher notices when I am doing a good job and lets me know about it.

The school lets my parents know when I have done something well. I feel safe at my school.

My teachers praise me when I work hard in school.

# **Appendix 2: Effect Sizes of Early and Late Risk Factors for Violence** (U.S. Department of Health and Human Services, 2001)

Table 4-1. Effect sizes of early and late risk factors for violence\* at age 15 to 18

Early Risk Factors (age 6-11)	Effect Size (r =)	Late Risk Factors (age 12-14)	Effect Size (r =)
	Large Eff	ect Size (r> .30)	
General offenses	.38	Weak social ties	.39
Substance use	.30	Antisocial, delinquent peers	.37
		Gang membership	.31
	Moderate Effe	ct Size (r = .2029)	
Being male	.26	General offenses	.26
Low family socioeconomic status/poverty	.24		
Antisocial parents	.23		
Aggression **	.21		
	Small Effe	ect Size (r < .20)	
Psychological condition	.15	Psychological condition	.19
Hyperactivity	.13	Restlessness	.20
Poor parent-child relations	.15	Difficulty concentrating **	.18
Harsh, lax, or inconsistent discipline	.13	Risk taking	.09
Weak social ties	.15	Poor parent-child relations	.19
Problem (antisocial) behavior	.13	Harsh, lax discipline; poor monitoring, supervision	.08
Exposure to television violence	.13	Low parental involvement	.11
Poor attitude toward, performance in school	.13	Aggression **	.19
Medical, physical	.13	Being male	.19
Low IQ	.12	Poor attitude toward, performance in school	.19
Other family conditions	.12	Academic failure	.14
Broken home	.09	Physical violence	.18
Separation from parents	.09	Neighborhood crime, drugs§	.17
Antisocial attitudes, beliefs		Neighborhood disorganization§	.17
Dishonesty **	.12	Antisocial parents	.16
Abusive parents	.07	Antisocial attitudes, beliefs	.16
Neglect	.07	Crimes against persons	.14
Antisocial peers	.04	Problem (antisocial) behavior	.12
		Low IQ	.11
		Broken home	.10
		Low family socioeconomic status/poverty	.10
		Abusive parents	.09
		Other family conditions	.08
		Family conflict **	.13
		Substance use	.06

### **Appendix 3: Glossary**

#### **Appendix 3.A. Terms**

**Academic Centers of Excellence (ACE) in Youth Violence Prevention** - The Montbello Steps to Success project is funded by a five-year (2011-2016) \$6.2 million cooperative agreement from the Centers for Disease Control and Prevention. The purpose of the ACE Program is to support Academic Centers of Excellence to reduce youth violence in one defined high-risk community by implementing and evaluating a comprehensive strategy to prevent youth violence.

**Communities That Care (CTC)** – A coalition-based system for preventing a wide range of adolescent problem behaviors. CTC guides communities to use the advances of prevention science, building capacity of stakeholders to determine which risk factors and youth outcomes to prioritize and which tested, effective programs and policies to implement to address their local concerns.

**Community Assessment Report** – Describes the results of the risk and protective factor assessment completed as part of the Communities That Care process and highlights prioritized risk and protective factors specific to the Montbello community.

**Community Resource Assessment Report** – Identifies evidence-based programs that can address the prioritized risk and protective factors listed in the Community Assessment Report. The report also looks at existing resources to identify strengths, gaps, issues and barriers related to resource and service access and ways to enhance or expand existing tested and effective resources.

**Effect size** – An effect size is the predictive power of an individual or general type of risk factor to predict youth violence. The measure used for risk factor effect sizes in this report is a simple correlation between two variables.

**Evidence-based programs** – A program that has been reviewed by an independent panel of evaluation experts and determined to meet a clear set of scientific standards. Programs meeting this standard have demonstrated at least some effectiveness for changing targeted behavior and developmental outcomes.

**Problem behaviors** – Behaviors that put young people's health and development in jeopardy. Some examples include substance use, delinquency, teen pregnancy, and dropping out of school.

**Protective factors** - Factors that buffer young people against risk and decrease the likelihood that they will become violent or engage in other problem behaviors. Examples include good social skills, being recognized at school for pro-social involvement and attending religious services

**Risk factors** – Factors that increase the likelihood that a young person will become violent or engage in other problem behaviors such as dropping out of school or using drugs and alcohol. Examples include association with delinquent peers, poor parental monitoring, and academic failure beginning in elementary school.

**Steps to Success** – Steps to Success is a unique partnership between Far Northeast Denver's Montbello community, faculty researchers from the University of Colorado (CU) Boulder and the CU School of Medicine/Children's Hospital to promote positive youth development and reduce youth violence through a coordinated community-wide effort.

**Steps to Success Coordinating Committee** – Consists of Community Board co-chairs, Committee Chairs and 5 Advisory Board members to plan Community Board and Advisory Board meetings, facilitate communication to accomplish goals, and assesses the CTC implementation process to ensure that the milestones and benchmarks are met.

**Steps to Success Community Board** – Consists of residents, community leaders and partner organizations that meet monthly to implement Steps to Success in Montbello using the Communities that Care model. The Community Board is responsible for developing and implementing the 3-5 year Community Action and Sustainability Plan. All that are interested are invited to attend the Community Board, but must meet the Board approved attendance criteria to be a voting member.

**Steps to Success Key Leader Advisory Board** – Influential community leaders who meet quarterly to provide access to community resources and support Community Board recommendations for Steps to Success.

#### Appendix 3.B. Communities that Care Risk factor Definitions

#### **COMMUNITY DOMAIN**

#### Risk Factors

**Availability of drugs** – The availability of alcohol and other drugs is related to a higher risk of alcohol and other drug use and violence among adolescents.

**Availability of firearms** – The availability of firearms is related to a higher risk of delinquency and violence among adolescents.

Community laws and norms favorable toward drug use, firearms, and crime – Communities where laws or standards pertaining to drug use, firearms and crime are favorable or unclear have higher rates of youth alcohol and other drug use, violence and delinquency.

**Media portrayals of violence** – Research has shown a clear correlation between media portrayal of violence and the development of aggressive and violent behavior.

**Transitions and mobility** – When children move from elementary school to middle school, or from middle school to high school, significant increases in drug use, dropping out of school and antisocial behavior may occur. Communities with high rates of mobility appear to be linked to an increased risk of drugs and crime.

**Low neighborhood attachment and community disorganization** – Neighborhoods where residents report low levels of bonding to the neighborhood have higher rates of juvenile crime, violence and drug use.

**Extreme economic deprivation** – Children who live in deteriorating neighborhoods characterized by extreme poverty, poor living conditions and high unemployment are more likely to develop problems with alcohol and other drug use, delinquency, teen pregnancy and dropping out of school. They are also more likely to engage in violence toward others during adolescence and adulthood.

#### **FAMILY DOMAIN**

#### Risk Factors

**Family history of the problem behavior** – In families with a history of alcohol or other drug addictions, delinquency, teen pregnancy, school drop-out and violence, young people are at increased risk for similar behavioral problems.

**Family management problems** – These include a lack of clear expectations for behavior; failure of parents to supervise and monitor their children; and excessively severe, harsh or inconsistent punishment. Children exposed to these family management practices are at a higher risk for violence, delinquency, school drop-out, teen pregnancy, and drug use.

**Family conflict** – Children raised in families high in conflict are at a higher risk for violence, delinquency, school drop-out, teen pregnancy, and drug use.

**Favorable parental attitudes and involvement in the problem behavior**—Parents who approve of, encourage or participate in problem behaviors increase their children's risk for these behaviors.

#### SCHOOL DOMAIN

#### Risk Factors

**Academic failure beginning in late elementary school** – Beginning in the late elementary grades, children who fall behind academically are at greater risk of alcohol and other drug abuse, school drop-out, teen pregnancy, violence and delinquency.

**Lack of commitment to school** – Lack of commitment to school means the child no longer sees the role of student as meaningful and rewarding. Young people who have lost this commitment to school are at higher risk for substance abuse, delinquency, teen pregnancy, school drop-out and violence.

#### PEER AND INDIVIDUAL DOMAIN

#### Risk Factors

Early and persistent antisocial behavior – Boys who are aggressive in grades K-3 or who have trouble controlling impulses are at higher risk for alcohol and other drug use, delinquency and violent behavior. This risk factor also includes persistent antisocial behavior in early adolescence, such as misbehaving in school, skipping school and getting into fights with other children, which increases the risk for substance abuse, delinquency, teen pregnancy, school drop-out and violence.

**Rebelliousness** – Young people who do not feel that they are part of society or bound by rules, who don't believe in trying to be successful or responsible, or who take an active rebellious stance toward society are at higher risk for drug use, delinquency and dropping out of school.

**Friends who engage in problem behavior** – Even when young people come from well-managed families and do not experience other risk factors, spending time with friends who engage in problem behaviors greatly increases their risk of developing those behaviors.

**Gang involvement** – Research has shown that children who have delinquent friends are more likely to use alcohol or other drugs and to engage in delinquent or violent behavior than children who do not have delinquent friends. Gang members, however, are even more likely to exhibit these problem behaviors.

**Favorable attitudes toward problem behavior** – During the middle school years, children's earlier anti-drug, anti-crime attitudes begin to shift toward an acceptance of problem behaviors. This increases their risk of engaging in those behaviors.

**Early initiation of problem behavior** – The earlier that young people use drugs, commit crimes, first drop out of school or become sexually active, the greater their chances of having chronic problems with the respective problem behavior.

**Constitutional factors** – These factors include thrill-seeking, excessive risk-taking and lack of impulse control, and appear to increase the risk of drug use, delinquency and/or violent behavior.

### **Appendix 4: Steps to Success Coordinating Committee and Community Board**

#### **Steps to Success Coordinating Committee Members**

Alisha Bernardy, Denver Public Schools, Youth Engagement Co-Chair
Amy Schwartz, Foundation for Educational Excellence, Key Leader Advisory Board
State Representative Angela Williams, Key Leader Advisory Board
Avery Perryman, Aide to Councilwomen Robin Kniech, Key Leader Advisory Board
Dave Bechhoefer, Lowry Family Center, Community Board Co-Chair
Evelyn Hill, Resident, Resource Assessment Co-Chair
Jason Ortiz, Denver Public Schools, Resource Assessment Co-Chair (outgoing)
Lee Hall, Sr., Grace Christian Church, Resource Assessment Co-Chair (incoming)
Lori Mack, Denver Office of Economic Development Youth Services, Key Leader Advisory Board
State Senator Michael Johnston, Key Leader Advisory Board
Nikki Collins, Colorado Dept. of Public Health and Environment, Risk and Protective Factor Co-Chair
Regina Huerter, Denver's Crime Prevention and Control Commission, Key Leader Advisory Board
Sharikia Towers, Denver's Safe City Office (Resident), Community Board Co-Chair/
Risk and Protective Factor Committee Co-Chair

# Steps to Success Community Board (Attended at least one meeting)

Aaron Green, Department of Human Services \*Alisha Bernardy, Denver Public Schools Alvin Simpkins, Emmanuel Christian Center \*Amy Schwartz, Foundation for Educational Excellence \*Anita Gomez, Denver Police Department Antwan Jefferson, University of Colorado Denver Arturo Rodriguez, Servicios de la Raza Bianka Emerson, Now Faith Church \*Brandi Thomas, Denver Police Department Bridgette Larkin, Denver Juvenile Diversion Cassandra Ernst, Foundation for Educational Excellence Cathy Schmelter, An Ounce of Nutrition \*Chanel Freeman, Division of Behavioral Health Charles Robertson, CER and Associates \*Charlotte Stephens, Denver Safe City Office Christian Springer, Stand for Children Leadership Center Cornelius Foxworth, Resident \*Dave Bechhoefer, Lowry Family Center, Community Board Co-Chair Deanna Mahan, Families Against Violent Acts Deborah Walker, Denver Public Schools Di Holmes, Harambee Family Services Dianne Cooks, Families Against Violent Acts, Resident \*Donna Potter, Salvation Army

\*Evelyn Hill, Resident
Fabian Ortega, Servicios de la Raza
\*Habakkuk Ammishaddai
\*Jason Ortiz, Denver Public Schools
\*Jerilyn Apodaca, Lowry Family Center
\*John Riley, CO Criminal Justice Reform Coalition
Kristina Opre, Foundation For Educational Excellence
\*L. Elaine Neal, resident
\*Reverend Larron Jackson, True Light Baptist Church
Lawrence White, Potter's House

Lawrence White, Potter's House

\*Lee Hall, Sr., Grace Christian Church

\*Lisa Mulligan, Invest in Kids

Lola Morris, Families Against Violent Acts
\*Lori Mack, Office of Economic Development
Malcina Conley, Boys and Girls Club
Martha Sims, Resident

\*Michael Alcazor, Denver Public Schools, Resident
Michael Martich, CO National Guard
Mike Pennington, Hip Hop Church of Denver
Monique Atkinson, Foundation for Educational Excellence
\*Nancy Strudwick, Flagship Help Center
\*Nikki Collins, CO Dept of Public Health and Environment
Osei Bissau, Resident

Pamela Guerra, Families Against Violent Acts
Pamela Richard, Lowry Family Center, Resident
\*Ramon C. Bargas, Denver Public Schools
\*Rich Barrows, Boys and Girls Club
Rosanna Sweeney, Salvation Army
Rossina Schroeer-Santiago, Rep Diana Degette's Office

ina Schroeer-Santiago, Rep Diana Degette's Off Rudy Gonzales, Servicios de la Raza Samuel Lara, Servicios de la Raza Sandra Biven, Resident

\*Sharikia Towers, Denver's Safe City Office, Resident, *Community Board Co-Chair*\*Sherikera Heflin-Herrera, Denver Police Department
Stacie Gilmore, Environmental Learning for Kids, Resident
Sylvia Bookhardt, Denver Public Schools
TH Mack, Ameribuild
Thomas Mitchell

Trina Watkins-White, One II Another, Resident Virginia Visconti, CO School of Public Health \*Webster Hendricks, Division of Behavioral Health

<sup>\*</sup>Indicates voting membership

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