

Cornhill Caring Community Risk Assessment Report

**Utica, New York
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Introduction

Communities That Care: Local History

The complex, inter-related nature of the issues that youth and families face each day demands solutions that approach the problem from many angles. Community collaboration is not an option; it is a necessity to impact positive youth development. The *Communities That Care* system provides a context for this type of collaboration and the tools to carry it forward effectively.

In December 2004, a group of Cornhill residents and agency leaders came together to address a difficult question: How do we promote positive opportunities and reduce risks for 12-18 year olds in our neighborhood? One thing was clear: The strategy needed to come from and be directed by the true “experts” in the field, the residents. However, there has been a felt need among community leaders to coordinate and align the many valuable efforts taking place.

An Oneida County task force had been meeting for several years to pursue unified youth services planning on a larger scale. Though they made several important strides, after several years of working with the *Communities That Care* model, it became progressively clearer that this work needed to be continued on the neighborhood level. When the model was presented to Cornhill community leaders, they realized the potential that it held to make a strong impact for our youth.

The Cornhill Caring Community Board, a group of 20 concerned residents and key leaders, has taken on the task of mobilizing the community to both reduce and prevent these and other problem behaviors. Some key accomplishments to date:

- Held series of Community Pot Luck Dinners to involve more than 60 residents and local leaders in the *Communities That Care* planning process
- Co-sponsored summer activities series that included community mural project, film series, and basketball league
- Launched a Cornhill Cultural Series with Hamilton College
- Spearheaded community-wide effort to launch the Underground Café, a student-run coffee and shop and arts/civic engagement center
- Developed guides to neighborhood services and summer youth activities
- Partnered with New York State Office of Alcoholism and Substance Abuse Services to deliver *Communities That Care* Key Leader Orientation, Community Board Orientation, and Community Assessment Training. 14 Community Board members and 17 Key Leaders were trained.
- Carried out a comprehensive Community Assessment to help target our activities

Communities That Care: Model and Process

The *Communities That Care* model is based on a simple premise: To prevent a problem from happening, we need to identify the factors that increase the risk of that problem developing, find ways to reduce the risks, and enhance protective or resiliency factors¹. The model demonstrates that programs focusing on these factors have a high probability of impacting five adolescent problem behaviors: substance abuse, delinquency, teen pregnancy, school drop-out, and violence. However, it is not a purely “by the book” model; it provides local control and flexibility to maintain support and sustainability. To maximize the impact of our scarce community resources, *Communities That Care* matches our neighborhood profile of risk and protective factors and problem behaviors to tested, effective programs, policies, and practices. Finally, it focuses on measurable outcomes to ensure accountability for the resources that we use.

Through a comprehensive assessment process, the Cornhill Caring Community Board identified two *Communities That Care* risk factors as the foci for future community prevention efforts:

- Family Management Problems
- Early and Persistent Anti-Social Behavior

The Board will continue with a Resource Assessment to determine the need to increase the capacity of the neighborhood to engage in these areas. Creating positive activities and opportunities for youth to build protection continues to be a focus for the Board. Ultimately they will develop a Community Action Plan together with other stakeholders that will give action steps and recommendations for implementing tested, effective programs and strategies to yield measurable results in the future. Now is the time for everyone in our community to have their say in this process to ensure the true community-wide wide input and support that is necessary to carry forward such a complicated yet crucial endeavor.

¹ Developmental Research and Programs. (1997). *Communities That Care Risk and Resource Assessment for Preventing Adolescent Problem Behaviors*. Seattle: DRP, Inc.

Data Sources and Methods

Key Leaders in our community decided that it was not cost-effective to implement the *Communities That Care* Youth Survey in our community, especially given that several major youth surveys have been recently conducted. Instead, our Community Assessment Team developed a “crosswalk” (see Appendix) that matches items on the CTC survey with the TAP (Teen Assessment Project) and Safe Schools/Healthy Students Surveys, two regularly conducted in-school surveys of local 7th, 9th, and 11th graders. We use the 2003 TAP data for both Utica and Oneida County, ensuring a basis of comparison. This survey is repeated every four years. The Safe Schools Survey is for Utica only, but is currently conducted every year.

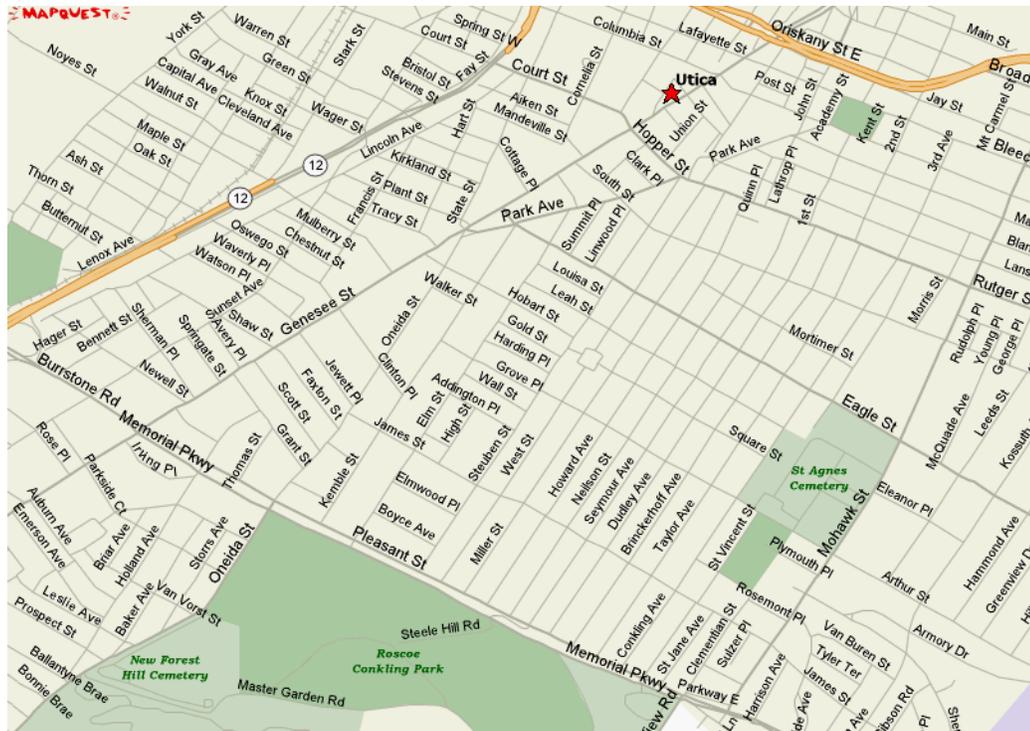
Our available data yielded a “short list” of 5 risk factors that were particularly prevalent in Cornhill. We also isolated 5 others that we felt warranted further investigation, because some indicators were or high or simply because we felt they were important. Finally, we collected archival data to help narrow down this combined list to our two areas of focus (see Introduction). A key source of archival data was the Comprehensive Assessment of Needs and Strengths (CANS) for Zip Code 13501, a comprehensive evaluation of local youth with identified mental health issues and their caregivers. Though there is some self-selection inherent in this data, it is useful in helping to uncover the root causes of certain problem behaviors.

We are confident that we have sufficient collected survey and archival data to make a case for these two focus areas. We also selected them because they are areas where a CTC implementation strategy can make a significant difference. Each risk factor is proven to affect all five problem behaviors in the model. In addition, as a Community Board, we also feel we have the capacity to facilitate a community focus on these risk factors. Finally, by continuing with the CTC community mobilization process, we agreed that we will tangentially address the risk factor of Low Neighborhood Attachment and Community Disorganization as well.

Community Assessment Results

Community Background Information

The neighborhood known as Cornhill is directly at the center of the City of Utica, New York. For the purposes of this assessment, we define Cornhill as being bounded on the north by Rutger Street, on the south by Pleasant Street, on the west by Genesee Street, and on the east by Mohawk street (see map below):



The neighborhood is full of large, old houses that echo its upper middle-class past. However, as Utica lost its base of manufacturing jobs, the neighborhood declined as well. It became known as one of the more distressed sections of the city, and received national attention for a comprehensive collaborative initiative to address the arson epidemic of the early 1990s. However, thanks to the work of committed residents and leaders, the neighborhood is once again on the rise. Cornhill has always been home to a strong, close-knit community, and that community carries the neighborhood through good times and bad. At a recent community meeting, one participant noted that this quality is one of the neighborhood's best.

Cornhill is an ethnically diverse community. Educational and economic indicators are below average when compared to the City of Utica as a whole. In turn, the City of Utica itself is below the national average for these same indicators². As an example, consider a

² Statistics for the following two paragraphs are from the 2000 Census

comparison of selected statistics from Census Tract 215, in the center of Cornhill, with the same statistics for the City of Utica:

Indicator	Census Tract 215	City of Utica
% White	39.2	75.1
% Black	50.1	12.3
% Hispanic/Latino	7.5	12.5
% Asian	1.8	3.6
Median Household Income	\$17,969	\$24,916
% Individuals Below Poverty Line	45.2	24.5
% Over 18 with HS Diploma	14	30.2
% Over 25 with Bachelor's Degree	4	9

In Utica, emerging populations figure prominently and are especially concentrated in the eastern part of the city, which includes Cornhill. The city's foreign-born population rose from 3,718 in 1990 to 7,231 in 2000. In the 2000 Census, 35.9 percent of respondents in the City of Utica were Bosnian, 18.5 percent were Asian, mainly Vietnamese, and 18.1 percent were from Russia, Belarus, or the Ukraine. Most of these respondents came to Utica as refugees. The number of Hispanic/Latino residents is also rising rapidly, and according to residents is perhaps larger than Census figures indicate. This diversity is often identified as one of the neighborhood's biggest assets.

Another one of Cornhill's strengths is a large contingent of residents who are deeply concerned about the youth in the neighborhood. To look at this issue more closely, informal resident and key leader interviews were conducted in Fall 2004 as part of the Cornhill Caring Community Project³. A common theme was the lack of skills, motivation, and direction among older youth (ages 12-18). Many interviewees stressed that there are few positive, neighborhood-based activities for older youth (ages 12-18). Other themes were a strong disconnect between generations and a lack of older role models in the Black community, especially male. Finally, poor parenting skills were often cited in discussions of youth needs.

³ These interviews were conducted by Charles Francis, Cornhill Caring Community Coordinator

Problem Behavior-Related Indicators: Areas of Concern

- **Teen Pregnancy**
 - Oneida County – Teen births Age 15-19 – 9.9% of all births in 2003⁴
 - Utica’s 13501 zip code – Teen births Age 15-19 – 32.7% of all births in 2003
 - 69% of Oneida County’s teen births
 - 48.5% of Utica teens say they have NEVER talked with a parent about the risks of sex⁵
- **School Suspensions**
 - 19.2% Utica of students were suspended at least once in the past year⁶
 - 12.5% Oneida County as a whole
- **Teen Violence**
 - 25.9% of Utica’s juvenile arrests are violence-related⁷
 - 35.4% of students have been in physical fights at least once⁸
 - 12.3% of students have threatened someone with a gun at least once
 - Youth carried a gun in the community in the past year⁹
 - 10.1% Utica
 - 5.7% Oneida County as a whole
- **Family Challenges**
 - An average of 58% of households in Cornhill are single-parent families¹⁰
 - 32.8% of Utica teens have thought about running away, 3.2% have run away at some point and 1% are currently not at home¹¹
 - 67.7% of Utica’s youth WORRY about getting along with their parents
 - In Utica 32.5% of families eat together very infrequently (once every few weeks or less)
 - Compared to 22.5% of families county-wide

⁴ Pregnancy data from the CNY and NENY Regional Perinatal Data System

⁵ 2003 TAP Survey data

⁶ Ibid

⁷ Utica Police Department juvenile arrests totaled 216 for 2003 and 2004 (cumulative). The definition of violence-related crimes is broad. From Steve Darman et al. (2005). *Youth Violence and Juvenile Crime in Utica, NY*. Utica: Social Science Associates.

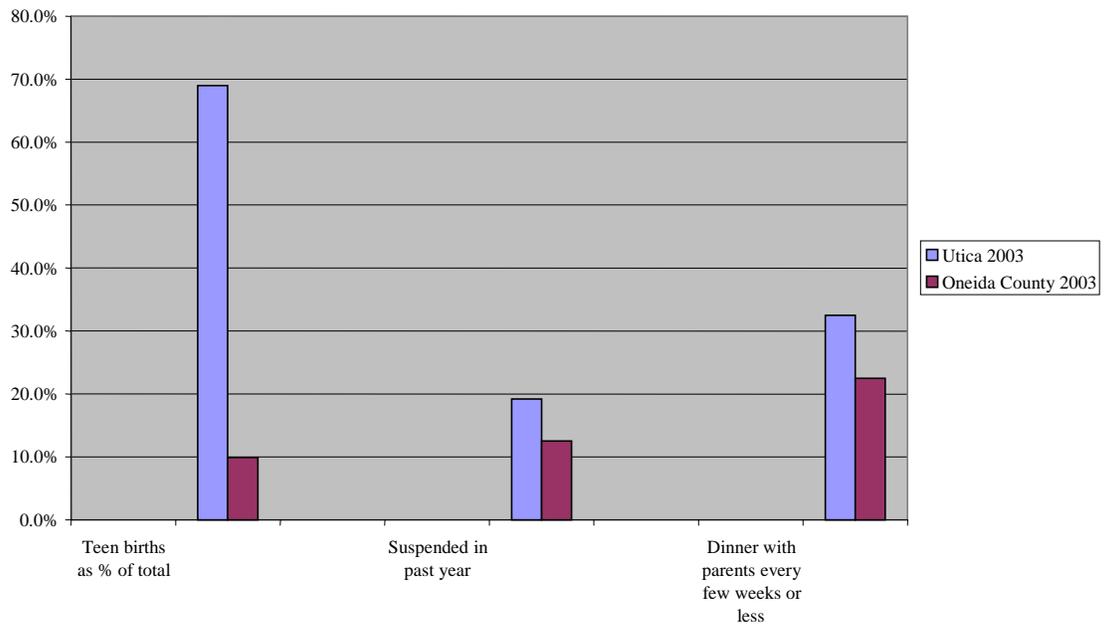
⁸ 2003 Safe Schools/Healthy Students Survey Data

⁹ 2003 TAP

¹⁰ 2000 Census Data

¹¹ 2003 TAP

Comparison of Selected Problem Behavior-Related Indicators for Utica and Oneida County (TAP Survey)

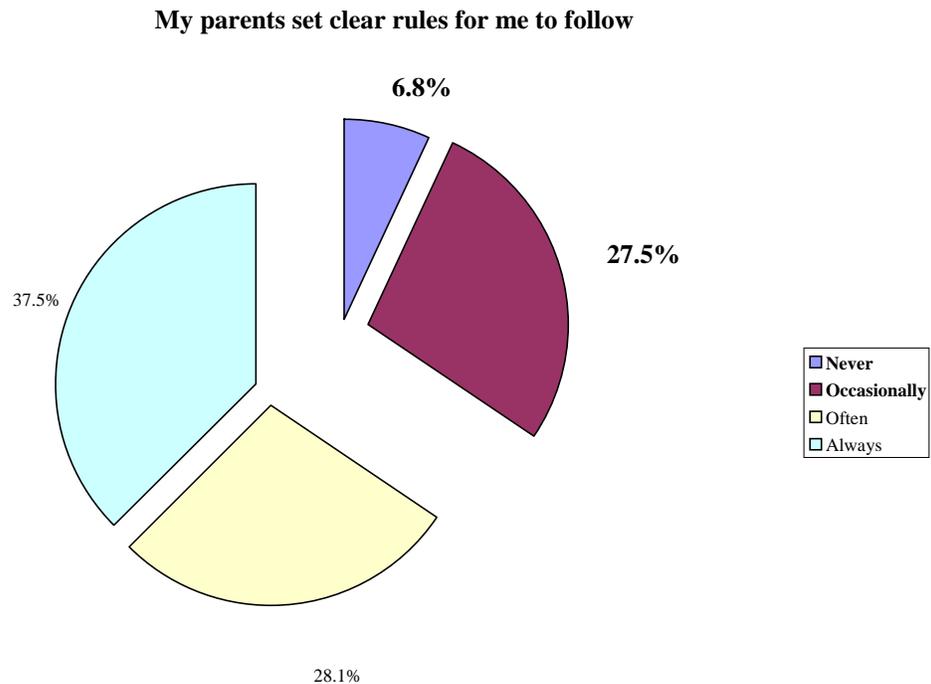


Findings on Priority Risk Factors

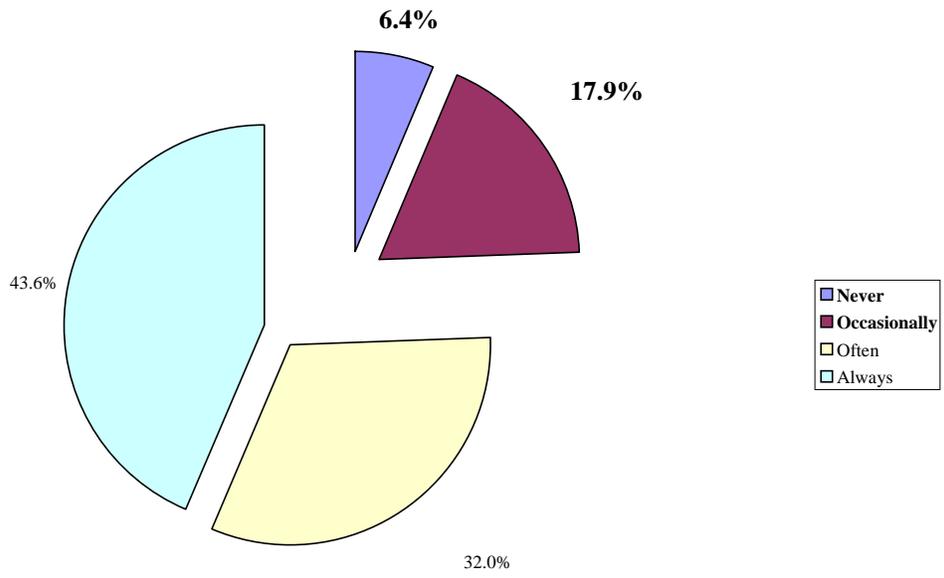
Family Management Problems

Several measures from the TAP Survey indicate a high scale score for Poor Family Supervision. Between 20 and 35 percent of respondents answered “never” or “occasionally” to questions in this area. The Poor Family Discipline scale is not so well-measured, but the one indicator we have is at almost 50 percent. In addition, the 2003 CANS reports that, of the 161 children in zip code 13501 identified as having mental health issues, **56.1 percent** of them were identified as having **caregivers with family supervision problems**. Finally, census-tract level archival data that shows a prevalence of single parent families and caregiver supervision issues helps solidify the case for prioritizing this risk factor.

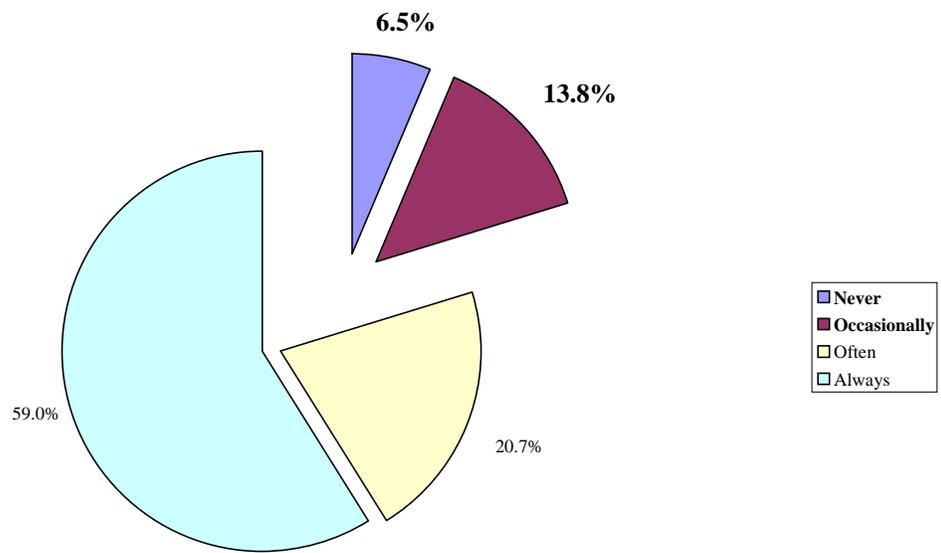
Sample Responses for Poor Family Supervision and Discipline Scales (TAP Survey, Utica students, 2003)



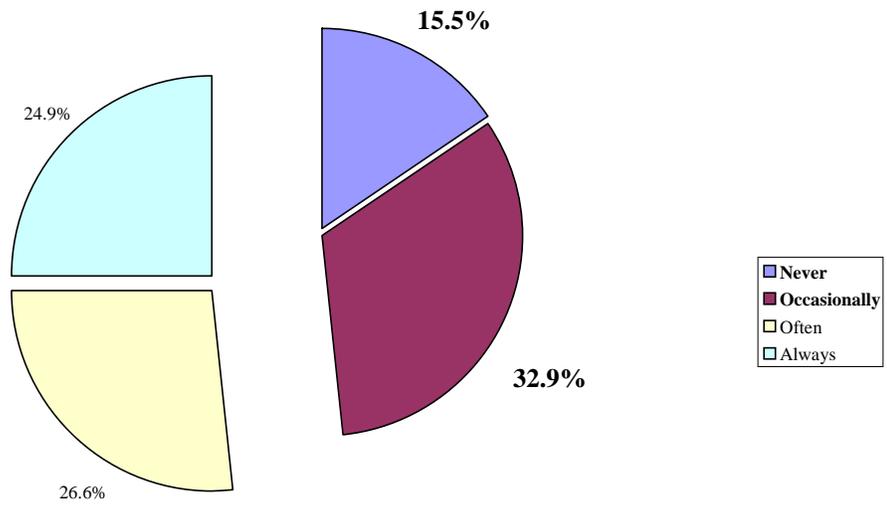
My parents know my friends



My parents are interested and encourage me in my schoolwork



My parents discipline or punish me when I break the rules



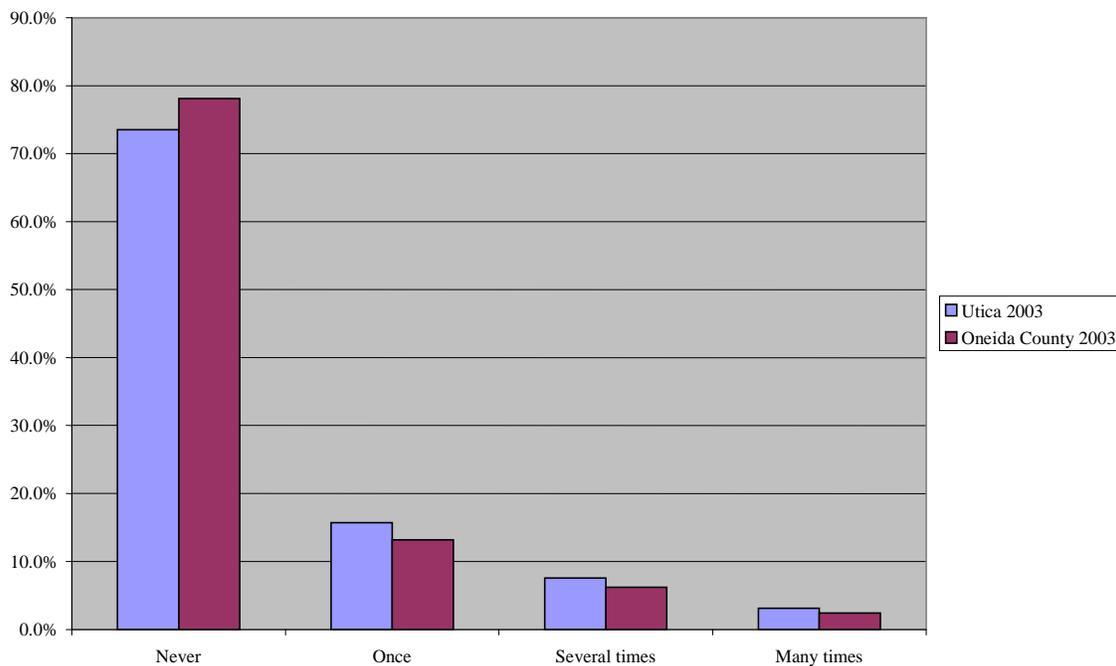
**Percentage of Single Parent Family Households in Cornhill Census Tracts
(2000 Census Data)**

207.01	63%
212.01	57%
212.02	46%
215	66%

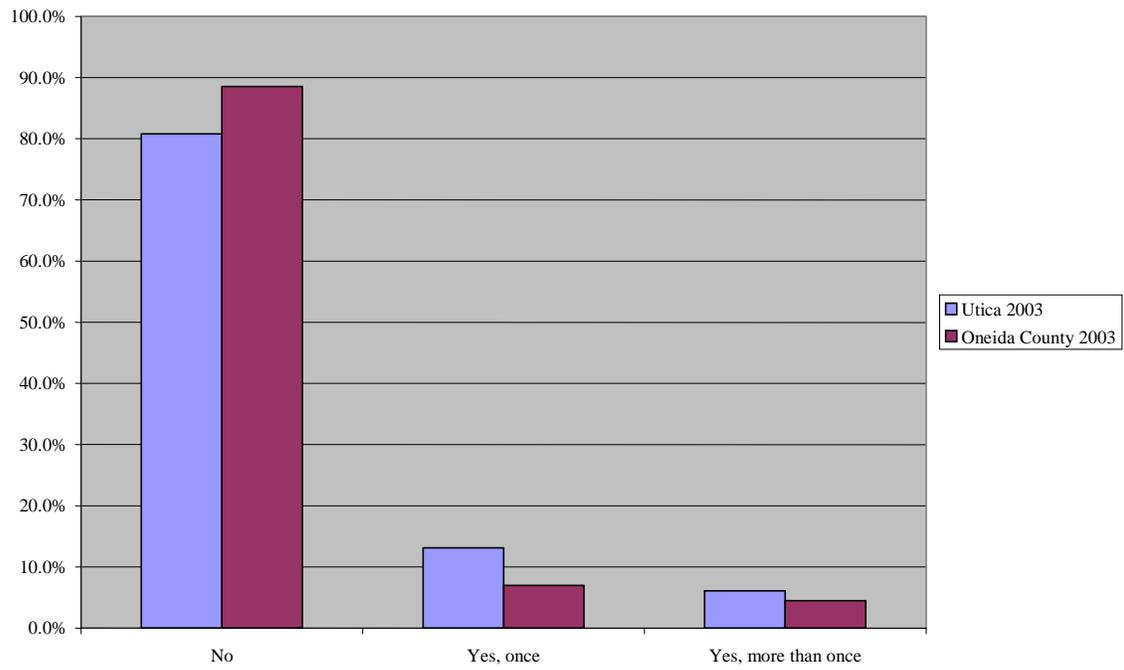
Early and Persistent Anti-Social Behavior

The TAP survey data shows that, in the areas of school suspension and trouble with the police, Utica students score a good deal higher than Oneida County students as a whole. The data also shows that over 10% of Utica students have carried a gun in the community, a troubling statistic. The Safe Schools data also shows troublingly high scores for violence-related indicators. We do not have a basis of comparison for this data. However, as an example, when nearly half of all students report that they have hit, kicked, pushed, or shoved someone, a problem is evident. In addition, the CANS for Zip Code 13501 shows that a group of youth with identified mental health issues suffers particularly from Oppositional Behavior, Anger Control, and Conduct Issues. By itself this data would not be useful due to self-selection, but these statistics support the survey data as symptomatic of a larger problem. Finally, both elementary schools in Cornhill have a nearly 100 percent participation rate in free and reduced lunch, an archival predictor also closely correlated with this risk factor.

Trouble with Police in Past Year (TAP Survey)



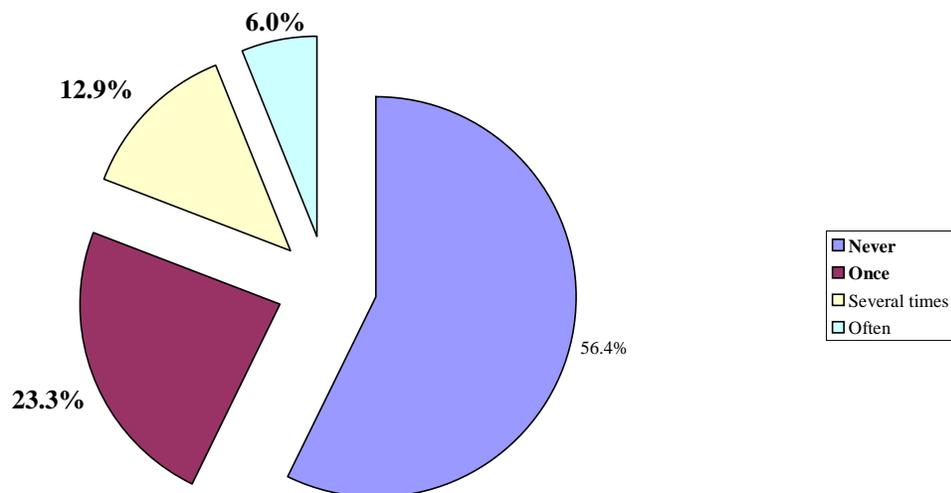
Suspended in Past Year (TAP Survey)



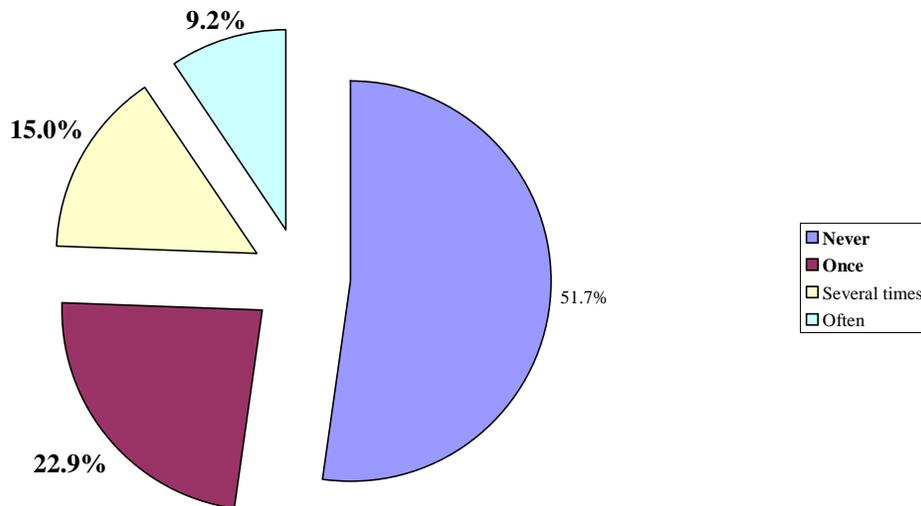
Safe Schools Survey Responses for Antisocial Behavior Scale (2003)

How many times in the past 30 days have you:

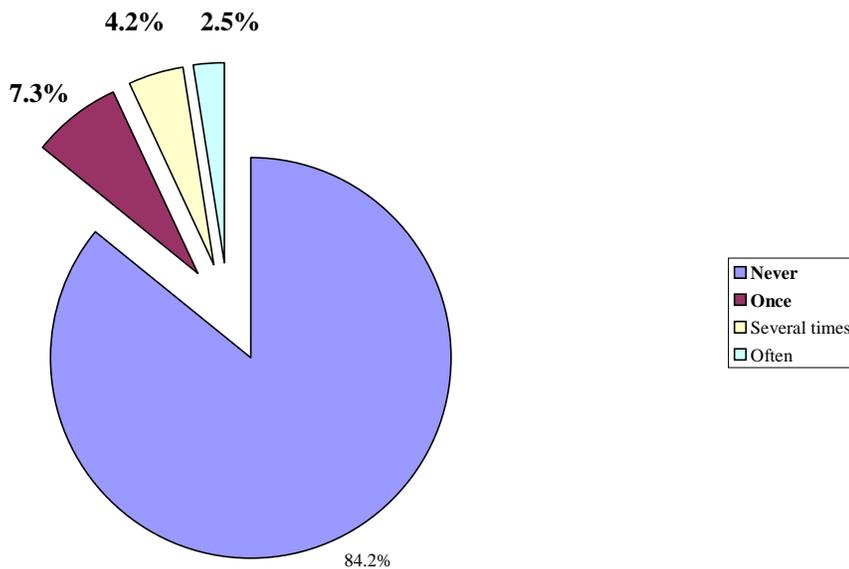
Pushed or shoved someone when you were angry?



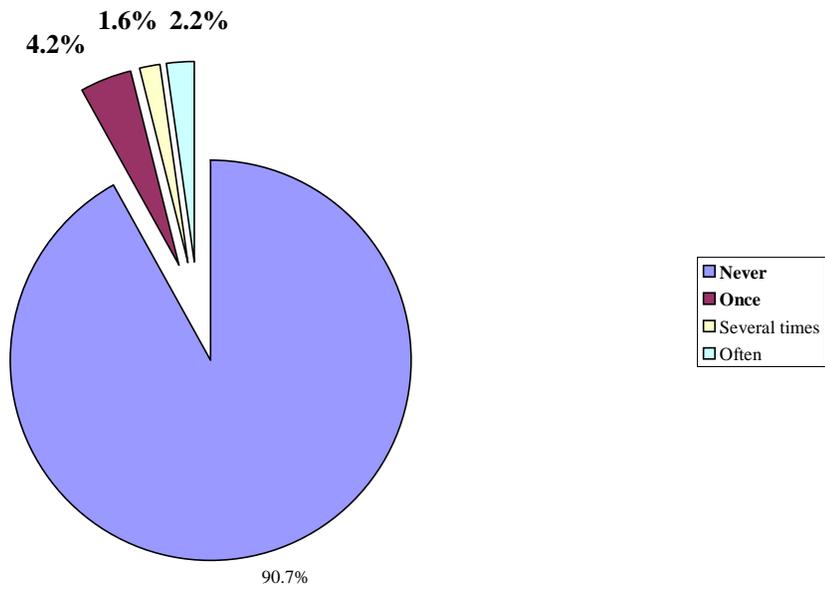
Hit or kicked someone?



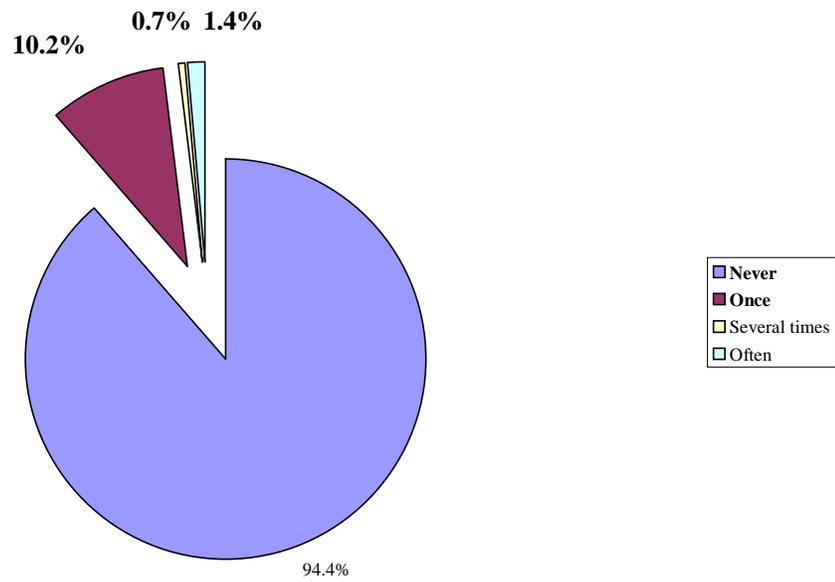
Badly beaten somebody up?



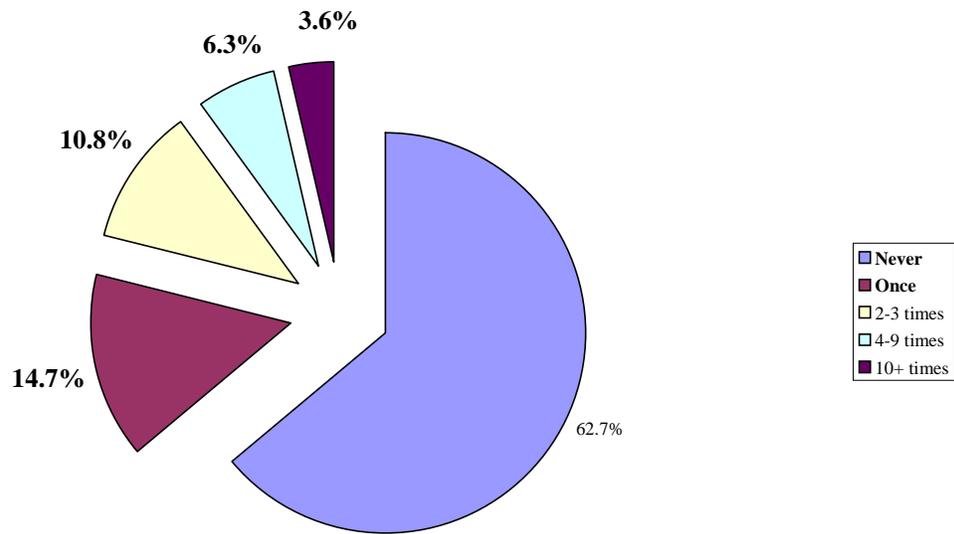
Threatened someone with a knife or sharp weapon?



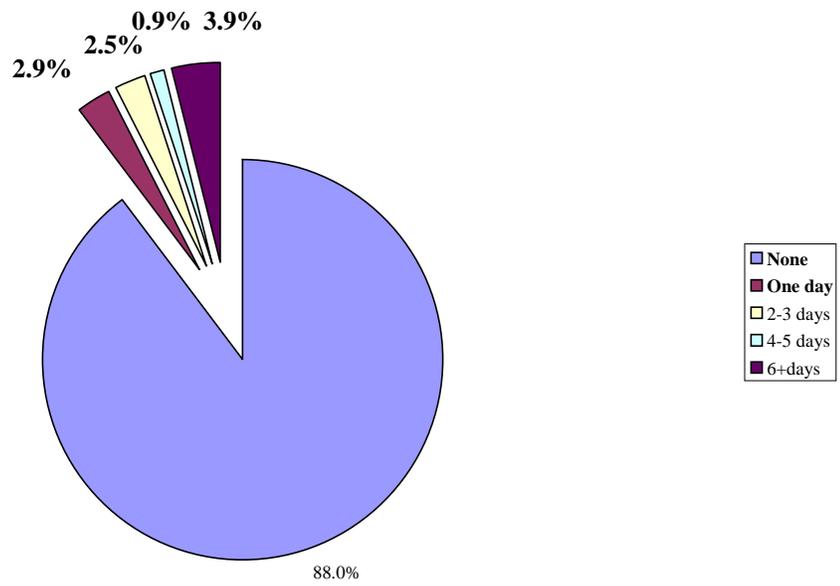
Threatened someone with a gun?



Been in a physical fight?



Carried a weapon such as a gun, knife, or club?



CANS 2003 Related Data

Oppositional Behavior	79.3%
Anger Control Issues	69.8%
Conduct Issues	66.4%

Conclusion

The findings presented in this report should act as a “road map” to help focus both grassroots and agency efforts to reduce risk and build protection for 12 to 18 year olds in Cornhill. In an era of increasing need and decreasing budgets, it is more important than ever for us to coordinate our efforts to get the most return on the investment of our scarce resources. The research behind the *Communities That Care* system has proven that by implementing tested, effective programs in the areas of Family Management Problems and Early and Persistent Anti-Social Behavior, we will impact all five of the youth problem behaviors. Cornhill boasts a large body of residents committed to positive change and several existing service providers and grassroots groups that are well-equipped to deliver interventions in these two areas. By ensuring that these two groups work in a unified fashion within this framework, we can be assured of positive, measurable results in the years to come.

The prioritized risk and protective factors, coupled with current neighborhood initiatives, suggest several next steps for the *Communities That Care* process. The next step in the model is a comprehensive resident-led assessment of community resources, a task that will make clear our capacity to implement our intervention strategies. To ensure a true community-wide implementation, the Community Board needs to nurture and strengthen relationships with local providers of youth and family services, such as JCTOD Outreach, Utica Safe Schools/Healthy Students, the Cosmopolitan Community Center, and others. We must avoid the divisiveness and parochial mentality that often derails community-wide efforts, leaving them as projects for only a small group. When the time comes to draft a Community Action Plan, the Community Board must devote a large amount of energy to engaging as many residents as possible from many diverse groups to develop a sense of true community ownership. Finally, the Community Board should continue in its role as a neutral facilitator of communication, collaboration, and the generation of new ideas. We must support as many efforts as possible in the neighborhood to build up a strong base of protective factors. There are several already underway in the neighborhood that have great promise to engage our youth and provide them the opportunities, skills, and recognition that they crave.

Finally, though the community assessment process, we learned of several gaps in our local data. We suggest that future versions of the TAP and Safe Schools surveys be modified to include measurements of attitudes and peer effects, two strong research-based predictors of high risk. The perception that handguns are easily available, for example, can lead to increased community disorganization and decreased neighborhood attachment, which in turn are shown to lead to increased delinquency, substance abuse, and violence. Including such measures in future surveys would help us better understand the root causes of problem behaviors before they manifest themselves.

Appendix: Survey Item Cross-Comparison

	CTC Survey	TAP (School District-Level) Page #s are in parentheses	SS/HS-SSA (Form B) Sec. 2-6 is School-Level Data Sec. 7 is Neighborhood-Level Data Page #s are in parentheses
Community Domain Risk Factors			
Availability of Drugs, Availability of Firearms (2 Risk Factors)			
<i>Scale: Perceived Availability of Drugs and Handguns</i>	If you wanted to get some beer, wine, or hard liquor, how easy would it be for your to get some? <i>Same questions for: Cigarettes, marijuana, "a drug like cocaine, LSD, or amphetamines," and handguns.</i>	Q25 (p.8) During the past 30 days, how did you usually get your own cigarettes? Q33 (p.11) Where did you get the alcohol that you drink? Q38 (p.13) Where did you obtain marijuana? Q127(p.38) How easy would it be for you to get a gun?	Q3.5 (p.7) During the past 30 days, the last time you carried a handgun, from where did you get the handgun? Q7.7d (p.15) I have seen people selling drugs in my neighborhood. (yes/no/don't know)
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime			

<i>Scale: Laws and Norms Favorable to Drug Use and Handguns</i>	<i>How wrong would most adults in your neighborhood think it was for kids your age. To use marijuana; to drink alcohol; 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? Same questions for smoking marijuana and carrying a handgun.</i>	Not measured or not used	Not measured or not used
Media Portrayals of Violence (Risk Factor and Scale)	Not measured	Not measured or not used	Not measured or not used
Transitions and Mobility			
<i>Scale: Personal Transitions and Mobility</i>	Have you changed homes in the past year? How many times have you changed homes since kindergarten? Have you changed schools in the past year? How many times have you changed schools since kindergarten?	Not measured or not used	Q7.7g (p.15) People move in and out a lot in my neighborhood. (yes/no/don't know)
Low Neighborhood Attachment and Community Disorganization			
<i>Scale: Low Neighborhood Attachment</i>	I'd like to get out of my neighborhood. I like my neighborhood. If I had to move, I would miss the neighborhood I now live in. (yes/no scale)	Not measured or not used	Q7.8a (p.16) <i>I feel safe in my neighborhood.</i> After school. Q7.8b (p.16) After dark. Q7.8c (p.16) On weekends. (yes/no/don't know)

<i>Scale: Community Disorganization</i>	<i>How much do each of the following statements describe your neighborhood: Crime and/or drug selling; fights; lots of empty buildings; graffiti</i>	Q63 (p.20) Gang activities are a problem in my neighborhood. (agree/disagree scale)	Q7.7a (p.15) I heard gunshots in my neighborhood. (yes/no/don't know) Q7.7b (p.15) I have seen people shoot a gun in my neighborhood. (yes/no/don't know) Q7.7c (p.15) I have seen people get physically attacked or robbed in my neighborhood (yes/no/don't know) Q7.7h (p.15) In my neighborhood, there are kids who want to join gangs. (yes/no/don't know) Q7.7i (p.15) There are gangs that fight with each other in my neighborhood. (yes/no/don't know)
Extreme Economic Deprivation (Risk Factor and Scale)	Not measured	Not measured or not used	Not measured or not used
Racism (Risk Factor and Scale; added, not part of CTC model)	Not measured	Not measured or not used	Q7.12c and d (p.16) Have you been assaulted, threatened, or harassed during the last year/12 months because of your race or because of your ethnicity or national origin?
Community Domain Protective Factor Scales			
<i>Scale: Community Opportunities for Prosocial Involvement</i>	There are lots of adults in my neighborhood I could talk to about something important (yes/no scale). <i>Which of the following is available in your neighborhood?</i> (Sports teams, scouting, boys and girls clubs, 4-H clubs, service clubs)	Q61 (p.19) In my community there are opportunities for kids my age to earn money and find a job. (agree/disagree scale)	Q7.7j (p.15) <i>In my neighborhood:</i> There are things for me to do after school. (yes/no/don't know) Q7.7k (p.15) There are things for me to do after dinner-time (6:00PM). (yes/no/don't know) Q7.7l (p.15) There are things for me to do on the weekend. (yes/no/don't know)

<i>Scale: Community Rewards for Prosocial Involvement</i>	Neighbors notice when I am doing a good job and let me know. (yes/no scale) There are people in my neighborhood who encourage me to do my best. People in my neighborhood are proud of me when I do something well. (yes/no scale)	Not measured or not used	Q7.8d (p.16) There are adults (not my parents) who live in my neighborhood and who know me and care about me. (yes/no/don't know)
Family Domain Risk Factors			
Family History of the Problem Behavior			
<i>Scale: Family History of Antisocial Behavior</i>	Has anyone in your family ever had a severe alcohol or drug problem? Have any of your brothers and sisters drunk beer, wine or hard liquor? Smoked marijuana? Smoked cigarettes? Taken a handgun to school? Been suspended or expelled from school? About how many adults have you known personally who in the past year have: Used marijuana, crack, cocaine, or other drugs? Sold or dealt drugs? Done other things that could get them in trouble with the police like stealing, selling stolen goods, mugging or assaulting others, etc.? Gotten drunk or high?	Q13 (p.5) How much do you worry that your parents drink or use drugs? Q122 (p.37) In your family in the past 12 months, has there been a family member (other than yourself) arrested or charged with a crime?	Not measured or not used
Family Management Problems			

<p><i>Scale: Poor</i> <i>Family Supervision</i></p>	<p>My parents ask if I've gotten my homework done. My parents want me to call if I'm going to be late getting home. Would your parents know if you did not come home on time? When I am not at home, one of my parents knows where I am and who I am with. The rules in my family are clear. My family has clear rules about alcohol and drug use. (yes/no scale)</p>	<p>Q74 (p.23) My parents set clear rules for me to follow. Q76 (p.23) My parents expect me to call if I am not at home. Q77 (p.24) My parents know my friends. Q78 (p.24) My parents usually know what I am doing after school. Q79 (p.24) My parents usually know where I'm going when I go out. Q81 (p.25) My parents are interested and encourage me in my schoolwork. (agree/disagree scale)</p>	<p>Not measured or not used</p>
<p><i>Scale: Poor</i> <i>Family Discipline</i></p>	<p>If you drank some beer or wine or liquor without your parents' permission, would you be caught by your parents? If you skipped school, would you be caught by your parents? If you carried a handgun without your parents' permission, would you be caught by your parents? (yes/no scale)</p>	<p>Q75 (p.23) My parents discipline or punish me when I break the rules. (agree/disagree scale)</p>	<p>Not measured or not used</p>
<p>Family Conflict (Risk Factor and Scale)</p>	<p>People in my family often insult or yell at each other. People in my family have serious arguments. We argue about the same things in my family over and over. (yes/no scale)</p>	<p>Q11 (p.4) <i>How much do you worry about</i>. Getting along with your parents at home? Q12 (p.5) How well your parents get along with each other? Q15 (p.5) That someone at home will be physically hurt by another person at home? Q72 (p.22) I feel safe in my home (agree/disagree scale).</p>	<p>Not measured or not used</p>
<p>Favorable Parental Attitudes and Involvement in the Problem Behavior</p>			

<i>Scale: Parental Attitudes Favorable Toward ATOD Use</i>	How wrong do your parents feel it would be for you to: drink beer, wine or hard liquor regularly? Smoke cigarettes? Smoke marijuana?	Not measured or not used	Not measured or not used
<i>Scale: Parental Attitudes Favorable Toward Antisocial Behavior</i>	How wrong do your parents feel it would be for you to: steal anything worth more than \$5? Draw graffiti or write things or draw pictures on buildings? Pick a fight with someone?	Not measured or not used	Not measured or not used
Family Domain Protective Factor Scales			
<i>Scale: Family Attachment</i>	Do you feel very close to your mother? Do you share your thoughts and feelings with your mother? Do you feel very close to your father? Do you share your thoughts and feelings with your father? (yes/no scale)	Q85 (p.26) About how many nights per week does my family sit down to dinner together?	Q 6.4b (p.12) How much do you feel your parents or guardians care about you?
<i>Scale: Family Opportunities for Prosocial Involvement</i>	My parents give me lots of chances to do fun things with them. My parents ask me what I think before most family decisions affecting me are made. If I had a personal problem, I could ask my mom or dad for help. (yes/no scale)	Q73 (p.23) I can turn to my parent/guardian if I have a serious personal problem and need someone to talk to (agree/disagree scale). Q84 (p.26) How often in the past year have you had a talk with at least one parent or adult you live with about my family's history, faith and/or values? Q139 (p.41) How much time do you spend in doing fun things with your parents or family?	Not measured or not used

<i>Scale: Family Rewards for Prosocial Involvement</i>	My parents notice when I am doing a good job and let me know about it. How often do your parents tell you they're proud of you for something you've done? Do you enjoy spending time with your mother? Do you enjoy spending time with your father? (yes/no scale)	Q80 (p.24) <i>From your point of view, indicate how much this is true for you and a parent or adult with whom you live: My parents care about me and encourage me in my interests and activities.</i>	Not measured or not used
School Domain Risk Factors			
Academic Failure Beginning in Late Elementary School			
<i>Scale: Poor Academic Performance</i>	Putting them all together, what were your grades like last year? Are your school grades better than the grades of most students in your class?	Q55 (p.17) What grades do you usually get in school?	Not measured or not used
Lack of Commitment to School (Risk Factor and Scale)	How often do you feel that the school work you are assigned is meaningful and important? How interesting are most of your courses to you? How important do you think the things you are learning in school are going to be for your later life? Now, thinking back over the past year in school, how often did you: Enjoy being in school? Hate being in school? Try to do your best work in school? During the last four weeks how many whole days have you missed: Because of illness? Because you skipped or "cut?" For other reasons?	Q48 (p.16) I enjoy going to school (agree/disagree scale). Q57 (p.18) During the past 30 days, how many class periods did you "cut" or skip? Q131 (p.39) How many hours each week do you spend doing homework or studying?	Not measured or not used
School Domain Protective Factor Scales			

<p><i>Scale: School Opportunities for Prosocial Involvement</i></p>	<p>In my school, students have lots of chances to help decide things like class activities and rules. There are lots of chances for students in my school to talk with a teacher one-on-one. Teachers ask me to work on special classroom projects. There are lots of chances for students in my school to get involved in sports, clubs, and other school activities outside of class. I have lots of chances to be part of class discussions or activities. (yes/no scale)</p>	<p>Not measured or not used</p>	<p>Q6.1g (p.12) In my school, the opinions of the students are listened to (agree/disagree scale).</p>
<p><i>Scale: School Rewards for Prosocial Involvement</i></p>	<p>My teacher(s) 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. (yes/no scale)</p>	<p>Q51 (p.16) I feel safe in my school (agree/disagree scale).</p>	<p>Not measured or not used</p>
<p>Peer/Individual Domain Risk Factors</p>			
<p>Early and Persistent Antisocial Behavior</p>			

<p><i>Scale: Antisocial Behavior</i></p>	<p><i>How many times in the past year have you.</i> Been suspended? Carried a gun? Sold illegal drugs? Stolen/tried to steal a car? Been arrested? Attacked someone w/ intent to hurt? Been drunk, high at school? Taken gun to school?</p>	<p>Q58 (p.18) In the past year, how many times have you been suspended from school? Q126 (p.38) During the past 12 months, how many times have you carried a gun in the community? Q128 (p.38) During the past 12 months, how many times have you gotten into trouble with the police?</p>	<p><i>During the last 30 days, on how many days did you:</i> Q2.3f (p.3) Have at least one drink of alcohol on school property? 2.5b (p.4) Use marijuana on school property? Q3.1a-h (p.6) Hit or kick someone/push or shove someone when you were angry/badly beat somebody up/threaten someone with a knife or sharp weapon/attack someone with a knife or sharp weapon/threaten someone with a gun/sexually harass someone/sexually assault someone? <i>During the past 30 days, on how many days were you:</i> Q3.2a (p.6) In a physical fight? b. In a physical fight on school property? <i>Same question...</i>Q3.4 a-d (p.6) Carry a weapon such as a gun, knife, or club/carry a weapon such as a gun, knife, or club on school property/carry a gun/carry a gun on school property?</p>
<p>Rebelliousness (Risk Factor and Scale Score)</p>	<p>I do the opposite of what people tell me, just to get them mad. I ignore rules that get in my way. I like to see how much I can get away with. (true/false scale)</p>	<p>Not measured or not used</p>	<p>Not measured or not used</p>
<p>Friends Who Engage in the Problem Behavior</p>			
<p><i>Scale: Friends' Use of Drugs</i></p>	<p><i>Think of your 4 best friends:</i> In the past year, how many of them have: Smoked cigarettes; tried beer, wine, or hard liquor when their parents didn't know about it; used marijuana; use LSD, cocaine, amphetamines, or other illegal drugs</p>	<p>Not measured or not used</p>	<p>Not measured or not used</p>

<i>Scale: Friends' Delinquent Behavior</i>	<i>Think of your 4 best friends (the friends you feel closest to). In the past year, how many of them have: Been suspended; carried a gun; sold drugs; stolen a car; been arrested; dropped out of school</i>	Not measured or not used	Not measured or not used
<i>Scale: Peer Rewards for Antisocial Behavior</i>	<i>What are the chances you would be seen as cool if you: Smoked cigarettes; began drinking alcoholic beverages regularly, that is, at least once or twice a month; smoked marijuana; carried a handgun</i>	Not measured or not used	Not measured or not used
Gang Involvement (Risk Factor and Scale)	<i>Think of your 4 best friends (the friends you feel closest to). In the past year, how many of your best friends have been members of a gang? Have you ever belonged to a gang? If you have ever belonged to a gang, did that gang have a name? How old were you when you first belonged to a gang?</i>	Not measured or not used	Not measured or not used
Favorable Attitudes Toward the Problem Behavior			
<i>Scale: Favorable Attitudes Toward Antisocial Behavior</i>	<i>How wrong do you think it is for someone your age to: Bring a gun to school; steal something worth more than \$5; pick a fight; attack w/ intent to hurt; stay away all day when your parents think you are in school</i>	Not measured or not used	Not measured or not used

<i>Scale: Favorable Attitudes Toward ATOD Use</i>	<i>How wrong do you think it is for someone your age to:</i> Drink beer, wine, or hard liquor regularly; smoke cigarettes; smoke marijuana; use LSD, cocaine, amphetamines, or another illegal drug	Not measured or not used	Not measured or not used
<i>Scale: Low Perceived Risks of Drug use</i>	<i>How much do you think people risk harming themselves if they:</i> Smoke one or more packs of cigarettes per day; try marijuana once or twice; smoke marijuana regularly; take one or two drinks of an alcoholic beverage nearly every day	Not measured or not used	Not measured or not used
Early Initiation of the Problem Behavior			
<i>Scale: Early Initiation of Drug Use and Antisocial Behavior</i>	<i>How old were you when you first:</i> Smoked marijuana; smoked a cigarette, even just a puff; had more than a sip or two of beer, wine, or hard liquor; began drinking alcoholic beverages regularly, that is, at least once or twice a month; got suspended from school; got arrested; carried a handgun; attacked someone with the idea of seriously hurting them	Q22 (p.7) How old were you when you smoked a whole cigarette for the first time? Q29(p.10) If you drink, how old were you when you had your first drink of alcohol other than a few sips? Q35(p.12) If you have tried marijuana, how old were you when you tried marijuana for the first time? Q105 (p.32) If you ever had sexual intercourse, how old were you the first time?	Not measured or not used
Constitutional Factors			
<i>Scale: Depressive Symptoms</i>	Sometimes I think that life is not worth it. At times I think I am no good at all. All in all, I am inclined to think I am a failure. In the past year have you felt depressed or sad MOST days, even if you felt OK sometimes? (Yes/no scale)	Q97 (p. 30) During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more in a row that you stopped doing some usual activity?	Not measured or not used
<i>Scale: Intention to Use ATODs</i>	Not measured	Not measured or not used	Not measured or not used

<i>Scale: Sensation Seeking</i>	<i>How many times have you done the following things: Done what feels good no matter what, Done something dangerous because someone dared you, Done crazy things even if they are a little dangerous?</i>	Not measured or not used	Not measured or not used
Peer/Individual Domain Protective Factor Scales			
<i>Scale: Religiosity</i>	How often do you attend religious services or activities?	Q140 (p.42) How many hours each week do you spend...attending religious services, education, prayer or activities?	Not measured or not used
<i>Scale: Social Skills</i>	<i>Asks what you would do in very specific situational questions dealing with peer asking to steal, obeying parental authority, violence/bullying, and peer offering alcohol</i>	Not measured or not used	Not measured or not used
<i>Scale: Belief in the Moral Order</i>	I think it is okay to take something without asking if you can get away with it. I think sometimes it's okay to cheat at school. It is all right to beat up people if they start the fight. It is important to be honest with your parents, even if they become upset or you get punished. (yes/no scale)	Not measured or not used	Not measured or not used

<i>Scale: Prosocial Involvement</i>	Not measured	<i>How many hrs. ea. week do you spend (p. 41-42):</i> Q136 Participating in organized sports (school or community sponsored teams or contests), Q137 Participating in school and community sponsored activities, including clubs, dances, etc., Q139 Doing fun things with your parent(s) or family, Q141 Working at a job for pay, Q142 Helping with family business or farm, or doing household chores, Q143 Doing volunteer community service?	Not measured or not used
<i>Scale: Prosocial Norms</i>	Not measured	Not measured or not used	Not measured or not used
<i>Scale: Involvement with Prosocial Friends</i>	Not measured	Not measured or not used	Not measured or not used