

## ABSTRACT

### A COMMUNITY RISK ASSESSMENT OF HUNTINGTON PARK, CALIFORNIA

By

Cristina Alcaraz

May 2015

The purpose of the study was to conduct a community risk assessment of the city of Huntington Park, California by utilizing the Communities That Care model to identify the most concerning risk factors for delinquency and school dropout. Forty-seven indicators measuring 18 risk factors were gathered from public sources. Data from Huntington Park was compared to data from Los Angeles County and California. The risk factors of main concern for the community appeared to be transition and mobility, low neighborhood attachment and community disorganization, extreme economic deprivation, family management problems, academic failure beginning in elementary school, early and persistent antisocial behavior, friends who engage in the problem behavior and early initiation of the problem behavior. Efforts to reduce involvement in delinquency and school dropout should target the community, school and peer and individual domains. Suggestions for evidence-based programs and approaches to reduce the most salient risk factors are provided.



A COMMUNITY RISK ASSESSMENT OF HUNTINGTON PARK, CALIFORNIA

A THESIS

Presented to the School of Social Work  
California State University, Long Beach

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Social Work

Committee Members:

Julie O'Donnell, Ph.D. (Chair)  
Mimi Kim, Ph.D.  
Steve Wilson, Ph.D.

College Designee:

Nancy Meyer-Adams, Ph.D

By Cristina Alcaraz

B.A.S.W., 2013, Whittier College

May 2015

UMI Number: 1588575

All rights reserved

INFORMATION TO ALL USERS

The quality of this reproduction is dependent upon the quality of the copy submitted.

In the unlikely event that the author did not send a complete manuscript and there are missing pages, these will be noted. Also, if material had to be removed, a note will indicate the deletion.



UMI 1588575

Published by ProQuest LLC (2015). Copyright in the Dissertation held by the Author.

Microform Edition © ProQuest LLC.

All rights reserved. This work is protected against unauthorized copying under Title 17, United States Code



ProQuest LLC.  
789 East Eisenhower Parkway  
P.O. Box 1346  
Ann Arbor, MI 48106 - 1346

## ACKNOWLEDGEMENTS

En primer lugar , me gustaría dar las gracias a mis padres, Maria Cristina e Ismael Alcaraz, por que sin su apoyo, no podria desarroyar mis metas. He oído mi papa decir el mismo dicho todos los días cuando se va al trabajo y siempre lo tengo en mente. Ese dicho me permite levantarme y estar motivada para perseguir una educación a pesar de los sacrificios. El cuidado y apoyo de mi mamá me ha permitido priorizar mi educación y me guía en todo el proceso. Mis padres han inculcado valores que contribuyen a mi ser y estoy eternamente agradecida de que puedo compartir esta experiencia con ellos. Dedico este logro para ellos, ya que dejaron su querido Mexico y sus sueños por una nueva vida de la incertidumbre en los Estados Unidos. Espero que sus sacrificios han valido la pena y haber hecho que se sientan orgullosos.

I would also like to thank my immediate family and friends for their generous support throughout this process, which felt never ending. I appreciate the simplest times spent together whether it was a de-stressing jog in the city, conversations over food or coffee, a night out with great company and even a simple check-in. This helped keep me grounded during the most stressful times and I thank you.

I would like to extend a great acknowledgement to the sincere friends I made in the graduate program who I shared this journey with. I always looked forward to seeing you in class and lunchtime. There we were able to vent and genuinely understand each other when it felt like no one else did. These friends were the support group that got me

through the stress with laughs. I will miss suffering on homework together and hearing us vent about internship, schoolwork, thesis and everything in between, but I am extremely proud of all of us.

I would like to thank the professors I had the privilege of meeting at CSULB who taught and further inspired me. Without the immense guidance and challenges from my thesis advisor, I would not have been able to complete this research without her help in using the social work lens. She understood the passion I have for identifying systemic injustices and the actions needed to motivate change in communities and schools.

Last, but not least, I would like to acknowledge the community I am from, which inspired this research. I would not have a passion for social justice if it were not for my community. Huntington Park is a community in southeast Los Angeles with great people. The perspectives I have developed have allowed me to acknowledge the disparities in my community when compared to others. My hope is that this information can benefit the youth of my community. All youth deserve to be surrounded by people and programs that recognize their talents and feed their potential.

## TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS .....	iii
LIST OF FIGURES .....	ix
 CHAPTER	
1. INTRODUCTION .....	1
Potential Consequences of Delinquency and School Dropout in Adulthood .....	2
Communities That Care Model.....	3
Communities That Care Risk Factors .....	4
Community Domain.....	4
Family Domain .....	4
School Domain.....	5
Individual and Peer Domain .....	5
Purpose of the Study .....	6
Social Work Relevance.....	6
Multicultural Relevance.....	7
 2. LITERATURE REVIEW .....	 8
The Inter-Relationship of Adolescent Problem Behavior.....	8
Potential Consequences of Delinquency.....	9
Potential Consequences of School Dropout.....	10
Communities That Care .....	11
Communities That Care Model Risk Factors.....	14
Community Domain.....	14
Availability of firearms.....	14
Community laws and norms favorable toward drug use, firearms, and crime.....	14
Low neighborhood attachment and community disorganization...	15
Transition and mobility.....	16
Extreme economic deprivation .....	17
Family Domain .....	19

CHAPTER	Page
Favorable parental attitudes and involvement in the problem behavior.....	19
Family history of the problem behavior.....	20
Family management problems.....	22
Family conflict .....	23
School Domain.....	24
Academic failure beginning in late elementary school.....	25
Lack of commitment to school .....	26
Individual and Peer Domain .....	27
Constitutional factors .....	28
Gang involvement .....	28
Early and persistent antisocial behavior .....	29
Alienation and rebelliousness .....	30
Friends who engage in the problem behavior .....	31
Favorable attitudes toward the problem behavior.....	33
Early initiation of the problem behavior.....	34
Multicultural Relevance and the CTC Model.....	35
Conclusion .....	36
 3. METHODS .....	 37
Research Design and Data Collection.....	37
Community Description.....	37
Instrument .....	38
Communities That Care Risk Factors.....	38
Community Domain.....	38
Availability of firearms.....	38
Community laws and norms favorable toward drug use, firearms, and crime.....	39
Transition and mobility.....	39
Low neighborhood attachment and community disorganization...	39
Extreme economic deprivation .....	40
Family Domain .....	40
Family history of the problem behavior.....	40
Family management problems.....	40
Family conflict.....	41
Favorable parental attitudes and involvement in the problem behavior.....	41
School Domain.....	42
Academic failure beginning in late elementary school.....	42
Lack of commitment to school .....	42
Peer and Individual .....	42



CHAPTER	Page
Early and persistent antisocial behavior .....	42
Rebelliousness and alienation .....	43
Friends who engage in the problem behavior .....	43
Gang involvement.....	43
Favorable attitudes toward the problem behavior.....	43
Early initiation of the problem behavior .....	44
Constitutional factors .....	44
Analysis.....	44
 4. RESULTS .....	 46
Communities That Care Risk Indicators.....	46
Community Domain.....	46
Availability of Firearms.....	46
Community Laws and Norms Favorable Toward Drug Use, Firearms, and Crime.....	46
Transition and Mobility .....	47
Low Neighborhood Attachment and Community .....	47
Extreme Economic Deprivation.....	50
Family Domain .....	50
Family History of the Problem Behavior.....	50
Family Management Problems .....	55
Family Conflict .....	55
Favorable Parental Attitudes.....	56
School Domain.....	61
Academic Failure Beginning in Late Elementary School.....	61
Lack of Commitment to School.....	62
Peer and Individual Domain .....	62
Early and Persistent Antisocial Behavior .....	62
Rebelliousness and Alienation .....	64
Friends Who Engage in the Problem Behavior.....	65
Gang Involvement.....	65
Favorable Attitude Towards the Problem Behavior .....	71
Early Initiation of the Problem Behavior.....	71
Constitutional Factors .....	71
 5. DISCUSSION .....	 77
Summary of Findings.....	77
Community Domain.....	77
Family Domain .....	78
School Domain.....	79

CHAPTER	Page
Peer and Individual Domain .....	79
Salient Risk Factors for Huntington Park .....	80
Implications for Social Work Practice .....	81
Limitations and Directions for Future Research.....	85
REFERENCES .....	87

## LIST OF FIGURES

FIGURE	Page
1. Percentage of 5 <sup>th</sup> graders who reported possession of weapon (gun or knife) on school property, past year for Los Angeles Unified School District, Los Angeles County and California.....	48
2. Percentage of students who reported possession of weapons on school .. property in the past 12 months for Los Angeles Unified School District, Los Angeles County and California.....	48
3. Juvenile felony arrests for drug offenses per 1,000 in Huntington Park, Los Angeles County and California.....	49
4. Juvenile felony arrests for weapon offenses per 1,000 in Huntington Park, Los Angeles County and California.....	49
5. Percentage of 5 <sup>th</sup> graders who moved more than one time in the past year in Los Angeles Unified, Los Angeles County and California .....	50
6. Percentage of renter-occupied housing units in 2010 for Huntington Park, Los Angeles County and California.....	51
7. Percentage of people who strongly agree that neighbors can be trusted in SPA 7, Los Angeles County and California .....	51
8. Percentage of people who agree that neighbors don't get along in SPA 7, Los Angeles County and California.....	52
9. Percentage of people who felt safe in their neighborhood all of the time in SPA 7, Los Angeles County and California .....	52
10. Percentage of 5 <sup>th</sup> graders who never feel safe outside of their school in Los Angeles Unified School District, Los Angeles County and California .....	53
11. Percentage of families living below poverty in the Huntington Park, Los Angeles County and California.....	53

FIGURE	Page
12. Percentage of unemployment for the Huntington Park, Los Angeles County and California.....	54
13. Percentage of families with related children under 18 years old below the poverty level in Huntington Park, Los Angeles County and California .....	54
14. Percentage of population 25 years and over who are high school graduates in Huntington Park, Los Angeles County and California .....	56
15. Adult felony arrests per 1,000 people from 2004-2013 for Huntington Park, Los Angeles County and California .....	57
16. Child maltreatment allegation rates per 1,000 for the Huntington Park, Los Angeles County and California.....	57
17. Percentage of how often an adult was always present after school hours in SPA 7, Los Angeles County and California .....	58
18. Percentage of parents who knew a lot about the whereabouts of their teen when they went out at night in SPA 7, Los Angeles County and California.....	58
19. Percentage of 5 <sup>th</sup> graders who were home alone after school in Los Angeles Unified School District, Los Angeles County and California .....	59
20. Rates of child entry to foster care per 1,000 for the Huntington Park, Los Angeles County and California.....	59
21. Domestic violence-related calls for assistance per 1,000 people from 2004-2013 in Huntington Park, Los Angeles County and California.....	60
22. Percentage of population 15 and over who were divorced in Huntington Park, Los Angeles County and California .....	60
23. Percentage of grandparents responsible for grandchildren in Huntington Park, Los Angeles County and California .....	61
24. Rate of adults arrested in 2004 through 2013 for violent offenses per 1,000 people for Huntington Park, Los Angeles County and California .....	63

FIGURE	Page
25. Percentage of 5 <sup>th</sup> grade students who reported that their parents have high expectations for them in Los Angeles Unified School District, Los Angeles County and California.....	63
26. English Language STAR test results (below proficient) in Miles Avenue Elementary, Los Angeles County and California .....	64
27. Math STAR test results (below proficient) in Miles Avenue Elementary, Los Angeles County and California.....	65
28. High school graduation rates for Huntington Park High School, Los Angeles County and California.....	66
29. Percentage of 5 <sup>th</sup> graders who planned to go to college or some other school after high school in the Los Angeles Unified School District, Los Angeles County and California.....	66
30. Truancy rates for Huntington Park High School, Los Angeles Unified School District, Los Angeles County and California.....	67
31. Percentage of 5 <sup>th</sup> graders who had hit or pushed others on school property in the past year in Los Angeles Unified, Los Angeles County and California .....	67
32. Elementary school suspension rates for Los Angeles Unified School District, Los Angeles County and California.....	68
33. Percentage of elementary school teachers who perceived harassment or bullying to be a moderate or severe problem at their school .....	68
34. Percentage of 5 <sup>th</sup> graders who had rumors spread about them at school in Los Angeles Unified School District, Los Angeles County and California .....	69
35. Percentage of 11 <sup>th</sup> grade students who reported damaging school property on purpose within the past year in Los Angeles Unified School District, Los Angeles County and California.....	69
36. Percentage of 11 <sup>th</sup> graders who seriously considered attempting suicide in the past year in Los Angeles Unified School District, Los Angeles County and California.....	70

FIGURE	Page
37. Percentage of 5 <sup>th</sup> grade students who had scored high on having pro-social peers in ..Los Angeles Unified School District, Los Angeles County and California .....	70
38. Percentage of 5 <sup>th</sup> grade students who had friends who got into trouble most or all of the time in Los Angeles Unified School District, Los Angeles County and California.....	72
39. Percentage of students who were currently in a gang in Los Angeles Unified School District, Los Angeles County and California .....	72
40. Percentage of high school teachers who perceived gang activity to be a moderate or severe problem at their school .....	73
41. Percentage of students who reported personal disapproval of weapon possession in Los Angeles Unified School District, Los Angeles County and California.....	73
42. Percentage of students who reported personal disapproval of cigarette use in Los Angeles Unified School District, Los Angeles County and California .....	74
43. Percentage of students who reported that having 5 or more alcoholic drinks once or twice a week causes no harm in Los Angeles Unified School District, Los Angeles County and California.....	74
44. Percentage of elementary school teachers who perceived disruptive behavior to be a moderate or severe problem at their school .....	75
45. Percentage of students who reported having a full alcoholic drink at the age of 10 or younger .....	75
46. Percentage of children ever diagnosed with ADHD/ADD condition in SPA 7, Los Angeles County and California .....	76
47. Percentage of children who reported their ADHD condition limiting them “a lot” in school performance in SPA 7, Los Angeles County and California .....	76

## CHAPTER 1

### INTRODUCTION

Juveniles make up 25% the United States population (The Office of Juvenile Justice and Delinquency Prevention, 2014). There were 1,470,000 juvenile arrests in the United States in 2011 (Office of Juvenile Justice and Delinquency Prevention, 2013). In California, the highest arrest rate for juveniles were for misdemeanors offenses, which was about 6 out of 1,000 juveniles arrests. The second highest juvenile arrest rate in California were for violent offenses at 3 arrests for every 1,000 juveniles in 2013 (California Department of Justice, 2013). However, official arrest rates under-represent the extent of delinquency since many delinquent acts do not come to the attention of the justice system (Thornberry & Krohn, 2000). The National Center for Education Statistics (2014) reported that 21% of the U.S. population is school-aged and 93% of school-aged children are enrolled in some type of school. The United States had an 81% high school graduation rate in 2012 (National Center for Education Statistics, 2014). California's graduation rate was 80% in 2013 (Kena et al., 2014). This means that about 20% of youth in California fail to graduate from high school each year. School dropout and delinquency are interrelated problem behaviors (Brekke, 2014). Those who are involved in delinquency are also more likely to drop out of school prior to graduation. School dropout has also been shown to be predictive of juvenile justice involvement and violent crime (Wang & Fredericks, 2014). Ikomi (2010), using data from numerous Texas

counties, found that school dropouts were at greater risk of being referred to the juvenile justice system for felony acts.

### Potential Consequences of Delinquency and School Dropout in Adulthood

There are many negative consequences that are related to delinquency (Tanner, Davies, & O'Grady, 1999; Wiesner, Kim, & Capaldi, 2010; Paternoster, Brame, & Farrington, 2001; Barrett, Katsiyannis, & Zhang, 2006; Ferguson, Bender & Thompson, 2013; Slade et al., 2008). Delinquency has been shown to negatively impact adult employment status. Indeed, adults with a history of delinquency have difficulty obtaining stable jobs with access to health care (Tanner et al, 1999; Wiesner et al., 2010). Delinquency is also a significant predictor of criminal behavior in adulthood (Paternoster et al., 2001) and youth who are charged with violent crimes are more likely to be incarcerated as adults than delinquent youth referred for other offenses (Barrett et al., 2006). Youth who engage in delinquency are also more likely to be transient as adults (Ferguson et al., 2013).

Researchers have found that dropping out of school can increase the likelihood of living in poverty, unemployment, criminal conduct and health concerns ( DeVries & Wolbers, 2005; Brekke, 2014; Neild, Stoner-Elby, & Furstenberg, 2008; De Ridder et al., 2013). Adults without a high school diploma are more likely to earn lower wages and work unsecured jobs than those who completed high school (DeVries & Wolbers, 2005). It has also been found that school dropouts are at significantly greater risk of being unemployed than graduates (Brekke, 2014; Neild, Stoner-Elby & Furstenberg, 2008). Those who drop out of school also may experience health challenges, for



example, high school dropouts are more likely to report ongoing health problems and disabilities (De Ridder et al., 2013).

### Communities That Care Model

Research provides evidence that preventative interventions which focus on decreasing risk factors and promoting protective factors can reduce adolescent involvement in delinquency and school dropout (Hawkins & Catalano, 2002). Risk factors are circumstances that increase the probability of adolescents initiating involvement in problem behaviors and protective factors are conditions that act as a shield and decrease the likelihood of involvement in problem behaviors (Hawkins & Catalano, 2002).

Communities That Care (CTC) is a prevention model that advocates for a community-wide approach to reduce adolescent problem behaviors using a risk-reduction approach. CTC delineates a structured process for identifying risk and protective factors in a community so it can determine the evidence-based approaches that should be implemented to prevent and reduce behaviors such as school dropout, delinquency, teen pregnancy, violence, substance use, depression and anxiety (Hawkins & Catalano, 2002; Haggerty & Shapiro, 2013; Van Horn, Fagan, Hawkins, & Oesterle, 2014; Rhew, Brown, Hawkins, & Briney, 2013; Feinberg, Jones, Greenberg, Osgood, & Bontempo, 2010). Once a community identifies its primary risk factors, the CTC model presents evidence-based strategies designed to create systemic change at all levels; in the community, family, school and peer and individual domains (Welsh & Farrington, 2007).

The CTC model suggests prevention programs are most effective when they are specifically customized for communities' needs (Van Horn et al., 2014). This

customization can help alleviate the most salient risk factors so healthy development is encouraged and involvement in adolescent problem behaviors is reduced. Research has shown that youth in CTC communities were significantly less likely to engage in problem behaviors than those in non-CTC communities due to the interventions implemented for the present risk factors (Feinberg et al., 2010; Myers & Arter, 2005; Van Horn et al., 2014).

### Communities That Care Risk Factors

The CTC model identifies risk factors in the community, family, school and peer/individual domains.

#### Community Domain

The CTC model identifies the risk factors connected with delinquency and school dropout as transitions and mobility, extreme economic deprivation, low neighborhood attachment and community disorganization, norms favorable toward drug use and crime, and availability of firearms (Hawkins & Catalano, 2002). Transitions and residential mobility have been found to be predictive of delinquent behavior (Jacob, 2006). Children from low-income neighborhoods are at greater risk for dropping out of school (Hay, Fortson, Hollist, Altheimer, & Schaible, 2007; Owens, 2010).

#### Family Domain

According to CTC, family risk factors for delinquency and school dropout are family management problems, family conflict, family history of the problem behavior, and favorable attitudes toward the problem behavior (Hawkins & Catalano, 2002).

Research shows that children with incarcerated parents are more likely to be delinquent than their peers whose parents who have not been incarcerated (Aaron & Dallaire, 2010). Having parents who display greater parent management skills, like parent involvement and appropriate forms of discipline, appears to decrease the risk of school dropout for children (Blondal & Adalbjarnardottir, 2009).

### School Domain

The CTC states that adolescents who experience academic failure in later elementary school and display a lack of commitment to school are at greater risk for experiencing delinquency and school dropout (Hawkins & Catalano, 2002). For example, academic failure in elementary school is predictive of delinquency as adolescents (Mann & Reynolds, 2006; Choi, 2007). It has also been found that those who dropped out of high school were less involved in extra curricular activities and completed less homework (Bowers & Sprott, 2012; Henry, Thornberry & Huizinga, 2009).

### Individual and Peer Domain

Individual and peer risk factors such as rebelliousness, early antisocial behavior, favorable attitudes, friends who engage in problem behavior, gang involvement, early initiation of the problem behaviors, and constitutional factors have been found to predict delinquency and school dropout according to the CTC (Hawkins & Catalano, 2002). When adolescents associate with friends involved in problem behaviors, they are at greater risk for being involved in the problem behaviors as well (Fomby & Sennott, 2013; Megens & Weerman, 2011; Spohn & Kurtz, 2011). Antisocial behaviors as children are also predictive of delinquency and school dropout (Park, Lee, Sun, Vazsoni, & Bolland, 2010; Lee, Cornell, Gregory, & Fan, 2011).

### Purpose of the Study

The purpose of this study was to complete a community risk assessment of Huntington Park, California using the Communities That Care model focusing on the problem behaviors of school drop out and delinquency. The research questions were:

1. What are the community, family, school and peer and individual domain risk factors for school dropout and delinquency in Huntington Park?
2. In comparison with other communities, what factors put the children of Huntington Park at greatest risk for school dropout and delinquency?
3. What prevention strategies might be most effective for Huntington Park based on its most salient risk factors?

### Social Work Relevance

As social workers, it is important to have the skills to help assess communities for risk factors and protective factors. Social workers use an ecological approach which assesses strengths and needs based a broad range of individual and environmental factors. Problem behaviors such as delinquency and school dropout can be predicted by common risks factors which exist in multiple domains (Hawkins & Catalano, 2002). It is a social worker's responsibility to carefully evaluate the factors that contribute to delinquency and school dropout to provide effective prevention intervention in the school, community, family and peer domains. The Huntington Park community requires additional research to better understand and be able to address the risk factors that contribute to adolescent problem behaviors in this community.

## Multicultural Relevance

Youth who experience economic deprivation are at greater risk for delinquency (Hawkins & Catalano, 2002; Agnew, Matthews, Bucher, Welcher & Keys; 2008). Males are more likely to be delinquent than girls. The Office of Juvenile Justice and Delinquency Prevention (2013) reported that 71% of arrests were on males and boys have been found to be significantly more likely to be referred to juvenile court than girls (Farrington et al., 2009). There is an over representation of Latinos and African Americans in the juvenile justice system; however, African Americans are more at risk of such involvement than even Latinos (Rodriguez, 2007).

Lower socioeconomic status has been found to increase the risk of dropping out of school for adolescents (Choi, Harachi, & Catalano, 2006). National Center for Education Statistics (2014) reported that Latinos (76%) and African Americans (68%) had lower graduation rates than both Asian/Pacific Islanders (93%) and Whites (85%). This graduation gap between Latino and African Americans and Whites remained constant from 1990 to 2012 (Kena et al., 2014). While low-income youth and youth of color are more likely to be involved in delinquency and school dropout, the risk factors predicting both behaviors are similar across ethnic groups (Choi et al., 2006). Thus, helping communities to reduce their risk factors may prove especially important for vulnerable groups.

## CHAPTER 2

### LITERATURE REVIEW

#### The Inter-Relationship of Adolescent Problem Behaviors

Delinquency and school dropout and other adolescent problem behaviors are interrelated in a variety of ways. Youth who engage in one adolescent problem behavior are at risk to be involved in other problem behaviors as well (Wang & Fredericks, 2014; Henry, Knight, & Thornberry, 2012; Ikomi, 2010). A study of 1,272 adolescents indicated that those who reported behaviors such as theft, assault, encounters with the police and substance use in middle school and high school were substantially more likely to drop out of school than adolescents who did not report delinquent behaviors (Wang & Fredericks, 2014). Henry et al. (2012) used secondary data from the Rochester Youth Development Study, a longitudinal panel of 911 7<sup>th</sup> and 8<sup>th</sup> grade students, and found that adolescents who dropped out of school were significantly more likely to report involvement in delinquency and substance use. A study that focused on the relationship between school dropout and delinquency in Texas found that those who had dropped out of school were at greater risk of being referred to the juvenile justice system for felony acts than their counterparts who remained in school (Ikomi, 2010). They also reported that serious violent crime during adolescence was positively associated with the early onset of substance use. High school dropouts also appear to be significantly more likely

to be placed on standard and intense juvenile probation than those who stay in school (Hickman, Bartholomew, Mathwig & Heinrich, 2008).

### Potential Consequences of Delinquency

Adolescents who are involved in delinquency are at increased risk of unemployment, mental health challenges, and involvement with law enforcement as adults than youth who avoid delinquent behaviors (Tanner et al., 1999; Paternoster et al., 2001; Slade et al., 2008; Wiesner et al., 2010; Wiesner & Windle, 2006). Tanner et al. (1999) examined the effects of delinquent behaviors on the employment status and education levels of adults using data from 6,111 adolescents from the National Longitudinal Survey of Youth. They found that involvement in delinquency such as school truancy, drug use, violence, property crime and contact with the criminal justice system during adolescence predicted significantly higher levels of unemployment in adulthood. Wiesner et al. (2010) collected longitudinal data from the Oregon Youth Study on 203 boys to investigate the effects of delinquency on men's employment status at age 30. They also found that delinquency among young men was significantly related to lower employment status since 57% of men who had been delinquent were employed in low-skilled work at age 21 as opposed to 19% of those involved in skilled work (Wiesner et al., 2010).

Delinquency has also been found to be related to mental health concerns in adulthood (Corneau & Lanctot, 2004; Wiesner & Windle, 2006). Corneau and Lanctot (2004) found that those with a history of juvenile delinquency and problem behaviors were significantly more likely to have attempted suicide and needed psychological consultation in adulthood. Wiesner and Windle (2006) gathered data from 724 adults to

examine the relationship between delinquency during adolescence and adult depression and substance use. Adolescents identified as chronic delinquents were two times more likely than rare offenders to report depression as adults. Chronic delinquents also had significantly higher rates of illicit drug and alcohol use than rare offenders (Wiesner & Windle, 2006).

Paternoster et al. (2001), using data from 406 men from the Cambridge Study in Delinquent Development, found that delinquent behavior was a significant predictor of criminal behavior in adulthood. The majority of the adults involved in criminal conduct were also identified as delinquents during adolescence (Paternoster et al., 2001). Slade et al. (2008) collected data from sample of 1,151 18 to 24 year old men who participated in a study by the Preventive Intervention Research Center to investigate the relationship between onset age of drug use and adult criminal activity. Participants who reported having used alcohol, cocaine and heroin by age 16 had significantly higher chances of incarceration and involvement with the criminal justice system. Also, those who reported their first arrest by age 16 were significantly more likely to be incarcerated as adults than those with later onset of arrest (Slade et al., 2008).

#### Potential Consequences of School Dropout

Adolescents who drop out of school are at increased risk of experiencing long-term negative outcomes including unemployment, low wages, and criminal conduct (Caspi, Moffitt, Wright & Silva, 1998; Neild et al., 2008; Pettit and Western, 2004; De Vries & Wolbers, 2005; Christle, Jolivette, & Nelson, 2007; Chavez, Oetting, & Swaim, 1994). Caspi et al. (1998) researched the childhood and adolescent predictors of unemployment in adulthood using longitudinal data from 1,037 children who they



followed into their adult years. They found that the unemployment rate for those who dropped out of school was double that of those who completed high school. Neild et al. (2008) conducted a longitudinal study using 2,933 students from 45 schools into adulthood. They also found that high school graduates were significantly less likely to experience unemployment. A Norwegian study (N = 19,763) found that high school dropouts were more likely to earn lower wages and work unsecured jobs than those who completed high school (De Vries & Wolbers, 2005). Similarly, Christle et al. (2007) conducted a longitudinal study on 196 students which indicated that high school dropouts had less options for employment and were more likely to work low-paying, low-skilled positions.

Youth who drop out of school also appear more likely to come into contact with the justice system (Pettit & Western, 2004). Pettit and Western (2004) conducted an analysis using administrative, survey and census data. They found that those who had dropped out of school were 3 to 4 times more likely to be involved in criminal conduct and incarceration than those who completed high school. Chavez et al. (1994) separated their sample (1,637 youth between 7th and 12th grade) into three groups; school dropouts, control students and students with academic problems. They found those in the dropout group were significantly more likely to be delinquent than those in the other two groups.

### Communities That Care

Communities That Care (CTC) is an evidence-based model that delineates a structured process for identifying risk and protective factors in a community so appropriate prevention and intervention approaches can be implemented to prevent and

reduce behaviors such as school dropout, delinquency, teen pregnancy, violence, and substance use (Hawkins & Catalano, 2002; Haggerty & Shapiro, 2013; Van Horn et al., 2014; Rhew et al., 2013; Feinberg et al., 2010). Risk factors are characteristics that increase the probability that youth will develop problem behaviors while protective factors reduce the likelihood of such involvement (Hawkins & Catalano, 2002). There are three phases in the CTC model; (1) Introduce and Involve, (2) Risk and Resource Assessment and Plan, and (3) Implement Promising Responses (Hawkins & Catalano, 2002). In the Introduce and Involve phase, the researcher describes the community, mobilizes a board of community members, involves key leaders, and assesses community willingness for the program. Then, the researcher, along with the community, conducts a risk and resource assessment to identify the community's risk factors and understand current community programs. The final phase, Plan, Implement and Promising Response, is when the community learns about the research-based programs. Based on the knowledge gained from the assessment phase, the community develops a plan to implement programs to address the most salient risk factors and, eventually, evaluate the programs' effectiveness (Hawkins & Catalano, 2002). It is believed that the specific programs needed for a community can best be identified through the inclusive, multi-phase process outlined by the model (Myers & Arter, 2005).

Effective prevention programs implement interventions that target risk factors to avert adolescent problem behaviors such as delinquency and school dropout. The CTC model suggests prevention programs are most effective when they are specifically customized for communities' needs (Van Horn et al., 2014). However, programs can only be customized if the community understands its risk factors and develops and

implements programs to prevent and reduce its most salient ones so healthy development is encouraged and involvement in adolescent problem behaviors is reduced. Once risk factors are studied, the CTC model helps communities match evidence-based approaches to the most prevalent risk factors in a community (Van Horn et al., 2014).

The CTC model has been tested and found to be effective in many studies (Feinberg et al., 2010; Brown et al., 2014; Oesterle, Hawkins, Fagan, Abbott, & Catalano, 2010). A longitudinal study that researched delinquent outcomes in about 150 Pennsylvanian communities found that youth in CTC communities were significantly less likely to engage in delinquency than those in non-CTC communities (Feinberg et al., 2010). Brown et al. (2014) researched the effects of the CTC process in 24 communities in Colorado, Illinois, Kansas, Maine, Oregon, Utah and Washington. They collected survey data from 340 key community leaders to measure their perceptions of prevention system constructs and 4,181 students' data from Youth Development Survey to explore changes in youth outcomes, such as delinquency and drug use. Communities that implemented research-based approaches and promoted prosocial community norms were significantly more likely to see improved youth behaviors and less problem behaviors (Brown et al., 2014). Additional research, in other communities, has also found that the CTC prevention system resulted in significantly lower rates of adolescent smoking, delinquency and violence than in comparison communities (Oesterle et al., 2010).

### Communities That Care Model Risk Factors

#### Community Domain

The CTC community risk factors for delinquency are availability of firearms, community laws and norms favorable toward drug use, firearms and crime, low

neighborhood attachment, transition and mobility and extreme economic deprivation (Hawkins & Catalano, 2002). The community risk factors identified for school dropout are transitions and mobility and extreme economic deprivation (Hawkins & Catalano, 2002)

Availability of firearms. The availability of firearms for adolescents has been found to increase the likelihood of delinquent behaviors (Ruback, Shaffer & Clark, 2011; Stolzenberg & D'aleccio, 2000; Watkins, Huebner, & Decker, 2008). Ruback et al. (2011) used a National Longitudinal Study of Adolescent Health sample of 12,584 juveniles in grades 7 through 12 to explore the effects of easy access to firearms on delinquency. They found that youth who had easy access to weapons were significantly more likely to commit at least one violent offense, carry a weapon to school, and sell drugs than those who did not have access (Ruback et al., 2011). Stolzenberg and D'aleccio (2000) examined the link between availability of firearms and the juvenile gun crime rate using data from the National Incident-Based Reporting System for South Carolina. They found that gun availability significantly increased juvenile gun crime. Additionally, Watkins et al. (2008) studied firearm involvement among males in adult jails and juvenile detention facilities. They found that 63% of the juveniles in their study were able to access guns through a friend or family member.

Community laws and norms favorable toward drug use, firearms, and crime.

Some communities have policies that dictate behavior and norms favorable toward drug use, firearms and crime (Hawkins & Catalano, 2002). Community laws and norms have been found to impact delinquency in communities (Van Horn, Hawkins, Arthur, & Catalano, 2007; Blumstein, 2002; Grossman, Chaloupka, Saffer & Laixuthai,

1994). Van Horn et al. (2007) investigated the community influences on delinquency and adolescent substance use using information from middle and high school students and key informants, such as police, religious, business, and city leaders. In communities where law enforcement was permissive toward substance use, students reported significantly more serious delinquency (Van Horn et al., 2007). Adolescents are also at increased risk for delinquency when communities do not enforce laws that prohibit the sale of firearms (Hawkins & Catalano, 2002; Blumstein, 2002). Although federal law forbids the sale of firearms to youth, adolescents are still overrepresented in gun possession, which has been linked to involvement in illegal drug trade (Blumstein, 2002). Grossman et al. (1994) researched the effects of alcohol price policy on adolescents and its relationship to youth alcohol consumption and car accident mortality rates. They found that car accident mortality rates and youth alcohol consumption decreased as alcohol prices increased.

Low neighborhood attachment and community disorganization. According to the CTC model, some indicators of low neighborhood attachment and community disorganization are when community stakeholders live outside the community, lack of family involvement in schools and community events, little surveillance of public areas, and heavy rates of vandalism (Hawkins & Catalano, 2002). Research suggests that youth who display low neighborhood attachment are at greater risk for delinquency (Van Gundy, Stracuzzi, Rebellon, Tucker, & Cohn, 2011; Cantillon, 2006). Van Gundy et al. (2011) studied the relationship between adolescents' sense of community attachment and delinquency using a sample of 585 rural 7<sup>th</sup> and 11<sup>th</sup> graders and a sample 725 urban, culturally-diverse 6<sup>th</sup> and 9<sup>th</sup> graders. Community attachment and detachment were

measured by asking adolescents their feelings toward their neighborhood's safety, neighborhood reputation, and their connection to neighbors. Across the two samples, community detachment was related to a significantly higher odds of delinquent conduct such as theft, property damage and assault (Van Gundy et al., 2011).

Cantillon (2008) evaluated the effects community social organization and parents had on delinquent activities among adolescents using a sample of 103 randomly selected 10<sup>th</sup> grade males, one of their parents and one of their neighbors. When adolescents, parents and neighbors perceived their neighborhood as cohesive, there were significantly lower delinquency rates. Neighborhood cohesiveness directly impacted community social organization and informal social control which were significantly predicted lower rates of delinquency (Cantillon, 2008).

Transition and mobility. Transitions and mobility refer to normal environmental transitions (i.e., elementary to middle school and middle school to high school) and nonscheduled transitions, such as recurring moves or changes in residence (Hawkins & Catalano, 2002). Research suggests that youth who experience school transitions and recurrent mobility are both more likely to participate in delinquent behavior (Fomby & Sennott, 2013) and drop out of school (Gasper, DeLuca, & Estacion, 2012; Cratty, 2012; South, Haynie, & Bose, 2007). Fomby and Sennot (2013) studied the relationship between school and residential mobility and adolescent behaviors using a sample of 1,260 12 to 17 year olds and their families from National Longitudinal Study of Youth and Children. They found that adolescents who experienced residential mobility were more likely to engage in truancy, shoplifting, property damage, assault, curfew violations and alcohol use. Additional analyses found that an adolescent's chance of participating

in delinquent behaviors increased by 15% for every additional school or residential move (Fomby et al., 2013).

Gaspar et al. (2012) conducted a longitudinal study using data from the National Longitudinal Survey of Youth on 2,751 12 to 16 year olds to explore whether school mobility influenced the likelihood of dropping out of high school. They found that students who experienced more than one school change were significantly more likely to drop out of school. The results indicated that increased rates of school mobility decreased the likelihood of commitment to school, which, ultimately, increased dropout rates and delinquent behavior (Gaspar et al., 2012). In a longitudinal study of 8,515 adolescents, South, et al. (2007) reported that students with high mobility rates were significantly more likely to drop out of high school than those with stable living situations (South et al., 2007).

Extreme economic deprivation. Poverty is one the most well documented factors influencing both delinquency (Agnew, Mathews, Bucher, Welcher & Keyes, 2008; Pagani, Vitaro, Tremblay & McDuff, 2008; Unal & Cukar, 2011; Najman et al., 2010) and school dropout (Owens, 2010; Bradley and Renzulli, 2011; Cratty, 2012; Stearns, Moller, Blau, & Potochnick, 2007; Hay, Fortson, Hollist, Altheimer, & Schaible, 2007). Extreme economic deprivation occurs when a community has, in addition to poverty, a lack of financial stability, prosperity and aspirations for the future (Hawkins & Catalano, 2002). Van Gundy et al. (2011) found a significant negative relationship between delinquency and families' socioeconomic status. Youth from low-income families and low-income neighborhoods were significantly more likely to be delinquent. Hay et al. (2007) conducted research on the relationship between poor families living in poor

neighborhoods and delinquency using data from the National Survey of Children on 1,423 children. Living in poor communities significantly increased delinquency rates.

Agnew et al. (2008) completed a secondary analysis using five years of nationally representative data on 1,273 youth from the Child Development Supplement study. They found that adolescents were significantly more likely to be delinquent when their families experienced economic problems and were of lower socioeconomic status. Those who self-reported delinquency and had families with medium to high economic problems (3 or more problems) were significantly more likely to be delinquent than those with less problems. Youth from families with five or more economic problems were twice as likely to be involved in delinquency (Agnew et al., 2008). Unal and Cukar (2011), using a sample from Turkey, also found a significant correlation between low-income families and property, violent and school delinquency. Najman et al. (2010) examined 3,103 juveniles involved in delinquency and their poverty-stricken families using data from the Mater-University Study of Pregnancy. Mothers completed questionnaires in various intervals after giving birth until the child turned 21 to measure income and levels of delinquency. They found that family poverty predicted significantly higher rates of delinquency.

Studies also suggest that youth of low socioeconomic status are more likely to drop out of high school than their higher income counterparts (Stearns et al., 2007; Cratty, 2012, Owens, 2010). Owens (2010) studied the influences family, neighborhood, and school contexts had on adolescents' high school attainment using data from the National Longitudinal Study of Adolescent Health on 11,097 middle and high school students. She found that adolescents from disadvantaged neighborhoods were



significantly more likely to drop out of school than adolescents from advantaged communities (Owens, 2010). Similarly, Cratty (2012) found that students of low socioeconomic status were three times more likely to drop out of school than those in higher economic brackets. Pagani et al. (2008) reported that students from families that received public financial assistance were significantly more likely to drop out of high school due to living in poverty. It is also possible that, if adolescents have to become financially responsible for their family, they may be more likely to leave school without graduating (Bradley & Renzulli, 2011).

### Family Domain

According to CTC, family risk factors that are associated with delinquency and school dropout are favorable parental attitudes and involvement in the problem behavior, family history of the problem behavior, family management problems and family conflict (Hawkins & Catalano, 2002).

Favorable parental attitudes and involvement in the problem behavior. Favorable parental attitudes and involvement in the problem behavior is a risk factor for delinquency and school dropout (Hawkins & Catalano, 2002; Almodovar, Tomaka, Thompson, McKinnon, & O'Rourke, 2006; Zhang & Messner, 1996). Favorable attitudes and involvement in the problem behavior include parental approval of adolescent involvement in problem behaviors or asking their children to participate in problem behaviors (Hawkins & Catalano, 2002). Almodovar et al. (2006), using data from 1,366 high school students, found that parental approval of adolescent use of alcohol was significantly related to earlier age of alcohol use and alcohol-related problems (Almodovar et al., 2006). Zhang and Messner (1996), using a sample of

Chinese adolescents, ages, 16 to 18, reported adolescents whose parents were deviant were more likely to be delinquent than those who were not exposed to deviant family members.

Youth are more likely to drop out of school if their parents have favorable attitudes toward the behavior (Strom & Boster, 2007; Henry, Cavanagh, & Oetting, 2011). Strom and Boster (2007) collected data from 80 adults to examine the relationship between supportive messages from family and educational attainment. Their results showed that, when parents had a favorable attitude toward dropping out of school, then students were significantly more likely to do so. Students whose parents demonstrated high educational goals and standards for their children were more likely to graduate from high school (Strom & Boster, 2007). Henry et al. (2011) gathered data from 64,350 7<sup>th</sup> and 9<sup>th</sup> grade students and their parents from about 200 different school districts to investigate the relationship between parental investment in their children's education and educational outcomes. The researchers asked parents questions regarding their investment in school to assess if they cared if their child quit school, grades and expectations of their children graduation high school. They found that low parental investment in school was positively associated with low expectations of graduating from school, which was significantly related to higher dropout rates.

Family history of the problem behavior. Family history of the problem behavior means that youth were born into families with a history of dropping out of school and/or delinquency (Hawkins & Catalano, 2002). Children with parents who are involved in the justice system or are or have been incarcerated are more likely to be delinquent than their peers whose parents have not been incarcerated (Nijhof, De Kemp, & Engels, 2009;

Midgley & Lo, 2013; Aaron & Dallaire, 2009). Nijhof et al. (2009) investigated the effects of parental offending on adolescent delinquency. They gathered data from 577 8 to 14 year-old delinquents referred to the juvenile justice system and identified the offending parents through the national police registration system to measure the frequency and seriousness of their offenses. They found a significant positive relationship between the frequency of parental offending and frequency of adolescent offending. Additionally, more seriousness parental offending was also significantly associated more serious adolescent offending, such as rape and robbery (Nijhof et al., 2009).

Midgley and Lo (2013) studied the impact of parental incarceration on children's delinquent outcomes using data from randomly selected adolescents and their parents over a three-year period. Parental incarceration was significantly predictive of greater involvement in robbery, vandalism and assault among adolescents. Aaron and Dallaire (2010) examined the relationship between familial risk experiences, parental incarceration, and delinquency among 654 adolescents and adults across two waves. Children whose parents had past and recent incarceration were significantly more likely to be reported as delinquent by their parents (Aaron & Dallaire, 2010).

Adolescents whose parents failed to complete high school are also significantly more likely to be not to graduate from high school (Pagani, Vitaro, Tremblay, & McDuff, 2008; Neild, Stoner-Eby, & Furstenberg, 2008). A longitudinal Canadian study conducted by Pagani et al. (2008) gathered data from 1,605 kindergarteners to assess the risk factors for high school completion. They found that adolescents whose mother did not complete high school were significantly more likely to drop out of high school.

Adolescents' odds of dropping out appear to be reduced by more than half when their parent has obtained a 2-year degree compared to those whose parents do not finish high school (Neild et al.).

Family management problems. Family management problems are viewed in the CTC model as a lack of clear expectations for behavior, severe punishment and lack of monitoring or supervision of children (Hawkins & Catalano, 2002). Family management problems such as failure to monitor and excessive or inconsistent discipline practices have been shown to have a direct impact on adolescent involvement in delinquent behavior (Halgunseth, Perkins, Lippold, & Nix, 2013; Cantillon, 2006; Yoo & Huang, 2012; ) and school dropout (Roche, Ahmed, & Blum, 2009; Jimerson, Egeland, Sroufe, & Carlson, 2000). Halgunseth et al. (2013) researched the longitudinal relationship between inconsistent discipline and adolescent delinquent behaviors using data on 324 adolescents drawn from the Promoting School-Community-University Partnership to Enhance Resilience study. They found that parents' inconsistent methods of discipline was significantly predictive of delinquent behaviors like carrying a weapon, vandalism and burglary (Halgunseth, et al., 2013).

Yoo and Huang (2012) collected data from 1,234 mothers from the longitudinal Fragile Families and Child Wellbeing Study to measure mothers' experience with domestic violence, maternal mental health challenges, parenting practices and their children's behaviors. Mothers who reported being unresponsive to their children and lacking in parenting skills were significantly more likely to have delinquent children than mothers who reported otherwise.

Roche et al. (2008) researched the consequences of parenting on adolescent problem behaviors using data from the National Longitudinal Study of Adolescent Health from 2,429 12 to 14 year olds. They found adolescents who felt they were given attention and cared for were significantly more likely to stay in school. Jimerson et al. (2000) completed a longitudinal study of 177 children and their families to whether the quality of parental support, early home environment, and parental involvement in school were predictive of high school dropout. They found that children who came from families with a lack of parental involvement, and support and monitoring were at greater risk for dropping out of school.

Family conflict. Constant and serious conflict in families between parents, caregivers and, even children, puts youth at risk for being involved in delinquent behavior (Hawkins & Catalano, 2002; Skeer, McCormick, Normand, Buka, & Gilman, 2009; Herrera & McClosky, 2001; Herrenkohl et al., 2000; Smith & Snyder, 2014) and dropping out of school (Lagana, 2004; Roche, Ahmed & Blum, 2008). Skeer et al. (2009) researched the longitudinal relationship between drug use among youth and conflict in their family using a sample of 1,421 youth. They found that youth who had experienced family conflict between ages 5 through 10 were at greater risk to be dependent on drugs at age 15 than those without family conflict. Similarly, Herrenkohl et al. (2000) conducted research on the developmental risk factors for youth and found that the presence of family conflict at age 14 to 16 was significantly predictive of delinquency by age 18.

Herrera and McClosky (2001) conducted interviews with 299 children and their mothers to investigate whether there was a relationship between family violence and

arrests of children. Children who had witnessed violence among caregivers were two times more likely to be involved in the juvenile justice system than those who did not witness domestic violence. The study also found that those adolescents who witnessed violence in the home were significantly more likely to be referred for violent offenses. Snyder and Smith (2014) used data from 1,013 juveniles from the National Survey of Child and Adolescent Well-Being to identify behavior outcomes of adolescents who had witnessed and experienced domestic violence. Adolescents from violent-stricken families were more likely to have been both delinquent and arrested.

Lagana (2004) conducted a study using 194 youth identified as high, medium and low risk depending on their academic performance at school. The researcher used the Family Adaptability and Cohesion Evaluation Scale to measure family conflict within the youth's environment. She found that youth in the high and medium risk groups were substantially more likely to report low family cohesion and higher levels of school dropout than the low risk youth (Lagana, 2004). Roche et al. (2008) reported that female adolescents who reported low family conflict levels were significantly less likely to drop out of school than those who reported more family conflict.

### School Domain

The CTC states that adolescents who experience academic failure in later elementary school and display a lack of commitment to school are at greater risk for experiencing delinquency and school dropout. Low grades and test scores and retention are examples of academic failure. Adolescents who do not perceive education as a viable resource often lack motivation and exhibit lack of commitment to school (Catalano & Hawkins, 2002).

Academic failure beginning in late elementary school. Youth who experience academic failure in elementary school are at risk for being delinquent as adolescents (Mann & Reynolds, 2006; Choi, 2007; Crosnoe, 2006; Van Gundy, Stracuzzi, Rebellon, Tucker, & Cohn, 2011). Mann and Reynolds (2006) conducted research on the link between early academic intervention and juvenile delinquency using data from 1,500 youth from the Chicago Longitudinal Study. The study found that students who were placed in special education were significantly more likely to be delinquent and to have been arrested. Choi (2007) studied the relationship between academic achievement and problem behaviors among seventh through 12th graders using data from the National Longitudinal Study of Adolescent Health. The findings showed that low academic performance in 7th grade was a significant predictor of substance use as well as aggressive and nonaggressive delinquent offenses. Crosnoe (2006), using a sample of 11,927 students from the National Longitudinal Study of Adolescent Health, found that students who had lower GPAs reported significantly higher levels of underage alcohol use. Van Gundy et al. (2011) similarly found that low grades in school were significantly related to greater involvement in theft, assault, and alcohol use.

Youth who drop out of school have been found to have academic failure occur as early as elementary school (Cratty, 2012; Jimerson, 2000; Pharris-Ciurej, Hirschman, & Willhoft, 2012; Hickman, Bartholomew, & Mathwig, 2008). Students who have been retained a grade in elementary or middle school have been found to have higher dropout rates than those who have not been retained (Pharris-Ciurej et al., 2012). Cratty (2012) conducted a longitudinal study compiled of 68, 401 3<sup>rd</sup> graders in North Carolina until they either graduated from high school or experienced school dropout. About 19% of the

students dropped out of high school. Those who dropped out of high school had significantly lower math and reading test scores across those years than those who graduated (Cratty 2012). Jimerson et al. (2000) also found that low academic achievement in 1<sup>st</sup> and 6<sup>th</sup> grade was a predictor of school dropout by age 19.

Stearns et al. (2007) studied the effects of grade retention on educational attainment using National Education Longitudinal Study data on 13,356 8<sup>th</sup> and 10<sup>th</sup> graders. Students retained in elementary school were significantly more likely to drop out of high school than students who were continuously promoted. Hickman et al. (2008) researched the education attainment of 119 students in four different cohorts. They found that high school dropouts had significantly lower third grade reading and math performance scores than high school graduates.

Lack of commitment to school. Adolescents who display low levels of school engagement, negative attitudes and lack of school involvement are at higher risk of delinquency (Frey, Ruchkin, & Schwab-Stone, 2008, Henry, Thornberry & Huizinga, 2009; Pritchard & Williams, 2001). Research also suggests that feelings of disconnect from and lack of educational motivation increases the risk of school dropout (Bowers & Sprott, 2012; Stearns, Moller, Blau, & Potochnick, 2007, Janosz, Archambault, Morizot & Pagani, 2008; Randolph, Fraser, & Orthner, 2006). Frey et al. (2009), using a sample of 652 adolescents, found students who reported lack of academic motivation had significantly higher levels of delinquency. Henry, Thornberry and Huizinga (2009) investigated the longitudinal relationship between students' commitment to school and illegal drug use in a sample of 969 students. They found that students who reported more truancy were substantially more likely to have initiated use of marijuana (Henry et al.,



2009). Pritchard and Williams (2001) conducted a three-year longitudinal study to measure the relationship among adolescents' attitudes, truancy, delinquency and educational achievement after having received school-based social work services. High school students who reported having "enjoyed" school were significantly less likely to report delinquency than those who did not enjoy school.

Bowers and Sprott (2012) conducted a comparison study using data from the Educational Longitudinal Study from 1,470 high school graduates and non-graduates. The findings revealed that students who participated less than an hour a week in extracurricular activities and did not complete their homework were significantly more likely to drop out of school than those who graduated. Those who had dropped out were also significantly more likely to report not liking school and feeling like they did not belong. In addition, educational pessimism has been linked to early school dropout (Stearns et al., 2007). Janosz et al. (2008) used data from The New Approaches New Solution on 13,300 youth, ages 12 to 16, to conduct a longitudinal study on predictors of school dropout. They found that those who reported less school engagement were more likely to drop out of school. Randolph et al. (2006), using school records from 686 9th graders, found that students who reported higher truancy rates and lacked involvement in extra-curricular activities were more likely to drop out of school than those who reported more commitment to school.

### Individual and Peer Domain

Individual and peer risk factors such as constitutional factors, early antisocial behavior, rebelliousness, favorable attitudes toward the problem behavior, friends who engage in problem behavior, gang involvement and early initiation of the problem

behaviors have been found to predict delinquency according to the CTC Model (Hawkins & Catalano, 2005). Early and persistent antisocial behavior, rebelliousness, friends who engage in the problem behavior, favorable attitudes toward the problem behavior and early initiation of the problem behavior are individual and peer risk factors can also influence school dropout (Hawkins & Catalano, 2002).

Constitutional factors. Constitutional factors are biological and physiological reasons that may be related to delinquent behaviors, such as lack of impulse control and sensation-seeking behaviors (Hawkins & Catalano, 2002). Burt and Simons (2013) explored the relationship between thrill seeking and delinquency using eight years of longitudinal data from 714 families. Adolescents who reported higher levels of thrill seeking behaviors were significantly more likely to be involved shoplifting, vandalism and robbery than those who reported lower levels of thrill seeking and higher levels of self-control (Burt & Simons, 2013).

Children diagnosed with Attention Deficit/Hyperactivity Disorder (ADHD) are also more at risk for involvement in delinquency (Sibley et al., 2011). Sibley et al. (2010) collected data from the Pittsburgh ADHD Longitudinal Study to investigate the effects of childhood ADHD on delinquency. They found that children diagnosed with ADHD displayed significantly worse delinquent outcomes, such as greater involvement in robbery, assault and alcohol use (Sibley et al., 2011).

Gang involvement. Adolescents involved in gangs are at higher risk for delinquency (Bouchard & Spindler, 2010; Barnes, Beaver, & Miller, 2010). Bouchard and Spindler (2010) examined the association between adolescents' gang involvement and delinquency using a sample of 523 self-reported delinquents. Gang members were

significantly more likely to be involved in delinquency than non-gang members (Bouchard & Spindler, 2010). Barnes et al. (2010) also studied the link between gang membership and delinquent involvement using data from the National Longitudinal Study of Adolescent Health on 20,745 and their caregivers. They found that gang members were significantly more likely than non-gang members to purposefully damage property, steal autos, possess weapons, and take part in violence.

Gang involvement has also been found to be predictive of school dropout (Ellickson, Saner, & McGuigan, 1997; Kreager & Staff, 2008). Ellickson et al. (1997) collected longitudinal data for about 4,500 high school dropouts and seniors from Oregon and California to analyze violent behaviors and educational outcome. Both male and female adolescents who had participated in gang fights were more likely to drop out than adolescents who reported other forms of violence. Kreager and Staff (2008) gathered data from the National Longitudinal Study of Adolescent Health from 90,118 7<sup>th</sup> through 12<sup>th</sup> graders to assess the relationship between violent behaviors and school dropout. The researchers described a gang as a “violent groups” and grouped adolescents according to their responses regarding peers (p. 453). They found that those adolescents affiliated with violent groups were at much greater risk of dropping out of school.

Early and persistent antisocial behavior. Early and persistent antisocial behavior refers to behavior in early childhood and early adolescence, such as aggressive behavior and constant misbehavior at school or in the home (Hawkins & Catalano, 2002).

Aggression in childhood has been shown to increase the likelihood of delinquency (Park, Lee, Sun, Vazsoni, & Bolland, 2010; De Haan, Prinzie, & Dekovic, 2010; Spohn & Kurtz, 2011). De Haan et al. (2010) researched 586 families to measure the relationship

between children's aggression and delinquency. Children who began to display aggressive behaviors at age 6 were significantly more likely to be delinquent by age 15 (De Haan et al., 2010). Additional research has also found that adolescents who commit serious offenses displayed deviant behavior during early childhood years (Spohn & Kurtz, 2011). Park et al. (2010) used data from the Mobile Youth Survey on 556 African American adolescents to identify the factors that predicted delinquent outcomes. Adolescents with antisocial behaviors were significantly more likely to be arrested and be classified as high-risk youth than those who did not report antisocial behaviors (Park et al., 2010).

Similarly, adolescents who display persistent antisocial behavior in early adolescence are more likely drop out of school (French & Conrad, 2001; Lee, Cornell, Gregory & Fan, 2011). French and Conrad (2001) conducted a longitudinal study on 516 adolescents from 8<sup>th</sup> to 10<sup>th</sup> grade. Behavior ratings from peers suggested that antisocial adolescents who were rejected by peers were at significantly greater risk of dropping out of school than adolescents with lower antisocial behavior ratings. Lee et al. (2011) investigated the relationship between school suspension, aggressive attitudes and school dropout using data from the Virginia High School Safety Study. There was a significant positive relationship between aggressive attitudes and school dropout. Those who were more aggressive were more likely to have dropped out of school (Lee et al., 2011).

Alienation and rebelliousness. Alienation and rebelliousness are behaviors which entail feelings of isolation from society (Hawkins & Catalano, 2002). Adolescent feelings of isolation have been shown to increase the likelihood of delinquency (Kreager, 2004; Bohnert, Richards, Kohl, & Randall, 2009) and school dropout (Nesman, 2005;

Nesman, 2007). Kreager (2004), using data on 13,465 adolescents from the National Longitudinal Study of Adolescent Health, found that adolescents who reported feelings of isolation from society were significantly more likely to be delinquent. Bohnert et al. (2009) studied the relationships between discretionary time activities, depressive symptoms, emotional experiences and delinquency within a sample of 246 African American in fifth through eighth grade. They found that the adolescents who alienated themselves were significantly more likely to be delinquent (Bohnert et al., 2009).

Youth who alienate themselves from others and experience peer rejection are at higher risk of dropping out of school (Hawkins & Catalano, 2002; Nesman 2005) collected data from 101 Latinos, ages 12 to 19, and concluded that, when adolescents felt they did not have supportive adults at school, then they were more likely to feel alienated which, in turn, led them to drop out (Nesman, 2005). Nesman (2007) compared 101 Latino students who were labeled as high achieving and at risk or to examine participatory behavior in school and their outcomes. The at-risk students were students who were known to initiate fights and be involved in gangs. At-risk youth who initiated fights were less likely to be involved in school, which led them to be more likely to drop out of school.

Friends who engage in the problem behavior. Research has shown that adolescents with friends involved in problem behaviors are more likely to be at risk for involvement in problem behaviors (Nijof, Scholte, Overbeek, & Engels, 2010; Megens & Weerman, 2011; Knecht, Snijders, Baerveldt, Steglich, & Raub, 2010; Spohn & Kurtz, 2011). Nijof, et al. (2010) collected data from 1,025 adolescents to study whether their closest friends' involvement in delinquency was related to their own involvement. They

found a significant relationship between the delinquency levels of the main subjects and the delinquency levels of their friends. Adolescents who shared delinquent friends from the same social status and identified reciprocated friendship were significantly more likely to have committed in violent offenses and vandalism (Nifof et al., 2010).

Dutch researchers collected longitudinal data from 3,171 first grade students to measure the relationship between friendship and delinquency (Knecht et al. 2010). Students were asked to identify their closest friends and self-report delinquent behaviors. Self-reported delinquent youth were significantly more likely to have friends who shared the same delinquency level as adolescents (Knecht et al.). Adolescents who experience peer pressure by friends are also significantly more likely to commit serious delinquency, such as vehicle theft and breaking and entering (Spohn & Kurtz, 2011).

Research indicates that adolescents who have friends who display antisocial behaviors are more likely to engage in school dropout (Janosz, LeBlanc, Boulerice, & Tremblay, 1997; Farmer, Estell, Pearl, Van Acker, & Rodkin, 2003). Janosz et al. (1997) conducted research using two independent longitudinal samples to investigate predictors of school dropout among high school students between the ages of 12 to 16 years old. They found that students with friends who displayed antisocial behavior were significantly more likely to dropout of school (Janosz et al., 1997). Farmer et al. (2003) investigated relationship between school dropout and adolescent friendships using data from the Carolina Longitudinal Study on 475 7<sup>th</sup> graders. They measured aggression, popularity and school dropout and concluded that adolescents who affiliated with aggressive peers were significantly more likely to drop out of school than those who did not affiliate with aggressive peers (Farmer et al., 2003).

Favorable attitudes toward the problem behavior. Favorable attitudes toward the problem behavior is when youth shift their perspectives about delinquency and school dropout and begin to accept the problem behaviors (Hawkins & Catalano, 2002).

Adolescents who have favorable attitudes toward delinquency are at higher risk for being delinquent (Chomynova, Miller, & Beck, 2009; Landsheer & Hart, 1999). Chomynova et al. (1999) researched the relationship between adolescent substance use and perceived risk among 22,899 youth. Youth who perceived substance use as being low risk were more likely to engage in higher levels of substance use compared to those perceived substance use as being moderate to high risk. Landsheer and Hart (2000) used a sample of 1,914 Dutch youth to examine the attitudes of adolescents toward delinquency. They found that adolescents who were more tolerant of violence were significantly more likely to be delinquent.

Adolescents who have favorable attitudes toward not graduating from high school are more likely to drop out (Lee & Staff, 2007; Fall & Robert, 2012). Lee and Staff (2007) researched 13,203 students who worked more than 20 hours and compared their attitudes about school to adolescents who worked less than 20 hours a week. Those who worked more than 20 hours a week were more likely to value income from employment than graduating from high school which significantly increased their risk of dropping out of school (Lee & Staff, 2007). Using secondary data from the Educational Longitudinal Study, Fall and Robert (2012) analyzed the interactions and self-perceptions of students' school engagement in regard to their educational outcome. The study found that students who reported positive perception about their capabilities to graduate high school were significantly more likely to complete school.

Early initiation of the problem behavior. Research has shown that early initiation of the problem behavior increases the risk of delinquency (Barrett, Katsiyannis, & Zhang, 2006; Stouthamer-Loeber & Rolf Loeber, 2002; Leve & Chamberlain, 2004) and school dropout (Schoeneberger, 2012; Hickman, Bartholomew, Mathwig, & Heinrich, 2008). Barrett et al. (2006) found that the youth who were younger than other delinquents at the time of their first referral to the juvenile justice system were more likely to have up to three juvenile justice referrals over time. Stouthamer-Loeber and Loeber (2002) collected data from the Pittsburgh Youth Study on children, ages 13 to 18, to identify the greatest predictors of juvenile delinquency. They found that boys whose onset of delinquency was age 12 were significantly more likely to be a serious offender by age 18 than those who reported later onset. Leve and Chamberlain (2004) investigated the early-onset of delinquency among 62 girls from the Oregon Youth Authority and found that the girls who had been initially arrested at age 12 had significantly higher delinquency rates than those who were initially arrested at 13.

Schoeneberger (2012) gathered longitudinal data from about 100 students in 1<sup>st</sup> through 12th grade, categorizing students as developing truants, early truants and chronic truants. Developing truants were students displaying patterns of absenteeism. Students were identified as early truants when they missed more than 10% of registered school days; therefore, they were considered early because they have initiated a pattern of truancy which can potentially lead to more frequent truancy. Students who miss school more often were categorized as chronic truants because of their constant absence. He found that developing truants and chronic truants had significantly higher dropout rates than students who did not have as high absentee rates. Higher absence rates in school



were linked to greater risk of dropping out of school (Schoenegerber, 2012). Hickman et al. (2008) found that high school dropouts were significantly more likely to have higher levels of absenteeism, lower GPAs and grade retentions as early as first grade compared to high school graduates.

### Multicultural Relevance and the CTC Model

Studies have shown that the risk factors for problem behaviors of delinquency and school dropout identified in the CTC model are predictive across ethnic groups (Choi, Harachi, & Catalano, 2006; Hawkins & Catalano, 2002). Choi et al. (2006) collected data from 2,055 ethnically- diverse adolescents to examine the effectiveness of intervention programs implemented in their communities. They found that common risk factors for adolescent problem behaviors contributed to the development of problem behaviors regardless of ethnicity (Choi et al., 2006).

Although risk factors seem to operate similarly regardless of ethnicity and gender, it is important to recognize that risk factors may be more prominent in some groups more than others (Bacon, Paternoster & Brame, 2009; Rodriguez, 2007; Ayers, Williams, Hawkins, Peterson, & Abbott, 1999). Bacon et al. (2009) suggested that adolescents in families living in poverty have been found to be significantly more likely to deal with law enforcement than adolescents from high socioeconomic status. Rodriguez (2007) stated that law enforcement and court officials may make negative judgments toward poor adolescents regarding their families and neighborhoods resulting in more serious consequences for racial minorities in the juvenile justice system. Ayers et al. (1999) used data from the Seattle Social Development Project to analyze the delinquent behavior on 1,053 12 to 15 year olds. They found that males were substantially more likely to be

delinquent and escalate their level of delinquency in a shorter interval of time than females. However, both genders shared similar risk factors, which led them to delinquent behavior. Carpenter and Ramirez (2007) investigated the relationship between academic achievement gaps between White, Black and Latino students by using data from the National Education Longitudinal Study from 17,613 students. They measured students English proficiency, family demographics, math classes completed, parental involvement, school enrollment, race and ethnicity. They found that students identified as Black and Latino students had a dropout rate double that of White students (Carpenter & Ramirez, 2007).

### Conclusion

Risk factors that contribute to the interrelated problem behaviors, such as delinquency and school dropout, negatively affect the community, family, school and individual. Communities can implement specially customized programs to prevent and decrease problem behaviors by addressing their most salient CTC risk factors. As previously stated, delinquency and school dropout can put adolescents at risk for criminal activity, unemployment, poverty, and long-term health concerns. These negative outcomes can be prevented if risk factors are identified through a community risk assessment. It is important that communities identify and understand their most essential risk factors so there can be an increase in healthy lifestyles and the community can effectively address the community's needs.

## CHAPTER 3

### METHODS

#### Research Design and Data Collection

The researcher used the Communities That Care model to assess risk factors for the city of Huntington Park, California. The researcher collected information from archival and existing data, and results of surveys and studies from local, state and federal sources on 48 indicators of the 18 identified risk factors for delinquency and school dropout. When available, the researcher gathered data specific to Huntington Park, however, in some instances, this was not possible. Thus, some data was gathered on Los Angeles Unified School District since it serves Huntington Park and Los Angeles County Service Planning Area (SPA) 7 where Huntington Park is located. The researcher also gathered comparison data on each of the indicators from county, and state when possible.

#### Community Description

The researcher focused on Huntington Park because it was the community where she was raised. This community is located in the southeast region of Los Angeles. The total population of Huntington Park Huntington Park was 58,114 in 2010 (U.S. Census Bureau, 2010). The median age of the population was 29. Latino/Hispanics made up 97% of the population, with the majority (80%) being of Mexican origin. In 2010, the average yearly household income was \$36,620 while the average family size was four. In 2010, 59% of the households had at least one individual under the age of 18 and youth

made up 36% of the population (U.S. Census Bureau, 2010). The California Department of Justice (2004 – 2013i) reported that there was a rate of 5.7 juvenile felony arrests in the city of Huntington Park in 2013 per 1,000 people 18 years and younger. About a quarter (24%) of the population 25 and older did not have a high school diploma according to the most recent 5-year estimates (U.S. Census Bureau, 2013e).

Additionally, 17% of the class due to graduate from Huntington Park High School in 2012-2013 dropped out of school before graduation (California Department of Education, 2014).

### Instrument

The researcher used the data collection matrix provided by the Communities That Care model which lists the risk factors and possible indicators of each risk factor to assist in the research process (Hawkins & Catalano, 2002). The suggested indicators were supplemented with local indicators as well.

### Communities That Care Risk Factors

#### Community Domain

Availability of firearms. The availability of firearms was assessed using data from the California Healthy Kids Survey (CHKS), a statewide survey used to measure risk and protective factors among elementary and secondary school students (California Healthy Kids Survey, 2015). The CHKS provided two indicators for this risk factor; “students who reported weapon possession on school property,” and “awareness and use of weapons on school property in the past 12 months.” Although the researcher attempted to gather this data specific to Huntington Park schools, it was not available. Thus, the data was gathered for the Los Angeles Unified School District (LAUSD), Los

Angeles (L.A.) County and California (California Healthy Kids Survey, 2010g, 2011m, 2011m, 2013h, 2013h).

Community laws and norms favorable toward drug use, firearms and crime. Data from the California Department of Justice (CDJ) was gathered to assess community laws and norms favorable toward drug use, firearms and crime. The CDJ indicators of juvenile arrests for drug offenses and weapon offenses was gathered for the year 2004 through 2013 for Huntington Park, L.A. County and California (California Department of Justice, 2013g, 2013h, 2013i).

Transition and mobility. The first indicator used to measure transition and mobility, the percentage of 5<sup>th</sup> graders who had moved more than once in the past year, was gathered from the CHKS for LAUSD, L. A. County and California (2010e, 2011i, 2011j). The second indicator was the percentage of renter-occupied housing units gathered from the U.S. Census Bureau's 2010 Profile of General Population and Housing Characteristics for Huntington Park, the county, and state (United States Census Bureau, 2010b).

Low neighborhood attachment and community disorganization. There were four indicators gathered from the California Health Interview Survey (CHIS) used to measure low neighborhood attachment and community disorganization. The CHIS is a statewide survey used to measure various health matters in communities (California Health Interview Survey, 2012). Data specific to Huntington Park was not available during this time frame, so the researcher drew all CHIS data from SPA 7, which encompasses Huntington Park. CHIS provided data on the percentage of people who felt safe in their neighborhoods (California Health Interview Survey, 2007b), the percentage of residents

who felt their “neighbors can be trusted,” and the percentage of residents who thought “their neighbors didn’t get along” (California Health Interview Survey, 2003a, 2003b) in SPA 7, L.A. County and California. The CHKS provided data on the percentage of 5th graders who never felt safe outside of their school for LAUSD, L.A. County and California (California Healthy Kids Survey, 2010f, 2011k, 2011l).

Extreme economic deprivation. There were three indicators used to identify extreme economic deprivation. The U.S. Census Bureau’s Profile of Selected Economic Characteristics reported data on the percentage of families living below the poverty line, unemployment rates and the percentage of families with children under the age 18 living in poverty for Huntington Park, L.A. County and California (U.S. Census Bureau, 2013a, 2013b).

#### Family Domain

Family history of the problem behavior. Two indicators measured family history of the problem behavior. The CDJ provided data on the adult felony arrest rates for Huntington Park, L.A. County and California (California Department of Justice, 2013a, 2013b, 2014c). The U.S. Census Bureau provided data on the same locations on the percentage of people over 25 who had graduated from high school (U.S. Census Bureau, 2013b).

Family management problems. There were four indicators used to measure family management problems. The Center for Social Services Research provided the rate of child maltreatment allegations per 1,000 for the Huntington Park, L.A. County and California (Center for Social Services Research, 2013a). The percentage of how often any adult was present after school hours and the percentage of parents who knew their

teens' whereabouts when they went out at night were gathered from the CHIS for SPA 7, L.A. County and California (California Health Interview Survey, 2009a, 2009b). Data on the percentage of 5th graders who were home alone after school for LAUSD, L.A. County and California was collected from the CHKS (California Healthy Kids Survey, 2010h, 2011o, 2011p).

Family conflict. Four indicators were used to measure family conflict. The Center for Social Services Research provided the rates of children entries to foster care for Huntington Park, L.A. County and California (Center for Social Services Research, 2013b). Data from the U.S. Census Bureau was collected for the population 15 and over who were divorced and the percentage of grandparents responsible for grandchildren in the Huntington Park, L.A. County and California (U.S. Census Bureau, 2013). The California Department of Justice provided data on the domestic violence-related phone call rates for Huntington Park, L.A. County and California (California Department of Justice, 2013d, 2013e, 2013f).

Favorable parental attitudes and involvement in the problem behavior. There were two indicators used to measure favorable parental attitudes and involvement in the problem behavior. The CDJ provided rates for adult felony arrests for violent offenses for the Huntington Park, L.A. County and California (California Department of Justice, 2013a, 2013b, 2013c). The percentage of 5th grade students who reported having adults at home with high expectations for them was gathered from the CHKS for LAUSD, L.A. County and California (2010b, 2011c, 2011d).

## School Domain

Academic failure beginning in late elementary school. Two indicators were used to measure academic failure beginning in late elementary school. Data was gathered from the California Department of Education on STAR test scores for English-Language Arts and mathematics for 2nd through 5th graders in Miles Avenue Elementary School located in Huntington Park, L.A. and California (California Department of Education, 2013a, 2013b, 2013c).

Lack of commitment to school. There were three indicators used to measure lack of commitment to school. The California Department of Education provided data on both high school truancy and high school graduation rates for the Huntington Park High School, LAUSD, L.A. County and California (California Department of Education, 2012-2013a, 2012-2013b). Data on the percentage of 5th graders who planned to go to college or another school after high school was collected from the CHKS for the LAUSD, L.A. County and California (California Healthy Kids Survey 2010d, 2011g, 2011h).

## Peer and Individual

Early and persistent antisocial behavior. There were three indicators gathered to assess early and persistent antisocial behavior. The CHKS provided data on the percentage of 5th graders who had pushed or hit others at school for the LAUSD, L.A. County and California (California Healthy Kids Survey, 2010c, 2011e, 2011f). The second indicator was the elementary school suspension rates for LAUSD, L.A. County and California (California Department of Education, 2013). The percentage of elementary school teachers who perceived harassment or bullying to be a moderate or



severe problem at their school was gathered from the California School Climate Survey for California (California School Climate Survey, 2010b, 2010a).

Rebelliousness and alienation. The CHKS provided the percentage of 5th graders who had rumors spread about them as a measure of alienation for the LAUSD, L.A. County and California (California Healthy Kids Survey, 2011a, 2011o, 2011p). The percentage of 11th graders who damaged school property on purpose or seriously considered attempting suicide in the past 12 months was gathered from the CHKS for LAUSD, L.A. County and California (California Healthy Kids Survey, 2011q, 2013b, 2013b, 2011r, 2013a, 2013a).

Friends who engage in the problem behavior. Two indicators were used to measure friends who engage in the problem behavior. The CHKS reported the percentage of 5th graders who had friends who got into trouble most or all of the time and the percentage of 5th graders who reported low on having pro-social peers from the LAUSD, L.A. County and California (California Healthy Kids Survey, 2010a, 2011a, 2011b).

Gang involvement. The CHKS provided information on the percentage of 7th, 9th and 11th graders who reported currently being involved in a gang in LAUSD, L.A. County and California (California Healthy Kids Survey, 2011s, 2012g, 2013g). Data was also collected from the California School Climate Survey on the percentage of teachers who believed gang activity was a moderate or severe problem at their schools for LAUSD and California (California School Climate Survey, 2010c, 2011c).

Favorable attitudes toward the problem behavior. There were three indicators that measured favorable attitude toward the problem behavior taken from the CHKS including

the percentage of 7th, 9th and 11th graders who reported disapproval of weapon possession and cigarette use as well as perceived harm to due to drinking alcohol occasionally for LAUSD, L.A. County and California (California Healthy Kids Survey, 2011u, 2013e, 2013e, 2011t, 2013d, 2013d, 2011w, 2013c, 2013c).

Early initiation of the problem behavior. The percentage of 7th, 9th and 11th graders who reported having their first full alcoholic drink at 10 years or younger for LAUSD, LA County and California (2011x, 2013f, 2013f). The percentage of elementary school teachers who perceived harassment or bullying and disruptive behavior to be a moderate or severe problem at their schools was gathered from the California School Climate Survey for LAUSD and California (California School Climate Survey, 2010a, 2011b).

Constitutional factors. Two indicators measured constitutional factors. The CHIS reported data on the percentage of children ever diagnosed with ADD/ADHD and the percentage of children who reported how much ADD limited their school performance. These were compared among SPA 7, L.A. County and California (California Health Interview Survey, 2007, 2001).

### Analysis

The researcher conducted a comparative analysis of the data that were collected from the risk indicators to assess the relative risk of Huntington Park on each indicator. Bar and line graphs with percentages or rates were created for each indicator to help identify the elevated areas of risk for the Huntington Park community. The researcher then assessed and identified the most important indicators of the problem behaviors

present in the city of Huntington Park by comparing local data to data relating to the county and state.

## CHAPTER 4

### RESULTS

#### Communities That Care Risk Indicators

This chapter reports the results for the community risk assessment completed for Huntington Park. The results presented in this chapter are organized by domains. The first section reports indicators of risk in the community domain. The second section presents indicators of risk in the family domain. The third section reports indicators of risk in the school domain. The final section presents the risk indicators in the peer and individual domain.

#### Community Domain

##### Availability of Firearms

As shown in Figure 1, there was no difference in the percentage of 5<sup>th</sup> grade youth who had had a weapon on the school campus across LAUSD, L. A. County, and California.

As shown in Figure 2, the percentage of 7<sup>th</sup>, 9<sup>th</sup> and 11<sup>th</sup> grade youth who reported possession of a weapon at school was virtually the same across the three geographic locations.

##### Community Laws and Norms Favorable Towards Drug Use, Firearms and Crime

As seen in Figure 3, juvenile felony arrests for drug offenses varied slightly by year were quite similar to those in L. A. County and California over time.

As seen in Figure 4, Huntington Park had substantially higher juvenile felony arrests for weapon offense than L.A. County and California from 2004 to 2010. However the rate dropped beginning in 2011 and was the same as the other two locations over the latest three years of data.

#### Transition and Mobility

Figure 5 show the percentage of 5<sup>th</sup> graders who had moved in the past year was slightly higher in LAUSD than in both L.A. County and California.

As shown in Figure 6, the percentage of renter-occupied housing units in Huntington Park was substantially higher than in California (24% more) and LA County (16% more).

#### Low Neighborhood Attachment and Community

As seen in Figure 7, the percentage of people who strongly agreed that their neighbors could be trusted was lowest in SPA 7 and LA County. California's percentage for people who strongly agreed that their neighbors could be trusted was higher than the other two locations.

Figure 8 shows that SPA 7 had the highest percentage of people who agreed that "their neighbors don't get along," closely followed by LA County. California had quite a bit lower rate (6%) than SPA 7.

As shown in Figure 9, the percentage of people who felt safe in their neighborhood in SPA 7 was higher than LA County but lower than that of California.

Figure 10 shows LAUSD had the highest percentage of the graders who did not feel safe outside their school, 5% more than L. A. County and 7% more than California.

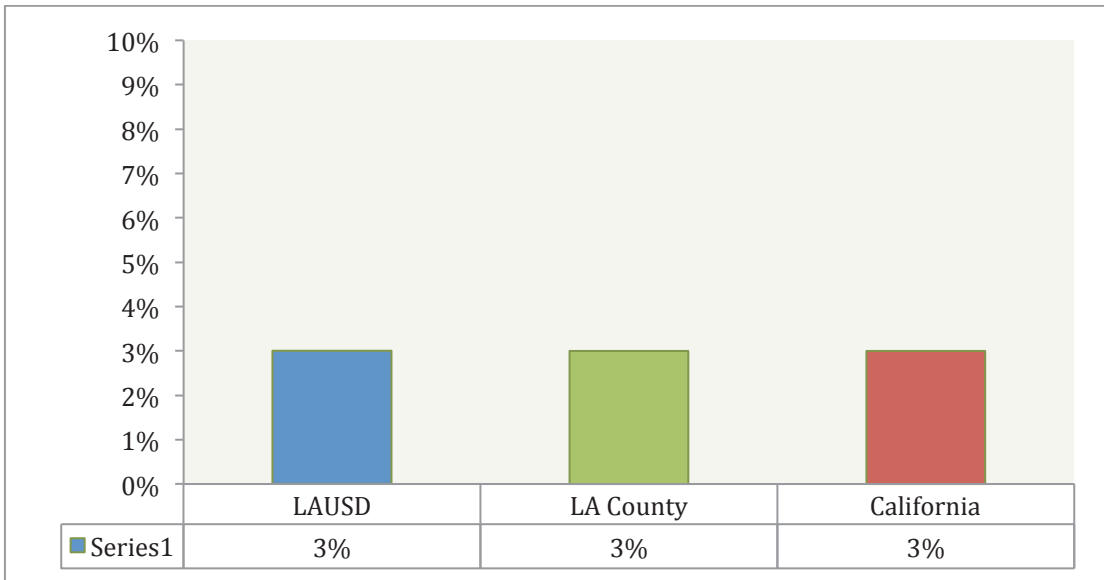


FIGURE 1. Percentage of 5<sup>th</sup> graders who reported possession of weapon (gun or knife) on school property, past year for Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2010g, 2011m, 2011n).

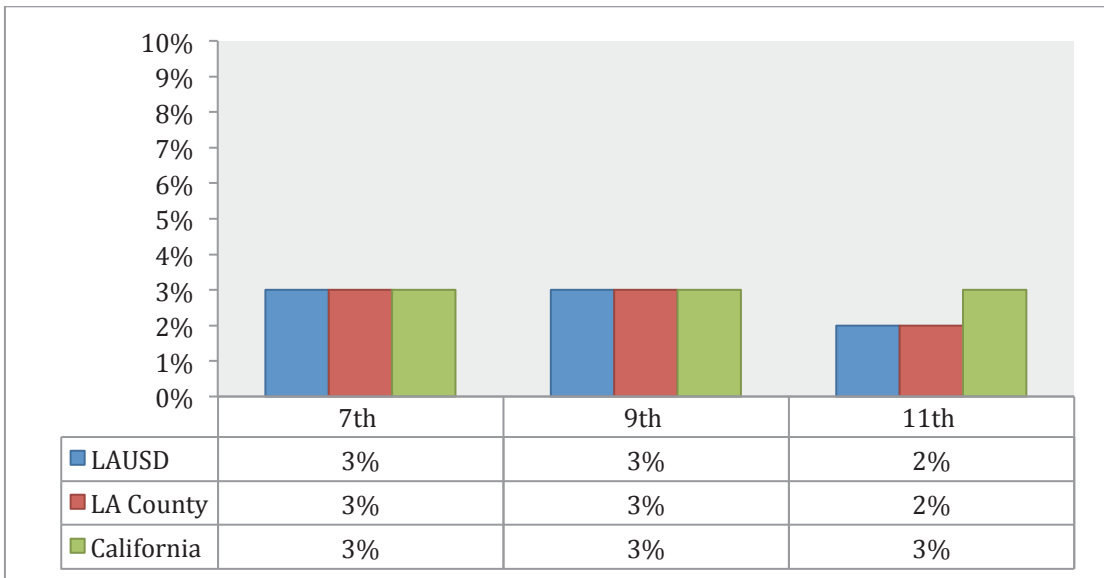


FIGURE 2. Percentage of students who reported possession of weapons on school property in the past 12 months for Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2013h, 2011h, 2013h).

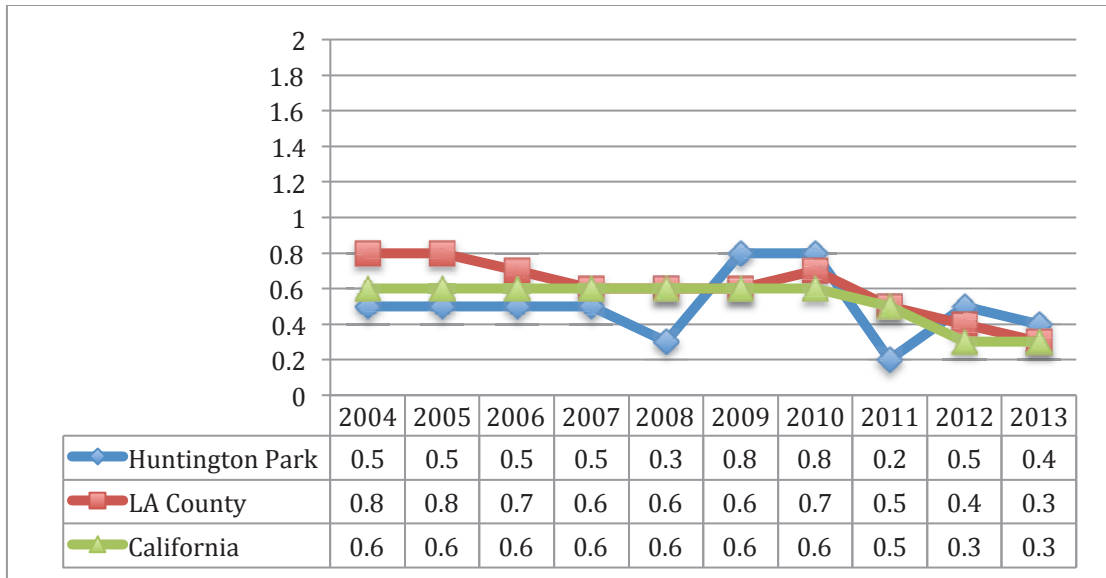


FIGURE 3. Juvenile felony arrests for drug offenses per 1,000 in Huntington Park, Los Angeles County and California (California Department of Justice, 2013g, 2013h, 2013i).



FIGURE 4. Juvenile felony arrests for weapon offenses per 1,000 in Huntington Park, Los Angeles County and California (California Department of Justice, 2013g, 2013h, 2013i).

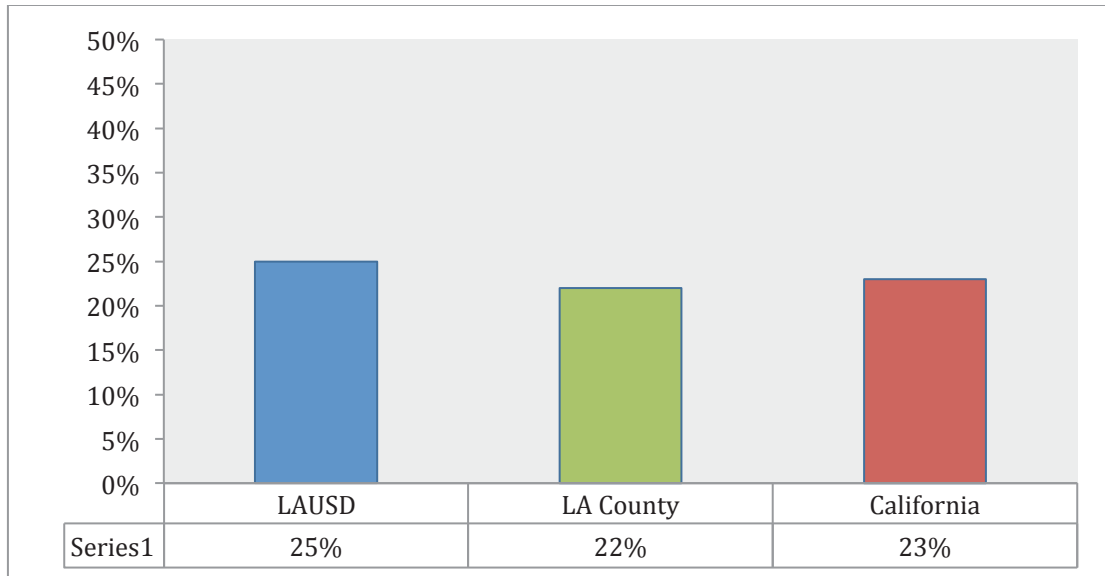


FIGURE 5. Percentage of 5<sup>th</sup> graders who moved more than one time in the past year in Los Angeles Unified, Los Angeles County and California (California Healthy Kids Survey, 2010e, 2011i, 2011j).

### Extreme Economic Deprivation

As shown in Figure 11, the percentage of families in Huntington Park who lived below the poverty line was highest among the three geographic areas, over double that of California.

Figure 12 shows that the percentage of people unemployed in Huntington Park was slightly higher than in both LA County and California.

As shown in Figure 13, the percentage of families with related children under 18 years old below the poverty level in Huntington Park was almost double that of California’s percentage and 10% higher than L.A. County.

### Family Domain

#### Family History of the Problem Behavior

Figure 14 shows that the percentage of the population in Huntington Park 25 and over who were high school graduates was slightly lower than LA County and California.



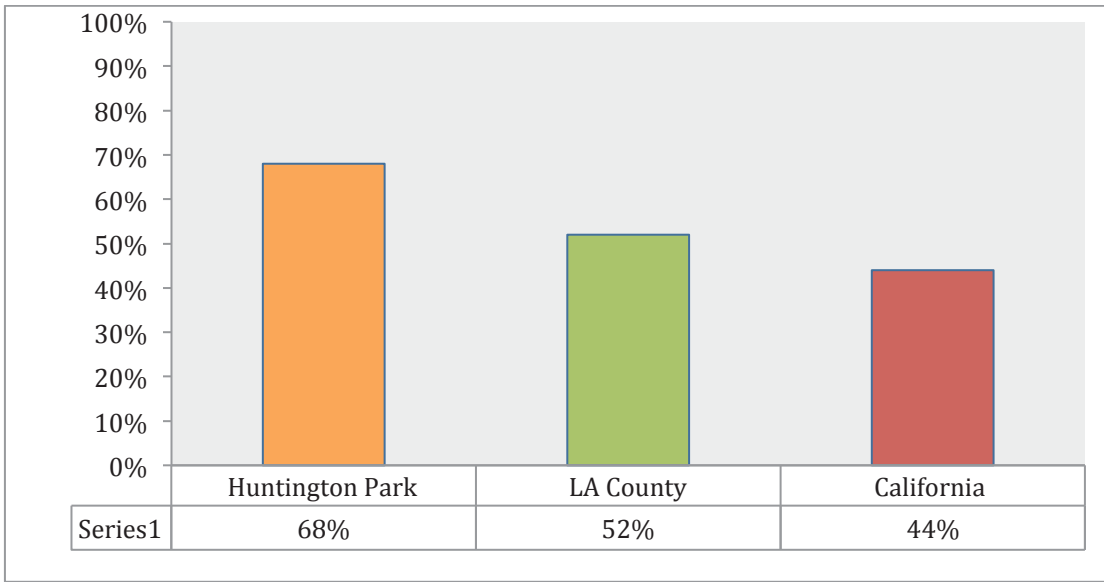


FIGURE 6. Percentage of renter-occupied housing units in 2010 for Huntington Park, Los Angeles County and California (U.S. Census Bureau, 2010b).

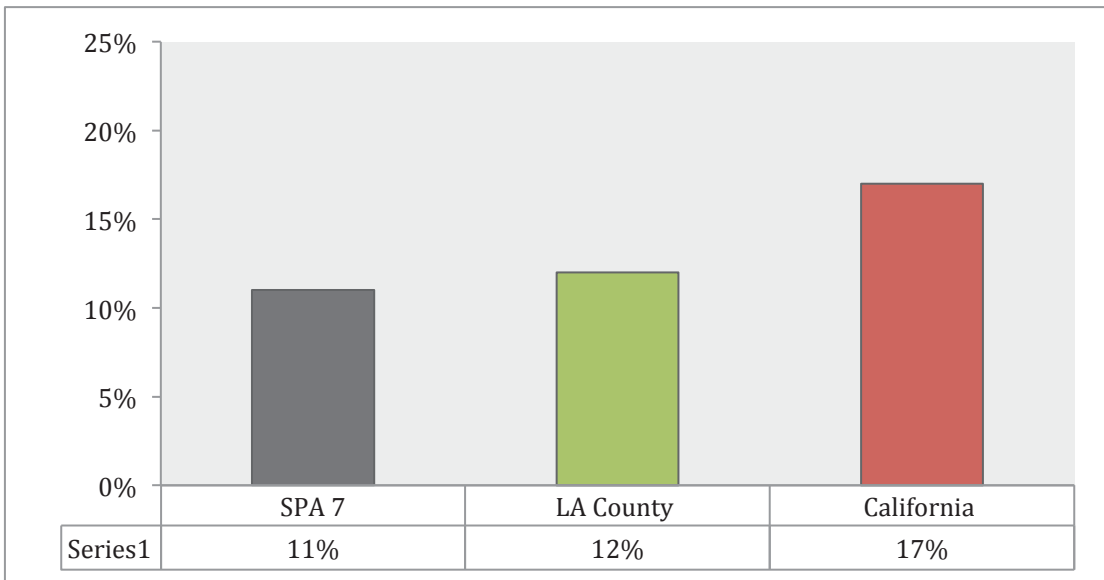


FIGURE 7. Percentage of people who strongly agree that neighbors can be trusted in SPA 7, Los Angeles County and California (California Healthy Interview Survey, 2003b).

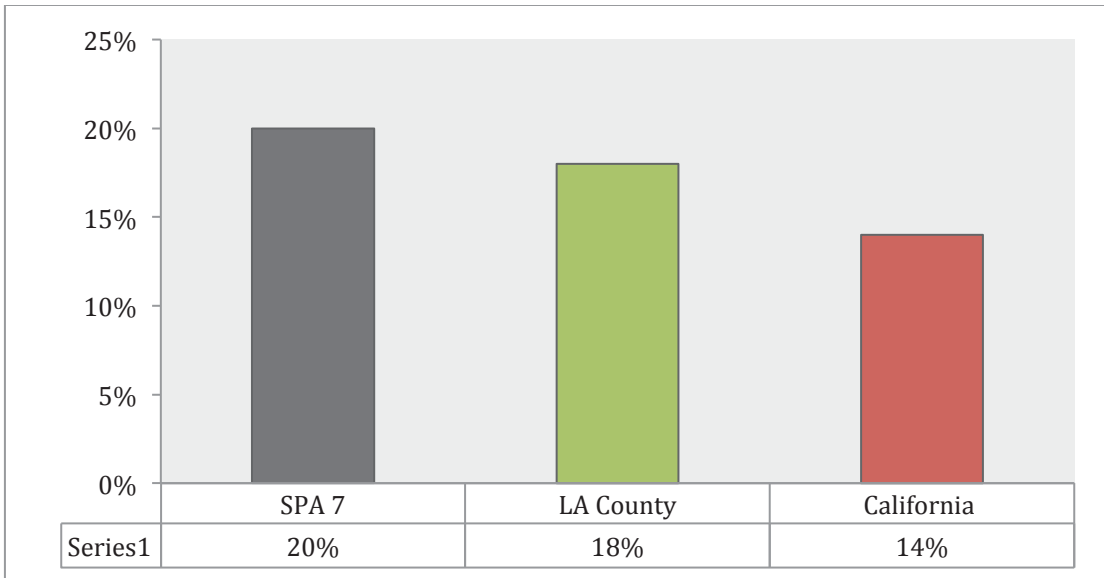


FIGURE 8. Percentage of people who agree that neighbors don't get along in SPA 7, Los Angeles County and California (California Health Interview Survey, 2003a).

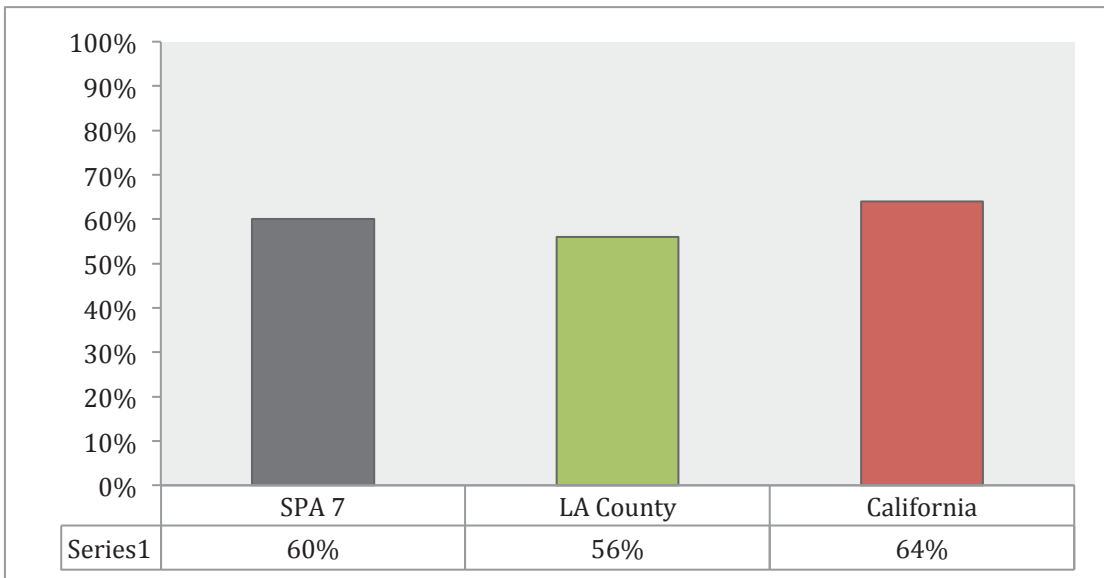


FIGURE 9. Percentage of people who felt safe in their neighborhood all of the time in SPA 7, Los Angeles County and California (California Healthy Interview Survey, 2007b).

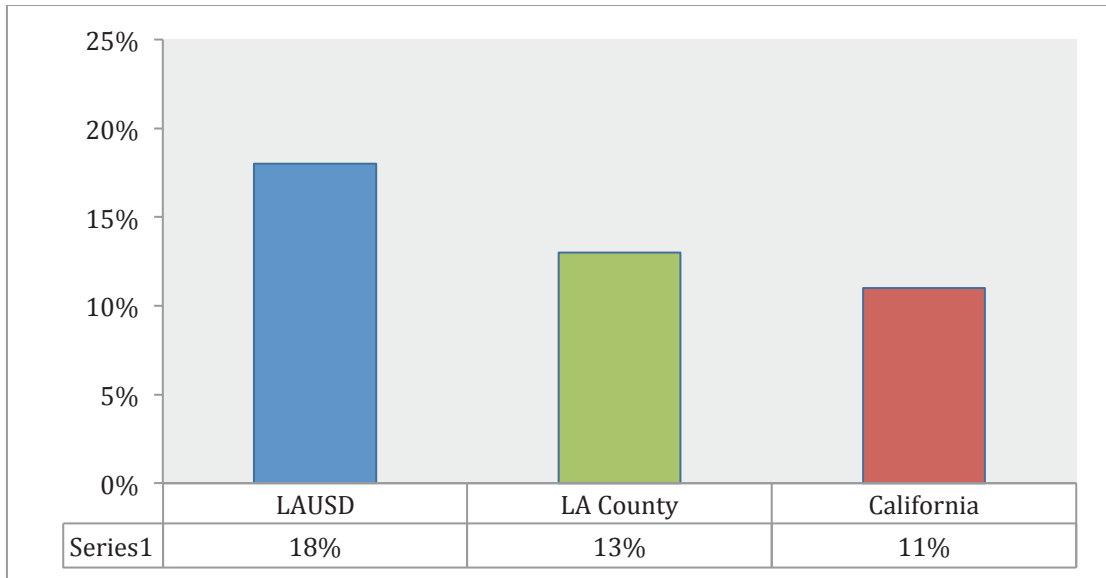


FIGURE 10. Percentage of 5<sup>th</sup> graders who never feel safe outside of their school in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2010f, 2011k, 2011l).

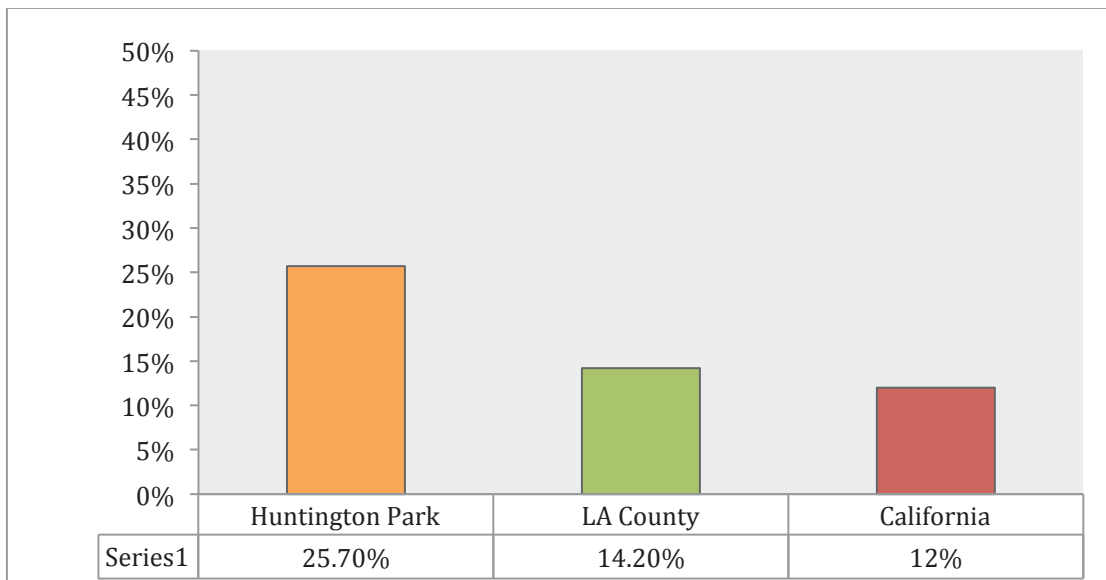


FIGURE 11. Percentage of families living below poverty in the Huntington Park, Los Angeles County and California (U.S. Census Bureau, 2010a).

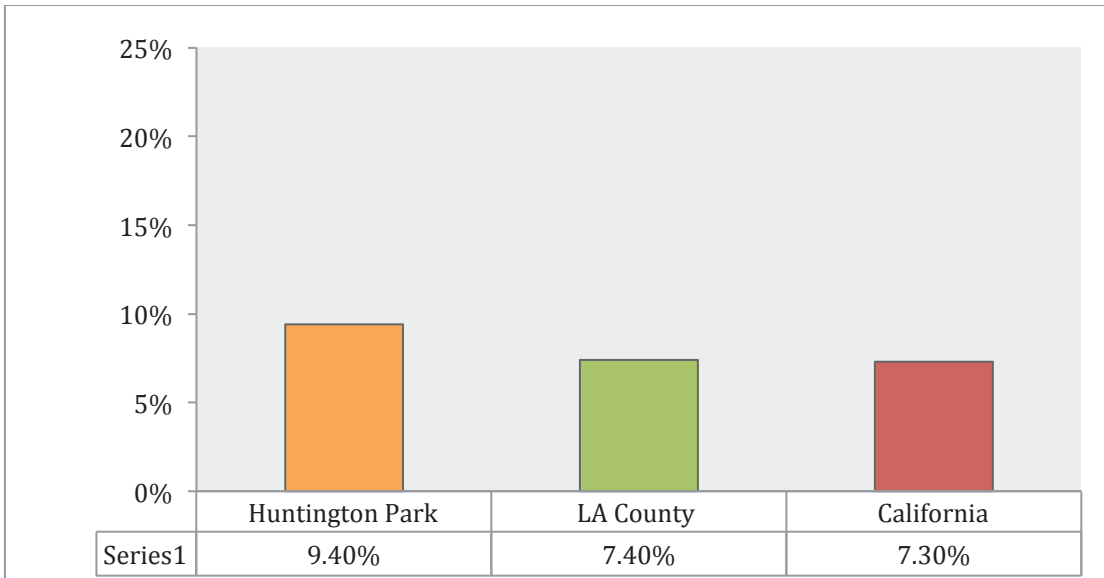


FIGURE 12. Percentage of unemployment for the Huntington Park, Los Angeles County and California (U.S. Census Bureau, 2013b).

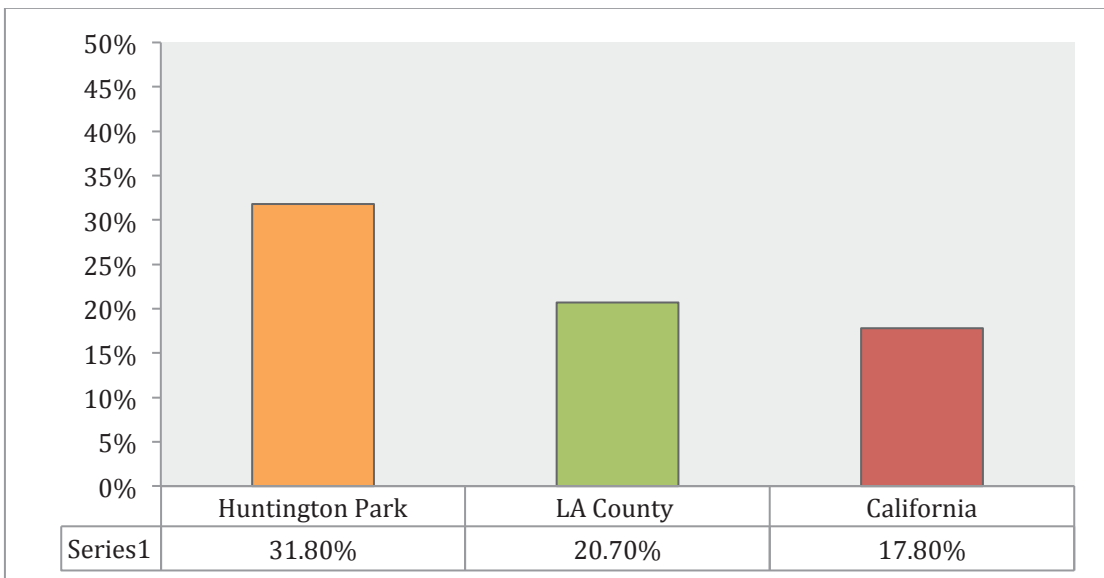


FIGURE 13. Percentage of families with related children under 18 years old below the poverty level in Huntington Park, Los Angeles County and California (U.S. Census Bureau, 2013a).

As seen in Figure 15, there were few differences in adult felony arrests among the three locations between 2004 and 2013.

#### Family Management Problems

As shown in Figure 16, the child maltreatment rate in Huntington Park was substantially higher than LA County and California. LA County rate was also higher than the California rate.

As shown in Figure 17, SPA 7 and LA County had similar percentages for how often an adult was always present during after school hours. The percentage for California was substantially lower than SPA 7 and L. A. County.

As shown in Figure 18, the percentage of parents who knew a lot about the whereabouts of their teens when they went out at night was lowest in SPA 7 followed by California and LA County.

As shown in Figure 19, the percentage of 5<sup>th</sup> graders who were home alone after school was lowest in LAUSD followed by LA County. The percentage alone was quite a bit higher in California than in LAUSD.

#### Family Conflict

As seen in Figure 20, the child entry to foster care rate in Huntington Park and LA County were the same, and very similar to the California rate.

As seen in Figure 21, the domestic violence-related phone call rates were lowest in Huntington Park each year from 2004 to 2013. Rates were similar across time points for L.A. County and California for 2004 through 2013.

As seen in Figure 22, Huntington Park had the lowest percentage of people who were divorced (about half as many) compared to L.A. County and California. California's percentage of divorced population was more than double that of Huntington Park.

As seen in Figure 23, the percentage of grandparents who are responsible for their grandchildren was lowest in Huntington Park. The percentage for California was about 5% higher.

Favorable Parental Attitudes

As seen in the Figure 24, Huntington Park consistently had a somewhat greater rate of adults who were arrested for violent offenses than L.A. County and California for the years 2004 through 2013 although the difference has declined over time.

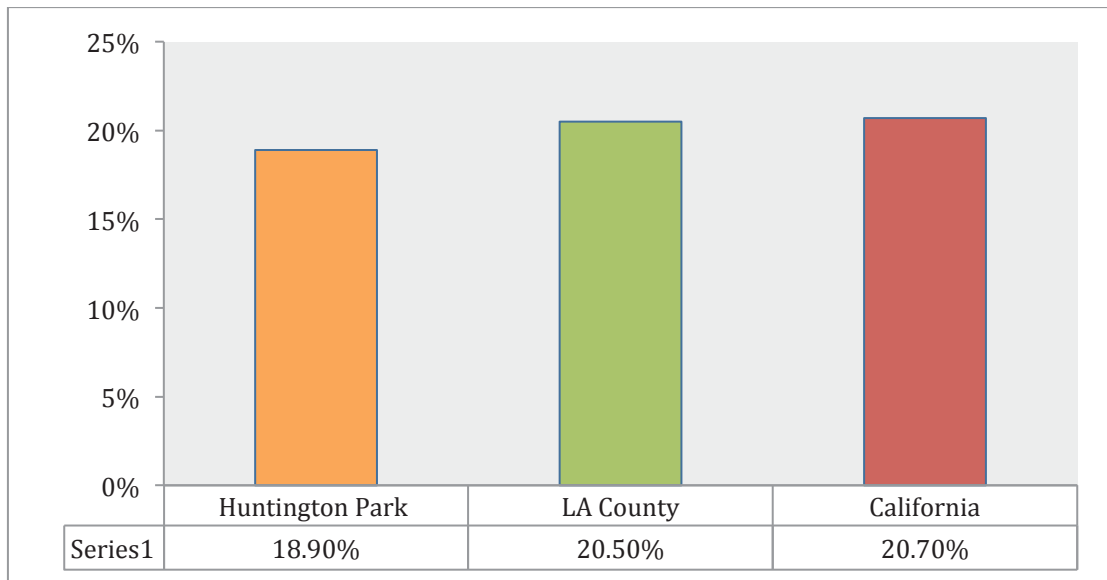


FIGURE 14. Percentage of population 25 years and over who are high school graduates in Huntington Park, Los Angeles County and California (U.S. Census Bureau, 2013b).

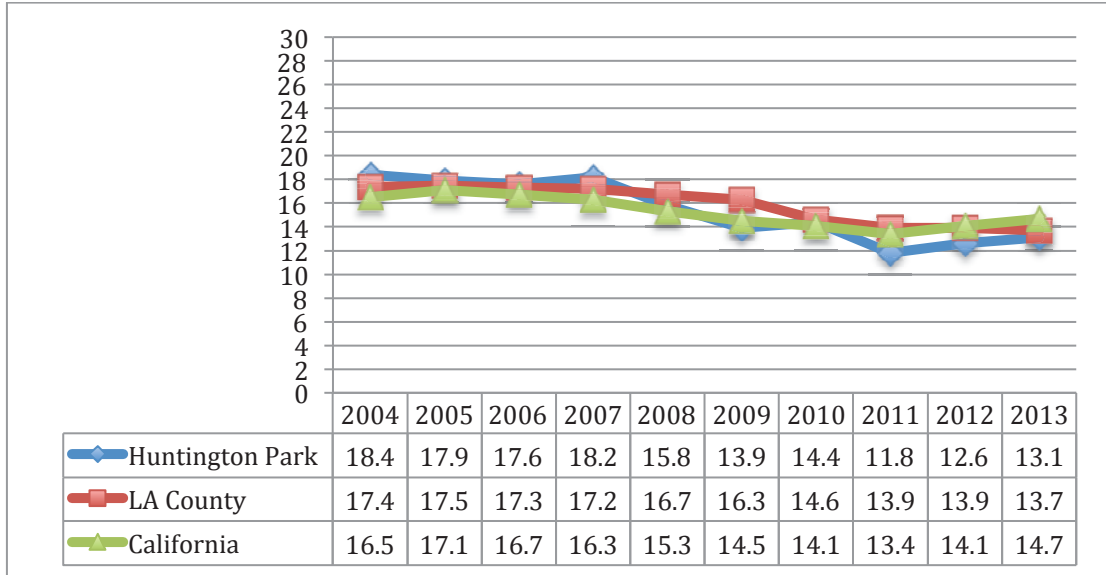


FIGURE 15. Adult felony arrests per 1,000 people from 2004-2013 for Huntington Park, Los Angeles County and California (California Department of Justice 2013a, 2013b, 2013c).

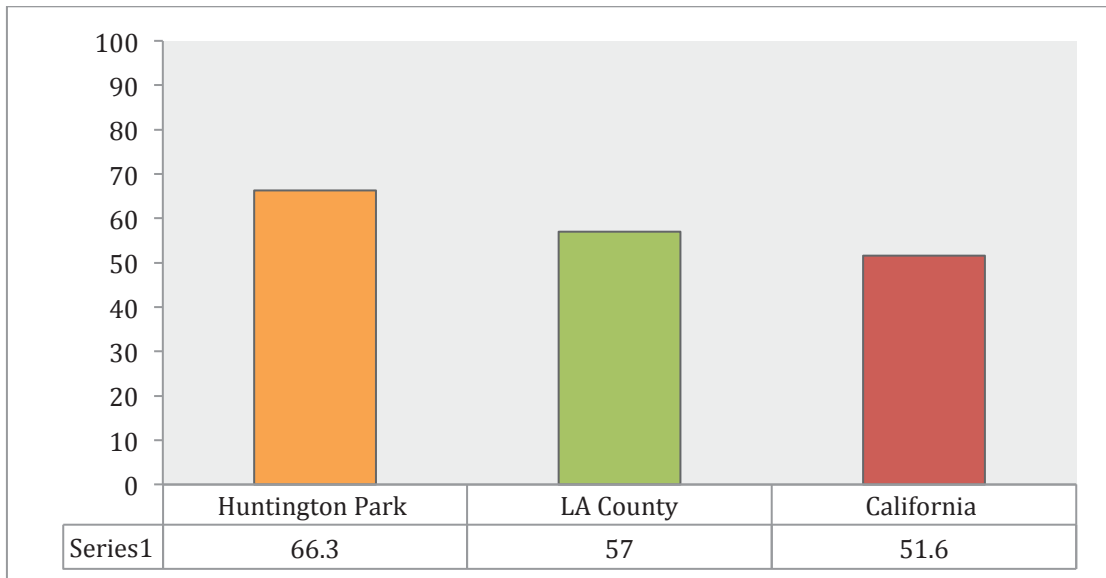


FIGURE 16. Child maltreatment allegation rates per 1,000 for the Huntington Park, Los Angeles County and California (Center for Social Services Research, 2013a).

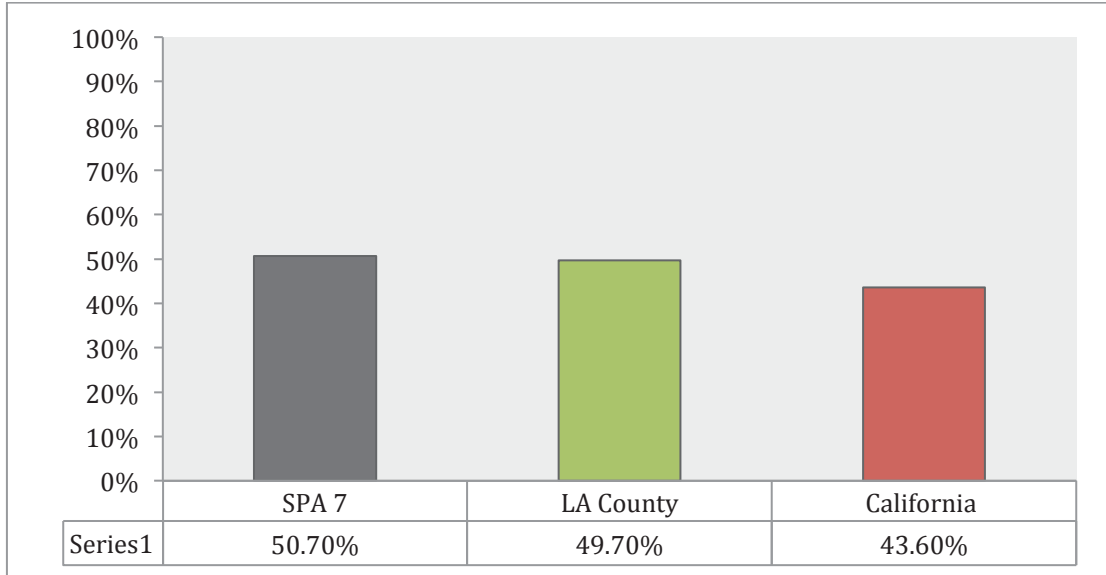


FIGURE 17. Percentage of how often an adult was always present after school hours in SPA 7, Los Angeles County and California (California Health Interview survey, 2009a).

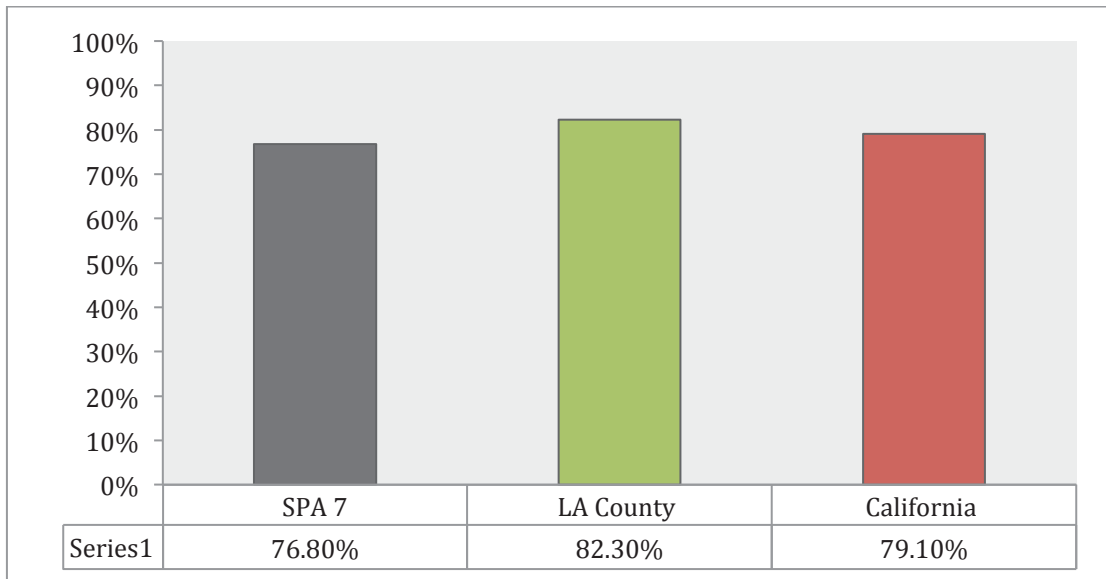


FIGURE 18. Percentage of parents who knew a lot about the whereabouts of their teen when they went out at night in SPA 7, Los Angeles County and California (California Health Interview Survey, 2009b).



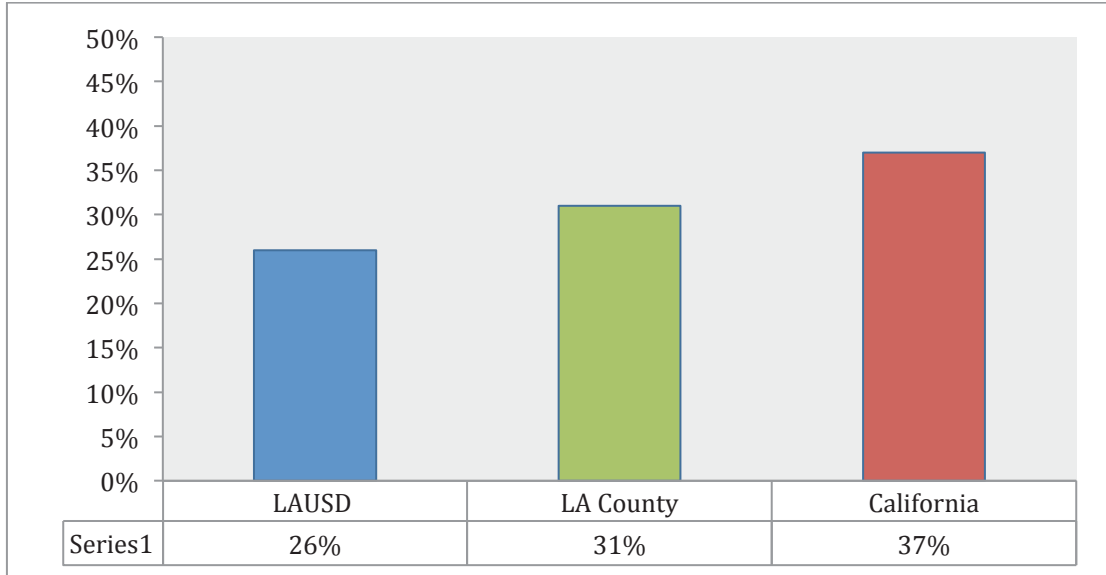


FIGURE 19. Percentage of 5<sup>th</sup> graders who were home alone after school in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2010h, 2011o, 2011p).

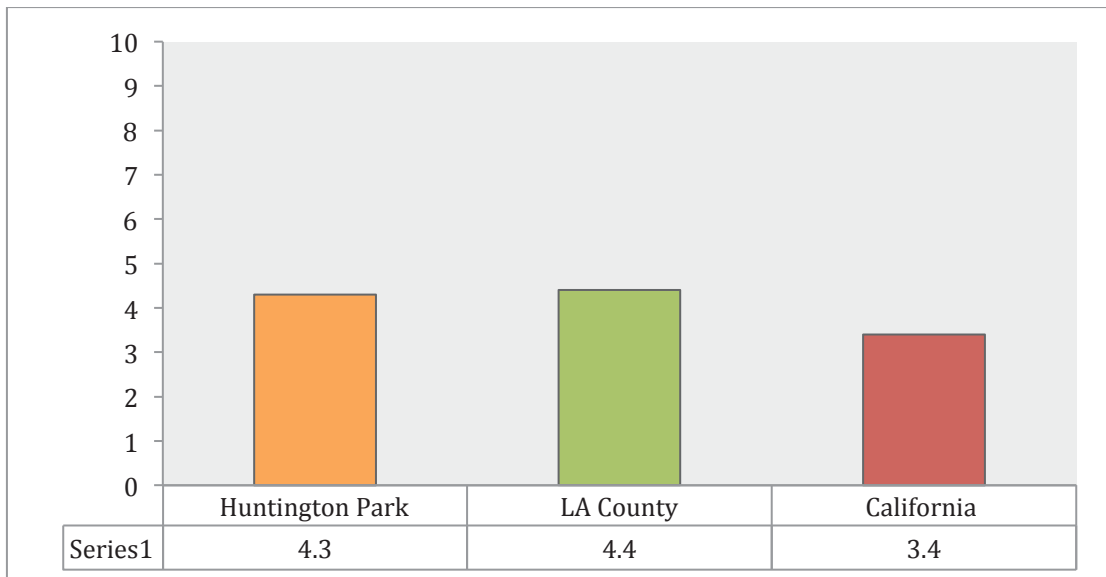


FIGURE 20. Rates of child entry to foster care per 1,000 for the Huntington Park, Los Angeles County and California (Center for Social Services Research, 2013b).

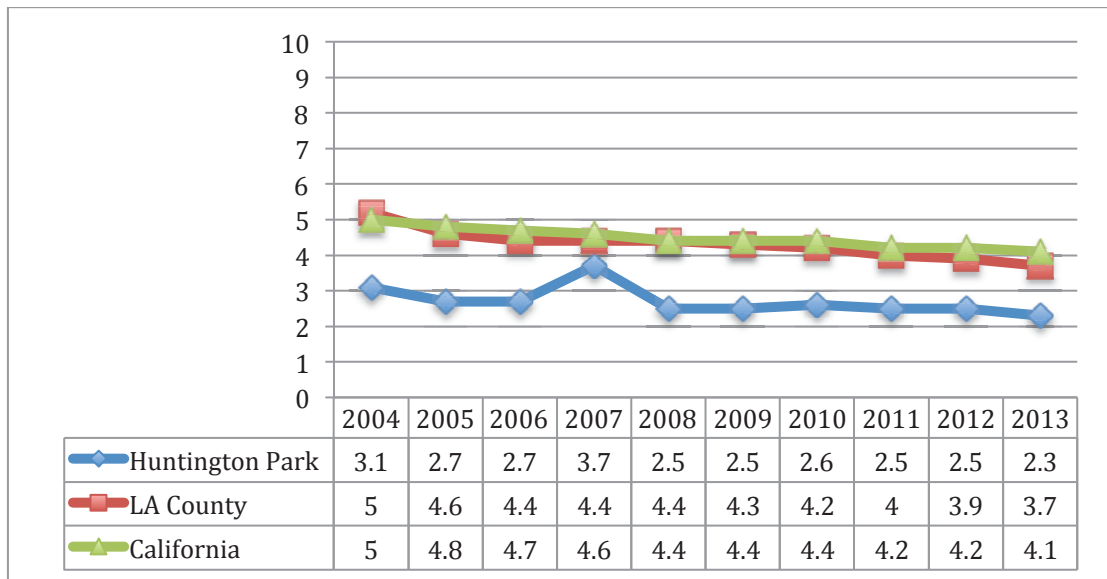


FIGURE 21. Domestic violence-related calls for assistance per 1,000 people from 2004-2013 in Huntington Park, Los Angeles County and California (California Department of Justice, 2013d, 2013e, 2013f).

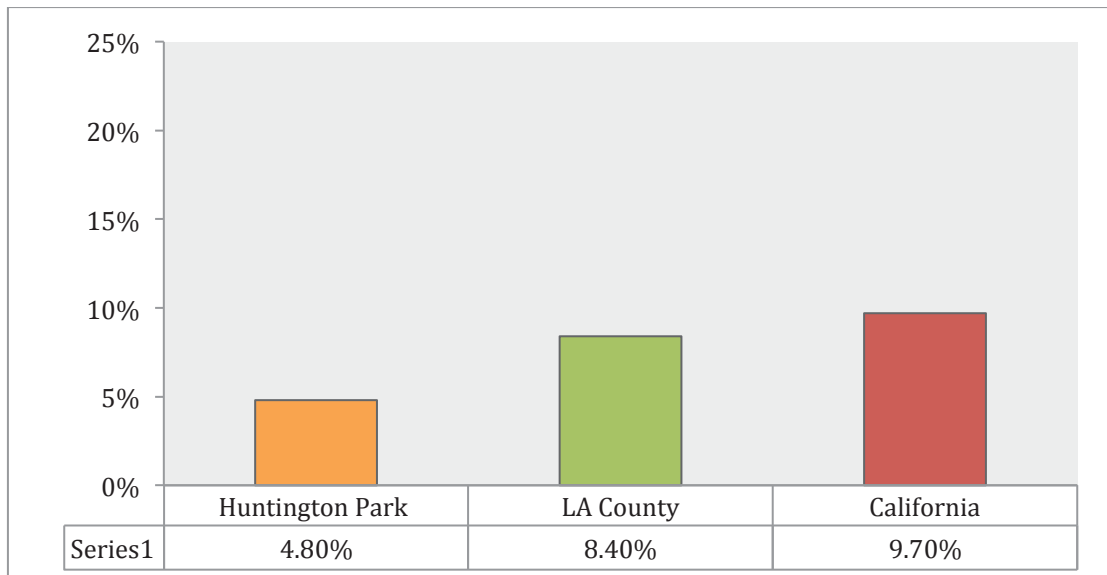


FIGURE 22. Percentage of population 15 and over who were divorced in Huntington Park, Los Angeles County and California (U.S. Census Bureau, 2013).

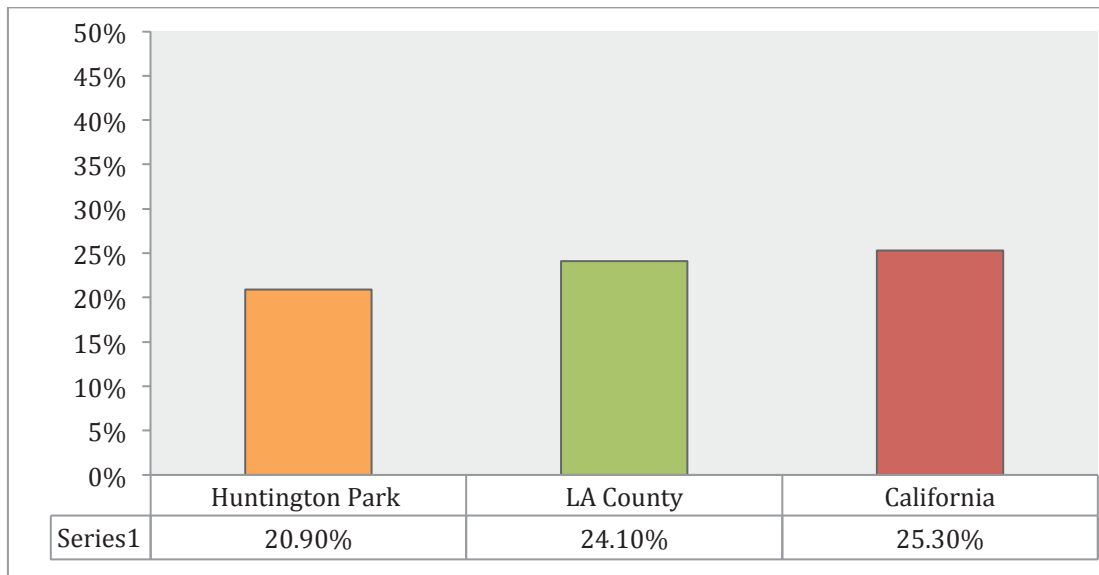


FIGURE 23. Percentage of grandparents responsible for grandchildren in Huntington Park, Los Angeles County and California (U.S. Census Bureau, 2013).

As shown in Figure 25, the percentage of 5<sup>th</sup> grade students who reported that their parents have high educational expectations for them was virtually the same for LAUSD, LA County and California.

School Domain

Academic Failure Beginning in Late Elementary School

As seen in Figure 26, Miles Avenue Elementary School in Huntington Park had substantially higher percentage 2<sup>nd</sup> and 3<sup>rd</sup> graders who performed below proficient in English Language START test compared to Los Angeles County and California. The percentage of Miles Avenue Elementary 4<sup>th</sup> and 5<sup>th</sup> graders scoring below proficient was slightly higher than Los Angeles County and California as well.

As seen in Figure 27, Miles Avenue Elementary School in Huntington Park had a substantially higher percentage 2<sup>nd</sup> and 3<sup>rd</sup> graders who performed below proficient in Math START test compared to Los Angeles County and California. A slightly higher percentage of fifth graders from Miles Avenue Elementary School performed below proficient in Math START test compared to L.A. County and California.

#### Lack of Commitment to School

As seen in Figure 28, the high school graduate rates for Huntington Park High School and LA County were similar and California's were only slightly higher.

As shown in Figure 29, the percentage of 5<sup>th</sup> graders who planned to go to college or some school after high school was virtually the same regardless of geographic location.

As seen in Figure 30, Huntington Park High School had substantially higher truancy rates than the other two locations. Huntington Park High School's truancy rate was doubled that of LAUSD and triple that of California.

#### Peer and Individual Domain

##### Early and Persistent Antisocial Behavior

As seen in Figure 31, a substantially higher proportion of 5<sup>th</sup> graders at LAUSD reported having hit or pushed others on school property in the last year than LA County and California, both of which had similar percentages.

Figure 32 shows that LAUSD had the lowest suspension rate, less than half of that of L. A. County and much less than that of California.

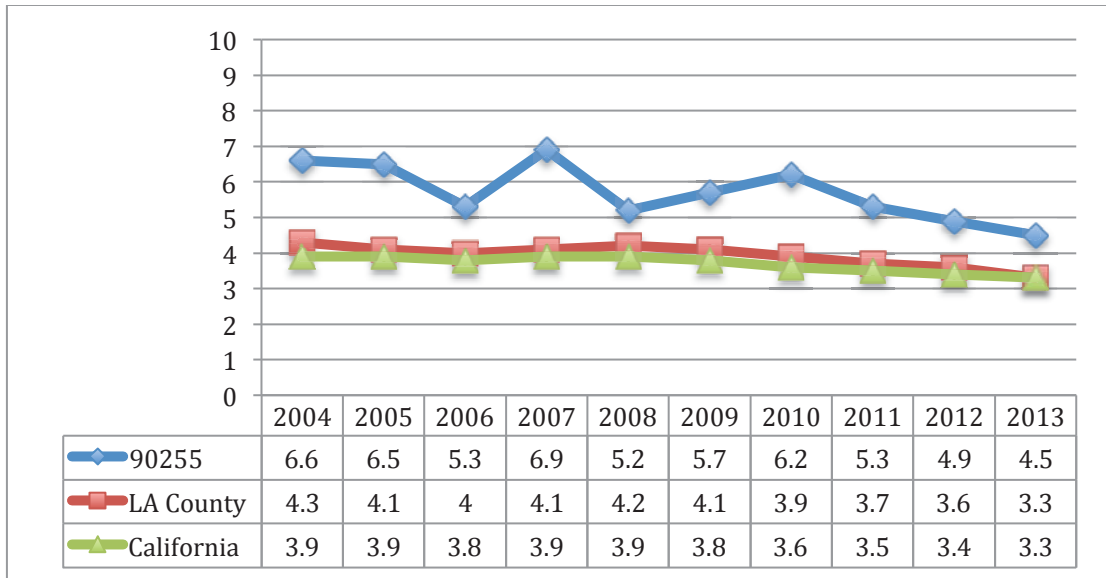


FIGURE 24. Rate of adults arrested in 2004 through 2013 for violent offenses per 1,000 people for Huntington Park, Los Angeles County and California (California Department of Justice, 2013a, 2013b, 2013c).

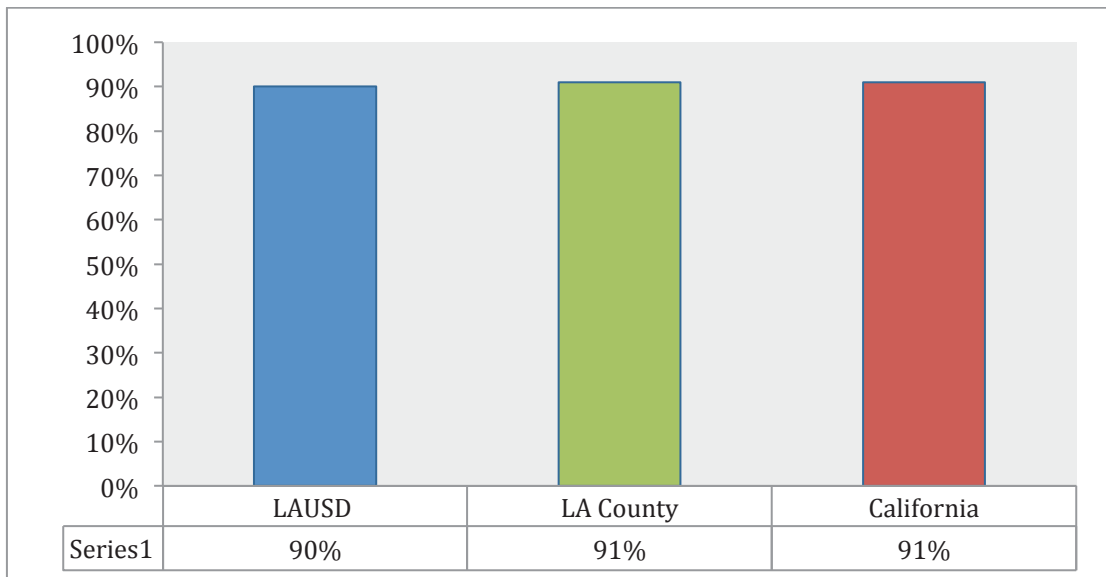


FIGURE 25. Percentage of 5<sup>th</sup> grade students who reported that their parents have high expectations for them in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2010b, 2011c, 2011d).

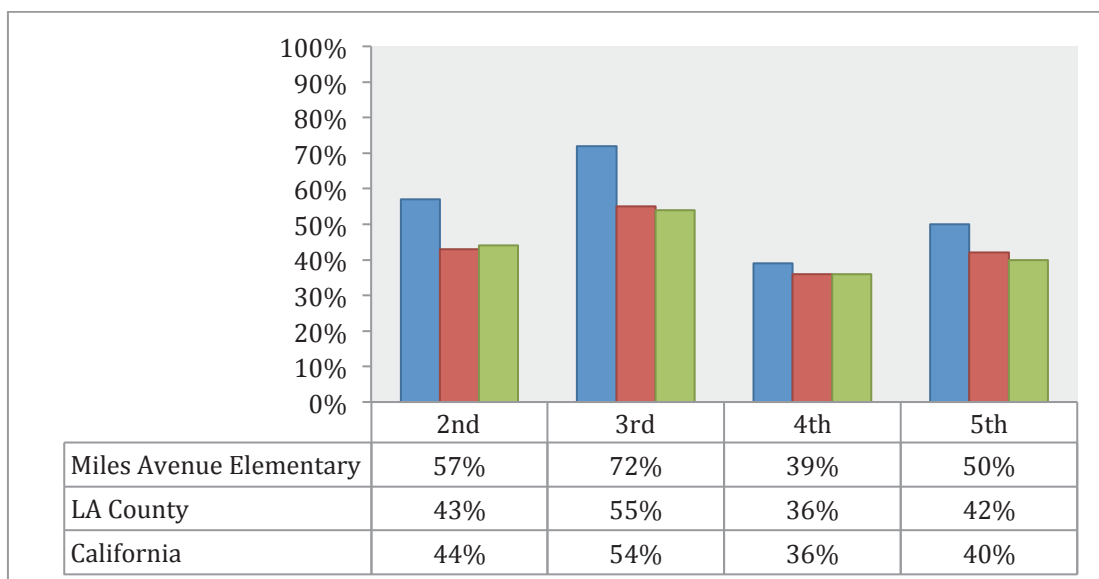


FIGURE 26. English Language STAR test results (below proficient) in Miles Avenue Elementary, Los Angeles County and California (California Department of Education, 2013a, 2013b, 2013c).

As seen in Figure 33, the percentage of elementary school teachers who perceived harassment or bullying to be a moderate or severe problem at their school was somewhat higher for LAUSD than California.

#### Rebelliousness and Alienation

As seen in Figure 34, LAUSD had the highest percentage of 5<sup>th</sup> graders who had rumors spread about them at school followed closely by LA County and California.

As seen in Figure 35, the percentage of 11<sup>th</sup> graders who reported damaging school property on purpose within the past year was quite similar across the three locations.

As seen in Figure 36, the percentage of 11<sup>th</sup> graders who seriously considered attempting suicide in the past year was virtually the same in all three geographic areas. There was a 1% difference between LAUSD and LA County and California.

### Friends Who Engage in the Problem Behavior

As shown in Figure 37, LAUSD had the lowest percentage of 5<sup>th</sup> graders who scored high on having pro-social peers, followed closely by LA County and California.

As seen in Figure 38, the percentage of 5<sup>th</sup> grade students who had friends who got into trouble most or all of the time was highest for LAUSD followed by California and LA County. There was only a 1% difference for LA County and California.

### Gang Involvement

Figure 39 shows that there are similar percentages of students who reported being in a gang LAUSD, LA County and California, regardless of grade level.

Figure 40 shows that LAUSD had a slightly higher percentage of teachers who perceived gang activity to be a moderate or severe problem at their schools than California teachers.

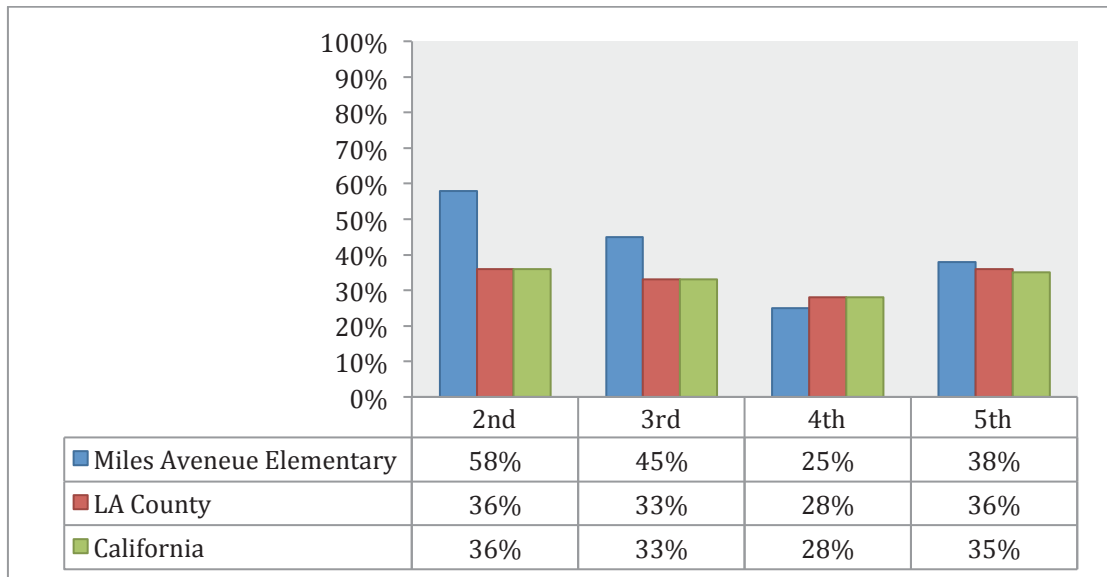


FIGURE 27. Math STAR test results (below proficient) in Miles Avenue Elementary, Los Angeles County and California (California Department of Education, 2013b).

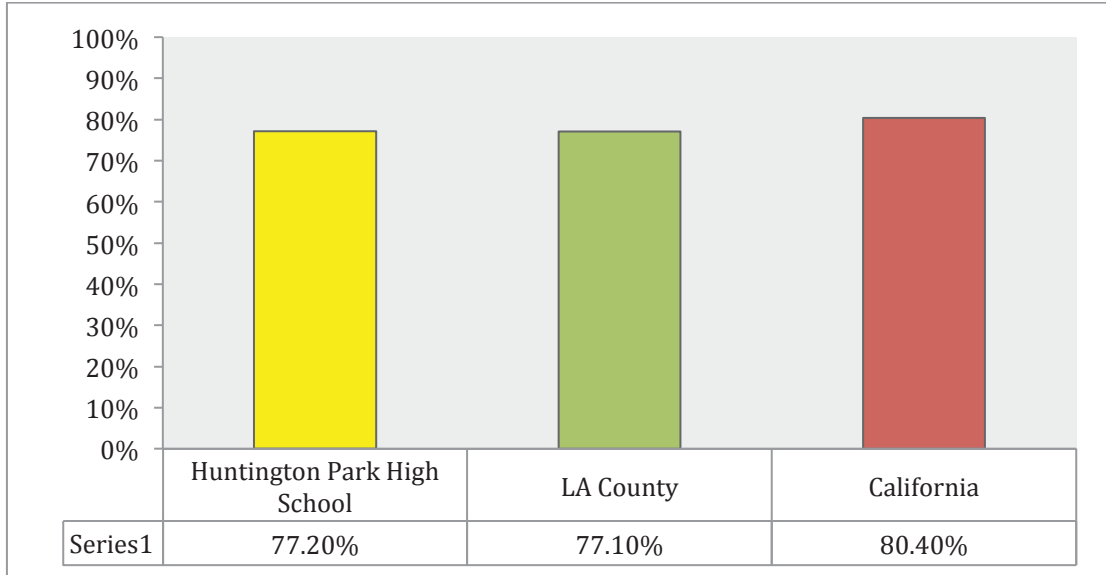


FIGURE 28. High school graduation rates for Huntington Park High School, Los Angeles County and California (California Department of Education, 2013a).

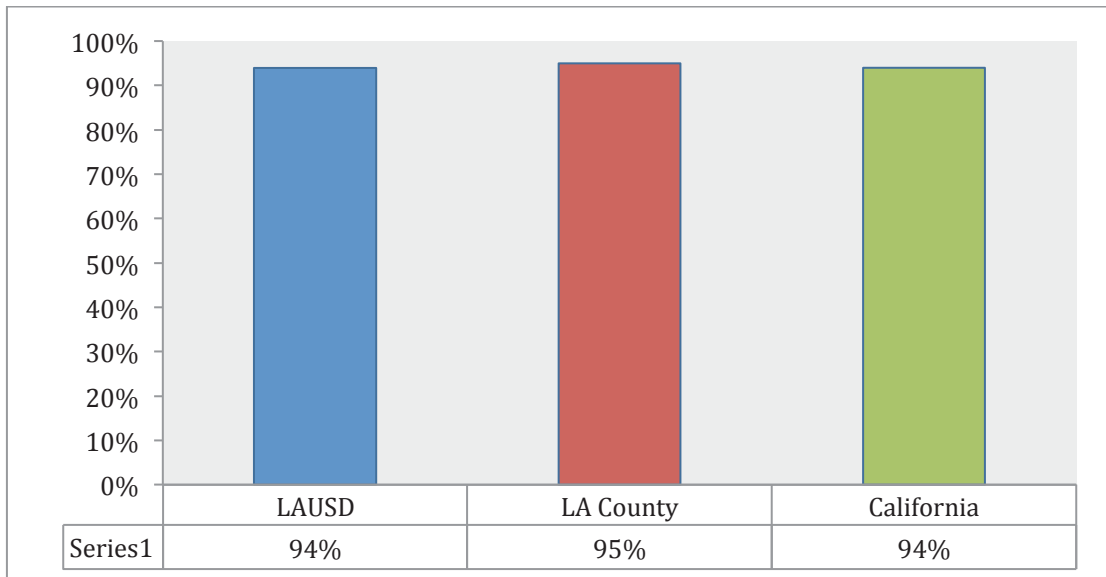


FIGURE 29. Percentage of 5<sup>th</sup> graders who planned to go to college or some other school after high school in the Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2010d, 2011g, 2011h).



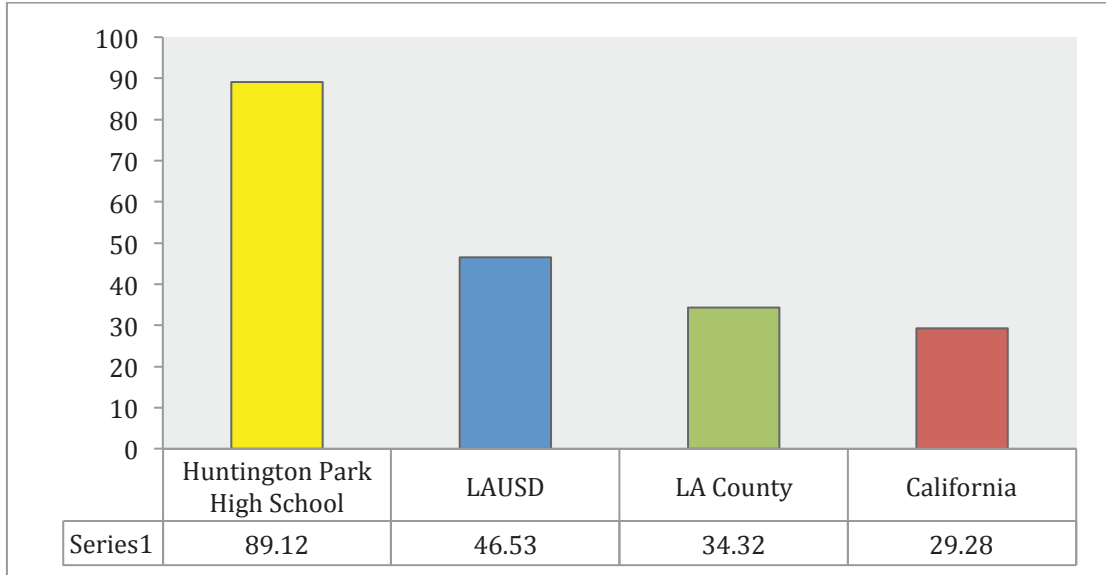


FIGURE 30. Truancy rates for Huntington Park High School, Los Angeles Unified School District, Los Angeles County and California (California Department of Education, 2013b).

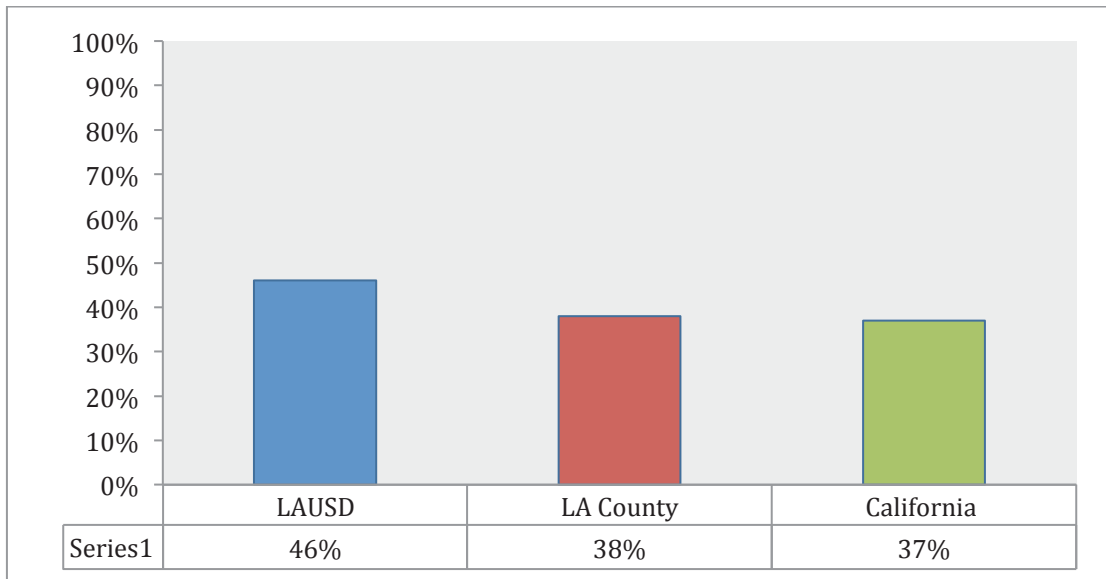


FIGURE 31. Percentage of 5<sup>th</sup> graders who had hit or pushed others on school property in the past year in Los Angeles Unified, Los Angeles County and California (California Healthy Kids Survey, 2010c, 2011e, 2011f).

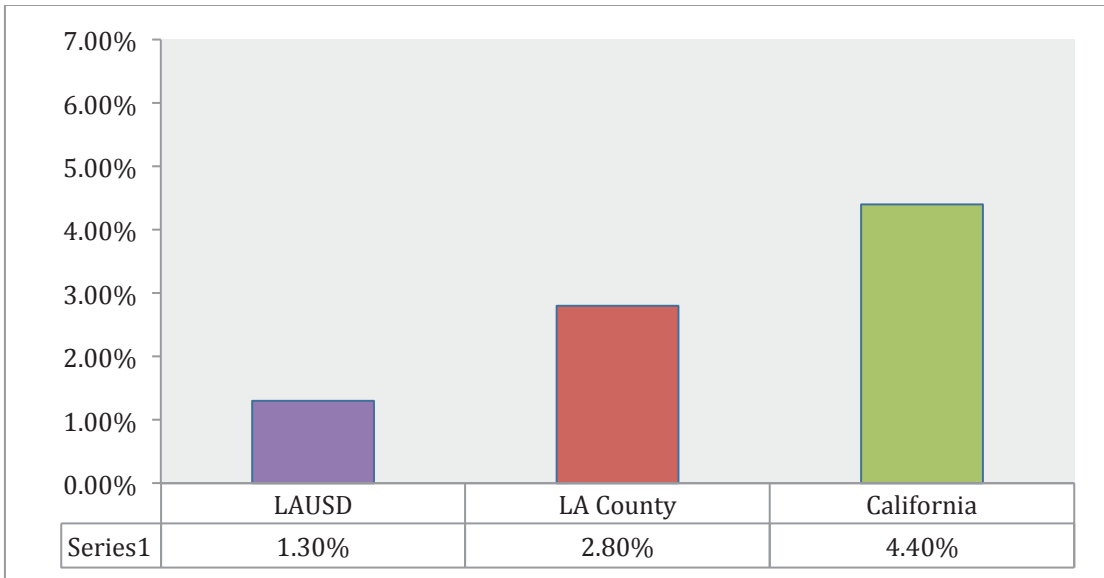


FIGURE 32. Elementary school suspension rates for Los Angeles Unified School District, Los Angeles County and California (California Department of Education, 2013).

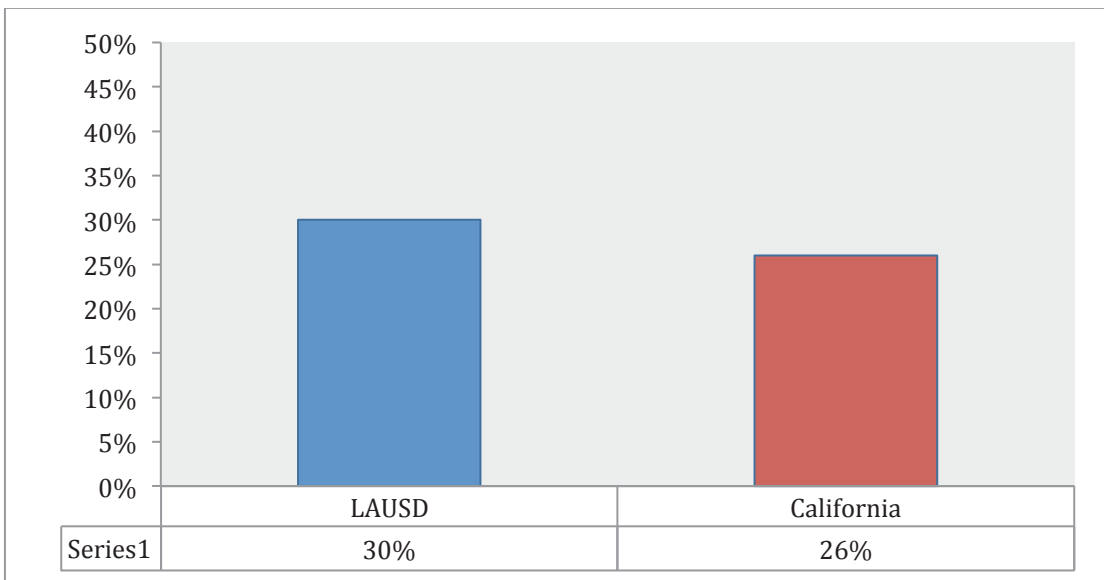


FIGURE 33. Percentage of elementary school teachers who perceived harassment or bullying to be a moderate or severe problem at their school (California School Climate Survey 2010b, 2010a).

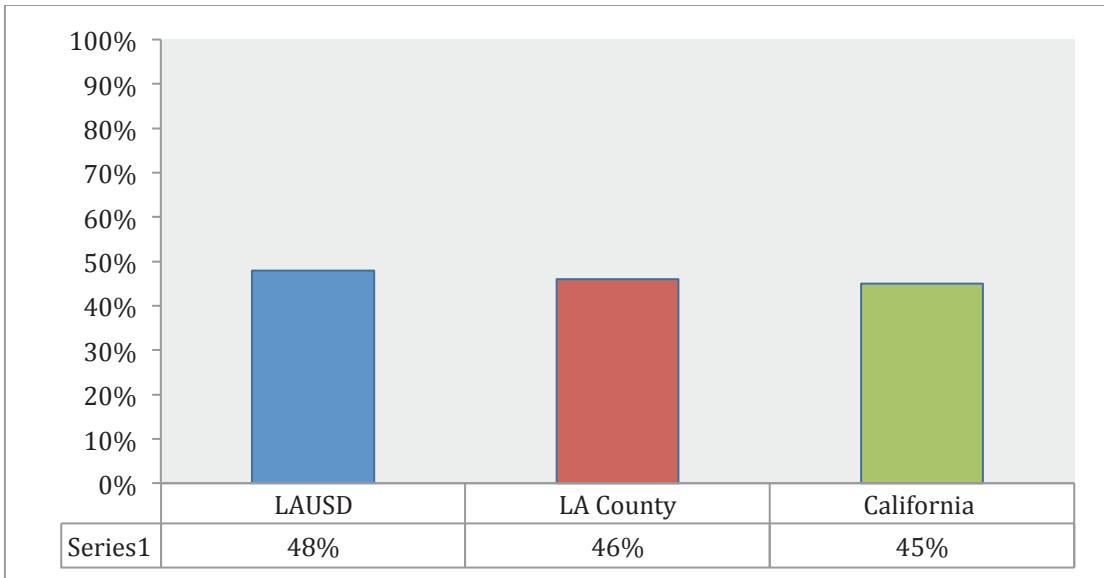


FIGURE 34. Percentage of 5<sup>th</sup> graders who had rumors spread about them at school in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2010a, 2011o, 2011p).

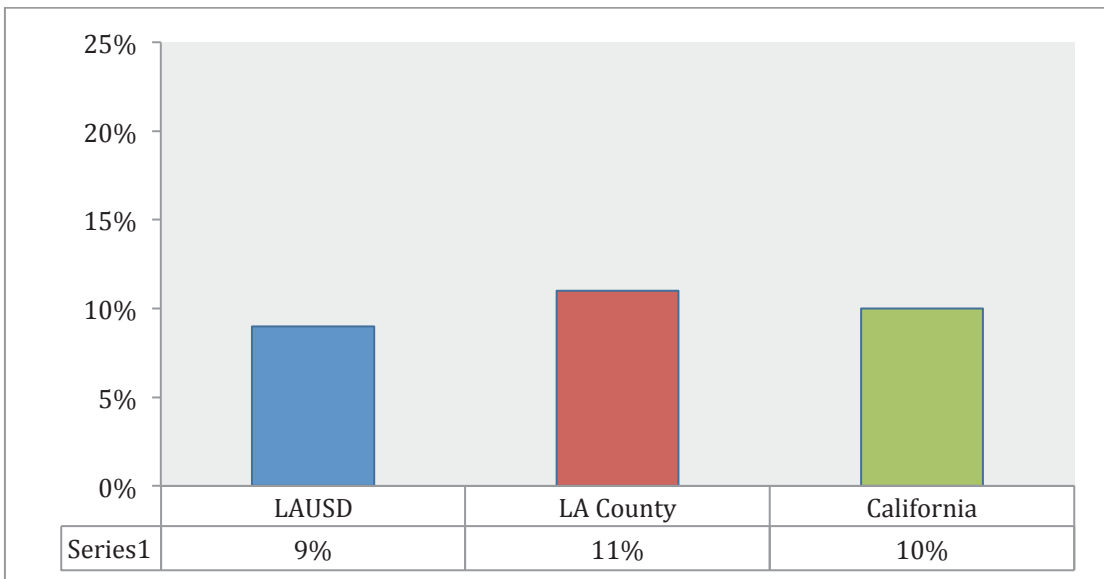


FIGURE 35. Percentage of 11<sup>th</sup> grade students who reported damaging school property on purpose within the past year in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2011q, 2013b, 2013b).

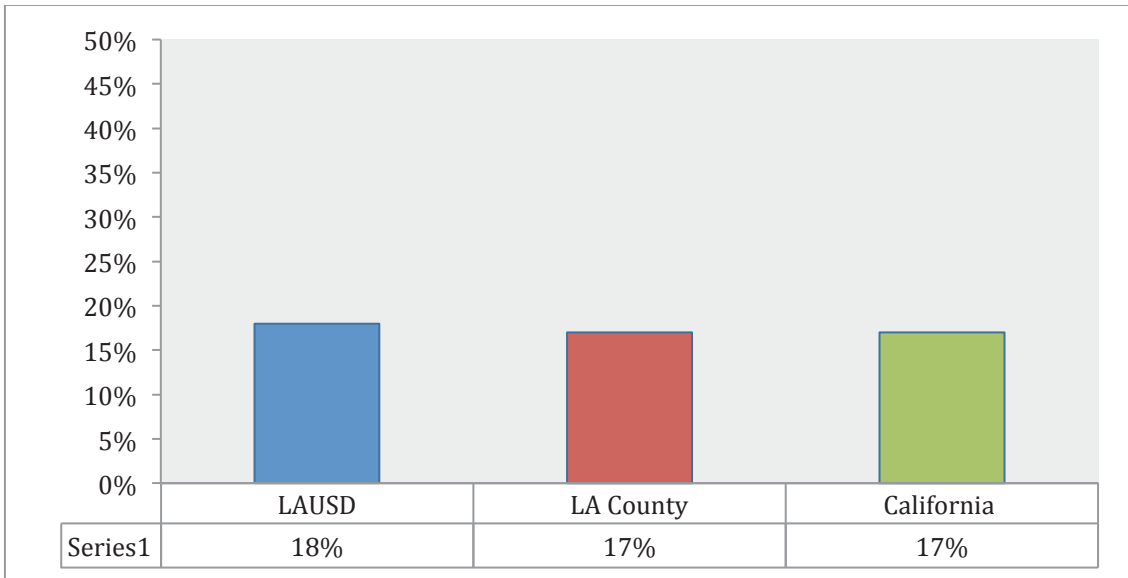


FIGURE 36. Percentage of 11<sup>th</sup> graders who seriously considered attempting suicide in the past year in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2011r, 2013a, 2013a).

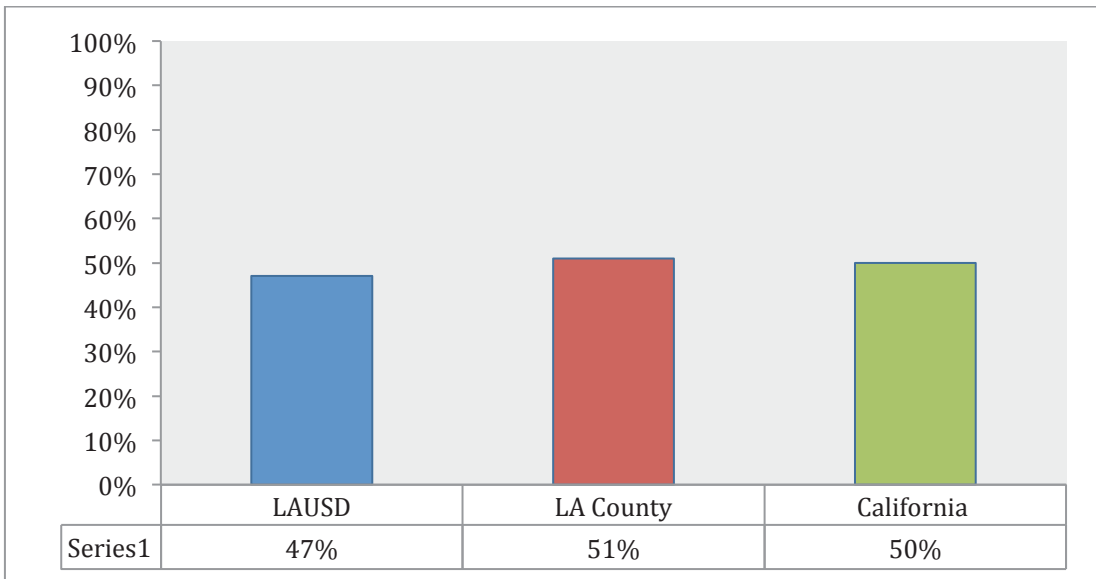


FIGURE 37. Percentage of 5<sup>th</sup> grade students who had scored high on having pro-social peers in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2010a, 2011a, 2011b).

### Favorable Attitude Towards the Problem Behavior

As seen in Figure 41, roughly the same percentage of youth reported disapproval of weapons possession in all three geographic locations, regardless of grade level.

As seen in Figure 42, LAUSD had the lowest percentage of students who reported personal disapproval of cigarette use followed by LA County and California at all three time points. Eleventh graders had the lowest percentage of disapproval of cigarette use.

As seen in Figure 43, LAUSD had the highest percentage of students who reported that drinking 5 or more alcoholic drinks once or twice a week causes no harm followed by LA County and California at all three time points. Seventh grade students over all had the highest percentages of reporting that alcohol use causes no harm.

### Early Initiation of the Problem Behavior

As seen in Figure 44, the percentage of elementary school teachers who perceived disruptive behavior to be a moderate or severe problem at their school was substantially higher for LAUSD than for California.

As shown in Figure 45, the percentage of students who reported having a full alcoholic drink at the age of 10 or younger was lowest for LAUSD.

### Constitutional Factors

Figure 46 shows that there is little to no difference in percentages of children ever diagnosed with ADHD/ADD condition for SPA 7, LA County and California.

As seen in Figure 47, the percentage of children who reported their ADHD condition limiting them a lot in school performance was highest for SPA 7 and California.

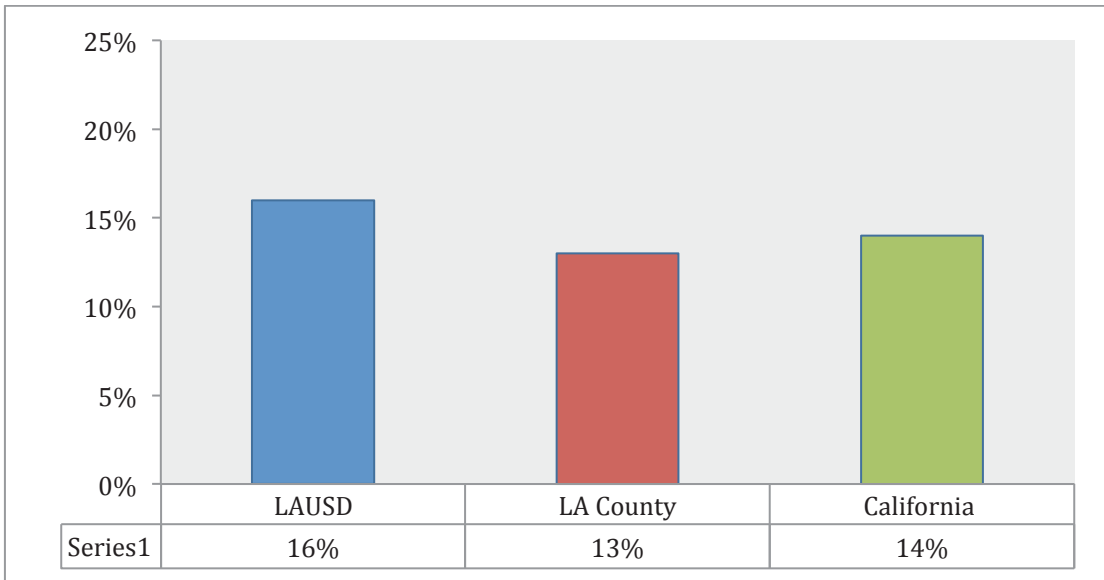


FIGURE 38. Percentage of 5<sup>th</sup> grade students who had friends who got into trouble most or all of the time in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2010a, 2011a, 2011b).

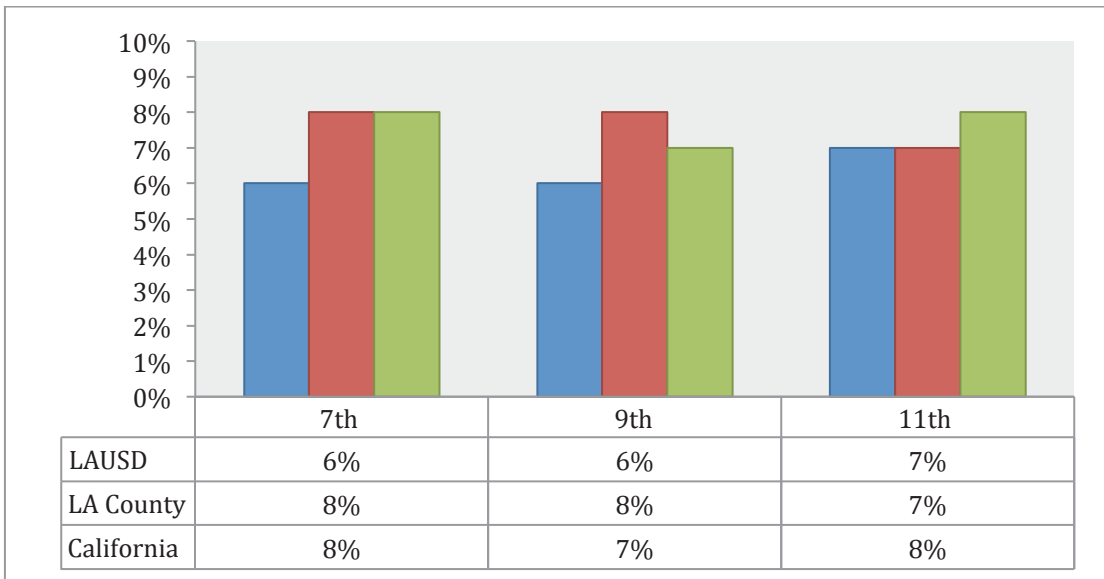


FIGURE 39. Percentage of students who were currently in a gang in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2011s, 2013g, 2013g).

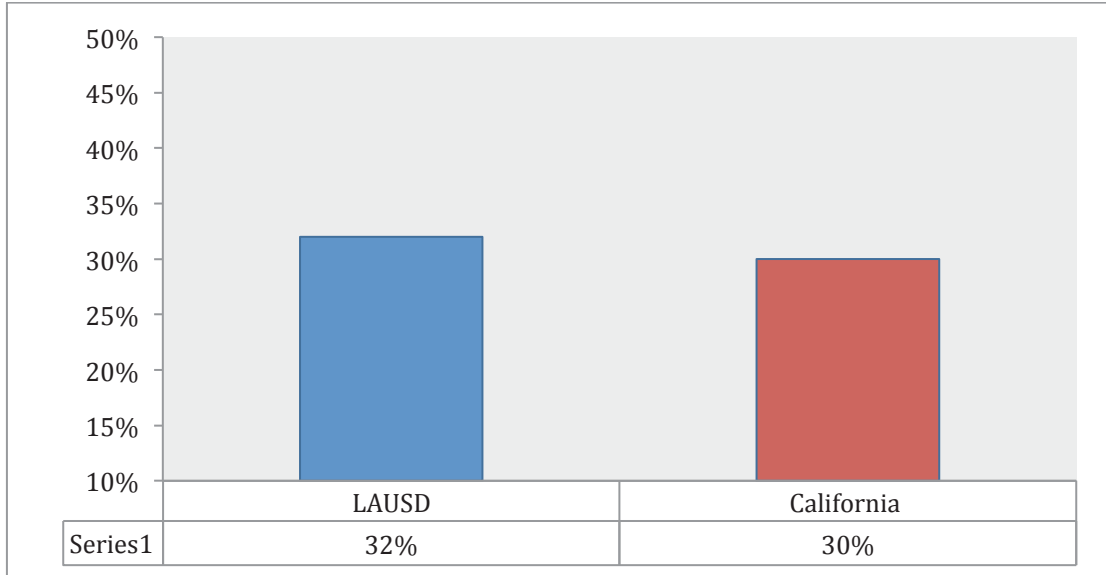


FIGURE 40. Percentage of high school teachers who perceived gang activity to be a moderate or severe problem at their school (California School Climate Survey 2011c, 2010c).

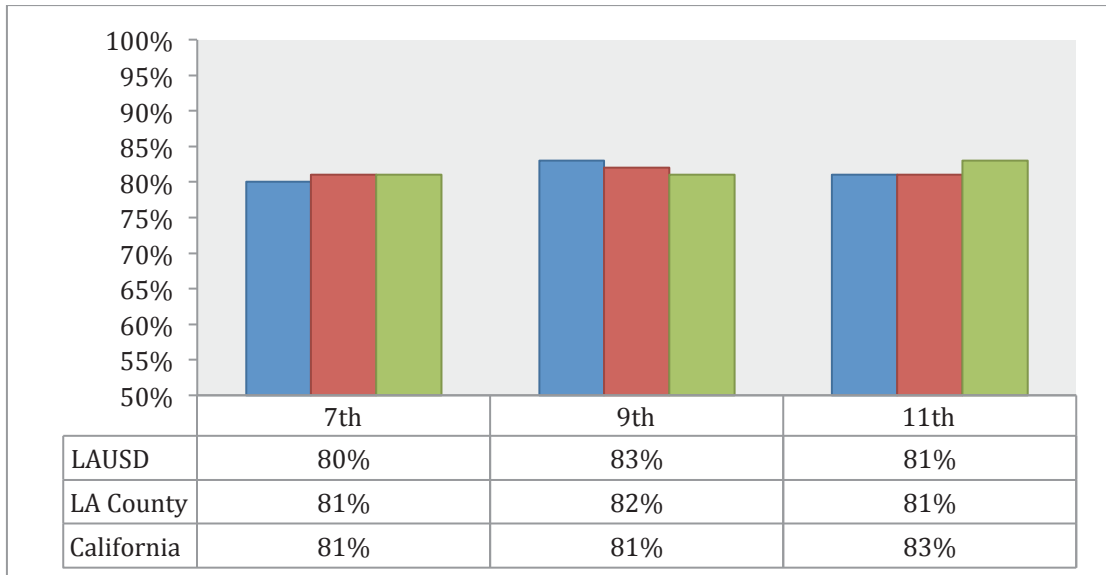


FIGURE 41. Percentage of students who reported personal disapproval of weapon possession in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2011u, 2013e, 2013e).

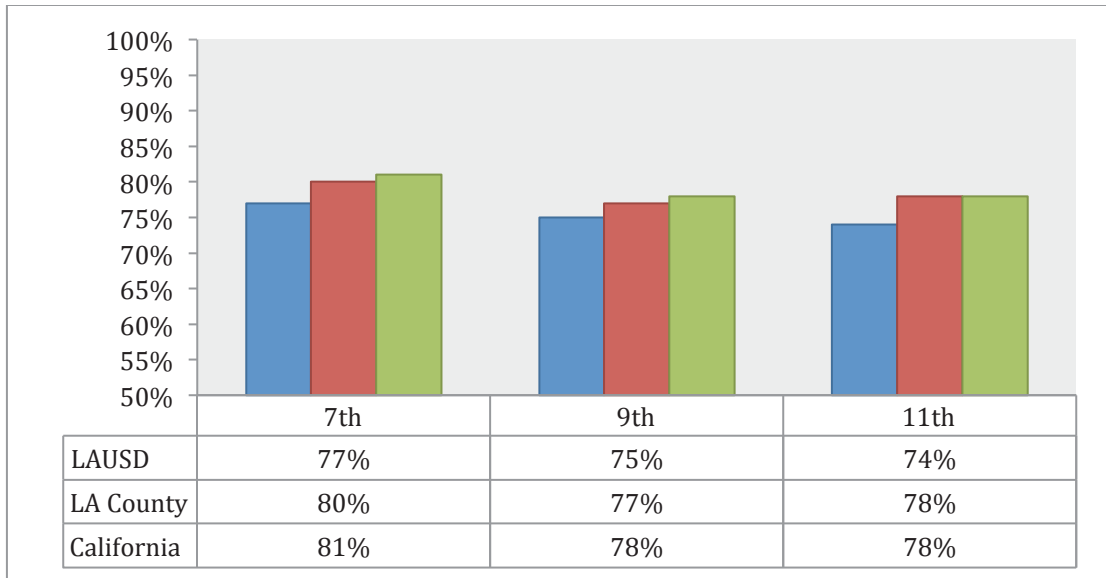


FIGURE 42. Percentage of students who reported personal disapproval of cigarette use in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2011t, 2013d, 2013d).

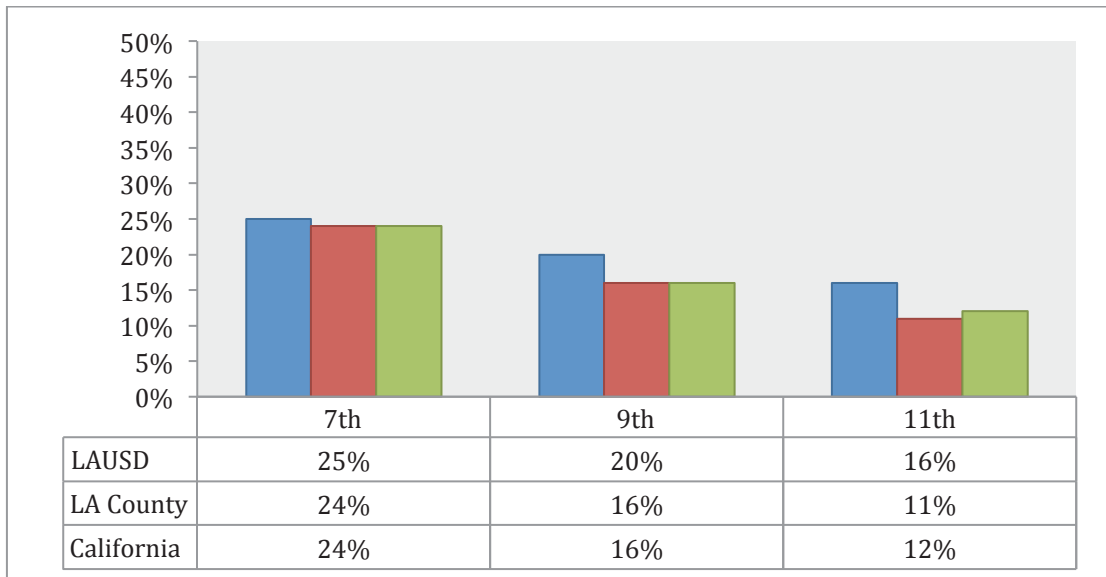


FIGURE 43. Percentage of students who reported that having 5 or more alcoholic drinks once or twice a week causes no harm in Los Angeles Unified School District, Los Angeles County and California (California Healthy Kids Survey, 2011w, 2013c, 2013c).



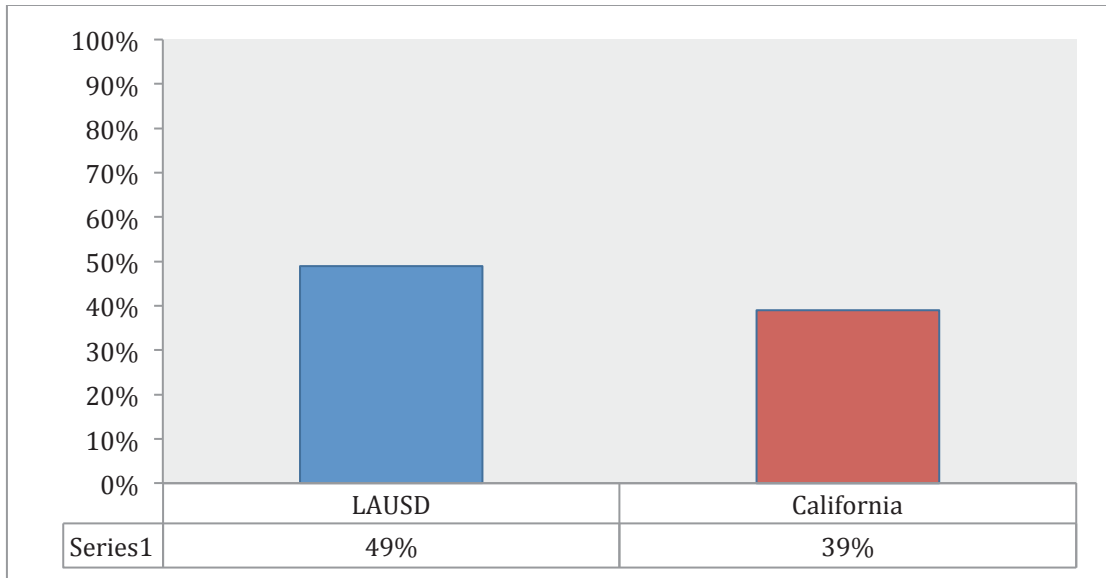


FIGURE 44. Percentage of elementary school teachers who perceived disruptive behavior to be a moderate or severe problem at their school (California School Climate Survey, 2010a, 2010b).

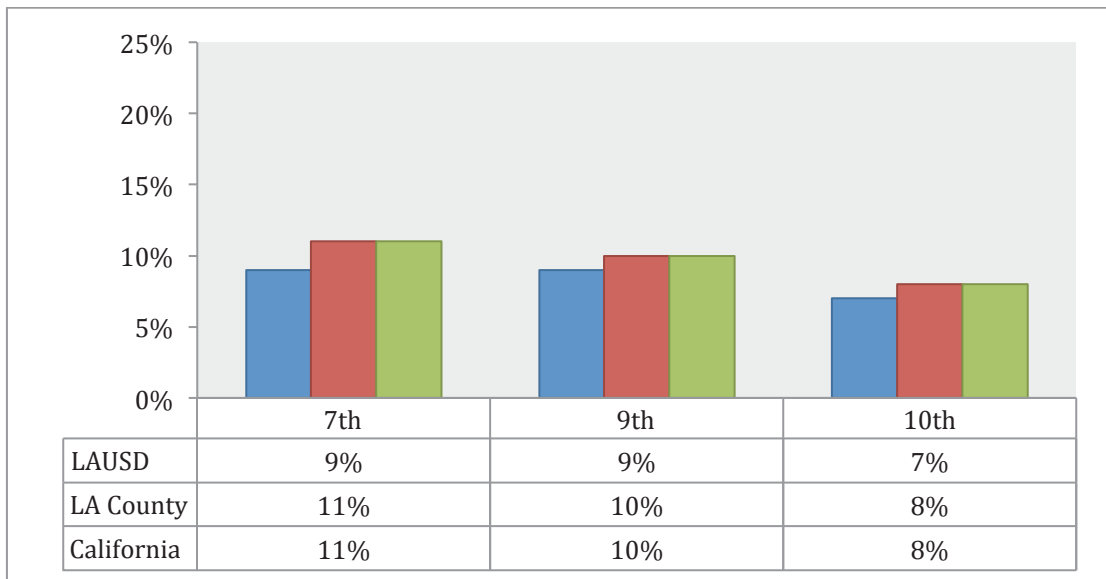


FIGURE 45. Percentage of students who reported having a full alcoholic drink at the age of 10 or younger (California Healthy Kids Survey, 2011x, 2013f, 2013f).

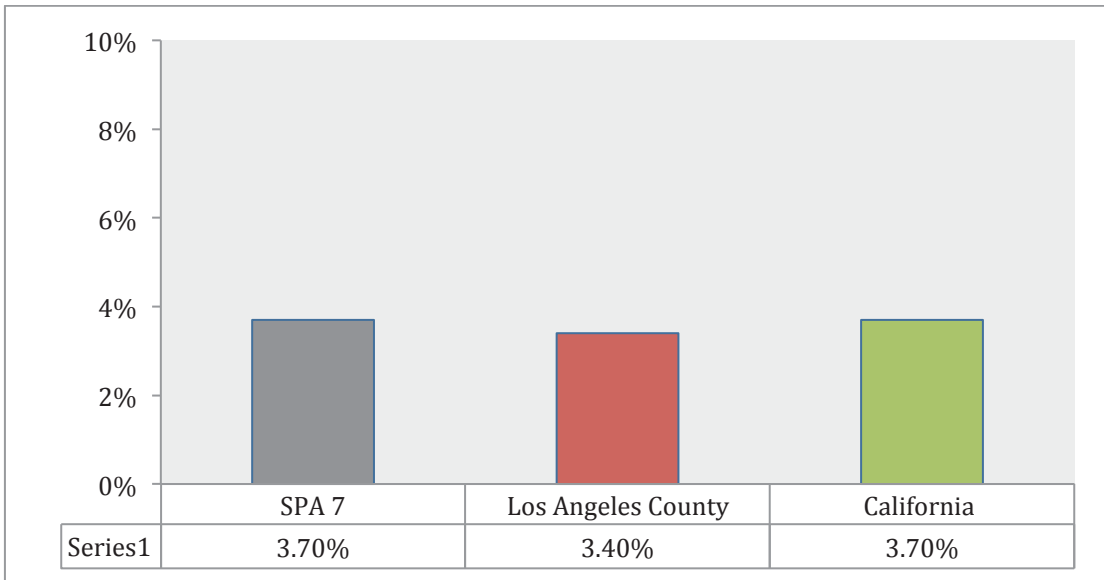


FIGURE 46. Percentage of children ever diagnosed with ADHD/ADD condition in SPA 7, Los Angeles County and California (California Health Interview Survey, 2007).

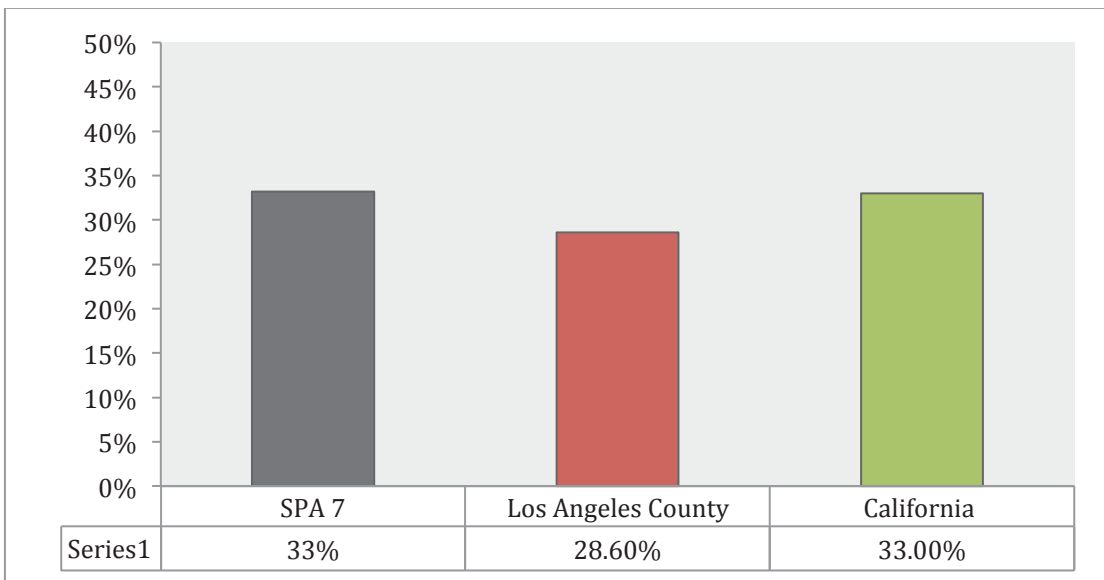


FIGURE 47. Percentage of children who reported their ADHD condition limiting them “a lot” in school performance in SPA 7, Los Angeles County and California (California Healthy Kids Survey, 2001).

## CHAPTER 5

### DISCUSSION

The purpose of the study was to complete a community risk of assessment of the city of Huntington Park. Indicators of 18 risk factors within the community, family, school and peer and individual domains identified in the Communities that Care Model for delinquency and school dropout were gathered from archival, survey and secondary data. Indicators of each risk factor were gathered, when available, on Huntington Park or its closest proxy, the county and state so that the levels of Huntington Park risk factors could be compared and contrasted with other locations to identify the most salient risk factors for delinquency and school dropout in that community. This chapter provides a summary of the findings from the community risk assessment, implications for social work practice, and study limitations and directions for future research.

#### Summary of Findings

##### Community Domain

There were five risk factors assessed in the community domain; availability of firearms, community laws and norms favorable toward drug use, transition and mobility, low neighborhood attachment and community involvement and extreme economic deprivation. Of those, the ones most affected appeared to be extreme economic deprivation and low neighborhood attachment and community disorganization. All three indicators of poverty were substantially higher in Huntington Park than in LA County

and California. In fact, the number of families living in poverty in Huntington Parks was more than double that of California. Three of four indicators for low neighborhood attachment and community disorganization (percentage of people who agreed neighbors can be trusted, people who believed their neighbors didn't get along and people who did not feel safe) in the community were substantially higher than in L.A. County and California, making it a salient risk factor as well. Transition and mobility was also of some concern due to the high percentage of renter-occupied housing units and the slightly elevated number of 5<sup>th</sup> graders who had moved in the past year. The findings on community laws and norms favorable toward drug were mixed due to the elevated rates of juvenile felony arrests for weapon offenses but little difference was found in juvenile felony arrests for drug offenses across the locations. As a result of this analysis, Huntington Park should implement evidence-based approaches prevention programs that primarily target extreme economic deprivation and low neighborhood attachment and community disorganization in the community domain. Additionally, programs to address transitions mobility may prove useful as well.

#### Family Domain

There were four risk factors measured for the family domain; family history of the problem behavior, family management problems, family conflict and favorable parental attitudes toward the problem behavior. Although the findings were somewhat mixed, family management problems appeared to be the most concerning due to substantially elevated child maltreatment rates for Huntington Park and the low rate of parents knowing their teens' whereabouts at night. In contrast, LAUSD had the lowest proportion of children alone after school and there were similar rates across locations for adults

present at the home after school. There were also mixed findings for family history of the problem behavior. Huntington Park had the lowest, albeit slightly, high school graduation rate across locations; however, adults in Huntington Park did not appear to be more involved in crime than in other locations. The indicators of family conflict (domestic violence calls, divorce rates, children in foster care and grandparents raising grandchildren) were actually quite a bit lower for Huntington Park, suggesting this area is less of a concern. Thus, evidence-based approaches in Huntington Park targeting the family domain should primarily focus on improving family management practices.

### School Domain

There were two risk factors measured in the school domain; academic failure and lack of commitment to school. The risk factor of greatest concern appeared to be academic failure in elementary school due to elevated rates of children scoring below proficient in both English Language and Math STAR test results across all grades in the community. There were mixed results for lack of commitment to school. Although truancy rates were extremely high in the community of Huntington Park, the levels of plans for higher education were similar across locations. However, Huntington Park, as well as L.A. County, did have slightly lower graduation rates than California. Consequently, in the school domain, the evidence-based approaches should focus on reducing academic failure and truancy rates while increasing graduation rates.

### Peer and Individual Domain

There were indicators gathered to measure seven risk factors in the peer and individual domain. Early and persistent antisocial behavior appeared to be most relevant for Huntington Park due to the high percentage of students who reported having hit or

pushed others and teachers perceiving harassment or bullying to be a problem at their elementary schools. Friends who engage in the problem behavior was also among the elevated indicators. Children in LAUSD had the lowest pro-social peer scores and slightly higher percentage of children had friends who got in trouble most of the time. Early initiation of the problem behavior appeared to also be of some concern due to the higher percentage of LAUSD elementary school teachers who reported disruptive behavior to be a problem at their school.

There were mixed findings for favorable attitude toward the problem behaviors. A higher percentage of LAUSD students reported that having 5 or more drinks a week would cause no harm; however, there was little differences among locations in the proportion of students who reported disapproval of weapon or cigarette use.

Rebelliousness and alienation, gang involvement, and constitutional factors were of less concern since the Huntington Park rates on all indicators were similar when compared to other locations. Thus, the peer and individual domain evidence-based approaches should focus on early and persistent antisocial behavior, friends who engage in the problem behavior, and early initiation of problem behavior.

#### Salient Risk Factors for Huntington Park

Evidence-based approaches in Huntington Park will need to be comprehensive and strategies should target all domains since each domain had elevated risk factors that should be addressed. Overall, it appears that the most salient risk factors are transition and mobility, low neighborhood attachment and community disorganization, extreme economic deprivation, family management problems, academic failure beginning in late

elementary school, early and persistent antisocial behavior, friends who engage in the problem behavior and early initiation of the problem behavior.

### Implications for Social Work Practice

Adolescent problem behaviors can be reduced and prevented with the help of a community risk assessment since this type of assessment can aid in the development and implementation of services for the community. A community risk assessment helps identify disparity in risk factors between underserved communities, such as Huntington Park, and the surrounding communities. The identification of salient risk factors can lead to matching services that target specific needs, ultimately reducing and preventing adolescent problem behaviors. Programs addressing the needs in the community can provide youth with opportunities to help build their capabilities rather than becoming engaged in delinquency and school dropout. This community risk assessment should encourage social workers to further investigate various risk factors for Huntington Park.

One evidence-based program that has been found effective in addressing risk factors in the community domain is CASASTART (Center on Addiction and Substance Abuse Striving Together to Achieve Rewarding Tomorrows). CASASTART targets extreme economic deprivation and low neighborhood attachment and community disorganization, risk factors of concern in this community (National Center on Addiction and Substance Abuse at Columbia University, 2004). CASASTART addresses family economic needs by helping prevent utility shut-offs and eviction from homes. The program also provides families with a case manager to create cohesion between families, police officers, social service agency workers, teachers and neighborhood to meet children's needs (National Center on Addiction and Substance Abuse at Columbia

University, 2004; Harrell, Cavanagh, Harmon, Koper & Sridharan, 1997; Harrell, Cavanagh & Sridharan, 1998). CASASTART's program evaluation found that youth in families that participated in the program were less likely to report involvement in crime and association with delinquent peers (Harrell et al., 1998). Additionally, youth were more likely to report family closeness and participation in community activities, such as drug prevention programs, when compared to other families (Harrell et al., 1997).

Another evidence-based program shown to target extreme economic deprivation is Job Corps (U.S. Department of Labor, 2003). Job Corps is a job and education training program for at risk youth. The program provides youth with preparations and career development to help them transition into a career in adulthood (U.S. Department of Labor, 2003). A study on Job Corps found that participants of the program were more likely to earn a General Equivalency Diploma (GED) if they were out of school (Schochet, Burghardt & Glazerman, 2001). Additionally, they found that participants were more likely to find higher-paying jobs with adequate benefits and less likely to receive public assistance and to be arrested (Schochet et al., 2001).

In the family domain, family management problems was the most concerning risk factor. The evidence-based program designed to address family management problems, as well as early and persistent antisocial behavior, is The Incredible Years (Reid & Webster-Stratton, 2001). The program uses research-based curriculum and trainers to educate children, parent and teachers on how to manage stress and techniques to address stressful situations. Children attend a 22-week Dinosaur School Program where they are in a group with up to seven children and two therapists guiding discussion through fantasy play. Parents attend group sessions with other parents to learn positive parenting



interactions. Teachers are taught the importance of encouragement and praise for children and various classroom management skills to manage children's behavior problems (Reid & Webster-Stratton, 2001)..

Studies have found that, in comparison to participants in comparison groups, the program participants significantly decreased disruptive behavior and increased their positive interactions with other children at school. The studies also found that parents significantly increased their positive parent interactions with their children, such as praising and limit-setting techniques (Webster-Stratton, Reid & Hammond, 2001; Webster-Stratton, Reid & Hammond, 2004). Teachers of program participants reported intervention children displayed significantly less aggressive behavior than the children of teachers who did implement Incredible Years' techniques (Webster-Stratton, Reid & Hammond, 2001; Webster-Stratton, Reid & Hammond, 2004).

In the school domain, academic failure beginning in late elementary school was the risk factor found to be of greatest concern in the community. The evidence-based program designed to address academic failure beginning in late elementary school, extreme economic deprivation, early and persistent antisocial behavior and low neighborhood attachment and community disorganization is the High/Scope Approach to Preschool Education (High/Scope); (Schweinhart, Barnes & Weikart, 1993; Schweinhart & Weikart, 1997). The High/Scope pre-school program was designed to bridge the achievement gap for children born into poverty. The program's philosophical foundation, Jean Piaget's child development theories, allows children to learn actively through the guidance of their teachers. The program offers children the opportunity to bond with their school and teachers by actively participating in the program's guiding

elements, for example planning, cleanup, and small- and large-group time. In terms of the program's effectiveness, adults who participated in this program as children were found to have earned higher high school grade-point averages and had higher high school graduation rates. Furthermore, violent behavior was reduced by 50% and arrests were reduced by 40% (Schweinhart et al., 1993; Schweinhart & Weikart, 1997).

In the peer and individual domain, early and persistent antisocial behavior, friends who engage in the problem behavior and early initiation of the problem behavior were the risk factors of concern for the community. A program that addresses these risk factors is the Strengthening Families Program: For Parents and Youth 10 to 14 (Spoth, Redmond & Shin, 2001). The Strengthening Families Program offers families seven sessions for seven consecutive weeks where parents and youth learn skills separately the first hour then work together the second hour conducted by certified trainers (Iowa State University Extension, 2003). The program seeks to teach parents skills that set limits and consequences with their children as well as focusing on family values that build family cohesion. Youth are taught ways to set goals, resist peer pressure and manage stress (Iowa State University Extension, 2003). An evaluation of the program found that, four years after completing the program, youth were less likely to report aggressive behavior and initiation of alcohol, cigarette or marijuana use (Spoth, Redmond & Shin, 2000; Spoth, Redmond & Shin, 2001).

Another evidence-based program shown to address early initiation of the problem behavior and early and persistent antisocial behavior risk factors is Big Brothers Big Sisters of America (BBBSA) (McGill, Mihalic & Grotspeter, 1997). The program aims to provide youth with a mentor to assist with peer relationships, school performance and

healthy hobbies. The mentors from the BBBSA provide youth with three to five hours of mentoring a week at school and at home. This cohesive program meets with the parent, youth and the volunteer to address the needs and lifestyle of youth. As far as the program's effectiveness, a comparison group study of over 1,000 youth found that BBBSA youth participants felt more competent about doing schoolwork, skipped fewer classes and missed 50% fewer days of school (McGill et al., 1997; Tierney, Grossman & Resch, 1995). Boys of color were 70% less likely to start drug use while girls of color had higher grade point averages after participating in BBBSA (McGill et al., 1997; Tierney et al., 1995).

The completion of this community risk assessment serves as a community-wide intervention to help reduce and prevent delinquency and school dropout. This assessment provides information for social workers to educate stakeholders in the community so they can provide services that reduce problem behaviors. Social workers can take lead in advocating for grants to fund evidence-based practices that promote protective factors and eliminate risk factors. In addition to advocating for funds, social workers should partner with community stakeholders to influence policies that support funding for programs that fit the community's needs. Social workers can educate and mobilize stakeholders to influence policy and seek additional funding in the community.

#### Limitations and Directions for Future Research

There were several limitations present in the study. One of the limitations was that data for Huntington Park was not always available. Data was gathered from district wide and regional surveys when data for the specific community was not available. Another limitation was that there was no resource assessment; therefore it is unknown

what programs are already in place in the Huntington Park community. The CTC community risk assessment is also a community-wide effort where several people collect data and identify risk factors rather than just an individual researcher.

Suggestions for future research include gathering data specifically for the Huntington Park to better understand risk factors that may be affecting the community. Future research should also invest in completing an inventory of already existing programs, which the CTC model refers to as a resource assessment so that there is an understanding of what risk factors are currently being addressed and service delivery gaps.

## REFERENCES

## REFERENCES

- Aaron, L., & Dallaire, D. H. (2010). Parental incarceration and multiple risk experiences: Effects on family dynamics and children's delinquency. *Journal of Youth and Adolescence*, 39(12), 1471-1484.
- Agnew, R., Matthews, S. K., Bucher, J., Welcher, A. N., & Keyes, C. (2008). Socioeconomic status, economic problems, and delinquency. *Youth & Society*, 40(2), 159-181.
- Almodovar, A., Tomaka, J., Thompson, S., Mckinnon, S., & O'Rourke, K. (2006). Risk and protective factors among high school students on the US/Mexico border. *American Journal of Health Behavior*, 30(6), 745-752.
- Ayres, C. D., Williams, J. H., Hawkins, J. D., Peterson, P. L., Catalano, R. F., & Abbott, R. D. (1999). Assessing correlates of onset, escalation, deescalation, and desistance of delinquent behavior. *Journal of Quantitative Criminology*, 15(3), 277-306.
- Bacon, S., Paternoster, R., & Brame, R. (2009). Understanding the relationship between onset age and subsequent offending during adolescence. *Journal of Youth and Adolescence*, 38(3), 301-311.
- Barnes, J. C., Beaver, K. M., & Miller, J. M. (2010). Estimating the effect of gang membership on nonviolent and violent delinquency: A counterfactual analysis. *Aggressive behavior*, 36(6), 437-451.
- Barrett, D. E., Katsiyannis, A., & Zhang, D. (2006). Predictors of offense severity, prosecution, incarceration and repeat violations for adolescent male and female offenders. *Journal of Child and Family Studies*, 15(6), 708-718.
- Blondal, K. S., & Adalbjarnardottir, S. (2009). Parenting practices and school dropout: A longitudinal study. *Family Therapy*, 44(176), 729-749.
- Blumstein, A. (2002). Youth, guns, and violent crime. *The Future of Children*, 39-53.
- Bohnert, A. M., Richards, M., Kohl, K., & Randall, E. (2009). Relationships between discretionary time activities, emotional experiences, delinquency and depressive symptoms among urban African American adolescents. *Journal of Youth and Adolescence*, 38(4), 587-601

- Bouchard, M., & Spindler, A. (2010). Groups, gangs, and delinquency: Does organization matter? *Journal of Criminal Justice*, 38(5), 921-933.
- Bowers, A. J., & Sprott, R. (2012). Why tenth graders fail to finish high school: A dropout typology latent class analysis. *Journal of Education for Students Placed at Risk (JESPAR)*, 17(3), 129-148.
- Bradley, C. L., & Renzulli, L. A. (2011). The complexity of non-completion: Being pushed or pulled to drop out of high school. *Social Forces*, 90(2), 521-545.
- Brekke, I. (2014). Long-term labour market consequences of dropping out of upper secondary school Minority disadvantages?. *Acta Sociologica*, 57(1), 25-39.
- Brown, E. C., J. D., Rhew, I. C., Shapiro, V. B., Abbott, R. D., Oesterle, S., & Catalano, R. F. (2014). Prevention system mediation of Communities That Care effects on youth outcomes. *Prevention Science*, 15(5), 623-632.
- Burt, C. H., & Simons, R. L. (2013). Self-control, thrill seeking, and crime motivation matters. *Criminal Justice and Behavior*, 40(11), 1326-1348.
- California Department of Education. (2012-2013a). *Cohort dropouts rate*. Retrieved from <http://dq.cde.ca.gov/dataquest/cohortrates/GradRates.aspx?cds=000000000000000000&TheYear=2012-13&Agg=T&Topic=Dropouts&RC=State&SubGroup=Ethnic/Racial>
- California Department of Education. (2012-2013b). *High school truancy rates for Huntington Park Senior High, Los Angeles County and California*. Retrieved from <http://dq.cde.ca.gov/dataquest/SuspExp/TruancyReport.aspx?cYear=2012-13&cType=ALL&cCDS=19647331934157&cName=Huntington%20Park%20Senior%20High&cLevel=School&cChoice=TruRate&ReportCode=TruRate>
- California Department of Education. (2013a). *English language STAR test results (below proficient). Mathematics STAR test results (below proficient). California*. Retrieved from <http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstTestYear=2013&lstTestType=C&lstCounty=&lstDistrict=&lstSchool=&lstGroup=1&lstSubGroup=1>
- California Department of Education. (2013b). *English language STAR test results (below proficient). Mathematics STAR test results (below proficient). Los Angeles County*. Retrieved from <http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstTestYear=2013&lstTestType=C&lstCounty=19&lstDistrict=&lstSchool=&lstGroup=1&lstSubGroup=1>

- California Department of Education. (2013c). *English language STAR test results (below proficient). Mathematics STAR test results (below proficient). Miles Avenue Elementary*. Retrieved from [http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true &lstTestYear=2013&lstTestType=C&lstCounty=19&lstDistrict=64733-000&lstSchool=6018170&lstGroup=1&lstSubGroup=1](http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstTestYear=2013&lstTestType=C&lstCounty=19&lstDistrict=64733-000&lstSchool=6018170&lstGroup=1&lstSubGroup=1)
- California Department of Education. (2013-2014a). *Suspension and expulsion rates for Miles Avenue Elementary, Los Angeles Unified School District and California Elementary*. Retrieved from <http://dq.cde.ca.gov/dataquest/SuspExp/suspexplrate.aspx?cYear=201314&cType=ALL&cCDS=19647336018170&cName=Miles+Av+Element&cLevel=School&cChoice=sSusExpRt&ReportCode=sSusExpRt>
- California Department of Justice (2013b). *Adult felony arrests by offense for California*. Retrieved from <http://oag.ca.gov/crime/cjsc/stats/arrests>
- California Department of Justice (2013c). *Adult felony arrests by offense for Huntington Park*. Retrieved from <http://oag.ca.gov/crime/cjsc/stats/arrests>
- California Department of Justice (2013d). *Adult felony arrests by offense for Los Angeles County*. Retrieved from <http://oag.ca.gov/crime/cjsc/stats/arrests>
- California Department of Justice (2013e). *Domestic violence-related calls for assistance for California*. Retrieved from <http://oag.ca.gov/crime/cjsc/stats/domestic-violence>
- California Department of Justice (2004-2013f). *Domestic violence-related calls for assistance for Huntington Park*. Retrieved from <http://oag.ca.gov/crime/cjsc/stats/domestic-violence>
- California Department of Justice (2013g). *Domestic violence-related calls for assistance for Los Angeles County*. Retrieved from <http://oag.ca.gov/crime/cjsc/stats/domestic-violence>
- California Department of Justice (2013h). *Juvenile felony arrests for weapon offenses for California*. Retrieved from <http://oag.ca.gov/crime/cjsc/stats/arrests>
- California Department of Justice (2013i). *Juvenile felony arrests for weapon offenses for Huntington Park*. Retrieved from <http://oag.ca.gov/crime/cjsc/stats/arrests>
- California Department of Justice (2013j). *Juvenile felony arrests for weapon offenses for Los Angeles County*. Retrieved from <http://oag.ca.gov/crime/cjsc/stats/arrests>



- California Health Interview Survey. (2001). *Percentage of children who reported their ADHD condition limiting them “a lot” in school performance*. Retrieved from <http://ask.chis.ucla.edu/main/DQ3/output.asp>
- California Health Interview Survey. (2003a). *Percentage of people who agree that neighbors don't get along*. Retrieved from <http://ask.chis.ucla.edu/main/DQ3/output.asp>
- California Health Interview Survey. (2003b). *Percentage of people who strongly agree that neighbors can be trusted in California*. Retrieved from <http://ask.chis.ucla.edu/main/DQ3/output.asp>
- California Health Interview Survey. (2003e). *Percentage of people who strongly agree that neighbors can be trusted. Los Angeles County*. Retrieved from <http://ask.chis.ucla.edu/main/DQ3/output.asp>
- California Health Interview Survey. (2003f). *Percentage of people who strongly agree that neighbors can be trusted. SPA 7*. Retrieved from <http://ask.chis.ucla.edu/main/DQ3/output.asp>
- California Health Interview Survey. (2007a). *Percentage of children ever diagnosed with ADHD/ADD condition*. Retrieved from <http://ask.chis.ucla.edu/main/DQ3/output.asp>
- California Health Interview Survey. (2007b). *Percentage of people who felt safe in their neighborhood all of the time*. Retrieved from <http://ask.chis.ucla.edu/main/DQ3/output.asp>
- California Health Interview Survey. (2009). *Percentage of how often an adult was always present after school hours*. Retrieved from <http://ask.chis.ucla.edu/main/DQ3/output.asp>
- California Healthy Kids Survey. (2010a). *Percentage of 5<sup>th</sup> grade students who had friends who got into trouble most or all of the time. Elementary main, fifth graders. Los Angeles Unified School District*. Retrieved from [http://chks.wested.org/resources/lausd\\_elem0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_elem0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2010b). *Percentage of 5<sup>th</sup> grade students who reported that their parents have high expectations for them. Elementary main, fifth graders. Los Angeles Unified School District*. Retrieved from [http://chks.wested.org/resources/lausd\\_elem0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_elem0910_main.pdf?1341870242)

- California Healthy Kids Survey. (2010c). *Percentage of 5<sup>th</sup> graders who had hit or pushed others on school property in the past year. Elementary main, fifth graders Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_elem0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_elem0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2010d). *Percentage of 5<sup>th</sup> graders who planned to go to college or some other school after high school. Elementary main, fifth graders. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_elem0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_elem0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2010e). *Percentage of 5<sup>th</sup> graders who moved more than one time in the past year. Elementary Main, fifth graders. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_elem0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_elem0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2010f). *Percentage of 5<sup>th</sup> graders who never feel safe outside of their school. Elementary main, fifth graders. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_elem0910\\_elem0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_elem0910_elem0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2010g). *Percentage of 5<sup>th</sup> graders who reported possession of weapon on school property in the past year. Elementary main, fifth graders, Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_elem0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_elem0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2010h). *Percentage of 5<sup>th</sup> graders who were home alone after school. Elementary main, fifth graders. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_elem0910\\_main.pdf?1525642](http://chks.wested.org/resources/lausd_elem0910_main.pdf?1525642)
- California Healthy Kids Survey. (2011a). *Percentage of 5<sup>th</sup> grade students who had friends who got into trouble most or all of the time. Elementary main, fifth graders. California.* Retrieved from [http://chks.wested.org/resources/Elem\\_State\\_0911\\_Main.pdf](http://chks.wested.org/resources/Elem_State_0911_Main.pdf)
- California Healthy Kids Survey. (2011b). *Percentage of 5<sup>th</sup> grade students who had friends who got into trouble most or all of the time. Elementary main, fifth graders. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/losAngeles\\_County\\_SEC0911\\_main.pdf?134215248](http://chks.wested.org/resources/losAngeles_County_SEC0911_main.pdf?134215248)
- California Healthy Kids Survey. (2011c). *Percentage of 5<sup>th</sup> grade students who reported that their parents have high expectations for them. Elementary main, fifth graders. California.* Retrieved from [http://chks.wested.org/resources/Elem\\_State\\_0911\\_Main.pdf](http://chks.wested.org/resources/Elem_State_0911_Main.pdf)

- California Healthy Kids Survey. (2011d). *Percentage of 5<sup>th</sup> grade students who reported that their parents have high expectations for them. Elementary main, fifth graders. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011e). *Percentage of 5<sup>th</sup> graders who had hit or pushed others on school property in the past year. Elementary main, fifth graders. California.* Retrieved from [http://chks.wested.org/resources/Elem\\_State\\_0911\\_](http://chks.wested.org/resources/Elem_State_0911_)
- California Healthy Kids Survey. (2011f). *Percentage of 5<sup>th</sup> graders who had hit or pushed others on school property in the past year. Elementary main, fifth graders Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angel es\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angel es_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011g). *Percentage of 5<sup>th</sup> graders who planned to go to college or some other school after high school. Elementary main, fifth graders. California.* Retrieved from [http://chks.wested.org/resources/Elem\\_State\\_0911\\_Main.pdf](http://chks.wested.org/resources/Elem_State_0911_Main.pdf)
- California Healthy Kids Survey. (2011h). *Percentage of 5<sup>th</sup> graders who planned to go to college or some other school after high school. Elementary main, fifth graders. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011i). *Percentage of 5<sup>th</sup> graders who moved more than one time in the past year. Elementary Main, fifth graders. California.* Retrieved from [http://chks.wested.org/resources/Elem\\_State\\_0911\\_Main.pdf](http://chks.wested.org/resources/Elem_State_0911_Main.pdf)
- California Healthy Kids Survey. (2011j). *Percentage of 5<sup>th</sup> graders who moved more than one time in the past year. Elementary Main, fifth graders. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_EC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_EC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011k). *Percentage of 5<sup>th</sup> graders who never feel safe outside of their school. Elementary main, fifth graders. California.* Retrieved from [http://chks.wested.org/resources/Elem\\_State\\_0911\\_Main.pdf](http://chks.wested.org/resources/Elem_State_0911_Main.pdf)
- California Healthy Kids Survey. (2011l). *Percentage of 5<sup>th</sup> graders who never feel safe outside of their school. Elementary main, fifth graders. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)

- California Healthy Kids Survey. (2011m). *Percentage of 5<sup>th</sup> graders who reported possession of weapon on school property in the past year. Elementary main, fifth graders, California.* Retrieved from [http://chks.wested.org/resources/Elem\\_State\\_0911\\_Main.pdf](http://chks.wested.org/resources/Elem_State_0911_Main.pdf)
- California Healthy Kids Survey. (2011n). *Percentage of 5<sup>th</sup> graders who reported possession of weapon on school property in the past year. Elementary main, fifth graders, Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011o). *Percentage of 5<sup>th</sup> graders who were home alone after school. Elementary main, fifth graders. California.* Retrieved from [http://chks.wested.org/resources/Elem\\_State\\_0911\\_Main.pdf](http://chks.wested.org/resources/Elem_State_0911_Main.pdf)
- California Healthy Kids Survey. (2011p). *Percentage of 5<sup>th</sup> graders who were home alone after school. Elementary main, fifth graders. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011q). *Percentage of 11<sup>th</sup> grade students who reported damaging school property on purpose within the past year. Secondary main, eleventh grade. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011r). *Percentage of 11<sup>th</sup> graders who seriously considered attempting suicide in the past year. Secondary main, eleventh grade Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011s). *Percentage of students who were currently in a gang. Secondary main, seventh, ninth and eleventh grade. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011t). *Percentage of students who reported personal disapproval of cigarette use. Secondary main, seventh, ninth and eleventh grade. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011u). *Percentage of students reported personal disapproval of weapon possession. Secondary main, seventh, ninth and eleventh grade. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)

- California Healthy Kids Survey. (2011v). *Percentage of students who reported possession of weapons on school property in the past year. Secondary main, seventh, ninth and eleventh grade. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011w). *Percentage of students who reported that having 5 or more alcoholic drinks once or twice a week causes no harm. Secondary main, seventh, ninth and eleventh grade. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2011x). *Percentage of students who reported having a full alcoholic drink at the age of 10 or younger. Secondary main, seventh, ninth and eleventh grade. Los Angeles County.* Retrieved from [http://chks.wested.org/resources/Los\\_Angeles\\_County\\_SEC0911\\_main.pdf?1340215248](http://chks.wested.org/resources/Los_Angeles_County_SEC0911_main.pdf?1340215248)
- California Healthy Kids Survey. (2013a). *Percentage of 11<sup>th</sup> graders who seriously considered attempting suicide in the past year. Secondary main, eleventh grade. California.* Retrieved from [http://chks.wested.org/resources/Secondary\\_State\\_1113Main.pdf](http://chks.wested.org/resources/Secondary_State_1113Main.pdf)
- California Healthy Kids Survey. (2013b). *Percentage of 11<sup>th</sup> grade students who reported damaging school property on purpose within the past year. Secondary main, eleventh grade. California.* Retrieved from [http://chks.wested.org/Resources/Secondary\\_State\\_1113Main.pdf](http://chks.wested.org/Resources/Secondary_State_1113Main.pdf)
- California Healthy Kids Survey. (2013c). *Percentage of students who reported that having 5 or more alcoholic drinks once or twice a week causes no harm. Secondary main, seventh, ninth and eleventh grade. California.* Retrieved from [http://chks.wested.org/resources/Secondary\\_State\\_1113Main.pdf](http://chks.wested.org/resources/Secondary_State_1113Main.pdf)
- California Healthy Kids Survey. (2013d). *Percentage of students who reported personal disapproval of cigarette use. Secondary main, seventh, ninth and eleventh grade. California.* Retrieved from [http://chks.wested.org/resources/Secondary\\_State\\_1113Main.pdf](http://chks.wested.org/resources/Secondary_State_1113Main.pdf)
- California Healthy Kids Survey. (2013e). *Percentage of students who reported personal disapproval of weapon possession. Secondary main, seventh, ninth and eleventh grade. California.* Retrieved from [http://chks.wested.org/resources/Secondary\\_State\\_1113Main.pdf](http://chks.wested.org/resources/Secondary_State_1113Main.pdf)



- California Healthy Kids Survey. (2013f). *Percentage of students who reported having full alcoholic drink at the age of 10 or younger. Secondary main, seventh, ninth and eleventh grade. California.* Retrieved from [http://chks.wested.org/resources/Secondary\\_State\\_1113Main.pdf](http://chks.wested.org/resources/Secondary_State_1113Main.pdf)
- California Healthy Kids Survey. (2013g). *Percentage of students who were currently in a gang. Secondary main, seventh, ninth and eleventh grade. California.* Retrieved from [http://chks.wested.org/resources/Secondary\\_State\\_1113Main.pdf](http://chks.wested.org/resources/Secondary_State_1113Main.pdf)
- California Healthy Kids Survey. (2013h). *Percentage of students who reported possession of weapons on school property in the past year. Secondary main, seventh, ninth and eleventh grade. California.* Retrieved from [http://chks.wested.org/resources/Elem\\_State\\_0911\\_Main.pdf](http://chks.wested.org/resources/Elem_State_0911_Main.pdf)
- California Healthy Kids Survey. (2013a). *Percentage of 11<sup>th</sup> graders who seriously considered attempting suicide in the past year. Secondary main, eleventh grade Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_sec0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_sec0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2013b). *Percentage of 11<sup>th</sup> grade students who reported damaging school property on purpose within the past year. Secondary main, eleventh grade. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_sec0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_sec0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2013c). *Percentage of students who reported that having 5 or more alcoholic drinks once or twice a week causes no harm. Secondary main, seventh, ninth and eleventh grade. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_sec0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_sec0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2013d). *Percentage of students who reported personal disapproval of cigarette use. Secondary main, seventh, ninth and eleventh grade. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_sec0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_sec0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2013e). *Percentage of students who reported personal disapproval of weapon possession. Secondary main, seventh, ninth and eleventh grade. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_sec0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_sec0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2013f). *Percentage of students who reported having a full alcoholic drink at the age of 10 or younger. Secondary main, seventh, ninth and eleventh grade. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_sec0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_sec0910_main.pdf?1341870242)

- California Healthy Kids Survey. (2013g). *Percentage of students who were currently in a gang. Secondary main, seventh, ninth and eleventh grade. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_sec0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_sec0910_main.pdf?1341870242)
- California Healthy Kids Survey. (2013h). *Percentage of students who reported possession of weapons on school property in the past year. Secondary main, seventh, ninth and eleventh grade. Los Angeles Unified School District.* Retrieved from [http://chks.wested.org/resources/lausd\\_sec0910\\_main.pdf?1341870242](http://chks.wested.org/resources/lausd_sec0910_main.pdf?1341870242)
- California School Climate Survey. (2010a). *Percentage of elementary school teachers who perceived disruptive behavior to be a moderate or severe problem at their school. California.* Retrieved from [http://cscs.wested.org/resources/CSCS\\_State0810\\_Main.pdf](http://cscs.wested.org/resources/CSCS_State0810_Main.pdf)
- California School Climate Survey. (2010b). *Percentage of elementary school teachers who perceived harassment or bullying to be a moderate or severe problem at their school. California.* Retrieved from [http://cscs.wested.org/resources/CSCS\\_State0810\\_Main.pdf](http://cscs.wested.org/resources/CSCS_State0810_Main.pdf)
- California School Climate Survey. (2010c). *Percentage of high school teachers who perceived gang activity to be a moderate or severe problem at their school. California.* Retrieved from [http://cscs.wested.org/resources/CSCS\\_State0810\\_Main.pdf](http://cscs.wested.org/resources/CSCS_State0810_Main.pdf)
- California School Climate Survey. (2011a). *Percentage of elementary school teachers who perceived harassment or bullying to be a moderate or severe problem at their school. Los Angeles Unified.* Retrieved from [http://chks.wested.org/resources/los\\_angeles\\_cscs0910\\_main.pdf?1307399323](http://chks.wested.org/resources/los_angeles_cscs0910_main.pdf?1307399323)
- California School Climate Survey. (2011b). *Percentage of elementary school teachers who perceived disruptive behavior to be a moderate or severe problem at their school. Los Angeles Unified.* Retrieved from [http://chks.wested.org/resources/los\\_angeles\\_cscs0910\\_main.pdf?1307399323](http://chks.wested.org/resources/los_angeles_cscs0910_main.pdf?1307399323)
- California School Climate Survey. (2011c). *Percentage of high school teachers who perceived gang activity to be a moderate or severe problem at their school. Los Angeles Unified.* Retrieved from [http://chks.wested.org/resources/los\\_angeles\\_cscs0910\\_main.pdf?1307399323](http://chks.wested.org/resources/los_angeles_cscs0910_main.pdf?1307399323)
- Cantillon, D. (2006). Community social organization, parents, and peers as mediators of perceived neighborhood block characteristics on delinquent and prosocial activities. *American Journal of Community Psychology*, 37(1-2), 111-127.

- Caspi, A., Wright, B. R. E., Moffitt, T. E., & Silva, P. A. (1998). Early failure in the labor market: Childhood and adolescent predictors of unemployment in the transition to adulthood. *American Sociological Review*, 424-451.
- Chavez, E. L., & Oetting, E. R. (1994). Dropout and delinquency: Mexican-American and Caucasian non-Hispanic youth. *Journal of Clinical Child Psychology*, 23(1), 47-55.
- Choi, Y. (2007). Academic achievement and problem behaviors among Asian Pacific Islander American adolescents. *Journal of youth and adolescence*, 36(4), 403-415.
- Choi, Y., Harachi, T. W., & Catalano, R. F. (2006). Neighborhoods, family, and substance use: Comparisons of the relations across racial and ethnic groups. *The Social service review*, 80(4), 675.
- Chomynova, P., Miller, P., & Beck, F. (2009). Perceived risks of alcohol and illicit drugs: relation to prevalence of use on individual and country level. *Journal of Substance Use*, 14(3-4), 250-264.
- Christle, C. A., Jolivette, K., & Nelson, C. M. (2007). School characteristics related to high school dropout rates. *Remedial and Special Education*, 28(6), 325-339.
- Corneau, M., & Lanctot, N. (2004). Mental health outcomes of adjudicated males and females: The aftermath of juvenile delinquency and problem behaviour. *Criminal Behaviour and Mental Health*, 14(4), 251-262.
- Cratty, D. (2012). Potential for significant reductions in dropout rates: Analysis of an entire 3rd grade state cohort. *Economics of Education Review*, 31(5), 644-662.
- Crosnoe, R. (2006). The connection between academic failure and adolescent drinking in secondary school. *Sociology of Education*, 79(1), 44-60.
- De Haan, A. D., Prinzie, P., & Deković, M. (2010). How and why children change in aggression and delinquency from childhood to adolescence: Moderation of overreactive parenting by child personality. *Journal of Child Psychology and Psychiatry*, 51(6), 725-733.
- De Ridder, K. A., Pape, K., Cuypers, K., Johnsen, R., Holmen, T. L., Westin, S., & Bjørngaard, J. H. (2013). High school dropout and long-term sickness and disability in young adulthood: a prospective propensity score stratified cohort study (the Young-HUNT study). *BMC public health*, 13(1), 941.
- De Vries, M. R., & Wolbers, M. H. (2005). Non-standard employment relations and wages among school leavers in the Netherlands. *Work, employment & society*, 19(3), 503-525.



- Ellickson, P., Saner, H., & McGuigan, K. A. (1997). Profiles of violent youth: substance use and other concurrent problems. *American Journal of Public Health, 87*(6), 985-991.
- Farrington, D. P., Jolliffe, D., Hawkins, J. D., Catalano, R. F., Hill, K. G., & Kosterman, R. (2009). Why are boys more likely to be referred to juvenile court? Gender differences in official and self-reported delinquency. *Victims & Offenders, 5*(1), 25-44.
- Feinberg, M. E., Jones, D., Greenberg, M. T., Osgood, D. W., & Bontempo, D. (2010). Effects of the Communities That Care model in Pennsylvania on change in adolescent risk and problem behaviors. *Prevention Science, 11*(2), 163-171.
- Ferguson, K. M., Bender, K., & Thompson, S. J. (2013). Predictors of transience among homeless emerging adults. *Journal of Adolescent Research, 0743558413487770*.
- Fomby, P., & Sennott, C. A. (2013). Family structure instability and mobility: The consequences for adolescents' problem behavior. *Social science research, 42*(1), 186-201.
- French, D. C., & Conrad, J. (2001). School dropout as predicted by peer rejection and antisocial behavior. *Journal of Research on adolescence, 11*(3), 225-244.
- Frey, A., Ruchkin, V., Martin, A., & Schwab-Stone, M. (2009). Adolescents in transition: School and family characteristics in the development of violent behaviors entering high school. *Child Psychiatry and Human Development, 40*(1), 1-13.
- Gasper, J., DeLuca, S., & Estacion, A. (2012). Switching Schools Revisiting the Relationship Between School Mobility and High School Dropout. *American educational research journal, 49*(3), 487-519.
- Grossman, M., Chaloupka, F. J., Saffer, H., & Laixuthai, A. (1994). Effects of alcohol price policy on youth: A summary of economic research. *Journal of research on adolescence, 4*(2), 347-364.
- Haggerty, K. P., & Shapiro, V. B. (2013). Science-based prevention through Communities that Care: A model of social work practice for public health. *Social work in public health, 28*(3-4), 349-365.
- Halgunseth, L. C., Perkins, D. F., Lippold, M. A., & Nix, R. L. (2013). Delinquent-oriented attitudes mediate the relation between parental inconsistent discipline and early adolescent behavior. *Journal of family psychology, 27*(2), 293.
- Harrell, A. V., Cavanagh, S. E., Harmon, M. A., Koper, C.S., & Sridharan, S. (1997). *Impact of the children at risk program: Comprehensive final report: Volume I*. Washington, DC: Urban Institute.

- Harrell, A. V., Cavanagh, S. E., & Sridharan, S. (1998). *Impact of the children at risk program: Comprehensive final report: Volume II*. Washington, DC: Urban Institute.
- Hawkins, J. D., & Catalano, R. F. (2002). *Investing in your community's youth: An introduction to communities that care*. Channing Bete Company.
- Hay, C., Fortson, E. N., Hollist, D. R., Alheimer, I., & Schaible, L. M. (2007). Compounded risk: The implications for delinquency of coming from a poor family that lives in a poor community. *Journal of Youth and Adolescence*, 36(5), 593-605.
- Henry, K. L., Cavanagh, T. M., & Oetting, E. R. (2011). Perceived parental investment in school as a mediator of the relationship between socio-economic indicators and educational outcomes in rural America. *Journal of youth and adolescence*, 40(9), 1164-1177.
- Henry, K. L., Thornberry, T. P., & Huizinga, D. H. (2009). A discrete-time survival analysis of the relationship between truancy and the onset of marijuana use. *Journal of studies on alcohol and drugs*, 70(1), 5.
- Herrenkohl, T. I., & Herrenkohl, R. C. (2007). Examining the overlap and prediction of multiple forms of child maltreatment, stressors, and socioeconomic status: A longitudinal analysis of youth outcomes. *Journal of Family Violence*, 22(7), 553-562.
- Herrera, V. M., & McCloskey, L. A. (2001). Gender differences in the risk for delinquency among youth exposed to family violence. *Child abuse & neglect*, 25(8), 1037-1051.
- Henry, K. L., Knight, K. E., & Thornberry, T. P. (2012). School disengagement as a predictor of dropout, delinquency, and problem substance use during adolescence and early adulthood. *Journal of youth and adolescence*, 41(2), 156-166.
- Hickman, G. P., Bartholomew, M., Mathwig, J., & Heinrich, R. S. (2008). Differential developmental pathways of high school dropouts and graduates. *The Journal of Educational Research*, 102(1), 3-14.
- Ikomi, P. A. (2010). Juvenile violent felony referrals and high school dropouts: is there a relationship? *International Journal of Academic Research*, 2(4).
- Iowa State University Extension. (n.d.). Strengthening Families Program: For Parents and Youth 10-14. Retrieved February 16, 2015, from <http://www.extension.iastate.edu/sfp>

- Jacob, J. C. (2006). Male and female youth crime in Canadian communities: Assessing the applicability of social disorganization theory. *Canadian Journal of Criminology and Criminal Justice/La Revue canadienne de criminologie et de justice pénale*, 48(1), 31-60.
- Janosz, M., Archambault, I., Morizot, J., & Pagani, L. S. (2008). School engagement trajectories and their differential predictive relations to dropout. *Journal of social Issues*, 64(1), 21-40.
- Jimerson, S., Egeland, B., Sroufe, L. A., & Carlson, B. (2000). A prospective longitudinal study of high school dropouts examining multiple predictors across development. *Journal of school psychology*, 38(6), 525-549.
- Kena, G., Aud, S., Johnson, F., Wang, X., Zhang, J., Rathbun, A., & Kristapovich, P. (2014). The Condition of Education 2014. NCES 2014-083. *National Center for Education Statistics*.
- Knecht, A., Snijders, T. A., Baerveldt, C., Steglich, C. E., & Raub, W. (2010). Friendship and delinquency: Selection and influence processes in early adolescence. *Social Development*, 19(3), 494-514.
- Kreager, D. A. (2004). Strangers in the halls: Isolation and delinquency in school networks. *Social Forces*, 83(1), 351-390.
- Lagana, M. T. (2004). Protective factors for inner-city adolescents at risk of school dropout: Family factors and social support. *Children & Schools*, 26(4), 211-220.
- Landsheer, J. A., & Hart, H. T. (1999). Punishments adolescents find justified: an examination of attitudes toward delinquency. *Adolescence*, 35(140), 683-693.
- Lee, T., Cornell, D., Gregory, A., & Fan, X. (2011). High suspension schools and dropout rates for black and white students. *Education and Treatment of Children*, 34(2), 167-192.
- Leiber, M. J. (2002). Disproportionate minority confinement (DMC) of youth: An analysis of state and federal efforts to address the issue. *Crime & Delinquency*, 48(1), 3-45.
- Leve, L. D., & Chamberlain, P. (2004). Female juvenile offenders: Defining an early-onset pathway for delinquency. *Journal of Child and Family Studies*, 13(4), 439-452.
- Mann, E. A., & Reynolds, A. J. (2006). Early intervention and juvenile delinquency prevention: Evidence from the Chicago Longitudinal Study. *Social Work Research*, 30(3), 153-167.

- McCall, H. J. (2003). When successful alternative students" disengage" from regular school. *Reclaiming Children and Youth, 12*(2), 113-117.
- McGill, D. E., Mihalic, S. F., & Grotzinger, J. K. (1997). *Blueprints for Violence Prevention: Big Brothers Big Sisters of America*. Boulder, CO: Institute of Behavioral Science, Regents of the University of Colorado.
- Megens, K. C., & Weerman, F. M. (2011). The social transmission of delinquency: Effects of peer attitudes and behavior revisited. *Journal of Research in Crime and Delinquency, 0022427811408432*.
- Midgley, E. K., & Lo, C. C. (2013). The role of a parent's incarceration in the emotional health and problem behaviors of at-risk adolescents. *Journal of Child & Adolescent Substance Abuse, 22*(2), 85-103.
- Myers, D. L., & Arter, M. (2005). Evaluating the implementation of Indiana area 'Communities That Care'. *Crime Prevention & Community Safety, 7*(1), 43-52.
- Najman, J. M., Hayatbakhsh, M. R., Clavarino, A., Bor, W., O'Callaghan, M. J., & Williams, G. M. (2010). Family poverty over the early life course and recurrent adolescent and young adult anxiety and depression: a longitudinal study. *American Journal of Public Health, 100*(9), 1719-1723.
- National Center on Addiction and Substance Abuse at Columbia University. (2004). *CASASTART (striving together to achieve rewarding tomorrow)*. New York: Author
- Neild, R. C., Stoner-Eby, S., & Furstenberg, F. (2008). Connecting entrance and departure the transition to ninth grade and high school dropout. *Education and Urban Society, 40*(5), 543-569.
- Nesman, T. M. (2007). A participatory study of school dropout and behavioral health of Latino adolescents. *The journal of behavioral health services & research, 34*(4), 414-430.
- Nijhof, K. S., de Kemp, R. A., & Engels, R. C. (2009). Frequency and seriousness of parental offending and their impact on juvenile offending. *Journal of adolescence, 32*(4), 893-908.
- Oesterle, S., Hawkins, J. D., Fagan, A. A., Abbott, R. D., & Catalano, R. F. (2010). Testing the universality of the effects of the Communities That Care prevention system for preventing adolescent drug use and delinquency. *Prevention Science, 11*(4), 411-423.
- Office of Juvenile Justice and Delinquency Prevention (OJJDP). (2013). Retrieved February 21, 2015, from <http://www.ojjdp.gov/>

- Owens, A. (2010). Neighborhoods and schools as competing and reinforcing contexts for educational attainment. *Sociology of Education*, 83(4), 287-311.
- Pagani, L. S., Vitaro, F., Tremblay, R. E., McDuff, P., Japel, C., & Larose, S. (2008). When predictions fail: The case of unexpected pathways toward high school dropout. *Journal of Social Issues*, 64(1), 175-194.
- Park, N. S., Lee, B. S., Sun, F., Vazsonyi, A. T., & Bolland, J. M. (2010). Pathways and predictors of antisocial behaviors in African American adolescents from poor neighborhoods. *Children and youth services review*, 32(3), 409-415.
- Paternoster, R., Brame, R., & Farrington, D. P. (2001). On the relationship between adolescent and adult conviction frequencies. *Journal of Quantitative Criminology*, 17(3), 201-205.
- Pettit, B., & Western, B. (2004). Mass imprisonment and the life course: Race and class inequality in US incarceration. *American Sociological Review*, 69(2), 151-169.
- Pharris-Ciurej, N., Hirschman, C., & Willhoft, J. (2012). The 9th grade shock and the high school dropout crisis. *Social science research*, 41(3), 709-730.
- Pritchard, C., & Williams, R. (2001). A three-year comparative longitudinal study of a school-based social work family service to reduce truancy, delinquency and school exclusions. *The Journal of Social Welfare & Family Law*, 23(1), 23-43.
- Randolph, K. A., Fraser, M. W., & Orthner, D. K. (2006). A strategy for assessing the impact of time-varying family risk factors on high school dropout. *Journal of Family Issues*, 27(7), 933-950.
- Rhew, I. C., Brown, E. C., Hawkins, J. D., & Briney, J. S. (2013). Sustained effects of the Communities That Care system on prevention service system transformation. *American journal of public health*, 103(3), 529-535.
- Roche, K. M., Ahmed, S., & Blum, R. W. (2009). Corrigendum to: "Enduring consequences of parenting for risk behaviors from adolescence into early adulthood"[*Social Science & Medicine*, 66 (2008), 2023–2034]. *Social Science & Medicine*, 69(5), 802.
- Rodriguez, N. (2007). Juvenile court context and detention decisions: Reconsidering the role of race, ethnicity, and community characteristics in juvenile court processes. *Justice Quarterly*, 24(4), 629-656.
- Ruback, R. B., Shaffer, J. N., & Clark, V. A. (2011). Easy access to firearms: Juveniles' risks for violent offending and violent victimization. *Journal of interpersonal violence*, 26(10), 2111-2138.

- Schochet, P. Z., Burghardt, J., & Glazerman, S. (2001). National job corps study: The impacts of job corps on participants' employment and related outcomes. Princeton, NJ: Mathematica Policy Research, Inc.
- Schoeneberger, J. A. (2012). Longitudinal attendance patterns: Developing high school dropouts. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 85(1), 7-14.
- Schweinhart, L. J., Barnes, H. V., & Weikart, D. P. (1993). Significant benefits: The High/Scope Perry Preschool study through age 27. *Monographs of the High/Scope Educational Research Foundation*, 10.
- Schweinhart, L. J., & Weikart, D. (1997). Lasting differences: The High/Scope preschool curriculum comparison study through age 23. *Monographs of the High/Scope Educational Research Foundation*, 12.
- Sibley, M. H., Pelham, W. E., Molina, B. S., Gnagy, E. M., Waschbusch, D. A., Biswas, A., ... & Karch, K. M. (2011). The delinquency outcomes of boys with ADHD with and without comorbidity. *Journal of abnormal child psychology*, 39(1), 21-32.
- Skeer, M., McCormick, M. C., Normand, S. L. T., Buka, S. L., & Gilman, S. E. (2009). A prospective study of familial conflict, psychological stress, and the development of substance use disorders in adolescence. *Drug and alcohol dependence*, 104(1), 65-72.
- Slade, E. P., Stuart, E. A., Salkever, D. S., Karakus, M., Green, K. M., & Ialongo, N. (2008). Impacts of age of onset of substance use disorders on risk of adult incarceration among disadvantaged urban youth: A propensity score matching approach. *Drug and alcohol dependence*, 95(1), 1-13.
- Snyder, S. M., & Smith, R. E. (2014). Typologies of violence among youth who encounter child welfare systems. *Journal of Family Social Work*, 17(5), 438-456.
- South, S. J., Haynie, D. L., & Bose, S. (2007). Student mobility and school dropout. *Social Science Research*, 36(1), 68-94.
- Spohn, R. E., & Kurtz, D. L. (2011). Family structure as a social context for family conflict unjust strain and serious delinquency. *Criminal justice review*, 36(3), 332-356.
- Spoth, R. L., Redmond, C., & Shin, C. (2000). Reducing adolescents' aggressive and hostile behaviors: Randomized trial effects of a brief family intervention 4 years past baseline. *Archives of Pediatric Adolescent Medicine*, 154, 1248-1257.



- Spoth, R. L., Redmond, C., & Shin, C. (2001). Randomized trial of brief family interventions for general populations: Adolescent substance use outcomes 4 years following baseline. *Journal of Consulting and Clinical Psychology, 69*, 627-642.
- Staff, J., & Kreager, D. A. (2008). Too cool for school? Violence, peer status and high school dropout. *Social Forces, 87*(1), 445-471.
- Stearns, E., & Glennie, E. J. (2006). When and why dropouts leave high school. *Youth & Society, 38*(1), 29-57.
- Stolzenberg, L., & D'alessio, S. J. (2000). Gun availability and violent crime: New evidence from the National Incident-Based Reporting System. *Social Forces, 78*(4), 1461-1482.
- Stouthamer-Loeber, M., & Loeber, R. (2002). Lost opportunities for intervention: Undetected markers for the development of serious juvenile delinquency. *Criminal Behaviour and Mental Health, 12*(1), 69-82.
- Strom, R. E., & Boster, F. J. (2007). Dropping out of high school: A meta-analysis assessing the effect of messages in the home and in school. *Communication Education, 56*(4), 433-452
- Tanner, J., Davies, S., & O'Grady, B. (1999). Whatever happened to yesterday's rebels? Longitudinal effects of youth delinquency on education and employment. *Social Problems, 46*(2), 250-274.
- Thornberry, T. P., & Krohn, M. D. (2000). The self-report method for measuring delinquency and crime. *Criminal justice, 4*(1), 33-83.
- Tierney, J. P., Grossman, J. B., & Resch, N. L. (1995). *Making a difference: An impact study of Big Brothers Big Sisters*. Philadelphia, PA: Public/Private Ventures.
- U.S. Census Bureau. (2009-2013a). Profile of children characteristics. Retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>
- U.S. Census Bureau. (2009-2013b). Profile of educational attainment. Retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>
- U.S. Census Bureau. (2010a). Profile of general demographic characteristics: 2010. Retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>
- U.S. Census Bureau. (2010b). Profile of general population and housing characteristics: 2010. Retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>

- U.S. Census Bureau. (2010c). Profile of household and families: 2010. Retrieved from <http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF>
- U.S. Census Bureau. (2013). Profile of selected social characteristics in the United States. Retrieved from [http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS\\_13\\_1YR\\_DP02&prodType=table](http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_13_1YR_DP02&prodType=table)
- U.S. Department of Labor. (n.d.). Job Corps. Retrieved October 2, 2003, from [www.jobcorps.org](http://www.jobcorps.org).
- Unal, H., & Cukur, C. S. (2011). The Effects of School Bonds, Discipline Techniques in School and Victimization on Delinquency of High School Students. *Educational Sciences: Theory and Practice, 11*(2), 560-570.
- Van Gundy, K. T., Stracuzzi, N. F., Rebellon, C. J., Tucker, C. J., & Cohn, E. S. (2011). Perceived community cohesion and the stress process in youth. *Rural sociology, 76*(3), 293-318.
- Van Horn, M. L., Fagan, A. A., Hawkins, J. D., & Oesterle, S. (2014). Effects of the Communities That Care system on cross-sectional profiles of adolescent substance use and delinquency. *American journal of preventive medicine, 47*(2), 188-197.
- Van Horn, M. L., Hawkins, J. D., Arthur, M. W., & Catalano, R. F. (2007). Assessing community effects on adolescent substance use and delinquency. *Journal of Community Psychology, 35*(8), 925-946.
- Wang, M. T., & Fredricks, J. A. (2014). The reciprocal links between school engagement, youth problem behaviors, and school dropout during adolescence. *Child development, 85*(2), 722-737.
- Watkins, A. M., Huebner, B. M., & Decker, S. H. (2008). Patterns of gun acquisition, carrying, and use among juvenile and adult arrestees: Evidence from a high-crime city. *Justice Quarterly, 25*(4), 674-700.
- Welsh, B. C., & Farrington, D. P. (2007). Save children from a life of crime. *Criminology & Public Policy, 6*(4), 871-879.
- Wiesner, M., Kim, H. K., & Capaldi, D. M. (2010). History of juvenile arrests and vocational career outcomes for at-risk young men. *Journal of research in crime and delinquency, 47*(1), 91-117.
- Wiesner, M., & Windle, M. (2006). Young adult substance use and depression as a consequence of delinquency trajectories during middle adolescence. *Journal of Research on Adolescence, 16*(2), 239-264.



- Yoo, J. A., & Huang, C. C. (2012). The effects of domestic violence on children's behavior problems: Assessing the moderating roles of poverty and marital status. *Children and Youth Services Review*, 34(12), 2464-2473.
- Zhang, L., & Messner, S. F. (1996, June). School attachment and official delinquency status in the People's Republic of China. In *Sociological Forum* (Vol. 11, No. 2, pp. 285-303). Kluwer Academic Publishers-Plenum Publishers.