

Policy Implications and Cost of Prevention of Juvenile Delinquency: A Willingness Survey of College-Educated-Adults for Communities That Care

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Received: August 4, 2023 Accepted: September 17, 2023 Published: November 10, 2023

doi:10.5296/jsr.v15i1.17481

URL: <https://doi.org/10.5296/jsr.v15i1.17481>

Abstract

The juvenile crimes and problem behaviors discussed above tend to come to a head within the local communities where juvenile crimes are often committed. Gaining a community-level appreciation of juvenile crime is essential because national statistics often make readers feel that their neighborhood might be exempt. Drug abuse is undoubtedly a global issue. American experts have monitored and published critical drug prevention studies conducted in other continents and nations outside of the Americas for more than a decade. Thus, the main goal of this current research study is to provide insights into the cost of preventing juvenile delinquency through a willingness survey of college-educated adults for communities that care and proffer policy solutions. One such study is a co-twin controls study conducted in Australia (Lynskey et al., 2003). The study conclusions and recommendations are an essential foundation for future studies relating to this WITS4CTC perspective. While the tone in this study discussion may seem to imply that colleges have done little to support CTC, it remains impossible to know whether some have tried, however secretly, to support CTC outside the radar of CTC researchers and social scientists. Even more importantly, there may be some, amongst the thousands, who sincerely wish to help with CTC but lack a model that can remotely serve as a guide. If any such latent supportive CEAs and colleges exist already, then this work could not have come a moment too soon. Therefore, It is hoped that this would benefit many CEAs and CTC stakeholders.

Keywords: Juvenile Delinquency, Communities That Care, Willingness to support

1. Introduction

Community resources' scarcity and cyclical nature have contributed to the ongoing pressure on policymakers to justify their continued WITS for non-CTC in their communities. Research shows that the historically steady increase in juvenile justice funding (Platt, 1969, p. 187) has also produced sharp increases in delinquency and victimization (1969, p. 188), thereby exposing the ineffectiveness of traditional reliance on punitive prevention policies (Petrosino et al., 2010). For most local governments, the widespread use of conventional punitive interventions, such as incarceration, has produced a triad of failures: (1) less effectiveness, (2) less efficiency, and (3) less sustainability in their justice machine (Greenwood, 2006). Scientific evidence of these triad issues is mounting, mainly partly because of the clear alternative that CTC and EBPs provide (Greenwood, 2006; Greenwood & Welsh, 2012a; Petrosino et al., 2013). In Waller County, Texas, it was recently estimated that about 3,784 youth were reported as at-risk, out of which more than 90 were arrested and another 90 were on probation (Waller County Plan, 2013, p. 6). This number of vulnerable and at-risk populations covers youth ages 10-17. 107 youths were given misdemeanor citations, and about 50 were placed on deferment (2013, p. 6). The community of Waller is representative of thousands of local governments that oversee the prevention and reduction of crime for their residents. This responsibility requires the community government officials and leaders to come together often to decide which programs would best yield the desired results.

In Waller County and all communities in Texas, the public and private funders heavily influence the choice and funding of juvenile crime prevention programs. One of the major funders for local counties is the state governments, which requires each local county and region to participate in a community-wide grant-making process known as "county juvenile justice planning" (Houston et al., 2012; Waller County Plan, 2013, p. 1; Waller County Plan, 2014). The importance of this critical process cannot be overstated because it is the forum where the entire local leadership can signal to their constituents whether they are willing to support (WITS) for Communities That Care (CTC). In their most recent cost-benefit analysis of CTC, Kuklinski and her partners wrote that "For many communities, CTC represents an alternative to current practices, meaning that resources required for CTC could be diverted from less effective uses, resulting in lower incremental costs" (2012, p. 159). The precise question that each Texas county faces in its juvenile justice planning session is whether they would prioritize the funding of CTC, and research has not captured the disparate responses to this question. The answers to this question have not been adequately examined in the annals of social science and justice literature.

Decades of rigorous and scientific study have revealed much about crime solutions and how to prevent other social problems that are related to delinquency (Farrington et al., B., 2007; Greenwood & Welsh, 2012b; Welsh et al., 2013; Welsh & Farrington, 2010). Most scientific literature in juvenile justice has focused on the crime "problems" such as the ones listed above. However, this focus neglects the crime "solutions" discovered and tested in the last few decades. Focusing more on the solutions might have the positive effect of increasing the levels of "awareness" and "support" for the solution rather than the natural stroking of anger that tends to result from focusing on the "problems." Thus, the main goal of this current research study

is to provide insights into the cost of preventing juvenile delinquency through a willingness survey of college-educated adults for communities that care and proffer policy solutions.

1.1 Child Abuse and Substance Abuse

If the majority of juveniles face violence and are at risk of delinquency, this would suggest that most adults in the community today have been through violence and delinquency themselves (Chaffin et al., 2004). Furthermore, Chaffin et al. (2004) stated that physical child abuse is the most prevalent form of abuse handled by the welfare systems, accounting for over 166,000 annually. Approximately half or more of these cases received post-investigation treatment (p. 500). One of the most destructive and challenging problems for the local justice system is the abuse of alcohol and other addictive substances. Substance abuse is not only a violation of local laws; it has also become a cost-prohibitive problem for all stakeholders. Howard (2000) estimated that the annual national cost of substance abuse to the United States government is more than \$500 billion. Other scholars believe this \$500 billion estimate is highly conservative, noting that the actual amount could be much higher (Miller & Hendrie, 2008). Howard (2000) broke down this estimate into three major categories: alcohol, tobacco, and drug abuse, costing the Nation well over \$150 billion for the fiscal year 1999. These problems have only persisted over the years despite efforts to eradicate them. Current estimates are that almost 30 percent of American youth, ages 12 through 20 (approximately 10 million people), drank alcohol within one month of the survey (Substance Abuse & Mental Health Services Administration [SAMHSA], 2011). This shows that on any given day, thousands of young Americans are committing the juvenile crime of underage drinking for the first time. Thousands of young people die yearly from alcohol-related problems such as accidents and unintentional risky behaviors (Substance Abuse & Mental Health Services Administration [SAMHSA], 2011). For communities in general, every year, the money wasted on alcohol-related problems seems to pale compared to the physical suffering and premature deaths inflicted on these communities.

2. Key Terms and Definitions

To help clarify and ensure a better understanding of terms used in this investigation, the definitions below are provided as appropriate for the respective words and phrases in the study.

CTC-Catalyst. This individual or group introduces the Communities That Care (CTC) system to the community (Hawkins & Catalano, 2002). Catalysts have been compared to “spark plugs” because they not only act as informants but also work to ignite the interest of the community and help every stakeholder develop the willingness to support (WITS) the CTC system (2002, p. 6&7). Anyone can become a catalyst for CTC if they are interested in youth issues such as delinquency. College-educated adults (CEAs) are ideal candidates for the role of catalysts because a catalyst needs to have excellent communication skills and knowledge of community leadership. One of the most important tasks of a catalyst(s) is to try and recruit a top and influential community leader to serve as the “champion” for CTC (Hawkins & Catalano, 2002). CEAs may be most effective as catalysts, compared to non-CEAs, because the potential champions they must recruit are the top executives who are most likely also fellow CEAs.

College-educated-adults (CEAs). The CEAs are the enrolled or employed adults in a college who are over the age of 18. Because of their higher educational experience, CEAs can be expected to have a relatively higher level of awareness and support for the EBPs and scientific research process used in CTC. The EBPs and CTC are designed and managed by CEAs.

College-districts (CDs). The CDs are the communities that a college serves. Most adults enrolled or employed by the college usually reside in or come from the CDs, and the college mission statements often contain a special obligation of service to the CDs.

Champion. Is a local leader with a strong influence in the community (Hawkins & Catalano, 2002). Champions are the leaders for CTC in their community and work with catalysts to organize and fully implement CTC (2002, p. 9). Examples of potential champions might include the police chief, the chief medical director, the mayor of the city, or anyone in similar top positions of authority (Hawkins & Catalano, 2002).

Service-Learning: A college credit-bearing course designed to help students solve a real-world problem in the college community. A service-learning class can implement EBPs (Davidson, II & Rapp, 1976).

Evidence-based programs (EBPs). The EBPs are those practices and programs that have been scientifically proven to be highly effective, sustainable, and efficient (ESE). They are usually listed in a directory for EBPs.

CTC-stakeholders. This includes any individual or group receiving significant advantages or disadvantages from CTC support.

CTC-resources. These are the economic and other support needed for the success of CTC. This will include time, money, data, and leadership.

CTC-support. The amount of time and other resources needed to adopt CTC in any CD or community successfully.

CTC-awareness. This is the most critical first step in every CTC support. Awareness is when a stakeholder recognizes the significant benefits of CTC relative to tradition-based programs (TBP).

Tradition-based Programs (TBPs). These programs have not been scientifically or rigorously evaluated and proven to be efficient, sustainable, and efficient (ESE). The TBPs exist merely because the key leaders have chosen to dedicate resources to them.

Schools and colleges (SACs). The SACs are higher educational institutions that train adults in the community. Because of the MOOC technology, SACs can now offer their knowledge to communities in other states and nations.

Key Leaders. These are the most influential individuals in any community. Key leaders are often elected or appointed by college-educated adults (CEAs) in the community. Key leaders control most of their community's resources (time and money).

Of the three levels of government in America, Federal, State, and Local, the federal government

is the least removed from the crime problems. Most crimes occur in the local government areas. However, the federal government seems to be the most concerned about “pushing” evidence-based delinquency preventions (EBPs) (Greenwood & Turner, 2009) and CTC to the mainstream of American life (Crime Solutions, 2013a). CTC is currently being promoted heavily at the national levels of government in the U.S. (Crime Solutions, 2013b; Substance Abuse & Mental Health Services Administration [SAMHSA]. (2013b). This federalization of CTC suggests that supportive CEAs and colleges have done a far better job promoting CTC awareness to federal officials than their recruitment efforts with state and local government leaders. Scholars have warned about the dangers of the federalization of crime (Stacer, 2009) and crime prevention programs (Wikstrom & Torstensson, 1999).

The bipartisan WITS of the federal government for CTC have remained consistent and growing for decades from inception in the early 1990s. A few states, including Colorado, Kansas, Pennsylvania, Utah, and Washington State, have also demonstrated similar high levels of WITS for CTC (Feinberg et al., 2010; Singer, 2010). In each of these states, federal officials provide federal resources to help push CTC and EBPs to the mainstream (Greenwood, 2010; Greenwood, 2008).

The National Institute of Health has ranked substance abuse in the top ten most expensive medical health issues in the United States. On the list, alcohol was ranked second, while tobacco and drugs ranked sixth and seven, respectively on the list (Miller & Hendrie, 2008). The federal government in the United States recognized the destructive nature of drug abuse amongst youths and has long prioritized the funding of several evidence-based delinquency prevention (EBPs) research to help prevent drug abuse in local communities (National Institute on Drug Abuse [NIDA], 2007). In this widely circulated study, Lynskey and seven other partners learned in a cross-sectional survey of 311 young adults that youth who initiate cannabis use before age 17 were about 2 to 5 times more likely to abuse other drugs (Lynskey et al., 2003). The study included traditional outcome measures, such as self-reported use of stimulants, opioids, and alcohol in non-prescriptive circumstances (2003, p. 430). Very few, if any, other substances have contributed more to juvenile and adult crimes than drugs. Therefore, communities that neglect to adopt EBPs and CTC may be exposing their residents to significantly higher levels of preventable death and suffering.

3. Prior Studies

In studying the attitudes of local scholars regarding EBPs, an essential factor to consider is whether the local scholars already know about the benefits of EBPs for their entire college communities. The response of a survey participant reacting to the knowledge of EBPs for the first time should/could be different from that of someone who already has a piece of historical knowledge and opinion about EBPs. Wolverton, Gmelch, Wolverton, and Sarros conducted a study of academic leaders in the United States and Australia and found that college leaders face daily pressures in their jobs (Wolverton et al., 1999). Their study samples were selected from departmental heads and chair position holders who juggle academic and administrative duties in their respective colleges/Universities. Some of the environmental challenges the academic

leaders faced were budgetary cuts, the diversity of student populations, and the increasing demand for better-quality jobs (Wolverton et al., 1999). The study did not measure whether the pressures about “quality” were also related to educating the students about EBPs such as CTC. This omission is significant because it makes a difference whether the definition of “quality” also involves best practices or evidence-based delinquency preventions (EBPs). Actual juvenile justice reform requires transitioning from traditional notions of “quality” toward adopting EBPs (Donoghue, 2013). Shaun Gabbidon (2005) conducted a similar study in the United States, during which he randomly profiled about 78 chairpersons involved in criminology and criminal justice education. Both studies acknowledged the importance of chairpersons and departmental heads because they oversee about 80% of all decisions in college/university administrations (Gabbidon, 2005; Wolverton et al., 1999). Just like leaders in other organizations, educational leaders help shape the opinions, awareness, and attitudes of their college students and faculty.

In the last several decades, researchers have invested considerable resources to investigate the attitudes and experiences of college chairpersons. This attention has been justified by the enormous power and responsibility inherent in the academic chair or departmental director position. Estimates are that American colleges/universities alone employ about 80,000 chairpersons (Gabbidon, 2005). The study concluded that young scholars should be discouraged from seeking high administrative college positions until they have become more experienced, promoted, and tenured (Gabbidon, 2005). A significant gap in attitudinal surveys has been that they hardly inquire how college leaders (chairs) feel about EBPs needed by their college districts. This gap begs the foundational question of whether the researchers and chairs know EBPs. Regardless of whether chairs have the power and resources to act, if they have no “knowledge” of EBPs, their at-risk juvenile could still perish in the traditional systems (Holy Bible, 2014). The bottom line is that this worst-case scenario may already have been the case for most colleges for decades.

3.1 Juvenile Crime Problems

Decades of rigorous scientific research have revealed much about the problems associated with crime and delinquency in neighborhoods (Rutter, 2003; Rutter, 1980; Welsh et al., 2013). When it comes to juvenile crime prevention, nearly every individual, family, and group in every community is potentially a stakeholder. Crime is a problem that produces negative consequences for almost everyone, either directly or indirectly. When broadly examined, the negative consequences of crime can be classified as either “suffering” or “death” for many. Official reports indicate that about 262 juveniles are arrested yearly for violent offenses (U.S. Office of Juvenile Justice and Delinquency Prevention [OJJDP], 2011). Although this number represents a decline from the past, it is still significantly high, especially for any community or nation considering one preventable juvenile crime as too many (2011). Too many college districts (CDs) and communities have become all too comfortable with their crime and victimization rates, even as studies from the federal government indicate that schools and communities are unsafe for the youth (Roberts et al., 2012).

There is hardly any outcry or demonstrations demanding an end to crime and violence, except

when these crimes reach specific numbers or levels that residents consider too high. This line of reasoning would seem odd, given that crimes are preventable. However, perhaps asking why people tolerate preventable crimes is the wrong question. Such a question suggests that Americans already know that juvenile crime is indeed preventable. However, they probably do not even know because there is no evidence in the literature to suggest they do. No individual or group is specifically required to inform every community leader about the existence of evidence-based programs (EBPs) for crime prevention.

3.2 Diffusion Lessons from Other Existing Markets

Researchers continue to study how local markets for economic products are created. Their findings may provide valuable insights into why CTCs and EBPs struggle to gain community-wide acceptance. In their study, Chircu and Mahajan (2009) noted that the diffusion of mobile phone technology in international communities has followed some unique patterns compared to Western communities. One of the unique practices includes the sale of one mobile phone that many family members share. Another is the sale of cheap mobile phones that only allow the owner to receive unlimited free incoming calls (Chircu & Mahajan, 2009). These two practices have allowed the innovation of mobile phone technology to diffuse rapidly across dozens of developing countries in Africa and Asia. One obvious lesson learned from the above rapid progress in product and practice dissemination is that the phone vendors in developing nations understood earlier on in the market that helping the majority of individuals and communities to access the phone platform quickly is a top priority compared to making sure of the top quality of the phones.

The diffusion of mobile phones can be instructive for evidence-based delinquency prevention (EBPs), such as the CTC systems in developing and developed nations. After more than a decade of low penetration of CTC into the majority of local districts, it is now apparent that inter-disciplinary lessons might be beneficial, especially for those who have successfully managed the distribution of technologies such as mobile phones (Chircu & Mahajan, 2009) and medical vaccines (Gates, 2011). Certain technologies have reached historical tipping points (Cullen et al., 2007; Gladwell, 2000).

3.3 The Willingness to support for CTC (WITS4CTC)

The focus on willingness to support (WITS) is essential for communities because it provides valuable insights into two main variables: the perceptions and the desires of local CEAs towards CTC. The seeming lack of WITS is a critical gap in the juvenile justice literature because this neglect essentially robs communities of the ability to sustain crime solutions. The support of local CEAs is the most critical resource for every community because it is impossible to successfully implement any evidence-based delinquency prevention (EBPs) without it (Fixsen & Mental, Louis de la Parte Florida, 2005). As a vital local resource, the support of CEAs is also highly sustainable or renewable because CEAs are produced regularly by colleges that are critical stakeholders in their community. Furthermore, college policies are specifically required to promote community engagement and college-community partnerships (Zuiches, 2008).

3.4 WITS4CTC as Demand for CTC

Willingness is an economic term focused on client demand for a product or service. If there is no willingness for a program like CTC, there is hardly any reason to emphasize its benefits. This study will offer a willingness model that can empower communities to demand CTC proactively. Such demand expression can revolutionize the timing and process of supplying CTC to communities. Many features are easily observable and can help understand willingness as a variable. One such feature is the dynamism of willingness, meaning a willing person can change their mind anytime. Dynamism can be manifested in the form of changing from strong to weak willingness and vice versa. It can also manifest when a non-willing agent converts to a willing supporter. As more studies are conducted on willingness in juvenile crime prevention, understanding its features will undoubtedly increase, perhaps in new and surprising ways. One such desired knowledge includes how communities can better manipulate the willingness of their members and benefit significantly from using willingness data to prevent delinquency.

3.5 Resource-rich Communities for CTC

Using a very narrow definition of government funding as the leading “resource” for CTC, many researchers are beginning to suggest that most communities cannot implement their EBPs (Baum et al., 2013). “Local communities are rarely resource-rich, so supporting intervention programs without external support is challenging” (2013, p. 6). While money and government funding are essential for EBPs, it is hardly the most critical resource. If the definition of CTC resources were to be adequately defined to include the local “college-educated-adults” or CEAs, then every college district (CD) would qualify as “resource-rich,” at least enough to complete the first step (known as the “get started”) in CTC implementation (Center for Communities That Care (Producer), & Brooke-Weiss, B. (Director), 2013). By emphasizing (wrongly) that communities are not resource-rich (Baum et al., 2013), researchers continue a long tradition of seeking more funding while neglecting the naturally abundant and renewable human resources in CDs yet to be harnessed. The starting point for adopting CTC is recruiting community members who are already willing to support CTC (WITS4CTC). Volunteers with strong WITS4CTC often serve as the “catalysts” and unofficial informants to install CTC in their community (1992, p. 6&7). For most jurisdictions at the preadaptation stage of their CTC or EBPs, the local “champions” will eventually be recruited to help secure the needed implementation funding through the efforts of the catalysts and informants. Unlike the catalysts who merely provide awareness and informational support, the “champions” are recruited from the ranks of local government leaders who are verifiably in a position of power.

Recruiting volunteers to serve as “catalysts” is a critical first step for the thousands of non-CTC communities with no dedicated budget for CTC and EBPs awareness education. Incidentally, this recruitment of volunteer catalysts can also be seen as a low-hanging fruit for many local CTC and prevention researchers. The current estimates are that over a quarter of Americans are college-educated adults or CEAs (Pew Research Center, 2013a) who should be well qualified as catalysts (Greenwood & Welsh, 2012a). Thousands of colleges in thousands of local communities can try to recruit thousands of their students annually to volunteer as community catalysts. Colleges can recruit volunteers using regularly scheduled service-

learning classes online or on campus (Bringle & Hatcher, 2000; Einfeld & Collins, 2008). This volunteer partnership model has been well-documented in the EBP literature for several decades. The “Big Brothers Big Sisters” programs in hundreds of local and global communities is a notable example of one EBP that recruits thousands of student volunteers annually (Big Brothers Big Sisters, 2013; Herrera et al., 2008; Moodie & Fisher, 2009; Tierney et al., 2000). Another juvenile crime prevention program that is prolific in recruiting college student volunteers is the “Adolescent Diversion Project” (ADP) from Michigan State University (Eby et al., 1995; Smith et al., 2004). The ADP program is exciting because it returns more than \$ 1 million in annual profits to the local college county (Davidson et al., 2010b). These savings add up to about \$5,000 for every at-risk juvenile saved or more than \$20 million in savings since the 25 years of existence of the ADP program by the psychology department of the college (Davidson et al., 2010b).

3.6 The WITS of Governments for CTC

There are three levels of government in America – local, state, and federal, each of which shares some responsibility for providing resources for evidence-based delinquency prevention (EBPs) and Communities That Care (CTC). This section will review some of the literature demonstrating the willingness to support Communities That Care (WITS4CTC) of the tripartite levels of government – Local, State, and Federal agencies. An important area of focus is on the policy and official expressions of systemic or strategic efforts of each of these governments as proof of their WITS4CTC. An important observation that must be made here is the absence of any severe government objection to shifting or divesting current resources from tradition-based programs (TBPs) into evidence-based programs (EBPs). On the contrary, evidence abounds that the governments are very anxious to consider any proposal to start divesting from TBPs towards EBPs (Greenblatt & Donovan, 2012; Zients, 2012). The use of the term or acronym of WITS4CTC in this section will also apply generally to any direct or indirect government resource support for either CTC or other EBPs. Ideally, each of the three layers of government should be heavily invested in EBPs, given that it guarantees a trifecta of economic and social benefits compared to the alternative.

4. Methods

The participants in this study were specifically targeted because they were not only the most educated in the community but also thought to command the best and most untapped higher educational resources for evidence-based delinquency prevention EBP and CTC education within their communities. For instance, CEAs can attract grants and other resources to invest in EBPs and CTC education (Snyder & Le Poire, 2002; Walsh et al., 2013). The students are potential “catalysts” for EBPs and CTC, while professors and administrators are potential “champions” for EBPs and CTC. Colleges and universities represent some of the most critical partners for EBPs and CTCs. Best practices require that the support of any critical partners must be solicited before the implementation process is allowed to continue (Hawkins & Catalano, 2002). Various strategies will be used to recruit college-educated adults (CEAs) in general and local college officials in particular. First, the researcher will meet with CEAs and

invite them to participate in the study. After that, the initial participants will be asked to recommend their qualified friends and colleagues to complete the questionnaire. Several options will be offered to the potential participants, depending on the approval of the various leaders of each participating college or jurisdiction.

Efforts will be made to obtain official permission from the institutional heads and superiors of the participant CEAs. If such access is refused, the researcher will be prepared to approach willing subjects in public places and on their own time to try and complete the survey questionnaire. The researcher will provide contact information to participants and encourage them to call or email for any assistance or questions regarding the survey. The time commitment required for the participants to complete this research is less than half an hour. After the survey, various formats for reporting the result will be primarily graphical, although some may be done in a narrative form if necessary. Given the scholarly status of the participants, the researcher will make every effort to satisfy any reasonable requests to accommodate their schedule in keeping with the research rules governing research at Prairie View A&M University.

4.1 Protection for the Human Subjects

The participants will be informed of the nature of the information being solicited in this survey and that this study should not cause any emotional discomfort to them. The researcher would also offer to analyze the survey responses anonymously. After completing the forms, the lines containing the names and signatures will be detached and removed to protect the respondent's identity. Finally, the analysis would be done on a group aggregate level, making identifying any individual participant difficult. Therefore, most identifying information would be stripped from the final data. The participants would be told that their data would be used collectively and that no individual would be singled out for analysis. The responsibility for storing and maintaining the data for this survey will rest solely with the researcher. All of the data collected would be stored under a locked file cabinet that is only accessible to the researcher. Only those who read and signed the consent form, acknowledging the above risks and protections, will be allowed to participate in this study.

4.2 Data Analysis

The Statistical Package for Social Sciences (SPSS) software version 22 was used to analyze the answers to the research question. The SPSS was also then used to run the descriptive analysis and cross-tabulation for the study. The frequency distribution enabled the researcher to observe the range of occurrences within the collected and coded data. In addition, inferential statistics were also performed to obtain answers to the research question further. Are there any demographic differences in the levels of WITS for CTC? To explore the research question, this study investigated the relationship between gender and the WITS for CTC in Table 1. The results indicate a statistically significant difference between gender and the WITS for CTC. The majority of the female respondents have higher WITS for CTC.

Table 1. Relationship between Gender and Personal Support WITS for CTC

		Personal Support for CTC				Total
		Disagree	Disagree	Agree	Strongly Agree	
Gender	Male	7	3	17	19	46
	Female	31	13	22	38	104
Total		38	16	39	57	150

$$\chi^2 = 7.0003.058, df=12, p= 0.072***$$

However, from Table 2, the results further suggest that race/ethnicity and WITS for CTC are not statistically significant. From Table 3, the results also indicate a substantial statistically significant difference between age and the WITS for CTC. The relationship suggests that the higher the level of education, the greater the willingness to WITS for CTC.

Table 2. Relationship between Race/Ethnicity and Personal Support WITS for CTC

		Personal Support for CTC				Total
		Disagree	Disagree	Agree	Strongly Agree	
Race Ethnicity	African American	29	11	33	47	120
	White/Caucasian	3	2	5	4	14
	Latino	3	2	1	5	11
	Asian	0	1	0	1	2
	Pacific/Islander	1	0	0	0	1
	Other	2	0	0	0	2
Total		38	16	39	57	150

$$\chi^2 = 16.371, df=15, p= 0.358$$

Table 3. Relationship between Age and Personal Support WITS for CTC

		Personal Support for CTC				Total
		Disagree	Disagree	Agree	Strongly Agree	
Age	18-25	9	2	5	12	28
	26-35	2	2	13	24	41
	36-45	19	9	17	14	59
	46-55	7	2	4	6	19
	56>	1	1	0	1	3
Total		38	16	39	57	150

$$\chi^2 = 24.152, df=12, p= 0.019***$$

Table 4. Relationship between Education and WITS for CTC

		WITS for CTC				
		Strongly Disagree	Disagree	Agree	Strongly Agree	Total
Degree Level	Some college credits	0	33	25	22	80
	Associates degree	0	8	9	8	25
	Bachelor's degree	0	3	12	10	25
	Master's degree	0	1	4	3	8
	Doctorate	0	3	1	0	4
	Other	1	4	3	0	8
Total		1	52	54	43	150

$$\chi^2 = 33.049, df = 15, p = 0.005***$$

4. Results

The research problems investigated in this study are related to the lack of systemic willingness to support Communities That Care (WITS4CTC). To tackle this problem, the current study captured the perception of WITS4CTC. The research questions were used primarily to explain each of the significant variables. Are there any demographic differences in the CEA's levels of CTC support? Regarding the demographic difference in the CTC support, the findings were mixed. Gender was statistically significant, with more females favoring CTC support than males. The race of the CTC support was not significantly different.

4.1 CTC-reward

The perception of demand and supply for CTC rewards has become essential for CEAs in this study. This is to be expected because CEAs want to be appreciated and recognized. However, it is also important that the rewards being considered here are all non-monetary; they are relatively free and cost little or nothing to the college and college districts (CDs) to hand away to the qualified CEAs. It is also fascinating that this reward system has already been tried and tested successfully over the centuries. For instance, most parents in CDs are never paid any salary for raising their children. However, most parents are verifiably committed to their daily tasks, and they are mostly happy with the non-monetary rewards inherent in being good parents of good children. For centuries, the unpaid position of parenting is still coveted by most CEAs.

Given that over 90% of CEAs are not currently supporting CTC, it is fascinating that the sample that took this WITS4CTC survey is overwhelmingly willing to support CTC for free. It is also important to note that many would strongly prefer to be adequately rewarded, however non-monetarily. Again, using the above parenting analogy, the insistence on non-monetary rewards by CEAs is not the least unusual. For centuries, most parents in the CDs have cherished their parenting "rights," which many consider a sacred privilege. The parents' "right" to control the lives of their minor children is a substantial motivating factor for parents. Nevertheless, it is also a non-monetary reward that CDs and societies generally are happy to grant to parents. This willingness on all sides has created a rather happy situation and habit for all involved, a

condition described as a “win-win” (Covey, 1989). However, invoking parenting as an example may even be further than necessary because the respondents claimed to have been rendering support to their college for free. Many have donated several hours to service-learning (SL) in their CDs. In this regard, they will consider CTC support and other programs already.

This discovery may prove challenging for some who might want to explain that the lack of money is one of the reasons that colleges and CEAs have not been supporting CTC and EBPs. This explanation has inspired many studies on raising more money from taxpayers and stakeholders to help pay for CTC and EBPs. It would seem that many scientists who recommend monetary rewards also have a hard time realizing that many essential tasks, such as CTC support, can just as quickly be performed for free. What is also more perplexing is that many of these scientists are also parents and are raising their children for free. Furthermore, thousands of CEAs in the medical and law colleges support EBPs in their CDs daily. These free internships and service-learning support are integral to the legal and medical curriculum. Even closer to home, some CEAs are already involved in service learning and internships in college juvenile justice programs nationwide. This study's results prove that the fact that CTC is not mentioned in many CDs may have little to do with either lack of support or money. The lack of awareness may be the answer.

5. Conclusions

The level of CTC awareness and support in colleges and amongst college-educated adults (CEAs) has been at odds with the historical success of CTC discovery and evidence-based preventions (EBPs). Colleges and CEAs often ignore the ubiquitous virtual presence of CTC and EBPs (Blueprints for Healthy Youth Development, 2012; Communities That Care, 2014a; Communities That Care, 2014b) in their CDs. Therefore, the study aimed to empirically set the record straight, at least in one CD, providing a blueprint for replicating thousands of other local and global CDs. Creating a new WITS4CTC instrument for this study was necessary because none exists to measure the chosen variables of interest. On the strength of the evidence, a reasonable student of justice must conclude that there is no battle between CTC and Tradition-based programs (TBPs) because there can be no battle without a conflict. There is no battle because there is no evidence of CTC awareness, no CTC support, no CTC reward, and CTC accountability in most communities.

For every college and CEA unwilling to support CTC today, this study indicates many more with the WITS4CTC. Therefore, the speculations surrounding key CTC and EBP variables can now be replaced with factual information. Thus, WITS4CTC may go down as the best scientific way to force a “tipping point” (Cullen et al., 2007; Gladwell, 2000), and who knows whether the impact might reverberate to other EBPs that have been waiting on the sidelines of college-districts. Like most scholarly projects, this WITS attitudinal study has several limitations that merit disclosure. The limitations include the possibility of “Social desirability response” or SDR. (Thompson Phua, 2005) studies that rely on questionnaires and self-reports, such as this WITS4CTC study, may suffer from a common problem known as “social desirability response” or SDR (2005). To reduce the problem of SDR, psychologists developed the Marlowe-Crowne

scale and the more popular version, the Strahan-Gerbasi scale (p. 542). A vast majority of studies have ignored both scales, and new evidence suggests that these scales are not valid either (p. 550). The authors admitted that their study is exploratory and emphasized the need for more replication to test the validity of existing SDR scales.

There is a need for an evidence-based instrument to measure the sensitivity of every research to the SDR of participants in social science. However, the above Thompson and Phua (2005) also did not consider the potential negligible impact of SDR in certain community-based studies, such as WITS. If the data being analyzed is both exploratory and benchmark, then future replications in a longitudinal environment should naturally detect any large-scale SDR. For instance, if the majority of the participants were to indicate in the initial WITS survey that they would support CTC in their classes, a simple analysis of the follow-up study should detect if their initial answers were most likely biased or honest. Other than a comparison of longitudinal data, the field of justice studies has yet to discover a more effective or efficient method that can altogether avoid the social desirability responses (SDR) or other research problems associated with SDR (Irazola et al., 2013a), as it continues to be a weakness or limitation of even the most recent studies (Irazola et al., 2013b).

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Acknowledgments

Not applicable.

Authors contributions

Not applicable.

Funding

Not applicable.

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Macrothink Institute.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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