

**SAVE OUR STREETS
OUTCOME EVALUATION
REPORT**

CALIBER
ASSOCIATES

The measure of excellence



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OUTCOME EVALUATION
REPORT**

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TABLE OF CONTENTS

	Page
1. OVERVIEW OF SAVE OUR STREETS.....	1
2. PROGRAM DESIGN AND IMPLEMENTATION	3
3. PURPOSE OF THE OUTCOME EVALUATION.....	4
4. EVALUATION METHODOLOGY	7
4.1 Data Collection	7
4.2 Data Analysis	8
5. EVALUATION FINDINGS.....	9
5.1 Changes in Participants' Knowledge.....	10
5.2 Changes in Participants' Conflict Resolution Skills	10
5.3 Changes in Participants' Attitudes and Behaviors	11
5.4 Case Disposition	14
5.5 Participants' Returns to Court.....	15

APPENDIX: Data Collection Instruments and Additional Survey Results

SAVE OUR STREETS OUTCOME EVALUATION REPORT

Youth taken into custody for gun possession are at-risk for later becoming violent offenders. To confront the alarming rise in the number of young people carrying guns in the District of Columbia, the National Institute for Dispute Resolution (NIDR) and Street Law Inc. (Street Law) developed the Save Our Streets (SOS) program in October 1995. The SOS program combines a law-related education curriculum and conflict resolution skills training, in an effort to enhance the social and life skills of youth taken into custody for gun possession and to intervene and prevent future violent acts. This report provides an overview of the SOS program, describes in detail the program design and implementation, outlines the purpose and methodology of the outcome evaluation, and finally, presents detailed results of the outcome evaluation of the SOS program. The evaluation described here indicates that this program has positive influences on the knowledge, skills, attitudes, and behaviors of the participants. Most importantly, regular participants are shown to have fewer re-arrests and among those re-arrested, to have far fewer arrests for weapons-related charges than youth who did not participate or did not participate regularly.

1. OVERVIEW OF SAVE OUR STREETS

The Save Our Streets (SOS) program is a 16-week program serving youth who have been taken into custody for gun possession, but have not yet committed a violent offense. It combines law-related education (LRE) and conflict resolution training. The LRE component of SOS is designed to build conceptual and practical understanding of the law and legal processes, with an emphasis on gun legislation and public policy questions concerning weapons. The conflict resolution training builds skills in the following areas: communication, problem solving, decision making, and negotiation. The curriculum is designed to help participants:

- Develop a better understanding of the law and legal processes, with an emphasis on gun legislation and public policy questions concerning weapons
- Resolve more conflicts verbally, without resorting to violence
- Develop more favorable attitudes toward law-abiding behaviors
- Make positive choices in response to conflict.

As a result of developing knowledge and skills in these areas, youth who participate in the program are expected to demonstrate less involvement in delinquent behavior, reduced incidents of weapon possession, and fewer gun-related offenses. Exhibit 1 illustrates the program's overall design, and the following section describes how this design was implemented.

EXHIBIT 1 SAVE OUR STREETS (SOS)

CONDITIONS

Increased violent offenses by young men reported in crime statistics.

Lack of effective conflict resolution, problem solving, and other pro-social skills within the offender population.

Norms in the community support use of firearms.

PROGRAM ACTIVITIES

LRE Curriculum:

- Legal knowledge
- Use of controversial issues/ public policy discussion
- Involvement of community resource people

Conflict Resolution Training:

- Communication
- Problem solving
- Decision making and negotiation

Peer teaching

IMMEDIATE OUTCOMES

Legal knowledge:

- Court system/rights and responsibilities
- Consequences of violence/guns/ weapons
- Gun legislation

Negotiation skills

Improved resiliency

Community resource knowledge

INTERMEDIATE OUTCOMES

Better understanding of law and legal system and the impact of guns on the community

Increased verbal conflict resolution

More favorable attitudes towards law-abiding behavior

More positive choices in response to conflict

IMPACT

Reduced weapon possession

Fewer gun-related offenses

Reduced delinquency

2. PROGRAM DESIGN AND IMPLEMENTATION

The Save Our Streets pilot project was funded by a grant from the Metropolitan Life Foundation to the National Institute for Dispute Resolution. It permitted the Superior Court of the District of Columbia and Street Law¹ to restructure a 12-week diversion program for first-time juvenile offenders operated by Street Law since 1979. SOS staff during the evaluation period included the Deputy Director of Street Law, the SOS Program Director, one paid intern, and one NIDR (National Institute for Dispute Resolution) staff person. The current Program Director entered the position, after serving as an intern for a year, to take the place of the Program Director who originally started the program. The Program Director was responsible for contacting youth, developing and delivering program lessons, keeping records of participant attendance, maintaining correspondence with the Superior Courts, and recruiting community resource people. The intern assisted with delivering lessons and record keeping. Several volunteers also assisted with small group discussions in class and served as role models for the youth.

The program provided sixteen 2-hour classes on Saturday mornings for pre-adjudicated youth referred to the program by the Superior Court of the District of Columbia, Social Services Division, Family Branch. The SOS program is not a diversion program. It serves as a pre-adjudication service for youth who have been arrested for weapons offenses. Youth participating in the program have concurrent on-going court cases with weapons charges that make them eligible for the program. Participation in the SOS program was court-ordered for the referred youth. At the beginning of the program period, participants and their parents/guardians were required to attend an orientation session. The orientation described the purpose of the program and the rules and requirements for participation. In order to maximize the number of youth receiving services, two separate educational classes were offered on Saturdays, one from 10 a.m. to 12 p.m. and the other from 12 p.m. to 2 p.m. SOS provided participants with bus and/or subway tickets for transportation to and from the program.

Each of the 16 lessons included an examination of the law and law-related issues impacting the participants and their community, discussions about available community resources and how the youth could better utilize these resources, and opportunities for negotiation skills building. Community resource persons, such as lawyers, law enforcement officers, and community mediators, participated in the program by assisting with lessons and providing samples of the available community resources. The lessons were taught using interactive strategies, including role-playing and discussions. The lessons were designed to be self-contained and to be used with participants of all reading levels. SOS provided all of the

¹ Street Law Inc. was formerly the National Institute for Citizen Education in the Law (NICEL).

necessary materials for each lesson. The program concluded with a recognition ceremony attended by family and friends of the participants. A final report was made to the Court regarding each youth's attendance and participation in the program.

3. PURPOSE OF THE OUTCOME EVALUATION

The evaluation of SOS was designed to assess the program's effectiveness by comparing youth knowledge, skills, attitudes, and behaviors before and after program participation. Change in these areas over the program period could, in part, be attributed to program activities. The evaluation addresses the following questions:

- Did youth become more knowledgeable about the law and legal processes after participating in the *Save Our Streets* program?
- Did youth demonstrate better conflict resolution and negotiation skills after participating in the *Save Our Streets* program?
- Did youth report more favorable attitudes toward law-abiding behaviors after participating in the *Save Our Streets* program?
- Did youth report less involvement in delinquent behaviors after participating in the *Save Our Streets* program?
- Did youth report fewer incidents of gun possession after participating in the *Save Our Streets* program?
- Did court data report less involvement in delinquent behaviors after participating in the *Save Our Streets* program?
- Did court data report fewer incidents of gun possession after participating in the *Save Our Streets* program?

Exhibit 2 presents these questions and their associated outcome measures or indicators. This exhibit also presents the data sources for each of the outcome indicators. The data collection instruments listed in this column are discussed in the next section and can be found in the Appendix.

EXHIBIT 2
OUTCOME INDICATORS FOR SOS PROGRAM GOALS

RESEARCH QUESTIONS	OUTCOME INDICATORS	DATA SOURCE
Did youth become more knowledgeable about the law and legal processes?	Youth will be able to define rules/laws.	32 Knowledge Assessment Survey 33 Knowledge Assessment Survey
	Youth will be able to summarize the juvenile justice system.	5 Knowledge Assessment Survey 11 Knowledge Assessment Survey 14 Knowledge Assessment Survey 18 Knowledge Assessment Survey 25 Knowledge Assessment Survey (a-i) 29 Knowledge Assessment Survey 30 Knowledge Assessment Survey 35 Knowledge Assessment Survey
	Youth will be able to explain the role of lawyers.	23 Knowledge Assessment Survey (a-c) 24 Knowledge Assessment Survey (a-j) 28 Knowledge Assessment Survey (a-g)
	Youth will be able to explain the role of judges.	27 Knowledge Assessment Survey (a-l)
	Youth will be able to describe the police officer's role in the community.	12 Knowledge Assessment Survey 15 Knowledge Assessment Survey
	Youth will be able to identify federal safety regulations related to gun manufacturing.	10 Knowledge Assessment Survey
	Youth will be able to identify specific laws about gun use and possession.	1 Knowledge Assessment Survey 4 Knowledge Assessment Survey 9 Knowledge Assessment Survey
	Youth will be able to explain how laws are changed.	26 Knowledge Assessment Survey (a-g)
Did youth demonstrate better conflict resolution and negotiation skills?	Youth will be able to define conflict, negotiation, positions, and interests.	20 Knowledge Assessment Survey 21 Knowledge Assessment Survey 31 Knowledge Assessment Survey
	Youth will be able to identify different ways to respond to conflict.	6 Knowledge Assessment Survey 16 Knowledge Assessment Survey
	Youth will be able to identify triggers.	7 Knowledge Assessment Survey
	Youth will be able to demonstrate their ability to distinguish interests from positions.	Conflict Resolution Survey
	Youth will demonstrate use of problem solving/ negotiation skills.	Conflict Resolution Survey
	Youth will demonstrate effective communication skills.	Conflict Resolution Survey

EXHIBIT 2 (CONTINUED)
OUTCOME INDICATORS FOR SOS PROGRAM GOALS

RESEARCH QUESTIONS	OUTCOME INDICATORS	DATA SOURCE
Did youth report more favorable attitudes toward law-abiding behaviors?	Youth will be able to analyze the relationship between the presence of guns and safety.	2 Knowledge Assessment Survey 13 Knowledge Assessment Survey
	Youth will be able to identify gun-marketing strategies.	3 Knowledge Assessment Survey 19 Knowledge Assessment Survey
	Youth will be able to analyze the risks and benefits of gun possession.	36 Knowledge Assessment Survey 37 Knowledge Assessment Survey
	Youth will be able to develop a position about gun possession.	40 Knowledge Assessment Survey 41 Knowledge Assessment Survey
	Youth will be able to discuss safety in the community.	38 Knowledge Assessment Survey 39 Knowledge Assessment Survey
	Youth will develop more favorable attitudes toward the police.	5a Attitudinal and Behavioral Survey 5b Attitudinal and Behavioral Survey 5c Attitudinal and Behavioral Survey
	Youth will develop more favorable attitudes toward the court system.	5d Attitudinal and Behavioral Survey 5e Attitudinal and Behavioral Survey 5f Attitudinal and Behavioral Survey 5g Attitudinal and Behavioral Survey
	Youth will develop less favorable attitudes toward weapon possession.	2a Attitudinal and Behavioral Survey 2b Attitudinal and Behavioral Survey 2c Attitudinal and Behavioral Survey 2d Attitudinal and Behavioral Survey 2e Attitudinal and Behavioral Survey 2f Attitudinal and Behavioral Survey 2g Attitudinal and Behavioral Survey 5v Attitudinal and Behavioral Survey 5w Attitudinal and Behavioral Survey 5x Attitudinal and Behavioral Survey 5y Attitudinal and Behavioral Survey 5z Attitudinal and Behavioral Survey 5aa Attitudinal and Behavioral Survey 5bb Attitudinal and Behavioral Survey
	Youth will develop less favorable attitudes toward delinquent behaviors.	5h Attitudinal and Behavioral Survey
	Youth will develop less favorable attitudes toward the use of violence.	5m Attitudinal and Behavioral Survey 5n Attitudinal and Behavioral Survey 5o Attitudinal and Behavioral Survey 5p Attitudinal and Behavioral Survey 5q Attitudinal and Behavioral Survey 5r Attitudinal and Behavioral Survey 5s Attitudinal and Behavioral Survey 5t Attitudinal and Behavioral Survey
	Youth will be less accepting of rationalizations for delinquent behavior.	5i Attitudinal and Behavioral Survey 5j Attitudinal and Behavioral Survey 5k Attitudinal and Behavioral Survey

EXHIBIT 2 (CONTINUED) OUTCOME INDICATORS FOR SOS PROGRAM GOALS		
RESEARCH QUESTIONS	OUTCOME INDICATORS	DATA SOURCE
Did youth report less involvement in delinquent behavior?	Youth will be involved less in delinquent behaviors.	1a Attitudinal and Behavioral Survey 1b Attitudinal and Behavioral Survey 1c Attitudinal and Behavioral Survey
		1d Attitudinal and Behavioral Survey 1e Attitudinal and Behavioral Survey 1f Attitudinal and Behavioral Survey 1g Attitudinal and Behavioral Survey 1h Attitudinal and Behavioral Survey Court Data
Did youth report fewer incidents of gun possession?	Youth will have fewer incidents of gun possession.	3a Attitudinal and Behavioral Survey 3b Attitudinal and Behavioral Survey 3c Attitudinal and Behavioral Survey 4a Attitudinal and Behavioral Survey 4b Attitudinal and Behavioral Survey 4c Attitudinal and Behavioral Survey 4d Attitudinal and Behavioral Survey Court Data

4. EVALUATION METHODOLOGY

This section presents detailed information on the methodology used to conduct the SOS outcome evaluation. The first subsection describes the instruments and methodology used to collect the evaluation data. The second subsection presents a description of the techniques used to analyze the evaluation data.

4.1 Data Collection

Evaluation data were collected using survey instruments developed for the SOS program by Caliber Associates and SOS staff. The surveys were administered to the youth prior to participating in the program, and upon completion of the program.

The instruments included:

- **The Knowledge Assessment Survey**—This instrument was completed by participants to measure program participants' knowledge directly related to course content. Areas surveyed included knowledge regarding the court and legislative systems, police roles, gun possession, and conflict resolution.

- **The Skills Assessment Survey**—This instrument was used to document instructors' perceptions of participants' problem solving and negotiation skills. The skill indicators contained in this instrument included: preparing for negotiation, communicating to gather information and identify issues, distinguishing positions from interests, generating and evaluating options, and reaching an agreement.
- **The Attitudinal and Behavioral Assessment Survey**—This instrument was designed to measure participants' attitudes and behaviors towards the class, violence, and gun issues.² This instrument assesses attitudes and behaviors towards the police; the court system; the frequency and likelihood of carrying a weapon; and the presence of youth rationalizations for rule breaking, violence, and gun possession. The instrument was completed by participants.

Program staff were responsible for administering participant data collection instruments. The Appendix contains copies of each instrument, and Exhibit 2 describes the data sources for each research question.

At Caliber, incoming data were checked for consistency and accuracy. When inconsistencies and missing data were detected, a member of Caliber's project staff contacted the program staff to clarify and resolve the issue. Once the data were collected, entered, and cleaned they were ready for the analysis described in the next section.

4.2 Data Analysis

Before beginning the analysis, outcome measures or indicators were created from the data collection instruments described above. These outcome measures or indicators created included:

- One outcome measure of knowledge—Pre- and post-test Knowledge Assessment Surveys were scored by giving the participant one point for each correct answer. A maximum of 75 points was possible. For reporting, the participants' scores were recoded according to the common grading system (A, B, C, D, or F) based on percentage of correct answers.
- Five outcome measures of conflict resolution skills—For each of the five conflict resolution skills (i.e., negotiation, communication, distinguishing positions, generating options, and reaching an agreement) instructors marked the activities that best described each participant. Activities labeled "great" received three points, "good," two points, "needs improvement," one point, or if nothing was marked the

² The Attitudinal and Behavioral Assessment was developed from the following instruments: Weapons and Adolescents: A Survey of Attitudes and Behaviors (Wright, Sheley, & Smith, 1991), Firearms, Violence, and American Youth: A Survey of High School Students (Wright, Sheley, & Smith, 1991), and Student Questionnaires to Evaluate Outcomes of a Law-Related Education Course (Center for Action Research, 1987).

participant received no points for that activity. A total score for each of the five skills was calculated by adding these points. The low end of each skill score represents an absence of skill or a need for improvement in the skill, whereas the high end of each skill score represents exceptional skills.

- Seven outcome measures of attitudes and behaviors—The Attitudinal and Behavioral Assessment Survey contained sets of items focusing on specific outcome domains that were combined to create the following outcome indicators: frequency of delinquent behaviors, likelihood of carrying a weapon, frequency of carrying a weapon in the past month, attitude toward the court, attitude toward rule breaking, attitude toward violence, attitude toward gun possession.^{3,4,5}

Once the outcome indicators were constructed, the participants' early program scores were compared to their post-program scores and data were analyzed using crosstabulations and t-tests. These techniques allowed the research staff to determine if changes in participants' scores were statistically significant. The results of these comparisons are summarized in the following section.

5. EVALUATION FINDINGS

This section presents key findings in overall changes in participants' knowledge, conflict resolution skills, and attitudes and behaviors. In addition, information is provided about program completion and youth re-arrest rates. When appropriate, the analyses were conducted separately for each class. Tables presenting the results of the by-class analyses are in the Appendix. The Appendix also contains item-by-item reports of youth responses for the Knowledge Assessment Survey.

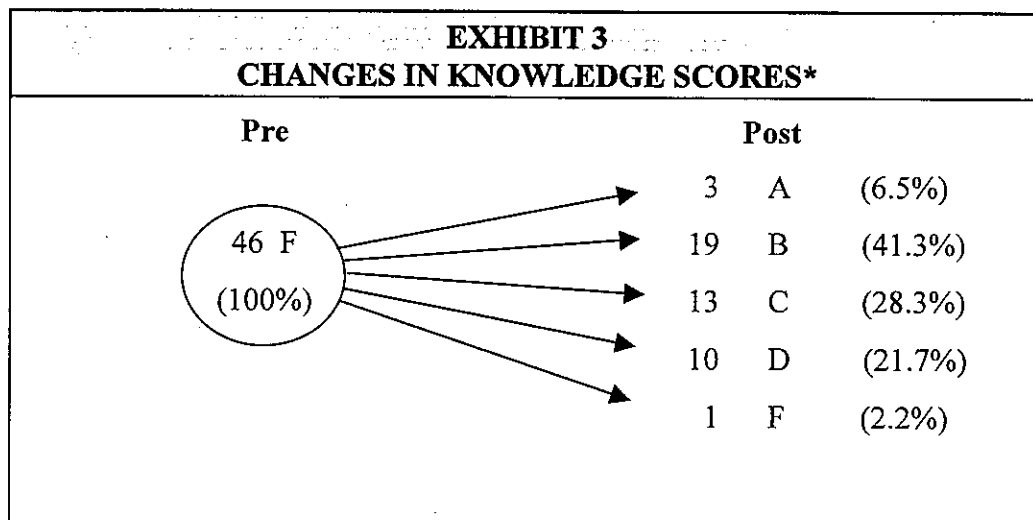
³ To ensure that each item included in a summary outcome measure contributed to the measurement of the desired outcome domains, a reliability assessment (Cronbach's Alpha=.5) and factor analysis (factor loading \geq .5) were conducted on each set of survey items. (Attitude and Behavioral Assessment survey item 5i was not included in the intended summary outcome measure, rationalization of violent behavior, because the factor loading was below the accepted level of .5.)

⁴ The responses to each question were recoded so that the highest response choice (e.g., 5 in a scale from 1 to 5) always represents the most favorable attitude or behavior. Thus, the higher the score, the better the outcome. Then each respondent's "score" for an outcome measure was calculated by determining his or her average response to the items included in that measure. For example, a respondent's "attitude toward the court" score was calculated by averaging their responses to questions 5d through 5g.

⁵ Data on attitudes toward the police were not analyzed for this report because of concerns about the validity of the questions.

5.1 Changes in Participants' Knowledge

Pre- and post program Knowledge Assessment Survey data were available for 46 of the 135 program participants that originally completed a pre-program survey.⁶ As shown in Exhibit 3, analysis of these survey data reveal that none of the participants answered more than 60 percent of the items correctly or "passed" the Knowledge Survey at the start of the program period. However, by the end of the program 98.8 percent of the participants completed the survey with passing marks, at least 61 percent of the items correct. One youth failed at both pre- and post-program testing. On average, participants answered 38.7 percent of the survey items correctly at pre-test and answered 77.4 percent correctly at post-test. These findings suggest that program participants' knowledge regarding the court and legislative systems, police roles, gun possession, and conflict resolution have improved substantially during program participation.



* A score below 60% is considered an F, an A is 90% or more correct, a B, 80% to 89% correct, etc.

5.2 Changes in Participants' Conflict Resolution Skills

Changes in the participants' conflict resolution skills (i.e., negotiation, communication, distinguishing positions, generating options, and reaching agreement) were assessed using the Skills Assessment Survey. Pre- and post-program scores were available for 31 of the 102 participants that originally received a pre-program skills rating from program staff.⁷ As shown in

⁶ The youth excluded from the analysis due to missing data (69 youth) received significantly higher pre-program scores on the Knowledge Assessment Survey than the youth included in the final analysis.

⁷ The youth excluded from the analysis due to missing data (71 youth) were given pre-program ratings on each of the five conflict resolution skills similar to the youth included in the final analysis.

Exhibit 4, the analysis of these data revealed the following key findings:

- Participants, on average, showed significant improvement in all five conflict resolution skills.
- The majority of participants improved by at least one point on all skills from the beginning to the end of the program.

Youth improved most in their ability to generate and evaluate options (77.4% improving) and prepare for negotiation (74.2% improving).

EXHIBIT 4 CHANGES IN SKILLS ASSESSMENTS				
Skill	Range ¹	Mean Score		Proportion Improving ² (%)
		Pre-Test (N=31)	Post-Test (N=31)	
Preparing for negotiation	0 to 12	4.45	6.52*	74.2
Communicating to gather information and identify issues	0 to 18	6.03	9.23*	61.3
Distinguishing positions from interests	0 to 9	2.26	3.19*	64.5
Generating and evaluating options	0 to 12	2.20	3.22*	77.4
Reaching an agreement	0 to 12	2.19	4.10*	64.5

¹ The high end of the range shown for each skill represents the most favorable score.

² Represents the proportion or percentage of youth improving by one or more points pre- to post-test.

* Indicates a statistically significant difference at $p \leq .10$ between means for this skill.

5.3 Changes in Participants' Attitudes and Behaviors

Changes in the participants' attitudes and behaviors towards the court system, gun possession, and violent behaviors were assessed using the Attitudinal and Behavioral Assessment Survey. Pre- and post-program scores were available for 41 of the 135 participants that originally completed a pre-program survey.⁸ Differences in mean outcome scores were calculated along with the proportion of participants showing improvement in their attitudes and/or behaviors from pre- to post-test. The table below presents the possible range of responses for each indicator and a guide to meaningful interpretation of the average or mean scores presented in Exhibit 5.

⁸ The youth excluded from the analysis due to missing data (94 youth) reported pre-program attitudes and behaviors similar to the youth included in the final analysis.

Attitudes and Behaviors	Guide to Responses	
Frequency of delinquent behavior	1 = 7 or more times 2 = 4 to 6 times 3 = 2 to 3 times	4 = Once 5 = Never
Likelihood of carrying a weapon	1 = Very likely 2 = Somewhat likely	3 = Not too likely
Frequency of carrying a weapon in the past month	1 = All the time 2 = Most of the time	3 = Only now and then 4 = Never
Court	1 = Strongly disagree 2 = Disagree 3 = Neutral	4 = Agree 5 = Strongly agree
Rule breaking rationalization Violence rationalization Gun possession rationalization	1 = Strongly agree 2 = Agree 3 = Neutral	4 = Disagree 5 = Strongly disagree

Using the response guide column, it is possible to determine if any differences in pre- and post-program scores, as presented in Exhibit 5, are substantively meaningful. For example, if the pre-program average or mean score for frequency of carrying a weapon in the past month was 3.3, according to the above table, this would be interpreted as participants, on average, carry a weapon only now and then. A post-program mean of 2.8 could be interpreted in the same way since a score of 2.8 is closer to a 3 (only now and then) than to a 2 (most of the time). It is important to carefully examine each of the findings in Exhibit 5. A statistically significant difference between pre- and post-program mean scores may not indicate a meaningful change in attitudes or behaviors.

EXHIBIT 5 CHANGES IN ATTITUDES AND BEHAVIORS					
Attitudes and Behaviors Regarding	N ¹	Range	Pre-Test Mean	Post-Test Mean	Percent Improved
Frequency of delinquent behaviors	41	1-5	4.86	4.05*	58.5
Likelihood of carrying a weapon	41	1-3	2.42	2.16*	9.8
Frequency of carrying a weapon in the past month	41	1-4	3.60	3.52	14.6
Attitude toward court	41	1-5	3.39	3.08*	14.6
Attitude toward rule breaking	39	1-5	4.25	3.71*	17.9
Attitude toward violence	41	1-5	4.32	3.31*	2.4
Attitude toward gun possession	40	1-5	4.26	3.66*	5.0

¹ The population size is not constant across each indicator because of missing data.

* Indicates a statistically significant difference at $p \leq .10$ between means for this attitude or behavior.

As shown in Exhibit 5, the results indicate that, on average, participants tended to report a slight increase in their negative behaviors and slightly less positive attitudes by the end of the program period. Although the majority of the differences are statistically significant, a closer examination of the average scores revealed that only two of the indicator scores actually are meaningful; changes in the average responses mean that at post-program testing responses are in a less favorable category than at pre-program testing:

- Participants, on average, increased their engagement in delinquent behaviors from reporting never at the beginning of the program to about once at the end of the program (pre = 4.86, post = 4.05).
- Participants, on average, reported a more neutral attitude toward rationalizations for violent behavior by the end of the program. At pre-program testing participants were reporting that they disagreed with these rationalizations (pre = 4.32, post = 3.31).

It is possible that each of these changes may be a function of the participants' willingness to self-report. Participants may have been more reluctant to report actual delinquent behavior or attitudes they knew to be socially undesirable at the start of the program than by the program's end. For example, at the time of the pre-test, the mean score for frequency of delinquent behaviors was 4.86, indicating that the students reported that they never engaged in delinquent behaviors. However, this is in direct contradiction to the fact that all students are referred to the program for delinquent behavior, including some weapons offense. Then, at the time of the post-test, the mean score for frequency of delinquent behaviors was 4.05, or engagement in at least one delinquent behavior. This is more believable considering the criteria for participation in the program.

Exhibit 5 also presents the proportion of participants showing improvement in their attitudes and behaviors by the end of the program. The proportion of youth improving on each item is reported because average group scores can be influenced by a few youth with large changes (either increases or decreases). By reporting the proportion of youth improving it is possible to determine the extent of positive change among youth participating in the program. As Exhibit 5 shows, a substantial proportion of participants showed improvement in: frequency of delinquent behavior, acceptance of rule breaking rationalizations, and attitudes toward the court. Several youth also reported being less likely to carry a weapon under "tempting" circumstances (e.g., at night, at a party, when you need protection). Additionally, many of the youth who reported favorable pre-program scores maintained them throughout the program period. In combination, the analyses of overall average scores and proportion of youth improving indicate that many youth did improve their attitudes and behaviors during the program period but that other youth either did not change, changed in an undesirable fashion, or became more willing to report negative behavior throughout the program period.

5.4 Case Disposition

This subsection presents the case disposition for each youth referred to the SOS program by the Superior Court of the District of Columbia, Social Services Division, Family Branch. Since the participants have on-going court cases, many have cases disposed of in some manner while they are participating in the program. As shown in Exhibit 6 below, the analysis of the disposition data indicate that:

- Over half (58% or 67 youth) of the participants who did not complete the program had their cases dismissed or were acquitted
- Forty percent, or thirty youth, who pled guilty completed the program
- Almost one-third (32% or 55 youth) of the youth referred to SOS completed the program.

These case disposition data suggest that the high attrition rate for the SOS program was due, at least in part, to cases being dismissed or youth being acquitted.

EXHIBIT 6 PROGRAM COMPLETION BY CASE DISPOSITION			
Case Disposition	Program Completion		Total
	Completed Program	Did not Complete the Program	
Case dismissed	17	58	75
Consent decree	8	2	10
Guilty plea, case dismissed	1	0	1
Guilty plea, probation	26	31	57
Guilty plea, committed	3	14	17
Acquitted	0	9	9
No information	0	1	1
Total	55	115	170

5.5 Participants' Returns to Court

Records from the Superior Court of the District of Columbia, Social Services Division, Family Branch, were examined to determine the short-term impact of the SOS program on participants' returns to court. As shown in Exhibit 7, participants who attended more than half of the program were found to be less likely to return to court than participants who never started the program or attended less than three classes (25% and 38% were re-arrested by March 1998, respectively). Moreover, far fewer of the regular participants who were arrested faced weapons charges than did those who did not attend or attended fewer than three classes (1% and 20% of those arrested, respectively). These results suggest that participation in the program may lead to decreased involvement in delinquent behavior and fewer weapons-related offenses.

EXHIBIT 7 YOUTH RATES OF RE-ARREST			
Population	N	Rate of Re-Arrest	
		Any Offense	Weapons Only
Baseline (Youth who did not start or attended fewer than 3 classes)	97	38.1% (37)	19.6% (19)
Graduates (Youth who completed at least 3 classes)	79	25.3% (20)*	1.3% (1)*

* Indicates a statistically significant difference in the proportion of baseline and graduate youth re-arrested for each offense category.

* * * * *

The results of this outcome evaluation suggest that the SOS program has had some positive short-term impacts on the knowledge, skills, attitudes, and behaviors of program participants. Follow-up data collection will determine whether the program has a lasting impact on these youth.

APPENDIX

DATA COLLECTION INSTRUMENTS

Class:

NAME:

Code:

Date:

Score:

SOS PRE/POST TEST

- **Directions:** Next to each sentence, circle the **T** if you think the sentence is **true** or circle the **F** if you think the sentence is **false**.

1. T F Deadly force may be used to defend property in all 50 states and in DC.
2. T F A gun in the house is more likely to cause the death of a family member than to be used in self-defense.
3. T F Gun ads sell guns by making people more afraid of strangers.
4. T F A person who is attacked cannot use more force than is necessary to defend against the attack.
5. T F A youth who is put on probation is always locked up in a juvenile detention facility.
6. T F Once people know different ways to respond to conflict they can make better choices.
7. T F A person's body language cannot make someone else angry.
8. T F The victim is the only person who is hurt by a crime.
9. T F No one can legally own a handgun in the District of Columbia.
10. T F U.S. gun manufacturers have to follow stricter federal safety regulations than the makers of teddy bears.

updated September 16, 1997

11. T F An expungement hearing is a request made to the court to completely erase a juvenile's court record.
12. T F The police must follow rules.
13. T F More women are shot and killed by their husbands or boyfriends than are murdered by strangers.
14. T F A juvenile's dispositional hearing is similar to an adult sentencing hearing.
15. T F Police officers do not have to have any training before they get their badges and guns.
16. T F All people respond to conflict in the same way.
17. T F A person can have a lawyer present when questioned by the police.
18. T F The initial hearing is when a juvenile can be found delinquent.
19. T F Gun manufacturers have tried to increase gun sales to women.

- **Directions:** Place a check next to the answer that you think correctly fits in the sentence.

20. During a negotiation, a _____ is what people say they want.

_____ position

_____ interest

21. A negotiation is an informal way to _____.

_____ solve problems

_____ debate

_____ hold a conversation

22. Laws are passed by _____.

_____ the police

_____ legislators

_____ judges

23. The _____ speaks for the juvenile in court.

_____ defense attorney

_____ prosecutor

_____ social worker

- **Directions:** Place a check next to one or more right answers. More than one answer may be correct.

24. Lawyers should _____.

- _____ have cool posters on the walls of their office
- _____ keep in touch with their clients
- _____ show up to court on time
- _____ drink coffee
- _____ tell their clients what is happening to them
- _____ buy their clients pizza
- _____ return phone calls from their clients
- _____ have lots of big law books on the shelf
- _____ lie to the judge for their clients
- _____ not tell the police or a judge anything that their clients tell them

25. People should use lawyers to help them _____.

- _____ understand laws
- _____ get medical advice
- _____ defend against criminal charges
- _____ write a contract
- _____ break the law
- _____ get divorced
- _____ get a job

26. Juveniles have the right to _____.

- _____ an attorney to represent them in court
- _____ not show up to court if they have something else important to do
- _____ receive notice of what they are accused before they go to a court hearing
- _____ hear the story of witnesses and accusers and to ask these people questions
- _____ get cake and ice cream whenever they come to court
- _____ remain silent
- _____ get a light sentence
- _____ a jury trial
- _____ request a new defense attorney from the judge if they want one

27. Legislators are influenced by _____ when making a law.

- _____ citizens
- _____ interest groups
- _____ other lawmakers
- _____ the position of the planets
- _____ their own opinions
- _____ hamburgers
- _____ newspaper articles and television reports

28. Juvenile Court Judges can make the following decisions if they find the juvenile delinquent:

- _____ put the juvenile on probation
- _____ release the juvenile to the custody of parents
- _____ get rid of the family pet
- _____ send the juvenile to residential treatment programs
- _____ send the juvenile to a juvenile facility
- _____ order restitution to the victims
- _____ order the juvenile to go to drug testing
- _____ require the juvenile to go to school
- _____ suspend the juvenile's driver's license
- _____ assign the juvenile's family to family counseling
- _____ place the juvenile's mother's boyfriend in jail
- _____ put the juvenile on a diet of bread and water only

- **Directions:** In the blank space, write the letter of the definition that best describes the word.

29. _____ due process of law
30. _____ delinquent
31. _____ conflict
32. _____ rule

Definitions:

- A. A dispute or disagreement between two or more people over something they care about.
B. To be treated fairly in the judicial process.
C. A juvenile who is convicted of committing an illegal act in juvenile court.
D. Guidelines for a particular place that are set by the person in charge.
-

33. _____ law
34. _____ crime
35. _____ juvenile

Definitions:

- A. Any person who is under the age of 18.
B. An act that is forbidden by law or the failure to do an act that the law requires.
C. A rule or procedure written by legislation that has a penalty if broken.

- **Directions:** Complete the following sentences:

36. I should carry a gun because _____

37. I should not carry a gun because _____

38. I feel safe in the community because _____

39. I do not feel safe in the community because _____

40. People that support tougher gun control laws argue _____

41. People that do not support tougher gun control laws argue _____

CLASS:

CODE:

DATE:

ROLE:

NAME:

SOS PRE/POST TEST SKILLS CHART

SKILL	GREAT	GOOD	NEEDS IMPROVEMENT
Preparing for negotiation	discusses 3 or more reasons for what he/she wants states reasons for what the other side's demands may be starts conversation maintains conversation	discusses 1-2 reasons for what he/she wants states other side's demands participates in conversation	answers questions states own demands
Communicating to gather information and identify issues	clearly presents own point of view (uses 2 or more "I" statements) asks 2 or more open ended questions shows encouraging body language (establishes eye contact, sits facing other person) consistently restates point of view of other listens without interrupting consistently stays on task (continues to probe for useful information)	states own point of view (uses 1 "I" statement) occasionally shows encouraging body language (eye contact and sits facing other person) asks 1 open ended question listens without putdowns (could interrupt) occasionally stays on task	begins process on task asks close-ended questions (yes/no)
Distinguishing positions from interests	states at least 3 interests or needs of their own finds out 2 or more of the other person's interests or needs — identifies common interests or needs	states 1-2 needs underlying own position finds out 1 of the other person's interests	states own position states other person's position
Generating and evaluating options	identifies 3 or more options that address the problem uses other's ideas to generate additional options identifies what might happen (good/bad) for self regarding 3 or more options identifies 1 consequence (good/bad) for the other person	identifies 2 options for the problem accepts the other person's ideas identifies what might happen (good or bad) for self regarding the two options brainstorms options without passing judgement	identifies 1 option identifies what might happen (good/bad) to self regarding one option
Reaching an agreement	prioritizes options decides on two or more mutually acceptable option decides what to do if agreement doesn't work gives clear statement of agreement	decides on 1 or more mutually acceptable options (with prioritizing) states that an agreement has been reached	agrees on one option (without going through process of prioritizing or agreeing)

Date:

Name:

Code:

Class:

SOS PRE/POST TEST

DIRECTIONS:

The next set of questions asks you to describe things you have done and your feelings, beliefs, and opinions. Please answer the questions as carefully and honestly as possible. There are no right or wrong answers.

1. For the behaviors listed below, give your best estimate of the number of times you did each thing in the past month. How many times in the past month did you:

a.	Cheat on school tests?	None	Once	2-3 Times	4-6 Times	7+ Times
b.	Shout or swear at a teacher or other adult in school?	None	Once	2-3 Times	4-6 Times	7+ Times
c.	Skip a class or stay away from school all day without an excuse?	None	Once	2-3 Times	4-6 Times	7+ Times
d.	Go out with a group that was planning to fight?	None	Once	2-3 Times	4-6 Times	7+ Times
e.	Use force or a weapon to hurt or threaten somebody?	None	Once	2-3 Times	4-6 Times	7+ Times
f.	Get involved in a fight where somebody had to go to the hospital afterward?	None	Once	2-3 Times	4-6 Times	7+ Times
g.	Fire a gun?	None	Once	2-3 Times	4-6 Times	7+ Times

- | | | | | | | |
|----|--|------|------|--------------|--------------|----------|
| h. | Sneak a weapon past
a metal detector? | None | Once | 2-3
Times | 4-6
Times | 7+ Times |
|----|--|------|------|--------------|--------------|----------|

2. For the following questions, circle the answer that best describes how likely you would be to carry a gun in each situation. How likely would you be to carry a gun:

- | | | | | |
|----|--|-------------|-----------------|-------------------|
| a. | If you were out causing
trouble? | Very Likely | Somewhat Likely | Not Too
Likely |
| b. | If you knew you would be
going to a strange part of
town? | Very Likely | Somewhat Likely | Not Too
Likely |
| c. | At night? | Very Likely | Somewhat Likely | Not Too
Likely |
| d. | If you were going to be
hanging out with your
friends? | Very Likely | Somewhat Likely | Not Too
Likely |
| e. | If you knew you would be
going out with others who
would be carrying guns? | Very Likely | Somewhat Likely | Not Too
Likely |
| f. | If you thought you might
need to protect yourself? | Very Likely | Somewhat Likely | Not Too
Likely |
| g. | If you were going to a club
or a party? | Very Likely | Somewhat Likely | Not Too
Likely |

3. In the past month, have you:

- | | | | |
|----|---|-----|----|
| a. | Asked other people to carry a weapon for you? | Yes | No |
| b. | Hidden a weapon at school? | Yes | No |
| c. | Asked to see someone else's weapon? | Yes | No |

4. In the past month, how often have you:

- | | | | | | |
|----|---|--------------|------------------|-------------------|-------|
| a. | Carried a gun with you when you were outside of your home, but NOT on school property? | All the Time | Most of the Time | Only Now and Then | Never |
| b. | Carried a gun with you when you were AT SCHOOL? | All the Time | Most of the Time | Only Now and Then | Never |
| c. | Carried a weapon other than a gun with you when you were outside your home, but NOT on school property? | All the Time | Most of the Time | Only Now and Then | Never |
| d. | Carried a weapon other than a gun with you when you were AT SCHOOL? | All the Time | Most of the Time | Only Now and Then | Never |

5. The following statements are about feelings and beliefs. For each statement, circle the answer that best describes how you feel.

- | | | | | | | |
|----|---|----------------|-------|---------|----------|-------------------|
| a. | I have a lot of respect for the police in my community. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| b. | The police always have a good reason when they stop somebody. | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
| c. | The police often try to | Strongly | Agree | Neutral | Disagree | Strongly |

	help people.	Agree				Disagree
d.	Most judges are honest and nice.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
e.	Juvenile Court decisions are almost always fair and just.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
f.	A person who has a court-appointed lawyer can still get a fair deal.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
g.	Lawyers are always there to help.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
h.	If you want to be accepted by the people I hang around with, you have to be willing to hurt people.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
i.	Most things young people do to get into trouble don't really hurt anyone.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
j.	It's okay to take advantage of someone who isn't smart enough to figure out what you're doing.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
k.	It's okay to lie if it keeps your friends from getting into trouble.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
l.	You have to be willing to break some rules if you want to be popular with your friends.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
		Strongly	Agree	Neutral	Disagree	Strongly

m.	It's okay to beat people up if they call you names.	Agree				Disagree
n.	It's okay to beat people up if they start the fight.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
o.	If people do something to make you mad, they deserve to be beaten up.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
p.	It's okay to threaten somebody with a weapon if that's what it takes to get something you want.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
q.	It's okay to shoot people if they have done something to hurt or insult you.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
r.	It's okay to shoot people if they have done something to hurt or insult your family.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
s.	It's okay to shoot people if they have done something to hurt or insult your friends.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
t.	It's okay to threaten somebody with a weapon who doesn't belong in your neighborhood.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
u.	Conflict can lead to	Strongly	Agree	Neutral	Disagree	Strongly

	good results.	Agree				Disagree
v.	I just feel better when I have a weapon on me.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
w.	If I have a weapon, I am prepared for anything that might happen.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
x.	People just don't mess with someone with a weapon.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
y.	In my neighborhood, it would be stupid not to carry a weapon.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
z.	In my school, it would be stupid not to carry a weapon.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
aa.	In my crowd, if you don't have a gun, people don't respect you.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
bb.	Guns give me a feeling of power.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree

ADDITIONAL SURVEY RESULTS

KNOWLEDGE ASSESSMENT SURVEY **ITEM-BY-ITEM PERCENTAGE OF CORRECT RESPONSES**

Question	Pre-Test Results for all Program Participants (N=135)	Pre-Test Results for Study Group (N=46)	Post-Test Results for Study Group (N=46)
	Percent Responding Correctly		
1. Deadly force may be used to defend property.	59.3	52.2	60.9
2. A gun in the house is more likely to cause the death of a family member.	66.7	71.7	82.6
3. Gun ads sell guns by making people more afraid of strangers.	40.7	30.4	63.0
4. A person who is attacked cannot use more force than is necessary to defend against the attack.	38.5	37.0	52.2
5. A youth who is put on probation is always locked up in a juvenile detention facility.	81.5	80.4	84.8
6. Once people know different ways to respond to conflict they can make better choices.	94.8	93.5	91.3
7. A person's body language cannot make someone else angry.	66.7	69.6	78.3
8. The victim is the only person hurt by crime.	60.7	67.4	69.6
9. No one can legally own a handgun in D.C.	36.3	34.8	63.0
10. U.S. gun manufacturers have to follow the same Federal safety regulations as the makers of teddy bears.	31.1	41.3	47.8
11. An expungement hearing is a request made to the court to completely erase a juvenile's court record.	71.4	67.4	71.7
12. The police must follow rules.	91.1	89.1	100.0
13. More women are shot and killed by their husbands or boyfriends than are murdered by strangers.	43.7	45.7	69.6
14. A dispositional hearing is similar to an adult sentence hearing.	37.0	34.8	54.3
15. Police officers do not have any training before they get their badges and guns.	94.8	93.5	91.3
16. All people respond to conflict in the same way.	94.8	97.8	91.3
17. A person can have a lawyer present when questioned by the police.	94.1	93.5	91.3
18. The initial hearing is when a juvenile can be found delinquent.	30.4	23.9	19.6
19. Gun manufacturers have tried to increase gun sales to women.	56.3	52.2	76.1
20. During a negotiation, an interest is what people say they want.	71.1	63.0	52.2
21. A negotiation is an informal way to solve problems.	71.9	73.9	71.7
22. Laws are passed by legislators.	55.6	52.2	73.9
23. The defense attorney speaks for the juvenile in court.	83.7	87.0	84.8
24. Lawyers should:			
a. have cool posters on the walls of their office	84.4	100.0	97.8
b. keep in touch with their clients	92.6	93.5	93.5
c. show up to court on time	84.4	84.8	87.0

KNOWLEDGE ASSESSMENT SURVEY
ITEM-BY-ITEM PERCENTAGE OF CORRECT RESPONSES

Question	Pre-Test Results for all Program Participants (N=135)	Pre-Test Results for Study Group (N=46)	Post-Test Results for Study Group (N=46)
	Percent Responding Correctly		
d. drink coffee	83.7	100.0	97.8
e. tell their clients what is happening to them	82.2	93.5	89.1
f. buy their clients pizza	80.7	95.7	93.5
g. return phone calls from their clients	83.0	82.6	89.1
h. have lots of big law books on the shelf	66.7	84.8	78.3
i. lie to the judge	78.5	93.5	84.8
j. not tell the police or a judge anything that their clients tell them	54.1	41.3	71.7
25. Juveniles have the right to:			
a. an attorney to represent them in court	91.1	89.1	97.8
b. not show up to court if they have something else important to do	83.0	95.7	100.0
c. receive notice of what they are accused before they go to court hearings	74.1	76.1	84.8
d. hear the story of witnesses and accusers and to ask these people questions	40.0	39.1	39.1
e. get cake and ice cream whenever they come to court	82.2	100.0	95.7
f. remain silent	65.9	60.9	69.6
g. get a light sentence	74.8	91.3	82.6
h. a jury trial	46.7	52.2	60.9
i. request a new defense attorney if they want one	52.6	47.8	56.5
26. Legislators are influenced by _____ when making a law.			
a. citizens	64.4	63.0	84.8
b. interest groups	32.6	41.3	50.0
c. other lawmakers	75.6	76.1	82.6
d. the position of the plants	80.7	95.7	100.0
e. their own opinions	47.4	45.7	47.8
f. hamburgers	83.0	100.0	97.8
g. newspaper articles and television reports	34.8	37.0	39.1
27. Juvenile Court judges can make the following decisions if they find the juvenile delinquent:			
a. put the juvenile on probation	91.1	91.3	95.7
b. release the juvenile to custody of parents	71.9	76.1	71.7
c. get rid of the family pet	83.7	97.8	100.0
d. send the juvenile to residential treatment	70.4	63.0	87.0

KNOWLEDGE ASSESSMENT SURVEY **ITEM-BY-ITEM PERCENTAGE OF CORRECT RESPONSES**

Question	Pre-Test Results for all Program Participants (N=135)	Pre-Test Results for Study Group (N=46)	Post-Test Results for Study Group (N=46)
	Percent Responding Correctly		
e. send the juvenile to a juvenile facility	60.0	69.6	76.1
f. order restitution of the victims	11.1	15.2	23.9
g. order the juvenile to go to drug testing	75.6	78.3	89.1
h. require the juvenile to go to school	80.0	80.4	78.3
i. suspend the juvenile's driver's license	63.0	76.1	65.2
j. assign the juvenile's family to family counseling	45.9	67.4	52.2
k. place the juvenile's mother's boyfriend in jail	77.8	91.3	93.5
l. place the juvenile on a diet of bread and water	77.0	80.4	89.1
28. People should use lawyers to help them _____.			
a. understand laws	78.5	91.3	84.8
b. get medical advice	79.3	93.5	89.1
c. defend against criminal charges	94.8	95.7	89.1
d. write a contract	19.3	26.1	45.7
e. break the law	85.2	100.0	89.1
f. get divorced	43.7	50.0	67.4
g. get a job	65.9	71.7	82.6
29. Due process of the law—to be treated fairly in the judicial process.	63.7	69.6	76.1
30. Delinquent—a juvenile who is convicted of committing an illegal act in juvenile court.	73.3	76.1	84.8
31. Conflict—a dispute or disagreement between two or more people over something about which they care.	77.8	78.3	87.0
32. Rule—guidelines for a particular place that are set by the person in charge.	63.7	65.2	82.6
33. Law—a rule or procedure written by legislation that has a penalty if broken.	10.4	0	65.2
34. Crime—an act that is forbidden by law or the failure to do an act that the law requires.	10.4	0	65.2
35. Juvenile—a rule or procedure written by legislation that has a penalty if broken.	88.1	84.8	84.8

KNOWLEDGE ASSESSMENT SURVEY AVERAGE PROPORTION OF CORRECT RESPONSES AND NUMBER IMPROVING				
Class	N	Pre-Test (% Correct)	Post-Test (% Correct)	Number Improving¹
1	5	45.1%	80.0%	5
2	2	39.3%	84.7%	2
3	9	42.2%	80.1%	9
4	6	36.7%	80.9%	6
5	6	35.3%	73.6%	5
6	8	41.3%	73.5%	8
7	4	33.0%	81.3%	4
8	2	32.7%	70.0%	2
9	4	42.7%	72.3%	4
Total	46	38.7%	77.37%	45

- 1 Number improving represents total number of youth in each class improving from pre- to post-test by one or more letter grade.

SKILLS ASSESSMENT SURVEY AVERAGE SCORES AND NUMBER IMPROVING BY CLASS ¹																
Class	N	Preparing for Negotiation (Range 0 – 12) ²			Communicating to Gather Information and Identify Issues (Range 0 – 18) ²			Distinguishing Positions from Interests (Range 0 – 9) ²			Generating and Evaluating Options (Range 0 – 12) ²			Reaching an Agreement (Range 0 – 12) ²		
		Pre-Test	Post-Test	# Improving	Pre-Test	Post-Test	# Improving	Pre-Test	Post-Test	# Improving	Pre-Test	Post-Test	# Improving	Pre-Test	Post-Test	# Improving
1	5	4.20	6.40	4	7.80	8.80	2	2.40	2.80	4	2.00	5.00	5	3.80	3.40	2
2	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
3	7	4.71	6.29	5	5.00	8.43	4	1.57	2.14	4	2.14	4.43	5	2.29	3.86	5
4	4	2.75	4.75	4	6.25	9.50	3	2.25	3.75	3	2.50	4.50	3	1.50	4.00	3
5	5	6.80	8.40	2	8.20	11.00	3	3.00	4.40	3	3.60	8.00	4	2.80	6.80	3
6	3	4.67	2.67	1	5.67	6.00	1	1.67	2.33	2	1.00	4.00	3	.67	1.67	1
7	4	2.25	7.50	4	3.00	9.00	3	2.00	4.00	3	3.50	6.25	3	1.50	3.00	3
8	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
9	3	5.33	9.00	3	6.00	12.00	3	3.33	3.33	1	4.33	6.33	1	1.67	5.33	3

1 Number improving represents the total number of youth in each class showing improvement from pre- to post-test in each skill by one or more points.

2 The high end of the range represents the most favorable or positive score.

** The asterisks indicate that there were too few cases in the class to conduct any analysis.

ATTITUDE AND BEHAVIOR SURVEY
AVERAGE SCORES AND NUMBER IMPROVING BY CLASS¹

Attitudes and behaviors regarding:	Class	N ²	Pre-Test Mean	Post-Test Mean	Number Improved
Frequency of delinquent behaviors (Range 1 – 5) ³	1	5	5.00	4.33	0
	2	**	**	**	**
	3	9	4.96	4.10	0
	4	6	4.98	4.01	0
	5	5	4.95	4.15	0
	6	8	4.74	4.21	1
	7	4	4.31	3.65	0
	8	**	**	**	**
	9	2	5.00	4.13	0
Likelihood of carrying a weapon (Range 1 – 3) ³	1	5	2.47	2.27	1
	2	**	**	**	**
	3	9	2.38	2.16	1
	4	6	2.52	2.00	1
	5	5	2.51	2.49	0
	6	8	2.55	2.23	1
	7	4	2.29	2.14	0
	8	**	**	**	**
	9	2	2.07	1.71	0
Frequency of carrying a weapon in the past month (Range 1 – 4) ³	1	5	3.70	3.75	1
	2	**	**	**	**
	3	9	3.72	3.33	0
	4	6	3.71	3.04	0
	5	5	3.75	3.60	0
	6	8	3.69	3.91	2
	7	4	2.88	3.50	2
	8	**	**	**	**
	9	2	3.63	3.63	0
Attitude toward court (Range 1 – 5) ³	1	5	3.33	3.27	0
	2	**	**	**	**
	3	9	3.75	3.33	1
	4	6	3.74	3.26	0
	5	5	3.20	3.25	2
	6	8	3.25	2.53	1
	7	4	2.92	2.88	1
	8	**	**	**	**
	9	2	3.50	3.13	0

ATTITUDE AND BEHAVIOR SURVEY **AVERAGE SCORES AND NUMBER IMPROVING BY CLASS¹**

Attitudes and behaviors regarding	Class	N ²	Pre-Test Mean	Post-Test Mean	Number Improved
Attitude toward rule breaking (Range 1 – 5) ³	1	3	4.00	3.67	1
	2	**	**	**	**
	3	9	4.11	3.63	2
	4	6	4.39	3.72	1
	5	5	3.93	3.53	1
	6	8	4.33	4.04	2
	7	4	5.00	3.75	0
	8	**	**	**	**
	9	2	4.67	3.67	0
Attitude toward violence (Range 1 – 5) ³	1	5	4.18	3.44	0
	2	**	**	**	**
	3	9	4.35	3.36	0
	4	6	4.31	3.10	0
	5	5	4.44	3.67	0
	6	8	4.15	3.56	1
	7	4	4.60	2.88	0
	8	**	**	**	**
	9	2	4.50	3.11	0
Attitude toward gun possession (Range 1 – 5) ³	1	5	4.36	3.92	0
	2	**	**	**	**
	3	9	4.24	3.63	0
	4	6	4.12	3.70	0
	5	5	4.02	3.46	0
	6	8	4.43	3.83	1
	7	4	4.40	3.64	1
	8	**	**	**	**
	9	2	4.14	2.79	0

¹ Number improving represents total number of youth in each class showing improvement from pre- to post-test on each attitude or behavior indicator by 1/2 a point or more.

² The population size is not constant across each indicator because of missing data.

³ The high end of the range represents the most favorable or positive score

** The asterisks indicate that there were too few cases to conduct any analysis.

SAVE OUR STREETS COVER SHEET

PLEASE SUBMIT AS FOLLOWS:

1. SAVE OUR STREETS COVER SHEET;
2. COMPLETED SAVE OUR STREET REFERRAL FORM;
3. COURT ORDER(S);
4. THE ASSIGNED PROBATION OFFICER TO COMPLETE THE FORM WITH THE RESPONDENT'S RECENT INFORMATION;
5. THE COMPLETED FORM IS TO BE TYPED WHEN SUBMITTED;
6. FAX OR EMAIL ALL INFORMATION TO MS. ASHLEE JOYCE.

EMAIL ADDRESS: ajoyce@streetlaw.org

PHONE: (301) 589-1130 EXT 250

FAX : (301) 589-1131