

**TEEN PARENTS AND THE LAW (TPAL)
PROGRAM OUTCOME EVALUATION REPORT**

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APPENDIX: Data Collection Instruments and Additional Survey Results

TEEN PARENTS AND THE LAW (TPAL) PROGRAM OUTCOME EVALUATION REPORT

More than 1, 400 babies are born to teenage mothers every day in the United States. Teen parents face tremendous challenges including the feminization of poverty, a culture of violence, dysfunctional families, and the lack of living wage jobs and affordable, safe child care. Street Law, Inc. established the Teen Parents and the Law (TPAL) program in 1996 to provide critical legal information and help teen parents develop the skills necessary to deal with the risks they face. TPAL is part of the Youth for Justice program, funded by the Department of Justice's Office of Juvenile Justice and Delinquency Prevention (OJJDP). Street Law's work with TPAL in the DC area is one of several research and development projects undertaken by Youth for Justice in the past three years. These projects have been designed to test the impact of law-related education on high risk groups of young people.

This evaluation report provides an overview of the TPAL program, describes in detail the program design and implementation, outlines the purpose and methodology of the outcome evaluation, and finally, presents the results of the initial outcome evaluation of the TPAL program. The evaluation indicates that the TPAL program equips teen parents with the skills and knowledge to address the substantial risks they face, including risks associated with violence in the family and community. Specifically, participation in the TPAL program had positive short-term impacts on teenage parents' knowledge of important legal and social issues, resiliency skills, including their ability to solve problems, and their capacity to use community resources to meet their needs.

1. OVERVIEW OF TEEN PARENTS AND THE LAW

The Teen Parents and the Law (TPAL) program is a curriculum of 23 lessons designed to help participants strengthen families and lessen the likelihood of violence in the home and community. Ultimately, as a result, it is expected that the participants will be less likely to abuse their children and perpetuate the cycle of violence. To that end, as an immediate outcome, program participants will be better able to:

- Develop a better understanding of the law and legal practices pertaining to families
- Improve communication, problem solving, cooperation, and empathy (i.e., resiliency skills)
- Improve family management (e.g., recognize non-abusive methods of child discipline)
- Identify appropriate community resources to meet their needs.

As a result of developing knowledge and skills in these areas, teen parents who participate in the program are expected to demonstrate intermediate outcomes of improved family management skills and less family discord, increased resiliency in target areas, a belief in non-abusive forms of discipline, and increased utilization of community resources. The expected long term results of the program are to strengthen families and help break the cycle of family violence. Exhibit 1 presents a logic model illustrating the program's overall design and expected results. The expected immediate outcomes were supported by the evaluation findings. The following section describes how this design was implemented.

2. PROGRAM DESIGN AND IMPLEMENTATION

The TPAL program was developed by Street Law, Inc. to complement existing teen parenting programs. For the past year and a half, the TPAL program has been evaluated in six classes in five schools in the Washington, DC, Metropolitan Area. The six classes included both teen parents and pregnant teens. The number of students participating in the evaluation in each class ranged from 4 to 17 teenagers. While 50 submitted consent forms to participate in the evaluation, only 36 teens participated in the final evaluation. Those teens who did not complete the program withdrew from school for personal reasons or were placed on home study. Teachers participating in the evaluation were instructed to teach at least 25 hours of the TPAL curriculum over a period of at least 8 weeks.¹ Attendance rates for participants during the evaluation period ranged from 76 % to 85%, which suggests that most participants received sufficient exposure to the curriculum.² It is important to note that only one of the classes received all of the lessons and one class received approximately twenty hours of instruction. However, it would be too labor intensive for the purpose of this evaluation to determine the impact this may have had on participants' scores.

The TPAL evaluation team included the Deputy Director of Street Law, Inc., the TPAL Program Director, one consultant, one administrative assistant, one school system Program Administrator, five teachers, and two teaching assistants. In addition, each class was assigned an attorney (TPAL Pal) to assist with the lessons. The Program Director was responsible for developing program curriculum, training teachers on Law Related Education (LRE), recruiting local attorneys to assist with each class, maintaining participant records, and providing technical assistance throughout the year including on-site visits. The consultant assisted with record keeping and scoring instruments.

¹ For implementation purpose, program adapters are encouraged to select from a menu of 23 lessons to tailor the program to the needs of their teen parents.

² Attendance records were not available from one class.

EXHIBIT 1

TEEN PARENTS AND THE LAW (TPAL)

LOGIC MODEL

CONDITIONS

Prevalence
Over 1,400 children are born to teen parents each day

Risk Factors

Teen parents and their children are in "at-risk" environments in part because of:

- Poor resiliency skills
- Poor family management practices and high family discord
- Under-utilization of community resources

Cycle of Violence

- Teen parents are in an "at risk" environment for violence
- Teen parents who were abused as children are more likely to abuse their own children
- Children who are abused are "at-risk" for becoming violent offenders

PROGRAM ACTIVITIES

Curriculum:

- Legal knowledge
- Skill Development
- Use of community resources

Integration with existing programs:

- School
- Human Services
- Community

IMMEDIATE OUTCOMES

Legal knowledge:

- Belief in the rule of the law
- Legal information pertaining to families

Resiliency Skill Development

- Communication
- Problem-solving
- Empathy
- Cooperation

Parental knowledge and skills to improve family management

- Legal rights and responsibilities
- Strategies for interacting with child

Resource knowledge

- Identification of family needs
- Location and assessment of community resources

INTERMEDIATE OUTCOMES

Improved family management and less family discord

- Increased resiliency in target areas
- Belief in non-abusive forms of discipline.
- Utilization of community resources

IMPACT

Strengthened families

- Lower incidence of child abuse and domestic violence
- Lower incidence of violence by children of teen parents

The TPAL curriculum is comprised of 23 lessons appropriate for low-level readers. It includes lessons on the specific laws that impact families and children, information on community resources, and opportunities for resiliency skill development in areas such as problem-solving and conflict management. Each lesson uses law-related education's interactive strategies, including role-playing activities, simulation, problem-solving, and analysis of case dilemmas to develop participants' critical thinking and interpersonal skills, as well as knowledge. The student materials are available in English and Spanish, and are designed for teachers and non-teachers. Beyond the attorneys who also serve as TPAL pals, teachers are encouraged to use additional resource persons, such as police officers, social workers, and guidance counselors to complement the lessons. The TPAL program can stand-alone or be integrated into existing teen parent programs in schools or community-based settings.

3. PURPOSE OF THE OUTCOME EVALUATION

The evaluation of TPAL was designed to assess the program's effectiveness by comparing participants' legal knowledge pertaining to families, resiliency skills, and understanding of community resources before and after program participation. Research has shown that there are a number of risk factors associated with adolescent problem behavior. Equally important is the evidence that certain protective factors can help teen parents from developing these problems. By reducing risks while enhancing protective factors programs (such as TPAL) can prevent problems and promote healthy, pro-social development in teen parents.³ In this context, program participants' face a number of risk factors associated with being a teen parent including an "at-risk" environment for violence.

The development of protective factors such as problem solving skills increase teen parents resiliency to risk factors by increasing the range of behavioral options teens can access and implement when problems arise. Over time, as teen parents are able to utilize their newly developed skills, they become more efficient at handling their problems, decreasing the probability that they will rely on other, less efficient, means of problem management, such as violence or drugs. As a result, we can expect that by enhancing protective factors, like problem solving skills, we would see a change in areas of risk, including family violence and family management problems.

In addition, research suggests that teen parents engage in negative behavior because they are isolated from social structures, such as the legal system, and other community resources. Being able to identify community resources provides teen parents access to additional support and learning about the law ties teen parents into society on a broader level. With an understanding of the processes involved with creating laws, teen parents can improve their own

³ Hawkins and Catalano. *Communities that Care: Action for Drug Abuse Prevention*. San Francisco: Jossey-Bass Publisher, 1992.

family management practices, such as identifying options and developing rules for their own families. The evaluation addresses the following questions:

- Did teen parents develop a better understanding of the law and legal practices, especially those pertaining to families after participating in the *Teen Parents and the Law* program?
- Did teen parents develop stronger resiliency skills (i.e., communicate, solve problems, empathize, and cooperate) after participating in the *Teen Parents and the Law* program?
- Were teen parents able to identify improved family management practices, such as non-abusive methods of discipline after participating in the *Teen Parents and the Law* program?
- Did teen parents identify and utilize community resources more after participating in the *Teen Parents and the Law* program?

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

4. EVALUATION METHODOLOGY

This section presents detailed information on the methodology used to conduct the TPAL 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 TPAL program by Caliber Associates and TPAL staff. These instruments include:

- **Knowledge Assessment Survey⁴**—This instrument was completed by participants to measure knowledge directly related to course content. Areas surveyed include knowledge regarding laws and the legal system relevant to teenage parents, rights and responsibilities of parents, and real life problems and solutions.

⁴ The disparities in the literacy abilities of teen parent participants could impact the degree of achievement on the instrument for some participants.

EXHIBIT 2 OUTCOME INDICATORS FOR TPAL PROGRAM GOALS		
RESEARCH QUESTIONS	OUTCOME INDICATORS	DATA SOURCE
Did teen parents develop a better understanding of the law and legal practices?	Teen parents will express belief in the rule of the law.	Knowledge Assessment Survey (Q 1) Knowledge Assessment Survey (Q 4) Knowledge Assessment Survey (Q 29 a-g) Knowledge Assessment Survey (Q 40 a-f)
	Teen parents will demonstrate a better understanding of the legal information pertaining to families.	Knowledge Assessment Survey (Q 3) Knowledge Assessment Survey (Q 5) Knowledge Assessment Survey (Q 6) Knowledge Assessment Survey (Q 9) Knowledge Assessment Survey (Q 11) Knowledge Assessment Survey (Q 12) Knowledge Assessment Survey (Q 17) Knowledge Assessment Survey (Q 18) Knowledge Assessment Survey (Q 23) Knowledge Assessment Survey (Q 26) Knowledge Assessment Survey (Q 34 a-g) Knowledge Assessment Survey (Q 35 a-g) Knowledge Assessment Survey (Q 36 a-g) Knowledge Assessment Survey (Q 38 a-e) Knowledge Assessment Survey (Q 39 a-e) Knowledge Assessment Survey (Q 41 a-c) Knowledge Assessment Survey (Q 49)
	Teen parents will demonstrate a better understanding of the legal rights and responsibilities of parents.	Knowledge Assessment Survey (Q 2) Knowledge Assessment Survey (Q 7) Knowledge Assessment Survey (Q 8) Knowledge Assessment Survey (Q 10) Knowledge Assessment Survey (Q 13) Knowledge Assessment Survey (Q 14) Knowledge Assessment Survey (Q 15) Knowledge Assessment Survey (Q 16) Knowledge Assessment Survey (Q 22) Knowledge Assessment Survey (Q 28) Knowledge Assessment Survey (Q 31 a-f) Knowledge Assessment Survey (Q 32 a-g) Knowledge Assessment Survey (Q 47)
Did teen parents develop stronger resiliency skills?	Teen parents will demonstrate improved problem solving skills, communication skills, empathy skills, and cooperation skills.	Knowledge Assessment Survey (Q 25) Knowledge Assessment Survey (Q 27) Knowledge Assessment Survey (Q 50) Skills Rubric
Did teen parents demonstrate improved family practices?	Teen parents will demonstrate knowledge of improved family practices, including establishing family rules and acting in the best interest of their child(ren).	Knowledge Assessment Survey (Q 30 a-g) Knowledge Assessment Survey (Q 44) Knowledge Assessment Survey (Q 48)
Did teen parents identify community resources?	Teen parents will be able to identify appropriate resources for solving real life problems and, in the future, will be more willing to use community resources for support were more likely to use community resources for support.	Knowledge Assessment Survey (Q 24) Knowledge Assessment Survey (Q 33 a-f) Community Resource Questionnaire

- **Skills Rubric**—This instrument was used to document teachers' perceptions of participants' problem solving skills. The skills assessed by this instrument include: accurately identifies the problem, communicates, generates options and/or alternatives, evaluates consequences for each option, and reaches agreement and selects solutions.
- **Community Resources Questionnaire Parts I-III**—This instrument was designed to measure participants' current use of community resources (e.g., Child Protective Services, Head Start, Department of Housing, and Temporary Assistance for Needy Families) and to assess their future willingness to seek assistance for problems.

The surveys were administered to teen parents prior to participation in the program and upon completion of a minimum of 25 hours of lessons.⁵ Teachers and teacher aides were responsible for administering participant data collection instruments.⁶

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 data were collected, entered, and cleaned they were ready for the analyses described in the next section.

4.2 Data Analysis

Before beginning the analyses, outcome measures were created from the data collection instruments described above. These outcome measures include:

- An overall measure of knowledge—Pre- and post-test Knowledge Assessment Surveys were scored by giving the participant one to nine points for each correct answer. A maximum of 157 points was possible.
- Six measures of specific knowledge areas—The Knowledge Assessment Survey contained items that could be organized according to specific knowledge areas. These items were combined to create the following outcome indicators: belief in the rule of the law, understanding of legal information pertaining to families, understanding legal rights and responsibilities of parents, improved resiliency skills, understanding stronger family practices, and ability to identify appropriate community resources for problems.⁷

⁵ One class only received approximately 20 hours of instruction.

⁶ Street Law, Inc. staff were not responsible for administering the data collection instruments, therefore some inconsistencies may have occurred.

⁷ To create the specific knowledge area indicators, the correct points received for relevant items were summed for each youth and the score was divided by the total possible correct points for the set of items. For example, if a teen parent received a final score of .85 on an indicator, this would be interpreted as the teen parent getting 85% of the items correct out of 100%.

- Five measures of problem solving skills—Instructors evaluated participants on each of the five problem solving skills (i.e., accurately identifies the problem, communicates, generates options and/or alternatives, evaluates consequences for each option, and reaches agreement and selects solutions). Skills labeled “great” received three points, “good,” two points, “needs improvement,” one point, if nothing was marked the 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.

Once the outcome indicators were constructed, the participants’ early program scores were compared to their post-program scores 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 regarding the changes in participants’ overall knowledge, area-specific knowledge (e.g., a belief in the rule of law, knowledge of strong family management practices, etc.), resiliency skills, and likelihood of using community resources after completing the TPAL program. The analyses also were conducted separately for each class. Tables presenting the results of the by-class analyses are presented in the Appendix. The Appendix also contains item-by-item reports of teen parents responses for the Knowledge Assessment Survey.

5.1 Changes in Participants’ Overall Knowledge

Pre- and post program Knowledge Assessment Survey data were available for 36 of the 50 program participants that originally completed a pre-program survey.⁸ Analysis of these survey data reveal a significant improvement in overall scores from pre-test to post-test. In fact, over one-third (36%) of the participants improved by one or more letter grades⁹ from pre- to post-test. In all categories, program participants, on average, improved. The findings indicate substantial improvement in teen parents’ knowledge pertaining to laws impacting families.

5.2 Changes in Participants’ Specific Knowledge Area Scores

In addition to participants’ overall knowledge, specific knowledge areas were assessed for change. These areas included:

⁸ The participants excluded from the analysis due to missing data (14 teen parents) received similar pre-program overall scores on the Knowledge Assessment Survey as the teen parents included in the final analysis.

⁹ A score below 60% is considered an F, an A is 90% or more correct, a B, 80% to 89% correct, etc.

- Belief in the rule of the law
- Understanding legal information pertaining to families
- Understanding legal rights and responsibilities of parents
- Demonstration of improved resiliency skills (i.e., problem solving skills, communication skills, empathy skills, and cooperation skills)
- Understanding of stronger family practices
- Ability to identify appropriate community resources.

For the purpose of assessing change in these areas, each group of questions was treated as a sub-test covering a specific knowledge area. Exhibit 3 presents the percentage of questions answered correctly in each knowledge area for the 36 participants who completed both a pre- and a post-test.¹⁰ For example, if the total possible points for an indicator was 20 and the teen parents received a score of 15 correct points, the percentage correct would equal 75 percent ($15 \div 20 = .75$) for that indicator.

As shown in Exhibit 3, participants showed improvement in their scores for all of the knowledge indicators by the end of the program period. Overall, most participants (44%) improved in two knowledge areas, a belief in the rule of the law and understanding legal rights and responsibilities of parents. The proportion of participants improving in each area is reported because average group scores can be influenced by a few participants with large changes (either increases or decreases). Consequently, the proportion of participants improving may be a better indicator of the extent of positive change among teen parents participating in the program. These findings indicate substantial improvement in teen parents' knowledge skills.

Exhibit 3 also presents the average proportion of questions to which participants answered correctly. On average, participants showed significant improvement in three knowledge areas, understanding legal rights and responsibilities of parents, belief in the rule of the law, and understanding legal information pertaining to families. Improvement was also demonstrated in identifying appropriate community resources for problems. For the other two knowledge areas, improved problem-solving skills and understanding of stronger family practices, teen parents began the program with low scores in these areas and showed no significant improvement, on average, by the end of the program period. The low beginning scores and lack of significant improvement suggests that the knowledge test was not intended to

¹⁰ The participants excluded from the analysis due to missing data (14 teen parents) received similar pre-program scores on the specific knowledge area indicators as the teen parents included in the final analysis.

fully capture these two skills, which may be better measured by the Skills Rubric and Community Resources Assessment Survey, where teen parents did indeed show improvement.

EXHIBIT 3 CHANGES IN PARTICIPANTS' SPECIFIC KNOWLEDGE AREA SCORES				
Outcome Indicator	Number of questions in Scale	Average Proportion Correct		Percent Improving >1 grade ¹
		Pre-Test	Post-test	
Belief in the rule of the law	15	.80	.85*	44%
Understanding legal information pertaining to families	45	.65	.69*	31%
Understanding legal rights and responsibilities of parents	24	.62	.69*	44%
Demonstrate improved problem-solving skills	3	.45	.46	6%
Understanding of stronger family management practices ²	9	.41	.42	25%
Ability to identify appropriate community resources for problems	7	.90	.94	22%

¹ Percent improved by one or more grade level.

² Two variables measuring this outcome were omitted due to insufficient data.

* Indicates a statistically significant difference at $p \leq .05$ between average scores for this outcome indicator at pre- and post-test.

5.3 Changes in Participants' Resiliency Skills

Changes in participants' resiliency skills (i.e., identifying problems, communicating, generating options, evaluating consequences, and reaching agreement) were assessed using the Skills Rubric. Pre- and post-program scores were available for 24 of the 34 participants that originally received a pre-program skills rating.¹¹

The Skills Rubric consisted of three performance categories: great, good, and needs improvement. Each category consisted of several items designed to measure each skill. Points were assigned to items marked in each category (e.g., great = 3 points, good = 2 points, and needs improvement = 1 point). The points for each marked item were then summed to create a score for each skill. For example, the skill "communicates" consisted of ten items, with a range of possible points from 0-30. A great performance is a score between 20-30 points, a good rating

¹¹ The teen parents excluded from the analysis due to missing data (10 teen parents) received similar pre-program scores on the Skills Rubric as the teen parents included in the final analysis for four of the five skills. The excluded teen parents were given significantly lower ratings at pre-test for problem identification skills.

is 10-20 points and needs improvement is 0-10 points. Participants, on average, moved from the “needs improvement” category to “good” in four skills areas, including: communicates; generates options and/or alternatives, evaluates consequences for each option; and reaches agreement and selects solution(s). Teen parents scored in the “good” category at pre- and post-test in the fifth skill, accurately identifies the problem. However, there was significant improvement in this category from pre- to post-test. It is also important to note that although the average scores were well below the highest possible score, the TPAL curriculum introduced teen parents to new skills which take time to develop. Overall, the majority of students improved from the start of the program period to the end of the program period.

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

- Participants, on average, showed significant improvement in all five resiliency skills
- Overall, over two-thirds of the participants improved in four of the five skills
- Participants showed the greatest improvement in their communication skills (75% improving, with an average increase of 7.4 points) and ability to generate options and/or alternatives (71% improving with an average increase of 3.9 points)
- The majority of participants improved by at least one point on all skills from the beginning to the end of the program
- On average, participants moved from the “needs improvement” to the “good category” in four of the five skills areas.

EXHIBIT 4 CHANGES IN SKILLS ASSESSMENTS				
Skill	Range¹	Average Score		Proportion Improving²
		Pre-Test (N= 24)	Post-Test (N=24)	
Accurately identifies the problem	0 to 12	4.58	6.50*	58%
Communicates	0 to 30	7.25	14.67*	75%
Generates options and/or alternatives	0 to 18	3.13	7.04*	71%
Evaluates consequences (good and bad) for each option	0 to 12	1.37	4.20*	67%
Reaches agreement and selects solution(s)	0 to 18	3.50	6.46*	67%

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

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

* Indicates a statistically significant difference at $p \leq .05$ between average score for this skill at pre and post test.

Interviews with teachers support these findings. In fact, teachers report that the Skills Rubric may have underestimated the actual improvement in resiliency skills for all teen parents. Many teen parents who did not demonstrate their resiliency skills during the exercise in which they were being assessed did show mastery of these skills during other activities that took place during the program period.

5.4 Changes in Participants' Willingness to Use Community Resources

Changes in participants' willingness to use community resources were assessed using the Community Resource Survey. Teen parents were asked how likely they would be to use a service if a problem occurred. Assessments were completed at the beginning of the program and at the end of the program period. The results are based on the responses of teen parents completing the survey at both time periods.¹² As shown in Exhibit 5, key findings from these analyses include:

- Participants' willingness to use community resources, on average, improved for all but 1 of the 15 community resource problems, getting married
- Over all, approximately half of all participants reported an increase in their willingness to use community resources if they needed help getting proper nutrition, reporting major problems with their apartment, or obtaining custody of a child, getting food stamps, or stopping domestic violence.

These results suggest that teenage parents' willingness to seek assistance for their problems increased while in the program.

6. TEACHER AND PARTICIPANT FEEDBACK

This section presents feedback from teachers and teen parents participating in the program. The teacher results are from a focus group of three teachers and one administrator and telephone interviews conducted with two teachers by Caliber Associates project staff. Participants completed feedback surveys during the post-test period. The instruments are provided in the Appendix.

¹² The number of teen parents may vary for each community resource due to missing data, either pre- or post-test.

EXHIBIT 5
CHANGES IN TEEN PARENTS WILLINGNESS TO USE COMMUNITY RESOURCES
IF THEY HAVE A PROBLEM

Community Resource Problem	N ¹	Pre-Test ² (Average Score)	Post-Test ² (Average Score)	Percent Improved
Getting emergency food?	30	.70	1.33*	43%
Stopping domestic violence?	29	.86	1.45*	45%
Getting proper nutrition?	29	.93	1.55*	55%
Finding a place to live?	29	.93	1.48*	41%
Getting food stamps?	29	.79	1.34*	45%
Getting child support?	29	1.14	1.59*	38%
Schooling?	27	1.26	1.52	26%
Getting Married?	28	.50	.32	21%
Getting Counseling?	29	.76	1.07	41%
Getting Employment?	29	1.48	1.69	21%
Finding information about child development?	28	1.04	1.32	36%
Stopping child abuse?	29	1.00	1.55*	35%
Dealing with defective merchandise?	28	.57	1.04*	39%
Reporting major problems with your Apartment?	29	.79	1.59*	55%
Obtaining custody of a child?	28	.75	1.32*	50%

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

² The possible range of score is 0-2, where 0= not at all, 1= somewhat, and 2= very.

* Indicates a statistically significant difference at $p \leq .05$ between average scores for willingness to use at pre and mid course assessment.

6.1 Teacher Feedback

Teacher responses to focus group questions indicate that the TPAL curriculum complements the child development lessons already being offered and presents new material not available from other curriculum. In addition, the user friendly materials, training, and technical support offered by Street Law, Inc., make program implementation relatively easy. Teachers also enjoyed the interactive lessons, role playing, and the support of additional resource people to help implement specific lessons (e.g., police officers assisted with the “Cops on Call” lesson).

During the course of the program, teachers noticed improvements in participants’ attitudes and behaviors, legal knowledge and resiliency skills. For example, during one exercise students were asked to choose a participant to act as a lawyer. The teen parents were able to identify and articulate the skills they would like to see in a lawyer, and then reached an agreement about the best person to act as a lawyer. Teachers also reported that most of the participants became more outgoing and confident, and demonstrated stronger listening skills over the course of the program.

From a learning viewpoint, knowledge is often best demonstrated when applied outside of the classroom. One teacher gave an example of a few TPAL participants who were aware of a neighbor abusing his step-children. The participants reported the neighbor to the appropriate authorities, and the situation was resolved. Another teacher noticed improvements in TPAL participants who were asked to participate in a National Youth Summit. The teacher felt the teen parents were better able to analyze situations and develop solutions than they were prior to participating in TPAL. In summary, teachers expressed:

- Enthusiasm about the TPAL curriculum because of the comprehensive materials and first-rate training and technical assistance provided
- An improvement in teen parents legal knowledge and resiliency skills after participating in the program.

Most importantly, teachers recognized the need for the TPAL curriculum in teen parent and child development classes. As a result, every teacher plans to continue to use the curriculum in the future.

6.2 Participant Feedback

Feedback surveys were completed by 36 teen parents who participated in the TPAL program. Three-fourths (75%) of teen parents rated the TPAL program as the best or one of the best classes they had taken in school. Participants reported that they felt their legal knowledge increased (83%) and problem-solving skills improved (66.7%) during the program period.

Seventy-five percent of the participants have used or plan to use the information taught in the TPAL class to help their family. Teen parents particularly enjoyed TPAL's interactive strategies—the role playing activities, utilization of resource people, and unique curriculum. The skills teen parents enjoyed learning include: how to discipline their children, where to find child support resources, and how to utilize legal resources. The majority (80%) of participants would recommend this class to someone else.

* * * * *

The results of this outcome evaluation suggest that the TPAL program has had positive short-term impacts on teenage parents' knowledge of important legal and social issues relevant to their lives and has impacted program participants' resiliency skills, including using community resources to help meet their needs. While this evaluation did not measure longer term outcomes, it is reasonable to assume, based on short term outcomes, that the program has potential to increase teen parent resiliency skills, strengthen families, and ultimately help break the cycle of family violence. This potential should be tested through further demonstration and evaluation over an extended time frame.

DATA COLLECTION INSTRUMENTS

TEEN PARENTS AND THE LAW (TPAL) PROGRAM
PRE/POST-TEST

Name: _____

Date: _____

School: _____

Directions: Next to each sentence, circle **True** if you think the sentence is **true** or circle **False** if you think the sentence is **false**.

- | | | | |
|-----|------|-------|--|
| 1. | True | False | Laws only affect people who do something wrong. |
| 2. | True | False | Teen parents do not have the same rights under the law as parents over the age of 18. |
| 3. | True | False | A child must attend school when she turns five. |
| 4. | True | False | Community members can help pass laws. |
| 5. | True | False | The law only defines a family as a husband, wife, and children. |
| 6. | True | False | A man and a woman may marry whenever they decide to. |
| 7. | True | False | If a child lives with her father and the mother wants nothing to do with the child, the mother does not have to pay child support. |
| 8. | True | False | A teen parent does not have to pay child support until she turns 18 years old. |
| 9. | True | False | A teacher who suspects a teen parent is abusing her child must call Child Protective Services. |
| 10. | True | False | Parents are legally required to immunize their children before the children can attend school. |
| 11. | True | False | Civil protection orders only help married couples. |
| 12. | True | False | According to law, advertising must be 100% true. |
| 13. | True | False | A two-year-old may legally ride in a car if she is wearing a seat belt. |
| 14. | True | False | If a child lives with his father and not with his mother, then only the father has legal custody of a child. |
| 15. | True | False | A biological parent always has the legal responsibility for a child. |
| 16. | True | False | A kinship caregiver can ask for custody of a child not related to her. |

17. True False If a 30 year old has sex with a 14 year old, he is guilty of statutory rape even if he is her boyfriend.
18. True False Laws do not affect how parents raise their children.
19. True False The Women, Infants and Children's (WIC) program helps parents provide for the nutritional needs of their children.
20. True False To apply for child support, a parent should complete the proper forms located at the mayor's office.

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

21. A parent who leaves a napping baby home alone for three hours is:
_____ guilty of neglect _____ not guilty of neglect
22. A judge will not order a parent to pay child support if:
_____ paternity has not been _____ the parent lives in another state
established
23. The Education for all Handicapped Children's Act requires schools to:
_____ meet the needs of special needs _____ place children with disabilities
children in their own classes
24. If a landlord is discriminating against a tenant because of the tenant's race, the tenant should:
_____ call the police _____ call a fair housing organization
25. If a tenant has a broken toilet, he should first:
_____ notify the landlord _____ not pay rent
26. A landlord must promptly fix all:
_____ housing code violations _____ problems with the apartment
27. A consumer letter of complaint should:
_____ inform the merchant of the _____ insult the merchant who sold
problems with the you the defective product
product
28. A parent can have his parental rights terminated if he:

_____ has no money to care _____ gets fired from work _____ neither
for the child

Directions: Place a check next to the right answer(s). More than one answer may be correct.

29. Most laws are designed to _____:

- _____ protect citizens
- _____ keep the peace
- _____ lock people up
- _____ regulate safety
- _____ destroy families
- _____ establish fair procedures
- _____ pick on teenagers

30. A parent may be guilty of neglect if the child does not have:

- _____ love
- _____ food
- _____ shelter
- _____ toys
- _____ money
- _____ a suitable education
- _____ own room

31. The following information is important in order to collect child support:

- _____ name and address of absent parent
- _____ religion of absent parent

_____ name and address of absent parent's employer

_____ tax returns

_____ social security number

_____ birth certificates of children

32. A judge determines that a child is being abused by his mother who is addicted to marijuana. The judge may order:

_____ the mother to attend parenting classes

_____ the child to be placed in foster care

_____ the mother to stop wearing her legalize marijuana T-shirt

_____ the mother to give her child up for adoption

_____ the mother to submit to weekly drug testing

_____ a social worker to check in with the child's teacher to make sure everything is going okay

_____ the mother to move to another state

33. To help prepare a three-year-old prepare for school, a parent can:

_____ enroll her in Head Start

_____ leave the child home alone

_____ visit the local library

_____ feed the child healthy foods

_____ buy the child whatever she wants

_____ let the child play with kids who are sick

34. The Federal Fair Housing Act prohibits landlords from discriminating against potential tenants based on:

_____ religion

_____ race

- ☐ sexual orientation
- ☐ poverty
- ☐ occupation
- ☐ disability
- ☐ family with children

35. A tenant has the following responsibilities:

- ☐ pay rent on time
- ☐ use the apartment for only legal activities
- ☐ inform the landlord of any special needs if the tenant is disabled
- ☐ let the landlord in for any reasons
- ☐ fix anything that goes wrong in the apartment
- ☐ stay in the apartment for the term of the lease

36. Good advice for a victim of domestic violence is to:

- ☐ ignore it (if it's the first time) since it won't happen again
- ☐ call the police and cooperate
- ☐ file for a civil protection order
- ☐ hide your injuries
- ☐ get counseling
- ☐ move out
- ☐ fight back

37. Things a consumer would do to make a wise purchase include:

- ☐ charge the purchase on a credit card because you don't have the money
- ☐ decide whether the product is a need or a want
- ☐ compare different brands of a product

_____ buy the brand you see advertised on television all the time

_____ get the advice of friends and family

38. To decide who gets custody of a child, a judge must consider:

_____ the religion of a parent

_____ the sex of the parent

_____ the wishes of the child

_____ the race of the parent

_____ who is taking care of the child

Directions: Define the following terms to the best of your ability.

40. a. Tenant _____

b. Legal Custodian _____

c. Consumer _____

d. Landlord _____

e. Kinship Caregiver _____

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

40. _____ Rules
 _____ Laws
 _____ Emancipation
 _____ Age of Majority
 _____ Need
 _____ Want

Definitions:

- a. Regulations made and enforced by the government that regulate the conduct of people within a society.
- b. A legal proceeding where a child becomes an adult in the eyes of the law.
- c. When the law no longer requires parents to provide for the needs of their children.
- d. A set of guidelines that regulates behavior.
- e. Essential things a person must have.
- f. Things a person desires.

41. _____ Paternity
 _____ Child support
 _____ Custody

- a. A legal right to collect money that all mothers have against fathers.
- b. A mother needs to prove this before taking any legal actions against a child's father.
- c. A legal requirement that absent parents support their children.
- d. Both parents of a child have this unless there has been a legal proceeding.

Directions: Complete the following:

42. **Read the following.**

Betty is the mother of Alex, a five-year-old. They are going grocery shopping. When they get to the store, Betty tries to put Alex in the shopping cart, but Alex wants to walk, "like a big kid." Betty agrees and says that if Alex is good, she will buy Alex some ice cream. About fifteen minutes into their shopping trip, Betty turns her back on Alex for a minute and Alex goes over to a large stack of cans, pulls one out, and knocks over the entire stack. Hearing the loud noise of the cans hitting the ground, Betty turns around and sees Alex standing by the mess and holding one of the cans.

Now, from the list below, select the FIVE best things that you think Betty should do in response to Alex's actions. Number your choices 1 - 5 (1 = the best response for Betty; 2 = the second best response; 3 = the third best response, etc.)

- _____ Have Alex help the store clerk pick up the cans.
- _____ Make Alex apologize for making the mess.
- _____ Run over to Alex and scream, "You're so stupid."
- _____ Put Alex in the cart until Betty finishes shopping.
- _____ Slap Alex across the face.
- _____ Lock Alex in the car until Betty finishes shopping.
- _____ Explain to Alex that Alex cannot have any ice cream.

- ☐ Talk with Alex about why it is important to stay with Betty in the grocery store.
- ☐ Give Alex a spanking, right there in the store.
- ☐ Pretend that Alex is not her child and finish shopping.

43. **Read the following.**

Jane needs Food Stamps. She lives in Maryland. Her friend Mary gets them and told Jane that Jane probably qualifies for Food Stamps, too. Jane has been trying to call the Food Stamp office to make an appointment. She calls every day when she gets home from school. The line is always busy or she gets voice mail. The voice mail message is too confusing so Jane hangs up. Jane knows that the people at the Food Stamp office give Mary a hard time, so Jane doesn't really want to go to the office.

Now, from the list below, select the FIVE best things that you think Jane should do. Number your choices 1 - 5 (1 = the best response for Jane; 2 = the second best response; 3 = the third best response, etc.)

- ☐ Try calling the office at other times during the day.
- ☐ Just give up, it's probably not worth the hassle.
- ☐ Ask Mary what she needs to bring to apply for Food Stamps and bring it to the office.
- ☐ Check the phone book to see if there is another office or number that she could call.
- ☐ Just keep doing what she's been doing, eventually she'll get through.
- ☐ Consult a community organization for advice.
- ☐ Call the Food Stamp Office in D.C.
- ☐ Leave her name on the voice mail.
- ☐ Borrow some Food Stamps from Mary.
- ☐ Buy foods in bulk.

44. **A rule is a set of guidelines that regulates behavior. What rules do you use or plan to use in your family?**

45. List three laws that help families and explain how these laws help families:

1.

2.

3.

46. List or name three community resources available for a child who is being abused:

1.

2.

3.

47. The Brooks only believe in feeding their children two meals a day. They have four children. Two of the children seem healthy; two of the children are slightly underweight.

List 2 arguments in support of the parents' decision to feed the children only twice a day:

1.

2.

List 2 arguments against the parents' decision to feed the children only twice a day::

1.

2.

The Brooks are in court and charged with neglect. You are the judge. Did they neglect their children? Why or why not?

48. Theresa and Derrick are divorcing. Both want custody of their eight year old son. As a judge, you must decide what is in the "best interests of the child." List three things that a parent should do that are in the best interest of the child.

1.

2.

3.

49. City council is deciding whether to pass the following law:

Teen parents must live with their parents.

List two arguments in support of the law:

1.

2.

List two arguments against the law:

1.

2.

50. You're a tenant. The ceiling of your apartment is leaking and you think you saw a mouse.

Observer Handout

**PRE/POST TEST:
SKILLS ASSESSMENT**

Student _____

Instructor _____ Date _____

Observer: Sit to one side of the students as they discuss the story and try to solve the problem. Mark the attached chart/rubric for the student that you are observing. Please do not give input.

PROCEDURE:

1. Distribute handout and read story to the students (text below). Do not let them see the observation chart (skills rubric).
2. Tell the students to talk with each other, identify the problem, and decide what should be done.

(To be read aloud)

It's Saturday at 5:00 pm. Sharon, age 16, wants to go out dancing with her friends from 9:00 pm to 4:00 am. Sharon lives with her grandparent and her two children, Jason (age 2) and Nicole (age 10 months). Sharon friends can only give her a ride to the dance club at 9:00 pm.

Sharon wants her grandparent to babysit. Her grandparent often takes care of the children, so that Sharon can study. Her grandparent is exhausted from taking care of the children and has made plans to go see a movie with friends. The movie ends at 11:00 pm.

No other adults live in the home.

3. Allow the students to discuss the problem for up to 15 minutes.
(Time actually taken: _____).

4. After the students have finished the problem solving activity and the chart is completed, please answer these questions about the students' discussion:

- A. Did the students discuss asking anyone for help?
- B. Did the students discuss any community resources that might help solve the problem? If so, which resources.

Student Handout

1. Read this story with your partner.

It's Saturday at 5:00 pm. Sharon, age 16, wants to go out dancing with her friends from 9:00 pm to 4:00 am. Sharon lives with her grandparent and her two children, Jason (age 2) and Nicole (age 10 months). Sharon friends can only give her a ride to the dance club at 9:00 pm.

Sharon wants her grandparent to babysit. Her grandparent often takes care of the children, so that Sharon can study. Her grandparent is exhausted from taking care of the children and has made plans to go see a movie with friends. The movie ends at 11:00 pm.

No other adults live in the home.

2. Assign roles. One of you is Sharon. One of you is the grandparent. You should feel free to make assumptions based on the facts given by thinking about what your characters feel, think, and do in a typical day.
3. Identify the problem and talk about what you think can be done to try to solve it.

PERFORMANCE ASSESSMENT CHART

Student's Name:

Date:

PROBLEM SOLVING SKILLS	GREAT	GOOD	NEEDS IMPROVEMENT
Accurately identifies the problem (skill #1)	<input type="checkbox"/> Identifies specific problem to solve <input type="checkbox"/> discusses what he/she wants and will settle for <input type="checkbox"/> anticipates other side's concerns <input type="checkbox"/> starts and maintains conversation	<input type="checkbox"/> Identifies problem to solve <input type="checkbox"/> discusses what he/she wants <input type="checkbox"/> participates in conversation	<input checked="" type="checkbox"/> recognizes problem <input type="checkbox"/> states what he/she wants <input type="checkbox"/> answers questions
Communicates (skills #5,6,7)	<input type="checkbox"/> clearly presents own point of view <input type="checkbox"/> asks clarifying questions (open ended) <input type="checkbox"/> establishes eye contact <input type="checkbox"/> sits in an open position, squarely facing partner <input type="checkbox"/> states reasons for other side's action(s) or position(s) <input type="checkbox"/> encourages partner to speak <input type="checkbox"/> listens without interrupting <input type="checkbox"/> reflects on own feelings and those of other side <input type="checkbox"/> summarizes conversation <input type="checkbox"/> stays on task	<input type="checkbox"/> states own point of view <input type="checkbox"/> establishes some eye contact <input checked="" type="checkbox"/> listens to partner <input type="checkbox"/> sits facing partner <input type="checkbox"/> asks questions <input type="checkbox"/> shares speaking time	<input type="checkbox"/> asks closed-end questions (yes/no) <input type="checkbox"/> talks with partner
Generates options and/or alternatives (skill #2)	<input type="checkbox"/> Identifies 3 or more options and/or alternatives that address the problem <input type="checkbox"/> clarifies own options; asks questions about partner's options <input type="checkbox"/> is non judgmental when generating options <input type="checkbox"/> uses partner's ideas to generate additional ideas <input type="checkbox"/> open to other person's input <input type="checkbox"/> shows flexibility	<input type="checkbox"/> Identifies 2 or more options and/or alternatives for problem <input type="checkbox"/> adds to partner's ideas <input type="checkbox"/> shows some flexibility <input type="checkbox"/> discusses options with partner	<input type="checkbox"/> states an option/alternative <input type="checkbox"/> asks for ideas from partner
Evaluates consequences (good and bad) for each option (skill #3)	<input type="checkbox"/> develops criteria for judging options/alternatives <input type="checkbox"/> identifies what might happen, good and bad, for each option <input type="checkbox"/> states at least 3 reasons why the option is important <input type="checkbox"/> states some reasons for the other side's action and why the option might be appropriate for them	<input type="checkbox"/> discusses what might happen, good and bad, for each option <input type="checkbox"/> states 1 or 2 reasons why the option is important <input type="checkbox"/> references other side's concerns	<input type="checkbox"/> Identifies negative consequences <input type="checkbox"/> questions what may happen
Reaches agreement and selects solution(s) (skill #4)	<input type="checkbox"/> prioritize options and gives reasons for order <input type="checkbox"/> clearly states reason for best choice <input type="checkbox"/> agrees with partner on one solution to try <input type="checkbox"/> plans for implementation of solution <input type="checkbox"/> reviews decisions made <input type="checkbox"/> stays on task	<input type="checkbox"/> selects best option/alternative <input type="checkbox"/> decides on solution <input checked="" type="checkbox"/> states reason for choice <input type="checkbox"/> agrees with implementation of solution	<input type="checkbox"/> states choice for solution <input type="checkbox"/> acknowledges agreement

COMMUNITY RESOURCE QUESTIONNAIRE (PART I)

Name: _____

Teacher: _____

Date: _____

Directions: Have you ever attempted to use any of the following resources (please circle your answer):

Better Business Bureau?	YES	NO
Child Protective Services?	YES	NO
Community organizations that help families?	YES	NO
Department of Housing?	YES	NO
An emergency shelter?	YES	NO
A fair housing organization?	YES	NO
The Family Division of your local court?	YES	NO
The Food and Drug Administration?	YES	NO
Head Start?	YES	NO
A lawyer?	YES	NO
A medical clinic?	YES	NO
Office of Child Support Enforcement?	YES	NO
Office of Vital Statistics?	YES	NO
The police?	YES	NO
School Officials?	YES	NO
A teen crisis hotline?	YES	NO
Temporary Assistance for Needy Families (TANF)? [formerly known as Aid to Families with Dependent Children (AFDC)]	YES	NO
Women, Infants, and Children (WIC)?	YES	NO

COMMUNITY RESOURCE QUESTIONNAIRE (PART I cont.)

Name: _____

Teacher: _____

Date: _____

Directions: How likely would you be to look for help from community resources if you or a family member had problems in the following areas (please circle your answer).

Getting emergency food?	Not at all	Somewhat	Very
Stopping domestic violence?	Not at all	Somewhat	Very
Getting proper nutrition?	Not at all	Somewhat	Very
Finding a place to live?	Not at all	Somewhat	Very
Getting food stamps?	Not at all	Somewhat	Very
Getting child support?	Not at all	Somewhat	Very
Schooling?	Not at all	Somewhat	Very
Getting Married?	Not at all	Somewhat	Very
Getting Counseling?	Not at all	Somewhat	Very
Getting Employment?	Not at all	Somewhat	Very
Finding information about child development?	Not at all	Somewhat	Very
Stopping child abuse?	Not at all	Somewhat	Very
Dealing with statutory rape?	Not at all	Somewhat	Very
Dealing with defective merchandise?	Not at all	Somewhat	Very
Reporting major problems with your apartment?	Not at all	Somewhat	Very
Obtaining custody of a child?	Not at all	Somewhat	Very
Dealing with statutory rape?	Not at all	Somewhat	Very

COMMUNITY RESOURCE QUESTIONNAIRE (PART II)

Name: _____

Teacher: _____

Date: _____

Directions: In the past six weeks, have you attempted to use any of the following resources (please circle your answer):

Better Business Bureau?	YES	NO
Child Protective Services?	YES	NO
Community organizations that help families?	YES	NO
Department of Housing?	YES	NO
An emergency shelter?	YES	NO
A fair housing organization?	YES	NO
The Family Division of your local court?	YES	NO
The Food and Drug Administration?	YES	NO
Head Start?	YES	NO
A lawyer?	YES	NO
A medical clinic?	YES	NO
Office of Child Support Enforcement?	YES	NO
Office of Vital Statistics?	YES	NO
The police?	YES	NO
School Officials?	YES	NO
A teen crisis hotline?	YES	NO
Temporary Assistance for Needy Families (TANF)? [formerly known as Aid to Families with Dependent Children (AFDC)]	YES	NO
Women, Infants, and Children (WIC)?	YES	NO

COMMUNITY RESOURCE QUESTIONNAIRE (PART III)

Name: _____

Teacher: _____

Date: _____

Directions: How likely would you be to look for help from community resources if you or a family member had problems in the following areas (please circle your answer).

Getting emergency food?	Not at all	Somewhat	Very
Stopping domestic violence?	Not at all	Somewhat	Very
Getting proper nutrition?	Not at all	Somewhat	Very
Finding a place to live?	Not at all	Somewhat	Very
Getting food stamps?	Not at all	Somewhat	Very
Getting child support?	Not at all	Somewhat	Very
Schooling?	Not at all	Somewhat	Very
Getting Married?	Not at all	Somewhat	Very
Getting Counseling?	Not at all	Somewhat	Very
Getting Employment?	Not at all	Somewhat	Very
Finding information about child development?	Not at all	Somewhat	Very
Stopping child abuse?	Not at all	Somewhat	Very
Dealing with statutory rape?	Not at all	Somewhat	Very
Dealing with defective merchandise?	Not at all	Somewhat	Very
Reporting major problems with your apartment?	Not at all	Somewhat	Very
Obtaining custody of a child?	Not at all	Somewhat	Very
Dealing with statutory rape?	Not at all	Somewhat	Very

SURVEY SAYS...

Name: _____

Date: _____

School: _____

Directions: Please circle the appropriate answer.

1. Compared to the other classes I have taken in school, I would rate the Teen Parents and the Law class as:

The Worst

One of the Worst

Average

One of the Best

The Best

2. I learned useful legal information in this class:

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

3. I have already used or plan to use information that I learned in this class to help my family:

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

4. I have improved my problem-solving skills as a result of this class:

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

5. I would recommend this class to someone else:

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

6. What did you like most about this class?

7. What did you like least about this class?

8. Any comments you want to add?

ADDITIONAL SURVEY RESULTS

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

Question	Pre-Test Results for all Program Participants (N=50)	Pre-Test Results for Study Group (N=36)	Post-Test Results for Study Group (N=36)
	Percent Responding Correctly		
1. Laws only affect people who do something wrong.	82.0	80.6	80.6
2. Teen parents do not have the same rights under the law as parents over the age of 18.	46.9	41.7	52.8
3. A child must attend school when she turns five.	84.0	83.3	86.1
4. Community members can help pass laws.	84.0	77.8	88.9
5. The law only defines a family as a husband, wife, and children.	68.0	72.2	77.8
6. A man and a woman may marry whenever they decide to.	50.0	55.6	77.8
7. If a child lives with her father and the mother wants nothing to do with the child, the mother does not have to pay child support.	82.0	86.1	97.2
8. A teen parent does not have to pay child support until she turns 18 years old.	62.0	61.1	63.9
9. A teacher who suspects a teen parent is burning her child must call Child Protective Services	92.0	88.9	97.2
10. Parents are legally required to immunize their children before the children can attend school.	100.0	100.0	97.2
11. Civil protection orders only help married couples.	88.0	83.3	91.7
12. According to law, advertising must be 100% true.	36.0	38.9	16.7
13. A two-year-old may legally ride in a car if she is wearing a seat belt.	70.0	72.2	77.8
14. If a child lives with his father and not with his mother, then only the father has legal custody of a child.	64.0	72.2	80.6
15. A biological parental always has the legal responsibility for a child.	24.0	22.2	25.0
16. A kinship caregiver can ask for custody of a child not related to her.	74.0	69.4	83.3
17. If a 30 year old has sex with a 14 year old, he is guilty of statutory rape even if he is her boyfriend.	98.0	97.2	88.9
18. Laws do not affect how parents raise their children.	70.0	63.9	75.0
19. The Women, Infants and Children's (WIC) program helps parents provide for the nutritional needs of their children.	100.0	100.0	91.7
20. To apply for child support, a parent should complete the proper forms located at the mayor's office.	58.0	63.9	69.4
21. A parent who leaves a napping baby home alone for three hours is: guilty of neglect.	100.0	100.0	91.7
22. A judge will not order a parent to pay child support if: paternity has not been established.	90.0	88.9	88.9

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

Question	Pre-Test Results for all Program Participants (N=50)	Pre-Test Results for Study Group (N=36)	Post-Test Results for Study Group (N=36)
	Percent Responding Correctly		
23. The Education for all Handicapped Children's Act requires schools to: place children with disabilities in their own classes.	76.0	75.0	91.7
24. If a landlord is discriminating against a tenant because of the tenant's race, the tenant should: call a fair housing organization.	90.0	88.9	97.2
25. If a tenant has a broken toilet, he should first: notify the landlord.	98.0	97.2	94.4
26. A landlord must promptly fix all: housing code violations.	56.0	58.3	63.9
27. A consumer letter of complaint should: inform the merchant of the problems with the product.	90.0	91.7	97.2
28. A parent can have his parental rights terminated if he: neither.	59.2	63.9	76.5
29. Most laws are designed to:			
a. protect citizens	92.0	88.9	94.4
b. keep the peace	94.0	91.7	86.1
d. regulate safety	86.0	86.1	88.9
f. establish fair procedures	88.0	88.9	86.1
30. A parent may be guilty of neglect if the child does not have:			
a. love	88.0	83.3	88.9
b. food	100.0	100.0	94.1
c. shelter	94.0	91.7	91.7
d. a suitable education	86.0	94.4	91.7
31. The following information is important in order to collect child support:			
a. name and address of absent parent	95.9	97.1	97.2
c. name and address of absent parent's employer	77.6	72.2	80.6
d. tax returns	20.4	8.3	33.3
e. social security number	91.8	86.1	100.0
f. birth certificates of children	83.7*	77.8	94.4
32. A judge determines that a child is being abused by his mother who is addicted to marijuana. The judge may order:			
a. the mother to attend parenting classes	68.0	61.1	80.6
b. the child to be placed in foster care	88.0	86.1	72.2
e. the mother to submit to weekly drug testing	80.0	77.8	91.7
f. a social worker to check in with the child's teacher to make sure everything is going okay	74.0	63.9	75
33. To help prepare a three-year-old prepare for school, a parent can:			
a. enroll her in Head Start	98.0	100.0	97.2

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

Question	Pre-Test Results for all Program Participants (N=50)	Pre-Test Results for Study Group (N=36)	Post-Test Results for Study Group (N=36)
	Percent Responding Correctly		
33. (continued)			
c. visit the local library	84.0	86.1	91.7
d. feed the child healthy foods	54.0	52.8	61.1
34. The Federal Fair Housing Act prohibits landlords from discriminating against potential tenants based on:			
a. religion	92.0	88.9	91.7
b. race	94.0	91.7	94.4
f. disability	82.0	80.6	88.9
g. family with children	67.3*	63.9	77.8
35. A tenant has the following responsibilities:			
a. pay rent on time	95.9	94.4	97.2
b. use the apartment for only legal activities	76.0	77.8	69.4
c. inform the landlord of any special needs if the tenant is disabled	70.0	63.9	69.4
f. stay in the apartment for the term of the lease	74.0	80.6	63.9
36. Good advice for a victim of domestic violence is to:			
b. call the police and cooperate	100.0	100.0	94.4
c. file for a civil protection order	82.0	83.3	83.3
e. get counseling	84.0	77.8	88.9
f. move out	60.0	58.3	66.7
37. Things a consumer would do to make a wise purchase include:			
b. decide whether the product is a need or a want	86.0	83.3	88.9
c. compare different brands of a product	88.0	88.9	88.9
e. get the advice of friends and family	58.0	58.3	63.9
38. To decide who gets custody of a child, a judge must consider:			
c. the wishes of the child	78.0	86.1	77.8
e. who is taking care of the child	92.0	94.4	91.7
39. Definitions: ¹			
a. Tenant	88.0	88.9	94.5
b. Legal Custodian	58.0	58.3	61.1
c. Consumer	76.0	77.8	91.7
d. Landlord	82.0	83.3	86.1
e. Kinship Caregiver	64.0	66.7	61.1

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

Question	Pre-Test Results for all Program Participants (N=50)	Pre-Test Results for Study Group (N=36)	Post-Test Results for Study Group (N=36)
	Percent Responding Correctly		
40. Fill in the blank:			
a. Rules	74.0	80.6	88.9
b. Laws	74.0	75.0	88.9
c. Emancipation	32.0	36.1	55.6
d. Age of Majority	38.0	41.7	58.3
e. Need	80.0	83.3	88.9
f. Want	80.0	83.3	88.9
41. Fill in the blank:			
a. Paternity	74.0	80.6	94.4
b. Child support	48.0	55.6	61.1
c. Custody	74.0	83.3	83.3
42. This question was omitted due to insufficient data.	NA	NA	NA
43. This question was omitted due to insufficient data.	NA	NA	NA
44. A rule is a set of guidelines that regulates behavior. What rules do you use or plan to use in your family?	35.4	33.3	36.1
45. List three laws that help families and explain how these laws help families.	18.8	19.4	33.3
46. List or name three community resources available for a child who is being abused.	44.2	50.0	72.2
47. The Brooks only believe in feeding their children two meals a day. They have four children. Two of them seem healthy; two of the children are slightly underweight.			
List two arguments in support of the parents' decision.	46.0	41.6	69.5
List an argument against the parents' decision.	48.0	48.6	62.5
The Brooks are in court and charged with neglect. You are the judge. Did they neglect their children? Why or why not?	62.5	61.1	58.3
48. Theresa and Dick are divorcing. Both want custody of their eight year old son. As a judge, you must decide what is in the "best interests of the child." List three things that a parent should do that are in the best interest of the child.	50.0	47.2	58.3
49. City council is deciding whether to pass the following law: Teen parents must live with their parents.			
List two arguments in support of the law.	56.9	54.2	61.2
List two arguments against the law.	62.8	58.4	66.7
50. You're a tenant. The ceiling of your apartment is leaking and you think you saw a mouse. What should you do?	40.0	38.9	44.4

For questions 39, 44-50 results indicate a score of fifty-percent or more.

KNOWLEDGE ASSESSMENT SURVEY AVERAGE PROPORTION OF CORRECT RESPONSES AND NUMBER IMPROVING				
Class	N	Pre-Test (% Correct)	Post-Test (% Correct)	Number Improving¹
1	6	65.2%	65.7%	1
2	6	72.3%	73.7%	1
3.1	5	57.6%	55.9%	2
3.2	5	54.3%	61.1%	2
4	10	66.0%	72.0%	3
5	4	58.8%	71.5%	4
Total	36	62.4%	66.7%	13

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																
School	N	Accurately Identifies the Problem (Range 0 – 12) ²			Communicates (Range 0 – 30) ²			Generates Options and/or Alternatives (Range 0 – 18) ²			Evaluates Consequences (good and bad) for Each Option (Range 0 – 12) ²			Reaches an Agreement and Selects Solution(s) (Range 0 – 18) 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	8	5.25	9.38	75.0	9.13	20.13	75.0	4.13	11.88	87.5	2.25	8.25	87.5	6.38	10.0	62.5
2	6	4.00	6.16	83.3	6.33	11.83	83.3	2.67	6.0	75.0	1.33	2.50	83.3	2.33	5.83	83.3
3	3	**	**	**	**	**	**	**	**	**	**	**	**	**	**	**
4	7	4.86	3.57	0.0	8.14	11.0	57.1	3.57	2.28	14.3	1.00	.57	14.3	2.0	1.29	42.9
5	3	3.33	6.33	100.0	2.0	14.3	100.0	.33	7.33	100.0	0.0	5.33	100.0	1.67	10.33	100.0

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.

COMMUNITY RESOURCE SURVEY I AND III
CHANGES IN TEEN PARENTS WILLINGNESS TO USE COMMUNITY RESOURCES IF THEY HAVE A PROBLEM BY CLASS

Community Resource	Class	N ¹	Pre-Test ² (Average Score)	Post-Test ² (Average Score)	Percent Improved
Getting emergency food?	1	7	.43	1.43*	57%
	2	5	1.40	1.20	20%
	3	5	.80	1.00	20%
	4	9	.00	1.22*	67%
	5	4	1.75	2.00	25%
Stopping domestic violence?	1	7	1.00	1.71*	43%
	2	5	1.20	1.40	40%
	3	4	1.00	1.00	0%
	4	9	.22	1.56*	89%
	5	4	1.50	1.25	0%
Getting proper nutrition?	1	7	.71	1.71*	86%
	2	5	.80	1.60*	40%
	3	4	1.00	1.50*	50%
	4	9	.44	1.22*	56%
	5	4	1.50	1.75	25%
Finding a place to live?	1	7	.86	1.71*	43%
	2	5	.80	1.20	40%
	3	4	1.75	1.75	0%
	4	9	.44	1.22*	56%
	5	4	1.50	1.75	25%

COMMUNITY RESOURCE SURVEY I AND III (CONTINUED)
CHANGES IN TEEN PARENTS WILLINGNESS TO USE COMMUNITY RESOURCES IF THEY HAVE A PROBLEM BY CLASS

Community Resource	Class	N ¹	Pre-Test ² (Average Score)	Post-Test ² (Average Score)	Percent Improved
Getting food stamps?	1	7	.57	1.43*	57%
	2	5	1.00	1.40	40%
	3	4	.75	.75	25%
	4	9	.44	1.22*	56%
	5	4	1.75	1.75	25%
Getting child support?	1	7	1.00	1.86*	71%
	2	5	1.40	1.60	20%
	3	4	1.50	1.50	25%
	4	9	.56	1.33*	44%
	5	4	2.00	1.75	0%
Schooling?	1	7	.86	1.43*	43%
	2	5	1.20	1.20	0%
	3	4	1.25	1.50	25.0
	4	7	1.29	1.57	43%
	5	4	2.00	2.00	0%
Getting Married?	1	7	.00	.29	29%
	2	5	1.00	.40	20%
	3	4	.75	.25	0%
	4	8	.13	.25	25%
	5	4	1.25	.50	25%

COMMUNITY RESOURCE SURVEY I AND III (CONTINUED)
CHANGES IN TEEN PARENTS WILLINGNESS TO USE COMMUNITY RESOURCES IF THEY HAVE A PROBLEM BY CLASS

Community Resource	Class	N ¹	Pre-Test ² (Average Score)	Post-Test ² (Average Score)	Percent Improved
Getting Counseling?	1	7	.57	1.14*	57%
	2	5	1.00	1.00	40%
	3	4	1.25	.75	0%
	4	9	.33	1.00*	44%
	5	4	1.25	1.50	50%
Getting Employment?	1	7	1.29	1.71	29%
	2	5	1.40	1.20	20%
	3	4	1.75	1.75	0%
	4	9	1.33	1.89*	33%
	5	4	2.00	1.75	0%
Finding information about child development?	1	7	1.00	1.50*	50%
	2	5	1.00	1.00	40%
	3	4	1.00	1.25	25%
	4	9	.67	1.11	44%
	5	4	2.00	2.00	0%
Stopping child abuse?	1	7	.86	1.57*	43%
	2	5	1.20	1.80*	40%
	3	4	1.25	1.25	0%
	4	9	.44	1.33*	56%
	5	4	2.00	2.00	0%

COMMUNITY RESOURCE SURVEY I AND III (CONTINUED) CHANGES IN TEEN PARENTS WILLINGNESS TO USE COMMUNITY RESOURCES IF THEY HAVE A PROBLEM BY CLASS					
Community Resource	Class	N¹	Pre-Test² (Average Score)	Post-Test² (Average Score)	Percent Improved
Dealing with defective merchandise?	1	7	.29	1.29*	57%
	2	5	1.20	1.40	40%
	3	3	.67	.67	0%
	4	9	.11	.67*	44%
	5	4	1.25	1.25	25%
Reporting major problems with your apartment?	1	7	.71	1.86*	71%
	2	5	1.20	1.80*	40%
	3	4	1.50	1.50	0%
	4	9	.11	1.22*	78%
	5	4	1.25	1.75*	50%
Obtaining custody of a child?	1	7	.14	1.43*	86%
	2	5	1.20	1.40	40%
	3	3	1.33	1.33	0%
	4	9	.44	1.00*	56%
	5	4	1.50	1.75	25%

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

² The possible range of the score is 0-2, where 0= not at all, 1= somewhat, and 2= very.

* Indicates a statistically significant difference at $p \leq .05$ between averages for this community resource item.