

CALIBER

**SAVE OUR STREETS PROGRAM
PROCESS EVALUATION**

Final Report

Prepared by:

Caliber Associates
10530 Rosehaven Street
Suite 400
Fairfax, Virginia 22030
Tel: (703) 385-3200
Fax: (703) 385-3206

Prepared for:

Street Law, Inc.
1600 K Street, N.W.
Washington, DC
(202) 293-0088

February 2003

TABLE OF CONTENTS

Page

SAVE OUR STREETS PROGRAM PROCESS EVALUATION

| | | |
|-----|--------------------------------------|----|
| 1. | SAVE OUR STREETS OVERVIEW | 1 |
| 2. | EVALUATION METHODOLOGY | 1 |
| 2.1 | Process Evaluation | 2 |
| 2.2 | Outcome Assessment | 3 |
| 3. | DATA COLLECTION | 3 |
| 4. | PROCESS EVALUATION RESULTS | 4 |
| 4.1 | Planning Process | 4 |
| 4.2 | Implementation Process | 6 |
| 5. | ASSESSMENT OF PROGRAM OUTCOMES | 11 |
| 5.1 | Participants' Skills | 11 |
| 5.2 | Participants' Knowledge | 13 |
| 6. | PARTICIPANTS' ATTITUDES | 14 |
| 6.1 | Use of Violence | 14 |
| 6.2 | Community Resources | 15 |
| 6.3 | Control of One's Life | 16 |
| 7. | PARTICIPANTS' BEHAVIOR | 17 |
| 8. | PROGRAM FEEDBACK | 18 |
| 9. | CONCLUSIONS | 20 |

APPENDIX A: PROCESS EVALUATION FORMS

APPENDIX B: OUTCOME EVALUATION FORMS

APPENDIX C: SUMMARY TRAINING REPORTS

SAVE OUR STREETS PROGRAM PROCESS EVALUATION REPORT

Findings from the process evaluation of the Save Our Streets program show a promising initiative for teaching youth about conflict resolution, the law, and themselves. The evaluation started in the spring of 2001 to assess the unique aspects of the program and its implementation that contribute to its success. This report will discuss the Save Our Streets program and training, the evaluation methodology and the results from each program location.

1. SAVE OUR STREETS OVERVIEW

The Save Our Streets program is designed to encourage youth to examine the law and public policy, as well as to learn practical skills such as conflict resolution and critical thinking. The ultimate goal is to help the youth become a part of the solution to problems in their communities.

The Save Our Streets program is implemented in a variety of settings from community centers to detention centers and aims to reach at-risk youth or youth who have been charged with their first offense. The Save Our Streets curriculum consists of 16 adult-facilitated sessions run with the help of community resource people such as lawyers and police officers. The primary focus of the curriculum is on critical thinking skills, practical legal knowledge, and conflict resolution skills, with each lesson addressing specific risk factors for violent behavior (e.g. problem solving skills, value of rules, facts about gun violence). To give recognition to the participants and promote a sense of achievement, the program culminates in a graduation ceremony or event. In some locations, the participants receive credit with the criminal justice system for graduating with satisfactory attendance and performance.

The Save Our Streets program was developed by Street Law, Inc., who created all training and implementation materials. Additionally, Street Law, Inc. provides each site with a small stipend to help implement the program and offset the travel costs of attending a 2-day training. This hands-on training consists of interactive sessions that teach the facilitators how to use resources and new techniques to encourage active participation, and how to implement each lesson effectively. In total, each pilot site agreeing to implement the Save Our Streets program received a small stipend, training for each facilitator of the program, and a complete curriculum, including all handouts, and technical assistance, as requested, from Street Law staff.

2. EVALUATION METHODOLOGY

The primary goals of the Save Our Streets process evaluation were:

- To examine how the Save Our Streets materials and training are being implemented
- To identify key lessons learned to inform the revision of program materials, training and technical assistance, and implementation practices.

Additionally, the evaluation explored the adaptability of the current Save Our Streets program to community settings. Although we were not tasked with conducting an impact evaluation, an effort was made to examine outcomes for participants and to test possible outcome measures for future evaluations of Save Our Streets. This section outlines the key methodologies for the both the process and outcome evaluation efforts.

2.1 Process Evaluation

The process evaluation methodology included surveys of facilitators who attended the 2-day Save Our Streets trainings, and the completion of detailed record forms for each implementation of the program. The detailed record forms included the Process Evaluation: Getting Started form and a process evaluation form for each lesson implemented (*see Appendix A for copies of process forms*).

The 2-day Save Our Streets training consisted of a variety of sessions, including hands-on interactive activities to assist facilitators in learning how to implement each program session. For each training session, all facilitators in attendance completed a tailored evaluation form examining their thoughts on how each session was helpful to them in learning how to implement the Save Our Streets curriculum. The information from these evaluation surveys was compiled and reported in a detailed report for each of the separate trainings held.

The process evaluation of each implementation of the Save Our Streets curriculum included the completion of various record forms by the facilitator. The first form, Process Evaluation: Getting Started, a survey about the planning process leading up to implementation, is completed by the program facilitator just before the program begins. The facilitator completes the process evaluation forms immediately after implementing each lesson. The forms include information for each session regarding:

- The process used to review previous material
- The community resource people who may have helped with the lesson
- The general structure of the lesson

- Alterations to the curriculum
- Lessons learned from implementing the materials.

Together, the process evaluation forms provide a complete picture of the planning and implementation of the program at each site.

2.2 Outcome Assessment

To examine program outcomes, an assessment of each participant's knowledge, skills, attitudes, and behaviors was completed both before and after the implementation of the program (*see Appendix B for copies of outcome data collection instruments*). The Skills Assessment Form for each participant was completed at the start of the program (i.e., within the first week of the program) by facilitators and staff familiar with each participant, and then again after the program ended. To assess changes in their knowledge, attitudes, and behaviors during the course of the program, participants completed a Youth Survey. The Youth Survey was administered at the start and end of the program period to ascertain participants' general knowledge of the curriculum, attitudes toward violence and the criminal justice system, and behaviors in the previous three months related to weapons and violence.

Additionally, participants' journal entries and responses to Handout 1 (from the curriculum) were used to supplement the skills assessment and Youth Survey data. The journal entry asked students to provide information about what they learned in each lesson, how they would use what they learned, and what they liked the most and what they liked the least about each lesson. The Handout 1 form was used in the beginning of each lesson and provided a place for the participant to write down what they recalled from the previous lesson. This information provided us with an insight into what participants were learning about themselves and what kinds of information they had retained during the course of the program.

3. DATA COLLECTION

Three program sites have provided data from their first implementation of Save Our Streets: Riker's Island Correctional Facility, Basie Beacon Community Center, and Grand Street Settlement Community Center. All three sites are in New York and represent separate areas of the city. Although each site has submitted some level of data for the evaluation, no one site has submitted a complete set of all data required for the evaluation. The data received to date from each site are identified in Exhibit 1. The data received from each site varied widely across sites, consequently, only tentative conclusions could be drawn from the analysis.

| EXHIBIT 1 EVALUATION DATA RECEIVED FROM EACH SITE | |
|--|---|
| Site | Returned Data |
| Basie Beacon* | <ul style="list-style-type: none"> ■ Process Evaluation: Getting Started Form ■ The process evaluation forms from lessons 1,4,5,6,8,9,10, and 11 ■ The post-program Youth Survey ■ The post-program Skills Assessment |
| Grand Street Settlement | <ul style="list-style-type: none"> ■ Pre-program Youth Survey ■ Pre-program Skills Assessment ■ Process evaluation forms from lessons 1,2,3,4,5,7,8,10,11, and 12 ■ Handout 1 and journal entries from lesson 3 |
| Riker's Island | <ul style="list-style-type: none"> ■ The Process Evaluation: Getting Started Form ■ The Pre-program Skills Assessment ■ The Pre-Program Youth Survey ■ Attendance sheets from each lesson ■ Handout 1 forms and journal entries from most lessons taught |

*Much of the data for this site was lost when a custodian cleaned the classroom and discarded the data collection forms.

4. PROCESS EVALUATION RESULTS

Process evaluation data were collected for the planning process and the implementation of the program. Planning process data were received from the Riker's Island Correctional Facility and the Basie Beacon. Implementation process data were received from Grand Street Settlement and Basie Beacon.

4.1 Planning Process

The planning process data included information about the target population, program staff, the facilitator's thoughts on the curriculum and training, and the goals for the program.

Target Population

The target populations of the Basie Beacon program and the Riker's Island Correctional Facility program are very different in that one is a community-based program while the other is a criminal justice program.

The Basie Beacon program serves 12 youth, aged 13 to 17, recruited from both the community and the school. They live in a middle class, middle income community that is 95 percent African American. Facilitators initiated the use of the Save Our Streets program because

crime is fast approaching the area and programs with gang intervention and youth mediation were considered necessary.

The Riker's Island Correctional facility program serves 10 young adults ages 16 to 18. Participants were selected for the program based on two criteria: they had already been sentenced, and they had to volunteer. The majority of participants are African American or Hispanic and come from poor neighborhoods. Facilitators initiated the use of the Save Our Streets program because most of the students at the educational facility have a history of violence.

Program Staff

Program staff varied for each location. The Riker's Island program had one facilitator. He is a bilingual social studies teacher with a Master's degree in multicultural education and five years experience working with young adults. The Basie Beacon program had three facilitators: the Beacon Director, a Beacon Teacher who is also an NYPD auxiliary officer, and a Counselor for Families who works with the Police Department and runs youth groups.

Save Our Streets Training

Two facilitators from the Basie Beacon and one from the Riker's Island program attended the 2-day Save Our Streets training. The facilitators who attended the training reported they found it very helpful and used it extensively with planning. The training increased the facilitator's knowledge about the topics at hand and provided clarity on how to implement the curriculum. At the end of the planning process, the only suggestions for improvement in the training included requiring facilitators to prepare more extensively before attending so everyone could get learn more, providing additional training about the legal system, and providing additional information about how to implement the program effectively (*see Appendix C for a copy of the Training Report*).

Save Our Streets Curriculum

The Save Our Streets curriculum was considered helpful when planning the implementation of the program in that it provided thorough and insightful information about the legal system and conflict resolution. The facilitators at the two different sites had similar thoughts about the curriculum, but for different reasons. Both felt that the curriculum did not always directly apply to their target population. The Riker's Island facilitator reported that the sections about juveniles did not apply to his population of incarcerated young adults, while the

Basie Beacon facilitators considered the curriculum to be heavily geared toward court-mandated programs. When implementing the program in a community setting, the facilitators felt that a lot of creativity and change was required. Both sites felt that the curriculum was clear, appropriate, and complete, though the Basie Beacon facilitators felt that it was very clear for court-mandated programs, but not as clear for community-based programs. Suggestions for improving the curriculum included providing more community-based examples and scenarios.

Facilitators Goals for the Program

The unique target populations at each site caused facilitator's goals to be very specific to each program location. The goals for the Riker's Island Correctional facility site included an expectation that participants would learn to respond in a positive way to rules and regulations in daily life and that they would be able to defuse violence in their personal lives and in their commitments. The facilitator anticipated that the program would help the participants be more active in advocating for themselves and changing their behavior.

The goals for the Basie Beacon program were more preventive. It was anticipated that participants would be able to grasp the topics and then use what they learned as a form of educating themselves in understanding what to do in certain situations. The program would then have an effect on participants through increasing their awareness and preventing them from getting into trouble.

Overall, the Save Our Streets program goals centered around the ideals of reducing violence in the participants' lives and increasing their knowledge so they could then accurately determine how to react in different situations.

4.2 Implementation Process

Information regarding the implementation process was received for various sessions taught at the Grand Street Settlement program location and the Basie Beacon Program Location. Some isolated data from Riker's Island was also received. The data received from each site regarding the implementation process included information about:

- Attendance
- Process by which previous material was reviewed
- Use of community resources

- How each lesson was taught
- Lessons learned, including additional training needs.

It is important to note that the data received was sparse in some areas and very consistent in others. This has implications for conclusions regarding the lessons learned in the implementation of the program.

Attendance

All three sites had good participant attendance, with the Grand Street Settlement having the most consistent attendance over time. Basie Beacon participant attendance fluctuated but attendance was still high in every session. The Riker's Island program had consistent attendance from a select group with varied attendance by the rest of the participants. Despite high participant attendance, parent attendance was extremely low. Given that two of the three programs were community-based and one was held with incarcerated participants, the parent attendance levels are not very surprising. More encouragement for parents to attend may have an impact on the effectiveness of the program.

Review

Both the Basie Beacon and the Grand Street Settlement programs spent time in each session reviewing the previous lesson before starting the new one. At Grand Street Settlement and at Riker's Island, facilitators had participants write out the things they remembered from the previous lesson on Handout 1 (a worksheet asking students to write about the things they remember). At the Basie Beacon site, the facilitators discussed the previous lesson with the participants. In addition to reviewing the previous lesson, both Basie Beacon and Grand Street Settlement presented the participants with the key things to remember from the current lesson before beginning. Combining this, the actual lesson, and the review of the lesson at the next session, participants are reinforced with the information three times. This helps them retain the information and begin to think about how they can apply it to their own lives. Facilitators reported that the participants seemed to be remembering most of the key points from each lesson.

Community Resources

The use of community resource people at each site was minimal. At the Grand Street Settlement location, there was no reported use of community resource people. At the Basie Beacon location, facilitators used their previous experience with the criminal justice system and the law to provide insight into the lessons.

Despite the use of their prior experience, the Basie Beacon facilitators agreed that a resource person actually from the community, such as an NYPD Youth Officer, would have been helpful in implementing many of the sessions. Based on their experiences with the early lessons, a lawyer was brought in to help facilitate Session 8: "Is it Self Defense?" and a police officer was brought in to facilitate session 12: "Crime and Consequences." The use of the community resource people went extremely well and was helpful in implementing the sessions effectively. Facilitators expressed the desire to use more people from the community in the program the next time it is implemented.

A major concern and hindrance to the use of community resource people was a lack of knowledge by facilitators about where they could find people interested in volunteering their time to assist with the program. When facilitators observed how effective a community resource person could be with a session, they became more interested in using all of their community resources in the program. A major request by facilitators is additional training in locating and networking with community resources to find volunteers who will assist with the program.

Facilitating the Sessions

Facilitators discussed each session and how it was implemented in the session evaluation forms. This provides information about the program in general and how it was implemented at each site. Data includes information regarding how the curriculum was implemented, how the facilitators encouraged participation, thoughts about some of the sessions, and advice for implementing the sessions.

Curriculum Implementation

At both the Grand Street Settlement location and the Basie Beacon location, facilitators tended to follow the curriculum exactly with few changes for most sessions. There were a few instances where time constraints, lack of resources, or participant interests made an alteration of the curriculum necessary. Besides changes made to ensure appropriateness for the target population, when parts were left out or the curriculum was not followed, the facilitators wished that they had followed it more exactly. Facilitators reported that ensuring complete coverage of the information in the manner provided in the curriculum would have made more of an impact.

Youth Participation

Facilitators encouraged youth participation through role-plays, asking questions, sharing personal stories, and having them relate what they were learning to their lives. To increase

participation and interest, facilitators personalized the sessions by remaining open to discussing certain topics at length when participants showed a desire (such as rights and the expungement process), ensuring the curriculum matched with local laws, and creating lists of local resources and laws before presenting information. Overall, there was a great interest in the material presented and a clear connection to participants' lives. This encourages youth to engage themselves in the topic at hand.

Thoughts on the Sessions

Both participants and facilitators felt that some sessions worked extremely well. Suggestions for improvement are presented in the lessons learned section. At the Grand Street Settlement location, learning about the expungement process, the case of Gerry Gault, and the participant's rights went extremely well and the participants were very interested. At the Basie Beacon location, facilitators felt that the Seluron activity really opened the participants' minds to the purpose of rules and regulations, the self-defense session was insightful, the Take a Stand activity went extremely well, and the Crime and Consequences session engaged the participants.

Lessons Learned

Facilitators at each location learned much from their first implementation of the program. They learned techniques for implementing the sessions well, how to engage the participants, and the types of things that they might need assistance with or training on in the future. Facilitators provided small pieces of advice and information about their own lessons learned to help future facilitators with implementing the program. This included some specific advice for facilitators and information about how to implement the program effectively. Specific advice for facilitators included:

- *"Learn how to network and utilize the resources of the community."* Facilitators clearly recognized their own limitations and the effect that having a police officer or a lawyer in the room has on the impact of the lesson. When a community resource person was not used, facilitators subsequently reported that the lesson would have gone better if a resource person had been found. Clearly, an important part of the value of the program is the incorporation of the resources of the community to teach participants about the world.
- *"Learn how to deal with participant anger and negative reactions to some activities."* One of the assets to the Save Our Streets program is the interactive method of teaching and learning incorporated into every lesson. With controversial topics being discussed in the program (e.g., receiving negative feedback, gun control debates) there is a heightened possibility of anger and negative reactions. This inclusion of

controversial topics helps participants deal with their own anger and with those whom they disagree; however, given the target population of the program, it is also a cause for concern among facilitators. For example, both the Grand Street Settlement Site and the Basie Beacon sites only held role-plays about giving negative feedback and did not conduct the receiving negative feedback aspects of Session 5: Conflict and Communication. Additional training in how to deal with negative reactions and participant's anger should be included in the 2-day training. Facilitators should also be aware of local resources for troubled participants.

- *"Ensure that you have thorough understanding of the legal system."* The legal aspects taught in the Save Our Streets program are interesting and insightful; however, at times they can seem complex. As participants start asking more questions about legal topics, it may be difficult for facilitators to provide complete information. In addition to using community resource people to solve this problem, facilitators requested more training in the legal issues the program addresses. This will help them facilitate the sessions if a community resource person cannot be found and will ensure complete and accurate information is provided to the program participants.

Advice for implementing the sessions effectively included:

- *"Ensure new sites keep the program interactive, interesting, and fun."* Lengthy talking will lose the interest of participants, resulting in poor attendance and poor outcomes.
- *"Be open to the diversity in people's lifestyles and values; refrain from making judgments."* Because of the varied and sometimes violent nature of participant's lives, this may be difficult at times. It can be easy to say a particular behavior is wrong. In order to keep all participants involved, this should be avoided at all costs.
- *"Be flexible about times and topics of interest to participants."* When participants are truly interested in a topic, facilitators should spend the extra time discussing that topic in depth instead of trying to get through everything included in the curriculum. It is important to address each part of the lesson, but when participants show a keen interest, that interest should be reinforced. It helps keep participants engaged and committed to the program, allowing them to learn more and take the messages home.
- *"Be patient, energetic, flexible, and fun."* Participants will have more respect for facilitators who consider their needs and the fact that they voluntarily come because they want to be there. Being positive and upbeat helps instill enthusiasm for the topic and the program. The use of humor helps participants understand and retain the messages being taught and keeps them engaged. Being patient and flexible instills value and respect for others.

Each of these pieces of advice is important in a program for at-risk youth and will help move the participants toward success in the program and in their communities.

5. ASSESSMENT OF PROGRAM OUTCOMES

Although we were not tasked with conducting an outcome/impact evaluation, an assessment of program outcomes revealed promising findings. The assessment included information about the skills of the participants, as well as their knowledge, attitudes, and behaviors. Outcome data was received from both the Riker's Island Site and the Basie Beacon Site. Because the Riker's Island outcome data submitted was limited to pre-program data that consisted of information about the participants at the start of the program, the majority of the analysis utilized data from the Basie Beacon Site, where post-program data was provided. Supplemental information provided by the Riker's Island staff in the form of the participants' journal entries and review handouts from each lesson were analyzed and incorporated into the evaluation results where appropriate.

5.1 Participants' Skills

Facilitators from each site were asked to assess participants on a number of skills helpful in resolving conflict, respecting other's views, and avoiding violence (Pre/Post-Program Skills Assessment). Skills addressed included impulse control, anger management, problem solving, communication, and critical thinking. Facilitators were asked to rate participants, using a scale of 1 (very weak) to 5 (very strong), on each skill, both before and after the program for purposes of comparison. Since no site submitted data from both before and after the program was implemented, comparison of the skills for each participant could not be made. Therefore, the skills of participants after completion of the program were analyzed. This enabled a determination of the extent to which the skills taught in the program were mastered by the participants at its conclusion.

Overall, skill mastery was very high with most participants exhibiting every skill taught. Results include:

- Participants' average score was 3.37, indicating mastery of the majority of skills taught and strength in the exhibition of several.
- Participants did well in making the effort to control anger before initiating contact with others and in making sure the other person understood what his or her interests were.

- Facilitators reported that participants debated with good reasons and showed respect for others.
- Participants were able to express their interests clearly and understand other's points of view.

These results indicate that participants left the program with strong skills related to resolving conflict, respecting others' views, and avoiding violence.

Weaknesses in skill mastery were generally limited to select participants and skills. The skills with which participants had the most trouble included:

- The ability to listen without interrupting what the other person had to say. For example, the Basic Beacon program instituted the one-mike rule in which only one person could speak at a time. This was very difficult for some participants to follow, especially given the nature of the topics at hand and the participants' eagerness to be heard.
- Refraining from arguing, making fun of, or insulting others when in disagreement with them. Part of this trouble was a fondness for joking around that sometimes went too far. Other times, participants just did not know how to respect another's opinion when possessing an opinion entirely different.

Low scores on other skills were generally attributable to one participant who had trouble controlling his anger and expressing himself without being confrontational. Overall, as shown in Exhibit 2, facilitators' ratings on the skills assessments show a mastery of the majority of skills by most participants.

| EXHIBIT 2 PARTICIPANT MASTERY OF SKILLS | |
|--|---|
| Participant ID | Average Rating from 1 to 5 on the Skills Assessment |
| 1 | 3.87 |
| 2 | 3.00 |
| 3 | 4.00 |
| 4 | 2.87 |
| 5 | 3.93 |
| 6 | 2.53 |
| 7 | 2.93 |
| 8 | 4.00 |
| 9 | 4.00 |
| 10 | 3.00 |
| 11 | 2.93 |
| Average Score | 3.37 |

participants come away from their participation in the Save Our Streets program with a good foundation in legal knowledge and information about violence and its consequences.

Handout 1 Forms

The Handout 1 form completed by each participant in the beginning of each lesson gave them the opportunity to write down what they remembered from the previous lesson. Participants clearly retained their knowledge from lesson to lesson. Combining this information with the overall knowledge assessment scores shows that participants are retaining short-term knowledge gains.

Overall, the knowledge assessment showed that participants were learning about the law, conflict resolution skills and theory, and the effects of violence. Additionally, participants are retaining information learned during the 3-month program. Participants appear to be leaving the Save Our Streets program with practical knowledge that can assist them in improving themselves and reducing violence in their lives.

6. PARTICIPANTS' ATTITUDES

Participants' attitudes towards violence as a part of their lives and their communities were investigated using a part of the questions from the Youth Survey. Participants were asked to rate on a scale of 1 (Strongly Disagree) to 5 (Strongly Agree) 21 statements addressing the reasons people might use violence, the trustworthiness of the resource people in the community, and the control one has over his or her own life.

6.1 Use of Violence

Participants were asked about their attitudes toward four different reasons for the use of violence: peer acceptance, personal protection in their neighborhood, a feeling of power and superiority, and revenge. Not surprisingly, given the community-based sample, most participants disagreed with the use of violence for any of the reasons presented (Exhibit 4). Although there was some agreement that violence was justified as revenge for hurting family members and that guns gave participants a feeling of power, participants did not feel that violence was a good way to meet one's needs. Overall, participants are leaving the program with a low tolerance for violence in their lives for any reason.

| EXHIBIT 4 PARTICIPANT ATTITUDES TOWARD VIOLENCE | | |
|--|--|--|
| Reason for violence | Youth Survey Questions Addressing each Reason for Violence | Average Rating on Youth Survey Questions |
| Peer Acceptance | # 47, 48 | 1.33 |
| Protection | # 49, 59, 60 | 2.07 |
| Power | # 50, 53 | 1.94 |
| Revenge | # 51, 52, 54, 55, 56, 57, 61 | 2.34 |
| Average Rating | | 1.92 |

6.2 Community Resources

Participants at the Basie Beacon site reported on their feelings of trust for several community resources such as the police in their neighborhood, judges, lawyers, and the Save Our Streets instructor. Participants rated statements asking how comfortable they would be in approaching these people with a problem and how comfortable they felt that they would be treated fairly. Statements were rated on a scale of 1 (strongly disagree) to 5 (strongly agree).

Participants varied widely on their feelings of trust toward community resource individuals with participants feeling most positively that they could come to the Save Our Streets instructor with a problem and that a lawyer would represent them fairly (Exhibit 5). Participants felt least comfortable that the police would help them. Given the neighborhoods the participants come from, the lack of trust for the police is not surprising.

| EXHIBIT 5 PARTICIPANT ATTITUDES TOWARD COMMUNITY PEOPLE | | | | | | |
|---|--------------------------------------|--------------|-------------|-----------|--------------------|----------------|
| Statement of Attitude Toward Community Resource People | # of Participants Who Agree/Disagree | | | | | Average Rating |
| | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) | |
| Policemen want to help (N=9) | 1 | 5 | 1 | 2 | | 2.44 |
| Feel comfortable approaching police for help (N=9) | 3 | 3 | 2 | 1 | | 2.44 |
| Feel comfortable talking to my S.O.S. instructor with a problem (N=9) | | | 2 | 3 | 4 | 4.22 |
| A judge would make a fair decision to help me if I was in trouble (N=9) | 3 | 1 | 1 | 3 | 1 | 2.78 |

| EXHIBIT 5 (CONT.) PARTICIPANT ATTITUDES TOWARD COMMUNITY PEOPLE | | | | | | |
|--|--------------------------------------|-----------------|----------------|--------------|--------------------------|-------------------|
| Statement of Attitude Toward Community Resource People | # of Participants Who Agree/Disagree | | | | | Average Rating |
| | Strongly Disagree (1) | Disagree (2) | Neutral (3) | Agree (4) | Strongly Agree (5) | |
| Feel comfortable that I could be represented fairly by a lawyer in court (N=9) | | 1 | 5 | 2 | 1 | 3.33 |
| Overall Rating | | | | | | 3.04 |

Given that there may be a lack of trust towards authority figures, it is extremely positive that participants feel comfortable talking to the Save Our Streets instructor about problems and that if participants got in trouble they would trust their lawyer enough to cooperate. Increased trust in a positive role model such as the Save Our Streets instructor is a proven protective factor in the lives of at-risk youth. Additionally, incarcerated participants at the Riker's Island site reported in their journal entries that if they known what they do now regarding their lawyer's role before they got into trouble, they would have cooperated more and the lawyer may have been able to help them.

At the Basie Beacon site, the limited use of community resource people may not have allowed for the development of significant trust towards community resources such as police officers. Clearly feelings of trust towards community individuals like justice officials are something programs can address through greater incorporation of the community resource people in their lessons and allowing participants to talk with community resource people about their interests.

6.3 Control of One's Life

In addition to exploring participants' attitudes towards violence and the community, participants were asked about how they think the choices they make affect their own lives. Almost all participants believed they could reduce the violence in their lives by the choices they make to the extent that six out of nine participants agreed with the statement and only one disagreed. This indicates that the majority of participants believe they have control over their lives.

Many of the participants in the program believe that anger is the root of much of their trouble. Eight out of nine participants believe they let their anger get them into trouble. An understanding that participants have control over their lives through the choices they make may

help them use what they have learned in the program to manage their anger. Clearly, the lessons that include anger management skills through conflict resolution and negotiation are indispensable to a program in which participants themselves recognize the trouble caused by letting anger get out of control. Participants are leaving the program with a clear understanding that controlling their anger and making the right choices can make a difference in their own lives and in their community.

7. PARTICIPANTS' BEHAVIOR

The activities of participants were investigated in order to determine the extent to which they engage in behaviors that would be considered violent or that could lead to violence during the course of the program. Originally, comparisons were to be made between the behaviors engaged in prior to the program and during the program; however, due to incomplete data, only information from the Basie Beacon site regarding participants' activities during the course of the program could be used. Participants were asked to estimate the number of times that they engaged in certain behaviors during the last three months using the scale presented in Exhibit 6.

| EXHIBIT 6 PARTICIPANT BEHAVIOR DURING PREVIOUS THREE MONTHS | | | | | | |
|---|---|-------------|--------------------|-------------------------|------------------|----------------|
| Behavior | # of Participants Who Engaged in Behavior | | | | | Average Rating |
| | None (1) | Once (2) | Once a Week (3) | 2-3 Times a Week (4) | Every Day (5) | |
| Gone out with a group planning to fight (N=9) | 1 | 3 | 1 | 2 | 2 | 3.11 |
| Used force or a weapon to hurt or threaten somebody (N=8) | 3 | 3 | | 2 | | 2.13 |
| Got involved in a fight where somebody got hurt (N=9) | 3 | 3 | 2 | 1 | | 2.11 |
| Lost control of temper and did something violent (N=9) | 2 | 5 | | 1 | 1 | 2.33 |
| Carried a gun when outside home, but not on school property (N=9) | 6 | 2 | | | 1 | 1.67 |
| Carried a gun at school (N=9) | 9 | | | | | 1.00 |
| Asked to see someone else's weapon (N=9) | 1 | 3 | | 2 | 3 | 3.33 |
| Asked someone to carry a weapon (N=9) | 7 | 2 | | | | 1.22 |

| EXHIBIT 6 (CONT.) | | | | | | |
|--|---|----------|-----------------|----------------------|---------------|----------------|
| PARTICIPANT BEHAVIOR DURING PREVIOUS THREE MONTHS | | | | | | |
| Behavior | # of Participants Who Engaged in Behavior | | | | | Average Rating |
| | None (1) | Once (2) | Once a Week (3) | 2-3 Times a Week (4) | Every Day (5) | |
| Carried a weapon other than a gun when outside home but not on school property (N=9) | 2 | 6 | 1 | | | 1.89 |
| Carried a weapon other than a gun at school (N=9) | 4 | 4 | 1 | | | 1.67 |

Participants clearly live in areas in which violence is a part of life; however, the majority of participants do not participate in violent behaviors often, if at all. The most common behaviors participants engaged in were:

- Planning to fight
- Fighting
- Losing control of one's temper
- Asking to see someone else's weapon.

One individual participated in many of the violent behaviors often, while most only participated in violent behaviors rarely, if at all. Behaviors involving guns and other weapons were at a minimum except for asking to see someone else's weapon. This illustrates that weapons are available and, though curious, participants are not engaging in their use. Overall, the behavior of participants during the three months of the program was very positive and the conflict negotiation, problem solving skills, and anger management skills learned in the program may contribute to a reduction in the extent to which participants engage in fights and let their anger get them in trouble.

8. PROGRAM FEEDBACK

Supplemental information provided by the Riker's Island site provides insight into what the participants actually thought about the program and how they could use what they learned in their everyday lives. This program site serves incarcerated participants and provide interesting

and useful information; however, conclusions should only be generalized to the community very carefully.

The journal entries completed by the participants at the end of each lesson give them the opportunity to think about what they learned, what they liked and didn't like about the lesson, and how they could use the information provided in their own life. Overall, the participants enjoyed the program immensely and felt they could use the things they were learning to keep themselves out of trouble. Participants were eager to learn more about the topics presented to them, especially when learning about laws, rights, and how to implement what they learned in their everyday lives. Some of the specific subjects participants enjoyed included:

- Learning about the differences between people and that each person does not have to be like everyone else
- Learning about people's rights and the rules about arrests
- Learning about their relationship with their lawyer, reasons for cooperating, rights they have
- Learning how to handle themselves more effectively and reduce violence in their lives
- Learning about their own reactions to violence and what is legal in terms of self-defense
- Learning about gun violence and its effects
- Learning that they were interested in law issues and that what they were learning would help them in the future.

Many of the participants expressed an interest in teaching the things they were learning to their friends and using what they were learning to help their own cases. Some learned to appreciate what they had in terms of having a private lawyer or someone to look out for them. Many wished they had known these things before getting in trouble so they could have cooperated more and helped themselves. Additionally, some participants said the law was something they might want to get into after they were released. Each one of the participants expressed positive reactions and interest in the program and their thoughts are useful in getting the general sense of participants' feelings about their participation.

9. CONCLUSIONS

In conclusion, results illustrate that the Save Our Streets program is a quality program with benefits for youth and the community. Facilitators report the participants are leaving the program with knowledge of the law, the effects of violence, conflict resolution skills, and anger management skills, as well as knowledge about themselves. Participants enjoy the program, are learning a lot, and are enthusiastic about the topics being discussed. Several participants have considered the possibility of entering the legal field because of participating in the program. Information and lessons learned about training needs and effective facilitation techniques during implementation of the program will help future program facilitators implement the program better, to the benefit of all.

* * * * *

The Save Our Streets program is a useful tool in improving the lives of at-risk youth and encouraging them to learn about and get involved in their communities.

APPENDIX A
PROCESS EVALUATION FORMS

APPENDIX A-1

SESSION PROCESS EVALUATION FORMS

PROCESS EVALUATION—GETTING STARTED

- Session 1: Introduction to the Program
- Session 2: The Case of Gerry Gault
- Session 3: The Case of Gerry Gault (cont'd)
- Session 4: My Style
- Session 5: Conflict and Communication
- Session 6: Cops on Call
- Session 7: Advocating/Speaking Up for Youth
- Session 8: Is it Self Defense
- Session 9: You Be the Judge!
- Session 10: Handgun Myths, Facts, and Laws
- Session 11: Take a Stand
- Session 12: Crime and Consequences
- Session 13: It's Your Neighborhood! (Part 1: Problem Solving)
- Session 14: It's Your Neighborhood! (Part 2: Negotiation)
- Session 15: Solving Problems in the Community
- Process Evaluation—Finishing Up and Lessons Learned

Save Our Streets

Process Evaluation – Getting Started

Today's Date: _____

Thank you for your help in facilitating the Save Our Streets program. In order to ensure the quality of the program and to keep the program updated and helpful, we are conducting an evaluation of each site's implementation of the program. The information we obtain will strictly be used to improve the program for future participants and facilitators. This form is the first in a series of forms that we need you to complete in order to improve the program. There will be a form to complete that is associated with each session of the curriculum as well as a form to be completed at the end of the program. Thank you very much for your time and effort in providing the young people of your community with a quality program.

I. Program Overview

Program Location: _____

Planned Program Start Date: ____ / ____ / ____ Planned Program End Date: : ____ / ____ / ____

Please list the sessions that will be implemented in your program: _____

II. Program Staff

Lead Organization: _____

Persons involved in planning for the implementation of Save Our Streets:

Name: _____ Role: _____

Name: _____ Role: _____

Name: _____ Role: _____

Please provide a general description of staff who will be implementing the program (e.g., age, prior training, educational degree, experience working with young people): _____

Continue on back if necessary →

Save Our Streets

Process Evaluation – Getting Started

Please describe the staff's previous experience with implementing a violence prevention program such as this?

Total Number of Program Staff for Save Our Streets:

| | |
|--------------|---------------------------|
| Title: _____ | Planned hours/week: _____ |
| Title: _____ | Planned hours/week: _____ |
| Title: _____ | Planned hours/week: _____ |
| Title: _____ | Planned hours/week: _____ |
| Title: _____ | Planned hours/week: _____ |

Total Number of Volunteers:

| | |
|--------------|---------------------------|
| Title: _____ | Planned hours/week: _____ |
| Title: _____ | Planned hours/week: _____ |
| Title: _____ | Planned hours/week: _____ |

III. Training:

How many staff attended the SOS Training conducted by Street Law, Inc.? _____

To what extent did you use the SOS training to help with the planning?

| | | | | |
|------------|---|----------|---|-------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all | | somewhat | | extensively |

How has the training helped you with your planning/early implementation of Save Our Streets? _____

Continue on back if necessary →

Save Our Streets

Process Evaluation – Getting Started

What additional training/information have you found that you need as you plan your program? _____

What about the training should be changed, added, or removed for next time? _____

IV. SOS Curriculum:

To what extent did you use the SOS curriculum to help with the planning?

1 2 3 4 5
not at all somewhat extensively

What about the curriculum was especially helpful and informative for you as you planned your program? _____

Please rate the Save Our Streets curriculum on the following characteristics:

| | | General Comments |
|-----------------|--|------------------|
| Clarity | 1 2 3 4 5 not at all somewhat extremely | |
| Appropriateness | 1 2 3 4 5 not at all somewhat extremely | |
| Completeness | 1 2 3 4 5 not at all somewhat extremely | |

What problems, if any do you have with the curriculum? _____

Continue on back if necessary →

Save Our Streets

Process Evaluation – Getting Started

What are your suggestions to date for improving the curriculum (e.g. added, removed, changed items) _____

V. Population Served by SOS (Participants):

Please describe your target population (i.e., those who will participate in the program)? _____

Please provide a brief description of the primary economic, social, and demographic features of the community in which your target population lives (including racial and economic groups, cultural norms and values, recent trends and any other factors that may help define your community): _____

How did you determine that Save Our Streets was the “right” program for your target population? _____

Number of young people expected to participate in the current implementation of Save Our Streets: _____

What is the age range of your participants? _____

Continue on back if necessary →

Save Our Streets

Process Evaluation – Getting Started

How were your participants selected/recruited? _____

VI. Meetings (planning, training, budget, community, court, etc.):

Please list each SOS planning and implementation meeting that you have had to date. In addition, please provide a brief description of the general topics discussed at each meeting.

| Type of meeting | Date | Time | General topics discussed |
|-----------------|------|------|--------------------------|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Continue on back if necessary →

Save Our Streets

Process Evaluation – Getting Started

VII. Program Success:

What are your goals for this program? What do you hope to achieve?

How do you anticipate this program will help the participants? _____

How will you know if Save Our Streets made a difference for the participants?
For the community? _____

Continue on back if necessary →

Save Our Streets

Session 1: Introduction to the Program

Today's Date: _____

Program Start Date: _____

Program Session Time: Begin _____ End _____

Program Location: _____

The information below will be used to improve the program so that it may be of greater benefit to future participants. The information from each site will be compared to other sites in order to determine the unique features that make each local implementation of the program successful.

Please answer the following questions immediately after facilitating Session One.

I. Attendance

How many participants attended this session? _____

How many parents/ guardians attended this session? _____

Were handouts provided to parents/guardians as well as to participants? _____

Did parents/guardians actively participate in the group activities and discussion?

☐ Yes ☐ No

How many facilitators were present (not including Community Resource People)? _____

II. Introduction

Is this a court mandated or community based program? _____

Please list your attendance rules for this program:

Please list your conduct/participation rules:

Continue on back if necessary →

Save Our Streets

Session 1: Introduction to the Program

What warm-up activity did you use?

Did the activity work?

III. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

What interactive methods did you use to facilitate this session and encourage participation?
(e.g. questions from the curriculum, role playing exercises, small group work)

Did you follow the curriculum exactly? ☐ Yes ☐ No

If no, what did you change and why?

Continue on back if necessary →

Save Our Streets

Session 1: Introduction to the Program

Did participants actively engage themselves in the lesson? ☐ Yes ☐ No

If no, why not? What could be done to get them actively engaged next time?

V. Summary

How long did the summary section last? _____

Did you ask all of the questions provided? ☐ Yes ☐ No

If no, please give a percentage of questions that you asked and a brief description of how well the participants responded (i.e., what did they learn?)

Did parents have a positive attitude regarding the participant's ability to meet the desired outcomes? ☐ Yes ☐ No

Please explain more fully:

Please describe the process by which you chose to end the session (e.g. sharing what was learned, writing in journals, etc).

Continue on back if necessary →

Save Our Streets

Session 1: Introduction to the Program

How well did this work?

VI. General Comments

What about the session went particularly well?

What about the session did not go well at all?

What additional type of training or technical assistance would have helped you better implement this session?

If you had to do it again, what would you change about the session? What might you do differently?

Continue on back if necessary →

Save Our Streets

Session 1: Introduction to the Program

What advice would you give someone who had to facilitate this session?

Thank you very much for your input! Please attach copies of each participant's journal for this session before returning to Caliber Associates for analysis.

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 2: The Case of Gerry Gault

Today's Date: _____

Program Start Date: _____

Program Session Time: Begin _____ End _____

Program Location: _____

The information below will be used to improve the program so that it may be of greater benefit to future participants. The information from each site will be compared to other sites in order to determine the unique features that make each local implementation of the program successful.

Please answer the following questions immediately after facilitating Session Two.

I. Attendance

How many participants attended this session? _____

Were there any parents/guardians who attended this session? ☐ Yes ☐ No

If yes, did parents/guardians actively participate in the group activities and discussion?

☐ Yes ☐ No

How many facilitators were present (not including Community Resource People)? _____

II. Review from Previous Session

How long did the review last? _____

How did you begin the review discussion?

Did participants seem to remember a lot from the previous lesson? ☐ Yes ☐ No

Did you provide them with the "key things to remember" listed in the curriculum?

☐ Yes ☐ No

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 2: The Case of Gerry Gault

IV. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

Did you read aloud the case story of Gerry Gault? ☐ Yes ☐ No

What interactive methods did you use to facilitate this session and encourage participation? (e.g. questions from the curriculum, role playing exercises, small group work)

Did you follow the curriculum exactly? ☐ Yes ☐ No

If no, what did you change and why?

Did participants actively engage themselves in the lesson? ☐ Yes ☐ No

If no, why not? What could be done to get them actively engaged next time?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 2: The Case of Gerry Gault

V. Summary

How long did the summary section last? _____

Did you ask all of the questions provided? ☐ Yes ☐ No

If no, please give a percentage of questions that you asked and a brief description of how well the participants responded (i.e., what did they learn?)

Please describe the process by which you chose to end the session (e.g. sharing what was learned, writing in journals, etc).

How well did this work?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 3: The Case of Gerry Gault (cont'd)

Today's Date: _____

Program Start Date: _____

Program Session Time: Begin _____ End _____

Program Location: _____

The information below will be used to improve the program so that it may be of greater benefit to future participants. The information from each site will be compared to other sites in order to determine the unique features that make each local implementation of the program successful.

Please answer the following questions immediately after facilitating Session Three.

I. Attendance

How many participants attended this session? _____

Were there any parents/guardians who attended this session? ☐ Yes ☐ No

If yes, did parents/guardians actively participate in the group activities and discussion?

☐ Yes ☐ No

How many facilitators were present (not including Community Resource People)? _____

II. Review from Previous Session

How long did the review last? _____

How did you begin the review discussion?

Did participants seem to remember a lot from the previous lesson? ☐ Yes ☐ No

Did you provide them with the "key things to remember" listed in the curriculum?

☐ Yes ☐ No

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 3: The Case of Gerry Gault (cont'd)

III. Community Resource People

How many community resource people were involved with this session? _____

How did you find the community resource person (people) to help with this session?

What was involved in getting them to participate?

Were the resource people clear and understandable in their presentation? ☐ Yes ☐ No

Did the resource people actively participate in the session? ☐ Yes ☐ No

Did the resource person (people) actively engage the participants? ☐ Yes ☐ No

If yes, how did they do this?

Please provide each individual's Title, whether they developed a rapport with the participants, and how long each was given to prepare for the session.

| Title | Rapport | Preparation Time |
|-------|--|------------------|
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

What, if anything, would you change about the use of resource people for this lesson?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 3: The Case of Gerry Gault (cont'd)

IV. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

Did you reread aloud the case story of Gerry Gault? ☐ Yes ☐ No

What interactive methods did you use to facilitate this session and encourage participation? (e.g. questions from the curriculum, role playing exercises, small group work)

Did you follow the curriculum exactly? ☐ Yes ☐ No

If no, what did you change and why?

Did participants actively engage themselves in the lesson? ☐ Yes ☐ No

If no, why not? What could be done to get them actively engaged next time?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 3: The Case of Gerry Gault (cont'd)

Did you discuss the expungement process in full? Why or why not?

V. Summary

How long did the summary section last? _____

Did you ask all of the questions provided? ☐ Yes ☐ No

If no, please give a percentage of questions that you asked and a brief description of how well the participants responded (i.e., what did they learn?)

Please describe the process by which you chose to end the session (e.g. sharing what was learned, writing in journals, etc).

How well did this work?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 3: The Case of Gerry Gault (cont'd)

VI. General Comments

What about the session went particularly well?

What about the session did not go well at all?

What additional type of training or technical assistance would have helped you better implement this session?

If you had to do it again, what would you change about the session? What might you do differently?

What advice would you give someone who had to facilitate this session?

Thank you very much for your input! Please attach copies of each participant's journal for this session before returning to Caliber Associates for analysis.

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 4: My Style

Today's Date: _____

Program Start Date: _____

Program Session Time: Begin _____ End _____

Program Location: _____

The information below will be used to improve the program so that it may be of greater benefit to future participants. The information from each site will be compared to other sites in order to determine the unique features that make each local implementation of the program successful.

Please answer the following questions immediately after facilitating Session Four.

I. Attendance

How many participants attended this session? _____

Were there any parents/guardians who attended this session? ☐ Yes ☐ No

If yes, did parents/guardians actively participate in the group activities and discussion?

☐ Yes ☐ No

How many facilitators were present (not including Community Resource People)? _____

II. Review from Previous Session

How long did the review last? _____

How did you begin the review discussion?

Did participants seem to remember a lot from the previous lesson? ☐ Yes ☐ No

Did you provide them with the "key things to remember" listed in the curriculum?

☐ Yes ☐ No

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 4: My Style

IV. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

What interactive methods did you use to facilitate this session and encourage participation? (e.g. questions from the curriculum, role playing exercises, small group work)

How did you define/explain the term "body language"?

Did you follow the curriculum exactly? ☐ Yes ☐ No

If no, what did you change and why?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 5: Conflict and communication

III. Community Resource People

How many community resource people were involved with this session? _____

How did you find the community resource person (people) to help with this session?

What was involved in getting them to participate?

Were the resource people clear and understandable in their presentation? ☐ Yes ☐ No

Did the resource people actively participate in the session? ☐ Yes ☐ No

Did the resource person (people) actively engage the participants? ☐ Yes ☐ No

If yes, how did they do this?

Please provide each individual's Title, whether they developed a rapport with the participants, and how long each was given to prepare for the session.

| Title | Rapport | Preparation Time |
|-------|--|------------------|
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

What, if anything, would you change about the use of resource people for this lesson?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 5: Conflict and communication

IV. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

What interactive methods did you use to facilitate this session and encourage participation?
(e.g. questions from the curriculum, role playing exercises, small group work)

What methods did you use to model giving negative feedback incorrectly?

Did you use the hypothetical situation provided for giving negative feedback? ☐ Yes ☐ No

If not, please describe the situation that you used:

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 5: Conflict and communication

Did you use the tip provided to get more participant involvement (writing reasons for each step on paper and having them read aloud)? ☐ Yes ☐ No

Did you coach the first pair of participants extensively during their role-play of *giving* negative feedback while doing it for the other participants? ☐ Yes ☐ No

If so, did you have the participants repeat the exercise? ☐ Yes ☐ No

How much time did you give the participants to role-play *giving* negative feedback in groups?

Did you coach the first pair of participants extensively during their role-play of *receiving* negative feedback while doing it for the other participants? ☐ Yes ☐ No

If so, did you have the participants repeat the exercise? ☐ Yes ☐ No

How much time did you give the participants to role-play *receiving* negative feedback in groups?

Did you follow the curriculum exactly? ☐ Yes ☐ No

If no, what did you change and why?

Did participants actively engage themselves in the lesson? ☐ Yes ☐ No

If no, why not? What could be done to get them actively engaged next time?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 5: Conflict and communication

V. Summary

How long did the summary section last? _____

Did you ask all of the questions provided? ☐ Yes ☐ No

If no, please give a percentage of questions that you asked and a brief description of how well the participants responded (i.e., what did they learn?)

Please describe the process by which you chose to end the session (e.g. sharing what was learned, writing in journals, etc).

How well did this work?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 5: Conflict and communication

VI. General Comments

What about the session went particularly well?

What about the session did not go well at all?

What additional type of training or technical assistance would have helped you better implement this session?

If you had to do it again, what would you change about the session? What might you do differently?

What advice would you give someone who had to facilitate this session?

Thank you very much for your input! Please attach copies of each participant's journal for this session before returning to Caliber Associates for analysis.

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 6: Cops on Call

Today's Date: _____

Program Start Date: _____

Program Session Time: Begin _____ End _____

Program Location: _____

The information below will be used to improve the program so that it may be of greater benefit to future participants. The information from each site will be compared to other sites in order to determine the unique features that make each local implementation of the program successful.

Please answer the following questions immediately after facilitating Session Six.

I. Attendance

How many participants attended this session? _____

Were there any parents/guardians who attended this session? ☐ Yes ☐ No

If yes, did parents/guardians actively participate in the group activities and discussion?

☐ Yes ☐ No

How many facilitators were present (not including Community Resource People)? _____

II. Review from Previous Session

How long did the review last? _____

How did you begin the review discussion?

Did participants seem to remember a lot from the previous lesson? ☐ Yes ☐ No

Did you provide them with the "key things to remember" listed in the curriculum?

☐ Yes ☐ No

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 6: Cops on Call

III. Community Resource People

How many community resource people were involved with this session? _____

How did you find the community resource person (people) to help with this session?

What was involved in getting them to participate?

Were the resource people clear and understandable in their presentation? ☐ Yes ☐ No

Did the resource people actively participate in the session? ☐ Yes ☐ No

Did the resource person (people) actively engage the participants? ☐ Yes ☐ No

If yes, how did they do this?

Please provide each individual's Title, whether they developed a rapport with the participants, and how long each was given to prepare for the session.

| Title | Rapport | Preparation Time |
|-------|--|------------------|
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

What, if anything, would you change about the use of resource people for this lesson?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 6: Cops on Call

IV. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

What interactive methods did you use to facilitate this session and encourage participation? (e.g. questions from the curriculum, role playing exercises, small group work)

Did the police officer actively participate in the groups? ☐ Yes ☐ No
Please explain:

How focused was the officer's presentation and talk on the task at hand? Please rate:

| | | | | | | |
|--|---|---|--|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| completely off track, talking about other topics | | | generally stayed on track, though strayed a little | | | stayed on track very well, stuck to the topic |

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 6: Cops on Call

Did you follow the curriculum exactly? ☐ Yes ☐ No

If no, what did you change and why?

Did participants actively engage themselves in the lesson? ☐ Yes ☐ No

If no, why not? What could be done to get them actively engaged next time?

V. Summary

How long did the summary section last? _____

Did you ask all of the questions provided? ☐ Yes ☐ No

If no, please give a percentage of questions that you asked and a brief description of how well the participants responded (i.e., what did they learn?)

Please describe the process by which you chose to end the session (e.g. sharing what was learned, writing in journals, etc).

How well did this work?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 6: Cops on Call

VI. General Comments

What about the session went particularly well?

What about the session did not go well at all?

What additional type of training or technical assistance would have helped you better implement this session?

If you had to do it again, what would you change about the session? What might you do differently?

What advice would you give someone who had to facilitate this session?

Thank you very much for your input! Please attach copies of each participant's journal for this session before returning to Caliber Associates for analysis.

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 7: Advocating/Speaking-up for Yourself

Today's Date: _____

Program Start Date: _____

Program Session Time: Begin _____ End _____

Program Location: _____

The information below will be used to improve the program so that it may be of greater benefit to future participants. The information from each site will be compared to other sites in order to determine the unique features that make each local implementation of the program successful.

Please answer the following questions immediately after facilitating Session Seven.

I. Attendance

How many participants attended this session? _____

Were there any parents/guardians who attended this session? ☐ Yes ☐ No

If yes, did parents/guardians actively participate in the group activities and discussion?

☐ Yes ☐ No

How many facilitators were present (not including Community Resource People)? _____

II. Review from Previous Session

How long did the review last? _____

How did you begin the review discussion?

Did participants seem to remember a lot from the previous lesson? ☐ Yes ☐ No

Did you provide them with the "key things to remember" listed in the curriculum?

☐ Yes ☐ No

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 7: Advocating/Speaking-up for Yourself

III. Community Resource People

How many community resource people were involved with this session? _____

How did you find the community resource person (people) to help with this session?

What was involved in getting them to participate?

Were the resource people clear and understandable in their presentation? ☐ Yes ☐ No

Did the resource people actively participate in the session? ☐ Yes ☐ No

Did the resource person (people) actively engage the participants? ☐ Yes ☐ No

If yes, how did they do this?

Please provide each individual's Title, whether they developed a rapport with the participants, and how long each was given to prepare for the session.

| Title | Rapport | Preparation Time |
|-------|--|------------------|
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

What, if anything, would you change about the use of resource people for this lesson?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 7: Advocating/Speaking-up for Yourself

IV. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

What interactive methods did you use to facilitate this session and encourage participation? (e.g. questions from the curriculum, role playing exercises, small group work)

Did you use all of the lawyer-client role plays provided? ☐ Yes ☐ No

If not, which ones did you use?

Did you follow the curriculum exactly? ☐ Yes ☐ No

If not, what did you change and why?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 8: Is it Self-Defense

III. Community Resource People

How many community resource people were involved with this session? _____

How did you find the community resource person (people) to help with this session?

What was involved in getting them to participate?

Were the resource people clear and understandable in their presentation? ☐ Yes ☐ No

Did the resource people actively participate in the session? ☐ Yes ☐ No

Did the resource person (people) actively engage the participants? ☐ Yes ☐ No

If yes, how did they do this?

Please provide each individual's Title, whether they developed a rapport with the participants, and how long each was given to prepare for the session.

| Title | Rapport | Preparation Time |
|-------|--|------------------|
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

What, if anything, would you change about the use of resource people for this lesson?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 8: Is it Self-Defense

IV. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

What interactive methods did you use to facilitate this session and encourage participation? (e.g. questions from the curriculum, role playing exercises, small group work)

Did you use all of the lawyer-client role-plays provided? ☐ Yes ☐ No

If not, which ones did you use?

Did you discuss all five of the scenarios given for self-defense? ☐ Yes ☐ No

If not, which ones did you discuss?

Did you follow the curriculum exactly? ☐ Yes ☐ No

If not, what did you change and why?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 8: Is it Self-Defense

Did participants actively engage themselves in the lesson? ☐ Yes ☐ No

If no, why not? What could be done to get them actively engaged next time?

V. Summary

How long did the summary section last? _____

Did you ask all of the questions provided? ☐ Yes ☐ No

If no, please give a percentage of questions that you asked and a brief description of how well the participants responded (i.e., what did they learn?)

Please describe the process by which you chose to end the session (e.g. sharing what was learned, writing in journals, etc).

How well did this work?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 10: Handgun Myths, Facts, and Laws

VI. General Comments

What about the session went particularly well?

What about the session did not go well at all?

What additional type of training or technical assistance would have helped you better implement this session?

If you had to do it again, what would you change about the session? What might you do differently?

What advice would you give someone who had to facilitate this session?

Thank you very much for your input! Please attach copies of each participant's journal for this session before returning to Caliber Associates for analysis.

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 11: Take a Stand

Today's Date: _____

Program Start Date: _____

Program Session Time: Begin _____ End _____

Program Location: _____

The information below will be used to improve the program so that it may be of greater benefit to future participants. The information from each site will be compared to other sites in order to determine the unique features that make each local implementation of the program successful.

Please answer the following questions immediately after facilitating Session Eleven.

I. Attendance

How many participants attended this session? _____

Were there any parents/guardians who attended this session? ☐ Yes ☐ No

If yes, did parents/guardians actively participate in the group activities and discussion?

☐ Yes ☐ No

How many facilitators were present (not including Community Resource People)? _____

II. Review from Previous Session

How long did the review last? _____

How did you begin the review discussion?

Did participants seem to remember a lot from the previous lesson? ☐ Yes ☐ No

Did you provide them with the "key things to remember" listed in the curriculum?

☐ Yes ☐ No

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 11: Take a Stand

III. Community Resource People

How many community resource people were involved with this session? _____

How did you find the community resource person (people) to help with this session?

What was involved in getting them to participate?

Were the resource people clear and understandable in their presentation? ☐ Yes ☐ No

Did the resource people actively participate in the session? ☐ Yes ☐ No

Did the resource person (people) actively engage the participants? ☐ Yes ☐ No

If yes, how did they do this?

Please provide each individual's Title, whether they developed a rapport with the participants, and how long each was given to prepare for the session.

| Title | Rapport | Preparation Time |
|-------|--|------------------|
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

What, if anything, would you change about the use of resource people for this lesson?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 11: Take a Stand

IV. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

What interactive methods did you use to facilitate this session and encourage participation?
(e.g. questions from the curriculum, role playing exercises, small group work)

Did you follow the curriculum exactly? ☐ Yes ☐ No

If not, what did you change and why?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 11: Take a Stand

Did participants actively engage themselves in the lesson? ☐ Yes ☐ No

If no, why not? What could be done to get them actively engaged next time?

V. Summary

How long did the summary section last? _____

Did you ask all of the questions provided? ☐ Yes ☐ No

If no, please give a percentage of questions that you asked and a brief description of how well the participants responded (i.e., what did they learn?)

Please describe the process by which you chose to end the session (e.g. sharing what was learned, writing in journals, etc).

How well did this work?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 11: Take a Stand

VI. General Comments

What about the session went particularly well?

What about the session did not go well at all?

What additional type of training or technical assistance would have helped you better implement this session?

If you had to do it again, what would you change about the session? What might you do differently?

What advice would you give someone who had to facilitate this session?

Thank you very much for your input! Please attach copies of each participant's journal for this session before returning to Caliber Associates for analysis.

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 12: Crime and Consequences

Today's Date: _____

Program Start Date: _____

Program Session Time: Begin _____ End _____

Program Location: _____

The information below will be used to improve the program so that it may be of greater benefit to future participants. The information from each site will be compared to other sites in order to determine the unique features that make each local implementation of the program successful.

Please answer the following questions immediately after facilitating Session Twelve.

I. Attendance

How many participants attended this session? _____

Were there any parents/guardians who attended this session? ☐ Yes ☐ No

If yes, did parents/guardians actively participate in the group activities and discussion?

☐ Yes ☐ No

How many facilitators were present (not including Community Resource People)? _____

II. Review from Previous Session

How long did the review last? _____

How did you begin the review discussion?

Did participants seem to remember a lot from the previous lesson? ☐ Yes ☐ No

Did you provide them with the "key things to remember" listed in the curriculum?

☐ Yes ☐ No

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 12: Crime and Consequences

III. Community Resource People

How many community resource people were involved with this session? _____

How did you find the community resource person (people) to help with this session?

What was involved in getting them to participate?

Were the resource people clear and understandable in their presentation? ☐ Yes ☐ No

Did the resource people actively participate in the session? ☐ Yes ☐ No

Did the resource person (people) actively engage the participants? ☐ Yes ☐ No

If yes, how did they do this?

Please provide each individual's Title, whether they developed a rapport with the participants, and how long each was given to prepare for the session.

| Title | Rapport | Preparation Time |
|-------|--|------------------|
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

What, if anything, would you change about the use of resource people for this lesson?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 12: Crime and Consequences

IV. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

What interactive methods did you use to facilitate this session and encourage participation? (e.g. questions from the curriculum, role playing exercises, small group work)

Did the resource person know and explain the categories of crime to the participants?

☐ Yes ☐ No

If not, did the facilitators provide this information to the participants later?

☐ Yes ☐ No

Did you follow the curriculum exactly? ☐ Yes ☐ No

If not, what did you change and why?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 12: Crime and Consequences

Did participants actively engage themselves in the lesson? ☐ Yes ☐ No

If no, why not? What could be done to get them actively engaged next time?

V. Summary

How long did the summary section last? _____

Did you ask all of the questions provided? ☐ Yes ☐ No

If no, please give a percentage of questions that you asked and a brief description of how well the participants responded (i.e., what did they learn?)

Please describe the process by which you chose to end the session (e.g. sharing what was learned, writing in journals, etc).

How well did this work?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 12: Crime and Consequences

VI. General Comments

What about the session went particularly well?

What about the session did not go well at all?

What additional type of training or technical assistance would have helped you better implement this session?

If you had to do it again, what would you change about the session? What might you do differently?

What advice would you give someone who had to facilitate this session?

Thank you very much for your input! Please attach copies of each participant's journal for this session before returning to Caliber Associates for analysis.

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 13: It's Your Neighborhood! (Part 1: Problem Solving)

Today's Date: _____

Program Start Date: _____

Program Session Time: Begin _____ End _____

Program Location: _____

The information below will be used to improve the program so that it may be of greater benefit to future participants. The information from each site will be compared to other sites in order to determine the unique features that make each local implementation of the program successful.

Please answer the following questions immediately after facilitating Session Thirteen.

I. Attendance

How many participants attended this session? _____

Were there any parents/guardians who attended this session? ☐ Yes ☐ No

If yes, did parents/guardians actively participate in the group activities and discussion?

☐ Yes ☐ No

How many facilitators were present (not including Community Resource People)? _____

II. Review from Previous Session

How long did the review last? _____

How did you begin the review discussion?

Did participants seem to remember a lot from the previous lesson? ☐ Yes ☐ No

Did you provide them with the "key things to remember" listed in the curriculum?

☐ Yes ☐ No

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 13: It's Your Neighborhood! (Part 1: Problem Solving)

III. Community Resource People

How many community resource people were involved with this session? _____

How did you find the community resource person (people) to help with this session?

What was involved in getting them to participate?

Were the resource people clear and understandable in their presentation? ☐ Yes ☐ No

Did the resource people actively participate in the session? ☐ Yes ☐ No

Did the resource person (people) actively engage the participants? ☐ Yes ☐ No

If yes, how did they do this?

Please provide each individual's Title, whether they developed a rapport with the participants, and how long each was given to prepare for the session.

| Title | Rapport | Preparation Time |
|-------|--|------------------|
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

What, if anything, would you change about the use of resource people for this lesson?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 14: It's Your Neighborhood! (Part 2: Negotiation)

Today's Date: _____

Program Start Date: _____

Program Session Time: Begin _____ End _____

Program Location: _____

The information below will be used to improve the program so that it may be of greater benefit to future participants. The information from each site will be compared to other sites in order to determine the unique features that make each local implementation of the program successful.

Please answer the following questions immediately after facilitating Session Fourteen.

I. Attendance

How many participants attended this session? _____

Were there any parents/guardians who attended this session? ☐ Yes ☐ No

If yes, did parents/guardians actively participate in the group activities and discussion?

☐ Yes ☐ No

How many facilitators were present (not including Community Resource People)? _____

II. Review from Previous Session

How long did the review last? _____

How did you begin the review discussion?

Did participants seem to remember a lot from the previous lesson? ☐ Yes ☐ No

Did you provide them with the "key things to remember" listed in the curriculum?

☐ Yes ☐ No

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 14: It's Your Neighborhood! (Part 2: Negotiation)

III. Community Resource People

How many community resource people were involved with this session? _____

How did you find the community resource person (people) to help with this session?

What was involved in getting them to participate?

Were the resource people clear and understandable in their presentation? ☐ Yes ☐ No

Did the resource people actively participate in the session? ☐ Yes ☐ No

Did the resource person (people) actively engage the participants? ☐ Yes ☐ No

If yes, how did they do this?

Please provide each individual's Title, whether they developed a rapport with the participants, and how long each was given to prepare for the session.

| Title | Rapport | Preparation Time |
|-------|--|------------------|
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

What, if anything, would you change about the use of resource people for this lesson?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 14: It's Your Neighborhood! (Part 2: Negotiation)

IV. Session Content

Were session outcomes shared with participants before new information and activities were started? ☐ Yes ☐ No

Below please list each section taught and the amount of time spent on each:

What interactive methods did you use to facilitate this session and encourage participation?
(e.g. questions from the curriculum, role playing exercises, small group work)

Were there enough Community Resource People to enable a Resource Person to participate in each group? ☐ Yes ☐ No

Did you use the scenario in Handout 4 "The Future of Lincoln Heights"? ☐ Yes ☐ No

If not, what problem did you use?

Did you follow the curriculum exactly? ☐ Yes ☐ No

If not, what did you change and why?

Continue on back if necessary →

Save Our Streets Process Evaluation Form

Session 15: Solving Problems in the Community

VI.

VI. General Comments

What about the session went particularly well?

What about the session did not go well at all?

What additional type of training or technical assistance would have helped you better implement this session?

If you had to do it again, what would you change about the session? What might you do differently?

What advice would you give someone who had to facilitate this session?

Thank you very much for your input! Please attach copies of each participant's journal for this session before returning to Caliber Associates for analysis.

Continue on back if necessary →

Save Our Streets

Process Evaluation – Finishing Up and Lessons Learned

Today's Date: _____

Thank you for your help in facilitating the Save Our Streets program. In order to ensure the quality of the program and to keep the program updated and helpful, we are conducting an evaluation of each site's implementation of the program. The information we obtain will strictly be used to improve the program for future participants and facilitators. Thank you very much for your time and effort in providing the young people of your community with a quality program.

III. Program Overview

Program Location: _____

Actual Program Start Date: ____ / ____ / ____ Actual Program End Date: : ____ / ____ / ____

Was session schedule carried out as originally planned? If not, please explain?: _____

IV. Program Staff

Were there any changes in staffing and/or volunteers over the course of the program? If so, please explain? _____

III. Training:

To what extent did the SOS training help you with the implementation of the Save Our Streets program?

| | | | | |
|------------|---|----------|---|-------------|
| 1 | 2 | 3 | 4 | 5 |
| not at all | | somewhat | | extensively |

Continue on back if necessary →

Save Our Streets

Process Evaluation – Finishing Up and Lessons Learned

How did the training help you with the implementation of Save Our Streets? _____

What additional training/information did you find that you needed as you implemented the program? _____

What about the training should be changed, added, or removed for next time? _____

IV. SOS Curriculum:

What about the curriculum was especially helpful and informative for you as you ran your program? _____

Please rate the Save Our Streets curriculum on the following characteristics:

| | | | | | | General Comments |
|-----------------|-----------------|---|---------------|---|----------------|------------------|
| Clarity | 1 not at all | 2 | 3 somewhat | 4 | 5 extremely | |
| Appropriateness | 1 not at all | 2 | 3 somewhat | 4 | 5 extremely | |
| Completeness | 1 not at all | 2 | 3 somewhat | 4 | 5 extremely | |

Continue on back if necessary →

APPENDIX A-2

TRAINING PROCESS EVALUATION FORMS

Feedback Form: Conflict and Communication

Feedback Form: Cops on Call—Session Strategy to Use with Young People Involving a
Community Resource Officer

Feedback Form: Evaluating Your Program

Feedback Form: It's Your Neighborhood

Feedback Form: My Style

Feedback Form: Overall Conference Training

Feedback Form: Preparation and Teachback

Feedback Form: Program Planning and Resources Available

Feedback Form: SELURON—Session Strategy to Use with Young People

Feedback Form: SOS—The Binder!

Feedback Form: Take a Stand

Feedback Form: What Makes a Great Session? Vs. Overview of Session

FEEDBACK FORM

Session: Conflict and Communication

The information you give us will be used to evaluate this training and to serve as a reference for making changes to the training for future implementation.

Please fill out the grid below using a scale of 1 to 5, with 1 being a "poor" rating and 5 being an "excellent" rating. (After circling the appropriate number, you may also provide feedback in the "Comments/Suggestions" section.)

| Topic Area | Rating | Comments/Suggestions |
|---|-------------------------------------|----------------------|
| Overall Presentation | 1 2 3 4 5 (poor) (excellent) | |
| Activities/ Exercises (e.g. small groups) | 1 2 3 4 5 N/A (poor) (excellent) | |
| Hand Outs/ Visual Aids | 1 2 3 4 5 N/A (poor) (excellent) | |

Please answer the following questions. Feel free to continue on the back when necessary.

1. What about this session was especially informative to you? Why?
2. Do you feel you can implement this strategy based on the training provided? Why or why not?
3. What difficulties did you have with this session?
4. Do you have any questions that were not fully answered?
5. What do you think should be changed about this session? Why?

Thank You!

FEEDBACK FORM

Session: Cops on Call – Session strategy to use with young people involving a community resource person

The information you give us will be used to evaluate this training and to serve as a reference for making changes to the training for future implementation.

Please fill out the grid below using a scale of 1 to 5, with 1 being a “poor” rating and 5 being an “excellent” rating. (After circling the appropriate number, you may also provide feedback in the “Comments/Suggestions” section.)

| Topic Area | Rating | Comments/Suggestions |
|---|-------------------------------------|----------------------|
| Overall Presentation | 1 2 3 4 5 (poor) (excellent) | |
| Activities/ Exercises (e.g. small groups) | 1 2 3 4 5 N/A (poor) (excellent) | |
| Hand Outs/ Visual Aids | 1 2 3 4 5 N/A (poor) (excellent) | |

Please answer the following questions. Feel free to continue on the back when necessary.

6. What about this session was especially informative to you? Why?
7. Do you feel you can implement this strategy based on the training provided? Why or why not?
8. What difficulties did you have with this session?
9. Do you have any questions that were not fully answered?
10. What do you think should be changed about this session? Why?

Thank You!

FEEDBACK FORM

Session: Evaluating your program

The information you give us will be used to evaluate this training and to serve as a reference for making changes to the training for future implementation.

Please fill out the grid below using a scale of 1 to 5, with 1 being a "poor" rating and 5 being an "excellent" rating. (After circling the appropriate number, you may also provide feedback in the "Comments/Suggestions" section.)

| Topic Area | Rating | Comments/Suggestions |
|---|-------------------------------------|----------------------|
| Overall Presentation | 1 2 3 4 5 (poor) (excellent) | |
| Activities/ Exercises (e.g. small groups) | 1 2 3 4 5 N/A (poor) (excellent) | |
| Hand Outs/ Visual Aids | 1 2 3 4 5 N/A (poor) (excellent) | |

Please answer the following questions. Feel free to continue on the back when necessary.

1. What about this session was especially informative to you? Why?
2. Did this session clarify the process, expectations, and the purposes of the evaluation for you? Why or why not?
3. What difficulties did you have with this session?
4. Do you have any questions that were not fully answered?
5. What do you think should be changed about this session? Why?

Thank You!

FEEDBACK FORM

Session: It's your neighborhood

The information you give us will be used to evaluate this training and to serve as a reference for making changes to the training for future implementation.

Please fill out the grid below using a scale of 1 to 5, with 1 being a "poor" rating and 5 being an "excellent" rating. (After circling the appropriate number, you may also provide feedback in the "Comments/Suggestions" section.)

| Topic Area | Rating | Comments/Suggestions |
|---|-------------------------------------|----------------------|
| Overall Presentation | 1 2 3 4 5 (poor) (excellent) | |
| Activities/ Exercises (e.g. small groups) | 1 2 3 4 5 N/A (poor) (excellent) | |
| Hand Outs/ Visual Aids | 1 2 3 4 5 N/A (poor) (excellent) | |

Please answer the following questions. Feel free to continue on the back when necessary.

11. What about this session was especially informative to you? Why?
12. Do you feel you can implement this strategy based on the training provided? Why or why not?
13. What difficulties did you have with this session?
14. Do you have any questions that were not fully answered?
15. What do you think should be changed about this session? Why?

Thank You!

FEEDBACK FORM

Session: My Style

The information you give us will be used to evaluate this training and to serve as a reference for making changes to the training for future implementation.

Please fill out the grid below using a scale of 1 to 5, with 1 being a "poor" rating and 5 being an "excellent" rating. (After circling the appropriate number, you may also provide feedback in the "Comments/Suggestions" section.)

| Topic Area | Rating | Comments/Suggestions |
|---|-------------------------------------|----------------------|
| Overall Presentation | 1 2 3 4 5 (poor) (excellent) | |
| Activities/ Exercises (e.g. small groups) | 1 2 3 4 5 N/A (poor) (excellent) | |
| Hand Outs/ Visual Aids | 1 2 3 4 5 N/A (poor) (excellent) | |

Please answer the following questions. Feel free to continue on the back when necessary.

16. What about this session was especially informative to you? Why?

17. Do you feel you can implement this strategy based on the training provided? Why or why not?

18. What difficulties did you have with this session?

19. Do you have any questions that were not fully answered?

20. What do you think should be changed about this session? Why?

Thank You!

FEEDBACK FORM

Session: SELURON – Session strategy to use with young people

The information you give us will be used to evaluate this training and to serve as a reference for making changes to the training for future implementation.

Please fill out the grid below using a scale of 1 to 5, with 1 being a “poor” rating and 5 being an “excellent” rating. (After circling the appropriate number, you may also provide feedback in the “Comments/Suggestions” section.)

| Topic Area | Rating | Comments/Suggestions |
|---|-------------------------------------|----------------------|
| Overall Presentation | 1 2 3 4 5 (poor) (excellent) | |
| Activities/ Exercises (e.g. small groups) | 1 2 3 4 5 N/A (poor) (excellent) | |
| Hand Outs/ Visual Aids | 1 2 3 4 5 N/A (poor) (excellent) | |

Please answer the following questions. Feel free to continue on the back when necessary.

21. What about this session was especially informative to you? Why?

22. Do you feel you can implement this strategy based on the training provided? Why or why not?

23. What difficulties did you have with this session?

24. Do you have any questions that were not fully answered?

25. What do you think should be changed about this session? Why?

Thank You!

FEEDBACK FORM

Session: What makes a great session? vs. Overview of session design

The information you give us will be used to evaluate this training and to serve as a reference for making changes to the training for future implementation.

Please fill out the grid below using a scale of 1 to 5, with 1 being a "poor" rating and 5 being an "excellent" rating. (After circling the appropriate number, you may also provide feedback in the "Comments/Suggestions" section.)

| Topic Area | Rating | Comments/Suggestions |
|---|-------------------------------------|----------------------|
| Overall Presentation | 1 2 3 4 5 (poor) (excellent) | |
| Activities/ Exercises (e.g. small groups) | 1 2 3 4 5 N/A (poor) (excellent) | |
| Hand Outs/ Visual Aids | 1 2 3 4 5 N/A (poor) (excellent) | |

Please answer the following questions. Feel free to continue on the back when necessary.

34. What about this session was especially informative to you? Why?

35. What difficulties did you have with this session?

36. Do you have any questions that were not fully answered?

37. What do you think should be changed about this session? Why?

Thank You!

APPENDIX B
OUTCOME EVALUATION FORMS

APPENDIX B
OUTCOME EVALUATION FORMS

Pre-Skills Assessment Form
Post-Skills Assessment Form
SOS Youth Survey Pre-Program Version
SOS Youth Survey Post-Program Version

Save Our Streets Pre-Skills Assessment

Instructions

The information from this assessment form will be used to evaluate the following skill areas: anger management, conflict resolution, negotiation, and communication. The ratings should help identify skill areas where program participants need improvement and where they are doing well. These ratings can help you plan your program sessions, being sure to focus attention on areas of greatest need for your youth. Additionally, the skill ratings you provide will be used to assess change in participants' skills during the course of the program.

It is recommended that this form be completed by individuals, including the facilitator of the program, who work with the participant on a regular basis in order to ensure an accurate rating of behaviors.

Based on your observations and experiences with each participant, please rate how well the participant exhibits the behaviors indicated when interacting with others (youth or adults) on a scale from 1 (very weak) to 5 (very strong). If you do not feel you are capable of providing an accurate rating for any of the items listed, please select the DK or don't know rating. Use the comment section to explain your rating or to identify areas needing improvement. Make sure you complete a pre-Skill Assessment for each of your participants. The rating should be completed within the first week or two of the program. Toward the end of the program (within the last week), you will complete the post-Skill Assessment for each participant.

Don't forget to make plenty of copies of the Pre-Skills Assessment form provided in your packet!

Save Our Streets Pre-Skills Assessment

Participant Name: _____

Today's Date: _____

Facilitator Name: _____

Program Start Date: _____

Program Location: _____

| Behavior | Rating | Comments |
|---|---|----------|
| 1. Makes effort to control anger before initiating contact with others | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 2. Makes effort to avoid the use of triggers and/or insults when interacting with others | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 4. Controls reaction to other's use of triggers | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 5. Stays calm in confrontational situations | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 6. Refuses to engage in arguing, making fun, or insulting episodes when in disagreement with others | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 7. Makes sure other person understands what he/she wants out of the situation (i.e. interest) | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 8. Makes sure he/she understands other person's position (i.e., restates other's point of view/positions) | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 9. Gives value to other's opinions, even if different from own | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 10. Listens without interrupting to what other person has to say | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 11. Discusses options for solving a problem without anger or insult | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 12. Discusses positive and negative effects of possible solutions to a problem for both sides | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 13. Works with others to reach a mutually acceptable solution to a problem | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 14. Discusses what to do if parties can't reach an agreement | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 15. Can express clear understanding of agreement reached by all parties | 1 2 3 4 5 DK Very Weak ----- Very Strong | |
| 16. Follows through on agreement | 1 2 3 4 5 DK Very Weak ----- Very Strong | |

Save Our Streets Post-Skills Assessment

Participant Name: _____

Today's Date: _____

Facilitator Name: _____

Program Start Date: _____

Program Location: _____

| Behavior | Rating | Comments |
|--|--|----------|
| 17. Makes effort to control anger before initiating contact with others | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 18. Makes effort to avoid the use of triggers and/or insults when interacting with others | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 20. Controls reaction to other's use of triggers | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 21. Stays calm in confrontational situations | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 22. Refuses to engage in arguing, making fun, or insulting episodes when in disagreement with others | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 23. Makes sure other person understands what he/she wants out of the situation (i.e., interest) | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 24. Makes sure he/she understands other person's position (i.e., restates other's point of view/positions) | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 25. Gives value to other's opinions, even if different from own | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 26. Listens without interrupting to what other person has to say | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 27. Discusses options for solving a problem without anger or insult | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 28. Discusses positive and negative effects of possible solutions to a problem for both sides | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 29. Works with others to reach a mutually acceptable solution to a problem | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 30. Discusses what to do if parties can't reach an agreement | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 31. Can express clear understanding of agreement reached by all parties | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |
| 32. Follows through on agreement | 1 2 3 4 5 DK Very ----- Very Weak ----- Strong | |

Save Our Streets Post-Skills Assessment

In this section you will rate whether or not you think the participant has improved in the following skill areas. Please circle DK if you don't feel you can provide an accurate response. Use the comments section to describe the reasons behind your answer.

1 = Yes

2 = Yes, but still needs more work

3 = No, showed no improvement

As a result of participating in Save Our Streets:

| Behavior | Rating | | | | Comments |
|---|----------|-------------------------|---------|----|----------|
| 33. This participant can resolve conflict. | 1 Yes | 2 Yes, needs work | 3 No | DK | |
| 34. This participant can negotiate problems. | 1 Yes | 2 Yes, needs work | 3 No | DK | |
| 35. This participant can communicate with others. | 1 Yes | 2 Yes, needs work | 3 No | DK | |
| 36. This participant can manage his or her anger. | 1 Yes | 2 Yes, needs work | 3 No | DK | |

Save Our Streets Youth Survey

Pre-program version

Name: _____

Date: _____

Program Location: _____

In order to get a better idea of what everyone learned from this program, we need your help. We would like you to answer all of the questions in this survey. You won't be graded on these questions and your answers will not be shown to anyone other than the researchers from Washington, DC who are evaluating the Save Our Streets Program. Again, your answers will be kept completely confidential and will only be used to make Save Our Streets a better program for the next group of participants.

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.
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 against an intruder.
3. T F Gun ads sell guns by making people more afraid of strangers.
4. T F When a person is attacked he/she cannot legally use more force than is necessary to defend against the attack.
5. T F When a youth is put on probation he/she 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 U.S. gun manufacturers have to follow stricter federal safety regulations than makers of teddy bears.
10. T F An expungement hearing is a request made to the court to completely erase a juvenile's court record.
11. T F The police must follow rules.

Save Our Streets Youth Survey

Pre-program version

12. T F More women are shot and killed by their husbands or boyfriends than are murdered by strangers.
13. T F A juvenile's dispositional hearing is the same thing as an adult sentencing hearing.
14. T F A police officers do not have any training before he/she gets his/her badge and gun.
15. T F All people respond to conflict the same way.
16. T F A person can have a lawyer present when questioned by the police.
17. T F The delinquency hearing is when a juvenile is found delinquent.
18. T F A negotiation is an informal way to solve problems.
19. T F During a negotiation, a position is what people say they want.
20. T F Laws are passed by the police.
21. T F The prosecutor, not the defense attorney, speaks for the juvenile in court.
22. T F Lawyers should explain to their clients what is happening to them in court.
23. T F Lawyers should not tell the police or a judge anything their clients tell them without the client's permission.
24. T F People should use lawyers to get medical advice.
25. T F If a juvenile has something really important to do, it is okay for them not to show up to court on time or at all.
26. T F Juveniles have the right to an attorney to represent them in court.
27. T F Even if a juvenile is found delinquent in court, a judge cannot order the juvenile to go to school.
28. T F A juvenile has the right to be informed of the charges against him/her before going to court.
29. T F A judge has the right to put a juvenile found to be delinquent on probation.

Save Our Streets Youth Survey

Pre-program version

Directions: In the blank space write the letter of the definition that best describes the word shown for each question.

| | |
|------------------------------|--|
| 30. _____ due process of law | a. A dispute or disagreement between two or more people over something they care about |
| 31. _____ delinquent | b. A rule or procedure written by a legislator that has a penalty if broken |
| 32. _____ conflict | c. An act that is forbidden by law or failure to do an act that is required by law |
| 33. _____ rule | d. To be treated fairly in the judicial process |
| 34. _____ law | e. Guidelines for a particular place that are set by the person in charge |
| 35. _____ crime | f. A juvenile convicted in juvenile court of committing an illegal act |
| 36. _____ juvenile | g. Any person under the age of 18 |

Directions: For the behaviors listed below, please give your best estimate of the number of times you have done each thing over the past three months.

| | | | | | |
|---|---------------------------------------|---------------------------------------|-----------------------------------|--|--------------------------------|
| 37. Gone out with a group that was planning to fight | <input checked="" type="radio"/> none | <input checked="" type="radio"/> once | <input type="radio"/> once a week | <input type="radio"/> 2-3 times a week | <input type="radio"/> everyday |
| 38. Used force or a weapon to hurt or threaten somebody | <input type="radio"/> none | <input type="radio"/> once | <input type="radio"/> once a week | <input type="radio"/> 2-3 times a week | <input type="radio"/> everyday |
| 39. Got involved in a fight where somebody got hurt | <input checked="" type="radio"/> none | <input checked="" type="radio"/> once | <input type="radio"/> once a week | <input type="radio"/> 2-3 times a week | <input type="radio"/> everyday |
| 40. Lost control of your temper and did something violent | <input type="radio"/> none | <input type="radio"/> once | <input type="radio"/> once a week | <input type="radio"/> 2-3 times a week | <input type="radio"/> everyday |
| 41. Carried a gun with you when you were outside of your home, but NOT on school property | <input checked="" type="radio"/> none | <input checked="" type="radio"/> once | <input type="radio"/> once a week | <input type="radio"/> 2-3 times a week | <input type="radio"/> everyday |

Save Our Streets Youth Survey

Pre-program version

| | | | | | |
|--|---|--|---|---|--|
| 54. It's okay to shoot someone if they have done something to hurt or insult you. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 55. If somebody makes me mad, they deserve to be beaten up. | <input checked="" type="radio"/> Strongly Disagree | <input checked="" type="radio"/> Disagree | <input checked="" type="radio"/> Neutral | <input checked="" type="radio"/> Agree | <input checked="" type="radio"/> Strongly Agree |
| 56. It is okay to shoot someone if they have done something to hurt or insult my family. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 57. It is okay to shoot someone if they have done something to hurt or insult my friends. | <input checked="" type="radio"/> Strongly Disagree | <input checked="" type="radio"/> Disagree | <input checked="" type="radio"/> Neutral | <input checked="" type="radio"/> Agree | <input checked="" type="radio"/> Strongly Agree |
| 58. The policemen in my neighborhood want to help people. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 59. No one will mess with you if you carry a weapon. | <input checked="" type="radio"/> Strongly Disagree | <input checked="" type="radio"/> Disagree | <input checked="" type="radio"/> Neutral | <input checked="" type="radio"/> Agree | <input checked="" type="radio"/> Strongly Agree |
| 60. In my school, you aren't safe unless you carry a weapon. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 61. The best way to deal with someone who doesn't belong in my neighborhood is to beat them up or hurt them. | <input checked="" type="radio"/> Strongly Disagree | <input checked="" type="radio"/> Disagree | <input checked="" type="radio"/> Neutral | <input checked="" type="radio"/> Agree | <input checked="" type="radio"/> Strongly Agree |
| 62. I often let my anger get me into trouble. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 63. I feel comfortable approaching police if I need help. | <input checked="" type="radio"/> Strongly Disagree | <input checked="" type="radio"/> Disagree | <input checked="" type="radio"/> Neutral | <input checked="" type="radio"/> Agree | <input checked="" type="radio"/> Strongly Agree |
| 64. I feel comfortable that I can talk to my Save Our Street instructor if I have a problem. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 65. I feel comfortable that a judge would make a fair decision to help me if I was in trouble. | <input checked="" type="radio"/> Strongly Disagree | <input checked="" type="radio"/> Disagree | <input checked="" type="radio"/> Neutral | <input checked="" type="radio"/> Agree | <input checked="" type="radio"/> Strongly Agree |
| 66. I feel comfortable that I could be represented fairly by a lawyer in court. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |

Save Our Streets Youth Survey

Pre-program version

67 I believe that I can reduce the violence in my life by the choices I make.



Strongly
Disagree



Disagree



Neutral



Agree



Strongly
Agree

Thank you for completing this survey!

Save Our Streets Youth Survey

Post-program version

Name: _____

Date: _____

Program Location: _____

In order to get a better idea of what everyone learned from this program, we need your help. We would like you to answer all of the questions in this survey. You won't be graded on these questions and your answers will not be shown to anyone other than the researchers from Washington, DC who are evaluating the Save Our Streets Program. Again, your answers will be kept completely confidential and will only be used to make Save Our Streets a better program for the next group of participants.

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.

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 against an intruder.

3. T F Gun ads sell guns by making people more afraid of strangers.

4. T F When a person is attacked he/she cannot legally use more force than is necessary to defend against the attack.

5. T F When a youth is put on probation he/she 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 U.S. gun manufacturers have to follow stricter federal safety regulations than makers of teddy bears.

10. T F An expungement hearing is a request made to the court to completely erase a juvenile's court record.

11. T F The police must follow rules.

Save Our Streets Youth Survey

Post-program version

12. T F More women are shot and killed by their husbands or boyfriends than are murdered by strangers.
13. T F A juvenile's dispositional hearing is the same thing as an adult sentencing hearing.
14. T F A police officers do not have any training before he/she gets his/her badge and gun.
15. T F All people respond to conflict the same way.
16. T F A person can have a lawyer present when questioned by the police.
17. T F The delinquency hearing is when a juvenile can be found delinquent.
18. T F A negotiation is an informal way to solve problems.
19. T F During a negotiation, a position is what people say they want.
20. T F Laws are passed by the police.
21. T F The prosecutor, not the defense attorney, speaks for the juvenile in court.
22. T F Lawyers should explain to their clients what is happening to them in court.
23. T F Lawyers should not tell the police or a judge anything their clients tell them without the client's permission.
24. T F People should use lawyers to get medical advice.
25. T F If a juvenile has something really important to do, it is okay for them not to show up to court on time or at all.
26. T F Juveniles have the right to an attorney to represent them in court.
27. T F Even if a juvenile is found delinquent in court, a judge cannot order the juvenile to go to school.
28. T F A juvenile has the right to be informed of the charges against him/her before going to court.
29. T F A judge has the right to put a juvenile found to be delinquent on probation.

Save Our Streets Youth Survey

Post-program version

| | | | | | |
|--|----------------------------|----------------------------|-----------------------------------|--|--------------------------------|
| 43. Asked to see someone else's weapon | <input type="radio"/> none | <input type="radio"/> once | <input type="radio"/> once a week | <input type="radio"/> 2-3 times a week | <input type="radio"/> everyday |
| 44. Asked someone to carry a weapon for you | <input type="radio"/> none | <input type="radio"/> once | <input type="radio"/> once a week | <input type="radio"/> 2-3 times a week | <input type="radio"/> everyday |
| 45. Carried a weapon other than a gun with you when you were outside your home, but NOT on school property | <input type="radio"/> none | <input type="radio"/> once | <input type="radio"/> once a week | <input type="radio"/> 2-3 times a week | <input type="radio"/> everyday |
| 46. Carried a weapon other than a gun with you AT SCHOOL. | <input type="radio"/> none | <input type="radio"/> once | <input type="radio"/> once a week | <input type="radio"/> 2-3 times a week | <input type="radio"/> everyday |

Directions: The following statements are about feelings and beliefs. For each statement choose the best answer that describes how much you agree with the statement.

| | | | | | |
|--|---|--------------------------------|-------------------------------|-----------------------------|--------------------------------------|
| 47. If you want to be accepted by the people I hang around with you have to be willing to hurt other people. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 48. It is okay to break the law if it helps you become popular with your friends. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 49. In my neighborhood, you need to carry a weapon to protect yourself. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 50. Guns give me a feeling of power. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 51. The best thing to do if someone calls you a name is to beat them up. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 52. The best thing to do if someone hits you is to hit them back. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 53. It's okay to threaten someone with a weapon if that is what it takes to get what you want. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 54. It's okay to shoot someone if they have done something to hurt or insult you. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |

Save Our Streets Youth Survey

Post-program version

| | | | | | |
|--|--|--------------------------------|-------------------------------|-----------------------------|--------------------------------------|
| 55. If somebody makes me mad, they deserve to be beaten up. | <input checked="" type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 56. It is okay to shoot someone if they have done something to hurt or insult my family. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 57. It is okay to shoot someone if they have done something to hurt or insult my friends. | <input checked="" type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 58. The policemen in my neighborhood want to help people. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 59. No one will mess with you if you carry a weapon. | <input checked="" type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 60. In my school, you aren't safe unless you carry a weapon. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 61. The best way to deal with someone who doesn't belong in my neighborhood is to beat them up or hurt them. | <input checked="" type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 62. I often let my anger get me into trouble. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 63. I feel comfortable approaching police if I need help. | <input checked="" type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 64. I feel comfortable that I can talk to my Save Our Street instructor if I have a problem. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 65. I feel comfortable that a judge would make a fair decision to help me if I was in trouble. | <input checked="" type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 66. I feel comfortable that I could be represented fairly by a lawyer in court. | <input type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |
| 67. I believe that I can reduce the violence in my life by the choices I make. | <input checked="" type="radio"/> Strongly Disagree | <input type="radio"/> Disagree | <input type="radio"/> Neutral | <input type="radio"/> Agree | <input type="radio"/> Strongly Agree |

APPENDIX C
TRAINING REPORTS

APPENDIX C

TRAINING REPORTS

SOS Training Workshop Evaluation Summary
SOS Training Report

Save Our Streets Training Workshop Evaluation Summary

The two-day training workshop for program facilitators and staff was a great success! The participants got more out of the program than they expected to, learned new and effective techniques to use with their students, and got the opportunity to practice what they learned with a valuable Teachback experience. Each training session offered unique activities and ideas that would help the facilitators implement the coordinating program session. Overall, the training was an extremely positive and helpful experience, though there are a few lessons learned and additional needs. To give a quick overview of the results, first the overall impressions will be provided and then more specific information about each session will be delineated. Lastly, the lessons learned will be presented.

Overall

The overall comments for each day of training were extremely positive. Many participants expected to attend a technical lecture type of experience and were pleasantly surprised with the role-playing and interactivensess. All participants reported that they would use some of the activities and techniques provided to help them facilitate their program.

Each Session

Each session had its own unique comments from the participants though overall everything was very encouraging and upbeat.

- Conflict/Communication – The participants learned different forms of conflict resolution and considered the materials very clear and informative. The only suggestion was for more time and discussion with the group.
- Cops on Call – This session was very positive and participants learned about the issues officers have to deal with, the training requirements, and felt the session would be very enjoyable and beneficial for their students. Suggestions included getting real police officers to model similar real situations.
- It's Your Neighborhood – The participants considered this to be an excellent session that was very relevant and applicable to their student's situations.
- My Style – The session was considered excellent for recognizing how different people deal with conflict and the exercises were considered to be very understandable to the youth. Participants thought there should be more information on how to deal with and diffuse conflict situations.
- Preparation and Teachback – This was extremely helpful and allowed the participants to practice teaching the information, gain a better understanding of the preparation involved, and hear valid points from other participants. It really helped the participants understand what was needed to successfully implement the session.
- Program Evaluation – This session helped participants to understand the importance of evaluation and how it works. The logic model aspect was considered very useful.

Save Our Streets Training Workshop Evaluation Summary

- Program Planning and Resources – This session was extremely helpful with regards to providing advice on planning as well as all of the appropriate paperwork. Participants expressed appreciation for the helpful planning time.
- SELURON – This session was considered a very insightful activity for helping young people understand rules/laws and why they exist. There were some problems with the ball throwing and some requested technical assistance.
- Take a Stand – This session was considered very clear and a great way to help youth see both sides of an issue. The participants concerns were about keeping control of the class and allowing students to reflect on such issues which may have affected the student's lives extensively.

The sessions were also rated by each participant for overall presentation from 1 (poor) to 5 (excellent). All sessions were rated above average and one session actually achieved a perfect 5 from all participants. Each session of the training contributed in some way to helping facilitators understand the material better, implement the material better, and create quality programs for their young people.

Lessons Learned

This training was clearly considered a positive and helpful experience though there are some improvements that should be made for the future.

- Participants felt they needed more on-site training and technical assistance to help them implement the program better.
- It was mentioned that the curriculum should be available in another language so that it is accessible to more individuals.
- Training in helping diffuse tense situations and control student's anger reactions is recommended. Many of the sessions deal with sensitive topics that could lead to adverse situations if no formal training in this type of problem is offered.
- Contact with local community resource people may be difficult to make at first. Any information about places to find people would be helpful.
- Money was a big issue that participants were dealing with. Many asked for more money to help them implement their programs.

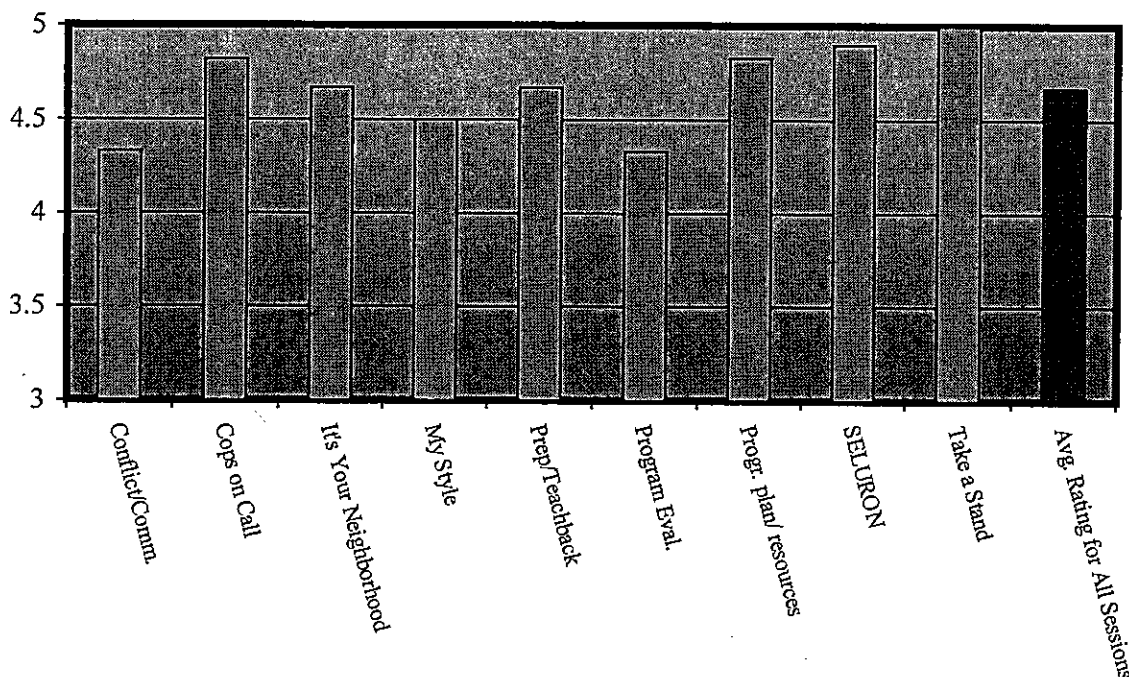
Each of these issues is important and can be considered lessons learned in trying to implement of the Save our Streets program. Future directions in implementing this program would need to consider these items in order to continue to provide quality material.

Conclusion

In conclusion, the participants considered the training to be extremely helpful and informative in planning to implement the sessions. Most suggestions were things to add to the curriculum instead of altering or removing. All of the overall presentation ratings were positive for each session. The training can be considered successful, leaving room for improvement and expansion in future years.

Save Our Streets Training Workshop Evaluation Summary

Participant's Overall Rating of Each Training Presentation from 1 to 5



Participant Comments

- *A more casual down-to-earth, easy to understand workshop. It was very interactive which was very good!*
- *The written materials were especially informative. I can use them with scenarios. They are straightforward and clear.*
- *The session overall was very positive. I think I gained a deeper insight into the issues police officers are confronted with.*
- *Teachback is great because you really get a chance to see what you have learned*
- *The teachbacks are just what we need to see what it is like to teach the lessons.*
- *Take a Stand – A great learning and listening exercise, valuable for kids and grownups to. Teaches the person the other point of view.*
- *Fun activities that will teach valuable lessons. I hope to use all of the lessons presented so far.*
- *I got more than I expected. There was so much to learn!*

California Save Our Streets Training Report

My Style. The My Style session was very informative for participants and created some thought about how to implement the lesson with their target populations. Key thoughts included:

- When implementing the lesson with students it may be a good idea to increase the time spent on the discussion of the differences and commonalties between people
- This session enlightens both adults and youth about the idea that people have very different "triggers" and what one person think is important is not necessarily what another may perceive as important
- This session helped put language to behavior and feelings/emotions
- The activity is a good starting point for youth because it makes them think

The participants felt that the process seemed easy to implement but some felt that there was a lot of information exchanged in a short amount of time. The session clearly made the participants reevaluate their own actions and surroundings and will most likely do the same for youth.

Take A Stand! The Take A Stand session was extremely informative for participants and alerted them to the possible reactions of youth when implementing the session with their program. The session is enlightening in terms of learning about each other, how each person reacts to those with whom they do not agree, and how youth will react to a situation in which very strong conflicting opinions are expressed openly. Some thoughts include:

- There was an awareness of divisions among the group and people tried to express themselves in a way that would not offend someone- with youth there is the potential for conflicts and problems
- The continuum activity was enjoyable and it showed that people have interesting things to say
- It was clear that if not careful the heated discussion could carry over into instruction and hold things up
- The debriefing of the discussion was very informative and helpful

Participants clearly thought through the methods with which this lesson could be implemented with the youth at their program site and the possible reactions from the youth. One suggestion was to ensure that the activity is time structured to encourage fairness. Going through this session in the training will benefit the facilitators immensely when implementing the lesson.

California Save Our Streets Training Report

Conflict and Communication. Participants found this session very informative. They learned about how they react to conflict and felt that the instructions for implementing this activity were clear and easy. Participants thought that it was very informative to know how people react to conflict, to hear their experiences, and that the reflection on acting calm and having good listening skills was very helpful. The guidelines on giving and receiving negative feedback are informative helping youth understand. Overall, participants felt that this was a very realistic activity and the role-plays will really help engage the students.

SOS – The Binder! This session was very helpful for learning how to scan and use the curriculum. The scavenger hunt was difficult but it really helped in introducing and learning to use the manual. One suggestion for the binder was to add tabs (i.e. The Introduction Section) and/or an index for ease of use. Participants thought that this was a good experience that would help them use the binder and the information in it extensively when planning and implementing the program.

Program Evaluation. Of all of the sessions, the program evaluation session was the session in which participants had the hardest time comprehending and understanding the material presented. They did garner a better knowledge of why evaluation exists, though many wanted more explanation on the components and requirements of successful evaluation. Many facilitators expressed that more time and explanation should be dedicated to this topic given the importance of evaluation but understood that time constraints sometimes stand in the way.

Overall, facilitators found the training very helpful and informative in assisting them to implement the Save Our Streets program effectively. They found the training to be interactive and fun while giving them an opportunity to make contacts with other program leaders. They believe that their training experience will ensure a quality implementation of the Save Our Streets program.