

**An Evaluation Partnership Project to Enhance the State of  
Maryland's Capacity to Evaluate Juvenile Justice Programs:  
Final Report**

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## **Abstract**

During 2004, the University of Maryland Department of Criminology and Criminal Justice began a project aimed at providing a model for evaluation of juvenile justice diversion projects in Maryland. The project, funded by the Justice Research and Statistics Association's Juvenile Justice Advisory Council solicitation, was intended to demonstrate the advantages of using a systematic, collaborative, and coordinated approach to the evaluation of one type of diversion project funded through the Maryland State Advisory Board's Youth Strategies Grant (YSG) Competition: Teen Courts (TCs). This project applied a model of researcher-practitioner collaboration (Program Development Evaluation, PDE) to develop a framework for evaluation in collaboration with the project and county-level practitioners involved in managing the TCs as well as the state-level administrators charged with overseeing the grants.

The evaluation involves (1) a process evaluation to determine whether the TCs met the standards they had created for themselves; and (2) an outcome evaluation utilizing a randomized design to determine the effectiveness of TCs in reducing future recidivism. The PDE process allowed the TC coordinators and Local Management Board representatives to be directly involved in developing both parts of the evaluation. This report summarizes the preliminary findings of the process evaluation.

Despite challenges encountered during this evaluation, the broader aims of this evaluation partnership project were met. The PDE method was successfully used to involve researchers and practitioners in a collaborative process resulting in a clear plan for the evaluation of a juvenile justice diversion project in Maryland. The advantages of using

a systematic, collaborative, and coordinated approach to evaluate one type of diversion program funded through the YSG Competition have been demonstrated.

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More specifically, the project was designed to (a) help sub-grantees who are the recipients of state juvenile justice funding to develop a logic model including goals, objectives, process measures, and outcome measures; (b) develop a model sub-grantee reporting process that is tied to the RFP process and to the statewide goals and objectives; and (c) provide tailored evaluations of specific diversion programs funded by the State's YSG program.

These objectives were met through four major activities: (1) a series of evaluation workshops for TC sub-grantees during which a plan for evaluation was developed with TC staff, Local Management Board (LMB) and Maryland State Governor's Office of Crime Control and Prevention (GOCCP) staff; (2) the development of outcome and process instruments keyed to the evaluation plan; (3) the development of a plan for outcome evaluation that would allow for confident conclusions about the effectiveness of TCs for

achieving their intended outcome; and (4) the preparation of a prototype evaluation report containing process data for the first several months of operation of the participating TCs.

This report summarizes these activities and provides the prototype evaluation report. In addition, it summarizes lessons learned about the process through which University researchers collaborated with local and state practitioners to develop and implement a rigorous evaluation of the TCs.

Before describing the project activities in more detail, the rationale for selecting TCs as a focus and a summary of prior research on TCs will be provided. In addition, the basic evaluation framework that was employed throughout the project will be described.

## **Prior Evaluations of TC**

TC is a widely expanding diversion program implemented across the United States. In Maryland alone, there are ten operating TCs, with more in the developmental stages. Despite the extreme popularity of the program, there is very little empirical evidence supporting its effectiveness. The two main reasons for this lack of evidence are too few research initiatives and, for the few that exist, the methodologies are poor and the results are mixed. The Urban Institute conducted the most extensive study to date in 2002 (Butts, Buck, & Coggeshall, 2002). The research focused on four different TCs (located in Missouri, Arizona, Alaska, and Maryland), using comparison groups comprised of Department of Juvenile Services offenders. The exception was for the Maryland TC sample, which was compared to a sample from a different diversion program. Results were encouraging for TCs in Alaska and Missouri. In Arizona, TC appeared to reduce recidivism, although the relationship was not significant. Finally, in Maryland, TC fared worse than the alternative diversion program comparison group. Thus, among the several YSG

models that might have been chosen for intensive evaluation efforts, the TC model was selected because the perceived policy relevance of the TC study was high.

## Program Development Evaluation

The evaluation activities undertaken in this project followed the Program Development and Evaluation Method (PDE; Gottfredson, 1984; Gottfredson, Rickert, Gottfredson, & Advani, 1984), a general method created to assist schools, communities, or other organizations in developing, implementing, and improving any type of program. The PDE method is expected to increase the fidelity of implementation of the TCs and increase their eventual success at achieving their stated goals. The PDE method consists of the following nine steps:

- 1. Defining the problems:** This involves examining data about the nature and extent of the problem in each community, and about risk and protective factors. This “needs assessment” phase leads to a clear picture of the problem to be addressed by the program, and to the specification of concrete goals for the program activities.
- 2. Specifying goals:** The team clearly states what it is trying to achieve. A goal generally is directly related to the problem statement. The *measurement* of the goal is also specified.
- 3. Elaborating a theory of action:** The team develops a statement of why the problem exists or of how the community may achieve its goal. The development of this theory of action is based on a clear understanding of what the needs assessment implies are the main sources of the problem (risk factors) or are the main resiliency factors that need to be strengthened in the community. The theory of action serves as a template for choosing and assessing interventions.
- 4. Defining objectives:** These are outcomes that the theory of action implies must occur to achieve a goal. Objectives (intermediary outcomes) are stated in *measurable terms*. An objective might be to increase levels of parental supervision, decrease availability of alcohol, increase commitment to education, or some similar outcome known to be related to subsequent juvenile crime.
- 5. Designing the intervention:** Once objectives are specified, the team chooses activities or programs that are likely to impact each objective. The PDE method guides the team to select program components known to be effective in achieving the specified objectives. An important element of the choice of interventions is the determination of their appropriate duration, frequency, dosage, and timing. At this step, the facilitating researchers will help the practitioners to review the activities that have been funded relative to scientific evidence about what works. If this review suggests that the activities should be modified to bring them in line with existing research evidence, the researchers will assist by summarizing alternative program designs that have been demonstrated to be effective and are consistent with the stated goals and objectives.

**6. Establishing implementation standards:** Implementation standards are clear statements or indicators of faithful implementation (fidelity and completeness) of an intervention. Specifications or blueprints for an intervention define the implementation standards for the intervention. These implementation standards are continually monitored as part of the process evaluation, and information about the quality of implementation is shared on a regular basis with the LMB.

**7. Assessing feasibility and developing strategies:** Once a set of interventions has been selected, the team must develop a management plan for initiating and maintaining the intervention. A strategy is developed for each intervention on the basis of a force-field analysis (Lewin, 1947) which identifies potential resources and obstacles to implementation in the local environment. A strategy must appear workable to those who must execute it, and makes use of community resources to overcome the obstacles to adoption and implementation. Strategies are composed of two kinds of elements: critical benchmarks and tasks.

**8. Setting critical benchmarks:** Critical benchmarks are key decisions, agreements, actions, or arrangements necessary to move forward with a strategy or plan. If a benchmark is not met, progress in executing the strategy is blocked. When a benchmark is met, the force-field changes. A benchmark statement tells what change in the force-field must occur by when.

**9. Setting tasks:** This part of a strategy specifies *who* will do *what* by *when* to implement, monitor, and evaluate each strategy. Clarity about each individual's responsibilities is essential to high quality implementation.

## **Development of the PDE Plan and Measures**

During the evaluation workshops for TC sub-grantees, University staff guided the TC practitioners and other key stakeholders (LMB and GOCCP staff) through each of these nine steps. The resulting "PDE plan" (see Appendix A) specified the goals and objectives of the Maryland TCs, included a detailed description of the intended TC activities, documented the standards for the quality and quantity of services to be provided in each step of the TC process, and anticipated obstacles to implementation of the TC process and strategies to circumvent these obstacles.

Survey instruments were then developed by University staff to measure each of the goals and objectives identified in the PDE plan. Appendix A.1 shows the specific items intended to measure each goal and objective, and Appendix C displays a copy of the youth surveys used to measure the items

related to outcome. Process forms were then created to capture data on each of the implementation standards included in the PDE plan. Appendix B shows these forms.

## **Designing the Outcome Evaluation**

At least as important in program evaluation to designing measures is the identification of a baseline or comparison group against which youths who receive the TC services can be compared. Without such a “counterfactual,” it is seldom possible to separate the effects of the program from the effects of other co-occurring processes such as maturation, historical events, and regression to the mean. Considerable work is required to set up a credible comparison condition. During the evaluation workshops and through several subsequent meetings, University staff engaged the TC practitioners and other key players in discussions about the importance of this activity and eventually developed a plan for randomly assigning eligible TC cases to either receive the services or to serve as a control group member. Detailed plans were developed to guide all steps of this process, including: identifying eligible youths, randomly assigning youths to conditions, tracking all randomly assigned cases, and collecting pre- and post-test surveys from all members of the TC and control groups.

In addition to participating in the detailed process evaluation, five of the six counties are also participating in the outcome evaluation. Employing a randomized design, all eligible TC participants within each county are randomly assigned to either TC or the Department of Juvenile Services (DJS). Despite the difficulty in implementing such a rigorous design, it seemed to be the most appropriate considering the lack of research on the TC program. As stated above, the research on the effectiveness of TC is limited, and the literature that does exist provides mixed results. The quasi- and non-experimental



methodologies of the prior research calls into question the prior conclusions made regarding TC. In an effort to produce definitive results, it was necessary to use the rigorous randomized design.

The method used to randomize differs slightly across counties, although a general overview is provided in Appendix E. The main obstacle to implementing a randomized design identified early in the planning process was that the number of cases served in the TC would drop to an unacceptable level if half of all eligible cases were assigned to a no-treatment control group. In order to avoid reducing the number of cases going through TC during the randomization period of the study (1/15/05 to 5/30/05<sup>1</sup>), the eligibility standards were altered slightly. For the purposes of the study, repeat offenders are allowed to go through TC provided that they have not been to TC during the past two years. Prior to the study, some counties allowed repeat offenders while others did not. Even in the counties that did allow repeat offenders, it was only on a very select basis. Although repeat offenders are now being allowed in, all prior offenses, as well as the current offense, must be misdemeanors. Once a case has been established as eligible, the TC coordinator emails the University of Maryland (UMD) TC evaluation leader with the first name and last initial of the eligible offender, and using a randomized number list, the evaluator instructs the coordinator to keep the case or forward it to the Department of Juvenile Services. After providing registration information during intake with TC or DJS, this information is sent to UMD.<sup>2</sup>

After participants have been assigned to TC or the Department of Juvenile Services, they complete their assigned program as normal. Three to four months after intake in their respective programs,

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<sup>1</sup> Montgomery County may continue with the evaluation until the end of May, as they have not yet begun randomization.

<sup>2</sup> In instances in which the police select cases for Teen Court, the police, rather than the TC coordinator, contact the evaluator.

participants are asked to complete a survey.<sup>3</sup> This survey measures the goals and objectives of TC. It is the responsibility of UMD to contact participants and to set up convenient times for survey completion.

This experimental research design will provide for unambiguous conclusions about the effectiveness of the participating TC programs in Maryland. It is anticipated that the findings will provide useful information to the Maryland State Advisory Board and GOCCP staff in subsequent funding decisions. The evaluation information will also be highly relevant to local juvenile justice planners as they consider directions for future diversion programming at the county level.

The following section presents process data from the first two months of the study for the six Maryland TCs participating in the evaluation.

## **The Process Evaluation**

### **The Participating TCs**

TCs in six counties are participating in this partnership project. Three of the TCs (Anne Arundel County, Caroline County, and Kent County) are funded by GOCCP through the YSG program. Three others are funded by the Sheriff's Office (Charles County), State's Attorney's Office (Montgomery County), and Americorps\*VISTA and the St. Mary's County Government (St. Mary's County), and are voluntarily participating in the project. The Caroline County TC chose to participate only in the process evaluation segment of the project. The other five are participating in both the process and outcome segments.

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<sup>3</sup> The survey was created by taking portions of surveys already in existence. The TC Coordinators assisted in the process of choosing what measures were most appropriate in determining whether goals and objectives were met.

## **Methods**

The process evaluation is, in essence, a critical look at how each TC operated. As part of the PDE process, the six TCs agreed on basic standards for the TC services (see PDE, pgs. 15-20). The data were collected through the use of several process forms, created based on the PDE standards, including offender referral, intake, hearing, and close-out forms (see Appendix B). Additional forms included volunteer and hearing summary forms. The data collection period for this report was November 1, 2004 through December 31, 2004.

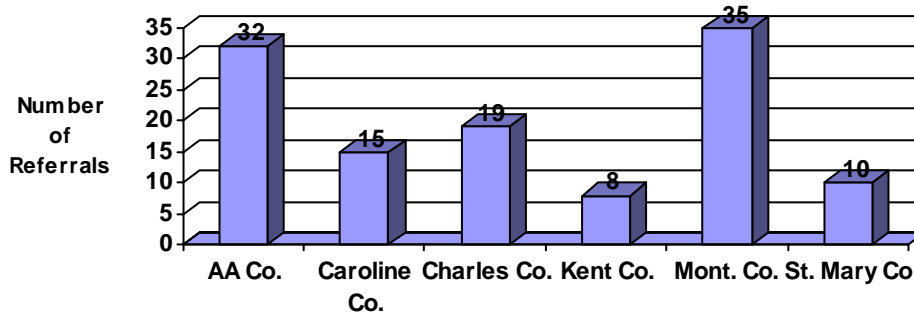
Although each process is related to one another (i.e., offender referral is related to offender intake, etc.), at this time we will look at each point in the TC process as an independent event. Differences in the amount of data available at each point are due to the time it takes to complete the program. More data are available on the earlier program stages than on the later stages.

Data pertaining to each implementation standard are reviewed below. A summary of implementation for all standards is included in Appendix D. As described below, the first step of the TC process was the referral.

## **Referral**

During the above time period, the six counties received a total of 119 referrals. Figure 1 displays the referrals received by county.

Figure 1. Referrals by County



Source: Offender Referral Form

The majority of referrals came from the local police and sheriff's offices (90.7%); however, there were also a number of other referral sources (Table 1). Seventy-five of those youth referred to TC were male, and the average age of those referred was 14.93 years. A majority of the youth were White (67.2%), and a large minority were African American (25.2%). Another 3.4 percent were Latino, and the rest were classified as "other".

Table 1. Referral Sources

Referral Source	Number of Referrals	Percentage
Local Police/Sheriff's Office	107	90.7
State's Attorney's Office	2	1.7
School System	1	.8
District Court	7	5.9
Other	1	.8
TOTAL <sup>4</sup>	118	100

Source: Offender Referral Form

## Intake

After being referred to TC, the youth and his or her parent(s) were asked to participate in an intake interview. A total of 82 youth took part in intake interviews (Standard 2.1).<sup>5</sup> Much of the data collected

<sup>4</sup> One youth was missing data on referral source.

for this portion of the TC process relates to the TC standards. The intake interview is a time for the coordinator to inform the offender's parents about the nature of the program and what will be expected of the offender. Parental consent is also obtained (data show that this occurred 100% of the time; Standard 2.3). Additionally, coordinators use this time to make sure that the offender is an appropriate candidate for the TC program. According to the present data, no inappropriate offenders were allowed in the program (Standards II.1 – II.4). All admitted youth were referred for misdemeanor offenses, and except for a few instances, the youth were all first time offenders.<sup>6</sup> Table 2 provides the distribution of charges in TC.<sup>7</sup>

Table 2. Distribution of Offenses

Offense Types	Number of Charges	Percentage of Total Number of Charges
Assault	23	28%
Theft <sup>8</sup>	15	18.3%
Disorderly Conduct	8	9.6%
Alcohol Possession	9	11%
Speeding	7	8.5%
Traffic	4	4.9%
Disruption of School Activities	2	2.4%
CDS Possession	4	4.9%
Tobacco Possession	3	3.7%
Weapon Violation	3	3.7%
Destruction of Property	2	2.4%
False ID	1	1.2%
Trespassing	1	1.2%
TOTAL	82	100

Source: Offender Intake Form

<sup>5</sup> Montgomery County did not submit process data on stages beyond the referral stage. This county is therefore excluded from all subsequent tables, figures, and discussion of process data. Caroline County and St. Mary's County each had one case drop out of the program between referral and intake.

<sup>6</sup> Two participating counties take repeat offenders under very specific circumstances.

<sup>7</sup> Table 2 shows the first charge for each offender. Ten offenders came to TC with two charges.

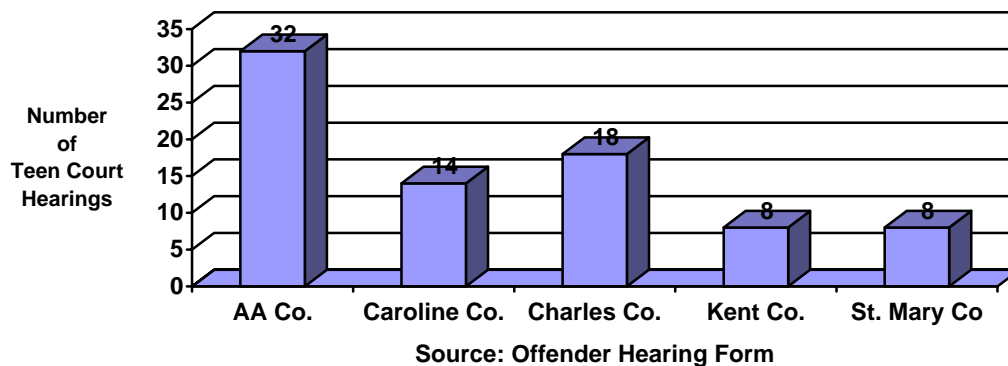
<sup>8</sup> Encompasses all misdemeanor theft charges.

In order to guide the jury in sanctioning the offender, each charge is assigned a severity level of I through IV. Higher levels indicate increasing severity. A majority of the cases were labeled as category III or IV offenses (31 and 28 cases, respectively). Thirteen cases were assigned a category II severity level, and the remaining ten cases were classified as category I.

## Hearing

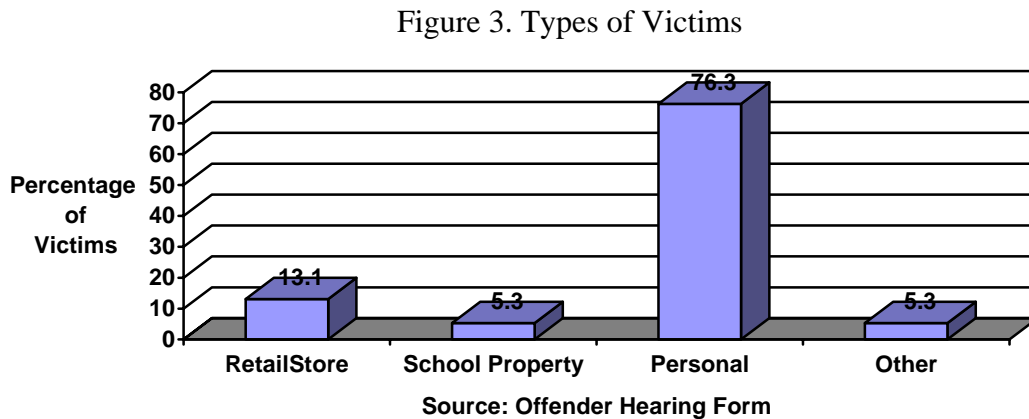
After completing the intake process, the next step is to attend a TC hearing. Eighty (80) youth completed the hearing portion of the TC process at the time of data collection (Standard 2.2). Table 2 illustrates the number of youth who attended a TC hearing by county. Two cases had not yet reached the point of hearing attendance when the data were collected.

Figure 2. TC Hearings by County



A TC hearing typically involved a respondent, his/her parent(s), and some number of youth volunteers (see below for more information on volunteers). In about half of cases (N=38), a victim was also involved, however the type of victim often varied (Standard 3.4). Considering that the most frequent

offense seen in TC was assault, it is not surprising that the most common type of victim was a personal victim<sup>9</sup> (Figure 3).



During the hearing, all respondents had the opportunity to recount what happened leading up to, during, and following the offense (Standard 3.3). Additionally, the jury deliberated in each case to decide upon the appropriate sanctions (Standard 3.5). The jury was given some guidelines to assist in this process. The offense severity score provided the jury with some direction as to the appropriate severity of the sanctions. Additionally, all five of the TCs providing data on this stage required (in nearly all cases) that the respondents receive some amount of community service and that they return to serve as a TC jury member a certain number of times (Standards 3.3 and 3.9). The severity index score guided the jury in deciding how many community service hours and jury duties to assign. The average number of community service hours assigned was between six to ten hours. The average number of jury duties assigned was between one and two. Along with community service and jury duty, a variety of other sanctions were available to the jury to assign.

<sup>9</sup> A personal victim indicated that the crime was directly against another person as opposed to a business or property.

Table 3. Assigned Sanctions

Type of Sanction	Number of Offenders Assigned (N=80)	Percentage
Community Service	78	97.5%
Jury Duty	74	92.5%
Letter of Apology	45	56.3%
Essay	31	38.8%
Counseling	13	16.3%
Other	10	12.5%
EMS Ride Along	9	11.3%
Detention Center Tour	8	10%
Smoking Cessation Class	4	5%
Substance Abuse Evaluation	2	2.5%

Source: Offender Hearing Form

A letter of apology was, by far, the most frequently assigned sanction after community service and jury duty (see Table 3). This seems fitting considering the high number of victims involved with the TC offenders. A more surprising finding was the lack of substance abuse evaluations. One of the standards created by the TC coordinators was that all youth charged with an alcohol or drug offense would be assigned a substance abuse evaluation (Standard 3.7). As is evident above, only two respondents were assigned this sanction. According to the data, nine youth went through intake with an alcohol citation and four with a controlled dangerous substance (CDS) violation from four different counties. Each of these thirteen respondents had a hearing, and only two of them were assigned an evaluation (for alcohol citations). Overall, except in the area of substance abuse evaluation, the sanctioning appears to meet the standards set by the coordinators.

As far as assigning sanctions by severity, those with severity IV offenses received the most sanctions (see Table 4). Interestingly, no one was assigned only one sanction. Only one person was



assigned no sanctions. This is not surprising considering the large number of offenders assigned both jury duty and community service. Although it is clear that the most sanctions went to the most severe offenders, the majority of offenders, regardless of severity, received three to four sanctions. The average number of sanctions received was 3.45 and, as evident from Table 4, ranged from zero to six. One possible reason for this is that TC does not focus on being punitive, but rather, assigns sanctions appropriate to the offense. Severity also appeared to have an impact on the use of specific sanctions.

Table 4. Category of Severity by Number of Sanctions

Category of Severity	Number of Sanctions						
	0	1	2	3	4	5	6
I	1	0	6	0	2	0	0
II	0	0	2	6	4	1	0
III	0	0	5	10	10	4	0
IV	0	0	2	9	7	5	4
TOTAL	1	0	15	25	23	10	4

$X^2=34.290, p<.01$

N=80

Source: Offender Hearing Form

For the sanctions described in Table 5, as severity of offense increased, the offenders were more likely to be assigned each sanction. Although the number of sanctions was not significantly related to the severity of the offense for detention center tours and counseling, the direction of the associations accords with expectations. Perhaps with larger samples the analysis would approach significance. EMS ride alongs were more likely to be assigned as the severity code increased ( $X^2=19.217, p<.001$ ), and “other sanctions” approached significance, indicating that those sanctions also were used for only the most severe of cases ( $X^2=7.543, p=.056$ ).

Table 5. Category of Severity by Specific Sanctions

Category of Severity	Sanctions			
	Counseling	Detention Center Tour	EMS Ride Along	Other
I	0	1	0	0
II	1	0	0	0
III	5	3	0	3
IV	7	4	9	7
TOTAL	13	8	9	10

N=40

Source: Offender Hearing Form

After the hearing is over, the respondent and his or her parents briefly meet with the coordinator to review the sanctions and sign paperwork to indicate understanding of the sanctions. The data indicate that this meeting occurred for every respondent in every county (Standard 4.2).

## Closeout

This portion of the process data speaks to the success of the youth in completing the program. The respondent has 60 to 90 days to complete his or her sanctions (depending on the county; Standard 6.1). Since data collection has been underway for only a short period of time, not many cases have reached closeout. Thus, the findings presented on the closeout process are based on a limited amount of data. Closeout information was received for two offenders from both Anne Arundel and Kent Counties, totaling four cases.

Closeout can occur for a variety of reasons, including reoffending, not completing sanctions in the assigned time period, moving, choosing to go to the Department of Juvenile Services (DJS) instead, or successfully completing the program. Cases should be sent to DJS for any of the above reasons except when youth complete the program successfully. One of the main incentives to participating in TC is that

a successful completion means that the offense is not put on the youth's juvenile record (Standard 7.4).

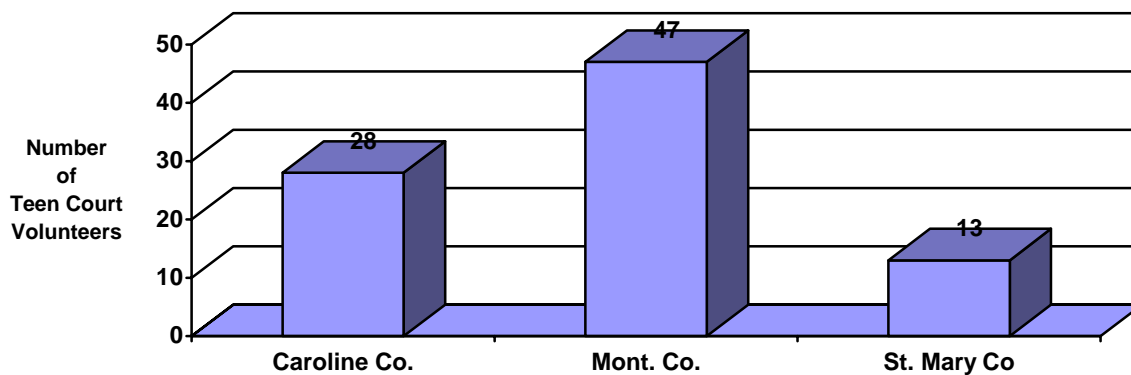
These cases should be destroyed upon successful completion.

All four participants with closeout data completed the TC program successfully. While this is not very telling considering the sample size, it might be predictive of the data to come. In accordance with the standards created by the TC coordinators, referring agencies for each case were notified of the results of the TC process (i.e., that the case was closed out; Standard 7.5). Parents were also notified that the case was closed out and for what reasons (Standard 7.6).

## Volunteers

The study also addresses the youths who serve as volunteers in the TC program.

Figure 4. Youth Volunteers by County



Eighty-eight (88) volunteer forms were completed at the time of data collection<sup>10</sup> (Figure 4).

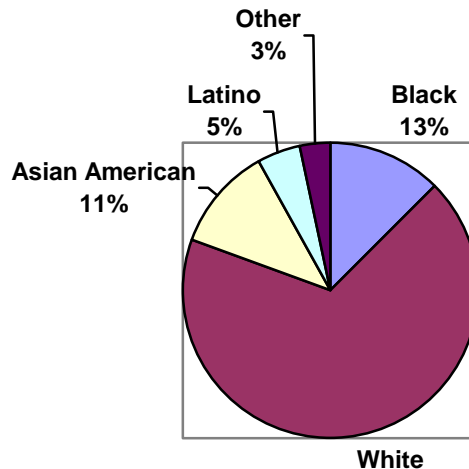
Youth volunteers ranged from 13 to 18 years old, and the average age was 15.5 years. The sample was about evenly split between males (51%) and females (49%)<sup>11</sup> and most reported being in high school

<sup>10</sup> Note that Anne Arundel County, Charles County, and Kent County have not yet submitted volunteer forms. The data presented are based solely on the forms provided by the remaining counties on their volunteers. The counties were instructed to have each volunteer complete the form, but they were given one year in which to complete this task.

<sup>11</sup> Data on gender are missing for five volunteers, 5.7% of the sample.

(96.6%). Two volunteers were in middle school, and one chose the “other” option (Standard III.2). Race was varied across volunteers, but the majority of volunteers were White (68%; Figure 5).

Figure 5. Race Distribution of Volunteers



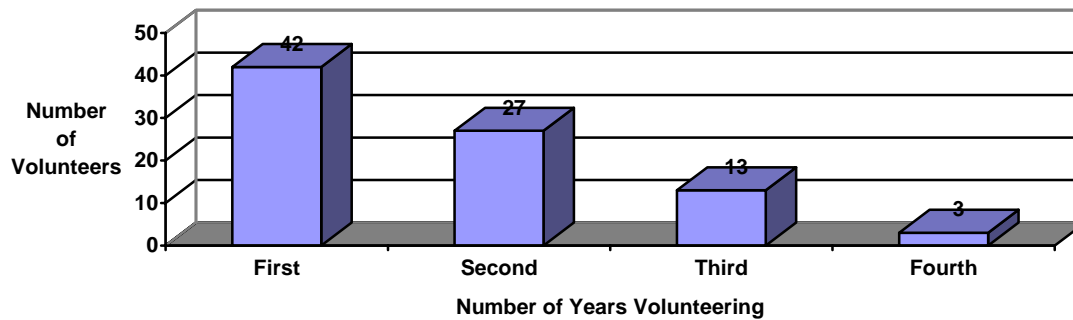
In accordance with the standards, volunteers were provided information regarding the rules, regulations, and dress codes of their respective TCs (Standard I.3). Additionally, each volunteer signed an Oath of Confidentiality (Standard III.3). Most importantly, the volunteers were forewarned to remove themselves from a hearing if and when they could not act in an objective and unbiased manner (Standard 3.2).

One popular benefit of TC is that it can be used to fulfill student service learning hours (community service hours are required by most high schools). More than half of students took advantage of this opportunity (59.1%).

While our evaluation cannot tell us how beneficial the TC program is to volunteers, it does tell us that something keeps them coming back. Whether it is the free food given out in Caroline County or the

interactions with well known local judges and attorneys in Charles and St. Mary's counties, youths appear to not just volunteer for a few sessions of TC; they come back for multiple years (Figure 6).

Figure 6. Number of Years Volunteers Have Participated in TC



### Additional Information

The organization and facilitation of hearings, adult and youth volunteers, Advisory Board meetings and communications, as well as many other activities in TC are all necessary for the success of a TC program. Presently, we have a small amount of data on the number of hearings, adult volunteers, youth volunteers, and offenders who returned to become volunteers during the given time period, November 1, 2004 through December 31, 2004 (Table 6). While this is a short period of time, it gives insight into the number of people involved with this program (this list does not include our largest counties: Anne Arundel and Montgomery).

Table 6. TC Hearing Information

County	Number of Hearings	Total Number of Adult Volunteers	Total Number of Youth Volunteers	Total Number of Offenders Returning as Volunteers
Caroline	14	0	105	5
Kent	8	8	38	0
St. Mary's	7	10	46	2
<b>TOTAL</b>	<b>29</b>	<b>18</b>	<b>189</b>	<b>7</b>

Within the month of April 2005, the six TCs involved in this evaluation made a transition.

Previously, they were collecting process information on paper forms (see Appendix B). The evaluation team at the University of Maryland transferred these forms into electronic forms using Microsoft Access. This saves time for the TC coordinators and the evaluation staff.

The process evaluation has been challenging but informative. Its labor-intensive nature proved to be too much for some counties to keep up with, but for those counties that completed the entire process, the data indicate the areas where TCs need to improve and where they are succeeding. In the future, more assistance from the evaluation team would be necessary to ensure completion of forms in a timely manner by all counties.

### **Conclusions and Lessons Learned**

Enormous amounts of time and money are spent on TC programs each year without much knowledge on their effectiveness. This study seeks to present a methodologically sound and rigorous evaluation. It is the first evaluation of TCs to use an experimental design.

Process data show that TCs are meeting, or nearly meeting, the high implementation standards that have been set for them. Additionally, the closeout forms, though small in number, show that respondents appear to be committed to the program.

This evaluation was a major undertaking, both for the University of Maryland staff and for the TC Coordinators. The lack of data from Montgomery County was decidedly the largest setback for the process evaluation thus far. Although the county is working to complete forms, they are one of the larger counties in the evaluation. Their data will have a great impact on any analysis. An assistant from the UMD research team is currently assisting the county in completing the forms to ensure that they are completed by the end of the next quarter.

An additional challenge to this analysis came from problems with identification (ID) numbers. ID numbers for the process forms were originally not unique to each offender in Charles County. The evaluator required that the coordinator match up her forms for previous participants and create unique IDs after the fact. Since that data collection time, ID numbers have been assigned through the University of Maryland for all counties involved in the outcome evaluation. Despite the efforts of the evaluator to avoid confusing regarding the forms (including traveling to each county to explain how to use the forms, training coordinators on the use of the forms in a group meeting, and repeated emails to remind them to use unique IDs) it seemed that for Charles County, the confusion was lingered. Note that the remaining counties provided unique IDs. As stated, the confusion experienced by the Charles County coordinator has since been resolved. While the issue is resolved, it seems as though miscommunication was a problem at times in terms of what exactly was expected. Perhaps more training as well as more assistance from UMD would eliminate some of the problems found regarding data collection and management. More assistance would also help expedite the procedure of completing process forms. As stated above,

the forms became electronic starting in April 2005. While this should aid in form completion, research assistants from UMD would also be beneficial. Two of the counties have a UMD research assistant help them for a few hours each week. The feedback has been very positive as to the helpfulness of having a person from UMD on-site to make sure things are completed correctly and in a timely manner. Although the counties funded by the YSG grant completed their forms in a relatively timely manner, the three counties not funded through YSG were not as diligent. This led to difficulties in comparing the data across counties.

Negotiating the rigors of this evaluation design with the TC vendors, their oversight committees, and the Department of Juvenile Services was a much more difficult task than expected. We encountered much resistance to the idea of randomization. We continue to negotiate with Montgomery County to be able to begin the outcome evaluation. Despite the benefits of randomization and the willingness of the TC coordinator and the DJS intake officer, the police department feels confident in their program and feels such an intrusive evaluation is unnecessary. Caroline County also chose not to participate in the outcome portion of the evaluation for similar reasons. Again, more time might have been beneficial in working with the counties to help them better understand the benefits of such an evaluation.

Despite setbacks, UMD is confident that the evaluation will yield important information about the process and effects of TCs.

The broader aims of this evaluation partnership project were clearly met. The PDE method was successfully used to involve researchers and practitioners in a collaborative process resulting in a clear plan for the evaluation of a juvenile justice diversion project in Maryland. We believe we have clearly demonstrated the advantages of using a systematic, collaborative, and coordinated approach to the



evaluation of TCs – one type of diversion program funded through the Maryland State Advisory Board’s (SAB) YSG Competition. The advantages are as follows:

- The SAB, its staff in GOCCP, and all local TC partners have one document that clearly states the expectations for the quality and quantity of implementation of TCs and the anticipated outcome of TCs.
- Mechanisms to collect data pertinent to the expectations for the quality and quantity of implementation of TCs are operational in all six participating TCs.
- A prototype process evaluation report keyed to these same expectations has been produced and is available for use in subsequent decisions at the state and local levels about the funding and operation of TCs.
- A plan for a rigorous outcome evaluation that will clearly show the extent to which TCs are achieving their intended outcomes, indicating that it is indeed possible for juvenile justice practitioners to collaborate with researchers to strengthen the knowledge base pertaining to their programs and practices.
- This rigorous outcome evaluation is underway and will produce important knowledge that will be valuable at the local, state, and national levels.

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Appendix A. PDE Plan

## PDE PLAN

### STEP 1: DEFINING THE PROBLEM

**What problem or problems should your program address?**

**What evidence implies that these are real problems?**

- 1. Target population:** First time misdemeanor juvenile offenders, ages 11-17, in Anne Arundel County, Caroline County, Charles County, Kent County, Montgomery County, and St. Mary's County.
- 2. Problems facing this population:**
  - a. Youth involvement in delinquent behavior
- 3. Evidence implying problem(s):**
  - a. Caroline County cites teen binge drinking, violence-related school suspensions, juvenile violent and non-violent arrests as problems in their community. Nearly 83 students for every 1,000 were suspended due to a violent act in school, almost double the state rate. Juvenile violent crime arrest was 292 per 10,000, also higher than the state rate (214.7). Over the past decade, the overall increase of DJS intake was 301.9%. The state increase was only 41.3%.
  - b. Anne Arundel County indicates an increase in DJS intakes during 2003 with 3,345 intakes completed.
  - c. Kent County lists substance abuse and delinquency.

## **STEP 2: SETTING GOALS**

**What are the goals your program is intended to reach?**

**How can you measure each goal?**

**When do you expect to have made a substantial difference?**

**How will you know your program made the difference?**

### **Goal 1:**

By 6 months after the arrest that placed the youth in study, the level of delinquent behavior among Teen Court participants will be reduced by 10% relative to a comparable group of non-Teen Court participants.

### **Measurement of Goal 1 (Instruments, timing of desired effect):**

- (a) DJS intake records for treatment and comparison youths at 6 months after the arrest that placed the youth in study.
- (b) 28 items designed to measure delinquency and included in a survey developed for use in the Teen Court evaluation (See Appendix A.1 for specific items). [Note: this measure is expected to be more sensitive to changes in the level of delinquent behavior than DJS records because it will capture *all* behavior during the time period covered rather than behavior that comes to the attention of DJS.]

### **Research Design:**

The evaluation will consist of two parts. To complete the first part, the 6 Teen Courts will undergo process evaluations in order to confirm that each program is being run in compliance with the Teen Court standards (see step 6 of this PDE Plan). The process evaluation will utilize several forms, including a monthly summary, offender referral form, offender intake form, offender closeout form, teen court oversight committee yearly survey, volunteer demographic form, and attendance sheets for hearings, trainings, and oversight committee meetings.

The second part of the evaluation looks at the outcomes of Teen Court. This portion of the study will only involve five of the six counties participating in the overall evaluation (Caroline County will not be participating in the outcome study). Each of the five Teen Courts involved in

the outcome evaluation will have a Teen Court sample as well as a control sample that does not participate in Teen Court. Because Teen Court is not a new program in any of the involved counties, a change due to the program could not be determined based on a pre to post comparison within the participating counties. For this reason, changes in the goals and objectives of the program must be compared for Teen Court participants and non-participants within the participating counties. These two groups will be formed through random assignment of eligible Teen Court participants in each county into and out of the Teen Court. In other words, Teen Court participants and the comparison group will come from the same selection pool. All study participants will be between the ages of 11 and 17 and will be misdemeanor offenders. A survey focusing on the objectives of the program will be given about four months after participants entered the Teen Court program or DJS. This time period allows participants enough time to complete the Teen Court program as well as any requirements offered by DJS. Recidivism will also be measured for members of both groups at 6 months after the beginning of the Teen Court process or probationary period.

### **STEP 3: DEVELOPING AN ACTION THEORY**

**Why do these problems occur?**

**What causes of the problem can your program/project/organization address?**

**Theory:**

**For Problem #1:**

1. Reducing susceptibility to negative peer influence will decrease delinquent behavior.
2. Increasing respect for community will decrease delinquent behavior.
3. Reducing delinquent self-identity will decrease delinquent behavior.
4. Increasing respect for authority figures will decrease delinquent behavior.
5. Increasing perceived consequences/negative effects of one's actions will decrease delinquent behavior.

## **STEP 4: SETTING OBJECTIVES**

**What measurable changes in behavior, attitude, or social organization must be brought about in order to reduce the identified problems?**

**How can you measure each objective?**

**When do you expect to have made a substantial difference?**

### **Objective Statement 1:**

By 6 months after the arrest that placed the youth in study, reduce susceptibility to negative peer influence on Teen Court offenders by 10% when compared to a control group of non-participants.

### **Measurement Objective #1:**

6 items designed to measure susceptibility to negative peer influence and included in a survey developed for use in the Teen Court evaluation (See Appendix A.2 for specific items).

### **Objective Statement 2:**

By 6 months after the arrest that placed the youth in study, improve Teen Court offenders' respect for the community by 10% when compared to a control group of non-participants.

### **Measurement Objective #2:**

13 items designed to measure offenders' respect for the community and included in a survey developed for use in the Teen Court evaluation (See Appendix A.3 for specific items).

### **Objective Statement 3:**

By 6 months after the arrest that placed the youth in study, decrease delinquent self-perceptions of Teen Court offenders by 10% when compared to a control group of non-participants.

### **Measurement Objective #3:**



12 items designed to measure delinquent self-perceptions and included in a survey developed for use in the Teen Court evaluation (See Appendix A.4 for specific items).

**Objective Statement 4:**

By 6 months after the arrest that placed the youth in study, respect for authority figures among Teen Court offenders will increase by 10% when compared to a control group of non-participants.

**Measurement Objective #4:**

6 items designed to measure respect for authority figures and included in a survey developed for use in the Teen Court evaluation (See Appendix A.5 for specific items).

**Objective Statement 5:**

By 6 months after the arrest that placed the youth in study, perceptions of consequences/negative effects of one's actions will increase among Teen Court offenders by 10% when compared to a control group of non-participants.

**Measurement Objective #5:**

8 items designed to measure the perceptions of the consequences/negative effects of one's actions and included in a survey developed for use in the Teen Court evaluation (See Appendix A.6 for specific items).

## STEP 5: DESIGNING INTERVENTIONS

**What are the major program components designed to achieve your objectives?**

Interventions (List)	Objectives(s) Addressed
1. Initial contact with offender	2, 4, 5
2. Intake interview	2, 3, 4, 5
3. Teen Court hearing	1, 2, 3, 4, 5
4. Sanction interview	2, 3, 4, 5
5. Sanction letter/contract	2, 3, 4, 5
6. Sanction completion	1, 2, 3, 4, 5
7. Case closure	3, 4, 5

## **Intervention 1: Initial contact with offender**

**Describe the quality, quantity, and timing of the intervention including:**

- **when the intervention is to begin**

Once the youth has been deemed eligible (referral, contact DJS, contact victim, restitution).

- **how long the intervention will last**

5-30 minutes

- **to whom the intervention is to be applied**

First time misdemeanor juvenile offenders, ages 11-17, in Anne Arundel County, Caroline County, Charles County, Kent County, Montgomery County, and St. Mary's County

- **who will perform the intervention**

Teen Court coordinator

- **how, specifically, the intervention is to be delivered.**

Coordinator calls or sends letter to youth and parent/guardians, explains how Teen Court works, sets up an entrance interview.

## **Intervention 2: Intake Interview**

**Describe the quality, quantity, and timing of the intervention including:**

- **when the intervention is to begin**

Scheduled meeting after the initial contact. This meeting is set up during the initial contact.

- **how long the intervention will last**

15-45 minutes

- **to whom the intervention is to be applied**

First time misdemeanor juvenile offenders, ages 11-17, in Anne Arundel County, Caroline County, Charles County, Kent County, Montgomery County, and St. Mary's County

- **who will perform the intervention**

Teen Court coordinator

- **how, specifically, the intervention is to be delivered.**

Coordinator meets with youth and parent/guardians, explains program in more detail, goes over logistics, arranges Teen Court hearing date, gets parental consent

## **Intervention 3: Teen Court Hearing**

**Describe the quality, quantity, and timing of the intervention including:**

- **when the intervention is to begin**

Scheduled hearing after entrance interview. This usually occurs at the next available hearing date (often within 2 weeks of the intake interview).

- **how long the intervention will last**

20-60 minutes

- **to whom the intervention is to be applied**

First time misdemeanor juvenile offenders, ages 11-17, in Anne Arundel County, Caroline County, Charles County, Kent County, Montgomery County, and St. Mary's County

- **who will perform the intervention**

Teen Court coordinator, youth and adult volunteers

- **how, specifically, the intervention is to be delivered.**

Depending on which model used (jury panel, tribunal, attorney model, youth or adult judge, etc.) the offender will be given an opportunity to answer questions about the offense. The jury or tribunal will deliberate and decide on appropriate sanctions.

## **Intervention 4: Sanction Interview**

Describe the quality, quantity, and timing of the intervention including:

- **when the intervention is to begin**  
Scheduled meeting immediately after hearing
- **how long the intervention will last**  
5-20 minutes
- **to whom the intervention is to be applied**  
First time misdemeanor juvenile offenders, ages 11-17, in Anne Arundel County, Caroline County, Charles County, Kent County, Montgomery County, and St. Mary's County
- **who will perform the intervention**  
Teen Court coordinator or adult volunteer
- **how, specifically, the intervention is to be delivered.**  
At the conclusion of the hearing the youth offender, his/her parents, Teen Court Coordinator, and adult volunteer will review the sanctions given and answer any questions. The parents and offender will sign and acknowledge the sanctions.

## **Intervention 5: Sanction Letter/Contract**

Describe the quality, quantity, and timing of the intervention including:

- **when the intervention is to begin**  
After sanctions have been assigned
- **how long the intervention will last**  
n/a
- **to whom the intervention is to be applied**  
First time misdemeanor juvenile offenders, ages 11-17, in Anne Arundel County, Caroline County, Charles County, Kent County, Montgomery County, and St. Mary's County
- **who will perform the intervention**  
Teen Court coordinator or adult volunteer
- **how, specifically, the intervention is to be delivered.**  
A letter will be mailed home or given to offender after the hearing to remind the offender of the sanctions he or she has agreed to complete.

## **Intervention 6: Sanction Completion**

Describe the quality, quantity, and timing of the intervention including:

- **when the intervention is to begin**  
After sanctions have been assigned
- **how long the intervention will last**  
60-90 days
- **to whom the intervention is to be applied**  
First time misdemeanor juvenile offenders, ages 11-17, in Anne Arundel County, Caroline County, Charles County, Kent County, Montgomery County, and St. Mary's County
- **who will perform the intervention**  
Teen Court offenders
- **how, specifically, the intervention is to be delivered.**  
Sanctions that were determined by the peer jury and confirmed by the Teen Court judge are completed. Sanctions vary by offense and offender but typically include (but are not limited to) community service and jury duty.



## **Intervention 7: Case Closure**

**Describe the quality, quantity, and timing of the intervention including:**

- **when the intervention is to begin**  
Upon the offender completing all sanctions
- **how long the intervention will last**  
n/a
- **to whom the intervention is to be applied**  
First time misdemeanor juvenile offenders, ages 11-17, in Anne Arundel County, Caroline County, Charles County, Kent County, Montgomery County, and St. Mary's County
- **who will perform the intervention**  
Teen Court coordinator
- **how, specifically, the intervention is to be delivered.**  
The Teen Court Coordinator will inform referral source and offender through letter and/or meeting that the case has been closed.

## **STEP 6: SETTING IMPLEMENTATION STANDARDS**

**What are your expectations for the quantity and quality of the services to be provided in each intervention component?**

### **Program Implementation Standards**

#### **Intervention 1: Initial Contact With Offender**

1. In 100% of Teen Court cases the Teen Court Coordinator will initiate contact within 5 business days of referral.

**Data:** Offender referral form

2. In 95% of initial contacts, direct contact with a parent(s)/guardian(s) of the offender will be made by the Teen Court Coordinator.

**Data:** Offender referral form

#### **Intervention 2: Intake Interview**

1. Of the 95% who received direct contact, 98% will attend the intake interview.

**Data:** Number of referrals versus number of intakes

2. 95% of those who attend the intake interview will participate in Teen Court.

**Data:** Youth Offender Intake Form

3. Of those who agree to participate, in 100% of intake interviews the Teen Court Coordinator will obtain parental consent for the offender's participation in Teen Court.

**Data:** Youth Offender Intake Form

4. Of those who agree to participate, in 100% of intake interviews the offender will admit personal involvement in the committed offenses.

**Data:** Youth Offender Intake Form

5. Of those who agree to participate, by the conclusion of the interview, 100% of youth and parents will be aware of the date of their Teen Court hearing.

**Data:** Youth Offender Intake Form

6. The Teen Court Coordinator will be present at 95% of Teen Court intake interviews.

**Data:** Youth Offender Intake Form

### **Intervention 3: Teen Court Hearing**

1. In 100% of hearings, only youth will actively participate as jury members or attorneys (i.e., these roles can not be held by adults).

**Data:** Hearing Summary

2. 100% of volunteers will agree to remove one's self from a hearing in the event that they are unable to act in an objective and unbiased manner.

**Data:** Volunteer Form

3. In 100% of cases the offender will be given an opportunity to describe the events leading up to, during, and following the incident to the jury/panel.

**Data:** Youth Offender Hearing Form

4. In 75% of cases with an individual victim, the victim will be given an opportunity to describe the events leading up to, during, and following the incident (exception: Caroline County).

**Data:** Youth Offender Hearing Form

5. In 100% of cases the jury will deliberate and determine the sanctions appropriate for the offender.

**Data:** Youth Offender Hearing Form

6. 95% of offenders will receive mandatory community service.

**Data:** Youth Offender Hearing Form

7. Substance abuse evaluation will be provided 75% of youth whose arrest involved drugs or alcohol or if such problems came up during the hearing.

**Data:** Youth Offender Hearing Form

8. In 100% of cases, the Teen Court Coordinator and/or an adult volunteer will be present to oversee and assist in the hearing process.

**Data:** Youth Offender Hearing Form

9. 95% of offenders will receive jury assignment.

**Data:** Youth Offender Hearing Form

#### **Intervention 4: Sanction Interview**

1. In 100% of cases the sanction interview will be led by the Teen Court Coordinator or an adult volunteer.

**Data:** Youth Offender Hearing Form

2. In 100% of cases, the sanctions interview will take place immediately following the hearing.

**Data:** Youth Offender Hearing Form

#### **Intervention 5: Sanction Letter/Contract**

1. In 100% of cases a letter listing the sanctions will be mailed home or handed to the offender on the night of the hearing.

**Data:** Youth Offender Hearing Form

2. In 100% of cases this letter will be signed by the parent(s)/guardian(s) and the offender as an agreement to complete the sanctions.

**Data:** Youth Offender Hearing Form

#### **Intervention 6: Sanction Completion**

1. In 80% of cases, the offender will complete the agreed upon sanctions within 60-90 days of the sanctions being assigned.

**Data:** Youth Offender Closeout Form and comparison of date of arrest (Youth Offender Referral Form) to date of closeout

#### **Intervention 7: Case Closure**

1. In 100% of cases, all interventions will be completed within 140 days of arrest.

**Data:** Date of arrest (Youth Offender Referral Form) versus date of closeout

2. In 100% of cases, the Teen Court process will be terminated if the offender fails to complete sanctions within the time given to complete sanctions.

**Data:** Offender Closeout Form

3. In 60% of cases, the Teen Court process will be terminated if the offender re-offends within the time given to complete sanctions.

**Data:** Offender Closeout Form

4. Upon successfully completing sanctions within the allowed time period 100% of cases will be closed and not reflected on the youths' Department of Juvenile Services records.

**Data:** Offender Closeout Form

5. In 75% of cases the Teen Court Coordinator will notify the referring agency of the result of the Teen Court process.

**Data:** **Data:** Youth Offender Closeout Form

6. In 100% of cases, the Teen Court Coordinator will notify the respondent and his/her parent(s)/guardian(s) upon the case being closed or referred elsewhere (exception: Caroline, Kent, and Anne Arundel Counties).

**Data:** Offender Close-out Form

### **For All Interventions:**

#### **I. Teen Court Coordinator and Oversight Committee**

1. 100% of Teen Courts must be overseen by an oversight committee consisting of interested members of the community as well as all agencies involved with high-risk youth

**Data:** Oversight Committee Excel Attendance Form

2. 100% of Teen Court Coordinators must meet or communicate with Department of Juvenile Services, State's Attorney, Board of Education, and Law Enforcement.

**Data:** Oversight Committee Excel Attendance Form

3. The Teen Court Coordinator must provide 100% of volunteers with information (verbal or written) relating to the roles of Teen Court as well as all duties, responsibilities, and expectations.

**Data:** Volunteer Form

## **II. Juvenile Offenders**

1. 50% of offenders will be first time offenders.

**Data:** Offender Referral Form

2. 100% of offenders will be under 18 years old.

**Data:** Offender Referral Form

3. 100% of offenses will be misdemeanors (exception: Montgomery County).

**Data:** Offender Intake form

4. 80% of restitution issues will be discussed prior to the Teen Court hearing.

**Data:** Offender Hearing Form

## **III. Youth Volunteers**

1. 100% of youth volunteers will have written parent permission (only St. Mary's and Kent Counties).

**Data:** Volunteer Form

2. 100% of youth volunteers will be enrolled in middle or high school or GED-type programs (exceptions can be made for those participating in the summer after graduating from high school).

**Data:** Volunteer Form

3. 100% of youth volunteers will verbally and/or in writing consent to the Oath of Confidentiality before each hearing.

**Data:** Volunteer Form/ Hearing Summary Form

**STEP 7: ASSESSING THE ENVIRONMENT USING  
FORCE-FIELD ANALYSIS:**

**What obstacles to implementing your chosen interventions can be anticipated at present?**

**What resources can you call on to overcome these obstacles?**

**What strategy is implied?**

**Intervention #1: Initial Contact**

**Date:**

**Obstacles:**

- It can be difficult to get in touch with the family
- Contact information may be incorrect

**Resources:**

**Strategy:**

- Call School Board for updated/additional contact information
- Send case to DJS
- Contact police for contact information for family (e.g., another family member may have had previous police involvement)

**Intervention #2: Intake Interview**

**Date:**

**Obstacles:**

- Getting respect from respondents and/or family members
- Transportation
- Scheduling issues

**Resources:**

**Strategy:**

- Confront respondents in a firm manner and clearly explain their choices (DJS vs. Teen Court); Have Law Enforcement present
- Conduct interview in alternate public location
- Change work day hours; Be aware of holidays

**Intervention #3: Teen Court Hearing**

**Date:**

**Obstacles:**

- Weather
- Lack of volunteers / Too many volunteers
- It can be difficult to get the parent/guardian to bring the youth to the hearing
- Lack of cases / Overload of cases

**Resources:**

**Strategy:**

- Send reminder letter to family before hearing; Phone family the night before the hearing to remind them to attend; Send transportation to pick up parent/youth (police car)
- Get more volunteers – provide dinner; raffle gift certificates and prizes; “Bring a Friend to Teen Court” night; publicize Teen Court as a fun activity (e.g., billboard)



**Intervention #4: Sanction Interview**

**Date:**

**Obstacles:**

- Upset parents who think their child received an unfair sanction
- Parents feel jury was too easy on youth

**Resources:**

**Strategy:**

- Explain that youth does not have to accept sanctions
- Add sanctions

**Intervention #5: Sanction Letter/Contract**

**Date:**

**Obstacles:**

**Resources:**

**Strategy:**

**Intervention #6: Sanction Completion**

**Date:**

**Obstacles:**

- Youth may be slow to fulfill their sanctions
- Lack of community service opportunities
- Lack of sanctions for younger offenders (e.g., can't write essay, lack of community service opportunities)
- Lack of transportation for community service

**Resources:**

**Strategy:**

- Communication with parents, school officers, etc.
- Send letters to the youths reminding them how much time they have to complete their sanctions
- Animal Control will sometimes take younger offenders to walk puppies; other opportunities include Churches, Libraries, Adult Day Care, Schools
- Give youths a heads-up at intake that they will be getting community service so that they can begin thinking of where they will serve

**Intervention #7: Case Closure**

**Date:**

**Obstacles:**

**Resources:**

**Strategy:**

**STEP 8: IDENTIFYING CRITICAL BENCHMARKS:**

**What specific changes must occur in the project environment for you to implement your intervention?**

For each intervention for which a force-field analysis was conducted, list key events ("Critical Benchmarks- CB's") that must happen to overcome obstacles to implementing your interventions and to make the situation conducive to a strong program. State specifically what key events or arrangements must be observed, by when, and who is responsible for bringing those events or arrangements about.

**Critical Benchmarks**

**Intervention:**

<b>Date Developed</b>	<b>Critical Benchmark</b>	<b>When</b>	<b>Who Responsible?</b>

**STEP 9: ASSIGNING TASKS:**

**Who must do what by when in order to meet your critical benchmarks, implement the program as it is planned, monitor progress, and evaluate the activity.**

List everything on the tables below that must be done to develop the program, secure materials and training, establish a location, recruit participants, locate service providers, begin and maintain services, achieve critical benchmarks, and monitor program implementation for each intervention, then do the same for all evaluation activities.

**TASKS**

**Intervention: Teen Court**

<b>Date Developed</b>	<b>Who?</b>	<b>What?</b>	<b>By When?</b>

## Appendix A.1: Survey Items for Goal 1

**Goal:** Delinquency Self-Report

**# of Items:** 28

#	Items	Response Format (e.g., Likert, True/False, Yes/No)
<b>Last year variety of drug use</b>		
	In the <u>last year</u> , how many times have you:	
1	...smoked cigarettes?	
2	...used smokeless tobacco (snuff, chewing tobacco, dip, Skoal)?	
3	...drunk beer, wine, or “hard” liquor?	
4	...smoked marijuana (weed, grass, pot, ganja)?	
5	...taken hallucinogens (LSD, Ecstasy, mescaline, PCP, peyote, acid)?	
<b>Delinquent behavior</b>		
6	...purposely damaged or destroyed property belonging to a school?	
7	...purposefully damaged or destroyed <u>other property</u> that did not belong to you, not counting family or school property?	
8	...stolen or tried to steal something worth <u>more</u> than \$50?	Never
9	...carried a hidden weapon other than a pocket knife?	Once
10	...been involved in gang fights?	Twice or more
11	...belonged to a gang that has a name or engages in fighting, stealing, or selling drugs?	
12	...hit or threatened to hit a <u>teacher</u> or other adult at school?	
13	...hit or threatened to hit other <u>students</u> ?	
14	...taken a car for a ride (or a drive) without the owner’s permission?	
15	...used force or strong arm methods to get money or things from a person?	
16	...stolen or tried to steal things worth <u>less</u> than \$50?	
17	...stolen or tired to steal something at school, such as someone’s coat from a classroom, locker, or cafeteria, or a book from the library?	
18	...broken into or tried to break into a building or car to steal something or just to look around?	
<b>Last month frequency of drug use</b>		

	In the last <u>month</u> how often have you... (fill in one answer for each line.)	
19	Smoked cigarettes?	Not at all
20	Drunk beer, wine or hard liquor?	
21	Smoked marijuana (weed, grass, pot, hash, ganja)?	Once or twice
22	Taken hallucinogens (LSD, Ecstasy, Mescaline, PCP, peyote, acid)?	A few times a week
23	Used any other illegal drug?	Every day
<b>Involvement with the Police</b>		
	During the last <u>year</u> , have you...	
24	Been questioned by the police because they thought you were doing something illegal?	Yes
25	Been taken to the police station by the police because they thought you were doing something illegal?	
26	Dropped out of school for any period of time?	No
27	Spent one night or more in a detention center because the police thought you were doing something illegal?	
28	Been suspended or expelled from school for any period of time?	

## Appendix A.2: Survey Items for Objective 1

**Objective:** Peer Influence

**# of Items:** 6

#	Items	Response Format (e.g., Likert, True/False, Yes/No)
	Think about the people who know you well. How do you think they would rate you on each of these?	
1	Knowing how to say “no” when someone wants me to do things I know are wrong or dangerous	Not at all like me A little like me
2	Staying away from people who might get me into trouble	Somewhat like me Quite like me Very much like me
3	You’re looking at CD’s in a music store with a friend. You look up and see her slip a CD under her coat. She smiles and says “Which one do you want? Go ahead, take it while there’s nobody around.” There is nobody in sight, no employees and no other customers. What would you do now?	Ignore her (2)  Grab a CD and leave the store (1)  Tell her to put the CD back (3)  Act like it’s a joke and ask her to put the CD back (4)
4	It’s 8:00 on a weeknight and you are about to go over to a friend’s home when your mother asks you where you are going. You say “oh, just going to go hang out with some friends.” She says, “No, you’ll just get in trouble if you go out. Stay home tonight.” What would you do now?	Leave the house anyway (1)  Explain what you are going to do with your friends, tell her when you’d get home, and ask if you can go out (4)  Not say anything and start watching TV (3)  Get into an argument with her (2)
5	You are visiting another part of town, and you don’t know any of the people your age there. You are walking down the street, and some teenager you don’t know is walking towards you. He is about your size and as he is about to pass you, he deliberately bumps into you and you almost lose	Push the person back (1)  Say “Excuse me” and keep on walking (4)  Say “Watch where you are

	your balance. What would you say or do?	going” and keep on walking (3)  Swear at the person and walk away (2)
6	You are at a party at someone’s house and one of your friend’s offers you a drink containing alcohol. What would you say or do?	Drink it (1)  Tell your friend “No thanks, I don’t drink” and suggest that you and your friend go and do something else (4)  Just say “No thanks” and walk away (3)  Make up a good excuse, tell your friend you had something else to do, and leave (2)



## Appendix A.3: Survey Items for Objective 2

**Objective:** Respect for Community

**# of Items:** 13

#	Items	Response Format (e.g., Likert, True/False, Yes/No)
	How wrong is it for someone your age to do each of the following things...	
1	Cheat on school tests	Not wrong at all A little bit wrong Wrong Very Wrong
2	Break something that belongs to someone else	
3	Steal something worth less than \$5	
4	Hit someone	
5	Break into a car or house to steal something	
6	Steal something worth more than \$50	
7	Use marijuana	
8	Drink beer or wine	
9	Sell drugs to another student	
10	It is ok to lie to keep friends out of trouble	YES/NO
11	It is alright to get around the law if you can	Mostly True Mostly False
12	Sometimes you have to cheat in order to win	
13	Sometimes a lie helps to stay out of trouble with the teacher	

## Appendix A.4: Survey Items for Objective 3

**Objective:** Delinquent Self-Perceptions**# of Items:** 12

#	Items	Response Format (e.g., Likert, True/False, Yes/No)
1	How satisfied are you with the way you are doing in school?	Very satisfied, Somewhat satisfied, Somewhat dissatisfied, Very dissatisfied
	How do other students I your school see you?	Very
2	A good student?	Somewhat
3	A trouble maker?	
4	Successful?	
5	A loser?	Not at all
6	I am the kind of person who will always be able to make it if I try.	True  False
7	My teachers think I am a slow learner.	
8	I do not mind stealing from someone—that is just the kind of person I am.	
9	I am not the kind of person you would expect to get in trouble with the law.	
10	Sometimes I think I am no good at all.	
11	I feel I do not have much to be proud of.	
12	I like myself.	

## Appendix A.5: Survey Items for Objective 4

**Objective:** Respect for Authorities

**# of Items:** 6

#	Items	Response Format (e.g., Likert, True/False, Yes/No)
1	I'd like to get out of my neighborhood.	NO!
2	I like my neighborhood.	No
3	If I had to move, I would miss the neighborhood I now live in.	Yes YES!
4	I do the opposite of what people tell me, just to get them mad.	Very False (1) Somewhat False (2)
5	I ignore rules that get in my way.	Somewhat True (3)
6	I like to see how much I can get away with.	Very True (4)

## Appendix A.6: Survey Items for Objective 5

**Objective:** Perceptions of Consequences and Negative Effects of One's Actions

**# of Items:** 6

#	Items	<b>Response Format</b> (e.g., Likert, True/False, Yes/No)
1	My actions impact others in the community other than my family and friends.	Agree Slightly Agree Don't Know Slightly Disagree Disagree
2	Fights in school are not a big deal as long as no one gets hurt physically.	
3	If I see a school fight, I would immediately find a teacher or other adult to help.	
4	I believe that a school fight affects only the people directly involved. It doesn't impact anyone else.	
5	It doesn't really hurt anybody when you steal from stores.	
6	If people leave things unattended they deserve to have them stolen.	
7	Damaging or destroying public property does not hurt anyone.	
8	If I damage or destroy property, someone will have to clean up after me.	

Appendix B. Process Forms

For each answer, please fill in marks like this: ● not like this: ✕ ∅ ✓

County Code:

Please complete the following information for each referral that the

\_\_\_\_

Teen Court receives:

1. Offender ID #:

\_\_\_\_

- 0  
 1  
 2
- 0  
 1  
 2  
 3  
 4  
 5  
 6  
 7  
 8  
 9

- |                         |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 |
| <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 |
| <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 |
| <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 |
| <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 |
| <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 |
| <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 |
| <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 |

2. Date of Arrest:

Month                      Day                      Year  
 \_\_\_\_ / \_\_\_\_ / \_\_\_\_

- |                         |                         |                         |                         |                         |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 |
| <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 |
| <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 |
| <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 |
| <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 |
| <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 |
| <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 |
| <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 |

3. Date of Referral:

Month		Day		Year			
___	___/	___	___/	___	___	___	___
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

4. Indicate the date that the Teen Court Coordinator attempted to make contact with the offender's parent(s)/guardian(s):

Month		Day		Year			
___	___/	___	___/	___	___	___	___
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

5. Was contact ever made with the offender's parent(s)/guardian(s)?

Yes

No

6. Please indicate which agency the above offender was referred from:

- Local Police/Sheriff's Office
- Maryland State Police
- Circuit Court
- Department of Juvenile Services

- State's Attorney's Office
- School System
- District Court
- Other \_\_\_\_\_

**Offender Demographics**

8. Offender's Age:

7. Please identify the gender of the offender:

- Male
- Female

\_\_\_\_

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

**9. Offender Race**

(Select only one. If multiracial, chose "other" and specify):

- Black or African American
- White
- Native American or Alaska Native
- Asian American or Pacific Islander (Chinese, Japanese, Hawaiian, Laotian, etc.)
- Latino (Mexican, Puerto Rican, Cuban, or other Latin American)
- Other: \_\_\_\_\_



**Offender's Criminal History**

10. Please indicate the number of prior offenses the offender had prior to the present offense:

- |                       |      |                       |               |
|-----------------------|------|-----------------------|---------------|
| <input type="radio"/> | Zero | <input type="radio"/> | Two           |
| <input type="radio"/> | One  | <input type="radio"/> | Three or more |

11. Please indicate the number of times this offender has previously been in front of the Teen Court:

- |                       |      |                       |               |
|-----------------------|------|-----------------------|---------------|
| <input type="radio"/> | Zero | <input type="radio"/> | Two           |
| <input type="radio"/> | One  | <input type="radio"/> | Three or more |

For each answer, please fill in marks like this: ● not like this: ✘ ⚡ ✔

Please complete the following information for each offender  
admitted into the Teen Court:

County Code:

\_\_\_\_ \_

1. Offender ID #:

\_\_\_\_ \_

<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2	<input type="radio"/> 2
<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3	<input type="radio"/> 3
<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4	<input type="radio"/> 4
<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5	<input type="radio"/> 5
<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6	<input type="radio"/> 6
<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7	<input type="radio"/> 7
<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8	<input type="radio"/> 8
<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9	<input type="radio"/> 9

<input type="radio"/> 0	<input type="radio"/> 0
<input type="radio"/> 1	<input type="radio"/> 1
<input type="radio"/> 2	<input type="radio"/> 2
	<input type="radio"/> 3
	<input type="radio"/> 4
	<input type="radio"/> 5
	<input type="radio"/> 6
	<input type="radio"/> 7
	<input type="radio"/> 8
	<input type="radio"/> 9

Offender's Current Charges

2. Please list the charged offense(s):

Offense	Category of Severity	Was this offense a misdemeanor?
1. _____	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> Y <input type="radio"/> N
2. _____	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> Y <input type="radio"/> N
3. _____	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> Y <input type="radio"/> N
4. _____	<input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6	<input type="radio"/> Y <input type="radio"/> N

If any of the above offenses were not charged as misdemeanors, please explain the type of charge and why the offense was brought to Teen Court:

---

3. Based in the intake interview, will this case be going through Teen Court?  Y  N

If the answer to the above question is yes, please complete the remainder of the survey.

Participation in Teen Court

- |   | Yes                     | No                      |
|---|-------------------------|-------------------------|
| 4. Did the Teen Court Coordinator attend the intake interview?  | <input type="radio"/> Y | <input type="radio"/> N |
| 5. Was the Teen Court process fully explained to the offender and parent(s)/guardian(s).  | <input type="radio"/> Y | <input type="radio"/> N |
| 6. Did the offender admit personal responsibility for the offenses, in writing, for the purpose of Teen Court sentencing?                             | <input type="radio"/> Y | <input type="radio"/> N |
| 7. Did the offender's parent(s)/ guardian(s) give written consent to voluntarily participate in Teen Court?   | <input type="radio"/> Y | <input type="radio"/> N |
| 8. Did the offender's parent(s)/guardian(s) agree to accompany their child to the Teen Court hearing as well as all pre- and post-hearing interviews? | <input type="radio"/> Y | <input type="radio"/> N |
| 9. Was the offender and his/her parent(s)/guardian(s) made aware of the Teen Court hearing date.  | <input type="radio"/> Y | <input type="radio"/> N |

10. Date of Teen Court Hearing:

Month		Day		Year			
—	—	—	—	—	—	—	—
0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

11. Hearing Model:

- Adult Judge Model (Youth serve as attorneys, jurors, clerks, and bailiffs and an adult acts as a judge.)
- Youth Judge Model (Youth serve in all of the above roles as well as judge.)
- Youth Tribunal Model (Youth act as judge(s) as youth attorney's present their case; there is no jury—the panel of judges makes sanctioning decisions.)
- Peer Jury Model (The youth jury directly questions the defendant; there are no attorneys in this model.)

For each answer, please fill in marks like this: ● not like this: ✗ ∅ ✓

County Code: \_\_\_\_\_

Please complete the following information for each offender admitted into the  
 Teen Court:

1. Offender ID #:

_____	_____	_____	_____
○0	○0	○0	○0
○1	○1	○1	○1
○2	○2	○2	○2
○3	○3	○3	○3
○4	○4	○4	○4
○5	○5	○5	○5
○6	○6	○6	○6
○7	○7	○7	○7
○8	○8	○8	○8
○9	○9	○9	○9

_____	_____
○0	○0
○1	○1
○2	○2
	○3
	○4
	○5
	○6
	○7
	○8
	○9

2. Date of Hearing:

Month		Day		Year			
_____	____/	_____	____/	_____	_____	_____	_____
○0	○0	○0	○0	○0	○0	○0	○0
○1	○1	○1	○1	○1	○1	○1	○1
○2	○2	○2	○2	○2	○2	○2	○2
○3	○3	○3	○3	○3	○3	○3	○3
○4	○4	○4	○4	○4	○4	○4	○4
○5	○5	○5	○5	○5	○5	○5	○5
○6	○6	○6	○6	○6	○6	○6	○6
○7	○7	○7	○7	○7	○7	○7	○7
○8	○8	○8	○8	○8	○8	○8	○8
○9	○9	○9	○9	○9	○9	○9	○9

3. Was the Teen Court Coordinator or another adult present to oversee the hearing?

- Yes  No

**Victim Information**

4. Was there a victim in this offense?

- Yes  No

If the answer to the above question was yes, please answer questions 5-9. If the answer was no, please skip down to question 10.

5. Please describe the victim:

- Community Property  Personal (i.e., offense was against a person and/or his/her property)
- Retail Store  Other \_\_\_\_\_
- School Property

	Yes	No	N/A*
6. Did the victim consent to the offender's participation in Teen Court?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Was the victim asked to attend the hearing or to provide a victim impact statement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Did the victim attend the hearing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Did the victim provide a victim impact statement?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

\*N/A is NOT an appropriate answer if the victim is described as a personal victim.

10. During the Teen Court hearing, did the offender have the opportunity to describe the events leading up to, during, and following the incident to the jury/panel?

Yes  No

11. Did the jury deliberate and come up with appropriate sanctions without pressure or influence from adults or youth not assigned to the jury?

Yes  No

12. Was information disclosed during the hearing indicating that the offender has been involved with alcohol or drugs?

Yes  No

13. Was the sanction interview, following the hearing, led by the Teen Court Coordinator or another adult volunteer?

Yes  No

14. Did the sanctions interview occur immediately following the hearing?

Yes  No

**Teen Court Disposition and Sanctions**

15. Were all restitution issues resolved prior to the Teen Court hearing (i.e., payment was made or a payment plan was set up)?

- Yes
- No
- N/A

16. Please indicate how many community service hours will be required of the offender to complete his/her Teen Court sanctions:

- 0 hours
- 1-5 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours
- 21-25 hours
- 26-30 hours
- 31-40 hours
- 41+ hours (please specify number \_\_\_\_\_)

If the offender was not assigned community service hours, please explain why:

---

---

If you assign jury duty sanctions by number of nights the defendant has to return to the Teen court please answer number 17 and then skip to number 19. If not, please skip to number 18.



17. Please indicate how many jury duty sessions (i.e., evenings of attendance) will be required for the offender to complete his/her Teen Court sanctions:

- |                       |            |                       |  |
|-----------------------|------------|-----------------------|--|
| <input type="radio"/> | 0 sessions | <input type="radio"/> | 4 sessions                               |
| <input type="radio"/> | 1 sessions | <input type="radio"/> | 5 sessions                               |
| <input type="radio"/> | 2 sessions | <input type="radio"/> | 6 sessions                               |
| <input type="radio"/> | 3 sessions | <input type="radio"/> | 7+ sessions (please specify number ____) |

18. Please indicate how many hearings the offender has to attend to complete his/her jury duty sanctions:

- |                       |            |                       |  |
|-----------------------|------------|-----------------------|--|
| <input type="radio"/> | 0 hearings | <input type="radio"/> | 4 hearings                               |
| <input type="radio"/> | 1 hearings | <input type="radio"/> | 5 hearings                               |
| <input type="radio"/> | 2 hearings | <input type="radio"/> | 6 hearings                               |
| <input type="radio"/> | 3 hearings | <input type="radio"/> | 7+ hearings (please specify number ____) |

If the offender was not provided jury duty sanctions, please explain why:

---

---

---

19. Please indicate other sanctions assigned to the offender in order to complete the Teen Court Program (please mark all that apply):

- Essay
- Educational Project
- Anger Management/Conflict Resolution Class
- Smoking Cessation Class
- Detention Center Tour

20. Did the Teen Court Coordinator obtain a parent/guardian's signature indicating understanding of the assigned sanctions?

- Yes
- No
- Letter of Apology
- Substance Abuse Evaluation/Class
- Counseling
- YES (Youth Education Shoplifting)
- EMS Ride Along
- Other \_\_\_\_\_

21. Did the offender receive a copy of the assigned sanctions that he or she must complete?

- Yes
- No

For each answer, please fill in marks like this: ● not like this: ✕ ∅ ✓

County Code: \_\_\_\_\_

Please complete the following information for each offender admitted into the Teen Court:

1. Offender ID #:

\_\_\_\_\_

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

2. Date of Close-out:

Month      /      Day      /      Year  
 \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9

**Teen Court Completion**

3. Did the offender complete all assigned sanctions?

Yes

No

If no, please describe sanctions not completed and why: \_\_\_\_\_

---

4. Reason for close-out:

Completed program successfully

Youth cannot be located

Youth re-offended

Youth did not complete sanctions within the given period of time

Youth terminated participation

Other: \_\_\_\_\_

Comments: \_\_\_\_\_

---

5. Was this case sent to the Department of Juvenile Services?

- Yes
- No
- Not Applicable

Comment:

---

---

6. Was the referring agency notified of the results of the Teen Court process?

- Yes
- No

7. Did the Teen Court Coordinator notify the parent(s)/guardian(s) or offender that the Teen Court case was being closed for the reasons determined above?

- Yes
- No

Comments:

---

---

---

---

---

For each answer, please fill in marks like this: ● not like this: ✗ ∅ ✓

County Code: \_\_\_\_\_

Please complete this form using information for each Teen Court session per night:

1. How many hearings were held during tonight's Teen Court session? \_\_\_\_\_

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

- |                         |                         |
|-------------------------|-------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 0 |
| <input type="radio"/> 1 | <input type="radio"/> 1 |
| <input type="radio"/> 2 | <input type="radio"/> 2 |
| <input type="radio"/> 3 | <input type="radio"/> 3 |
| <input type="radio"/> 4 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 5 |
| <input type="radio"/> 6 | <input type="radio"/> 6 |
| <input type="radio"/> 7 | <input type="radio"/> 7 |
| <input type="radio"/> 8 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 9 |

2. Date of Teen Court session:

Month                      Day                      Year  
 \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

- |                         |                         |                         |                         |                         |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 |
| <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 |
| <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 |
| <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 |
| <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 |
| <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 |
| <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 |
| <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 |

**Adult Volunteers**

**Youth Volunteers**

3. Total Number of  
Adult Volunteers

4. Total Number of  
Youth Volunteers

5. How Many  
Offenders Returned  
to Teen Court as a  
Volunteer?

— —

— —

— —

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

6. Was the Oath of confidentiality read at the start of each hearing and consented to by all volunteers?

Yes

No

7. Did you have to remove any volunteer for acting not in accordance with the rules and regulations of Teen Court?

Yes

No

If yes, how many? \_\_\_\_\_

For each answer, please fill in marks like this: ● not like this: ✘ ∅ ✔

County Code:

Please fill out the following information one time per school year:

\_\_\_\_ \_

1. How old are you?

- 11 years old
- 12 years old
- 13 years old
- 14 years old
- 15 years old
- 16 years old
- 17 years old
- 18 years old
- Other \_\_\_\_\_

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

2. Are you a volunteer?

- Yes
- No

3. What is today's date?

Month          Day          Year  
\_\_\_\_ / \_\_\_\_ / \_\_\_\_

- |                         |                         |                         |                         |                         |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 | <input type="radio"/> 0 |
| <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 | <input type="radio"/> 1 |
| <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 | <input type="radio"/> 2 |
| <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 | <input type="radio"/> 3 |
| <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 | <input type="radio"/> 4 |
| <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 | <input type="radio"/> 5 |
| <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 | <input type="radio"/> 6 |
| <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 | <input type="radio"/> 7 |
| <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 | <input type="radio"/> 8 |
| <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 | <input type="radio"/> 9 |

4. How do you identify yourself?

- Male
- Female



5. What kind of school are you in?

- |                       |               |                       |  |
|-----------------------|---------------|-----------------------|--|
| <input type="radio"/> | Middle School | <input type="radio"/> | Other Educational Programming<br>(e.g., GED program) |
| <input type="radio"/> | High School   | <input type="radio"/> | I am not in any schooling program                    |
| <input type="radio"/> | Other         |                       |  |

6. How do you describe yourself (optional)?

(Select only one. If multiracial, chose "other" and specify):

- Black or African American
- White
- Native American or Alaska Native
- Asian American or Pacific Islander (Chinese, Japanese, Hawaiian, Laotian, etc.)
- Latino (Mexican, Puerto Rican, Cuban, or other Latin American)
- Other: \_\_\_\_\_

7. Did you get a permission slip signed by your parents to attend Teen Court hearings?

- Yes
- No

8. Did you get a written or verbal description of the following information:

	Yes	No
Rules and Procedures Form	<input type="radio"/>	<input type="radio"/>
Dress, Behavior, and Conduct Code Form	<input type="radio"/>	<input type="radio"/>
Description of responsibilities for each of the Teen Court roles (e.g., juror, attorney, clerk, and bailiff)	<input type="radio"/>	<input type="radio"/>

9. Did you sign or consent to an Oath of Confidentiality?

- Yes  No

11. Were you informed that if you are unable to act in an objective and unbiased way, you must excuse yourself from the case in subject?

- Yes  
 No

12. Are you currently using or have you ever used Teen Court to complete Student Service Learning hours?

- Yes  
 No

13. How many years have you volunteered with Teen Court?

- This is my 1<sup>st</sup> year  4<sup>th</sup> year  
 2<sup>nd</sup> year  5<sup>th</sup> year  
 3<sup>rd</sup> year  Other \_\_\_\_\_

## Appendix C. Outcome Survey

# A Survey About You

The purpose of this research is to learn more about Teen Court programs and the youth who participate in these programs. These pages ask questions about you, what you think, and what you do. In order for this survey to be helpful, it is important that you answer each question as thoughtfully and honestly as possible. Your help with this survey is up to you. You have the right to not answer any or all of the questions. But we want you to know that your answers are very important. All of your answers will be kept private and will never be seen by your parents, friends, teachers, Teen Court Coordinator, police, or anyone else in your community.

Be sure to read the instructions below before you begin to answer. Thank your very much for being an important part of this project.

## Instructions

1. This is not a test, so there are no right or wrong answers.
2. Please do **NOT** write your name anywhere on this survey.
3. Please fill in one answer for each line.

Survey Items # 24-25 adapted from the Search Institute's *Profiles of Student Life: Attitudes and Behaviors Survey*, copyright 1996, Search Institute, Minneapolis, MN; [www.search-institute.org](http://www.search-institute.org). All rights reserved. Used by permission.

Survey Items # 12-14, 15, 17-19, 21, 22, 55 were adapted from the national Study of Delinquency Prevention in Schools Survey. Used by permission.

**Youth ID:**

**Date:**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

Please answer the following questions so we can learn how different groups of youth think and what they do.

1. Are you: (Fill in one answer.)       Female       Male
  
2. How old are you? (Fill in one answer.)  
  

<input type="radio"/> 10 years	<input type="radio"/> 13 years	<input type="radio"/> 16 years
<input type="radio"/> 11 years	<input type="radio"/> 14 years	<input type="radio"/> 17 years
<input type="radio"/> 12 years	<input type="radio"/> 15 years	<input type="radio"/> 18 years
  
3. Do you go to school? (Fill in one answer.)       Yes       No
  
4. If you go to school, what grade are you in? (Fill in one answer.)  
  

<input type="radio"/> 4 <sup>th</sup>	<input type="radio"/> 7 <sup>th</sup>	<input type="radio"/> 10 <sup>th</sup>
<input type="radio"/> 5 <sup>th</sup>	<input type="radio"/> 8 <sup>th</sup>	<input type="radio"/> 11 <sup>th</sup>
<input type="radio"/> 6 <sup>th</sup>	<input type="radio"/> 9 <sup>th</sup>	<input type="radio"/> 12 <sup>th</sup>
  
5. How do you describe yourself? (Fill in one answer.)  
  

<input type="radio"/> Black or African-American
<input type="radio"/> White
<input type="radio"/> Native American or Alaskan Native
<input type="radio"/> Asian-American or Pacific Islander (Chinese, Japanese, Hawaiian, Laotian, etc.)
<input type="radio"/> Latino (Mexican, Puerto Rican, Cuban, or other Latin-American)
<input type="radio"/> Other (Describe: _____)
  
6. Which of the following adults or grown-ups do you live with? (Fill in all that apply.)  
  

<input type="radio"/> Mother	<input type="radio"/> Grandmother	<input type="radio"/> Other adult relative(s)
<input type="radio"/> Father	<input type="radio"/> Grandfather	<input type="radio"/> Other adult who is not a relative
<input type="radio"/> Stepmother	<input type="radio"/> Aunt(s)	
<input type="radio"/> Stepfather	<input type="radio"/> Uncle(s)	
  
7. Do you get a free or reduced lunch at school? (Fill in one answer.)  
  

<input type="radio"/> Yes	<input type="radio"/> I don't know
<input type="radio"/> No	<input type="radio"/> I don't go to school

8. How many brothers and sisters, including stepbrothers and stepsisters, do you have?  
(Fill in one answer)

- |                       |      |                       |   |                       |           |
|-----------------------|------|-----------------------|---|-----------------------|-----------|
| <input type="radio"/> | None | <input type="radio"/> | 3 | <input type="radio"/> | 6 or more |
| <input type="radio"/> | 1    | <input type="radio"/> | 4 |                       |           |
| <input type="radio"/> | 2    | <input type="radio"/> | 5 |                       |           |

### What Do You Think?

*For the following set of questions, we would like you to tell us about your thoughts, opinions, and beliefs...*

*Please fill in one circle in each line to tell us how you feel about where you live. You can choose Definitely No (NO!), No, Yes, or Definitely Yes (YES!) for the following statements.*

- |  | <b>NO!</b>            | <b>No</b>             | <b>Yes</b>            | <b>YES!</b>           |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. I'd like to get out of my neighborhood.                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. I like my neighborhood.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. If I had to move, I would miss the neighborhood I now live in. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

*Next we would like to find out how much you agree or disagree with the following statements (Circle one answer for each line)...*

- |   | <b>Mostly True</b>    | <b>Mostly False</b>   |
|---|-----------------------|-----------------------|
| 12. It is okay to get around the law if you can                   | <input type="radio"/> | <input type="radio"/> |
| 13. Sometimes you have to cheat in order to win                   | <input type="radio"/> | <input type="radio"/> |
| 14. Sometimes a lie helps to stay out of trouble with the teacher | <input type="radio"/> | <input type="radio"/> |

*Tell us how wrong you think it would be for someone your age to do each of the following things (Fill in one answer for each line)...*

	<b>Not wrong at all</b>	<b>A little bit wrong</b>	<b>Wrong</b>	<b>Very wrong</b>
15. Cheat on school tests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Use marijuana	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Break something that belongs to someone else	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Steal something worth less than \$5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Hit someone	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Drink beer or wine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Break into a car or house to steal something	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Steal something worth more than \$50	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Sell drugs to another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Next we would like you to think about the people you know well. How much would they agree that the following statements describe you (Fill in one answer for each line)?*

	<b>Not at all like me</b>	<b>A little like me</b>	<b>Some- what like me</b>	<b>Quite like me</b>	<b>Very much like me</b>
24. Knowing how to say “no” when someone wants me to do things I know are wrong or dangerous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Staying away from people who might get me into trouble	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Think about how others at school see you. How much would they see you as each of the following (Fill in one answer for each line)?*

	<b>Very</b>	<b>Somewhat</b>	<b>Not at all</b>
26. A good student?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. A trouble maker?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Successful?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. A loser?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Next we want you to think about how people's actions impact others. Please fill in one answer for each line to tell us how much you agree or disagree with each statement.*

	<b>Agree</b>	<b>Slightly Agree</b>	<b>Don't Know</b>	<b>Slightly Disagree</b>	<b>Disagree</b>
30. My actions impact people in the community other than my family and friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Fights in school are not a big deal as long as no one gets hurt physically.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. If I see a school fight, I would immediately find a teacher or other adult to help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I believe that a school fight affects only the people directly involved. It doesn't impact anyone else.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. It doesn't really hurt anybody when you steal from stores.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. If people leave things unattended they deserve to have them stolen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Damaging or destroying public property does not hurt anyone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. If I damage or destroy property, someone will have to clean up after me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



*Next we would like you to think about yourself. Please fill in one answer for each line to tell us whether you think the statement is true or false.*

	<b>True</b>	<b>False</b>
38. I am the kind of person who will always be able to make it if I try.	<input type="radio"/>	<input type="radio"/>
39. My teachers think I am a slow learner.	<input type="radio"/>	<input type="radio"/>
40. I do not mind stealing from someone—that is just the kind of person I am.	<input type="radio"/>	<input type="radio"/>
41. I am not the kind of person you would expect to get in trouble with the law.	<input type="radio"/>	<input type="radio"/>
42. Sometimes I think I am no good at all.	<input type="radio"/>	<input type="radio"/>
43. I feel I do not have much to be proud of.	<input type="radio"/>	<input type="radio"/>
44. I like myself.	<input type="radio"/>	<input type="radio"/>

### **Your Behavior**

*For the following set of questions, we would like you to describe your behaviors to us.*

*Take a moment to think about your behavior. Please indicate how true or false each statement is about you (fill in one answer for each line).*

	<b>Very False</b>	<b>Somewhat False</b>	<b>Somewhat True</b>	<b>Very True</b>
45. I do the opposite of what people tell me, just to get them mad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. I ignore rules that get in my way.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
47. I like to see how much I can get away with.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please tell us if you agree or disagree with the following statement by filling in YES or NO...

48. It is ok to lie if it keeps friends out of trouble                       Yes                       No

Next we would like you to think about your recent behavior. Please fill in one answer for each line to tell us whether or not you have been involved in the following experiences since your Teen Court hearing.

- |  | Yes                   | No                    |
|--|-----------------------|-----------------------|
| 49. Been questioned by the police because they thought you were doing something illegal?                       | <input type="radio"/> | <input type="radio"/> |
| 50. Been taken to the police station by the police because they thought you were doing something illegal?      | <input type="radio"/> | <input type="radio"/> |
| 51. Dropped out of school for any period of time?  | <input type="radio"/> | <input type="radio"/> |
| 52. Spent one night or more in a detention center because the police thought you were doing something illegal? | <input type="radio"/> | <input type="radio"/> |
| 53. Been suspended or expelled from school for any period of time?   | <input type="radio"/> | <input type="radio"/> |

How would you be most likely to act if put in the following situations (Fill in one answer for each)...

54. You're looking at CD's in a music store with a friend. You look up and see your friend slip a CD under his/her coat. Your friend smiles and says "Which one do you want? Go ahead, take it while there's nobody around." There is nobody in sight, no employees and no other customers. What would you do now?
- Ignore your friend
  - Grab a CD and leave the store
  - Tell your friend to put the CD back
  - Act like it's a joke and ask your friend to put the CD back

*How would you be most likely to act if put in the following situations (Fill in one answer for each)...*

55. It's 8:00 on a weeknight and you are about to go over to a friend's home when your mother asks you where you are going. You say "oh, just going to go hang out with some friends." She says, "No, you'll just get in trouble if you go out. Stay home tonight." What would you do now?
- Leave the house anyway
  - Explain what you are going to do with your friends, tell her when you'd get home, and ask if you can go out
  - Not say anything and start watching TV
  - Get into an argument with her
56. You are visiting another part of town, and you don't know any of the people your age there. You are walking down the street, and some teenager you don't know is walking towards you. The teenager is about your size and as he/she is about to pass you, the teenager deliberately bumps into you and you almost lose your balance. What would you say or do?
- Push the person back
  - Say "Excuse me" and keep on walking
  - Say "Watch where you are going" and keep on walking
  - Swear at the person and walk away
57. You are at a party at someone's house and one of your friend's offers you a drink containing alcohol. What would you say or do?
- Drink it
  - Tell your friend "No thanks, I don't drink" and suggest that you and your friend go and do something else
  - Just say "No thanks" and walk away
  - Make up a good excuse, tell you friend you have something else to do, and leave

Please fill in one answer for each line to tell us how many times since your Teen Court hearing you did each of the following activities.

	<b>Never</b>	<b>Once</b>	<b>Twice or More</b>
58. Smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
59. Used smokeless tobacco? (snuff, chewing tobacco, dip, Skoal)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
60. Drunk beer, wine, or “hard” liquor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
61. Smoked marijuana (weed, grass, pot, ganja)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
62. Taken hallucinogens (LSD, Ecstasy, mescaline, PCP, peyote, acid)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
63. Purposely damaged or destroyed property belonging to a school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
64. Purposefully damaged or destroyed <u>other property</u> that did not belong to you, not counting family or school property?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
65. Stolen or tried to steal something worth <u>more</u> than \$50?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
66. Carried a hidden weapon other than a pocket knife?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
67. Been involved in gang fights?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
68. Belonged to a gang that has a name or engages in fighting, stealing, or selling drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
69. Hit or threatened to hit a <u>teacher</u> or other adult at school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
70. Hit or threatened to hit other <u>students</u> ?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
71. Taken a car for a ride (or a drive) without the owner’s permission?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
72. Used force or strong arm methods to get money or things from a person?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
73. Stolen or tried to steal things worth <u>less</u> than \$50?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
74. Stolen or tried to steal something at school, such as someone’s coat from a classroom, locker, or cafeteria, or a book from the library?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
75. Broken into or tried to break into a building or car to steal something or just to look around?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Now we would like you to think about your behavior only in the past month. Please fill in one answer for each line indicating how many times you participated in the following activities during the past month.

	<b>Not at all</b>	<b>Once or twice</b>	<b>A few times a week</b>	<b>Every day</b>
76. Smoked cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
77. Drunk beer, wine or hard liquor?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
78. Smoked marijuana (weed, grass, pot, hash, ganja)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
79. Taken hallucinogens (LSD, Ecstasy, Mescaline, PCP, peyote, acid)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80. Used any other illegal drug?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

81. Finally, we would like you to indicate how satisfied are you with how you are doing in school?  
(Fill in one answer)

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

**Thank you for your help!**

Please place the complete survey in the provided envelope.

Appendix D. Implementation Summary for Teen Court November 1, 2004 through January 1, 2005

Standard	Number of Programs Met <sup>12</sup>	Actual Average Level of Implementation and Explanation
1. In 100% of Teen Court cases the Teen Court Coordinator will initiate contact within 5 business days of referral.	1/6 (16%)	78 (66%) youth were contracted within 5 days of being referred.
2. In 95% of initial contacts, direct contact with a parent(s)/guardian(s) of the offender will be made by the Teen Court Coordinator.	6/6 (100%)	Contact was made with the parents of all 119 youth referred to Teen Court.
3. Of the 95% who received direct contact, 98% will attend the intake interview.	3/5 (60%)	Only 2 people who were contacted did not attend the intake interview (2%). The standard was very sensitive to the small sample size in each of the counties. The total number to go through intake was 82 youth.
4. 95% of those who attend the intake interview will participate in Teen Court.	3/5 (60%)	80 youth completed the hearing portion of the Teen Court process. Again, 2 people did not continue on causing the standard not to be met in 2 of the counties.
5. Of those who agree to participate, in 100% of intake interviews the Teen Court Coordinator will obtain parental consent for the offender's participation in Teen Court.	5/5 (100%)	All 82 youth had parent permission slips signed.
6. Of those who agree to participate, in 100% of intake interviews the offender will admit personal involvement in the committed offenses.	5/5 (100%)	All 82 youth admitted personal involvement.

<sup>12</sup> Notice how many programs it was out of as not all counties had enough data to determine if the standard was met. Refer to text to determine which counties had which data.

Standard	Number of Programs Met <sup>12</sup>	Actual Average Level of Implementation and Explanation
7. Of those who agree to participate, by the conclusion of the interview, 100% of youth and parents will be aware of the date of their Teen Court hearing.	5/5 (100%)	All 82 youth and their parents were aware of the date of their Teen Court hearing.
8. The Teen Court Coordinator will be present at 95% of Teen Court intake interviews.	5/5 (100%)	The Teen Court Coordinator was present at all 82 intakes.
9. In 100% of hearings, only youth will actively participate as jury members or attorneys (i.e., these roles can not be held by adults).	5/5 (100%)	The roles of attorney and jury member were not played by adults for any of the 80 hearings.
10. 100% of volunteers will agree to remove one's self from a hearing in the event that they are unable to act in an objective and unbiased manner.	2/3 (67%)	Three volunteers were not informed that they should remove themselves if put in a situation that they might be biased and thus could not agree to do so. 85 of the 88 volunteers surveyed agreed to remove themselves if they could not act in an unbiased an unobjective manner.
11. In 100% of cases the offender will be given an opportunity to describe the events leading up to, during, and following the incident to the jury/panel.	5/5 (100%)	All 80 youth had the opportunity to describe what happened during the offense.
12. In 75% of cases with an individual victim, the victim will be given an opportunity to describe the events leading up to, during, and following the incident (exception: Caroline County).	2/4 (50%)	There were 33 victims total and 23 were asked to attend the hearing or complete victim impact statements (70%).
13. In 100% of cases the jury will	5/5 (100%)	In all 80 cases the jury



Standard	Number of Programs Met <sup>12</sup>	Actual Average Level of Implementation and Explanation
deliberate and determine the sanctions appropriate for the offender.		deliberated and determined appropriate sanctions.
14. 95% of offenders will receive mandatory community service.	4/5 (80%)	Two youth in one of the counties did not receive community service leaving 78 youth to complete the sanction.
15. Substance abuse evaluation will be provided 75% of youth whose arrest involved drugs or alcohol or if such problems came up during the hearing.	1/5 (20%)	One county fulfilled this standard because it had no drug or alcohol violations thus it had no one to refer. In total there were 4 drug charges and 5 alcohol charges in Teen Court. Additionally, information was brought up during the hearing about an offender using drugs or alcohol in 4 additional cases. A substance abuse evaluation was only assigned two times.
16. In 100% of cases, the Teen Court Coordinator and/or an adult volunteer will be present to oversee and assist in the hearing process.	5/5 (100%)	The Teen Court Coordinator or another adult was present to oversee the hearing for all 80 hearings.
17. 95% of offenders will receive jury assignment.	2/5 (40%)	74 youth (92.5%) were assigned jury duty.
18. In 100% of cases the sanction interview will be led by the Teen Court Coordinator or an adult volunteer.	5/5 (100%)	The Teen Court Coordinator or another adult led all sanction interviews.
19. In 100% of cases, the sanctions interview will take place immediately following the hearing.	5/5 (100%)	The sanction interview immediately followed the hearing for all offenders.

Standard	Number of Programs Met <sup>12</sup>	Actual Average Level of Implementation and Explanation
20. In 100% of cases a letter listing the sanctions will be mailed home or handed to the offender on the night of the hearing.	5/5 (100%)	In all 80 cases, the offender received a written copy of the sanctions the night of the hearing or through the mail.
21. In 100% of cases this letter will be signed by the parent(s)/guardian(s) and the offender as an agreement to complete the sanctions.	5/5 (100%)	Both the parent(s) of the offender and the offender sign the sanctions letter as an agreement to complete the sanctions.
22. In 80% of cases, the offender will complete the agreed upon sanctions within 60-90 days of the sanctions being assigned.	Not applicable	There is not enough data at this time to determine if this standard has been met.
23. In 100% of cases, all interventions will be completed within 140 days of arrest.	Not applicable	There is not enough data at this time to determine if this standard has been met.
24. In 100% of cases, the Teen Court process will be terminated if the offender fails to complete sanctions within the time given to complete sanctions.	Not applicable	There is not enough data at this time to determine if this standard has been met.
25. In 60% of cases, the Teen Court process will be terminated if the offender re-offends within the time given to complete sanctions.	Not applicable	There is not enough data at this time to determine if this standard has been met.
26. Upon successfully completing sanctions within the allowed time period 100% of cases will be closed and not reflected on the youths' Department of Juvenile Services records.	Not applicable	There is not enough data at this time to determine if this standard has been met.
27. In 75% of cases the Teen	Not applicable	There is not enough data

Standard	Number of Programs Met <sup>12</sup>	Actual Average Level of Implementation and Explanation
Court Coordinator will notify the referring agency of the result of the Teen Court process.		at this time to determine if this standard has been met.
28. In 100% of cases, the Teen Court Coordinator will notify the respondent and his/her parent(s)/guardian(s) upon the case being closed or referred elsewhere (exception: Caroline, Kent, and Anne Arundel Counties).	Not applicable	There is not enough data at this time to determine if this standard has been met.
29. 100% of Teen Courts must be overseen by an oversight committee consisting of interested members of the community as well as all agencies involved with high-risk youth	1/1 (50%)	One county provided a detailed description of communications and meetings with oversight committee members. The rest of the counties did not turn in this data yet.
30. 100% of Teen Court Coordinators must meet or communicate with Department of Juvenile Services, State's Attorney, Board of Education, and Law Enforcement.	1/1 (50%)	One county provided a detailed description of communications and meetings with oversight committee members. The rest of the counties did not turn in this data yet.
31. The Teen Court Coordinator must provide 100% of volunteers with information (verbal or written) relating to the roles of Teen Court as well as all duties, responsibilities, and expectations.	1/3 (33%)	12 youth (14%) were not fully informed of their duties, responsibilities, and expectations as well as the available roles in Teen Court.
32. 50% of offenders will be first time offenders.	6/6 (100%)	111 youth (93%) were first-time offenders.
33. 100% of offenders will be under 18 years old.	6/6 (100%)	All youth were under age 18.
34. 100% of offenses will be	5/5 (100%)	All offense were

Standard	Number of Programs Met <sup>12</sup>	Actual Average Level of Implementation and Explanation
misdemeanors (exception: Montgomery County).		misdemeanors.
35. 80% of restitution issues will be discussed prior to the Teen Court hearing.	2/4 (50%)	One Teen Court did not have any restitution issues, thus the standard was not applicable. For the remaining four counties, 9 cases involved restitution. In 7 of the cases, restitution issues were resolved prior to the hearing (78%).
36. 100% of youth volunteers will have written parent permission (only St. Mary's and Kent Counties).	1/1 (100%)	All 13 volunteers that turned in forms in St. Mary's County had parent permission to participate in Teen Court.
37. 100% of youth volunteers will be enrolled in middle or high school or GED-type programs (exceptions can be made for those participating in the summer after graduating from high school).	3/3 (100%)	All 88 volunteers were enrolled in some sort of school program.
38. 100% of youth volunteers will verbally and/or in writing consent to the Oath of Confidentiality before each hearing.	1/3 (33%)	85 youth verbally or in writing, consented to the oath of confidentiality (97%)

Appendix E. Randomization Process

