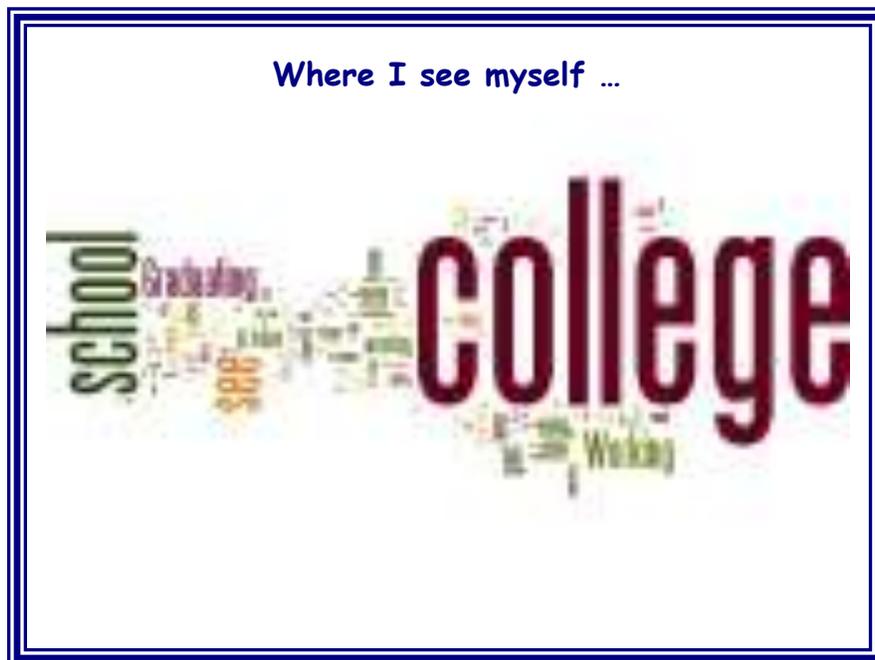


TIME DOLLAR YOUTH COURT 2010 EVALUATION FINAL REPORT



SUBMITTED BY
DR. ANGELYN S. FLOWERS
EXTERNAL EVALUATOR

Executive Summary

The Time Dollar Youth Court (TDYC) is a juvenile diversion program in the District of Columbia designed for first-time non-violent offenders. The central component of its intervention strategy is its peer jury process. TDYC envisions itself, not simply as a peer jury program, but as a peer jury where the jurors are offenders performing jury service as part of their sanction. This evaluation examined the effectiveness of service as peer jurors. Data on 882 TDYC participants who were in the program between July 1, 2009, and June 30, 2010 was analyzed. A mixture of methods was utilized in this evaluation design including qualitative, quantitative, and linguistic and sentiment analysis. A multi-stage process with a convenience sample was used. This included self-administered surveys and interviews. Relationships between participation in TDYC jury duty service with self-efficacy and civic engagement were examined using life-skills, community involvement, future aspirations, and participant perception of jury duty service.

The strongest relationships were found in the life-skills category. Very strong direct relationships were found between the TDYC peer juror experience and the following variables:

- Goal Setting and goal achievement (Pearson $r = .98$)
- Problem solving (Pearson $r = .95$)
- Decision making (Pearson $r = .95$)
- Academics and learning (Pearson $r = .88$)

Strong direct relationships were found between the TDYC peer juror experience and four variables, three of which were in the community involvement category:

- Been mentored (Pearson $r = .81$)
- Gained new friends from community involvement (Pearson $r = .79$)
- Mentored someone (Pearson $r = .76$)
- Communications skills (Pearson $r = .71$)

The lowest life-skills category variables were: self-esteem which was moderately strong (Pearson $r = .56$) and social competencies which was only weakly related (Pearson $r = .25$). The lowest variables in the community involvement category were: having a leadership role in a community organization which was weak (Pearson $r = .34$) and belief that their community was important, which had a negative inverse relationship (Pearson $r = -.04$).

In the life skills area the categories of goal setting and achievement, problem-solving, and decision-making were statistically significant at $p = < .05$ with a greater than 95% probability that the differences found between those participants at the beginning of their TDYC peer jury duty service and those who had completed their jury duty service were not due to chance and could therefore be inferred to apply to the entire 2009 – 2010 TDYC participant cohort. The categories of academics and learning, communications, and social competency were statistically significant at $p = < .01$ with a greater than 99% probability that any differences found could be

inferred to apply to the larger population. The self-esteem category was not found to be statistically significant. With the exception of belief in the importance of their community and having a leadership role in a community organization, all of the other variables in community involvement were statistically significant at $p = < .05$. The excepted variables were not found to be statistically significant.

The correlation with goal setting and goal achievement and TDYC peer jury experience was also demonstrated by the reduction in the disparity between aspirations and identification of a strategy for achieving those aspirations for those participants who were farthest along in their peer juror service experience. A sentiment analysis of TDYC participant comments on their service as peer jurors revealed feelings that were primarily positive with some neutral feelings, but no negative feelings.

Evaluation Report of the Time Dollar Youth Court

INTRODUCTION

The design on the front cover is a data visualization illustrating the responses of Time Dollar Youth Court participants to the questions *where do you see yourself in three years*, and *where do you see yourself in five years*., The frequency of the response is demonstrated by the size of the text. The Time Dollar Youth Court (TDYC) is a juvenile diversion program in the District of Columbia designed for first-time non-violent offenders. The central component of its intervention strategy is its peer jury process. TDYC envisions itself, not simply as a peer jury program, but as a peer jury where the jurors are offenders performing jury service as part of their sanction. As noted by its founder Edward Cahn, the philosophical underpinning of TDYC is that the process of performing jury duty service leads to the development of enhanced self-efficacy and civic engagement. In addition to being assigned jury duty service, juveniles may also be assigned to participate in gender specific groups (Boys Focus Group and Girls Focus Groups) for dialogue and programmatic activities. When TDYC program first began community service was also a key component of the imposed sanctions. As the program has grown however, the role of community service in the sanctions process has declined.

This evaluation was requested to examine the effectiveness of jury duty for the participants. Data on 882 TDYC participants who were in the program between July 1, 2009, and June 30, 2010 was analyzed. Since TDYC maintains its database on a calendar year basis, this involved data from the 2009 and 2010 database. This presented a challenge in that the variables collected over the two year period had changed. For instance, while the 2010 database contained an intake date, the 2009 database did not. However, both databases included hearing dates, and upon examination of the 2010 database it was determined that the hearing date

generally occurred within one week of the intake date. It was therefore determined that the hearing date would be used as the criteria for determining inclusion. In other instances where there was a difference in 2009 and 2010 data, the difference will be identified.

This evaluation report contains a brief overview of the TDYC program followed by a description of the evaluation methodology. The findings resulting from utilization of the methodology will then be identified and discussed.

PROGRAM OVERVIEW

Participant Description

A total of 882 juveniles were referred to Time Dollar Youth Court for the one year period between July 1, 2009 and June 30, 2010. For

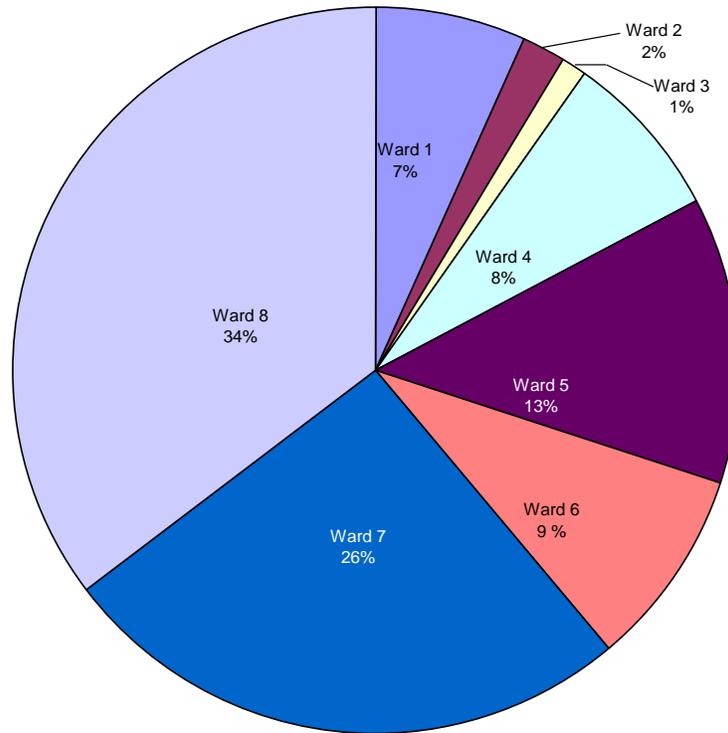
Simple Assault	28%
Disorderly Conduct	20%
Possession of Marijuana	11%
Other Offenses	41%

comparison, this is equivalent to approximately 20% of the 4,792 juvenile arrests in all of 2009.

While these juveniles were referred to TDYC for a total of 45 different offenses, approximately 60% of the arrests were for simple assault, disorderly conduct, or possession of marijuana.

Eighty-five percent of the juveniles referred to TDYC were District of Columbia residents. Fourteen percent resided in Maryland and one percent in the Commonwealth of Virginia. Among those juveniles who were District of Columbia residents, two-thirds live “east of the river” in Wards 7 and 8 (*See*, Figure 1).

Figure 1: Ward Distribution of TDYC Participants



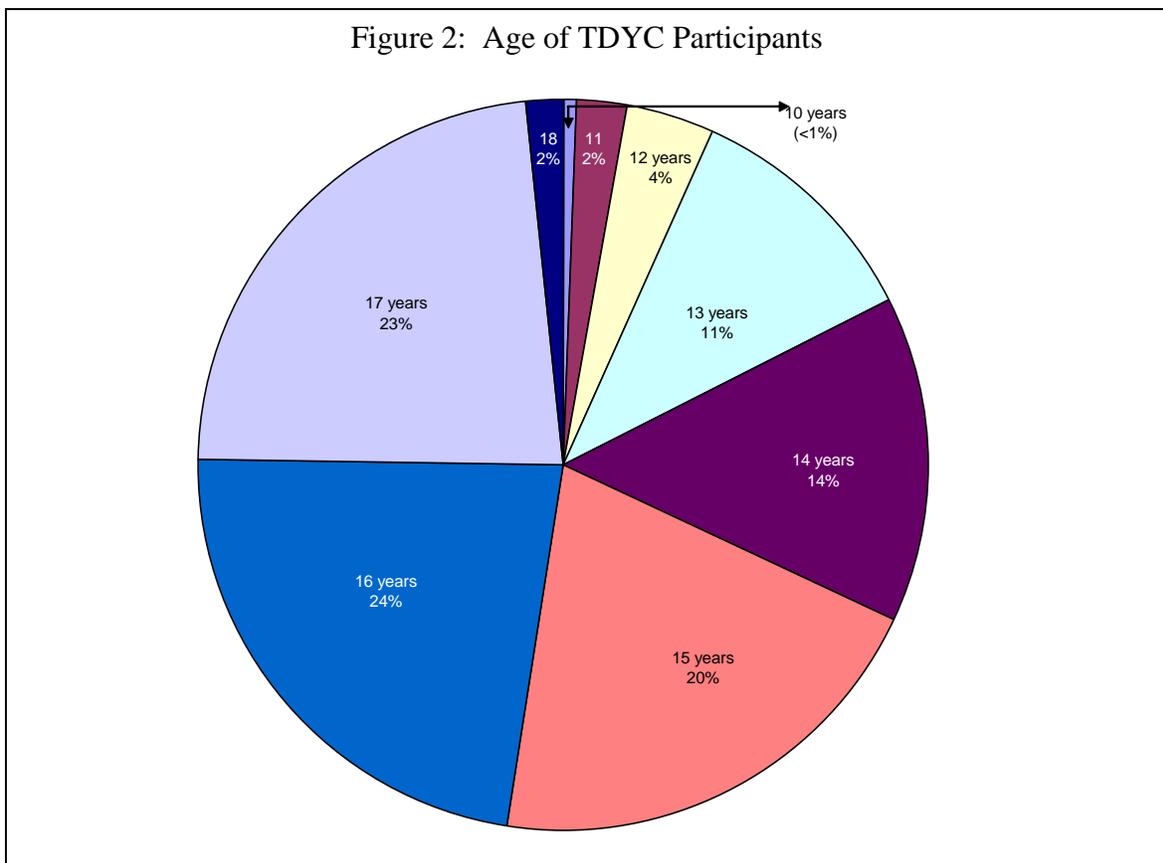
Wards 7 and 8, the section of the city east of the Anacostia River, contain the largest concentration of neighborhoods with people in poverty. It also contains the largest percentage of persons under the age of 18. In a city of almost 600,000 people, 20 out of every 100 District residents are under the age of 18. However, in the typical east-of-the-river community, that figure is 30 to 50 out of every one-hundred residents. This is particularly significant when it is considered that the leading indicator of juvenile offending is poverty and conversely, that poverty tends to be pervasive in communities with high levels of juvenile offending.¹

Ninety-five percent of juveniles in the 2009 – 2010 TDYC cohort self-identified as African-American, with 2% self-identifying as Hispanic and another 2% as white. The

¹ Flowers, Angelyn (2010). *The Dynamics of Poverty in the District of Columbia*. In R. Walters and T. Travis. *Democratic Destiny and the District of Columbia*. (pg. 205 – 223) Lanham, Md: Lexington Books, Rowman & Littlefield Publishers, Inc.

remaining one percent consisted of those who self-identified as Asian, Native-American, or bi-racial/multi-racial. In the opinion of TDYC Founder Edgar Cahn the racial make-up of TDYC participants illustrates the important contribution of this diversion program to the overall efforts of the District of Columbia to address the issue of disproportionate minority confinement.²

The 2009-2010 TDYC cohort was predominately male. Fifty-nine percent were male, and 41% were female. Participants ranged in age from 10 – 18, with 60% of the participants between 15 and 17 (Figure 2). The average age for both male and female participants was 15. It should be noted that the 18 year olds who were processed by TDYC court involved participants who were 17 at the time of their arrest, but then turned 18.



² Interview, Edgar Cahn, October 18, 2010.

A school grade was reported for 80% of the participants (Table 2). The majority of participants were in high school. However, grades ranged as low as 4th grade. The students attended public, charter, and parochial schools in the Washington metropolitan area. Seventy-two percent of parents or guardians provided income information at intake. Of that population, 68% reported an income of less than \$25,000 a year.

Table 2:
Reported School Grade
for TDYC Participants

Grade	Percentage
9 – 12	73%
6 – 8	25%
4 – 5	<2%
College Freshman	.001%

Process

The Metropolitan Police Department was the source of the majority of juvenile referrals to TDYC referring 83% of TDYC participants between July 1, 2009 and June 2010 (Table 3). Once referred to TDYC the juveniles and their parent or guardian went through the intake process. Approximately 5% of the referred juveniles did not appear for intake. A variety of

Table 3: Source of TDYC Referrals

Referring	Number
Court Social Services	4
Decree	79
Diversion	2
Metro Transit Police	55
MPD	731
Parental	2
Truancy	9

reasons were given by families to TDYC staff in response to their inquiries. Among them were: no money for transportation, just had surgery (mother), didn't know their child had been referred to this diversion program, as well as others. In most cases a rescheduled intake date was given. Those juveniles who made the rescheduled date are not included in the 5% "no-show" figure.

The distinctive element of TDYC is the peer jury process utilized for referred juveniles. That is coupled however with efforts to provide wrap-around referrals when needed. Prior to discussing the peer jury process and its resultant sanctions, the nature of the wrap around

referrals will be discussed. During the time period under examination, the intake process yielded identification of wrap around services referral needs for 94 juveniles. With the exception of the catchall “other” category, the largest number of referrals were for: college, education, or job training; followed closely by anger management or counseling services (Table 4). Two-thirds of the juveniles were successfully referred to a variety of educational and

Table 4: Type of Referral of TDYC Participants

Type of Referral	Percentage
Anger Management/Counseling	13%
College	14%
Crisis/Trauma	1%
Education	14%
Job Training	14%
Legal/Advocacy	1%
Mentoring	9%
Other	20%
Substance Abuse	9%
Tutoring	6%

n=94

community-based non-profit organizations. The largest numbers of referrals were made to: the East of the River Collaborative, Reach4Success, Mentoring Works2 Inc., and the Hillcrest National Children’s Center. These referrals generally co-occurred with the juvenile’s participation in TDYC.

Following intake, most of the juveniles referred to TDYC went before a peer jury where they were given an opportunity to “tell their story”. Accompanied by a parent or guardian, the juveniles are questioned, not by a prosecutor but by members of the jury. The sanctions imposed by the jury can include: Jury Duty, Written Essay, Community Service, Boys or Girls Focus Group, or Life-skills training. As noted by Carolyn Dallas, TDYC Executive Director, community service is rarely utilized at present due to funding cuts that resulted in an inability to identify sites and monitor the increased number of participants performing community service at those sites.³ A juvenile before the jury could be assigned one or multiple sanctions. The jury

³ Interview, Carolyn Dallas, October 18, 2010.

could also decline to impose any sanctions. It is the sanction of jury duty service that is the focus of this evaluation.

Jury Duty

The peer juries in TDYC assigned jury duty service to 68% of the juveniles who came before them between July 1, 2009 and June 30, 2010. Even though more than one sanction was generally imposed in each case, jury duty service was still the favored sanction (Table 5).

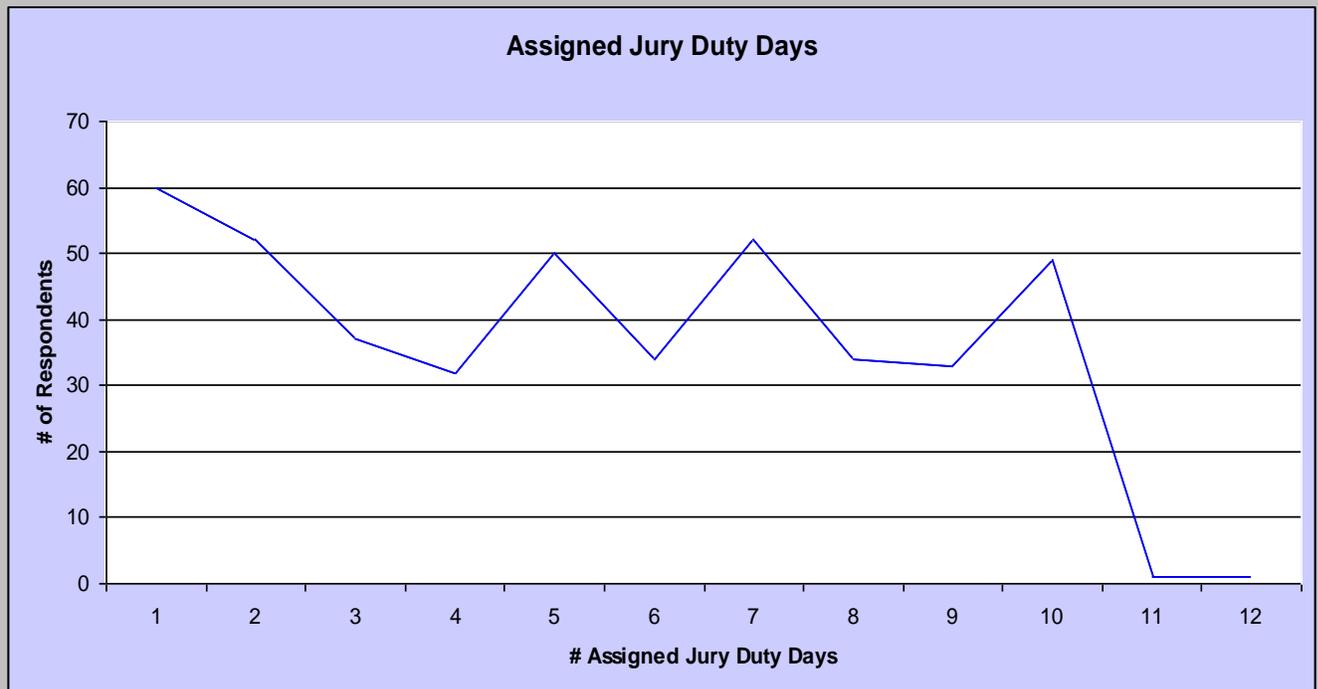
Table 5: TDYC Sanctions July 1, 2009 – June 30, 2010

Jury Duty	Written Essay	Boys Focus Group	Girls Focus Group	Community Service	Life-skills
68%	35%	13%	12%	4%	3%

Imposition of multiple sanctions results in a total exceeding 100%

While 60 respondents were awarded only one day of jury duty, most respondents received between five and ten days, inclusive of training days (Figure 3). Eighty-one percent were recorded as successfully completed.

Figure 3



EVALUATION METHODOLOGY

A mixture of methods was utilized in this evaluation design including qualitative, quantitative, and linguistic and sentiment analysis. The qualitative analysis included a supervised, self-administered survey with selected follow-up interviews. The quantitative analysis consisted of secondary analysis of data previously collected as part of the TDYC's normal practices. The linguistic analysis will focus on speaker affect relating to the attitude or emotion the speaker brings to their statement. A sentiment analysis was conducted using polarity classification to assess the positive, negative and neutral attitudes of TDYC participants. Interviews with the TDYC founder and staff as well as a focus group of TDYC participants were also conducted for background purposes.⁴

In a diversion program effectiveness is typically measured by examination of recidivism at six or twelve month periods. Since TDYC is not provided with data from official changes on re-arrests of their current or former participants this limited analysis to reliance on voluntary, self-initiated, self-reports. For comparison this information was contrasted with the percentage of individuals with subsequent referrals to TDYC by third-parties.

By its own admission, TDYC is focused on more than simply decreasing recidivism. TDYC's goal is to create a change in the outlook of the juveniles that progress through its program. Assessments of the efficacy of youth diversion programs typically focus on changes in life-skills, community involvement and future aspirations. A Participant Survey administered to a sample of TDYC participants was intended to identify change in participant perceptions in these areas. To evaluate the effectiveness of TDYC in this regard, typical protocol for measuring behavior change would include some type of pre and post intervention assessment. The deadline for the evaluation completion coupled with the approximately 10 weeks required for juvenile

⁴ Only the TDYC Founder and Executive Director as identified by name in this report.

program completed presented a challenge in this regard. To address this challenge a modified interrupted time-series design was used to permit cross correlation of relevant longitudinal changes in behaviors and attitudes with program matriculation and tenure.

A multi-stage process was designed utilizing a convenience sample. It was intended that some portion of the survey would be self-administered while other portions would be administered as individual focused interviews. The survey instruments were administered to TDYC participants over the course of two Saturdays. This was the day that jury duty occurred and therefore the day that the largest number of participants would be available. As will be illustrated below, the convenience sample closely resembled the 2009-2010 TDYC participant cohort.

The self-administered survey instrument was designed to require no more than approximately 15 - 20 minutes for participants to complete. It was felt that anything else would be too time-consuming for the participants to be willing to complete. The self-administered survey instrument was supplemented with more in-depth interviews with selected participants and a focus group of jurors. Initially 70 surveys were administered, however two were subsequently discarded. Of the 882 juveniles referred to TDYC during 2009 – 2010, it is estimated that approximately 300 participants at any given time.⁵ The sample represented approximately 20% of that number.

After a description of the sample population for comparison to the 2009 – 2010 TDYC cohort, a description of the methodological approaches to data collection and analysis follows.

⁵ Interview with Carolyn Dallas, Executive Director.

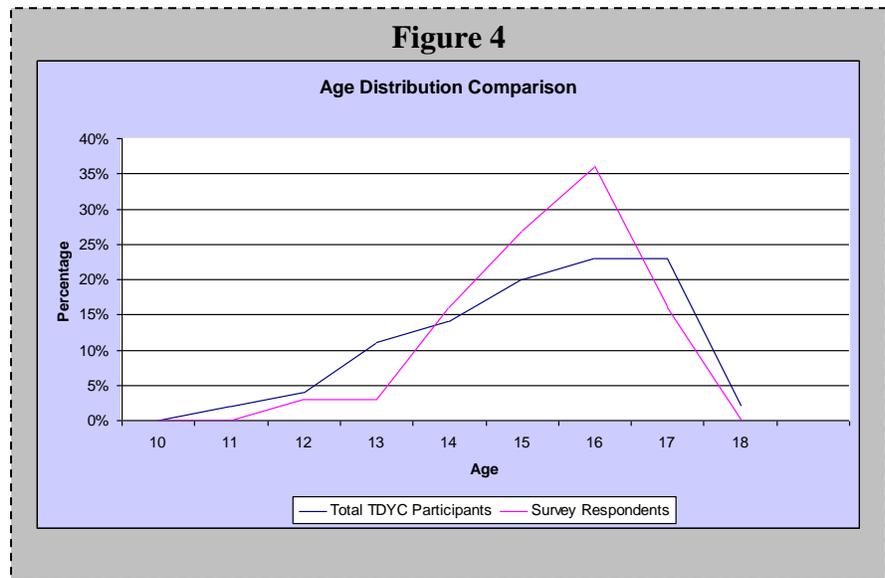
Sample Description

Age	Total TDYC	Survey
10	<.5%	0
11	2%	0
12	4%	0
13	11%	3%
14	14%	3%
15	20%	16%
16	23%	27%
17	23%	36%
18	2%	16%
19	0	

Table 6
Age Comparison:
Sample and Cohort

ages 15-17 represented approximately 2/3s of the total, among the survey respondents that age cohort represented almost 4/5s of the total (Figure 4).

Age, gender, and race/ethnicity were used to compare the sample population to the overall cohort population. The age distribution of the sample populations varies from the total population under examination, but like the total cohort population it also peaks with the ages of 15- 17 (Table 6). However, while among the total population of TDYC participants in 2009-2010 the



Like the cohort, males predominated in the sample, although to a lesser degree. Thirty-five percent of the survey respondents were female, and 65% were male. This compares to 41% and 59% respectively among the total TDYC participants.

The sample population contained a higher percentage of Hispanics and a lower percentage of African-Americans than the 2009-2010 cohort population. The percentage of Hispanics among survey respondents at six percent was double their percentage in the overall TDYC 2009 – 2010 population pool. Eighty-seven percent of the survey respondent’s self-

identified as African-American, with three percent each self-identifying as white and native America. One percent of the respondents did not answer that question.

The modified interrupted time-series design utilized for this study required participants at different stages in TDYC to see if behaviors, perceptions, or attitudes varied in relation to the stage of the program completed. The sample population was almost evenly divided among new TDYC participants and experienced TDYC participants. Survey respondents were asked to select the stage that they felt most identified their stage in the process: beginning, mid-way, almost done, or completed (*See*, Table 7). Slightly more than half of those who selected “completed” were doing their last day of jury duty service the day they were questioned. The other half were volunteer jurors who having completed their TDYC sanction of jury duty returned to volunteer on the peer juries. The fact that former participants return to volunteer has been cited by TDYC staff as an indication of the success of their program in changing the lives and attitudes of the juveniles it serves.

Table 7: Distribution of Sample Participants

Beginning	Mid-way	Almost Done	Completed
48%	11%	25%	17%

Data Collection

The questions for the survey and interview instruments were gleaned from integration of a variety of relevant instruments, including:

- Dunn and Arbuckle (2003)
- Four-Fold Youth Development Model

- Staunton (2001). Pre and Post Adventure Experience Community Involvement Questionnaire (REVISED).
- Rosenberg Self-Esteem Inventory

Respondents were assessed in four areas: life-skills, community involvement, future aspirations and perception of TDYC sanctions. The questions encompassed behaviors, attitudes, and perceptions. The behavioral questions asked respondents to indicate the frequency with which they engaged in the identified behavior; perceptual questions asked respondents to assess the quality of their performance or behavior in identified situations, and the attitudinal questions required responses wherein the respondent indicated the strength of their belief in self and social institutions. Responses were examined to determine if there was a difference in response depending on the participant's stage in the program.

The area of life-skills contained the majority of survey questions. These questions were intended to identify the existence of correlations between length of service as a peer juror and individual self-efficacy. This section of the survey consisted of 21 questions on a five point likert scale with response options of: always, frequently, occasionally, rarely and never. During the tabulations, the value assigned to the response options on the likert scale ranged from -10 to 10. The highest value which could be achieved was 10. Life-skills were assessed in seven areas: academics and learning; goals setting and goal achievement; decision making; problem solving; communication; social competencies, and self-esteem. Table 8, contains the life-skills questions grouped by category and also indicates whether the questions focused on behavior, perceptions or attitudes. There is a degree of overlap in many of these areas and some of the questions could have been assigned to one of several groups. Two-thirds of the questions in life-skills are behavioral; the remaining one-third are divided between perceptions and attitudes.

Table 8: Life-skills Questions

General Area	Question	Area of inquiry
Academics & Learning	I finish my homework on time	Behavior
	I like to learn new things at school	Attitude
	I think that doing well in school is important	Attitude
Goal Setting and goal achievement	I plan ahead for things that need to be done	Behavior
	I keep trying when things become difficult	Behavior
	I set challenging goals for myself	Behavior
Decision-making	Before I make a decision, I think about how it will affect me	Behavior
	I say “no” to my friends if they want me to do something that is wrong	Behavior
	Before I make a decision, I think about how it will affect other people	Behavior
Problem-solving	I think about different ways I can solve a problem before I decide	Behavior
	I try to get the facts before I solve a problem	Behavior
Communications	I look people in the eye to get my point across	Behavior
	I find it easy to get my point across	Perception
	I think about what I ‘m going to say before I speak	Behavior
	I try to understand what the other person is saying before I answer them	Behavior
Social competency	I can talk to my friends about personal things	Perception
	I try to solve problems without fighting	Behavior
	I am good at cooperating with a team	Perception
Self-esteem	I think that I have a number of good qualities	Perception
	I have a good attitude about myself	Attitude
	On the whole, I am satisfied with myself	Attitude

In relation to the category of goal setting and goal achievement, three additional open-ended questions addressed the respondent’s future aspirations. Respondents were asked where they saw themselves in three years and in five years. They were then asked to identify what they needed to do to accomplish this. To evaluate the participant future aspirations segment, the three and five year goals and the identified actions and the “actual actions” needed to get there were

placed on a continuum. Participants were assigned a score which calculated the percentage difference in the connection between the three items. This percentage difference represented the “disconnect” between the identified goal, and the identified achievement action. The relationship between TDYC participation and participant aspirations were considered separately from self-efficacy because an individual can have high aspirations while simultaneously having no idea of how to achieve those aspirations.

Community involvement was examined with five yes/no questions. These included two

questions focusing on behavior, two questions addressing respondent beliefs, and one question examining respondent attitudes. (See, Table 9). In the context of this survey “community” was

Table 9: Community Involvement Questions

Question	Area of Inquiry
I have a leadership role in a community organization	Behavior
I have made new friends from participating in a community group	Perception
I believe that my community is important	Attitude
I have mentored someone from my community	Behavior
Someone from my community has mentored me	Perception

intended to be broadly inclusive. Survey respondents were verbally instructed that “community” could be involvement in neighborhood, school, or faith-based organizations. It could also include involvement in a mentoring relationship. The percentage of “yes” responses was calculated for each question and then converted to a whole number for ranking.

Treating each question in life-skills and community involvement as separate variables, matrixes were utilized for life-skills and community involvement to describe the ratings for these variables. Life-skills and community involvement variables were treated as dependent variables. Progression as a peer juror was the independent variable. The Pearson *r* was utilized to

determine the existence of a relationship between the independent and dependent variables, and if a relationship existed, the strength of that relationship. To facilitate this analysis, the nominal variables of: beginning, mid-way, almost done, and completed, which represented the approximately length of time the respondent had served as a peer juror, were converted to integers. The statistical significance of the results for the beginning and completed categories was calculated using the *t* test to determine the applicability of the sample findings to the entire 2009 – 2010 TDYC cohort population.

Interviews were conducted with those participants (excluding those beginning their TDYC experience) regarding their opinion of jury duty service. A sentiment analysis was performed using polarity classification to assess if the statements should be classified as: positive, negative, or neutral. A focus group was also conducted on this topic with eight experienced TDYC jurors; five male and three female. In addition to sentiment analysis, their spoken statements were assessed for affect, the emotion or feeling accompanying the spoken words.

FINDINGS AND DISCUSSION

This evaluation examines the effectiveness of TDYC jury duty in increasing self-efficacy and civic engagement among participants. However, this section begins with an analysis of participant perceptions of jury duty. A sentiment analysis using polarity classification to assess if the statements could be classified as: positive, negative, or neutral. Interviews were conducted of the experienced peer jurors in the sample regarding their perception of the TDYC peer jury duty service. Fifty-seven percent of the statements could be classified as positive; forty-three percent as neutral; with no statements classified as negative.

In examining the statements for evidence of self-reflection, approximately 1/3 of the statements were self-reflective. These included comments such as:

- *I like what I am doing because it kept me out of jail.*
- *It helped me better my life.*
- *I think it gives me a chance to show other young folks tools to avoid situations that get them in trouble.*
- *I deserved it*

Twenty-five percent of the statements identified as self-reflective had been placed in the “neutral” classification. This suggests that even though a polarity assessment would not rate a particular statement as expressing a positive feeling for jury duty service the self-reflective statements that were included among the statements not classified as positive, tended to be associated with the more experienced peer jurors.

The association between length of time as a peer juror and self-reflective statements was also noted during the focus group conducted with TDYC peer jurors. In that focus group some dislike was voiced regarding the Saturday morning scheduling of peer juries. However, the speaker affect associated with these utterances was a combination of sarcasm and joking. This

suggests that despite its classification as a negative statement, it more appropriately belonged in the neutral category. Two of the quietest focus group members spoke to the change that TDYC had brought to their lives. Their words were halting and hesitant, but their affect evidenced gratitude.

Relationships between participation in TDYC jury duty service with self-efficacy and civic engagement were examined using life-skills, community involvement, future aspirations, and participant perception of jury duty service. The strongest relationships were found in the life-skills category. Very strong direct relationships were found between the TDYC peer juror experience and the following variables:

- Goal Setting and goal achievement (Pearson $r = .98$)
- Problem solving (Pearson $r = .95$)
- Decision making (Pearson $r = .95$)
- Academics and learning (Pearson $r = .88$)

Strong direct relationships were found between the TDYC peer juror experience and four variables, three of which were in the community involvement category:

- Been mentored (Pearson $r = .81$)
- Gained new friends from community involvement (Pearson $r = .79$)
- Mentored someone (Pearson $r = .76$)
- Communications skills (Pearson $r = .71$)

The lowest life-skills category variables were: self-esteem which was moderately strong (Pearson $r = .56$) and social competencies which was only weakly related (Pearson $r = .25$). The lowest variables in the community involvement category were: having a leadership role in a community organization which was weak (Pearson $r = .34$) and belief that their community was important, which had a negative inverse relationship (Pearson $r = -.04$).

In the life skills area the categories of goal setting and achievement, problem-solving, and decision-making were statistically significant at $p = < .05$. This means that there was a greater

than 95% probability that the differences found between those participants at the beginning of their TDYC peer jury duty service and those who had completed their jury duty service were not due to chance and could therefore be inferred to apply to the entire 2009 – 2010 TDYC participant cohort. The categories of academics and learning, communications, and social competency were statistically significant at $p = < .01$ with a greater than 99% probability that any differences found could be inferred to apply to the larger population. The self-esteem category was not found to be statistically significant. With the exception of belief in the importance of their community and having a leadership role in a community organization, all of the other variables in community involvement were statistically significant at $p = < .05$. The excepted variables were not found to be statistically significant.

The correlation with goal setting and goal achievement and TDYC peer jury experience was also demonstrated by the reduction in the disparity between aspirations and identification of an strategy for achieving those aspirations for those participants who were farthest along in their peer juror service experience. A sentiment analysis of TDYC participant comments on their service as peer jurors revealed feelings that were primarily positive with some neutral feelings, but no negative feelings.

This evaluation did not use recidivism as a measure of program effectiveness since TDYC is not provided with data from official channels on re-arrests of their current or former participants. Any analysis of recidivism therefore would be limited to reliance on voluntary, self-initiated, self-reports of TDYC participants this evaluation. The 2009 data cohort of the 2009-2010 population of TDYC participants did capture voluntary self-reports of re-arrests. It is noted that in the 2009 cohort, 3% of the juveniles who had completed their TDYC sanction subsequently reported that they had been re-arrested. While this information was not captured in

2010, information was reported on those participants who had previously participated in TDYC. In the 2010 cohort, 3% had previously participated in TDYC. Of that group, 75% were referred by the Metropolitan Police Department, 19% by Court Order, and 5% by the Metro Transit Police. The nature of the referrals is important, because it indicates that none of this cohort consisted of returning volunteers. Instead, in each instance they had done something to bring themselves to the attention of the authorities. It is possible that the consistency between the 2010 capture information of returning TDYC participants, and the 2009 capture information of self-reported re-arrests may increase the reliance placed on the accuracy of the 2009 re-arrest percentage.

Life-skills

Overall, on the life-skills scale those respondents who were at the end of their required jury duty service had a rating on the life-skills attitudinal scale that was almost double that of those who were just beginning their TDYC experience. The rating score range is between 0 and 10. There was variation both among the different life-skills areas, and within the different progression stages. Those differences are illustrated in the life-skills matrix below, which contains the ratings for the seven areas at the four progression stages (Table 10).

Table 10: Life-skills Matrix

	Beginning	Mid-Way	Almost Done	Completed
Academics & learning	4.1	6.9	6.2	9.7
Goal setting & goal achievement	2.8	5.2	6.3	8.8
Decision making	3.0	3.4	4.9	5.8
Problem solving	3.5	6.4	6.6	7.5
Communication	3.1	6.6	4.8	6.7
Social competencies	4.0	8.8	5.0	6.2
Self-Esteem	6.4	7.6	6.5	7.9
Composite Life-skills Score	3.9	6.4	5.7	7.5

When examined as a whole, the life-skills composite score, which was the average for each TDYC progression stage, increased from 3.9 for beginning TDYC participants to 7.5 for those TDYC participants who were at the completion stage of their jury duty service. However, the mid-way rating of 6.4 was higher than the almost done rating of 5.7, but they were both still lower than the final rating. Overall the composite life-skills score for completed TDYC participants was almost double that for beginning participants. To understand the surge at mid-way, and subsequent decline for those almost done it is helpful to examine the life-skills categories independently.

In the areas of: goal setting and goal achievement, decision making, and problem solving, the pattern across the four stages was incrementally and consistently upward. These three areas are characterized by the fact that they are the only category groupings in the life-skills assessment area where all of the questions presented for response involved behavior. There was a three-fold increase in self-reported goal setting and goal achievement behavior by those TDYC participants who were at the end of their jury duty service as compared to those at the beginning. This included: planning ahead, persistence, in the face of difficulty, and setting challenging goals. The biggest gain was between those just beginning and those who were mid-way. Goal setting and goal achievement had the largest gain in of the seven categories of life-skills. It increased from the lowest beginning rating of 2.8 to the second highest at 8.8.

The findings in *goal setting and goal achievement* were supported the responses in the future aspirations questions. For this set of short answer questions the aspect focused on was the participant's ability to accurately access the connection between goal and effort. Participants who were just beginning the program were more likely to see the relationship between effort and accomplishment. For instance one participant in an interview indicated that in five years he would be playing college basketball. But when asked if he played on his school basketball team, the response was no. Or beginning participants may have given a "stock" response such as "get good grades" in response to how they were going to "get a job" which on the surface is a reasonable answer, but in follow-up interviews it emerges that the participant had no awareness beyond that standard response as to how they would personally get to where they were trying to go.

An example of one type of disconnected relationship provided by one of the beginning participants is illustrated below.

Where I see myself in 3 years	Where I see myself in 5 years	What I need to do to get there
<i>Graduating from high school</i>	<i>Second year of college</i>	

The aspirations were good, but the respondent did not respond when asked about their strategy for achieving this goal. This can be compared to a comparable connected aspiration by a completed respondent:

Where I see myself in 3 years	Where I see myself in 5 years	What I need to do to get there
<i>In college at Morgan State University</i>	<i>A sophomore majoring in education</i>	<i>Go to school and study so I can teach math to my students</i>

Another type of disconnected relationship were those that feel into the unrealistic category. An illustration of this type is provided below.

Where I see myself in 3 years	Where I see myself in 5 years	What I need to do to get there
<i>In a Bentley</i>	<i>In a Benz</i>	<i>Money</i>

The strategy for achieving both the Bentley and Benz were correct in that they require money. However, this particular respondent was 15 and it was not likely that they would be able to acquire the money necessary for these expensive purchases by the time they were 18 or 20.

The series of responses for each participant was assigned a score which calculated the percentage difference in the connection between the three items. This percentage difference represented the “disconnect” between the identified goal, and the identified achievement action. The higher the percentage, greater the disconnect between the items. As is illustrated in the Aspirations Index, this disconnect narrowed the longer participants were in the program (Table 11).

Table 11: Aspirations Index

Beginning	64%
Mid-Way	57%
Almost Done	49%
Completed	47%

Positive *decision-making* behavior almost doubled in the time between when TDYC participants began their jury duty service and when they ended it. This reflected an increase in

the frequency with which TDYC participants thought about the affect of a decision on self and others prior to making it, and the frequency with which they withstood peer pressure. The largest gain for decision-making was between those TDYC participants who indicated they were mid-way and those TDYC participants who indicated they were almost done. The rating for decision-making behavior increased by 90% between beginning and completed TDYC participants.

Effective *problem-solving* behavior slightly more than doubled from beginning participants to those at the end of their jury duty service. While related to decision-making, problem-solving examined those behaviors that preceded actually making the decision. This included acquisition of all the facts, and examination of a problem from multiple angles. As with goal setting and goal achievement, the largest increase was found between beginning TDYC participants, and those participants who were mid-way.

Three categories of the life-skills area had two peak points; one at mid-way, with a slightly higher one at completion. These areas were: academics and learning, communication, and self-esteem. Each of these areas consistent of questions addressing, behavior, perceptions, and attitudes. Academics and learning increased almost 2.5 times between beginning TDYC participants and completed TDYC participants.

Academics and learning assessed school engagement by TDYC participants. Questions addressed the behavior of completing homework, and two attitudinal questions concerning positive feeling towards school and belief in the importance of school. Academic and learning ratings began at 4.1 for TDYC beginning participants, going up to 6.9 for those mid-way; back down slightly to 6.2 for those almost done and ending at 9.7 for those completing their TDYC

jury duty service. This represented the highest score among completed participants than for any of the other life-skills categories.

Communication skills increased slightly more than two-fold between beginning and completed TDYC participants. Communications included three questions on behavior and one question addressing perception. These questions are related to the area of social competency except that in the communications area the focus is on the mechanics of inter-personal communications. Communications ratings for beginning TDYC participants was 3.1, then more than doubled to 6.6 for those TDYC participants at mid-point. The rating score then dropped to 4.8 for those TDYC participants who were almost done, but increased to a high of 6.7 for TDYC participants completing jury duty service.

Self-esteem included no behavior questions. It included: one perception and two attitude questions. The increase in the self-esteem rating between beginning and ending had the smallest increase of the seven life-skills categories with an increase of 20% going from 6.4 for beginning participants to 7.9 for ending participants. The self-esteem rating went up to 7.6 for TDYC participants who were mid-way through their jury duty service and then back down to 6.5 for those almost done. For beginning TDYC participants, self-esteem was the area in which they had the highest rating.

It is the *social competencies* score that is the most unique among the life-skills areas. The rating for TDYC participants at the end of their jury duty service is 50% higher than the rating for beginning TDYC participants. However, the ending rating is also 30% lower than the rating for those TDYC participants who were mid-way through their jury duty service. The social competency questions included two perception questions and one behavior question. The two perception questions address how the participant's view their interpersonal skills. The question

raising particular concern in this area is the one behavior question in this section regarding the extent to which participants attempt to solve problems without fighting.

The responses to this question when extracted from the overall social competency rating are still consistent with their overall pattern. Beginning TDYC participants had a rating of 2.3. A rating this low would not be unexpected considering that the largest number of TDYC referrals are for simple assault. TDYC participants had mid-point tripled their rating for this one question with a score of 7.9 out of 10. However, for those TDYC participants almost done with jury duty service the rating score for this question drops down to 3.4, and then up to 5.4 for TDYC participants completing their jury duty service. However, it should be noted that for the question on fighting, the rating for those participants completing their jury duty service is still double that of beginning participants. Comments of TDYC staff should also be considered in the context of this variable. It was reported by several staff members that the TDYC jury is “neutral territory” for youth gangs in the District of Columbia. There were anecdotal reports of peer jurors covering up gang tattoos when serving on juries.

Community Involvement

Unlike life-skills which are self-directed, Community Involvement assesses behavior in the larger world beyond the individual participant and their immediate circle of peers. While the overall ratings for community involvement were lower than those for life-skills, the area of community involvement indicated a 20% increase between those who were beginning the program and those who were at the end of the program. The composite community involvement score also indicated an incremental and consistent upward trend. However the composite score was the only rating that had a consistent upward trend (Table 12).

Table 12: Community Involvement Matrix

	Beginning	Mid-Way	Almost Done	Completed
Reported have a leadership role in a community organization	6.1	7.1	6.9	6.4
Community involvement resulted in new friends	5.2	5.7	8.8	7.3
Believe their community is important	7.7	7.1	8.1	7.3
Have mentored someone	3.2	2.9	3.8	6.4
Been mentored	2.9	4.3	3.8	4.5
Composite Community Involvement Score	5.0	5.4	6.3	6.4

Similar to the categories of question in life-skills, the community involvement matrix illustrates differs among the questions. In the one attitude question in this section, the belief that community is important, the TDYC participants who had completed jury duty service had a community involvement rating that was 6% lower than the score of the beginning TDYC participants. However, for that same question the highest rating was by those participants who were almost done. Their rating was 10% higher than the rating for those who had completed and 6% higher than for beginning TDYC participants. The other questions in the community involvement area all had rating by completed participants that were higher than those of beginning participants.

Conclusion

The philosophical underpinning of TDYC is that service as a peer juror contributes to self-efficacy and civic engagement. A sample of the 2009 – 2010 TDYC cohort was used to examine the relationship between peer jury service and concepts of life-skills, community involvement, futures aspirations, and perceptions of TDYC. The strongest relationships were found in the life skills area. Strong relationships were also found in the community involvement area but they were less strong. It is difficult to determine how much of the explanation for this relative lack of strength in the community involvement area *vis a vis* the life skills area is attributable to the decline in TDYC's community service requirement. This may be a fertile area for future research.

The life-skills and community involvement variables were tested for statistical significance. Academics and learning, communications, and social competency were statistically significant at $p = < .01$. Goal setting and goal achievement, problem-solving, decision-making, new friends from community involvement, being mentored and mentoring others were statistically significant at $p = < .05$. Self-esteem, leadership in a community organization and belief in the importance of their community were not statistically significant.

Perhaps most revealing in regards to self-efficacy is the participant perceptions of service as a peer juror. Despite the fact that it was initially confronted as a sanction in response to a criminal infraction, participants who served as peer jurors generally had positive feelings about that experience. Those with more experience also demonstrated greater self-reflection in their statements about their peer juror experiences.