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EVALUABILITY ASSESSMENT OF THE NAFI YOUTH & POLICE INITIATIVE TRAINING

FINAL REPORT

DECEMBER 2014

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Executive Summary

This report details the results of an Evaluability Assessment of the Youth-Police Initiative (YPI) training program conducted by the Center for Human Services Research with support from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. The purpose of this evaluability assessment (EA) was to gauge the YPI program's readiness for evaluation and provide recommendations and technical assistance to prepare for an outcomes-based evaluation.

- **A five-task EA model originally developed for criminal justice programs guided the project's research methodology.** The five tasks are 1) study the program history, design, and operation; 2) watch the program in action; 3) determine the capacity for data collection; 4) assess the likelihood that the program will reach its goals and objectives; and 5) show why an evaluation will or will not help the program and its stakeholders.
- **The YPI program model brings together youth and police to provide training on how to interact with each other and resolve conflicts.** The approach has much in common with literature on attitude toward police and police legitimacy and has some roots in conflict resolution theory.
- **The YPI program has evolved during a decade of operation from a police-training model to a youth-oriented approach.** Program design and approach quickly evolved from a police-oriented training for recent academy graduates (after the first two rounds of implementation) to a youth-oriented program within a community-based setting. There has been some ongoing variation in the details of implementation, which could challenge efforts to evaluate the program.
- **The YPI program has demonstrated capacity to collect data directly from participants.** Pre- and post-training surveys have been collected from youth and police participants, and the YPI program has engaged in a pilot of longer-term follow-up surveys during this study.
- **Past data collection has not always been consistent.** The program has used varying data collection forms. As part of the study, new data collection forms utilizing field-tested measures of attitude change have been created and implemented.
- **The original stated goals of the YPI program are broad and ambitious, but may be difficult to achieve.** Research on similar programs suggests that it is possible to change the attitudes and behaviors of individuals, but difficult to alter community-level impacts such as outcomes related to community violence or overall rates of conflict between youth and police.
- **Observation of YPI program training sessions revealed that implementation mostly matches the program model.** The sessions were small (14 youth, 9 officers), focused on developing youth presentation and leadership skills, and used hands-on scenarios and interactions to build relationships between police and youth over a short period of time.

- **YPI program data suggests that improvement in attitude has occurred amongst participating youth.** Data from existing surveys was analyzed to determine if changes occurred in the desired or expected ways over time. The change in youth ratings suggests that it should be possible to measure attitude-based outcomes in a future evaluation.
- **Analysis of past data found no change in police attitudes.** However, it should be noted that police officers generally gave the program good ratings for helping to build trust, developing positive relationships, and helping them to see youth in a more positive light. Evidence on attitude change amongst police officers participating in the YPI program was limited by the small number of surveys available.
- **YPI program staff and other stakeholders are interested in evaluation.** The benefits of a future evaluation include continuous program improvement, the ability to provide robust evidence to interested communities and police departments, and the possibility of developing into an “evidence-based” program model.

Major Recommendations

- **The program goals and logic model should be revised to reflect a focused set of attainable outcome goals.** Many of the YPI program’s original goals are ambitious but may be difficult to achieve. Suggested goals that are more tightly aligned with program activities include changing participants’ attitudes, improving ability of participants to handle youth-police interactions, creating a positive training experience, reducing negative youth-police interactions, and reducing criminal involvement among youth participants.
- **New data collection forms and protocol should be implemented.** During the study new forms were created and piloted with measures related to the suggested goals and outcomes. It is also recommended that the YPI program create and maintain a consistent database of all survey responses that will help support future evaluation efforts.
- **Outcomes should be measured over a longer period of time.** In addition to new forms for pre/post training data collection, new draft follow-up questionnaires were also created to capture medium-to-long-term outcomes. It is recommended that these follow-up surveys be conducted with both youth and police participants approximately three-months after the training sessions are completed. Additionally, future evaluation efforts could be aided by the collection of crime data reports on youth participants for a period of several months after program participation.

Introduction

This final report details the evaluability assessment (EA) of the Youth-Police Initiative (YPI) that was conducted by researchers from the University at Albany Center for Human Services Research, with support from the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention. The YPI is a training program operated by the North American Family Institute (NAFI). The general purpose of an EA is to systematically determine whether or not a program or other activity is ready to be evaluated and to provide information and guidance to the staff and founders of the program on how to prepare for a future assessment. Unlike a traditional evaluation, which typically focuses on determining whether or not a program is “good” or effective, an EA focuses on how the program is implemented, the reasonableness of program goals, and the capacity of its operators to collect data to appropriately measure program success. As such, this technical report does not constitute an assessment of the effectiveness of the YPI training program, but of the readiness and potential of the YPI program to be properly evaluated in the near future.

Methodology

The YPI program EA was conducted based on a five-task model that was developed by the Juvenile Justice Evaluation Center through support by the U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention (Kaufman-Levy & Poulin 2003). This model provided both a set of primary research tasks to drive the project and a conceptual outline for analyzing and reporting on the readiness of the program. The five major tasks of the model are as follows:

- Task 1: Study the program history, design, and operation
- Task 2: Watch the program in action
- Task 3: Determine the program’s capacity for data collection
- Task 4: Assess the likelihood that the program will reach its goals and objectives
- Task 5: Show why an evaluation will or will not help the program and its stakeholders (Kaufman-Levy & Poulin 2003, p.10)

Additionally, an advisory group guided the EA by providing feedback from stakeholders and experts in the field of juvenile justice programs.¹ The purpose of the advisory group was to offer the perspective of stakeholders regarding desirable outcomes for a juvenile justice and police training program. Members of the advisory group offered suggestions for the EA and were also given the opportunity to review and comment on the final report.

¹ A list of the advisory committee members and their affiliations is provided in the appendix.

Overview of the Youth-Police Initiative

YPI is a training program operated by NAFI, a Massachusetts-based non-profit organization that operates multiple community-based programs intended to help youth and their families. The YPI program brings together “at-risk” teenaged youth with police officers who patrol their neighborhoods with the intent of building better relationships between the participants.

Training sessions take place in neighborhood-based settings that are convenient and neutral for all participants, such as a community center or school. The program usually operates over the course of six or seven days during a two-week period, with the first part of the program focused on training the youth in specific interaction skills, such as leadership and public speaking. During the second week, police officers join the training and learn about interacting and building relationships with youth.

All training sessions are led by either a professional facilitator employed by NAFI or by a team of two community-based facilitators, who have been trained and certified by the YPI program. The development of certified community-based trainers is part of the YPI program’s “train the trainers” program, which is intended to allow communities to sustain the program without necessitating the continual involvement of NAFI staff.

The stated intent of the program is to develop youth leadership and presentation skills and to foster communication and relationships between “at risk” youth and police officers. Youth are also told and shown why police officers follow certain procedures and protocols during a police-citizen encounter. During the program, both the youth and the officers share their own life stories and are encouraged to ask tough questions of one another, as well as to voice their fears and concerns about interacting with each other. The training program also utilizes team-building exercises to get the youth and police officers to work together and to get to know each other on a more informal basis. The program concludes with a celebratory dinner for the youth and police officers, with the youths’ family and friends invited to join.

Findings from Task 1: Review of YPI Program Operations and History

The first task of the study was to gain an understanding of the program and how it operates. To this end, we reviewed official program materials and publications, including program brochures; the official NAFI-YPI web site²; the YPI program training manual (North American Family Institute, 2008); congressional testimony on the experience of the White Plains, NY community with the program (Reducing violent crime, June 10, 2008); and a prior study conducted in Boston (NAFI, 2011; NAFI, n.d.). Interviews were also conducted with key YPI and NAFI staff, including the NAFI Director of Program Development, Jay Paris, and with the program founder and director, Jim Isenberg. From these materials and interview sessions, we compiled a descriptive overview and a detailed listing of program implementation by site (in the appendix).

² <http://www.nafi.com/nafinfi/Innovations/YouthandPoliceInitiative.aspx>

Theoretical Basis

A comparative review of the program model and the academic literature indicates that the YPI is most closely aligned with theory on attitudes (of both police and youth). The YPI program also aligns to some degree with criminal justice theories on effective policing, community policing, and police legitimacy, as well as conflict resolution theory, which is the background of the program's founders. The theory underlying the program provides both support for the approach and a conceptual tie to the outcomes desired for the program participants.

Research concerning juveniles' attitudes toward the police is limited when compared to the amount of scholarship devoted to understanding how adults view the police. However, a large and growing body of scholarship focused on understanding juveniles' perceptions of and experiences with the police is beginning to emerge. The body of work generated to date informs the YPI program goals and implementation.

Attention to juveniles' relationships with the police is important for at least three reasons. First, juveniles have more contact with the police compared to their adult counterparts (Hagan, Shedd, & Payne, 2005; Hurst, Frank, & Browning, 2000; Lieber, Nalla, & Farnworth, 1998). Today's youth encounter police regularly while at school where police are often permanently stationed (Berger, 2002). Youth are also more likely than adults to be stopped, frisked, and arrested by the police (Hurst, Frank, & Browning 2000; Lieber, Nalla, and Farnworth 1998).

Second, compared to adults, juveniles are at greater risk of victimization and offending. The extent to which juveniles trust the police and believe in their legitimacy is important for reducing and preventing teen victimization and offending (Anderson, 1999; Brunson, 2007; Brunson & Miller, 2006a, 2006b; Brunson & Stewart, 2006).

Third, adolescence is a critical developmental stage in which attitudes and beliefs form and are solidified (Fagan & Tyler, 2005), including those about the police (Friedman, Lurigio, Greenleaf, & Albertson, 2004; Skogan, 2006; Walker, 1992). Once solidified, these views become difficult to change (Fagan & Tyler, 2005; Friedman et al., 2004), and can shape juveniles' future behavior and interactions with the police (Lieber et al., 1998). Thus, understanding how juveniles' perceptions of the police are formed and how these perceptions influence their behavior is salient to youths' offending in adolescence and across the life course.

The literature focusing on juveniles' views of the police has revealed several factors that influence the extent to which youth trust the police. To begin, juveniles' relationships with their parents affect their assessments of the police. Positive relationships with parents are associated with more favorable attitudes toward the police (Nihrt, Lersch, Sellers, & Mieczkowski, 2005). Additional research suggests that juveniles' assessments of the police are shaped by the views that their family and other adults in the community have toward the police (Piquero, Fagan, Mulvey, Steinberg, & Odgers, 2005). These factors are reflected in the YPI program's approach

of creating a direct youth-police experience link and working to expand this influence to the friends and family of the participating youth.

Gang membership has also been investigated as a predictor of juveniles' trust in the police (Friedman et al. 2004; Jackson & McBride, 2000). In general, gang members tend to be more distrusting of the police than non-gang involved youth (Jackson & McBride, 2000). This might be because gang members have more negative contacts with the police, and because gang members feel disrespected by the police (Friedman et al., 2004). While not specifically an anti-gang effort, the YPI program frequently works in communities where gang activity is a problem.

Prior police contact can also affect youths' assessments of police trustworthiness and legitimacy. The YPI program model intends to reach youth either before or shortly after they first come into contact with the law enforcement via police-initiated involuntary interactions. Prior research suggests that juveniles' perceptions of the police are unfavorably influenced by negative and/or involuntary contact with the police, with youth experiencing such contact less likely to trust and approve of the police (Brick, Taylor, & Esbensen., 2009; Jesilow, Meyer, & Namazzi, 1995; Lieber et al., 1998; Ren, Cao, Lovrich, & Gaffney, 2005). In general, being stopped, arrested, detained, or ticketed by the police is associated with less positive assessments of the police (Jesilow et al., 1995; Lieber et al., 1998). Among juveniles, arrest, in particular, is associated with less favorable perceptions of the police (Brick et al., 2009; Smith & Hawkins, 1973).

In addition to direct contact, Brunson (2007) notes that juveniles often experience the police through indirect contact. That is to say, most youth form their opinions of the police through their own as well as their peers' experiences with the police. Both direct and indirect experiences can shape juveniles' perceptions of the police and their subsequent behavior (Brunson, 2007). The YPI program attempts to influence youth by generating a direct and positive interaction with police, while also graduating youth who hopefully provide a source of positive indirect contact through discussions of their own experiences with other members of the community.

Demographic characteristics are also often associated with how youth perceive the police. Youths' gender has been the focus of some research seeking to identify predictors of juvenile perceptions of the police. To date, the literature regarding gender and attitudes toward the police has produced mixed results. Some research indicates that youths' gender is not a significant predictor of their views of the police (Chermak, McGarrell, and Weiss, 2001; Huang and Voughn, 1996; Jesilow et al., 1995; Sampson, & Jeglum-Barusch, 1998). In contrast, other research suggests that male youth have more favorable perceptions of the police than their female counterparts (Correia, Reisig, & Lovrich 1996; Hurst & Frank, 2000), while other studies suggest the reverse (Cao, Frank, & Cullen, 1996; Huebner, Schafer, & Bynum, 2004; Taylor Turner, Esbensen, & Winfree, 2001).

Among the demographic factors thought to influence juveniles' perceptions of the police, race/ethnicity has received the most attention (Brick et al., 2009; Decker, 1981; Hurst et al.,

2000; Hurst & Frank, 2000). Research shows that Whites are more trusting of the police than non-Whites; African Americans hold the least positive attitudes toward the police followed by Hispanics (Brown & Benedict, 2002; Browning & Cao, 1992; Buckler & Unnever, 2008; Garcia & Cao, 2005; Lai & Zhao, 2010; Schuck & Rosenbaum, 2005). Negative perceptions of police among historically underrepresented racial/ethnic groups may stem from actual and perceived racial/ethnic discrimination. Not surprisingly, the literature suggests that African American youths' relationships with the police are particularly strained (Brunson & Miller, 2006; Sykes & Clark, 1980), and that negative relationships between the police and minority adolescents can foster delinquency and crime (Unnever, Cullen, Mathers, McClure, & Allison, 2009). While the YPI program does not specifically target or limit its services to any racial or ethnic group, many of the youth who participated in the program are from racial/ethnic minority groups or live in areas with high rates of crime and/or poverty.

Finally, in addition to juveniles' characteristics, the literature indicates that the police view of juveniles can also influence the effectiveness of police-juvenile interactions, as well as youths' perceptions of the police. The available literature suggests that police generally have less favorable attitudes toward juveniles than toward their adult counterparts (Sykes & Clark, 1980). As Sykes and Clark (1980) and Hurst and Frank (2000) note, police often see juveniles as more troublesome and less cooperative than adults. Additionally, police views of minority youth are even less favorable than their views of White youth (Lanza-Kaduce & Greenleaf, 2000). Such views can produce rifts between police and youth, making cooperation less likely and delinquency more likely among youth (Tuch & Weitzer, 1997).

The literature makes a strong case for the need that the YPI program addresses: mistrust and negative perceptions between youth and police. While there are multiple approaches thought to be effective at impacting attitudes toward police (Hawdon, 2008), the YPI program appears to primarily utilize an approach that is in the vein of community policing. Though community policing is not firmly defined as an approach, it has come to encompass any of a variety of techniques that aim to prevent crime and improve community relations (see for example Stoutland, 2001). More directly, the YPI program could be classified as one of a vein of approaches based on attitudinal research, which finds that attitudes are formed largely from direct experiences, as well as surrounding social and cultural influences (for example Leiber, Nalla, & Farnworth, 1998; Nihart, Lersch, Sellers & Mieczkowski, 2005). To this end, the YPI program seeks to reach youth where they are, in a comfortable environment, and through a direct experience that is positive and provides a humanizing element to an interaction with police officers.

Other theoretical approaches cited by the YPI program, but that appear to be less influential to program practice, are conflict resolution and police legitimacy. For example, Jeong's (1999, as cited by McEvoy & Newburn, 2014) view that conflict is a manifestation of social issues expressed through group relations, which must be resolved through improved relationships or else conflict will simply arise again, aligns with the program's focus on creating a direct point

for interactions between groups of youth and police. However, the YPI program does not necessarily fit with broad practice of conflict resolution methods, such as mediation or legal remedies (for example, see Coleman, Deutsch, & Marcus, 2014). Additionally, the participant groups in the YPI program may or may not have actually experienced conflict with each other; indeed, the program ideally hopes to reach youth participants before significant personal conflict arises, at which time it may be too late.

The theory of police legitimacy, as expressed by Tyler (2004) finds that people cooperate with police only when they view officers as legitimate, which essentially stems from the judgment of how the police behave. Research does show that individuals who experience procedural justice in the form of fair treatment tend to view police as more legitimate and, in turn, act in a more cooperative manner during future encounters (Tyler & Fagan, 2008). However, while the YPI program provides a positive forum for interaction with a few police officers, the youth do not directly experience a real legal interaction during the training.

Existing research literature indicates that the YPI program is addressing a concern of criminologists regarding the importance of youth attitudes toward police. The program also draws on some elements of established theoretical approaches, which provides limited support for the likelihood that the training can have an impact on the participants. However, because the YPI model draws from multiple approaches and does not fit neatly into a single, empirically-based model, it becomes even more important to generate evidence of effectiveness through an evaluation.

Sites and Implementation

Since its inception, the YPI program has operated at more than 20 sites across the country. The program evolved from police training sessions that started in Baltimore and Boston approximately a decade ago. Originally, YPI training focused on community-policing skills; however, it has since evolved into a youth-oriented program that aims to build leadership skills and relationships between youth and police. However, like all programs that operate across multiple locations, it is likely that some variation in program implementation occurs.

For the program to be evaluable, its implementation needs to be relatively consistent in terms of participants, major activities, and setting. To determine whether or not the model is consistent, the operation and implementation of the program was examined across both time and locations. The main changes in program implementation that have occurred since the program began include:

- A transition from training police on “community policing” tactics to building trust and relationships between youth and police.
- The locations where training takes place have moved from police-oriented facilities to youth-oriented facilities, such as community centers or schools.

- Recruitment of police participants has shifted from including every officer in a department or precinct to a narrower focus on “front-line” officers who patrol the neighborhoods where the youth live.
- Both single-gender and mixed-gender training sessions were held during the early years. In recent years, most training groups are single gender (mostly male). Program staff have indicated that they will still conduct mixed sessions if requested, but that they have generally found single-gender classes to work better.
- The recruitment of youth initially included those already involved in the juvenile justice system or, at the other end of the spectrum, youth already involved in other positive community-oriented programs. The program has switched to a community-defined “at-risk” model where youth are recruited based on the situation in a neighborhood or housing development where problems or concerns about youth-police interaction are occurring.
- Early sessions were led only by trainers employed by NAFI. A “train the trainer” curriculum is now offered for communities that wish to sustain the capacity to offer ongoing training. Volunteers from participating communities observe YPI-led sessions, participate in facilitation, and undergo training to become officially certified to conduct the YPI program model themselves.
- The YPI program has at times partnered or run concurrently with other programs, which could alter both delivery and outcomes. For example, in Providence, RI, a modified training session was run with all youth completing standard YPI training followed by participation in a separate program, the Youth Leadership Academy (YLA). The combination of the YPI and YLA programs is of interest for the program, but has not been widely implemented.

A listing of the sites where YPI has operated and a summary of the major characteristics of program implementation at each location is contained in the appendix (Table A-1). In general, our assessment of YPI’s data on program implementation suggests that a future evaluation could consider most sites operated within the past few years as being representative of a consistent model. Exceptions would be those sites where youth participated in both YPI and YLA, as well as the Bermuda and Belize sites, which could be affected by significant cultural differences in both policing and youth behavior.

Findings from Task 2: Observation of the Program in Action

The second task of the EA study was to directly observe a complete implementation of a YPI program training course. Reviewing program documents and interviewing program staff provided insight into how the program *should* work and how it reportedly *has* operated in the past; observation of the program in-action provides one view of how the program really *does* operate in its present form. In this section, findings from the observation sessions are detailed and compared with other information provided on the program to identify aspects of the program

that have changed or evolved over time, as well as to identify the consistency of program implementation.

Setting for Observed Sessions

The observations took place during a session of the YPI program held in Albany, NY over the course of six nights on October 28-30 and November 4-6. All of the Albany YPI program sessions were attended by the study authors, who acted as passive observers and recorded detailed notes on the activities, methods, and attendance. In order to protect the privacy of program participants and to ensure compliance with Institutional Review Board guidelines for exempt research studies, the observations and all related recording of data were focused on the implementation of the YPI program and not the individual actions or statements of participants. No interviews or other interactions were conducted with the participants; however, the authors did debrief with the training facilitator following the sessions.

The observation began with an orientation session held on September 24, 2014 that was for individuals interested in being trained as future YPI trainers. At the Albany site, an investment is being made to train local community representatives to become YPI Certified Trainers, which will allow the program to continue beyond the involvement of NAFI staff. This allowed us to observe both how a training session operates and how new trainers are trained. The training sessions took place at a local nonprofit organization that provides clinical and residential services to youth. Sessions were held in the evenings from 5:30 to 7:30 so as to fit the schedules of the youth participants, all of whom were part of a mandatory evening reporting center program run by the school.

On the following page, Table 1 highlights the activities, conflicts, and number of participants observed during each night of the training sessions. In general, the observed sessions progressed from being somewhat rowdy and about establishing norms and roles, into more productive and interactive trainings. Out of 13 youth who started the training, 11 graduated. Two youth dropped out of the program due to behavioral or legal problems; three other youth missed all or part of the last sessions, but had valid excuses and were allowed to complete the program. During post-class debriefing, the lead facilitator from NAFI indicated that the sessions were progressing in a typical manner, based on the level of rowdiness, the level of participation, and the final completion rate.

The final night of the program, which is not described in Table 1, was the celebration dinner. As expected, the dinner was attended by all graduating youth, all participating police officers, and the youths' families. Each graduating youth received a framed certificate of completion and the Chief of Police was in attendance to make a congratulatory speech.

Table 1 Summary of Session Observations

	Night 1	Night 2	Night 3	Night 4	Night 5
Major activity of the class	Introductions, Q&A on leadership, "forced choice" questions, setting up group norms, complete sheet on life choices they have made, lesson on having a vision	Discussion of goals, practice public speaking, discuss where youth want to be in 5-years, "as the wind blows" exercise, discussion of what youth face in community and questioning of police begins	Continued discussion on police and why they react, scenario exercise with kids playing youth & police, youth practice life choice presentations again	Youth present life choices stories to police, the officers tell their own stories about joining force, youth and officers pair off in small groups to learn two things about each other	Start discussing things learned, do scenarios of a car stop and then a group scenario of a fight, small group discussions between youth and police, talk about the celebration and next steps
Issues/conflict during the class	Rowdy, youth speaking over each other, showing off	Rowdy at start, but calm quickly, conflict with youth asking officers about why they react, issues of fairness, Ferguson situation	Youth continue with questions of police officer, fairness, but quieter and more calm overall	Little conflict, major issues don't arise, quiet overall	Minimal conflict, stronger youth interest in reasons why police stop cars, why they do or don't issue tickets or make arrests
Number of youth participants	13	12	12	10 (1 late)	10
Number of police participants	0	1	1	6	8

Observed Program Traits versus the Expected Model

The observation of the YPI training in Albany revealed a program that is generally implemented in a manner matching that described by YPI staff and program documents. This section summarizes the findings of the observation sessions by outlining elements of the program from the original program logic model and then comparing them to activities witnessed during the session to determine whether or not the observed activities deviated from expectations.

- **Program serves “at-risk” adolescents.** Yes. The youth participants in the observed program were all from a mandatory evening reporting center, which reflected that they had been in legal trouble, but were sentenced to something less than juvenile detention or probation. Nearly all of the youth, with the exception of two who indicated that they live and attend school in a neighboring suburban community, live within the City of Albany in neighborhoods that are low income and that have a reputation for crime and violence (e.g. Arbor Hill, the South End). During the introductions the youth indicated ages ranging from 12 to 17 and school grade levels ranging from seventh grade to high school seniors (with the exception of several who had left school).
- **Police participants patrol the neighborhood(s) where the youth live and are approximately the same in number.** This was generally true. All of the police officers that participated in the sessions were from the Albany Police Department, which serves the neighborhoods that were home to all but two of the youth. Many of the officers indicated during their introductions that they were part of a Neighborhood Engagement Unit, and the Lieutenant who helped facilitate the session works with youth extensively through his role patrolling the Albany High School area during school dismissal. A total of eight police officers participated in the program and 10 youth (out of 13 who started) remained in the training program at completion.
- **Community partners are engaged to host sessions and support follow-up.** Yes. The session was hosted by a local service organization and a member of the organization was also observing to be trained as a certified YPI trainer. Individuals from other local agencies have also volunteered to become trainers and at least two other community organizations are scheduled to host additional YPI sessions in Albany.
- **The program is a facilitated process that addresses youth self-concept, leadership skills, and develops bonds between youth and police.** Yes. The observed sessions were facilitated by a trainer from the YPI program, who led youth through exercises and activities related to topics of being a leader, public speaking, and understanding police officers.
- **Option to build capacity through “train-the-trainer” program.** Yes. Volunteers from local community agencies were participating in training during the sessions in Albany.
- **Awards ceremony that honors youth achievement.** Yes. A celebration and award dinner took place on the sixth night of program activities.

Additional Observations

In addition to observing the program model and implementation fidelity, the observation sessions also illustrated how the program may potentially vary based on natural differences among sites and communities where YPI operates. The following observations highlight aspects of the training sessions observed in Albany that may cause variation in the type or magnitude of outcome that might be expected. The potential impact of these variations will be important to consider in the future if the YPI program undergoes evaluation.

- **Youth participants may be more “at-risk” in some sessions than others.** Youth participants during the observed sessions in Albany were part of a mandatory evening reporting program, which acts as a form of diversion for youth who have been involved in some form of criminal activity. By definition, all of the participants were beyond what might typically be considered “at-risk” through their sentencing to the mandatory reporting center—although their crimes may have been relatively low-level and/or non-violent in nature. In comparison, the next set of sessions scheduled in Albany were to take place with youth from a voluntary community center program, which hosts youth who tend to be even younger and who have not necessarily been involved with the law.
- **The observed sessions benefitted from the participation of a dedicated, senior police Lieutenant who was experienced in working with youth.** During the second and third nights of training, a Lieutenant from the Albany Police Department assisted with facilitation, discussed police procedures and community issues, and handled tough questioning from the youth participants. The engagement of the Lieutenant prior to the arrival of the officers who participated during the last two nights appeared to diffuse some early tension and help prepare the youth to more quickly engage with the other police officers. It is unknown to what degree that a similar level of assistance is available to YPI’s facilitators when conducting the training sessions at other sites.

Findings from Task 3: Program Data Capacity

The ability to collect and maintain data relevant to program outputs and participant outcomes is key to supporting future evaluation of the YPI program. To assess the program’s current capacity, three major aspects of current data capacity were examined: 1) the program’s current system and practices for collecting data; 2) the actual data variables or measures that the program collects; and 3) the consistency and use of the data by program staff. Researchers from CHSR gathered all available information that had previously been collected by YPI on police or youth participants, which included pre- and post-training surveys, satisfaction and other piloted surveys, and analysis spreadsheets and reports that were provided to sites that had hosted the program.

Data Collection Practices

Most of the data collection for the YPI program has occurred in the form of pre- and post-training surveys that are conducted by program staff. Separate surveys are used with police officers and with youth to collect basic demographics, background information, and ratings of agreement/disagreement on a series of statements intended to gauge attitude about police and youth interactions. Additionally, the YPI program has also developed satisfaction surveys for youth participants, community organizations that sponsor YPI, and police departments; however, these surveys have only been used sporadically in the past and were not considered as a current data-collection tool.

All pre- and post-training surveys are conducted using paper forms, which are distributed during the first and last training sessions, respectively. Although in many cases survey responses were entered into Excel files for a site-level analysis conducted by a NAFI staff member, the YPI program has not maintained a database of participant responses over time.

Outcome Measures

In addition to collecting basic demographic information (i.e. name, age, race), the pre- and post-training survey forms used by the YPI program ask questions in two formats: yes/no questions and ratings questions using a Likert-type scale. As shown on the samples included in the appendix³, the forms include a variety of questions that address the experiences, attitudes and past actions of the participants. Some examples:

Youth Examples

- “I have experienced a positive interaction with a police officer in my neighborhood/school” (yes/no)
- “Most police officers are good and want to help” (scale agreement rating)

Police Officer Examples

- “I believe that the majority of urban youth are disrespectful of authority” (scale agreement rating)
- “I am familiar with the youth who live in the neighborhood that I patrol” (scale agreement rating)

The questions on the original YPI survey forms could be utilized as measures for several types of program outcomes, such as change in attitude or reduction in the likelihood of negative interactions. However, not all of the questions are appropriate for measuring program outputs or outcomes. Furthermore, the concept of attitude improvement, which is suggested as a key program goal, may be better captured through the use of established, standardized measures,

³ The forms included in the appendix represent recent examples of pre/post surveys used by YPI; however, several different, similar, forms were used to collect data over the course of the program’s history.

such as the seven-item Likert-type scale used by Taylor, Turner, Esbensen, & Winfree (2001, p.299) to measure youth attitude toward police.

An analysis of the individual items on both the police and the youth pre/post training surveys resulted in suggestions for items to remove, new items and scales to add, and the development of new data collection forms. Copies of the new forms are included in the Appendix, along with a listing of the recommended changes and the accompanying justifications for each individual survey item. These new forms were designed to be more focused on program outcomes related to the attitudes, perceptions, and behaviors of participants. The new forms were pilot-tested during the first set of observed sessions that took place in Albany during October and November 2014. Details on the suggested form revisions are discussed in the Recommendations section at the end of this report.

Consistency and Use of Data

In the past the YPI program has primarily used their collected data to produce small site-level reports for the police departments, community organizations, or other funders involved in bringing in and supporting the training activities. These reports utilized only data collected during sessions run at a particular site and typically reported findings such as basic demographics (e.g. number of participants, average age), number of police or youth who changed their level of agreement on attitude statements, and average scale ratings for select post-training questions (e.g. “This program helped me to trust police”).

Data from the pre- and post-training survey forms have not previously been entered into a database or maintained for use in analyzing responses across program sites. Additionally, there were periodic changes to the survey forms, including the removal and addition of questions and changes in wording and rating scales. The inconsistency and lack of a central database limited data analysis, but did not eliminate the ability to compare at least some measures over time. As discussed in the next task section, we were able to analyze some prior program data and found improvement in measures of attitude amongst youth participants. Furthermore, changes to the data collection forms have been suggested and pilot tested.

Data Capacity Findings and Recommendations

Our assessment of the YPI program’s data collection capacity highlighted several strengths and weaknesses, which are described below. Overall, it appears that the program has an interest in data collection that could support an evaluation in the future; however, the data previously collected is not sufficient to measure all of the long-term outcomes desired by the program. Additionally, to obtain data measuring some of the desired outcomes, such as subsequent arrests and long-term experiences, the organization may need to begin developing additional relationships with the local police and community organizations that host the program.

Data Capacity Strengths

- The YPI program's interest in evaluation is illustrated by their development and implementation of pre/post survey forms.
- YPI is operated by a larger organization, NAFI, which has some database capacity and staff for organizing and entering data.
- Working relationships with police department partners opens the possibility of maintaining contact for long-term follow-up with police officers and collection of administrative records on youth participants.

Needed to Improve Capacity

- No database or electronic system currently exists for entering or maintaining data. Data collected on paper forms and site-level analysis has been restricted to tabulations on individual Excel spreadsheets.
- An examination of data previously collected by the program found that data has not always been collected consistently. For example, data forms have varied slightly across time and in some instances questions on pre- and post-training surveys did not match.
- A record-keeping system is needed. The examination of data forms found that some sites had missing forms.
- Data measures that are collected need to clearly align with anticipated outputs and outcomes.
- There is a need for longer-term data measures from both police and youth participants.

Additionally, if broad changes in community attitudes or behaviors are to be considered as outcomes, appropriate sources and measures will need to be identified. For example, the YPI program may wish to initiate discussions with participating police departments to collect data on youth crime and incidents before and after the training occurs. Capturing all the data necessary to track the program's desired outcomes will likely require the collection of information that cannot be obtained solely through participant surveys.

Findings from Task 4: Likelihood of Program Attaining Goals

Two approaches were taken in assessing the attainability of goals for the YPI program. First, a literature review was conducted to identify potential outcomes found in research on similar programs. Second, the data assembled during the assessment of data capacity was analyzed to determine what measures or indicators had been previously tracked by YPI, as well as whether the data provided any evidence of likely success. The potential outcomes identified through the research and analysis steps were then compared with the goals established by the YPI program.

Original Program Goals

The YPI program has expressed a wide range of desired goals. At the beginning of the evaluability study, YPI provided both a copy of their logic model (see appendix) and a listing of internal and public program goals (Paris, 2014). The following list summarizes the outcomes and impact listed in the logic model, as well as the goals stated by the program.

Logic Model Short-Term Goals

- Increased leadership skills for youth participants
- Increased youth-development skills for adult participants
- A coordinated community plan for positive youth development
- Increased “pro-social” opportunities for youth
- Decreased behavioral and emotional problems among involved youth

Logic Model Medium-Term Goals

- Decreased negative contact between involved youth and police
- Improved access to resources for participant youth and families
- Improved school performance amongst participant youth
- Increased positive parenting amongst involved youths’ families
- Increased volunteerism by participant youth
- Decrease in family conflict for participant youth

Logic Model Long-Term Goals

- Reduction in juvenile-involved violence
- Decrease in community crime and violence
- Decrease in referrals for participant youth
- Improved academic performance and graduation for participant youth
- Increased community functioning and orderliness

Stated and Internal Goals

- Provide youth and police with practical solutions to resolving conflictual interactions, allowing them to experience improved communications and understanding
- Provide youth with enhanced social skills to meet the challenges of intervention, de-escalation, and problem solving
- Ensure youth and police can identify the elements of successful police/citizen interactions
- Build empathy and sustainable relationships between at-risk youth and police officers
- Assist youth and police officers with developing and maintaining strong and positive communications
- Reduce rates of negative interactions among participants
- Create a “ripple” effect that influences attitudes toward the police and behaviors of youth and families

The goals from the original program logic model and from the informally stated goals differ from one another. The medium- and long-term goals expressed in the logic model tend to reflect broad desired outcomes, such as decreasing community crime and violence and increasing community functioning. Conversely, the stated and internal goals obtained from YPI staff represent more specific program outputs; for example, providing practical solutions to resolving conflictual interactions and reducing rates of negative interactions among participants. All of the YPI program's goals target desirable outcomes related to youth, police, and community; however, the scale and nature of each varies significantly. In the sections that follow, several different approaches are used to assess the reasonableness of the YPI program's current goals and to identify possible goal revisions that could lead to a greater likelihood of attainment in a future evaluation.

Goals and Outcomes of Other Programs for Youth and Police

One way to assess the reasonableness and likelihood of goal-attainment for the YPI program is through comparison with the goals and outcomes demonstrated by other programs that similarly involve training or bringing together both youth and police officers. Our search of programs and academic publications found that the number of programs with a similar approach of changing youth-police interactions and attitudes is quite limited, and none follow the same model as the YPI program. Still, we were able to identify several studies of programs similar to the YPI program that looked at multiple outcomes for youth and police participants. Although the specific measures used in each study varied, we classified the outputs and outcomes into three broad categories that should be applicable to the YPI program:

- **Ability changes.** In their evaluation of the Police Working with Youth program, Anderson, Sabatelli, and Trachtenberg (2007) examined youth changes in abilities related to four types: the ability to have empathy for others (social competencies), the ability to stand up for oneself (self-assertive efficacy), the ability to handle situations and resist peer pressure (self-regulatory efficacy), and the ability to build connections with others (social self-efficacy).
- **Knowledge changes.** In an evaluation of the Effective Police Interactions with Youth training, police officers' understanding of effective policing strategies was measured with a multiple item true-false test (LaMotte et al., 2010).
- **Attitude changes.** The most common measure of program-related change used in other studies is attitudinal shift. Examples include youth attitudes and stereotyping of police (Hopkins, 1992); youth perceptions of police legitimacy, police performance, and procedural justice (Hinds, 2009); police attitudes toward youth and on interactions with youth (LaMotte et al., 2010); and general attitudes of youth and police officers toward each other on elements such as trustworthiness, aggression, strength, racism, respectfulness, and laziness (Rabois & Haaga 2002; Hopkins, Hewstone, & Hantzi, 1992).

Findings from Similar Studies

To assess the likelihood that an evaluation can identify significant impacts resulting from the YPI program, a search was conducted to find academic literature or published evaluation studies on similar types of programs. Programs considered to be similar to YPI are focused on youth in a similar juvenile or teenaged population, involve either interaction with law enforcement, and have goals of reducing crime or improving citizen-police relations.

The findings from a review of research on similar programs suggest that not all of the original goals of the YPI program are attainable. The goals that focus on improving the attitude of police officers and youth toward each other are more focused and are more likely to be achieved; however, for other goals the evidence is either lacking or negative. None of the reviewed studies on programs focusing on youth-police relations have delved into measuring impacts on the community-level, such as city-wide reductions in violence or youth arrests, nor on more tangential outcomes, such as school performance. Some studies have looked at program impacts on youth abilities, such as improved social skills or conflict-solving capabilities, but have not found positive results. For example, a study of the Police Working with Youth program found no significant changes in the abilities of participating youth, despite the fact that most rated the experience as having been positive (Anderson et al., 2007).

Documented changes in the attitudes of both youth and police officers as a result of relatively short-term interventions were more common in the research literature, though not universal. Some of the reviewed studies used a pre- and post-test design, though many also employed a more rigorous experimental design with a control group for comparison. The approaches to measuring attitude varied, ranging from questions designed solely for the purpose of that study, to the use of established multi-item assessment scales.

Several studies identified improvements in attitude for both police officers and youth who had participated in similar programs, although the results did not necessarily persist or transfer beyond those immediately involved in the intervention. Rabois and Haaga (2002) used an eight-item Likert-type scale to measure attitude changes amongst participants in a police and youth athletics program and found mixed-positive results. Within the intervention, the police showed an improvement in attitude toward youth in the intervention, and the youth showed an improvement in attitude toward police in the intervention. However, the change in attitude did not shift to broader population groups. Only the police officers showed a significant improvement in attitude toward youth in general, while youth attitudes did not significantly improve toward the broader population of police officers not involved in the program.

Positive attitudinal changes were also found by LaMotte et al. (2010) in their study of the Effective Police Interactions with Youth training curriculum. The authors used a random control trial design to assign 301 police officers to either the training program or to a control group. They administered pre-test, post-test, and follow-up (5-7 months later) instruments containing 26 questions intended to measure attitude and knowledge. Differences between pre- and post-tests

for the training group were significant and positive on all seven items measuring attitude and on three of the seven items between the pre-test and the follow-up.

In another example, a study of the Youth-Police Liaison program looked at youth attitudes toward school liaison officers (police officers solely stationed in a school setting) following participation. The authors used a non-random control group design, with target-age students in each type of setting completing a detailed questionnaire at two points in time. Findings indicated that the study intervention was associated with a positive shift in youth attitude (Hopkins et al., 1992). Unfortunately, however, the change did not appear to persist over time, nor did it transfer to other types of police officers outside the school setting.

In general, existing studies show that measurable outcomes have been possible for similar programs, primarily in the realm of attitudinal change. While this is promising for the YPI program, it also suggests that some of the original goals of the program may not be attainable or measurable. Studies on other programs have stayed away from measuring broad outcomes at the community level and have produced mixed findings for sustained attitudinal gains. To align with the evaluations that have been conducted for similar programs with youth and police participants likely requires a realignment of program goals to focus on attitude, as well as the possible adaption of follow-up measurement tools to gauge persistence of change.

Discussion of Early YPI Studies

The YPI program has not undergone a formal, program-wide evaluation; however, there were two early attempts at describing possible program outcomes at the site-level. A brief description of each follows. Unfortunately, for reasons discussed below, neither study is able to offer evidence regarding the success or likelihood of goal attainment for the YPI program.

One study that attempted to address community-level effects was conducted in the Franklin Field housing development in Boston. The study looked at two desired outcomes: crime rates and youth attitudes. Using data from the Boston Police Department and the Boston Housing Authority, the study identified a 43.5% decrease in violent crime and a 57% percent decrease in drug offenses in the Franklin Field area between 2007 and 2010 (NAFI, 2011). While this is good news for Boston, the approach used in the study does not address what effect, if any, that the YPI program had on the local crime rate. On the plus side, the study did find an improvement in youth attitudes, which is in-line with our own analysis of YPI program pre/post survey data (discussed in the Preliminary Data Analysis section).

The major issue with the Franklin Field study was the absence of a methodology to isolate the causes of a local drop in crime from other changes in the crime rate that were occurring during the same time period. For example, according to the FBI (2010), violent crime steadily declined nationwide during the same time period, which reflected a larger societal trend that undoubtedly also occurred in Boston. Unfortunately, the study does not offer evidence that any of the change was caused by the program, as opposed to external factors such as other policing efforts taking

place at the time or the general national downward trend in criminal activity. As such, the findings of this study do not represent a rigorous or unbiased measure of outcomes from the YPI program.

An earlier study was also conducted in White Plains, NY; however, the 87 youth tracked for that study were part of the “Step Up” program, which specifically targets gang involved youth (Reducing Violent Crime, June 10, 2008). The local police commissioner provided congressional testimony regarding the positive effects of the YPI program (as well as the Step Up program and other efforts) and the improving conditions in the community (Reducing Violent Crime, June 10, 2008); however, the study presented no empirical evidence of effects caused solely by the YPI program. While it is clear that representatives of the White Plains community viewed the YPI program experience as being very positive, further research is necessary to verify and measure the impact of the YPI training as separate from other trends and program effects.

Preliminary Data Analysis

Another way to assess the likelihood of the YPI program attaining its goals is to conduct a preliminary analysis of available outcome measures using existing data. As discussed previously in the *Data Capacity* section, the YPI program has been collecting data on participants using a self-created series of pre- and post-training surveys. Although the surveys did not address all of the program’s goals, many questions on the pre- and post-training forms do measure potential outcomes such as change in attitude, knowledge, and behavior.

To gauge changes between pre- and post-surveys for program participants, data from the pre- and post-training survey forms were matched using name and site data, and entered into a database for analysis. In total, we were able to match pre and post forms for 144 youth and 42 police officers. Instances where the matching pre- or post-training form was missing, or where the information necessary for matching was incomplete or illegible, were excluded from the analysis. Although additional unmatched forms from both the pre- and post-training surveys could have been used to create slightly larger independent samples for each period, the analysis was limited to only the paired sample in order to minimize variance amongst a relatively small number of individuals. Additionally, it seemed likely that forms that were missing were not randomly excluded from the sample; for example, troubled youth who started but did not complete the program would have influenced the pre-training ratings, but not the post-training ratings. With future, larger-scale analyses it should be possible to compare survey ratings from the pre, post, and follow-up periods without requiring a paired analysis.

The survey items that were analyzed represent the most common questions, but do not encompass all questions asked to participants. The reason for this is that the data collection forms were changed over time; however, the questions selected for analysis represent the core questions and appear to capture a common concept. A simple measure of the reliability of the

questions suggests a strong-to-moderate relationship, based on a Cronbach's Alpha that ranged from 0.77 to 0.85 across the pre- and post-training responses for youth and police.⁴

Most of the survey items that were analyzed used a Likert-type scale to capture the participant's level of agreement with a statement about perceptions of youth or police officers. The scales are ordinal in nature (moving from strong agreement to strong disagreement) and are often compared through a standard means comparison. However, because the ratings scale is not necessarily evenly-spaced and the distribution in a small sample may violate assumptions of normality, a non-parametric test was used to determine ratings changes between the pre and post periods. For each item the number of respondents whose rating moved in a positive or negative direction was calculated and the Wilcoxon signed-rank test was used to test for significant differences in responses between the pre- and post-training responses.

Table 2 shows the shift in rating response for youth participants on 12 items that were common across the survey forms. All listed items illustrated a statistically significant difference in rating distribution between the pre and post surveys, with respondents mostly changing their ratings in a positive (or expected) direction. The change in ratings suggests that most youth participants experience a positive shift in their perceptions of police officers during the course of the YPI training program.

Two questions asked only on the post-training survey were also analyzed. As shown in Figure 1, when asked about whether "this program helped me trust police officers" the vast majority of youth indicated that they "strongly agree" or "agree" with the statement (N=116). The other question from the post-training survey asked youth whether they have had a positive interaction with a police officer in their school or neighborhood (Figure 2). A large majority concurred, although just over 30 percent stated that they had not had a positive interaction (N=85). It should be noted that the post-training survey is conducted at the last night of the program, which means that many youth may not have yet had a chance to recently encounter a police officer in a real-world situation outside of the program.

⁴ Cronbach's Alpha on 12 select items for the Youth forms: pre-training form=0.84, post-training form=0.89. On 10 select items for the Police forms: pre-training form=0.77, post-training form=0.81.

Table 2. Change in Ratings by Youth Participants

Question	Number of participants			p	N
	Positive	Negative	No change		
I believe Police Officers are mostly fair to the youth who live in my neighborhood	60	10	49	<0.001	119
I trust the officers who patrol my neighborhood	51	12	55	<0.001	118
I know one police officer who I would feel comfortable calling on	79	3	28	<0.001	110
I would consider a career in law enforcement	62	26	52	<0.001	140
I would consider participating in an activity that involved youth and police officers	64	15	56	<0.001	135
If I had a problem at school or in my neighborhood, I would feel comfortable asking a PO for help	79	15	46	<0.001	140
It is important to talk with POs when they are investigating a crime	54	29	54	0.002	137
Most POs are good and want to help	57	11	48	<0.001	116
I trust some police	27	4	14	<0.001	43
I know some cops I could trust with information about a crime	31	4	16	<0.001	51
I know the police who patrol my neighborhood	71	7	39	<0.001	117
I know at least on police officer I can trust in my city	33	1	19	<0.001	53

Note: P-value represents significance from Wilcoxon signed-rank test for difference in distribution.

Ns vary between questions because of nonresponse and differences between versions of survey forms.

Figure 1 Youth rating responses to post-training item on trust

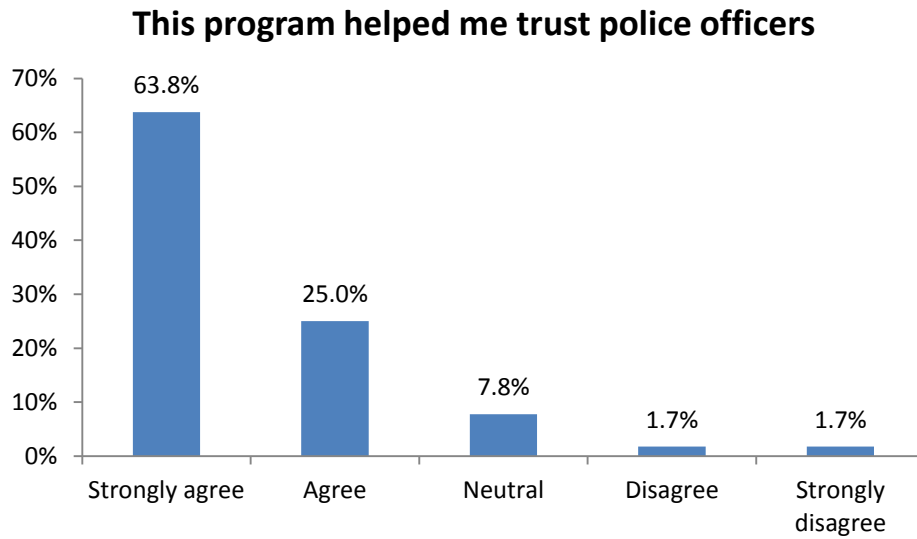
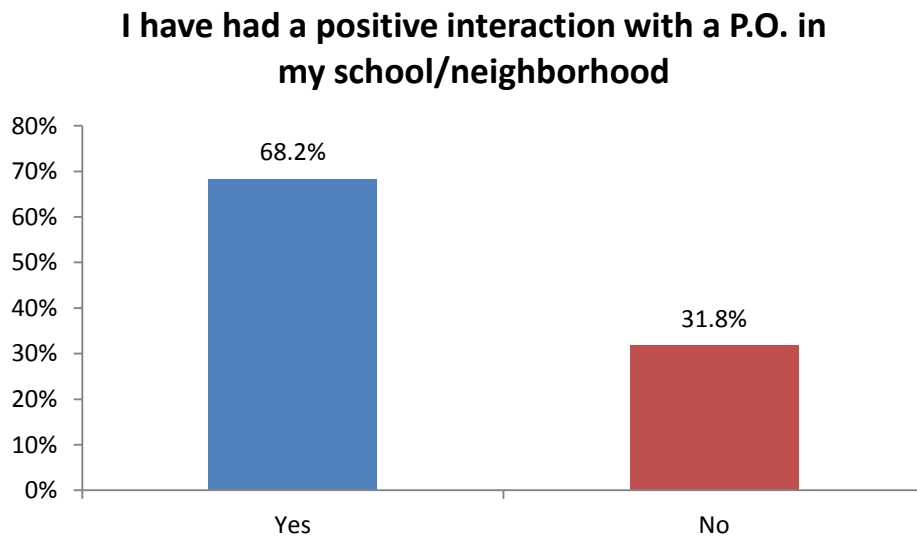


Figure 2 Youth yes/no responses to measure of interaction with police



A similar approach to that used for the youth was used to look at the data from the pre- and post-training surveys completed by police participants in the YPI program. The analysis found that the police officers are less likely than youth to change their agreement levels on statements measuring their attitudes. As shown in Table 3, most police officers did not change their agreement level between the pre- and post-training surveys. Only three statements (highlighted in bold) showed a statistically significant shift in ratings distribution. In all cases the majority remained unchanged.

Table 3. Change in Ratings by Police Officers

Question	Number of participants			p	N
	Positive	Negative	No change		
I have frequent contact with urban youth	5	3	34	0.76	34
I believe that it is important for youth and POs to participate in community activities together	5	3	34	0.71	34
I believe I am effective in deescalating situations with teens before needing to make arrests	6	2	18	0.15	26
I believe that the majority of urban youth are disrespectful	3	1	8	0.85	12
If activities with urban youth were offered in the city I would participate	10	5	27	0.19	42
I am familiar with the youth who live in the neighborhood I patrol	11	3	26	0.03	40
I believe that it is important to establish trust with teens in the area I patrol	3	0	22	0.08	25
I believe that most urban youth are involved in illegal activities	3	1	8	0.32	12
I believe that arrests and convictions have a longstanding negative effect on youth	12	3	27	0.03	42
I try to understand a youth's perspective	9	5	28	0.27	42
I try to avoid arresting youth if possible	4	0	8	0.05	12
The majority of youth with whom I interact are using substances	1	1	10	1.00	12
Establishing positive communications with youth is important to my job	14	3	25	0.001	42
I would be interested in mentoring a youth	8	3	31	0.13	42

Note: P-value represents significance from Wilcoxon signed-rank test for difference in distribution.

Note, for consistency statements where expected response is disagreement have reversed scales.

Ns vary between questions because of nonresponse and differences between versions of survey forms.

One of the reasons that the ratings by police officers were mostly unchanged is that the pre-training survey ratings given by police officers were generally positive (i.e. indicating agreement or disagreement in a theoretically expected manner) for most statements, which left less room for improvement and change during the course of the YPI program. Additionally, the number of survey forms for police officers was relatively small and the officers were only actively in the program for two days, leaving them little time to form new opinions or attitudes.

Table 4 illustrates the ratings provided by police officers for three statements about the program that were asked only on the post-training survey. A majority agreed with the statements, which reflects a positive experience with the YPI program.

Table 4. Police officer ratings on select post-training survey statements on the program

Question/statement	Rating of agreement level					N
	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	
This program helped teens develop trust with police officers	66.7%	20.0%	10.0%	3.3%	0.0%	30
I believe this program helped officers and teens start to build a positive relationship	66.7%	26.7%	3.3%	3.3%	0.0%	30
This program helped me to see some youth in a different and more positive way	63.3%	30.0%	3.3%	3.3%	0.0%	30

The Likelihood of Achieving Program Goals

Our multi-part assessment of the likelihood that YPI will achieve its program goals suggests that a future evaluation may struggle to identify measurable outcomes for the program’s larger and more ambitious goals, such as decreasing overall levels of community violence, impacting academic performance, or instilling broad new skill sets in youth. Outcomes such as reductions in delinquent or violent behavior for youth or changes in policing behavior take time to occur and can be difficult to conclusively attribute to a small program. Additionally, when the program operates only a few training sessions in a community, it will lack the scope to move broad city- or county-wide indicators, no matter the impact on participants.

On the other hand, the assessment suggests that goals associated with improving attitudes should be both measurable and attainable. Studies of similar programs have found significant changes in measures of both youth and police attitudes. The preliminary analysis of data already collected by the YPI program also indicates that a shift in attitudes and perceptions has occurred amongst past youth participants.

The likelihood of attaining other key outcomes related to individual behaviors and experiences, such as reductions in negative interactions between youth and police, unfortunately remains unknown. The program did not previously collect long-term data on the police encounters or criminal records of participants, so it was not possible to conduct any preliminary analyses. Research on similar programs has generally not found sustained changes in behaviors or skill adaptation; however, none has looked at the same measures that will be relevant to the YPI program.

Findings from Task 5: Why an evaluation will or will not help the program and its stakeholders

For an evaluation to be worthwhile, the results should be useful to multiple program stakeholders regardless of the ultimate findings. To assess the value or “helpfulness” of a potential evaluation, we looked at how the findings could be used by each of three major stakeholder groups: the program itself, the communities that host the program, and the larger field of juvenile justice. This section briefly discusses the benefits, and possible risks, of an evaluation.

Conducting a rigorous evaluation offers some clear benefits to the YPI program. Based on discussions with program staff, as well as the observed previous uses of the pre/post training survey data, it is known that evidence of program success is desired for promoting the YPI model. An evaluation could be useful as a way of showing the value of the program, provide an estimate of its impact on participants or the community, and offer evidence regarding whether or not to change key aspects of the program. Additionally, positive evaluation findings could help build both financial and political support for the YPI program. However, there are also potential downsides to consider. For example, evaluations can be costly and labor-intensive. Also, while findings of small or negative outcomes can potentially help programs to identify important changes, they may also be seen as politically damaging.

For the communities that host and support the YPI program, the obvious benefit of an evaluation is the potential for developing evidence that their investment will address their community’s needs and produce results. Positive evaluation results can benefit communities by providing evidence of effectiveness, which may be necessary for gaining political support from community leaders. On the flip side, however, communities also face some risk from an evaluation, since negative or inconclusive results could be used to suggest that they have invested resources in an ineffective program.

Finally, for the broader field of stakeholders interested in juvenile justice, the primary benefit of an evaluation of the YPI program is to determine whether or not the model is effective and ready for wider adoption. The National Institute of Justice Office of Justice Programs⁵ has begun to use evaluations to rate justice programs and practices as being either effective, promising, or having

⁵ For more information, see <https://www.crimesolutions.gov/>

no effects—an approach that will potentially impact what programs are adapted and funded in the future. Additionally, stakeholders from the academic and government sectors⁶ also confirmed the importance of both rigorous evaluation and the use of concrete outcome measures in their own decisions regarding what programs should be implemented and funded.

Conclusions and Recommendations to Prepare for Evaluation

The five-step evaluability study of the YPI training program revealed several issues that should be addressed before conducting a full-scale summative evaluation. First, some of the YPI goals associated with community level change may be overly ambitious, challenging to achieve, and difficult to measure. Similar programs have measured outcomes related to more focused goals, such as changes in attitude. Second, an analysis of data collected by the YPI program revealed that the measures and time-period of collection used in the past were both limited and short relative to the outcome goals of the program. Suggested modifications to the data collection process are discussed later in this section.

Suggestions for Program Goal Modifications

The YPI program has expressed many goals for its activities, ranging from specific local goals such as instilling leadership skills in participating youth, to broad and ambitious goals such as reducing community violence and crime. An examination of other, similar programs that had undergone research on outcomes found results associated primarily with the areas of attitudinal change and individual behaviors. To address this, we have suggested a revision of the YPI program's goals. The new goals should be measurable and more reflective of the theory and program activities that take place during the training. The suggested goals are:

Suggested Immediate-to-Short-Term Outcome Goals

- Measurable change in attitude of youth toward police following program participation
- Measurable change in attitude of police toward youth following program participation
- Participants report and demonstrate grasp of techniques learned in program for handling youth-police interactions
- Participants report positive views on YPI program experience

Suggested Medium-to-Long-Term Goals

- Sustained youth and police participant attitude changes over a longer time period
- A reduction in the number of negative interactions between the youth who participated in the program and all police
- An increase in positive interactions for both youth and police participants
- A reduction in the likelihood of criminal involvement for youth who participated in the program

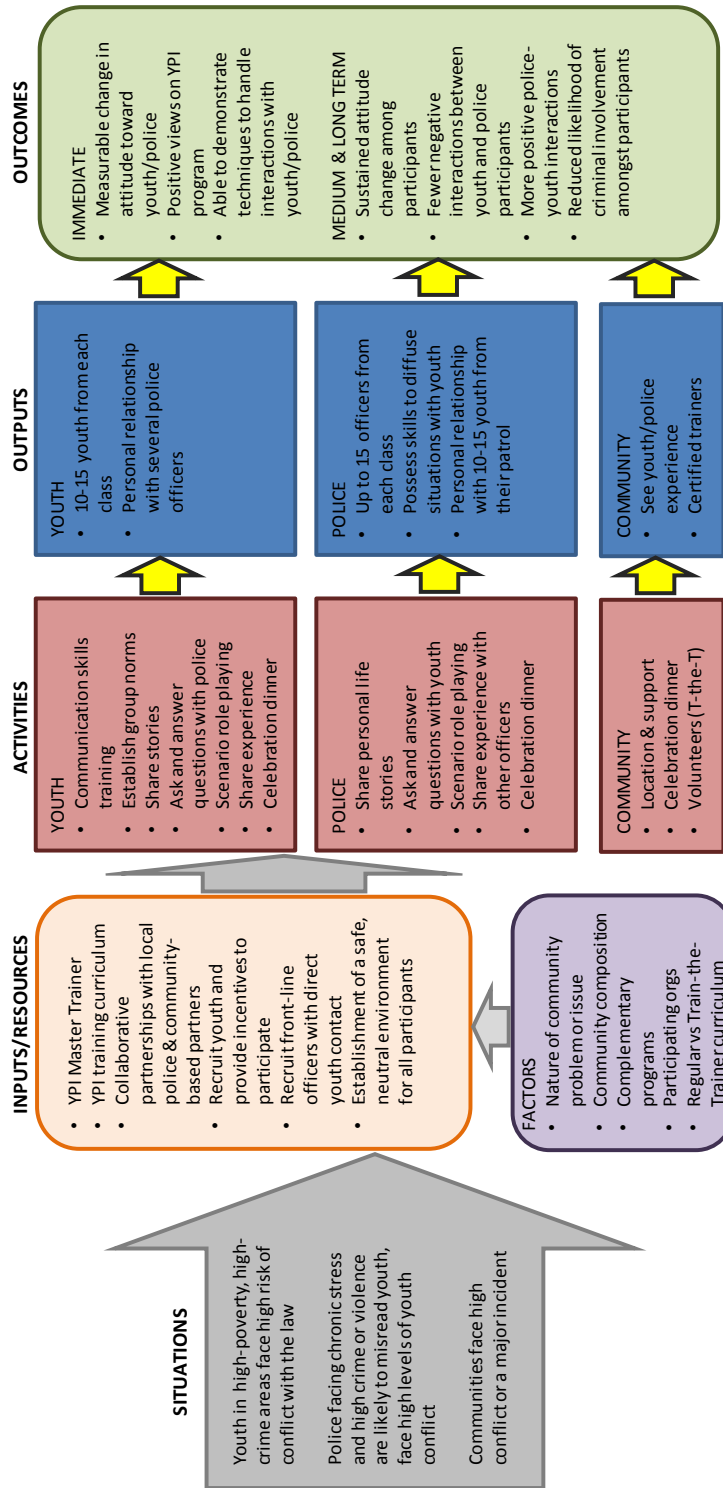
⁶ Based on informal discussions with the advisory panel.

It is also suggested that the YPI program eliminate goals that are not directly tied to their core activities or that are not likely to be measurable and attainable given the scope of the program. For example, the prior goals of improving school performance, increasing positive parenting, increasing youth community volunteerism, and decreasing family conflict, although admirable, are not directly addressed by the core activities that occur during YPI training. As observed during YPI training sessions, the program activities are highly focused on teaching youth self-control and interaction skills, along with creating scenarios for youth-police interaction and learning. Program activities do not address academic performance and only briefly address the community (during the celebration dinner).

A second recommendation is to drop goals requiring measurement of an impact that is likely beyond the scope of the program. For example, the goals of 1) decreasing community crime and 2) increasing community functioning and orderliness may be extremely difficult to attain during a reasonable timespan. One major issue is the limited scope of the YPI program; assuming a typical class size of around 12-15 youth and slightly fewer police officers, it will take years of training to reach enough participants to where a change in their behavior could be observed in community-level crime statistics.

One possible approach to understanding how the YPI program works and what outcomes it might expect to achieve is through revising the logic model. A logic model is simply a visualization of the problem, theory, actions, and outcomes of a program or policy. To assist the YPI program with streamlining its goals and preparing for a future evaluation, a new logic model was created, which reflects the current program as observed during the study and a recommended set of focused and obtainable outcome goals. Figure 3 illustrates the new draft-version of the logic model for observed functioning of the program and its likely outcomes.

Figure 3 Revised logic model



Suggestions for Modifications to Program Data Collection

In order to help ensure that the YPI program is able to collect the data necessary for a future evaluation, modifications were suggested for both the process of data collection and the forms used to collect information from participants. First, the pre- and post-training questionnaires that were being used by YPI to survey youth and police officers were each examined on a question-by-question basis. The purpose was to refine each survey so that the questions were theoretically linked to measures of the new list of suggested outcomes. For each question/item, we recommended keeping, modifying, or eliminating it, along with a justification for the recommendation. Documentation of the process and recommendations is included in the Appendix.

Second, to help ensure that the data collected includes rigorous, valid measures of attitude concepts, we searched the academic literature for established scales and other measurement approaches that could be added to the YPI survey forms. For the Youth instrument, two additions were then identified: a seven-item scale to serve as an overall measure of juvenile attitudes toward police (Wu, Lake, & Cao, 2013) and four specific questions intended to capture perceptions of police priorities, respectfulness, dependability and competence (Flexon, Lurigio, & Greenleaf, 2009).

The aforementioned seven-item scale provides a composite measure of attitudes toward police that has previously been used by many researchers in a similar form for both theoretical research and program evaluations (see for example Webb & Marshall, 1995; Esbensen & Osgood, 1999; Taylor, Turner, Esbensen, & Winfree, 2001). The addition of the seven-item scale to the Youth survey forms will add an established measure of attitude and also potentially allow for future comparisons with other evaluations of attitudinal change amongst adolescents. Similarly, the four questions from Flexon et al. (2009) will add an established measure of concepts of youth perceptions of police professionalism that were not directly addressed by the old forms.

For the Police survey instrument, we were unable to identify a recommended scale or set of questions from the literature. Instead several new questions were developed to capture additional aspects of the attitudes of police participants. In general, established measures of police attitudes toward the citizens they serve or the work they perform are less common. Several examples of police attitude measurement were identified and reviewed for this study, but none dealt directly with perceptions of or attitudes toward youth and many were dated. As such, they were not recommended for inclusion in the YPI police questionnaire forms. Examples include Dynes, Quarantelli, and Ross' (1974) examination of police perspectives following a college campus incident, a Likert-type scale on attitudes and relationships (Kelly & Farber, 1974), a six-item scale on police attitudes developed by Lasley, Larson, Kelso, and Brown (2011), and a scenario question approach used to measure police handling of a hypothetical situation with youth (Schuck & Rosenbaum, 2011).

In addition to modifying the pre- and post-training forms used by the YPI program, we also recommend the implementation of a third survey that would follow up with participants approximately three months after program participation. The pre/post training measures on the original forms do not capture whether any attitude change is sustained over time, or whether or not there is a change in the interactions or behavior of participants. A follow-up survey will address the YPI program's outcome goals by capturing another point of post-training measurement on whether change has been sustained over time. The new follow-up forms will capture the same data measures as the earlier forms, but look at possible change over time. Samples of the new follow-up data forms are included in the Appendix.

Piloting of New Forms

The new forms developed for the YPI program were pilot tested during the sessions that took place in Albany (previously described in the section on observation). For the youth, a total of 13 pre-training surveys were completed and nine post-training surveys were completed, representing all youth participants during the first night and at graduation. For the police, five pre-training surveys and six post-training surveys were completed, which was less than the number of observed police participants. Due to time constraints the follow-up surveys (to be conducted three months after the program) were not completed prior to the time of this report.

In general, all of the participants, both youth and police, completed all of the rating questions on the new forms during the pilot testing. Two of the youth selected "strongly disagree" for every response (on both the pre and post forms), which suggests that they did not read the questions or intend to fully participate, since the responses were illogical and conflicting in attitude. The open-ended questions on the post forms were less consistently responded to by both youth and police participants. The open-ended questions are not essential to a future summative evaluation of the YPI program, but could provide feedback on the participants' needs and enjoyment of specific aspects of the program model.

Finally, a preliminary analysis of the data from the Albany site was conducted in order to see if there were similar patterns to the improvement seen during the analysis of data from the old YPI forms. For the rating questions, two analysis approaches were possible: means testing or chi-square. It was not possible to use the approach used in the preliminary analysis of the existing data, since the new forms no longer capture the identifying information necessary for pairing the data. The use of means testing (the classic t-test) is common and has previously been used in the analysis of the new questions that were added to the forms from existing scales developed by outside researchers; however, this approach requires the assumption that the agreement ratings are evenly spaced and normally distributed. An alternate approach is the chi-square test, which assumes that each rating is nominal and tests for differences in the distribution of responses. Both analyses were applied to the agreement rating questions for both the youth and police responses in Albany.

The analysis of data from the pilot test of youth forms revealed few findings of interest. Only one survey question (#11 “If I had a problem at school or in my neighborhood, I would feel comfortable asking a police officer for help) showed a statistically significant shift in response as measured by both the t-test and chi-square analyses. The attitudinal change was in the expected direction (i.e. increased agreement with the statement) and suggests that the youth participants gained some comfort with police officers during the program.

The analysis of the police data from the pilot test found no statistically significant change in responses between the pre- and post-training surveys. It was unlikely that any difference would be identifiable given the small size of the response group. The individual survey responses also seem to suggest that the police participants simply enter the program with more positive attitudes in general.

In addition to the questions on attitude and the open-ended questions, the post-training surveys also queried both youth and police participants about their general satisfaction with the program. On the five questions covering the program experience, nine of the 10 youths responded, with a majority rating their experience on each aspect of the program as being either “good” or “excellent.” The police participants rated the program highly as well; all six respondents rated the four aspects of their program experience as being either “good” or “excellent.”

The pilot test of the new pre- and post-training survey forms provides some evidence that the new data collection instruments should be effective at collecting the desired data on participant attitudes as they are implemented at other YPI program sites in the future. There were no apparent problems with item non-response or participant comprehension. Although the analysis of the data from the pilot was too small in number to reveal many statistically significant results, the responses generally followed expected patterns of change and suggest that the new measures will be able to capture attitudinal change in the future. The follow-up survey instrument remains to be field tested, however, and will play a crucial role in collecting medium-term outcomes for both the youth and police participants.

Closing Thoughts and Summary

This evaluability assessment generally indicates that the YPI program can be ready to undergo an evaluation with some modifications to its current practices. The major things needed for the program to be ready for evaluation are as follows:

- Refocus the program logic model and outcome goals to be concrete and measurable.
- Collect and save consistent data on program participants over a longer period of time.
- Build data collection requirements into the relationships that the YPI develops with communities.

The YPI program also has many strengths that will help them to prepare for and engage in evaluation. The following are key elements of evaluability that were identified during the study.

- The preliminary data analysis indicates evidence of change in one key outcome measure, attitudes toward police, over the course of program participation.
- Similar programs have been able to successfully identify significant changes in youth attitudes through research and evaluation studies.
- Actual program implementation exhibited high fidelity with the expected implementation during observation.
- The YPI program has experience collecting data and demonstrates an interest in undergoing evaluation.

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APPENDIX

Advisory Group Members

- Amy Barasch, JD – CHSR Researcher and IPV expert
- Kevin Connolly – Retired Albany PD Officer and Private Investigator
- Jacquelyn Greene – Director of Juvenile Justice Policy, NYS DCJS
- Grace O’Conner – Program Manager, Schenectady County Youth Bureau
- Rob Warden, PhD – Director of the Finn Institute and University at Albany Associate Professor

APPENDIX: Table A-1

	Baltimore, MD	Boston, MA	White Plains, NY
Approximate date of program operations	2004-2005	2005-2006	2006-2008
Connection or cause of interest in program	General interest in training	General interest in training	Contacted when city was facing specific issues in downtown accompanying urban renewal
Geographic area of focus	City-wide	City-wide	Partial neighborhood focus: Winbrook Public Housing Development
Location and type of organization(s) where program operated	Police training facility	Police Academy	Housing development with WP Youth Bureau
Source and recruitment of police officers	Two groups: new officers in training and officers in a training program because of complaints	New recruits from training academy	Training was provided to all front-line officers who work in the downtown area
Source and recruitment of youth	Youth already involved with other NAFI programs and a youth residential program; the target here was "at-risk" kids and those who already had criminal justice contact; separate groups of male & female youth	NAFI programs with adjudicated youth	Kids from the Winbrook Housing Authority and recruitment through Youth Bureau; groups were separated by gender
Number trained	Police: around 200 new recruits and 35 from complaint program; 300 youth	60 police and 25 youth	About 100 Police, most of department; youth 120+
Average training group size	10 to 12 boys or girls and 10 to 12 youth	30 police, 15 kids	12-15 youth, same no. of police
Extent of training provided	Focus on community policing and intervention skills; communication skills for youth and police	Focus on community policing and intervention skills; communication skills for youth and police	Trust building between beat cops and kids in neighborhood they patrolled; improved communication
Change from prior YPI sessions?	Beginnings of YPI program	Beginnings of YPI program	Yes, first time focusing on beat officers and on specific neighborhood

APPENDIX: Table A-1

	Yonkers, NY	Mt. Vernon, NY	Port Chester, NY
Approximate date of program operations	2007-2008	2007-2010	2008-2011
Connection or cause of interest in program	Local interest and connection through other training via Pace University having a contract with Yonkers Police Commander for training services	Personal connection and interest of individuals in Youth Bureau	Mayor contacted program because of troubled relations with Hispanic and Latino youth in the community
Geographic area of focus	Primarily neighborhood area around community center	Multiple neighborhoods	Multiple neighborhoods
Location and type of organization(s) where program operated	Westhab Community Center	Youth Bureau; centers and a church	Community centers
Source and recruitment of police officers	General recruitment of beat officers	General recruitment of beat officers; first group of separate female officers	Chief
Source and recruitment of youth	Mostly those who had been attending community center, but a few from other areas; first site in which boys and girls were present in the same group	Kids involved with or identified by the Youth Bureau; separate youth groups by gender	Worked with the high schools
Number trained	100 youth, 90 officers	72 kids/60cops	150 kids/100 officers
Average training group size	15/15	12 kids/10 cops	12 kids/10 cops
Extent of training provided	Trust building between beat cops and kids in neighborhood they patrolled; improved communication	Trust building between beat cops and kids in neighborhood they patrolled; improved communication	Trust building between beat cops and kids in neighborhood they patrolled; improved communication
Change from prior YPI sessions?	Minor: community center focus instead of broader geography (i.e. city, neighborhood)	A specific group of female officers and sessions with female youth and female officers (previous groups of officers did include some females)	No

APPENDIX: Table A-1

	Rockland Co., NY	Nyack, NY	Haverstraw, NY
Approximate date of program operations	2009	2009-2010	2009-2010
Connection or cause of interest in program	Personal connections and interest because of work in nearby communities	Personal connections and interest because of work in nearby communities	Personal connections and interest because of work in nearby communities
Geographic area of focus	Primarily neighborhood area around community center	Primarily neighborhood area around community center	Primarily neighborhood area around community center
Location and type of organization(s) where program operated	Community centers	Community centers	Community centers
Source and recruitment of police officers	community centers, police, schools	community centers, police, schools	community centers, police, schools
Source and recruitment of youth	community center groups and court	community center groups and court	community center groups and court
Number trained	60 kids/40 cops	30 kids/25 cops	30 kids/25 cops
Average training group size	15 kids/10 cops	12 kids/10 cops	15 kids/10 cops
Extent of training provided	Trust building between beat cops and kids in neighborhood they patrolled; improved communication. T the T included	Trust building between beat cops and kids in neighborhood they patrolled; improved communication	Trust building between beat cops and kids in neighborhood they patrolled; improved communication
Change from prior YPI sessions?	T the T curriculum	No	No

APPENDIX: Table A-1

	Boston, MA (revisit)	Providence, RI	Hartford, CT
Approximate date of program operations	2008-2013	2008-2011, 2014	2008-2011
Connection or cause of interest in program	Interest in revisit because of rising violence problems in community--also a personal tie	Housing Board was interested in association with development projects	Connection through Youth Bureau
Geographic area of focus	Two housing developments and a community center in Mattapan	Housing developments across the city	Community centers across the city and a middle school
Location and type of organization(s) where program operated	Franklin Field housing dev in Dorchester, Bromley Heath in Roxbury and Mildred Center in Mattapan	Housing dev rec rooms	Community centers, schools and churches
Source and recruitment of police officers	Recruitment of beat officers from target districts	Recruitment of beat officers from target districts	Recruitment of beat officers from target districts
Source and recruitment of youth	Youth living in Franklin Field and Bromley Heath Housing Devs. Youth attending the Mildred Community Center in Mattapan	Youth living in housing developments; later neighborhoods focus	Community center groups and court
Number trained	200 kids/ 150 cops	75 kids/75 cops; returned and ongoing later with standard class sizes	100 kids/100 cops
Average training group size	12 kids/10 cops	12 kids/10 cops	12 kids/10 cops
Extent of training provided	Trust building between beat cops and kids in neighborhood they patrolled; improved communication	Usual Youth-Police curriculum, followed by all youth attending the Youth Leadership Academy program; some later sessions standard with no YLA	Trust building between beat cops and kids in neighborhood they patrolled; improved communication
Change from prior YPI sessions?	No, standard YPI in community	Yes, was first place to try combination of YPI training with the Youth Leadership Academy	No

APPENDIX: Table A-1

	Bridgeport, CT	Indianapolis, IN	Bermuda
Approximate date of program operations	2012	2010-2011	2011-2014
Connection or cause of interest in program	Personal connections with Jim and familiarity with work of YPI in area	Chief was formerly with White Plains and was familiar with YPI	Cold called Police Commission who had gang issues
Geographic area of focus	Public housing developments	Multiple neighborhoods	
Location and type of organization(s) where program operated	Housing developments		Community centers
Source and recruitment of police officers	Recruitment of beat officers from target districts	Recruitment of beat officers from target districts	Recruitment of beat officers from target districts
Source and recruitment of youth	Public housing and community groups	Community center groups and court	School
Number trained	60 kids/50 cops	60 kids/50 cops	45 kids/40 cops
Average training group size	15 kids/10 cops	15 kids/10 cops	15 kids/10 cops
Extent of training provided	Trust building between beat cops and kids in neighborhood they patrolled; improved communication	Youth-Police curriculum plus train-the-trainer sessions	Youth-Police curriculum plus train-the-trainer sessions; possibility of YLA but still ongoing
Change from prior YPI sessions?	No	Yes, gender-specific sessions; local officers trained to be trainers (T the T)	T the T curriculum

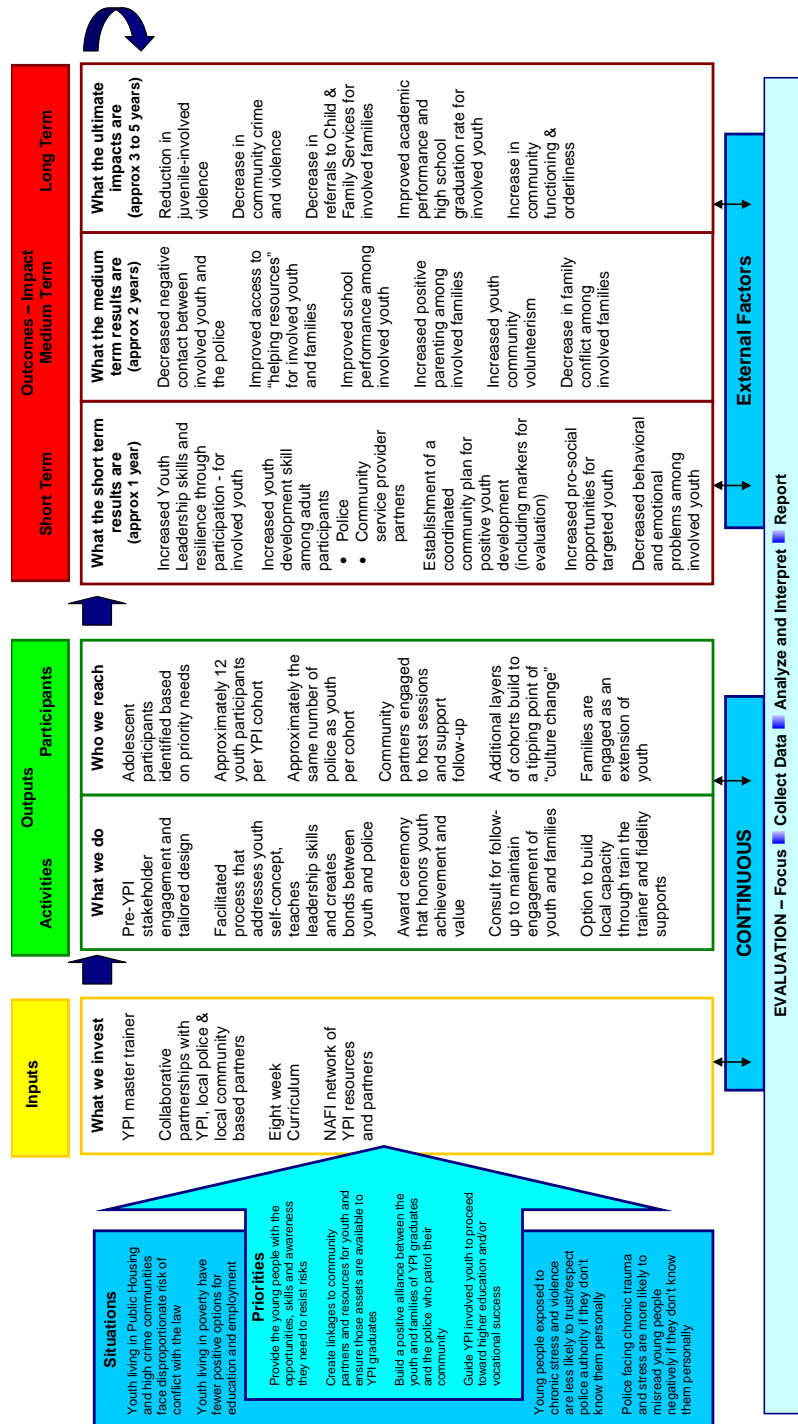
APPENDIX: Table A-1

	Belize	Yonkers, NY	Newburgh, NY
Approximate date of program operations	2011-2012	2013-	2013
Connection or cause of interest in program	Personal Connection to AID organization and procurement		Having problems in community and approached YPI--program recommended to Newburgh by personal contact who ran YPI in White Plains
Geographic area of focus	Belize City	City-wide	
Location and type of organization(s) where program operated	Community centers	Community center (YMCA) and school	Community centers
Source and recruitment of police officers	Recruitment of beat officers from target districts	Recruitment of beat officers from target districts	Recruitment of beat officers from target districts
Source and recruitment of youth	Police and community groups		Community center groups
Number trained	30 kids/30 cops	Ongoing	75 kids/60 cops
Average training group size	15 kids/10 cops		15 kids/10 cops
Extent of training provided	Youth-Police curriculum plus train-the-trainer sessions; possibility of YLA but still ongoing	Youth-Police curriculum plus train-the-trainer sessions	Youth-Police curriculum plus train-the-trainer sessions
Change from prior YPI sessions?	T the T curriculum	T the T curriculum	No

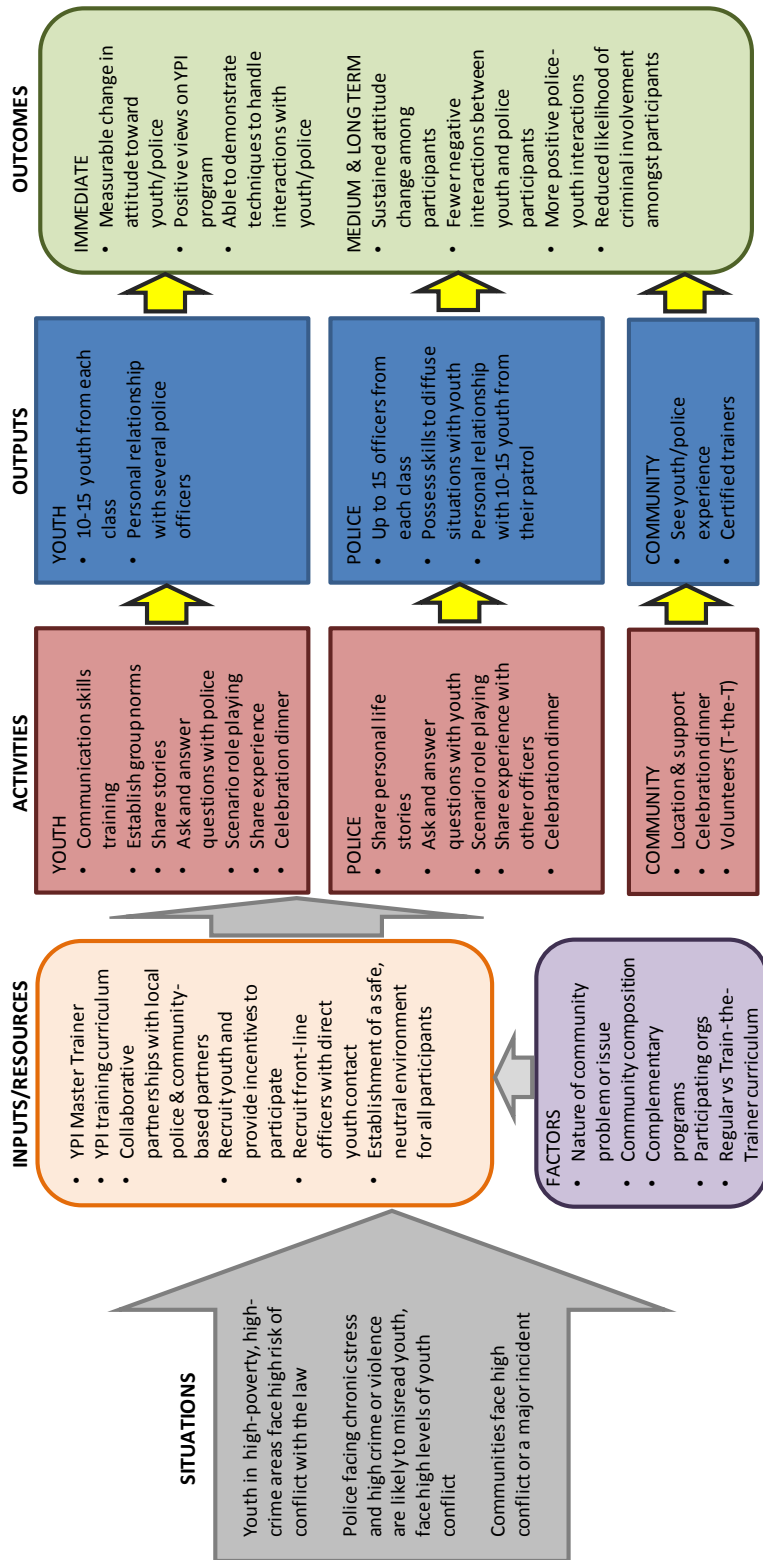
APPENDIX: Table A-1

	Spokane, WA	Albany, NY	Philadelphia, PA
Approximate date of program operations	2014	2008, 2014	2014
Connection or cause of interest in program	Another personal connection via a police chief who formerly worked in NY	Ran previously and restarted in 2014. Program recommended to Albany by personal contact who ran YPI program in White Plains	Program recommended to Chief--went through procurement process
Geographic area of focus		City-wide	Housing Developments
Location and type of organization(s) where program operated	Community center/church	Community centers	Housing developments on South Side
Source and recruitment of police officers	Recruitment of beat officers from target districts	Recruitment of beat officers from target districts	Recruitment of beat officers from target districts
Source and recruitment of youth	community center groups and court	community center groups and court	public housing and community groups
Number trained	15 kids/15 cops	Upcoming	30 kids/30 cops (expected)
Average training group size	15 kids/10 cops	15 kids/10 cops	15 kids/10 cops
Extent of training provided	Train the trainer in January 2014	Trust building between beat cops and kids in neighborhood they patrolled; improved communication.	Trust building between beat cops and kids in neighborhood they patrolled; improved communication.
Change from prior YPI sessions?	No	Conducting T the T curriculum in 2014	No

Original YPI Logic Model



Suggestion for New YPI Logic Model



**YOUTH AND POLICE INITIATIVE
PRE-TEST QUESTIONNAIRE YOUTH**

NAME:

AGE:

CITY OF RESIDENCE:

RACE: *(please circle one)*

-AFRICAN AMERICAN

-HISPANIC

-CAUCASIAN

-BI-RACIAL

-ASIAN

-OTHER: _____

1. I have experienced a positive interaction with a police officer in my neighborhood/school.

YES

NO

2. I have witnessed a violent event in my lifetime.

YES

NO

3. I know someone who owns a gun.

YES

NO

4. I know someone who is part of a gang.

YES

NO

5. I have been arrested in the last 6 months

YES

NO

6. I am passing all of my classes.

YES

NO

7. I am currently on Probation.

YES

NO

8. I have skipped a class this month.

YES

NO

9. I have considered joining a gang.

YES

NO

APPENDIX – Sample original YPI survey forms

Please check the box that describes your opinion	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I believe Police Officers are mostly fair to the youth who live in my neighborhood.					
I trust the officers who patrol my neighborhood					
I know one Police Officer who I would feel comfortable calling on or asking for help					
I would consider a career in law enforcement					
I would consider participating in an activity that involved youth and police officers in my neighborhood.					
If I had a problem at school or in my neighborhood, I would feel comfortable asking a Police Officer for help.					
It is important to talk with Police Officers when they are investigating a crime.					
Most Police Officers are good and want to help.					
I trust some police					
I know some cops I could trust with information about a crime.					
I know the Police who patrol my neighborhood.					
YPI training helped me understand why police officers do certain things on the job					
I know one Police Officer who I can trust in my city.					
This program helped me to trust Police Officers					

YOUTH AND POLICE INITIATIVE POST-TEST QUESTIONNAIRE YOUTH
--

NAME:	AGE:
CITY OF RESIDENCE:	
RACE: <i>(please circle one)</i>	
<ul style="list-style-type: none"> -AFRICAN AMERICAN -HISPANIC -CAUCASIAN -BI-RACIAL -ASIAN -OTHER: _____ 	

Please check the box that describes your opinion	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I believe Police Officers are mostly fair to the youth who live in my neighborhood.					
I trust the officers who patrol my neighborhood					
I know one Police Officer who I would feel comfortable calling on or asking for help					
I would consider a career in law enforcement					
I would consider participating in an activity that involved youth and police officers in my neighborhood.					
If I had a problem at school or in my neighborhood, I would feel comfortable asking a Police Officer for help.					
It is important to talk with Police Officers when they are investigating a crime.					
Most Police Officers are good and want to help.					
I trust some police					
I know some cops I could trust with information about a crime.					
I know the Police who patrol my neighborhood.					
YPI training helped me understand					

APPENDIX – Sample original YPI survey forms

why police officers do certain things on the job					
I know one Police Officer who I can trust in my city.					
This program helped me to trust Police Officers					

Comments (positive or negative)? _____

YOUTH AND POLICE INITIATIVE PRE-TEST QUESTIONNAIRE- POLICE

NAME: EMAIL ADDRESS: MAILING ADDRESS: TITLE/RANK: CITY: DISTRICT: NUMBER OF YEARS OF SERVICE IN THE POLICE DEPARTMENT:
--

Please check the box that describes your opinion	Strongly Agree	Agree	Disagree	Strongly Disagree
I have frequent contact with urban youth.				
I believe that it is important for youth and police officers to participate in community activities together.				
I believe that the majority of urban youth are disrespectful to authority.				
If activities/events with urban youth were offered in the city, I would participate.				
I am familiar with the youth who live in the neighborhood that I patrol.				
I believe that most urban youth are involved in illegal activities.				
I believe that arrests and convictions have a longstanding, negative effect on youth.				
I try to understand a youth's perspective when faced with a situation involving teens.				
I try to avoid arresting youth if possible.				
The majority of youth with whom I interact are using substances.				
Establishing positive communication with urban youth is important to my job.				
I would be interested in mentoring a youth in the city in which I work.				

APPENDIX – Sample original YPI survey forms

Please share any additional comments:

YOUTH AND POLICE INITIATIVE POST-TEST QUESTIONNAIRE- POLICE
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NAME: EMAIL ADDRESS: MAILING ADDRESS: TITLE/RANK: CITY: DISTRICT: NUMBER OF YEARS OF SERVICE IN THE POLICE DEPARTMENT:
--

Please check the box that describes your opinion	Strongly Agree	Agree	Disagree	Strongly Disagree
I have frequent contact with urban youth.				
I believe that it is important for youth and police officers to participate in community activities together.				
I believe that the majority of urban youth are disrespectful to authority.				
If activities/events with urban youth were offered in the city, I would participate.				
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The majority of youth with whom I interact are using substances.				
Establishing positive communication with urban youth is important to my job.				
I would be interested in mentoring a youth in the city in which I work.				

APPENDIX – Sample original YPI survey forms

Please check the box that describes your opinion	Strongly Agree	Agree	Disagree	Strongly Disagree
Since participating in YPI I have had positive contact with at least one youth.				
Since participating in YPI I have been able to resolve a situation with a former YPI youth in a positive manner.				
Since participating in YPI I have participated in a community event/activity with youth in the city in which I work.				

Please share any additional comments:

APPENDIX – New draft survey forms

The following forms were drafted for YPI to use in future pre, post, and follow-up trainings of program participants.