

Community Engagement in the State Courts Initiative:

Texas

Public Engagement Pilot Project

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Note:

Portions of the information in this report are available online as part of the NCSC's Community Engagement Toolkit.

See <https://www.ncsc.org/engage>

Acknowledgments

This report is one of a series of reports produced to provide a record of the activities, materials, and results achieved by the Public Engagement Pilot Project (PEPP) sites involved in the pilot phase of the Community Engagement in the State Courts Initiative (Initiative). This phase and the entire project would not have been possible without the generous support of the State Justice Institute (SJI).

The Public Engagement Pilot Initiative is a collaboration between the [National Center for State Courts](#) (NCSC) and the [University of Nebraska Public Policy Center](#) (NUPPC), with assistance from [Michigan State University](#) researchers [Joseph A. Hamm](#) and [John Ropp](#). The pilot phase was overseen by a Steering Committee drawn from members of the Advisory Board on Community Engagement in the State Courts. These members are listed on the following page. The Conference of Chief Justices (CCJ) convened the Initiative in partnership with the National Consortium on Racial and Ethnic Fairness in the Courts (Consortium) with support from the National Center for State Courts (NCSC). We extend our deep appreciation to CCJ, the Consortium, and NCSC for their vision and dedication to this vital effort.

After a nationwide call for proposals, six public engagement pilot projects were selected out of a significant number of proposals. Following the kickoff convened at the National Science Foundation in Washington, D.C. on February 25, 2019, the PEPP teams received resources and support from the NCSC/NUPPC implementation team. The PEPP sites worked both individually and collaboratively with the other sites and NCSC/NUPPC to engage their communities, while also advancing understanding of how courts can best engage the public to overcome social inequities and bias and build trust. We hope the efforts of these individual PEPP sites serve as blueprints for courts across the nation.

The six pilot sites are (in alphabetical order):

- Franklin County, Ohio Municipal Court
- Kansas City, Missouri Municipal Court
- Administrative Office of the Massachusetts Trial Court
- Nebraska Supreme Court Office of the State Court Administrator
- Puerto Rico Judicial Branch
- Texas Office of Court Administration

Future Work

We are committed to assisting court leaders in their community engagement and public trust efforts. To discuss future work and for more information about the Community Engagement in the State Courts Initiative, please contact Jesse Rutledge at jrutledge@ncsc.org.

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Introduction

In 2018, the National Center for State Courts (NCSC) issued a nationwide call for proposals from courts to implement public engagement pilot projects (PEPP) designed to engage people, especially minorities and low-income communities, to improve problems facing courts and disparities in trust in the courts. The PEPP initiative built off a national listening tour called “Courting Justice” in which judicial actors heard perspectives from the public about judicial decision-making, bias and unfairness, lack of diversity in juries and on the bench, and other issues that impaired trust and understanding of court systems, especially among marginalized populations.

From a significant number of high-quality applications nationwide, six grantees were selected to design and implement pilot engagement projects. Selections were made based on consideration of a number of factors, including the problem(s) the court actors were attempting to address, extent of community involvement in the solutions, likelihood of the projects to promote trust in the community, probability of sustainability after cessation of funding, and complementarities among projects. As a requirement of grant receipt, all grantees worked with the NCSC and the University of Nebraska Public Policy Center (NUPPC) to develop their programs to include high levels of community involvement and bi-directional court-community dialogue and to integrate an evaluation component into their projects. The purpose of the evaluation was to document participation in the pilot projects and efficacy of project activities, examine issues of engagement and trust between communities and courts, and evaluate the overall pilot project experience as well as other issues of interest to the grantees. Each pilot also was asked to agree to their materials and work products being incorporated into an overall toolkit for use by the nation’s courts.

The present report contains information specific to the engagements conducted by the Texas Office of Court Administration (hereafter “OCA”). OCA is one of six pilot projects receiving funding from the National Center for State Courts to support their Public Engagement Pilot Project (hereafter “TX PEPP”) engagements. Texas OCA operates under the direction and supervision of the [Supreme Court of Texas](#) and the Chief Justice and provides resources and information for the efficient administration of the Judicial Branch of Texas. The TX PEPP team has reviewed this report before publication and contributed to the substance thereof.

Background

TX PEPP engagement efforts focused on in-person discussions with Texas residents. The TX PEPP team chose to hold engagements in three cities based on population, geography, and

demographics: Alpine (rural), Brownsville (mid-sized), and Houston (urban).¹

- Alpine, TX (pop. 5,905) is in West Texas. As of the 2000 census, Alpine's racial makeup was 79.19% White, 1.33% African American, 0.81% Native American, 0.45% Asian, 0.07% Pacific Islander, 15.45% from other races, and 2.70% from two or more races. Hispanics or Latinos of any race were 50.31% of the Alpine population.
- Brownsville, TX (pop. 175,023) is in South Texas near the US-Mexico border. As of the 2000 census, Brownsville's racial makeup was 88.0% White, 0.4% African American, 0.4% Native American, 0.7% Asian, 0.0% Pacific Islander, 9.1% from other races, and 1.5% from two or more races. Hispanic or Latino of any race were 93.2% of the Brownsville population.
- Houston, TX (pop. 2,314,000) is in East Texas close to the Texas-Louisiana border. As of the 2000 census, Houston's racial makeup was 49.3% White, 25.3% Black or African American, 5.3% Asian, 0.7% American Indian, 0.1% Pacific Islander, 16.5% from some other race, and 3.1% from two or more races. Hispanics made up 37.4% of Houston's population in 2000, and non-Hispanic whites made up 30.8%.

Discussion questions (see methods) used during the community engagements expanded on the Texas Public Trust and Confidence Survey administered by the OCA in 1998 and 2018. TX PEPP primary areas of concern included promotion of and education on the role of courts and the judiciary, public perception of equal justice, and responsiveness to users' needs and keeping up with society's expectations.

TX PEPP primary goals for its community engagements were as follows:

- To gather specific feedback from across the State of Texas in a variety of locations to their perception on courts in the state and the judicial system
- To identify themes and create resources in a variety of mediums that will contribute to a toolkit
- To make the toolkit available to all courts across the State of Texas

Additionally, TX PEPP planned to recruit current judges and other court actors to engage with Texas residents and to promote public trust initiatives.

¹ Source: Wikipedia contributors. (2020, June 8). Alpine, Texas. In *Wikipedia, The Free Encyclopedia*. Retrieved 04:01, June 9, 2020, from https://en.wikipedia.org/w/index.php?title=Alpine,_Texas&oldid=961485417; Wikipedia contributors. (2020, June 7). Houston. In *Wikipedia, The Free Encyclopedia*. Retrieved 04:00, June 9, 2020 from <https://en.wikipedia.org/w/index.php?title=Houston&oldid=961336053>; Wikipedia contributors. (2020, May 27). Brownsville, Texas. In *Wikipedia, The Free Encyclopedia*. Retrieved 04:02, June 9, 2020, from https://en.wikipedia.org/w/index.php?title=Brownsville,_Texas&oldid=959063854

Methods

Participants

PEPP Team Leaders. The primary leaders of the TX PEPP team included OCA Research and Court Services Director Jeffrey Tsunekawa, OCA Public Affairs Director/Special Counsel Megan LaVoie, OCA Project Manager Nitu Gill, and OCA Judicial Information Analyst Lisa Robles.

Court Actor Collaborators. In planning and/or executing their engagements, the TX PEPP team collaborated with the following court actors:

Alpine, TX: 394th District Court Judge Roy B. Ferguson

The TX PEPP team spoke to Judge Ferguson in person regarding the PEPP project and requested his participation as a guest speaker at the Alpine, TX engagement event. On the event day, Judge Ferguson spoke to PEPP participants about his role as a judge and judicial limitations. During discussion breakout groups, the judge listened and engaged participants with questions and answers. Additionally, Judge Ferguson facilitated a discussion wrap-up.

Brownsville, TX: 444th District Court Judge David A. Sanchez

The TX PEPP team spoke to Judge Sanchez via phone call regarding the PEPP project and requested his participation as a guest speaker at the Brownsville, TX engagement event. The TX PEPP team utilized Judge Sanchez's history and experience of the south Texas area to gain an understanding of issues that may shape Brownsville participants' perceptions of fairness in the local judicial system. On the event day, Judge Sanchez spoke briefly about his judicial experience. During the discussion group breakout, he silently observed the groups. At the end of the event, he recapped what he learned from the participants.

Houston, TX: 178th Criminal District Court Judge Kelli Johnson, Harris County Criminal Court #9 Judge Toria Finch, Harris District Clerk Marilyn Burgess, Harris County District Clerk Jury Manager Aman Ahluwalia, and Harris County District Clerk Chief Deputy of Administration Wes McCoy

The TX PEPP team spoke to Harris County District Clerk Jury Manager Aman Ahluwalia and Harris County District Clerk Chief Deputy of Administration Wes McCoy to set up the engagement event using the Harris County jury pool. Harris District Clerk Marilyn Burgess participated in a conference call to confirm engagement date plans and iron out details, including inviting a judge to speak at each engagement session. Ms. Burgess served as a guest speaker and was joined by Judges Johnson and Finch at the beginning of the engagement event. All spoke for five to ten minutes about their judicial roles and about the importance of

public engagement. Ms. Burgess was a silent observer of the discussion groups and answered questions from participants during the breakout group wrap-up.

Stakeholder Involvement. The TX PEPP team also involved a number of community stakeholders.

Alpine, TX: Director of Private Bar and Government Relations for Texas RioGrande Legal Aid (hereafter “TRLA”) Counselor Pablo Almaguer

The TX PEPP team spoke via phone call to Mr. Almaguer regarding his knowledge of the targeted populations in Alpine, Brownsville, and Houston. TRLA serves Alpine and Brownsville, while Lone Star Legal Aid serves Houston. Mr. Almaguer was able to provide the most information regarding communities in South Texas, specifically for the Brownsville engagement. He offered to disseminate information to his offices regarding participant recruitment. He also enlisted the help of TRLA attorney Grace Kube since he was unable to attend the Brownsville public engagement as a guest speaker.

Brownsville, TX: TRLA Attorney Grace Kube and University of Texas Rio Grande Valley Professor Gabriel Gonzalez Nunez

The TX PEPP team spoke to Ms. Kube via phone call. Ms. Kube discussed her experience as a Legal Aid attorney and her insights on the Brownsville target population, specifically the individuals that she and her colleagues serve. Ms. Kube agreed to be a guest speaker at the Brownsville public engagement to inform participants about Legal Aid services. She acted as a silent observer of the discussion groups.

The TX PEPP team spoke via phone call to Professor Nunez regarding his knowledge of the Brownsville population, specifically Spanish speaking communities who may rely on court language access programs. Professor Nunez agreed to be a guest speaker at the Brownsville public engagement and spoke about his experiences in language translation. He acted as a silent observer of the discussion groups and later provided the PEPP team with observational notes.

Houston, TX: President & CEO of the Association for the Advancement of Mexican Americans Beatrice Garza

The TX PEPP team spoke via phone call to Ms. Garza regarding the diverse Houston population. Ms. Garza recommended community venues to hold engagement activities. She provided the TX PEPP team with ideas for reaching out to local organizations for participant recruitment and venue locations.

Engagement of General and Specific Publics. The TX PEPP team engaged the following members of the public in each community:

Alpine, TX: A total of 11 residents of the Alpine/West Texas area were involved, with no other specific demographic characteristics targeted.

Brownsville, TX: A total of 20 residents of the Brownsville/South Texas area were involved, with no other specific demographic characteristics targeted.

Houston, TX: A total of 27 Harris County District Court jury pool members and Houston/Harris County residents engaging in business at Harris County government offices were involved.

Note that jury pool members generally need to meet the following criteria: 1) be at least 18 years of age; 2) be a citizen of the United States; 3) be a resident of the state and of the county in which they are to serve as jurors; 4) be qualified under the Constitution and laws to vote in the county in which they are to serve as jurors; 5) be of sound mind and good moral character; 6) be able to read and write; 7) not have served as a juror for six days during the preceding three months in the county court or during the preceding six months in the district court; and 8) not have been convicted of, or be under indictment or other legal accusation for, misdemeanor theft or a felony.²

Procedures

Recruitment. Recruitment was enacted differently for Alpine and Brownsville than for Houston. In Alpine and Brownsville, court actor and stakeholder recruitment was achieved through professional networking of OCA staff. Meanwhile, public recruitment strategies included creating a “recruitment survey” (an online form that people could use to express interest in participating); social media posts (e.g., Facebook, Twitter, etc.); and contacting local government entities (e.g., city offices and sheriff office), media outlets, and higher educational institutions to disseminate event information via their emails or social media accounts. Most public recruitment was performed weeks before the physical engagement date. For Brownsville, the team also visited the public library and a local university for last-minute recruitment. Potential participants were screened (e.g., the recruitment survey results were examined to ensure people were interested and available and that diverse perspectives were represented) and sent event info via email.

² Source: “About Texas Courts.” Texas Judicial Branch Seal, www.txcourts.gov/about-texas-courts/juror-information/jury-service-in-texas/.

In Houston, court actor and stakeholder recruitment again was achieved through professional networking of OCA staff. Additionally, the TX PEPP team targeted Harris County District Court jury pools for recruitment of participants from the general public. In order to do so, the TX PEPP team partnered with the Harris County District Clerk and Jury Manager, who coordinate jury pools for the county. PEPP team leaders provided the District Clerk and Jury Manager with background information about the PEPP project and how it would benefit from engaging jury pool members. The PEPP team and Jury Manager devised a process in which they would select only jury pool members who showed up for jury duty, but were dismissed from service. The Jury Manager then briefed these individuals about the PEPP project, and asked if they would be willing to participate in an engagement session while they were still present. A meal and gift card were offered as incentives for participation. Those who agreed were then directed to the engagement session in another room of the courthouse, where they were then welcomed by the Texas PEPP team, and joined the engagement session.

Additionally, members of the public engaging in county services on the day of the event, were approached and recruited just before the second engagement event. All public recruitment was performed the day of the physical engagement date and the public engagement participants were not screened for other characteristics.

Pre-Post Survey Administration. Pre-post surveys were administered to the public the day of the physical engagement, immediately before and after the event. For court actors and community stakeholders, pre-post surveys were sent before and after engagement activities via email.

Preparatory Activities and Procedures. TX PEPP did not require participants to engage in many preparatory activities prior to the events. However, some court actors and stakeholders were provided with information regarding the PEPP project, which included the breakout group talking points (see appendix for examples) that were discussed during the engagements.

Engagement Events and Procedures. The engagement events (including planning and networking meetings with stakeholders or court actors) conducted by TX PEPP are listed in Table 1.

Table 1: Engagement Events and Activities Supported by NCSC PEPP

Date(s)	Engagement/Group	Meet-ings	Court actors	Stake-holders	General public	Total
July 9, 2019	Phone call with Beatrice Garza	1	0	1	0	1
August 26, 2019	Phone call with Pablo Almaguer	1	0	1	0	1
September 4, 2019	In-person conversation with 394 th District Court Judge Roy B. Ferguson	1	1	0	0	1

October 15, 2019	Alpine, TX Public Engagement Event	1	1	0	11	12
9/17/2019	Phone call with 444th District Court Judge David A. Sanchez	1	1	0	0	1
10/30/2019	Phone call with Texas RioGrande Legal Aid Attorney Grace Kube	1	0	1	0	1
8/26/2019 and 10/30/2019	Phone call with Texas RioGrande Legal Aid Attorney Professor	2	0	1	0	1
November 6, 2019	Brownsville, TX Public Engagement Event	1	1	2	20	23
January 22, 2020	Conference call with Jury Manager Aman Ahluwalia and Harris County District Clerk Chief Deputy of Administration Wes McCoy	1	2	0	0	3
February 12, 2020	Conference call with Harris County Clerk Marilyn Burgess, Jury Manager Aman Ahluwalia, and Harris County District Clerk Chief Deputy of Administration Wes McCoy	1	3	0	0	4
February 19, 2020	Houston, TX Public Engagement Event – 10 AM	1	3	0	15	18
February 19, 2020	Houston, TX Public Engagement Event – 1 PM	1	3	0	12	15

Note. Pre-post surveys were obtained from the engagement/groups listed in bold. Not all participants completed surveys however.

Agenda for Engagements. At each engagement, the TX PEPP team used an agenda to guide their activities. A sample agenda for the events is as follows (additional agendas are in the appendix).

- **Registration, pre-survey, and light breakfast** (30 minutes): Participants are asked to arrive 30 minutes prior to the program start to facilitate registration and the pre-survey and are offered a light breakfast.
- **Welcome** (15 minutes): A local judge introduces him- or herself and discusses the importance of an engaged citizenry.
- **Introduction to project and goals** (15 minutes): Project leaders introduce the prior work and findings and circumstances leading up to this engagement and the goals. A video sometimes helped to facilitate this introduction. Leaders describe the importance of the pre- and post-surveys for evaluation of the process.
- **Small group discussion** (1 hour): Participants break up into small groups of 5-10 persons to discuss topics as led by a facilitator. One participant in each group is asked to take the role of group speaker to report back to the larger group during the regroup and wrap-up part of the agenda.
- **Regroup and wrap-up** (15 minutes): Group speakers from small groups report out key points of their discussions to the larger group.

- **Post surveys (15 minutes):** Engagement facilitators hand out post-surveys. Surveys are collected as participants finish or as they leave the engagement.
- **Thank you, box lunch, and adjourn:** Participants are thanked for their participation and offered a box lunch as they leave.

Additional details for each of the public engagements are included in Table 2.

Table 2: Community Engagement Details

Date(s)	Engagement/Group	Activities	Methods
Multiple	Various court actors and stakeholders	Conference calls or in-person discussions	Pre-post surveys
October 15, 2019	Alpine, TX Public Engagement Event	PEPP introduction video, judge as guest speaker and discussion group resource, discussion group session, discussion wrap-up facilitated by judge	Pre-post surveys, breakout groups, moderated discussion, audio recording
November 6, 2019	Brownsville, TX Public Engagement Event	Judge as guest speaker and discussion silent observer, stakeholders as guest speakers and discussion silent observers, discussion group session, discussion wrap-up facilitated by PEPP team	Pre-post surveys, breakout groups based on participant's experience with courts, moderated discussion, audio recording
February 19, 2020	Houston, TX Public Engagement Event – 10 AM	PEPP introduction video, judge as guest speaker, county clerk as guest speaker and silent observer, court actors as silent observers, discussion group session, discussion wrap-up facilitated by PEPP team	Pre-post surveys, breakout groups, moderated discussion, audio and visual recording
February 19, 2020	Houston, TX Public Engagement Event – 1 PM	PEPP introduction video, judge as guest speaker, county clerk as guest speaker and silent observer, court actors as silent observers, discussion group session, discussion wrap-up facilitated by PEPP team	Pre-post surveys, breakout groups, moderated discussion, audio and visual recording

Data and Measures

Engagement Form. Each of the PEPP teams was asked to complete a form (preferably online, but they were also given paper forms to facilitate information gathering; the paper short form is in the appendix to this document) describing each engagement that they held with stakeholders and/or the general public. Engagements could range from meeting with community leaders or court actors individually to discuss the engagement initiative and goals, to larger engagements involving many stakeholders or the general public in engagements of

different types (e.g., surveys, listening sessions, panel discussions, deliberative discussions, and so on).

The form for each engagement had three main sections. The first section asked for reports of the engagement date, time, length in time, goals, target populations, and counts of different sorts of participants (community leaders, general public, court actors). In the second section, drawing from theory regarding the potential importance of different types of information flow during public engagements,³ the form also asked for the PEPP team's reflections on certain activities that may have been included in their engagements. These activities included the extent to which the engagement involved court actors providing background information and/or answering questions, court actors listening to the general public and/or stakeholders, court actors engaging in back-and-forth discussion with community members, and community leaders and the general public sharing information with one another. In the third section, the form contained a checklist of materials and methods that may have been used for that engagement (e.g., recruitment activities and methods, use of incentives for attendees to participate, preparatory materials and activities such as background information or training/preparatory activities for the court actors or publics likely to attend, use of surveys, use of small group or large group discussion, use of discussion facilitators, recordings, and so on). As a follow up to the checklist, PEPP teams were asked to provide additional information about the materials and methods (e.g., provide samples of materials used, provide additional description of facilitators, size of small or large discussion groups, and so on).

Cross-site Surveys. Each PEPP team was requested also to use pre-post surveys designed by the evaluation and research team to provide data for the evaluation of the engagements (these, and the consent form, are also included in the appendices to this document). It was requested that the teams ask all engagement participants (including court actors as well as stakeholders and the general public) to complete the surveys. Each team was also asked to give all participants an information sheet (consent form) with the survey. Each team was given a script that they could use or adapt to introduce the surveys to their engagement participants. PEPP teams were given the latitude to use either a short (three-page) or long (five-page) version of the pre-survey and the corresponding short or long post-survey. The surveys were designed so that they would use the name of the court(s) within the text of the questions, and thus varied slightly between PEPP teams. Nonetheless, all the surveys for each team contained the same substantive measures.

³ See, for example, Rowe, G., & Frewer, L. J. (2005). A typology of public engagement mechanisms. *Science, Technology & Human Values*, 30(2), 251-290.

The pre-surveys asked engagement participants to report demographic information (age, gender, race/ethnicity, education, ideology, and ZIP code), their role/position in the court if relevant, and any leadership roles/positions they held in the community. In addition, participants were asked to report on their prior experiences with the courts in general. Additional questions asked for ratings of familiarity with the specified courts (courts specific to each PEPP team), and ratings of positive feelings, negative feelings, and trust in these courts, as well as rating the specified courts on aspects of trustworthiness (e.g., honesty/integrity, fairness, caring, and respect). All participants were also asked open-ended questions concerning their beliefs about positive and negative effects that courts can have on the community and asked to rate these in terms of their likelihood and severity. These questions about the effects of the courts, however, were held to last and described as optional on the short survey. The long version of the survey (although rarely used by any of the PEPP projects) included the same questions as on the short survey, plus additional questions concerning people's beliefs about the positive and negative effects the public could have upon the courts.

Common Discussion Questions. Each PEPP team was also asked to administer two common discussion questions as part of their engagements, to maximize learning across sites:

- What are the most important things learned during this engagement?
- What would you like to see as a follow-up to this engagement?

The teams were given a document which contained an overview of the rationale for these questions, a short sample script regarding how they might introduce the questions to their engagement participants, and examples of follow-up prompts to create more in-depth discussion.

Site-Specific Data, Measures, and Methods. The state-specific data gathered by the TX PEPP team included answers to breakout group discussion questions used at each public engagement event. Questions focused on four topics (categories of questions are below, the full set of questions are given in the appendix under "Background Information," "Engagement Breakout Session Talking Points"):

- 1) Court Awareness and Communication;
- 2) Judicial Outcomes and Legislative Judicial Reform;
- 3) Fairness and Equal Treatment; and
- 4) PEPP Common Discussion Questions.

Additionally, TX PEPP team members consulted with community stakeholders to determine issues specific to the local city/county. PEPP team discussion facilitators brought up local issues informally during the Alpine and Brownsville engagement events. For the Houston engagement event, the TX PEPP team partnered with the Harris County District Clerk Office to create questions that would aid the clerk office in understanding jury pool members' transportation choices and motivation in performing jury service (see appendix under "Site-Specific Measures"). The TX PEPP team audio recorded all public engagement discussion groups and used these recordings to create discussion summaries and determine high-level points.

Results

Analyses

Analyses in this report are almost entirely descriptive. Some pre- and post-tests of significance are offered; but due to the small numbers of participants sometimes included in each individual engagement, the report does not contain statistical differences tests of group comparisons.

Participant Characteristics

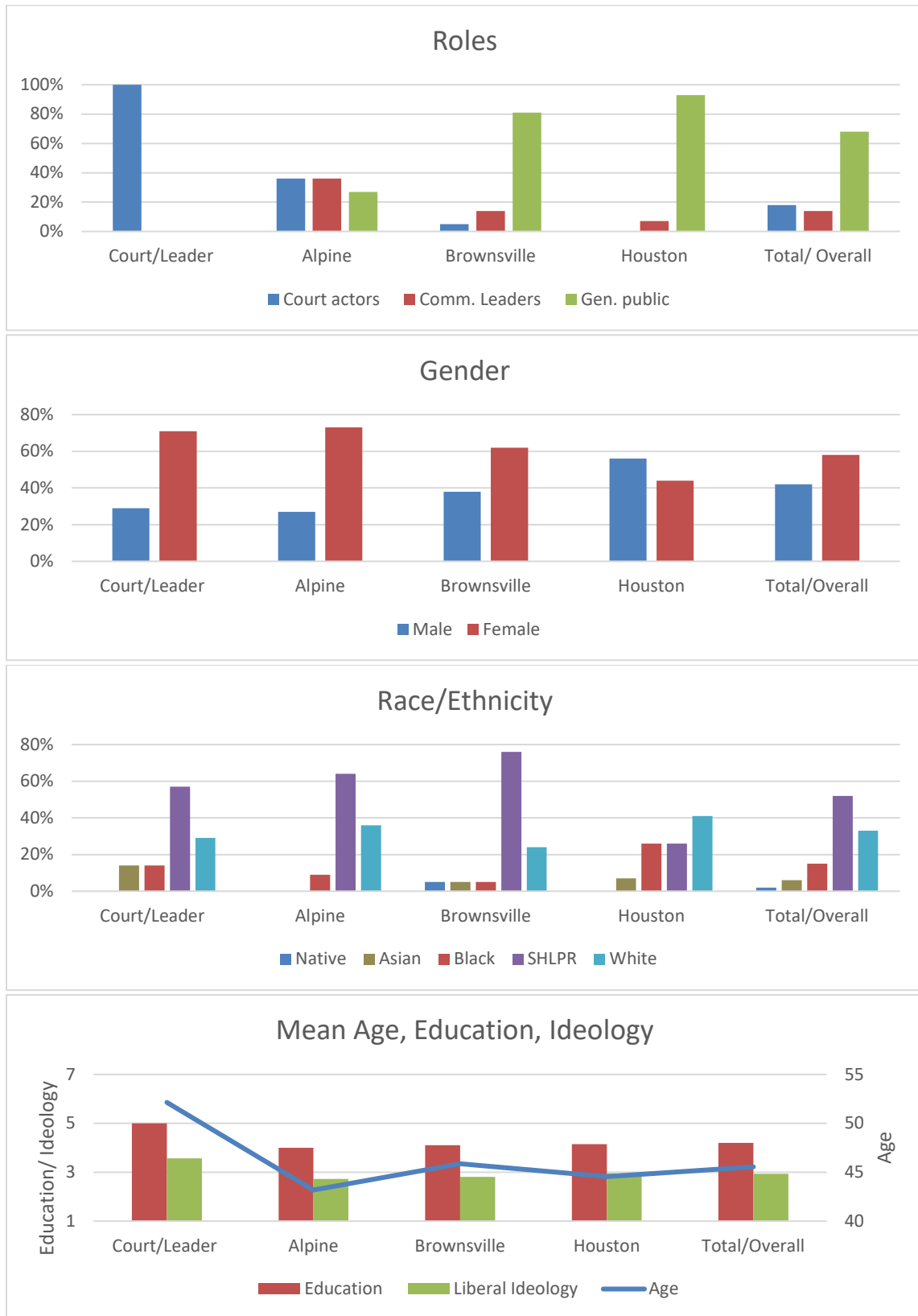
One key metric for success of engagements is the involvement of intended target populations, whether that be the involvement of a representative sample of the public, or a focus on specific demographics relevant to certain court processes, procedures, or problems. To assess the level of involvement of the intended target population, characteristics of those in attendance were examined. Table 3 and multi-part Figure 1 report the demographics of each engagement/sample in this PEPP project.

Table 3: Self-Reported Demographics of Engagement Participants

Engagement	Total N	Court Actors	Comm. Leaders	Gen. Public	Mean Age	SD Age	Range Age	Mean Educ.	SD Educ.	Mean Ideol.	SD Ideol.
Court/Leader	7	100%	0%	0%	52.14	11.01	38-69	5.00	2.08	3.57	0.79
Alpine	11	36%	36%	27%	43.18	15.92	19-76	4.00	1.48	2.73	1.19
Brownsville	21	5%	14%	81%	45.86	16.79	18-80	4.10	1.92	2.81	0.81
Houston	27	0%	7%	93%	44.56	12.15	27-68	4.15	1.52	2.96	0.85
Total/Overall	66	18%	14%	68%	45.55	14.22	18-80	4.20	1.70	2.94	0.91
Engagement		Male	Female		Native	Asian	Black	H/PI	SHLPR	White	Other
Court/Leader	7	29%	71%		0%	14%	14%	0%	57%	29%	0%
Alpine	11	27%	73%		0%	0%	9%	0%	64%	36%	0%
Brownsville	21	38%	62%		5%	5%	5%	0%	76%	24%	0%
Houston	27	56%	44%		0%	7%	26%	0%	26%	41%	0%
Total/Overall	66	42%	58%		2%	6%	15%	0%	52%	33%	0%

Notes. Statistics based on surveys received from the PEPP project. Total N may differ from count of total attendees if some attendees did not complete a pre- and/or post-survey. Two participants had pre-survey data but did not have post-survey data and are not represented in reports involving post-survey data. Demographics were asked on the pre-survey only. Missing values for court actor question were assumed to be no (not a court actor); community leaders were only classified as such if they were not court actors; members of the general public were only classified as such if they were not court actors or community leaders. Educ. = education measured on a scale of 1 = No high school diploma, 2 = High school diploma/GED, 3 = Some college, 4 = Tech/Assoc/Jr college (2yr), 5 = Bachelors (4yr), 6 = Some graduate school, 7 = Graduate degree. Race/ethnicity is based on self-reports. Native = Native American or Alaskan Native, H/PI = Hawaiian or Pacific Islander, SHLPR = Spanish, Hispanic, Latino/a/x, or Puerto Rican. Respondents could choose more than one race/ethnicity so percentages may exceed 100%. Ideol. = ideology measured on a scale of 1= Very conservative to 7 = Very liberal.

Figure 1: Engagement Participant Demographics



Also important is the inclusion of persons with a variety of experiences with the courts and a variety of feelings about the courts. Table 4, Table 5, and Figure 2 provide descriptive statistics concerning participant prior experiences with the courts (any court). Note that Table 4 focuses on different types of experiences and Table 5 focuses on the count of total experiences. Table 6 and Figure 3 provide descriptive statistics concerning respondents' ratings of familiarity and positive and negative feelings about the courts prior to the engagement.

Table 4: Types of Prior Experiences with the Courts

All Respondents	Court/Leader	Alpine	Brownsville	Houston	Total
Served on a jury	57%	46%	24%	30%	33%
Defendant	0%	9%	24%	15%	15%
Witness	29%	27%	14%	26%	23%
Plaintiff	29%	9%	19%	15%	17%
Juvenile justice	0%	27%	24%	11%	17%
Probationer	0%	0%	5%	15%	8%
Pub engagement	43%	18%	24%	22%	24%
Other	14%	18%	24%	7%	15%
Total N reporting	7	11	21	27	66
Range of count	1-3	0-4	0-4	0-7	0-7
Mean (SD)	1.71 (0.76)	1.55 (1.44)	1.57 (1.43)	1.41 (1.91)	1.51 (1.57)
Excluding Court Actors	Court/Leader	Alpine	Brownsville	Houston	Total
Served on a jury	--	57%	20%	30%	30%
Defendant	--	14%	25%	15%	19%
Witness	--	29%	15%	26%	22%
Plaintiff	--	14%	20%	15%	17%
Juvenile justice	--	14%	20%	11%	15%
Probationer	--	0%	5%	15%	9%
Pub engagement	--	14%	20%	22%	20%
Other	--	14%	20%	7%	13%
Total N reporting	--	7	20	27	54
Range of count	--	0-4	0-4	0-7	0-7
Mean (SD)	--	1.57 (1.40)	1.45 (1.36)	1.41 (1.91)	1.44 (1.63)

Notes. Range of count and Mean (SD) represent number of types of experience reported. The top half of the table includes all respondents. The bottom half of the table gives the same descriptive statistics but does not include court actors.

Figure 2: Types of Prior Experiences with the Courts

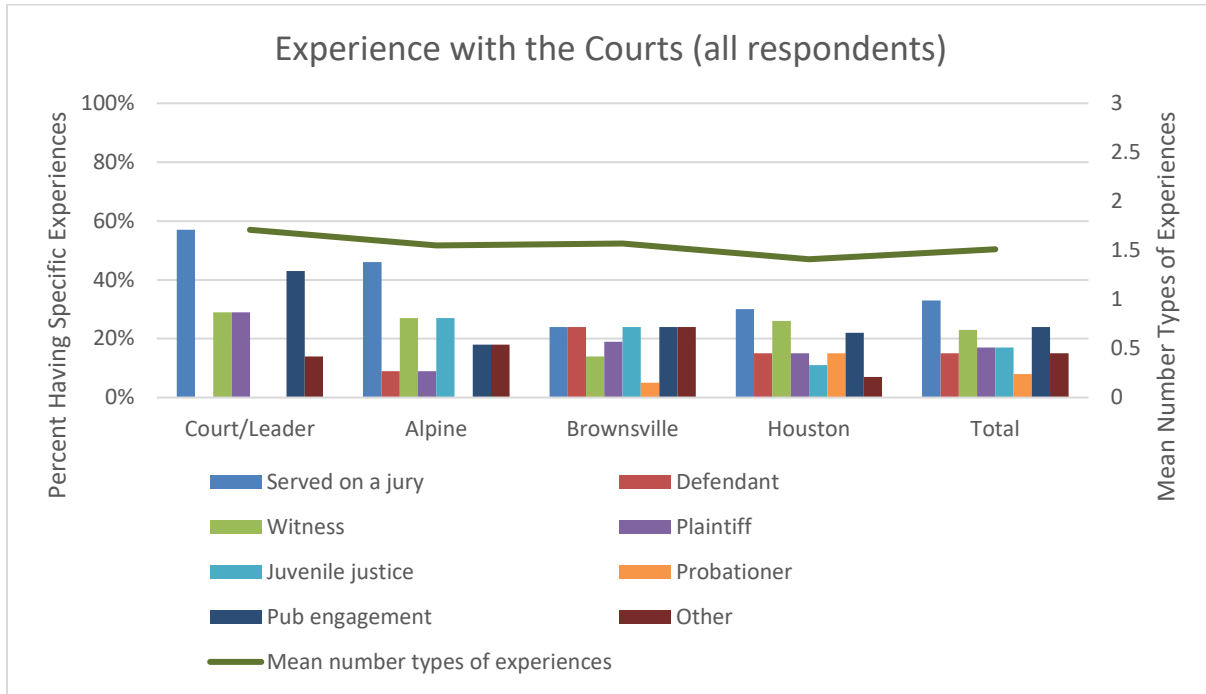


Table 5: Average Number of Total Self-reported Prior Experiences (Regardless of Type) with the Courts in the Last Five Years, by Engagement/Meeting and Role

Engagement	Court Actors			Comm. Leaders			Gen. Public			Total		
	M	SD	Range	M	SD	Range	M	SD	Range	M	SD	Range
Court/Leader	170.83	255.07	1-500	--	--	--	--	--	--	170.83	255.07	1-500
Alpine	7.25	8.62	1-20	2.75	2.22	0-5	1.33	1.53	0-3	4.00	5.59	0-20
Brownsville	--	--	--	1.67	0.58	1-2	0.71	1.27	0-4	0.88	1.22	0-4
Houston	--	--	--	1.50	2.12	0-3	1.31	1.47	0-5	1.33	1.48	0-5
Total/Overall	105.40	208.10	1-500	2.11	1.69	0-5	1.11	1.40	0-5	18.64	90.22	0-500

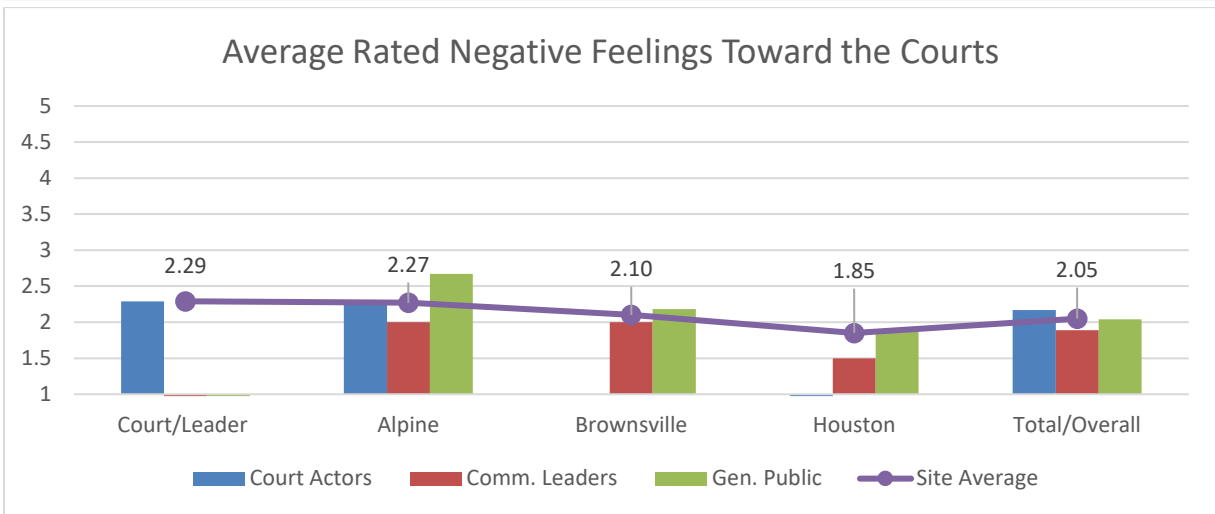
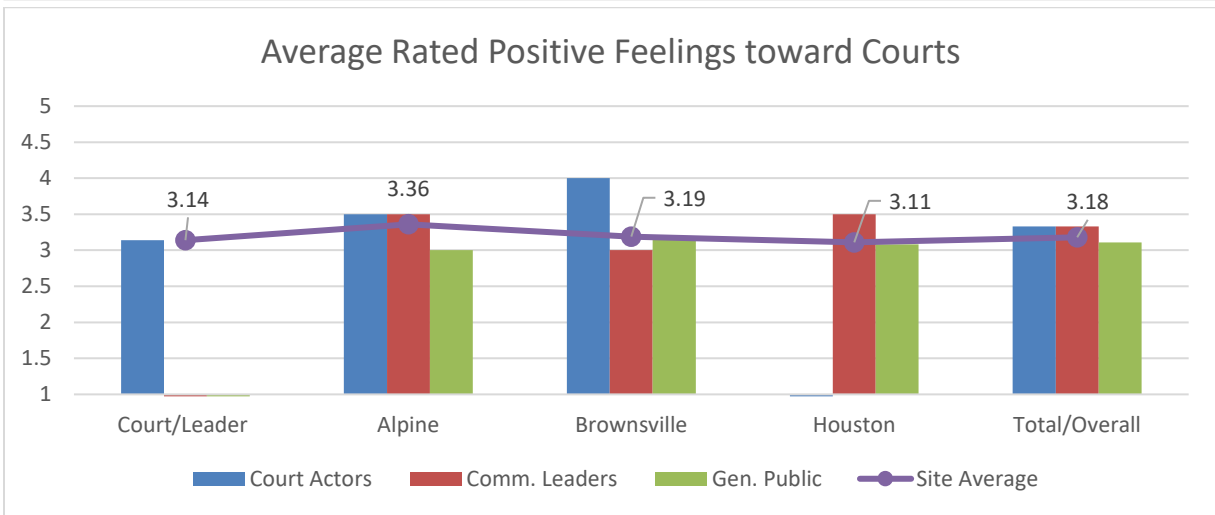
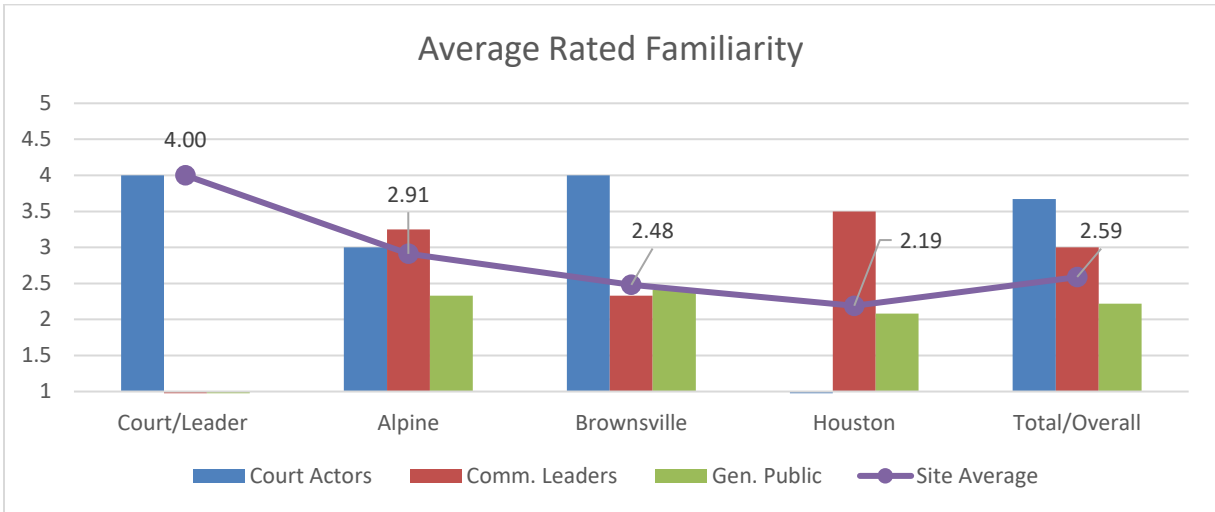
Notes. Total persons reporting were 60 respondents. Across all PEPP reports, the maximum allowed report for estimated numbers was 500. In cases where participants gave verbal replies instead of actual numbers, estimates were used (e.g., “daily” was given an estimate of the maximum, 500). Dashes indicate no cases or statistical calculation could not be performed.

Table 6: Familiarity with and Feelings about the Courts prior to Engagements

<i>Question</i>	<u>Court Actors</u>			<u>Comm. Leaders</u>			<u>Gen. Public</u>			<u>Total</u>		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
<i>How familiar are you with the [PEPP] Court(s)? 1=not at all, slightly, somewhat, very, 5=extremely</i>												
Court/Leader	4.00	0.58	7	--	--	0	--	--	0	4.00	0.58	7
Alpine	3.00	0.00	4	3.25	1.50	4	2.33	1.16	3	2.91	1.04	11
Brownsville	4.00	--	1	2.33	1.16	3	2.41	0.94	17	2.48	0.98	21
Houston	--	--	0	3.50	0.71	2	2.08	0.81	25	2.19	0.88	27
Total/Overall	3.67	0.65	12	3.00	1.23	9	2.22	0.88	45	2.59	1.05	66
<i>How positive do you feel about the [PEPP] Court(s)? 1=not at all, slightly, somewhat, very, 5=extremely</i>												
Court/Leader	3.14	0.69	7	--	--	0	--	--	0	3.14	0.69	7
Alpine	3.50	0.58	4	3.50	1.29	4	3.00	0.00	3	3.36	0.81	11
Brownsville	4.00	--	1	3.00	1.00	3	3.18	0.95	17	3.19	0.93	21
Houston	--	--	0	3.50	0.71	2	3.08	1.08	25	3.11	1.05	27
Total/Overall	3.33	0.65	12	3.33	1.00	9	3.11	0.98	45	3.18	0.93	66
<i>How negative do you feel about the [PEPP] Court(s)? 1=not at all, slightly, somewhat, very, 5=extremely</i>												
Court/Leader	2.29	0.95	7	--	--	0	--	--	0	2.29	0.95	7
Alpine	2.25	0.96	4	2.00	1.16	4	2.67	0.58	3	2.27	0.91	11
Brownsville	1.00	--	1	2.00	1.00	3	2.18	0.88	17	2.10	0.89	21
Houston	--	--	0	1.50	0.71	2	1.88	0.78	25	1.85	0.77	27
Total/Overall	2.17	0.94	12	1.89	0.93	9	2.04	0.82	45	2.05	0.85	66

Notes. [PEPP] was replaced with the name of the court or courts. Dashes indicate no cases or statistical calculation could not be performed.

Figure 3: Average Ratings of Familiarity and Feelings toward the Courts



Perceptions of the Qualities of the Engagement Processes

Several questions were asked on the post-event survey to gauge participant perceptions of the quality of the engagement processes.

People or groups missing from the engagement. To assess whether participants in the engagement felt that relevant groups and individuals were missing from the discussion, post-survey respondents were asked, “Were any groups of people or viewpoints missing from today’s engagement?” followed by an open-ended question “What specific persons or groups should be invited to future engagements, who are not here today?” Results from these questions are presented in Table 7 and Table 8 and Figure 4.

Examination of these results suggest respondents at the Brownsville site were especially likely to indicate people were missing from the engagement as more than half (53%) agreed with the survey question pertaining to that topic.

Table 7: Percentage of Respondents Indicating “Yes” People were Missing from the Engagement, and Exemplar Open-Ended Responses

Engagement	Percentage indicating “yes”					Exemplar Open-ended Responses	
	CtAct	ComL	GenP	Tot	n	Court Actors	Community Members
Court/Leader	33%	--	--	33%	6	Single parents	Law enforcement
Alpine	67%	0%	67%	40%	10	People of color	Judges, lawyers, clerks
Brownsville	100%	67%	47%	53%	19	Immigrants	Community members
Houston	--	50%	30%	32%	25	Health care	Disabled
Total/Overall	50%	33%	39%	40%	60	Mental health care	Church
						College students	Civic activists
						School representatives	Minors
							Immigrants

Notes. CtAct = court actors, ComL = community leaders, GenP = general public, Tot = total for row, site average, n = total number of respondents by site. Dashes indicate no cases or statistical calculation could not be performed. Exemplar open-ended responses emphasize listing responses only once even if mentioned by both groups, with community leader and general public responses grouped together under community members. Full list of open-ended responses is presented in next table.

Figure 4: Percentage of Respondents Indicating Groups or Perspectives were Missing

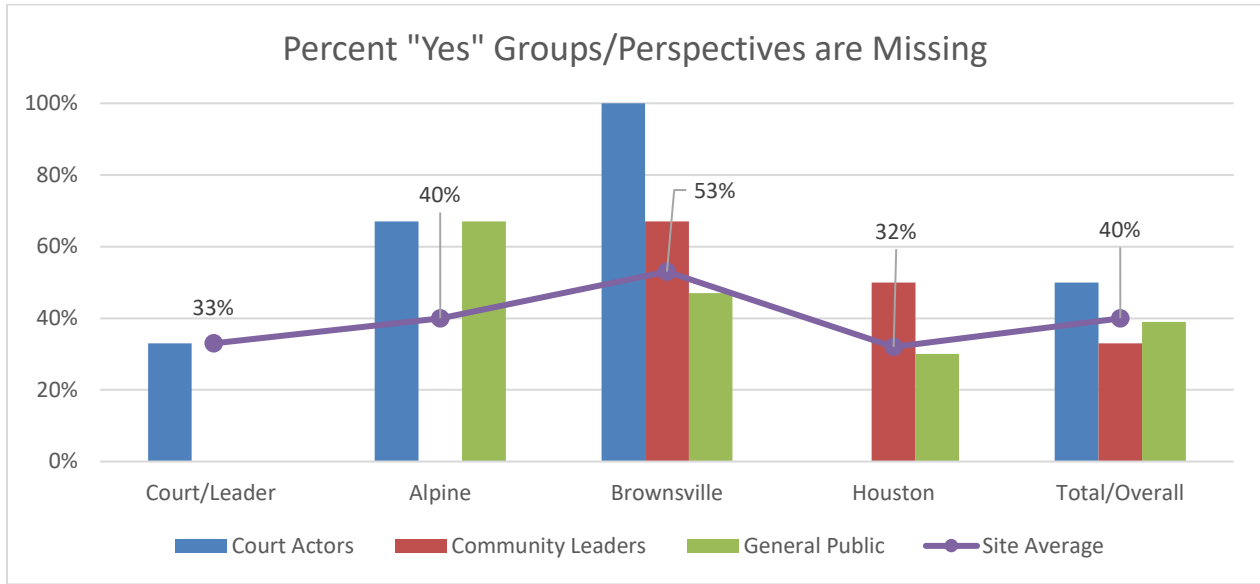


Table 8: Open-ended Responses to “What specific persons or groups should be invited to future engagements, who are not here today?”

	Court Actors	Community Leaders	General Public
Court/Leader	<ul style="list-style-type: none"> • Single parents 		
Alpine	<ul style="list-style-type: none"> • College students • People of color • School representatives • Health care & mental health care 		<ul style="list-style-type: none"> • Law enforcement • Judges • Staff • District clerk, county clerk • [Unintelligible] JP’s maybe people who have been on probation or have had court proceedings • People with history of criminal backgrounds

	Court Actors	Community Leaders	General Public
Brownsville	<ul style="list-style-type: none"> • At risk populations • Minors • Immigrants 	<ul style="list-style-type: none"> • Members of the community who have limited English proficiency. There's a good number of economically depressed 	<ul style="list-style-type: none"> • Clerk supervisors • More judges, representatives should be involved • More judges and clerks • The community • Judge, professor • We had a great cross section • A representative group from our community • Uneducated • Disabled, [unintelligible], economically • People from the community • The poor
Houston		<ul style="list-style-type: none"> • Going through criminal or civil justice system as defendants • More judges and lawyers 	<ul style="list-style-type: none"> • People who had more experience with the system • Judges • Did not discuss racial impacts • Lawyer and enforcement • Civic activist • Church pastors • Any Harris County citizen • Church

Notes. Open-ended responses are listed as written by (quoted from) respondents in random order. Some spelling errors were corrected to improve readability. Other changes/clarifications are enclosed in brackets.

Importance of topics of engagement. Post-survey respondents were also asked to rate “How important to you were the topics addressed during the engagement activities?” Ratings were made using a five-point scale in which 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, and 5 = extremely, important. Results from this question are reported in Table 9 and Figure 5.

Helpfulness of engagement activities for problem-solving progress. Post-survey respondents were also asked to rate “How helpful were the engagement activities in making progress toward solving one or more problems?” Ratings were made using a five-point scale in which 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, and 5 = extremely, helpful. Results from this question are reported in Table 9 and Figure 5.

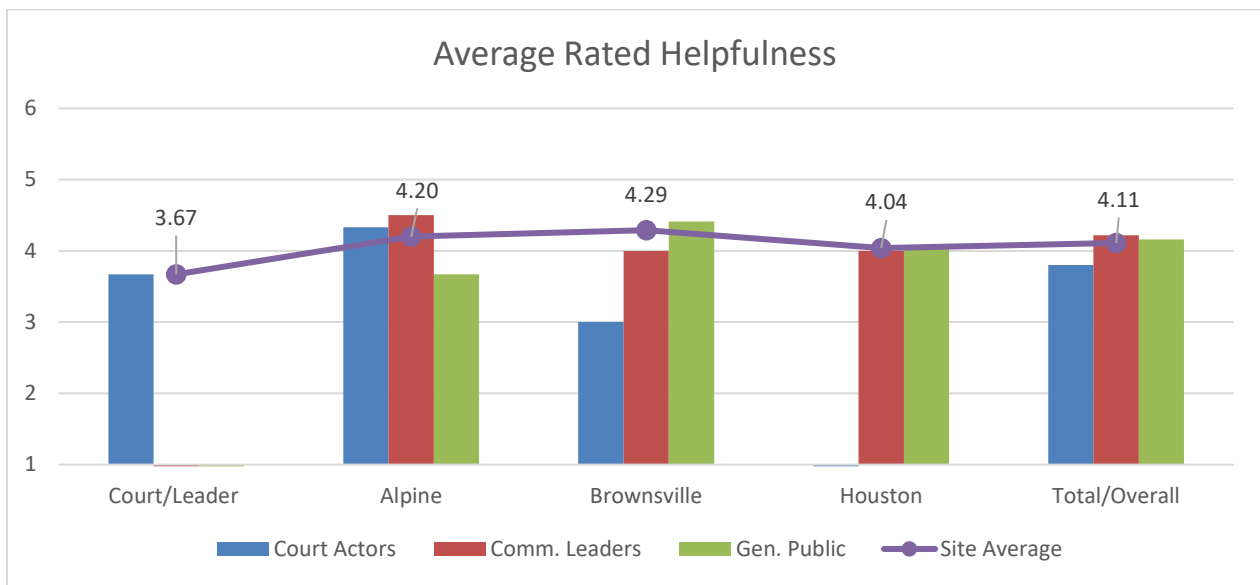
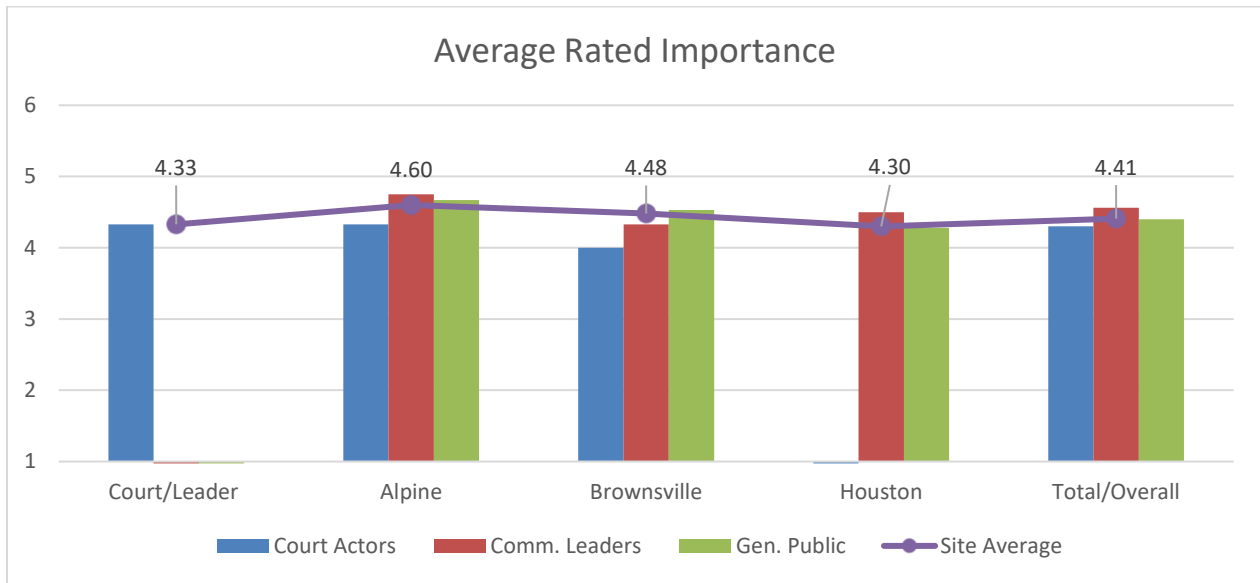
Examination of these results suggest the topics of the discussions were very important to those attending (overall mean = 4.41, falling between “very” and “extremely” important). Across the various groups (of court actors, community leaders, and members of the public), the mean ratings of the helpfulness of the engagement activities ranged from 3.80 to 4.22 (mean = 4.11). On average, court actors found the engagement activities between “somewhat” to “very” helpful for problem-solving while the remaining groups found the engagement activities between “very” and “extremely” helpful.

Table 9: Importance of Engagement Topics and Helpfulness of Engagement Activities for Problem-solving

<i>Question</i>	<u>Court Actors</u>			<u>Comm. Leaders</u>			<u>Gen. Public</u>			<u>Site Average</u>		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
<i>How important to you were the topics addressed during the engagement activities? 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, and 5 = extremely, important.</i>												
Court/Leader	4.33	0.52	6	--	--	0	--	--	0	4.33	0.52	6
Alpine	4.33	0.58	3	4.75	0.50	4	4.67	0.58	3	4.60	0.52	10
Brownsville	4.00	--	1	4.33	0.58	3	4.53	0.72	17	4.48	0.68	21
Houston	--	--	0	4.50	0.71	2	4.28	0.74	25	4.30	0.72	27
Total/Overall	4.30	0.48	10	4.56	0.53	9	4.40	0.72	45	4.41	0.66	64
<i>How helpful were the engagement activities in making progress toward solving one or more problems? 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, and 5 = extremely, helpful.</i>												
Court/Leader	3.67	0.82	6	--	--	0	--	--	0	3.67	0.82	6
Alpine	4.33	0.58	3	4.50	1.00	4	3.67	0.58	3	4.20	0.79	10
Brownsville	3.00	--	1	4.00	0.00	3	4.41	0.80	17	4.29	0.78	21
Houston	--	--	0	4.00	0.00	2	4.04	0.79	25	4.04	0.76	27
Total/Overall	3.80	0.79	10	4.22	0.67	9	4.16	0.80	45	4.11	0.78	64

Notes. Items were administered on the post-survey only. Dashes indicate no cases or statistical calculation could not be performed.

Figure 5: Average Rated Importance and Helpfulness



Use of discussion during engagement. A number of questions on the post-survey aimed to evaluate the use of discussion during the engagement activities. One question assessed participants’ perceptions that there was time for discussion. Another question asked whether the discussion helped them to see new viewpoints and whether all viewpoints were shared with the larger group.

Discussion took place. To assess perceptions of the presence of discussion, respondents were asked “Was there time for discussion during the engagement activities?” (yes/no). Results are presented in Table 10 and Figure 6.

Discussion helped people see new viewpoints. If participants felt there was time for discussion, then next they were asked to rate “How much did the discussion help you see new viewpoints?” on a five-point scale in which 1 = not at all, 2 = a little, 3 = some, 4 = quite a bit, and 5 = a great deal. Results are presented in Table 10 and Figure 6.

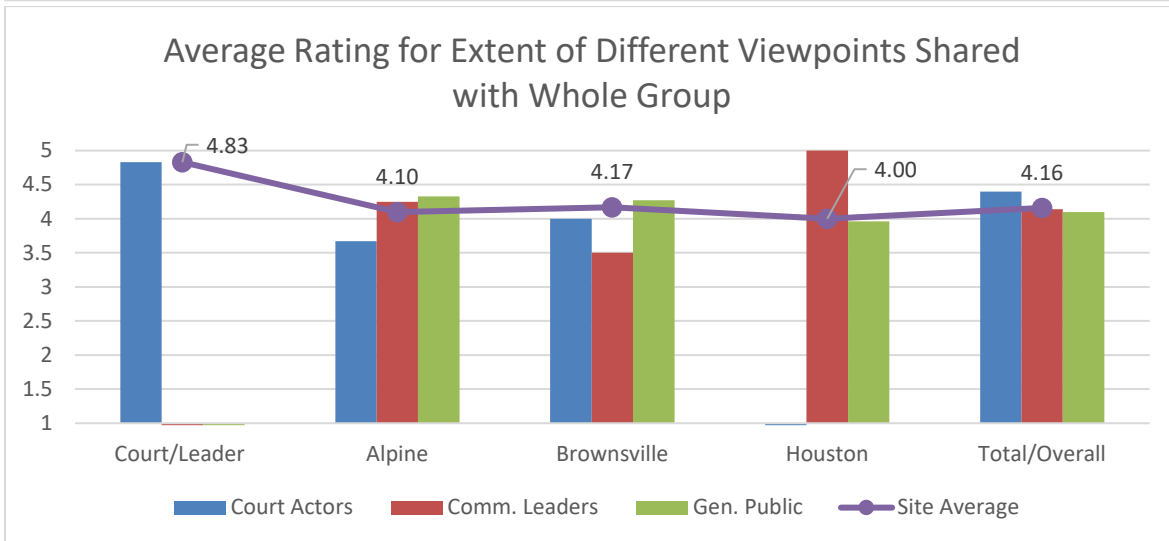
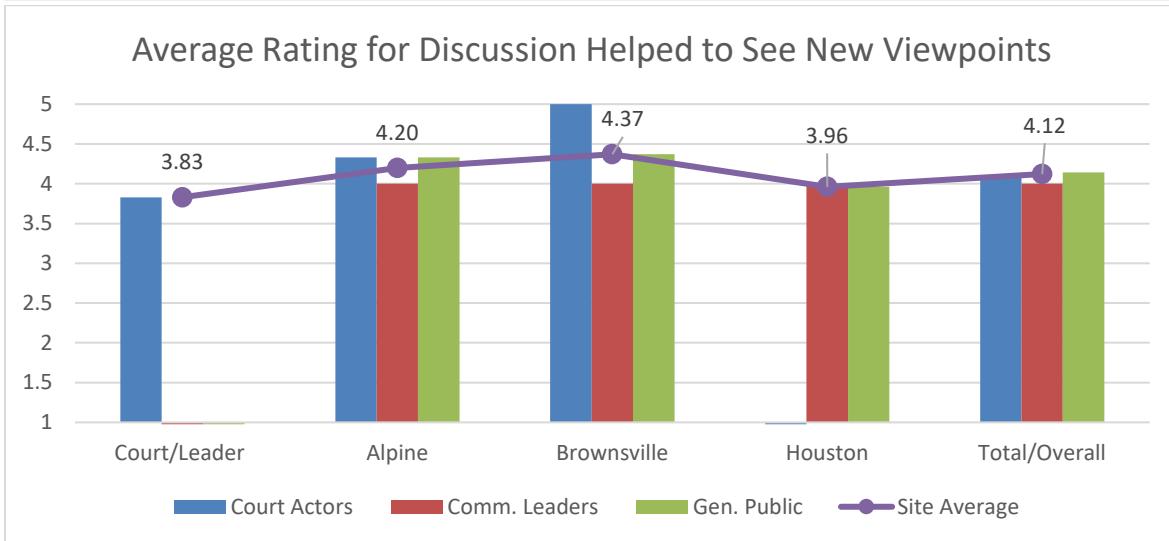
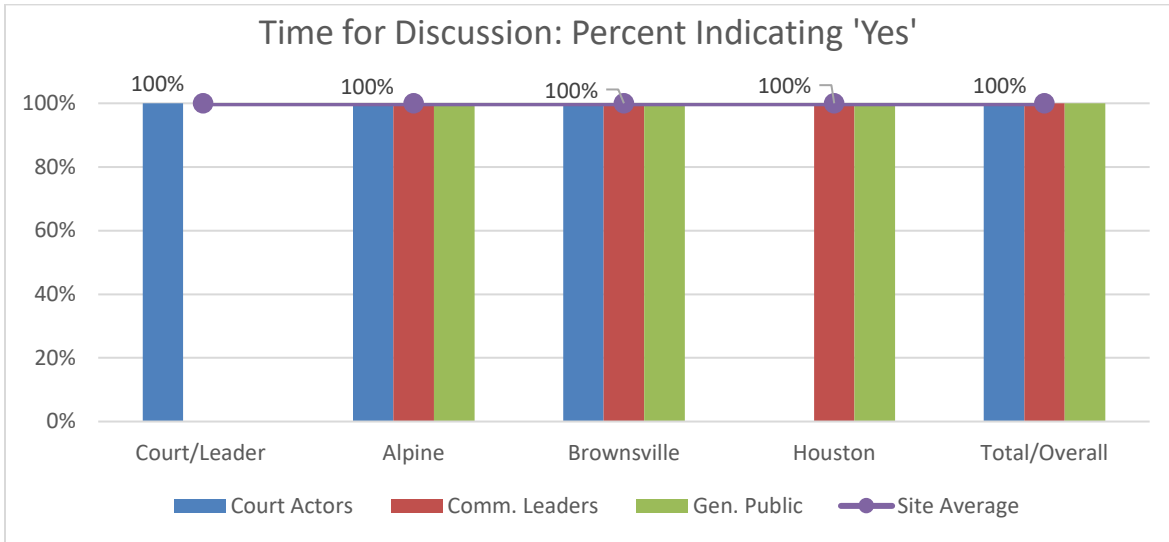
Viewpoints expressed in front of the whole group. Those perceiving discussion as taking place were also asked to rate “How many different viewpoints were expressed in front of the whole group?” on a five-point scale in which 1 = None or only one view/perspective, 2 = a few views/perspectives, 3 = some of the existing views/perspectives, 4 = many of the existing views/perspectives, and 5 = all some relevant views/perspectives. Results are presented in Table 10 and Figure 6.

Table 10: Average Responses to Questions about Discussion during the Engagement Activities

Question	Court Actors			Comm. Leaders			Gen. Public			Total		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
Was there time for discussion during the engagement activities? 1 = yes, 0 = no												
Court/Leader	100%	0.00	6	--	--	0	--	--	0	100%	0.00	6
Alpine	100%	0.00	3	100%	0.00	4	100%	0.00	3	100%	0.00	10
Brownsville	100%	--	1	100%	0.00	2	100%	0.00	16	100%	0.00	19
Houston	--	--	0	100%	0.00	1	100%	0.00	23	100%	0.00	24
Total/Overall	100%	0.00	10	100%	0.00	7	100%	0.00	42	100%	0.00	59
How much did the discussion help you see new viewpoints? 1 = not at all, 2 = a little, 3 = some, 4 = quite a bit, and 5 = a great deal.												
Court/Leader	3.83	0.75	6	--	--	0	--	--	0	3.83	0.75	6
Alpine	4.33	0.58	3	4.00	1.16	4	4.33	0.58	3	4.20	0.79	10
Brownsville	5.00	--	1	4.00	0.00	2	4.37	0.89	16	4.37	0.83	19
Houston	--	--	0	4.00	0.00	1	3.96	0.77	23	3.96	0.75	24
Total/Overall	4.10	0.74	10	4.00	0.82	7	4.14	0.81	42	4.12	0.79	59
How many different viewpoints were expressed in front of the whole group? 1 = none or only one view/perspective, 2 = a few views/perspectives, 3 = some of the existing views/perspectives, 4 = many of the existing views/perspectives, and 5 = all of the relevant views/perspectives.												
Court/Leader	4.83	0.41	6	--	--	0	--	--	0	4.83	0.41	6
Alpine	3.67	1.53	3	4.25	0.96	4	4.33	0.58	3	4.10	0.99	10
Brownsville	4.00	--	1	3.50	0.71	2	4.27	0.88	15	4.17	0.86	18
Houston	--	--	0	5.00	--	1	3.96	0.71	23	4.00	0.72	24
Total/Overall	4.40	0.97	10	4.14	0.90	7	4.10	0.77	41	4.16	0.81	58

Notes. Items were administered on the post-survey only. For the yes/no question the mean represents the proportion of persons indicating yes. Dashes indicate no cases or statistical calculation could not be performed.

Figure 6: Average Responses to Questions about Discussion



Examination of these results indicates all surveyed participants felt there was time for discussion at the engagement events. Participants also felt the discussions tended to help people see new viewpoints, on average, between “quite a bit” and “a great deal” (range of averages across sites were 3.83 to 4.37). On average, positive ratings also were given for the question about how many different viewpoints were expressed (range of averages across sites were 4.00 to 4.83, indicating assessments of “many” to “all” perspectives as having been shared).

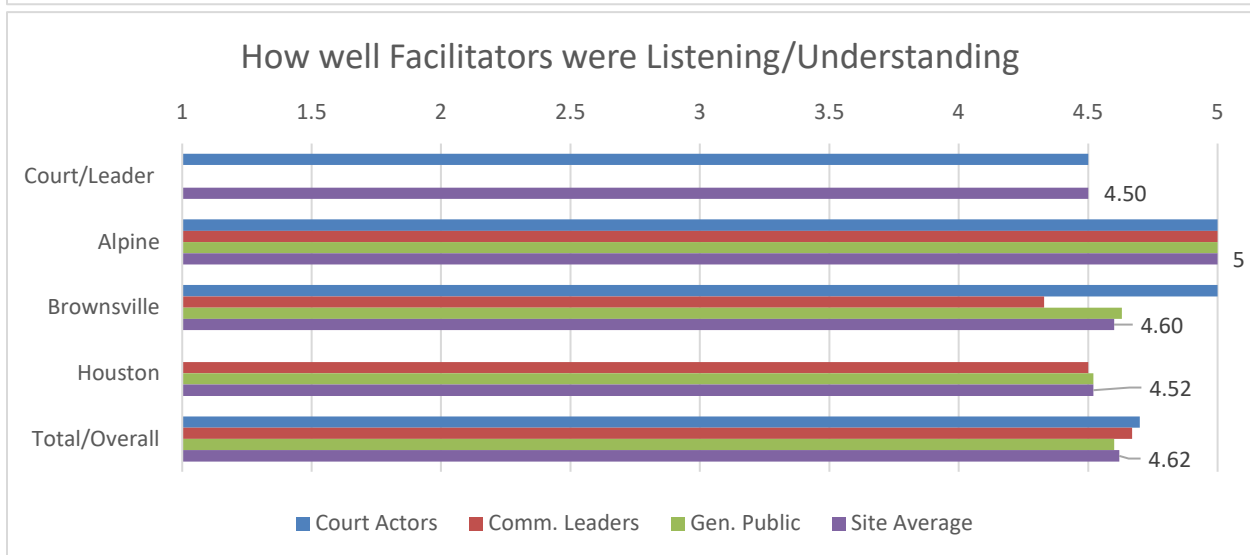
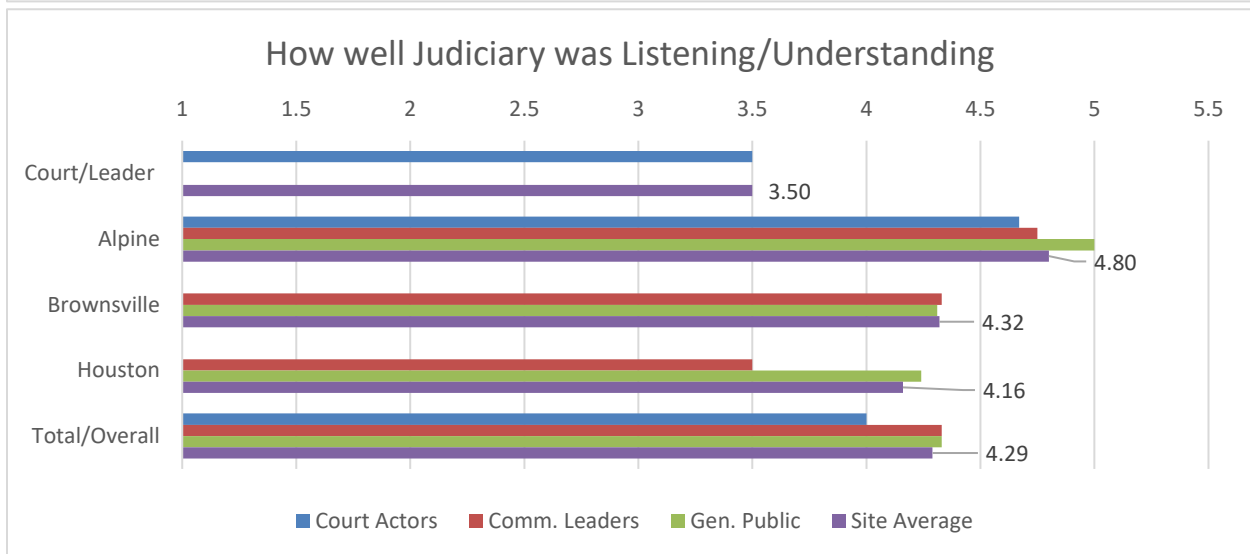
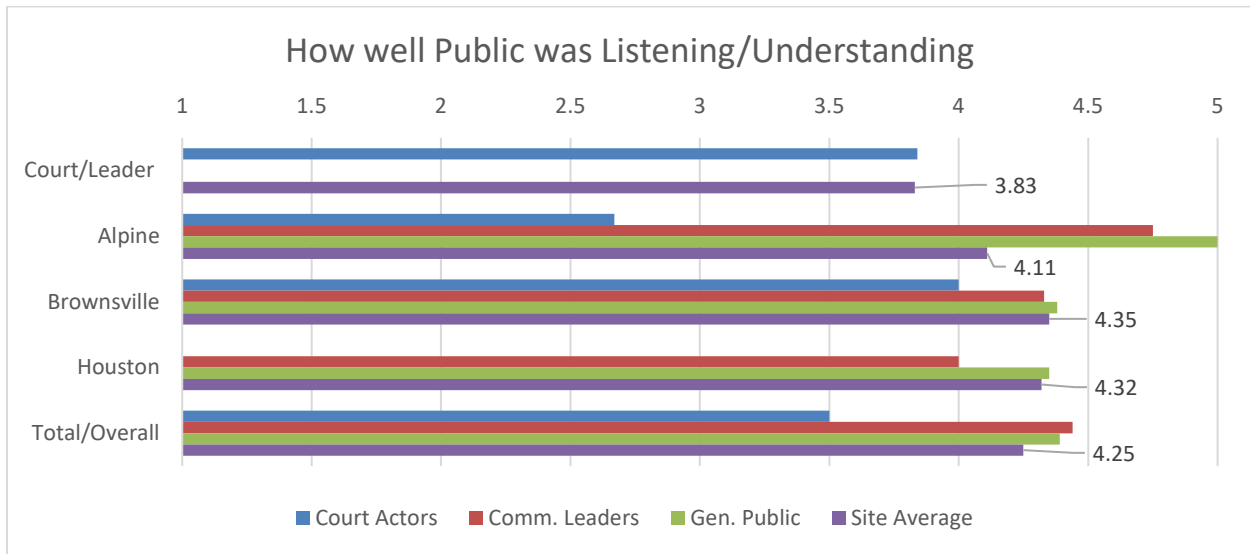
Effective listening by parties involved in the engagement. Post-survey respondents were also asked to rate the extent to which people (members of the public who were present, judges and court staff who were present, and the facilitators of the discussion today) listened during the engagement in a manner that promoted understanding. Specifically, they were asked to rate, “In your opinion, how well did the following people really listen to and understand others views during the engagement activities? Note: If any of the types of people listed above were not present, choose not relevant.” Response options ranged from 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, 5 = extremely. Responses of not relevant were treated as missing. Results are presented in Table 11 and Figure 7.

Table 11: Average Ratings of How Well Various Groups Listened and Understood Views of Others

Question	Court Actors			Comm. Leaders			Gen. Public			Total		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
<i>In your opinion, how well did the following people really listen to and understand others' views during the engagement activities? 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, 5 = extremely.</i>												
Members of the public												
Court/Leader	3.83	0.75	6	--	--	0	--	--	0	3.83	0.75	6
Alpine	2.67	1.53	3	4.75	0.50	4	5.00	0.00	2	4.11	1.36	9
Brownsville	4.00	--	1	4.33	0.58	3	4.38	0.72	16	4.35	0.67	20
Houston	--	--	0	4.00	1.41	2	4.35	0.65	23	4.32	0.69	25
Total/Overall	3.50	1.08	10	4.44	0.73	9	4.39	0.67	41	4.25	0.82	60
Judges and court staff												
Court/Leader	3.50	0.58	4	--	--	0	--	--	0	3.50	0.58	4
Alpine	4.67	0.58	3	4.75	0.50	4	5.00	0.00	3	4.80	0.42	10
Brownsville	--	--	0	4.33	0.58	3	4.31	0.70	16	4.32	0.67	19
Houston	--	--	0	3.50	0.71	2	4.24	0.66	17	4.16	0.69	19
Total/Overall	4.00	0.82	7	4.33	0.71	9	4.33	0.68	36	4.29	0.70	52
The facilitators of the discussion												
Court/Leader	4.50	0.84	6	--	--	0	--	--	0	4.50	0.84	6
Alpine	5.00	0.00	3	5.00	0.00	4	5.00	0.00	3	5.00	0.00	10
Brownsville	5.00	--	1	4.33	0.58	3	4.63	0.50	16	4.60	0.50	20
Houston	--	--	0	4.50	0.71	2	4.52	0.59	23	4.52	0.59	25
Total/Overall	4.70	0.68	10	4.67	0.50	9	4.60	0.54	42	4.62	0.55	61

Notes. Items were administered on the post-survey only. Dashes indicate no cases or statistical calculation could not be performed.

Figure 7: Ratings of Listening/Understanding (site averages are labeled with means)



Examination of these results suggest overall positive perceptions of listening/understanding. The facilitators were generally rated as listening and understanding to a greater extent than the public and judges/court staff. The Alpine group gave the highest average ratings on the listening question for the court staff (4.80) and facilitators (5.00). Generally speaking, those in the “court/leader” group gave the lowest average ratings indicating they perceived less understanding and listening than other attendees.

Changes in Perceptions of the Courts

Another key metric for the success of the PEPP engagements is that they are conducted in a manner that increases rather than decreases positive attitudes toward the specified courts. Attitudes assessed before (pre) and after (post) the engagement included ratings of perceived trustworthiness, trust, and perceived positive and negative effects of the courts.

Trustworthiness. To assess perceived trustworthiness, participants were asked (at pre and post) to rate the extent to which they perceive the courts as being fair, being caring, having integrity, being part of their community, and treating all people respectfully and courteously. The specific items are as follows:

- **Fair:** How fair or unfair do [courts in your area] treat people of different races, genders, ages, wealth, or other characteristics? 1= very unfair, somewhat unfair, slightly unfair, neutral: neither fair nor unfair, slightly fair, somewhat fair 7 = very fair
- **Caring:** How much do you feel the [courts in your area] care about the problems faced by people like you? 1 = not at all, 2 = a little, 3 = some, 4 = quite a bit, and 5 = a great deal
- **Integrity:** How much do the [courts in your area] act with honesty and integrity? 1 = not at all honest, no integrity, 2 = slightly honest, slight integrity, 3 = somewhat honest, some integrity, 4 = very honest, quite a bit of integrity, 5 = extremely honest, a great deal of integrity
- **Community:** To what extent do you see the [courts in your area] as being part of your community? 1 = not at all, 2 = a little, 3 = some, 4 = quite a bit, and 5 = a great deal
- **Respect:** In the [courts in your area], how much are court personnel respectful and courteous to all members of the public? 1 = not at all, 2 = slightly, 3 = somewhat, 4 = very, 5 = extremely courteous/respectful. Respect (J) refers to Judges and Respect (S) refers to other court staff.

The results of the pre-post comparisons on the trustworthiness variables were positive for the fair and caring categories overall as shown in the rightmost columns of Table 12 and the blue line shown in Figure 8. Those from the Brownsville and Houston groups each reported one or two negative changes in the pre-post comparisons. Houston showed a significant decrease in perceptions of integrity and in perceptions of the court being part of their community.

Brownsville indicated a significant decrease in perceptions of respect from court staff. The Alpine group, on average, reported the most positive changes in pre-post comparisons.

Table 12: Pre-Post Mean Changes on Trustworthiness Items

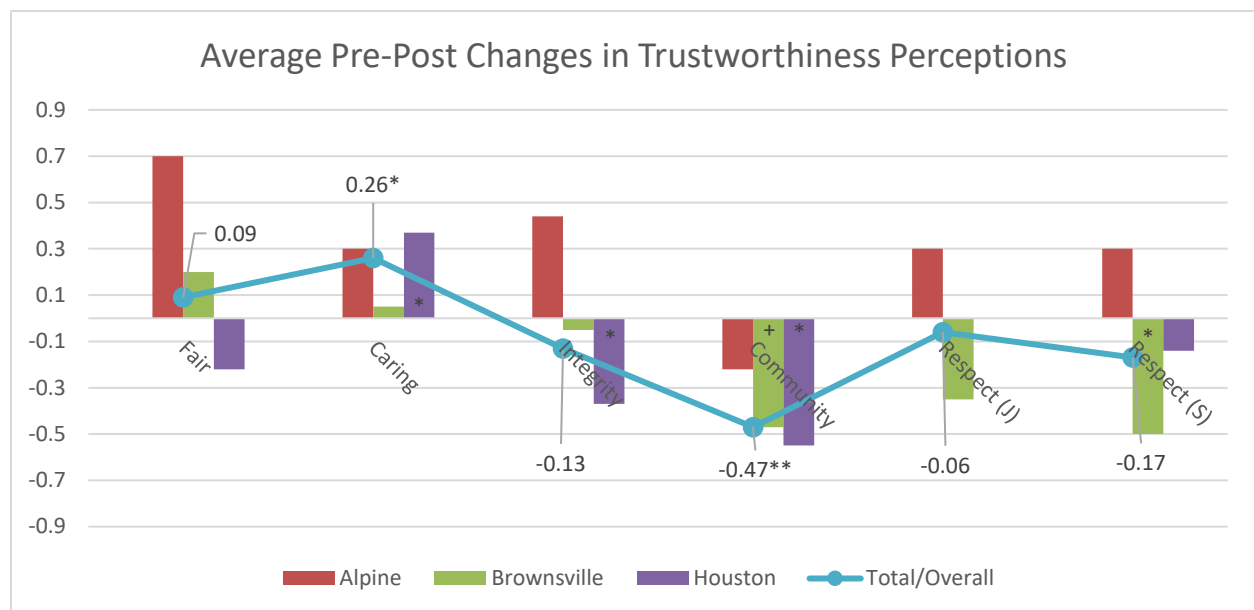
	Court/ Leader [†]			Alpine			Brownsville			Houston			Total/Overall [†]		
	n	Pre	Chg	n	Pre	Chg	n	Pre	Chg	n	Pre	Chg	n	Pre	Chg
Fair*	6	2.83	.17	10	3.70	.70	20	3.55	.20	27	4.52	-.22	57	4.04	+.09
Caring	6	2.67	-.34	10	3.30	.30	18	2.89	.05	27	3.00	.37	55	3.02	+.26
Integrity	6	3.50	-.17	9	3.56	.44	19	3.37	-.05	27	3.70	-.37	55	3.56	-.13
Community	6	3.17	-.84	9	4.11	-.22	19	3.63	-.47	27	3.85	-.55	55	3.82	-.47
Respect (J)	5	3.60	-.20	10	4.10	.30	17	3.59	-.35	19	4.21	.00	46	3.96	-.06
Respect (S)	5	3.20	-.40	10	3.60	.30	12	3.25	-.50	21	3.95	-.14	43	3.67	-.17

Notes. *The item for fairness was accompanied by a 7-point scale. All other items used a 5-point scale.

[†]Court/leader group is not included in the total/overall statistics.

n = number of paired observations, pre = mean prior to the engagement, chg = change from pre-mean to post-mean. Items were administered on the pre- and post-survey; only persons completing both pre- and post-items are included in these descriptive statistics. Green shaded cells reflect a desired change (increases in trustworthiness perceptions). Orange shaded cells reflect undesirable change (decreases in trustworthiness perceptions). For statistical significance see Figure 8.

Figure 8: Pre-Post Changes in Trustworthiness Items by Engagement Site



Notes. +p < .10, *p < .05, **p < .01 significant pre-post change. Symbols inside bars refer to significance of that specific change. Numeric values/labels refer to overall mean change across sites.

Trust and Vulnerability. To assess trust in the courts, participants were asked (at pre and post) to rate how much they trusted the courts, how comfortable they would be letting the

courts decide a case that was important to them, and their perceptions of the positive and negative effects of the courts on their community. The specific items used were as follows:

- **Trust:** How much do you trust or distrust the [courts in your area]? Rated on a 7-point scale upon which 1 = distrust a lot, 4 = neutral, 7 = trust a lot.
- **Comfort:** How comfortable would you feel letting the [courts in your area] decide a case that was important to you? Rated on a 7-point scale upon which 1 = very uncomfortable, 4 = neutral, 7 = very comfortable.
- **Pos-likely:** In your opinion, how likely is it that the [courts in your area] will have positive effects on your community? Rated on a 5-point scale upon which 1 = not at all likely, 5 = extremely likely.
- **Pos-extent:** If positive effects happened, how positive would they be? Rated on a 5-point scale upon which 1 = there are no positive effects, 5 = extremely positive.
- **Neg-likely:** In your opinion, how likely is it that the [courts in your area] will have negative effects on your community? Rated on a 5-point scale upon which 1 = not at all likely, 5 = extremely likely.
- **Neg-extent:** If negative effects happened, how negative would they be? Rated on a 5-point scale upon which 1 = there are no negative effects, 5 = extremely negative.

Table 13: Pre-Post Changes in Ratings Pertaining to Trust and Vulnerability

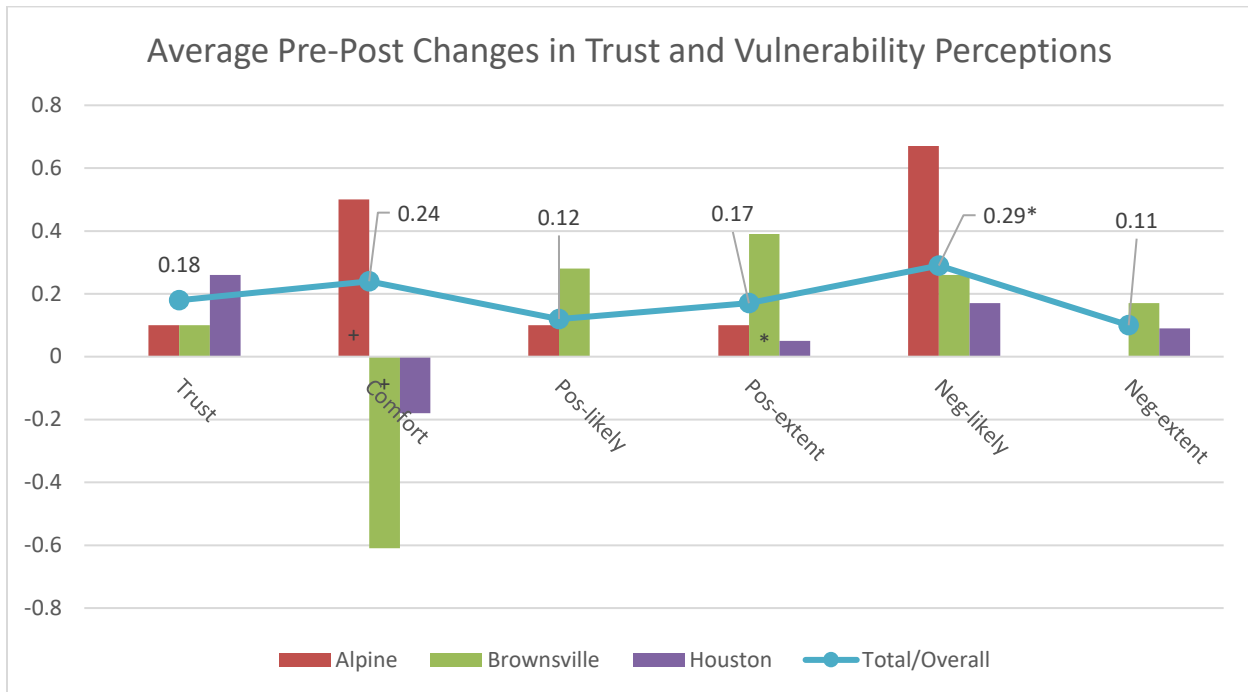
	<u>Court/Leader[†]</u>			<u>Alpine</u>			<u>Brownsville</u>			<u>Houston</u>			<u>Total/Overall</u>		
	n	Pre	Chg	n	Pre	Chg	n	Pre	Chg	n	Pre	Chg	n	Pre	Chg
Trust	6	6.00	-.67	10	5.50	.10	21	4.57	.10	27	4.85	.26	58	4.84	+.18
Comfort	6	5.83	-.16	10	4.90	.50	18	4.78	-.61	22	4.82	-.18	50	4.82	+.24
Pos-likely	6	3.67	-.34	10	3.70	.10	18	3.28	.28	24	3.33	.00	52	3.38	+.12
Pos-extent	6	3.67	-.17	10	3.90	.10	18	3.61	.39	23	3.65	.05	51	3.69	+.17
Neg-likely	6	2.33	.17	9	2.44	.67	19	2.95	.26	23	2.48	.17	51	2.65	+.29
Neg-extent	6	2.83	.17	10	3.30	.00	18	3.50	.17	23	3.04	.09	51	3.25	+.11

Notes.

[†]Court/leader group is not included in the total/overall statistics.

Trust and comfort items were accompanied by a 7-point scale. All other items were accompanied by a 5-point scale. Items were administered on the pre- and post-survey for each group *except* students who only received some items at post. n = number of paired observations, pre = mean prior to the engagement, chg = change from pre-mean to post-mean. Dashes indicate no cases or statistical calculation could not be performed. Only persons completing both pre- and post-items are included in these descriptive statistics, except for the students whose post-means are reported. Green shades reflect a desired change (e.g., increase in trust and positive perceptions or decrease in negative perceptions). Orange shades reflect undesirable change. For statistical significance see Figure 9.

Figure 9: Pre-Post Changes in Trust Items by Engagement Site



Notes. +p < .10, *p < .05, **p < .01 significant pre-post change. Symbols inside bars refer to significance of that specific change. Numeric values/labels refer to the overall mean change across sites.

The results in Table 13 and in Figure 9 suggest most of the changes overall, from before to after the engagements, were positive. However, only a few positive changes were statistically significant (comfort significantly increased for the Alpine group, and pos-extent increased significantly for the Brownsville group). Also, there were some negative changes. Overall, changes Neg-likely increased significantly (see Total/Overall in Figure 9). In addition, there was a significant decrease in comfort observed for the Brownsville group.

Open-ended descriptions of courts’ positive and negative impacts. In addition to rating the severity and likelihood of the potential positive and negative impacts of the court, survey respondents were asked to describe those impacts at both pre and post. Specifically, the items read:

- Some people believe courts can have positive effects on the community. Please list any positive effects that you care about.
- Some people believe courts can have negative effects on the community. Please list the negative effects that you care most about.

The answers offered in response to the open-ended questions are listed in Table 14 and Table 15 so that they are accessible for further analyses.

Table 14: Potential Positive Impacts of the Courts⁴

Positive Impacts (pre)
1. At this point I have not witnessed any interactions by the courts with the community
2. At times leaning towards rehabilitation
3. Civic engagement, ethics
4. Community safety
5. Court keep criminals off the streets
6. Courts can help people feel that they have been heard and that they have recourse against the powerful. There is no orderly society without a functional court system.
7. Crime reduction. Environmental protection. Equal rights.
8. Decreasing racial tensions
9. Educate people. Healthy community
10. Ensuring justice for those wronged
11. Equal access to justice, communication with litigant/defendant, due process of law; true diligent defense
12. Equal justice for all people
13. Equal rights for all parents
14. Equal, fair, and positive ruling for everyone
15. Fair and equal justice
16. Fair and impartial renderings of justice
17. Fair treatment and overall true justice
18. Family law, immigration
19. Following the laws
20. Getting criminals off the street. Setting lawsuits
21. Getting involved in everyday questions and [unintelligible]
22. Helping the community to work together and be a better place
23. I care specifically about the juvenile system and how the courts have the ability to decriminalize youth
24. I feel that our courts keep my community safe. I enjoy that comfort
25. I received drug treatment and probation for my drug offense instead of just punishment. It has helped me turn my life around completely
26. Judges being more involved in the community, not just when they need the vote. Also, instead of just making people pay fines, they should have the heart and think about what the person is going through.
27. Justice (2)
28. Justice and fairness
29. Justice for all
30. Keeping criminals behind bars
31. Keeping people who are not a threat out of the system
32. Landlord-tenant relations, safety
33. Maintain civility in community
34. More law abiding citizens
35. New charges, court system fair = better community view, child new home for better
36. Programming to reduce recidivism and counseling programs for minor offenses prior to trial (ideally)
37. Protect rights, well being, deter crime

⁴ “Don’t know,” “Unsure,” “Not sure,” and “No” responses were removed from the list. A number in parenthesis indicates how many times an answer was given.

38. Protecting women and children from abusers. Protecting children in general.
39. Put criminals in jail
40. Putting convicted criminals in jail or prison; enforce the laws; protect community from law breakers
41. Reduce crime rates and rehabilitate youth/adults
42. Resolving issues
43. Safety for all. Enforce laws and put criminals away without a chance to hurt others again.
44. School truancy
45. Sending/convicting, criminals/drug [unintelligible]/thieves and murderers. Cleans up the streets and lowers risk to the community.
46. Setting (unintelligible) to deter criminals
47. Taking over school district
48. The oversight over local government
49. Treating all equally
50. Veterans court to assist with vets specifically; recent desire to have less/lower court fines/fees
51. When they get involved with the community and charge the area for living

Positive Impacts (post)

52. Be more approachable
53. Civic engagement, ethics
54. Community engagement. Juvenile decriminalization
55. Community service
56. Criminals off the street. Safer neighborhoods
57. Educating, transparency, accountability
58. Environmental protection. Neighborhood safety
59. Equal justice
60. Fathers' rights
61. Getting a problem fixed, finding justice within a case
62. If knowledge is brought up to community at a young age, people would have a better understanding of judicial system and their fairness
63. Impartiality
64. Informing about injustices and legislation changes
65. Justice
66. Justice, education
67. Making sure that children and families get proper care
68. More community interaction and more law abiding citizens
69. More interaction with the community not just at election time
70. More trusting of courts
71. Outreach, community involvement
72. Park maintenance, ability to make people think twice before taking action.
73. People will be educated about court system and involved when ask[ed] about it
74. Positive effect, more judicial personal in public view
75. Positive = squaring things away
76. Protecting the public from criminals. Enforcing our laws local state and federal.
77. Protecting women and children from abuse. Removing dangerous citizens from the public
78. Putting away criminals
79. Reductions in recidivism and community programming
80. Rehabilitation over punishment
81. Rehabilitation--keeping the community safe
82. Same as before

- | |
|--|
| <ul style="list-style-type: none"> 83. Same as pretest 84. Services that can be provided 85. They keep the criminal element controlled 86. Well at times, get involved in gatherings |
|--|

Table 15: Potential Negative Impacts of the Courts⁵

Negative Impacts (pre)
1. [Unintelligible] families don't have the financial resources and aren't represented in court
2. A possible would be if a person is truly not guilty of the crime, like a mistaken identity
3. Bias--seems we see that a lot here in our small community court system
4. Biased
5. Dishonest prosecutors, corrupt lawyers personal biases, political favors, cover ups
6. Disparity in representation, costs of courts, attorneys
7. Disparity in sentencing, lack of resources (human and social), considered law enforcement
8. Drawn out court trials going back and forth to court on the same case numbers of times
9. Gearing towards punishment
10. Higher crime rate and no confidence in judicial system
11. If the verdicts are not fair or just for all concerned. When you vote and a law passes and the court overrules the vote
12. Influence of people in power especially in small communities
13. It is more important that people have made positive changes after crimes to be able to expunge records so they can get jobs and be a positive member of society
14. Just fair treatment and not a [unintelligible] is very important
15. Letting dui driver out on small bond then killing innocent people
16. Light sentences, plea deals, verdicts based on fiscal expediency
17. Limited private citizen rights
18. Lower income, smaller community with defendants who don't understand options and can't afford to pay or be jailed to satisfy miss work
19. More criminals roaming around
20. No being properly represented, knowing their rights
21. Not all juries are fair due to changing mentalities, life styles, education requirements
22. Not getting justice for those who can't control a situation they were put in
23. Not letting community [unintelligible]
24. Not taking criminals off the street.
25. Partiality to illegal aliens
26. People feeling as though they didn't get a fair trial due to their ethnicity or financial status
27. Politically motivated decisions, religiously
28. Prison industry complex: pressure on court system for convictions affecting low income/majority minority groups

⁵ "Don't know," "Unsure," "Not sure," and "No" responses were removed from the list. A number in parenthesis indicates how many times an answer was given.

29. Profiling. Overzealous legal suits. Reduction of rights based on religious freedoms
30. Putting people who are not a threat in jail
31. Releasing criminals with ankle bracelets, they can remove. Should keep violent people behind bars
32. Rushed proceedings due to busy dockets; court appointed attorneys negligence; poor communication
33. Sentencing people for minor crimes (such as marijuana possession) beyond what is reasonable.
34. Some courts don't allow people to speak their rights
35. The community reacts negatively when an accused person is found guilty but the sentence is not enough
36. The ease on how the judges waive court costs on most defendants, allowing tax payers to pay the bill
37. The negative effect that courts have in the community is that they are just worried of making people pay fines. Staff sometimes are not approachable.
38. Too much regulation. Restrict freedom of people
39. Treating fathers as inadequate or not equal to mothers in child support/rights case. We should care about more than just financial support
40. Unfair representation
41. Unfair or more harsh sentencing based on race or income
42. When it affects those that have positive views than
43. When people feel that language bars them from being fairly dealt with in court, they can feel alienated and without recourse. This makes them even more invisible.
44. When they sentence a rapist or child molester to probation and the marijuana smoker gets years

Negative Impacts (post)

45. A negative effect could be not providing enough resources for the financially challenged population (bail) (access to phones, legal abuse in jail)
46. Case taking too long before trials
47. Community distrust. Unfair sentencing
48. Corruption, [unintelligible] system
49. Equal justice for rich/poor
50. Fairness for all
51. Favoritism, skewed rulings
52. Gun control
53. Ideal that unfair judgements cause civil unrest to change the results
54. Judges disregard community well being
55. Lack of discussions
56. Miscommunication
57. More criminals roaming around
58. Not being fair or equal to everyone who comes to court
59. Not having an opened mind, being biased. Deciding [based] on gender, race, and income
60. Not trusting the court system
61. Only caring about mothers rights in family law. Not caring about children and father relationships
62. Politically or religiously motivated decision
63. Prison industrial complex and the push for Das and judges to convict rather than rehabilitate
64. Putting people who are not threats to the community in jail

65. Race and low income people being disadvantaged from those of better position
66. Racial inequity in treatment. Using "religious freedom" as a pedestal to deny individual rights
67. Releasing people who should not be released or repeat offenders. Not enforcing immigration laws
68. Same as before
69. Sentencing discrepancies based on class, race, etc. Contribute to social tension and economic disparity becoming worse
70. Sometimes people with little resources have difficulty getting good representation.
71. There are too many people. Mostly we are just numbers
72. Unfair practices and cruel punishments
73. Unfair treatment by judges
74. When are not listened to due to the lack of presence

Other Post-only Survey Items

Additional questions on the post-survey asked respondents about their overall satisfaction with the engagement activities, whether and how much they felt they gained knowledge from the activities, and whether they would be willing to be contacted in the future.

Overall satisfaction. Overall satisfaction was assessed by asking respondents to rate "How satisfied or unsatisfied were you with the engagement activities?" on a five-point scale for which 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied.

Changes in subjective knowledge. To assess changes in subjective knowledge participants were asked, "During the engagement activities, to what degree, if any, did your knowledge of the [courts in your area] increase?" The five-point response scale was as follows: 1 = not at all, it stayed the same, 2 = slightly increased, 3 = somewhat increased, 4 = increased quite a bit, 5 = increased a great deal.

Willingness to be contacted in the future. Two yes/no questions were asked regarding willingness to be contacted in the future by the evaluation team:

- Would you be willing to invite people you know to do a very short survey?
- May the evaluation team contact you again later about your opinions?

Results shown in Table 16, Figure 10, and Figure 11 suggest relatively high satisfaction (the overall average was 4.58, falling between satisfied and very satisfied) and perceptions of moderate increases in knowledge (the overall average was 3.55, falling between somewhat increased and increased quite a bit). In addition, the majority of people reported being willing to be contacted in the future by the evaluation team.

Table 16: Other Post-survey Questions

Question	Court Actors			Comm. Leaders			Gen. Public			Site Average		
	M	SD	n	M	SD	n	M	SD	n	M	SD	n
How satisfied or unsatisfied were you with the engagement activities? 1 = very dissatisfied, 2 = dissatisfied, 3 = neither satisfied nor dissatisfied, 4 = satisfied, 5 = very satisfied												
Court/Leader	4.50	.55	6	--	--	0	--	--	0	4.50	.55	6
Alpine	5.00	.00	3	5.00	.00	4	5.00	.00	3	5.00	.00	10
Brownsville	4.00	--	1	4.67	.58	3	4.35	.86	17	4.38	.81	21
Houston	--	--	0	4.50	.71	2	4.6	.65	25	4.59	.64	27
Total/Overall	4.60	.52	10	4.78	.44	9	4.53	.73	45	4.58	.66	64
During the engagement activities, to what degree, if any, did your knowledge of the [courts in your area] increase? 1 = not at all, it stayed the same, 2 = slightly increased, 3 = somewhat increased, 4 = increased quite a bit, 5 = increased a great deal.												
Court/Leader	1.83	.98	6	--	--	0	--	--	0	1.83	.98	6
Alpine	4.00	1.00	3	3.75	1.50	4	4.00	1.00	3	3.90	1.10	10
Brownsville	2.00	--	1	3.00	.00	2	4.2	.78	15	3.94	.94	18
Houston	--	--	0	2.00	--	1	3.61	.84	23	3.54	.88	24
Total/Overall	2.50	1.35	10	3.29	1.25	7	3.85	.85	41	3.55	1.11	58
Question	Court Actors		Comm. Leaders		Gen. Public		Site Average					
	%	n	%	n	%	n	%	n				
Would you be willing to invite people you know to do a very short survey? Percent answering indicating yes												
Court/Leader	83%	6	--	0	--	0	83%	6				
Alpine	100%	3	100%	4	100%	2	100%	9				
Brownsville	100%	1	67%	3	94%	17	90%	21				
Houston	--	0	100%	2	70%	23	72%	25				
Total/Overall	90%	10	89%	9	81%	42	84%	61				
May the evaluation team contact you again later about your opinions? Percent answering indicating yes												
Court/Leader	100%	6	--	0	--	0	100%	6				
Alpine	100%	3	100%	4	100%	2	100%	9				
Brownsville	100%	1	67%	3	100%	16	95%	20				
Houston	--	0	100%	2	92%	24	92%	26				
Total/Overall	100%	10	89%	9	95%	41	95%	61				

Notes. Items were administered on the post-survey only. For the yes/no questions the mean represents the proportion of persons indicating yes. Dashes indicate no cases or statistical calculation could not be performed.

Figure 10: Satisfaction and Knowledge Increases

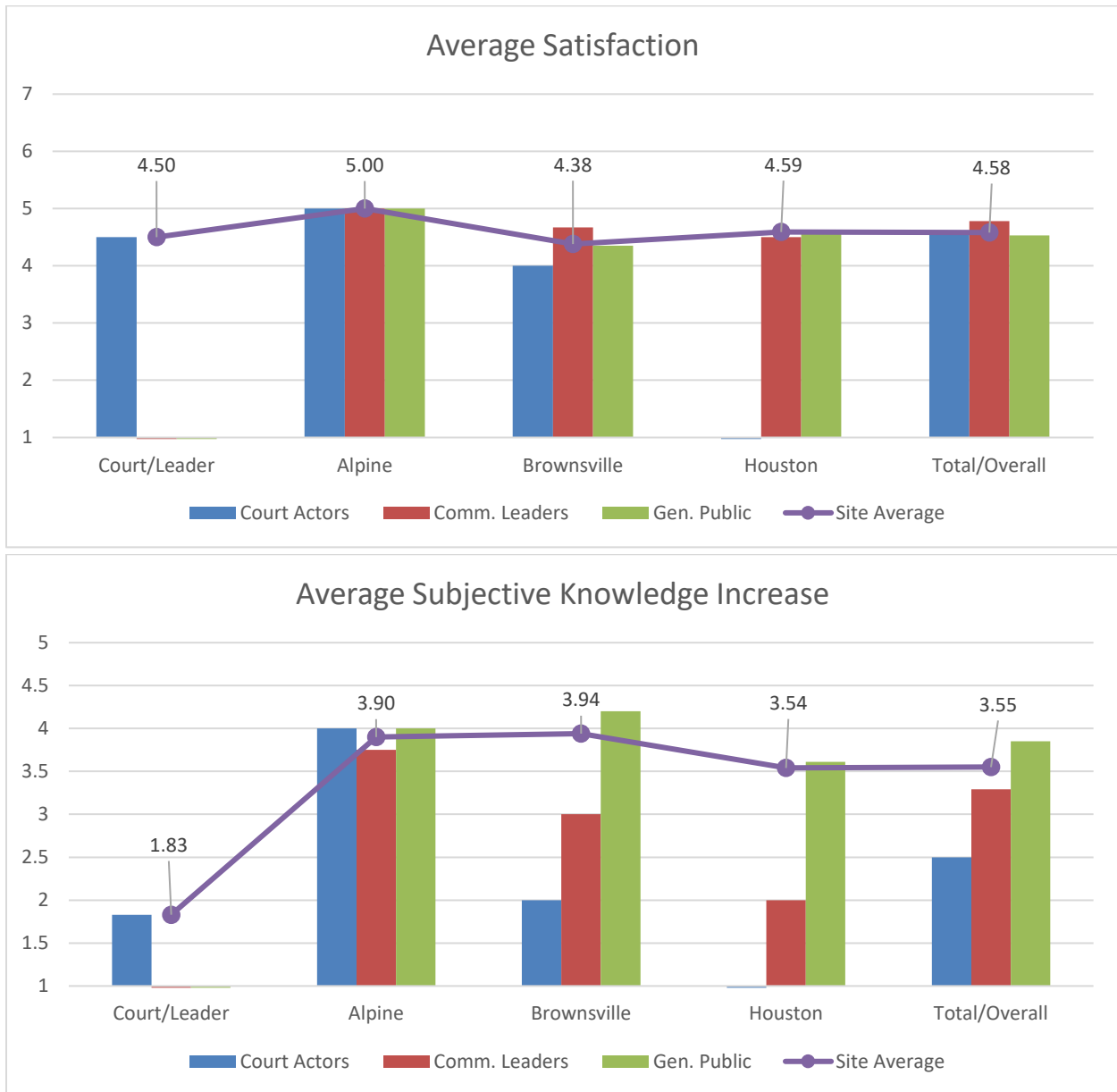
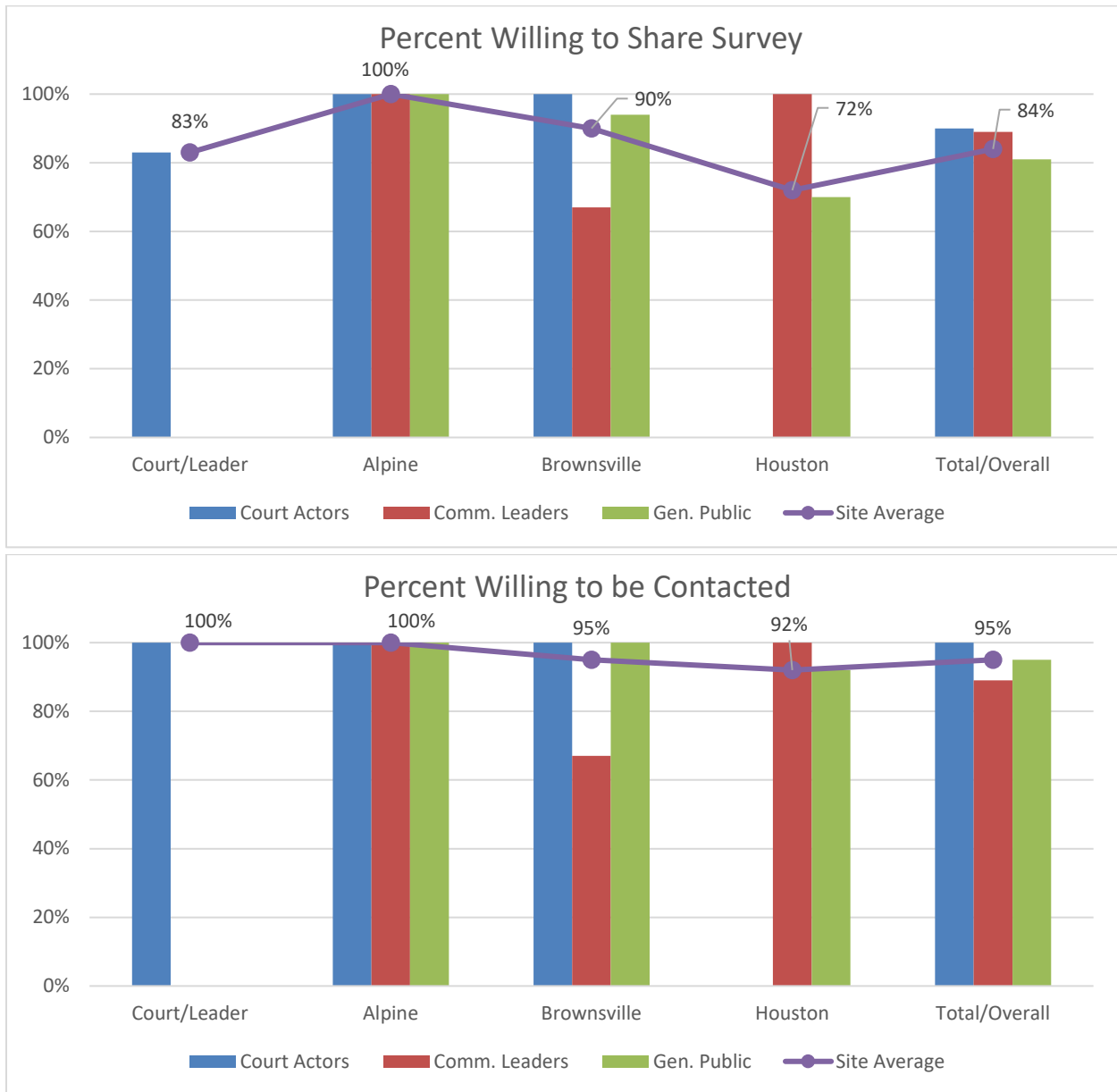


Figure 11: Willingness for Follow-up



Other Comments

At the end of both the pre- and post-survey there was space for participants to write any other comments they wished. The comments are listed in Table 17 to make them accessible for further qualitative analyses.

Table 17: Other Comments by Respondents

Other comments (pre)
1. American veterans OIF. Glad to be in Texas. Thankful for Texas courts
2. Definitely don't agree with the governor
3. Good to know you are giving this information
4. I appreciate the opportunity to participate in this survey
5. I believe it is a privilege to serve on a jury or to show up for jury duty. This is why we are living in the USA
6. I believe the courts need to enforce all laws including immigration laws. The courts and law enforcement should abide by our federal laws. Not pick and choose.
7. Interesting survey, food for thought
8. It was an interesting survey
9. Judges seem to decide guilty or innocent without input from the jury. Prosecutors have a record that was hidden to protect him
10. Pretty extensive. Honest people input is needed
11. That judges are appointed through political processes always makes me slightly more inclined to believe that courts act [to] meet political ends at times
12. What's going to happen to the judge that let that DUI driver out on small bond then killed 3 innocent on Belturay 8 and Anthone Dr.
13. Would like more information on law and court outcomes involved in our community
Other comments (post)
14. Enjoyed the survey, and the people in our group. Enlighten me
15. Great effort, please keep up
16. I enjoyed today's session. Helped me gain a better understanding
17. I really enjoyed this focus group
18. I recommend local officials engage with the community that they serve
19. If you want to reach the whole community here in Brownsville, materials should be provided in Spanish (both via translation and interpreting).
20. More education, easy access to information happening in courts. Legit information unlike media
21. Really learned a lot, I hope these new ideas come into development and I appreciate being heard. I felt like my opinions really mattered.
22. So long as we have conservative based laws, our communities lose.
23. Thanks for feeding us and the gift card (:
24. Thanks for giving us hope

State-Specific Results

A number of themes arose in the three community engagements conducted by the TX team. The key take-away points from each discussion are listed below.

Alpine, TX:

- Participants discussed a general feeling of distrust of the courts and of judges that could be influenced by lack of knowledge of the judicial process and of the role of judges.
- Participants saw it as a personal responsibility to gain more knowledge of the court system.
- One group emphasized that judicial education should begin at the middle school or high school level. They applauded the work that Judge Ferguson is doing by creating a mock court for high school students.
- One group discussed creating a community resource center that would serve as an intermediary role between the courts and the community.

Brownsville, TX:

- Participants felt that socioeconomic status was more of a factor than race in determining if a defendant would receive justice in the courts.
- Perceived corruption and cronyism in the local court system influenced participants' views of fairness. Some participants shared concrete stories involving local officials whom other participants may have known personally. This may explain the observed pre-post decreases in comfort with the state courts expressed by engagement participants.
- Language access irregularities within the court system are viewed as a recurrent issue.
- Participants emphasized a need for judge involvement in the community during non-campaigning periods to increase public trust.
- Participants encouraged using the school system to educate students and parents about the courts.
- Participants saw a need for more community resource centers and enhanced communication of available resources. Individuals noted that even though some community resource centers exist, not many people know about them due to the lack of outreach.

Houston, TX:

- Participants noted that location of court offices, specifically county and district offices, limited accessibility to county services and may limit civic participation.
- Participants expressed a desire for judicial education to increase understanding of court procedures, including pro se resources and legal clinic aid.
- Participants relied on search engines to find court services.

- Participants identified churches and religious centers as conduits between the community and judicial officials to build trust.
- Participants' opinions of the judicial system were influenced by their interactions with law enforcement.

Results from Common Discussion Questions

Brownsville and Houston participants contributed answers to the common discussion questions that had been posed by the evaluation team.

Most important things learned from the engagements according to participants.

Results from the common discussion question concerning most important things people learned from the engagement included the following:

Brownsville, TX:

- Participants heard the thoughts and experiences of those in their discussion group, which exposed shared opinions and values.
- Participants were surprised that people in the judiciary wanted to know their opinions. "I was surprised that someone cares."

Houston, TX:

- Participants learned more about legislative bills affecting the judiciary and benefiting citizens.
- Participants became aware of local judicial resources.
- Participants learned that others have the same concerns after hearing from their discussion group.
- Participants recognized that having limited judicial experience led to gaps in judicial knowledge.

Next steps according to participants. Results from the common discussion question concerning the next steps participants wanted to see after the engagement included:

Brownsville, TX:

- Participants left with a desire to continue engagement events and the discussion on how to improve the relationship between the judiciary and the public.
- Participants wanted clear and consistent information from their state leaders, including translations for non-English speakers.
- Participants emphasized that the information from the engagement be collected and disseminated to all.

- Participants sought more judicial public outreach, e.g., clinics.
- Participants wanted more representation for all demographics in future engagements.

Houston, TX:

- Participants said it was difficult to set aside time for civic participation and community engagement events. Some indicated that social media was a better tool to reach the public, and others expressed that in-person events provide a better route for engagement.
- Participants desired more resources to know their judges to make educated voting decisions.
- Participants wanted engagement events to be better publicized.
- Participants discussed wanting to get feedback from those with knowledge of the judicial systems and had gone through it first-hand.

Discussion/Reflections

The following are the Texas team’s unedited reflections on the results from the pre-post surveys.

General/Overarching Reflections

- *What stands out to you the most about the survey results for your engagements? What are the most positive results? What results may indicate areas for improvement?*
 - The engagement events were met with very positive general public feedback. Most participants found the topics discussed important and saw the engagement activities as helpful. This feedback indicates that future engagements with the public might be well received and worthwhile to encourage public trust and confidence in the Texas Judiciary. Survey results from all target populations indicated that recruitment could be improved to include people underrepresented in the engagement events.

Recruitment

- *How well did you manage to involve your target populations? Looking at the proportions of persons who attended, do you feel like you had the right amount of court actors, leaders, general public; the right mix of demographics (race/ethnicity, age, education, gender); and of viewpoints (e.g., ideology, persons who both are positive/negative about the courts at the time of the pre-survey)?*

- The target populations were court actors, leaders, and the general public in rural (Alpine), mid-sized (Brownsville), and urban (Houston) areas of Texas. Increasing the number of court actors and community leaders might have aided with recruitment and provided more communication opportunities for court actors, community leaders, and the general public. Demographics of the general public could be improved to be more representative, specifically for race/ethnicity and age. Viewpoints were hard to account for during the spontaneous recruitment events where a sample of the public were recruited with no screening.
- *Relating to recruitment, what would you be sure to do again in future engagements, and what would you like to try to do differently?*
 - Two forms of recruitment were used: planned recruitment where participants signed up weeks in advance and spontaneous recruitment where a select group was invited to participate in the engagement on the spot. For future engagements with planned recruitment, focus could be placed on reaching underrepresented communities. Working with community organizations and churches might encourage more participants of different socioeconomic statuses, races, and ages. Spontaneous recruitment produced a good sample of community members, but the events attracted less participants than expected. Those signing up did so without knowledge of the project. Recruitment may have increased had the group been shown a video explaining the engagement project to generate interest and participation.

The Engagement Process

- *What processes seemed to go well or need improvement based on the pre-post survey data and post-survey engagement evaluation?*
 - Based on pre-post survey data, most general public participants were satisfied with the public engagement event. They gained knowledge of the Texas court system and were exposed to different viewpoints. They also expressed that others, i.e., members of the public, judges and court staff, and facilitators, listened to and understood other views. Therefore, the facilitated discussions were successful.
- *What processes seemed to go well or need improvement based on your observations of the events?*
 - Judges and/or county/district clerks added an important trust element to the engagement events. When pre-post surveys were shortened in length, there was more time for discussion. It may have been beneficial to give more time for court

actors and community leaders to engage with the public in a facilitated Q and A discussion.

- *Relating to the engagement process, what would you be sure to do again in future engagements, and what would you like to try to do differently?*
 - Engagement events were scheduled during business hours, Tuesday through Thursday. It may be beneficial to schedule an engagement event over the weekend or after business hours to reach different populations who may be at work during those standard days/hours. Additionally, events might be scheduled in suburban areas to reach people who may not live in the city center, e.g., for engagement events in Houston or other urban areas.

Outcomes

- *How well did you manage to achieve what you hoped to achieve during the engagements (individually and across the engagements)?*
 - We were fully able to achieve our goals of engaging with the public and connecting to court actors and community leaders. The experience was new for all of us, and we discovered new traits and skills about ourselves, and we also learned of areas where we could use additional assistance and training to be more effective.
- *What is the evidence/measures relevant to some problem facing the courts that you can track going forward to see if you continue to make progress?*
 - Familiarity, fairness, and equal treatment in Texas courts were public engagement discussion topics. Responses to the future Texas Public Trust and Confidence Survey will show whether progress is made in improving public opinions.

Conclusion and Next Steps

- *What do you feel were the most important things learned from the engagements?*
 - It was important that participants gain awareness of the Texas Judicial Council as the policy-making body for the state judiciary and as an agent of improvement to the judicial system. Many in the general public were unaware of legislation that affected Texans' experiences in the court system. It was also important to learn that employees of the judiciary could have useful and relevant conversations with general members of the public.

- *What will your teams' next steps be? Will you continue or sustain your engagement efforts beyond the end of your involvement in PEPP?*
 - The Community Engagement in the State Courts Initiative report will be shared with the court actors, community leaders, and the general public who participated in the engagement events. Additionally, the report will be distributed to the Texas Judicial Council Public Trust and Confidence Committee. Yes, the Texas Judicial Council has already made recommendations to take work such as engagement efforts even further and work with other organizations to help carry out those efforts.

- *Did your involvement in the PEPP projects impact your use of engagement in any way, and/or impact your institution and its attitudes toward public engagement? If so, how?*
 - Participation in the community engagement project helped our team to become more aware of how important it is to make sure the members of the public have a voice when it comes to the judiciary, and not only to have a voice, but to also provide a safe and open forum for people to express their voice. It also was a good reminder of how important and impactful engagement in a face-to-face, or screen-to-screen (in virtual settings), can be, as so much communication has become electronic.

APPENDICES

Appendix of Procedure Relevant Materials or Work Products

Recruitment

Recruitment Survey



TX Alpine
recruitment survey.p



Welcome to this survey!

The [Texas Office of Court Administration](#) is conducting this 3-minute survey in order to get Alpine residents' initial views, and to invite select individuals to discuss topics that affect citizens of the State of Texas. We will select 20 individuals from this survey's respondents to take part in a 2.5 hour in-person discussion, involving the public and court representatives, regarding Alpine residents' specific concerns or issues about the Texas judicial system. This is an initiative that is made possible by a grant through the [National Center for State Courts](#). *As a token of gratitude, and to enable more people to participate, individuals who participate* in the face-to-face discussion will be compensated with a \$75.00 Amazon Gift Card and will receive a complimentary light breakfast and lunch the day of the discussion.*

*NOTE: Invitations to participate will be sent to a randomly selected group of people who complete this survey and indicate a willingness to attend the discussion in person.

Have you personally had any experiences with the Texas courts or Texas judicial system before today?

- Yes
- No
- Not sure

Overall, what are your feelings about the courts in Texas? (Note: All views are important and will be included in the discussions.)

- Mostly or all negative
- Mixed, but more negative
- Mixed, about equal positive and negative
- Mixed, but more positive
- Mostly or all positive

Are you interested in participating in an in-person discussion regarding the public's views on the Texas Judiciary?

- Yes
- No

Are you available to attend a 2.5 hour in-person discussion about court issues on Tuesday, October 15, 2019 at 9:30 AM in Alpine, TX?

- Yes
- No
- Maybe/unsure

Contact Information *(to be used only so we can contact you if you are invited)*:

- Name _____
- Phone Number _____
- Email Address _____
- City _____

Finally, please provide the following demographic information.

This information is important so that we can be sure that this survey is reaching all demographic groups.

What is your age? _____

Which of the following best describes the highest level of education completed?

- Less than or only some High School
- High School Diploma / GED
- Some College or post-High School
- Two Year College or Technical Degree
- Four Year College Degree
- Some Graduate School
- Advanced Degree

Gender:

- Male
- Female
- Self-specify: _____

Which of the following describes your ethnicity? (check all that apply)

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- Spanish, Hispanic or Latina/o/x, Puerto Rican
- White (Caucasian)
- Other (please specify): _____

How would you best describe your current employment status?


- Full Time (35+ hours per week)
- Part Time (Less than 35 hours per week)
- Home Maker

- Retired
- Unemployed

What is your current zip code? _____

Media and Social Media Examples

News Station Online Article

WATCH LIVE
On Air 4:55AM70°
Midland, TX

LOCAL

Brewster County wants to pay you \$75 for your opinion

Would you like your voice heard? The Texas Office of Court Administration is looking for you.

Author: Victor Blanco
Published: 4:13 PM CDT September 18, 2019
Updated: 4:13 PM CDT September 18, 2019

ALPINE, Texas — **Editor's note: The video above is from Monday, Sept. 9, 2019.**

Do you have opinions about Texas courts?

The Texas Office of Court Administration will host a two and a half hour in-person discussion in Alpine Tuesday, October 15, open to 20 participants.

The 20 participants will be selected through [an online survey](#) and notified by email.

Facebook Post



Brewster County Sheriff's Office

September 18, 2019 · 🌟

Do you have opinions about Texas courts?

Share your views and earn a \$75 Amazon Gift Card!

The Texas Office of Court Administration is hosting a 2.5-hour in-person discussion in Alpine on Tuesday, October 15, to gain a better understanding of the public's perception of the courts and judicial system. Twenty (20) participants will be selected to attend. Those selected will be notified by email. Light breakfast and lunch will be provided.... [See More](#)



👍👎 7

2 Comments 9 Shares

Flyers

Alpine Public Engagement Recruitment Flyer



Share your opinions. Earn a \$75 Amazon Gift Card.

The Texas Office of Court Administration is hosting a 2.5 hour in-person discussion in **Alpine on Tuesday, October 15, 2019, from 9:30 AM to 12 PM** to gain a better understanding of the public's opinions of the courts and the Texas judicial system.

20 participants will be chosen to attend. **Light breakfast and lunch will also be provided.** We hope to see you there!

Sign up by **October 3** at <https://go.unl.edu/alpinetxcourts>.

Public Engagement Pilot Project

Texas Office of Court Administration
205 W 14th St, Ste 600
Austin, TX 78701
pepp@txcourts.gov
More info at <https://www.ncsc.org/pilots>



Public Engagement Pilot Project Sign up at https://go.unl.edu/alpinetxcourts
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Public Engagement Pilot Project Sign up at https://go.unl.edu/alpinetxcourts

Pre-Engagement Communications

Alpine, TX Public Engagement Event Details



Texas Public Engagement Pilot Project Alpine Event Details

LOCATION

Date: Tuesday, October 15, 2019

Time: 9:30 AM to 12 PM

Facility: Gallego Center, Room 129
Sul Ross State University
East Highway 90
Alpine, TX 79832

INSTRUCTIONS



- **IMPORTANT:** Print out your parking pass (attached) and place it in the passenger side dash. UDPS will issue you a citation if your car does not have a pass displayed. If you do not have access to a printer, we can provide a pass to you on Tuesday morning *before* the event.
- Gallego Center, Rm 129 is located on the Sul Ross campus in the “fish bowl,” near East Highway 90. (Map attached.)
- Bring a sweater or jacket—the conference room may be cold.
- No supplies are needed.

EVENT NOTES

- During the event, you will fill out two surveys about your thoughts about Texas courts: one before the group discussion and one after. These surveys will be collected for research purposes. For more information on this research and your rights as a research participant, please see the attached Survey Consent Form.
- To best capture the group discussions, we will be using audio recording devices. For more information, please see the attached Audio Recording Consent Form.
- If you need special accommodations, please let us know directly as soon as possible at [REDACTED].
- For all other questions, comments, or cancellations, please e-mail PEPP@txcourts.gov.


Alpine, TX Public Engagement Participant Acceptance Email

Alpine Public Engagement Event Oct. 15 Acceptance Email

 PEPP
To: 

[Reply](#) [Reply All](#) [Forward](#) [More](#)

Thu 10/10/2019 4:36 PM

Dear 

You have been selected to participate in the Texas Office of Court Administration Public Engagement Pilot Project in Alpine on Tuesday, October 15, 2019.


For your participation, you will be compensated with a \$75 Amazon gift card, and, as well as, a light breakfast (e.g., coffee and muffin) and lunch the day of the event. The event will be held at Sul Ross State University. It will begin 9:30 AM and conclude at 12 PM. Please arrive no later than 9:30 AM, as we will start promptly at that time.

To confirm your attendance, please respond to this email. Upon confirmation, you will receive a parking pass, room details, and additional project information. **Please respond by end of day Friday, October 11.**

If you have any questions, please email PEPP@txcourts.gov. Should you be unable to attend, please reach out to us via email.

University Parking Pass


.....

 **Campus Activities**

Group Participant _____ (group name)

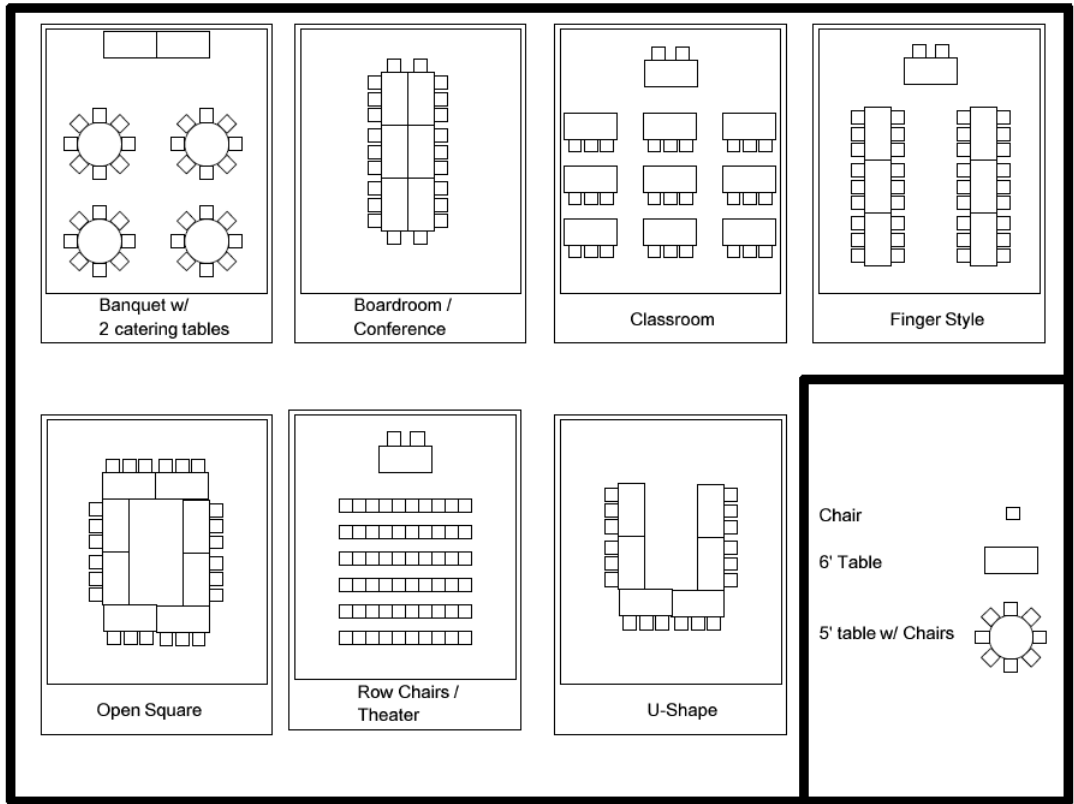
Temporary Parking Permit

Approved through the Department of Campus Activities and Valid: **October 15, 2019** (date/s)

PLACE IN THE PASSENGER SIDE DASH 

Engagement Events

Sample Room/Chair Arrangements



Materials Checklist

Packing List

- Pre-survey coversheet
- Extra batteries
- Binder with facility contracts and contact info
- Pens
- Clipboards
- Facial tissue
- Hand sanitizer
- Paper clips (large)
- Directional signs with arrows
- Tape
- Sign-in sheet (2 copies)
- PEPP consent form (25 copies)
- Audio recording consent form (25 copies)
- Pre-survey (25 copies)
- Notes page (25 copies)
- Breakout questions (6 copies)
- Post-survey (25 copies)
- Audio recorders (3)
- Banner
- Tablecloth
- Gift cards
- Name tags

Sign-In Sheet

Houston, TX Participant Sign-In Sheet

Texas Public Engagement Pilot Project Houston, TX Wednesday, February 19, 2020 Sign-In Sheet			
	First Name, Last Name	Email	How did you get to jury service today? (Metro, dropped-off, drove)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

Consent to Audiotape



Texas Public Engagement Pilot Project Audio Recording Consent

INFORMED CONSENT FORM (AUDIOTAPE)

Consent for Audio Recording/Transcribing Interviews in Public Engagement Pilot Project (PEPP)

Dear participant in a Texas PEPP engagement,

This engagement involves the audio recording of your participation in a moderated group discussion. Neither your name nor any other identifying information will be associated with the audiotape or the transcript. Only the Texas PEPP team or related researchers (e.g., University of Nebraska-Lincoln) will be able to listen to the tapes.

Transcripts of your interview may be reproduced in whole or in part for use in presentations or written products that result from this engagement. Neither your name nor any other identifying information (such as your voice) will be used in presentations or in written products resulting from the engagement.

By joining this Texas engagement, you are consenting to:

- having your participation in the discussion taped;
- having the tape transcribed; and
- the use of the written transcript in PEPP presentations and written products.

You may keep this page for your records. If you are reading this from a web browser, and wish to have a copy, print it now.

For audio recording related questions, contact the Texas PEPP team at PEPP@txcourts.gov.

Consent to Audio and Video Record

Houston, TX Audio Visual Recording Consent Form



Texas Public Engagement Pilot Project Recording Consent

INFORMED CONSENT FORM (RECORDING)

Consent for Recording/Transcribing Interviews in Public Engagement Pilot Project (PEPP)

Dear participant in a Texas PEPP engagement,

This engagement involves the audio and video recording of your participation in a moderated group discussion.

Transcripts of your interview may be reproduced in whole or in part for use in presentations or written products that result from this engagement.

By joining this Texas engagement, you are consenting to:

- having your participation in the discussion taped;
- having the tape transcribed;
- the use of the written transcript in PEPP presentations and written products; and
- the use of video to be used for educational materials and presentations.


Please note that if you wish to withdraw your consent prior to the engagement, you will forfeit any benefit to which you were entitled, e.g., gift card and meal.

You may keep this page for your records. If you are reading this from a web browser, and wish to have a copy, print it now.

For specific engagement related questions, contact the Texas PEPP team at PEPP@txcourts.gov.

Agendas

Alpine, TX Public Engagement Event Agenda



Texas Public Engagement Pilot Project

Alpine Agenda: Tuesday, October 15, 2019

9:30 am **Registration, Pre-Survey & Light Breakfast**

10:00 am **Welcome** – Judge Ferguson

10:15 am **PEPP Project Introduction** – Jeffrey Tsunekawa

10:30 am **Breakout Session**

Participants will be split into three groups to discuss talking points.


11:30 am **Regroup & Wrap-up**

Participants will come back together. The group speakers will briefly summarize what their groups discussed.

11:45 am **Post-Surveys Handed Out**

12:00 pm **Thank You, Box Lunch & Adjourn**

Brownsville, TX Public Engagement Event Agenda



Texas Public Engagement Pilot Project

Brownsville Agenda: Wednesday, November 06, 2019

9:30 am **Registration, Pre-Survey & Light Breakfast**

9:45 am **Welcome** – Judge Sanchez

9:55 am **PEPP Video**

10:00 am **PEPP Project Introduction** – Ms. Lisa Robles

10:10 am **Texas Legal Aid** – Ms. Grace Kube

10:20 am **UTRGV** – Dr. Gabriel Gonzalez Nunez

10:30 am **Breakout Session**


11:30 am **Regroup & Wrap-up**

11:45 am **Post-Surveys Handed Out**

12:00 pm **Thank You, Box Lunch & Adjourn**

Annotated Agendas/Notes

Houston, TX Public Engagement Event Agenda - Morning

	<h1>Texas Public Engagement Pilot Project</h1> <h2>Wednesday, February 19, 2020</h2> <h3>Houston Agendas</h3>
<h4>Engagement 1 (Morning)</h4>	
<p>8:30 am</p>	<p>PEPP Team Arrival</p> <ul style="list-style-type: none"> • Team meet Aman in the basement. • Jeffrey, Lisa & Nitu set up room. Megan & Steve set up camera. • Jason Deli to deliver breakfast at 9:15 am. Nitu to be point person.
<p>9:30 am</p>	<p>Jury Dismissal</p> <ul style="list-style-type: none"> • Aman to give PEPP recruitment announcement to leftover jury pool. • Jeffrey to hand out number cards to participants. • Nitu to direct participants to room.
<p>10:00 am</p>	<p>Participant Sign-in & Pre-Survey</p> <ul style="list-style-type: none"> • Lisa and Megan to sign in participants and go over consent forms at registration desk. • Nitu to assist participants with pre-survey questions at round tables.
<p>10:15 am</p>	<p>Welcome, Who OCA Is, and Introductions – Jeffrey introduces</p> <ul style="list-style-type: none"> • Jeffrey, Director of Research & Court Services • Nitu Gill, Project Manager • Lisa Robles, Judicial Information Analyst • Megan LaVoie, Director of Public Affairs & Special Counsel • Steve Miller, Multimedia Producer • Tina Vagenas, NCSC, Director & Chief Counsel • Marilyn Burgess, Harris County District Clerk • Judge • Wes McCoy, Deputy District Clerk • Aman Ahluwalia, Jury Manager
<p>10:25 am</p>	<p>PEPP Video</p>
<p>10:30 am</p>	<p>Why You Are Here: Value of Participants – Lisa</p> <ul style="list-style-type: none"> • Discuss project (Alpine & Brownsville), participants' roles, and final toolkit.
<p>10:35 am</p>	<p>Clerk and Judge Remarks – Lisa introduces</p> <ul style="list-style-type: none"> • Ms. Burgess and Judge share floor to discuss their judicial roles and importance of public engagement.
<p>10:40 am</p>	<p>Breakout Groups Begin – Lisa announces</p>
<p>11:40 am</p>	<p>Regroup for High-Level Discussion Points – Nitu leads</p> <ul style="list-style-type: none"> • Lisa and Jeffrey set up food, get gift cards, and pass out post-surveys.
<p>11:50 am</p>	<p>Post-Survey</p>
<p>12:00 pm</p>	<p>Adjourn (Keep in mind we are on a very tight schedule.)</p> <ul style="list-style-type: none"> • Pass out gift cards after complete survey. Participants grab lunch on way out. • Nitu, Lisa & Megan assist in getting first group out. • Jeffrey to go with Aman to get next jury pool group.



Texas Public Engagement Pilot Project Wednesday, February 19, 2020 Houston Agendas

Engagement 2 (Afternoon)

12:30 pm	Jury Dismissal <ul style="list-style-type: none"> • Aman to give PEPP recruitment announcement to leftover jury pool. • Jeffrey to hand out number cards to participants. • Nitu to direct participants to room.
1:00 pm	Participant Sign in & Pre-Survey <ul style="list-style-type: none"> • Lisa and Megan to sign in participants and go over consent forms at registration desk. • Nitu to assist participants with pre-survey questions at round tables and set up lunch and water.
1:15 pm	Welcome, Who OCA Is, and Introductions – Jeffrey introduces <ul style="list-style-type: none"> • Jeffrey, Director of Research & Court Services • Nitu Gill, Project Manager • Lisa Robles, Judicial Information Analyst • Megan LaVoie, Director of Public Affairs & Special Counsel • Steve Miller, Multimedia Producer • Tina Vagenas, NCSC, Director & Chief Counsel • Marilyn Burgess, Harris County District Clerk • Judge • Wes McCoy, Deputy District Clerk • Aman Ahluwalia, Jury Manager
1:25 pm	PEPP Video
1:30 pm	Why You Are Here: Value of Participants – Nitu Discuss project (Alpine & Brownsville), participants’ roles, and final toolkit.
1:35 pm	Clerk and Judge Remarks – Nitu introduces Ms. Burgess and Judge share floor to discuss their judicial roles and importance of public engagement.
1:40 pm	Breakout Groups Begin – Nitu announces
2:40 pm	Regroup for High-Level Discussion Points – Lisa leads Nitu and Jeffrey get gift cards and pass out post-surveys.
2:50 pm	Post-Survey
3:00 pm	Adjourn <ul style="list-style-type: none"> • Pass out gift cards after complete survey.

Background Information

Engagement Breakout Session Talking Points



Texas Public Engagement Pilot Project

Breakout Session Talking Points

COURT AWARENESS & COMMUNICATION

- Do you know where the courts in your city, precinct, and district are located?
- Have your judges, clerks, court actors met with you or your community groups?
- Would you like more interaction with judges, clerks, and court actors through events outside the courthouse?
- How easy is it to find general court information?
- How do you usually contact courts or county offices? By phone? Email?
- For those of you have dealt with the court system, are there any tools, tips, or resources that would have helped you with the process?
- Are there community resources outside the courts that can help? [Moderator can mention resources, e.g., Texas Rio Grande Legal Aid.]
- How would you like to interact with the courts or clerk offices? Is this possible?
 - Social media
 - Public forums
 - Meet and greets with local judiciary/court actors

JUDICIAL OUTCOMES & LEGISLATIVE JUDICIAL REFORM

Moderator brings up examples of recent legislative changes, e.g., court cost and filing fees, driver repeal, community service initiative.

- Did you know about this change? How does it make you feel knowing that changes to the court system are being made to address people's concerns?
- How do you hear news about changes to the courts, if you hear news, about changes to the courts and court services? How would you like to hear about changes?
 - Radio or TV news
 - Community bulletins
 - Court office
- Do you feel comfortable sharing your opinions of court services, positive or negative? Do you feel heard? What are ways of communicating your opinions?

85th Legislative Update

Source: <http://www.txcourts.gov/media/1438072/85th-legislative-report.pdf>



Texas Public Engagement Pilot Project

Breakout Session Talking Points

Improving the Guardianship System

During the 84th Legislative session, lawmakers made several improvements to the guardianship system in our state and the 85th Legislature continued to build on that work. With the senior population in Texas expected to triple by 2050, the Judicial Council made recommendations to the Legislature to protect some of our most vulnerable citizens. SB 1096 and SB 36 contain those recommendations. They include:

SB 1096

- Requires all guardians other than attorneys, corporate fiduciaries, and certified guardians, to receive training, undergo a criminal history background check and register with the Judicial Branch Certification Commission (JBCC); and
- Authorizes the creation of a statewide guardianship registry available for query by law enforcement.

SB 36

- Expands Judicial Branch Certification Commission's authority to regulate guardianship programs.
- OCA anticipates less than 30 programs will be registered with the commission.

Increasing Compliance with Court Costs and Fees

In his 2017 State of the Judiciary speech, Texas Supreme Court Chief Justice Nathan L. Hecht discussed what is commonly known as "debtors' prisons," the practice of jailing criminal defendants for being unable to pay their fines and court costs. He said debtors' prisons are not only illegal under the United States Constitution, they also keep people "from jobs, hurts their families, makes them dependent on society and costs taxpayers money." The Legislature agreed and passed **SB 1913**.

The bill makes statutory changes to improve the assessment and collection of criminal court costs including:

- Requiring judges handling cases in open court to ask about a defendant's ability to pay when imposing the sentence and to use existing tools of installment plans, community service, full or partial waiver, or any combination of those, if a defendant has an inability to pay in full;
- Expanding community service options a judge may impose;
- Increasing the minimum amount of credit for jail or community service from \$50 to \$100 for each day; and
- Prohibits the posting of a monetary bail in a fine-only offense unless the defendant fails to appear and the judge finds that the defendant can post bail.



Texas Public Engagement Pilot Project

Breakout Session Talking Points

Addressing Mental Health

More than 20 percent of the inmate population in Texas needs mental health services. With that sobering statistic in mind, the Judicial Council made several legislative recommendations to improve the administration of justice for those suffering from or affected by mental illness. While several bills were filed that addressed mental health, the Judicial Council's recommendations passed both chambers in **SB 1326** and **SB 292**. The bills make several statutory changes including:

SB 1326

- Revises the process of gathering and assessing information about an arrestee who may have a mental illness in the magistration process;
- Streamlines the competency restoration process; and
- Authorizes counties to establish jail-based competency restoration programs.

SB 292 – Jail Diversion Grant Programs

- The grant program was created for the purpose of reducing recidivism, arrest, and incarceration of individuals with mental illness. The program is funded by matching funds from the state and counties.

FAIRNESS & EQUAL TREATMENT

- In general, do you believe your local and state court systems are fair for all people regardless of race? What about gender? What about income level?
- How do you define fairness in terms of the courts?
- What are the courts doing well in terms of fairness for all people?
- What are some examples in which you feel like you were represented well or not represented well?
- How can the courts or court offices improve to make people feel represented fairly and equally?

THE COMMON QUESTIONS

(1) What are the most important things learned during this engagement?

- *Do not display these questions. These are prompts, to foster more discussion as needed:*
 - *For example, did you or others present at the engagement learn anything that impacted trust in the courts?*
 - *What do you think is very important for you and your community to know, yet you did not know before?*
 - *What do you think is the best way(s) for courts to get this information to people?*
 - *Do you think the courts learned from the various individuals and communities who were present?*

Survey Administration and Explanation

When administering the survey at the start of the engagements, TX used the following script to guide its remarks.

Survey Administration Script:

Thank you all for coming today. As you came into the event today you should have received an information sheet and the attached survey. As noted in the written information introducing the survey, today's activities are sponsored by an award from the National Center for State Courts. That award has made it possible to have today's events, meal and gift cards.

The National Center for State Courts has funded these awards in order to learn from teams like ours on how to engage people in events like these, in an effective and trustworthy manner. As a result, they are asking us to have people complete a survey at the beginning of their involvement with us for this project, and at the end of this meeting.

The survey has two purposes: First, we hope that it gets you thinking about your experiences and feelings about the courts before our discussions today. Second, evaluators will be using the information to help both our team, AND courts across the country, to understand how to do engagements with the public more successfully in the future. So, we really do appreciate your completing the surveys today.

Instructions

A couple of additional things about the survey:

First, the survey asks you to report your email in order to match pre and post surveys. Your email will not be shared with anyone except the evaluators. But if you are not comfortable using your email on the survey, let us know and we will provide you a different code for matching your responses.

Second, note that the evaluators are most interested in the first response that comes to your mind. You do NOT need to sit and think very long about each survey question – just answer whatever feels right based on your first impressions and “gut reactions.”

Finally note that your answers will be kept entirely confidential. We will send the surveys to the evaluators for data entry, and they will only be reporting means and descriptive information from the data, they will not be sharing any individual responses with us or in their reports.

If you did not receive a survey or if you have any questions, please raise your hand. Thank you!

Appendix of Measures

Engagement Form

The engagement form was used to track consistent data about individual engagements held by the PEPP teams to be able to look for potential patterns across engagements.



Engagement level
data form - concise.

https://www.ncsc.org/_data/assets/pdf_file/0022/60259/engagement-form-ne.pdf

Cross-site Surveys

The consent form was consistent across all the PEPP teams and was used to provide information to the attendees of the community engagements.



consent letter PEPP
v02-Approved.pdf

https://www.ncsc.org/_data/assets/pdf_file/0014/60260/survey-invitation-ne.pdf

Pre/Post Surveys

The surveys vary slightly by PEPP team because the name of the specific court or courts were embedded into the survey. Longer and shorter surveys were available. TX used the short form surveys for its engagements.

Short forms:

Pre survey:



PRE
survey_TX_two_plus.

https://www.ncsc.org/_media/microsites/images/community-engagement/thumbnails/tx/PRE-survey_TX_two_plus-1.pdf

Post survey:



POST
survey_TX_two_plus.

https://www.ncsc.org/_media/microsites/images/community-engagement/thumbnails/tx/POST-survey_TX_two_plus-1.pdf

Common Discussion Questions

The common discussion questions that we requested all teams use as part of their project outcomes are attached here.



Common
discussion question

https://www.ncsc.org/_data/assets/pdf_file/0016/62521/kcmo-common-discussion-questions.pdf

Site-Specific Measures

Discussion and Debriefing Questions

During its engagements, TX gathered information from its participants using a variety of discussion questions.

Houston, TX Breakout Group Discussion Questions: Issues Specific to Harris County

ISSUES SPECIFIC TO HARRIS COUNTY (10 minutes)

- How did you get to jury service today? Metro, dropped off, or drove? (HC)
- Would you feel it would make the process easier for you if you were able to register online and receive more notifications for jury service? (HC)
- Do you feel that transportation, parking or even distance is ever a factor in someone's access to a court? (HC)
- What was the primary reason you showed up for jury service? Was your decision related to civic duty or because it was a requirement you appear? (HC)
- Texas currently operates under a partisan judicial election structure. Do you feel that partisan elections affect your views on the Texas judiciary? (OCA)
- Do you have thoughts on whether political views should have a role in judicial elections? (OCA)