

**SCSU Recreation & Leisure Studies/
New Haven Public Schools
Collaboration**

New Haven After-School Program

**Second Year Student Data:
Baseline**

Prepared by:

Deb Risisky, PhD

Project Evaluator

Associate Professor of Public Health

Southern Connecticut State University

Introduction and Overview of Program

Description of the Program

In January 2014, Southern Connecticut State University (SCSU) was awarded a grant to implement an after school violence prevention program in Hill Central School, a K-8 school which is part of New Haven Public Schools District (NPHS). The program was to be aimed at grades 6-8, but was adapted to include the fifth grade as well. The funding was provided from the Institute of Municipal and Regional Policy at Central Connecticut State University. Second year funding was provided during Summer 2015 and the program began implementation mid-fall 2015 using adaptations created by the lessons learned in the pilot year of implementation.

The long term goal of this program is to reduce the number of violent incidents, both in school and in the community. The program intends to accomplish this goal through an after school program. There are two ways that this program works to reduce violence among youth. First, the program seeks to offer students the opportunities to develop skills in various arts, e.g., music, painting, drama, and sports, both competitive and non-competitive during a critical time during the day. Using new enrichment opportunities will open the students up to new possibilities for their lives, both in finding meaningful ways to spend leisure time and possibly identifying potential careers by finding unknown talents within themselves. Keeping young students occupied during the after-school hours has been shown to reduce many at-risk behaviors and their associated consequences, including substance use, sexual behaviors, and violence behaviors.

The second way this program will accomplish this goal of reducing violence is by providing students with access to mentoring role models, which are the on-site program staff. Hiring college and post-college individuals to work as counselors and program directors in the after school program offers the students access to adults who can have a significant impact in their lives. Finding counselors and staff with similar backgrounds allows the youth to see all the future possibilities they can have by working hard in school and avoiding consequences from poor decision making. Making these adult connections is critical for at-risk youth and has been shown to be effective for long term academic success.

The program is also designed in a manner that encourages participation through the reduction of traditional barriers to program involvement. The program operates on the school site five days a week, beginning right at dismissal. There is after school bussing provided for students so that they may become involved and still have a safe method of transportation home; this is even more critical when working with families that may not have transportation access.

Baseline Data

During the first weeks of implementation, the Project Evaluator went to the schools to collect baseline data from the participating students. A mid-week day was selected, due to

higher attendance on that day. The next day, also a mid-week day, the Evaluator returned to collect data from missing students. A total of 54 out of 73 (74%) students completed the baseline questionnaire over those two days.

Instrument

The instrument was adapted from the original instrument used during the pilot year. The original instrument was developed by the project evaluator with much guidance and feedback from Drs. MacGregor and Smith. Multiple discussions were held regarding the amount of information to gather and what was most important to know at this time. The instrument was developed after reviewing eight other relevant instruments and then reviewed multiple times by both Co-Directors until it was deemed ready for use.

The completed instrument has 44 questions across four pages, with some of those questions having multiple components (Appendix). While the instrument appears extensive and long, it was written in a manner to be easy to read at this developmental stage. Students took 10-15 minutes to complete it during the sign-in portion of afternoon when students were in their assigned classrooms and having snacks. Program counselors monitored the tables to ensure students concentrated only on their own document as well as to help with reading difficulties among the students, if needed. The Evaluator moved between rooms to check with counselors about problems and help students as needed.

For the second year, some questions were adapted to be clearer for the students and four questions were added when it was realized that they had not been previously included. The first new question asked students if they had attended in the previous year. The first seven questions address student's expectations for joining the program, including what they are looking forward to participating in and connections with staff. The second section moved on to address student's views on their lives, using 13 questions with response options of: "Yep, that sounds like me" or "Nope, that isn't me". Items addressed their attitudes on friendship, home neighborhood, stress, and a number of questions related to views on violence. This section including the remaining three new questions.

The third section addressed personal safety through four questions. Response options were "A lot/all the time", "Sometimes", and "Not a lot/never". Students were asked their how often they felt safe at school, coming to/from school, home, and in their neighborhood. The fourth section was eight questions about their personal experiences, with "yes/no" as the response options. Students were asked if they had ever joined school clubs, skipped school, played on a sports team, volunteered, attended church, been invited to a gang event or been suspended. The positive and negative behaviors were interspersed to ensure the students read and properly responded to the questions.

The fourth section contained two boxes (each an individual question) on behaviors related to violence. In the first box, students were asked to check the box if someone had done the action to them; in the second box, they were to check the box if they did those actions to someone else. The eight actions listed included verbal and physical fighting, threatening and rumors, as well as attacks by types of weapons. The last question on violence asked students to select people they would go to in a violent/scary situation. They were given

nine people to choose from, as well as “no one”. They could select as many individuals as they choose and the options included multiple family members (parents, siblings, grandparents), school based staff, their doctor or the police/firemen. The last five questions were demographic, asking grade, gender, ethnicity, race, and who the student lives with at home.

Baseline Data

Table 1. Demographic Profile

	N		N
Total Students	54	Hispanic	
		Yes	42
Previously Attended		No	12
Yes	24	Race	
No	30	African American/Black	32
Grade		Caucasian/White	16
5	22	Native American/ American Alaskan	1
6	20	Multi-racial	1
7	6		
8	6	People in the Home	
Gender		Parents	49
Male	27	Grandparents	11
Female	27	Siblings	43
		Other Family	11
		Friend	3
		Other	3

The next table addresses the activities that the students were looking forward to participating in the most. They were only allowed to select two from twelve options, which included the option of writing in their own activity. Playing sports and hanging with friends were the two most common, with dance/Zumba and computer lab closely following as anticipated activities.

Table 2. Anticipated Program Activities

	Playing Sports	Hanging out w/ Friends	Computer Lab	Dance/Zumba Activities	Playing Games	Not Home Being Bored	Music	Drama	Creative Arts	HW	Being with Staff & Counselors	Other*
Total Students (n=54)	27	11	10	10	7	7	7	7	6	4	3	2
Gender												
Male (n=27)	20	7	8	0	5	3	1	0	1	1	1	2
Female (n=27)	6	3	2	10	2	4	6	7	5	3	2	0
Grade												
5 (n=22)	7	4	4	5	4	3	2	5	2	1	2	0
6 (n=20)	11	6	3	5	2	1	3	2	4	2	0	1
7 (n=6)	5	0	1	0	0	2	1	0	0	0	0	1
8 (n=6)	3	0	2	0	1	1	1	0	0	1	1	0
Hispanic												
Yes (n=42)	20	8	8	7	7	5	7	4	4	4	2	2
No (n=12)	6	2	2	3	0	2	0	3	2	0	1	0
Race												
AA/B (n=32)	10	3	3	2	3	2	0	3	1	1	2	1
C/W (n=16)	15	7	6	7	4	5	7	4	4	3	1	1
NA/AA (n=1)	1	0	1	0	0	0	0	0	0	0	0	0
Mixed Race (n=1)	0	0	0	1	0	0	0	0	1	0	0	0

* **Other Write in Answers:** Music lessons and playing football

Students were again asked to select only two options for the next question, which addressed what they might be doing if they not at the program. Of the top four choices, three of those involve sitting inactively, and possibly alone, using media and technology, showing the limited options these youth have if not at the program.

Table 3. Two Most Likely Activities If Not At the After-School Program

	Homework	Watching TV	Playing Video Games	Texting/ Social Media	Outdoors/ With Friends In Neighborhood	Things I Shouldn't Be Doing	Home By Myself	Other*
Total Students (n=54)	28	27	21	16	5	4	1	5
Gender								
Male (n=27)	12	12	18	3	2	1	1	2
Female (n=27)	16	14	2	13	3	3	0	3
Grade								
5 (n=22)	12	12	6	7	2	2	0	1
6 (n=20)	13	8	9	7	1	1	0	2
7 (n=6)	1	4	3	0	1	1	1	1
8 (n=6)	2	2	2	2	1	0	0	1
Hispanic								
Yes (n=42)	22	19	18	13	3	2	1	3
No (n=12)	6	7	2	3	2	2	0	2
Race								
AA/B (n=32)	5	9	6	4	4	2	0	2
C/W (n=16)	21	16	13	12	1	2	1	3
NA/AA (n=1)	1	0	1	0	0	0	0	0
Mixed Race (n=1)	1	1	0	0	0	0	0	0

* **Other:** Play Basketball, Play Football, Videochatting with Friends, Cousins, and On My Phone

Students were next asked a series of questions regarding their views on how they may feel participating in the program. Most students had very positive expectations of the program and their experiences with the program.

Table 4. Student's Anticipated Views on the Program

	I hope that I will connect with the staff and that they will care about me		I hope this after school program gives me the chance to try new things		I hope I can be myself at this after school program		I hope I can spend time with my current friends at this after school program		I hope that I meet new friends during this after school program	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Total Students (n=54)	50	6	49	7	52	4	50	6	40	15
Gender										
Male (n=27)	24	4	23	5	24	4	27	1	22	6
Female (n=27)	25	2	25	2	27	0	22	5	17	9
Grade										
5 (n=22)	18	4	20	2	19	3	19	3	18	4
6 (n=20)	20	1	18	3	20	1	20	1	11	9
7 (n=6)	5	1	6	0	6	0	5	1	5	1
8 (n=6)	6	0	4	2	6	0	5	1	5	1
Hispanic										
Yes (n=42)	24	4	37	5	38	4	39	3	29	12
No (n=12)	25	2	11	2	13	0	10	3	10	3
Race										
AA/B (n=32)	16	1	16	1	17	0	14	3	15	2
C/W (n=16)	32	4	30	6	33	3	33	3	23	12
NA/AA (n=1)	0	1	1	0	0	1	1	0	0	1
Mixed Race (n=1)	1	0	1	0	1	0	1	0	1	0

Student's Views on Their Lives

The second section of the questionnaire addressed the youth's views on their lives, including friendship, school, and violence. The first eight questions addressed non-violence related topics and can be seen in the below table. A third of students noted they felt stressed a lot of the time, which could have an impact on their health and violence related behaviors.

Table 5. Student's Views on Their Lives – Those Agreeing with the Non-Violence Statements

	I have at least 3 friends who care about me	If I had to move, I would miss my neighborhood	When not home, my parents know where I am/who I'm with	I have a parent/guardian that I can talk to	I feel good about myself	I look forward to the future	I enjoy being at school	I feel stressed a lot
Total Students (n=54)	50	41	43	50	53	52	47	18
Gender								
Male (n=27)	25	19	19	26	26	27	22	8
Female (n=27)	25	21	23	23	26	24	24	10
Grade								
5 (n=22)	22	16	17	21	22	19	19	9
6 (n=20)	18	15	15	20	19	20	17	5
7 (n=6)	5	5	5	5	5	6	5	2
8 (n=6)	5	4	5	3	6	6	5	2
Hispanic								
Yes (n=42)	40	33	34	39	41	39	37	11
No (n=12)	10	7	8	10	11	12	9	7
Race								
AA/B (n=32)	14	10	12	14	15	15	14	7
C/W (n=16)	35	28	29	33	36	34	30	9
NA/AA (n=1)	0	1	1	1	0	1	1	1
Mixed Race (n=1)	1	1	0	1	1	1	1	1

With regard to violence, many youth felt that violence is an acceptable way to handle problems. There should be concern with regard to gangs, gang presence was visible in the youth’s community and there is perceived pressure to join gangs. These baseline feelings can help guide the program development.

Table 6. Student’s Views on Violence – Those Agreeing with the Statements on Violence

	If a fight between students is going to happen, I would try to stop it	I think it is OK to use violence to stop problems	I would rather use violence to handle problems	I think if I walk away from a fight, I’d be a coward (“chicken”)	I think it is OK to hit someone who hits you first	I think it is easy for someone my age to get a gun	I think gangs cause most of the violence in my community	I feel pressure to join a gang
Total Students (n=54)	32	18	19	20	36	8	28	10
Gender								
Male (n=27)	16	8	9	5	18	5	19	6
Female (n=27)	16	9	9	14	17	3	8	4
Grade								
5 (n=22)	16	5	7	8	12	3	11	5
6 (n=20)	7	6	7	6	14	1	7	2
7 (n=6)	5	2	1	2	5	2	5	2
8 (n=6)	4	4	3	3	4	2	4	1
Hispanic								
Yes (n=42)	25	13	15	14	26	5	20	6
No (n=12)	7	4	3	5	9	3	7	4
Race								
AA/B (n=32)	11	4	6	5	12	3	10	5
C/W (n=16)	21	11	10	13	22	4	17	5
NA/AA (n=1)	0	1	1	0	1	1	0	0
Mixed Race (n=1)	0	1	1	1	0	0	0	0

Overall, youth felt safe in school and their home, but less so in their neighborhood.

Table 7. Student's Responses on Feelings of Personal Safety

	School			Coming To/From School			At Home			In Neighborhood		
	A Lot	Some-times	Never	A Lot	Some-times	Never	A Lot	Some-times	Never	A Lot	Some-times	Never
Total Students (n=54)	29	22	4	29	23	2	42	9	3	19	26	10
Gender												
Male (n=27)	17	8	3	17	10	1	22	5	0	11	13	4
Female (n=27)	11	14	1	11	13	1	19	4	3	7	13	6
Grade												
5 (n=22)	12	6	3	10	9	1	17	2	2	7	10	4
6 (n=20)	10	10	1	10	11	0	15	5	0	6	10	5
7 (n=6)	4	2	0	4	1	1	5	1	0	3	3	0
8 (n=6)	2	4	0	4	2	0	4	1	1	2	3	1
Hispanic												
Yes (n=42)	20	18	3	21	17	2	31	7	2	13	20	8
No (n=12)	8	4	1	7	6	0	10	2	1	5	6	2
Race												
AA/B (n=32)	11	3	2	9	7	0	11	3	1	8	6	2
C/W (n=16)	16	18	2	17	16	2	28	6	2	9	20	7
NA/AA (n=1)	0	1	0	1	0	0	1	0	0	0	0	1
Mixed Race (n=1)	1	0	0	1	0	0	1	0	0	1	0	0

Youth Personal Experiences

When asked about experiences related to both healthy and non-healthy activities, there was a wide range of answers. While most youth tried to do well in school and have also attended religious activities and clubs, there is already a large portion of students who have been suspended, skipped school, and gone to a gang event by early middle school.

Table 8. Students Who Say They Have Participated in the Following Activities During the Previous Academic Year

	Joined a club/group after school	Tried to do well in school	Played on sports team (school/city)	Volunteered in the community	Attended religious activity/school	Skipped at least 1 Day of school	Been invited/gone to gang event	Been suspended from school
Total Students (n=54)	29	51	29	16	37	22	4	17
Gender								
Male (n=27)	18	26	18	6	18	10	2	8
Female (n=27)	11	24	10	10	18	12	2	8
Grade								
5 (n=22)	14	21	12	10	15	9	1	4
6 (n=20)	9	19	9	3	14	8	1	6
7 (n=6)	3	5	4	3	4	1	1	2
8 (n=6)	3	5	3	0	3	4	1	4
Hispanic								
Yes (n=42)	21	40	23	10	26	14	2	11
No (n=12)	8	10	5	6	10	8	2	5
Race								
AA/B (n=32)	10	15	8	7	11	8	1	5
C/W (n=16)	17	33	18	8	24	14	2	10
NA/AA (n=1)	1	1	1	0	0	0	1	0
Mixed Race (n=1)	1	1	1	1	1	0	0	1

Violence Disclosure

Students were asked to identify who they would disclose to about a violent or scary situation. Seven students noted that they would not tell anyone; it is hoped that time in the program will change that so they feel there is an adult they can talk to. A large portion already noted they would speak to After School Staff, even with the program just beginning. (Students were allowed to choose as many options as they felt were appropriate.)

Table 9. If a Student Was in a Violent/Scary Situation, They Would Tell:

	Parents	Siblings	Friend	After School Staff	My Doctor	Grand-parents	Other Family	Teacher	Police/Fireman	Other*	NOONE
Total Students (n=54)	45	31	26	21	3	24	29	17	18	7	7
Gender											
Male (n=27)	22	15	14	9	1	10	13	8	8	1	5
Female (n=27)	22	15	11	12	2	13	16	9	9	6	2
Grade											
5 (n=22)	19	11	5	13	3	11	12	10	12	2	2
6 (n=20)	17	13	13	4	0	8	13	4	4	5	0
7 (n=6)	5	3	3	2	0	3	2	2	1	0	2
8 (n=6)	3	3	4	2	0	1	2	1	0	0	3
Hispanic											
Yes (n=42)	33	23	23	18	3	20	24	15	11	6	5
No (n=12)	11	7	2	3	0	3	5	2	6	1	2
Race											
AA/B (n=32)	15	7	4	4	0	5	7	2	5	1	1
C/W (n=16)	27	21	20	16	3	17	22	14	11	6	6
NA/AA (n=1)	1	1	1	0	0	0	0	0	0	0	0
Mixed Race (n=1)	1	1	0	1	0	1	0	1	1	0	0

*OTHER: A friend name, Mom only (3), My mom's friend, my cousin's bestie, Principal (2)

Violence Behavior Experiences

The next two tables represent violence behavior experiences. The first table addresses behaviors that have been done to the youth. All behaviors except attacked by a gun were done to at least one student; most of these behaviors happened to a large proportion of the students during the previous academic year.

Table 10. Students Who Say SOMEONE DID the Following Activities TO THEM during Previous Academic Year

	Started yelling argument	Swore/ cursed/ name called	Teased/ picked on someone	Spread rumors/ lies about someone	Threatened to hit/kick/ punch/hurt	Started physical fight	Attacked or threatened with non-gun weapon	Attacked or threatened with gun
Total Students (n=54)	30	33	26	25	22	16	3	0
Gender								
Male (n=27)	14	15	13	9	11	8	2	0
Female (n=27)	16	18	13	16	11	8	1	0
Grade								
5 (n=22)	12	13	12	12	7	6	2	0
6 (n=20)	11	13	8	9	10	5	0	0
7 (n=6)	3	3	3	2	3	3	1	0
8 (n=6)	4	4	3	2	2	2	0	0
Hispanic								
Yes (n=42)	22	26	20	19	15	11	3	0
No (n=12)	8	7	6	6	7	5	0	0
Race								
AA/B (n=32)	10	11	10	9	11	7	2	0
C/W (n=16)	18	21	15	16	11	8	1	0
NA/AA (n=1)	1	1	1	0	0	0	0	0
Mixed Race (n=1)	1	0	0	0	0	1	0	0

Similar to the previous table, the youth not only experienced verbal or physical violence towards them, but many have already acted as the instigators of these behaviors. While the youth have instigated less than they have had the experiences inflicted upon them, unlike the previous question, each category had a least one individual note the experience, including an attack with a gun.

Table 11. Students Who Say THEY DID the Following Activities TO SOMEONE during Previous Academic Year

	Started yelling argument	Swore/ cursed/ name called	Teased/ picked on someone	Spread rumors/ lies about someone	Threatened to hit/kick/ punch/hurt	Started physical fight	Attacked or threatened with non-gun weapon	Attacked or threatened with gun
Total Students (n=54)	19	15	9	9	14	12	3	1
Gender								
Male (n=27)	8	6	5	5	7	6	1	1
Female (n=27)	11	9	4	4	7	6	2	0
Grade								
5 (n=22)	9	4	4	2	4	5	1	0
6 (n=20)	5	7	1	4	6	5	2	1
7 (n=6)	2	2	1	1	2	2	0	0
8 (n=6)	3	2	3	2	2	0	0	0
Hispanic								
Yes (n=42)	14	11	6	8	10	9	3	1
No (n=12)	5	4	3	1	4	3	0	0
Race								
AA/B (n=32)	7	5	4	2	5	6	1	0
C/W (n=16)	10	9	4	6	8	5	1	0
NA/AA (n=1)	1	1	1	1	1	1	0	1
Mixed Race (n=1)	1	0	0	0	0	0	1	0

Conclusions and Recommendations

Discussion

Among the students, the majority are in the younger grades (5th and 6th), which is an ideal time for prevention programs. While primary prevention would be the most intended method, based on much of what the students reported, they are already experiencing violence. The students have both instigated violence (physical and verbal) and experienced it towards them. Therefore, prevention efforts also need to be addressed at the secondary prevention level. The important aspect to consider is that these are the appropriate students for such an intervention, as they are already skipping school, experiencing violence, and have attitudes that violence can be used to solve problems. At the end of the academic year, these students will answer most of the same questions to see if some attitudes have changed based on being in the program.

The students provided information about the types of activities that they are interested in, and many of them want to be active. With in-school activity time on the decline, this will be important to retaining student participants throughout the full academic year. Some of the students also noted their desire to have computer access and also to work on homework, indicating a desire to do well in school. Given their developmental stage, this is integral to fostering positive behaviors that will reduce likelihood of violence behaviors and thoughts as they move forward to high school. The other aspect of the program that is important to focus on is the relationships with adults, such as the counselors. These counselors can have a great impact on the students and their desire to move successfully towards high school, as well as provide students with another adult they can confide in, especially if they experience violence. With seven students noting they would not disclose violence, having a strong adult in their life may reduce this number at the conclusion of the program.

Appendix A: Program Model

DRAFT

AFTERSCHOOL PROGRAM MODEL DRAFT BASED UPON MASLOW

Feel Safe
(Physiological/
Safety)

**Recreation and
Setting Domain**

- *freedom from pain and fear
- *stability
- *provide a safehouse
- *health, relaxation, release from stress, and recuperation from...
- Social Work, Public Health and Family & Marriage Domain**
- *structural, environmental family and peer challenge

Be Connected
(Belonging/Social)

**Belonging and Connection:
Micro to Macro**

- *start with micro: friends and interactions with others
- *add on family: special events and programs
- *grow over time to macro: community engagement
 - community provides programs and services: Common Ground and Sound School, community members lead programs, sport leagues with parent coaches
 - youth involved in community service and service learning

Dream Big and Find the Hope/Build the Skills
(Esteem)

[Empowerment Model]
***Locus of Control** ***Self-Efficacy**

- *respect
- *recognition from others
- *personal feelings of accomplishment
- *curiosity built
- *challenge provided
- Everyone Track**
 - *abilities developed
 - *reduce anti-social behaviors
 - *improve life skills: social skills, hygiene, communication skills, discipline, character development,
 - *improve work skills: able to work with others, problem solving, decision making, planning skills, creative skills, educational skills
 - *improve physical health
- Older Track Add-ons**
 - *financial literacy
 - *college readiness/Promise program
 - *career education

Become More
(Self-actualization)

Achievement

- *celebrate small successes
- *incubate potential
- *nourish desire for growth, self-expression, constructive accomplishment
- *showcase whatever we can on an on-going basis

Preconditions To Address ----->

Foundations and Tools To Achieve----->

Non-Violent Alternatives

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**Appendix B:
Student Baseline
Instrument**

ID (First Name Initial, Birth Month, Birth Date, Last Name Initial): _____

Hill Central After-School Program

Thank you for taking the time to take this questionnaire. You won't get a grade on it and no one from the after-school program will see your answers. Please answer as honestly as you can.

The first set of questions asks you about what you think about starting the program. There is no right answer for these questions – every person is different. For each set, circle the answer that is most like how you feel.

1. Did you attend this afterschool program last year?

Yes No

2. What are the activities that you are looking forward to doing as part of this after school program? **(circle only TWO/2)**

<i>Being with the staff and counselors</i>	<i>Playing sports</i>
<i>Drama</i>	<i>Dance/Zumba/movement activities</i>
<i>Music</i>	<i>Hanging out with my friends</i>
<i>Arts: painting, drawing</i>	<i>Getting my homework done (with/without help)</i>
<i>Computer lab</i>	<i>Not being bored at home</i>
<i>Playing games</i>	<i>Other: _____</i>

3. What would you be doing if you didn't come to this after school program? **(circle only TWO/2)**

<i>Watching TV</i>	<i>Doing things I shouldn't be doing</i>
<i>Playing video games</i>	<i>Home by myself</i>
<i>Homework</i>	<i>Other: _____</i>
<i>Hanging out outdoors/neighborhood with friends</i>	
<i>Texting/social media (Facebook, Twitter, Instagram...)</i>	

4. I hope that I will connect with the staff and that they will care about me.

Yep, that sounds like me *Nope, that isn't me*

5. I hope this after school program gives me the chance to try new things.

Yep, that sounds like me *Nope, that isn't me*

6. I hope I can be myself at this after school program.

Yep, that sounds like me *Nope, that isn't me*

7. I hope I can spend time with my current friends at this after school program.

Yep, that sounds like me *Nope, that isn't me*

8. I hope that I meet new friends during this after school program.

Yep, that sounds like me *Nope, that isn't me*

For this group of questions, tell us whether you think this statement is true or not true about you.

9. I think I have at least 3 friends who care about me.
Yep, that sounds like me *Nope, that isn't me*
10. If I had to move, I would miss the neighborhood I live in now.
Yep, that sounds like me *Nope, that isn't me*
11. When I am not at home, one of my parents knows where I am and who I am with.
Yep, that sounds like me *Nope, that isn't me*
12. I have a parent/guardian that I can talk to if I have problems.
Yep, that sounds like me *Nope, that isn't me*
13. I feel good about myself.
Yep, that sounds like me *Nope, that isn't me*
14. I look forward to the future.
Yep, that sounds like me *Nope, that isn't me*
15. I enjoy being at school.
Yep, that sounds like me *Nope, that isn't me*
16. I feel stressed a lot.
Yep, that sounds like me *Nope, that isn't me*
17. If a fight between students is going to happen, I think I would do something to stop it.
Yep, that sounds like me *Nope, that isn't me*
18. I think it is OK to use violence to stop problems.
Yep, that sounds like me *Nope, that isn't me*
19. I would rather use violence to handle problems.
Yep, that sounds like me *Nope, that isn't me*
20. I think if I walk away from a fight, I'd be a coward ('chicken').
Yep, that sounds like me *Nope, that isn't me*
21. I think it is OK to hit someone who hits you first.
Yep, that sounds like me *Nope, that isn't me*
22. I think it is easy for someone my age to get a gun.
Yep, that sounds like me *Nope, that isn't me*

ID (First Name Initial, Birth Month, Birth Date, Last Name Initial): _____

23. I think gangs cause most of the violence in my community.

Yep, that sounds like me

Nope, that isn't me

24. I feel pressure to join a gang.

Yep, that sounds like me

Nope, that isn't me

For this next group of questions, tell us how often you feel safe in these places. Circle the answer that is most like how you feel. Do you feel safe:

25. In your school?

A lot/all the time

Sometimes

Not a lot/never

26. Coming to/from school?

A lot/all the time

Sometimes

Not a lot/never

27. At home?

A lot/all the time

Sometimes

Not a lot/never

28. In your neighborhood?

A lot/all the time

Sometimes

Not a lot/never

Now we want to know about your experiences. For these next groups of questions, tell us which of these behaviors or activities you did in the last school year/your previous grade in school (September until June). Have you:

29. Joined a club or group after school (not including this program)

YES

NO

30. Tried to do well in school

YES

NO

31. Skipped one day of school

YES

NO

32. Been invited to/gone to a gang event

YES

NO

33. Been suspended from school

YES

NO

34. Played on a sports team (school or park/city team)

YES

NO

35. Volunteered in your community

YES

NO

36. Attended church/religious services or school

YES

NO

37. For this question on activities and behaviors, if you were in a violent or scary situation, who would you tell? *Check as many as you want.*

My parents

My grandparents

My brothers/sisters

Other family(cousins, aunts, uncles)

A friend

A teacher

After school staff

Police or fireman

My doctor

Other: _____

NO ONE

ID (First Name Initial, Birth Month, Birth Date, Last Name Initial): _____

The next set of questions, put a check in the first box if someone did this behavior or activity TO YOU during the last year (SEPTEMBER to AUGUST).

38. Behaviors/Activities

	Someone did this TO ME
Started a yelling argument	
Swore/cursed/called names	
Teased or picked on someone	
Spread rumors or lies about someone	
Threatened to hit/punch/kick/hurt someone	
Started a physical fight	
Attacked/threatened with anything but a gun (ex: bat, bottle, chain, knife)	
Attacked/threatened with a gun	

The next set of questions, put a check in the box if you did the behavior or activity TO SOMEONE during the last year (SEPTEMBER to AUGUST).

39. Behaviors/Activities

	I DID THIS to someone
Started a yelling argument	
Swore/cursed/called names	
Teased or picked on someone	
Spread rumors or lies about someone	
Threatened to hit/punch/kick/hurt someone	
Started a physical fight	
Attacked/threatened with anything but a gun (ex: bat, bottle, chain, knife)	
Attacked/threatened with a gun	

Finally, tell us a little about you. Check the answer that is most like you.

40. What grade are you in?

- 5th
- 6th
- 7th
- 8th

41. What is your gender?

- Male
- Female

42. Are you Hispanic/Latino?

- Yes
- No

43. What is your race (you may check more than one answer):

- African American/Black
- Caucasian/White
- Asian/Pacific Islander
- Native American/American Alaskan

ID (First Name Initial, Birth Month, Birth Date, Last Name Initial): _____

44. Who lives in your house with you (*you may check more than one answer*)

- My parents
- My grandparents
- My brothers/sisters
- Other family (cousins, aunts, uncles)
- A friend
- Other: _____

THANK YOU SO MUCH FOR ANSWERING OUR QUESTIONS!!