

ALBUQUERQUE PUBLIC SCHOOLS

Project Sentry Gun Violence Prevention Program

Evaluation Report for 2005-2006 School Year

**District Goal: Quality and Safe Learning and Working
Environments**

November 2006
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ALBUQUERQUE PUBLIC SCHOOLS

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EXECUTIVE SUMMARY

NOVEMBER 2006

Project Sentry Gun Violence Prevention Program Evaluation Report for 2005-2006 School Year

TOPIC	
APS STRATEGIC DIRECTION	<ul style="list-style-type: none">• Quality and Safe Learning and Working Environments
BACKGROUND	<ul style="list-style-type: none">• Project Sentry is a school-based gun violence prevention program funded by the US Department of Justice and sponsored by APS' Health & Mental Health department.• Project Sentry's goal is to reduce youth-related gun violence by educating and encouraging pro-social development for our community's youth.• Project Sentry reaches this goal through: classroom presentations to middle school youth, peer education, involvement with families and communities, and work with local law enforcement to prosecute youth-related gun crimes.
HOW ARE WE DOING?	<ul style="list-style-type: none">• The Health & Mental Health department implemented Project Sentry as planned and positively impacted students' knowledge, attitudes, and skills related to gun violence.<ul style="list-style-type: none">• Over 450 students heard classroom presentations about gun violence.• The peer education component began in 2 schools and could become an important part of APS' violence prevention efforts.• Program surveys indicate Project Sentry decreases the number of students who intend to carry <i>or</i> use guns.<ul style="list-style-type: none">• Yet, many students remain at risk for violence: 20% think playing with guns is "ok" and 28% report handling a gun without adults around.• Due to the small numbers of firearms incidents at the district-level and weapons-related suspensions at our program schools, reliable changes in weapons-related crime over time are difficult to confirm.
HOW DO WE COMPARE?	<ul style="list-style-type: none">• According to district and program-level surveys, anywhere from 6-23% of our middle school students have carried a gun or knife to protect themselves. This range is similar to what students report nationally.
DOES THIS HAVE A COMPANION OUTCOME?	<ul style="list-style-type: none">• Project Sentry Gun Violence Prevention Program Evaluation Report for 2005-2006 School Year
HOW DO WE USE THIS INFORMATION?	<ul style="list-style-type: none">• District leaders can use this information to encourage schools to participate in Project Sentry, particularly schools in neighborhoods with high incidences of weapon-related crimes.

BACKGROUND

One of the goals of Albuquerque Public Schools (APS) is to promote quality and safe learning and working environments. Project Sentry is one of many prevention programs sponsored by the APS Health & Mental Health (H/MH) department that supports this goal.

Project Sentry is a school-based gun violence prevention program funded by the US Department of Justice under the Project Safe Neighborhoods (PSN) initiative. PSN is a nationwide commitment to reduce gun crime in America, led by the U.S. Attorney (USA) in each of the 94 federal judicial districts across the United States. The federal government committed over \$1.5 billion to this effort nationwide since PSN's inception in 2001¹. Project Sentry is one part of PSN New Mexico's initiative.

Based on a youth-development approach, **Project Sentry states that their goal is to reduce youth-related gun violence by educating and encouraging pro-social development for our community's youth.**

Program Description

The H/MH department works closely with APS schools, APS police, and the U.S. Attorney's Office to implement Project Sentry. Project Sentry started in the 2003-2004 school year with two primary pieces:

1. Education and awareness-raising around gun violence and prevention, including
 - Instruction / learning through classroom presentations,
 - Peer education and youth advocacy, and
 - Family and community involvement.
2. Prosecution of violent juveniles who use guns to commit crimes as well as those adults who supply guns to juveniles for these purposes.

Classroom Presentations

The instruction and learning component of Project Sentry involves two school based presentations, usually delivered on different days to the same audience. The presentations target middle school youth in APS, but have been presented at APS high schools and across New Mexico.

- The *Media Literacy (ML)* presentation, which was developed by the New Mexico Media Literacy Project, provides students with critical thinking skills specific to gun violence in the media. Students view age-appropriate media clips and advertisements and discuss the differences between the fantasy of gun violence in media and the reality of gun violence in their communities. Project Sentry Coordinator usually presents and facilitates this session first.

¹ Source; Project Safe Neighborhoods Website. <http://www.ojp.usdoj.gov/BJA/grant/psn.html>

- The *Options, Choices and Consequences (OCC)* presentation addresses the realistic consequences of gun violence from law enforcement, legal and medical perspectives. This session usually takes place on a day following the *Media Literacy* presentation. Presenters include law enforcement, legal, and medical professionals.

Peer Education

The peer education component was pilot tested at the end of the 2005-2006 school year. The New Mexico Voices for Children (NMVC) organization is contracted to provide peer education and youth advocacy services to high schools through recruitment, training and ongoing youth development initiatives. NMVC trains high school students to become Violence Peer Educators using the *Youth Link* violence prevention curriculum.

The curriculum includes two sections: "Violence 101" and "Prevention 101". "Violence 101" was developed to introduce students to basic information about child abuse, domestic violence, dating violence, sexual assault, violence against women, bullying, hate crimes, gang violence, gun violence, suicide and self-mutilation. After "Violence 101", participants move to "Prevention 101".

"Prevention 101" introduces students to the skills required to be effective peer educators in violence prevention. The students learn presentation, public speaking, leadership and peer education skills. The curriculum contains sessions devoted entirely to media literacy, violence prevention campaign building, conflict resolution and mediation, and school policy awareness / understanding.

High school students complete the training to become peer educators. Called the Empower Group, the peer educators educate and advocate for violence prevention in schools and the community. The students are chaperoned by a school site coordinator and the Youth Violence Prevention Coordinator for NMVC. According to the Project Sentry Coordinator, the peer educators plan to continue participating in activities in the community throughout the summer and next school year.

Family and Community Involvement

The Family and Community Involvement component provides support, education, and communication to families and other community members to reduce the tragedies of youth gun violence. Under this component, the Coordinator presents Project Sentry and gun violence information in-person at community presentations, hosts health fair displays, and makes presentations at national and local conferences.

The Theory behind Project Sentry

Not everyone identified as being "at-risk" for violence is involved in violence. A person's likelihood of being involved in violence is a combination of his / her risk factors and protective factors². The likelihood that someone will engage in violent behavior increases as he or she is exposed to more risk factors and has a lack of protective factors.

² Information in this section come from the *Preventing and Reducing School Violence Fact Sheet: What Factors Increase the Risk of Being Involved in Violence?* The Prevention Institute. 2006.
<http://www.preventioninstitute.org/schoolviol4.html>

Factors that protect youth from violence (protective factors) include: having structured free time, joining positive peer groups, and bonding with adults. Risk factors for violence include availability of weapons and exposure to violence at home or in the media. When students have access to guns and other weapons or when they are exposed to violence at home, they are at increased risk of becoming involved in violence. In addition, research shows that violence in the media leads some youth to become fearful and carry weapons or become involved in violent activities as a means of protection.

Program designers want Project Sentry to deal with both the risk and protective factors for violence among APS' youth. Project Sentry's peer education component tries to reduce violence through a youth-development approach. Research shows that youth development approaches effectively increase protective factors or "developmental assets" in youth's lives. Project Sentry addresses risk factors for violence through education on the dangers of guns and teaching youth to critically analyze how the media portrays violence.

Purpose of the Evaluation

The purpose of this evaluation is to provide an indicator of the level of implementation of Project Sentry and the extent to which the program achieved desired outcomes. This evaluation is required by the U.S. Attorney's Office and is part of a larger Project Safe Neighborhoods evaluation sponsored by the U.S. Department of Justice. In the spring of 2005, H/MH invited RDA to evaluate component #1 of Project Sentry, education and awareness-raising. The U.S. Attorney's office reports prosecution data for component #2.

METHODS

The evaluation has two components, a process evaluation and an outcome evaluation.

The *process evaluation* documents project activities, such as number of students and schools served by Project Sentry.

- Information is collected through sign in sheets at educational sessions and community events.
- The Project Sentry Coordinator tracks this information and uses it for program monitoring and improvement.

The *outcome evaluation* measures changes in knowledge, attitudes, skills and behaviors of students participating in the Project Sentry classroom sessions; and changes in violence-related behavior at the school and district levels.

- Information is collected through Project Sentry pre/post student surveys and through district reports. RDA analyzes the surveys and reports results annually.
- District reports include the APS suspension website, APS Police Department Violence and Vandalism reports (both reported annually), and Developmental Assets surveys administered and reported every other year.

- The funder and program staff use this information to understand the program impact on participants, schools, and the school district.

The data from district reports come to RDA in various formats. RDA summarizes the information from district reports for inclusion in this report. RDA developed pre/post tests for the classroom presentations and peer educator trainings. These surveys are voluntary. Students do not have to participate and may refuse to participate at any time. Copies of the final 2005-06 surveys are in Appendix A.

To further reduce the burden of surveys on class and staff time, RDA and project staff decided to merge the pre/post tests for all of the classroom presentations into a single *retrospective*³ pre-test given to students after the last presentation. Retrospective pre-tests reduce the amount of disruption to both class time and presentation time, yet provide reliable information for the evaluation. RDA pilot tested portions of the retrospective pre-test this year and plans to implement the new survey in the fall of 2006.

LIMITATIONS

A number of limitations exist with the outcome data in this report.

1) When changes in outcomes occur in prevention programs it is often difficult to tell whether or not these changes occur because of the program or other factors. To address this limitation, when possible, we measure attitudes and behaviors immediately before (pre-) and after (post-) the program using traditional pre/post surveys and retrospective pre-tests.

2) Youth-related gun crime data comes from numerous sources. When a student carries a weapon to school and is caught, this may be reported by principals (through the APS suspension website), APS police, Bernalillo County Sheriff's Office (BCSO) and/or the Albuquerque police department. Ideally, every weapons incident gets reported to APS police and shows up in the yearly Violence and Vandalism report. However, through conversations the Coordinator has had with school staff, the Coordinator believes that some incidents go unreported⁴. This limits our ability to know how much impact the program is having on gun-related violence. Although Project Sentry can work with all the above departments to ensure that every incident is reported, barriers still exist. For example, there will always be a stigma associated with these data, and some school officials may not report crimes because schools do not want to be perceived as "violent" schools.

3) According to an APS police department (APSPD) representative, the numbers of reports entered into the APSPD reporting system have increased by about 33%, mainly as a result of increases in officer presence and activity at schools participating in the Youth Safety Corps

³ In a retrospective pre-test, students take one survey at the end of an intervention, rather than two surveys (a pre- and a post-). Research shows that retrospective pre-tests are just as reliable as traditional pre and post tests.

⁴ Anecdotal data, reported to Coordinator through personal conversations.

Program.⁵ Therefore, comparisons between 2004-05 and previous school years, at YSC program schools, must be interpreted with caution. Apparent increases in criminal activity at YSC schools may be due mostly or entirely to increased reporting. Real decreases also may be obscured by increased reporting.

4) Finally, school staff is expected to report suspension data to the APS website. However, it is impossible to know how reliable or accurate the suspension data are for our program schools.

Because of these limitations, it is difficult to say that changes in gun-related crime are due to Project Sentry. Nevertheless, RDA will continue to track these data and note any changes over time.

KEY FINDINGS

The evaluation results provide evidence that Project Sentry meets its goals for the 2005-2006 school year. This section highlights key findings related to Program Implementation, and Program Outcomes. Tables in Appendix B go into more detail about the “targets” and results for each of the program’s objectives.

PROGRAM IMPLEMENTATION

Instruction and Learning Component

Project Sentry exceeded its goals for number of students receiving the *Media Literacy* and *OCC* classroom presentations.

- 458 students in 10 schools received the Media Literacy presentation.
- 422 students at 10 schools received the Options, Choices and Consequences presentation.

Schools receiving classroom presentations include:

- Harrison Middle School
- Kennedy Middle School
- Kit Carson Elementary School
- Taft Middle School
- Truman Middle School
- Wilson Middle School
- West Mesa High School
- Career Enrichment Preparatory Institute
- Two Las Cruces schools (presented by the US Attorney’s Office)

The Coordinator spends a considerable amount of time coordinating these presentations in the schools. The Coordinator worked with Health and Physical Education teachers and administrators in APS middle schools to schedule the school-based presentations and recruit community presenters from the legal and medical fields.

⁵ Discussion with Detective Kim Murray, APS Police Department, February 7, 2006.

Some teachers allot the entire day (8:00-3:00 p.m.) presentations in their classes, which translates into two to three presenters per day if the Coordinator co-facilitates the sessions with law enforcement or medical professionals. In the coming school year, the Program Coordinator hopes to train people in the schools and community to present the classroom sessions. If other people assist with the presentations, the Coordinator can spend more time on Project Sentry's peer education and family/community involvement components.

Project Sentry made progress on its targets for creating positive media messages.

Providing positive media messages about violence is another part of the program's instruction and learning component. Project Sentry distributed the following items in APS and its surrounding communities to promote gun-free campuses and violence reduction:

- 20 professionally printed, metal "Gun Free School Zone" signs posted at APS schools;
- 700 Project Sentry promotional items to adults and youth (e.g., key chains, magnets, bookmarks, business card holders);
- 700 informational brochures about pro-social behavior to students and families; and
- 500 promotional brochures about Project Sentry to APS staff.

The project's community partners provided enough Gun Free School Zone signs for every school in APS. Program staff will distribute signs to the remaining schools throughout the grant cycle.

The above results met or exceeded the targeted goals, but may not clearly classify as "positive media messages", as the program goals state. Media outreach and advocacy are complex fields requiring specialized training. Project Sentry desires to further develop the effectiveness of its media messages. Program staff continues to discuss this component with their Project Safe Neighborhoods Taskforce partners and hope to develop more targeted and effective media messages. Ideas include professionally produced commercials, videos and public service announcements that carry specific messages related to youth-related gun violence.

Peer Education / Youth Advocacy Component

Project Sentry hoped to recruit and train 8-10 students to be Violence Peer Educators. These peer educators were to present 2 violence-prevention presentations to APS middle schools in April 2006. **Despite unforeseen delays in start-up, Project Sentry met its goals for training peer educators and delivering peer-led community presentations.**

- 14 students in 2 high schools completed peer educator training.
- Peer educators presented violence-prevention presentations to 363 students at 5 schools and community centers.

New Mexico Voices for Children (NMVC) experienced difficulties recruiting enough site-based coordinators or teachers at APS schools before the end of the year. The program was ready by late April / early May, but APS schools were reluctant to take on the project so near the end of the school year. Given the short period of time to implement, and the difficulty finding schools, program staff turned to a charter school to help pilot the program. The staff felt that piloting at a charter school was a good option, considering the at-risk populations commonly found at APS charter schools. Peer educators from the following schools completed training:

- West Mesa High School
- Career Enrichment Preparatory Institute (CEPI)

After getting the program in place at the schools, peer educators completed their training in late May. Despite the late start-up, NMVC and the Coordinator were able to schedule presentations in a number of schools and communities. The peer educators participated in various community activities, such as University of New Mexico Peace Fair where they displayed their work and projects around the issue of violence prevention. They also participated in the NM Civic Engagement Program where they were taught legislation and advocacy on behalf of issues in their schools and communities.

Family and Community Involvement Component

Project Sentry made significant progress on its goals for family and community involvement.

- Project Sentry met its goal of 3 workshop / conference presentations. They presented 2 sessions at the National Conference for Project Safe Neighborhoods and 1 at the NM Gang and Terrorism Taskforce Conference.
- Program staff made contact with several parent organizations to set up presentations for parents, but was unable to complete any presentations this year. Plans are in place with NM Parent Teacher Association for Project Sentry to make presentations during the 2006-07 school year.
- Project Sentry tried set up a display about the Project Sentry program at 2 local events: the Mesa Verde Community Center grand opening and the Harrison Middle School health and wellness fair.

In addition, Project Sentry maintains ongoing partnerships with the local Weed and Seed program in collaboration with neighborhood associations, community centers, local law enforcement and parent committees at the schools. The Program Coordinator participates in the NM Youth Violence Free Partnership and helps develop the strategic plan on youth violence prevention for the State of New Mexico. Because of this involvement, the program is becoming more known and further partnerships are being built to address gun violence.

Involvement in families and communities is an ongoing process. The Project Sentry did not meet its goal of 3 presentations to families, but staff continue to make valuable community partnerships that are not measured through its current objectives. RDA expects that Project Sentry will meet its Family and Community Involvement goals in future years as the program becomes more familiar to the public and as other aspects of the program become self-sustaining.

Program Implementation Summary

Overall, Project Sentry meets its program implementation goals. The few targets that the program did not meet are minor and do not have significant impact on the program's effectiveness. The classroom presentations demand a large amount of time from program staff and affect implementation of the other program components. To address this, the program plans to train community members to assist with school presentations. Project Sentry has very ambitious goals given its current staffing. Program designers may also want to drop or revise some of the goals to allow for more realistic expectations in future years.

PROGRAM OUTCOMES

The key outcome goals for Project Sentry are:

- To increase students' *knowledge* and *attitudes* related to gun violence;
- To increase students' *competencies* and *skills* related to gun violence avoidance;
- To decrease students' *intent* to engage in violent behavior and students' risk factors for violence; and
- To reduce youth-related gun crime.

Impact on Students' Knowledge and Attitudes Related to Gun Violence

Changes in student knowledge and attitudes were measured by *Media Literacy*, *OCC* and peer educator pre/post surveys. Appendix C shows the response to each question on the surveys.

Project Sentry makes positive impacts on students' knowledge and attitudes related to gun violence.

- 80% of students said they know more about how to report an incident with weapons since the *OCC* presentation.
- 78% of students surveyed felt the *OCC* presentation made them more aware of the options they have to resolve conflict.
- 83% of students said the *Media Literacy* presentation made them think more seriously about how guns can hurt people.
- More students say they will call campus crime stoppers if they find out someone brought a gun to school (24% after the program vs. 13% before, an 11% increase).

However, after hearing the presentations, some students continue to view guns as safe and / or necessary for protection. At post-test:

- 24% of students (n=78) think having a gun makes them safer.
- About 20% of students (n=62) think playing with guns is not very dangerous.
- 16% of students (n=52) think they need a gun to protect themselves.

Impact on Students’ Skills Related to Violence Avoidance

In addition to knowledge and attitude change, Project Sentry seeks to build students’ skills so they can recognize and avoid violent situations.

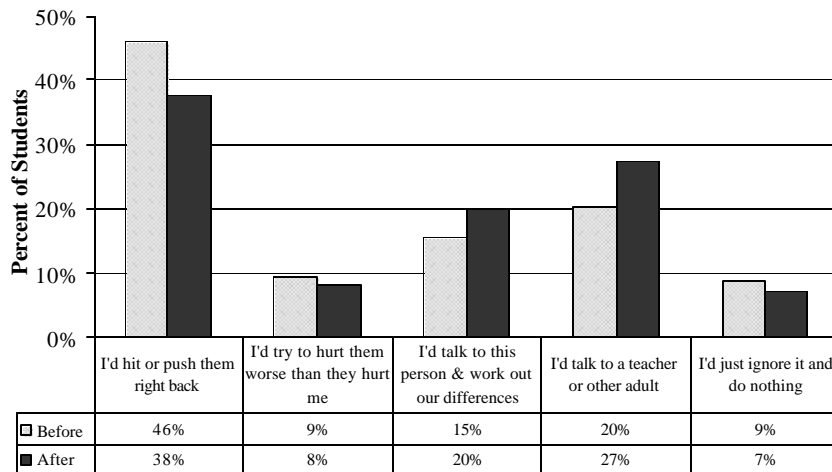
Through the *Media Literacy* presentation, students learn to critically analyze media messages and distinguish fantasy from reality when viewing violent scenarios. On *Media Literacy* post-tests, **there is a slight increase in percent of students who can critically analyze media messages.**

- 68% realize ads and movies do not tell the whole truth about the dangers of guns (vs. 65% at pre-test).

Through the classroom presentations and the peer education component, Project Sentry tries to strengthen students’ skills in conflict resolution and violence avoidance. **Project Sentry positively impacts students’ skills in violence avoidance and conflict resolution.**

- After their peer educator experience, 90% of peer educators say they will report crimes or the potential for crimes if they know about them vs. 73-82% before the training.⁶
- When faced with potentially violent scenarios, more students choose nonviolent ways to resolve the conflict after the program than before the program.⁷ See Figure 1.

Figure 1. How Students Would Respond to a Potentially Violent Situation Before vs. After the Program



“Imagine someone at school kept hitting or pushing you for no reason. What would you do?”⁷

⁶ Source: Peer educator surveys

⁷ Source: OCC surveys

Impact on Intent to Engage in Violent Behavior and Risk Factors for Violence

Youth are more likely to be victims of gun violence if they possess or have easy access to guns⁸. As a result, Project Sentry hopes to decrease the number of students who *intend* to use guns or weapons to resolve conflicts⁹ and decrease the number of students who carry guns for *any* purpose.

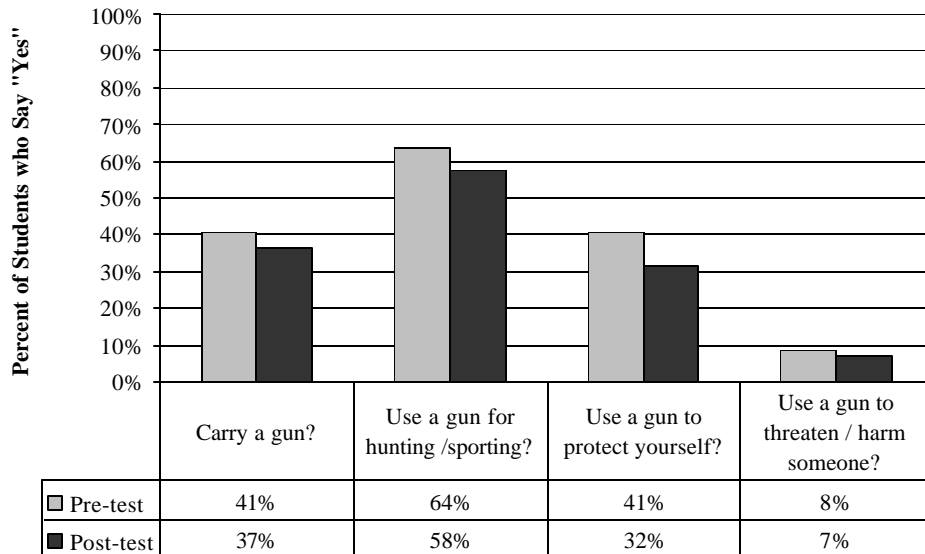
It is difficult to say how much Project Sentry impacts students’ intent to carry or use guns.

- Pre-post tests show a slight decrease in percent of students who think they will ever carry or use a gun. But changes from pre- to post-test are small (1-9% change)¹⁰ and many students still think they will use guns for hunting, sporting or protection. See Figure 2.

Even after the program, some students show a risk for violence.

- 75-79% of students say their families have talked to them about how to be safe around guns, but this is not the case for 1 out of every 4 students.
- 28% of students say they have handled or held a gun without adults around.

Figure 2. Percent of Students who Intend to Carry or Use Guns Before vs. After the Program



“Do you think you will ever...”¹¹

⁸ Preventing and Reducing School Violence Fact Sheet: What Factors Increase the Risk of Being Involved in Violence? The Prevention Institute. 2006.

⁹ Behavioral intent is a strong predictor of future behavior for many health-related behaviors. *Health Behavior and Health Education: Theory, Research and Practice, 2nd ed.* Glanz, Lewis & Rimer, eds., p. 91.

¹⁰ Source: *Media Literacy* and *OCC* post-test surveys

¹¹ Source: *OCC* surveys. *Media Literacy* surveys show similar trends.

Impact on Youth-Related Gun Crime

The ultimate goal of Project Sentry is to reduce youth-related gun crime. Gun crime takes many forms and can take place both inside and outside the school building. Project Sentry gets youth-related gun crime data from several sources:

- (1) The APS suspension website;
- (2) APS police department (APSPD) Violence and Vandalism reports;
- (3) Developmental Assets surveys administered every other year; and
- (4) Project Sentry pre/post-tests.

Overall, APS crime and suspension data show reductions in youth-related gun crime since last year, but there is not enough data at the program schools to make any conclusions about program school sites. The following section describes results for each measure.

Suspensions

School staff enter suspension data onto the APS suspension website voluntarily. Results should be interpreted with caution because not all schools enter their data regularly on the website. Table 1 shows weapons-related suspensions for the last two school years.

Student suspensions declined at the district-level for firearm possession, weapon possession, and weapon use, from 2004-05 to 2005-06. In 2005-06, the district reported:

- 282 suspensions involving weapon possession vs. 286 the previous year
- 29 suspensions involving weapon use vs. 30 the previous year
- 4 suspensions involving possession of real firearms vs. 2 the previous year.

For schools involved in Project Sentry, few report any weapons-related suspensions. **With so few firearm- and weapon-related suspensions at each school, it will be difficult to observe significant changes for this outcome at the school-level.**

- Wilson Middle School reports the most weapons-related suspensions violations, with 10 each year.
- There is a slight reduction in suspensions due to weapon possession and weapon use for Harrison Middle School, but the decreases since last year are small.

Table 1: Weapons-related suspensions for program schools and district, 2004-05 and 2005-06

	2004-05			2005-06		
	Firearm Possession (real firearms only)	Weapon Possession (includes look-alikes)	Weapon Use	Firearm Possession (real firearms only)	Weapon Possession (includes look-alikes)	Weapon Use
District	7	286	30	4	282	29
Kit Cason ES	*	1	*	*	*	*
Harrison MS	*	5	2	*	4	1
Taft MS	*	*	*	*	*	*
Wilson MS	*	10	*	*	10	*

Source: APS Quality and Safe Learning and Working Environments, 2004-2005 Goals Report

* No data were entered on the suspension website. This could be because the school did not enter the data, or because there were no incidents.

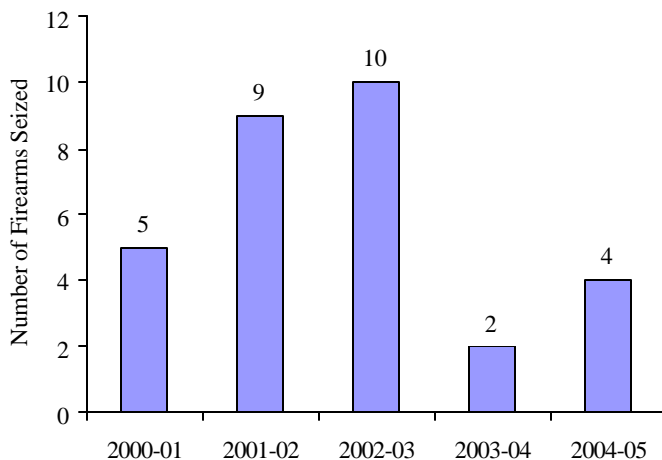
Weapons Possession

APS Police report weapons possessions annually. The APS Police Department documented an increase in the number of weapons seized on APS campuses in 2004-05 compared to the two preceding years. Knives and other cutting weapons represented 185 (89%) of the 207 weapons seized (see Table D- 3 in the appendix). During the 2004-2005 reporting period, four firearms were seized on three high school campuses and one middle school campus. This number represents an increase over 2003-04 reports, but a decline compared to the three preceding years (see Figure 3). Two of the four firearm incidents in 2004-05 did not involve students from APS schools. Table D- 4 in the appendix details each firearm incident by school.

Due to the small number of incidents with firearms at the district level, and the small number of weapons -related suspensions at our program schools, we do not anticipate seeing significant reduction in weapons-related crime, as reported in APS crime reports or the APS suspension website.

Table D- 1 contains violence and vandalism report totals for APS middle schools for the last 3 years. Table D- 2 contains violence and vandalism reports by type of incident for APS middle schools.

Figure 3. Number of Firearms Seized on APS School Campuses: 2000-01 through 2004-05.



Source: APS Quality and Safe Learning and Working Environments, 2004-2005 Goals Report.

Note: The above table includes firearms seized at both middle and high schools.

Information on Youth-Related Gun Crime from the Profiles of Students Life (a.k.a. “Developmental Assets”) Survey and Project Sentry Surveys

In addition to APS police reports, both the district-wide *Profiles of Student Life* survey and the Project Sentry surveys provide information about how many students may carry weapons while at school or home.

The Developmental Assets survey asks students how often they carried a gun and knife to protect themselves, but does not specify *where* the student carried the weapon. The Project Sentry *OCC* survey asks students the same question, but specifies whether the weapons-possession occurred at school or away from school.

- According to Project Sentry *OCC* surveys, 6% of students report they carried a knife or gun to protect themselves at school in the last 12 months, and about 20% report carrying a gun or knife when *not at school*.
- This is comparable to national statistics of 6% at school and 17% when not at school¹².
- According to Developmental Assets, the percent of students carrying guns or knives were 17% of 6th graders, 19% of 7th graders and 23% of 8th graders.
- This range is similar to what students report in the Project Sentry survey for weapons-possession when not at school. See Table 2 and Table 3.

Twenty one students in our program schools report carrying a gun or knife to school in the last 12 months. Yet, the suspension website shows only 14 suspensions for weapon possession in the same schools in 2005-06 and 16 in 2004-05. Although these data sources differ, these results suggest that some students may carry weapons to school but are not “caught” or reported by school officials.

According to Project Sentry *Media Literacy* surveys, 28% of students have handled a gun without parents around. This is not the same as weapons-possession at school, but this provides insight into how many students have access to guns and may be at risk for carrying them at school or in the community.

¹² Source: Centers for Disease Control and Prevention, National Center for Chronic Disease Prevention and Health Promotion, Youth Risk Behavior Surveillance System (YRBSS), “Youth Risk Behavior Survey” (YRBS), 2003. Comprehensive Results <http://apps.nccd.cdc.gov/yrbss/>. In the YRBS, 9-12 grade students were asked if they had carried a weapon such as a gun, knife, or club in the past 30 days. Project Sentry asks *middle school* students about the last *12 months* and specifies only knives or guns as the weapon carried.

Table 2: Percent of Students who Carried a Gun or Knife to School as Reported on Project Sentry Surveys

	During the last 12 months, how often have you had to carry a knife or gun to protect yourself...			
	AT SCHOOL		when NOT AT SCHOOL	
	Number	Percent	Number	Percent
Never	340	94%	255	80%
Once	10	3%	31	10%
Twice	2	1%	11	3%
3-4 times	1	<1%	4	1%
5 or more times	8	2%	19	6%
Total	361	100%	320	100%

Source: Project Sentry *OCC* Surveys

Table 3: Percent of Students who Carried a Gun or Knife as Reported on Developmental Assets Surveys

	During the last 12 months, how many times have you...			
	Q 139. Carried a knife or gun to protect yourself?			
	Percent			
	Grade			Total Sample (Grades 6-12)
	6	7	8	
Never	83%	81%	77%	78%
Once	8%	9%	9%	7%
Twice	4%	4%	5%	4%
3-4 times	2%	2%	3%	3%
5 or more times	3%	5%	6%	7%
Total	100%	100%	100%	100%

Source: *Profiles of Students Life* Survey, 2005-06 District Summary

CONCLUSIONS

The evaluation results provide evidence that Project Sentry meets most of its goals for the 2005-06 school year.

Overall, Project Sentry is being implemented as planned.

Project Sentry presented the classroom education sessions to more students than expected; over 450 students heard the Media Literacy presentation and over 420 students heard the Options, Choices & Consequences presentation.

The program distributed large numbers of educational brochures and promotional items to students and the community.

The peer education component effectively strengthens the violence-prevention and conflict resolution skills of peer educators. Because of the youth-development approach and potential impacts on schools and communities, peer educators promise to be an important part of Project Sentry. With ample lead time and buy-in from APS sponsors at each school site, the peer educator component could become a strong part of APS' violence prevention efforts.

Fully implementing all components of Project Sentry continues to challenge program staff because of the time required to coordinate the classroom education components. But, all program components were implemented to some degree, and the program is actively addressing its implementation barriers in the 2006-07 school year.

Project Sentry positively impacts students' knowledge, attitudes, and skills related to gun violence.

After the program, more students choose nonviolent ways to resolve conflict than before the program. Fewer students think they will ever carry a gun or use a gun to protect themselves, but the differences between pre and post-test are small (1-9% decrease).

Even after the program, a number of students are at risk for gun violence.

After the classroom presentations, 20% think playing with guns is "ok" and 28% report handling a gun without adults around. Anywhere from 30-60% of our students think they will carry a gun in the future for protection or for hunting/sporting purposes.

According to district and program-level surveys, anywhere from 6-23% of our middle school students have carried a gun or knife to protect themselves. This range is similar to what students report nationally.

Due to the small number of incidents with firearms at the district –level, and the small number of weapons-related suspensions at our program schools, there is not enough data to make conclusions about trends of weapons-related crime over time.

RECOMMENDATIONS

To further increase skill-building among APS students, Project Sentry could allot more time during the classroom presentations for students to practice conflict resolution skills.

For example, students could role play how to respond to potentially dangerous situations. Presenters could include time for students to frankly discuss why youth play with or handle guns without adults present. Knowledge and attitudes alone rarely change behavior; skill-building is an essential part of behavior change.

Program staff could devote more time to the peer education and family / community involvement components.

To do so, staff should focus their efforts on training peer educators and community members to deliver some of the classroom presentations. Training community members can also “count” as involvement with families and community, meeting two program goals at once.

When implementing the peer education component, seek buy-in early in the year from principals and school-site coordinators. Engage the peer educators in creating youth-appropriate media messages that can reach large numbers of students, such as videos, commercials, or media campaigns.

Consider scaling back the program goals and expectations.

The evaluation shows that Project Sentry engages in a number of activities that positively impact APS students, such as the classroom presentations and peer education. Program staff should concentrate their efforts on these activities, and reduce their time on activities that have less of potential for impact (e.g., posters at health fairs, distributing key chains). Staff could also expand their definition of “community presentations” to include presentations given by the peer educators to community groups. By doing so, program staff may realize the remaining program goals are more achievable.

Use findings from the district’s Developmental Assets survey to further focus program efforts.

A person’s likelihood of being involved in violence is a combination of his / her risk factors and protective factors. Use survey results to target students and parts of town with the highest reported risk for violence. Look at the developmental assets present in those same students and tailor the message to build on the assets and further reduce their risk for violence.

APPENDIX A

Media Literacy Survey (2 pages)

OCC Survey (2 pages)

Peer Educator / *EmPower* Survey (2 pages)

APPENDIX B

Table B- 1: Status of Instruction and Learning Implementation for 2005-2006

Objective	Target	Status	Narrative
INSTRUCTION AND LEARNING			
To educate students about <i>Media Literacy</i> and Gun Violence (<i>ML</i>)	300 students 15 sessions 10 schools	Met	<i>Media Literacy</i> presentation provided to: 458 students 25 sessions 10 schools
To educate students on the Options, Choices and Consequences (<i>OCC</i>) of Gun Violence	300 students 15 sessions 10 schools	Met	<i>OCC</i> presentation provided to: 422 students 23 sessions 10 schools
Increase the # of Positive Media Messages	Provide Gun Free School Zone signs to all APS Schools Provide 750 gun violence prevention brochures as well as 750 brochures that advocate for pro-social behavior Provide 1000 promotional items to social market the program	Ongoing	Provided Gun Free School Zone signs to 20 APS schools Provided 500 Project Sentry brochures to APS Staff and 700 brochures to students and families about pro-social behavior Provided 700 key chains, magnets, bookmarks and business card holder to adults and youth in the community and schools Developed Youth Violence Prevention Art Calendars to be distributed to schools

Table B- 2: Status of Peer Education / Youth Advocacy Implementation for 2005-2006

Objective	Target	Status	Narrative
PEER EDUCATION			
Recruit High School students from local High schools	Recruit 8-10 students from November 2005-January 15, 2006	Met	Recruited 14 students in 2 high schools (WMHS and CEPI Charter High School) and 2 School Site Based Coordinators
Train High School students in Youth Link Violence Prevention Curriculum	8-10 students will complete the training by March 2006	Met	Trained 14 students in the Youth Link Violence Prevention curriculum between February and April 2006
Present Youth Link Prevention Curriculum	Present 2 presentations to APS middle schools in April 2006	Met	Presented to 363 students in 4 th -9 th grades, 15 sessions at elementary, middle schools and community centers
Objective	Target	Status	Narrative
YOUTH ADVOCACY			
Increase the # of youth-initiated projects in schools	Trained youth will start 3 projects or complete 3 projects by June 2006	Met	At the end of the Peer Educator presentations, students started a youth advocacy project by developing a poster of violence prevention for their school. Peer Educators at West Mesa High School developed a display of violence prevention to take to different community centers. Peer Educators at CEPI I Charter HS developed a violence prevention video for their school.
Increase the # youth generated positive media messages	1 youth generated media positive message will be generated by June 2006	Met	The Project Sentry Coordinator worked with Rick Johnson and Company (a Project Safe Neighborhoods media partner) and the Project Safe Neighborhoods Taskforce to develop a youth gun violence prevention art calendar with youth generated positive media messages. The Program Coordinator and PSN Taskforce members recruited students from 3 schools (HS-ES) to participate by developing artwork for the project.

Table B- 3: Status of Family & Community Involvement Implementation for 2005-2006

Objective	Target	Status	Narrative
Educate families of gun violence prevention and gun safety	Present at 3 scheduled APS school activities for families by June 2006	In progress	Contact has been made with parent committees but no activities conducted this year. Plans are in place for the upcoming school year. The Program Coordinator has met with the Vice Chairman of the NM Parent Teacher Association to present the program to parents at ongoing meetings and conferences
Educate the community of gun violence prevention and gun safety	Present at 3 scheduled community activities by June 2006	In progress	Set up program display at 2 community activities (Mesa Verde Community Center Grand Opening and the Harrison MS Health and Wellness Fair)
Provide education and awareness at various youth and adult workshops	Present at 3 scheduled youth and adult workshops and conferences by June 2006	Met	3 completed. Presented two breakout sessions at the 2006 Project Safe Neighborhoods National Conference and one at the NM Gang and Terrorism Taskforce Conference

Table B- 4: Status of Student and District Outcomes for 2005-2006

Objective	Target	Status	Narrative ¹³
1.To increase knowledge about gun violence	<p><i>Increased # students with:</i> Knowledge of medical, legal, personal consequences of gun violence</p> <p>Increase # who know how to report a crime</p>	Met	<p>At the post-test, <i>more</i> students think:</p> <ul style="list-style-type: none"> ▪ Gun violence is a threat to teens (94%) ▪ It is illegal to carry a gun without parents around (83%) ▪ Having a gun makes you more likely to get hurt (77%) ▪ Gun wounds do not heal quickly (78%) <p>At post-test, <i>more</i> students know:</p> <ul style="list-style-type: none"> ▪ You can get expelled for bringing a gun to school (89%) ▪ How to report an incident with weapons (80%) ▪ How to report violence (91%, increased 10%)¹⁴

¹³ Pre/post survey results in objectives 1 through 4 come from *Media Literacy* and *OCC* surveys, unless otherwise noted.

¹⁴ Source: Peer Educator surveys

Table B- 4: Status of Student and District Outcomes for 2005-2006

Objective	Target	Status	Narrative ¹³
2. To change attitudes, values and perceptions related to gun violence	<p><i>Decrease #</i> students who think: Guns are effective way to solve problems</p> <p>Bullying is ok</p> <p>Guns protect you</p> <p>Guns are cool</p> <p>Guns are normal way of life</p>	Met	<p>At post-test, there is a slight <i>decrease</i> in percent of students who think:</p> <ul style="list-style-type: none"> ▪ Guns help you solve conflicts (decreased 1-4%¹⁵) ▪ Calling people names is ok (decreased 5%) ▪ Guns make you safer (decreased 9%) ▪ They need a gun to protect themselves (decreased 6%) <p>At post-test:</p> <ul style="list-style-type: none"> ▪ 81% thought playing with guns is very dangerous (increased 2% from pre-test) ▪ 78% felt the <i>OCC</i> presentation made them more aware of the options they have to resolve conflict ▪ 83% felt the <i>Media Literacy</i> presentation made them think more seriously about how guns can hurt people
3. To increase competencies/skills related to gun violence avoidance	<p><i>Increased #</i> <i>students who can:</i> Analyze, interpret and create media</p> <p>Distinguish fantasy vs. reality in the media</p> <p><i>Increased #</i> <i>students who:</i> Think critically about threatening</p>	Met	<p>At post-test, there is a <i>increase</i> in percent of students who think:</p> <ul style="list-style-type: none"> ▪ The media <i>does not</i> give you a true/accurate picture about the dangers of guns (increased 3%) ▪ Ads and movies <i>do not</i> tell the whole truth about dangers of guns (increased 3%) ▪ Realize violence is present most of the time in the movies, TV, etc. they watch (increased 4%) <p>At post-test, there is an <i>increase</i> in percent of students who:</p> <ul style="list-style-type: none"> ▪ Choose nonviolent ways to resolve conflict (increased 2-8%¹⁶)

¹⁵ Decreased by 1% on *Media Literacy* surveys and decreased by 4% on *OCC* surveys.

¹⁶ Students responded to four scenarios regarding what they would do in dangerous or potentially violent situations. Depending on the question and the response categories, responses show anywhere from a 2-8% increase in percent of students who chose non-violent ways to deal with the situations.

Table B- 4: Status of Student and District Outcomes for 2005-2006

Objective	Target	Status	Narrative ¹³
<p>3. To increase competencies/ skills related to gun violence avoidance, <i>continued</i></p>	<p>situations</p> <p>Can resolve conflict non-violently</p> <p>Have life & social skills (e.g., follow inner instincts)</p> <p>Intend to report crimes</p>		<ul style="list-style-type: none"> ▪ Say they are aware of how much violence is around them (from 78% to 89%, a 10% increase¹⁷) ▪ Understand how to advocate for themselves or others (increased 11%)¹⁸ ▪ Are confident they can avoid violent situations if they need to (increased 6%)¹⁸ ▪ Say they will call campus crime stoppers to report a gun on campus (from 15% to 29%, a 14% increase) ▪ Would report it if they knew a violent act was going to happen (increased 10%) or if they knew there was the potential for violence (increased 16%)¹⁸
<p>4. To decrease intent to engage in violent behavior and risk factors for violence</p>	<p>Decrease # students who intend to engage in violent behavior</p>	<p>Met</p>	<p>At post-test, <i>fewer</i> students think they will ever¹⁹:</p> <ul style="list-style-type: none"> ▪ Carry a gun (down 1-4%) ▪ Use a gun to protect themselves (decreased 3-9%) ▪ Use a gun for hunting or sporting (decreased 6%²⁰) ▪ Use a gun to threaten or harm someone (decreased 2%) <p>At post-test:</p> <ul style="list-style-type: none"> ▪ 75% of students said their family has talked to them about gun safety <p>Risk factors for violence still exist, however.</p> <ul style="list-style-type: none"> ▪ 26-28% of students report handling a gun without adults around. This is an area needing further attention from parents and program staff.

¹⁷Due to rounding. The difference is 10.2%.

¹⁸ Source: Peer Educator surveys

¹⁹ This question was asked on both the *Media Literacy* and the *OCC* surveys.

²⁰ No change was seen on the *Media Literacy* surveys, but respondents to *OCC* surveys showed a 6% decrease.

Table B- 4: Status of Student and District Outcomes for 2005-2006

Objective	Target	Status	Narrative ¹³
5. To reduce youth-related gun crime ²¹	Reduce # of youth suspended for weapons violations	Partially met	According to APS suspension reports, student suspensions declined at the district-level for firearm possession, weapon possession, and weapon use, from 2004-05 to 2005-06 ²² . Numbers at each school are too small to discern significant changes. See evaluation report for additional details.
	Reduce severity of firearm incidents in APS	Partially met	<p>APS does not collect data related to <i>severity</i> of firearm incidents, only total numbers of incidents.</p> <ul style="list-style-type: none"> ▪ There were 4 were firearms possessions in 2005-06, compared to 2 firearms in 2004-05²³. ▪ Student suspensions declined at the district-level for firearm possession, weapon possession, and weapon use, from 2004-05 to 2005-06²³. <p>Due to the small number of incidents with firearms, we do not anticipate seeing significant reduction for this objective.</p>
	Reduce # of self-reported violent behaviors in APS	In progress	<p>The Developmental Assets survey asks students, “During the last 12 months, how many times have you carried a knife or gun to protect yourself? (Q#139). This does not ask students to specify <i>where</i> the student carried the weapon (e.g., at school or not).</p> <ul style="list-style-type: none"> ▪ 17% of 6th graders, 19% of 7th graders, and 23% of 8th graders report carrying a gun or knife. <p>According to the <i>OCC</i> pre/post tests, some students report carrying a weapon to protect themselves, either at school or not at school.</p> <ul style="list-style-type: none"> ▪ 6% of students report ever carrying a gun or knife to protect themselves

²¹ When reductions in weapon and gun-related crime may occur, it is difficult to say that these reductions are due to Project Sentry or any other program.

²² Source: APS Suspension website

²³ Source: APS Quality and Safe Learning and Working Environments, 2004-2005 Goals Report. May 2006.

Table B- 4: Status of Student and District Outcomes for 2005-2006

Objective	Target	Status	Narrative ¹³
			<p>when AT school.</p> <ul style="list-style-type: none"> ▪ 20% of students self-report carrying a gun or knife to protect themselves when NOT at school.

APPENDIX C

Table C- 1: Project Sentry Pre/Post Survey Results for Each Objective

Survey: *Media Literacy (ML), Options, Choices & Consequences (OCC); or Peer educators (Peer Ed)*

Evidence objective was met:

v means this row of data provides evidence that this objective was met;

** means this row of data either (a) is worthy of special attention or (b) contains data that are contradictory to what is expected / desired.

Question(and desired response)	Survey	Response	Number		Percent		Change from pre- to post-test	Evidence objective was met?
			Pre-test	Post-test	Pre-test	Post-test		
Objective 1: To increase knowledge about gun violence								
Q7. Gun violence is a major threat to teenagers' wellbeing. (agree)	ML	Agree	294	215	88.6%	94.3%	5.7%	v
		Disagree	38	13	11.4%	5.7%		
		Total	332	228	100.0%	100.0%		
Q11. It is against the law (illegal) for children to carry a gun if parents aren't around. (agree)	ML	Agree	225	162	75.0%	82.7%	7.7%	v
		Disagree	75	34	25.0%	17.3%		
		Total	300	196	100.0%	100.0%		
Q12. People who have guns are more likely to get hurt by a gun. (agree)	ML	Agree	225	147	74.5%	76.6%	2.1%	
		Disagree	77	45	25.5%	23.4%		
		Total	302	192	100.0%	100.0%		
Q8. Gun violence is a big problem for teens. (agree)	OCC	Agree	314	286	83.5%	86.4%	2.9%	v
		Disagree	62	45	16.5%	13.6%		
		Total	376	331	100.0%	100.0%		
Q9. Healing from a gunshot wound is usually quick (3 months or less). (disagree)	OCC	Agree	128	72	34.0%	21.9%		
		Disagree	249	257	66.0%	78.1%	12.1%	v
		Total	377	329	100.0%	100.0%		
Q14. You can get kicked out of school (expelled) if you bring a gun to school.	OCC	Agree	327	284	89.1%	89.0%	-0.1%	

Question(and desired response)	Survey	Response	Number		Percent		Change from pre- to post-test	Evidence objective was met?
			Pre-test	Post-test	Pre-test	Post-test		
(agree)								
		Disagree	40	35	10.9%	11.0%		
		Total	367	319	100.0%	100.0%		
Q26. Since the Options presentation, I know more about how to report an incident with weapons. (yes)	OCC	Yes		121		79.6%		v
		No		31		20.4%		
		Total		152		100.0%		
Q3. I know how to report violence. (agree)	Peer Ed	Disagree	37	17	19.5%	9.1%		
		Agree	153	170	80.5%	90.9%	10.4%	v
		Total	190	187	100.0%			
Objective 2: To change attitudes, values and perceptions related to gun violence								
Q10. Guns can help you solve conflicts (disagree)	ML	Agree	57	35	17.2%	15.8%		
		Disagree	275	187	82.8%	84.2%	1.4%	v
		Total	332	222	100.0%	100.0%		
Q19. The Media Literacy presentation made me think more seriously about how guns can hurt people. (yes)	ML	Yes		162		82.7%		v
		No		34		17.3%		
		Total		196		100.0%		
Q7. Calling people names is ok if you do it once in a while. (disagree)	OCC	Agree	129	97	34.1%	29.3%		
		Disagree	249	234	65.9%	70.7%	4.8%	v
		Total	378	331	100.0%	100.0%		
Q10. Having guns makes you safer. (disagree)	OCC	Agree	120	78	32.7%	24.0%		
		Disagree	247	247	67.3%	76.0%	8.7%	v
		Total	367	325	100.0%	100.0%		
Q11. Guns help you to solve conflicts.	OCC	Agree	52	33	14.1%	10.2%		

Question(and desired response)	Survey	Response	Number		Percent		Change from pre- to post-test	Evidence objective was met?
			Pre-test	Post-test	Pre-test	Post-test		
(disagree)								
		Disagree	318	292	85.9%	89.8%	3.9%	v
		Total	370	325	100.0%	100.0%		
Q12. I need a gun to protect myself. (disagree)	OCC	Agree	83	52	22.6%	16.6%		
		Disagree	284	262	77.4%	83.4%	6.1%	v
		Total	367	314	100.0%	100.0%		
Q13. Playing with guns is very dangerous. (agree)	OCC	Agree	283	257	78.4%	80.6%	2.2%	v
		Disagree	78	62	21.6%	19.4%		
		Total	361	319	100.0%	100.0%		
Q25. The Options presentation made me more aware of the options I have to resolve conflict. (yes)	OCC	Yes		212		77.9%		v
		No		60		22.1%		
		Total		272		100.0%		
Q4. I want to lower / reduce the amount of violence I participate in. (agree)	Peer Ed	Disagree	30	21	14.6%	10.5%		
		Agree	175	179	85.4%	89.5%	4.1%	v
		Total	205	200	100.0%	100.0%		
Objective 3: To increase competencies / skills related to gun violence								
Q8. Media gives a true picture about the dangers of guns. (disagree)	ML	Agree	201	129	60.4%	57.8%		
		Disagree	132	94	39.6%	42.2%	2.5%	v
		Total	333	223	100.0%	100.0%		
Q9. Ads and movies tell the whole truth about dangers of guns. (disagree)	ML	Agree	114	71	34.8%	32.0%		
		Disagree	214	151	65.2%	68.0%	2.8%	v
		Total	328	222	100.0%	100.0%		
Q5. Violence is present most of the time in movies, TV,... etc. that I watch.	Peer Ed	Disagree	52	42	25.4%	21.2%		

Question(and desired response)	Survey	Response	Number		Percent		Change from pre- to post-test	Evidence objective was met?
			Pre-test	Post-test	Pre-test	Post-test		
(agree)								
		Agree	153	156	74.6%	78.8%	4.2%	v
		Total	205	198	100.0%	100.0%		
Q6. I am aware of how much violence there is around me. (agree)	Peer Ed	Disagree	43	22	21.6%	11.4%		
		Agree	156	171	78.4%	88.6%	10.2%	v
		Total	199	193	100.0%	100.0%		
Q15. Imagine someone at school kept hitting or pushing you for no reason. What would you do?	OCC	1-I'd hit or push them right back	152	108	46.1%	37.8%	-8.3%	**
		2-I'd try to hurt them worse than they hurt me.	31	23	9.4%	8.0%	-1.4%	
		3-I'd try to talk to this person and work out our differences.	51	57	15.5%	19.9%	4.5%	v
		4-I'd talk to a teacher or other adult.	67	78	20.3%	27.3%	7.0%	v
		5-I'd just ignore it and do nothing.	29	20	8.8%	7.0%	-1.8%	
		Total	330	286	100.0%	100.0%		
Q10. If you found out someone had a gun at school, what would you do?	OCC	1-I'd call crime stoppers	49	81	14.7%	28.6%	13.9%	v
		2-I'd tell a teacher or other adult	187	151	56.2%	53.4%	-2.8%	
		3-I'd tell my friends but not an adult	29	23	8.7%	8.1%	-0.6%	
		4-I'd try to go home or leave school	21	6	6.3%	2.1%	-4.2%	v
		5-I'd probably ignore it and do nothing	47	22	14.1%	7.8%	-6.3%	v
		Total	333	283	100.0%	100.0%		
Q17. Imagine that	OCC	1-I'd make fun of	110	90	33.3%	31.0%	-2.3%	v

Question(and desired response)	Survey	Response	Number		Percent		Change from pre- to post-test	Evidence objective was met?
			Pre-test	Post-test	Pre-test	Post-test		
someone at your school kept making fun of you and calling you names for no reason. What would you do?		them right back.						
		2-I'd threaten to hurt them if they don't stop.	42	21	12.7%	7.2%	-5.5%	
		3-I'd try to talk to this person and work out our differences.	60	72	18.2%	24.8%	6.6%	v
		4-I'd talk to a teacher or other adult.	74	77	22.4%	26.6%	4.1%	v
		5-I'd just ignore it and do nothing.	44	30	13.3%	10.3%	-3.0%	v
		Total	330	290	100.0%	100.0%		
Q18. Imagine you are out with friends or family. You come upon a dangerous situation. What would you do?	OCC	1- I'd try to leave right away and report it.	243	239	73.6%	81.6%	7.9%	v
		2- I'd try to leave right away but NOT report it.	22	19	6.7%	6.5%	-0.2%	
		3-I'd stay around a little longer to see what happens.	50	25	15.2%	8.5%	-6.6%	v
		4-I'd probably ignore it and do nothing.	15	10	4.5%	3.4%	-1.1%	v
		Total	330	293	100.0%	100.0%		
Q1.If I knew a violent act was going to happen, I would report it. (agree)	Peer Ed	Disagree	37	15	17.8%	7.5%		
		Agree	171	185	82.2%	92.5%	10.3%	v
		Total	208	200	100.0%	100.0%		
Q2. If I knew about	Peer	Disagree	56	22	26.8%	11.0%		

Question(and desired response)	Survey	Response	Number		Percent		Change from pre- to post-test	Evidence objective was met?
			Pre-test	Post-test	Pre-test	Post-test		
violence, or the potential for violence...I would report it. (agree)	Ed							
		Agree	153	178	73.2%	89.0%	15.8%	v
		Total	209	200	100.0%	100.0%		
Q7. I understand how to advocate for myself and others. (agree)	Peer Ed	Disagree	43	20	20.9%	10.0%		
		Agree	163	180	79.1%	90.0%	10.9%	v
		Total	206	200	100.0%	100.0%		
Q8. I am confident I can avoid violent situations if I need to. (agree)	Peer Ed	Disagree	37	25	18.0%	12.5%		
		Agree	168	175	82.0%	87.5%	5.5%	v
		Total	205	200	100.0%	100.0%		
Objective 4: To decrease intent to engage in violent behavior (and risk factors for violence)								
Q13. Do you think you'll ever carry a gun (a handgun that shoots real bullets)? (no)	ML	Yes	133	94	40.5%	42.0%	1.4%	**
		No	195	130	59.5%	58.0%		
		Total	328	224	100.0%	100.0%		
Q14. Do you think you'll ever use a gun for hunting or sporting? (no)	ML	Yes	219	149	66.6%	66.5%		
		No	110	75	33.4%	33.5%	0.0%	
		Total	329	224	100.0%	100.0%		
Q15. Do you think you'll ever use a gun to protect yourself? (no)	ML	Yes	182	117	55.8%	52.9%		
		No	144	104	44.2%	47.1%	2.9%	v

Question(and desired response)	Survey	Response	Number		Percent		Change from pre- to post-test	Evidence objective was met?
			Pre-test	Post-test	Pre-test	Post-test		
		Total	326	221	100.0%	100.0%		
Q16. Do you think you'll ever use a gun to threaten or harm someone? (no)	ML	Yes	34	20	10.4%	8.9%		
		No	292	204	89.6%	91.1%	1.5%	v
		Total	326	224	100.0%	100.0%		
Q17. My family has talked to me about how to be safe around guns. (yes)	ML	Yes	210	168	78.9%	75.3%	-3.6%	**
		No	56	55	21.1%	24.7%		
		Total	266	223	100.0%	100.0%		
Q18. I have handled/held a gun without adults around. (no)	ML	Yes	70	63	26.3%	28.0%		
		No	196	162	73.7%	72.0%	-1.7%	**
		Total	266	225	100.0%	100.0%		
Q21. Do you think you'll ever carry a gun? (no)	OCC	Yes	108	106	40.8%	36.7%		
		No	157	183	59.2%	63.3%	4.1%	v
		Total	265	289	100.0%	100.0%		
Q22. Do you think you'll ever use a gun for hunting or sporting? (no)	OCC	Yes	170	167	63.9%	57.8%		
		No	96	122	36.1%	42.2%	6.1%	v
		Total	266	289	100.0%	100.0%		
Q23. Do you think you'll ever use a gun to protect yourself? (no)	OCC	Yes	107	91	40.8%	31.6%		
		No	155	197	59.2%	68.4%	9.2%	v
		Total	262	288		100.0%		
Q24. Do you think	OCC	Yes	22	20	8.4%	7.0%		

Question(and desired response)	Survey	Response	Number		Percent		Change from pre- to post-test	Evidence objective was met?
			Pre-test	Post-test	Pre-test	Post-test		
you'll ever use a gun to threaten or harm someone? (no)								
		No	239	267	91.6%	93.0%	1.5%	v
		Total	261	287	100.0%	100.0%		
Objective 5: To reduce youth-related gun crime.								
Q19. During the last 12 months, how often have you had to carry a knife or gun to protect yourself when AT SCHOOL?	OCC	Never		340		94.2%		
		Once		10		2.8%		**
		Twice		2		0.6%		**
		3-4 times		1		0.3%		**
		5 or more times		8		2.2%		**
		Total		361		100.0%		
Q20. During the last 12 months, how often have you had to carry a knife or gun to protect yourself when NOT AT SCHOOL?	OCC	Never		255		79.7%		
		Once		31		9.7%		**
		Twice		11		3.4%		**
		3-4 times		4		1.3%		**
		5 or more times		19		5.9%		**
		Total		320		100.0%		

APPENDIX D

Table D- 1: APS Violence & Vandalism Reports by Middle School: 3-Year Comparison

School	2002-2003 Totals	2003-2004 Totals	2004-2005 Totals
Cleveland	17	21	33
Desert Ridge	8	5	14
Eisenhower	12	14	21
Ernie Pyle	33	13	42
Garfield	15	21	10
Grant	14	23	24
Harrison	31	29	22
Hayes	26	16	20
Hoover	9	7	10
Jackson	11	13	12
James Monroe	6	13	9
Jefferson	10	10	39
Jimmy Carter	45	43	36
John Adams	14	38	44
Kennedy	16	30	15
L.B. Johnson	18	6	20
Madison	15	13	7
McKinley	8	11	15
Polk	42	10	28
Roosevelt	2	3	13
Taft	8	16	39
Taylor	4	1	8
Truman	33	38	57
Van Buren	21	12	8
Vision Quest	1	8	0
Washington	8	28	8
Wilson	23	40	19

The totals above include assaults, vandalism, weapons possession, and drug/alcohol possession.

Source: Table B-1. APS Quality and Safe Learning and Working Environments, 2004-2005 Goals Report.

Table D- 2:Violence & Vandalism Reports by Type of Incident: Middle School, 2004-05

	Assaults	Vandalism	Weapons Possession	Drug/Alcohol Possession	School Total
Cleveland	17	5	4	7	33
Desert Ridge	4	7	1	2	14
Eisenhower	4	4	7	6	21
Ernie Pyle	17	15	4	6	42
Garfield	6	3	0	1	10
Grant	16	3	3	2	24
Harrison	10	3	4	5	22
Hayes	4	5	5	6	20
Hoover	2	3	3	2	10
Jackson	3	4	3	2	12
James Monroe	4	2	1	2	9
Jefferson	21	9	5	4	39
Jimmy Carter	19	6	6	5	36
John Adams	13	21	3	7	44
Kennedy	7	4	3	1	15
Lyndon B. Johnson	9	5	1	5	20
Madison	2	4	1	0	7
McKinley	6	5	1	3	15
Polk	20	4	0	4	28
Roosevelt	8	1	2	2	13
Taft	27	5	1	6	39
Taylor	5	2	1	0	8
Truman	43	5	2	7	57
Van Buren	5	0	2	1	8
Vision Quest	0	0	0	0	0
Washington	4	1	1	2	8
Wilson	14	1	3	1	19
Totals	290	127	67	89	573

Source: Table B-4. APS Quality and Safe Learning and Working Environments, 2004-2005 Goals Report

Table D- 3: Five-Year Comparison of APS Weapons Possession Reports

	2000-01	2001-02	2002-03	2003-04	2004-05
Firearms	5	9	10	2	4
Knives/Cutting	226	205	151	177	185
Other*	40	25	14	18	18

*Other Weapons Possession includes metal knuckles, bb guns, toy guns, etc.

Source: Table B-5. APS Quality and Safe Learning and Working Environments, 2004-2005 Goals Report.

Table D- 4: Firearms Seizures by School in 2004-05

Cibola High School	On 08-19-04 a 17-year-old Rio Rancho student was found to have a .22 caliber rifle in his vehicle.
Sandia High School	On 01-07-05 a 16-year-old student was found to have a shotgun in his vehicle.
Jackson Middle School	On 01-11-05 a 13-year-old student was found to have a 9mm handgun in his backpack.
Valley High School	On 04-25-05 a 17-year-old non-student was found to have a .22 caliber rifle in his vehicle.

Source: Table B-6. APS Quality and Safe Learning and Working Environments, 2004-2005 Goals Report.

APPENDIX E

Survey Instruments

EmPower Peer Educator Classroom Survey

Date: ____ / ____ / ____ School: _____

Thank you for participating in the EmPower program. Please answer the following questions about yourself.

This survey is voluntary. If there is a question you do not wish to answer, you may skip it. But we hope you will answer as many questions as possible. Please use Pencil only.

No one at the school will see your responses. Your answers will be combined with those of other students. The answers you give will never be identified as yours.

For Office Use Only

Loc No.

○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○
○	○	○

Gender: Male Female

Grade Level: 5th 6th 7th 8th 9th 10th 11th 12th Other

Ethnicity: Asian Black Hispanic Native American White
(check one)

We want to be able to understand what you gained by participating in the EmPower program.

Please mark your ratings both:
BEFORE the EmPower program and
AFTER the EmPower program (NOW).

	BEFORE this program I thought:				NOW I think:			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
1. If I knew a violent act was going to happen, I would report it.	○	○	○	○	○	○	○	○
2. If I knew about violence, or the potential for violence (a fight, a weapon at school), I would report it.	○	○	○	○	○	○	○	○
3. I know how to report violence.	○	○	○	○	○	○	○	○
4. I want to lower / reduce the amount of violence I participate in.	○	○	○	○	○	○	○	○
5. Violence is present most of the time in movies, TV, commercials, etc. that I watch.	○	○	○	○	○	○	○	○
6. I am aware of how much violence there is around me.	○	○	○	○	○	○	○	○
7. I understand how to advocate for myself and others.	○	○	○	○	○	○	○	○
8. I am confident I can avoid violent situations if I need to.	○	○	○	○	○	○	○	○

9. What is the most important thing you learned through the peer educator program today?

10. Name 3 things you didn't know about violence and its effects that you know now.

- 1.
- 2.
- 3.

11. What would you change about the session today to make it more interesting or enjoyable for you?

Media Literacy Classroom Survey



Date: ___ / ___ / ___ School: _____

Loc No.

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For Office Use Only

Thank you for participating in the Media Literacy program. Please answer the following questions about yourself.

No one at the school will see your responses. Your answers will be combined with those of other students. The answers you give will never be identified as yours. This survey is voluntary. If there is a question you do not wish to answer, you may skip it. But we hope you will answer as many questions as possible. Please use Pencil only.

Gender: Male Female

Grade Level: 5th 6th 7th 8th 9th 10th 11th 12th

Ethnicity:(check one) Asian Black Hispanic Native American White

We want to be able to understand what you gained by participating in the Media Literacy program.

Please mark your ratings both: BEFORE the Media Literacy program and AFTER the Media Literacy program (NOW).

	BEFORE this program I thought:				NOW I think:			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Strongly Disagree	Disagree	Agree	Strongly Agree
1. Gun violence is a major threat to teenagers' well-being.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Media gives a true picture about the dangers of guns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ads and movies tell the whole truth about the dangers of guns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Guns can help you solve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. It is against the law (illegal) for children to carry a gun if parents aren't around.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. People who have guns are MORE likely to get hurt by a gun.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer YES or NO to the following questions by marking the box. Any type of gun can be dangerous. For the questions below, we are asking about a handgun, a gun that shoots real bullets.

	BEFORE this program I thought:		NOW I think:	
	Yes	No	Yes	No
7. Do you think you'll ever carry a gun (a handgun that shoots real bullets)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Do you think you'll ever use a gun for hunting or sporting?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Do you think you'll ever use a gun to protect yourself?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Do you think you'll ever use a gun to threaten or harm someone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. My family has talked to me about how to be safe around guns.			<input type="radio"/>	<input type="radio"/>
12. I have held a gun without adults around.			<input type="radio"/>	<input type="radio"/>
13. The Media Literacy presentation made me think more seriously about how guns can hurt people.			<input type="radio"/>	<input type="radio"/>

14. Do you have any suggestions for how we can improve the program?

Options, Choices, Consequences Classroom Survey

Date: ___/___/___ School: _____

Thank you for participating in the Options, Choices, Consequences program. Please answer the following questions about yourself.

Gracias por participar en el programa "Options". Favor de responder a las siguientes preguntas.

Gender / Sexo: Male / Masculino Female / Femenino
 Grade Level / Grado: 5th 6th 7th 8th 9th 10th 11th 12th

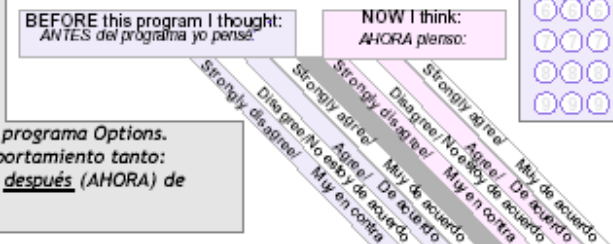
Ethnicity / Grupo étnico: Asian / Asiático Black / Negro Hispanic / Hispano White / Blanco Native American/ Indígena

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We want to be able to understand what you gained by participating in the Options program. Please mark your ratings both:

BEFORE the Options program and AFTER the Options program (NOW).

Deseamos saber lo que lograste al participar en el programa Options. Empleando la siguiente escala, favor de calificar tu comportamiento tanto: ANTES de participar en este programa Options, como después (AHORA) de haber participado.



1. Calling people names is ok if you only do it once in a while. <i>Está bien insultar a la gente si sólo una vez lo haces.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Gun violence is a big problem for teens. <i>La violencia armada es un gran problema para la juventud.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Healing from a gunshot wound is usually quick (3 months or less). <i>Casi siempre la herida de bala sana en 3 meses o menos.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Having a gun makes you safer. <i>Tener una pistola le da a uno mayor seguridad.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Guns can help you solve conflicts. <i>Las armas de fuego le ayudan a uno a resolver conflictos.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I need a gun to protect myself. <i>Necesito una pistola para protegerme.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Playing with guns is very dangerous. <i>Es sumamente peligroso jugar con armas de fuego.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. You can get kicked out of school (expelled) if you bring a gun to school. <i>Al que traiga pistola a la escuela lo podrán echar o expulsar.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Imagine that someone at your school kept hitting or pushing you for no reason. What would you do? <i>Imaginate que alguno de tu escuela te siguiera pegando o empujando sin causa, ¿qué harías?</i>	BEFORE this program I thought: ANTES del programa yo pensé		NOW I think: AHORA pienso:		
I'd hit or push him right back. <i>Le devolvería el golpe o el empujón.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd try to hurt them worse than they hurt me. <i>Le haría más daño que el que me hizo a mí.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd try to talk to this person and work out our differences. <i>Trataría de hablar con esta persona para resolver nuestras diferencias.</i>	Choose One Escoge Uno	<input type="radio"/>	Choose One Escoge Uno	<input type="radio"/>	Choose One Escoge Uno
I'd talk to a teacher or other adult. <i>Se lo contaría a un maestro o a otro adulto.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd just ignore it and do nothing. <i>No le haría caso a su conducta.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. If you found out someone had a gun at school, what would you do? <i>¿Qué harías si te enteraras de que alguien tiene una pistola en la escuela?</i>	BEFORE this program I thought: ANTES del programa yo pensé		NOW I think: AHORA pienso:		
I'd call the crime stoppers. <i>Llamaría a la unidad preventiva de crímenes.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd tell a teacher or other adult. <i>Se lo contaría a un maestro o a otro adulto.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd tell my friends but not an adult. <i>Se los contaría a mis amigos, pero no a un adulto.</i>	Choose One Escoge Uno	<input type="radio"/>	Choose One Escoge Uno	<input type="radio"/>	Choose One Escoge Uno
I'd try to go home or leave school. <i>Trataría de irme a casa o salir de la escuela.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I'd probably ignore it and do nothing. <i>Seguramente no haría nada.</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Options Survey p. 2

		BEFORE this program I thought: ANTES del programa yo pensé	NOW I think: AHORA pienso:
11. Imagine that someone at your school kept making fun of you and calling you names for no reason. What would you do? <i>Imaginate que en tu escuela alguien te pegara, se burlara de ti y te insultara sin razón alguna. ¿Qué harías?</i>			
I'd make fun of them right back.	<i>Me burlaria también de ellos.</i>	<input type="radio"/>	<input type="radio"/>
I'd threaten to hurt them if they don't stop.	<i>Amenazaria con hacerles daño si no dejaran de ofenderme.</i>	<input type="radio"/>	<input type="radio"/>
I'd try to talk to this person and work out our differences.	<i>Trataría de hablar con esta persona para resolver nuestras diferencias.</i>	Choose One Escoge Uno	Choose One Escoge Uno
I'd talk to a teacher or other adult.	<i>Se lo contaría a un maestro o a otro adulto.</i>	<input type="radio"/>	<input type="radio"/>
I'd just ignore it and do nothing.	<i>No haría caso de su conducta.</i>	<input type="radio"/>	<input type="radio"/>
12. Imagine you are out with your friends or family. You come upon a dangerous situation. What would you do? <i>Imaginate que anduvieras fuera de casa con tus amigos o familia y te toparas una situación peligrosa. ¿Qué harías?</i>			
I'd try to leave right away and report it.	<i>Trataría de alejarme inmediatamente y reportar la situación.</i>	Choose One Escoge Uno	<input type="radio"/>
I'd try to leave right away but NOT report it.	<i>Trataría de alejarme inmediatamente, pero no la reportaría.</i>	<input type="radio"/>	<input type="radio"/>
I'd stay around a little longer to see what happens.	<i>Me quedaria allí un ratito para ver lo que fuera a suceder.</i>	Choose One Escoge Uno	<input type="radio"/>
I'd probably ignore it and do nothing.	<i>Seguramente no haría nada.</i>	<input type="radio"/>	<input type="radio"/>
13. During the last 12 months, how often have you had to carry a knife or gun to protect yourself AT SCHOOL? <i>En los últimos 12 meses, ¿cuántas veces has tenido que llevar A LA ESCUELA un cuchillo o una pistola para protegerte?</i>			
	Never / Jamás		<input type="radio"/>
	Once / Una vez		<input type="radio"/>
	Twice / Dos veces		<input type="radio"/>
	3-4 times / 3-4 veces		<input type="radio"/>
	5 or more times / 5 veces o más		<input type="radio"/>
14. During the last 12 months, how often have you had to carry a knife or gun to protect yourself when NOT AT SCHOOL? <i>En los últimos 12 meses, ¿cuántas veces, CUANDO NO ESTÁBAS EN LA ESCUELA, has tenido que andar un cuchillo o una pistola para protegerte?</i>			Choose One Escoge Uno
	Never / Jamás		<input type="radio"/>
	Once / Una vez		<input type="radio"/>
	Twice / Dos veces		<input type="radio"/>
	3-4 times / 3-4 veces		<input type="radio"/>
	5 or more times / 5 veces o más		<input type="radio"/>
Any type of gun can be dangerous. For the questions below, we are asking about a handgun, a gun that shoots real bullets. <i>Cualquier tipo de arma de fuego puede ser peligrosa. Pero las siguientes preguntas se refieren a una pistola, o un revólver, o sea, a cualquier arma que dispare balas de verdad.</i>		BEFORE this program I thought: ANTES del programa yo pensé	NOW I think: AHORA pienso:
15. Do you think you'll ever carry a gun (a handgun that shoots real bullets)? <i>¿Piensas que alguna vez portarías un arma de fuego?</i>		<input type="radio"/>	<input type="radio"/>
16. Do you think you'll ever use a gun for hunting or sporting? <i>¿Piensas que alguna vez usarías un arma de fuego para cacería o como deporte?</i>		<input type="radio"/>	<input type="radio"/>
17. Do you think you'll ever use a gun to protect yourself? <i>¿Piensas que alguna vez emplearías un arma para protegerte?</i>		<input type="radio"/>	<input type="radio"/>
18. Do you think you'll ever use a gun to threaten or harm someone? <i>¿Piensas que alguna vez usarías un arma de fuego para amenazar a alguien o para herirlo?</i>		<input type="radio"/>	<input type="radio"/>
19. The Options presentation made me more aware of the options I have to resolve conflict. <i>La presentación de Opciones me hizo más consciente de las distintas alternativas que tengo para poder resolver conflictos.</i>			<input type="radio"/>
20. Since the Options presentation, I know more about how to report an incident with weapons. <i>Desde ver la presentación de Opciones, ya sé cómo reportar mejor un incidente con armas.</i>			<input type="radio"/>
21. Do you have any suggestions on how we could improve the program? <i>¿Tienes algunas sugerencias sobre cómo podríamos mejorar este programa?</i>			

THANK YOU! Gracias!